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# The California Healthy Kids Survey

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**California School Climate, Health, and Learning Surveys (CaSCHLS)**



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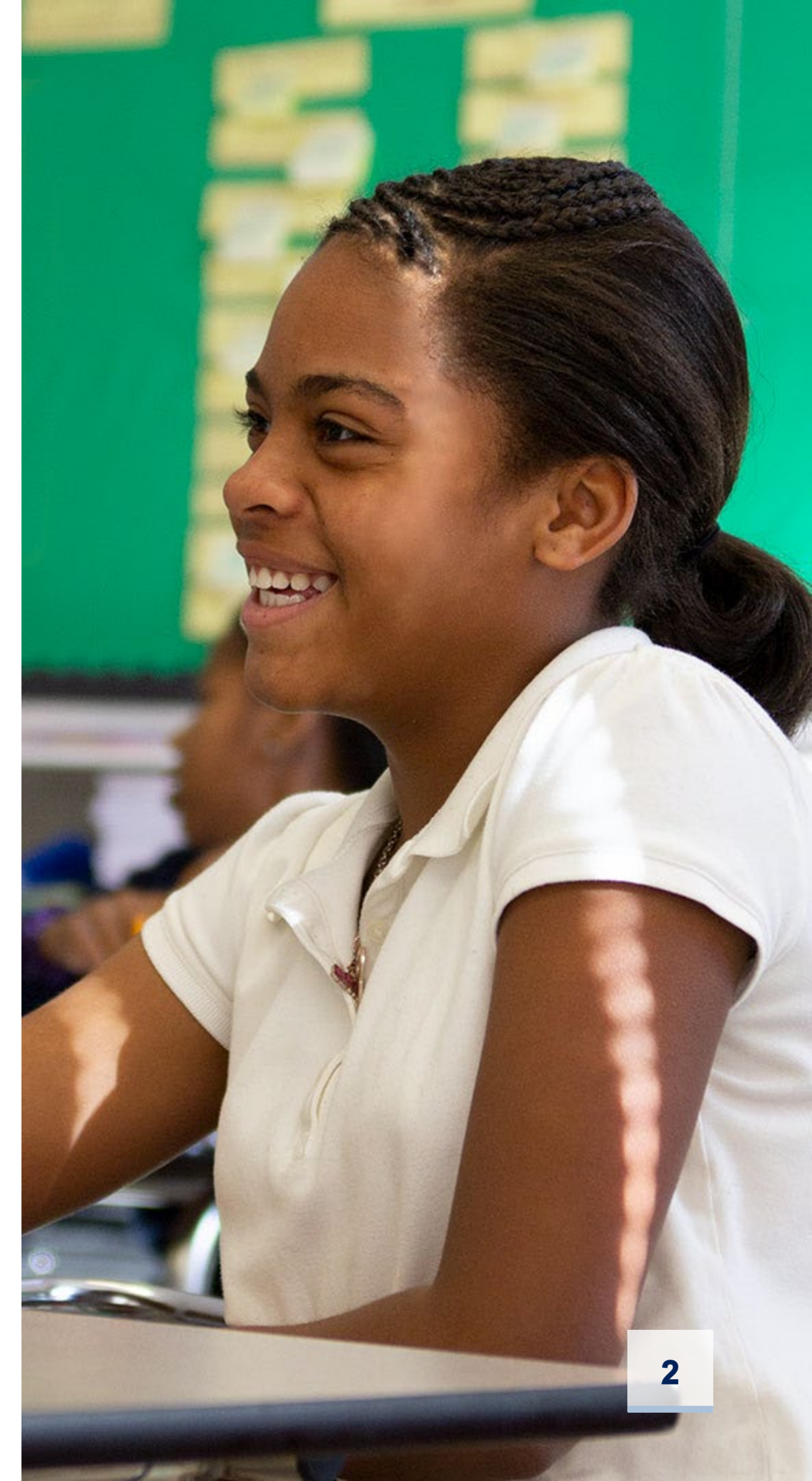
# California School Climate, Health, and Learning Surveys (CaSCHLS)

## Comprised of Three Surveys

1. Student Survey – The California Healthy Kids Survey (CHKHS)
2. Staff Survey – The California School Staff Survey (CSSS)
3. Parent Survey – The California School Parent Survey (CSPS)

## Modular Components

- Core Module – required of all participants
- Supplementary Modules – optional
- Custom Modules – district developed questions





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# California Healthy Kids Survey

## Local CHKS

- Provides local data to districts and schools to improve academic achievement, school climate, and social-emotional, behavioral, and physical health.

