



# SCUSD Culture & Climate Framework

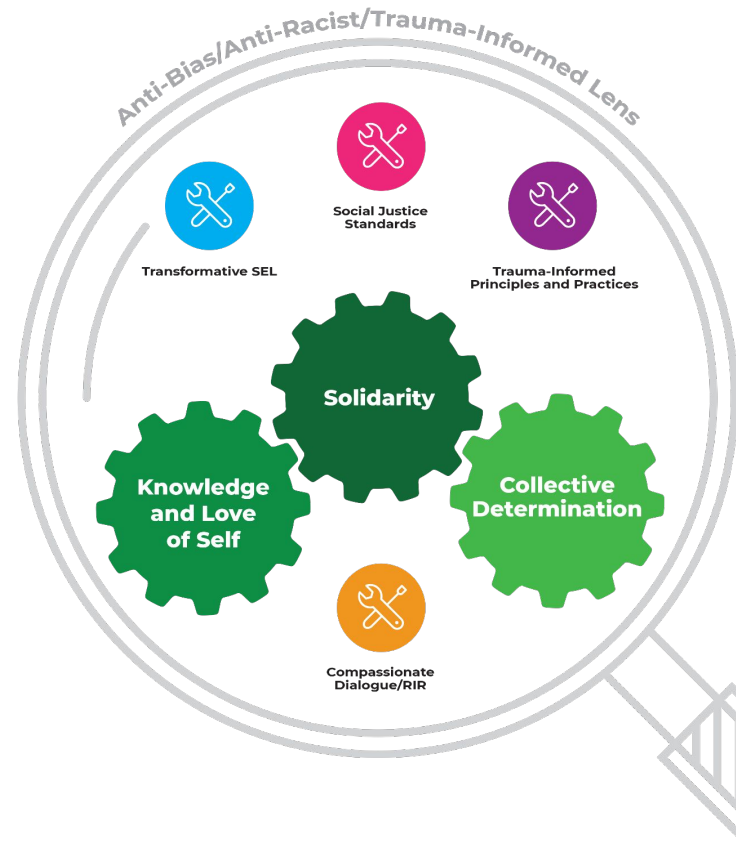
Board Meeting  
10.24.24

Agenda Item No. 9.3

## Presented by:

Erin Findley, Assistant Superintendent,  
Curriculum & Instruction

Danny Rolleri, Director, Professional  
Learning, Culture & Climate



# SCUSD Core Value & Guiding Principle

## Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

## SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

# Purpose

1. Share information & data about why we have shifted from Social Emotional Learning to a comprehensive approach to Culture & Climate.
2. Introduce the Board and Community to our SCUSD Culture & Climate Framework anchored in Anti-Bias/Anti-Racist/Trauma-Informed Principles and Practices.
3. Build awareness of the work the Culture & Climate team is doing to support culturally and linguistically sustaining, inclusive learning and working environments for students and adults.

*“Not try to save them or ask them to breathe through their oppression”: Educator perceptions and the need for a human-centered, liberatory approach to social and emotional learning, January 2023*

“Our current moment is marked by exacerbated mental health challenges and trauma as a result of the COVID-19 pandemic as well as heightened racial tension and racism. While SEL has been one way our nation’s schools have selected to address the resulting mental health challenges that many students and communities are experiencing from enduring a global pandemic, **it will not facilitate the atonement needed in many schools and communities without centering individual and collective healing, racial and social justice, and a commitment to dismantling white supremacy in education and beyond.**”

Meiko Lin, Svea Olsen, Dena N. Simmons, Miriam Miller, and Shauna L. Tominey

“Findings from this study show that SEL has the potential to inflict harm on students if it is not intentionally implemented through a culturally responsive and racially just lens... **SEL has tremendous potential to help us come together, understand one another, build relationships, manage conflict, and elicit social change if infused with an ideology and practice of humanization, healing, social justice, and identity affirmation, and if approached with the goal of collective liberation.**”

**When teaching, researching, or creating policies around SEL, we must pay attention to the sociopolitical and racial contexts and work to eradicate the inequities that students experience and navigate daily inside and outside of school.** In sum, our nation’s schools must do the deliberate work to become healing and liberating spaces so that all students have the privilege of experiencing the freedom to be who they are without repercussions, punishment, or fear of harm.”

## Goal 1: Graduation &amp; College/Career Readiness

By 2027, the following cohort outcomes will be achieved: Graduation rate increased by 5% and College/Career Indicator (CCI) indicator` increased by 1 Status Level from the 2023-24 Dashboard.

