School Year: **2026-27**

George V. LeyVa Middle School

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George V. LeyVa Middle School	43-69435-6085690	5/19/26	6/18/26

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 George V. LeyVa Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  George V. LeyVa Middle School was removed from ATSI starting the 2026/2027 School Year

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 George V. LeyVa Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
George V. LeyVa Middle School was removed from ATSI starting the 2026/2027 School Year

Schoolwide Program:
George LeyVa Middle School's plan effectively meets ESSA requirements and aligns with the Local Control and Accountability Plan (LCAP), as well as other federal, state, and local programs.

George LeyVa Middle School was identified for Additional Targeted Support and Improvement (ATSI) based on the 2023–2024 California Dashboard results for students with disabilities and has since exited this status as of the 2026–2027 school year.

LeyVa's School Plan for Student Achievement (SPSA) goals are aligned with the district's LCAP goals. The school will implement the i-Ready diagnostic assessment three times per year to monitor student academic progress. Using these results, staff will establish and review student growth goals to support continuous improvement. LeyVa will also use their Instructional Action Plan and Performance Objectives to monitor student progress and effectiveness of school wide outcomes.

Educational Partner Involvement

How, when, and with whom did George V. LeyVa Middle 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

Educational Partner Engagement:

Meaningful involvement of parents, students, and other stakeholders is essential to the development of the Single Plan for Student Achievement (SPSA) and the budgeting process. In California, these groups are collectively referred to as educational partners. Schools are required to share the SPSA with site-based advisory groups, as applicable—such as the English Learner Advisory Committee (ELAC), student advisory groups, and local tribes or tribal organizations—and to actively seek their input during the development process.

Educational partner engagement is an ongoing, annual process. George LeyVa Middle School ensures that advisory committees, parents, students, faculty, staff, and community members are involved in both the development and the annual review and update of the SPSA.

Key stakeholder groups involved in shaping the SPSA include school staff, the School Site Council (SSC)/English Learner Advisory Committee (ELAC), parents and guardians, and students. These groups met at various points throughout the academic year and provided valuable input and insights to inform the plan.

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.

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.

In the 2025 California State Dashboard George V. LeyVa had two indicators of Orange (English Language Arts and Mathematics).

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.

George V. LeyVa Middle School completes a needs assessment each year to inform and develop its SPSA. The school-led teams are able to conduct an annual needs assessment with the input from all staff, as well as students and parents who participate in the School Site Council, Coffee with the Principal and the English Learner Advisory Committee (ELAC). Based on a data-driven School Plan for Student Achievement (SPSA), needs are identified.

The team identified evidence-based practices to improve academic, behavioral, and social-emotional outcomes to ensure George V. LeyVa's SPSA goals are aligned with the district's LCAP goals. The site utilizes a continuous improvement model to implement, monitor, and annually evaluate the SPSA. The site will utilize a diagnostic assessment tool (iReady) to assess student academic progress three times a year. After reviewing the results, student growth goals will be established in alignment with the school and district initiatives.

Other Needs

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

The principal and/or assistant principals will pursue, in collaboration with our Math and Language Arts departments ways to expand instructional training, materials and support for all George V. LeyVa's students. Local diagnostic assessment (iReady) will be the driving data behind crucial conversations surrounding our support plan.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for George V. LeyVa Middle 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	0.18%	%	%	1		
African American	2.74%	2.88%	2.13%	15	14	10
Asian	31.26%	29.63%	30.43%	171	144	143
Filipino	8.04%	9.26%	8.09%	44	45	38
Hispanic/Latino	51.19%	50.82%	53.19%	280	247	250
Pacific Islander	0.55%	0.41%	0.43%	3	2	2
White	2.93%	2.47%	2.55%	16	12	12
Multiple/No Response	3.11%	4.32%	2.77%	17	21	13
			Total Enrollment	547	486	470

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	265	227	226
Grade 8	282	259	244
Total Enrollment	547	486	470

Conclusions based on this data:

1. 2025-2026 enrollment was 470 students which is a decline of 16 students from the previous year of 486.
2. Our significant student groups remained consistent. Asian and Hispanic students make-up 80.45% of our student population.
3. We continue to see a significant drop in our 7th grade enrollment at LeyVa Middle School from 265 in the 2023-2024 school year to 226 in the 2025-2026 school year.

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	194	177	160	40.1%	35.5%	34.0%
Fluent English Proficient (FEP)	153	141	125	26.5%	28.0%	26.6%
Reclassified Fluent English Proficient (RFEP)	121	116	99	21.9%	22.1%	21.06%

Conclusions based on this data:

1. Our English Language Learner population decreased by 1.5% from 24-25 to 25-26
2. LeyVa reclassified students decreased by .05% from 24-25 to 25-26
3. The number of FEP (Fluent English Proficient) students has decreased by 1.4% from 24-25 to 25-26.

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 7	272	256	229	265	240	225	265	239	225	97.4	93.8	98.3
Grade 8	293	273	248	282	260	242	282	260	242	96.2	95.2	97.6
All Grades	565	529	477	547	500	467	547	499	467	96.8	94.5	97.9

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 7	2510.	2514.	2516.	9.06	12.55	9.78	29.06	27.20	34.22	24.15	21.76	20.89	37.74	38.49	35.11
Grade 8	2539.	2541.	2536.	11.35	12.31	14.88	31.21	32.69	28.51	26.60	23.08	23.55	30.85	31.92	33.06
All Grades	N/A	N/A	N/A	10.24	12.42	12.42	30.16	30.06	31.26	25.41	22.44	22.27	34.19	35.07	34.05

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 7	12.45	13.81	13.33	60.38	57.32	60.44	27.17	28.87	26.22
Grade 8	12.77	15.00	19.42	53.19	55.38	46.69	34.04	29.62	33.88
All Grades	12.61	14.43	16.49	56.67	56.31	53.32	30.71	29.26	30.19

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 7	13.58	14.64	11.56	44.15	47.70	52.44	42.26	37.66	36.00
Grade 8	14.89	13.08	18.60	52.13	50.77	50.00	32.98	36.15	31.40
All Grades	14.26	13.83	15.20	48.26	49.30	51.18	37.48	36.87	33.62

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 7	9.81	5.44	6.67	71.32	79.50	77.33	18.87	15.06	16.00
Grade 8	12.06	16.54	9.50	71.99	68.08	69.83	15.96	15.38	20.66
All Grades	10.97	11.22	8.14	71.66	73.55	73.45	17.37	15.23	18.42

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 7	13.58	17.15	16.44	62.26	58.16	62.67	24.15	24.69	20.89
Grade 8	19.15	19.23	18.60	63.83	65.38	58.26	17.02	15.38	23.14
All Grades	16.45	18.24	17.56	63.07	61.92	60.39	20.48	19.84	22.06

Conclusions based on this data:

1. Overall 97.9% of students were tested in 24-25 school year. This is up from 94.5% in the 23-24 school year.
2. Overall Achievement for All Students was 31.26% met standard and 12.42% standard exceeded.
3. 73.45% of our students were At or Near Standard for Listening - Demonstrating effective communication skills.

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 7	272	256	229	265	247	227	265	247	227	97.4	96.5	99.1
Grade 8	292	273	248	282	267	247	282	267	247	96.6	97.8	99.6
All Grades	564	529	477	547	514	474	547	514	474	97.0	97.2	99.4

* 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 7	2496.	2522.	2510.	12.08	19.03	11.45	18.49	19.84	23.35	24.53	21.86	27.31	44.91	39.27	37.89
Grade 8	2531.	2516.	2527.	19.15	15.36	19.03	14.89	13.86	14.57	22.70	22.85	21.05	43.26	47.94	45.34
Grade 11															
All Grades	N/A	N/A	N/A	15.72	17.12	15.40	16.64	16.73	18.78	23.58	22.37	24.05	44.06	43.77	41.77

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 7	16.98	17.81	16.30	36.23	42.51	46.70	46.79	39.68	37.00
Grade 8	20.21	17.60	15.79	40.78	42.32	46.56	39.01	40.07	37.65
Grade 11									
All Grades	18.65	17.70	16.03	38.57	42.41	46.62	42.78	39.88	37.34

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 7	12.08	16.19	10.13	52.08	49.39	52.42	35.85	34.41	37.44
Grade 8	19.15	11.99	15.79	46.45	51.69	47.77	34.40	36.33	36.44
All Grades	15.72	14.01	13.08	49.18	50.58	50.00	35.10	35.41	36.92

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 7	11.70	14.57	10.13	57.36	58.70	60.35	30.94	26.72	29.52
Grade 8	15.96	13.11	15.79	53.19	52.43	52.63	30.85	34.46	31.58
All Grades	13.89	13.81	13.08	55.21	55.45	56.33	30.90	30.74	30.59

Conclusions based on this data:

1. Overall CAASPP Mathematics results reflect 34.18 % of all LeyVa students exceeded or met standards for the 2024-2025 school year.
2. Overall 99.4% of students were tested in 24-25 school year. This is up from 97.2% in the 22-23 school year.
3. 56.33% of our students can communicate reasoning and demonstrate the ability to support mathematical conclusions At or Near Standard.

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
7	1532.6	1528.7	1533.5	1528.5	1523.3	1539.1	1536.2	1533.5	1527.5	88	86	82
8	1559.0	1529.3	1541.2	1560.2	1526.4	1545.5	1557.3	1531.6	1536.4	108	85	79
All Grades										196	171	161

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
7	23.86	19.77	21.95	32.95	37.21	40.24	25.00	22.09	19.51	18.18	20.93	18.29	88	86	82
8	34.26	21.18	27.85	26.85	36.47	34.18	26.85	16.47	15.19	12.04	25.88	22.78	108	85	79
All Grades	29.59	20.47	24.84	29.59	36.84	37.27	26.02	19.30	17.39	14.80	23.39	20.50	196	171	161

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
7	30.68	38.37	45.12	38.64	30.23	24.39	12.50	10.47	17.07	18.18	20.93	13.41	88	86	82
8	43.52	31.76	37.97	29.63	32.94	32.91	16.67	11.76	10.13	10.19	23.53	18.99	108	85	79
All Grades	37.76	35.09	41.61	33.67	31.58	28.57	14.80	11.11	13.66	13.78	22.22	16.15	196	171	161

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
7	14.77	11.63	2.44	23.86	32.56	31.71	34.09	18.60	35.37	27.27	37.21	30.49	88	86	82
8	25.00	4.71	11.39	22.22	27.06	24.05	27.78	36.47	34.18	25.00	31.76	30.38	108	85	79
All Grades	20.41	8.19	6.83	22.96	29.82	27.95	30.61	27.49	34.78	26.02	34.50	30.43	196	171	161

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
7	17.05	19.77	21.95	59.09	52.33	54.88	23.86	27.91	23.17	88	86	82
8	24.07	25.88	32.91	62.96	47.06	40.51	12.96	27.06	26.58	108	85	79
All Grades	20.92	22.81	27.33	61.22	49.71	47.83	17.86	27.49	24.84	196	171	161

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
7	57.95	63.53	61.73	25.00	16.47	27.16	17.05	20.00	11.11	88	85	81
8	60.75	57.65	64.56	30.84	18.82	17.72	8.41	23.53	17.72	107	85	79
All Grades	59.49	60.59	63.13	28.21	17.65	22.50	12.31	21.76	14.38	195	170	160

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
7	19.32	12.94	10.98	36.36	45.88	36.59	44.32	41.18	52.44	88	85	82
8	34.26	10.59	24.05	21.30	44.71	26.58	44.44	44.71	49.37	108	85	79
All Grades	27.55	11.76	17.39	28.06	45.29	31.68	44.39	42.94	50.93	196	170	161

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
7	18.18	9.30	10.98	62.50	75.58	73.17	19.32	15.12	15.85	88	86	82
8	13.89	3.53	1.27	75.00	77.65	82.28	11.11	18.82	16.46	108	85	79
All Grades	15.82	6.43	6.21	69.39	76.61	77.64	14.80	16.96	16.15	196	171	161

Conclusions based on this data:

1. 24.84% of English Learners have well developed overall English Skills (Level 4). This is an improvement of 4.37%.
2. 37.27% of English Learners have an overall English Skills of Level 3. 7.25%.
3. LeyVa Middle School has 161 EL learners of its 468 total student population. This equates to 35.5% of our total student population.

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**
486	**65%**	**36.4%**	**0.0%**
Total Number of Students enrolled in George V. LeyVa Middle 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	177	36.4%
Foster Youth	0	0.0%
Homeless	12	2.5%
Socioeconomically Disadvantaged	316	65%
Students with Disabilities	62	12.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.9%
American Indian	0	0.0%
Asian	144	29.6%
Filipino	45	9.3%
Hispanic	247	50.8%
Two or More Races	21	4.3%
Pacific Islander	2	0.4%
White	12	2.5%

Conclusions based on this data:

1. Asian and Hispanic students remain statistically significant student groups by ethnicity/race, combined, equalling 80.4% of LeyVa's overall population

2. English Learners (36.4%) and Socioeconomically Disadvantaged (65%) students remain statistically significant student groups of LeyVa's overall population.

3. Students with Disabilities (62) are 12.8% of LeyVa's student population.

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  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. Suspension Rate was a focus of the 24/25 SPSA and now is in the Green due to efforts of restorative practices, PBIS implementation and community partnerships.
2. Chronic absenteeism improved to Yellow from Orange, Mathematics and English Language Arts fell within the Orange area and will be a focus for the 2026-2027 school year.

3. English Language Learners were a focus for the 24/25 school year and results of that focus put this group into the Green.

School and Student Performance Data

Academic Performance
English Language Arts

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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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
3	0	2	2	0

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
 Orange	 Yellow	 Red
30.1 points below standard	48.7 points below standard	86.8 points below standard
Maintained -0.4 points	Increased 14.8 points	Maintained -1.5 points
459 Students	238 Students	127 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	174.4 points below standard	54.8 points below standard
0 Students	Declined 24.4 points	Increased 5.4 points
	22 Students	307 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
147.8 points below standard	102.7 points below standard	0 Students
Declined 5.6 points	Increased 8 points	
65 Students	13 Students	

Asian	Filipino	Hispanic
 Green	 Green	 Red
28.2 points above standard	29.6 points above standard	76.4 points below standard
Increased 8.3 points	Declined 12.5 points	Maintained -2.1 points
135 Students	43 Students	234 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
14.7 points above standard	Fewer than 11 students - No Data for Privacy	2.4 points above standard
Increased 29.8 points	2 Students	Increased 6 points
21 Students		12 Students

Conclusions based on this data:

1. LeyVa's Asian population scored in the Green with an increase of 8.3 points above standard.
2. LeyVa's Socioeconomically disadvantaged population increased by 5.4 point towards standard.
3. LeyVa's African American population increased 8 points toward 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.

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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 Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	2	1	0

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**
 Orange	 Yellow	 Red
56.6 points below standard	71.1 points below standard	118.1 points below standard
Declined 3.1 points	Increased 12.2 points	Declined 7.8 points
469 Students	248 Students	127 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	197.7 points below standard	84.5 points below standard
0 Students	Increased 4.2 points	Maintained -0.1 points
	23 Students	313 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
173.7 points below standard	144.2 points below standard	0 Students
Declined 7.2 points	Declined 32 points	
65 Students	13 Students	

Asian	Filipino	Hispanic
 Green	 Yellow	 Red
16.3 points above standard	5.3 points below standard	109.6 points below standard
Increased 4.1 points	Declined 3.1 points	Maintained -1.3 points
142 Students	45 Students	234 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
27 points below standard	Fewer than 11 students - No Data for Privacy	38.2 points below standard
Increased 19.6 points	2 Students	Declined 43.3 points
21 Students		12 Students

Conclusions based on this data:

1. LeyVa's English Learner population increased 12.2 points toward standard to put them in the Yellow (248 students).
2. LeyVa's Two or More Races population increased 19.6 points toward standard (21 students).
3. LeyVa's Homeless population increased 4.2 points toward standard (23 students).

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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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
1	4	0	1	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	Orange	Orange
47.9 science points	43.4 science points	35.6 science points
Maintained -1.6 points	Maintained 1.6 points	Declined 3.9 points
248 Students	127 Students	63 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Orange
0 Students	28.5 science points	42.9 science points
	15 Students	Maintained -1.5 points
		153 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
28.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Declined 7.2 points	8 Students	
34 Students		

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
57.4 science points	53.7 science points	39.6 science points
Declined 2.3 points	Declined 4.9 points	Maintained -0.5 points
77 Students	22 Students	121 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
63.9 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
11 Students	2 Students	7 Students

Conclusions based on this data:

1. Our Asian Population was in the Green with 57.4 Science Points.
2. Our Overall Student Population was in the Yellow with 47.9 Science point which maintained fron the previous year.
3. Our Hispanic Population maintained their performance with 39.6 Science Points.

School and Student Performance Data

Academic Performance
English Learner Progress

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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**
	
Green	Green
53.9 making progress.	56.6 making progress.
Number Students: 152 Students	Number Students: 113 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**
13.5%	33.1%	9.5%	43.9%

Conclusions based on this data:

1. 53.9% of our English Language Learner population are making progress (152 students).
2. 56.6% of our Long-term English Learner population are making progress (113 student).
3. The 2024-25 Fall Dashboard Student English Language Acquisition Results shows 43.9% of our students progressed at least 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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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**
 Yellow	 Yellow	 Yellow
13.9% Chronically Absent	10.6% Chronically Absent	12% Chronically Absent
Declined 6.7	Declined 8.1	Declined 8.4
504 Students	188 Students	133 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	23.1% Chronically Absent	18% Chronically Absent
1 Student	Declined 24.5	Declined 8.6
	26 Students	339 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
28.8% Chronically Absent	21.4% Chronically Absent	0 Students
Declined 4.2	Increased 2.7	
73 Students	14 Students	

Asian	Filipino	Hispanic
 Green	 Blue	 Yellow
4% Chronically Absent	0% Chronically Absent	22.4% Chronically Absent
Declined 2.2	Declined 8.9	Declined 9.2
149 Students	45 Students	259 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% Chronically Absent	Fewer than 11 students - No Data for Privacy	8.3% Chronically Absent
Declined 11.8	3 Students	Declined 11.7
22 Students		12 Students

Conclusions based on this data:

1. All students chronic absenteeism declined by 6.7% to 13.9% chronically absent.
2. Our Hispanic student population declined by 9.2% to 22.4% chronically absent.
3. Students with disabilities had a high rate of Chronic Absenteeism at 28.8%. This was a decline of 4.2% from the previous year.

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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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	1	4	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
 Green	 Yellow	 Yellow
7.8% suspended at least one day	8.4% suspended at least one day	10.4% suspended at least one day
Declined 5%	Declined 8.7%	Declined 8.5%
511 Students	190 Students	134 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	11.5% suspended at least one day	10.2% suspended at least one day
1 Student	Declined 2.1%	Declined 5.8%
	26 Students	344 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
13.2% suspended at least one day	20% suspended at least one day	0 Students
Declined 3.5%	Increased 2.4%	
76 Students	15 Students	

Asian	Filipino	Hispanic
 Blue	 Green	 Yellow
1.3% suspended at least one day	4.4% suspended at least one day	11.8% suspended at least one day
Declined 6.4%	Declined 2.2%	Declined 5.3%
150 Students	45 Students	262 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
4.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Declined 1.5%	3 Students	Declined 6.3%
23 Students		13 Students

Conclusions based on this data:

1. Our overall student population saw 7.8% suspended at least one day. This was a decrease of 5% from the previous year putting them in the Green.
2. Our Hispanic student group suspension rate declined by 5.3% putting them in the Yellow.
3. Socioeconomically Disadvantaged student group declined 5.8% putting them in the Yellow.

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
George V LeyVa Middle School will provide the conditions for learning needed to meet the needs of all students for a high quality education.

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 and effective implementation of academic standards.

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.

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. LeyVa is rated in the Red. While suspensions at LeyVa are very low, the dashboard indicates a need to focus on all students through implementation of PBIS and Trauma Informed Practice.

Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP. At LeyVa, 61.3% showed improvement from the prior year in Math and 61.4% showed improvement from the prior year in in Language Arts. Proficiency gaps existed for Hispanic and Students with Disabilities in Math. Proficiency gaps existed for Hispanic and Students with Disabilities in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 53.9% of ELs at LeyVa are making progress towards English language proficiency, putting LeyVa in Green fro both EL's and LTEL's. At LeyVa, 10% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At LeyVa, all students scored 47.9 science points. There were proficiency gaps existed for Hispanic and Students with disabilities in Science.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2025, 33% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. In March of 2025, 30% of all students were “Early on” or “Mid or Above” grade level proficiency in Math.

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 Green with 7.8% suspended at least one day. 13.2% of Students with Disabilities were suspended, putting them in Orange. Hispanic or Latino students were suspended at a lower rate then the previous year putting them in the Yellow. No student sub groups were in the Red.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 3%.
CAASPP ELA	Students in the following sub groups achieved proficiency at lower rates than all students. Students with Disabilities declining by 5.6 points toward standard. Hispanic or Latino maintained progress toward proficiency, still putting them in the Red.	The proficiency gap of all subgroups will decrease by 3%.
CAASPP Math	Students in the following sub groups achieved proficiency at lower rates than all students. Students with Disabilities declined by 7.2 points toward standard. Hispanic or Latino maintained progress toward proficiency, still putting them in the Red.	The proficiency gap of all subgroups will decrease by 3%.
CAST	64% of students with disabilities improved their score from the previous year. 24.7% of LeyVa student met or exceeded the standard for science. This is 7.96% lower then the state average.	The proficiency gap of all subgroups will decrease by 3%.
ELPAC	10% of all ELs scored a 4 on ELPAC. ELs at LeyVa are 39.7 points above standard for reclassification. An increase of 14 points and a total of 93 students.	3% of eligible students will be reclassified as Fluent English Proficient.
iReady Reading Q3 Diagnostic	39% of all students were three or more grade levels or below which is an increase of 4% from the year prior.	The proficiency gap of all subgroups will decrease by 3%.
iReady Math Q3 Diagnostic	33% of all students were three or more grade levels or below which is an increase of 4% from the year prior.	The proficiency gap of all subgroups will decrease by 3%.

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	Strategy 1.1 Professional Development Teachers and instructional staff will get professional development and opportunities to collaborate on how to use literacy data (i.e. iReady, Schoolwide Instructional plan, and CAASPP) to improve instructional practices especially targeting underperforming groups. This year it will include our Essential standards work. Professional Learning Communities, department collaboration, partnerships with New Tech Network at Bulldog Tech) and school-wide learning opportunities. A focus will be shifted towards full implementation of Advisory class for SEL and academics by adding every teacher having a 20 minute advisory class to start the day with a seperate roster from their 1st period class. Bulldog Tech is undergoing a transformation from the traditional NTN model we have offered and it is pertinent to allow for site specific professional development and visits.	All students	15000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Professional Development/Conference expenses Release Days for Professional Development. Site specific training for Bulldog Tech. 2250 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Partners, such as: New Tech Network SCCOE: Wellness Center and Community Schools partnerships Minga
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports; opportunities to connect curriculum to real world situations. RtI will align to support both identified students and ELL's.	All students	2011 Title III 5800: Professional/Consulting Services And Operating Expenditures During school intervention programs (Examples): Ignite ELA (RTI), ELL classes and Elevate Tutoring Community partnerships: The City of San Jose's Safe Schools Neighborhood Safety Unit Accessible supplemental materials that align with the curriculum 2500 Supplemental Fund 4000-4999: Books And Supplies Parent Engagement: Planners Communications Printed Materials School wide events 2924 Title III 4000-4999: Books And Supplies Professional Development 1000

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			General Fund 5000-5999: Services And Other Operating Expenditures Software, subscriptions and/or licenses for material that supports students' learning 2500 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Field Trips connecting the curriculum to the real world
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, Behavior Systems and Science.	All students	10000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Examples: Brainpop IXL (Science) Digital tools that come with the state adopted curriculum Echo Ellevation i-Ready Minga
1.4	Strategy 1.4 Facility Maintenance and general Supplies Provide materials, classroom materials, services and copier maintenance that keep the buildings, grounds, and classrooms running smoothly.	All Students	3362 General Fund 5000-5999: Services And Other Operating Expenditures Computer repairs and copier maintenance 500 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Computer repairs 16599 Supplemental Fund 4000-4999: Books And Supplies Classroom books and supplies 5000 Supplemental Fund 4000-4999: Books And Supplies Office Supplies/Campus supplies needs outside of district custodial coverage. 1354 Supplemental Fund 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Hourly classroom aide and hourly clerical support 3500 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Copier Maintenance

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 strategies at LeyVa has been comprehensive and aligned to the identified areas of need, with a focus on improving school climate, increasing academic achievement, and supporting targeted student groups. In response to the California School Dashboard rating of Red in suspension rate, the school has prioritized the implementation of PBIS and Trauma-Informed Practices to proactively address student behavior and create a more supportive and inclusive environment. While overall suspension numbers remain low, these systems are being strengthened to ensure consistency and effectiveness across all student groups.

Academically, the school has implemented targeted instructional strategies and intervention supports to address low proficiency levels in both Math (34.18%) and Language Arts (43.68%), as measured by CAASPP. Efforts have included a focus on data-driven instruction, small group interventions, and progress monitoring through local assessments such as iReady. These strategies are designed to address persistent achievement gaps, particularly for Hispanic students and Students with Disabilities, who continue to underperform compared to their peers.

For English Learners, designated supports and language development strategies have contributed to moderate progress, with 53.9% of students making progress toward English proficiency (Orange on the Dashboard). However, the relatively low reclassification rate (10%) indicates a need to strengthen instructional practices and acceleration opportunities for EL students.

In Science, implementation of standards-aligned instruction and increased emphasis on inquiry-based learning is ongoing, though current proficiency levels (24.7%) and subgroup gaps—particularly for Long-Term English Learners—highlight the need for continued focus and refinement.

Overall, while key systems and strategies are in place and beginning to show incremental progress (as reflected in local iReady data, with 33% of students at or near grade level in Reading and 30% in Math), the effectiveness of these efforts remains emerging. Continued emphasis on consistent implementation, targeted interventions, and closing subgroup gaps will be critical to achieving the articulated goals.

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

There were no major differences between the intended implementation and the budgeted expenditures associated with the strategies and activities to meet the articulated goals. Overall spending remained closely aligned to the original plan, with less than a 2% variation across all budget categories.

The only notable adjustment involved a reallocation of funds from hourly employee salaries to classroom supplies. This shift was made to better support instructional needs and ensure that teachers and students had access to necessary materials to effectively implement planned strategies. Despite this adjustment, all core actions and services were implemented as intended, and the integrity of the overall plan was maintained.

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.

Action 1.1 Professional Development

Successful Implementation
Expanded teacher training through targeted professional development led to improved teacher implementation ratings and increased student achievement on CAASPP. Sessions focused on instructional strategies and data analysis, with strong participation across grade levels. This initiative supported consistent instructional improvement across classrooms. We will continue this work with an intentional shift to align all professional development to the district's newly adopted Priority Standards, ensuring that instructional practices, common assessments, and data cycles are directly connected to the most essential grade-level standards. This alignment is designed to strengthen instructional coherence and support closing the proficiency gap for all subgroups by up to 3%.

Action 1.2 Intervention and Instructional Support

Implementation Challenges
Scheduling conflicts from the prior year and limited staff capacity made it difficult to provide consistent intervention sessions across all grade levels. These barriers have been addressed through a revised master schedule and Bulldog Tech schedule, increasing the frequency of student support. Students identified below grade level on iReady Reading and/or Math will now receive more consistent Tier 2 interventions and supports, with increased opportunities to connect learning to real-world applications. In addition, intervention and instructional support will be explicitly aligned to the district's Priority Standards, ensuring that remediation and acceleration efforts are focused on the most critical learning outcomes within each grade level.

Action 1.3 Digital Content

Successful Implementation
Digital platforms were successfully integrated into core instruction in grades 7 and 8. iReady diagnostic results show 39% of students at or near grade level in Reading and 33% in Math, indicating moderate effectiveness. Teachers regularly incorporated digital content into lesson plans. Moving forward, we will expand student access to digital content that is intentionally aligned with the district's Priority Standards, ensuring that technology use directly supports mastery of essential skills in Language Arts, Math, Behavior Systems, and Science for the 2026/2027 school year. This alignment will increase instructional precision and student engagement with grade-level expectations.

Action 1.4 Facility Maintenance

Implementation Challenges
Increased funding was used to upgrade classroom environments, purchase new materials, and improve common areas. Student feedback indicated that these physical improvements contributed to a more supportive learning atmosphere. However, delays during the school year prevented full implementation of the intended scope of work. We will continue to provide materials and services that maintain safe, clean, and welcoming school facilities. While not directly instructional, these improvements support the district's Priority Standards implementation by ensuring that classrooms are equipped environments where focused, standards-aligned teaching and learning can occur without disruption.

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.

Conditions for Learning
George V. LeyVa Middle School will provide programs that support positive student and family engagement throughout the school year.

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 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.

Based on data retrieved from PowerSchool, George V. LeyVa Middle School had an overall rate of 13.9% of students chronically absent. The dashboard indicates a need to focus on students with disabilities with no subgroups in Red.

Suspension rate indicates the amount of engagement that students have at school. George V. LeyVa Middle School is rated Green on the California School Dashboard. The suspensions at George V. LeyVa Middle School reflects 7.8% of students are suspended at least one day. The dashboard indicates a need to focus on students with disabilities, Hispanic, EL's, LTELs, and Socioeconomically disadvantaged.

According to the PowerSchool Incident Management Report - Other means of correction (OMC) were used as a consequence in 246 incidents and to 46 suspensions total (5 in-school and 41 out of school suspensions)

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 7-8. Results of that survey indicate that 90% of staff, 79.7% of students, and 68.7% of the community responded: are familiar or very familiar with school-wide rules.

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
PowerSchool	Overall Student Chronic Absentee Rate is Yellow with 13.9% down from 20.6% from the prior year.	The overall rate of students that are chronically absent will decrease by 3%, with rates for identified groups also decreasing by 3%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is Green with 7.8% suspended at least one day. 11.8% Hispanic or Latino were suspended at least one day, putting them in Yellow. 13.2% of Students with Disabilities students were suspended, putting them in Orange.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 3%.