## County CHKS

- County level results provided if sufficient district participation.
- 2019-21 results available for 49 of 58 counties.

## Biennial State CHKS

- Biennial CHKS Core & Behavioral Health Module administered to randomly selected statewide sample of schools.

## CHKS Administration

- Grades 5, 7, 9, 11
- Every other year for TUPE grantees or if used for LCAP Priority 6 (School Climate Indicator)

## Dissemination of Results

- Detailed district reports
  - [calschls.org/reports-data/search-lea-reports](https://calschls.org/reports-data/search-lea-reports)
- Topical summary reports (School Climate and Mental Health Reports)
  - [calschls.org/reports-data/#slcr](https://calschls.org/reports-data/#slcr)
- Public and District Dashboards
  - [calschls.org/reports-data/public-dashboards](https://calschls.org/reports-data/public-dashboards)
  - [calschls.org/my-surveys](https://calschls.org/my-surveys)

## Local CHKS Administration – 2020/21 through 2021/22

Survey	Districts	Schools	Respondents
Students (CHKS)	694	5,227	1,204,375
Staff (CSSS)	399	3,252	137,658
Parents (CSPS)	313	2,558	311,338

\*296 districts administered CHKS both years.

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## Aggregated Local CHKS — Trends

### Aggregate CHKS data collected from all participating schools between 2015/16 and 2021/22

- 3.1M participants from 3,200 schools
- Trends results similar in schools with different administration sequences
- We have results from 2021-22 (last year)
  - when the majority of students returned to in-person instruction

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# Measures

## Academic Motivation (4 questions)

- I try hard to make sure that I am good at my schoolwork.
- I try hard on my schoolwork because I am interested in it.
- I work hard to try to understand new things when doing my schoolwork.
- I am always trying to do better in my schoolwork.

