School Year: **2021-22**

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 10, 2021	October 21, 2021

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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
CSI Low Perform

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 (LCAP). COVID was difficult for most of our Prospect students and very few returned when we opened up using a hybrid model. We will need to make our expectations very clear and execute those expectations with consistency and compassion. Students will literally have to learn how to be students in a school building all over again. 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 reviews. 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. We are always trying creative new ways to engage all students and keep them connected to the 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 reviews and I commit to doing so.

* I will arrive at school on time and to each class on time every day.

* I will turn my phone in office staff at the beginning of every day to avoid being distracted.

* I will come to school with an open mind and a 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 reviews. 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 Chromebooks 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 that meet the needs of our students. Student Surveys also requested students' suggestions with regard to the implementation of the Positive Behavior Support Program at Prospect Community Day.   A copy of our staff and student Healthy Kids surveys are attached. The participation rate was very low during distance learning.

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

The administration conducts both formal and informal classroom observations. Formal observations are scheduled and completed as required by the 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. The administration is constantly in and out of classrooms. However, this looked much differently during COVID.

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. Teachers continue to use formative and summative assessments but the CAASPP test was not administered this year as the district chose to use i-Ready as our common assessment.

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.

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 staff continues to work with sites in ongoing professional development and support.

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 was reduced due to COVID-19 to 240 minutes of instruction per day. We will return to our full 372 minutes this school year.

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. Unfortunately, we have a part time English teacher, a part time Math teacher, and a part time Science teacher. This has a big impact on student outcomes as it does not allow for interventions and it becomes sometime difficult to attract highly effective teachers for part time employment.

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 our 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. It should be noted that it is extremely challenging to get parents to engage with the school. By the time a student is expelled from their comprehensive school, parents have often lost faith in the school system.

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 2021. 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 full-time Math, English, or Science teachers. 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.

Prospect Community Day School is identified as a Comprehensive School Improvement (CSI) site as a result of low performance in the following areas.....
Prospect Community Day School will address the CSI objections to target and support improvement in the low performance in the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.27%	0%	%	1	0	0
African American	38.64%	38.46%	40.9%	17	15	9
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	29.55%	35.9%	13.6%	13	14	3
Pacific Islander	%	0%	%		0	
White	18.18%	15.38%	9.1%	8	6	2
Multiple/No Response	9.09%	7.69%	27.3%	4	3	6
			Total Enrollment	44	39	22

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 7		5	
Grade 8	13	8	7
Grade 9	11	9	6
Grade 10	6	6	4
Grade 11	11	3	3
Grade 12	3	8	2
Total Enrollment	44	39	22

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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	6	7	1	13.6%	17.9%	4.5%
Fluent English Proficient (FEP)	3	6	3	6.8%	15.4%	13.6%
Reclassified Fluent English Proficient (RFEP)	0	0	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	*	2389.2	*	*	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. We do not have CAASPP data for last school year, as the district chose to administer the i-Ready assessments in English and Math due to distance learning.

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)

Grade Level	Overall Participation for All Students											
	# 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 Grades	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.

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Met & Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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. We do not have CAASPP data for last school year, as the district chose to administer the i-Ready assessments in English and Math due to distance learning.

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
39	**76.9**	**17.9**	**2.6**
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	17.9
Foster Youth	1	2.6
Homeless	4	10.3
Socioeconomically Disadvantaged	30	76.9
Students with Disabilities	10	25.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	38.5
Hispanic	14	35.9
Two or More Races	3	7.7
White	6	15.4

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

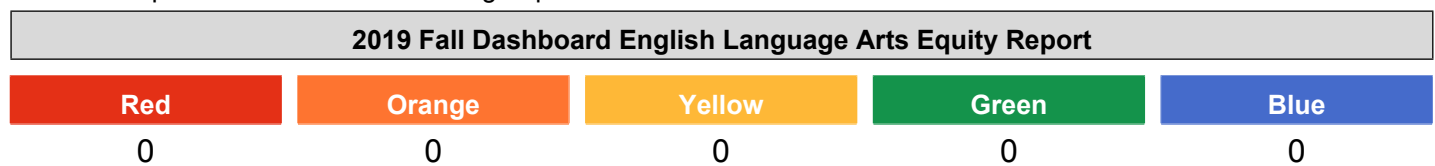## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

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. Of course our suspension rates declined drastically during distance learning.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
2		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
	2	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
1	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 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	**Reclassified English Learners**	**English Only**
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
		2

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.

