

California Healthy Kids Survey

Cutler-Orosi Unified
Elementary
2010-2011
Main Report

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 2010–11 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. In addition to this Main Report, the *CHKS Key Findings* provides a summary of selected results with graphic presentations and short discussions. To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question. Several other tools to help in data use are also available, as described below.¹

The CHKS, along with the *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, Healthy, and Learning Survey (Cal-SCHLS) System, 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 learning barriers, engagement, and supports. For additional information and resources, visit the survey website: www.chks.wested.org.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine whether staff and parent perceptions accurately reflect student behaviors and experiences. The *CHKS Guidebook* to survey content provides a crosswalk between student and staff survey questions to facilitate this comparison. Combined, the CHKS and CSCS provide a comprehensive assessment of the school climate and the needs of students and staff, to guide school improvement efforts.

SURVEY PURPOSE

The California Department of Education (CDE) funded the CHKS in 1997 to provide data that would assist schools in (1) preventing youth health-risk behaviors and other barriers to academic achievement; (2) promoting positive youth development, resilience, and well-being; and (3) fostering positive school climates and engagement in learning. A thorough understanding of the scope and nature of youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to 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 both students and staff.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district. The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are 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.² The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning

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

² *Guidebook for the California Healthy Kids Survey, Part I: Administration* (www.chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from www.chks.wested.org/administer/download.

supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

School-Related 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-reported data on:

- grades, truancy, and school connectedness, as indicators of engagement;
- the levels of students' experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes;
- perceived safety and perceived frequency of, and reasons for, harassment and bullying at school; and
- levels of substance use, violence, and crime-related behavior (e.g., weapons possession) at school.

Closing the Achievement Gap

Several tables are particularly useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap, which former Superintendent O'Connell declared CDE's top priority. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables also provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. CDE urges schools that are experiencing achievement gaps among their students to administer the Closing the Achievement Gap module and request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

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 A1.2 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 this Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

AIDS TO UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use 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 for the California Healthy Kids Survey, Part II: Survey Content* (www.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 for the California Healthy Kids Survey, Part III: Data Use and Dissemination* (www.chks.wested.org/training_support) 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.
- *A Workbook on 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.³

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; the factors that can impact the quality, validity, and generalizability of the results; the changes that occurred 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*.

Representativeness

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 besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase after holidays or social events).

³ The Guidebooks may be downloaded from www.chks.wested.org/training_support, and the Workbook from www.chks.wested.org/about/ctag.

Comparison Data

Tables 9.1 and 9.2 provide comparisons of selected results to state and national data. Comparing district results to local, regional, state, and national benchmarks provides a broader context with which to evaluate the local situation. They can help determine whether changes in results are locally unique or may be part of a larger trend, possibly affected by broad social forces.

Ultimately, however, the most fundamental concern should be what the survey results say about the students and schools and what improvements need to be made.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following actions can be taken 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 CSCS and other sources, particularly in the context of identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

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. As such, it helps improve their perceptions of the developmental supports and opportunities that the school offers and their school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

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	340
Final Sample (Number of Respondents)	176
Average Response Rate	52%

Table 2.1
Age of Sample

	Grade 5 Total %
7 years old, or younger than 7	1
8 years old	0
9 years old	0
10 years old	45
11 years old	51
12 years old	3
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 Total %
Female	61
Male	39

Question ES 3: Are you female or male?

Table 2.3
Number of Times Moved, Past Year

	Grade 5 Total %
0 times	48
1 time	21
2 times or more times	31

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 Total %
One of the best students	21
Better than most students	29
About the same as others	39
Don't do as well as most others	10

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

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	19	17	18
Alcohol, a full glass	0	12	5
Inhalants (to get high)	4	9	6
Marijuana *	0	7	3
<i>None of the above</i>	78	68	74
<i>Any of the above</i>	22	32	26

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	95	81	90
Yes, I drank one or two sips	5	13	8
Yes, I drank a full glass	0	6	2

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

**** = CDE-Recommended SDFSC/TUPE Performance Indicator***

Table 3.3***Any AOD Use Before/During School, Lifetime***

	Grade 5		
	Female %	Male %	Total %
No	99	97	98
Yes	1	3	2

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	4	12	7
Yes, a little bad	14	26	19
Yes, very bad	82	62	74
Marijuana			
No, not bad	6	6	6
Yes, a little bad	5	6	5
Yes, very bad	78	79	78
I don't know what marijuana is	12	9	11

