



Local Control Funding Formula (LCFF) Priority 6

**Presentation of the School Conditions and
Climate Work Group (CCWG) Final
Recommendation Framework and
Recommendations**

California Practitioner's Advisory Group (CPAG)

December 5, 2017



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State Superintendent
of Public Instruction

Today's Focus

- Review and discuss the CCWG's State Level (Section 6) and local educational agency (LEA) level (Section 7) Recommendations
- Provide feedback on the first set of recommendations for consideration by the SBE in March 2018
- Reflect and share thoughts on themed feedback from November State Board of Education CCWG presentation



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Development of Recommendations

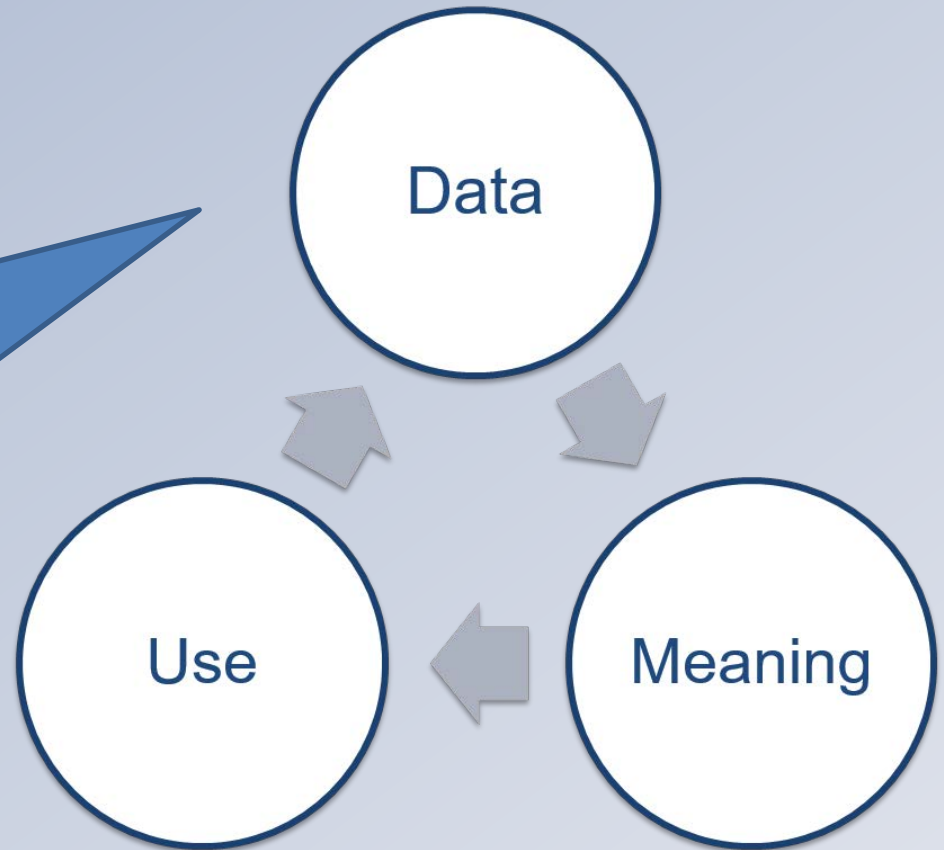
- The CCWG process began with State Board of Education (SBE) direction to explore the development and inclusion of further school conditions and climate measures into the LCFF Evaluation Rubrics.
- Exploration and development included review of the literature, the approach of other states, the experience of California LEAs and networks, and ongoing input from stakeholders, identification of tools, resources, and surveys that measure broader aspects of school climate, such as, parent engagement, conditions of learning, implementation of state academic standards, access to broad courses of study, and the coordination of services.