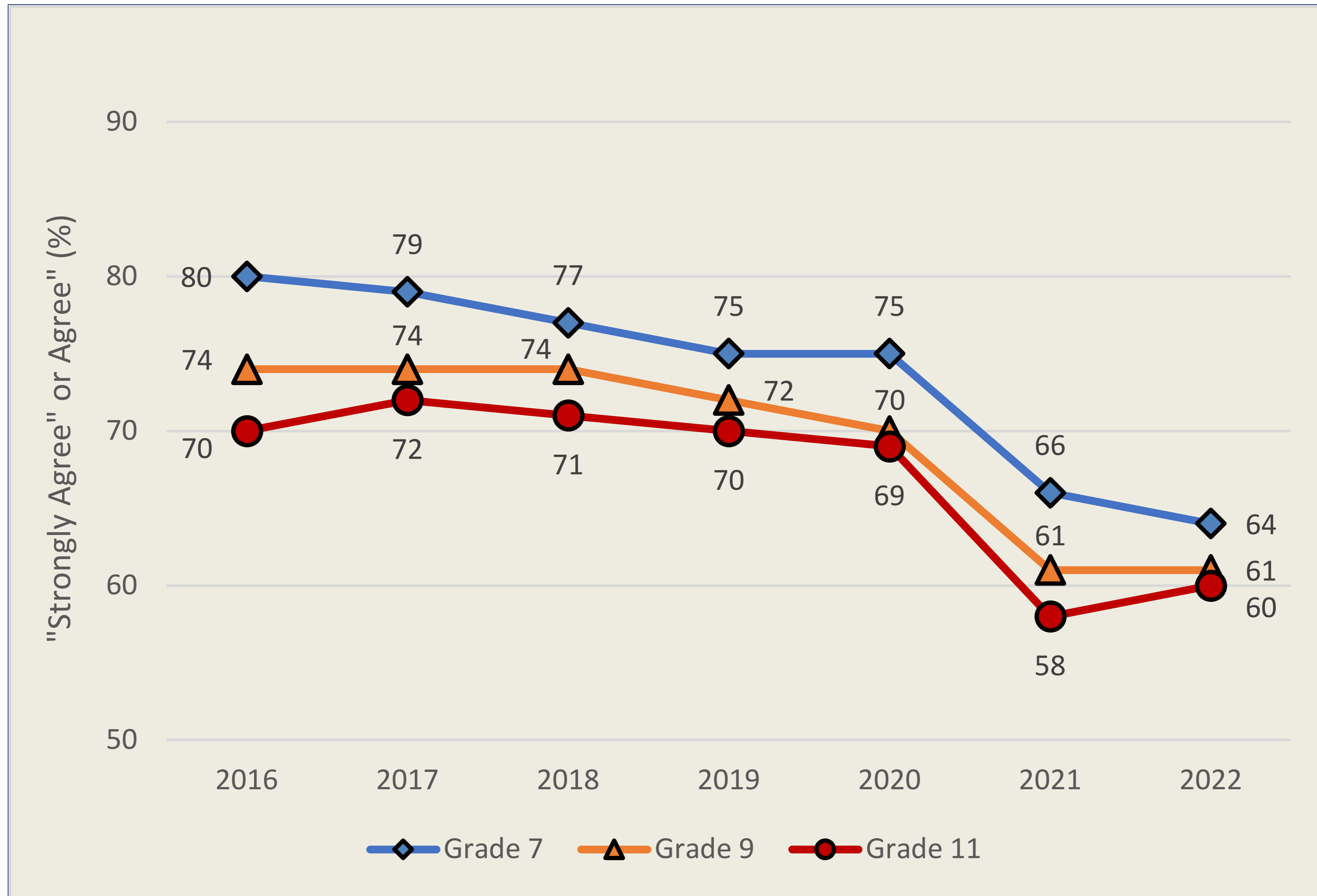
## School Connectedness (5 questions)

- I feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- The teachers at this school treat students fairly.
- I feel safe in my school.