CA Dashboard Conditions and Climate:Chronic Absenteeism Report	Overall Students Chronically Absent Rate is Yellow with 13.9% of all students identified as Chronically absent during the 2024-2025 school year. Student group of Concern are: 18% of LeyVa's Socioeconomically Disadvantaged and 12% of LTELs are chronically absent.	11% or less of all students will be chronically absent from August 2026 to April of 2027. Student group of concern will be chronically absent at the levels as follows: 15% of Socioeconomically Disadvantaged Students 10% of LTELs
PowerSchool Incident Management	83.95% of all office referrals resulted in Other Means of Correction (OMC) from August 2025 to April 2026 in PowerSchool.	89% of all office referrals resulting in OMC from August 2026 to April of 2027.
EESD Safety Survey	In fall 2025, 90% of staff are familiar or very familiar with the school wide rules. 79.7% of students are familiar or very familiar with the school wide rules. 68.7% of the LeyVa community is familiar or very familiar with the school wide rules.	In fall 2026, 92% of staff will be familiar or very familiar with the school wide rules. 82% of students will be familiar or very familiar with the school wide rules. 70% 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 implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons (Second Step),PBIS lessons, rewards system, and assemblies.	All students	2150 General Fund 5000-5999: Services And Other Operating Expenditures Travel, conference and mileage expenses 2000 Supplemental Fund 4000-4999: Books And Supplies Incentives: Monthly No Tardy Parties, Students of the Quarter Recognition Second Step curriculum PBIS Assemblies
2.2	Strategy 2.2 Family Engagement To foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to:re-activating PTSA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer	All students	2167 Title I 4000-4999: Books And Supplies Cultural Celebrations that bring in community groups:(examples) Dios De

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	opportunities, attendance workshops, and parent nights.		Los Muertos, Lunar New Year Celebration Hosting community service providers to share what services they provide or could provide to LeyVa families School Planners/Agendas
2.3	Strategy 2.3 Family Communication To support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: Highlighting PBIS themes/attributes per month, increasing the number of families utilizing Parent Portal, ParentSquare, translation services, home visits, SST handbook, 504 handbook. Monthly Coffee Talks where parents are informed about school and community resources, school and events and student planners. District will continue to fund LeyVa's Community Liaison for the 2026/2027 school year as it is a priority due to 36.4% of our student population being English Learners. Our largest EL group being Hispanic, there is a need to bridge communication gaps that may exist for transparency.	All student	2031 General Fund 2000-2999: Classified Personnel Salaries Translation services (ie getting materials printed in different languages and/or paying a district employee (classified or certificated) over-time to translate documents, as well as participate in meetings, such as an IEP or parent/teacher conference.
2.4	Strategy 2.4 Enrichment Opportunities The Student Leadership class will provide more noon time activities, noon-time and afterschool clubs will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons via Advisory. Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: collaborations with local high school groups or sister middle schools, and teacher led clubs and activities Explore the use of outside agencies to provide services that extend beyond the school day for academic support, social/emotional support and student connectedness to campus.	All students	9750 Supplemental Fund 1000-1999: Certificated Personnel Salaries Student support outside the school day, but limited to: Homework Club Noon-time Clubs After School clubs Utilize the City of San Jose Safe Schools group to form specialized groups Student leadership training events Utilization of our Wellness Center Other community partners BT Director (90 hours) 8510 General Fund 1000-1999: Certificated Personnel Salaries SEAT School enrichment activities 4875 General Fund 4000-4999: Books And Supplies Opportunities may include, but are not limited to: Student

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Council, Expect Respect, peer mentors, and social skills lessons via Advisory. Leadership

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 strategies and activities to achieve the articulated goal at George V. LeyVa Middle School has been comprehensive and data-driven, with a clear emphasis on improving student engagement, attendance, and school climate. Systems such as consistent use of PowerSchool data, the application of Other Means of Correction (OMC), and schoolwide communication of expectations have been implemented with fidelity. The use of OMC in 246 incidents compared to 41 suspensions reflects a strong commitment to restorative and preventative practices over exclusionary discipline.

In terms of effectiveness, the school demonstrates positive outcomes alongside areas for continued growth. The school's "Green" rating on the California School Dashboard for suspension rate, with 7.8% of students suspended at least one day, indicates overall success in maintaining student engagement and minimizing exclusionary discipline. Additionally, survey data shows high levels of staff (90%) and student (79.7%) familiarity with schoolwide rules, suggesting that behavioral expectations are clearly communicated and understood.

However, the chronic absenteeism rate of 13.9% indicates that attendance remains an area of concern, particularly for targeted student groups. Similarly, dashboard data highlights the need for more focused support for students with disabilities, Hispanic students, English Learners (ELs), Long-Term English Learners (LTELs), and socioeconomically disadvantaged students. Overall, while the implemented strategies are yielding positive results in school climate and discipline, continued refinement and targeted interventions are necessary to address disparities in attendance and outcomes among specific student populations.

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

There were no major differences between the intended implementation and the budgeted expenditures for the strategies and activities designed to meet the articulated goal. Overall, actual spending closely aligned with planned allocations, with a small variation between projected and encumbered expenditures, indicating strong fiscal alignment and effective budget planning.

The minor variances that did occur were: A portion of funds originally projected for staff hourly overtime for enrichment activities was reallocated to support classroom and programmatic needs. These adjustments allowed the site to further invest in key initiatives such as PBIS, family engagement activities, and student enrichment opportunities outside of our staff support. This shift in funding supported the continued implementation of priority strategies without compromising the overall goals, and ensured resources were directed toward activities with the greatest impact on student engagement, school climate, and support 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.

From our analysis, here are the planned adjustments for our 2026/2027 School Plan for Student Achievement (SPSA).

Action 2.1 PBIS
Successful Implementation
Implemented a comprehensive Positive Behavior Interventions and Supports (PBIS) system that improved student behavior outcomes through regular recognition of positive behavior, ongoing review of discipline data, and targeted Tier 2 interventions. From August 2025 to April 2026, 86% of all office referrals resulted in Other Means of Correction (OMC),

as recorded in PowerSchool. Staff participated in development focused on asset-building strategies, Social Emotional Learning (Second Step), PBIS lessons, rewards systems, and schoolwide assemblies. This foundation supports the broader goal of closing the proficiency gap of all subgroups by 3%.

Action 2.2 Family Engagement
Moderate Effectiveness
Increased caretaker participation through a variety of engagement opportunities, including the re-activation of PTSA, Open House, Back to School Night, School Beautification Days, Spirit Days, community service events, volunteer opportunities, attendance workshops, and parent nights. In fall 2024, 67.8% of the LeyVa community reported being familiar or very familiar with the school-wide rules, indicating progress in communication and outreach. Continued efforts are needed to deepen engagement and increase participation across all family groups.

Action 2.3 Family Communication
Moderate Effectiveness
Improved family engagement through the use of both online and printed communication tools. Key efforts included monthly highlights of PBIS themes and Profile of a Learner attributes, increased use of Parent Portal and ParentSquare, translation services, home visits, and the distribution of the SST, student, and 504 handbooks. Monthly Coffee Talks informed families about school and community resources. Additionally, 79.7% of students were familiar or very familiar with school-wide rules, supported by the requirement for parents/guardians to review and sign the student handbook, reinforcing consistent communication between home and school. Funding of a full time (1.0 FTE) Community Liaison for the 2026/2027 school year is a priority due to 36.4% of our student population being English Learners. Our largest group being Hispanic there is a need to bridge communication gaps that may exist and provide translation.

Strategy 2.4 Enrichment Opportunities
Modified Implementation
Expanded student leadership and engagement opportunities through the Student Leadership class, noon-time and afterschool clubs, including Student Council, Expect Respect, peer mentoring, and social skills lessons via Advisory. Enrichment activities also included collaborations with local high school groups, and teacher-led clubs outside of school hours. As reflected by a 13.9% chronic absenteeism rate (Yellow) during the 2025–2026 school year. Continued efforts are needed to build consistent participation and foster a stronger sense of school connectedness with all students.

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.

Conditions for Learning
Students at George V. LeyVa Middle School will progress towards proficiency in: Math, Language Arts, and Science.

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.

The California School Dashboard utilizes students' scores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 7-8, are assessed in Math and Language Arts on the CAASPP.

George V. LeyVa scored Orange in Math and students declined by 3.1 points on their proficiency levels. George V. LeyVa scored Orange in Language Arts and students maintained their proficiency levels.

The California Science Test (CAST) measures progress towards Science standards for 8th graders. At George V. LeyVa, students scored 24.7% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades 7 and 8 to monitor student progress toward grade level proficiency. In March of 2025, 39%% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. In March of 2025, 33% of all students were “Early on” or “Mid or Above” grade level proficiency in Math.

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	43.68% of all students are proficient.	48% of all students will be proficient.
CAASPP Math Results	34.18% of all students are proficient.	39% of all students will be proficient.
CAST Results	24.7% of all students are proficient.	28.7% of all students will be proficient.
iReady Reading T3 Diagnostic	32% of all students are proficient.	37% of all students will be proficient.
iReady Math T3 Diagnostic	30% of all students are proficient.	35% of all students will be proficient.

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 all students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, department budgets, supplies and overtime for staff to complete projects that are outside of their working hours, sub coverage.	All Students	14087 General Fund 4000-4999: Books And Supplies Classroom budgets, office supplies, and supplemental materials 3595 Title III 1000-1999: Certificated Personnel Salaries Release time coverage for RTI teacher to participate in professional development opportunities that enhances their ability to create an effective learning environment.
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Talks, Equity Walks, Instructional Rounds, release time for collaboration by subject or team, PBIS release time, ILT release time.	All Students	4875 General Fund 1000-1999: Certificated Personnel Salaries Substitute teachers, overtime for certificated staff

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 overall implementation of strategies and activities to support academic achievement at George V. LeyVa Middle School has been focused on using assessment data to inform instruction, monitor student progress, and provide targeted academic support in both Math and Language Arts. The school has utilized multiple measures, including CAASPP results and iReady diagnostic assessments, to identify student needs and guide intervention efforts, with an emphasis on improving grade-level proficiency.

Effectiveness of these strategies shows mixed results across content areas. On the California School Dashboard, the school received an Orange rating in both Math and Language Arts. In Math, student proficiency declined by 3.1 points, indicating that current strategies have not yet fully translated into measurable growth in this area. In contrast, Language Arts proficiency remained steady, suggesting that implemented practices have been effective in maintaining student performance, though additional growth is needed to improve outcomes.

Science achievement, as measured by the California Science Test (CAST), shows that 24.7% of 8th-grade students are proficient, indicating room for improvement in science instruction and support. Locally, iReady diagnostic data further highlights ongoing needs, with 32% of students demonstrating "Early On" or "Mid or Above" proficiency in Reading and 30% in Math as of March 2025. These results suggest that while the implementation of instructional strategies and

progress monitoring systems is consistent, their effectiveness varies by subject area, with greater impact seen in maintaining Language Arts performance than in accelerating growth in Math and Science. Continued refinement of instructional practices, intervention supports, and targeted use of data will be necessary to improve overall student proficiency outcomes.

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

There were no major differences between the intended implementation and the budgeted expenditures to support the strategies and activities designed to meet the articulated goal. Implementation proceeded as planned, with resources aligned to the original design and priorities, as stated in Goals 1 and 2.

In fact, additional funds were allocated to these categories from other budget areas to ensure full and effective implementation of the identified strategies. This reallocation strengthened the capacity to support the goals without reducing or limiting planned services. As a result, the site was able to maintain fidelity of implementation while enhancing resources to better meet student needs, as outlined in Goals 1 and 2.

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.

From our analysis, here are the planned adjustments for our 2025 School Plan for Student Achievement (SPSA).

Action 3.1 Effective Learning Environments
Moderate Implementation
Provided essential operational supplies and services to support student access to learning, including classroom and department budgets, copier maintenance and supplies, and overtime for staff to complete projects beyond contracted hours. These foundational supports ensured that daily instructional needs were met across campus. As a result, student proficiency rates reached 48.82% in reading and 37.30% in math, highlighting the continued need to strengthen learning environments in support of academic achievement. Continued focused support is necessary to further enhance resources and improve student outcomes.

Action 3.2 Academic Progress Monitoring
Successful Implementation
Engaged staff in consistent academic progress monitoring to guide instructional decisions and support student learning. Monitoring processes included professional learning communities (PLCs), Data Walks, Equity Walks, Instructional Rounds, and release time for subject- and team-based collaboration. These practices promoted data-informed instruction and contributed to student proficiency rates of 39% in Reading and 33% in Math, reinforcing the importance of ongoing collaboration and assessment to improve academic outcomes.

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	$122,540.00
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	$2,167.00
Title III	$8,530.00

Subtotal of additional federal funds included for this school: $10,697.00

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	$40,890.00
Supplemental Fund	$70,953.00

Subtotal of state or local funds included for this school: $111,843.00

Total of federal, state, and/or local funds for this school: $122,540.00

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	40890	0.00
Supplemental Fund	70953	0.00
Title III	8530	0.00
Title I	2518	351.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	40,890.00
Supplemental Fund	70,953.00
Title I	2,167.00
Title III	8,530.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,730.00
2000-2999: Classified Personnel Salaries	3,385.00
4000-4999: Books And Supplies	50,152.00
5000-5999: Services And Other Operating Expenditures	40,262.00
5800: Professional/Consulting Services And Operating Expenditures	2,011.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	13,385.00
2000-2999: Classified Personnel Salaries	General Fund	2,031.00
4000-4999: Books And Supplies	General Fund	18,962.00
5000-5999: Services And Other Operating Expenditures	General Fund	6,512.00

1000-1999: Certificated Personnel Salaries	Supplemental Fund	9,750.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	1,354.00
4000-4999: Books And Supplies	Supplemental Fund	26,099.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	33,750.00
4000-4999: Books And Supplies	Title I	2,167.00
1000-1999: Certificated Personnel Salaries	Title III	3,595.00
4000-4999: Books And Supplies	Title III	2,924.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	2,011.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	68,500.00
Goal 2	31,483.00
Goal 3	22,557.00

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

2 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Jim Grassi	Principal
Jose Acosta	Other School Staff
Henry Nguyen	Classroom Teacher
Ryan Hoffman	Classroom Teacher
Malie Ibanez-Favela	Parent or Community Member
Monica Ford	Parent or Community Member
Ai-Huong Do	Parent or Community Member
Kandice Cid	Secondary Student
Vital Makayla	Secondary Student
Norman Funez	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 5/19/26.

Attested:



Principal, Jim Grassi on 5/19/26

SSC Chairperson, Jose Acosta on 5/19/26

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: *LEYVA* **SITE #** **009** *3 digits - 0##* **ALLOCATION:** **$ 40,890.00**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	010-1100-0	1120	00-1170	1000	009	4,000	
SEAT School Enrichment ***(required $55.86 x 125 hours)***	010-1100-0	1120	00-1170	1000	009	**6,983**	CONTRACTED SEAT HOURS
Substitute Teachers (*paid by site)*	010-1100-0	1150	00-1170	1000	009		
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081		
*Other**	010-1100-0		00-1170		009		
21.88% Benefits	010-1100-0	3xx1	00-1170		009	2,402	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	009	1,500	
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	009		
Hourly Clerical	010-1100-0	2460	00-1170	2700	009		
Hourly Health Aide	010-1100-0	2950	00-1170	3140	009		
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	009		
*Other**	010-1100-0		00-1170		009		
35.38% Benefits	010-1100-0	3xx2	00-1170		009	531	
Supplies (for POs & reimbursements)							
Books	**010-1100-0**	**4200**	**00-1170**	**1000**	**009**	2,000	
Classroom Supplies	**010-1100-0**	**4310**	**00-1170**	**1000**	**009**	12,963	
Office Supplies	**010-1100-0**	**4351**	**00-1170**	**2700**	**009**	4,000	
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		009		
*Other**	010-1100-0		00-1170		009		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	010-1100-0	5210	00-1170	1000	009	1,000	
Conference Registration Fees	010-1100-0	5220	00-1170	1000	009	1,000	
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	009	150	
Maintenance Repair	010-1100-0	5610	00-1170	8100	009		
Computer Repair	010-1100-0	5611	00-1170	1000	009		
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**009**	3,362	
Consultant/Contractors	**010-1100-0**	**5815**	**00-1170**	**1000**	**009**		
web subscriptions and software	**010-1100-0**	**5826**	**00-1170**	**1000**	**009**	1,000	
Field Trip	010-1100-0	5840	00-1170	1000	009		
*Other**	010-1100-0		00-1170		009		
*Other**	010-1100-0		00-1170				

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

TOTAL BUDGET **40,890**

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
EST. 1860

SUPPLEMENTAL BUDGET
FY 2026-27

pbis

SCHOOL:	LEYVA	SITE #	009	ALLOCATION:	$ 70,953.00
			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	009	8,000
Hourly Teacher	010-0159-0	1120	00-1590	1000	009	
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	009	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590		009	
21.88% Benefits	010-0159-0	3xx1	00-1590		009	1,750
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	009	1,000
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	009	
Hourly Clerical	010-0159-0	2460	00-1590	2700	009	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	009	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	009	
*Other**	010-0159-0		00-1590		009	
35.38% Benefits	010-0159-0	3xx2	00-1590			354
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**009**	2,000
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**009**	16,599
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**009**	5,000
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**	**009**	500
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		009	2,000
*Other**	010-0159-0		00-1590		009	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0159-0	5210	00-1590	1000	009	15,000
Conference Registration Fees	010-0159-0	5220	00-1590	1000	009	2,000
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	009	250
Maintenance Repair	010-0159-0	5610	00-1590	8100	009	
Computer Repair	010-0159-0	5611	00-1590	1000	009	500
Copier Maintenance	010-0159-0	5615	00-1590	1000	**009**	3,500
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**009**	
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**009**	10,000
Field Trip	010-0159-0	5840	00-1590	1000	009	2,500
*Other**	010-0159-0		00-1590		009	
*Other**	010-0159-0		00-1590			

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

TOTAL BUDGET **70,953**

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

Title I Budget

FY 2026-27

SCHOOL:	*LEYVA*	**SITE #**	**009**		**ALLOCATION:**	**$**		**2,167.00**
			3 digits - 0##					
	Parent Engagement - required		060-3010-0-	4351	**00-1511**			2,167
	Benefits		060-3010-0-	3xx1	**00-1512**			
**Fill out with Business Office - we're happy to help*								
						TOTAL BUDGET		**2,167**
							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

TITLE III BUDGET
FY 2026-27

SCHOOL:	*LEYVA*	**SITE #**	**009**		**ALLOCATION:**	**$**		**8,530.00**
			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	009	2,000
Hourly Teacher			060-4203-0-	1120	00-1551	1000	009	
Substitute Teachers (*paid by site)*			060-4203-0-	1150	00-1551	1000	009	2,600
Subs for absences are charged to the District:			060-4203-0-	1150	00-1298	1000	081	
*Other**			060-4203-0-		00-1551		009	
21.88%	*Benefits*		060-4203-0-	3xx1	00-1551			1,006
Classified Salaries (for timesheets)								
Hourly Classroom Aide / Paraprofessional			060-4203-0-	2190	00-1551	1000	009	
Hourly M&O / Custodian			060-4203-0-	2224	00-1551	8100	009	
Hourly Clerical			060-4203-0-	2460	00-1551	2700	009	
Hourly Health Aide			060-4203-0-	2950	00-1551	3140	009	
Hourly Noon Duty			060-4203-0-	2950	00-1551	3900	009	
*Other**			060-4203-0-		00-1551		009	
35.38%	*Benefits*		060-4203-0-	3xx2	00-1551			
Supplies (for POs & reimbursements)								
Books			**060-4203-0-**	**4200**	**00-1551**	**1000**	**009**	
Classroom Supplies			**060-4203-0-**	**4310**	**00-1551**	**1000**	**009**	2,924 for EL students
Office Supplies			**060-4203-0-**	**4351**	**00-1551**	**2700**	**009**	
Parts/Supplies M.O.T.			**060-4203-0-**	**4365**	**00-1551**	**8100**	**009**	
Equipment $500 -4,999 *(function depends on use*)*			060-4203-0-	4400	00-1551		009	
*Other**			060-4203-0-		00-1551		009	
Other Services & Operating Costs (for POs & reimbursements)								
Travel/Conference			060-4203-0-	5210	00-1551	1000	009	
Conference Registration Fees			060-4203-0-	5220	00-1551	1000	009	
Mileage Reimbursement			060-4203-0-	5299	00-1551	1000	009	
Maintenance Repair			060-4203-0-	5610	00-1551	8100	009	
Computer Repair			060-4203-0-	5611	00-1551	1000	009	
Copier Maintenance			060-4203-0-	5615	00-1551	1000	**009**	
Consultant/Contractors			**060-4203-0-**	**5815**	**00-1551**	**1000**	**009**	
Software, Subscriptions & Licenses			**060-4203-0-**	**5826**	**00-1551**	**1000**	**009**	
Field Trip			060-4203-0-	5840	00-1551	1000	009	
*Other**			060-4203-0-		00-1551		009	
	*Other**		060-4203-0-		00-1551			
TOTAL BUDGET								**8,530**
should match Allocation								
variance:								-

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

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

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

DONATION BUDGET
FY 2026-27

SCHOOL: *LEYVA* **SITE #** **009** **ALLOCATION:** $ -

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	060-9101-0	1120	00-1715	1000	009	
Substitute Teachers (*paid by site)*	060-9101-0	1150	00-1715	1000	009	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	060-9101-0		00-1715		009	
21.88% Benefits	060-9101-0	3xx1	00-1715		009	-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-9101-0	2190	00-1715	1000	009	
*Other**	060-9101-0		00-1715		009	
35.38% Benefits	060-9101-0	3xx2	00-1715		009	-
Supplies (for POs & reimbursements)						
Books	060-9101-0	4200	00-1715	1000	009	
Classroom Supplies	060-9101-0	4310	00-1715	1000	009	
Office Supplies	060-9101-0	**4351**	00-1715	**2700**	**009**	
Equipment $500 -4,999 *(function depends on use*)*	060-9101-0	4400	00-1715		009	
*Other**	060-9101-0		00-1715		009	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-9101-0	5210	00-1715	1000	009	
Conference Registration Fees	060-9101-0	5220	00-1715	1000	009	
Mileage Reimbursement	060-9101-0	5299	00-1715	1000	009	
Consultant/Contractors	060-9101-0	5815	00-1715	1000	009	
Field Trip	060-9101-0	5840	00-1715	1000	009	
*Other**	060-9101-0		00-1715		009	
*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

DISTRICT PERFORMANCE OVERVIEW

George V. LeyVa Intermediate

Explore the performance of George V. LeyVa Intermediate under California's Accountability System.

District Details

Address: 1865 Monrovia Drive San Jose, CA 95122-1505
Website: No Data
Grades Served: 7-8

Student Population

Explore additional information about this district's student population.

486	65.0%	36.4%	0.0%
ENROLLMENT	SOCIOECONOMICALLY DISADVANTAGED	ENGLISH LEARNERS	FOSTER YOUTH

Local Indicators

Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement	Local Climate Survey
STANDARD NOT MET	STANDARD NOT MET	STANDARD NOT MET	STANDARD NOT MET

Access to a Broad Course of Study
STANDARD NOT MET

Performance Color Scale

lowest to highest



Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Green	Green	Orange

Mathematics	Science	English Language Arts Growth	Mathematics Growth
Orange	Yellow	Average	Average

Teacher Assignments

71.4% Clear

Below the State Average

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

		Points	Change
All Students	Orange	30.1 Below Standard	Maintained 0.4 Points
State	Yellow	8.1 Below Standard	Increased 5.1 Points

EQUITY REPORT
Number of Student Groups in Each Color

3 Red	0 Orange	2 Yellow	2 Green	0 Blue

Mathematics

		Points	Change
All Students	Orange	56.6 Below Standard	Declined 3.1 Points
State	Yellow	42.4 Below Standard	Increased 5.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

3 Red	1 Orange	2 Yellow	1 Green	0 Blue

English Learner Progress

		Points	Change
All Students	Green	53.9 Making Progress	Increased 2.3%
State	Yellow	46.4 Making Progress	Maintained 0.7%

LONG-TERM ENGLISH LEARNER PROGRESS

0 Red	0 Orange	0 Yellow	1 Green	0 Blue

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

		Points	Change
All Students	Yellow	13.9 Chronically Absent	Declined 6.7 Points
State	Yellow	17.1 Chronically Absent	Declined 1.5 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	4 Yellow	1 Green	1 Blue

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

		Points	Change
All Students	Green	7.8 Suspended at least one day	Declined 5.0%
State	Green	2.9 Suspended at least one day	Declined 0.4%

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	1 Orange	4 Yellow	1 Green	1 Blue

Informational Purpose

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

Science

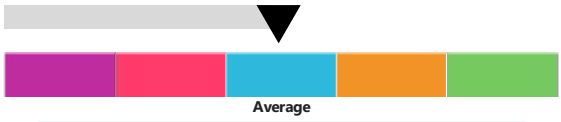
		Points	Change
All Students	Yellow	47.9 Points Above Standard	Maintained 1.6 Points
State	Yellow	52.6 Points Above Standard	Maintained 1.5 Points

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	4 Orange	0 Yellow	1 Green	0 Blue

English Language Arts Growth



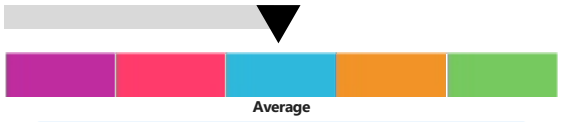
64.1% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

3 Minimal	3 Moderate	2 Average	3 Accelerated	0 Exceptional

Mathematics Growth



61.3% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

0 Minimal	1 Moderate	5 Average	4 Accelerated	1 Exceptional

English Language Arts

All Students

Explore how well students are meeting proficiency 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.

Performance Color Scale
lowest to highest



	Points	Change	# of Students
Student	30.1 Below Standard	Maintained 0.4 Points	459
State	8.1 Below Standard	Increased 5.1 Points	2,955,483

African American

		Points	Change	# of Students
Student	Gray	102.7 Below Standard	Increased 8.0 Points	13
State	Yellow	51.3 Below Standard	Increased 7.5 Points	144,153

Asian

		Points	Change	# of Students
Student	Green	28.2 Above Standard	Increased 8.3 Points	135
State	Blue	61.9 Above Standard	Maintained 1.2 Points	304,854

English Learners

		Points	Change	# of Students
Student	Yellow	48.7 Below Standard	Increased 14.8 Points	238
State	Yellow	59.9 Below Standard	Increased 7.6 Points	782,925

Filipino

		Points	Change	# of Students
Student	Green	29.6 Above Standard	Declined 12.5 Points	43
State	Blue	49.6 Above Standard	Increased 3.8 Points	66,541

Foster Youth

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		0
State	Orange	79.8 Below Standard	Increased 7.4 Points	15,621

Hispanic

		Points	Change	# of Students
Student	Red	76.4 Below Standard	Maintained 2.1 Points	234
State	Yellow	33.7 Below Standard	Increased 5.7 Points	1,661,135

Homeless

		Points	Change	# of Students
Student	Gray	174.4 Below Standard	Declined 24.4 Points	22
State	Orange	68.9 Below Standard	Maintained 1.5 Points	126,044

Long-Term English Learners

		Points	Change	# of Students
Student	Red	86.8 Below Standard	Maintained 1.5 Points	127
State	Orange	104.5 Below Standard	Increased 5.1 Points	146,718

Pacific Islander

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		2
State	Yellow	29.3 Below Standard	Increased 5.4 Points	12,008

Socioeconomically Disadvantaged

		Points	Change	# of Students
Student	Yellow	54.8 Below Standard	Increased 5.4 Points	307
State	Yellow	35.3 Below Standard	Increased 5.5 Points	1,934,593

Students with Disabilities

		Points	Change	# of Students
Student	Red	147.8 Below Standard	Declined 5.6 Points	65
State	Orange	89.4 Below Standard	Increased 6.2 Points	451,804

Two or More Races

		Points	Change	# of Students
Student	Gray	14.7 Above Standard	Increased 29.8 Points	21
State	Green	29.4 Above Standard	Increased 5.1 Points	138,918

White

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		12
State	Green	23.8 Above Standard	Increased 4.7 Points	586,006

Distance from Standard

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	20.6 Below Standard	12.0 Below Standard	29.2 Below Standard	29.8 Below Standard	30.1 Below Standard

Data Comparisons

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

105.4 Below Standard
Maintained 1.7 Points
Number of Students: 145

Recently Reclassified English Learners

39.7 Above Standard
Increased 14.0 Points
Number of Students: 93

English Only

38.6 Below Standard
Declined 4.3 Points
Number of Students: 156

Mathematics

All Students

Explore how well students are meeting proficiency 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.

Performance Color Scale
lowest to highest



		Points	Change	# of Students
Student		56.6 Below Standard	Declined 3.1 Points	469
State		42.4 Below Standard	Increased 5.2 Points	2,981,506

African American

		Points	Change	# of Students
Student	Gray	144.2 Below Standard	Declined 32.0 Points	13
State	Orange	95.8 Below Standard	Increased 6.4 Points	143,849

Asian

		Points	Change	# of Students
Student	Green	16.3 Above Standard	Increased 4.1 Points	142
State	Blue	51.9 Above Standard	Maintained 2.4 Points	313,013

English Learners

		Points	Change	# of Students
Student	Yellow	71.1 Below Standard	Increased 12.2 Points	248
State	Yellow	86.1 Below Standard	Increased 7.3 Points	814,445

Filipino

		Points	Change	# of Students
Student	Yellow	5.3 Below Standard	Declined 3.1 Points	45
State	Green	14.2 Above Standard	Increased 3.8 Points	67,007

Foster Youth

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		0
State	Orange	121.9 Below Standard	Increased 3.2 Points	15,636

Hispanic

		Points	Change	# of Students
Student	Red	109.6 Below Standard	Maintained 1.3 Points	234
State	Yellow	73.6 Below Standard	Increased 5.6 Points	1,676,404

Homeless

		Points	Change	# of Students
Student	Gray	197.7 Below Standard	Increased 4.2 Points	23
State	Orange	102.8 Below Standard	Increased 3.2 Points	132,648

Long-Term English Learners

		Points	Change	# of Students
Student	Red	118.1 Below Standard	Declined 7.8 Points	127
State	Orange	158.9 Below Standard	Increased 4.6 Points	146,071

Pacific Islander

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		2
State	Yellow	67.5 Below Standard	Increased 4.9 Points	12,122

Socioeconomically Disadvantaged

		Points	Change	# of Students
Student	Orange	84.5 Below Standard	Maintained 0.1 Points	313
State	Yellow	72.9 Below Standard	Increased 5.3 Points	1,955,915

Students with Disabilities

		Points	Change	# of Students
Student	Red	173.7 Below Standard	Declined 7.2 Points	65
State	Orange	120.7 Below Standard	Increased 3.6 Points	449,429

Two or More Races

		Points	Change	# of Students
Student	Gray	27.0 Below Standard	Increased 19.6 Points	21
State	Green	0.7 Below Standard	Increased 4.6 Points	138,848

White

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		12
State	Green	6.2 Below Standard	Increased 4.2 Points	587,996

Distance from Standard

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	53.6 Below Standard	45.8 Below Standard	55.7 Below Standard	53.5 Below Standard	56.6 Below Standard

Data Comparisons

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

123.3 Below Standard
Increased 3.0 Points
Number of Students: 155

Recently Reclassified English Learners

15.7 Above Standard
Maintained 1.6 Points
Number of Students: 93

English Only

76.2 Below Standard
Declined 10.5 Points
Number of Students: 156

English Learner Progress

All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Performance Color Scale
lowest to highest



	Points	Change	# of Students
Student	53.9 Making Progress	Increased 2.3%	152
State	46.4 Making Progress	Maintained 0.7%	777,537

English Learners

		Points	Change	# of Students
Student	Green	53.9 Making Progress	Increased 2.3%	152
State	Yellow	46.4 Making Progress	Maintained 0.7%	777,537

Long-Term English Learners

		Points	Change	# of Students
Student	Green	56.6 Making Progress	Increased 2.2%	113
State	Green	49.1 Making Progress	Increased 3.3%	216,852

Student English Language Acquisition Results

Summative ELPAC

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.

