



California  
Center for  
School Climate



# ***Transforming School Climate Mindsets and Ecosystems***

## **Session 2c - Transformative School Culture: Looking Beyond the Numbers to Support the Whole Child**

**February 29, 2024**



# California Center for School Climate (CCSC)

## What we offer

- School Climate Data Use Webinar Series
- Virtual Learning Sessions
- Professional Learning
- Resources
  - briefs, tools, audio gallery
- Technical Assistance and Coaching Supports

# Speaker



Judith Sanchez, Principal,  
Leavenworth Elementary School,  
Fresno Unified School District



# LOOKING BEYOND THE NUMBERS TO SUPPORT THE WHOLE CHILD



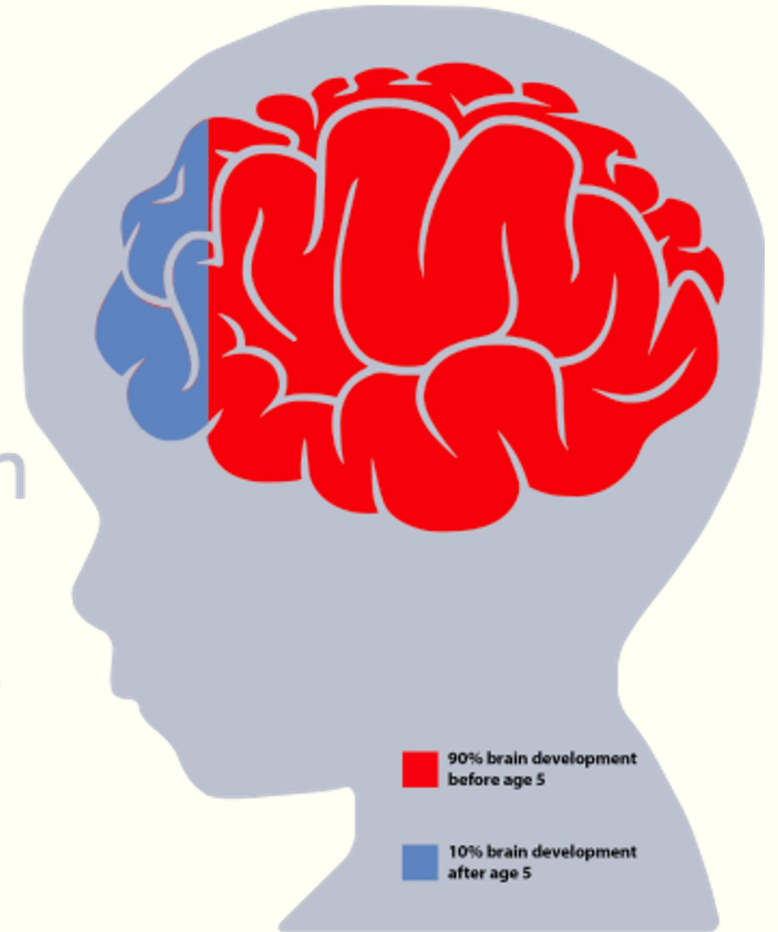
# LEAVENWORTH ELEMENTARY

# LEARNING STARTS WITH SOCIAL-EMOTIONAL, AND THEN ACADEMIC

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- Brain development is shaped by consistent, supportive relationships; responsive communications; and modeling of productive behaviors.
- Negative emotions, such as fear of failure, anxiety, and self-doubt, reduce the capacity of the brain to process information and learn.

90%  
of a child's brain  
development  
happens before  
age 5





## The new “Normal”

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We have a generation of children who have been exposed to higher rates of trauma while receiving less parental support.



## The new “Normal”

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We have students with greater emotional needs who have less of an ability to express, regulate and manage those needs.

***“There’s no such thing as a bad child, but there are children in bad systems.”***

# The new “Normal”

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In the classroom, the number of students that require near constant attention, while displaying greater emotional volatility and lacking many healthy relationship-building skills, is increasing.



Photo by Allison Shelley for EDUimages

# The eight most prevalent ACEs impacting children

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1. Poverty
2. Divorce, especially an acrimonious one
3. The death of a parent, caregiver, or close family member (sibling)
4. Having a parent or guardian who is or has been incarcerated
5. Living with anyone who was mentally ill, suicidal, or severely depressed for more than a couple of weeks
6. Living with anyone who has a problem with alcohol or drugs
7. Exposure to domestic violence
8. Exposure to community violence



# School-to-Prison Pipeline

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# SAFE STUDENTS



# Supportive Environment

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Promotes strong attachments and relationships, a sense of safety, and belonging and relational trust.

