

# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.2

Meeting Date : November 20, 2014

Subject : Social and Emotional Learning: An Essential Component of High Quality Education

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

Department : Superintendent's Office/Office of Innovation

Recommendation : N/A

Background/Rationale :

The Social and Emotional Learning (SEL) initiative is a multi-year district initiative that is funded by the Novo foundation and guided by the Collaborative for Academic and Social Emotional Learning (CASEL). We're in our third year of SEL implementation across the district and the last year of the grant cycle. This executive summary will provide an overview of our systemic implementation through year 2 and set the stage for next steps in year 3.

Documents Attached:

# Board of Education Executive Summary

## Superintendent's Office/Office of Innovation

Social Emotional Learning:

An Essential Component of High Quality Education

November 20<sup>th</sup>, 2014

---

### I. Overview

Three years ago, the district received a grant from the Novo Foundation to



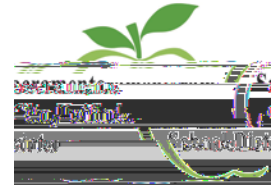




# Board of Education Executive Summary

## Superintendent's Office/Office of Innovation

Social Emotional Learning:  
An Essential Component of High Quality Education  
November 20<sup>th</sup>, 2014



integrated into our district structures, especially at our schools. Below is a summary of highlights for each of the 5 key priorities for integrating SEL:

- A. Continue to Develop SEL Vision We continue to develop our SEL vision through the leadership of the SEL Leadership Team. Developing a common language, building a robust professional learning plan, and continuing to outreach to district staff, principals, teachers, parents, students, and community members remained a primary focus. Through regular collaborative meetings and continuing push to integrate SEL into all district initiatives, the leadership team was able to accomplish the following integrations: The Guide to Success, accountability system that explicitly measures social emotional learning through the Engagement Pillar, reflecting the work of school sites; the Graduate Profile (Student Guide to Success), where SEL standards are integrated and embedded into daily operations and curriculum at school sites; and Academics, where SEL skills are explicitly called out during Common Core trainings to further align and integrate the importance of SEL skills needed for student academic success. Additionally, the creation, expansion, and adoption of the Positive School Climate Board Policy and the Discipline Board Policy further supports and strengthens SEL vision development.
- B. Collect and Share Data and Learning from the CKM Network The first group of schools, known as the CKM Network, has provided valuable data, insight, and leadership to support and inform the systemic implementation process for SCUSD. They have shared their knowledge/experience at school, community, and board presentations, by providing testimonials and mentoring support to new schools. Additionally, their participation in a series of interviews provided valuable insight into key ingredients to successful SEL implementation, effective professional learning, how to promote school-wide SEL, successful SEL instructional strategies, methods for informing parents and community about SEL, and additional resources that schools need to have in order to be successful in their implementation processes. The interviews were summarized into a report which have been shared with SCD leadership team, the SEL Leadership team, and Cohort 2 schools
- C. Continue Stakeholder Engagement and Communication Around SEL messaging and community engagement around SEL has been consistent and inclusive of all stakeholders. In year 2, SEL was consistently messaged via the Superintendent's newsletters to staff, via the eConnect newsletter, and on the district website. Stakeholder engagement involved the following: Staff stayed engaged through various collaborative work projects such as the development of the SEL Core Competency Rubric, the Guide to Success, the Local Control Accountability Plan, Bullying Prevention training, the Common Core trainings, the Pathway to Success initiative, and a variety of other professional learning opportunities; students were engaged via work in the

## Board of Education Executive Summary

### Superintendent's Office/Office of Innovation

Social Emotional Learning:

An Essential Component of High Quality Education

November 20<sup>th</sup>, 2014

Student Advisory Council; parents were engaged via Parent Academy trainings and Parent Information Exchange meetings; bargaining units were engaged through several meetings with the SEL Director; community partners were engaged through a variety of informational meetings and collaborative learning opportunities; and collaborative learning communities were engaged through several leadership institutes focused on SEL.

- D. Deepen SEL Integration into Professional Learning and ~~Over~~ Work- Recognizing that learning is not done through chance and happenstance, SCUSD embarked on a very robust plan to integrate SEL into current professional learning structures. Year 2 was about integrating and deepening learning by intentional focus on social emotional learning competencies and systemic implementation. Well over 2000 staff and community members received trainings on SEL. The highlights of our professional development in year 2 wSE professional

## Board of Education Executive Summary

### Superintendent's Office/Office of Innovation

Social Emotional Learning:  
An Essential Component of High Quality Education  
November 20<sup>th</sup>, 2014

Social and Emotional Learning (SEL) was an unfamiliar term to most individuals participating in training and professional learning sessions even if it had been present in their work all along. Developing a common vision and language has helped district staff and partners to see that while we had some practices and competencies embedded in current work habits, we had not developed a strategic district-wide approach that everyone could articulate and own. Deeper exploration of the five core competencies provided staff and parents a "name" and greater intentionality to their work. As a result, there has been an increased request for more professional development around SEL core competencies and strategies/tools to develop those competencies. To date, we've trained 2000 plus staff (both teachers and support staff) and community members. All of our school leaders at all of our 75 schools have received SEL training, which is unprecedented in the Cross District Initiative.

Parents and community members continue to list SEL as a priority for the LCAP and as an essential component of a high quality education for their students. Teachers see the value of SEL skills supporting students' access to the Common Core State Standards critical to their success.

Schools anecdotally report that since implementing SEL curriculum, they've seen the number of referrals and behavioral incidents decrease. SEL provides the foundation for supporting Restorative Practices, as we begin to implement the new Discipline Board Policy.

#### VII. Lessons Learned/Next Steps

As we move into year 3 of SEL implementation, it's important that we continue to create conditions for collaboration and professional learning. Social emotional learning will continue to thrive as long as we continue to make it an explicit and intentional part of our work in SCUSD.

As next steps, we'll continue to support the learning for Cohort 3 schools through the CASEL Theory of Action. We'll focus on developing a robust accountability structure to look at impact of SEL implementation. The SEL Leadership team will begin the process of developing a whole