CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Armona Union Elementary

Elementary

2013-2014

Main Report

Health&Human Development Program AT WestEd

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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PREFACE

This report provides the detailed results for each question from this school/district's *2013–14 California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.[1] Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: chks.wested.org.

The CHKS, along with its two companion surveys — *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS) is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS)*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, stakeholder engagement; as well as overall youth development, health, and well-being.

The results of this student survey should be compared to those obtained from school, staff, and parent surveys. It is important to determine how consistent are student, staff, and parent perceptions and experiences. Appendix 5 of *Workbook for Improving School Climate* provides a crosswalk between student, staff, and parent survey questions to facilitate this comparison.[2]

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general set of questions. Districts may also add their own questions of local interest. The survey consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.[3] The primary focus of the survey is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

[1] *Guidebook to the California Healthy Kids Survey, Part II: Survey Content (chks.wested.org/training_support)*

[2] *See californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf.*

[3] The CHKS Guidebook to Survey Administration contains detailed information about the content of the survey.

School-Related Core Content

To support school improvement efforts, the majority of questions on the CHKS assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

- School connectedness;
- The level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes; and
- Perceived safety and frequency of, and reasons for, harassment and bullying at school.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).

THE REPORT

The tables in the Main CHKS Report provide the percentages responding to each question response option by grade level, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use the survey results. These are described and made available on the survey website. Three are particularly important:

- To help in understanding and interpreting these results, *Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook to the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) provides a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- The *Workbook for Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy.[4]

Care must be particularly taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample

[4] *The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.*

characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook*.

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students, Staff, and Parents

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps improve student perceptions of the developmental supports and opportunities that the school offers and enhances school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Equally important is communicating the results and your plans for making improvements to parents. This fosters parent involvement and collaboration in addressing the identified needs, and also support for the survey, important for improving student participation rates. The importance and value of this has been made even greater by the parent involvement requirements of the Local Control and Accountability Plan.

ACKNOWLEDGMENTS

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Sample Characteristics

Note: Tables 3.1 through 5.3 include results by gender.

Table 1.1

Student Sample Characteristics

	Grade 5
Student Sample Size	
Target Sample	92
Final Sample (Number of Respondents)	53
Average Response Rate	**58%**

Table 2.1

Age of Sample

	Grade 5 %
7 years old, or younger than 7	0
8 years old	0
9 years old	0
10 years old	48
11 years old	50
12 years old	2
13 years old, or older than 13	0

Question ES 2, 4: How old are you? What grade are you in?

Table 2.2

Gender of Sample

	Grade 5 %
Female	58
Male	42

Question ES 3: Are you female or male?

Table 2.3

Number of Times Moved, Past Year

	Grade 5 %
0 times	43
1 time	32
2 times or more times	25

Question ES 5: During the past year, how many times have you moved (changed where you live)?

Table 2.4

Perceived Ability with School Work

	Grade 5 %
One of the best students	17
Better than most students	23
About the same as others	51
Don't do as well as most others	9

Question ES 16: How well do you do in your school work?

Table 2.5

Military

	Grade 5 %
No	78
Yes	8
Don't know	14

Question ES 65: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

Alcohol and Other Drug (AOD) Use

Table 3.1

Ever Used Alcohol or Other Drugs, Lifetime

	Grade 5		
	Female %	Male %	Total %
Alcohol, one or two sips	13	27	19
Alcohol, a full glass	0	5	2
Inhalants (to get high)	6	5	6
Marijuana	0	0	0
None of the above	84	68	77
Any of the above	16	32	23

Questions ES 33-35: Have you ever drunk beer, wine, or other alcohol? Have you ever sniffed something through your nose to get "high"? Have you ever smoked any marijuana (pot, grass, weed)?

Table 3.2

Any Alcohol Use, Past Month

	Grade 5		
	Female %	Male %	Total %
No	97	91	94
Yes, I drank one or two sips	0	9	4
Yes, I drank a full glass	3	0	2

Question ES 40: In the past month, did you drink any beer, wine or other alcohol?

Table 3.3

Any AOD Use Before/During School, Lifetime

	Grade 5		
	Female %	Male %	Total %
No	94	86	91
Yes	3	5	4

Question ES 36: Have you ever used alcohol or an illegal drug like marijuana before school or at school?