	2019	2022	2023	2024	2025
ELs Who Decreased at Least One ELPI Level	18.7%	9.8%	17.8%	17.2%	13.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	25.8%	20.9%	25.0%	30.5%	33.1%
ELs who Maintained ELPI Level 4	6.6%	21.4%	15.0%	9.9%	9.5%
ELs Who Progressed at Least One ELPI Level	49.0%	47.9%	42.2%	42.4%	43.9%

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

	2023	2024	2025
EL students progressed on the Summative Alternate ELPAC	40.0%	25.0%	75.0%
EL students who Maintained Summative Alternate ELPAC Level 3	0.0%	0.0%	0.0%
EL students who did not progress on the Summative Alternate ELPAC	60.0%	75.0%	25.0%

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the 'Prepared' level on the College/Career Indicator.

Performance Color Scale
lowest to highest



College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability
N/A	Not Applicable

Reflection Tool Rating Scale (lowest to highest)

Professional Learning

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

N/A Not Applicable

English Language Development (Aligned to English Language Arts Standards)

N/A Not Applicable

Mathematics – Common Core State Standards for Mathematics

N/A Not Applicable

Next Generation Science Standards

N/A Not Applicable

History - Social Science

N/A Not Applicable

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught..

English Language Arts – Common Core State Standards for English Language Arts

N/A Not Applicable

English Language Development (Aligned to English Language Arts Standards)

N/A Not Applicable

Mathematics – Common Core State Standards for Mathematics

N/A Not Applicable

Next Generation Science Standards

N/A Not Applicable

History-Social Science

N/A Not Applicable

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

N/A Not Applicable

English Language Development (Aligned to English Language Arts Standards)

N/A Not Applicable

Mathematics – Common Core State Standards for Mathematics

N/A Not Applicable

Next Generation Science Standards

N/A Not Applicable

History-Social Science

N/A Not Applicable

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Health Education Content Standards

N/A Not Applicable

Physical Education Model Content Standards

N/A Not Applicable

Visual and Performing Arts

N/A Not Applicable

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

N/A Not Applicable

Identifying the professional learning needs of individual teachers

N/A Not Applicable

Providing support for teachers on the standards they have not yet mastered

N/A Not Applicable

Chronic Absenteeism

All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=District&cds=39685850000000&year=2024-25

Performance Color Scale
lowest to highest



	Points	Change	# of Students
Student	13.9 Chronically Absent	Declined 6.7 Points	504
State	17.1 Chronically Absent	Declined 1.5 Points	3,980,860

African American

		Points	Change	# of Students
Student	Gray	21.4 Chronically Absent	Increased 2.7 Points	14
State	Orange	29.8 Chronically Absent	Declined 1.5 Points	192,785

Asian

		Points	Change	# of Students
Student	Green	4.0 Chronically Absent	Declined 2.2 Points	149
State	Green	6.7 Chronically Absent	Declined 0.8 Points	412,525

English Learners

		Points	Change	# of Students
Student	Yellow	10.6 Chronically Absent	Declined 8.1 Points	188
State	Yellow	18.1 Chronically Absent	Declined 2.0 Points	836,550

Filipino

		Points	Change	# of Students
Student	Blue	0.0 Chronically Absent	Declined 8.9 Points	45
State	Green	8.4 Chronically Absent	Declined 1.2 Points	82,980

Foster Youth

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		1
State	Red	30.6 Chronically Absent	Maintained 0.0 Points	23,614

Hispanic

		Points	Change	# of Students
Student	Yellow	22.4 Chronically Absent	Declined 9.2 Points	259
State	Orange	20.1 Chronically Absent	Declined 1.6 Points	2,223,716

Homeless

		Points	Change	# of Students
Student	Gray	23.1 Chronically Absent	Declined 24.5 Points	26
State	Orange	30.7 Chronically Absent	Declined 2.0 Points	201,309

Long-Term English Learners

		Points	Change	# of Students
Student	Yellow	12.0 Chronically Absent	Declined 8.4 Points	133
State	Orange	22.5 Chronically Absent	Declined 1.4 Points	116,205

Pacific Islander

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		3
State	Orange	31.0 Chronically Absent	Declined 1.6 Points	15,808

Socioeconomically Disadvantaged

		Points	Change	# of Students
Student	Yellow	18.0 Chronically Absent	Declined 8.6 Points	339
State	Orange	21.7 Chronically Absent	Declined 1.6 Points	2,613,205

Students with Disabilities

		Points	Change	# of Students
Student	Orange	28.8 Chronically Absent	Declined 4.2 Points	73
State	Orange	24.9 Chronically Absent	Declined 1.5 Points	645,186

Two or More Races

		Points	Change	# of Students
Student	Gray	0.0 Chronically Absent	Declined 11.8 Points	22
State	Yellow	14.9 Chronically Absent	Declined 1.3 Points	251,620

White

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		12
State	Yellow	12.2 Chronically Absent	Declined 1.3 Points	785,002

Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

	2019	2022	2023	2024	2025
Chronic Absenteeism	11.4%	21.2%	21.3%	20.6%	13.9%

Graduation Rate

All Students

Explore information about students completing high school, which includes students who receive a standard high school diploma.

Performance Color Scale
lowest to highest



Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade

5-Year Graduation Rate

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

Local Climate Survey Summary
1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

3. Identification of any barriers preventing access to a broad course of study for all students.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

Suspension Rate

All Students

Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

Performance Color Scale
lowest to highest



	Points	Change	# of Students
Student	7.8 Suspended at least one day	Declined 5.0%	511
State	2.9 Suspended at least one day	Declined 0.4%	5,961,200

African American

		Points	Change	# of Students
Student	Gray	20.0 Suspended at least one day	Increased 2.4%	15
State	Yellow	7.7 Suspended at least one day	Declined 0.7%	296,802

Asian

		Points	Change	# of Students
Student	Blue	1.3 Suspended at least one day	Declined 6.4%	150
State	Blue	1.0 Suspended at least one day	Maintained 0.0%	605,500

English Learners

		Points	Change	# of Students
Student	Yellow	8.4 Suspended at least one day	Declined 8.7%	190
State	Yellow	3.2 Suspended at least one day	Maintained 0.2%	1,088,254

Filipino

		Points	Change	# of Students
Student	Green	4.4 Suspended at least one day	Declined 2.2%	45
State	Green	1.1 Suspended at least one day	Maintained 0.1%	130,292

Foster Youth

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		1
State	Red	13.0 Suspended at least one day	Maintained 0.2%	36,622

Hispanic

		Points	Change	# of Students
Student	Yellow	11.8 Suspended at least one day	Declined 5.3%	262
State	Green	3.0 Suspended at least one day	Declined 0.4%	3,340,229

Homeless

		Points	Change	# of Students
Student	Gray	11.5 Suspended at least one day	Declined 2.1%	26
State	Yellow	5.1 Suspended at least one day	Declined 0.5%	298,135

Long-Term English Learners

		Points	Change	# of Students
Student	Yellow	10.4 Suspended at least one day	Declined 8.5%	134
State	Yellow	7.0 Suspended at least one day	Declined 1.1%	273,849

Pacific Islander

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		3
State	Yellow	4.2 Suspended at least one day	Maintained 0.2%	24,377

Socioeconomically Disadvantaged

		Points	Change	# of Students
Student	Yellow	10.2 Suspended at least one day	Declined 5.8%	344
State	Green	3.6 Suspended at least one day	Declined 0.4%	3,916,348

Students with Disabilities

		Points	Change	# of Students
Student	Orange	13.2 Suspended at least one day	Declined 3.5%	76
State	Yellow	5.0 Suspended at least one day	Declined 0.5%	931,470

Two or More Races

		Points	Change	# of Students
Student	Gray	4.3 Suspended at least one day	Declined 1.5%	23
State	Yellow	2.8 Suspended at least one day	Maintained 0.2%	352,098

White

		Points	Change	# of Students
Student	Gray	0.0 Suspended at least one day	Declined 6.3%	13
State	Green	2.4 Suspended at least one day	Maintained 0.2%	1,186,375

Suspension Rate By Year

Percentage of students who were suspended.

	2019	2022	2023	2024	2025
Suspension Rate	10.0%	7.0%	6.9%	12.9%	7.8%

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	32.50	71.4%	NA
County	11,375.38	84.3%	NA
Statewide	278,927.09	82.5%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=District&cds=39685850000000&year=2022-23.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0

Local Indicators

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

Seeking Input for Decision-Making

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Prompt 3 (use): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Science

All Students

Explore how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school.

Performance Color Scale
lowest to highest



	Points	Change	# of Students
Student	47.9 Points Above Standard	Maintained 1.6 Points	248
State	52.6 Points Above Standard	Maintained 1.5 Points	1,314,581

African American

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		8
State	Orange	43.4 Points Above Standard	Maintained 1.9 Points	64,402

Asian

		Points	Change	# of Students
Student	Green	57.4 Points Above Standard	Declined 2.3 Points	77
State	Blue	67.0 Points Above Standard	Maintained 0.3 Points	134,954

English Learners

		Points	Change	# of Students
Student	Orange	43.4 Points Above Standard	Maintained 1.6 Points	127
State	Yellow	41.1 Points Above Standard	Increased 2.1 Points	321,660

Filipino

		Points	Change	# of Students
Student	Gray	53.7 Points Above Standard	Declined 4.9 Points	22
State	Green	63.3 Points Above Standard	Maintained 1.1 Points	30,895

Hispanic

		Points	Change	# of Students
Student	Orange	39.6 Points Above Standard	Maintained 0.5 Points	121
State	Yellow	47.1 Points Above Standard	Maintained 1.7 Points	744,349

Homeless

		Points	Change	# of Students
Student	Gray	28.5 Points Above Standard	Declined 0.0 Points	15
State	Orange	41.5 Points Above Standard	Maintained 1.4 Points	57,812

Long-Term English Learners

		Points	Change	# of Students
Student	Orange	35.6 Points Above Standard	Declined 3.9 Points	63
State	Red	34.0 Points Above Standard	Maintained 1.2 Points	79,890

Pacific Islander

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		2
State	Yellow	46.7 Points Above Standard	Maintained 0.5 Points	5,582

Socioeconomically Disadvantaged

		Points	Change	# of Students
Student	Orange	42.9 Points Above Standard	Maintained 1.5 Points	153
State	Yellow	47.1 Points Above Standard	Maintained 1.5 Points	860,090

Students with Disabilities

		Points	Change	# of Students
Student	Red	28.3 Points Above Standard	Declined 7.2 Points	34
State	Orange	38.3 Points Above Standard	Maintained 1.5 Points	187,605

Two or More Races

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		11
State	Green	61.1 Points Above Standard	Maintained 1.4 Points	57,727

White

		Points	Change	# of Students
Student	Gray	Data not Displayed for privacy		7
State	Green	60.2 Points Above Standard	Maintained 1.5 Points	259,989

Science Data Comparisons: English Learners

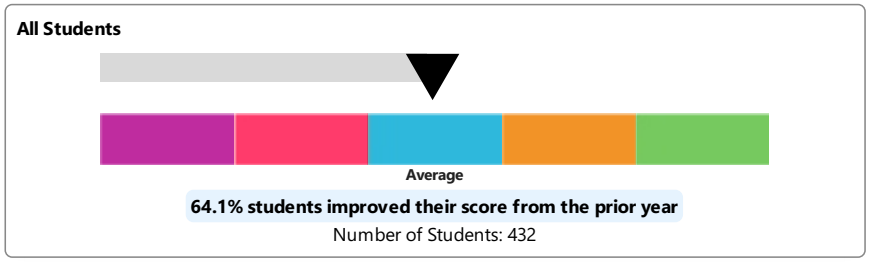
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in science.

Current English Learners	Recently Reclassified English Learners	English Only
33.5 Points Above Standard	59.8 Points Above Standard	44.5 Points Above Standard
Maintained 1.2 Points	Declined 2.2 Points	Declined 5.0 Points
Number of Students: 79	Number of Students: 48	Number of Students: 80

English Language Arts Growth

All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.

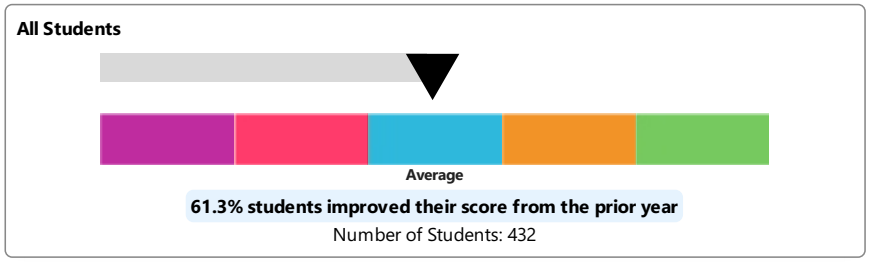


Student Group	Status	% Improved	Number of Students
African American	Minimal	53.8%	13
Asian	Accelerated	69.5%	128
Current English Learners	Moderate	69.5%	128
English Learners	Average	69.3%	218
English Only	Moderate	58.3%	151
Filipino	Accelerated	63.4%	41
Hispanic	Moderate	61.9%	218
Homeless	Minimal	60.0%	15
Long-Term English Learners	Moderate	67.5%	120
Pacific Islander	No Performance Category		Fewer than 11 Students
Recently Reclassified English Learners	Accelerated	68.9%	90
Socioeconomically Disadvantaged	Moderate	63.6%	286
Students with Disabilities	Minimal	64.0%	50
Two or More Races	Accelerated	60.0%	20
White	Average	72.7%	11

Mathematics Growth

All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the Growth Model website.



Student Group	Status	% Improved	Number of Students
African American	Moderate	38.5%	13
Asian	Exceptional	66.4%	128
Current English Learners	Average	59.4%	128
English Learners	Accelerated	61.9%	218
English Only	Moderate	59.6%	151
Filipino	Accelerated	56.1%	41
Hispanic	Average	60.1%	218
Homeless	Accelerated	66.7%	15
Long-Term English Learners	Average	56.7%	120
Pacific Islander	No Performance Category		Fewer than 11 Students
Recently Reclassified English Learners	Accelerated	65.6%	90
Socioeconomically Disadvantaged	Average	61.9%	286
Students with Disabilities	Average	58.0%	50
Two or More Races	Accelerated	70.0%	20
White	Average	63.6%	11

CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY



George V. LeyVa Intermediate
Secondary
2024-2025
Main Report

California Department of EDUCATION

WestEd
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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:

Hilva Chan
California Department of Education
School Health and Safety Office
Educator Excellence and Equity Division
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:
George V. LeyVa Intermediate School. *California Healthy Kids Survey, 2024-2025: Main Report*. San Francisco: WestEd for the California Department of Education.

Date prepared: 18 Jun 2025
CDS code: 43694356085690

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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. The Appendix provides more information about CHKS questions.

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

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

Core Module

As summarized in the Appendix, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The majority of the questions are school-specific, including the following indicators:

- student grades, truancy, boredom at school, attendance, academic motivation, and school connectedness, as indicators of engagement;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- perceived school safety, bullying, and victimization; and
- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

The Core Module also assesses indicators of student well-being in general, including the scope and nature of substance use and mental health and wellness (chronic sadness, social and emotional distress, life satisfaction, and contemplation of suicide). These questions provide insight into important barriers to learning and development.

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

Behavioral Health Module (Supplementary)

The Behavioral Health Module (BHM) is a multiform survey module that assesses secondary student well-being indicators (i.e., social isolation, body image and disordered eating, responses to trauma, stress-associated health conditions, and precursors to and consequences of substance use) and protective factors (i.e., home adult supports, peer supports, and school mental health supports). This module assesses almost all of the measures that were assessed on the 2022-23 Mental Health Supports Module, Student Trauma Module, and Alcohol and Other Drugs (AOD) Module—which have been discontinued. The BHM assesses more content while minimizing the survey length for individual students by using a multiform instrument. Students are randomly administered one of two BHM survey forms to reduce survey burden and collect representative data on more aspects of behavioral health. Because the BHM is administered to all schools participating in the Biennial State CHKS, statewide comparison data will be available for all BHM results.

School Climate Module (Supplementary)

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention, peer relationships, respect for diversity, and the quality of the physical environment (calschls.org/survey-administration/downloads).

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being and academic success. It includes 43 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module

yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

Summary tables provide key findings (e.g., safety, school connectedness, bullying and harassment, developmental supports) disaggregated by each of the LCAP subgroups (race/ethnic subgroups, socioeconomically disadvantaged students, English learners and long-term English learners, students with disabilities, students in foster care, and unhoused youth). Results are also disaggregated by gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by these and other factors (i.e., students who report different levels of caring relations with adults at school).

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. 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 across groups such as race/ethnicity, sexual orientation, gender identity, and many other characteristics (LCAP subgroups, chronic sadness, caring relationships); 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 THE DATA

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

Representativeness

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent (see Table A1.1 and Appendix I for student response rates). One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- ***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.
- **Elementary CHKS Results**. Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results**. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS 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 Cards, Mental Health Reports, and School Boredom Reports

In addition to this school-level report with all the survey results, three additional reports are available:

- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#slcr)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (calschls.org/reports-data/#slcr)
- A **School Boredom Report** that describes how much students value school and how bored they feel at school (calschls.org/reports-data/#slcr)

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5460) or email calschls@wested.org.

Exhibit 1
Major School-Related Domains and Constructs Assessed by CalSCHLS in Secondary Schools

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Attendance (absences and reasons absent)	✓			✓	
School boredom	✓				
School connectedness	✓				
Student Social-Emotional and Physical Well-being					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓				
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓				
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate Conditions					
Academic rigor and norms				✓	✓
College and career supports				✓	✓
Family support			✓		
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.

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

Tom Herman
Administrator, School Health and Safety Office
California Department of Education

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	
C. Closing the Achievement Gap (CTAG) Module	
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module (RYDM)	
M. Safety & Violence Module	
N. School Climate Module (SCM)	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 7
Student Sample Size	
Target sample	234
Final number	203
Response Rate	87%

Table A1.2
Number of Respondents by Instructional Model

	Grade 7
In-school learning only	201
Remote learning only	2

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Table
School Engagement and Supports		
School connectedness†	65	A6.4
School connectedness†ψ ***(Remote Only)***		A6.4
Academic motivation†	66	A6.4
School is really boring±	35	A6.11
School is worthless and a waste of time±	12	A6.11
Current absenteeism (≥3 times)¶	16	A6.2
Trouble focusing on schoolwork$^{\sigma}$	32	A6.10
Caring adult relationships‡	60	A6.4
High expectations‡	75	A6.4
Meaningful participation‡	23	A6.4
Facilities upkeep$^{\sigma}$	34	A6.15
Promotion of parental involvement in school†	61	A6.4
School Safety and Cyberbullying		
School perceived as very safe or safe	65	A8.1
Experienced any harassment or bullying§	36	A8.2
Had mean rumors or lies spread about you§	34	A8.3
Been afraid of being beaten up§	25	A8.3
Been in a physical fight§	12	A8.4
Seen a weapon on campus§	15	A8.6
Cyberbullying§	27	A8.3

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

† Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

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

± Rating of 7 or higher.

¶ Past 30 days.

$^{\sigma}$ Percent of respondents reporting "Agree" or "Strongly agree."

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

§ Past 12 months.

Table A2.2

Key Indicators of Substance Use, Health Routines, and Remote Schooling

	Grade 7 %	Table
Substance Use		
Current alcohol or drug use[¶]	3	A9.5
Current tobacco use[¶]	3	A10.8
Current marijuana use[¶]	3	A9.5
Current binge drinking[¶]	1	A9.5
Very drunk or "high" 7 or more times, ever	1	A9.7
Been drunk or "high" on drugs at school, ever	2	A9.9
Current cigarette smoking[¶]	1	A10.5
Current use of vape products[¶]	4	A10.6
Current tobacco vaping[¶]	3	A10.6
Current marijuana vaping[¶]	2	A10.6
Health Routines		
Eating of breakfast[|]	53	A4.1
Bedtime (at 12 am or later)	15	A4.2
Remote Schooling		
Remote learning frequency (5 days per week)[¶δ]		A5.1
Synchronous instruction (4 days or more)[|δ]		A5.1
Interest in schoolwork done from home[σ δ]		A5.3
Meaningful opportunities[θδ]		A5.2

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

[¶] *Past 30 days.*

[|] *Today.*

[δ] *Remote only.*

[I] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A2.3

Key Indicators of Student Well-Being

	Grade 7 %	Table
Social and Emotional Health		
Social emotional distress‡	24	A7.5
Experienced chronic sadness/hopelessness§	29	A7.1
Considered suicide§	15	A7.2
Optimism‡	57	A7.3
Life satisfaction∓	70	A7.4
	Grade 7	
California Student Wellness Indexõ	104.9	NP

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

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

§Past 12 months.

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

õTo construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

NP-Not presented in an individual table.

3. Demographics

Table A3.1
School Schedule, Past 30 Days

	Grade 7 %
In-School Model	99
Remote Learning Model	1

Question HS/MS A.1: Which of the following best describes your school schedule during the past 30 days?
Notes: Cells are empty if there are less than 10 respondents.
In-School Model - Respondents selecting "I went to school in person at my school building for the entire day, Monday through Friday."
Remote Learning Model - Respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2
Gender of Sample

	Grade 7 %
Male	48
Female	49
Nonbinary	0
Something else	2

Question HS/MS A.3: What is your gender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3
Gender Identity

	Grade 7 %
No, I am not transgender	94
Yes, I am transgender	2
I am not sure if I am transgender	1
Decline to respond	2

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?
Note: Cells are empty if there are less than 10 respondents.

Table A3.4
Sexual Orientation

	Grade 7 %
Heterosexual (straight)	75
Lesbian or Gay	3
Bisexual	8
Something else	3
Not sure	6
Decline to respond	5

Question HS/MS A.5: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.5
Race or Ethnicity

	Grade 7 %
American Indian or Alaska Native, non-Hispanic	0
Asian or Asian American, non-Hispanic	38
Black or African American, non-Hispanic	2
Hispanic or Latino/a	52
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	2
Multiracial, non-Hispanic	4
Something else, non-Hispanic	2

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latino/a... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.6
Living Arrangements and Housing Status

	Grade 7 %
A home with one or more parent or guardian	83
Other relative's home	4
A home with more than one family	8
Friend's home	1
Foster home, group care, or waiting placement	0
Hotel or motel	0
Shelter, car, campground, or other transitional or temporary housing	0
Other living arrangement	5

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Note: Cells are empty if there are less than 10 respondents.

Table A3.7
Living Situation

	Grade 7 %
Home with one or more parent or guardian	83
Foster home	0
Homeless	1
Other living arrangement	17

Question HS/MS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Notes: Cells are empty if there are less than 10 respondents.
Category "Homeless" includes "Friend's home," "Hotel or motel," and "Shelter, car, campground, or other transitional or temporary housing."
Category "Other living arrangement" includes "Other relative's home," "A home with more than one family," and "Other living arrangement."

Table A3.8
Parental Education

	Grade 7 %
Did not finish high school	15
Graduated from high school	12
Attended college but did not complete four-year degree	8
Graduated from college	30
Don't know	35

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)
Note: Cells are empty if there are less than 10 respondents.

Table A3.9
Special Education Services

	Grade 7 %
No	71
Yes	6
Don't know	22
Prefer not to say	2

Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?
Note: Cells are empty if there are less than 10 respondents.

Table A3.10
English Learner Program Designation

	Grade 7 %
No	73
Yes	7
Don't know	20

Question HS/MS A.13: Are you in the English Learner Program at school?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status

	Grade 7 %
Not currently in English Learner Program	93
Less than 7 years (EL)	7
7 years or more (LTEL)	0

Question HS/MS A.13, 14: Are you in the English Learner Program at school?... How many years have you been in the English Learner Program across all schools you've attended?

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

Category "Less than 7 years (EL)" includes responses "Less than 3 years," "3 to 4 years," and "5 to 6 years."

Table A3.12

Language Spoken at Home

	Grade 7 %
English	42
Spanish	29
Mandarin	0
Cantonese	3
Taiwanese	0
Tagalog	5
Vietnamese	18
Korean	0
Arabic	0
Other	2

Question HS/MS A.12: What language is spoken most of the time in your home?

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

Table A3.13

English Language Proficiency Among Students Speaking a Language Other Than English at Home

	Grade 7 %
How well do you...	
understand English?	
Very well	77
Well	21
Not well	3
Not at all	0
speak English?	
Very well	74
Well	20
Not well	5
Not at all	1
read English?	
Very well	68
Well	21
Not well	8
Not at all	3
write English?	
Very well	63
Well	22
Not well	12
Not at all	3
English Language Proficiency Status	
Proficient	69
Not proficient	31

Question HS/MS A.12, 12A-12D: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.14
Number of Days Attending Afterschool Program

	Grade 7 %
I do not attend my school's afterschool program	85
1 day	3
2 days	3
3 days	2
4 days	4
5 days	4

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.15
Military Connections

	Grade 7 %
No	93
Yes	0
Don't know	6

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 10 respondents.

4. Health Routines

Table A4.1
Eating of Breakfast

	Grade 7 %
No	47
Yes	53

Question HS/MS A.17: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2
Bedtime

	Grade 7 %
Before 7:00 pm	2
7:00-7:59 pm	1
8:00-8:59 pm	7
9:00-9:59 pm	25
10:00-10:59 pm	32
11:00-11:59 pm	19
12:00-12:59 am	9
After 1:00 am	6
Bedtime at 12 am or later	15

Question HS/MS A.16: 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 7 %
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 HS/MS A.20-22: In the past 30 days, how many weekdays in an average week did you participate in school from home for an 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 7 %
Not at all true	
A little true	
Pretty much true	
Very much true	

Question HS/MS A.49: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.
Note: Cells are empty if there are less than 10 respondents.

Table A5.3

Interest in Schoolwork Done from Home ***(Remote Only)***

	Grade 7 %
Strongly disagree	
Disagree	
Neither disagree nor agree	
Agree	
Strongly agree	

Question HS/MS A.40: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.
Note: Cells are empty if there are less than 10 respondents.

6. School Performance, Engagement, and Supports

Table A6.1
Grades, Past 12 Months

	Grade 7 %
Mostly A's	31
A's and B's	36
Mostly B's	5
B's and C's	15
Mostly C's	3
C's and D's	7
Mostly D's	2
Mostly F's	2

Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2
Absences, Past 30 Days

	Grade 7 %
I did not miss any days of school in the past 30 days	48
1 day	23
2 days	14
3 or more days	16

Question HS/MS A.18, 23: 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 remote learning classes for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

Reasons for Absence, Past 30 Days

	Grade 7 %
Does not apply; I didn't miss any school	46
Illness (feeling physically sick), including problems with breathing or your teeth	40
Were being bullied or mistreated at school	1
Felt very sad, hopeless, anxious, stressed, or angry	5
Didn't get enough sleep	5
Didn't feel safe at school or going to and from school	2
Had to take care of or help a family member or friend	5
Wanted to spend time with friends	2
Used alcohol or drugs	0
Were behind in schoolwork or weren't prepared for a test or class assignment	2
Were bored or uninterested in school	6
Had no transportation to school	2
Other reason	14

Question HS/MS A.25, 26: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-School only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

Table A6.4

School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales

	Grade 7 %	Table
Total school supports	53	
Caring relationships-adults in school‡	60	A6.5
High expectations-adults in school‡	75	A6.6
Meaningful participation at school‡	23	A6.7
School connectedness†	65	A6.8
School connectedness†ψ ***(Remote Only)***		A6.8
Academic motivation†	66	A6.9
Promotion of parental involvement in school†	61	A6.13

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

‡Scales are based on average of respondents reporting "Pretty much true" or "Very much true."

†Scales are based on average of respondents reporting "Agree" or "Strongly agree."

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

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

Table A6.5
Caring Relationships Scale Questions

	Grade 7 %
Caring relationships-adults in school	
Average reporting "Pretty much true" or "Very much true"	60
There is a teacher or some other adult from my school...	
who really cares about me.	
Not at all true	9
A little true	28
Pretty much true	43
Very much true	19
who notices when I'm not there.	
Not at all true	12
A little true	34
Pretty much true	34
Very much true	21
who listens to me when I have something to say.	
Not at all true	10
A little true	24
Pretty much true	40
Very much true	26

Question HS/MS A.47, 50, 53: There is a teacher or some other adult from my school... who really cares about me... who notices when I'm not there... who listens to me when I have something to say.
Note: Cells are empty if there are less than 10 respondents.

Table A6.6
High Expectations Scale Questions

	Grade 7 %
High expectations-adults in school	
Average reporting "Pretty much true" or "Very much true"	75
There is a teacher or some other adult from my school...	
who tells me when I do a good job.	
Not at all true	6
A little true	20
Pretty much true	47
Very much true	27
who always wants me to do my best.	
Not at all true	4
A little true	17
Pretty much true	35
Very much true	44
who believes that I will be a success.	
Not at all true	8
A little true	20
Pretty much true	37
Very much true	35

Question HS/MS A.48, 51, 54: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table A6.7
Meaningful Participation Scale Questions

	Grade 7 %
Meaningful participation at school	
Average reporting "Pretty much true" or "Very much true"	23
At school/When I participate in school,...	
I do interesting activities.	
Not at all true	12
A little true	34
Pretty much true	40
Very much true	14
I help decide things like class activities or rules.	
Not at all true	52
A little true	34
Pretty much true	11
Very much true	3
I do things that make a difference.	
Not at all true	32
A little true	45
Pretty much true	18
Very much true	5
I have a say in how things work.	
Not at all true	44
A little true	35
Pretty much true	18
Very much true	3
I help decide school activities or rules.	
Not at all true	69
A little true	25
Pretty much true	3
Very much true	4

Question HS/MS A.55-64: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.
Note: Cells are empty if there are less than 10 respondents.

Table A6.8
School Connectedness Scale Questions

	Grade 7 %
School connectedness	
Average reporting "Agree" or "Strongly agree"	65
School connectedness[ψ] ***(Remote Only)***	
Average reporting "Agree" or "Strongly agree"	
I feel close to people at/from this school.	
Strongly disagree	1
Disagree	6
Neither disagree nor agree	29
Agree	47
Strongly agree	18
I am happy with/to be at this school.	
Strongly disagree	4
Disagree	4
Neither disagree nor agree	28
Agree	46
Strongly agree	18
I feel like I am part of this school.	
Strongly disagree	3
Disagree	7
Neither disagree nor agree	32
Agree	45
Strongly agree	14

Question HS/MS A.27-34: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

Table A6.8
School Connectedness Scale Questions – Continued

	Grade 7 %
The teachers at this school treat students fairly/The teachers treat students fairly.	
Strongly disagree	1
Disagree	6
Neither disagree nor agree	25
Agree	49
Strongly agree	19
I feel safe in my school.	
Strongly disagree	2
Disagree	6
Neither disagree nor agree	28
Agree	46
Strongly agree	18

Question HS/MS A.32-34 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

Table A6.9
Academic Motivation Scale Questions

	Grade 7 %
Academic motivation	
Average reporting "Agree" or "Strongly agree"	66
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	2
Disagree	5
Neither disagree nor agree	12
Agree	43
Strongly agree	39
I try hard on my schoolwork because I am interested in it.	
Strongly disagree	10
Disagree	14
Neither disagree nor agree	39
Agree	24
Strongly agree	13
I work hard to try to understand new things when doing my schoolwork.	
Strongly disagree	4
Disagree	7
Neither disagree nor agree	26
Agree	41
Strongly agree	23
I am always trying to do better in my schoolwork.	
Strongly disagree	2
Disagree	4
Neither disagree nor agree	14
Agree	41
Strongly agree	39

Question HS/MS A.41-44: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 10 respondents.

