

Guide to Using CalSCHLS Data for CDE Priorities

This document is intended to serve as a resource for LEAs who elect to use California School Climate Health and Learning Surveys (CalSCHLS) data for California Department of Education (CDE) priorities. The examples provided are from the California Healthy Kids Survey (CHKS), California School Staff Survey (CSSS), and California School Parent Survey (CSPS) reports and dashboards.

They are not intended to be exhaustive or definitive, but rather to serve as possible data points to meet reporting requirements and to guide continuous program improvement. This document is a living document and will be updated as new requirements become available.

Introductory Guidance

The requirements in this document are copied from resources on the following CDE websites:

- [Comprehensive School Safety Plan \(CSSP\)](#)
- [Bullying/Cyberbullying Prevention Policies and Procedures \(AB 2291\)](#)
- [Local Control Accountability Plans \(LCAP\)](#)
- [School Plan for Student Achievement \(SPSA\)](#)
- [Mental Health Instruction Expansion Plan \(SB 224\)](#)
- [Pupil Suicide Prevention, Intervention, and Postvention Policies \(AB 2246\)](#)
- [Tobacco-Use Prevention Education \(TUPE\)](#)

In addition, CalSCHLS Data may be used to meet requirements for:

- [Drug-Free Communities \(DFC\) Grants](#)
- [California Learning Communities for School Success Program \(LCSSP\)](#)
- [Project Cal-Well](#)
- CHKS Biennial Survey Participation

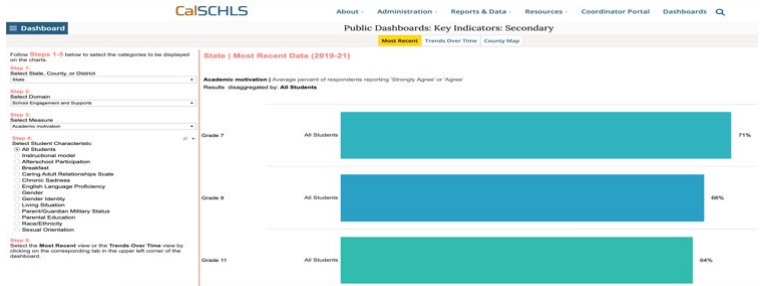

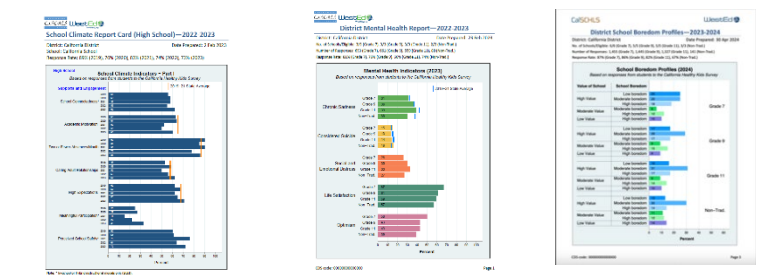
CalSCHLS Data Domains

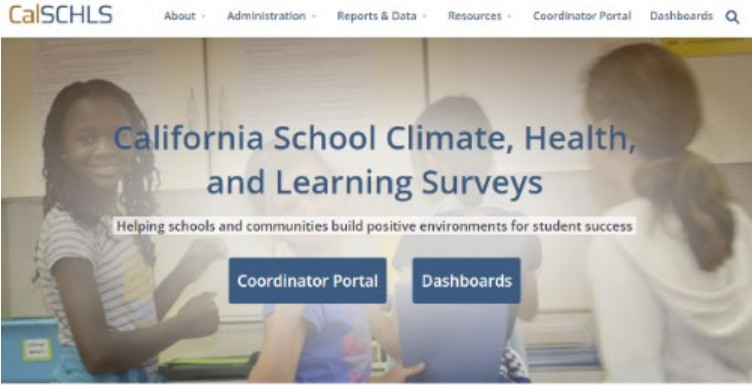
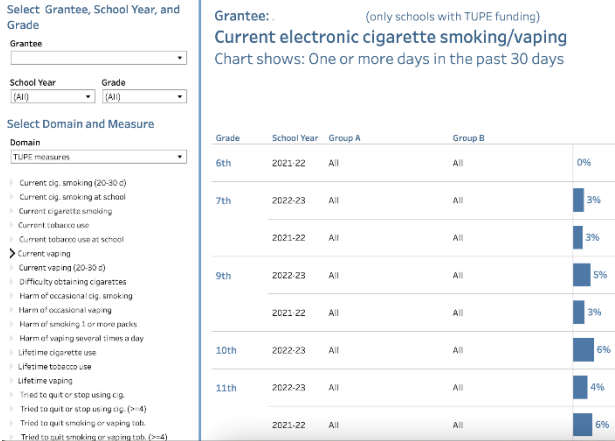
CalSCHLS Data is organized into five domains:

- School Safety and Cyberbullying (including school violence)
- School Engagement and Supports (including caring relationships and school connectedness)
- Social and Emotional Health (including mental health)
- Substance Use (including TUPE measures)
- Routines

The student (CHKS), staff (CSSS), and parent (CSPS) survey data may be accessed in one or more of the following ways:

Survey Data	Ways to Access
<p>Publicly Available District Reports</p> <p>CHKS (student) and CSSS (staff) reports are publicly available in December following the previous school year.</p>	<p>Search LEA Reports</p> <p>District and county reports from every administration of the California Healthy Kids Survey in California schools since Fall of 2007. Reports are posted in November of each year for the previous year's surveys.</p> <p>County: All District: <input type="text"/> <input type="button" value="All Reports"/> <input type="button" value="County Reports"/> <input type="button" value="Student Reports"/> <input type="button" value="Staff Reports"/></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="781 1575 1032 1801"> <p>CALIFORNIA HEALTHY KIDS SURVEY</p> </div> <div data-bbox="1156 1575 1408 1801"> <p>CALIFORNIA SCHOOL STAFF SURVEY</p> </div> </div>

Survey Data	Ways to Access
<p>Publicly Available District Dashboards</p> <p>CHKS (student) and CSSS (staff) data are updated annually in December.</p> <p>Watch a video tutorial on accessing and using the public data dashboard.</p>	 <p>The screenshot shows the CalSCHLS dashboard with filters for State, District, and School. The main content area displays 'Academic motivation' data for 'All Students' across three grade levels: Grade 7 (71%), Grade 9 (66%), and Grade 11 (64%).</p>
<p>District-Level Reports</p> <p>All CalSCHLS Survey Coordinators can order district-level reports.</p>	 <p>The image shows three distinct report covers. From left to right: 'CALIFORNIA HEALTHY KIDS SURVEY' featuring a group of students; 'CALIFORNIA SCHOOL STAFF SURVEY' featuring a group of adults in a meeting; and 'CALIFORNIA SCHOOL PARENT SURVEY' featuring a group of adults in a meeting.</p>
<p>School-Level Reports</p> <p>CalSCHLS Survey Coordinators can order additional reports, including the School Climate Report Card, the Mental Health Report, and the School Boredom Report.</p>	 <p>The image shows three school-level report covers. From left to right: 'School Climate Report Card (High School) - 2022-2023' with a bar chart; 'District Mental Health Report - 2022-2023' with a bar chart; and 'School Boredom Profile (2022)' with a bar chart.</p>

