

SPARK

*An Integrated Approach to Positive
School Climate in SCUSD Schools*

Sacramento City Unified School District
Equity Department
March 2016

**Your spark can
become a flame
and change
everything.**

-E.D. Nixon

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What is SPARK?

SPARK is an approach that brings coherence to equity, school climate, and board policy mandates

SPARK addresses inequitable practices related to:

- *Ineffective, one-size-fits-all programs
- *Disproportionate discipline, with specific regard to race, gender, and students with disabilities
- *Discriminatory practices and systemically-rooted biases

S - Social Emotional Learning

P - Positive Relationships

A - Analysis of Data

R - Restorative Practices

K - Kindness

SPARK is a framework for integrating SEL, PBIS, and Restorative Practices that will help schools become more positive, dynamic, and supportive places to learn

SPARK sets a foundation for positive school climate through valuing and empowering student voice, promoting positive relationship-building, and encouraging a sense of belonging for all students, staff, and families

Sparking a Journey...

Educational inequities are real, and what we as a country have done to try to get rid of the gaps has been largely unsuccessful. We are presently faced with a world wherein a student's educational potential is all too predictable, often having more to do with his or her race or zip code than any other factor. Nationwide, 87% of white students graduated high school, while only 76% of Latino students and 72.5% of African American students graduated. African American students are suspended and expelled at a rate also three times greater than white students; on average, 5% of white students are suspended, compared to 16% of black students suspended nationwide.

The following statistics for SCUSD follow, and sometimes exceed, the aforementioned trends.

- African American students are suspended at a rate of four times to one compared to white students (12.5% compared to 3.1%).
- 90.8% of white students graduate, while only 73.3% of African American students achieve the same goal.
- 55% of white students met or exceeded ELA standards on the Grade 5 CAASPP Assessment, while only 22% of African American students, 24% of Latino students, and 25% of low income students met or exceeded those standards.
- For the Grade 5 Math CAASPP Assessment, 16% of low income students, 14% of Latino students, 12% of African American students, and 43% of white students met or exceeded standards.
- Latino students make up 38% of our total student population, but make up only 8% of the GATE population. African American students make up 16% of the total population, but make up 5% of the GATE population. White students make up 18.5% of the total population, but make up 24.6% of the GATE population.

In order to address these issues, the SCUSD Board adopted the new policy for Administrative Regulations for Discipline in June of 2014. The goals of the new policy are as follows:

- a. To the extent possible, other methods of correcting behavior must be utilized before suspension occurs, and suspension must be the last resort.
- b. Students must be taught explicitly the behavioral expectations of their school site in order to be held accountable to them.
- c. School leaders must review discipline data monthly and set goals to improve any disparities that exist for any group of students (i.e. race/ethnicity, students with disabilities, income level).
- d. School staff must engage in restorative behavior and must teach students how to think about restoring harm and how their decisions affect others and the greater community.
- e. Mandatory professional development must occur for all staff in school-wide positive behavior interventions and supports, restorative practices, social emotional learning, implicit bias, and cultural proficiency.
- f. Willful defiance as a reason for disciplining a student must be kept to a minimum and patterns of misbehavior must be addressed by school staff by looking at perceived motivation and social supports that could be put in place to better support that student.

In order to ensure that we accomplish the goals set forth in the Board Policy and Administrative Regulation for Discipline, we believe:

- Disproportionality in discipline data is unacceptable and must be addressed. Students will not be inequitably represented by race, culture, social class, gender, background, or ability level.
- All students will be given fair and equitable opportunities to repair harm and restore relationships after wrongdoing occurs. We recognize when wrongdoing occurs, we must separate the deed from the doer.
- Punishment may not change behavior and often has significant unintended consequences. Discipline is viewed as an opportunity to help students understand the impact of their actions, take responsibility for what has occurred, and become responsible citizens. Punishment is not used to correct inappropriate behavior. Students are provided with restorative options to repair harm and restore relationships.
- Our schools will have consistent procedures and structures in place to support all students and their families. Students, staff, and families understand the expectations and responsibilities each holds in order to ensure a fulfilling educational experience. Clear expectations and procedures are highly valued, but they are secondary to strong, positive relationships between members of the three aforementioned groups.
- All schools will regularly review a set of indicators for continuous improvement utilizing the Data Discussion Guide and related processes, which may include referral data, in-house suspension data, suspension and expulsion data, referrals to the behavior office, detention logs, logs of parent communication and conferences by school officials.
- Honest, consistent reflection is necessary to improve behavioral outcomes and opportunities. Thoughtful analysis of discipline data helps to support this reflection.
- Students' social emotional growth is equally as important as their academic growth.
- We recognize that the adults in our system bear the responsibility of helping all of our students become adults with purpose, compassion, and dedication to bringing about positive changes in the world around them.

SPARK in SCUSD will provide staff with the professional learning that they deserve and that will help us all to achieve the goals we have set forth for our students. Through our integrated plan, staff will not only be active participants in Equity Retreats over the summer of 2016, but they will also receive ongoing support, coaching, and mentoring from district training specialists. SPARK teams will meet regularly throughout the year to examine discipline and school climate data, reflect on key learnings from the data, and create specific plans to take action in making improvements at their sites. We have based our work on extensive research and evidence-based best practices, and we are excited to embark on this journey with our students, families, and staff!

Our Vision

By definition, a “spark” is something that sets off a sudden force; anything that activates or stimulates; inspiration or catalyst; a vital, animating, or activating factor. The Latin origin (spargere) means to sprinkle from source to source. This word truly embodies the essence of what we aimed to capture when developing our new integrated approach to school climate. We know that whole-district change is not a fast or simple process. We are confident, however, that by making purposeful changes little by little, we can begin to inspire change in the mindsets of our students and educators and make over our schools into positive, dynamic, encouraging places of learning.

Our SPARK plan involves five essential elements:

Social Emotional Learning– All staff will immerse students in social emotional learning experiences that lead to better academic performance, improved attitudes and behaviors, and reduced emotional distress.

Positive relationships – All staff will be an integral part of building a positive school climate to enable positive relationships to flourish.

Analysis of data – All staff will honestly and regularly reflect on data to inform and improve learning opportunities for all students.

Restorative practices – All staff will empower students to create restorative relationships with each other and will embody and model those principles themselves.

Kindness – All staff will treat students, families, and each other with respect and kindness every day.

We have a moral imperative to spark opportunity and success for students, families, and educators alike. Across the United States, we are faced with not only an achievement gap between groups of students, but also discipline and opportunity gaps. We understand that in order to provide students with the opportunities they deserve to grow and excel, our school systems need finessing. While there are many wonderful things happening in our schools, we all have room to improve.

With a strong focus on teaching social emotional skills, we provide students what they need to be successful in our schools and beyond. By learning about our students as individuals and creating positive connections with them, we act with the hope and expectation that we will provide new opportunities for each child. With an increased focus on analyzing data, we enable school staff to identify disparities and make actionable plans to eliminate them. By focusing on using restorative practices as the basis for how our schools operate, we entrust students with the power to regulate their own behavior and to repair harm done to others. And when everything we do is grounded in treating others with and consistently modeling dignity, kindness, and respect, we transform our schools and change the trajectory for our students.

