

LCAP Local Performance Indicator Report
State Priority 6: School Climate

On January 17, 2017, the State Board of Education established local measures for the new state accountability system. State Priority 6: School Climate is measured through suspension data on the California School Dashboard. In addition, we report data from our annual school climate survey. Complete data from the California Healthy Kids Survey is available on our website under About Us. Select Accountability from the menu to find the complete data reports.

Work on improving school climate is related to Goal 2: Ensure a safe and productive environment using support systems to maintain calm classrooms focused on learning and to enhance student social and emotional wellness.

California Healthy Kids Survey

Our goal is to provide a nurturing school environment where students feel safe, welcome, and connected to their school community. To measure our progress towards this goal, we have chosen to use the California Healthy Kids Survey (CHKS). The CHKS is given statewide every other year. To support progress reporting for our Department of Defense Education Activity (DoDEA) grant, we have chosen to give the CHKS annually and have done so for the past three years.

Students in grades 5, 7, 9 and 11 are given the CHKS. Staff take the California School Staff Survey (CSSS). Parents take the California School Parent Survey (CSPS), and we report the data as part of our report for State Priority 3: Parent Engagement. This suite of three surveys helps us measure student and school strengths and areas of need related to school connectedness, safety, harassment, substance use, and mental health. It also measures whether our community feels welcome in our schools.

School Report Card and School Climate Index

The California Healthy Kids Survey generates a School Report Card for secondary schools. The report card provides summary data on eight domains of school climate plus an overall school climate index.

The School Climate Index (SCI) Score for the CHKS ranges from 100 to 500 with the higher scores representing a more positive school climate. A score of 300 is considered average and is calculated using a weighted average of three domains: (1) Supports and Engagement; (2) Violence, Victimization, and Substance Use at School; and (3) Truancy Incidents.

A School Climate Report Card (SCRC) was created for Vanden and Golden West. Four years of data are available to track progress.

School Climate Index: Golden West Middle School

	2013-14	2015-16	2016-17	2017-18	Change from 2014
SCI Score	216	239	199	270	+54
SCI State Percentile	6	11	3	29	+23
SCI Similar Schools Percentile	2	3	2	15	+13

In 2017-18, Golden West implemented the WEB (Where Everybody Belongs) program and added a second Student Support Specialist. Survey data shows a strong positive effect on school climate, with the SCI score jumping 71 points in a single year, although our performance remains below average. However, despite that improvement, when compared to similar schools the School Climate Index is in the 15th percentile. School climate improvement should remain an area of focus for our middle school, and we should continue with our current efforts because the data shows we are seeing positive results. Staff are to be commended for the programs and activities they have implemented to improve school climate.

School Climate Index: Vanden High School

	2013-14	2015-16	2016-17	2017-18	Change from 2014
SCI Score	224	224	213	234	+10
SCI State Percentile	7	7	4	8	+1
SCI Similar Schools Percentile	3	3	2	3	0

The California Healthy Kids Survey is given to students in grades 9 and 11 at Vanden High. The School Climate Index improved slightly this year to 234. Although students report low rates of substance abuse, harassment, and bullying, survey results identify relationships between students and staff as a growth area. On the SCI subscale, scores have dropped 46 points related to high expectations, meaningful relationships, and opportunities for meaningful participation. Perceived school safety was at 301 (average) in 2013-14. It dropped to 275 (below average) in 2017-18.

Vanden implemented Link Crew this year, and we are expecting to see a positive effect on school climate. Link Crew is a program where successful juniors and seniors mentor incoming freshmen to help them adjust to high school and experience success. Vanden's data shows that many freshmen struggle academically, and only 15% of staff reported that students are motivated to learn. In 2017-18, 38% of students experienced chronic sadness or hopelessness, defined as feeling sad or hopeless almost every day for two weeks or more. As we plan the LCAP for 2019-20, we need to consider how we can better support school climate improvements at Vanden High. We have a group of school counselors and teacher leaders who are taking steps to improve the school climate at Vanden, and we need to continue to support their efforts.

Travis Education Center

TEC students also take the California Healthy Kids Survey, but no School Climate Index is provided because the school serves small numbers of students. One question on the survey asked students why they had missed school during the last 30 days. 28% of students replied that they did not miss any school. The number one reason for absence (46%) was illness, followed by 28% reporting they did not get enough sleep, and 20% reporting they felt very sad, hopeless, anxious, stressed, or angry. Only 7% reported they were bored or uninterested in school. (Students could select more than one response.) The staff is to be commended for creating an environment where instruction is engaging and very few students feel uninterested in what they are learning.