Table A6.10
Maintaining Focus on Schoolwork

	Grade 7 %
It is hard for me to stay focused when doing my schoolwork.	
Strongly disagree	9
Disagree	25
Neither disagree nor agree	34
Agree	15
Strongly agree	17

Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.
Note: Cells are empty if there are less than 10 respondents.

Table A6.11
School Boredom and Value of School

	Grade 7 %
School boredom	
Low (0-3)	26
Moderate (4-6)	39
High (7-10)	35
Value of school	
High (0-3)	68
Moderate (4-6)	20
Low (7-10)	12

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree).
Note: Cells are empty if there are less than 10 respondents.

Table A6.12
School Boredom Profile Groups

Value of School	School Boredom	Grade 7 %
High Value	Low Boredom	24
	Moderate Boredom	29
	High Boredom	14
Moderate Value	Moderate Boredom	7
	High Boredom	12
Low Value	High Boredom	10

Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree)
Notes: Cells are empty if there are less than 10 respondents.
Students are classified as high on value of school if they selected 0, 1, 2, or 3, moderate if they selected 4, 5, or 6, and low if they selected 7, 8, 9, or 10.
Students are classified as high on school boredom if they selected 7, 8, 9, or 10, moderate if they selected 4, 5, or 6, and low if they selected 0, 1, 2, or 3.
Percentages may not add up to 100% because categories with very low responses are not reported.

Table A6.13
Promotion of Parental Involvement Scale Questions

	Grade 7 %
Promotion of parental involvement in school	
Average reporting "Agree" or "Strongly agree"	61
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	1
Disagree	5
Neither disagree nor agree	30
Agree	50
Strongly agree	15
Parents feel welcome to participate at this school.	
Strongly disagree	0
Disagree	3
Neither disagree nor agree	38
Agree	48
Strongly agree	11
School staff take parent concerns seriously.	
Strongly disagree	3
Disagree	4
Neither disagree nor agree	34
Agree	44
Strongly agree	16

Question HS/MS A.36-38: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.
Note: Cells are empty if there are less than 10 respondents.

Table A6.14
Checking Student Well-Being

	Grade 7 %
A teacher or some other adult from my school checks on how I am feeling.	
Not at all true	18
A little true	34
Pretty much true	29
Very much true	19

Question HS/MS A.52: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

Table A6.15
Quality of School Physical Environment

	Grade 7 %
My school is usually clean and tidy.	
Strongly disagree	4
Disagree	18
Neither disagree nor agree	45
Agree	28
Strongly agree	5

Question HS/MS A.35: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1
Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %
No	71
Yes	29

Question HS A.153/MS A.146: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2
Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %
No	85
Yes	15

Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3
Optimism Scale Questions

	Grade 7 %
Optimism	
Average reporting "Pretty much true" or "Very much true"	57
Each day I look forward to having a lot of fun.	
Not at all true	13
A little true	31
Pretty much true	36
Very much true	20
I usually expect to have a good day.	
Not at all true	13
A little true	29
Pretty much true	38
Very much true	20
Overall, I expect more good things to happen to me than bad things.	
Not at all true	19
A little true	24
Pretty much true	31
Very much true	25

Question HS A.160-162/MS A.153-155: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.
Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Life Satisfaction Scale Questions

	Grade 7 %
Life satisfaction	
Average reporting "Satisfied" or "Very satisfied"	70
I would describe my satisfaction with...	
my family life as...	
Very dissatisfied	2
Dissatisfied	3
A little dissatisfied	7
A little satisfied	8
Satisfied	36
Very satisfied	43
my friendships as...	
Very dissatisfied	1
Dissatisfied	3
A little dissatisfied	6
A little satisfied	12
Satisfied	42
Very satisfied	36
my school experience as...	
Very dissatisfied	2
Dissatisfied	6
A little dissatisfied	13
A little satisfied	30
Satisfied	33
Very satisfied	16

Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...
Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 7 %
I would describe my satisfaction with...	
myself as...	
Very dissatisfied	5
Dissatisfied	6
A little dissatisfied	12
A little satisfied	13
Satisfied	36
Very satisfied	27
where I live as...	
Very dissatisfied	1
Dissatisfied	2
A little dissatisfied	6
A little satisfied	12
Satisfied	36
Very satisfied	44

Question HS A.166, 167/MS A.159, 160: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...
Note: Cells are empty if there are less than 10 respondents.

Table A7.5
Social Emotional Distress Scale Questions

	Grade 7 %
Social emotional distress	
Average reporting "Pretty much true" or "Very much true"	24
I had a hard time relaxing.	
Not at all true	46
A little true	32
Pretty much true	14
Very much true	7
I felt sad and down.	
Not at all true	54
A little true	19
Pretty much true	17
Very much true	10
I was easily irritated.	
Not at all true	42
A little true	21
Pretty much true	17
Very much true	19
It was hard for me to cope and I thought I would panic.	
Not at all true	71
A little true	13
Pretty much true	9
Very much true	6
It was hard for me to get excited about anything.	
Not at all true	62
A little true	21
Pretty much true	13
Very much true	4

Question HS A.155-159/MS A.148-152: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.
Note: Cells are empty if there are less than 10 respondents.

8. School Violence, Victimization, and Safety

Table A8.1
Perceived Safety at School

	Grade 7 %
Very safe	10
Safe	55
Neither safe nor unsafe	28
Unsafe	6
Very unsafe	1

Question HS A.117/MS A.110: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2
Reasons for Harassment, Past 12 Months

	Grade 7 %
Race, ethnicity, or national origin	
0 times	82
1 time	6
2 or more times	12
Religion	
0 times	94
1 time	4
2 or more times	2
Gender	
0 times	93
1 time	3
2 or more times	4
Because you are gay, lesbian, or bisexual or someone thought you were	
0 times	90
1 time	4
2 or more times	6
A physical or mental disability	
0 times	94
1 time	2
2 or more times	4
Any of the above five reasons	25
Any of the above five reasons (2 or more times)	19

Question HS A.137-141, 144-148/MS A.130-134, 137-141: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.2
Reasons for Harassment, Past 12 Months – Continued

	Grade 7 %
You are an immigrant or someone thought you were	
0 times	94
1 time	3
2 or more times	3
Any other reason	
0 times	79
1 time	4
2 or more times	17
Any harassment	36

Question HS A.137-150/MS A.130-143: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3
School Violence Victimization Scale Questions

	Grade 7 %
School violence victimization	
Average reporting "1 or more times"	28
During the past 12 months, how many times on school property have you...	
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	
0 times	79
1 time	9
2 to 3 times	7
4 or more times	4
been afraid of being beaten up?	
0 times	75
1 time	10
2 to 3 times	9
4 or more times	7
During the past 12 months, how many times have you...	
had mean rumors or lies spread about you?	
0 times	66
1 time	17
2 to 3 times	8
4 or more times	9
had sexual jokes, comments, or gestures made to you?	
0 times	72
1 time	13
2 to 3 times	9
4 or more times	7

Question HS A.118, 119, 121, 122, 133, 134/MS A.111, 112, 114, 115, 126, 127: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3
School Violence Victimization Scale Questions – Continued

	Grade 7 %
During the past 12 months, how many times on school property have you...	
had your property stolen or deliberately damaged?	
0 times	80
1 time	12
2 to 3 times	4
4 or more times	4
been made fun of because of your looks or the way you talk?	
0 times	65
1 time	11
2 to 3 times	8
4 or more times	16
been made fun of, insulted, or called names?	
0 times	67
1 time	12
2 to 3 times	8
4 or more times	13
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone? (Cyberbullying)	
0 times (never)	73
1 time	14
2 to 3 times	9
4 or more times	3

Question HS A.123, 124, 132, 135, 136, 151/MS A.116, 117, 125, 128, 129, 144: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A8.4
School Violence Perpetration Scale Questions

	Grade 7 %
School violence perpetration	
Average reporting "1 or more times"	6
During the past 12 months, how many times on school property have you...	
been in a physical fight?	
0 times	88
1 time	6
2 to 3 times	4
4 or more times	2
been offered, sold, or given an illegal drug?	
0 times	95
1 time	3
2 to 3 times	1
4 or more times	1
damaged school property on purpose?	
0 times	93
1 time	5
2 to 3 times	2
4 or more times	0
carried a gun?	
0 times	99
1 time	0
2 to 3 times	1
4 or more times	0
carried any other weapon (such as a knife or club)?	
0 times	97
1 time	2
2 to 3 times	1
4 or more times	1

Question HS A.120, 125-128/MS A.113, 118-121: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A8.5

Threats and Injuries with Weapons at School, Past 12 Months

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

Question HS A.129, 131/MS A.122, 124: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

Weapons Possession on School Property, Past 12 Months

	Grade 7 %
During the past 12 months, how many times on school property have you...	
seen someone carrying a gun, knife, or other weapon?	
0 times	85
1 time	10
2 to 3 times	4
4 or more times	1

Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Table
Lifetime alcohol or drug use	12	A9.2
Lifetime marijuana use	4	A9.2
Lifetime very drunk or high (7 or more times)	1	A9.7
Current alcohol or drug use[¶]	3	A9.5
Current marijuana use[¶]	3	A9.5
Current heavy drug use[¶]	1	A9.5
Current heavy alcohol use (binge drinking)[¶]	1	A9.5
Current alcohol or drug use on school property[¶]	2	A9.8
Harmfulness of occasional marijuana use[B]	36	A9.10
Difficulty of obtaining marijuana[C]	12	A9.11

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

[¶]*Past 30 days.*

[B]*Great harm.*

[C]*Very difficult.*

Table A9.2

Summary of AOD Lifetime Use

	Grade 7 %
Alcohol	8
Marijuana	4
Inhalants	3
Any other drug, pill, or medicine to get “high”	2
Any of the above AOD use	12

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

Table A9.3
Lifetime AOD Use

	Grade 7 %
Alcohol (one full drink)	
0 times	92
1 time	4
2 to 3 times	3
4 or more times	2
Marijuana (smoke, vape, eat, or drink)	
0 times	96
1 time	2
2 to 3 times	1
4 or more times	2
Inhalants	
0 times	97
1 time	1
2 to 3 times	0
4 or more times	2
Any other drug, pill, or medicine to get "high" or for reasons other than medical	
0 times	98
1 time	1
2 to 3 times	0
4 or more times	1

Question HS A.68-70, 76/MS A.69-71, 73: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Any other drug, pill, or medicine to get "high" or for reasons other than medical.
Note: Cells are empty if there are less than 10 respondents.

Table A9.4
Methods of Marijuana Consumption

	Grade 7 %
During your life, how many times have you used marijuana in any of the following ways...	
Smoke it?	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	1
In a vaping device?	
0 times	97
1 time	1
2 to 3 times	1
4 or more times	1
Eat or drink it in products made with marijuana?	
0 times	99
1 time	1
2 to 3 times	0
4 or more times	1
Ever used marijuana in all three ways	1

Question HS A.69, 80-82/MS A.70, 77-79: During your life, how many times have you used the following?... Marijuana (smoke, vape, eat, or drink)... During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, or portable vaporizers)?... Eat or drink it in products made with marijuana?
Note: Cells are empty if there are less than 10 respondents.

Table A9.5

Current AOD Use, Past 30 Days

	Grade 7 %
Alcohol (one or more drinks of alcohol)	1
Binge drinking (5 or more drinks in a row)	1
Marijuana (smoke, vape, eat, or drink)	3
Inhalants	1
Other drug, pill, or medicine to get "high" or for reasons other than medical	1
Any drug use	3
Heavy drug use	1
Any AOD Use	3

Question HS A.86-89, 91/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get "high")?... any other drug, pill, or medicine to get "high" or for reasons other than medical?...

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get "high" (high school only), or any other illegal drug/pill to get "high").

Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %
Alcohol (one or more drinks)	
0 days	99
1 or 2 days	0
3 to 9 days	0
10 to 19 days	1
20 to 30 days	0
Binge drinking (5 or more drinks in a row)	
0 days	99
1 or 2 days	0
3 to 9 days	0
10 to 19 days	1
20 to 30 days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	97
1 or 2 days	2
3 to 9 days	0
10 to 19 days	1
20 to 30 days	0

Question HS A.86-88/MS A.83-85: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

Table A9.7
Lifetime Drunk or "High"

	Grade 7 %
Very drunk or sick after drinking alcohol	
0 times	97
1 to 2 times	3
3 to 6 times	0
7 or more times	1
"High" (loaded, stoned, or wasted) from using drugs	
0 times	97
1 to 2 times	1
3 to 6 times	1
7 or more times	1
Very drunk or "high" 7 or more times	1

Question HS A.77, 78/MS A.74, 75: During your life, how many times have you been... very drunk or sick after drinking alcohol?... "high" (loaded, stoned, or wasted) from using drugs?
Note: Cells are empty if there are less than 10 respondents.

Table A9.8

Current AOD Use on School Property, Past 30 Days

	Grade 7 %
Alcohol	
0 days	99
1 to 2 days	1
3 or more days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	99
1 to 2 days	1
3 or more days	0
Any other drug, pill, or medicine to get "high" or for reasons other than medical	
0 days	100
1 to 2 days	0
3 or more days	0
Any of the above	2

Question HS A.96-98/MS A.91-93: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get "high" or for reasons other than medical?

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

Table A9.9

Lifetime Drunk or "High" on School Property

	Grade 7 %
0 times	98
1 to 2 times	1
3 to 6 times	1
7 or more times	1

Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?

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

Table A9.10
Perceived Harm of AOD Use

	Grade 7 %
Alcohol - drink occasionally	
Great	27
Moderate	22
Slight	20
None	32
Alcohol - 5 or more drinks once or twice a week	
Great	42
Moderate	21
Slight	4
None	32
Marijuana - use occasionally	
Great	36
Moderate	22
Slight	10
None	31
Marijuana - use daily	
Great	54
Moderate	11
Slight	4
None	31

Question HS A.104-107/MS A.99-102: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.
Note: Cells are empty if there are less than 10 respondents.

Table A9.11

Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get "High"

	Grade 7 %
Alcohol	
Very difficult	8
Fairly difficult	12
Fairly easy	15
Very easy	9
Don't know	56
Marijuana	
Very difficult	12
Fairly difficult	11
Fairly easy	9
Very easy	9
Don't know	60
Prescription drugs to get "high" or for reasons other than prescribed	
Very difficult	10
Fairly difficult	10
Fairly easy	10
Very easy	8
Don't know	62

Question HS A.110-112/MS A.105-107: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get "high" or for reasons other than prescribed.

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

10. Use of Tobacco and Vaping Devices

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	2	A10.2
Current cigarette smoking[¶]	1	A10.5
Current cigarette smoking at school[¶]	0	A10.9
Ever tried smokeless tobacco	1	A10.2
Current smokeless tobacco use[¶]	1	A10.5
Current smokeless tobacco use at school[¶]	0	A10.9
Ever used vape products	7	A10.2
Current use of vape products[¶]	4	A10.5
Current tobacco vaping[¶]	3	A10.6
Current marijuana vaping[¶]	2	A10.6
Current vaping at school[¶]	3	A10.9
Lifetime tobacco use	6	A10.2
Current tobacco use [¶]	3	A10.8
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking[B]	29	A10.14
Harmfulness of smoking 1 or more packs/day[B]	48	A10.14
Harmfulness of vaping occasionally[B]	35	A10.15
Harmfulness of vaping several times a day[B]	55	A10.15
Difficulty of obtaining cigarettes[C]	6	A10.16
Difficulty of obtaining vape products[C]	5	A10.16
Anti-Tobacco Policy		
School bans tobacco use and vaping	74	A10.17

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

[¶]*Past 30 days.*

[B]*Great harm.*

[C]*Very difficult.*

Table A10.2
Lifetime Tobacco Use and Vaping

	Grade 7 %
A cigarette, even one or two puffs	
0 times	98
1 time	1
2 to 3 times	1
4 or more times	1
A whole cigarette	
0 times	98
1 time	0
2 to 3 times	1
4 or more times	1
Smokeless tobacco	
0 times	99
1 time	0
2 to 3 times	0
4 or more times	1
Vape products	
0 times	93
1 time	4
2 to 3 times	1
4 or more times	3
Lifetime tobacco use	
No	94
Yes	6

Question HS A.65-67/MS A.65-68: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)... Vape products.

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

Lifetime tobacco use includes using a whole cigarette or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.3
Substances Ever Vaped

	Grade 7 %
Vaped tobacco or nicotine	
0 times	94
1 time	2
2 to 3 times	1
4 or more times	3
Vaped marijuana or THC	
0 times	97
1 time	1
2 to 3 times	1
4 or more times	1
Vaped other product	
0 times	97
1 time	1
2 to 3 times	1
4 or more times	2

Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?... Vape products... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.
Note: Cells are empty if there are less than 10 respondents.

Table A10.4
Ever Vaped Multiple Substances

	Grade 7 %
Never vaped tobacco/nicotine or marijuana/THC	95
Vaped tobacco or nicotine only	3
Vaped marijuana or THC only	0
Vaped tobacco/nicotine and marijuana/THC	3

Question HS A.67, 67A, 67B/MS A.68, 68A, 68B: During your life, how many times have you used the following?... Vape products... Vaped tobacco or nicotine... Vaped marijuana or THC.
Note: Cells are empty if there are less than 10 respondents.

Table A10.5

Any Current and Daily Use of Cigarettes, Smokeless Tobacco, and Vape Products

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

Question HS A.83-85/MS A.80-82: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape products?

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

Table A10.6
Substances Vaped, Past 30 Days

	Grade 7 %
Vaped tobacco or nicotine	
0 days	97
1 or 2 days	2
3 to 9 days	1
10 to 19 days	1
20 to 30 days	0
Vaped marijuana or THC	
0 days	98
1 or 2 days	1
3 to 9 days	0
10 to 19 days	1
20 to 30 days	0
Vaped other product	
0 days	99
1 or 2 days	1
3 to 9 days	0
10 to 19 days	1
20 to 30 days	0

Question HS A.85, 85A-85C/MS A.82, 82A-82C: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?... vaped other product?
Note: Cells are empty if there are less than 10 respondents.

Table A10.7
Vaped Multiple Substances, Past 30 Days

	Grade 7 %
Did not vape tobacco/nicotine or marijuana/THC	97
Vaped tobacco or nicotine only	2
Vaped marijuana or THC only	0
Vaped tobacco/nicotine and marijuana/THC	2

Question HS A.85, 85A, 85B/MS A.82, 82A, 82B: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?
Note: Cells are empty if there are less than 10 respondents.

Table A10.8

Current Tobacco Use, Past 30 Days

	Grade 7 %
No	97
Yes	3

Question HS A.83-85, 85A/MS A.80-82, 82A: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape products?... During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine.

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

Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.9

Current Cigarette Smoking, Smokeless Tobacco Use, and Vaping on School Property, Past 30 Days

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

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape?

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

Table A10.10
Substances Vaped on School Property, Past 30 Days

	Grade 7 %
Vaped tobacco or nicotine	
0 days	98
1 or 2 days	0
3 to 9 days	1
10 to 19 days	1
20 to 30 days	0
Vaped marijuana or THC	
0 days	99
1 or 2 days	1
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Vaped other product	
0 days	99
1 or 2 days	1
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0

Question HS A.95, 95A-95C/MS A.90, 90A-90C: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?... vape other product?
Note: Cells are empty if there are less than 10 respondents.

Table A10.11
Vaped Multiple Substances on School Property, Past 30 Days

	Grade 7 %
Did not vape tobacco/nicotine or marijuana/THC	98
Vaped tobacco or nicotine only	1
Vaped marijuana or THC only	0
Vaped tobacco/nicotine and marijuana/THC	1

Question HS A.95, 95A, 95B/MS A.90, 90A, 90B: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?
Note: Cells are empty if there are less than 10 respondents.

Table A10.12

Current Tobacco Use on School Property, Past 30 Days

	Grade 7 %
No	98
Yes	2

Question HS A.93-95, 95A/MS A.88-90, 90A: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)?... vape?... During the past 30 days, on how many days on school property did you... Vape tobacco or nicotine.

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

Current tobacco use includes using cigarettes or smokeless tobacco, or vaping tobacco or nicotine.

Table A10.13

Secondhand Smoke on School Property, Past 30 Days

	Grade 7 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes	
0 days	95
1 day	2
2 days	0
3-9 days	1
10-19 days	1
20-30 days	1

Question HS A.99/MS A.94: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.14
Perceived Harm of Cigarette Smoking

	Grade 7 %
Smoke cigarettes occasionally	
Great	29
Moderate	29
Slight	14
None	29
Smoke 1 or more packs of cigarettes each day	
Great	48
Moderate	15
Slight	7
None	31

Question HS A.100, 101/MS A.95, 96: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.
Note: Cells are empty if there are less than 10 respondents.

Table A10.15
Perceived Harm of Vaping Tobacco or Nicotine

	Grade 7 %
Vape tobacco or nicotine occasionally	
Great	35
Moderate	24
Slight	12
None	29
Vape tobacco or nicotine several times a day (100 puffs or more)	
Great	55
Moderate	9
Slight	5
None	30

Question HS A.102, 103/MS A.97, 98: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).
Note: Cells are empty if there are less than 10 respondents.

Table A10.16

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 7 %
Cigarettes	
Very difficult	6
Fairly difficult	11
Fairly easy	16
Very easy	8
Don't know	59
Vape products	
Very difficult	5
Fairly difficult	9
Fairly easy	17
Very easy	19
Don't know	50

Question HS A.108, 109/MS A.103, 104: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.
Note: Cells are empty if there are less than 10 respondents.

Table A10.17

School Bans Tobacco Use and Vaping

	Grade 7 %
No	5
Yes	74
Don't know	22

Question HS A.116/MS A.108: Does your school ban tobacco use and vaping on school property and at school sponsored events?
Note: Cells are empty if there are less than 10 respondents.

11. Other Health Risks

Table A11.1
Alone After School

	Grade 7 %
Never	67
1 day	11
2 days	5
3 days	4
4 days	3
5 days	10

Question MS A.109: In a normal week, how many days are you home after school for at least one hour without an adult there?
Note: Cells are empty if there are less than 10 respondents.

Table A11.2
Gang Involvement

	Grade 7 %
No	97
Yes	3

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %
School Connectedness†	
American Indian or Alaska Native	
Asian or Asian American	66
Black or African American	
Hispanic or Latino/a	64
Native Hawaiian or Pacific Islander	
White	
Multiracial	
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	
Multiracial	
Something else	
Academic Motivation†	
American Indian or Alaska Native	
Asian or Asian American	71
Black or African American	
Hispanic or Latino/a	64
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

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

† Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

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

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

	Grade 7 %
School is really boring[±]	
American Indian or Alaska Native	
Asian or Asian American	27
Black or African American	
Hispanic or Latino/a	42
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
School is worthless and a waste of time[±]	
American Indian or Alaska Native	
Asian or Asian American	4
Black or African American	
Hispanic or Latino/a	16
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Current absenteeism (≥3 times)[¶]	
American Indian or Alaska Native	
Asian or Asian American	8
Black or African American	
Hispanic or Latino/a	21
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[±]*Rating of 7 or higher.*
[¶]*Past 30 days.*

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

	Grade 7 %
Trouble focusing on schoolwork[σ]	
American Indian or Alaska Native	
Asian or Asian American	24
Black or African American	
Hispanic or Latino/a	41
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Caring adult relationships[‡]	
American Indian or Alaska Native	
Asian or Asian American	58
Black or African American	
Hispanic or Latino/a	61
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
High expectations[‡]	
American Indian or Alaska Native	
Asian or Asian American	77
Black or African American	
Hispanic or Latino/a	73
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[σ] Percent of respondents reporting "Agree" or "Strongly agree."
[‡] Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

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

	Grade 7 %
Meaningful participation[‡]	
American Indian or Alaska Native	
Asian or Asian American	24
Black or African American	
Hispanic or Latino/a	23
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Facilities upkeep[σ]	
American Indian or Alaska Native	
Asian or Asian American	33
Black or African American	
Hispanic or Latino/a	37
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Promotion of parental involvement in school[†]	
American Indian or Alaska Native	
Asian or Asian American	67
Black or African American	
Hispanic or Latino/a	61
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[‡] Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.
[σ] Percent of respondents reporting "Agree" or "Strongly agree."
[†] Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

Table A12.2
School Safety by Race/Ethnicity

	Grade 7 %
School perceived as very safe or safe	
American Indian or Alaska Native	
Asian or Asian American	66
Black or African American	
Hispanic or Latino/a	65
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Experienced harassment due to five reasons[λ§]	
American Indian or Alaska Native	
Asian or Asian American	24
Black or African American	
Hispanic or Latino/a	23
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Experienced any harassment or bullying[§]	
American Indian or Alaska Native	
Asian or Asian American	32
Black or African American	
Hispanic or Latino/a	34
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[λ]*The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.*
[§]*Past 12 months.*

Table A12.2
School Safety by Race/Ethnicity – Continued

	Grade 7 %
Had mean rumors or lies spread about you[§]	
American Indian or Alaska Native	
Asian or Asian American	29
Black or African American	
Hispanic or Latino/a	38
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Been afraid of being beaten up[§]	
American Indian or Alaska Native	
Asian or Asian American	25
Black or African American	
Hispanic or Latino/a	23
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Been in a physical fight[§]	
American Indian or Alaska Native	
Asian or Asian American	10
Black or African American	
Hispanic or Latino/a	13
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A12.2
School Safety by Race/Ethnicity – Continued

	Grade 7 %
Seen a weapon on campus[§]	
American Indian or Alaska Native	
Asian or Asian American	6
Black or African American	
Hispanic or Latino/a	21
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 7 %
Cyberbullying[§]	
American Indian or Alaska Native	
Asian or Asian American	18
Black or African American	
Hispanic or Latino/a	33
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A12.4
Substance Use by Race/Ethnicity

	Grade 7 %
Current alcohol or drug use¶	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	4
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Current tobacco use¶	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	5
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Current marijuana use¶	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	4
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
¶*Past 30 days.*

Table A12.4
Substance Use by Race/Ethnicity – Continued

	Grade 7 %
Current binge drinking¶	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	0
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Very drunk or "high" 7 or more times, ever	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	1
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Been drunk or "high" on drugs at school, ever	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	3
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
¶*Past 30 days.*

Table A12.4
Substance Use by Race/Ethnicity – Continued

	Grade 7 %
Current alcohol use¶	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	1
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Current alcohol use at school¶	
American Indian or Alaska Native	
Asian or Asian American	1
Black or African American	
Hispanic or Latino/a	1
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Current cigarette smoking¶	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	0
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
¶*Past 30 days.*

Table A12.4
Substance Use by Race/Ethnicity – Continued

	Grade 7 %
Current use of vape products[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	6
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Current tobacco vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	5
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Current marijuana vaping[¶]	
American Indian or Alaska Native	
Asian or Asian American	0
Black or African American	
Hispanic or Latino/a	2
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*

Table A12.5
Health Routines by Race/Ethnicity

	Grade 7 %
Eating of breakfast[1]	
American Indian or Alaska Native	
Asian or Asian American	58
Black or African American	
Hispanic or Latino/a	49
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Bedtime (at 12 am or later)	
American Indian or Alaska Native	
Asian or Asian American	15
Black or African American	
Hispanic or Latino/a	15
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A12.6

Remote Schooling by Race/Ethnicity (Remote Only)

	Grade 7 %
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	
Multiracial	
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	
Multiracial	
Something else	
Interest in schoolwork done from home[σ]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

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

[¶] *Past 30 days.*

[‖] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

Table A12.6

Remote Schooling by Race/Ethnicity – Continued ***(Remote Only)***

	Grade 7 %
Meaningful opportunities[θ]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latino/a	
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

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

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A12.7
Social and Emotional Health by Race/Ethnicity

	Grade 7 %
Social emotional distress[‡]	
American Indian or Alaska Native	
Asian or Asian American	22
Black or African American	
Hispanic or Latino/a	24
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Experienced chronic sadness/hopelessness[§]	
American Indian or Alaska Native	
Asian or Asian American	24
Black or African American	
Hispanic or Latino/a	33
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Considered suicide[§]	
American Indian or Alaska Native	
Asian or Asian American	10
Black or African American	
Hispanic or Latino/a	17
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[‡] Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.
[§] Past 12 months.

Table A12.7
Social and Emotional Health by Race/Ethnicity – Continued

	Grade 7 %
Optimism‡	
American Indian or Alaska Native	
Asian or Asian American	63
Black or African American	
Hispanic or Latino/a	53
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	
Life satisfaction∓	
American Indian or Alaska Native	
Asian or Asian American	77
Black or African American	
Hispanic or Latino/a	65
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
‡Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.
∓Average percent of respondents reporting "Satisfied" or "Very satisfied" across survey questions that comprise the scale.

