

CALIFORNIA HEALTHY KIDS SURVEY



Oakland Unified Elementary 2019-2020 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 School Health Office. For contract information, contact:

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

ALERT

Categories “High,” “Moderate,” and “Low” for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

This report provides results for each question from the 2019-20 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS). The CalSCHLS system is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by the CalSCHLS system. The Appendix lists the schools that administered the survey in the district and their response rates.

These surveys grew out of the California Department of Education’s (CDE) commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and, ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, 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 these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social Emotional Health Module (SEHM), that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- supports for social-emotional learning and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

What's New? For 2018-19, the only changes to the survey are the following improvements:

- a new question asking about usual bedtime to assess nighttime sleep quality;
- added a question asking about how often the student feels sad as an indicator of psychological problems ; and
- included a new question asking about the upkeep of school facilities.

In 2019-20, the e-cigarette item was simplified so that it just asks about vaping.

Supplementary Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 35 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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. Student 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 Appendix lists all the elementary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

PUBLIC ONLINE DATA DASHBOARD

The most recent state and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards/). The dashboard can be used to graphically display statewide and district key indicators from the Core Module, trends over time, and differences in survey outcomes by gender and afterschool program participation. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender and afterschool participation; and
- examine data trends over time overall and by subgroup.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option. Percentages are rounded to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

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 70 percent. 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 Survey Administrations

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 during holidays or social events).

RESOURCES

CalsCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- **CHKS factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

WestEd staff can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Secondary CHKS Results.** Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The aggregated results from the 2015-2017 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1517_elem_chks1.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and

district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data/#slcr)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Report

The staff of the CalSCHLS Regional Centers can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared to those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). 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 within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent survey. All three surveys are designed so that schools

can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email CalSCHLS@wested.org.

Exhibit 1***Major School-Related Domains and Constructs Assessed by CalSCHLS in Elementary Schools***

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Alcohol, tobacco, and drug use	✓		✓	✓
Attendance	✓		✓	
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
School connectedness	✓			
Self-efficacy		✓		
Sleep duration (bedtime)	✓			
Social-emotional competencies and health		✓	✓	
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Quality of physical environment			✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
School Climate Improvement Practices				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	
B. Cal-Well Module	
C. District Afterschool Module (DASM)	
D. Gang Risk Awareness Module (GRAM)	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	
G. Supplemental Health Module	
Z. Custom Questions	X

Z. Oakland Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

		Grade 5
<i>Student Sample Size</i>		
Target sample		3,076
Final number		2,372
Response Rate		77%

2. Custom Questions

Table Z.2.1

Are you male or female?

	Grade 5 %	Total %
Male	48	48
Female	49	49
Prefer not to say	3	3

Question ES Z.1.

Note: Cells are empty if there are less than 10 respondents.

Table Z.2.2

What is your race or ethnicity? (Please pick only one answer.)

	Grade 5 %	Total %
African American	19	19
American Indian/Alaska Native	2	2
Asian	13	13
Hispanic/Latino	31	31
Filipino	2	2
Pacific Islander	1	1
White	13	13
Two or more races/ethnicities	18	18

Question ES Z.2.

Note: Cells are empty if there are less than 10 respondents.

Table Z.2.3***What is your home language?***

	Grade 5 %	Total %
English	55	55
Spanish	27	27
Chinese	4	4
Vietnamese	3	3
Arabic	2	2
Cambodian or Khmer	1	1
Mam	3	3
Other	5	5

*Question ES Z.3.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.4*****How long have you lived in the US?***

	Grade 5 %	Total %
I was born in the US	73	73
More than 10 years	10	10
4-10 years	11	11
1-3 years	5	5
Less than 1 year	1	1

*Question ES Z.4.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.5***What grade are you in?***

	Grade 5 %	Total %
5th grade	100	100

*Question ES Z.5.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.6*****Do adults at school encourage you to work hard so you can be successful?***

