Local Indicators

School Climate

OCTOBER 2018

California Department of Education

Schedule of Tuesdays at 2 Webinars

- September 4, 2018 – Priority 7

- September 11, 2018 – Priority 1

- September 18, 2018 – Priority 3

- September 25, 2018 – Priority 2

- October 2, 2018 – Priority 6

Today's Goals

- Review general **background**

- Understand the **requirements**

- How to incorporate results into the LCAP

Previously On Tuesdays at 2

Using the Dashboard

The superintendent or charter school administrator must designate a Dashboard Coordinator for their LEA to submit the information into the Dashboard Coordinator site.

Dashboard Coordinator Application:
https://coordinator.caschooldashboard.org/#/application

The deadline for an LEA to submit results regarding its local indicators is **November 16, 2018 at 5 p.m.**

Additional Information

- The Local Indicator Web Page: https://www.cde.ca.gov/ta/ac/cm/localindicators.asp

  ◦ Prior Tuesdays@2 presentations are on the Local Indicator web page

Definition: Local Indicator

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on locally collected data.

Local Indicators in the Dashboard

Local Indicators
Priority 1: Basic Conditions at School
Priority 2: Implementation of State Academic Standards
Priority 3: Parent Engagement
Priority 6: Local Climate Survey
Priority 7: Access to a Broad Course of Study
Priority 9: Coordination of Services for Expelled Students**
Priority 10: Coordination of Services for Foster Youth**

** County offices of education only

Performance Standards

The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting progress within the appropriate priority area. The approved standards require an LEA to:

- **Annually** measure its progress.
- Report the results at **a regularly scheduled public meeting** of the local governing board.
- **Upload and publicly report** results through the Dashboard.

Reporting to the Governing Board

As a best practice for stakeholder engagement, an LEA is encouraged to provide the local indicator reports to the governing board as an agenda item for public comment rather than as a consent item on the agenda.

Reporting in the Dashboard (1)

If an LEA completes the self-reflection tool and otherwise meets the standard for a local indicator, the LEA should select "Met".

Reporting in the Dashboard (2)

- If an LEA does not complete the self-reflection tool for a local indicator, the Dashboard will show as "Not Met" or "Not Met for Two or More Years", as applicable.

- An LEA earning a performance level of "Not Met for Two or More Years" will be a factor for being identified for differentiated assistance beginning in the 2018-19 school year.

Priority 6: School Climate

Specific Requirements for Priority 6

Authorizing Law: School Climate

- California *Education Code* 52060(d)(6) specifies that school climate is to be measured in the LCAP, by

  ○ Pupil suspension rates (state indicator)
  ○ Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

The Standard: School Climate

- 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.

- Administers the 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).

- Reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the Dashboard.

Measuring Progress: School Climate

- The standard is considered "Met" when an LEA has conducted a local climate survey, collected data on school safety and student connectedness, and reported the data as required.

- LEAs should review and use school climate data collected from within the current or prior school year.
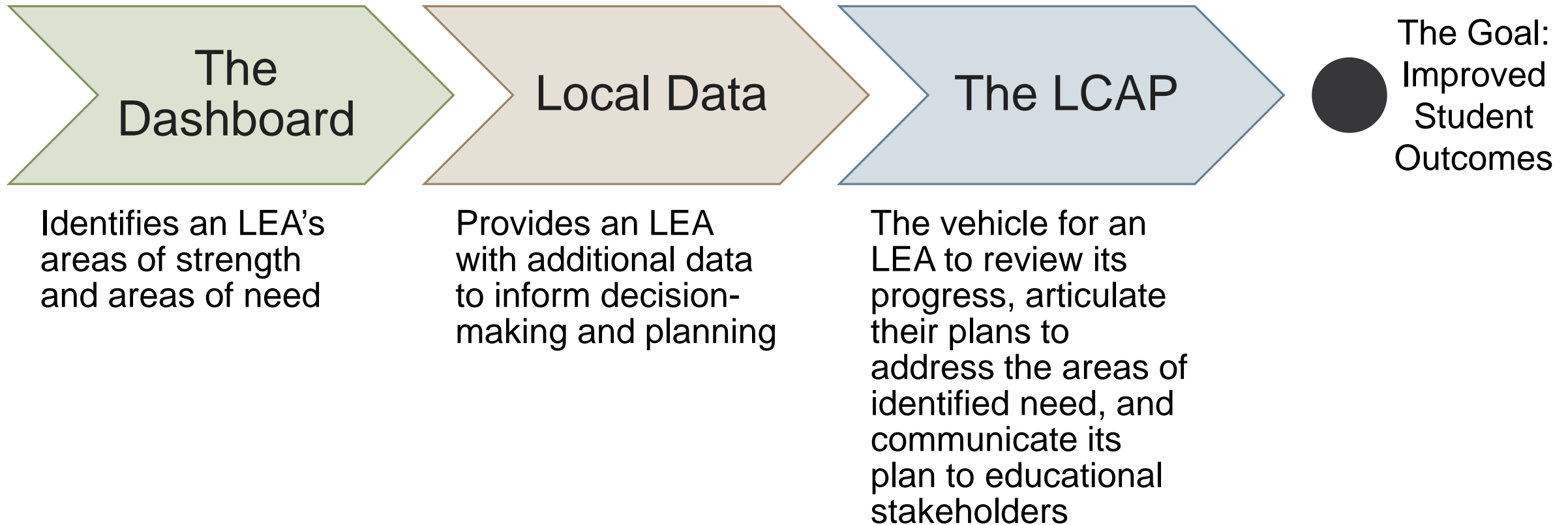
The Self-Reflection Tool: School Climate

- 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).

