Elementary District Mental Health Report—2022-2023

District: Arena Union Elementary

Date Prepared: 3 Apr 2023

No. of Schools/Eligible: 1/1 (2022), 1/1 (2023)

Number of Responses: 16 (2022), 16 (2023)

Response Rate: 70% (2022), 76% (2023)
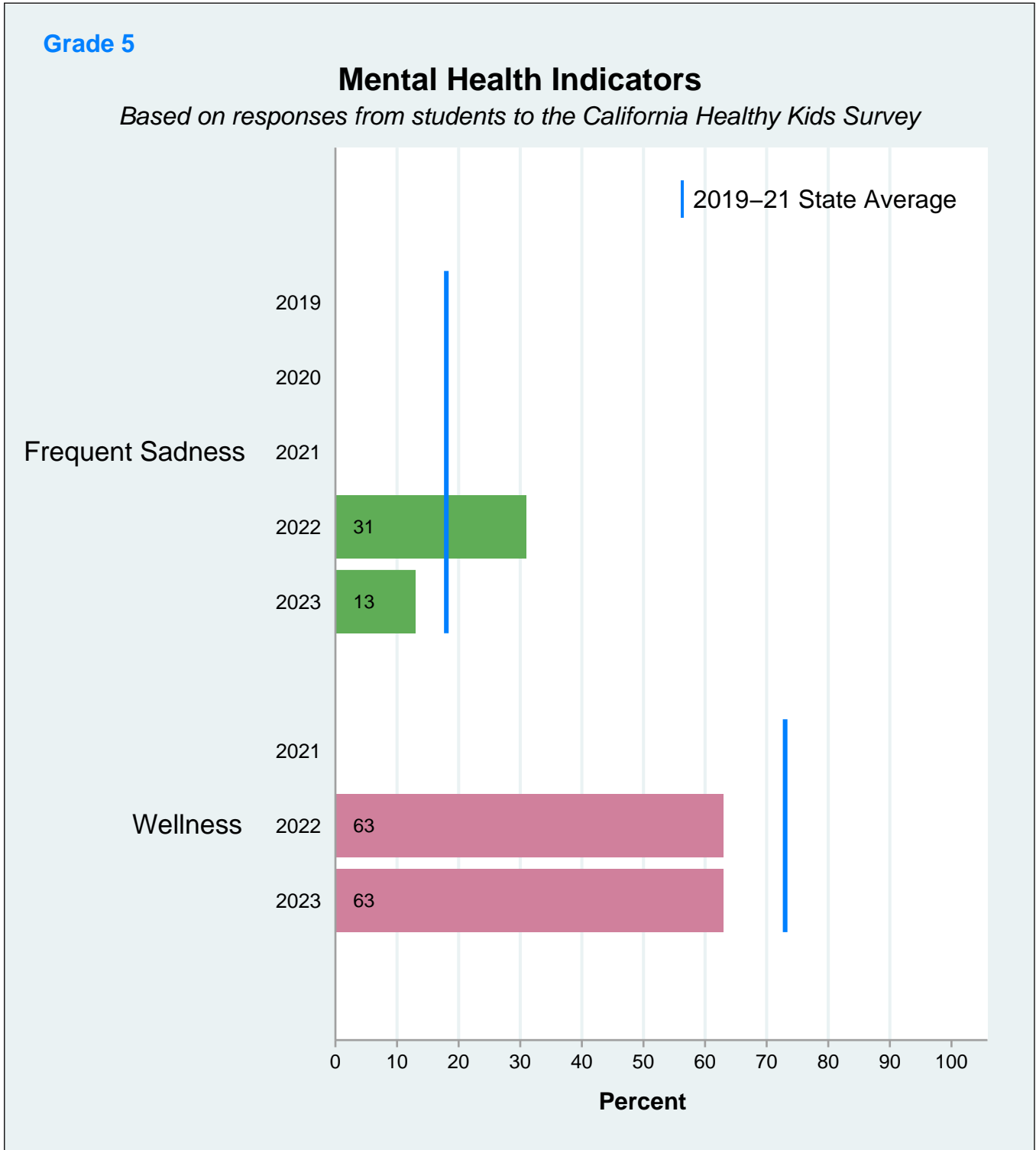
Grade 5

Mental Health Indicators

Based on responses from students to the California Healthy Kids Survey

2019–21 State Average

Frequent Sadness
- 2019
- 2020
- 2021
- 2022: 31
- 2023: 13

Wellness
- 2021
- 2022: 63
- 2023: 63

Percent

Elementary District Mental Health Report—2022-2023

District: Arena Union Elementary

Date Prepared: 3 Apr 2023

Mental Health Indicator Trends by Grade

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)
Frequent Sadness					
Grade 5	—	—	—	31	13
Wellness					
Grade 5	~	~	—	63	63

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 Indicators Calculated?

"Frequent Sadness" is measured by the percentage of students who report feeling sad most of the time or all of the time. "Wellness" is assessed by the percentage of students who report that they feel good and happy most of the time or all of the time.

The survey items are listed below.

(1) Frequent Sadness (1 item)
  o   Do you feel sad?
(2) Wellness (1 item)
  o   Do you feel good and happy?

Results are based on responses from students in 5th grade on the California Healthy Kids Survey.

Results are not included if less than 50% of students or less than 15 respondents provided data at the school or district.

Further information about the mental health indicators can be obtained by contacting Cindy Zheng at czheng@wested.org.

State Averages

State averages are based on responses from students in 5th grade who provided data on the California Healthy Kids Survey during the 2019-2020 and 2020-2021 school years.

2019-21 State Averages of Mental Health Indicators

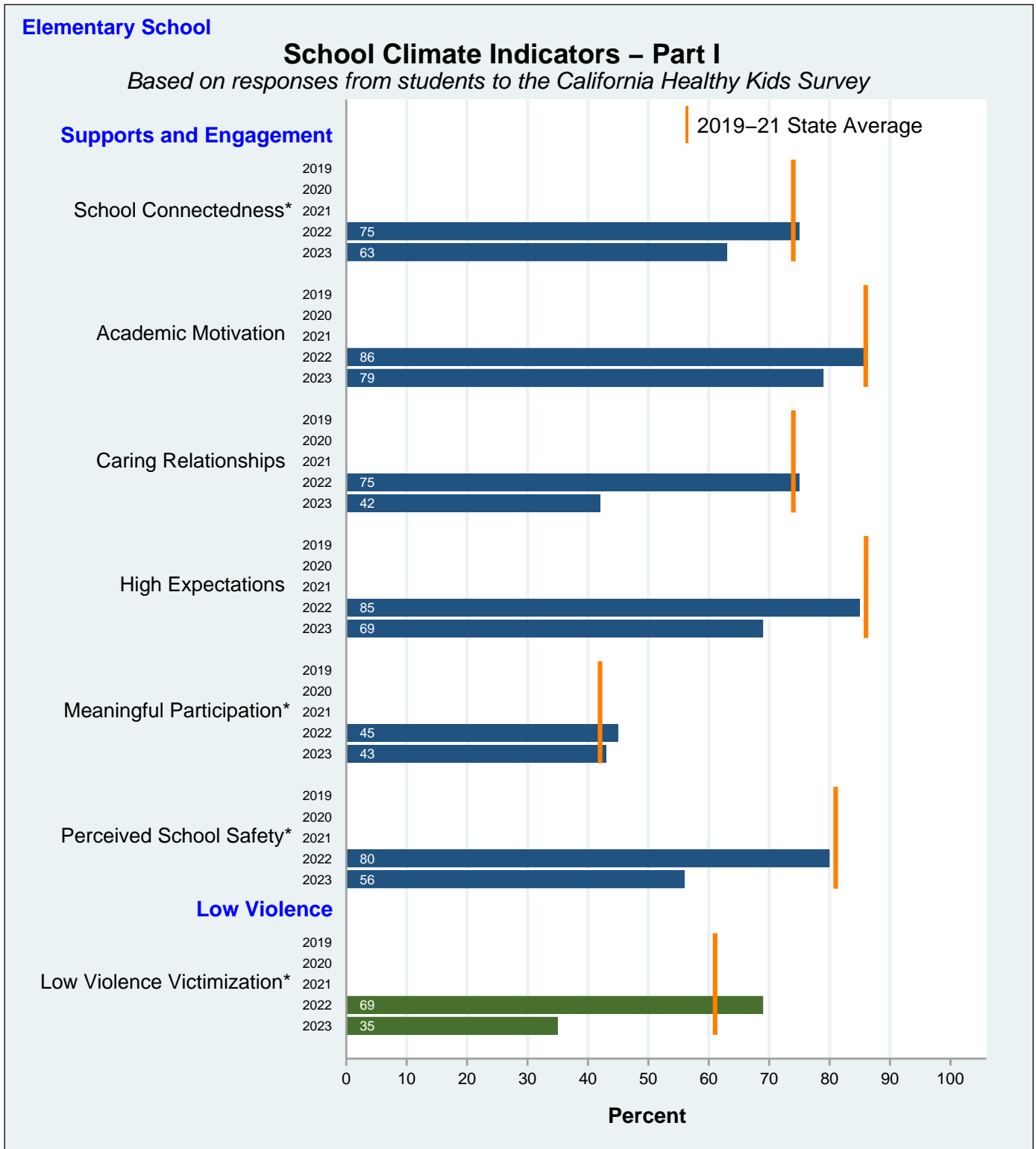| Indicator	Grade 5 (%)
Frequent Sadness	18
Wellness	73

District School Climate Report Card (Elementary)—2022-2023

District: Arena Union Elementary

Date Prepared: 31 Mar 2023

No. of Schools/Eligible: 1/1 (2022), 1/1 (2023)
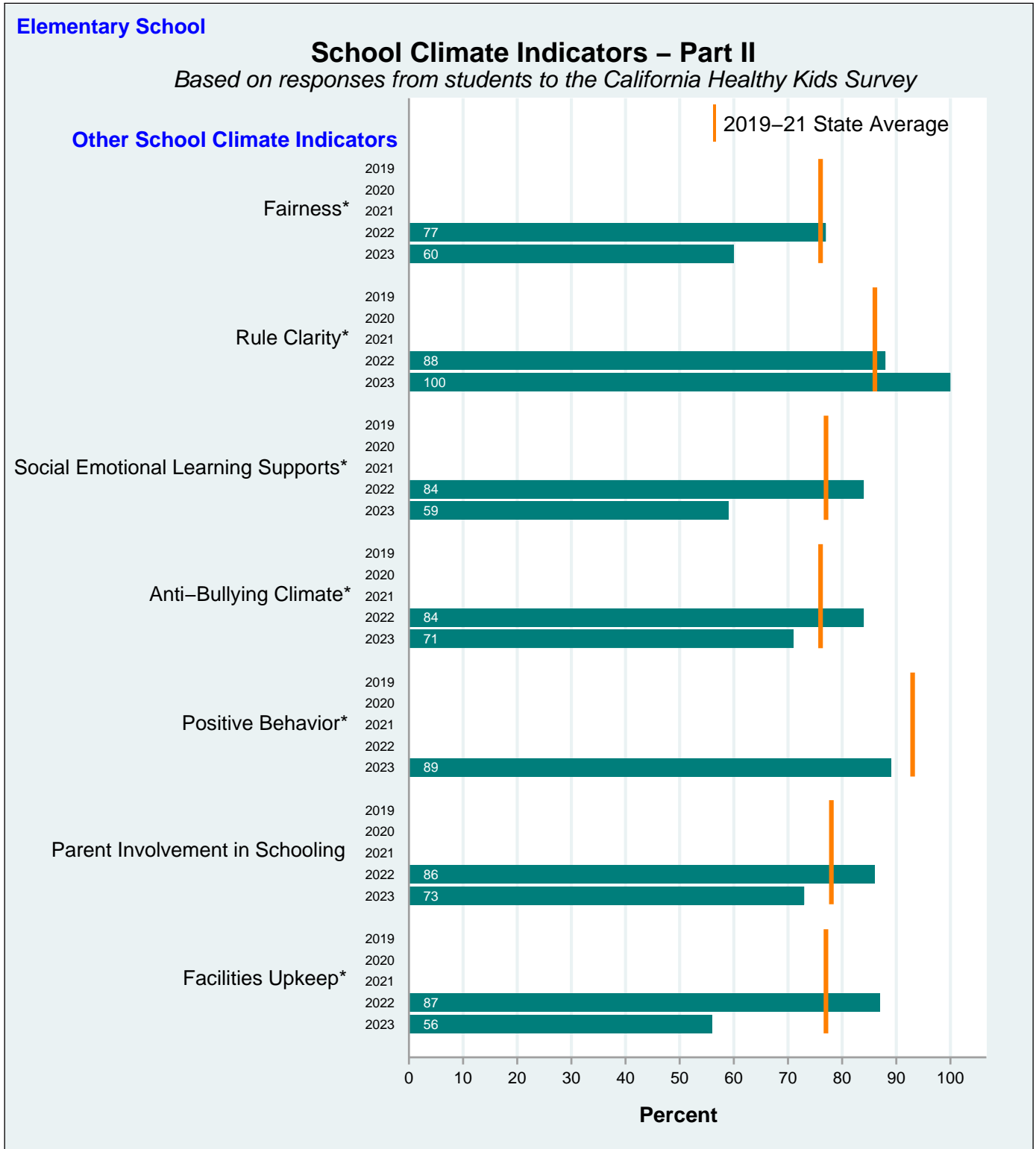
Average Response Rate: 70% (2022), 76% (2023)

Elementary School

School Climate Indicators – Part I
Based on responses from students to the California Healthy Kids Survey

Supports and Engagement

2019–21 State Average

School Connectedness*
- 2019
- 2020
- 2021
- 2022: 75
- 2023: 63

Academic Motivation
- 2019
- 2020
- 2021
- 2022: 86
- 2023: 79

Caring Relationships
- 2019
- 2020
- 2021
- 2022: 75
- 2023: 42

High Expectations
- 2019
- 2020
- 2021
- 2022: 85
- 2023: 69

Meaningful Participation*
- 2019
- 2020
- 2021
- 2022: 45
- 2023: 43

Perceived School Safety*
- 2019
- 2020
- 2021
- 2022: 80
- 2023: 56

Low Violence

Low Violence Victimization*
- 2019
- 2020
- 2021
- 2022: 69
- 2023: 35

Percent

Note: * Applicable to the In-school or Hybrid instructional models only (2021).

District: Arena Union Elementary | Date Prepared: 31 Mar 2023

Elementary School

School Climate Indicators – Part II
Based on responses from students to the California Healthy Kids Survey

Other School Climate Indicators

2019–21 State Average

Indicator	Year	Value
Fairness*	2019	
	2020	
	2021	
	2022	77
	2023	60
Rule Clarity*	2019	
	2020	
	2021	
	2022	88
	2023	100
Social Emotional Learning Supports*	2019	
	2020	
	2021	
	2022	84
	2023	59
Anti–Bullying Climate*	2019	
	2020	
	2021	
	2022	84
	2023	71
Positive Behavior*	2019	
	2020	
	2021	
	2022	
	2023	89
Parent Involvement in Schooling	2019	
	2020	
	2021	
	2022	86
	2023	73
Facilities Upkeep*	2019	
	2020	
	2021	
	2022	87
	2023	56

Percent (0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100)

Note: * Applicable to the In-school or Hybrid instructional models only (2021).

District School Climate Report Card (Elementary)—2022-2023

District: Arena Union Elementary   Date Prepared: 31 Mar 2023

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)	Change
Finish all school assignments[†]	–	–	–	94	88	-6
Absent 2 or more days in the past 30 days	–	–	–	31	56	+25
Feel a part of the school*	–	–	–	75	69	-6
Adults at school care about you	–	–	–	88	38	-50
School boredom	∼	∼	∼	27	63	+36
Harassed at school*	–	–	–	53	69	+16
Parents ask about school	–	–	–	88	80	-8
School building is neat and clean[§]*	–	–	–	87	56	-31
Frequent sadness	–	–	–	31	13	-18

Notes: † Survey question is slightly different across years.
     * 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: 23655570000000

How are the School Climate Indicators Calculated?

The school climate indicators provide district-level descriptions of several factors that are known to influence learning success in schools. All subdomains except "Low Violence Victimization" are calculated by averaging the percentage of respondents who report "Yes, most of the time" or "Yes, all of the time" on survey items that comprise each scale. "Low Violence Victimization" is computed by averaging the percentage of respondents who report "No, never" on the survey items that comprise the scale. A value of 60 on the "School Connectedness" indicator, for example, means that on average, students report "Yes, most of the time" or "Yes, all of the time" on three of the five "School Connectedness" survey items (5 multiplied by 60 percent).