	Grade 5 %	Total %
Yes, all of the time	50	50
Yes, most of the time	32	32
Yes, some of the time	15	15
No, never	2	2

*Question ES Z.6.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.7*****Do your teachers work hard to help you with your schoolwork when you need it?***

	Grade 5 %	Total %
Yes, all of the time	48	48
Yes, most of the time	34	34
Yes, some of the time	15	15
No, never	2	2

*Question ES Z.7.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.8***Do teachers give students a chance to take part in classroom discussions or activities?***

	Grade 5 %	Total %
Yes, all of the time	45	45
Yes, most of the time	34	34
Yes, some of the time	18	18
No, never	2	2

*Question ES Z.8.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.9*****Does this school help all students be successful in school?***

	Grade 5 %	Total %
Yes, all of the time	53	53
Yes, most of the time	34	34
Yes, some of the time	12	12
No, never	2	2

*Question ES Z.9.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.10*****Do teachers go out of their way to help students?***

	Grade 5 %	Total %
Yes, all of the time	38	38
Yes, most of the time	39	39
Yes, some of the time	19	19
No, never	3	3

*Question ES Z.10.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.11***Do you feel close to people at this school?***

	Grade 5 %	Total %
Yes, all of the time	34	34
Yes, most of the time	36	36
Yes, some of the time	24	24
No, never	6	6

*Question ES Z.11.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.12*****Are you happy to be at this school?***

	Grade 5 %	Total %
Yes, all of the time	40	40
Yes, most of the time	33	33
Yes, some of the time	20	20
No, never	6	6

*Question ES Z.12.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.13*****Do you feel like you are part of this school?***

	Grade 5 %	Total %
Yes, all of the time	48	48
Yes, most of the time	29	29
Yes, some of the time	16	16
No, never	6	6

*Question ES Z.13.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.14***Do teachers treat students fairly at school?***

	Grade 5 %	Total %
Yes, all of the time	41	41
Yes, most of the time	35	35
Yes, some of the time	19	19
No, never	5	5

*Question ES Z.14.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.15*****How safe do you feel when you are at school?***

	Grade 5 %	Total %
Very safe	26	26
Safe	47	47
Neither safe nor unsafe	21	21
Unsafe	3	3
Very unsafe	2	2

*Question ES Z.15.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.16*****Does this school clearly tell students what would happen if they break school rules?***

	Grade 5 %	Total %
Yes, all of the time	47	47
Yes, most of the time	31	31
Yes, some of the time	17	17
No, never	5	5

*Question ES Z.16.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.17***Are rules in this school made clear to students?***

	Grade 5 %	Total %
Yes, all of the time	41	41
Yes, most of the time	36	36
Yes, some of the time	19	19
No, never	4	4

*Question ES Z.17.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.18*****Do students know how they are expected to act?***

	Grade 5 %	Total %
Yes, all of the time	34	34
Yes, most of the time	40	40
Yes, some of the time	23	23
No, never	3	3

*Question ES Z.18.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.19*****Do students know what the rules are?***

	Grade 5 %	Total %
Yes, all of the time	49	49
Yes, most of the time	37	37
Yes, some of the time	12	12
No, never	2	2

*Question ES Z.19.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.20***Do teachers and other grown-ups at school treat students with respect?***

	Grade 5 %	Total %
Yes, all of the time	48	48
Yes, most of the time	35	35
Yes, some of the time	15	15
No, never	2	2

*Question ES Z.20.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.21*****Do students treat teachers with respect?***

	Grade 5 %	Total %
Yes, all of the time	14	14
Yes, most of the time	46	46
Yes, some of the time	36	36
No, never	4	4

*Question ES Z.21.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.22*****Are the school rules fair?***

	Grade 5 %	Total %
Yes, all of the time	39	39
Yes, most of the time	36	36
Yes, some of the time	19	19
No, never	7	7

*Question ES Z.22.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.23***Are students treated fairly when they break school rules?***

