

**Galt Joint Union Elementary School District
Board of Education**
“Building a Bright Future for All Learners”

Board Study Session
Wednesday February 12, 2020
6:00 p.m. Open Session

Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt CA 95632

AGENDA

Anyone may address the Board regarding any item that is within the Board’s subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.

Community members and employees may address items on the agenda by filling out a speaker’s request form and giving it to the board meeting assistant prior to the start of that agenda item.

Comments are limited to no more than 3 minutes or less pending Board President approval.

A. 6:00 p.m. Call Study Session to Order, Flag Salute

[More informal meeting most often used as an opportunity for the board to receive in-depth information from staff about a particular issue. ~ CSBA]

B. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker’s request form.

C. Session Goals to Advance District Direction

1. Review and discuss CalSCHLS survey and Social Emotional Learning (SEL)
2. Receive updated information on GJUESD budget with recent stakeholder feedback on focus and priorities.

State and Regional Technical Assistance during the Study Session includes:

- Leslie Poynor, State Coordinator: CalSCHLS & West Ed Research Associate
- Brent Malicote, SCOE Director: Prevention and Early Intervention

D. CalSCHLS Report

1. Survey Overview and GJUESD Survey Use to Date
2. Board Questions, Discussion and Implications for Action

E. Feedback Discussions and Budget

1. District Committee Meetings
 - a. Dashboard & CalSCHLS Feedback
 - b. Social Emotional Learning & CA Guiding Principles: Learning and Equity Insights
2. District Budget Update
 - a. Past Reductions or Restructuring
 - b. Reserve Level Scenarios
 - c. Timelines

F. Board Discussion

G. Closed Session

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock,
Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Unrepresented Employees

H Pending Agenda Items

1. School District Properties
2. Low Performing Block Grant: Mathematics
3. CSBA Social Media & Training for School Boards

I. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval.

J. Adjournment

The next regular meeting of the GJUESD Board of Education: February 26, 2020

Board agenda materials are available for review at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent
Galt Joint Union Elementary School District
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(209) 744-4545



Study Session Attachments

1. CalSCHLS District Level Summaries and Reports
2. CA Dashboard: GJUESD Matrix
3. School District Demographics Snapshot
4. Logic Model, Teamwork for Dreamwork Graphic, MTSS Umbrella
5. Reserve Levels with Fiscal Targets, 2018-19 and 2019-20 Reductions
6. CA Social Emotional Learning Guiding Principles
7. Stakeholder Team Views on Whole Learner/PERSONalization
8. Communication: Permission To Feel

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
ELEMENTARY 2019-2020

Key Indicators of School Climate and Student Well-Being

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School Engagement and Supports				
School connectedness	–	–	77	75
Academic motivation	–	–	87	85
Caring adults in school	–	–	79	74
High expectations-adults in school	–	–	90	86
Meaningful participation	–	–	38	44
Facilities upkeep	–	–	88	83
Parent involvement in schooling	–	–	84	78
Social and emotional learning supports	–	–	81	78
Anti-bullying climate	–	–	79	74
School Safety				
Feel safe at school	–	–	85	82
Feel safe on way to and from school	–	–	87	87
Been hit or pushed	–	–	39	34
Mean rumors spread about you	–	–	37	48
Called bad names or target of mean jokes	–	–	41	49
Saw a weapon at school	–	–	9	13
School Disciplinary Environment				
Rule clarity	–	–	88	88
Students well behaved	–	–	55	52
Students treated fairly when break rules	–	–	59	55
Students treated with respect	–	–	91	86
Substance Use and Physical/Mental Health				
Alcohol or drug use	–	–	11	23
Marijuana use	–	–	1	1
Cigarette use	–	–	0	1
Vaping	–	–	1	2
Late bedtime (after 10 pm)	–	–	13	24
Experienced sadness	–	–	15	24

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
ELEMENTARY 2019-2020

Key Indicators of Social Emotional Health

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Covitality	–	–	80	77
Belief in self	–	–	88	87
Belief in others	–	–	80	79
Empathy	–	–	83	80
Engaged living	–	–	69	63
Growth mindset	–	–	81	82
Collaboration	–	–	81	81
Problem solving	–	–	73	68

Covitality Domain and Subdomains	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Belief in self	–	–	88	87
Self-efficacy	–	–	89	88
Persistence	–	–	87	85
Belief in others	–	–	80	79
School supports	–	–	85	79
Peer supports	–	–	75	79
Emotional competence				
Empathy	–	–	83	80
Engaged living	–	–	69	63
Optimism	–	–	76	70
Gratitude	–	–	89	84
Zest	–	–	41	34

Custom Question

This school encourages me to know and use my strengths to do what I do best.

	Grade 5 %	Grade 6 %
Strongly agree	62	47
Agree	29	35
Neither agree nor disagree	6	15
Disagree	1	2
Strongly disagree	3	2

CALIFORNIA HEALTHY KIDS SURVEY



Galt Joint Union Elementary 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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Contents

	Page
List of Tables	II
PREFACE	V
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagements	5
5. Supports for Learning at School	14
6. Fairness, Rule Clarity, and Positive Student Behavior	16
7. School Violence, Victimization, and Safety	20
8. Home Supports and Involvement in Schooling	25
9. Alcohol and Other Drug (AOD) Use	27
10. Tobacco Use	28
11. Other Physical and Mental Health Risks	29
12. Gender Breakdowns	31
F. Social Emotional Health Module	36
1. Module Sample	36
2. Summary of Key Indicators	37
3. Belief in Self	39
4. Belief in Others	41
5. Emotional Competence	43
6. Engaged Living	44
7. Growth Mindset	48
8. Collaboration	49
9. Problem Solving	50
Z. Galt Joint Union Elementary Custom Questions	51
1. Module Sample	51
2. Custom Questions	52
Appendix	53

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample Characteristics	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Number of Days Attending Afterschool Program	4
4. School Performance, Supports, and Engagements	5
A4.1 Perceived School Performance	5
A4.2 Truancy, Past 30 Days	5
A4.3 School Environment, School Connectedness, and Academic Motivation Scales	6
A4.4 Caring Adults in School Scale Questions	7
A4.5 High Expectations-Adults in School Scale Questions	8
A4.6 Meaningful Participation at School Scale Questions	9
A4.6 Meaningful Participation at School Scale Questions – Continued	10
A4.7 School Connectedness Scale Questions	11
A4.8 Academic Motivation Scale Questions	12
A4.9 School Pride	13
A4.10 Quality of School Physical Environment	13
5. Supports for Learning at School	14
A5.1 Social and Emotional Learning Supports Scale Questions	14
A5.2 Students at School Motivated to Learn	15
6. Fairness, Rule Clarity, and Positive Student Behavior	16
A6.1 Fairness Scale Questions	16
A6.2 Clarity of Rules	17
A6.3 Positive Behavior Scale Questions	18
A6.4 Students at School Well Behaved	19
7. School Violence, Victimization, and Safety	20
A7.1 Perceived Safety at or Outside of School	20
A7.2 Violence Victimization Scale Questions	21
A7.3 Been Teased About Body Image	22
A7.4 Violence Perpetration Scale Questions	22
A7.5 Weapons (Gun or Knife) on School Property, Past Year	23
A7.6 Anti-Bullying Climate Scale Questions	24

8. Home Supports and Involvement in Schooling	25
A8.1 High Expectations-Adults at Home Scale Questions	25
A8.2 Parent Involvement in Schooling Scale Questions	26
9. Alcohol and Other Drug (AOD) Use	27
A9.1 Use of Alcohol or Other Drugs, Lifetime	27
A9.2 Perception of Health Risk of Alcohol and Marijuana Use	27
10. Tobacco Use	28
A10.1 Cigarette Use and Vaping, Lifetime	28
A10.2 Perception of Health Risk of Cigarette and Electronic Cigarette Use	28
11. Other Physical and Mental Health Risks	29
A11.1 Frequency of Being Home Alone	29
A11.2 Bedtime	29
A11.3 Breakfast Consumption	29
A11.4 Experienced Sadness	30
12. Gender Breakdowns	31
A12.1 Key Indicators of School Climate and Student Well-Being by Gender	31
A12.1 Key Indicators of School Climate and Student Well-Being by Gender – Continued	32
A12.2 Student Positive Behavior by Gender	33
A12.3 Selected Alcohol and Drug Use Measures by Gender	34
A12.4 Selected Tobacco Measures by Gender	35
F. Social Emotional Health Module	36
1. Module Sample	36
F1.1 Student Sample for Social Emotional Health Module	36
2. Summary of Key Indicators	37
F2.1 Key Indicators of Social Emotional Health	37
F2.2 Covitality Domain and Subdomains	38
3. Belief in Self	39
F3.1 Self-Efficacy Scale Questions	39
F3.2 Persistence Questions	40
4. Belief in Others	41
F4.1 School Supports Scale Questions	41
F4.2 Peer Supports Scale Questions	42
5. Emotional Competence	43
F5.1 Empathy Questions	43
6. Engaged Living	44
F6.1 Optimism Scale Questions	44
F6.2 Gratitude Questions	45
F6.3 Zest Questions	46

F6.3	Zest Questions - Continued	47
7.	Growth Mindset	48
F7.1	Growth Mindset Scale Questions	48
8.	Collaboration	49
F8.1	Collaboration Scale Questions	49
9.	Problem Solving	50
F9.1	Problem Solving Scale Questions	50
Z.	Galt Joint Union Elementary Custom Questions	51
1.	Module Sample	51
Z1.1	Student Sample for Custom Questions	51
2.	Custom Questions	52
Appendix	53

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			✓	

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, School Health Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

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Administrator, School Health Office
California Department of Education

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
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)	X
G. Supplemental Health Module	
Z. Custom Questions	X

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 3	Grade 4	Grade 5	Grade 6
<i>Student Sample Size</i>				
Target sample	–	–	347	353
Final number	–	–	151	183
Response Rate	–	–	44%	52%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
School Engagement and Supports					
School connectedness [†]	–	–	77	75	A4.3
Academic motivation [†]	–	–	87	85	A4.3
Caring adults in school [†]	–	–	79	74	A4.3
High expectations-adults in school [†]	–	–	90	86	A4.3
Meaningful participation [†]	–	–	38	44	A4.3
Facilities upkeep [†]	–	–	88	83	A4.10
Parent involvement in schooling [†]	–	–	84	78	A8.2
Social and emotional learning supports [†]	–	–	81	78	A5.1
Anti-bullying climate [†]	–	–	79	74	A7.6
School Safety					
Feel safe at school [†]	–	–	85	82	A7.1
Feel safe on way to and from school [†]	–	–	87	87	A7.1
Been hit or pushed	–	–	39	34	A7.2
Mean rumors spread about you	–	–	37	48	A7.2
Called bad names or target of mean jokes	–	–	41	49	A7.2
Saw a weapon at school [¶]	–	–	9	13	A7.5
School Disciplinary Environment					
Rule clarity [†]	–	–	88	88	A6.2
Students well behaved [†]	–	–	55	52	A6.4
Students treated fairly when break rules [†]	–	–	59	55	A6.1
Students treated with respect [†]	–	–	91	86	A6.1
Substance Use and Physical/Mental Health					
Alcohol or drug use	–	–	11	23	A9.1
Marijuana use	–	–	1	1	A9.1
Cigarette use	–	–	0	1	A10.1
Vaping	–	–	1	2	A10.1
Late bedtime (after 10 pm)	–	–	13	24	A11.2
Experienced sadness [†]	–	–	15	24	A11.4

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

[¶]Past 12 months.

3. Demographics

Table A3.1

Gender of Sample

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Female	–	–	54	61
Male	–	–	46	39

Question ES A.2: Are you female or male?

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

Table A3.2

Number of Days Attending Afterschool Program

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
0 days	–	–	51	69
1 day	–	–	11	9
2 days	–	–	11	5
3 days	–	–	3	2
4 days	–	–	1	2
5 days	–	–	22	12

Question ES A.6: How many days a week do you usually go to your school's afterschool program?

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

4. School Performance, Supports, and Engagements

Table A4.1

Perceived School Performance

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
One of the best students	–	–	16	19
Better than most students	–	–	28	32
About the same as others	–	–	44	43
Don't do as well as most others	–	–	11	5

Question ES A.23: How well do you do in your schoolwork?

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

Table A4.2

Truancy, Past 30 Days

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I did not miss any days of school	–	–	56	57
1 day	–	–	16	24
2 days	–	–	15	10
3 or more days	–	–	13	8

Question ES A.4: In the past 30 days, how often did you miss an entire day of school for any reason?

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

Table A4.3***School Environment, School Connectedness, and Academic Motivation Scales***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Total school supports	–	–	69	68	
Caring adults in school	–	–	79	74	A4.4
High expectations-adults in school	–	–	90	86	A4.5
Meaningful participation at school	–	–	38	44	A4.6
School connectedness	–	–	77	75	A4.7
Academic motivation	–	–	87	85	A4.8

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Scales are based on average of students reporting “Yes, most of the time” or “Yes, all of the time.”

Table A4.4***Caring Adults in School Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Caring adults in school				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	79	74
<i>Do the teachers and other grown-ups at school... care about you?</i>				
No, never	–	–	1	1
Yes, some of the time	–	–	12	15
Yes, most of the time	–	–	19	24
Yes, all of the time	–	–	68	61
<i>listen when you have something to say?</i>				
No, never	–	–	1	4
Yes, some of the time	–	–	17	20
Yes, most of the time	–	–	31	33
Yes, all of the time	–	–	52	43
<i>make an effort to get to know you?</i>				
No, never	–	–	5	6
Yes, some of the time	–	–	28	34
Yes, most of the time	–	–	37	38
Yes, all of the time	–	–	30	23

Question ES A.16, 24, 27: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?

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

Table A4.5***High Expectations-Adults in School Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
High expectations-adults in school				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	90	86
Do the teachers and other grown-ups at school... tell you when you do a good job?				
No, never	–	–	0	2
Yes, some of the time	–	–	19	25
Yes, most of the time	–	–	39	36
Yes, all of the time	–	–	42	37
believe that you can do a good job?				
No, never	–	–	1	0
Yes, some of the time	–	–	8	11
Yes, most of the time	–	–	19	25
Yes, all of the time	–	–	72	64
want you to do your best?				
No, never	–	–	1	0
Yes, some of the time	–	–	3	2
Yes, most of the time	–	–	7	10
Yes, all of the time	–	–	90	88

Question ES A.17, 25, 28: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

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

Table A4.6***Meaningful Participation at School Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Meaningful participation at school				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	38	44
Are you given a chance to help decide school activities or rules?				
No, never	–	–	33	25
Yes, some of the time	–	–	44	48
Yes, most of the time	–	–	17	20
Yes, all of the time	–	–	5	7
Do the teachers and other grown-ups at school ask you about your ideas?				
No, never	–	–	15	11
Yes, some of the time	–	–	49	45
Yes, most of the time	–	–	26	26
Yes, all of the time	–	–	10	19
Do the teachers and other grown-ups give you a chance to solve school problems?				
No, never	–	–	19	14
Yes, some of the time	–	–	38	32
Yes, most of the time	–	–	23	27
Yes, all of the time	–	–	20	26
Do you get to do interesting activities at school?				
No, never	–	–	1	4
Yes, some of the time	–	–	35	36
Yes, most of the time	–	–	36	35
Yes, all of the time	–	–	28	25

Question ES A.15, 18-20: Are you given a chance to help decide school activities or rules?... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school?

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

Table A4.6***Meaningful Participation at School Scale Questions – Continued***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Are you given a chance to help decide class activities or rules?				
No, never	–	–	31	20
Yes, some of the time	–	–	50	44
Yes, most of the time	–	–	12	29
Yes, all of the time	–	–	7	7
Do your teachers ask you what you want to learn about?				
No, never	–	–	43	49
Yes, some of the time	–	–	44	35
Yes, most of the time	–	–	11	11
Yes, all of the time	–	–	2	5
Do you do things to be helpful at school?				
No, never	–	–	3	3
Yes, some of the time	–	–	25	28
Yes, most of the time	–	–	45	43
Yes, all of the time	–	–	27	27

Question ES A.21, 22, 26: Are you given a chance to help decide class activities or rules?... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school?

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

Table A4.7***School Connectedness Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School connectedness				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	77	75
Do you feel close to people at school?				
No, never	–	–	7	4
Yes, some of the time	–	–	39	32
Yes, most of the time	–	–	41	45
Yes, all of the time	–	–	14	19
Are you happy to be at this school?				
No, never	–	–	1	4
Yes, some of the time	–	–	24	28
Yes, most of the time	–	–	35	42
Yes, all of the time	–	–	39	25
Do you feel like you are part of this school?				
No, never	–	–	3	7
Yes, some of the time	–	–	16	25
Yes, most of the time	–	–	29	29
Yes, all of the time	–	–	53	40
Do teachers treat students fairly at school?				
No, never	–	–	1	1
Yes, some of the time	–	–	9	8
Yes, most of the time	–	–	20	31
Yes, all of the time	–	–	70	60
Do you feel safe at school?				
No, never	–	–	3	3
Yes, some of the time	–	–	12	15
Yes, most of the time	–	–	38	43
Yes, all of the time	–	–	47	39

Question ES A.8-10, 13, 58: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?

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

Table A4.8**Academic Motivation Scale Questions**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Academic motivation				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	87	85
Do you finish all your class assignments?				
No, never	–	–	0	1
Yes, some of the time	–	–	19	12
Yes, most of the time	–	–	51	45
Yes, all of the time	–	–	30	43
When you get a bad grade, do you try even harder the next time?				
No, never	–	–	2	1
Yes, some of the time	–	–	6	9
Yes, most of the time	–	–	15	25
Yes, all of the time	–	–	77	65
Do you keep working and working on your schoolwork until you get it right?				
No, never	–	–	1	2
Yes, some of the time	–	–	15	18
Yes, most of the time	–	–	35	39
Yes, all of the time	–	–	49	41
Do you keep doing your classwork even when it’s really hard for you?				
No, never	–	–	2	1
Yes, some of the time	–	–	8	18
Yes, most of the time	–	–	28	31
Yes, all of the time	–	–	61	50

Question ES A.41-44: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your classwork even when it’s really hard for you?

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

Table A4.9***School Pride***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel proud to belong to your school?				
No, never	–	–	4	9
Yes, some of the time	–	–	18	19
Yes, most of the time	–	–	24	27
Yes, all of the time	–	–	54	45

Question ES A.11: Do you feel proud to belong to your school?

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

Table A4.10***Quality of School Physical Environment***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
<i>Is your school building neat and clean?</i>				
No, never	–	–	2	4
Yes, some of the time	–	–	10	14
Yes, most of the time	–	–	47	45
Yes, all of the time	–	–	41	37

Question ES A.14: Is your school building neat and clean?

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

5. Supports for Learning at School

Table A5.1

Social and Emotional Learning Supports Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Social and emotional learning supports				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	81	78
<i>Does your school...</i>				
help students resolve conflicts with one another?				
No, never	–	–	5	4
Yes, some of the time	–	–	19	26
Yes, most of the time	–	–	38	36
Yes, all of the time	–	–	38	34
teach students to understand how other students think and feel?				
No, never	–	–	3	4
Yes, some of the time	–	–	20	25
Yes, most of the time	–	–	34	31
Yes, all of the time	–	–	44	40
teach students to feel responsible for how they act?				
No, never	–	–	1	3
Yes, some of the time	–	–	18	16
Yes, most of the time	–	–	33	25
Yes, all of the time	–	–	48	56
teach students to care about each other and treat each other with respect?				
No, never	–	–	3	1
Yes, some of the time	–	–	7	10
Yes, most of the time	–	–	26	26
Yes, all of the time	–	–	64	63

Question ES A.34-37: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect?

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

Table A5.2

Students at School Motivated to Learn

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	–	–	0	5
Yes, some of the time	–	–	32	47
Yes, most of the time	–	–	53	41
Yes, all of the time	–	–	16	7

Question ES A.12: Are the students at your school motivated to learn?

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

6. Fairness, Rule Clarity, and Positive Student Behavior

Table A6.1

Fairness Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Fairness				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	79	75
Do teachers treat students fairly at school?				
No, never	–	–	1	1
Yes, some of the time	–	–	9	8
Yes, most of the time	–	–	20	31
Yes, all of the time	–	–	70	60
Are the school rules fair?				
No, never	–	–	4	10
Yes, some of the time	–	–	19	21
Yes, most of the time	–	–	41	45
Yes, all of the time	–	–	36	23
Do teachers and other grown-ups at school treat students with respect?				
No, never	–	–	0	1
Yes, some of the time	–	–	9	13
Yes, most of the time	–	–	26	36
Yes, all of the time	–	–	64	50
Are students treated fairly when they break school rules?				
No, never	–	–	16	10
Yes, some of the time	–	–	25	35
Yes, most of the time	–	–	32	26
Yes, all of the time	–	–	28	30

Question ES A.13, 29-31: Do teachers treat students fairly at school?... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?

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

Table A6.2
Clarity of Rules

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do students know what the rules are?				
No, never	–	–	0	0
Yes, some of the time	–	–	12	12
Yes, most of the time	–	–	41	38
Yes, all of the time	–	–	47	51

Question ES A.33: Do students know what the rules are?

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

Table A6.3***Positive Behavior Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Positive behavior				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	96	94
Do you follow the classroom rules?				
No, never	–	–	1	0
Yes, some of the time	–	–	2	6
Yes, most of the time	–	–	28	35
Yes, all of the time	–	–	69	59
Do you follow the playground rules at recess and lunch times?				
No, never	–	–	0	0
Yes, some of the time	–	–	7	9
Yes, most of the time	–	–	26	36
Yes, all of the time	–	–	67	55
Do you listen when your teacher is talking?				
No, never	–	–	0	0
Yes, some of the time	–	–	3	3
Yes, most of the time	–	–	40	42
Yes, all of the time	–	–	56	55
Are you nice to other students?				
No, never	–	–	1	0
Yes, some of the time	–	–	2	6
Yes, most of the time	–	–	29	30
Yes, all of the time	–	–	68	64

Question ES A.45-48: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?

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

Table A6.4***Students at School Well Behaved***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Are students at this school well behaved?				
No, never	–	–	3	3
Yes, some of the time	–	–	43	45
Yes, most of the time	–	–	49	48
Yes, all of the time	–	–	5	4

Question ES A.32: Are students at this school well behaved?

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

7. School Violence, Victimization, and Safety

Table A7.1

Perceived Safety at or Outside of School

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel safe at school?				
No, never	–	–	3	3
Yes, some of the time	–	–	12	15
Yes, most of the time	–	–	38	43
Yes, all of the time	–	–	47	39
Do you feel safe on your way to and from school?				
No, never	–	–	2	1
Yes, some of the time	–	–	11	12
Yes, most of the time	–	–	21	27
Yes, all of the time	–	–	66	60

Question ES A.58, 59: Do you feel safe at school?... Do you feel safe on your way to and from school?

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

Table A7.2***Violence Victimization Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Violence victimization				
<i>Average reporting “Yes”</i>	–	–	39	44
Do other kids hit or push you at school when they are not just playing around?				
No, never	–	–	61	66
Yes, some of the time	–	–	29	27
Yes, most of the time	–	–	6	4
Yes, all of the time	–	–	4	3
Do other kids at school spread mean rumors or lies about you?				
No, never	–	–	63	52
Yes, some of the time	–	–	26	37
Yes, most of the time	–	–	6	6
Yes, all of the time	–	–	5	4
Do other kids at school call you bad names or make mean jokes about you?				
No, never	–	–	59	51
Yes, some of the time	–	–	31	36
Yes, most of the time	–	–	7	9
Yes, all of the time	–	–	3	4

Question ES A.52, 53, 55: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?

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

Table A7.3***Been Teased About Body Image***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	–	–	71	66
Yes	–	–	29	34

Question ES A.61: Have other kids at school ever teased you about what your body looks like?

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

Table A7.4***Violence Perpetration Scale Questions***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Violence perpetration				
<i>Average reporting “1 or more times”</i>	–	–	24	27
Have hit or pushed other kids				
0 times	–	–	74	75
1 time	–	–	17	14
2 times	–	–	4	6
3 or more times	–	–	5	4
Have said mean things about other students or called them bad names				
0 times	–	–	72	63
1 time	–	–	18	22
2 times	–	–	3	6
3 or more times	–	–	7	9
Have spread mean rumors or lies about other kids				
0 times	–	–	84	82
1 time	–	–	12	12
2 times	–	–	3	3
3 or more times	–	–	1	3

Question ES A.49-51: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?

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

Table A7.5***Weapons (Gun or Knife) on School Property, Past Year***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Brought a gun or knife to school				
No	–	–	100	100
Yes	–	–	0	0
Saw another kid with a gun or knife at school				
No	–	–	91	87
Yes	–	–	9	13

Question ES A.54, 56: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?

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

Table A7.6**Anti-Bullying Climate Scale Questions**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Anti-bullying climate				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	79	74
Teachers and other grown-ups make it clear that bullying is not allowed.				
No, never	–	–	1	2
Yes, some of the time	–	–	4	6
Yes, most of the time	–	–	14	15
Yes, all of the time	–	–	81	77
If you tell a teacher that you’ve been bullied, the teacher will do something to help.				
No, never	–	–	1	5
Yes, some of the time	–	–	12	16
Yes, most of the time	–	–	23	21
Yes, all of the time	–	–	64	58
Students at your school try to stop bullying when they see it happening.				
No, never	–	–	15	13
Yes, some of the time	–	–	31	38
Yes, most of the time	–	–	38	36
Yes, all of the time	–	–	16	13

Question ES A.38-40: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you’ve been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?

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

8. Home Supports and Involvement in Schooling

Table A8.1

High Expectations-Adults at Home Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
High expectations-adults at home				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	96	96
<i>Does a parent or some other grown-up at home... believe that you can do a good job?</i>				
No, never	–	–	1	1
Yes, some of the time	–	–	6	4
Yes, most of the time	–	–	10	17
Yes, all of the time	–	–	83	78
<i>want you to do your best?</i>				
No, never	–	–	0	0
Yes, some of the time	–	–	1	2
Yes, most of the time	–	–	3	7
Yes, all of the time	–	–	96	91

Question ES A.72, 73: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?

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

Table A8.2

Parent Involvement in Schooling Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Parent involvement in schooling				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	84	78
<i>Does a parent or some other grown-up at home... care about your schoolwork?</i>				
No, never	–	–	0	2
Yes, some of the time	–	–	3	7
Yes, most of the time	–	–	12	15
Yes, all of the time	–	–	84	76
<i>ask if you did your homework?</i>				
No, never	–	–	1	2
Yes, some of the time	–	–	7	7
Yes, most of the time	–	–	19	18
Yes, all of the time	–	–	73	72
<i>check your homework?</i>				
No, never	–	–	9	18
Yes, some of the time	–	–	17	26
Yes, most of the time	–	–	25	26
Yes, all of the time	–	–	49	30
<i>ask you about school?</i>				
No, never	–	–	1	4
Yes, some of the time	–	–	15	15
Yes, most of the time	–	–	19	23
Yes, all of the time	–	–	65	58
<i>ask you about your grades?</i>				
No, never	–	–	7	6
Yes, some of the time	–	–	21	23
Yes, most of the time	–	–	27	27
Yes, all of the time	–	–	45	44

Question ES A.71, 74-77: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework?... Does a parent or some other grown-up at home check your homework?... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

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

9. Alcohol and Other Drug (AOD) Use

Table A9.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Alcohol, one or two sips	–	–	10	18
Alcohol, a full glass	–	–	0	3
Inhalants (to get high)	–	–	3	2
Marijuana (smoke, vape, eat, or drink)	–	–	1	1
<i>None of the above</i>	–	–	89	77
<i>Any of the above</i>	–	–	11	23

Question ES A.64-66: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get “high”?... Have you ever used any marijuana (smoke, vape, eat, or drink)?

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

Table A9.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Alcohol				
No, not bad	–	–	3	4
Yes, a little bad	–	–	29	46
Yes, very bad	–	–	68	49
Marijuana (smoke, vape, eat, or drink)				
No, not bad	–	–	1	2
Yes, a little bad	–	–	1	6
Yes, very bad	–	–	73	74
I don’t know what marijuana is	–	–	26	18

Question ES A.69, 70: Do you think drinking alcohol (beer, wine, liquor) is bad for a person’s health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person’s health?

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

10. Tobacco Use

Table A10.1

Cigarette Use and Vaping, Lifetime

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Ever smoked a cigarette	–	–	0	1
Part of a cigarette, like one or two puffs	–	–	0	1
A whole cigarette	–	–	0	0
Ever vaped	–	–	1	2

Question ES A.62, 63: Have you ever smoked a cigarette?... Have you ever ever vaped (used JUUL, Vuse, Suorin, MarkTen)?

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

Table A10.2

Perception of Health Risk of Cigarette and Electronic Cigarette Use

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you think smoking cigarettes is bad for a person’s health?				
No, not bad	–	–	1	1
Yes, a little bad	–	–	3	3
Yes, very bad	–	–	96	97
Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person’s health?				
No, not bad	–	–	2	1
Yes, a little bad	–	–	8	12
Yes, very bad	–	–	90	87

Question ES A.67, 68: Do you think smoking cigarettes is bad for a person’s health?... Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person’s health?

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

11. Other Physical and Mental Health Risks

Table A11.1

Frequency of Being Home Alone

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	–	–	67	60
Yes, some of the time	–	–	26	30
Yes, most of the time	–	–	5	6
Yes, all of the time	–	–	1	4

Question ES A.57: Are you home alone after school?

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

Table A11.2

Bedtime

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Before 7:00 pm	–	–	1	1
7:00-7:59 pm	–	–	8	5
8:00-8:59 pm	–	–	35	29
9:00-9:59 pm	–	–	43	41
10:00-10:59 pm	–	–	9	17
11:00-11:59 pm	–	–	1	5
After 12:00 am	–	–	2	2
<i>Late bedtime (after 10 pm)</i>	–	–	13	24

Question ES A.7: What time do you usually go to bed on nights before you go to school?

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

Table A11.3

Breakfast Consumption

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	–	–	23	32
Yes	–	–	77	68

Question ES A.5: Did you eat breakfast this morning?

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

Table A11.4
Experienced Sadness

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	–	–	40	26
Yes, some of the time	–	–	45	50
Yes, most of the time	–	–	12	16
Yes, all of the time	–	–	3	8

Question ES A.60: Do you feel sad?

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

12. Gender Breakdowns

Table A12.1
Key Indicators of School Climate and Student Well-Being by Gender

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Engagement and Supports</i>								
School connectedness [†]	–	–	–	–	81	73	77	70
Academic motivation [†]	–	–	–	–	88	85	84	86
Total school supports [†]	–	–	–	–	70	67	70	65
Caring adults in school [†]	–	–	–	–	79	77	75	71
High expectations-adults in school [†]	–	–	–	–	91	87	87	85
Meaningful participation at school [†]	–	–	–	–	40	37	46	40
Facilities upkeep [†]	–	–	–	–	91	84	83	82
Parent involvement in schooling [†]	–	–	–	–	86	81	75	82
Social and emotional learning supports [†]	–	–	–	–	82	79	79	76
Anti-bullying climate [†]	–	–	–	–	78	80	74	72
<i>School Safety</i>								
Feel safe at school [†]	–	–	–	–	89	79	82	82
Feel safe on way to and from school [†]	–	–	–	–	87	87	87	89
Been hit or pushed	–	–	–	–	34	44	30	39
Mean rumors spread about you	–	–	–	–	32	43	52	41
Called bad names or target of mean jokes	–	–	–	–	35	47	50	49
Saw a weapon at school [§]	–	–	–	–	6	12	13	13

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

[§]Past 12 months.

Table A12.1
Key Indicators of School Climate and Student Well-Being by Gender – Continued

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Disciplinary Environment</i>								
Rule clarity [†]	–	–	–	–	90	85	86	92
Students well behaved [†]	–	–	–	–	52	57	50	54
Students treated fairly when break rules [†]	–	–	–	–	60	61	61	45
Students treated with respect [†]	–	–	–	–	90	91	84	89
<i>Substance Use and Physical/Mental Health</i>								
Alcohol or drug use	–	–	–	–	6	16	22	23
Marijuana use	–	–	–	–	0	1	0	1
Cigarette use	–	–	–	–	0	0	1	0
Vaping	–	–	–	–	1	0	2	1
Late bedtime (after 10 pm)	–	–	–	–	13	13	26	21
Experienced sadness [†]	–	–	–	–	16	15	28	17

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Table A12.2
Student Positive Behavior by Gender

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Positive behavior [†]	–	–	–	–	97	94	95	93
Follow classroom rules [†]	–	–	–	–	99	96	94	93
Follow playground rules [†]	–	–	–	–	97	88	93	89
Listen when teacher is talking [†]	–	–	–	–	97	96	99	94
Nice to other students [†]	–	–	–	–	96	99	94	96

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

[†]*Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”*

Table A12.3
Selected Alcohol and Drug Use Measures by Gender

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime AOD Use								
Alcohol, one or two sips	–	–	–	–	7	13	19	19
Alcohol, a full glass	–	–	–	–	0	0	2	4
Inhalants (to get high)	–	–	–	–	1	4	2	0
Marijuana	–	–	–	–	0	1	0	1
<i>Any of the above</i>	–	–	–	–	6	16	22	23
Perceived Health Risk^A								
Alcohol	–	–	–	–	95	99	95	97
Marijuana ^B	–	–	–	–	98	100	99	94

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

^A*Combines “A little bad” and “Very bad.”*

^B*Students who responded that they didn’t know what marijuana was were excluded from calculation.*

Table A12.4
Selected Tobacco Measures by Gender

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Ever smoked a cigarette	–	–	–	–	0	0	1	0
Part of a cigarette, like one or two puffs	–	–	–	–	0	0	1	0
A whole cigarette	–	–	–	–	0	0	0	0
Ever vaped	–	–	–	–	1	0	2	1
Perceived health risk of cigarette smoking ^A	–	–	–	–	100	99	99	100
Perceived health risk of electronic cigarette use ^A	–	–	–	–	99	97	99	99

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

^A*Combines “A little bad” and “Very bad.”*

Social Emotional Health Module

1. Module Sample

Table F1.1

Student Sample for Social Emotional Health Module

	Grade 3	Grade 4	Grade 5	Grade 6
<i>Student Sample Size</i>				
Target sample	–	–	347	353
Final number	–	–	144	180
Response Rate	–	–	41%	51%

2. Summary of Key Indicators

Table F2.1

Key Indicators of Social Emotional Health

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Covitality^{†‡}	–	–	80	77	
Belief in self [†]	–	–	88	87	F2.2
Belief in others ^{†‡}	–	–	80	79	F2.2
Empathy [†]	–	–	83	80	F5.1
Engaged living [†]	–	–	69	63	F2.2
Growth mindset[§]	–	–	81	82	F7.1
Collaboration[†]	–	–	81	81	F8.1
Problem solving[†]	–	–	73	68	F9.1

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

Table numbers refer to tables for domains or subdomains, or item-level results for the survey questions that comprise each scale.

