

The School Plan for Student Achievement

School: Tenaya Middle School
CDS Code: 24657716025704
District: Merced City School District
Principal: Joe Anthony Arista
Revision Date: May 19, 2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Tenaya Middle School's Vision and Mission Statements

VISION

STATEMENT

Together with community stakeholders, we at Tenaya Middle School focus on preparing students for college and careers. We aim to inspire and empower students to excel academically and socially while preparing them to be productive citizens and future leaders. Tenaya strives to provide a nurturing and safe environment that fosters a rigorous academic and technical curriculum to prepare students to become lifelong learners.

MISSION

STATEMENT

The faculty and staff of Tenaya Middle School believe that all students can achieve. We are dedicated to providing an academic environment that will ensure student success. The staff is committed to providing an effective and rigorous standards-based instructional program that meets the needs of its diverse student population. This is accomplished by providing opportunities and experiences that will show growth academically while supporting social development. To this end, Tenaya will provide:

- A safe and orderly campus for all students.
- Curricula that aligns with the California Content State Standards.
- Daily instruction that meets individual student needs while enhancing academic achievement and supports social and emotional growth.

School Profile

Tenaya Middle School was named in honor of the last Yosemite Indian Chief. Tenaya Middle School is a neighborhood school and operates under a traditional school calendar serving grades seven and eight. The school is located in the southwest part of Merced City, mainly serving the students living within walking distance. The staff ensures that all students receive a well-rounded educational experience to enhance their future. A total student population of approximately 560 students are on campus at any given time when school is in session. The demographic makeup of the school is 86% Hispanic or Latino, 4.2% White, 4.4% African American, 4% Asian, 1.2% Two or More Races, 0.2 % American Indian or Alaskan Native. Tenaya Middle School is a Title I school with 92.7% of students classified as socioeconomically disadvantaged. English Learners with diverse primary home languages such as Spanish, Hmong, Laotian, or Mien make up 16.2% of the student population. Students who have special needs make up 10.8% of the student population. These students meet the eligibility requirements under the US Department of Education's Individuals with Disabilities Education Act that makes a free and appropriate public education available to eligible children with disabilities throughout the nation. In addition to the students enrolled at Tenaya, there are two county classrooms. One for students with disabilities whose service needs are provided with joint-use agreements between the county and city school districts and a county preschool which opened in 2020. In collaboration with the school community, the staff at Tenaya provides an effective instructional program based on current research and practice. The staff of Tenaya Middle School strives to meet the academic, social-emotional, and physical needs of all students on campus.

This year we will utilize local data only, due to the state suspending the 2019-2020 SBAC and Summative ELPAC administration as a result of the COVID pandemic.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parent, staff and teacher surveys are administered and analyzed several times per year. The Title 1 Parent Survey reflects how parents feel about their child's school and gives parents the opportunity to share feedback and ideas about programs and activities. Tenaya's parents indicated that teachers are meeting the needs of their child's academic needs through to high expectations, high quality instruction for all students, home/school communication through flyers, messages or phone calls and offered excellent activities that focused on student learning. Finally, the parent survey identified areas of concern for their child's mental well-being and on how to help their child stay on track to graduate from high school and college.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and informal observations are conducted routinely to support continual improvement to the instructional program. While on Distance Learning, classroom visits were completed through Zoom or Google Meets. AVID teachers participated in Instructional Rounds, where small teacher groups completed teacher observations and then had a discussion comparing their own instructional practices with those of the teachers they observed, focusing on continual improvement of instruction. Classroom observations serve several purposes, including monitoring standards-based core adoptions, implementing research-supported instructional strategies, PLC development, and identifying instructional trends. Professional development offerings are shaped by the information gathered during a classroom observation.

The administrative Monthly Walk-Through form focuses on the following areas:

- Standards-Based Learning Objective
- Teaching and Modeling
- Academic Discourse
- Responses from Non-volunteers
- Depth of Knowledge Questioning with Appropriate Wait Time/Higher Order Questioning with Justification
- Checking for Understanding using methods to ask for Non-Volunteers
- District Adopted Materials / Strategies

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Using data from various resources and assessments, including California Assessment of Student Performance and Progress (CAASPP), District Progress Assessment (DPA), data-driven assessments, English Language Proficiency Assessments for California (ELPAC), English Language Arts (ELA), and Math Performance Tasks, Systematic Instruction in Phonological Awareness, Phonics and Site Words (SIPPS), teachers in Professional Learning Communities (PLC), students are placed in tiered groups with appropriate interventions to ensure academic success. This year Merced City School District will utilize local District Performance Assessments and we will not be participating in the California Assessment of Student Performance and Progress (CAASPP).

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

A calendar of assessments is developed by district and professional development communities, including curriculum-based measures, weekly and unit assessments, and formative assessments. The adopted ELA program provides common formative and summative assessments. Assessments are used to monitor student progress and modify instruction. Math Performance tasks provided by the district support achievement and progress monitoring. Supplemental materials in both ELA and math are provided for student support. Tier II interventions may include StudySync, Educeri, SIPPS, ST Math and Assessment, and Learning in Knowledge Spaces (ALEKs). Data is systematically collected and analyzed by PLCs to ensure proper student placement and instructional delivery based on individual student needs. DuFour's Essential Questions guide PLCs:

- 1) What do we expect our students to learn?
- 2) How will we know that they are learning?
- 3) How will we respond when they don't learn?
- 4) How will we respond if they already know it?

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All full-time equivalent teachers of the Merced City School District meet or exceed the requirements of the Every Student Succeeds Act (ESSA) and are considered highly qualified. Teachers on a Provisional Intern Permit, or Part-time Clinicians work with the Personnel Department to ensure proper credentialing and licensure. At Tenaya Middle School, there are 23 Full Time Equivalent teachers.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The Williams Settlement Report Results indicate Tenaya Middle School meets the requirements of sufficiently credentialed teachers. The District has adopted State Board of Education approved materials for mathematics and English language arts/English language development. Professional development opportunities specific to both adoptions have occurred at the district and site level during the summer break and during the school year. Evidence of formal professional development can be retrieved for each individual teacher by accessing the District's Online Management System. All professional development offerings are also documented in the School Accountability Report Card for each school site. Site-based activities occur during allocated weekly teacher collaboration times, faculty meetings and Professional Learning Community work.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development activities are aligned to Common Core State Standards, which have been an emphasis for the District in the disciplines of English Language Arts/English Language Development and Mathematics in the last several years (WestEd Lesson Study/Math Network/21st Cadre Writing). The District supports the site with a full implementation of the Next Generation Science Standards, as well as a thoughtfully planned program with a focus on Science, Technology, Engineering, the Arts, and Mathematics (STEAM). Tenaya Middle School opened the District's first Paxton Patterson Lab to all 8th-grade students. This project-based learning experience provides opportunities for students to discover their interests and aptitudes in STEAM to prepare them for college and career. Additionally, the district supports the site with training in Conscious Discipline and Equity with a focus on creating safe, equitable, and culturally responsive learning environments. Student performance in the mastery of standards is measured several times throughout the year through the administration of standardized state tests, district progress assessments, district and grade level performance tasks, as well as through common formative assessments.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers share opportunities to refine their craft through access to district content specialists who provide professional development in a variety of settings: MCSD Teacher Academy, conferences, District Professional Development Center, and individual classroom coaching.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate by grade-level 2-3 times per month during an agreed upon formal collaboration time, in addition to their Professional Learning Community work that may occur during the course of grade-level, faculty or other designated meeting times. Articulation of student achievement information occurs routinely, as teachers, clinicians and other staff monitor student progress data and make adjustments to meet student needs.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District-wide adopted ELA and Math materials were selected based on State Board of Education Adoption recommendations. The curriculum is aligned to Common Core State Standards and includes tiered materials to facilitate adaptive learning. Instructional pacing guidelines are utilized to grow PLC teams in selecting standards for instruction by teachers to ensure all students access standards at a similar pace. Research-supported instructional strategies are the foundation of instruction. Methods such as Direct Instruction, Close Reading, Repeated Interactive Read Aloud (RIRA), and Academic Discourse are applied during day-to-day instruction by teachers. Data from local assessments indicate a need for further instruction in vocabulary across disciplines district-wide. Tenaya also implements the AVID (Advancement Via Individual Determination) program that acts as a catalyst to develop a culture of college readiness for all students across the campus. AVID develops learning, study, and academic behavioral skills essential to success in rigorous coursework. AVID impacts students schoolwide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Tenaya follows a detailed master calendar, which adheres to California Department of Education instructional minutes requirements for all subjects. Due to the COVID Pandemic, instructional minutes were met through distance learning.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lessons are paced according to the district recommended instructional pacing guide. Teachers use the recommended units of instruction to align knowledge of the standards to student needs. Students who require further support to access grade level standards receive targeted intervention. A flexible intervention schedule, complimentary to the master schedule, is implemented. All PLC's have developed a Guaranteed, Viable Curriculum which consists of Power Standards that fully outline the content, concepts, and skills that are essential within an academic discipline and at each grade level to ensure all students have the opportunity to achieve proficiency. The Guaranteed Viable Curriculum is monitored and adjusted based on school data.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all student groups at Tenaya Middle School. All core standards-based materials contain digital and text options. The options both allow for instructional differentiation, support, and adaptability to accommodate individual student achievement levels. State Board approved, and District adoptions include:

Reading:

Study Sync with integrated ELD
Flex
SIPPS

Mathematics:

McGraw Hill California Math: Course 1 and 2
ALEKS
Connecting Math Concepts
ST Math

Social Science:

National Geographic - Cengage

Science:

Discovery Science

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Students access standards through direct instruction and other research supported and District adopted methodologies. This includes the use of both digital and text standards-aligned resources. Intervention materials are available for students who require further support. In English Language Arts/English Language Development and Mathematics the primary source of materials is located within the District's adopted materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Within the regular program, services such as the support of counselors, clinicians, and instructional aides, as well as tutorial and support classes are offered to ensure underperforming students meet standards. Additionally, the AVID program is designed to help underachieving students through classroom activities, teaching practices, and academic behaviors that improve engagement and success for all students. Students may also access support through a variety of extended day activities focusing on increasing student achievement in literacy, mathematics, science, technology, and other integrated disciplines that complement standards.

*ESEA: Elementary and Secondary Education Act

14. Research-based educational practices to raise student achievement

Research-based educational practices promoted by the school and district include: Direct Instruction, Close Reading, academic discourse, selection of random non-volunteers, justification of answers, Repeated Interactive Read Aloud, completion of performance tasks, as well as research and inquiry activities.

AVID Schoolwide instruction incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR). WICOR provides a learning model that educators use to guide students in comprehending concepts and articulating ideas at increasingly complex levels.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Tenaya Middle School encourages parents to participate in their children's educational program, especially to help promote the success of underachieving students. Many opportunities exist for parents to participate in the educational and decision-making process at Tenaya Middle School. Parents, teachers, and students compose the Parent Teacher Club, coordinating fundraisers and other school events to benefit the student body. Additional opportunities for parental involvement include: Back to School Night, Parent-Teacher Conferences, AVID's College/Career Making It Happen Night, celebrations, awards ceremonies, seasonal events, Open House, academic fairs, Parent Education seminars, athletic events as well as student performances. There are additional opportunities to participate in district-wide Local Control Accountability Plan (LCAP) forums and site-based LCAP activities.

*ESEA: Elementary and Secondary Elementary Act

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents have adequate opportunities to participate in the development of school-wide programs at Title I schools and categorical programs as described in federal law, the California Education Code, and the policies and regulations of the Merced City School District. Parents elected to the School Site Council advise the administration of the school and approve the budget for categorical programs. A School Site Council parent-member is also selected each year to represent the school site as a member of the District Advisory Council (DAC).

Parents of English Learners may participate in Tenaya Middle School's English Learner Advisory Committee (ELAC). The committee advises the administration in regard to the English Language Development program and matters relevant to English Learner students. A member of this committee is selected to represent Tenaya Middle School at the District English Learner Advisory Committee (DELAC). School representatives are included at the district level and meetings several times per year. The District's Consolidated Application is reviewed each spring by both DAC and DELAC.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Tenaya Middle School and the District provide numerous programs and services to benefit under-performing students. These services include:

- * Teaching grade-level standards
- * Offer a robust educational program during summer months, providing more time to learn
- * Establish and routinely implement collaborative structures and processes to monitor student academic progress at all levels
- * Track and trend disaggregated student achievement data and provide all students in the “standard not met” or “standard nearly met” performance levels with ELA and Math interventions to accelerate progress and close the achievement gap.
- * Implement intervention best practices, based on the District’s RtI2 Self-reflection Tool, as part of the district-wide Response to Intervention (RtI) and Multi-Tiered System of Support (MTSS) framework
- * Implementation of tiered levels of academic intervention support by grade level based on findings from multiple measures
- * Maintain an Instructional Leadership Team representing various grade and subject levels
- * Provide instructional coaching professional learning opportunities that are aligned with research-based practices
- * Use data-driven decision making to identify supplemental services and materials for students
- * Institutionalize research supported and District preferred lesson design and delivery models

Specific Interventions include:

- * English Language Arts Reading Intervention
 - * Mathematics Intervention
 - * AVID schoolwide program
 - * After School Tutorial
- * ESEA: Elementary and Secondary Elementary Act

18. Fiscal support (EPC)

The school and District’s general and categorical funds are coordinated, prioritized and allocated to align with the results of the California School Dashboard for the subjects of English Language Arts/ English Language Development, Mathematics, Suspension Rate and Chronic Absenteeism; the Local Control Accountability Plan and the School Plan for Student Achievement.

*EPC: Essential Program Components

Description of Barriers and Related School Goals

Many students enter Tenaya with a variety of academic and social needs. A significant number of students come with skill gaps in ELA and Math, and Tenaya Middle School anticipates more than 80% of incoming seventh graders will be 1 to 2 years below grade level, based on DPA 2 data. Compared to years of in-person learning the data demonstrate learning loss. This loss may be due to distance learning (DL) in response to COVID-19. Virtual student participation in interventions is inconsistent, and instructional minutes are limited due to the DL model. The learning loss of the 2020-2021 school year will be a focus for the Tenaya Staff.

A more targeted focus on Tier 1 instruction and intervention throughout the school day using AVID strategies school-wide is planned. Continued development and implementation of a Guaranteed Viable Curriculum is planned in each grade level and content area. Opportunities for professional learning to increase teacher efficacy in Tier 1 instruction and AVID strategies are planned for the 2021-2022 school year. Tenaya has three focused goals: Language Arts/Reading, Social-Emotional Learning-Student Wellness, and Parent-Family and Community Empowerment. In addition to our goals, we will continue to create a positive school culture where every child belongs and is a welcomed member of our school community.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Achievement
LEA/LCAP GOAL:
LCAP Goals Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college, and career.
SCHOOL GOAL #1:
Tenaya Middle School students will demonstrate continuous improvement in Language Arts, Mathematics, and Science. By May 2022, 10% of students will increase academic achievement as measured by District Performance Assessments, District Writing Performance Task, Math Performance Tasks, CAST (California Science Test), and California Assessment of Student Performance Progress (CAASPP). By May 2022, 10% of English Language Development students will meet re-designation criteria and be re-designated.
Data Used to Form this Goal:
2020-2021 District District Performance Assessment (DPA) Local Data for English Language Arts and Mathematics using Standard View. English Language Arts: ELA Baseline District Performance Assessment (DPA 1 and 2) The 2020-2021 English Language Arts DPA 1 data indicates that 18% of our students scored Early On, Mid or Above Grade Level The 2020-2021 English Language Arts DPA 2 data indicates that 25% of our students scored Early On, Mid or Above Grade Level The 2020-2021 English Language Arts DPA 1 data indicates that 16% of our students scored 1 Level Below Grade Level The 2020-2021 English Language Arts DPA 2 data indicates that 14% of our students scored 1 Level Below Grade Level The 2020-2021 English Language Arts DPA 1 data indicates that 66% of our students scored At Risk (2 or more Levels Below Grade Level) The 2020-2021 English Language Arts DPA 2 data indicates that 60% of our students scored At Risk (2 or more Levels Below Grade Level) ELD ELA Baseline District Performance Assessment (DPA 1 and 2) The 2020-2021 English Language Arts DPA 1 data indicates that 0% of our ELD students scored Early On, Mid or Above Grade Level The 2020-2021 English Language Arts DPA 2 data indicates that 13% of our ELD students scored Early On, Mid or Above Grade Level The 2020-2021 English Language Arts DPA 1 data indicates that 0% of our ELD students scored 1 Level Below Grade Level The 2020-2021 English Language Arts DPA 2 data indicates that 28% of our ELD students scored 1 Level Below Grade Level The 2020-2021 English Language Arts DPA 1 data indicates that 100% of our ELD students scored At Risk (2 or more Levels Below Grade Level)

The 2020-2021 English Language Arts DPA 2 data indicates that 58% of our ELD students scored At Risk (2 or more Levels Below Grade Level)

Special Education ELA Baseline District Performance Assessment (DPA 1 and 2)

The 2020-2021 English Language Arts DPA 1 data indicates that 0% of our special education students scored Early On, Mid or Above Grade Level

The 2020-2021 English Language Arts DPA 2 data indicates that 13% of our special education students scored Early On, Mid or Above Grade Level

The 2020-2021 English Language Arts DPA 1 data indicates that 0% of our special education students scored 1 Level Below Grade Level

The 2020-2021 English Language Arts DPA 2 data indicates that 28% of our special education students scored 1 Level Below Grade Level

The 2020-2021 English Language Arts DPA 1 data indicates that 100% of our special education students scored At Risk (2 or more Levels Below Grade Level)

The 2020-2021 English Language Arts DPA 2 data indicates that 58% of our special education students scored At Risk (2 or more Levels Below Grade Level)

Math:

Math Baseline District Performance Assessment (DPA 1 and 2)

The 2020-2021 Math DPA 1 data indicates that 9% of our students scored Early On, Mid or Above Grade Level

The 2020-2021 Math DPA 2 data indicates that 17% of our students scored Early On, Mid or Above Grade Level

The 2020-2021 Math DPA 1 data indicates that 29% of our students scored 1 Level Below Grade Level

The 2020-2021 Math DPA 2 data indicates that 27% of our students scored 1 Level Below Grade Level

The 2020-2021 Math DPA 1 data indicates that 62% of our students scored At Risk (2 or more Levels Below Grade Level)

The 2020-2021 Math DPA 2 data indicates that 56% of our students scored At Risk (2 or more Levels Below Grade Level)

ELD Math Baseline District Performance Assessment (DPA 1 and 2)

The 2020-2021 Math DPA 1 data indicates that 0% of our ELD students scored Early On, Mid or Above Grade Level

The 2020-2021 Math DPA 2 data indicates that 6% of our ELD students scored Early On, Mid or Above Grade Level

The 2020-2021 Math DPA 1 data indicates that 0% of our ELD students scored 1 Level Below Grade Level

The 2020-2021 Math DPA 2 data indicates that 41% of our ELD students scored 1 Level Below Grade Level

The 2020-2021 Math DPA 1 data indicates that 100% of our ELD students scored At Risk (2 or more Levels Below Grade Level)

The 2020-2021 Math DPA 2 data indicates that 54% of our ELD students scored At Risk (2 or more Levels Below Grade Level)

Special Education Math Baseline District Performance Assessment (DPA 1 and 2)

The 2020-2021 Math DPA 1 data indicates that 0% of our special education students scored Early On, Mid or Above Grade Level

The 2020-2021 Math DPA 2 data indicates that 6% of our special education students scored Early On, Mid or Above Grade Level

The 2020-2021 Math DPA 1 data indicates that 0% of our special education students scored 1 Level Below Grade Level

The 2020-2021 Math DPA 2 data indicates that 41% of our special education students scored 1 Level Below Grade Level

The 2020-2021 Math DPA 1 data indicates that 100% of our special education students scored At Risk (2 or more Levels Below Grade Level)

The 2020-2021 Math DPA 2 data indicates that 54% of our special education students scored At Risk (2 or more Levels Below Grade Level)

Findings from the Analysis of this Data:

Vocabulary and comprehension skills in both literature and informational text are areas of needed growth for both 7th and 8th grade. Support and development of vocabulary skills in phonics and comprehension will increase overall basic reading scores for students.

Geometry and algebraic skills are areas of needed growth for both 7th and 8th grade. Development of student skills in algebra and algebraic thinking in support of geometry and measurement will increase overall basic math scores for students. Additional support also needed for both 7th and 8th grade in the development of vocabulary and comprehension skills, which will increase the overall mathematic scores.

