



StudioFive10
Social & Emotional
Restoration Program

2022
– 2023
FISCAL YEAR



**IMPACT
REPORT**

www.StudioFive10.org



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OUR STORY

03



Introduction by Emmanuel Keys, CEO/Founder of StudioFive10

In 2020, I created StudioFive10 to address the social and emotional well-being of our youth during the challenging Covid-19 pandemic. With lockdowns, social distancing, and gathering restrictions taking a toll on young minds, a wave of isolation, loneliness, depression, and anxiety swept through their lives. Recognizing the urgency to confront these issues, I took a bold step and launched online Social and Emotional Learning (SEL) workshops for youth. The results were truly remarkable as kids underwent transformative emotional growth, and parents witnessed a remarkable positive change in their children. Our tailor-made SEL workshops proved to be a powerful catalyst for healing and personal development, empowering youngsters with the essential tools and unwavering support to navigate these turbulent times with resilience and optimism.

The return of students to school after the lockdowns was not without challenges, as many faced conflicts with both teachers and peers. The prolonged period of isolation disrupted routines and strained their social skills and emotional well-being. Reconnecting in person required adjusting to new interactions, which led to misunderstandings, miscommunication, and disagreements among peers. Some students struggled to regulate their emotions, resulting in outbursts or conflicts in the classroom. Additionally, transitioning from online to face-to-face learning presented obstacles in rebuilding trust and rapport between students and teachers. The opportunity to address these issues arose when Guthrie Fleisschman and Kenitra Mitchell of Crespi Middle School (now Betty Reid Soskin Middle School) granted me the opportunity to support students. Starting with just one day a week, the resounding success led to the rapid expansion of five days within just two months. Within four months, our program flourished, encompassing eight restorative practitioners working full-time across seven schools in West Contra Costa Unified School District and one school in Vallejo Unified School District. What began as online social-emotional workshops organically evolved into a comprehensive social and emotional restoration program.

The seamless integration of social and emotional learning (SEL) with restorative justice became pivotal in addressing conflicts. SEL equipped students with emotional intelligence, empowering them to effectively communicate their concerns and empathize with peers and teachers. Restorative justice practices facilitated open dialogues, granting students the opportunity to express feelings and perspectives while comprehending the impact of their actions on others. Through restorative circles and conversations, conflicts metamorphosed into invaluable learning opportunities, fostering understanding and promoting reconciliation among all parties involved. As a result of implementing SEL and restorative justice, the school community gradually rebuilt its social fabric, nurturing a positive and supportive atmosphere. Equipped with newfound skills, students adeptly navigated conflicts, while teachers gained deeper insights into addressing their students' emotional needs, thus fostering a nurturing learning environment. Our annual report serves as a testament to the significant strides we have made in advancing our mission and fortifying communities.

Mission

To equip communities with essential techniques for processing and managing emotions.

Vision

To be a cornerstone of wellness and restorative services in the communities we serve, offering vital resources for individuals' well-being and healing.

Values

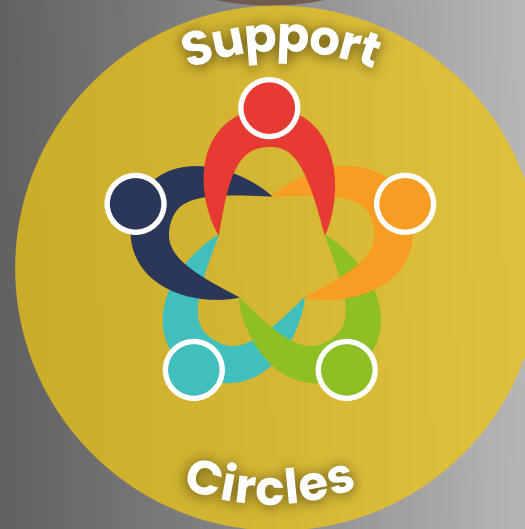
At the core of our values lie Authenticity and Rapport, fostering genuine connections with those we serve. Empathy and Solidarity guide our actions, as we stand united in understanding and supporting the well-being of all.

PROGRAM OVERVIEW

RESTORATIVE CIRCLES

The StudioFive10 Social & Emotional Restoration Program is dedicated to nurturing resilience in youth through trauma-informed restorative practices. Our team of skilled restorative practitioners play a vital role in repairing relationships with students and seamlessly integrating alternatives to punitive practices, fostering the development of restorative spaces within schools, where students have the opportunity to flourish.