District School Climate scores are calculated by averaging the school-level scores across all eligible schools in the district.

All subdomains and survey items that comprise the scales/measures are listed below.

(1) School Connectedness (5 items)
- o   Do you feel close to people at/from this school?
- o   Are you happy to be at/with this school?
- o   Do you feel like you are part of this school?
- o   Do teachers treat students fairly?
- o   Do you feel safe at school?

(2) Academic Motivation (4 items)
- o   Do you finish all your school assignments?
- o   When you get a bad grade, do you try even harder the next time?
- o   Do you keep working and working on your schoolwork until you get it right?
- o   Do you keep doing your schoolwork even when it's really hard for you?

(3) Caring Relationships (3 items)
- o   Do the teachers and other grown-ups at school care about you?
- o   Do the teachers and other grown-ups at school listen when you have something to say?
- o   Do the teachers and other grown-ups at school make an effort to get to know you?

(4) High Expectations (3 items)
- o   Do the teachers and other grown-ups at school tell you when you do a good job?
- o   Do the teachers and other grown-ups at school believe that you can do a good job?
- o   Do the teachers and other grown-ups at school want you to do your best?

(5) Meaningful Participation (7 items)
- o   Are you given a chance to help decide school activities or rules?
- o   Do the teachers and other grown-ups at school ask you about your ideas?
- o   Do the teachers and other grown-ups give you a chance to solve school problems?
- o   Do you get to do interesting activities at/when you participate in school?
- o   Are you given a chance to help decide class activities or rules?
- o   Do your teachers ask you what you want to learn about?
- o   Do you do things to be helpful at school?

(6) Perceived School Safety (1 item)
- o   Do you feel safe at school?

(7) Low Violence Victimization (3 items)
- o Do other kids hit or push you at school when they are not just playing around?
- o Do other kids at/from school spread mean rumors or lies about you?
- o Do other kids at/from school call you bad names or make mean jokes about you?

(8) Fairness (4 items)
- o Do teachers treat students fairly?
- o Are the school rules fair?
- o Do teachers and other grown-ups at school treat students with respect?
- o Are students treated fairly when they break school rules?

(9) Rule Clarity (1 item)
- o Do students know what the rules are?

(10) Social Emotional Learning Supports (4 items)
- o Does your school help students resolve conflicts with one another?
- o Does your school teach students to understand how other students think and feel?
- o Does your school teach students to feel responsible for how they act?
- o Does your school teach students to care about each other and treat each other with respect?

(11) Anti-Bullying Climate (3 items)
- o Do the teachers and other grown-ups make it clear that bullying is not allowed?
- o If you tell a teacher that you've been bullied, will the teacher do something to help?
- o Do students at/from your school try to stop bullying when they see it happening?

(12) Positive Behavior (4 items)
- o Do you follow the classroom rules?
- o Do you follow the playground rules at recess and lunch times?
- o Do you listen when your teacher is talking?
- o Are you nice to other students?

(13) Parent Involvement in Schooling (5 items)
- o Does a parent or some other grown-up at home care about your schoolwork?
- o Does a parent or some other grown-up at home ask if you did your homework/schoolwork?
- o Does a parent or some other grown-up at home check your homework/schoolwork?
- o Does a parent or some other grown-up at home ask you about school?
- o Does a parent or some other grown-up at home ask you about your grades?

(14) Facilities Upkeep (1 item)
- o Is your school building neat and clean?

Results are based on responses from 5th grade students on the California Healthy Kids Survey. Student results are not included if less than 50% of students or less than 15 respondents provided data at a school.

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 5th grade students who provided data on the California Healthy Kids Survey during the 2019-2020 and 2020-2021 school years.

State Averages of School Climate Indicators

Indicator	State 2019-21 (%)		Indicator	State 2019-21 (%)
Supports and Engagement			**Other School Climate Indicators**	
School Connectedness	74		Fairness	76
Academic Motivation	86		Rule Clarity	86
Caring Relationships	74		Social Emotional Learning Supports	77
High Expectations	86		Anti-Bullying Climate	76
Meaningful Participation	42		Positive Behavior	93
Perceived School Safety	81		Parent Involvement in Schooling	78
Low Violence			Facilities Upkeep	77
Low Violence Victimization	61			

Explanation of Other Indicators

Results are provided on selected key student-reported school climate items as a complement to the school climate indicators.

Student-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Finish all school assignments – finish all your school assignments "most of the time" or "all of the time."

- Absent 2 or more days in the past 30 days – missed an entire day of school for 2 or more days for any reason in the past 30 days.

- Feel a part of the school – feel like you are part of this school "most of the time" or "all of the time."

- Adults at school care about you – teachers and other grown-ups at school care about you "most of the time" or "all of the time."

- School boredom – get really bored "most of the time" or "all of the time" at school or participating in school from home.

- Harassed at school – other kids at school call you bad names or make mean jokes about you "some of the time," "most of the time," or "all of the time."

- Parents ask about school – a parent or some other grown-up at home asks you about school "most of the time" or "all of the time."
- School building is neat and clean – school building is neat and clean "most of the time" or "all of the time."
- Frequent sadness – feel sad "most of the time" or "all of the time."

CALIFORNIA HEALTHY KIDS SURVEY

Arena Union Elementary
Elementary
2022-2023
Main Report

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

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Date prepared: 27 Mar 2023
CDS code: 23655570000000

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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 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive 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 lists the schools that administered the survey in the district and their response rates.

These surveys grew out of the California Department of Education's (CDE) commitment to helping schools 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 Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social Emotional Health Module (SEHM), 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.

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Core Module

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

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

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and life satisfaction. It includes 39 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs, including questions assessing emotional difficulties and life satisfaction.

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the elementary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

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

Race/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the

District CalSCHLS data dashboard to disaggregate their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core Module, trends over time, and differences in survey outcomes by gender and afterschool program participation. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

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

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

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

UNDERSTANDING AND USING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

VII

RESORCES

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** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified 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 Regional Center 562.799.5164 or email calschls@wested.org.

VIII

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **Secondary CHKS Results**. Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.

- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The aggregated results from the 2019-2021 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1921_elem_chks.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5164) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

IX

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#scrc).

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent 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 (562.799.5164) or email calschls@wested.org.

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Exhibit 1

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

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

XI

ACKNOWLEDGMENTS

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XII

Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	21
Final number	16
Response Rate	76%

Table A1.2

Number of Respondents by Instructional Model

	Grade 5
In-school learning only	16
Remote learning only	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 5 %	Table
School Engagement and Supports		
School connectedness†# *(In-School Only)*	63	A6.3
School connectedness†ψ *(Remote Only)*		A6.3
Academic motivation†	79	A6.3
School boredom†	63	A6.9
Caring adults in school†	42	A6.3
High expectations-adults in school†	69	A6.3
Meaningful participation†	43	A6.3
Facilities upkeep†Φ	56	A6.11
Parent involvement in schooling†	73	A10.2
Social and emotional learning supports†	59	A7.1
Anti-bullying climate†	71	A9.6
School Safety and Cyberbullying		
Feel safe at school†Φ	56	A9.1
Feel safe on way to and from school†Φ	75	A9.1
Been hit or pushedΦ	56	A9.2
Mean rumors spread about you	69	A9.2
Called bad names or target of mean jokes	69	A9.2
Saw a weapon at school§Φ	6	A9.5
Cyberbullying¶	38	A9.3
School Disciplinary Environment		
Rule clarity†	100	A8.2
Students well behaved†	38	A8.4
Students treated fairly when break rules†	75	A8.1
Students treated with respect†	60	A8.1

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

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

#*The scale was based on five survey questions for in-school respondents.*

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

Φ*In-school only.*

§*Past year.*

¶*Past 30 days.*

Table A2.2

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

	Grade 5 %	Table
Substance Use		
Alcohol or drug use$^{\phi}$	25	A11.1
Marijuana use$^{\phi}$	7	A11.1
Cigarette use$^{\phi}$	6	A12.1
Vaping$^{\phi}$	13	A12.1
Routines		
Eating of breakfast$^{\vert}$	53	A4.1
Late bedtime (at 10 pm or later)	50	A4.2
Learning from Home		
Weekdays worked on schoolwork (5 days)$^{\P\delta}$		A5.1
Synchronous instruction (4 days or more)$^{\Vert\delta}$		A5.1
Meaningful opportunities$^{\dagger\delta}$		A5.2
Mental Health		
Frequent sadness†	13	A13.1
Wellness†	63	A13.2

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

$^{\phi}$*Lifetime.*

$^{\vert}$*This morning.*

$^{\Vert}$*Past 7 days.*

¶*Past 30 days.*

$^{\delta}$*Remote only.*

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 5 %
In-School Model	100
Remote Learning Model	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 5 %
Female	69
Male	31

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

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

Table A3.3

Race or Ethnicity

	Grade 5 %
American Indian or Alaska Native, non-Hispanic	13
Asian or Asian American, non-Hispanic	0
Black or African American, non-Hispanic	0
Hispanic or Latinx	38
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	13
Multiracial, non-Hispanic	6
Something else, non-Hispanic	31

Question ES A.4: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.4

Number of Days Attending Afterschool Program (In-School Only)

	Grade 5 %
0 days	25
1 day	19
2 days	0
3 days	13
4 days	13
5 days	31

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 5 %
No	47
Yes	53

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

Table A4.2

Bedtime

	Grade 5 %
Before 9:00 pm	25
Between 9:00 pm and 10:00 pm	25
Between 10:00 pm and 11:00 pm	19
Between 11:00 pm and midnight	19
After 12:00 am	13
Late bedtime (at 10 pm or later)	50

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

5. Learning from Home

Table A5.1

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

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

Question ES A.9-11: In the past 30 days, how many weekdays in an average week did you participate in school from home for the entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

Interesting Activities Provided for Student in Remote Learning (Remote Only)

	Grade 5 %
No, never	
Yes, some of the time	
Yes, most of the time	
Yes, all of the time	

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

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

6. School Performance, Supports, and Engagements

Table A6.1

Perceived School Performance

	Grade 5 %
One of the best students	19
Better than most students	19
About the same as others	56
Don't do as well as most others	6

Question ES A.38: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school in the past 30 days	31
1 day	13
2 days	31
3 or more days	25

Question ES A.8, 12: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]... In the past 30 days, how often did you miss an entire day of school from home for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

School Environment, School Connectedness, and Academic Motivation Scales

	Grade 5 %	Table
Total school supports	51	
Caring adults in school	42	A6.4
High expectations-adults in school	69	A6.5
Meaningful participation at school	43	A6.6
School connectedness# *(In-School Only)*	63	A6.7
School connectedness$^\psi$ *(Remote Only)*		A6.7
Academic motivation	79	A6.8

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

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

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

[#]*The scale was based on five survey questions for in-school respondents.*

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

Table A6.4

Caring Adults in School Scale Questions

	Grade 5 %
Caring adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	42
Do the teachers and other grown-ups at school...	
care about you?	
No, never	19
Yes, some of the time	44
Yes, most of the time	6
Yes, all of the time	31
listen when you have something to say?	
No, never	0
Yes, some of the time	56
Yes, most of the time	6
Yes, all of the time	38
make an effort to get to know you?	
No, never	31
Yes, some of the time	25
Yes, most of the time	19
Yes, all of the time	25

Question ES A.29, 39, 43: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?

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

Table A6.5

High Expectations-Adults in School Scale Questions

	Grade 5 %
High expectations-adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	69
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	13
Yes, some of the time	31
Yes, most of the time	19
Yes, all of the time	38
believe that you can do a good job?	
No, never	6
Yes, some of the time	31
Yes, most of the time	31
Yes, all of the time	31
want you to do your best?	
No, never	0
Yes, some of the time	13
Yes, most of the time	19
Yes, all of the time	69

Question ES A.30, 40, 44: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

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

Table A6.6

Meaningful Participation at School Scale Questions

	Grade 5 %
Meaningful participation at school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	43
Are you given a chance to help decide school activities or rules?	
No, never	25
Yes, some of the time	44
Yes, most of the time	13
Yes, all of the time	19
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	31
Yes, some of the time	38
Yes, most of the time	19
Yes, all of the time	13
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	0
Yes, some of the time	31
Yes, most of the time	50
Yes, all of the time	19
Do you get to do interesting activities at/when you participate in school?	
No, never	13
Yes, some of the time	38
Yes, most of the time	38
Yes, all of the time	13

Question ES A.27, 28, 31-34: Are you given a chance to help decide school activities or rules? [In-school only]... Are you given a chance to help decide school activities or rules when you participate in school? [Remote only]... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school? [In-school only]... Do you get to do interesting activities when you participate in school? [Remote only]

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

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

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	31
Yes, some of the time	56
Yes, most of the time	6
Yes, all of the time	6
Do your teachers ask you what you want to learn about?	
No, never	63
Yes, some of the time	6
Yes, most of the time	25
Yes, all of the time	6
Do you do things to be helpful at school?	
No, never	6
Yes, some of the time	19
Yes, most of the time	31
Yes, all of the time	44

Question ES A.35-37, 41, 42: Are you given a chance to help decide class activities or rules? [In-school only]... Are you given a chance to help decide class activities or rules when you participate in school? [Remote only]... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school? [In-school only]... Do you do things to be helpful when you participate in school? [Remote only]

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

Table A6.7
School Connectedness Scale Questions

	Grade 5 %
School connectedness[#] *(In-School Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	63
School connectedness[ψ] *(Remote Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	
Do you feel close to people at/from this school?	
No, never	6
Yes, some of the time	31
Yes, most of the time	13
Yes, all of the time	50
Are you happy to be at/with this school?	
No, never	19
Yes, some of the time	6
Yes, most of the time	44
Yes, all of the time	31
Do you feel like you are part of this school?	
No, never	13
Yes, some of the time	19
Yes, most of the time	31
Yes, all of the time	38
Do teachers treat students fairly?	
No, never	0
Yes, some of the time	50
Yes, most of the time	19
Yes, all of the time	31

Question ES A.15-19, 23, 24: Do you feel close to people at school? [In-school only]... Do you feel close to people from this school? [Remote only]... Are you happy to be at this school? [In-school only]... Are you happy with this school? [Remote only]... Do you feel like you are part of this school?... Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]

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

[#]*The scale was based on five survey questions for in-school respondents.*

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

Table A6.7

School Connectedness Scale Questions – Continued

	Grade 5 %
Do you feel safe at school? *(In-School Only)*	
No, never	25
Yes, some of the time	19
Yes, most of the time	25
Yes, all of the time	31

Question ES A.76: Do you feel safe at school? [In-school only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.8

Academic Motivation Scale Questions

	Grade 5 %
Academic motivation	
Average reporting "Yes, most of the time" or "Yes, all of the time"	79
Do you finish all your school assignments?	
No, never	0
Yes, some of the time	13
Yes, most of the time	44
Yes, all of the time	44
When you get a bad grade, do you try even harder the next time?	
No, never	19
Yes, some of the time	0
Yes, most of the time	25
Yes, all of the time	56
Do you keep working and working on your schoolwork until you get it right?	
No, never	6
Yes, some of the time	19
Yes, most of the time	38
Yes, all of the time	38
Do you keep doing your schoolwork even when it's really hard for you?	
No, never	13
Yes, some of the time	13
Yes, most of the time	33
Yes, all of the time	40

Question ES A.60-63: Do you finish all your school assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your schoolwork even when it's really hard for you?

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

Table A6.9

**School Boredom**

	Grade 5 %
No, never	13
Yes, some of the time	25
Yes, most of the time	25
Yes, all of the time	38

Question ES A.13, 59: Do you get really bored participating in school from home? [Remote only]... Do you get really bored at school? [In-school only]

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

Table A6.10

**School Pride**

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	19
Yes, some of the time	19
Yes, most of the time	13
Yes, all of the time	50

Question ES A.20: Do you feel proud to belong to your school?

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

Table A6.11

**Quality of School Physical Environment** _(In-School Only)_

	Grade 5 %
Is your school building neat and clean?	
No, never	19
Yes, some of the time	25
Yes, most of the time	38
Yes, all of the time	19

Question ES A.25: Is your school building neat and clean?

