



January 13, 2023

Linda Darling-Hammond, President, and Members of the State Board of Education
State Board of Education
1430 N Street
Sacramento, CA 95814
Via email: SBE@cde.ca.gov

Item #05: Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Information Item Related to the Implementation and Use of School Climate Surveys to Improve Outcomes, as Required in the State Board of Education Adopted Local Indicator Self-Reflection Tool for Priority 6: School Climate.

Dear President Darling-Hammond and Members of the State Board of Education:

We respectfully submit this letter on behalf of the California County Superintendents (*formerly known as CCSESA*) to illustrate how our districts, charters, and county-operated student programs use school climate data to evaluate, improve and cultivate positive and safe school climates for all students.

A positive school climate is essential for student success. Collecting and analyzing formative and summative school climate data helps us identify areas of strength and challenge and drives improvement efforts. When analyzed alongside student behavior data (e.g. attendance, suspension, academics, graduation), school climate data provides our districts, charters, and county-operated student programs with a more dynamic understanding of how students, staff, and families are experiencing our learning environments. School climate data establishes a baseline for youth voice to guide the continuous improvement plans of their local educational agencies (LEAs) to ensure they have every opportunity to feel connected to and safe in their school environments.

Throughout the state, some of the most common tools used to collect school climate data include:

- Local Indicator Self-Reflection Tool for Priority 6: School Climate
- [California Healthy Kids Survey](#)
- [YouthTruth Survey](#)
- [Panorama School Climate Survey](#)
- [CORE School Climate Survey](#)
- [Kelvin Pulse](#)
- [Positive Behavior Intervention Support School Climate Survey](#)
- Empathy Interviews with students, staff, and families (protocols developed locally)
- Public Input and Discussion during LEA planning meetings (e.g. LCAP Parent and Student Advisory Council Meetings)

Many of our LEAs use two or more of the listed tools to gather accurate measures of their school's climate throughout the year. Once collected, school climate data informs important planning and continuous improvement decisions at the local level. Some of the ways LEAs use their school climate data include:

- Provide feedback to staff
- Drive discussions with communities, school site councils, district equity leadership teams, juvenile court and community schools leadership, families, and other educational partners
- Inform the development of goals, actions, and resources in LEA Plans (e.g. Local Control and Accountability Plans, School Plans for Student Achievement, Comprehensive Support and Improvement Plans, Differentiated Assistance/Continuous Improvement Plans)
- Prioritize LEA Funding
- Inform implementation of Restorative Practices
- Modify Multi-Tiered System of Supports (MTSS), Positive Behavioral Intervention Supports (PBIS), and Social Emotional learning (SEL) goals, actions, structures and activities
- Select Resources for SEL work, mental health services, and student counseling support
- Inform the work of CalHOPE Communities of Practice
- Inform the planning and implementation of Student Behavioral Health Incentive Program (SBHIP)
- Develop professional learning plans for staff (e.g. trauma-informed practices, implicit bias training)

Our LEAs utilize a wide variety of valid and reliable tools to evaluate and improve the unique, individualized school climates at the district, school site, and classroom level. School climate data results signal areas that must be addressed to ensure every student feels safe and connected to their daily learning environment. In this letter, we have provided a high-level summary of the importance of and use of school climate data across the state. We would be happy to provide more detailed examples and stories. Please do not hesitate to contact Brianna Bruns, Director Policy and Advocacy, California County Superintendents (bbruns@cacountysupts.org) with questions or to schedule a meeting.

In Partnership,

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