

# **Berkeley Unified School District California Healthy Kids Survey Results from January/February 2016**

**Presented at the BUSD Governing  
Board Meeting November 16, 2016**

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# Background

- The California Healthy Kids Survey (CHKS) is administered every 2 years in grades 5, 7, 9, 11 and at Berkeley Technology Academy (BTA).
- CHKS provides information to facilitate prevention and early intervention education. Delaying the onset of risk behaviors reduces the level of involvement and related problems.
- CHKS data are used widely by many public agencies including the City of Berkeley's Public Health Department.
- BUSD regularly the CHKS Core Module, which contains a variety of questions related to substance use, school violence, victimization, and safety, and other physical and mental health risk. At the high schools BUSD also uses a custom module related to health. In 2016, BUSD added the Closing the Achievement Gap module in middle and high school, which contained questions related to fairness and respect for diversity.

# Goals of CHKS

- Goals of CHKS are to
  - reduce risky behaviors
  - help school districts to identify areas for prevention and intervention education and support
  - promote learning
  - promote healthy behaviors
  - promote health programs

# Participation Information

		5 <sup>th</sup> Grade Sample	7 <sup>th</sup> Grade Sample	9 <sup>th</sup> Grade Sample	11 <sup>th</sup> Grade Sample	BTA
2016	%	59%	<b>82%</b>	<b>81%</b>	<b>69%</b>	37%
2014	%	<b>64%</b>	<b>76%</b>	<b>82%</b>	<b>68%</b>	<b>68%</b>
2012	%	<b>68%</b>	<b>87%</b>	<b>73%</b>	<b>62%</b>	<b>69%</b>
2010	%	46%	<b>83%</b>	<b>77%</b>	58%	NA
2008	%	43%	48%	<b>68%</b>	52%	NA
2006	%	57%	<b>67%</b>	47%	53%	NA

% : Percent of total student population who took the survey

# Sexual Identity and Gender Identity

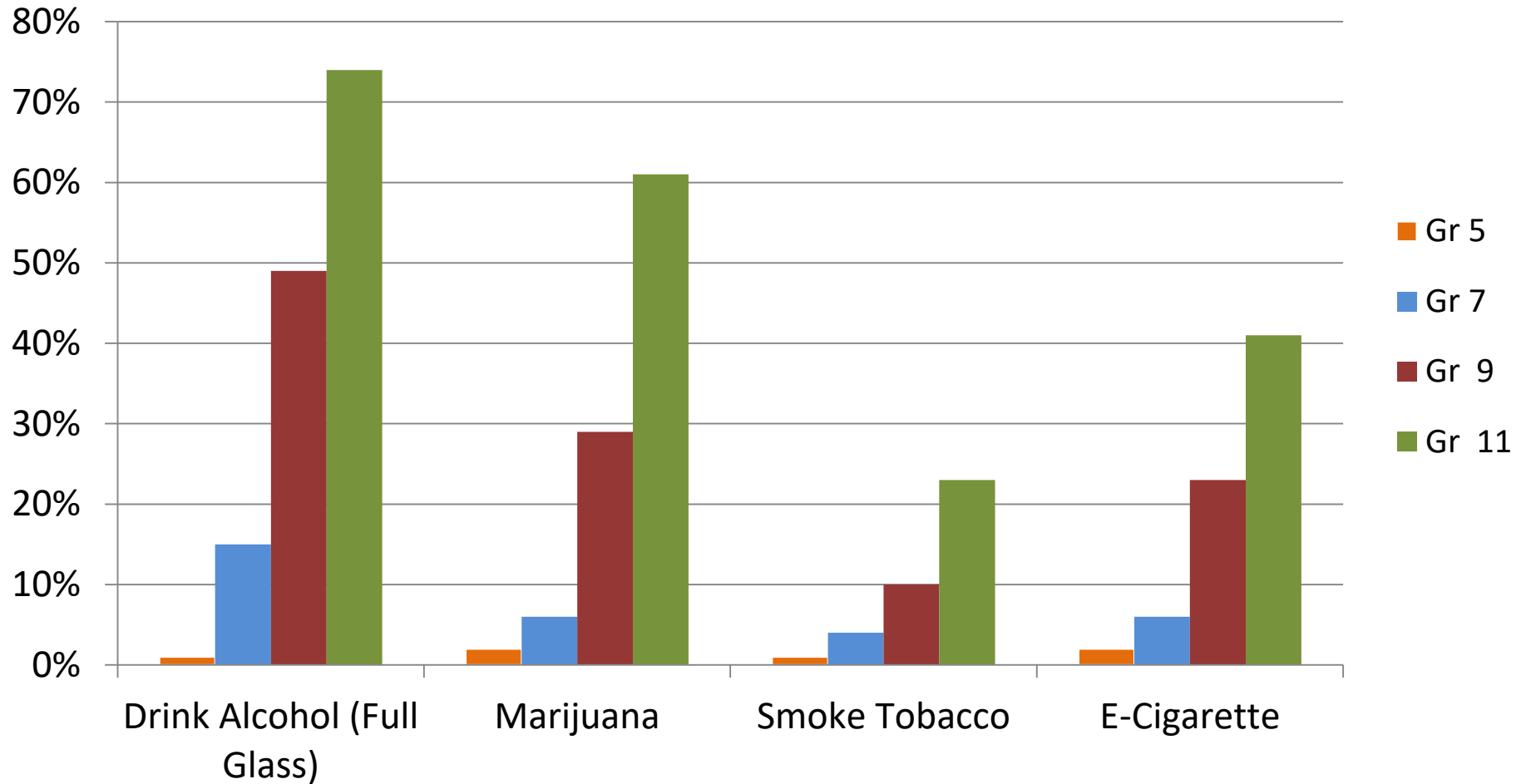
	<b>Grade 7 2016 (2014)</b>	<b>Grade 9 2016 (2014)</b>	<b>Grade 11 2016 (2014)</b>	<b>Berkeley Tech. 2016 (2014)</b>
Heterosexual	81% (85%)	79% (87%)	81% (79%)	N/A (73%)
Gay or Lesbian or Bisexual	7% (4%)	14% (6%)	10% (10%)	N/A (20%)
Transgender	1% (2%)	2% (1%)	2% (0%)	N/A (0%)
Not sure	10% (8%)	11% (6%)	8% (9%)	N/A (3%)
Decline to respond	7% (8%)	2% (3%)	3 % (4%)	N/A (3%)

