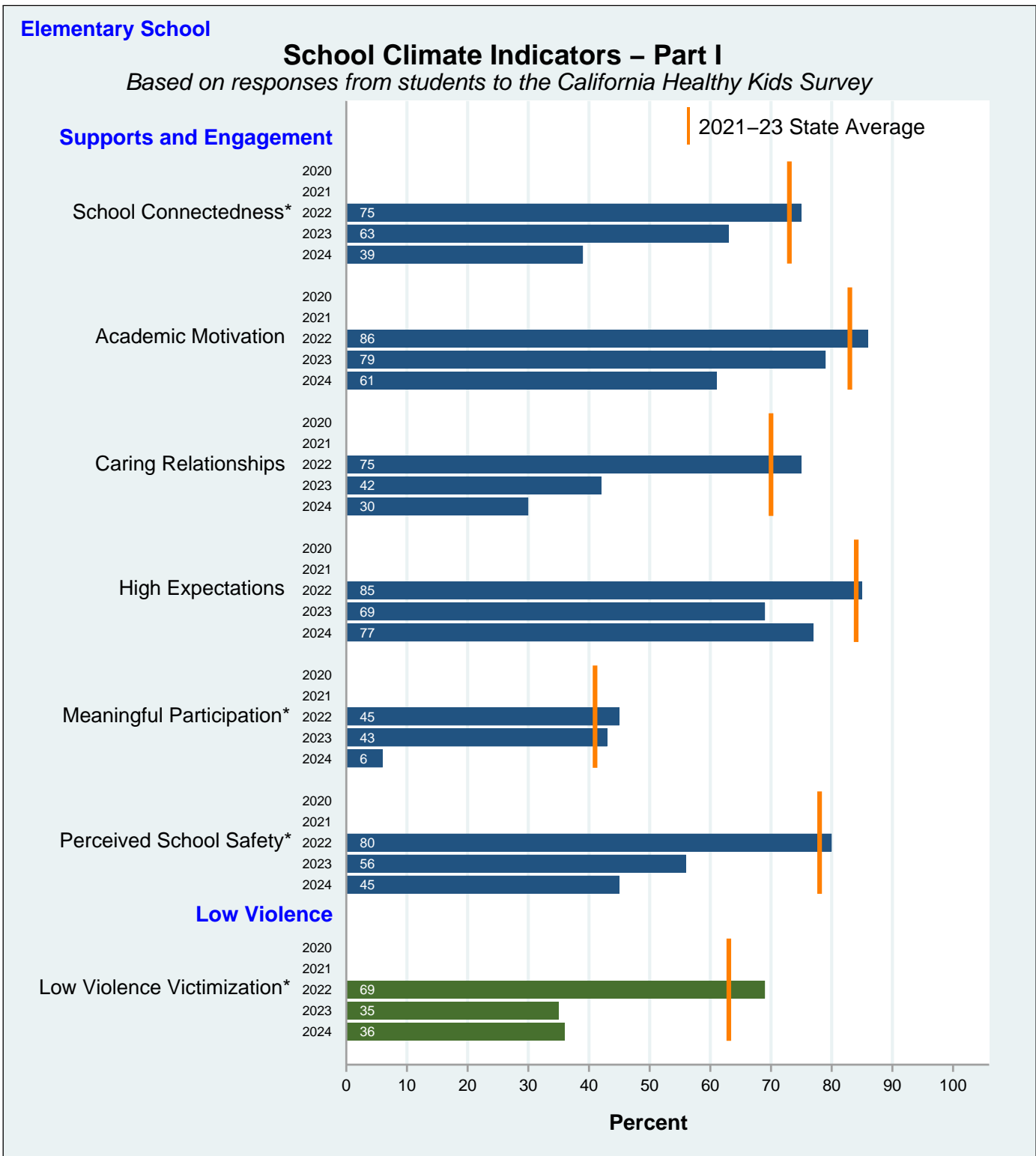# School Climate Report Card (Elementary)—2023-2024

District: Arena Union Elementary

School: Arena Elementary

Response Rate: 70% (2022), 76% (2023), 92% (2024)

Date Prepared: 16 Apr 2024

Elementary School

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

2021–23 State Average

Supports and Engagement

School Connectedness*
- 2022: 75
- 2023: 63
- 2024: 39

Academic Motivation
- 2022: 86
- 2023: 79
- 2024: 61

Caring Relationships
- 2022: 75
- 2023: 42
- 2024: 30

High Expectations
- 2022: 85
- 2023: 69
- 2024: 77

Meaningful Participation*
- 2022: 45
- 2023: 43
- 2024: 6

Perceived School Safety*
- 2022: 80
- 2023: 56
- 2024: 45

Low Violence

Low Violence Victimization*
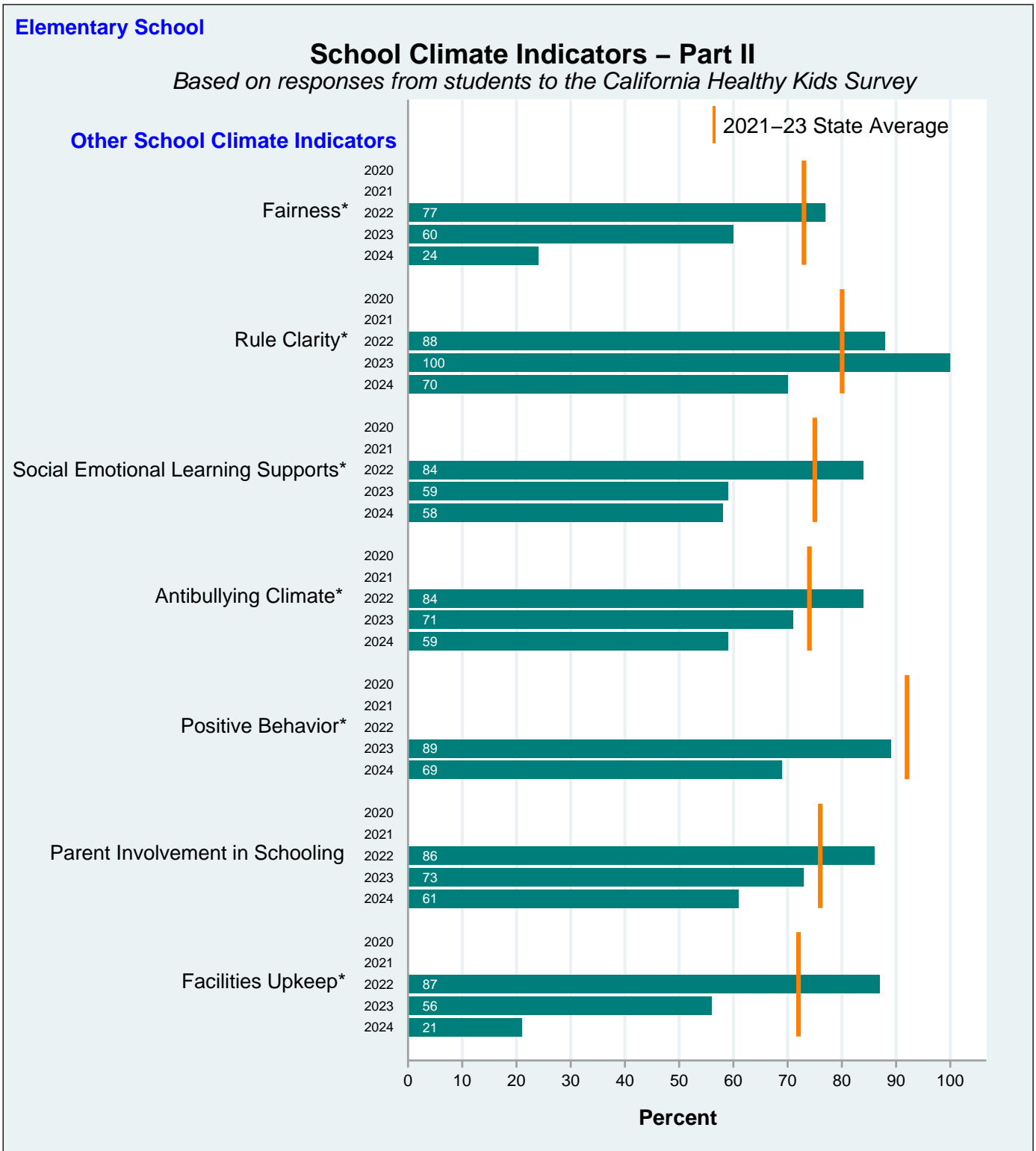- 2022: 69
- 2023: 35
- 2024: 36

Percent

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

School Climate Report Card (Elementary)—2023-2024

District: Arena Union Elementary

Date Prepared: 16 Apr 2024

School: Arena Elementary

Elementary School

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

Other School Climate Indicators

2021–23 State Average

Fairness*
- 2020
- 2021
- 2022: 77
- 2023: 60
- 2024: 24

Rule Clarity*
- 2020
- 2021
- 2022: 88
- 2023: 100
- 2024: 70

Social Emotional Learning Supports*
- 2020
- 2021
- 2022: 84
- 2023: 59
- 2024: 58

Antibullying Climate*
- 2020
- 2021
- 2022: 84
- 2023: 71
- 2024: 59

Positive Behavior*
- 2020
- 2021
- 2022
- 2023: 89
- 2024: 69

Parent Involvement in Schooling
- 2020
- 2021
- 2022: 86
- 2023: 73
- 2024: 61

Facilities Upkeep*
- 2020
- 2021
- 2022: 87
- 2023: 56
- 2024: 21

Percent (0 to 100)

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

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School Climate Report Card (Elementary)—2023-2024

District: Arena Union Elementary   Date Prepared: 16 Apr 2024
School: Arena Elementary

Other Indicators

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

	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2024 (%)	Change
Finish all school assignments[†]	–	–	94	88	68	-26
Absent 2 or more days in the past 30 days	–	–	31	56	54	+23
Feel a part of the school*	–	–	75	69	58	-17
Adults at school care about you	–	–	88	38	43	-45
School boredom	~	~	27	63	77	+50
Harassed at school*	–	–	53	69	64	+11
Parents ask about school	–	–	88	80	59	-29
School building is neat and clean[§]*	–	–	87	56	21	-66
Frequent sadness	–	–	31	13	27	-4

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: 23655576025092

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools. 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).

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) Antibullying 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.

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 2021-2022 and 2022-2023 school years.

State Averages of School Climate Indicators

Indicator	State 2021-23 (%)		Indicator	State 2021-23 (%)
Supports and Engagement			**Other School Climate Indicators**	
School Connectedness	73		Fairness	73
Academic Motivation	83		Rule Clarity	80
Caring Relationships	70		Social Emotional Learning Supports	75
High Expectations	84		Antibullying Climate	74
Meaningful Participation	41		Positive Behavior	92
Perceived School Safety	78		Parent Involvement in Schooling	76
Low Violence			Facilities Upkeep	72
Low Violence Victimization	63			

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."

Elementary Mental Health Report—2023-2024

District: Arena Union Elementary
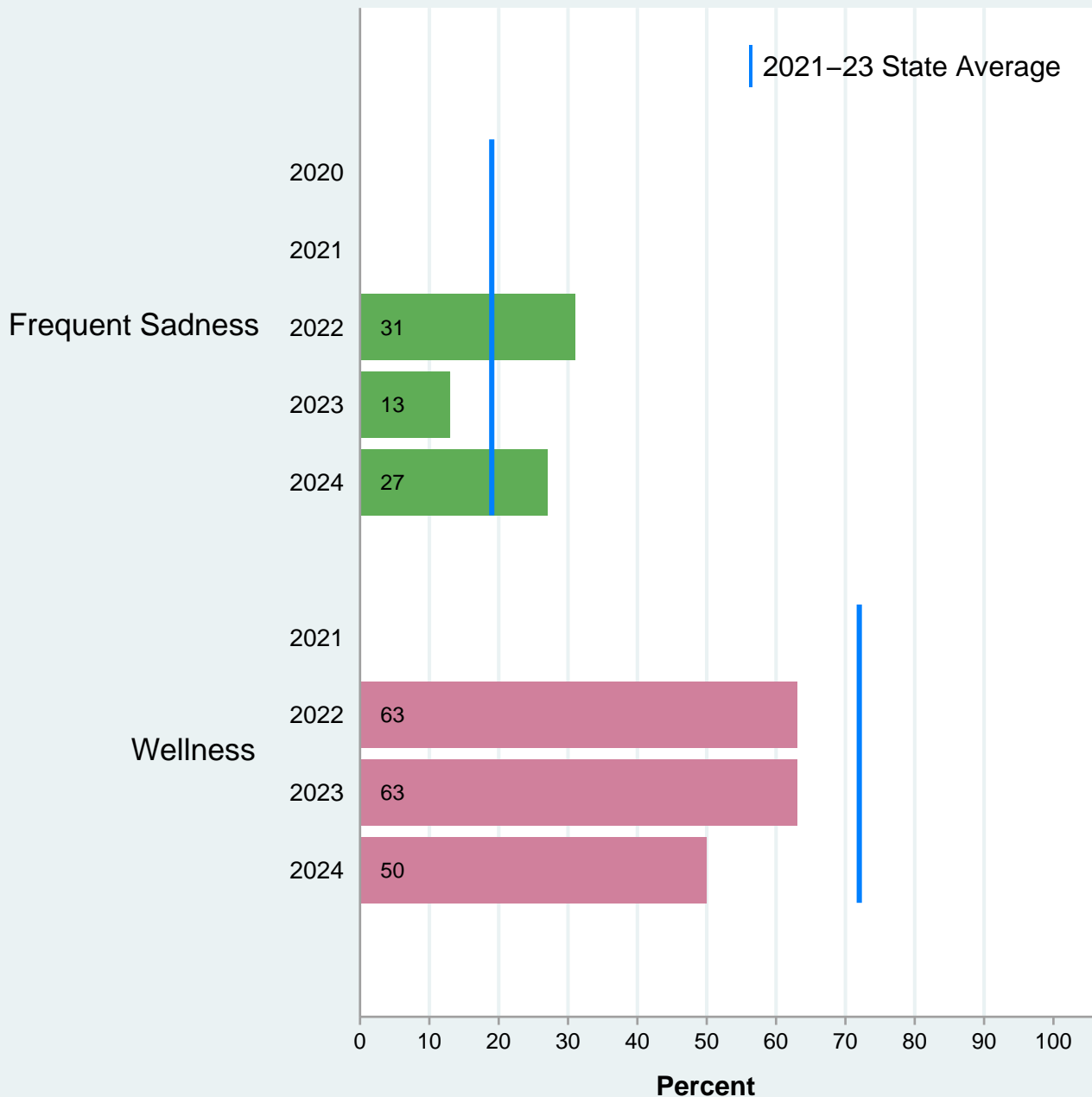
Date Prepared: 16 Apr 2024

School: Arena Elementary

Number of Responses: 16 (2022), 16 (2023), 22 (2024)

Response Rate: 70% (2022), 76% (2023), 85% (2024)

Grade 5

Mental Health Indicators

Based on responses from students to the California Healthy Kids Survey

Elementary Mental Health Report—2023-2024

District: Arena Union Elementary   Date Prepared: 16 Apr 2024
School: Arena Elementary

Mental Health Indicator Trends by Grade

	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
Frequent Sadness					
Grade 5	—	—	31	13	27
Wellness					
Grade 5	∼	—	63	63	50

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 2021-2022 and 2022-2023 school years.

2021-23 State Averages of Mental Health Indicators

Indicator	Grade 5 (%)
Frequent Sadness	19
Wellness	72

CALIFORNIA HEALTHY KIDS SURVEY

Arena Union Elementary
Elementary
2023-2024
Main Report

CALIFORNIA CalSCHLS SURVEY SYSTEM

California Department of EDUCATION

WestEd
WestEd.org

Date prepared: 8 Apr 2024
CDS code: 23655570000000

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PREFACE

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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.

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</table>

This report provides the detailed results for each question from the 2023-24 *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 technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

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

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

Core Module

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

- school climate, connectedness, and learning engagement;

- perceived school safety and frequency of, and reasons for, harassment and bullying at school;

- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;

- mental health, supports for social-emotional learning, and positive behavior; and

- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

Social Emotional Health Module (Supplementary)

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

Mental Health Supports Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

- Table A1.1 gives the target sample of students and the final number and 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.

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Race/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING AND USING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the

questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

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

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

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The **California Center for School Climate** (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 ca-safe-supportive-schools.wested.org/subscribe/.

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

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

NEXT STEPS

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

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

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified school and student needs and into developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable

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for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Compare Results with Other Data

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

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

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

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

- **Similar District and Statewide Results**. The aggregated results from the 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 technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available to help delve more deeply into your survey results and foster

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more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

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

- A full report with all the survey results

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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ACKNOWLEDGMENTS

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<div align="right">

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

</div>

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	

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Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	26
Final number	24
Response Rate	92%

Table A1.2

Number of Respondents by Instructional Model

	Grade 5
In-school learning only	24
Remote learning only	0

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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)*	39	A6.3
School connectedness†ψ *(Remote Only)*		A6.3
Academic motivation†	61	A6.3
School boredom†	77	A6.9
Caring adults in school†	30	A6.3
High expectations-adults in school†	77	A6.3
Meaningful participation†	6	A6.3
Facilities upkeep†Φ	21	A6.10
Parent involvement in schooling†	61	A10.2
Social and emotional learning supports†	58	A7.1
Antibullying climate†	59	A9.6
School Safety and Cyberbullying		
Feel safe at school†Φ	45	A9.1
Feel safe on way to and from school†Φ	77	A9.1
Been hit or pushedΦ	68	A9.2
Mean rumors spread about you	59	A9.2
Called bad names or target of mean jokes	64	A9.2
Saw a weapon at school§Φ	68	A9.5
Cyberbullying¶	23	A9.3
School Disciplinary Environment		
Rule clarity†	70	A8.2
Students well behaved†	22	A8.4
Students treated fairly when break rules†	30	A8.1
Students treated with respect†	22	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.*

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Table A2.2

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

	Grade 5 %	Table
Substance Use		
Alcohol or drug use$^\phi$	55	A11.1
Marijuana use$^\phi$	5	A11.1
Cigarette use$^\phi$	5	A12.1
Vaping$^\phi$	9	A12.1
Routines		
Eating of breakfast$^|$	71	A4.1
Late bedtime (at 10 pm or later)$^\pm$	54	A4.2
Remote Schooling		
Remote learning frequency (5 days per week)$^{\P\delta}$		A5.1
Synchronous instruction (4 days or more)$^{\|\delta}$		A5.1
Meaningful opportunities$^{\dagger\delta}$		A5.2
Mental Health		
Frequent sadness†	27	A13.1
Wellness†	50	A13.2

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

$^\phi$*Lifetime.*

$^|$*This morning.*

$^\pm$*Last night.*

¶*Past 30 days.*

$^\|$*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."*

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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	33
Male	67

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

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

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Table A3.3

Race or Ethnicity

	Grade 5 %
American Indian or Alaska Native, non-Hispanic	8
Asian or Asian American, non-Hispanic	0
Black or African American, non-Hispanic	0
Hispanic or Latinx	50
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	25
Multiracial, non-Hispanic	17
Something else, non-Hispanic	0

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	67
1 day	4
2 days	8
3 days	8
4 days	4
5 days	8

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.

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4. Routines

Table A4.1

Eating of Breakfast

	Grade 5 %
No	29
Yes	71

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	17
Between 9:00 pm and 10:00 pm	29
Between 10:00 pm and 11:00 pm	25
Between 11:00 pm and midnight	13
After 12:00 am	17
Late bedtime (at 10 pm or later)	**54**

Question ES A.7: 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. Remote Schooling

Table A5.1

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

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

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

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

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Table A5.2

Interesting Activities Provided for Student in Remote Schooling *(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.

