

*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. This report is a narrative summary of our school climate data.

One of our goals is to provide a nurturing school environment where students feel safe, welcome, and connected to their school community. In order 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. Due to a Department of Defense Education Activity (DoDEA) grant, we have chosen to give the CHKS annually and have done so over the past two years. Students in grades 5, 7, 9 and 11 are given the CHKS along with parents being offered the California School Parent Survey (CSPS) and the staff taking the California School Staff Survey (CSSS) to measure student and school strengths and weaknesses in the areas of school connectedness, safety, harassment, substance use, mental health and whether or not our community feels welcome, among other areas.

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 and an overall school climate index.

The School Climate Index (SCI) Score for the CHKS range from 100 to 500 with the higher scores representing a more positive school climate. A score of 300 is considered average and is calculated by 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. The SCRC is created for secondary schools as long as there are a sufficient number of students at their school. Our SCRC for the 2015-16 and 2016-17 school years provided the following data.

## **Secondary Data**

### **School Climate Report Card (SCRC)**

SCI (2015-16 to 2016-17)

- Golden West's SCI for the 2016-17 school year was 292, which was a drop of 35 points. The state showed a 25 point drop and similar schools showed a 49 point drop.
- Vanden's SCI for the 2016-17 school year was 299, which was a 6 point drop from the previous year. Statewide and similar schools saw a 4 point drop each.

#### **Overall Supports and Engagement**

- Golden West decreased from 295 to 253 with opportunities for meaningful participation showing the largest score change from 260 to 202.
- Vanden decreased from 270 to 255 with high expectations and caring relationships showing the largest score change from 244 to 195.

#### **Overall Low Violence & Substance Use**

- Golden West decreased from 353 to 332 with low harassment and bullying having the lowest score of 320 to 291 and low physical violence perpetration and low substance use at school showing scores of 359 and 355.

- Vanden increased from 339 to 342 with low harassment and bullying having the lowest score of 295 to 292 and low physical violence perpetration having the highest score of 357 to 361.

#### **Additional Secondary Survey Results**

- 15-16 Student reported high connectedness at the following percentages
  - 7<sup>th</sup> – 52%
  - 9<sup>th</sup> – 38%
  - 11<sup>th</sup> – 41%
  - NT (non traditional) – 44%
- 16-17 Student reported high connectedness at the following percentages
  - 7<sup>th</sup> – 41%
  - 9<sup>th</sup> – 36%
  - 11<sup>th</sup> – 37%
  - NT (non traditional) – 54%
- 15-16 Students reported school perceived as very safe or safe
  - 7<sup>th</sup> – 61%
  - 9<sup>th</sup> – 53%
  - 11<sup>th</sup> – 66%
  - NT – 75%
- 16-17 Students reported school perceived as very safe or safe
  - 7<sup>th</sup> – 55%
  - 9<sup>th</sup> – 57%
  - 11<sup>th</sup> – 66%
  - NT – 70%

#### **Elementary Data**

- Travis students reported 81% feeling safe at school and 75% being treated with respect.
- Scandia students reported 81% feeling safe at school and 80% being treated with respect.
- Center students reported 67% feeling safe at school and 87% being treated with respect.
- Cambridge students reported 75% feeling safe at school and 80% being treated with respect.
- Foxboro students reported 82% feeling safe at school and 88% being treated with respect.
- Elementary District Wide for
  - 15-16 students reported 78% feeling safe at school and 89% being treated with respect.
  - 16-17 students reported 77% feeling safe at school and 82% being treated with respect.

## **Parents**

Parent participation in the survey was very low, ranging from 5 participants at one school to 33 at another school. In order to have more accurate information, we need to promote, encourage and give our parents more opportunities to complete this survey so that we have a better understanding of their needs, perspective and experiences.

### *Military Connected Parents*

Military connected parents showed an overall satisfaction with Vanden related to connection, feeling of support from staff and the education of their children. 50% of the most important influences of wanting to come to a school was the presence of other military families at the school, however, 50% noted no connection to other parents at Vanden and 40% at Golden West and 50% reported a satisfied or very satisfied connection with other parents. Military families at GW and Vanden expressed satisfaction with the respect school staff shows toward military families. Due to low respondent numbers at Travis or Scandia elementary there was not enough data for these schools.

## **Staff**

Staff participation was also low based on total staffing. Foxboro had the highest percentage of participation and reported that they felt that nearly all / most students were motivated to learn and well-behaved. 75% of staff felt that the school welcomed parent involvement and provided a good learning environment for students. TEC (100% participation / small school) staff reported that nearly all adults really care about students.