# 5<sup>th</sup> Grade Students' School Connectedness

	No, never	Yes, some of the time	Yes, most of the time	Yes, all of the time
Do the teachers and other grown-ups at school believe you can do a good job?	0%	5%	25%	70%
Does your school teach students to care about each other and treat each other with respect?	1%	6%	24%	68%
Are you nice to other students?	1%	4%	43%	52%
Teachers and other grown-ups make it clear that bullying is not allowed.	1%	6%	16%	77%

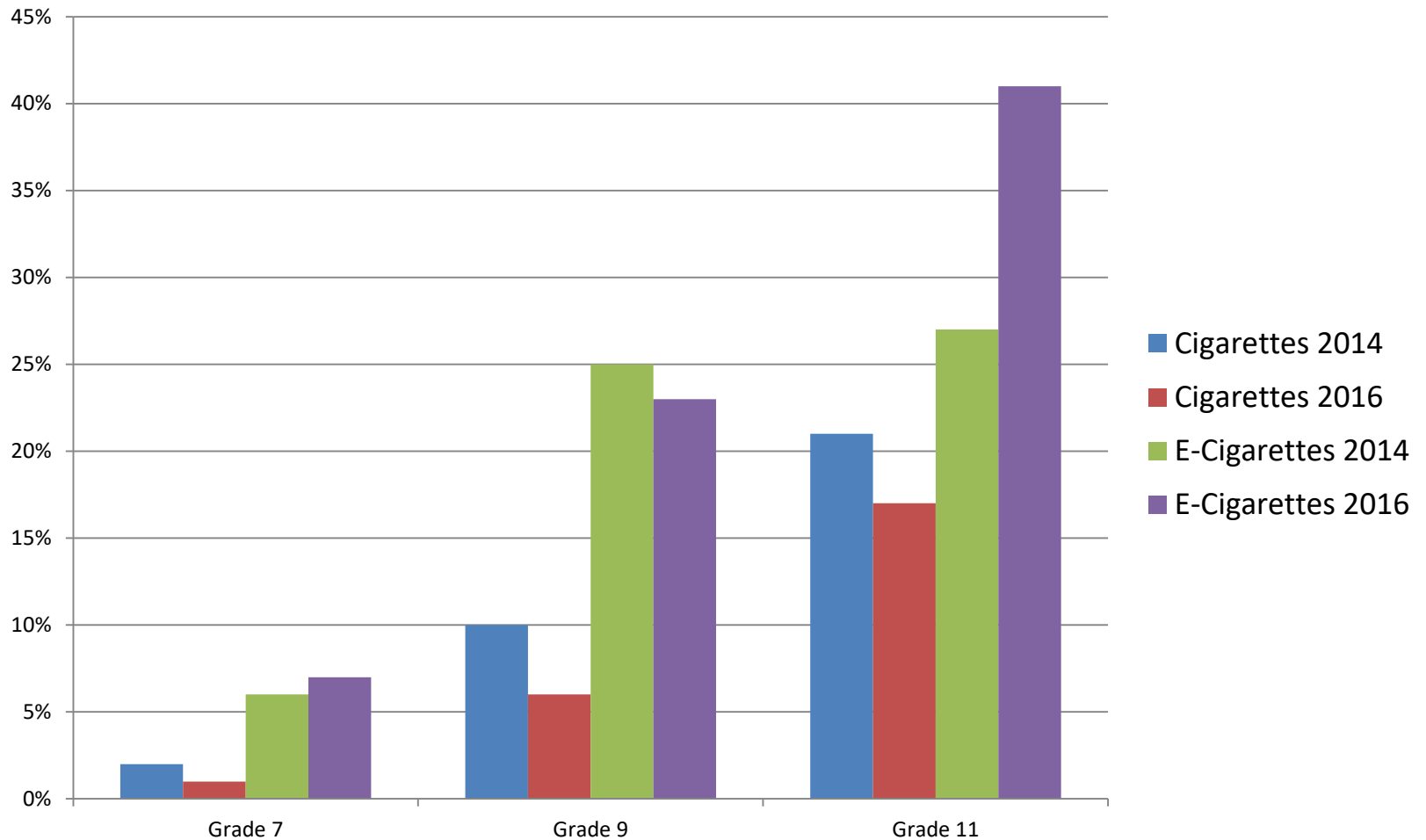
# Lifetime ATOD Use

Percent of students who used alcohol, tobacco or marijuana at least once in their life