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

7. Supports for Learning at School

Table A7.1

Social and Emotional Learning Supports Scale Questions

	Grade 5 %
Social and emotional learning supports	
Average reporting "Yes, most of the time" or "Yes, all of the time"	59
Does your school...	
help students resolve conflicts with one another?	
No, never	13
Yes, some of the time	25
Yes, most of the time	25
Yes, all of the time	38
teach students to understand how other students think and feel?	
No, never	31
Yes, some of the time	25
Yes, most of the time	25
Yes, all of the time	19
teach students to feel responsible for how they act?	
No, never	6
Yes, some of the time	25
Yes, most of the time	31
Yes, all of the time	38
teach students to care about each other and treat each other with respect?	
No, never	0
Yes, some of the time	38
Yes, most of the time	19
Yes, all of the time	44

Question ES A.51-54: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect? Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Teachers Checking on how Students are Feeling

	Grade 5 %
No, never	25
Yes, some of the time	13
Yes, most of the time	38
Yes, all of the time	25

Question ES A.26: Do the teachers and other grown-ups from your school check on how you are feeling?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3

Students at School Motivated to Learn

	Grade 5 %
No, never	19
Yes, some of the time	38
Yes, most of the time	44
Yes, all of the time	0

Question ES A.21, 22: Are the students at your school motivated to learn? [In-school only]... Are the students from your school motivated to learn? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

8. Fairness, Rule Clarity, and Positive Student Behavior

Table A8.1

Fairness Scale Questions

	Grade 5 %
Fairness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	60
Do teachers treat students fairly?	
No, never	0
Yes, some of the time	50
Yes, most of the time	19
Yes, all of the time	31
Are the school rules fair?	
No, never	13
Yes, some of the time	31
Yes, most of the time	38
Yes, all of the time	19
Do teachers and other grown-ups at school treat students with respect?	
No, never	0
Yes, some of the time	40
Yes, most of the time	20
Yes, all of the time	40
Are students treated fairly when they break school rules?	
No, never	13
Yes, some of the time	13
Yes, most of the time	63
Yes, all of the time	13

Question ES A.23, 24, 45-47: Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?

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

Table A8.2

Clarity of Rules

	Grade 5 %
Do students know what the rules are?	
No, never	0
Yes, some of the time	0
Yes, most of the time	47
Yes, all of the time	53

Question ES A.50: Do students know what the rules are?

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

Table A8.3
Positive Behavior Scale Questions

	Grade 5 %
Positive behavior[^] *(In-School Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	89
Positive behavior[λ] *(Remote Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	6
Yes, most of the time	44
Yes, all of the time	50
Do you follow the playground rules at recess and lunch times? *(In-School Only)*	
No, never	13
Yes, some of the time	6
Yes, most of the time	31
Yes, all of the time	50
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	13
Yes, most of the time	19
Yes, all of the time	69
Are you nice to other students?	
No, never	0
Yes, some of the time	6
Yes, most of the time	25
Yes, all of the time	69

Question ES A.64-67: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?

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

[^]*The scale was based on four survey questions for in-school respondents.*

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

Table A8.4

**Students at School Well Behaved**

	Grade 5 %
No, never	25
Yes, some of the time	38
Yes, most of the time	31
Yes, all of the time	6

Question ES A.48, 49: Are students at this school well behaved? [In-school only]... Are students from this school well behaved? [Remote only]

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

9. School Violence, Victimization, and Safety

Table A9.1

Perceived Safety at or Outside of School *(In-School Only)*

	Grade 5 %
Do you feel safe at school?	
No, never	25
Yes, some of the time	19
Yes, most of the time	25
Yes, all of the time	31
Do you feel safe on your way to and from school?	
No, never	13
Yes, some of the time	13
Yes, most of the time	44
Yes, all of the time	31

Question ES A.76, 77: Do you feel safe at school?... Do you feel safe on your way to and from school?
Note: Cells are empty if there are less than 10 respondents.

Table A9.2

Violence Victimization Scale Questions

	Grade 5 %
Violence victimization *(In-School Only)*	
Average reporting "Yes"	65
Do other kids hit or push you at school when they are not just playing around? *(In-School Only)*	
No, never	44
Yes, some of the time	44
Yes, most of the time	6
Yes, all of the time	6
Do other kids at/from school spread mean rumors or lies about you?	
No, never	31
Yes, some of the time	44
Yes, most of the time	19
Yes, all of the time	6
Do other kids at/from school call you bad names or make mean jokes about you?	
No, never	31
Yes, some of the time	31
Yes, most of the time	31
Yes, all of the time	6

Question ES A.69-71, 73, 74: Do other kids hit or push you at school when they are not just playing around? [In-school only]... Do other kids at school spread mean rumors or lies about you? [In-school only]... Do other kids from your school spread mean rumors or lies about you? [Remote only]... Do other kids at school call you bad names or make mean jokes about you? [In-school only]... Do other kids from your school call you bad names or make mean jokes about you? [Remote only]

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

Table A9.3

Cyberbullying, Past 30 Days

	Grade 5 %
No, never	63
Yes, some of the time	13
Yes, most of the time	19
Yes, all of the time	6

Question ES A.68: During the past 30 days, did kids spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A9.4

Been Teased About Body Image

	Grade 5 %
No	56
Yes	44

Question ES A.78, 79: Have other kids at school ever teased you about what your body looks like? [In-school only]... Have other kids from your school ever teased you about what your body looks like? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A9.5

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

	Grade 5 %
Brought a gun or knife to school	
No	100
Yes	0
Saw another kid with a gun or knife at school	
No	94
Yes	6

Question ES A.72, 75: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?
Note: Cells are empty if there are less than 10 respondents.

Table A9.6
Anti-Bullying Climate Scale Questions

	Grade 5 %
Anti-bullying climate	
Average reporting "Yes, most of the time" or "Yes, all of the time"	71
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	0
Yes, some of the time	6
Yes, most of the time	13
Yes, all of the time	81
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	0
Yes, some of the time	19
Yes, most of the time	31
Yes, all of the time	50
Students at/from your school try to stop bullying when they see it happening.	
No, never	19
Yes, some of the time	44
Yes, most of the time	31
Yes, all of the time	6

Question ES A.55-58: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening? [In-school only]... Do students from your school try to stop bullying when they see it happening? [Remote only]

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

10. Home Supports and Involvement in Schooling

Table A10.1

High Expectations-Adults at Home Scale Questions

	Grade 5 %
High expectations-adults at home	
Average reporting "Yes, most of the time" or "Yes, all of the time"	93
Does a parent or some other grown-up at home...	
believe that you can do a good job?	
No, never	7
Yes, some of the time	7
Yes, most of the time	13
Yes, all of the time	73
want you to do your best?	
No, never	0
Yes, some of the time	0
Yes, most of the time	20
Yes, all of the time	80

Question ES A.92, 93: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?

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

Table A10.2
Parent Involvement in Schooling Scale Questions

	Grade 5 %
Parent involvement in schooling	
Average reporting "Yes, most of the time" or "Yes, all of the time"	73
Does a parent or some other grown-up at home...	
care about your schoolwork?	
No, never	7
Yes, some of the time	7
Yes, most of the time	27
Yes, all of the time	60
ask if you did your homework/schoolwork?	
No, never	13
Yes, some of the time	7
Yes, most of the time	47
Yes, all of the time	33
check your homework/schoolwork?	
No, never	27
Yes, some of the time	27
Yes, most of the time	33
Yes, all of the time	13
ask you about school?	
No, never	7
Yes, some of the time	13
Yes, most of the time	27
Yes, all of the time	53
ask you about your grades?	
No, never	13
Yes, some of the time	13
Yes, most of the time	33
Yes, all of the time	40

Question ES A.91, 94-99: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework? [In-school only]... Does a parent or some other grown-up at home check your homework? [In-school only]... Does a parent or some other grown-up at home ask if you did your schoolwork? [Remote only]... Does a parent or some other grown-up at home check your schoolwork? [Remote only]... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

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

11. Alcohol and Other Drug (AOD) Use

Table A11.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	19
Alcohol, a full glass	0
Inhalants (to get high)	7
Marijuana (smoke, vape, eat, or drink)	7
None of the above	75
Any of the above	25

Question ES A.84-86: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high"?... Have you ever used any marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A11.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	0
Yes, a little bad	27
Yes, very bad	73
Marijuana (smoke, vape, eat, or drink)	
No, not bad	0
Yes, a little bad	13
Yes, very bad	60
I don't know what marijuana is	27

Question ES A.89, 90: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

12. Tobacco Use and Vaping

Table A12.1

Cigarette Use and Vaping, Lifetime

	Grade 5 %
Ever smoked a cigarette	6
Part of a cigarette, like one or two puffs	6
A whole cigarette	0
Ever vaped	13

Question ES A.82, 83: Have you ever smoked a cigarette?... Have you ever vaped?
Note: Cells are empty if there are less than 10 respondents.

Table A12.2

Perception of Health Risk of Cigarette Use and Vaping

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	7
Yes, a little bad	0
Yes, very bad	93
Do you think vaping is bad for a person's health?	
No, not bad	7
Yes, a little bad	13
Yes, very bad	80

Question ES A.87, 88: Do you think smoking cigarettes is bad for a person's health?... Do you think vaping is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

13. Other Physical and Mental Health Risks

Table A13.1

Frequent Sadness

	Grade 5 %
No, never	13
Yes, some of the time	75
Yes, most of the time	13
Yes, all of the time	0

Question ES A.81: Do you feel sad?
Note: Cells are empty if there are less than 10 respondents.

Table A13.2

Wellness

	Grade 5 %
Do you feel good and happy?	
No, never	13
Yes, some of the time	25
Yes, most of the time	50
Yes, all of the time	13

Question ES A.80: Do you feel good and happy?
Note: Cells are empty if there are less than 10 respondents.

14. Race/Ethnic Breakdowns

Table A14.1

School Engagement and Supports by Race/Ethnicity

	Grade 5 %
School Connectedness[†][#] *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
School Connectedness[†][ψ] *(Remote Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Academic motivation[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

[#]*The scale was based on five survey questions for in-school respondents.*

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

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %
School boredom[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Caring adults in school[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
High expectations-adults in school[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %
Meaningful participation[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Facilities upkeep[†] *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Parent involvement in schooling[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

Table A14.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %
Social and emotional learning supports[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Anti-bullying climate[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

Table A14.2

School Safety by Race/Ethnicity (In-School Only)

	Grade 5 %
Feel safe at school[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Feel safe on way to and from school[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Been hit or pushed	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

Table A14.2

School Safety by Race/Ethnicity – Continued

	Grade 5 %
Mean rumors spread about you	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Called bad names or target of mean jokes	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Saw a weapon at school[§] *(In-School Only)*	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

Table A14.3
Cyberbullying by Race/Ethnicity

	Grade 5 *%*
Cyberbullying[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

Table A14.4
School Disciplinary Environment by Race/Ethnicity

	Grade 5 %
Rule clarity[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Students well behaved[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Students treated fairly when break rules[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.4

School Disciplinary Environment by Race/Ethnicity – Continued

	Grade 5 *%*
Students treated with respect†	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.5

Substance Use by Race/Ethnicity

	Grade 5 %
Alcohol or drug use$^\phi$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Marijuana use$^\phi$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Cigarette use$^\phi$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
$^\phi$*Lifetime.*

Table A14.5

Substance Use by Race/Ethnicity – Continued

	Grade 5 %
Vaping$^{\phi}$	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
$^{\phi}$*Lifetime.*

Table A14.6
Routines by Race/Ethnicity

	Grade 5 %
Eating of breakfast[note]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Late bedtime (at 10 pm or later)	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.
[note]*This morning.*

Table A14.7

Learning from Home by Race/Ethnicity *(Remote Only)*

	Grade 5 %
Weekdays worked on schoolwork (5 days)[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Synchronous instruction (4 days or more)[‖]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Meaningful opportunities[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[‖]*Past 7 days.*

[¶]*Past 30 days.*

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

Table A14.8
Mental Health by Race/Ethnicity

	Grade 5 %
Frequent sadness[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Wellness[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

15. Gender Breakdowns

Table A15.1

Key Indicators of School Climate and Substance Use by Gender

	Grade 5 Female %	Male %
School Engagement and Supports		
School connectedness[†#] *(In-School Only)*	58	
School connectedness[†ψ] *(Remote Only)*		
Academic motivation[†]	77	
School boredom[†]	64	
Caring adults in school[†]	33	
High expectations-adults in school[†]	67	
Meaningful participation at school[†]	43	
Facilities upkeep[†Φ]	55	
Parent involvement in schooling[†]	72	
Social and emotional learning supports[†]	57	
Anti-bullying climate[†]	67	

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

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

[#]*The scale was based on five survey questions for in-school respondents.*

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

[Φ]*In-school only.*

Table A15.1

Key Indicators of School Climate and Substance Use by Gender – Continued

| | Grade 5 | |
	Female %	Male %
School Safety and Cyberbullying		
Feel safe at school[†][Φ]	45	
Feel safe on way to and from school[†][Φ]	73	
Been hit or pushed[Φ]	45	
Mean rumors spread about you	73	
Called bad names or target of mean jokes	64	
Saw a weapon at school[§][Φ]	0	
Cyberbullying[¶]	45	
School Disciplinary Environment		
Rule clarity[†]	100	
Students well behaved[†]	36	
Students treated fairly when break rules[†]	73	
Students treated with respect[†]	60	
Substance Use		
Alcohol or drug use[φ]	18	
Marijuana use[φ]	0	
Cigarette use[φ]	9	
Vaping[φ]	0	

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

[Φ]*In-school only.*

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

[§]*Past year.*

[¶]*Past 30 days.*

[φ]*Lifetime.*

Table A15.2

Key Indicators of Routines, Remote Learning, and Mental Health by Gender

	Grade 5	
	Female *%*	Male *%*
Routines		
Eating of breakfast[|]	50	
Late bedtime (after 10 pm)	55	
Learning from Home		
Weekdays worked on schoolwork (5 days)$^{\P\delta}$		
Synchronous instruction (4 days or more)$^{\|\delta}$		
Meaningful opportunities$^{\dagger\delta}$		
Mental Health		
Frequent sadness†	9	
Wellness†	55	

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

[|]*This morning.*

¶*Past 30 days.*

$^{\delta}$*Remote only.*

$^{\|}$*Past 7 days.*

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Appendix

2022-23 CHKS Elementary Survey Response Rates

Eligible Schools	5th %
Arena Elementary	76

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

CALIFORNIA HEALTHY KIDS SURVEY

Arena Union Elementary
Secondary
2022-2023
Main Report

California Department of
EDUCATION

WestEd

WestEd.org

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

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PREFACE

This report provides the detailed results for each question from the 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive 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. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

These surveys grew out of the California Department of Education's (CDE) commitment to helping schools 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 Regional Centers offer 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. Appendix II is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer.

Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As summarized in Appendix II, the Core Module consists of key questions 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.

Trauma Module (Supplementary)

The Student Trauma Module was developed in 2022 to provide LEAs with data to assess factors related to community trauma and implementation of trauma-informed practices. Developed in collaboration with a state advisory group, the module assesses family-, peer-, and school co-regulation supports (supports that help students cope with trauma); emotional safety at school; impacts of trauma on student wellness; emotion regulation; and stress-associated health conditions (somatic symptoms).

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.

VII

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students (before 2021-22), and foster youth – three important LCAP priority groups. 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 eight 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 afterschool participation; 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.

VIII

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** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/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.

IX

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified 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 Regional Center 562.799.5164 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

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

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5164) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports, School Climate Report Cards, and Mental Health Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Three types of reports are available:

- A full report with all the survey results
- 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/#scrc)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (https://calschls.org/reports-data/#scrc)

Disaggregated Reports

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

Additional Analysis of Data

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

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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 (562.799.5164) or email calschls@wested.org.

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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				✓	

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ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	22	–	–	–
Final number	13	–	–	–
Response Rate	59%	–	–	–

Note: [A]NT includes continuation, community day, and other alternative school types.