By learning and living by the five tenants above, all of our educators will be empowered to make the positive changes in students' lives that inspired them to be educators in the first place. SPARK helps educators say yes to growth, impact, and purpose in their work. SPARK is rooted in the idea that the best learning happens when relationships are firmly rooted in trust, understanding, and respect. A commitment to SPARK is a commitment to continuous learning and authentic relationships. The message is consistently and unwaveringly positive, and purposeful instruction allows multiple entry points for learners (students and educators) with diverse needs. Educators relentlessly advocate for and believe in every student. Students have abundant opportunities to learn, take risks, and reflect. Student voice is valued and becomes an integral part of school climate, and each student appreciates that he/she possesses unique talents, gifts, and interests. Students appreciate that they have a responsibility as individuals and as part of a community to make the world they live in better for everyone. Our plan will be the catalyst for dramatic change in our district and beyond.

The Basics of Restorative Practices

What are Restorative Practices?

Restorative Practices in Schools are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to *relationships* and people over and above the need for assigning blame and dispensing punishment.

Goals of Restorative Practices in Schools

1. Create a restorative and inclusive school climate rather than a punitive one;
2. Decrease suspensions, expulsions, and disciplinary referrals by holding youth accountable for their actions through repairing harm and making amends;
3. Include persons who have harmed, been harmed, and their surrounding community in restorative responses to school misconduct;
4. Reengage youth at risk of academic failure and juvenile justice system entry through dialogue-driven, restorative responses to school misbehavior.

Five Key Characteristics of Restorative Practices

RELATIONSHIPS:

- Developing caring connections and finding common ground

RESPECT:

- Listening to others' opinions and valuing them

RESPONSIBILITY:

- Being accountable for actions taken

RESTORATION:

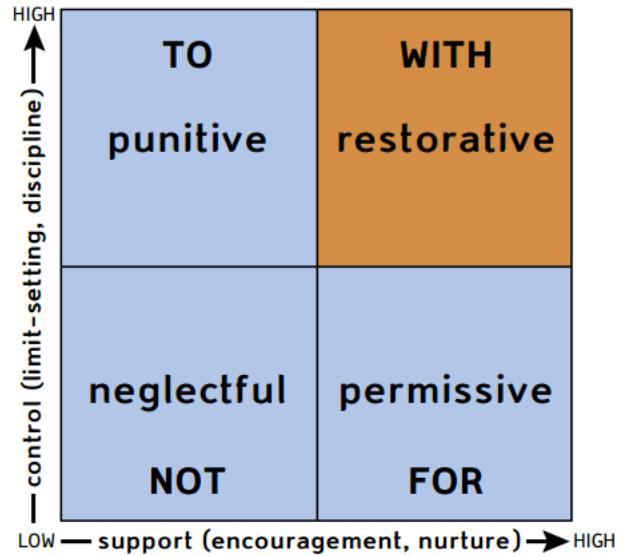
- Repairing harm that has been caused

REINTEGRATION:

- Ensuring all remain included and involved

<i>Restorative Questions to Respond to Challenging Behavior</i>	<i>Restorative Questions to Help Those Harmed by Other's Actions</i>
1. What Happened?	1. What did you think when you realized what had happened?
2. What were you thinking of at the time?	2. What impact has this incident had on you and others?
3. What have you thought about since?	3. What has been the hardest thing for you?
4. Who has been affected by what you have done? In what way?	4. What do you think needs to happen to make things right?
5. What do you think you need to do to make things right?	

One key component to understanding restorative practices is the concept behind *The Social Discipline Window*, based upon the work of John Braithwaite. This concept above aims to describe four different approaches to managing social norms and behavior expectations. The foundation of the concept is that “human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them” (iirp.edu). Braithwaite’s research notes that reliance on punishment as a social regulator is ineffective because it shames and stigmatizes wrongdoers and fails to change their behavior, which in turn often makes the problem behavior even worse.



The table below, from Michigan’s “Bully-Free-Schools” Initiative, further outlines the differences between what is typically considered “traditional” and restorative-based discipline.

<i>Traditional Discipline</i>	<i>Restorative Discipline</i>
Misbehavior is defined as breaking school rules.	Misbehavior is defined as harm done to a person, a group, or the school community as a whole.
The focus is on rules.	The focus is on relationships and repairing harm.
The conflict/wrongdoing is impersonal (school versus student).	The conflict/wrongdoing is relational.
The focus is on assigning blame and punishing misbehavior.	The focus is on learning and healing.
Harmed person/people and larger community have no input into outcome.	Harmed person/people and larger community have input into outcome.
Discipline/accountability is defined in terms of punishment.	Discipline/accountability is defined as understanding impact of actions, taking responsibility for choices, and finding ways to repair harm.
Process unfolds through an adversarial relationship (i.e., who will win)?	Process evolves through dialogue and shared responsibility for problem-solving (i.e., how can we resolve this).

SPARK Theory of Action

National Equity Project

International Institute of Restorative Practices

PBIS: Placer County Office of Ed. & Univ. of Oregon

CASEL consultants

U.S. Dept. of Education Office for Civil Rights National

National Children's Defense Fund

National School Climate Center

ASCD, American Institutes for Research

Countless books on leadership and education

Evidence-based practices funnel into a customized, integrated SCUSD approach to positive school climate

