



California
Center for
School Climate

Digging Deeper Into School Climate Data to Inform Your LCAP

CCNETWORK
Comprehensive Center Network



REGION 15
Arizona | Nevada
California | Utah



UNLIMITED YOU 
ANAHIM UNION HIGH SCHOOL DISTRICT

A Few Helpful Tips for Using the Zoom Platform

Your microphone will be muted, and your video will be off throughout the session.

Having trouble with audio?

- Confirm that your computer speakers are on and turned up.

To access live transcription, use the “CC Live Transcript” button on your Zoom toolbar.

Please use the “Chat” feature for comments.

Use the “Question and Answer (QA)” feature to send questions to the presenters.

For help with technical issues, email schoolclimate@wested.org.

NOTE: Today’s session **will** be recorded.



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Welcome



Melinda Wallace
Senior Research Associate
WestEd and Region 15
Comprehensive Center





Agenda

1. Welcome and Overview of California Center for School Climate (CCSC) and Region 15 Comprehensive Center
2. Local context and engaging educational partners
3. Spotlight Anaheim Union High School District: Learning from the Field
4. Questions and Answers
5. Upcoming Opportunities

California Center for School Climate

- Partner with the California Department of Education (CDE)
- Coach schools and districts on various school climate topics.
- Support schools and districts across California in creating environments that are safe, supportive, and inclusive.



California Center for School Climate Goals

Relevance	Data Use	Connection	Partners
Deliver relevant, responsive, and engaging technical assistance on a variety of school climate topics that meets LEAs and schools where they are.	Support LEAs and schools with best practices for collecting, using, and measuring data to support equitable school climate systems change and positive school climates.	Serve as a connector across the state to promote and disseminate best practices.	Support LEAs and schools in building connections with education partners in creating a supportive school climate for all.



CCSC Website QR Code

Region 15 Comprehensive Center (R15CC)

- One of 19 federally funded Regional Comprehensive Centers
- Provide **capacity-building technical assistance** to state education agencies
- Assist our state partners to identify, implement, and sustain **effective evidence-based** programs, practices, and interventions that **support improved educator and student outcomes**



Speakers: The California Department of Education



Ashley Brown, M.Ed.
Education Program Consultant



Hilva Chan
Education Program Consultant

***What are some common
metrics you use to measure
school climate?***



Why Engage With Educational Partners?

- Gain comprehensive insight
- “Plan with” for best results
- Illuminate potential areas of weakness
- Intentionally connect with families and groups



Who Are Our Educational Partners?

- Students
- School staff, including teachers and administrators
- Families
- Community members/organizations
- Advocates
- Local bargaining units, as applicable



How Can Partners Be Involved?



- Conduct a local school climate survey
- Dialogue to help partners understand the data
 - Review data by student groups
 - Compare student, staff, and parent survey data
 - Be mindful of survey response rate
 - Look at trend data and county and state data (if applicable)
- Ask partners the “why” behind the “what”
- Engage partners in data-driven decision-making and action planning
- Engage partners for periodic data check and program monitoring

Activities to Involve Partners in Data-Driven Decision-Making



Some examples

- Interactive Town Halls
- Advisory Committees
- Focus Groups
- [World Cafes](#)
- Student Listening Circles
- Family Forums

Speakers: Anaheim Union High School District



Carlos Hernández
Director of Community
Schools and Family and
Community Engagement



