CalSCHLS Administration
2020/2021

For more information:
calschls@wested.org
Agenda

1. What is the CalSCHLS System in this new context?
2. Brain and Body Break
3. How are CalSCHL Surveys administered in this new context?
4. Refreshment Break and Questions
5. Why is CalSCHLS data important in this new context?
6. Exit Poll and Questions
What is the CalSCHLS System in this new context?
Learning From Home Survey

- **Spring 2020—California and Nationally**
  - Data about student Social, Emotional and Mental Health, Well-being, and Learning Engagement

- **August/September 2020—California**
  - Stakeholder Engagement—before finalizing the LCP
  - Mental Health and Social and Emotional Well-Being—how the LEA will monitor for the LCP
  - Pupil Engagement and Outreach
  - Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

- **Dates**
  - Today: LFHS Registration and Administration Open
  - September 18: Last day to administer the LFHS
  - September 25: Last update to LFHS dashboards

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### Learning from Home Survey Content

<table>
<thead>
<tr>
<th>Topic</th>
<th>Measure</th>
<th>Elementary</th>
<th>Secondary</th>
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<tbody>
<tr>
<td><strong>Routines</strong></td>
<td>Sleep hygiene</td>
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<td>✓</td>
</tr>
<tr>
<td></td>
<td>Morning meal</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Physical exercise</td>
<td>✓</td>
<td>✓</td>
</tr>
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<td></td>
<td>Schoolwork schedule</td>
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<td><strong>Learning from Home</strong></td>
<td>Days did schoolwork from home</td>
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</tr>
<tr>
<td></td>
<td>Days interacted with teachers</td>
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</tr>
<tr>
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<td>Daily hours did schoolwork from home</td>
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<td></td>
<td>Academic motivation</td>
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<tr>
<td></td>
<td>Attention on schoolwork</td>
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</tr>
<tr>
<td></td>
<td>Interest in schoolwork</td>
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</tr>
<tr>
<td><strong>Relationships</strong></td>
<td>Caring relationships with school adults</td>
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<td>✓</td>
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<td></td>
<td>Meaningful schoolwork activities</td>
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<td></td>
<td>Adult relationships</td>
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<tr>
<td></td>
<td>Parent involvement in schoolwork</td>
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<td>✓</td>
</tr>
<tr>
<td></td>
<td>Peer relationships</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Days interacted with peers</td>
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</tr>
<tr>
<td></td>
<td>Cyberbullying</td>
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<tr>
<td><strong>Social &amp; Emotional Health</strong></td>
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<td>Sadness</td>
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<td>Self awareness</td>
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<td>Optimism</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Gratitude</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Wellness</td>
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</table>
2020/21 CHKS Core Surveys

• Items were added to the Core surveys to assess areas of concern due to:
  • The Covid-19 pandemic;
  • The associated partial or complete school closures; and
  • The resulting impact on social, emotional, mental, physical health;

• The first item determines the student’s learning situation:
  • In-School
  • Remote
  • Hybrid

Your School Schedule

This year, some students have returned to their school buildings to attend school. Some students are working from home and not going to the school buildings at all. And some students are doing a combination of both.

Which of the following best describes your school schedule during the past 30 days?

- I went to school in person at my school building for the entire day, Monday through Friday. [In-School Model]
- I participated in school from home for the entire day on most or all weekdays and did not go to school in person. [Remote Learning Model]
- I went to school in person at my school building for the entire day on some weekdays and participated in school from home on other weekdays. [Hybrid Model]
- I went to school in person at my school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays. [Hybrid Model]
### New Items Elementary Core
- Wake and sleep times
- Physical activity
- Days per week talked to friends remotely (phone, computer, tablet)
- Peer relationships
- Adult from school check on how you are doing (caring relationships)
- Interested in schoolwork done at school
- Cyberbullying
- Student Wellness
- Self-efficacy
- Problem Solving