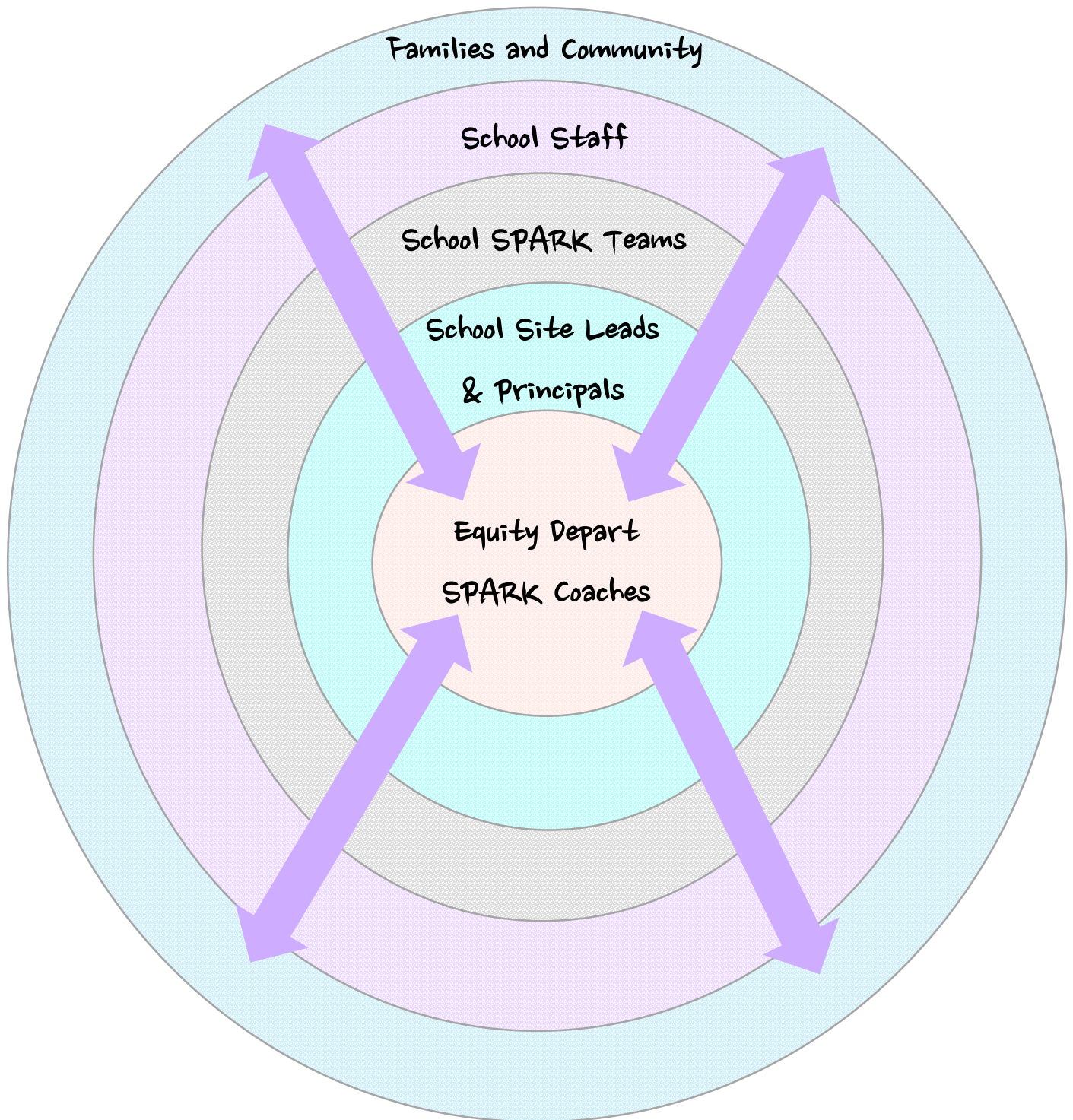
Summer 2016 Equity Retreat and other PD

SPARK Teams: RP, PBIS, SEL, Data Analysis

Coaching by training specialists & site leads

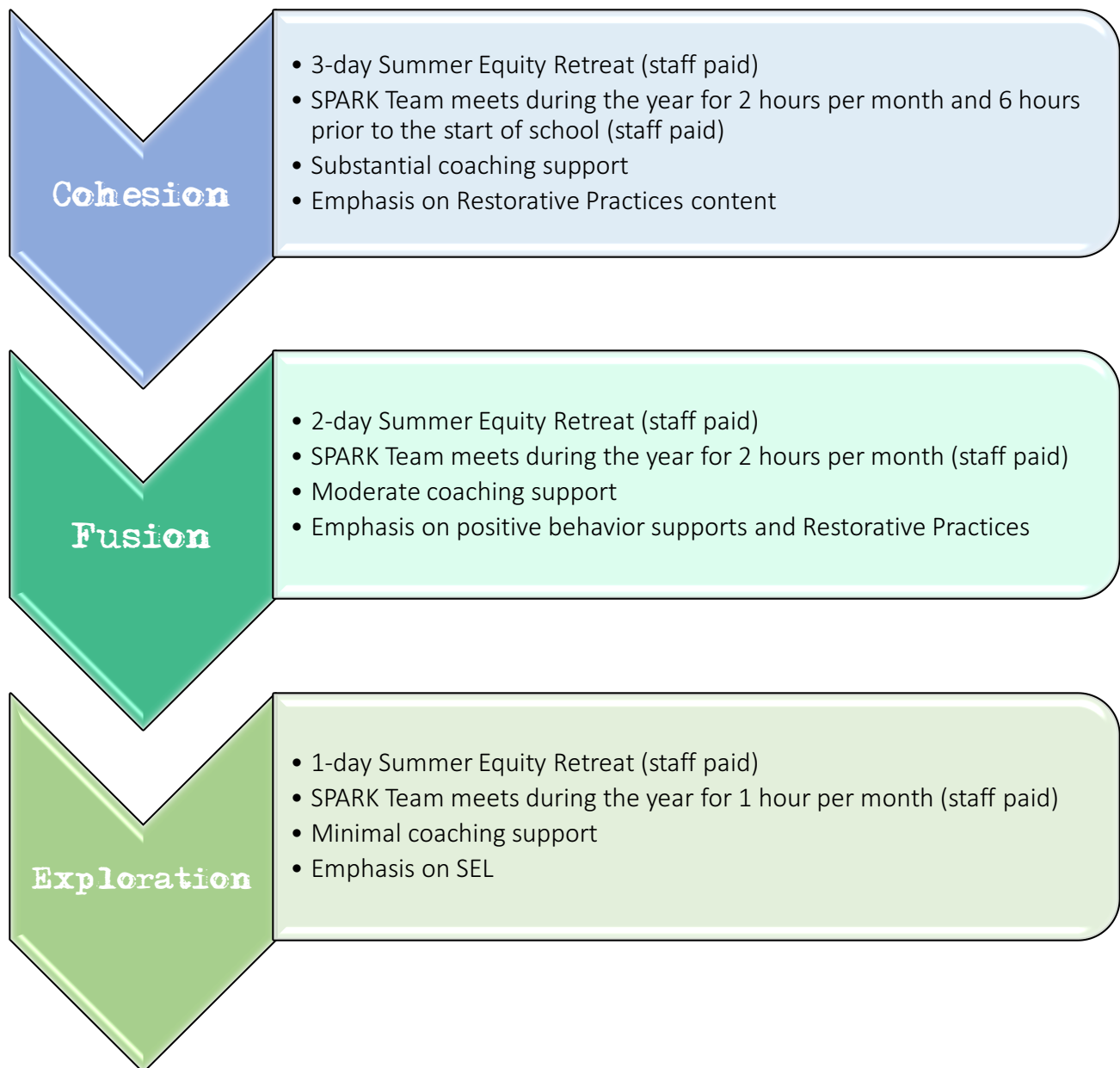
Ongoing PD and SPARK meetings during year

Learning Interplay with SPARK



SPARK Group Details

All groups will have a SPARK Leadership Team that consists of site administrator(s), one certificated site lead, 4-5 certificated team members, and 1-2 classified team members, and family/ community members.



Site Lead and Team Details

SPARK Site Leads		
COHESION	FUSION	EXPLORATION
2 hrs/month = Planning 2 hrs/mon = Meetings 2 hrs/month = SEL PD TOTAL = 6 hours <i>*Paid at the per session rate of \$39/hour</i>	2 hrs/month = Planning 2 hrs/month = Meetings 2 hrs/month = SEL PD TOTAL = 6 hours <i>*Paid at the per session rate of \$39/hour</i>	*No site lead this year
Leads will: <ol style="list-style-type: none"> 1. Be in contact with their site's equity coach weekly to discuss needs, concerns, areas of growth, new areas of focus, etc. With the equity coach and principal, develop goals for the year related to interrupting inequitable opportunities and outcomes. 2. Check-in with your principal to provide updates and to review site data prior to upcoming SPARK meetings. 3. Provide support to site staff as needed; coordinate staff meeting updates and plan upcoming SPARK meetings. 4. Conduct research in collaboration with the equity coach on topics determined to be of importance at the site. (<i>*Site leads will be selected by the school principal after the school staff has learned about SPARK and has the opportunity to express their interest in leading the work.</i>)		
SPARK Team Members		
COHESION	FUSION	EXPLORATION
2 hrs/month = meetings <i>*Paid at the per session rate of \$39/hour</i>	2 hrs/month = meetings <i>*Paid at the per session rate of \$39/hour</i>	2 hrs/month = meetings + full team attends SEL trainings (2 hrs/month) <i>*Paid at the per session rate of \$39/hour</i>
Team members will: <ol style="list-style-type: none"> 1. Commit to meeting each month as described above. 2. Respect the confidentiality of data reviewed at meetings. 3. Commit to continuous growth as a professional and leader of school climate/equity work at their site. 4. Support other site staff as needed. 5. Promote the principles and vision of SPARK at their site. (<i>*SPARK team members will be selected/voted on by school staff. This team can also take the place of the PBIS/SEL leadership team, if one currently exists. Secondary sites should have five certificated members and elementary sites should have four certificated members.</i>)		