Students in alternative education report high levels of substance abuse. 37% of students have had one or more alcoholic drinks, with 26% reporting binge drinking of 5 or more drinks in a row. 49% report marijuana use. 33% report heavy drug use.

Despite these challenges, staff are connecting with students. 98% of students report adults at school care about them (rated moderate to high). 97% report adults have high expectations (rated moderate to high). In contrast, 74% of comprehensive school 11th graders report the perception of adults caring about them as moderate to high. Our alternative education staff is to be commended for their work in building relationships with their students.

Elementary Schools

A different version of the California Healthy Kids Survey (CHKS) is given to 5th grade students. Compared to the secondary surveys, it includes a more limited set of questions. In 2017-18, 211 students took the survey, with the sample representing about half of our 5th graders. The data in the table below shows the percentage of students who selected “all of the time” or “most of the time” to the survey questions summarized below.

	District	Military	Cambridge	Center	Foxboro	Scandia	Travis
Caring adult relationships	82	85	83	75	81	73	94
Adults believe you can do a good job	86	89	90	85	82	79	96
Treated fairly when break rules	62	63	61	45	59	69	69
Students treated with respect	85	91	83	65	77	97	98
Feel safe at school	79	84	83	65	72	97	81
Been hit or pushed	14	16	13	15	18	16	7
Mean rumors spread about you	16	12	13	32	19	23	4
Called names or mean jokes made about you	15	13	16	26	17	20	7
Adults make it clear bullying is not allowed	90	93	88	85	85	94	100
Students try to stop bullying when they see it	55	60	63	50	37	63	71

The data above shows that our LCAP actions and services for Goal 2 are having a positive effect. One of the questions on the CHKS survey asks students whether they have parents currently in the military, which gives us the ability to disaggregate the data from this anonymous survey by military family status. About a third of district students have military affiliation, and research shows that the stresses of parent deployment and frequent moves can be challenging for military children. As a district, we are committed to accommodating military needs, and the data above shows that our efforts are having a positive effect, with military children rating the items higher on the average than children without military affiliation.

We need to continue to work on bullying prevention, but were happy to see that adults are making it clear bullying is not acceptable. We would like to see an increase in students taking safe action to stop bullying, and we need to continue to teach conflict resolution strategies.

Staff Survey

In 2017-18, 174 staff members responded to the California School Staff Survey. Of those, 105 were from elementary schools, 14 from the middle school, 52 from the comprehensive high school, and 3 from alternative education.

For this indicator, we looked at questions related to the school climate as experienced by students. The information in the table below shows the percentage of staff who selected “agree” or “strongly agree.”

	All	ES	MS	HS
Sets high standards for academic performance for all students	96	98	100	91
School uses objective data in decision making	96	97	84	98
Supportive and inviting place to work	89	93	85	84
School is a safe place for students	97	97	84	100
School is a safe place for staff	96	95	91	98
School staff take parents' concerns seriously	98	98	90	100
Adults really care about all students	96	96	84	98
Adults acknowledge and pay attention to students	97	99	83	97
School has high expectations for all students	97	100	83	95
Adults at this school treat all students with respect	95	97	78	94
It is easy to get kicked out of class or get suspended	10	5	30	11
Students get in trouble for breaking small rules	29	29	60	19
Teachers here make it clear to students bullying is not tolerated	96	98	91	96
Students here try to stop bullying when they see it happening	80	86	73	68
Staff treat all students fairly	94	97	83	93
Closing the achievement gap is a high priority	85	90	75	74

Data from California School Staff Survey, 2017-18

The staff data shows middle school teachers consistently rate school climate lower than elementary staff or comprehensive high school staff. (Data from alternative education is not included because of the small sample size.)

Teachers also had an opportunity to identify professional development needs. The tables below show the percentage of teachers responding “yes” to “perceive need for more professional development in...” The data includes information from all staff combined (all), elementary school (ES), middle school (MS) and high school (HS). Data from alternative education was not included because of the small sample size.