# Cigarette/ Electronic Cigarette Use

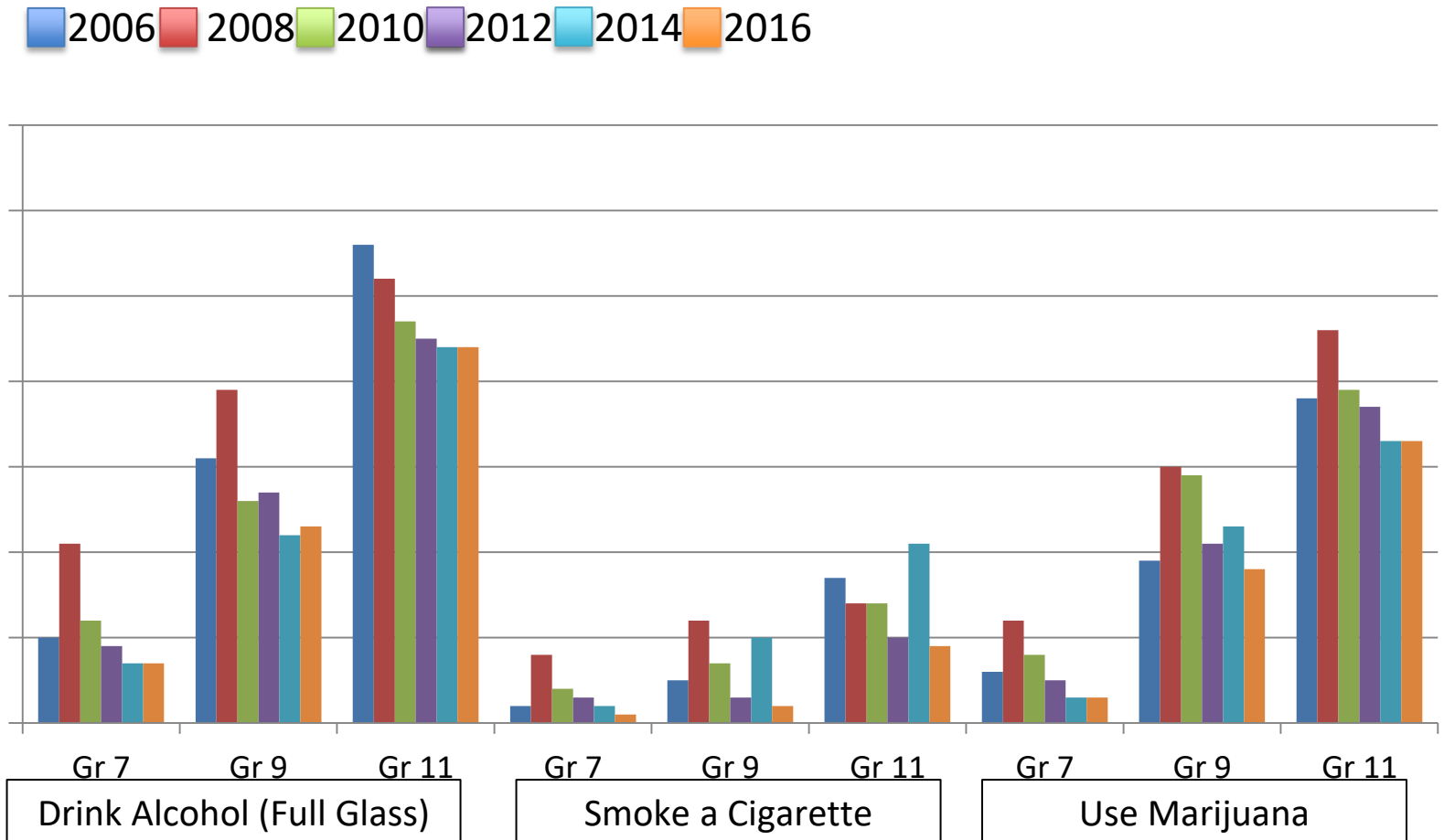
Ever smoked a whole cigarette or used an electronic cigarette?



