



San Diego Unified School District Accountability Report

LCAP Goal 4: Positive School
Environment, Climate, and Culture –
with Equity at the Core and Support for
the Whole Child

November 10, 2015

The Focus of Our Work: Learning Cycles

How do we develop students who take an active stance in their own learning and become actively literate, contributing members of society who make a positive difference in the world?

Cycle 1

How do we develop an academic, social and physical environment worthy of our children?

Cycle 2

How do we create classrooms that are alive with collaborative conversations?

Cycle 3

How do we create the learning conditions that maximize the potential that lies within the variability of all learners?

Cycle 4

How do we develop students who take an active stance in their own learning and the learning of others?

Equity at the Core

Support for the Whole Child



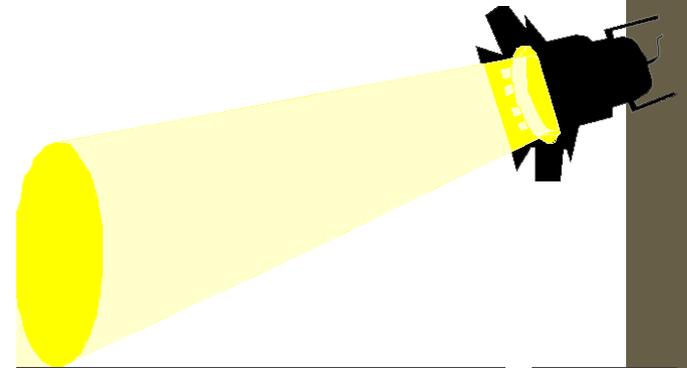
Equality

doesn't mean

Equity

Spotlight on Promising Practices

- Positive Behavior Interventions and Supports (PBIS)
- Wellness Policy and Framework
- Wellness Centers
- Youth in Transition
- Restorative Practices



POSITIVE BEHAVIOR INTERVENTIONS| AND SUPPORTS (PBIS)

Focus to All Staff

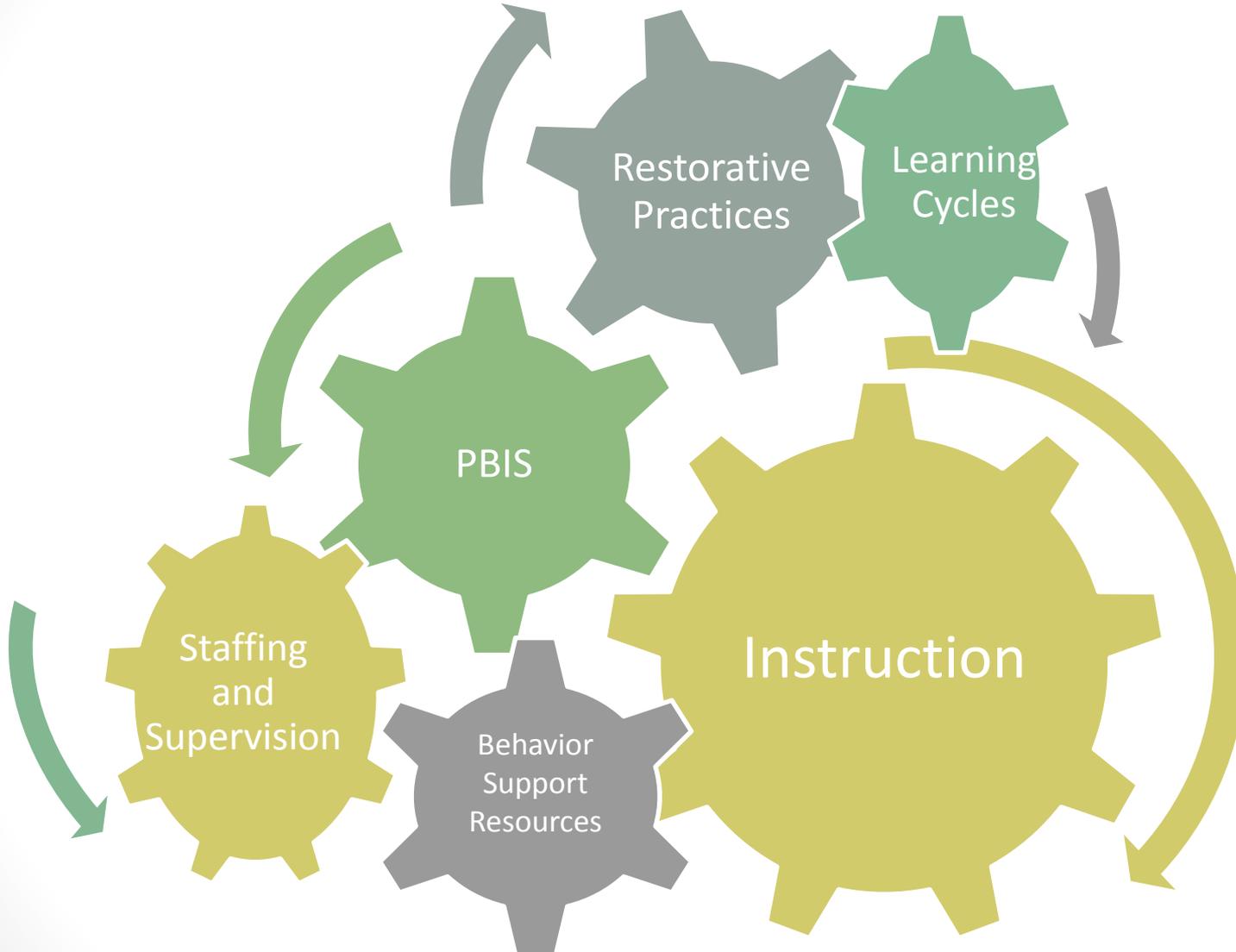
How do we develop an academic, social and physical environment **worthy** of our students?

