



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Prospect Community Day School	34673303430667	September 1, 2020	October 22, 2020

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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement
Title I Targeted Assistance School

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

We will implement the plan with fidelity and ensure that our goals are tightly aligned with the district Local Control and Accountability Plan. Obviously, our campus has been severely impacted by COVID 19. We have been implementing distance learning since March 16th, 2020. Our platforms are Google classroom, Microsoft Teams, and Zoom. We continue to work to get Chromebooks in the hands of every student and have provided Hot Spots on request. Our staff is working around the clock to ensure that learning is meaningful and relevant. We are also trying creative new ways to engage all students and keep them connected to school.

School Vision and Mission

The primary focus of the Prospect Community Day program is to provide a safe and comprehensive day program that enhances personal responsibility and educational growth. We aim to help them return to their comprehensive sites by making review. This requires them to have 95% attendance, a 2.0 GPA with no F's, and positive behavior. We want them to gain the skills to be successful when they do return thus avoiding being placed back at Prospect. Obviously, our campus has been severely impacted by COVID 19. We have been implementing distance learning since March 16th, 2020. Our platforms are Google classroom, Microsoft Teams, and Zoom. We continue to work to get Chromebooks in the hands of every student and have provided Hot Spots on request. Our staff is working around the clock to ensure that learning is meaningful and relevant. We are also trying creative new ways to engage all students and keep them connected to school.

Be Positive

- * I will keep my hands and feet to myself and avoid play fighting at all times.
- * I will use school appropriate language and gestures with everyone.
- * I will treat others with respect.
- * I will dress appropriately and follow the dress code.
- * I will follow staff directions the first time they are given and follow all school rules.

Be Present

- * I understand I need to have good attendance, grades, and behavior to make review and I commit to doing so.
- * I will arrive to school on time and to each class on time every day.
- * I will turn my phone into office staff at the beginning of every day to avoid being distracted.
- * I will come to school with an open mind and clear head.

Be Productive

- * I accept that my choices have consequences, good and bad, and I will not blame others for those consequences.
- * I will own my role in making review. I must have excellent attendance, positive behavior, and good grades (2.0, no F's.)
- * I will be the best student I can be by taking responsibility for my education.
- * I will continue to be successful when I return to my school by continuing to practice these Prospect expectations.

School & Community Profile

The Prospect Community Day School (PCDS) Program is designed to help students in grades 7-12 be successful. Our student enrollment changes weekly as Attendance and Due Process places students at Prospect. We average approximately 55 students.

The goals of the program are to develop the following: 1) Improved behavioral and social skills; 2) Improved work habits; 3) Improved academic skills. The PCDS Program endeavors to teach students how to do things for themselves, rather than being dependent on others. Students learn to self advocate for his or her own needs. An important challenge is to have the students accept responsibility for their own actions. The program consists of a seven period day. Students may receive one-on-one help and work independently or in small groups.

Four general education classroom teachers, one career technical education teacher, one Special Education teacher, and one teaching assistant make up the teaching staff. The support staff services consist of one administrative assistant, one registrar and a nurse who comes one afternoon a week. A psychologist is also available two days per week, a counselor is on site five days a week, a marriage family therapist is available five days a week, and three behavior support aides who support teachers in the classrooms five days a week. A campus monitor is on site five days a week and a speech/language pathologist is available as needed. A head custodian and afternoon custodian help to keep things in running order.

The District Workability Program assists our special education students. We also have partnerships with local military recruiters and Folsom Lake College, part of the Los Rios Community College District. These are very valuable resources for the students.

Our staff has worked hard this year to develop a strong academic curriculum. Our math curriculum is aligned with the common core standards adopted by Folsom Cordova Unified School District and the California Department of Education. Teachers in other core curricular areas are working with the district lead teachers to incorporate common core approaches to their respective subjects. Our students have access to a computer lab/multimedia center. All students have access to Chrome-books to further support their technological classroom needs.

We continue to work on expanding our Physical Education program, but our facility is limiting. In addition to our physical education course, we are receiving funding for field trips, and incentive rewards for students with excellent attendance and good behavior. Focusing on our school climate and Positive Behavior Interventions and Support (PBIS) programs.

Our staff has hosted a back-to-school night so that parents and staff can discuss program expectations. We feel that a strong partnership between parents and our staff can help our students get back to a comprehensive school and progress towards graduation. Attendance is very low.

Our goals this year: We are working on transforming the program to truly prepare students to "make review" and return and STAY at their home schools. This will require healing-centered practices, clear and implemented expectations, and a transition team approach when they do return to their home school. Our youth need to have the ability to address life's moral and ethical problems and make informed decisions.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

In summary, the needs assessment completed by student, parent and teacher states the greatest need for our school are in two areas Student safety and Curriculum Improvement of program to better match the needs of students. Student Surveys also requested students' suggestions with regard to the implementation of the Positive Behavior Support Program at Prospect Community Day. Over sixty percent of the students surveyed provided positive feedback regarding the school environment. Students did express concerns about the campus and proposed different areas for improvement. Those issues that were cited most often were improved student behavior and the uniform policy. We have recently requested that we pilot eliminating the uniform policy while still enforcing a strict dress code. A copy of our staff and student Healthy Kids surveys are attached.

Classroom Observations

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

Administration conducts both formal and informal classroom observations. Formal observations are scheduled and completed as required by contract. Informal observations are unscheduled with an administrator roving campus wide when possible and staying between 5-15 minutes per visit. The results of both observations support the survey's findings. Students require a high ratio of adult to student supervision with a strong component of "life skills" to assist them in making better choices. As to the academic component, the staff is working at structuring the academic material to meet the needs of all students. Administration is constantly in and out of classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Prospect uses state and local assessments to inform our practice. Assessment results will let us know if we need to modify curriculum, delivery (e.g. re-teach or remediation) or provide additional support beyond the classroom for our students.

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

One of the findings was the need for a improved diagnostic and benchmark assessment tools to better gauge students' abilities and academic needs and to inform instruction. School Administration is currently researching assessment tools in order to address this need.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Prospect teachers are credentialed and vetted by our Human Resources department for appropriate placement.

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

Our self-study showed the need for an additional staff to work with students not making progress in Math and English. We are meeting performance standards on teacher professional development. This year we have had an increase in both site and district staff development.

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

Staff development is focused on primarily trauma informed practices, restorative practices, and on the adoption and implementation of the common core state standards in English and math, the Next Generation Science Standards in Science and the use of i-Ready to diagnose individual Math and English levels with students and provide individual interventions. This year, we will also focus on best practices as they pertain to distance learning.

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

District lead teachers are available to the sites as needed.

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

Teacher collaboration occurs by curriculum departments as well as, given our small size, by committee of the whole. The bell schedule is structured to provide weekly collaboration time between teachers and other school staff. Twice a month teachers are given time to collaborate and or receive professional development.

Teaching and Learning

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

Staff meets regularly to update and/or design curriculum, instruction and materials to meet the Common Core standards. Staff meets twice a month on Fridays for these collaboration meetings.

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

Prospect Community Day School's instruction meets the recommended instructional minutes for Reading/Language Arts and Mathematics. Note that this has been reduced due to COVID-19 to 240 minutes of instruction per day.

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

Prospect students are currently grouped by age and grade. However, depending on numbers, some multi-grade classes exist. There are staff enough for one core teacher per subject matter area.

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

All students have access to appropriate standards aligned instructional materials.

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

All students have access to standards aligned core courses.

Opportunity and Equal Educational Access

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

All students have access to core teachers for support in core subject areas.

Evidence-based educational practices to raise student achievement

All students have access to research-based educational practices as validated by the District's Curriculum Advisory Committee, as well as by our curriculum based lead teachers and the use of state adopted materials.

Parental Engagement

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

We utilize resources from families, school district and community to assist our under achieving students but recognize that we can do more.

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

We involve parents, school staff and students in the planning and implementation of the site council decisions.

Funding

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

Staff development, intervention funding, translation services, supplementary materials, software, on-line services for parents, summer school.

Fiscal support (EPC)

Title I funding, Comprehensive School Improvement funding.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Staff, students and parents are involved in the creation of this School Plan for Student Achievement (SPSA) through parent and student surveys, site council meetings, and site Professional Learning Communities (PLC) meetings. The first site council meeting will take place in mid August. Parent surveys will be distributed online. Student Surveys will be distributed online in August 2020. Staff will review and give input at multiple staff meetings in September and October.

Resource Inequities

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

Prospect Community Day school struggles with having enough staff to meet the needs of our students. We currently do not have a full-time Math, English, or Science teacher. This prohibits us from offering the interventions our students need. We also lack the full time employment (FTE) to offer many electives that students would benefit from.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	3.45%	2.27%	0%	1	1	0
African American	37.93%	38.64%	38.46%	11	17	15
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	27.59%	29.55%	35.9%	8	13	14
Pacific Islander	6.90%	%	0%	2		0
White	17.24%	18.18%	15.38%	5	8	6
Multiple/No Response	%	2.27%	7.69%		1	1
Total Enrollment				29	44	39

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	6		5
Grade 8	6	13	8
Grade 9	5	11	9
Grade 10	5	6	6
Grade 11	6	11	3
Grade 12	1	3	8
Total Enrollment	29	44	39

Conclusions based on this data:

1. The demographics at Prospect do not represent the overall demographics of Folsom Cordova Unified School District (FCUSD) or even the schools in Rancho Cordova or the district as a whole.
2. We have a high number of Latino and African American students in Prospect.
3. 91% of our students qualify for free and reduced lunch and 5% are homeless.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	3	6	7	10.3%	13.6%	17.9%
Fluent English Proficient (FEP)	3	3	6	10.3%	6.8%	15.4%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. 17.9% of our students are English Learner(EL) so we must continue to develop supports for language acquisition as many of our students are language deprived.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	7	*	*	4	*	*	4	*	*	57.1
Grade 8	*	19	14	*	11	8	*	11	8	*	57.9	57.1
Grade 11	*	*	8	*	*	4	*	*	4	*	*	50
All	28	37	29	15	20	16	15	19	16	53.6	54.1	55.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2389.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	6.67	0.00	6.25	0.00	5.26	12.50	93.33	94.74	81.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	9.09	*	*	90.91	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	6.25	13.33	21.05	12.50	86.67	78.95	81.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	0.00	*	*	100.0	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	6.67	5.56	43.75	93.33	94.44	56.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	36.36	*	*	63.64	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	26.67	50.00	43.75	73.33	50.00	56.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	27.27	*	*	72.73	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	6.67	0.00	6.25	6.67	22.22	18.75	86.67	77.78	75.00

Conclusions based on this data:

1. The overall percentage of students who met the standard in English was almost exactly the same as last year. Progress was made in the strand of reading. Last year 12% of students were above standard but this year 12% were and 20-25% were above standard in research/inquiry. Data clearly shows a need for intervention in reading and writing.
2. It would benefit students greatly if we had a full time English teacher to offer interventions.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	7	*	*	5	*	*	5	*	*	71.4
Grade 8	*	19	14	*	13	9	*	13	9	*	68.4	64.3
Grade 11	*	*	9	*	*	4	*	*	4	*	*	44.4
All	30	37	30	16	24	18	16	24	18	53.3	64.9	60

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	2378.	*	*	0.00	*	*	0.00	*	*	15.38	*	*	84.62	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	0.00	16.67	16.67	100.0	83.33	83.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	15.38	*	*	84.62	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	0.00	16.67	11.76	100.0	83.33	88.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	7.69	*	*	92.31	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	0.00	16.67	22.22	100.0	83.33	77.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	0.00	*	*	15.38	*	*	84.62	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	12.50	20.83	27.78	87.50	79.17	72.22

Conclusions based on this data:

1. The percent of students meeting the standard in math has been falling for the past two years. The data clearly shows a strong need for math intervention.
2. It would benefit students greatly if we had a full time Math teacher to offer interventions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6		*		*		*		*
Grade 7	*		*		*		*	
Grade 8	*	*	*	*	*	*	*	*
Grade 9		*		*		*	2	*
Grade 10	*		*		*		*	
Grade 11							1	
All Grades							*	*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	*	*	*		*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	*	*	*		*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

Conclusions based on this data:

1. While our EL population is small, we do not have as many resources as we should to support them. Students who are beginning need to be at a comprehensive site with more support.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
44	81.8	17.9	2.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	17.9
Foster Youth	1	2.3
Homeless	6	13.6
Socioeconomically Disadvantaged	36	81.8
Students with Disabilities	13	29.5







Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	38.6
American Indian	1	2.3
Hispanic	13	29.5
Two or More Races	4	9.1
White	8	18.2

Conclusions based on this data:

1. We have a population that does not mirror those of other sites. Many of them also have experienced trauma in their lives.
2. Our population is ever-changing as we get multiple new enrollees every Monday.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>No Performance Color</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	
<div>College/Career</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. Our students fair very poorly on standardized tests. They are at Prospect for extreme behaviors, the suspension data is not surprising.

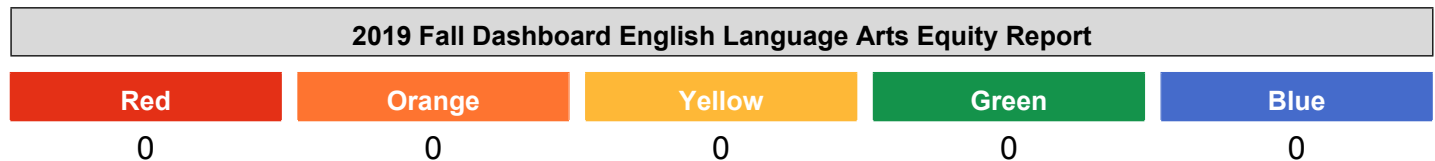
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Students with Disabilities  No Performance Color 0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 2
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Conclusions based on this data:

1. Our student population does not mirror the district population so additional resources should be invested into giving that access to experiences and using relevant materials.

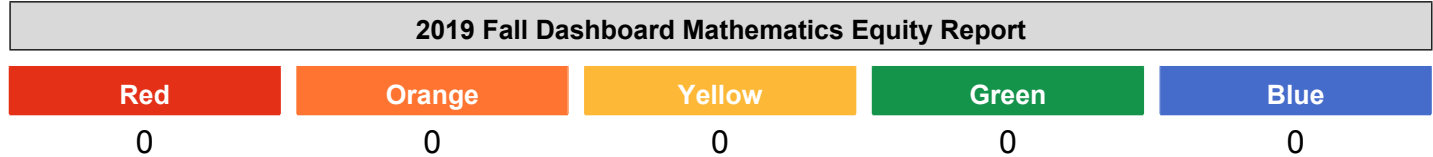
School and Student Performance Data

Academic Performance Mathematics




The performance levels are color-coded and range from lowest-to-highest performance in the following order:






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<div> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3</div>		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<div> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</div>	<div> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		Less than 11 Students - Data Not Displayed for Privacy 3

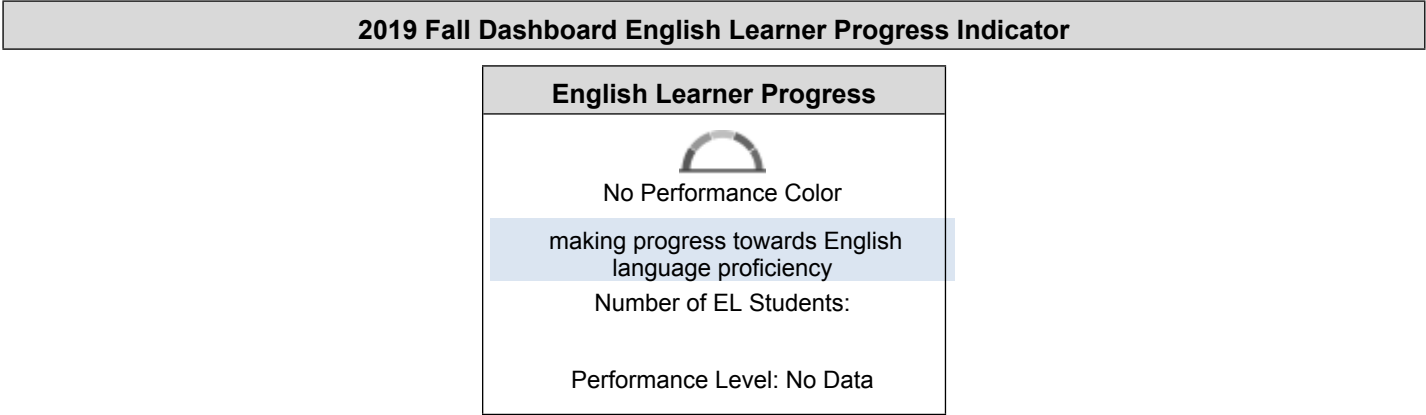
Conclusions based on this data:

1. Our student population does not mirror the district population so additional resources should be invested into giving that access to experiences and using relevant materials.

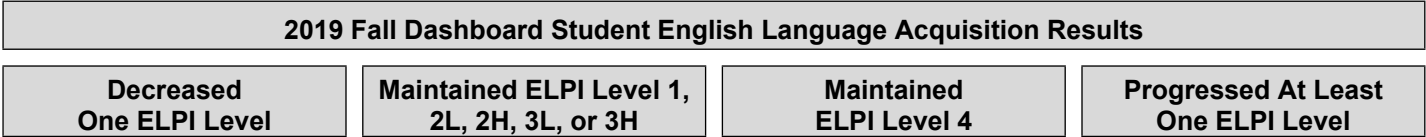
School and Student Performance Data

Academic Performance English Learner Progress

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



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



Conclusions based on this data:

1. EL students are not being reclassified at an acceptable rate. Data unavailable on the dashboard. Less than 11 students-data not displayed for privacy.

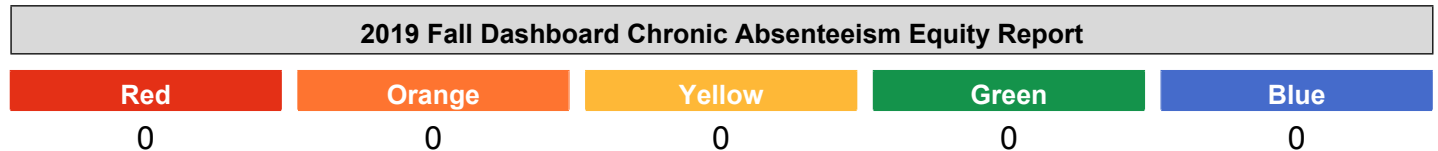
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Red 84.8 Increased +14.6 33	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Socioeconomically Disadvantaged  No Performance Color 88.5 Increased +18.2 26	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">100</div> Increased +28.6 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. The absenteeism rate is high at Prospect but this attendance is directly related to making review.
2. Students are provided with district busing which does help with some students.

