

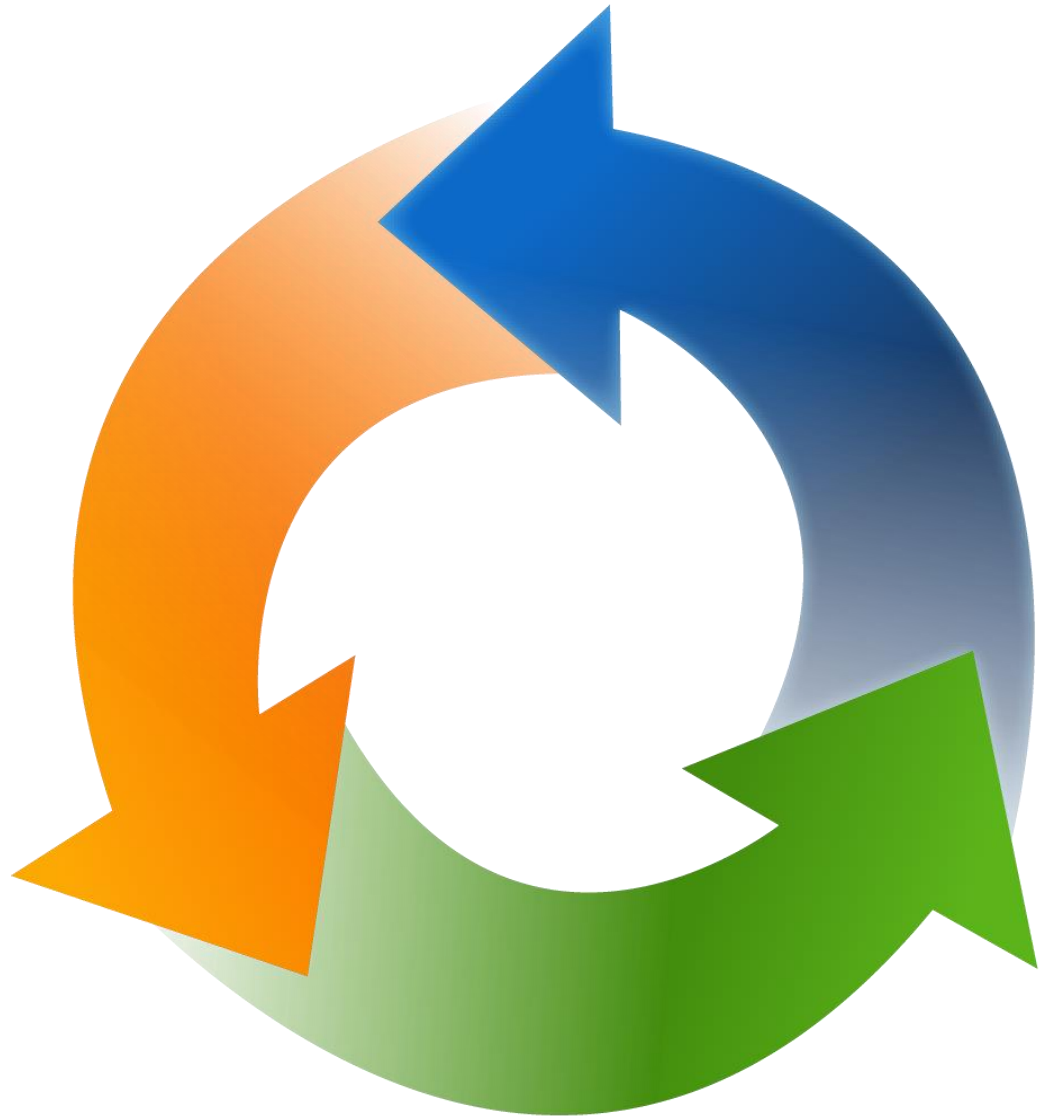
# Climate Update

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DJUSD Board of Education - May 4, 2017  
Kate Snow and Mel Lewis  
School Climate Coordinators

# Climate

- Assessment
- Analysis
- Response



# Perspectives

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## Site Climate

How are we doing with students at each site?

**Site** understanding of and response to **student data**.

## District Climate

How are we doing with students overall?

**District** understanding of and response to **student data**.

## Climate Proficiency

How are we doing at knowing how we are doing?

