School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cedar Grove Elementary School	43-69435-6067193	May 21, 2026	June 18, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Cedar Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Cedar Grove Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

Cedar Grove Elementary School's goals, as outlined in the School Plan for Student Achievement (SPSA), align closely with the Evergreen School District's Local Control and Accountability Plan (LCAP) objectives. The school conducts an annual needs assessment to guide the development of its SPSA, ensuring it is responsive to the evolving needs of the school community. This assessment is led by school teams, with active input from staff, students, and parents involved in the School Site Council (SSC).

The data-driven SPSA is rooted in the findings of this comprehensive needs assessment, identifying key areas for improvement in academic performance, behavior, social-emotional development, and chronic absenteeism—particularly for Students with Disabilities. The goals of Cedar Grove's SPSA reflect the district's broader LCAP goals and adhere to a continuous improvement framework, which includes systematic implementation, monitoring, and annual evaluation of progress.

A critical focus of Cedar Grove's SPSA is addressing the challenges faced by students with disabilities, especially concerning chronic absenteeism. The school utilizes diagnostic assessment tools to track academic progress three times a year to support these students. Based on the assessment results, individualized growth goals are established, and an online instruction plan is tailored for each student. Additionally, Cedar Grove has formed a Multi-Tiered System of Support (MTSS) team, which works to develop a more targeted approach to meeting the needs of students with disabilities. The principal will also prioritize expanding professional development and support for special education teachers. The school's Instructional Leadership Team will regularly evaluate the effectiveness of its re-engagement strategies and update the plan to reduce chronic absenteeism and enhance outcomes for students with disabilities.

Educational Partner Involvement

How, when, and with whom did Cedar Grove Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, students, and other key stakeholders is essential to the development of the School Plan for Student Achievement (SPSA) and the budget process. In California, these stakeholders are referred to as educational partners. Schools are required to share the SPSA with relevant site-level advisory groups (e.g., English Learner Advisory Committee, School Site Council, PBIS team, staff meetings, principal coffees, and student advisory groups) and actively seek their input during the SPSA development process.

The engagement of educational partners is an ongoing, annual process that ensures continuous collaboration and feedback. At Cedar Grove, the School Site Council (SSC), English Learner Advisory Committee (ELAC), and District Advisory Council (DAC) met quarterly to review and discuss the proposed goals. Faculty members also contributed their feedback during a dedicated session yearly. The final School Plan for Student Achievement was approved by the School Site Council on yearly, after incorporating input from all relevant stakeholders.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Cedar Grove Elementary School does not qualify for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension rate students are in the orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The team identified Suspension Rates as an area of need and has implemented the EESD Behavior Matrix when looking at student consequences for behavior violations. As a PBIS school, we are seeing the positive effects of the reward system, and more students are stepping up and making good decisions at school, which shows in this year's rates.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Each school year, surveys include the School Safety Survey and the PBIS survey. The School Site Council analyzed data from the survey, and recommendations were made to improve the safety, culture, and academic learning environment on campus. We aim to enhance education and awareness regarding cyberbullying for both students and parents. Additionally, we seek to strengthen social-emotional learning to promote self-awareness, academic success, and positive behavior on and off campus. Providing students with opportunities to express their voices and be heard is a priority, as is addressing traffic concerns during school drop-off and pick-up times. We also strive to improve familiarity with emergency procedures, particularly shelter-in-place protocols, and to strengthen collaboration with law enforcement, fire departments, and safety liaisons to maintain compliance with safety protocols. Clear communication with parents regarding academics and engagement opportunities is another focus area. Lastly, we are committed to fostering education and collaboration on peer relations, race, and generational shifts, and embracing diversity within our evolving community.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Cedar Grove Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.96%	1.01%	0.61%	5	5	3
African American	1.15%	1.22%	1.84%	6	6	9
Asian	43.87%	43.00%	42.01%	229	212	205
Filipino	12.64%	11.76%	11.89%	66	58	58
Hispanic/Latino	32.18%	32.45%	31.97%	168	160	156
Pacific Islander	0.77%	0.20%	%	4	1	
White	2.49%	3.04%	4.10%	13	15	20
Multiple/No Response	5.94%	6.69%	6.76%	31	33	33
			Total Enrollment	522	493	488

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		39	40
Kindergarten	50	51	48
Grade 1	59	56	62
Grade 2	56	54	58
Grade3	58	57	62
Grade 4	73	60	63
Grade 5	89	80	70
Grade 6	97	96	85
Total Enrollment	522	493	488

Conclusions based on this data:

1. Overall Enrollment Decline: Cedar Grove Elementary experienced a decrease in total student enrollment, dropping from 522 students in the 2023–2024 school year to 493 students in 2024–2025, indicating a need to monitor enrollment trends and their impact on staffing and resource allocation.

2. Predominant Ethnic Group: Asian students continue to represent the largest demographic group at Cedar Grove, making up approximately 43% of the student population in 2024–2025. Instructional planning and family engagement strategies should reflect the needs and strengths of this majority group.

3. Significant Hispanic/Latino Representation: Hispanic/Latino students comprise the second-largest demographic group at the school, accounting for roughly 32% of enrollment. This underscores the importance of maintaining strong designated and integrated ELD instructional practices and ensuring culturally responsive practices to support academic achievement for this group.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	132	107	109	29.0%	25.3%	22.3%
Fluent English Proficient (FEP)	94	83	84	14.6%	18.0%	17.2%
Reclassified Fluent English Proficient (RFEP)	47	43	43	5.5%	9.0%	8.81%

Conclusions based on this data:

1. Decrease in English Learner Enrollment: The percentage of English Learners has declined steadily over the past three years, from 29.0% in 2022–2023 to 21.7% in 2024–2025. This indicates a potential shift in student demographics and may reflect increased success in language acquisition and reclassification efforts.
2. Consistent Growth in Reclassified Students: The number of Reclassified Fluent English Proficient (RFEP) students has grown from 30 in 2022–2023 to 43 in 2024–2025, showing a steady increase in reclassification rates. This suggests that designated and integrated ELD instruction is supporting English Learners in meeting the criteria for reclassification.
3. Stable Fluent English Proficient Group: The proportion of Fluent English Proficient (FEP) students has remained relatively steady, increasing slightly from 14.6% in 2022–2023 to 16.8% in 2024–2025. This highlights the importance of continuing to support FEP students with academically rigorous and language-rich instruction to maintain proficiency and academic success.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	71	60	58	71	60	58	71	60	58	100.0	100	100
Grade 4	88	73	60	87	73	59	87	73	59	98.9	100	98.3
Grade 5	90	87	77	89	87	77	89	87	77	98.9	100	100
Grade 6	84	95	93	84	95	93	84	95	93	100.0	100	100
All Grades	333	315	288	331	315	287	331	315	287	99.4	100	99.7

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2413.	2418.	2400.	16.90	28.33	17.24	23.94	20.00	20.69	30.99	25.00	27.59	28.17	26.67	34.48
Grade 4	2472.	2475.	2476.	33.33	28.77	33.90	17.24	23.29	18.64	22.99	19.18	23.73	26.44	28.77	23.73
Grade 5	2495.	2519.	2519.	22.47	32.18	28.57	22.47	25.29	32.47	28.09	20.69	19.48	26.97	21.84	19.48
Grade 6	2513.	2532.	2551.	19.05	22.11	29.03	27.38	32.63	29.03	17.86	23.16	25.81	35.71	22.11	16.13
All Grades	N/A	N/A	N/A	23.26	27.62	27.53	22.66	26.03	26.13	24.77	21.90	24.04	29.31	24.44	22.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.31	15.00	12.07	60.56	63.33	67.24	21.13	21.67	20.69
Grade 4	25.29	23.29	20.34	63.22	58.90	69.49	11.49	17.81	10.17
Grade 5	19.10	24.14	16.88	61.80	62.07	63.64	19.10	13.79	19.48
Grade 6	20.24	22.11	21.51	52.38	50.53	60.22	27.38	27.37	18.28
All Grades	20.85	21.59	18.12	59.52	58.10	64.46	19.64	20.32	17.42

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.08	20.00	5.17	50.70	45.00	63.79	35.21	35.00	31.03
Grade 4	12.64	16.44	20.34	62.07	58.90	54.24	25.29	24.66	25.42
Grade 5	12.36	22.99	24.68	64.04	57.47	64.94	23.60	19.54	10.39
Grade 6	16.67	14.74	35.48	41.67	60.00	45.16	41.67	25.26	19.35
All Grades	13.90	18.41	23.34	54.98	56.19	56.10	31.12	25.40	20.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.63	8.33	5.17	74.65	80.00	62.07	19.72	11.67	32.76
Grade 4	9.20	20.55	28.81	78.16	69.86	55.93	12.64	9.59	15.25
Grade 5	16.85	14.94	14.29	70.79	72.41	77.92	12.36	12.64	7.79
Grade 6	13.10	21.05	19.35	75.00	66.32	66.67	11.90	12.63	13.98
All Grades	11.48	16.83	17.07	74.62	71.43	66.55	13.90	11.75	16.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.27	20.00	12.07	71.83	63.33	63.79	16.90	16.67	24.14
Grade 4	17.24	19.18	20.34	63.22	65.75	62.71	19.54	15.07	16.95
Grade 5	22.47	22.99	19.48	59.55	60.92	57.14	17.98	16.09	23.38
Grade 6	19.05	26.32	21.51	61.90	62.11	66.67	19.05	11.58	11.83
All Grades	17.82	22.54	18.82	63.75	62.86	62.72	18.43	14.60	18.47

Conclusions based on this data:

1. Approximately 54% of students at Cedar Grove performed at or exceeded standard in the ELA CAASPP.
2. The Listening Domain is an area of strength with 84% of students at or above standard.

3. 80% of students are writing at or above standard on ELA CAASPP.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	71	60	58	71	60	58	71	60	58	100.0	100	100
Grade 4	88	73	60	88	73	59	88	73	59	100.0	100	98.3
Grade 5	90	87	77	89	87	77	89	87	77	98.9	100	100
Grade 6	84	95	92	84	95	92	84	95	92	100.0	100	100
All Grades	333	315	287	332	315	286	332	315	286	99.7	100	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2430.	2446.	2438.	16.90	28.33	22.41	29.58	30.00	27.59	26.76	18.33	31.03	26.76	23.33	18.97
Grade 4	2480.	2473.	2485.	26.14	17.81	28.81	23.86	31.51	20.34	29.55	30.14	28.81	20.45	20.55	22.03
Grade 5	2498.	2496.	2503.	21.35	22.99	22.08	19.10	16.09	18.18	28.09	29.89	29.87	31.46	31.03	29.87
Grade 6	2501.	2520.	2546.	19.05	24.21	35.87	23.81	15.79	16.30	16.67	28.42	23.91	40.48	31.58	23.91
Grade 11															
All Grades	N/A	N/A	N/A	21.08	23.17	27.97	23.80	22.22	19.93	25.30	27.30	27.97	29.82	27.30	24.13

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.94	38.33	31.03	52.11	38.33	44.83	23.94	23.33	24.14
Grade 4	26.14	21.92	33.90	50.00	53.42	42.37	23.86	24.66	23.73
Grade 5	23.60	18.39	20.78	47.19	54.02	48.05	29.21	27.59	31.17
Grade 6	16.67	20.00	32.61	46.43	45.26	41.30	36.90	34.74	26.09
Grade 11									
All Grades	22.59	23.49	29.37	48.80	48.25	44.06	28.61	28.25	26.57

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	19.72	31.67	17.24	53.52	43.33	63.79	26.76	25.00	18.97
Grade 4	26.14	17.81	22.03	48.86	53.42	55.93	25.00	28.77	22.03
Grade 5	19.10	19.54	19.48	48.31	50.57	58.44	32.58	29.89	22.08
Grade 6	14.29	16.84	26.09	41.67	52.63	52.17	44.05	30.53	21.74
All Grades	19.88	20.63	21.68	47.89	50.48	56.99	32.23	28.89	21.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.90	30.00	27.59	57.75	51.67	58.62	25.35	18.33	13.79
Grade 4	26.14	20.55	30.51	54.55	60.27	50.85	19.32	19.18	18.64
Grade 5	16.85	16.09	14.29	61.80	58.62	58.44	21.35	25.29	27.27
Grade 6	21.43	18.95	26.09	54.76	58.95	55.43	23.81	22.11	18.48
All Grades	20.48	20.63	24.13	57.23	57.78	55.94	22.29	21.59	19.93

Conclusions based on this data:

1. 80% of students at Cedar Grove continue to perform at or above standard in Communicating Reasoning on the Math CAASPP.
2. Over 79% performed at or above standard at Problem Solving and Modeling Data Analysis.
3. Overall, 24% did not meet overall math standards which is down from last year when it was 27%

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1425.5	1437.8	*	1434.5	1447.9	*	1404.0	1414.1	*	33	26	10
1	*	1434.1	1422.1	*	1446.5	1417.3	*	1421.3	1426.5	8	23	15
2	*	*	1479.8	*	*	1479.2	*	*	1479.7	10	10	20
3	1492.7	1481.6	*	1491.1	1500.3	*	1493.8	1462.5	*	18	11	7
4	1506.0	1541.4	*	1494.6	1537.5	*	1516.8	1544.9	*	21	18	10
5	1530.6	1537.9	1537.5	1544.6	1537.4	1506.3	1516.0	1538.1	1568.3	20	17	12
6	1541.6	1518.5	*	1535.3	1510.8	*	1547.6	1525.8	*	18	21	10
All Grades										128	126	84

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.09	26.92	*	36.36	30.77	*	42.42	23.08	*	12.12	19.23	*	33	26	*
1	*	17.39	13.33	*	30.43	20.00	*	17.39	40.00	*	34.78	26.67	*	23	15
2	*	*	10.00	*	*	65.00	*	*	10.00	*	*	15.00	*	*	20
3	5.56	18.18	*	50.00	36.36	*	38.89	9.09	*	5.56	36.36	*	18	11	*
4	4.76	33.33	*	57.14	44.44	*	19.05	22.22	*	19.05	0.00	*	21	18	*
5	20.00	52.94	25.00	55.00	5.88	58.33	15.00	23.53	16.67	10.00	17.65	0.00	20	17	12
6	38.89	23.81	*	33.33	33.33	*	11.11	4.76	*	16.67	38.10	*	18	21	*
All Grades	12.50	27.78	14.29	46.88	32.54	42.86	28.91	15.87	26.19	11.72	23.81	16.67	128	126	84

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.15	26.92	*	33.33	34.62	*	42.42	19.23	*	9.09	19.23	*	33	26	*
1	*	34.78	20.00	*	26.09	20.00	*	8.70	33.33	*	30.43	26.67	*	23	15
2	*	*	35.00	*	*	40.00	*	*	10.00	*	*	15.00	*	*	20
3	27.78	54.55	*	44.44	9.09	*	27.78	9.09	*	0.00	27.27	*	18	11	*
4	42.86	50.00	*	28.57	50.00	*	14.29	0.00	*	14.29	0.00	*	21	18	*
5	65.00	52.94	25.00	20.00	17.65	66.67	10.00	23.53	0.00	5.00	5.88	8.33	20	17	12
6	61.11	28.57	*	16.67	28.57	*	11.11	9.52	*	11.11	33.33	*	18	21	*
All Grades	37.50	39.68	26.19	30.47	29.37	41.67	22.66	11.11	14.29	9.38	19.84	17.86	128	126	84

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		19.23	*		38.46	*		30.77	*		11.54	*		26	*
1		13.04	6.67		30.43	26.67		17.39	26.67		39.13	40.00		23	15
2		*	15.00		*	50.00		*	15.00		*	20.00		*	20
3		0.00	*		18.18	*		27.27	*		54.55	*		11	*
4		22.22	*		27.78	*		50.00	*		0.00	*		18	*
5		17.65	25.00		29.41	50.00		35.29	25.00		17.65	0.00		17	12
6	22.22	4.76	*	27.78	23.81	*	16.67	38.10	*	33.33	33.33	*	18	21	*
All Grades	6.25	14.29	14.29	32.03	30.95	32.14	44.53	30.95	23.81	17.19	23.81	29.76	128	126	84

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	24.24	38.46	*	66.67	38.46	*	9.09	23.08	*	33	26	*
1	*	34.78	40.00	*	34.78	33.33	*	30.43	26.67	*	23	15
2	*	*	40.00	*	*	45.00	*	*	15.00	*	*	20
3	22.22	27.27	*	72.22	36.36	*	5.56	36.36	*	18	11	*
4	47.62	50.00	*	42.86	44.44	*	9.52	5.56	*	21	18	*
5	25.00	47.06	16.67	55.00	41.18	83.33	20.00	11.76	0.00	20	17	12
6	16.67	14.29	*	66.67	61.90	*	16.67	23.81	*	18	21	*
All Grades	32.03	37.30	32.14	57.03	41.27	52.38	10.94	21.43	15.48	128	126	84

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	38.46	*	63.64	38.46	*	18.18	23.08	*	33	26	*
1	*	26.09	13.33	*	52.17	46.67	*	21.74	40.00	*	23	15
2	*	*	20.00	*	*	65.00	*	*	15.00	*	*	20
3	44.44	54.55	*	44.44	18.18	*	11.11	27.27	*	18	11	*
4	33.33	72.22	*	52.38	27.78	*	14.29	0.00	*	21	18	*
5	90.00	58.82	41.67	5.00	23.53	50.00	5.00	17.65	8.33	20	17	12
6	72.22	52.38	*	16.67	14.29	*	11.11	33.33	*	18	21	*
All Grades	42.97	49.21	28.57	41.41	30.16	48.81	15.63	20.63	22.62	128	126	84

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	3.03	11.54	*	90.91	61.54	*	6.06	26.92	*	33	26	*
1	*	26.09	13.33	*	21.74	26.67	*	52.17	60.00	*	23	15
2	*	*	10.00	*	*	70.00	*	*	20.00	*	*	20
3	5.56	0.00	*	61.11	45.45	*	33.33	54.55	*	18	11	*
4	9.52	22.22	*	61.90	72.22	*	28.57	5.56	*	21	18	*
5	5.00	5.88	33.33	60.00	76.47	66.67	35.00	17.65	0.00	20	17	12
6	27.78	9.52	*	27.78	33.33	*	44.44	57.14	*	18	21	*
All Grades	10.94	12.70	14.29	65.63	53.17	47.62	23.44	34.13	38.10	128	126	84

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	45.45	50.00	*	27.27	42.31	*	27.27	7.69	*	33	26	*
1	*	13.04	6.67	*	60.87	66.67	*	26.09	26.67	*	23	15
2	*	*	25.00	*	*	50.00	*	*	25.00	*	*	20
3	0.00	0.00	*	88.89	63.64	*	11.11	36.36	*	18	11	*
4	33.33	38.89	*	52.38	55.56	*	14.29	5.56	*	21	18	*
5	20.00	47.06	25.00	65.00	35.29	75.00	15.00	17.65	0.00	20	17	12
6	50.00	14.29	*	33.33	80.95	*	16.67	4.76	*	18	21	*
All Grades	28.13	28.57	24.39	54.69	56.35	54.88	17.19	15.08	20.73	128	126	82

Conclusions based on this data:

1. According to the ELPAC scores for 84 students, over 32% of them are in the Well-Developed category in the Listening Domain.

2. Of 84 students, 69% scored Level 3 and Level 4 in Overall Language.

3. Of 84 students, 28% scored in the Well-Developed category in the Speaking Domain.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
493	**50.1%**	**21.7%**	**0.0%**
Total Number of Students enrolled in Cedar Grove Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	107	21.7%
Foster Youth	0	0.0%
Homeless	2	0.4%
Socioeconomically Disadvantaged	247	50.1%
Students with Disabilities	46	9.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.2%
American Indian	5	1%
Asian	212	43%
Filipino	58	11.8%
Hispanic	160	32.5%
Two or More Races	33	6.7%
Pacific Islander	1	0.2%
White	15	3%

Conclusions based on this data:

1. The majority of our student population is Asian (43%).

2. 50% of our student population is socioeconomically disadvantaged.

3. 22% of our student population are English learners.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress Yellow		

Conclusions based on this data:

1. Suspension Rate is in the orange.
2. Chronic Absenteeism is in the green
3. ELA and Math are in the green.

School and Student Performance Data

Academic Performance
English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	1	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Blue	 No Performance Color
8.2 points above standard	19.8 points above standard	Fewer than 11 students - No Data for Privacy
Increased 4.3 points	Increased 25.9 points	2 Students
285 Students	88 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	15.8 points below standard
	4 Students	Increased 14.1 points
		153 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
123.7 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 13.1 points	3 Students	3 Students
27 Students		

Asian	Filipino	Hispanic
 Green	 Yellow	 Orange
40.4 points above standard	8.8 points above standard	33.1 points below standard
Increased 9.7 points	Declined 7.6 points	Maintained -0.7 points
122 Students	41 Students	93 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
23.2 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 15.7 points	1 Student	9 Students
13 Students		

Conclusions based on this data:

1. According to the ELA data, English learners are 19.8 points above standard
2. Asian students are 40.4 points above standard
3. Overall, all students are 8.2 points above standard

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
7.6 points below standard	3.9 points below standard	Fewer than 11 students - No Data for Privacy
Increased 11.5 points	Increased 25.3 points	2 Students
287 Students	91 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	29.5 points below standard
	4 Students	Increased 22.6 points
		155 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
127.2 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 42.7 points	3 Students	3 Students
27 Students		

Asian	Filipino	Hispanic
 Blue	 Green	 Orange
32.2 points above standard	2.4 points below standard	55.8 points below standard
Increased 17 points	Increased 13.4 points	Maintained 0 points
124 Students	41 Students	93 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
5.8 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 23.8 points	1 Student	9 Students
13 Students		

Conclusions based on this data:

1. According to the Mathematics data, English learners are 3.9 points below standard
2. Asian students are 32.2 points above standard
3. Overall, students are 7.6 points below standard in math which increased from 19.1 points below standard last year

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 No Performance Color	 No Performance Color
54.4 science points	56.5 science points	Fewer than 11 students - No Data for Privacy
Maintained -1 points	Maintained -1.1 points	1 Student
78 Students	31 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	48.5 science points
	1 Student	Maintained -1.6 points
		42 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
 No Performance Color 65.2 science points Increased 2 points 29 Students	 No Performance Color 47.5 science points Declined 7.1 points 11 Students	 No Performance Color 45.2 science points Maintained 0.2 points 30 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. All students are in the yellow area for science
2. Socioeconomically Disadvantaged students are in the yellow for science
3. English Learners students maintained in the area of science.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Yellow	No Performance Color
47.8 making progress.	making progress.
Number Students: 69 Students	Number Students: 2 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15.9%	36.2%	1.4%	46.4%

Conclusions based on this data:

1. 46.4% EL students progressed at least one ELP Level.
2. 47.8% of EL students are making progress towards english language proficiency.
3. 15.9% of the EL students decreased one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
10% Chronically Absent	5.4% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.8	Declined 1.2	2 Students
502 Students	111 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	Fewer than 11 students - No Data for Privacy	12.4% Chronically Absent
	4 Students	Declined 3.9
		258 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
17.2% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 13.7	6 Students	5 Students
58 Students		

Asian	Filipino	Hispanic
 Green	 Green	 Yellow
4.2% Chronically Absent	5% Chronically Absent	17.3% Chronically Absent
Declined 1.4	Declined 2.6	Declined 1
216 Students	60 Students	162 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 No Performance Color
13.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	13.3% Chronically Absent
Declined 2.1	1 Student	Declined 9.7
37 Students		15 Students

Conclusions based on this data:

1. Overall, 10% of students are Chronically Absent
2. Hispanic students have a chronic absenteeism rate of 17.3%
3. Students with disabilities experience a chronic absenteeism rate of 17.2%

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	5	0	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
1.4% suspended at least one day	1.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.2%	Increased 1.8%	2 Students
513 Students	111 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	1.1% suspended at least one day
	4 Students	Increased 0.8%
		262 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
5.2% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.4%	6 Students	5 Students
58 Students		

Asian	Filipino	Hispanic
 Green	 Blue	 Orange
0.4% suspended at least one day	0% suspended at least one day	2.4% suspended at least one day
Increased 0.4%	Maintained 0%	Increased 2.4%
224 Students	60 Students	164 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 No Performance Color
2.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Increased 2.6%	1 Student	Maintained 0%
38 Students		15 Students

Conclusions based on this data:

1. Overall, the suspension rate for all students Increased
2. Hispanic students experienced 2.4% in suspensions.
3. Students with disabilities had a suspension rate of 5.2%

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning
Cedar Grove Elementary will provide the conditions for learning needed to meet the needs of all students for a high-quality education. All students, including those in each specific subgroup, will demonstrate adequate growth in ELA, Math, and Science as evidenced by results from CAASPP, CAST, iReady ELA data, ELPAC, and curriculum assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment, effective implementation of academic standards, targeted intervention supports, and equitable access to high-quality instruction and learning opportunities.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Analysis of state and local data indicates that Cedar Grove Elementary School continues to demonstrate academic growth while also identifying areas requiring continued focus and support. The California School Dashboard identifies Cedar Grove as Green in English Language Arts and Mathematics growth, with students demonstrating accelerated academic progress in both areas. However, student group performance data indicates continued achievement gaps among Hispanic students, Students with Disabilities, Socioeconomically Disadvantaged students, and some English Learner groups.

In English Language Arts, Cedar Grove students performed 8.2 points above standard on the CAASPP assessment, increasing 4.3 points from the prior year. In Mathematics, students improved 11.5 points from the prior year and are now performing 7.6 points below standard overall. Although academic growth has occurred, student groups including Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students continue to perform below overall school averages in both ELA and Mathematics.

English Learner data also indicates a continued need for support in language acquisition, academic vocabulary, oral language development, and access to grade-level curriculum. According to the California Dashboard, 47.8% of English Learners are making progress toward English language proficiency, placing Cedar Grove in the Yellow performance level for English Learner Progress. ELPAC and local assessment data indicate the need to continue strengthening designated and integrated English Language Development (ELD) instruction and targeted intervention supports.

The California Science Test (CAST) indicates that Cedar Grove students continue to perform above standard overall; however, subgroup data demonstrates ongoing performance gaps for Hispanic students and Socioeconomically Disadvantaged students.

Locally, the Evergreen School District uses i-Ready Diagnostic assessments in grades Kindergarten through sixth grade to monitor student progress toward grade-level proficiency. i-Ready Reading and Mathematics data demonstrate growth from fall to spring benchmark windows across grade levels. However, data continues to indicate that several students are performing one or more grade levels below standard in foundational literacy skills, reading comprehension, mathematical reasoning, and problem solving. English Learners and students below grade level continue to require targeted intervention and differentiated instructional support.

Culture and climate data indicate a continued need to strengthen school connectedness, student behavior supports, and social-emotional learning systems. According to the California Dashboard, Cedar Grove's suspension rate increased to 1.4%, placing the school in the Orange performance level. Students with Disabilities were suspended at a rate of 5.2%, while Hispanic students and English Learners also demonstrated higher suspension rates than the overall student population. Chronic absenteeism improved to 10.0%, placing Cedar Grove in the Green performance level; however, absenteeism rates remain higher for Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students.

These data indicate a continued need to strengthen PBIS implementation, restorative practices, attendance supports, family engagement, social-emotional learning opportunities, and proactive behavior intervention systems to ensure all students feel safe, connected, and supported at school.

Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and applying grade-level concepts. During the upcoming school year, Cedar Grove Elementary School will focus on prioritizing essential standards, strengthening Tier 1 instruction, expanding intervention supports, improving culture and climate systems, and increasing professional collaboration to improve student achievement for all learners.

Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and applying grade level concepts. During the upcoming school year, the school will focus on prioritizing essential standards and strengthening instruction to improve student achievement for all learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall student suspension rate is Orange with 1.4% of students suspended at least one day. Students with Disabilities were suspended at a rate of 5.2%, placing them in Orange. Hispanic students were suspended at a rate of 2.4%, and English Learners were suspended at a rate of 1.8%.	The overall suspension rate will decrease by 1%, with suspension rates for identified student groups decreasing through the continued implementation of PBIS, MTSS supports, restorative practices, and social-emotional learning supports.
CAASPP Results / ELA	Cedar Grove students performed 8.2 points above standard in ELA, increasing 4.3 points from the prior year. English Learners performed 19.8 points above standard, while Hispanic students performed 33.1 points below standard. Socioeconomically Disadvantaged students performed 15.8 points below standard.	Student achievement in ELA will continue to increase, with identified student groups decreasing proficiency gaps by at least 3% through targeted intervention, essential standards alignment, and differentiated instruction.
CAASPP Results / Math	Cedar Grove students performed 7.6 points below standard in Mathematics, improving 11.5 points from the prior year. English Learners performed 3.9 points below standard, while Hispanic students performed 55.8 points below standard. Socioeconomically Disadvantaged students performed 29.5 points below standard.	Student achievement in Mathematics will continue to increase, with identified student groups decreasing proficiency gaps by at least 3% through intervention supports, foundational skill instruction, and standards-aligned teaching practices.
CAST	Cedar Grove students scored 54.4 points above standard on the California Science Test (CAST). Socioeconomically Disadvantaged students scored 48.5 points above standard, while Hispanic students scored 45.2 points above standard.	Student achievement in Science will continue to improve, with identified student groups decreasing proficiency gaps by at least 3% through integrated science instruction, academic discourse, and standards-aligned learning opportunities.
ELPAC / CA Dashboard English Learner Progress	47.8% of English Learners are making progress toward English language proficiency. 46.4% of EL students progressed at least one ELPI level, while 1.4% maintained ELPI Level 4.	At least 50% of English Learners will make progress toward English language proficiency, and an increased percentage of eligible students will be reclassified as Fluent English Proficient (RFEP).
iReady Assessment / Reading Diagnostic	Spring i-Ready Reading data indicates continued growth across grade levels; however, multiple student groups continue to perform below grade level in reading comprehension and foundational literacy skills. English Learners and students performing below grade level continue to require targeted intervention and support.	The percentage of students performing Early On Grade Level or Mid/Above Grade Level proficiency in Reading will increase by at least 3%, with identified student groups demonstrating accelerated growth through intervention and differentiated instruction.
iReady Assessment / Math Diagnostic	Spring i-Ready Mathematics data indicates growth across grade levels; however, several student groups continue to perform below grade level in foundational math skills and mathematical reasoning. English Learners and students below grade level continue to require targeted support and intervention.	The percentage of students performing Early On Grade Level or Mid/Above Grade Level proficiency in Mathematics will increase by at least 3%, with identified student groups demonstrating accelerated growth through intervention and standards-aligned instruction.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional development will be provided to teachers and staff through staff meetings, PLC collaboration, Site Thursdays, District professional development opportunities, instructional coaching, peer observations, data analysis cycles, and on-site support. Professional development will focus on strengthening instruction aligned to essential standards in English Language Arts and Mathematics, differentiated instruction, English Language Development strategies, foundational literacy instruction, academic discourse, social-emotional learning, PBIS, restorative practices, and intervention systems. Teachers will utilize grade-level and cross-grade-level collaboration time to analyze student assessment data, identify student needs, align instruction to essential standards, develop intervention supports, and implement best instructional practices. Staff will continue to strengthen Tier 1 instruction through collaborative planning, progress monitoring, vertical articulation, and targeted instructional strategies to improve student achievement for all learners. District-funded supports, including the K–2 RTI Coach, will continue to support teacher collaboration, intervention planning, and instructional alignment.	All Students English Learners Students Below Grade Level Students with Disabilities	6000 Supplemental Fund 1000-1999: Certificated Personnel Salaries collaboration, professional development, release time 3,000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures professional development, conference 3,500 General Fund 1000-1999: Certificated Personnel Salaries collaboration, professional development, release time
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level through i-Ready, CAASPP, ELPAC, classroom assessments, and teacher recommendations with Tier 2 and Tier 3 intervention supports in English Language Arts and Mathematics. Students requiring additional academic support will receive targeted small group instruction focused on foundational literacy skills, reading comprehension, academic writing, mathematical reasoning, number sense, and language development. Intervention supports may include small group instruction, supplemental intervention materials, designated and integrated ELD instruction, progress monitoring, and differentiated instructional supports during the school day. Teachers and instructional assistants will utilize evidence-based intervention programs and instructional strategies to accelerate student growth and close achievement gaps. District-funded supports, including the K–2 RTI Coach and Community Liaison, will continue supporting intervention systems, attendance	All Students English Learners Students Below Grade Level Students with Disabilities Students with behavior that impedes learning	14,000 Supplemental Fund 1000-1999: Certificated Personnel Salaries intervention, small group instruction, intervention planning 3,000 Supplemental Fund 2000-2999: Classified Personnel Salaries small group support, intervention assistance 2500 Title III 1000-1999: Certificated Personnel Salaries EL intervention, designated ELD support 1,800 Title III 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	support, family communication, and MTSS implementation.		intervention, small group support 5,000 Supplemental Fund 4000-4999: Books And Supplies intervention materials, instructional supplies, supplemental curriculum 500 Title I 4000-4999: Books And Supplies instructional supplies/materials for EL students and students below grade level
1.3	Strategy 1.3 Digital Content Students will have access to digital instructional content and technology resources that support learning in English Language Arts, Mathematics, Science, and English Language Development. Technology integration and digital learning platforms will be utilized to support differentiated instruction, student engagement, progress monitoring, intervention, and access to grade-level curriculum. Students and staff will utilize digital instructional tools and software programs that support foundational literacy skills, mathematics fluency, academic language development, assessment monitoring, and 21st-century learning skills. Professional development and teacher collaboration will support effective implementation of instructional technology and digital resources.	All Students English Learners Students Below Grade Level Students with Disabilities	5,000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures software, digital licenses, instructional technology 4,000 General Fund 4000-4999: Books And Supplies technology supplies, classroom instructional materials 500.00 Title III 5000-5999: Services And Other Operating Expenditures digital instructional software and language development supports for English Learners
1.4	Strategy 1.4 Facility Maintenance Provide materials, resources, and services that support a safe, positive, and welcoming school environment that promotes student learning, engagement, and well-being. Cedar Grove Elementary School will continue implementing PBIS, restorative practices, social-emotional learning supports, attendance interventions, and family engagement strategies to improve school climate and connectedness for all students. The school will maintain classroom and office supplies, copier services, and instructional support materials necessary to support daily operations and student learning. Custodial supply expenditures have been reduced to prioritize	All Students	6,000 General Fund 5000-5999: Services And Other Operating Expenditures copier maintenance, operational support 1490 General Fund 4000-4999: Books And Supplies office supplies, classroom support materials 2500 Supplemental Fund 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	instructional and intervention supports aligned to student achievement goals.		PBIS incentives, student engagement materials, social-emotional learning supports
1.9			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of the strategies and activities outlined in the SPSA has been effective in supporting student achievement in English Language Arts, Mathematics, and English Language Development. Cedar Grove Elementary School continued to implement a Multi-Tiered System of Support (MTSS) framework to provide differentiated instruction, targeted intervention, and academic support for students performing below grade level. Evidence-based instructional practices, professional collaboration, and ongoing data analysis supported improved student outcomes across multiple measures.

CAASPP data indicates continued academic growth for students in both English Language Arts and Mathematics. In English Language Arts, Cedar Grove students performed 8.2 points above standard, increasing 4.3 points from the prior year. Mathematics performance also improved significantly, increasing 11.5 points from the prior year and moving students closer to grade-level proficiency. Additionally, ELA and Mathematics Growth indicators demonstrated accelerated growth, with 74.8% of students improving in ELA and 81.9% improving in Mathematics.

Teachers participated in ongoing professional collaboration through Professional Learning Communities (PLCs), grade-level planning, staff meetings, and professional development opportunities focused on essential standards alignment, differentiated instruction, academic discourse, and intervention practices. The school also strengthened targeted supports for English Learners through designated and integrated English Language Development instruction, small group intervention, and progress monitoring using ELPAC, i-Ready, and classroom assessment data.

i-Ready diagnostic data demonstrated growth across grade levels in both Reading and Mathematics from fall to spring benchmark windows. Despite these gains, data continues to indicate a need for support in foundational literacy skills, reading comprehension, mathematical reasoning, and academic language development, particularly for English Learners, students below grade level, and identified student groups.

The district-funded RTI Coach supporting grades K–2 and the district-funded Community Liaison also contributed to the successful implementation of interventions, family engagement efforts, attendance supports, and collaboration between home and school. Overall, the strategies implemented through the SPSA positively impacted student achievement and provided increased academic and social-emotional supports for students. Continued refinement of intervention systems, essential standards alignment, and progress monitoring will remain priorities to ensure ongoing growth and improved outcomes for all students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All budgeted expenditures were implemented as intended to support the strategies and activities outlined in the SPSA. Resources were allocated and utilized in alignment with the plan to address identified student needs, and no major differences were noted between the intended implementation and expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of the analysis of student performance data and the implementation of the SPSA strategies and activities, revisions have been made to strengthen instructional alignment, intervention systems, and academic supports for all

students. During the 2026–2027 school year, Cedar Grove Elementary School will place an increased focus on prioritizing and consistently teaching essential standards in English Language Arts and Mathematics across all grade levels. Additional emphasis will be placed on foundational literacy skills, reading comprehension, academic writing, mathematical reasoning, and targeted intervention supports for students performing below grade level.

The school will continue strengthening Tier 1 instruction through professional collaboration, Professional Learning Communities (PLCs), instructional coaching, and data analysis cycles. Expanded intervention supports, small group instruction, and progress monitoring systems will be utilized to address the needs of English Learners, students below grade level, and identified student groups. The SPSA also reflects continued implementation of designated and integrated English Language Development (ELD) instruction to support language acquisition and academic achievement for English Learners.

Budget allocations and strategies have also been revised to more closely align with current student needs and district priorities. Operational and custodial supply expenditures were reduced in order to prioritize academic intervention, instructional materials, technology resources, teacher collaboration, and professional development. In addition, district-funded supports, including the K–2 RTI Coach and Community Liaison, will continue to provide supplemental academic and family engagement support aligned to the school's MTSS framework.

These revisions are reflected in the updated Annual Measurable Outcomes, Data Analysis sections, and Strategies/Activities 1.1, 1.2, and 1.3 within the SPSA. Revisions can also be found within the updated budget allocations connected to Goal 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement
Cedar Grove Elementary will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate the development of the whole child.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Analysis of state and local data indicates a continued need to strengthen student engagement, attendance, school connectedness, positive behavior supports, and family engagement systems at Cedar Grove Elementary School. The California School Dashboard identifies Chronic Absenteeism as an area of continued focus. Cedar Grove Elementary School is currently rated Green for Chronic Absenteeism, with 10.0% of students chronically absent, demonstrating improvement from the previous year. However, subgroup data indicates that Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities continue to demonstrate higher rates of chronic absenteeism than the overall student population.

The California School Dashboard also identifies Suspension Rate as an area requiring continued monitoring and support. Cedar Grove Elementary School is currently rated Orange, with 1.4% of students suspended at least one day. Students with Disabilities demonstrated a suspension rate of 5.2%, while Hispanic students and English Learners also demonstrated higher suspension rates than the overall school population. These data indicate a need to continue strengthening PBIS implementation, restorative practices, social-emotional learning supports, and proactive behavior intervention systems.

According to local PowerSchool attendance and behavior reports, chronic absenteeism and office discipline incidents continue to impact student learning and engagement for specific student groups. School data indicates a need to continue supporting students who experience barriers to regular attendance, social-emotional regulation, and positive school engagement. The school will continue implementing attendance interventions, MTSS supports, family outreach, restorative conversations, and behavior support systems to improve student connectedness and engagement.

In addition, district climate and safety survey results indicate that while many students, staff, and families report familiarity with school-wide expectations and safety procedures, there is a continued need to strengthen communication, family engagement, and student connectedness. Survey results indicated that 75% of staff, 89% of students, and 68% of community members were familiar or very familiar with school-wide rules and expectations. Cedar Grove Elementary School will continue strengthening communication systems, PBIS expectations, family partnerships, and school climate initiatives to ensure all students and families feel connected, supported, and engaged in the school community.

District-funded supports, including the Community Liaison position, will continue supporting family engagement, attendance outreach, communication with families, and connections between home and school as part of Cedar Grove Elementary School's ongoing MTSS and student engagement efforts.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is yellow with 12% chronically absent. 31% of students with disabilities were chronically absent, putting them in orange.	The overall rate of students that are chronically absent will decrease by 3%,
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is blue with 0.2% suspended for at least one day. • 1.8% of students with disabilities were suspended, putting them in yellow.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.
PowerSchool Chronic Absenteeism Report	4% of all students were identified as chronically absent from August 2024 to May 2025 in PowerSchool. • 32% of Vietnamese students were chronically absent.	10% or less of all students will be chronically absent from August 2025 to May 2026. Student groups of concern will be chronically absent at the levels as follows: 50% or less of Hispanic students.
PowerSchool Incident Management	43% of all office referrals resulted in OMC from August 2024 to May 2025 in PowerSchool. Student groups that were referred disproportionately included: • 100% of referrals were male students. • 71% were Hispanic.	Student groups that were referred disproportionately will decrease by 3%.
EESD Safety Survey	In fall 2024, 75% of staff are familiar or very familiar with the school-wide rules. • 89% of students are familiar or very familiar with the school-wide rules. • 68% of the community is familiar or very familiar with the school-wide rules.	In fall 2025, 78% of staff will be familiar or very familiar with the school-wide rules. 92% of students will be familiar or very familiar with the school-wide rules. 71% of the community will be familiar or very familiar with the school-wide rules.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue implementing a school wide Positive Behavioral Interventions and Supports (PBIS) system to strengthen student engagement, positive behavior, school connectedness, and social-emotional well-being. Activities may include regular recognition of positive behavior, PBIS incentives, social-emotional learning lessons, restorative practices, behavior intervention supports, attendance incentives, student recognition programs, assemblies, and Tier 2 behavior supports.	All Students Students with Disabilities Students with attendance or behavior concern	2500 Supplemental Fund 4000-4999: Books And Supplies PBIS incentives, student recognition, social-emotional learning materials 2500 Supplemental Fund 5000-5999: Services And Other Operating Expenditures assemblies, PBIS events, attendance supports

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Staff will continue reviewing behavioral and attendance data to identify trends, monitor student needs, and provide targeted supports for students requiring additional behavioral, attendance, or social-emotional intervention. Professional development and collaboration opportunities will support staff implementation of PBIS, de-escalation strategies, restorative practices, and trauma-informed practices.		1,500 General Fund 4000-4999: Books And Supplies behavior support materials, student engagement supplies 4,500 Supplemental Fund 2000-2999: Classified Personnel Salaries noon duty support, student supervision, PBIS implementation, student engagement and safety supports
2.2	2.2 Family Engagement To strengthen partnerships between school and home, Cedar Grove Elementary School will provide a variety of opportunities for family and community engagement throughout the school year. Activities may include, but are not limited to: Family Nights, literacy and math nights, Open House, Back to School Night, PBIS family events, School Site Council, ELAC, attendance workshops, volunteer opportunities, school beautification events, student performances, and community-building activities. The district-funded Community Liaison will continue supporting communication with families, attendance outreach, community partnerships, and engagement opportunities to increase family participation and student connectedness.	All Students Families and Caregivers English Learner Families	1,645 Title I 4000-4999: Books And Supplies family engagement materials, family nights, parent workshops 2,000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures family engagement events, attendance outreach, community activities 511 Title III 4000-4999: Books And Supplies EL family engagement materials
2.3	2.3 Family Communication Support regular family communication through the use of digital and printed communication systems and resources. Resources may include, but are not limited to: ParentSquare messaging, school newsletters, PBIS handbooks, homework folders, planners, attendance communication, SST and 504 resources, translation services, school websites, email communication, and family outreach materials. Communication systems will continue supporting attendance awareness, academic progress monitoring, behavior expectations, and increased family-school partnerships.	All Students Families and Caregivers English Learner Families	500 Supplemental Fund 4000-4999: Books And Supplies family outreach materials, PBIS communication supports 1,000 General Fund 4000-4999: Books And Supplies communication materials, planners, family resources 500 Title III 4000-4999: Books And Supplies EL family communication materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.4	2.4 Enrichment / Leadership Opportunites Students will participate in leadership, enrichment, and extracurricular opportunities that promote student engagement, school connectedness, collaboration, creativity, and social-emotional growth. Opportunities may include, but are not limited to: Student Council, peer leadership, Expect Respect activities, VAPA opportunities, lunchtime clubs, academic enrichment clubs, assemblies, mentoring opportunities, and partnerships with community organizations and local high school programs. Students will also have opportunities to participate in enrichment activities that support the development of the whole child and strengthen positive school culture and engagement.	All Students	3,000 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures student leadership activities, club supplies, enrichment materials 1373 Supplemental Fund 5000-5999: Services And Other Operating Expenditures assemblies, enrichment events, student engagement activities 2,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Enrichment opportunities and student support

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of Goal 2 strategies and activities during the 2025–2026 school year was effective in supporting positive student engagement, strengthening school climate, increasing family involvement, and improving student connectedness. Cedar Grove Elementary School continued implementing PBIS systems, restorative practices, attendance interventions, MTSS supports, and social-emotional learning opportunities to provide a safe, welcoming, and supportive school environment for all students.

Schoolwide PBIS expectations, student recognition systems, attendance incentives, social-emotional lessons, assemblies, and restorative conversations were implemented consistently throughout the school year. Staff regularly reviewed attendance and behavior data to identify student needs and provide targeted interventions and supports for students requiring additional behavioral, attendance, or social-emotional support. These strategies contributed to improved student engagement, stronger school connectedness, and positive behavior supports across the campus.

According to the California Dashboard, Cedar Grove Elementary School improved Chronic Absenteeism rates to 10.0%, placing the school in the Green performance level and demonstrating continued progress from the previous year. The school also maintained relatively low suspension rates overall; however, data indicated continued areas of need for Students with Disabilities, Hispanic students, and English Learners.

Family engagement activities such as Family Nights, Open House, Back to School Night, PBIS events, ELAC, School Site Council meetings, and attendance outreach efforts strengthened communication and partnerships between school and home. The district-funded Community Liaison provided additional support with attendance outreach, communication with families, and community engagement efforts.

Student leadership and enrichment opportunities, including Student Council, peer leadership opportunities, assemblies, and student engagement activities, helped promote student voice, school pride, and positive school culture. Overall, the implementation of Goal 2 strategies positively impacted student engagement, attendance, school climate, and family involvement. Continued focus on PBIS implementation, attendance supports, restorative practices, and family engagement will remain important to further strengthen outcomes for all student groups.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Overall, the strategies and activities outlined in Goal 2 were implemented substantially as planned to support student engagement, PBIS systems, attendance supports, and family involvement. Minor adjustments to expenditures occurred throughout the school year in order to better align resources with student and school needs.

District-funded supports, including the Community Liaison position, provided additional attendance outreach, communication, and family engagement support services that reduced the need for certain site-funded communication and outreach expenditures. As a result, site funds were redirected toward student engagement activities, PBIS incentives, assemblies, and enrichment opportunities that supported school climate and student connectedness.

Additional adjustments were made to enrichment activities and PBIS-related expenditures based on student participation, schoolwide needs, and available resources throughout the year. Despite these adjustments, expenditures remained aligned to the overall goals of strengthening school climate, student engagement, attendance, and family-school partnerships.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of the analysis of Goal 2 implementation and effectiveness, revisions have been made to strengthen attendance supports, PBIS systems, family engagement opportunities, and student leadership activities for the 2026–2027 school year. Cedar Grove Elementary School will continue strengthening schoolwide PBIS implementation, restorative practices, MTSS systems, attendance monitoring, and social-emotional learning supports to improve school connectedness and student engagement.

Additional emphasis will be placed on reducing chronic absenteeism and improving engagement for identified student groups, including Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students, through targeted attendance outreach, family communication, and intervention supports. Strategy 2.1 has been revised to strengthen PBIS systems, student recognition programs, attendance incentives, and behavior intervention supports.

Strategy 2.2 and Strategy 2.3 have been updated to continue strengthening family engagement opportunities, school-home communication, and attendance outreach efforts. The district-funded Community Liaison will continue supporting family engagement, attendance intervention, and communication with families.

Strategy 2.4 has also been expanded to include additional student leadership opportunities, enrichment activities, assemblies, and programs that support student voice, school pride, and positive school culture. Revisions to the annual measurable outcomes and metrics were made to reflect goals related to reducing chronic absenteeism, improving school climate indicators, strengthening family engagement, and decreasing suspension rates for identified student groups.

These revisions are reflected in the updated Annual Measurable Outcomes and Strategies/Activities 2.1 through 2.4 within the 2026–2027 SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Outcomes
Students at Cedar Grove Elementary School will demonstrate continued academic growth and progress toward proficiency in English Language Arts, Mathematics, and Science through rigorous, standards-aligned instruction, targeted intervention, differentiated support, and high-quality instructional practices. Cedar Grove Elementary School will continue strengthening Tier 1 instruction, essential standards alignment, data-driven instruction, intervention systems, and academic supports to ensure all students have equitable access to learning opportunities and achieve academic success.

Students will demonstrate measurable growth in English Language Arts, Mathematics, Science, and English language proficiency as evidenced by CAASPP, CAST, ELPAC, i-Ready Diagnostic assessments, district benchmark assessments, and classroom-based assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong, effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Analysis of state and local data indicates that Cedar Grove Elementary School continues to demonstrate academic growth while also identifying areas requiring continued support and intervention. The California School Dashboard utilizes CAASPP student performance in English Language Arts, Mathematics, and Science to measure student achievement and growth toward grade-level standards.

Cedar Grove Elementary School earned a Green performance level in both English Language Arts and Mathematics on the California Dashboard due to increased student growth and improved academic performance. In English Language Arts, students performed 8.2 points above standard, increasing 4.3 points from the prior year. In Mathematics, students improved 11.5 points from the previous year and are now performing 7.6 points below standard overall. Although growth has occurred, subgroup data indicates continued achievement gaps for Hispanic students, Students with Disabilities, and Socioeconomically Disadvantaged students in both English Language Arts and Mathematics.

The California Science Test (CAST) indicates that Cedar Grove Elementary students continue to perform above standard in Science, with students scoring 54.4 points above standard overall. However, subgroup data demonstrates continued performance gaps for Hispanic students and Socioeconomically Disadvantaged students.

Locally, the Evergreen School District uses i-Ready Diagnostic assessments in grades Kindergarten through sixth grade to monitor student progress toward grade-level proficiency in Reading and Mathematics. Spring i-Ready data demonstrates continued academic growth across grade levels in both Reading and Mathematics. However, data indicates that several students continue to perform one or more grade levels below standard in foundational literacy skills, reading comprehension, mathematical reasoning, and problem solving.

Analysis of classroom assessments, i-Ready data, CAASPP results, and teacher observations indicates a continued need for stronger alignment and consistent instruction of essential standards in English Language Arts and Mathematics. Students continue to need support with foundational literacy skills, academic writing, number sense, mathematical reasoning, and application of grade-level concepts. During the 2026–2027 school year, Cedar Grove Elementary School will continue prioritizing essential standards, strengthening Tier 1 instruction, expanding intervention systems, and utilizing data-driven instructional practices to improve outcomes for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results/California School Dashboard	Cedar Grove Elementary School students performed 8.2 points above standard in English Language Arts, increasing 4.3 points from the prior year. Approximately 54% of all students met or exceeded standards on the CAASPP ELA assessment.	Student achievement in English Language Arts will continue to increase, with at least 57% of all students meeting or exceeding standards on the CAASPP ELA assessment.
CAASPP MathResults / California School Dashboard	Cedar Grove Elementary School students improved 11.5 points from the previous year in Mathematics and are currently performing 7.6 points below standard overall. Approximately 46% of all students met or exceeded standards on the CAASPP Mathematics assessment.	Student achievement in Mathematics will continue to increase, with at least 49% of all students meeting or exceeding standards on the CAASPP Mathematics assessment.
CAST Results	Cedar Grove Elementary School students scored 54.4 points above standard on the California Science Test (CAST). Approximately 38% of students met or exceeded standards in Science.	Student achievement in Science will continue to improve, with at least 41% of students meeting or exceeding standards on the CAST assessment.
iReady Reading Diagnostic	Spring i-Ready Reading Diagnostic data indicates that approximately 59% of students were performing Early On Grade Level or Mid/Above Grade Level proficiency in Reading.	At least 62% of students will perform Early On Grade Level or Mid/Above Grade Level proficiency in Reading as measured by the i-Ready Reading Diagnostic assessment.
iReady Math Diagnostic	Spring i-Ready Mathematics Diagnostic data indicates that approximately 51% of students were performing Early On Grade Level or Mid/Above Grade Level proficiency in Mathematics.	At least 54% of students will perform Early On Grade Level or Mid/Above Grade Level proficiency in Mathematics as measured by the i-Ready Mathematics Diagnostic assessment.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3.1 Effective Learning Environments In order for students to fully access learning, Cedar Grove Elementary School will provide students and staff with instructional materials, classroom supplies, operational supports, and learning resources necessary to support high-quality instruction and academic achievement. Supports may include, but are not limited to: classroom instructional supplies, intervention materials, copier maintenance, supplemental curriculum resources, technology supports, student engagement materials, and teacher support resources aligned to essential standards and instructional needs.	All Students English Learners Students Below Grade Level Students with Disabilities	14,000 General Fund 4000-4999: Books And Supplies Classroom budgets/ supplies 8,510 General Fund 1000-1999: Certificated Personnel Salaries SEAT- School Enrichment Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Resources will support rigorous and standards-aligned instruction in English Language Arts, Mathematics, Science, and English Language Development. Funding will prioritize instructional supports, intervention resources, and materials that improve student access to grade-level curriculum and strengthen Tier 1 instruction.		
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring and data analysis to ensure students are making progress toward grade-level standards and academic goals. Monitoring systems and collaboration structures may include, but are not limited to: Professional Learning Communities (PLCs), data analysis cycles, i-Ready Diagnostic reviews, CAASPP and ELPAC data analysis, classroom-based assessments, instructional rounds, collaboration meetings, Equity Walks, intervention progress monitoring, and release time for teacher collaboration. Teachers and staff will use student data to identify learning needs, monitor intervention effectiveness, adjust instructional practices, strengthen essential standards alignment, and provide differentiated support for students requiring additional academic assistance. Professional collaboration and data-driven instructional planning will continue supporting consistent Tier 1 instruction and improved academic outcomes for all students. District-funded supports, including the K–2 RTI Coach, will continue supporting intervention planning, data analysis, and instructional collaboration.	All Students English Learners Students Below Grade Level Students with Disabilities	2456 General Fund 1000-1999: Certificated Personnel Salaries Collaboration and assessment review

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of Goal 3 strategies during the 2025–2026 school year was effective in supporting rigorous and supportive learning environments that promoted student academic growth in English Language Arts, Mathematics, and Science. Cedar Grove Elementary School continued strengthening Tier 1 instruction, essential standards alignment, intervention systems, and data-driven instructional practices to improve student outcomes across grade levels and student groups.

Strategy 3.1 focused on maintaining effective learning environments by providing teachers and students with instructional materials, classroom supplies, intervention resources, technology supports, and operational resources

necessary to support high-quality instruction. These supports helped strengthen student access to grade-level curriculum, targeted intervention, and differentiated instructional practices aligned to identified student needs.

Strategy 3.2 focused on academic progress monitoring through ongoing collaboration, data analysis, Professional Learning Communities (PLCs), i-Ready data reviews, formative assessments, instructional rounds, and progress monitoring systems. Staff regularly analyzed student assessment data to identify learning gaps, monitor intervention effectiveness, and adjust instruction to support student growth and achievement.

CAASPP and local assessment data demonstrated continued academic growth in both English Language Arts and Mathematics. Cedar Grove Elementary School earned a Green performance level in both ELA and Mathematics on the California Dashboard due to increased student growth and improved academic performance. Students increased 4.3 points in ELA and 11.5 points in Mathematics from the prior year. i-Ready Reading and Mathematics Diagnostic data also demonstrated growth across grade levels from fall to spring benchmark windows.

Professional development, teacher collaboration, and instructional coaching opportunities supported staff in strengthening standards-aligned instruction, intervention practices, differentiated instruction, and data-driven instructional planning. The district-funded K–2 RTI Coach further supported intervention planning, instructional alignment, and progress monitoring systems.

While implementation of Goal 3 strategies resulted in measurable academic growth and strengthened instructional practices, continued focus on foundational literacy skills, mathematical reasoning, essential standards alignment, intervention systems, and progress monitoring will remain necessary to further improve proficiency levels and reduce achievement gaps among identified student groups.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Overall, the strategies and activities outlined in Goal 3 were implemented substantially as planned to support rigorous learning environments, academic intervention systems, and progress monitoring practices. Some minor adjustments to expenditures occurred throughout the school year to better align resources with instructional priorities and identified student needs.

Operational and custodial supply expenditures were reduced in order to prioritize instructional materials, intervention resources, classroom technology, teacher collaboration, and academic support systems aligned to student achievement goals. District-funded supports, including the K–2 RTI Coach, also provided additional instructional and intervention support services that reduced the need for some site-funded intervention staffing expenditures.

Additional adjustments were made throughout the year to align instructional materials, intervention supports, and software resources with student performance data and classroom instructional needs. Despite these adjustments, expenditures remained aligned to the overall goals of strengthening instructional practices, improving student outcomes, and supporting data-driven academic intervention systems.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of the analysis of Goal 3 implementation and effectiveness, revisions have been made to strengthen instructional alignment, intervention systems, academic progress monitoring, and standards-based instructional practices for the 2026–2027 school year. Cedar Grove Elementary School will continue prioritizing essential standards in English Language Arts and Mathematics while strengthening Tier 1 instruction, differentiated instructional practices, and intervention supports for students performing below grade level.

Strategy 3.1 has been revised to prioritize instructional materials, intervention resources, classroom technology, and instructional supports that improve student access to grade-level curriculum and strengthen rigorous learning environments. Operational and custodial expenditures were reduced in order to prioritize academic intervention, instructional resources, and standards-aligned classroom supports.