Roxanna Hernandez
Coordinator of Learning
and Development



Robert Saldivar
Executive Director of
Educational Services

Digging Deeper into School Climate Data to Inform Your LCAP



Presentation

December 5, 2022

Robert Saldivar, Executive Director of
Educational Services

Carlos Hernandez, Director of Community Schools, Family
and Community Engagement

Roxanna Hernandez, Ed.D., Coordinator
Learning and Development

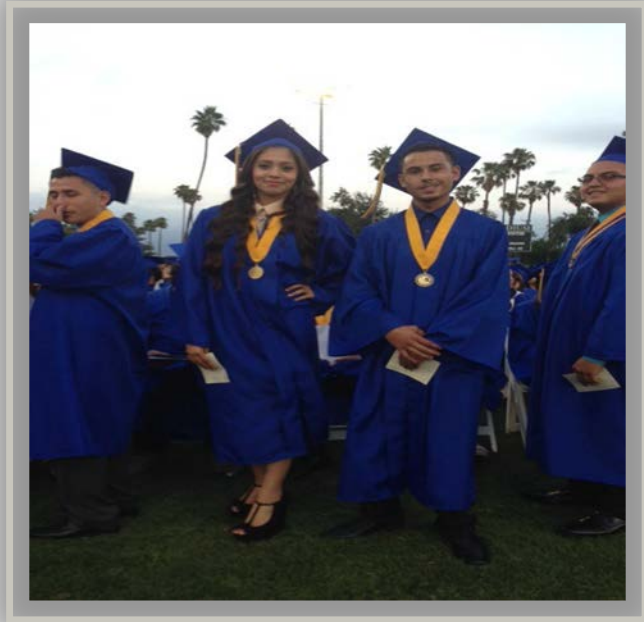


Outcomes

- Understand the various types of data that informs the Local Control Accountability Plan (LCAP), in particular “street data”
- Discuss how to explore and dig deeper to understand your school climate data



Local Control Accountability Plan



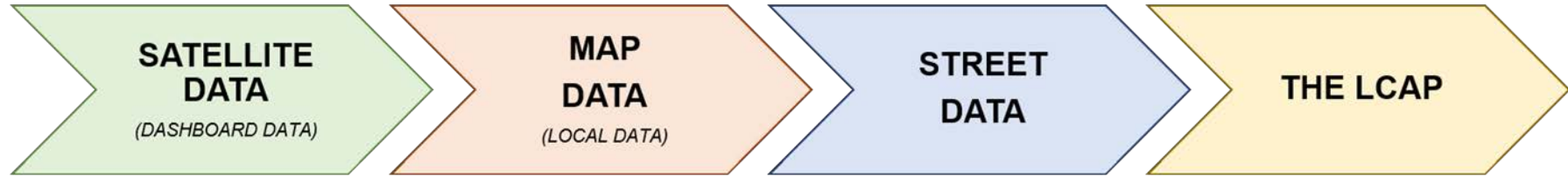
LCAP Development

- Three-year plan updated yearly
- Encourages telling a story of support, impact, and improvement
- Emphasis on planning, communication, and engagement

Organization of Plan

- Education Partners Engagement
- Goals and Progress Indicators
- Actions, Services, and Expenditures

Data That Informs the LCAP

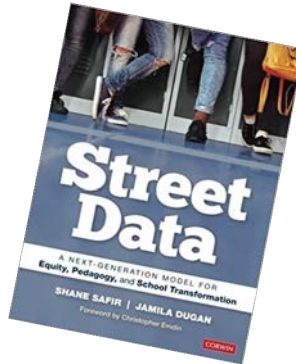


SBAC Scores,
graduation rates,
course completion,
attendance

Student and Family
Surveys, Healthy
Kids Surveys

Educational partner
interviews, student
and/or family led
lessons/curriculum,
focus groups/task
force

The vehicle for an
LEA to review its
progress, articulate
their plans to
address the area of
identified need, and
communicate its plan
to educational
partners.



AUHSD LCAP Goals



Goal 1

All students will demonstrate college, career, and life readiness and success through implementation of the five Cs.

Goal 2

Provide meaningful educational engagement opportunities for all parents and families to advocate for all students.

Goal 3

Provide and nurture a safe, reflective, responsive, and positive school culture.



CAREER PREPAREDNESS SYSTEMS FRAMEWORK



YOUTH
VOICE &
PURPOSE

- CIVIC PURPOSE INITIATIVES
- AUHSD TALKS: CULTURALLY RELEVANT PEDAGOGY, WRITING JOURNEY

STUDENT

21ST CENTURY
SKILLS
(SOFT SKILLS)

TECHNICAL
SKILLS
(HARD SKILLS)

- AIME - ANAHEIM'S INNOVATIVE MENTORING EXPERIENCE
- CAREER TECHNICAL PATHWAYS
- ROBUST DUAL CREDIT PROGRAM
- COMMUNITY COLLEGES

- 5C's APPROACH TO 21ST CENTURY SKILL BUILDING

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Career Preparedness Systems Framework

How AUHSD makes the vision and mission real....

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Youth Voice and Purpose

21st Century Skills



Technical Skills

Street Data Quote

CHOOSING THE MARGINS:

"We also choose the margins, flipping the dashboard upside down to center the experiences of those who matter most: not policymakers and certainly not test makers but the families, students, and educators who breathe life into learning." (p. 52)



AUHSD Street Data

English Learner Task Force Recommendations

Foster Youth Task Force Recommendations

Students with Disabilities Task Force Recommendations

Parent Learning Walks

RSVP Lessons





Parent Learning Walks

7–10 Minute Classroom Visits

As a parent, I will

- increase my awareness of the 21st century classroom,
- increase my understanding of the rigorous standards and expectations of today's education,
- identify tools to support the high expectations I have set for my student, and
- be empowered to advocate for my student.