- Trust and connection among staff and families
- Classroom learning communities
- Structures for effective caring



# Classroom Strategies

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There are several simple classroom strategies that can build positive teacher-student relationships:

- Certainly, the two by 10 (2x10) is an excellent strategy for meaningful conversations.
- Check-ins are vital for building and maintaining relationships with students with multiple ACEs.
- Classroom acknowledgement circles
- Class meetings
- Talk, Trust, Feel, Repair (TTFR)

Other community-building activities also foster a sense of belonging:

- Greeting each student at the door at the beginning of class
- Non-verbal cues to express belonging
- Creating academic and non-academic opportunities for students to feel successful and valued
- Teachers can invite students to share about their lives and their cultures in a variety of creative ways.

# Suggestions to Promote a Supportive Environment

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Looping, where teachers stay with the same students for more than one year

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Advisory/mentoring classes that provide students with a community and allow teachers to check in with students and parents on a consistent basis

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Staff who practice cultural competence, inviting students' experiences into the classroom and communicating that all students are valued

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Advisory/mentoring classes that provide students with a community and allow teachers to check in with students and parents on a consistent basis

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Home visits and regular parent-teacher-student conferences to strengthen connections between school and home

# Welcoming all families into the school community

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A family-friendly school strives to forge partnerships with ALL families, not just those that are most involved.



Photo by Allison Shelley for EDUimages

# Communicating effectively

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Families and school staff engage in regular, two-way, meaningful communication about student learning, interests, strengths, supports and celebrations.



Photo by Allison Shelley/The Verbatim Agency for EDUimages

# Speaking up for every child

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Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.



# Collaborating with community

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Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.



Photo by Allison Shelley for EDUimages

# ENGAGED STUDENTS



Photo by Allison Shelley for EDUimages

# Productive Instructional Strategies

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Connect to student experience, support conceptual understanding, and develop metacognitive abilities.

- Student-centered instruction
- Conceptual understanding and motivation
- Learning how to learn



# Productive Instructional Strategies

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Connecting lessons in mathematics to common tasks students are engaged in that use those skills, such as cooking, artwork, sports, and other settings

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Skillfully combining direct instruction with inquiry-based learning that is driven by students' interests, boosting their motivation and developing real-world skills

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Projects that teach valuable skills of collaboration, problem solving, and organization, and have a tangible impact

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Assessments that include feedback and opportunities to revise work to help students learn how to learn and encourage an intrinsic desire to understand the material and challenge themselves

# SEL standards

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- Self-Awareness (SfA)
- Social Awareness (ScA)
- Self-Management (SM)
- Relationship Skills (RS)
- Responsible Decision Making (RDM)



# SEL Belongs in Schools

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- Time spent on SEL can facilitate academic learning: Children who are able to effectively manage their thinking, attention, and behavior are also more likely to have better grades and higher standardized test scores.
- When students develop prosocial behaviors and self-regulation skills, they learn more. Students with unaddressed problematic behaviors learn less.
- Students that are not directly taught self-regulation strategies become marginalized; for example, they can then be blamed for not mastering something because they are off task, distracted or can't focus.
- SEL is not about helping students stay out of trouble. It's about developing life skills such as making decisions about the choices and problems they face and possible consequences of their actions.
- Teaching students how to manage their behavior rather than simply facing consequences for their behavior benefits them in the longer term.

# Social-Emotional Development

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Promotes the skills, habits, and mindsets that enable self regulation, interpersonal skills, perseverance, and resilience.

- Integration of socio-emotional skills
- Development of mindsets
- Educative and restorative behavioral supports



Photo by Allison Shelley for EDUimages

# Social-Emotional Development

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Developing students' social-emotional skills teaches them how to manage stress, while also boosting social skills like collaboration and empathy.

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Social-emotional skills involve developing greater awareness of oneself and others.

# Identity and Agency Defined

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- A person's identity and sense of agency is the foundation of his or her emotional life.
- Agency and identity are influenced by circumstances, environment, and the people around us and the challenges we face.
- As educators, paying mindful attention to the development of our students' identity and agency is foundational to their learning and achievement.



A G E N C Y

# Identity and Agency

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- A recognition of one's strengths
- The self-confidence to try something new
- Self-efficacy, or belief in oneself
- A growth mindset that is fueled by perseverance and grit
- The resiliency to bounce back from setbacks



# Self-Confidence

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Students need to believe in themselves if they are to truly engage in learning; teachers need to help students develop self-confidence:

1. As a class, create a list of things students can do to keep calm and maintain their confidence.
2. Identify strategies they could use when their confidence is compromised.
3. Encourage student engagement through socially designed learning activities to promote self-concept as well as facilitate the development of knowledge.
4. Plan activities in which students must explain their reasoning and debate the evidence on which they make their claims.
5. Embed self-regulative and metacognitive activities in all lessons.
6. Engage in dialogic feedback with students.

# SUPPORTED STUDENTS



# Individualized Supports

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Enable healthy development, meet student needs, and address learning barriers.