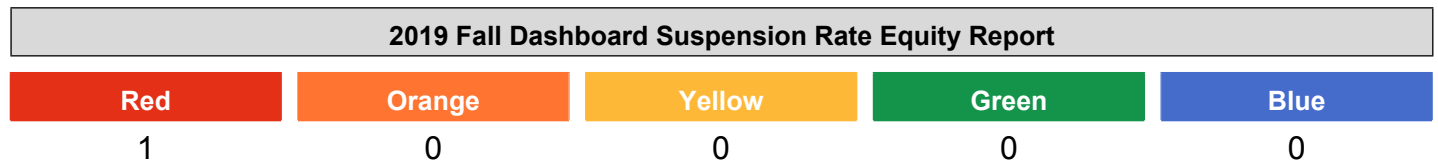
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 67.9 Increased +15.5 84	English Learners  No Performance Color Less than 11 Students - Data Not 9	Foster Youth  No Performance Color Less than 11 Students - Data Not 7
Homeless  No Performance Color 64.3 Declined -12.6 14	Socioeconomically Disadvantaged  Red 69 Increased +13.9 71	Students with Disabilities  No Performance Color 80 Increased +32.4 20

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 71.9 Increased +8.9 32	 No Performance Color Less than 11 Students - Data 2		
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 56.5 Increased +16.5 23	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 70.6 Increased +17.3 17

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	52.3	67.9

Conclusions based on this data:

1. Prospect is a school focused on behaviors and PBIS. There were 70 suspensions for Middle School and 38 for high school.
2. Until last year, we had seen significant decreases in suspensions for the past five years.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

All students, including English learners, and students with Individual Education Plans(IEP) will have access to curriculum that is aligned with state standards and delivered by fully credentialed teachers.

Identified Need

Students at Prospect have had challenging academic careers but deserve access to core curriculum and best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessment (ELPAC) data		More students making review and returning and staying at their home schools
Healthy kids survey results	Previous year's data	
Attendance rates		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide release time for Professional development on best practices. This will allow for academic conferencing and small group interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4454	Title I 1000-1999: Certificated Personnel Salaries Release time
1135	Title I 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Purchase supplies that helps students access the curriculum in all core subjects.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3227

Source(s)

Title I
4000-4999: Books And Supplies
Purchase of supplies and books

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials for enhanced student instruction, student interventions and academic achievement awards(LCAP 1.3, 4.1, 4.2, 4.3, 4.4)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Purchase materials to assist our students who are reading below grade level

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

English intervention novels (LCAP 1.3, 3.1, 4.1, 4.3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
To assist low readers and EL students in ILit
classes

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We did a very good job purchasing supplemental materials and novels.

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

None

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

We will continue to make materials available to students during distance learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

Goal 2

We will see increased student attendance rates and a reduction in chronic absenteeism. With an increases in student engagement, we will see a decrease in suspensions and contract violations. In turn, we will see an increase in the number of students making review, clearing their contracts, and being successful at their home schools.

Identified Need

Student connectedness is critical to overall school performance and for Prospect students making review to attend their home school. Most of the students at Prospect have never felt connected to their school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates	Increase attendance rates to approach district goal of 96% positive attendance.	More students making review
Suspension and expulsion rates		Fewer students returning to Prospect after already attending in the past
Parent and student surveys	Healthy kids survey results	Increase in graduation rates
Percentage of students returning to their comprehensive site		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners and below grade level readers

Strategy/Activity

Provide incentives that encourage good decision making and behavior and support Positive Behavior Interventions and Supports(PBIS)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Purchase of incentives and provide hands on activities to build community and implement PBIS.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials for enhanced student instruction, student interventions and academic achievement awards(LCAP 1.3, 4.1, 4.2, 4.3, 4.4)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,750

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Supplemental supplies to support English & math interventions and academic achievement awards

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We did an excellent job funding motivational activities for our students.

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

None noted

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

We have simplified our focus under this goal and will continue to adapt to the needs of our students during distance learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)
3.1 Provide professional development in new adoptions and local curriculum.
3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

Goal 3

By providing professional development in the area of common core and best practices (including for English learners,) students will have access to high quality instruction.

Identified Need

Our students deserve access to highly trained teachers who are utilizing best practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Review completion rates		More students making review and being successful at their home school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

PLC (Professional Learning Communities) collaboration time to review assessment data and develop effective PBIS strategies to improve behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Professional development and conferences

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The .2 elective and .2 of our Science FTE were taken away.

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

We will have to decide how to deliver Science to grades 7-12 with only 2 Science classes.

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

We will more actively pursue relevant professional development and share with colleagues on a regular basis.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Goal 4

Ensure students are reading at grade level (8th and 11th grades) and meeting grade level standards in Math (8th and 11th grades.) Ensure that English Learners and Special Ed students are making yearly progress.

Identified Need

Students come to Prospect usually working below grade level. We must ensure they are making yearly progress so they can return to their home schools and be successful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress(CAASPP) data	Below standards	Fewer students returning to Prospect because they are better prepared academically
i-Ready in English and Math		
Formative and summative assessments		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students in low income subgroup equal access to experiential learning opportunities with extra curricular activities including:

1. Community outreach
2. Extra-curricular activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Field trip fees
500	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Transportation fees

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We did have professional development in our agreed upon subject area of trauma informed, healing centered, practices.

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

We need to continue to work on meaningful field trips that expose our students to a variety of experiences.

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

Measure H did purchase a 10 passenger van for us so field trip transportation will be far easier.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,816.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$25,000.00
Title I	\$8,816.00

Subtotal of additional federal funds included for this school: \$33,816.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$33,816.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Christine Portney	Other School Staff
Michelle Flowers	Principal
Tim Kalmer	Classroom Teacher
Forest Bell	Secondary Student
Michelle Shryock	Secondary Student
Michele Matsumura	Classroom Teacher Secondary Student
Taniay Malakai	Secondary Student
Coleen Malakai	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.	
Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.	
<ol style="list-style-type: none">1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)2. The ELAC shall assist the school in the development of:<ol style="list-style-type: none">a. The school's needs assessment.b. The school's annual language census.c. Ways to make parents aware of the importance of regular school attendance.	

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature

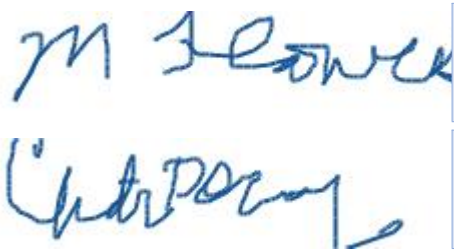
Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9-1-20.

Attested:

Handwritten signatures in blue ink. The top signature appears to be 'M Flowers' and the bottom signature appears to be 'Christine Portney'.

Principal, Michelle Flowers on 9-1-2020

SSC Chairperson, Christine Portney on 9-1-2020



Prospect High School Site Council Agenda

September 1, 2020

12:30-2:00

Michelle Flowers, Christine Portney, Tim Kalmer, MiChele Matsumura, Forest Bell, Michelle Shryock, Taniya Malakai, Coleen Malakai

- Call the meeting to order
- Introductions
- Explain the purpose of the site council to include roles and responsibilities
- Elect chairperson and vice-chair
- Review site plan with a focus on Goals 1-4 and expenditures
- Discuss revisions
- Possible approval of site plan and signatures
- Possible approval of Safety Plan
- Call the meeting to a close

Prospect School Site Council Minutes

September 1, 2020

2:30-3:30

Present: Michelle Flowers, Christine Portney, Tim Kalmer, Forest Bell,
Michelle Shryock, MiChele Matsumura, Taniay
Malakai, Colleen Malakia

2:45: Call the meeting to order

2:45: Introductions

2:50: Explain the purpose of the site council to include roles and responsibilities. This was explained by Ms. Flowers and questions were answered. I also explained the difference between CSI and Title I funds.

3:00: Elect chairperson and vice. Chairperson-Christine P. and Vice Chair-Michelle Shryock

3:10: Review site plan with a focus on Goals 1-4 and expenditures
Discuss revisions

3:40: Possible approval of site plan and signatures
Possible approval of Safety Plan. The plan was approved with no objections.

4:00: Call the meeting to a close

CALIFORNIA HEALTHY KIDS SURVEY



Prospect Community Day Secondary 2019-2020 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

ALERT

Categories “High,” “Moderate,” and “Low” for scales are no longer included on the report. If districts or schools need results on these categories, please contact your Technical Advisor.

This report provides the detailed results for each question from the 2019-20 *California Healthy Kids Survey* (CHKS) for schools within the district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS. Appendix I lists the schools that administered the survey in the district and their response rates; Appendix II provides more information about CHKS questions.

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

THE SURVEY

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

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

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

Core Module

As summarized in Appendix II, the Core Module consists of key questions, identified by an expert advisory committee, 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, attendance, academic motivation, and school connectedness, as indicators of engagement;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- perceived school safety, bullying, and victimization; and
- violence perpetration, substance use, and crime-related behavior (e.g., weapons possession).

The Core Module also assesses the scope and nature of substance use and includes two key indicators of mental health: chronic sadness and contemplation of suicide. These questions provide insight into important barriers to learning and development.

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

What's New? For 2018-19, the following improvements were made to the Core Module:

- Added a sleep duration question to help assess nighttime sleep quality
- Added the high school suicide ideation question to the middle school survey
- Modified wording of two e-cigarette questions about perceived harm from use
- Added “Juul” as an example on the e-cigarette use questions

In 2019-20, questions were added or modified to assess opioid use, tranquilizer use, exposure to second-hand smoke or vapor at school, vape quitting attempts, and knowledge of school policies banning tobacco use and vaping on school property.

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/#ssm_sc). These questions are also included in the staff survey to provide a more comprehensive picture of stakeholder perceptions and how the perceptions of students and staff differ from each other.

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional capacities linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs.

SURVEY ADMINISTRATION AND SAMPLE

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

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

PUBLIC ONLINE DATA DASHBOARD

The most recent state representative and district CHKS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide and district key indicators from the Core and School Climate Module, trends over time, and disparities in survey outcomes across subgroups. Subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation can be examined. In addition, results can be displayed for English learners, free and reduced-priced meal eligible students, and foster youth – three important LCAP priority subgroups. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

***New in 2019!* EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD**

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across subgroups such as race/ethnicity, sexual orientation, gender identity, and afterschool participation; and
- examine data trends over time overall and by subgroup.

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

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option by grade level.

Racial/Ethnic and Gender Results

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- ***Using CalSCHLS to Assess Social-Emotional Learning and Health*** describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- ***Helpful Resources for Local Control and Accountability Plans*** describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The ***School Climate Connection Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/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_1517.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

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

School Reports and School Climate Report Cards

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

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data/#slcr)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email CalSCHLS@wested.org.

