



California  
Center for  
School Climate



**Beyond LCAP Compliance: Disaggregating  
Your California Healthy Kids Survey Data  
to Improve School Climate**

**CalSCHLS**

# Zoom Poll: Which picture best represents your feelings when it comes to your local school climate survey data results?



# Agenda

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- Overview
- Interpretation: What do my results actually mean?
- Translation: How can I use results to support my community's needs?
- Question and Answer
- Upcoming Opportunities

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# Welcome



**Leslie Poynor, PhD**  
**CalSCHLS State Coordinator**  
**WestEd**



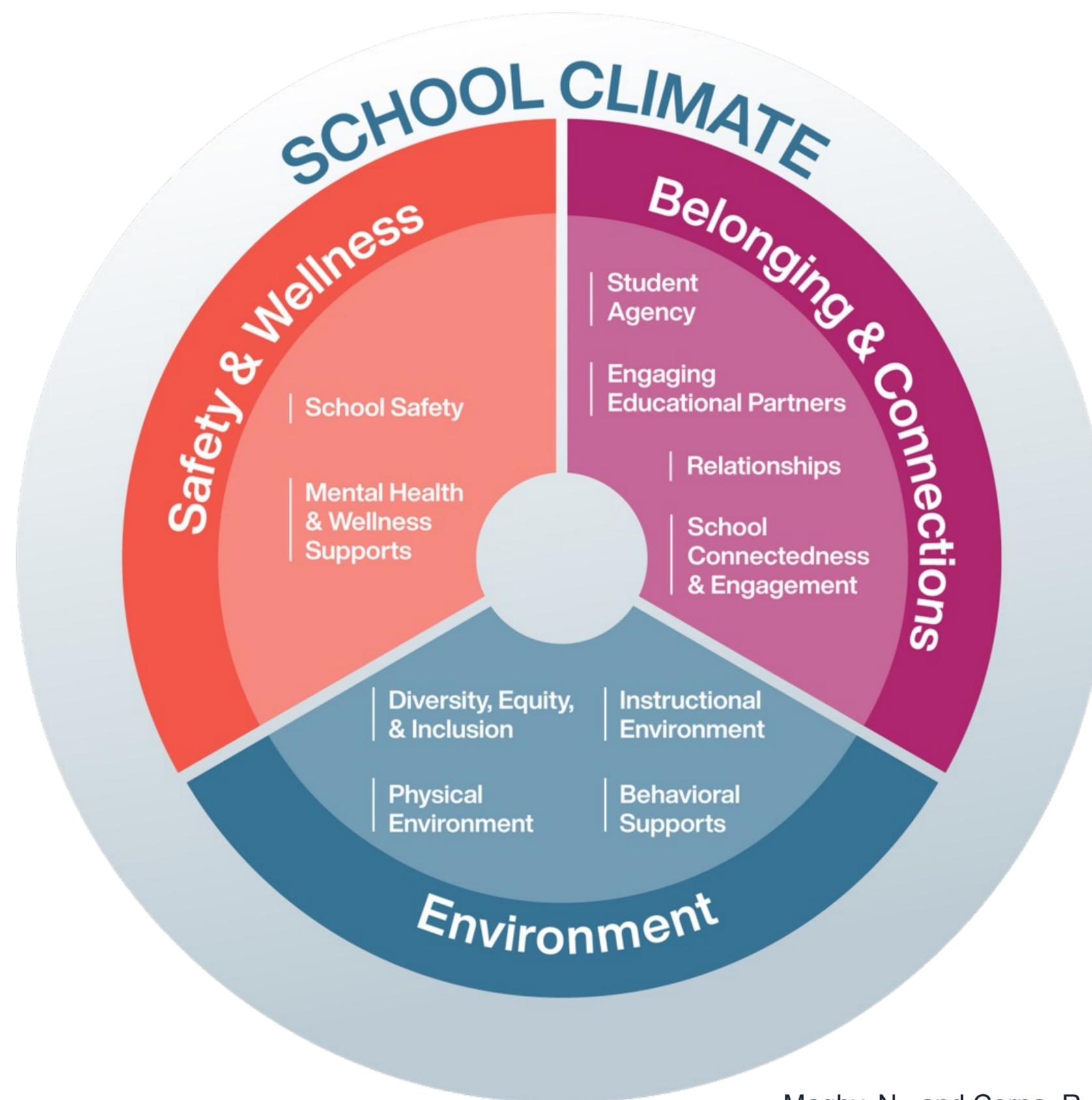
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## Overview

# School Climate Domains



Magby, N., and Cerna, R. (2023)

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# Local Control Funding Formula (LCFF) Priority 6 School Climate Indicators

