

## Central Santa Ana



### KEY STUDENT WELL-BEING INDICATORS among 11th-grade students

Who participated?

2016-17	2017-18	high schools	2016-17	2017-18	11th graders	2016-17	2017-18	were Hispanic	2016-17	2017-18	participated in Free & Reduced Price Meals Program
5	5		2,016	2,058		94%	96%		92%	93%	

“National initiatives to improve schools tend to focus heavily on curriculum, testing, and personnel. But a growing consensus also recognizes that the elements that make up school climate—including peer relationships, students’ sense of safety and security, and the disciplinary policies and practices they confront each day—play a crucial part in laying the groundwork for academic success.”

Quality Counts Code of Conduct  
EPE Research Center 2013

This snapshot of student well-being within this Building Healthy Communities (BHC) Place summarizes data reported by 11th graders related to (a) school climate, safety, and supports; (b) pupil engagement; and (c) mental health and risk behavior on the California Healthy Kids Survey (CHKS). These indicators are central to the goals of The California Endowment's BHC efforts and to the State's priorities that must be addressed by each California school district in its Local Control and Accountability Plan (LCAP).



\*Data from 11th graders are presented here to highlight student needs. CHKS data have consistently shown that as youth progress through secondary school, they become less likely to feel connected to school and be academically motivated; and more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. The data for this report are from the 2016-17 and 2017-18 school years administration of the CHKS in Central Santa Ana. A full report was provided to each Place showing results for all grade levels and survey items.

# ACADEMICS

2016-17 **46%**  
2017-18 **48%**  
reported getting B's or better



2016-17 **75%**  
2017-18 **72%**  
agreed they are academically motivated<sup>1</sup>

## PERCEIVED SAFETY



Perceived safety is an LCAP school climate indicator. Both physical and psychological safety are essential for high-quality teaching and learning and positive youth development.

2016-17	2017-18
<b>66%</b>	<b>53%</b>
reported feeling safe or very safe at school	
<b>6%</b>	<b>5%</b>
reported seeing a weapon on campus	
<b>23%</b>	<b>22%</b>
reported feeling very safe in their neighborhood and	
<b>26%</b>	<b>29%</b>
reported having 3 or more problems in their neighborhood (based on respondents who reported any problems)	

## Gender differences for academic motivation

2016-17	2017-18
<b>78%</b>	<b>77%</b>
females	
<b>72%</b>	<b>67%</b>
males	

## GRADE-LEVEL PATTERNS

As youth progress through secondary school, they become less likely to feel connected to school and be academically motivated; and more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Data for 11th graders are presented here because they have had the most time exposed to relationships and policies at their school compared to 9th graders.



## ATTENDANCE

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. The characteristics of students reporting poor attendance can provide insight into factors associated with chronic absenteeism. Providing students opportunities to talk about their school experiences can be helpful in building programs to improve attendance.

2016-17	2017-18
<b>4%</b>	<b>5%</b>
reported being truant once a month or more	
<b>35%</b>	<b>34%</b>
reported missing three full days of school in the past 30 days	
<b>54%</b>	<b>48%</b>
reported missing school because they were sick	

## WHY DEVELOPMENTAL SUPPORTS MATTER

Research shows that when schools (or families or communities) provide three developmental supports measured by the CHKS—caring adult relationships, high expectations, and opportunities for meaningful participation—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher school connectedness, attendance, and motivation. This scale was calculated by averaging the scales for caring adult relationships, high expectations, and opportunities for meaningful participation.



## DEVELOPMENTAL SUPPORTS

2016-17 **26%** 2017-18 **25%**

on average agreed they have developmental supports at school<sup>1</sup>



## CARING RELATIONSHIPS

A caring relationship with an adult at school is perhaps the most powerful motivator for academic success.

2016-17 **63%** 2017-18 **61%**

on average agreed they have caring relationships at school<sup>1</sup>



2016-17 **72%** 2017-18 **70%**

indicated they are exposed to high expectation messages at school<sup>1</sup>



## HIGH EXPECTATIONS

Students who are exposed to messages that their teachers believe in them and expect them to do well in school are more likely to report higher school connectedness and feelings of safety.

## SUBSTANCE ABUSE

In the past 30 days:

2016-17 **5%** 2017-18 **4%**

reported frequent drug use (heavy use)

2016-17 **3%** 2017-18 **3%**

reported binge drinking (5 or more drinks in a row)



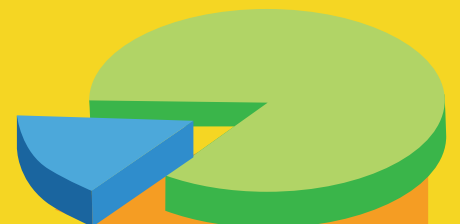
Substance use in the past 30 days provides insight into the percentage of students who may be regular users. Heavy drug use was calculated based on patterns of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only), or any other illegal drug/pill to get "high").