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

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Sleep duration (hours of sleep)	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓		✓	✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
School Climate Improvement Practices					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

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 Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

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Thomas Hanson, Ph.D.
CalSCHLS Co-Directors, WestEd

Tom Herman
Administrator, School Health Office
California Department of Education

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) 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	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

		NT ^A
<i>Student Sample Size</i>		
Target sample		37
Final number		28
Response Rate		76%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	NT %	Table
School Engagement and Supports		
School connectedness [†]	13	A4.5
Academic motivation [†]	54	A4.5
Chronic truancy (twice a month or more often) [§]	4	A4.2
Caring adult relationships [‡]	45	A4.5
High expectations [‡]	42	A4.5
Meaningful participation [‡]	29	A4.5
Facilities upkeep [†]	13	A4.12
Promotion of parent involvement in school [†]	20	A4.5
School Safety		
School perceived as very safe or safe	33	A5.1
Experienced any harassment or bullying [§]	19	A5.2
Had mean rumors or lies spread about you [§]	29	A5.3
Been afraid of being beaten up [§]	10	A5.3
Been in a physical fight [§]	29	A5.4
Seen a weapon on campus [§]	14	A5.6
Substance Use and Physical/Mental Health		
Current alcohol or drug use [¶]	36	A6.5
Current marijuana use [¶]	36	A6.5
Current binge drinking [¶]	14	A6.5
Very drunk or “high” 7 or more times, ever	38	A6.7
Been drunk or “high” on drugs at school, ever	36	A6.9
Current cigarette smoking [¶]	5	A7.3
Vaping [¶]	14	A7.3
Sleep deprivation (less than 8 hours)	85	A8.2
Experienced chronic sadness/hopelessness [§]	16	A8.4
Considered suicide [§]	10	A8.5

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

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

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

[§]Past 12 months.

[¶]Past 30 days.

3. Demographics

Table A3.1

Gender of Sample

	NT %
Male	71
Female	29

Question HS/MS A.4: What is your gender?

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

Table A3.2

Hispanic or Latino

	NT %
No	62
Yes	38

Question HS/MS A.6: Are you of Hispanic or Latino origin?

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

Table A3.3

Race

	NT %
American Indian or Alaska Native	0
Asian	0
Black or African American	42
Native Hawaiian or Pacific Islander	0
White	17
Mixed (two or more) races	42

Question HS/MS A.7: What is your race?

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

Table A3.4
Living Situation

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

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

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

Table A3.5
Highest Education of Parents

	NT %
Did not finish high school	25
Graduated from high school	21
Attended college but did not complete four-year degree	0
Graduated from college	38
Don't know	17

Question HS/MS A.10: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)

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

Table A3.6***Free or Reduced Price Meals Eligibility***

	NT %
No	12
Yes	84
Don't know	4

Question HS/MS A.12: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)

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

Table A3.7***Language Spoken at Home***

	NT %
English	68
Spanish	28
Mandarin	0
Cantonese	0
Taiwanese	0
Tagalog	0
Vietnamese	0
Korean	0
Arabic	0
Other	4

Question HS/MS A.13: What language is spoken most of the time in your home?

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

Table A3.8
English Language Proficiency – All Students

	NT %
How well do you... understand English?	
Very well	92
Well	8
Not well	0
Not at all	0
speak English?	
Very well	92
Well	8
Not well	0
Not at all	0
read English?	
Very well	88
Well	8
Not well	4
Not at all	0
write English?	
Very well	76
Well	20
Not well	4
Not at all	0
English Language Proficiency Status	
Proficient	88
Not proficient	12

Question HS/MS A.14-17: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.9***English Language Proficiency – Students Speaking a Language Other Than English at Home***

	NT %
<i>How well do you...</i>	
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	
<i>English Language Proficiency Status</i>	
Proficient	
Not proficient	

Question HS/MS A.13-17: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10***Number of Days Attending Afterschool Program***

	NT %
I do not attend my school's afterschool program	88
1 day	4
2 days	0
3 days	4
4 days	0
5 days	4

Question HS/MS A.19: How many days a week do you usually go to your school's afterschool program?

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

Table A3.11***Military Connections***

	NT %
No	79
Yes	13
Don't know	8

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.

Table A3.12
Sexual Orientation

	NT %
Straight (not gay)	92
Gay or Lesbian	0
Bisexual	4
I am not sure yet	0
Something else	0
Decline to respond	4

Question HS/MS A.18: Which of the following best describes you?

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

Table A3.13
Gender Identity

	NT %
No, I am not transgender	100
Yes, I am transgender	0
I am not sure if I am transgender	0
Decline to respond	0

Question HS/MS A.5: Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?

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

4. School Performance, Supports, and Engagement

Table A4.1

Grades, Past 12 Months

	NT %
Mostly A's	8
A's and B's	12
Mostly B's	4
B's and C's	24
Mostly C's	28
C's and D's	8
Mostly D's	8
Mostly F's	8

Question HS/MS A.20: 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 A4.2

Truancy, Past 12 Months

	NT %
0 times	70
1-2 times	17
A few times	9
Once a month	0
Twice a month	0
Once a week	0
More than once a week	4

Question HS/MS A.23: During the past 12 months, about how many times did you skip school or cut classes?

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

Table A4.3***Absences, Past 30 Days***

	NT %
I did not miss any days of school in the past 30 days	30
1 day	30
2 days	17
3 or more days	22

Question HS/MS A.21: In the past 30 days, how often did you miss an entire day of school for any reason?

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

Table A4.4***Reasons for Absence, Past 30 Days***

	NT %
Does not apply; I didn't miss any school	35
Illness (feeling physically sick), including problems with breathing or your teeth	26
Were being bullied or mistreated at school	0
Felt very sad, hopeless, anxious, stressed, or angry	4
Didn't get enough sleep	13
Didn't feel safe at school or going to and from school	0
Had to take care of or help a family member or friend	0
Wanted to spend time with friends	4
Used alcohol or drugs	9
Were behind in schoolwork or weren't prepared for a test or class assignment	0
Were bored or uninterested in school	9
Had no transportation to school	4
Other reason	26

Question HS/MS A.22: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)

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

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

Table A4.5***School Environment, School Connectedness, Academic Motivation, and Promotion of Parent Involvement Scales***

	NT %	Table
Total school supports	39	
Caring adults in school [‡]	45	A4.6
High expectations-adults in school [‡]	42	A4.7
Meaningful participation at school [‡]	29	A4.8
School connectedness [†]	13	A4.9
Academic motivation [†]	54	A4.10
Promotion of parent involvement in school [†]	20	A4.11

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

[†]*Scales are based on average of respondents reporting “Agree” or “Strongly agree.”*

[‡]*Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”*

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

Table A4.6***Caring Relationships Scale Questions***

	NT %
Caring adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	45
<i>At my school, there is a teacher or some other adult... who really cares about me.</i>	
Not at all true	32
A little true	23
Pretty much true	18
Very much true	27
<i>who notices when I’m not there.</i>	
Not at all true	27
A little true	27
Pretty much true	14
Very much true	32
<i>who listens to me when I have something to say.</i>	
Not at all true	32
A little true	23
Pretty much true	18
Very much true	27

*Question HS/MS A.37, 39, 41: At my school, there is a teacher or some other adult... who really cares about me...
who notices when I’m not there... who listens to me when I have something to say.*

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

Table A4.7***High Expectations Scale Questions***

	NT %
High expectations-adults in school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	42
<i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i>	
Not at all true	23
A little true	45
Pretty much true	9
Very much true	23
<i>who always wants me to do my best.</i>	
Not at all true	5
A little true	45
Pretty much true	14
Very much true	36
<i>who believes that I will be a success.</i>	
Not at all true	14
A little true	43
Pretty much true	14
Very much true	29

Question HS/MS A.38, 40, 42: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A4.8
Meaningful Participation Scale Questions

	NT %
Meaningful participation at school	
<i>Average reporting “Pretty much true” or “Very much true”</i>	29
<i>At school,...</i>	
I do interesting activities.	
Not at all true	36
A little true	32
Pretty much true	9
Very much true	23
I help decide things like class activities or rules.	
Not at all true	64
A little true	5
Pretty much true	14
Very much true	18
I do things that make a difference.	
Not at all true	45
A little true	27
Pretty much true	5
Very much true	23
I have a say in how things work.	
Not at all true	50
A little true	27
Pretty much true	5
Very much true	18
I help decide school activities or rules.	
Not at all true	64
A little true	5
Pretty much true	14
Very much true	18

Question HS/MS A.43-47: At school,... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A4.9
School Connectedness Scale Questions

	NT %
School connectedness	
<i>Average reporting “Agree” or “Strongly agree”</i>	13
I feel close to people at this school.	
Strongly disagree	39
Disagree	22
Neither disagree nor agree	26
Agree	9
Strongly agree	4
I am happy to be at this school.	
Strongly disagree	43
Disagree	22
Neither disagree nor agree	17
Agree	9
Strongly agree	9
I feel like I am part of this school.	
Strongly disagree	43
Disagree	26
Neither disagree nor agree	17
Agree	9
Strongly agree	4
The teachers at this school treat students fairly.	
Strongly disagree	35
Disagree	17
Neither disagree nor agree	39
Agree	9
Strongly agree	0
I feel safe in my school.	
Strongly disagree	32
Disagree	18
Neither disagree nor agree	36
Agree	9
Strongly agree	5

Question HS/MS A.24-28: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.

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

Table A4.10
Academic Motivation Scale Questions

	NT %
Academic motivation	
<i>Average reporting “Agree” or “Strongly agree”</i>	54
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	13
Disagree	4
Neither disagree nor agree	17
Agree	43
Strongly agree	22
I try hard at school because I am interested in my work.	
Strongly disagree	14
Disagree	14
Neither disagree nor agree	41
Agree	23
Strongly agree	9
I work hard to try to understand new things at school.	
Strongly disagree	13
Disagree	13
Neither disagree nor agree	26
Agree	22
Strongly agree	26
I am always trying to do better in my schoolwork.	
Strongly disagree	13
Disagree	9
Neither disagree nor agree	9
Agree	39
Strongly agree	30

Question HS/MS A.33-36: 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 at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 10 respondents.