A discussion form titled "UNLIMITED YOU Parent Learning Walks Discussion Form (During the Walks)". It features a logo at the top left and a circular diagram at the top right. The form is divided into two main sections. The left section is titled "Notes: What do you see?" and contains a list of bullet points: "I saw the students...", "I saw the classroom...", and "I saw the teacher...". The right section is titled "Notes: What can I do at home to continue the learning from the classroom and help my child succeed?" and contains a list of bullet points: "I realize... so I will...", "I'm thinking about how I will...", "I will support my student by asking him/her to...", and "I can support my student to succeed at home by...". Below these sections, there is a section titled "Questions I could ask the school to ensure my child will be college, career and life ready. (Who could I ask?)" and a bullet point: "A question I could ask is...".

empowered

"This was a wonderful opportunity, not only to be reassured of the wonderful education my student is receiving in the classroom, but also to have face to face time with administrators and to know that we are welcome here!"



"If a student is getting an F, I think the teacher should engage with the student. I agree that the C for communication should be on the student with the teacher listening, but the teacher can be proactive to ask questions, dive in, see how they can help the student, what is going on."



Parent Engagement

Building Relationships Between School, Staff, and Families

- FACES
- Community Schools (13 sites)
- Welcoming Environments
- Parents as Partners

Building Partnerships for Student Outcomes

- Parent Learning Walks
- Family Education Series
- Parent Leadership Academy
- Coffee Chats
- Community Partnerships



Seeking Input for Decision-Making

- LCAP
- District English Learner Advisory Committee and ELAC
- Superintendent's Parent Advisory Committee
- School Site Council (SSC)
- Mental Health Parent Ambassadors



Raising Students Voices

WHAT IS RAISING STUDENT VOICE & PARTICIPATION ?

Raising Student Voice and Participation (RSVP) is a district-wide organization whose mission is to give a voice to all AUHSD students! RSVP is more than a club on each district's campus, it's an inclusive family that everyone is welcome to join and help play a leading role in empowering student voices to make lasting district wide change!!



SLIDESMANIA.COM

Raising Students Voices

WHAT TYPE OF DATA WILL YOU BE COLLECTING?

COMMUNITY

— Suggestions on projects that could be implemented to make a direct change in our community (whether in our feeder schools or city overall!).

SOCIAL

— Student input on what new social opportunities could be held on campus.

FACILITY

— Students could be able to include anything they want to see repaired, improved, added, removed, etc to facilities we have on campus.



Raising Students Voices (RSVP)



AUHSD Student Engagement

Efforts to engage students and improve school climate

- Student ambassador leads RSVP
- Civic engagement to encourage student voice and purpose (17 democracy schools)
- First best instruction—knowing students by name, need, and story; engaging instruction
- Capturing kids' hearts
- Positive behavior interventions and supports (PBIS) teams
- Multi-tiered system of supports (MTSS) teams
- Restorative practices



Areas of Growth and Next Steps



Data Collection and Analysis

- Implementation of a new system for data collection and analysis to better understand the needs of our students and families

Scope and Sequence

- Creates a systematic approach to our needs and assets assessment districtwide

ESESSENTIAL COMPONENTS OF THE COMMUNITY SCHOOLS GRANT

- 4 Pillars of the community schools movement
 - Integrated student supports
 - Family and Community Engagement
 - Collaborative leadership and practices for educators and administrators
 - Extended learning time and opportunities
- 4 Commitments as essential components of Community Schools
 - Assets-Driven and Strengths-Based Practice
 - Racially Just and Restorative School Climates
 - Powerful, Culturally Proficient and Relevant Instruction
 - Shared Decision Making and Participatory Practices



Needs and Assets Assessment

Purpose

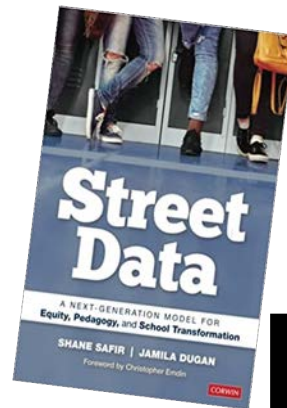
- Identify the assets and strengths, gaps in services, and needs/opportunities for improvement that exist in a community
- Informs our work (i.e. next steps around assets and needs)

Outcome

- Informs the direction and implementation through the Community School Site Team and School Site Council *expressed in the SPSA*

Process

- Surveys
- Focus Groups
- Interviews
- Evaluation
- Reporting



Community School Collaborative Leadership and Decision-Making

Community Schools Steering Committee (District level)

