Vision 2020/Quality Schools in Every Neighborhood
District Accountability Report
LCAP Goal 4: Positive School Environment, Climate, and Culture - with Equity at the Core and Support for the Whole Child
Board Date: November 14, 2017
Caring Relationships

*The quality of relationships at the school is among the strongest known predictors of both student academic achievement and teachers’ career satisfaction*  
*(Hattie, 2009; Grayson & Alvarez, 2008)*
What Does the Data Tell Us?

California Healthy Kids Survey Data
At my school there is a teacher or adult... that really cares about me:
- 12% of 7th graders report that this is not at all true
- 13% of 9th graders report that this is not at all true
- 8% of 11th graders report that this is not at all true

who notices when I’m not there:
- 15% of 7th graders report that this is not at all true
- 16% of 9th graders report that this is not at all true
- 11% of 11th graders report that this is not at all true
On July 11, 2017, the board adopted the School Climate Bill of Rights

I. Students, staff, administrators and parents/guardians have a right to a positive, collaborative, healthy, healing school environment. Schools should strive to be sanctuaries for students and parents/guardians.

II. Students and parents/guardians have a right to resolve conflict through Restorative Practices (RP) over traditional punitive disciplinary measures. Prioritizing RP over traditional methods affords all students the best possible opportunity to succeed academically and socially.

III. Students, staff, and administrators have the right to comprehensive training and development in RP. Training and development are essential for effective RP implementation.

IV. Students, staff and administrators have the right to a school structure that supports RP. RP can only thrive if administrators and educators are given the time, tools and staff to execute RP rollout.

V. Students, parents/guardians and educators have the right to have their input, opinions and voices heard and reflected in the decisions and recommendations put forth by a Restorative Practices Advisory Committee.

VI. Students, parents/guardians, and educators have the right to efficient and transparent implementation of RP programming. Uniform data keeping and evaluation of RP practices throughout the district are essential to successful program development.
CULTURE OF TRANSFORMATION

- CULTURE OF UNDERSTANDING
  Trauma Informed Practices

- CULTURE OF CARE
  Positive School Culture
  Resilience

- CULTURE OF HEALING
  Restorative Justice Practices
Moving Toward a Culture of Transformation

If just one component is omitted the change experience becomes negative.
CULTURE OF TRANSFORMATION

CULTURE OF UNDERSTANDING

Trauma Informed Practices
Trauma Informed Practices

An overwhelming event or series of events paired with an inability to cope or rationalize impacts brain development/function. This may impact school performance.

- 67% of children have experienced at least one type of childhood trauma
- If there’s one type of childhood trauma, there’s an 87% chance that there are others

**Childhood**
- Developmental Delays
- Suspension
- Expulsion

**Adolescence**
- Delinquency
- Mental Health
- Sexual Activity
- Drug & Alcohol Abuse
- Violence

**Adulthood**
- Psychiatric Problems
- Drug and Alcohol Abuse
- Crime
Trauma Informed Practices

- Site selection based on high trauma populations such as homeless, foster, refugee
- Professional Development Series:
  - *Trauma and the Brain*
  - *The Trauma Informed Classroom*
  - *Self Care for the Educator*
- Site Action Planning
- Curriculum Implementation
- Community Awareness Events and Resource Fairs
Trauma Informed Training Survey Results

- Knowledge of Trauma & the Brain
- Infusion of Trauma Informed Practices into Student Interactions
- Level of Self-Care

- Before Professional Development
- After Professional Development
CULTURE OF TRANSFORMATION

CULTURE OF CARE
Positive School Culture & Resilience
Positive School Culture & Resilience

*From Trauma Informed Care to Strength-Based Practitioners*

Promoting environments where students, staff and parents feel safe while building on Socio-Emotional Competencies students need to attain academic success.

Enhancing School Cultures of **Meaningful Connections**
Highlighting the Importance of the Whole Child: **SEL & Academic Achievement**
Enhancing Positive School Culture: Environments of **Collective Commitment**
Elements of Resilient Classrooms: **Enhancing Protective Factors**
CULTURE OF TRANSFORMATION

CULTURE OF HEALING
Restorative Justice Practices
Restorative Justice Practices
Critical Components for Successful Implementation

- Implementation Preparation
- Administrator Leadership
- Professional Development and Trainings
- Implementation Support and Sustainability
  - coaching / internal capacity building
- Student Leadership
- Family Engagement
- Equity Lens
- Social and Emotional Learning and Trauma-Informed Practices
- Assessment and Accountability
Restorative Justice Practices (RJP) Implementation - Year 1

- Established district RJP infrastructure
- Formed partnerships with stakeholder groups
- Launched district-wide campaign to raise awareness of RJP
- Two-day Tier 1 curriculum developed
- Evaluation tool developed to gauge effectiveness
- Train the Trainer completed
- Principal one-on-one meetings held to determine implementation entry point and unique needs of each school site
- RJP Youth Leadership Development with 2016-17 previously identified schools
Restorative Justice Practices
Implementation Science Process

**“SHOULD WE DO IT?”**

**Exploration**
Year 1

- Connecting and integrating other restorative modalities such as trauma informed care, PBIS, discipline that restores, etc.
- Providing restorative vision and leadership to staff.
- Establishing a restorative point person(s).