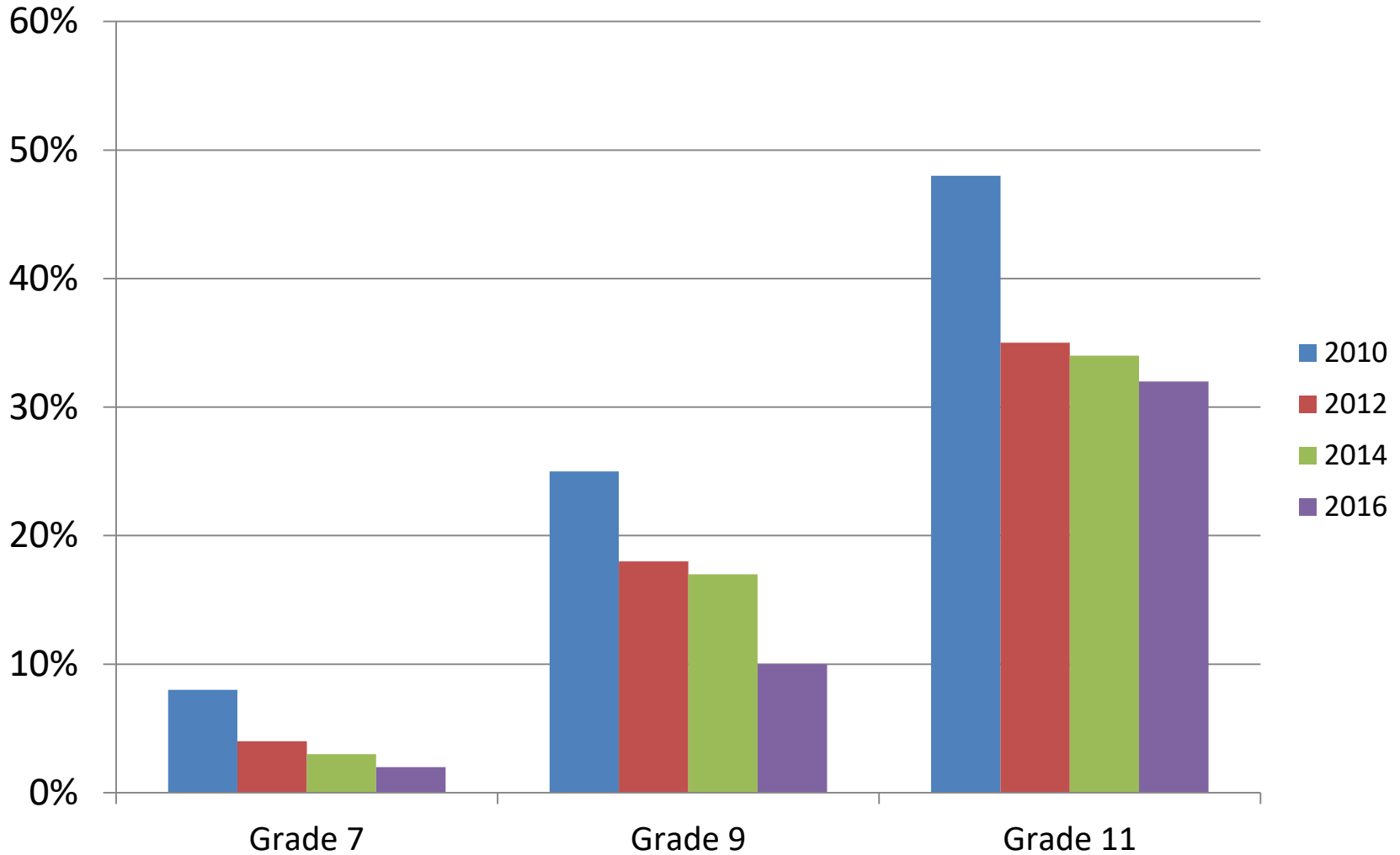


# Current ATOD Use- Last 30 days

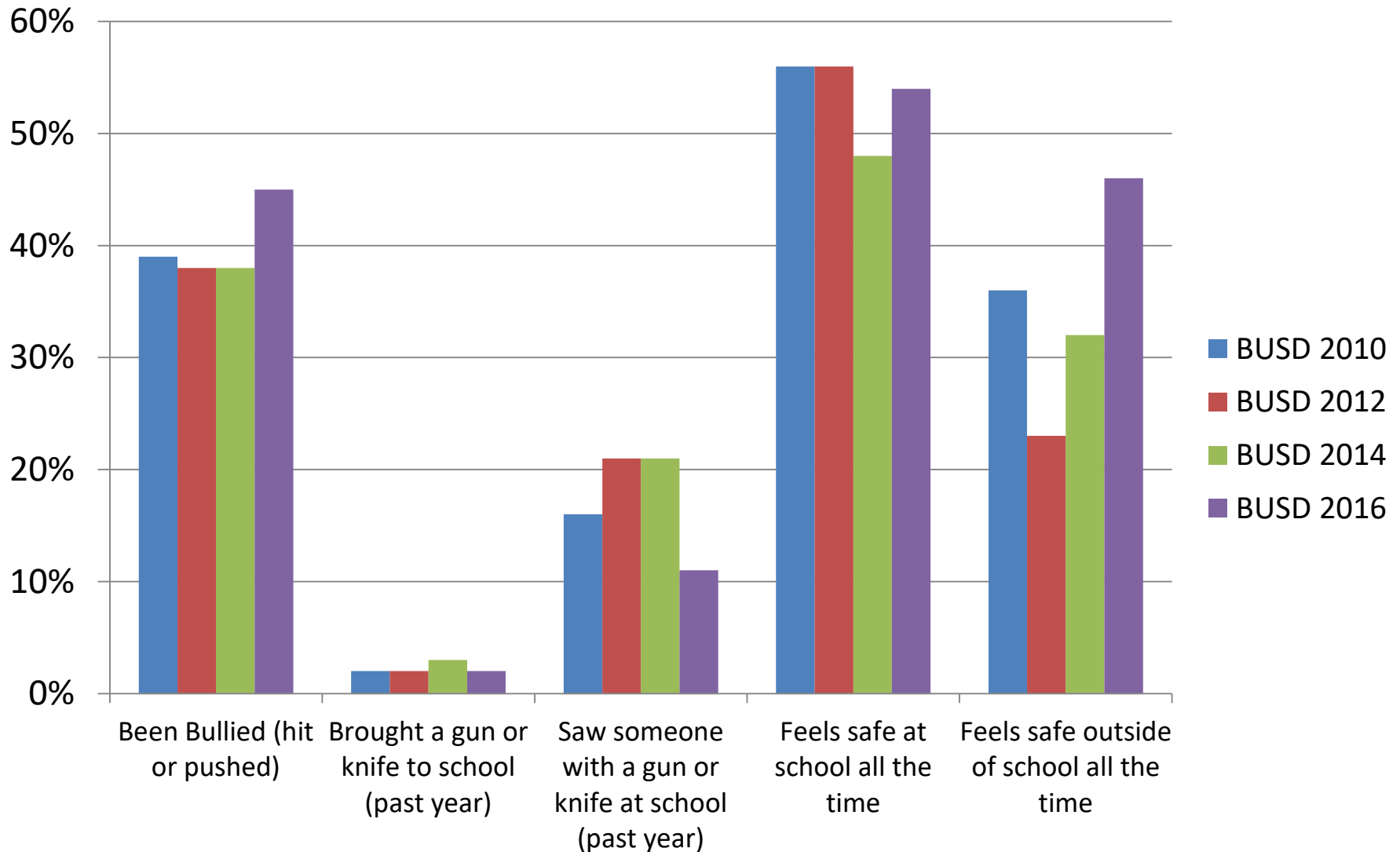
## Comparison of BUSD Responses 2006 to 2016