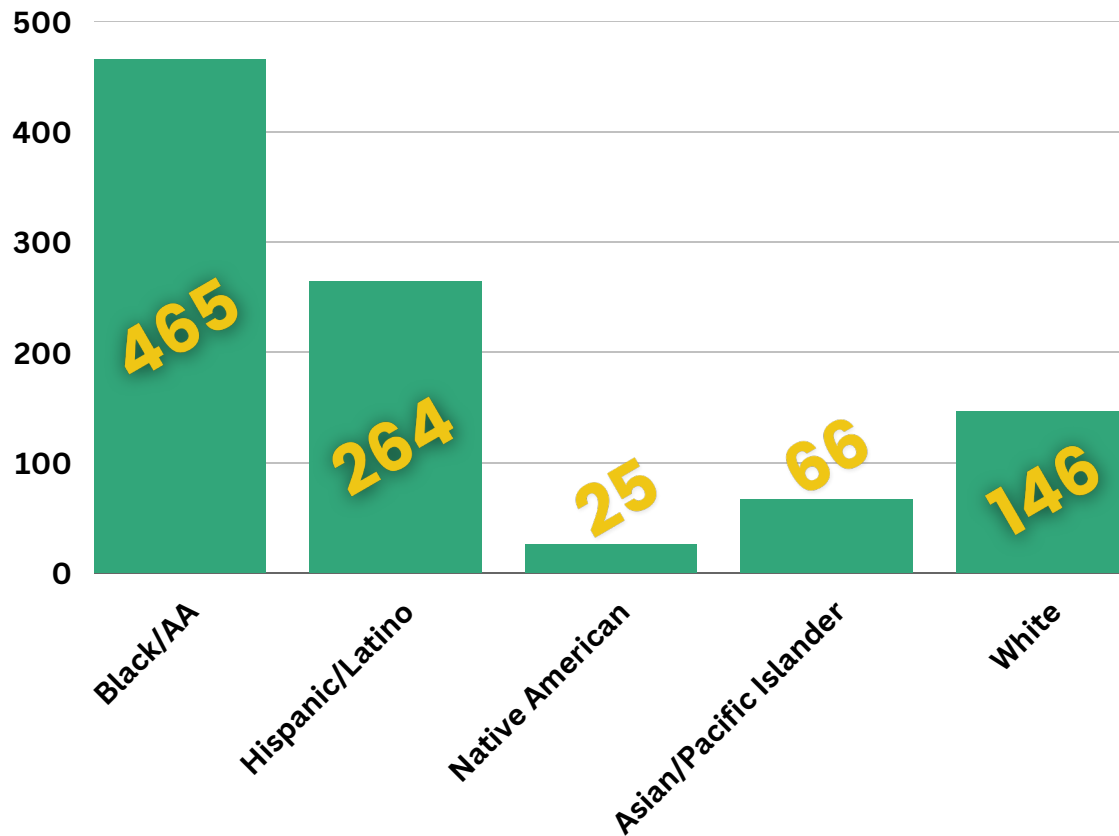
Our restorative practitioners lead conflict mediation circles, bringing all parties together to collaboratively create plans for repairing harm. This approach empowers students to learn conflict resolution, take responsibility for their actions, and engage in acts of empathy and forgiveness. Restorative practices mark a significant step forward in helping all students develop valuable skills in resolving disagreements, taking ownership of their behavior, and embracing empathy and forgiveness. Our approach operates on three tiers. In Tier I, we focus on building a robust school community as the foundation for restorative practices. Tier II services encompass peer prevention and intervention groups, while Tier III involves personalized interventions targeting underlying issues that caused harm, providing essential support for students re-entering the school community after suspension, expulsion, or incarceration. Through this holistic approach, we foster an environment where every student can thrive and grow emotionally..



RESTORATIVE CIRCLE

DATA

Total number of Restorative Justice Circles held: **429**



If a student re-engages in a conflict that was previously resolved through mediation, it would be considered a **Repeat Offense**.

Participation in restorative justice circles has been proven to have a successful track record, as

82%

of students who took part were able to effectively prevent the recurrence of previous conflicts.

966 students participated in our Restorative Justice Circles this school year.