Table A12.7
Social and Emotional Health by Race/Ethnicity – Continued

	Grade 7
California Student Wellness Index[õ]	
American Indian or Alaska Native	
Asian or Asian American	106.5
Black or African American	
Hispanic or Latino/a	104.3
Native Hawaiian or Pacific Islander	
White	
Multiracial	
Something else	

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

[õ] To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

13. Gender Breakdowns

Table A13.1
School Engagement and Supports by Gender

	Grade 7 %
School Connectedness[†]	
Male	69
Female	61
Nonbinary	
Something else	
School Connectedness[†ψ] ***(Remote Only)***	
Male	
Female	
Nonbinary	
Something else	
Academic Motivation[†]	
Male	62
Female	70
Nonbinary	
Something else	
School is really boring[±]	
Male	38
Female	31
Nonbinary	
Something else	
School is worthless and a waste of time[±]	
Male	17
Female	6
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
[ψ]*The scale was based on four questions for remote respondents.*
[±]*Rating of 7 or higher.*

Table A13.1
School Engagement and Supports by Gender – Continued

	Grade 7 %
Current absenteeism (≥3 times)[¶]	
Male	13
Female	18
Nonbinary	
Something else	
Trouble focusing on schoolwork[σ]	
Male	35
Female	28
Nonbinary	
Something else	
Caring adult relationships[‡]	
Male	62
Female	60
Nonbinary	
Something else	
High expectations[‡]	
Male	74
Female	77
Nonbinary	
Something else	
Meaningful participation[‡]	
Male	22
Female	25
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.
[σ]Percent of respondents reporting "Agree" or "Strongly agree."
[‡]Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A13.1
School Engagement and Supports by Gender – Continued

	Grade 7 %
Facilities upkeep[σ]	
Male	34
Female	33
Nonbinary	
Something else	
Promotion of parental involvement in school[†]	
Male	60
Female	64
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[σ] Percent of respondents reporting "Agree" or "Strongly agree."
[‡] Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A13.2
School Safety by Gender

	Grade 7 %
School perceived as very safe or safe	
Male	74
Female	58
Nonbinary	
Something else	
Experienced harassment due to five reasons[λ§]	
Male	22
Female	25
Nonbinary	
Something else	
Experienced any harassment or bullying[§]	
Male	29
Female	39
Nonbinary	
Something else	
Had mean rumors or lies spread about you[§]	
Male	33
Female	34
Nonbinary	
Something else	
Been afraid of being beaten up[§]	
Male	23
Female	26
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 7 %
Been in a physical fight[§]	
Male	16
Female	8
Nonbinary	
Something else	
Seen a weapon on campus[§]	
Male	14
Female	13
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 7 %
Cyberbullying[§]	
Male	21
Female	31
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 7 %
Current alcohol or drug use¶	
Male	2
Female	2
Nonbinary	
Something else	
Current tobacco use¶	
Male	2
Female	3
Nonbinary	
Something else	
Current marijuana use¶	
Male	2
Female	2
Nonbinary	
Something else	
Current binge drinking¶	
Male	0
Female	0
Nonbinary	
Something else	
Very drunk or "high" 7 or more times, ever	
Male	1
Female	0
Nonbinary	
Something else	
Been drunk or "high" on drugs at school, ever	
Male	2
Female	1
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 7 %
Current alcohol use¶	
Male	1
Female	0
Nonbinary	
Something else	
Current alcohol use at school¶	
Male	0
Female	2
Nonbinary	
Something else	
Current cigarette smoking¶	
Male	0
Female	0
Nonbinary	
Something else	
Current use of vape products¶	
Male	2
Female	4
Nonbinary	
Something else	
Current tobacco vaping¶	
Male	2
Female	3
Nonbinary	
Something else	
Current marijuana vaping¶	
Male	2
Female	0
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A13.5
Health Routines by Gender

	Grade 7 %
Eating of breakfast[1]	
Male	55
Female	52
Nonbinary	
Something else	
Bedtime (at 12 am or later)	
Male	14
Female	15
Nonbinary	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
Male	
Female	
Nonbinary	
Something else	
Synchronous instruction (4 days or more)[ǁ]	
Male	
Female	
Nonbinary	
Something else	
Interest in schoolwork done from home[σ]	
Male	
Female	
Nonbinary	
Something else	
Meaningful opportunities[θ]	
Male	
Female	
Nonbinary	
Something else	

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

[¶]*Past 30 days.*

[ǁ]*Past 7 days.*

[σ]*Percent of respondents reporting "Agree" or "Strongly agree."*

[θ]*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A13.7
Social and Emotional Health by Gender

	Grade 7 %
Social emotional distress‡	
Male	14
Female	31
Nonbinary	
Something else	
Experienced chronic sadness/hopelessness§	
Male	16
Female	40
Nonbinary	
Something else	
Considered suicide§	
Male	8
Female	19
Nonbinary	
Something else	
Optimism‡	
Male	66
Female	52
Nonbinary	
Something else	
Life satisfaction∓	
Male	79
Female	64
Nonbinary	
Something else	

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

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

§*Past 12 months.*

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

Table A13.7
Social and Emotional Health by Gender – Continued

	Grade 7
California Student Wellness Index[õ]	
Male	109.5
Female	101.4
Nonbinary	
Something else	

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

[õ]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

14. Parental Education Breakdowns

Table A14.1
School Engagement and Supports by Parental Education

	Grade 7 %
School Connectedness[†]	
Less than high school	54
High school graduate	67
Some college	60
College degree	69
Don't know	67
School Connectedness[†ψ] ***(Remote Only)***	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
Academic Motivation[†]	
Less than high school	58
High school graduate	64
Some college	50
College degree	74
Don't know	66
School is really boring[±]	
Less than high school	32
High school graduate	26
Some college	53
College degree	33
Don't know	39

Notes: Cells are empty if there are less than 10 respondents.
[†] *Average percent of respondents reporting "Agree" or "Strongly agree" 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 Parental Education – Continued

	Grade 7 %
School is worthless and a waste of time[±]	
Less than high school	14
High school graduate	22
Some college	13
College degree	9
Don't know	9
Current absenteeism (≥3 times)[¶]	
Less than high school	18
High school graduate	12
Some college	20
College degree	12
Don't know	16
Trouble focusing on schoolwork[σ]	
Less than high school	36
High school graduate	25
Some college	33
College degree	26
Don't know	38
Caring adult relationships[‡]	
Less than high school	67
High school graduate	46
Some college	62
College degree	63
Don't know	59

Notes: Cells are empty if there are less than 10 respondents.
[±]*Rating of 7 or higher.*
[¶]*Past 30 days.*
[σ]*Percent of respondents reporting "Agree" or "Strongly agree."*
[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*

Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 7 %
High expectations[‡]	
Less than high school	76
High school graduate	67
Some college	76
College degree	81
Don't know	72
Meaningful participation[‡]	
Less than high school	19
High school graduate	33
Some college	31
College degree	26
Don't know	20
Facilities upkeep[σ]	
Less than high school	32
High school graduate	43
Some college	13
College degree	24
Don't know	45
Promotion of parental involvement in school[†]	
Less than high school	46
High school graduate	56
Some college	60
College degree	68
Don't know	66

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

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

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

[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

Table A14.2
School Safety by Parental Education

	Grade 7 %
School perceived as very safe or safe	
Less than high school	70
High school graduate	85
Some college	53
College degree	65
Don't know	59
Experienced harassment due to five reasons[λ§]	
Less than high school	35
High school graduate	25
Some college	57
College degree	13
Don't know	25
Experienced any harassment or bullying[§]	
Less than high school	46
High school graduate	30
Some college	79
College degree	25
Don't know	33
Had mean rumors or lies spread about you[§]	
Less than high school	30
High school graduate	45
Some college	67
College degree	29
Don't know	29

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A14.2
School Safety by Parental Education – Continued

	Grade 7 %
Been afraid of being beaten up[§]	
Less than high school	26
High school graduate	25
Some college	27
College degree	25
Don't know	24
Been in a physical fight[§]	
Less than high school	12
High school graduate	20
Some college	7
College degree	7
Don't know	16
Seen a weapon on campus[§]	
Less than high school	26
High school graduate	0
Some college	27
College degree	9
Don't know	16

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A14.3
Cyberbullying by Parental Education

	Grade 7 %
Cyberbullying[§]	
Less than high school	15
High school graduate	50
Some college	57
College degree	22
Don't know	19

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A14.4
Substance Use by Parental Education

	Grade 7 %
Current alcohol or drug use¶	
Less than high school	7
High school graduate	5
Some college	0
College degree	0
Don't know	3
Current tobacco use¶	
Less than high school	4
High school graduate	5
Some college	7
College degree	2
Don't know	3
Current marijuana use¶	
Less than high school	7
High school graduate	5
Some college	0
College degree	0
Don't know	3
Current binge drinking¶	
Less than high school	0
High school graduate	0
Some college	0
College degree	0
Don't know	2

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %
Very drunk or "high" 7 or more times, ever	
Less than high school	4
High school graduate	0
Some college	0
College degree	0
Don't know	2
Been drunk or "high" on drugs at school, ever	
Less than high school	4
High school graduate	5
Some college	0
College degree	2
Don't know	2
Current alcohol use¶	
Less than high school	4
High school graduate	0
Some college	0
College degree	0
Don't know	2
Current alcohol use at school¶	
Less than high school	0
High school graduate	0
Some college	0
College degree	0
Don't know	2

Notes: Cells are empty if there are less than 10 respondents.
¶*Past 30 days.*

Table A14.4
Substance Use by Parental Education – Continued

	Grade 7 %
Current cigarette smoking¶	
Less than high school	0
High school graduate	0
Some college	0
College degree	0
Don't know	2
Current use of vape products¶	
Less than high school	7
High school graduate	5
Some college	7
College degree	2
Don't know	3
Current tobacco vaping¶	
Less than high school	4
High school graduate	5
Some college	7
College degree	2
Don't know	3
Current marijuana vaping¶	
Less than high school	4
High school graduate	0
Some college	0
College degree	0
Don't know	3

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A14.5
Health Routines by Parental Education

	Grade 7 %
Eating of breakfast[1]	
Less than high school	54
High school graduate	50
Some college	40
College degree	64
Don’t know	51
Bedtime (at 12 am or later)	
Less than high school	11
High school graduate	17
Some college	20
College degree	12
Don’t know	15

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A14.6

Remote Schooling by Parental Education (Remote Only)

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
Synchronous instruction (4 days or more)[‖]	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
Interest in schoolwork done from home[σ]	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	
Meaningful opportunities[θ]	
Less than high school	
High school graduate	
Some college	
College degree	
Don't know	

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

[¶] *Past 30 days.*

[‖] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A14.7
Social and Emotional Health by Parental Education

	Grade 7 %
Social emotional distress[‡]	
Less than high school	32
High school graduate	30
Some college	46
College degree	18
Don't know	17
Experienced chronic sadness/hopelessness[§]	
Less than high school	44
High school graduate	35
Some college	50
College degree	22
Don't know	25
Considered suicide[§]	
Less than high school	26
High school graduate	20
Some college	29
College degree	9
Don't know	10
Optimism[‡]	
Less than high school	63
High school graduate	55
Some college	40
College degree	57
Don't know	59

Notes: Cells are empty if there are less than 10 respondents.
[‡] *Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.*
[§] *Past 12 months.*

Table A14.7
Social and Emotional Health by Parental Education – Continued

	Grade 7 %
Life satisfaction∓	
Less than high school	68
High school graduate	64
Some college	68
College degree	75
Don't know	70

	Grade 7
California Student Wellness Indexõ	
Less than high school	101.5
High school graduate	103.0
Some college	99.5
College degree	106.5
Don't know	107.0

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

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

õ*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

15. English Learner Breakdowns

Table A15.1
School Engagement and Supports by English Learner Status

	Grade 7 %
School Connectedness[†]	
Not English learner	66
English learner	63
Don't know	59
School Connectedness[†ψ] ***(Remote Only)***	
Not English learner	
English learner	
Don't know	
Academic Motivation[†]	
Not English learner	67
English learner	65
Don't know	62
School is really boring[±]	
Not English learner	34
English learner	38
Don't know	38
School is worthless and a waste of time[±]	
Not English learner	11
English learner	15
Don't know	15
Current absenteeism (≥3 times)[¶]	
Not English learner	16
English learner	38
Don't know	8

Notes: Cells are empty if there are less than 10 respondents.
[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
[ψ] *The scale was based on four questions for remote respondents.*
[±] *Rating of 7 or higher.*
[¶] *Past 30 days.*

Table A15.1
School Engagement and Supports by English Learner Status – Continued

	Grade 7 %
Trouble focusing on schoolwork[σ]	
Not English learner	30
English learner	25
Don't know	42
Caring adult relationships[‡]	
Not English learner	63
English learner	61
Don't know	51
High expectations[‡]	
Not English learner	76
English learner	85
Don't know	69
Meaningful participation[‡]	
Not English learner	24
English learner	31
Don't know	20
Facilities upkeep[σ]	
Not English learner	33
English learner	42
Don't know	32
Promotion of parental involvement in school[†]	
Not English learner	65
English learner	53
Don't know	52

Notes: Cells are empty if there are less than 10 respondents.
[σ] Percent of respondents reporting "Agree" or "Strongly agree."
[‡] Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A15.2
School Safety by English Learner Status

	Grade 7 %
School perceived as very safe or safe	
Not English learner	65
English learner	69
Don't know	65
Experienced harassment due to five reasons[λ§]	
Not English learner	25
English learner	27
Don't know	24
Experienced any harassment or bullying[§]	
Not English learner	34
English learner	45
Don't know	38
Had mean rumors or lies spread about you[§]	
Not English learner	37
English learner	15
Don't know	32
Been afraid of being beaten up[§]	
Not English learner	28
English learner	8
Don't know	19
Been in a physical fight[§]	
Not English learner	11
English learner	8
Don't know	17
Seen a weapon on campus[§]	
Not English learner	15
English learner	8
Don't know	17

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

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

[§]Past 12 months.

Table A15.3
Cyberbullying by English Learner Status

	Grade 7 %
Cyberbullying[§]	
Not English learner	28
English learner	0
Don't know	29

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A15.4
Substance Use by English Learner Status

	Grade 7 %
Current alcohol or drug use[¶]	
Not English learner	2
English learner	0
Don't know	5
Current alcohol or drug use[¶]	
Not English learner	3
English learner	0
Don't know	5
Current marijuana use[¶]	
Not English learner	2
English learner	0
Don't know	5
Current binge drinking[¶]	
Not English learner	0
English learner	0
Don't know	3
Very drunk or "high" 7 or more times, ever	
Not English learner	0
English learner	0
Don't know	5

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.

Table A15.4
Substance Use by English Learner Status – Continued

	Grade 7 %
Been drunk or "high" on drugs at school, ever	
Not English learner	1
English learner	0
Don't know	8
Current alcohol use¶	
Not English learner	0
English learner	0
Don't know	5
Current alcohol use at school¶	
Not English learner	1
English learner	0
Don't know	3
Current cigarette smoking¶	
Not English learner	0
English learner	0
Don't know	3
Current use of vape products¶	
Not English learner	4
English learner	0
Don't know	5
Current tobacco vaping¶	
Not English learner	3
English learner	0
Don't know	5
Current marijuana vaping¶	
Not English learner	1
English learner	0
Don't know	5

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A15.5
Health Routines by English Learner Status

	Grade 7 %
Eating of breakfast[1]	
Not English learner	55
English learner	23
Don't know	58
Bedtime (at 12 am or later)	
Not English learner	13
English learner	31
Don't know	18

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A15.6

Remote Schooling by English Learner Status ***(Remote Only)***

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
Not English learner	
English learner	
Don't know	
Synchronous instruction (4 days or more)[‖]	
Not English learner	
English learner	
Don't know	
Interest in schoolwork done from home[σ]	
Not English learner	
English learner	
Don't know	
Meaningful opportunities[θ]	
Not English learner	
English learner	
Don't know	

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

[¶] *Past 30 days.*

[‖] *Past 7 days.*

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[θ] *Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A15.7
Social and Emotional Health by English Learner Status

	Grade 7 %
Social emotional distress‡	
Not English learner	25
English learner	17
Don't know	21
Experienced chronic sadness/hopelessness§	
Not English learner	28
English learner	45
Don't know	29
Considered suicide§	
Not English learner	17
English learner	8
Don't know	11
Optimism‡	
Not English learner	58
English learner	67
Don't know	49
Life satisfaction∓	
Not English learner	71
English learner	72
Don't know	65

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

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

§Past 12 months.

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

Table A15.7
Social and Emotional Health by English Learner Status – Continued

	Grade 7
California Student Wellness Index[õ]	
Not English learner	105.0
English learner	105.6
Don't know	104.2

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

[õ] To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1
School Engagement and Supports by English Learner (EL) Program Duration

	Grade 7 %
School Connectedness[†]	
Not currently in English Learner Program	66
Less than 7 years (EL)	60
7 years or more (LTEL)	
School Connectedness[†ψ] ***(Remote Only)***	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Academic Motivation[†]	
Not currently in English Learner Program	67
Less than 7 years (EL)	65
7 years or more (LTEL)	
School is really boring[±]	
Not currently in English Learner Program	34
Less than 7 years (EL)	36
7 years or more (LTEL)	
School is worthless and a waste of time[±]	
Not currently in English Learner Program	11
Less than 7 years (EL)	18
7 years or more (LTEL)	
Current absenteeism (≥3 times)[¶]	
Not currently in English Learner Program	16
Less than 7 years (EL)	45
7 years or more (LTEL)	

Notes: Cells are empty if there are less than 10 respondents.
[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
[ψ]*The scale was based on four questions for remote respondents.*
[±]*Rating of 7 or higher.*
[¶]*Past 30 days.*

Table A16.1

School Engagement and Supports by English Learner (EL) Program Duration – Continued

	Grade 7 %
Trouble focusing on schoolwork$^{\sigma}$	
Not currently in English Learner Program	30
Less than 7 years (EL)	20
7 years or more (LTEL)	
Caring adult relationships‡	
Not currently in English Learner Program	63
Less than 7 years (EL)	
7 years or more (LTEL)	
High expectations‡	
Not currently in English Learner Program	76
Less than 7 years (EL)	
7 years or more (LTEL)	
Meaningful participation‡	
Not currently in English Learner Program	24
Less than 7 years (EL)	
7 years or more (LTEL)	
Facilities upkeep$^{\sigma}$	
Not currently in English Learner Program	33
Less than 7 years (EL)	40
7 years or more (LTEL)	
Promotion of parental involvement in school†	
Not currently in English Learner Program	65
Less than 7 years (EL)	57
7 years or more (LTEL)	

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

$^{\sigma}$ Percent of respondents reporting "Agree" or "Strongly agree."

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

Table A16.2
School Safety by English Learner (EL) Program Duration

	Grade 7 %
School perceived as very safe or safe	
Not currently in English Learner Program	65
Less than 7 years (EL)	73
7 years or more (LTEL)	
Experienced harassment due to five reasons[λ§]	
Not currently in English Learner Program	25
Less than 7 years (EL)	
7 years or more (LTEL)	
Experienced any harassment or bullying[§]	
Not currently in English Learner Program	34
Less than 7 years (EL)	
7 years or more (LTEL)	
Had mean rumors or lies spread about you[§]	
Not currently in English Learner Program	37
Less than 7 years (EL)	9
7 years or more (LTEL)	
Been afraid of being beaten up[§]	
Not currently in English Learner Program	28
Less than 7 years (EL)	9
7 years or more (LTEL)	
Been in a physical fight[§]	
Not currently in English Learner Program	11
Less than 7 years (EL)	0
7 years or more (LTEL)	
Seen a weapon on campus[§]	
Not currently in English Learner Program	15
Less than 7 years (EL)	0
7 years or more (LTEL)	

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

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

[§]Past 12 months.

Table A16.3
Cyberbullying by English Learner (EL) Program Duration

	Grade 7 %
Cyberbullying[§]	
Not currently in English Learner Program	28
Less than 7 years (EL)	
7 years or more (LTEL)	

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A16.4
Substance Use by English Learner (EL) Program Duration

	Grade 7 %
Current alcohol or drug use[¶]	
Not currently in English Learner Program	2
Less than 7 years (EL)	0
7 years or more (LTEL)	
Current tobacco use[¶]	
Not currently in English Learner Program	3
Less than 7 years (EL)	0
7 years or more (LTEL)	
Current marijuana use[¶]	
Not currently in English Learner Program	2
Less than 7 years (EL)	0
7 years or more (LTEL)	
Current binge drinking[¶]	
Not currently in English Learner Program	0
Less than 7 years (EL)	0
7 years or more (LTEL)	
Very drunk or "high" 7 or more times, ever	
Not currently in English Learner Program	0
Less than 7 years (EL)	0
7 years or more (LTEL)	

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.

Table A16.4
Substance Use by English Learner (EL) Program Duration – Continued

	Grade 7 %
Been drunk or "high" on drugs at school, ever	
Not currently in English Learner Program	1
Less than 7 years (EL)	0
7 years or more (LTEL)	
Current alcohol use¶	
Not currently in English Learner Program	0
Less than 7 years (EL)	0
7 years or more (LTEL)	
Current alcohol use at school¶	
Not currently in English Learner Program	1
Less than 7 years (EL)	0
7 years or more (LTEL)	
Current cigarette smoking¶	
Not currently in English Learner Program	0
Less than 7 years (EL)	0
7 years or more (LTEL)	
Current use of vape products¶	
Not currently in English Learner Program	4
Less than 7 years (EL)	0
7 years or more (LTEL)	
Current tobacco vaping¶	
Not currently in English Learner Program	3
Less than 7 years (EL)	0
7 years or more (LTEL)	
Current marijuana vaping¶	
Not currently in English Learner Program	1
Less than 7 years (EL)	0
7 years or more (LTEL)	

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A16.5
Health Routines by English Learner (EL) Program Duration

	Grade 7 %
Eating of breakfast[1]	
Not currently in English Learner Program	55
Less than 7 years (EL)	27
7 years or more (LTEL)	
Bedtime (at 12 am or later)	
Not currently in English Learner Program	13
Less than 7 years (EL)	18
7 years or more (LTEL)	

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A16.6

Remote Schooling by English Learner (EL) Program Duration (Remote Only)

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Synchronous instruction (4 days or more)[ǁ]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Interest in schoolwork done from home[σ]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	
Meaningful opportunities[θ]	
Not currently in English Learner Program	
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[¶]*Past 30 days.*

[ǁ]*Past 7 days.*

[σ]*Percent of respondents reporting "Agree" or "Strongly agree."*

[θ]*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A16.7
Social and Emotional Health by English Learner (EL) Program Duration

	Grade 7 %
Social emotional distress‡	
Not currently in English Learner Program	25
Less than 7 years (EL)	12
7 years or more (LTEL)	
Experienced chronic sadness/hopelessness§	
Not currently in English Learner Program	28
Less than 7 years (EL)	
7 years or more (LTEL)	
Considered suicide§	
Not currently in English Learner Program	17
Less than 7 years (EL)	10
7 years or more (LTEL)	
Optimism‡	
Not currently in English Learner Program	58
Less than 7 years (EL)	63
7 years or more (LTEL)	
Life satisfaction∓	
Not currently in English Learner Program	71
Less than 7 years (EL)	
7 years or more (LTEL)	

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

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

§*Past 12 months.*

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

Table A16.7
Social and Emotional Health by English Learner (EL) Program Duration – Continued

	Grade 7
California Student Wellness Index[õ]	
Not currently in English Learner Program	105.0
Less than 7 years (EL)	
7 years or more (LTEL)	

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

[õ] To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

17. Special Education Breakdowns

Table A17.1
School Engagement and Supports by Individualized Education Plan (IEP) Placement

	Grade 7 %
School Connectedness[†]	
No IEP	66
IEP	57
Don't know	62
Prefer not to say	
School Connectedness[†ψ] ***(Remote Only)***	
No IEP	
IEP	
Don't know	
Prefer not to say	
Academic Motivation[†]	
No IEP	66
IEP	56
Don't know	67
Prefer not to say	
School is really boring[±]	
No IEP	37
IEP	25
Don't know	33
Prefer not to say	
School is worthless and a waste of time[±]	
No IEP	12
IEP	17
Don't know	12
Prefer not to say	

Notes: Cells are empty if there are less than 10 respondents.
[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
[ψ]*The scale was based on four questions for remote respondents.*
[±]*Rating of 7 or higher.*

Table A17.1

School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %
Current absenteeism (≥3 times)[¶]	
No IEP	16
IEP	17
Don't know	12
Prefer not to say	
Trouble focusing on schoolwork[σ]	
No IEP	31
IEP	42
Don't know	30
Prefer not to say	
Caring adult relationships[‡]	
No IEP	61
IEP	72
Don't know	54
Prefer not to say	
High expectations[‡]	
No IEP	77
IEP	81
Don't know	67
Prefer not to say	
Meaningful participation[‡]	
No IEP	21
IEP	44
Don't know	25
Prefer not to say	

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

[¶]Past 30 days.

[σ]Percent of respondents reporting "Agree" or "Strongly agree."

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

Table A17.1

School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %
Facilities upkeep[σ]	
No IEP	32
IEP	33
Don't know	39
Prefer not to say	
Promotion of parental involvement in school[†]	
No IEP	65
IEP	60
Don't know	48
Prefer not to say	

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

[σ] *Percent of respondents reporting "Agree" or "Strongly agree."*

[†] *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

Table A17.2
School Safety by Individualized Education Plan (IEP) Placement

	Grade 7 %
School perceived as very safe or safe	
No IEP	62
IEP	83
Don't know	71
Prefer not to say	
Experienced harassment due to five reasons[λ§]	
No IEP	22
IEP	42
Don't know	30
Prefer not to say	
Experienced any harassment or bullying[§]	
No IEP	33
IEP	58
Don't know	35
Prefer not to say	
Had mean rumors or lies spread about you[§]	
No IEP	34
IEP	33
Don't know	35
Prefer not to say	
Been afraid of being beaten up[§]	
No IEP	26
IEP	25
Don't know	25
Prefer not to say	

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A17.2
School Safety by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %
Been in a physical fight[§]	
No IEP	12
IEP	8
Don't know	13
Prefer not to say	
Seen a weapon on campus[§]	
No IEP	14
IEP	17
Don't know	13
Prefer not to say	

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A17.3
Cyberbullying by Individualized Education Plan (IEP) Placement

	Grade 7 %
Cyberbullying[§]	
No IEP	26
IEP	33
Don't know	27
Prefer not to say	

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A17.4
Substance Use by Individualized Education Plan (IEP) Placement

	Grade 7 %
Current alcohol or drug use¶	
No IEP	3
IEP	0
Don't know	2
Prefer not to say	
Current tobacco use¶	
No IEP	3
IEP	0
Don't know	5
Prefer not to say	
Current marijuana use¶	
No IEP	3
IEP	0
Don't know	2
Prefer not to say	
Current binge drinking¶	
No IEP	0
IEP	0
Don't know	2
Prefer not to say	
Very drunk or "high" 7 or more times, ever	
No IEP	1
IEP	0
Don't know	2
Prefer not to say	
Been drunk or "high" on drugs at school, ever	
No IEP	2
IEP	0
Don't know	5
Prefer not to say	

Notes: Cells are empty if there are less than 10 respondents.
¶*Past 30 days.*

Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement – Continued

	Grade 7 %
Current alcohol use¶	
No IEP	1
IEP	0
Don't know	2
Prefer not to say	
Current alcohol use at school¶	
No IEP	1
IEP	0
Don't know	2
Prefer not to say	
Current cigarette smoking¶	
No IEP	0
IEP	0
Don't know	2
Prefer not to say	
Current use of vape products¶	
No IEP	4
IEP	0
Don't know	5
Prefer not to say	
Current tobacco vaping¶	
No IEP	3
IEP	0
Don't know	5
Prefer not to say	
Current marijuana vaping¶	
No IEP	2
IEP	0
Don't know	2
Prefer not to say	

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

¶*Past 30 days.*

Table A17.5
Health Routines by Individualized Education Plan (IEP) Placement

	Grade 7 %
Eating of breakfast[1]	
No IEP	58
IEP	17
Don't know	49
Prefer not to say	
Bedtime (at 12 am or later)	
No IEP	13
IEP	25
Don't know	19
Prefer not to say	

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A17.6

Remote Schooling by Individualized Education Plan (IEP) Placement (Remote Only)

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
No IEP	
IEP	
Don't know	
Prefer not to say	
Synchronous instruction (4 days or more)[ǀ]	
No IEP	
IEP	
Don't know	
Prefer not to say	
Interest in schoolwork done from home[σ]	
No IEP	
IEP	
Don't know	
Prefer not to say	
Meaningful opportunities[θ]	
No IEP	
IEP	
Don't know	
Prefer not to say	

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

[¶]*Past 30 days.*

[ǀ]*Past 7 days.*

[σ]*Percent of respondents reporting "Agree" or "Strongly agree."*

[θ]*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A17.7

Social and Emotional Health by Individualized Education Plan (IEP) Placement

	Grade 7 %
Social emotional distress[‡]	
No IEP	23
IEP	37
Don't know	23
Prefer not to say	
Experienced chronic sadness/hopelessness[§]	
No IEP	28
IEP	50
Don't know	30
Prefer not to say	
Considered suicide[§]	
No IEP	16
IEP	17
Don't know	12
Prefer not to say	
Optimism[‡]	
No IEP	57
IEP	56
Don't know	56
Prefer not to say	
Life satisfaction[∓]	
No IEP	70
IEP	40
Don't know	74
Prefer not to say	

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

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

[§] *Past 12 months.*

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

Table A17.7

Social and Emotional Health by Individualized Education Plan (IEP) Placement – Continued

	Grade 7
California Student Wellness Index[õ]	
No IEP	105.2
IEP	95.7
Don't know	105.7
Prefer not to say	

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

[õ]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

18. Living Situation Breakdowns

Table A18.1
School Engagement and Supports by Living Situation

	Grade 7 %
School Connectedness[†]	
Home with one or more parent or guardian	65
Foster home	
Homeless	
Other living arrangement	58
School Connectedness[†ψ] ***(Remote Only)***	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Academic Motivation[†]	
Home with one or more parent or guardian	66
Foster home	
Homeless	
Other living arrangement	62
School is really boring[±]	
Home with one or more parent or guardian	36
Foster home	
Homeless	
Other living arrangement	33
School is worthless and a waste of time[±]	
Home with one or more parent or guardian	11
Foster home	
Homeless	
Other living arrangement	18

Notes: Cells are empty if there are less than 10 respondents.
[†]*Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*
[ψ]*The scale was based on four questions for remote respondents.*
[±]*Rating of 7 or higher.*

Table A18.1
School Engagement and Supports by Living Situation – Continued

	Grade 7 %
Current absenteeism (≥3 times)[¶]	
Home with one or more parent or guardian	13
Foster home	
Homeless	
Other living arrangement	27
Trouble focusing on schoolwork[σ]	
Home with one or more parent or guardian	33
Foster home	
Homeless	
Other living arrangement	28
Caring adult relationships[‡]	
Home with one or more parent or guardian	61
Foster home	
Homeless	
Other living arrangement	58
High expectations[‡]	
Home with one or more parent or guardian	76
Foster home	
Homeless	
Other living arrangement	73
Meaningful participation[‡]	
Home with one or more parent or guardian	25
Foster home	
Homeless	
Other living arrangement	16

Notes: Cells are empty if there are less than 10 respondents.
[¶]Past 30 days.
[σ]Percent of respondents reporting "Agree" or "Strongly agree."
[‡]Average percent of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

Table A18.1
School Engagement and Supports by Living Situation – Continued

	Grade 7 %
Facilities upkeep[σ]	
Home with one or more parent or guardian	34
Foster home	
Homeless	
Other living arrangement	29
Promotion of parental involvement in school[†]	
Home with one or more parent or guardian	63
Foster home	
Homeless	
Other living arrangement	56

Notes: Cells are empty if there are less than 10 respondents.
[σ] Percent of respondents reporting "Agree" or "Strongly agree."
[†] Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

Table A18.2
School Safety by Living Situation

	Grade 7 %
School perceived as very safe or safe	
Home with one or more parent or guardian	66
Foster home	
Homeless	
Other living arrangement	63
Experienced harassment due to five reasons[λ§]	
Home with one or more parent or guardian	26
Foster home	
Homeless	
Other living arrangement	21
Experienced any harassment or bullying[§]	
Home with one or more parent or guardian	34
Foster home	
Homeless	
Other living arrangement	41
Had mean rumors or lies spread about you[§]	
Home with one or more parent or guardian	34
Foster home	
Homeless	
Other living arrangement	37
Been afraid of being beaten up[§]	
Home with one or more parent or guardian	26
Foster home	
Homeless	
Other living arrangement	20

Notes: Cells are empty if there are less than 10 respondents.
[λ]The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.
[§]Past 12 months.

Table A18.2
School Safety by Living Situation – Continued

	Grade 7 %
Been in a physical fight[§]	
Home with one or more parent or guardian	13
Foster home	
Homeless	
Other living arrangement	10
Seen a weapon on campus[§]	
Home with one or more parent or guardian	12
Foster home	
Homeless	
Other living arrangement	28

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A18.3
Cyberbullying by Living Situation

	Grade 7 %
Cyberbullying[§]	
Home with one or more parent or guardian	26
Foster home	
Homeless	
Other living arrangement	31

Notes: Cells are empty if there are less than 10 respondents.
[§]Past 12 months.