# Drunk or High on School Property 2010 to 2016 Comparison

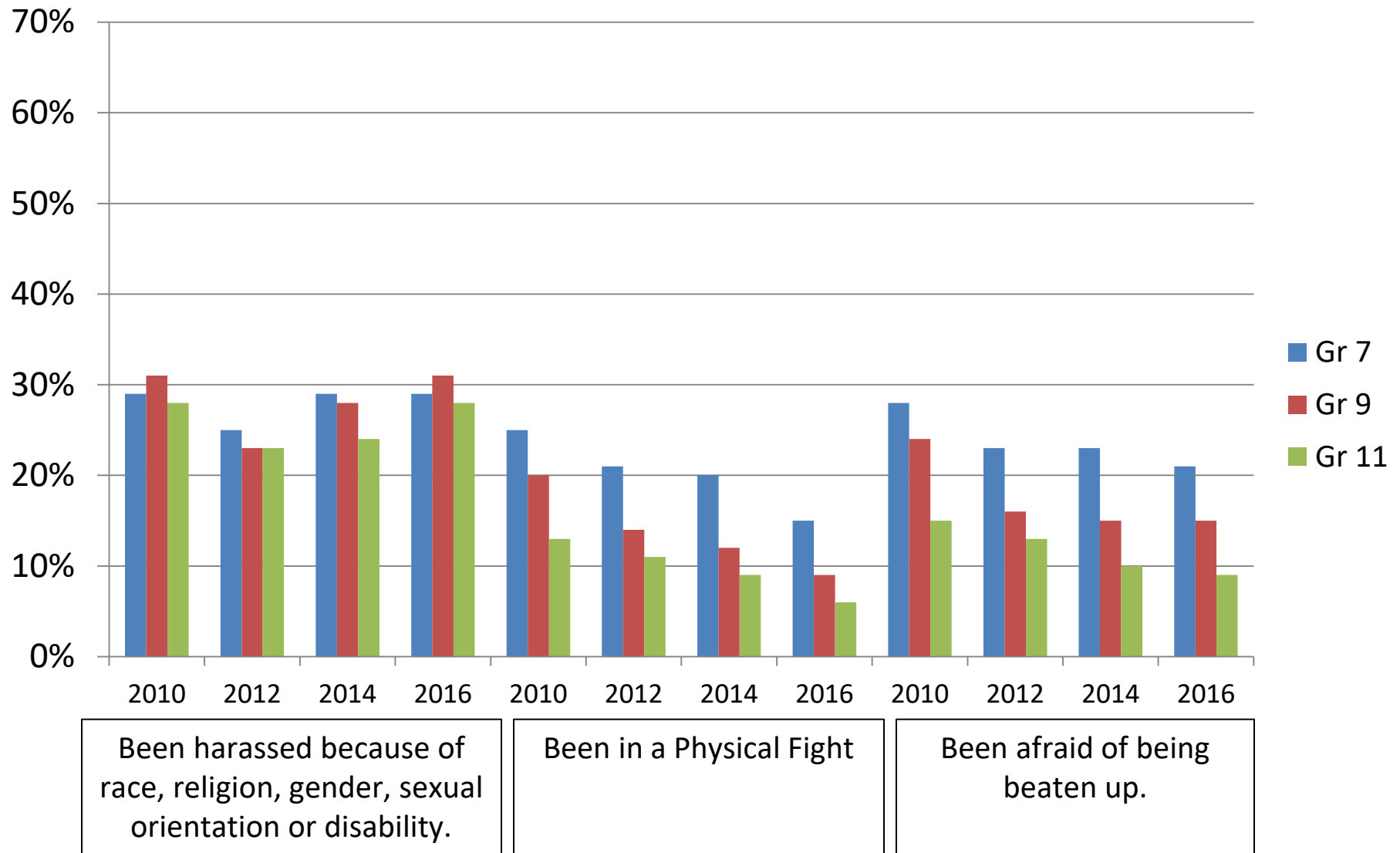


# Violence and Safety-Related Behavior - Grade 5

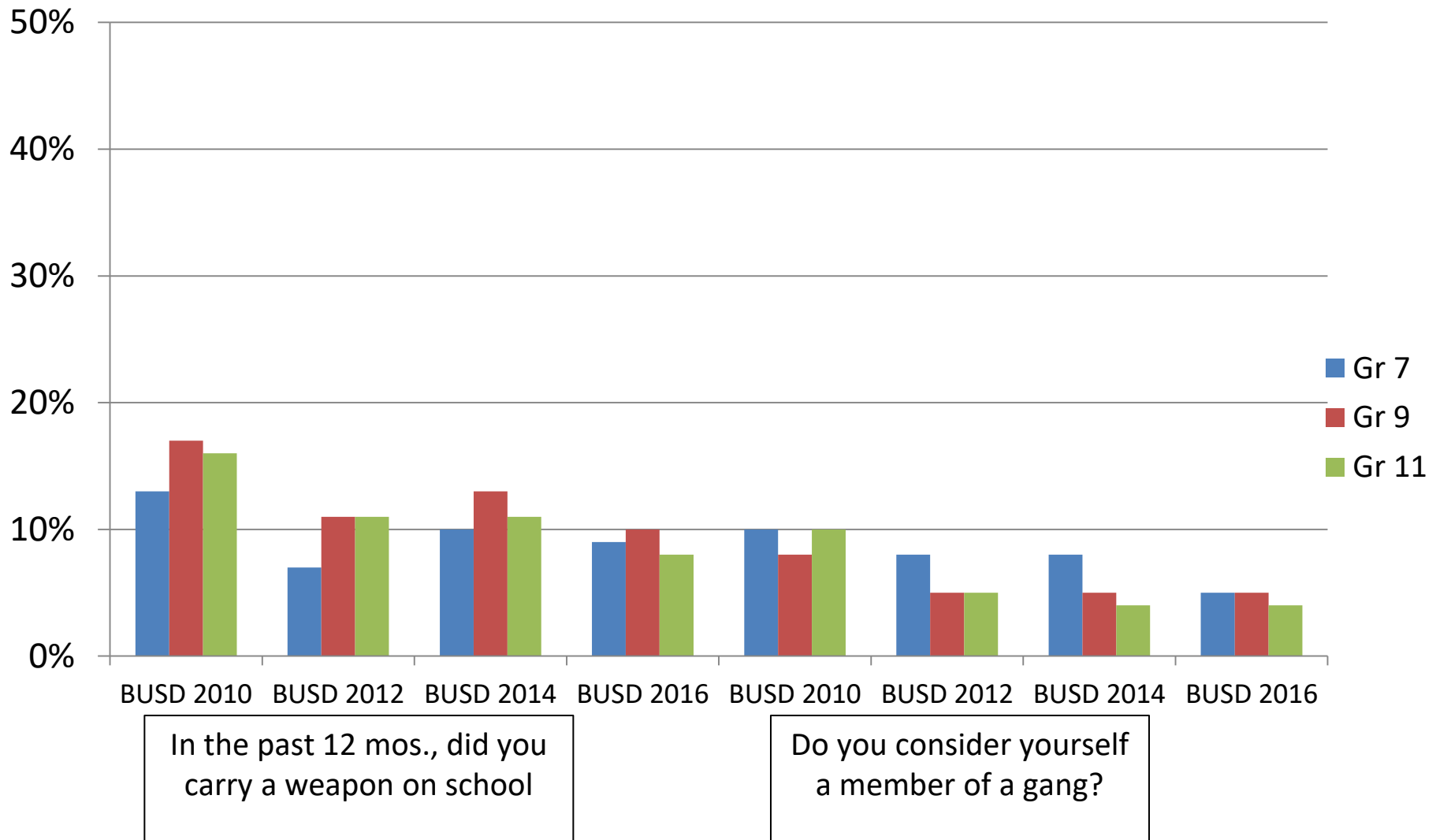


# Violence and Safety-Related Behavior and Experiences.

## During the past 12 months at school, have you...

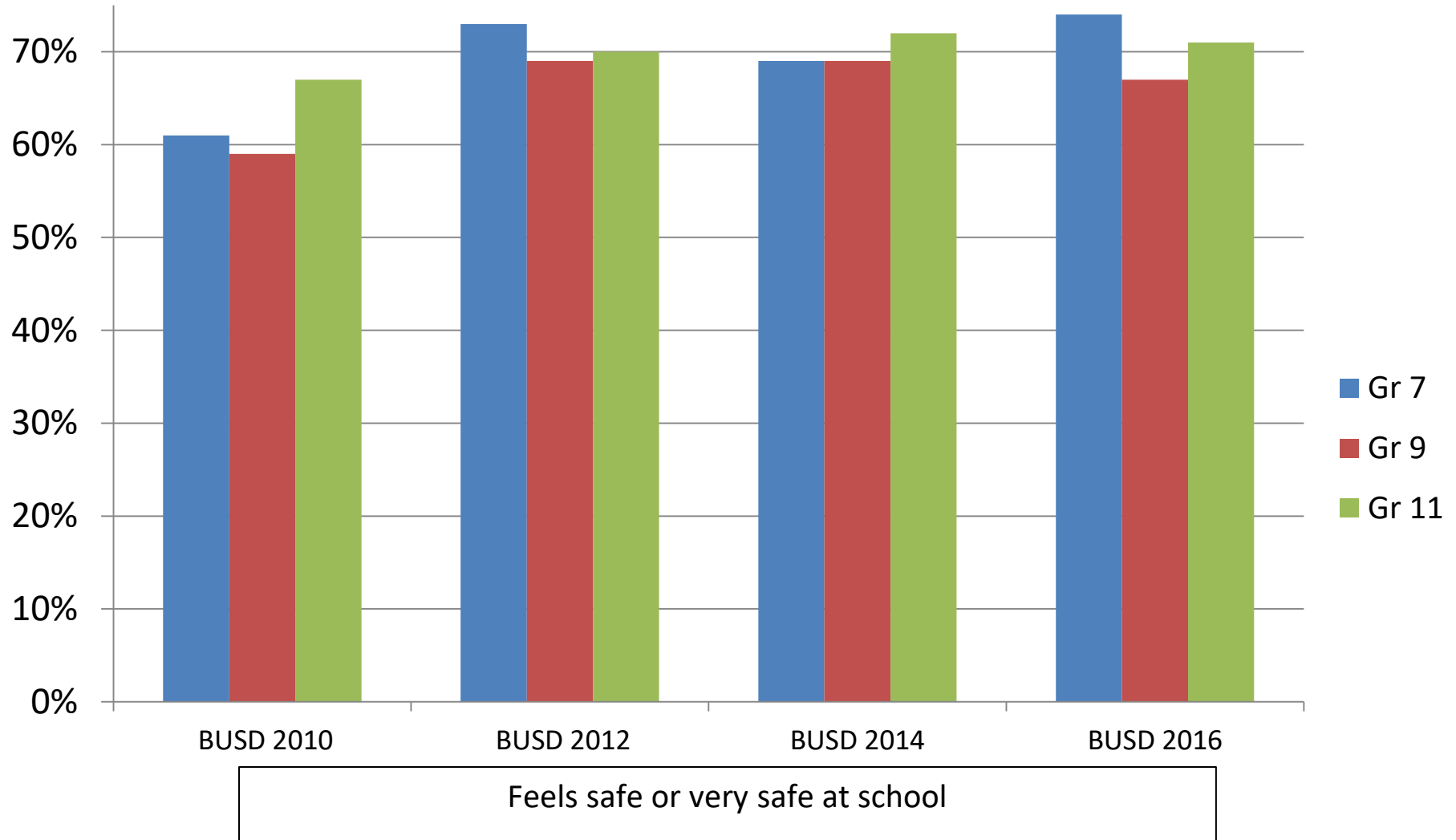


# Violence and Safety-Related Behavior



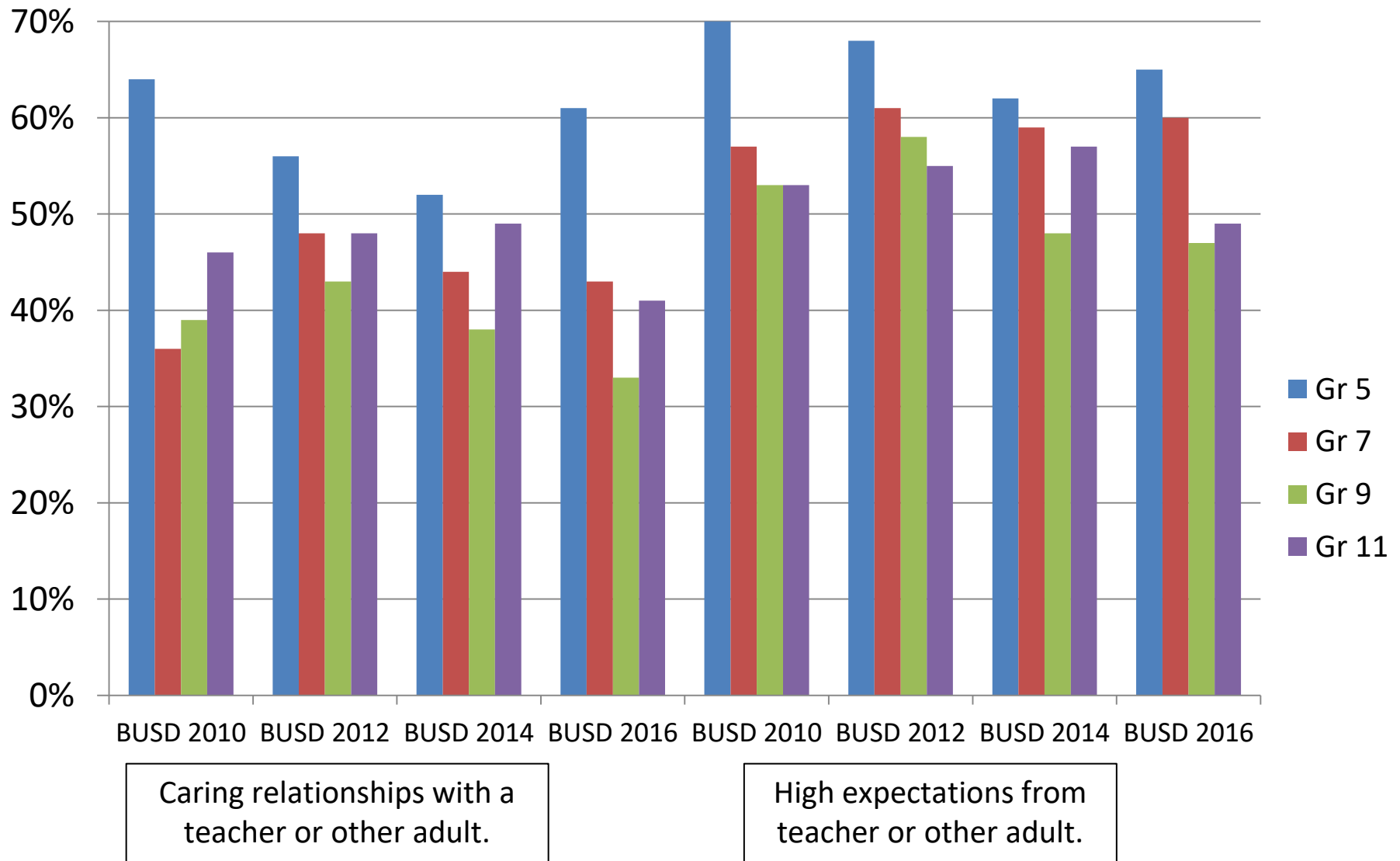
# School Protective Factors

## How safe do you feel at school?



# School Protective Factors

## Teacher / Student Relationships



# Indicators of School Climate and Student Well-Being

	Grade 7 2016 (2014)	Grade 9 2016 (2014)	Grade 11 2016 (2014)	BTA (2014)
Experienced Chronic Sadness or Hopelessness (past 12 months)	20% (19%)	25% (24%)	28% (30%)	(25%)