Table 3.4

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5		
	Female %	Male %	Total %
Alcohol			
No, not bad	0	5	2
Yes, a little bad	29	36	32
Yes, very bad	71	59	66
Marijuana			
No, not bad	3	5	4
Yes, a little bad	3	14	8
Yes, very bad	71	55	64
I don't know what marijuana is	23	27	25

Question ES 38-39: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health? Do you think using marijuana (pot, grass, weed) is bad for a person's health?

Tobacco Use

Table 4.1

Lifetime and Current Use of Cigarettes and Smokeless Tobacco

	Grade 5		
	Female %	Male %	Total %
Ever smoked a cigarette	3	5	4
Part of a cigarette, like one or two puffs	3	5	4
A whole cigarette	0	0	0
Smoked a cigarette in the past month	0	0	0
Ever chewed tobacco or snuff	3	0	2

Questions ES 31, 41, 32: Have you ever… In the past month, did you…

Table 4.2

Perception of Health Risk of Cigarette Smoking

	Grade 5		
	Female %	Male %	Total %
No, not bad	3	5	4
Yes, a little bad	0	5	2
Yes, very bad	97	91	94

Question ES 37: Do you think smoking cigarettes is bad for a person's health?

Violence and Safety

Table 5.1

Perceived Feeling Safe At or Outside of School

	Grade 5		
	Female %	Male %	Total %
Do you feel safe at school?			
No, never	10	0	6
Yes, some of the time	26	14	21
Yes, most of the time	19	32	25
Yes, all of the time	45	55	49
Do you feel safe outside of school?			
No, never	13	14	13
Yes, some of the time	16	29	21
Yes, most of the time	48	19	37
Yes, all of the time	23	38	29

Question ES 29, 30: Do you feel safe at school? Do you feel safe outside of school?

Table 5.2

Frequency of Being Harassed on School Property

	Grade 5		
	Female %	Male %	Total %
Been hit or pushed			
No, never	48	55	51
Yes, some of the time	32	36	34
Yes, most of the time	16	5	11
Yes, all of the time	3	5	4
Mean rumors spread about you			
No, never	39	41	40
Yes, some of the time	35	45	40
Yes, most of the time	13	9	11
Yes, all of the time	13	5	9

Question ES 23, 24: Do other kids hit or push you at school when they are not just playing around? Do other kids at school spread mean rumors or lies about you?

Table 5.3

Frequency of Harassing on School Property, Past Year

	Grade 5		
	Female %	Male %	Total %
Have hit or pushed other kids			
0 times	74	64	70
1 time	13	23	17
2 times	0	0	0
3 or more times	13	14	13
Have spread mean rumors about other kids			
0 times	61	82	70
1 time	23	14	19
2 times	13	0	8
3 or more times	3	5	4

Question ES 21, 22: During the past year, how many times have you...hit or pushed other kids at school when you were not playing around? …spread mean rumors or lies about other kids at school?

Table 5.4

Cyber Bullying

	Grade 5 %
No, never	94
Yes, some of the time	4
Yes, most of the time	0
Yes, all of the time	2

Question ES 25: Do other kids at school spread mean rumors or lies about you on the internet (i.e. Facebook™ , MySpace™ , email, instant message)?

Table 5.5

Weapons (Gun or Knife) on School Property, Past Year

	Grade 5 %
Brought weapon to school	
No	96
Yes	4
Saw another kid with a weapon at school	
No	87
Yes	13

Question ES 26,27: During the past year…did you ever bring a gun or knife to school? …have you ever seen another kid with a gun or knife at school?

Table 5.6

Frequency of Being Home Without Adult Supervision

	Grade 5 %
No, never	73
Yes, some of the time	23
Yes, most of the time	4
Yes, all of the time	0

Question ES 28: Are you home alone after school?

Table 5.7

Frequency of Seat Belt and Helmet Use

	Grade 5 %
When you ride in a car do you wear a seat belt?	
No, never	2
Yes, some of the time	8
Yes, most of the time	9
Yes, all of the time	81
When you ride a bicycle do you wear a helmet?	
I do not ride a bicycle	15
No, never	30
Yes, some of the time	21
Yes, most of the time	15
Yes, all of the time	19

Question ES 7, 8: When you ride in a car do you wear a seat belt? When you ride a bicycle do you wear a helmet?

Physical Health

Table 6.1

Breakfast Consumption

	Grade 5 %
No	23
Yes	77

Question ES 6: Did you eat breakfast this morning?

