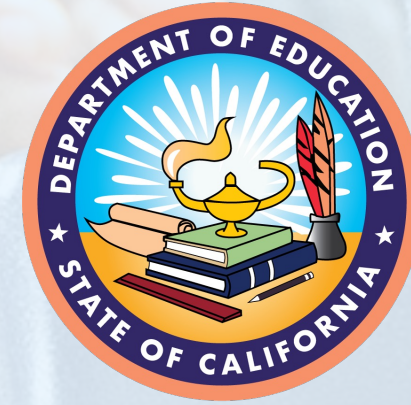




California
Center for
School Climate



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

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



Agenda

- 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



Welcome

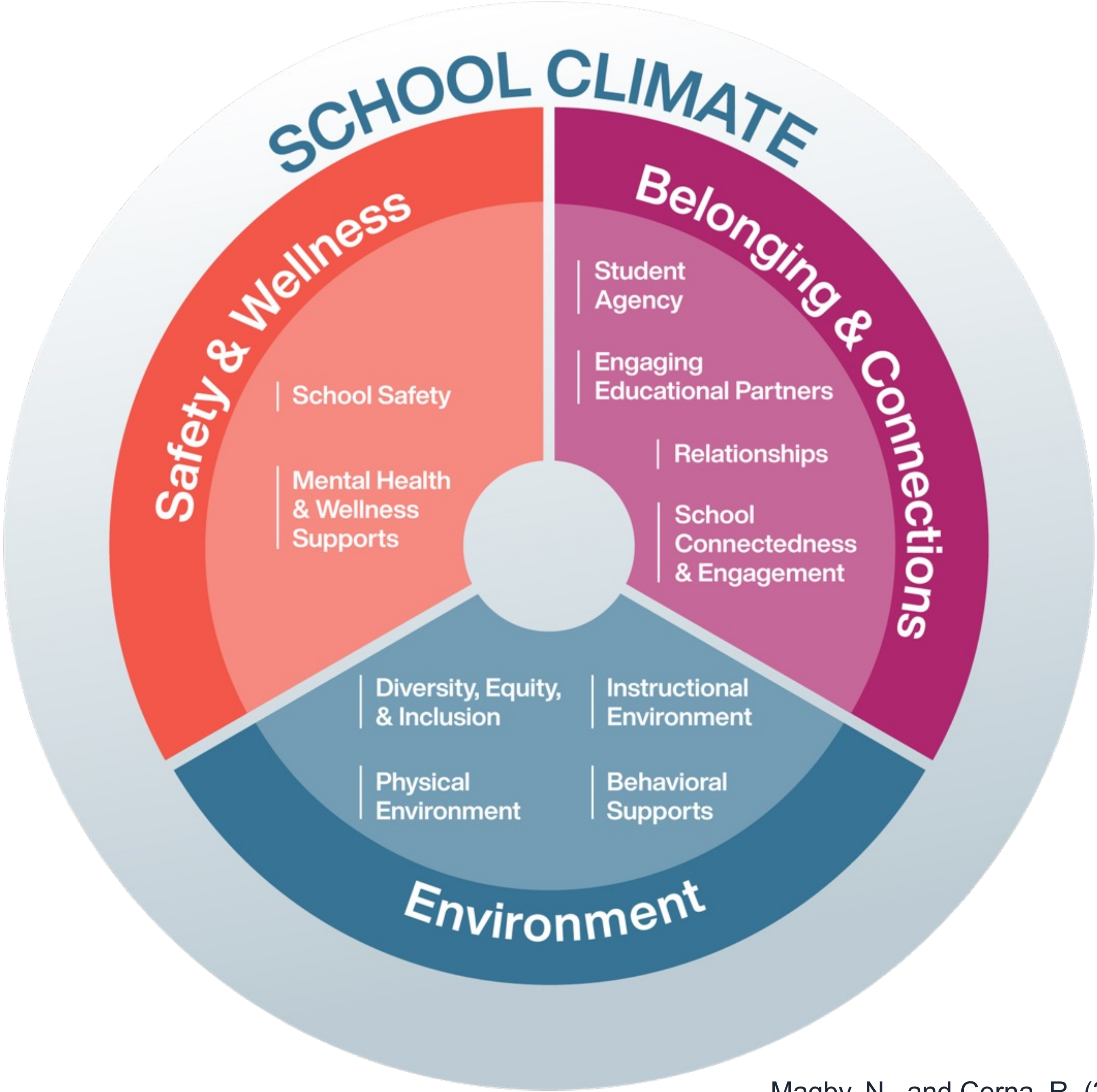


Leslie Poynor, PhD
CalSCHLS State Coordinator
WestEd



Overview

