

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

Agenda Item# 10.1

Meeting Date: November 21, 2013

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

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Board of Education Executive Summary

Superintendent's Office/Office of Innovation

Social and Emotional Learning:

An Essential Component of High Quality Education

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I. Overview

Social and emotional learning (SEL) involves processes through which children and adults develop fundamental emotional and social competencies to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

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Results1: Mega Result

Results 2: Academic Achievement

Results 3: WellRounded Individuals

Results 4: Local, State, National, Global Citizenship

Board Policy 5030 Student Wellness

Board Policy 6011 Academic Standards

Board Policy 6020 Parent Engagement

Board Policy 6141 Curriculum Development

III. Budget:

\$250,000 from the NoVo Foundation for Year 1 (award)

\$250,000 from the NoVo Foundation for Year 2 (award)

\$50,000 from The California Endowment for Year 2 (award)

Anticipating another \$250,000 from the NoVo Foundation for Year 3

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through developing a governance structure for SEL in SCUSD and outlining a structure of communication to inform staff about the SEL work at the district and school site level. Smaller strategic workgroups, each chaired by a member of the SEL team, were formed. Targeted professional learning sessions conducted by CASEL consultants will help build district and school site staff, students, parents and community partners' expertise.

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and began site-level reviews and participated in collaborative meetings with neighboring CDI districts to share successes and challenges, and attended the district meetings in Ohio and Chicago.

Second, we assessed and developed the work group subject matter and leadership needed to move the SEL work forward across our district. SCUSD created four key workgroups to address the following areas: Standards and Assessments, Professional Learning, Student Voice, and Communication and Engagement. Each of those workgroups is led by chairs that balanced site and district perspectives and met monthly. By the end of the year, each of the workgroups provided recommendations to the Superintendent and Cabinet that included a draft of SEL standards, an impressive district communication plan and a multi-track pathway for professional learning.

Third, we built capacity for effective leadership and communication by investing significant time in explorin-

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were explicitly SEL focused and addressed all of the SEL competencies, and 2) those that addressed some aspect of social and emotional learning by including at least one of the SEL competencies. In the past year, the District offered a wide variety of trainings to a multitude and varied audience. While LPC found that there were 91 trainings that addressed some components of social and emotional learning, reaching up to 2,228 District and school staff, parents and community members, our key focus were on the 22 trainings specific to social and emotional learning, reaching up to 801 District and school staff developed and launched through six unique ways:

- 1) SEL: An Essential Component of High Quality Education designed for Board, Cabinet, District Leaders, and the SEL Leadership. This workshop first occurred in October 2012 reaching 75 participants.
- 2) SEL Ambassador Sessions: Introduction to Social and Emotional Learning (SEL) for District, School, and Community Members in SCUSD basic orientation offered monthly providing a clear and concise introduction to SEL competencies, supporting research, what SEL looks like in the school and classroom, and roles and engagement opportunities for parents and community representatives. SEL leaders also offered this training at various community meetings with partners like PTA and the Parent/Teacher Home Visit Project as well as requesting sites. Since March of 2012 we've trained over 85 individuals in small group forum
- 3) SEL Ambassador: Train-the-Trainer (TOT) Sessions for facilitators in delivering the SCUSD one hour Introduction to SEL workshop to district and school leaders and staff and community representatives. With the guidance of our CASEL consultants, we developed these sessions and

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skills required. The Graduate Profile will serve as a barometer for measuring the preparedness of our students; therefore, it was critical that we aligned the SEL standards and included SEL goals in the Graduate Profile.

SEL Standards and Assessment workgroup leaders also focused efforts on insuring that SEL metrics will be included in the district's new *Guide to Success* (balanced accountability framework). The *Guide to Success* will provide a set of qualitative and quantitative outcomes designed to reflect a school's student achievement. The overall goals of this Guide are to promote continuous improvement and excellence in teaching and learning, as well as provide students with the necessary knowledge, skills, mindsets and experiences to be college and career ready.

Regarding evidence-based programming, Cohort I sites, Leataata Floyd and Sutterville Elementary Schools both use evidence-based programming (Second Step, Steps to Respect, etc). CK McClatchy High School has their "ROAR" program (Positive Behavioral Intervention Support). Finally, the evaluation team at LPC Associates, Inc. also conducted and produced a *Survey of the Program Inventory* with seven schools who will be part of Cohort II to gain a baseline understanding as our work with this second cohort of sites moves forward

SEL Integration Began: Focus on Networks of Schools and Other Immediate Opportunities

As the 2012-13 school year began, SEL leaders in our district thought that the most effective route for integrating SEL into existing district networks would be through our principal network of schools. However, as the year progressed, school closures and other pressing and intensive challenges before the network principals led us to decide that it would be better to reconnect with the revamped networks in the fall of 2013. In the meantime, three unexpected but highly successful pathways for