*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 *	2	12	6
Part of a cigarette, like one or two puffs	2	10	5
A whole cigarette	0	1	1
Smoked a cigarette in the past month	2	7	4
Ever chewed tobacco or snuff	1	12	5

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	2	7	4
Yes, a little bad	6	6	6
Yes, very bad	93	87	90

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

*** = CDE-Recommended SDFSC/TUPE Performance Indicator**

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	5	7	6
Yes, some of the time	18	22	20
Yes, most of the time	23	19	21
Yes, all of the time *	55	51	53
Do you feel safe outside of school?			
No, never	14	16	15
Yes, some of the time	27	25	26
Yes, most of the time	26	23	25
Yes, all of the time	33	36	34

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

**** = To be used for the CDE-Recommended SDFSC/TUPE Performance Indicator
"The percentage of students that feel very safe at school"***

Table 5.2
Frequency of Being Harassed on School Property

	Grade 5		
	Female %	Male %	Total %
Been hit or pushed			
No, never	57	55	56
Yes, some of the time	35	28	32
Yes, most of the time	2	16	7
Yes, all of the time	7	1	5
Mean rumors spread about you			
No, never	47	57	51
Yes, some of the time	36	33	35
Yes, most of the time	10	7	9
Yes, all of the time	7	3	5

*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	63	42	55
1 time	18	17	18
2 times	11	12	11
3 or more times	8	29	16
Have spread mean rumors about other kids			
0 times	65	60	63
1 time	24	22	24
2 times	4	6	5
3 or more times	7	12	9

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 Total %
No, never	88
Yes, some of the time	8
Yes, most of the time	2
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 Total %
Brought weapon to school	
No	97
Yes	3
Saw another kid with a weapon at school	
No	78
Yes	22

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 Total %
No, never	72
Yes, some of the time	21
Yes, most of the time	3
Yes, all of the time	3

Question ES 28: Are you home alone after school?

Table 5.7***Frequency of Seat Belt and Helmet Use***

	Grade 5 Total %
When you ride in a car do you wear a seat belt?	
No, never	1
Yes, some of the time	13
Yes, most of the time	16
Yes, all of the time	70
When you ride a bicycle do you wear a helmet?	
I do not ride a bicycle	16
No, never	49
Yes, some of the time	17
Yes, most of the time	7
Yes, all of the time	10

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 Total %
No	15
Yes	85

Question ES 6: Did you eat breakfast this morning?

Table 6.2

Exercise During Week

	Grade 5 Total %
0 days	5
1 day	4
2 days	6
3 days	14
4 days	10
5 days	10
6 or 7 days	51

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 Total %
None, I didn't watch TV yesterday	19
Less than 1 hour	24
About 1 hour	16
About 2 hours	19
3 or more hours	22

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

Table 6.4***Body Image***

	Grade 5 Total %
Do you think you are...	
Too skinny	11
About right	70
Too fat	19
Are you doing anything to try to lose weight?	
No	35
Yes	65
Ever been teased about your body at school?	
No	66
Yes	34

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 Total %
No	85
Yes	15

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 Total %
No	78
Yes	22

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, Moderate, and Low (%)	Grade 5		
	H	M	L
Protective Factors (Developmental Supports)			
<i>School Environment</i>	53	44	3
Caring Relationships: Adults in School *	64	31	5
High Expectations: Adults in School *	63	34	3
Meaningful Participation *	13	70	18
<i>Home Environment</i>	82	18	0
Caring Relationships: Adults in Home	77	20	3
High Expectations: Adults in Home	92	8	1
Meaningful Participation	19	75	6
<i>Peer Environment</i>			
High Expectations: Pro-social peers	48	46	6
School Connectedness*	65	32	3
Internal Strengths			
Empathy	39	50	11
Problem Solving	35	58	8
Goals and Aspirations	77	22	1