[†]Average percent reporting “Yes, most of the time” or “Yes, all of the time.”

[‡]Average percent reporting “Pretty much true” or “Very much true.”

[§]All survey questions that comprise the scale were reverse-coded in computing the scale score. Results are based on average percent of respondents reporting “A little true” or “Not at all true” across items.

Table F2.2***Covitality Domain and Subdomains***

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Belief in self[†]	–	–	88	87	
Self-efficacy [†]	–	–	89	88	F3.1
Persistence [†]	–	–	87	85	F3.2
Belief in others^{†‡}	–	–	80	79	
School supports [†]	–	–	85	79	F4.1
Peer supports [‡]	–	–	75	79	F4.2
Emotional competence					
Empathy [†]	–	–	83	80	F5.1
Engaged living[†]	–	–	69	63	
Optimism [†]	–	–	76	70	F6.1
Gratitude [†]	–	–	89	84	F6.2
Zest [†]	–	–	41	34	F6.3

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

Table numbers refer to tables for domains or subdomains, or item-level results for the survey questions that comprise each scale.

[†]Average percent reporting “Yes, most of the time” or “Yes, all of the time.”

[‡]Average percent reporting “Pretty much true” or “Very much true.”

3. Belief in Self

Table F3.1

Self-Efficacy Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Self-efficacy				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	89	88
Can you do most things if you try?				
No, never	–	–	1	0
Yes, some of the time	–	–	3	10
Yes, most of the time	–	–	41	53
Yes, all of the time	–	–	55	38
Do you try to work out your problems?				
No, never	–	–	1	2
Yes, some of the time	–	–	10	11
Yes, most of the time	–	–	36	40
Yes, all of the time	–	–	53	48
Are there many things you do well?				
No, never	–	–	1	1
Yes, some of the time	–	–	16	14
Yes, most of the time	–	–	44	47
Yes, all of the time	–	–	40	38

Question ES F.86-88: Can you do most things if you try?... Do you try to work out your problems?... Are there many things you do well?

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

Table F3.2**Persistence Questions**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Persistence				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	87	85
Do you finish all your class assignments?				
No, never	–	–	0	1
Yes, some of the time	–	–	19	12
Yes, most of the time	–	–	51	45
Yes, all of the time	–	–	30	43
When you get a bad grade, do you try even harder the next time?				
No, never	–	–	2	1
Yes, some of the time	–	–	6	8
Yes, most of the time	–	–	15	25
Yes, all of the time	–	–	77	66
Do you keep working and working on your schoolwork until you get it right?				
No, never	–	–	1	2
Yes, some of the time	–	–	15	18
Yes, most of the time	–	–	35	39
Yes, all of the time	–	–	49	41
Do you keep doing your classwork even when it’s really hard for you?				
No, never	–	–	2	1
Yes, some of the time	–	–	8	18
Yes, most of the time	–	–	28	30
Yes, all of the time	–	–	61	51
Do you keep trying to solve math problems, even when they are really hard?^A				
No, never	–	–	2	2
Yes, some of the time	–	–	8	15
Yes, most of the time	–	–	24	27
Yes, all of the time	–	–	65	56

Question ES A.41-44, F.85: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your classwork even when it’s really hard for you?... Do you keep trying to solve math problems, even when they are really hard?

Notes: Cells are empty if there are less than 10 respondents. ^AItem not included in the persistence scale.

4. Belief in Others

Table F4.1

School Supports Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School supports				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	85	79
Do the teachers and other grown-ups at school tell you when you do a good job?				
No, never	–	–	0	2
Yes, some of the time	–	–	19	25
Yes, most of the time	–	–	39	36
Yes, all of the time	–	–	42	37
Do the teachers and other grown-ups at school listen when you have something to say?				
No, never	–	–	1	4
Yes, some of the time	–	–	17	21
Yes, most of the time	–	–	31	34
Yes, all of the time	–	–	52	42
Do the teachers and other grown-ups at school believe that you can do a good job?				
No, never	–	–	1	0
Yes, some of the time	–	–	8	11
Yes, most of the time	–	–	18	24
Yes, all of the time	–	–	73	65

Question ES A.17, 24, 25: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school believe that you can do a good job?

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

Table F4.2**Peer Supports Scale Questions**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Peer supports				
<i>Average reporting “Pretty much true” or “Very much true”</i>	–	–	75	79
I have a friend my age who really cares about me.				
Not at all true	–	–	4	1
A little true	–	–	9	11
Pretty much true	–	–	40	26
Very much true	–	–	46	62
I have a friend my age who helps me when I am having a hard time.				
Not at all true	–	–	7	5
A little true	–	–	12	14
Pretty much true	–	–	38	23
Very much true	–	–	43	57
I have a friend my age who talks with me about my problems.				
Not at all true	–	–	18	16
A little true	–	–	24	15
Pretty much true	–	–	24	23
Very much true	–	–	35	45

Question ES F.107-109: I have a friend my age who really cares about me... I have a friend my age who helps me when I am having a hard time... I have a friend my age who talks with me about my problems.

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

5. Emotional Competence

Table F5.1

Empathy Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Empathy				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	83	80
Do you try to understand how other people feel?				
No, never	–	–	1	2
Yes, some of the time	–	–	16	18
Yes, most of the time	–	–	39	37
Yes, all of the time	–	–	44	43
Do you feel bad when someone else gets their feelings hurt?				
No, never	–	–	1	2
Yes, some of the time	–	–	9	14
Yes, most of the time	–	–	28	25
Yes, all of the time	–	–	62	58
Do you try to understand what other people go through?				
No, never	–	–	6	1
Yes, some of the time	–	–	18	21
Yes, most of the time	–	–	38	37
Yes, all of the time	–	–	38	41
Do you try to help other students who feel lonely at school?^A				
No, never	–	–	5	4
Yes, some of the time	–	–	17	37
Yes, most of the time	–	–	43	24
Yes, all of the time	–	–	35	35

Question ES F.80-82, 93: Do you try to understand how other people feel?... Do you feel bad when someone else gets their feelings hurt?... Do you try to understand what other people go through?... Do you try to help other students who feel lonely at school?

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

^A*Item not included in the empathy scale.*

6. Engaged Living

Table F6.1

Optimism Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Optimism				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	76	70
When you have a problem at school, do you think it will get better in the future?				
No, never	–	–	10	10
Yes, some of the time	–	–	19	27
Yes, most of the time	–	–	31	38
Yes, all of the time	–	–	39	26
Do you expect that you will feel happy during class time?				
No, never	–	–	6	8
Yes, some of the time	–	–	21	28
Yes, most of the time	–	–	38	40
Yes, all of the time	–	–	36	24
Do you feel positive that good things will happen to you at school?				
No, never	–	–	9	9
Yes, some of the time	–	–	18	25
Yes, most of the time	–	–	34	31
Yes, all of the time	–	–	39	36
Do you feel positive that you will have fun with your friends at school?				
No, never	–	–	3	1
Yes, some of the time	–	–	8	14
Yes, most of the time	–	–	28	28
Yes, all of the time	–	–	60	58

Question ES F.95, 97, 100, 103: When you have a problem at school, do you think it will get better in the future?... Do you expect that you will feel happy during class time?... Do you feel positive that good things will happen to you at school?... Do you feel positive that you will have fun with your friends at school?

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

Table F6.2**Gratitude Questions**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Gratitude				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	89	84
Do you feel thankful to go to your school?				
No, never	–	–	6	5
Yes, some of the time	–	–	8	20
Yes, most of the time	–	–	26	33
Yes, all of the time	–	–	60	42
Are you thankful when you get to learn new things at school?				
No, never	–	–	1	3
Yes, some of the time	–	–	15	20
Yes, most of the time	–	–	33	36
Yes, all of the time	–	–	51	40
Are you thankful to have nice teachers at your school?				
No, never	–	–	1	1
Yes, some of the time	–	–	8	6
Yes, most of the time	–	–	10	15
Yes, all of the time	–	–	80	79
Do you feel thankful that you have friends at your school?				
No, never	–	–	1	1
Yes, some of the time	–	–	3	6
Yes, most of the time	–	–	14	14
Yes, all of the time	–	–	82	80
Do you say “thank you” when someone helps you at school?^A				
No, never	–	–	1	0
Yes, some of the time	–	–	9	5
Yes, most of the time	–	–	30	28
Yes, all of the time	–	–	60	67

Question ES F.83, 92, 96, 99, 104: Do you feel thankful to go to your school?... Are you thankful when you get to learn new things at school?... Are you thankful to have nice teachers at your school?... Do you feel thankful that you have friends at your school?... Do you say “thank you” when someone helps you at school?

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

^A*Item not included in the gratitude scale.*

Table F6.3
Zest Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Zest				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	41	34
Do you get really excited when you learn something new at school?				
No, never	–	–	8	15
Yes, some of the time	–	–	38	42
Yes, most of the time	–	–	39	32
Yes, all of the time	–	–	15	12
Do you wake up in the morning excited to go to school?				
No, never	–	–	17	23
Yes, some of the time	–	–	43	40
Yes, most of the time	–	–	27	27
Yes, all of the time	–	–	13	10
Do you get excited about your schoolwork?				
No, never	–	–	23	23
Yes, some of the time	–	–	44	48
Yes, most of the time	–	–	23	22
Yes, all of the time	–	–	10	7
Do you get excited when you are doing your classwork?				
No, never	–	–	16	23
Yes, some of the time	–	–	48	50
Yes, most of the time	–	–	25	21
Yes, all of the time	–	–	10	7

Question ES F.94, 98, 102, 106: Do you get really excited when you learn something new at school?... Do you wake up in the morning excited to go to school?... Do you get excited about your schoolwork?... Do you get excited when you are doing your classwork?

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

Table F6.3**Zest Questions - Continued**

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Are you full of energy and excitement when doing physical activities at school?^A				
No, never	–	–	4	8
Yes, some of the time	–	–	19	23
Yes, most of the time	–	–	34	32
Yes, all of the time	–	–	43	37
Are you full of energy and excitement during recess or free time at school?^A				
No, never	–	–	1	5
Yes, some of the time	–	–	11	18
Yes, most of the time	–	–	20	28
Yes, all of the time	–	–	67	48

Question ES F.101, 105: Are you full of energy and excitement when doing physical activities at school?... Are you full of energy and excitement during recess or free time at school?

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

^A*Item not included in the zest scale.*

7. Growth Mindset

Table F7.1

Growth Mindset Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Growth mindset[§]				
<i>Average reporting “A little true” or “Not at all true”</i>	–	–	81	82
Challenging myself won’t make me any smarter.				
Not at all true	–	–	65	65
A little true	–	–	14	16
Pretty much true	–	–	11	11
Very much true	–	–	10	9
There are some things I am not capable of learning.				
Not at all true	–	–	46	45
A little true	–	–	32	31
Pretty much true	–	–	16	13
Very much true	–	–	6	11
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	–	–	67	65
A little true	–	–	17	23
Pretty much true	–	–	12	7
Very much true	–	–	4	5

Question ES F.110-112: Challenging myself won’t make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[§]*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

8. Collaboration

Table F8.1

Collaboration Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Collaboration				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	81	81
Do you get along or work well with students who are different from you?				
No, never	–	–	1	0
Yes, some of the time	–	–	14	18
Yes, most of the time	–	–	52	47
Yes, all of the time	–	–	33	35
Do you enjoy working with other students?				
No, never	–	–	5	3
Yes, some of the time	–	–	19	22
Yes, most of the time	–	–	37	38
Yes, all of the time	–	–	39	37
Do you listen to other students’ ideas?				
No, never	–	–	3	0
Yes, some of the time	–	–	14	12
Yes, most of the time	–	–	36	38
Yes, all of the time	–	–	47	49

Question ES F.78, 79, 84: Do you get along or work well with students who are different from you?... Do you enjoy working with other students?... Do you listen to other students’ ideas?

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

9. Problem Solving

Table F9.1

Problem Solving Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Problem solving				
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	–	–	73	68
Do you know where to go for help with a problem?				
No, never	–	–	3	2
Yes, some of the time	–	–	3	10
Yes, most of the time	–	–	24	23
Yes, all of the time	–	–	69	66
Do you try to work out your problems by talking or writing about them?				
No, never	–	–	13	17
Yes, some of the time	–	–	31	30
Yes, most of the time	–	–	31	33
Yes, all of the time	–	–	26	20
When you need help, do you find someone to talk with about it?				
No, never	–	–	6	10
Yes, some of the time	–	–	24	28
Yes, most of the time	–	–	38	32
Yes, all of the time	–	–	32	30

Question ES F.89-91: Do you know where to go for help with a problem?... Do you try to work out your problems by talking or writing about them?... When you need help, do you find someone to talk with about it?

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

Z. Galt Joint Union Elementary Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 3	Grade 4	Grade 5	Grade 6
<i>Student Sample Size</i>				
Target sample	–	–	347	353
Final number	–	–	140	173
Response Rate	–	–	40%	49%

2. Custom Questions

Table Z.2.-73

This school encourages me to know and use my strengths to do what I do best.

	Grade		Total %
	5th %	6th %	
Strongly agree	62	47	54
Agree	29	35	32
Neither agree nor disagree	6	15	11
Disagree	1	2	1
Strongly disagree	3	2	2

Question ES Z.1.

Note: Columns are not displayed if there are less than 10 respondents.

Appendix

2019-20 CHKS Elementary Survey Response Rates

Eligible Schools	3rd %	4th %	5th %	6th %
Lake Canyon Elementary			70	63
Marengo Ranch Elementary			45	20
River Oaks Elementary			23	81
Valley Oaks Elementary			50	39
Vernon E. Greer Elementary			27	59

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
MIDDLE SCHOOL 2019-2020

Summary of Key Indicators

Key Indicators of School Climate and Student Well-Being

	Grade 7	Grade 8
	%	%
School Engagement and Supports		
School connectedness	66	57
Academic motivation	75	72
Chronic truancy (twice a month or more often)	3	1
Caring adult relationships	68	60
High expectations	78	72
Meaningful participation	35	24
Facilities upkeep	50	37
Promotion of parent involvement in school	60	51
School Safety		
School perceived as very safe or safe	60	56
Experienced any harassment or bullying	35	34
Had mean rumors or lies spread about you	30	36
Been afraid of being beaten up	25	17
Been in a physical fight	13	11
Seen a weapon on campus	12	17
Substance Use and Physical/Mental Health		
Current alcohol or drug use	9	16
Current marijuana use	3	8
Current binge drinking	2	4
Very drunk or “high” 7 or more times, ever	1	4
Been drunk or “high” on drugs at school, ever	3	6
Current cigarette smoking	1	1
Vaping	4	7
Sleep deprivation (less than 8 hours)	33	44
Experienced chronic sadness/hopelessness	26	32
Considered suicide	13	18

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
MIDDLE SCHOOL 2019-2020

Key Indicators of School Climate

School Climate Scales

	Grade 7	Grade 8
	%	%
Supports for learning	68	59
Student learning engagement	30	26
Fairness and respect for diversity	50	34
Racial/Ethnic conflict	11	13
Appreciation of racial/ethnic differences	54	43
Clarity of rules	77	65
Disciplinary harshness	45	52
Student peer relationships	43	38
Supports for social and emotional learning	60	46
Anti-bullying climate	44	37
Supports for college and career planning	43	36
Quality of physical environment	48	37
Time for lunch	54	43

Key Indicators of Social Emotional Health

	Grade 7	Grade 8
	%	%
Covitality	71	64
Belief in self	67	60
Belief in others	77	71
Emotional competence	73	65
Engaged living	66	59
Social emotional distress	26	31
Growth mindset	67	66
Goals	80	76
Collaboration	71	61
Problem solving	54	52

Galt Joint Union Elementary School District
CaSCHLS SUMMARY OF KEY INDICATORS
MIDDLE SCHOOL 2019-2020

Covitality Domains and Subdomains

	Grade 7	Grade 8
	%	%
Belief in self	67	60
Self-efficacy	77	71
Self-awareness	73	64
Persistence	50	45
Belief in others	77	71
School supports	78	71
Family connectedness	80	69
Peer supports	74	72
Emotional competence	73	65
Emotional regulation	76	67
Empathy	75	70
Behavioral self-control	70	58
Engaged living	66	59
Optimism	64	55
Gratitude	72	67
Zest	63	55

Custom Questions

This school encourages me to know and use my strengths to do what I do best.

	Grade 7	Grade 8	Total
	%	%	%
Strongly agree	36	24	30
Agree	32	30	31
Neither agree nor disagree	22	29	26
Disagree	5	9	7
Strongly disagree	5	7	6

CALIFORNIA HEALTHY KIDS SURVEY



Galt Joint Union Elementary Secondary 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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Contents

	Page
List of Tables	III
PREFACE	VIII
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	4
4. School Performance, Supports, and Engagement	11
5. School Violence, Victimization, and Safety	21
6. Alcohol and Other Drug Use	28
7. Tobacco Use	39
8. Other Physical and Mental Health Risks	46
9. Race/Ethnic Breakdowns	48
10. Gender Breakdowns	56
N. School Climate Module	58
1. Module Sample	58
2. Key Indicators of School Climate	59
3. Supports for Learning & Student Academic Engagement	60
4. Fairness and Respect for Diversity	65
5. Disciplinary Environment	69
6. Student Peer Relationships	71
7. Social and Emotional Learning	72
8. School Anti-Bullying Climate	74
9. College and Career Planning	76
10. School Physical Environment	77
11. Scheduled Lunch and Drinkable Water	79
P. Social Emotional Health Module	81
1. Module Sample	81
2. Summary of Key Indicators	82
3. Belief in Self	84
4. Belief in Others	87

5. Emotional Competence	90
6. Engaged Living	93
7. Social Emotional Distress	96
8. Growth Mindset	99
9. Goals	100
10. Collaboration	101
11. Problem Solving	102
Z. Galt Joint Union Elementary Custom Questions	103
1. Module Sample	103
2. Custom Questions	104
Appendix I	105
Appendix II	106

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Gender of Sample	4
A3.2 Hispanic or Latino	4
A3.3 Race	4
A3.4 Living Situation	5
A3.5 Highest Education of Parents	5
A3.6 Free or Reduced Price Meals Eligibility	6
A3.7 Language Spoken at Home	6
A3.8 English Language Proficiency – All Students	7
A3.9 English Language Proficiency – Home Language Other Than English	8
A3.10 Number of Days Attending Afterschool Program	9
A3.11 Military Connections	9
A3.12 Sexual Orientation	10
A3.13 Gender Identity	10
4. School Performance, Supports, and Engagement	11
A4.1 Grades, Past 12 Months	11
A4.2 Truancy, Past 12 Months	11
A4.3 Absences, Past 30 Days	12
A4.4 Reasons for Absence, Past 30 Days	12
A4.5 School Environment & Connectedness, Academic Motivation, Parent Involvement	13
A4.6 Caring Relationships Scale Questions	14
A4.7 High Expectations Scale Questions	15
A4.8 Meaningful Participation Scale Questions	16
A4.9 School Connectedness Scale Questions	17
A4.10 Academic Motivation Scale Questions	18
A4.11 Promotion of Parent Involvement Scale Questions	19
A4.12 Quality of School Physical Environment	20
5. School Violence, Victimization, and Safety	21
A5.1 Perceived Safety at School	21
A5.2 Reasons for Harassment on School Property, Past 12 Months	22
A5.2 Reasons for Harassment on School Property, Past 12 Months – Continued	23
A5.3 School Violence Victimization Scale Questions	24

A5.3	School Violence Victimization Scale Questions – Continued	25
A5.4	School Violence Perpetration Scale Questions	26
A5.5	Threats and Injuries with Weapons on School Property, Past 12 Months	27
A5.6	Weapons Possession on School Property, Past 12 Months	27
6.	Alcohol and Other Drug Use	28
A6.1	Summary Measures of Level of AOD Use and Perceptions	28
A6.2	Summary of AOD Lifetime Use	29
A6.3	Lifetime AOD Use	30
A6.4	Lifetime Marijuana Consumption	31
A6.5	Current AOD Use, Past 30 Days	32
A6.6	Frequency of Current AOD Use, Past 30 Days	33
A6.7	Lifetime Drunk or “High”	34
A6.8	Current AOD Use on School Property, Past 30 Days	35
A6.9	Lifetime Drunk or “High” on School Property	35
A6.10	Drinking While Driving, Lifetime	36
A6.11	Perceived Harm of AOD Use	37
A6.12	Perceived Difficulty of Obtaining Alcohol and Marijuana	38
7.	Tobacco Use	39
A7.1	Summary of Key CHKS Tobacco Indicators	39
A7.2	Lifetime Tobacco Use	40
A7.3	Any Current Use and Daily Use	41
A7.4	Current Smoking on School Property, Past 30 Days	42
A7.5	Secondhand Smoke on School Property, Past 30 days	43
A7.6	Perceived Harm of Cigarette Smoking	43
A7.7	Perceived Harm of Using Vape Products	44
A7.8	Perceived Difficulty of Obtaining Cigarettes and Vape Products	44
A7.9	School Bans Tobacco Use and Vaping	45
8.	Other Physical and Mental Health Risks	46
A8.1	Alone After School	46
A8.2	Hours of Sleep	46
A8.3	Eating of Breakfast	47
A8.4	Chronic Sad or Hopeless Feelings, Past 12 Months	47
A8.5	Seriously Considered Attempting Suicide, Past 12 Months	47
A8.6	Gang Involvement	47
9.	Race/Ethnic Breakdowns	48
A9.1	School Supports and Engagement by Race/Ethnicity - 6th Grade	48
A9.2	School Supports and Engagement by Race/Ethnicity - 7th Grade	48
A9.3	School Supports and Engagement by Race/Ethnicity - 8th Grade	49
A9.4	Feeling Safe or Very Safe at School by Race/Ethnicity	50
A9.5	Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity	50
A9.6	Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity	51
A9.7	Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity	51
A9.8	Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity	52
A9.9	Any Vaping in the Past 30 Days by Race/Ethnicity	52

A9.10	Any Alcohol Use in the Past 30 Days by Race/Ethnicity	53
A9.11	Any Marijuana Use in the Past 30 Days by Race/Ethnicity	53
A9.12	Sleep Deprivation by Race/Ethnicity	54
A9.13	Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity	54
A9.14	Suicide Ideation by Race/Ethnicity	55
10.	Gender Breakdowns	56
A10.1	School Supports and Engagement by Gender	56
A10.2	Perceived Safety, Harassment, AOD Use, and Physical/Mental Health by Gender	57
N.	School Climate Module	58
1.	Module Sample	58
N1.1	Student Sample for School Climate Module	58
2.	Key Indicators of School Climate	59
N2.1	School Climate Scales	59
3.	Supports for Learning & Student Academic Engagement	60
N3.1	Supports for Learning Scale Questions	60
N3.1	Supports for Learning Scale Questions – Continued	61
N3.1	Supports for Learning Scale Questions – Continued	62
N3.2	Student Learning Engagement Scale Questions	63
N3.2	Student Learning Engagement Scale Questions – Continued	64
N3.3	School Promotes Academic Success	64
4.	Fairness and Respect for Diversity	65
N4.1	Fairness and Respect for Diversity Scale Questions	65
N4.2	Racial/Ethnic Conflict Scale Questions	66
N4.3	Appreciation of Racial/Ethnic Differences Scale Questions	67
N4.4	Restorative Practices	68
5.	Disciplinary Environment	69
N5.1	Clarity of Rules Scale Questions	69
N5.2	Disciplinary Harshness Scale Questions	70
6.	Student Peer Relationships	71
N6.1	Student Peer Relationships Scale Questions	71
7.	Social and Emotional Learning	72
N7.1	Supports for Social and Emotional Learning Scale Questions	72
N7.1	Supports for Social and Emotional Learning Scale Questions – Continued	73
8.	School Anti-Bullying Climate	74
N8.1	Anti-Bullying Climate Scale Questions	74
N8.1	Anti-Bullying Climate Scale Questions – Continued	75
9.	College and Career Planning	76
N9.1	Supports for College and Career Planning Scale Questions	76

10. School Physical Environment	77
N10.1 Quality of Physical Environment Scale Questions	77
N10.2 Classroom Crowding	78
11. Scheduled Lunch and Drinkable Water	79
N11.1 Time for Lunch Scale Questions	79
N11.2 Clean and Drinkable Water	80
P. Social Emotional Health Module	81
1. Module Sample	81
P1.1 Student Sample for Social Emotional Health Module	81
2. Summary of Key Indicators	82
P2.1 Key Indicators of Social Emotional Health	82
P2.2 Covitality Domains and Subdomains	83
3. Belief in Self	84
P3.1 Self-Efficacy Scale Questions	84
P3.2 Self-Awareness Scale Questions	85
P3.3 Persistence Scale Questions	86
4. Belief in Others	87
P4.1 School Supports Scale Questions	87
P4.2 Family Connectedness Scale Questions	88
P4.3 Peer Supports Scale Questions	89
5. Emotional Competence	90
P5.1 Emotional Regulation Scale Questions	90
P5.2 Empathy Scale Questions	91
P5.3 Behavioral Self-Control Scale Questions	92
6. Engaged Living	93
P6.1 Optimism Scale Questions	93
P6.2 Gratitude Scale Questions	94
P6.3 Zest Scale Questions	95
7. Social Emotional Distress	96
P7.1 Social Emotional Distress Scale Questions	96
P7.1 Social Emotional Distress Scale Questions – Continued	97
P7.1 Social Emotional Distress Scale Questions – Continued	98
8. Growth Mindset	99
P8.1 Growth Mindset Scale Questions	99
9. Goals	100
P9.1 Goals Scale Questions	100
10. Collaboration	101
P10.1 Collaboration Scale Questions	101

11. Problem Solving	102
P11.1 Problem Solving Scale Questions	102
Z. Galt Joint Union Elementary Custom Questions	103
1. Module Sample	103
Z1.1 Student Sample for Custom Questions	103
2. Custom Questions	104
Appendix I	105
Appendix II	106

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 the detailed 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) System. CalSCHLS 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 CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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 student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention,

and health programs. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules 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 summarized in Appendix II, 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, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

- student grades, truancy, attendance, academic motivation, and school connectedness, as indicators of engagement;
- 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;
- perceived school safety, bullying, and victimization; and
- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

The Core Module also assesses the scope and nature of substance use and includes two key indicators of mental health: chronic sadness and contemplation of suicide. These questions provide insight into important barriers to learning and development.

A wide range of demographic questions help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in LCAP efforts. These subgroups include race/ethnicity, gender, and socioeconomic status; homeless and foster status; and English language proficiency.

What's New? For 2018-19, the following improvements were made to the Core Module:

- Added a sleep duration question to help assess nighttime sleep quality
- Added the high school suicide ideation question to the middle school survey
- Modified wording of two e-cigarette questions about perceived harm from use
- Added “Juul” as an example on the e-cigarette use questions

In 2019-20, questions were added or modified to assess opioid use, tranquilizer use, exposure to second-hand smoke or vapor at school, vape quitting attempts, and knowledge of school policies banning tobacco use and vaping on school property.

School Climate Module (Supplementary)

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention, peer relationships, respect for diversity, and the quality of the physical environment (calschls.org/survey-administration/downloads/#ssm_sc). These questions are also included in the staff survey to provide a more comprehensive picture of stakeholder perceptions and how the perceptions of students and staff differ from each other.

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 capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 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. Each student's participation was voluntary, anonymous, and confidential.

- Table A1.1 describes the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- Appendix I lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of their enrolled students that completed the survey (included in the district report).

PUBLIC ONLINE DATA DASHBOARD

The most recent state representative and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students, and foster youth – three important LCAP priority subgroups. 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 across subgroups such as race/ethnicity, sexual orientation, gender identity, 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 by grade level.

Racial/Ethnic and Gender Results

In this report, summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate all their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

UNDERSTANDING 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 and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. 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.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also 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.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th 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 results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). 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 Reports

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity), or by other characteristics of youth, such as those who are low in academic motivation compared to those who are high. This can be valuable for identifying what subgroups need to be targeted with what resources and programs. Given the LCAP requirement that districts identify and address the needs of underserved subgroups, doing this would be a natural next step for addressing subgroup disparities.

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 from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. 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 Secondary Schools

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Sleep duration (hours of sleep)	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
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)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	X
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco Module	
Z. Custom Questions	X

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	353	405	411
Final number	2	355	374
Response Rate	1%	88%	91%

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness [†]		66	57	A4.5
Academic motivation [†]		75	72	A4.5
Chronic truancy (twice a month or more often) [§]		3	1	A4.2
Caring adult relationships [‡]		68	60	A4.5
High expectations [‡]		78	72	A4.5
Meaningful participation [‡]		35	24	A4.5
Facilities upkeep [†]		50	37	A4.12
Promotion of parent involvement in school [†]		60	51	A4.5
School Safety				
School perceived as very safe or safe		60	56	A5.1
Experienced any harassment or bullying [§]		35	34	A5.2
Had mean rumors or lies spread about you [§]		30	36	A5.3
Been afraid of being beaten up [§]		25	17	A5.3
Been in a physical fight [§]		13	11	A5.4
Seen a weapon on campus [§]		12	17	A5.6
Substance Use and Physical/Mental Health				
Current alcohol or drug use [¶]		9	16	A6.5
Current marijuana use [¶]		3	8	A6.5
Current binge drinking [¶]		2	4	A6.5
Very drunk or “high” 7 or more times, ever		1	4	A6.7
Been drunk or “high” on drugs at school, ever		3	6	A6.9
Current cigarette smoking [¶]		1	1	A7.3
Vaping [¶]		4	7	A7.3
Sleep deprivation (less than 8 hours)		33	44	A8.2
Experienced chronic sadness/hopelessness [§]		26	32	A8.4
Considered suicide [§]		13	18	A8.5

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1

Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male		53	53
Female		47	47

Question HS/MS A.4: What is your gender?

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

Table A3.2

Hispanic or Latino

	Grade 6 %	Grade 7 %	Grade 8 %
No		41	40
Yes		59	60

Question HS/MS A.6: Are you of Hispanic or Latino origin?

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

Table A3.3

Race

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native		2	3
Asian		2	4
Black or African American		3	2
Native Hawaiian or Pacific Islander		2	1
White		37	27
Mixed (two or more) races		54	62

Question HS/MS A.7: What is your race?

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

Table A3.4
Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian		86	89
Other relative's home		4	3
A home with more than one family		5	4
Friend's home		0	0
Foster home, group care, or waiting placement		1	0
Hotel or motel		0	0
Shelter, car, campground, or other transitional or temporary housing		0	1
Other living arrangement		4	3

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

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

Table A3.5
Highest Education of Parents

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school		8	11
Graduated from high school		19	18
Attended college but did not complete four-year degree		11	12
Graduated from college		32	30
Don't know		31	29

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.6***Free or Reduced Price Meals Eligibility***

	Grade 6 %	Grade 7 %	Grade 8 %
No		9	8
Yes		75	79
Don't know		16	13

Question HS/MS A.12: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

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

Table A3.7***Language Spoken at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
English		65	59
Spanish		33	38
Mandarin		0	1
Cantonese		0	0
Taiwanese		0	0
Tagalog		0	1
Vietnamese		0	0
Korean		0	0
Arabic		0	0
Other		1	2

Question HS/MS A.13: What language is spoken most of the time in your home?

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

Table A3.8**English Language Proficiency – All Students**

	Grade 6 %	Grade 7 %	Grade 8 %
How well do you...			
understand English?			
Very well		88	91
Well		11	9
Not well		0	0
Not at all		0	0
speak English?			
Very well		82	82
Well		16	17
Not well		2	1
Not at all		0	0
read English?			
Very well		83	84
Well		15	15
Not well		2	1
Not at all		0	0
write English?			
Very well		78	78
Well		19	20
Not well		3	2
Not at all		0	0
English Language Proficiency Status			
Proficient		81	80
Not proficient		19	20

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level (“Not at all” (1); “Not well” (2); “Well” (3); and “Very well” (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as “Proficient” or “Not Proficient” based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.9***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How well do you...</i>			
understand English?			
Very well		77	84
Well		22	16
Not well		1	1
Not at all		0	0
speak English?			
Very well		70	68
Well		27	31
Not well		3	1
Not at all		1	0
read English?			
Very well		71	72
Well		25	26
Not well		4	3
Not at all		0	0
write English?			
Very well		67	64
Well		27	32
Not well		7	5
Not at all		0	0
<i>English Language Proficiency Status</i>			
Proficient		68	67
Not proficient		32	33

Question HS/MS A.13-17: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level (“Not at all” (1); “Not well” (2); “Well” (3); and “Very well” (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as “Proficient” or “Not Proficient” based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10***Number of Days Attending Afterschool Program***

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program		79	79
1 day		2	3
2 days		1	1
3 days		2	2
4 days		5	5
5 days		11	10

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?