Strategy 3.2 has also been strengthened to increase the use of data-driven instructional practices, Professional Learning Communities (PLCs), progress monitoring systems, intervention planning, and collaborative data analysis cycles. Staff will continue utilizing i-Ready Diagnostic assessments, classroom assessments, CAASPP data, and intervention progress monitoring systems to identify student needs and adjust instruction accordingly.

Additional focus will be placed on foundational literacy skills, reading comprehension, academic writing, mathematical reasoning, and targeted intervention supports for English Learners, Students with Disabilities, and students performing

below grade level. The district-funded K–2 RTI Coach will continue supporting intervention planning, instructional alignment, and progress monitoring efforts.

These revisions are reflected in the updated Annual Measurable Outcomes and Strategies/Activities 3.1 and 3.2 within the 2026–2027 SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$107,285.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$4,145.00
Title III	$5,811.00

Subtotal of additional federal funds included for this school: $9,956.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
General Fund	$42,456.00
Supplemental Fund	$54,873.00

Subtotal of state or local funds included for this school: $97,329.00

Total of federal, state, and/or local funds for this school: $107,285.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	42456	0.00
Supplemental Fund	54873	0.00
Title I	4145	0.00
Title III	5811	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	42,456.00
Supplemental Fund	54,873.00
Title I	4,145.00
Title III	5,811.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	36,966.00
2000-2999: Classified Personnel Salaries	9,300.00
4000-4999: Books And Supplies	35,646.00
5000-5999: Services And Other Operating Expenditures	20,373.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	14,466.00
4000-4999: Books And Supplies	General Fund	21,990.00
5000-5999: Services And Other Operating Expenditures	General Fund	6,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	20,000.00

2000-2999: Classified Personnel Salaries	Supplemental Fund	7,500.00
4000-4999: Books And Supplies	Supplemental Fund	10,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	13,873.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	3,000.00
4000-4999: Books And Supplies	Title I	2,145.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title III	2,500.00
2000-2999: Classified Personnel Salaries	Title III	1,800.00
4000-4999: Books And Supplies	Title III	1,011.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	58,790.00
Goal 2	23,529.00
Goal 3	24,966.00

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Heather Cardona	Principal
Mercy Pimentel	Other School Staff
Clarissa Ballalo	Classroom Teacher
Patricia Valdillez	Classroom Teacher
Carrie Moutzouridis	Classroom Teacher
Jason Perry	Parent or Community Member
Trisha Zamora	Parent or Community Member
Tiffany Salazar	Parent or Community Member
Tien Mai	Parent or Community Member
Maria Zambrano	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/21/2026.

Attested:

	Principal, Heather Cardona on 5/21/2026
	SSC Chairperson, Rochelle Furtado on 5/21/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY

FY 2026-27

SCHOOL:	CEDAR GROVE	SITE #	007	ALLOCATION:	$	42,456.00
			3 digits - 0##			

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Certificated Salaries (for timesheets)							
Hourly Teacher	010-1100-0-	1120	00-1170	1000	007	4,887	
SEAT School Enrichment (required $55.86 x 125 hours)	010-1100-0-	1120	00-1170	1000	007	**6,983**	CONTRACTED SEAT HOURS
Substitute Teachers (*paid by site*)	010-1100-0-	1150	00-1170	1000	007		
Subs for absences are charged to the District:	010-1100-0-	1150	00-1298	1000	081		
*Other**	010-1100-0-		00-1170		007		
21.88% Benefits	010-1100-0-	3xx1	00-1170		007	2,596	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	010-1100-0-	2190	00-1170	1000	007		
Hourly M&O / Custodian	010-1100-0-	2224	00-1170	8100	007		
Hourly Clerical	010-1100-0-	2460	00-1170	2700	007		
Hourly Health Aide	010-1100-0-	2950	00-1170	3140	007		
Hourly Noon Duty	010-1100-0-	2950	00-1170	3900	007	1,108	
*Other**	010-1100-0-		00-1170		007		
35.38% Benefits	010-1100-0-	3xx2	00-1170		007	392	
Supplies (for POs & reimbursements)							
Books	**010-1100-0-**	**4200**	**00-1170**	**1000**	**007**	1,000	
Classroom Supplies	**010-1100-0-**	**4310**	**00-1170**	**1000**	**007**	14,000	
Office Supplies	**010-1100-0-**	**4351**	**00-1170**	**2700**	**007**	1,491	
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0-	4400	00-1170		007	4,000	
*Other**	010-1100-0-		00-1170		007		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	010-1100-0-	5210	00-1170	1000	007		
Conference Registration Fees	010-1100-0-	5220	00-1170	1000	007		
Mileage Reimbursement	010-1100-0-	5299	00-1170	1000	007		
Maintenance Repair	010-1100-0-	5610	00-1170	8100	007		
Computer Repair	010-1100-0-	5611	00-1170	1000	007		
Copier Maintenance *(required = Purchasing PO)*	010-1100-0-	5615	00-1170	1000	**007**	6,000	
Consultant/Contractors	**010-1100-0-**	**5815**	**00-1170**	**1000**	**007**		
web subscriptions and software	**010-1100-0-**	**5826**	**00-1170**	**1000**	**007**		
Field Trip	010-1100-0-	5840	00-1170	1000	007		
*Other**	010-1100-0-		00-1170		007		
*Other**	010-1100-0-		00-1170				

**Fill out with Business Office - we're happy to help*

	TOTAL BUDGET	**42,456**
	should match Allocation	
	variance:	(0)

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2026-27

SCHOOL:	CEDAR GROVE	SITE #	007	ALLOCATION:	$ 5,811.00
			3 digits - 0##		

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	007	2,051	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	007		
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000	007		
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081		
*Other**	060-4203-0-		00-1551		007		
21.88% Benefits	060-4203-0-	3xx1	00-1551			449	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	007	1,330	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	007		
Hourly Clerical	060-4203-0-	2460	00-1551	2700	007		
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	007		
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	007		
*Other**	060-4203-0-		00-1551		007		
35.38% Benefits	060-4203-0-	3xx2	00-1551			470	
Supplies (for POs & reimbursements)							
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**007**		
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**007**	511	for EL students
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**007**	500	
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**007**		
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		007		
*Other**	060-4203-0-		00-1551		007		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	060-4203-0-	5210	00-1551	1000	007		
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	007		
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	007		
Maintenance Repair	060-4203-0-	5610	00-1551	8100	007		
Computer Repair	060-4203-0-	5611	00-1551	1000	007		
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**007**		
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**007**		
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**007**	500	
Field Trip	060-4203-0-	5840	00-1551	1000	007		
*Other**	060-4203-0-		00-1551		007		
*Other**	060-4203-0-		00-1551				
TOTAL BUDGET						**5,811**	

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Statutory Benefits Calculation				
19.10%	STRS (Certificated only)	3101	859	
26.40%	PERS (Classfied only)	3202		
6.20%	OASDI (CL)	331X		
1.45%	Medicare (CE & CL)	332X	65	
0.05%	State Unemployment (CE & CL)	350X	3	
1.275%	Workers Comp (CE & CL)	360X	54	
			981	

should match Allocation

variance: -

Title I Budget

FY 2026-27

SCHOOL:	*CEDAR GROVE*	**SITE #**	**007**		**ALLOCATION:**	**$**		**4,145.00**
			3 digits - 0##					
	Parent Engagement - required		060-3010-0-	4351	**00-1511**			1,645
	Kinder Boot Camp Supplies		060-3010-0-	1120	**00-1512**	1000	007	2,500
	Kinder Boot Camp Timesheets		060-3010-0-	1120	**00-1512**	1000	007	
21.8750%	*Benefits*		060-3010-0-	3xx1	**00-1512**			-
**Fill out with Business Office - we're happy to help*								
					TOTAL BUDGET			**4,145**

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

should match Allocation

variance: -

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET

FY 2026-27

pbis

SCHOOL:	CEDAR GROVE	SITE #	007		ALLOCATION:	$ 54,873.00
			3 digits - 0##			

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	007	4,923
Hourly Teacher	010-0159-0	1120	00-1590	1000	007	11,487
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	007	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590		007	
21.88% Benefits	010-0159-0	3xx1	00-1590		007	3,590
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	007	2,216
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	007	
Hourly Clerical	010-0159-0	2460	00-1590	2700	007	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	007	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	007	3,324
*Other**	010-0159-0		00-1590		007	
35.38% Benefits	010-0159-0	3xx2	00-1590			1,960
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**007**	
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**007**	10,500
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**007**	
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**	**007**	
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		007	
*Other**	010-0159-0		00-1590		007	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0159-0	5210	00-1590	1000	007	3,000
Conference Registration Fees	010-0159-0	5220	00-1590	1000	007	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	007	
Maintenance Repair	010-0159-0	5610	00-1590	8100	007	
Computer Repair	010-0159-0	5611	00-1590	1000	007	
Copier Maintenance	010-0159-0	5615	00-1590	1000	**007**	
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**007**	3,000
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**007**	5,000
Field Trip	010-0159-0	5840	00-1590	1000	007	
*Other**	010-0159-0		00-1590		007	5,873
*Other**	010-0159-0		00-1590			

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TOTAL BUDGET **54,873**

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202

6.20%	OASDI (CL)	331X						
1.45%	Medicare (CE & CL)	332X						
0.05%	State Unemployment (CE & CL)	350X						
1.275%	Workers Comp (CE & CL)	360X						

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

PROP 28 ART & MUSIC BUDGET
FY 2026-27

SCHOOL:	CEDAR GROVE	SITE #	007	ALLOCATION:	$ 15,998.00

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	060-6770-0	1120	00-1110	1000	007	
Substitute Teachers (*paid by site)*	060-6770-0	1150	00-1110	1000	007	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	060-6770-0		00-1110		007	
21.88% Benefits	060-6770-0	3xx1	00-1110		007	-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-6770-0	2190	00-1110	1000	007	
*Other**	060-6770-0		00-1110		007	
35.38% Benefits	060-6770-0	3xx2	00-1110		007	-
Supplies (for POs & reimbursements)						
Books	060-6770-0	4200	00-1110	1000	007	
Classroom Supplies	060-6770-0	4310	00-1110	1000	007	
Equipment $500 -4,999 *(function depends on use*)*	060-6770-0	4400	00-1110		007	
*Other**	060-6770-0		00-1110		007	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-6770-0	5210	00-1110	1000	007	
Conference Registration Fees	060-6770-0	5220	00-1110	1000	007	
Mileage Reimbursement	060-6770-0	5299	00-1110	1000	007	
Consultant/Contractors	060-6770-0	5815	00-1110	1000	007	
Field Trip	060-6770-0	5840	00-1110	1000	007	
*Other**	060-6770-0		00-1110		007	
*Other**	060-6770-0		00-1110			

*Fill out with Business Office - we're happy to help

TOTAL BUDGET -

should match Allocation

variance: 15,998

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

DONATION BUDGET
FY 2026-27

SCHOOL: *CEDAR GROVE* **SITE #** **007** **ALLOCATION:** $ -

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	060-9101-0	1120	00-1715	1000	007	
Substitute Teachers (*paid by site)*	060-9101-0	1150	00-1715	1000	007	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	060-9101-0		00-1715		007	
21.88% Benefits	060-9101-0	3xx1	00-1715		007	-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-9101-0	2190	00-1715	1000	007	
*Other**	060-9101-0		00-1715		007	
35.38% Benefits	060-9101-0	3xx2	00-1715		007	-
Supplies (for POs & reimbursements)						
Books	060-9101-0	4200	00-1715	1000	007	
Classroom Supplies	060-9101-0	4310	00-1715	1000	007	
Office Supplies	060-9101-0	**4351**	00-1715	**2700**	**007**	
Equipment $500 -4,999 *(function depends on use*)*	060-9101-0	4400	00-1715		007	
*Other**	060-9101-0		00-1715		007	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-9101-0	5210	00-1715	1000	007	
Conference Registration Fees	060-9101-0	5220	00-1715	1000	007	
Mileage Reimbursement	060-9101-0	5299	00-1715	1000	007	
Consultant/Contractors	060-9101-0	5815	00-1715	1000	007	
Field Trip	060-9101-0	5840	00-1715	1000	007	
*Other**	060-9101-0		00-1715		007	
*Other**	060-9101-0		00-1715			

**Fill out with Business Office - we're happy to help*

TOTAL BUDGET -

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Cedar Grove Elementary School

Family Engagement Plan

2026–2027

Cedar Grove Elementary School believes family engagement is the participation of parents, guardians, and family members in authentic, two-way, and meaningful communication involving student learning and related school activities.

Cedar Grove Elementary School has jointly developed with parents and family members, and mutually agreed upon, this parent and family engagement policy that establishes the school's goals and expectations for meaningful family engagement. Cedar Grove Elementary School commits to strengthening student achievement, learning, and success through collaborative partnerships between families, staff, and the school community.

Parents and families play an integral role in supporting student learning and academic success. Families are encouraged to be actively involved in their child's education through regular communication with teachers and staff, participation in school activities and events, and involvement in school leadership and advisory groups. Opportunities for involvement may include, but are not limited to:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Parent Teacher Association (PTA)
- District Advisory Committee (DAC)
- Parent workshops and family education events
- Open House and Back to School Night
- Student performances and schoolwide events
- Volunteer opportunities
- Coffee Chats with the Principal

Parents and family members are valued as full partners in their child's education and are included, when appropriate, in advisory committees and decision-making processes that support student achievement and school improvement efforts.

This policy guides the strategies Cedar Grove Elementary School implements to strengthen partnerships among schools, families, and the community. When schools, families, and communities work together to support learning, students experience greater academic success, stronger school connectedness, and improved engagement.

Cedar Grove Elementary School

Communication and Collaboration

Cedar Grove Elementary School will continue utilizing multiple opportunities to engage families and strengthen communication between school and home. The school will:

- Distribute annual parent surveys to gather input regarding school programs, parent engagement activities, school climate, and the use of parent and family engagement funds.
- Provide families access to the District Local Control Accountability Plan (LCAP), School Accountability Report Card (SARC), SPSA, and parent engagement information through the district and school websites.
- Provide copies of school and district documents upon parent request.
- Engage families in dialogue regarding student learning, school programs, attendance, PBIS expectations, and family engagement during:
    - SSC meetings
    - ELAC meetings
    - Parent workshops
    - Family Nights
    - Coffee Chats with the Principal
    - Back to School Night
    - Open House
    - PTA events
    - Schoolwide PBIS and SEL events
    - Attendance and wellness workshops

Cedar Grove Elementary School will continue strengthening partnerships with families through MTSS supports, attendance outreach, PBIS implementation, and social-emotional learning opportunities that promote student success and positive school connectedness.

The district-funded Community Liaison will continue supporting attendance outreach, communication with families, community partnerships, and engagement opportunities that strengthen connections between school and home.

Building Parent and Staff Capacity

Cedar Grove Elementary School is committed to building the capacity of both staff and families to cultivate strong family engagement practices that support student achievement and well-being.

Cedar Grove Elementary School

The school will provide opportunities for families to better understand:

- California State Standards and district academic expectations
- CAASPP, ELPAC, i-Ready, and local assessment data
- Intervention and academic support systems
- PBIS expectations and behavior supports
- Attendance expectations and school engagement
- Social-emotional learning and wellness supports
- Strategies families can use to support learning at home

The school will also provide professional learning and resources to staff focused on:

- Strengthening family-school partnerships
- Improving communication strategies with families
- Increasing culturally responsive engagement practices
- Supporting positive attendance and school connectedness
- Strengthening communication with multilingual families

These efforts are intended to:

- Increase family participation
- Improve communication between school and home
- Strengthen relationships within the school community
- Improve student engagement and academic achievement

Accessibility and Ongoing Communication

To ensure that all families have access to school information and engagement opportunities, Cedar Grove Elementary School will regularly communicate through multiple platforms and in a comprehensible and family-friendly format. Communication methods may include:

- ParentSquare
- Emails
- Phone calls
- School newsletters
- Written notices
- School website updates
- Social media and digital communication platforms

- Translated communication when appropriate

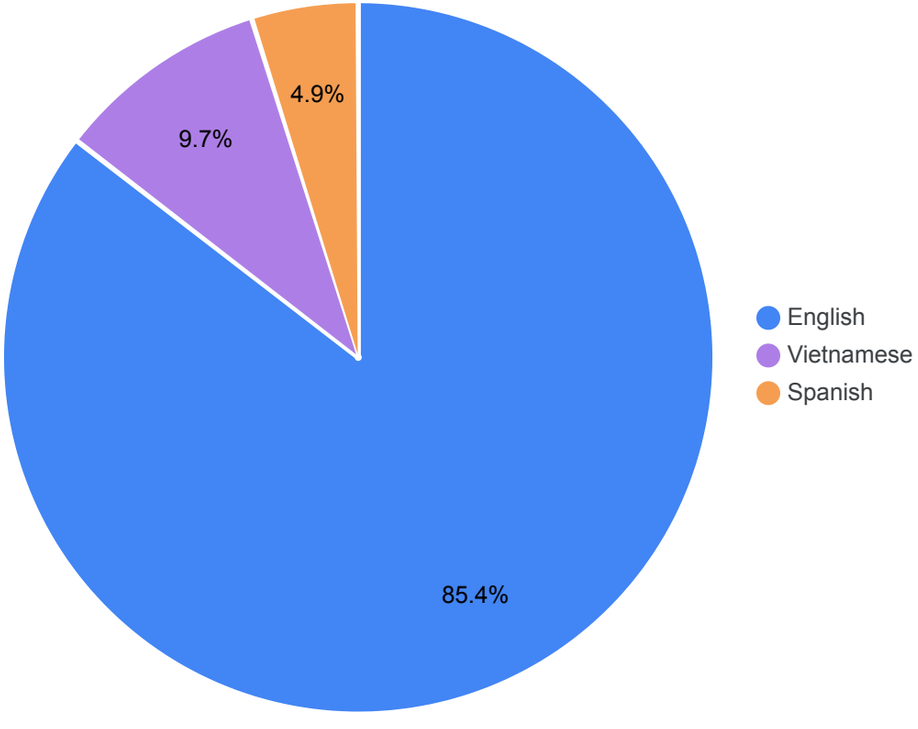
Information related to school programs, student learning, parent workshops, school events, and engagement opportunities will be made available in formats that are accessible and easy to understand for all families.

Annual Evaluation

Each year, Cedar Grove Elementary School will evaluate the effectiveness of the Parent and Family Engagement Plan and related family engagement activities through parent surveys, feedback opportunities, participation data, and stakeholder input.

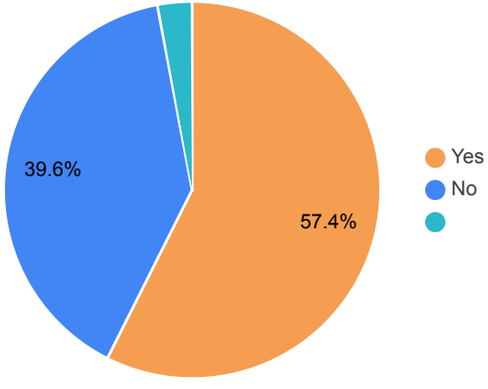
Survey links and feedback opportunities will be distributed through the school's digital communication platforms and posted on the school website to encourage family participation and continuous improvement of school-family partnerships.

Cedar Grove Elementary: Language

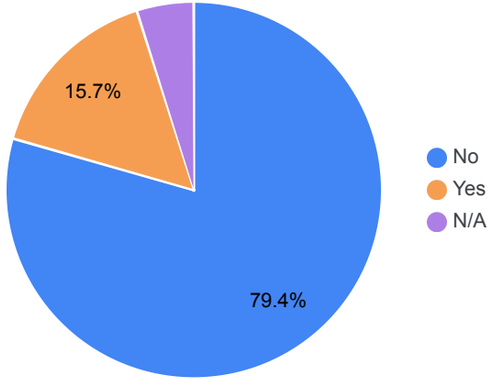


Cedar Grove Elementary: Are you the Parent/Guardian of:

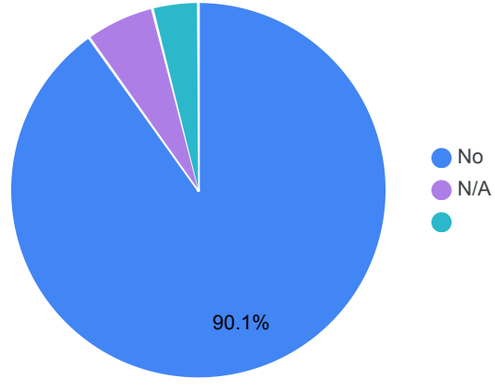
English Learner



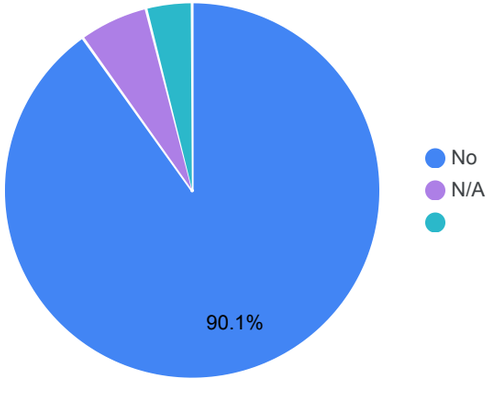
Receiving special education services



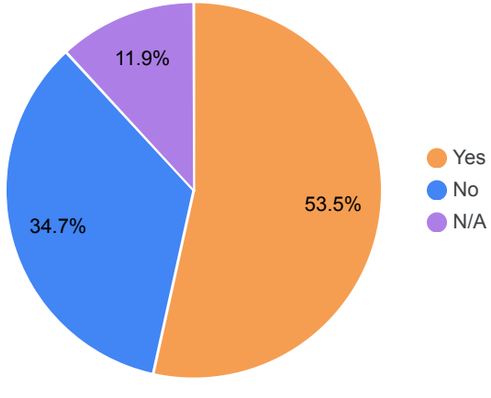
Foster youth



Migrant education program

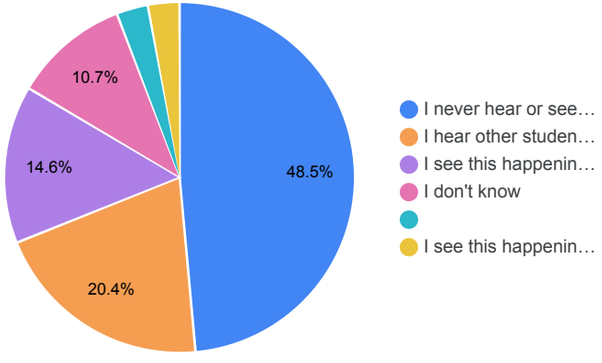


Free or reduced lunch

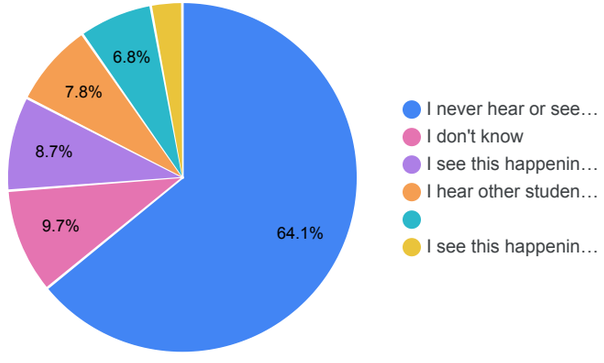


Cedar Grove Elementary: How much do you find the following to be a problem at your child's school?

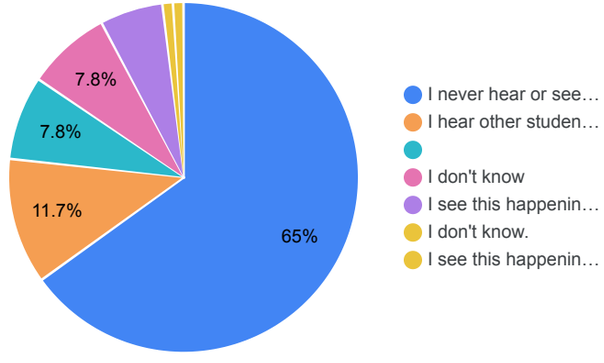
Bullying



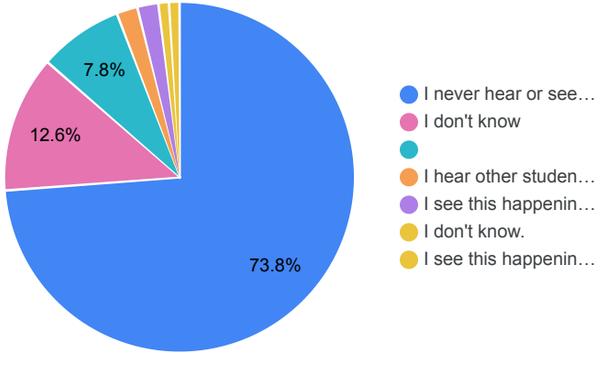
Harassment, and intimidation



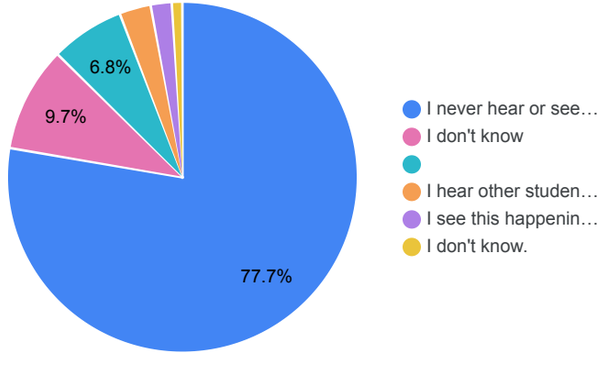
Fights and Assault



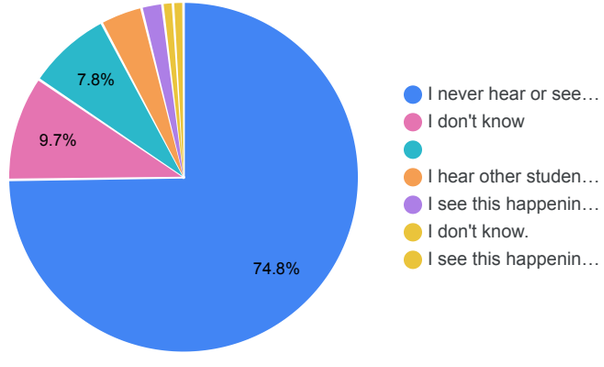
Student interest in gangs



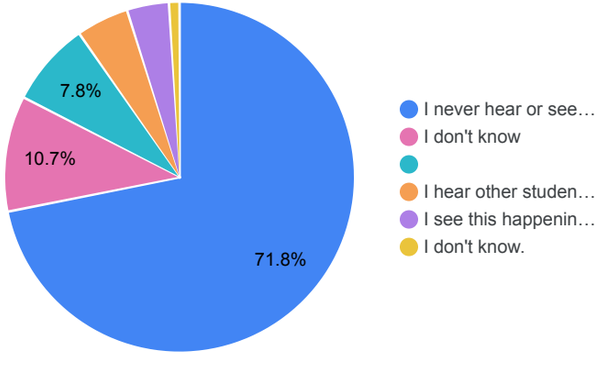
Illegal weapons



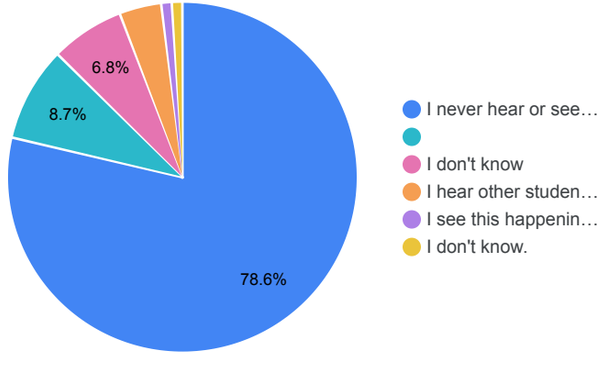
Graffiti and vandalism



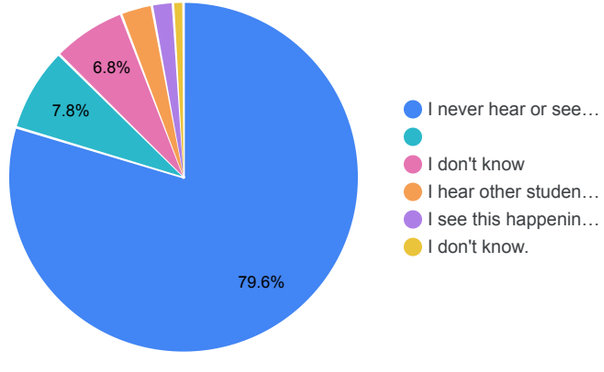
People trespassing on campus



Drug use

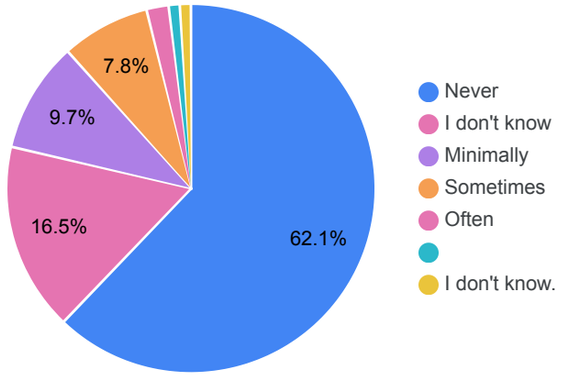


Alcohol use

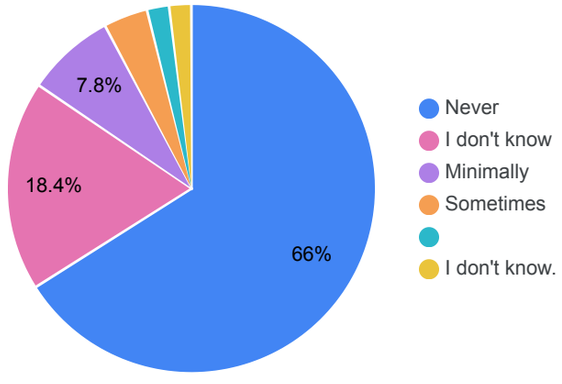


Cedar Grove Elementary: Students at my child's school get put down because of their___.