- 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.

Informing LCAP Development

Using Local Indicator Data to Inform Planning

The Dashboard Informs the Development of the LCAP

The Dashboard

Identifies an LEA's areas of strength and areas of need

Local Data

Provides an LEA with additional data to inform decision-making and planning

The LCAP

The vehicle for an LEA to review its progress, articulate their plans to address the areas of identified need, and communicate its plan to educational stakeholders

The Goal: Improved Student Outcomes

Measuring School Climate

LEAs must conduct a valid and reliable local climate survey such as the California Healthy Kids Survey.

- Validity: measures what it is supposed to measure.

- Reliability: similar results are generated when survey is repeated.

- Validation is usually obtained by independent analysis of the survey content and the resulting data.

What to Measure: Requirements

Survey students, staff, and parents on:

- School Safety
  - Perceived safety
  - Physical and emotional safety
  - Harassment and bullying
  - Substance use

- School Connectedness
  - 5-question scale in the CHKS
  - Student-staff caring relationships
  - Student peer relationships

Additional Recommendations

- The CDE convened the School Conditions and Climate Work Group (CCWG) to explore options to further develop school conditions and climate measures.

- The CCWG expanded the school safety and student connectedness measures to include relationships, conditions for teaching and learning, and empowerment.

- Description of the CCWG recommendations can be found in Appendix D, page 47 of the CCWG Recommendations Framework at https://www.cde.ca.gov/be/pn/im/documents/memo-ocd-oct17item01a1.pdf

Survey Administration Frequency

Survey students, staff, and parents at least every other year

- Consider using the same survey for LCAP state priority 3 (Parental Involvement) and 6 (School Climate)

- Consider annual survey administration if possible to provide data for annual LCAP updates

Target Population

- Students
  - At least one grade within the grade span e.g. 5th, 7th, 9th and 11th

- Staff
  - All staff, both certificated and classified; and

- Parents
  - Reach out to all parents, ensure that families from all student groups are represented

Parental Consent

- **Active parent consent** if survey questions addressed student's or parents' beliefs and practices in sex, family life, morality, and religion (EC 51513). Parents must given written permission for the student to take the survey.

- **Passive parent consent** for students grades 7 and above on health behaviors and risks, including sex, for voluntary, anonymous and confidential surveys (EC 51938c). Unless parents opt the student out, the student is allowed to take the survey.

Survey Response Rate

- To ensure survey results are representative of your school population and reflect stakeholder needs, try to achieve the following minimum response rate:
  - Students: 70%
  - Staff: 70%
  - Parents: 25%

Tips to Increase Survey Response Rate

- Getting buy-in is key

- Explain the relevance and importance of the survey

- Solicit input on survey content and administrative process

- Share results back with stakeholders

- Provide small incentives when returning completed surveys

Tips to Increase Parent Survey Response Rate (1)

- Ensure that parent survey is translated for accuracy and usability.

- Make survey available for both paper and online versions.

- Provide paper surveys at various venues e.g. front desk, school events, after-school program, wellness center, and committee meetings etc.

- Provide survey links on school/district/program website, emails, and newsletters.

Tips to Increase Parent Survey Response Rate (2)

- Create a timeframe for surveys and send several reminders on robo-calls, emails, newsletters and other means.

- Solicit help from teachers, other school staff, and students with incentives.

- See proven tips used by schools at: http://surveydata.wested.org/resources/ParentSurveyTips2.pdf

Responding to Results

Data Analysis

- Review sub-group differences

- Compare student and staff responses

- Look at trend data

- Review parent responses

Beyond Surveys

- Dig deeper into the survey results by conducting interviews or focus groups to understand the 'why' behind survey responses.

- Review additional Dashboard data such as suspension and chronic absenteeism rates, by sub-group.

- Use both quantitative and/or qualitative data to drive action-planning and decision making.

Reporting on the Dashboard

Suggested guiding questions for the narrative summary:

- **DATA**: Reflect on the key learnings from your results, and share what you learned.

- **MEANING**: What do the disaggregated results of your survey and other data collection methods reveal about your schools?

- **USE**: What revisions, decisions, or new actions will you implement in response to the results for continuous improvement process? Why?

Additional Reporting Recommendations

As a recommended best practice:

- Post the climate survey results on the district website.
  - Disaggregated by student groups, with a minimum sample size, for each school site.
- Include a link of the climate survey results on the Dashboard.

Questions or Comments?

Please contact

Local Agency Systems Support Office

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