- Extended learning opportunities
- Coordinated access to integrated services
- Multi-tiered systems of support



# Individualized Supports

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Schools partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success.

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Social-emotional skills involve developing greater awareness of oneself and others.

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Before- and after-school enrichment, mentoring and academic support, winter and summer learning opportunities, workshops, sports camps, and long-distance trips to visit college campuses.

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Partnering with local organizations and university staff to offer immersion experiences where students learn from professionals through internships or workshops.



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## Q&A

**Please share your questions by using the Q&A feature in the Zoom toolbar.**

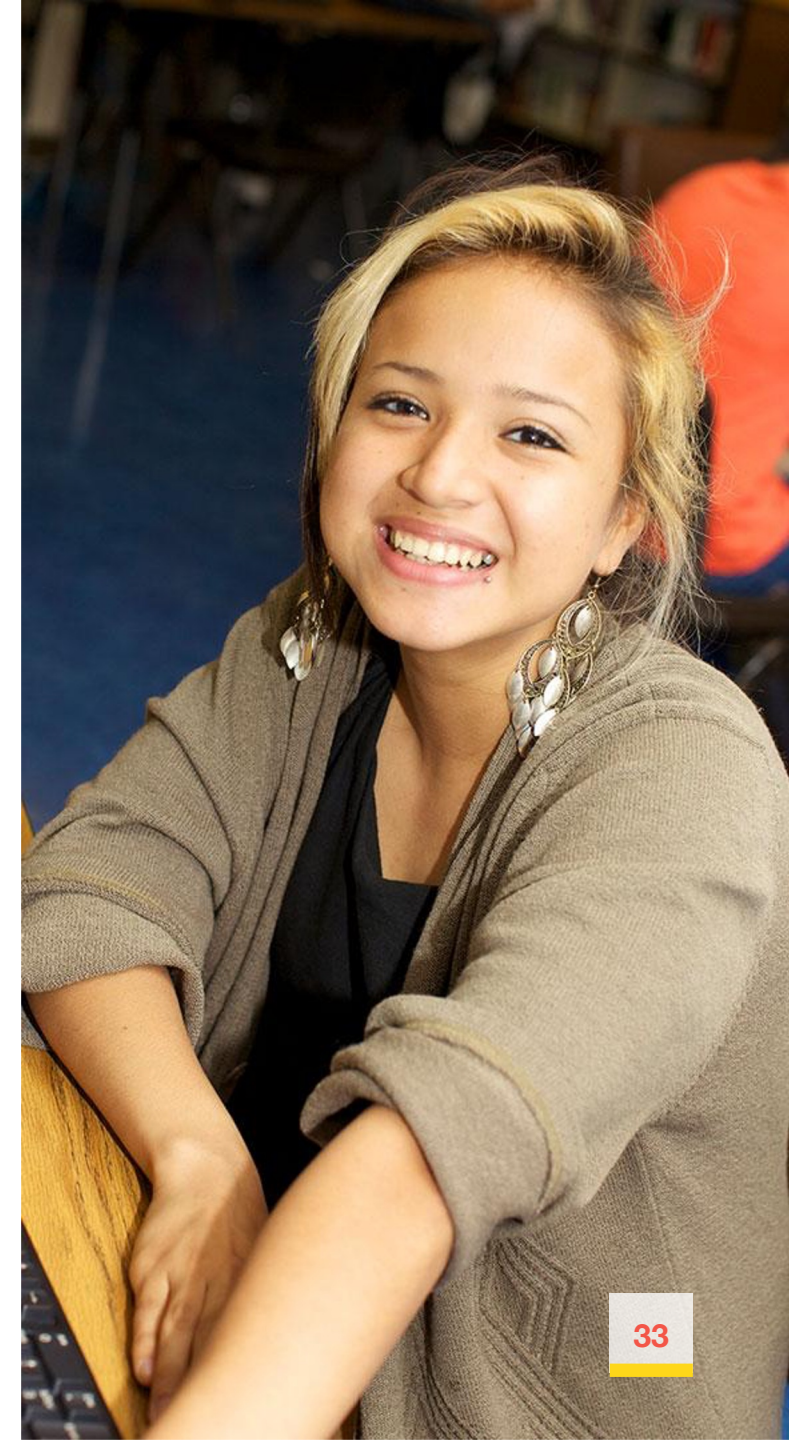
## Next up: Educator Panel and Event Closing

**Educator Panel and Event Closing: 2:15 - 3:30 p.m.**

**Creating Healing, Restorative  
Learning Ecosystems**



<http://tinyurl.com/CCSC-Event-Lobby>



# Stay Connected with the CCSC

To learn more about free school climate and data use supports and resources we offer, visit our website:

<https://ccsc.wested.org>





**Thank you for joining us.**