Table A4.11***Promotion of Parent Involvement Scale Questions***

	NT %
Promotion of parent involvement in school	
<i>Average reporting “Agree” or “Strongly agree”</i>	20
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	30
Disagree	26
Neither disagree nor agree	26
Agree	17
Strongly agree	0
Parents feel welcome to participate at this school.	
Strongly disagree	26
Disagree	26
Neither disagree nor agree	35
Agree	4
Strongly agree	9
School staff take parent concerns seriously.	
Strongly disagree	22
Disagree	17
Neither disagree nor agree	30
Agree	22
Strongly agree	9

Question HS/MS A.30-32: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A4.12***Quality of School Physical Environment***

	NT %
My school is usually clean and tidy.	
Strongly disagree	39
Disagree	17
Neither disagree nor agree	30
Agree	9
Strongly agree	4

Question HS/MS A.29: 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.

5. School Violence, Victimization, and Safety

Table A5.1

Perceived Safety at School

	NT %
Very safe	14
Safe	19
Neither safe nor unsafe	52
Unsafe	10
Very unsafe	5

Question HS A.105/MS A.92: How safe do you feel when you are at school?

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

Table A5.2***Reasons for Harassment on School Property, Past 12 Months***

	NT %
Race, ethnicity, or national origin	
0 times	85
1 time	15
2 or more times	0
Religion	
0 times	100
1 time	0
2 or more times	0
Gender	
0 times	100
1 time	0
2 or more times	0
Because you are gay, lesbian, or bisexual or someone thought you were	
0 times	95
1 time	5
2 or more times	0
A physical or mental disability	
0 times	100
1 time	0
2 or more times	0
<i>Any of the above five reasons</i>	15

Question HS A.121-125/MS A.109-113: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability.

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

Table A5.2***Reasons for Harassment on School Property, Past 12 Months – Continued***

	NT %
You are an immigrant or someone thought you were	
0 times	95
1 time	5
2 or more times	0
Any other reason	
0 times	95
1 time	5
2 or more times	0
Any harassment	19

Question HS A.121-127/MS A.109-115: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay, lesbian, or bisexual or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.

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

Table A5.3
School Violence Victimization Scale Questions

	NT %
School violence victimization	
<i>Average reporting “1 or more times”</i>	20
<i>During the past 12 months, how many times on school property have you...</i>	
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?	
0 times	81
1 time	5
2 to 3 times	14
4 or more times	0
been afraid of being beaten up?	
0 times	90
1 time	10
2 to 3 times	0
4 or more times	0
had mean rumors or lies spread about you?	
0 times	71
1 time	10
2 to 3 times	10
4 or more times	10
had sexual jokes, comments, or gestures made to you?	
0 times	76
1 time	10
2 to 3 times	10
4 or more times	5

Question HS A.106, 107, 109, 110/MS A.94, 95, 97, 98: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?... been afraid of being beaten up?... had mean rumors or lies spread about you?... had sexual jokes, comments, or gestures made to you?

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

Table A5.3***School Violence Victimization Scale Questions – Continued***

	NT %
<i>During the past 12 months, how many times on school property have you...</i>	
been made fun of because of your looks or the way you talk?	
0 times	81
1 time	5
2 to 3 times	10
4 or more times	5
had your property stolen or deliberately damaged?	
0 times	81
1 time	10
2 to 3 times	10
4 or more times	0
been made fun of, insulted, or called names?	
0 times	76
1 time	10
2 to 3 times	5
4 or more times	10
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)	80
1 time	10
2 to 3 times	5
4 or more times	5

Question HS A.111, 112, 120, 128/MS A.99, 100, 108, 116: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk?... had your property stolen or deliberately damaged, such as your car, clothing, or books?... been made fun of, insulted, or called names?... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A5.4

School Violence Perpetration Scale Questions

	NT %
School violence perpetration	
<i>Average reporting “1 or more times”</i>	13
<i>During the past 12 months, how many times on school property have you...</i>	
been in a physical fight?	
0 times	71
1 time	10
2 to 3 times	0
4 or more times	19
been offered, sold, or given an illegal drug?	
0 times	90
1 time	10
2 to 3 times	0
4 or more times	0
damaged school property on purpose?	
0 times	95
1 time	0
2 to 3 times	0
4 or more times	5
carried a gun?	
0 times	86
1 time	10
2 to 3 times	0
4 or more times	5
carried any other weapon (such as a knife or club)?	
0 times	90
1 time	5
2 to 3 times	0
4 or more times	5

Question HS A.108, 113-116/MS A.96, 101-104: 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 A5.5***Threats and Injuries with Weapons on School Property, Past 12 Months***

	NT %
<i>During the past 12 months, how many times on school property have you...</i>	
been threatened with harm or injury?	
0 times	90
1 time	5
2 to 3 times	0
4 or more times	5
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	90
1 time	5
2 to 3 times	0
4 or more times	5

Question HS A.117, 119/MS A.105, 107: 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 A5.6***Weapons Possession on School Property, Past 12 Months***

	NT %
Seen someone carrying a gun, knife, or other weapon	
0 times	86
1 time	0
2 to 3 times	10
4 or more times	5

Question HS A.118/MS A.106: 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.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use and Perceptions

	NT %	Table
Lifetime illicit AOD use to get “high” [#]	59	A6.2
Lifetime alcohol or drug use	59	A6.2
Lifetime marijuana use	59	A6.2
Lifetime very drunk or high (7 or more times)	38	A6.7
Lifetime drinking and driving involvement	36	A6.11
Current alcohol or drug use [¶]	36	A6.5
Current marijuana use [¶]	36	A6.5
Current heavy drug use [¶]	32	A6.5
Current heavy alcohol use (binge drinking) [¶]	14	A6.5
Current alcohol or drug use on school property [¶]	27	A6.8
Harmfulness of occasional marijuana use ^B	38	A6.12
Difficulty of obtaining marijuana ^C	9	A6.13

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

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

Table A6.2***Summary of AOD Lifetime Use***

	NT %
Alcohol	50
Marijuana	59
Inhalants	9
Cocaine, methamphetamine, or any amphetamines	7
Heroin	8
Ecstasy, LSD, or other psychedelics	14
Prescription pain medication (opioids)	7
Tranquilizers or sedatives	29
Diet pills or other prescription stimulant	7
Cold/cough medicines or other over-the-counter medicines to get “high”	21
Any other drug, pill, or medicine to get “high”	18
<i>Any of the above AOD use</i>	59
<i>Any illicit AOD use to get “high”[#]</i>	59

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

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use

	NT %
Alcohol (one full drink)	
0 times	50
1 time	5
2 to 3 times	14
4 or more times	32
Marijuana (smoke, vape, eat, or drink)	
0 times	41
1 time	14
2 to 3 times	0
4 or more times	45
Inhalants	
0 times	91
1 time	0
2 to 3 times	9
4 or more times	0
Cocaine, methamphetamine, or any amphetamines	
0 times	93
1 time	7
2 to 3 times	0
4 or more times	0
Heroin	
0 times	92
1 time	0
2 to 3 times	8
4 or more times	0
Ecstasy, LSD, or other psychedelics	
0 times	86
1 time	14
2 to 3 times	0
4 or more times	0

Question HS A.51-54, 56, 57/MS A.52-54: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).

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

na—Not asked of middle school students.

Table A6.3
Lifetime AOD Use – Continued

	NT %
Prescription pain medication	
0 times	93
1 time	0
2 to 3 times	7
4 or more times	0
Tranquilizers or sedatives	
0 times	71
1 time	21
2 to 3 times	7
4 or more times	0
Diet pills	
0 times	93
1 time	0
2 to 3 times	7
4 or more times	0
Ritalin or Adderall or other prescription stimulant	
0 times	93
1 time	7
2 to 3 times	0
4 or more times	0
Cold/cough medicines or other over-the-counter medicines to get “high”	
0 times	79
1 time	14
2 to 3 times	7
4 or more times	0

Question HS A.58-62: During your life, how many times have you used the following?... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl)... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Diet pills (Didrex, Dexedrine, Xenadrine, Skittles, M&M’s)... Ritalin or Adderall or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get “high.”

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

na—Not asked of middle school students.

Table A6.3***Lifetime AOD Use – Continued***

	NT %
Any other drug, pill, or medicine to get “high” or for reasons other than medical	
0 times	82
1 time	9
2 to 3 times	5
4 or more times	5

Question HS A.63/MS A.56: During your life, how many times have you used the following?... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A6.4
Lifetime Marijuana Consumption

	NT %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>	
Smoke it?	
0 times	48
1 time	0
2 to 3 times	0
4 or more times	52
In a vaping device?	
0 times	55
1 time	5
2 to 3 times	14
4 or more times	27
Eat or drink it in products made with marijuana?	
0 times	62
1 time	0
2 to 3 times	19
4 or more times	19

Question HS A.67-69/MS A.60-62: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A6.5***Current AOD Use, Past 30 Days***

	NT %
Alcohol (one or more drinks of alcohol)	27
Binge drinking (5 or more drinks in a row)	14
Marijuana (smoke, vape, eat, or drink)	36
Inhalants	5
Prescription drugs to get “high” or for reasons other than prescribed	7
Other drug, pill, or medicine to get “high” or for reasons other than medical	9
<i>Any drug use</i>	36
<i>Heavy drug use</i>	32
<i>Any AOD Use</i>	36
Two or more substances at the same time	14

Question HS A.73-79/MS A.66-70: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only), or any other illegal drug/pill to get “high”). na—Not asked of middle school students.