	<i>Graduation Rate*</i>	<i>College/Career Preparedness**</i>
<i>Overall</i>	<i>83.8%</i>	<i>33.2%</i>
<i>White</i>	<i>87.7%</i>	<i>46.9%</i>
<i>African American</i>	<i>74.0%</i>	<i>12.6%</i>
<i>American Indian</i>	<i>72.2%</i>	<i>Baseline data not reported on CA Dashboard</i>
<i>English Learner</i>	<i>72.1%</i>	<i>12.3%</i>
<i>Students with Disabilities</i>	<i>67.0%</i>	<i>6.9%</i>
<i>Foster Youth</i>	<i>57.1%</i>	<i>0.0%</i>
<i>Homeless Youth</i>	<i>59.2%</i>	<i>9.8%</i>
<i>Socioeconomically Disadvantaged</i>	<i>81.7%</i>	<i>27.4%</i>

## Goal 2: Academic Performance Outcomes

At least 80% of all students in grades 4-8 will demonstrate growth towards mastering standards in English Language Arts (Arts) and Mathematics as demonstrated by the Smarter Balanced Assessment (SBAC) Distance From Met (DFM) by 2027. ▼

	<i>ELA Distance from Met</i>	<i>Math Distance from Met</i>
<i>Overall</i>	-34.8	-67.3
<i>White</i>	+21.9	-8.8
<i>African American</i>	-91.9	-132.0
<i>American Indian</i>	-76.1	-103.5
<i>English Learner</i>	-84.2	-106.5
<i>Students with Disabilities</i>	-111.8	-141.4
<i>Foster Youth</i>	-119.6	-138.9
<i>Homeless Youth</i>	-122.3	-162.6
<i>Socioeconomically Disadvantaged</i>	-61.0	-93.0

## Goal 3: Culture &amp; Climate

All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.

	<i>Suspension Rate*</i>
<i>Overall</i>	6.1%
<i>White</i>	3.7%
<i>African American</i>	15.3%
<i>American Indian</i>	9.0%
<i>English Learner</i>	4.3%
<i>Students with Disabilities</i>	9.3%
<i>Foster Youth</i>	17.8%
<i>Homeless Youth</i>	13.4%
<i>Socioeconomically Disadvantaged</i>	7.4%

\* More than 6 (6.1%) of every 100 students were excluded from their education via suspension.



# Black Parallel School Board Action Plan

**Directives 1 & 2** Reduce use and disproportionality of discipline

**Directives 3, 4 & 5** Reduce segregation of students with disabilities and black students with disabilities

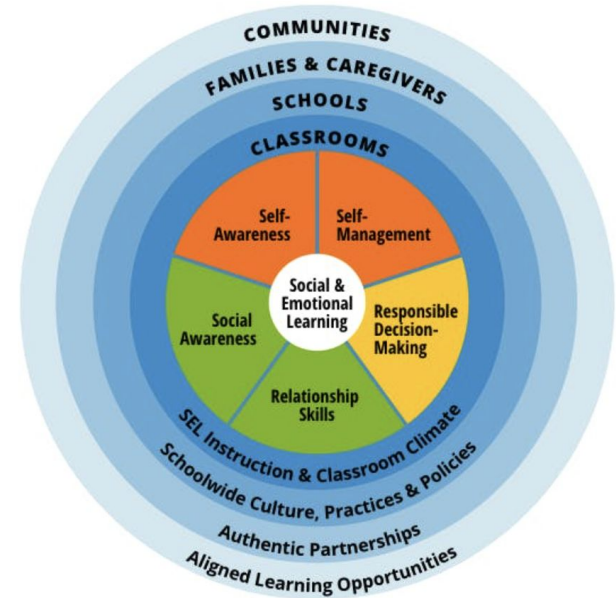
**Directive 6** Reduce bullying & harassment of students with disabilities and black students with disabilities