How the School will Evaluate the Progress of this Goal:

Progress toward goals will be evaluated using curriculum embedded measures, common formative assessments, local measures (i.e., iReady scores, Key Performance Indicators, Writing and Math Performance Tasks), CAST (California Science Test), and the California Assessment of Student Performance Progress (CAASSPP). Student placement is based on conducting thorough data analysis in relation to the Common Core Standards. All data will be carefully evaluated and monitored for growth and determined the success of actions and the next steps.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>All teachers collaborate through Professional Learning Communities (PLCs), focusing on continual improvement of instruction and practice.</p> <p>PLC's create, implement and monitor the progress of a Guaranteed Viable Curriculum (GVC) for each discipline that includes a Ten-Day plan so that power standards are taught and learned to mastery. Research conducted by Robert Marzano emphasizes both an Opportunity to Learn and Time, GVC defined, as the number one factor of increased levels of learning ("What Works in Schools: Translating Research Into Action," 2003 Marzano).</p> <p>All PLC's engage in Instructional Rounds a minimum of two times a year with the goals of:</p> <ul style="list-style-type: none"> Improving teaching and learning by capitalizing on collective teacher experience, knowledge of instructional strategies, and content Developing the habit of observing and focusing on students, their needs, their reactions to instructional 	2021-2022	Administrators, Teachers, and Professional Learning Communities	Substitute Teachers for Planning Days	1000-1999: Certificated Personnel Salaries	3010	2,000.00
			Employee Benefits	3000-3999: Employee Benefits	3010	472.00
			Early Back Summer Planning Hours	1000-1999: Certificated Personnel Salaries	3010	1,500.00
			Employee Benefits	3000-3999: Employee Benefits	3010	375.00
			Materials and Supplies	4000-4999: Books And Supplies	3010	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>strategies, and ultimately, their achievement of instructional goals</p> <ul style="list-style-type: none"> Build deep trusting relationships with colleagues through the development of common professional language and a productive attitude toward our work with students that persists beyond the research lesson ("The Art & Science of Teaching / Making the Most of Instructional Rounds," 2011 Marzano) 						
<p>Instructional Time</p> <p>The school's schedule allocates adequate instructional time to English Language Arts/English Language Development, as required by the Frameworks. This provides all students, including English learners, students with disabilities, students with learning difficulties and advanced learners adequate instruction and practice to meet their instructional needs. This time is given priority and protected from interruptions.</p> <p>The school schedule allocates adequate instructional time beyond the basic core program to further support identified strategic students, including English learners, students with learning difficulties or disabilities. The school uses assessment and placement criteria to determine the instructional needs of strategic students and the intensity</p>	2017-2018	Principal, Learning Director and Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
of support necessary. Students identifies as needing intensive intervention receive additional targeted instruction during a protected time outside of the core-aligned instructional program. In this way students needing intensive instruction can progress and participate through daily lessons with their grade level peers, as well as receive support in identified areas of strategic support.						
Continue the implementation of AVID (Advancement Via Individual Determination) school-wide. AVID helps students develop the skills they need to succeed in college, career, and life and improve academic achievement by focusing on writing, inquire, collaboration, organization, and reading skills (WICOR). Provide AVID professional learning for teachers to reevaluate their beliefs and expectations around student potential and learn and practice activities that transform classrooms and campuses. The AVID Program is a research-based and effective model for minimizing achievement gaps and promoting college readiness for all students. Increase Student Achievement through implementing the WICOR Strategies: Writing to Learn and Organization across all content areas. AVID's proven learning support structure, known as WICOR, incorporates teaching/learning	2021-2022	Administration, Teachers and Staff	AVID Summer Institute	5000-5999: Services And Other Operating Expenditures	3010	8,500.00
			Additional Hours for Summer Institute	1000-1999: Certificated Personnel Salaries	3010	4,200.00
			Employee Benefits	3000-3999: Employee Benefits	3010	1,043.70
			AVID Membership Fee	5000-5999: Services And Other Operating Expenditures	3010	4,099.00
			AVID Site Lead	1000-1999: Certificated Personnel Salaries	3010	1,250.00
			Employee Benefits	3000-3999: Employee Benefits	3010	310.63
			AVID Tutors	2000-2999: Classified Personnel Salaries	3010	5,000.00
			Employee Benefits	3000-3999: Employee Benefits	3010	1,902.00
			AVID College Field Trips	5000-5999: Services And Other Operating Expenditures	3010	3,000.00
			Supplies for AVID Elective Class	4000-4999: Books And Supplies	3010	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn. WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula. Furthermore, the WICOR model reflects and promotes the expertise and attitudes that will serve students well in their academic lives and careers.			AVID Professional Development Materials	4000-4999: Books And Supplies	3010	1,000.00
			Supplies for AVID (agendas, binders, organizational tools)	5000-5999: Services And Other Operating Expenditures	3010	10,000.00
<p>Instructional Program</p> <p>All students, including English learners, students with disabilities, students with learning difficulties, and advanced learners are provided the locally adopted, standards-aligned basic core instructional program materials in English Language Arts, which includes CCSS-aligned instructional materials.</p> <p>Teachers use the locally adopted basic-core and program ancillary materials designed for universal access/differentiated instruction to meet the needs of students, including strategic learners.</p> <p>Ancillary materials include intensive vocabulary instructional support for reading intervention resources. These materials are used for universal access, meeting the needs of all</p>	2021-2022	Administration, Teachers and Staff	Two Clinicians: one for Math Intervention and one for Reading Intervention	1000-1999: Certificated Personnel Salaries	3010	60,294.00
			Employee benefits	3000-3999: Employee Benefits	3010	15,716.18
			Two additional clinician for Reading and Math Intervention/Study Skills	1000-1999: Certificated Personnel Salaries	3010	
			Intervention Materials and Supplies	4000-4999: Books And Supplies	3010	1,500.00
			Substitute for additional hours and training	1000-1999: Certificated Personnel Salaries	3010	1,000.00
			Employee Benefits	3000-3999: Employee Benefits	3010	236.00
			Maintenance Agreements	5800: Professional/Consulting Services And Operating Expenditures	3010	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students with reading difficulties, students with disabilities, and advanced learners.</p> <p>Staff is investigating research-based programs to enhance vocabulary instruction at all grade levels, to support reading comprehension in informational text and literature.</p> <p>Tenaya provides intensive intervention during the school day for students using research-based instructional materials (SIPPS). Students who are three or more years below grade level, including English learners and students with disabilities, receive intensive intervention instruction by a Reading Clinician or through the regularly assigned teacher with Instructional Aide support. Accelerated instruction at the students' assessed level of need is designed and implemented.</p> <p>Increase the math level of students three or more grade levels below in math through the utilization of the ST Math. ST Math for Middle School includes both on-grade-level and intervention content. With ST Math, students build a strong conceptual foundation and repair cracks and gaps in that foundation - correcting misconceptions so their future math learning can snap into place. Additionally, students will be provided intervention and advancement through the utilization of ALEKS. ALEKS is a research-based, online learning platform. ALEKS helps</p>			<p>Professional Development</p> <p>Online Subscriptions</p> <p>Two Bilingual Instructional Aides</p> <p>Employee Benefits</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>3010</p> <p>3010</p> <p>3010</p> <p>3010</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teachers identify instructional gaps, personalize learning paths, and track the progress of student learning and mastery.						
<p>Increase student achievement through providing meaningful STEAM (Science, Technology, Engineering, Arts, and Mathematics) and CTE (Career Technical Education) activities through Science, Math, and Elective classes.</p> <p>Through STEM education, students learn to become problem solvers, innovators, creators, and collaborators and go on to fill the critical pipeline of engineers, scientists, and innovators so essential to the future of California and the nation (Science, Technology, Engineering, & Mathematics (2020, February 11) retrieved from https://www.cde.ca.gov/pd/ca/sc/ste/mtintrod.asp). Both STEAM activities and CTE activities prepare students for STEAM occupations.</p>	2021-2022	Administration, Teachers and Staff	<p>Materials and Supplies</p> <p>Conferences, materials, substitutes, etc. (Paxton Paterson)</p> <p>Professional Services</p> <p>Event Admission Fees and Materials</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>0824</p> <p>0824</p> <p>0824</p> <p>0824</p>	<p>5,000.00</p> <p>3,000.00</p> <p>1,500.00</p> <p>500.00</p>
<p>.Provide professional development opportunities for all staff.</p> <p>Staff participates in professional development activities at site and district levels focusing on the G.V.C., locally adopted standards-aligned instructional materials and strategies for all core instructional areas and the intensive intervention program in use at the school.</p>	2021-2022	Administration, Teachers and Staff	<p>Materials and Supplies</p> <p>Professional Development Cost</p> <p>Substitutes and Additional Hours for Professional Development</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>3010</p> <p>3010</p> <p>3010</p>	<p>1,000.00</p> <p>5,000.00</p> <p>500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Employee Benefits	3000-3999: Employee Benefits	3010	70.00
			Substitutes and Additional Hours for Professional Development	1000-1999: Certificated Personnel Salaries	3010	2500.00
			Employee Benefits	3000-3999: Employee Benefits	3010	708.00
Increase student achievement through the implementation of extended learning opportunities.	2021-2022	Administration, Teachers and Staff	Additional Hours for Extended Day program for teachers	1000-1999: Certificated Personnel Salaries	3010	5,000.00
Provide Instructional Advisors who will work with 10-15 at-promise students based on poor grades, attendance, and behavior.			Employee Benefits	3000-3999: Employee Benefits	3010	1,200.00
Instructional advisors regularly check students' progress via Aeries grade book, consult with their teachers, contact parents regularly, and keep them informed regarding their student's progress at school.			Extended Day Supplies	4000-4999: Books And Supplies	3010	1,000.00
			Professional Services	5000-5999: Services And Other Operating Expenditures	3010	3,000.00
			Event Admission Fees	5000-5999: Services And Other Operating Expenditures	3010	1,000.00
Provide tutorial support for any students who need additional help with their work.			Additional Hours For Extended Day Program Teachers	1000-1999: Certificated Personnel Salaries	0824	3,000.00
			Employee Benefits	3000-3999: Employee Benefits	0824	590.00
Provide other extended academic learning opportunities (e.g., STEAM programs, foreign language).			Extended Day Supplies	4000-4999: Books And Supplies	0824	1,200.00
			Educational Field Trips	5000-5999: Services And Other Operating Expenditures	0824	10,000.00
Participate in speech and writing festivals, spelling bees, Academic Pentathlon and Decathlon, STEAM Fairs, etc.			Zero Period Teacher Hours	1000-1999: Certificated Personnel Salaries	3010	
Continue building shared leadership capacity to bring about sustainable school improvement.	2021-2022	Administration, Teachers and Staff	Monthly Planning Time	1000-1999: Certificated Personnel Salaries	3010	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The Tenaya Behavior & Instructional Leadership Team (TBILT) is a key driver of change in realizing the school's mission, vision, and core values. The TBILT team focuses on our student's academic growth and success through continuous improvement of Tier 1 Core Instruction, AVID, and RtI. Through a shared leadership framework, our leadership team members meet monthly, communicate with professional learning communities (PLCs), departments, and grade-level teams to build collective teacher efficacy and strengthen instructional practice. Professional Learning Communities (PLC's) are used as a tool to address individual student needs. (Marzano, Robert J.; Waters, Tim & McNulty, Brian. (2005). School Leadership That Works: From Research to Results)</p>			Employee Benefits	3000-3999: Employee Benefits	3010	236.00
			Substitutes and additional Hours for Meetings	1000-1999: Certificated Personnel Salaries	3010	2,000.00
			Certificated Benefits	3000-3999: Employee Benefits	3010	472.00
<p>Student Achievement Monitoring System</p> <p>The school and district provide and support an easily accessible electronic data management system. Schools uniformly administer, score, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative, and curriculum embedded). Assessment results are used to ensure proper program placement and identify specific student learning patterns or</p>	2021-2022	Administration, Teachers and Staff	CPO Clerk	2000-2999: Classified Personnel Salaries	3010	20,173.00
			Classified Benefits	3000-3999: Employee Benefits	3010	1,715.41
			Classified Overtime	3000-3999: Employee Benefits	3010	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>needs. Assessment results also inform teacher instructional practices. An assessment guide is provided by the District and is located on the District webpage, under the Department of Curriculum, Instruction, and Staff Development direction.</p> <p>The Tenaya CPO clerk will maintain data records and record progress monitoring data.</p>						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social Emotional Learning and Student Wellness
LEA/LCAP GOAL:
LCAP Goals Provide a safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional support to increase their engagement in learning as measured by attendance and suspension rates, and results of student, staff, and stakeholder surveys.
SCHOOL GOAL #2:
Tenaya Middle School will provide a safe, more culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional support to increase their engagement in learning as measured by chronic attendance and suspension rates, and results of student, staff, and stakeholder surveys. By May 2022, Tenaya Middle School will meet or exceed 95% positive daily attendance rates using Aeries database analytics of the cumulative average of Average Daily Attendance cycles 1-10. By May 2022, Tenaya Middle School will decrease the number of chronically absent students to below 10%, as measured by Aeries Analytics. By May 2022, Tenaya Middle School's overall suspension rate will be below 3%, as measured by Aeries Analytics. By May 2022, Tenaya Middle School will increase the number of graduating students by 10% as measured by students meeting or exceeding district requirements for graduation.
Data Used to Form this Goal:
School Chronic Attendance Rates: 2017-2018 8.3% 2018-2019 8.9% 2019-2020 10.2% School Home Suspension Rates: 2017-2018 14% 2018-2019 8.8% 2019-2020 3.8% 2020-2021 California Healthy Kids Survey (CHKS) Data

Student Responses

Social-Emotional Health

12% of our students have considered suicide

31% of our students report feeling sad or hopeless almost every day for two weeks or more in the last 12 months

71% of our students feeling grateful, thankful, or appreciative on most days

61% of our students report feeling optimistic each day

53% of our students report problem-solving abilities by reaching out for help, trying to solve problems, and talking about their problems

68% of our students report having self-awareness in understanding their moods and why they do what they do, and having a purpose in their life

7% of our students report using drugs or alcohol

Substance Use

7% of our students report using drugs or alcohol

Adult and Peer Relationships

82% of our students have adult supports

25% of our students report cyberbullying

71% of our students have peer supports

Staff Responses:

School Supports for Students

27% of our teachers do not feel we have adequate counseling support

41% of teachers feel that teachers don't tolerate bullying and that students report bullying to teachers

57% of teachers feel that the adults at school care about students

48% of teachers want every student to do their best and believe every student can be a success

31% of teachers believe there is instructional equity

32% of teachers believe students have equal opportunities to participate and encourage opportunities

31% of teachers believe the school encourages and welcomes parents, that teachers communicate with parents, parents feel welcome, and the school staff takes parents complaints seriously

24% of teachers feel the school encourages responsibility for actions, understanding of feelings, teaches students to control behavior, helps them resolve conflicts, and encourages them to care about others.

37% of teachers believe that the school emphasizes teaching relevant lessons, motivates students, is supportive and inviting, promotes academic success, and helps students academically.

Findings from the Analysis of this Data:

Progress toward goals will be evaluated using attendance rates and home suspension rates through Aeries and the California School Dashboard. All data will be carefully evaluated and monitored for growth and to determine the success of actions and next steps.

How the School will Evaluate the Progress of this Goal:

Tenaya will conduct continuous monitoring of attendance rates and home suspension rates through Aeries and the California School Dashboard. All data will be carefully evaluated and monitored for growth and to determine the success of actions and next steps.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ensure the fidelity of the implemented Positive Behavior Interventions and Supports (PBIS) program that promotes positive student behavior.</p> <p>PBIS is a system of support based on a three-tiered framework to improve and integrate all the data, systems, and practices affecting student outcomes every day. Tier 1 provides universal support to all students. The focus is to establish regular, proactive support while preventing unwanted behaviors. Tier 2 supports students at risk/at promise for developing more serious problem behaviors before they start. It helps students to develop the skills needed to access the core program. Tier 3 focuses on students that need more intensive and individualized support to improve their behavioral and academic outcomes.</p> <p>PBIS is part of the (MTSS) Multi-Tiered System of Supports. MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. Provide all staff training in the concept of Conscious Discipline. Focus on teaching students the different Brain States, triggers, five-minute brain breaks, and breathing routines.</p>	2021-2022	Administration , Teachers and Staff	Substitute teachers or additional hours for professional development	1000-1999: Certificated Personnel Salaries	0824	3,000.00
			Employee Benefits	3000-3999: Employee Benefits	0824	736.00
			Materials and Supplies (PBIS educational supplies, signage, classroom materials)	5000-5999: Services And Other Operating Expenditures	0824	4,000.00
			Materials and supplies (PBIS educational supplies and classroom materials)	4000-4999: Books And Supplies	0824	1,000.00
			Classified Support /Overtime Health and wellness	2000-2999: Classified Personnel Salaries	0824	3,000.00
			Classified Benefits	3000-3999: Employee Benefits	0824	700.00
			Professional Development	5800: Professional/Consulting Services And Operating Expenditures	0824	1,962.00
			Professional Services	5800: Professional/Consulting Services And Operating Expenditures	0824	1,000.00
			Substitutes or additional hours for professional development for classified staff	2000-2999: Classified Personnel Salaries	0824	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Research suggests that parents with children in schools implementing Conscious Discipline perceive the school climate positively, even when they do not feel safe where they live (Rain, 2014).			Employee Benefits	3000-3999: Employee Benefits	0824	70.00
			Materials and Supplies	4000-4999: Books And Supplies	0824	1,000.00
Provide all staff with training to understand what implicit bias is, what impact biases can have on equity and how they can begin to identify their own biases in schools that impact students. Research suggests equity issues exist and may include the overrepresentation of African American boys in suspensions and expulsions (Wood, Harris, & Howard, 2018); English Learners in special education (Harry & Klingner, 2014); White students in Advanced Placement courses (Lewis & Diamond, 2018).	2021-2022	Administration, teachers and Staff	Materials and supplies	4000-4999: Books And Supplies	0824	1,000.00
			Substitute teachers or additional hours for professional development	1000-1999: Certificated Personnel Salaries	0824	1,000.00
			Employee Benefits	3000-3999: Employee Benefits	0824	250.00
			Substitutes or additional hours for professional development for classified staff	2000-2999: Classified Personnel Salaries	0824	500.00
			Employee Benefits	3000-3999: Employee Benefits	0824	70.00
Social-Emotional Learning (SEL) Tenaya Middle School provides all students with structured Social-Emotional Learning (SEL) to help them comprehend their emotions, feel those emotions fully, and demonstrate empathy. Social-Emotional Learning helps students make positive, responsible decisions; create frameworks to achieve their goals, and build positive relationships with others. With the	2021-2022	Administration, Teachers, Counselors and staff	Additional Hours for Staff	1000-1999: Certificated Personnel Salaries	0824	1,000.00
			Employee Benefits	3000-3999: Employee Benefits	0824	472.00
			Materials and Supplies	4000-4999: Books And Supplies	0824	1,500.00
			Additional Hours for Extended Day Program	1000-1999: Certificated Personnel Salaries	0824	5,000.00
			Employee Benefits	3000-3999: Employee Benefits	0824	1,180.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>closures of schools in the last year, due to COVID, Social-Emotional Learning will be even more important for students as they return to school. Supporting students' social and emotional development relates positively to attendance, grades, test scores, graduation rates, college and career readiness, and overall well-being (2019 report from the Aspen Institute, "From a Nation at Risk to a Nation at Hope).</p> <p>Increase the social-emotional wellbeing of students through the implementation of extended learning opportunities.</p> <p>Provide extended day programs that improve students' social-emotional well-being and improve their attendance and engagement in school. This includes programs that help students learn how to manage emotions, improve physical health, help students acclimate to school (round up, orientation, 6th-grade visit, intramurals, mindful movement, etc.), and address drug abuse and gang involvement.</p>			<p>Extended Day Supplies</p> <p>Professional Services</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>0824</p> <p>0824</p>	<p>3,000.00</p> <p>3,000.00</p>
<p>Develop Growth Mindsets in both students and staff.</p> <p>A Growth Mindset teaches students that the human brain is like a muscle that can be trained through repetition and practice. When students realize this, they develop a growth mindset: the belief that</p>	2021-2022	Administration, Teachers and Staff	<p>Materials and Supplies</p> <p>Printshop Cost- Produce Materials</p> <p>Additional hours for staff and substitutes for training</p>	<p>4000-4999: Books And Supplies</p> <p>5700-5799: Transfers Of Direct Costs</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>0824</p> <p>0824</p> <p>0824</p>	<p>1000.00</p> <p>500.00</p> <p>500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
abilities can be developed through commitment and hard work. And once they have a growth mindset, they can learn anything. Students with a growth mindset earned higher grades over time compared to students with a fixed mindset. (Blackwell, Trzesniewski, & Dweck 2007)			Employee benefits	3000-3999: Employee Benefits	0824	70.00
			Substitutes or additional hours for professional development for classified staff	2000-2999: Classified Personnel Salaries	0824	500.00
			Employee Benefits	3000-3999: Employee Benefits	0824	70.00
Continue making attendance a priority with parents and students. Communicate with parents on student absences via phone calls and ParentSquare. Discuss at Leadership Teams, SSC, English Learners Advisory Committee (ELAC) meetings, and other Parent Meetings the importance of students attending school. Implement an Attendance Monitoring and Communication System Parent Education Module on the importance of attendance and strategies to improve attendance. Items include yard signs for attendance and achievement awards and supplies, school supplies, arts, and craft supplies, educational field trips. Tenaya will address behavior and suspensions through PBIS and alternate means of support to promote school attendance.	2021-2022	Administration, Teachers and Staff	PM Community Liaison	2000-2999: Classified Personnel Salaries	0824	18,800.00
			Employee Benefits	3000-3999: Employee Benefits	0824	
			Materials and Supplies for Implementation of Attendance Incentives and Awards	5800: Professional/Consulting Services And Operating Expenditures	0824	1,000.00
			Educational Field Trips	5000-5999: Services And Other Operating Expenditures	0824	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Provide a safe school environment for students and staff.</p> <p>The school provides for safety with scheduled safety team meetings, written safety procedures for students and staff, a school safety plan, monthly safety drills, all rooms equipped with safety folders and medical supplies, and a yearly evacuation drill. Safety Supplies (radios, repair, signs, lanyards, etc.). Continue building shared leadership capacity to bring about sustainable school improvement.</p> <p>The Tenaya PBIS Team focuses on culture, climate, and community for students, staff, and families through continuous improvement of PBIS, Conscious Discipline, Tier 1 behavior, and Tier 1 social-emotional learning. Through a shared leadership framework, members of our Leadership teams communicate with professional learning communities (PLC's), departments, and grade-level teams to build collective teacher efficacy and strengthen instructional practice. Professional Learning Communities (PLC's) are used as a tool to address individual student needs. (Marzano, Robert J.; Waters, Tim & McNulty, Brian. (2005). School Leadership That Works: From Research to Results</p>	2021-2022	Administration, Teachers and Staff	Materials and supplies (radios, radio repair, signage, lanyards, etc.)	4000-4999: Books And Supplies	0824	2,000.00
			Teacher Planning Time	1000-1999: Certificated Personnel Salaries	3010	1,000.00
			Employee Benefits	3000-3999: Employee Benefits	3010	236.00
			Substitutes and additional hours for meetings	1000-1999: Certificated Personnel Salaries	3010	1,500.00
			Employee Benefits	3000-3999: Employee Benefits	3010	354.00
			Materials and Supplies	4000-4999: Books And Supplies	3010	700.00
Student Achievement Monitoring System	2017-2018	District Leadership, Principal, Learning Director and Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The school and district provides and supports an easily accessible electronic data management system. Schools uniformly administer, score, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative and curriculum embedded). Assessment results are used to ensure proper program placement and identify specific student learning patterns or needs. Assessment results also inform teacher instructional practices. An assessment guide is provided by the District and is located at the District webpage, under the direction of the department of Curriculum, Instruction and Staff Development.</p>						
<p>Data Impacting Student Placement</p> <p>The school and district support structured collaboration meetings, which transpire weekly in order for teachers to analyze, discuss and use assessment results and other student progress information in the programs at the school. These activities guide student placement, instructional planning and delivery, as well as progress monitoring decisions.</p> <p>Collaborative discussions are centered on strengthening the implementation of the locally-adopted instructional programs, research supported lesson design and delivery, to support the mastery of content standards for all students,</p>	2017-2018	Principal, Learning Director and Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
including English learners and students with learning disabilities or difficulties.						
<p>Fiscal Support</p> <p>The school and districts general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the Essential Program Components in Mathematics and the Single Plan for Student Achievement. The Single Plan for Student Achievement is aligned with the Local Education Plan and Local Control Accountability Plan.</p>	2017-2018	District Leadership, Principal and Learning Director				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Family and Community Empowerment
LEA/LCAP GOAL:
LCAP Goals
Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community as measured by student, staff, and stakeholder surveys.
SCHOOL GOAL #3:
Tenaya Middle School will empower families to become full partners in the education of their students as measured by student, staff, and parent surveys.
Data Used to Form this Goal:
The 2020-2021 California Healthy Kids Survey (CHKS). The survey is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. The California School Parent Survey, which is part of this survey, is designed to provide teachers, administrators, and other school staff with information directly from parents.
2020-2021 California Healthy Kids Survey (CHKS)/California School Parent Survey Data
Parental Involvement 83% of parents agree that the school promptly responds to phone calls, messages or emails. 82% of parents agree that the school encourages them to be active partners with the school in educating their child. 77% of parents agree that the school actively seeks the input of parents before making important decisions. 83% of parents agree that that parents feel welcome to participate at this school. 100% of parents agree that school staff treats parents with respect. 77% of parents agree that school staff takes parent concerns seriously.
Communication with Parents About School 81% of parents agree that teachers communicate with parents about what students are expected to learn in class. 58% of parents report that the school does very well in letting parents know how their child is doing in school between report cards. 28% of parents report that the school does very well in letting parents know why their child is placed in particular groups or classes. 44% of parents report that the school does very well in providing information on their expected role at the school. 39% of parents report that the school does very well on providing information on how to help their child with homework.