	Grade 5 %	Total %
Yes, all of the time	27	27
Yes, most of the time	36	36
Yes, some of the time	24	24
No, never	14	14

*Question ES Z.23.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.24*****Do other kids hit or push you at school when they are not just playing around?***

	Grade 5 %	Total %
Yes, all of the time	10	10
Yes, most of the time	12	12
Yes, some of the time	30	30
No, never	48	48

*Question ES Z.24.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.25*****Are you afraid of being beaten up at school?***

	Grade 5 %	Total %
Yes, all of the time	11	11
Yes, most of the time	8	8
Yes, some of the time	18	18
No, never	63	63

*Question ES Z.25.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.26***Do other kids at school spread mean rumors or lies about you?***

	Grade 5 %	Total %
Yes, all of the time	11	11
Yes, most of the time	9	9
Yes, some of the time	32	32
No, never	49	49

*Question ES Z.26.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.27*****Do other kids at this school ever tease you about what your body looks like?***

	Grade 5 %	Total %
Yes, all of the time	8	8
Yes, most of the time	8	8
Yes, some of the time	24	24
No, never	59	59

*Question ES Z.27.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.28*****Do other kids at this school ever tease you about the way you talk?***

	Grade 5 %	Total %
Yes, all of the time	4	4
Yes, most of the time	4	4
Yes, some of the time	16	16
No, never	77	77

*Question ES Z.28.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.29***Do other kids steal or damage your things, like your clothing or your books?***

	Grade 5 %	Total %
Yes, all of the time	4	4
Yes, most of the time	4	4
Yes, some of the time	21	21
No, never	71	71

*Question ES Z.29.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.30*****Students at this school step in to help when someone is being bullied.***

	Grade 5 %	Total %
Yes, all of the time	15	15
Yes, most of the time	31	31
Yes, some of the time	41	41
No, never	13	13

*Question ES Z.30.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.31*****Adults at this school step in to help when someone is being bullied.***

	Grade 5 %	Total %
Yes, all of the time	45	45
Yes, most of the time	29	29
Yes, some of the time	19	19
No, never	7	7

*Question ES Z.31.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.32***I can say no when my friends want me to do something that I don't want to do.***

	Grade 5 %	Total %
Completely true	53	53
Mostly true	22	22
Somewhat true	10	10
A little true	9	9
Not at all true	7	7

*Question ES Z.32.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.33*****Before I make a decision, I think about what might happen afterwards.***

	Grade 5 %	Total %
Completely true	32	32
Mostly true	36	36
Somewhat true	17	17
A little true	10	10
Not at all true	6	6

*Question ES Z.33.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.34*****If I get angry with a friend, I can talk about it and make things better.***

	Grade 5 %	Total %
Completely true	31	31
Mostly true	27	27
Somewhat true	16	16
A little true	16	16
Not at all true	10	10

*Question ES Z.34.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.35***I know where to go for help with a problem.***

	Grade 5 %	Total %
Completely true	50	50
Mostly true	24	24
Somewhat true	13	13
A little true	8	8
Not at all true	5	5

*Question ES Z.35.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.36*****During the past 30 days, I came to class prepared.***

	Grade 5 %	Total %
Almost never	5	5
Once in a while	11	11
Sometimes	18	18
Often	24	24
Almost all the time	41	41

*Question ES Z.36.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.37*****During the past 30 days, I remembered and followed directions.***

	Grade 5 %	Total %
Almost never	4	4
Once in a while	8	8
Sometimes	14	14
Often	29	29
Almost all the time	46	46

*Question ES Z.37.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.38***During the past 30 days, I got my work done right away instead of waiting until the last minute.***

	Grade 5 %	Total %
Almost never	6	6
Once in a while	9	9
Sometimes	20	20
Often	27	27
Almost all the time	39	39

*Question ES Z.38.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.39*****During the past 30 days, I paid attention, even when there were distractions.***

