LCAP Study Session:
Social Emotional Support for All Learners

March 13, 2018
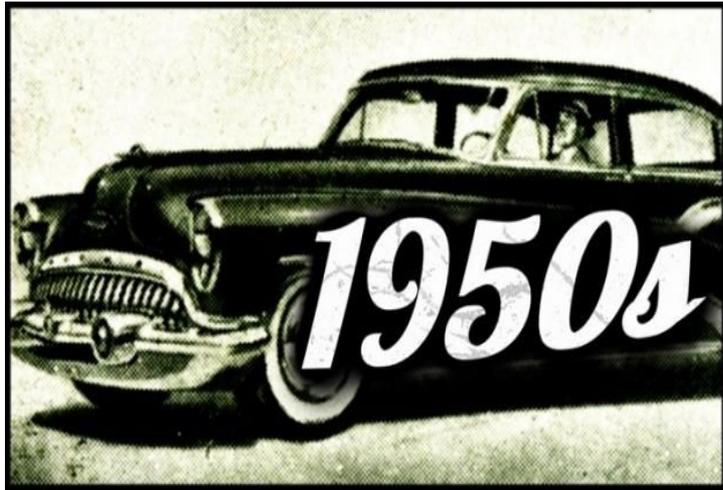
Expected Learning

- What does school preparedness mean today?
- In what ways does the data inform our decision making about our social emotional system?
- How do we meet the evolving needs of students every day?

72%

Perception vs. Data Informed Reality
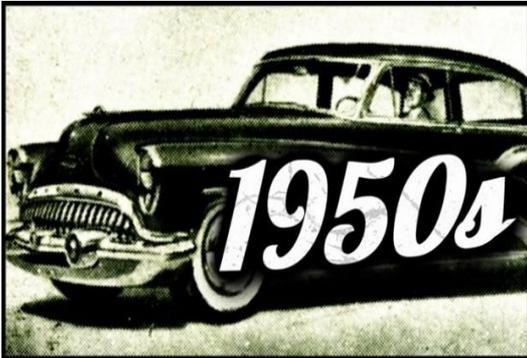
Flashback to 1980's

Current Realities

- **Diagnosable mental health conditions among youth are rising:**
  - **20% of youth age 13-18 live with a mental health condition**
  - **11% of youth have a mood disorder**
  - **8% of youth have an anxiety disorder**
  - **50% of all lifetime mental health conditions have initial onset by age 14**
  - **8-10 years is average delay in onset of treatment from initial symptoms**
- **Suicide is the <u>third leading cause of death in youth ages 10-14</u> and the <u>second leading cause of death in youth ages 15-24 (CDC, 2015).</u>**

Every Student Every Day

Continuous Improvement

Relationships Matter

1 • Increase student academic achievement and social and emotional strength through collaboration, critical thinking, creativity, and communication

2 • All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities

3 • Professional development focused on 21st Century

4 • Safe, attractive, clean, well-equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication

5 • All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff and the community that strengthen communication and meaningful participation

Every Student, Every Day

Preliminary Findings California Healthy Kids Survey Alcohol and Other Drugs

Continuous Improvement

No Place for Hate

Relationships Matter

LCAP Survey and Preliminary California Healthy Kids Survey (CHKS) 2018

Continuous Improvement in LBUSD

Paradox of Choice, Schwartz (2005, 2016)