Survey Data	Ways to Access																																													
<p>Password-Protected Private Data Dashboards</p> <p>Requires a two-year paid subscription and includes all surveys: student (CHKS), staff (CSSS), and parent (CSPS)</p> <p>Watch a video tutorial on accessing and using the private data dashboard.</p>	 <p>District CalSCHLS data dashboard available — read more or see demo.</p>																																													
<p>TUPE Data Dashboard</p> <p>The TUPE data dashboard is available at no cost to TUPE grantees.</p>	 <p>Select Grantee, School Year, and Grade</p> <p>Grantee: <input type="text"/></p> <p>School Year: <input type="text"/> Grade: <input type="text"/></p> <p>Select Domain and Measure</p> <p>Domain: TUPE measures</p> <ul style="list-style-type: none"> Current cig. smoking (20-30 c) Current cig. smoking at school Current cigarette smoking Current tobacco use Current tobacco use at school Current vaping Current vaping (20-30 c) Difficulty obtaining cigarettes Harm of occasional cig. smoking Harm of occasional vaping Harm of smoking 1 or more packs Harm of vaping several times a day Lifetime cigarette use Lifetime tobacco use Lifetime vaping Tried to quit or stop using cig. Tried to quit or stop using cig. (2-4) Tried to quit smoking or vaping tab. Tried to quit smoking or vaping tab. (2-4) <p>Grantee: (only schools with TUPE funding) Current electronic cigarette smoking/vaping Chart shows: One or more days in the past 30 days</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>School Year</th> <th>Group A</th> <th>Group B</th> <th></th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>2021-22</td> <td>All</td> <td>All</td> <td>0%</td> </tr> <tr> <td>7th</td> <td>2022-23</td> <td>All</td> <td>All</td> <td>3%</td> </tr> <tr> <td></td> <td>2021-22</td> <td>All</td> <td>All</td> <td>3%</td> </tr> <tr> <td>9th</td> <td>2022-23</td> <td>All</td> <td>All</td> <td>5%</td> </tr> <tr> <td></td> <td>2021-22</td> <td>All</td> <td>All</td> <td>3%</td> </tr> <tr> <td>10th</td> <td>2022-23</td> <td>All</td> <td>All</td> <td>5%</td> </tr> <tr> <td>11th</td> <td>2022-23</td> <td>All</td> <td>All</td> <td>4%</td> </tr> <tr> <td></td> <td>2021-22</td> <td>All</td> <td>All</td> <td>6%</td> </tr> </tbody> </table>	Grade	School Year	Group A	Group B		6th	2021-22	All	All	0%	7th	2022-23	All	All	3%		2021-22	All	All	3%	9th	2022-23	All	All	5%		2021-22	All	All	3%	10th	2022-23	All	All	5%	11th	2022-23	All	All	4%		2021-22	All	All	6%
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CDE Requirements and CalSCHLS Data

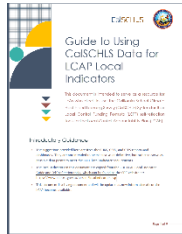
School Safety and Cyberbullying (including school violence)

Comprehensive School Safety Plan (CSSP) and Bullying/Cyberbullying Prevention

Requirements	CalSCHLS Data
<p>CSSP Requirements and Recommendations</p> <ul style="list-style-type: none"> ▪ Assessment of the current status of school crime by reviewing one or more of the following types of information: office referrals, attendance rates, suspension/expulsion data, California Healthy Kids Survey, School Improvement Plan ▪ Discrimination and Harassment Policy including policies and procedures aimed at the prevention of bullying ▪ Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site ▪ Maintain a safe and orderly environment conducive to learning at the school ▪ Rules and procedures on school discipline are established ▪ Strategies to create and maintain positive school climate and mental health protocols <hr/> <p>Bullying/Cyberbullying Prevention Policies and Procedures (AB 2291)</p> <ul style="list-style-type: none"> ▪ LEAs adopt procedures for preventing acts of bullying, including cyberbullying. It requires that the California Department of Education (CDE) post a list of available online training modules relating to bullying or bullying prevention in addition to the existing CDE training module and that LEAs make training available to certificated and all other school site employees who have regular interaction with students. 	<p>CHKS (Student) Summary of Key Indicators</p> <ul style="list-style-type: none"> ▪ Secondary <ul style="list-style-type: none"> • School perceived as very safe or safe • Experienced any harassment or bullying • Had mean rumors or lies spread about you • Been afraid of being beaten up • Been in a physical fight • Seen a weapon on campus • Cyberbullying ▪ Elementary <ul style="list-style-type: none"> • Feel safe at school • Feel safe on way to and from school • Been hit or pushed • Mean rumors spread about you • Called bad names or target of mean jokes • Saw a weapon at school • Cyberbullying ▪ CSSS (Staff) Summary of Key Indicators <ul style="list-style-type: none"> • Is a safe place for staff • Is a safe place for students • Has sufficient resources to create a safe campus • Harassment/bullying moderate/severe problem ▪ CSPS (Parent) Summary of Key Indicators <ul style="list-style-type: none"> • School is a safe place for my child • School disorder • Harassment or bullying of students