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VII. Lessons Learned/Next Steps:

Looking Ahead to Year Two of the Grant: Five Priorities for Integrating SEL

The first year of our implementation grant focused on building district awareness of SEL and the foundational support to begin full integration. As summarized above, we met or exceeded our key goals. As the second year of our grant begins, SCUSD/SEL leaders have already made mid adjustments to further maximize our grant outcomes with a revamping of our SEL organizational structure that allows us to effectively build upon our foundation. As a result, we will focus our efforts on the following priorities:

Continue to Develop SEL Vision

In order to carry forth the work of developing the SEL vision, the leadership team streamlined their membership and duties for the coming year. This new work includes reviewing and forwarding workgroup recommendations to members of the community for feedback then to Superintendent Raymond and SCUSD board members for final approval. One of the first actions will be the adoption of the proposed SEL Standards. Another action will be the expansion or changes needed for SCUSD Board Policy based on the policy audit conducted and findings shared this past year. A third key action will be to fully develop SEL Graduate Profile metrics, a key piece of our work. Finally, we will continue to develop the SEL vision by insuring that SEL is clearly addressed in the SCUSD Strategic Planning Process and Outcomes.

Collect and Share Data and Learning from CKM network

There are several examples of the CKM Network learning that are informing our work as we move into year two of this grant. One example rests in the leadership role of the CKM network principals as they provided testimony and outreach to the interested principals at sites exploring participation in Cohort II. While the first cohort did not have the benefit of colleagues in the District guiding this work, the second cohort began their decision making process with a breakfast meeting. At that time, the four Cohort I principals shared their past experiences and their pledge of support moving forward as sites considered what it meant to be an "SEL" school in o

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sponsored by PTA and other key community partners. The first community forum took place on October 29, 2013 from 6 p.m. at Health Professions High School of the Cohort II sites located in the CKM network geographic region. The forum was organized by members of the communication and engagement workgroup, along with PTA leadership. The forum provided a framing for SEL in SCUSD, offered parent/teacher/student testimony on SEL, and provided pending workgroup recommendations and accompanying data with an opportunity for community member feedback. We expect at least 150 participants at each of our future community forums.

Other stakeholder expansions in year two will include more SEL Ambassador Sessions, inclusion of SEL in the intensive Parent Leadership Academy Program, and continued exploration into other opportunities for SEL presentations in the greater Sacramento community.

Deepen SEL Integration Into Professional Learning and Other Work

While we made more progress in year one than expected, SCUSD plans to continue building Professional Learning entry points and opportunities for SEL. In the summer of 2013, SCUSD will host the SEL summer institute for Cohort I, II and the yet-to-be identified members of Cohort III sites. We will continue our cross-district professional learning with special attention to the developing sessions with the Academic Office on the Common Core/SEL cross trainings as noted earlier. Additionally, our recent round of one-to-one outreach with department leaders surfaced new department training opportunities including, but not limited to, the newly hired staff via the Human Resources department, the afterschool providers connected to the Youth Development department, preschool providers through our Early Childhood department and the inclusion training specialists through our Special Education department. Finally, we will work closely with our CASEL Consultants in their SchoolKit roll out as sites enter into the process of choosing specific evidence-based Programs.

Align Resources To Sustain SEL

We will look within the site and District infrastructure to determine key opportunities to leverage staff time, department resources and new opportunities for SEL integration and expansion. Externally, year two will include renewed attention to building relationships and philanthropic interest in SEL with our local business and community partner through invitations to the community forums. Our Superintendent and key district leaders will conduct strategic outreach to key policy and business leaders in the geographic areas where the forums will occur and then plan a follow-up half-day conference to be held in the spring of 2014 with the NoVo Foundation. Board members from our 501(c)3, Sacramento Unified Education Foundation, will also assist with reaching out to the community for financial resources to support sustaining SEL.

Increase the Selection and Implementation of Evidence-Based Programming

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Appendix A SCUSD Proposed Year SEL Implementation Workplan