	Grade 5 %	Total %
Almost never	5	5
Once in a while	9	9
Sometimes	28	28
Often	34	34
Almost all the time	24	24

*Question ES Z.39.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.40*****During the past 30 days, I worked independently with focus.***

	Grade 5 %	Total %
Almost never	4	4
Once in a while	10	10
Sometimes	25	25
Often	34	34
Almost all the time	26	26

*Question ES Z.40.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.41***During the past 30 days, I stayed calm even when others bothered or criticized me.***

	Grade 5 %	Total %
Almost never	12	12
Once in a while	10	10
Sometimes	24	24
Often	26	26
Almost all the time	28	28

*Question ES Z.41.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.42*****During the past 30 days, I allowed others to speak without interruption.***

	Grade 5 %	Total %
Almost never	6	6
Once in a while	10	10
Sometimes	20	20
Often	27	27
Almost all the time	36	36

*Question ES Z.42.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.43*****During the past 30 days, I was polite to adults and peers.***

	Grade 5 %	Total %
Almost never	5	5
Once in a while	6	6
Sometimes	12	12
Often	24	24
Almost all the time	53	53

*Question ES Z.43.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.44***During the past 30 days, I kept my temper in check.***

	Grade 5 %	Total %
Almost never	7	7
Once in a while	9	9
Sometimes	17	17
Often	25	25
Almost all the time	42	42

*Question ES Z.44.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.45*****I can change my intelligence with hard work.***

	Grade 5 %	Total %
Completely true	46	46
Mostly true	31	31
Somewhat true	16	16
A little true	5	5
Not at all true	2	2

*Question ES Z.45.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.46*****I can increase my intelligence by challenging myself.***

	Grade 5 %	Total %
Completely true	43	43
Mostly true	29	29
Somewhat true	16	16
A little true	8	8
Not at all true	4	4

*Question ES Z.46.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.47***I am capable of learning anything.***

	Grade 5 %	Total %
Completely true	45	45
Mostly true	32	32
Somewhat true	15	15
A little true	7	7
Not at all true	2	2

*Question ES Z.47.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.48*****I can do well in a subject even if I am not naturally good at it.***

	Grade 5 %	Total %
Completely true	36	36
Mostly true	34	34
Somewhat true	19	19
A little true	8	8
Not at all true	3	3

*Question ES Z.48.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.49*****I can earn an A (or 3 or better) in my classes.***

	Grade 5 %	Total %
Not at all confident	5	5
A little confident	13	13
Somewhat confident	19	19
Mostly confident	33	33
Completely confident	30	30

*Question ES Z.49.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.50***I can do well on all my tests, even when they're difficult.***

	Grade 5 %	Total %
Not at all confident	6	6
A little confident	15	15
Somewhat confident	23	23
Mostly confident	32	32
Completely confident	25	25

*Question ES Z.50.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.51*****I can master the hardest topics in my classes.***

	Grade 5 %	Total %
Not at all confident	10	10
A little confident	18	18
Somewhat confident	26	26
Mostly confident	29	29
Completely confident	17	17

*Question ES Z.51.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.52*****I can meet all the learning goals my teachers set.***

	Grade 5 %	Total %
Not at all confident	4	4
A little confident	13	13
Somewhat confident	23	23
Mostly confident	33	33
Completely confident	27	27

*Question ES Z.52.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.53***During the past 30 days, how carefully did you listen to other people's points of view?***

	Grade 5 %	Total %
Not carefully at all	3	3
Slightly carefully	8	8
Somewhat carefully	20	20
Quite carefully	49	49
Extremely carefully	20	20

*Question ES Z.53.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.54*****During the past 30 days, how much did you care about other people's feelings?***

	Grade 5 %	Total %
Did not care at all	5	5
Cared a little bit	8	8
Cared somewhat	13	13
Cared quite a bit	40	40
Cared a tremendous amount	34	34

