

## CalSCHLS 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) including:

- the **California Healthy Kids Survey (CHKS)**,
- the **California School Staff Survey (CSSS)**, and
- the **California School Parent Survey (CSPS)**

for their Local Control Funding Formula (LCFF) self-reflection tools for the Local Control Accountability Plan (LCAP).

The suggestions provided here are from the **CHKS**, **CSSS**, and **CSPS** reports. They are not intended to be exhaustive or definitive, but rather to serve as possible data points that could be used as evidence in meeting the LCFF local indicators.

- The local indicators in this document are copied from the CDE LCAP Local Indicator Guide 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 (including the new 2021-2024 LCAP template) becomes available.
- If you would like to add suggested data points to this document or if you have questions, comments, or concerns, please email Leslie Poynor at [lpoynor@wested.org](mailto:lpoynor@wested.org).
- If you are interested in a **CalSCHLS** data workshop with your stakeholders (students, staff, parents, boards) to review and/or take action on these data, please email Leslie Poynor at [lpoynor@wested.org](mailto:lpoynor@wested.org).

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

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). **Alternatively, LEAs may complete the *optional* reflection tool (Option 2).**

### **Option 2, Items 5 and 6**

#### **Support for Teachers and Administrators**

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Activities:

1. Identifying the professional learning needs of groups of teachers or staff as a whole
2. Identifying the professional learning needs of individual teachers
3. Providing support for teachers on the standards they have not yet mastered

*Optional Narrative (Limited to 1,500 characters)*

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

### California School Staff Survey (CSSS) Report

*Do you feel you need more professional development on:*

- Positive behavioral support and classroom Management;
- Working with diverse racial, ethnic, or cultural groups;
- Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion);
- Creating a positive school climate.

## Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision-making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships Between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions, and services, as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff, and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining **what data and information will be considered to complete the self-reflection tool**. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. **Based on the analysis of data**, identify the number which best indicates the LEA's current stage of implementation for each practice.
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Parent and Family Engagement (LCFF Priority 3)

### Building Relationships

1. 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.

#### California School Parent Survey (CSPS) Report

- School staff treat parents with respect.
- School staff take parent concerns seriously.

#### California School Staff Survey (CSSS) Report

- School is welcoming to and facilitates parent involvement.
- School staff take parents' concerns seriously.

## Parent and Family Engagement (LCFF Priority 3)

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

#### California School Parent Survey (CSPS) Report

- School allows input and welcomes parents' contributions.

- Parents feel welcome to participate at this school.
- School staff are helpful to parents.

#### California School Staff Survey (CSSS) Report

- School has staff examine their own cultural biases through professional development or other processes.
- School is welcoming to, and facilitates, parent involvement.
- Parents feel welcome to participate at this school.

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

#### California School Parent Survey (CSPS) Report

- School communicates the importance of respecting all cultural beliefs and practices.
- School provides instructional materials that reflect my child's culture, ethnicity, and identity.

#### California School Staff Survey (CSSS) Report

- School emphasizes using instructional materials that reflect the culture or ethnicity of its students.
- School has staff examine their own cultural biases through professional development or other processes.
- School provides [staff] the supports needed for teaching culturally and linguistically diverse students.
- Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

4. 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.

#### California School Parent Survey (CSPS) Report

- School provides information on your expected role at your child's school.
- School provides information on how to help your child plan for college or vocational school.

### California School Staff Survey (CSSS) Report

- School provides students with career pathways, internships, industry-informed projects, or other intensive, first-hand experiences to learn about careers.
- Teachers at this school communicate with parents about what their children are **expected to learn in class.**

## Parent and Family Engagement (LCFF Priority 3)

### Building Partnerships for Student Outcomes

5. 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.

#### California School Staff Survey (CSSS) Report

- Working with diverse racial, ethnic, or cultural groups
  - Culturally relevant pedagogy for the school's student population
  - Serving English language learners
  - Closing the achievement gap
  - Serving special education (IEP) students
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

#### California School Parent Survey (CSPS) Report

- Teachers communicate with parents about what students are expected to learn in class.
- Providing information about how to help your child with homework.

#### California School Staff Survey (CSSS) Report

- Teachers at this school communicate with parents about what their children are expected to learn in class.
7. 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.

### California School Staff Survey (CSSS) Report

- School encourages parents to be active partners in educating their child.
  - Teachers at this school communicate with parents about what their children are expected to learn in class.
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

### California School Parent Survey (CSPS) Report

- Parents have gone to a regularly scheduled parent-teacher conference with the child's teacher.
- School lets you know how your child is doing in school between report cards.
- School provides information about why your child is placed in particular groups or classes.

## Parent and Family Engagement (LCFF Priority 3)

### Seeking Input for Decision-Making

9. 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.

### California School Staff Survey (CSSS) Report

- School emphasizes showing respect for all students' cultural beliefs and practices.
  - Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation).
  - PD in working with diverse racial, ethnic, or cultural groups.
  - School uses culturally relevant pedagogy for the school's student population.
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

### California School Parent Survey (CSPS) Report

- School actively seeks the input of parents before making important decisions.

### California School Staff Survey (CSSS) Report

- School is welcoming to, and facilitates, parent involvement.

11. 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.

#### California School Parent Survey (CSPS) Report

- School has quality programs for my child's talents, gifts, or special needs.
- School staff take parent concerns seriously.

12. 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.

#### California School Staff Survey (CSSS) Report

- School encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
- School staff take parents' concerns seriously.

## School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of **school safety and connectedness**, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board, stakeholders, and the public through the Dashboard.

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey 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?

### California Healthy Kids Survey Report

- School Connectedness
  - I feel close to people at this school.
  - I am happy to be at this school.
  - I feel like I am part of this school.
  - The teachers at this school treat students fairly.
  - I feel safe in my school.
- School Safety
  - How safe do you feel when you are at school?
  - Experienced any harassment (secondary)
  - Anti-bullying climate (elementary)
- Caring Adult Relationships
  - A teacher or some other adult from my school really cares about me.
  - A teacher or some other adult from my school notices when I'm not there.
  - A teacher or some other adult from my school listens to me when I have something to say.