SEL INTERVENTIONS

Let's consider the case of Isaiah, who reacted strongly when another student accidentally stepped on his brand new shoes. Despite the other student's explanation that it was unintentional, Isaiah took off his backpack and approached the student, prepared for a fight until school site safety intervened and prevented further escalation. Instances like these call for a restorative circle to reflect on the thoughts, emotions, and actions of both parties. This promotes understanding, empathy, and accountability. If it is determined that the underlying issues of the harm caused Isaiah being easily triggered, a Social and Emotional Learning (SEL) intervention will also be implemented to develop his self regulating skills.

Restorative Inquiry



We create a calming and supportive environment for Isaiah and all other parties affected by the harm. Those who were harmed openly express their feelings and articulate the impact of the incident on them. Isaiah has the opportunity to deeply reflect on his thoughts, emotions, and actions.

Restorative Process



A voluntary Mediation Circle would be the most effective approach. Our Restorative Practitioners (RP) create a safe space for each party to freely express their viewpoints and emotions while fostering empathy and working towards healing. They collaboratively reach a resolution that honors the perspectives and concerns of all involved parties.

SEL Intervention

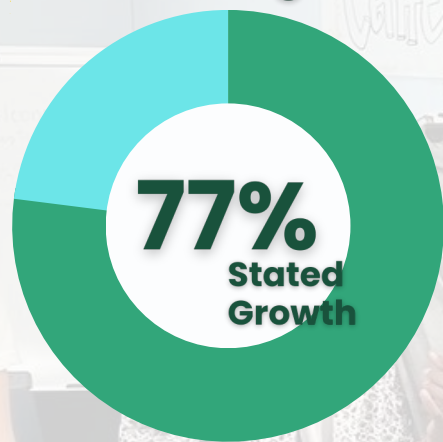


After a thorough investigation that uncovered the root cause of the situation, it became evident that Isaiah could significantly benefit from a 6-week Self-Management Intervention. Isaiah will gain the tools to navigate challenges with resilience, making a positive impact on his overall well-being and preventing similar issues from arising in the future.

PROGRAM OVERVIEW

SEL DATA

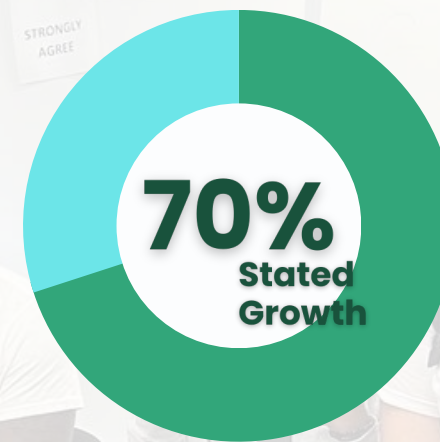
Self-Management



Students showed a **19%** increase in this competency

At StudioFive10, we believe that Social and Emotional Learning (SEL) is crucial for preparing students for life. Our focus is on building confidence, managing stress, and promoting self-awareness. Our goal is to improve the mental, emotional, and spiritual well-being for everyone. Since participating in StudioFive 10, students have stated growth in...

Self-Awareness



Students showed a **20%** increase in this competency

Social Awareness



Students showed a **16%** increase in this competency

Responsible Decision-Making



Students showed a **17%** increase in this competency

Relationship Skills



Students showed a **17%** increase in this competency

ADDRESSING THE SCHOOL-TO-PRISON PIPELINE

The school-to-prison pipeline disproportionately punishes marginalized students for minor offenses, leading to suspension, expulsion, or even arrest. This results in a loss of educational opportunities, social isolation, and involvement with the criminal justice system. Policies that prioritize punishment over rehabilitation and fail to address underlying issues perpetuate this cycle.



Restorative Process & Practices
SEL Interventions
Restorative Inquiry



Students with stronger SEL skills are more likely to reach milestones including **high school graduation, postsecondary enrollment and completion, and stable, full-time employment.**



Students suspended or expelled for a discretionary violation are nearly **3x** more likely to be in contact with the juvenile justice system the following year.

Out of the **3.3 million** students suspended from school each year, **95%** are for non-violent offenses.

The "**Zero-tolerance**" discipline has resulted in Black students facing disproportionately harsher punishment than white students in public schools.

Black students represent **31%** of school-related arrests.

Students in substandard schools often struggle due to **overcrowding, lack of qualified teachers, and insufficient resources** for counseling and special education.