How does this link to SW-PBIS?

PBIS

- An evidence-based, system-wide method of improving student behavior with an emphasis on school climate and building relationships.
 - Work began in 2008, and has grown to over 90 sites
 - Focus for 2015-16:
 - Completing PD for Elementary/K-8 /Middle sites (three days)
 - Add a new Elementary/Middle school cohort (six days)
 - Refresh Practices (two days) for all sites that have already had PD to examine current practice
 - Offer two-hour, mini-sessions for Levels of Misbehavior and Supervision

It Is All Connected...



Universal PBIS Strategies

- Encourage physiology/structure for learning
- Build positive relationships
- Manage classroom proactively
- Establish rules and procedures
- Use a motivational system
- Demonstrate and deliver pro-social skills
- Assess

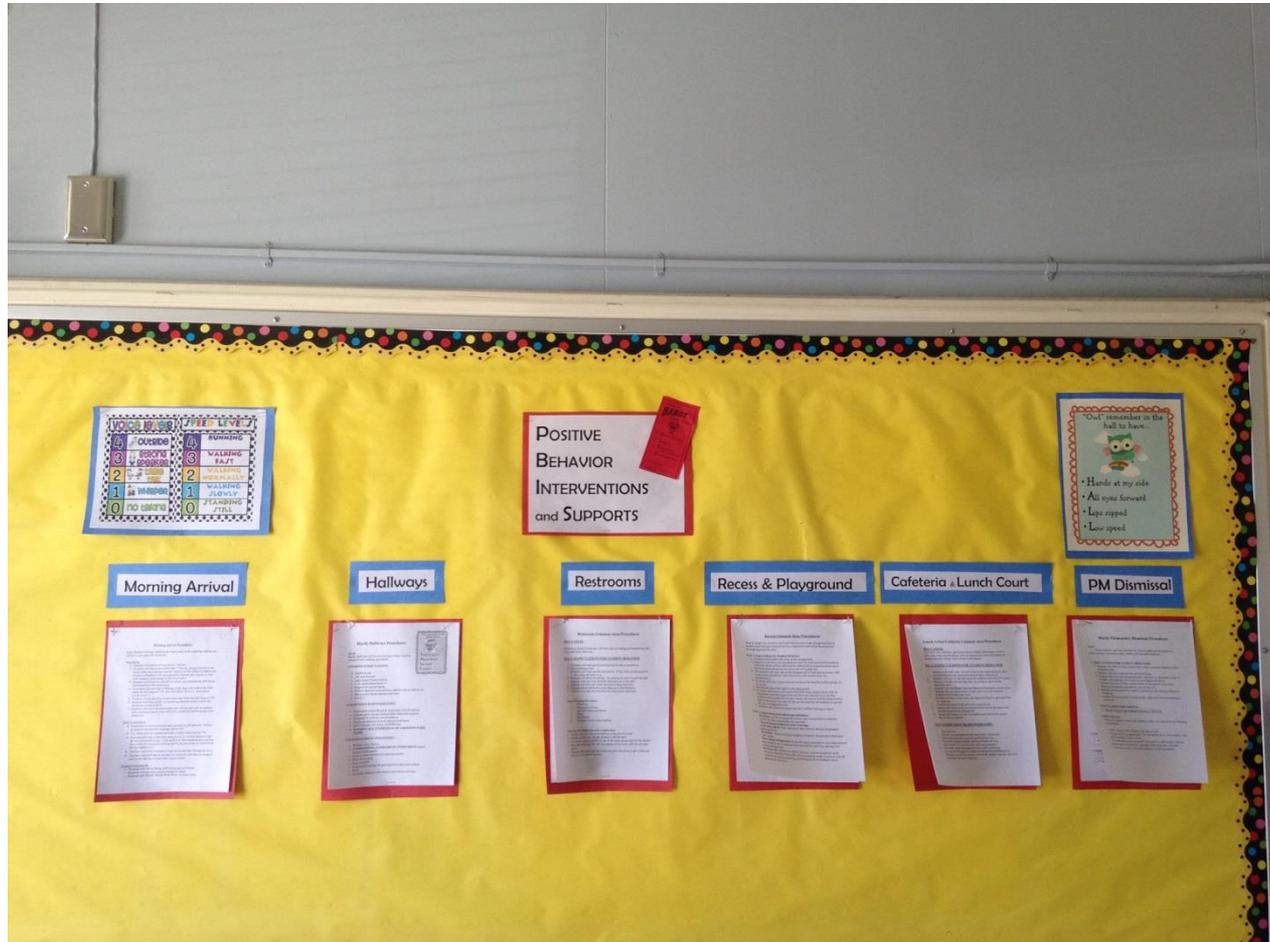


Outcomes from Successfully Implementing PBIS

- Improved academic achievement
- Improved school safety
- More invitational school climate
- Reduction in classroom disruption and school suspensions
- Improved school discipline procedure (staff and student perceptions)
- Improved teacher confidence in dealing with student behavior