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

Table A3.11***Military Connections***

	Grade 6 %	Grade 7 %	Grade 8 %
No		88	94
Yes		5	2
Don't know		6	3

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

Table A3.12
Sexual Orientation

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)		81	84
Gay or Lesbian		1	2
Bisexual		6	6
I am not sure yet		4	2
Something else		3	2
Decline to respond		5	4

Question HS/MS A.18: Which of the following best describes you?

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

Table A3.13
Gender Identity

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender		92	94
Yes, I am transgender		1	1
I am not sure if I am transgender		2	2
Decline to respond		5	3

Question HS/MS A.5: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1
Grades, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's		23	26
A's and B's		35	40
Mostly B's		10	8
B's and C's		19	18
Mostly C's		4	3
C's and D's		8	3
Mostly D's		1	1
Mostly F's		1	2

Question HS/MS A.20: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A4.2
Truancy, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
0 times		81	82
1-2 times		12	10
A few times		4	6
Once a month		0	0
Twice a month		1	1
Once a week		0	0
More than once a week		1	1

Question HS/MS A.23: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Absences, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days		55	47
1 day		23	22
2 days		14	16
3 or more days		8	15

Question HS/MS A.21: In the past 30 days, how often did you miss an entire day of school for any reason?

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

Table A4.4***Reasons for Absence, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school		52	46
Illness (feeling physically sick), including problems with breathing or your teeth		28	32
Were being bullied or mistreated at school		1	1
Felt very sad, hopeless, anxious, stressed, or angry		4	5
Didn't get enough sleep		4	6
Didn't feel safe at school or going to and from school		1	1
Had to take care of or help a family member or friend		3	4
Wanted to spend time with friends		1	1
Used alcohol or drugs		0	1
Were behind in schoolwork or weren't prepared for a test or class assignment		0	2
Were bored or uninterested in school		1	2
Had no transportation to school		1	3
Other reason		20	22

Question HS/MS A.22: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

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

Total percentages may exceed 100% for "mark all that apply" items.

Table A4.5***School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports		60	52	
Caring adults in school [‡]		68	60	A4.6
High expectations-adults in school [‡]		78	72	A4.7
Meaningful participation at school [‡]		35	24	A4.8
School connectedness [†]		66	57	A4.9
Academic motivation [†]		75	72	A4.10
Promotion of parent involvement in school [†]		60	51	A4.11

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

[†]*Scales are based on average of respondents reporting “Agree” or “Strongly agree.”*

[‡]*Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”*

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Table A4.6***Caring Relationships Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>		68	60
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>			
Not at all true		10	9
A little true		25	33
Pretty much true		36	33
Very much true		30	25
<i>who notices when I’m not there.</i>			
Not at all true		14	14
A little true		20	29
Pretty much true		32	27
Very much true		35	30
<i>who listens to me when I have something to say.</i>			
Not at all true		6	9
A little true		20	24
Pretty much true		30	32
Very much true		45	35

Question HS/MS A.37, 39, 41: At my school, there is a teacher or some other adult... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

Table A4.7***High Expectations Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>		78	72
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>			
Not at all true		5	8
A little true		20	24
Pretty much true		36	35
Very much true		38	34
<i>who always wants me to do my best.</i>			
Not at all true		2	6
A little true		12	15
Pretty much true		24	29
Very much true		61	51
<i>who believes that I will be a success.</i>			
Not at all true		7	9
A little true		18	23
Pretty much true		24	28
Very much true		50	40

Question HS/MS A.38, 40, 42: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.8

Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>		35	24
<i>At school,...</i>			
I do interesting activities.			
Not at all true		15	19
A little true		23	36
Pretty much true		35	30
Very much true		26	15
I help decide things like class activities or rules.			
Not at all true		40	49
A little true		32	32
Pretty much true		16	11
Very much true		11	7
I do things that make a difference.			
Not at all true		26	37
A little true		34	37
Pretty much true		25	16
Very much true		15	10
I have a say in how things work.			
Not at all true		38	49
A little true		32	30
Pretty much true		18	14
Very much true		12	7
I help decide school activities or rules.			
Not at all true		63	74
A little true		22	16
Pretty much true		8	5
Very much true		8	5

Question HS/MS A.43-47: At school,... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A4.9***School Connectedness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness			
<i>Average reporting “Agree” or “Strongly agree”</i>		66	57
I feel close to people at this school.			
Strongly disagree		5	5
Disagree		3	4
Neither disagree nor agree		20	25
Agree		47	40
Strongly agree		25	26
I am happy to be at this school.			
Strongly disagree		6	8
Disagree		7	9
Neither disagree nor agree		22	32
Agree		41	37
Strongly agree		25	15
I feel like I am part of this school.			
Strongly disagree		7	8
Disagree		6	11
Neither disagree nor agree		26	29
Agree		38	36
Strongly agree		23	15
The teachers at this school treat students fairly.			
Strongly disagree		4	6
Disagree		6	10
Neither disagree nor agree		22	27
Agree		40	37
Strongly agree		29	19
I feel safe in my school.			
Strongly disagree		5	5
Disagree		9	11
Neither disagree nor agree		25	24
Agree		42	40
Strongly agree		19	20

Question HS/MS A.24-28: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.10***Academic Motivation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>		75	72
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree		3	2
Disagree		3	2
Neither disagree nor agree		11	10
Agree		34	36
Strongly agree		49	49
I try hard at school because I am interested in my work.			
Strongly disagree		6	8
Disagree		9	11
Neither disagree nor agree		25	29
Agree		38	29
Strongly agree		21	23
I work hard to try to understand new things at school.			
Strongly disagree		4	4
Disagree		4	7
Neither disagree nor agree		16	21
Agree		41	38
Strongly agree		35	30
I am always trying to do better in my schoolwork.			
Strongly disagree		4	3
Disagree		1	2
Neither disagree nor agree		12	11
Agree		35	37
Strongly agree		48	47

Question HS/MS A.33-36: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.

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

Table A4.11***Promotion of Parent Involvement Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Promotion of parent involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>		60	51
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree		4	6
Disagree		5	10
Neither disagree nor agree		23	26
Agree		40	39
Strongly agree		28	19
Parents feel welcome to participate at this school.			
Strongly disagree		3	5
Disagree		6	6
Neither disagree nor agree		37	41
Agree		35	33
Strongly agree		20	15
School staff take parent concerns seriously.			
Strongly disagree		4	10
Disagree		8	13
Neither disagree nor agree		32	32
Agree		32	27
Strongly agree		24	19

Question HS/MS A.30-32: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A4.12
Quality of School Physical Environment

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree		6	11
Disagree		14	23
Neither disagree nor agree		30	29
Agree		39	28
Strongly agree		11	9

Question HS/MS A.29: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.

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

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe		15	14
Safe		45	42
Neither safe nor unsafe		33	34
Unsafe		5	6
Very unsafe		3	4

Question HS A.105/MS A.92: How safe do you feel when you are at school?

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

Table A5.2**Reasons for Harassment on School Property, Past 12 Months**

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times		88	89
1 time		6	6
2 or more times		6	5
Religion			
0 times		94	95
1 time		2	3
2 or more times		4	2
Gender			
0 times		93	93
1 time		4	3
2 or more times		4	4
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times		88	90
1 time		5	3
2 or more times		7	7
A physical or mental disability			
0 times		95	94
1 time		2	4
2 or more times		3	2
Any of the above five reasons		25	23

Question HS A.121-125/MS A.109-113: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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

Table A5.2***Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times		95	96
1 time		1	3
2 or more times		4	1
Any other reason			
0 times		80	79
1 time		10	10
2 or more times		10	12
Any harassment		35	34

Question HS A.121-127/MS A.109-115: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A5.3***School Violence Victimization Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
School violence victimization			
<i>Average reporting “1 or more times”</i>		27	27
<i>During the past 12 months, how many times on school property have you...</i>			
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?			
0 times		73	72
1 time		10	12
2 to 3 times		9	6
4 or more times		8	10
been afraid of being beaten up?			
0 times		75	83
1 time		13	7
2 to 3 times		8	5
4 or more times		4	4
had mean rumors or lies spread about you?			
0 times		70	64
1 time		15	19
2 to 3 times		7	7
4 or more times		8	11
had sexual jokes, comments, or gestures made to you?			
0 times		76	73
1 time		8	9
2 to 3 times		6	6
4 or more times		10	12

Question HS A.106, 107, 109, 110/MS A.94, 95, 97, 98: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?... been afraid of being beaten up?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?

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

Table A5.3***School Violence Victimization Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been made fun of because of your looks or the way you talk?			
0 times		66	69
1 time		15	13
2 to 3 times		6	7
4 or more times		13	11
had your property stolen or deliberately damaged?			
0 times		85	81
1 time		9	12
2 to 3 times		3	2
4 or more times		3	4
been made fun of, insulted, or called names?			
0 times		62	63
1 time		16	16
2 to 3 times		10	6
4 or more times		12	16
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?			
0 times (never)		79	76
1 time		10	12
2 to 3 times		6	7
4 or more times		4	5

Question HS A.111, 112, 120, 128/MS A.99, 100, 108, 116: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A5.4

School Violence Perpetration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>		8	9
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>			
0 times		87	89
1 time		7	6
2 to 3 times		3	2
4 or more times		2	3
<i>been offered, sold, or given an illegal drug?</i>			
0 times		86	83
1 time		8	6
2 to 3 times		4	4
4 or more times		2	7
<i>damaged school property on purpose?</i>			
0 times		93	88
1 time		5	7
2 to 3 times		1	3
4 or more times		1	1
<i>carried a gun?</i>			
0 times		98	98
1 time		1	1
2 to 3 times		1	1
4 or more times		1	1
<i>carried any other weapon (such as a knife or club)?</i>			
0 times		95	94
1 time		4	4
2 to 3 times		1	1
4 or more times		1	1

Question HS A.108, 113-116/MS A.96, 101-104: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A5.5***Threats and Injuries with Weapons on School Property, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times		89	90
1 time		8	7
2 to 3 times		2	2
4 or more times		1	2
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times		96	94
1 time		3	4
2 to 3 times		1	1
4 or more times		0	1

Question HS A.117, 119/MS A.105, 107: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

Table A5.6***Weapons Possession on School Property, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
Seen someone carrying a gun, knife, or other weapon			
0 times		88	83
1 time		7	10
2 to 3 times		3	4
4 or more times		2	2

Question HS A.118/MS A.106: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get “high” [#]		16	26	A6.2
Lifetime alcohol or drug use		16	26	A6.2
Lifetime marijuana use		6	14	A6.2
Lifetime very drunk or high (7 or more times)		1	4	A6.7
Lifetime drinking and driving involvement		32	39	A6.10
Current alcohol or drug use [¶]		9	16	A6.5
Current marijuana use [¶]		3	8	A6.5
Current heavy drug use [¶]		3	4	A6.5
Current heavy alcohol use (binge drinking) [¶]		2	4	A6.5
Current alcohol or drug use on school property [¶]		5	9	A6.8
Harmfulness of occasional marijuana use ^B		38	32	A6.11
Difficulty of obtaining marijuana ^C		12	10	A6.12

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

[#]*Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.*

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

Table A6.2***Summary of AOD Lifetime Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol		12	18
Marijuana		6	14
Inhalants		3	7
Any other drug, pill, or medicine to get “high”		2	5
<i>Any of the above AOD use</i>		16	26
<i>Any illicit AOD use to get “high”[#]</i>		16	26

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

[#]Excludes prescription pain medication, tranquilizers or sedatives, diet pills, and prescription stimulant.

Table A6.3***Lifetime AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times		88	82
1 time		5	7
2 to 3 times		3	5
4 or more times		3	7
Marijuana (smoke, vape, eat, or drink)			
0 times		94	86
1 time		3	4
2 to 3 times		1	2
4 or more times		2	7
Inhalants			
0 times		97	93
1 time		2	3
2 to 3 times		1	2
4 or more times		1	3
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times		98	95
1 time		1	2
2 to 3 times		0	1
4 or more times		1	2

Question HS A.51-53, 63/MS A.52-54, 56: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A6.4***Lifetime Marijuana Consumption***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>			
Smoke it?			
0 times		96	89
1 time		2	3
2 to 3 times		1	2
4 or more times		1	6
In a vaping device?			
0 times		96	86
1 time		2	5
2 to 3 times		1	3
4 or more times		2	5
Eat or drink it in products made with marijuana?			
0 times		97	91
1 time		2	5
2 to 3 times		1	1
4 or more times		0	3

Question HS A.67-69/MS A.60-62: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A6.5***Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)		6	10
Binge drinking (5 or more drinks in a row)		2	4
Marijuana (smoke, vape, eat, or drink)		3	8
Inhalants		1	2
Other drug, pill, or medicine to get “high” or for reasons other than medical		2	2
<i>Any drug use</i>		4	10
<i>Heavy drug use</i>		3	4
<i>Any AOD Use</i>		9	16

Question HS A.73-76, 78/MS A.66-70: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

Heavy drug use was calculated based on pattern 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”).

Table A6.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days		94	90
1 or 2 days		4	7
3 to 9 days		2	2
10 to 19 days		0	1
20 to 30 days		0	1
Binge drinking (5 or more drinks in a row)			
0 days		98	96
1 or 2 days		2	2
3 to 9 days		0	1
10 to 19 days		0	1
20 to 30 days		0	1
Marijuana (smoke, vape, eat, or drink)			
0 days		97	92
1 or 2 days		1	4
3 to 9 days		1	1
10 to 19 days		1	1
20 to 30 days		0	2

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

Table A6.7***Lifetime Drunk or “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times		97	93
1 to 2 times		2	5
3 to 6 times		1	1
7 or more times		0	1
“High” (loaded, stoned, or wasted) from using drugs			
0 times		97	88
1 to 2 times		1	6
3 to 6 times		1	2
7 or more times		1	4
<i>Very drunk or “high” 7 or more times</i>		1	4

Question HS A.64, 65/MS A.57, 58: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A6.8**Current AOD Use on School Property, Past 30 Days**

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days		97	95
1 to 2 days		2	3
3 or more days		1	2
Marijuana (smoke, vape, eat, or drink)			
0 days		98	95
1 to 2 days		2	3
3 or more days		0	2
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 days		99	98
1 to 2 days		1	1
3 or more days		0	1
Any of the above		5	9

Question HS A.83-85/MS A.74-76: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

Table A6.9**Lifetime Drunk or “High” on School Property**

	Grade 6 %	Grade 7 %	Grade 8 %
0 times		97	94
1 to 2 times		1	3
3 to 6 times		1	1
7 or more times		0	2

Question HS A.66/MS A.59: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A6.10
Drinking While Driving, Lifetime

	Grade 6 %	Grade 7 %	Grade 8 %
Have ridden in a car driven by someone who had been using alcohol or drugs			
Never		68	61
1 time		9	11
2 times		5	6
3 to 6 times		6	7
7 or more times		12	16

Question MS A.91: During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

Table A6.11***Perceived Harm of AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great		28	26
Moderate		22	20
Slight		23	25
None		27	29
Alcohol - 5 or more drinks once or twice a week			
Great		45	40
Moderate		17	19
Slight		12	13
None		27	28
Marijuana - use occasionally			
Great		38	32
Moderate		23	24
Slight		13	15
None		26	29
Marijuana - use daily			
Great		57	51
Moderate		8	14
Slight		6	6
None		29	29

Question HS A.91-94/MS A.82-85: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

Table A6.12***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult		11	8
Fairly difficult		9	9
Fairly easy		15	18
Very easy		14	28
Don't know		50	37
Marijuana			
Very difficult		12	10
Fairly difficult		12	9
Fairly easy		11	16
Very easy		11	27
Don't know		54	39

Question HS A.97, 98/MS A.88, 89: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette		1	1	A7.2
Current cigarette smoking [¶]		1	1	A7.3
Current cigarette smoking at school [¶]		0	0	A7.4
Ever tried smokeless tobacco		1	2	A7.2
Current smokeless tobacco use [¶]		0	0	A7.3
Current smokeless tobacco use at school [¶]		0	0	A7.4
Ever used vape products		7	16	A7.2
Current use of vape products [¶]		4	7	A7.3
Current vaping at school [¶]		3	5	A7.4
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^B		34	32	A7.6
Harmfulness of smoking 1 or more packs/day ^B		58	60	A7.6
Harmfulness of vaping occasionally ^B		36	31	A7.7
Harmfulness of vaping several times a day ^B		60	60	A7.7
Difficulty of obtaining cigarettes ^C		12	9	A7.8
Difficulty of obtaining vape products ^C		8	5	A7.8
Anti-Tobacco Policy				
School bans tobacco use and vaping		80	83	A7.9

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

[¶]Past 30 days.

^BGreat harm.

^CVery difficult.

Table A7.2***Lifetime Tobacco Use***

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times		96	96
1 time		3	3
2 to 3 times		1	1
4 or more times		0	0
A whole cigarette			
0 times		99	99
1 time		1	0
2 to 3 times		0	0
4 or more times		0	0
Smokeless tobacco			
0 times		99	98
1 time		0	2
2 to 3 times		0	0
4 or more times		0	0
Vape products			
0 times		93	84
1 time		4	6
2 to 3 times		2	5
4 or more times		1	6

Question HS A.48-50/MS A.48-51: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Table A7.3***Any Current Use and Daily Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any		1	1
Daily (20 or more days)		0	0
Smokeless tobacco			
Any		0	0
Daily (20 or more days)		0	0
Vape products			
Any		4	7
Daily (20 or more days)		0	1

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

Table A7.4**Current Smoking on School Property, Past 30 Days**

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days		100	100
1 or 2 days		0	0
3 to 9 days		0	0
10 to 19 days		0	0
20 to 30 days		0	0
Smokeless tobacco			
0 days		100	100
1 or 2 days		0	0
3 to 9 days		0	0
10 to 19 days		0	0
20 to 30 days		0	0
Vape			
0 days		97	95
1 or 2 days		3	2
3 to 9 days		0	2
10 to 19 days		0	0
20 to 30 days		0	0

Question HS A.80-82/MS A.71-73: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

Table A7.5***Secondhand Smoke on School Property, Past 30 days***

	Grade 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days		98	94
1 day		2	3
2 days		0	0
3-9 days		0	1
10-19 days		0	1
20-30 days		0	1

Question HS A.86/MS A.77: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A7.6***Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great		34	32
Moderate		22	25
Slight		19	16
None		26	26
Smoke 1 or more packs of cigarettes each day			
Great		58	60
Moderate		9	9
Slight		6	4
None		26	27

Question HS A.87, 88/MS A.78, 79: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A7.7***Perceived Harm of Using Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Use vape products occasionally			
Great		36	31
Moderate		25	29
Slight		14	17
None		25	24
Use vape products several times a day			
Great		60	60
Moderate		9	9
Slight		5	7
None		26	24

Question HS A.89, 90/MS A.80, 81: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).

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

Table A7.8***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult		12	9
Fairly difficult		13	14
Fairly easy		11	19
Very easy		10	16
Don't know		54	42
Vape products			
Very difficult		8	5
Fairly difficult		9	7
Fairly easy		12	19
Very easy		23	35
Don't know		47	34

Question HS A.95, 96/MS A.86, 87: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A7.9

School Bans Tobacco Use and Vaping

	Grade 6 %	Grade 7 %	Grade 8 %
No		3	4
Yes		80	83
Don't know		17	13

Question HS A.103/MS A.90: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

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

8. Other Physical and Mental Health Risks

Table A8.1

Alone After School

	Grade 6 %	Grade 7 %	Grade 8 %
Never		51	36
1 day		12	16
2 days		9	12
3 days		6	6
4 days		5	4
5 days		17	26

Question MS A.93: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

Table A8.2

Hours of Sleep

	Grade 6 %	Grade 7 %	Grade 8 %
4 or less hours		4	6
5 hours		3	7
6 hours		10	13
7 hours		16	18
8 hours		29	29
9 hours		23	17
10 or more hours		15	10
<i>Sleep deprivation (less than 8 hours)</i>		33	44

Question HS A.133/MS A.121: On an average school night, how many hours of sleep do you get?

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

Table A8.3***Eating of Breakfast***

	Grade 6 %	Grade 7 %	Grade 8 %
No		30	39
Yes		70	61

Question HS A.132/MS A.120: Did you eat breakfast today?

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

Table A8.4***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No		74	68
Yes		26	32

Question HS A.130/MS A.118: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No		87	82
Yes		13	18

Question HS A.131/MS A.119: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A8.6***Gang Involvement***

	Grade 6 %	Grade 7 %	Grade 8 %
No		95	96
Yes		5	4

Question HS A.129/MS A.117: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - 6th Grade

Percent of Students (%)	Grade 6						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]							
Caring adults in school [‡]							
High expectations-adults in school [‡]							
Meaningful participation at school [‡]							
School Connectedness[†]							
Academic Motivation[†]							
Promotion of parent involvement in School[†]							

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.2

School Supports and Engagement by Race/Ethnicity - 7th Grade

Percent of Students (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports [‡]	57			48		62	61
Caring adults in school [‡]	63			37		72	69
High expectations-adults in school [‡]	75			70		78	79
Meaningful participation at school [‡]	32			36		36	34
School Connectedness[†]	66			68		66	66
Academic Motivation[†]	73			73		77	75
Promotion of parent involvement in School[†]	60			53		59	61

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.3***School Supports and Engagement by Race/Ethnicity - 8th Grade***

Percent of Students (%)	Grade 8						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]	50	63	42			57	51
Caring adults in school [‡]	58	64	51			67	59
High expectations-adults in school [‡]	70	79	62			77	72
Meaningful participation at school [‡]	23	45	12			25	24
<i>School Connectedness</i> [†]	56	45	44			65	57
<i>Academic Motivation</i> [†]	69	70	77			74	73
<i>Promotion of parent involvement in School</i> [†]	49	58	57			54	50

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.4***Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		59	56
American Indian or Alaska Native			50
Asian			57
Black or African American			
Native Hawaiian or Pacific Islander			
White		60	61
Mixed (two or more) races		59	56

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

Table A9.5***Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		25	20
American Indian or Alaska Native			40
Asian			43
Black or African American			
Native Hawaiian or Pacific Islander			
White		24	20
Mixed (two or more) races		25	24

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

The five reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

Table A9.6***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		34	33
American Indian or Alaska Native			50
Asian			50
Black or African American			
Native Hawaiian or Pacific Islander			
White		40	32
Mixed (two or more) races		32	36

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

Table A9.7***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		5	5
American Indian or Alaska Native			18
Asian			0
Black or African American			
Native Hawaiian or Pacific Islander			
White		2	3
Mixed (two or more) races		4	6

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

Table A9.8***Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		2	1
American Indian or Alaska Native			0
Asian			0
Black or African American			
Native Hawaiian or Pacific Islander			
White		1	0
Mixed (two or more) races		1	1

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

Table A9.9***Any Vaping in the Past 30 Days by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		6	9
American Indian or Alaska Native			10
Asian			7
Black or African American			
Native Hawaiian or Pacific Islander			
White		2	3
Mixed (two or more) races		5	8

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

Table A9.10***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		9	12
American Indian or Alaska Native			27
Asian			0
Black or African American			
Native Hawaiian or Pacific Islander			
White		3	9
Mixed (two or more) races		8	11

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

Table A9.11***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		5	10
American Indian or Alaska Native			9
Asian			7
Black or African American			
Native Hawaiian or Pacific Islander			
White		2	3
Mixed (two or more) races		3	9

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

Table A9.12***Sleep Deprivation by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		34	41
American Indian or Alaska Native			70
Asian			50
Black or African American			
Native Hawaiian or Pacific Islander			
White		34	39
Mixed (two or more) races		35	43

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

Table A9.13***Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		28	33
American Indian or Alaska Native			60
Asian			46
Black or African American			
Native Hawaiian or Pacific Islander			
White		25	29
Mixed (two or more) races		27	29

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

Table A9.14
Suicide Ideation by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Hispanic or Latino		14	14
American Indian or Alaska Native			30
Asian			29
Black or African American			
Native Hawaiian or Pacific Islander			
White		12	22
Mixed (two or more) races		14	15

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

10. Gender Breakdowns

Table A10.1
School Supports and Engagement by Gender

	Grade 6		Grade 7		Grade 8	
	Female %	Male %	Female %	Male %	Female %	Male %
<i>School Environment</i>						
Total school supports [‡]			63	58	55	50
Caring adults in school [‡]			69	68	65	56
High expectations-adults in school [‡]			81	76	73	71
Meaningful participation at school [‡]			40	30	25	23
<i>School Connectedness</i> [†]			68	64	58	56
<i>Academic Motivation</i> [†]			79	72	74	71
<i>Promotion of parent involvement in School</i> [†]			64	56	52	49

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

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

[‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Physical/Mental Health Measures by Gender

	Grade 6		Grade 7		Grade 8	
	Female %	Male %	Female %	Male %	Female %	Male %
Perceived Safety at School						
Feel safe or very safe at school			61	59	52	60
Harassment/Bullying at School						
<i>During the past 12 months at school, have you been...</i>						
harassed/bullied for any of the five reasons?			27	22	24	22
harassed/bullied for any reason?			38	32	38	32
Current ATOD Use						
<i>During the past 30 days, did you...</i>						
have at least one drink of alcohol at school?			3	4	6	4
use cigarettes?			1	1	1	1
use vape products?			4	5	9	5
have at least one drink of alcohol?			6	6	15	7
use marijuana?			3	3	9	7
Physical and Mental Health						
Sleep deprivation (less than 8 hours)			33	33	46	42
Chronic sad or hopeless feelings, past 12 months			32	21	47	19
Seriously considered attempting suicide, past 12 months			16	10	26	10

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

School Climate Module

1. Module Sample

Table N1.1

Student Sample for School Climate Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	353	405	411
Final number	1	339	354
Response Rate	0%	84%	86%

2. Key Indicators of School Climate

Table N2.1

School Climate Scales

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Supports for learning [†]		68	59	N3.1
Student learning engagement [†]		30	26	N3.2
Fairness and respect for diversity [†]		50	34	N4.1
Racial/Ethnic conflict [†]		11	13	N4.2
Appreciation of racial/ethnic differences [†]		54	43	N4.3
Clarity of rules [†]		77	65	N5.1
Disciplinary harshness [†]		45	52	N5.2
Student peer relationships [†]		43	38	N6.1
Supports for social and emotional learning [†]		60	46	N7.1
Anti-bullying climate [†]		44	37	N8.1
Supports for college and career planning [†]		43	36	N9.1
Quality of physical environment [†]		48	37	N10.1
Time for lunch [†]		54	43	N11.1

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

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

[†]Average percent of respondents reporting “Agree” or “Strongly agree.”

3. Supports for Learning & Student Academic Engagement

Table N3.1

Supports for Learning Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Supports for learning			
<i>Average reporting “Agree” or “Strongly agree”</i>		68	59
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.			
Strongly disagree		5	7
Disagree		4	8
Neither disagree nor agree		17	20
Agree		33	39
Strongly agree		41	26
My teachers work hard to help me with my schoolwork when I need it.			
Strongly disagree		4	6
Disagree		4	9
Neither disagree nor agree		15	19
Agree		42	40
Strongly agree		36	25
Teachers show how classroom lessons are helpful to students in real life.			
Strongly disagree		7	12
Disagree		9	15
Neither disagree nor agree		24	24
Agree		37	30
Strongly agree		23	19

Question HS/MS N.2-4: How strongly do you agree or disagree with the following statements about your school?... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.

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

Table N3.1**Supports for Learning Scale Questions – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
Teachers give students a chance to take part in classroom discussions or activities.			
Strongly disagree		5	6
Disagree		2	6
Neither disagree nor agree		16	19
Agree		37	42
Strongly agree		41	26
This school is a supportive and inviting place for students to learn.			
Strongly disagree		5	10
Disagree		2	9
Neither disagree nor agree		22	29
Agree		41	32
Strongly agree		29	19
Teachers go out of their way to help students.			
Strongly disagree		5	8
Disagree		6	11
Neither disagree nor agree		21	23
Agree		36	36
Strongly agree		32	22
Teachers help students catch up when they return from an absence.			
Strongly disagree		8	10
Disagree		12	11
Neither disagree nor agree		23	23
Agree		32	35
Strongly agree		25	21

Question HS/MS N.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students... Teachers help students catch up when they return from an absence.

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

Table N3.1***Supports for Learning Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
My teachers give me useful feedback on my work.			
Strongly disagree		6	10
Disagree		8	8
Neither disagree nor agree		21	23
Agree		36	39
Strongly agree		29	20

Question HS/MS N.9: How strongly do you agree or disagree with the following statements about your school?...
My teachers give me useful feedback on my work.

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

Table N3.2***Student Learning Engagement Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Student learning engagement			
<i>Average reporting “Agree” or “Strongly agree”</i>		30	26
Students at this school are motivated to learn.			
Strongly disagree		12	16
Disagree		12	21
Neither disagree nor agree		36	34
Agree		25	22
Strongly agree		14	7
Students pay attention in class.			
Strongly disagree		10	13
Disagree		16	24
Neither disagree nor agree		49	40
Agree		22	20
Strongly agree		4	4
Students try their best in school.			
Strongly disagree		8	10
Disagree		13	21
Neither disagree nor agree		50	45
Agree		23	18
Strongly agree		5	6

Question HS/MS N.1, 45, 46: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Students pay attention in class... Students try their best in school.

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

Table N3.2***Student Learning Engagement Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Students usually follow the rules at school.			
Strongly disagree		11	16
Disagree		20	23
Neither disagree nor agree		41	38
Agree		25	19
Strongly agree		4	4
Students turn in their homework on time.			
Strongly disagree		7	11
Disagree		14	15
Neither disagree nor agree		49	45
Agree		25	24
Strongly agree		4	5

Question HS/MS N.47, 48: How strongly do you agree or disagree with the following statements about your school?... Students usually follow the rules at school... Students turn in their homework on time.

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

Table N3.3***School Promotes Academic Success***

	Grade 6 %	Grade 7 %	Grade 8 %
This school promotes academic success for all students.			
Strongly disagree		5	7
Disagree		3	7
Neither disagree nor agree		28	32
Agree		36	37
Strongly agree		27	16

Question HS/MS N.49: How strongly do you agree or disagree with the following statements about your school?... This school promotes academic success for all students.

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

4. Fairness and Respect for Diversity

Table N4.1

Fairness and Respect for Diversity Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Fairness and respect for diversity			
<i>Average reporting “Agree” or “Strongly agree”</i>		50	34
Adults at this school treat all students with respect.			
Strongly disagree		7	15
Disagree		8	15
Neither disagree nor agree		23	29
Agree		38	28
Strongly agree		25	14
Students treat teachers with respect.			
Strongly disagree		10	16
Disagree		15	20
Neither disagree nor agree		43	39
Agree		22	18
Strongly agree		10	7
The school rules are fair.			
Strongly disagree		9	15
Disagree		9	21
Neither disagree nor agree		27	29
Agree		32	25
Strongly agree		23	10
All students are treated fairly when they break school rules.			
Strongly disagree		9	17
Disagree		13	19
Neither disagree nor agree		27	31
Agree		32	24
Strongly agree		19	9

Question HS/MS N.10-13: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.

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

Table N4.2***Racial/Ethnic Conflict Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Racial/Ethnic conflict			
<i>Average reporting “Agree” or “Strongly agree”</i>		11	13
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.			
Strongly disagree		57	47
Disagree		20	23
Neither disagree nor agree		13	19
Agree		6	6
Strongly agree		3	6
There is a lot of tension in this school between people of different cultures, races, or ethnicities.			
Strongly disagree		38	34
Disagree		23	26
Neither disagree nor agree		26	26
Agree		6	10
Strongly agree		6	4

Question HS/MS N.35, 36: How strongly do you agree or disagree with the following statements about your school?... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities.

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

Table N4.3***Appreciation of Racial/Ethnic Differences Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Appreciation of racial/ethnic differences			
<i>Average reporting “Agree” or “Strongly agree”</i>		54	43
Students in this school respect each other’s differences.			
Strongly disagree		10	16
Disagree		13	17
Neither disagree nor agree		36	35
Agree		29	23
Strongly agree		12	10
Adults in this school respect differences in students.			
Strongly disagree		5	10
Disagree		6	9
Neither disagree nor agree		24	30
Agree		32	31
Strongly agree		32	20
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.			
Strongly disagree		7	9
Disagree		5	9
Neither disagree nor agree		30	37
Agree		28	25
Strongly agree		30	20

Question HS/MS N.37-39: How strongly do you agree or disagree with the following statements about your school?... Students in this school respect each other’s differences (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

Table N4.4***Restorative Practices***

	Grade 6 %	Grade 7 %	Grade 8 %
When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict.			
Strongly disagree		10	12
Disagree		9	14
Neither disagree nor agree		35	36
Agree		26	27
Strongly agree		20	11

Question HS/MS N.50: How strongly do you agree or disagree with the following statements about your school?... When there is a conflict between people, this school tries to make sure all sides are heard to help resolve the conflict (like restorative practices).

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

5. Disciplinary Environment

Table N5.1

Clarity of Rules Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Clarity of rules			
<i>Average reporting “Agree” or “Strongly agree”</i>		77	65
This school clearly informs students what would happen if they break school rules.			
Strongly disagree		2	6
Disagree		4	5
Neither disagree nor agree		14	21
Agree		30	37
Strongly agree		49	31
Rules in this school are made clear to students.			
Strongly disagree		4	6
Disagree		4	4
Neither disagree nor agree		21	31
Agree		33	35
Strongly agree		37	22
This school makes it clear how students are expected to act.			
Strongly disagree		3	5
Disagree		2	5
Neither disagree nor agree		13	22
Agree		41	45
Strongly agree		41	23

Question HS/MS N.14, 18, 19: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... This school makes it clear how students are expected to act.