Table A6.6***Frequency of Current AOD Use, Past 30 Days***

	NT %
Alcohol (one or more drinks)	
0 days	73
1 or 2 days	23
3 to 9 days	5
10 to 19 days	0
20 to 30 days	0
Binge drinking (5 or more drinks in a row)	
0 days	86
1 or 2 days	14
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	64
1 or 2 days	9
3 to 9 days	0
10 to 19 days	5
20 to 30 days	23

Question HS A.73-75/MS A.66-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

Table A6.7***Lifetime Drunk or “High”***

	NT %
Very drunk or sick after drinking alcohol	
0 times	76
1 to 2 times	24
3 to 6 times	0
7 or more times	0
“High” (loaded, stoned, or wasted) from using drugs	
0 times	52
1 to 2 times	5
3 to 6 times	5
7 or more times	38
<i>Very drunk or “high” 7 or more times</i>	38

Question HS A.64, 65/MS A.57, 58: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A6.8***Current AOD Use on School Property, Past 30 Days***

	NT %
Alcohol	
0 days	82
1 to 2 days	18
3 or more days	0
Marijuana (smoke, vape, eat, or drink)	
0 days	73
1 to 2 days	14
3 or more days	14
Any other drug, pill, or medicine to get “high” or for reasons other than medical	
0 days	95
1 to 2 days	5
3 or more days	0
<i>Any of the above</i>	27

Question HS A.83-85/MS A.74-76: 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 A6.9***Lifetime Drunk or “High” on School Property***

	NT %
0 times	64
1 to 2 times	32
3 to 6 times	5
7 or more times	0

Question HS A.66/MS A.59: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A6.10
Cessation Attempts

	NT %
Alcohol	
Does not apply, don't use	64
0 times	29
1 time	0
2 to 3 times	7
4 or more times	0
Marijuana	
Does not apply, don't use	36
0 times	50
1 time	7
2 to 3 times	0
4 or more times	7

Question HS A.101, 102: How many times have you tried to quit or stop using... alcohol?... marijuana?

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

na—Not asked of middle school students.

Table A6.11***Drinking While Driving, Lifetime***

	NT %
Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using	
Never	64
1 time	14
2 times	0
3 to 6 times	21
7 or more times	0
Have ridden in a car driven by someone who had been using alcohol or drugs	
Never	na
1 time	na
2 times	na
3 to 6 times	na
7 or more times	na

Question HS A.104/MS A.91: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?... During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?

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

na—Not asked of middle/high school students.

Table A6.12***Perceived Harm of AOD Use***

	NT %
Alcohol - drink occasionally	
Great	33
Moderate	5
Slight	14
None	48
Alcohol - 5 or more drinks once or twice a week	
Great	33
Moderate	19
Slight	5
None	43
Marijuana - use occasionally	
Great	38
Moderate	5
Slight	14
None	43
Marijuana - use daily	
Great	43
Moderate	5
Slight	10
None	43

Question HS A.91-94/MS A.82-85: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

Table A6.13***Perceived Difficulty of Obtaining Alcohol and Marijuana***

	NT %
Alcohol	
Very difficult	9
Fairly difficult	18
Fairly easy	18
Very easy	9
Don't know	45
Marijuana	
Very difficult	9
Fairly difficult	5
Fairly easy	18
Very easy	32
Don't know	36

Question HS A.97, 98/MS A.88, 89: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.

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

7. Tobacco Use

Table A7.1

Summary of Key CHKS Tobacco Indicators

	NT %	Table
Use Prevalence and Patterns		
Ever smoked a whole cigarette	23	A7.2
Current cigarette smoking [¶]	5	A7.3
Current cigarette smoking at school [¶]	0	A7.4
Ever tried smokeless tobacco	5	A7.2
Current smokeless tobacco use [¶]	5	A7.3
Current smokeless tobacco use at school [¶]	0	A7.4
Ever used vape products	27	A7.2
Current use of vape products [¶]	14	A7.3
Current vaping at school [¶]	9	A7.4
Cessation Attempts		
Tried to quit or stop using cigarettes	7	A7.6
Tried to quit or stop using vapes	7	A7.6
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking ^B	38	A7.7
Harmfulness of smoking 1 or more packs/day ^B	43	A7.7
Harmfulness of vaping occasionally ^B	43	A7.8
Harmfulness of vaping several times a day ^B	33	A7.8
Difficulty of obtaining cigarettes ^C	14	A7.9
Difficulty of obtaining vape products ^C	9	A7.9
Anti-Tobacco Policy		
School bans tobacco use and vaping	32	A7.10

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

[¶]*Past 30 days.*

^B*Great harm.*

^C*Very difficult.*

na—Not asked of middle school students.

Table A7.2
Lifetime Tobacco Use

	NT %
A cigarette, even one or two puffs	
0 times	na
1 time	na
2 to 3 times	na
4 or more times	na
A whole cigarette	
0 times	77
1 time	5
2 to 3 times	14
4 or more times	5
Smokeless tobacco	
0 times	95
1 time	5
2 to 3 times	0
4 or more times	0
Vape products	
0 times	73
1 time	5
2 to 3 times	9
4 or more times	14

Question HS A.48-50/MS A.48-51: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

na—Not asked of high school students.

Table A7.3***Any Current Use and Daily Use***

	NT %
Cigarettes	
Any	5
Daily (20 or more days)	0
Smokeless tobacco	
Any	5
Daily (20 or more days)	0
Vape products	
Any	14
Daily (20 or more days)	0

Question HS A.70-72/MS A.63-65: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

Table A7.4***Current Smoking on School Property, Past 30 Days***

	NT %
Cigarettes	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Smokeless tobacco	
0 days	100
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 to 30 days	0
Vape	
0 days	91
1 or 2 days	5
3 to 9 days	5
10 to 19 days	0
20 to 30 days	0

Question HS A.80-82/MS A.71-73: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

Table A7.5***Secondhand Smoke on School Property, Past 30 days***

	NT %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes	
0 days	90
1 day	10
2 days	0
3-9 days	0
10-19 days	0
20-30 days	0

Question HS A.86/MS A.77: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A7.6***Cigarette Smoking and Vaping Cessation Attempts***

	NT %
Cigarettes	
Does not apply, don't use	71
0 times	21
1 time	0
2 to 3 times	7
4 or more times	0
Vapes	
Does not apply, don't use	71
0 times	21
1 time	7
2 to 3 times	0
4 or more times	0

Question HS A.99, 100: How many times have you tried to quit or stop using... cigarettes?... vapes?

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

na—Not asked of middle school students.

Table A7.7***Perceived Harm of Cigarette Smoking***

	NT %
Smoke cigarettes occasionally	
Great	38
Moderate	14
Slight	5
None	43
Smoke 1 or more packs of cigarettes each day	
Great	43
Moderate	10
Slight	5
None	43

Question HS A.87, 88/MS A.78, 79: 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 A7.8***Perceived Harm of Using Vape Products***

	NT %
Use vape products occasionally	
Great	43
Moderate	10
Slight	0
None	48
Use vape products several times a day	
Great	33
Moderate	24
Slight	0
None	43

Question HS A.89, 90/MS A.80, 81: How much do people risk harming themselves physically and in other ways when they do the following?... Use vape products occasionally... Use vape products several times a day (100 puffs or more).

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

Table A7.9***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	NT %
Cigarettes	
Very difficult	14
Fairly difficult	9
Fairly easy	5
Very easy	14
Don't know	59
Vape products	
Very difficult	9
Fairly difficult	14
Fairly easy	9
Very easy	14
Don't know	55

Question HS A.95, 96/MS A.86, 87: 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 A7.10***School Bans Tobacco Use and Vaping***

	NT %
No	27
Yes	32
Don't know	41

Question HS A.103/MS A.90: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

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

8. Other Physical and Mental Health Risks

Table A8.1

Alone After School

	NT %
Never	na
1 day	na
2 days	na
3 days	na
4 days	na
5 days	na

Question MS A.93: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

na—Not asked of high school students.

Table A8.2

Hours of Sleep

	NT %
4 or less hours	25
5 hours	30
6 hours	15
7 hours	15
8 hours	5
9 hours	0
10 or more hours	10
<i>Sleep deprivation (less than 8 hours)</i>	85

Question HS A.133/MS A.121: On an average school night, how many hours of sleep do you get?

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

Table A8.3***Eating of Breakfast***

	NT %
No	32
Yes	68

Question HS A.132/MS A.120: Did you eat breakfast today?

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

Table A8.4***Chronic Sad or Hopeless Feelings, Past 12 Months***

	NT %
No	84
Yes	16

Question HS A.130/MS A.118: 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 A8.5***Seriously Considered Attempting Suicide, Past 12 Months***

	NT %
No	90
Yes	10

Question HS A.131/MS A.119: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A8.6***Gang Involvement***

	NT %
No	95
Yes	5

Question HS A.129/MS A.117: Do you consider yourself a member of a gang?

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

9. Race/Ethnic Breakdowns

Table A9.1

School Supports and Engagement by Race/Ethnicity - Non-Traditional

Percent of Students (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<i>School Environment</i>							
Total school supports [‡]							
Caring adults in school [‡]							
High expectations-adults in school [‡]							
Meaningful participation at school [‡]							
<i>School Connectedness</i> [†]							
<i>Academic Motivation</i> [†]							
<i>Promotion of parent involvement in School</i> [†]							

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. [†]Average percent of respondents reporting “Agree” or “Strongly agree.” [‡]Average percent of respondents reporting “Pretty much true” or “Very much true.”

