

# Guide to Using CalSCHLS Data for LCAP Local Indicators



This document is intended to serve as a resource for LEAs who elect to use the California School Climate Health and Learning Survey (CalSCHLS) System for their Local Control Funding Formula (LCFF) self-reflection tools for the Local Control Accountability Plan (LCAP).

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## Introductory Guidance

- The suggestions provided here are from the CHKS, CSSS, and CSPA reports and dashboards. They are not intended to be exhaustive or definitive, but rather to serve as possible data points to meet the LCFF local indicator requirements.
- The local indicators in this document are copied from the CDE LCAP Local Indicator Guide and Self-reflection tools, which can be found on the CDE website at: <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>
- This document is a living document and will be updated as new information about the LCAP becomes available.

## Guidance by LCFF Priority

### School Climate (LCFF Priority 6).

Requirements	Relevant CalSCHLS Data
<p><b>LEAs are required, at a minimum, to annually administer a local climate survey:</b> The survey must:</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ At a minimum, report disaggregated data by student groups identified in California Education Code 52052, <b>when such data is available as part of the local school climate survey.</b></li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p><b>California Healthy Kids Survey Report</b></p> <ul style="list-style-type: none"> <li>▪ <b>School Connectedness</b> <ul style="list-style-type: none"> <li>• I feel close to people at this school.</li> <li>• I am happy to be at this school.</li> <li>• I feel like I am part of this school.</li> <li>• The teachers at this school treat students fairly.</li> <li>• I feel safe in my school.</li> </ul> </li> <li>▪ <b>School Safety</b> <ul style="list-style-type: none"> <li>• How safe do you feel when you are at school?</li> <li>• Experienced any harassment (secondary)</li> <li>• Anti-bullying climate (elementary)</li> </ul> </li> <li>▪ <b>Caring Adult Relationships</b> <ul style="list-style-type: none"> <li>• A teacher or some other adult from my school really cares about me.</li> <li>• A teacher or some other adult from my school notices when I'm not there.</li> <li>• A teacher or some other adult from my school listens to me when I have something to say.</li> </ul> </li> </ul>

Requirements	Relevant CalSCHLS Data
<p>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.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p><b>The California Healthy Kids Survey secondary report and data dashboard provide disaggregated data for all of the student groups listed in the CA Ed Code (52052).</b></p> <ul style="list-style-type: none"> <li>• Ethnic subgroups</li> <li>• Socioeconomically disadvantaged pupils</li> <li>• English Learners (EL)</li> <li>• Long Term English Learners (LTEL)</li> <li>• Foster youth</li> <li>• Homeless youth</li> <li>• Pupils with disabilities</li> </ul> <p>Elementary level survey data can be disaggregated by ethnic subgroups as age appropriate.</p>

Parent and Family Engagement (LCFF Priority 3)

Building Relationships Section

Requirements	Relevant CalSCHLS Data
<p>Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.</p>	<p><b>California School Parent Survey (CSPS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School staff treat parents with respect.</li> <li>▪ School staff take parent concerns seriously.</li> </ul> <p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School is welcoming to and facilitates parent involvement.</li> <li>▪ School staff take parents’ concerns seriously.</li> </ul>
<p>Rate the LEA’s progress in creating welcoming environments for all families in the community.</p>	<p><b>California School Parent Survey (CSPS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School allows input and welcomes parents’ contributions.</li> <li>▪ Parents feel welcome to participate at this school.</li> <li>▪ School staff are helpful to parents.</li> </ul> <p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School has staff examine their own cultural biases through professional development or other processes.</li> <li>▪ School is welcoming to, and facilitates, parent involvement.</li> <li>▪ Parents feel welcome to participate at this school.</li> </ul>