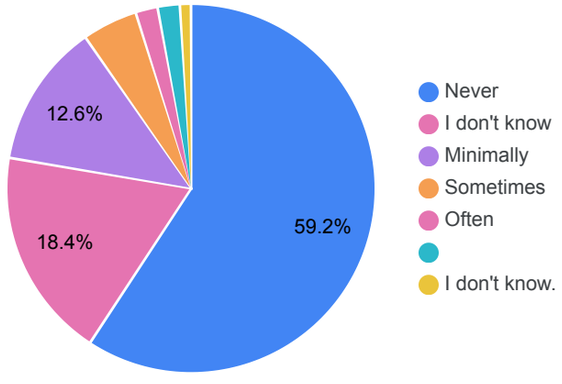
Race



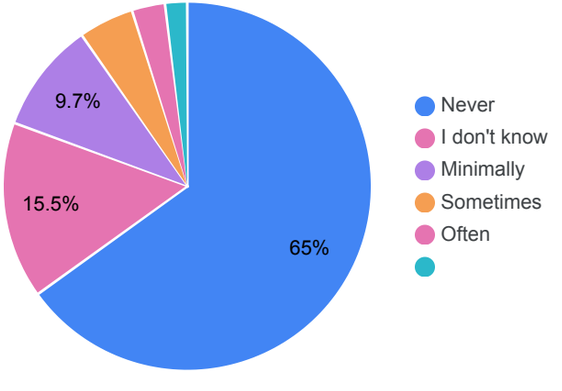
Gender or gender identification



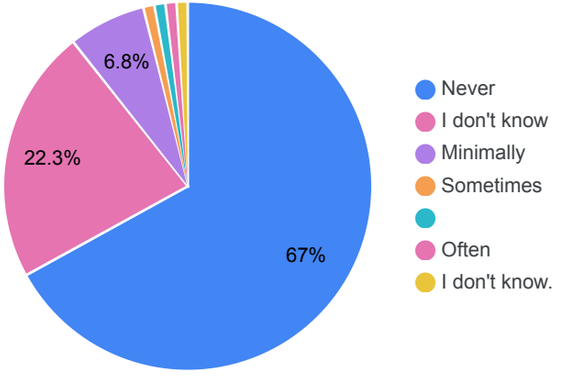
Learning difficulties



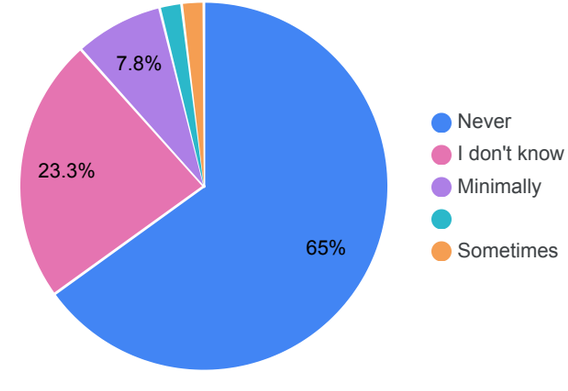
Clothing or physical appearance



Religion or cultural practices

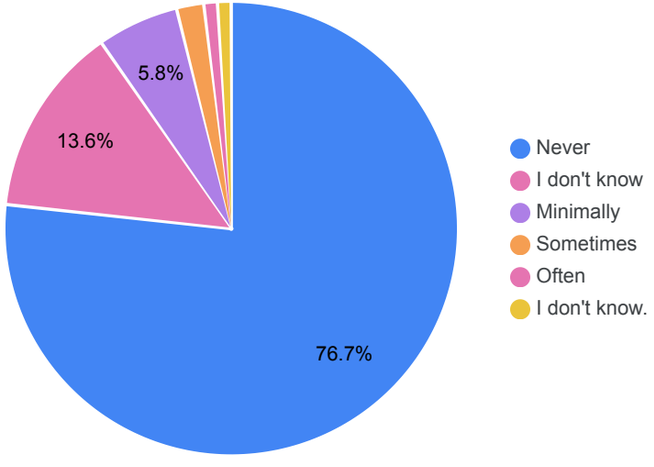


Sexual orientation

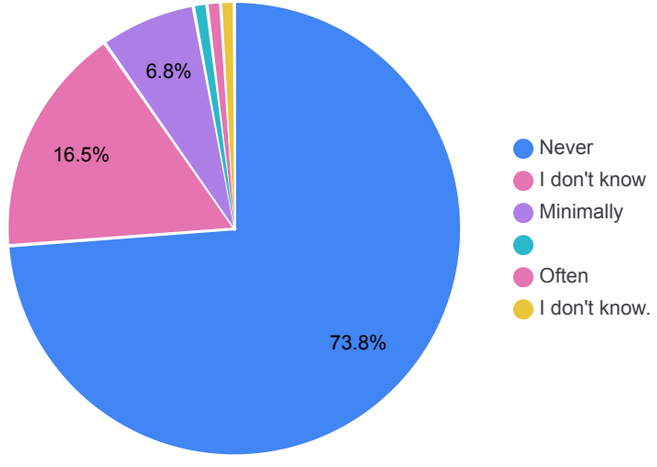


Cedar Grove Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ___?

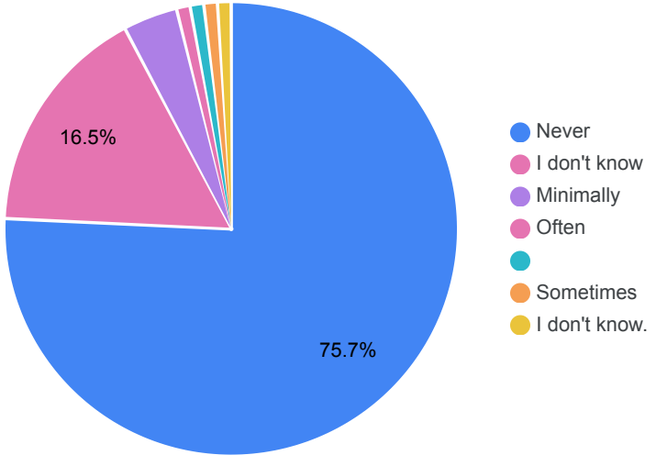
Race



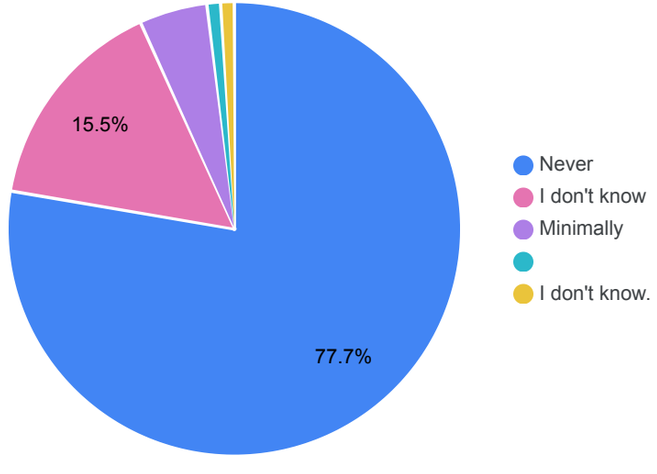
Learning difficulties



Religion or Cultural Practices

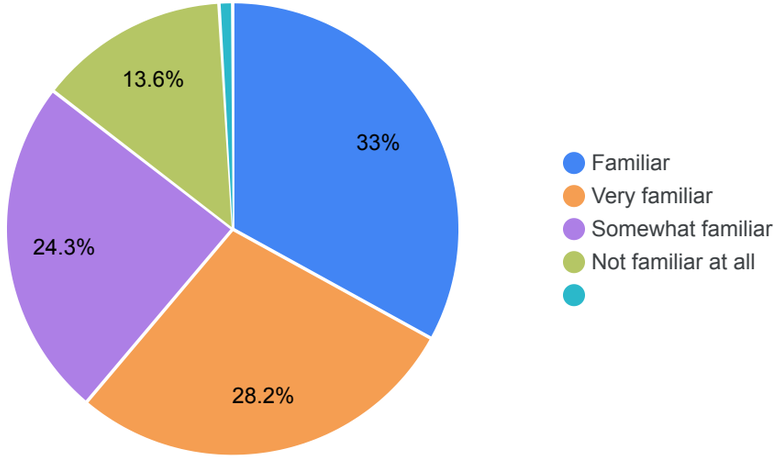


Sexual orientation

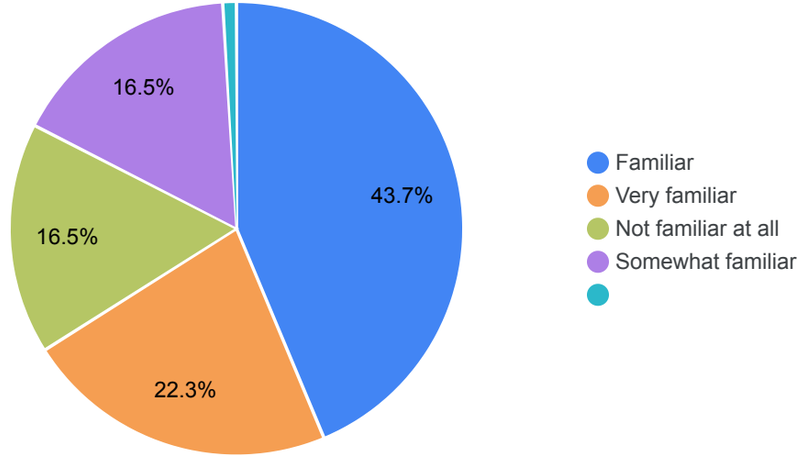


Cedar GroveElementary: How familiar are you with the following at your child's school?

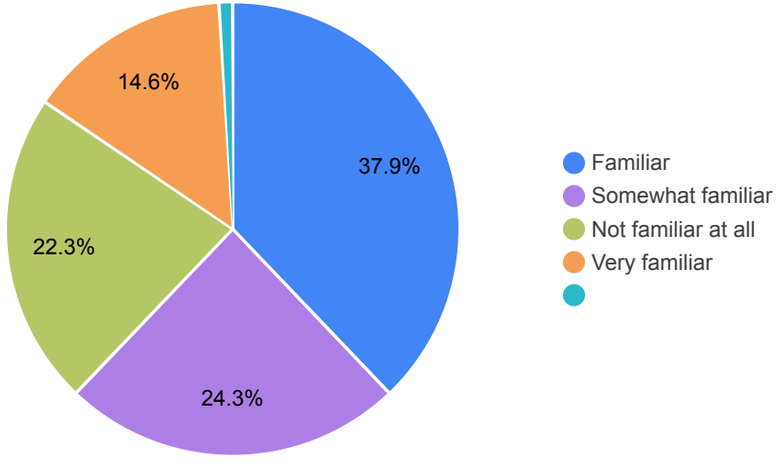
Classroom rules and consequences



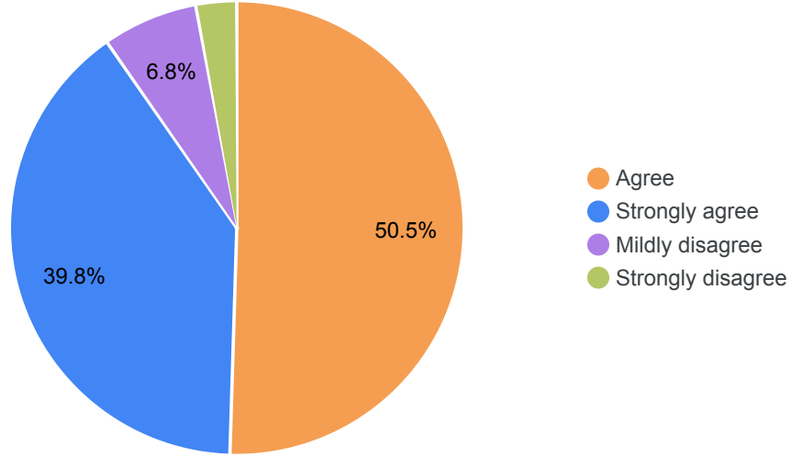
School-wide rules and consequences



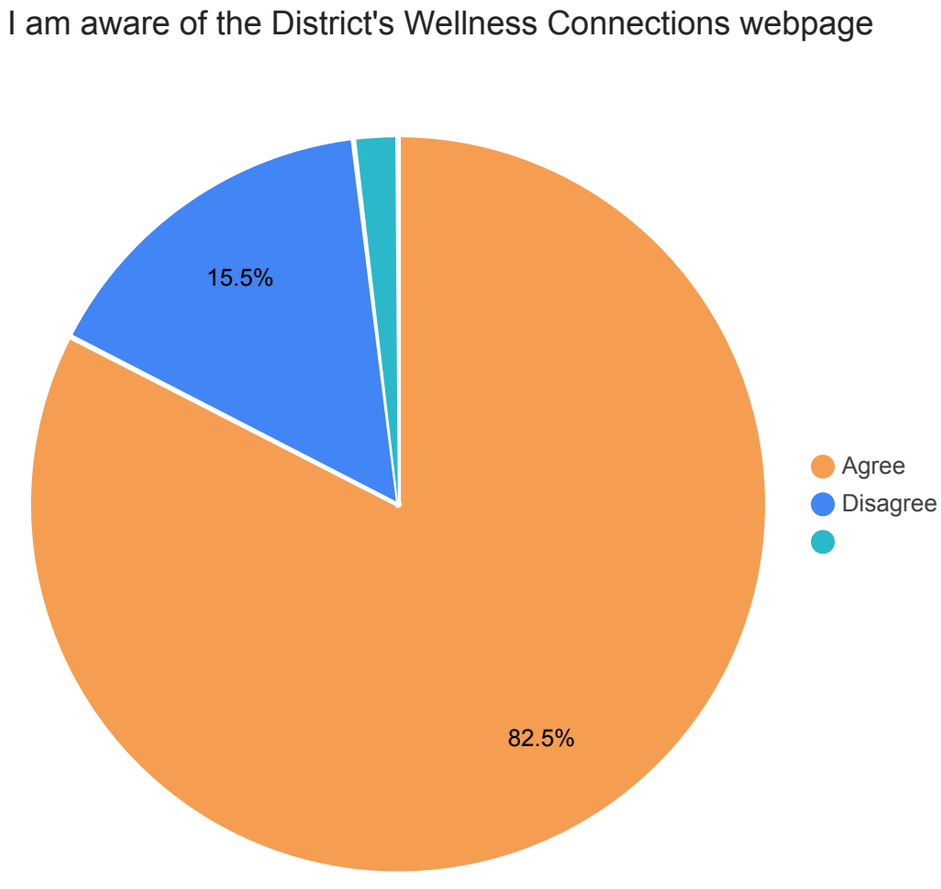
Cyberbullying rules and consequences



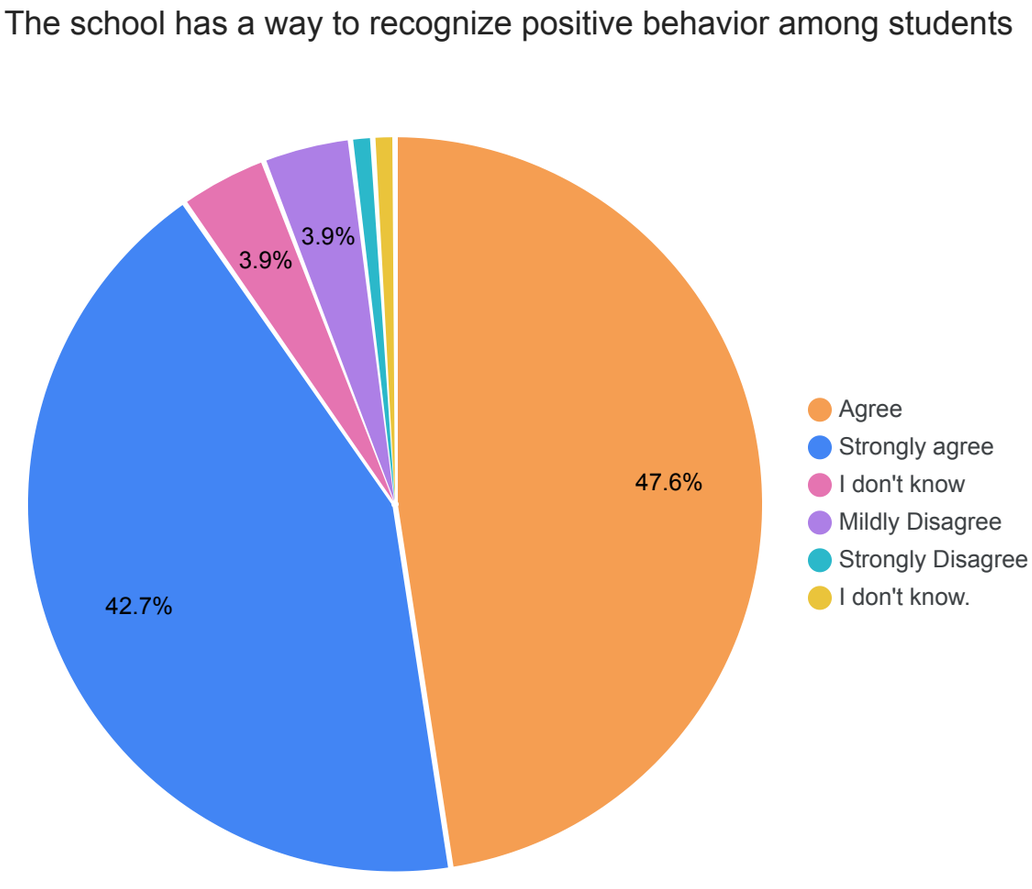
Rules and expectations of the school are clear and well known to me



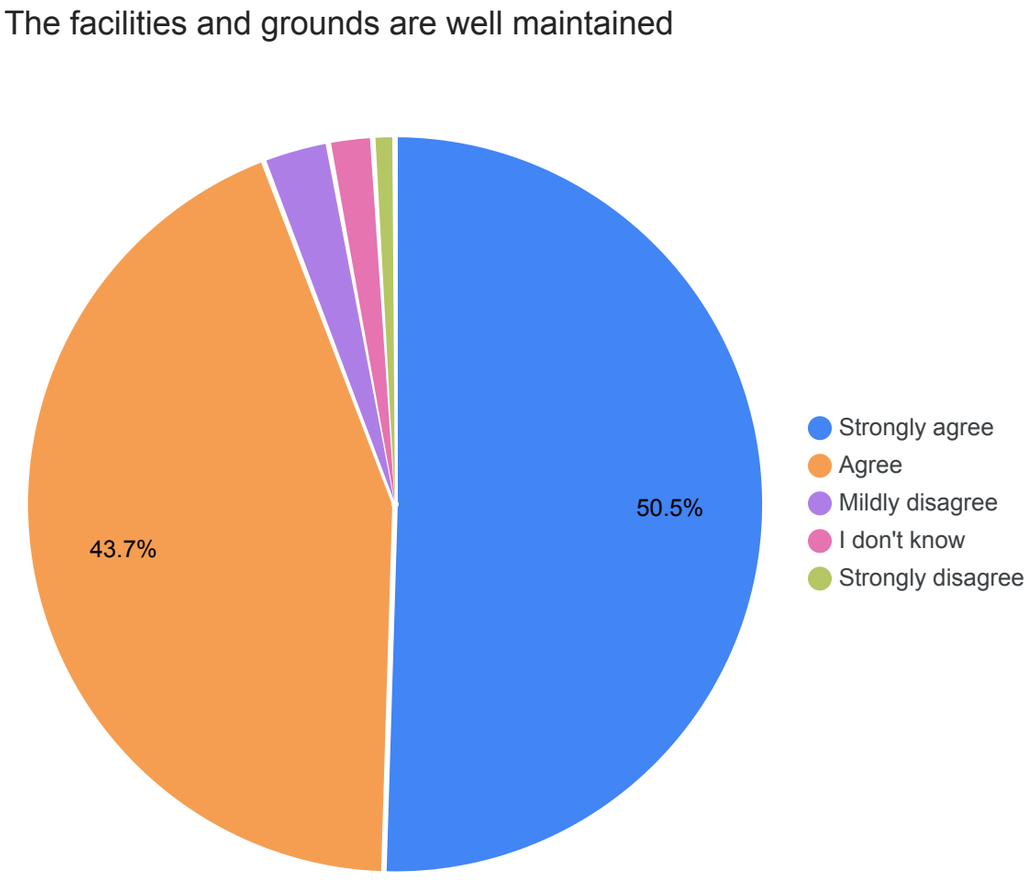
Cedar Grove Elementary



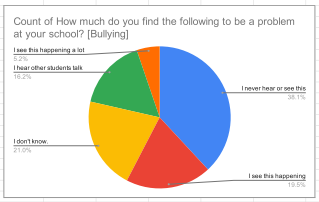
Cedar Grove Elementary

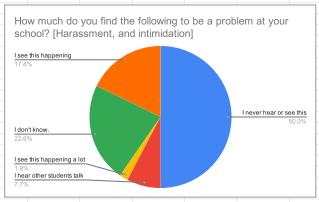


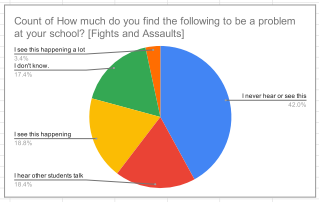
Cedar Grove Elementary

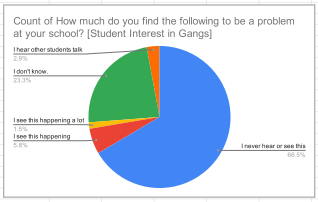


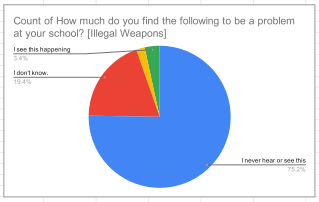
Timestamp	What is your comfortable safe de you	How much do you	How much do you	How much do you	How much do you	How much do you	How much do you	How much do you	How often do you	Students at my s	Students at my s	Students at my s	Students at my s	Students at my s	How often do you	How often do you	How often do you	How often do you	How often do you	How often do you	How familiar are	How familiar are	I think Staff enfor	I think that suspe	How satisfied are	My school provid	How well do you	How well do you	How well do you	How well do you	My school has a t	I am aware of the	The facilities and	What is something you would like to see improved regarding safety at your school?
9/17/2025 14:49	Cedar Grove Elem	Very safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	N/A
9/17/2025 14:50	Cedar Grove Elem	Very safe	I see this happeni	see this happeni	hear other studei	don't know.	I don't know.	I don't know.	I never hear or sa	I don't know.	I never hear or sa	Minimally	Minimally	Minimally	Minimally	Never	Never	Minimally	Never	Never	Never	Never	Familiar	Familiar	Mildly disagree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Disagree	Agree	All Teachers to uphold and follow school rules and show up to yard duty on time, and monitor students wh
9/17/2025 14:50	Cedar Grove Elem	Very safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Somewhat satisfi	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree	
9/17/2025 14:50	Cedar Grove Elem	Safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	
9/17/2025 14:55	Cedar Grove Elem	Very safe	I don't know.	I don't know.	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I don't know.	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Never	Never	Somewhat famili	Somewhat famili	Agree	I don't know	Satisfied	Mildly disagree	Familiar	Familiar	Familiar	Familiar	I don't know	Agree	Agree	
9/17/2025 14:56	Cedar Grove Elem	Somewhat safe	I never hear or sa	I never hear or sa	I never hear or sa	see this happeni	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat famili	Somewhat famili	Mildly disagree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Familiar	Mildly disagree	Agree	Mildly disagree	Anyone can walk into the front door, which feels unsafe given problems occurring around the country right
9/17/2025 14:56	Cedar Grove Elem	Very safe	I hear other studei	hear other studei	never hear or sa	I never hear or sa	I never hear or sa	see this happeni	I never hear or sa	I never hear or sa	I never hear or sa	Minimally	Minimally	Minimally	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Agree	Mildly disagree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree	
9/17/2025 14:56	Cedar Grove Elem	Very safe	I see this happeni	never hear or sa	I never hear or sa	hear other studei	never hear or sa	I never hear or sa	see this happeni	I never hear or sa	I never hear or sa	I never hear or sa	Minimally	Never	Never	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Strongly agree	Strongly disagree	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Familiar	Agree	Strongly agree	
9/17/2025 14:56	Cedar Grove Elem	Safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Minimally	Minimally	Minimally	Minimally	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Agree	Agree	Satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	I think it's fine overall. More support for academically struggling students (from district funds, not school f
9/17/2025 14:57	Cedar Grove Elem	Safe	I don't know.	I don't know.	I don't know.	I don't know.	I don't know.	I don't know.	I don't know.	I don't know.	I don't know	Sometimes	I don't know	Sometimes	I don't know	I don't know	I don't know	Never	Never	Never	Never	Never	Somewhat famili	Not familiar at all	Mildly disagree	Mildly disagree	Unsatisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Agree	Teachers ensuring their kids.
9/17/2025 14:57	Cedar Grove Elem	Safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	Minimally	Minimally	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Agree	Agree	Very satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Disagree	Agree	
9/17/2025 14:57	Cedar Grove Elem	Very safe	I see this happeni	see this happeni	see this happeni	never hear or sa	see this happeni	I never hear or sa	I hear other studei	I never hear or sa	I never hear or sa	Sometimes	Minimally	Minimally	Minimally	Minimally	Never	Never	Never	Never	Never	Very familiar	Familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Familiar	Familiar	Agree	Agree	Agree	
9/17/2025 14:58	Cedar Grove Elem	Very safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	I don't know	Agree	
9/17/2025 14:59	Cedar Grove Elem	Very safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I don't know	Minimally	Never	Never	Never	Minimally	Minimally	Minimally	Never	Never	Never	Very familiar	Familiar	Strongly agree	Agree	Satisfied	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	
9/17/2025 15:00	Cedar Grove Elem	Very safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I don't know.	I never hear or sa	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Familiar	Strongly agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Disagree	Strongly agree	My school is a very safe place, I don't see anything lacking at this time.
9/17/2025 15:00	Cedar Grove Elem	Very safe	I see this happeni	hear other studei	never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Sometimes	Sometimes	Minimally	Minimally	Minimally	Never	Minimally	Never	Never	Never	Never	Very familiar	Very familiar	Strongly disagree	Mildly disagree	Unsatisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	The school provides adequate training on policies & procedures, The problem is teachers failing to enfor
9/17/2025 15:06	Cedar Grove Elem	Very safe	I never hear or sa	I don't know.	I don't know.	I don't know.	I don't know.	I see this happeni	I never hear or sa	I don't know.	I don't know.	Minimally	Minimally	I don't know	Never	Never	Never	I don't know	Never	Never	Never	Very familiar	Very familiar	Strongly disagree	I don't know	Somewhat satisfi	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Mildly disagree	Agree	Strongly disagree	
9/17/2025 15:21	Cedar Grove Elem	Safe	I hear other studei	don't know.	I hear other studei	never hear or sa	I never hear or sa	see this happeni	I never hear or sa	I never hear or sa	I never hear or sa	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Never	Never	Never	Familiar	Familiar	Strongly agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	
9/17/2025 15:32	Cedar Grove Elem	Very safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	Never	Never	Never	Never	Never	I don't know	Never	Never	Never	Familiar	Somewhat famili	Strongly disagree	Strongly disagree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree	Something that prohibits someone from breaking into a door that opens inward in the specialists building
9/17/2025 17:49	Cedar Grove Elem	Very safe	I hear other studei	hear other studei	don't know.	I never hear or sa	I never hear or sa	hear other studei	I never hear or sa	I never hear or sa	I never hear or sa	Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Mildly disagree	Mildly disagree	Somewhat satisfi	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Mildly disagree	Agree	Mildly disagree	
9/17/2025 7:47:25	Cedar Grove Elem	Very safe	I hear other studei	never hear or sa	never hear or sa	never hear or sa	never hear or sa	hear other studei	I never hear or sa	I never hear or sa	never hear or sa	Minimally	Never	Never	Minimally	Minimally	Never	Never	Never	Never	Never	Very familiar	Very familiar	Mildly disagree	Agree	Somewhat satisfi	Mildly disagree	Very familiar	Very familiar	Very familiar	Very familiar	I don't know	Agree	N/A	
9/17/2025 14:35	Cedar Grove Elem	Very safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Very familiar	Strongly agree	Strongly agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Strongly agree	Agree	Strongly agree	n/a
9/17/2025 22:03	Cedar Grove Elem	Very safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Agree	Strongly agree	Very satisfied	Strongly agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Strongly agree	
9/17/2025 22:05	Cedar Grove Elem	Somewhat safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Somewhat famili	Somewhat famili	Mildly disagree	Mildly disagree	Satisfied	Mildly disagree	Familiar	Familiar	Familiar	Familiar	Agree	Agree	Strongly agree	
9/17/2025 22:06	Cedar Grove Elem	Safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	I don't know	I don't know	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Strongly agree	Agree	Very satisfied	Strongly agree	Familiar	Familiar	Familiar	Familiar	Strongly agree	Agree	Strongly agree	
9/17/2025 8:42:52	Cedar Grove Elem	Very safe	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	I never hear or sa	Never	Never	Never	Never	Never	Never	Never	Never	Never	Never	Very familiar	Very familiar	Strongly agree	Strongly agree	Very satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Strongly agree	Strongly agree	
9/17/2025 15:11	Cedar Grove Elem	Somewhat safe	I never hear or sa	I never hear or sa	I never hear or sa	see this happeni	I never hear or sa	I never hear or sa	I never hear or sa	see this happeni	I never hear or sa	I never hear or sa	Minimally	Never	Never	Never	Never	Never	Never	Never	Never	Never	Familiar	Familiar	Agree	Agree	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Not familiar at all	Not familiar at all	Mildly disagree	Disagree	Mildly disagree	Buzzer for the front office door. We have had multiple incidents of strangers gaining entry to our campus,
9/17/2025 15:28	Cedar Grove Elem	Very safe	I don't know.	I don't know.	I hear other studei	never hear or sa	never hear or sa	never hear or sa	don't know.	I don't know.	I never hear or sa	I never hear or sa	Minimally	I don't know	I don't know	I don't know	I don't know	I don't know	Never	Never	Minimally	Never	Never	Familiar	Not familiar at all	Agree	I don't know	Satisfied	Agree	Very familiar	Very familiar	Very familiar	Very familiar	Agree	Agree	Agree	