Table A1.2

Number of Respondents by Instructional Model

	Grade 7	Grade 9	Grade 11	NT
In-school learning only	12	–	–	–
Remote learning only	1	–	–	–

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness[†][#] *(In-School Only)*	45	–	–	–	A6.4
School connectedness[†][ψ] *(Remote Only)*		–	–	–	A6.4
Academic motivation[†]	50	–	–	–	A6.4
School is really boring[±]	69	–	–	–	A6.11
School is worthless and a waste of time[±]	23	–	–	–	A6.11
Monthly Absences (3 or more)	38	–	–	–	A6.2
Maintaining focus on schoolwork[†][Γ]	31	–	–	–	A6.10
Caring adult relationships[‡]	45	–	–	–	A6.4
High expectations-adults in school[‡]	62	–	–	–	A6.4
Meaningful participation[‡]	14	–	–	–	A6.4
Facilities upkeep[†][Φ]	17	–	–	–	A6.15
Promotion of parental involvement in school[†]	41	–	–	–	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe[Φ]	36	–	–	–	A8.1
Experienced any harassment or bullying[§]	54	–	–	–	A8.2
Had mean rumors or lies spread about you[§]	46	–	–	–	A8.3
Been afraid of being beaten up[§][Φ]	17	–	–	–	A8.3
Been in a physical fight[§][Φ]	8	–	–	–	A8.4
Seen a weapon on campus[§][Φ]	25	–	–	–	A8.6
Cyberbullying[§]	31	–	–	–	A8.3

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

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

[#]*The scale was based on five survey questions for in-school respondents.*

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

[±]*Rating of 7 or higher.*

[Γ]*Survey question was reverse-coded.*

[Φ]*In-School only.*

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[§]*Past 12 months.*

Table A2.2

Key Indicators of Substance Use, Remote Learning, and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use¶	38	–	–	–	A9.5
Current marijuana use¶	8	–	–	–	A9.5
Current binge drinking¶	15	–	–	–	A9.5
Very drunk or "high" 7 or more times, ever	8	–	–	–	A9.7
Been drunk or "high" on drugs at school, ever	0	–	–	–	A9.9
Current cigarette smoking¶	0	–	–	–	A10.4
Current vaping¶	8	–	–	–	A10.4
Current tobacco vaping¶	0	–	–	–	A10.5
Current marijuana vaping¶	0	–	–	–	A10.5
Routines					
Eating of breakfast$^{|}$	62	–	–	–	A4.1
Bedtime (at 12 am or later)	23	–	–	–	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5)$^{¶\delta}$		–	–	–	A5.1
Synchronous instruction (4 days or more)$^{\|\delta}$		–	–	–	A5.1
Interest in schoolwork done from home$^{†\delta}$		–	–	–	A5.3
Meaningful opportunities$^{‡\delta}$		–	–	–	A5.2
Social and Emotional Health					
Social emotional distress‡	46	–	–	–	A7.5
Experienced chronic sadness/hopelessness§	54	–	–	–	A7.1
Considered suicide§	15	–	–	–	A7.2
Optimism‡	28	–	–	–	A7.3
Life satisfaction$^{\mp}$	46	–	–	–	A7.4

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

¶*Past 30 days.*

$^{|}$*Today.*

$^{\delta}$*Remote only.*

$^{\|}$*Past 7 days.*

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

$^{\mp}$*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
In-School Model	92	–	–	–
Remote Learning Model	8	–	–	–

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 %	Grade 9 %	Grade 11 %	NT %
Male	23	–	–	–
Female	69	–	–	–
Nonbinary	8	–	–	–
Something else	0	–	–	–

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

Table A3.3

Sexual Orientation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Straight (not gay)	62	–	–	–
Lesbian or Gay	0	–	–	–
Bisexual	15	–	–	–
Something else	8	–	–	–
Not sure	15	–	–	–
Decline to respond	0	–	–	–

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

Table A3.4

Gender Identity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No, I am not transgender	85	–	–	–
Yes, I am transgender	8	–	–	–
I am not sure if I am transgender	0	–	–	–
Decline to respond	8	–	–	–

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

Table A3.5

Race or Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native, non-Hispanic	23	–	–	–
Asian or Asian American, non-Hispanic	0	–	–	–
Black or African American, non-Hispanic	0	–	–	–
Hispanic or Latinx	46	–	–	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	–	–	–
White, non-Hispanic	15	–	–	–
Multiracial, non-Hispanic	8	–	–	–
Something else, non-Hispanic	8	–	–	–

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

Table A3.6

Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parent or guardian	100	–	–	–
Other relative's home	0	–	–	–
A home with more than one family	0	–	–	–
Friend's home	0	–	–	–
Foster home, group care, or waiting placement	0	–	–	–
Hotel or motel	0	–	–	–
Shelter, car, campground, or other transitional or temporary housing	0	–	–	–
Other living arrangement	0	–	–	–

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

Table A3.7
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	0	–	–	–
Graduated from high school	38	–	–	–
Attended college but did not complete four-year degree	0	–	–	–
Graduated from college	38	–	–	–
Don't know	23	–	–	–

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

Table A3.8
Language Spoken at Home

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
English	77	–	–	–
Spanish	23	–	–	–
Mandarin	0	–	–	–
Cantonese	0	–	–	–
Taiwanese	0	–	–	–
Tagalog	0	–	–	–
Vietnamese	0	–	–	–
Korean	0	–	–	–
Arabic	0	–	–	–
Other	0	–	–	–

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.

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Table A3.9

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
How well do you...				
understand English?				
Very well		–	–	–
Well		–	–	–
Not well		–	–	–
Not at all		–	–	–
speak English?				
Very well		–	–	–
Well		–	–	–
Not well		–	–	–
Not at all		–	–	–
read English?				
Very well		–	–	–
Well		–	–	–
Not well		–	–	–
Not at all		–	–	–
write English?				
Very well		–	–	–
Well		–	–	–
Not well		–	–	–
Not at all		–	–	–
English Language Proficiency Status				
Proficient		–	–	–
Not proficient		–	–	–

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 A3.10

Number of Days Attending Afterschool Program (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I do not attend my school's afterschool program	83	–	–	–
1 day	8	–	–	–
2 days	8	–	–	–
3 days	0	–	–	–
4 days	0	–	–	–
5 days	0	–	–	–

Question HS/MS A.16: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

Table A3.11

Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	92	–	–	–
Yes	8	–	–	–
Don't know	0	–	–	–

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

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4. Routines

Table A4.1

Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	38	–	–	–
Yes	62	–	–	–

Question HS/MS A.14: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2

Bedtime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Before 7:00 pm	0	–	–	–
7:00-7:59 pm	8	–	–	–
8:00-8:59 pm	0	–	–	–
9:00-9:59 pm	23	–	–	–
10:00-10:59 pm	31	–	–	–
11:00-11:59 pm	15	–	–	–
12:00-12:59 am	8	–	–	–
After 1:00 am	15	–	–	–
Bedtime at 12 am or later	23	–	–	–

Question HS/MS A.13: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

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5. Learning from Home

Table A5.1

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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.17, 18, 19: 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.

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Table A5.2

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Not at all true		–	–	–
A little true		–	–	–
Pretty much true		–	–	–
Very much true		–	–	–

Question HS/MS A.46: 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 %	Grade 9 %	Grade 11 %	NT %
Strongly disagree		–	–	–
Disagree		–	–	–
Neither disagree nor agree		–	–	–
Agree		–	–	–
Strongly agree		–	–	–

Question HS/MS A.37: 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.

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6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	8	–	–	–
A's and B's	62	–	–	–
Mostly B's	15	–	–	–
B's and C's	8	–	–	–
Mostly C's	0	–	–	–
C's and D's	8	–	–	–
Mostly D's	0	–	–	–
Mostly F's	0	–	–	–

Question HS/MS A.21: 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 %	Grade 9 %	Grade 11 %	NT %
I did not miss any days of school in the past 30 days	31	–	–	–
1 day	8	–	–	–
2 days	23	–	–	–
3 or more days	38	–	–	–

Question HS/MS A.15, 20: 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.

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Table A6.3

Reasons for Absence, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply; I didn't miss any school	25	–	–	–
Illness (feeling physically sick), including problems with breathing or your teeth	33	–	–	–
Were being bullied or mistreated at school *(In-School Only)*	9	–	–	–
Felt very sad, hopeless, anxious, stressed, or angry	17	–	–	–
Didn't get enough sleep	8	–	–	–
Didn't feel safe at school or going to and from school *(In-School Only)*	9	–	–	–
Had to take care of or help a family member or friend	0	–	–	–
Wanted to spend time with friends	0	–	–	–
Used alcohol or drugs	0	–	–	–
Were behind in schoolwork or weren't prepared for a test or class assignment	0	–	–	–
Were bored or uninterested in school	8	–	–	–
Had no transportation to school *(In-School Only)*	0	–	–	–
Other reason	50	–	–	–

Question HS/MS A.22, 23: 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.

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Table A6.4

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Total school supports	40	–	–	–	
Caring adults in school[‡]	45	–	–	–	A6.5
High expectations-adults in school[‡]	62	–	–	–	A6.6
Meaningful participation at school[‡]	14	–	–	–	A6.7
School connectedness[†#] *(In-School Only)*	45	–	–	–	A6.8
School connectedness[†ψ] *(Remote Only)*		–	–	–	A6.8
Academic motivation[†]	50	–	–	–	A6.9
Promotion of parental involvement in school[†]	41	–	–	–	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."*

[#]*The scale was based on five survey questions for in-school respondents.*

[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.

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Table A6.5

Caring Relationships Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring adults in school				
Average reporting "Pretty much true" or "Very much true"	45	–	–	–
There is a teacher or some other adult from my school...				
who really cares about me.				
Not at all true	23	–	–	–
A little true	38	–	–	–
Pretty much true	23	–	–	–
Very much true	15	–	–	–
who notices when I'm not there.				
Not at all true	33	–	–	–
A little true	17	–	–	–
Pretty much true	42	–	–	–
Very much true	8	–	–	–
who listens to me when I have something to say.				
Not at all true	38	–	–	–
A little true	15	–	–	–
Pretty much true	31	–	–	–
Very much true	15	–	–	–

Question HS/MS A.44, 47, 50: 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.

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Table A6.6
High Expectations Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
High expectations-adults in school				
Average reporting "Pretty much true" or "Very much true"	62	–	–	–
There is a teacher or some other adult from my school...				
who tells me when I do a good job.				
Not at all true	15	–	–	–
A little true	23	–	–	–
Pretty much true	31	–	–	–
Very much true	31	–	–	–
who always wants me to do my best.				
Not at all true	8	–	–	–
A little true	23	–	–	–
Pretty much true	38	–	–	–
Very much true	31	–	–	–
who believes that I will be a success.				
Not at all true	31	–	–	–
A little true	15	–	–	–
Pretty much true	23	–	–	–
Very much true	31	–	–	–

Question HS/MS A.45, 48, 51: 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.

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Table A6.7
Meaningful Participation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average reporting "Pretty much true" or "Very much true"	14	–	–	–
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	15	–	–	–
A little true	46	–	–	–
Pretty much true	31	–	–	–
Very much true	8	–	–	–
I help decide things like class activities or rules.				
Not at all true	62	–	–	–
A little true	31	–	–	–
Pretty much true	0	–	–	–
Very much true	8	–	–	–
I do things that make a difference.				
Not at all true	23	–	–	–
A little true	62	–	–	–
Pretty much true	8	–	–	–
Very much true	8	–	–	–
I have a say in how things work.				
Not at all true	77	–	–	–
A little true	23	–	–	–
Pretty much true	0	–	–	–
Very much true	0	–	–	–
I help decide school activities or rules.				
Not at all true	69	–	–	–
A little true	23	–	–	–
Pretty much true	0	–	–	–
Very much true	8	–	–	–

Question HS/MS A.52-61: 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 %	Grade 9 %	Grade 11 %	NT %
School connectedness# *(In-School Only)*				
Average reporting "Agree" or "Strongly agree"	45	–	–	–
School connectednessψ *(Remote Only)*				
Average reporting "Agree" or "Strongly agree"		–	–	–
I feel close to people at/from this school.				
Strongly disagree	8	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	31	–	–	–
Agree	62	–	–	–
Strongly agree	0	–	–	–
I am happy with/to be at this school.				
Strongly disagree	8	–	–	–
Disagree	23	–	–	–
Neither disagree nor agree	31	–	–	–
Agree	31	–	–	–
Strongly agree	8	–	–	–
I feel like I am part of this school.				
Strongly disagree	0	–	–	–
Disagree	23	–	–	–
Neither disagree nor agree	31	–	–	–
Agree	46	–	–	–
Strongly agree	0	–	–	–

Question HS/MS A.24-31: 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.
#The scale was based on five survey questions for in-school respondents.
ψThe scale was based on four questions for remote respondents.

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Table A6.8

School Connectedness Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	8	–	–	–
Disagree	23	–	–	–
Neither disagree nor agree	31	–	–	–
Agree	31	–	–	–
Strongly agree	8	–	–	–
I feel safe in my school. *(In-School Only)*				
Strongly disagree	8	–	–	–
Disagree	17	–	–	–
Neither disagree nor agree	42	–	–	–
Agree	25	–	–	–
Strongly agree	8	–	–	–

Question HS/MS A.29-31 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.

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Table A6.9

Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Academic motivation				
Average reporting "Agree" or "Strongly agree"	50	–	–	–
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	0	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	38	–	–	–
Agree	31	–	–	–
Strongly agree	31	–	–	–
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	15	–	–	–
Disagree	15	–	–	–
Neither disagree nor agree	69	–	–	–
Agree	0	–	–	–
Strongly agree	0	–	–	–
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	0	–	–	–
Disagree	15	–	–	–
Neither disagree nor agree	23	–	–	–
Agree	54	–	–	–
Strongly agree	8	–	–	–
I am always trying to do better in my schoolwork.				
Strongly disagree	0	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	23	–	–	–
Agree	46	–	–	–
Strongly agree	31	–	–	–

Question HS/MS A.38-41: 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.

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Table A6.10

Maintaining Focus on Schoolwork

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	0	–	–	–
Disagree	31	–	–	–
Neither disagree nor agree	15	–	–	–
Agree	23	–	–	–
Strongly agree	31	–	–	–

Question HS/MS A.36: 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.

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Table A6.11

School Boredom

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring.				
High (7-10)	69	–	–	–
Medium (4-6)	31	–	–	–
Low (0-3)	0	–	–	–
School is worthless and a waste of time.				
High (7-10)	23	–	–	–
Medium (4-6)	23	–	–	–
Low (0-3)	54	–	–	–

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

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Table A6.12A

Level of School Boredom and Value of School - 7th Grade

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value 0%				Mid-Boredom & High Value 31%			High Boredom & High Value 23%			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\bar{\bar{\wedge}}}$				Mid-Boredom & Mid-Value 0%			High Boredom & Mid-Value 23%			
	5											
	6											
	7	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid-Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value 23%			
	8											
	9											
	10 Strongly Agree											

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

$^{\bar{\bar{\wedge}}}$*Results are not reported due to a very small number of responses.*

Percentages may not add up to 100% because categories with very low responses are not reported.

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Table A6.12B

Level of School Boredom and Value of School - 9th Grade

| | | School is really boring (Grade 9) | | | | | | | | | | |
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value –				Mid-Boredom & High Value –			High Boredom & High Value –			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Mid-Value –			High Boredom & Mid-Value –			
	5											
	6											
	7	Low Boredom & Low Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Low Value$^{\overline{\overline{\wedge}}}$			High Boredom & Low Value –			
	8											
	9											
	10 Strongly Agree											

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

$^{\overline{\overline{\wedge}}}$*Results are not reported due to a very small number of responses.*

Percentages may not add up to 100% because categories with very low responses are not reported.

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Table A6.12C

Level of School Boredom and Value of School - 11th Grade

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value –				Mid-Boredom & High Value –			High Boredom & High Value –			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Mid-Value –			High Boredom & Mid-Value –			
	5											
	6											
	7	Low Boredom & Low Value$^{\overline{\overline{\wedge}}}$				Mid-Boredom & Low Value$^{\overline{\overline{\wedge}}}$			High Boredom & Low Value –			
	8											
	9											
	10 Strongly Agree											

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

$^{\overline{\overline{\wedge}}}$*Results are not reported due to a very small number of responses.*

Percentages may not add up to 100% because categories with very low responses are not reported.

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Table A6.12D

Level of School Boredom and Value of School - Non-Traditional

		School is really boring (NT)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value –				Mid-Boredom & High Value –			High Boredom & High Value –			
	1											
	2											
	3											
	4	Low Boredom & Mid-Value$^{\bar{\bar{\wedge}}}$				Mid-Boredom & Mid-Value –			High Boredom & Mid-Value –			
	5											
	6											
	7	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid-Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value –			
	8											
	9											
	10 Strongly Agree											

Question HS/MS A.42, 43: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

$^{\bar{\bar{\wedge}}}$*Results are not reported due to a very small number of responses.*

Percentages may not add up to 100% because categories with very low responses are not reported.

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Table A6.13

Promotion of Parental Involvement Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Promotion of parental involvement in school				
Average reporting "Agree" or "Strongly agree"	41	–	–	–
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	0	–	–	–
Disagree	15	–	–	–
Neither disagree nor agree	15	–	–	–
Agree	62	–	–	–
Strongly agree	8	–	–	–
Parents feel welcome to participate at this school.				
Strongly disagree	0	–	–	–
Disagree	0	–	–	–
Neither disagree nor agree	54	–	–	–
Agree	38	–	–	–
Strongly agree	8	–	–	–
School staff take parent concerns seriously.				
Strongly disagree	8	–	–	–
Disagree	15	–	–	–
Neither disagree nor agree	69	–	–	–
Agree	8	–	–	–
Strongly agree	0	–	–	–

Question HS/MS A.33-35: 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.

