California Healthy Kids Survey

Buellton Union Elementary
Elementary
2010-2011
Main Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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PREFACE

This report provides the detailed results for each question from this 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 Survey Content Guidebook,* (chks.wested.ort/reports) discusses the significance of each question. Several other tools to help in data use are also available, as described below.

The results of this student survey should be compared to those obtained from school staff from the companion *California School Climate Survey (CSCS)*. It is important to determine whether staff perceptions accurately reflect student behaviors and experiences. The *CHKS Survey Content Guidebook* provides a cross-walk between the two surveys' 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. For additional information and resources, visit the survey websites: chks.wested.org and cscs.wested.org.

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. 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 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 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.[1] The primary focus of the Core Module 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] The CHKS Guidebook to Survey Administration contains detailed information about the content of all the survey modules. The modules themselves can be downloaded from the website.

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-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 designed to assure the protection of all student and parental rights to privacy and maintain confidentiality. Students were surveyed only with the *consent of parents or guardians*. Each student's participation was voluntary, anonymous, and confidential. Table 1.1 gives the target sample of students, and the final number and percent that completed the survey (the participation response rate).

THE REPORT

The tables in this 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.

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, a ***Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications for programs of the results.
- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your 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. A workshop accompanying this Workbook will be available in 2011.

ASSESSING THE DATA

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results, the changes obtained between administrations, or differences between your results and those from other districts or state norms. 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 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.

Request School Reports

Individual school-level reports may be of interest for many reasons. Primary among these is the interest of staff and parents about their own local school results, especially if the schools vary significantly in demographics, programs, or other characteristics. A comparison among schools may also prove useful in identifying sites which might benefit from special work or interventions. A small fee applies. (For large districts that sample schools and students, the sample may not support school reports.)

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 and Staff

Discuss the results with both students and staff to explore their meaning in more depth and 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. Survey staff can provide information on conducting structured group "listening" discussions of the data with youth focused on obtaining their input on how to address the needs identified by the survey.

Conduct Additional Analyses of The Dataset

The complete dataset is available electronically for analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools. Particularly valuable in understanding factors that may affect student achievement is examining how other variables relate to student reports of attendance, grades, and school connectedness.

Add Questions to your Next CHKS

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGEMENTS

The CHKS was developed, and this report prepared for the district, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE) Safe and Healthy Kids Program Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at http://www.wested.org/chks.

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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	76
Final Sample (Number of Respondents)	40
Average Response Rate	**53%**

Table 2.1

Age of Sample

	Grade 5 Total %
7 years old, or younger than 7	3
8 years old	0
9 years old	0
10 years old	75
11 years old	20
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	55
Male	45

Question ES 3: Are you female or male?

Table 2.3

Number of Times Moved, Past Year

	Grade 5 Total %
0 times	64
1 time	18
2 times or more times	18

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	20
Better than most students	25
About the same as others	45
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	32	39	35
Alcohol, a full glass	0	6	3
Inhalants (to get high)	0	0	0
Marijuana *	0	6	3
None of the above	68	56	63
Any of the above	32	44	38

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	90	83	87
Yes, I drank one or two sips	10	11	10
Yes, I drank a full glass	0	6	3

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	100	94	97
Yes	0	6	3

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	6	3
Yes, a little bad	38	33	36
Yes, very bad	62	61	62
Marijuana			
No, not bad	5	11	8
Yes, a little bad	0	6	3
Yes, very bad	64	67	65
I don't know what marijuana is	32	17	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 *	0	0	0
Part of a cigarette, like one or two puffs	0	0	0
A whole cigarette	0	0	0
Smoked a cigarette in the past month	0	0	0
Ever chewed tobacco or snuff	0	6	3

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	0	0	0
Yes, a little bad	0	22	10
Yes, very bad	100	78	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	0	6	3
Yes, some of the time	5	11	8
Yes, most of the time	24	33	28
Yes, all of the time *	71	50	62
Do you feel safe outside of school?			
No, never	9	12	10
Yes, some of the time	9	24	15
Yes, most of the time	45	35	41
Yes, all of the time	36	29	33

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	73	61	68
Yes, some of the time	23	33	28
Yes, most of the time	5	6	5
Yes, all of the time	0	0	0
Mean rumors spread about you			
No, never	52	44	49
Yes, some of the time	38	44	41
Yes, most of the time	10	0	5
Yes, all of the time	0	11	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	82	67	75
1 time	14	17	15
2 times	5	0	3
3 or more times	0	17	8
Have spread mean rumors about other kids			
0 times	86	83	85
1 time	5	6	5
2 times	0	0	0
3 or more times	9	11	10

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	95
Yes, some of the time	3
Yes, most of the time	3
Yes, all of the time	0

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	98
Yes	3
Saw another kid with a weapon at school	
No	74
Yes	26

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	55
Yes, some of the time	33
Yes, most of the time	10
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	0
Yes, some of the time	0
Yes, most of the time	13
Yes, all of the time	88
When you ride a bicycle do you wear a helmet?	
I do not ride a bicycle	8
No, never	3
Yes, some of the time	18
Yes, most of the time	15
Yes, all of the time	58

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	23
Yes	78

Question ES 6: Did you eat breakfast this morning?