Activity	Year 1	Year 2	Year 3
<p>Conduct SEL related resource and needs assessment (District Strength Inventory) across the district and schools.</p>	<p>September 2012 to December 2012</p> <p>Perform a gap analysis regarding current SEL programming, practices, and policies at all levels, particularly middle and high school, to identify the evidence-based programming offered, the grade levels and percentage of students receiving explicit SEL skills instruction, the percentage of teachers using instructional practices that promote SEL, and the degree to which key policies in the school align with SEL. (CASEL will provide a tool for this purpose.)</p> <p>January 2013 to March 2013</p> <p>Collect and summarize information from the gap analysis</p> <p>April 2013 to August 2013</p> <p>Share findings from the gap analysis to develop the SEL implementation network conducts a needs and resources assessment.</p>		<p>McClatchy Network and year 2 Networks revisit needs and resources assessment annually to continuously inform, revise, and improve the SEL implementation plan to meet the emerging needs of young people in the district.</p> <p>Continue to track the number of students at all grade levels and schools who are receiving evidence-based programming, teachers who are using instructional strategies that promote SEL, and integration of SEL into the core curriculum content.</p> <p>Gear up to add three comprehensive high school vertical networks in year 4 by conducting a needs and resources assessment.</p> <p>SEL Team will update the SEL Resources Inventory and include a component to measure the degree of implementation at each school site</p>
<p>Develop a district wide vision that prioritizes academic, social, and emotional learning for all students</p>	<p>September 2012 to October 2012</p> <p>Conduct an audit of the district's Board Policies to determine where SEL is included</p>	<p>Integrating SEL into the district's work will be the goal of year two of the grant. As the McClatchy Network expands its work the SEL Team and workgroups will collect and share data and incorpor</p>	<p>Implement and refine the new policy and administrative regulations that prioritize SEL as a key element of the new district strategic agenda.</p> <p>SEL is explicitly articula</p>

October 18, 2012

Facilitate a thorough orientation for the SCUSD School Board members to build their SEL knowledge and competence, and to explore the importance and benefits of establishing SEL as a foundation for high quality education in the district.

October 2012 to
December 2012

Create a workgroup tasked with drafting a SEL vision statement. Provide thorough orientation to SEL for all workgroup members.

Create a policy around SEL implementation district wide. This will include elements such as SEL evidence-based programming for all students at all grade levels, instructional practices that promote SEL, learning climate that supports SEL, integration of SEL standards into the core academic curriculum, and policies that align with SEL. This will be done in conjunction with the district's new strategic plan. At the same time,

	By June 2013 Present the proposed SEL policy to the School Board for approval and adoption and begin creating Administrative Regulations.		
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Develop expertise in academic, social, and emotional learning theory, research, and practice at the central office level

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development programs to build internal capacity for developing academic, social, and emotional learning.

Conduct an audit of Professional Learning (PL) opportunities that are offered during the 2012 school year through Common Core Academics+SEL capacity development for all staff.

October 2012 to January 2013 SCUSD trainers will provide training sessions for school site staff focusing on building positive culture and climate, adult competencies, and SEL methodologies for use in classrooms and meetings that address all aspects of SEL implementation and integration, with topics such as climate, core curriculum, instructional programming selection and adoption, family

CASEL consultants and the SEL Team develop a Training of Trainers (TOT) process to prepare selected district and CKM staff members to offer CASEL's SEL based professional development work on their campuses. These staff members will become SEL leaders on their school sites. Edrenan, f Lemiog5(s.1(s)-2(.7)11.3(c)-5 0.001 Tc -0MCID 21 >>BDC Q 401 Tc

October 2012 to May 2013 SCUSD trainers will hold monthly SEL awareness sessions open to all district office staff, school site staff, parents, and community partners

CASEL consultants and SCUSD trainers will hold monthly SEL awareness sessions open to all district office staff, school site staff, parents, and community partners. Workgroup creates a menu of onsite and webinar SEL PL sessions in consultation with CASEL consultants.

PL Workgroup will identify where and how SEL Professional Learning can be integrated with Common Core Professional Learning. Begin the work of designing a strategy for SEL to be integrated into other district Professional Learning opportunities, such as PBIS, Inclusive Schools, Youth Development, Child Development, Physical Education, Linked Learning/Small Learning Communities and site level professional learning opportunities.

March 2013 to May 2013 CASEL consultants and SCUSD trainers will hold additional training sessions for targeted groups. At least one additional network of schools receives Schoolkit training.

McClatchy Network receives Schoolkit training from CASEL consultants. July 2013 to August 2013

Hold a 4 day summer PL institute for teachers interested in learning about selected staff and district staff will participate in th

