

School Climate Report Card (Elementary)—2018-2019

District: Woodville Union Elementary
 School: Woodville Elementary

Date Prepared: 5 Mar 2019
 Response Rate: 64%

Elementary School

School Climate Indicators (2019)

Based on responses from students to the California Healthy Kids Survey

◆ 2016–18 State Average

Supports and Engagement

School Connectedness 73

Caring Relationships 73

High Expectations 81

Meaningful Participation 48

Perceived School Safety 78

Low Violence

Low Violence Perpetration 71

Low Violence Victimization 69

Other School Climate Indicators

Fairness 81

Rule Clarity 81

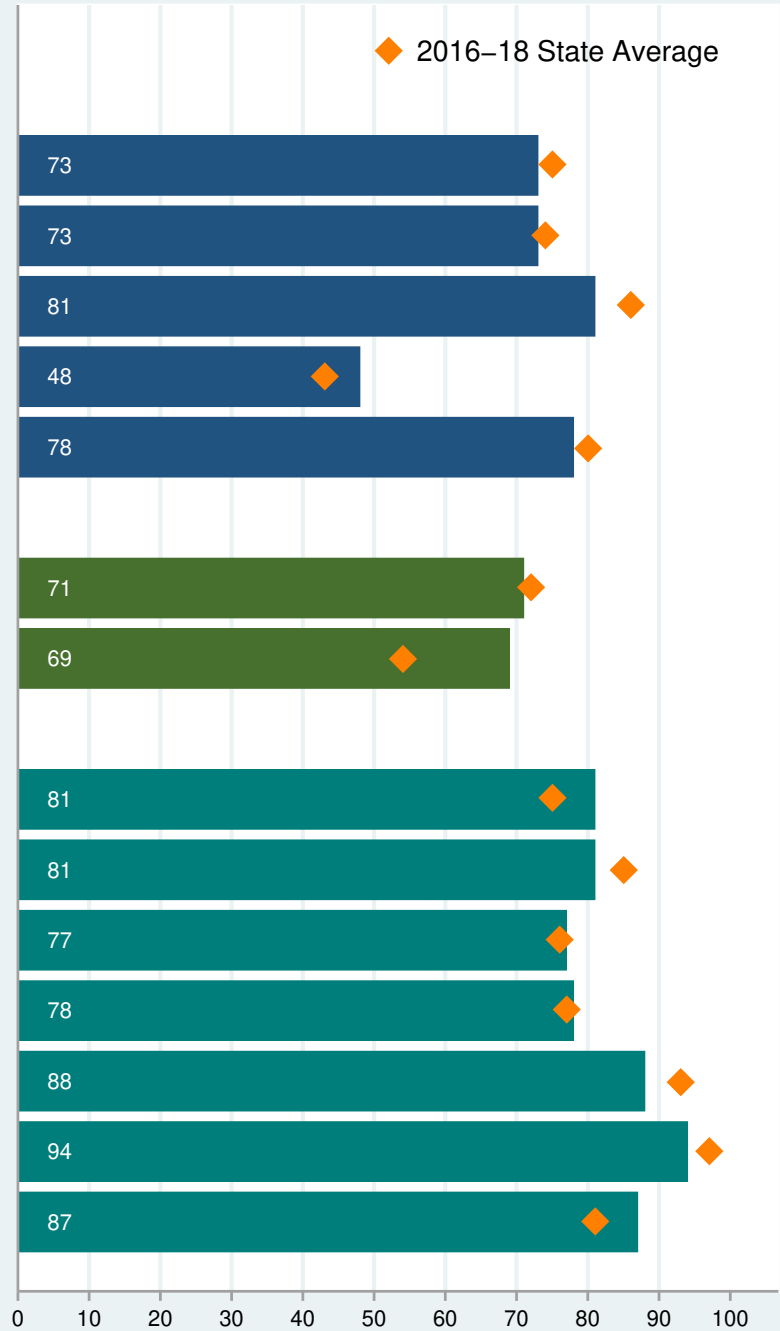
Social Emotional Learning Supports 77

Anti-Bullying Climate 78

Positive Behavior 88

Home High Expectations 94

Parent Involvement in Schooling 87



Percent

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Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	School 2018-19 (%)	State 2016-18 (%)
Finish all classroom assignments	91	88
Absent 2 or more days in the past 30 days	44	22 [†]
Feel a part of the school	63	76
Adults at school care about you	78	84
Safety at school	78	80
Harassed at school	29	48
Parents ask about school	81	83

Note: [†]State data available for 2017-2018 academic year only.

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools. All sub-domains except “Low Violence Perpetration” and “Low Violence Victimization” are calculated by averaging the percentage of respondents who report “Yes, most of the time” or “Yes, all of the time” on survey items that comprise each scale. “Low Violence Perpetration” and “Low Violence Victimization” are computed by averaging the percentage of respondents who report “0 times” or “No, never” on the survey items that comprise each scale. A value of 72 on the “School Connectedness” indicator, for example, means that on average, 72% of students report “Yes, most of the time” or “Yes, all of the time” across the five “School Connectedness” survey items.

All sub-domains and survey items that comprise the scales/measures are listed below.