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6. School Performance, Supports, and Engagements

Table A6.1

Perceived School Performance

	Grade 5 %
One of the best students	4
Better than most students	26
About the same as others	65
Don't do as well as most others	4

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

Table A6.2

Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school in the past 30 days	38
1 day	8
2 days	21
3 or more days	33

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.

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Table A6.3

School Environment, School Connectedness, and Academic Motivation Scales

	Grade 5 %	Table
Total school supports	38	
Caring adults in school	30	A6.4
High expectations-adults in school	77	A6.5
Meaningful participation at school	6	A6.6
School connectedness[#] *(In-School Only)*	39	A6.7
School connectedness$^{\psi}$ *(Remote Only)*		A6.7
Academic motivation	61	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.*

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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"	30
Do the teachers and other grown-ups at school...	
care about you?	
No, never	9
Yes, some of the time	48
Yes, most of the time	26
Yes, all of the time	17
listen when you have something to say?	
No, never	9
Yes, some of the time	57
Yes, most of the time	22
Yes, all of the time	13
make an effort to get to know you?	
No, never	13
Yes, some of the time	74
Yes, most of the time	9
Yes, all of the time	4

Question ES A.28, 38, 42: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?

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

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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"	77
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	9
Yes, some of the time	17
Yes, most of the time	52
Yes, all of the time	22
believe that you can do a good job?	
No, never	9
Yes, some of the time	22
Yes, most of the time	30
Yes, all of the time	39
want you to do your best?	
No, never	0
Yes, some of the time	13
Yes, most of the time	26
Yes, all of the time	61

Question ES A.29, 39, 43: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

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

Table A6.6

Meaningful Participation at School Scale Questions

	Grade 5 %
Meaningful participation at school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	6
Are you given a chance to help decide school activities or rules?	
No, never	91
Yes, some of the time	9
Yes, most of the time	0
Yes, all of the time	0
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	22
Yes, some of the time	74
Yes, most of the time	4
Yes, all of the time	0
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	35
Yes, some of the time	52
Yes, most of the time	9
Yes, all of the time	4
Do you get to do interesting activities at/when you participate in school?	
No, never	9
Yes, some of the time	82
Yes, most of the time	9
Yes, all of the time	0

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

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

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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	32
Yes, some of the time	64
Yes, most of the time	5
Yes, all of the time	0
Do your teachers ask you what you want to learn about?	
No, never	78
Yes, some of the time	17
Yes, most of the time	4
Yes, all of the time	0
Do you do things to be helpful at/in school?	
No, never	13
Yes, some of the time	78
Yes, most of the time	9
Yes, all of the time	0

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

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

Table A6.7
School Connectedness Scale Questions

	Grade 5 %
School connectedness# *(In-School Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	39
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	30
Yes, some of the time	17
Yes, most of the time	43
Yes, all of the time	9
Are you happy to be at/with this school?	
No, never	29
Yes, some of the time	54
Yes, most of the time	17
Yes, all of the time	0
Do you feel like you are part of this school?	
No, never	8
Yes, some of the time	33
Yes, most of the time	8
Yes, all of the time	50
Do teachers treat students fairly?	
No, never	46
Yes, some of the time	29
Yes, most of the time	13
Yes, all of the time	13

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

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

#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 A6.7

School Connectedness Scale Questions – Continued

	Grade 5 %
Do you feel safe at school? *(In-School Only)*	
No, never	5
Yes, some of the time	50
Yes, most of the time	32
Yes, all of the time	14

Question ES A.75: Do you feel safe at school? [In-school only]

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

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Table A6.8
Academic Motivation Scale Questions

	Grade 5 %
Academic motivation	
Average reporting "Yes, most of the time" or "Yes, all of the time"	61
Do you finish all your school assignments?	
No, never	5
Yes, some of the time	27
Yes, most of the time	59
Yes, all of the time	9
When you get a bad grade, do you try even harder the next time?	
No, never	5
Yes, some of the time	18
Yes, most of the time	14
Yes, all of the time	64
Do you keep working and working on your schoolwork until you get it right?	
No, never	0
Yes, some of the time	59
Yes, most of the time	32
Yes, all of the time	9
Do you keep doing your schoolwork even when it's really hard for you?	
No, never	0
Yes, some of the time	41
Yes, most of the time	45
Yes, all of the time	14

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

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

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Table A6.9

School Boredom

	Grade 5 %
No, never	5
Yes, some of the time	18
Yes, most of the time	5
Yes, all of the time	73

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

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

Table A6.10

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

	Grade 5 %
Is your school building neat and clean?	
No, never	29
Yes, some of the time	50
Yes, most of the time	13
Yes, all of the time	8

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

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

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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"	58
Does your school...	
help students resolve conflicts with one another?	
No, never	4
Yes, some of the time	35
Yes, most of the time	48
Yes, all of the time	13
teach students to understand how other students think and feel?	
No, never	13
Yes, some of the time	61
Yes, most of the time	17
Yes, all of the time	9
teach students to feel responsible for how they act?	
No, never	0
Yes, some of the time	30
Yes, most of the time	61
Yes, all of the time	9
teach students to care about each other and treat each other with respect?	
No, never	9
Yes, some of the time	17
Yes, most of the time	26
Yes, all of the time	48

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

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Table A7.2

Teachers Checking on how Students are Feeling

	Grade 5 %
No, never	9
Yes, some of the time	57
Yes, most of the time	30
Yes, all of the time	4

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

Table A7.3

Students at School Motivated to Learn

	Grade 5 %
No, never	13
Yes, some of the time	61
Yes, most of the time	13
Yes, all of the time	13

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

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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"	24
Do teachers treat students fairly?	
No, never	46
Yes, some of the time	29
Yes, most of the time	13
Yes, all of the time	13
Are the school rules fair?	
No, never	52
Yes, some of the time	30
Yes, most of the time	17
Yes, all of the time	0
Do teachers and other grown-ups at school treat students with respect?	
No, never	9
Yes, some of the time	70
Yes, most of the time	17
Yes, all of the time	4
Are students treated fairly when they break school rules?	
No, never	43
Yes, some of the time	26
Yes, most of the time	26
Yes, all of the time	4

Question ES A.22, 23, 44-46: Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?

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

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Table A8.2

Clarity of Rules

	Grade 5 %
Do students know what the rules are?	
No, never	4
Yes, some of the time	26
Yes, most of the time	52
Yes, all of the time	17

Question ES A.49: Do students know what the rules are?

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

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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"	69
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	23
Yes, most of the time	59
Yes, all of the time	18
Do you follow the playground rules at recess and lunch times? *(In-School Only)*	
No, never	0
Yes, some of the time	27
Yes, most of the time	50
Yes, all of the time	23
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	41
Yes, most of the time	50
Yes, all of the time	9
Are you nice to other students?	
No, never	5
Yes, some of the time	27
Yes, most of the time	55
Yes, all of the time	14

Question ES A.63-66: 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.*

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Table A8.4

**Students at School Well Behaved**

	Grade 5 %
No, never	26
Yes, some of the time	52
Yes, most of the time	17
Yes, all of the time	4

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

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

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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	5
Yes, some of the time	50
Yes, most of the time	32
Yes, all of the time	14
Do you feel safe on your way to and from school?	
No, never	5
Yes, some of the time	18
Yes, most of the time	50
Yes, all of the time	27

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

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Table A9.2

Violence Victimization Scale Questions

	Grade 5 %
Violence victimization *(In-School Only)*	
Average reporting "Yes"	64
Do other kids hit or push you at school when they are not just playing around? *(In-School Only)*	
No, never	32
Yes, some of the time	50
Yes, most of the time	5
Yes, all of the time	14
Do other kids at/from school spread mean rumors or lies about you?	
No, never	41
Yes, some of the time	50
Yes, most of the time	0
Yes, all of the time	9
Do other kids at/from school call you bad names or make mean jokes about you?	
No, never	36
Yes, some of the time	50
Yes, most of the time	0
Yes, all of the time	14

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

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

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Table A9.3

Cyberbullying, Past 30 Days

	Grade 5 %
No, never	77
Yes, some of the time	18
Yes, most of the time	0
Yes, all of the time	5

Question ES A.67: During the past 30 days, did kids spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A9.4

Been Teased About Body Image

	Grade 5 %
No	55
Yes	45

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

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

Table A9.5

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

	Grade 5 %
Brought a gun or knife to school	
No	95
Yes	5
Saw another kid with a gun or knife at school	
No	32
Yes	68

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

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

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Table A9.6

Antibullying Climate Scale Questions

	Grade 5 %
Antibullying climate	
Average reporting "Yes, most of the time" or "Yes, all of the time"	59
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	5
Yes, some of the time	5
Yes, most of the time	9
Yes, all of the time	82
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	5
Yes, some of the time	36
Yes, most of the time	41
Yes, all of the time	18
Students at/from your school try to stop bullying when they see it happening.	
No, never	18
Yes, some of the time	55
Yes, most of the time	14
Yes, all of the time	14

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

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

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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"	86
Does a parent or some other grown-up at home...	
believe that you can do a good job?	
No, never	0
Yes, some of the time	14
Yes, most of the time	32
Yes, all of the time	55
want you to do your best?	
No, never	5
Yes, some of the time	9
Yes, most of the time	14
Yes, all of the time	73

Question ES A.91, 92: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?

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

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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"	61
Does a parent or some other grown-up at home...	
care about your schoolwork?	
No, never	5
Yes, some of the time	9
Yes, most of the time	23
Yes, all of the time	64
ask if you did your homework/schoolwork?	
No, never	9
Yes, some of the time	14
Yes, most of the time	14
Yes, all of the time	64
check your homework/schoolwork?	
No, never	27
Yes, some of the time	32
Yes, most of the time	27
Yes, all of the time	14
ask you about school?	
No, never	9
Yes, some of the time	32
Yes, most of the time	27
Yes, all of the time	32
ask you about your grades?	
No, never	18
Yes, some of the time	41
Yes, most of the time	32
Yes, all of the time	9

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

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

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11. Alcohol and Other Drug (AOD) Use

Table A11.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	41
Alcohol, a full glass	14
Inhalants (to get high)	0
Marijuana (smoke, vape, eat, or drink)	5
None of the above	45
Any of the above	55

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

Table A11.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	5
Yes, a little bad	18
Yes, very bad	77
Marijuana (smoke, vape, eat, or drink)	
No, not bad	5
Yes, a little bad	36
Yes, very bad	45
I don't know what marijuana is	14

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

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12. Tobacco Use and Vaping

Table A12.1

Cigarette Use and Vaping, Lifetime

	Grade 5 %
Ever smoked a cigarette	5
Part of a cigarette, like one or two puffs	0
A whole cigarette	5
Ever vaped	9

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

Table A12.2

Perception of Health Risk of Cigarette Use and Vaping

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	0
Yes, a little bad	0
Yes, very bad	100
Do you think vaping is bad for a person's health?	
No, not bad	0
Yes, a little bad	5
Yes, very bad	95

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

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13. Other Physical and Mental Health Risks

Table A13.1

Frequent Sadness

	Grade 5 %
No, never	32
Yes, some of the time	41
Yes, most of the time	18
Yes, all of the time	9

Question ES A.80: 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	14
Yes, some of the time	36
Yes, most of the time	32
Yes, all of the time	18

Question ES A.79: Do you feel good and happy?
Note: Cells are empty if there are less than 10 respondents.

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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	46
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	63
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.*

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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	83
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	25
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	81
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."*

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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	9
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	8
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	62
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."*

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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	63
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Antibullying climate[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	67
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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."*

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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	50
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	75
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	67
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."*

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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	42
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	58
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	50
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.*

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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	25
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[¶]*Past 30 days.*

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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	75
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	33
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	25
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

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

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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	33
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."*

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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	58
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	0
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	8
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.*

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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	8
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.*

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Table A14.6

Routines by Race/Ethnicity

	Grade 5 %
Eating of breakfast[|]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	50
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	75
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

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

[\|]*This morning.*

[±]*Last night.*

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Table A14.7

Remote Schooling by Race/Ethnicity (Remote Only)

	Grade 5 %
Remote learning frequency (5 days per week)[¶]	
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."*

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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	42
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	50
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."*

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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)*		34
School connectedness[†ψ] *(Remote Only)*		
Academic motivation[†]		61
School boredom[†]		71
Caring adults in school[†]		31
High expectations-adults in school[†]		71
Meaningful participation at school[†]		4
Facilities upkeep[†Φ]		25
Parent involvement in schooling[†]		54
Social and emotional learning supports[†]		57
Antibullying climate[†]		60

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.*

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Table A15.1

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

	Grade 5 Female %	Grade 5 Male %
School Safety and Cyberbullying		
Feel safe at school[†Φ]		43
Feel safe on way to and from school[†Φ]		71
Been hit or pushed[Φ]		64
Mean rumors spread about you		50
Called bad names or target of mean jokes		57
Saw a weapon at school[§Φ]		86
Cyberbullying[¶]		29
School Disciplinary Environment		
Rule clarity[†]		67
Students well behaved[†]		27
Students treated fairly when break rules[†]		27
Students treated with respect[†]		13
Substance Use		
Alcohol or drug use[φ]		50
Marijuana use[φ]		7
Cigarette use[φ]		7
Vaping[φ]		14

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."*

[Φ]*In-school only.*

[§]*Past year.*

[¶]*Past 30 days.*

[φ]*Lifetime.*

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Table A15.2

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

	Grade 5	
	Female %	Male %
Routines		
Eating of breakfast[|]		75
Late bedtime (after 10 pm)$^{\pm}$		44
Remote Schooling		
Remote learning frequency (5 days per week)$^{\P\delta}$		
Synchronous instruction (4 days or more)$^{\|\delta}$		
Meaningful opportunities$^{\dagger\delta}$		
Mental Health		
Frequent sadness†		21
Wellness†		57

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

[|]*This morning.*

$^{\pm}$*Last night.*

¶*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

2023-24 CHKS Elementary Survey Response Rates

Eligible Schools	5th %
Arena Elementary	92

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.
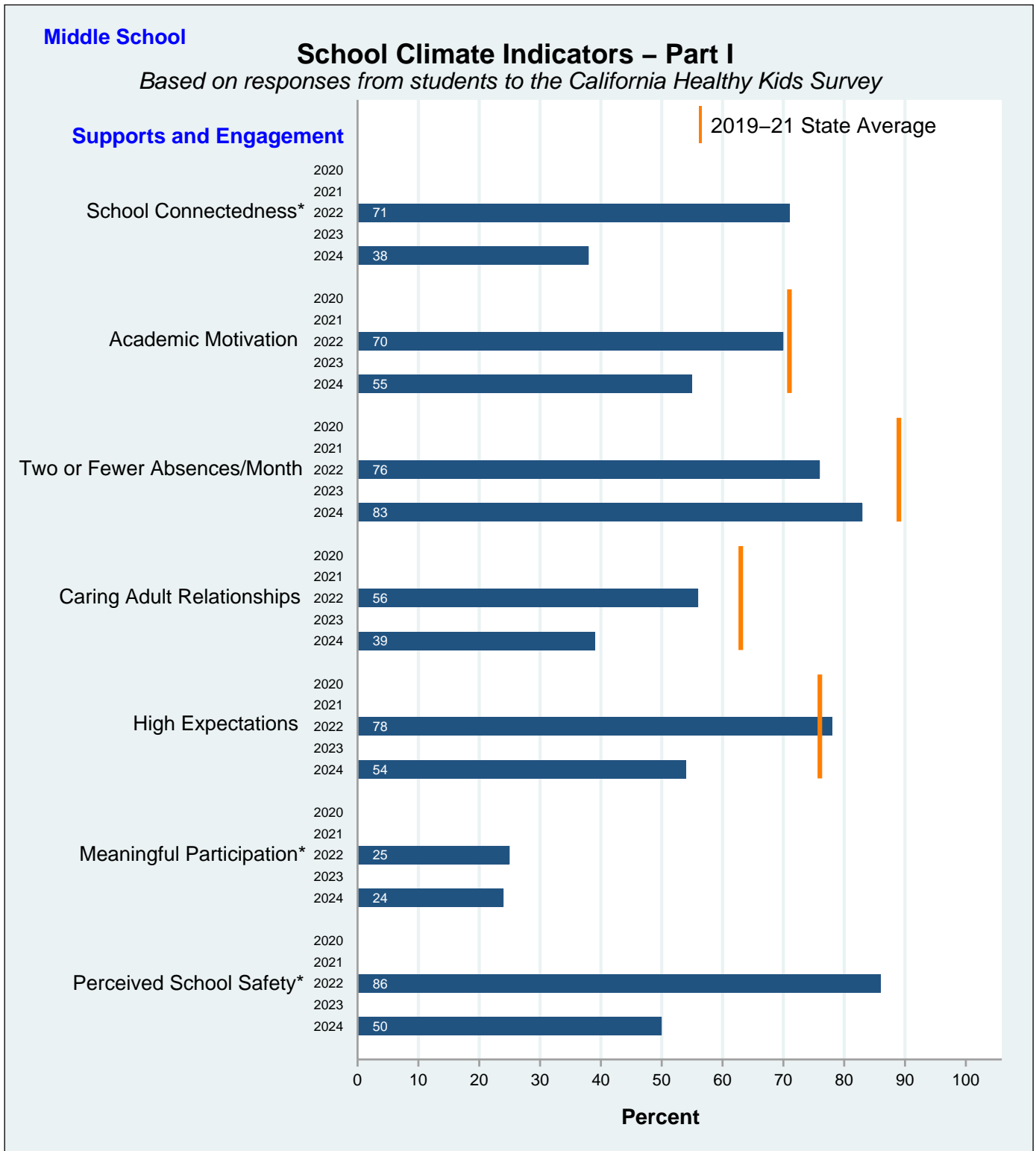
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School Climate Report Card (Middle School)—2023-2024

District: Arena Union Elementary

School: Arena Elementary

Response Rate: 78% (2022), 96% (2024)

Date Prepared: 17 Apr 2024

Middle School

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

Supports and Engagement

| 2019–21 State Average |

Chart showing School Climate Indicators with values by year:

School Connectedness*
- 2022: 71
- 2024: 38

Academic Motivation
- 2022: 70
- 2024: 55

Two or Fewer Absences/Month
- 2022: 76
- 2024: 83

Caring Adult Relationships
- 2022: 56
- 2024: 39

High Expectations
- 2022: 78
- 2024: 54

Meaningful Participation*
- 2022: 25
- 2024: 24

Perceived School Safety*
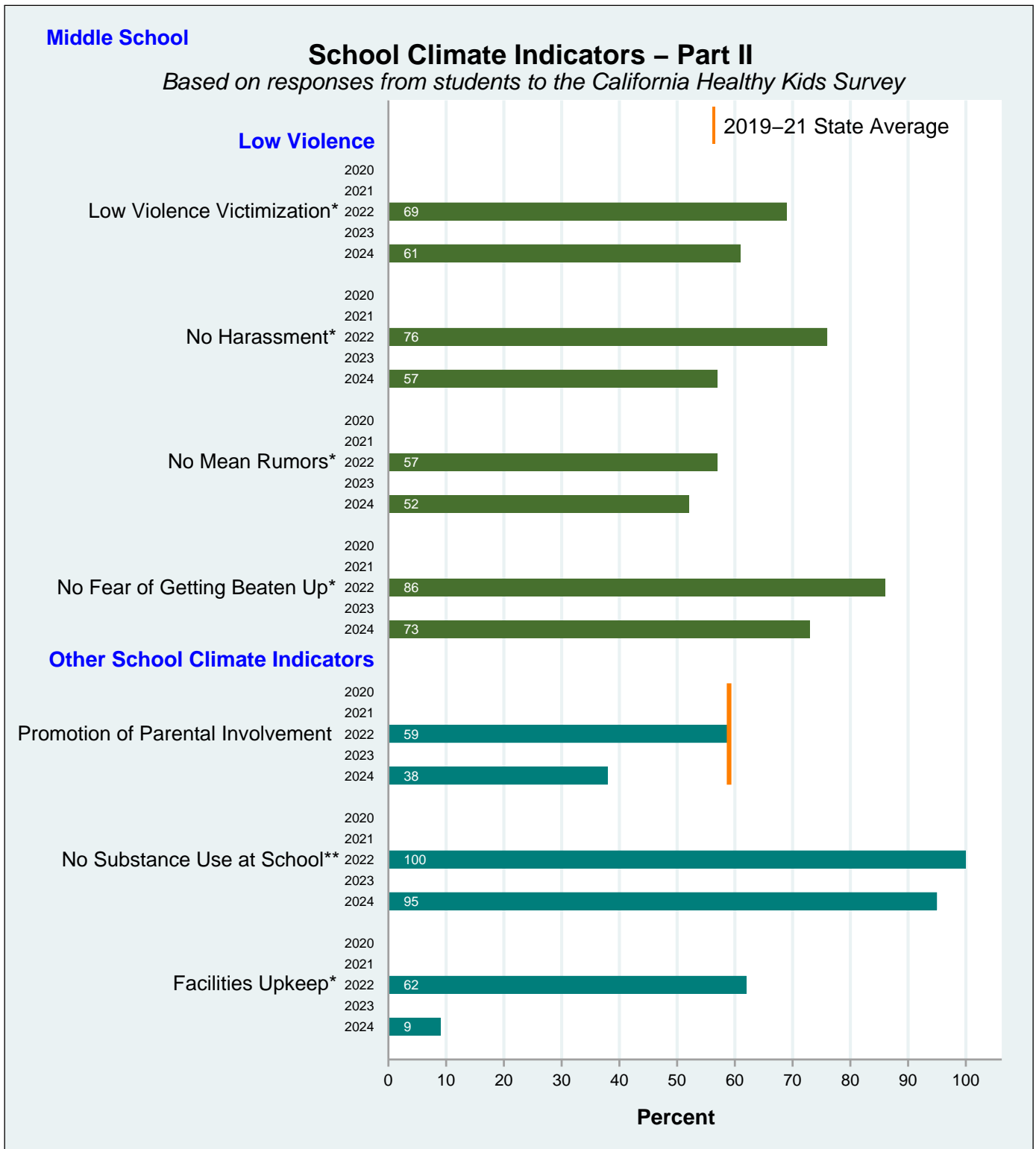- 2022: 86
- 2024: 50

Percent (x-axis: 0 to 100)

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

School Climate Report Card (Middle School)—2023-2024

District: Arena Union Elementary

Date Prepared: 17 Apr 2024

School: Arena Elementary

Middle School

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

| 2019–21 State Average

Low Violence

Low Violence Victimization*
- 2022: 69
- 2024: 61

No Harassment*
- 2022: 76
- 2024: 57

No Mean Rumors*
- 2022: 57
- 2024: 52

No Fear of Getting Beaten Up*
- 2022: 86
- 2024: 73

Other School Climate Indicators

Promotion of Parental Involvement
- 2022: 59
- 2024: 38

No Substance Use at School**
- 2022: 100
- 2024: 95

Facilities Upkeep*
- 2022: 62
- 2024: 9

Percent

Notes: * In-school or Hybrid instructional models only (2021); ** In-school instructional model only (2021).

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School Climate Report Card (Middle School)—2023-2024

District: Arena Union Elementary   Date Prepared: 17 Apr 2024

School: Arena Elementary

Other Indicators

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

	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2024 (%)	Change
Try hard on school work	–	–	90	–	70	-20
Three or more absences per month	–	–	24	–	17	-7
Feel a part of the school*	–	–	67	–	36	-31
School is really boring	∼	∼	30	–	41	+11
School is worthless and a waste of time	∼	∼	5	–	23	+18
Harassed or bullied at school*	–	–	24	–	43	+19
Parents feel welcome to participate at this school	–	–	80	–	52	-28
School is usually clean and tidy§*	–	–	62	–	9	-53
Experienced chronic sadness/hopelessness	–	–	33	–	61	+28

Notes: * In-school or Hybrid instructional models only (2021).

∼ Data were not collected.

§ In-school instructional model only (2022 and 2023).

A hyphen (–) is shown if there are no data or insufficient responses.

CDS code: 23655576025092

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools.

Most of the subdomain scores are calculated by averaging the percentage of respondents who report the top two response categories on the survey items that comprise each scale. For example, "School Connectedness," "Academic Motivation," "Promotion of Parental Involvement," and "Facilities Upkeep" are computed by averaging the percentage of respondents who report "Agree" or "Strongly agree" on the survey items that comprise the scale; "Caring Adult Relationships," "High Expectations," and "Meaningful Participation" are calculated by averaging the percentage of respondents who report "Pretty much true" or "Very much true" on the survey items that comprise the scale; and "Perceived School Safety" is measured by the percentage of students who report that they feel "Safe" or "Very safe" at school.

"Two or Fewer Absences per Month" – a measure of low chronic absenteeism – is measured by the percentage of students who report missing two or fewer days of school in the month prior to the survey. "Low Violence Victimization," "No Harassment," "No Mean Rumors," and "No Fear of Getting Beaten Up" represent the percentage of students who reported not being victimized.

A value of 60 on the "School Connectedness" indicator, for example, means that on average, students report "Agree" or "Strongly agree" on three of the five "School Connectedness" survey items.

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

(1) School Connectedness (5 items)
- o   I feel close to people at/from this school.
- o   I am happy with/to be at this school.
- o   I feel like I am part of this school.
- o   The teachers at this school treat students fairly.
- o   I feel safe in my school.

(2) Academic Motivation (4 items)
- o   I try hard to make sure that I am good at my schoolwork.
- o   I try hard on my schoolwork because I am interested in it.
- o   I work hard to try to understand new things when doing my schoolwork.
- o   I am always trying to do better in my schoolwork.

(3) Two or Fewer Absences per Month (1 item)
- o   In the past 30 days, how often did you miss an entire day of school/remote learning classes for any reason?

(4) Caring Adult Relationships (3 items)
There is a teacher or some other adult from my school...
- o   who really cares about me.
- o   who notices when I'm not there.
- o   who listens to me when I have something to say.

(5) High Expectations (3 items)

There is a teacher or some other adult from my school...
- o who tells me when I do a good job.
- o who always wants me to do my best.
- o who believes that I will be a success.

(6) Meaningful Participation (5 items)

At school/When I participate in school,...
- o I do interesting activities.
- o I help decide things like class activities or rules.
- o I do things that make a difference.
- o I have a say in how things work.
- o I help decide school activities or rules.

(7) Perceived School Safety (1 item)
- o How safe do you feel when you are at school?

(8) Low Violence Victimization (8 items)

During the past 12 months, how many times on school property have you...
- o been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?
- o been afraid of being beaten up?
- o had mean rumors or lies spread about you?
- o had sexual jokes, comments, or gestures made to you?
- o been made fun of because of your looks or the way you talk?
- o had your property stolen or deliberately damaged, such as your car, clothing, or books?
- o been made fun of, insulted, or called names?
- o During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

(9) No Harassment (7 items)

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons? [Remote only]
- o Your race, ethnicity, or national origin
- o Your religion
- o Your gender
- o Because you are gay, lesbian, or bisexual or someone thought you were
- o A physical or mental disability
- o You are an immigrant or someone thought you were
- o Any other reason

(10) No Mean Rumors (1 item)
- o During the past 12 months, how many times on school property have you had mean rumors or lies spread about you?

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(11) No Fear of Getting Beaten Up (1 item)
  o During the past 12 months, how many times on school property have you been afraid of being beaten up?

(12) Promotion of Parental Involvement (3 items)
  o Teachers at this school communicate with parents about what students are expected to learn in class.
  o Parents feel welcome to participate at this school.
  o School staff take parent concerns seriously.

(13) No Substance Use at School (6 items)
  During the past 30 days, on how many days on school property did you...
  o smoke cigarettes?
  o use smokeless tobacco (dip, chew, or snuff)?
  o vape?
  o have at least one drink of alcohol?
  o use marijuana (smoke, vape, eat, or drink)?
  o use any other drug, pill, or medicine to get "high" or for reasons other than medical?

(14) Facilities Upkeep (1 item)
  o My school is usually clean and tidy.

Results are based on responses from 7th grade students on the California Healthy Kids Survey. Results are not included if less than 50% of students or less than 15 respondents provided data.

For the 2020-21 school year, results on student indicators that are only applicable to the In-school or Hybrid instructional models are reported if at least 10% of the respondents have indicated that they attended school in person or participated in hybrid classes. These results should be interpreted cautiously if few students attended school in person when the survey was administered.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at 562-799-5481 or czheng@wested.org.

State Averages

State averages are based on responses from 7th grade students who provided data on the Biennial State California Healthy Kids Survey during the 2019-2020 and 2020-2021 school years.

The state average for questions about experiences in school buildings – including questions about school connectedness, school violence, victimization, school safety, and substance use in school – were not available because students attending school remotely could not answer these questions in the 2020-21 school year.

State Averages of School Climate Indicators

Indicator	State 2019-21 (%)		Indicator	State 2019-21 (%)
Supports and Engagement			**Low Violence**	
School Connectedness	na		Low Violence Victimization	na
Academic Motivation	71		No Harassment	na
Two or Fewer Absences per Month	89		No Mean Rumors	na
Caring Adult Relationships	63		No Fear of Getting Beaten Up	na
High Expectations	76		**Other School Climate Indicators**	
Meaningful Participation	na		Promotion of Parental Involvement	59
Perceived School Safety	na		No Substance Use at School	na
			Facilities Upkeep	na

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)

- Try hard on school work – "agree" or "strongly agree" that I try hard to make sure I am good at school work.

- Three or more absences per month – missed school on three or more days in the past 30 days.

- Feel a part of the school – "agree" or "strongly agree" that I am a part of this school.

- School is really boring – agree that school is really boring (rating of 7 or higher on a 0–10 scale).

- School is worthless and a waste of time – agree that school is worthless and a waste of time (rating of 7 or higher on a 0–10 scale).

- Harassed or bullied at school – harassed or bullied on school property in the past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) you are gay, lesbian, or bisexual or someone thought you were; (e) a physical or mental disability; (f) you are an immigrant or someone thought you were; (g) any other reason.

- Parents feel welcome to participate at this school – "agree" or "strongly agree" that parents feel welcome to participate at this school.

- School is usually clean and tidy – "agree" or "strongly agree" that school is usually clean and tidy.

- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

CalSCHLS

WestEd
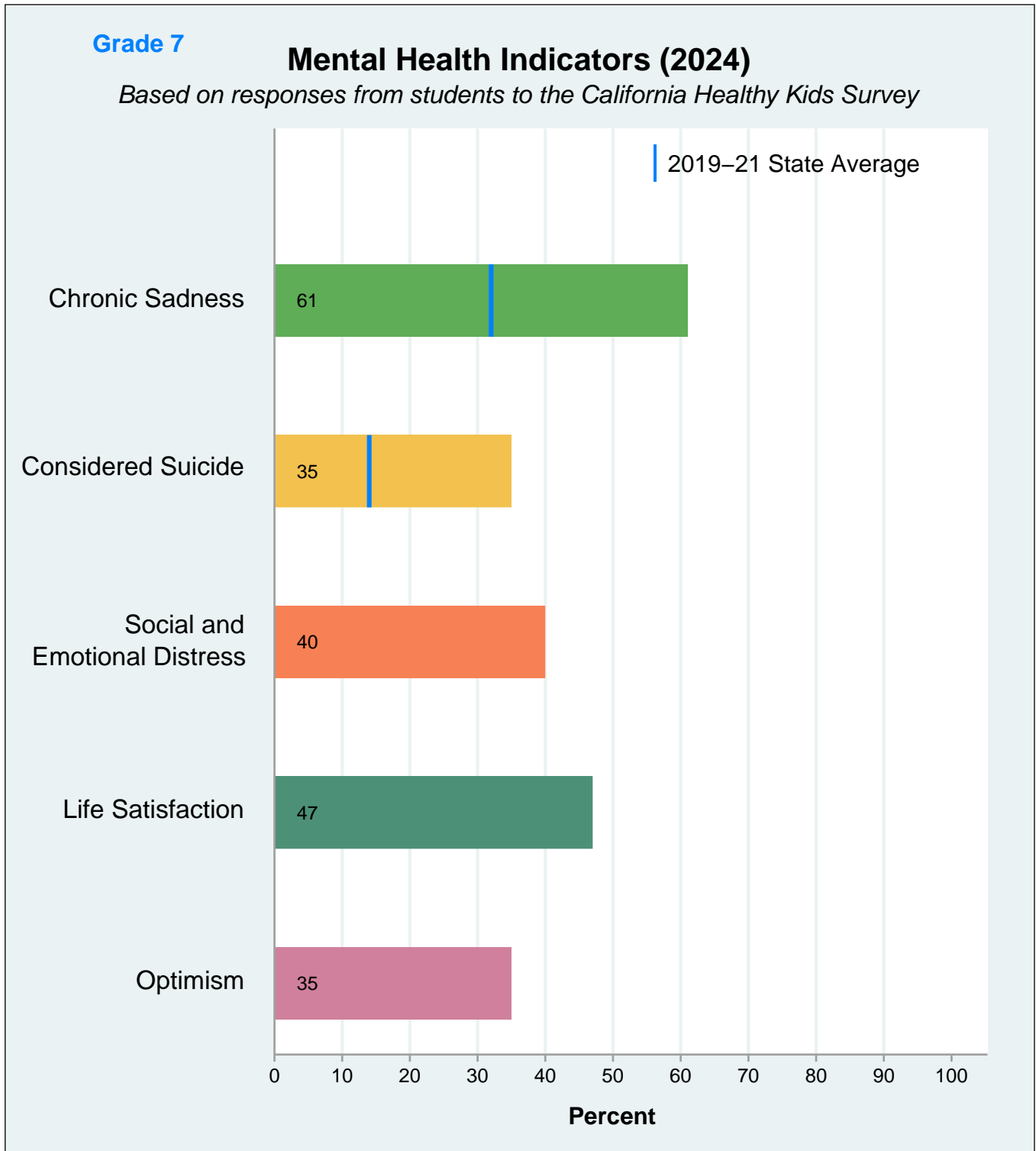
Mental Health Report—2023-2024

District: Arena Union Elementary

Date Prepared: 19 Apr 2024

School: Arena Elementary

Number of Responses: 23 (Grade 7)

Response Rate: 96% (Grade 7)

Grade 7

Mental Health Indicators (2024)

Based on responses from students to the California Healthy Kids Survey

2019–21 State Average

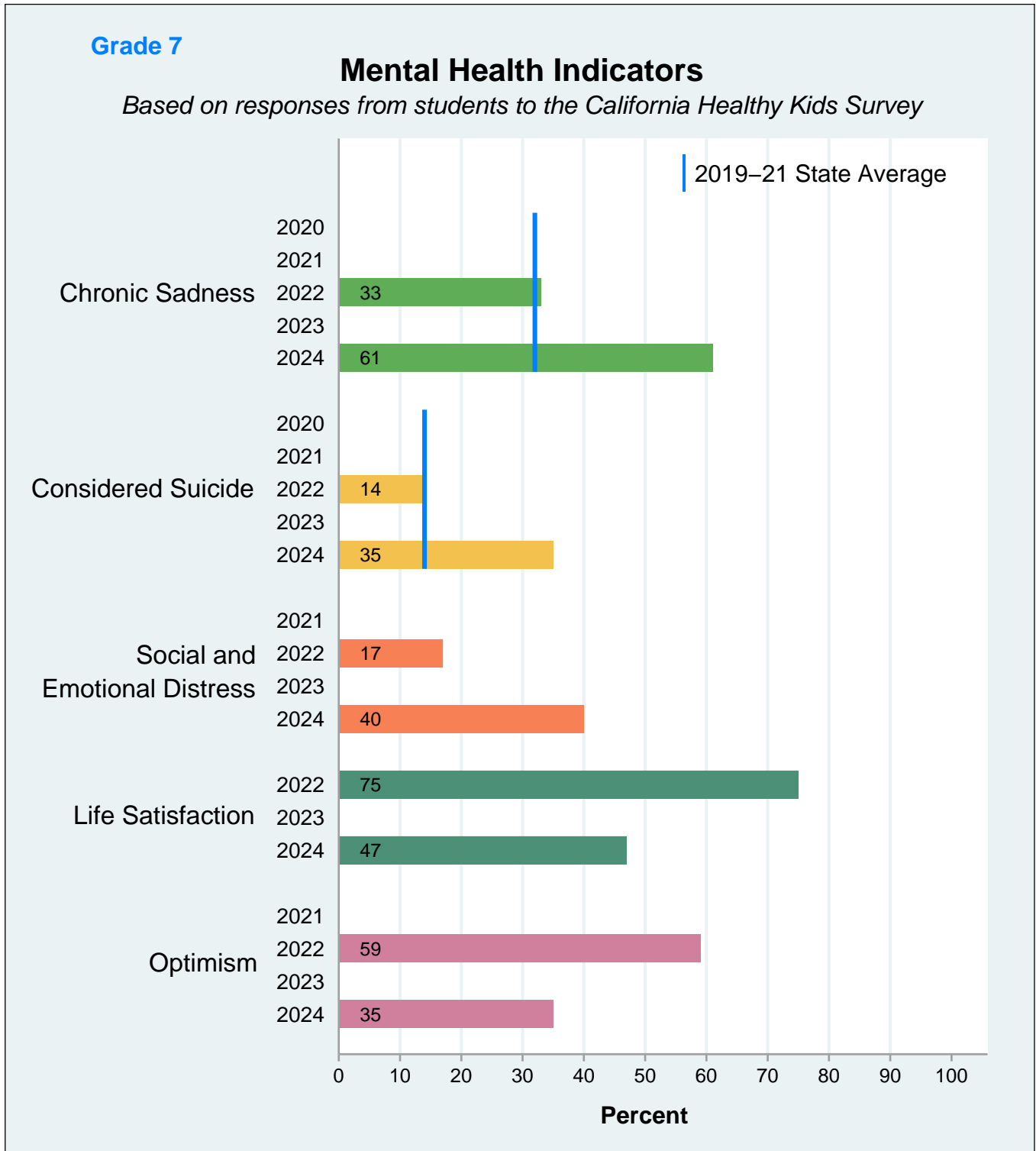| Indicator	Percent
Chronic Sadness	61
Considered Suicide	35
Social and Emotional Distress	40
Life Satisfaction	47
Optimism	35

Percent

Mental Health Report (Grade 7)—2023-2024

District: Arena Union Elementary
School: Arena Elementary
Number of Responses: 21 (2022), 23 (2024)
Response Rate: 78% (2022), 96% (2024)

Date Prepared: 19 Apr 2024

Grade 7

Mental Health Indicators

Based on responses from students to the California Healthy Kids Survey

2019–21 State Average

Indicator	Year	Percent
Chronic Sadness	2020	
	2021	
	2022	33
	2023	
	2024	61
Considered Suicide	2020	
	2021	
	2022	14
	2023	
	2024	35
Social and Emotional Distress	2021	
	2022	17
	2023	
	2024	40
Life Satisfaction	2022	75
	2023	
	2024	47
Optimism	2021	
	2022	59
	2023	
	2024	35

Percent

Mental Health Report—2023-2024

District: Arena Union Elementary

School: Arena Elementary

Date Prepared: 19 Apr 2024

Mental Health Indicator Trends by Grade

	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
Chronic sadness					
Grade 7	—	—	33	—	61
Considered suicide					
Grade 7	—	—	14	—	35
Social and emotional distress					
Grade 7	~	—	17	—	40
Life satisfaction					
Grade 7	~	~	75	—	47
Optimism					
Grade 7	~	—	59	—	35

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?

