

*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	2018-19	Change from 2015-16*
SCI Score	216	239	199	270	301	+62
SCI State Percentile	6	11	3	29	54	+43
SCI Similar Schools Percentile	2	3	2	15	36	+33

\*state comparison year

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 moving up 100 points over three years, placing Golden West at the 54<sup>th</sup> percentile in the when ranked against overall state data. Despite that improvement, when compared to similar schools the School Climate Index is in the 36<sup>th</sup> percentile (64% of similar schools have a higher index). 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	2018-19	Change from 2015-16*
SCI Score	224	224	213	234	282	+58
SCI State Percentile	7	7	4	8	35	+28
SCI Similar Schools Percentile	3	3	2	3	19	+16

\*state comparison year

The California Healthy Kids Survey is given to students in grades 9 and 11 at Vanden High. Vanden implemented Link Crew last year, and we can see a significant positive effect on school climate in last year's data. Link Crew is a program where successful juniors and seniors mentor incoming freshmen to help them adjust to high school and experience success. Staff are to be commended for their efforts, which led to a significant increase in the School Climate Index. Although 81% of similar schools have a higher index (Vanden is on the 19<sup>th</sup> percentile when compared to similar schools), the significant improvements this year are encouraging and provide evidence that current actions and services are effective.

#### **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. 22% of students replied that they did not miss any school (28% in 2017-18). The number one reason for absence (66%) was illness, followed by 27% reporting they did not get enough sleep, and 32% reporting they felt very sad, hopeless, anxious, stressed, or angry. Only 13% 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. 57% of students report current alcohol or drug use, with 20% reporting binge drinking of 5 or more drinks in a row. 52% report marijuana use.

Despite these challenges, staff are connecting with students. 80% of students report adults at school care about them (rated moderate to high). 90% report adults have high expectations (rated moderate to high). Our alternative education staff is to be commended for their work in building relationships with their students.

## Elementary Schools

An age-appropriate version of the California Healthy Kids Survey (CHKS) is given to 5<sup>th</sup> grade students. Compared to the secondary surveys, it includes a more limited set of questions. In 2018-19, 56% of our 5<sup>th</sup> graders took the survey. 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.

2018-19	Cambridge	Center	Foxboro	Scandia	Travis
Caring adult relationships	77	75	84	79	75
Adults demonstrate high expectations	92	89	91	90	94
Treated fairly when break rules	63	63	70	64	70
Students treated with respect	88	93	88	92	98
Experienced sadness	6	26	12	14	9
Feel safe at school	88	85	81	89	84
Been hit or pushed	47	33	32	42	44
Mean rumors spread about you	42	41	25	39	47
Called names or mean jokes made about you	42	33	28	22	49
Anti-bullying climate	85	84	81	73	87

PBIS (Positive Behavioral Interventions and Supports) remains a focus of our LCAP. *Second Step* lessons in social skills and resolving interpersonal conflicts help with progress in this area. Staff, including Student Support Specialists, TOSAs (Teachers on Special Assignment), and Social Workers support the development of an anti-bullying climate.

## Staff Survey

In 2018-19, 258 staff members responded to the California School Staff Survey. Of those, 167 were from elementary schools, 23 from the middle school, 58 from the comprehensive high school, and 13 from alternative education, labeled “NT” in the chart below.

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.”

The staff data shows middle school teachers consistently rate school climate lower than elementary staff, comprehensive high school staff, or alternative education staff. This year, our October 11 professional development day has sessions focusing on high expectations for all students (No Excuses University), instructional strategies to help all students succeed (Universal Design for Learning), and equity. This day was designed to support our work in 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.

2018-19 data, percentage is “Strongly Agree” plus “Agree”	All	ES	MS	HS	NT
Sets high standards for academic performance for all students	94	96	91	88	92
School uses objective data in decision making	93	94	80	88	100
Supportive and inviting place to work	85	87	63	83	100
School is a safe place for students	92	90	91	98	100
School is a safe place for staff	90	90	82	92	100
School staff take parents' concerns seriously	96	97	95	94	100
Adults really care about all students	96	97	92	94	92
Adults acknowledge and pay attention to students	95	94	95	98	92
School has high expectations for all students	95	96	95	95	100
Teachers go out of their way to help students	94	94	74	100	100
Adults at this school treat all students with respect	90	93	85	84	100
It is easy to get kicked out of class or get suspended	12	8	22	22	8
Students get in trouble for breaking small rules	25	23	31	28	31
Teachers here make it clear to students bullying is not tolerated	97	98	100	91	100
Students here try to stop bullying when they see it happening	76	78	60	75	77
Staff treat all students fairly	90	91	82	85	100
Staff examine their cultural biases	60	64	38	46	77
Closing the achievement gap is a high priority	74	74	67	72	84

*Data from California School Staff Survey, 2018-19*

### Professional Development

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), high school (HS), and alternative education (NT).