School Climate Domains



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

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

State Indicator

- School Suspension Rate

Local Indicator

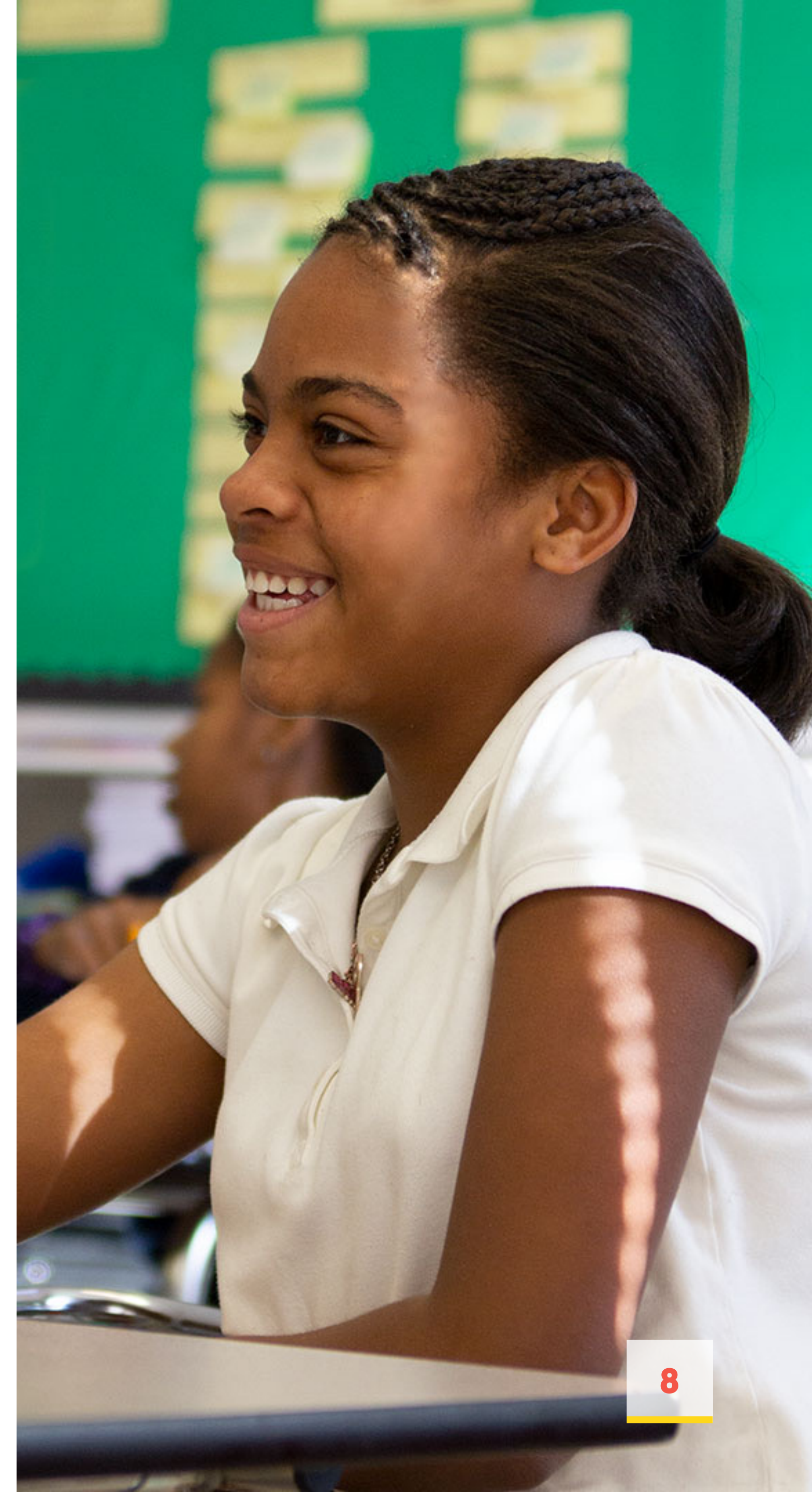
- Student Safety
- School Connectedness

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

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?