"Chronic Sadness" is measured by the percentage of students who report feeling so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities during the past 12 months. "Considered Suicide" – a measure of suicide ideation – is assessed by the percentage of students who report that they seriously considered attempting suicide in the past year.

The other three indicators, "Social and Emotional Distress," "Life Satisfaction," and "Optimism," are based on multiple items. The scores are calculated by averaging the percentage of students who report the top-two response categories on the survey items that comprise each scale. "Social and Emotional Distress" and "Optimism" are computed by averaging the percentage of respondents who report "Pretty much true" or "Very much true" on the survey items that comprise the scale. "Life Satisfaction" is calculated by averaging the percentage of respondents who report "Satisfied" or "Very satisfied" on the survey items that comprise the scale. Students' satisfaction with their life experiences is a widely used wellness indicator. High life satisfaction is related to other positive resilience experiences (e.g., high level of school belonging) and fewer mental health challenges.

A value of 60 on the "Life Satisfaction" indicator, for example, means that on average, students report "Satisfied" or "Very satisfied" on three of the five "Life Satisfaction" survey items.

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

(1) Chronic Sadness (1 item)
- o During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

(2) Considered suicide (1 item)
- o During the past 12 months, did you ever seriously consider attempting suicide?

(3) Social and Emotional Distress[1] (5 items)
Over the past 30 days, how true do you feel these statements are about you?
- o I had a hard time relaxing.
- o I felt sad and down.
- o I was easily irritated.
- o It was hard for me to cope and I thought I would panic.
- o It was hard for me to get excited about anything.

(4) Life Satisfaction[2] (5 items)
I would describe my satisfaction with...
- o my family life as...
- o my friendships as...
- o my school experience as...
- o myself as...
- o where I live as...

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1 Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the Social Emotional Distress Scale to support complete mental health screening. *Assessment for Effective Intervention, 43,* 241–248. https://doi.org/10.1177/1534508417749871

2 Huebner, E. S., Suldo, S. M., Valois, R. F., & Drane, J. W. (2006). The brief multidimensional students' life satisfaction scale: Sex, race, and grade effects for applications with middle school students. *Applied Research in Quality of Life, 1,* 211. https://link.springer.com/article/10.1007/s11482-006-9016-9

(5) Optimism[3] (3 items)
- o   Each day I look forward to having a lot of fun.
- o   I usually expect to have a good day.
- o   Overall, I expect more good things to happen to me than bad things.

Results are based on responses from students in grades 7, 9, or 11, or respondents attending non-traditional (Non-Trad.) schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools.

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

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

State Averages

State averages are based on responses from students in grades 7, 9, or 11, or respondents attending continuation high schools who provided data on the Biennial State California Healthy Kids Survey during the 2019-2020 and 2020-2021 school years.

The state average for "Social and Emotional Distress," "Life Satisfaction," and "Optimism" are not available for the 2019-2021 period because the survey questions were not asked in one or both of the academic years.

2019-21 State Averages of Mental Health Indicators

Indicator	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)	Non-Trad. (%)
Chronic sadness	32	37	42	38
Considered suicide	14	15	16	14
Social and emotional distress	∼	∼	∼	∼
Life satisfaction	∼	∼	∼	∼
Optimism	∼	∼	∼	∼

Note: A tilde (∼) is shown if data were not collected.

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[3] Furlong, M. J., You, S., Renshaw, T. L. ,Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research, 117,* 1011–1032. https://link.springer.com/article/10.1007/s11205-013-0373-0

CALIFORNIA HEALTHY KIDS SURVEY

Arena Elementary
Secondary
2023-2024
Main Report

California Department of EDUCATION

WestEd
WestEd.org

Date prepared: 4 Apr 2024
CDS code: 23655576025092

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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 2023-24 *California Healthy Kids Survey* (CHKS) for schools within this school. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

The CalSCHLS technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs. The Appendix is a brief guide to key CHKS Core Module indicators designed to help survey users more easily understand and interpret their findings.

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

Core Module

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

- student grades, truancy, boredom at school, attendance, academic motivation, and school connectedness, as indicators of engagement;

- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;

- perceived school safety, bullying, and victimization; and

- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

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

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

Behavioral Health Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

LCAP Subgroup Results

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core and School Climate Modules, trends over time, and disparities in survey outcomes across subgroups. Group differences across LCAP subgroups and other characteristics (e.g., chronic sadness) can be examined. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

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

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, sexual orientation, gender identity, and many other characteristics (LCAP subgroups, chronic sadness, caring relationships); and
- examine data trends over time overall and by different demographic groups.

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

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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 ca-safe-supportive-schools.wested.org/subscribe/.

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

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

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NEXT STEPS

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

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

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified school and student needs and into developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) or email calschls@wested.org.

Compare Results with Other Data

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

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

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

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

- **Similar District and Statewide Results**. The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

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

Request Additional Reports and Data

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

School Climate Report Card, Mental Health Report, and School Boredom Report

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

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

Disaggregated Reports

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

Additional Analysis of Data

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

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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

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

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
Student Sample Size			
Target sample	22	24	23
Final number	21	24	18
Response Rate	95%	100%	78%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	21	23	18
Remote learning only	0	1	0

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2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness†# *(In-School Only)*	55	38	33	A6.4
School connectedness†ψ *(Remote Only)*				A6.4
Academic motivation†	61	55	58	A6.4
School is really boring±	52	41	67	A6.11
School is worthless and a waste of time±	30	23	22	A6.11
Monthly Absences (3 or more)	57	17	28	A6.2
Maintaining focus on schoolwork†Γ	37	0	6	A6.10
Caring adult relationships‡	60	39	35	A6.4
High expectations‡	62	54	50	A6.4
Meaningful participation‡	24	24	16	A6.4
Facilities upkeep†Φ	30	9	11	A6.15
Promotion of parental involvement in school†	52	38	35	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safeΦ	52	50	33	A8.1
Experienced any harassment or bullying§	20	43	50	A8.2
Had mean rumors or lies spread about you§	26	48	28	A8.3
Been afraid of being beaten up§Φ	15	27	22	A8.3
Been in a physical fight§Φ	30	18	17	A8.4
Seen a weapon on campus§Φ	10	9	0	A8.6
Cyberbullying§	19	43	39	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.*

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Table A2.2

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

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use[¶]	5	17	33	A9.5
Current tobacco use[¶]	0	4	11	A10.6
Current marijuana use[¶]	5	4	6	A9.5
Current binge drinking[¶]	0	4	11	A9.5
Very drunk or "high" 7 or more times, ever	0	4	18	A9.7
Been drunk or "high" on drugs at school, ever	0	4	18	A9.9
Current cigarette smoking[¶]	0	4	0	A10.4
Current use of vape products[¶]	0	4	22	A10.4
Current tobacco vaping[¶]	0	4	11	A10.5
Current marijuana vaping[¶]	0	4	6	A10.5
Routines				
Eating of breakfast[ǀ]	62	61	50	A4.1
Bedtime (at 12 am or later)	19	22	39	A4.2
Remote Schooling				
Remote learning frequency (5 days per week)[¶δ]				A5.1
Synchronous instruction (4 days or more)[‖δ]				A5.1
Interest in schoolwork done from home[†δ]				A5.3
Meaningful opportunities[‡δ]				A5.2
Social and Emotional Health				
Social emotional distress[‡]	16	40	39	A7.5
Experienced chronic sadness/hopelessness[§]	19	61	61	A7.1
Considered suicide[§]	14	35	22	A7.2
Optimism[‡]	51	35	37	A7.3
Life satisfaction[∓]	69	47	58	A7.4

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

[¶]*Past 30 days.*

[ǀ]*Today.*

[δ]*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.*

[∓]*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

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3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	100	96	100
Remote Learning Model	0	4	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male	43	29	28
Female	48	67	67
Nonbinary	10	0	0
Something else	0	4	6

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

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

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Table A3.3

Sexual Orientation

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	86	88	83
Lesbian or Gay	5	0	0
Bisexual	0	8	11
Something else	5	0	0
Not sure	0	0	0
Decline to respond	5	4	6

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 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	90	83	94
Yes, I am transgender	0	4	0
I am not sure if I am transgender	0	4	0
Decline to respond	10	8	6

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.

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Table A3.5

Race or Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	14	0	0
Asian or Asian American, non-Hispanic	0	0	0
Black or African American, non-Hispanic	0	4	6
Hispanic or Latinx	62	75	61
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0
White, non-Hispanic	14	13	28
Multiracial, non-Hispanic	5	8	0
Something else, non-Hispanic	5	0	6

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 Arrangements and Housing Status

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	81	96	94
Other relative's home	5	0	0
A home with more than one family	14	4	6
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	0	0	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.

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Table A3.7

Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Home with one or more parent or guardian	81	96	94
Foster home	0	0	0
Homeless	0	0	0
Other living arrangement	19	4	6

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

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

Category "Homeless" includes "Friend's home," "Hotel or motel," and "Shelter, car, campground, or other transitional or temporary housing."

Category "Other living arrangement" includes "Other relative's home," "A home with more than one family," and "Other living arrangement."

Table A3.8

Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	0	4	18
Graduated from high school	38	38	29
Attended college but did not complete four-year degree	5	17	6
Graduated from college	10	21	29
Don't know	48	21	18

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.

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Table A3.9

Special Education Services

	Grade 6 %	Grade 7 %	Grade 8 %
No	71	61	72
Yes	5	13	11
Don't know	24	26	11
Prefer not to say	0	0	6

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

Table A3.10

English Learner Program Designation

	Grade 6 %	Grade 7 %	Grade 8 %
No	62	61	72
Yes	14	35	17
Don't know	24	4	11

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

Table A3.11

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

	Grade 6 %	Grade 7 %	Grade 8 %
Not currently in English Learner Program	81	64	81
Less than 7 years (EL)	19	23	6
7 years or more (LTEL)	0	14	13

Question HS/MS A.13, 14: Are you in the English Learner Program at school?... How many years have you been in the English Learner Program across all schools you've attended?
Notes: Cells are empty if there are less than 10 respondents.
Category "Less than 7 years (EL)" includes responses "Less than 3 years," "3 to 4 years," and "5 to 6 years."

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Table A3.12

Language Spoken at Home

	Grade 6 %	Grade 7 %	Grade 8 %
English	67	75	67
Spanish	33	25	33
Mandarin	0	0	0
Cantonese	0	0	0
Taiwanese	0	0	0
Tagalog	0	0	0
Vietnamese	0	0	0
Korean	0	0	0
Arabic	0	0	0
Other	0	0	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 A3.13

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

	Grade 6 %	Grade 7 %	Grade 8 %
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.

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Table A3.14

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

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	71	77	89
1 day	10	9	6
2 days	10	5	0
3 days	0	5	6
4 days	0	0	0
5 days	10	5	0

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

Table A3.15

Military Connections

	Grade 6 %	Grade 7 %	Grade 8 %
No	95	92	94
Yes	5	0	6
Don't know	0	8	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 6 %	Grade 7 %	Grade 8 %
No	38	39	50
Yes	62	61	50

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

Table A4.2

Bedtime

	Grade 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	0	4	6
7:00-7:59 pm	0	0	0
8:00-8:59 pm	5	4	0
9:00-9:59 pm	29	30	11
10:00-10:59 pm	38	30	33
11:00-11:59 pm	10	9	11
12:00-12:59 am	5	9	17
After 1:00 am	14	13	22
Bedtime at 12 am or later	19	22	39

Question HS/MS A.16: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

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5. Remote Schooling

Table A5.1

Remote Schooling Schedule and Instructional Time (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Time spent on learning and completing schoolwork from home on the average weekday			
Less than 1 hour			
Between 1 and 2 hours			
Between 2 and 3 hours			
Between 3 and 4 hours			
Between 4 and 5 hours			
More than 5 hours			
Number of days in the past week participating in an online class from home where your teacher talked to students			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			
Number of weekdays participating in school from home for the entire school day			
0 days			
1 day			
2 days			
3 days			
4 days			
5 days			

Question HS/MS A.20-22: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day?.. On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?
Note: Cells are empty if there are less than 10 respondents.

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Table A5.2

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

	Grade 6 %	Grade 7 %	Grade 8 %
Not at all true			
A little true			
Pretty much true			
Very much true			

Question HS/MS A.49: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

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

	Grade 6 %	Grade 7 %	Grade 8 %
Strongly disagree			
Disagree			
Neither disagree nor agree			
Agree			
Strongly agree			

Question HS/MS A.40: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

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6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's	0	17	28
A's and B's	48	52	39
Mostly B's	10	4	11
B's and C's	24	13	17
Mostly C's	5	4	0
C's and D's	0	4	0
Mostly D's	5	0	6
Mostly F's	10	4	0

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

Table A6.2

Absences, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	14	30	22
1 day	19	9	11
2 days	10	43	39
3 or more days	57	17	28

Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

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Table A6.3

Reasons for Absence, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	19	26	22
Illness (feeling physically sick), including problems with breathing or your teeth	57	52	44
Were being bullied or mistreated at school *(In-School Only)*	0	0	0
Felt very sad, hopeless, anxious, stressed, or angry	10	26	6
Didn't get enough sleep	14	13	17
Didn't feel safe at school or going to and from school *(In-School Only)*	0	5	0
Had to take care of or help a family member or friend	19	4	6
Wanted to spend time with friends	0	0	6
Used alcohol or drugs	0	4	0
Were behind in schoolwork or weren't prepared for a test or class assignment	0	9	0
Were bored or uninterested in school	5	13	6
Had no transportation to school *(In-School Only)*	0	0	0
Other reason	24	22	17

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

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

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

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Table A6.4

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

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	49	39	34	
Caring relationships-adults in school[‡]	60	39	35	A6.5
High expectations-adults in school[‡]	62	54	50	A6.6
Meaningful participation at school[‡]	24	24	16	A6.7
School connectedness[†#] *(In-School Only)*	55	38	33	A6.8
School connectedness[†ψ] *(Remote Only)*				A6.8
Academic motivation[†]	61	55	58	A6.9
Promotion of parental involvement in school[†]	52	38	35	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 6 %	Grade 7 %	Grade 8 %
Caring relationships-adults in school			
Average reporting "Pretty much true" or "Very much true"	60	39	35
There is a teacher or some other adult from my school...			
who really cares about me.			
Not at all true	10	4	28
A little true	43	48	33
Pretty much true	33	30	22
Very much true	14	17	17
who notices when I'm not there.			
Not at all true	5	22	44
A little true	26	48	17
Pretty much true	53	13	33
Very much true	16	17	6
who listens to me when I have something to say.			
Not at all true	5	17	33
A little true	26	43	39
Pretty much true	47	17	11
Very much true	21	22	17

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

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

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Table A6.6
High Expectations Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
Average reporting "Pretty much true" or "Very much true"	62	54	50
There is a teacher or some other adult from my school...			
who tells me when I do a good job.			
Not at all true	20	13	33
A little true	25	35	33
Pretty much true	35	39	22
Very much true	20	13	11
who always wants me to do my best.			
Not at all true	5	4	22
A little true	25	22	28
Pretty much true	30	30	22
Very much true	40	43	28
who believes that I will be a success.			
Not at all true	5	13	28
A little true	32	52	6
Pretty much true	47	13	28
Very much true	16	22	39

Question HS/MS A.48, 51, 54: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

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Table A6.7

Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
Average reporting "Pretty much true" or "Very much true"	24	24	16
At school/When I participate in school,...			
I do interesting activities.			
Not at all true	5	17	17
A little true	25	30	56
Pretty much true	60	43	22
Very much true	10	9	6
I help decide things like class activities or rules.			
Not at all true	45	22	39
A little true	40	57	33
Pretty much true	5	22	22
Very much true	10	0	6
I do things that make a difference.			
Not at all true	52	43	33
A little true	29	35	61
Pretty much true	19	17	0
Very much true	0	4	6
I have a say in how things work.			
Not at all true	60	52	56
A little true	40	35	33
Pretty much true	0	13	6
Very much true	0	0	6
I help decide school activities or rules.			
Not at all true	67	61	61
A little true	19	26	33
Pretty much true	5	13	0
Very much true	10	0	6

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

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

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Table A6.8
School Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness# *(In-School Only)*			
Average reporting "Agree" or "Strongly agree"	55	38	33
School connectedness$^\psi$ *(Remote Only)*			
Average reporting "Agree" or "Strongly agree"			
I feel close to people at/from this school.			
Strongly disagree	0	4	0
Disagree	10	9	11
Neither disagree nor agree	10	35	44
Agree	65	43	33
Strongly agree	15	9	11
I am happy with/to be at this school.			
Strongly disagree	5	9	11
Disagree	24	13	39
Neither disagree nor agree	5	43	33
Agree	48	26	11
Strongly agree	19	9	6
I feel like I am part of this school.			
Strongly disagree	0	0	17
Disagree	15	9	22
Neither disagree nor agree	40	55	11
Agree	40	36	44
Strongly agree	5	0	6

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

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

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

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

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Table A6.8

School Connectedness Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	10	18	11
Disagree	10	23	22
Neither disagree nor agree	50	41	61
Agree	20	9	0
Strongly agree	10	9	6
I feel safe in my school. *(In-School Only)*			
Strongly disagree	0	5	6
Disagree	5	10	17
Neither disagree nor agree	53	30	28
Agree	42	40	39
Strongly agree	0	15	11

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

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

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Table A6.9

Academic Motivation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Academic motivation			
Average reporting "Agree" or "Strongly agree"	61	55	58
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	10	0	0
Disagree	5	0	0
Neither disagree nor agree	5	30	28
Agree	55	48	39
Strongly agree	25	22	33
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	5	0	6
Disagree	20	26	28
Neither disagree nor agree	40	48	44
Agree	35	22	17
Strongly agree	0	4	6
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	10	0	0
Disagree	5	9	6
Neither disagree nor agree	30	43	22
Agree	45	30	56
Strongly agree	10	17	17
I am always trying to do better in my schoolwork.			
Strongly disagree	5	0	0
Disagree	5	4	0
Neither disagree nor agree	15	17	33
Agree	55	48	39
Strongly agree	20	30	28

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

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

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Table A6.10
Maintaining Focus on Schoolwork

	Grade 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	5	0	0
Disagree	32	0	6
Neither disagree nor agree	11	43	17
Agree	37	30	39
Strongly agree	16	26	39

Question HS/MS A.39: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

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Table A6.11

School Boredom and Value of School

	Grade 6 %	Grade 7 %	Grade 8 %
School boredom			
Low (0-3)	14	18	6
Medium (4-6)	33	41	28
High (7-10)	52	41	67
Value of school			
High (0-3)	50	45	33
Medium (4-6)	20	32	44
Low (7-10)	30	23	22