## Meaningful Participation

Meaningful participation among students is strongly related to engagement in school.

2016-17 **38%** 2017-18 **33%**

on average agreed they have opportunities for meaningful participation at school<sup>1</sup>



## MENTAL HEALTH



2016-17  
9%

2017-18  
**9%**



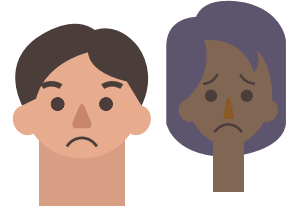
reported seriously considering suicide in the past year

Students who experience chronic sadness are at higher risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.

2016-17  
26%

2017-18  
**30%**

reported feeling chronic sadness/hopelessness



## HARASSMENT



Victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.

2016-17  
10%

2017-18  
**9%**

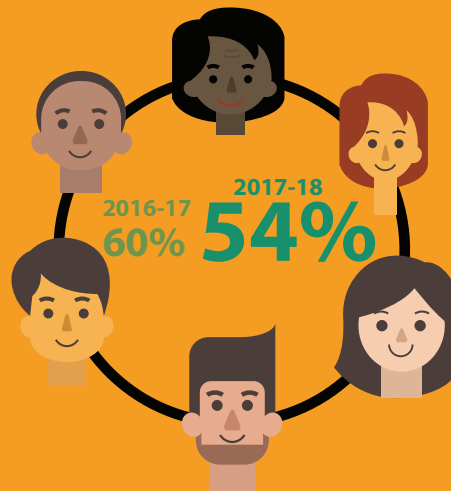
reported experiencing any bias based harassment (gender, race/ethnicity, disability, sexual identity, religion)

2016-17  
84%

2017-18  
**55%**

reported that teachers make clear that bullying is not tolerated

## SCHOOL CONNECTEDNESS



agreed they are connected to school<sup>1</sup>

School connectedness is an LCAP school climate indicator that is related to both academic and health outcomes.

2016-17  
35%

2017-18  
**36%**

females

2016-17  
17%

2017-18  
**21%**

males

reported chronic sadness

females

2016-17  
59%

2017-18  
**55%**

males

2016-17  
62%

2017-18  
**55%**

connected to school



## MEDICAL



2016-17  
67%

2017-18  
**67%**

reported accessing medical care always or sometimes when needed

## COUNSELING



2016-17  
27%

2017-18  
**29%**

reported accessing counseling services always or sometimes to help them deal with problems

## EXERCISE



2016-17  
21%

2017-18  
**21%**

reported exercising or doing physical activities for at least 60 minutes 7 days a week

# COMMUNITY SUPPORTS & ENGAGEMENT



2016-17  
n/a

2017-18  
**36%**

on average agreed they are connected to the community<sup>1</sup>

2016-17  
n/a

2017-18  
**69%**

on average agreed they have caring relationships in the community<sup>1</sup>

2016-17  
n/a

2017-18  
**31%**

on average agreed they have opportunities for meaningful participation in the community<sup>1</sup>

## COMMUNITY INVOLVEMENT



2016-17  
n/a

2017-18  
**6%**

reported being involved in 3 or more activities to bring about change in the community

2016-17  
n/a

2017-18  
**51%**

reported being personally involved at least occasionally in creating positive change

## POLICING



2016-17  
n/a

2017-18  
**51%**

indicated positive perceptions of police in the community<sup>2</sup>

2016-17  
n/a

2017-18  
**60%**

indicated positive perceptions of school police<sup>2</sup>

### OTHER ITEMS

From  
BHC  
Module

2016-17  
28%

2017-18  
**10%**

reported being disrespected by an adult at school because of race, ethnicity, or culture

2016-17  
71%

2017-18  
**43%**

reported that school has clean and drinkable water

2016-17  
31%

2017-18  
**40%**

reported their school has conflict resolution (restorative) process for hearing all sides

## acknowledgments

The California Healthy Kids Survey is an assessment from the California Department of Education developed by WestEd.

This report was prepared by WestEd and funded by The California Endowment as part of TCE's School Health Data Team, a partnership of WestEd, Children Now, and Forward Change. Missing data indicated by "n/a" are part of the CHKS BHC Module. Some BHC Places do not complete the BHC Module every year.

The Community Supports and Engagement, Community Involvement, and Policing items were added to the CHKS BHC Module during the 2017-18 school year.

<sup>1</sup>Agreement was measured by computing the average percentage of students who agree or strongly agree across all the questions that measure this domain.

<sup>2</sup>Agreement was measured by computing the average percentage of students who responded pretty much true or very true across all the questions that measure this domain.