*Question ES Z.54.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.55*****During the past 30 days, how often did you compliment others' accomplishments?***

	Grade 5 %	Total %
Almost never	7	7
Once in a while	12	12
Sometimes	27	27
Often	32	32
Almost all the time	22	22

*Question ES Z.55.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.56***During the past 30 days, how well did you get along with students who are different from you?***

	Grade 5 %	Total %
Did not get along at all	4	4
Got along a little bit	10	10
Got along somewhat	17	17
Got along pretty well	46	46
Got along extremely well	23	23

*Question ES Z.56.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.57*****During the past 30 days, how clearly were you able to describe your feelings?***

	Grade 5 %	Total %
Not at all clearly	12	12
Slightly clearly	13	13
Somewhat clearly	28	28
Quite clearly	31	31
Extremely clearly	16	16

*Question ES Z.57.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.58*****During the past 30 days, when others disagreed with you, how respectful were you of their views?***

	Grade 5 %	Total %
Not at all respectful	4	4
Slightly respectful	8	8
Somewhat respectful	24	24
Quite respectful	42	42
Extremely respectful	21	21

*Question ES Z.58.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.59***During the past 30 days, to what extent were you able to stand up for yourself without putting others down?***

	Grade 5 %	Total %
Not at all	7	7
A little bit	11	11
Somewhat	23	23
Quite a bit	36	36
A tremendous amount	23	23

*Question ES Z.59.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.60*****During the past 30 days, to what extent were you able to disagree with others without starting an argument?***

	Grade 5 %	Total %
Not at all	7	7
A little bit	13	13
Somewhat	25	25
Quite a bit	34	34
A tremendous amount	21	21

*Question ES Z.60.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.61*****Most of the time when I am at school I feel:***

	Grade 5 %	Total %
Glad	46	46
Sad	7	7
Scared	4	4
Mad	3	3
Bored	41	41

*Question ES Z.61.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.62***Did you eat breakfast (or a morning meal/snack) today?***

	Grade 5 %	Total %
Yes, I got my breakfast at home.	67	67
Yes, I got my breakfast at school.	13	13
Yes, I got my breakfast from a corner store, food truck or restaurant.	3	3
No, I did not eat breakfast.	18	18

*Question ES Z.62.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.63*****Yesterday, did you eat any fruit?***

	Grade 5 %	Total %
No, I did not eat any fruit yesterday.	18	18
Yes, I ate fruit once yesterday.	29	29
Yes, I ate fruit twice yesterday.	25	25
Yes, I ate fruit 3 or more times yesterday.	28	28

*Question ES Z.63.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.64*****Yesterday, did you eat any vegetables? (For example, broccoli, carrots or lettuce)***

	Grade 5 %	Total %
No, I did not eat vegetables yesterday.	29	29
Yes, I ate vegetables once yesterday.	27	27
Yes, I ate vegetables twice yesterday.	21	21
Yes, I ate vegetables 3 or more times yesterday.	23	23

*Question ES Z.64.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.65***Yesterday, how many times did you have drinks like soda, sports drinks, fruit punch or Kool-Aid?***

	Grade 5 %	Total %
I did not drink these yesterday.	49	49
I drank these once yesterday.	31	31
I drank these twice yesterday.	10	10
I drank these 3 or more times yesterday.	10	10

*Question ES Z.65.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.66*****During the past 7 days, for how many days were you physically active for at least 60 minutes per day? (Add up all the time you spent exercising, playing sports, dancing and walking.)***

	Grade 5 %	Total %
0	4	4
1	6	6
2	7	7
3	14	14
4	13	13
5	17	17
6	10	10
7	28	28

*Question ES Z.66.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.67*****In an average week, on how many days do you have Physical Education class (P.E. or gym. This is different than recess or after school program.)***

	Grade 5 %	Total %
0 days	5	5
1 day	36	36
2 days	29	29
3 days	11	11
4 days	6	6
5 days	13	13