Question HS/MS A.45, 46: 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

School Boredom Profile Groups - 6th Grade

		School is really boring (Grade 6)										
		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 15%				Mid Boredom & High Value 20%			High Boredom & High Value 15%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Mid Value 15%			High Boredom & Mid Value 5%			
	5											
	6											
	7	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value 30%			
	8											
	9											
	10 Strongly Agree											

Question HS/MS A.45, 46: 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

School Boredom Profile Groups - 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 9%				Mid Boredom & High Value 18%			High Boredom & High Value 18%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Mid Value 14%			High Boredom & Mid Value 9%			
	5											
	6											
	7											
	8	Low Boredom & Low Value$^{\bar{\bar{\wedge}}}$				Mid Boredom & Low Value$^{\bar{\bar{\wedge}}}$			High Boredom & Low Value 14%			
	9											
	10 Strongly Agree											

Question HS/MS A.45, 46: 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 A6.12C

School Boredom Profile Groups - 8th Grade

		School is really boring (Grade 8)										
		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 11%			High Boredom & High Value 22%			
	1											
	2											
	3											
	4	Low Boredom & Mid Value$^{\overline{\overline{\wedge}}}$				Mid Boredom & Mid Value 17%			High Boredom & Mid Value 22%			
	5											
	6											
	7	Low Boredom & Low Value$^{\overline{\overline{\wedge}}}$				Mid Boredom & Low Value$^{\overline{\overline{\wedge}}}$			High Boredom & Low Value 22%			
	8											
	9											
	10 Strongly Agree											

Question HS/MS A.45, 46: 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 A6.13

Promotion of Parental Involvement Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
Average reporting "Agree" or "Strongly agree"	52	38	35
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	0	9	6
Disagree	35	26	11
Neither disagree nor agree	30	35	50
Agree	30	30	17
Strongly agree	5	0	17
Parents feel welcome to participate at this school.			
Strongly disagree	0	0	0
Disagree	6	4	17
Neither disagree nor agree	28	43	44
Agree	50	43	33
Strongly agree	17	9	6
School staff take parent concerns seriously.			
Strongly disagree	0	0	6
Disagree	5	30	28
Neither disagree nor agree	40	39	33
Agree	45	30	22
Strongly agree	10	0	11

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

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

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Table A6.14

Checking Student Progress

	Grade 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	20	35	33
A little true	40	22	44
Pretty much true	25	22	6
Very much true	15	22	17

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

Table A6.15

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

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	0	14	22
Disagree	20	9	28
Neither disagree nor agree	50	68	39
Agree	30	9	6
Strongly agree	0	0	6

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

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7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	81	39	39
Yes	19	61	61

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	86	65	78
Yes	14	35	22

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

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Table A7.3

Optimism Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
Average reporting "Pretty much true" or "Very much true"	51	35	37
Each day I look forward to having a lot of fun.			
Not at all true	11	36	28
A little true	32	18	39
Pretty much true	42	32	28
Very much true	16	14	6
I usually expect to have a good day.			
Not at all true	26	45	22
A little true	26	27	39
Pretty much true	26	18	28
Very much true	21	9	11
Overall, I expect more good things to happen to me than bad things.			
Not at all true	26	39	33
A little true	26	26	28
Pretty much true	21	0	28
Very much true	26	35	11

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

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

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Table A7.4
Life Satisfaction Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
Average reporting "Satisfied" or "Very satisfied"	69	47	58
I would describe my satisfaction with...			
my family life as...			
Very dissatisfied	0	0	0
Dissatisfied	5	0	6
A little dissatisfied	5	5	6
A little satisfied	10	27	11
Satisfied	15	41	56
Very satisfied	65	27	22
my friendships as...			
Very dissatisfied	0	0	0
Dissatisfied	5	14	6
A little dissatisfied	0	9	0
A little satisfied	5	18	6
Satisfied	42	27	56
Very satisfied	47	32	33
my school experience as...			
Very dissatisfied	5	0	6
Dissatisfied	5	23	11
A little dissatisfied	15	18	33
A little satisfied	50	41	22
Satisfied	15	14	22
Very satisfied	10	5	6

Question HS A.163-165/MS A.156-158: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

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Table A7.4

Life Satisfaction Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
I would describe my satisfaction with...			
myself as...			
Very dissatisfied	0	14	17
Dissatisfied	5	18	17
A little dissatisfied	5	9	17
A little satisfied	30	23	22
Satisfied	35	27	17
Very satisfied	25	9	11
where I live as...			
Very dissatisfied	0	5	0
Dissatisfied	5	18	11
A little dissatisfied	0	5	0
A little satisfied	5	18	22
Satisfied	55	23	33
Very satisfied	35	32	33

Question HS A.166, 167/MS A.159, 160: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

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Table A7.5
Social Emotional Distress Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
Average reporting "Pretty much true" or "Very much true"	16	40	39
I had a hard time relaxing.			
Not at all true	42	22	29
A little true	37	43	41
Pretty much true	11	22	18
Very much true	11	13	12
I felt sad and down.			
Not at all true	42	26	28
A little true	37	30	28
Pretty much true	5	26	17
Very much true	16	17	28
I was easily irritated.			
Not at all true	39	13	22
A little true	33	26	22
Pretty much true	17	17	6
Very much true	11	43	50
It was hard for me to cope and I thought I would panic.			
Not at all true	74	39	33
A little true	21	35	33
Pretty much true	0	13	6
Very much true	5	13	28
It was hard for me to get excited about anything.			
Not at all true	63	39	33
A little true	32	26	33
Pretty much true	0	22	11
Very much true	5	13	22

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

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

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8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School *(In-School Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	14	9	6
Safe	38	41	28
Neither safe nor unsafe	29	45	44
Unsafe	19	5	11
Very unsafe	0	0	11

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

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Table A8.2

Reasons for Harassment, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	90	70	67
1 time	5	17	17
2 or more times	5	13	17
Religion			
0 times	95	87	89
1 time	5	4	6
2 or more times	0	9	6
Gender			
0 times	95	87	89
1 time	0	4	11
2 or more times	5	9	0
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	100	96	83
1 time	0	4	0
2 or more times	0	0	17
A physical or mental disability			
0 times	100	91	88
1 time	0	9	0
2 or more times	0	0	12
Any of the above five reasons	15	43	50

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

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

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Table A8.2

Reasons for Harassment, Past 12 Months – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	100	78	94
1 time	0	9	6
2 or more times	0	13	0
Any other reason			
0 times	90	87	83
1 time	10	4	6
2 or more times	0	9	11
Any harassment	20	43	50

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

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

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Table A8.3

School Violence Victimization Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence victimization *(In-School Only)*			
Average reporting "1 or more times"	25	39	36
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	60	64	56
1 time	10	27	11
2 to 3 times	20	9	6
4 or more times	10	0	28
been afraid of being beaten up? *(In-School Only)*			
0 times	85	73	78
1 time	15	18	11
2 to 3 times	0	9	6
4 or more times	0	0	6
During the past 12 months, how many times have you...			
had mean rumors or lies spread about you?			
0 times	74	52	72
1 time	21	17	11
2 to 3 times	0	26	6
4 or more times	5	4	11
had sexual jokes, comments, or gestures made to you?			
0 times	75	70	47
1 time	20	9	18
2 to 3 times	0	9	6
4 or more times	5	13	29

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

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Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
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	90	82	67
1 time	5	18	17
2 to 3 times	0	0	6
4 or more times	5	0	11
been made fun of because of your looks or the way you talk?			
0 times	70	36	56
1 time	15	32	11
2 to 3 times	5	18	22
4 or more times	10	14	11
been made fun of, insulted, or called names?			
0 times	70	43	72
1 time	15	22	11
2 to 3 times	0	17	6
4 or more times	15	17	11
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)	81	57	61
1 time	14	13	17
2 to 3 times	0	17	11
4 or more times	5	13	11

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

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Table A8.4

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

	Grade 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
Average reporting "1 or more times"	10	9	9
During the past 12 months, how many times on school property have you...			
been in a physical fight?			
0 times	70	82	83
1 time	15	9	6
2 to 3 times	10	5	11
4 or more times	5	5	0
been offered, sold, or given an illegal drug?			
0 times	95	90	89
1 time	5	10	11
2 to 3 times	0	0	0
4 or more times	0	0	0
damaged school property on purpose?			
0 times	90	95	94
1 time	0	0	0
2 to 3 times	5	5	6
4 or more times	5	0	0
carried a gun?			
0 times	100	95	100
1 time	0	5	0
2 to 3 times	0	0	0
4 or more times	0	0	0
carried any other weapon (such as a knife or club)?			
0 times	95	91	89
1 time	5	5	11
2 to 3 times	0	0	0
4 or more times	0	5	0

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

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

Table A8.5

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

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
been threatened with harm or injury?			
0 times	90	82	89
1 time	5	18	0
2 to 3 times	0	0	6
4 or more times	5	0	6
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	95	91	100
1 time	0	9	0
2 to 3 times	0	0	0
4 or more times	5	0	0

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

Table A8.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
During the past 12 months, how many times on school property have you...			
seen someone carrying a gun, knife, or other weapon?			
0 times	90	91	100
1 time	5	9	0
2 to 3 times	0	0	0
4 or more times	5	0	0

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

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9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get "high"[∧]	5	48	61	A9.2
Lifetime alcohol or drug use	5	48	61	A9.2
Lifetime marijuana use	0	17	39	A9.2
Lifetime very drunk or high (7 or more times)	0	4	18	A9.7
Current alcohol or drug use[¶]	5	17	33	A9.5
Current marijuana use[¶]	5	4	6	A9.5
Current heavy drug use[¶]	0	4	6	A9.5
Current heavy alcohol use (binge drinking)[¶]	0	4	11	A9.5
Current alcohol or drug use on school property[¶Φ]	5	5	11	A9.8
Harmfulness of occasional marijuana use[B]	33	22	11	A9.10
Difficulty of obtaining marijuana[C]	43	9	6	A9.11

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

[∧]*Excludes prescription pain medication.*

[¶]*Past 30 days.*

[Φ]*In-School only.*

[B]*Great harm.*

[C]*Very difficult.*

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Table A9.2

Summary of AOD Lifetime Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	5	39	59
Marijuana	0	17	39
Inhalants	0	14	18
Any other drug, pill, or medicine to get "high"	0	13	6
Any of the above AOD use	5	48	61
Any illicit AOD use to get "high"[^]	5	48	61

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

[^]*Excludes prescription pain medication.*

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Table A9.3

Lifetime AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	95	61	41
1 time	0	26	6
2 to 3 times	5	9	12
4 or more times	0	4	41
Marijuana (smoke, vape, eat, or drink)			
0 times	100	83	61
1 time	0	13	0
2 to 3 times	0	0	17
4 or more times	0	4	22
Inhalants			
0 times	100	86	82
1 time	0	5	12
2 to 3 times	0	5	0
4 or more times	0	5	6
Any other drug, pill, or medicine to get "high" or for reasons other than medical			
0 times	100	87	94
1 time	0	4	0
2 to 3 times	0	4	0
4 or more times	0	4	6

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

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Table A9.4

Methods of Marijuana Consumption

	Grade 6 %	Grade 7 %	Grade 8 %
During your life, how many times have you used marijuana in any of the following ways...			
Smoke it?			
0 times	100	96	67
1 time	0	0	6
2 to 3 times	0	0	17
4 or more times	0	4	11
In a vaping device?			
0 times	100	87	67
1 time	0	4	6
2 to 3 times	0	4	11
4 or more times	0	4	17
Eat or drink it in products made with marijuana?			
0 times	100	96	78
1 time	0	0	6
2 to 3 times	0	0	6
4 or more times	0	4	11

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

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

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Table A9.5

Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)	5	13	28
Binge drinking (5 or more drinks in a row)	0	4	11
Marijuana (smoke, vape, eat, or drink)	5	4	6
Inhalants	0	9	0
Other drug, pill, or medicine to get "high" or for reasons other than medical	0	4	0
Any drug use	5	13	6
Heavy drug use	0	4	6
Any AOD Use	5	17	33

Question HS A.86-92/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get "high")?... 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").

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Table A9.6

Frequency of Current AOD Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	95	87	72
1 or 2 days	5	4	28
3 to 9 days	0	0	0
10 to 19 days	0	4	0
20 to 30 days	0	4	0
Binge drinking (5 or more drinks in a row)			
0 days	100	96	89
1 or 2 days	0	0	11
3 to 9 days	0	0	0
10 to 19 days	0	4	0
20 to 30 days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	95	96	94
1 or 2 days	5	0	0
3 to 9 days	0	0	6
10 to 19 days	0	0	0
20 to 30 days	0	4	0

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

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

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Table A9.7

Lifetime Drunk or "High"

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	100	96	65
1 to 2 times	0	0	29
3 to 6 times	0	0	6
7 or more times	0	4	0
"High" (loaded, stoned, or wasted) from using drugs			
0 times	100	86	76
1 to 2 times	0	9	0
3 to 6 times	0	0	6
7 or more times	0	5	18
Very drunk or "high" 7 or more times	0	4	18

Question HS A.77, 78/MS A.74, 75: During your life, how many times have you been... very drunk or sick after drinking alcohol?... "high" (loaded, stoned, or wasted) from using drugs?

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

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Table A9.8

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	100	100	89
1 to 2 days	0	0	11
3 or more days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	95	100
1 to 2 days	0	5	0
3 or more days	0	0	0
Any other drug, pill, or medicine to get "high" or for reasons other than medical			
0 days	95	100	100
1 to 2 days	0	0	0
3 or more days	5	0	0
Any of the above	5	5	11

Question HS A.96-98/MS A.91-93: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get "high" or for reasons other than medical?
Note: Cells are empty if there are less than 10 respondents.

Table A9.9

Lifetime Drunk or "High" on School Property

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	100	96	82
1 to 2 times	0	0	6
3 to 6 times	0	0	6
7 or more times	0	4	6

Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 10 respondents.

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Table A9.10

Perceived Harm of AOD Use

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	38	22	11
Moderate	14	26	33
Slight	14	26	22
None	33	26	33
Alcohol - 5 or more drinks once or twice a week			
Great	48	35	28
Moderate	10	35	22
Slight	10	0	17
None	33	30	33
Marijuana - use occasionally			
Great	33	22	11
Moderate	24	26	22
Slight	5	22	33
None	38	30	33
Marijuana - use daily			
Great	57	39	17
Moderate	0	13	22
Slight	5	13	22
None	38	35	39

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

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Table A9.11

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	33	5	6
Fairly difficult	14	0	11
Fairly easy	5	18	17
Very easy	5	23	33
Don't know	43	55	33
Marijuana			
Very difficult	43	9	6
Fairly difficult	5	18	0
Fairly easy	5	14	17
Very easy	5	5	39
Don't know	43	55	39
Prescription drugs to get "high" or for reasons other than prescribed			
Very difficult	43	17	12
Fairly difficult	5	4	18
Fairly easy	0	17	0
Very easy	5	4	24
Don't know	48	57	47

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

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

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10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	0	13	0	A10.2
Current cigarette smoking[¶]	0	4	0	A10.4
Current cigarette smoking at school[¶Φ]	0	0	0	A10.7
Ever tried smokeless tobacco	0	0	6	A10.2
Current smokeless tobacco use[¶]	0	0	0	A10.4
Current smokeless tobacco use at school[¶Φ]	0	0	0	A10.7
Ever used vape products	10	30	72	A10.2
Current use of vape products[¶]	0	4	22	A10.4
Current tobacco vaping[¶]	0	4	11	A10.5
Current marijuana vaping[¶]	0	4	6	A10.5
Current vaping at school[¶Φ]	0	5	6	A10.7
Lifetime tobacco use	5	30	56	A10.2
Current tobacco use [¶]	0	4	11	A10.6
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking[B]	29	17	28	A10.9
Harmfulness of smoking 1 or more packs/day[B]	52	26	56	A10.9
Harmfulness of vaping occasionally[B]	33	26	28	A10.10
Harmfulness of vaping several times a day[B]	48	35	50	A10.10
Difficulty of obtaining cigarettes[C]	38	13	11	A10.11
Difficulty of obtaining vape products[C]	43	9	6	A10.11
Anti-Tobacco Policy				
School bans tobacco use and vaping	62	65	67	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.*

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Table A10.2

Lifetime Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	95	87	100
1 time	5	4	0
2 to 3 times	0	4	0
4 or more times	0	4	0
A whole cigarette			
0 times	100	87	100
1 time	0	9	0
2 to 3 times	0	0	0
4 or more times	0	4	0
Smokeless tobacco			
0 times	100	100	94
1 time	0	0	0
2 to 3 times	0	0	6
4 or more times	0	0	0
Vape products			
0 times	90	70	28
1 time	5	17	17
2 to 3 times	5	9	22
4 or more times	0	4	33
Lifetime tobacco use			
No	95	70	44
Yes	5	30	56

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

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

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

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Table A10.3

Substances Ever Vaped

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times	95	78	50
1 time	5	13	11
2 to 3 times	0	4	17
4 or more times	0	4	22
Vaped marijuana or THC			
0 times	100	91	61
1 time	0	4	0
2 to 3 times	0	0	6
4 or more times	0	4	33
Vaped other product			
0 times	100	96	72
1 time	0	0	22
2 to 3 times	0	0	6
4 or more times	0	4	0

Question HS A.67, 67A-67C/MS A.68, 68A-68C: During your life, how many times have you used the following?...
Vape products... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

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Table A10.4

Any Current Use and Daily Use

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any	0	4	0
Daily (20 or more days)	0	4	0
Smokeless tobacco			
Any	0	0	0
Daily (20 or more days)	0	0	0
Vape products			
Any	0	4	22
Daily (20 or more days)	0	0	6

Question HS A.83-85/MS A.80-82: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, 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 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 days	100	96	89
1 or 2 days	0	0	11
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	4	0
Vaped marijuana or THC			
0 days	100	96	94
1 or 2 days	0	0	0
3 to 9 days	0	0	6
10 to 19 days	0	0	0
20 to 30 days	0	4	0
Vaped other product			
0 days	100	96	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	4	0

Question HS A.85, 85A-85C/MS A.82, 82A-82C: During the past 30 days, on how many days did you use... vape products?... vaped tobacco or nicotine?... vaped marijuana or THC?... vaped other product?

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

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Table A10.6

Current Tobacco Use, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
No	100	96	89
Yes	0	4	11

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

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

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

Table A10.7

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Smokeless tobacco			
0 days	100	100	100
1 or 2 days	0	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vape			
0 days	100	95	94
1 or 2 days	0	0	6
3 to 9 days	0	0	0
10 to 19 days	0	5	0
20 to 30 days	0	0	0

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

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

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Table A10.8

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

	Grade 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	100	91	94
1 day	0	5	6
2 days	0	0	0
3-9 days	0	0	0
10-19 days	0	0	0
20-30 days	0	5	0

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

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

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Table A10.9

Perceived Harm of Cigarette Smoking

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	29	17	28
Moderate	14	22	28
Slight	19	17	11
None	38	43	33
Smoke 1 or more packs of cigarettes each day			
Great	52	26	56
Moderate	5	22	17
Slight	10	13	0
None	33	39	28

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

Table A10.10

Perceived Harm of Using Vape Products

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	33	26	28
Moderate	29	26	28
Slight	5	17	6
None	33	30	39
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	48	35	50
Moderate	14	26	17
Slight	5	4	0
None	33	35	33

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

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Table A10.11

Perceived Difficulty of Obtaining Cigarettes and Vape Products

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	38	13	11
Fairly difficult	10	17	6
Fairly easy	0	13	11
Very easy	5	4	39
Don't know	48	52	33
Vape products			
Very difficult	43	9	6
Fairly difficult	5	4	6
Fairly easy	0	26	17
Very easy	5	17	44
Don't know	48	43	28

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

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

Table A10.12

School Bans Tobacco Use and Vaping

	Grade 6 %	Grade 7 %	Grade 8 %
No	14	9	17
Yes	62	65	67
Don't know	24	26	17

Question HS A.116/MS A.108: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

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11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Never	38	18	44
1 day	24	27	28
2 days	5	14	6
3 days	5	18	0
4 days	5	5	11
5 days	24	18	11

Question MS A.109: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

Table A11.2

Gang Involvement (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
No	86	91	89
Yes	14	9	11

Question HS A.152/MS A.145: Do you consider yourself a member of a gang?