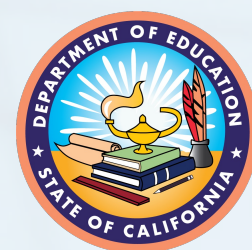
Interpretation

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

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

- CalSCHLS PDF Reports
- CalSCHLS Public Dashboard
- CalSCHLS Private Dashboard



**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**

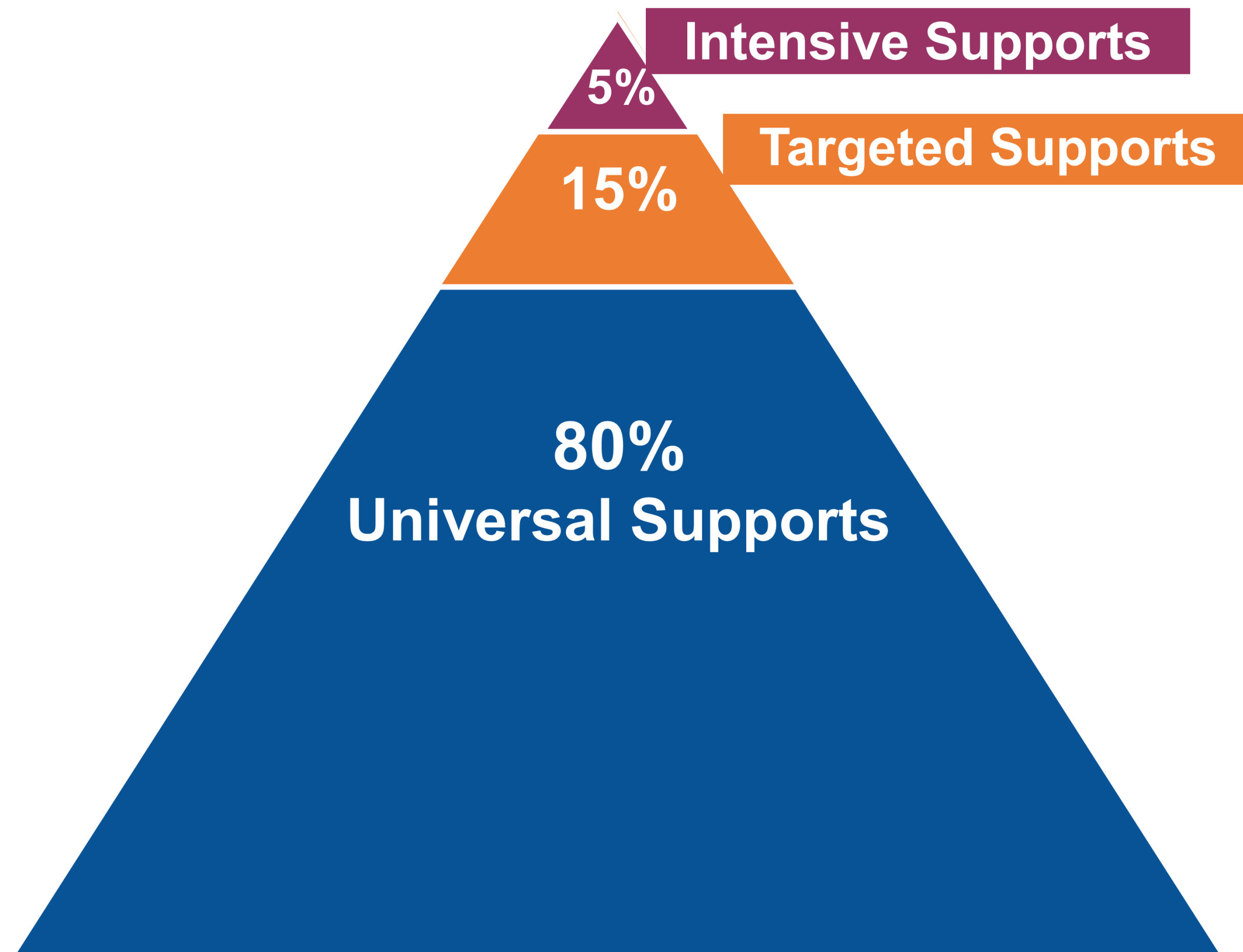


Interpret your CHKS report

Key Indicators of School Climate

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

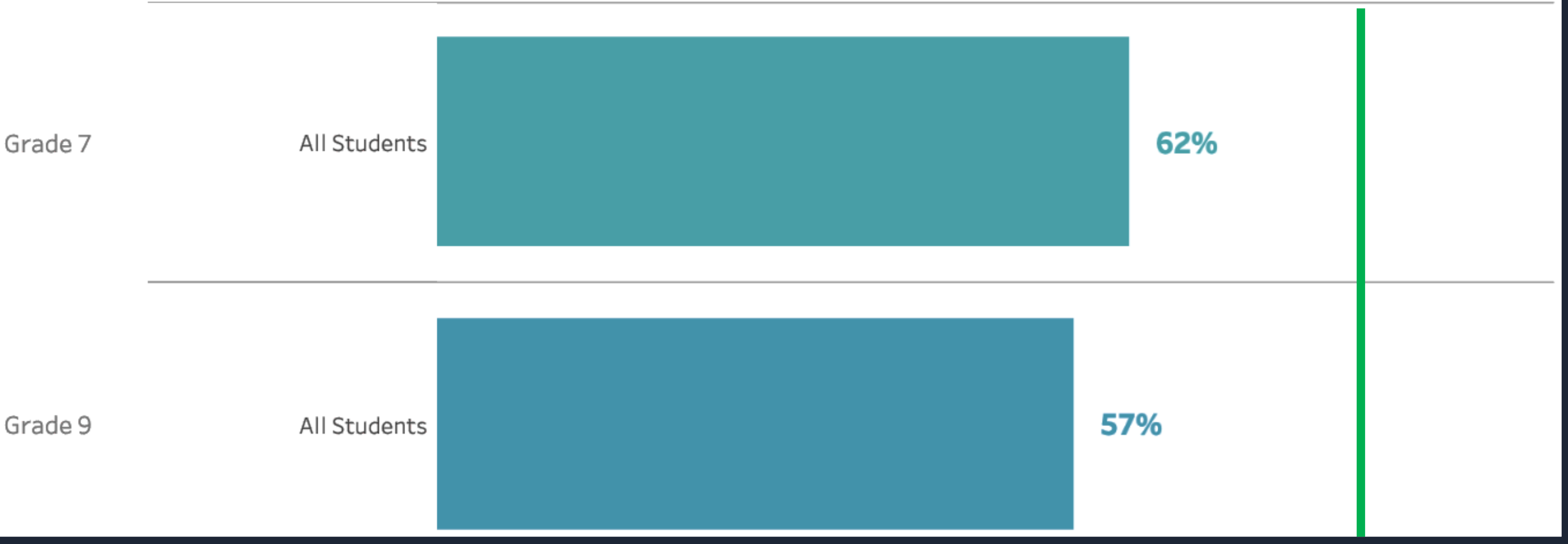


School Connectedness

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

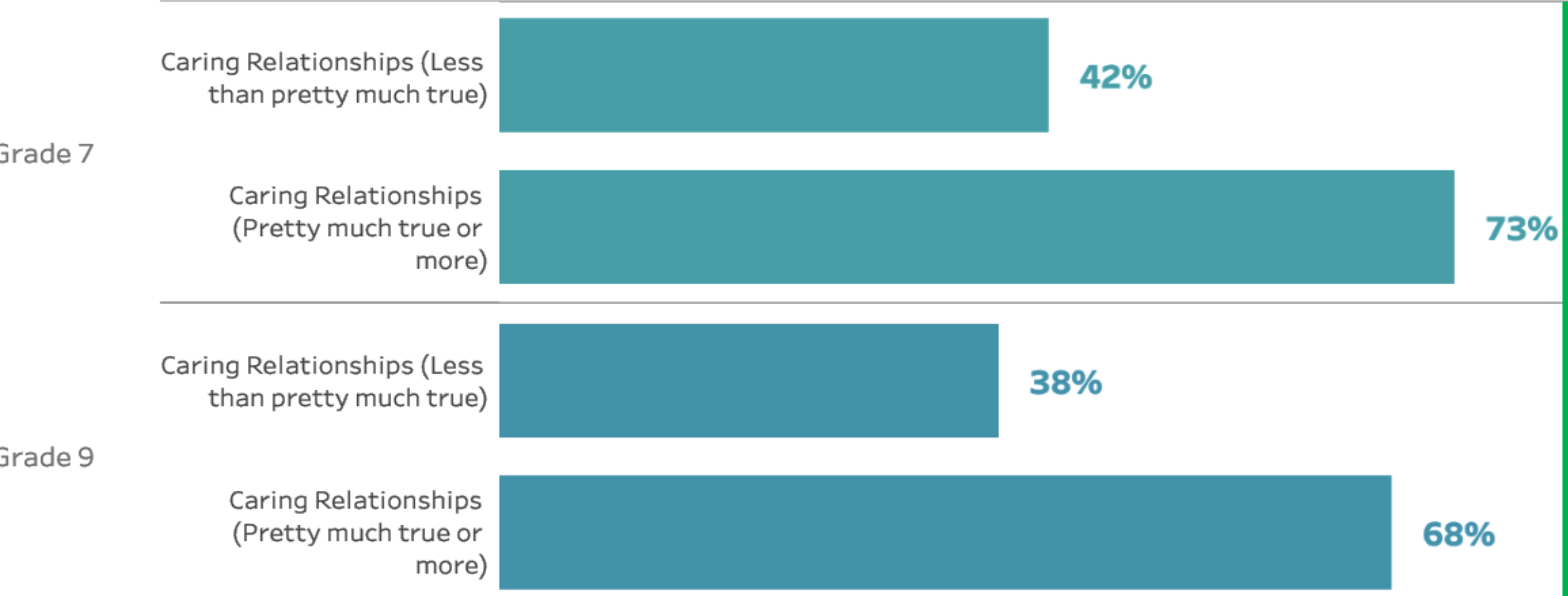


School Safety by Caring Adult Relationships at School

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



