



# school climate health & learning

## CALIFORNIA SURVEY SYSTEM

### SPECIFICATIONS 2019/20

The *California School Climate, Health, and Learning Survey (CalSCHLS) System* is comprised of three interrelated surveys developed for, and supported by, the California Department of Education:

- The CA Healthy Kids Survey (CHKS)
- The CA School Staff Survey (CSSS)
- The CA School Parent Survey (CSPS)

**Local Control and Accountability Plans.** Data are provided for multiple LCAP state priorities, especially school climate, pupil engagement, and parent involvement. CHKS results can be disaggregated by all LCAP subgroup categories (See Tables 2 & 3).

<b>KEY CONTENT</b>	<ul style="list-style-type: none"> <li>• Student, teacher, and parental engagement</li> <li>• Academic mindset, expectations, and rigor</li> <li>• School safety (social-emotional &amp; physical), violence, victimization (bullying)</li> <li>• Discipline and order; clarity of rules and expectations</li> <li>• Student connectedness to school (belonging) and learning motivation</li> <li>• Positive interpersonal relationships among and between students, staff, and parents</li> <li>• Opportunities for meaningful participation, decision-making, and engagement</li> <li>• Substance use, depression/suicide risk, and other mental and physical health risks</li> <li>• Student social-emotional health and competence</li> <li>• Respect for diversity and equity</li> <li>• School supports for students, staff, and parents</li> <li>• Parental involvement</li> <li>• Physical environment and resources of schools</li> <li>• College and career readiness</li> </ul>
<b>SURVEY TYPE</b>	<p>Anonymous, voluntary, confidential self-report          Online and print versions          Modular and fully-customizable</p>
<b>GRADE LEVELS</b>	<p>CHKS: Grades 5 and above (7 &amp; 9 required; 5 &amp; 11 recommended)          CSSS/CSPS: All staff and parents, all grades</p>
<b>REQUIREMENTS</b>	<p>Grades 7/9 required for state-subsidized rates          Biennial administration of CHKS Core and staff survey for TUPE grantees          Passive parental consent for secondary students; written for elementary</p>
<b>ADMINISTRATION</b>	<p>By school, following detailed instructions and technical assistance          Customizable: Add questions of own choosing &amp; select modules          Student survey translated into Spanish; parent, 26 languages</p>
<b>REPORTS/DATA</b>	<p>District-level reports (CHKS &amp; CSSS posted on website) and online access          CalSCHLS data dashboard (<a href="https://calschls.org/reports-data/dashboard">calschls.org/reports-data/dashboard</a>)          School-level, custom reports (e.g., subgroup disaggregation), and datasets available</p>
<b>INFORMATION</b>	<p>Visit website (<a href="https://calschls.org">calschls.org</a>), call 888.841.7536, email: <a href="mailto:calschls@wested.org">calschls@wested.org</a></p>



**Table 1. Summary of Survey Administration 2017/18 – 2018/19**

Survey	Districts	Schools	Respondents
Students (CHKS)	743*	5,591	1,433,637
Staff	434	3,219	128,659
Parents	301	2,361	329,667

\*289 both years (39%)

**Table 2. Selected CalSCHLS Measures for Local Control Accountability Plan State Priorities**

Topic	Measure	CHKS			
		Core	School Climate	Staff	Parent
<b>School Climate</b>	School connectedness (student)	●			
	Student-staff caring relationships	●		●	●
	High expectations	●		●	
	Opportunities for meaningful participation	●		●	
	Perceived school safety	●		●	●
	Harassment and bullying	●		●	●
	Physical violence	●		●	●
	Discipline and order		●	●	●
	Respect for diversity		●	●	●
	Support for learning		●	●	●
	School responses to bullying		●	●	
	Student peer relationships		●	●	
	Staff collegiality and relational supports			●	
College and career readiness			●		
<b>Pupil Engagement</b>	Academic motivation & mindset	●	●	●	●
	Frequency of truancy	●		●	
	School absenteeism and reasons	●			
<b>Parent Involvement</b>	Efforts to involve parents in school	●		●	●
	School communication with parents				●
	Parent participation in school activities				●
<b>Facilities</b>	Quality of physical environment	●	●	●	●
	Classroom crowding		●		

**Table 3. CHKS Subgroup Categories for Disaggregation**

LCAP Subgroups	Other Subgroups	
<ul style="list-style-type: none"> <li>– Eligible for free/reduced-price meals</li> <li>– English learners</li> <li>– Foster care</li> </ul>	<ul style="list-style-type: none"> <li>– Race/ethnicity</li> <li>– Homeless</li> <li>– Parental education</li> <li>– Sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li>– Gender identity</li> <li>– Military-connected</li> <li>– Afterschool participation</li> </ul>