SPARK Equity Modules

Equity Module 1	<p><u>Guiding Questions:</u></p> <p>What's your why? What gaps exist between your intention (the why) and your actions?</p> <p><i>Approx. Sep-Dec</i></p>	Restorative Practices	1. Circles	Community Circles
			2. Repairing Harm	Five Restorative Questions
			3. Restorative Environments	Affective Statements Restorative vs. punitive
		SEL	1. We Are.	Gratitude
			2. We Belong.	Responsibility
			3. We Can.	Optimism Perseverance
		Positive Culturally Responsive Climate	1. Race and Equity	Uncovering + Eliminating Racial Disparities
			2. Discipline Processes	Behavior Management Procedures
			3. Connecting Communities	Setting a Positive Tone for the Year

Equity Module 2	<p><u>Guiding Questions:</u></p> <p>What specific inequities exist on your campus? How are you going to address them?</p> <p><i>Approx. Jan-Mar</i></p>	Restorative Practices	1. Circles	Check-In/Check-Out Circles
			2. Repairing Harm	Restorative conversations/chats
			3. Restorative Environments	Restorative practices across and beyond the school campus
		SEL	1. We Are.	Integrity
			2. We Belong.	Empathy
			3. We Can.	Perspective-Taking
		Positive Culturally Responsive Climate	1. Race and Equity	Implicit Bias
			2. Discipline Processes	Customize Tiered Supports and Interventions document
			3. Connecting Communities	Authentically engaging families and community

Equity Module 3	<p><u>Guiding Questions:</u></p> <p>Where are we reproducing the same results, and where are we seeing changes?</p> <p><i>Approx. April-June</i></p>	Restorative Practices	1. Circles	Harm Circles
			2. Repairing Harm	Conflict resolution/peer mediation/mentor programs
			3. Restorative Environments	Restorative conferences
		SEL	1. We Are.	Self-Discipline
			2. We Belong.	Collaboration
			3. We Can.	Confidence
		Positive Culturally Responsive Climate	1. Race and Equity	Being a Leader for Equity
			2. Discipline Processes	Revising school documents/ materials for next year
			3. Connecting Communities	Home visits

SPARK Professional Learning 2016-2017

Month	Day(s)	Date	Time	Title
SPARK Team PD				
June	Mon and Tues	6/20-6/21	8:30-3:00	Equity Retreat – Cohesion A (1-2)
	Wed and Thurs	6/22-6/23	8:30-3:00	Equity Retreat – Cohesion B (1-2)
August	Wed	8/10	8:30-3:00	Equity Retreat – Cohesion A (3-4)
	Fri	8/12	8:30-3:00	Equity Retreat – Cohesion B (3-4)
	Mon and Tues	8/15-8/16	8:30-3:00	Equity Retreat – Fusion (1-2)
	Mon	8/8	8:30-3:00	Equity Retreat – Exploration A
	Tues	8/9	8:30-3:00	Equity Retreat – Exploration B
	Fri	8/19	8:30-3:00	Equity Retreat – Exploration C
SEL-Focused PD				
August	Mon Wed - Thurs	8/22 8/24 – 8/25	3:30-5:30	<u>SEL Themes:</u> Optimism and Responsibility <u>SEL Competencies:</u> Self-Awareness, Growth Mindset, Responsible Decision-Making
October	Tues - Thurs	10/25 – 10/27	3:30-5:30	<u>SEL Themes:</u> Gratitude and Perseverance <u>SEL Competencies:</u> Self-Awareness, Growth Mindset
December	Tues - Thurs	12/20 – 12/22	3:30-5:30	<u>SEL Themes:</u> Perspective-Taking and Empathy <u>SEL Competency:</u> Social Awareness
February	Tues - Thurs	2/21 – 2/23	3:30-5:30	<u>SEL Themes:</u> Integrity and Self-Discipline <u>SEL Competencies:</u> Responsible Decision-Making, Self Management
April	Tues - Thurs	4/25-4/27	3:30-5:30	<u>SEL Themes:</u> Collaboration and Confidence <u>SEL Competencies:</u> Relationship Skills, Self-Awareness

Summer Equity Retreat: Sample Agenda

General Three-Day Outline for Cohesion Trainings

	<i>Cohesion, Day 1</i>	<i>Cohesion, Day 2</i>	<i>Cohesion, Day 3</i>
8:30 - 9:15	<i>Opening</i> Welcome to the Work! Intro to SPARK, ARs, and Board Policy	National Equity Project	Administrative Regulations and Annual Site Action Plans
9:15 - 10:15	Restorative Practices: Social Discipline Window; Video		
10:30 - 10:45	<i>Break</i>	<i>Break</i>	<i>Break</i>
10:45 - 11:30	Restorative Practices: Fair Process; The Compass of Shame and Reintegration	National Equity Project	SEL - Mantra and Standards
11:30 - 12:30	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
12:30 - 2:10	Restorative Practices: Experiential Activities - Affective Statements and Restorative Questions	National Equity Project	Restorative Practices Review
2:10 - 2:25	<i>Break</i>	<i>Break</i>	<i>Break</i>
2:25 - 3:15	Restorative Practices: Introduction to Circles	National Equity Project	<i>Workshops:</i> Participants choose from a variety of topics from the training that are covered in more depth and detail.
3:15 - 3:30	<i>Closing</i> What's Your Why?	<i>Closing</i> Reflective Writing	<i>Closing</i> Next Steps
LEARNING OBJECTIVE	<i>Understand and be comfortable beginning to implement basics of Restorative Practices</i>	<i>Understand how unconscious biases play out in our system of schools and be willing to interrupt inequitable practices</i>	<i>Understand the process for consistent data analysis and be prepared to make initial changes in school/classroom procedures that are in support of your site's year-long goals</i>



SPARK Training Evaluation

Title: School Climate Retreat - COHESION Group

Presenters: Equity Department Date: _____

Please provide feedback so that we can be sure that professional development activities are meeting your needs.

1. What content did you find most valuable?

2. What content caused you to think differently?

3. What would you like to learn more about? In what area(s) might you need additional support?

CIRCLE ONE: 5 = Highest rating ----- 1 = Lowest rating

My overall rating of the session is:

5 4 3 2 1

To what extent will today's experiences have application in my classroom or school?

5 4 3 2 1

To what extent will today's experiences assist in my ability to meet the needs of diverse learners?

5 4 3 2 1

Name (optional): _____ School: _____ Grade Level: _____

Certificated Staff Classified Staff Administrator Community Member Other

Desired Outcomes

Restorative Practices: procedures, routines, and supports that aim to strengthen the connections and relationships among individuals and achieve social discipline through participatory learning and decision-making (IIRP.org).