**Directive 17** Implement professional development for special education obligations and culturally responsive pedagogy

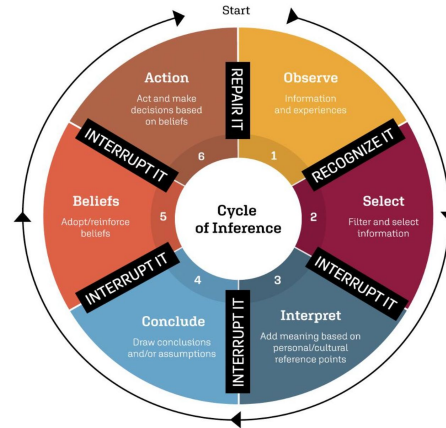
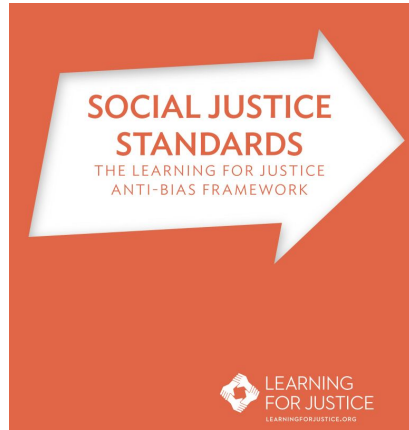
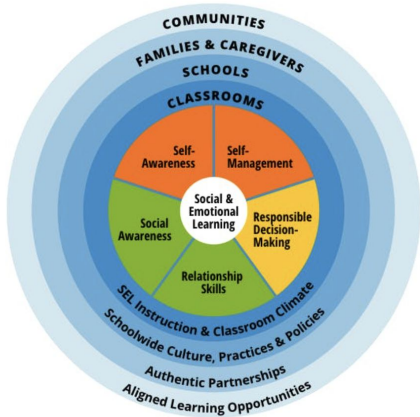
**Directive 20** Utilization of root cause analyses for foregoing directives concerning district's ongoing Significant Disproportionality and MTSS efforts

# Social Emotional Learning 2010s

- 2010s: CASEL SEL partnership ushered Sac City into awareness and implementation of student social emotional learning as critical component of academic progress and success.
- Focused on intra/interpersonal skill development.
- Restorative Justice, PBIS & Mindfulness practices implemented alongside CASEL SEL Framework.
- **Lacked evidence-based sociocultural, anti-biased, anti-racist, and trauma-informed practices that are necessary to establish inclusive learning environments in which high quality instruction can have the greatest impact for our historically underserved student groups.**



# Expansion of SEL to Culture & Climate 2022-2024



## RIR Protocol™



Recognize



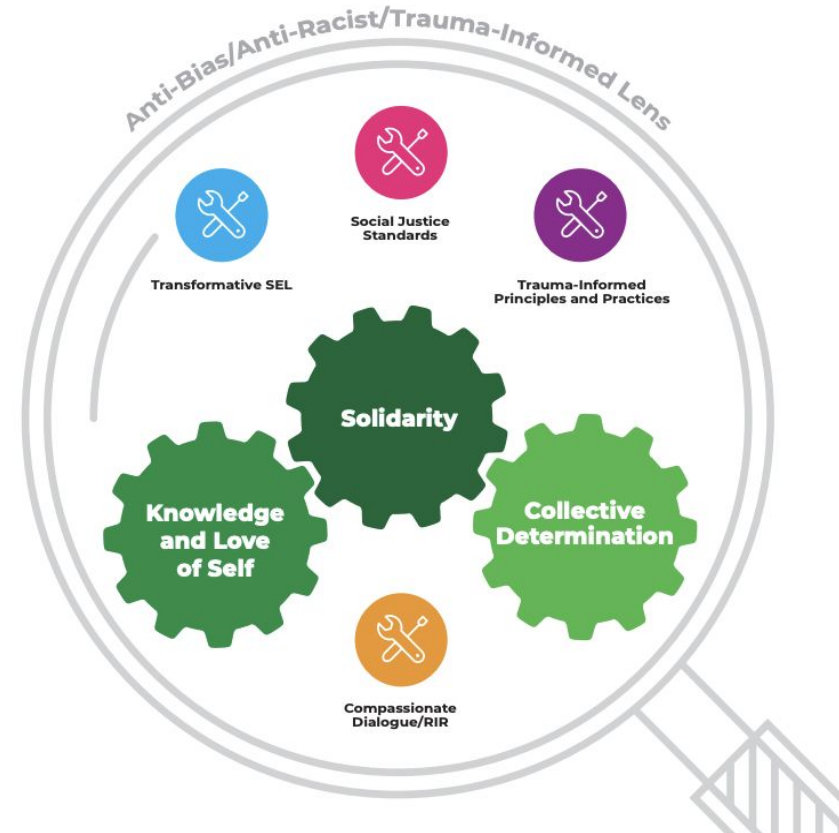
Interrupt



Repair

# SCUSD Culture & Climate Framework

- Our Culture & Climate Framework aims to disrupt disproportionate student experiences and outcomes by fostering safe, inclusive learning environments for our young people and adults. By examining our policies and practices through an Anti-Bias/ Anti-Racist/ Trauma-Informed lens, committing to Culturally & Linguistically Responsive/Sustaining Pedagogy, and utilizing evidence-based standards, strategies, and tools, we strive to ensure that our educational practices promote equity and reflect the diverse cultural and linguistic backgrounds of our young people and adults.
- Our framework is made up of three pillars - **Knowledge and Love of Self**, **Solidarity**, and **Collective Determination** - which are sustained and supported by Social Justice Standards, Compassionate Dialogue/RIR, Trauma Informed Principles & Practices, and Transformational SEL.