Instruction and School Environment	All	ES	MS	HS
Meeting academic standards	33	34	45	26
Evidence-based methods of instruction	45	46	64	39
Positive behavioral support and classroom management	45	44	55	47
Creating a positive school climate	32	29	55	36

Addressing Needs of Diverse Populations	All	ES	MS	HS
Working with diverse racial, ethnic, or cultural groups	34	30	45	42
Culturally relevant pedagogy for the school's student population	38	34	64	39
Serving English learners	36	32	36	47
Closing the achievement gap	54	48	73	67

Providing Support Services	All	ES	MS	HS
Serving Special Education (IEP) students	60	63	64	58
Meeting the social, emotional, and developmental needs of youth	59	52	73	75

Middle school teachers identified topics associated with building a positive classroom climate as priorities, which matches the data above and the student data. This data, plus data from the 2018-19 survey administration (when we receive it) will inform professional development planning in the 2019-20 LCAP.

Impact on LCAP for 2018-19

From information gathered related to local performance indicator State Priority 6: School Climate, the following actions and services were included in our 2018-19 LCAP.

2.1 Elementary socio-emotional support

Improve the success of unduplicated elementary students through providing socio-emotional support and support in maintaining behavior conducive to a productive learning environment:

Increase and improve higher tier socio-emotional support including individual counseling, support groups, and work with families by providing two School Social Workers plus social worker interns. [2.1.01]

Increase and improve PBIS implementation by providing teacher PBIS Coordinators to update the scope and sequence for socio-emotional learning experiences including Second Step lessons, track data, and support staff in implementing the matrix of behavioral expectations. [2.1.02]

Select and implement a cyberbullying program and continue socio-emotional learning such as Second Step, mindfulness, and mindset. [2.1.03]

Increase and improve socio-emotional support by providing a Student Support Specialist at each elementary school to support PBIS implementation, lead positive recess and lunchtime activities to reduce isolation and engage all students, and to support students struggling with behavior. [2.1.04]

Increase and improve services to students needing higher tier behavior support by allocating Behavior Intervention Specialist time to support students in general education as well as Special Education. [2.1.05]

Continue to implement and improve SART, SARB, and SST processes to support students not meeting attendance, behavior, and academic expectations. [2.1.06]

Support students experiencing the impacts of adverse childhood experiences (trauma) and implement best practices to create school and classroom climates sensitive to students affected by trauma. Utilize screening tools to identify students who have experienced high levels of trauma and connect those students with appropriate supports and resources. [2.1.07]

2.2 Secondary socio-emotional support

Improve the success of unduplicated secondary students through providing socio-emotional support and support in maintaining behavior conducive to a productive learning environment:

Increase and improve higher tier socio-emotional support including individual counseling, support groups, and work with families by providing two School Social Workers plus social worker interns. [2.2.01]

Increase and improve PBIS implementation by providing teacher PBIS Coordinators (Golden West and Vanden) to track data, support PBIS implementation, and support staff in use of the matrix of behavioral expectations. [2.2.02]

Select and implement a cyberbullying program. [2.2.03]

Implement a comprehensive suicide prevention and intervention program to identify and help students at risk and to educate students, parents, and staff about risk and protective factors, suicidal ideation, and suicide. [2.2.04]

Increase and improve socio-emotional support by providing two Student Support Specialists at Golden West and one at TEC/TCDS to support PBIS implementation, lead positive lunchtime activities to reduce isolation and engage all students, and to support students struggling with behavior. [2.2.05]

Increase and improve services to students needing higher tier behavior support by allocating Behavior Intervention Specialist time to support students in general education as well as Special Education. [2.2.06]

Provide training to foster awareness regarding the impacts of adverse childhood experiences (trauma) and best practices to create school and classroom climates sensitive to students affected by trauma. Utilize screening tools to identify students who have experienced high levels of trauma and connect those students with appropriate supports and resources. [2.2.07]

Continue to implement and improve SART, SARB, and SST processes to support students not meeting attendance, behavior, and academic expectations. [2.2.08]

Increase student engagement and opportunities for leadership through Student2Student, WEB, and Link Crew. [2.2.09]

3.1 Family participation and support

Promote parental participation in programs through volunteer work at school by using CERVIS software to track volunteer hours and background clearances. Continue the Watch D.O.G.S. program where fathers and father figures volunteer at school, acting as positive male role models, and work with the Travis AFB School Liaison Officer to improve volunteer recruitment efforts. [3.1.07]