2016-17 CAL-SCHLS IMPROVEMENTS

Since 2011, the Cal-SCHLS surveys of students, staff, and parents have undergone major revisions to better meet the needs of the state's schools, particularly to support Local Control and Accountability Plan (LCAP) efforts.[1] For the secondary CHKS, this has included:

» A shortening of the Core CHKS Module, including fewer substance use questions.

» An enhancement of the value of the survey for assessing school climate, academic mindsets and pupil engagement, social-emotional learning and health, and parent involvement.

» The addition of questions assessing demographic subgroups aligned with LCAP regulations, enabling examination of results related to race/ethnicity, foster youth, homeless, military-connected, migrants, English-language learners, socioeconomic status, and afterschool program participation.

For 2016-17, the following changes occurred.

Secondary CHKS

SHORTER MINI-CORE MODULE

 A short, 70-item CHKS Mini-Core Module was created in response to growing interest in annual administration of the survey for LCAP efforts, which now occurs among 18% of participating districts. This Mini-Core can be administered the year AFTER a district has administered the complete Core Module, as required by CDE. Alternating the CHKS full Core with the Mini-Core offers districts flexibility for their LCAP needs while maintaining the integrity of the longitudinal district, county, and statewide CHKS data system. The Mini-Core excludes questions assessing:

» Number of migrant, afterschool, and military-connected respondents;

» Substance use, except for use on school property;

» Cyberbullying;

» Gang membership; and

» Breakfast consumption.

SOCIAL-EMOTIONAL HEALTH MODULE

We expanded the content of the CHKS Social Emotional Health Module (SEHM) to better provide a comprehensive assessment of the inter- and intra-personal strengths of students as well as their overall mental health. It includes 46 items that capture the totality of core adolescent psychological assets, including:

» Empathy,

» Self-efficacy and self-awareness,

» Persistence,

» Emotional self-regulation,

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  » Behavioral self-control,
  » Gratitude, zest, optimism,
  » Collaboration,
  » Problem solving,
  » Goals and aspirations, and growth mindset,
  » Peer and family supports.

In addition, the Core Module assesses depression risk and suicide ideation, and the supplemental School Climate Module provides additional data on peer and social-emotional/behavioral supports. For more information, download the *Assessing Social Emotional Learning and Health* at :

http://cal-schls.wested.org/wp-content/uploads/CSCHLS_SEL_2017_v2_Final.pdf.

CORE MODULE CHANGES

  » Questions were deleted on the age of respondents (since we ask for grade-level) and attitudes toward peer smoking (moved to the Tobacco Module).
  » The sexual identity question was modified to make "bisexual" it's own response option.

Elementary CHKS

  » Continued the process of better aligning the content of the elementary survey with the changes made to the secondary survey.
  » Added new items to improve school-climate scale reliability and assess positive staff-student relationships, high expectations, and rules and discipline;
  » Revised the supplemental Social Emotional Health Module to align it with the changes in the secondary survey; and
  » Included a supplemental physical health module.

Parent Survey

Questions were added to assess parent perceptions of the quality of instruction to students, the holding of high academic expectations, and how welcomed they felt at school.

[1] For more information, download the Cal-SCHLS guide, *Helpful Resources for Local Control and Accountability Plans* at: http://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf. In the past two years, 707 school districts administered the CHKS in over 4,700 schools to over one million students, with over 80% administering it online.

**If you have any questions, please email cal-schls@wested.org
or call toll-free Cal-SCHLS Helpline at (888) 841.7536**

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