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Table A6.14
Checking Student Progress

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	31	–	–	–
A little true	23	–	–	–
Pretty much true	31	–	–	–
Very much true	15	–	–	–

Question HS/MS A.49: 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 *(In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My school is usually clean and tidy.				
Strongly disagree	8	–	–	–
Disagree	50	–	–	–
Neither disagree nor agree	25	–	–	–
Agree	17	–	–	–
Strongly agree	0	–	–	–

Question HS/MS A.32: 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.

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7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	46	–	–	–
Yes	54	–	–	–

Question HS A.150/MS A.143: 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 %	Grade 9 %	Grade 11 %	NT %
No	85	–	–	–
Yes	15	–	–	–

Question HS A.151/MS A.144: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

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Table A7.3
Optimism Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism				
Average reporting "Pretty much true" or "Very much true"	28	–	–	–
Each day I look forward to having a lot of fun.				
Not at all true	23	–	–	–
A little true	62	–	–	–
Pretty much true	0	–	–	–
Very much true	15	–	–	–
I usually expect to have a good day.				
Not at all true	31	–	–	–
A little true	31	–	–	–
Pretty much true	15	–	–	–
Very much true	23	–	–	–
Overall, I expect more good things to happen to me than bad things.				
Not at all true	23	–	–	–
A little true	46	–	–	–
Pretty much true	8	–	–	–
Very much true	23	–	–	–

Question HS A.157-159/MS A.150-152: 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.

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Table A7.4

Life Satisfaction Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Life satisfaction				
Average reporting "Satisfied" or "Very satisfied"	46	–	–	–
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	15	–	–	–
Dissatisfied	8	–	–	–
A little dissatisfied	8	–	–	–
A little satisfied	0	–	–	–
Satisfied	46	–	–	–
Very satisfied	23	–	–	–
my friendships as...				
Very dissatisfied	8	–	–	–
Dissatisfied	0	–	–	–
A little dissatisfied	8	–	–	–
A little satisfied	15	–	–	–
Satisfied	31	–	–	–
Very satisfied	38	–	–	–
my school experience as...				
Very dissatisfied	15	–	–	–
Dissatisfied	8	–	–	–
A little dissatisfied	15	–	–	–
A little satisfied	54	–	–	–
Satisfied	0	–	–	–
Very satisfied	8	–	–	–

Question HS A.160-162/MS A.153-155: 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.

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Table A7.4

Life Satisfaction Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I would describe my satisfaction with...				
myself as...				
Very dissatisfied	31	–	–	–
Dissatisfied	0	–	–	–
A little dissatisfied	31	–	–	–
A little satisfied	8	–	–	–
Satisfied	8	–	–	–
Very satisfied	23	–	–	–
where I live as...				
Very dissatisfied	0	–	–	–
Dissatisfied	8	–	–	–
A little dissatisfied	23	–	–	–
A little satisfied	15	–	–	–
Satisfied	15	–	–	–
Very satisfied	38	–	–	–

Question HS A.163, 164/MS A.156, 157: 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.

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Table A7.5
Social Emotional Distress Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress				
Average reporting "Pretty much true" or "Very much true"	46	–	–	–
I had a hard time relaxing.				
Not at all true	8	–	–	–
A little true	54	–	–	–
Pretty much true	15	–	–	–
Very much true	23	–	–	–
I felt sad and down.				
Not at all true	15	–	–	–
A little true	23	–	–	–
Pretty much true	8	–	–	–
Very much true	54	–	–	–
I was easily irritated.				
Not at all true	23	–	–	–
A little true	23	–	–	–
Pretty much true	15	–	–	–
Very much true	38	–	–	–
It was hard for me to cope and I thought I would panic.				
Not at all true	31	–	–	–
A little true	31	–	–	–
Pretty much true	15	–	–	–
Very much true	23	–	–	–
It was hard for me to get excited about anything.				
Not at all true	38	–	–	–
A little true	23	–	–	–
Pretty much true	8	–	–	–
Very much true	31	–	–	–

Question HS A.152-156/MS A.145-149: 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.

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8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	18	–	–	–
Safe	18	–	–	–
Neither safe nor unsafe	55	–	–	–
Unsafe	9	–	–	–
Very unsafe	0	–	–	–

Question HS A.114/MS A.107: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 10 respondents.

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Table A8.2

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	77	–	–	–
1 time	8	–	–	–
2 or more times	15	–	–	–
Religion				
0 times	92	–	–	–
1 time	8	–	–	–
2 or more times	0	–	–	–
Gender				
0 times	69	–	–	–
1 time	8	–	–	–
2 or more times	23	–	–	–
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	77	–	–	–
1 time	8	–	–	–
2 or more times	15	–	–	–
A physical or mental disability				
0 times	100	–	–	–
1 time	0	–	–	–
2 or more times	0	–	–	–
Any of the above five reasons	46	–	–	–

Question HS A.134-138, 141-145/MS A.127-131, 134-138: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [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.

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Table A8.2

Reasons for Harassment on School Property, Past 12 Months – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
You are an immigrant or someone thought you were				
0 times	92	–	–	–
1 time	0	–	–	–
2 or more times	8	–	–	–
Any other reason				
0 times	62	–	–	–
1 time	8	–	–	–
2 or more times	31	–	–	–
Any harassment	54	–	–	–

Question HS A.134-147/MS A.127-140: 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.

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Table A8.3
School Violence Victimization Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence victimization *(In-School Only)*				
Average reporting "1 or more times"	31	–	–	–
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)*				
0 times	58	–	–	–
1 time	25	–	–	–
2 to 3 times	17	–	–	–
4 or more times	0	–	–	–
been afraid of being beaten up? *(In-School Only)*				
0 times	83	–	–	–
1 time	0	–	–	–
2 to 3 times	8	–	–	–
4 or more times	8	–	–	–
During the past 12 months, how many times have you...				
had mean rumors or lies spread about you?				
0 times	54	–	–	–
1 time	31	–	–	–
2 to 3 times	8	–	–	–
4 or more times	8	–	–	–
had sexual jokes, comments, or gestures made to you?				
0 times	77	–	–	–
1 time	8	–	–	–
2 to 3 times	8	–	–	–
4 or more times	8	–	–	–

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: 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.

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Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you/did students from your school...				
had your property stolen or deliberately damaged? *(In-School Only)*				
0 times	75	–	–	–
1 time	17	–	–	–
2 to 3 times	0	–	–	–
4 or more times	8	–	–	–
been made fun of because of your looks or the way you talk?				
0 times	62	–	–	–
1 time	15	–	–	–
2 to 3 times	8	–	–	–
4 or more times	15	–	–	–
been made fun of, insulted, or called names?				
0 times	42	–	–	–
1 time	33	–	–	–
2 to 3 times	8	–	–	–
4 or more times	17	–	–	–
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?				
0 times (never)	69	–	–	–
1 time	15	–	–	–
2 to 3 times	8	–	–	–
4 or more times	8	–	–	–

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: 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.

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Table A8.4

School Violence Perpetration Scale Questions **(In-School Only)**

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School violence perpetration				
Average reporting "1 or more times"	5	–	–	–
During the past 12 months, how many times on school property have you...				
been in a physical fight?				
0 times	92	–	–	–
1 time	8	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
been offered, sold, or given an illegal drug?				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
damaged school property on purpose?				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
carried a gun?				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
carried any other weapon (such as a knife or club)?				
0 times	83	–	–	–
1 time	0	–	–	–
2 to 3 times	8	–	–	–
4 or more times	8	–	–	–

Question HS A.117, 122-125/MS A.110, 115-118: 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.

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Table A8.5

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been threatened with harm or injury?				
0 times	92	–	–	–
1 time	0	–	–	–
2 to 3 times	8	–	–	–
4 or more times	0	–	–	–
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	83	–	–	–
1 time	17	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

Question HS A.126, 128/MS A.119, 121: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?
Note: Cells are empty if there are less than 10 respondents.

Table A8.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
seen someone carrying a gun, knife, or other weapon?				
0 times	75	–	–	–
1 time	25	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

Question HS A.127/MS A.120: 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.

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9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime illicit AOD use to get "high"$^{\wedge}$	62	–	–	–	A9.2
Lifetime alcohol or drug use	62	–	–	–	A9.2
Lifetime marijuana use	8	–	–	–	A9.2
Lifetime very drunk or high (7 or more times)	8	–	–	–	A9.7
Current alcohol or drug use¶	38	–	–	–	A9.5
Current marijuana use¶	8	–	–	–	A9.5
Current heavy drug use¶	0	–	–	–	A9.5
Current heavy alcohol use (binge drinking)¶	15	–	–	–	A9.5
Current alcohol or drug use on school property$^{\P\Phi}$	25	–	–	–	A9.8
Harmfulness of occasional marijuana use^{B}	58	–	–	–	A9.11
Difficulty of obtaining marijuana^{C}	31	–	–	–	A9.12

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

$^{\wedge}$*Excludes prescription pain medication.*

¶*Past 30 days.*

$^{\Phi}$*In-School only.*

^{B}*Great harm.*

^{C}*Very difficult.*

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Table A9.2

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	58	–	–	–
Marijuana	8	–	–	–
Inhalants	8	–	–	–
Cocaine, methamphetamine, or any amphetamines	na	–	–	–
Ecstasy, LSD, or other psychedelics	na	–	–	–
Prescription pain medication (opioids)	na	–	–	–
Cold/cough medicines or other over-the-counter medicines to get "high"	na	–	–	–
Any other drug, pill, or medicine to get "high"	23	–	–	–
Any of the above AOD use	62	–	–	–
Any illicit AOD use to get "high"[^]	62	–	–	–

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

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

na—Not asked of middle school students.

Table A9.3

Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	42	–	–	–
1 time	33	–	–	–
2 to 3 times	17	–	–	–
4 or more times	8	–	–	–
Marijuana (smoke, vape, eat, or drink)				
0 times	92	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	8	–	–	–
Inhalants				
0 times	92	–	–	–
1 time	8	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Cocaine, methamphetamine, or any amphetamines				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Ecstasy, LSD, or other psychedelics				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Prescription pain medication				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.65-68, 70, 71/MS A.66-68: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).
Notes: Cells are empty if there are less than 10 respondents.
na—Not asked of middle school students.

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Table A9.3

Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cold/cough medicines or other over-the-counter medicines to get "high"				
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Any other drug, pill, or medicine to get "high" or for reasons other than medical				
0 times	77	–	–	–
1 time	15	–	–	–
2 to 3 times	0	–	–	–
4 or more times	8	–	–	–

Question HS A.72, 73/MS A.70: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines 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.

na—Not asked of middle school students.

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Table A9.4

Methods of Marijuana Consumption

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During your life, how many times have you used marijuana in any of the following ways...				
Smoke it?				
0 times	92	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	8	–	–	–
In a vaping device?				
0 times	92	–	–	–
1 time	0	–	–	–
2 to 3 times	8	–	–	–
4 or more times	0	–	–	–
Eat or drink it in products made with marijuana?				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

Question HS A.77-79/MS A.74-76: 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.

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Table A9.5

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks of alcohol)	25	–	–	–
Binge drinking (5 or more drinks in a row)	15	–	–	–
Marijuana (smoke, vape, eat, or drink)	8	–	–	–
Inhalants	0	–	–	–
Prescription drugs to get "high" or for reasons other than prescribed	na	–	–	–
Other drug, pill, or medicine to get "high" or for reasons other than medical	0	–	–	–
Any drug use	8	–	–	–
Heavy drug use	0	–	–	–
Any AOD Use	38	–	–	–
Two or more substances at the same time	na	–	–	–

Question HS A.83-89/MS A.80-84: 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")?... prescription drugs to get "high" or for reasons other than prescribed?... any other drug, pill, or medicine to get "high" or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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").

na—Not asked of middle school students.

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Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one or more drinks)				
0 days	75	–	–	–
1 or 2 days	17	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	8	–	–	–
Binge drinking (5 or more drinks in a row)				
0 days	85	–	–	–
1 or 2 days	8	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	8	–	–	–
Marijuana (smoke, vape, eat, or drink)				
0 days	92	–	–	–
1 or 2 days	8	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–

Question HS A.83-85/MS A.80-82: 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.

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Table A9.7

Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	92	–	–	–
1 to 2 times	0	–	–	–
3 to 6 times	8	–	–	–
7 or more times	0	–	–	–
"High" (loaded, stoned, or wasted) from using drugs				
0 times	92	–	–	–
1 to 2 times	0	–	–	–
3 to 6 times	0	–	–	–
7 or more times	8	–	–	–
Very drunk or "high" 7 or more times	8	–	–	–

Question HS A.74, 75/MS A.71, 72: 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.

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Table A9.8

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	75	–	–	–
1 to 2 days	17	–	–	–
3 or more days	8	–	–	–
Marijuana (smoke, vape, eat, or drink)				
0 days	100	–	–	–
1 to 2 days	0	–	–	–
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	25	–	–	–

Question HS A.93-95/MS A.88-90: 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 %	Grade 9 %	Grade 11 %	NT %
0 times	100	–	–	–
1 to 2 times	0	–	–	–
3 to 6 times	0	–	–	–
7 or more times	0	–	–	–

Question HS A.76/MS A.73: 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.

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Table A9.10

Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	–	–	–
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–
Marijuana				
Does not apply, don't use	na	–	–	–
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.65, 66, 111, 112: During your life, how many times have you used the following?... One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... How many times have you tried to quit or stop using... alcohol?... marijuana?

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

Respondents reporting "0 Times" on lifetime alcohol and marijuana use are coded as "Does not apply, don't use" on alcohol and marijuana cessation attempts, respectively.

na—Not asked of middle school students.

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Table A9.11

Perceived Harm of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol - drink occasionally				
Great	25	–	–	–
Moderate	25	–	–	–
Slight	42	–	–	–
None	8	–	–	–
Alcohol - 5 or more drinks once or twice a week				
Great	67	–	–	–
Moderate	17	–	–	–
Slight	8	–	–	–
None	8	–	–	–
Marijuana - use occasionally				
Great	58	–	–	–
Moderate	0	–	–	–
Slight	25	–	–	–
None	17	–	–	–
Marijuana - use daily				
Great	67	–	–	–
Moderate	17	–	–	–
Slight	8	–	–	–
None	8	–	–	–

Question HS A.101-104/MS A.96-99: 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.

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Table A9.12

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Very difficult	0	–	–	–
Fairly difficult	15	–	–	–
Fairly easy	38	–	–	–
Very easy	46	–	–	–
Don't know	0	–	–	–
Marijuana				
Very difficult	31	–	–	–
Fairly difficult	15	–	–	–
Fairly easy	8	–	–	–
Very easy	23	–	–	–
Don't know	23	–	–	–
Prescription drugs to get "high" or for reasons other than prescribed				
Very difficult	15	–	–	–
Fairly difficult	31	–	–	–
Fairly easy	23	–	–	–
Very easy	8	–	–	–
Don't know	23	–	–	–

Question HS A.107-109/MS A.102-104: 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.

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10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	0	–	–	–	A10.2
Current cigarette smoking¶	0	–	–	–	A10.4
Current cigarette smoking at school¶Φ	0	–	–	–	A10.6
Ever tried smokeless tobacco	0	–	–	–	A10.2
Current smokeless tobacco use¶	0	–	–	–	A10.4
Current smokeless tobacco use at school¶Φ	0	–	–	–	A10.6
Ever used vape products	23	–	–	–	A10.2
Current use of vape products¶	8	–	–	–	A10.4
Current tobacco vaping¶	0	–	–	–	A10.5
Current marijuana vaping¶	0	–	–	–	A10.5
Current vaping at school¶Φ	0	–	–	–	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	na	–	–	–	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking[B]	46	–	–	–	A10.9
Harmfulness of smoking 1 or more packs/day[B]	92	–	–	–	A10.9
Harmfulness of vaping occasionally[B]	50	–	–	–	A10.10
Harmfulness of vaping several times a day[B]	92	–	–	–	A10.10
Difficulty of obtaining cigarettes[C]	0	–	–	–	A10.11
Difficulty of obtaining vape products[C]	8	–	–	–	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping	85	–	–	–	A10.12

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

¶*Past 30 days.*

Φ*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

na—*Not asked of middle school students.*

Table A10.2

Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	100	na	na	na
1 time	0	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Smokeless tobacco				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Vape products				
0 times	77	–	–	–
1 time	23	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

Question HS A.62-64/MS A.62-65: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

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Table A10.3

Substances Ever Vaped

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine				
0 times	92	–	–	–
1 time	8	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–
Vaped marijuana or THC				
0 times	92	–	–	–
1 time	0	–	–	–
2 to 3 times	8	–	–	–
4 or more times	0	–	–	–
Vaped other product				
0 times	100	–	–	–
1 time	0	–	–	–
2 to 3 times	0	–	–	–
4 or more times	0	–	–	–

Question HS A.64A-64C/MS A.65A-65C: During your life, how many times have you used the following?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

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Table A10.4

Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Any	0	–	–	–
Daily (20 or more days)	0	–	–	–
Smokeless tobacco				
Any	0	–	–	–
Daily (20 or more days)	0	–	–	–
Vape products				
Any	8	–	–	–
Daily (20 or more days)	0	–	–	–

Question HS A.80-82/MS A.77-79: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

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Table A10.5

Substances Vaped, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vaped tobacco or nicotine?				
0 days	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–
Vaped marijuana or THC?				
0 days	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–
Vaped other product?				
0 days	92	–	–	–
1 or 2 days	8	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–

Question HS A.82A-82C/MS A.79A-79C: 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.

