

Social Emotional Learning at ACE

Helping Coyotes grow academically, socially, and emotionally

Alder Creek Elementary



SEL Is Part of Every School Day

At ACE, SEL is both integrated and explicitly taught.

Improves

- **Attitudes about self, others, and school**
- **Prosocial classroom behavior**
- **Academic achievement**

Reduces

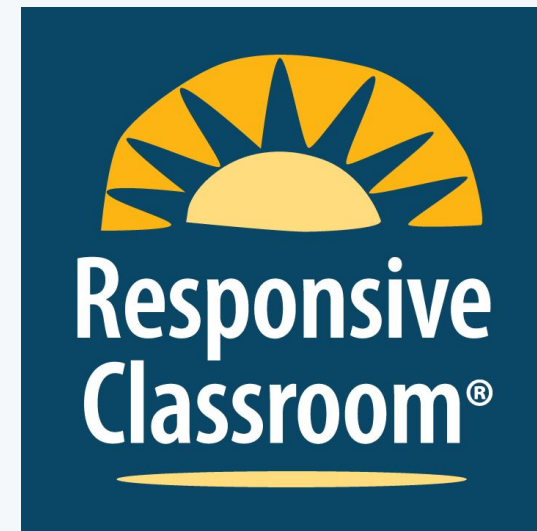
- **Conduct issues**
- **Emotional distress**

- Integrated throughout the day through Responsive Classroom practices and everyday interactions.
- Designated SEL time through Morning Meetings, Closing Circles, and Second Step lessons.
- Students practice skills such as empathy, cooperation, self-management, perseverance, responsibility, and belonging.

Responsive Classroom

A student-centered approach connecting social-emotional learning, academics, and positive discipline.

- Builds strong classroom communities and positive relationships.
- Establishes predictable routines and clear expectations.
- Promotes student voice, responsibility, cooperation, and respectful problem-solving.
- Morning Meetings and Closing Circles help students connect, reflect, and prepare for learning.



Second Step

FCUSD's core social-emotional learning curriculum

- Provides age-appropriate, explicit SEL instruction.
- Topics include relationships, citizenship, growth mindset, self-management, kindness and empathy, responsibility, mindfulness, respect, cooperation, and perseverance.
- Lessons give students shared language and strategies they can use in the classroom, on the playground, and beyond school.



Schoolwide Character & Culture

SEL extends beyond individual classroom lessons.

- ACE's Climate & Culture Leadership Team develops monthly character-trait slides for teachers to share with students.
- Schoolwide expectations reinforce what it means to be an Accountable, Caring, Engaged, and Safe Coyote.
- A common SEL language helps students experience consistent expectations across classrooms and school settings.

Listening to Student Experience

Panorama helps us understand how students experience school.

- Administered twice each year, in September and January.
- TK–2: teachers provide perception-based feedback; grades 3–5: students respond directly.
- Measures areas such as growth mindset, self-management, self-efficacy, social awareness, emotion regulation, and sense of belonging.
- Results help us identify strengths and areas where additional schoolwide support may have the greatest impact.

From Data to Action

We use SEL data to guide continuous improvement.

- Our staff reviews Panorama results as a school site and looks for meaningful patterns.
- We examine how questions are worded and what student responses may be telling us.
- Areas such as sense of belonging or growth mindset may become a schoolwide focus.
- We then develop a goal and action plan, implement supports, and review progress after the next survey.

Teacher Perception

 [Download PDF Report](#)

381 responses | [Show breakdown](#)

Topics	Score	Change since last surveyed
Emotion Regulation	78%	→ 0
Social Awareness	70%	↗ 4
Self-Efficacy	66%	↘ 3
Grit	65%	↘ 4
Self-Management	59%	↗ 3
Social Perspective-Taking	59%	↘ 1

[View all questions](#)

Summary

The Teacher Perception survey reveals a mixed performance across Life Skills competencies. **Emotion Regulation** stands out as the strongest area with a 78% favorable response rate, maintaining stability from the previous period. **Social Awareness** shows positive momentum with a 4-point improvement to 70%, while **Self-Management** also demonstrates growth with a 3-point increase to 59%. However, several areas show concerning declines. **Grit** decreased 4 points to 65%, with both persistence toward goals and willingness to retry after setbacks declining. **Self-Efficacy** dropped 3 points to 66%, suggesting decreased confidence in learning abilities. Without national percentile data, it is difficult to contextualize these scores relative to other schools, though the negative trends warrant attention regardless of comparative standing.

