



San Diego Unified
SCHOOL DISTRICT

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

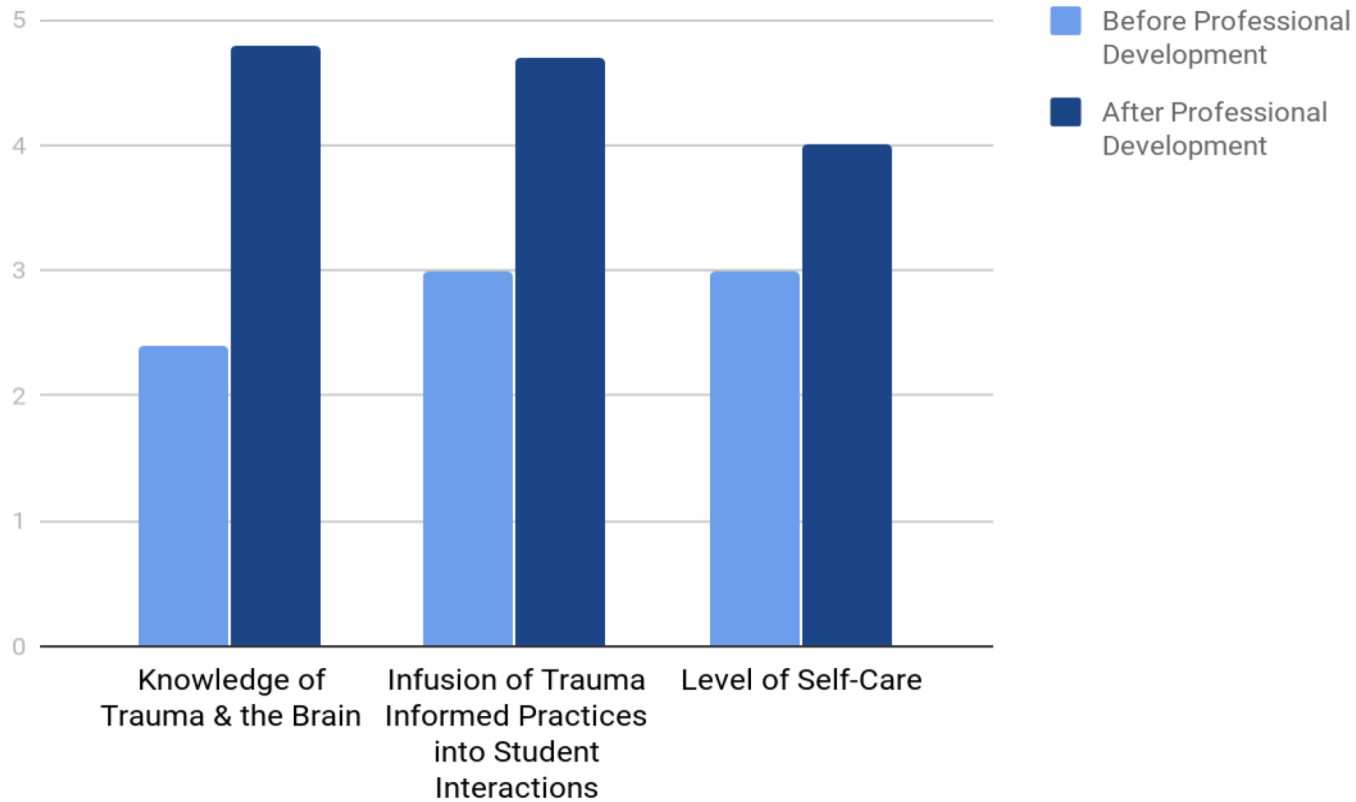
- Psychiatric Problems
- Drug and Alcohol Abuse
- Crime