- 20 members represent AUHSD, ASTA, families, students, City of Anaheim and community based organizations
- Creates local governance structures and processes
- Provides ongoing oversight, resources, and support to participating sites



Community School Collaborative Leadership and Decision-Making

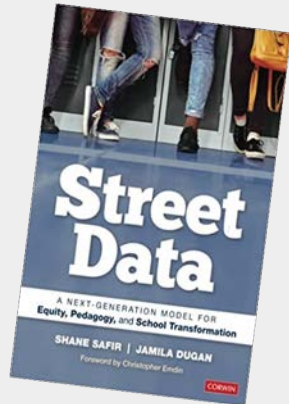
Community School Site Team (Site level)

- Led by CS Coordinator and Teacher Lead
- Includes principal, teachers, parents, students, community partners, and site staff
- Educates, informs, and engages the school community
- Evaluates CS strategy
- Analyzes data from variety of sources including site needs and assets assessments
- Makes recommendations on programming and services



Needs and Asset Assessment

Families

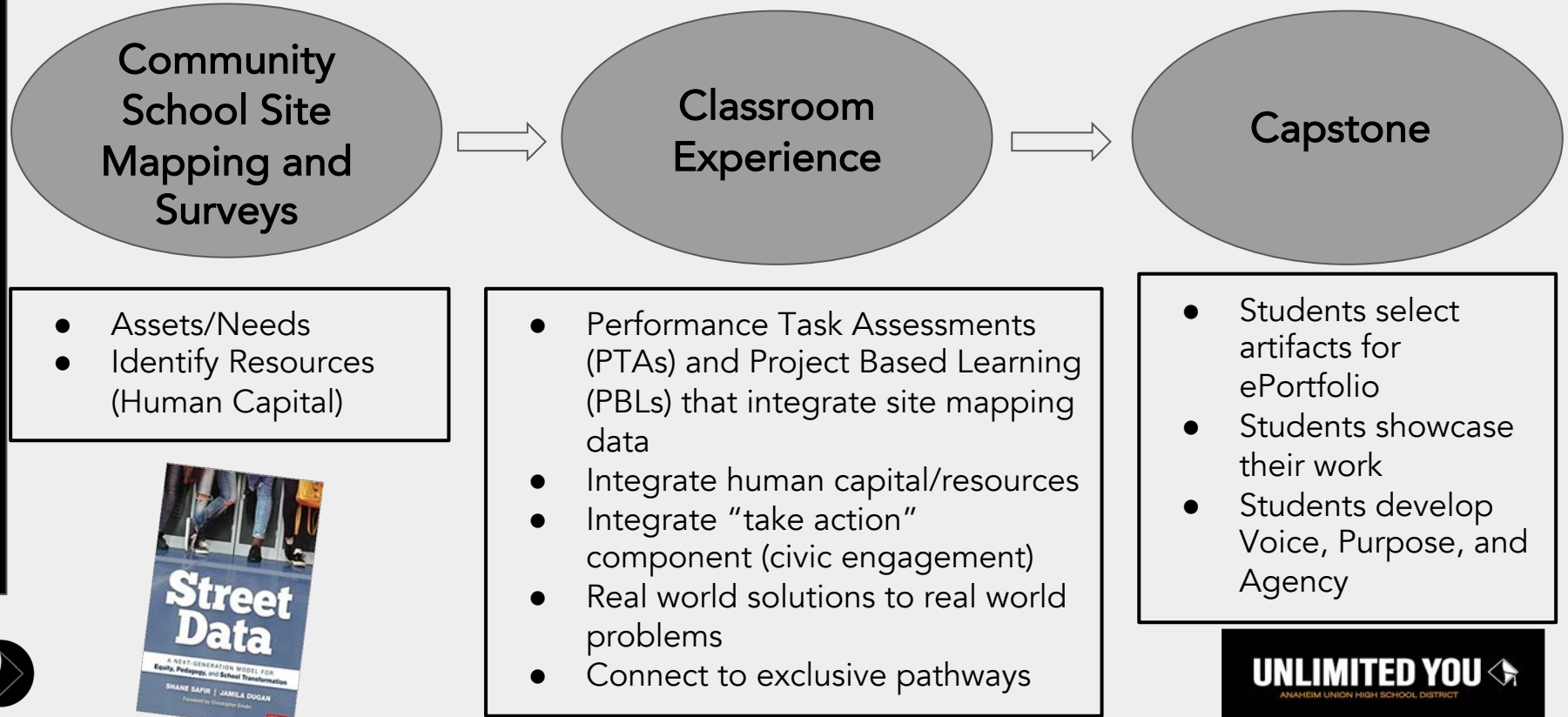


SCHOOL SITE	TOTAL ENROLLMENT	COMPLETED SURVEYS 10/4	COMPLETION RATE
Anaheim	2768	1587	57.33%
Cypress	2826	749	26.50%
Gilbert	583	462	79.25%
Katella	2592	2259	87.15%
Kennedy	2111	1146	54.29%
Loara	1653	1187	71.81%
Magnolia	1563	1330	85.09%
Savanna	1739	1385	79.64%
Western	1754	1532	87.34%
Ball	816	745	91.30%
Brookhurst	816	807	98.90%
Dale	996	1087	109.14%
Lexington	1285	719	55.95%
Orangeview	701	530	75.61%
South	1301	1357	104.30%
Sycamore	1276	854	66.93%
Walker	842	779	92.52%
AUHSD IS	340	38	11.18%
CVA	131	81	61.83%
Hope	236	105	44.49%
Oxford	1286	566	44.01%

AUHSD TOTALS as of September 29:

- 19,305 surveys completed
- 65% completion rate

A Unique Approach to Whole Child Education





LCAP

Final Day





AUHSD Is on the Move!!

	2016–17	2020–21	Change
Graduation Rates	86.2%	90.9% →	+4.7%
A–G Completion	43.9%	52.0% →	+8.1%
CTE Pathway Completion	3.6%	6.9% →	+3.3%
State Seal of Biliteracy	21.5%	27.7% →	+6.2%
*State Seal of Civic Engagement		2440 → Students 2858 - 21/22	Lead the State



AUHSD Students at UC Irvine

AUHSD	Total Enrolled	Average Units	Range Units	Average GPA	Range GPA	Retention
Class of 2018	141	170.91	104-230	3.41	2.45-4.0	95%
Class of 2019	147	122.22	58-219	3.44	1.6-4.0	95% ¹
Class of 2020	122	77.30	28-141	3.40	1.78-4.0	99% ²
Class of 2021	70	34.32	0-80*	N/A	N/A	N/A