	SEL	Training of Trainers Program to offer the CASEL SchoolKit Workshop in the district to new SEL network schools and other interested schools	competence
Align resources to support academic, social, and emotional learning programming.	<p>SCUSD's budget for 2013 has been adopted and allocated. Year 1 SEL funding will be allocated to McClatchy Network activities and district support.</p> <p>District and school representation on SEL Team is 100% match by SCUSD</p> <p>1.0 FTE SEL Coordinator is funded 50% by SCUSD</p> <p>1.0 FTE Bullying Prevention Specialist is funded 70% by SCUSD</p> <p>Plan for allocating resources to the McClatchy Network for a designated time in the school day to explicitly teach SEL</p>	<p>SCUSD Cabinet leverage current district partnerships for SEL work and supporting resources.</p> <p>Superintendent, School Board, and staff members such as the District Coordinator seek and identify additional funding opportunities.</p> <p>CASEL consultants assist SCUSD in leveraging funds for SEL.</p> <p>Allocate resources for a designated time in the Networks school day to explicitly teaching SEL, morning meeting advisory, SEL class, etc.</p> <p>Include line item in the Networks and SEL budget for evidence-based SEL Program training and materials</p> <p>The SEL budget will include a line item for school level support for SEL, such as SEL Coaches, SEL Lead Teachers, etc.</p>	<p>Build capacity that the SEL Coordinator is funded 100% by SCUSD by year 4</p> <p>Design a strategy for the district to allocate resources so that SEL is explicitly taught in all schools to all students during a designated period of time in the school day.</p> <p>Participating network schools have staff trained at each school to serve as a SEL coach or SEL Lead Teacher.</p> <p>A line item is in the budget for ongoing EBP training and materials.</p> <p>Time is allocated in the school day for teacher planning and reflection on SEL practice and assessment. through Common Planning Time (CPT)</p>
Communicate about academic, social, and emotional learning with a variety of stakeholders.	<p>Oct. 2012 to August 2013</p> <p>Communications Workgroup guides the SCUSD Communications department in raising the work being done by the McClatchy Network.</p>	<p>Develop a district wide framework and vision that will create a cohesive communications message</p> <p>Integrate the SEL communications plan into the district communications</p>	<p>The district communications plan has SEL embedded into the core messaging to all stakeholders, including a prominent section on the website dedicated to SEL</p>

October 2010 to
December 2012

Communications
workgroup creates a
district SEL
communications plan.

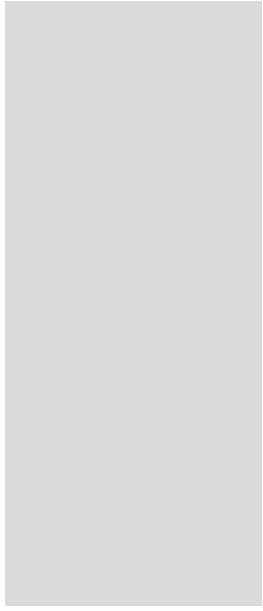
November 2012

Hold a ½ day SEL
conference hosted by the
Superintendent and the
NoVo Foundation for
potential funders and
partners

plan.

Communicate district SEL
vision and policy in all
communications,
specifically its role in
academics, to all
stakeholders.

SEL information will be
included on the agenda of
SCUSD's Board of
Education meetings as the



	<p>and adopt evidence-based implementation.</p> <p>program. Teachers are trained in the program.</p> <p>March 2013 to August 2013</p> <p>Initiate systematic process for selecting and adopting EBPs for all students at all grade levels at the elementary, middle and high school levels</p>		
<p>Integrate SEL programming with other existing initiatives, including academic improvement, at the district and school levels.</p>	<p>August 2012 to August 2013</p> <p>Integrate SEL programming through the McClatchy network of schools.</p> <p>October 2012 to June 2013</p> <p>In the Fall of 2012, SEL Team will extend an invitation to schools interested in participating and learning more about the McClatchy Network. In the Spring of 2013, SEL Team will select the next cohort of schools (which could be a network or individual schools) based on the level of readiness, interest and capacity). SCUSD should have the capacity to add another 10-15 schools in this beginning phase of SEL awareness and readiness assessment.</p>	<p>Evaluate and reflect on lessons learned from the McClatchy network of schools.</p> <p>The Standards and Assessment/Monitoring Workgroup will map the scope and sequence of SCUSD's SEL programming to determine the alignment of programs from elementary to middle to high school.</p> <p>In the Fall of 2013, SEL Team will extend an invitation to schools interested in participating and learning more about the McClatchy Network. In the Spring of 2014, the SEL Team will select the next cohort of schools (which could be a Network or individual schools) based on the level of readiness, interest and capacity). SCUSD should have the capacity to add up to another 10 schools in this next phase of SEL implementation.</p>	<p>Develop a plan to implement SEL district wide with staggered implementation for inclusion of all schools at all grade levels.</p> <p>In the Fall of 2014, the SEL Team will extend an invitation to schools interested in participating and learning more about the SE Networks. In the Spring of 2015, the SEL Team will select the next cohort of schools --the three comprehensive high school vertical networks-- based on the level of readiness, interest and capacity. SCUSD should have the capacity to add up to another 10 schools in this phase of SEL implementation.</p>
<p>Establish systems to continuously improve academic, social, and</p>	<p>SCUSD is targeting to achieve the following outcomes by the end of</p>	<p>Monitor and evaluate district SEL benchmarks</p> <p>Collect data on SEL</p>	<p>Monitor and evaluate district SEL benchmarks</p> <p>Review SEL Data</p>

emotional learning August
programming
through inquiry and
data collection.