1. School staff understands the differences between traditional and restorative approach to school discipline.
2. Restorative conversations happen regularly across the campus. When relationships are damaged, staff uses the five questions created by IIRP to address wrongdoing with both the victim and wrongdoer. Restorative conferences are used to repair harm and restore relationships, and there is a clear process for who conducts restorative conferences, when and where they occur, etc.
3. Staff understands the implications of the school-to-prison pipeline. Wrong-doing is treated as a learning experience. Positive interventions and behavior supports are used to address inappropriate school behaviors. Suspension will be used as a last resort
4. School teams regularly participate in conversations about developing a school culture that is more restorative. There is a commitment to continuous progress. The school organizational structures allow for regular dialogue, data analysis, and study of best practice.
5. There is a school-wide effort to build better relationships with students (interest surveys, Home Visits, conscious effort to foster development of SEL core competencies---both staff and student)
6. Restorative practices are used by all staff as both a proactive approach (building relationships, creating opportunities for student voice, developing a sense of safety and belonging) and reactive approach (restorative conversations, conferences, etc.) after wrong doing occurs.
7. All staff use affective statements to help students understand impact of their actions.
8. All teachers use circles to build community
 - a. Various types of circles used...
 - i. Sequential
 - ii. Non-sequential
 - iii. Fishbowls
 - iv. Inside-Outside
9. Schools address the shift from a punitive to a restorative approach in their office discipline referrals (ODRs), student handbooks, and staff handbooks. Training and follow up support is provided to address these changes. The roles and responsibilities of school personnel, students, and the community are clearly identified.
10. When wrong-doing occurs...
 - a. Restorative options are provided
 - b. Restorative conference agreement summaries are created
 - c. Careful attention is paid to student reentry
11. School offers a place for calming down, reflection, repairing harm, and making plans for reconnecting with classroom learning.
12. School staff has agreed upon and documented which types and severity of behavioral incidents will be addressed through a restorative process in the classroom and which behaviors will be managed by the office.

13. After monthly data analysis, school SPARK teams include restorative approaches in their Action Plans as noted on the Data Discussion Guides.
14. School SPARK teams meet regularly to discuss RP fidelity and outcome data. Teams refine practices and approaches as needed.
15. School regularly meets with families and the community to build understanding and seek input around restorative practices.

Positive Behavioral Interventions and Supports: a framework for assisting school personnel in adopting and organizing evidence-based behavioral interventions that enhances academic and social behavior outcomes for all students (PBIS.org).

1. School-wide behavioral expectations (SWE) have been clearly defined and posted around school campus.
 - a. Lesson plans (including videos, if possible) have been developed for all SWE.
 - b. Staff and students understand and live by SWE.
2. SPARK teams review and analyze discipline data monthly.
 - a. Key data points are used during reflection, including location, context, perceived motivation, and time of day.
 - b. Teams used Data Discussion Guides and Action Plans to guide their work as they set and revise goals for improvement.
3. Schools use a tiered system for teaching, re-teaching, and managing student behavior.
 - a. Tier I = teaching that reaches all students and sets the foundation for a positive school climate.
 - b. Tier II = re-teaching, counseling, and conferencing that occurs for focus students.
 - c. Tier III = intense, community-based support for a small number of focus students.
4. Schools have addressed a positive change in school climate in their ODRs and handbooks.
 - a. A flowchart for discipline and behavior re-teaching is clear and consistent for all students. Staff, students, and families all know and understand the process.
 - b. Staff and students are clear on “staff-managed” vs. “office-managed” vs. “support staff-managed” (student support center, counselor, etc.).
5. Acknowledgment systems have been developed for:
 - a. Students – random winners, acknowledgement ticket system focused on SWE.
 - b. Staff – positive methods for acknowledging staff are in place and used frequently.

Social Emotional Learning: the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL).

1. All staff and students understand and embody the following basic tenants:

We ARE: (SEL skills of self-awareness and self-management)

- self-reflective and sensitive to others’ needs (academically, socially, and emotionally)
- committed to explaining their feelings using affective statements
- committed to repairing harm done to relationships and people instead of assigning blame and dispensing punishment
- committed to managing our own behaviors in order to best support our community and any distress that may arise to set and achieve positive goals

We BELONG: (SEL skills of social awareness and relationship skills)

- to a community that practices empathy, compassion, respect and kindness
- to a community that is inclusive, values collaborative processes, and is systemic in addressing wrong-doing through a restorative approach
- to a relationship-focused community that values norms and shared agreements
- to a community that values a restorative approach as the glue that enhances teaching and learning and reinforces positive values
- to a community that respects the diversity of opinions and perspectives of others

We CAN: (SEL skills of responsible decision-making and growth mindset)

- make decisions that are ethical and considerate of impact on others
- analyze and reflect on ensuring that all voices are heard
- embrace risk-taking, struggle and failure (and therefore learn from mistakes and moments of struggle)
- develop students' conceptual understanding of learning about the brain and neuroscience research to support their growth
- use an asset-based approach to guide our dialogues (explain?)

2. Teachers are intentional about embedding the tenants above in all aspects of their curriculum and practices.

- Time is allocated to explicitly teach SEL skills.
- SEL skills are integrated into other core academic areas, such as ELA and Math.
- SEL skills and growth mindset language are modeled and reinforced by teachers.

3. Schools have embedded SEL focus in all school events, documents and resources (i.e. student and staff handbooks, newsletters, parent/family engagement events).

- SEL concepts are shared with parents at Back to School Night, Open House, and other parent events.
- SEL language is messaged and communicated regularly in newsletters and on each school's website.

4. School staff and students are regularly surveyed and given feedback on SEL skills development and growth.

a. Staff survey is administered annually to gauge progress and staff commitment to SEL practices.

- Staff is given opportunities to continuously reflect on data and to set goals for improvement and growth.

b. Student survey is administered annually to gauge student SEL development, progress, and growth in SEL skills.

- Student SEL progress is shared with parents at Parent/Teacher conferences.

5. Staff professional learning includes on-going SEL training and opportunities for collaboration.

6. Each site's leadership team meets to monitor progress and to review data in order to inform and improve practices.

- Leadership team sets goals for SEL implementation and meets regularly to check progress.
- Leadership team reviews discipline, attendance, and survey data in order to guide and improve SEL practices.
- Leadership team ensures that SEL language is integrated into Restorative Practices and PBIS expectations and norms.

Accountability and Measurements

Below is the data that we aim to periodically measure to ensure that our goals are achieved. Details about each – goals, methods of measurement, etc. – are also included below.

1. **Number of Suspensions**: disaggregated by race, culture, socioeconomic status, gender, and age
 - a. Goal: a reduction in total number of suspensions by 10%
 - b. Goal: percentage of suspensions mirror the racial/cultural composition of each school

2. **Evidence of a Positive School Climate**
 - a. Measured by: CORE Survey
 - b. Measured by: our *School Climate Assessment*
 - c. Measured by: family/community surveys and assessments

3. **Rates of Attendance**
 - a. Special focus on: Chronic Absenteeism

4. **SPARK Continuum of Practices Implemented and Extent of Implementation**
 - a. Measured by: SPARK Fidelity Index

5. **Academic Measures**
 - a. Course performance/grades
 - b. CAASPP Scores, disaggregated by subgroup
 - c. AP course enrollment, disaggregated by subgroup
 - d. Special Education identification, disaggregated by subgroup
 - e. GATE Identification, disaggregated by subgroup

SEL Goals and Standards



Social Emotional Learning Standards

SEL is the process by which children and adults develop and experience foundational skills to be successful in school, college, career, and life. SEL skills support a positive culture, climate, and community

Be the Spark!