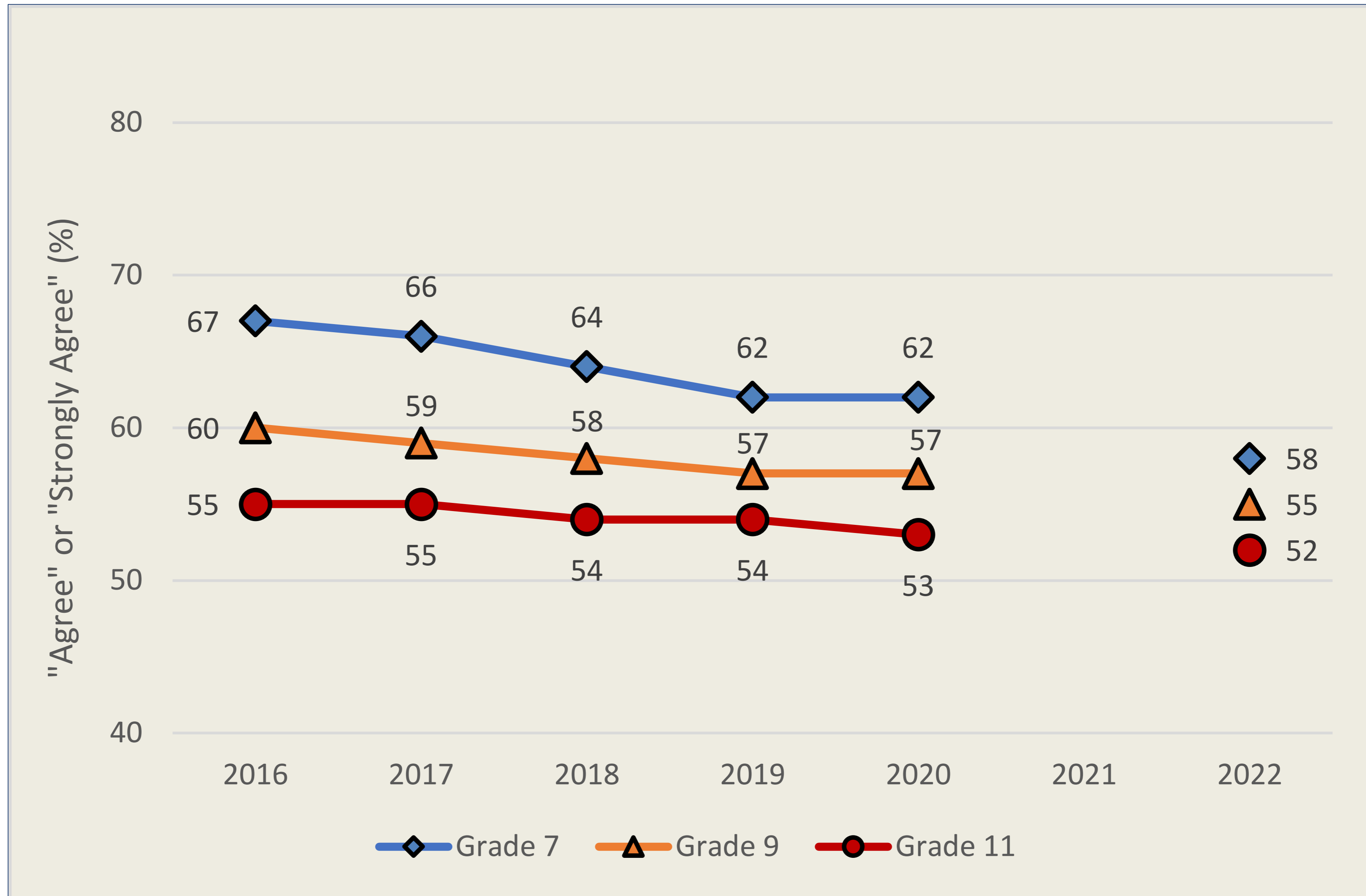
## Chronic Sadness (1 question)

- During the past **12 months**, did you ever feel so sad or hopeless almost every day for **two weeks or more** that you stopped doing some usual activities?