33% of parents report that the school does very well on providing information on how to help their child plan for college or vocational college. 0% of parents agree that the school keeps them well-informed about school activities. There were no responses to this question.

Parent Involvement in school

40% of parents report having participated in a meeting of the parent-teacher organization.
 0% of parents report having participated in fundraising for the school. 100% of parents stated they have not participated in fundraising.
 15% of parents report having participated in a school committee.
 89% of parents report having participated in regularly scheduled parent conferences.
 5% of parents report having met with the guidance counselor in person or remotely.

Findings from the Analysis of this Data:

Student events and Family events were limited due to global pandemic.

How the School will Evaluate the Progress of this Goal:

Progress toward goals will be evaluated using the data from the California School Parent Survey and school parent surveys. All data will be carefully evaluated and monitored for growth and to determine the success of actions and next steps.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide students and parents with information on college and career planning through a Career Day event and Bi-Monthly Parent Ed nights on AVID. Families play an important role in helping their youth become college and career-ready. The goal of the AVID program is to prepare students for college. A Career Day and Parent Education Nights will provide both students and parents with more information on college and financial aid. They will equip parents with the knowledge they need to help prepare their students for college.	2021-2022	Administration, Teachers and Staff	Additional Hours for Staff	1000-1999: Certificated Personnel Salaries	3010	2,000.00
			Employee Benefits	3000-3999: Employee Benefits	3010	541.00
			Materials and Supplies	4000-4999: Books And Supplies	3010	2,940.08

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a yearly end-of course/celebration ceremony for all school stakeholders to build strong community relations.	2021-2022	Administration Teachers and Staff	Additional hours for classified staff	2000-2999: Classified Personnel Salaries	0824	500.00
			Employee Benefits	3000-3999: Employee Benefits	0824	70.00
			Materials and supplies (grad area preparation, awards, etc.)	4000-4999: Books And Supplies	0824	2,000.00
			Professional Services (sound, security, dry cleaning of gowns, etc.)	5000-5999: Services And Other Operating Expenditures	0824	7,860.00
Increase student and family engagement through recognizing students for academic, behavioral, and attendance achievement. Award recognition and assemblies promote a positive environment on campus. Award ceremonies in the areas of the honor roll, attendance, and exceptional behavior are scheduled quarterly. Additionally, assemblies focusing on self-esteem, PBIS, positive choices, and others will be scheduled 1-2 times per quarter. Award ceremonies will allow for family and community engagement where possible. Families will be invited to our award ceremonies and will be recorded to be shared with families.	2021-2022	Administration, Teachers and Staff	Materials and Supplies- Awards	4000-4999: Books And Supplies	0824	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Facilitate meaningful two-way communication between families and the school to build and strengthen the home/school connection. Parents play an integral role in assisting their children's learning. When there is strong communication between parents and school, academic achievement is increased (Epstein, Joyce L., and Connors Tadros, Lori. "School and Family Partnerships in the Middle Grades." In Creating Family/School Partnerships, ed. Rutherford, Barry . Columbus, Ohio: National Middle	2021-2022	Administration, Teachers and Staff	Community Liaison additional hours -Family Help Center Duties	2000-2999: Classified Personnel Salaries	3010	500.00
			Employee Benefits	3000-3999: Employee Benefits	3010	70.00
			Materials and Supplies	4000-4999: Books And Supplies	3010	500.00
			Postage	5900: Communications	3010	1,000.00
			Print Shop -Parent Communication	5700-5799: Transfers Of Direct Costs	3010	1,000.00
Provide student activities during lunchtime and the school day to increase student's motivation to attend school. Activities can be but are not limited to Intermural sports, structured play, organized Warrior Days, school spirit days, school-wide presentations, assemblies, and monthly Meetings at the Flagpole	2021-2022	Administration, Teachers and Staff	Materials and Supplies	4000-4999: Books And Supplies	0824	1,000.00
Parent Education The school provides robust parent education opportunities to ensure our parents are acutely aware of key parental strategies for student success. Getting parents more engaged in school is a necessary variable in the equation of student success, according to a 1995 study called A Generation of Evidence: The Family is Critical to Student Achievement.	2021-2022	Administration, Teachers and Staff	Additional hours for Community Liaison	2000-2999: Classified Personnel Salaries	3010	1000.00
			Employee Benefits	3000-3999: Employee Benefits	3010	140.00
			Materials and Supplies	4000-4999: Books And Supplies	3010	700.00
			Professional Services/Contracted services for Parent Education	5800: Professional/Consulting Services And Operating Expenditures	3010	
			Print Shop	5700-5799: Transfers Of Direct Costs	3010	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Training/ Parent education opportunities to be offered in: Training/Education in School-Wide PBIS program</p> <p>Training/Education in Growth Mindset</p> <p>Training/Education in Conscious Discipline</p> <p>Training/Education in Social-Emotional Learning</p> <p>Training/Education on school resources</p> <p>Training/Education in AVID</p> <p>Training/Education in Homework help, reading, writing, math, STEAM and Gang Information Night</p> <p>Other Training/Education request by stakeholders</p>			<p>Online Subscription Services</p> <p>Certificated OT-Supporting Site Parent Education</p> <p>Employee Benefits</p> <p>classified- Translation, babysitting, extra help, etc..</p> <p>Employee Benefits</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>0824</p> <p>3010</p> <p>3010</p> <p>3010</p> <p>3010</p>	<p>500.00</p> <p>70.00</p> <p>500.00</p> <p>70.00</p>
<p>Student Achievement Monitoring System</p> <p>The school/district will use an electronic data collection and reporting system that allows teachers/administrators to review and analyze data for patterns of performance and modify instruction as needed (AERIES will be used as the District Student Information System. iReady DPA's will be used for Formative and Summative data analysis):</p> <ul style="list-style-type: none"> • CELDT administered annually for program placement. 	2021-2022	Administration, Teachers and Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> ELD Benchmark - District Benchmark Assessments are used to monitor student progress and to allow teachers to analyze the results to modify the instruction to ensure all students become proficient on the California Common Core State Standards. <p>The Learning Director and Categorical Program Office (CPO) Clerk/Materials will be hired/bought for Auxiliary Services. Such individuals will supervise compliance, documentation, required assessment, and achievement data for ELs.</p> <ul style="list-style-type: none"> Printing costs, postage, technology, maintenance agreements, and office supplies are purchased to provide a workplace to effectively implement and manage the ELD programs. 						
	2021-2022	Administration, Teachers and Staff				
	2021-2022	Administration, Teachers and Staff				

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Services

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts/English Language Development, Mathematics, Science, Social

Applicable to all goals:

Centralized Services provided by the District Office, including the departments of Information Technology, State and Federal Programs, Curriculum and Staff Development, Special Education and Pupil Services, and Student Support Services.

In order to receive funds through the Application for Funding Consolidated Categorical Aid Programs, the District assures that it has developed a management system to support and monitor compliant school and district plan development and implementation. The district is also accountable for funds used to hire staff and to purchase equipment and services that supplement general fund programs and ensure that all eligible students are served.

The following Centralized Services are provided by the District Office to comply with these requirements:

- Secure funding through Application for Funding Consolidated Categorical Aide Programs.
- Allocate funds to sites and program; develop and monitor process for sites to submit budgets and purchase orders.
- Monitor programs for compliance and quality; approve expenditures to monitor compliance.
- Provide staff development support for programs.
- Provide supplementary services, training and support for parent involvement.
- Monitor and coordinate Title I, II, III and IV Non-Public School programs.
- Provide support services to improve academic achievement for all students.
- Provide professional development and coaching training for staff.
- Develop and implement Local Control and Accountability Plan (LCAP) and federal addendum.
- Coordinate intervention programs through a Multi-Tiered System of Support.
- Provide assistance to schools identified as Additional Target Support Improvement or Comprehensive Support Improvement.
- Support sites with technical assistance in plan development, implementation and monitoring.
- Collect data for measurement and evaluation of categorical programs.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
3010	187,294.00	0.00
0824	98,600.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0824	98,600.00
3010	187,294.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0824	13,500.00
2000-2999: Classified Personnel Salaries	0824	23,800.00
3000-3999: Employee Benefits	0824	4,278.00
4000-4999: Books And Supplies	0824	21,700.00
5000-5999: Services And Other Operating	0824	30,860.00
5700-5799: Transfers Of Direct Costs	0824	500.00
5800: Professional/Consulting Services And	0824	3,962.00
1000-1999: Certificated Personnel Salaries	3010	85,744.00
2000-2999: Classified Personnel Salaries	3010	27,673.00
3000-3999: Employee Benefits	3010	25,937.92
4000-4999: Books And Supplies	3010	10,340.08
5000-5999: Services And Other Operating	3010	34,599.00
5700-5799: Transfers Of Direct Costs	3010	2,000.00
5900: Communications	3010	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	195,762.92
Goal 2	64,170.00
Goal 3	25,961.08

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Joe Anthony Arista	X				
Terri Pevsner			X		
Lucy Walker		X			
Eveylyn Burgos		X			
Juan Mena-Sandoval				X	
Charlene Quinn				X	
Cecilia Mena Sandoval				X	
Shamara Barron				X	
Nya Delgado					
Stephany Flores					
Numbers of members of each category:	1	2	1	4	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

- X Other committees established by the school or district (list):

Tenaya Leadership Team
LCAP


Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 19, 2021.

Attested:

Joe Anthony Arista

Typed Name of School Principal



Signature of School Principal

May 19, 2021

Date

Juan Mena

Typed Name of SSC Chairperson



Signature of SSC Chairperson

May 19, 2021

Date

**TENAYA MIDDLE SCHOOL
SCHOOL SITE COUNCIL**

BY LAWS

ARTICLE I - NAME

The name of this council shall be Tenaya School Site Council, Merced City School District.

ARTICLE II - MEMBERSHIP REQUIREMENTS

Section 1. Composition of committee and mode of selection.

- a. Fifty percent of members must be parents of children and/or students currently enrolled in Tenaya Middle School.
- b. The council should include teachers, administrators, students and parents of Tenaya students. At least 51% of school personnel must be classroom teachers.

Section 2. Terms of Membership

Members will be elected for two-year terms.

Section 3. Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the advisory committee. Proxy voting and absentee ballots are not permitted.

Section 4. Termination of Membership

A member shall no longer hold membership should he/she cease to reside or work in the school area or otherwise terminate his/her relationship with the group or organization which he/she was selected to represent. Membership shall automatically terminate as to any member who has two (2) consecutive unexcused absences from regular meetings. The committee, by affirmative vote of two-thirds of all of the members of the committee, may terminate a member.

Section 6. Resignation

Any member may resign by submitting a written resignation.

Section 7. Vacancy

Any vacancy on the committee shall be filled for the remainder of the unexpired term through appointment of SSC and by a two-thirds vote of the membership.

ARTICLE III - RESPONSIBILITIES

Advise the school and district on planning, development, operation, and evaluation of the program.

ARTICLE IV - OFFICERS AND THEIR ELECTION

Section 1

The officers of this council shall be a chairperson, vice chairperson, and a recording secretary. These officers shall be elected annually and shall service in this capacity for one (1) year. The term of office shall be from September through the end of the school year.

Section 2

Nomination and election of officers shall be made at the meeting held in September. Election shall be by voice vote.

Section 3

Officers shall serve a term of one (1) year. Officers shall assume their duties the first meeting in the year. Vacancies in office shall be filled by the council.

ARTICLE V - DUTIES OF OFFICERS

Section 1

The chairperson shall preside at all meetings of the council.

Section 2

In the absence of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

Section 3

The recording secretary shall keep an accurate record of the proceedings of all meetings, and shall keep a current list of all members of the council.

ARTICLE VI - MEETINGS OF THE SCHOOL SITE COUNCIL

Section 1 - Regular Meetings

A minimum of six (6) regular meetings will be held during the school year.

Section 2 - Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3 - Place of Meetings

The School Site Council shall hold its regular monthly meetings and its special meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

Section 4 - Notice of Meetings

Public notice shall be given of regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. All special meetings shall be publicized. Any required notice shall be in writing; shall state the day, hour, and location of the meeting; and shall be delivered either personally or by mail to each member not less than forty-eight hours or more than two weeks prior to the date of such meeting.

Section 5 - Decision of the School Site Council

All decisions of the School Site Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6 - Quorum

The presence of 51 percent of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the School Site Council. No decision of the School Site Council shall be valid unless a majority of the members then holding office concur therein by their votes.

Section 7 - Conduct of Meetings

All regular and special meetings of the School Site Council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

Section 8 - Meetings open to the Public

All regular and special meetings of the School Site Council and of its standing or special committees shall be open at all times to the public.

CALIFORNIA SCHOOL PARENT SURVEY



Tenaya Middle 2020-2021 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 and Safety Office. For contract information, contact:

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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 2020-21 *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. In response to the pandemic, the 2020-21 CSPS asks about experiences, perceptions, and concerns about students not being able to attend school in person and the district’s remote learning program. More information about the survey is available on the CalSCHLS website (calschls.org).

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.

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

In 2020-21 the CSPS was expanded to assess topics of particular concern due to the pandemic and the associated reduction in face-to-face learning in school buildings. Three sets of surveys are available to gather data among parents with students in different instructional models, In-School Learning, Remote Learning, and Hybrid Learning. Each survey directs parents to questions relevant to the instructional model used in their child's school based on skip logic. For example, questions asking about experiences in the school building are only available for parents who respond that their child participates in the In-School and Hybrid Learning models.

The CSPS serves three 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 at 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. Third, the CSPS assesses students' readiness to continue to learn from home. 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);
- Experiences, perceptions, and concerns about students not being able to attend school in person; and
- Feedback on district's remote learning program.

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 2020-21, the survey was only administered online.

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 (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data, *What Works Briefs* that provide guidance on strategies to implement, and access to the *California Safe and Supportive Schools Newsletter*, which provides announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.

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.

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 CSPA. 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 (bedtime and waketime)	✓				
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	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	22

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	1
Remote model only	21
Hybrid model only	0

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of Parental Involvement, School Climate, and Student Behavior

	All %	Table
Parental Involvement		
Promotion of parental involvement [†]	39	A6.1
Parental involvement in school [§]	18	A6.3
School encourages me to be an active partner [†]	35	A6.1
School actively seeks the input of parents [†]	33	A6.1
Parents feel welcome to participate at this school [†]	44	A6.1
School Supports for Students		
Student learning environment [†]	34	A7.1
School promotes academic success for all students [†]	52	A7.1
School is a safe place for my child ^{†Φ}		A7.1
School motivates students to learn [†]	33	A7.1
School has adults who really care about students [†]	33	A7.1
School provides opportunities for meaningful student participation ^{†Φ}		A7.1
Communication with parents about school [#]	38	A6.2
Fairness, Rule Clarity, and Respect for Diversity		
School enforces school rules equally ^{†Φ}		A7.1
School treats all students with respect [†]	39	A7.1
School promotes respect of cultural beliefs/practices [†]	47	A7.1
Substance Use, School Disorder, and Bullying		
Substance use problems ^{¶ψ}		A8.1
Student alcohol and drug use ^{‡ψ}		A8.1
Student tobacco use ^{‡ψ}		A8.1
Student vaping or e-cigarette use ^{‡ψ}		A8.1
School disorder ^{¶ψ}		A8.2
Harassment or bullying of students ^{‡ψ}		A8.2
Facilities		
School has clean and well-maintained facilities/properties ^{†Φ}		A9.1

Notes: Cells are empty if there are less than 5 respondents.

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

[§]Average percent of respondents reporting “Yes.”

^ΦIn-School and Hybrid Models only.

[#]Average percent of respondents reporting “Strongly agree” or “Very well.”

[¶]Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”

^ψIn-School Models only.

[‡]Percent of respondents reporting “Large problem.”

Table A2.2

Key Indicators of Pandemic-Specific Measures

	All %	Table
School Instructional Model Implementation		
Pandemic-related teacher instruction ^Γ	67	A5.1
Satisfied with how learning is structured [†]	11	A4.4
Learning from Home		
Average days worked on schoolwork (≥ 5) ^δ	78	A4.1
Synchronous instruction (4 days or more) ^δ	79	A4.1
Barriers to remote learning (3 or more) ^δ	0	A4.2
Remote learning is requiring too much of parents ^{†δ}	11	A4.3
Remote learning is requiring too much of students ^{†δ}	28	A4.3
Peer Relationships		
Virtual peer interactions (a few times a week or more)	68	A4.5
Opportunities for student connection ^{†δ}	6	A4.5
Student Academic Motivation and Supports for Learning		
Students are motivated to complete schoolwork [†]	28	A5.4
Pandemic-related school-parent communication ^Γ	56	A5.2
Areas of Parent Concerns		
Child's safety at school for in-person learning ^λ	76	A5.6
Child not being able to interact with other students ^λ	47	A5.6
Child falling behind academically ^λ	53	A5.6
Child feeling bored or understimulated ^{λδ}	35	A5.6
Child getting enough physical exercise ^λ	29	A5.6

Notes: Cells are empty if there are less than 5 respondents.

^Γ Average percent of respondents reporting “Agree” or “Strongly agree.”

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

^δ Remote and Hybrid Models only.

^{||} Last week.

^λ Percent of respondents reporting “Somewhat concerned,” “Quite concerned,” or “Extremely concerned.”

3. Parent and Student Demographic Characteristics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	5
Remote Learning Model	95
Hybrid Model (in school on alternate days)	0
Hybrid Model (in school half days)	0

Question A.1: Which of the following best describes your child's school schedule during the past 30 days?

Notes: Cells are empty if there are less than 5 respondents.

In-School Model - Respondents selecting "My child went to school in person at his/her school building for the entire day, Monday through Friday."

Remote Learning Model - Respondents selecting "My child participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Hybrid Model (in school on alternate days) - Respondents selecting "My child went to school in person at her/his school building for the entire day on some weekdays and participated in school from home on other weekdays."