Table 6.2

Exercise During Week

	Grade 5 %
0 days	11
1 day	4
2 days	17
3 days	19
4 days	13
5 days	9
6 or 7 days	26

Question ES 51: How many days each week do you exercise, dance, or play sports?

Table 6.3

Frequency of Daily Television Watching and Video Game Playing

	Grade 5 %
None, I didn't watch TV yesterday	15
Less than 1 hour	28
About 1 hour	23
About 2 hours	19
3 or more hours	15

Question ES 54: Yesterday, how much time did you spend watching TV or playing video games?

Table 6.4

Body Image

	Grade 5 %
Do you think you are…	
Too skinny	8
About right	70
Too fat	23
Are you doing anything to try to lose weight?	
No	38
Yes	60
Ever been teased about your body at school?	
No	66
Yes	26

Question ES 48-50: Do you think you are too skinny, about right, or too fat? Are you doing anything to try to lose weight? Have other kids at school ever teased you about what your body looks like?

Table 6.5

Students with Asthma

	Grade 5 %
No	75
Yes	23

Question ES 53: Has a parent or some other adult ever told you that you have asthma?

Table 6.6

Asthma Symptoms While Not Exercising

	Grade 5 %
No	72
Yes	25

Question ES 52: When not exercising, do you ever have trouble breathing (for example, shortness-of-breath, wheezing, or a sense of tightness in your chest)?

Table 7.1

Summary of Resilience-promoting Protective Factors, School Connectedness, and Internal Strengths (High, Moderate, and Low Scale Scores)

Percent of students scoring High (H), Moderate (M), and Low (L) (%)	Grade 5		
	H	M	L
Protective Factors (Developmental Supports)			
School Environment	51	47	2
Caring Relationships: Adults in School	64	34	2
High Expectations: Adults in School	70	26	4
Meaningful Participation	13	74	13
Home Environment	72	26	2
Caring Relationships: Adults in Home	72	25	4
High Expectations: Adults in Home	91	8	2
Meaningful Participation	15	75	9
Peer Environment			
High Expectations: Pro-social peers	53	47	0
School Connectedness	57	40	4
Internal Strengths			
Empathy	49	42	9
Problem Solving	25	51	25
Goals and Aspirations	72	28	0

Table A7.2

School Connectedness Scale Questions

	Grade 5 %
I feel close to people in this school	
No, never	6
Yes, some of the time	40
Yes, most of the time	13
Yes, all of the time	42
I am happy to be at this school	
No, never	4
Yes, some of the time	19
Yes, most of the time	17
Yes, all of the time	60
I feel like I am part of this school	
No, never	4
Yes, some of the time	30
Yes, most of the time	19
Yes, all of the time	47
The teachers at this school treat students fairly	
No, never	2
Yes, some of the time	21
Yes, most of the time	15
Yes, all of the time	62
I feel safe in my school	
No, never	6
Yes, some of the time	21
Yes, most of the time	25
Yes, all of the time	49

Questions E9-12,29: Do you feel close to people at school?, Are you happy to be at this school?, Do you feel like you are part of this school?, Do teachers treat students fairly at school?, Do you feel safe at school?

Table A7.3

School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Grade 5 %
who really cares about me (Caring Relationships)	
No, never	2
Yes, some of the time	17
Yes, most of the time	15
Yes, all of the time	66
who listens when I have something to say (Caring Relationships)	
No, never	4
Yes, some of the time	17
Yes, most of the time	30
Yes, all of the time	49
who tells me when I do a good job (High Expectations)	
No, never	6
Yes, some of the time	13
Yes, most of the time	36
Yes, all of the time	45
who believes that I can do a good job (High Expectations)	
No, never	0
Yes, some of the time	9
Yes, most of the time	17
Yes, all of the time	74

Questions E14, 17, 15, 18: Do the teacher and other grown-ups at school care about you?, Do the teachers and other grown-ups at school listen when you have something to say?, Do the teachers and other grown-ups at school tell you when you do a good job?, Do the teachers and other grown-ups at school believe that you can do a good job?

Table A7.3 - ***Continued***

School Protective Factors (Developmental Supports)

	Grade 5 %
I help make class rules or choose things to do (Opportunities for Meaningful Participation)	
No, never	40
Yes, some of the time	26
Yes, most of the time	17
Yes, all of the time	17
I do things to be helpful at school (Opportunities for Meaningful Participation)	
No, never	8
Yes, some of the time	30
Yes, most of the time	40
Yes, all of the time	23

Question E13, 19: Do you help make class rules or choose things to do at school?, Do you do things to be helpful at school?