Table A9.2***Feeling Safe or Very Safe at School by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A9.3***Harassment Due to Five Reasons at School in the Past 12 Months by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

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

Table A9.4***Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A9.5***Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A9.6***Any Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A9.7***Any Vaping in the Past 30 Days by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A9.8***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A9.9***Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A9.10
Sleep Deprivation by Race/Ethnicity

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A9.11
Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

Table A9.12***Suicide Ideation by Race/Ethnicity***

	NT %
Hispanic or Latino	
American Indian or Alaska Native	
Asian	
Black or African American	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) races	

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

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	NT	
	Female %	Male %
<i>School Environment</i>		
Total school supports [‡]		46
Caring adults in school [‡]		49
High expectations-adults in school [‡]		49
Meaningful participation at school [‡]		40
<i>School Connectedness</i> [†]		13
<i>Academic Motivation</i> [†]		44
<i>Promotion of parent involvement in School</i> [†]		18

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

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

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

Table A10.2

Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Physical/Mental Health Measures by Gender

	Female %	NT Male %
Perceived Safety at School		
Feel safe or very safe at school		43
Harassment/Bullying at School		
<i>During the past 12 months at school, have you been...</i>		
harassed/bullied for any of the five reasons?		15
harassed/bullied for any reason?		21
Current ATOD Use		
<i>During the past 30 days, did you...</i>		
have at least one drink of alcohol at school?		13
use cigarettes?		7
use vape products?		13
have at least one drink of alcohol?		20
use marijuana?		27
Physical and Mental Health		
Sleep deprivation (less than 8 hours)		85
Chronic sad or hopeless feelings, past 12 months		17
Seriously considered attempting suicide, past 12 months		15

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

Social Emotional Health Module

1. Module Sample

Table P1.1

Student Sample for Social Emotional Health Module

		NT ^A
<i>Student Sample Size</i>		
Target sample		37
Final number		21
Response Rate		57%

Note: ^ANT includes continuation, community day, and other alternative school types.

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	NT %	Table
Covitality[†]	47	
Belief in self [†]	61	P2.2
Belief in others [†]	42	P2.2
Emotional competence [†]	44	P2.2
Engaged living [†]	49	P2.2
Social emotional distress[†]	14	P7.1
Growth mindset[‡]	61	P8.1
Goals[†]	74	P9.1
Collaboration[†]	44	P10.1
Problem solving[†]	33	P11.1

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

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

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

[‡]Average percent of respondents reporting “A little true” or “Not at all true.”

Table P2.2***Covitality Domains and Subdomains***

	NT %	Table
Belief in self	61	
Self-efficacy	65	P3.1
Self-awareness	65	P3.2
Persistence	52	P3.3
Belief in others	42	
School supports	47	P4.1
Family connectedness	42	P4.2
Peer supports	42	P4.3
Emotional competence	44	
Emotional regulation	44	P5.1
Empathy	42	P5.2
Behavioral self-control	47	P5.3
Engaged living	49	
Optimism	56	P6.1
Gratitude	49	P6.2
Zest	40	P6.3

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

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

Scales are based on average percent of respondents reporting “Pretty much true” or “Very much true.”

3. Belief in Self

Table P3.1

Self-Efficacy Scale Questions

	NT %
Self-efficacy	
<i>Average reporting “Pretty much true” or “Very much true”</i>	65
I can work out my problems.	
Not at all true	15
A little true	35
Pretty much true	25
Very much true	25
I can do most things if I try.	
Not at all true	10
A little true	20
Pretty much true	40
Very much true	30
There are many things that I do well.	
Not at all true	16
A little true	5
Pretty much true	47
Very much true	32

Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.

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

Table P3.2***Self-Awareness Scale Questions***

	NT %
Self-awareness	
<i>Average reporting “Pretty much true” or “Very much true”</i>	65
There is a purpose to my life.	
Not at all true	10
A little true	20
Pretty much true	15
Very much true	55
I understand my moods and feelings.	
Not at all true	5
A little true	30
Pretty much true	30
Very much true	35
I understand why I do what I do.	
Not at all true	10
A little true	30
Pretty much true	35
Very much true	25

Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.

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

Table P3.3***Persistence Scale Questions***

	NT %
Persistence	
<i>Average reporting “Pretty much true” or “Very much true”</i>	52
When I do not understand something, I ask the teacher again and again until I understand.	
Not at all true	25
A little true	25
Pretty much true	25
Very much true	25
I try to answer all the questions asked in class.	
Not at all true	15
A little true	25
Pretty much true	25
Very much true	35
When I try to solve a math problem, I will not stop until I find a final solution.	
Not at all true	40
A little true	15
Pretty much true	25
Very much true	20

Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.

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

4. Belief in Others

Table P4.1

School Supports Scale Questions

	NT %
School supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	47
<i>At my school, there is a teacher or some other adult... who always wants me to do my best.</i>	
Not at all true	0
A little true	50
Pretty much true	15
Very much true	35
<i>who listens to me when I have something to say.</i>	
Not at all true	30
A little true	25
Pretty much true	15
Very much true	30
<i>who believes that I will be a success.</i>	
Not at all true	11
A little true	47
Pretty much true	11
Very much true	32

Question HS/MS A.40-42: At my school, there is a teacher or some other adult... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.

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

Table P4.2
Family Connectedness Scale Questions

	NT %
Family connectedness	
<i>Average reporting “Pretty much true” or “Very much true”</i>	42
My family members really help and support one another.	
Not at all true	25
A little true	31
Pretty much true	31
Very much true	13
There is a feeling of togetherness in my family.	
Not at all true	25
A little true	31
Pretty much true	31
Very much true	13
My family really gets along well with each other.	
Not at all true	19
A little true	44
Pretty much true	25
Very much true	13

Question HS/MS P.51-53: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.

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

Table P4.3***Peer Supports Scale Questions***

	NT %
Peer supports	
<i>Average reporting “Pretty much true” or “Very much true”</i>	42
I have a friend my age who really cares about me.	
Not at all true	38
A little true	13
Pretty much true	31
Very much true	19
I have a friend my age who talks with me about my problems.	
Not at all true	31
A little true	31
Pretty much true	13
Very much true	25
I have a friend my age who helps me when I’m having a hard time.	
Not at all true	38
A little true	25
Pretty much true	19
Very much true	19

Question HS/MS P.54-56: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.

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

5. Emotional Competence

Table P5.1

Emotional Regulation Scale Questions

	NT %
Emotional Regulation	
<i>Average reporting “Pretty much true” or “Very much true”</i>	44
I accept responsibility for my actions.	
Not at all true	10
A little true	35
Pretty much true	30
Very much true	25
When I make a mistake I admit it.	
Not at all true	21
A little true	37
Pretty much true	26
Very much true	16
I can deal with being told no.	
Not at all true	28
A little true	33
Pretty much true	11
Very much true	28

Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.

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

Table P5.2***Empathy Scale Questions***

	NT %
Empathy	
<i>Average reporting “Pretty much true” or “Very much true”</i>	42
I feel bad when someone gets their feelings hurt.	
Not at all true	26
A little true	32
Pretty much true	21
Very much true	21
I try to understand what other people go through.	
Not at all true	26
A little true	32
Pretty much true	21
Very much true	21
I try to understand how other people feel and think.	
Not at all true	32
A little true	26
Pretty much true	11
Very much true	32

Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.

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

Table P5.3***Behavioral Self-Control Scale Questions***

	NT %
Behavioral self-control	
<i>Average reporting “Pretty much true” or “Very much true”</i>	47
I can wait for what I want.	
Not at all true	16
A little true	26
Pretty much true	26
Very much true	32
I don’t bother others when they are busy.	
Not at all true	5
A little true	53
Pretty much true	16
Very much true	26
I think before I act.	
Not at all true	26
A little true	32
Pretty much true	16
Very much true	26

Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.

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

6. Engaged Living

Table P6.1

Optimism Scale Questions

	NT %
Optimism	
<i>Average reporting “Pretty much true” or “Very much true”</i>	56
Each day I look forward to having a lot of fun.	
Not at all true	16
A little true	32
Pretty much true	21
Very much true	32
I usually expect to have a good day.	
Not at all true	16
A little true	26
Pretty much true	21
Very much true	37
Overall, I expect more good things to happen to me than bad things.	
Not at all true	16
A little true	26
Pretty much true	26
Very much true	32

Question HS/MS P.25, 27, 28: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table P6.2***Gratitude Scale Questions***

	NT %
Gratitude	
<i>Average reporting “Pretty much true” or “Very much true”</i>	49
On most days I feel grateful.	
Not at all true	26
A little true	26
Pretty much true	11
Very much true	37
On most days I feel thankful.	
Not at all true	21
A little true	32
Pretty much true	5
Very much true	42
On most days I feel appreciative.	
Not at all true	21
A little true	26
Pretty much true	16
Very much true	37

Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.

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

Table P6.3***Zest Scale Questions***

	NT %
Zest	
<i>Average reporting “Pretty much true” or “Very much true”</i>	40
On most days I feel energetic.	
Not at all true	16
A little true	47
Pretty much true	11
Very much true	26
On most days I feel active.	
Not at all true	16
A little true	37
Pretty much true	11
Very much true	37
On most days I feel enthusiastic.	
Not at all true	21
A little true	42
Pretty much true	0
Very much true	37

Question HS/MS P.38-40: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.

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

7. Social Emotional Distress

Table P7.1

Social Emotional Distress Scale Questions

	NT %
Social emotional distress	
<i>Average reporting “Pretty much true” or “Very much true”</i>	14
I had a hard time breathing because I was anxious.	
Not at all true	40
A little true	40
Pretty much true	7
Very much true	13
I worried that I would embarrass myself in front of others.	
Not at all true	50
A little true	31
Pretty much true	13
Very much true	6
I was tense and uptight.	
Not at all true	50
A little true	38
Pretty much true	13
Very much true	0
I had a hard time relaxing.	
Not at all true	50
A little true	38
Pretty much true	0
Very much true	13

Question HS/MS P.41-44: Over the past month, how true do you feel these statements are about you?... I had a hard time breathing because I was anxious... I worried that I would embarrass myself in front of others... I was tense and uptight... I had a hard time relaxing.