Hybrid Model (in school half days) - Respondents selecting "My child went to school in person at his/her school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays."

Table A3.2

Role at Home

	All %
Parent of the child at this school	95
Foster parent of the child at this school	0
Grandparent, other relative, and/or legal guardian of the child at this school	0
Not applicable, not sure, or decline to answer	5

Question A.2: I am a...

Note: Cells are empty if there are less than 5 respondents.

Table A3.3***Race/Ethnicity of Respondents***

	All %
American Indian or Alaska Native	0
Asian or Asian American	0
Black or African American (Not Hispanic or Latinx)	5
Filipino	0
Hispanic or Latinx	67
Native Hawaiian or Pacific Islander	0
White (Not Hispanic/Latinx)	19
Two or more races/ethnicities	5
Not applicable, not sure, or decline to answer	5

Question A.4: What is your race or ethnicity?

Note: Cells are empty if there are less than 5 respondents.

Table A3.4***Free or Reduced Price Meals Eligibility***

	All %
No	10
Yes	81
Not applicable, not sure, or decline to answer	10

Question A.5, 6: Does your child receive a free or reduced-price breakfast or lunch at this school? [In-school and Hybrid only]... Did your child receive a free or reduced-price breakfast or lunch at school last year? [Remote only]

Note: Cells are empty if there are less than 5 respondents.

Table A3.5
Grade Level

	All %
Pre-/Transitional Kindergarten	0
Kindergarten	0
1st grade	0
2nd grade	0
3rd grade	0
4th grade	5
5th grade	0
6th grade	0
7th grade	50
8th grade	45
9th grade	0
10th grade	0
11th grade	0
12th grade	0
Other	0
Ungraded	0

Question A.7: In what grade is your child?

Note: Cells are empty if there are less than 5 respondents.

Table A3.6***Special Program Participation***

	All %
Special Education Program or has had an Individual Education Plan (IEP)	12
English Language Development (for children learning English)	12
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	12
Not applicable, not sure, or decline to answer	65

Question A.3: 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 (In-School and Hybrid Only)***

	All %
No	
Yes - 1 day a week	
Yes - 2 days a week	
Yes - 3 days a week	
Yes - 4 days a week	
Yes - 5 days a week	

Question A.8: 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. Routines and Learning from Home

Table A4.1

Remote Learning Schedule and Instructional Time (Remote and Hybrid Only)

	All %
Number of days my child attended school in-person	
0 days	61
1 day	0
2 days	0
3 days	6
4 days	6
5 days	28
Not sure	0
Number of weekdays my child participated in school from home	
0 days	11
1 day	0
2 days	6
3 days	0
4 days	6
5 days	78
Not sure	0
Time my child spent on learning and completing schoolwork on the average weekday	
Less than 1 hour	0
Between 1 and 2 hours	21
Between 2 and 3 hours	16
Between 3 and 4 hours	16
Between 4 and 5 hours	16
More than 5 hours	32

Question A.69, 70, 72: Last week, how many days did your child attend school in-person?... Last week, how many weekdays did your child participate in school from home?... On days that your child participates in school from home, how much of the day does he/she spend learning and completing schoolwork on the average day?

Notes: Cells are empty if there are less than 5 respondents.

^{||}*Last week.*

Table A4.1***Remote Learning Schedule and Instructional Time – Continued (Remote and Hybrid Only)***

	All %
My child participated in at least one class using video conferencing that allows the teacher to talk to students	
0 days	0
1 day	0
2 days	0
3 days	0
4 days	11
5 days	68
Not sure	16
The school/district does not use video conferencing for instruction	5

Question A.71: On days that your child participates in school from home, how often does he/she participate in at least one class using video conferencing that allows the teacher to talk to students?

Note: Cells are empty if there are less than 5 respondents.

Table A4.2***Barriers to Remote Learning (Remote and Hybrid Only)***

	All %
Not applicable to me or my child	100
We don't have a computer or tablet or have enough devices at home	0
We don't have internet access at home	0
Our internet access is sometimes too slow or doesn't always work	15
Sometimes we don't know how to use the remote/distance learning software	15
Materials are often not provided in our first/native language	8
My child doesn't always have a quiet, undisturbed space to do schoolwork	31
My child is too young to participate in remote learning on his/her own without adult supervision	0
My child has responsibilities at home that prevent him/her from participating	0
My child has a disability or needs accommodations	0
<i>Three or more barriers</i>	0

Question A.59-68: Below are things that can make remote learning difficult. Please select any that make remote learning more difficult for you and/or your child. (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 A4.3**Perceptions of Remote Learning (Remote and Hybrid Only)**

	All %
<i>The school remote learning program is...</i>	
requiring too much of parents.	
Strongly agree	11
Agree	33
Disagree	28
Strongly disagree	11
Don't know/NA	17
requiring too much of students.	
Strongly agree	28
Agree	28
Disagree	22
Strongly disagree	11
Don't know/NA	11
requiring too little of students.	
Strongly agree	0
Agree	17
Disagree	50
Strongly disagree	6
Don't know/NA	28
Our school/district has done a good job keeping me informed about remote learning	
Strongly agree	28
Agree	50
Disagree	11
Strongly disagree	6
Don't know/NA	6

Question A.73-75, 86: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... The school remote learning program is requiring too much of parents... The school remote learning program is requiring too much of students... The school remote learning program is requiring too little of students... Our school/district has done a good job keeping me informed about remote learning.

Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Satisfaction with School Instructional Models

	All %
I am satisfied with the way learning is structured at my child’s school right now	
Strongly agree	11
Agree	61
Disagree	11
Strongly disagree	6
Don’t know/NA	11
Rating of school remote learning program (<i>Remote and Hybrid Only</i>)	
0 - Extremely unsuccessful	6
1	0
2	0
3	0
4	6
5	29
6	0
7	12
8	6
9	18
10 - Extremely successful	24
I think my child should spend more time learning in-person at school right now. (<i>Remote and Hybrid Only</i>)	
Strongly agree	17
Agree	11
Disagree	22
Strongly disagree	39
Don’t know/NA	11

Question A.88, 89, 106: As you answer these questions, please think about you and your child’s experience right now. How strongly do you agree or disagree with the following statements?... I am satisfied with the way learning is structured at my child’s school right now (in-school, hybrid, remote learning)... I think my child should spend more time learning in-person at school right now... On a scale of 0 to 10, with 0 being extremely unsuccessful and 10 being extremely successful, how successful has remote or distance learning been for you and your child during the 2020-21 school year?

Note: Cells are empty if there are less than 5 respondents.

Table A4.5**Peer Interactions (Virtual)**

	All %
How often does your child talk with friends using a phone, tablet, laptop, or computer?	
Daily	26
A few times a week	42
About once a week	0
Less than once a week	16
Not at all	16
Not sure/NA	0
My child has opportunities to connect and interact with classmates during remote learning. (<i>Remote and Hybrid Only</i>)	
Strongly agree	6
Agree	61
Disagree	0
Strongly disagree	6
Don't know/NA	28

Question A.58, 81: How often does your child talk with friends using a phone, tablet, laptop, or computer?... As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child has opportunities to connect and interact with classmates during remote learning.

Note: Cells are empty if there are less than 5 respondents.

5. Pandemic-Specific Measures

Table A5.1

Pandemic-Related Teacher Instruction Scale Questions

	All %
Pandemic-related teacher instruction	
<i>Average reporting “Agree” or “Strongly agree”</i>	67
My child’s teachers have checked in with her/him personally at least once a month.	
Strongly agree	17
Agree	28
Disagree	11
Strongly disagree	0
Don’t know/NA	44
My child’s teachers are responsive to my child’s social and emotional needs.	
Strongly agree	28
Agree	39
Disagree	11
Strongly disagree	0
Don’t know/NA	22
My child is receiving adequate instruction from teachers to support assigned work.	
Strongly agree	22
Agree	50
Disagree	17
Strongly disagree	0
Don’t know/NA	11

Question A.76, 77, 79: As you answer these questions, please think about you and your child’s experience right now. How strongly do you agree or disagree with the following statements?... My child’s teachers have checked in with her/him personally at least once a month... My child’s teachers are responsive to my child’s social and emotional needs... My child is receiving adequate instruction from teachers to support assigned work.

Note: Cells are empty if there are less than 5 respondents.

Table A5.1***Pandemic-Related Teacher Instruction Scale Questions – Continued***

	All %
My child is receiving regular feedback on the schoolwork she/he submits.	
Strongly agree	6
Agree	56
Disagree	17
Strongly disagree	0
Don't know/NA	22
My child knows what schoolwork is expected to be completed each day.	
Strongly agree	28
Agree	61
Disagree	0
Strongly disagree	6
Don't know/NA	6

Question A.80, 82: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child is receiving regular feedback on the schoolwork she/he submits... My child knows what schoolwork is expected to be completed each day.

Note: Cells are empty if there are less than 5 respondents.

Table A5.2***Pandemic-Related School-Parent Communication Scale Questions***

	All %
Pandemic-related school-parent communication	
<i>Average reporting “Agree” or “Strongly agree”</i>	56
Our school provides parents with advice and resources to support my child’s social and emotional needs.	
Strongly agree	11
Agree	39
Disagree	11
Strongly disagree	11
Don’t know/NA	28
My child’s school provides parents with advice and resources to support my child’s learning.	
Strongly agree	11
Agree	50
Disagree	22
Strongly disagree	6
Don’t know/NA	11

Question A.85, 87: As you answer these questions, please think about you and your child’s experience right now. How strongly do you agree or disagree with the following statements?... Our school provides parents with advice and resources to support my child’s social and emotional needs... My child’s school provides parents with advice and resources to support my child’s learning.

Note: Cells are empty if there are less than 5 respondents.

Table A5.3***Access to Support Staff***

	All %
Support staff are available to my child if he/she needs them.	
Strongly agree	22
Agree	39
Disagree	0
Strongly disagree	0
Don't know/NA	39

Question A.78: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them.

Note: Cells are empty if there are less than 5 respondents.

Table A5.4***Student is Motivated to Complete Schoolwork***

	All %
Strongly agree	28
Agree	56
Disagree	11
Strongly disagree	6
Don't know/NA	0

Question A.83: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child is motivated to complete the schoolwork she/he is assigned.

Note: Cells are empty if there are less than 5 respondents.

Table A5.5

Student Feeling Hopeful About the Future

	All %
Strongly agree	17
Agree	50
Disagree	11
Strongly disagree	6
Don't know/NA	17

Question A.84: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child feels hopeful about the future.

Note: Cells are empty if there are less than 5 respondents.

Table A5.6***Pandemic-Related Concerns***

	All %
<i>How concerned are you about...</i>	
your child's safety while he/she is at home?	
Not at all concerned	65
Slightly concerned	18
Somewhat concerned	12
Quite concerned	0
Extremely concerned	6
your child's safety when he/she is at school or returns to school for in-person learning?	
Not at all concerned	18
Slightly concerned	6
Somewhat concerned	12
Quite concerned	18
Extremely concerned	47
your child falling behind academically?	
Not at all concerned	29
Slightly concerned	18
Somewhat concerned	18
Quite concerned	6
Extremely concerned	29
providing financially for your child?	
Not at all concerned	53
Slightly concerned	6
Somewhat concerned	24
Quite concerned	12
Extremely concerned	6

Question A.90-93: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child's safety while he/she is at home?... your child's safety when he/she is at school or returns to school for in-person learning?... your child falling behind academically?... providing financially for your child?

Note: Cells are empty if there are less than 5 respondents.

Table A5.6***Pandemic-Related Concerns – Continued***

	All %
<i>How concerned are you about...</i>	
running out of food because of a lack of money or other resources?	
Not at all concerned	65
Slightly concerned	12
Somewhat concerned	12
Quite concerned	12
Extremely concerned	0
your child’s mental well-being?	
Not at all concerned	41
Slightly concerned	12
Somewhat concerned	24
Quite concerned	0
Extremely concerned	24
your child not being able to interact with teachers?	
Not at all concerned	35
Slightly concerned	24
Somewhat concerned	24
Quite concerned	12
Extremely concerned	6
your child not being able to interact with other students?	
Not at all concerned	24
Slightly concerned	29
Somewhat concerned	29
Quite concerned	6
Extremely concerned	12

Question A.94-97: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... running out of food because of a lack of money or other resources?... your child’s mental well-being?... your child not being able to interact with teachers?... your child not being able to interact with other students?

Note: Cells are empty if there are less than 5 respondents.

Table A5.6

Pandemic-Related Concerns – Continued

	All %
<i>How concerned are you about...</i>	
childcare or supervision for your child while you are at work or working from home?	
Not at all concerned	65
Slightly concerned	12
Somewhat concerned	12
Quite concerned	12
Extremely concerned	0
your child having a regular schedule for schoolwork, play, and sleep? (<i>Remote and Hybrid Only</i>)	
Not at all concerned	59
Slightly concerned	12
Somewhat concerned	24
Quite concerned	0
Extremely concerned	6
your child feeling bored or understimulated? (<i>Remote and Hybrid Only</i>)	
Not at all concerned	24
Slightly concerned	41
Somewhat concerned	12
Quite concerned	12
Extremely concerned	12
your child getting enough physical exercise?	
Not at all concerned	53
Slightly concerned	18
Somewhat concerned	18
Quite concerned	0
Extremely concerned	12

Question A.98-101: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... childcare or supervision for your child while you are at work or working from home?... your child having a regular schedule for schoolwork, play, and sleep?... your child feeling bored or understimulated?... your child getting enough physical exercise?

Note: Cells are empty if there are less than 5 respondents.

Table A5.6***Pandemic-Related Concerns – Continued***

	All %
<i>How concerned are you about...</i>	
your child getting enough sleep?	
Not at all concerned	76
Slightly concerned	12
Somewhat concerned	6
Quite concerned	6
Extremely concerned	0
your child feeling secure during this period of uncertainty?	
Not at all concerned	53
Slightly concerned	18
Somewhat concerned	24
Quite concerned	0
Extremely concerned	6
your child being on track to graduate from high school?	
Not at all concerned	53
Slightly concerned	12
Somewhat concerned	12
Quite concerned	6
Extremely concerned	18
your child staying on track to go to college?	
Not at all concerned	53
Slightly concerned	12
Somewhat concerned	6
Quite concerned	12
Extremely concerned	18

Question A.102-105: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child getting enough sleep?... your child feeling secure during this period of uncertainty?... your child being on track to graduate from high school?... your child staying on track to go to college?

Note: Cells are empty if there are less than 5 respondents.

6. Parental Involvement

Table A6.1

Promotion of Parental Involvement Scale Questions

	All %
Promotion of parental involvement	
<i>Average reporting “Strongly agree”</i>	39
School promptly responds to my phone calls, messages, or e-mails.	
Strongly agree	39
Agree	44
Disagree	11
Strongly disagree	0
Don’t know/NA	6
School encourages me to be an active partner with the school in educating my child.	
Strongly agree	35
Agree	47
Disagree	0
Strongly disagree	6
Don’t know/NA	12
School actively seeks the input of parents before making important decisions.	
Strongly agree	33
Agree	44
Disagree	17
Strongly disagree	0
Don’t know/NA	6

Question A.20-22: This school... promptly responds to my phone calls, messages, or e-mails... 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 A6.1***Promotion of Parental Involvement Scale Questions – Continued***

	All %
Parents feel welcome to participate at this school.	
Strongly agree	44
Agree	39
Disagree	17
Strongly disagree	0
Don't know/NA	0
School staff treat parents with respect.	
Strongly agree	50
Agree	50
Disagree	0
Strongly disagree	0
Don't know/NA	0
School staff take parent concerns seriously.	
Strongly agree	33
Agree	44
Disagree	11
Strongly disagree	0
Don't know/NA	11

Question A.32-34: 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.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2**Communication with Parents about School Questions**

	All %
Communication with parents about school	
<i>Average reporting “Strongly agree” or “Very well”</i>	38
Teachers communicate with parents about what students are expected to learn in class.	
Strongly agree	33
Agree	48
Disagree	14
Strongly disagree	0
Don’t know/NA	5
Letting you know how your child is doing in school between report cards.	
Very well	58
Just okay	32
Not very well	11
Does not do it at all	0
Don’t know/NA	0
Providing information about why your child is placed in particular groups or classes.	
Very well	28
Just okay	17
Not very well	28
Does not do it at all	6
Don’t know/NA	22

Question A.31, 53, 55: 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... 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 why your child is placed in particular groups or classes.

Note: Cells are empty if there are less than 5 respondents.

Table A6.2

Communication with Parents about School Questions – Continued

	All %
Providing information on your expected role at your child’s school.	
Very well	44
Just okay	22
Not very well	11
Does not do it at all	6
Don’t know/NA	17
Providing information about how to help your child with homework.^Ø	
Very well	39
Just okay	33
Not very well	17
Does not do it at all	0
Don’t know/NA	11
Providing information on how to help your child plan for college or vocational school.^Ø	
Very well	33
Just okay	22
Not very well	22
Does not do it at all	6
Don’t know/NA	17
School keeps me well-informed about school activities.^Ø <i>(In-School and Hybrid Only)</i>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don’t know/NA	

Question A.12, 54, 56, 57: This school keeps me well-informed about school activities.... How well has this child’s school been doing the following things during the school year?... Providing information about how to help your child with homework. [ELEMENTARY/MIDDLE ONLY]... 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. [MIDDLE/HIGH SCHOOL ONLY]

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

Table A6.3***Parental Involvement in School Questions***

	All %
Parental involvement in school	
<i>Average reporting “Yes”</i>	18
Participated in a meeting of the parent-teacher organization or association	
No	60
Yes	40
Participated in fundraising for the school	
No	100
Yes	0
Served on a school committee	
No	85
Yes	15
Attended a school or class event^Ø (<i>In-School Only</i>)	
No	
Yes	
Attended a general school meeting^Ø (<i>In-School Only</i>)	
No	
Yes	
Served as a volunteer in this child’s classroom or elsewhere in the school.^Ø (<i>In-School Only</i>)	
No	
Yes	

Question A.45-48, 50, 51: 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. [ELEMENTARY/MIDDLE ONLY] ... Attended a general school meeting, for example, an open house, or a back-to-school night... Participated in a meeting of the parent-teacher organization or association... Participated in fundraising for the school... Served on a school committee.

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

Table A6.3***Parental Involvement in School Questions – Continued***

	All %
Participated in a regularly scheduled parent-teacher conference with the child’s teacher.^Ø	
No	11
Yes	89
Met with a guidance counselor in person or remotely.^Ø	
No	95
Yes	5

Question A.49, 52: 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 a regularly scheduled parent-teacher conference with the child’s teacher. [ELEMENTARY/MIDDLE ONLY]... Met with a guidance counselor in person or remotely.

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Questions

	All %
Student learning environment	
<i>Average reporting “Strongly agree”</i>	34
<i>This school...</i>	
promotes academic success for all students.	
Strongly agree	52
Agree	48
Disagree	0
Strongly disagree	0
Don’t know/NA	0
treats all students with respect.	
Strongly agree	39
Agree	56
Disagree	0
Strongly disagree	0
Don’t know/NA	6
provides quality counseling or other ways to help students with social or emotional needs.	
Strongly agree	39
Agree	28
Disagree	6
Strongly disagree	0
Don’t know/NA	28
communicates the importance of respecting different cultural beliefs and practices.	
Strongly agree	47
Agree	41
Disagree	0
Strongly disagree	0
Don’t know/NA	12

Question A.9, 10, 13, 15: This school... promotes academic success for all students... treats all students with respect... provides quality counseling or other ways to help students with social or emotional needs... communicates the importance of respecting different cultural beliefs and practices.

Note: Cells are empty if there are less than 5 respondents.

Table A7.1
Student Learning Environment Questions – Continued

	All %
<i>This school...</i>	
provides instructional materials that reflect my child’s culture, ethnicity, and identity.	
Strongly agree	22
Agree	50
Disagree	11
Strongly disagree	0
Don’t know/NA	17
has quality programs for my child’s talents, gifts, or special needs.	
Strongly agree	18
Agree	53
Disagree	6
Strongly disagree	0
Don’t know/NA	24
provides high quality instruction to my child.	
Strongly agree	24
Agree	65
Disagree	12
Strongly disagree	0
Don’t know/NA	0
motivates students to learn.	
Strongly agree	33
Agree	61
Disagree	6
Strongly disagree	0
Don’t know/NA	0

Question A.16, 18, 24, 25: This school... provides instructional materials that reflect my child’s culture, ethnicity, and identity... has quality programs for my child’s talents, gifts, or special needs... provides high quality instruction to my child... motivates students to learn.

Note: Cells are empty if there are less than 5 respondents.

Table A7.1
Student Learning Environment Questions – Continued

	All %
<i>This school...</i>	
has teachers who go out of their way to help students.	
Strongly agree	24
Agree	53
Disagree	18
Strongly disagree	0
Don't know/NA	6
has adults who really care about students.	
Strongly agree	33
Agree	61
Disagree	0
Strongly disagree	0
Don't know/NA	6
has high expectations for all students.	
Strongly agree	35
Agree	53
Disagree	12
Strongly disagree	0
Don't know/NA	0
encourages students to care about how others feel.	
Strongly agree	28
Agree	50
Disagree	0
Strongly disagree	0
Don't know/NA	22

Question A.26-29: This school... has teachers who go out of their way to help students... has adults who really care about students... has high expectations for all students... encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A7.1
Student Learning Environment Questions – Continued

	All %
<i>This school...</i>	
gives all students opportunities to “make a difference” by helping other people, the school, or the community.^Ø (<i>In-School and Hybrid Only</i>)	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don’t know/NA	
is a supportive and inviting place for students to learn.^Ø (<i>In-School and Hybrid Only</i>)	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don’t know/NA	
enforces school rules equally for my child and all students.^Ø (<i>In-School and Hybrid Only</i>)	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don’t know/NA	
is a safe place for my child.^Ø (<i>In-School and Hybrid Only</i>)	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don’t know/NA	

Question A.11, 14, 17, 19: This school... gives all students opportunities to “make a difference” by helping other people, the school, or the community... is a supportive and inviting place for students to learn... enforces school rules equally for my child and all students... is a safe place for my child.