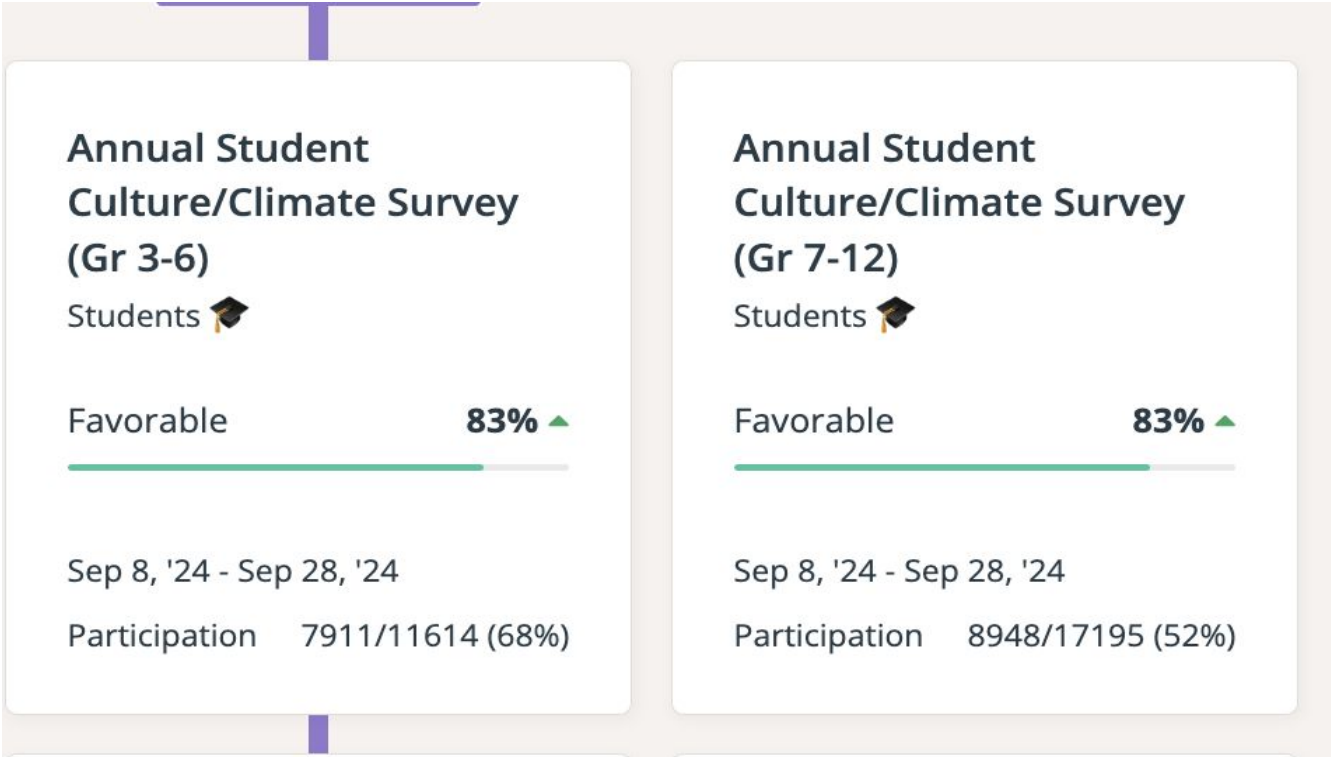
# What to Expect for Culture & Climate this Year

- Ongoing **student voice data collection** and analysis to study impact and inform professional learning and evidence-based practices
- **Universal Culture & Climate supports** for teaching and learning
  - ◆ Trauma-informed high leverage practices resources to support educators in establishing and sustaining safe, inclusive working and learning environments for young people and adults
  - ◆ Monthly resources that provide staff with strategies to support the Culture & Climate Framework
- Monthly **professional learning for site leaders**
  - ◆ Build conceptual understanding of the pedagogies and practices connected to the Culture & Climate framework
  - ◆ Monthly Liberate! book study
- Optional professional learning opportunities for certificated staff