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



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**





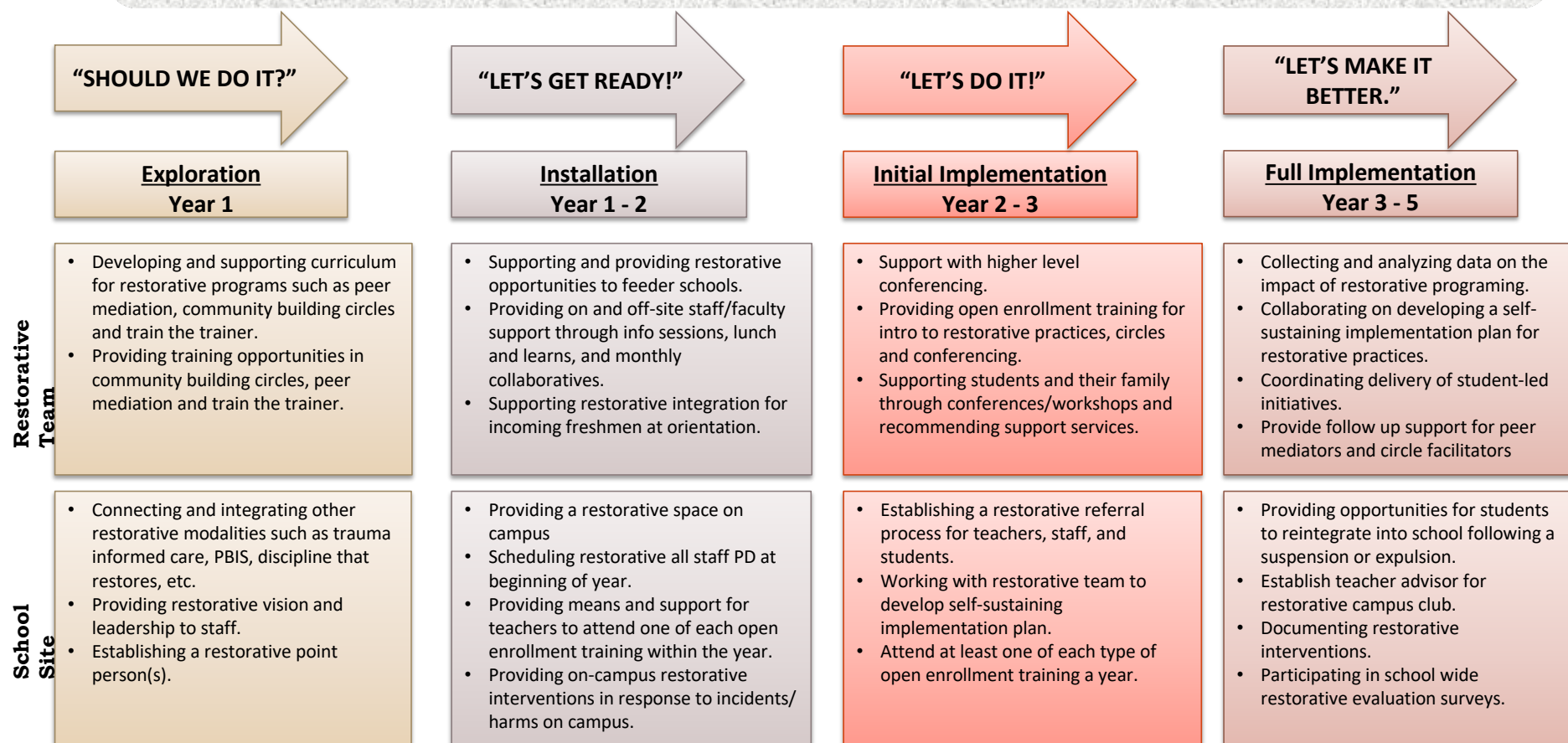
Restorative Justice Practices (RJP) Implementation - Year 1



DEPARTMENT OF
Restorative Justice Practices
SAN DIEGO UNIFIED SCHOOL DISTRICT

- ✓ **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



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

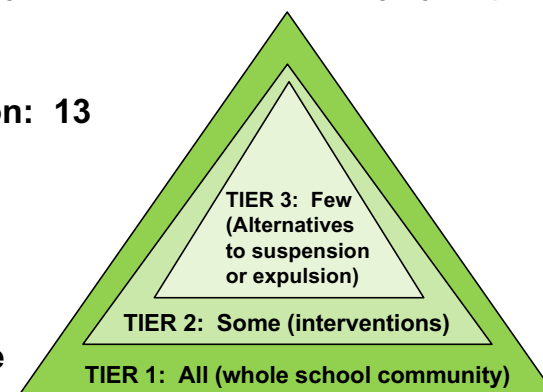
- ❖ **Principal meetings to establish starting point for site implementation: 13**

- ❖ **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