<b>Instruction and School Environment</b>	All	ES	MS	HS	NT
Meeting academic standards	29	31	18	30	15
Evidence-based methods of instruction	36	36	29	36	38
Positive behavioral support and classroom management	45	46	28	48	54
Creating a positive school climate	38	30	50	60	23

<b>Addressing Needs of Diverse Populations</b>	All	ES	MS	HS	NT
Working with diverse racial, ethnic, or cultural groups	30	27	56	36	15
Culturally relevant pedagogy for the school's student population	35	31	44	46	23
Serving English learners	33	31	53	38	15
Closing the achievement gap	43	46	39	43	15

<b>Providing Support Services</b>	<b>All</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
Serving Special Education (IEP) students	47	47	35	54	31
Meeting the social, emotional, and developmental needs of youth	55	54	39	68	38

This data, plus data from the 2019-20 survey administration, will inform professional development planning in the 2020-21 LCAP.

### **Impact on LCAP for 2019-20**

From information gathered related to local performance indicator State Priority 6: School Climate, the following actions and services were included in our 2019-20 LCAP.

#### 2.1 Equity and socio-emotional wellness

Build the capacity of staff to be responsive to the communities we serve. Eliminate the correlation between social and cultural factors and student success by examining biases, interrupting and eliminating inequitable practices, and creating inclusive conditions for all students through the lens of historically underserved and underrepresented groups. Support our staff in expanding their repertoire of strategies that are culturally responsive and effective for students who are affected by bias or trauma. Develop staff skills in building respectful, open, and compassionate relationships with students and in effectively and immediately addressing biased statements and actions. Document and improve PBIS processes, including the use of restorative practices, and train staff in their effective use. Support the work of PBIS/SST Coordinators in elementary schools and Culture and Climate Teams at Golden West and Vanden. [2.1.01]

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. [2.1.02]

Increase and improve higher tier socio-emotional support including individual counseling, support groups, and work with families by providing four School Social Workers plus social worker interns. Focus on early intervention. [2.1.03]

Increase and improve services to students experiencing interpersonal conflicts by implementing peer mediation and conflict resolution programs at secondary schools. [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. Increase Behavior Assistant positions to improve student support and to provide training and coaching for paraeducators. [2.1.05]

Increase and improve socio-emotional support by providing a Student Support Specialist at each elementary school, one at TEC, and two at Golden West to support MTSS and PBIS implementation, lead

positive unstructured time activities to reduce isolation, prevent conflicts, and engage all students, and to support students struggling with motivation and behavior. [2.1.06]

Develop and implement a digital citizenship program and continue socio-emotional learning such as *Second Step*, mindfulness, and mindset. Pilot the STOPit app to enable students to anonymously report bullying, bias, and safety concerns. Develop elementary grade level pacing guides for socio-emotional learning. Continue to implement programs that connect students to school including WEB, Student2Student, and Link Crew. [2.1.07]

### 3.1 Family participation and support

Consult with parents in making decisions and promote parental participation in programs through parent education and support and improve communication with all stakeholders:

Reach out to families and community groups representing historically underserved and underrepresented students to ensure their voices are part of our consultation, planning, and feedback processes. Continue to involve the Superintendent's Parent Advisory Group (SPAG) that includes military representatives, the Foster Parent SPAG subcommittee, and the District English Learner Advisory Committee (DELAC) in LCAP development, data analysis, and revision. Continue to involve parents of children with exceptional needs in the SELPA Community Advisory Committee. [3.1.01]

Provide two family liaisons who are bilingual in Spanish to support families, students, and schools and to inform families of resources available at schools and in the community. Provide families with technology training to assist in accessing district systems and software provided to enhance student learning. Provide outreach and training to enable families of English learners and immigrant students to become active participants in the education of their children. [3.1.02]

Provide translation for families through identified bilingual staff and through a phone translation service when a staff member speaking a particular language is not available; implement phone autodialer and messaging services with automatic two-way translation of most languages, provide websites with translation capabilities. [3.1.03]

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. (Dads of Great Students) program where fathers and father figures volunteer at school, acting as positive male role models. Create a District Watch D.O.G.S. Leadership Team where fathers, the Director of Student Services, and the Travis AFB School Liaison Officer meet to share program ideas and plan recruitment efforts. [3.1.05]

Support families by providing parenting training such as the Triple P Positive Parenting Program and Parent Project. [3.1.06]