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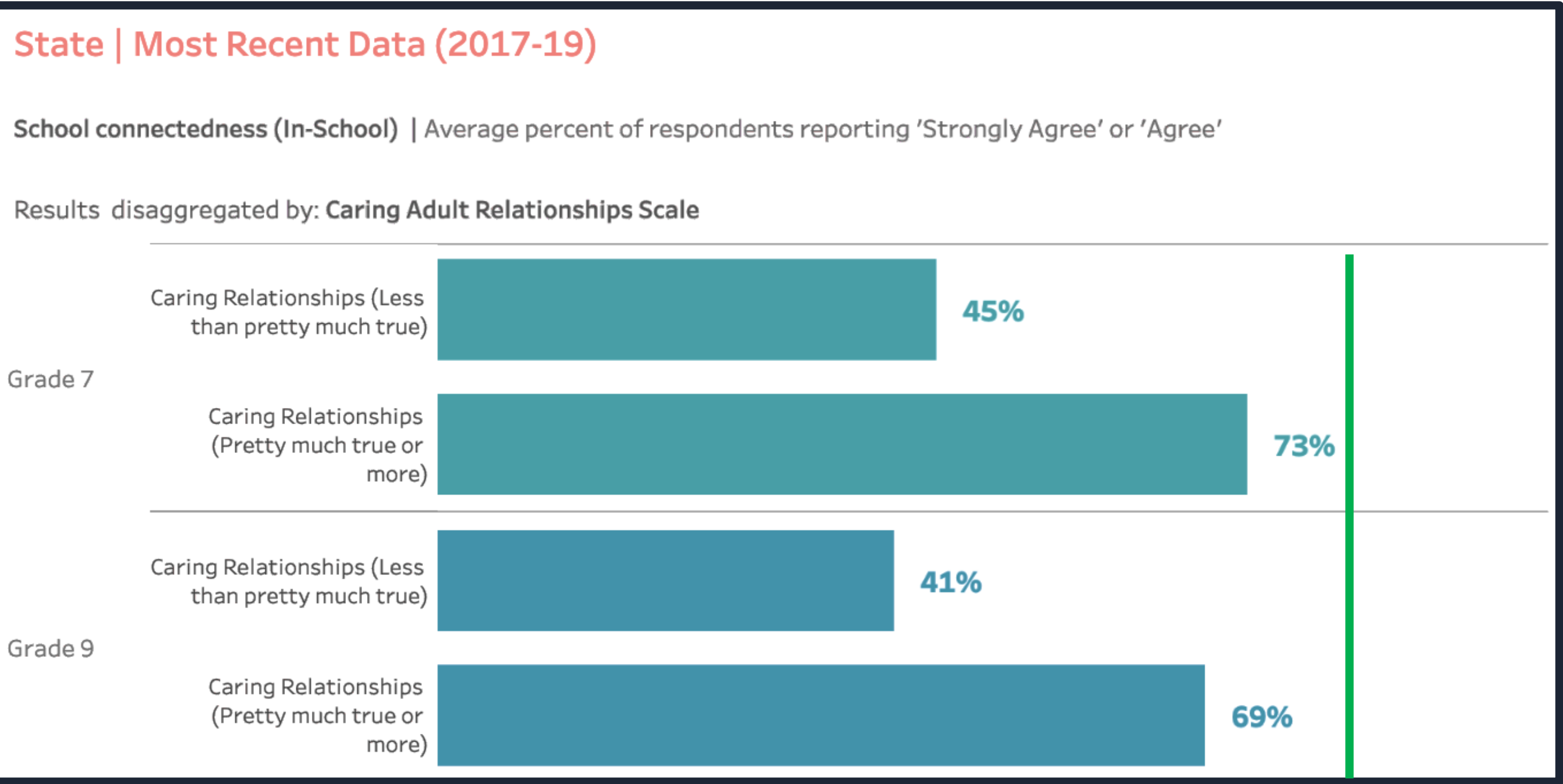


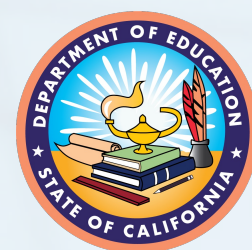


Disaggregate data
to find groups of
students who
need supports



School Connectedness by Caring Adult Relationships





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

Example: San Diego Unified

San Diego Unified

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

Academic Performance

- English Language Arts
- Mathematics
- English Learner Progress
- Implementation of Academic Standards

Academic Engagement

- Chronic Absenteeism
- Graduation Rate
- Access to a Broad Course of Study

Conditions and Climate

- Suspension Rate
- Basics: Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey

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.

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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 ¹	School Connectedness ²
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

The screenshot shows the California Center for School Climate Audio Gallery. At the top, the CCSC logo and 'AUDIO GALLERY' are visible. Below, a section for 'Horace Mann Middle School, SAN DIEGO, CA' features the title 'ENGAGING THE SCHOOL COMMUNITY IN THE TRANSFORMATION PROCESS'. A SoundCloud player is embedded, showing the audio title 'Engaging the School Community in the Transform...' and a waveform. The page also includes a 'Privacy policy' link, a 'WestEd' logo, and a paragraph of text about the school's climate transformation process. The text describes how the school's Cougar Culture Committee was developed in response to high levels of behavioral referrals and classroom incidents, and how it aimed to create a sense of connection and belonging for students and staff.

California Center for School Climate
AUDIO GALLERY

Horace Mann Middle School
SAN DIEGO, CA

LISTEN TO THIS AUDIOCAST // 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

Privacy policy

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.

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

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

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- 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

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.