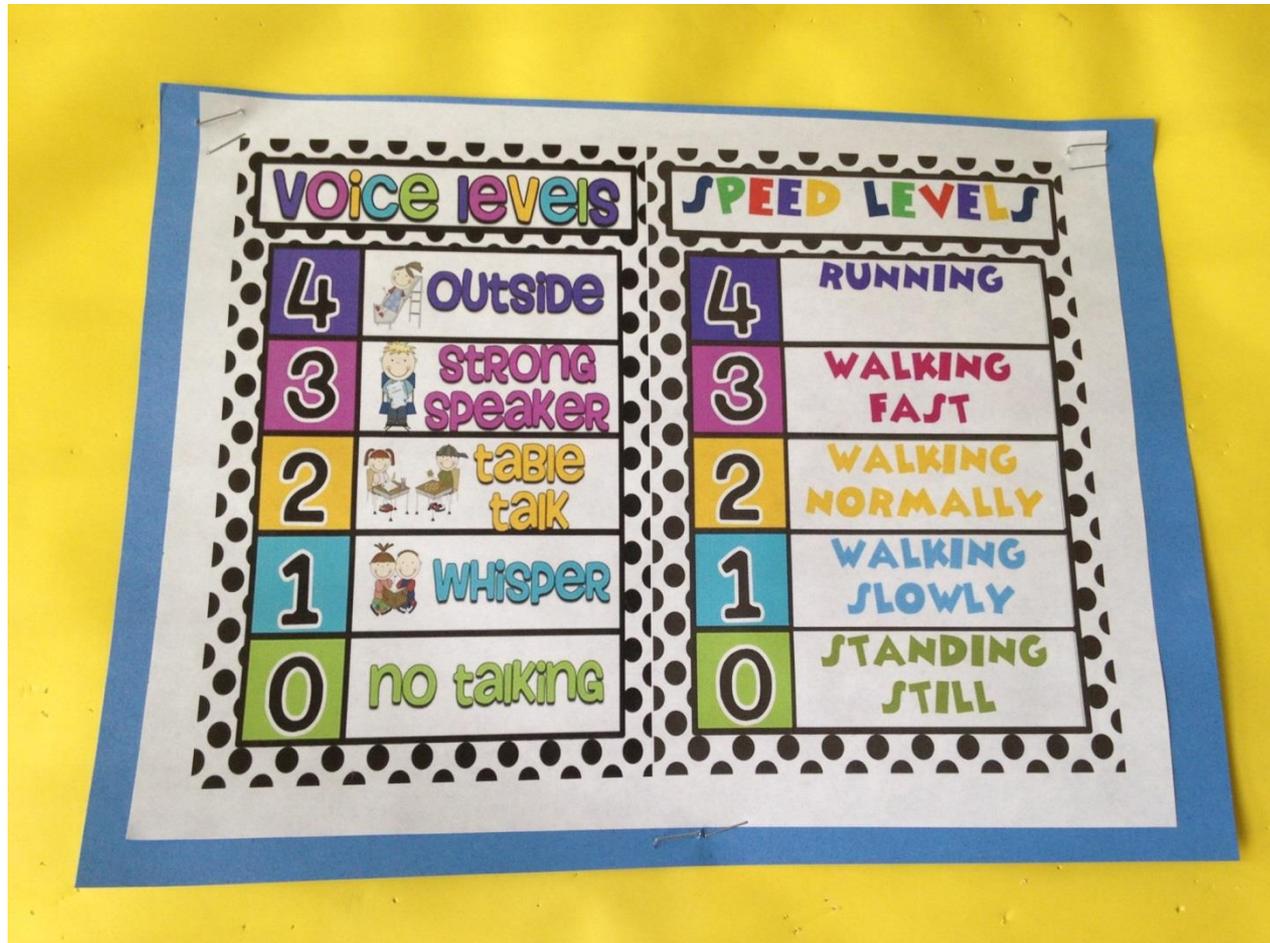
School-Wide Policies



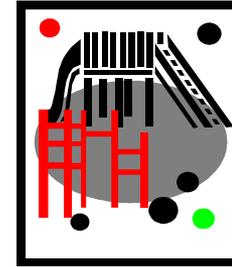
Guidelines for School Success



Voice Levels and Movement Levels



Playground Structure Expectations



Play Area	Respectful	Responsible	Caring
Slides	<ul style="list-style-type: none"> *Allow everyone to go down one at a time *Listen to all adults *Use kind words *Keep hands and feet to self 	<ul style="list-style-type: none"> *Walk at all times *Slide all the way on bottom, feet first *Wait for the person ahead of you to get out of the way before sliding down *Line up quickly when bell rings *Wear bracelets during morning recess (upper grade playground) 	<ul style="list-style-type: none"> *Share the equipment *Take turns
Monkey Bars/Lower Grade Bar	<ul style="list-style-type: none"> *Allow everyone to play *Listen to all adults *Use kind words *Keep hands and feet to self 	<ul style="list-style-type: none"> *Walk at all times *One hand on the bar at all times *Follow the arrow for one direction *Stay below the bars *Line up quickly when bell rings *Wear bracelets during morning recess (upper grade playground) 	<ul style="list-style-type: none"> *Share the equipment *Take turns (Count to 20 if waiting for turn)
Twirling/Pull-Up Bars	<ul style="list-style-type: none"> *Allow everyone to play *Listen to all adults *Use kind words *Keep hands and feet to self 	<ul style="list-style-type: none"> *Walk at all times *One person per bar at a time *One hand on the bar at all times *Wait for turn on the blacktop *Line up quickly when bell rings *Wear bracelets during morning recess (upper grade playground) 	<ul style="list-style-type: none"> *Share the equipment *Take turns