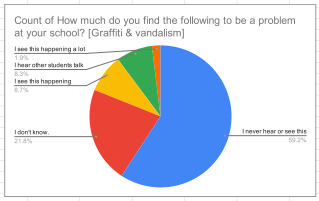

Count of How much do you find the following to be a problem at your school? [Bullying]
I see this happening a lot 5.2%
I hear other students talk 16.2%
I never hear or see this 38.1%
I don't know. 21.0%
I see this happening 19.5%

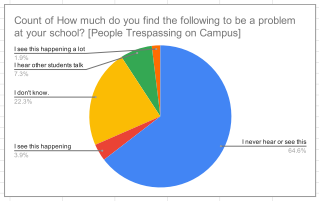

How much do you find the following to be a problem at your school? [Harassment, and intimidation]
I see this happening 17.8%
I never hear or see this 50.0%
I don't know. 22.0%
I see this happening a lot 1.9%
I hear other students talk 7.7%

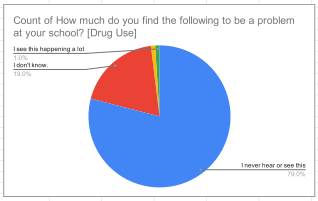

Count of How much do you find the following to be a problem at your school? [Fights and Assaults]
I see this happening a lot 3.2%
I don't know. 17.4%
I never hear or see this 42.0%
I see this happening 18.8%
I hear other students talk 18.4%

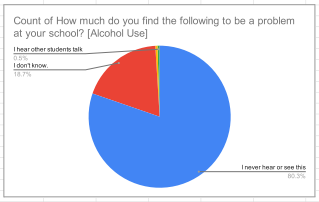

Count of How much do you find the following to be a problem at your school? [Student Interest in Gangs]
I hear other students talk 2.6%
I don't know. 23.3%
I see this happening a lot 1.0%
I see this happening 5.8%
I never hear or see this 66.9%

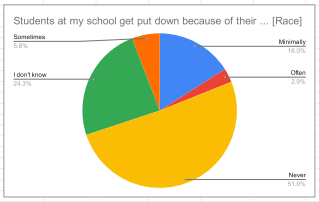

Count of How much do you find the following to be a problem at your school? [Illegal Weapons]
I see this happening 3.4%
I don't know. 19.4%
I never hear or see this 75.2%

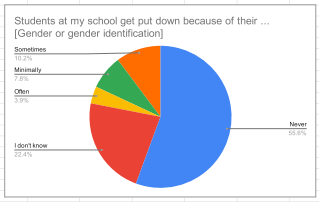

Count of How much do you find the following to be a problem at your school? [Graffiti & vandalism]
I see this happening a lot 1.9%
I hear other students talk 5.3%
I see this happening 8.7%
I don't know. 21.8%
I never hear or see this 59.2%

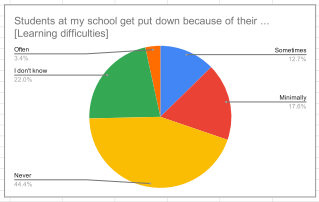

Count of How much do you find the following to be a problem at your school? [People Trespassing on Campus]
I see this happening a lot 1.9%
I hear other students talk 7.3%
I don't know. 22.3%
I never hear or see this 64.6%
I see this happening 3.9%

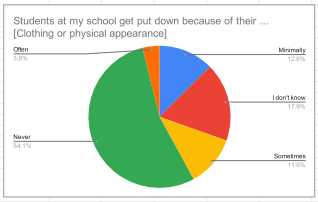

Count of How much do you find the following to be a problem at your school? [Drug Use]
I see this happening a lot 1.0%
I don't know. 19.0%
I never hear or see this 79.0%

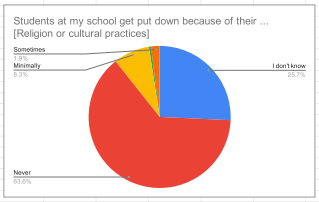

Count of How much do you find the following to be a problem at your school? [Alcohol Use]
I hear other students talk 0.5%
I don't know. 18.7%
I never hear or see this 80.3%

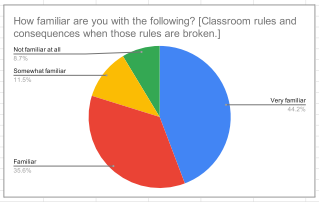

Students at my school get put down because of their ... [Race]
Sometimes 5.8%
Minimally 16.0%
I don't know 24.3%
Often 2.9%
Never 51.0%

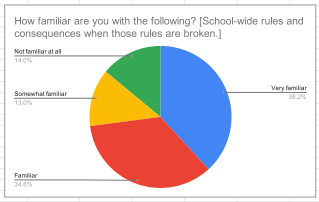

Students at my school get put down because of their ... [Gender or gender identification]
Sometimes 10.7%
Minimally 7.8%
Often 3.9%
Never 55.6%
I don't know 22.4%

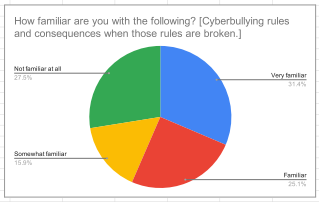

Students at my school get put down because of their ... [Learning difficulties]
Often 3.1%
Sometimes 12.7%
I don't know 22.0%
Minimally 17.6%
Never 44.4%

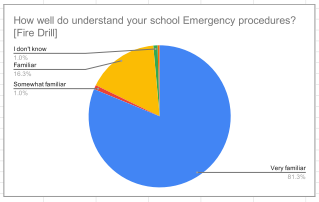

Students at my school get put down because of their ... [Clothing or physical appearance]
Often 3.9%
Minimally 12.9%
I don't know 17.9%
Never 54.1%
Sometimes 11.6%

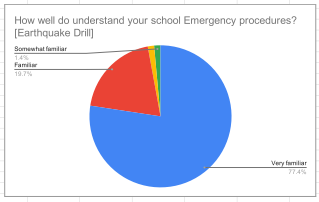

Students at my school get put down because of their ... [Religion or cultural practices]
Sometimes 1.9%
Minimally 8.3%
I don't know 25.7%
Never 63.6%

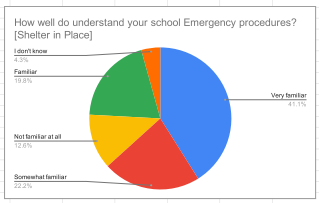

How familiar are you with the following? [Classroom rules and consequences when those rules are broken.]
Not familiar at all 5.7%
Somewhat familiar 11.5%
Very familiar 44.2%
Familiar 38.6%

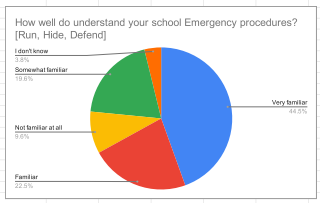

How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]
Not familiar at all 10.0%
Somewhat familiar 13.0%
Very familiar 38.2%
Familiar 38.8%

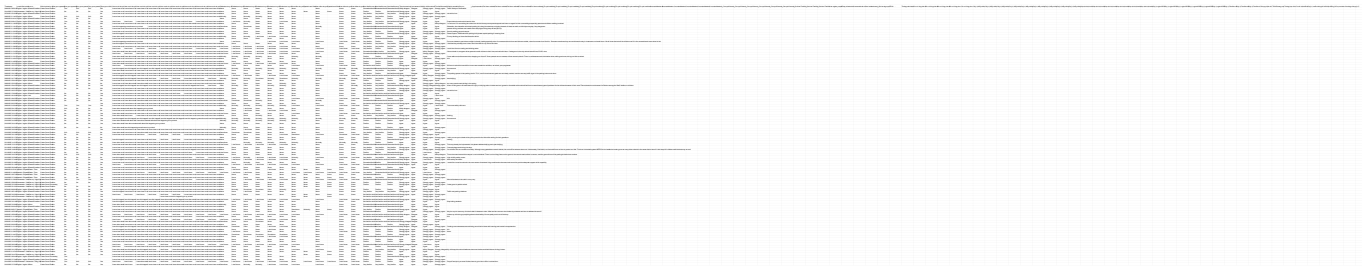

How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]
Not familiar at all 27.5%
Very familiar 31.4%
Somewhat familiar 15.9%
Familiar 25.1%

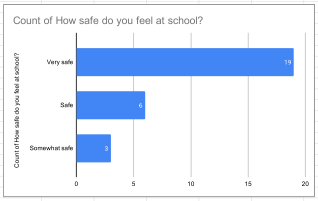

How well do understand your school Emergency procedures? [Fire Drill]
I don't know 1.0%
Familiar 15.3%
Somewhat familiar 1.0%
Very familiar 81.3%

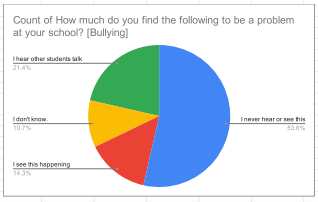

How well do understand your school Emergency procedures? [Earthquake Drill]
Somewhat familiar 2.4%
Familiar 19.1%
Very familiar 77.4%

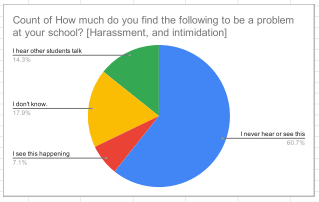

How well do understand your school Emergency procedures? [Shelter in Place]
I don't know 4.3%
Familiar 19.8%
Very familiar 41.1%
Not familiar at all 12.6%
Somewhat familiar 22.2%

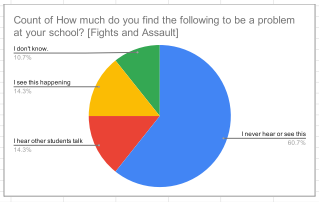

How well do understand your school Emergency procedures? [Run, Hide, Defend]
I don't know 3.9%
Somewhat familiar 19.6%
Very familiar 44.5%
Not familiar at all 9.8%
Familiar 22.5%

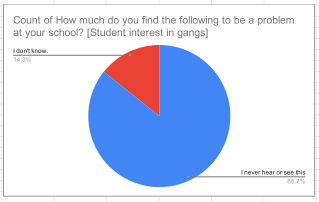


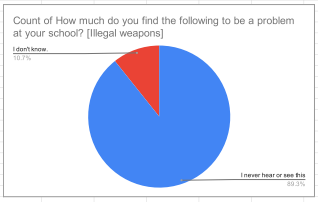

Count of How safe do you feel at school?
Count of How safe do you feel at school?
Very safe
Safe
Somewhat safe
19
6
3
0
5
10
15
20

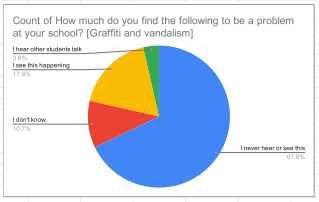

Count of How much do you find the following to be a problem at your school? [Bullying]
I hear other students talk
21.4%
I don't know.
10.7%
I see this happening
14.3%
I never hear or see this
53.6%

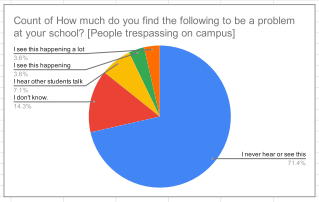

Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]
I hear other students talk
14.3%
I don't know.
17.9%
I see this happening
7.1%
I never hear or see this
60.7%

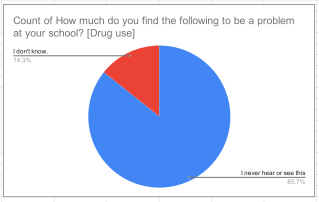

Count of How much do you find the following to be a problem at your school? [Fights and Assault]
I don't know.
10.7%
I see this happening
14.3%
I hear other students talk
14.3%
I never hear or see this
60.7%

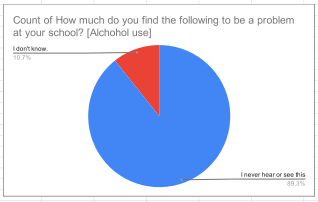

Count of How much do you find the following to be a problem at your school? [Student interest in gangs]
I don't know.
14.3%
I never hear or see this
85.7%

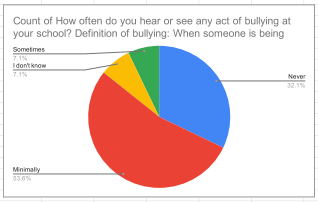

Count of How much do you find the following to be a problem at your school? [Illegal weapons]
I don't know.
10.7%
I never hear or see this
89.3%

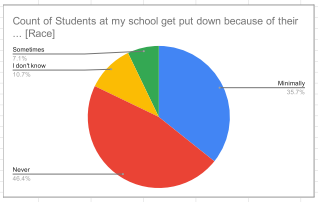

Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]
I hear other students talk
3.6%
I see this happening
17.9%
I don't know.
10.7%
I never hear or see this
67.9%

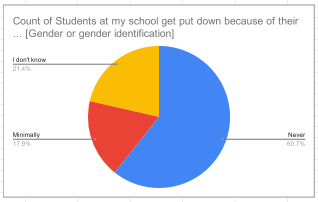

Count of How much do you find the following to be a problem at your school? [People trespassing on campus]
I see this happening a lot
3.6%
I see this happening
3.6%
I hear other students talk
7.1%
I don't know.
14.3%
I never hear or see this
71.4%

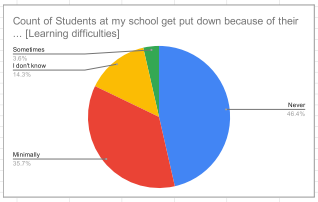

Count of How much do you find the following to be a problem at your school? [Drug use]
I don't know.
14.3%
I never hear or see this
85.7%

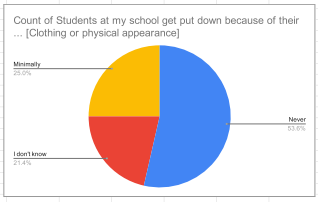

Count of How much do you find the following to be a problem at your school? [Alchohol use]
I don't know.
10.7%
I never hear or see this
89.3%

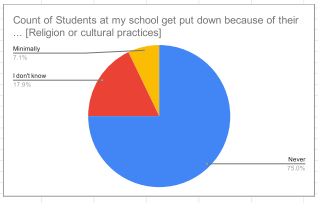

Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being
Sometimes
7.1%
I don't know
7.1%
Never
32.1%
Minimally
53.6%

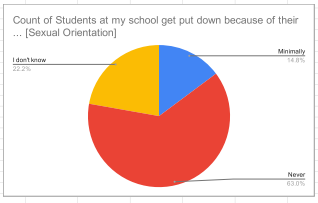

Count of Students at my school get put down because of their ... [Race]
Sometimes
7.1%
I don't know
10.7%
Minimally
35.7%
Never
46.4%

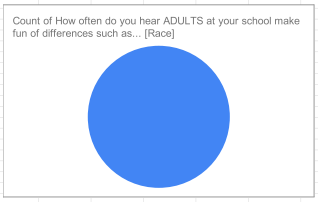

Count of Students at my school get put down because of their ... [Gender or gender identification]
I don't know
21.4%
Minimally
17.9%
Never
60.7%

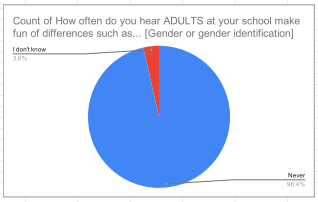

Count of Students at my school get put down because of their ... [Learning difficulties]
Sometimes
3.6%
I don't know
14.3%
Never
46.4%
Minimally
35.7%

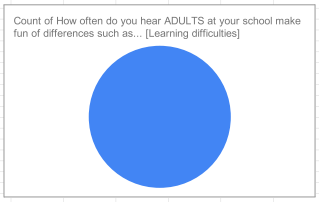

Count of Students at my school get put down because of their ... [Clothing or physical appearance]
Minimally
25.0%
Never
53.6%
I don't know
21.4%

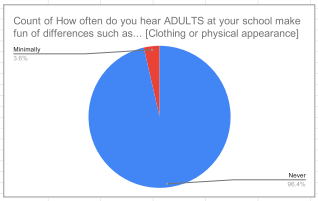

Count of Students at my school get put down because of their ... [Religion or cultural practices]
Minimally
7.1%
I don't know
17.9%
Never
75.0%


Count of Students at my school get put down because of their ... [Sexual Orientation]
I don't know
22.2%
Minimally
14.8%
Never
63.0%

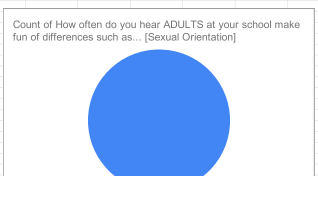

Count of How often do you hear ADULTS at your school make fun of differences such as... [Race]


Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]
I don't know
3.6%
Never
96.4%

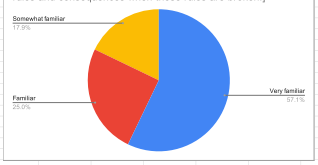

Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]


Count of How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical appearance]
Minimally
3.6%
Never
96.4%

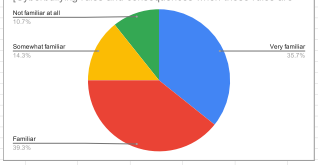

Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]


Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]

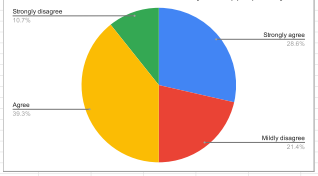
Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



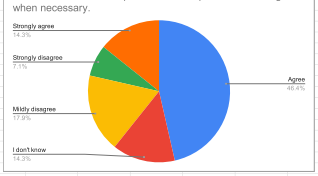
Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are



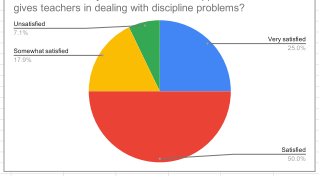
Count of I think Staff enforces rules fairly and appropriately.



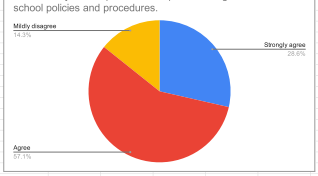
Count of I think that suspensions and expulsions are assigned when necessary.



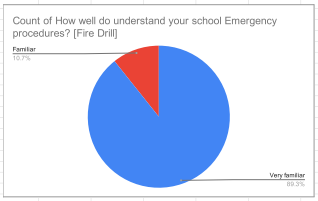
How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?



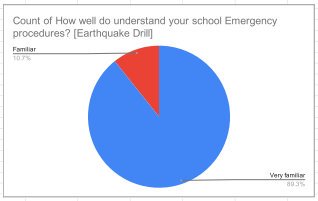
Count of My school provides adequate training for staff on school policies and procedures.



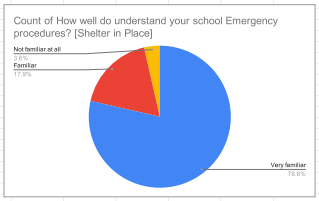
Count of How well do understand your school Emergency procedures? [Fire Drill]



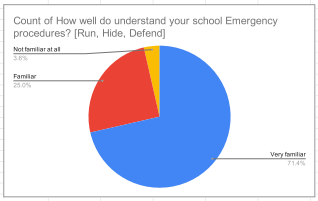
Count of How well do understand your school Emergency procedures? [Earthquake Drill]



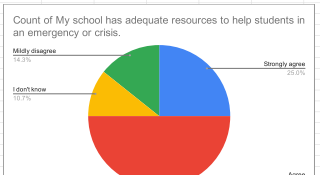
Count of How well do understand your school Emergency procedures? [Shelter in Place]



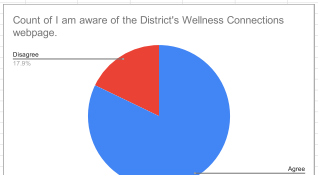
Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]



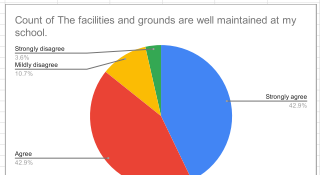
Count of My school has adequate resources to help students in an emergency or crisis.



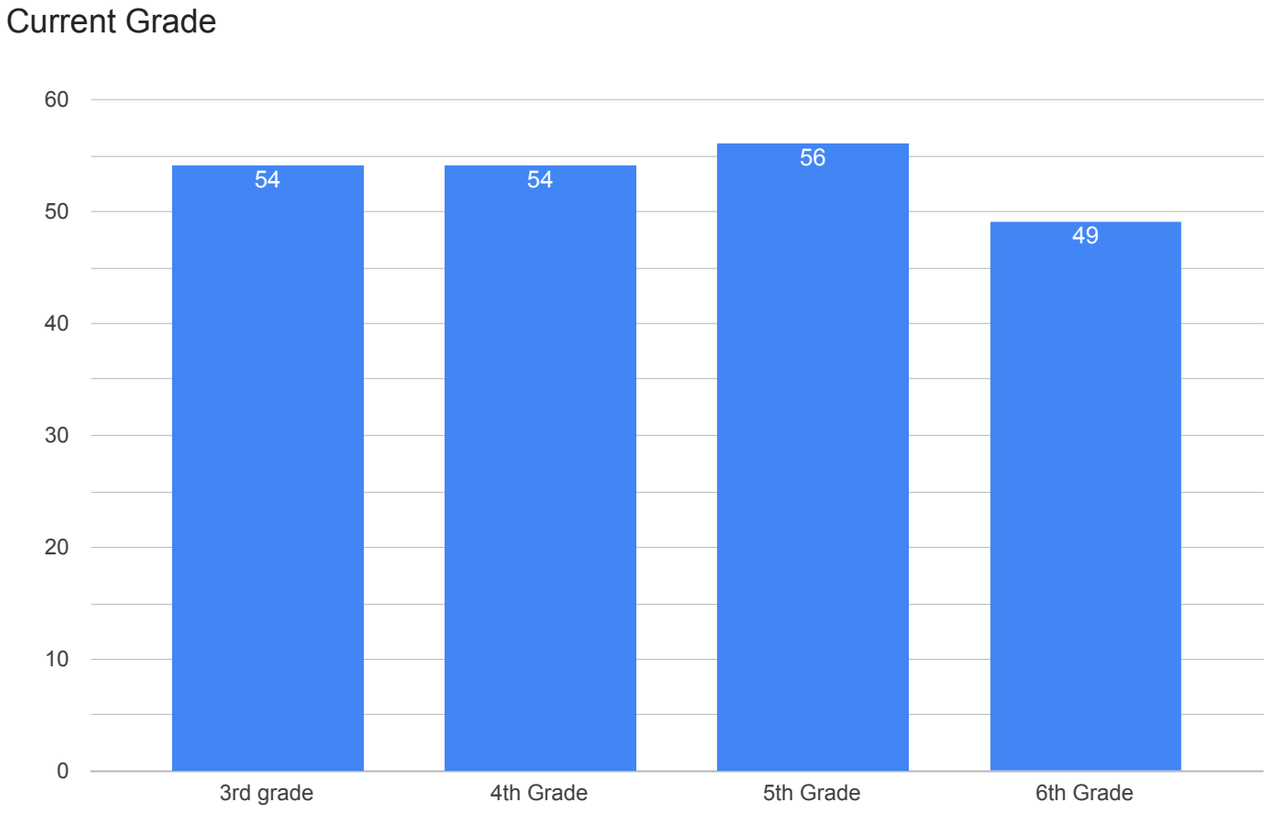
Count of I am aware of the District's Wellness Connections webpage.



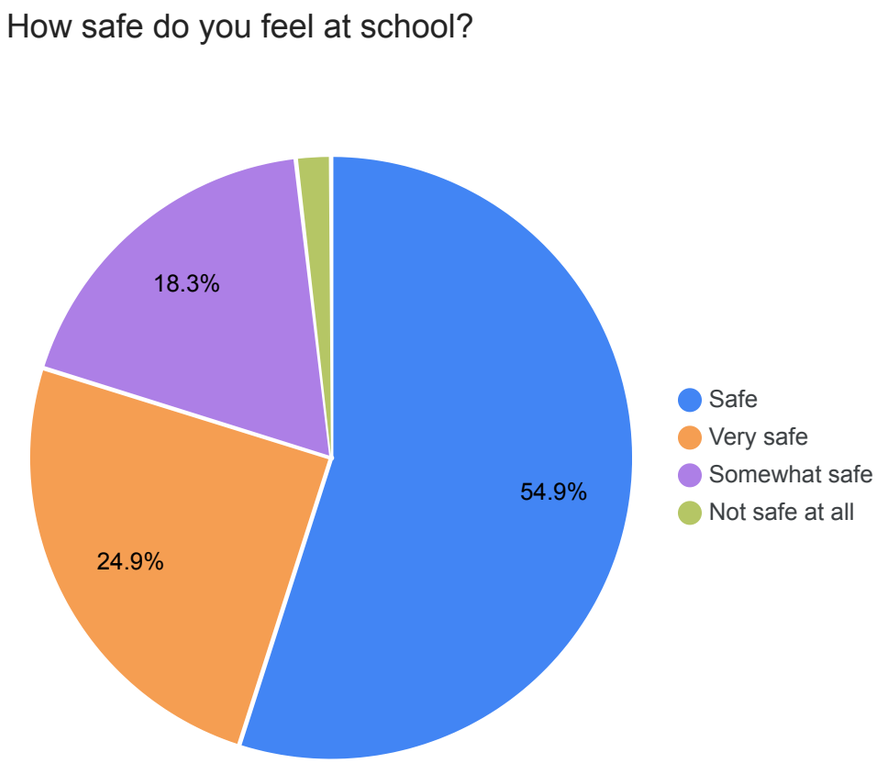
Count of The facilities and grounds are well maintained at my school.