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Table A10.6

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

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
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	100	–	–	–
1 or 2 days	0	–	–	–
3 to 9 days	0	–	–	–
10 to 19 days	0	–	–	–
20 to 30 days	0	–	–	–

Question HS A.90-92/MS A.85-87: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

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Table A10.7

Secondhand Smoke on School Property, Past 30 Days *(In-School Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	100	–	–	–
1 day	0	–	–	–
2 days	0	–	–	–
3-9 days	0	–	–	–
10-19 days	0	–	–	–
20-30 days	0	–	–	–

Question HS A.96/MS A.91: 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 A10.8

Cigarette Smoking and Vaping Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	–	–	–
0 times	na	–	–	–
1 time	na	–	–	–
2 to 3 times	na	–	–	–
4 or more times	na	–	–	–

Question HS A.62, 64, 110: During your life, how many times have you used the following? A whole cigarette... Vape products... How many times have you tried to quit or stop using... smoking or vaping tobacco or nicotine?

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

Respondents reporting "0 Times" on lifetime cigarette or vape product use are coded as "Does not apply, don't use" on cigarette smoking and vaping cessation attempts.

na—Not asked of middle school students.

Table A10.9

Perceived Harm of Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoke cigarettes occasionally				
Great	46	–	–	–
Moderate	15	–	–	–
Slight	31	–	–	–
None	8	–	–	–
Smoke 1 or more packs of cigarettes each day				
Great	92	–	–	–
Moderate	0	–	–	–
Slight	0	–	–	–
None	8	–	–	–

Question HS A.97, 98/MS A.92, 93: 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 A10.10

Perceived Harm of Using Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Vape tobacco or nicotine occasionally				
Great	50	–	–	–
Moderate	33	–	–	–
Slight	8	–	–	–
None	8	–	–	–
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	92	–	–	–
Moderate	0	–	–	–
Slight	0	–	–	–
None	8	–	–	–

Question HS A.99, 100/MS A.94, 95: 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.

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Table A10.11

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarettes				
Very difficult	0	–	–	–
Fairly difficult	62	–	–	–
Fairly easy	15	–	–	–
Very easy	23	–	–	–
Don't know	0	–	–	–
Vape products				
Very difficult	8	–	–	–
Fairly difficult	15	–	–	–
Fairly easy	15	–	–	–
Very easy	62	–	–	–
Don't know	0	–	–	–

Question HS A.105, 106/MS A.100, 101: 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 A10.12

School Bans Tobacco Use and Vaping

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	0	–	–	–
Yes	85	–	–	–
Don't know	15	–	–	–

Question HS A.113/MS A.105: 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.

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11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	42	na	na	na
1 day	0	na	na	na
2 days	0	na	na	na
3 days	33	na	na	na
4 days	17	na	na	na
5 days	8	na	na	na

Question MS A.106: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A11.2

Gang Involvement (In-School Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	100	–	–	–
Yes	0	–	–	–

Question HS A.149/MS A.142: Do you consider yourself a member of a gang?

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

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12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†#] *(In-School Only)*				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
School Connectedness[†ψ] *(Remote Only)*				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Academic Motivation[†]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

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

[#]*The scale was based on five survey questions for in-school respondents.*

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

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School is really boring$^\pm$				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
School is worthless and a waste of time$^\pm$				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Monthly Absences (3 or more)				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

Notes: Cells are empty if there are less than 10 respondents.
$^\pm$*Rating of 7 or higher.*

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Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Maintaining focus on schoolwork†				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Caring adult relationships‡				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
High expectations-adults in school‡				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

†Average percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

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Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation‡				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Facilities upkeep† *(In-School Only)*				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Promotion of parental involvement in school†				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

†*Average percent of respondents reporting "Agree" or "Strongly agree."*

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A12.2
School Safety by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe *(In-School Only)*				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Experienced harassment due to five reasons[λ][§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Experienced any harassment or bullying[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

[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.*

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Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Been afraid of being beaten up[§] *(In-School Only)*				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Been in a physical fight[§] *(In-School Only)*				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

[§]*Past 12 months.*

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Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Seen a weapon on campus§ *(In-School Only)*				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

Table A12.3

Cyberbullying by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying§				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

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Table A12.4

Substance Use by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Current marijuana use[¶]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Current binge drinking[¶]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

[¶]*Past 30 days.*

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Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or "high" 7 or more times, ever				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Been drunk or "high" on drugs at school, ever				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Current alcohol use[¶]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

[¶]*Past 30 days.*

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Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school¶ *(In-School Only)*				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Current cigarette smoking¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Current vaping¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

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Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current tobacco vaping¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Current marijuana vaping¶				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

¶*Past 30 days.*

Table A12.5

Routines by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[|]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Bedtime (at 12 am or later)				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

[|]*Today.*

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Table A12.6

Learning from Home by Race/Ethnicity (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Synchronous instruction (4 days or more)[‖]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Interest in schoolwork done from home[†]				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

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Table A12.6

Learning from Home by Race/Ethnicity – Continued *(Remote Only)*

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful opportunities‡				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

Table A12.7

Social and Emotional Health by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Experienced chronic sadness/hopelessness§				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Considered suicide§				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

§*Past 12 months.*

Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Optimism‡				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–
Life satisfaction⊤				
American Indian or Alaska Native		–	–	–
Asian or Asian American		–	–	–
Black or African American		–	–	–
Hispanic or Latinx		–	–	–
Native Hawaiian or Pacific Islander		–	–	–
White		–	–	–
Mixed (two or more) ethnics		–	–	–
Something else		–	–	–

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

‡*Average percent of respondents reporting "Pretty much true" or "Very much true."*

⊤*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

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13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Connectedness[†][#] *(In-School Only)*				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
School Connectedness[†][ψ] *(Remote Only)*				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Academic Motivation[†]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
School is really boring[±]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
School is worthless and a waste of time[±]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

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

[#]*The scale was based on five survey questions for in-school respondents.*

[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 %	Grade 9 %	Grade 11 %	NT %
Monthly Absences (3 or more)				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Maintaining focus on schoolwork†				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Caring adult relationships‡				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
High expectations-adults in school‡				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Meaningful participation‡				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

†Average percent of respondents reporting "Agree" or "Strongly agree."

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

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Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Facilities upkeep[†] *(In-School Only)*				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Promotion of parental involvement in school[†]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

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

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

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Table A13.2

School Safety by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School perceived as very safe or safe *(In-School Only)*				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Experienced harassment due to five reasons[λ§]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Experienced any harassment or bullying[§]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Had mean rumors or lies spread about you[§]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Been afraid of being beaten up[§] *(In-School Only)*				
Male		–	–	–
Female		–	–	–
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.*

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Table A13.2

School Safety by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Been in a physical fight§ *(In-School Only)*				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Seen a weapon on campus§ *(In-School Only)*				
Male		–	–	–
Female		–	–	–
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 %	Grade 9 %	Grade 11 %	NT %
Cyberbullying§				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

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Table A13.4

Substance Use by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol or drug use[¶]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current marijuana use[¶]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current binge drinking[¶]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Very drunk or "high" 7 or more times, ever				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Been drunk or "high" on drugs at school, ever				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current alcohol use[¶]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

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Table A13.4

Substance Use by Gender – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Current alcohol use at school¶ *(In-School Only)*				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current cigarette smoking¶				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current vaping¶				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current tobacco vaping¶				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Current marijuana vaping¶				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

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Table A13.5

Routines by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Eating of breakfast[|]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Bedtime (at 12 am or later)				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

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

[|]*Today.*

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Table A13.6

Learning from Home by Gender (Remote Only)

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Average days worked on schoolwork (5 or more)[¶]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Synchronous instruction (4 days or more)[‖]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Interest in schoolwork done from home[†]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Meaningful opportunities[‡]				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

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

[‡]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

Table A13.7

Social and Emotional Health by Gender

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Social emotional distress‡				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Experienced chronic sadness/hopelessness§				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Considered suicide§				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Optimism‡				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–
Life satisfaction⊤				
Male		–	–	–
Female		–	–	–
Nonbinary		–	–	–
Something else		–	–	–

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

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

§Past 12 months.

⊤Average percent of respondents reporting "Satisfied" or "Very satisfied."

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Appendix I

2022-23 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Arena Elementary	59			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

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Appendix II

CHKS Content Overview, 2022-23

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 students 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)* that districts can request at the district and school level.[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 performance on standardized academic tests. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—test 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

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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

more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high 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 twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.

- **Ninth graders** report the lowest rates of developmental support.

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[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 race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 562.799.5164 or 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,

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[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

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 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, Latino, and Asian peers *within the same school*. 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.[11] They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[12] [13] For example, analysis of the Biennial CHKS data indicate that LGBTQ youth[14] are:

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

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.

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

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

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

[12] 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/

[13] 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.

[14] See calschls.org/reports-data/dashboard/

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SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[15] 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. Other behavioral engagement indicators on the survey include substance use at school and violence perpetration. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience 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.[16]

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

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

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[15] 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.

[16] Download data.calschls.org/resources/Biennial_State_1921.pdf

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.[17],[18]
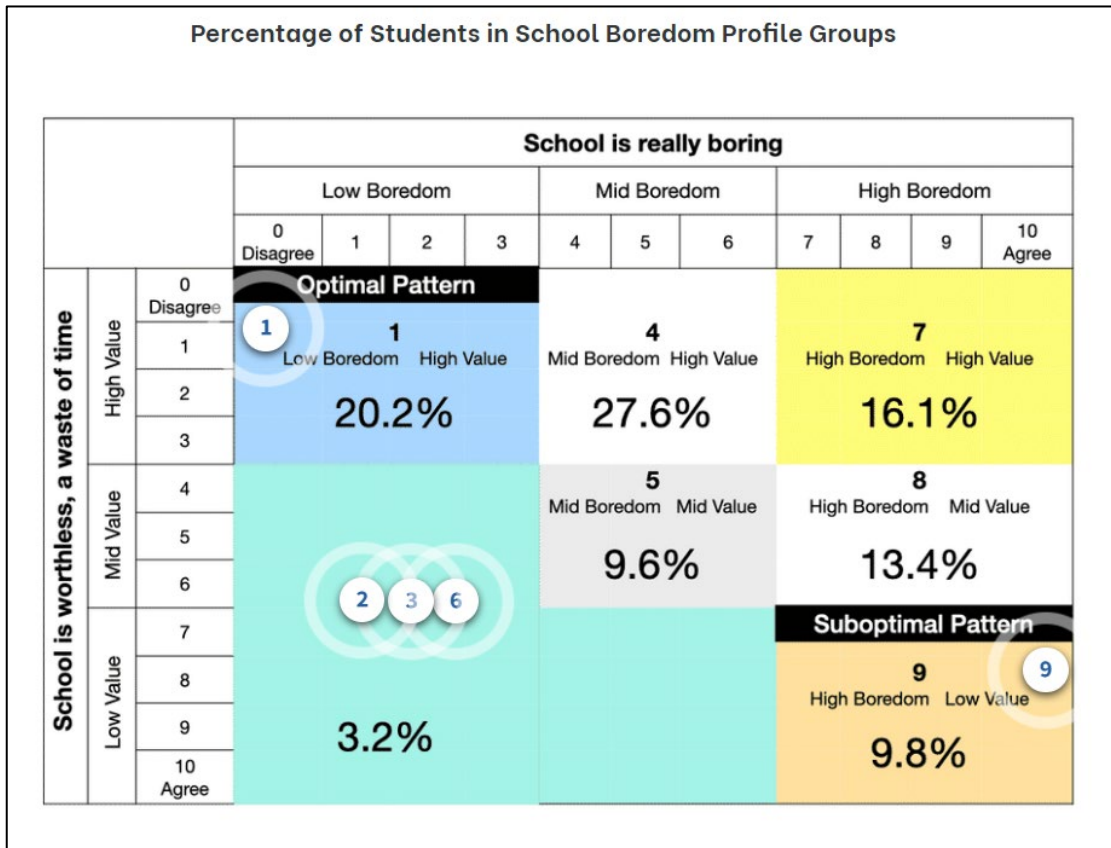
Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile. Moreover, students with high school boredom and high school-value may be experiencing episodic or 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.

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[17] 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

[18] 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_#/

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Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.

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

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

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.[21] [22] [23] [24] [25] [26]

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.[27] It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students

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

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

[21] Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

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

[23] Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

[24] Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

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

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

[27] 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.

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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.[28] 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.[29] [30]

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.[31]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/17 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[32] Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11th graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.[33] 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.[34] 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.[35] [36] [37]

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[28] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

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

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

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

[32] Hanson & Austin. (2018). Download calschls.org/docs/facilities_2-18-1.pdf

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

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

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

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

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

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.[38]

Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.[39]

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.[40] 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.[41] [42] They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

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[38] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

[39] Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG).* Washington, DC: National Association of Attorneys General.

[40] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

[41] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

[42] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

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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.[43] 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.[44] 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.[45]

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.[46] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[47] [48]

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[49] [50]

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[43] Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

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

[45] Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

[46] 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.

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

[48] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

[49] Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

[50] Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

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MENTAL 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.[51] 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.[52]

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.[53] [54]

See also the percentage of students who report missing school because they "felt very sad, hopeless, anxious, stressed, or angry." In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster of social-emotional competencies.

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[51] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

[52] Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

[53] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

[54] Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

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CALIFORNIA SCHOOL STAFF SURVEY

Arena Union Elementary

2022-2023

Main Report

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2022-23 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Surveys* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive 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, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS.

These surveys grew out of the California Department of Education's (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org). The California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

SURVEY PURPOSE

The CSSS was developed for CDE in 2004 to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts, to meet LCAP state priorities, and to enable the perceptions and experiences of school staff to be compared to those of students on the CHKS. Schools can also add questions of their own choosing to meet other local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school.

The CSSS grew out of CDE's commitment to: (1) helping schools promote the successful cognitive, social, emotional, and physical development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSSS report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. CSSS data enrich a school's ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSSS to be administered online at the same time as the CHKS, among all staff in grades 5 and above. Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

The CSSS survey questions were selected with the assistance of an advisory committee to assess the key variables that research and theory indicated as most associated with successful learning and teaching, particularly in regard to school climate. Like most school climate surveys, it focuses on individual behaviors, patterns of communication and interactions, and professional and student supports.

Core Section (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;

VIII

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;

- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);

- The nature, communication, and enforcement of rules and policies related to **discipline**; and

- Staff **professional development needs**.

The same questions asked of students in the CHKS supplemental School Climate Module are included in the CSSS so that staff and student results can be compared. CDE recommends that all districts include the School Climate Module in their CHKS administration. The questions, reported in Section 6 (Learning Conditions), provide staff perceptions on five key constructs:

- Supports for Learning;

- Discipline and Order;

- Social, Emotional, and Behavioral Supports;

- Positive Peer Relationships (anti-bullying related); and

- Respect for Diversity.

Student Supports Questions (Section B)

A second section of the survey is focused on student supports and is designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, and/or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSSS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free CalSCHLS Helpline at 888.841.7536.

- The Staff Trauma-Informed Practice Module was developed in 2022 in collaboration with a state advisory group to provide LEAs with data to assess staff perceptions of trauma-informed practice implementation, the extent to which the school has a trauma-sensitive environment, and staff attitudes related to trauma-informed care. The questions assessing staff attitudes related to trauma-informed care come from the Attitudes Related to Trauma-Informed Care (ARTIC) scale developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. Scores on these scales can be used to monitor staff readiness to implement trauma-informed practices and progress in changing attitudes. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to

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students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSSS results reported by staff who have special education responsibilities to those reported by other staff.

- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

- The new **Student Wellness Module** contains 28 questions that assess student mental health needs, school mental health supports, and barriers to accessing services.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded to the nearest whole number. Summary tables at the beginning of the sections provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CSSS 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 CSSS, trends over time, and disparities in survey outcomes across groups. Group differences by race/ethnicity, role (teacher, administrator), and tenure at the school can be examined. Trends in results over the past eight years can be displayed. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for

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the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, staff serving in different roles at the school, and staff tenure; and
- examine data trends over time overall and by group.

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 fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70 percent (see Table A1.1 and Appendix I for staff counts and participation status by school). One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other district, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all districts in the state that conducted the CSSS may be downloaded from the website: calschls.org/reports-data.

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any

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school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

RESOURCES

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

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).

- *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** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified 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

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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 also 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 Regional Center (562.799.5164) or email calschls@wested.org.

Compare Results with Other Data

The value of your CSSS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Student and Parent Surveys**. If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer the companion parent surveys, urge them to do so next time.

- **Other Data**. Examine how the results compare with other data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Statewide Results**. The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/docs/statewide_1921_csss.pdf). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5164) or email calschls@wested.org.

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Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

Disaggregated Reports

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity, role, length of employment at school).

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5164) or email calschls@wested.org.

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Exhibit 1
Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School boredom	✓				
School connectedness	✓				
Student Social-Emotional and Physical Well-being					
Alcohol, tobacco, and drug use	✓			✓	✓
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				✓	

Notes: †*Elementary student survey.*
‡*Secondary student survey.*

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ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military-Connected Schools	
E. Student Wellness	
F. Trauma-Informed Practice	
Z. Custom Questions	

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	36	36	–	–	–

Notes: [A]*NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.*

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	35	35	–	–	–
Remote model only	0	0	–	–	–

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships†	44	44	–	–	–	A7.1
High expectations-adults in school†	45	45	–	–	–	A7.1
Student meaningful participation†	23	23	–	–	–	A7.1
Promotion of parental involvement†	18	18	–	–	–	A7.1
Student learning environment†	37	37	–	–	–	A6.1
Facilities upkeep†	13	13	–	–	–	A6.1
Support for social emotional learning†	22	22	–	–	–	A8.1
Provides adequate counseling and support services†	19	19	–	–	–	A10.2
Antibullying climate†	28	28	–	–	–	A8.1
School Supports for Staff						
Staff working environment†	35	35	–	–	–	A6.1
Staff collegiality†	36	36	–	–	–	A6.1
School Safety						
Is a safe place for staff†	30	30	–	–	–	A6.1
Is a safe place for students†	25	25	–	–	–	A6.1
Has sufficient resources to create a safe campus†	8	8	–	–	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity†	15	15	–	–	–	A8.1
Respect for diversity†	30	30	–	–	–	A8.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork†	16	16	–	–	–	A8.4
Student readiness to learn†	8	8	–	–	–	A8.1
Cutting classes or being truant moderate/severe problem	31	31	–	–	–	A8.13
Harassment/bullying moderate/severe problem	41	41	–	–	–	A9.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	17	17	–	–	–	A9.9
Tobacco use moderate/severe problem	24	24	–	–	–	A9.10
Vaping/e-cigarette use moderate/severe problem	38	38	–	–	–	A9.11
Student depression moderate/severe problem	48	48	–	–	–	A9.2

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

†*Average percent of respondents reporting "Strongly agree."*

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A2.2

Key Indicators of COVID-Specific Measures

	All %	ES %	MS %	HS %	NT %	Table
Perceived School Safety in Response to COVID-19						
COVID-related safety measures to keep students healthy[†]	33	33	–	–	–	A4.1
COVID-related safety measures to keep staff healthy[†]	33	33	–	–	–	A4.1
Areas of Professional Development Needs						
Supporting students exposed to trauma	79	79	–	–	–	A4.2
COVID-related safety measures and protocols	23	23	–	–	–	A4.2

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

[†]*Average percent of respondents reporting "Strongly agree."*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	100	100	–	–	–
Remote Learning Model	0	0	–	–	–

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

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	83	83	–	–	–
1 day	6	6	–	–	–
2 days	6	6	–	–	–
3 days	0	0	–	–	–
4 days	0	0	–	–	–
5 days	6	6	–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A3.3

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	25	25	–	–	–
Teacher in grade 5 or above	11	11	–	–	–
Special education teacher	11	11	–	–	–
Administrator	3	3	–	–	–
Prevention staff, nurse, or health aide	0	0	–	–	–
Counselor, psychologist	3	3	–	–	–
Police, resource officer, or safety personnel	0	0	–	–	–
Paraprofessional, teacher assistant, or instructional aide	33	33	–	–	–
Other certificated staff	8	8	–	–	–
Other classified staff	11	11	–	–	–
Other service provider	0	0	–	–	–

Question A.1: What is your role(s) at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.4

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Special education	74	74	–	–	–
English language learners	86	86	–	–	–
None of the above	3	3	–	–	–

Question A.5: Do you provide services to the following types of students? (Mark All That Apply.)

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A3.5

Length of Employment at School

	All %	ES %	MS %	HS %	NT %
Less than one year	17	17	–	–	–
1 to 2 years	17	17	–	–	–
3 to 5 years	17	17	–	–	–
6 to 10 years	11	11	–	–	–
Over 10 years	37	37	–	–	–

Question A.6: How many years have you worked, in any position, at this school?
Note: Cells are empty if there are less than 5 respondents.

Table A3.6

Overall Length of Employment in Position

	All %	ES %	MS %	HS %	NT %
Less than one year	21	21	–	–	–
1 to 2 years	12	12	–	–	–
3 to 5 years	9	9	–	–	–
6 to 10 years	12	12	–	–	–
Over 10 years	45	45	–	–	–

Question A.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?
Note: Cells are empty if there are less than 5 respondents.

Table A3.7

Race/Ethnicity of Respondents

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native, non-Hispanic	3	3	–	–	–
Asian or Asian American, non-Hispanic	3	3	–	–	–
Black or African American, non-Hispanic	0	0	–	–	–
Filipino, non-Hispanic	0	0	–	–	–
Hispanic or Latinx	23	23	–	–	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	–	–	–
White, non-Hispanic	57	57	–	–	–
Multiracial, non-Hispanic	6	6	–	–	–
Something else, non-Hispanic	9	9	–	–	–

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

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

Table A3.8

Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services

	All %	ES %	MS %	HS %	NT %
Yes	57	57	–	–	–
No	43	43	–	–	–

Question A.112: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %	ES %	MS %	HS %	NT %
This school...					
has implemented good COVID-related safety measures and protocols to keep students healthy.					
Strongly agree	33	33	–	–	–
Agree	61	61	–	–	–
Disagree	6	6	–	–	–
Strongly disagree	0	0	–	–	–
has kept staff well-informed about COVID-related safety measures and protocols.					
Strongly agree	30	30	–	–	–
Agree	67	67	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
has implemented good COVID-related safety measures and protocols to keep staff healthy.					
Strongly agree	33	33	–	–	–
Agree	61	61	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	3	3	–	–	–

Question A.30-32: This school... has kept staff well-informed about COVID-related safety measures and protocols... has implemented good COVID-related safety measures and protocols to keep staff healthy... has implemented good COVID-related safety measures and protocols to keep students healthy.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A4.2

Ways to Support Teachers During COVID-19

	All %	ES %	MS %	HS %	NT %
Teachers need more professional development, training, mentorship, or other support in...					
motivating students through remote learning. *(Remote Only)*					
Yes			–	–	–
No			–	–	–
supporting students exposed to trauma or stressful life events.					
Yes	79	79	–	–	–
No	21	21	–	–	–
COVID-related safety measures and protocols to keep staff and students healthy.					
Yes	23	23	–	–	–
No	77	77	–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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5. Remote Learning

Table A5.1

School Instructional Model Implementation *(Remote Only)*

	All %	ES %	MS %	HS %	NT %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–
Teachers from this school are providing effective instruction.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–
I can provide effective instruction.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A5.2

Student Remote Learning *(Remote Only)*

	All %	ES %	MS %	HS %	NT %
Students are coping well with remote learning.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–
Students are less engaged in remote classes than in-person classes.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–

Question A.110-111: The next set of questions ask about your experiences with remote instruction this year... Students are coping well with remote learning... Students are less engaged in remote classes than in-person classes.

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

Table A5.3

Academic Motivation and Supports for Learning *(Remote Only)*

	All %	ES %	MS %	HS %	NT %
Teachers from this school are motivating students.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–
Students who need the most academic support are receiving the support they need.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–

Question A.108, 109: The next set of questions ask about your experiences with remote instruction this year... Teachers from this school are motivating students... Students who need the most academic support are receiving the support they need.

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

6. School Supports for Students and Staff

Table A6.1

Summary of Indicators for Positive Learning and Working Environment

	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Student learning environment	37	37	–	–	–	A6.2
Is a supportive and inviting place for students to learn	52	52	–	–	–	A6.2
Emphasizes teaching lessons in ways relevant to students	28	28	–	–	–	A6.2
Facilities upkeep	13	13	–	–	–	A6.9
School Supports for Staff						
Staff working environment	35	35	–	–	–	A6.4
Is a supportive and inviting place for staff to work	47	47	–	–	–	A6.4
Promotes trust and collegiality among staff	38	38	–	–	–	A6.4
Promotes participation in school decision making	25	25	–	–	–	A6.4
Uses objective data for school improvement decisions	32	32	–	–	–	A6.7
Staff collegiality	36	36	–	–	–	A6.5
Have close professional relationships with one another	34	34	–	–	–	A6.5
Feel a responsibility to improve the school	41	41	–	–	–	A6.5
School Safety						
Is a safe place for staff	30	30	–	–	–	A6.4
Is a safe place for students	25	25	–	–	–	A6.2

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

Student Learning Environment

Table A6.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
Average reporting "Strongly agree"	37	37	–	–	–
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	52	52	–	–	–
Agree	48	48	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
promotes academic success for all students.					
Strongly agree	44	44	–	–	–
Agree	44	44	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	0	0	–	–	–
emphasizes helping students academically when they need it.					
Strongly agree	42	42	–	–	–
Agree	52	52	–	–	–
Disagree	6	6	–	–	–
Strongly disagree	0	0	–	–	–
emphasizes teaching lessons in ways relevant to students.					
Strongly agree	28	28	–	–	–
Agree	63	63	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	0	0	–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A6.2

Student Learning Environment Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school...					
is a safe place for students.					
Strongly agree	25	25	–	–	–
Agree	63	63	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	3	3	–	–	–
motivates students to learn.					
Strongly agree	31	31	–	–	–
Agree	56	56	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	0	0	–	–	–

Question A.26, 44: This school... is a safe place for students... motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A6.3

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	10	10	–	–	–
Mild problem	31	31	–	–	–
Moderate problem	34	34	–	–	–
Severe problem	24	24	–	–	–

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Staff Working Environment

Table A6.4

Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
Average reporting "Strongly agree"	35	35	–	–	–
This school...					
is a supportive and inviting place for staff to work.					
Strongly agree	47	47	–	–	–
Agree	44	44	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	0	0	–	–	–
promotes trust and collegiality among staff.					
Strongly agree	38	38	–	–	–
Agree	50	50	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	3	3	–	–	–
is a safe place for staff.					
Strongly agree	30	30	–	–	–
Agree	61	61	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	0	0	–	–	–
promotes personnel participation in decision-making that affects school practices and policies.					
Strongly agree	25	25	–	–	–
Agree	63	63	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	0	0	–	–	–

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

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

Table A6.5

Staff Collegiality Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
Average reporting "Strongly agree"	36	36	–	–	–
Adults who work at this school...					
have close professional relationships with one another.					
Strongly agree	34	34	–	–	–
Agree	53	53	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	3	3	–	–	–
support and treat each other with respect.					
Strongly agree	34	34	–	–	–
Agree	56	56	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	0	0	–	–	–
feel a responsibility to improve this school.					
Strongly agree	41	41	–	–	–
Agree	47	47	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	0	0	–	–	–

Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.

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

Table A6.6

Staff Collaborate Regularly

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	31	–	–	–
Agree	47	47	–	–	–
Disagree	19	19	–	–	–
Strongly disagree	3	3	–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A6.7

School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	32	–	–	–
Agree	48	48	–	–	–
Disagree	19	19	–	–	–
Strongly disagree	0	0	–	–	–

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.
Note: Cells are empty if there are less than 5 respondents.

Table A6.8

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	17	17	–	–	–
Mild problem	41	41	–	–	–
Moderate problem	17	17	–	–	–
Severe problem	24	24	–	–	–

Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?
Note: Cells are empty if there are less than 5 respondents.

Facilities Upkeep

Table A6.9

Clean and Well-Maintained Facilities and Property

	All %	ES %	MS %	HS %	NT %
Strongly agree	13	13	–	–	–
Agree	44	44	–	–	–
Disagree	41	41	–	–	–
Strongly disagree	3	3	–	–	–

Question A.29: This school has clean and well-maintained facilities and property.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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7. Student Developmental Supports and Opportunities

Table A7.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding "Strongly Agree"					
	All %	ES %	MS %	HS %	NT %	Table
Caring Adult Relationships	44	44	–	–	–	A7.2
Adults really care about every student	48	48	–	–	–	A7.2
Adults acknowledge and pay attention to students	42	42	–	–	–	A7.2
Adults listen to what students have to say	42	42	–	–	–	A7.2
High Expectations-Adults in School	45	45	–	–	–	A7.3
Adults want every student to do their best	50	50	–	–	–	A7.3
Adults believe every student can be a success	41	41	–	–	–	A7.3
Student Meaningful Participation	23	23	–	–	–	A7.4
Opportunities to decide things	16	16	–	–	–	A7.4
Equal opportunity for classroom participation	36	36	–	–	–	A7.4
Equal opportunity to participate in extracurricular activities	27	27	–	–	–	A7.4
Opportunities to "make a difference"	15	15	–	–	–	A7.4
Promotion of Parental Involvement	18	18	–	–	–	A7.5
School is welcoming to and facilitates parent involvement	27	27	–	–	–	A7.5
Encourages parents to be active partners in schooling	22	22	–	–	–	A7.5
School communicates about student learning expectation	10	10	–	–	–	A7.5
Parents feel welcome to participate at this school	10	10	–	–	–	A7.5

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Caring Relationships

Table A7.2

Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
Average reporting "Strongly agree"	44	44	–	–	–
Adults who work at this school...					
really care about every student.					
Strongly agree	48	48	–	–	–
Agree	42	42	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–
acknowledge and pay attention to students.					
Strongly agree	42	42	–	–	–
Agree	52	52	–	–	–
Disagree	6	6	–	–	–
Strongly disagree	0	0	–	–	–
listen to what students have to say.					
Strongly agree	42	42	–	–	–
Agree	45	45	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	0	0	–	–	–

Question A.33, 34, 36: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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High Expectations

Table A7.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
Average reporting "Strongly agree"	45	45	–	–	–
Adults who work at this school...					
want every student to do their best.					
Strongly agree	50	50	–	–	–
Agree	50	50	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
believe that every student can be a success.					
Strongly agree	41	41	–	–	–
Agree	50	50	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	0	0	–	–	–

Question A.35, 37: Adults who work at this school... want every student to do their best... believe that every student can be a success.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Student Meaningful Participation

Table A7.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
Average reporting "Strongly agree"	23	23	–	–	–
This school...					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	16	16	–	–	–
Agree	72	72	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	0	0	–	–	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	36	36	–	–	–
Agree	61	61	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	27	27	–	–	–
Agree	64	64	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	0	0	–	–	–
gives students opportunities to "make a difference" by helping other people, the school, or the community.					
Strongly agree	15	15	–	–	–
Agree	39	39	–	–	–
Disagree	42	42	–	–	–
Strongly disagree	3	3	–	–	–

Question A.16-19: This school... encourages opportunities for students to decide things like class activities or rules... gives all students equal opportunity to participate in classroom discussions or activities... gives all students equal opportunity to participate in numerous extracurricular and enrichment activities... gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning).