Elementary Suspension Shifts

School	2012-2013	2013-2014	2014-2015
Cubberley	21	24	9
Miller	7	6	1
Chollas/Mead	15	18	1
Porter	40	35	13
Ibarra	2	15	8
Lindbergh/ Schweitzer	25	25	7
Encanto	21	9	5

Secondary Suspension Shifts

School	2012-2013	2013-2014	2014-2015
Bell	325	311	243
Taft	92	79	55
Knox	248	190	112
Wilson	97	91	51
Golden Hill	75	49	36
Language Academy	28	16	2

Next Steps for PBIS Expansion

- Continue to provide professional development to sites
- Coordinate and align efforts with Counseling and Guidance and Behavior Support Resources
- Develop a system for sites to share resources
- Monitor suspension rates and adjust PBIS strategies

STUDENT HEALTH AND WELLNESS

LCAP Goal 4.2 –Provide for Student Health and Wellness

- 4.2(a) – Nursing Services
- 4.2(b) – Health Clinics and collaboration
- 4.2(c) - Implement the comprehensive district Wellness Framework and Policy
 - Wellness Centers



Wellness Policy and Framework

What

- ▶ Wellness Policy and Framework adopted by the Board of Education on April 14, 2015:
 - ▶ Wellness Policy
 - ▶ Framework for Wellness
- ▶ Feedback or questions regarding the Wellness Policy and Framework can be sent to: **wellness@sandi.net**.

Why

- The WIC Reauthorization Act of 2004, established a requirement for school districts to develop a local wellness policy
 - <http://www.fns.usda.gov/sites/default/files/108-265.pdf>
- The Healthy, Hunger-Free Kids Act of 2010, further strengthened these requirements, and was a catalyst for the expansion of San Diego Unified's Wellness Policy and Framework
 - <http://www.fns.usda.gov/school-meals/healthy-hunger-free-kids-act>
- The Board of Education recognizes the strong relationship between students' nutrition/fitness/health status and their school attendance, access to education and ability to learn

Who

- ▶ **District Health and Wellness Coordinator**

- ▶ Michelle Bell, Program Manager, Nursing and Wellness

- ▶ **District Coordinated School Health Council (CSHC)**

- ▶ All district departments represented; administrators, school staff, parents, students, community stakeholders

- ▶ Monthly meetings to ensure Wellness Policy and Framework progress, compliance, resource implementation, support for schools, etc.

- ▶ **School Site Wellness Council (SSWC)**

- ▶ SSWCs represent the diverse school community

School Site Wellness Councils

- **Who can be on the School Site Wellness Council (SSWC)?**
 - Teachers
 - Counselors
 - School health personnel
 - Administrators
 - Food service staff
 - Students
 - Parents
 - Community members
- The SSWC supports the Wellness Policy and Framework compliance, and can be added to an existing committee agenda
- **Handouts available:** SSWC Toolkit, Participation Incentives, Sample Agenda, Sample Invite, and Fact Sheet



Implementation Timeline

- ▶ **Year One:** District Coordinated School Health Council will create/identify an assessment tool to be used by the schools to monitor their efforts to improve student and staff wellness.
 - ▶ Assessment tool can be found at Schools.HealthierGeneration.org
- ▶ **Year Two:** All schools will implement all required components of the wellness policy and complete the assessment tool.
- ▶ **Year Three:** Schools will develop an action plan based on their results from the assessment tool and begin implementation of this action plan. This action plan may be incorporated into the Single Plan for Student Achievement.
 - ▶ Action Plan tool can be found at Schools.HealthierGeneration.org

Next Steps for Wellness Policy and Framework

- Provide information to principals about the site requirements of the Wellness Policy
- Continue work with the District Coordinated School Health Council
- Implement a School Site Wellness Council
- Share information with families and community members
- Prepare for the assessment and action plan based on the results