### New Items Secondary Core
- Wake and sleep times
- Physical activity
- Days per talked to friends remotely (phone, computer, tablet)
- Peer relationships
- Relationships with adult family and friends
- Adult from school check on how you are doing (caring relationships)
- Interest in schoolwork done at school
- Difficulty focusing on schoolwork
- Social-emotional distress
- Self-efficacy
- Self-awareness
- Problem Solving
- Optimism
- Gratitude
New Items Elem/Sec Core Remote/Hybrid

Average days per week went to school in-person (hybrid only)
Absences from in-person (hybrid only) and remote school
Average days per week participate in school from home
Average days per week participate in synchronous learning with teacher
Interested in schoolwork done at school/done from home

<table>
<thead>
<tr>
<th></th>
<th>Total Numbers of items by Core (original)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary In-School</td>
<td>89</td>
</tr>
<tr>
<td>Elementary Hybrid</td>
<td>95</td>
</tr>
<tr>
<td>Elementary Remote</td>
<td>36</td>
</tr>
<tr>
<td>High School In-School</td>
<td>167</td>
</tr>
<tr>
<td>High School Hybrid</td>
<td>173</td>
</tr>
<tr>
<td>High School Remote</td>
<td>101</td>
</tr>
</tbody>
</table>
CalSCHLS Survey Modules

ELEMENTARY STUDENT MODULES
- Core
- Social Emotional Health
- Cal-Wel
- District Attendance Module
- Gang Risk Awareness
- Military-Connected School
- Supplemental Health

SECONDARY STUDENT MODULES
- Core
- School Climate
- Social Emotional Health
- Tobacco
- Alcohol and Other Drug (AOD)
- Cal-Mgt
- Closing the Achievement Gap
- Community Health
- District Attendance Module
- Drug-Free Communities
- Gang Risk Awareness
- Gender Identity & Sexual Orientation-Based Harassment
- Military-Connected School
- Physical Health & Nutrition
- Resilience & Youth Development
- Safety & Violence
- Sexual Behavior

STAFF MODULES
- California School Staff Survey
- Military-Connected School
- Special Education Supports

PARENT MODULES
- California School Parent Survey
- Military-Connected School

Find and tag your district.
How are CalSCHL Surveys administered in this new context?

1. Pre-Registration
2. Registration
3. Coordination
4. Administration
Pre-Registration

1. Visit the website www.calschls.org

2. Review the surveys, modules, changes, fees.

3. Download parental notification and consent forms.
   - *It is highly recommended that parental consent forms and notifications be included in the registration or enrollment materials sent to all parents/guardians in the beginning of the school year, or with school emergency cards or other forms to be returned to the school.*
   - For updated consent forms, email calschls@wested.org.

4. Complete online portal registration
Registration

1. Email your CalSCHLS Technical Advisor
   Region 1: Crystal Britten cbritten@duerrevaluation.com
   Region 2: Ben Trigg btrigg@wested.org
   Region 3: Amanda Badorek abadorek@wested.org
   Unsure: calschls@wested.org

2. Identify Survey Options/Requirements
   • Biennial State Sample
     o Add 4-minute AOD Module in selected schools
     o Set up fee waiver for district, student fee waiver for selected schools
     o Free school level reports for selected schools
   • TUPE
     o Tier 1 and Tier 2 grantees need to survey 6th grade students (instead of 5th grade) with the secondary module as required in the 2020-23 grant RFAs.
     o The rest of the grade level requirements--7th, 9th, and 11th--remain the same.
     o 2019-22 Health Disparity grantees surveys 7th, 9th, and 11th grades only.
Registration

3. Request the MOU

- Does not require Superintendent signature unless that is the district/board policy
- Does not obligate you to conduct survey, but starts the planning process
- Does not obligate you to pay costs
  - Unless you order and receive services/products
  - If your COE (or other) is covering costs
Registration

4. Obtain Parental Consent

- State regulations require “active” or written consent in 6th grade and lower and “passive” consent in grades 7 through 12 for the basic CHKS.