# Student Voice (Kelvin) Survey



# Fall Student Voice Survey Participation



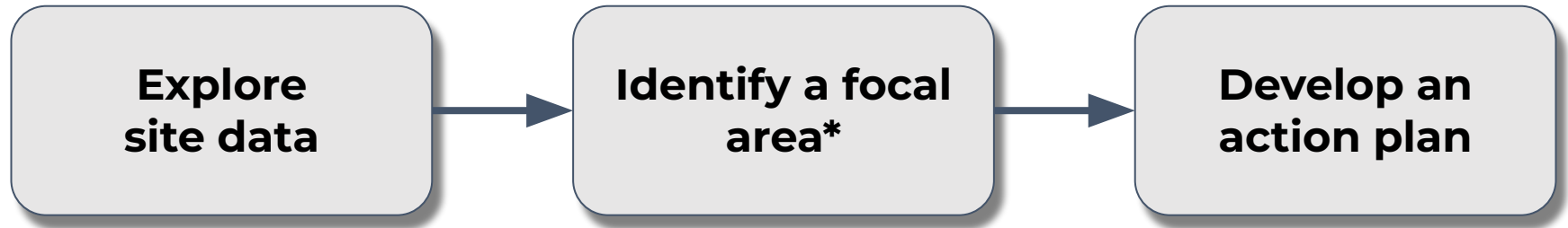
16,859

# District-Wide Student Voice Data

	All students 8948 (52%)	Two or more races 215 (57%)	Black 412 (54%)	American Indian 18 (55%)	Is Hispanic 1376 (59%)	Asian 462 (69%)	Pacific Islander 61 (65%)	White 433 (59%)
<b>Overall</b>	83	78	79	82	82	84	84	85
<b>Self Regulation</b>	72	69	68	67	71	75	67	73
<b>Recognition of Emotions</b>	80	74	77	72	79	81	80	82
<b>Community Circles</b>	82	76	80	89	79	80	81	86
<b>Safety</b>	82	79	79	87	80	81	86	85
<b>Well Being</b>	82	77	74	87	80	82	84	83
<b>Belonging</b>	84	77	78	80	84	88	85	88
<b>Anti Bias / Anti Racist</b>	85	79	79	85	86	85	88	85
<b>Gratitude</b>	86	83	81	86	86	88	85	88
<b>Predictability</b>	87	81	84	80	87	89	84	86



# Student Voice Data Action Plan Process



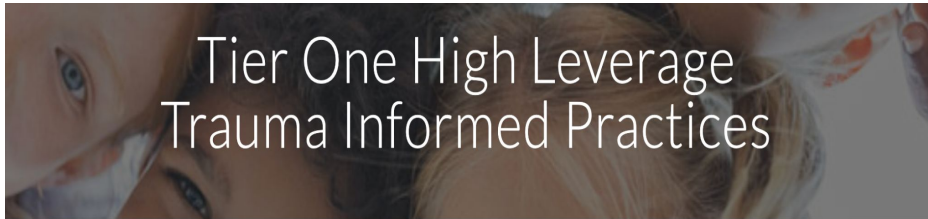
[Fall Participation Rate & Site Data](#)

[Action Plan](#)  
What is one statement you want to focus on between now and December?

[C & C Resources](#)  
[Staff Meeting Slide Deck Template](#)

\*to improve student experience and build staff collective efficacy around responding to student voice with targeted action.

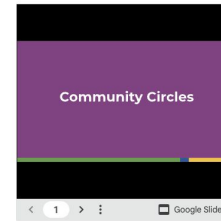
# Tier One High Leverage Trauma-Informed Practices



What is Trauma Informed?

Click on the slide deck to the left to gain more information about a trauma informed classroom and get access to additional resources.

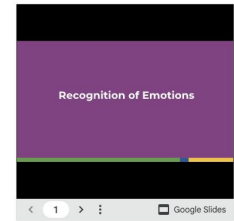
## The Five High Leverage Practices



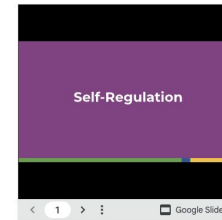
Community Circles



Predictability



Recognition of Emotions



Self Regulation



Gratitude

Use our [Tier One High Leverage Trauma Informed Practices](https://teach.scusd.edu) on [teach.scusd.edu](https://teach.scusd.edu) to support Culture & Climate

# Culture & Climate Monthly Resources

## CULTURE & CLIMATE RESOURCES TK-2 SEPTEMBER

**Knowledge and Love of Self**  
The state of mind where students and adults come to know and value their own personal and cultural identity, history, and place in society.