WELLNESS CENTER IMPLEMENTATION MODEL

Goals of the Wellness Center

- Provide coordinated support of services
- Design and present a referral process
- Receive referrals for support services
- Work with Student Services, Youth Advocacy and Mental Health Department Leads, and community partners/agencies
- Support the site teams
- Organize parent and community workshops



Identified Sites and Possible Areas of Need

- Crawford
- Hoover
- Lincoln
- Morse
- San Diego
- Serra
- Mental Health Resources
- Legal Aid
- Housing Assistance
- Restorative Circles
- Trauma Informed Practices
- Food Pantry
- Clothing and Supplies

Current State

- Holding monthly planning meetings with the school administrators
- Working with Facilities to locate and design spaces
- Seeking external supports from community partners (i.e., funding, equipment, training)
- Identifying district and community staff to provide services at the six sites

Next Steps for Wellness Centers

- Provide two additional services for each of the six sites for the 2015-16 school year
- Create a business plan for implementation
- Determine fiscal costs of space design
- Hold focus groups with students, family, and community
- Create committees to engage the community in priority areas: construction, professional development, personnel, staffing, equipment, etc.

YOUTH IN TRANSITION

LCAP Goal 4.3- Additional Support for Youth in Transition

- 4.3(a)- Coordinated Supports and Services
- 4.3(b) – School processes for identification and support
- 4.3(d) – Provide for basic needs
- 4.3 (e) – Provide professional development for teachers and school staffs (i.e., Trauma Informed Care)

Students Served

- Homeless (2014-15) Total = 7,115
 - Unaccompanied Youth = 162
 - Homeless with Disabilities = 1,003
 - Homeless (Limited English Proficient) = approx. 2,700
- Military
 - On November 2, 2014 = 8,630 (PK-12)
 - On November 2, 2015 = 8,347 (PK-12)
- Foster Youth approximately 600
- Refugee
- Probation

Student Events

Meet the educational and basic needs through events with our community partners and district departments.



Annual Military Appreciation and Enrollment Fair



Food Distribution Fulton K-8



True Blue Buddies-Walker Elem.



Backpack distribution
Kimbrough Elem.

Removing Barriers to Student Attendance and Academic Success

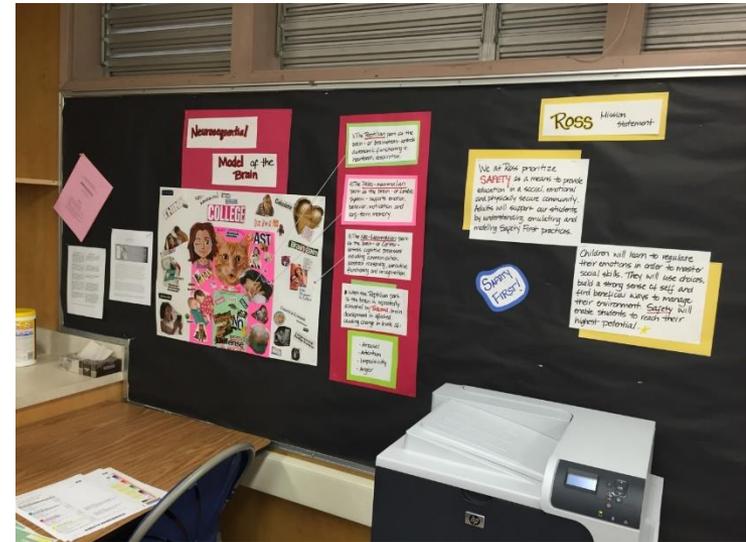
- Backpack, school supply, clothing and shoe distribution to youth identified as homeless
- Medical, dental and mental health linkages
- Food distribution
- Attendance tracking and incentives for students to attend school
- Mentoring of the most at risk youth in transition through the Check and Connect Model
- Trainings of parents of students identified as refugee on educational related topics
- Tutoring of youth in transition
- Program development and collaboration with Community Based organizations that support military connected youth and youth identified as homeless, foster or refugee
- Support to school site staff on the implementation of laws pertaining to youth in transition and the importance of identification of youth in transition
- Tracking youth released from juvenile hall and making sure students re-enroll and attend district identified school
- Collaboration with juvenile delinquent and dependent judges for the education of youth in transition

Trauma Informed Care Professional Development

- 2014-15 over 600 district staff trained in trauma informed practices.
- 2014-15 staff from 32 schools and 27 departments have participated in the professional development.
- 2015-16 professional development of a general overview of trauma informed practices being offered to district staff several times during the school year.
- 2015-16 individualized next steps professional development being offered at several school sites to become a trauma informed school site.