# Academic Motivation – Local Aggregated CHKS, 2015/16 to 2021/22

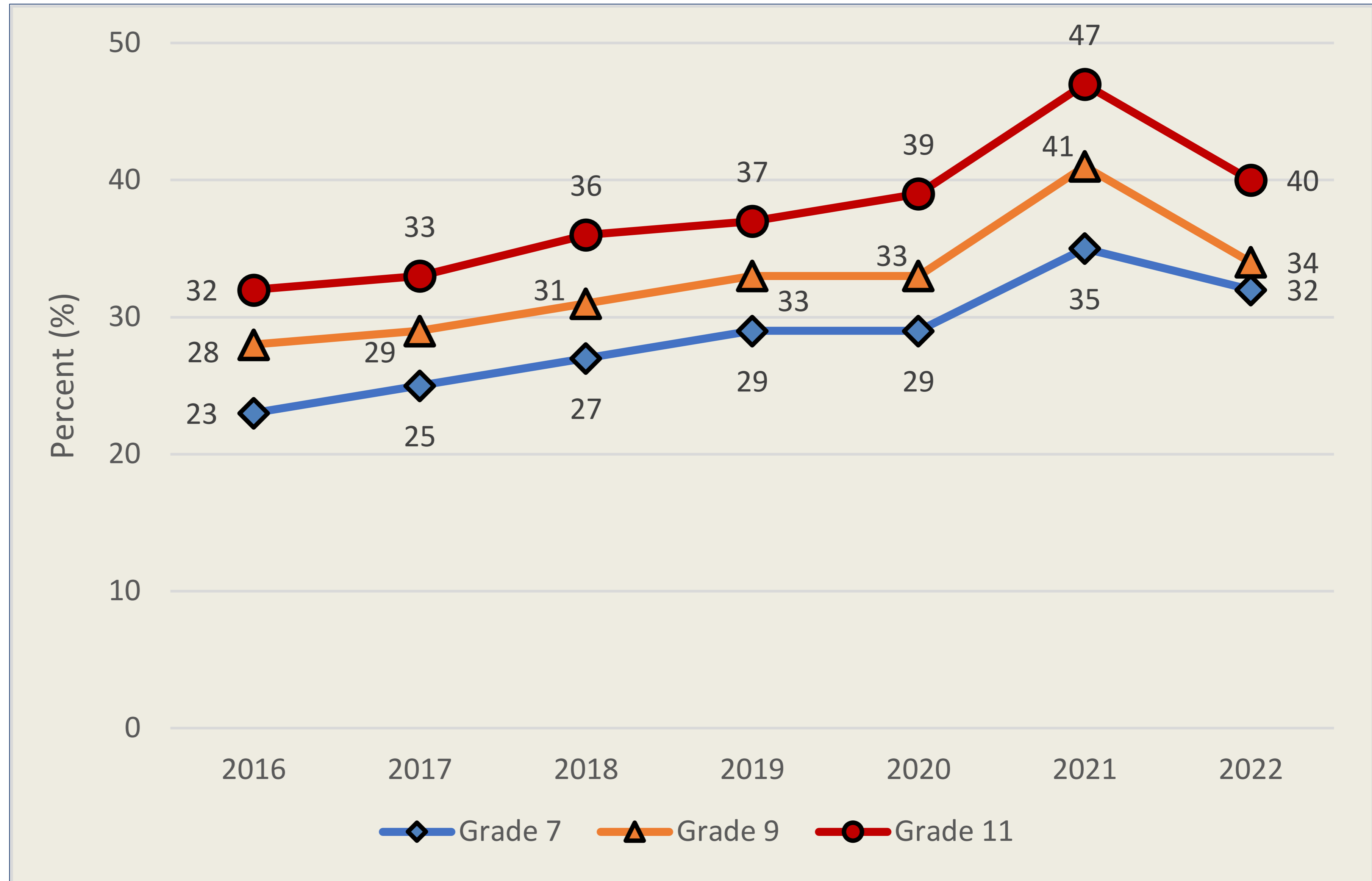


# School Connectedness – Local Aggregated CHKS, 2015/16 to 2021/22





# Chronic Sadness – Local Aggregated CHKS, 2015/16 to 2021/22



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# Data Use Practices: Survey Results

1. Disaggregate survey results by student characteristics (e.g. gender identity, race/ethnicity)
2. Disseminate survey results with educational partners (e.g. students, staff, family members)
3. Explore the "why" behind the survey results; survey results are one source of data
4. Engage in action planning with educational partners
5. Establish benchmarks for continuous improvement efforts





# San Diego Unified School District

- **District: Identified a Local Control Accountability Plan Goal: All students deserve to experience affirming classrooms that honor and leverage their lived experiences**
  - Use multiple data sources to monitor LCAP goal including CHKS, real-time disaggregated attendance, and real-time chronic absenteeism data
- **Schools: About 37% of goals developed for their School Plans for Student Achievement (SPSA) included CHKS as a data source to monitor progress.**
  - Various roles and educational leaders use the data to inform baseline needs, strengths, areas of growth, monitor progress, and identify strategies.
    - Example: Middle counselor collaborating with counseling and administration to present data annually to all staff and connecting data results from student, staff, and parent surveys; implemented several strategies to address needs.





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# Supports Requested by Districts: Data Use Practices

1. Deciding on a school climate focus area that is data-informed
2. Identifying indicators that align to a focus area (e.g. What indicators align with reducing chronic absenteeism?)
3. Engaging with students and other educational partners to understand the "why" behind their survey results (e.g. facilitating conversations with students, empathy interviews, listening circles)
4. Utilizing best practices in action planning
5. Understanding best practices in disseminating survey results