We Are.

Develop **Self-Awareness** in order to:

- Recognize and identify emotions
- Experience optimism
- Embody gratitude
- Cultivate self-efficacy and confidence

Develop **Self-Management** in order to:

- Be self-motivated and disciplined
- Regulate one's emotions and manage stress
- Set and achieve goals

INDICATORS:

- 1A. Demonstrate a sense of confidence.
- 1B. Express gratitude.
- 1C. Demonstrate ability to recognize and understand one's emotions.
- 1D. Demonstrate optimism.
- 1E. Demonstrate a restorative mindset.

2A. Demonstrate ability to be self-disciplined.

2B. Demonstrate ability to set and achieve goals.

2C. Demonstrate ability to regulate and manage one's emotions.

We Belong.

Develop **Social Awareness** in order to:

- Experience and show empathy
- Affirm and appreciate diversity

Develop **Relationship Skills** in order to:

- Build positive relationships with diverse members in the community
- Communicate positively and clearly

INDICATORS:

3A. Demonstrate respect for the diversity of perspectives, cultures, and race.

3B. Demonstrate empathy and ability to share the feelings of others.

4A. Demonstrate ability to collaborate with others.

4B. Demonstrate the ability to communicate positively using affective language.

We Can.

Develop **Responsible Decision-Making** in order to:

- Base decisions on safety, social, and ethical considerations
- Evaluate, reflect, and consider the well-being of self and others

Develop **Growth-Mindset** in order to:

- Embrace mistake-making and risk-taking
- Strengthen perseverance

INDICATORS:

5A. Demonstrate responsibility by acting independently and reflecting on the impact of one's decisions in the community.

5B. Demonstrate integrity by being honest and behaving ethically in all situations.

6A. Demonstrate perseverance and steadfastness when challenged or facing difficult situations.

6B. Demonstrate resilience

SPARK SEL Goals (Expanded)

Month	SEL Core Competencies	Kindness Concepts + Definition	Essential Questions for Study	Indicator
September	Self-Awareness, Growth Mindset	OPTIMISM: <i>Hopefulness and confidence about the future or the successful outcome of something</i>	What is the Negativity Bias and how does this help us be more hopeful? Why is it important to stay positive in times of uncertainty and struggle? How is our attitude directly related to our success?	Demonstrate optimism.
October	Responsible Decision-Making	RESPONSIBILITY: <i>The opportunity or ability to act <u>independently</u> and make decisions</i>	What does the brain have to do with making good decisions? How do your actions affect others? How do we form meaningful relationships in order to have a strong community?	Demonstrate responsibility by acting independently and reflecting on the impact one's decisions in the community.
November	Self-Awareness	GRATITUDE: <i>The quality of being <u>thankful</u>; <u>readiness</u> to show <u>appreciation</u> for and to return <u>kindness</u></i>	How does practicing gratitude help us to show kindness to self and others? What makes you grateful and appreciative? How do we show our gratitude in an authentic way?	Express gratitude.
December	Growth Mindset	PERSEVERANCE: <i><u>Steadfastness</u> in doing something despite difficulty or <u>delay</u> in achieving success</i>	What can we learn from struggle? What can help us push through hard times? Why is it important to persist in the face of adversity?	Demonstrate perseverance and steadfastness when challenged or facing difficult situations.
January	Social Awareness	PERSPECTIVE-TAKING <i>The capacity to view things in their relative distance and positions</i>	How does one's position/stance in a situation affect perspective: academically, socially, culturally, and racially? Why is it important to reposition yourself in order to see someone else's perspective? Why is perspective-taking important to building a strong community?	Demonstrate respect for the diversity of perspectives, cultures, and race.
February	Social Awareness	EMPATHY: <i>The ability to <u>understand</u> and share the feelings of another</i>	How we best experience "being in someone else's shoes"? How does empathy connect to compassion and why is that important in building a strong community?	Demonstrate empathy and ability to share the feelings of others.

			What can we each do to promote others to be more empathetic?	
March	Responsible Decision-Making	INTEGRITY: <i>The quality of being honest and having strong moral principles</i>	What does it mean to be honest? How do we practice integrity in times of adversity and challenge? How do we “do the right thing” when others do not?	Demonstrate integrity by being honest and behaving ethically in all situations.
April	Self-Management	SLEF-DISCIPLINE <i>The ability to control one’s feelings and overcome one’s weaknesses; the ability to pursue what one thinks is right despite <u>temptations</u> to abandon it</i>	Why is it important to set goals and make plans to accomplish them? What does it mean to have “grit”? How does having a growth mindset keep us self-disciplined?	Demonstrate ability to be self-disciplined.
May	Relationship Skills	COLLABORATION: <i>To work with another person or group in order to achieve or do something</i>	Why should we take time to support others? How do bring our best selves in order to achieve something for the greater good? Why is it more important to work in teams than to work alone?	Demonstrate ability to collaborate with others.
June	Self-Awareness	CONFIDENCE: <i>A feeling of self-assurance arising from one’s appreciation of one’s own abilities or qualities</i>	What makes you feel confident? Why is having confidence important to your academic, social, and emotional well-being? How can we inspire others to experience confidence?	Demonstrate a sense of confidence.

SPARK Fidelity Index

School Climate Index

As a SPARK Team, complete this reflection in September, February, and June.

School Site: _____ Date: _____

Team Members Present: _____

SPARK Component		Evidence/ Data Source	Score Criterion	Score
1.1	TEAM COMPOSITION: SPARK team includes a site lead, a school administrator, 4+ classroom teachers, 1+ classified staff members, 1+ family members, and 1+ individuals who is able to provide (a) behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, and (d) knowledge about the operations of the school across grade levels and programs.	Meeting agendas Action plans	0 = Team does not exist or does not include lead, school administrator, certificated staff, or family/community 1 = Team exists, but attendance of these members is below 80% 2 = Team exists with lead, administrator, and all other requested members, AND attendance of all is at or above 80%	
1.2	TEAM ORGANIZATION: SPARK team meets at least monthly to review data and has (a) regular meeting format/agenda, (b) minutes/notes, (c) defined meeting roles, and (d) a current action plan.	Meeting agendas Action plans	0 = Team does not use regular meeting format/agenda, minutes, defined roles, or an action plan 1 = Team has at least 2 but not all 4 features 2 = Team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan	
1.3	DATA-BASED DECISION-MAKING: When analyzing data, team members make it a priority to identify disproportionate discipline and create action plans with measureable goals and clear steps; school staff are shown school-wide data regularly and provide feedback to site action plans and progress.	Action plans	0 = Team does not review discipline data and staff does not have an opportunity to provide feedback 1 = Team reviews data but the conversations and action plans are general/surface-level; staff sees data but no opportunity for meaningful input/feedback exists 2 = Team reviews data with a laser focus, sets measureable goals, and revisits progress toward goals; staff is actively involved in data review, analysis, and progress-monitoring	
1.4	BEHAVIORAL EXPECTATIONS: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations; families understand the expectations, as well.	SPARK Fidelity Index	0 = Expected behaviors are not taught to students or shared with families 1 = Expected behaviors are taught informally or inconsistently OR not shared with families 2 = Formal system is used to teach expected behaviors directly to students across classroom and campus settings; families understand behavioral expectations	
1.5	BEHAVIORAL DEFINITIONS: School staff has agreed upon and documented which classroom behaviors are managed through classroom-based RP strategies and which behaviors are office-managed, including a clear process for what happens when the student is not responsive to a Restorative Conversation or other restorative strategies.	Behavior procedure documents	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by classroom-managed versus office-managed vs. support staff-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families	
1.6	DISCIPLINE POLICIES: School policies, procedures, and materials describe and emphasize proactive, instructive, and restorative approaches to student behavior that are implemented consistently.	School documents	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches, including strong inclusion of SEL teaching 2 = Documentation includes and emphasizes proactive, restorative approaches AND school discipline data supports this idea	
1.7	REPAIRING HARM: A wide array of options exists for students after wrongdoing occurs, such as peer court, reparations, community service, and/or harm circles; students are purposefully re-engaged with the school community after harm occurs.	School documents	0 = Only punitive options exist for students 1 = A small group of options for repairing harm exists 2 = Many options, including student-driven choices, exist for students to repair harm and there is a clear process for re-entry into the school community	