Trauma Informed Care Professional Development
Miramar Ranch Elementary staff



Ross Elementary visual resources and plan
for becoming a trauma informed school site.

Next Steps

- Increase community and agency partnerships to support youth in transition
- Monitor and Implement new legislation related to Youth in Transition
- Continued collaboration with district departments and school sites regarding youth in transition.

RESTORATIVE PRACTICES

Restorative Practices

San Diego Unified
“A Restorative District”



A NEW WAY TO ENVISION THE FUTURE
JULY 29, 2014

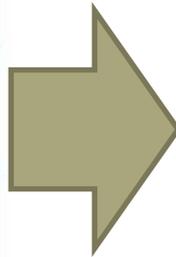


Restorative Practices in San Diego Unified
School District

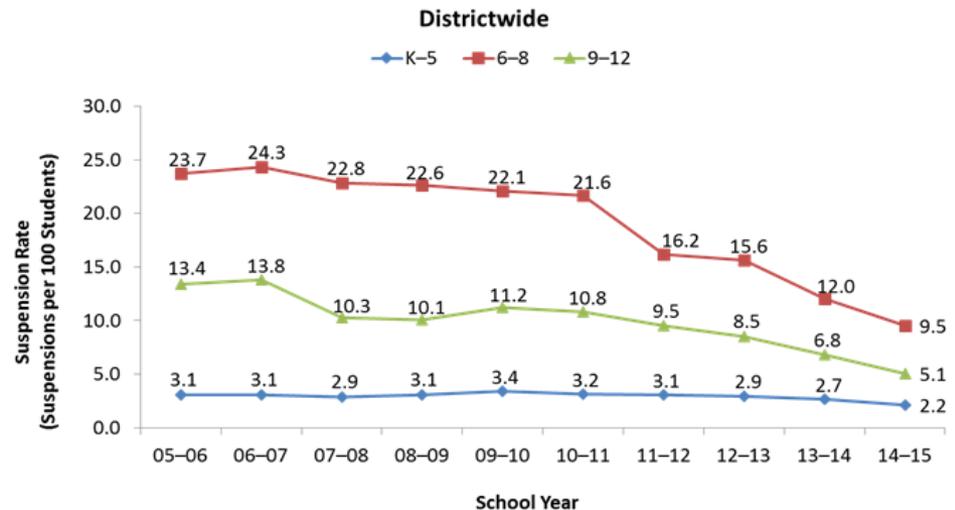


Restorative Practices

Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender; the victim is ignored.	Offender, victim, and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.



Suspension Rates by Grade Level Group and Year



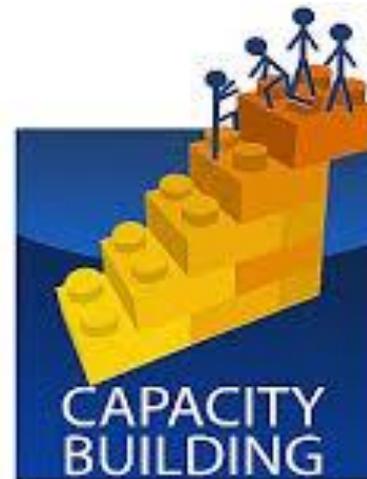
Restorative Practices



Restorative Practices

Next Steps

- Continue relationship with National Conflict Resolution Center
- Train key district staff to be capacity builders
- Identify point persons at individual school sites
- Train staff and support restorative practices at schools
- Continue to support our restorative youth groups





Questions?

Student Services

Office of Youth Advocacy