



CLIMATE UPDATE: YOUTH TRUTH SURVEY



DJUSD COMMITMENT



■ Strategic Plan Strategy 3:

STRATEGY: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

SPECIFIC RESULT: Assess, build and support school culture to bolster academic success and connectedness.

■ LCAP Goal 6: Improve School Climate

POSITIVE SCHOOL CLIMATE



A sustainable, positive school climate:

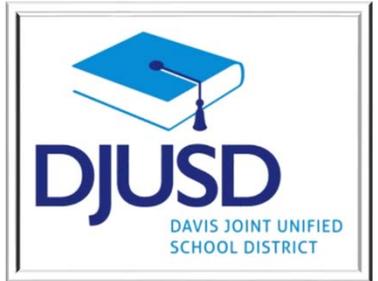
- **Fosters youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society.**
- **Includes norms, values, and expectations that support people feeling socially, emotionally and physically safe.**

Positive school climate is characterized by a system where:

- **People are engaged and respected.**
- **Students, families and educators work together to develop, live, and contribute to a shared school vision.**
- **Educators model and nurture an attitude that emphasizes the benefits of, and satisfaction from, learning.**
- **Each person contributes to the operations of the school as well as the care of the physical environment.**

National School Climate Council

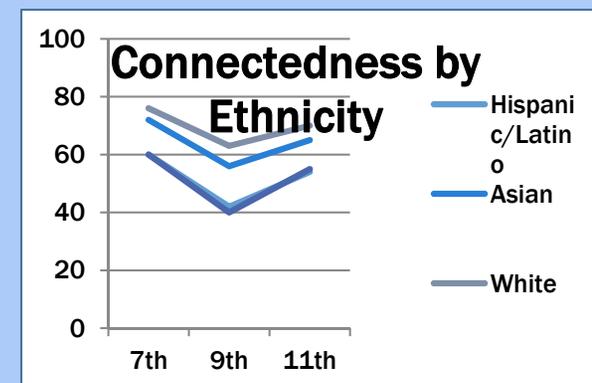
CLIMATE AND ACHIEVEMENT



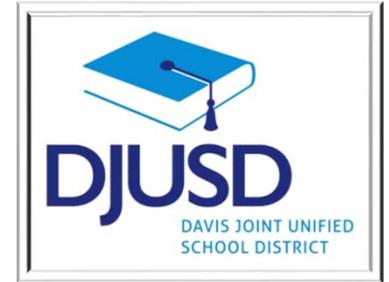
Positive school climate has been documented to correlate with increased achievement.

Connection to a caring adult and high expectations are key.

We know we have a climate gap in Davis.

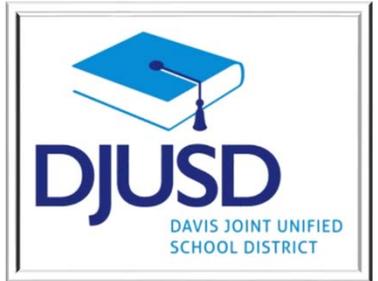


DJUSD FORMAL CLIMATE ASSESSMENTS



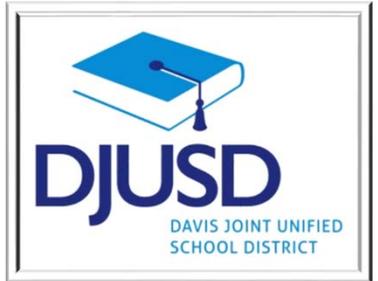
- **California Healthy Kids Survey (CHKS)**
 - Spring 2015 Administration, Fall 2015 Results
 - 12 years of longitudinal data, bi-annually
 - Greater focus on social-emotional aspects, safety and risk behaviors
 - Comparison with California schools (~800 districts)
- **Youth Truth Survey (YT)**
 - October 2015 Administration, Winter 2015 Baseline Results
 - Greater focus on instructional experience
 - More accessible reporting platform, faster data turnaround
 - Comparison with schools nationally (56 districts or networks)

SURVEY CONTENT



	YT	CHKS
Engagement	X	X
School Safety		X
Substance Use/Abuse	X	X
Emotional/Mental Health	X	X
Discipline - Fairness		X
Peer/Teacher Relationships	X	X
Academic Expectations	X	X
Relevance of School Experience	X	X
Instructional Methods	X	
Classroom Culture	X	X
College and Career Readiness	X	

TIMELINE



Spring
2015

- **CHKS Administration**

Fall 2015

- **CHKS Results, Response development**
- **YT Administration**

December
2015

- **YT Results**

Jan-March
2016

- **Site share out of data**
- **Response development**

Spring
2016

- **Response implementation**

ANALYSIS



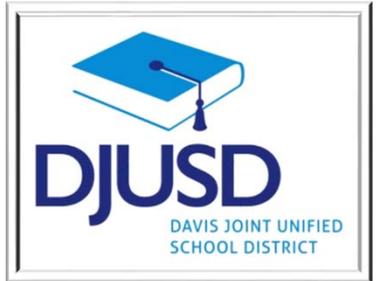
- **Where CHKS and YT overlap**
 - **YT generally corroborates what we know from CHKS**
 - Climate/connectedness gap persists
 - Mental health, safety and wellness metrics were similar
- **Youth Truth provides opportunities to see distinct variations in results:**
 - school to school
 - between grade level
 - between self-reported income level
 - by self-reported grades (A-F)
 - by self-reported ethnicity

SITE REFLECTIONS, A SAMPLE



- Students seem to be pretty connected to staff but less so to peers.
- Student to teacher connectedness needs to be improved across all three grade levels with an emphasis on the 8th and 9th grades.
- Student to student connectedness needs to be improved across all three grade levels.
- We saw connections between the data and the mindset work we have been doing over the past year.
- Data confirms much of our WASC report.

SITE RESPONSES, A SAMPLE



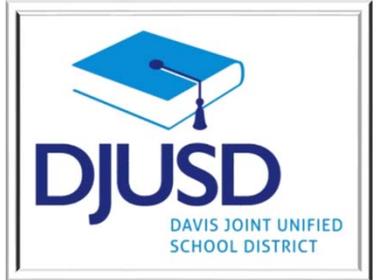
- Address student-teacher connectedness by focusing on opportunities to develop shared student-teacher interests.
- Use Advisories to focus on student-to-student and student-to-teacher connection, goals and fun.
- Focus on trauma-informed care with staff.
- Create a goal-setting system where students set academic and emotional goals for themselves.
- Reinforce and broaden work of current student-led student-to-student activities to include more restorative practices and support for learning model.

NEXT STEPS



- **January – April 2016**
 - Principals expected to share data with staff and their communities
 - Formulate potential responses
- **April – October 2016**
 - Implementation of responses
 - Assessment of responses, survey value, analysis needs
 - Fall 2016 YT Administration/Spring 2017 CHKS Administration

RECOMMENDATIONS



- **Continue to increase data analysis capacity in leaders and at sites.**
- **Continue assessment of YT as complement to CHKS and maximize its strengths to propel climate work at sites.**
- **Continue CHKS administration for longitudinal data and expand reporting/use of CHKS Climate module.**