Table 6.2

Exercise During Week

	Grade 5 Total %
0 days	3
1 day	8
2 days	10
3 days	18
4 days	15
5 days	18
6 or 7 days	28

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	5
Less than 1 hour	24
About 1 hour	24
About 2 hours	24
3 or more hours	24

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	3
About right	85
Too fat	13
Are you doing anything to try to lose weight?	
No	59
Yes	41
Ever been teased about your body at school?	
No	63
Yes	37

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	84
Yes	16

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	89
Yes	11

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)			
School Environment	62	38	0
Caring Relationships: Adults in School *	70	30	0
High Expectations: Adults in School *	69	28	3
Meaningful Participation *	18	75	8
Home Environment	89	11	0
Caring Relationships: Adults in Home	85	15	0
High Expectations: Adults in Home	97	3	0
Meaningful Participation	19	81	0
Peer Environment			
High Expectations: Pro-social peers	56	44	0
School Connectedness*	64	33	3
Internal Strengths			
Empathy	41	51	8
Problem Solving	20	70	10
Goals and Aspirations	83	18	0

**** = 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	3
Yes, some of the time	28
Yes, most of the time	28
Yes, all of the time	43
I am happy to be at this school	
No, never	0
Yes, some of the time	21
Yes, most of the time	23
Yes, all of the time	56
I feel like I am part of this school	
No, never	8
Yes, some of the time	13
Yes, most of the time	13
Yes, all of the time	67
The teachers at this school treat students fairly	
No, never	3
Yes, some of the time	15
Yes, most of the time	21
Yes, all of the time	62
I feel safe in my school	
No, never	3
Yes, some of the time	8
Yes, most of the time	28
Yes, all of the time	62

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	8
Yes, most of the time	20
Yes, all of the time	70
who listens when I have something to say (Caring Relationships)	
No, never	0
Yes, some of the time	8
Yes, most of the time	48
Yes, all of the time	45
who tells me when I do a good job (High Expectations)	
No, never	3
Yes, some of the time	5
Yes, most of the time	64
Yes, all of the time	28
who believes that I can do a good job (High Expectations)	
No, never	0
Yes, some of the time	13
Yes, most of the time	18
Yes, all of the time	69

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	15
Yes, some of the time	45
Yes, most of the time	30
Yes, all of the time	10
I do things to be helpful at school (Opportunities for Meaningful Participation)	
No, never	3
Yes, some of the time	26
Yes, most of the time	38
Yes, all of the time	33

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	8
Yes, some of the time	31
Yes, most of the time	31
Yes, all of the time	31
I feel bad when someone gets their feelings hurt (Empathy)	
No, never	5
Yes, some of the time	18
Yes, most of the time	26
Yes, all of the time	51
I know where to go for help with a problem (Problem Solving)	
No, never	5
Yes, some of the time	10
Yes, most of the time	41
Yes, all of the time	44
I try to work out problems by talking or writing (Problem Solving)	
No, never	20
Yes, some of the time	50
Yes, most of the time	25
Yes, all of the time	5

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	0
Yes, some of the time	8
Yes, most of the time	20
Yes, all of the time	73
I have goals and plans for the future (Goals and Aspirations)	
No	8
Yes	92
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	0
Yes, some of the time	3
Yes, most of the time	21
Yes, all of the time	76
who listens when I have something to say (Caring Relationships)	
No, never	0
Yes, some of the time	8
Yes, most of the time	21
Yes, all of the time	72
who believes that I can do a good job (High Expectations)	
No, never	3
Yes, some of the time	0
Yes, most of the time	3
Yes, all of the time	95
who wants me to do my best (High Expectations)	
No, never	0
Yes, some of the time	0
Yes, most of the time	5
Yes, all of the time	95

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	0
Yes, some of the time	8
Yes, most of the time	50
Yes, all of the time	42
I get to make rules or choose things to do at home (Opportunities for Meaningful Participation)	
No, never	22
Yes, some of the time	41
Yes, most of the time	24
Yes, all of the time	14

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	50
Yes, some of the time	42
Yes, most of the time	3
Yes, all of the time	5
My best friends try to do the right thing (High Expectations)	
No, never	0
Yes, some of the time	5
Yes, most of the time	39
Yes, all of the time	55

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*	0%
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***	62%
School Protective Factors	
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school	70%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school	69%
The percentage of students that report high levels of opportunities for meaningful participation at their school	18%
The percentage of students that report high levels of personal school connectedness	64%

**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."*