- Active (Opt-in) Parental Consent (Grades 3-6).
  - No child can be surveyed until a parent/guardian has provided written permission. If a permission form is not returned, it must be assumed that parental/guardian permission has not been granted.
  
  - Written permission may be sent electronically. Carefully track written permission so you can identify students whose parents did not respond or declined participation, to ensure those students are not given the survey links.

- Passive (Opt-out) Parental Consent Grades 7-12).
  - Written information about the survey is sent to parents/guardians, who in turn have to notify the school ONLY if they do not want their child to participate in the survey. Notification of declined participation may be sent electronically. Carefully track declined participation, to ensure those students are not given the survey links.
5. Complete the Online Registration
Coordination

1. Download ONLINE Instructions and Assurance of Confidentiality PDF
Coordination

2. Create a system for each classroom, school, and district to send and receive parental consent.
   • Carefully track which students do not have permission to participate in the survey and make certain those students do not receive access to the survey link.

3. Create a system to deliver (usually via email, but also via other web-based options) school specific survey links to:
   • The correct teachers for both the CHKS student survey links and the CSSS staff links.
   • Provide students, who have parental consent, access to the survey link (via email or other web-based options such as Google Classroom)
   • The school specific CSPS parent survey links to the correct parents
Administration

1. First and foremost, make certain:
   - parent information and consent letters are delivered, and active consents returned; and
   - the correct links are sent to the correct students, staff, and parents.

2. Ensure students know who and how to contact an adult at school (counselors, nurses, or teachers) if any of the survey items bring up concerns or needs for the students.

3. Closely monitor response rates to ensure students are participating in the survey.
   - Because students and staff aren’t in the same physical location, districts will have to be extra vigilant in making certain students and staff receive the correct survey links and actually complete the survey. Districts will need to utilize their existing communication methods and implement a rigorous follow-up protocol.
Refreshment Break – 5 mins


Please use the chat box to ask any questions you might have.

We will answer questions when we return from our break.
Why is CalSCHLS data important in this new context?

Students cannot learn if they are

Hungry

Angry

Lonely

Tired

Scared
What **HALTS** learning and good decision making?

Maslow’s Hierarchy of Needs
1954
Maclean’s Triune Brain
1977

- Neomammalian/Forebrain (thoughts)
  What can I learn from this?

- Mammalian/Mid-Brain (emotions)
  Am I loved? Am I supported?

- Reptilian/Hind Brain (survival)
  Am I alive? Am I safe?
Bruce Perry’s 3Rs
Circa 2013

Neomammalian/
Forebrain
(thoughts)

Mammalian/
Mid-Brain
(emotions)

Reptilian/
Hind Brain
(survival)
Why is CalSCHLS data important in this new context?

- Academic Motivation
- Meaningful Participation
- Caring Adult Relationships (Lonely)
- School Connectedness (Lonely)
- Safety (Scared)
- Sleep (Tired)
- Bullying (Angry)
- Breakfast (Hungry)
Why is CalSCHLS data important in this new context?

- **Intensive Supports** for Students With High Risk Needs: 5%
- **Targeted Supports** for Students Who Are Hungry, Angry, Lonely, Tired or Scared: 15%
- **Universal Supports** for ALL Students—Safety, Caring Adult Relationships, Connectedness, Meaningful Participation: 80%

Why is CalSCHLS data important in this new context?
Questions?

Please type them in the chat. We will answer them shortly. While you wait, please complete this anonymous poll.

For more information, please contact:

Region 1: Crystal Britten cbritten@duerrevaluation.com
Region 2: Ben Trigg btrigg@wested.org
Region 3: Amanda Badorek abadorek@wested.org
Unsure: calschls@wested.org
Data Workshops/Presentations: Leslie Poynor lpoynor@wested.org