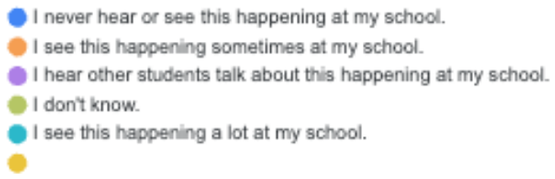
Cedar Grove Elementary



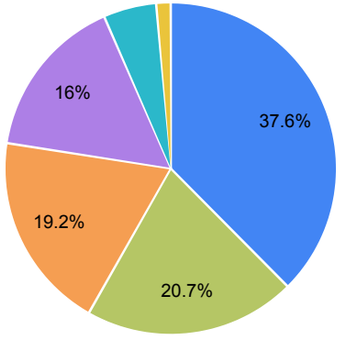
Cedar Grove Elementary



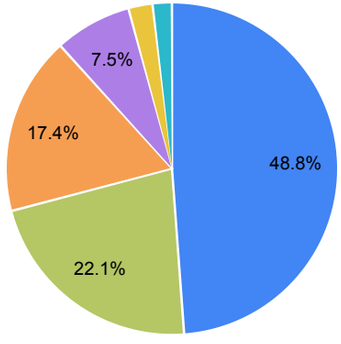
Cedar Grove Elementary: How much do you find the following to be a problem at your school?



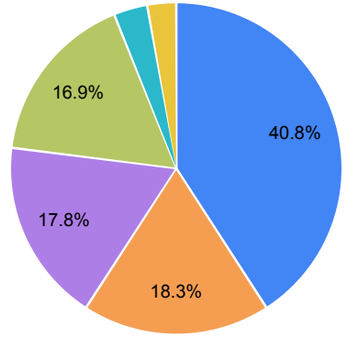
Bullying



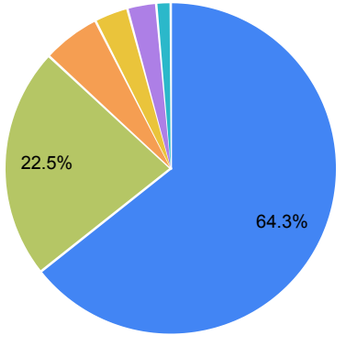
Harassment & Intimidation



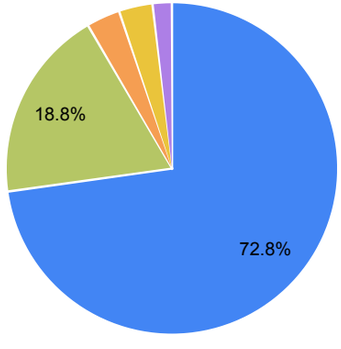
Fights & Assault



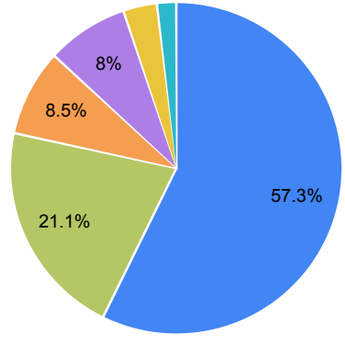
Student interest in Gangs



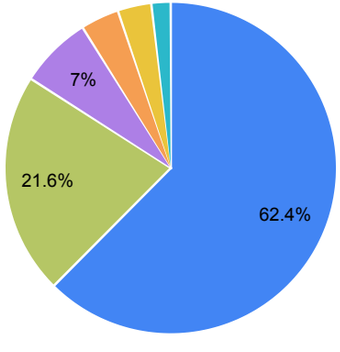
Illegal weapons



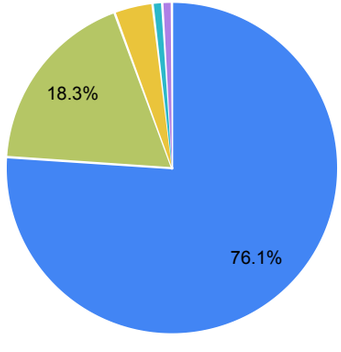
Graffiti & Vandalism



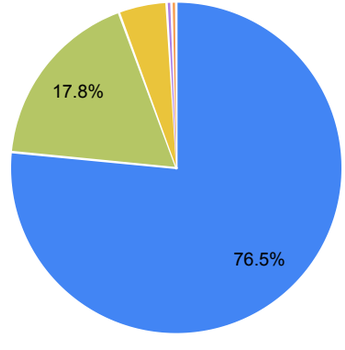
People trespassing on campus



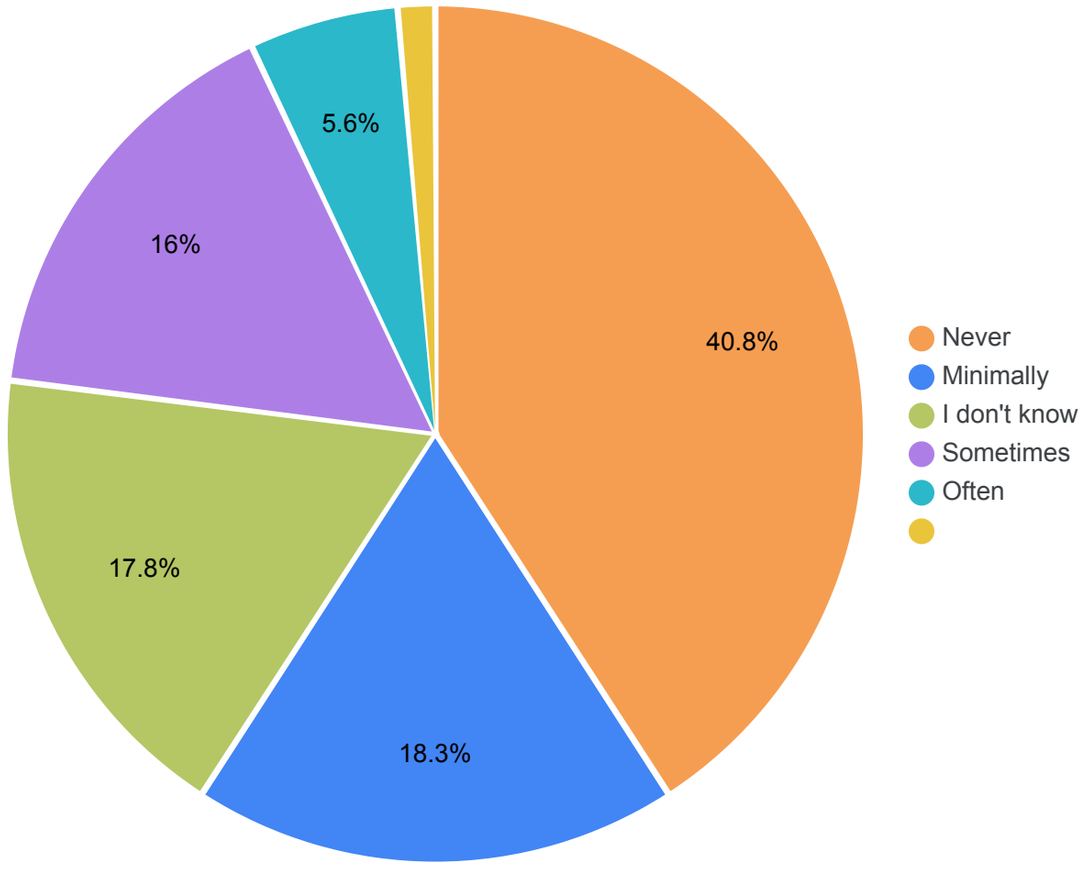
Drug use



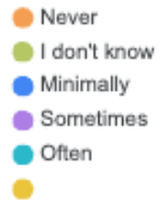
Alcohol use



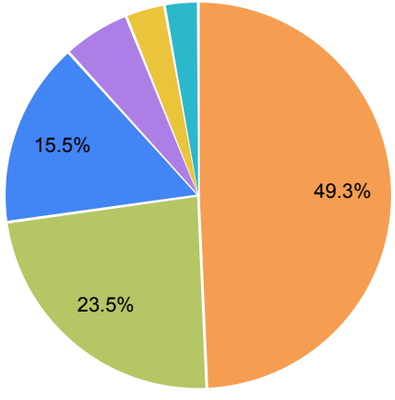
Cedar Grove Elementary: How often do you hear or see any act of bullying at your school?



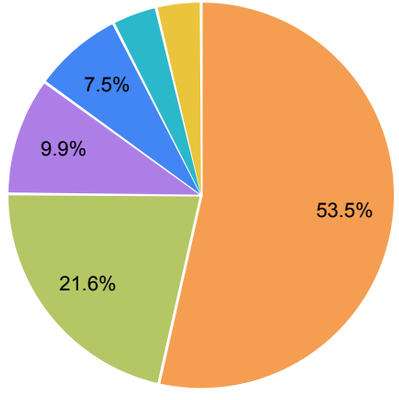
Cedar Grove Elementary: Students at my school get put down because of their ___.



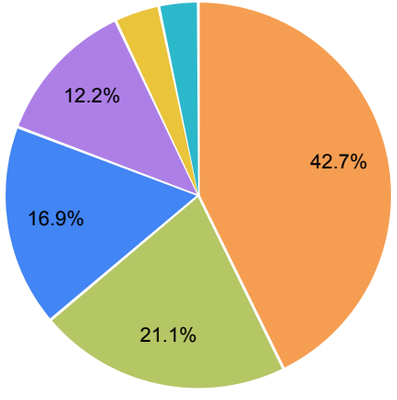
Race



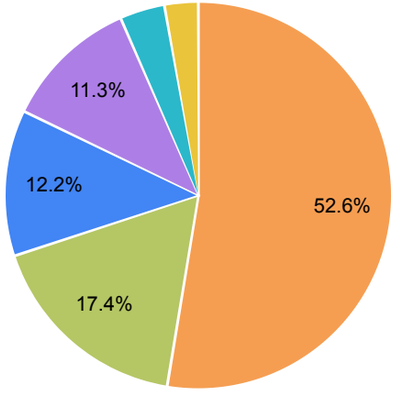
Gender or Gender Identification



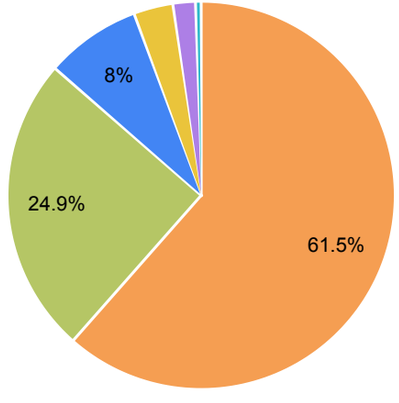
Learning difficulties



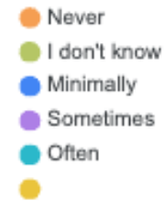
Clothing or physical appearance



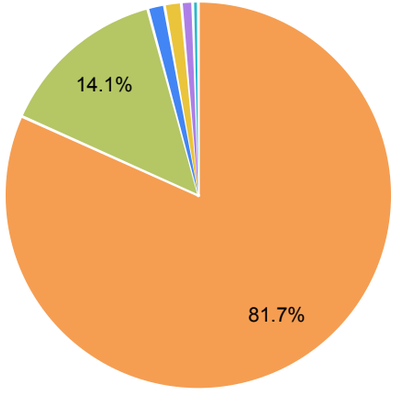
Religion or cultural practices



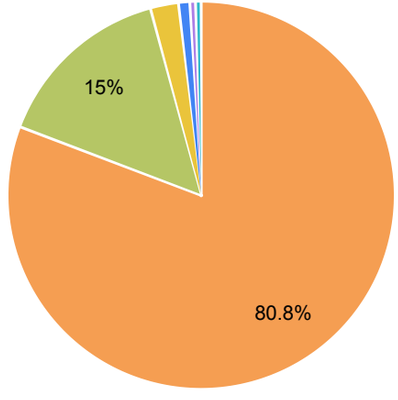
Cedar Grove Elementary: How often do you hear ADULTS at your school make fun of differences such as___.



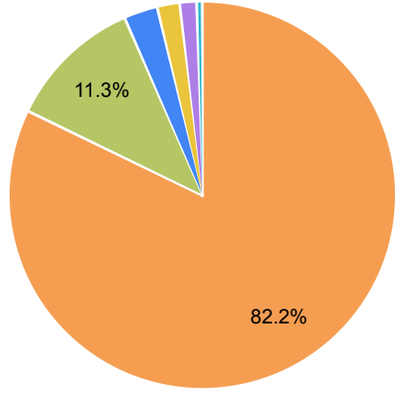
Race



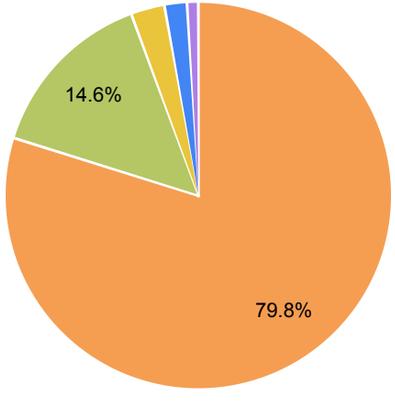
Gender or Gender Identification



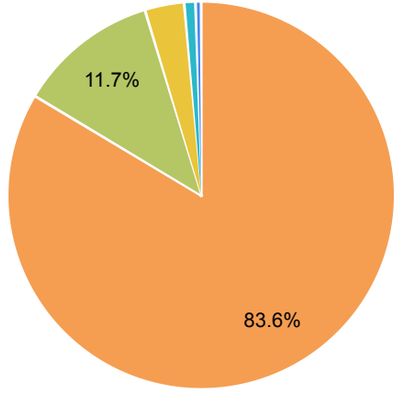
Learning difficulties



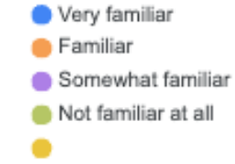
Clothing or physical appearance



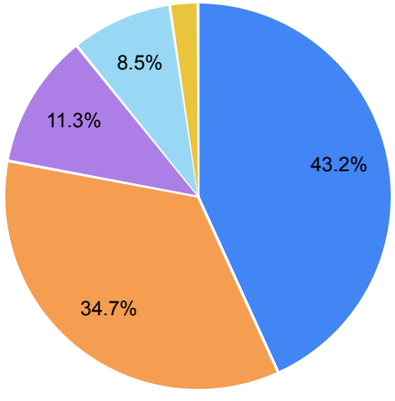
Religion or cultural practices



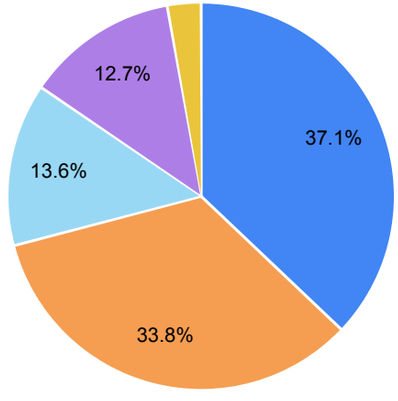
Cedar Grove Elementary: How familiar are you with the following?



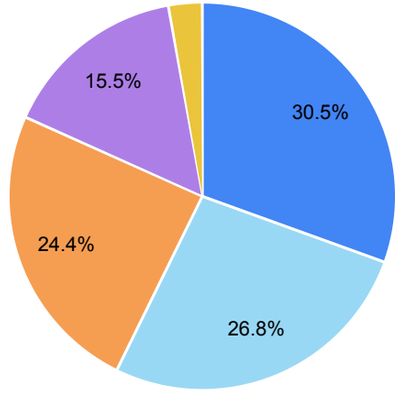
Classroom rules and consequences



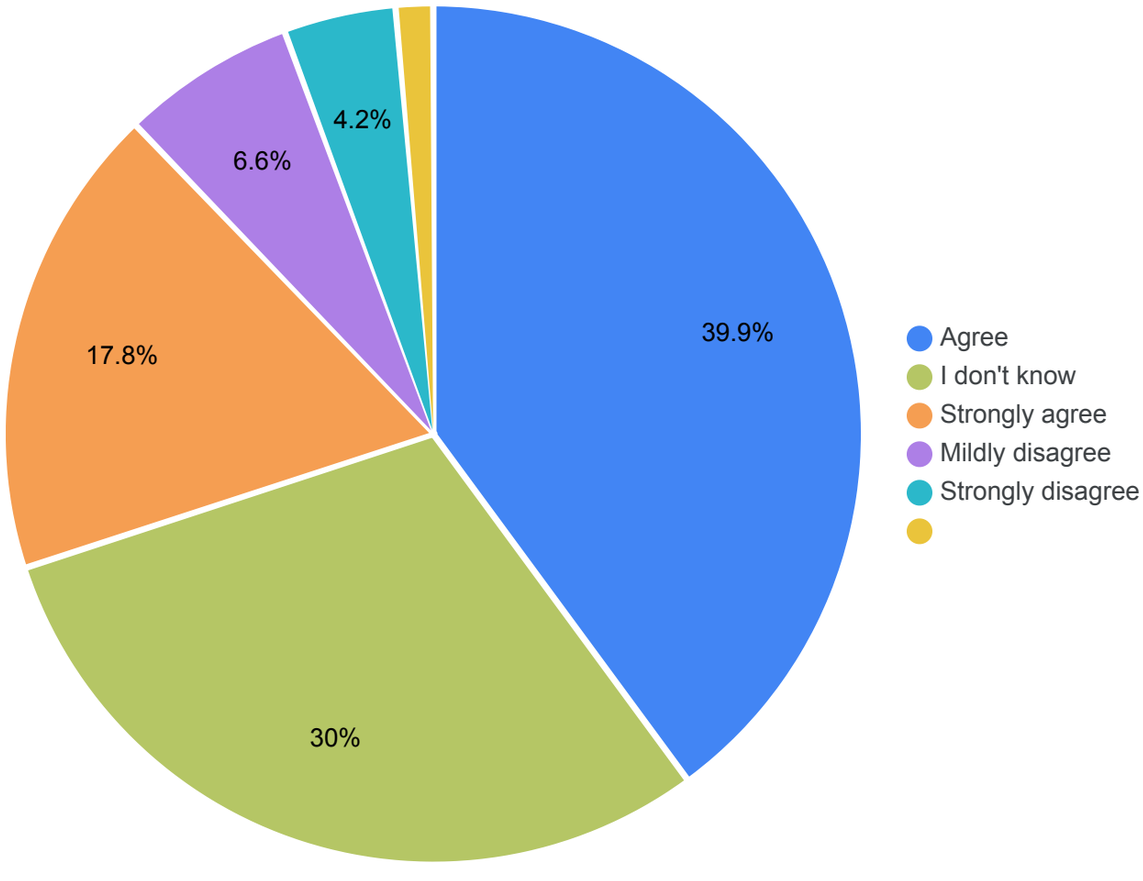
School-wide rules and consequences



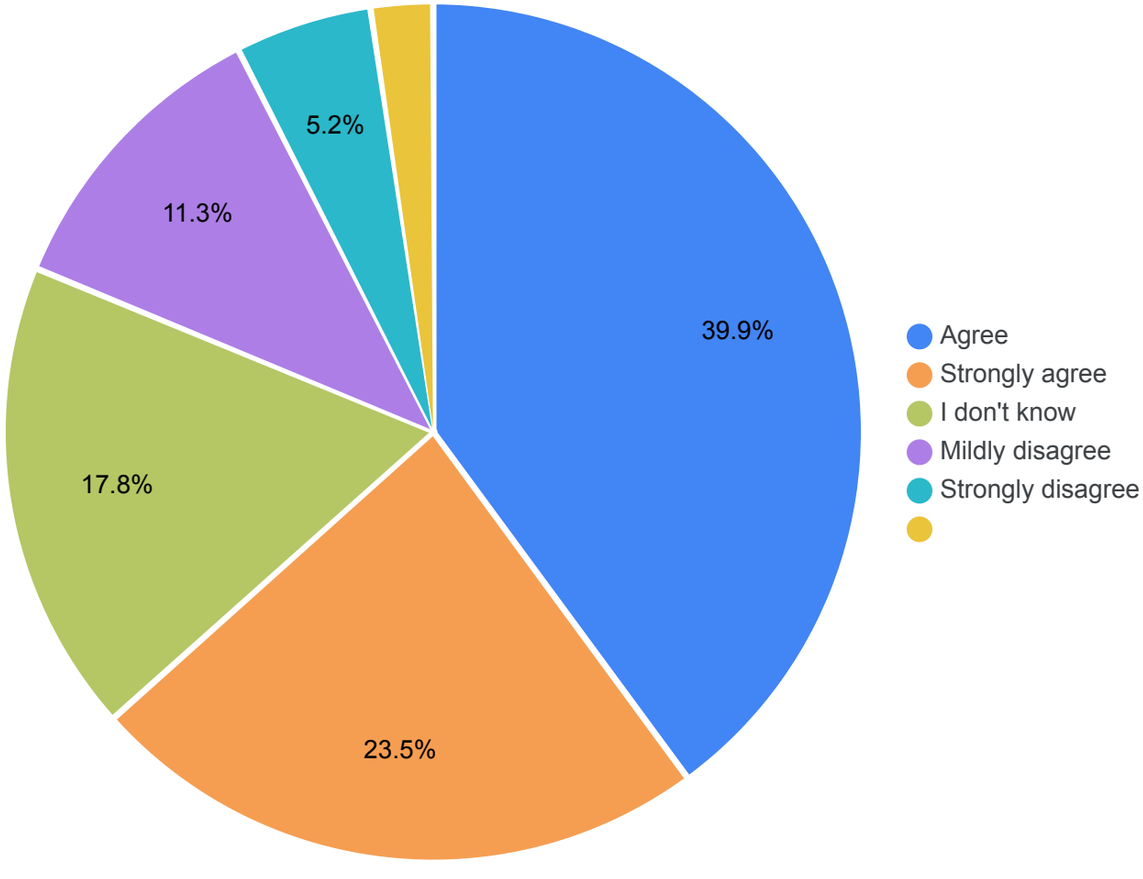
Cyberbullying rules and consequences



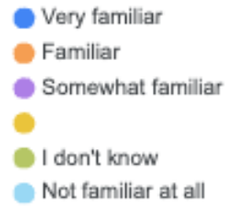
Cedar Grove Elementary: I think that suspensions and expulsions are assigned when necessary.



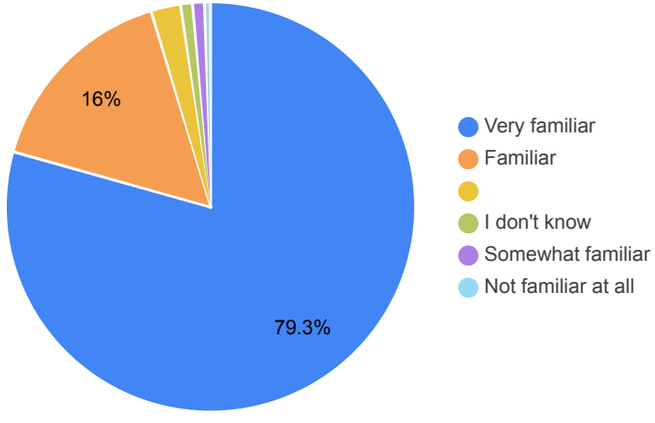
Cedar Grove Elementary: The facilities and grounds are well maintained at my school.



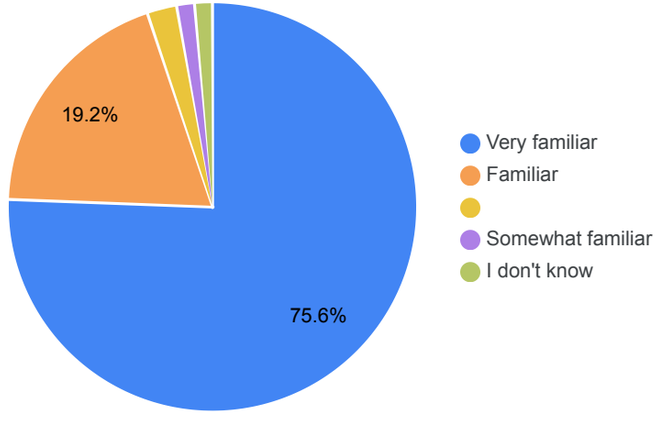
Cedar Grove Elementary: How well do understand your school Emergency procedures?



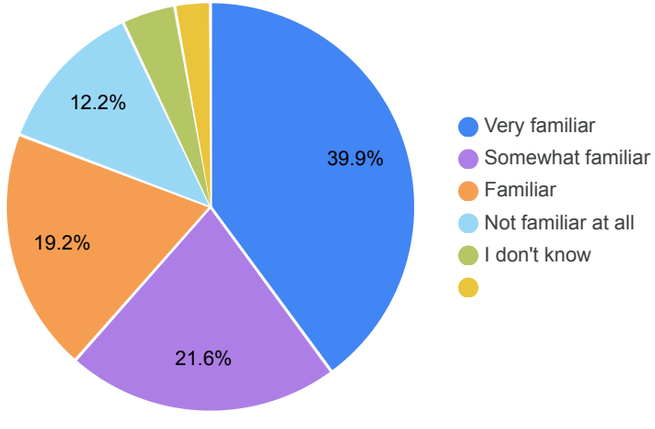
Fire Drill



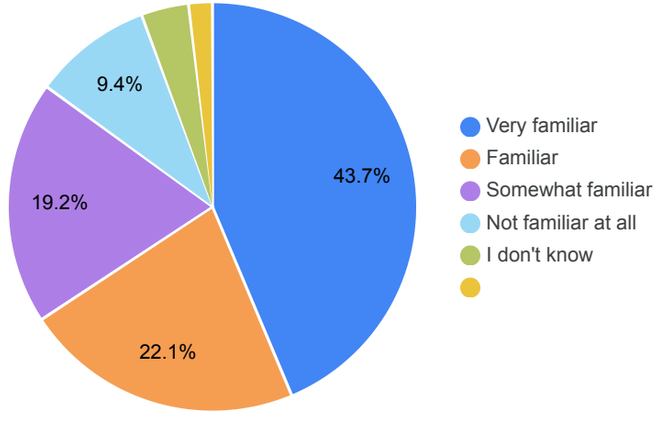
Earthquake Drill



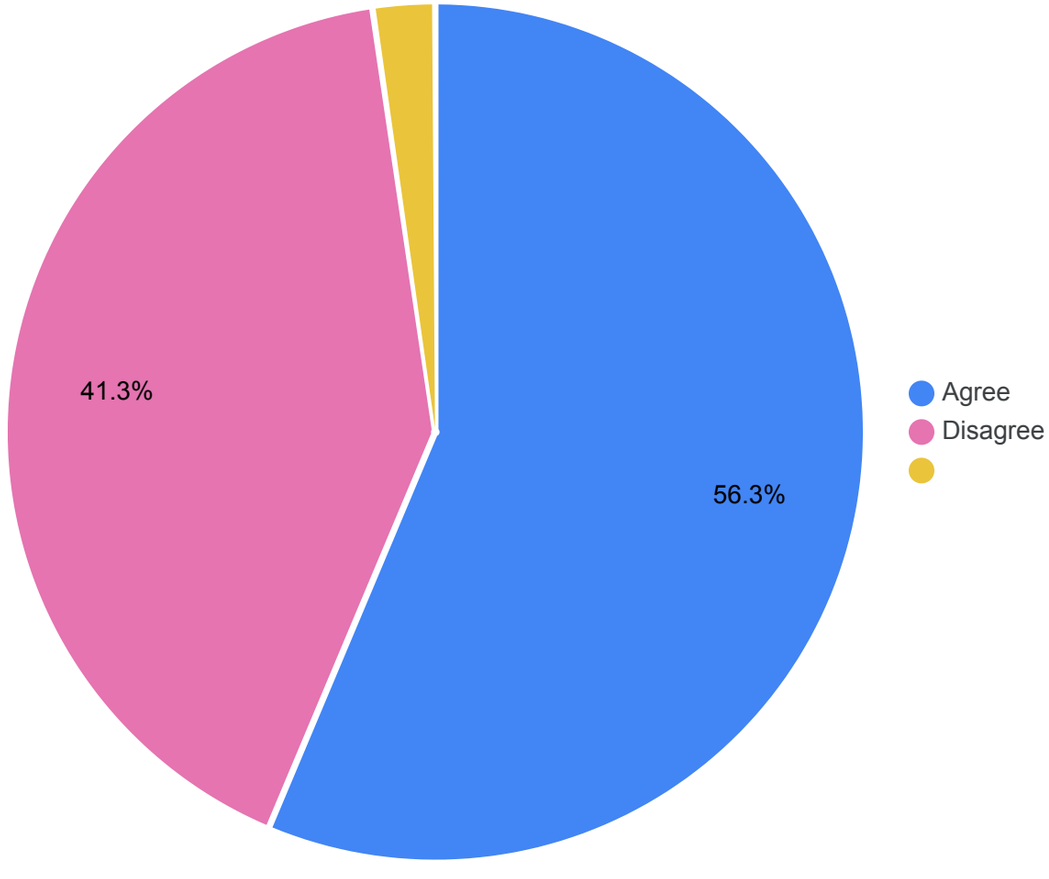
Shelter in Place



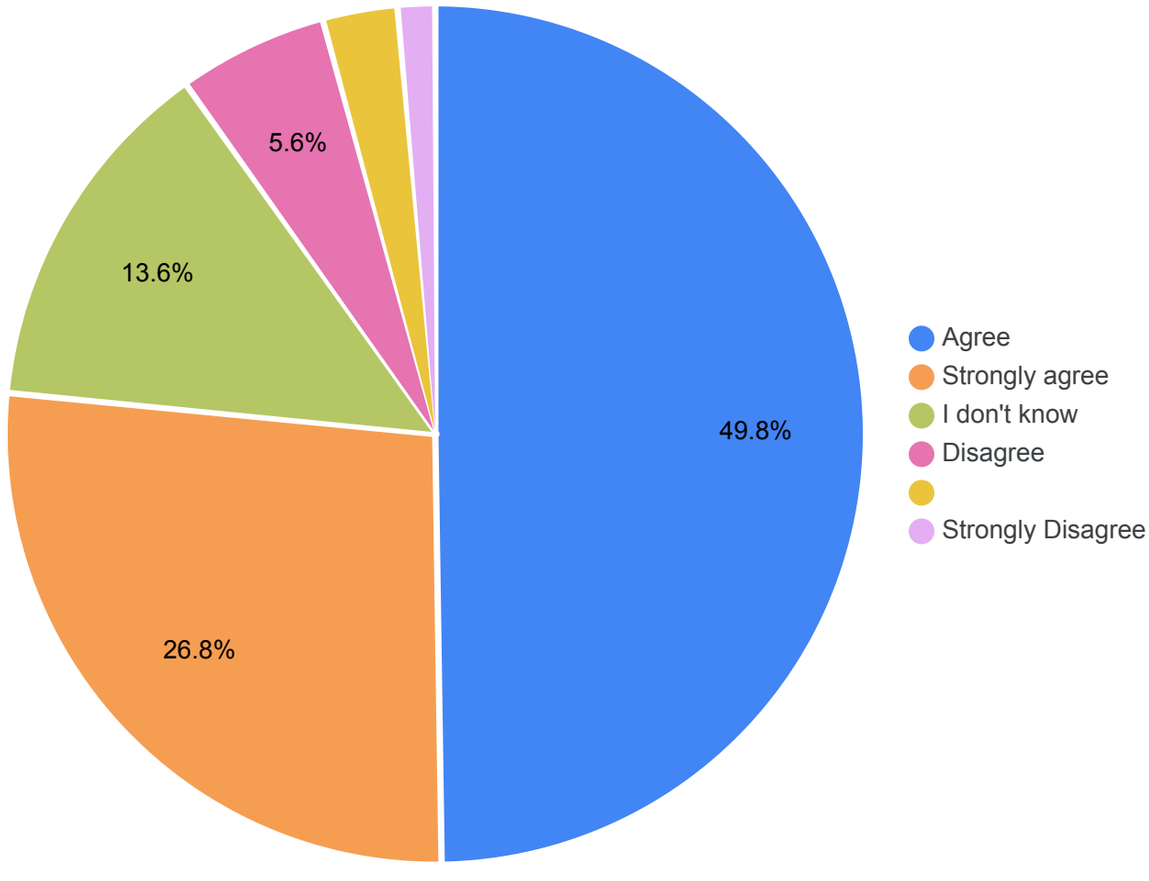
Run, Hide, Defend



Cedar Grove Elementary: I am aware of the District's Wellness Connections webpage.