Table A18.4
Substance Use by Living Situation

	Grade 7 %
Current alcohol or drug use¶	
Home with one or more parent or guardian	2
Foster home	
Homeless	
Other living arrangement	6
Current tobacco use¶	
Home with one or more parent or guardian	3
Foster home	
Homeless	
Other living arrangement	6
Current marijuana use¶	
Home with one or more parent or guardian	2
Foster home	
Homeless	
Other living arrangement	7
Current binge drinking¶	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	3
Very drunk or "high" 7 or more times, ever	
Home with one or more parent or guardian	1
Foster home	
Homeless	
Other living arrangement	3
Been drunk or "high" on drugs at school, ever	
Home with one or more parent or guardian	2
Foster home	
Homeless	
Other living arrangement	3

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A18.4
Substance Use by Living Situation – Continued

	Grade 7 %
Current alcohol use¶	
Home with one or more parent or guardian	1
Foster home	
Homeless	
Other living arrangement	3
Current alcohol use at school¶	
Home with one or more parent or guardian	1
Foster home	
Homeless	
Other living arrangement	0
Current cigarette smoking¶	
Home with one or more parent or guardian	0
Foster home	
Homeless	
Other living arrangement	3
Current use of vape products¶	
Home with one or more parent or guardian	3
Foster home	
Homeless	
Other living arrangement	6
Current tobacco vaping¶	
Home with one or more parent or guardian	3
Foster home	
Homeless	
Other living arrangement	6
Current marijuana vaping¶	
Home with one or more parent or guardian	1
Foster home	
Homeless	
Other living arrangement	3

Notes: Cells are empty if there are less than 10 respondents.
¶Past 30 days.

Table A18.5
Health Routines by Living Situation

	Grade 7 %
Eating of breakfast[1]	
Home with one or more parent or guardian	55
Foster home	
Homeless	
Other living arrangement	42
Bedtime (at 12 am or later)	
Home with one or more parent or guardian	15
Foster home	
Homeless	
Other living arrangement	15

Notes: Cells are empty if there are less than 10 respondents.
[1] *Today.*

Table A18.6

Remote Schooling by Living Situation (Remote Only)

	Grade 7 %
Remote learning frequency (5 days per week)[¶]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Synchronous instruction (4 days or more)[‖]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Interest in schoolwork done from home[σ]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	
Meaningful opportunities[θ]	
Home with one or more parent or guardian	
Foster home	
Homeless	
Other living arrangement	

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

[σ]*Percent of respondents reporting "Agree" or "Strongly agree."*

[θ]*Percent of respondents reporting "Pretty much true" or "Very much true."*

Table A18.7
Social and Emotional Health by Living Situation

	Grade 7 %
Social emotional distress‡	
Home with one or more parent or guardian	22
Foster home	
Homeless	
Other living arrangement	29
Experienced chronic sadness/hopelessness§	
Home with one or more parent or guardian	28
Foster home	
Homeless	
Other living arrangement	37
Considered suicide§	
Home with one or more parent or guardian	16
Foster home	
Homeless	
Other living arrangement	10
Optimism‡	
Home with one or more parent or guardian	60
Foster home	
Homeless	
Other living arrangement	43
Life satisfaction∓	
Home with one or more parent or guardian	72
Foster home	
Homeless	
Other living arrangement	61

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

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

§*Past 12 months.*

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

Table A18.7
Social and Emotional Health by Living Situation – Continued

	Grade 7
California Student Wellness Index[õ]	
Home with one or more parent or guardian	105.3
Foster home	
Homeless	
Other living arrangement	102.5

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

[õ]To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

	Grade 7
Student Sample Size	
Target sample	234
Final number	172
Response Rate	74%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 7 %	Table
Covitality†	67	
Belief in self†	60	P2.2
Belief in others†	73	P2.2
Emotional competence†	68	P2.2
Engaged living†	64	P2.2
Growth mindset‡	67	P7.1
Goals†	76	P8.1
Collaboration†	65	P9.1
Problem solving†	46	P10.1

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

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

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

‡ Average percent of respondents reporting "A little true" or "Not at all true" across survey questions that comprise the scale.

Table P2.2

Covitality Domains and Subdomains

	Grade 7 %	Table
Belief in self	60	
Self-efficacy	69	P3.1
Self-awareness	65	P3.2
Persistence	46	P3.3
Belief in others	73	
School supports	74	P4.1
Family connectedness	75	P4.2
Peer supports	72	P4.3
Emotional competence	68	
Emotional regulation	71	P5.1
Empathy	72	P5.2
Behavioral self-control	60	P5.3
Engaged living	64	
Optimism	57	P6.1
Gratitude	73	P6.2
Zest	62	P6.3

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

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

Scales are based on the average percentage of respondents reporting "Pretty much true" or "Very much true" across survey questions that comprise the scale.

3. Belief in Self

Table P3.1
Self-Efficacy Scale Questions

	Grade 7 %
Self-efficacy	
Average reporting "Pretty much true" or "Very much true"	69
I can work out my problems.	
Not at all true	8
A little true	28
Pretty much true	46
Very much true	18
I can do most things if I try.	
Not at all true	3
A little true	22
Pretty much true	47
Very much true	28
There are many things that I do well.	
Not at all true	6
A little true	26
Pretty much true	44
Very much true	24

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.
Note: Cells are empty if there are less than 10 respondents.

Table P3.2
Self-Awareness Scale Questions

	Grade 7 %
Self-awareness	
Average reporting "Pretty much true" or "Very much true"	65
There is a purpose to my life.	
Not at all true	6
A little true	24
Pretty much true	31
Very much true	39
I understand my moods and feelings.	
Not at all true	13
A little true	29
Pretty much true	33
Very much true	26
I understand why I do what I do.	
Not at all true	11
A little true	23
Pretty much true	34
Very much true	32

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.
Note: Cells are empty if there are less than 10 respondents.

Table P3.3
Persistence Scale Questions

	Grade 7 %
Persistence	
Average reporting "Pretty much true" or "Very much true"	46
When I do not understand something, I ask the teacher again and again until I understand.	
Not at all true	18
A little true	39
Pretty much true	27
Very much true	16
I try to answer all the questions asked in class.	
Not at all true	21
A little true	35
Pretty much true	29
Very much true	15
When I try to solve a math problem, I will not stop until I find a final solution.	
Not at all true	18
A little true	32
Pretty much true	28
Very much true	22

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.
Note: Cells are empty if there are less than 10 respondents.

4. Belief in Others

Table P4.1
School Supports Scale Questions

	Grade 7 %
School supports	
Average reporting "Pretty much true" or "Very much true"	74
There is a teacher or some other adult from my school...	
who always wants me to do my best.	
Not at all true	3
A little true	16
Pretty much true	35
Very much true	46
who listens to me when I have something to say.	
Not at all true	8
A little true	24
Pretty much true	40
Very much true	27
who believes that I will be a success.	
Not at all true	8
A little true	19
Pretty much true	37
Very much true	35

Question HS/MS A.51, 53, 54: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.
Note: Cells are empty if there are less than 10 respondents.

Table P4.2
Family Connectedness Scale Questions

	Grade 7 %
Family connectedness	
Average reporting "Pretty much true" or "Very much true"	75
My family members really help and support one another.	
Not at all true	6
A little true	17
Pretty much true	36
Very much true	41
There is a feeling of togetherness in my family.	
Not at all true	5
A little true	21
Pretty much true	34
Very much true	41
My family really gets along well with each other.	
Not at all true	4
A little true	24
Pretty much true	33
Very much true	40

Question HS/MS P.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.
Note: Cells are empty if there are less than 10 respondents.

Table P4.3
Peer Supports Scale Questions

	Grade 7 %
Peer supports	
Average reporting "Pretty much true" or "Very much true"	72
I have a friend my age who really cares about me.	
Not at all true	5
A little true	17
Pretty much true	32
Very much true	47
I have a friend my age who talks with me about my problems.	
Not at all true	14
A little true	20
Pretty much true	30
Very much true	36
I have a friend my age who helps me when I'm having a hard time.	
Not at all true	9
A little true	18
Pretty much true	31
Very much true	42

Question HS/MS P.41-43: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I'm having a hard time.
Note: Cells are empty if there are less than 10 respondents.

5. Emotional Competence

Table P5.1
Emotional Regulation Scale Questions

	Grade 7 %
Emotional Regulation	
Average reporting "Pretty much true" or "Very much true"	71
I accept responsibility for my actions.	
Not at all true	4
A little true	20
Pretty much true	39
Very much true	37
When I make a mistake I admit it.	
Not at all true	8
A little true	26
Pretty much true	38
Very much true	28
I can deal with being told no.	
Not at all true	6
A little true	21
Pretty much true	38
Very much true	35

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.
Note: Cells are empty if there are less than 10 respondents.

Table P5.2
Empathy Scale Questions

	Grade 7 %
Empathy	
Average reporting "Pretty much true" or "Very much true"	72
I feel bad when someone gets their feelings hurt.	
Not at all true	6
A little true	21
Pretty much true	31
Very much true	42
I try to understand what other people go through.	
Not at all true	5
A little true	23
Pretty much true	37
Very much true	35
I try to understand how other people feel and think.	
Not at all true	6
A little true	22
Pretty much true	34
Very much true	38

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.
Note: Cells are empty if there are less than 10 respondents.

Table P5.3
Behavioral Self-Control Scale Questions

	Grade 7 %
Behavioral self-control	
Average reporting "Pretty much true" or "Very much true"	60
I can wait for what I want.	
Not at all true	5
A little true	26
Pretty much true	34
Very much true	34
I don't bother others when they are busy.	
Not at all true	9
A little true	32
Pretty much true	35
Very much true	25
I think before I act.	
Not at all true	12
A little true	39
Pretty much true	32
Very much true	18

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don't bother others when they are busy... I think before I act.
Note: Cells are empty if there are less than 10 respondents.

6. Engaged Living

Table P6.1
Optimism Scale Questions

	Grade 7 %
Optimism	
Average reporting "Pretty much true" or "Very much true"	57
Each day I look forward to having a lot of fun.	
Not at all true	13
A little true	29
Pretty much true	37
Very much true	21
I usually expect to have a good day.	
Not at all true	13
A little true	30
Pretty much true	37
Very much true	20
Overall, I expect more good things to happen to me than bad things.	
Not at all true	19
A little true	25
Pretty much true	31
Very much true	26

Question HS A.160-162/MS A.153-155: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.
Note: Cells are empty if there are less than 10 respondents.

Table P6.2
Gratitude Scale Questions

	Grade 7 %
Gratitude	
Average reporting "Pretty much true" or "Very much true"	73
On most days I feel grateful.	
Not at all true	6
A little true	20
Pretty much true	34
Very much true	41
On most days I feel thankful.	
Not at all true	7
A little true	18
Pretty much true	35
Very much true	39
On most days I feel appreciative.	
Not at all true	8
A little true	22
Pretty much true	31
Very much true	39

Question HS/MS P.32-34: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.
Note: Cells are empty if there are less than 10 respondents.

Table P6.3
Zest Scale Questions

	Grade 7 %
Zest	
Average reporting "Pretty much true" or "Very much true"	62
On most days I feel energetic.	
Not at all true	10
A little true	26
Pretty much true	30
Very much true	34
On most days I feel active.	
Not at all true	12
A little true	28
Pretty much true	26
Very much true	35
On most days I feel enthusiastic.	
Not at all true	11
A little true	27
Pretty much true	32
Very much true	30

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.
Note: Cells are empty if there are less than 10 respondents.

7. Growth Mindset

Table P7.1
Growth Mindset Scale Questions

	Grade 7 %
Growth mindset[Γ]	
Average reporting "A little true" or "Not at all true"	67
My intelligence is something I cannot change very much.	
Not at all true	25
A little true	31
Pretty much true	28
Very much true	16
Challenging myself will not make me any smarter.	
Not at all true	43
A little true	28
Pretty much true	19
Very much true	9
There are some things I am not capable of learning.	
Not at all true	23
A little true	39
Pretty much true	26
Very much true	12
If I am not naturally smart in a subject, I will never do well in it.	
Not at all true	48
A little true	31
Pretty much true	11
Very much true	10

Question HS/MS P.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

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

8. Goals

Table P8.1
Goals Scale Questions

	Grade 7 %
Goals	
Average reporting "Pretty much true" or "Very much true"	76
I am looking forward to a successful career.	
Not at all true	5
A little true	18
Pretty much true	24
Very much true	53
I have high goals and expectations for myself.	
Not at all true	6
A little true	22
Pretty much true	28
Very much true	44
I don't expect very much of myself in the future.[Γ]	
Not at all true	51
A little true	27
Pretty much true	11
Very much true	10

Question HS/MS P.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don't expect very much of myself in the future.
Notes: Cells are empty if there are less than 10 respondents.
[Γ] *Survey question was reverse-coded in computing the scale score.*

9. Collaboration

Table P9.1
Collaboration Scale Questions

	Grade 7 %
Collaboration	
Average reporting "Pretty much true" or "Very much true"	65
I enjoy working together with other students on class activities.	
Not at all true	10
A little true	29
Pretty much true	37
Very much true	24
When I work in school groups, I do my fair share.	
Not at all true	4
A little true	22
Pretty much true	40
Very much true	34
I like to listen to other students' ideas in class.	
Not at all true	11
A little true	30
Pretty much true	39
Very much true	20

Question HS/MS P.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students' ideas in class.
Note: Cells are empty if there are less than 10 respondents.

10. Problem Solving

Table P10.1
Problem Solving Scale Questions

	Grade 7 %
Problem solving	
Average reporting "Pretty much true" or "Very much true"	46
When I need help I find someone to talk with.	
Not at all true	16
A little true	40
Pretty much true	26
Very much true	18
I try to work out my problems by talking or writing about them.	
Not at all true	29
A little true	33
Pretty much true	23
Very much true	16
I trust my ability to solve difficult problems.	
Not at all true	12
A little true	32
Pretty much true	37
Very much true	19

Question HS/MS P.17, 26, 30: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.
Note: Cells are empty if there are less than 10 respondents.

Appendix

CHKS Content Overview, 2024-25

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[2]

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

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)*.[3] All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic performance increased as well.[4]

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that "beat the odds" academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The more positive the school climate, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.[5]

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the whole child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high

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

[2] Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

[3] See calschls.org/reports-data/#scrc

[4] O'Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

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

expectations at school.[6] These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than 20 years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[7] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[8]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by these groups for each school (email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.[9] They were highest in schools with large proportions of white and Asian students, as well as

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

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

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

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

in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*.[10] White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.[11] Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.[12] [13] They were also more likely to be low in caring adult relationships and total developmental support.

Unhoused Youth

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.[14] Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[15] [16] For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth[17] are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and

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

[11] See calschls.org/my-surveys/

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

[13] See calschls.org/my-surveys/

[14] See calschls.org/my-surveys/

[15] Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. Download wested.org/resources/lgbtq-students-in-california/

[16] Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology, 12*, 465-487. https://doi.org/10.1146/annurev-clinpsy-021815-093153

[17] See calschls.org/my-surveys/

- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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

SCHOOL PERFORMANCE, ENGAGEMENT, AND SUPPORTS (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[18] CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception.

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.[19]

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the

[18] Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12-23. https://doi.org/10.1016/j.learninstruc.2013.04.002

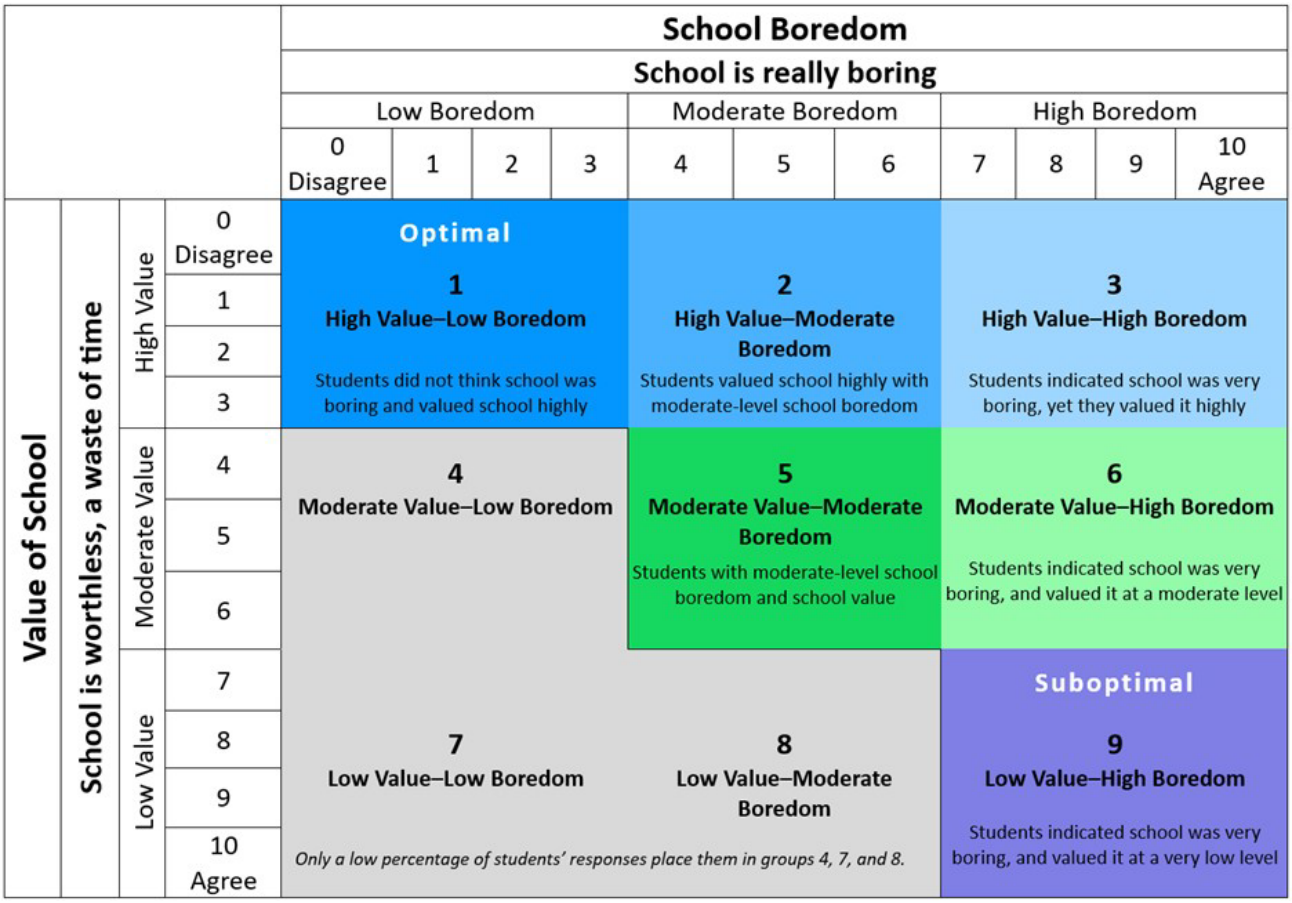
[19] Download data.calschls.org/resources/Biennial_State_1921.pdf

necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students' school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.[20,21,22]



[20] Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology, 5*(1), 42–64. https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf

[21] Branstetter, R. (2021). What do kids mean when they say they're bored at school? Greater Good Magazine. https://greatergood.berkeley.edu/article/item/what_do_kids_mean_when_they_say_theyre_bored_at_school

[22] See D. Michael Furlong's RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile. Moreover, students with high school boredom and high school-value may be experiencing episodic or task-specific boredom, which requires different types of support than students who exhibit the suboptimal pattern. The percentage of students falling in each of these profile groups is presented in the CHKS report so that school personnel can monitor the boredom experiences of students to best address their academic and social-emotional needs.

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more days during the past 30 days) and what were the reasons for absences.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[23]

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in schoolwork, and being bored or uninterested in school, another good indicator of disengagement.[24]

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.[25] [26] [27] [28] [29] [30]

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive

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

[24] Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

[25] Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

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

[27] Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

[28] Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

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

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

academic, social-emotional, and health outcomes.[31] It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[32] This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.[33] [34]

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.[35]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[36] Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school

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

[32] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.

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

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

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

[36] Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

safety.[37] Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.[38] These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.[39] [40] [41]

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A6.3).

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.[42]

Harassment and Victimization

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

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.[43] Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.[44] [45] They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or

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

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

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

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

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

[42] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

[43] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

[44] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

[45] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.[46] Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.[47] About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

An important barrier to learning, positive youth development, and health, substance use is assessed by the CHKS Core.

Alcohol and Other Drug Use (Section 9)

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.[48]

Alcohol and Other Drug Use at School (Section 9)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.[49] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[50] [51]

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related

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[46] Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

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

[48] Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

[49] Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

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

[51] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[52] [53]

SOCIAL AND EMOTIONAL HEALTH (Section 7)

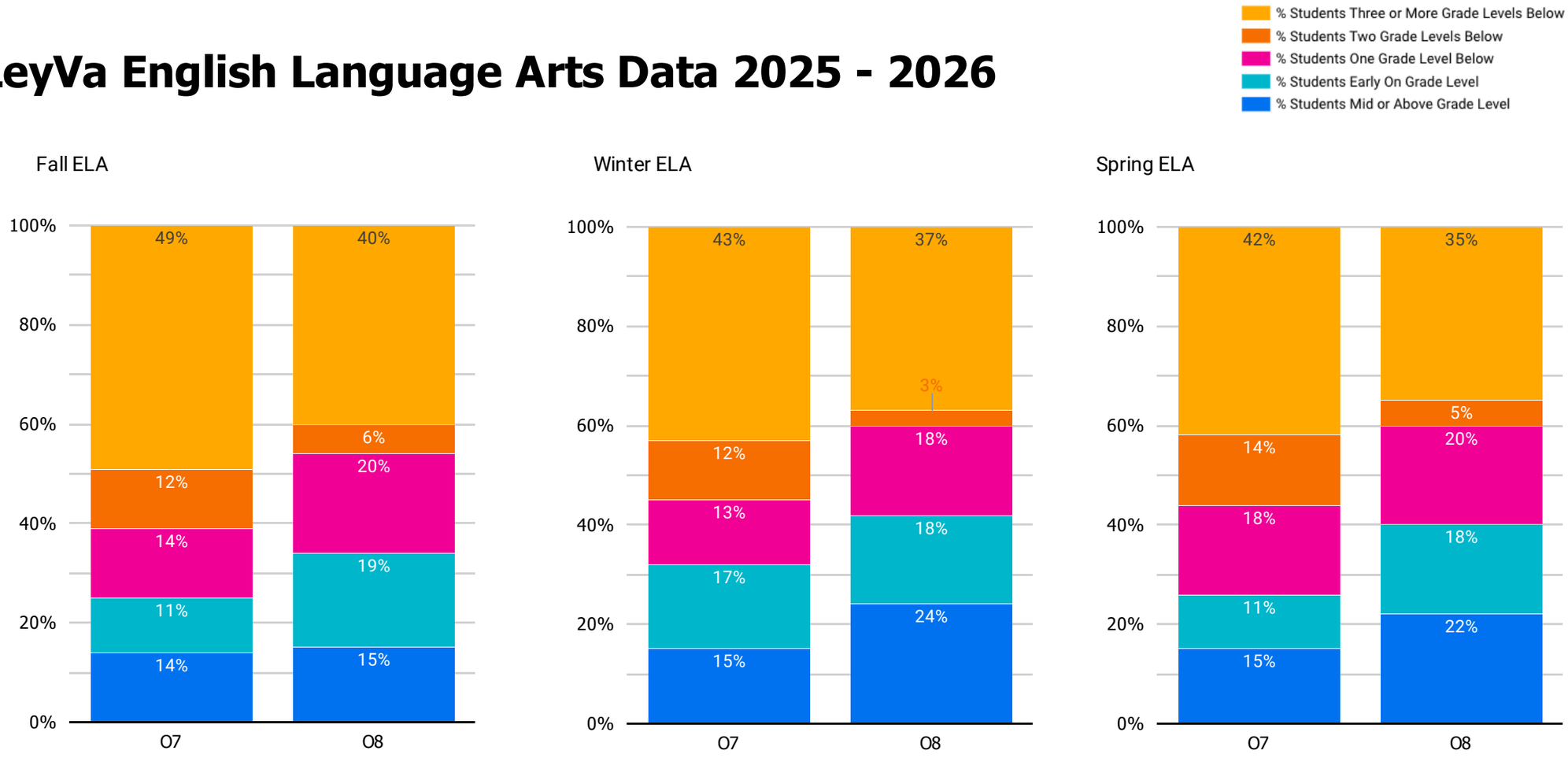
Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.[54] They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.[55]

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.[56] [57]

See also the percentage of students who report missing school because they "felt very sad, hopeless, anxious, stressed, or angry." In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster social-emotional competencies.

[52] Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf
[53] Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf
[54] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf
[55] Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf
[56] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf
[57] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

LeyVa English Language Arts Data 2025 - 2026

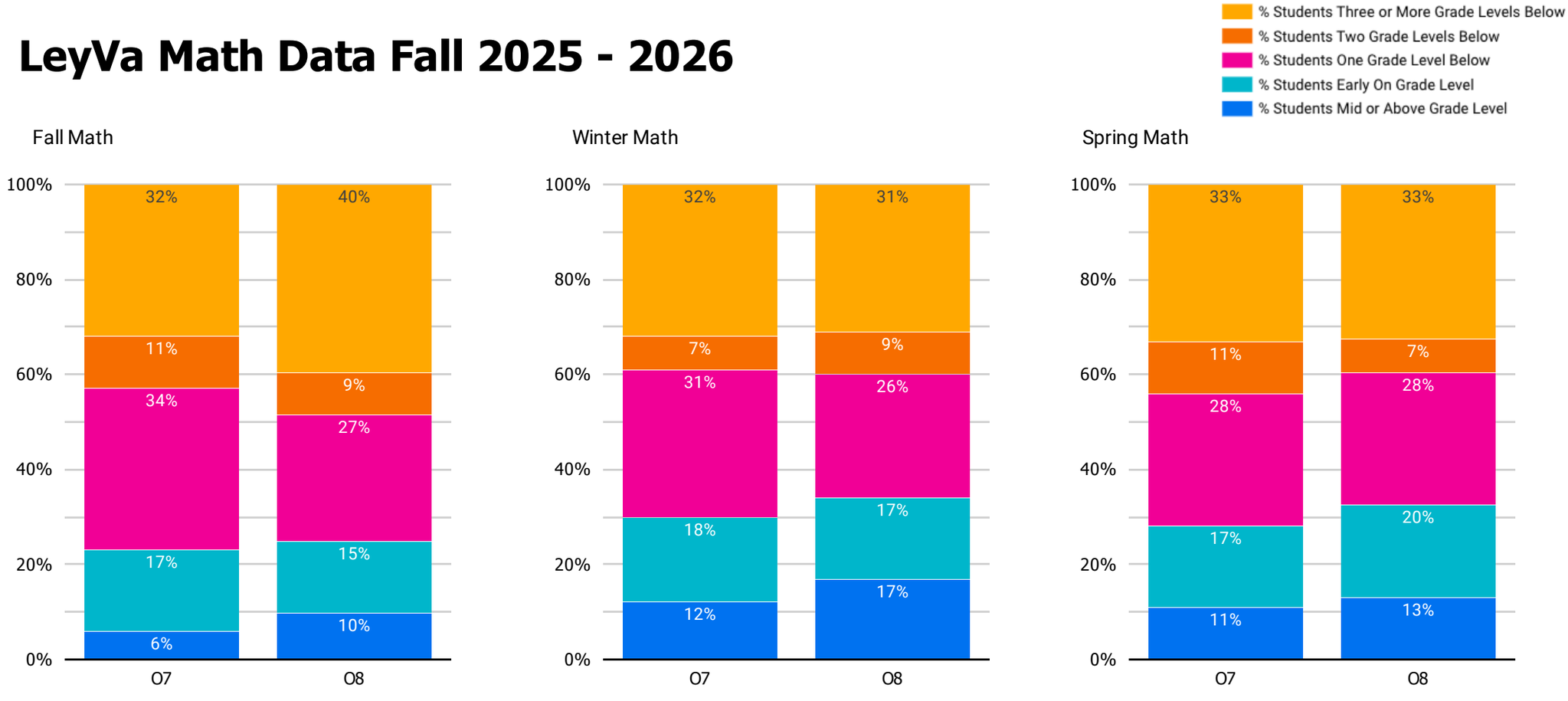


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
O7	26	21	27	23	93
O8	32	41	43	14	88

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
O7	33	37	28	25	91
O8	57	41	41	8	87

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
O7	33	24	40	31	94
O8	52	42	48	11	83

LeyVa 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
O7	12	34	66	22	63
O8	21	33	59	20	88

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
O7	25	38	68	16	70
O8	40	40	61	20	73

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
O7	24	38	63	24	75
O8	30	47	65	17	77

Mental Health Report—2024-2025

District: Evergreen Elementary
School: George V. LeyVa Intermediate
Number of Responses: 182 (Grade 7)
Response Rate: 78% (Grade 7)

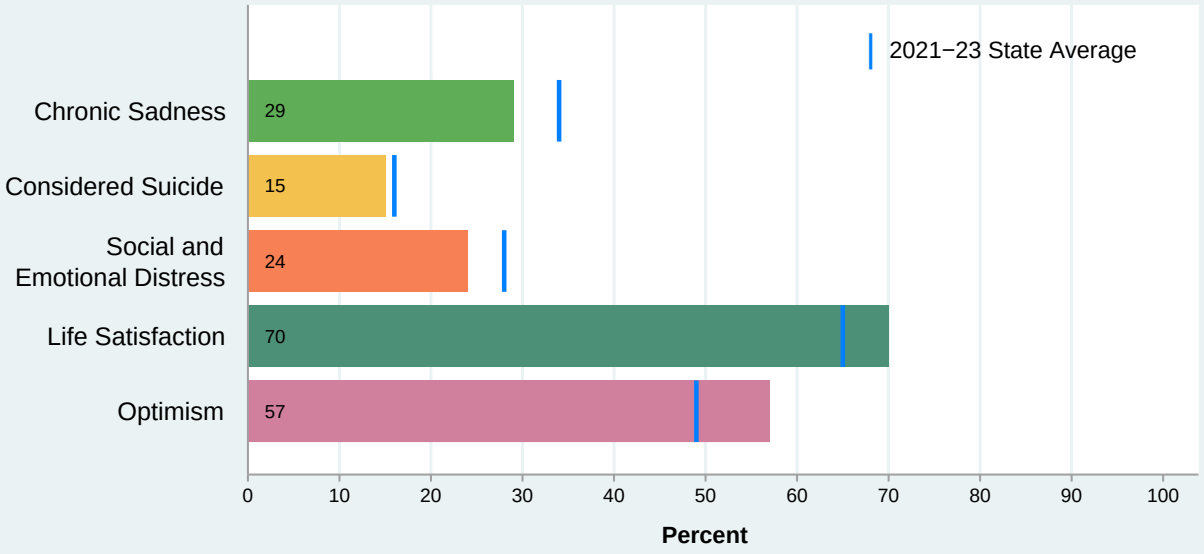
Date Prepared: 25 Jul 2025

Grade 7

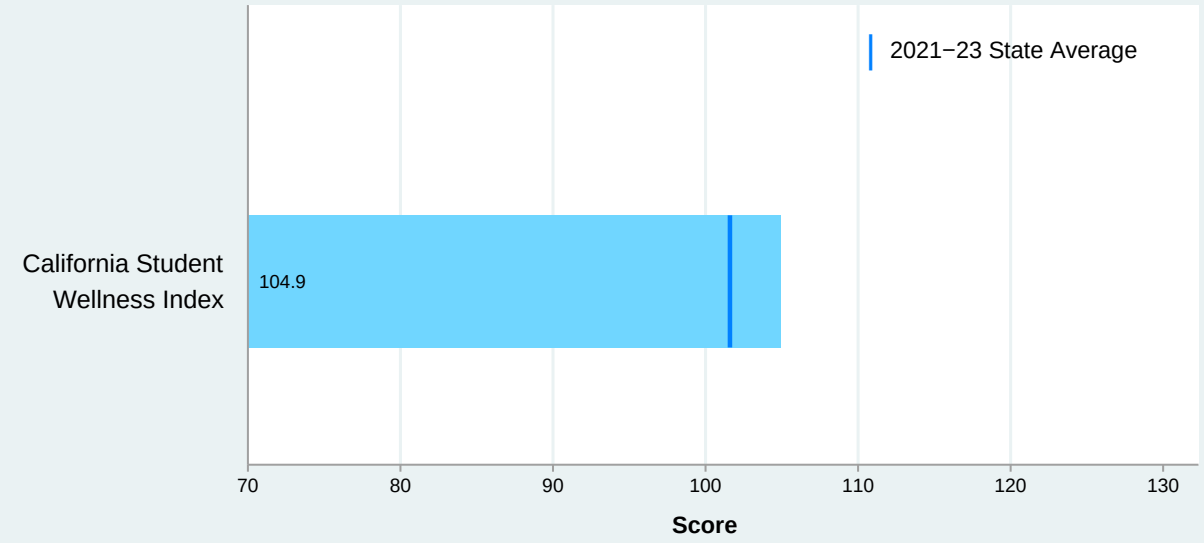
Mental Health Measures (2025)

Based on responses from students to the California Healthy Kids Survey

Mental Health Indicators



California Student Wellness Index



Mental Health Report—2024-2025

District: Evergreen Elementary
School: George V. LeyVa Intermediate

Date Prepared: 25 Jul 2025

Mental Health Indicator Trends by Grade

	2021 (%)	2022 (%)	2023 (%)	2024 (%)	2025 (%)
Chronic sadness					
Grade 7	—	—	—	—	29
Considered suicide					
Grade 7	—	—	—	—	15
Social and emotional distress					
Grade 7	—	—	—	—	24
Life satisfaction					
Grade 7	~	—	—	—	70
Optimism					
Grade 7	—	—	—	—	57

Notes: A tilde (~) is shown if data were not collected.
An em dash (—) is displayed if there are no data or insufficient responses.