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

Table N5.2***Disciplinary Harshness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Disciplinary harshness			
<i>Average reporting “Agree” or “Strongly agree”</i>		45	52
The rules in this school are too strict.			
Strongly disagree		13	7
Disagree		21	18
Neither disagree nor agree		35	36
Agree		18	22
Strongly agree		14	17
It is easy for students to get kicked out of class or get suspended.			
Strongly disagree		7	8
Disagree		13	14
Neither disagree nor agree		34	28
Agree		25	27
Strongly agree		20	23
Students get in trouble for breaking small rules.			
Strongly disagree		5	5
Disagree		9	6
Neither disagree nor agree		28	22
Agree		34	36
Strongly agree		23	32

Question HS/MS N.15-17: How strongly do you agree or disagree with the following statements about your school?... The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules.

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

6. Student Peer Relationships

Table N6.1

Student Peer Relationships Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Student peer relationships			
<i>Average reporting “Agree” or “Strongly agree”</i>		43	38
Students enjoy doing things with each other during school activities.			
Strongly disagree		3	7
Disagree		5	9
Neither disagree nor agree		26	31
Agree		43	36
Strongly agree		22	17
Students care about each other.			
Strongly disagree		7	10
Disagree		9	14
Neither disagree nor agree		43	38
Agree		29	28
Strongly agree		13	10
Students treat each other with respect.			
Strongly disagree		9	17
Disagree		13	17
Neither disagree nor agree		45	35
Agree		24	21
Strongly agree		9	9
Students get along well with each other.			
Strongly disagree		8	15
Disagree		12	14
Neither disagree nor agree		47	40
Agree		24	24
Strongly agree		8	7

Question HS/MS N.20-23: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other during school activities... Students care about each other... Students treat each other with respect... Students get along well with each other.

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

7. Social and Emotional Learning

Table N7.1

Supports for Social and Emotional Learning Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Supports for social and emotional learning			
<i>Average reporting “Agree” or “Strongly agree”</i>		60	46
This school encourages students to feel responsible for how they act.			
Strongly disagree		5	8
Disagree		4	8
Neither disagree nor agree		22	31
Agree		40	36
Strongly agree		28	17
Students are often given rewards for being good.			
Strongly disagree		10	13
Disagree		14	11
Neither disagree nor agree		28	30
Agree		28	31
Strongly agree		20	15
This school encourages students to understand how others think and feel.			
Strongly disagree		5	12
Disagree		8	11
Neither disagree nor agree		31	38
Agree		34	23
Strongly agree		24	14

Question HS/MS N.24-26: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel.

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

Table N7.1***Supports for Social and Emotional Learning Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Students are taught that they can control their own behavior.			
Strongly disagree		5	8
Disagree		4	9
Neither disagree nor agree		27	34
Agree		40	35
Strongly agree		25	14
This school helps students resolve conflicts with one another.			
Strongly disagree		6	12
Disagree		11	16
Neither disagree nor agree		34	34
Agree		31	27
Strongly agree		18	11
This school encourages students to care about how others feel.			
Strongly disagree		5	11
Disagree		11	14
Neither disagree nor agree		31	35
Agree		34	28
Strongly agree		20	12
Teachers here make it clear to students that bullying is not tolerated.			
Strongly disagree		4	7
Disagree		4	6
Neither disagree nor agree		13	25
Agree		30	35
Strongly agree		49	27

Question HS/MS N.27-30: How strongly do you agree or disagree with the following statements about your school?... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another... This school encourages students to care about how others feel... Teachers here make it clear to students that bullying is not tolerated.

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

8. School Anti-Bullying Climate

Table N8.1

Anti-Bullying Climate Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Anti-bullying climate			
<i>Average reporting “Agree” or “Strongly agree”</i>		44	37
If another student was bullying me, I would tell one of the teachers or staff at school.			
Strongly disagree		12	17
Disagree		9	13
Neither disagree nor agree		26	27
Agree		28	25
Strongly agree		25	18
Students tell teachers when other students are being bullied.			
Strongly disagree		15	16
Disagree		13	19
Neither disagree nor agree		43	37
Agree		18	16
Strongly agree		10	11
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree		5	7
Disagree		2	10
Neither disagree nor agree		23	32
Agree		39	31
Strongly agree		30	20

Question HS/MS N.31-33: How strongly do you agree or disagree with the following statements about your school?... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table N8.1***Anti-Bullying Climate Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
Students here try to stop bullying when they see it happening.			
Strongly disagree		21	24
Disagree		18	18
Neither disagree nor agree		36	32
Agree		16	18
Strongly agree		9	8

Question HS/MS N.34: How strongly do you agree or disagree with the following statements about your school?...

Students here try to stop bullying when they see it happening.

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

9. College and Career Planning

Table N9.1

Supports for College and Career Planning Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Supports for college and career planning			
<i>Average reporting “Agree” or “Strongly agree”</i>		43	36
This school has helped me put my college and career goals and experiences in a plan which I update every year.			
Strongly disagree		8	11
Disagree		11	12
Neither disagree nor agree		33	36
Agree		31	27
Strongly agree		17	14
This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it.			
Strongly disagree		15	19
Disagree		19	18
Neither disagree nor agree		36	34
Agree		21	21
Strongly agree		10	9
This school has helped me think about and explore future career options.			
Strongly disagree		11	12
Disagree		10	15
Neither disagree nor agree		28	34
Agree		33	25
Strongly agree		18	15

Question HS/MS N.52-54: How strongly do you agree or disagree with the following statements about your school?... This school has helped me put my college and career goals and experiences in a plan which I update every year... This school has helped me learn about colleges, how to apply to them, and get financial aid if I need it... This school has helped me think about and explore future career options.

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

10. School Physical Environment

Table N10.1

Quality of Physical Environment Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Quality of physical environment			
<i>Average reporting “Agree” or “Strongly agree”</i>		48	37
My school is usually clean and tidy.			
Strongly disagree		7	11
Disagree		14	23
Neither disagree nor agree		30	29
Agree		39	27
Strongly agree		11	9
The schoolyard and buildings are clean and in good condition.			
Strongly disagree		9	14
Disagree		9	15
Neither disagree nor agree		29	30
Agree		37	30
Strongly agree		17	11
The school grounds are kept clean.			
Strongly disagree		10	13
Disagree		12	21
Neither disagree nor agree		36	34
Agree		29	23
Strongly agree		12	9

Question HS/MS A.29, N.40, 44: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.... How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... The school grounds are kept clean.

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

Table N10.2
Classroom Crowding

	Grade 6 %	Grade 7 %	Grade 8 %
My classroom is so crowded it is hard to concentrate and learn.			
Strongly disagree		24	23
Disagree		32	31
Neither disagree nor agree		29	33
Agree		9	8
Strongly agree		5	5

Question HS/MS N.41: How strongly do you agree or disagree with the following statements about your school?...

My classroom is so crowded it is hard to concentrate and learn.

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

11. Scheduled Lunch and Drinkable Water

Table N11.1

Time for Lunch Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Time for lunch			
<i>Average reporting “Agree” or “Strongly agree”</i>		54	43
I eat my lunch at the right time of day.			
Strongly disagree		9	13
Disagree		10	14
Neither disagree nor agree		26	32
Agree		38	28
Strongly agree		17	12
I have plenty of time to eat my lunch.			
Strongly disagree		11	17
Disagree		12	12
Neither disagree nor agree		24	25
Agree		34	33
Strongly agree		19	13

Question HS/MS N.42, 43: How strongly do you agree or disagree with the following statements about your school?... I eat my lunch at the right time of day... I have plenty of time to eat my lunch.

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

Table N11.2

Clean and Drinkable Water

	Grade 6 %	Grade 7 %	Grade 8 %
This school has clean and drinkable water.			
Strongly disagree		9	16
Disagree		11	12
Neither disagree nor agree		30	32
Agree		33	28
Strongly agree		17	12

Question HS/MS N.51: How strongly do you agree or disagree with the following statements about your school?...

This school has clean and drinkable water.

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

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	353	405	411
Final number	1	305	338
Response Rate	0%	75%	82%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Covitality[†]		71	64	
Belief in self [†]		67	60	P2.2
Belief in others [†]		77	71	P2.2
Emotional competence [†]		73	65	P2.2
Engaged living [†]		66	59	P2.2
Social emotional distress[†]		26	31	P7.1
Growth mindset[‡]		67	66	P8.1
Goals[†]		80	76	P9.1
Collaboration[†]		71	61	P10.1
Problem solving[†]		54	52	P11.1

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

[†]Average percent of respondents reporting “Pretty much true” or “Very much true.”

[‡]Average percent of respondents reporting “A little true” or “Not at all true.”

Table P2.2***Covitality Domains and Subdomains***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Belief in self		67	60	
Self-efficacy		77	71	P3.1
Self-awareness		73	64	P3.2
Persistence		50	45	P3.3
Belief in others		77	71	
School supports		78	71	P4.1
Family connectedness		80	69	P4.2
Peer supports		74	72	P4.3
Emotional competence		73	65	
Emotional regulation		76	67	P5.1
Empathy		75	70	P5.2
Behavioral self-control		70	58	P5.3
Engaged living		66	59	
Optimism		64	55	P6.1
Gratitude		72	67	P6.2
Zest		63	55	P6.3

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

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

Scales are based on average percent of respondents reporting “Pretty much true” or “Very much true.”

3. Belief in Self

Table P3.1

Self-Efficacy Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Self-efficacy			
<i>Average reporting “Pretty much true” or “Very much true”</i>		77	71
I can work out my problems.			
Not at all true		4	8
A little true		23	26
Pretty much true		46	41
Very much true		27	26
I can do most things if I try.			
Not at all true		3	6
A little true		15	20
Pretty much true		43	41
Very much true		39	34
There are many things that I do well.			
Not at all true		7	6
A little true		18	21
Pretty much true		35	40
Very much true		40	32

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table P3.2***Self-Awareness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Self-awareness			
<i>Average reporting “Pretty much true” or “Very much true”</i>		73	64
There is a purpose to my life.			
Not at all true		7	11
A little true		18	22
Pretty much true		28	26
Very much true		48	41
I understand my moods and feelings.			
Not at all true		8	14
A little true		21	23
Pretty much true		36	35
Very much true		35	27
I understand why I do what I do.			
Not at all true		7	12
A little true		22	25
Pretty much true		35	31
Very much true		37	32

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table P3.3***Persistence Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Persistence			
<i>Average reporting “Pretty much true” or “Very much true”</i>		50	45
When I do not understand something, I ask the teacher again and again until I understand.			
Not at all true		22	25
A little true		28	30
Pretty much true		28	28
Very much true		22	17
I try to answer all the questions asked in class.			
Not at all true		20	26
A little true		30	30
Pretty much true		28	29
Very much true		22	15
When I try to solve a math problem, I will not stop until I find a final solution.			
Not at all true		17	18
A little true		34	35
Pretty much true		32	31
Very much true		18	16

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table P4.1

School Supports Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>		78	71
<i>At my school, there is a teacher or some other adult... who always wants me to do my best.</i>			
Not at all true		2	6
A little true		13	15
Pretty much true		25	27
Very much true		60	51
<i>who listens to me when I have something to say.</i>			
Not at all true		5	10
A little true		21	23
Pretty much true		31	32
Very much true		44	35
<i>who believes that I will be a success.</i>			
Not at all true		7	9
A little true		18	23
Pretty much true		25	27
Very much true		50	41

Question HS/MS A.40-42: At my school, there is a teacher or some other adult... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table P4.2***Family Connectedness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Family connectedness			
<i>Average reporting “Pretty much true” or “Very much true”</i>		80	69
My family members really help and support one another.			
Not at all true		5	8
A little true		12	18
Pretty much true		29	30
Very much true		55	45
There is a feeling of togetherness in my family.			
Not at all true		6	12
A little true		17	19
Pretty much true		26	28
Very much true		51	41
My family really gets along well with each other.			
Not at all true		5	12
A little true		17	23
Pretty much true		30	30
Very much true		47	35

Question HS/MS P.51-53: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table P4.3***Peer Supports Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Peer supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>		74	72
I have a friend my age who really cares about me.			
Not at all true		5	7
A little true		11	15
Pretty much true		28	21
Very much true		56	56
I have a friend my age who talks with me about my problems.			
Not at all true		15	14
A little true		19	16
Pretty much true		23	23
Very much true		43	47
I have a friend my age who helps me when I’m having a hard time.			
Not at all true		8	13
A little true		18	19
Pretty much true		23	21
Very much true		51	47

Question HS/MS P.54-56: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

5. Emotional Competence

Table P5.1

Emotional Regulation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Emotional Regulation			
<i>Average reporting “Pretty much true” or “Very much true”</i>		76	67
I accept responsibility for my actions.			
Not at all true		2	7
A little true		18	23
Pretty much true		39	36
Very much true		41	34
When I make a mistake I admit it.			
Not at all true		7	9
A little true		26	30
Pretty much true		36	37
Very much true		32	24
I can deal with being told no.			
Not at all true		3	10
A little true		17	20
Pretty much true		38	35
Very much true		41	34

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table P5.2***Empathy Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Empathy			
<i>Average reporting “Pretty much true” or “Very much true”</i>		75	70
I feel bad when someone gets their feelings hurt.			
Not at all true		6	8
A little true		19	21
Pretty much true		29	33
Very much true		46	38
I try to understand what other people go through.			
Not at all true		8	8
A little true		17	21
Pretty much true		34	36
Very much true		41	36
I try to understand how other people feel and think.			
Not at all true		8	9
A little true		18	22
Pretty much true		36	35
Very much true		38	33

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table P5.3***Behavioral Self-Control Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Behavioral self-control			
<i>Average reporting “Pretty much true” or “Very much true”</i>		70	58
I can wait for what I want.			
Not at all true		5	8
A little true		20	28
Pretty much true		40	38
Very much true		35	26
I don’t bother others when they are busy.			
Not at all true		5	9
A little true		27	36
Pretty much true		41	29
Very much true		28	27
I think before I act.			
Not at all true		9	9
A little true		26	37
Pretty much true		37	32
Very much true		29	21

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.

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

6. Engaged Living

Table P6.1

Optimism Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>		64	55
Each day I look forward to having a lot of fun.			
Not at all true		13	19
A little true		25	34
Pretty much true		33	27
Very much true		29	21
I usually expect to have a good day.			
Not at all true		9	15
A little true		27	27
Pretty much true		33	32
Very much true		31	27
Overall, I expect more good things to happen to me than bad things.			
Not at all true		12	14
A little true		22	27
Pretty much true		34	30
Very much true		32	29

Question HS/MS P.25, 27, 28: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table P6.2**Gratitude Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
Gratitude			
<i>Average reporting “Pretty much true” or “Very much true”</i>		72	67
On most days I feel grateful.			
Not at all true		5	7
A little true		25	26
Pretty much true		26	33
Very much true		44	35
On most days I feel thankful.			
Not at all true		4	7
A little true		21	25
Pretty much true		31	33
Very much true		44	35
On most days I feel appreciative.			
Not at all true		6	8
A little true		25	27
Pretty much true		30	31
Very much true		39	33

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table P6.3**Zest Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
Zest			
<i>Average reporting “Pretty much true” or “Very much true”</i>		63	55
On most days I feel energetic.			
Not at all true		10	16
A little true		25	28
Pretty much true		26	29
Very much true		39	27
On most days I feel active.			
Not at all true		9	15
A little true		26	29
Pretty much true		28	31
Very much true		37	25
On most days I feel enthusiastic.			
Not at all true		12	18
A little true		28	30
Pretty much true		28	29
Very much true		32	24

Question HS/MS P.38-40: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Social Emotional Distress

Table P7.1

Social Emotional Distress Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>		26	31
I had a hard time breathing because I was anxious.			
Not at all true		61	56
A little true		22	22
Pretty much true		9	11
Very much true		9	11
I worried that I would embarrass myself in front of others.			
Not at all true		33	29
A little true		28	31
Pretty much true		16	16
Very much true		22	24
I was tense and uptight.			
Not at all true		53	44
A little true		25	28
Pretty much true		11	14
Very much true		11	15
I had a hard time relaxing.			
Not at all true		48	44
A little true		24	23
Pretty much true		14	17
Very much true		15	17

Question HS/MS P.41-44: Over the past month, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.

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

Table P7.1***Social Emotional Distress Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
I felt sad and down.			
Not at all true		48	42
A little true		25	23
Pretty much true		12	15
Very much true		15	20
I was easily irritated.			
Not at all true		40	31
A little true		26	27
Pretty much true		16	19
Very much true		17	22
It was hard for me to cope and I thought I would panic.			
Not at all true		58	56
A little true		20	19
Pretty much true		12	12
Very much true		10	14
It was hard for me to get excited about anything.			
Not at all true		58	52
A little true		21	23
Pretty much true		13	13
Very much true		8	11

Question HS/MS P.45-48: Over the past month, how true do you feel these statements are about you?... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

Table P7.1***Social Emotional Distress Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
I was easily annoyed and sensitive.			
Not at all true		43	39
A little true		28	26
Pretty much true		15	18
Very much true		14	17
I was scared for no good reason.			
Not at all true		62	60
A little true		22	20
Pretty much true		7	9
Very much true		10	10

Question HS/MS P.49, 50: Over the past month, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.

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

8. Growth Mindset

Table P8.1

Growth Mindset Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Growth mindset[§]			
<i>Average reporting “A little true” or “Not at all true”</i>		67	66
My intelligence is something I cannot change very much.			
Not at all true		28	23
A little true		28	34
Pretty much true		24	25
Very much true		20	18
Challenging myself will not make me any smarter.			
Not at all true		44	38
A little true		21	29
Pretty much true		24	18
Very much true		11	15
There are some things I am not capable of learning.			
Not at all true		31	24
A little true		36	39
Pretty much true		20	25
Very much true		14	12
If I am not naturally smart in a subject, I will never do well in it.			
Not at all true		51	41
A little true		27	32
Pretty much true		13	16
Very much true		9	10

Question HS/MS P.5, 22, 30, 34: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

[§]*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

9. Goals

Table P9.1
Goals Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Goals			
<i>Average reporting “Pretty much true” or “Very much true”</i>		80	76
I am looking forward to a successful career.			
Not at all true		3	5
A little true		14	16
Pretty much true		30	29
Very much true		53	51
I have high goals and expectations for myself.			
Not at all true		7	8
A little true		17	18
Pretty much true		33	32
Very much true		44	42
I don’t expect very much of myself in the future.[§]			
Not at all true		55	47
A little true		25	29
Pretty much true		13	16
Very much true		7	8

Question HS/MS P.13, 19, 32: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

[§]Survey question was reverse-coded in computing the scale score.

10. Collaboration

Table P10.1

Collaboration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Collaboration			
<i>Average reporting “Pretty much true” or “Very much true”</i>		71	61
I enjoy working together with other students on class activities.			
Not at all true		10	14
A little true		23	30
Pretty much true		35	34
Very much true		32	22
When I work in school groups, I do my fair share.			
Not at all true		4	7
A little true		16	21
Pretty much true		43	38
Very much true		38	35
I like to listen to other students’ ideas in class.			
Not at all true		9	9
A little true		27	35
Pretty much true		37	36
Very much true		26	19

Question HS/MS P.8, 26, 31: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

11. Problem Solving

Table P11.1

Problem Solving Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Problem solving			
<i>Average reporting “Pretty much true” or “Very much true”</i>		54	52
When I need help I find someone to talk with.			
Not at all true		15	20
A little true		27	29
Pretty much true		33	28
Very much true		25	24
I try to work out my problems by talking or writing about them.			
Not at all true		27	29
A little true		30	30
Pretty much true		26	26
Very much true		17	15
I trust my ability to solve difficult problems.			
Not at all true		8	8
A little true		29	31
Pretty much true		34	35
Very much true		29	26

Question HS/MS P.17, 29, 33: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Z. Galt Joint Union Elementary Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	353	405	411
Final number	1	275	328
Response Rate	0%	68%	80%

2. Custom Questions

Table Z2.1

This school encourages me to know and use my strengths to do what I do best.

	Grade		Total %
	7th %	8th %	
Strongly agree	36	24	30
Agree	32	30	31
Neither agree nor disagree	22	29	26
Disagree	5	9	7
Strongly disagree	5	7	6

Question HS/MS Z.1.

Note: Columns are not displayed if there are less than 10 respondents.

Appendix I

2019-20 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Robert L. McCaffrey Middle		88	91

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

CHKS Content Overview, 2019-20

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.¹ References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to other relevant CHKS reports, factsheets, and resources that can be downloaded from the CalSCHLS website (calschls.org) for further information. What Works Briefs that provide guidance on best practices related to areas assessed by the survey are available from the California Safe and Supportive Schools website (californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of LCAP. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.⁴ The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁵

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state’s standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS SCI, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school’s level of personnel resources.⁶

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

¹ To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report (calschls.org/reports-data/#biennial_statewide_student_reports). The Biennial State data are derived from a randomly-selected, representative state sample. County level reports are also available on the CHKS website. Biennial State CHKS data can also be examined interactively on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/).

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey_content_guides.

³ Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

⁴ See calschls.org/reports-data/#slcr

⁵ O’Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

⁶ Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and be academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support and perceived safety.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁸ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

A wide range of indicators of the demographic and background characteristics of the survey respondents help users gain a better sense of how representative the survey sample is compared to the student population overall. They also enable users to analyze how survey results vary by important subgroups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet the LCAP requirement to demonstrate actions across state priorities in regard to socioeconomically disadvantaged students, English learners, and foster youth, as well as other indicators such as race/ethnicity, homeless youth, and LGBTQ youth.

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/) can be used to display subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students, and foster youth—three important LCAP priority subgroups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic subgroups for each school (call 888.841.7536 or email CalSCHLS@wested.org).

⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁸ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

⁹ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

Racial-Ethnic Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.¹⁰ They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but they still remained. This suggests that school climate factors related to student well-being may also play a role in the racial/ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools.*¹¹ African American, Latino, and Asian students feel less safe, engaged, and supported than their White peers *within the same school*. Inequities in these factors, for the various racial/ethnic groups, can possibly contribute to the achievement gap. Further, these findings suggest that practices designed to ensure equal access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Foster Care Youth

Compared to youth who live with their parents, foster care youth report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹² They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.¹³ ¹⁴ For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and
- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

¹⁰ Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

¹¹ Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

¹² Austin, Jones, & Annon. (2007). Download data.calschls.org/resources/FACTSHEET-6.pdf

¹³ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd.

¹⁴ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

¹⁵ See calschls.org/reports-data/dashboard/

Because of such disparities, it is important to examine disparities across LGBTQ and non-LGBTQ youth to identify needs and support the development of practices that promote the healthy development and safety of all youth.

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 4)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.¹⁷ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale and self-reported grades provide insight into cognitive engagement; the School Connectedness scale into emotional engagement; and attendance and truancy data into behavioral engagement. Other behavioral engagement indicators on the survey include substance use at school and violence perpetration. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience in their school the three protective factors (caring relationships, high expectations, and opportunities for meaningful participation) that characterize a positive school climate and are linked to school connectedness and positive academic, behavioral, and health outcomes. Other school climate factors assessed are the level of parent involvement and the quality of the school physical environment, both also LCAP priorities. The likelihood that students will be motivated and engaged is increased to the extent that their teachers, family, and friends effectively support their purposeful involvement in learning and in school.

Self-Reported Grades

The CHKS asks students to indicate what grades they mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email CalSCHLS@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2015-17 State CHKS, the percentage of students strongly agreeing with the questions on this scale declined from 45 percent in 7th grade to 28 percent in 11th.¹⁸

¹⁶ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

¹⁷ Gallop. (2014). Download www.gallup.com/services/178769/state-america-schools-report.aspx

¹⁸ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

Absenteeism and Truancy

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on absenteeism and truancy indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email CalSCHLS@wested.org).

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.¹⁹

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in school work, and being bored or uninterested in school, another good indicator of disengagement.²⁰

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.²¹ Students who are chronically absent are also more likely to use drugs and have deviant friends. Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey.

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**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 grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive

¹⁹ Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Download www.attendanceworks.org/portraits-of-change/

²⁰ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

²¹ Robins & Ratcliff. (1978). *Long Range Outcomes Associated With School Truancy*. Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems*. Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev*, 60(6), 1437-52.

sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.^{22 23 24 25 26 27}

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.²⁸ It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. On the 2015-17 State CHKS, the average percentage of students strongly agreeing to these scale questions declined from 28 percent in 7th grade to 15 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁹ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{30 31}

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.³²

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/16 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition,

²² Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²³ Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²⁴ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁵ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

²⁸ National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

²⁹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

³⁰ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³² Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³³ Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 5)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³⁴ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁵ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{36 37 38}

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A4.4).

State CHKS data show that the percentage of students who perceive their school as safe or very safe has consistently been markedly lower for 7th than 9th grade.³⁹ If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.⁴⁰

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In

³³ Hanson & Austin. (2016). Download [calschls.org/docs/facilities122216.pdf](https://data.calschls.org/docs/facilities122216.pdf)

³⁴ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁵ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

³⁶ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

³⁹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

Bruised Inside (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁴¹

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A5.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.⁴² Analyses show that 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.⁴³ ⁴⁴ They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things. Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁵ About 16 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 13 percent of 11th graders.

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

Two important barriers to learning, positive youth development, and health are assessed: substance use and mental health.

Alcohol and Other Drug Use (Section 6)

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

⁴¹ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

⁴² Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴³ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴⁴ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

⁴⁵ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁶

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. This is behavior that threatens not only the user’s learning ability but also the school’s efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.⁴⁷ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{48 49}

Cigarette Smoking (Section 7)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{50 51}

Mental Health (Section 8)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵² They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵³

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.^{54 55}

See also the percentage of students who report missing school because they “felt very sad, hopeless, anxious, stressed, or angry.” In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster of social-emotional competencies.

⁴⁶ Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

⁴⁷ Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

⁴⁸ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁴⁹ O’Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

⁵⁰ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵¹ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵² Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵³ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵⁴ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁵ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

Galt Joint Union Elementary School District
CaSCHLS PARENT SURVEY RESULTS
 Summary of Key Indicators

Key Indicators			
	All Parents <i>% Agree/Strongly Agree</i>	K-6 Parents <i>% Agree/Strongly Agree</i>	Middle School Parents <i>% Agree/Strongly Agree</i>
Parental Involvement			
School allows input and welcomes parents' contributions	78	81	60
School encourages me to be an active partner with the school in educating my child	83	89	66
School actively seeks the input of parents before making important decisions	59	63	40
Parents feel welcome to participate at this school	84	89	60
School Supports for Students			
School promotes academic success for all students	87	88	82
School is a safe place for my child	86	90	70
School motivates students to learn	86	88	78
School has adults who really care about students	87	88	76
School provides opportunities for meaningful student participation	74	77	61
Fairness, Rule Clarity and Respect for Diversity			
School enforces school rules equally	72	73	65
School clearly communicates consequences of breaking rules	84	83	90
School treats all students with respect	85	86	78
School promotes respect of all cultural beliefs and practices	66	68	57
Substance Abuse and Bullying			
Student alcohol and drug use is NOT a large problem	68	74	41
Student tobacco use is NOT a large problem	66	71	41
Student vaping or e-cigarette use is NOT a large problem	65	73	32
Harrassment or bullying of students is NOT a large problem	65	67	51
Facilities			
School has clean and well-maintained facilities/properties	89	90	81

Galt Joint Union Elementary School District
CaSCHLS PARENT SURVEY RESULTS
 Summary of Key Indicators

Custom Questions			
	All Parents <i>% Agree/Strongly Agree</i>	K-6 Parents <i>% Agree/Strongly Agree</i>	Middle School Parents <i>% Agree/Strongly Agree</i>
This school personalizes learning to meet my child's academic strengths and needs	66	69	47
This school personalizes learning to meet my child's talents, interests and emotional needs	61	64	42
The Fairsite School Pre-Kindergarten center supports children to become ready for school and explore future dreams	64	68	47
The Fairsite School Pre-Kindergarten Center continues to improve family supports and opportunities to help their children be successful in school	63	67	44
The Fairsite School Pre-Kindergarten Center provides a variety of culturally diverse learning opportunities to children and families	54	57	35

CALIFORNIA SCHOOL PARENT SURVEY



Galt Joint Union 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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Contents

	Page
List of Tables	II
PREFACE	IV
Survey Module Administration	1
Section A. Core Module (All Parents)	2
1. Survey Sample	2
2. Summary of Key Survey Indicators	3
3. Parent and Student Characteristics	4
4. Parental Involvement	8
5. Student Learning Environment	15
6. Student Developmental Supports and Opportunities	17
7. Respect and Cultural Sensitivity	20
8. Student Risk Behavior and Prevention	22
9. Discipline and Counseling	25
10. Facilities	26
11. Nutrition	27
Z. Galt Joint Union Elementary Custom Questions	28
1. Module Sample	28
2. Custom Questions	29
Appendix	31

List of Tables

	Page
Survey Module Administration	1
1 CSPS Survey Modules Administered	1
Section A. Core Module (All Parents)	2
1. Survey Sample	2
A1.1 Core Module Sample	2
2. Summary of Key Survey Indicators	3
A2.1 Key Indicators of School Climate, Student Behavior, and Parental Involvement	3
3. Parent and Student Characteristics	4
A3.1 Role at Home	4
A3.2 Race/Ethnicity of Respondents	4
A3.3 Free or Reduced Price Meals Eligibility	5
A3.4 Number of Years at This School	5
A3.5 Grade Level	6
A3.6 Special Program Participation	7
A3.7 Afterschool Program Participation	7
4. Parental Involvement	8
A4.1 School Encourages Parental Involvement	8
A4.1 School Encourages Parental Involvement – Continued	9
A4.2 Parental Involvement at School	10
A4.2 Parental Involvement at School – Continued	11
A4.3 School Keeps Parents Well Informed	12
A4.4 Information Dissemination to Parents	13
A4.4 Information Dissemination to Parents – Continued	14
5. Student Learning Environment	15
A5.1 School Promotes Academic Success for All Students	15
A5.2 Learning Environment is Supportive and Inviting	15
A5.3 School Provides High Quality Instruction	16
A5.4 School Motivates Students to Learn	16
A5.5 School Encourages Students of All Races to Enroll in Challenging Courses	16
6. Student Developmental Supports and Opportunities	17
A6.1 School Has Teachers Who Go Out of Their Way to Help Students	17
A6.2 School Has Adults Who Really Care About Students	17
A6.3 School Has High Expectations for All Students	18
A6.4 School is a Safe Place for Students	18
A6.5 School Provides Quality Programs for My Child’s Talents, Gifts, or Special Needs	18
A6.6 School Provides Opportunities for Meaningful Student Participation	19
A6.7 School Provides Opportunities for Classroom Participation	19

A6.8	School Provides Quality Sports, Clubs, or Other Activities to Meet My Child’s Needs	19
7.	Respect and Cultural Sensitivity	20
A7.1	School Treats All Students with Respect	20
A7.2	School Encourages Students to Care About How Others Feel	20
A7.3	School Promotes Respect of All Cultural Beliefs and Practices	20
A7.4	School Provides Culturally Appropriate Materials	21
A7.5	Racial/Ethnic Conflict	21
A7.6	School Helps Students Resolve Conflict	21
8.	Student Risk Behavior and Prevention	22
A8.1	ATOD Use	22
A8.2	School Bans Tobacco Use and Vaping	22
A8.3	Bullying and Fighting	23
A8.4	Students Disrespecting Staff	23
A8.5	Delinquency	24
9.	Discipline and Counseling	25
A9.1	School Clearly Communicates Consequences of Breaking Rules	25
A9.2	School Enforces Rules Equally	25
A9.3	School Provides Counseling and Supports for Students with Social or Emotional Needs	25
10.	Facilities	26
A10.1	School Has Clean and Well-Maintained Facilities and Properties	26
11.	Nutrition	27
A11.1	School Provides Healthy Food Choices	27
Z.	Galt Joint Union Elementary Custom Questions	28
1.	Module Sample	28
Z1.1	Parent Sample for Custom Questions	28
2.	Custom Questions	29
Appendix		31

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.

This report provides the detailed results, presented in tables organized by topic, for each question from the 2019-20 *California School Parent Survey* (CSPS). The CSPS is specifically designed to provide data to help foster better parental involvement, one of the required priorities of Local Control and Accountability Plans (LCAP), and to bring parent voice into the school improvement process. (Henceforth, the word parent is used to refer to any adult in a household with parental or guardianship responsibilities.)

The survey aims to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that the school should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. More information about the survey is available on the CalSCHLS website (calschls.org).

THE CALSCHLS SYSTEM AND LOCAL CONTROL AND ACCOUNTABILITY PLANNING

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Staff Survey* (CSSS) for staff—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey (CalSCHLS) System*. CalSCHLS is the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis. The surveys provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being (see calschls.org) to guide school improvement efforts and meet LCAP requirements and goals.

These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

In addition to providing data to meet the LCAP parent involvement priority, the CalSCHLS system, including the CSPS, is especially valuable for supporting LCAP efforts in other respects:

- Providing data to help meet three other LCAP priorities: enhancing academic achievement, school climate, and pupil engagement;
- Supporting the priority of fostering achievement among foster youth, low-income, English language learners, and other high-need subgroups by enabling Local Education Agencies (LEAs) to determine how survey factors that affect achievement vary across population subgroups; and
- Serving as a data collection tool to identify or monitor other local needs by adding additional questions.

For more information, see *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf).