Avg. UCI Student Retention Rate:
86-88%

AUHSD Student Retention Rate:
95-99%



Measures of Success

Thriving Students,

Thriving Families,

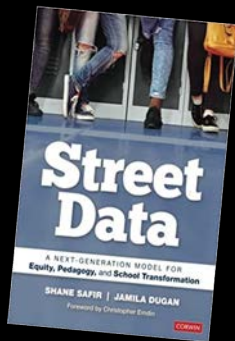
Thriving Communities!

Thriving Anaheim!





Thank You



Reference:

JAMILA, SAFIR SHANE DUGAN. *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation*. Sage Publications Inc, 2021.



California
Center for
School Climate

Questions and Answers



California
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School Climate

Upcoming Opportunities

We Welcome Your Feedback

We want to hear from you. Please fill out the post-session survey



Upcoming CDE Events

CDE Hosts: Tuesdays @ 2 Webinar Series

- Related to LCAP
- Upcoming topics
 - Engaging educational partners
 - Goals and actions
 - LCAP template and instructions



Home / Finance & Grants / Allocations & Apportionments / Local Control Funding Formula







Tuesdays @ 2 Webinar Series

Webinar information and presentation slides from the Tuesdays @ 2 webinar series hosted by the L

For any suggestions on future topics to cover, please email LASSO at LCFF@cde.ca.gov.

Upcoming Webinars

Local Control and Accountability Plan (LCAP) Training (registration)

- [Tuesday, December 6, 2022 at 2 p.m. - Introduction to Local Control Funding Formula \(LCFF\)](#)
- [Thursday, December 8, 2022 at 3 p.m. - LCAP Template and Instructions](#) 
- [Tuesday, December 13, 2022 at 2 p.m. - Engaging Educational Partners](#) 
- [Thursday, December 15, 2022 at 3 p.m. - Goals and Actions](#) 
- [Thursday, January 5, 2023 at 3 p.m. - Increased or Improved Services, Part I](#) 
- [Tuesday, January 10, 2023 at 2 p.m. - Increased or Improved Services, Part II](#) 
- [Tuesday, January 17, 2023 at 2 p.m. - California School Dashboard Local Indicator Process f](#)
- [Thursday, January 26, 2023 at 3 p.m. - Required Goals](#) 

Stay Connected with the CCSC

Newsletter: Join to stay up-to-date on events
California Safe and Supportive Schools Newsletter

Email: schoolclimate@wested.org

Website: <https://ccsc.wested.org>





Thank you for joining us.
