

# School Climate Report Card (High School)—Spring 2016

District: Grossmont Union High

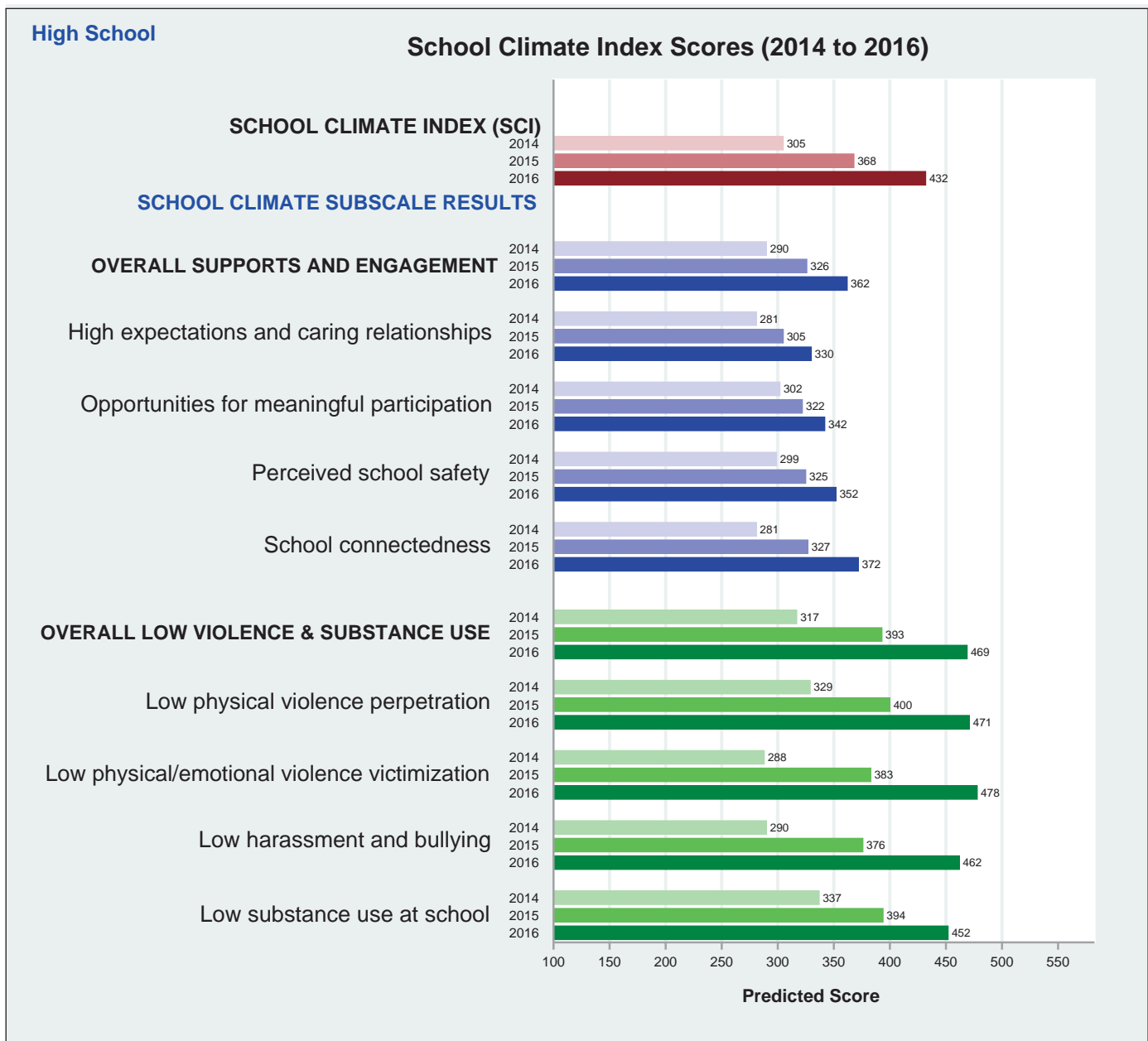
Date Prepared: 8 Feb 2016

School: El Capitan High

Response Rate: 81% (2014), 90% (2015), 85% (2016)

## School Climate Index (SCI)

	2014	2015	2016	Change
SCI Score <sup>A</sup>	305	368	432	+127
SCI State Percentile <sup>B</sup>	59	92	99	+40
SCI Similar Schools Percentile <sup>B</sup>	67	98	99	+32



<sup>A</sup>Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence, victimization, and substance use at school.