Choice Overload
- Anxiety
- Self-Doubt
- Dissatisfaction
- Demotivation

No Choice
- Tyranny
- No Control
- No Autonomy
- Demotivation

Diminishing Returns

Diminishing Returns

Laguna Beach Unified School District

HOMES & COMMUNITIES
SCHOOLS
CLASSROOMS

Self-Awareness

Social Awareness

Self-Management

THRIVING STUDENTS

Social Management

Self-Efficacy

Social Engagement

CURRICULUM & INSTRUCTION
PREVENTION & INTERVENTION SYSTEM
FAMILY & COMMUNITY PARTNERSHIPS

Social Emotional Support Framework
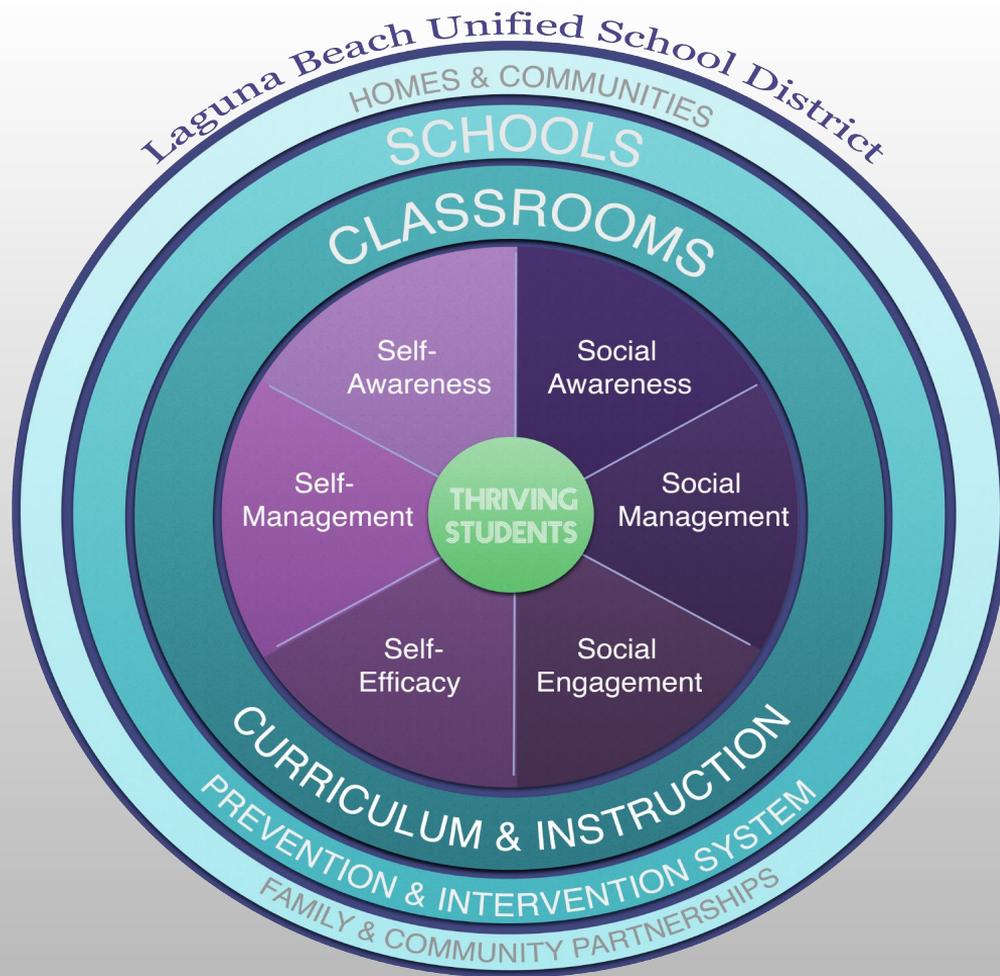
"Positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills"

(Baker et al., 2008; O'Connor, Dearing, & Collins, 2011; Silver, Measelle, Armstron, & Essex, 2005)

|	Hattie (2015) N=195	Hattie (2011) N=150	Hattie (2009) N=138

Teacher-Student relationships	0.52
	0.72
	0.72
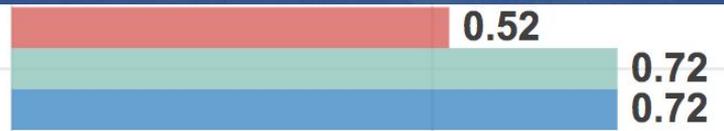
School Climate and Relationships

RESEARCH INSIGHTS

Relationships with Teachers Decline

Younger students are more likely to report that their teachers care and challenge them compared to older students.

41%

33%

Teachers really care about me

Teachers push me to be my best

16%

6th   7th   8th   9th   10th   11th   12th

Grade Level
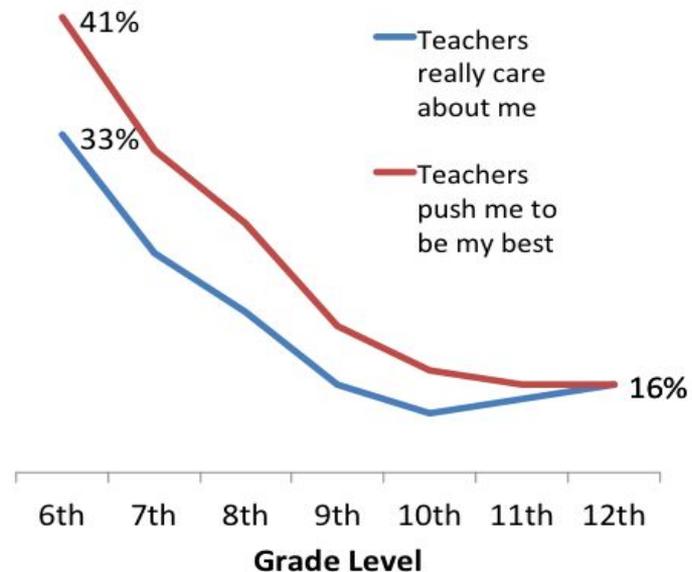
DATA SOURCE   Search Institute surveys from 2012-2015 of 122,269 U.S. youth in grades 6 to 12. *(Percentages represent students who "strongly agree" with each statement)*

Search INSTITUTE   Visit www.searchinstitute.org/relationships

Under conditions of <u>substantial childhood risk factors,</u>

a strong bond between a child and non-parent caretaker is a key factor in helping children become, caring, confident, and resilient. Emma Werner, 1989
Children of the Garden Isle

Be the One

Thank you!