**Restorative Team**
- Developing and supporting curriculum for restorative programs such as peer mediation, community building circles and train the trainer.
- Providing training opportunities in community building circles, peer mediation and train the trainer.

**School Site**
- Providing a restorative space on campus
- Scheduling restorative all staff PD at beginning of year.
- Providing means and support for teachers to attend one of each open enrollment training within the year.
- Providing on-campus restorative interventions in response to incidents/harms on campus.

**“LET’S GET READY!”**

**Installation**
Year 1 - 2

- Supporting and providing restorative opportunities to feeder schools.
- Providing on and off-site staff/faculty support through info sessions, lunch and learns, and monthly collaboratives.
- Supporting restorative integration for incoming freshmen at orientation.

**“LET’S DO IT!”**

**Initial Implementation**
Year 2 - 3

- Support with higher level conferencing.
- Providing open enrollment training for intro to restorative practices, circles and conferencing.
- Supporting students and their family through conferences/workshops and recommending support services.
- Establishing a restorative referral process for teachers, staff, and students.
- Working with restorative team to develop self-sustaining implementation plan.
- Attend at least one of each type of open enrollment training a year.

**“LET’S MAKE IT BETTER.”**

**Full Implementation**
Year 3 - 5

- Collecting and analyzing data on the impact of restorative programing.
- Collaborating on developing a self-sustaining implementation plan for restorative practices.
- Coordinating delivery of student-led initiatives.
- Provide follow up support for peer mediators and circle facilitators
- Providing opportunities for students to reintegrate into school following a suspension or expulsion.
- Establish teacher advisor for restorative campus club.
- Documenting restorative interventions.
- Participating in school wide restorative evaluation surveys.
Restorative Justice Practices Awareness and Training

- **Tier 1 Training (through March 2018):** 14 sessions = over 300 district personnel will be trained
  
  Course: Introduction to Restorative Justice Practices and Circles

- **Potential Number of Students Impacted by this training:** over 29,000

- **School Sites, Departments and Administration Represented in Training:** 46
  
  Elementary: Balboa, Chollas/Mead, Clay, Encanto, Holmes, Horton, Miller, Rowan, Sessions, Silver Gate, Sunset View, Valencia Park, Walker
  
  Middle: Bell, Correia, CPMA, Knox, Marston, MTM, Montgomery, Standley
  
  High: Clairemont, Crawford, Hoover, La Jolla, Lincoln, Madison, Mission Bay, Morse, San Diego, Serra
  
  K-8: Audubon, Longfellow, Language Academy
  
  Departments: Counseling and Guidance, Teacher Prep/Induction, Special Education, Early Childhood – special education, Trace, Teacher – Instructional and School Services, High School Resources, Visual and Performing Arts, FACE team, Office of Language Acquisition
  
  Administration: Area 5 Principal/Instructional Cabinet, Green Team members

- **Principal meetings to establish starting point for site implementation:** 13

- **School Site Youth Initiatives:** 10

- **District Department Workshops:** 11

- **Restorative Practices Advisory Council Meetings:** 3

- **Area 5 Principal/Instructional Cabinet Restorative Circle Experience**
CULTURE OF TRANSFORMATION

CULTURE OF UNDERSTANDING
Trauma Informed Practices

Quarterly District Training and Training on Demand
Community Events
Wellness Partnerships to Reach Out of School Youth Impacted by Trauma to include Resource Fair and Resilience Screening
District Trauma Informed Practices Team

CULTURE OF CARE
Positive School Culture Resilience

Positive School Culture Resource Fair
IMTSS. Comprehensive Counseling Programs
CAL-SCHLS. Positive School Culture & Climate
Socio-Emotional Learning & Academic Success
Mental Health Collaborative. IMTSS
Monthly Trainings Offered District Wide Positive School Climate. Resources & Supports Establish Student & Community Advisory Group

CULTURE OF HEALING
Restorative Justice Practices

Continue training all district staff in Tier I RJP (visiting teacher costs covered)
Continue to support site leadership in meeting the needs unique to their school
Establish Restorative Practice Advisory Council (RPAC) – consensus building meetings are currently being held
Support student-led restorative initiatives