(1) School Connectedness (5 items)

- o Do you feel close to people at school?
- o Are you happy to be at this school?
- o Do you feel like you are part of this school?
- o Do teachers treat students fairly at school?
- o Do you feel safe at school?

(2) Caring Relationships (3 items)

- o Do the teachers and other grown-ups at school care about you?
- o Do the teachers and other grown-ups at school listen when you have something to say?
- o Do the teachers and other grown-ups at school make an effort to get to know you?

(3) High Expectations (3 items)

- o Do the teachers and other grown-ups at school tell you when you do a good job?
- o Do the teachers and other grown-ups at school believe that you can do a good job?
- o Do the teachers and other grown-ups at school want you to do your best?

(4) Meaningful Participation (7 items)

- o Are you given a chance to help decide school activities or rules?
- o Do the teachers and other grown-ups at school ask you about your ideas?
- o Do the teachers and other grown-ups give you a chance to solve school problems?
- o Do you get to do interesting activities at school?
- o Are you given a chance to help decide class activities or rules?
- o Do your teachers ask you what you want to learn about?
- o Do you do things to be helpful at school?

(5) Perceived School Safety (1 item)

- o Do you feel safe at school?

(6) Low Violence Perpetration (3 items)

- o During the past year, how many times have you hit or pushed other kids at school when you were not playing around?
- o During the past year, how many times have you spread mean rumors or lies about other kids at school?
- o During the past year, how many times at school have you said mean things about other students or called them bad names?

- (7) Low Violence Victimization) (3 items)
 - o Do other kids hit or push you at school when they are not just playing around?
 - o Do other kids at school spread mean rumors or lies about you?
 - o Do other kids at school call you bad names or make mean jokes about you?
- (8) Fairness (4 items)
 - o Do teachers treat students fairly at school?
 - o Are the school rules fair?
 - o Do teachers and other grown-ups at school treat students with respect?
 - o Are students treated fairly when they break school rules?
- (9) Rule Clarity (1 item)
 - o Do students know what the rules are?
- (10) Social Emotional Learning Supports (4 items)
 - o Does your school help students resolve conflicts with one another?
 - o Does your school teach students to understand how other students think and feel?
 - o Does your school teach students to feel responsible for how they act?
 - o Does your school teach students to care about each other and treat each other with respect?
- (11) Anti-Bullying Climate (3 items)
 - o Do the teachers and other grown-ups make it clear that bullying is not allowed?
 - o If you tell a teacher that you've been bullied, will the teacher do something to help?
 - o Do students at your school try to stop bullying when they see it happening?
- (12) Positive Behavior (4 items)
 - o Do you follow the classroom rules?
 - o Do you follow the playground rules at recess and lunch times?
 - o Do you listen when your teacher is talking?
 - o Are you nice to other students?
- (13) Home High Expectations (2 items)
 - o Does a parent or some other grown-up at home believe that you can do a good job?
 - o Does a parent or some other grown-up at home want you to do your best?
- (14) Parent Involvement in Schooling (5 items)
 - o Does a parent or some other grown-up at home care about your schoolwork?
 - o Does a parent or some other grown-up at home ask if you did your homework?
 - o Does a parent or some other grown-up at home check your homework?
 - o Does a parent or some other grown-up at home ask you about school?
 - o Does a parent or some other grown-up at home ask you about your grades?

Results are based on responses from 5th grade students to the California Healthy Kids Survey. Student results are not included if less than 50% of students or less than 15 respondents provided data.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at 562-799-5481 or czheng@WestEd.org.

State Averages

State averages are based on responses from 5th grade students who provided data to the California Healthy Kids Survey during the 2016-2017 and 2017-2018 school years. The state average for “Meaningful Participation” is only available for the 2017-2018 academic year because a survey item that comprises the sub-domain was not asked on the survey during the 2016-17 school year.

State Averages of School Climate Indicators

Indicator	State 2016-18	Indicator	State 2016-18
Supports and Engagement		Other School Climate Indicators	
School Connectedness	75%	Fairness	75%
Caring Relationships	74%	Rule Clarity	85%
High Expectations	86%	Social Emotional Learning Supports	76%
Meaningful Participation	43%	Anti-Bullying Climate	77%
Perceived School Safety	80%	Positive Behavior	93%
Low Violence		Home High Expectations	97%
Low Violence Perpetration	72%	Parent Involvement in Schooling	81%
Low Violence Victimization	54%		

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the school climate indicators. Staff indicators are provided to facilitate comparisons between student and staff perceptions. While most staff indicators are in the high range (80-100%), it is important to compare how staff perceptions might differ from students to identify areas for improvements.

Student-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Finish all classroom assignments – finish all your class assignments “most of the time” or “all of the time.”
- Absent 2 or more days in the past 30 days – missed an entire day of school for 2 or more days for any reason in the past 30 days.
- Feel a part of the school – feel like you are part of this school “most of the time” or “all of the time.”
- Adults at school care about you – teachers and other grown-ups at school care about you “most of the time” or “all of the time.”
- Safety at school – feel safe at school “most of the time” or “all of the time.”
- Harassed at school – other kids at school call you bad names or make mean jokes about you “most of the time” or “all of the time.”
- Parents ask about school – a parent or some other grown-up at home asks you about school “most of the time” or “all of the time.”