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

8. Student Risk Behavior and Prevention

Table A8.1

Substance Use Problems Scale Questions (In-School Only)

	All %
Substance use problems	
<i>Average reporting any problems</i>	
Based on your experience, how much of a problem at this school is...	
student tobacco use?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
student vaping or e-cigarette use?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
student alcohol and drug use?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	

Question A.35-37: 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 Disorder Scale Questions (In-School Only)

	All %
School disorder	
<i>Average reporting any problems</i>	
Based on your experience, how much of a problem at this school is...	
harassment or bullying?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
physical fights?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
racial/ethnic conflict among students?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
students not respecting staff?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	

Question A.38-41: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?... racial/ethnic conflict among students?... students not respecting staff?

Note: Cells are empty if there are less than 5 respondents.

Table A8.2

School Disorder Scale Questions – Continued (In-School Only)

	All %
<i>Based on your experience, how much of a problem at this school is...</i>	
gang-related activity?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
weapons possession?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	
vandalism?	
Not a problem	
Small problem	
Somewhat a problem	
Large problem	
Don't know/NA	

Question A.42-44: 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.

Table A8.3
School Bans Tobacco Use and Vaping (In-School and Hybrid Only)

	All %
No	
Yes	
Don't know	

Question A.30: 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.

9. Facilities

Table A9.1

School Has Clean and Well-Maintained Facilities and Properties (In-School and Hybrid Only)

	All %
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don't know/NA	

Question A.23: This school... has clean and well-maintained facilities and properties.

Note: Cells are empty if there are less than 5 respondents.

CALIFORNIA SCHOOL STAFF SURVEY



Tenaya Middle 2020-2021 Main Report

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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 2020-21 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 *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 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 (ca-safe-supportive-schools.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.

2020-21 Survey Changes

With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the CSSS has been expanded this year to help districts better understand the impacts of COVID-19 and how best to support students’ social, emotional, and academic needs. Questions on the survey ask teachers and other school staff if most students attend school in person every weekday (in-person instructional model), participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses, staff are directed to questions only relevant to the predominant instructional model used in the school. The new content assessed by the CSSS includes the following:

- staff perceptions of how effectively the school instructional model is being implemented,
- the impact of the instructional models on students’ emotional well-being, academic motivation, and learning; and
- experiences with COVID-related safety measures and protocols.

Only questions relevant to the instructional model implemented in the school are answered by staff in 2020-21.

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.

PUBLIC ONLINE DATA DASHBOARD

The most recent state, county, and district CSSS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide, county, and district key indicators from the CSSS, trends over time, and disparities in survey outcomes across groups. Group differences by race/ethnicity, role (teacher, administrator), and tenure at the school can be examined. Trends in results over the past seven years can be displayed. 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.

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 groups such as race/ethnicity, staff serving in different roles at the school, and staff tenure; and
- examine data trends over time overall and by group.

New in 2020 is the ability to make comparisons across staff in schools implementing different instructional models (in-person, remote, and hybrid).

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

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.

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 *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.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/docs/calschls-2019-20-crosswalk.pdf) 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/docs/calschls-2019-20-crosswalk.pdf) 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/docs/statewide_1719_csss.pdf). 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 (bedtime and waketime)	✓				
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.

ACKNOWLEDGMENTS

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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	
D. Military-Connected Schools	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	30

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	7
Remote model only	24
Hybrid model only	9

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	Table
School Supports for Students		
Caring adult relationships [†]	57	A6.1
High expectations-adults in school [†]	76	A6.1
Student meaningful participation [†]	32	A6.1
Promotion of parent involvement [†]	31	A6.1
Student learning environment [†]	37	A5.1
Facilities upkeep ^{†Φ}		A5.1
Support for social emotional learning [†]	24	A7.1
Provides adequate counseling and support services [†]	27	A9.2
Antibullying climate [†]	41	A7.1
School Supports for Staff		
Staff working environment [†]	32	A5.1
Staff collegiality [†]	53	A5.1
School Safety		
Is a safe place for staff ^{†Φ}		A5.1
Is a safe place for students ^{†Φ}		A5.1
Has sufficient resources to create a safe campus [†]		B2.1
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity [†]	28	A7.1
Respect for diversity [†]	48	A7.1
Student Behavior		
Student readiness to learn [†]	18	A7.1
Cutting classes or being truant moderate/severe problem	40	A7.12
Harassment/bullying moderate/severe problem	35	A8.3
Substance Use and Mental Health		
Alcohol and drug use moderate/severe problem	40	A8.9
Tobacco use moderate/severe problem	11	A8.10
Vaping/e-cigarette use moderate/severe problem	21	A8.11
Student depression moderate/severe problem	50	A8.2

Notes: Cells are empty if there are less than 5 respondents.

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

^ΦIn-School and Hybrid Models only.

Table A2.2**Key Indicators of COVID-Specific Measures**

	All %	Table
Perceived School Safety in Response to COVID-19		
COVID-related safety measures to keep students healthy [†]	27	A4.1
COVID-related safety measures to keep staff healthy [†]	23	A4.1
School Instructional Model Implementation		
Sufficient training on using distance learning tools ^{†δ}	26	A4.2
Providing effective instruction [†]	37	A4.2
Teachers provide effective instruction [†]	35	A4.2
Student Learning During COVID-19		
Students are coping well with remote learning ^{†δ}	17	A4.4
Students are less engaged in remote classes [†]	45	A4.4
Academic Motivation and Supports for Learning		
Students are motivated to complete schoolwork [†]	23	A4.5
School instructional model used to motivate students [†]	30	A4.5
Students receive needed academic support [†]	11	A4.5
Areas of Professional Development Needs		
Motivating students through remote learning ^δ	80	A4.6
Supporting students exposed to trauma	90	A4.6
COVID-related safety measures and protocols	52	A4.6

Notes: Cells are empty if there are less than 5 respondents.

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

^δRemote and Hybrid Models only.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	7
Remote Learning Model	79
Hybrid Model (in school on alternate days)	14
Hybrid Model (in school half days)	0

Question A.2, 3: Which of the following best describes your students' school schedule during the past 30 days?... Which of the following best describes students' school schedule during the past 30 days?

Notes: Cells are empty if there are less than 5 respondents.

In-School Model - Respondents selecting "Most of my students went to school in person at the school building for the entire day, Monday through Friday."

Remote Learning Model - Respondents selecting "Most of my students participated in school from home for the entire day on most or all weekdays and did not go to the school in person."

Hybrid Model (in school on alternate days) - Respondents selecting "Most of my students went to school in person at the school building for the entire day on some weekdays and participated in school from home on other weekdays."

Hybrid Model (in school half days) - Respondents selecting "Most of my students went to school in person at the school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays."

Table A3.2

Average Days Working from Home, Past 30 Days

	All %
0 days	71
1 day	0
2 days	4
3 days	11
4 days	0
5 days	14

Question A.4: In the past 30 days, how many weekdays in an average week did you work from home for an entire school day?

Note: Cells are empty if there are less than 5 respondents.

Table A3.3***Role (Job) at School***

	All %
Teacher in grade 4 or below	0
Teacher in grade 5 or above	63
Special education teacher	10
Administrator	10
Prevention staff, nurse, or health aide	0
Counselor, psychologist	0
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	10
Other certificated staff	0
Other classified staff	3
Other service provider	3

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 A3.4***Special Population Service Providers***

	All %
Special education	57
English language learners	54
None of the above	25

Question A.5: 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 A3.5***Length of Employment at School***

	All %
Less than one year	14
1 to 2 years	0
3 to 5 years	29
6 to 10 years	29
Over 10 years	29

Question A.6: How many years have you worked, in any position, at this school?

Note: Cells are empty if there are less than 5 respondents.

Table A3.6***Overall Length of Employment in Position***

	All %
Less than one year	14
1 to 2 years	4
3 to 5 years	18
6 to 10 years	18
Over 10 years	46

Question A.7: 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 A3.7***Race/Ethnicity of Respondents***

	All %
American Indian or Alaska Native	0
Asian or Asian American	0
Black or African American	4
Filipino	0
Hispanic or Latinx	35
Native Hawaiian or Pacific Islander	0
White	42
Multi-ethnic	0
Something else	19

Question A.8: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Filipino... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

Note: Cells are empty if there are less than 5 respondents.

Table A3.8***Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %
Yes	20
No	80

Question A.115: 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. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %
<i>This school...</i>	
has implemented good COVID-related safety measures and protocols to keep students healthy.	
Strongly agree	27
Agree	59
Disagree	14
Strongly disagree	0
has kept staff well-informed about COVID-related safety measures and protocols.	
Strongly agree	27
Agree	59
Disagree	14
Strongly disagree	0
has implemented good COVID-related safety measures and protocols to keep staff healthy.	
Strongly agree	23
Agree	68
Disagree	9
Strongly disagree	0

Question A.30-31: This school... has kept staff well-informed about COVID-related safety measures and protocols... has implemented good COVID-related safety measures and protocols to keep staff healthy... has implemented good COVID-related safety measures and protocols to keep students healthy.

Note: Cells are empty if there are less than 5 respondents.

Table A4.2
School Instructional Model Implementation

	All %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching. (<i>Remote and Hybrid Only</i>)	
Strongly agree	26
Agree	42
Disagree	26
Strongly disagree	5
Teachers from this school are providing effective instruction with the school’s instructional model.	
Strongly agree	37
Agree	58
Disagree	5
Strongly disagree	0
I can provide effective instruction with the school’s instructional model.	
Strongly agree	35
Agree	50
Disagree	15
Strongly disagree	0

Question A.105-107: The next set of questions ask about your experiences with your school’s current instructional model (100% In-School, Hybrid, or Remote)... I can provide effective instruction with the school’s instructional model... I have had sufficient training and/or experience using distance learning tools (video calls, learning management system, etc.) to deliver effective remote teaching.... Teachers from this school are providing effective instruction with the school’s instructional model.

Note: Cells are empty if there are less than 5 respondents.

Table A4.3

Staff Collaborate Regularly

	All %
Strongly agree	52
Agree	26
Disagree	22
Strongly disagree	0

Question A.39: Adults who work at this school... are collaborating regularly.

Note: Cells are empty if there are less than 5 respondents.

Table A4.4
Student Learning During COVID-19

	All %
Students are learning as much or more now as they were prior to switching to...	
remote learning. (Remote Only)	
Strongly agree	13
Agree	27
Disagree	33
Strongly disagree	27
hybrid instruction. (Hybrid Only)	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
in-school instruction. (In-School Only)	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Students are coping well with remote learning. (Remote and Hybrid Only)	
Strongly agree	17
Agree	28
Disagree	44
Strongly disagree	11
Students are less engaged in remote classes than in in-person classes.	
Strongly agree	45
Agree	40
Disagree	5
Strongly disagree	10

Question A.110-114: The next set of questions ask about your experiences with your school's current instructional model (100% In-School, Hybrid, or Remote)... Students are coping well with remote learning... Students are less engaged in remote classes than in in-person classes... Students are learning as much or more now as they were prior to switching to remote learning... Students are learning as much or more now as they were prior to switching to hybrid instruction... Students are learning as much or more now as they were prior to switching to in-school instruction.

Note: Cells are empty if there are less than 5 respondents.

Table A4.5***Academic Motivation and Supports for Learning***

	All %
Students are motivated to complete their schoolwork.	
Strongly agree	23
Agree	36
Disagree	41
Strongly disagree	0
Teachers from this school are motivating students using the school's instructional model.	
Strongly agree	30
Agree	45
Disagree	25
Strongly disagree	0
Students who need the most academic support are receiving the support they need with the school's instructional model.	
Strongly agree	11
Agree	26
Disagree	53
Strongly disagree	11

Question A.66, 108, 109: Students are motivated to complete their schoolwork... The next set of questions ask about your experiences with your school's current instructional model (100% In-School, Hybrid, or Remote)... Teachers from this school are motivating students using the school's instructional model... Students who need the most academic support are receiving the support they need with the school's instructional model.

Note: Cells are empty if there are less than 5 respondents.

Table A4.6**Ways to Support Teachers During COVID-19**

	All %
Teachers need more professional development, training, mentorship, or other support in...	
motivating students through remote learning (<i>Remote and Hybrid Only</i>)	
Yes	80
No	20
supporting students exposed to trauma or stressful life events	
Yes	90
No	10
COVID-related safety measures and protocols to keep staff and students healthy	
Yes	52
No	48

Question A.99, 101, 102: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... supporting students exposed to trauma or stressful life events (e.g., trauma-informed practices)... COVID-related safety measures and protocols to keep staff and students healthy... motivating students through remote learning.

Note: Cells are empty if there are less than 5 respondents.

5. School Supports for Students and Staff

Table A5.1

Summary of Indicators for Positive Learning and Working Environment

	<i>Percent Responding “Strongly Agree”</i>	Table
	All %	
School Supports for Students		
Student learning environment	37	A5.2
Is a supportive and inviting place for students to learn	36	A5.2
Emphasizes teaching lessons in ways relevant to students	27	A5.2
Facilities upkeep ^Φ		A5.8
School Supports for Staff		
Staff working environment	32	A5.4
Is a supportive and inviting place for staff to work	41	A5.4
Promotes trust and collegiality among staff	36	A5.4
Promotes participation in school decision making	17	A5.4
Uses objective data for school improvement decisions	39	A5.6
Staff collegiality	53	A5.5
Have close professional relationships with one another	43	A5.5
Feel a responsibility to improve the school	50	A5.5
School Safety		
Is a safe place for staff ^Φ		A5.4
Is a safe place for students ^Φ		A5.2

Notes: Cells are empty if there are less than 5 respondents.

^ΦIn-School and Hybrid Models only.

Student Learning Environment

Table A5.2
Student Learning Environment Questions

	All %
Student learning environment	
<i>Average reporting “Strongly agree”</i>	37
<i>This school...</i>	
is a supportive and inviting place for students to learn.	
Strongly agree	36
Agree	64
Disagree	0
Strongly disagree	0
promotes academic success for all students.	
Strongly agree	41
Agree	55
Disagree	5
Strongly disagree	0
emphasizes helping students academically when they need it.	
Strongly agree	50
Agree	45
Disagree	0
Strongly disagree	5
emphasizes teaching lessons in ways relevant to students.	
Strongly agree	27
Agree	64
Disagree	5
Strongly disagree	5

Question A.9-11, 13: This school... is a supportive and inviting place for students to learn... promotes academic success for all students... emphasizes helping students academically when they need it... emphasizes teaching lessons in ways relevant to students.

Note: Cells are empty if there are less than 5 respondents.

Table A5.2***Student Learning Environment Questions – Continued***

	All %
This school motivates students to learn.	
Strongly agree	30
Agree	70
Disagree	0
Strongly disagree	0
This school is a safe place for students.^Ø <i>(In-School and Hybrid Only)</i>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.26, 44: This school is a safe place for students... This school motivates students to learn.

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

Table A5.3***Disruptive Student Behavior is a Problem***

	All %
Insignificant problem	10
Mild problem	40
Moderate problem	45
Severe problem	5

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?

Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A5.4

Staff Working Environment Questions

	All %
Staff working environment	
<i>Average reporting “Strongly agree”</i>	32
<i>This school... is a supportive and inviting place for staff to work.</i>	
Strongly agree	41
Agree	55
Disagree	0
Strongly disagree	5
<i>promotes trust and collegiality among staff.</i>	
Strongly agree	36
Agree	55
Disagree	5
Strongly disagree	5
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>	
Strongly agree	17
Agree	65
Disagree	13
Strongly disagree	4
<i>is a safe place for staff. (In-School and Hybrid Only)</i>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.14, 15, 27, 43: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... is a safe place for staff... promotes personnel participation in decision-making that affects school practices and policies.

Notes: Cells are empty if there are less than 5 respondents.

∅ Item not included in the scale.

Table A5.5
Staff Collegiality Scale Questions

	All %
Staff collegiality	
<i>Average reporting “Strongly agree”</i>	53
Adults who work at this school... have close professional relationships with one another.	
Strongly agree	43
Agree	35
Disagree	22
Strongly disagree	0
support and treat each other with respect.	
Strongly agree	65
Agree	30
Disagree	4
Strongly disagree	0
feel a responsibility to improve this school.	
Strongly agree	50
Agree	45
Disagree	5
Strongly disagree	0

Question A.40-42: Adults who work at this school... 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 A5.6
School Uses Objective Data in Decision Making

	All %
Strongly agree	39
Agree	57
Disagree	4
Strongly disagree	0

Question A.47: 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 A5.7
Lack of Respect of Staff by Students is a Problem

	All %
Insignificant problem	29
Mild problem	48
Moderate problem	19
Severe problem	5

Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?

Note: Cells are empty if there are less than 5 respondents.

Facilities Upkeep

Table A5.8
Clean and Well-Maintained Facilities and Property (In-School and Hybrid Only)

	All %
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.29: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	<i>Percent Responding “Strongly Agree”</i>	
	All %	Table
Caring Adult Relationships	57	A6.2
Adults really care about every student	61	A6.2
Adults acknowledge and pay attention to students	61	A6.2
Adults listen to what students have to say	48	A6.2
High Expectations-Adults in School	76	A6.3
Adults want every student to do their best	78	A6.3
Adults believe every student can be a success	74	A6.3
Student Meaningful Participation	32	A6.4
Opportunities to decide things	13	A6.4
Equal opportunity for classroom participation	52	A6.4
Equal opportunity to participate in extracurricular activities	43	A6.4
Opportunities to “make a difference”	18	A6.4
Promotion of Parent Involvement	31	A6.5
School is welcoming to and facilitates parent involvement	32	A6.5
Encourages parents to be active partners in schooling	26	A6.5
School communicates about student learning expectation	27	A6.5
Parents feel welcome to participate at this school	29	A6.5

Note: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A6.2

Caring Relationships Scale Questions

	All %
Caring relationships	
<i>Average reporting “Strongly agree”</i>	57
<i>Adults who work at this school... really care about every student.</i>	
Strongly agree	61
Agree	39
Disagree	0
Strongly disagree	0
<i>acknowledge and pay attention to students.</i>	
Strongly agree	61
Agree	39
Disagree	0
Strongly disagree	0
<i>listen to what students have to say.</i>	
Strongly agree	48
Agree	48
Disagree	4
Strongly disagree	0

Question A.33, 34, 36: Adults who work at this school... 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 A6.3

High Expectations Scale Questions

	All %
High expectations-adults in school	
<i>Average reporting “Strongly agree”</i>	76
<i>Adults who work at this school... want every student to do their best.</i>	
Strongly agree	78
Agree	22
Disagree	0
Strongly disagree	0
<i>believe that every student can be a success.</i>	
Strongly agree	74
Agree	26
Disagree	0
Strongly disagree	0

Question A.35, 37: Adults who work at this school... 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.

Student Meaningful Participation

Table A6.4

Student Meaningful Participation Scale Questions

	All %
Student meaningful participation	
<i>Average reporting “Strongly agree”</i>	32
<i>This school...</i>	
encourages opportunities for students to decide things like class activities or rules.	
Strongly agree	13
Agree	52
Disagree	35
Strongly disagree	0
gives all students equal opportunity to participate in classroom discussions or activities.	
Strongly agree	52
Agree	48
Disagree	0
Strongly disagree	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	
Strongly agree	43
Agree	48
Disagree	9
Strongly disagree	0
gives students opportunities to “make a difference” by helping other people, the school, or the community.	
Strongly agree	18
Agree	64
Disagree	18
Strongly disagree	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 A6.5

Promotion of Parent Involvement Scale Questions

	All %
Promotion of parent involvement	
<i>Average reporting “Strongly agree”</i>	31
This school is welcoming to and facilitates parent involvement.	
Strongly agree	32
Agree	59
Disagree	9
Strongly disagree	0
This school encourages parents to be active partners in educating their child.	
Strongly agree	26
Agree	57
Disagree	17
Strongly disagree	0
Teachers at this school communicate with parents about what their children are expected to learn in class.	
Strongly agree	27
Agree	73
Disagree	0
Strongly disagree	0
Parents feel welcome to participate at this school.	
Strongly agree	29
Agree	62
Disagree	10
Strongly disagree	0

Question A.28, 46, 80, 81: 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 A6.5

Promotion of Parent Involvement Scale Questions – Continued

	All %
School staff take parents' concerns seriously.	
Strongly agree	41
Agree	59
Disagree	0
Strongly disagree	0

Question A.82: School staff take parents' concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

7. Learning Conditions

Table A7.1

Summary of Indicators of School Learning Conditions

	<i>Percent Responding “Strongly Agree”</i>	
	All %	Table
Learning Supports		
Support for social emotional learning	24	A7.2
Student readiness to learn	18	A7.3
Instructional equity	31	A7.6
Antibullying climate	41	A7.11
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity	28	A7.4
Respect for diversity	48	A7.5
Positive Peer Relations		
Student peer relationships	14	A7.10

Note: Cells are empty if there are less than 5 respondents.