California Student Wellness Index Trends by Grade

	2021	2022	2023	2024	2025
California Student Wellness Index					
Grade 7	~	—	—	—	104.9

Notes: A tilde (~) is shown if data were not collected.
An em dash (—) is displayed if there are no data or insufficient responses.

How are the Mental Health Measures Calculated?

"Chronic Sadness" is measured by the percentage of students who report feeling so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities during the past 12 months. "Considered Suicide" – a measure of suicide ideation – is assessed by the percentage of students who report that they seriously considered attempting suicide in the past year.

The three indicators, "Social and Emotional Distress," "Life Satisfaction," and "Optimism," are based on multiple items. The scores are calculated by averaging the percentage of students who report the top-two response categories on the survey items that comprise each scale. "Social and Emotional Distress" and "Optimism" are computed by averaging the percentage of respondents who report "Pretty much true" or "Very much true" on the survey items that comprise the scale. "Life Satisfaction" is calculated by averaging the percentage of respondents who report "Satisfied" or "Very satisfied" on the survey items that comprise the scale. Students' satisfaction with their life experiences is a widely used wellness indicator. High life satisfaction is related to other positive resilience experiences (e.g., high level of school belonging) and fewer mental health challenges.

A value of 60 on the "Life Satisfaction" indicator, for example, means that on average, students report "Satisfied" or "Very satisfied" on three of the five "Life Satisfaction" survey items.

To construct the "California Student Wellness Index," the 10 items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

All of the survey items that comprise the scales/measures are listed below.

(1) Chronic Sadness (1 item)
- During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

(2) Considered suicide (1 item)
- During the past 12 months, did you ever seriously consider attempting suicide?

(3) Social and Emotional Distress[1] (5 items)

Over the past 30 days, how true do you feel these statements are about you?
- I had a hard time relaxing.
- I felt sad and down.
- I was easily irritated.
- It was hard for me to cope and I thought I would panic.
- It was hard for me to get excited about anything.

1 Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the Social Emotional Distress Scale to support complete mental health screening. *Assessment for Effective Intervention, 43,* 241–248. https://doi.org/10.1177/1534508417749871

(4) Life Satisfaction[2] (5 items)

I would describe my satisfaction with...

- my family life as...
- my friendships as...
- my school experience as...
- myself as...
- where I live as...

(5) Optimism[3] (3 items)

- Each day I look forward to having a lot of fun.
- I usually expect to have a good day.
- Overall, I expect more good things to happen to me than bad things.

(6) California Student Wellness Index[4] (10 items)

Over the past 30 days, how true do you feel these statements are about you?

- I had a hard time relaxing.
- I felt sad and down.
- I was easily irritated.
- It was hard for me to cope and I thought I would panic.
- It was hard for me to get excited about anything.

I would describe my satisfaction with...

- my family life as...
- my friendships as...
- my school experience as...
- myself as...
- where I live as...

Results are based on responses from students in grades 7, 9, or 11, or respondents attending non-traditional (Non-Trad.) schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools.

Results are not included if less than 50% of students or less than 15 respondents per grade provided data at the school or district.

Further information about the methodology used to construct the mental health indicators can be obtained by contacting Cindy Zheng at czheng@wested.org.

2 Huebner, E. S., Suldo, S. M., Valois, R. F., & Drane, J. W. (2006). The brief multidimensional students' life satisfaction scale: Sex, race, and grade effects for applications with middle school students. *Applied Research in Quality of Life, 1,* 211. https://link.springer.com/article/10.1007/s11482-006-9016-9

3 Furlong, M. J., You, S., Renshaw, T. L. ,Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research, 117,* 1011–1032. https://link.springer.com/article/10.1007/s11205-013-0373-0

4 Furlong, M. J., O'Malley, M., Chan, M., Dowdy, E., Goodwin, J. W., Ortiz, A., Nylund-Gibson, K., & Hanson, T. (2024). The California Student Wellness Index: Development, Validation, and Multi-Tier Applications. *Contemporary School Psychology.* https://doi.org/10.1007/s40688-024-00519-2

State Averages

State averages are based on responses from students in grades 7, 9, or 11, or respondents attending continuation high schools who provided data on the Biennial State California Healthy Kids Survey during the 2021-2022 and 2022-2023 school years.

2021-23 State Averages of Mental Health Measures

Indicator	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)	Non-Trad. (%)
Chronic sadness	34	35	39	36
Considered suicide	16	16	15	15
Social and emotional distress	28	30	33	27
Life satisfaction	65	61	59	56
Optimism	49	44	41	39
	Grade 7	**Grade 9**	**Grade 11**	**Non-Trad.**
California Student Wellness Index	101.6	99.9	98.6	99.7

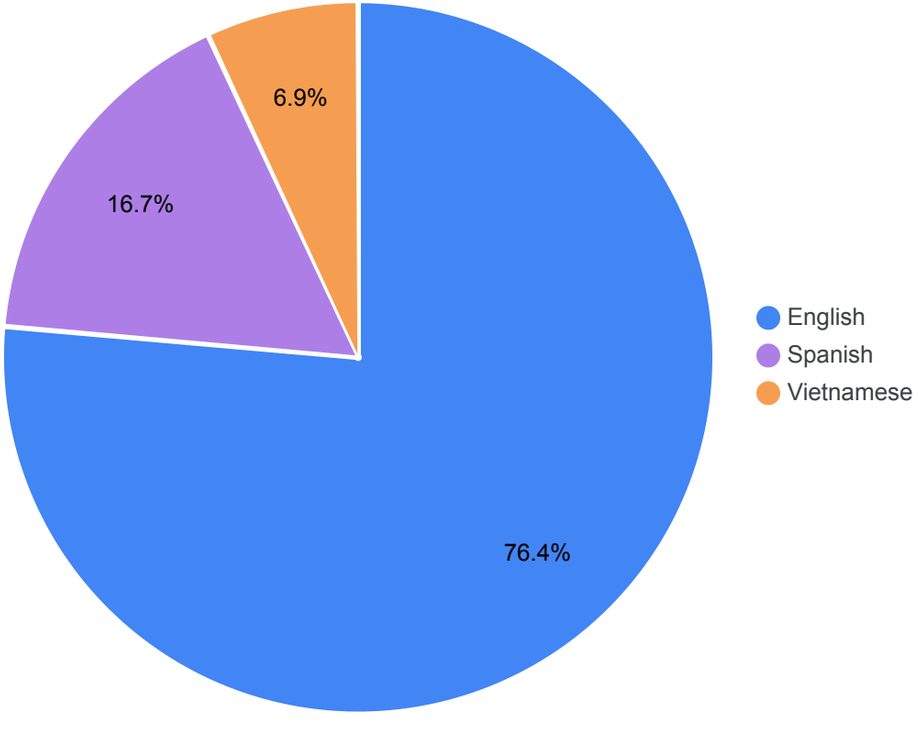
Parent Involvement Policy

The schoolwide programs at LeyVa Middle School shall involve parents, community and staff in collaborative activities that assist parents in acquiring a clear understanding of LeyVa Middle School academic expectations, provide opportunities for parents to sharpen their skills in assisting their child to achieve academic success, and involve parents in pertinent decisions crucial to their child's academic growth and development. Parents will be encouraged to be empowered decision-makers and leaders in our school and community.

1. The LeyVa Middle School Site Council will review schoolwide programs each spring and provide input on categorical program needs and assessment data.
2. The parents participating in the School Site Council will elect a parent representative to the District Advisory Committee (DAC). All DAC representatives will receive written notification regarding the time and location of the meetings.
3. Every November, Student-Parent-Teacher conferences take place. The parent, student, and teachers will build and sustain a partnership to help the students achieve high standards.
4. Notices and the weekly Bulldog Bulletin Newsletter will be offered in English, Spanish and Vietnamese whenever possible. All workshops will offer translation into Spanish and Vietnamese, as needed and when available. Additional languages will be accommodated as needed.
5. An ongoing process assessing student progress during the school year and communicating with parents will occur through parent conferences, iReady Diagnostic Reports, report cards, letters and year-end assessment reports.
6. LeyVa Middle School English Learners Advisory Committee (ELAC) will be formed with the majority of its parent representatives elected by parents of participating students in the ELD program. This committee will continue to involve parents with ongoing planning and evaluation opportunities for the ELL students. New members will be recruited and trained regularly to help in the decision-making process. The committee will meet a minimum of four times annually.
7. ELAC members will elect a parent representative to the District English Learners Advisory Committee (DELAC.) All DELAC parent representatives will receive written notification regarding the time and location of the DELAC meetings.
8. Parents will continue to be a major part of the decision-making process during the Student Study Team, IEP, and/or 504 meetings. Parents will be requested to attend and provide input regarding their child's progress and will help in planning strategies and activities to assure their child's success in school.
9. An annual survey will be conducted in January (when applicable) of each year that includes feedback from staff, parents and students about the needs, concerns, and commendations of the school.
10. Parents are invited to participate in various school activities and gatherings including after school activities (sports events and dances), Academic Honors Nights (Spring), classroom exhibitions, and various parent information nights (#ICanHelp, SJPD Cyber Awareness & Drug Prevention, Back to School Night, Parent Orientation, iReady Parent Information Workshop, BT Parent Night and Building Resilience in Middle School Students Training).

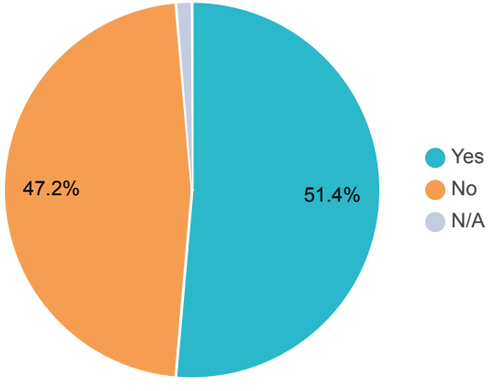
Jim Grassi
Principal
George V. LeyVa Middle School

LeyVa Middle School: Language

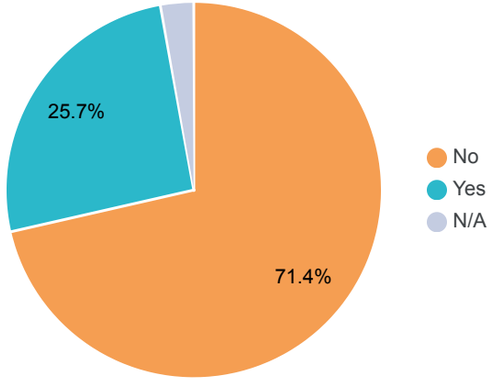


LeyVa Middle School: Are you the Parent/Guardian of:

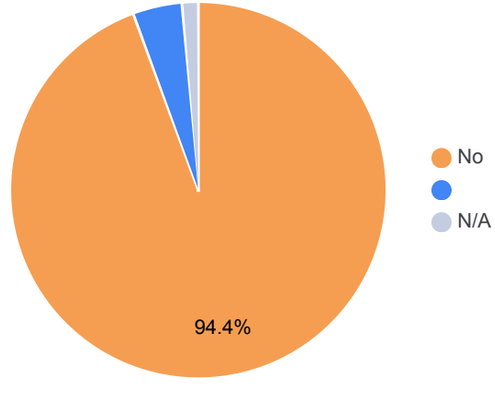
English Learner



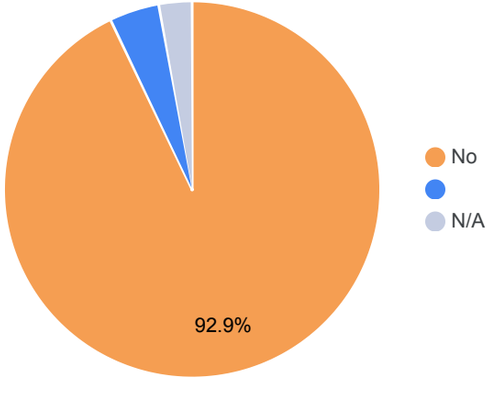
Receiving special education services



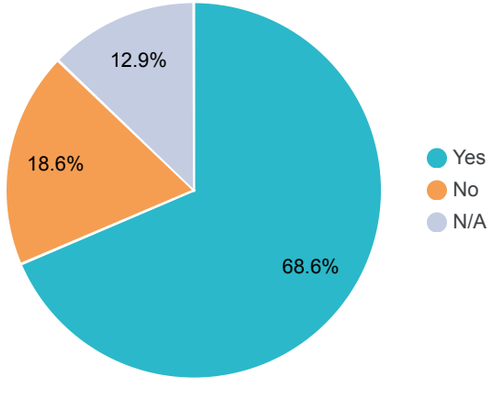
Foster youth



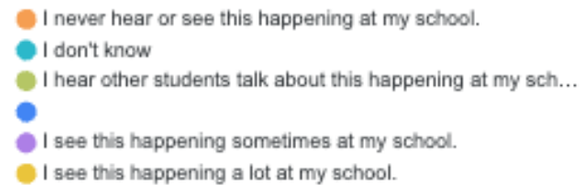
Migrant education program



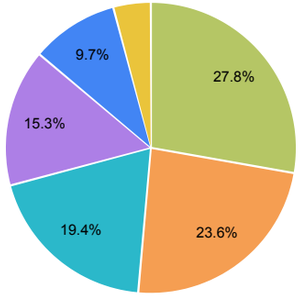
Free or reduced lunch



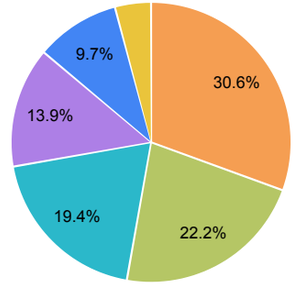
LeyVa Middle School: How much do you find the following to be a problem at your child's school?



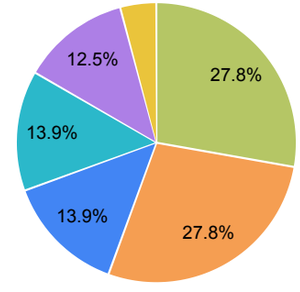
Bullying



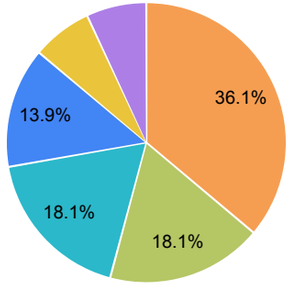
Harassment, and intimidation



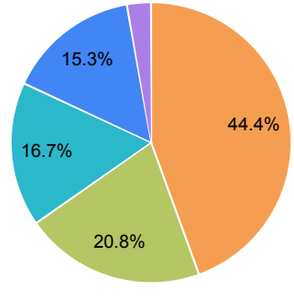
Fights and Assault



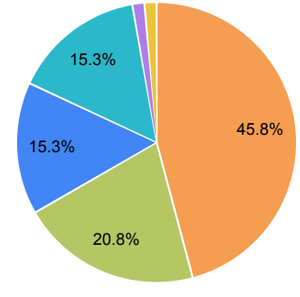
Student interest in gangs



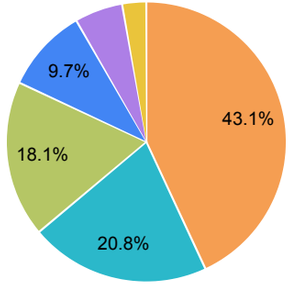
Illegal weapons



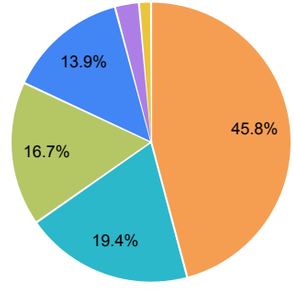
Graffiti and vandalism



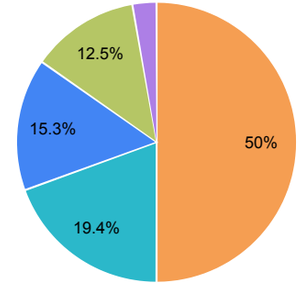
People trespassing on campus



Drug use



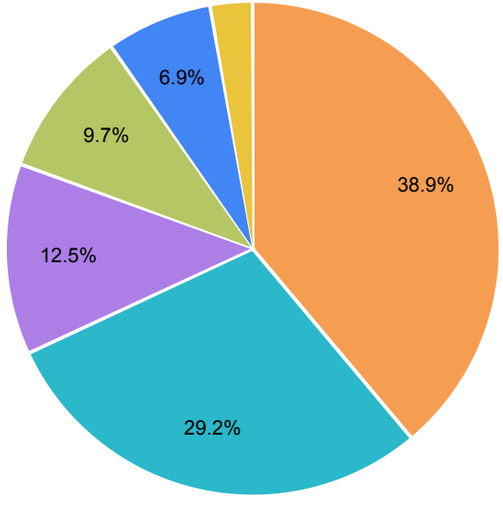
Alcohol use



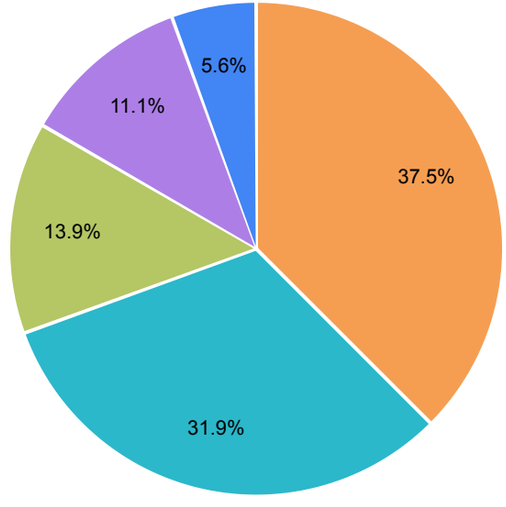
LeyVa Middle School: Students at my child's school get put down because of their___.



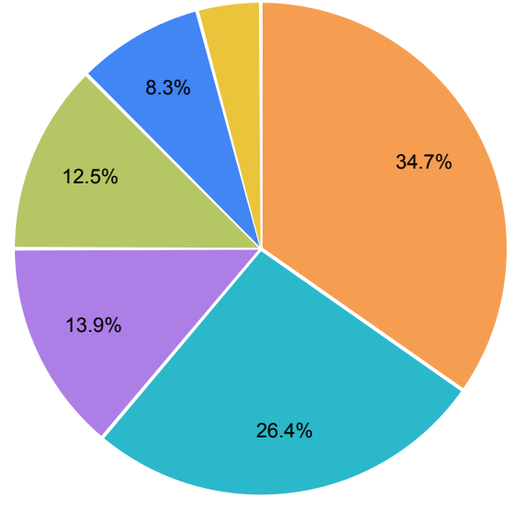
Race



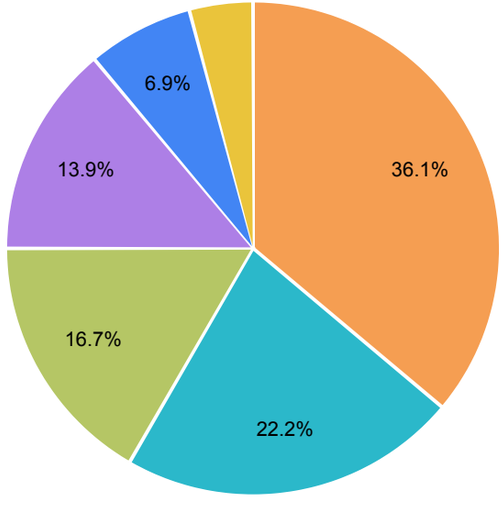
Gender or gender identification



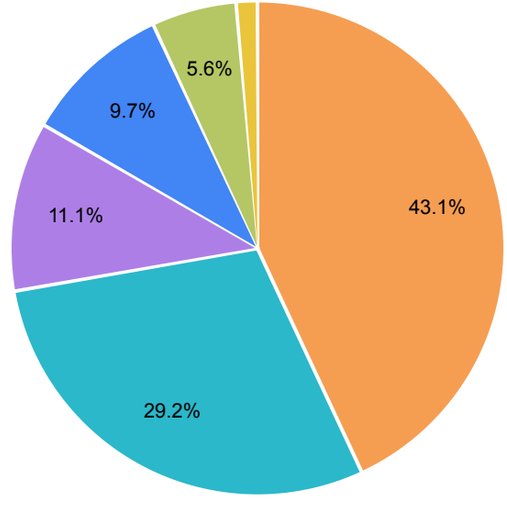
Learning difficulties



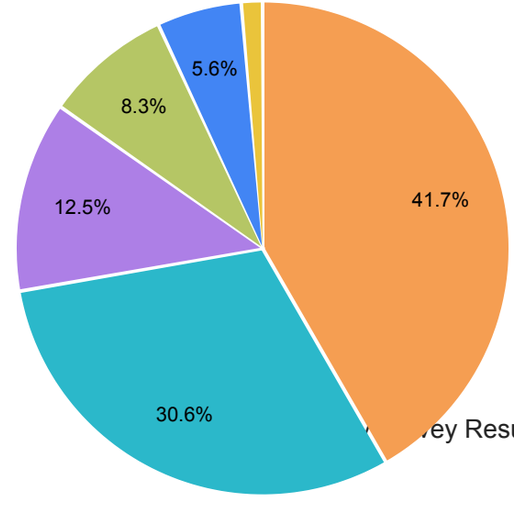
Clothing or physical appearance



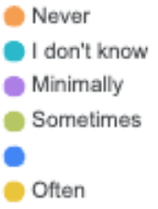
Religion or cultural practices



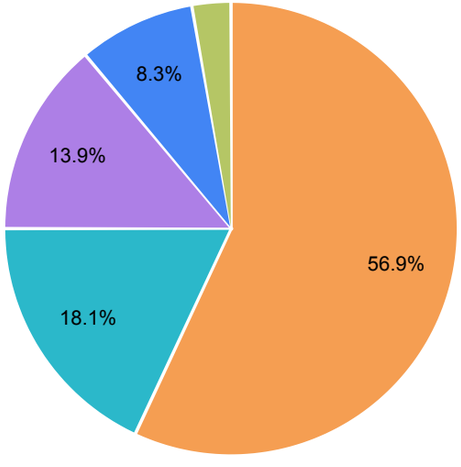
Sexual orientation



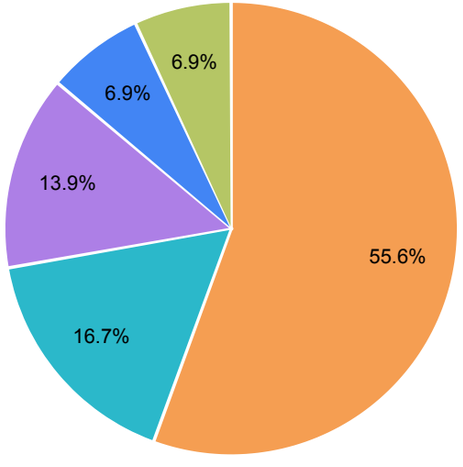
LeyVa Middle School: How often do you hear ADULTS at your child's school make fun of differences such as ___?



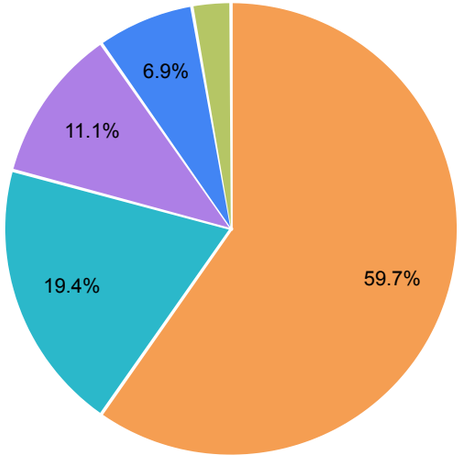
Race



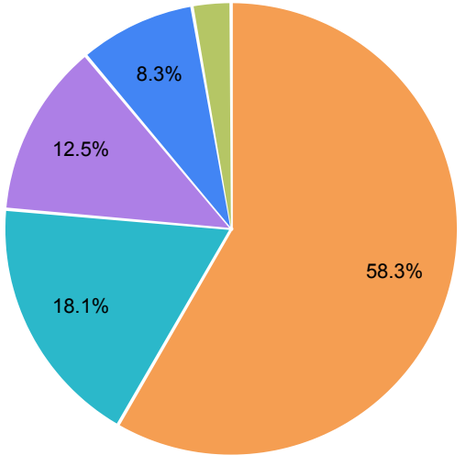
Learning difficulties



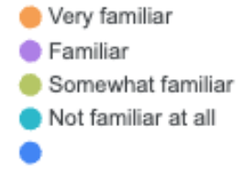
Religion or Cultural Practices



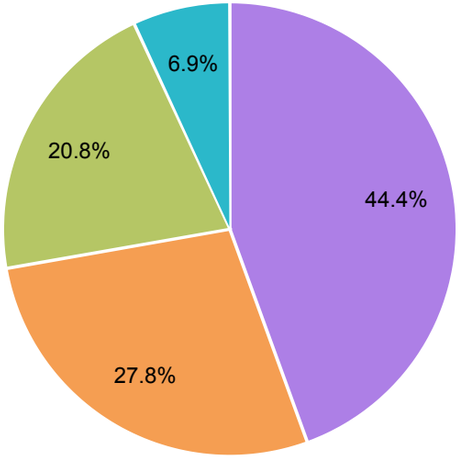
Sexual orientation



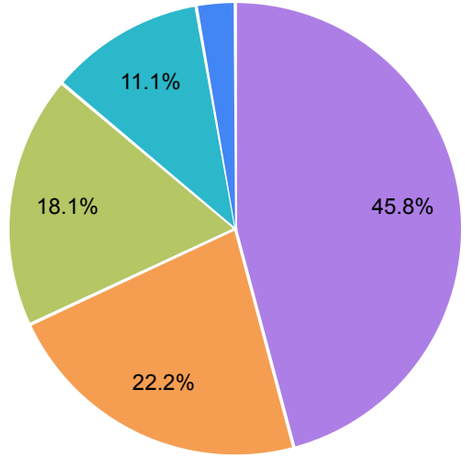
LeyVa Middle School: How familiar are you with the following at your child's school?