Requirements	Relevant CalSCHLS Data
<p>Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.</p>	<p><b>California School Parent Survey (CSPS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School communicates the importance of respecting all cultural beliefs and practices.</li> <li>▪ School provides instructional materials that reflect my child’s culture, ethnicity, and identity.</li> </ul> <p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School emphasizes using instructional materials that reflect the culture or ethnicity of its students.</li> <li>▪ School has staff examine their own cultural biases through professional development or other processes.</li> <li>▪ School provides [staff] the supports needed for teaching culturally and linguistically diverse students.</li> <li>▪ Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</li> </ul>
<p>Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families.</p>	<p><b>California School Parent Survey (CSPS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School provides information on your expected role at your child’s school.</li> <li>▪ School provides information on how to help your child plan for college or vocational school.</li> </ul> <p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School provides students with career pathways, internships, industry-informed projects, or other intensive, first-hand experiences to learn about careers.</li> <li>▪ Teachers at this school communicate with parents about what their children are expected to learn in class.</li> </ul>

Parent and Family Engagement (LCFF Priority 3)

Building Partnerships for Student Outcomes Section

Requirements	Relevant CalSCHLS Data
<p>Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.</p>	<p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ Working with diverse racial, ethnic, or cultural groups</li> <li>▪ Culturally relevant pedagogy for the school’s student population</li> <li>▪ Serving English language learners</li> <li>▪ Closing the achievement gap</li> <li>▪ Serving special education (IEP) students</li> </ul>
<p>Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.</p>	<p><b>California School Parent Survey (CSPS) Report</b></p> <ul style="list-style-type: none"> <li>▪ Teachers communicate with parents about what students are expected to learn in class.</li> <li>▪ Providing information about how to help your child with homework.</li> </ul> <p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ Teachers at this school communicate with parents about what their children are expected to learn in class.</li> </ul>
<p>Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p>	<p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School encourages parents to be active partners in educating their child.</li> <li>▪ Teachers at this school communicate with parents about what their children are expected to learn in class.</li> </ul>

Requirements	Relevant CalSCHLS Data
<p>Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.</p>	<p><b>California School Parent Survey (CSPS) Report</b></p> <ul style="list-style-type: none"> <li>▪ Parents have gone to a regularly scheduled parent-teacher conference with the child’s teacher.</li> <li>▪ School lets you know how your child is doing in school between report cards.</li> <li>▪ School provides information about why your child is placed in particular groups or classes.</li> </ul>

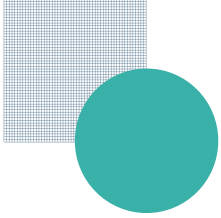
Parent and Family Engagement (LCFF Priority 3)

Seeking Input for Decision-Making Section

Requirements	Relevant CalSCHLS Data
<p>Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p>	<p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School emphasizes showing respect for all students’ cultural beliefs and practices.</li> <li>▪ Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation).</li> <li>▪ Professional development in working with diverse racial, ethnic, or cultural groups.</li> <li>▪ School uses culturally relevant pedagogy for the school’s student population.</li> </ul>

Requirements	Relevant CalSCHLS Data
<p>Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p>	<p><b>California School Parent Survey (CSPS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School actively seeks the input of parents before making important decisions.</li> </ul> <p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School is welcoming to, and facilitates, parent involvement.</li> </ul>
<p>Rate the LEA’s progress in providing all families with opportunities to provide input on policies, programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.</p>	<p><b>California School Parent Survey (CSPS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School has quality programs for my child’s talents, gifts, or special needs.</li> <li>▪ School staff take parent concerns seriously.</li> </ul>
<p>Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.</p>	<p><b>California School Staff Survey (CSSS) Report</b></p> <ul style="list-style-type: none"> <li>▪ School encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.</li> <li>▪ School staff take parents’ concerns seriously.</li> </ul>





## Implementation of State Academic Standards (LCFF Priority 2)

### Support for Teachers and Administrators

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools.

Requirements	Relevant CalSCHLS Data
Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress in implementing the academic standards adopted by the state board.	<p><b>California School Staff Survey (CSSS) Report</b></p> <p><i>Do you feel you need more professional development on:</i></p> <ul style="list-style-type: none"><li>▪ Positive behavioral support and classroom management;</li><li>▪ Working with diverse racial, ethnic, or cultural groups;</li><li>▪ Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion);</li><li>▪ Creating a positive school climate?</li></ul>

If you have additional questions, please email [calschls@wested.org](mailto:calschls@wested.org) with a clear subject line so we can route your question to the appropriate support personnel.