**Exploring Personal Identity: Understanding Ourselves**  
• Identity (ISEI) • Recognize (RI) • Self-Awareness (SEL) • Understanding Trauma and Stress, Cultural Humility/Equity (Trauma-Informed Principles)

**1 Self-Awareness**

Students	Adults
"I will talk about how I feel!"	"I will understand my own emotions, thoughts, and values and how these influence my beliefs and behavior."
Feelings Wheels and Instructions	How to Teach Children about Emotions
White Supremacy Culture	White Supremacy Culture
Six Traits for Speaking Up	Six Traits for Speaking Up
Be an Anti-Bias Educator	Be an Anti-Bias Educator

**2 Recognizing Strengths & Limitations**

Students	Adults
"I will share the things I do really well and things I want to get better at doing."	"I will acknowledge my personal strengths and areas of growth."
Everyone is a Hero!	The Magical Yeti Book About Me
Growth Mindset	Strength-Based Approach
Self-Love is the Key	

**3 Noticing Confidence and Purpose**

Students	Adults
"I will talk about what I like about myself."	"I will reflect on my own self-confidence and sense of purpose."
"Be You" Read Aloud Video	What I Like about Me Read Aloud Video
Building Confidence Keys	Building Your Confidence
Defining Your Identity	Defining Your Identity

**4 Identifying Personal Assets**

Students	Adults
"I will say what makes me special."	"I will recognize my personal talents, skills and resources."
"Be You" Read Aloud Video	How to Teach Children about Emotions
A 3-Step Guide to Believing	The ABCs of Inclusion
Literacy Design	Literacy Design

## CULTURE & CLIMATE RESOURCES GR. 3-5 SEPTEMBER

**Knowledge and Love of Self**  
The state of mind where students and adults come to know and value their own personal and cultural identity, history, and place in society.

**Exploring Personal Identity: Understanding Ourselves**  
• Identity (ISEI) • Recognize (RI) • Self-Awareness (SEL) • Understanding Trauma and Stress, Cultural Humility/Equity (Trauma-Informed Principles)

**1 Self-Awareness**

Students	Adults
"I will share how I am feeling and my thoughts, and I will reflect on how they can affect what I do."	"I will understand my own emotions, thoughts, and values and how these influence my beliefs and behavior."
Feelings Wheels and Instructions	Understanding Feelings
White Supremacy Culture	White Supremacy Culture
Six Traits for Speaking Up	Six Traits for Speaking Up
Be an Anti-Bias Educator	Be an Anti-Bias Educator

**2 Recognizing Strengths & Limitations**

Students	Adults
"I will share the things I do really well and things I want to get better at doing."	"I will acknowledge my personal strengths and areas of growth."
Optimism Lesson for Elementary	The Box with the Rainbow Heart
Growth Mindset	Strength-Based Approach
Self-Love is the Key	

**3 Noticing Confidence and Purpose**

Students	Adults
"I will talk about what I like about myself and goals I have for myself."	"I will reflect on my own self-confidence and sense of purpose."
Confidence Lesson for Elementary	Defining Goals of Beauty
Building Confidence Keys	Building Your Confidence
Defining Your Identity	Defining Your Identity

**4 Identifying Personal Assets**

Students	Adults
"I will share what makes me unique, such as my personal talents, skills, and resources."	"I will recognize my personal talents, skills and resources."
Stand Out and Be Proud	Literacy for Diverse Learners
A 3-Step Guide to Believing	The ABCs of Inclusion
Literacy Design	Literacy Design

## CULTURE & CLIMATE RESOURCES GR. 6-8 SEPTEMBER

**Knowledge and Love of Self**  
The state of mind where students and adults come to know and value their own personal and cultural identity, history, and place in society.

**Exploring Personal Identity: Understanding Ourselves**  
• Identity (ISEI) • Recognize (RI) • Self-Awareness (SEL) • Understanding Trauma and Stress, Cultural Humility/Equity (Trauma-Informed Principles)

**1 Self-Awareness**

Students	Adults
"I will identify my own emotions, thoughts, and values, and how these influence my beliefs and behavior."	"I will understand my own emotions, thoughts, and values and how these influence my beliefs and behavior."
Feelings Wheels and Instructions	Understanding Feelings
White Supremacy Culture	White Supremacy Culture
Six Traits for Speaking Up	Six Traits for Speaking Up
Be an Anti-Bias Educator	Be an Anti-Bias Educator

<https://childmind.org/healthyminds/middle-school/>

**2 Recognizing Strengths & Limitations**

Students	Adults
"I will explore my personal strengths and areas for growth."	"I will acknowledge my personal strengths and areas of growth."
Identifying Strengths and Weaknesses	Clarifying Values
Growth Mindset	Strength-Based Approach
Self-Love is the Key	