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

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12. Race/Ethnicity Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness†# *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	41	41	25
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
School Connectedness†ψ *(Remote Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Academic Motivation†			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	65	54	66
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

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

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

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Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring$^\pm$			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	62	38	73
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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	25	25	27
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Monthly Absences (3 or more)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	38	24	18
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

$^\pm$*Rating of 7 or higher.*

Table A12.1

School Engagement and Supports by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	18	0	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Caring adult relationships[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	44	39	33
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
High expectations[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	56	49	52
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

[‡]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 6 %	Grade 7 %	Grade 8 %
Meaningful participation‡			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	18	28	13
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Facilities upkeep† *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	33	13	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Promotion of parental involvement in school†			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	58	45	30
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

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

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Table A12.2

School Safety by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
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	46	44	27
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced harassment due to five reasons[λ][§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	17	41	45
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	25	41	45
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

[§]*Past 12 months.*

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Table A12.2

School Safety by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	36	53	27
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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	25	25	18
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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	42	19	18
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus[§] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	8	13	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

Table A12.3

Cyberbullying by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	23	53	27
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	8	18	45
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current tobacco use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	6	9
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	8	6	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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 6 %	Grade 7 %	Grade 8 %
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	6	18
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Very drunk or "high" 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	6	18
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Been drunk or "high" on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	6	27
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	8	18	45
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current alcohol use at school[¶] *(In-School Only)*			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	0	9
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	6	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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 6 %	Grade 7 %	Grade 8 %
Current use of vape products[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	6	27
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	6	9
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	6	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[¶]*Past 30 days.*

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Table A12.5

Routines by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[|]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	62	71	36
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	15	18	45
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[|]*Today.*

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Table A12.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Synchronous instruction (4 days or more)[‖]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
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			
Multiracial			
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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful opportunities[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

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Table A12.7

Social and Emotional Health by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	22	34	45
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	8	59	73
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	15	41	27
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

[§]*Past 12 months.*

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Table A12.7

Social and Emotional Health by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	36	35	33
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
Life satisfaction[∓]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	59	50	64
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

[‡]*Average percent of respondents reporting "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 6 %	Grade 7 %	Grade 8 %
School Connectedness[†][#] *(In-School Only)*			
Male			
Female	45	36	27
Nonbinary			
Something else			
School Connectedness[†][ψ] *(Remote Only)*			
Male			
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male			
Female	60	57	63
Nonbinary			
Something else			
School is really boring[±]			
Male			
Female	50	27	58
Nonbinary			
Something else			
School is worthless and a waste of time[±]			
Male			
Female	20	27	8
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.*

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Table A13.1

School Engagement and Supports by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Male			
Female	70	7	25
Nonbinary			
Something else			
Maintaining focus on schoolwork[†]			
Male			
Female	40	0	8
Nonbinary			
Something else			
Caring adult relationships[‡]			
Male			
Female	70	33	44
Nonbinary			
Something else			
High expectations[‡]			
Male			
Female	73	49	56
Nonbinary			
Something else			
Meaningful participation[‡]			
Male			
Female	24	25	12
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 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] *(In-School Only)*			
Male			
Female	20	7	8
Nonbinary			
Something else			
Promotion of parental involvement in school[†]			
Male			
Female	53	29	33
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 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
Male			
Female	60	47	25
Nonbinary			
Something else			
Experienced harassment due to five reasons[λ][§]			
Male			
Female	20	33	42
Nonbinary			
Something else			
Experienced any harassment or bullying[§]			
Male			
Female	20	33	42
Nonbinary			
Something else			
Had mean rumors or lies spread about you[§]			
Male			
Female		33	17
Nonbinary			
Something else			
Been afraid of being beaten up[§] *(In-School Only)*			
Male			
Female	10	33	25
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 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] *(In-School Only)*			
Male			
Female	20	0	17
Nonbinary			
Something else			
Seen a weapon on campus[§] *(In-School Only)*			
Male			
Female	10	7	0
Nonbinary			
Something else			

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

Table A13.3

Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male			
Female	0	27	33
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 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male			
Female	0	13	42
Nonbinary			
Something else			
Current tobacco use[¶]			
Male			
Female	0	0	8
Nonbinary			
Something else			
Current marijuana use[¶]			
Male			
Female	0	0	8
Nonbinary			
Something else			
Current binge drinking[¶]			
Male			
Female	0	0	8
Nonbinary			
Something else			
Very drunk or "high" 7 or more times, ever			
Male			
Female	0	0	25
Nonbinary			
Something else			
Been drunk or "high" on drugs at school, ever			
Male			
Female	0	0	17
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 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Male			
Female	0	13	33
Nonbinary			
Something else			
Current alcohol use at school[¶] *(In-School Only)*			
Male			
Female	0	0	17
Nonbinary			
Something else			
Current cigarette smoking[¶]			
Male			
Female	0	0	0
Nonbinary			
Something else			
Current use of vape products[¶]			
Male			
Female	0	0	25
Nonbinary			
Something else			
Current tobacco vaping[¶]			
Male			
Female	0	0	8
Nonbinary			
Something else			
Current marijuana vaping[¶]			
Male			
Female	0	0	8
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 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[I]			
Male			
Female	60	67	42
Nonbinary			
Something else			
Bedtime (at 12 am or later)			
Male			
Female	30	13	42
Nonbinary			
Something else			

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

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Table A13.6

Remote Schooling by Gender (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
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."*

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Table A13.7

Social and Emotional Health by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Male			
Female	20	51	42
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness[§]			
Male			
Female	20	67	67
Nonbinary			
Something else			
Considered suicide[§]			
Male			
Female	10	33	25
Nonbinary			
Something else			
Optimism[‡]			
Male			
Female	53	17	39
Nonbinary			
Something else			
Life satisfaction[┬]			
Male			
Female	68	41	58
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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14. Parental Education Breakdowns

Table A14.1

School Engagement and Supports by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†#] *(In-School Only)*			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
School Connectedness[†ψ] *(Remote Only)*			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Academic Motivation[†]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
School is really boring[±]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	70		

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.*

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Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
School is worthless and a waste of time[±]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Monthly Absences (3 or more)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	50		
Maintaining focus on schoolwork[†]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Caring adult relationships[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			

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

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Table A14.1

School Engagement and Supports by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Meaningful participation[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Facilities upkeep[†] *(In-School Only)*			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Promotion of parental involvement in school[†]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			

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

[†]*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 A14.2

School Safety by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	60		
Experienced harassment due to five reasons[λ][§]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Experienced any harassment or bullying[§]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Had mean rumors or lies spread about you[§]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			

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

[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 A14.2

School Safety by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been afraid of being beaten up§ *(In-School Only)*			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Been in a physical fight§ *(In-School Only)*			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Seen a weapon on campus§ *(In-School Only)*			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			

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

Table A14.3

Cyberbullying by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying§			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	30		

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

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Table A14.4

Substance Use by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		
Current tobacco use[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		
Current marijuana use[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		
Current binge drinking[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		

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

[¶]*Past 30 days.*

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Table A14.4

Substance Use by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or "high" 7 or more times, ever			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		
Been drunk or "high" on drugs at school, ever			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		
Current alcohol use¶			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		
Current alcohol use at school¶ *(In-School Only)*			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		

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

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Table A14.4

Substance Use by Parental Education – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current cigarette smoking¶			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		
Current use of vape products¶			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		
Current tobacco vaping¶			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		
Current marijuana vaping¶			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	0		

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

¶*Past 30 days.*

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Table A14.5

Routines by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	50		
Bedtime (at 12 am or later)			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	40		

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

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Table A14.6

Remote Schooling by Parental Education *(Remote Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Synchronous instruction (4 days or more)[‖]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Interest in schoolwork done from home[†]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Meaningful opportunities[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

[†]*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 A14.7
Social and Emotional Health by Parental Education

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Experienced chronic sadness/hopelessness[§]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	20		
Considered suicide[§]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know	30		
Optimism[‡]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
Life satisfaction[∓]			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			

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

[‡]*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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15. English Learner Breakdowns

Table A15.1

School Engagement and Supports by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†#] *(In-School Only)*			
Not English learner	64	32	29
English learner			
Don't know			
School Connectedness[†ψ] *(Remote Only)*			
Not English learner			
English learner			
Don't know			
Academic Motivation[†]			
Not English learner	60	46	62
English learner			
Don't know			
School is really boring[±]			
Not English learner	54	54	77
English learner			
Don't know			
School is worthless and a waste of time[±]			
Not English learner	38	31	23
English learner			
Don't know			
Monthly Absences (3 or more)			
Not English learner	54	7	23
English learner			
Don't know			

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.*

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Table A15.1

School Engagement and Supports by English Learner Status – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork†			
Not English learner	42	0	0
English learner			
Don't know			
Caring adult relationships‡			
Not English learner	62	45	44
English learner			
Don't know			
High expectations‡			
Not English learner	67	62	56
English learner			
Don't know			
Meaningful participation‡			
Not English learner	14	16	12
English learner			
Don't know			
Facilities upkeep† *(In-School Only)*			
Not English learner	31	0	8
English learner			
Don't know			
Promotion of parental involvement in school†			
Not English learner	54	26	28
English learner			
Don't know			

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 A15.2

School Safety by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
Not English learner	54	46	31
English learner			
Don't know			
Experienced harassment due to five reasons[λ][§]			
Not English learner	15	36	46
English learner			
Don't know			
Experienced any harassment or bullying[§]			
Not English learner	15	36	46
English learner			
Don't know			
Had mean rumors or lies spread about you[§]			
Not English learner	25	36	31
English learner			
Don't know			
Been afraid of being beaten up[§] *(In-School Only)*			
Not English learner	0	23	23
English learner			
Don't know			
Been in a physical fight[§] *(In-School Only)*			
Not English learner	25	15	15
English learner			
Don't know			
Seen a weapon on campus[§] *(In-School Only)*			
Not English learner	8	8	0
English learner			
Don't know			

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 A15.3

Cyberbullying by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not English learner	15	36	31
English learner			
Don't know			

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

Table A15.4

Substance Use by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Not English learner	8	7	38
English learner			
Don't know			
Current alcohol or drug use[¶]			
Not English learner	0	7	15
English learner			
Don't know			
Current marijuana use[¶]			
Not English learner	8	7	8
English learner			
Don't know			
Current binge drinking[¶]			
Not English learner	0	7	8
English learner			
Don't know			
Very drunk or "high" 7 or more times, ever			
Not English learner	0	7	23
English learner			
Don't know			

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

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Table A15.4

Substance Use by English Learner Status – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been drunk or "high" on drugs at school, ever			
Not English learner	0	7	23
English learner			
Don't know			
Current alcohol use¶			
Not English learner	8	7	31
English learner			
Don't know			
Current alcohol use at school¶ *(In-School Only)*			
Not English learner	0	0	8
English learner			
Don't know			
Current cigarette smoking¶			
Not English learner	0	7	0
English learner			
Don't know			
Current use of vape products¶			
Not English learner	0	7	31
English learner			
Don't know			
Current tobacco vaping¶			
Not English learner	0	7	15
English learner			
Don't know			
Current marijuana vaping¶			
Not English learner	0	7	8
English learner			
Don't know			

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

¶*Past 30 days.*

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Table A15.5

Routines by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[|]			
Not English learner	62	64	38
English learner			
Don't know			
Bedtime (at 12 am or later)			
Not English learner	15	21	46
English learner			
Don't know			

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

[|]*Today.*

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Table A15.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Not English learner			
English learner			
Don't know			
Synchronous instruction (4 days or more)[‖]			
Not English learner			
English learner			
Don't know			
Interest in schoolwork done from home[†]			
Not English learner			
English learner			
Don't know			
Meaningful opportunities[‡]			
Not English learner			
English learner			
Don't know			

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

[†]*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 A15.7

Social and Emotional Health by English Learner Status

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Not English learner	5	44	49
English learner			
Don't know			
Experienced chronic sadness/hopelessness[§]			
Not English learner	0	57	77
English learner			
Don't know			
Considered suicide[§]			
Not English learner	0	21	23
English learner			
Don't know			
Optimism[‡]			
Not English learner	53	33	36
English learner			
Don't know			
Life satisfaction[∓]			
Not English learner	76	49	60
English learner			
Don't know			

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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16. Long-Term English Learner (LTEL) Breakdowns

Table A16.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†][#] *(In-School Only)*			
Not currently in English Learner Program	64	32	29
Less than 7 years (EL)			
7 years or more (LTEL)			
School Connectedness[†][ψ] *(Remote Only)*			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Academic Motivation[†]			
Not currently in English Learner Program	60	46	62
Less than 7 years (EL)			
7 years or more (LTEL)			
School is really boring[±]			
Not currently in English Learner Program	54	54	77
Less than 7 years (EL)			
7 years or more (LTEL)			
School is worthless and a waste of time[±]			
Not currently in English Learner Program	38	31	23
Less than 7 years (EL)			
7 years or more (LTEL)			
Monthly Absences (3 or more)			
Not currently in English Learner Program	54	7	23
Less than 7 years (EL)			
7 years or more (LTEL)			

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

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

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Table A16.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
Not currently in English Learner Program	42	0	0
Less than 7 years (EL)			
7 years or more (LTEL)			
Caring adult relationships[‡]			
Not currently in English Learner Program	62	45	44
Less than 7 years (EL)			
7 years or more (LTEL)			
High expectations[‡]			
Not currently in English Learner Program	67	62	56
Less than 7 years (EL)			
7 years or more (LTEL)			
Meaningful participation[‡]			
Not currently in English Learner Program	14	16	12
Less than 7 years (EL)			
7 years or more (LTEL)			
Facilities upkeep[†] *(In-School Only)*			
Not currently in English Learner Program	31	0	8
Less than 7 years (EL)			
7 years or more (LTEL)			
Promotion of parental involvement in school[†]			
Not currently in English Learner Program	54	26	28
Less than 7 years (EL)			
7 years or more (LTEL)			

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

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

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

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Table A16.2

School Safety by English Learner (EL) Program Duration

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
Not currently in English Learner Program	54	46	31
Less than 7 years (EL)			
7 years or more (LTEL)			
Experienced harassment due to five reasons[λ][§]			
Not currently in English Learner Program	15	36	46
Less than 7 years (EL)			
7 years or more (LTEL)			
Experienced any harassment or bullying[§]			
Not currently in English Learner Program	15	36	46
Less than 7 years (EL)			
7 years or more (LTEL)			
Had mean rumors or lies spread about you[§]			
Not currently in English Learner Program	25	36	31
Less than 7 years (EL)			
7 years or more (LTEL)			
Been afraid of being beaten up[§] *(In-School Only)*			
Not currently in English Learner Program	0	23	23
Less than 7 years (EL)			
7 years or more (LTEL)			
Been in a physical fight[§] *(In-School Only)*			
Not currently in English Learner Program	25	15	15
Less than 7 years (EL)			
7 years or more (LTEL)			
Seen a weapon on campus[§] *(In-School Only)*			
Not currently in English Learner Program	8	8	0
Less than 7 years (EL)			
7 years or more (LTEL)			

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

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

[§]*Past 12 months.*

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Table A16.3

Cyberbullying by English Learner (EL) Program Duration

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Not currently in English Learner Program	15	36	31
Less than 7 years (EL)			
7 years or more (LTEL)			

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

Table A16.4

Substance Use by English Learner (EL) Program Duration

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Not currently in English Learner Program	8	7	38
Less than 7 years (EL)			
7 years or more (LTEL)			
Current tobacco use[¶]			
Not currently in English Learner Program	0	7	15
Less than 7 years (EL)			
7 years or more (LTEL)			
Current marijuana use[¶]			
Not currently in English Learner Program	8	7	8
Less than 7 years (EL)			
7 years or more (LTEL)			
Current binge drinking[¶]			
Not currently in English Learner Program	0	7	8
Less than 7 years (EL)			
7 years or more (LTEL)			
Very drunk or "high" 7 or more times, ever			
Not currently in English Learner Program	0	7	23
Less than 7 years (EL)			
7 years or more (LTEL)			

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

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Table A16.4

Substance Use by English Learner (EL) Program Duration – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been drunk or "high" on drugs at school, ever			
Not currently in English Learner Program	0	7	23
Less than 7 years (EL)			
7 years or more (LTEL)			
Current alcohol use¶			
Not currently in English Learner Program	8	7	31
Less than 7 years (EL)			
7 years or more (LTEL)			
Current alcohol use at school¶ *(In-School Only)*			
Not currently in English Learner Program	0	0	8
Less than 7 years (EL)			
7 years or more (LTEL)			
Current cigarette smoking¶			
Not currently in English Learner Program	0	7	0
Less than 7 years (EL)			
7 years or more (LTEL)			
Current use of vape products¶			
Not currently in English Learner Program	0	7	31
Less than 7 years (EL)			
7 years or more (LTEL)			
Current tobacco vaping¶			
Not currently in English Learner Program	0	7	15
Less than 7 years (EL)			
7 years or more (LTEL)			
Current marijuana vaping¶			
Not currently in English Learner Program	0	7	8
Less than 7 years (EL)			
7 years or more (LTEL)			

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

¶*Past 30 days.*

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Table A16.5

Routines by English Learner (EL) Program Duration

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[†]			
Not currently in English Learner Program	62	64	38
Less than 7 years (EL)			
7 years or more (LTEL)			
Bedtime (at 12 am or later)			
Not currently in English Learner Program	15	21	46
Less than 7 years (EL)			
7 years or more (LTEL)			

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

[†]*Today.*

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Table A16.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Synchronous instruction (4 days or more)[‖]			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Interest in schoolwork done from home[†]			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
Meaningful opportunities[‡]			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

[†]*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 A16.7

Social and Emotional Health by English Learner (EL) Program Duration

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress‡			
Not currently in English Learner Program	5	44	49
Less than 7 years (EL)			
7 years or more (LTEL)			
Experienced chronic sadness/hopelessness§			
Not currently in English Learner Program	0	57	77
Less than 7 years (EL)			
7 years or more (LTEL)			
Considered suicide§			
Not currently in English Learner Program	0	21	23
Less than 7 years (EL)			
7 years or more (LTEL)			
Optimism‡			
Not currently in English Learner Program	53	33	36
Less than 7 years (EL)			
7 years or more (LTEL)			
Life satisfaction⊤			
Not currently in English Learner Program	76	49	60
Less than 7 years (EL)			
7 years or more (LTEL)			

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

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

§Past 12 months.