Table A7.4

Internal Strengths

	Grade 5 %
I try to understand how other people feel (Empathy)	
No, never	19
Yes, some of the time	21
Yes, most of the time	26
Yes, all of the time	34
I feel bad when someone gets their feelings hurt (Empathy)	
No, never	4
Yes, some of the time	15
Yes, most of the time	30
Yes, all of the time	51
I know where to go for help with a problem (Problem Solving)	
No, never	25
Yes, some of the time	15
Yes, most of the time	17
Yes, all of the time	43
I try to work out problems by talking or writing (Problem Solving)	
No, never	30
Yes, some of the time	32
Yes, most of the time	25
Yes, all of the time	13

Question E42-45: Do you try to understand how other people feel?, Do you feel bad when someone gets their feelings hurt?, Do you know where to go for help?, Do you try to work out your problems by talking or writing about them?

Table A7.4 - ***Continued***

Internal Assets

	Grade 5 %
I try to do my best (Goals and Aspirations)	
No, never	2
Yes, some of the time	8
Yes, most of the time	19
Yes, all of the time	71
I have goals and plans for the future (Goals and Aspirations)	
No	11
Yes	87
I plan to go to college or some other school after high school? (Goals and Aspirations)	
No	9
Yes	91

Question E46-47, 20: Do you try to do your best?, Do you have goals and plans for the future?, Do you plan to go to college or some other school after high school?

Table A7.5

Home Protective Factors (Developmental Supports)

At home, there is a parent or some other adult…	Grade 5 %
who cares about my schoolwork (Caring Relationships)	
No, never	4
Yes, some of the time	4
Yes, most of the time	12
Yes, all of the time	81
who listens when I have something to say (Caring Relationships)	
No, never	2
Yes, some of the time	17
Yes, most of the time	21
Yes, all of the time	60
who believes that I can do a good job (High Expectations)	
No, never	0
Yes, some of the time	6
Yes, most of the time	6
Yes, all of the time	89
who wants me to do my best (High Expectations)	
No, never	2
Yes, some of the time	2
Yes, most of the time	6
Yes, all of the time	90

Questions E57, 60, 58, 59: Does a parent or some other grown up at home care about your schoolwork? Does a parent or some other grown-up at home listen when you have something to say?, Does a parent or some other grown-up at home believe that you can do a good job?, Does a parent or some other grown-up at home want you to do your best?

Table A7.5 - *Continued*

Home Protective Factors (Developmental Supports)

	Grade 5 %
I help at home (Opportunities for Meaningful Participation)	
No, never	4
Yes, some of the time	15
Yes, most of the time	36
Yes, all of the time	45
I get to make rules or choose things to do at home (Opportunities for Meaningful Participation)	
No, never	42
Yes, some of the time	28
Yes, most of the time	17
Yes, all of the time	13

Question E61- 62: Do you help at home?, Do you get to make rules or choose things to do at home?

Table A7.6

Peer Protective Factors (Developmental Supports)

	Grade 5 %
My best friends get into trouble (High Expectations)	
No, never	30
Yes, some of the time	57
Yes, most of the time	9
Yes, all of the time	4
My best friends try to do the right thing (High Expectations)	
No, never	4
Yes, some of the time	21
Yes, most of the time	25
Yes, all of the time	51

Questions E55-56: Do your best friends get into trouble?, Do your best friends try to do the right thing?

Table 8.1
Key Indicators Recommended by CDE

Key Indicator	5th Grade %
Tobacco Use	
The percentage of students that have ever used cigarettes*	4
Drug Use	
The percentage of students that have ever used marijuana**	0
Safe Schools and Violence	
The percentage of students that feel very safe at school***	49
School Protective Factors	
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school	64
The percentage of students that report high levels of high expectations from a teacher or other adult at their school	70
The percentage of students that report high levels of opportunities for meaningful participation at their school	13
The percentage of students that report high levels of personal school connectedness	57

**Includes students who smoked part of a cigarette and those who smoked a whole cigarette.*
***Excludes students who answered "I don't know what marijuana is"*
****Elementary students are asked how often they feel safe at school rather than how safe they felt, as in the secondary survey. This table reports those students who responded, "Yes, all of the time."*