Supports for Learning and Student Academic Engagement

Table A7.2

Support for Social Emotional Learning Scale Questions

	All %
Support for social emotional learning	
<i>Average reporting “Strongly agree”</i>	24
This school encourages students to feel responsible for how they act.	
Strongly agree	32
Agree	64
Disagree	5
Strongly disagree	0
This school encourages students to understand how others think and feel.	
Strongly agree	18
Agree	68
Disagree	14
Strongly disagree	0
Students are taught that they can control their own behavior.	
Strongly agree	33
Agree	52
Disagree	14
Strongly disagree	0
This school helps students resolve conflicts with one another.	
Strongly agree	19
Agree	62
Disagree	19
Strongly disagree	0

Question A.65, 68-70: This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another.

Note: Cells are empty if there are less than 5 respondents.

Table A7.2

Support for Social Emotional Learning Scale Questions – Continued

	All %
This school encourages students to care about how others feel.	
Strongly agree	14
Agree	81
Disagree	5
Strongly disagree	0

Question A.71: This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A7.3
Student Readiness to Learn Scale Questions

	All %
Student readiness to learn	
<i>Average reporting “Strongly agree”</i>	18
Students are healthy and physically fit.	
Strongly agree	18
Agree	50
Disagree	32
Strongly disagree	0
Students start/arrive at school alert and rested.	
Strongly agree	14
Agree	23
Disagree	55
Strongly disagree	9
Students are motivated to learn.	
Strongly agree	18
Agree	23
Disagree	55
Strongly disagree	5
Students in this school are well-behaved.	
Strongly agree	23
Agree	68
Disagree	9
Strongly disagree	0

Question A.56-59, 73: Students are healthy and physically fit... Students arrive at school alert and rested. [In-school and Hybrid only]... Students start school alert and rested. [Remote only].... 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 A7.4

Fairness and Rule Clarity Scale Questions

	All %
Fairness and rule clarity	
<i>Average reporting “Strongly agree”</i>	28
This school handles discipline problems fairly.	
Strongly agree	27
Agree	59
Disagree	14
Strongly disagree	0
The school rules are fair.	
Strongly agree	29
Agree	67
Disagree	5
Strongly disagree	0
This school clearly informs students what will happen if they break school rules.	
Strongly agree	27
Agree	68
Disagree	5
Strongly disagree	0
Students know what the rules are.	
Strongly agree	32
Agree	68
Disagree	0
Strongly disagree	0

Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.

Note: Cells are empty if there are less than 5 respondents.

Table A7.5***Respect for Diversity Scale Questions***

	All %
Respect for diversity	
<i>Average reporting “Strongly agree”</i>	48
Students from this school respect each other’s differences.	
Strongly agree	32
Agree	50
Disagree	18
Strongly disagree	0
Adults from this school respect differences in students.	
Strongly agree	59
Agree	36
Disagree	5
Strongly disagree	0
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	55
Agree	45
Disagree	0
Strongly disagree	0

Question A.53-55: Students from this school respect each other’s differences (e.g., gender, race, culture, sexual orientation)... Adults from 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 A7.6
Instructional Equity Scale Questions

	All %
Instructional equity	
<i>Average reporting “Strongly agree”</i>	31
<i>This school...</i>	
emphasizes using instructional materials that reflect the culture or ethnicity of its students.	
Strongly agree	27
Agree	41
Disagree	32
Strongly disagree	0
has staff examine their own cultural biases through professional development or other processes.	
Strongly agree	9
Agree	45
Disagree	41
Strongly disagree	5
considers closing the racial/ethnic achievement gap a high priority.	
Strongly agree	27
Agree	59
Disagree	9
Strongly disagree	5
has high expectations for all students, regardless of their race, ethnicity, or nationality.	
Strongly agree	55
Agree	45
Disagree	0
Strongly disagree	0

Question A.20-23: This school... 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... has high expectations for all students, regardless of their race, ethnicity, or nationality.

Note: Cells are empty if there are less than 5 respondents.

Table A7.6

Instructional Equity Scale Questions – Continued

	All %
<i>This school...</i>	
fosters an appreciation of student diversity and respect for each other.	
Strongly agree	36
Agree	59
Disagree	5
Strongly disagree	0

Question A.24: This school... fosters an appreciation of student diversity and respect for each other.

Note: Cells are empty if there are less than 5 respondents.

Table A7.7***Staff Treat All Students Fairly***

	All %
Strongly agree	43
Agree	52
Disagree	4
Strongly disagree	0

Question A.38: Adults who work at this school treat all students fairly.

Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A7.8***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %
Strongly agree	30
Agree	61
Disagree	4
Strongly disagree	4

Question A.45: 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 A7.9***Racial/Ethnic Conflict Among Students is a Problem***

	All %
Insignificant problem	48
Mild problem	38
Moderate problem	10
Severe problem	5

Question A.89: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

Student Peer Relationships

Table A7.10

Student Peer Relationships Questions

	All %
Student peer relationships	
<i>Average reporting “Strongly agree”</i>	14
Students care about one another.	
Strongly agree	14
Agree	86
Disagree	0
Strongly disagree	0
Students treat each other with respect.	
Strongly agree	14
Agree	82
Disagree	5
Strongly disagree	0
Student get along well with one another.	
Strongly agree	14
Agree	86
Disagree	0
Strongly disagree	0
Students enjoy spending time together during school activities.⁰ <i>(In-School and Hybrid Only)</i>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.60, 62-64: 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.

Notes: Cells are empty if there are less than 5 respondents.

⁰*Item not included in the scale.*

Table A7.10
Student Peer Relationships Questions – Continued

	All %
Students enjoy interacting with each other during class activities.^Ø (<i>Remote Only</i>)	
Strongly agree	33
Agree	50
Disagree	17
Strongly disagree	0

Question A.61: Students enjoy interacting with each other during class activities.

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

Antibullying Climate

Table A7.11
Antibullying Climate Scale Questions

	All %
Antibullying climate	
<i>Average reporting “Strongly agree”</i>	41
Teachers make it clear to students that bullying is not tolerated.	
Strongly agree	59
Agree	36
Disagree	5
Strongly disagree	0
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	27
Agree	68
Disagree	5
Strongly disagree	0
Students tell teachers when other students are being bullied.	
Strongly agree	32
Agree	55
Disagree	14
Strongly disagree	0
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.	
Strongly agree	57
Agree	43
Disagree	0
Strongly disagree	0

Question A.48-51: Teachers 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 A7.11
Antibullying Climate Scale Questions – Continued

	All %
Students try to stop bullying when they see it happening.	
Strongly agree	32
Agree	45
Disagree	23
Strongly disagree	0

Question A.52: Students try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 5 respondents.

Truancy

Table A7.12
Cutting Class or Truancy is a Problem

	All %
Insignificant problem	15
Mild problem	45
Moderate problem	15
Severe problem	25

Question A.92: For students enrolled in this school, how much of a problem is cutting classes or being truant?

Note: Cells are empty if there are less than 5 respondents.

8. Student Health Risks and Prevention

Mental Health

Table A8.1

Student Feeling Hopeful About the Future

	All %
Strongly agree	14
Agree	59
Disagree	27
Strongly disagree	0

Question A.67: Students feel hopeful about the future.

Note: Cells are empty if there are less than 5 respondents.

Table A8.2

Student Depression or Other Mental Health Issues are a Problem

	All %
Insignificant problem	5
Mild problem	45
Moderate problem	35
Severe problem	15

Question A.90: For students enrolled in this school, how much of a problem is student depression or other mental health problems?

Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A8.3

Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	25
Mild problem	40
Moderate problem	30
Severe problem	5

Question A.86: For students enrolled in this school, how much of a problem is harassment or bullying among students?

Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Physical Fighting Between Students is a Problem (In-School and Hybrid Only)

	All %
Insignificant problem	
Mild problem	
Moderate problem	
Severe problem	

Question A.87: For students enrolled in this school, how much of a problem is physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A8.5

Vandalism (Including Graffiti) is a Problem (In-School and Hybrid Only)

	All %
Insignificant problem	
Mild problem	
Moderate problem	
Severe problem	

Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?

Note: Cells are empty if there are less than 5 respondents.

Table A8.6

Theft is a Problem (In-School and Hybrid Only)

	All %
Insignificant problem	
Mild problem	
Moderate problem	
Severe problem	

Question A.96: For students enrolled in this school, how much of a problem is theft?

Note: Cells are empty if there are less than 5 respondents.

Table A8.7

Gang-Related Activity is a Problem

	All %
Insignificant problem	20
Mild problem	40
Moderate problem	30
Severe problem	10

Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?

Note: Cells are empty if there are less than 5 respondents.

Table A8.8***Weapons Possession is a Problem (In-School and Hybrid Only)***

	All %
Insignificant problem	
Mild problem	
Moderate problem	
Severe problem	

Question A.94: For students enrolled in this school, how much of a problem is weapons possession?

Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A8.9***Student Alcohol and Drug Use is a Problem***

	All %
Insignificant problem	20
Mild problem	40
Moderate problem	35
Severe problem	5

Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.10***Student Tobacco Use is a Problem***

	All %
Insignificant problem	26
Mild problem	63
Moderate problem	5
Severe problem	5

Question A.84: For students enrolled in this school, how much of a problem is tobacco use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.11***Student Vaping is a Problem***

	All %
Insignificant problem	21
Mild problem	58
Moderate problem	16
Severe problem	5

Question A.85: For students enrolled in this school, how much of a problem is student vaping or e-cigarette use?

Note: Cells are empty if there are less than 5 respondents.

Substance Use Prevention Policies

Table A8.12***School Bans Tobacco Use and Vaping (In-School and Hybrid Only)***

	All %
No	
Yes	
Don't know	

Question A.104: 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 A8.13***School Enforces Policies Banning Tobacco Use and Vaping***

	All %
Strongly agree	
Agree	
Disagree	
Strongly disagree	

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.

9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %
Disciplinary harshness	
<i>Average reporting “Strongly agree” or “Agree”</i>	19
The rules at this school are too strict.	
Strongly agree	14
Agree	5
Disagree	59
Strongly disagree	23
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	14
Agree	0
Disagree	77
Strongly disagree	9
Students get in trouble for breaking small rules.	
Strongly agree	14
Agree	14
Disagree	64
Strongly disagree	9
Teachers are very strict here.	
Strongly agree	14
Agree	5
Disagree	77
Strongly disagree	5

Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class (in person or remote) 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 A9.2
Provides Adequate Counseling and Support for Students

	All %
Strongly agree	27
Agree	32
Disagree	32
Strongly disagree	9

Question A.12: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

10. Professional Development Needs

Table A10.1

Areas of Professional Development Needs

	All %
<i>Instruction and School Environment</i>	
Positive behavioral support and classroom management	
Yes	52
No	48
Creating a positive school climate <i>(In-School and Hybrid Only)</i>	
Yes	
No	
<i>Addressing Needs of Diverse Populations</i>	
Working with diverse racial, ethnic, or cultural groups	
Yes	48
No	52
<i>Providing Support Services</i>	
Meeting the social, emotional, and developmental needs of youth	
Yes	90
No	10

Question A.97, 98, 100, 103: 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... Working with diverse racial, ethnic, or cultural groups... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... Creating a positive school climate.

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
Number of respondents	4

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Punishes first-time violations of alcohol/drug policies [‡]		B3.1
Enforces zero tolerance policies [‡]		B3.1
Has sufficient resources to create a safe campus [‡]		B3.2
Seeks to maintain a secure campus ^{‡Φ}		B3.2
Provides harassment or bullying prevention [†]		B3.3
Provides conflict resolution or behavior management instruction [†]		B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal [‡]		B4.1
Collaborates well with community organizations to address substance use or other problems [‡]		B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]		B4.1
Provides alcohol or drug use prevention instruction [†]		B4.1
Provides tobacco use/vaping prevention instruction [†]		B4.1
Has sufficient resources to address substance use prevention needs [‡]		B4.1
Physical Health and Special Needs		
Provides adequate health services for students [‡]		B5.1
Provides opportunities for physical education and activity [†]		B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion [†]		B6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]		B6.1
Restorative practices [‡]		B6.1
Trauma-informed practices [‡]		B6.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Percent responding “A lot.”

[‡]Percent responding “Strongly agree.”

^ΦIn-School and Hybrid Models only.

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Enforces zero tolerance policies	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.120, 121: This school... 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 %
Has sufficient resources to create a safe campus	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Seeks to maintain a secure campus <i>(In-School and Hybrid Only)</i>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.117, 122: 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 %
Provides harassment or bullying prevention	
A lot	
Some	
Not much	
Not at all	
Provides conflict resolution or behavior management instruction	
A lot	
Some	
Not much	
Not at all	

Question A.133, 134: 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 %
Considers substance abuse prevention an important goal	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.116, 123, 124: 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 %
Provides alcohol or drug use prevention instruction	
A lot	
Some	
Not much	
Not at all	
Provides tobacco use/vaping prevention instruction	
A lot	
Some	
Not much	
Not at all	
Has sufficient resources to address substance use prevention needs	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.118, 131, 132: 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 %
Provides adequate health services for students	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides opportunities for physical education and activity	
A lot	
Some	
Not much	
Not at all	

Question A.125, 130: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?

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 %
Provide supports that foster youth development, resilience, social-emotional learning, or asset promotion	
A lot	
Some	
Not much	
Not at all	
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Uses restorative practices to help resolve conflicts	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

*Question A.126, 127, 129: 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?
Note: Cells are empty if there are less than 5 respondents.*

Table B6.1

Youth Development and Social-Emotional Health at School – Continued

	All %
Implements trauma-informed practices	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides instructional help to build social-emotional competencies	
A lot	
Some	
Not much	
Not at all	

Question A.128, 135: This school... 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 Module

Not Administered

Section D. Military Connected Schools Module

Not Administered

CALIFORNIA HEALTHY KIDS SURVEY



Tenaya Middle Secondary 2020-2021 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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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 for each question from the 2020-21 *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. The Appendix 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 (ca-safe-supportive-schools.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. The Appendix includes 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 the Appendix, the Core Module consists of key questions 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:

- students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being;
- 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? With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the Core Modules have expanded this year to help districts better understand the impacts of COVID-19 and how best to support students' social, emotional, and academic needs. The first question on the Core Module asks students if they attend school in person every weekday (in-person instructional model), they participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses to this question, students are directed to questions only relevant to their instructional model. Questions asking about experiences in school buildings are only available for students who attend school in-person (100% in-person and hybrid instructional models). The expanded student Core Module measures students' home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being. The new content assessed by the Core Module includes the following:

- school schedules and attendance (remote and in-school), whether students participate in school in-person or remotely, and participation in synchronous learning activities;
- sleep hygiene and physical exercise;
- students' interest in and ability to focus on schoolwork;
- teacher support while learning remotely;

- virtual interactions with peers; and
- social and emotional health, including a 10-item measure of social-emotional distress.

In addition, modifications have been made to items measuring eligibility for free or reduced-price meals, truancy, caring relationships with teachers, and high expectations to make the questions applicable across all instructional models. Other changes include modification of the gender item to be more inclusive, combining the questions asking about ethnicity and race, and inclusion of an item that asks about Hispanic/Latinx subgroup membership.

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). Only questions relevant to the instructional model implemented in the school are answered by students in 2020/21. For example, students who participate in school remotely are not asked questions about the physical environment at the school. In addition, a handful of the items in the School Climate Module have been modified slightly to be applicable to all students, regardless of instructional model.

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 28 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).

PUBLIC ONLINE DATA DASHBOARD

The most recent state, county, 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.

New in 2020 is the ability to make comparisons across students who participate in school via different instructional models (in-person, remote, and hybrid).

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. Percentages are rounded to the nearest whole number.

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 ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.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/docs/calschls-2019-20-crosswalk.pdf) 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/docs/calschls-2019-20-crosswalk.pdf) 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_1719.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)

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 (bedtime and waketime)	✓				
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. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module	
E. District Afterschool Module (DASM)	
F. Drug-Free Communities (DFC) Module	
G. Gang Risk Awareness Module (GRAM)	
H. Gender Identity & Sexual Orientation-Based Harassment Module	
I. Mental Health Supports Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7
<i>Student Sample Size</i>	
Target sample	276
Final number	47
Response Rate	17%

Table A1.2

Number of Respondents by Instructional Model

	Grade 7
In-school learning only	1
Remote learning only	45
Hybrid learning	1

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Substance Use

	Grade 7 %	Table
School Engagement and Supports		
School connectedness ^{†Φ}		A6.7
Academic motivation [†]	67	A6.7
Monthly Absences (3 or more) ^Φ		A6.2
Maintaining focus on schoolwork [†]	33	A6.13
Caring adult relationships [‡]	58	A6.7
High expectations-adults in school [‡]	72	A6.7
Meaningful participation ^{‡Φ}		A6.7
Facilities upkeep ^{†Φ}		A6.16
Promotion of parent involvement in school [†]	56	A6.7
School Safety		
School perceived as very safe or safe ^Φ		A8.1
Experienced any harassment or bullying ^{§Φ}		A8.2
Had mean rumors or lies spread about you ^{§Φ}		A8.3
Been afraid of being beaten up ^{§Φ}		A8.3
Been in a physical fight ^{§Φ}		A8.4
Seen a weapon on campus ^{§Φ}		A8.6
Substance Use		
Current alcohol or drug use [¶]	2	A9.5
Current marijuana use [¶]	2	A9.5
Current binge drinking [¶]	0	A9.5
Very drunk or “high” 7 or more times, ever	0	A9.7
Been drunk or “high” on drugs at school, ever	0	A9.9
Current cigarette smoking [¶]	0	A10.3
Current vaping [¶]	2	A10.3

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.

^ΦIn-School and Hybrid Models only.

Table A2.2**Key Indicators of Student Well-Being, Remote Learning, and Social and Emotional Health**

	Grade 7 %	Table
Routines		
Eating of breakfast ^l	67	A11.2
Bedtime (before 11 pm)	70	A4.1
Sleep deprivation (less than 8 hours)	14	A4.1
Physical exercise (meets standards) ^{ll}	86	A4.4
Learning from Home		
Average days worked on schoolwork (≥ 5) ^{ll} ^δ	95	A5.1
Synchronous instruction (4 days or more) ^{ll} ^δ	95	A5.1
Interest in schoolwork done from home ^δ	32	A5.3
Meaningful opportunities [‡] ^δ	50	A5.2
Adult and Peer Relationships		
Adult supports [‡]	79	A7.7
Peer supports [‡]	72	A7.6
Virtual peer interactions (4 days or more) ^{ll}	64	A4.3
Cyberbullying [§]	28	A8.3
Social and Emotional Health		
Social emotional distress [‡]	31	A7.10
Experienced chronic sadness/hopelessness [§]	39	A7.1
Considered suicide [§]	12	A7.2
Self-Efficacy [‡]	70	A7.3
Self-Awareness [‡]	68	A7.4
Problem Solving [‡]	53	A7.5
Optimism [‡]	61	A7.8
Gratitude [‡]	71	A7.9

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

Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.

^lToday.

^{ll}Past 7 days.

^{lll}Past 30 days.

^δRemote and Hybrid Models only.

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

[§]Past 12 months.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %
In-School Model	2
Remote Learning Model	96
Hybrid Model (in school on alternate days)	2
Hybrid Model (in school half days)	0

Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?

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

In-School Model - Respondents selecting “I went to school in person at my school building for the entire day, Monday through Friday.”

Remote Learning Model - Respondents selecting “I participated in school from home for the entire day on most or all weekdays and did not go to school in person.”

Hybrid Model (in school on alternate days) - Respondents selecting “I went to school in person at my school building for the entire day on some weekdays and participated in school from home on other weekdays.”

Hybrid Model (in school half days) - Respondents selecting “I went to school in person at my school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays.”

Table A3.2

Gender of Sample

	Grade 7 %
Male	35
Female	65
Nonbinary	0
Something else	0

Question HS/MS A.3: What is your gender?

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

Table A3.3
Sexual Orientation

	Grade 7 %
Straight (not gay)	83
Lesbian or Gay	0
Bisexual	9
Something else	2
Not sure	2
Decline to respond	4

Question HS/MS A.5: Which of the following best describes you?

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

Table A3.4
Gender Identity

	Grade 7 %
No, I am not transgender	93
Yes, I am transgender	0
I am not sure if I am transgender	4
Decline to respond	2

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?

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

Table A3.5***Race or Ethnicity***

	Grade 7 %
American Indian or Alaska Native	4
Asian or Asian American	4
Black or African American	2
Hispanic or Latinx	61
Native Hawaiian or Pacific Islander	0
White	15
Mixed (two or more) ethnics	9
Something else	4

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.6***Living Situation***

	Grade 7 %
A home with one or more parent or guardian	93
Other relative's home	0
A home with more than one family	2
Friend's home	0
Foster home, group care, or waiting placement	0
Hotel or motel	0
Shelter, car, campground, or other transitional or temporary housing	0
Other living arrangement	5

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 A3.7***Highest Education of Parents***

	Grade 7 %
Did not finish high school	12
Graduated from high school	16
Attended college but did not complete four-year degree	7
Graduated from college	30
Don't know	35

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 A3.8***Free or Reduced Price Meals Eligibility***

	Grade 7 %
No	16
Yes	68
Don't know	16

Question HS/MS A.12, 13: 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.) [In-school/Hybrid only]... Last year, did 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.) [Remote only]

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

Table A3.9
Language Spoken at Home

	Grade 7 %
English	55
Spanish	43
Mandarin	0
Cantonese	0
Taiwanese	0
Tagalog	0
Vietnamese	0
Korean	0
Arabic	0
Other	2

Question HS/MS A.14: What language is spoken most of the time in your home?