**3 Noticing Confidence and Purpose**

Students	Adults
"I will learn to develop a well-grounded sense of self-confidence and purpose."	"I will reflect on my own self-confidence and sense of purpose."
Beauty is Skin Deep	Defining Goals of Beauty
Building Confidence Keys	Building Your Confidence
Defining Your Identity	Defining Your Identity

**4 Identifying Personal Assets**

Students	Adults
"I will recognize my personal talents, skills and resources."	"I will recognize my personal talents, skills and resources."
Personal Power	Love Yourself
A 3-Step Guide to Believing	The ABCs of Inclusion
Literacy Design	Literacy Design

## CULTURE & CLIMATE RESOURCES GR. 9-12 SEPTEMBER

**Knowledge and Love of Self**  
The state of mind where students and adults come to know and value their own personal and cultural identity, history, and place in society.

**Exploring Personal Identity: Understanding Ourselves**  
• Identity (ISEI) • Recognize (RI) • Self-Awareness (SEL) • Understanding Trauma and Stress, Cultural Humility/Equity (Trauma-Informed Principles)

**1 Self-Awareness**

Students	Adults
"I will understand my own emotions, thoughts and values, and how these influence my beliefs and behavior."	"I will understand my own emotions, thoughts, and values and how these influence my beliefs and behavior."
Feelings Wheels and Instructions	Understanding Feelings
White Supremacy Culture	White Supremacy Culture
Six Traits for Speaking Up	Six Traits for Speaking Up
Be an Anti-Bias Educator	Be an Anti-Bias Educator

**2 Recognizing Strengths & Limitations**

Students	Adults
"I will explore my personal strengths and areas for growth."	"I will acknowledge my personal strengths and areas of growth."
Optimism Lesson Parts 1 and 2	Growth Mindset
Strength-Based Approach	Self-Love is the Key

**3 Noticing Confidence and Purpose**

Students	Adults
"I will learn to develop a well-grounded sense of self-confidence and purpose."	"I will reflect on my own self-confidence and sense of purpose."
Who Are You?	A Moment for Me
Building Confidence Keys	Building Your Confidence
Defining Your Identity	Defining Your Identity

**4 Identifying Personal Assets**

Students	Adults
"I will recognize my personal talents, skills and resources."	"I will recognize my personal talents, skills and resources."
Literacy Goals at Our Service	Your Identity is Your Superpower
A 3-Step Guide to Believing	The ABCs of Inclusion
Literacy Design	Literacy Design

## Monthly Resources Landing Page

# Culture & Climate Monthly Resources

## CULTURE & CLIMATE RESOURCES GR. 6-8 OCTOBER

**Knowledge and Love of Self**

The state of mind where students and adults come to know and value their own personal and cultural identity, history, and place in society.

Standards ID.2  
ID.3

**Embracing Cultural Identity and History: Understanding Our Heritage**  
 • Identity (ISEL) • Recognize (RR) • Self-Awareness (SE) •  
 • Understanding Trauma and Stress, Cultural Humility/Equity (Trauma-Informed Principles) •

**1 Self-Awareness**

<p><b>Students</b></p> <p>"Students will learn about their personal and family cultural backgrounds."</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <span>Native Peoples</span> <span>Immigrant Experiences</span> </div>	<p><b>Adults</b></p> <p>"I will reflect and share my cultural identity with my students and reflect on how my identity has impacted my educational philosophy."</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <span>Share Culture with Students</span> <span>Share Own Family Traditions</span> <span>Use Cultural Assets Resources</span> </div>
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**2 Recognizing Strengths & Limitations**

<p><b>Students</b></p> <p>"Students will learn to identify and appreciate cultural and linguistic strengths."</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <span>Build Empathy</span> <span>Find Powerful Voices</span> </div>	<p><b>Adults</b></p> <p>"I will acknowledge my personal strengths and areas of growth."</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <span>Learn to Share Personal and Family History</span> <span>Cultural Experiences and Beliefs</span> <span>Recognize and Appreciate Myself</span> </div>
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**3 Noticing Confidence and Purpose**