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

Table P7.1***Social Emotional Distress Scale Questions – Continued***

	NT %
I felt sad and down.	
Not at all true	50
A little true	44
Pretty much true	0
Very much true	6
I was easily irritated.	
Not at all true	50
A little true	25
Pretty much true	6
Very much true	19
It was hard for me to cope and I thought I would panic.	
Not at all true	59
A little true	29
Pretty much true	0
Very much true	12
It was hard for me to get excited about anything.	
Not at all true	69
A little true	19
Pretty much true	6
Very much true	6

Question HS/MS P.45-48: Over the past month, how true do you feel these statements are about you?... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

Table P7.1***Social Emotional Distress Scale Questions – Continued***

	NT %
I was easily annoyed and sensitive.	
Not at all true	56
A little true	25
Pretty much true	13
Very much true	6
I was scared for no good reason.	
Not at all true	75
A little true	19
Pretty much true	6
Very much true	0

Question HS/MS P.49, 50: Over the past month, how true do you feel these statements are about you?... I was easily annoyed and sensitive... I was scared for no good reason.

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

8. Growth Mindset

Table P8.1

Growth Mindset Scale Questions

	NT %
Growth mindset[§]	
<i>Average reporting “A little true” or “Not at all true”</i>	61
My intelligence is something I cannot change very much.	
Not at all true	15
A little true	20
Pretty much true	30
Very much true	35
Challenging myself will not make me any smarter.	
Not at all true	21
A little true	26
Pretty much true	32
Very much true	21
There are some things I am not capable of learning.	
Not at all true	42
A little true	37
Pretty much true	11
Very much true	11
If I am not naturally smart in a subject, I will never do well in it.	
Not at all true	40
A little true	40
Pretty much true	0
Very much true	20

Question HS/MS P.5, 22, 30, 34: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

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

9. Goals

Table P9.1
Goals Scale Questions

	NT %
Goals	
<i>Average reporting “Pretty much true” or “Very much true”</i>	74
I am looking forward to a successful career.	
Not at all true	10
A little true	15
Pretty much true	20
Very much true	55
I have high goals and expectations for myself.	
Not at all true	16
A little true	11
Pretty much true	16
Very much true	58
I don’t expect very much of myself in the future.[§]	
Not at all true	32
A little true	42
Pretty much true	5
Very much true	21

Question HS/MS P.13, 19, 32: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.

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

[§]Survey question was reverse-coded in computing the scale score.

10. Collaboration

Table P10.1

Collaboration Scale Questions

	NT %
Collaboration	
<i>Average reporting “Pretty much true” or “Very much true”</i>	44
I enjoy working together with other students on class activities.	
Not at all true	33
A little true	24
Pretty much true	19
Very much true	24
When I work in school groups, I do my fair share.	
Not at all true	16
A little true	26
Pretty much true	37
Very much true	21
I like to listen to other students’ ideas in class.	
Not at all true	26
A little true	42
Pretty much true	16
Very much true	16

Question HS/MS P.8, 26, 31: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.

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

11. Problem Solving

Table P11.1

Problem Solving Scale Questions

	NT %
Problem solving	
<i>Average reporting “Pretty much true” or “Very much true”</i>	33
When I need help I find someone to talk with.	
Not at all true	42
A little true	26
Pretty much true	11
Very much true	21
I try to work out my problems by talking or writing about them.	
Not at all true	42
A little true	42
Pretty much true	0
Very much true	16
I trust my ability to solve difficult problems.	
Not at all true	26
A little true	21
Pretty much true	21
Very much true	32

Question HS/MS P.17, 29, 33: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.

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

Appendix

CHKS Content Overview, 2019-20

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 (californias3.wested.org/tools/wwb).

Special attention is directed toward indicators related to the requirements of California's Local Control and Accountability Plans (LCAP).² For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.³

MAIN CONTENT FOCUS: 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 LCAP. It seeks to provide schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in school and developmentally thrive. Twenty-nine items assessing seven domains are used to calculate a School Climate Index (SCI) score that is included in a *School Climate Report Card* that districts can request at the district and school level.⁴ The items used in the SCI assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student performance on standardized academic tests. Data for high school students show that as CHKS SCI scores increased—as the schools became safer, more supportive, and more engaging—test performance increased as well.⁵

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state's standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The higher (more positive) the CHKS SCI, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school's level of personnel resources.⁶

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the Whole Child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students

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/#biennial_statewide_student_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 data can also be examined interactively on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/).

² For a guide to how CalSCHLS survey items align with LCAP indicator requirements, download Helpful Resources for Local Control and Accountability Plans at calschls.org/resources/#survey_content_guides.

³ Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

⁴ See calschls.org/reports-data/#slcr

⁵ O'Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

⁶ Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁷ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

More than twenty years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and be 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 and perceived safety.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁸ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION SUBGROUP DIFFERENCES (Section 3)

A wide range of 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 subgroups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet the LCAP requirement to demonstrate actions across state priorities in regard to socioeconomically disadvantaged students, English learners, and foster youth, as well as other indicators such as race/ethnicity, homeless youth, and LGBTQ youth.

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/) can be used to display subgroup differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students, and foster youth—three important LCAP priority subgroups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic subgroups for each school (call 888.841.7536 or email CalSCHLS@wested.org).

⁷ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁸ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

⁹ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

Racial-Ethnic Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.¹⁰ They were lowest in schools with large proportions of African American and Hispanic students, as well as in low-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but they still remained. This suggests that school climate factors related to student well-being may also play a role in the racial/ethnic achievement gap. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{13 14} For example, analysis of the latest Biennial CHKS data indicate that LGBTQ youth¹⁵ are:

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

¹⁰ Austin, Hanson, Bono, & Zheng. (2008). Download data.calschls.org/resources/factsheet_8.pdf

¹¹ Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

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

¹³ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd.

¹⁴ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

¹⁵ See calschls.org/reports-data/dashboard/

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 4)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ A 2009 Gallup study found that a one-percentage-point uptick in a school's average student engagement was connected to a six-point increase in reading achievement and eight points in math.¹⁷ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

The CHKS asks students to indicate what grades they mostly received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email CalSCHLS@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2015-17 State CHKS, the percentage of students strongly agreeing with the questions on this scale declined from 45 percent in 7th grade to 28 percent in 11th.¹⁸

¹⁶ Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

¹⁷ Gallop. (2014). Download www.gallup.com/services/178769/state-america-schools-report.aspx

¹⁸ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

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

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

Absenteeism and Truancy

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days), what were the reasons for absences, and the level of truancy. Users can request reports looking at the characteristics of youth based on absenteeism and truancy indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email CalSCHLS@wested.org).

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

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

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.²¹ Students who are chronically absent are also more likely to use drugs and have deviant friends. Among high school staff statewide, truancy is the top-rated of fourteen potential school problems assessed by the California School Staff Survey.

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

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

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

²¹ Robins & Ratcliff. (1978). *Long Range Outcomes Associated With School Truancy*. Rockville, MD: Public Health Service (DHEW). Garry, E. M., & Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention. (1996). *Truancy: First Step to a Lifetime of Problems*. Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: Configurations and determinants. *Child Dev*, 60(6), 1437-52.

sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.^{22 23 24 25 26 27}

School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.²⁸ It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an indicator of school quality. The online Query CalSCHLS system (calschls.org/reports-data/query-calschls/) enables examination of how key survey indicators vary by school connectedness.

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial majority of high school students are not highly connected to their schools. On the 2015-17 State CHKS, the average percentage of students strongly agreeing to these scale questions declined from 28 percent in 7th grade to 15 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁹ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{30 31}

Parent Involvement

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.³²

Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2015/16 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition,

²² Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

²³ Hanson & Austin. (2002). Download data.calschls.org/resources/FACTSHEET-3.pdf

²⁴ Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

²⁵ Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

²⁶ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

²⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

²⁸ National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

²⁹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

³⁰ Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

³¹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

³² Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

but a non-trivial minority of students were dissatisfied with the condition of their school facilities.³³ 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 5)

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.³⁴ 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.³⁵ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{36 37 38}

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 A4.4).

State CHKS data show that the percentage of students who perceive their school as safe or very safe has consistently been markedly lower for 7th than 9th grade.³⁹ If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.⁴⁰

Harassment and Victimization

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

³³ Hanson & Austin. (2016). Download [calschls.org/docs/facilities122216.pdf](https://data.calschls.org/docs/facilities122216.pdf)

³⁴ The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

³⁵ Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

³⁶ Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

³⁷ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

³⁸ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

³⁹ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

⁴⁰ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

Bruised Inside (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.⁴¹

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A5.2). About three-in-ten secondary students report experiencing some harassment in the past year on the State CHKS, with the percentages declining between 7th and 11th grades.⁴² Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴³ ⁴⁴ They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things. 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.⁴⁵ About 16 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 13 percent of 11th graders.

SUBSTANCE USE AND MENTAL HEALTH (Sections 6-8)

Two important barriers to learning, positive youth development, and health are assessed: substance use and mental health.

Alcohol and Other Drug Use (Section 6)

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

⁴¹ Horn, D. M., National Association of Attorneys General., & Washington (State). (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it: A report of the National Association of Attorneys General (NAAG)*. Washington, DC: National Association of Attorneys General.

⁴² Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

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

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

⁴⁵ Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁶

Alcohol and Other Drug Use at School (Section 6)

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.⁴⁷ Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.^{48 49}

Cigarette Smoking (Section 7)

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.^{50 51}

Mental Health (Section 8)

The CHKS Core provides two measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; and (2) whether they ever contemplated suicide. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵² 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.⁵³

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.^{54 55}

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

⁴⁶ Statewide CSSS. (2018). Download [calschls.org/docs/statewide_1517_csss.pdf](https://data.calschls.org/docs/statewide_1517_csss.pdf)

⁴⁷ 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.

⁴⁸ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁴⁹ O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

⁵⁰ Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

⁵¹ Austin, McCarthy, Slade, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-5.pdf

⁵² Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-11.pdf

⁵³ Austin, Cragle, Delong-Cotty. (2012). Download data.calschls.org/resources/FACTSHEET-12.pdf

⁵⁴ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁵⁵ Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf