

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

sab-sasd-jan23item01

# California State Board of EducationJanuary 2023 AgendaItem #05

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Information Item Related to the Implementation and Use of School Climate Surveys to Improve Outcomes, as Required in the State Board of Education Adopted Local Indicator Self-Reflection Tool for Priority 6: School Climate.

## Type of Action

Information

## Summary of the Issue(s)

The purpose of this item is to provide the State Board of Education (SBE) with background on the history of the development of the Priority 6: School Climate Self-Reflection Tool, a review of the tool itself, information related to the Center for School Climate at WestEd, and an update regarding the way in which the Center for School Climate at WestEd and other partners are working to assist local educational agencies (LEAs) with the implementation and use of local surveys for improvement.

## Recommendation

None

## Brief History of Key Issues

The SBE is required to establish standards for local performance indicators, including one related to the use of local climate surveys to support a broader assessment of performance related to Priority 6: School Climate. The standard for the use of local climate surveys was adopted by the SBE at its September 2016 meeting (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

The SBE is also required to develop an accountability tool to assist LEAs in identifying strengths, weaknesses, and areas in need of improvement across all Local Control Funding Formula (LCFF) priorities. The SBE adopted this tool, including the performance standards for all the local performance indicators and state indicators, at their September 2016 and January 2017 meetings. Performance data from the indicators is reported to the public through the California School Dashboard (Dashboard) (<https://www.caschooldashboard.org/#/Home>), a new website that parents/guardians, educators, and the public can use to see how LEAs and schools are meeting the needs of California’s diverse student population.

In approving the new accountability tool, the SBE also approved an annual process to review the approved indicators and performance standards and consider whether changes or improvements are needed based on newly available data, recent research, and feedback from stakeholders. In response to the SBE-approved annual review process for local indicators, the California Department of Education (CDE) convened the School Conditions and Climate Work Group (CCWG) to advise the State Superintendent of Public Instruction (SSPI) on the exploration of options for the further development of school conditions and climate measures in California’s accountability and continuous improvement system.

The 2021–22 Education Omnibus Budget Trail Bill allocated $6 million one-time funds to the CDE to contract with WestEd to, among other things, provide training for LEAs on interpreting data from their local school climate survey tool, and using responses collected from school climate surveys of pupils, families, and educators to inform continuous improvement efforts and better assess community needs stemming from the COVID-19 pandemic and distance learning. This has led to the establishment of the California Center for School Climate (<https://ca-safe-supportive-schools.wested.org/california-center-for-school-climate/>), which will provide school climate and data use trainings and supports to the LEAs through June 30, 2024.

As part of this item, the California Center for School Climate, WestEd, and a school district will highlight the importance of school climate for student success and well-being, how school climate is being assessed in the state, and how districts are using school climate data to improve their school climate practice. This work is based in the understanding that a positive and equitable school climate is foundational to school and student success. As such, many schools are embracing the need to support students’ physiological, social, and emotional growth in addition to their cognitive development as a part of school climate improvement efforts.

## Summary of Previous State Board of Education Discussion and Action

In March 2018, the SBE approved the Revised Self-Reflection Tool for the Local Performance Indicator for Priority 6: School Climate (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

In February 2018, the SBE received the following Information Memoranda related to Priority 6: School Climate:

* Update on the Development of a Revised Self-Reflection Tool for the Local Performance Indicator for LCFF Priority 6: School Climate (<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-feb18item01.docx>)

The SBE received a summary report of the work of the CCWG. The report included a synopsis of the framework recommendations including state-level and LEA-level recommendations. The CCWG’s recommendations comprise both those that can be acted on with existing resources and authority, and those for which additional resources and authority will be necessary to implement. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03rev.doc>)

In June 2017, the SBE received the following Information Memorandum related to Priority 6: School Climate:

* Update on the School Conditions and Climate Workgroup (<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item01.doc>)

In March 2017, the SBE heard an update on the development of the new accountability system; an overview of alternative schools in preparation for the development of applicable indicators; a work plan for state indicator development; and an update on the local indicators—specifically, the work by the CCWG. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc>)

In February 2017, the SBE received the following Information Memoranda:

* Updated Summary of SBE Actions Related to Adopting the LCFF Evaluation Rubrics (<https://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb17item01v2.doc>)
* Update on the LCFF Evaluation Rubrics Components: Statements of Model Practices (<https://www.cde.ca.gov/be/pn/im/documents/memo-exe-jan17item02.doc>)

In January 2017, the SBE received the following Information Memorandum:

* Update on School Conditions and Climate Workgroup (<https://www.cde.ca.gov/be/pn/im/documents/memo-exe-jan17item01.doc>)

In September 2016, the SBE approved the performance standards for all local indicators and the state indicators (except for the Academic Indicator), and the annual process for the SBE to review the rubrics to determine if updates or revisions are necessary. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

## Fiscal Analysis

None

## Attachment(s)

* Attachment 1: Priority 6: School Climate Local Indicator Self-Reflection Tool (1 page)

## Attachment 1Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

### Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 6 are provided below.

#### **School Climate (LCFF Priority 6)**

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?