Black girls are **6x** more likely to be expelled, **3x** more likely to be suspended, and **4x** more likely to be arrested than white girls.

Black students are suspended and expelled **3x** more than white students.

StudioFive10's mission is to foster resilience in youth through trauma-informed restorative practices.

COMPARATIVE DATA

STATE	Expulsion and Suspension Data 21-22	DISTRICT
6,064,658	Enrollment Cumulative	28,107
315,483* <small>5.2% of State Cumulative Enrollment</small>	Enrollment of Black Students	3,797* <small>13.5% of District Cumulative Enrollment</small>
292,423	Total of Suspensions	1,786
4,191	Total of Expulsions	10
43,340* <small>14.8% of State Total Suspensions</small>	Black Students Suspended	660* <small>36.9% of District Total Suspensions</small>
552* <small>13.1% of State Total Expulsions</small>	Black Students Expelled	7* <small>70% of District Total Expulsions</small>

When an SEL Coordinator takes action to prevent a conflict that could lead to suspension, it is known as **Suspension Prevention**.

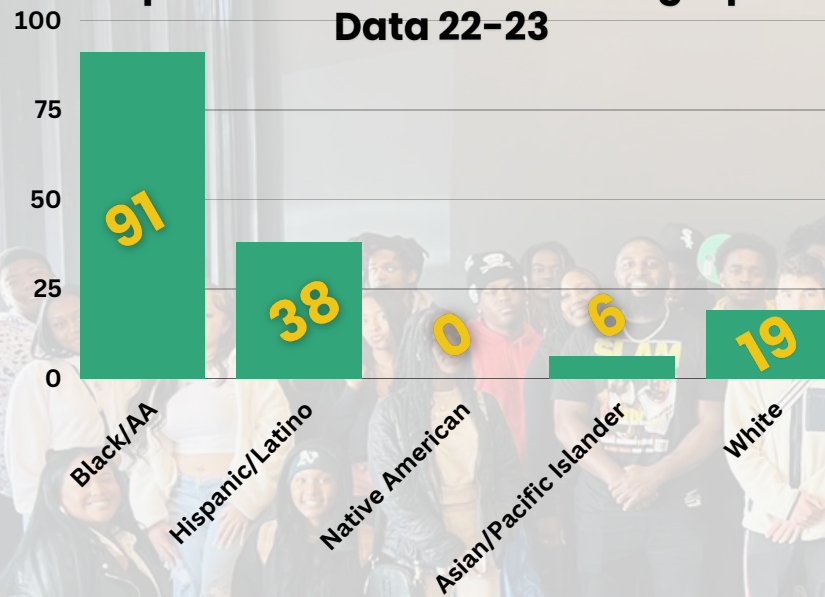
On the other hand, if a student is involved in a conflict that results in suspension but is offered Conflict Mediation as an alternative, it is known as a **Suspension Alternative**.

476 *Suspension Preventions* were held during the 22-23 school year.

