

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

sab-sasd-jan24item02

# California State Board of Education January 2024 Agenda Item #08

## Subject

Developing an Integrated Local, State, and Federal Accountability and Continuous Improvement System: Recommended Action Regarding the Local Indicator Self-Reflection Tool for Priority 6: School Climate.

## Type of Action

Action, Information, Consent

## Summary of the Issue(s)

With the approval of a new accountability system in May 2016, the State Board of Education (SBE) established an annual review process of the Local Control Funding Formula (LCFF) evaluation rubrics, which are reported through the online California School Dashboard (Dashboard). This process includes the review of local indicators, performance standards, and self-reflection tools to consider necessary changes or improvements based on newly available data, recent research, and/or educational partner feedback. In March of 2023, the SBE adopted a revised version of the Local Indicator Self-Reflection Tool for Priority 6: School Climate.

In light of potential implementation challenges with respect to the revised self-reflection tool, the California Department of Education (CDE) recommends the SBE take action to make revisions to the Local Indicator Self-Reflection Tool for Priority 6: School Climate to address those challenges.

## Recommendation

The CDE recommends that the SBE approve the proposed revisions to the Local Indicator Self-Reflection Tool for Priority 6: School Climate as outlined in Attachment 2. Additionally, the CDE recommends that the SBE provide further guidance on these recommendations and take additional action as deemed necessary and appropriate.

## Brief History of Key Issues

Current law provides the SBE with authority to approve the performance standards for all local indicators, approve self-reflection tools, and determine if updates or revisions are necessary. The SBE adopted the Local Indicator Self-Reflection Tool for Priority 6: School Climate at its meeting in September 2016. The SBE later adopted minor revisions to the Local Indicator Self-Reflection Tool for Priority 6: School Climate in March 2018, based on the work of the School Conditions and Climate Work Group (CCWG). At its March 2023 meeting, the SBE adopted a revised Local Indicator Self-Reflection Tool for Priority 6: School Climate that integrated feedback provided to the SBE by the Center for School Climate at WestEd.

### Current Local Indicator Self-Reflection Tool

The SBE is required to develop an accountability tool to assist local educational agencies (LEAs) in identifying strengths, weaknesses, and areas in need of improvement across all LCFF priorities. The SBE adopted self-reflection tools, including the performance standards for each local indicator, at their September 2016 and January 2017 meetings.

As identified in Attachment 1, the current Local Indicator Self-Reflection Tool for Priority 6: School Climate requires LEAs to annually administer a local climate survey. The survey must:

* Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
* At minimum, allow the disaggregation of data by student groups identified in California *Education Code* (*EC*) Section 52052.

In addition, the self-reflection tool prompts LEAs to reflect on the key learnings from the survey results and share what the LEA learned by asking LEAs to describe the following:

* The local climate survey data, including data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as student group scores. Responses 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.
* Key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the data disaggregated by student group.
* Any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

### Implementation of the Revised Self-Reflection Tool

Following the SBE’s adoption of the revised self-reflection tool at its March 2023 meeting, the CDE began work to implement the changes. During this work, challenges related to self-identification of some demographic information, especially in the elementary grades, have been identified. Through conversations with survey vendors, the CDE learned that many local climate surveys, including the California Healthy Kids Survey, ask students to self-identify certain demographic data to allow for anonymity to encourage candor among survey participants. While most students can self-identify many of their demographic characteristics, there are some instances where this may pose a challenge, specifically self-identification of low-income status for elementary age students following the implementation of universal free meals. Vendors are using parent education level for secondary students as a proxy for this demographic group, but when exploring the ability of elementary students to respond to a question about the level of schooling completed by their parents, found this proxy to produce unreliable results. Other demographic groups that are challenging for students to self-identity are special education and Long-term English learner.

While LEAs can work with survey vendors to link student responses to student information systems for purposes of identifying demographic data, doing so removes the anonymity of respondents which may have a negative impact on the validity of students’ responses, can create privacy concerns, and requires active parental consent to participate in the survey. Considering this, the CDE recommends the following changes be made to the Local Indicator Self-Reflection Tool for Priority 6: School Climate.

### Summary of Recommended Changes to the Self-Reflection Tool

The proposed edits to the Local Indicator Self-Reflection Tool for Priority 6: School Climate (Attachment 2) address the disaggregation student groups.

Specifically, the proposed edits include:

1. Requiring LEAs to report disaggregated data by student groups identified in *EC* Section 52052 to the greatest extent feasible under the LEA’s chosen tool to measure school climate.
2. Updates to the first and second narrative prompts within the current tool to clarify that LEAs are to report data disaggregated by student groups to the greatest extent feasible.

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

In March 2023, the SBE approved the Revised Self-Reflection Tool for the Local Performance Indicator for Priority 6: School Climate and directed the CDE to investigate the feasibility of including a small number of standardized survey questions within school climate surveys statewide (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/mar23item04.docx>).

In January 2023, the SBE received an information item that provided the 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 LEAs with the implementation and use of local surveys for improvement (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/jan23item05.docx>).

In August 2020, the SBE received the following Information Memorandum providing background information and an implementation plan for *EC* 52064.5 related to the standards for local indicator (<https://www.cde.ca.gov/be/pn/im/documents/aug20amard01.docx>).

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 Memorandum 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>)

In November 2017, 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 Memorandum:

* 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>)

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

* Update on School Conditions and Climate Workgroup (<https://www.cde.ca.gov/be/pn/im/documents/memo-exe-jan17item01.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 November 2016, the SBE approved self-assessment tools for LEAs to determine progress on the local performance indicators for Priorities 1, 6, 9, and 10; revised the standards for local performance indicators to clarify that LEAs must report the results of the local measurement of progress to their local governing boards at a regularly scheduled public meeting of the local governing board; and added language to the criteria to determine LEA eligibility for technical assistance and intervention under the LCFF statutes to clarify the applicability of the criteria to charter schools (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.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: CURRENT Local Indicator Self-Reflection Tool for Priority 6: School Climate (2 pages)
* Attachment 2: PROPOSED Local Indicator Self Reflection Tool for Priority 6: School Climate – Track Changes (2 pages)
* Attachment 3: PROPOSED Local Indicator Self Reflection Tool for Priority 6: School Climate – No Markup (2 Pages)

## Attachment 1: CURRENT Local Indicator Self-Reflection Tool for Priority 6: School Climate

### Local Control Funding Formula Priority 6 Self-Reflection Tool

A local educational agency (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 (Local Control Funding Formula Priority 6)

#### **Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

#### **Instructions**

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

* Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
* At minimum, allow the disaggregation of data by student groups identified in California *Education Code* Section 52052.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA)**: Describe the local climate survey data, including data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as student group scores. Responses 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.

**Prompt 2 (MEANING)**: Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the data disaggregated by student group.

**Prompt 3: (USE)**: Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

## Attachment 2: PROPOSED Local Indicator Self-Reflection Tool for Priority 6: School Climate – Track Changes

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Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA)**: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

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## Attachment 3: PROPOSED Local Indicator Self-Reflection Tool for Priority 6: School Climate – No Markup

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