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Process of Developing Recommendations

“School climate is connected to everything, conditions motivate students to learn, and connectedness equals a safe environment.”
– Student Stakeholder





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CCWG Recommendations: State-Level (Section 6)

1. Adopt common definition of school conditions and climate
2. Via a Technical Design Group, establish criteria for survey selection; vet survey tools
3. Offer state-supported survey tools covering 4 domains:
 - Safety,
 - Relationships/Connectedness,
 - Conditions for Teaching and Learning,
 - Empowerment (engagement, parent involvement)
4. Include school climate resources in the Statewide System of Support



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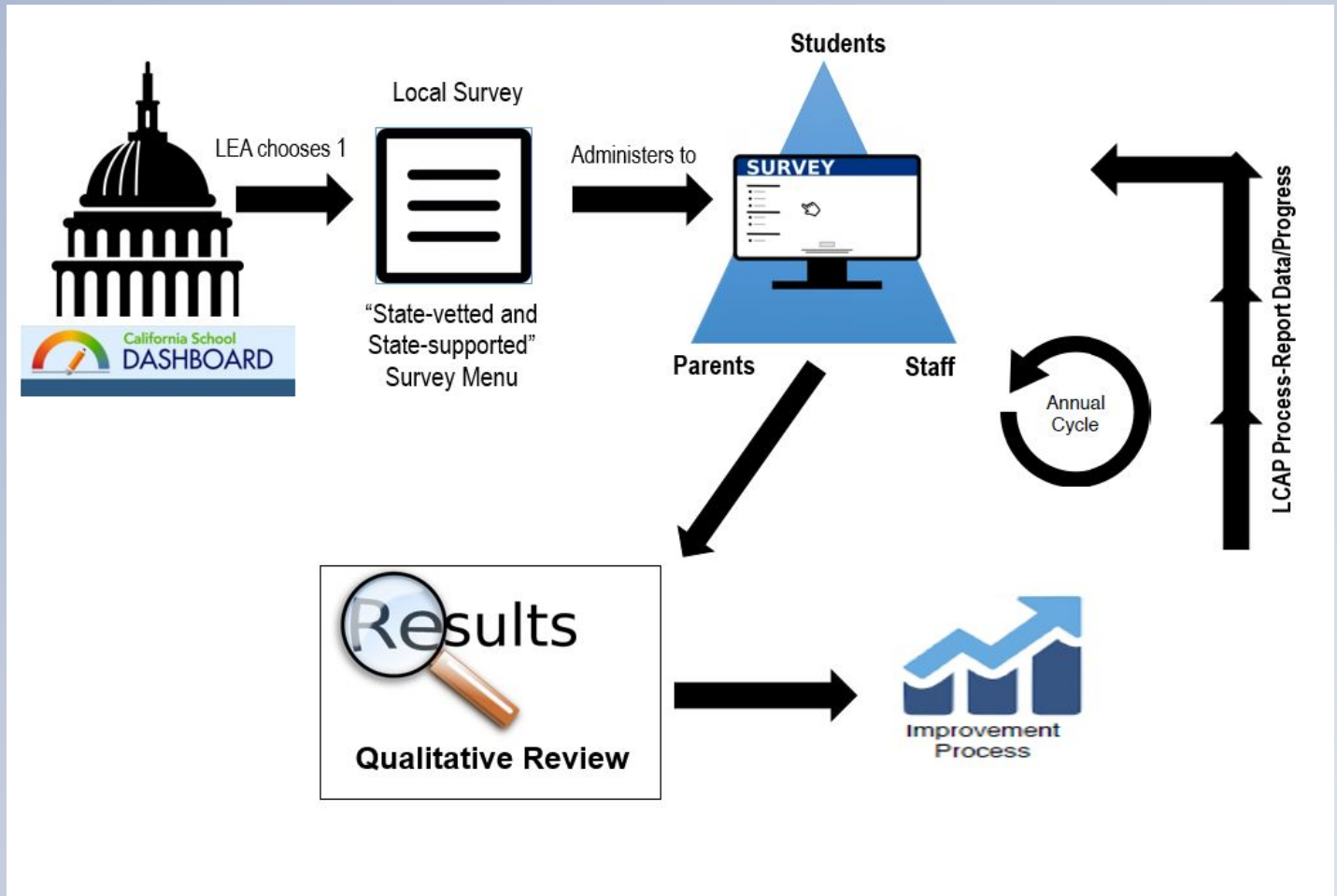
CCWG Recommendations: LEA-Level (Section 7)