**District** understanding of and response to **site capacity** for assessment, analysis and response.

# Assessment

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## Formal - Periodic

### Youth Truth

- Annual
- Administered Oct 2016
- Grades 3-11
- Results Dec 2016

### California Healthy Kids Survey

- Bi-annual
- Administered March 2017
- Grades 5, 7, 9, 11
- Results Summer 2017

## Informal - Ongoing

Climate Office

Site, Department and  
Association Leadership

Staff, Community, Students

# Assessment

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## Youth Truth

### Areas of Focus

- Student Engagement
- Academic Rigor
- Relationships with Teachers
- Relationships with Peers
- School Culture
- College & Career Readiness



# Perspectives

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# Assessment → Analysis



## With whom

- All staff
- Departments
- Grade levels
- Student groups and classes
- ELAC
- Site Council
- PTA

## How

- Engage with data
- Seek trends
- Focus on key areas
- Question practice
- Explore responses
- Stay curious

# Assessment → Analysis



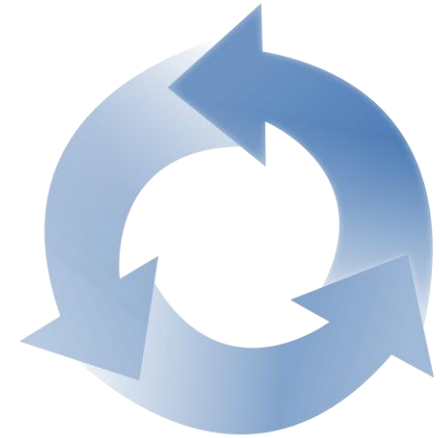
Sample observations:

- Students feel connected and safe at our site.
- Students are interested in more school-to-career opportunities and more instruction related to their post-secondary goals.
- Students report highest ratings in personal relationships and engagement.
- Surprisingly low responses to questions about “student engagement.”
- While the answers regarding rigor improved, there is still work to be done in this area.



# Responses

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- Shift focus of professional development.
- Examine/adapt curriculum.
- Initiate programs and activities for students, families.
- Address student perceptions directly.
- Continue examining, questioning, implementing.



Harper Jr High Restorative Practices PD

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# Analysis

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## High School

- Overall perceptions increased 2-7% in each area.
- Largest improvement was in Relationships with Peers

## Middle School

- Highest ratings for Academic Rigor, Student Engagement.
- 9<sup>th</sup> graders give lower ratings than 7<sup>th</sup> and 8<sup>th</sup> graders in most areas, except in academic content specific ones.

## Elementary School

- Participation rate of 89%
- Most favorable : Student Engagement, Personal Relationships

# Analysis

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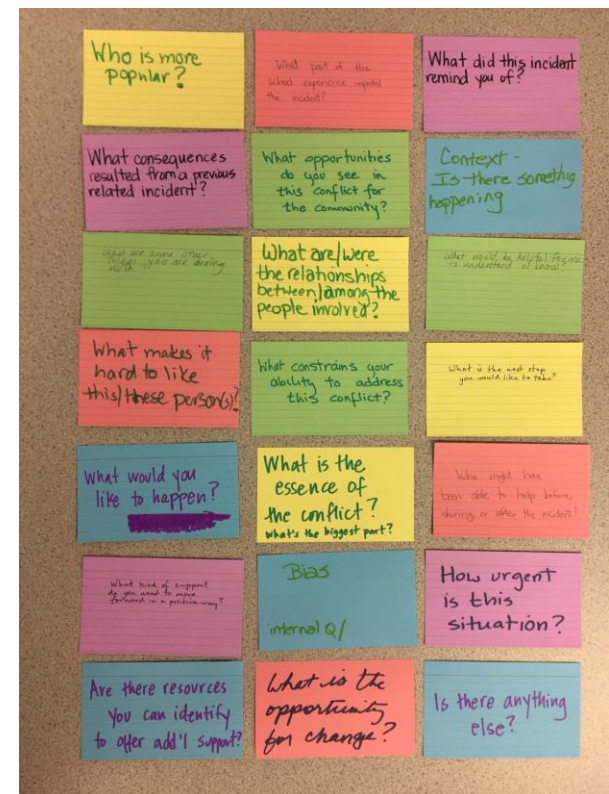
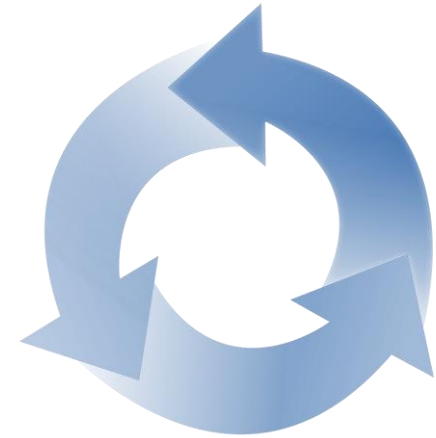
## Subgroups - Preliminary