THE IMPORTANCE OF PARENT INVOLVEMENT

Parent involvement in the school and their own child’s education is one of the important characteristics of a positive school climate and quality education. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful—all variables assessed by the CSPS.

Involving family members is absolutely essential to creating a safe, caring, challenging, participatory, and supportive school climate. Positive relationships or ties among students, parents, teachers, administrators, and the fostering of parental support for education, are key components of school improvement efforts and are a common characteristic of effective schools. Parent involvement at school and in education has positive effects on youth behavior, academic achievement and learning, school attendance, and graduation. Many studies show that parent and other family involvement in children’s learning is a critical element of student success.

SURVEY CONTENT OVERVIEW

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parent involvement in both the school and their own child’s education. Second, it provides feedback on how parents view school climate, including their perspective on the degree to which positive conditions and supports exist in a school. It asks parents and guardians to rate their own experience as school partners through questions like: *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. The survey content covers several key areas:

- Characteristics of parent respondents and their children;
- Student supports and school conditions (learning environment, school discipline, cultural sensitivity, opportunities for meaningful student participation);
- How welcoming the school is to parents;
- The scope and nature of parent involvement in school activities and decision-making;
- The scope and nature of school communications to parents;
- Parent involvement in their children’s education; and
- Student risk behaviors (how much of a problem at the school).

The questions are aligned with the staff and student surveys so information obtained across these three stakeholder groups can be compared, as illustrated in Exhibit 1.

SURVEY ADMINISTRATION AND SAMPLING

Surveys are administered using detailed instructions provided by CalSCHLS Regional Centers. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents, districts can administer the surveys using paper forms, an on-line format, or a mix of the two.

Parent participation is completely voluntary, anonymous, and confidential. The survey's target sample (those asked to take the survey) are generally all parents and guardians of students in all the schools, regardless of grade. Minimally, the survey's target sample should include the parents who have children in the grades in which students completed the CHKS. Table A1.1 gives the final number of parents who completed the survey. Because of the difficulty of accurately identifying the number of parents at any given school that could have completed the survey, a participant response rate is not calculated, as it is with the student survey.

THE REPORT

The tables in this report, organized by topic, provide the percentage of parents responding to each question's response option for the whole district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, percentages are rounded to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

UNDERSTANDING THE DATA

The findings reflect the *perceptions* of parents. Some parents may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of the parents may be very different from those of students or staff or from an independent observer of the school. This is one reason why it is important to compare CSPA results to those in the CHKS and CSSS. Nevertheless, parent perceptions reflect a *reality* that is important and can influence both staff and student performance.

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. Many factors besides real changes in behavior, attitudes, or experiences among parents may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or number of the respondents who completed the survey (see below), changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., parental feedback may be more informed in transition grades later than earlier in the school year).

IMPROVING SURVEY PARTICIPATION

Among the most important factors affecting the quality of survey results is the level of parent participation. The higher the number of parents that completed the survey out of the total number contacted, the more likely the results are valid and represent the parents that had the opportunity to complete the survey. Even if the response rate is low, the results provide an indication of the school-related feelings and experiences of those parents who did respond.

The most important strategy for improving parent participation over time may be to ensure that the results of the survey are communicated to parents and that parents are involved in the process of reviewing the data and determining how to improve the school (see Next Steps below).

RESOURCES

The CHKS and CalSCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

- 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 *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following next steps will help in fostering effective use of the results to support school and program improvement efforts and the LCAP process.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual parent survey reports for each school.

Request Disaggregated Report or Analyses

The staff of the CalSCHLS Regional Center can produce reports that look at how results vary by the demographics of parents and/or their children, by the level of parent involvement in schools, by whether parents had positive experiences compared to those with negative, or by other characteristics.

Compare Results with Student and Staff Surveys

Although the survey results should be useful to any school community when used alone, a more powerful view of the school can be obtained by comparing these findings with those from the California Healthy Kids Survey of students and the California School Staff Survey. As part of the data review process, it is important to determine how consistent are student, staff, and parent perceptions and experiences.

Exhibit 1 below summarizes the variables assessed across the surveys. The CalSCHLS Item Crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the CalSCHLS website (calschls.org/resources/#resources_and_tools). To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

Engage Parents in an Action Planning Process

It is very important to engage parents, along with staff and students, in reviewing and exploring the meaning of the results, obtaining their input into how the school might better meet the identified needs, and developing a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This, in

itself, helps enhance parent involvement. It also promotes higher rates of survey participation, as parents see how data are used for positive purposes.

To assist in this process, on request, CalSCHLS staff can conduct three workshops:

- A structured group *Student Listening Circle* in which parents (along with staff) can hear from students their perspectives on the meaning of survey results and how to improve the school and better meet the needs of students;
- A *Family Forum*, a semi-structured process that engages family members and school/district stakeholders in a dialogue and action planning for improving the school environment and fostering positive student-adult relationships. The Family Forum provides the opportunity for: (a) family members' voices to be heard on what can be done; (b) family members to be engaged and involved in school improvement efforts; and (c) family members to participate in a genuine parent-school-district partnership activity; and
- A *Data Workshop* designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies.

Add Questions to Your Next Survey

As part of your data-review process, determine what additional information is needed from parents to guide school improvement efforts and consider adding questions to your next CSPS. The survey was 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 Surveys

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance	✓			✓	
Behavioral self-control			✓‡		
Collaboration			✓		
Emotional self-regulation			✓‡		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓‡		
Self-efficacy			✓		
Sleep duration	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress			✓‡		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓‡		✓	✓
Family support			✓‡		
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				✓	

Notes: †Elementary student survey. ‡Secondary student survey.

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Survey Module Administration

Table 1

CSPS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Military-Connected Schools	
Z. Custom Questions	X

Section A. Core Module (All Parents)

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	623	513	110	–	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate, Student Behavior, and Parental Involvement

	All %	ES %	MS %	HS %	NT %	Table
Parental Involvement						
School allows input and welcomes parents' contributions [†]	37	41	17	–	–	A4.1
School encourages me to be an active partner with the school in educating my child [†]	43	46	23	–	–	A4.1
School actively seeks the input of parents before making important decisions [†]	22	25	8	–	–	A4.1
Parents feel welcome to participate at this school [†]	43	48	19	–	–	A4.1
School Supports for Students						
School promotes academic success for all students [†]	38	41	27	–	–	A5.1
School is a safe place for my child [†]	39	44	15	–	–	A6.4
School motivates students to learn [†]	41	44	25	–	–	A5.4
School has adults who really care about students [†]	41	43	29	–	–	A6.2
School provides opportunities for meaningful student participation [†]	34	37	17	–	–	A6.6
Fairness, Rule Clarity, and Respect for Diversity						
School enforces school rules equally [†]	34	37	18	–	–	A9.2
School clearly communicates consequences of breaking rules [†]	42	44	36	–	–	A9.1
School treats all students with respect [†]	41	44	21	–	–	A7.1
School promotes respect of all cultural beliefs and practices [†]	31	34	19	–	–	A7.3
Substance Use and Bullying						
Student alcohol and drug use [‡]	5	2	16	–	–	A8.1
Student tobacco use [‡]	5	2	21	–	–	A8.1
Student vaping or e-cigarette use [‡]	8	2	35	–	–	A8.1
Harassment or bullying of students [‡]	13	11	25	–	–	A8.3
Facilities						
School has clean and well-maintained facilities/properties [†]	38	42	20	–	–	A10.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Percent responding "Strongly Agree."

[‡]Percent responding "Large Problem."

3. Parent and Student Characteristics

Table A3.1

Role at Home

	All %	ES %	MS %	HS %	NT %
Parent of the child at this school	96	96	96	–	–
Foster parent of the child at this school	0	0	1	–	–
Grandparent, other relative, and/or legal guardian of the child at this school	2	2	1	–	–
Not applicable, not sure, or decline to answer	1	1	2	–	–

Question A.1: I am a...

Note: Cells are empty if there are less than 5 respondents.

Table A3.2

Race/Ethnicity of Respondents

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native	1	1	0	–	–
Asian or Asian American	2	2	0	–	–
Black or African American (Not Hispanic)	1	1	1	–	–
Filipino	0	0	1	–	–
Hispanic or Latino	33	33	34	–	–
Native Hawaiian or Pacific Islander	0	0	0	–	–
White (Not Hispanic)	44	43	49	–	–
Two or more races/ethnicities	11	11	9	–	–
Not applicable, not sure, or decline to answer	9	9	7	–	–

Question A.4: What is your race or ethnicity?

Note: Cells are empty if there are less than 5 respondents.

Table A3.3***Free or Reduced Price Meals Eligibility***

	All %	ES %	MS %	HS %	NT %
No	47	49	36	–	–
Yes	41	40	48	–	–
Not applicable, not sure, or decline to answer	12	11	17	–	–

Question A.5: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A3.4***Number of Years at This School***

	All %	ES %	MS %	HS %	NT %
Less than one year	30	26	49	–	–
1 to 2 years	21	16	46	–	–
3 to 5 years	31	38	0	–	–
6 to 10 years	16	19	3	–	–
Over 10 years	0	0	1	–	–
Not applicable, not sure, or decline to answer	2	2	2	–	–

Question A.3: How many years has your child been at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A3.5
Grade Level

	All %	ES %	MS %	HS %	NT %
Pre-/Transitional Kindergarten	9	10	0	–	–
Kindergarten	9	11	0	–	–
1st grade	7	9	0	–	–
2nd grade	9	11	0	–	–
3rd grade	11	13	0	–	–
4th grade	10	12	0	–	–
5th grade	10	12	0	–	–
6th grade	16	19	0	–	–
7th grade	9	0	53	–	–
8th grade	8	0	43	–	–
9th grade	0	0	0	–	–
10th grade	0	0	2	–	–
11th grade	0	0	0	–	–
12th grade	0	0	0	–	–
Other	1	1	1	–	–
Ungraded	1	1	1	–	–

Question A.6: In what grade is your child?

Note: Cells are empty if there are less than 5 respondents.

Table A3.6***Special Program Participation***

	All %	ES %	MS %	HS %	NT %
Migrant Education Program	5	5	3	–	–
Special Education Program or has had an Individual Education Plan (IEP)	14	15	9	–	–
English Language Development (for children learning English)	9	11	1	–	–
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	11	7	28	–	–
Not applicable, not sure, or decline to answer	65	67	60	–	–

Question A.2: Is your child in any of these programs? (Mark all that apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.7***Afterschool Program Participation***

	All %	ES %	MS %	HS %	NT %
No	82	82	81	–	–
Yes - 1 day a week	4	4	2	–	–
Yes - 2 days a week	3	3	2	–	–
Yes - 3 days a week	2	1	6	–	–
Yes - 4 days a week	1	1	1	–	–
Yes - 5 days a week	10	10	8	–	–

Question A.7: Does one or more of your children participate in this school’s afterschool program? (Respond for your child that most frequently participates in the afterschool program.)

Note: Cells are empty if there are less than 5 respondents.

4. Parental Involvement

Table A4.1

School Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
School allows input and welcomes parents' contributions.					
Strongly agree	37	41	17	–	–
Agree	41	40	43	–	–
Disagree	6	5	8	–	–
Strongly disagree	5	4	7	–	–
Don't know/NA	11	9	25	–	–
School encourages me to be an active partner with the school in educating my child.					
Strongly agree	43	46	23	–	–
Agree	43	43	43	–	–
Disagree	7	6	11	–	–
Strongly disagree	2	2	7	–	–
Don't know/NA	5	3	16	–	–
School actively seeks the input of parents before making important decisions.					
Strongly agree	22	25	8	–	–
Agree	37	38	32	–	–
Disagree	16	14	21	–	–
Strongly disagree	7	6	12	–	–
Don't know/NA	19	17	27	–	–

Question A.16, 26, 27: This school... allows input and welcomes parents' contributions... encourages me to be an active partner with the school in educating my child... actively seeks the input of parents before making important decisions.

Note: Cells are empty if there are less than 5 respondents.

Table A4.1***School Encourages Parental Involvement – Continued***

	All %	ES %	MS %	HS %	NT %
Parents feel welcome to participate at this school.					
Strongly agree	43	48	19	–	–
Agree	41	41	41	–	–
Disagree	7	5	16	–	–
Strongly disagree	3	3	4	–	–
Don't know/NA	6	3	20	–	–
School staff treat parents with respect.					
Strongly agree	43	47	22	–	–
Agree	44	41	58	–	–
Disagree	6	6	10	–	–
Strongly disagree	3	3	2	–	–
Don't know/NA	4	3	8	–	–
School staff take parent concerns seriously.					
Strongly agree	38	42	17	–	–
Agree	38	37	41	–	–
Disagree	9	9	10	–	–
Strongly disagree	5	4	5	–	–
Don't know/NA	11	8	28	–	–
School staff are helpful to parents.					
Strongly agree	41	45	19	–	–
Agree	45	43	57	–	–
Disagree	7	6	11	–	–
Strongly disagree	3	3	4	–	–
Don't know/NA	4	3	10	–	–

Question A.38-41: How strongly do you agree or disagree with the following statements about this school?... Parents feel welcome to participate at this school... School staff treat parents with respect... School staff take parent concerns seriously... School staff are helpful to parents.

Note: Cells are empty if there are less than 5 respondents.

Table A4.2***Parental Involvement at School***

	All %	ES %	MS %	HS %	NT %
Attended a school or class event					
No	29	27	36	–	–
Yes	71	73	64	–	–
Served as a volunteer in this child’s classroom or elsewhere in the school					
No	52	46	84	–	–
Yes	48	54	16	–	–
Attended a general school meeting					
No	10	8	17	–	–
Yes	90	92	83	–	–
Attended a meeting of the parent-teacher organization or association					
No	60	56	85	–	–
Yes	40	44	15	–	–
Gone to a regularly scheduled parent-teacher conference with the child’s teacher					
No	30	22	72	–	–
Yes	70	78	28	–	–

Question A.52-56: Since the beginning of this school year, has any adult in your child’s household done any of the following things at your child’s school?... Attended a school or class event, such as a play, dance, sports event, or science fair... Served as a volunteer in this child’s classroom or elsewhere in the school... Attended a general school meeting, for example, an open house, or a back-to-school night... Attended a meeting of the parent-teacher organization or association... Gone to a regularly scheduled parent-teacher conference with the child’s teacher.

Note: Cells are empty if there are less than 5 respondents.

Table A4.2***Parental Involvement at School – Continued***

	All %	ES %	MS %	HS %	NT %
Participated in fundraising for the school					
No	29	27	40	–	–
Yes	71	73	60	–	–
Served on a school committee					
No	88	87	90	–	–
Yes	12	13	10	–	–
Met with a guidance counselor in person					
No	87	88	81	–	–
Yes	13	12	19	–	–

Question A.57-59: Since the beginning of this school year, has any adult in your child's household done any of the following things at your child's school?... Participated in fundraising for the school... Served on a school committee... Met with a guidance counselor in person.

Note: Cells are empty if there are less than 5 respondents.

Table A4.3***School Keeps Parents Well Informed***

	All %	ES %	MS %	HS %	NT %
School keeps me well informed about school activities.					
Strongly agree	43	46	23	–	–
Agree	42	43	41	–	–
Disagree	9	6	23	–	–
Strongly disagree	5	4	10	–	–
Don't know/NA	1	1	2	–	–
Teachers communicate with parents about what students are expected to learn in class.					
Strongly agree	44	47	29	–	–
Agree	45	43	52	–	–
Disagree	8	7	14	–	–
Strongly disagree	2	2	2	–	–
Don't know/NA	1	0	2	–	–
School promptly responds to my phone calls, messages, or e-mails.					
Strongly agree	44	48	25	–	–
Agree	44	41	55	–	–
Disagree	5	5	6	–	–
Strongly disagree	2	2	2	–	–
Don't know/NA	6	5	11	–	–

Question A.13, 25, 37: This school... keeps me well-informed about school activities... promptly responds to my phone calls, messages, or e-mails... How strongly do you agree or disagree with the following statements about this school?... Teachers communicate with parents about what students are expected to learn in class.

Note: Cells are empty if there are less than 5 respondents.

Table A4.4**Information Dissemination to Parents**

	All %	ES %	MS %	HS %	NT %
Letting you know how your child is doing in school between report cards					
Very well	57	59	48	–	–
Just okay	27	26	34	–	–
Not very well	9	9	8	–	–
Does not do it at all	5	4	8	–	–
Don't know/NA	2	2	3	–	–
Providing information about how to help your child with homework					
Very well	50	54	27	–	–
Just okay	25	25	25	–	–
Not very well	12	11	21	–	–
Does not do it at all	8	6	18	–	–
Don't know/NA	5	4	9	–	–
Providing information about why your child is placed in particular groups or classes					
Very well	41	44	22	–	–
Just okay	19	20	17	–	–
Not very well	12	11	14	–	–
Does not do it at all	15	13	30	–	–
Don't know/NA	13	12	16	–	–

Question A.60-62: How well has this child's school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards... Providing information about how to help your child with homework... Providing information about why your child is placed in particular groups or classes.

Note: Cells are empty if there are less than 5 respondents.

Table A4.4**Information Dissemination to Parents – Continued**

	All %	ES %	MS %	HS %	NT %
Providing information on your expected role at your child’s school					
Very well	52	55	36	–	–
Just okay	29	30	26	–	–
Not very well	8	6	17	–	–
Does not do it at all	5	5	7	–	–
Don’t know/NA	6	4	14	–	–
Providing information on how to help your child plan for college or vocational school					
Very well	23	24	18	–	–
Just okay	16	15	21	–	–
Not very well	10	9	18	–	–
Does not do it at all	20	19	26	–	–
Don’t know/NA	30	33	17	–	–

Question A.63, 64: How well has this child’s school been doing the following things during the school year?... Providing information on your expected role at your child’s school... Providing information on how to help your child plan for college or vocational school.

Note: Cells are empty if there are less than 5 respondents.

5. Student Learning Environment

Table A5.1

School Promotes Academic Success for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	41	27	–	–
Agree	49	47	55	–	–
Disagree	6	5	10	–	–
Strongly disagree	3	2	3	–	–
Don't know/NA	5	5	5	–	–

Question A.8: This school... promotes academic success for all students.

Note: Cells are empty if there are less than 5 respondents.

Table A5.2

Learning Environment is Supportive and Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	44	16	–	–
Agree	48	45	62	–	–
Disagree	4	4	6	–	–
Strongly disagree	4	3	8	–	–
Don't know/NA	4	4	8	–	–

Question A.15: This school... is a supportive and inviting place for students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A5.3***School Provides High Quality Instruction***

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	38	20	–	–
Agree	49	48	54	–	–
Disagree	8	7	14	–	–
Strongly disagree	2	2	1	–	–
Don't know/NA	6	5	11	–	–

Question A.29: This school... provides high quality instruction to my child.

Note: Cells are empty if there are less than 5 respondents.

Table A5.4***School Motivates Students to Learn***

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	44	25	–	–
Agree	45	44	53	–	–
Disagree	8	7	13	–	–
Strongly disagree	2	1	5	–	–
Don't know/NA	4	4	5	–	–

Question A.30: This school... motivates students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A5.5***School Encourages Students of All Races to Enroll in Challenging Courses***

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	31	24	–	–
Agree	32	33	29	–	–
Disagree	6	5	10	–	–
Strongly disagree	3	3	6	–	–
Don't know/NA	29	29	31	–	–

Question A.11: This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.

Note: Cells are empty if there are less than 5 respondents.

6. Student Developmental Supports and Opportunities

Table A6.1

School Has Teachers Who Go Out of Their Way to Help Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	47	38	–	–
Agree	40	40	39	–	–
Disagree	6	6	4	–	–
Strongly disagree	2	2	5	–	–
Don't know/NA	7	6	15	–	–

Question A.31: This school... has teachers who go out of their way to help students.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2

School Has Adults Who Really Care About Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	43	29	–	–
Agree	46	45	47	–	–
Disagree	4	4	5	–	–
Strongly disagree	2	2	4	–	–
Don't know/NA	7	5	15	–	–

Question A.32: This school... has adults who really care about students.

Note: Cells are empty if there are less than 5 respondents.

Table A6.3***School Has High Expectations for All Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	43	20	–	–
Agree	39	38	46	–	–
Disagree	9	7	15	–	–
Strongly disagree	3	3	6	–	–
Don't know/NA	10	9	13	–	–

Question A.33: This school... has high expectations for all students.

Note: Cells are empty if there are less than 5 respondents.

Table A6.4***School is a Safe Place for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	44	15	–	–
Agree	47	46	55	–	–
Disagree	7	4	20	–	–
Strongly disagree	5	4	6	–	–
Don't know/NA	2	2	5	–	–

Question A.24: This school... is a safe place for my child.

Note: Cells are empty if there are less than 5 respondents.

Table A6.5***School Provides Quality Programs for My Child's Talents, Gifts, or Special Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	22	17	–	–
Agree	35	34	38	–	–
Disagree	13	12	18	–	–
Strongly disagree	4	5	2	–	–
Don't know/NA	26	27	24	–	–

Question A.23: This school... has quality programs for my child's talents, gifts, or special needs.

Note: Cells are empty if there are less than 5 respondents.

Table A6.6***School Provides Opportunities for Meaningful Student Participation***

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	37	17	–	–
Agree	40	40	44	–	–
Disagree	6	6	7	–	–
Strongly disagree	2	1	7	–	–
Don't know/NA	17	16	24	–	–

Question A.12: This school... gives all students opportunities to “make a difference” by helping other people, the school, or the community.

Note: Cells are empty if there are less than 5 respondents.

Table A6.7***School Provides Opportunities for Classroom Participation***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	47	27	–	–
Agree	46	44	57	–	–
Disagree	2	2	5	–	–
Strongly disagree	1	1	1	–	–
Don't know/NA	7	6	10	–	–

Question A.19: This school... gives my child opportunities to participate in classroom activities.

Note: Cells are empty if there are less than 5 respondents.

Table A6.8***School Provides Quality Sports, Clubs, or Other Activities to Meet My Child's Needs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	33	23	–	–
Agree	42	40	53	–	–
Disagree	11	11	11	–	–
Strongly disagree	4	4	5	–	–
Don't know/NA	12	13	8	–	–

Question A.22: This school... provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.

Note: Cells are empty if there are less than 5 respondents.

7. Respect and Cultural Sensitivity

Table A7.1

School Treats All Students with Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	44	21	–	–
Agree	44	42	57	–	–
Disagree	5	5	8	–	–
Strongly disagree	4	4	5	–	–
Don't know/NA	5	4	9	–	–

Question A.9: This school... treats all students with respect.

Note: Cells are empty if there are less than 5 respondents.

Table A7.2

School Encourages Students to Care About How Others Feel

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	42	21	–	–
Agree	43	44	38	–	–
Disagree	5	4	11	–	–
Strongly disagree	4	3	8	–	–
Don't know/NA	10	8	22	–	–

Question A.34: This school... encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A7.3

School Promotes Respect of All Cultural Beliefs and Practices

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	34	19	–	–
Agree	35	34	38	–	–
Disagree	3	4	2	–	–
Strongly disagree	2	2	3	–	–
Don't know/NA	29	27	37	–	–

Question A.18: This school... communicates the importance of respecting all cultural beliefs and practices.

Note: Cells are empty if there are less than 5 respondents.

Table A7.4***School Provides Culturally Appropriate Materials***

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	30	15	–	–
Agree	33	33	31	–	–
Disagree	9	9	8	–	–
Strongly disagree	2	2	5	–	–
Don't know/NA	28	26	41	–	–

Question A.20: This school... provides instructional materials that reflect my child's culture, ethnicity, and identity.

Note: Cells are empty if there are less than 5 respondents.

Table A7.5***Racial/Ethnic Conflict***

	All %	ES %	MS %	HS %	NT %
Not a problem	49	55	21	–	–
Small problem	7	5	13	–	–
Somewhat a problem	3	3	5	–	–
Large problem	5	4	9	–	–
Don't know/NA	36	33	52	–	–

Question A.47: Based on your experience, how much of a problem at this school is... racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

Table A7.6***School Helps Students Resolve Conflict***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	34	14	–	–
Agree	37	38	33	–	–
Disagree	9	8	12	–	–
Strongly disagree	5	4	8	–	–
Don't know/NA	19	16	33	–	–

Question A.35: This school... helps students resolve conflicts with one another.

Note: Cells are empty if there are less than 5 respondents.

8. Student Risk Behavior and Prevention

Table A8.1

ATOD Use

	All %	ES %	MS %	HS %	NT %
Tobacco use					
Not a problem	61	70	14	–	–
Small problem	3	1	16	–	–
Somewhat a problem	2	0	11	–	–
Large problem	5	2	21	–	–
Don't know/NA	28	26	38	–	–
Student vaping or e-cigarette use					
Not a problem	61	71	12	–	–
Small problem	2	1	10	–	–
Somewhat a problem	2	1	10	–	–
Large problem	8	2	35	–	–
Don't know/NA	26	25	34	–	–
Alcohol and drug use					
Not a problem	62	72	17	–	–
Small problem	3	2	12	–	–
Somewhat a problem	3	0	14	–	–
Large problem	5	2	16	–	–
Don't know/NA	27	24	41	–	–

Question A.42-44: Based on your experience, how much of a problem at this school is... student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?... student vaping or e-cigarette use?... student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.2

School Bans Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
No	2	2	1	–	–
Yes	79	78	83	–	–
Don't know	19	19	16	–	–

Question A.36: Does this school ban tobacco use and vaping on school property and at school sponsored events?

Note: Cells are empty if there are less than 5 respondents.

Table A8.3***Bullying and Fighting***

	All %	ES %	MS %	HS %	NT %
Harassment or bullying					
Not a problem	26	29	10	–	–
Small problem	24	25	17	–	–
Somewhat a problem	15	13	24	–	–
Large problem	13	11	25	–	–
Don't know/NA	23	22	24	–	–
Physical fights					
Not a problem	42	49	8	–	–
Small problem	14	12	25	–	–
Somewhat a problem	9	5	30	–	–
Large problem	7	5	17	–	–
Don't know/NA	27	29	19	–	–

Question A.45, 46: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Table A8.4***Students Disrespecting Staff***

	All %	ES %	MS %	HS %	NT %
Not a problem	43	47	20	–	–
Small problem	14	13	14	–	–
Somewhat a problem	6	5	13	–	–
Large problem	7	5	14	–	–
Don't know/NA	31	29	37	–	–

Question A.48: Based on your experience, how much of a problem at this school is... students not respecting staff?

Note: Cells are empty if there are less than 5 respondents.

Table A8.5
Delinquency

	All %	ES %	MS %	HS %	NT %
Gang-related activity					
Not a problem	59	67	18	–	–
Small problem	4	2	14	–	–
Somewhat a problem	1	0	6	–	–
Large problem	3	3	5	–	–
Don't know/NA	32	28	57	–	–
Weapons possession					
Not a problem	62	69	25	–	–
Small problem	2	1	7	–	–
Somewhat a problem	0	0	1	–	–
Large problem	3	3	5	–	–
Don't know/NA	33	28	61	–	–
Vandalism					
Not a problem	60	67	23	–	–
Small problem	4	4	6	–	–
Somewhat a problem	2	0	8	–	–
Large problem	3	3	6	–	–
Don't know/NA	31	26	57	–	–

Question A.49-51: Based on your experience, how much of a problem at this school is... gang-related activity?... weapons possession?... vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

9. Discipline and Counseling

Table A9.1

School Clearly Communicates Consequences of Breaking Rules

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	44	36	–	–
Agree	42	39	54	–	–
Disagree	5	5	5	–	–
Strongly disagree	2	2	2	–	–
Don't know/NA	9	10	3	–	–

Question A.10: This school... clearly tells students in advance what will happen if they break school rules.

Note: Cells are empty if there are less than 5 respondents.

Table A9.2

School Enforces Rules Equally

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	37	18	–	–
Agree	38	36	47	–	–
Disagree	9	8	11	–	–
Strongly disagree	7	6	11	–	–
Don't know/NA	13	13	11	–	–

Question A.21: This school... enforces school rules equally for my child and all students.

Note: Cells are empty if there are less than 5 respondents.

Table A9.3

School Provides Quality Counseling and Supports for Students with Social or Emotional Needs

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	29	15	–	–
Agree	27	28	24	–	–
Disagree	9	9	5	–	–
Strongly disagree	6	5	11	–	–
Don't know/NA	32	29	45	–	–

Question A.14: This school... provides quality counseling or other ways to help students with social or emotional needs.

Note: Cells are empty if there are less than 5 respondents.

10. Facilities

Table A10.1

School Has Clean and Well-Maintained Facilities and Properties

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	42	20	–	–
Agree	51	48	61	–	–
Disagree	6	5	9	–	–
Strongly disagree	2	2	0	–	–
Don't know/NA	3	2	9	–	–

Question A.28: This school... has clean and well-maintained facilities and properties.

Note: Cells are empty if there are less than 5 respondents.

11. Nutrition

Table A11.1
School Provides Healthy Food Choices

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	25	15	–	–
Agree	40	40	41	–	–
Disagree	11	11	11	–	–
Strongly disagree	5	6	2	–	–
Don't know/NA	20	18	30	–	–

Question A.17: This school... provides students with healthy food choices.

Note: Cells are empty if there are less than 5 respondents.

Z. Galt Joint Union Elementary Custom Questions

1. Module Sample

Table Z1.1

Parent Sample for Custom Questions

	All	ES	MS	HS	NT ^A
Number of respondents	477	399	78	–	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Custom Questions

Table Z2.1

This school personalizes learning to meet my child's academic strengths and needs.

	School Type		Total %
	ES %	MS %	
Strongly agree	37	18	34
Agree	32	29	32
Neither agree nor disagree	18	35	20
Disagree	9	15	10
Strongly disagree	4	3	4

Question Z.1.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.2

This school personalizes learning to meet my child's talents, interests and emotional needs.

	School Type		Total %
	ES %	MS %	
Strongly agree	33	15	30
Agree	31	27	31
Neither agree nor disagree	22	38	24
Disagree	10	17	11
Strongly disagree	5	3	4

Question Z.2.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.3

The Fairsite School Pre-Kindergarten Center supports children to become ready for school and explore future dreams.

	School Type		Total %
	ES %	MS %	
Strongly agree	41	22	38
Agree	27	25	26
Neither agree nor disagree	28	47	31
Disagree	3	7	3
Strongly disagree	2	0	2

Question Z.3.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.4

The Fairsite School Pre-Kindergarten Center continues to improve family supports and opportunities to help their children be successful in school.

	School Type		Total %
	ES %	MS %	
Strongly agree	40	20	37
Agree	27	22	26
Neither agree nor disagree	28	49	31
Disagree	3	8	4
Strongly disagree	2	0	2

Question Z.4.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.5

The Fairsite School Pre-Kindergarten Center provides a variety of culturally diverse learning opportunities to children and families.

	School Type		Total %
	ES %	MS %	
Strongly agree	35	17	33
Agree	22	18	21
Neither agree nor disagree	38	58	41
Disagree	3	7	3
Strongly disagree	2	0	2

Question Z.5.

Note: Columns are not displayed if there are less than 5 respondents.