1. Phase in annual survey administration to parents, staff, students (at least one grade level in K-5, 6-8, 9-12)
2. Use a state-vetted survey OR local surveys that meet criteria for validity and reliability
3. Measure 4 dimensions of climate and conditions
4. Deepen understanding of initial survey data, e.g. through stakeholder focus groups (recommended)
5. Report results, disaggregated by subgroup and school, on Dashboard with expanded textbox



Recommendation Pathway Process

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Phased Implementation of Recommendations



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- **Immediate/Short-term:** The CDE will bring forward to the SBE for discussion and approval recommendations which can be acted upon with existing resources and authority at a future SBE Meeting
- The SPI and CDE will be actively working towards the implementation of the full set of CCWG recommendations in collaboration with stakeholders. Includes seeking additional state financial support, and potential modifications of statute, as necessary.

First Set of Recommendations for Consideration by the SBE in March 2018



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- Approve the inclusion of useful tools, resources, and supports for school conditions and climate within the developing Statewide System of Support to support the capacity of system actors such as county offices of education, LEAs, and schools.
- Approve the proposed update to the Self-Reflection Tool that guides LEAs in determining progress on the local performance indicators for School Conditions and Climate (Priority 6).
- Direct the CDE to conduct further analysis to explore options for a combination and integration of self-reflection tools that can determine progress on multiple local indicators concurrently, to minimize duplication of effort. – i.e., Parent Engagement (Priority 3) and School Climate (Priority 6).



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Current SBE Adopted Approach and Self-Reflection Tool

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The current SBE adopted approach for the School Climate Local Indicator is as follows:

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the dashboard.

Evidence: LEA determines whether it administered a survey as specified and reported the results to its local governing board and through the local data selection option in the Dashboard.

Criteria: LEA assesses its performance on a [Met / Not Met / Not Met for Two or More Years] scale.

The current Dashboard Self-Reflection Tool states that:

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey 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 Dashboard. Specifically, 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 that is particularly relevant to school safety and connectedness.

Text



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Proposed Update for the Self-Reflection Tool for School Climate (Priority 6)

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LEAs will provide a narrative summary of the local administration and analysis of a local climate survey 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 Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, 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 that is particularly relevant to school conditions and climate. Specifically, the LEA should include responses to the following guiding questions to help frame the narrative summary.

- (1) Reflect on the key learnings from the survey results, and share what the LEA learned.
- (2) Given the disaggregated results¹ of the survey and other data collection methods, what does that reveal about schools in the LEA?
- (3) What revisions, decisions, or new actions will the LEA implement in response to the results for continuous improvement purposes? Why?

Text



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Q & A

Focused Discussion



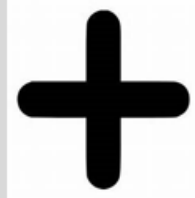
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- **Group 1:** Section 6—State Level Recommendations
- **Group 2:** Section 7—LEA Level Recommendations
- **Group 3:** March Recommendations and Update to Self-Reflection Tool in Dashboard
- **Group 4:** SBE and Stakeholder Themes

Reflection Tool



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(List what worked well)



(List your thoughts on what needs adjusting)



(Share a solution for how to make/implement the suggested adjustment)



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CPAG Feedback and Comments

- Share highlights from table group discussions and any additional comments



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Thank you!

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- Office of Chief Deputy

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- Expanded Learning Division (EXLD)