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

Table A3.10
English Language Proficiency – All Students

	Grade 7 %
How well do you...	
understand English?	
Very well	82
Well	18
Not well	0
Not at all	0
speak English?	
Very well	73
Well	27
Not well	0
Not at all	0
read English?	
Very well	77
Well	23
Not well	0
Not at all	0
write English?	
Very well	70
Well	30
Not well	0
Not at all	0
English Language Proficiency Status	
Proficient	68
Not proficient	32

Question HS/MS A.15-18: 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 A3.11***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 7 %
<i>How well do you...</i>	
understand English?	
Very well	70
Well	30
Not well	0
Not at all	0
speak English?	
Very well	55
Well	45
Not well	0
Not at all	0
read English?	
Very well	65
Well	35
Not well	0
Not at all	0
write English?	
Very well	50
Well	50
Not well	0
Not at all	0
<i>English Language Proficiency Status</i>	
Proficient	50
Not proficient	50

Question HS/MS A.14-18: 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 A3.12***Number of Days Attending Afterschool Program (In-School and Hybrid Only)***

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

Question HS/MS A.28: 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 A3.13***Military Connections***

	Grade 7 %
No	100
Yes	0
Don't know	0

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.

4. Routines

Table A4.1
Sleep Schedule

	Grade 7 %
What time did you go to bed last night?	
Before 7:00 pm	0
7:00-7:59 pm	2
8:00-8:59 pm	5
9:00-9:59 pm	28
10:00-10:59 pm	35
11:00-11:59 pm	7
12:00-12:59 am	9
After 1:00 am	14
What time did you wake up this morning?	
Before 5:00 am	0
5:00-5:59 am	0
6:00-6:59 am	12
7:00-7:59 am	35
8:00-8:59 am	49
9:00-9:59 am	5
10:00-10:59 am	0
11:00-11:59 am	0
12 pm or later	0
Sleep duration	
Less than 6 hours	0
6-7 hours	14
8-9 hours	33
10-11 hours	51
12 hours or more	2
<i>Sleep deprivation (less than 8 hours)</i>	14

Question HS/MS A.19, 20: What time did you go to bed last night?... What time did you wake up this morning?

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

Table A4.2**Attending School in Person (Hybrid Only)**

	Grade 7 %
Are you attending school in person today?	
No	
Yes	
In the past 30 days, how many days in an average week did you go to school in person?	
0 days	
1 day	
2 days	
3 days	
4 days	
5 days	

Question HS/MS A.24, 25: In the past 30 days, how many days in an average week did you go to school in person?... Are you attending school in person today?

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

Table A4.3**Peer Interactions (Virtual), Past 7 Days**

	Grade 7 %
0 days	12
1 day	10
2 days	10
3 days	5
4 days	7
5 days	10
6 days	0
7 days	48

Question HS/MS A.68: On how many of the past 7 days did you talk to your friends by phone, computer, or tablet (iPad)?

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

Table A4.4***Number of Days Exercising, Past 7 Days***

	Grade 7 %
Exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard	
0 days	7
1 day	2
2 days	12
3 days	24
4 days	12
5 days	12
6 days	7
7 days	24
Participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard	
0 days	10
1 day	0
2 days	10
3 days	24
4 days	19
5 days	7
6 days	14
7 days	17
<i>Meets aerobic physical fitness standards</i>	
	86

Question HS/MS A.69, 70: On how many of the past 7 days did you... exercise or do a physical activity for at least 20 minutes that made you sweat and breathe hard? (For example, basketball, soccer, running, fast bicycling, fast dancing, or similar aerobic activities.)... participate in a physical activity for at least 30 minutes that did not make you sweat and breathe hard? (For example, fast walking, slow bicycling, shooting baskets, raking leaves, or mopping floors.)

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

Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote and Hybrid Only)

	Grade 7 %
Time started schoolwork from home today[#]	
Before 7:00 am	2
7:00-7:59 am	2
8:00-8:59 am	60
9:00-9:59 am	10
10:00-10:59 am	0
11:00-11:59 am	0
12 pm or later	26
Time spent on learning and completing schoolwork from home on the average weekday	
Less than 1 hour	5
Between 1 and 2 hours	14
Between 2 and 3 hours	26
Between 3 and 4 hours	12
Between 4 and 5 hours	17
More than 5 hours	26
Number of days in the past week participating in an online class from home where your teacher talked to students	
0 days	0
1 day	0
2 days	5
3 days	0
4 days	7
5 days	88

Question HS/MS A.30-33: On the weekdays you participated in school from home, how much of your day did you spend learning and completing schoolwork on the average day? [Hybrid only]... On the average weekday, how much of your day did you spend learning and completing schoolwork from home? [Remote only]... What time did you start your schoolwork from home today?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

[#]Based on respondents selecting “I participated in school from home for the entire day on most or all weekdays and did not go to school in person” to question “Which of the following best describes your school schedule during the past 30 days?” or “No” to question “Are you attending school in person today?”

Table A5.1**Remote Learning Schedule and Instructional Time – Continued (Remote and Hybrid Only)**

	Grade 7 %
Number of weekdays participating in school from home for the entire school day	
0 days	2
1 day	0
2 days	0
3 days	0
4 days	2
5 days	95

Question HS/MS A.29: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?

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

Table A5.2**Interesting Activities Provided for Student in Remote Learning (Remote and Hybrid Only)**

	Grade 7 %
Not at all true	16
A little true	34
Pretty much true	34
Very much true	16

Question HS/MS A.57: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

Interest in Schoolwork Done from Home (Remote and Hybrid Only)

	Grade 7 %
Strongly disagree	7
Disagree	10
Neither disagree nor agree	51
Agree	22
Strongly agree	10

Question HS/MS A.50: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1
Grades, Past 12 Months

	Grade 7 %
Mostly A's	17
A's and B's	36
Mostly B's	2
B's and C's	19
Mostly C's	2
C's and D's	17
Mostly D's	0
Mostly F's	7

Question HS/MS A.36: 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 A6.2
Absences, Past 30 Days (In-School and Hybrid Only)

	Grade 7 %
I did not miss any days of school in the past 30 days	
1 day	
2 days	
3 or more days	

Question HS/MS A.22, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]... In the past 30 days, how often did you miss an entire day of in-person school for any reason? [Hybrid only]

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

Table A6.3**Missing School from Home, Past 30 Days (Remote and Hybrid Only)**

	Grade 7 %
I did not miss an entire day of remote learning classes	79
1 day	12
2 days	7
3 or more days	2

Question HS/MS A.34: In the past 30 days, how often did you miss an entire day of remote learning classes for any reason?

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

Table A6.4**Missing Classes at School, Past 30 Days (In-School and Hybrid Only)**

	Grade 7 %
I did not miss any classes/scheduled in-person classes	
1-2 classes	
3-4 classes	
5 or more classes	

Question HS/MS A.23, 27: In the past 30 days, how many classes did you miss for any reason? [In-school only]... In the past 30 days, how many in-person school classes did you miss for any reason? [Hybrid only]

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

Table A6.5**Missing Remote Classes, Past 30 Days (Remote and Hybrid Only)**

	Grade 7 %
I did not miss any remote learning classes	52
1-2 classes	40
3-4 classes	5
5 or more classes	2

Question HS/MS A.35: In the past 30 days, how many remote learning classes did you miss for any reason?

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

Table A6.6

Reasons for Absence, Past 30 Days

	Grade 7 %
Does not apply; I didn't miss any school	
Illness (feeling physically sick), including problems with breathing or your teeth	
Were being bullied or mistreated at school (<i>In-School and Hybrid Only</i>)	
Felt very sad, hopeless, anxious, stressed, or angry	
Didn't get enough sleep	
Didn't feel safe at school or going to and from school (<i>In-School and Hybrid Only</i>)	
Had to take care of or help a family member or friend	
Wanted to spend time with friends	
Used alcohol or drugs	
Were behind in schoolwork or weren't prepared for a test or class assignment	
Were bored or uninterested in school	
Had no transportation to school (<i>In-School and Hybrid Only</i>)	
Other reason	

Question HS/MS A.37-39: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-school only]... In the past 30 days, did you miss a day of in-person school or school from home for any of the following reasons? (Mark All That Apply.) [Hybrid only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

Table A6.7***School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	Grade 7 %	Table
Total school supports		
Caring adults in school [‡]	58	A6.8
High expectations-adults in school [‡]	72	A6.9
Meaningful participation at school ^{‡Φ}		A6.10
School connectedness ^{†Φ}		A6.11
Academic motivation [†]	67	A6.12
Promotion of parent involvement in school [†]	56	A6.14

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.”*

^Φ*In-School and Hybrid Models only.*

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

Table A6.8***Caring Relationships Scale Questions***

	Grade 7 %
Caring adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	58
<i>There is a teacher or some other adult from my school... who really cares about me.</i>	
Not at all true	20
A little true	35
Pretty much true	28
Very much true	18
<i>who notices when I’m not there.</i>	
Not at all true	15
A little true	22
Pretty much true	32
Very much true	32
<i>who listens to me when I have something to say.</i>	
Not at all true	7
A little true	29
Pretty much true	41
Very much true	22

Question HS/MS A.55, 58, 61: There is a teacher or some other adult from my school... 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 A6.9***High Expectations Scale Questions***

	Grade 7 %
High expectations-adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	72
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>	
Not at all true	5
A little true	39
Pretty much true	41
Very much true	15
<i>who always wants me to do my best.</i>	
Not at all true	0
A little true	17
Pretty much true	34
Very much true	49
<i>who believes that I will be a success.</i>	
Not at all true	8
A little true	18
Pretty much true	35
Very much true	40

Question HS/MS A.56, 59, 62: There is a teacher or some other adult from my school... 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 A6.10

Meaningful Participation Scale Questions (In-School and Hybrid Only)

	Grade 7 %
Meaningful participation at school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	
<i>At school,...</i>	
I do interesting activities.	
Not at all true	
A little true	
Pretty much true	
Very much true	
I help decide things like class activities or rules.	
Not at all true	
A little true	
Pretty much true	
Very much true	
I do things that make a difference.	
Not at all true	
A little true	
Pretty much true	
Very much true	
I have a say in how things work.	
Not at all true	
A little true	
Pretty much true	
Very much true	
I help decide school activities or rules.	
Not at all true	
A little true	
Pretty much true	
Very much true	

Question HS/MS A.63-67: 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 A6.11

School Connectedness Scale Questions (In-School and Hybrid Only)

	Grade 7 %
School connectedness	
<i>Average reporting “Agree” or “Strongly agree”</i>	
I feel close to people at this school.	
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	
I am happy to be at this school.	
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	
I feel like I am part of this school.	
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	
The teachers at this school treat students fairly.	
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	
I feel safe in my school.	
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	

Question HS/MS A.40-44: 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 A6.12***Academic Motivation Scale Questions***

	Grade 7 %
Academic motivation	
<i>Average reporting “Agree” or “Strongly agree”</i>	67
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	2
Disagree	2
Neither disagree nor agree	14
Agree	40
Strongly agree	42
I try hard on my schoolwork because I am interested in it.	
Strongly disagree	9
Disagree	12
Neither disagree nor agree	47
Agree	30
Strongly agree	2
I work hard to try to understand new things when doing my schoolwork.	
Strongly disagree	2
Disagree	5
Neither disagree nor agree	23
Agree	49
Strongly agree	21
I am always trying to do better in my schoolwork.	
Strongly disagree	5
Disagree	2
Neither disagree nor agree	7
Agree	52
Strongly agree	33

Question HS/MS A.51-54: 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 on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

Table A6.13***Maintaining Focus on Schoolwork***

	Grade 7 %
It is hard for me to stay focused when doing my schoolwork.	
Strongly disagree	5
Disagree	28
Neither disagree nor agree	26
Agree	23
Strongly agree	19

Question HS/MS A.49: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.14***Promotion of Parent Involvement Scale Questions***

	Grade 7 %
Promotion of parent involvement in school	
<i>Average reporting “Agree” or “Strongly agree”</i>	56
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	2
Disagree	9
Neither disagree nor agree	28
Agree	47
Strongly agree	14
Parents feel welcome to participate at this school.	
Strongly disagree	7
Disagree	7
Neither disagree nor agree	35
Agree	40
Strongly agree	12
School staff take parent concerns seriously.	
Strongly disagree	2
Disagree	10
Neither disagree nor agree	33
Agree	36
Strongly agree	19

Question HS/MS A.46-48: 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 A6.15
Checking Student Progress

	Grade 7 %
A teacher or some other adult from my school checks on how I am doing	
Not at all true	17
A little true	31
Pretty much true	26
Very much true	26

Question HS/MS A.60: There is a teacher or some other adult from my school... who checks on how I am doing.
Note: Cells are empty if there are less than 10 respondents.

Table A6.16
Quality of School Physical Environment (In-School and Hybrid Only)

	Grade 7 %
My school is usually clean and tidy.	
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	

Question HS/MS A.45: 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.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %
No	61
Yes	39

Question HS A.153/MS A.141: 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 A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %
No	88
Yes	12

Question HS A.154/MS A.142: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3**Self-Efficacy Scale Questions**

	Grade 7 %
Self-efficacy	
<i>Average reporting “Pretty much true” or “Very much true”</i>	70
I can work out my problems.	
Not at all true	8
A little true	21
Pretty much true	45
Very much true	26
I can do most things if I try.	
Not at all true	3
A little true	21
Pretty much true	55
Very much true	21
There are many things that I do well.	
Not at all true	3
A little true	32
Pretty much true	38
Very much true	27

Question HS A.165-167/MS A.153-155: 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 A7.4***Self-Awareness Scale Questions***

	Grade 7 %
Self-awareness	
<i>Average reporting “Pretty much true” or “Very much true”</i>	68
There is a purpose to my life.	
Not at all true	8
A little true	19
Pretty much true	30
Very much true	43
I understand my moods and feelings.	
Not at all true	11
A little true	22
Pretty much true	33
Very much true	33
I understand why I do what I do.	
Not at all true	8
A little true	29
Pretty much true	37
Very much true	26

Question HS A.168-170/MS A.156-158: 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 A7.5***Problem Solving Scale Questions***

	Grade 7 %
Problem solving	
<i>Average reporting “Pretty much true” or “Very much true”</i>	53
When I need help I find someone to talk with.	
Not at all true	34
A little true	24
Pretty much true	29
Very much true	13
I try to work out my problems by talking or writing about them.	
Not at all true	37
A little true	18
Pretty much true	32
Very much true	13
I trust my ability to solve difficult problems.	
Not at all true	11
A little true	19
Pretty much true	43
Very much true	27

Question HS A.171, 175, 176/MS A.159, 163, 164: 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.

Table A7.6***Peer Supports Scale Questions***

	Grade 7 %
Peer supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	72
I have a friend my age who really cares about me.	
Not at all true	8
A little true	8
Pretty much true	24
Very much true	61
I have a friend my age who talks with me about my problems.	
Not at all true	18
A little true	24
Pretty much true	21
Very much true	37
I have a friend my age who helps me when I’m having a hard time.	
Not at all true	16
A little true	11
Pretty much true	32
Very much true	42

Question HS A.183-185/MS A.171-173: How true do you feel these statements are about your 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.

Table A7.7**Adult Supports Scale Questions**

	Grade 7 %
Adult supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	79
How true do you feel these statements are about your family?	
There is an adult who really cares about me.	
Not at all true	0
A little true	5
Pretty much true	18
Very much true	76
There is an adult who talks with me about my problems.	
Not at all true	8
A little true	26
Pretty much true	26
Very much true	39
There is an adult who helps me when I am having a hard time.	
Not at all true	8
A little true	16
Pretty much true	29
Very much true	47

Question HS A.180-182/MS A.168-170: How true do you feel these statements are about your family?... There is an adult who really cares about me... There is an adult who talks with me about my problems... There is an adult who helps me when I am having a hard time.

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

Table A7.8***Optimism Scale Questions***

	Grade 7 %
Optimism	
<i>Average reporting “Pretty much true” or “Very much true”</i>	61
Each day I look forward to having a lot of fun.	
Not at all true	13
A little true	24
Pretty much true	32
Very much true	32
I usually expect to have a good day.	
Not at all true	16
A little true	27
Pretty much true	30
Very much true	27
Overall, I expect more good things to happen to me than bad things.	
Not at all true	18
A little true	18
Pretty much true	47
Very much true	16

Question HS A.172-174/MS A.160-162: 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 A7.9**Gratitude Scale Questions**

	Grade 7 %
Gratitude	
<i>Average reporting “Pretty much true” or “Very much true”</i>	71
On most days I feel grateful.	
Not at all true	3
A little true	26
Pretty much true	26
Very much true	45
On most days I feel thankful.	
Not at all true	3
A little true	26
Pretty much true	24
Very much true	47
On most days I feel appreciative.	
Not at all true	5
A little true	24
Pretty much true	24
Very much true	47

Question HS A.177-179/MS A.165-167: 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 A7.10
Social Emotional Distress Scale Questions

	Grade 7 %
Social emotional distress	
<i>Average reporting “Pretty much true” or “Very much true”</i>	31
I had a hard time breathing because I was anxious.	
Not at all true	59
A little true	14
Pretty much true	16
Very much true	11
I worried that I would embarrass myself in front of others.	
Not at all true	26
A little true	29
Pretty much true	16
Very much true	29
I was tense and uptight.	
Not at all true	61
A little true	14
Pretty much true	14
Very much true	11
I had a hard time relaxing.	
Not at all true	43
A little true	22
Pretty much true	16
Very much true	19

Question HS A.155-158/MS A.143-146: Over the past 30 days, 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 A7.10
Social Emotional Distress Scale Questions – Continued

	Grade 7 %
I felt sad and down.	
Not at all true	39
A little true	21
Pretty much true	13
Very much true	26
I was easily irritated.	
Not at all true	22
A little true	35
Pretty much true	19
Very much true	24
It was hard for me to cope and I thought I would panic.	
Not at all true	62
A little true	16
Pretty much true	14
Very much true	8
It was hard for me to get excited about anything.	
Not at all true	62
A little true	22
Pretty much true	14
Very much true	3

Question HS A.159-162/MS A.147-150: Over the past 30 days, 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 A7.10
Social Emotional Distress Scale Questions – Continued

	Grade 7 %
I was easily annoyed and sensitive.	
Not at all true	41
A little true	27
Pretty much true	16
Very much true	16
I was scared for no good reason.	
Not at all true	57
A little true	19
Pretty much true	14
Very much true	11

Question HS A.163, 164/MS A.151, 152: Over the past 30 days, 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. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School and Hybrid Only)

	Grade 7 %
Very safe	
Safe	
Neither safe nor unsafe	
Unsafe	
Very unsafe	

Question HS A.128/MS A.116: How safe do you feel when you are at school?

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

Table A8.2

Reasons for Harassment on School Property, Past 12 Months (In-School and Hybrid Only)

	Grade 7 %
Race, ethnicity, or national origin	
0 times	
1 time	
2 or more times	
Religion	
0 times	
1 time	
2 or more times	
Gender	
0 times	
1 time	
2 or more times	
Because you are gay, lesbian, or bisexual or someone thought you were	
0 times	
1 time	
2 or more times	
A physical or mental disability	
0 times	
1 time	
2 or more times	
<i>Any of the above five reasons</i>	

Question HS A.144-148/MS A.132-136: 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 A8.2

Reasons for Harassment on School Property, Past 12 Months – Continued (In-School and Hybrid Only)

	Grade 7 %
You are an immigrant or someone thought you were	
0 times	
1 time	
2 or more times	
Any other reason	
0 times	
1 time	
2 or more times	
Any harassment	

Question HS A.144-150/MS A.132-138: 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 A8.3

School Violence Victimization Scale Questions (In-School and Hybrid Only)

	Grade 7 %
School violence victimization	
<i>Average reporting "1 or more times"</i>	
<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	
1 time	
2 to 3 times	
4 or more times	
been afraid of being beaten up?	
0 times	
1 time	
2 to 3 times	
4 or more times	
had mean rumors or lies spread about you?	
0 times	
1 time	
2 to 3 times	
4 or more times	
had sexual jokes, comments, or gestures made to you?	
0 times	
1 time	
2 to 3 times	
4 or more times	

Question HS A.129, 130, 132, 133/MS A.117, 118, 120, 121: 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 A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %
<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? <i>(In-School and Hybrid Only)</i>	
0 times	
1 time	
2 to 3 times	
4 or more times	
had your property stolen or deliberately damaged? <i>(In-School and Hybrid Only)</i>	
0 times	
1 time	
2 to 3 times	
4 or more times	
been made fun of, insulted, or called names? <i>(In-School and Hybrid Only)</i>	
0 times	
1 time	
2 to 3 times	
4 or more times	
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)	73
1 time	15
2 to 3 times	3
4 or more times	10

Question HS A.134, 135, 143, 151/MS A.122, 123, 131, 139: 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 A8.4

School Violence Perpetration Scale Questions (In-School and Hybrid Only)

	Grade 7 %
School violence perpetration	
<i>Average reporting "1 or more times"</i>	
<i>During the past 12 months, how many times on school property have you...</i>	
been in a physical fight?	
0 times	
1 time	
2 to 3 times	
4 or more times	
been offered, sold, or given an illegal drug?	
0 times	
1 time	
2 to 3 times	
4 or more times	
damaged school property on purpose?	
0 times	
1 time	
2 to 3 times	
4 or more times	
carried a gun?	
0 times	
1 time	
2 to 3 times	
4 or more times	
carried any other weapon (such as a knife or club)?	
0 times	
1 time	
2 to 3 times	
4 or more times	

Question HS A.131, 136-139/MS A.119, 124-127: 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 A8.5

Threats and Injuries with Weapons at School, Past 12 Months (In-School and Hybrid Only)

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

Question HS A.140, 142/MS A.128, 130: 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 A8.6

Weapons Possession on School Property, Past 12 Months (In-School and Hybrid Only)

	Grade 7 %
<i>During the past 12 months, how many times on school property have you...</i>	
seen someone carrying a gun, knife, or other weapon?	
0 times	
1 time	
2 to 3 times	
4 or more times	

Question HS A.141/MS A.129: 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.

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Table
Lifetime illicit AOD use to get “high” [^]	10	A9.2
Lifetime alcohol or drug use	10	A9.2
Lifetime marijuana use	7	A9.2
Lifetime very drunk or high (7 or more times)	0	A9.7
Lifetime drinking and driving involvement	17	A9.10
Current alcohol or drug use [¶]	2	A9.5
Current marijuana use [¶]	2	A9.5
Current heavy drug use [¶]	2	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	A9.5
Current alcohol or drug use on school property ^{¶ψ}		A9.8
Harmfulness of occasional marijuana use ^{BΦ}		A9.11
Difficulty of obtaining marijuana ^{CΦ}		A9.12

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.*

^ψ*In-School Models only.*

^Φ*In-School and Hybrid Models only.*

^B*Great harm.*

^C*Very difficult.*

Table A9.2
Summary of AOD Lifetime Use

	Grade 7 %
Alcohol	0
Marijuana	7
Inhalants	2
Any other drug, pill, or medicine to get “high”	0
<i>Any of the above AOD use</i>	10
<i>Any illicit AOD use to get “high”[^]</i>	10

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

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

Table A9.3***Lifetime AOD Use***

	Grade 7 %
Alcohol (one full drink)	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
Marijuana (smoke, vape, eat, or drink)	
0 times	93
1 time	5
2 to 3 times	0
4 or more times	2
Inhalants	
0 times	98
1 time	0
2 to 3 times	2
4 or more times	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0

Question HS A.74-76, 86/MS A.75-77, 79: 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 A9.4**Methods of Marijuana Consumption**

	Grade 7 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>	
Smoke it?	
0 times	98
1 time	0
2 to 3 times	0
4 or more times	2
In a vaping device?	
0 times	93
1 time	5
2 to 3 times	2
4 or more times	0
Eat or drink it in products made with marijuana?	
0 times	95
1 time	2
2 to 3 times	2
4 or more times	0

Question HS A.90-92/MS A.83-85: 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 A9.5***Current AOD Use, Past 30 Days***

	Grade 7 %
Alcohol (one or more drinks of alcohol)	0
Binge drinking (5 or more drinks in a row)	0
Marijuana (smoke, vape, eat, or drink)	2
Inhalants	0
Other drug, pill, or medicine to get “high” or for reasons other than medical	0
<i>Any drug use</i>	2
<i>Heavy drug use</i>	2
<i>Any AOD Use</i>	2

Question HS A.96-99, 101/MS A.89-93: 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 A9.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 7 %
Alcohol (one or more drinks)	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Binge drinking (5 or more drinks in a row)	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	98
1 or 2 days	0
3 to 9 days	2
10 to 19 days	0
20 to 30 days	0

Question HS A.96-98/MS A.89-91: 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 A9.7***Lifetime Drunk or “High”***

	Grade 7 %
Very drunk or sick after drinking alcohol	
0 times	100
1 to 2 times	0
3 to 6 times	0
7 or more times	0
“High” (loaded, stoned, or wasted) from using drugs	
0 times	95
1 to 2 times	5
3 to 6 times	0
7 or more times	0
<i>Very drunk or “high” 7 or more times</i>	0

Question HS A.87, 88/MS A.80, 81: 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 A9.8**Current AOD Use on School Property, Past 30 Days (In-School Only)**

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

Question HS A.106-108/MS A.97-99: 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 A9.9**Lifetime Drunk or “High” on School Property**

	Grade 7 %
0 times	100
1 to 2 times	0
3 to 6 times	0
7 or more times	0

Question HS A.89/MS A.82: 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 A9.10
Drinking While Driving, Lifetime

	Grade 7 %
Have ridden in a car driven by someone who had been using alcohol or drugs	
Never	83
1 time	2
2 times	5
3 to 6 times	2
7 or more times	7

Question MS A.114: During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

Table A9.11

Perceived Harm of AOD Use (In-School and Hybrid Only)

	Grade 7 %
Alcohol - drink occasionally	
Great	
Moderate	
Slight	
None	
Alcohol - 5 or more drinks once or twice a week	
Great	
Moderate	
Slight	
None	
Marijuana - use occasionally	
Great	
Moderate	
Slight	
None	
Marijuana - use daily	
Great	
Moderate	
Slight	
None	

Question HS A.114-117/MS A.105-108: 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 A9.12

Perceived Difficulty of Obtaining Alcohol and Marijuana (In-School and Hybrid Only)

	Grade 7 %
Alcohol	
Very difficult	
Fairly difficult	
Fairly easy	
Very easy	
Don't know	
Marijuana	
Very difficult	
Fairly difficult	
Fairly easy	
Very easy	
Don't know	

Question HS A.120, 121/MS A.111, 112: 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.

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	0	A10.2
Current cigarette smoking [¶]	0	A10.3
Current cigarette smoking at school ^{¶ψ}		A10.4
Ever tried smokeless tobacco	0	A10.2
Current smokeless tobacco use [¶]	0	A10.3
Current smokeless tobacco use at school ^{¶ψ}		A10.4
Ever used vape products	2	A10.2
Current use of vape products [¶]	2	A10.3
Current vaping at school ^{¶ψ}		A10.4
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking ^{BΦ}		A10.6
Harmfulness of smoking 1 or more packs/day ^{BΦ}		A10.6
Harmfulness of vaping occasionally ^{BΦ}		A10.7
Harmfulness of vaping several times a day ^{BΦ}		A10.7
Difficulty of obtaining cigarettes ^{CΦ}		A10.8
Difficulty of obtaining vape products ^{CΦ}		A10.8
Anti-Tobacco Policy		
School bans tobacco use and vaping ^Φ		A10.9

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

[¶]Past 30 days.

^ψIn-School Models only.

^ΦIn-School and Hybrid Models only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 7 %
A cigarette, even one or two puffs	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
A whole cigarette	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
Smokeless tobacco	
0 times	100
1 time	0
2 to 3 times	0
4 or more times	0
Vape products	
0 times	98
1 time	0
2 to 3 times	2
4 or more times	0

Question HS A.71-73/MS A.71-74: 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 A10.3
Any Current Use and Daily Use

	Grade 7 %
Cigarettes	
Any	0
Daily (20 or more days)	0
Smokeless tobacco	
Any	0
Daily (20 or more days)	0
Vape products	
Any	2
Daily (20 or more days)	0

Question HS A.93-95/MS A.86-88: 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 A10.4

Current Smoking on School Property, Past 30 Days (In-School Only)

	Grade 7 %
Cigarettes	
0 days	
1 or 2 days	
3 to 9 days	
10 to 19 days	
20 to 30 days	
Smokeless tobacco	
0 days	
1 or 2 days	
3 to 9 days	
10 to 19 days	
20 to 30 days	
Vape	
0 days	
1 or 2 days	
3 to 9 days	
10 to 19 days	
20 to 30 days	

Question HS A.103-105/MS A.94-96: 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 A10.5**Secondhand Smoke on School Property, Past 30 days (In-School Only)**

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

Question HS A.109/MS A.100: 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 A10.6**Perceived Harm of Cigarette Smoking (In-School and Hybrid Only)**

	Grade 7 %
Smoke cigarettes occasionally	
Great	
Moderate	
Slight	
None	
Smoke 1 or more packs of cigarettes each day	
Great	
Moderate	
Slight	
None	

Question HS A.110, 111/MS A.101, 102: 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 A10.7

Perceived Harm of Using Vape Products (In-School and Hybrid Only)

	Grade 7 %
Use vape products occasionally	
Great	
Moderate	
Slight	
None	
Use vape products several times a day	
Great	
Moderate	
Slight	
None	

Question HS A.112, 113/MS A.103, 104: 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 A10.8

Perceived Difficulty of Obtaining Cigarettes and Vape Products (In-School and Hybrid Only)

	Grade 7 %
Cigarettes	
Very difficult	
Fairly difficult	
Fairly easy	
Very easy	
Don't know	
Vape products	
Very difficult	
Fairly difficult	
Fairly easy	
Very easy	
Don't know	

Question HS A.118, 119/MS A.109, 110: 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 A10.9
School Bans Tobacco Use and Vaping (In-School and Hybrid Only)

	Grade 7 %
No	
Yes	
Don't know	

Question HS A.126/MS A.113: 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.

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %
Never	58
1 day	8
2 days	0
3 days	0
4 days	10
5 days	25

Question MS A.115: 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 A11.2

Eating of Breakfast

	Grade 7 %
No	33
Yes	67

Question HS/MS A.21: Did you eat breakfast today?

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

Table A11.3

Gang Involvement (In-School and Hybrid Only)

	Grade 7 %
No	
Yes	

Question HS A.152/MS A.140: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %
School Connectedness[†] (<i>In-School and Hybrid Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Academic Motivation[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	68
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

Table A12.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 7 %
Maintaining focus on schoolwork[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	31
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Caring adults in school[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	60
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
High expectations-adults in school[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	80
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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 A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %
Meaningful participation at school[‡] (<i>In-School and Hybrid Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Facilities upkeep[†] (<i>In-School and Hybrid Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Promotion of parent involvement in School[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	59
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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 A12.2**School Safety by Race/Ethnicity (In-School and Hybrid Only)**

	Grade 7 %
School perceived as very safe or safe	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Experienced harassment due to five reasons at school^{^§}	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Experienced any harassment or bullying at school[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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.

[§]Past 12 months.

Table A12.2**School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)**

	Grade 7 %
Had mean rumors or lies spread about you[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Been afraid of being beaten up[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Been in a physical fight[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[§]Past 12 months.

Table A12.2

School Safety by Race/Ethnicity – Continued (In-School and Hybrid Only)

	Grade 7 %
Seen a weapon on campus[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[§]Past 12 months.

Table A12.3
Substance Use by Race/Ethnicity

	Grade 7 %
Current alcohol or drug use[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	4
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Current marijuana use[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	4
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Current binge drinking[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[¶]Past 30 days.

Table A12.3**Substance Use by Race/Ethnicity – Continued**

	Grade 7 %
Very drunk or “high” 7 or more times, ever	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Been drunk or “high” on drugs at school, ever	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Current alcohol use[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[¶]Past 30 days.

Table A12.3
Substance Use by Race/Ethnicity – Continued

	Grade 7 %
Current alcohol use at school[¶] (<i>In-School Only</i>)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Current cigarette smoking[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	0
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Current vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	4
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[¶]Past 30 days.

Table A12.4
Routines by Race/Ethnicity

	Grade 7 %
Eating of breakfast¹	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	81
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Bedtime (before 11 pm)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	69
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Sleep deprivation (less than 8 hours)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	15
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

¹*Today.*

Table A12.4

Routines by Race/Ethnicity – Continued

	Grade 7 %
Physical exercise (meets standards)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	88
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.

^{||}*Past 7 days.*

Table A12.5**Learning from Home by Race/Ethnicity (Remote and Hybrid Only)**

	Grade 7 %
Average days worked on schoolwork (5 or more)[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	92
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Synchronous instruction (4 days or more)[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	96
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Interest in schoolwork done from home	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	40
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[¶]Past 30 days.

^{||}Past 7 days.

Table A12.5

Learning from Home by Race/Ethnicity – Continued (Remote and Hybrid Only)

	Grade 7 %
Meaningful opportunities[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	61
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

Table A12.6***Adult and Peer Relationships by Race/Ethnicity***

	Grade 7 %
Adult supports[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	82
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Peer supports[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	71
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Virtual peer interactions (4 days or more)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	60
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

^{||}*Past 7 days.*

Table A12.6
Adult and Peer Relationships by Race/Ethnicity – Continued

	Grade 7 %
Cyberbullying[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	25
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[§]Past 12 months.

Table A12.7
Social and Emotional Health by Race/Ethnicity

	Grade 7 %
Social emotional distress[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	31
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Experienced chronic sadness/hopelessness[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	38
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Considered suicide[§]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	13
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

[§]*Past 12 months.*

Table A12.7
Social and Emotional Health by Race/Ethnicity – Continued

	Grade 7 %
Self-Efficacy[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	72
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Self-Awareness[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	67
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Problem Solving[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	53
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

Table A12.7
Social and Emotional Health by Race/Ethnicity – Continued

	Grade 7 %
Optimism[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	65
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Gratitude[‡]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	74
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %
School Connectedness[†] (<i>In-School and Hybrid Only</i>)	
Male	
Female	
Nonbinary	
Something else	
Academic Motivation[†]	
Male	62
Female	70
Nonbinary	
Something else	
Monthly Absences (3 or more) (<i>In-School and Hybrid Only</i>)	
Male	
Female	
Nonbinary	
Something else	
Maintaining focus on schoolwork[†]	
Male	47
Female	25
Nonbinary	
Something else	
Caring adults in school[‡]	
Male	55
Female	59
Nonbinary	
Something else	

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 A13.1
School Engagement and Supports by Gender – Continued

	Grade 7 %
High expectations-adults in school[‡]	
Male	76
Female	69
Nonbinary	
Something else	
Meaningful participation at school[‡] (<i>In-School and Hybrid Only</i>)	
Male	
Female	
Nonbinary	
Something else	
Facilities upkeep[†] (<i>In-School and Hybrid Only</i>)	
Male	
Female	
Nonbinary	
Something else	
Promotion of parent involvement in School[†]	
Male	64
Female	51
Nonbinary	
Something else	

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 A13.2
School Safety by Gender (In-School and Hybrid Only)

	Grade 7 %
School perceived as very safe or safe	
Male	
Female	
Nonbinary	
Something else	
Experienced harassment due to five reasons at school^{λ§}	
Male	
Female	
Nonbinary	
Something else	
Experienced any harassment or bullying at school[§]	
Male	
Female	
Nonbinary	
Something else	
Had mean rumors or lies spread about you[§]	
Male	
Female	
Nonbinary	
Something else	
Been afraid of being beaten up[§]	
Male	
Female	
Nonbinary	
Something else	

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

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

[§]Past 12 months.

Table A13.2

School Safety by Gender – Continued (In-School and Hybrid Only)

	Grade 7 %
Been in a physical fight[§]	
Male	
Female	
Nonbinary	
Something else	
Seen a weapon on campus[§]	
Male	
Female	
Nonbinary	
Something else	

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

[§]Past 12 months.

Table A13.3
Substance Use by Gender

	Grade 7 %
Current alcohol or drug use[¶]	
Male	0
Female	4
Nonbinary	
Something else	
Current marijuana use[¶]	
Male	0
Female	4
Nonbinary	
Something else	
Current binge drinking[¶]	
Male	0
Female	0
Nonbinary	
Something else	
Very drunk or “high” 7 or more times, ever	
Male	0
Female	0
Nonbinary	
Something else	
Been drunk or “high” on drugs at school, ever	
Male	0
Female	0
Nonbinary	
Something else	
Current alcohol use[¶]	
Male	0
Female	0
Nonbinary	
Something else	

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

[¶]Past 30 days.

Table A13.3
Substance Use by Gender – Continued

	Grade 7 %
Current alcohol use at school[¶] (<i>In-School Only</i>)	
Male	
Female	
Nonbinary	
Something else	
Current cigarette smoking[¶]	
Male	0
Female	0
Nonbinary	
Something else	
Current vaping[¶]	
Male	0
Female	4
Nonbinary	
Something else	

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

[¶]*Past 30 days.*

Table A13.4
Routines by Gender

	Grade 7 %
Eating of breakfast[†]	
Male	80
Female	61
Nonbinary	
Something else	
Bedtime (before 11 pm)	
Male	67
Female	71
Nonbinary	
Something else	
Sleep deprivation (less than 8 hours)	
Male	20
Female	11
Nonbinary	
Something else	
Physical exercise (meets standards)[‡]	
Male	86
Female	86
Nonbinary	
Something else	

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

Aerobic physical fitness standards—at least 150 minutes of moderate-intensity or 75 minutes of vigorous-intensity physical activity per week.

[†]*Today.*

[‡]*Past 7 days.*

Table A13.5***Learning from Home by Gender (Remote and Hybrid Only)***

	Grade 7 %
Average days worked on schoolwork (5 or more)[¶]	
Male	87
Female	100
Nonbinary	
Something else	
Synchronous instruction (4 days or more)[¶]	
Male	100
Female	93
Nonbinary	
Something else	
Interest in schoolwork done from home	
Male	36
Female	30
Nonbinary	
Something else	
Meaningful opportunities[‡]	
Male	67
Female	42
Nonbinary	
Something else	

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

Table A13.6
Adult and Peer Relationships by Gender

	Grade 7 %
Adult supports[‡]	
Male	85
Female	76
Nonbinary	
Something else	
Peer supports[‡]	
Male	85
Female	65
Nonbinary	
Something else	
Virtual peer interactions (4 days or more)	
Male	71
Female	61
Nonbinary	
Something else	
Cyberbullying[§]	
Male	15
Female	33
Nonbinary	
Something else	

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

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

^{||}Past 7 days.

[§]Past 12 months.

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %
Social emotional distress[‡]	
Male	18
Female	38
Nonbinary	
Something else	
Experienced chronic sadness/hopelessness[§]	
Male	31
Female	43
Nonbinary	
Something else	
Considered suicide[§]	
Male	0
Female	18
Nonbinary	
Something else	
Self-Efficacy[‡]	
Male	79
Female	65
Nonbinary	
Something else	
Self-Awareness[‡]	
Male	69
Female	67
Nonbinary	
Something else	
Problem Solving[‡]	
Male	59
Female	49
Nonbinary	
Something else	

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

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

[§]*Past 12 months.*

Table A13.7
Social and Emotional Health by Gender – Continued

	Grade 7 %
Optimism[‡]	
Male	62
Female	61
Nonbinary	
Something else	
Gratitude[‡]	
Male	74
Female	69
Nonbinary	
Something else	

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

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

Appendix

CHKS Content Overview, 2020-21

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 (ca-safe-supportive-schools.wested.org/resources).

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: REMOTE LEARNING EXPERIENCES, SCHOOL CLIMATE, AND THE NEEDS OF THE WHOLE CHILD

In addition to assessing school climate, pupil engagement, and student supports, all three key priorities required of LCAP and helpful for monitoring student needs targeted by LEAs 2020-21 Learning Continuity and Attendance Plans, the CHKS Core Module added a section in 2020-21 that measures students’ remote learning experiences due to school closures or change of instructional models during the 2020 pandemic. It focuses on students’ home educational routines, engagement and motivation in educational activities, quality of relationships with teachers and peers, and social-emotional well-being.

The Core Module 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 learning 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

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/#state-level-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 and county level 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/#sclr

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

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 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 being 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.
- **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 GROUP DIFFERENCES (Section 3)

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 groups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet LCAP and Learning Continuity and Attendance Plan requirements 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 group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also

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

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

be displayed for English learners, free and reduced-priced meal eligible students, and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email calschls@wested.org).

Racial-Ethnic Group 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 the disparities 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;

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. [Download wested.org/resources/lgbtq-students-in-california/](http://wested.org/resources/lgbtq-students-in-california/)

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/

- 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.

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 6)

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. Another behavioral engagement indicator on the survey is include substance use at school. 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

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

new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.¹⁸

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

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) and what were the reasons for absences.¹⁹ In 2020-21, absenteeism is assessed for students who are participating in school in-person or learning remotely. Users can request reports looking at the characteristics of youth based on absenteeism 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.²⁰

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 schoolwork, and being bored or uninterested in school, another good indicator of disengagement.²¹

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

¹⁸ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

¹⁹ Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

²⁰ 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/

²¹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

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 minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 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."³³ Additional questions are

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, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.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.

³³ Questions about school facilities and the physical environment were not asked to students who participated in school exclusively via remote learning in 2020-21.

included in the supplementary School Climate Module. An analysis of 2015/17 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³⁴ 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 8)

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.³⁵ 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.³⁶ 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.^{37 38 39}

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 A6.6).

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

³⁴ Hanson & Austin. (2018). Download calschls.org/docs/facilities_2-18-1.pdf

³⁵ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁶ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

³⁷ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁸ O’Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁹ O’Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.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 A8.2). 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.⁴⁵ 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.⁴⁶ About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

An important barrier to learning, positive youth development, and health, substance use is assessed by the CHKS Core.

Alcohol and Other Drug Use (Section 9)

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, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.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 Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

⁴⁶ 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.⁴⁷

Alcohol and Other Drug Use at School (Section 9)

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.⁴⁸ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{49 50}

Cigarette Smoking (Section 10)

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.^{51 52}

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. 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.⁵³ 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.⁵⁴

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.^{55 56}

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.

⁴⁷ Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

⁴⁸ 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.

⁴⁹ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁵⁰ O’Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

⁵¹ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵² Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵³ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵⁴ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵⁵ Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁶ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf