Impacting School Culture Through Mentoring

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PICTURE THIS...
- August - November 2017
  - 258 Total Office Discipline Referrals
  - 55 Students with 3 or more referrals
  - 82% are male
"Not every child has an equal talent or an equal ability of an equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves.

John F. Kennedy

OUR CURRENT PERSPECTIVE

- Positive Behavior Interventions & Support Schools (PBIS)
  - Aloha - Year 3, Juarez - Year 5, Willow - Year 5
- Trauma Informed Practices Training
  - Joint training for teachers from all 3 schools
- Equity & Cultural Proficiency Institute

BACKDROP

<table>
<thead>
<tr>
<th>Ethnic Breakdown</th>
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<tbody>
<tr>
<td>American Indian / Alaskan Native</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Decline to State</td>
</tr>
<tr>
<td>Multiple</td>
</tr>
</tbody>
</table>

Enrollment 2017-2018

<table>
<thead>
<tr>
<th>Enrollment by School</th>
<th></th>
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<tbody>
<tr>
<td>Pre-K</td>
<td>429</td>
</tr>
<tr>
<td>TK - 12th</td>
<td>20,740</td>
</tr>
<tr>
<td>ABC Adult School</td>
<td>9,964</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>30,433</td>
</tr>
<tr>
<td></td>
<td>Aloha</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>African American</td>
<td>21%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>59%</td>
</tr>
<tr>
<td>Asian + Pacific Islander &amp; Filipinos</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
<tr>
<td>English Learners</td>
<td>23%</td>
</tr>
<tr>
<td>Foster/Homeless</td>
<td>6%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>9%</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>87%</td>
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</tbody>
</table>
CHANGE OUR PERSPECTIVE FROM AT-RISK TO AT-PROMISE

- Provide students the “bootstraps” needed for success
- Focus on early intervention

BUILDING EXCELLENCE AND SUCCESS TODAY & TOMORROW (BEST2 MENTORING PROGRAM)
TIMELINE

- Special Programs Department + ABC Education Foundation Mini-Grant
- Recruitment of Mentors & Guest Speakers (District Personnel, Community Members)
- Collaborated with school social workers to create a 10 week plan for the program

GOALS OF BEST2

1. Forge positive relationships with mentors who are role models and examples of successful, contributing members of society
2. Engage in authentic learning experiences that are intentional, unique and most importantly, based on students’ social-emotional needs
3. Participate in service learning and leadership opportunities

Students’ positive experiences will benefit and contribute to an overall improved school culture and climate.

PROGRAM COMPONENTS

- 10-Week Program (March-May)
- Weekly Mentoring
- Weekly lessons by the school social worker or wellness coordinator
  - Personal Stories & Inter-personal Skills
  - Respect & Communication
  - Conflict Resolution Skills, Dealing with Peer Pressure
- Guest Speakers each month
- Service project for school
- Culminating Activity - Field Trip with all 3 schools
MENTORS & GUEST SPEAKERS

Role of the Mentor
- Volunteer 15 minutes of time each week
- Check in with a maximum of 2 boys
- Build a connection/bond through conversation & play

Role of Guest Speakers
- Provide a 30-45 minute motivational talk for the group
- Share your story

STUDENT SUCCESS

OUR PORTFOLIO
GROUP PORTRAIT

+ 36 students participated in the BEST2 program
+ 22 Mentors
+ 10 Guest Speakers

$850.00  
Student Success Wear (ties, white shirts, BEST2 T-shirts)

$750.00  
Field Trip (bus, John’s Incredible Pizza)

$550.00  
Refreshments & materials for Mentor recruitment & appreciation

Other costs varied by site  
Student incentives, refreshments, etc.

*Total of 36 students across 3 schools

SUCCESSES

What did the students enjoy?

◆ Spending time with mentors
◆ Listening to guest speakers
◆ Building relationships with their peers
◆ Being part of a group

What did the mentors enjoy?

◆ Overall benefit to the school culture
## PRE/POST STUDENT ASSESSMENT

<table>
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<tr>
<th></th>
<th>Increase</th>
<th>No Change</th>
<th>Decrease</th>
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</thead>
<tbody>
<tr>
<td>I get along with other</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
</tr>
<tr>
<td>students at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like myself</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
</tr>
<tr>
<td>I feel I am in control</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>of my actions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel confident</td>
<td>30%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>when I think about my</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>future</td>
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## REFLECTION
AREAS FOR GROWTH

- Extend the program from 10 weeks to 15 weeks
- Collect quantitative data in addition to qualitative - pre/post assessments (Students, mentors & teachers)
- Target specific grade levels (4th/5th grades)
- Encourage teacher input for buy-in
- Streamline communication between students, mentors, teachers

NEXT STEPS

- Continue staff professional learning in the areas of equity, access & cultural proficiency
- Widen our scope to include more community agencies for mentors/guest speakers
- Share program with other school sites in our district

Q & A?

Please contact us if you have any questions...

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