*Question ES Z.67.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.68***How much time do you spend reading at home on a typical day?***

	Grade 5 %	Total %
I don't usually read at home at all	13	13
5-10 minutes	13	13
10-20 minutes	20	20
20-40 minutes	29	29
40 minutes or more	24	24

*Question ES Z.68.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.69*****Have any of your friends or family members ever died by violence?***

	Grade 5 %	Total %
No	66	66
Yes, one person	17	17
Yes, two or three people	8	8
Yes, more than three people	10	10

*Question ES Z.69.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.70*****In the past month, did you use marijuana (pot, weed, grass, hash, bud)?***

	Grade 5 %	Total %
No	84	84
Yes, 1 time	3	3
Yes, 2 or more times	3	3
I don't know what marijuana is	10	10

*Question ES Z.70.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.71***In the past month, did you use an electronic cigarette?***

	Grade 5 %	Total %
No	85	85
Yes, 1 time	4	4
Yes, 2 or more times	3	3
I don't know what an electronic cigarette is.	8	8

*Question ES Z.71.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.72*****In the past month, did you drink any beer, wine, or other alcohol?***

	Grade 5 %	Total %
No	91	91
Yes, I drank one or two sips.	7	7
Yes, I drank a full glass	2	2

*Question ES Z.72.**Note: Cells are empty if there are less than 10 respondents.***Table Z.2.73*****I believe I will go to college and graduate from college.***

	Grade 5 %	Total %
Strongly agree	57	57
Agree	35	35
Disagree	4	4
Strongly disagree	2	2
Not applicable	2	2

*Question ES Z.73.**Note: Cells are empty if there are less than 10 respondents.*

Table Z.2.74***Yesterday, how many cups of plain water did you drink?***

	Grade 5 %	Total %
1 or 2 cups of water	21	21
3 or 4 cups of water	31	31
5 or 6 cups of water	21	21
7 or more cups of water	25	25
I did not drink water yesterday	3	3

*Question ES Z.74.**Note: Cells are empty if there are less than 10 respondents.*

Appendix

2019-20 CHKS Elementary Survey Response Rates

Eligible Schools	5th %
ACORN Woodland Elementary	96
Allendale Elementary	89
Bella Vista Elementary	89
Bridges Academy	100
Brookfield Elementary	68
Burckhalter Elementary	85
Carl B. Munck Elementary	92
Chabot Elementary	89
Cleveland Elementary	
Community United Elementary	79
Crocker Highlands Elementary	97
East Oakland Pride Elementary	58
Emerson Elementary	100
EnCompass Academy Elementary	100
Esperanza Elementary	90
Franklin Elementary	100
Fred T. Korematsu Discovery Academy	
Fruitvale Elementary	84
Futures Elementary	48
Garfield Elementary	91
Glenview Elementary	96
Global Family	82
Grass Valley Elementary	65
Greenleaf Elementary	67
Hillcrest Elementary	91
Hoover Elementary	100
Horace Mann Elementary	70
Howard Elementary	97

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

2019-20 CHKS Elementary Survey Response Rates - Continued

Eligible Schools	5th %
Independent Study, Sojourner Truth	
International Community	88
Joaquin Miller Elementary	73
Kaiser Elementary	44
La Escuelita Elementary	100
Laurel Elementary	100
Lincoln Elementary	90
Madison Park Academy TK-5	96
Manzanita Community	91
Manzanita SEED Elementary	
Markham Elementary	87
Martin Luther King, Jr. Elementary	79
Melrose Leadership Academy	
Montclair Elementary	81
New Highland Academy	58
Parker Elementary	33
Peralta Elementary	70
Piedmont Avenue Elementary	74
Prescott	72
Reach Academy	70
Redwood Heights Elementary	82
Rise Community	70
Sankofa Academy	
Sequoia Elementary	88
Think College Now	71
Thornhill Elementary	87

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and enrollment data files. Directly funded charter schools have been excluded from the list.