

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.2

Meeting Date : September 6, 2018

Subject: 4.11.0 Non-Reading First (Action Anticipated: _____)

School climate refers to the norms, values, and expectations that support people to feel physically, socially, and emotionally safe and connected. To be their best, students must feel a sense of connectedness and belonging to their school community. Specifically, schools that are committed to promoting a variety of positive relationships with caring adults will have more connected and engaged students. Likewise, a student's sense of safety has a strong correlation to their academic success, increased social and emotional well-being, and greater engagement.

The efforts around Social Emotional Learning (SEL), Positive Behavioral Intervention and Supports (PBIS), and Bullying Prevention & Intervention aim to support and ensure healthy learning environments. SEL and PBIS are foundational support structures to prevent and reduce bullying behaviors and are also fundamental to creating a positive school climate and culture for all.

Research shows that schools with a positive climate are less likely to have discipline issues and more likely to have higher academic achievement. ([NEA, 2013](#)). Additionally, students who are socially and emotionally connected have shown improved academic gains up to 11 percentage points, decreased negative behaviors, and improved prosocial behaviors. ([CASEL, 2016](#))

Currently, SCUSD's current suspension rate of 6% is high and there is great disproportionality for at risk-student groups such as Foster Youth, Students with Disabilities, and African Americans. Additionally, Chronic Absenteeism in SCUSD is at 15.1% ([CDE Dataquest](#)).

The following are guiding board policies and administrative regulations to support the work districtwide.

- Anti-Bullying BP 5145.4
- Anti-Bullying AR 5145.4
- Discipline Policy BP 5144
- Discipline AR 5144
- Positive School Climate BP 5137

Funding sources include LCFF, Title 1, SCOER, and Bullying Prevention Grant is allocated to support Climate work which includes the SEL, PBIS, and Bullying Prevention initiatives. Current allocation is approximately \$1,655,000.00 and supports staffing, professional learning, curriculum resources, and community outreach.

connectedness highest and their self-awareness lowest as a group.

- x While participating middle and high school students also rated self-awareness lowest among the domains, students in these grade levels rated their sense of safety higher than the other domains.
- x Student sense of safety varied. At the high end of the range, Asian Indian, Japanese and White students responded positively on 73% of these items. Conversely, Black or African American, Cambodian, Hmong, and Laotian students responded positively on 62% to 63% of these items on the low end of the range.

Lessons learned include:

- Documented student needs must be the driver for implementation
- School climate approaches cannot stand alone. Student and staff needs require a universal, targeted and integrated approach
- A district-wide multi-tiered system of supports is needed to have maximum impact
- Comprehensive and continuous analysis of data all levels of the organization (classroom, school, district) is vital for improvement in student outcomes

Next Steps include

- Continue to develop the School Quality and Improvement Index to continuously assess student progress and make improvements
- Integrate school climate and culture systemic approaches to better meet student needs
- Build the capacity of staff to use information to improve practice