Appendix

2019-20 CSPS Parent Survey Data Status

Eligible Elementary Schools	Data Received
Fairsite Preschool	X
Lake Canyon Elementary	X
Marengo Ranch Elementary	X
River Oaks Elementary	X
Valley Oaks Elementary	X
Vernon E. Greer Elementary	X

Notes: Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

2019-20 CSPA Parent Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Robert L. McCaffrey Middle	X

Notes: Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

Galt Joint Union Elementary School District
CalSCHLS STAFF SURVEY RESULTS
 Summary of Key Indicators

Key Indicators			
	All Staff	Elementary	Middle
	% Agree/Strongly Agree	% Agree/Strongly Agree	% Agree/Strongly Agree
School Supports for Students			
Caring Adult Relationships	95	96	91
High Expectations by Adults in School	95	96	91
Opportunities for Student Participation	86	92	79
Promotion of Parent Involvement	93	97	84
Student Learning Environment	93	95	84
Facilities upkeep	83	83	82
Social Emotional Supports at School	87	89	73
Adequate Counseling/Support Services	84	86	75
Anti-bullying climate	89	91	76
School Supports for Staff			
Staff Working Environment	84	86	73
Staff Collegiality	87	89	74
School Safety			
Safe for Staff	92	93	86
Safe for Students	94	95	83
Sufficient Resources for a Safe Campus	86	88	67
Fairness, Rule Clarity and Respect for Diversity			
Fairness and Rule Clarity	90	93	79
Respect for Diversity	93	95	85
Student Behavior			
Student readiness to learn	78	84	48
Cutting classes/truancy NOT a problem	92	93	83
Harrasment/bullying NOT a problem	82	86	59
Substance Abuse and Mental Health			
Alcohol and drug use a problem	13	2	71
Tobacco use a problem	11	1	61
Vaping/e-cigarette use a problem	16	2	80
Student depression a problem	22	17	49

Galt Joint Union Elementary School District
CalSCHLS STAFF SURVEY RESULTS
 Summary of Key Indicators

<i>Special Education Module</i>			
	All Staff	Elementary	Middle
	% Agree/Strongly Agree	% Agree/Strongly Agree	% Agree/Strongly Agree
Barriers to Effective Service Delivery			
Works to reduce instructional interruptions	80	79	80
Effectively schedules mandated activities	88	88	88
Integration and Collaboration			
Integrates SPED into daily operations	90	87	97
Encourages general and special education teaming	83	83	84
Provides sufficient time to collaborate on service delivery	57	57	54
Views service to students with IEPS as shared responsibility	77	77	73
Student Expectations and Supports			
Supports alternative modes of communication	83	84	80
Provides sufficient resources for SPED programs	65	68	54
Personnel Supports			
Has positive environment for staff serving students with IEPS	84	87	73
Climate encourages continued service to students with IEPs	86	86	84
Provides adequate access to technology	82	82	80
Has good communication with district personnel	76	79	62

Galt Joint Union Elementary School District
CalSCHLS STAFF SURVEY RESULTS
 Summary of Key Indicators

Custom Questions			
	All Staff	Elementary	Middle
	% Agree/Strongly Agree	% Agree/Strongly Agree	% Agree/Strongly Agree
This school personalizes or tailors learning to meet each learner's academic strengths and needs to maximize individual goal accomplishment, academic growth and achievement	76	81	52
This school personalizes or tailors learning experiences to engage learners by using that learner's talents, interests and aspirations to inspire individual goal accomplishment	73	78	49
This school personalizes or tailors learning, supports or opportunities to reflect youth voice and choice in what, how, when and where they learn	68	72	46
The Fairsite School Pre-Kindergarten Center supports children to become ready for school and explore future dreams.	55	60	36
The Fairsite School Pre-Kindergarten Center continues to improve outreach and support for all families to help their children be successful in school	56	60	40
provides a variety of culturally diverse learning opportunities to children and families.	47	51	24
District leadership recognizes the academic and emotional needs of students across the district	65	70	43
District leadership supports teachers and staff to maximize learning, supports and opportunities	59	62	46
District leadership communicates and implements core programs clearly and consistently with fidelity	54	57	41
District leadership recognizes barriers to learning and aligns or acquires resources	53	55	45

CALIFORNIA SCHOOL STAFF SURVEY



Galt Joint Union 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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Contents

Page

List of Tables	III
PREFACE	VIII
Survey Module Administration	1
Section A. Core Module	2
1. Survey Sample	2
2. Summary of Key Survey Indicators	3
3. Demographics	4
4. School Supports for Students and Staff	7
Student Learning Environment	8
Staff Working Environment	11
General Staff Supports	15
Special Education Supports	16
Facilities Upkeep	16
5. Student Developmental Supports and Opportunities	17
Caring Relationships	18
High Expectations	19
Opportunities for Meaningful Participation	20
Promotion of Parent Involvement	21
Career Pathways	22
6. Learning Conditions	23
Supports for Learning and Student Academic Engagement	24
Fairness, Rule Clarity, and Respect for Diversity	27
Instructional Equity	30
Cultural Sensitivity	32
Student Peer Relationships	34
Anti-Bullying Climate	35
Truancy	36
7. Student Health Risks and Prevention	37
Mental Health	37
Bullying and Fighting	37
Delinquency	38
Substance Use	40

Substance Use Prevention Policies	41
8. Discipline and Counseling	42
9. Professional Development Needs	44
Instruction and School Environment	45
Addressing Needs of Diverse Populations	46
Providing Support Services	48
Section B. Learning Supports Module	49
1. Module Sample	49
2. Summary of Indicators	50
3. Discipline, Safety, and Behavior Management	52
4. Substance Use and Risk Behavior	55
5. Physical Health and Special Needs	57
6. Youth Development and Social-Emotional Supports	58
Section C. Special Education Supports	60
1. Module Sample	60
2. Summary of Indicators	61
3. Barriers to Effective Service Delivery	62
4. Integration and Collaboration between Special and General Education	63
5. Expectations and Supports for Special Populations	65
6. Personnel Supports	66
Section D. Military Connected Schools Module	68
Z. Galt Joint Union Elementary Custom Questions	69
1. Module Sample	69
2. Custom Questions	70
Appendix	74

List of Tables

	Page
Survey Module Administration	1
1 CSSS Survey Modules Administered	1
Section A. Core Module	2
1. Survey Sample	2
A1.1 Core Module Sample	2
2. Summary of Key Survey Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
3. Demographics	4
A3.1 Role (Job) at School	4
A3.2 Special Population Service Providers	4
A3.3 Length of Employment at School	5
A3.4 Overall Length of Employment in Position	5
A3.5 Race/Ethnicity of Respondents	6
A3.6 Responsible for Health, Prevention, Discipline, Counseling, Safety-Related Services	6
4. School Supports for Students and Staff	7
A4.1 Summary of Indicators for Positive Learning and Working Environment	7
Student Learning Environment	8
A4.2 Student Learning Environment Scale Questions	8
A4.2 Student Learning Environment Scale Questions – Continued	9
A4.3 Disruptive Student Behavior is a Problem	10
Staff Working Environment	11
A4.4 Staff Working Environment Scale Questions	11
A4.4 Staff Working Environment Scale Questions – Continued	12
A4.5 Staff Collegiality Scale Questions	13
A4.6 School Uses Objective Data in Decision Making	14
A4.7 Lack of Respect of Staff by Students is a Problem	14
General Staff Supports	15
A4.8 Works to Minimize Paper Work	15
A4.9 Provides Adequate Benefits	15
A4.10 Provides Relevant Paraprofessional Training	15
Special Education Supports	16
A4.11 Provides Resources and Training to Work with Special Education (IEP) Students	16
A4.12 Provides Complete State Adopted Instructional Materials for Students with IEPs	16
Facilities Upkeep	16

A4.13	Clean and Well-Maintained Facilities and Property	16
5.	Student Developmental Supports and Opportunities	17
A5.1	Summary of Indicators for Student Developmental Supports and Opportunities	17
	Caring Relationships	18
A5.2	Caring Relationships Scale Questions	18
	High Expectations	19
A5.3	High Expectations Scale Questions	19
	Opportunities for Meaningful Participation	20
A5.4	Opportunities for Meaningful Student Participation Scale Questions	20
	Promotion of Parent Involvement	21
A5.5	Promotion of Parent Involvement Scale Questions	21
A5.5	Promotion of Parent Involvement Scale Questions – Continued	22
	Career Pathways	22
A5.6	Provides Students With Information or Experiences to Learn About Careers	22
6.	Learning Conditions	23
A6.1	Summary of Indicators of School Learning Conditions	23
	Supports for Learning and Student Academic Engagement	24
A6.2	Social Emotional Supports Scale Questions	24
A6.2	Social Emotional Supports Scale Questions – Continued	25
A6.3	Student Readiness to Learn Scale Questions	26
	Fairness, Rule Clarity, and Respect for Diversity	27
A6.4	Fairness and Rule Clarity Scale Questions	27
A6.4	Fairness and Rule Clarity Scale Questions – Continued	28
A6.5	Respect for Diversity Scale Questions	29
	Instructional Equity	30
A6.6	Instructional Equity Scale Questions	30
A6.6	Instructional Equity Scale Questions – Continued	31
A6.7	Staff Treat All Students Fairly	32
	Cultural Sensitivity	32
A6.8	Support Provided for Teaching Culturally and Linguistically Diverse Students	32
A6.9	Cultural/Racial/Ethnic Tension	33
A6.10	Racial/Ethnic Conflict Among Students is a Problem	33
	Student Peer Relationships	34
A6.11	Student Peer Relationships Scale Questions	34

Anti-Bullying Climate	35
A6.12 Anti-Bullying Climate Scale Questions	35
A6.12 Anti-Bullying Climate Scale Questions – Continued	36
Truancy	36
A6.13 Cutting Class or Truancy is a Problem	36
7. Student Health Risks and Prevention	37
Mental Health	37
A7.1 Student Depression or Other Mental Health Issues are a Problem	37
Bullying and Fighting	37
A7.2 Harassment or Bullying Among Students is a Problem	37
A7.3 Physical Fighting Between Students is a Problem	38
Delinquency	38
A7.4 Vandalism (Including Graffiti) is a Problem	38
A7.5 Theft is a Problem	38
A7.6 Gang-Related Activity is a Problem	39
A7.7 Weapons Possession is a Problem	39
Substance Use	40
A7.8 Student Alcohol and Drug Use is a Problem	40
A7.9 Student Tobacco Use is a Problem	40
A7.10 Student Vaping is a Problem	40
Substance Use Prevention Policies	41
A7.11 School Bans Tobacco Use and Vaping	41
A7.12 School Enforces Policies Banning Tobacco Use and Vaping	41
8. Discipline and Counseling	42
A8.1 Disciplinary Harshness Scale Questions	42
A8.2 Provides Adequate Counseling and Support for Students	43
9. Professional Development Needs	44
A9.1 Summary of Indicators for Professional Development (PD) Needs	44
Instruction and School Environment	45
A9.2 Need PD in Meeting Academic Standards	45
A9.3 Need PD in Instructional Methods	45
A9.4 Need PD on Positive Behavioral Support and Classroom Management	45
A9.5 Need PD in Creating a Positive School Climate	46
Addressing Needs of Diverse Populations	46
A9.6 Need PD on Working with Diverse Populations	46
A9.7 Need PD on Culturally Relevant Pedagogy	46

A9.8	Need PD on Serving English Language Learners	47
A9.9	Need PD on Closing the Achievement Gap	47
	Providing Support Services	48
A9.10	Need PD for Serving Special Education (IEP) Students	48
A9.11	Need PD on Meeting Social, Emotional, and Developmental Needs of Youth	48
Section B. Learning Supports Module		49
1.	Module Sample	49
B1.1	Learning Supports Module Sample	49
2.	Summary of Indicators	50
B2.1	Summary of Indicators of School Learning Supports	50
B2.1	Summary of Indicators of School Learning Supports - Continued	51
3.	Discipline, Safety, and Behavior Management	52
B3.1	Discipline Practice at School	52
B3.2	Supports for Safety at School	53
B3.3	Behavior Management at School	54
4.	Substance Use and Risk Behavior	55
B4.1	Substance Use Prevention	55
B4.1	Substance Use Prevention - Continued	56
5.	Physical Health and Special Needs	57
B5.1	Physical Health and Special Needs	57
6.	Youth Development and Social-Emotional Supports	58
B6.1	Youth Development and Social-Emotional Supports at School	58
B6.1	Youth Development and Social-Emotional Health at School – Continued	59
Section C. Special Education Supports		60
1.	Module Sample	60
C1.1	Special Education Supports Module Sample	60
2.	Summary of Indicators	61
C2.1	Summary of Indicators of Special Education Services and Supports	61
3.	Barriers to Effective Service Delivery	62
C3.1	School Works to Reduce Instructional Interruptions	62
C3.2	School Effectively Schedules Mandated Activities	62
4.	Integration and Collaboration between Special and General Education	63
C4.1	School Integrates Special Education into Daily Operations	63
C4.2	School Encourages General and Special Education Teaming	63
C4.3	School Provides Sufficient Time to Collaborate on Service Delivery	64
C4.4	School Views Service to Students with IEPs as Shared Staff Responsibility	64

5. Expectations and Supports for Special Populations	65
C5.1 School Supports Alternative Modes of Communication	65
C5.2 School Provides Sufficient Resources for Special Education Programs and Services	65
6. Personnel Supports	66
C6.1 School Has Positive Working Environment for Staff Serving Students with IEPs	66
C6.2 Climate Encourages Continued Service to Students with IEPs	66
C6.3 School Provides Adequate Access to Technology	67
C6.4 School Has Good Communication with District Personnel	67
Section D. Military Connected Schools Module (Not Administered)	68
Z. Galt Joint Union Elementary Custom Questions	69
1. Module Sample	69
Z1.1 Staff Sample for Custom Questions	69
2. Custom Questions	70
Appendix	74

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.

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2019-20 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s (CDE) *California School Climate, Health, and Learning Surveys* (CalSCHLS) System. CalSCHLS 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, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of CDE’s 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).

SURVEY PURPOSE

The CSSS was developed for CDE in 2004 to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts, to meet LCAP state priorities, and to enable the perceptions and experiences of school staff to be compared to those of students on the CHKS. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSSS grew out of CDE’s commitment to: (1) helping schools promote the successful cognitive, social, emotional, and physical development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSSS report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. CSSS data enrich a school’s ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSSS to be administered online at the same time as the CHKS, among all staff in grades 5 and above. Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The CSSS survey questions were selected with the assistance of an advisory committee to assess the key variables that research and theory indicated as most associated with successful learning and teaching, particularly in regard to school climate. Like most school climate surveys, it focuses on individual behaviors, patterns of communication and interactions, and professional and student supports.

Core Section (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;

- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

The same questions asked of students in the CHKS supplemental School Climate Module are included in the CSSS so that staff and student results can be compared. CDE recommends that all districts include the School Climate Module in their CHKS administration. The questions, reported in Section 6 (Learning Conditions), provide staff perceptions on five key constructs:

- Supports for Learning;
- Discipline and Order;
- Social, Emotional, and Behavioral Supports;
- Positive Peer Relationships (anti-bullying related); and
- Respect for Diversity.

Student Supports Questions (Section B)

A second section of the survey is focused on student supports and is designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, and/or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSSS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free CalSCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSSS results reported by staff who have special education responsibilities to those reported by other staff.
- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and

nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded to the nearest whole number. Summary tables at the beginning of the sections provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

UNDERSTANDING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. 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 staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70 percent. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff 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 staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other district, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all districts in the state that conducted the CSSS may be downloaded from the website: calschls.org/reports-data/#aggregated_calschls_reports.

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school

improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

RESOURCES

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

- CHKS and CSSS **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).
- The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision. *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) 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).
- *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/#survey_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.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also 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 CSSS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Student and Parent Surveys.** If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. 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 the companion parent surveys, urge them to do so next time.
- **Other Data.** Examine how the results compare with other 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.
- **Statewide Results.** The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/reports-data/#aggregated_calschls_reports). 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/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school.

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.

Disaggregated Reports

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity, role, length of employment at school).

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 staff 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 student, staff, or parent surveys. 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 Surveys

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance	✓			✓	
Behavioral self-control			✓‡		
Collaboration			✓		
Emotional self-regulation			✓‡		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓‡		
Self-efficacy			✓		
Sleep duration	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress			✓‡		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓‡		✓	✓
Family support			✓‡		
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				✓	

Notes: †Elementary student survey. ‡Secondary student survey.

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	X
D. Military-Connected Schools	
Z. Custom Questions	X

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	305	255	50	–	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships [†]	53	57	32	–	–	A5.1
High expectations-adults in school [†]	59	63	41	–	–	A5.1
Opportunities for meaningful student participation [†]	43	47	20	–	–	A5.1
Promotion of parent involvement [†]	47	52	20	–	–	A5.1
Student learning environment [†]	53	59	23	–	–	A4.1
Facilities upkeep [†]	41	44	26	–	–	A4.1
Social emotional supports at school [†]	40	46	13	–	–	A6.1
Provides adequate counseling and support services [†]	45	48	33	–	–	A8.2
Anti-bullying climate [†]	44	48	25	–	–	A6.1
School Supports for Staff						
Staff working environment [†]	43	48	19	–	–	A4.1
Staff collegiality [†]	45	51	19	–	–	A4.1
School Safety						
Is a safe place for staff [†]	53	57	30	–	–	A4.1
Is a safe place for students [†]	56	62	23	–	–	A4.1
Has sufficient resources to create a safe campus [†]	28	29	17	–	–	B3.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	45	49	28	–	–	A6.1
Respect for diversity [†]	41	45	23	–	–	A6.1
Student Behavior						
Student readiness to learn [†]	15	18	2	–	–	A6.1
Cutting classes or being truant moderate/severe problem	8	7	17	–	–	A6.13
Harassment/bullying moderate/severe problem	18	14	41	–	–	A7.2
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	13	2	71	–	–	A7.8
Tobacco use moderate/severe problem	11	1	61	–	–	A7.9
Vaping/e-cigarette use moderate/severe problem	15	2	80	–	–	A7.10
Student depression moderate/severe problem	22	17	49	–	–	A7.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Average percent of respondents reporting “Strongly agree.”

3. Demographics

Table A3.1

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	24	29	0	–	–
Teacher in grade 5 or above	15	9	49	–	–
Special education teacher	5	4	10	–	–
Administrator	6	6	6	–	–
Prevention staff, nurse, or health aide	2	2	0	–	–
Counselor, psychologist	2	2	0	–	–
Police, resource officer, or safety personnel	0	0	0	–	–
Paraprofessional, teacher assistant, or instructional aide	23	24	18	–	–
Other certificated staff	4	4	2	–	–
Other classified staff	18	18	18	–	–
Other service provider	3	4	2	–	–

Question A.1: What is your role(s) at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.2

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	37	38	31	–	–
Special education	64	62	73	–	–
English language learners	69	71	63	–	–
None of the above	18	18	17	–	–

Question A.2: Do you provide services to the following types of students? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.3***Length of Employment at School***

	All %	ES %	MS %	HS %	NT %
Less than one year	13	15	6	–	–
1 to 2 years	9	10	4	–	–
3 to 5 years	22	21	28	–	–
6 to 10 years	20	21	10	–	–
Over 10 years	36	33	52	–	–

Question A.3: How many years have you worked, in any position, at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A3.4***Overall Length of Employment in Position***

	All %	ES %	MS %	HS %	NT %
Less than one year	10	10	8	–	–
1 to 2 years	6	6	6	–	–
3 to 5 years	19	21	10	–	–
6 to 10 years	18	18	16	–	–
Over 10 years	47	45	60	–	–

Question A.4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Note: Cells are empty if there are less than 5 respondents.

Table A3.5***Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
African American (not Hispanic)	1	1	0	–	–
American Indian or Alaska Native	1	1	0	–	–
Asian or Pacific Islander	3	3	2	–	–
White (not Hispanic)	65	63	79	–	–
Hispanic or Latino/a	23	26	6	–	–
Other or Multi-ethnic	8	7	13	–	–

Question A.5: What is your race or ethnicity?

Note: Cells are empty if there are less than 5 respondents.

Table A3.6***Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %	ES %	MS %	HS %	NT %
Yes	36	37	30	–	–
No	64	63	70	–	–

Question A.114: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?

Note: Cells are empty if there are less than 5 respondents.

4. School Supports for Students and Staff

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment [†]	53	59	23	–	–	A4.2
Is a supportive and inviting place for students to learn	61	68	26	–	–	A4.2
Sets high standards for academic performance for all	52	59	16	–	–	A4.2
Emphasizes teaching lessons in ways relevant to students	45	50	19	–	–	A4.2
Facilities upkeep	41	44	26	–	–	A4.13
School Supports for Staff						
Staff working environment [†]	43	48	19	–	–	A4.4
Is a supportive and inviting place for staff to work	53	59	24	–	–	A4.4
Promotes trust and collegiality among staff	45	50	19	–	–	A4.4
Promotes participation in school decision making	32	36	14	–	–	A4.4
Provides adequate employment benefits	17	20	7	–	–	A4.9
Provides resources and training to do job effectively	32	36	9	–	–	A4.4
Provides resources and training to work with special education students	23	26	10	–	–	A4.11
Uses objective data for school improvement decisions	42	47	17	–	–	A4.6
Staff collegiality [†]	45	51	19	–	–	A4.5
Have close professional relationships with one another	41	46	16	–	–	A4.5
Feel a responsibility to improve the school	47	52	19	–	–	A4.5
School Safety						
Is a safe place for staff	53	57	30	–	–	A4.4
Is a safe place for students	56	62	23	–	–	A4.2

Notes: Cells are empty if there are less than 5 respondents.

†Average percent of respondents reporting “Strongly agree.”

Student Learning Environment

Table A4.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	53	59	23	–	–
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	61	68	26	–	–
Agree	36	30	67	–	–
Disagree	2	1	7	–	–
Strongly disagree	1	1	0	–	–
<i>sets high standards for academic performance for all students.</i>					
Strongly agree	52	59	16	–	–
Agree	38	34	58	–	–
Disagree	9	5	26	–	–
Strongly disagree	1	1	0	–	–
<i>promotes academic success for all students.</i>					
Strongly agree	54	60	26	–	–
Agree	38	35	53	–	–
Disagree	6	4	19	–	–
Strongly disagree	2	1	2	–	–
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	56	59	37	–	–
Agree	38	38	42	–	–
Disagree	6	3	21	–	–
Strongly disagree	0	0	0	–	–

Question A.6-9: This school... is a supportive and inviting place for students to learn.... sets high standards for academic performance for all students... promotes academic success for all students... emphasizes helping students academically when they need it.

Note: Cells are empty if there are less than 5 respondents.

Table A4.2***Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
This school emphasizes teaching lessons in ways relevant to students.					
Strongly agree	45	50	19	–	–
Agree	45	42	58	–	–
Disagree	10	7	23	–	–
Strongly disagree	0	0	0	–	–
This school is a safe place for students.					
Strongly agree	56	62	23	–	–
Agree	38	33	60	–	–
Disagree	5	4	14	–	–
Strongly disagree	1	1	2	–	–
This school motivates students to learn.					
Strongly agree	51	58	19	–	–
Agree	44	38	70	–	–
Disagree	5	4	12	–	–
Strongly disagree	0	0	0	–	–
Teachers go out of their way to help students.					
Strongly agree	48	53	22	–	–
Agree	47	42	73	–	–
Disagree	4	4	5	–	–
Strongly disagree	0	0	0	–	–

Question A.11, 29, 43, 74: This school emphasizes teaching lessons in ways relevant to students... This school is a safe place for students... This school motivates students to learn... Teachers go out of their way to help students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.3***Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	15	17	5	–	–
Mild problem	41	45	23	–	–
Moderate problem	31	30	35	–	–
Severe problem	13	8	38	–	–

Question A.95: How much of a problem at this school is disruptive student behavior?

Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A4.4

Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
<i>Average reporting “Strongly agree”</i>	43	48	19	–	–
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	53	59	24	–	–
Agree	33	29	54	–	–
Disagree	11	9	17	–	–
Strongly disagree	3	3	5	–	–
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	45	50	19	–	–
Agree	38	35	51	–	–
Disagree	13	10	28	–	–
Strongly disagree	4	5	2	–	–
<i>provides the materials, resources, and training needed to do your job effectively.</i>					
Strongly agree	32	36	9	–	–
Agree	51	50	60	–	–
Disagree	13	10	26	–	–
Strongly disagree	4	4	5	–	–
<i>is a safe place for staff.</i>					
Strongly agree	53	57	30	–	–
Agree	39	36	56	–	–
Disagree	6	5	12	–	–
Strongly disagree	2	1	2	–	–

Question A.12-14, 30: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... provides the materials, resources, and training (professional development) needed to do your job effectively... is a safe place for staff.

Note: Cells are empty if there are less than 5 respondents.

Table A4.4***Staff Working Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
This school promotes personnel participation in decision-making that affects school practices and policies.					
Strongly agree	32	36	14	–	–
Agree	45	44	47	–	–
Disagree	19	17	28	–	–
Strongly disagree	4	3	12	–	–

Question A.42: This school promotes personnel participation in decision-making that affects school practices and policies.

Note: Cells are empty if there are less than 5 respondents.

Table A4.5**Staff Collegiality Scale Questions**

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
<i>Average reporting “Strongly agree”</i>	45	51	19	–	–
<i>In this school, adults... have close professional relationships with one another.</i>					
Strongly agree	41	46	16	–	–
Agree	42	39	53	–	–
Disagree	14	11	30	–	–
Strongly disagree	3	3	0	–	–
<i>support and treat each other with respect.</i>					
Strongly agree	48	53	21	–	–
Agree	38	35	51	–	–
Disagree	12	9	26	–	–
Strongly disagree	3	3	2	–	–
<i>feel a responsibility to improve this school.</i>					
Strongly agree	47	52	19	–	–
Agree	45	41	63	–	–
Disagree	6	4	16	–	–
Strongly disagree	2	2	2	–	–

Question A.39-41: In this school, adults... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.

Note: Cells are empty if there are less than 5 respondents.

Table A4.6***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	47	17	–	–
Agree	47	45	55	–	–
Disagree	10	7	26	–	–
Strongly disagree	1	1	2	–	–

Question A.46: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Note: Cells are empty if there are less than 5 respondents.

Table A4.7***Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	50	58	12	–	–
Mild problem	30	30	32	–	–
Moderate problem	13	10	27	–	–
Severe problem	7	2	29	–	–

Question A.98: How much of a problem at this school is lack of respect of staff by students?

Note: Cells are empty if there are less than 5 respondents.

General Staff Supports

Table A4.8

Works to Minimize Paper Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	24	9	–	–
Agree	52	52	56	–	–
Disagree	19	19	21	–	–
Strongly disagree	7	5	14	–	–

Question A.47: This school takes steps to minimize paper work.

Note: Cells are empty if there are less than 5 respondents.

Table A4.9

Provides Adequate Benefits

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	20	7	–	–
Agree	50	51	47	–	–
Disagree	19	17	33	–	–
Strongly disagree	13	13	14	–	–

Question A.48: This school provides adequate benefits (e.g., salary, fringe benefits, and retirement options) to support my continued employment.

Note: Cells are empty if there are less than 5 respondents.

Table A4.10

Provides Relevant Paraprofessional Training

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	17	5	–	–
Agree	50	52	43	–	–
Disagree	27	24	40	–	–
Strongly disagree	8	7	12	–	–

Question A.49: This school provides relevant training for paraprofessionals.

Note: Cells are empty if there are less than 5 respondents.

Special Education Supports

Table A4.11

Provides Resources and Training Needed to Work with Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	26	10	–	–
Agree	49	50	45	–	–
Disagree	21	18	36	–	–
Strongly disagree	7	6	10	–	–

Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.

Note: Cells are empty if there are less than 5 respondents.

Table A4.12

Provides Complete State Adopted Instructional Materials for Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	25	8	–	–
Agree	59	59	60	–	–
Disagree	15	12	30	–	–
Strongly disagree	3	3	3	–	–

Question A.50: This school provides complete state adopted instructional materials for students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Facilities Upkeep

Table A4.13

Clean and Well-Maintained Facilities and Property

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	44	26	–	–
Agree	42	39	56	–	–
Disagree	12	12	14	–	–
Strongly disagree	5	4	5	–	–

Question A.32: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships[†]	53	57	32	–	–	A5.2
Adults really care about every student	54	58	35	–	–	A5.2
Adults acknowledge and pay attention to students	54	58	33	–	–	A5.2
Adults listen to what students have to say	51	55	28	–	–	A5.2
High Expectations-Adults in School[†]	59	63	41	–	–	A5.3
Adults want every student to do their best	65	68	49	–	–	A5.3
Adults believe every student can be a success	53	57	33	–	–	A5.3
Opportunities for Meaningful Student Participation[†]	43	47	20	–	–	A5.4
Opportunities to decide things	37	42	14	–	–	A5.4
Equal opportunity for classroom participation	52	57	27	–	–	A5.4
Equal opportunity to participate in extracurricular activities	45	50	20	–	–	A5.4
Opportunities to “make a difference”	36	39	20	–	–	A5.4
Promotion of Parent Involvement[†]	47	52	20	–	–	A5.5
School is welcoming to and facilitates parent involvement	56	62	21	–	–	A5.5
Encourages parents to be active partners in schooling	48	56	9	–	–	A5.5
School communicates about student learning expectation	39	44	17	–	–	A5.5
Parents feel welcome to participate at this school	39	44	15	–	–	A5.5
Career Pathways						
Students provided with career pathway information	21	25	5	–	–	A5.6

Notes: Cells are empty if there are less than 5 respondents.

[†]Average percent of respondents reporting “Strongly agree” across items.

Caring Relationships

Table A5.2

Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
<i>Average reporting “Strongly agree”</i>	53	57	32	–	–
<i>In this school, adults... really care about every student.</i>					
Strongly agree	54	58	35	–	–
Agree	41	37	60	–	–
Disagree	4	4	5	–	–
Strongly disagree	1	1	0	–	–
<i>acknowledge and pay attention to students.</i>					
Strongly agree	54	58	33	–	–
Agree	42	39	58	–	–
Disagree	3	2	9	–	–
Strongly disagree	1	1	0	–	–
<i>listen to what students have to say.</i>					
Strongly agree	51	55	28	–	–
Agree	43	40	60	–	–
Disagree	5	4	12	–	–
Strongly disagree	1	1	0	–	–

Question A.33, 34, 36: In this school, adults... really care about every student... acknowledge and pay attention to students... listen to what students have to say.

Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A5.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
<i>Average reporting “Strongly agree”</i>	59	63	41	–	–
<i>In this school, adults... want every student to do their best.</i>					
Strongly agree	65	68	49	–	–
Agree	32	30	47	–	–
Disagree	2	2	5	–	–
Strongly disagree	0	0	0	–	–
<i>believe that every student can be a success.</i>					
Strongly agree	53	57	33	–	–
Agree	39	36	53	–	–
Disagree	7	5	14	–	–
Strongly disagree	1	1	0	–	–

Question A.35, 37: In this school, adults... want every student to do their best... believe that every student can be a success.

Note: Cells are empty if there are less than 5 respondents.

Opportunities for Meaningful Participation

Table A5.4

Opportunities for Meaningful Student Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Opportunities for meaningful student participation					
<i>Average reporting “Strongly agree”</i>	43	47	20	–	–
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	37	42	14	–	–
Agree	53	51	67	–	–
Disagree	8	6	17	–	–
Strongly disagree	1	1	2	–	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	52	57	27	–	–
Agree	42	39	61	–	–
Disagree	5	3	12	–	–
Strongly disagree	1	1	0	–	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	45	50	20	–	–
Agree	44	42	59	–	–
Disagree	8	5	20	–	–
Strongly disagree	3	3	2	–	–
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	36	39	20	–	–
Agree	47	47	49	–	–
Disagree	15	12	32	–	–
Strongly disagree	1	1	0	–	–

Question A.16-19: This school... encourages opportunities for students to decide things like class activities or rules... gives all students equal opportunity to participate in classroom discussions or activities... gives all students equal opportunity to participate in numerous extracurricular and enrichment activities... gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).

Note: Cells are empty if there are less than 5 respondents.

Promotion of Parent Involvement

Table A5.5

Promotion of Parent Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parent involvement					
<i>Average reporting “Strongly agree”</i>	47	52	20	–	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	56	62	21	–	–
Agree	39	34	62	–	–
Disagree	6	4	17	–	–
Strongly disagree	0	0	0	–	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	48	56	9	–	–
Agree	46	41	70	–	–
Disagree	5	2	21	–	–
Strongly disagree	0	0	0	–	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	39	44	17	–	–
Agree	56	54	66	–	–
Disagree	5	2	17	–	–
Strongly disagree	0	0	0	–	–
Parents feel welcome to participate at this school.					
Strongly agree	39	44	15	–	–
Agree	57	53	78	–	–
Disagree	4	3	7	–	–
Strongly disagree	0	0	0	–	–

Question A.31, 45, 86, 87: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.

Note: Cells are empty if there are less than 5 respondents.

Table A5.5***Promotion of Parent Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	51	54	37	–	–
Agree	44	41	59	–	–
Disagree	3	3	5	–	–
Strongly disagree	1	1	0	–	–

Question A.88: School staff take parents' concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

Career Pathways

Table A5.6***Provides Students With Information or Experiences to Learn About Careers***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	25	5	–	–
Agree	43	44	36	–	–
Disagree	31	25	57	–	–
Strongly disagree	5	6	2	–	–

Question A.51: This school provides students with career pathways, internships, industry-informed projects, or other intensive, first-hand experiences to learn about careers.

Note: Cells are empty if there are less than 5 respondents.

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Social emotional supports at school [†]	40	46	13	–	–	A6.2
Student readiness to learn [†]	15	18	2	–	–	A6.3
Instructional equity [†]	37	40	18	–	–	A6.6
Anti-bullying climate [†]	44	48	25	–	–	A6.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	45	49	28	–	–	A6.4
Respect for diversity [†]	41	45	23	–	–	A6.5
Tension between different cultural/racial/ethnic groups	5	4	10	–	–	A6.9
Positive Peer Relations						
Student peer relationships [†]	28	32	8	–	–	A6.11

Notes: Cells are empty if there are less than 5 respondents.

[†]*Average percent of respondents reporting “Strongly agree” across items.*

Supports for Learning and Student Academic Engagement

Table A6.2

Social Emotional Supports Scale Questions

	All %	ES %	MS %	HS %	NT %
Social emotional supports at school					
<i>Average reporting “Strongly agree”</i>	40	46	13	–	–
This school encourages students to feel responsible for how they act.					
Strongly agree	42	47	18	–	–
Agree	50	47	63	–	–
Disagree	6	5	15	–	–
Strongly disagree	2	1	5	–	–
Students are often given rewards for being good.					
Strongly agree	39	42	23	–	–
Agree	57	54	73	–	–
Disagree	4	4	5	–	–
Strongly disagree	0	0	0	–	–
This school encourages students to understand how others think and feel.					
Strongly agree	36	42	5	–	–
Agree	54	51	68	–	–
Disagree	9	6	25	–	–
Strongly disagree	1	0	3	–	–
Students are taught that they can control their own behavior.					
Strongly agree	40	47	7	–	–
Agree	52	49	68	–	–
Disagree	6	4	17	–	–
Strongly disagree	1	0	7	–	–

Question A.68-71: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2***Social Emotional Supports Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
This school helps students resolve conflicts with one another.					
Strongly agree	40	46	12	–	–
Agree	51	48	68	–	–
Disagree	7	5	17	–	–
Strongly disagree	1	0	2	–	–
This school encourages students to care about how others feel.					
Strongly agree	43	49	10	–	–
Agree	52	47	76	–	–
Disagree	4	3	10	–	–
Strongly disagree	1	0	5	–	–

Question A.72, 73: This school helps students resolve conflicts with one another... This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A6.3***Student Readiness to Learn Scale Questions***

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
<i>Average reporting “Strongly agree”</i>	15	18	2	–	–
Students are healthy and physically fit.					
Strongly agree	13	15	2	–	–
Agree	66	71	41	–	–
Disagree	20	13	54	–	–
Strongly disagree	1	0	2	–	–
Students arrive at school alert and rested.					
Strongly agree	10	12	0	–	–
Agree	60	63	41	–	–
Disagree	28	24	51	–	–
Strongly disagree	2	1	7	–	–
Students are motivated to learn.					
Strongly agree	18	22	0	–	–
Agree	64	66	51	–	–
Disagree	16	11	41	–	–
Strongly disagree	2	0	7	–	–
Students in this school are well-behaved.					
Strongly agree	19	22	5	–	–
Agree	63	65	54	–	–
Disagree	13	10	29	–	–
Strongly disagree	4	2	12	–	–

Question A.61-63, 77: Students are healthy and physically fit... Students arrive at school alert and rested... Students are motivated to learn... Students in this school are well-behaved.

Note: Cells are empty if there are less than 5 respondents.

Fairness, Rule Clarity, and Respect for Diversity

Table A6.4

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
<i>Average reporting “Strongly agree”</i>	45	49	28	–	–
This school clearly communicates to students the consequences of breaking school rules.					
Strongly agree	48	53	23	–	–
Agree	36	36	35	–	–
Disagree	9	6	23	–	–
Strongly disagree	7	5	19	–	–
This school handles discipline problems fairly.					
Strongly agree	42	47	19	–	–
Agree	37	38	30	–	–
Disagree	12	9	28	–	–
Strongly disagree	9	6	23	–	–
Adults at this school treat all students with respect.					
Strongly agree	46	50	24	–	–
Agree	48	45	61	–	–
Disagree	5	3	15	–	–
Strongly disagree	2	2	0	–	–
The school rules are fair.					
Strongly agree	51	55	29	–	–
Agree	43	41	51	–	–
Disagree	4	3	7	–	–
Strongly disagree	3	1	12	–	–

Question A.27, 28, 75, 76: This school clearly communicates to students the consequences of breaking school rules... This school handles discipline problems fairly... Adults at this school treat all students with respect... The school rules are fair.

Note: Cells are empty if there are less than 5 respondents.

Table A6.4***Fairness and Rule Clarity Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
Rules in this school are made clear to students.					
Strongly agree	45	48	32	–	–
Agree	49	48	56	–	–
Disagree	4	3	10	–	–
Strongly disagree	1	1	2	–	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	38	40	32	–	–
Agree	52	52	54	–	–
Disagree	7	6	12	–	–
Strongly disagree	2	2	2	–	–
Students know what the rules are.					
Strongly agree	43	45	32	–	–
Agree	52	51	59	–	–
Disagree	3	2	5	–	–
Strongly disagree	2	1	5	–	–
This school makes it clear how students are expected to act.					
Strongly agree	48	51	29	–	–
Agree	48	44	66	–	–
Disagree	3	3	2	–	–
Strongly disagree	2	1	2	–	–

Question A.82-85: Rules in this school are made clear to students... This school clearly informs students what will happen if they break school rules... Students know what the rules are... This school makes it clear how students are expected to act.

Note: Cells are empty if there are less than 5 respondents.

Table A6.5**Respect for Diversity Scale Questions**

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
<i>Average reporting “Strongly agree”</i>	41	45	23	–	–
Students in this school respect each other’s differences.					
Strongly agree	28	30	13	–	–
Agree	61	62	55	–	–
Disagree	10	6	28	–	–
Strongly disagree	2	1	5	–	–
Adults in this school respect differences in students.					
Strongly agree	47	51	25	–	–
Agree	49	45	73	–	–
Disagree	3	3	0	–	–
Strongly disagree	1	0	3	–	–
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	49	53	30	–	–
Agree	46	44	60	–	–
Disagree	4	3	8	–	–
Strongly disagree	1	0	3	–	–

Question A.58-60: Students in this school respect each other’s differences (e.g., gender, race, culture, sexual orientation)... Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Note: Cells are empty if there are less than 5 respondents.

Instructional Equity

Table A6.6

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	37	40	18	–	–
<i>This school...</i>					
encourages students to enroll in rigorous courses, regardless of their race, ethnicity, or nationality.					
Strongly agree	26	29	12	–	–
Agree	40	41	37	–	–
Disagree	25	22	37	–	–
Strongly disagree	9	8	14	–	–
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	26	29	10	–	–
Agree	45	45	48	–	–
Disagree	25	23	38	–	–
Strongly disagree	4	3	5	–	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	17	19	5	–	–
Agree	38	37	43	–	–
Disagree	37	35	45	–	–
Strongly disagree	8	9	7	–	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	33	35	24	–	–
Agree	46	44	55	–	–
Disagree	17	17	17	–	–
Strongly disagree	4	4	5	–	–

Question A.20-23: This school... encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority.

Note: Cells are empty if there are less than 5 respondents.

Table A6.6***Instructional Equity Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	57	62	30	–	–
Agree	33	31	42	–	–
Disagree	8	4	26	–	–
Strongly disagree	3	3	2	–	–
fosters an appreciation of student diversity and respect for each other.					
Strongly agree	50	56	21	–	–
Agree	41	38	56	–	–
Disagree	8	5	21	–	–
Strongly disagree	2	2	2	–	–
emphasizes showing respect for all students’ cultural beliefs and practices.					
Strongly agree	50	56	24	–	–
Agree	42	38	60	–	–
Disagree	7	6	14	–	–
Strongly disagree	1	1	2	–	–

Question A.24-26: This school... has high expectations for all students, regardless of their race, ethnicity, or nationality... fosters an appreciation of student diversity and respect for each other... emphasizes showing respect for all students’ cultural beliefs and practices.

Note: Cells are empty if there are less than 5 respondents.

Table A6.7***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	53	21	–	–
Agree	40	38	51	–	–
Disagree	9	6	23	–	–
Strongly disagree	3	3	5	–	–

Question A.38: In this school, adults treat all students fairly.

Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A6.8***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	35	7	–	–
Agree	53	51	64	–	–
Disagree	14	11	29	–	–
Strongly disagree	2	3	0	–	–

Question A.44: This school provides the supports needed for teaching culturally and linguistically diverse students.

Note: Cells are empty if there are less than 5 respondents.

Table A6.9***Cultural/Racial/Ethnic Tension***

	All %	ES %	MS %	HS %	NT %
There is a lot of tension between people of different cultures, races, or ethnicities.					
Strongly agree	5	4	10	–	–
Agree	7	5	18	–	–
Disagree	46	43	60	–	–
Strongly disagree	42	48	13	–	–

Question A.57: There is a lot of tension in this school between people of different cultures, races, or ethnicities.

Note: Cells are empty if there are less than 5 respondents.

Table A6.10***Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	80	86	49	–	–
Mild problem	16	12	36	–	–
Moderate problem	3	2	13	–	–
Severe problem	1	1	3	–	–

Question A.96: How much of a problem at this school is racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

Student Peer Relationships

Table A6.11

Student Peer Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
<i>Average reporting “Strongly agree”</i>	28	32	8	–	–
Students enjoy spending time together during school activities.					
Strongly agree	38	41	20	–	–
Agree	59	58	65	–	–
Disagree	3	1	15	–	–
Strongly disagree	0	0	0	–	–
Students care about one another.					
Strongly agree	31	36	5	–	–
Agree	64	62	73	–	–
Disagree	5	1	23	–	–
Strongly disagree	0	0	0	–	–
Students treat each other with respect.					
Strongly agree	22	25	3	–	–
Agree	65	68	52	–	–
Disagree	12	6	45	–	–
Strongly disagree	0	0	0	–	–
Student get along well with one another.					
Strongly agree	22	26	5	–	–
Agree	68	69	68	–	–
Disagree	9	5	28	–	–
Strongly disagree	0	0	0	–	–

Question A.64-67: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Student get along well with one another.

Note: Cells are empty if there are less than 5 respondents.

Anti-Bullying Climate

Table A6.12

Anti-Bullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Anti-bullying climate					
<i>Average reporting “Strongly agree”</i>	44	48	25	–	–
Teachers here make it clear to students that bullying is not tolerated.					
Strongly agree	62	68	32	–	–
Agree	32	26	63	–	–
Disagree	4	4	2	–	–
Strongly disagree	2	1	2	–	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	39	43	20	–	–
Agree	49	50	49	–	–
Disagree	10	7	29	–	–
Strongly disagree	1	0	2	–	–
Students tell teachers when other students are being bullied.					
Strongly agree	33	36	17	–	–
Agree	53	55	44	–	–
Disagree	13	8	37	–	–
Strongly disagree	1	0	2	–	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	57	59	44	–	–
Agree	39	36	51	–	–
Disagree	4	4	2	–	–
Strongly disagree	1	0	2	–	–

Question A.52-55: Teachers here make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.

Note: Cells are empty if there are less than 5 respondents.

Table A6.12***Anti-Bullying Climate Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
Students here try to stop bullying when they see it happening.					
Strongly agree	27	30	12	–	–
Agree	53	54	46	–	–
Disagree	17	15	29	–	–
Strongly disagree	3	1	12	–	–

Question A.56: Students here try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 5 respondents.

Truancy

Table A6.13***Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	70	76	39	–	–
Mild problem	22	17	44	–	–
Moderate problem	5	4	10	–	–
Severe problem	3	3	7	–	–

Question A.99: How much of a problem at this school is cutting classes or being truant?

Note: Cells are empty if there are less than 5 respondents.

7. Student Health Risks and Prevention

Mental Health

Table A7.1

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	36	42	5	–	–
Mild problem	42	41	46	–	–
Moderate problem	17	15	24	–	–
Severe problem	5	2	24	–	–

Question A.97: How much of a problem at this school is student depression or other mental health problems?

Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A7.2

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	33	38	7	–	–
Mild problem	49	48	51	–	–
Moderate problem	15	11	34	–	–
Severe problem	4	3	7	–	–

Question A.93: How much of a problem at this school is harassment or bullying among students?

Note: Cells are empty if there are less than 5 respondents.

Table A7.3***Physical Fighting Between Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	55	64	12	–	–
Mild problem	35	32	51	–	–
Moderate problem	8	3	34	–	–
Severe problem	1	1	2	–	–

Question A.94: How much of a problem at this school is physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A7.4***Vandalism (Including Graffiti) is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	74	84	29	–	–
Mild problem	18	13	41	–	–
Moderate problem	7	4	24	–	–
Severe problem	1	0	5	–	–

Question A.102: How much of a problem at this school is vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

Table A7.5***Theft is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	75	82	41	–	–
Mild problem	19	16	34	–	–
Moderate problem	4	2	17	–	–
Severe problem	1	0	7	–	–

Question A.103: How much of a problem at this school is theft?

Note: Cells are empty if there are less than 5 respondents.

Table A7.6***Gang-Related Activity is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	86	94	46	–	–
Mild problem	10	6	34	–	–
Moderate problem	2	0	12	–	–
Severe problem	1	0	7	–	–

Question A.100: How much of a problem at this school is gang-related activity?

Note: Cells are empty if there are less than 5 respondents.

Table A7.7***Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	92	96	71	–	–
Mild problem	7	3	24	–	–
Moderate problem	1	1	2	–	–
Severe problem	0	0	2	–	–

Question A.101: How much of a problem at this school is weapons possession?

Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A7.8

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	77	91	7	–	–
Mild problem	10	7	22	–	–
Moderate problem	9	1	49	–	–
Severe problem	4	1	22	–	–

Question A.90: How much of a problem at this school is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A7.9

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	83	97	17	–	–
Mild problem	5	2	22	–	–
Moderate problem	8	1	41	–	–
Severe problem	3	0	20	–	–

Question A.91: How much of a problem at this school is tobacco use?

Note: Cells are empty if there are less than 5 respondents.

Table A7.10

Student Vaping is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	77	93	2	–	–
Mild problem	8	6	17	–	–
Moderate problem	8	2	37	–	–
Severe problem	8	0	44	–	–

Question A.92: How much of a problem at this school is student vaping or e-cigarette use?

Note: Cells are empty if there are less than 5 respondents.

Substance Use Prevention Policies

Table A7.11

School Bans Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
No	2	2	3	–	–
Yes	76	74	89	–	–
Don't know	22	25	9	–	–

Question A.89: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

Note: Cells are empty if there are less than 5 respondents.

Table A7.12

School Enforces Policies Banning Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	43	42	–	–
Agree	39	46	0	–	–
Disagree	12	10	25	–	–
Strongly disagree	7	2	33	–	–

Question A.119: This school consistently enforces policies banning tobacco use/vaping on school property.

Note: Cells are empty if there are less than 5 respondents.

8. Discipline and Counseling

Table A8.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	19	20	13	–	–
The rules in this school are too strict.					
Strongly agree	4	5	0	–	–
Agree	6	5	7	–	–
Disagree	53	54	49	–	–
Strongly disagree	37	36	44	–	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	2	3	0	–	–
Agree	6	6	5	–	–
Disagree	45	43	59	–	–
Strongly disagree	46	48	37	–	–
Students get in trouble for breaking small rules.					
Strongly agree	4	5	0	–	–
Agree	25	26	17	–	–
Disagree	56	55	63	–	–
Strongly disagree	15	14	20	–	–
Teachers are very strict here.					
Strongly agree	2	2	2	–	–
Agree	26	28	20	–	–
Disagree	56	54	66	–	–
Strongly disagree	15	16	12	–	–

Question A.78-81: The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 5 respondents.

Table A8.2***Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	48	33	–	–
Agree	39	38	42	–	–
Disagree	13	12	19	–	–
Strongly disagree	3	2	7	–	–

Question A.10: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

9. Professional Development Needs

Table A9.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Meeting academic standards	30	32	21	–	–	A9.2
Evidence-based methods of instruction	36	38	29	–	–	A9.3
Positive behavioral support and classroom management	40	40	39	–	–	A9.4
Creating a positive school climate	36	33	50	–	–	A9.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	30	31	30	–	–	A9.6
Culturally relevant pedagogy for the school’s student population	35	34	36	–	–	A9.7
Serving English language learners	40	39	49	–	–	A9.8
Closing the achievement gap	47	47	43	–	–	A9.9
Providing Support Services						
Serving special education (IEP) students	52	51	58	–	–	A9.10
Meeting the social, emotional, and developmental needs of youth	61	60	62	–	–	A9.11

Note: Cells are empty if there are less than 5 respondents.

Instruction and School Environment

Table A9.2

Need PD in Meeting Academic Standards

	All %	ES %	MS %	HS %	NT %
Yes	30	32	21	–	–
No	70	68	79	–	–

Question A.104: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... meeting academic standards.

Note: Cells are empty if there are less than 5 respondents.

Table A9.3

Need PD in Instructional Methods

	All %	ES %	MS %	HS %	NT %
Yes	36	38	29	–	–
No	64	62	71	–	–

Question A.105: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... evidence-based methods of instruction.

Note: Cells are empty if there are less than 5 respondents.

Table A9.4

Need PD on Positive Behavioral Support and Classroom Management

	All %	ES %	MS %	HS %	NT %
Yes	40	40	39	–	–
No	60	60	61	–	–

Question A.106: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... positive behavioral support and classroom management.

Note: Cells are empty if there are less than 5 respondents.

Table A9.5***Need PD in Creating a Positive School Climate***

	All %	ES %	MS %	HS %	NT %
Yes	36	33	50	–	–
No	64	67	50	–	–

Question A.113: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... creating a positive school climate.

Note: Cells are empty if there are less than 5 respondents.

Addressing Needs of Diverse Populations

Table A9.6***Need PD on Working with Diverse Populations***

	All %	ES %	MS %	HS %	NT %
Yes	30	31	30	–	–
No	70	69	70	–	–

Question A.107: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... working with diverse racial, ethnic, or cultural groups.

Note: Cells are empty if there are less than 5 respondents.

Table A9.7***Need PD on Culturally Relevant Pedagogy***

	All %	ES %	MS %	HS %	NT %
Yes	35	34	36	–	–
No	65	66	64	–	–

Question A.108: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... culturally relevant pedagogy for the school's student population.

Note: Cells are empty if there are less than 5 respondents.

Table A9.8***Need PD on Serving English Language Learners***

	All %	ES %	MS %	HS %	NT %
Yes	40	39	49	–	–
No	60	61	51	–	–

Question A.109: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... serving English Language Learners.

Note: Cells are empty if there are less than 5 respondents.

Table A9.9***Need PD on Closing the Achievement Gap***

	All %	ES %	MS %	HS %	NT %
Yes	47	47	43	–	–
No	53	53	57	–	–

Question A.110: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... closing the achievement gap.?

Note: Cells are empty if there are less than 5 respondents.

Providing Support Services

Table A9.10

Need PD for Serving Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Yes	52	51	58	–	–
No	48	49	42	–	–

Question A.111: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... serving special education (IEP) students.

Note: Cells are empty if there are less than 5 respondents.

Table A9.11

Need PD on Meeting Social, Emotional, and Developmental Needs of Youth

	All %	ES %	MS %	HS %	NT %
Yes	61	60	62	–	–
No	39	40	38	–	–

Question A.112: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion).

Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	81	69	12	–	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Collaborates well with law enforcement organizations [‡]	37	38	33	–	–	B3.1
Punishes first-time violations of alcohol or other drug policies [‡]	26	31	0	–	–	B3.1
Enforces zero tolerance policies [‡]	25	27	17	–	–	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis [‡]	36	40	17	–	–	B3.1
Has sufficient resources to create a safe campus [‡]	28	29	17	–	–	B3.2
Seeks to maintain a secure campus [‡]	9	11	0	–	–	B3.2
Provides harassment or bullying prevention [†]	42	48	8	–	–	B3.3
Provides conflict resolution or behavior management instruction [†]	38	45	0	–	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [‡]	20	19	25	–	–	B4.1
Collaborates well with community organizations to address substance use or other problems [‡]	24	27	8	–	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]	21	25	0	–	–	B4.1
Provides alcohol or drug use prevention instruction [†]	11	12	8	–	–	B4.1
Provides tobacco use/vaping prevention instruction [†]	8	10	0	–	–	B4.1
Has sufficient resources to address substance use prevention needs [‡]	17	20	0	–	–	B4.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Percent responding “A lot.”

[‡]Percent responding “Strongly agree.”

Table B2.1**Summary of Indicators of School Learning Supports - Continued**

	All %	ES %	MS %	HS %	NT %	Table
Physical Health and Special Needs						
Provides healthy food choices for students [‡]	29	30	25	–	–	B5.1
Provides adequate health services for students [‡]	29	32	17	–	–	B5.1
Provides opportunities for physical education and activity [†]	68	70	58	–	–	B5.1
Provides nutritional instruction [†]	9	8	17	–	–	B5.1
Provides services for students with disabilities or other special needs [†]	59	61	50	–	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [†]	36	40	17	–	–	B6.1
Provides character education [†]	56	67	0	–	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]	41	45	17	–	–	B6.1
Restorative practices [‡]	39	45	8	–	–	B6.1
Trauma-informed practices [‡]	17	20	0	–	–	B6.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Percent responding “A lot.”

[‡]Percent responding “Strongly agree.”

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement organizations					
Strongly agree	37	38	33	–	–
Agree	55	56	50	–	–
Disagree	8	6	17	–	–
Strongly disagree	0	0	0	–	–
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	26	31	0	–	–
Agree	54	53	58	–	–
Disagree	11	9	25	–	–
Strongly disagree	9	7	17	–	–
Enforces zero tolerance policies					
Strongly agree	25	27	17	–	–
Agree	42	45	25	–	–
Disagree	21	20	25	–	–
Strongly disagree	13	8	33	–	–
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	36	40	17	–	–
Agree	53	52	58	–	–
Disagree	6	6	8	–	–
Strongly disagree	4	2	17	–	–

Question 116, 120-122: This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

Note: Cells are empty if there are less than 5 respondents.

Table B3.2***Supports for Safety at School***

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	28	29	17	–	–
Agree	58	59	50	–	–
Disagree	11	9	25	–	–
Strongly disagree	4	3	8	–	–
Seeks to maintain a secure campus					
Strongly agree	9	11	0	–	–
Agree	15	13	25	–	–
Disagree	41	40	42	–	–
Strongly disagree	35	35	33	–	–

Question 117, 123: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table B3.3***Behavior Management at School***

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	42	48	8	–	–
Some	43	42	50	–	–
Not much	11	8	25	–	–
Not at all	4	2	17	–	–
Provides conflict resolution or behavior management instruction					
A lot	38	45	0	–	–
Some	45	42	58	–	–
Not much	12	9	25	–	–
Not at all	5	3	17	–	–

Question 137, 139: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	20	19	25	–	–
Agree	55	58	42	–	–
Disagree	23	21	33	–	–
Strongly disagree	1	2	0	–	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	24	27	8	–	–
Agree	56	58	50	–	–
Disagree	14	12	25	–	–
Strongly disagree	5	3	17	–	–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	21	25	0	–	–
Agree	53	51	64	–	–
Disagree	21	21	18	–	–
Strongly disagree	6	3	18	–	–

Question 115, 124, 125: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table B4.1***Substance Use Prevention - Continued***

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	11	12	8	–	–
Some	49	47	58	–	–
Not much	32	33	25	–	–
Not at all	8	8	8	–	–
Provides tobacco use/vaping prevention instruction					
A lot	8	10	0	–	–
Some	38	38	36	–	–
Not much	38	37	45	–	–
Not at all	15	15	18	–	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	17	20	0	–	–
Agree	64	67	50	–	–
Disagree	16	11	42	–	–
Strongly disagree	3	2	8	–	–

Question 118, 135, 136: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides healthy food choices for students					
Strongly agree	29	30	25	–	–
Agree	63	63	67	–	–
Disagree	3	1	8	–	–
Strongly disagree	5	6	0	–	–
Provides adequate health services for students					
Strongly agree	29	32	17	–	–
Agree	59	60	50	–	–
Disagree	11	6	33	–	–
Strongly disagree	1	2	0	–	–
Provides opportunities for physical education and activity					
A lot	68	70	58	–	–
Some	28	27	33	–	–
Not much	4	3	8	–	–
Not at all	0	0	0	–	–
Provides nutritional instruction					
A lot	9	8	17	–	–
Some	53	59	25	–	–
Not much	35	33	42	–	–
Not at all	3	0	17	–	–
Provides services for students with disabilities or other special needs					
A lot	59	61	50	–	–
Some	30	30	33	–	–
Not much	9	8	17	–	–
Not at all	1	2	0	–	–

Question 126, 127, 133, 134, 140: This school... provides adequate health services for students... provides students with healthy food choices... To what extent does this school provide students... nutritional instruction?... opportunities for physical education and activity?... services for students with disabilities or other special needs?

Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provide supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	36	40	17	–	–
Some	47	45	58	–	–
Not much	15	13	25	–	–
Not at all	1	2	0	–	–
Provides character education					
A lot	56	67	0	–	–
Some	31	25	58	–	–
Not much	9	8	17	–	–
Not at all	4	0	25	–	–
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	41	45	17	–	–
Agree	51	50	58	–	–
Disagree	6	3	25	–	–
Strongly disagree	1	2	0	–	–
Uses restorative practices to help resolve conflicts					
Strongly agree	39	45	8	–	–
Agree	52	49	67	–	–
Disagree	5	5	8	–	–
Strongly disagree	4	2	17	–	–

Question 128, 129, 132, 138: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion?... character education?

Note: Cells are empty if there are less than 5 respondents.

Table B6.1***Youth Development and Social-Emotional Health at School – Continued***

	All %	ES %	MS %	HS %	NT %
Provides counseling or other ways to help students with their social-emotional needs					
Strongly agree	45	47	33	–	–
Agree	50	48	58	–	–
Disagree	4	3	8	–	–
Strongly disagree	1	2	0	–	–
Implements trauma-informed practices					
Strongly agree	17	20	0	–	–
Agree	58	56	67	–	–
Disagree	21	19	33	–	–
Strongly disagree	4	5	0	–	–
Provides instructional help to build social-emotional competencies					
A lot	42	47	17	–	–
Some	43	41	58	–	–
Not much	13	11	25	–	–
Not at all	1	2	0	–	–

Question 130, 131, 141: This school... provides counseling or other ways to help students with their social-emotional needs... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?

Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports

1. Module Sample

Table C1.1

Special Education Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	128	102	26	–	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Summary of Indicators

Table C2.1

Summary of Special Education Services and Supports

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Barriers to Effective Service Delivery						
Works to reduce instructional interruptions	24	26	15	–	–	C3.1
Effectively schedules mandated activities	34	35	31	–	–	C3.2
Integration and Collaboration Special-General Education						
Integrates special education into daily operations	38	38	35	–	–	C4.1
Encourages general and special education teaming	37	39	31	–	–	C4.2
Provides sufficient time to collaborate on service delivery	14	16	8	–	–	C4.3
Views service to students with IEPs as shared responsibility	29	30	23	–	–	C4.4
Student Expectations and Supports						
Supports alternative modes of communication	23	24	20	–	–	C5.1
Provides sufficient resources for special education programs	16	19	4	–	–	C5.2
Personnel Supports						
Has positive environment for staff serving students with IEPs	28	33	8	–	–	C6.1
Climate encourages continued service to students with IEPs	28	30	19	–	–	C6.2
Provides adequate access to technology	23	25	15	–	–	C6.3
Has good communication with district personnel	20	23	8	–	–	C6.4

Note: Cells are empty if there are less than 5 respondents.

3. Barriers to Effective Service Delivery

Table C3.1

School Works to Reduce Instructional Interruptions

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	26	15	–	–
Agree	56	53	65	–	–
Disagree	13	13	15	–	–
Strongly disagree	5	5	4	–	–
Not applicable	2	3	0	–	–

Question 2 (Section C): This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).

Note: Cells are empty if there are less than 5 respondents.

Table C3.2

School Effectively Schedules Mandated Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	35	31	–	–
Agree	54	53	58	–	–
Disagree	4	5	0	–	–
Strongly disagree	5	4	8	–	–
Not applicable	3	3	4	–	–

Question 5 (Section C): This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).

Note: Cells are empty if there are less than 5 respondents.

4. Integration and Collaboration between Special and General Education

Table C4.1

School Integrates Special Education into Daily Operations

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	38	35	–	–
Agree	52	49	62	–	–
Disagree	7	9	0	–	–
Strongly disagree	3	3	4	–	–
Not applicable	1	1	0	–	–

Question 1 (Section C): This school integrates special education into its daily operations.

Note: Cells are empty if there are less than 5 respondents.

Table C4.2

School Encourages General and Special Education Teaming

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	39	31	–	–
Agree	46	45	50	–	–
Disagree	8	8	8	–	–
Strongly disagree	8	7	12	–	–
Not applicable	1	1	0	–	–

Question 3 (Section C): This school encourages teaming between general and special education personnel.

Note: Cells are empty if there are less than 5 respondents.

Table C4.3***School Provides Sufficient Time to Collaborate on Service Delivery***

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	16	8	–	–
Agree	43	43	46	–	–
Disagree	25	26	23	–	–
Strongly disagree	16	14	23	–	–
Not applicable	2	2	0	–	–

Question 4 (Section C): This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Table C4.4***School Views Service to Students with IEPs as Shared Staff Responsibility***

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	30	23	–	–
Agree	48	47	50	–	–
Disagree	16	15	19	–	–
Strongly disagree	6	5	8	–	–
Not applicable	2	2	0	–	–

Question 11 (Section C): This school views service to students with IEPs as a shared responsibility among all staff.

Note: Cells are empty if there are less than 5 respondents.

5. Expectations and Supports for Special Populations

Table C5.1

School Supports Alternative Modes of Communication

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	24	20	–	–
Agree	60	60	60	–	–
Disagree	9	9	8	–	–
Strongly disagree	2	2	0	–	–
Not applicable	6	5	12	–	–

Question 7 (Section C): This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).

Note: Cells are empty if there are less than 5 respondents.

Table C5.2

School Provides Sufficient Resources for Special Education Programs and Services

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	19	4	–	–
Agree	49	49	50	–	–
Disagree	22	21	23	–	–
Strongly disagree	13	10	23	–	–
Not applicable	0	0	0	–	–

Question 12 (Section C): This school has sufficient resources to support special education programs and services.

Note: Cells are empty if there are less than 5 respondents.

6. Personnel Supports

Table C6.1

School Has Positive Working Environment for Staff Serving Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	33	8	–	–
Agree	56	54	65	–	–
Disagree	10	7	23	–	–
Strongly disagree	5	5	4	–	–
Not applicable	1	1	0	–	–

Question 6 (Section C): This school provides a positive working environment for staff who serve students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Table C6.2

Climate Encourages Continued Service to Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	30	19	–	–
Agree	58	56	65	–	–
Disagree	10	9	12	–	–
Strongly disagree	4	4	4	–	–
Not applicable	1	1	0	–	–

Question 8 (Section C): This school has a climate that encourages me to continue in my role of service to students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Table C6.3***School Provides Adequate Access to Technology***

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	25	15	–	–
Agree	59	57	65	–	–
Disagree	10	9	12	–	–
Strongly disagree	5	5	4	–	–
Not applicable	4	4	4	–	–

Question 9 (Section C): This school provides adequate access to technology for staff who serve students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Table C6.4***School Has Good Communication with District Personnel***

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	23	8	–	–
Agree	56	56	54	–	–
Disagree	15	11	31	–	–
Strongly disagree	6	6	8	–	–
Not applicable	2	3	0	–	–

Question 10 (Section C): This school has good communication with district personnel to support students with IEPs.

Note: Cells are empty if there are less than 5 respondents.

Section D. Military Connected Schools Module

Not Administered

Z. Galt Joint Union Elementary Custom Questions

1. Module Sample

Table Z1.1

Staff Sample for Custom Questions

	All	ES	MS	HS	NT ^A
Number of respondents	231	191	40	–	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Custom Questions

Table Z2.1

This school personalizes or tailors learning to meet each learner’s academic strengths and needs to maximize individual goal accomplishment, academic growth and achievement.

	School Type		Total %
	ES %	MS %	
Strongly agree	37	8	32
Agree	44	44	44
Neither agree nor disagree	14	31	17
Disagree	3	18	6
Strongly disagree	2	0	1

Question Z.1.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.2

This school personalizes or tailors learning experiences to engage learners by using that learner’s talents, interests and aspirations to inspire individual goal accomplishment.

	School Type		Total %
	ES %	MS %	
Strongly agree	33	5	28
Agree	45	44	45
Neither agree nor disagree	16	38	19
Disagree	4	13	6
Strongly disagree	2	0	1

Question Z.2.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.3

This school personalizes or tailors learning, supports or opportunities to reflect youth voice and choice in what, how, when and where they learn.

	School Type		Total %
	ES %	MS %	
Strongly agree	30	5	26
Agree	42	41	42
Neither agree nor disagree	19	38	23
Disagree	6	15	8
Strongly disagree	3	0	3

Question Z.3.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.4

The Fairsite School Pre-Kindergarten Center supports children to become ready for school and explore future dreams.

	School Type		Total %
	ES %	MS %	
Strongly agree	25	11	22
Agree	35	25	33
Neither agree nor disagree	38	57	41
Disagree	3	7	3

Question Z.4.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.5

The Fairsite School Pre-Kindergarten Center continues to improve outreach and support for all families to help their children be successful in school.

	School Type		Total %
	ES %	MS %	
Strongly agree	28	11	25
Agree	32	29	31
Neither agree nor disagree	40	57	42
Disagree	1	4	1

Question Z.5.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.6

The Fairsite School Pre-Kindergarten Center provides a variety of culturally diverse learning opportunities to children and families.

	School Type		Total %
	ES %	MS %	
Strongly agree	27	7	24
Agree	24	17	23
Neither agree nor disagree	44	69	48
Disagree	2	7	3
Strongly disagree	3	0	2

Question Z.6.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.7

District leadership recognizes the academic and emotional needs of students across the district.

	School Type		Total %
	ES %	MS %	
Strongly agree	19	13	18
Agree	51	30	47
Neither agree nor disagree	19	18	19
Disagree	5	33	10
Strongly disagree	7	8	7

Question Z.7.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.8

District leadership supports teachers and staff to maximize learning, supports and opportunities.

	School Type		Total %
	ES %	MS %	
Strongly agree	15	13	15
Agree	47	33	44
Neither agree nor disagree	22	13	20
Disagree	10	30	14
Strongly disagree	6	13	7

Question Z.8.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.9***District leadership communicates and implements core programs clearly and consistently with fidelity.***

	School Type		Total %
	ES %	MS %	
Strongly agree	16	10	15
Agree	41	31	39
Neither agree nor disagree	26	18	24
Disagree	10	28	13
Strongly disagree	8	13	9

*Question Z.9.**Note: Columns are not displayed if there are less than 5 respondents.***Table Z2.10*****District leadership recognizes barriers to learning and aligns or acquires resources.***

	School Type		Total %
	ES %	MS %	
Strongly agree	16	15	16
Agree	39	30	37
Neither agree nor disagree	29	8	25
Disagree	9	30	13
Strongly disagree	7	18	9

*Question Z.10.**Note: Columns are not displayed if there are less than 5 respondents.*

Appendix

2019-20 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Fairsite Preschool	X
Lake Canyon Elementary	X
Marengo Ranch Elementary	X
River Oaks Elementary	X
Valley Oaks Elementary	X
Vernon E. Greer Elementary	X

Notes: Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

2019-20 CSSS Staff Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Robert L. McCaffrey Middle	X

Notes: Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.