School Engagement and Supports (including caring relationships and school connectedness)

LCAP Requirements

Requirements	CalSCHLS Data
<p>Please see the Guide to Using CalSCHLS Data for LCAP Local Indicators for details on how to use the CHKS data to meet the requirements for an annual school climate survey (Priority 6) which reports data disaggregated by student groups and Priority 3, Family Engagement.</p>	

SPSA Requirements

Requirements	CalSCHLS Data
<p>Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:</p> <ul style="list-style-type: none"> ▪ Strategies to improve students’ skills outside the academic subject areas ▪ Implementation of a schoolwide tiered model to prevent and address problem behavior ▪ Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data 	<p>CHKS (Student) Summary of Key Indicators</p> <ul style="list-style-type: none"> • Academic motivation • School boredom • Meaningful participation • Social and emotional learning supports • Antibullying climate <p>CSSS (Staff) Summary of Key Indicators</p> <ul style="list-style-type: none"> • Student learning environment • Facilities upkeep • Support for social emotional learning • Provides adequate counseling and support services • Antibullying climate <p>CSPS (Parent) Summary of Key Indicators</p> <ul style="list-style-type: none"> • Teachers are responsive to child’s social and emotional needs • School provides parents with advice and resources to support my child’s social and emotional needs • School disorder

Social and Emotional Health (including mental health)

Mental Health and Suicide Prevention

Requirements	CalSCHLS Data
<p>Mental Health Instruction Expansion Plan (SB 224)</p> <ul style="list-style-type: none"> ▪ LEAs that offer one or more courses in health education to pupils in middle school or high school shall include in those courses instruction in mental health. ▪ Mental health education is a universal support. ▪ Identify resources to analyze, expand, and enhance current mental health education efforts. ▪ Make a plan to address the well-being of students in an effort to ensure all students thrive in a safe and supportive learning environment. <hr/> <p>Pupil Suicide Prevention, Intervention, and Postvention Policies (AB 2246)</p> <ul style="list-style-type: none"> ▪ LEAs are encouraged to use the CalSCHLS, YRBS, or other survey (e.g., Project CoVitality) data to determine the prevalence of suicidal ideation and behaviors, including patterns or trends, among all students, particularly among identified high-risk populations at their schools and district. ▪ Suicide Awareness and Prevention Training for School Staff ▪ Parents, Guardians, and Caregivers Participation and Education 	<p>CHKS (Student) Summary of Key Indicators</p> <p>Elementary:</p> <ul style="list-style-type: none"> • Frequent sadness • Wellness <p>Secondary:</p> <ul style="list-style-type: none"> • Social emotional distress • Experienced chronic sadness/hopelessness • Considered suicide • Optimism • Life satisfaction <p>CSSS (Staff) Summary of Key Indicators</p> <ul style="list-style-type: none"> • Provides adequate counseling and support services • Student depression moderate/severe problem <p>CSPS (Parent)</p> <ul style="list-style-type: none"> • Table A5.2 Student Feeling Hopeful About the Future • Table A7.1 School provides quality counseling or other ways to help students with social or emotional needs

Substance Use (including TUPE measures)

TUPE Progress Report Requirements

Requirements	CalSCHLS Data
<p>The TUPE Office expects grantees to administer the CHKS Core Module in grades 5th or 6th, and then 7th, 9th, and 11th every other year to understand tobacco-related perception and behavior. If administering the CHKS elementary core module, a grantee is also expected to administer the TUPE elementary supplemental module.</p>	<p>CHKS (Student) Summary of Key Indicators</p> <ul style="list-style-type: none"> • Current tobacco use • Current marijuana use • Current cigarette smoking • Current use of vape products • Current tobacco vaping • Current marijuana vaping <p>CSSS (Staff) Summary of Key Indicators</p> <ul style="list-style-type: none"> • Tobacco use moderate/severe problem • Vaping/e-cigarette use moderate/severe problem <p>CSPS (Parent)</p> <ul style="list-style-type: none"> • Table A8.1 Tobacco/Vaping use • Table A8.3 School bans tobacco/vaping use