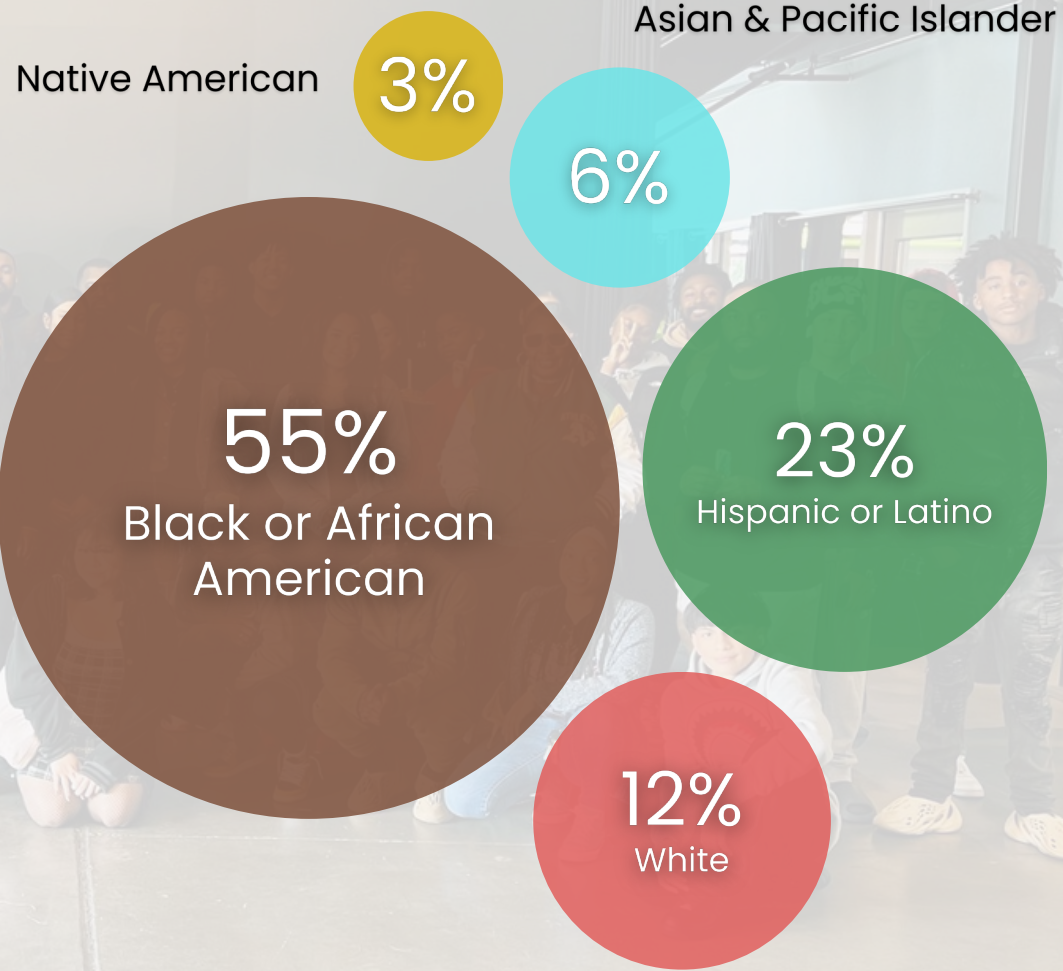
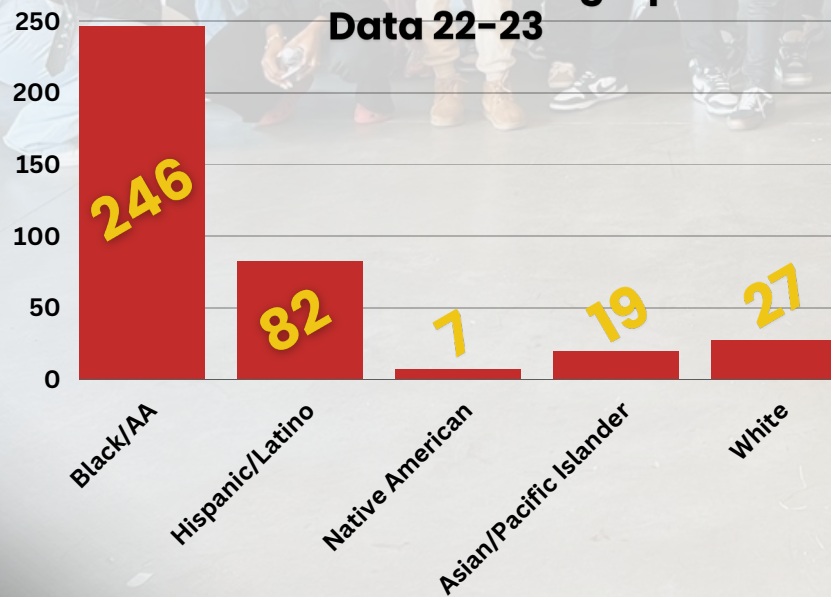
154 *Suspension Alternatives* were held during the 22-23 school year.

DEMOGRAPHIC DATA

Suspension Alternative Demographic Data 22-23



SEL Intervention Demographic Data 22-23





SITES THAT WE SERVE



During our partnership with the **West Contra Costa Unified School District** for the 22-23 school year, **StudioFive10** has served

10 School Sites!

3 Elementary School Sites

- Mira Vista Elementary
- Bayview Elementary
- West County Mandarin

5 Middle School Sites

- Lovonya DeJean Middle
- Betty Reid-Soskin Middle
- Pinole Middle
- Hercules Middle
- Walter T. Helms Middle

2 High School Sites

- El Cerrito High
- Hercules High

1,216 Students Served



Marques
Industries



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