- Largest improvements for subgroups were in:
  - Hispanic/Latino students' experience of School Culture (18%), Relationships with Teachers (16%)
  - Students receiving free or reduced price lunch experiences of Relationships with Teachers (16%), College and Career Readiness (15%)
- One decrease for subgroups:
  - African American students experience of School Culture: (-4%)
- Students who indicate "Another gender" or "Prefer not to say" almost universally have more negative perceptions than students who identify as either male or female.

# Response

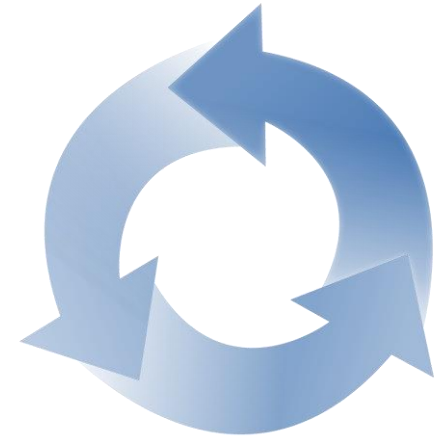
## Leading from Restorative Principles

- **Perspective:** human dignity and strong relationships are foundational to community and environment conducive to learning for all;
- **Policy** changes: Racial/Ethnic/Identity Aggression Protocol; Student Standards; Strategic Plan Goal 5
- **Practice** changes: how conflict is approached; how incidents of harm are treated; how discipline happens



# Response - District

## Restorative Practices



- ~450 staff introduced
- Most at least ½ day; many, much more
- Dozen+ facilitators
- Pockets of depth: Secondary VPs, counselors, DVCA
- Da Vinci: 2 RP Coordinators; Student Practitioners
- Circles and conferences in daily practice to build community and repair harm.
- YCRC collaboration continues.
- DJUSD role in Community Restorative Practice Group.

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# District Climate Proficiency

## Analysis

- Greater than ever engagement with climate data
- Wider range of engagement strategies
- Focus areas emerging
- Analysis, responses not yet comprehensive.

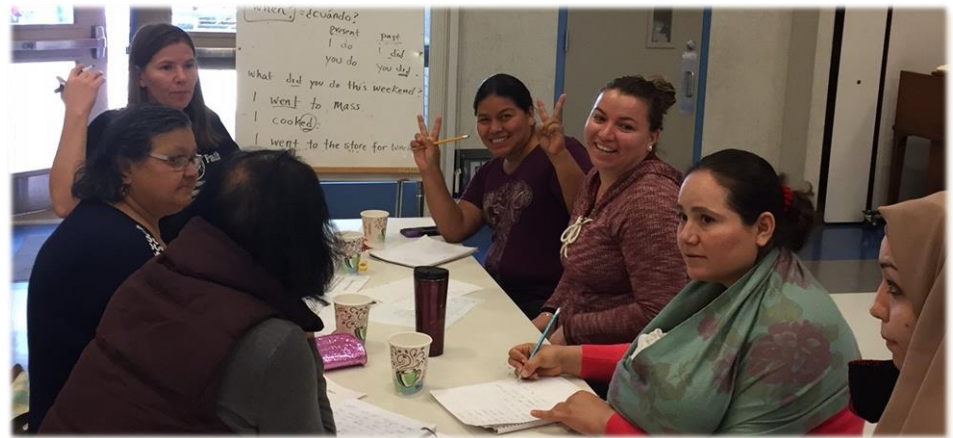
## Response

- Systemization of climate engagement with site leaders
- Efforts to broaden dissemination of data
- Increase venues for strategy sharing
- Improve data transparency
- Deepen learning



# Questions - Discussion

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Intercambio! Language Classes, Montgomery Elementary