1.8	PROFESSIONAL DEVELOPMENT: A clear plan exists to involve all staff in training on the following: a) race, implicit bias, and culturally responsive instruction; b) analyzing data to inform practice; c) school behavior management procedures; and f) leading restorative conversations.	School PD Plan	0 = Specific PD plan does not exist 1 = PD plan exists, but participation levels are below 25% of total staff 2 = PD plan exists and more than 50% of staff participate in at least one PD session	
1.9	RESTORATIVE PRACTICES FUNDAMENTALS: There is documentation that at least 67% of staff agree to implement RP, there is consistent use of circles school-wide, and all staff use the Restorative Questions when talking with students.	Survey Data School Climate Assessment School staff reflections	0 = Less than 67% of staff are in support of RP and use of RP strategies across campus is inconsistent 1 = 67% of staff is supportive but not consistently implementing fundamental aspects OR less than 67% of staff is supportive but are implementing RP consistently 2 = More than 67% of staff is supportive and RP is the foundation for interactions and relationship-building	
1.10	SOCIAL EMOTIONAL LEARNING (SEL): Staff and students regularly engage in reflection and learning related to their social emotional health; SEL instruction is intentionally infused into regular curriculum throughout the year.	Surveys Curriculum maps	0 = SEL is not a part of the school culture 1 = SEL is a focus, but not all staff teaches SEL skills OR SEL is not integrated into regular academic lessons 2 = Staff and students consistently reflect on their social emotional health and SEL is integrated into all aspects of the school culture	
1.11	STUDENT INVOLVEMENT: Students are given ample opportunities to provide their ideas and input into school procedures and practices; students are given opportunities to hold leadership roles on campus (i.e. student government, mentoring).	Student surveys School documents	0 = Few opportunities exist for student voice to be heard 1 = Student voice and leadership is evident in the school culture, but few students know about the opportunities OR less than 25% of students are involved 2 = More than 50% of students are actively involved in providing input or leadership	
1.12	FAMILY/COMMUNITY INVOLVEMENT: Stakeholders (students, families, and community members) engage in regular review of data, receive training/support in becoming more restorative (including the purpose of a restorative approach), and are active participants in school-based decisions.	School documents, including calendar	0 = No documentation (or no opportunities) for stakeholder engagement exists 1 = Documentation of engagement exists, but not within the past 12 months or input exists but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have been regularly engaged in school activities within the past 12 months	
1.13	PROVOCATIVE QUESTIONING: At staff meetings and in whole-school communications (i.e. weekly bulletins), questions from the SPARK Guidebook are posed to whole staff and staff are given ample time for reflection and dialogue (written or verbal).	Staff meeting agendas School staff reflections	0 = Dialogue rarely occurs amongst the whole-staff around topics of equity, bias, and race 1 = Dialogue occurs 2-3 times per year around these topics and remains mostly surface-level 2 = Dialogue occurs regularly, the conversations are deep and meaningful, and they lead to improved outcomes and experiences for students	
1.14	SCHOOL SYSTEM: Written orientation information on key SPARK features is available for all volunteers and substitute teachers who will be interacting with students.	Substitute Orientation Plan	0 = no orientation plan exists to support substitute staff 1 = orientation materials exist but are incomplete or not often used 2 = orientation plan exists, includes specific information about school discipline procedures, and is provided to each substitute staff member upon arrival on campus	
1.15	ONGOING EVALUATION: SPARK team documents fidelity and effectiveness of SPARK components (including revised behavior procedures grounded in Admin Regs – 5144) at least twice annually, including year-by-year comparisons.	SPARK Fidelity Index	0 = No biannual review 1 = Review is conducted but less than biannually, or done without impact on action planning 2 = Written documentation exists of biannual reviews and specific decisions are made related to action planning after review occurs	
TOTAL SCORE				
Previous score:	Areas of growth:		Area(s) of focus:	

* Adapted from work by University of Oregon, Placer County Office of Education, and Collaborative for Academic, Social, and Emotional Learning.

Data Discussion Guide + Action Plan

Use the following procedure to guide your reflection:

1. Each team member reviews the data individually, perhaps through the lens of a focus question (samples below).
2. Each team member fills in his/her observations on the data worksheet on the reverse side and notes any additional questions brought to mind by the data.
3. Each team member then summarizes his/her findings to the team and solicits feedback and additional questions from others.
4. The team leader then facilitates a review of all findings and creates an action plan (on reverse) that focuses on one or two actions the team is willing to focus on during the next month.

As you analyze your data, consider the following questions:

1. What are some positive conclusions that can be drawn from the data?
2. What are some areas of concern? Specific to race, does the data show that your rates of discipline match the student composition at your school site? Are some students disproportionately represented in certain types of offenses? (e.g. Are African American students being excessively disciplined for Willful Defiance?)
3. Are behavior incidents disproportionately occurring at certain times or in certain locations? Are some groups of students being disproportionately disciplined as evidenced by the data when sorted by race, gender, EL, etc.?
4. Are there any students who have had multiple behavior incidents in the past month? What could be the motivation for students who have recently had repeated behavior incidents?
5. What patterns and/or trends are you seeing? How does this data compare to the last data you reviewed? Are any school policies and/or procedures contributing to disproportionate discipline? Are previous interventions having a positive effect?

An Effective Data Analysis Team:	
Is inclusive with representation across the school community, tapping varied perspectives and expertise.	Frequently communicates with the broader school community in an effort to solicit perspectives and continue to message the team's purpose and goal.
Has clearly defined responsibilities and a shared commitment to the team's purpose and goal.	Uses multiple forms of data to set clear and measurable goals for student behavior outcomes.
Develops a culture of continuous improvement and serves as the model team for other school teams	Utilizes consistent structures and processes, modeling these for the broader school community.
Revisits the previous month's goals at each new meeting and reflects on progress made toward those goals.	Is willing to have possibly difficult yet honest conversations in order to make important improvements for students and the school climate.

Year-Long Goal:

Team's goals from the previous month:

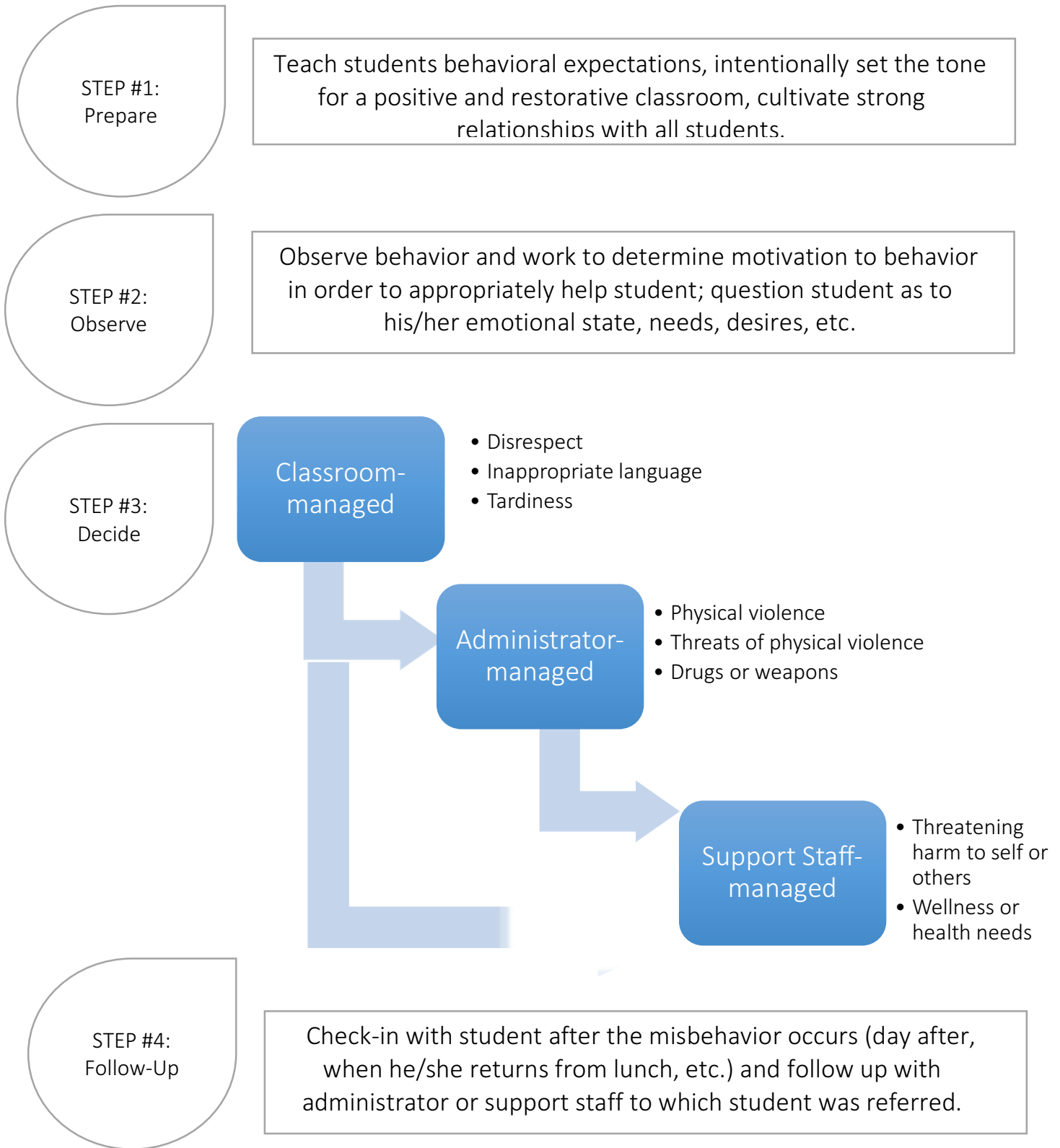
Action Plan		
Tableau Report Title	General Findings	Further Questions
<i>E.g. Student Behavior Event Analysis Table</i>	<i>E.g. Three students have 30% of our total behavior event referrals</i>	<i>E.g. What interventions do we currently have in place for those students? What additional supports/interventions can be put into place? What other data can we view to gain more details about these students and when/where they have the most trouble?</i>
Action Plan/Next Steps		
Goals for this month:	Who is/are responsible?	What are the outcomes we seek?
1.		
2.		

**Reminder: This guide is due to your area assistant superintendent by December 1 and May 1, along with a more specific reflection on long-term goals.*

Guiding Steps: Implementation of New Administrative Regulations

<i>Detailed Step</i>	<i>Purpose of the Step</i>	<i>Next Steps/ Intended Outcomes</i>
1. New Administrative Regulations and Guiding Principles packet shared with administrators.	For administrators to gain a solid understanding of the new policy and processes	Administrators will understand and share new policy and regulations with all those involved with discipline at their site.
2. Administrators reflect on their current discipline process and begin to look at revisions needed to make the process more positive and restorative; Administrators solicit stakeholder feedback on existing discipline process and proposed revisions.	To ensure that discipline at their site is positive and restorative and not punitive; to engage families, staff, and community members in key decisions	Current processes and procedures are revised to reflect the new Policy, Administrative Regulations, and mindsets for student discipline; handbooks, referral forms, etc. should also be revised as new learnings occur.
3. Administrators organize SPARK team for collaborative work.	To gather a group of school staff who will look at <i>confidential data</i>	School will make it a priority to review data and address areas of concern with a focused team.
4. Team builds literacy in Admin Regs, Policy, Guiding Principles Resource (including the Data Discussion Guide), and types/formats of data to be analyzed.	For all team members to gain a deep understanding of the process and purpose of the new Policy	Team then shares knowledge and new AR content with whole staff and school community.
5. Team sets meeting dates for the year: monthly or bimonthly SPARK meetings	To ensure meetings are held as a priority for all members	Students benefit from consistent data analysis and are matched with appropriate behavior support.
6. Team members reflect on the Tiered Supports and Interventions table, noting which are presently offered at their site and which they would like to be added.	To encourage sites to implement more of the positive, restorative supports and interventions listed	Schools receive support to build their bank of available behavior supports and interventions.
7. School staff engage in continuous learning through professional development focused on positive, restorative discipline and classroom management practices.	To provide staff with adequate support for new discipline processes and student behaviors	School staff implement new learnings with support from district coaches and school site leads.
8. At each meeting, team members use the Data Discussion Guide to analyze discipline data and create Action Plans to improve specific site/student discipline issues.	To promote deep reflection and discussion on disproportionalities that exist	Rates of disproportionate discipline should decrease and students with consistent behavior issues should be paired with appropriate support.
9. No less than twice a year, stakeholders are engaged for input and dialogue related to discipline data and processes.	To share general discipline data (not confidential) with parents and community.	Families feel honored and valued as important members of the school community.
10. By December 1 and May 1 of each year, each team turns in their most current DDG and Action Plan to their Area Assistant Superintendent.	To ensure accountability and inform district office staff of any ongoing issues	Additional supports can be put into place for sites that show a need; students will not “fall through the cracks” without receiving adequate behavior support.

Positive Restorative Discipline Flowchart



*The examples above are meant to be samples and should encourage dialogue among school staff.