<p><b>Students</b></p> <p>"Students will learn to understand how personal and cultural identities intersect."</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <span>Learn a Culture Through</span> <span>Engage in Conversations on Race</span> </div>	<p><b>Adults</b></p> <p>"I will reflect on the intersectionality of my identity as well as, my students and how it shows up in the classroom space."</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <span>Understanding Identity</span> <span>Teach about the Intersectionality of Identity</span> <span>Recognize Intersectionality in the Classroom</span> </div>
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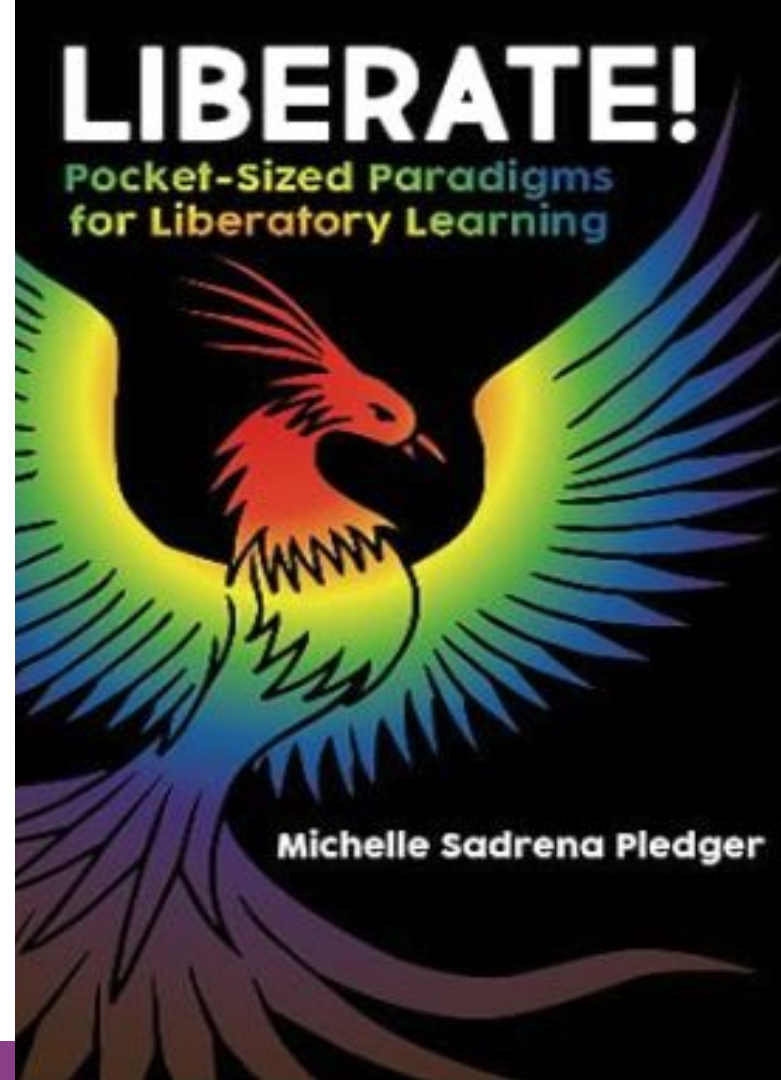
**4 Identifying Personal Assets**

<p><b>Students</b></p> <p>"Students will learn to explore personal and community history and understand its impact."</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <span>Place as a Mirror</span> <span>Explore My Whole Land</span> </div>	<p><b>Adults</b></p> <p>"I will learn how the identities of my marginalized groups in our country have been impacted by social systems."</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> <span>Make SEL a Family Conversation</span> <span>Advocate for Equity of Children and Communities</span> <span>How to Build Equity</span> </div>
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[teach.scusd.edu](https://teach.scusd.edu)

# Liberate! Book Study

- Chapter 1: Commencement
- Chapter 2: Liberate Your Consciousness!
- Chapter 3: Liberate Your Classroom!
- Chapter 4: Liberate Your Curriculum!
- Chapter 5: Liberate Your Cognitive Capacity Bias!
- Chapter 6: Liberate Your Communication!
- Chapter 7: Liberate Your Conduct Constructs!
- Chapter 8: Call to Action!



# Call to Action

- Know the Student Voice Survey Data for the communities you serve (access & directions coming soon from our C&C Team)
- When visiting sites and talking with leaders, inquire about action plans to improve student experience (as measured by our student voice survey)
- When visiting sites and classrooms, inquire how staff are using the monthly Culture & Climate resources with students
- Read *Liberate! Pocket-Sized Paradigms for Liberatory Learning*
- Check out the *adult* links in our monthly Culture & Climate resources and use them to grow your own practice

A photograph of six diverse students in a science classroom, overlaid with a green tint. The students are arranged in a group, some sitting on stools and some standing. The word "Questions" is written in large, white, sans-serif font across the center of the image. The background shows a science lab with sinks, a whiteboard, and a poster titled "Water".

# Questions