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

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17. Special Education Breakdowns

Table A17.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness[†#] *(In-School Only)*			
No IEP	51	42	25
IEP			
Don't know			
Prefer not to say			
School Connectedness[†ψ] *(Remote Only)*			
No IEP			
IEP			
Don't know			
Prefer not to say			
Academic Motivation[†]			
No IEP	59	63	63
IEP			
Don't know			
Prefer not to say			
School is really boring[±]			
No IEP	67	21	62
IEP			
Don't know			
Prefer not to say			
School is worthless and a waste of time[±]			
No IEP	36	21	15
IEP			
Don't know			
Prefer not to say			

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.*

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Table A17.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
No IEP	53	0	23
IEP			
Don't know			
Prefer not to say			
Maintaining focus on schoolwork[†]			
No IEP	38	0	8
IEP			
Don't know			
Prefer not to say			
Caring adult relationships[‡]			
No IEP	55	29	41
IEP			
Don't know			
Prefer not to say			
High expectations[‡]			
No IEP	57	45	54
IEP			
Don't know			
Prefer not to say			
Meaningful participation[‡]			
No IEP	13	30	11
IEP			
Don't know			
Prefer not to say			

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 A17.1

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

	Grade 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] *(In-School Only)*			
No IEP	36	8	8
IEP			
Don't know			
Prefer not to say			
Promotion of parental involvement in school[†]			
No IEP	45	36	33
IEP			
Don't know			
Prefer not to say			

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 A17.2

School Safety by Individualized Education Plan (IEP) Placement

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
No IEP	47	62	23
IEP			
Don't know			
Prefer not to say			
Experienced harassment due to five reasons[λ][§]			
No IEP	21	29	38
IEP			
Don't know			
Prefer not to say			
Experienced any harassment or bullying[§]			
No IEP	21	29	38
IEP			
Don't know			
Prefer not to say			
Had mean rumors or lies spread about you[§]			
No IEP	31	43	15
IEP			
Don't know			
Prefer not to say			
Been afraid of being beaten up[§] *(In-School Only)*			
No IEP	14	38	23
IEP			
Don't know			
Prefer not to say			

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

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

[§]*Past 12 months.*

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Table A17.2

School Safety by Individualized Education Plan (IEP) Placement – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] *(In-School Only)*			
No IEP	43	15	15
IEP			
Don't know			
Prefer not to say			
Seen a weapon on campus[§] *(In-School Only)*			
No IEP	7	8	0
IEP			
Don't know			
Prefer not to say			

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

Table A17.3

Cyberbullying by Individualized Education Plan (IEP) Placement

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
No IEP	13	43	31
IEP			
Don't know			
Prefer not to say			

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

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Table A17.4

Substance Use by Individualized Education Plan (IEP) Placement

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
No IEP	7	21	38
IEP			
Don't know			
Prefer not to say			
Current tobacco use[¶]			
No IEP	0	0	8
IEP			
Don't know			
Prefer not to say			
Current marijuana use[¶]			
No IEP	7	0	8
IEP			
Don't know			
Prefer not to say			
Current binge drinking[¶]			
No IEP	0	0	8
IEP			
Don't know			
Prefer not to say			
Very drunk or "high" 7 or more times, ever			
No IEP	0	0	23
IEP			
Don't know			
Prefer not to say			
Been drunk or "high" on drugs at school, ever			
No IEP	0	0	15
IEP			
Don't know			
Prefer not to say			

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

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Table A17.4

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
No IEP	7	14	31
IEP			
Don't know			
Prefer not to say			
Current alcohol use at school[¶] *(In-School Only)*			
No IEP	0	0	15
IEP			
Don't know			
Prefer not to say			
Current cigarette smoking[¶]			
No IEP	0	0	0
IEP			
Don't know			
Prefer not to say			
Current use of vape products[¶]			
No IEP	0	0	23
IEP			
Don't know			
Prefer not to say			
Current tobacco vaping[¶]			
No IEP	0	0	8
IEP			
Don't know			
Prefer not to say			
Current marijuana vaping[¶]			
No IEP	0	0	8
IEP			
Don't know			
Prefer not to say			

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

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Table A17.5

Routines by Individualized Education Plan (IEP) Placement

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[|]			
No IEP	53	64	38
IEP			
Don't know			
Prefer not to say			
Bedtime (at 12 am or later)			
No IEP	13	29	38
IEP			
Don't know			
Prefer not to say			

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

Table A17.6

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

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
No IEP			
IEP			
Don't know			
Prefer not to say			
Synchronous instruction (4 days or more)[‖]			
No IEP			
IEP			
Don't know			
Prefer not to say			
Interest in schoolwork done from home[†]			
No IEP			
IEP			
Don't know			
Prefer not to say			
Meaningful opportunities[‡]			
No IEP			
IEP			
Don't know			
Prefer not to say			

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."*

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Table A17.7

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
No IEP	15	41	38
IEP			
Don't know			
Prefer not to say			
Experienced chronic sadness/hopelessness[§]			
No IEP	0	57	69
IEP			
Don't know			
Prefer not to say			
Considered suicide[§]			
No IEP	13	36	23
IEP			
Don't know			
Prefer not to say			
Optimism[‡]			
No IEP	51	33	38
IEP			
Don't know			
Prefer not to say			
Life satisfaction[⊤]			
No IEP	66	42	57
IEP			
Don't know			
Prefer not to say			

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

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

[§]*Past 12 months.*

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

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18. Living Situation Breakdowns

Table A18.1

School Engagement and Supports by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness$^{\dagger\#}$ *(In-School Only)*			
Home with one or more parent or guardian	52	36	31
Foster home			
Homeless			
Other living arrangement			
School Connectedness$^{\dagger\psi}$ *(Remote Only)*			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Academic Motivation†			
Home with one or more parent or guardian	61	53	62
Foster home			
Homeless			
Other living arrangement			
School is really boring$^{\pm}$			
Home with one or more parent or guardian	47	43	71
Foster home			
Homeless			
Other living arrangement			
School is worthless and a waste of time$^{\pm}$			
Home with one or more parent or guardian	19	24	24
Foster home			
Homeless			
Other living arrangement			

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.*

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

$^{\pm}$*Rating of 7 or higher.*

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Table A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Home with one or more parent or guardian	53	18	29
Foster home			
Homeless			
Other living arrangement			
Maintaining focus on schoolwork[†]			
Home with one or more parent or guardian	33	0	6
Foster home			
Homeless			
Other living arrangement			
Caring adult relationships[‡]			
Home with one or more parent or guardian	65	38	37
Foster home			
Homeless			
Other living arrangement			
High expectations[‡]			
Home with one or more parent or guardian	67	52	53
Foster home			
Homeless			
Other living arrangement			
Meaningful participation[‡]			
Home with one or more parent or guardian	29	23	16
Foster home			
Homeless			
Other living arrangement			

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 A18.1

School Engagement and Supports by Living Situation – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Facilities upkeep† *(In-School Only)*			
Home with one or more parent or guardian	31	10	12
Foster home			
Homeless			
Other living arrangement			
Promotion of parental involvement in school†			
Home with one or more parent or guardian	56	36	33
Foster home			
Homeless			
Other living arrangement			

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 A18.2

School Safety by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe *(In-School Only)*			
Home with one or more parent or guardian	47	48	29
Foster home			
Homeless			
Other living arrangement			
Experienced harassment due to five reasons[λ][§]			
Home with one or more parent or guardian	13	41	47
Foster home			
Homeless			
Other living arrangement			
Experienced any harassment or bullying[§]			
Home with one or more parent or guardian	19	41	47
Foster home			
Homeless			
Other living arrangement			
Had mean rumors or lies spread about you[§]			
Home with one or more parent or guardian	25	45	24
Foster home			
Homeless			
Other living arrangement			
Been afraid of being beaten up[§] *(In-School Only)*			
Home with one or more parent or guardian	18	24	18
Foster home			
Homeless			
Other living arrangement			

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 A18.2

School Safety by Living Situation – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] *(In-School Only)*			
Home with one or more parent or guardian	29	14	12
Foster home			
Homeless			
Other living arrangement			
Seen a weapon on campus[§] *(In-School Only)*			
Home with one or more parent or guardian	12	10	0
Foster home			
Homeless			
Other living arrangement			

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

Table A18.3

Cyberbullying by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Home with one or more parent or guardian	24	41	35
Foster home			
Homeless			
Other living arrangement			

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

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Table A18.4

Substance Use by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Home with one or more parent or guardian	6	18	35
Foster home			
Homeless			
Other living arrangement			
Current tobacco use[¶]			
Home with one or more parent or guardian	0	5	12
Foster home			
Homeless			
Other living arrangement			
Current marijuana use[¶]			
Home with one or more parent or guardian	6	5	6
Foster home			
Homeless			
Other living arrangement			
Current binge drinking[¶]			
Home with one or more parent or guardian	0	5	12
Foster home			
Homeless			
Other living arrangement			
Very drunk or "high" 7 or more times, ever			
Home with one or more parent or guardian	0	5	19
Foster home			
Homeless			
Other living arrangement			
Been drunk or "high" on drugs at school, ever			
Home with one or more parent or guardian	0	5	19
Foster home			
Homeless			
Other living arrangement			

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

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Table A18.4

Substance Use by Living Situation – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use[¶]			
Home with one or more parent or guardian	6	14	29
Foster home			
Homeless			
Other living arrangement			
Current alcohol use at school[¶] *(In-School Only)*			
Home with one or more parent or guardian	0	0	12
Foster home			
Homeless			
Other living arrangement			
Current cigarette smoking[¶]			
Home with one or more parent or guardian	0	5	0
Foster home			
Homeless			
Other living arrangement			
Current use of vape products[¶]			
Home with one or more parent or guardian	0	5	24
Foster home			
Homeless			
Other living arrangement			
Current tobacco vaping[¶]			
Home with one or more parent or guardian	0	5	12
Foster home			
Homeless			
Other living arrangement			
Current marijuana vaping[¶]			
Home with one or more parent or guardian	0	5	6
Foster home			
Homeless			
Other living arrangement			

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

[¶]*Past 30 days.*

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Table A18.5

Routines by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[|]			
Home with one or more parent or guardian	59	59	47
Foster home			
Homeless			
Other living arrangement			
Bedtime (at 12 am or later)			
Home with one or more parent or guardian	24	18	41
Foster home			
Homeless			
Other living arrangement			

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

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Table A18.6

Remote Schooling by Living Situation *(Remote Only)*

	Grade 6 %	Grade 7 %	Grade 8 %
Remote learning frequency (5 days per week)[¶]			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Synchronous instruction (4 days or more)[‖]			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Interest in schoolwork done from home[†]			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
Meaningful opportunities[‡]			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			

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

[¶]*Past 30 days.*

[‖]*Past 7 days.*

[†]*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 A18.7

Social and Emotional Health by Living Situation

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Home with one or more parent or guardian	18	41	40
Foster home			
Homeless			
Other living arrangement			
Experienced chronic sadness/hopelessness[§]			
Home with one or more parent or guardian	24	59	65
Foster home			
Homeless			
Other living arrangement			
Considered suicide[§]			
Home with one or more parent or guardian	18	36	24
Foster home			
Homeless			
Other living arrangement			
Optimism[‡]			
Home with one or more parent or guardian	46	33	35
Foster home			
Homeless			
Other living arrangement			
Life satisfaction[⊤]			
Home with one or more parent or guardian	69	47	60
Foster home			
Homeless			
Other living arrangement			

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

CHKS Content Overview, 2023-24

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

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.[2]

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

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)*.[3] All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic performance increased as well.[4]

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that "beat the odds" academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The more positive the school climate, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.[5]

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the whole child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high

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

[2] Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

[3] See calschls.org/reports-data/#scrc

[4] O'Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

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

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expectations at school.[6] These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than 20 years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

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

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

- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.[7] They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.[8]

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by these groups for each school (email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.[9] They were highest in schools with large proportions of white and Asian students, as well as

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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

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

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in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*.[10] White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.[11] Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.[12] [13] They were also more likely to be low in caring adult relationships and total developmental support.

Unhoused Youth

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.[14] Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.[15] [16] For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth[17] are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and

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

[11] See calschls.org/my-surveys/

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

[13] See calschls.org/my-surveys/

[14] See calschls.org/my-surveys/

[15] Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. Download wested.org/resources/lgbtq-students-in-california/

[16] Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology, 12*, 465-487. https://doi.org/10.1146/annurev-clinpsy-021815-093153

[17] See calschls.org/my-surveys/

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- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.[18] CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception.

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.[19]

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the

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[18] Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction, 28*, 12-23. https://doi.org/10.1016/j.learninstruc.2013.04.002

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

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necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students' school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.[20,21]

			School is really boring										
			Low Boredom				Mid Boredom			High Boredom			
			0 Disagree	1	2	3	4	5	6	7	8	9	10 Agree
School is worthless, a waste of time	High Value	0 Disagree	**Optimal** 1 Low Boredom–High Value Students did not think school was boring and valued school highly				4 Mid Boredom–High Value Students valued school highly with mid-level school boredom			7 High Boredom–High Value Students indicated school was very boring, yet they valued it highly			
		1											
		2											
		3											
	Mid Value	4	2 Low Boredom–Mid Value				5 Mid Boredom–Mid Value Students with mid-level school boredom and school value			8 High Boredom–Mid Value Students indicated school was very boring, and valued it at a mid level			
		5											
		6											
	Low Value	7	3 Low Boredom–Low Value *Only a low percentage of students' responses place them in groups 2, 3, and 6.*				6 Mid Boredom–Low Value			**Suboptimal** 9 High Boredom–Low Value Students indicated school was very boring, and valued it at a very low level			
		8											
		9											
		10 Agree											

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.

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[20] Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology, 5*(1), 42–64. https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf

[21] 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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Moreover, students with high school boredom and high school-value may be experiencing episodic or task-specific boredom, which requires different types of support than students who exhibit the suboptimal pattern. The percentage of students falling in each of these profile groups is presented in the CHKS report so that school personnel can monitor the boredom experiences of students to best address their academic and social-emotional needs.

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more days during the past 30 days) and what were the reasons for absences.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.[22]

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.[23]

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.[24] [25] [26] [27] [28] [29]

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.[30] 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

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[22] 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/

[23] Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

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

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

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

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

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

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

[30] 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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indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[31] 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.[32] [33]

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.[34]

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.[35] 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.[36] 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.[37] These behaviors adversely affect not only students' ability

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[31] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.

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

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

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

[35] Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

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

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

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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.[38] [39] [40]

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.[41]

Harassment and Victimization

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

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.[42] Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.[43] [44] They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

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

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

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

[42] Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf. Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

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

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

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.[45] Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.[46] About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

An important barrier to learning, positive youth development, and health, substance use is assessed by the CHKS Core.

Alcohol and Other Drug Use (Section 9)

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.[47]

Alcohol and Other Drug Use at School (Section 9)

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.[48] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[49] [50]

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[51] [52]

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

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

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

[48] Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

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

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

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

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

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SOCIAL AND EMOTIONAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.[53] They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.[54]

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.[55] [56]

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

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

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

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

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

CALIFORNIA SCHOOL STAFF SURVEY

Arena Elementary

2023-2024

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 2023-24 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 technical advisor team offers 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;

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- 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, fours supplementary modules are available that districts can elect to add to the survey. For information, call the CalSCHLS helpline at 562.799.5164.

- 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 **Student Wellness Module** contains 33 questions that assess student mental health needs, school mental health supports, barriers to accessing services, and staff wellness.

THE REPORT

Results are provided in tables with data from this school.

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/my-surveys/). 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 11 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 11 years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

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- 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 for staff counts). One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

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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 ca-safe-supportive-schools.wested.org/subscribe/.

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

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

NEXT STEPS

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

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

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified school and student needs and into developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

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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 technical advisor (calschls.org/contact) 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.

Data Workshop

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

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Disaggregated Reports

CalSCHLS staff 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

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

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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	

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Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	22

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	22
Remote model only	0

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2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	Table
School Supports for Students		
Caring adult relationships[†]	40	A7.1
High expectations-adults in school[†]	35	A7.1
Student meaningful participation[†]	16	A7.1
Promotion of parental involvement[†]	12	A7.1
Student learning environment[†]	22	A6.1
Facilities upkeep[†]	15	A6.1
Support for social emotional learning[†]	12	A8.1
Provides adequate counseling and support services[†]	15	A10.2
Antibullying climate[†]	20	A8.1
School Supports for Staff		
Staff working environment[†]	21	A6.1
Staff collegiality[†]	30	A6.1
School Safety		
Is a safe place for staff[†]	20	A6.1
Is a safe place for students[†]	30	A6.1
Has sufficient resources to create a safe campus[†]	0	B2.1
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity[†]	20	A8.1
Respect for diversity[†]	22	A8.1
Academic Motivation and Student Behavior		
Students are motivated to complete schoolwork[†]	10	A8.4
Student readiness to learn[†]	5	A8.1
Cutting classes or being truant moderate/severe problem	28	A8.13
Harassment/bullying moderate/severe problem	42	A9.3
Substance Use and Mental Health		
Alcohol and drug use moderate/severe problem	32	A9.9
Tobacco use moderate/severe problem	16	A9.10
Vaping/e-cigarette use moderate/severe problem	22	A9.11
Student depression moderate/severe problem	58	A9.2

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

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

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Table A2.2

Key Indicators of COVID-Specific Measures

	All %	Table
Perceived School Safety in Response to COVID-19		
COVID-related safety measures to keep students healthy[†]	15	A4.1
COVID-related safety measures to keep staff healthy[†]	15	A4.1
Areas of Professional Development Needs		
Supporting students exposed to trauma	89	A4.2
COVID-related safety measures and protocols	11	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 %
In-School Model	100
Remote Learning Model	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 %
0 days	91
1 day	0
2 days	9
3 days	0
4 days	0
5 days	0

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.

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Table A3.3

Role (Job) at School

	All %
Teacher in grade 4 or below	18
Teacher in grade 5 or above	27
Special education teacher	9
Administrator	5
Prevention staff, nurse, or health aide	5
Counselor, psychologist	5
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	32
Other certificated staff	9
Other classified staff	0
Other service provider	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 %
Special education	82
English language learners	95
None of the above	5

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.

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Table A3.5

Length of Employment at School

	All %
Less than one year	10
1 to 2 years	29
3 to 5 years	10
6 to 10 years	14
Over 10 years	38

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

Table A3.6

Overall Length of Employment in Position

	All %
Less than one year	5
1 to 2 years	23
3 to 5 years	9
6 to 10 years	14
Over 10 years	50

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.

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Table A3.7

Race/Ethnicity of Respondents

	All %
American Indian or Alaska Native, non-Hispanic	5
Asian or Asian American, non-Hispanic	0
Black or African American, non-Hispanic	0
Filipino, non-Hispanic	0
Hispanic or Latinx	5
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	73
Multiracial, non-Hispanic	9
Something else, non-Hispanic	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 %
Yes	55
No	45

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.

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4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %
This school...	
has implemented good COVID-related safety measures and protocols to keep students healthy.	
Strongly agree	15
Agree	75
Disagree	10
Strongly disagree	0
has kept staff well-informed about COVID-related safety measures and protocols.	
Strongly agree	15
Agree	75
Disagree	10
Strongly disagree	0
has implemented good COVID-related safety measures and protocols to keep staff healthy.	
Strongly agree	15
Agree	75
Disagree	10
Strongly disagree	0

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.

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Table A4.2

Ways to Support Teachers During COVID-19

	All %
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	89
No	11
COVID-related safety measures and protocols to keep staff and students healthy.	
Yes	11
No	89

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.

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5. Remote Teaching

Table A5.1

School Instructional Model Implementation *(Remote Only)*

	All %
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.

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Table A5.2

Student Remote Learning *(Remote Only)*

	All %
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.

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Table A5.3

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

	All %
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.