**** = CDE-Recommended SDFSC/TUPE Performance Indicator***

Table A7.2***School Connectedness Scale Questions***

	Grade 5 Total %
I feel close to people in this school	
No, never	11
Yes, some of the time	25
Yes, most of the time	29
Yes, all of the time	35
I am happy to be at this school	
No, never	3
Yes, some of the time	15
Yes, most of the time	18
Yes, all of the time	63
I feel like I am part of this school	
No, never	4
Yes, some of the time	15
Yes, most of the time	18
Yes, all of the time	63
The teachers at this school treat students fairly	
No, never	5
Yes, some of the time	15
Yes, most of the time	26
Yes, all of the time	53
I feel safe in my school	
No, never	6
Yes, some of the time	20
Yes, most of the time	21
Yes, all of the time	53

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 Total %
who really cares about me (Caring Relationships)	
No, never	3
Yes, some of the time	10
Yes, most of the time	22
Yes, all of the time	65
who listens when I have something to say (Caring Relationships)	
No, never	4
Yes, some of the time	17
Yes, most of the time	26
Yes, all of the time	53
who tells me when I do a good job (High Expectations)	
No, never	4
Yes, some of the time	23
Yes, most of the time	28
Yes, all of the time	45
who believes that I can do a good job (High Expectations)	
No, never	2
Yes, some of the time	6
Yes, most of the time	15
Yes, all of the time	76

Questions E14-15, 17-18; Do the teacher and other grown-ups at school care about you?, 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 listen when you have something to say?, 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 Total %
I help make class rules or choose things to do (Opportunities for Meaningful Participation)	
No, never	39
Yes, some of the time	34
Yes, most of the time	17
Yes, all of the time	10
I do things to be helpful at school (Opportunities for Meaningful Participation)	
No, never	5
Yes, some of the time	29
Yes, most of the time	40
Yes, all of the time	26

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 Total %
I try to understand how other people feel (Empathy)	
No, never	10
Yes, some of the time	29
Yes, most of the time	31
Yes, all of the time	29
I feel bad when someone gets their feelings hurt (Empathy)	
No, never	9
Yes, some of the time	23
Yes, most of the time	21
Yes, all of the time	47
I know where to go for help with a problem (Problem Solving)	
No, never	7
Yes, some of the time	12
Yes, most of the time	20
Yes, all of the time	61
I try to work out problems by talking or writing (Problem Solving)	
No, never	25
Yes, some of the time	31
Yes, most of the time	18
Yes, all of the time	25

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 Total %
I try to do my best (Goals and Aspirations)	
No, never	3
Yes, some of the time	5
Yes, most of the time	13
Yes, all of the time	79
I have goals and plans for the future (Goals and Aspirations)	
No	13
Yes	87
I plan to go to college or some other school after high school? (Goals and Aspirations)	
No	6
Yes	94

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 Total %
who cares about my schoolwork (Caring Relationships)	
No, never	4
Yes, some of the time	6
Yes, most of the time	8
Yes, all of the time	82
who listens when I have something to say (Caring Relationships)	
No, never	2
Yes, some of the time	12
Yes, most of the time	26
Yes, all of the time	60
who believes that I can do a good job (High Expectations)	
No, never	1
Yes, some of the time	2
Yes, most of the time	8
Yes, all of the time	89
who wants me to do my best (High Expectations)	
No, never	1
Yes, some of the time	2
Yes, most of the time	4
Yes, all of the time	93

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

Table A7.5 - Continued

Home Protective Factors (Developmental Supports)

	Grade 5 Total %
I help at home (Opportunities for Meaningful Participation)	
No, never	1
Yes, some of the time	17
Yes, most of the time	41
Yes, all of the time	40
I get to make rules or choose things to do at home (Opportunities for Meaningful Participation)	
No, never	31
Yes, some of the time	34
Yes, most of the time	24
Yes, all of the time	11

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 Total %
My best friends get into trouble (High Expectations)	
No, never	33
Yes, some of the time	46
Yes, most of the time	12
Yes, all of the time	9
My best friends try to do the right thing (High Expectations)	
No, never	7
Yes, some of the time	19
Yes, most of the time	23
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
SDFSCA/TUPE Performance Indicators Recommended by CDE

Performance Indicator	5th Grade %
Tobacco Use	
The Percentage of students that have ever used cigarettes*	6%
Drug Use	
The percentage of students that have ever used marijuana**	3%
Safe Schools and Violence	
The percentage of students that feel very safe at school***	53%
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	63%
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	65%

**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."*