## **Summary**

Parent and staff responses were limited. Military connected parents did feel that staff was welcoming and respectful and the highest draw to the district was the fact that there are other military connected families' children also attending schools within the district, which helped to establish a community as well.

Staff felt that students were ready and motivated to learn academically and socially. Staff also feel that our schools welcome parents to be involved and provide positive learning environments for our students.

Students at the elementary sites consistently respond that staff treat them with respect and that their school is a safe environment. Over 50% of secondary students feel that their school is a safe environment while between 36% - 54% reported feeling connected to their school. Self-reported incidents of drug and alcohol use were low overall. The School Climate Index (SCI) for our secondary schools (School Climate Report Card is only offered for secondary sites) showed that both Golden West and Vanden are within the average range with scores of 292 for GW and 299 for VHS. The average score is a 300 (range 100-500). While this is a positive overall score, there is obviously room for growth and this data will help drive our focus.

High expectations, caring relationships, and school connectedness emerged as growth areas from the secondary SCI data, and will influence the development of the LCAP.

## **Impact on LCAP for 2017-18**

From information gathered related to local performance indicator State Priority 6: School Climate, the following actions and services were included in our 2017-18 LCAP.

To improve school culture and climate, expand and improve implementation of Positive Behavior Interventions and Supports (PBIS):

- Continue to implement and refine PBIS processes developed by elementary schools in 2016-17, including having two PBIS/SST coordinators at each school to support the process and using matrices of behavioral expectation and a plan to teach and reteach behavioral expectations throughout the year [3.1.01]
- Implement PBIS in secondary schools; provide training and coaching through the SCOE 3-year PBIS implementation program to develop school capacity to lead implementation [3.1.02]
- Select/develop and implement a cyberbullying program for grades 4-12 [3.1.03]

Improve the success of unduplicated students through support in maintaining behavior that establishes a productive learning environment:

- Increase and improve Tier II PBIS services, including individual counseling, support groups, and work with families by providing four School Social Workers plus Social Worker Interns, with two Social Workers serving the five elementary schools, one Social Worker assigned to the middle school, and one Social Worker assigned to the high schools [3.2.01]
- Increase and improve PBIS services by providing Student Support Specialists to support PBIS implementation, lead positive recess and lunchtime activities to reduce isolation and engage all students, and support students struggling with behavior, with one position at each elementary school, two at the middle school, and one at the alternative education high school [3.2.02]
- Increase and improve services to students needing Tier III behavior support by providing three Behavior Intervention Specialists to support both Special Education students and students in the general program; provide two mental health counselors for Special Education students [3.2.03]

To improve school culture and climate, expand and improve our implementation of socio-emotional learning in elementary schools to help children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions:

- Continue to implement Second Step and other lessons to increase social awareness and relationship skills, and to help with identifying problems, analyzing situations, solving problems, evaluating the decision, and reflecting [3.4.01]
- Teach students strategies for calming themselves, focusing on learning, and managing stress; plan and implement a suicide prevention program at Vanden High; provide NCI training focused on de-escalating student behavior [3.4.02]

- Encourage a growth mindset, where children learn that their abilities can be developed through dedication and hard work [3.4.03]

To improve school culture and climate, increase and improve programs that connect unduplicated students to school and allow them to build academic skills and experience success in STEM and the arts; with priority enrollment in after school and summer programs for unduplicated students:

- Provide elementary Arts Adventures and STEM programs after school<sup>6</sup> [3.5.01]
- Provide elementary summer STEM programs that include support for literacy [3.5.02]
- Develop and implement summer middle school programs to improve academic skills and develop a feeling of belonging [3.5.03]
- Promote middle and high school student-led programs including Student2Student, Character Strengths, Where Everybody Belongs (WEB) and Link Crew programs to connect new students to the school community [3.5.04]
- Provide competitive robotics programs at the elementary, middle, and high school levels [3.5.05]

To improve school culture and climate, provide professional development for staff in socio-emotional learning, preventing escalation of challenging behavior, and classroom management strategies to improve the success of unduplicated students:

- Provide training in Second Step, workshops on Kagan Win-Win Discipline, and training in PBIS, classroom management, behavior management, IEP and behavior plan implementation, establishing effective partnerships with parents, de-escalation and active supervision techniques, mindfulness, and working with trauma-affected students [3.6.01]