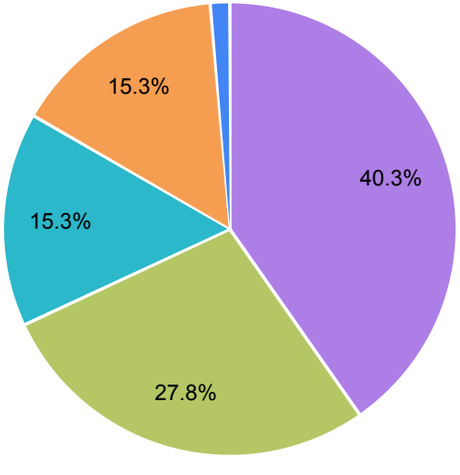
Classroom rules and consequences



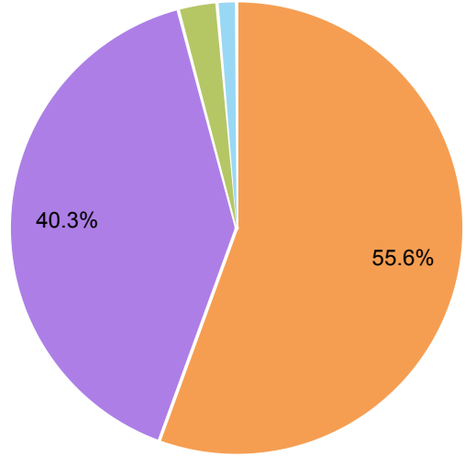
School-wide rules and consequences



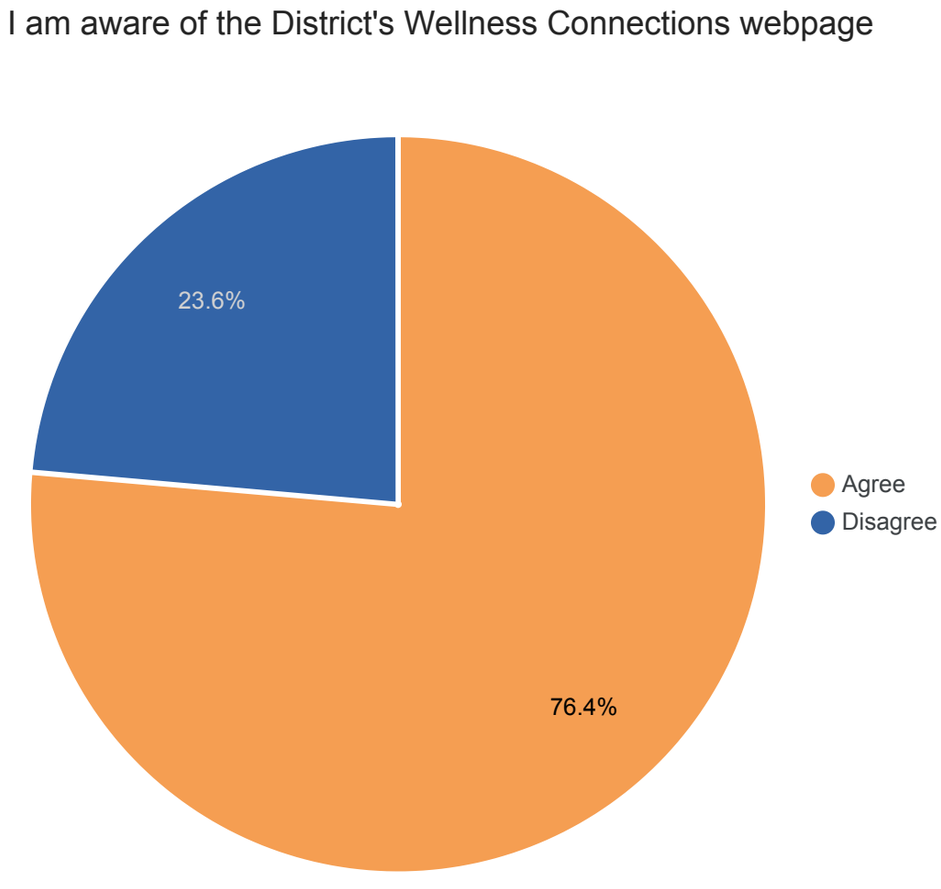
Cyberbullying rules and consequences



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

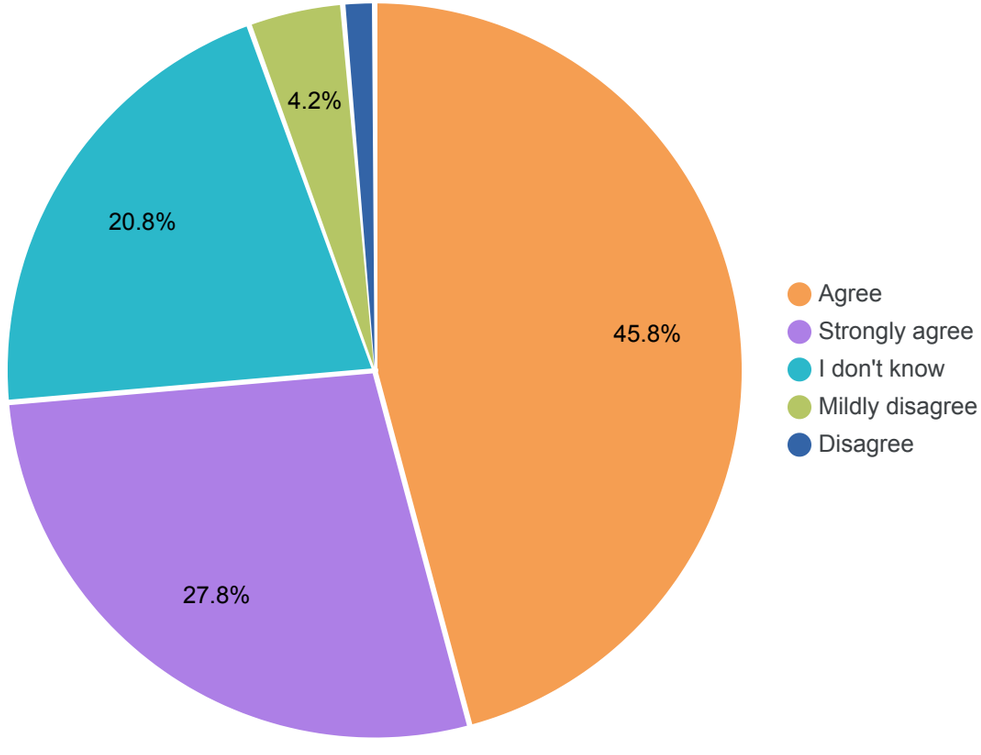


LeyVa Middle School

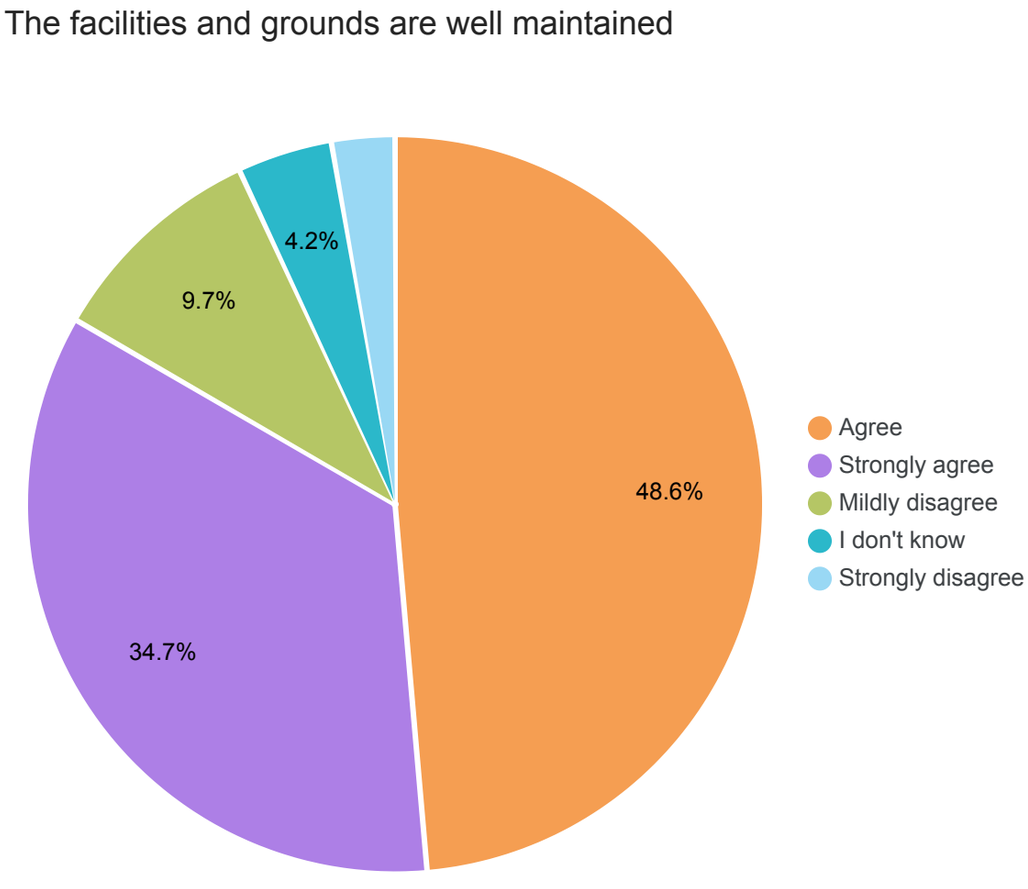


LeyVa Middle School

The school has a way to recognize positive behavior among students



LeyVa Middle School



CalSCHLS

WestEd

2024-2025

School Boredom Report

George V. LeyVa Intermediate

What are School Boredom Profiles?

Student experiences with boredom can be categorized into distinct profiles. These profiles provide important information that can be used by school staff to address students' academic, social, and emotional needs.

The California Healthy Kids Survey (CHKS) includes two questions that ask how often students feel bored at school and how much they value their education. Combined, these two survey questions are used to identify School Boredom Profiles.[1,2,3]

Student responses to the boredom and school-value questions are grouped into low, moderate, and high ranges, as shown in the chart below.

				School Boredom										
				School is really boring										
				Low Boredom				Moderate Boredom			High Boredom			
				0 Disagree	1	2	3	4	5	6	7	8	9	10 Agree
Value of School	School is worthless, a waste of time	High Value	0 Disagree	Optimal **1** **High Value–Low Boredom** Students did not think school was boring and valued school highly				**2** **High Value–Moderate Boredom** Students valued school highly with moderate-level school boredom			**3** **High Value–High Boredom** Students indicated school was very boring, yet they valued it highly			
			1											
			2											
			3											
		Moderate Value	4	**4** **Moderate Value–Low Boredom**				**5** **Moderate Value–Moderate Boredom** Students with moderate-level school boredom and school value			**6** **Moderate Value–High Boredom** Students indicated school was very boring, and valued it at a moderate level			
			5											
			6											
		Low Value	7	**7** **Low Value–Low Boredom**				**8** **Low Value–Moderate Boredom**			Suboptimal **9** **Low Value–High Boredom** Students indicated school was very boring, and valued it at a very low level			
			8											
			9											
			10 Agree	*Only a low percentage of students' responses place them in groups 4, 7, and 8.*										

1 Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology, 5*(1), 42–64. https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf

2 Branstetter, R. (2021). What do kids mean when they say they're bored at school? *Greater Good Magazine.* https://greatergood.berkeley.edu/article/item/what_do_kids_mean_when_they_say_theyre_bored_at_school

3 See D. Michael Furlong's RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

What does School Boredom Profiles data tell us?

Secondary students commonly experience boredom, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or a pervasive response to school activities. Frequent boredom is related to poor educational and mental health outcomes.

Students with high levels of boredom and low school value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school value, an optimal profile. Moreover, students with high boredom and high school value may be experiencing episodic or task-specific boredom. These students need different kinds of support than students who exhibit the suboptimal pattern (see footnotes 1, 2, and 3 on page 1).

This report includes the percentage of students who fall into each of these categories. This information helps district and school staff track how students are experiencing boredom so that they can tailor the support to meet students' specific needs.

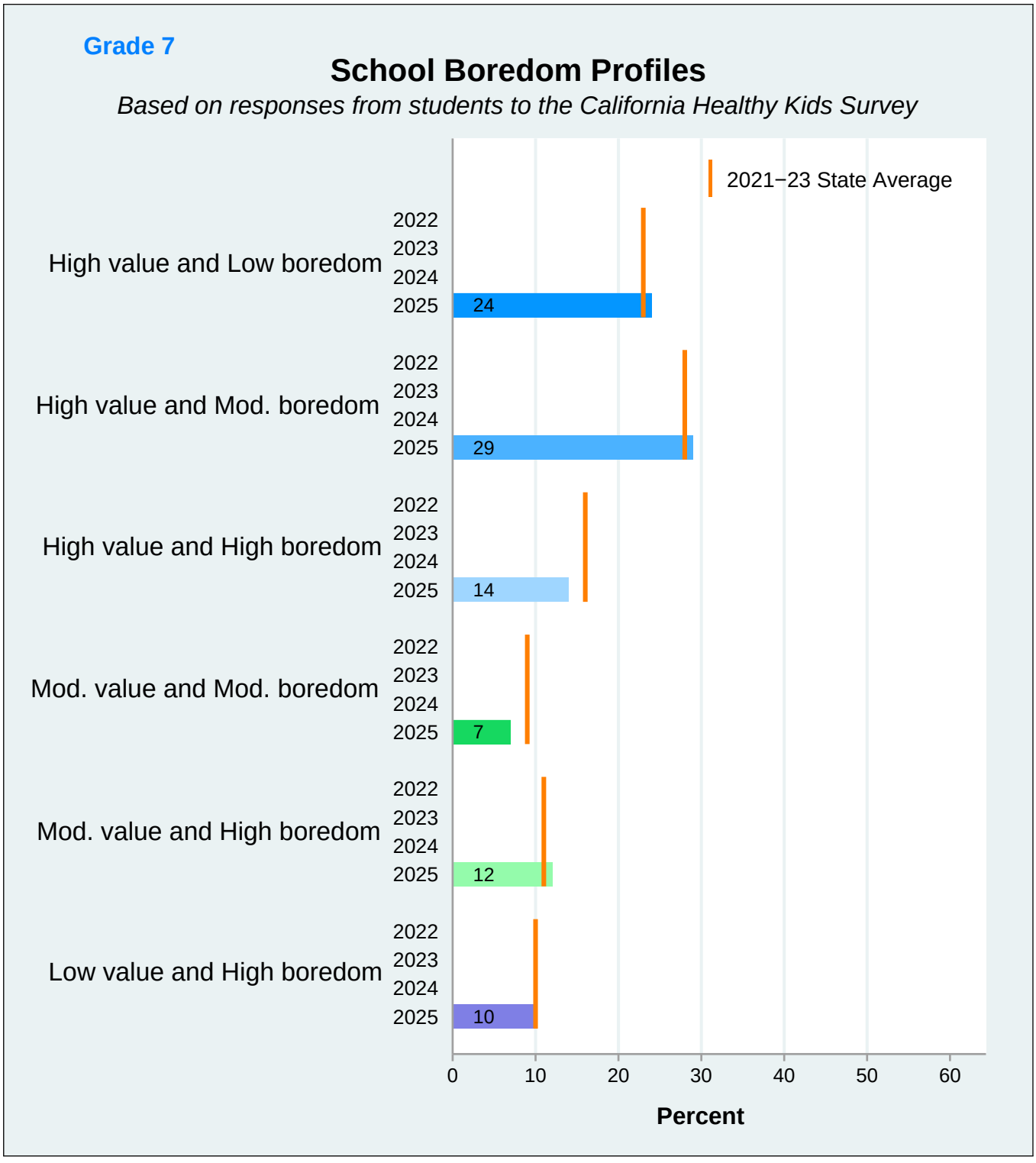
What is Included in the Report?

The CHKS School Boredom Report presents the percentages of students categorized into six of the nine School Boredom Profiles groups, broken down by grade level. The report does not include data on three specific groups: those with moderate school value and low boredom, those with low school value and low boredom, and those with low school value and moderate boredom. These groups are omitted because there are very few students who fall into these three categories.

School Boredom Profiles (Grade 7)—2024-2025

District: Evergreen Elementary
School: George V. LeyVa Intermediate
Number of Responses: 197 (2025)
Response Rate: 84% (2025)

Date Prepared: 28 Jul 2025



School Boredom Profiles—2024-2025

District: Evergreen Elementary
School: George V. LeyVa Intermediate

Date Prepared: 28 Jul 2025

Trends in School Boredom Profiles by Grade

	2022 (%)	2023 (%)	2024 (%)	2025 (%)
Grade 7				
High value and Low boredom (Optimal)	—	—	—	24
High value and Moderate boredom	—	—	—	29
High value and High boredom	—	—	—	14
Moderate value and Moderate boredom	—	—	—	7
Moderate value and High boredom	—	—	—	12
Low value and High boredom (Suboptimal)	—	—	—	10

Note: An em dash (—) is displayed if there are no data or insufficient responses.

How are School Boredom Profiles measured?

The survey questions used to create the School Boredom Profile indicators are listed below.

(1) School Boredom (1 item)
- How strongly do you agree or disagree with the following statements?... School is really boring.

(2) Value of School (1 item)
- How strongly do you agree or disagree with the following statements?... School is worthless and a waste of time.

Results are based on responses from students in grades 7, 9, and 11 and those attending non-traditional (Non-Trad.) schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools.

Results are not included if less than 50% of students or less than 15 respondents per grade provided data at the school or district.

State Averages

State averages are based on responses from students in grades 7, 9, or 11, or respondents attending continuation high schools who provided data on the Biennial State California Healthy Kids Survey during the 2021-2022 and 2022-2023 school years.

2021-23 State Averages of School Boredom Profiles

Indicator	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)	Non-Trad. (%)
High value and Low boredom (Optimal)	23	15	14	16
High value and Moderate boredom	28	27	26	27
High value and High boredom	16	16	17	14
Moderate value and Moderate boredom	9	11	11	13
Moderate value and High boredom	11	15	16	15
Low value and High boredom (Suboptimal)	10	11	13	11

Further information about the school boredom profile groups can be obtained by contacting Cindy Zheng at czheng@wested.org. For additional resources about school boredom, see calschls.org/resources/california-student-mental-health-and-wellness-project/#the_importance_of_school_boredom

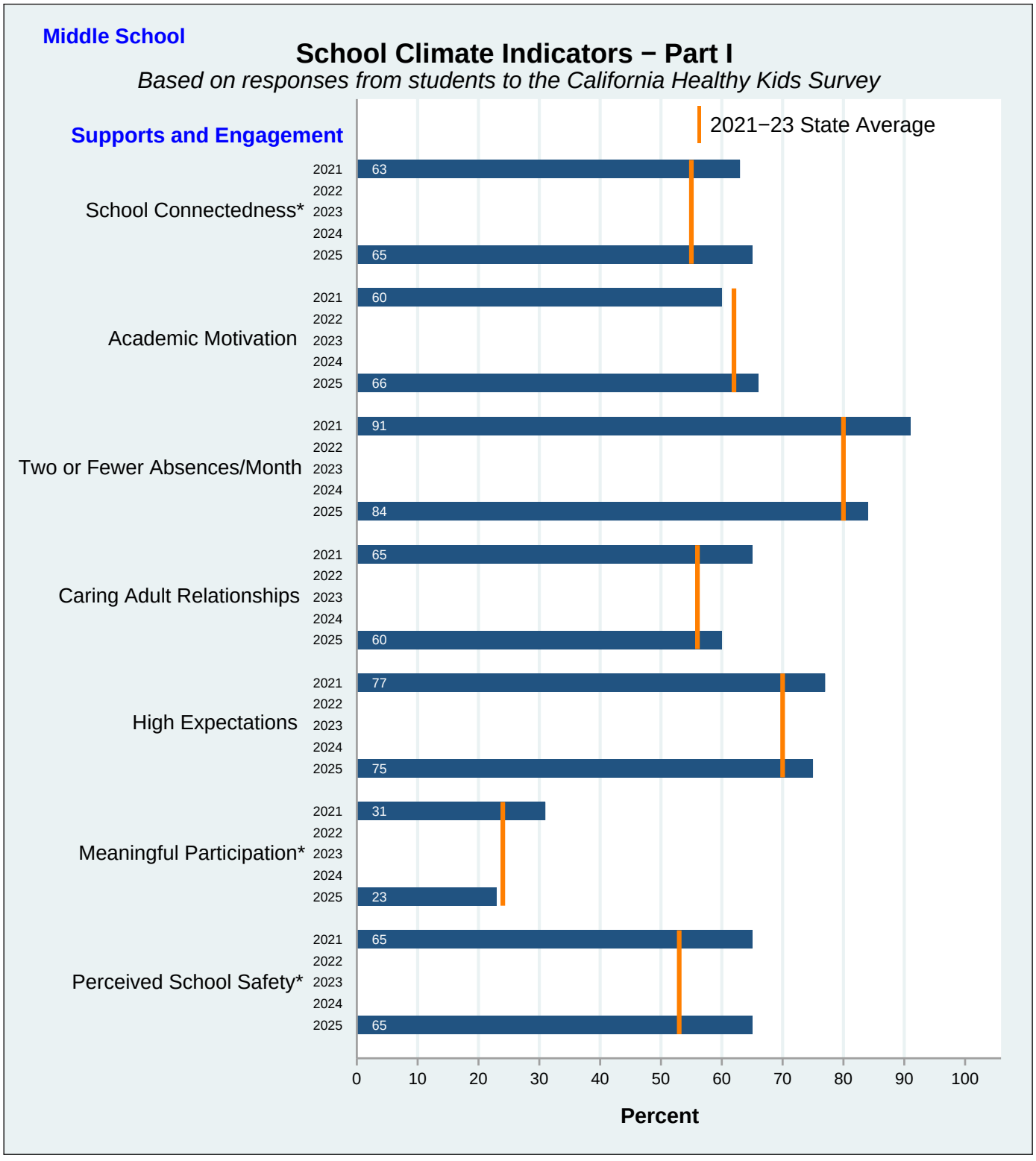
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School Climate Report Card (Middle School)—2024-2025

District: Evergreen Elementary
School: George V. LeyVa Intermediate
Response Rate: 51% (2021), 85% (2025)

Date Prepared: 23 Jul 2025

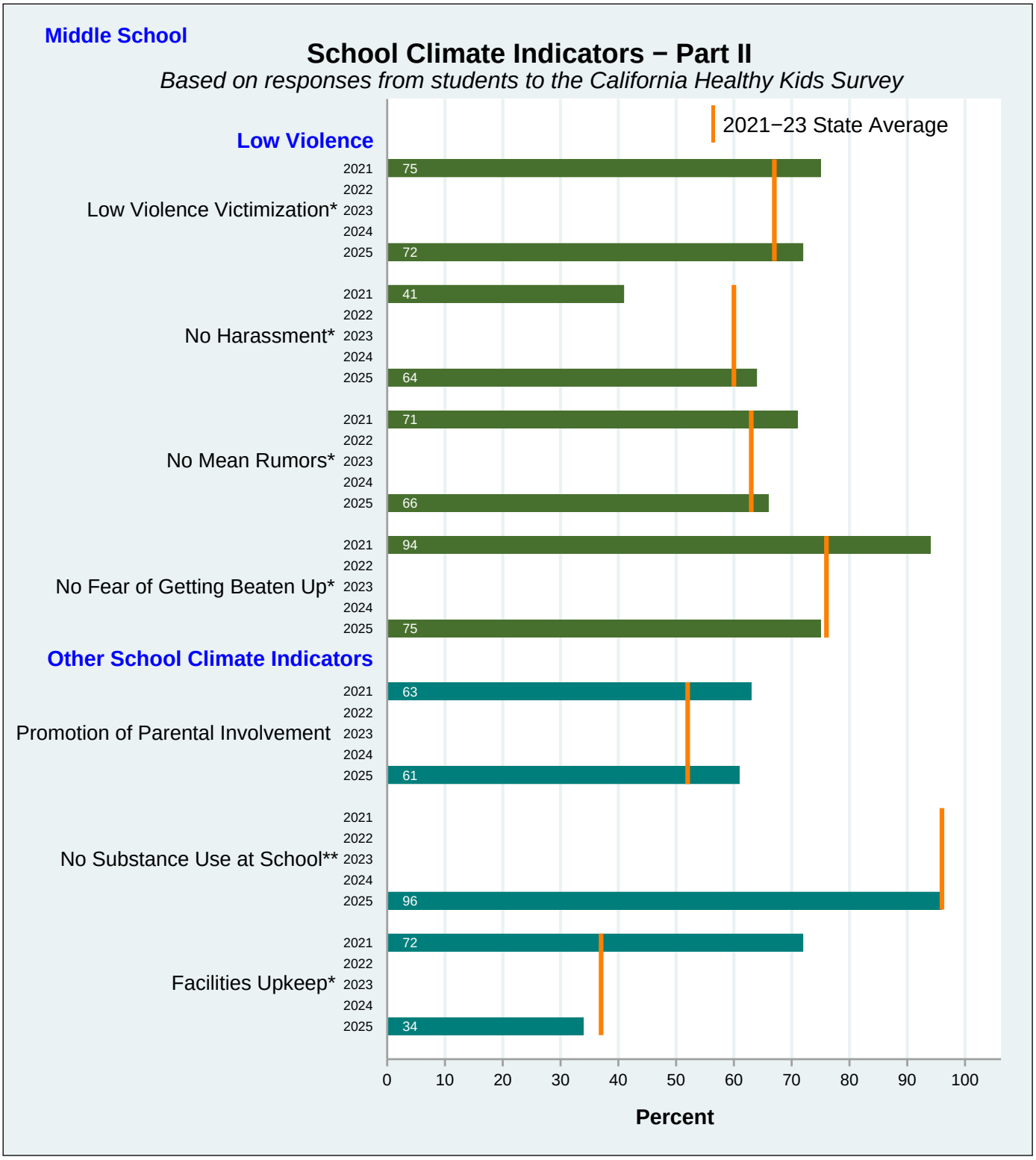


Note: * In-school or Hybrid instructional models only (2021).

School Climate Report Card (Middle School)—2024-2025

District: Evergreen Elementary
School: George V. LeyVa Intermediate

Date Prepared: 23 Jul 2025



Notes: * In-school or Hybrid instructional models only (2021); ** In-school instructional model only (2021).

School Climate Report Card (Middle School)—2024-2025

District: Evergreen Elementary
School: George V. LeyVa Intermediate

Date Prepared: 23 Jul 2025

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2021 (%)	2022 (%)	2023 (%)	2024 (%)	2025 (%)	Change
Try hard on school work	72	–	–	–	82	+10
Three or more absences per month	9	–	–	–	16	+7
Feel a part of the school*	61	–	–	–	59	-2
School is really boring	~	–	–	–	35	–
School is worthless and a waste of time	~	–	–	–	12	–
Harassed or bullied at school*	59	–	–	–	36	-23
Parents feel welcome to participate at this school	54	–	–	–	59	+5
School is usually clean and tidy§*	72	–	–	–	34	-38
Experienced chronic sadness/hopelessness	48	–	–	–	29	-19

Selected Staff-Reported Indicators (California School Staff Survey – CSSS)

	2021 (%)	2022 (%)	2023 (%)	2024 (%)	2025 (%)	Change
Students are motivated to learn	–	–	–	–	–	–
Truancy is a moderate/severe problem	–	–	–	–	–	–
School is a supportive/inviting place for students to learn	–	–	–	–	–	–
School is a supportive/inviting place for staff to work	–	–	–	–	–	–
School is a safe place for students*	–	–	–	–	–	–
Harassment/bullying is a moderate/severe problem	–	–	–	–	–	–
School is welcoming to/facilitates parental involvement	–	–	–	–	–	–
School has clean and well-maintained facilities*	–	–	–	–	–	–

Notes: * In-school or Hybrid instructional models only (2021).
~ Data were not collected.
§ In-school instructional model only (2022 and 2023).
A hyphen (–) is shown if there are no data or insufficient responses.

CDS code: 43694356085690

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools.

Most of the subdomain scores are calculated by averaging the percentage of respondents who report the top two response categories on the survey items that comprise each scale. For example, "School Connectedness," "Academic Motivation," "Promotion of Parental Involvement," and "Facilities Upkeep" are computed by averaging the percentage of respondents who report "Agree" or "Strongly agree" on the survey items that comprise the scale; "Caring Adult Relationships," "High Expectations," and "Meaningful Participation" are calculated by averaging the percentage of respondents who report "Pretty much true" or "Very much true" on the survey items that comprise the scale; and "Perceived School Safety" is measured by the percentage of students who report that they feel "Safe" or "Very safe" at school.

"Two or Fewer Absences per Month" – a measure of low chronic absenteeism – is measured by the percentage of students who report missing two or fewer days of school in the month prior to the survey. "Low Violence Victimization," "No Harassment," "No Mean Rumors," and "No Fear of Getting Beaten Up" represent the percentage of students who reported not being victimized.

A value of 60 on the "School Connectedness" indicator, for example, means that on average, students report "Agree" or "Strongly agree" on three of the five "School Connectedness" survey items.

All subdomains and survey items that comprise the scales/measures are listed below.

(1) School Connectedness (5 items)
- I feel close to people at/from this school.
- I am happy with/to be at this school.
- I feel like I am part of this school.
- The teachers at this school treat students fairly.
- I feel safe in my school.

(2) Academic Motivation (4 items)
- I try hard to make sure that I am good at my schoolwork.
- I try hard on my schoolwork because I am interested in it.
- I work hard to try to understand new things when doing my schoolwork.
- I am always trying to do better in my schoolwork.

(3) Two or Fewer Absences per Month (1 item)
- In the past 30 days, how often did you miss an entire day of school/remote learning classes for any reason?

(4) Caring Adult Relationships (3 items)

There is a teacher or some other adult from my school...
- who really cares about me.
- who notices when I'm not there.
- who listens to me when I have something to say.

(5) High Expectations (3 items)

There is a teacher or some other adult from my school...

- who tells me when I do a good job.
- who always wants me to do my best.
- who believes that I will be a success.

(6) Meaningful Participation (5 items)

At school/When I participate in school,...

- I do interesting activities.
- I help decide things like class activities or rules.
- I do things that make a difference.
- I have a say in how things work.
- I help decide school activities or rules.

(7) Perceived School Safety (1 item)

- How safe do you feel when you are at school?

(8) Low Violence Victimization (8 items)

During the past 12 months, how many times on school property have you...

- been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?
- been afraid of being beaten up?
- had mean rumors or lies spread about you?
- had sexual jokes, comments, or gestures made to you?
- been made fun of because of your looks or the way you talk?
- had your property stolen or deliberately damaged, such as your car, clothing, or books?
- been made fun of, insulted, or called names?
- During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

(9) No Harassment (7 items)

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons? [Remote only]

- Your race, ethnicity, or national origin
- Your religion
- Your gender
- Because you are gay, lesbian, or bisexual or someone thought you were
- A physical or mental disability
- You are an immigrant or someone thought you were
- Any other reason

(10) No Mean Rumors (1 item)

- During the past 12 months, how many times on school property have you had mean rumors or lies spread about you?

(11) No Fear of Getting Beaten Up (1 item)
- During the past 12 months, how many times on school property have you been afraid of being beaten up?

(12) Promotion of Parental Involvement (3 items)
- Teachers at this school communicate with parents about what students are expected to learn in class.
- Parents feel welcome to participate at this school.
- School staff take parent concerns seriously.

(13) No Substance Use at School (6 items)

During the past 30 days, on how many days on school property did you...
- smoke cigarettes?
- use smokeless tobacco (dip, chew, or snuff)?
- vape?
- have at least one drink of alcohol?
- use marijuana (smoke, vape, eat, or drink)?
- use any other drug, pill, or medicine to get "high" or for reasons other than medical?

(14) Facilities Upkeep (1 item)
- My school is usually clean and tidy.

Results are based on responses from 7th grade students on the California Healthy Kids Survey. Results are not included if less than 50% of students or less than 15 respondents provided data.

For the 2020-21 school year, results on student indicators that are only applicable to the In-school or Hybrid instructional models are reported if at least 10% of the respondents have indicated that they attended school in person or participated in hybrid classes. These results should be interpreted cautiously if few students attended school in person when the survey was administered.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at 562-799-5481 or czheng@wested.org.

State Averages

State averages are based on responses from 7th grade students who provided data on the Biennial State California Healthy Kids Survey during the 2021-2022 and 2022-2023 school years.

State Averages of School Climate Indicators

Indicator	State 2021-23 (%)		Indicator	State 2021-23 (%)
Supports and Engagement			**Low Violence**	
School Connectedness	55		Low Violence Victimization	67
Academic Motivation	62		No Harassment	60
Two or Fewer Absences per Month	80		No Mean Rumors	63
Caring Adult Relationships	56		No Fear of Getting Beaten Up	76
High Expectations	70		**Other School Climate Indicators**	
Meaningful Participation	24		Promotion of Parental Involvement	52
Perceived School Safety	53		No Substance Use at School	96
			Facilities Upkeep	37

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the school climate indicators. Staff indicators are provided to facilitate comparisons between student and staff perceptions. While most staff indicators are in the high range (80-100%), it is important to compare how staff perceptions might differ from students to identify areas for improvements.

Staff results are not included if less than 50% of staff or less than five staff members provided data. Student- and staff-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – "agree" or "strongly agree" that I try hard to make sure I am good at school work.
- Three or more absences per month – missed school on three or more days in the past 30 days.
- Feel a part of the school – "agree" or "strongly agree" that I am a part of this school.
- School is really boring – agree that school is really boring (rating of 7 or higher on a 0–10 scale).
- School is worthless and a waste of time – agree that school is worthless and a waste of time (rating of 7 or higher on a 0–10 scale).
- Harassed or bullied at school – harassed or bullied on school property in the past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) you are gay, lesbian, or bisexual or someone thought you were; (e) a physical or mental disability; (f) you are an immigrant or someone thought you were; (g) any other reason.
- Parents feel welcome to participate at this school – "agree" or "strongly agree" that parents feel welcome to participate at this school.
- School is usually clean and tidy – "agree" or "strongly agree" that school is usually clean and tidy.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (CSSS)

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