Cedar Grove Elementary: My school has a way to recognize positive behavior among students.



CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



Cedar Grove Elementary
Elementary
2024-2025
Main Report

California Department of EDUCATION

WestEd
WestEd.org

This report was prepared by WestEd, a research, development, and service agency, under contract from the California Department of Education School Health Office. For contract information, contact:

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Recommended citation:
Cedar Grove Elementary School. *California Healthy Kids Survey, 2024-2025: Main Report*. San Francisco: WestEd for the California Department of Education.

Date prepared: 17 Jun 2025
CDS code: 43694356067193

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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 2024-25 *California Healthy Kids Survey* (CHKS) for schools within this school. 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 state effort in the nation to regularly assess students, staff, and parents 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 domains and constructs assessed by CalSCHLS.

These surveys grew out of the California Department of Education's (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. 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). 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 technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

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 CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social Emotional Health Module (SEHM) and Mental Health Supports Module, that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- mental health, supports for social-emotional learning, and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and life satisfaction. It includes 39 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.

Mental Health Supports Module (Supplementary)

The Mental Health Supports Module (MHSM) assesses students' mental health, openness to utilizing mental health supports and services, and access to mental health services at school and elsewhere. This 12-item module was developed by the University of California, San Francisco Institute for Health Policy Studies.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

Table A1.1 gives the target sample of students and the final number and percentage of students who completed the survey (the participation response rate).

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option. Percentages are rounded to the nearest whole number.

Race/Ethnic and Gender Results

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 their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/my-surveys). The dashboard can be used to graphically display statewide, county, and district key indicators and item-level results, trends over time, and differences in survey outcomes by race/ethnicity, gender, afterschool program participation, and other characteristics. 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.

The District Dashboard Option. Districts may also purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at not only the district level but also the individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender, race/ethnicity, afterschool participation, and other characteristics; and
- examine data trends over time overall and by different demographic groups.

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.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent (see Table A1.1 and Appendix I for student response rates). 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).
- ***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 **California Center for School Climate** (ccsc.wested.org) website houses school climate resources and guides, and archived virtual events.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.
- 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/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS technical advisor team. 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 school and student needs and into 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. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate 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 technical advisor (calschls.org/contact) 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 Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Secondary CHKS Results**. Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results**. The aggregated results from the 2021-2023 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_2123_elem_chks.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS technical advisor 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 technical advisor (calschls.org/contact) 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 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 Climate Report Card

In addition to this school-level report with all the survey results, a short, user-friendly, graphic **School Climate Report Card** is also available. The School Climate Report Card provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#slcr).

Disaggregated Reports

CalSCHLS staff can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared to those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (calschls.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent 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 (562.799.5460) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS in Elementary Schools

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Attendance	✓		✓	
School boredom	✓			
School connectedness	✓			
Student Social-Emotional and Physical Well-being				
Alcohol, tobacco, and drug use	✓		✓	✓
Bedtime	✓			
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Life satisfaction		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
Self-efficacy		✓		
Social-emotional competencies and health		✓	✓	
Social-emotional distress		✓		
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate Conditions				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Physical environment	✓		✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
School Climate Improvement Practices				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. District Afterschool Module (DASM)	
C. Gang Risk Awareness Module (GRAM)	
D. Mental Health Supports Module	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	X
G. Supplemental Health Module	
H. Tobacco-Use Prevention Education (TUPE) Module	X
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 6
Student Sample Size	
Target sample	95
Final number	48
Response Rate	51%

Table A1.2
Number of Respondents by Instructional Model

	Grade 6
In-school learning only	48
Remote learning only	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Table
School Engagement and Supports		
School connectedness†	71	A6.3
School connectedness†ψ ***(Remote Only)***		A6.3
Academic motivation†	77	A6.3
School boredomσ	38	A6.9
Caring adults in school†	64	A6.3
High expectations-adults in school†	77	A6.3
Meaningful participation†	30	A6.3
Facilities upkeepσ	85	A6.10
Parent involvement in schooling†	63	A10.2
Social and emotional learning supports†	70	A7.1
Antibullying climate†	67	A9.6
School Safety and Cyberbullying		
Feel safe at schoolσ	84	A9.1
Feel safe on way to and from schoolσ	91	A9.1
Been hit or pushed	29	A9.2
Mean rumors spread about you	38	A9.2
Called bad names or target of mean jokes	73	A9.2
Saw a weapon at school§	11	A9.5
Cyberbullying¶	38	A9.3
School Disciplinary Environment		
Rule clarityσ	87	A8.2
Students well behavedσ	37	A8.4
Students treated fairly when break rulesσ	57	A8.1
Students treated with respectσ	83	A8.1

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

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

σ*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

ψ*The scale was based on four questions for remote respondents.*

§*Past year.*

¶*Past 30 days.*

Table A2.2

Key Indicators of Substance Use, Health Routines, Remote Schooling, and Student Well-Being

	Grade 6 %	Table
Substance Use		
Alcohol or drug use[ϕ]	9	A11.1
Marijuana use[ϕ]	0	A11.1
Cigarette use[ϕ]	0	A12.1
Vaping[ϕ]	0	A12.1
Health Routines		
Eating of breakfast[|]	78	A4.1
Late bedtime (at 10 pm or later)[±]	59	A4.2
Remote Schooling		
Remote learning frequency (5 days per week)[¶δ]		A5.1
Synchronous instruction (4 days or more)[‖δ]		A5.1
Meaningful opportunities[σδ]		A5.2
Mental Health		
Frequent sadness[σ]	19	A13.1
Wellness[σ]	72	A13.2

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

[ϕ] *Lifetime.*

[|] *This morning.*

[±] *Last night.*

[¶] *Past 30 days.*

[‖] *Past 7 days.*

[¶] *Past 30 days.*

[δ] *Remote only.*

[σ] *Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 6 %
In-School Model	100
Remote Learning Model	0

Question ES 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."

Table A3.2

Gender of Sample

	Grade 6 %
Female	64
Male	36

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

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

Table A3.3

Race or Ethnicity

	Grade 6 %
American Indian or Alaska Native, non-Hispanic	0
Asian or Asian American, non-Hispanic	70
Black or African American, non-Hispanic	2
Hispanic or Latino/a	17
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	0
Multiracial, non-Hispanic	4
Something else, non-Hispanic	6

Question ES A.4: 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 Latino/a... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Number of Days Attending Afterschool Program

	Grade 6 %
0 days	72
1 day	7
2 days	4
3 days	0
4 days	0
5 days	17

Question ES A.6: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

4. Health Routines

Table A4.1
Eating of Breakfast

	Grade 6 %
No	22
Yes	78

Question ES A.5: Did you eat breakfast this morning?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2
Bedtime

	Grade 6 %
Before 9:00 pm	7
Between 9:00 pm and 10:00 pm	35
Between 10:00 pm and 11:00 pm	35
Between 11:00 pm and midnight	20
After 12:00 am	4
Late bedtime (at 10 pm or later)	59

Question ES A.7: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

5. Remote Schooling

Results in this section are applicable to students who indicated that they attend school remotely. Responses from students attending school in-person are not included.

Table A5.1

Remote Schooling Schedule and Instructional Time (Remote Only)

	Grade 6 %
Time spent on learning and completing schoolwork from home on the average weekday	
Less than 1 hour	
Between 1 and 2 hours	
Between 2 and 3 hours	
Between 3 and 4 hours	
Between 4 and 5 hours	
More than 5 hours	
Number of days in the past week participating in an online class from home where your teacher talked to students	
0 days	
1 day	
2 days	
3 days	
4 days	
5 days	
Number of weekdays participating in school from home for the entire school day	
0 days	
1 day	
2 days	
3 days	
4 days	
5 days	

Question ES A.9-11: In the past 30 days, how many weekdays in an average week did you participate in school from home for the entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... 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)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Schooling ***(Remote Only)***

	Grade 6 %
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

Question ES A.14: Do the teachers and other grown-ups from your school provide you with interesting activities to do while you are learning from home?

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

6. School Performance, Supports, and Engagements

Table A6.1

Perceived School Performance

	Grade 6 %
One of the best students	17
Better than most students	33
About the same as others	39
Don't do as well as most others	11

Question ES A.37: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Truancy, Past 30 Days

	Grade 6 %
I did not miss any days of school in the past 30 days	74
1 day	13
2 days	11
3 or more days	2

Question ES A.8, 12: 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 school from home for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

School Environment, School Connectedness, and Academic Motivation Scales

	Grade 6 %	Table
Total school supports	57	
Caring adults in school	64	A6.4
High expectations-adults in school	77	A6.5
Meaningful participation at school	30	A6.6
School connectedness	71	A6.7
School connectedness$^{\psi}$ ***(Remote Only)***		A6.7
Academic motivation	77	A6.8

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

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

Scales are based on the average percentage of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.

$^{\psi}$*The scale was based on four questions for remote respondents.*

Table A6.4
Caring Adults in School Scale Questions

	Grade 6 %
Caring adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	64
Do the teachers and other grown-ups at school...	
care about you?	
No, never	11
Yes, some of the time	15
Yes, most of the time	33
Yes, all of the time	41
listen when you have something to say?	
No, never	7
Yes, some of the time	33
Yes, most of the time	46
Yes, all of the time	15
make an effort to get to know you?	
No, never	4
Yes, some of the time	39
Yes, most of the time	43
Yes, all of the time	13

Question ES A.28, 38, 42: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?
Note: Cells are empty if there are less than 10 respondents.

Table A6.5
High Expectations-Adults in School Scale Questions

	Grade 6 %
High expectations-adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	77
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	9
Yes, some of the time	26
Yes, most of the time	37
Yes, all of the time	28
believe that you can do a good job?	
No, never	2
Yes, some of the time	20
Yes, most of the time	28
Yes, all of the time	50
want you to do your best?	
No, never	2
Yes, some of the time	11
Yes, most of the time	15
Yes, all of the time	72

Question ES A.29, 39, 43: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?
Note: Cells are empty if there are less than 10 respondents.

Table A6.6
Meaningful Participation at School Scale Questions

	Grade 6 %
Meaningful participation at school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	30
Are you given a chance to help decide school activities or rules?	
No, never	41
Yes, some of the time	41
Yes, most of the time	13
Yes, all of the time	4
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	15
Yes, some of the time	52
Yes, most of the time	30
Yes, all of the time	2
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	15
Yes, some of the time	52
Yes, most of the time	22
Yes, all of the time	11
Do you get to do interesting activities at/when you participate in school?	
No, never	0
Yes, some of the time	43
Yes, most of the time	46
Yes, all of the time	11

Question ES A.26, 27, 30-33: Are you given a chance to help decide school activities or rules? [In-school only]... Are you given a chance to help decide school activities or rules when you participate in school? [Remote only]... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school? [In-school only]... Do you get to do interesting activities when you participate in school? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.6
Meaningful Participation at School Scale Questions – Continued

	Grade 6 %
Are you given a chance to help decide class activities or rules?	
No, never	22
Yes, some of the time	67
Yes, most of the time	9
Yes, all of the time	2
Do your teachers ask you what you want to learn about?	
No, never	39
Yes, some of the time	46
Yes, most of the time	11
Yes, all of the time	4
Do you do things to be helpful at/in school?	
No, never	4
Yes, some of the time	48
Yes, most of the time	37
Yes, all of the time	11

Question ES A.34-36, 40, 41: Are you given a chance to help decide class activities or rules? [In-school only]... Are you given a chance to help decide class activities or rules when you participate in school? [Remote only]... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school? [In-school only]... Do you do things to be helpful when you participate in school? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.7
School Connectedness Scale Questions

	Grade 6 %
School connectedness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	71
School connectedness$^{\psi}$ ***(Remote Only)***	
Average reporting "Yes, most of the time" or "Yes, all of the time"	
Do you feel close to people at/from this school?	
No, never	0
Yes, some of the time	41
Yes, most of the time	46
Yes, all of the time	13
Are you happy to be at/with this school?	
No, never	2
Yes, some of the time	30
Yes, most of the time	43
Yes, all of the time	24
Do you feel like you are part of this school?	
No, never	4
Yes, some of the time	26
Yes, most of the time	24
Yes, all of the time	46
Do teachers treat students fairly?	
No, never	7
Yes, some of the time	20
Yes, most of the time	39
Yes, all of the time	35

Question ES A.15-19, 22, 23: Do you feel close to people at school? [In-school only]... Do you feel close to people from this school? [Remote only]... Are you happy to be at this school? [In-school only]... Are you happy with this school? [Remote only]... Do you feel like you are part of this school?... Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]

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

$^{\psi}$*The scale was based on four questions for remote respondents.*

Table A6.7
School Connectedness Scale Questions – Continued

	Grade 6 %
Do you feel safe at school?	
No, never	2
Yes, some of the time	13
Yes, most of the time	47
Yes, all of the time	38

Question ES A.75: Do you feel safe at school? [In-school only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.8
Academic Motivation Scale Questions

	Grade 6 %
Academic motivation	
Average reporting "Yes, most of the time" or "Yes, all of the time"	77
Do you finish all your school assignments?	
No, never	0
Yes, some of the time	11
Yes, most of the time	36
Yes, all of the time	53
When you get a bad grade, do you try even harder the next time?	
No, never	2
Yes, some of the time	16
Yes, most of the time	18
Yes, all of the time	64
Do you keep working and working on your schoolwork until you get it right?	
No, never	2
Yes, some of the time	36
Yes, most of the time	31
Yes, all of the time	31
Do you keep doing your schoolwork even when it's really hard for you?	
No, never	0
Yes, some of the time	27
Yes, most of the time	24
Yes, all of the time	49

Question ES A.59-62: Do you finish all your school assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your schoolwork even when it's really hard for you?
Note: Cells are empty if there are less than 10 respondents.

Table A6.9

School Boredom

	Grade 6 %
No, never	13
Yes, some of the time	49
Yes, most of the time	20
Yes, all of the time	18

Question ES A.13, 58: Do you get really bored participating in school from home? [Remote only]... Do you get really bored at school? [In-school only]

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

Table A6.10

Quality of School Physical Environment

	Grade 6 %
Is your school building neat and clean?	
No, never	4
Yes, some of the time	11
Yes, most of the time	54
Yes, all of the time	30

Question ES A.24: Is your school building neat and clean?

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

7. Supports for Learning at School

Table A7.1
Social and Emotional Learning Supports Scale Questions

	Grade 6 %
Social and emotional learning supports	
Average reporting "Yes, most of the time" or "Yes, all of the time"	70
Does your school...	
help students resolve conflicts with one another?	
No, never	11
Yes, some of the time	28
Yes, most of the time	48
Yes, all of the time	13
teach students to understand how other students think and feel?	
No, never	7
Yes, some of the time	28
Yes, most of the time	41
Yes, all of the time	24
teach students to feel responsible for how they act?	
No, never	9
Yes, some of the time	22
Yes, most of the time	39
Yes, all of the time	30
teach students to care about each other and treat each other with respect?	
No, never	4
Yes, some of the time	13
Yes, most of the time	37
Yes, all of the time	46

Question ES A.50-53: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Teachers Checking on how Students are Feeling

	Grade 6 %
No, never	24
Yes, some of the time	59
Yes, most of the time	15
Yes, all of the time	2

Question ES A.25: Do the teachers and other grown-ups from your school check on how you are feeling?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3

Students at School Motivated to Learn

	Grade 6 %
No, never	7
Yes, some of the time	59
Yes, most of the time	30
Yes, all of the time	4

Question ES A.20, 21: Are the students at your school motivated to learn? [In-school only]... Are the students from your school motivated to learn? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

8. Fairness, Rule Clarity, and Positive Student Behavior

Table A8.1
Fairness Scale Questions

	Grade 6 %
Fairness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	70
Do teachers treat students fairly?	
No, never	7
Yes, some of the time	20
Yes, most of the time	39
Yes, all of the time	35
Are the school rules fair?	
No, never	7
Yes, some of the time	28
Yes, most of the time	37
Yes, all of the time	28
Do teachers and other grown-ups at school treat students with respect?	
No, never	0
Yes, some of the time	17
Yes, most of the time	35
Yes, all of the time	48
Are students treated fairly when they break school rules?	
No, never	11
Yes, some of the time	33
Yes, most of the time	39
Yes, all of the time	17

Question ES A.22, 23, 44-46: Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2
Clarity of Rules

	Grade 6 %
Do students know what the rules are?	
No, never	4
Yes, some of the time	9
Yes, most of the time	57
Yes, all of the time	30

Question ES A.49: Do students know what the rules are?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

Positive Behavior Scale Questions

	Grade 6 %
Positive behavior	
Average reporting "Yes, most of the time" or "Yes, all of the time"	87
Positive behavior[λ] ***(Remote Only)***	
Average reporting "Yes, most of the time" or "Yes, all of the time"	
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	9
Yes, most of the time	44
Yes, all of the time	47
Do you follow the playground rules at recess and lunch times?	
No, never	4
Yes, some of the time	16
Yes, most of the time	44
Yes, all of the time	36
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	11
Yes, most of the time	47
Yes, all of the time	42
Are you nice to other students?	
No, never	2
Yes, some of the time	11
Yes, most of the time	49
Yes, all of the time	38

Question ES A.63-66: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times? [In-School only]... Do you listen when your teacher is talking?... Are you nice to other students?

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

[λ]*The scale was based on three questions for remote respondents.*

Table A8.4

Students at School Well Behaved

	Grade 6 %
No, never	4
Yes, some of the time	59
Yes, most of the time	35
Yes, all of the time	2

Question ES A.47, 48: Are students at this school well behaved? [In-school only]... Are students from this school well behaved? [Remote only]

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

9. School Violence, Victimization, and Safety

Table A9.1

Perceived Safety at or Outside of School

	Grade 6 %
Do you feel safe at school?	
No, never	2
Yes, some of the time	13
Yes, most of the time	47
Yes, all of the time	38
Do you feel safe on your way to and from school?	
No, never	4
Yes, some of the time	4
Yes, most of the time	27
Yes, all of the time	64

Question ES A.75, 76: Do you feel safe at school?... Do you feel safe on your way to and from school?
Note: Cells are empty if there are less than 10 respondents.

Table A9.2
Violence Victimization Scale Questions

	Grade 6 %
Violence victimization	
Average reporting "Yes"	47
Do other kids hit or push you at school when they are not just playing around?	
No, never	71
Yes, some of the time	27
Yes, most of the time	2
Yes, all of the time	0
Do other kids at/from school spread mean rumors or lies about you?	
No, never	62
Yes, some of the time	33
Yes, most of the time	4
Yes, all of the time	0
Do other kids at/from school call you bad names or make mean jokes about you?	
No, never	27
Yes, some of the time	58
Yes, most of the time	11
Yes, all of the time	4

Question ES A.68-70, 72, 73: Do other kids hit or push you at school when they are not just playing around? [In-school only]... Do other kids at school spread mean rumors or lies about you? [In-school only]... Do other kids from your school spread mean rumors or lies about you? [Remote only]... Do other kids at school call you bad names or make mean jokes about you? [In-school only]... Do other kids from your school call you bad names or make mean jokes about you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A9.3

Cyberbullying, Past 30 Days

	Grade 6 %
No, never	62
Yes, some of the time	29
Yes, most of the time	4
Yes, all of the time	4

Question ES A.67: During the past 30 days, did kids 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 A9.4

Been Teased About Body Image

	Grade 6 %
No	45
Yes	55

Question ES A.77, 78: Have other kids at school ever teased you about what your body looks like? [In-school only]... Have other kids from your school ever teased you about what your body looks like? [Remote only]

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

Table A9.5

Weapons (Gun or Knife) on School Property, Past Year

	Grade 6 %
Brought a gun or knife to school	
No	93
Yes	7
Saw another kid with a gun or knife at school	
No	89
Yes	11

Question ES A.71, 74: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?

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

Table A9.6
Antibullying Climate Scale Questions

	Grade 6 %
Antibullying climate	
Average reporting "Yes, most of the time" or "Yes, all of the time"	67
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	2
Yes, some of the time	9
Yes, most of the time	36
Yes, all of the time	53
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	4
Yes, some of the time	18
Yes, most of the time	36
Yes, all of the time	42
Students at/from your school try to stop bullying when they see it happening.	
No, never	24
Yes, some of the time	42
Yes, most of the time	24
Yes, all of the time	9

Question ES A.54-57: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening? [In-school only]... Do students from your school try to stop bullying when they see it happening? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

10. Home Supports and Involvement in Schooling

Table A10.1
High Expectations-Adults at Home Scale Questions

	Grade 6 %
High expectations-adults at home	
Average reporting "Yes, most of the time" or "Yes, all of the time"	98
Does a parent or some other grown-up at home...	
believe that you can do a good job?	
No, never	0
Yes, some of the time	5
Yes, most of the time	31
Yes, all of the time	64
want you to do your best?	
No, never	0
Yes, some of the time	0
Yes, most of the time	14
Yes, all of the time	86

Question ES A.91, 92: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?
Note: Cells are empty if there are less than 10 respondents.

Table A10.2

Parent Involvement in Schooling Scale Questions

	Grade 6 %
Parent involvement in schooling	
Average reporting "Yes, most of the time" or "Yes, all of the time"	63
Does a parent or some other grown-up at home...	
care about your schoolwork?	
No, never	0
Yes, some of the time	17
Yes, most of the time	38
Yes, all of the time	45
ask if you did your homework/schoolwork?	
No, never	5
Yes, some of the time	24
Yes, most of the time	19
Yes, all of the time	52
check your homework/schoolwork?	
No, never	24
Yes, some of the time	40
Yes, most of the time	12
Yes, all of the time	24
ask you about school?	
No, never	2
Yes, some of the time	29
Yes, most of the time	24
Yes, all of the time	45
ask you about your grades?	
No, never	2
Yes, some of the time	40
Yes, most of the time	19
Yes, all of the time	38

Question ES A.90, 93-98: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework? [In-school only]... Does a parent or some other grown-up at home check your homework? [In-school only]... Does a parent or some other grown-up at home ask if you did your schoolwork? [Remote only]... Does a parent or some other grown-up at home check your schoolwork? [Remote only]... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

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

11. Alcohol and Other Drug (AOD) Use

Table A11.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 6 %
Alcohol, one or two sips	9
Alcohol, a full glass	0
Inhalants (to get high)	2
Marijuana (smoke, vape, eat, or drink)	0
None of the above	91
Any of the above	9

Question ES A.83-85: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high"?... Have you ever used any marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A11.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 6 %
Alcohol	
No, not bad	2
Yes, a little bad	21
Yes, very bad	76
Marijuana (smoke, vape, eat, or drink)	
No, not bad	0
Yes, a little bad	5
Yes, very bad	60
I don't know what marijuana is	36

Question ES A.88, 89: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

12. Tobacco Use and Vaping

Table A12.1

Cigarette Use and Vaping, Lifetime

	Grade 6 %
Ever smoked a cigarette	0
Part of a cigarette, like one or two puffs	0
A whole cigarette	0
Ever vaped	0

Question ES A.81, 82: Have you ever smoked a cigarette?... Have you ever vaped?
Note: Cells are empty if there are less than 10 respondents.

Table A12.2

Perception of Health Risk of Cigarette Use and Vaping

	Grade 6 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	5
Yes, a little bad	5
Yes, very bad	90
Do you think vaping is bad for a person's health?	
No, not bad	0
Yes, a little bad	5
Yes, very bad	95

Question ES A.86, 87: Do you think smoking cigarettes is bad for a person's health?... Do you think vaping is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

13. Other Physical and Mental Health Risks

Table A13.1

Frequent Sadness

	Grade 6 %
No, never	12
Yes, some of the time	70
Yes, most of the time	14
Yes, all of the time	5

Question ES A.80: Do you feel sad?

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

Table A13.2

Wellness

	Grade 6 %
Do you feel good and happy?	
No, never	2
Yes, some of the time	26
Yes, most of the time	47
Yes, all of the time	26

Question ES A.79: Do you feel good and happy?

