

School Conditions and Climate Indicator Working Group  
Stakeholder Engagement Meeting Feedback - Scale

March 7, 2017  
San Diego, California

*Please share your thoughts as to what level and to what degree the measures of school conditions and climate should be incorporated as part of California's accountability and continuous improvement system.*

**Current Data Collections/Practices- Look at what is already occurring**

- Look at what is already occurring; build on that. PBIS, MTSS.
- What data is already collected/publicly available vs what must be collected at school level?
- What can we look at across the county? Look at what is already in place.
- Space to explore areas that are working within a core set of themes, i.e. restorative justice

**Stakeholders- what levels stakeholders should be involved.**

- Make sure surveys include all students and parents, not just a subset (which creates bias).
- To be true to this we need similar measures for parents/community; measures to analyze
- Parents: same measures available to all; factors are the same with regards to school climate.

**Measures/Data Collection- What measures should be included, constructs/themes for measures.**

- Add measure for welcoming environment and school connectedness.
- Provide a narrative box for qualitative data
- If we were to add additional measures, what could we choose that could be measured across all grade levels?
- For local measures, direct districts to consider their school nutrition environment and provide guidance on “valid measures” to assess school nutrition environment.
- Additional state level indicator suggested: School meal preparation. % of Free and reduced eligible that participate in school lunch/breakfast.
- Like the idea of expanding beyond expulsion/suspensions; not sure which items/constructs.
- World language acquisition
- Cultural competency and global awareness
- School and community partnerships
- Career readiness
- Additional measures should be added at the statewide to support a network K to higher ed.

- Language: reevaluate pupil suspension/expulsions and positive language (protective factors)

### **Analysis-Looking at analysis for the future, common trends, analysis levels, purpose, calibration**

- Longitudinal success in college? Career? Life?
- Common trends with suspension/expulsion. Disconnect SEL. Opportunity to capitalize on what exists. b. Uniform questions for all: bullying, absenteeism, connectedness. c. Conditions that led to it and what happens after. Creating a base for dialogue amongst LEAs.
- In the absence of a common set of items there should be some way to determine trends across the state. We want to empower local decision-making, however, some common method of capturing trends would be beneficial.
- Perception data should not trigger punitive action.
- There should be a calibrating mechanism for tracking ethnicity/race when looking at disproportionality.

### **Support**

- Mention apprenticeships
- Will have legislative support

### **Level-state, local, hybrid- what degree**

- (Core) standard section statewide w other areas for optimization
- Common state level with customization is key.
- State level data will allow for more standardized climate work and allow us to more easily see best practices/needs. But I appreciate this being paired with some local customization.
- A set of core elements is important when the results are used beyond continuous improvement; eventually to sanctions.
- Support and sanctions can't occur equitably without a common set of constructs.
- Additional elements at state level while still keeping the local element.
- Having some commonalities in items will be beneficial for cross-district analysis and provide an anchor point for OEs to provide technical assistance around priority 6 that goes beyond only suspensions.
- A set number of topics agreed upon by the county office in conjunction with the local districts that they serve.
- Maybe a limited menu of surveys, tools. Statewide.
- Local control is optimal for local context.
- Balanced approach with state and local.
- "District" is too broad for local control. Allow space for every school to improve from where they are.
- Language shift: District level is important. (We do want to make sure we aligned here)