California School Dashboard

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
All Students	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	red	orange	yellow	green	green	yellow	yellow	orange	orange	orange	orange	orange
Suspension	orange	orange	orange	orange	blue	blue	blue	green	blue	yellow	orange	green	orange	orange
ELA	yellow	yellow	green	yellow	green	yellow	green	yellow	green	green	yellow	yellow	orange	orange
Math	yellow	yellow	green	yellow	green	green	green	yellow	green	green	orange	yellow	orange	yellow
ELPI		48.1%M		49.4%M		46.1%M		38.1%L		53.1%M		43.5%L		62.6%H
English Learners	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	orange	yellow	green	green	yellow	green	yellow	orange	green	orange	yellow	orange
Suspension	orange	green	orange	orange	blue	blue	blue	blue	blue	blue	yellow	green	red	green
ELA	yellow	yellow	yellow	yellow	yellow	orange	yellow	orange	yellow	orange	yellow	yellow	red	yellow
Math	orange	yellow	green	orange	yellow	yellow	yellow	orange	yellow	yellow	orange	yellow	red	orange
SED	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	red	red	orange	yellow	green	orange	green	orange	orange	red	orange	yellow
Suspension	yellow	orange	yellow	red	blue	blue	blue	orange	green	orange	orange	green	orange	orange
ELA	yellow	orange	yellow	orange	yellow	orange	yellow	orange	green	orange	yellow	yellow	orange	yellow
Math	orange	yellow	green	orange	yellow	yellow	yellow	yellow	green	yellow	orange	yellow	orange	yellow
SWD	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	red	red	orange	yellow	yellow	green	orange	red	orange	orange	yellow	orange
Suspension	orange	orange	orange	yellow	yellow	blue	blue	yellow	yellow	orange	red	green	orange	red
ELA	orange	orange		orange	yellow	yellow	orange	yellow	yellow	orange	red	orange	red	red
Math	red	orange		yellow	yellow	yellow	red	yellow	orange	orange	red	orange	red	orange
White	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	green	orange	red	orange	green	blue	green	green	orange	orange	orange	yellow	yellow	red
Suspension	orange	yellow	orange	orange	blue	blue	blue	blue	yellow	green	red	yellow	orange	orange
ELA	green	green	green	orange	blue	green	blue	green	green	green			yellow	green
Math	green	green	green	yellow	green	blue	green	green	blue	green			yellow	blue
Hispanic	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Chronic Absent	orange	orange	red	orange	yellow	orange	green	orange	orange	orange	orange	red	orange	orange
Suspension	orange	orange	orange	orange	blue	blue	blue	orange	blue	yellow	orange	green	orange	orange
ELA	yellow	orange	green	yellow	yellow	orange	yellow	orange	green	orange	yellow	yellow	orange	orange
Math	orange	yellow	green	yellow	yellow	green	yellow	orange	green	yellow	orange	yellow	orange	yellow

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level. ELPI: English Learner Progress Indicator- Key: Very High (65%+), High (55%-65%), Medium (45%-55%), Low (35%-45%), Very Low (less than 35%)

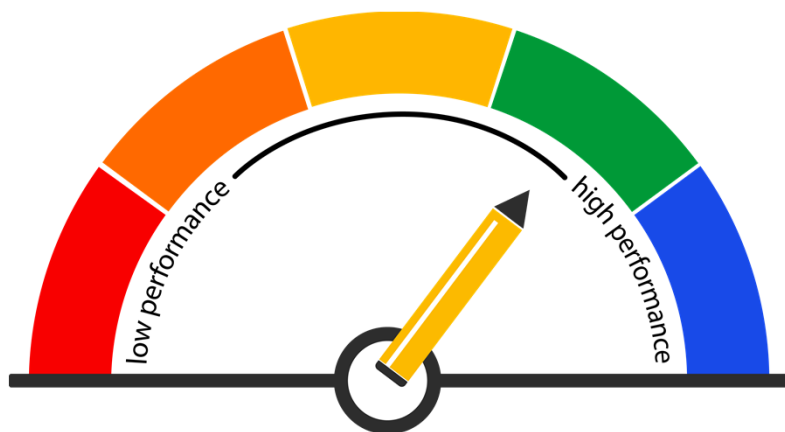
California School Dashboard

	District		Greer		Lake Canyon		Marengo Ranch		River Oaks		Valley Oaks		McCaffrey	
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
African American														
Chronic Absent	red	yellow												
Suspension	blue	blue												
ELA														
Math														
Asian														
Chronic Absent	orange	yellow												
Suspension	orange	orange												
ELA	blue	green												
Math	green	yellow												
2 or More Races														
Chronic Absent	yellow	green												
Suspension	green	orange												
ELA	green	green												
Math	green	green												
Foster														
Chronic Absent														
Suspension														
ELA														
Math														
Homeless														
Chronic Absent	yellow	red									orange	orange		
Suspension	green	orange									green	red		
ELA	orange	yellow												
Math	orange	yellow												
Filipino														
Chronic Absent	green	green												
Suspension	blue	blue												
ELA														
Math														

Five colors represent the levels of performance: Blue, Green, Yellow, Orange, and Red. Blue represents the highest performance level while Red represents the lowest performance level.
 ELPI: English Learner Progress Indicator- Key: Very High (65%+), High (55%-65%), Medium (45%-55%), Low (35%-45%), Very Low (less than 35%)

How does the dashboard measure performance?

State Indicators



Colors are used to rate performance with blue being the highest and red being the lowest







Local Indicators

School districts report their status for each local indicator at a regularly scheduled board meeting, then upload the results to a state website

Local Indicators have three possible ratings: “Met,” “Not Met” or “Not Met for two years”

Local Indicators were presented to you in October 2019.
All local indicators for our district show a rating of **MET**

The State Indicators are shown below with Icons -along with the Local Indicators for each of the 8 State Priorities

1. Basic Services and Conditions at School	2. Implementation of State Academic Standards	3. Parent Engagement	4. Student Achievement
<p><i>Measured by local indicator</i></p>	<p><i>Measured by local indicator</i></p>	<p><i>Measured by local indicator</i></p>	 <p>Academic Achievement and</p>  <p>English Learner Progress</p>
5. Pupil Engagement	6. School Climate	7. Access to Broad Course of Study	8. Outcomes in a Broad Course of Study
 <p>Graduation Rate and</p>  <p>Chronic Absenteeism</p>	<p><i>Measured by local indicator and</i></p>  <p>Suspension Rate</p>	<p><i>Measured by local indicator</i></p>	 <p>College/Career Readiness</p>

Galt Joint Union Elementary School District Snapshot: 2019-2020



	PLP: GROWTH % Met Growth Goal 2 nd – 8 th		SBAC: ACHIEVEMENT % Met/Exceed Standards 3 rd – 8 th		Enrollment 10/2/19	English Learners	Migrant	Foster	Homeless	Free/Reduced/CEP Meal Program	* Socio- Economically Disadvantaged	** Special Education	Ethnicity/Race						% of Actual Attendance 2018/19 P-2 Date?
	READING	MATH	ELA	MATH									Hispanic	White	Asian	Black	Native Hawaiian/ Multiple Races		
Marengo Ranch TK-6	197/357 55%	193/356 54%	162/295 55%	115/269 39%	551	48 9%	12 2%	1 >1%	5 1%	248 45%	251 46%	85 15%	260 47%	240 44%	21 4%	5 1%	2 >1%	20 4%	95.6%
<i>SPED: SCOE, SDC/SLD, SDC/ED ~ Two full-day kinder classes</i>																			
River Oaks TK-6	202/364 55%	206/364 57%	176/308 57%	167/309 54%	573	110 19%	21 4%	1 >1%	13 >2%	330 58%	335 58%	93 16%	293 51%	223 39%	37 6%	5 1%	4 >1%	5 1%	95.8%
<i>SPED: RSP, SDC/SLD, SDC/SH (autistic)</i>																			
Lake Canyon TK-6	192/356 54%	201/357 56%	175/313 56%	151/315 48%	539	103 19%	43 8%	1 0%	13 2%	270 50%	272 50%	77 14%	288 53%	198 37%	19 4%	12 2%	5 1%	15 3%	95.3 %
<i>SPED: RSP, SDC/SLD</i>																			
Greer TK-6	159/280 57%	159/280 57%	127/260 49%	114/259 44%	494	117 24%	23 5%	2 >1%	5 1%	322 65%	329 67%	68 14%	274 55%	177 36%	20 4%	5 1%	1 1%	16 3%	95%
<i>SPED: RSP, SDC/SH, SDC/SH (autistic)</i>																			
Valley Oaks K-6	187/353 53%	200/373 54%	123/333 37%	103/336 31%	562	287 51%	73 13%	2 >1%	43 8%	472 84%	486 86%	76 14%	466 83%	76 14%	5 1%	9 2%	3 >1%	1 >1%	95.6%
<i>SPED: RSP, SDC/SLD ~ Three full-day kinder classes ~ One Bilingual Waiver TK/K class</i>																			
McCaffrey 7-8	368/752 49%	378/757 50%	411/838 49%	316/848 37%	820	116 14%	39 5%	1 >1%	5 >1%	503 61%	516 63%	107 13%	515 63%	242 30%	31 4%	13 2%	6 >1%	22 3%	95.5%
<i>SPED: RSP, SDC/SLD, ED, ILS, SCOE SH (autistic)</i>																			
Home/Hosp					3	1	1	0	0	2	2	2	2	0	1	0	0	0	
NPS					4	0	0	1	0	2	2	4	2	2	0	0	0	0	
District K-8	1305/2462 53%	1337/2487 54%	1177/2349 50%	968/2364 41%	3546	782 22%	208 6%	8 >1%	80 2%	2127 60%	2174 61%	504 14%	2098 59%	1158 33%	134 4%	49 1%	21 >1%	79 2%	
Preschool			Not Reported		256	79	36	0	3	224	208	53	134	104	7	0	5	6	

* Socio-Economically Disadvantaged: economically disadvantaged students or whose parent/guardian is not a high school graduate
 Economically Disadvantaged (students eligible for or participating in any of the following): F/R Meal Program, Homeless, Foster, Migrant Education, Direct Certification Status/Extension
 **Special Education: Students in a special education class and students in regular education class receiving speech services. Does not include students receiving only speech services.

Galt Joint Union Elementary School District Snapshot: 2019-2020

Certificated Staff

- 1 Superintendent
- 2 District Administrators
- 14 School Site Administrators
- 203 Certificated Staff Members
- 7 MTSS Support Staff: 4 Psychologists, 2 Counselors, 1 Program Specialist for Special Education
- 1 Nurse

Classified Staff

- 1 District Administrator
- 4 Supervisors
 - Extended Learning
 - Fiscal Services
 - Food Services
 - Maintenance, Operations, Transportation
- 1 Technology Coordinator
- 3 After School Education and Safety (ASES)
- 263 Classified Staff Members
- 7 Non-Union Staff Members
 - 5 Social Workers
 - 1 Behavior Analyst
 - 1 Behavior Consultant
- 5 Confidential Staff members
- 52 Yard Supervisors

Budget

- \$41 million



Galt Joint Union Elementary School District

GROWING AND LEARNING TOGETHER

2019-2020

GALT BRIGHT FUTURES

GOAL 1

Implement a personalized learning and strength-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap.

GOAL 2

Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators.

*Inspire learners-
one plan at a time!*

GOAL 3

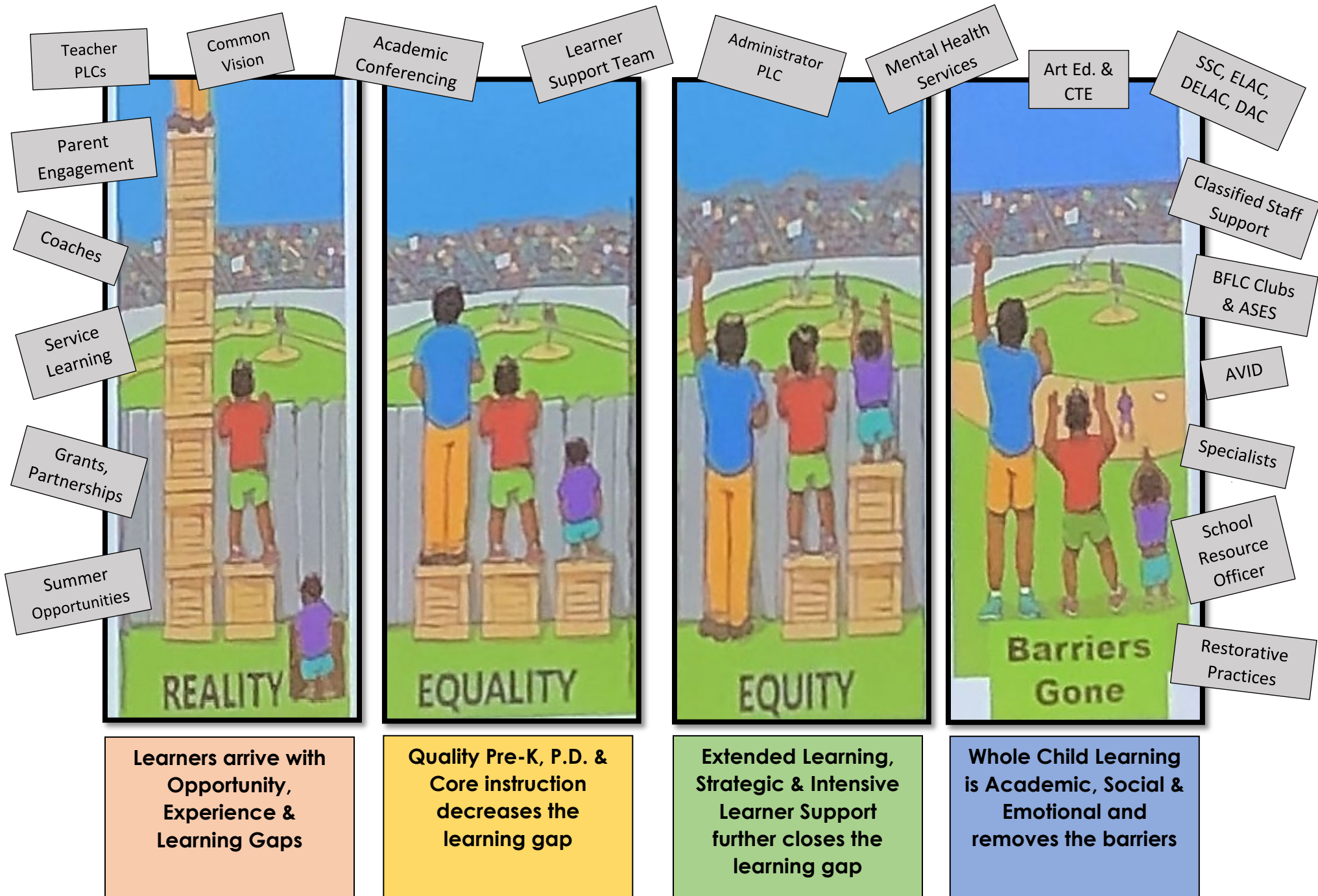
Implement California State Standards in classrooms and other learning spaces through a variety of blended learning environments while closing the achievement gap.

*GOAL 4
School facilities are safe, healthy, hazard free, clean and equipped for 21st Century Learning.*



With a sustained vision of Growing And Learning Together, learner strengths, needs, interests and aspirations are acted upon to maximize personalized growth and achievement. The GJUESD Bright Future LCAP describes intentional, research-based efforts to prepare learners for college, career and life success. The school district recognizes capacity building, collaboration and continuous improvement as fundamental elements of educational improvement with additional attention to curriculum coherence and the power of language.

TEAMwork for DREAMwork: Removing the Barriers



Providing each and every learner access to California State Standards through coordinated academic, social, emotional and behavior.

*Personalizing
with Whole Child
Considerations*

PERSONALIZATION

GJUESD's Systems of Support & Opportunities for Every Learner



**Learner
Support
Teams**



**Integrated data
System**



**Professional
Learning**



**Professional
Learning
Community**

**School & Family
Engagement**



**Curriculum
Design**

**Positive Behavior & Social Emotional
Supports**



Galt Joint Union Elementary School District
PROJECTED RESERVE LEVELS

	2018-19	2019-20	2020-21	2021-22
18-19 Year End	5.53%	5.13%	4.43%	
19-20 First Interim \$200,000 Reductions		4.94%	3.81%	3.03%
Governor's Proposal \$200,000 Reductions		4.94%	3.78%	2.47%
Governor's Proposal \$300,000 Reductions		4.94%	4.02%	2.69%
Governor's Proposal \$400,000 Reductions		4.94%	4.26%	2.92%
Governor's Proposal \$500,000 Reductions		4.94%	4.51%	3.15%
Governor's Proposal \$600,000 Reductions		4.94%	4.75%	3.38%

Budget Reserve Matrix Background

- A. 1% Reserve = \$445,000
- B. According to Board Policy, GJUESD should end 19-20 with 6.5% in reserve
 - Minimum 3% reserve requirement each year
- C. Projecting 1% carryover that can be put to the reserve at the end of 19-20
- D. February Second Interim Budget will provide more information about the reserve and projected carry over

Cost Pressures

- A. Declining Enrollment
- B. PERS/STRS
- C. Special Education Expenses
- D. Fluctuating COLA



2019-20 Budget Reductions

Ray Morgan/printer contract - \$32,400

On-line Frontline Evaluation System not renewed - \$8,000

Early Retirement Savings - \$274,008 (projection)

(1) Contracted Psychologist - \$25,000

~~*(5) Sp Ed IAs - \$120,000~~

(6) Part-Time BFLC Techs - \$95,401.64

(3) PLP Secretaries - \$146,221.75

(1) 3.0 Hour Food Service Worker - \$9,000

~~*(3) Temporary Teachers - \$183,300 (depending on final enrollment)~~

** Reductions withdrawn due to student enrollment*



2018-19 Budget Reductions

- (1) 3.75 Parent Liaison
- (1) 1 hour reduction to the BOA Special Programs at Fairsite
- (2) 3.5 ASES IAs
- (1) 5.5 Math IA
- (4) 6 hour Sp Ed IAs
- (2) 3.92 Sp Ed IAs
- (1) Principal on Special Assignment
- (1) Home Study Teacher
- (1) RSP Teacher at VO
- (1) PE Teacher at MMS
- (2) Regular Ed Teachers
- (1) .4 FTE Newcomer Teacher at MMS
- (2) Coach
- (1) CITI District Administrator
- (1) PLP Secretary position
- (1) Bilingual IA, 3.75 hours
- (1) 3.0 hour cashier
- (1) Maintenance Supervisor (Maintenance, Operations, Transportation Restructure)

Additions to Staffing

- (1) 6 hour Parent Liaison
- (1) Social Worker
- (4) 6 hour Sp Ed IAs (RO(2), VO, MMS)
- (2) 3.5 Sp Ed IA (FS)
- (1) 2 hour Sp Ed IA (MMS)
- (1) Part-time to full-time Groundskeeper
- (1) School Resource Officer (no longer grant funded)



California's Social and Emotional Learning Guiding Principles



1 Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.



2 Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.



3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.



4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.



5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

California's Social and Emotional Learning Guiding Principles



Representatives from more than 20 California education organizations and systems, in partnership with the

California Department of Education, have come together to affirm social and emotional learning as an essential part of a well-rounded, quality education in all youth-serving settings.

The following Social and Emotional (SEL) Guiding Principles (Principles) are intended to inform and support strong SEL practice across the state based on the collective experience of the contributors. A robust body of research tells us that when evidence-based SEL programming is implemented well, academic achievement increases as does student well-being. ¹ Those results not only persist over time and lead to better relationships and life outcomes for students across all socioeconomic and racial groups, but can also save our schools and society as much as \$11 for every \$1 invested. ^{2, 3}

A recent consensus statement by The Aspen Institute's National Commission on Social, Emotional, and Academic Development's Council of Distinguished Scientists asserted that "[i]ntegrating social and emotional development with academic instruction is foundational to the success of our young people, and therefore to the success of our education system and society at large." ⁴

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding and decision-making mechanisms, including Local Control and Accountability Plans (LCAP).

As education leaders and their stakeholders are beginning or continuing integration of SEL in schools, districts, and youth-serving organizations, the Principles can be a resource in a variety of ways: in the development of LCAP goals; for roll out of the Multi-Tiered System of Support (MTSS); to set school or district leadership team priorities; to inform the design of professional learning, instructional approaches, and curricula adoption; in determining assessment methodologies and tools; and, in the building of coalitions of families and community stakeholders.

The Principles should be refined to meet the unique needs of each community and can be used to measure progress toward shared social and emotional learning goals. To model a learn and improve approach, CDE and partners plan to update the Principles as they are put to the test in the field and input is received from learning communities across the state.

INTRODUCTION

To achieve the California Department of Education's mission and vision, our schools must support every child's unique journey to fulfill their potential by providing:

- an equitable, culturally responsive education,
- academic, social, and emotional learning, and
- safe, engaging, inclusive environment.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” Importantly, all learning is contextual and relationship- driven and SEL can serve as a lever to enhance equity, build positive climate and culture, and foster a sense of belonging among all community members.

The following Guiding Principles are designed to build on the implicit and explicit SEL practices already happening in many schools and to promote the intentional use of evidence and research-based practices to guide decision-making.

These Guiding Principles seek to empower local stakeholders to continue to advance SEL in ways that meet the needs of their specific contexts and populations.



1 Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. ⁵ Name SEL as not a “nice to have,” but a “must have” to ensure student success in school, work, and community.

A. Systems change:

- Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, school-wide policies, curricular adoption criteria, instructional practices, and instructional quality assessments. ⁶

B. Diverse and inclusive leadership teams:

- Systems change is most effectively driven by bringing together educator, student, family and community member representatives of varied gender, racial, ethnic and socioeconomic backgrounds. ⁷

C. Social and emotional skills development:

- Students and adults must have opportunities to practice, demonstrate, and reinforce social and emotional skills within the context of supportive relationships. ⁸ Additionally, social and emotional skills instruction and integration into academic content areas contribute to a comprehensive approach. ⁹

D. Student-centered discipline policies and practices:

- Discipline policies that are aligned with promoting social and emotional growth, as opposed to punishment and exclusion, have been shown to yield the strongest student outcomes, while offering the opportunity to repair harm and build community. ^{10, 11, 12}

E. Climate and culture:

- SEL and school climate are interrelated and reciprocal. A positive school climate and culture can be developed when community members are building strong social and emotional skills. ^{13, 14}



2 Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

A. Address the opportunity gap:

Opportunities to build SEL skills must be offered to all students and not be determined by race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, and/or ZIP code.

B. Ensure representation:

When the educator workforce is representative of, and connected to, the student body, academic, social, and emotional outcomes improve for students. ^{15, 16, 17}

C. Student and adult-led:

SEL efforts are most effective when schools are participatory and engaging and diverse student voices are included in decision-making and improvement efforts. ^{18, 19}

D. Healing-informed:

Educational experiences must seek to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students. ²⁰



3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies. ^{21, 22}

A. Positive relationships and belonging:

To cultivate resilience to adversity and build the foundation for social and emotional growth, ensure every student and adult feels that they belong, have value, and have a network of caring peers to rely on. ^{23, 24, 25, 26}

B. Student and adult competencies

Identify specific, research-based social and emotional competencies to address, such as self-awareness, self-management, social awareness, relationship skills and responsible-decision making, or related pro-social mindsets and affective skills. Ensure common definitions of competencies are used. ²⁷

C. Developmental standards:

To bring intentionality to practice, identify SEL teaching and learning standards or indicators that are responsive to student strengths and needs. ²⁸

D. Pre-service training and ongoing professional learning:

Schools of education and ongoing professional learning should address student social and emotional development as well as personal growth strategies, including addressing bias, among those working with children, such as educators and other adult staff. ^{29, 30}



4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being. ³¹

A. Family engagement:

- Provide families with options for meaningful contributions to, and participation in, their child's learning experience to build respectful, mutually beneficial relationships. ^{32, 33}

B. Expanded learning:

- Establish shared goals across all youth serving settings, such as after school programs and summer learning programs, to leverage capacity and increase shared responsibility for positive student outcomes. ³⁴

C. Early learning:

- Consider the inclusion of early learning and care programs as SEL systems are developed. ^{35, 36}

D. Community partnerships:

- Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders. ^{37, 38}



5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes. ^{39, 40}

A. Implementation plans and progress monitoring:

- To drive high quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or supports are most necessary. ⁴¹

B. Measurement:

- Educators working to improve students' social and emotional skills should track linked outcomes such as school climate and the quality and quantity of opportunities for students to learn and practice social and emotional skill building in both the school day and expanded learning settings. Educators that choose to directly assess students' social and emotional skills should use evidence-based, improvement-focused tools. ⁴²

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California's Social and Emotional Learning Guiding Principles



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Do we fundamentally believe that learning is social, emotional and academic and that Social Emotional Learning (PERSONalization) is not a “nice to have” but a “must have” to ensure student success in school, work and community?



Stakeholder Team Views on Whole Learner Education: PERSONalization

Do we fundamentally believe that learning is social, emotional and academic and that Social Emotional Learning (PERSONalization) is not a “nice to have” but a “must have” to ensure student success in school, work and community?

Group	Yes or No	Why
#1	Yes	<ul style="list-style-type: none"> - Need social and people skills - Need to feel connected to teacher and school in order to learn - Seeing more students with trauma that need support before they can learn - Connecting with teachers is key for learning - Parents are more engaged when they have a connection with the teacher
#2	Yes	<ul style="list-style-type: none"> - Social Emotional skills must be developed to be academically successful - First generation to actively de-construct the tribe - Social Emotional crucial for academic success - Academic value is easier to measure - more difficult to recognize value of SEL - Pillars of education - Lack of “soft skills (executive functioning) barrier to learning beginning in early years - We teach them the academics when they arrive, but we expect learners to come with the social emotional learning - “Educating the whole child” - More immediate gratification than ever before - Society has changed; academics more heavily weighted
#3	Yes	<ul style="list-style-type: none"> - If students are not able to have their social & emotional needs met, they can’t learn - What does this look like at the various grade levels? <ul style="list-style-type: none"> ▪ Primary – second step lessons ▪ Challenging when the class sizes increase in 4th grade - How do kids communicate their needs? Social? Emotional? Academic? - How do we support children who have families that struggle? - Relationships with adults is critical
#4	Yes	<ul style="list-style-type: none"> - Know each student - Traumas identified by student. How to support each child with strategies and resources - Learning Supports: Social, Emotional, Academic – What are needs of each - Relationships: Peer to Peer, Adult to Adult and Peer to Adult - Supporting adults with skills - De-escalating skills - Social worker resource at all sites - Freeze Fight Flight: What are these behaviors
#5	Yes	<ul style="list-style-type: none"> - Everything goes together to help child grow - It’s for a child’s future to help them be able to be out in the real world - Children might feel alone because sometimes parents have to work a lot. They provide everything financially but not nurture and care - Which is more important? All 3 - What can we do to help our children? If you see a child feel down try to offer help - Are teachers well trained/equipped? Yes, I feel like with their education they were taught what to observe. - Family went to Mexico for 2 months. Son is having a really hard time reintegrating into class setting. What can we do to make sure other parents know that it’s really important to come to school?

Stakeholder Team Views on Whole Learner Education: PERSONalization

WHOLE CHILD DEVELOPMENT AS GOAL OF EDUCATION: *Taking a systems approach to learning that is social, emotional and academic so learners thrive toward college, career and life success.*

Current or new approaches, strategies or resources that should be prioritized:

Group	Response
#1	<ul style="list-style-type: none"> - Character building, SEL lessons, training for teachers - Counselor and social worker - Building on strengths - More trauma informed practices - Recognize all jobs/careers – not all kids will go to college and that is ok – celebrate skills/strengths
#2	<ul style="list-style-type: none"> - Awareness/identification of where it is already happening - What are those 21st century skills needed to be college career ready “workforce ready”? - Maintain emphasis on SEL 2nd step district-wide - Art is a fundamental piece of whole child development
#3	<ul style="list-style-type: none"> - Maintain social workers at school sites - Utilize current resources – Second Step curriculum - Ongoing trauma informed practices – training - Specialized training on autism, ADHD, & unique student needs
#4	<ul style="list-style-type: none"> - Digital citizenship - MTSS learning supports - Social media - Second Step lessons - Social Workers - Prioritize lessons - Fred Jones Positive Discipline - YDI Building Block
#5	<ul style="list-style-type: none"> - Make it a requirement to have parent attend parent support group (its hard to get parents to show up)

COMMIT TO EQUITY: *Foundation for all students to build SEL skills that are personalized, culturally relevant and uses strengths of students, educators, families and community.*

Current or new approaches, strategies or resources that should be prioritized:

Group	Response
#1	<ul style="list-style-type: none"> - More ways to increase parent engagement at school – how to get parent “really” engage - What is culturally relevant teaching? Connecting with students culturally can increase SEL - Connecting with students culturally will also increase parent engagement
#2	<ul style="list-style-type: none"> - Music as an avenue for culturally relevant learning - Art-Based language development (motivating, creative) - EL student (integrated ELD) - Need cultural diversity/relevant skills (Professional Learning for educators) - Valuing language and culture that children bring to school
#3	<ul style="list-style-type: none"> - Need better understanding of what it means to be culturally relevant and how to be proactive with what we need to do to address SEL skills for all students
#4	<ul style="list-style-type: none"> - Classroom circles to build relationships
#5	<ul style="list-style-type: none"> - Maybe have a separate catch up class for children who return from a longer vacation (not sufficient funds) - Record mom/student who has had difficulty with student telling their story

Stakeholder Team Views on Whole Learner Education: PERSONalization

BUILD CAPACITY: RELATIONSHIP – CENTERED LEARNING ENVIRONMENTS: Build capacity of students and adults through intentional focus on cultivating core social and emotional competencies.

Current or new approaches, strategies or resources that should be prioritized:

Group	Response
#1	<ul style="list-style-type: none"> - Service learning - Volunteer in the community - Foster relationships between peers - Inform parents about relationships, building at school transfer to home
#2	<ul style="list-style-type: none"> - Social worker at middle school - Changing role of MMS counselor - Implement wellness center at MMS - Youth development opportunities
#3	n/a
#4	<ul style="list-style-type: none"> - Family resources - Community supports - Attendance supports - Project Alert: grades 6-8 (is there a program for 6-8 substance abuse
#5	<ul style="list-style-type: none"> - If student doesn't feel comfortable with teacher they won't want to learn - Maybe weekly ice-breaker

PARTNER WITH FAMILIES AND COMMUNITY: Advancing Partnerships for SEL and Student Well-being

Current or new approaches, strategies or resources that should be prioritized:

Group	Response
#1	<ul style="list-style-type: none"> - Invite community/business to share with students - Career days/nights
#2	<ul style="list-style-type: none"> - Family Wellness Center (expansion of SR Center) at Fairsite? - On-site family and individual counselling SVCS - More "Family Nights" to build positive relationships
#3	n/a
#4	n/a
#5	<ul style="list-style-type: none"> - Word of mouth and incentives for parents to attend meeting/school functions

LEARN AND IMPROVE: Continuous Improvement Practices: Using evidence to guide decision making and enhancing whole learning efforts. Data informs improvement not for judgmental accountability.

Current or new approaches, strategies or resources that should be prioritized:

Group	Response
#1	<ul style="list-style-type: none"> - What is the best data to use to determine if you are making growth in SEL - What do we measure - How do you interpret multiple data sets
#2	<ul style="list-style-type: none"> - Inclusion opportunities - Add resources
#3	n/a
#4	n/a
#5	Parents need to continue education at home. We are a team with the teachers

Stakeholder Team Views on Whole Learner Education: PERSONalization

ADDITIONAL IDEAS OR CONSIDERATIONS:

Group	Response
#1	- Making great strides - Continue to improve
#2	n/a
#3	n/a
#4	n/a
#5	- Brainstorm on how to make it more appealing for parents to come to meetings



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January 9, 2020

Dear GJUESD Leader,

Learning is social, emotional and academic... more and more of our learners face mental health challenges and trauma that impact their ability to fully learn and thrive. These highly complex and emotional whole learner challenges also take a toll on our caring and dedicated staff... including school district administrators- you!

We have an opportunity to deepen our efforts of PERSONalization through more capacity to motivate and inspire thriving learners - youth and adults, with more proactive, foundational mental health and emotional intelligence development tools and practices.

In the past few months, a cross section of school district staff have been working with the Sacramento County Office of Education prevention and intervention leaders to explore ways to more proactively implement Multi-Tiered System of Support (MTSS) efforts.

At this time, we are discussing a partnership with SCOE that can support additional people power and technical assistance to strengthen proactive foundational social emotional supports and opportunities.

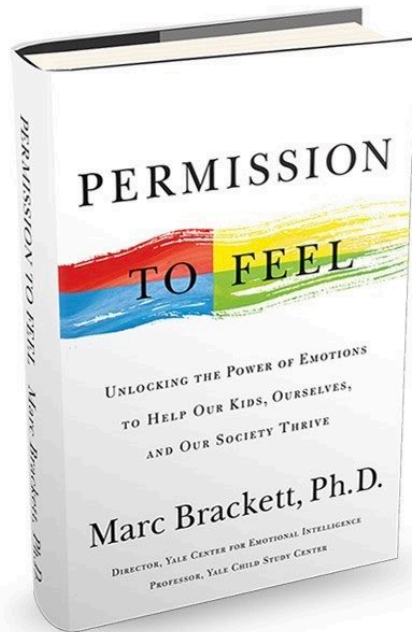
In addition, the book, *Permission to Feel*, provides research, insights and intentional practices as part of "normal school business" that can be integrated into PreK through High School practices for youth and employees. We may have the opportunity to PERSONally work with the author, Mark Brackett to advance our Bright Futures efforts into even more whole learner.

More news forthcoming- see what you think of this book!

<https://www.youtube.com/watch?v=vmqp6itRTNw>
<https://www.psychologytoday.com/us/blog/the-clarity/201909/permission-feel>

Happy New Year!

Sincerely,



Karen Schauer Ed.D., District Superintendent ~ Lois Yount, Business Director
Claudia Del Toro-Anguiano, Curriculum Director ~ Donna Mayo-Whitlock, Educational Services Director

Board of Trustees: Grace Malson, John Gordon, Matthew Felix, Thomas Silva, Wesley Cagle