Insights across all surveyed topics

Strengths

- **Emotion Regulation** represents the highest-performing area at 78% favorable responses, with students consistently demonstrating the ability to control their emotions when needed.

[View topic](#)

- **Social Awareness** improved by 4 points to reach 70%, indicating students are becoming more considerate of their classmates' feelings during interactions.

[View topic](#)

- **Self-Management** showed positive growth with a 3-point increase to 59%, reflecting improved student focus in classroom settings.

[View topic](#)

Opportunities

- **Grit** declined by 4 points to 65%, with both sustained focus on long-term goals and willingness to retry after setbacks showing decreased performance.

[View topic](#)

- **Self-Efficacy** decreased by 3 points to 66%, suggesting students may be experiencing reduced confidence in their ability to master classroom material.

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- **Social Perspective-Taking** remains at 59% with a slight 1-point decline, indicating students may need additional support in understanding teacher expectations and perspectives.

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290 responses | [Show breakdown](#)

Topics	Score	National benchmarks	Change since last surveyed
Self-Management	83%	Above the 90th percentile	 1
Perseverance	71%	Above the 90th percentile	 3
Social Awareness	70%	Around the 90th percentile	 0
Sense of Belonging	66%	Around the 90th percentile	 3
Self-Efficacy	62%	Around the 90th percentile	 4
Emotion Regulation	59%	Above the 90th percentile	 1
Growth Mindset	48%	Around the 60th percentile	 3

Summary

This Grades 3–5 survey reveals a school performing exceptionally well nationally across most measured areas, with all topics ranking around the 90th percentile or higher. Despite strong national standings, several topics show modest declines from the previous survey period, suggesting areas requiring attention to maintain excellence. **Self-Efficacy** demonstrates the most significant concern, declining 4 points while still maintaining its strong 90th percentile ranking. **Growth Mindset**, ranking around the 60th percentile nationally, represents the primary opportunity for improvement among all measured topics. The data indicates students excel in behavioral competencies like **Self-Management** and **Social Awareness**, while showing more variability in confidence-related measures and growth-oriented thinking.

Insights across all surveyed topics

Strengths

- **Self-Management** ranks around the 90th percentile nationally with an 83% favorable response rate, indicating students consistently demonstrate strong classroom behaviors. Students particularly excel in following directions (90%) and paying attention in class (88%).

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- **Social Awareness** ranks around the 90th percentile nationally, with students showing strong ability to listen to others' opinions (86%) and care about others' feelings (85%), demonstrating well-developed interpersonal skills.

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- **Sense of Belonging** improved 3 points to 66% while maintaining its 90th percentile ranking nationally, with notable growth in students feeling supported by adults at school (74%, up 7 points).

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Opportunities

- **Growth Mindset** ranks around the 60th percentile nationally with a 48% favorable response rate, representing the lowest national ranking among all topics. Students particularly struggle with asking teachers for help after mistakes (26%), indicating a need to strengthen help-seeking behaviors and growth-oriented learning approaches.

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- **Self-Efficacy** declined 4 points to 62% despite maintaining its 90th percentile ranking nationally. Students show particular difficulty with understanding complicated ideas (53%, down 7 points) and completing the hardest schoolwork (48%, down 4 points), suggesting a need to build confidence in tackling challenging academic content.

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- **Perseverance** declined 3 points to 71% while maintaining its 90th percentile ranking nationally. The decline was most pronounced in students completing work when unmotivated (74%, down 6 points), indicating a need to strengthen intrinsic motivation and task completion strategies.

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Our Goal for Every Coyote

**Students learn best when they feel safe,
connected, capable, and valued.**

Through Responsive Classroom, Second Step, schoolwide character education, and thoughtful use of student data, ACE intentionally supports the whole child.