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

14. Race/Ethnic Breakdowns

Table A14.1

School Engagement and Supports by Race/Ethnicity

	Grade 6 %
School Connectedness[†]	
American Indian or Alaska Native	
Asian or Asian American	80
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
School Connectedness[†ψ] ***(Remote Only)***	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Academic motivation[†]	
American Indian or Alaska Native	
Asian or Asian American	81
Black or African American	
Hispanic or Latino/a	
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 "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

[ψ]*The scale was based on four questions for remote respondents.*

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %
School boredom[σ]	
American Indian or Alaska Native	
Asian or Asian American	26
Black or African American	
Hispanic or Latino/a	
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	69
Black or African American	
Hispanic or Latino/a	
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	79
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[σ] *Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[†] *Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %
Meaningful participation[†]	
American Indian or Alaska Native	
Asian or Asian American	30
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Facilities upkeep[σ]	
American Indian or Alaska Native	
Asian or Asian American	94
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Parent involvement in schooling[†]	
American Indian or Alaska Native	
Asian or Asian American	69
Black or African American	
Hispanic or Latino/a	
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 "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

[σ]*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %
Social and emotional learning supports[†]	
American Indian or Alaska Native	
Asian or Asian American	75
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Antibullying climate[†]	
American Indian or Alaska Native	
Asian or Asian American	74
Black or African American	
Hispanic or Latino/a	
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 "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

Table A14.2
School Safety by Race/Ethnicity

	Grade 6 %
Feel safe at school$^{\sigma}$	
American Indian or Alaska Native	
Asian or Asian American	90
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Feel safe on way to and from school$^{\sigma}$	
American Indian or Alaska Native	
Asian or Asian American	94
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Been hit or pushed	
American Indian or Alaska Native	
Asian or Asian American	19
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
$^{\sigma}$*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.2
School Safety by Race/Ethnicity – Continued

	Grade 6 %
Mean rumors spread about you	
American Indian or Alaska Native	
Asian or Asian American	32
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Called bad names or target of mean jokes	
American Indian or Alaska Native	
Asian or Asian American	71
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Saw a weapon at school[§]	
American Indian or Alaska Native	
Asian or Asian American	13
Black or African American	
Hispanic or Latino/a	
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 year.*

Table A14.3
Cyberbullying by Race/Ethnicity

	Grade 6 %
Cyberbullying[¶]	
American Indian or Alaska Native	
Asian or Asian American	32
Black or African American	
Hispanic or Latino/a	
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 A14.4

School Disciplinary Environment by Race/Ethnicity

	Grade 6 %
Rule clarity$^{\sigma}$	
American Indian or Alaska Native	
Asian or Asian American	84
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Students well behaved$^{\sigma}$	
American Indian or Alaska Native	
Asian or Asian American	41
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Students treated fairly when break rules$^{\sigma}$	
American Indian or Alaska Native	
Asian or Asian American	72
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

$^{\sigma}$*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.4

School Disciplinary Environment by Race/Ethnicity – Continued

	Grade 6 %
Students treated with respect[σ]	
American Indian or Alaska Native	
Asian or Asian American	94
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[σ] *Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.5

Substance Use by Race/Ethnicity

	Grade 6 %
Alcohol or drug use$^{\phi}$	
American Indian or Alaska Native	
Asian or Asian American	3
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Marijuana use$^{\phi}$	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Cigarette use$^{\phi}$	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

$^{\phi}$*Lifetime.*

Table A14.5

Substance Use by Race/Ethnicity – Continued

	Grade 6 %
Vaping$^{\phi}$	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

$^{\phi}$*Lifetime.*

Table A14.6
Health Routines by Race/Ethnicity

	Grade 6 %
Eating of breakfast[|]	
American Indian or Alaska Native	
Asian or Asian American	79
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Late bedtime (at 10 pm or later)[±]	
American Indian or Alaska Native	
Asian or Asian American	59
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[|]*This morning.*
[±]*Last night.*

Table A14.7

Remote Schooling by Race/Ethnicity (Remote Only)

	Grade 6 %
Remote learning frequency (5 days per week)[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
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 Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Meaningful opportunities[δ]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
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 7 days.*

[¶]*Past 30 days.*

[δ]*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.8

Mental Health by Race/Ethnicity

	Grade 6 %
Frequent sadness[δ]	
American Indian or Alaska Native	
Asian or Asian American	10
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Wellness[δ]	
American Indian or Alaska Native	
Asian or Asian American	83
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[δ] *Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

15. Gender Breakdowns

Table A15.1

School Engagement and Supports by Gender

	Grade 6	
	Female %	Male %
School connectedness[†]	71	74
School connectedness[†ψ] ***(Remote Only)***		
Academic motivation[†]	83	69
School boredom[†]	39	38
Caring adults in school[†]	66	65
High expectations-adults in school[†]	80	69
Meaningful participation at school[†]	35	23
Facilities upkeep[σ]	90	81
Parent involvement in schooling[†]	65	63
Social and emotional learning supports[†]	70	70
Antibullying climate[†]	69	65

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

[†]Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.

[ψ]The scale was based on four questions for remote respondents.

[σ]Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."

Table A15.2

School Safety, Cyberbullying, School Disciplinary Environment, and Substance Use by Gender

	Grade 6	
	Female %	Male %
School Safety and Cyberbullying		
Feel safe at school[σ]	86	88
Feel safe on way to and from school[σ]	93	94
Been hit or pushed	32	25
Mean rumors spread about you	43	25
Called bad names or target of mean jokes	68	81
Saw a weapon at school[§]	11	12
Cyberbullying[¶]	54	12
School Disciplinary Environment		
Rule clarity[σ]	86	88
Students well behaved[σ]	38	38
Students treated fairly when break rules[σ]	52	69
Students treated with respect[σ]	86	81
Substance Use		
Alcohol or drug use[ϕ]	8	6
Marijuana use[ϕ]	0	0
Cigarette use[ϕ]	0	0
Vaping[ϕ]	0	0

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

[σ] *Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[§] *Past year.*

[¶] *Past 30 days.*

[ϕ] *Lifetime.*

Table A15.3

Health Routines, Remote Schooling, and Mental Health by Gender

	Grade 6	
	Female %	Male %
Health Routines		
Eating of breakfast[|]	79	81
Late bedtime (after 10 pm)[±]	62	56
Remote Schooling		
Remote learning frequency (5 days per week)[¶δ]		
Synchronous instruction (4 days or more)[‖δ]		
Meaningful opportunities[†δ]		
Mental Health		
Frequent sadness[σ]	19	12
Wellness[σ]	69	81

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

[|]*This morning.*

[±]*Last night.*

[¶]*Past 30 days.*

[δ]*Remote only.*

[‖]*Past 7 days.*

[σ]*Percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Social Emotional Health Module

1. Module Sample

Table F1.1

Student Sample for Social Emotional Health Module

	Grade 6
Student Sample Size	
Target sample	95
Final number	41
Response Rate	43%

2. Summary of Key Indicators

Table F2.1

Key Indicators of Social Emotional Health

	Grade 6 %	Table
Covitality†‡	72	
Belief in self†	76	F2.2
Belief in others†‡	74	F2.2
Empathy†	76	F5.1
Engaged living†	58	F2.2
Growth mindsetΓ	79	F7.1
Collaboration†	74	F8.1
Problem solving†	53	F9.1
Social emotional distress⩧	20	F10.1
Life satisfaction∓	75	F10.2

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

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

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

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

⩧*Average percent of respondents reporting "Often" or "Always" across survey questions that comprise the scale.*

∓*Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.*

Table F2.2

Covitality Domain and Subdomains

	Grade 6 %	Table
Belief in self†	76	
Self-efficacy†	78	F3.1
Persistence†	74	F3.2
Belief in others†‡	74	
School supports†	68	F4.1
Peer supports‡	80	F4.2
Emotional competence		
Empathy†	76	F5.1
Engaged living†	58	
Optimism†	63	F6.1
Gratitude†	80	F6.2
Zest†	31	F6.3

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

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

†Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time" across survey questions that comprise the scale.

‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

3. Belief in Self

Table F3.1
Self-Efficacy Scale Questions

	Grade 6 %
Self-efficacy	
Average reporting "Yes, most of the time" or "Yes, all of the time"	78
Can you do most things if you try?	
No, never	2
Yes, some of the time	15
Yes, most of the time	50
Yes, all of the time	32
Can you work out your problems?	
No, never	2
Yes, some of the time	30
Yes, most of the time	38
Yes, all of the time	30
Are there many things you do well?	
No, never	5
Yes, some of the time	12
Yes, most of the time	55
Yes, all of the time	28

Question F.8-10: Can you do most things if you try?... Can you work out your problems?... Are there many things you do well?
Note: Cells are empty if there are less than 10 respondents.

Table F3.2

Persistence Scale Questions

	Grade 6 %
Persistence	
Average reporting "Yes, most of the time" or "Yes, all of the time"	74
Do you finish all your school assignments?	
No, never	0
Yes, some of the time	12
Yes, most of the time	32
Yes, all of the time	56
When you get a bad grade, do you try even harder the next time?	
No, never	2
Yes, some of the time	17
Yes, most of the time	20
Yes, all of the time	61
Do you keep working and working on your schoolwork until you get it right?	
No, never	2
Yes, some of the time	39
Yes, most of the time	27
Yes, all of the time	32
Do you keep doing your schoolwork even when it's really hard for you?	
No, never	0
Yes, some of the time	29
Yes, most of the time	24
Yes, all of the time	46

Question ES A.59-62: Do you finish all your school assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your schoolwork even when it's really hard for you?
Note: Cells are empty if there are less than 10 respondents.

4. Belief in Others

Table F4.1
School Supports Scale Questions

	Grade 6 %
School supports	
Average reporting "Yes, most of the time" or "Yes, all of the time"	68
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	10
Yes, some of the time	24
Yes, most of the time	37
Yes, all of the time	29
listen when you have something to say?	
No, never	7
Yes, some of the time	34
Yes, most of the time	41
Yes, all of the time	17
believe that you can do a good job?	
No, never	2
Yes, some of the time	17
Yes, most of the time	27
Yes, all of the time	54

Question ES A.29, 38, 39: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school believe that you can do a good job?
Note: Cells are empty if there are less than 10 respondents.

Table F4.2

Peer Supports Scale Questions

	Grade 6 %
Peer supports	
Average reporting "Pretty much true" or "Very much true"	80
I have a friend my age who really cares about me.	
Not at all true	3
A little true	13
Pretty much true	32
Very much true	53
I have a friend my age who helps me when I am having a hard time.	
Not at all true	3
A little true	16
Pretty much true	29
Very much true	53
I have a friend my age who talks with me about my problems.	
Not at all true	5
A little true	21
Pretty much true	21
Very much true	53

Question F.23-25: I have a friend my age who really cares about me... I have a friend my age who helps me when I am having a hard time... I have a friend my age who talks with me about my problems.
Note: Cells are empty if there are less than 10 respondents.

5. Emotional Competence

Table F5.1
Empathy Scale Questions

	Grade 6 %
Empathy	
Average reporting "Yes, most of the time" or "Yes, all of the time"	76
Do you try to understand how other people feel?	
No, never	5
Yes, some of the time	15
Yes, most of the time	41
Yes, all of the time	39
Do you feel bad when someone else gets their feelings hurt?	
No, never	7
Yes, some of the time	12
Yes, most of the time	29
Yes, all of the time	51
Do you try to understand what other people go through?	
No, never	10
Yes, some of the time	22
Yes, most of the time	37
Yes, all of the time	32

Question ES F.3-5: Do you try to understand how other people feel?... Do you feel bad when someone else gets their feelings hurt?... Do you try to understand what other people go through?
Note: Cells are empty if there are less than 10 respondents.

6. Engaged Living

Table F6.1
Optimism Scale Questions

	Grade 6 %
Optimism	
Average reporting "Yes, most of the time" or "Yes, all of the time"	63
When you have a problem at school, do you think it will get better in the future?	
No, never	8
Yes, some of the time	29
Yes, most of the time	42
Yes, all of the time	21
Do you expect that you will feel happy during class time?	
No, never	13
Yes, some of the time	34
Yes, most of the time	37
Yes, all of the time	16
Do you feel positive that good things will happen to you at school?	
No, never	13
Yes, some of the time	39
Yes, most of the time	34
Yes, all of the time	13
Do you feel positive that you will have fun with your friends at school?	
No, never	0
Yes, some of the time	11
Yes, most of the time	32
Yes, all of the time	58

Question ES F.16, 18, 20, 22: When you have a problem at school, do you think it will get better in the future?... Do you expect that you will feel happy during class time?... Do you feel positive that good things will happen to you at school?... Do you feel positive that you will have fun with your friends at school?
Note: Cells are empty if there are less than 10 respondents.

Table F6.2
Gratitude Scale Questions

	Grade 6 %
Gratitude	
Average reporting "Yes, most of the time" or "Yes, all of the time"	80
Do you feel thankful to go to your school?	
No, never	10
Yes, some of the time	10
Yes, most of the time	24
Yes, all of the time	56
Are you thankful when you get to learn new things at school?	
No, never	8
Yes, some of the time	22
Yes, most of the time	40
Yes, all of the time	30
Are you thankful to have nice teachers at your school?	
No, never	3
Yes, some of the time	5
Yes, most of the time	18
Yes, all of the time	74

Question ES F.6, 14, 17: Do you feel thankful to go to your school?... Are you thankful when you get to learn new things at school?... Are you thankful to have nice teachers at your school?
Note: Cells are empty if there are less than 10 respondents.

Table F6.3
Zest Scale Questions

	Grade 6 %
Zest	
Average reporting "Yes, most of the time" or "Yes, all of the time"	31
Do you get really excited when you learn something new at school?	
No, never	21
Yes, some of the time	42
Yes, most of the time	16
Yes, all of the time	21
Do you wake up in the morning excited to go to school?	
No, never	24
Yes, some of the time	50
Yes, most of the time	24
Yes, all of the time	3
Do you get excited about your schoolwork?	
No, never	45
Yes, some of the time	26
Yes, most of the time	18
Yes, all of the time	11

Question ES F.15, 19, 21: Do you get really excited when you learn something new at school?... Do you wake up in the morning excited to go to school?... Do you get excited about your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

7. Growth Mindset

Table F7.1
Growth Mindset Scale Questions

	Grade 6 %
Growth mindset[Γ]	
Average reporting "A little true" or "Not at all true"	79
Challenging myself won't make me any smarter.	
Not at all true	50
A little true	22
Pretty much true	19
Very much true	8
There are some things I am not capable of learning.	
Not at all true	36
A little true	42
Pretty much true	8
Very much true	14
If I am not naturally smart in a subject, I will never do well in it.	
Not at all true	56
A little true	31
Pretty much true	6
Very much true	8

Question ES F.26-28: Challenging myself won't make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

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

8. Collaboration

Table F8.1
Collaboration Scale Questions

	Grade 6 %
Collaboration	
Average reporting "Yes, most of the time" or "Yes, all of the time"	74
Do you get along or work well with students who are different from you?	
No, never	2
Yes, some of the time	24
Yes, most of the time	49
Yes, all of the time	24
Do you enjoy working with other students?	
No, never	2
Yes, some of the time	32
Yes, most of the time	41
Yes, all of the time	24
Do you listen to other students' ideas?	
No, never	0
Yes, some of the time	17
Yes, most of the time	46
Yes, all of the time	37

Question ES F.1, 2, 7: Do you get along or work well with students who are different from you?... Do you enjoy working with other students?... Do you listen to other students' ideas?
Note: Cells are empty if there are less than 10 respondents.

9. Problem Solving

Table F9.1
Problem Solving Scale Questions

	Grade 6 %
Problem solving	
Average reporting "Yes, most of the time" or "Yes, all of the time"	53
Do you know where to go for help with a problem?	
No, never	10
Yes, some of the time	15
Yes, most of the time	38
Yes, all of the time	38
Do you try to work out your problems by talking or writing about them?	
No, never	32
Yes, some of the time	30
Yes, most of the time	22
Yes, all of the time	15
When you need help, do you find someone to talk with about it?	
No, never	20
Yes, some of the time	35
Yes, most of the time	25
Yes, all of the time	20

Question ES F.11-13: Do you know where to go for help with a problem?... Do you try to work out your problems by talking or writing about them?... When you need help, do you find someone to talk with about it?
Note: Cells are empty if there are less than 10 respondents.

10. Social and Emotional Health

Table F10.1
Social Emotional Distress Scale Questions

	Grade 6 %
Social emotional distress	
Average reporting "Often" or "Always"	20
I feel lonely.	
Never	29
Sometimes	54
Often	11
Always	6
I am unhappy.	
Never	29
Sometimes	57
Often	11
Always	3
Nobody likes me.	
Never	51
Sometimes	46
Often	0
Always	3
I worry a lot.	
Never	9
Sometimes	43
Often	29
Always	20
I have problems sleeping.	
Never	37
Sometimes	40
Often	14
Always	9

Question ES F.33-37: I feel lonely... I am unhappy... Nobody likes me... I worry a lot... I have problems sleeping.
Note: Cells are empty if there are less than 10 respondents.

Table F10.1
Social Emotional Distress Scale Questions – Continued

	Grade 6 %
I feel scared.	
Never	40
Sometimes	43
Often	17
Always	0
I worry when I am at school.	
Never	51
Sometimes	29
Often	11
Always	9

Question ES F.38, 39: I feel scared... I worry when I am at school.
Note: Cells are empty if there are less than 10 respondents.

Table F10.2
Life Satisfaction Scale Questions

	Grade 6 %
Life satisfaction	
Average reporting "Satisfied" or "Very satisfied"	75
I would describe my satisfaction with...	
my family life as...	
Very dissatisfied	6
Dissatisfied	3
A little dissatisfied	3
A little satisfied	3
Satisfied	36
Very satisfied	50
my friendships as...	
Very dissatisfied	3
Dissatisfied	0
A little dissatisfied	0
A little satisfied	25
Satisfied	36
Very satisfied	36
my school experience as...	
Very dissatisfied	3
Dissatisfied	3
A little dissatisfied	6
A little satisfied	11
Satisfied	60
Very satisfied	17

Question ES F.29-31: I would describe my satisfaction with my family life as... I would describe my satisfaction with my friendships as... I would describe my satisfaction with my school experiences as...
Note: Cells are empty if there are less than 10 respondents.

Table F10.2
Life Satisfaction Scale Questions – Continued

	Grade 6 %
I would describe my satisfaction with...	
my myself as...	
Very dissatisfied	6
Dissatisfied	3
A little dissatisfied	9
A little satisfied	17
Satisfied	43
Very satisfied	23

Question ES F.32: I would describe my satisfaction with myself as.
Note: Cells are empty if there are less than 10 respondents.

Tobacco-Use Prevention Education Module

1. Module Sample

Table H1.1
Student Sample for Tobacco-Use Prevention Education Module

	Grade 6
Student Sample Size	
Target sample	95
Final number	35
Response Rate	37%

2. Tobacco Use and Vaping

Table H2.1

Use of Cigarettes and Vape Products, Past 30 Days

	Grade 6 %
In the last 30 days, have you...	
smoked a cigarette?	
No	100
Yes	0
vaped?	
No	100
Yes	0

Question ES H.1, 2: Have you smoked a cigarette in the last 30 days?... Have you vaped in the last 30 days?
Note: Cells are empty if there are less than 10 respondents.

3. Peer Smoking/Vaping Behavior and Attitudes

Table H3.1

Peer Smoking and Vaping Behavior

	Grade 6 %
Do any of your friends smoke cigarettes?	
No	100
Yes	0
Do any of your friends vape?	
No	91
Yes	9
In the last 30 days, have you seen any students...	
smoke cigarettes at school?	
No	100
Yes	0
vape at school?	
No	97
Yes	3

Question ES H.5-8: Do any of your friends smoke cigarettes?... Do any of your friends vape?... In the last 30 days, have you seen any students smoke cigarettes at school?... In the last 30 days, have you seen any students vape at school?

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

Table H3.2

Peer Disapproval of Tobacco Use and Vaping

	Grade 6 %
How wrong would your close friends feel it would be if you...	
smoked cigarettes?	
Very wrong	68
Wrong	26
A little wrong	3
Not at all wrong	3
vaped?	
Very wrong	71
Wrong	21
A little wrong	6
Not at all wrong	3

Question ES H.9, 10: How wrong would your close friends feel it would be if you smoked cigarettes?... How wrong would your close friends feel it would be if you vaped?
Note: Cells are empty if there are less than 10 respondents.

4. Household Smoking and Vaping Rules

Table H4.1

Rules About Cigarette Smoking and Vaping in the Home

	Grade 6 %
Is smoking cigarettes allowed inside your home?	
No	89
Yes	6
Don’t know	6
Is vaping allowed inside your home?	
No	91
Yes	6
Don’t know	3

Question ES H.3, 4: Is smoking cigarettes allowed inside your home?... Is vaping allowed inside your home?
Note: Cells are empty if there are less than 10 respondents.

5. Perceived Accessibility and Intention to Use

Table H5.1

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 6 %
How easy or difficult would it be if you wanted to...	
get a cigarette?	
Very easy	3
Fairly easy	18
Fairly difficult	18
Very difficult	62
get a vape?	
Very easy	6
Fairly easy	12
Fairly difficult	12
Very difficult	71

Question ES H.13, 14: If you wanted to get a cigarette, how easy or difficult would it be?... If you wanted to get a vape, how easy or difficult would it be?

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

Table H5.2

Intentions to Smoke and Vape

	Grade 6 %
Do you think you will...	
smoke a cigarette at any time during the next year?	
Definitely not	91
Probably not	6
Probably yes	3
Definitely yes	0
vape at any time during the next year?	
Definitely not	94
Probably not	6
Probably yes	0
Definitely yes	0

Question ES H.11, 12: Do you think you will smoke a cigarette at any time during the next year?... Do you think you will vape at any time during the next year?

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

6. Tobacco-Use Prevention Education Activities

Table H6.1

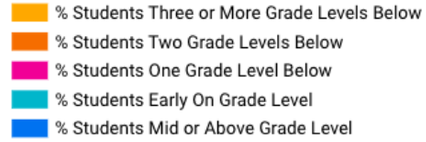
Dangers of Smoking and Vaping Discussed

	Grade 6 %
In the last 12 months, did any of your classes or school activities talk about...	
how smoking cigarettes is bad for a person's health?	
No	62
Yes	38
how vaping is bad for a person's health?	
No	71
Yes	29

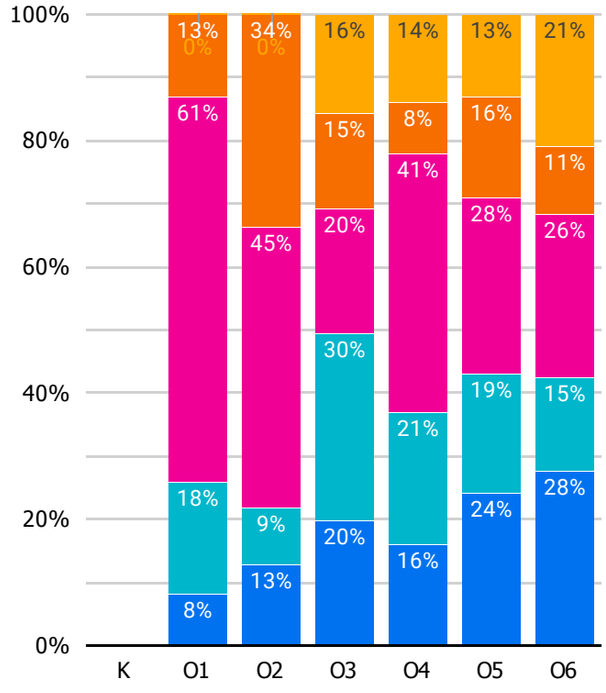
Question ES H.15, 16: In the last 12 months, did any of your classes or school activities talk about how smoking cigarettes is bad for a person's health?... In the last 12 months, did any of your classes or school activities talk about how vaping is bad for a person's health?

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

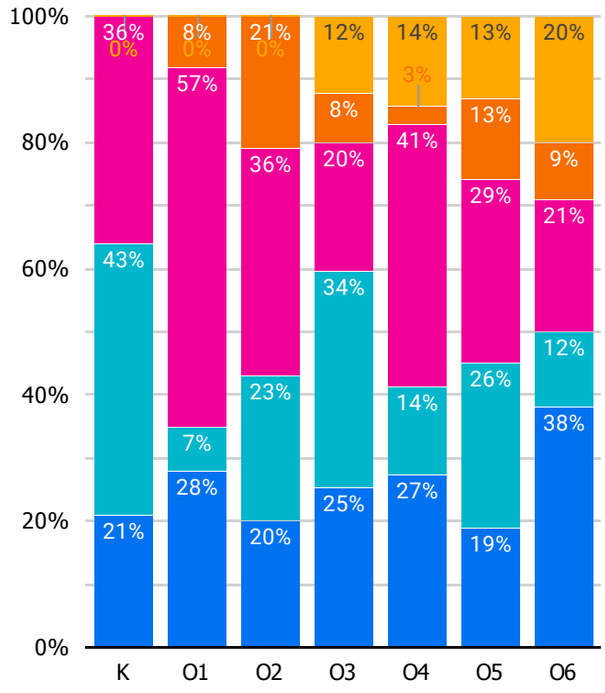
Cedar Grove English Language Arts Data 2025 - 2026



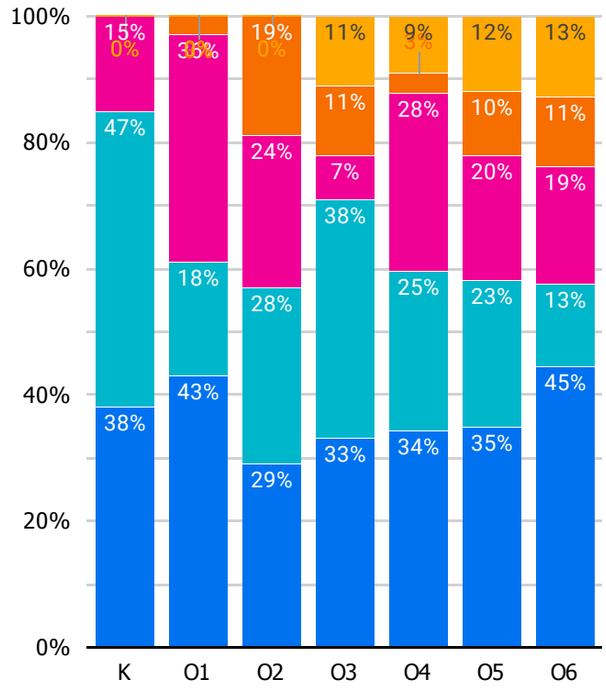
Fall ELA



Winter ELA



Spring ELA

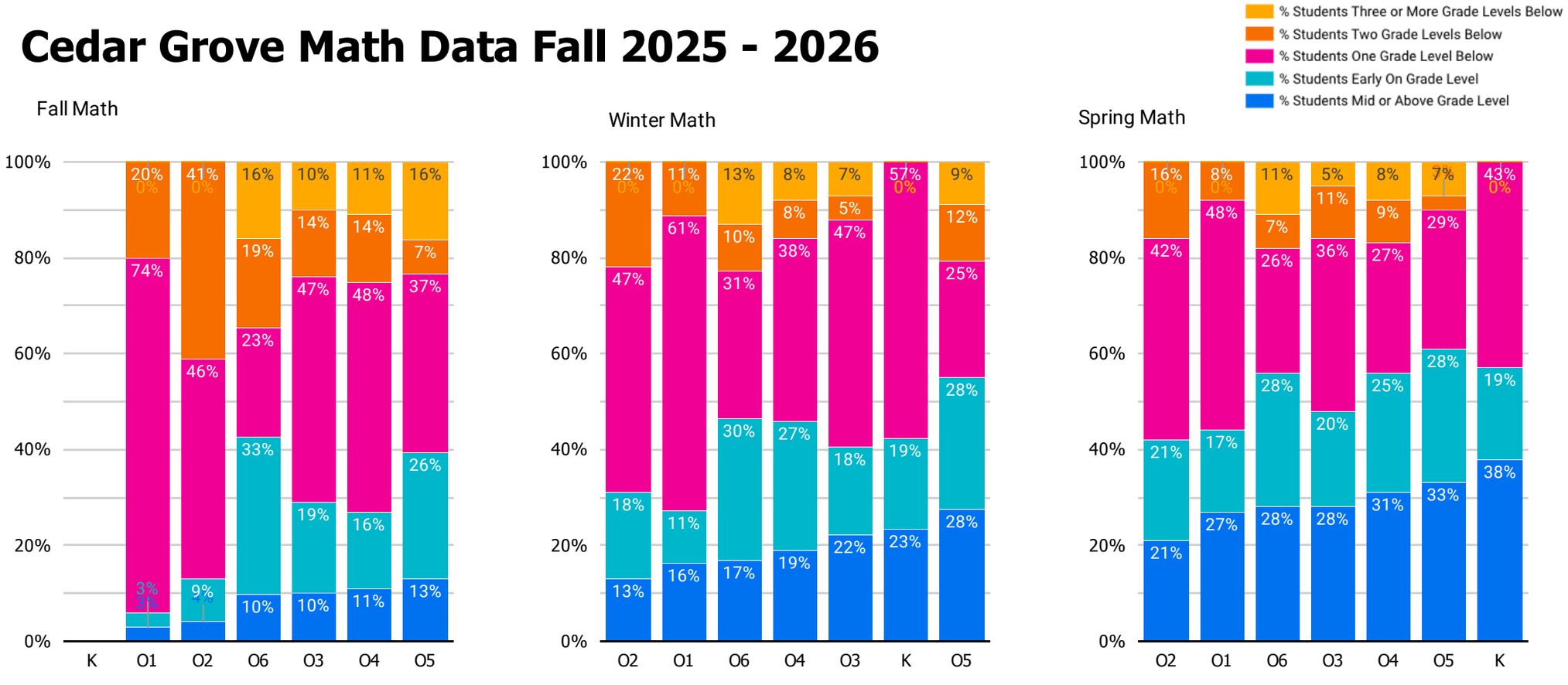


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	5	11	37	8	0
O2	7	5	25	19	0
O3	12	18	12	9	10
O4	10	13	26	5	9
O5	16	13	19	11	9
O6	23	12	21	9	17

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	10	20	17	0	0
O1	17	4	35	5	0
O2	11	13	20	12	0
O3	15	20	12	5	7
O4	17	9	26	2	9
O5	13	18	20	9	9
O6	32	10	18	8	17

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	18	22	7	0	0
O1	26	11	22	2	0
O2	17	16	14	11	0
O3	20	23	4	7	7
O4	22	16	18	2	6
O5	24	16	14	7	8
O6	38	11	16	9	11

Cedar Grove Math Data Fall 2025 - 2026



Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	2	2	45	12	0
O2	2	5	25	22	0
O3	6	11	28	8	6
O4	7	10	30	9	7
O5	9	18	25	5	11
O6	8	27	19	16	13

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	11	9	27	0	0
O1	10	7	37	7	0
O2	7	10	26	12	0
O3	12	10	26	3	4
O4	12	17	24	5	5
O5	19	19	17	8	6
O6	14	25	26	8	11

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	18	9	20	0	0
O1	16	10	29	5	0
O2	12	12	24	9	0
O3	17	12	22	7	3
O4	20	16	17	6	5
O5	23	19	20	2	5
O6	24	24	22	6	9