## State Indicator

- School Suspension Rate

## Local Indicator

- Student Safety
- School Connectedness

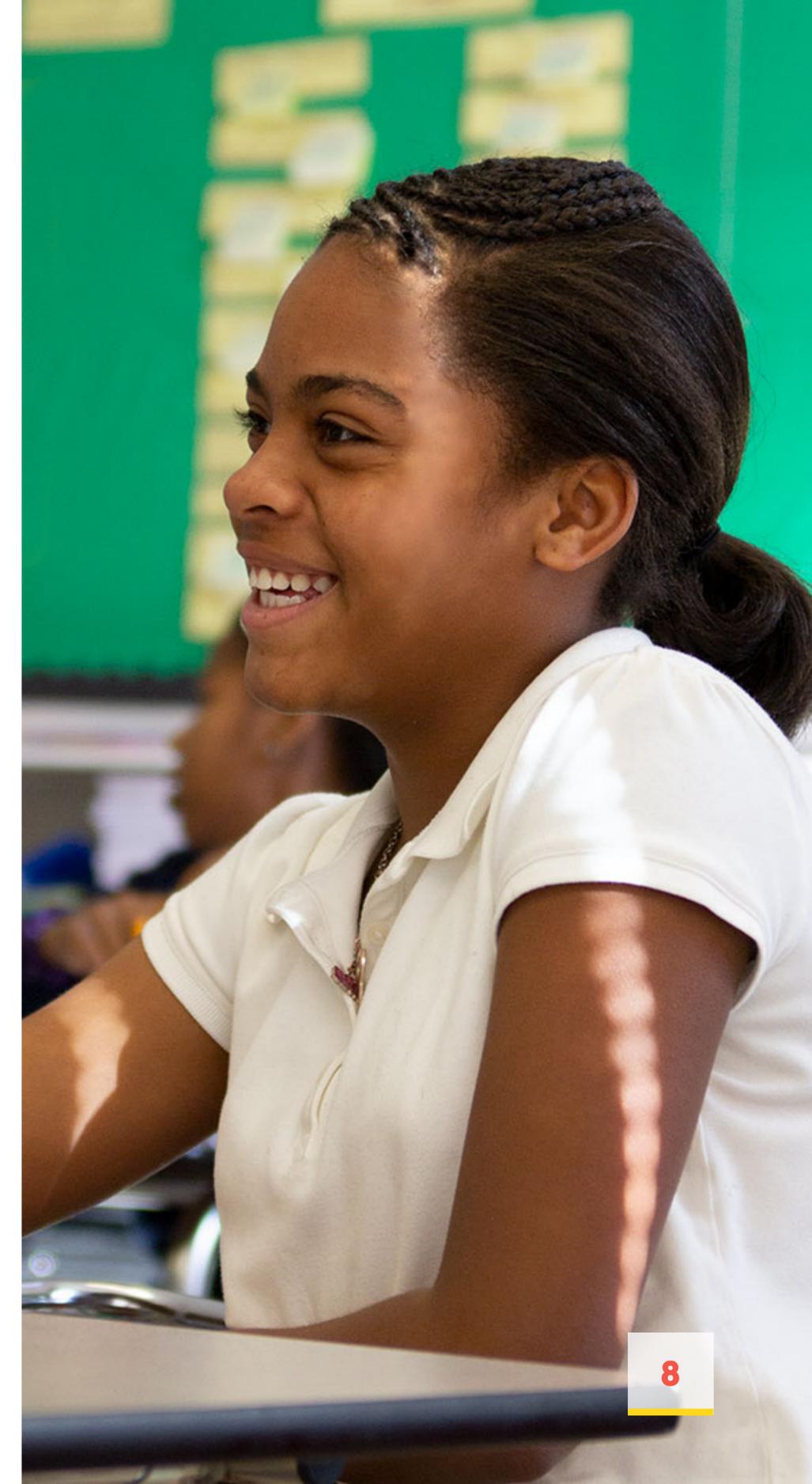
Assessed via administration of a local school climate survey to students that provides valid measures of these domains

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# Data-Informed

Measuring school climate provides data needed to:

- Identify strengths
- Identify opportunities for growth
- Set goals
- Monitor progress



# How can I strengthen school climate?

## Interpretation

Identify strengths/  
areas of  
growth

Disaggregate  
data

Identify an  
area of focus

## Translation



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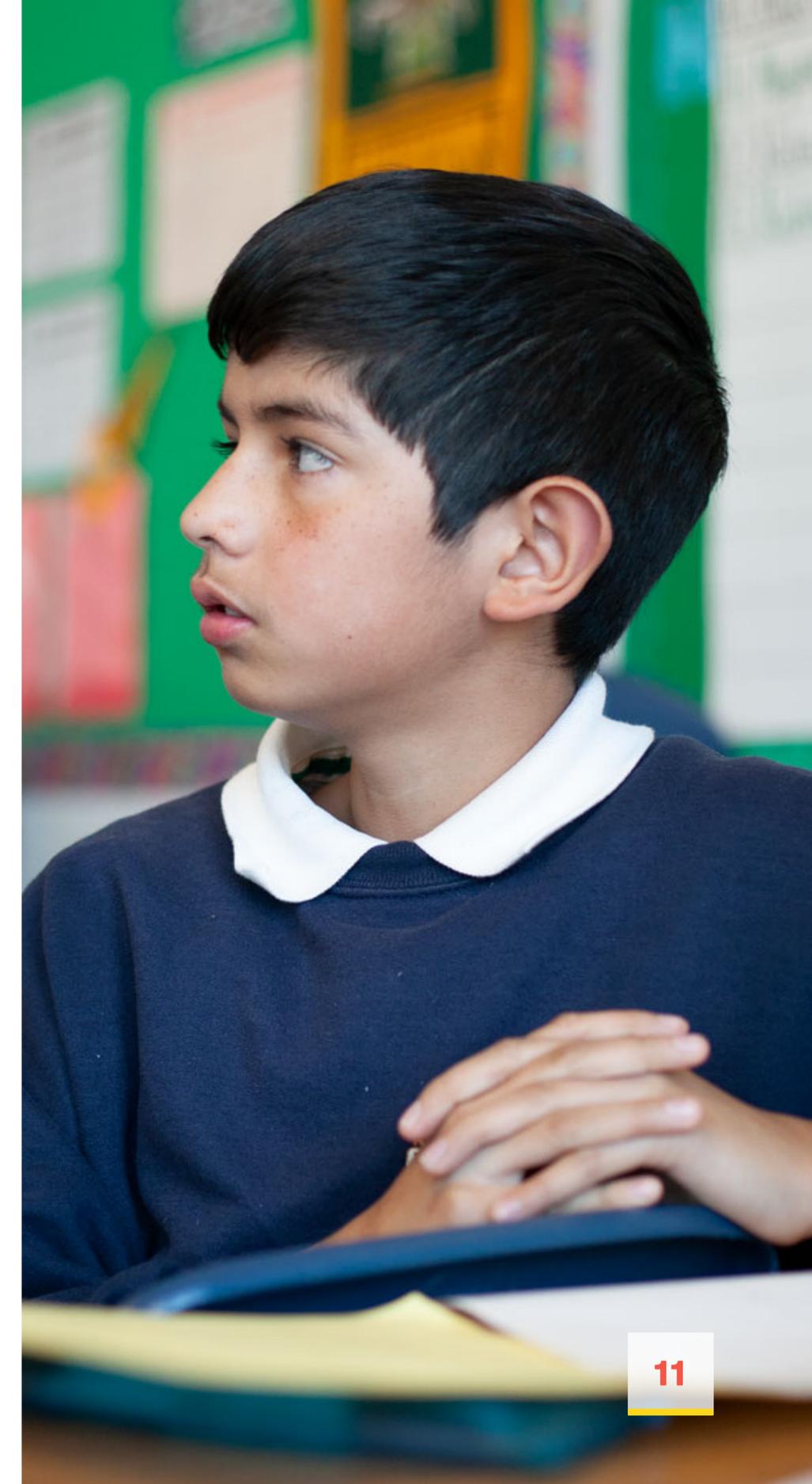
## **Interpretation: What do my results actually mean?**

- Identify strengths and growth opportunities
- Find groups of students who need supports by disaggregating data

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# Where can you find California Healthy Kids Survey (CHKS) data?

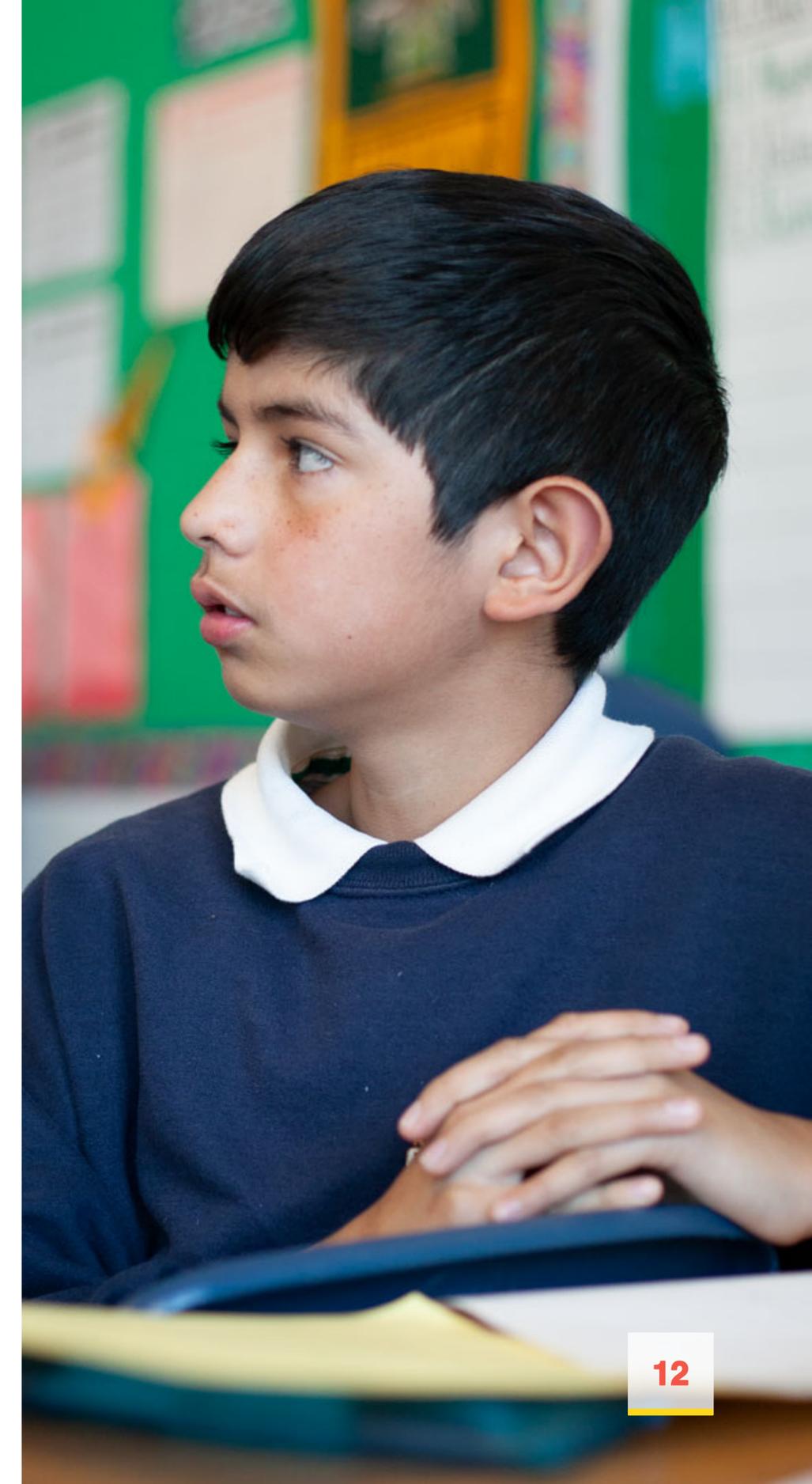
- **CaSCHLS PDF Reports**
- **CaSCHLS Public Dashboard**
- **CaSCHLS Private Dashboard**



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**Who can you contact for more information on the California Healthy Kids Survey (CHKS) data?**

**Any of our CalSCHLS Technical Advisors at [calschls@wested.org](mailto:calschls@wested.org)**

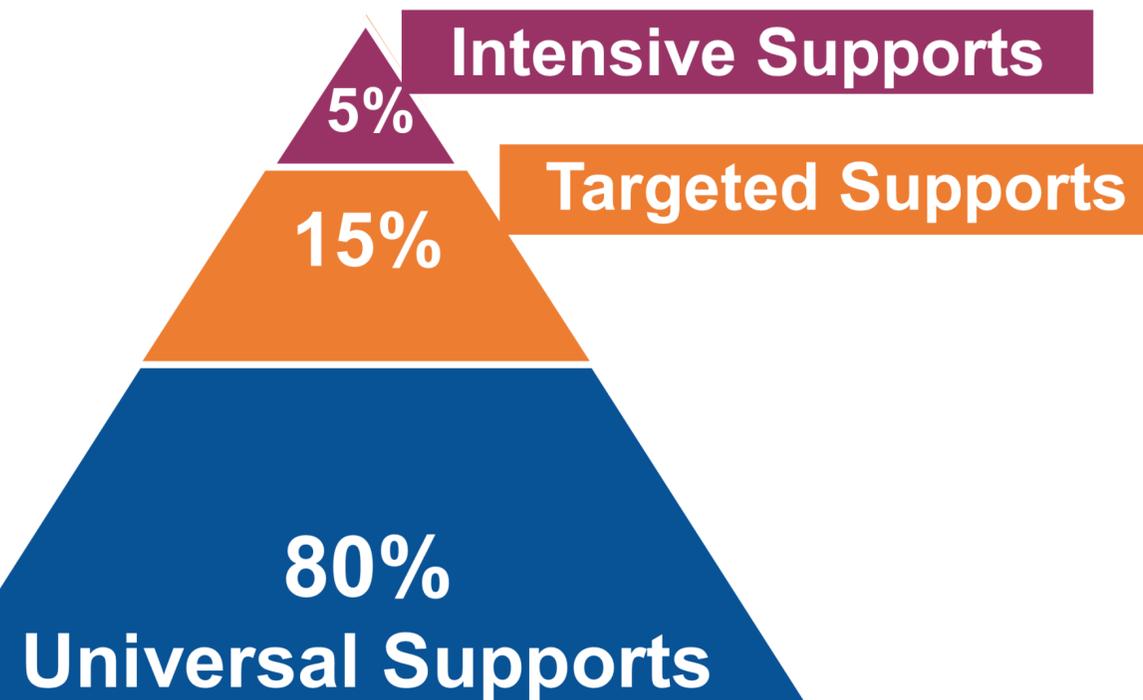


# Interpret your CHKS report

## Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
<b>School Engagement and Supports</b>					
School connectedness <sup>†#</sup> <i>(In-School Only)</i>	62	60	55	51	A6.4
School connectedness <sup>†ψ</sup> <i>(Remote Only)</i>					A6.4
Academic motivation <sup>†</sup>	64	62	61	42	A6.4
School is really boring <sup>±</sup>	48	55	60	49	A6.11
School is worthless and a waste of time <sup>±</sup>	15	18	18	23	A6.11
Monthly Absences (3 or more)	17	15	18	39	A6.2
Maintaining focus on schoolwork <sup>†</sup>	41	30	21	34	A6.10
Caring adult relationships <sup>‡</sup>	62	61	65	75	A6.4
High expectations-adults in school <sup>‡</sup>	77	73	73	83	A6.4
Meaningful participation <sup>‡</sup>	28	24	25	26	A6.4
Facilities upkeep <sup>†Φ</sup>	32	16	16	55	A6.14
Promotion of parental involvement in school <sup>†</sup>	51	38	26	35	A6.4
<b>School Safety and Cyberbullying</b>					
School perceived as very safe or safe <sup>Φ</sup>	61	54	49	59	A8.1

# Interpret your CHKS data



If at least 80% of students report

- having a **caring relationship** with one adult at school,
  - feeling **connected** to school, and
  - perceiving school as **safe** or very safe,
- then **universal supports are robust, strong, and effective.**

Once your universal supports are strong you can focus time and resources on the targeted and intensive supports for risk behaviors.

# Identify strengths and areas of growth



[CalSCHLS Dashboard](#)

## Caring Adult Relationships at School Scale

State | Most Recent Data (2017-19)

Caring Adult Relationships Scale | Average percent of respondents reporting 'Very Much True' or 'Pretty Much True'

Results disaggregated by: All Students



# Disaggregate data to find groups of students who need supports

## Step 4:

Choose Student Characteristic

- All Students
- Afterschool Participation
- English Language Proficiency
- Free/Reduced-price Meal Eligibi..
- Gender
- Gender Identity
- Living Situation
- Parent/Guardian Military Status
- Parental Education
- Race/Ethnicity
- Sexual Orientation

Disaggregate data to find groups of students who need supports

## Caring Adult Relationships at School Scale by Race/Ethnicity

State | Most Recent Data (2017-19)

Caring Adult Relationships Scale | Average percent of respondents reporting 'Very much true' or 'Pretty Much True'

Results based on: Race/Ethnicity



# Identify strengths and areas of growth

## Perceived Safety at School

State | Most Recent Data (2017-19)

Perceived safety at school | Average percent of respondents reporting 'Very Safe' or 'Safe'

Results disaggregated by: All Students



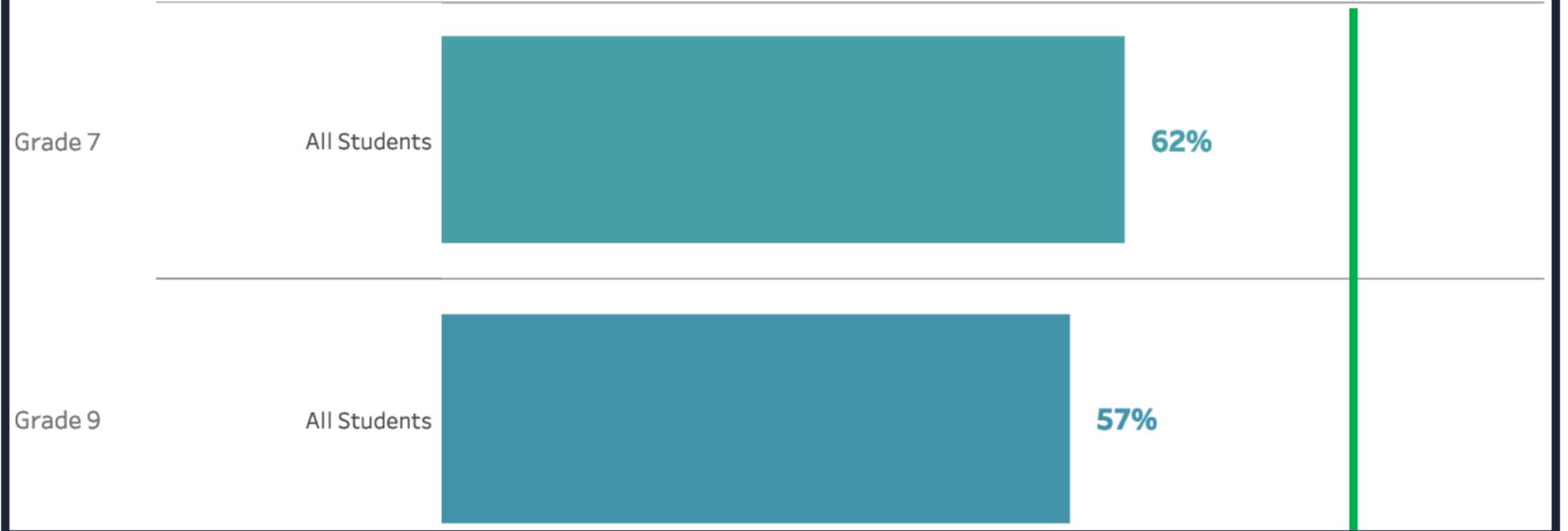
# Identify strengths and areas of growth

## School Connectedness

State | Most Recent Data (2017-19)

School connectedness (In-School) | Average percent of respondents reporting 'Strongly Agree' or 'Agree'

Results disaggregated by: All Students



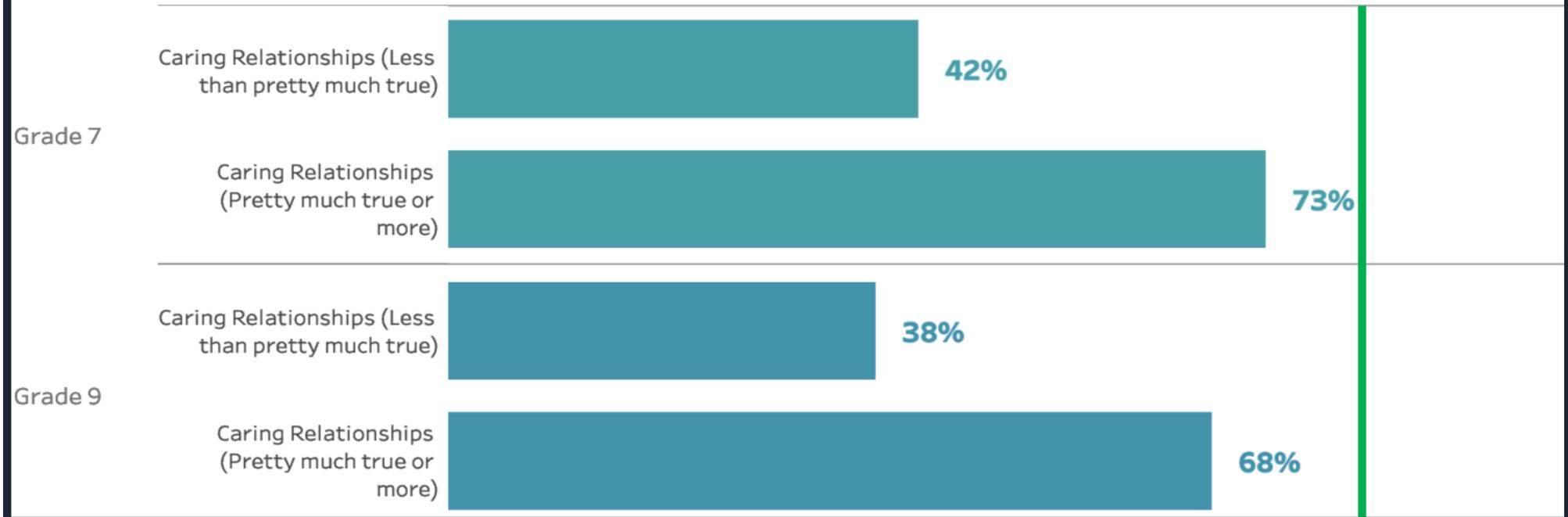
Disaggregate data to find groups of students who need supports

## School Safety by Caring Adult Relationships at School

State | Most Recent Data (2017-19)

Perceived safety at school | Average percent of respondents reporting 'Very Safe' or 'Safe'

Results disaggregated by: Caring Adult Relationships Scale



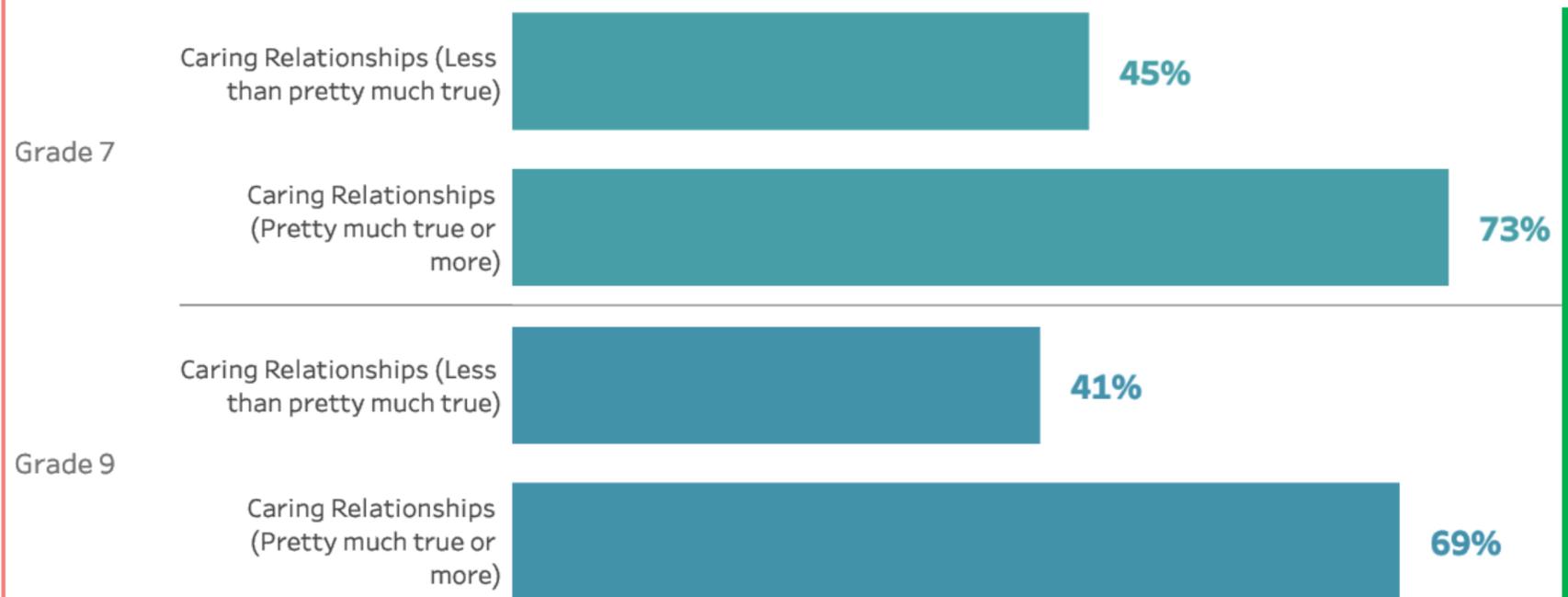
Disaggregate data to find groups of students who need supports

## School Connectedness by Caring Adult Relationships

State | Most Recent Data (2017-19)

School connectedness (In-School) | Average percent of respondents reporting 'Strongly Agree' or 'Agree'

Results disaggregated by: Caring Adult Relationships Scale





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**Translation: How can I use results to support my community's needs?**

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# Example: San Diego Unified

## San Diego Unified

[Back to Overview](#) [View Additional Reports](#) [Show School Details](#)

**STANDARD MET**

### Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

### Local Climate Survey Summary

The district has conducted a census administration of the California Healthy Kids Survey (CHKS) at the secondary level for many years, initially on an every-other-year basis. Starting in 2016, the grade 5 survey was added, and a switch was made to annual administration.

Based on 2022 survey results, 79 percent of grade 5 students reported that they feel safe at school most or all of the time. For the secondary level, 53 percent of grade 7 students, 59 percent of grade 9 students, and 61 percent of grade 11 students reported that they feel safe or very safe at school.

The CHKS includes a scale for school connectedness, derived from responses to five survey questions:

- Do you feel close to people at school?
- Are you happy to be at this school?
- Do you feel like you are a part of this school?
- Do teachers treat students fairly at school?
- Do you feel safe at school?

Overall, the school connectedness percentages of students responding at grade 5, "Yes, all of the time" or "Yes, most of the time," and at grades 7, 9, and 11, "Strongly Agree" or "Agree" were: grade 5 – 74%; grade 7 – 56%; grade 9 – 58%; and grade 11 – 58%. The percentages for secondary grade levels have generally returned to the pre-pandemic levels of the 2019 survey; results for fifth grade reflect a modest increase from 2019.

# Example: San Diego USD

## *School Safety and School Connectedness*

### Local Climate Survey

- Administered at secondary level every other year
- Switched administration to include grade 5 and happens annually since 2016

Grade	School Safety <sup>1</sup>	School Connectedness <sup>2</sup>
5	79%	76%
7	53%	56%
9	59%	58%
11	61%	58%

1: Percentage of students responding to the CHKS who reported feeling safe or very safe at school.

2: Percentage of students responding to the CHKS who reported an average of “5: Yes, all the time” or “4: Yes, most of the time: on five questions related to school connectedness.

# San Diego Unified: Horace Mann Middle School

California Center for School Climate  
AUDIO GALLERY

Horace Mann Middle School  
SAN DIEGO, CA

LISTEN TO THIS AUDIOCAST // [ccsc-gallery.wested.org](https://ccsc-gallery.wested.org)

## ENGAGING THE SCHOOL COMMUNITY IN THE TRANSFORMATION PROCESS

CA Center for School Climate  
Engaging the School Community in the Transform...  
SOUNDCLOUD  
Share

15:47

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on school climate and data use to local education agencies in California.  
Learn more about this work and listen to all the audiocasts in this series at [ccsc-gallery.wested.org](https://ccsc-gallery.wested.org).

DEPARTMENT OF EDUCATION  
STATE OF CALIFORNIA

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unwelcoming or inequitable aspects of the school climate are included in sustainable continuous improvement efforts.<sup>4</sup>

The first step toward building a campus environment where students and staff felt a sense of connection and belonging was to assess the current disciplinary systems and practices that staff implemented in their classroom communities. The school's Cougar Culture Committee was developed when students and staff voiced concerns about not feeling safe on campus. Classroom data showed high levels of behavioral referrals and classroom incidents at the time, which motivated the grassroots response from staff members who formed the Cougar Committee. From the outset, Committee lead and English teacher Catherine Fox-Copeland asked students to identify the ideal qualities that the school could embody. Students expressed the need for joy as well as rewards

- Began a school transformation process by:
  - identifying needs
  - engaging partners
  - using team-based approaches
- Student survey measured:
  - connectedness
  - trusted adult on campus
- Students weren't feeling connected in person; staff needed to slow down and go back to focusing on relationships.
- Staff-led collaborative climate teams created a shared vision for safe and supportive learning environments.
- Vision comes to life when school leaders:
  - facilitate collaboration
  - listen to the community
  - use data to continuously inform their efforts

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# Data-Informed Practice

- **Consider additional data needed to support your school climate area of focus**
  - **What is the "why" behind your data?**
  - **Develop a plan to collect these data**
  - **Identify who needs to be involved in the decision to collect these data**
- **Develop a plan for ongoing inquiry cycles.**



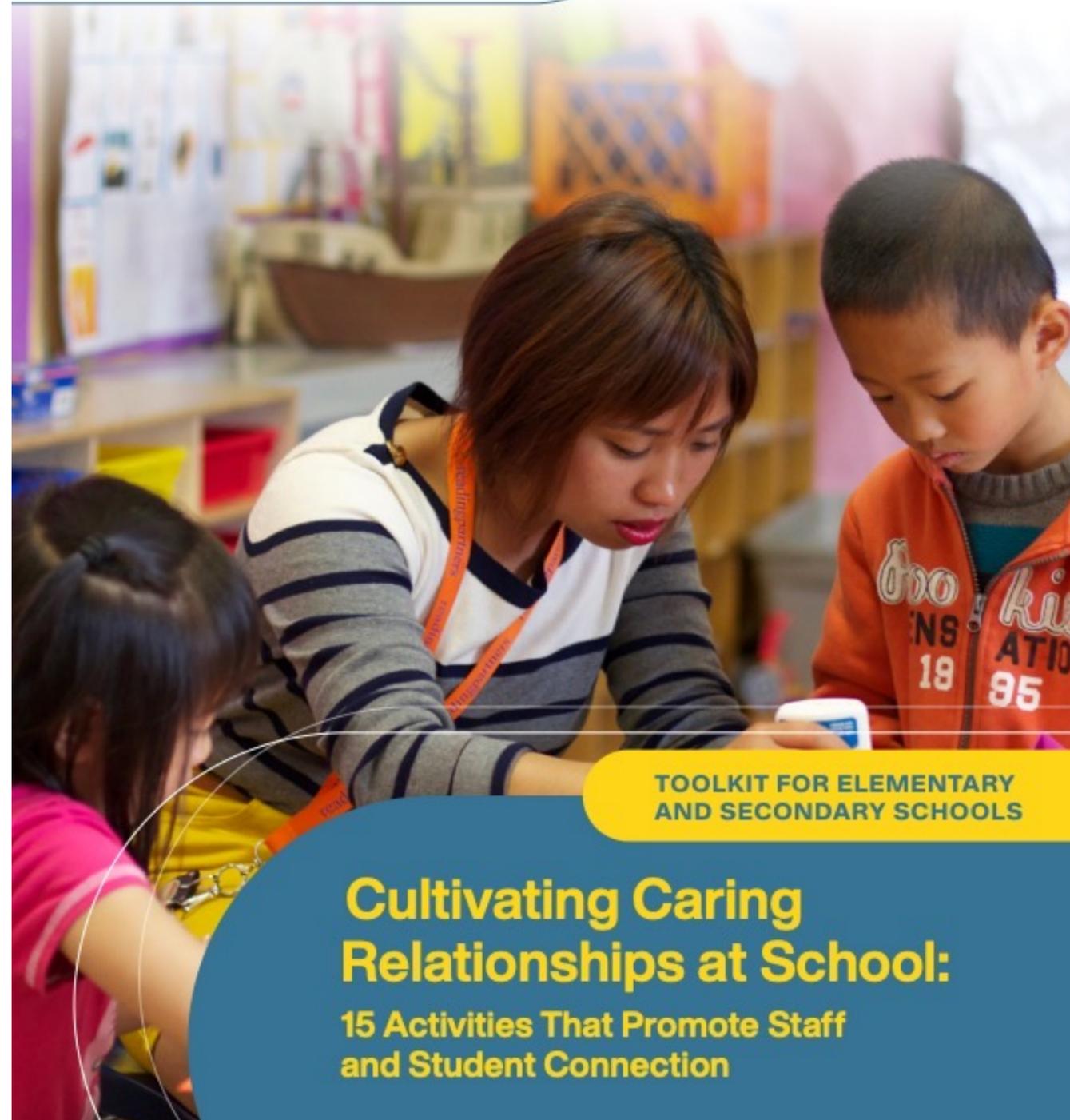
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# A Few Reminders ...

- **Anyone can work with data.**
- **Start with what you have and where you are.**
- **Data exists all around us.**
- **Engage students, families, staff, and community members.**



# Resources





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**Questions?**



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**Thank you!**