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6. School Supports for Students and Staff

Table A6.1

Summary of Indicators for Positive Learning and Working Environment

	Percent Responding "Strongly Agree"	
	All %	Table
School Supports for Students		
Student learning environment	22	A6.2
Is a supportive and inviting place for students to learn	15	A6.2
Emphasizes teaching lessons in ways relevant to students	25	A6.2
Facilities upkeep	15	A6.9
School Supports for Staff		
Staff working environment	21	A6.4
Is a supportive and inviting place for staff to work	26	A6.4
Promotes trust and collegiality among staff	20	A6.4
Promotes participation in school decision making	20	A6.4
Uses objective data for school improvement decisions	5	A6.7
Staff collegiality	30	A6.5
Have close professional relationships with one another	35	A6.5
Feel a responsibility to improve the school	25	A6.5
School Safety		
Is a safe place for staff	20	A6.4
Is a safe place for students	30	A6.2

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

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Student Learning Environment

Table A6.2

Student Learning Environment Scale Questions

	All %
Student learning environment	
Average reporting "Strongly agree"	22
This school...	
is a supportive and inviting place for students to learn.	
Strongly agree	15
Agree	80
Disagree	5
Strongly disagree	0
promotes academic success for all students.	
Strongly agree	20
Agree	70
Disagree	10
Strongly disagree	0
emphasizes helping students academically when they need it.	
Strongly agree	25
Agree	60
Disagree	15
Strongly disagree	0
emphasizes teaching lessons in ways relevant to students.	
Strongly agree	25
Agree	60
Disagree	15
Strongly disagree	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.

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Table A6.2

Student Learning Environment Scale Questions – Continued

	All %
This school...	
is a safe place for students.	
Strongly agree	30
Agree	55
Disagree	15
Strongly disagree	0
motivates students to learn.	
Strongly agree	15
Agree	55
Disagree	30
Strongly disagree	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 %
Insignificant problem	5
Mild problem	37
Moderate problem	32
Severe problem	26

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.

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Staff Working Environment

Table A6.4

Staff Working Environment Scale Questions

	All %
Staff working environment	
Average reporting "Strongly agree"	21
This school...	
is a supportive and inviting place for staff to work.	
Strongly agree	26
Agree	58
Disagree	16
Strongly disagree	0
promotes trust and collegiality among staff.	
Strongly agree	20
Agree	70
Disagree	10
Strongly disagree	0
is a safe place for staff.	
Strongly agree	20
Agree	60
Disagree	20
Strongly disagree	0
promotes personnel participation in decision-making that affects school practices and policies.	
Strongly agree	20
Agree	65
Disagree	15
Strongly disagree	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.

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Table A6.5
Staff Collegiality Scale Questions

	All %
Staff collegiality	
Average reporting "Strongly agree"	30
Adults who work at this school...	
have close professional relationships with one another.	
Strongly agree	35
Agree	55
Disagree	10
Strongly disagree	0
support and treat each other with respect.	
Strongly agree	30
Agree	65
Disagree	5
Strongly disagree	0
feel a responsibility to improve this school.	
Strongly agree	25
Agree	60
Disagree	15
Strongly disagree	0

Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.
Note: Cells are empty if there are less than 5 respondents.

Table A6.6
Staff Collaborate Regularly

	All %
Strongly agree	25
Agree	60
Disagree	15
Strongly disagree	0

Question A.39: Adults who work at this school... are collaborating regularly.
Note: Cells are empty if there are less than 5 respondents.

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Table A6.7

School Uses Objective Data in Decision Making

	All %
Strongly agree	5
Agree	90
Disagree	5
Strongly disagree	0

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.
Note: Cells are empty if there are less than 5 respondents.

Table A6.8

Lack of Respect of Staff by Students is a Problem

	All %
Insignificant problem	5
Mild problem	32
Moderate problem	37
Severe problem	26

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 %
Strongly agree	15
Agree	45
Disagree	30
Strongly disagree	10

Question A.29: This school has clean and well-maintained facilities and property.
Note: Cells are empty if there are less than 5 respondents.

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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 %	Table
Caring Adult Relationships	40	A7.2
Adults really care about every student	53	A7.2
Adults acknowledge and pay attention to students	40	A7.2
Adults listen to what students have to say	30	A7.2
High Expectations-Adults in School	35	A7.3
Adults want every student to do their best	40	A7.3
Adults believe every student can be a success	30	A7.3
Student Meaningful Participation	16	A7.4
Opportunities to decide things	15	A7.4
Equal opportunity for classroom participation	20	A7.4
Equal opportunity to participate in extracurricular activities	15	A7.4
Opportunities to "make a difference"	11	A7.4
Promotion of Parental Involvement	12	A7.5
School is welcoming to and facilitates parent involvement	11	A7.5
Encourages parents to be active partners in schooling	15	A7.5
School communicates about student learning expectation	15	A7.5
Parents feel welcome to participate at this school	5	A7.5

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

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Caring Relationships

Table A7.2

Caring Relationships Scale Questions

	All %
Caring relationships	
Average reporting "Strongly agree"	40
Adults who work at this school...	
really care about every student.	
Strongly agree	53
Agree	32
Disagree	16
Strongly disagree	0
acknowledge and pay attention to students.	
Strongly agree	40
Agree	50
Disagree	10
Strongly disagree	0
listen to what students have to say.	
Strongly agree	30
Agree	60
Disagree	10
Strongly disagree	0

Question A.33, 34, 36: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.

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

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High Expectations

Table A7.3

High Expectations Scale Questions

	All %
High expectations-adults in school	
Average reporting "Strongly agree"	35
Adults who work at this school...	
want every student to do their best.	
Strongly agree	40
Agree	60
Disagree	0
Strongly disagree	0
believe that every student can be a success.	
Strongly agree	30
Agree	60
Disagree	10
Strongly disagree	0

Question A.35, 37: Adults who work at this school... want every student to do their best... believe that every student can be a success.

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

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Student Meaningful Participation

Table A7.4

Student Meaningful Participation Scale Questions

	All %
Student meaningful participation	
Average reporting "Strongly agree"	16
This school...	
encourages opportunities for students to decide things like class activities or rules.	
Strongly agree	15
Agree	60
Disagree	25
Strongly disagree	0
gives all students equal opportunity to participate in classroom discussions or activities.	
Strongly agree	20
Agree	75
Disagree	5
Strongly disagree	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	
Strongly agree	15
Agree	75
Disagree	10
Strongly disagree	0
gives students opportunities to "make a difference" by helping other people, the school, or the community.	
Strongly agree	11
Agree	47
Disagree	37
Strongly disagree	5

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.

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Promotion of Parental Involvement

Table A7.5

Promotion of Parental Involvement Scale Questions

	All %
Promotion of parental involvement	
Average reporting "Strongly agree"	12
This school is welcoming to and facilitates parent involvement.	
Strongly agree	11
Agree	89
Disagree	0
Strongly disagree	0
This school encourages parents to be active partners in educating their child.	
Strongly agree	15
Agree	50
Disagree	35
Strongly disagree	0
Teachers at this school communicate with parents about what their children are expected to learn in class.	
Strongly agree	15
Agree	65
Disagree	20
Strongly disagree	0
Parents feel welcome to participate at this school.	
Strongly agree	5
Agree	85
Disagree	10
Strongly disagree	0

Question A.28, 46, 80, 81: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.
Note: Cells are empty if there are less than 5 respondents.

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Table A7.5

Promotion of Parental Involvement Scale Questions – Continued

	All %
School staff take parents' concerns seriously.	
Strongly agree	15
Agree	85
Disagree	0
Strongly disagree	0

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

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

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8. Learning Conditions

Table A8.1

Summary of Indicators of School Learning Conditions

	Percent Responding "Strongly Agree"	
	All %	Table
Learning Supports		
Support for social emotional learning	12	A8.2
Student readiness to learn	5	A8.3
Instructional equity	21	A8.7
Antibullying climate	20	A8.12
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity	20	A8.5
Respect for diversity	22	A8.6
Positive Peer Relations		
Student peer relationships	10	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 %
Support for social emotional learning	
Average reporting "Strongly agree"	12
This school encourages students to feel responsible for how they act.	
Strongly agree	15
Agree	75
Disagree	5
Strongly disagree	5
This school encourages students to understand how others think and feel.	
Strongly agree	10
Agree	70
Disagree	20
Strongly disagree	0
Students are taught that they can control their own behavior.	
Strongly agree	15
Agree	65
Disagree	20
Strongly disagree	0
This school helps students resolve conflicts with one another.	
Strongly agree	10
Agree	80
Disagree	10
Strongly disagree	0

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

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

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Table A8.2

Support for Social Emotional Learning Scale Questions – Continued

	All %
This school encourages students to care about how others feel.	
Strongly agree	10
Agree	85
Disagree	5
Strongly disagree	0

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

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

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Table A8.3

Student Readiness to Learn Scale Questions

	All %
Student readiness to learn	
Average reporting "Strongly agree"	5
Students are healthy and physically fit.	
Strongly agree	5
Agree	35
Disagree	60
Strongly disagree	0
Students start/arrive at school alert and rested.	
Strongly agree	5
Agree	15
Disagree	75
Strongly disagree	5
Students are motivated to learn.	
Strongly agree	5
Agree	25
Disagree	65
Strongly disagree	5
Students in this school are well-behaved.	
Strongly agree	5
Agree	60
Disagree	25
Strongly disagree	10

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.

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Table A8.4
Motivation to Complete Schoolwork

	All %
Strongly agree	10
Agree	45
Disagree	40
Strongly disagree	5

Question A.66: Students are motivated to complete their schoolwork.

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

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Fairness, Rule Clarity, and Respect for Diversity

Table A8.5

Fairness and Rule Clarity Scale Questions

	All %
Fairness and rule clarity	
Average reporting "Strongly agree"	20
This school handles discipline problems fairly.	
Strongly agree	30
Agree	50
Disagree	10
Strongly disagree	10
The school rules are fair.	
Strongly agree	25
Agree	70
Disagree	5
Strongly disagree	0
This school clearly informs students what will happen if they break school rules.	
Strongly agree	10
Agree	60
Disagree	30
Strongly disagree	0
Students know what the rules are.	
Strongly agree	15
Agree	70
Disagree	15
Strongly disagree	0

Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.
Note: Cells are empty if there are less than 5 respondents.

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Table A8.6

Respect for Diversity Scale Questions

	All %
Respect for diversity	
Average reporting "Strongly agree"	22
Students respect each other's differences.	
Strongly agree	10
Agree	55
Disagree	35
Strongly disagree	0
Adults from this school respect differences in students.	
Strongly agree	35
Agree	65
Disagree	0
Strongly disagree	0
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	
Strongly agree	20
Agree	75
Disagree	5
Strongly disagree	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.

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Instructional Equity

Table A8.7

Instructional Equity Scale Questions

	All %
Instructional equity	
Average reporting "Strongly agree"	21
This school...	
emphasizes using instructional materials that reflect the culture or ethnicity of its students.	
Strongly agree	10
Agree	50
Disagree	40
Strongly disagree	0
has staff examine their own cultural biases through professional development or other processes.	
Strongly agree	10
Agree	30
Disagree	50
Strongly disagree	10
considers closing the racial/ethnic achievement gap a high priority.	
Strongly agree	20
Agree	50
Disagree	20
Strongly disagree	10
has high expectations for all students, regardless of their race, ethnicity, or nationality.	
Strongly agree	35
Agree	60
Disagree	5
Strongly disagree	0

Question A.20-23: This school... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority.... has high expectations for all students, regardless of their race, ethnicity, or nationality.

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

Table A8.7

Instructional Equity Scale Questions – Continued

	All %
This school fosters an appreciation of student diversity and respect for each other.	
Strongly agree	30
Agree	60
Disagree	10
Strongly disagree	0

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

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

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Table A8.8

Staff Treat All Students Fairly

	All %
Strongly agree	25
Agree	60
Disagree	15
Strongly disagree	0

Question A.38: Adults who work at this school treat all students fairly.
Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A8.9

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %
Strongly agree	10
Agree	40
Disagree	45
Strongly disagree	5

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 %
Insignificant problem	26
Mild problem	53
Moderate problem	21
Severe problem	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.

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Student Peer Relationships

Table A8.11

Student Peer Relationships Questions

	All *%*
Student peer relationships	
Average reporting "Strongly agree"	10
Students care about one another.	
Strongly agree	20
Agree	65
Disagree	15
Strongly disagree	0
Students treat each other with respect.	
Strongly agree	5
Agree	65
Disagree	30
Strongly disagree	0
Students get along well with one another.	
Strongly agree	5
Agree	80
Disagree	15
Strongly disagree	0
Students enjoy spending time together during school activities.[Ø] **(In-School Only)**	
Strongly agree	30
Agree	65
Disagree	5
Strongly disagree	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.

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Table A8.11

Student Peer Relationships Questions – Continued

	All %
Students enjoy interacting with each other during class activities.$^{\emptyset}$ *(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.

$^{\emptyset}$*Item not included in the scale.*

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Antibullying Climate

Table A8.12

Antibullying Climate Scale Questions

	All %
Antibullying climate	
Average reporting "Strongly agree"	20
Teachers make it clear to students that bullying is not tolerated.	
Strongly agree	30
Agree	60
Disagree	10
Strongly disagree	0
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	20
Agree	55
Disagree	20
Strongly disagree	5
Students tell teachers when other students are being bullied.	
Strongly agree	15
Agree	60
Disagree	20
Strongly disagree	5
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.	
Strongly agree	25
Agree	60
Disagree	15
Strongly disagree	0

Question A.48-51: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.

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

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Table A8.12

Antibullying Climate Scale Questions – Continued

	All %
Students try to stop bullying when they see it happening.	
Strongly agree	10
Agree	45
Disagree	40
Strongly disagree	5

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 %
Insignificant problem	28
Mild problem	44
Moderate problem	11
Severe problem	17

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.

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9. Student Health Risks and Prevention

Mental Health

Table A9.1

Student Feeling Hopeful About the Future

	All %
Strongly agree	10
Agree	55
Disagree	35
Strongly disagree	0

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 %
Insignificant problem	5
Mild problem	37
Moderate problem	53
Severe problem	5

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.

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Bullying and Fighting

Table A9.3

Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	5
Mild problem	53
Moderate problem	21
Severe problem	21

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 %
Insignificant problem	50
Mild problem	39
Moderate problem	11
Severe problem	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.

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Delinquency

Table A9.5

Vandalism (Including Graffiti) is a Problem

	All %
Insignificant problem	56
Mild problem	33
Moderate problem	6
Severe problem	6

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 %
Insignificant problem	50
Mild problem	28
Moderate problem	17
Severe problem	6

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 %
Insignificant problem	78
Mild problem	11
Moderate problem	11
Severe problem	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.

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Table A9.8

Weapons Possession is a Problem

	All %
Insignificant problem	84
Mild problem	11
Moderate problem	5
Severe problem	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 %
Insignificant problem	42
Mild problem	26
Moderate problem	32
Severe problem	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 %
Insignificant problem	47
Mild problem	37
Moderate problem	16
Severe problem	0

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.

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Table A9.11

Student Vaping or Electronic Cigarette Use is a Problem

	All %
Insignificant problem	33
Mild problem	44
Moderate problem	11
Severe problem	11

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 %
No	0
Yes	95
Don't know	5

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.

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10. Discipline and Counseling

Table A10.1

Disciplinary Harshness Scale Questions

	All %
Disciplinary harshness	
Average reporting "Strongly agree" or "Agree"	10
The rules at this school are too strict.	
Strongly agree	5
Agree	5
Disagree	65
Strongly disagree	25
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	5
Agree	5
Disagree	70
Strongly disagree	20
Students get in trouble for breaking small rules.	
Strongly agree	5
Agree	5
Disagree	65
Strongly disagree	25
Teachers are very strict here.	
Strongly agree	5
Agree	5
Disagree	70
Strongly disagree	20

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.

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Table A10.2

Provides Adequate Counseling and Support for Students

	All %
Strongly agree	15
Agree	45
Disagree	40
Strongly disagree	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.

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11. Professional Development Needs

Table A11.1

Areas of Professional Development Needs

	All %
Instruction and School Environment	
Positive behavioral support and classroom management	
Yes	53
No	47
Creating a positive school climate	
Yes	63
No	37
Addressing Needs of Diverse Populations	
Working with diverse racial, ethnic, or cultural groups	
Yes	63
No	37
Providing Support Services	
Meeting the social, emotional, and developmental needs of youth	
Yes	84
No	16

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.

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Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All
Number of respondents	8

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Punishes first-time violations of alcohol/drug policies[†]	0	B3.1
Enforces zero tolerance policies[†]	0	B3.1
Has sufficient resources to create a safe campus[†]	0	B3.2
Seeks to maintain a secure campus[†]	0	B3.2
Provides harassment or bullying prevention[§]	25	B3.3
Provides conflict resolution or behavior management instruction[§]	38	B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal[†]	0	B4.1
Collaborates well with community organizations to address substance use or other problems[†]	13	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems[†]	13	B4.1
Provides alcohol or drug use prevention instruction[§]	0	B4.1
Provides tobacco use/vaping prevention instruction[§]	0	B4.1
Has sufficient resources to address substance use prevention needs[†]	0	B4.1
Physical Health and Special Needs		
Provides adequate health services for students[†]	0	B5.1
Provides opportunities for physical education and activity[§]	50	B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion[§]	13	B6.1
Emphasizes helping students with social, emotional, and behavioral problems[†]	13	B6.1
Restorative practices[†]	29	B6.1
Trauma-informed practices[†]	0	B6.1

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

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

[§]*Average percent of respondents reporting "A lot."*

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3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	0
Agree	57
Disagree	14
Strongly disagree	29
Enforces zero tolerance policies	
Strongly agree	0
Agree	38
Disagree	63
Strongly disagree	0

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.

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Table B3.2

Supports for Safety at School

	All %
Has sufficient resources to create a safe campus	
Strongly agree	0
Agree	63
Disagree	38
Strongly disagree	0
Seeks to maintain a secure campus	
Strongly agree	0
Agree	25
Disagree	13
Strongly disagree	63

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 %
Provides harassment or bullying prevention	
A lot	25
Some	63
Not much	13
Not at all	0
Provides conflict resolution or behavior management instruction	
A lot	38
Some	38
Not much	25
Not at all	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.

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4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %
Considers substance abuse prevention an important goal	
Strongly agree	0
Agree	63
Disagree	25
Strongly disagree	13
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	13
Agree	63
Disagree	13
Strongly disagree	13
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems	
Strongly agree	13
Agree	38
Disagree	50
Strongly disagree	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.

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Table B4.1

Substance Use Prevention - Continued

	All %
Provides alcohol or drug use prevention instruction	
A lot	0
Some	63
Not much	38
Not at all	0
Provides tobacco use/vaping prevention instruction	
A lot	0
Some	63
Not much	38
Not at all	0
Has sufficient resources to address substance use prevention needs	
Strongly agree	0
Agree	43
Disagree	57
Strongly disagree	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 %
Strongly agree	0
Agree	63
Disagree	25
Strongly disagree	13

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.

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5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %
Provides adequate health services for students	
Strongly agree	0
Agree	25
Disagree	75
Strongly disagree	0
Provides opportunities for physical education and activity	
A lot	50
Some	38
Not much	13
Not at all	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.

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6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion	
A lot	13
Some	63
Not much	25
Not at all	0
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	13
Agree	50
Disagree	38
Strongly disagree	0
Uses restorative practices to help resolve conflicts	
Strongly agree	29
Agree	57
Disagree	14
Strongly disagree	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.

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Table B6.1

Youth Development and Social-Emotional Supports at School – Continued

	All %
Implements trauma-informed practices	
Strongly agree	0
Agree	29
Disagree	71
Strongly disagree	0
Provides instructional help to build social-emotional competencies	
A lot	25
Some	63
Not much	13
Not at all	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.

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