

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationMarch 2023 AgendaItem #04

## 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

## 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. This item will provide a recommendation for action on the Local Indicator Self-Reflection Tool for Priority 6: School Climate.

## Recommendation

The CDE recommends that the SBE approve the proposed revisions to the Local Indicator Self-Reflection Tool for Priority 6: School Climate. 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 State Board of Education (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). Additional information is found in the Summary of Previous State Board of Education Discussion and Action section.

### Local Indicator Performance Standards

For the local indicators, the State Board of Education (SBE) adopted performance standards require an LEA to:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

An LEA must use the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting to their local board/body, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of *Met*. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of *Not Met* or *Not Met for Two or More Years*, as applicable.

Earning a performance level of *Not Met for Two or More Years* may be a factor in being identified for differentiated assistance.

### Current Local Indicator Self-Reflection Tool

The SBE is 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 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:

* 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).

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

* 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?
* 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?

The tool also states:

“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.”

### School Conditions and Climate Work Group

In September 2016, the CDE convened the School Conditions and Climate Work Group (CCWG) to explore options for the further development of school conditions and climate measures and supports in California’s accountability and continuous improvement system. Their work was guided by the following questions:

1. How do we define school conditions and climate?
2. How do we ensure the validity and reliability of California’s work in school
3. conditions and climate?
4. How should California best measure school conditions and climate?
5. How should California best include the measurement of school conditions and
6. climate in its accountability system?
7. How should California best support continuous improvement in school
8. conditions and climate?

In March 2017, the SBE received the CCWG report summarizing primary recommendations and a policy framework for state action. These included, but were not limited to, requiring that the survey that LEAs conduct prior to completing the self-reflection tool be administered every year vs. every other year. The report also recommended strengthening the self-reflection tool prompts.

### Center for School Climate at WestEd

At its January 2023 SBE meeting, the SBE received an Information Item regarding the history of the tool, information on the Center for School Climate at WestEd and updates regarding how the Center is working with LEAs on the implementation and use of local surveys for improvement. Overall, the feedback from this item demonstrated a desire and need to improve the current self-reflection tool to address the following:

1. Frequency of survey administration
2. Disaggregation of student groups
3. Exploring the possibility of implementing a standard set of survey questions to be used by all LEAs

### 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 3) address the frequency of administration as well as the disaggregation student groups.

Specifically, the proposed edits include:

1. An introductory section that describes the importance of school climate, the research in support of school climate, the need to use current data to inform comprehensive planning.
2. Instructions to provide LEAs with clarified guidance to address the narrative portion.
3. Updates to the narrative prompt within the current tool. The proposed tool divides the narrative into three separate prompts that require LEAs to describe the local data including data disaggregated by student group, key learnings including identified needs and areas of strength and changes needed to address local needs.

### Standardizing Survey Questions

The CDE is working with the Comprehensive Center to design a process to explore the possibility of implementing a small set of standardized survey questions that could be added to existing surveys. Additional details will be available in the coming months and CDE will keep the SBE updated on the plans and progress of the work through Information Memos and future Board Items.

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

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 local educational agencies (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 Memoranda providing background information and an implementation plan for Education Code 52064.5 related to the standards for local indicator ([aug20amard01.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fbe%2Fpn%2Fim%2Fdocuments%2Faug20amard01.docx&wdOrigin=BROWSELINK)

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>)

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 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 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 Priority 6: School Climate Local Indicator Self-Reflection Tool (1 page)
* Attachment 2: Proposed Priority 6: School Climate Local Indicator Self Reflection Tool (2 pages)

# Attachment 1CURRENT Local 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?

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

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

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)

### Introduction

The initial design of the LCFF 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* 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.