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Promotion of Parental Involvement

Table A7.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
Average reporting "Strongly agree"	18	18	–	–	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	27	27	–	–	–
Agree	70	70	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	22	22	–	–	–
Agree	66	66	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	0	0	–	–	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	10	10	–	–	–
Agree	67	67	–	–	–
Disagree	23	23	–	–	–
Strongly disagree	0	0	–	–	–
Parents feel welcome to participate at this school.					
Strongly agree	10	10	–	–	–
Agree	77	77	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	0	0	–	–	–

Question A.28, 46, 80, 81: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A7.5

Promotion of Parental Involvement Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	20	20	–	–	–
Agree	63	63	–	–	–
Disagree	17	17	–	–	–
Strongly disagree	0	0	–	–	–

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

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

8. Learning Conditions

Table A8.1

Summary of Indicators of School Learning Conditions

	Percent Responding "Strongly Agree"					
	All %	ES %	MS %	HS %	NT %	Table
Learning Supports						
Support for social emotional learning	22	22	–	–	–	A8.2
Student readiness to learn	8	8	–	–	–	A8.3
Instructional equity	21	21	–	–	–	A8.7
Antibullying climate	28	28	–	–	–	A8.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	15	15	–	–	–	A8.5
Respect for diversity	30	30	–	–	–	A8.6
Positive Peer Relations						
Student peer relationships	12	12	–	–	–	A8.11

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

Supports for Learning and Student Academic Engagement

Table A8.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
Average reporting "Strongly agree"	22	22	–	–	–
This school encourages students to feel responsible for how they act.					
Strongly agree	19	19	–	–	–
Agree	71	71	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	10	10	–	–	–
This school encourages students to understand how others think and feel.					
Strongly agree	23	23	–	–	–
Agree	67	67	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–
Students are taught that they can control their own behavior.					
Strongly agree	19	19	–	–	–
Agree	71	71	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–
This school helps students resolve conflicts with one another.					
Strongly agree	24	24	–	–	–
Agree	62	62	–	–	–
Disagree	14	14	–	–	–
Strongly disagree	0	0	–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A8.2

Support for Social Emotional Learning Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	23	23	–	–	–
Agree	67	67	–	–	–
Disagree	7	7	–	–	–
Strongly disagree	3	3	–	–	–

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

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

Table A8.3

Student Readiness to Learn Scale Questions

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
Average reporting "Strongly agree"	8	8	–	–	–
Students are healthy and physically fit.					
Strongly agree	6	6	–	–	–
Agree	32	32	–	–	–
Disagree	58	58	–	–	–
Strongly disagree	3	3	–	–	–
Students start/arrive at school alert and rested.					
Strongly agree	6	6	–	–	–
Agree	35	35	–	–	–
Disagree	52	52	–	–	–
Strongly disagree	6	6	–	–	–
Students are motivated to learn.					
Strongly agree	10	10	–	–	–
Agree	45	45	–	–	–
Disagree	35	35	–	–	–
Strongly disagree	10	10	–	–	–
Students in this school are well-behaved.					
Strongly agree	10	10	–	–	–
Agree	60	60	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	17	17	–	–	–

Question A.56-59, 73: Students are healthy and physically fit... Students arrive at school alert and rested. [In-School only]... Students start school alert and rested. [Remote only].... Students are motivated to learn... Students in this school are well-behaved.

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

Table A8.4

Motivation to Complete Schoolwork

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	16	–	–	–
Agree	45	45	–	–	–
Disagree	32	32	–	–	–
Strongly disagree	6	6	–	–	–

Question A.66: Students are motivated to complete their schoolwork.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Fairness, Rule Clarity, and Respect for Diversity

Table A8.5

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
Average reporting "Strongly agree"	15	15	–	–	–
This school handles discipline problems fairly.					
Strongly agree	12	12	–	–	–
Agree	64	64	–	–	–
Disagree	15	15	–	–	–
Strongly disagree	9	9	–	–	–
The school rules are fair.					
Strongly agree	27	27	–	–	–
Agree	67	67	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	7	7	–	–	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	10	10	–	–	–
Agree	77	77	–	–	–
Disagree	7	7	–	–	–
Strongly disagree	7	7	–	–	–
Students know what the rules are.					
Strongly agree	10	10	–	–	–
Agree	80	80	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–

Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A8.6

Respect for Diversity Scale Questions

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
Average reporting "Strongly agree"	30	30	–	–	–
Students respect each other's differences.					
Strongly agree	19	19	–	–	–
Agree	45	45	–	–	–
Disagree	29	29	–	–	–
Strongly disagree	6	6	–	–	–
Adults from this school respect differences in students.					
Strongly agree	35	35	–	–	–
Agree	65	65	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	37	37	–	–	–
Agree	63	63	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–

Question A.53-55: Students respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Instructional Equity

Table A8.7

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
Average reporting "Strongly agree"	21	21	–	–	–
This school...					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	21	21	–	–	–
Agree	55	55	–	–	–
Disagree	24	24	–	–	–
Strongly disagree	0	0	–	–	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	9	9	–	–	–
Agree	66	66	–	–	–
Disagree	22	22	–	–	–
Strongly disagree	3	3	–	–	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	15	15	–	–	–
Agree	70	70	–	–	–
Disagree	12	12	–	–	–
Strongly disagree	3	3	–	–	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	30	30	–	–	–
Agree	52	52	–	–	–
Disagree	18	18	–	–	–
Strongly disagree	0	0	–	–	–

Question A.20-23: This school... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority.... has high expectations for all students, regardless of their race, ethnicity, or nationality.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A8.7

Instructional Equity Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school fosters an appreciation of student diversity and respect for each other.					
Strongly agree	30	30	–	–	–
Agree	61	61	–	–	–
Disagree	9	9	–	–	–
Strongly disagree	0	0	–	–	–

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

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

Table A8.8

Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	34	–	–	–
Agree	41	41	–	–	–
Disagree	25	25	–	–	–
Strongly disagree	0	0	–	–	–

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

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

Cultural Sensitivity

Table A8.9

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	16	–	–	–
Agree	69	69	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	0	0	–	–	–

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.

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

Table A8.10

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	45	45	–	–	–
Mild problem	21	21	–	–	–
Moderate problem	34	34	–	–	–
Severe problem	0	0	–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Student Peer Relationships

Table A8.11
Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
Average reporting "Strongly agree"	12	12	–	–	–
Students care about one another.					
Strongly agree	16	16	–	–	–
Agree	74	74	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–
Students treat each other with respect.					
Strongly agree	10	10	–	–	–
Agree	68	68	–	–	–
Disagree	19	19	–	–	–
Strongly disagree	3	3	–	–	–
Students get along well with one another.					
Strongly agree	10	10	–	–	–
Agree	81	81	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–
Students enjoy spending time together during school activities.[Ø] *(In-School Only)*					
Strongly agree	23	23	–	–	–
Agree	77	77	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–

Question A.60, 62-64: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Students get along well with one another.

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

[Ø]Item not included in the scale.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A8.11

Student Peer Relationships Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students enjoy interacting with each other during class activities.^Ø *(Remote Only)*					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–

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

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

^Ø*Item not included in the scale.*

Antibullying Climate

Table A8.12

Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
Average reporting "Strongly agree"	28	28	–	–	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	35	35	–	–	–
Agree	48	48	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	0	0	–	–	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	26	26	–	–	–
Agree	58	58	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	0	0	–	–	–
Students tell teachers when other students are being bullied.					
Strongly agree	19	19	–	–	–
Agree	65	65	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	0	0	–	–	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	35	35	–	–	–
Agree	55	55	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–

Question A.48-51: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A8.12

Antibullying Climate Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	26	26	–	–	–
Agree	32	32	–	–	–
Disagree	42	42	–	–	–
Strongly disagree	0	0	–	–	–

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

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

Truancy

Table A8.13

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	31	31	–	–	–
Mild problem	38	38	–	–	–
Moderate problem	21	21	–	–	–
Severe problem	10	10	–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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9. Student Health Risks and Prevention

Mental Health

Table A9.1

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	13	13	–	–	–
Agree	58	58	–	–	–
Disagree	26	26	–	–	–
Strongly disagree	3	3	–	–	–

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

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

Table A9.2

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	17	17	–	–	–
Mild problem	34	34	–	–	–
Moderate problem	28	28	–	–	–
Severe problem	21	21	–	–	–

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

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

Bullying and Fighting

Table A9.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	17	17	–	–	–
Mild problem	41	41	–	–	–
Moderate problem	24	24	–	–	–
Severe problem	17	17	–	–	–

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

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

Table A9.4

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	52	52	–	–	–
Mild problem	34	34	–	–	–
Moderate problem	14	14	–	–	–
Severe problem	0	0	–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Delinquency

Table A9.5

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	52	52	–	–	–
Mild problem	31	31	–	–	–
Moderate problem	7	7	–	–	–
Severe problem	10	10	–	–	–

Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?
Note: Cells are empty if there are less than 5 respondents.

Table A9.6

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	59	59	–	–	–
Mild problem	28	28	–	–	–
Moderate problem	10	10	–	–	–
Severe problem	3	3	–	–	–

Question A.96: For students enrolled in this school, how much of a problem is theft?
Note: Cells are empty if there are less than 5 respondents.

Table A9.7

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	86	86	–	–	–
Mild problem	14	14	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	0	0	–	–	–

Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A9.8

Weapons Possession is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	86	86	–	–	–
Mild problem	14	14	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	0	0	–	–	–

Question A.94: For students enrolled in this school, how much of a problem is weapons possession?
Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A9.9

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	52	52	–	–	–
Mild problem	31	31	–	–	–
Moderate problem	17	17	–	–	–
Severe problem	0	0	–	–	–

Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?
Note: Cells are empty if there are less than 5 respondents.

Table A9.10

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	52	52	–	–	–
Mild problem	24	24	–	–	–
Moderate problem	21	21	–	–	–
Severe problem	3	3	–	–	–

Question A.84: For students enrolled in this school, how much of a problem is student tobacco use?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A9.11

Student Vaping or Electronic Cigarette Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	28	28	–	–	–
Mild problem	34	34	–	–	–
Moderate problem	21	21	–	–	–
Severe problem	17	17	–	–	–

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

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

Substance Use Prevention Policies

Table A9.12

School Bans Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
No	3	3	–	–	–
Yes	83	83	–	–	–
Don't know	13	13	–	–	–

Question A.104: 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 5 respondents.

10. Discipline and Counseling

Table A10.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
Average reporting "Strongly agree" or "Agree"	7	7	–	–	–
The rules at this school are too strict.					
Strongly agree	3	3	–	–	–
Agree	0	0	–	–	–
Disagree	63	63	–	–	–
Strongly disagree	33	33	–	–	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	3	3	–	–	–
Agree	3	3	–	–	–
Disagree	63	63	–	–	–
Strongly disagree	30	30	–	–	–
Students get in trouble for breaking small rules.					
Strongly agree	3	3	–	–	–
Agree	7	7	–	–	–
Disagree	67	67	–	–	–
Strongly disagree	23	23	–	–	–
Teachers are very strict here.					
Strongly agree	3	3	–	–	–
Agree	3	3	–	–	–
Disagree	67	67	–	–	–
Strongly disagree	27	27	–	–	–

Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table A10.2

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	19	–	–	–
Agree	50	50	–	–	–
Disagree	31	31	–	–	–
Strongly disagree	0	0	–	–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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11. Professional Development Needs

Table A11.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
Instruction and School Environment					
Positive behavioral support and classroom management					
Yes	53	53	–	–	–
No	47	47	–	–	–
Creating a positive school climate					
Yes	57	57	–	–	–
No	43	43	–	–	–
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups					
Yes	63	63	–	–	–
No	37	37	–	–	–
Providing Support Services					
Meeting the social, emotional, and developmental needs of youth					
Yes	83	83	–	–	–
No	17	17	–	–	–

Question A.97, 98, 100, 103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... positive behavioral support and classroom management... working with diverse racial, ethnic, or cultural groups... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... creating a positive school climate.
Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	13	13	–	–	–

Notes: [A]NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies†	23	23	–	–	–	B3.1
Enforces zero tolerance policies†	8	8	–	–	–	B3.1
Has sufficient resources to create a safe campus†	8	8	–	–	–	B3.2
Seeks to maintain a secure campus†	0	0	–	–	–	B3.2
Provides harassment or bullying prevention§	38	38	–	–	–	B3.3
Provides conflict resolution or behavior management instruction§	31	31	–	–	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal†	31	31	–	–	–	B4.1
Collaborates well with community organizations to address substance use or other problems†	15	15	–	–	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems†	15	15	–	–	–	B4.1
Provides alcohol or drug use prevention instruction§	8	8	–	–	–	B4.1
Provides tobacco use/vaping prevention instruction§	0	0	–	–	–	B4.1
Has sufficient resources to address substance use prevention needs†	8	8	–	–	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students†	8	8	–	–	–	B5.1
Provides opportunities for physical education and activity§	54	54	–	–	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion§	23	23	–	–	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems†	23	23	–	–	–	B6.1
Restorative practices†	8	8	–	–	–	B6.1
Trauma-informed practices†	0	0	–	–	–	B6.1

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

†*Percent responding "Strongly agree."*

§*Percent responding "A lot."*

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	23	23	–	–	–
Agree	46	46	–	–	–
Disagree	23	23	–	–	–
Strongly disagree	8	8	–	–	–
Enforces zero tolerance policies					
Strongly agree	8	8	–	–	–
Agree	46	46	–	–	–
Disagree	31	31	–	–	–
Strongly disagree	15	15	–	–	–

Question A.117, 118: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table B3.2

Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	8	8	–	–	–
Agree	54	54	–	–	–
Disagree	31	31	–	–	–
Strongly disagree	8	8	–	–	–
Seeks to maintain a secure campus					
Strongly agree	0	0	–	–	–
Agree	23	23	–	–	–
Disagree	23	23	–	–	–
Strongly disagree	54	54	–	–	–

Question A.114, 119: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.
Note: Cells are empty if there are less than 5 respondents.

Table B3.3

Behavior Management at School

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	38	38	–	–	–
Some	46	46	–	–	–
Not much	15	15	–	–	–
Not at all	0	0	–	–	–
Provides conflict resolution or behavior management instruction					
A lot	31	31	–	–	–
Some	69	69	–	–	–
Not much	0	0	–	–	–
Not at all	0	0	–	–	–

Question A.130, 131: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?
Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	31	31	–	–	–
Agree	54	54	–	–	–
Disagree	8	8	–	–	–
Strongly disagree	8	8	–	–	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	15	15	–	–	–
Agree	85	85	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	15	15	–	–	–
Agree	62	62	–	–	–
Disagree	23	23	–	–	–
Strongly disagree	0	0	–	–	–

Question A.113, 120, 121: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

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

Table B4.1

Substance Use Prevention - Continued

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	8	8	–	–	–
Some	69	69	–	–	–
Not much	23	23	–	–	–
Not at all	0	0	–	–	–
Provides tobacco use/vaping prevention instruction					
A lot	0	0	–	–	–
Some	69	69	–	–	–
Not much	23	23	–	–	–
Not at all	8	8	–	–	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	8	8	–	–	–
Agree	54	54	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	0	0	–	–	–

Question A.115, 128, 129: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

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

Table B4.2

School Enforces Policies Banning Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	15	–	–	–
Agree	69	69	–	–	–
Disagree	15	15	–	–	–
Strongly disagree	0	0	–	–	–

Question A.116: This school consistently enforces policies banning tobacco use/vaping on school property.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree	8	8	–	–	–
Agree	54	54	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	0	0	–	–	–
Provides opportunities for physical education and activity					
A lot	54	54	–	–	–
Some	31	31	–	–	–
Not much	15	15	–	–	–
Not at all	0	0	–	–	–

Question A.122, 127: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	23	23	–	–	–
Some	54	54	–	–	–
Not much	23	23	–	–	–
Not at all	0	0	–	–	–
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	23	23	–	–	–
Agree	54	54	–	–	–
Disagree	23	23	–	–	–
Strongly disagree	0	0	–	–	–
Uses restorative practices to help resolve conflicts					
Strongly agree	8	8	–	–	–
Agree	77	77	–	–	–
Disagree	15	15	–	–	–
Strongly disagree	0	0	–	–	–

Question A.123, 124, 126: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion? Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Table B6.1

Youth Development and Social-Emotional Supports at School – Continued

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	0	0	–	–	–
Agree	69	69	–	–	–
Disagree	31	31	–	–	–
Strongly disagree	0	0	–	–	–
Provides instructional help to build social-emotional competencies					
A lot	31	31	–	–	–
Some	62	62	–	–	–
Not much	8	8	–	–	–
Not at all	0	0	–	–	–

Question A.125, 132: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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Appendix
2022-23 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Arena Elementary	X

Notes: Eligible schools listed are based on CBEDS 2022-23 public school and enrollment data files. Directly funded charter schools have been excluded from the list.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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