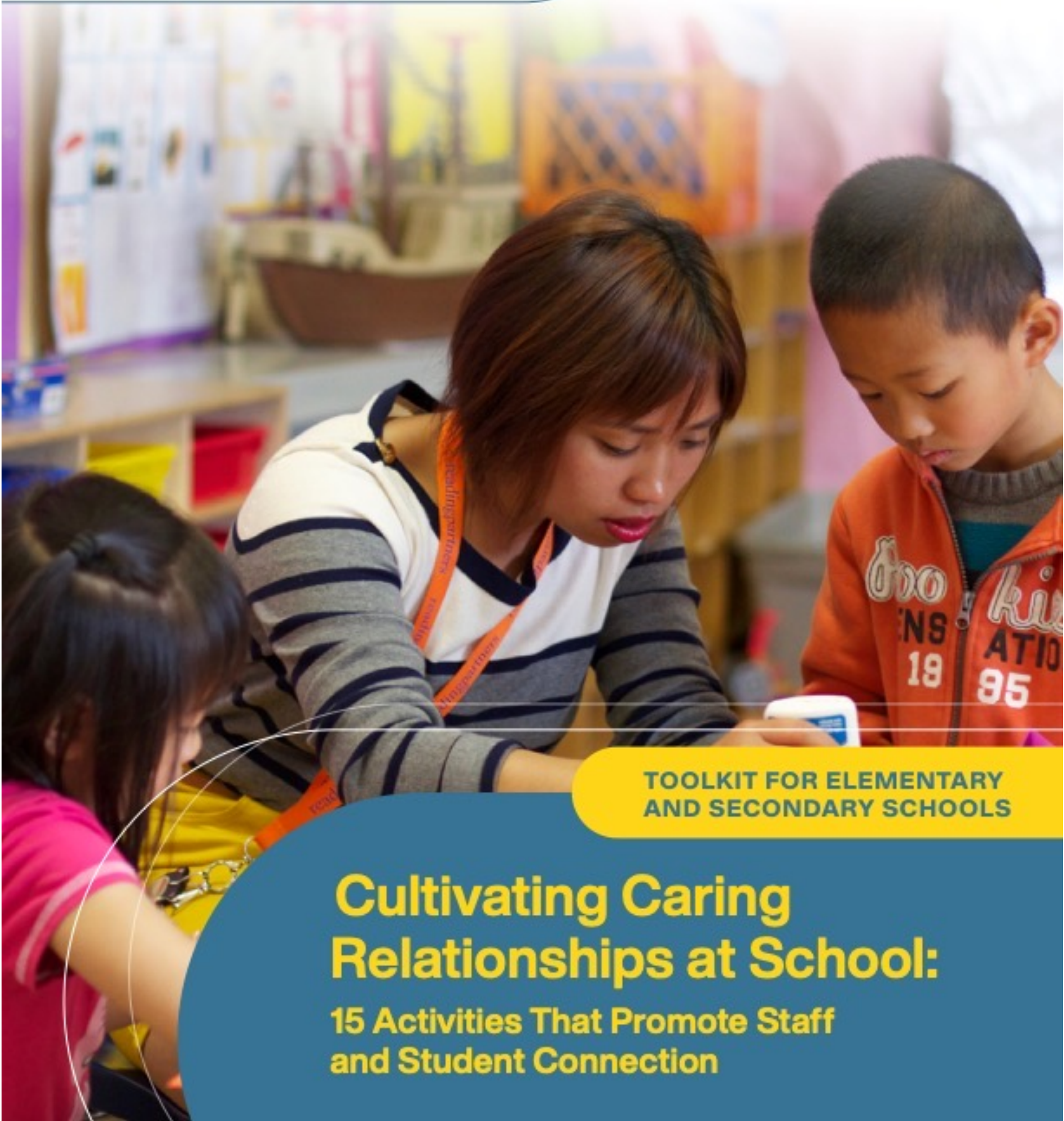


A Few Reminders ...

- 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





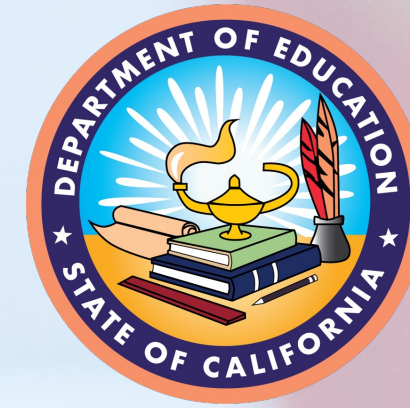
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Questions?



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Thank you!