Considered Suicide (past 12 months)	(question not asked to 7 <sup>th</sup> graders)	14% (14%)	12% (11%)	(14%)
High Academic Motivation	40% (39%)	<b>32% (24%)</b>	22% (26%)	(9%)
Truant More Than a Few Times (past 12 months)	4% (3%)	<b>5% (7%)</b>	20% (15%)	(29%)
Seen a Weapon on Campus (past 12 months)	<b>14% (20%)</b>	<b>20% (24%)</b>	<b>14% (23%)</b>	(30%)



# Behavioral/Emotional Health Support

	Grade 9	Grade 11
Received Counseling in the Past Year for Issues Like Stress, Sadness, Family Problems, or Substance Use (Always or Sometimes)	34%	35%
Have an Adult to Talk to About My Health (Agree or Strongly Agree)	88%	90%
I Know Where to go for Help with Stress or Personal Issues (Agree or Strongly Agree)	75%	76%

# Fairness and Respect for Diversity and Support or Learning

	Grade 7	Grade 9	Grade 11
All Students Treated with Respect (Agree or Strongly Agree)	56%	43%	41%
All Students Treated Fairly When They Break Rules (Agree or Strongly Agree)	43%	28%	27%
Tension Between Different Cultures/Races/Ethnic Groups (Agree or Strongly Agree)	22%	34%	38%
Teachers and Other Adults Encourage Students to Work Hard in School (Agree or Strongly Agree)	79%	69%	72%

# Key Findings

- CHKS participation rates continue to be high, with the exception of BTA.
- E-Cigarette use continues to be a concern at all grade levels.
- Alcohol and marijuana have not changed significantly, except that marijuana use declined in grade 9.
- Substance use at school has declined.

# Key Findings continued

- One in three high school students reported tension between cultures/races/ethnic groups.
- More students in grades 7 and 9 reported being lesbian, gay or bisexual and more students in grades 9 and 11 reported being transgender. Fewer students declined to state their sexual orientation and gender identity.
- The number of secondary students who reported feelings of hopelessness, sadness, and thoughts of suicide continues to be alarming.
- One in three high school students has recently received counseling support, and most high school students know where to go for behavioral health support.

# Key Findings continued

- Fewer students reported bringing weapons to school, and fewer students reported seeing weapons at school.
- Fighting has decreased at all grade levels.
- Feelings of school connectedness are high at elementary schools and decline in grades 7, 9, and 11.
- Many secondary students do not feel that all students are treated with respect or are treated fairly when they break rules.