<sup>B</sup>A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

## School Climate Subscale Results

	SCI Scores			
	2014	2015	2016	Change
<b>Overall Supports and Engagement</b>	<b>290</b>	<b>326</b>	<b>362</b>	<b>+72</b>
High expectations and caring relationships	281	305	330	+49
Opportunities for meaningful participation	302	322	342	+40
Perceived school safety	299	325	352	+53
School connectedness	281	327	372	+91
<b>Overall Low Violence and Substance Use</b>	<b>317</b>	<b>393</b>	<b>469</b>	<b>+152</b>
Low physical violence perpetration	329	400	471	+142
Low physical/emotional violence victimization	288	383	478	+190
Low harassment and bullying	290	376	462	+172
Low substance use at school	337	394	452	+115

## Other Indicators

### Selected Student-Reported Indicators

	2014	2015	2016	Change
Try hard on school work	72%	73%	81%	+9
Truant more than a few times	10%	12%	6%	-4
Feel a part of the school	49%	58%	64%	+15
Safety at school	64%	59%	72%	+8
Harassed or bullied at school	34%	37%	27%	-7
Experienced chronic sadness/hopelessness	37%	34%	25%	-12

### Selected Staff-Reported Indicators

	2014	2015	2016	Change
Nearly all/most students are motivated to learn	31%	51%	64%	+33
Truancy is moderate/severe problem	56%	44%	24%	-32
School is a supportive and inviting place for students to learn	96%	98%	100%	+4
School is a supportive and inviting place for staff to work	89%	95%	91%	+2
School is a safe place for students	96%	98%	99%	+3
Harassment/bullying is moderate/severe problem	34%	46%	31%	-3
School is welcoming to and facilitates parental involvement	94%	94%	98%	+4
School has clean and well-maintained facilities	80%	84%	82%	+2

Notes: ID—Insufficient data.  
ND—No data.

CDS code: 37681303731809

## What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on **student CHKS data**. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

- (1) Overall Supports and Engagement (50%)
  - o High expectations and caring relationships (6 items)
  - o Opportunities for meaningful participation (3 items)
  - o Perceived school safety (2 items)
  - o School connectedness (4 items)
- (2) Overall Low Violence and Substance Use at School (50%)
  - o Low physical violence perpetration on school property (7 items)
  - o Low physical and emotional violence victimization at school (6 items)
  - o Low harassment and bullying at school (5 items)
  - o Low substance use at school (4 items)

When data are available for three or more years after the 2012-13 school year, predicted values are provided based on pooled data from multiple years. The predicted values minimize the impact of chance fluctuations across survey administrations and provide more reliable estimates of trends across time. Scores from prior reports with less than three years of data will likely be different from the predicted scores in this report. Results are not reported if less than 50% of students participated in the survey. Staff results are not reported if less than 50% of staff or less than 5 staff provided data.

Further information about the methodology used to construct the SCI can be obtained in [Construction of California's School Climate Index \(californias3.wested.org/about\)](http://californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or [thanson@WestEd.org](mailto:thanson@WestEd.org).

## State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI score than, the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of high schools in the state had the same SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

## Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of high schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card. The SCI procedure for calculating similar schools percentiles was the same procedure used by CDE to calculate similar schools ranks for Academic

Performance Index (API) scores—except for the SCI calculations, only high schools that administered the CHKS in the 2008-09 or 2009-10 school years were eligible to be in each school’s comparison group.

## Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. These measures and their sources are described below.

### Selected Student-Reported School Climate Measures (Student CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- Safety at school – feel “safe” or “very safe” when I am at school.
- Harassed or bullied at school – harassed or bullied on school property in past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability; (f) other.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

### Selected Staff-Reported School Climate Measures (Staff CSCS)

- Nearly all/most students are motivated to learn – “nearly all” or “most” students at this school are motivated to learn.
- Truancy is moderate/severe problem – cutting classes or being truant is a “moderate” or “severe” problem at this school.
- School is a supportive and inviting place for students to learn – “agree” or “strongly agree” that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – “agree” or “strongly agree” that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – “agree” or “strongly agree” that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem – “agree” or “strongly agree” that harassment and bullying among students is a “moderate” or “severe” problem at this school.
- School is welcoming to and facilitates parental involvement – “agree” or “strongly agree” that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – “agree” or “strongly agree” that this school has clean and well-maintained facilities and property.