2. We do not have CAASPP data for last school year, as the district chose to administer the i-Ready assessments in English and Math due to distance learning.
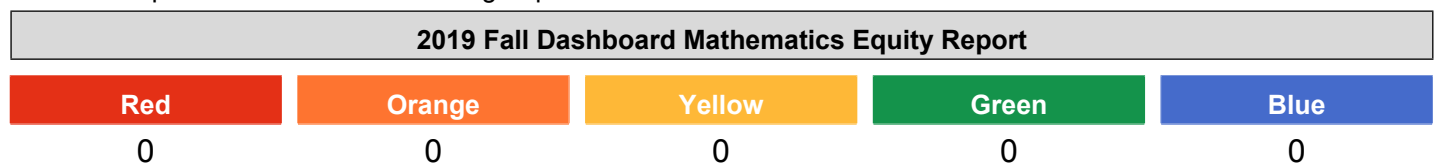
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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.

2. We do not have CAASPP data for last school year, as the district chose to administer the i-Ready assessments in English and Math due to distance learning.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data
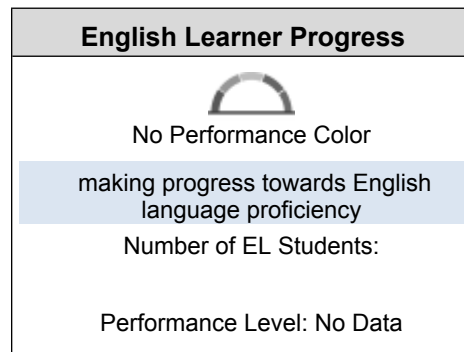
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

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.
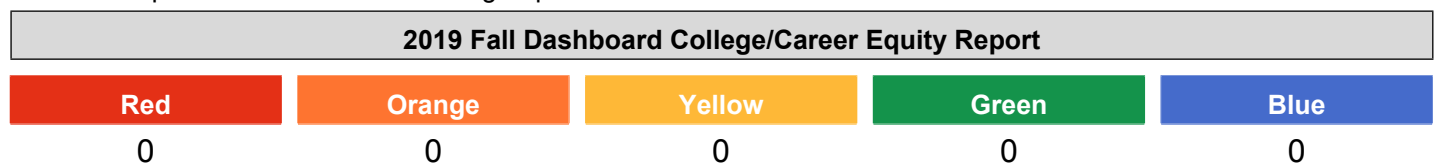
School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	**Prepared**	**Prepared**
Approaching Prepared	**Approaching Prepared**	**Approaching Prepared**
Not Prepared	**Not Prepared**	**Not Prepared**

Conclusions based on this data:

1. Data not available or applicable for this school.
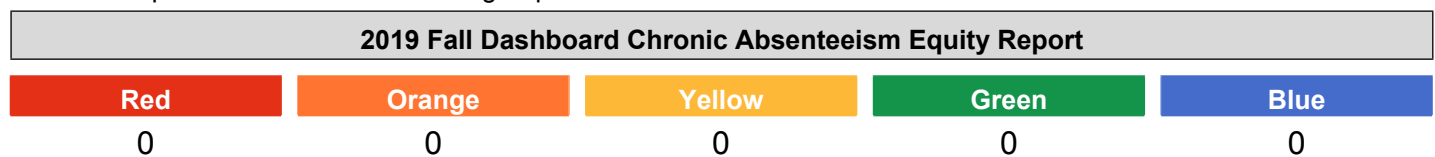
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
84.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +14.6	5	3
33		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	88.5	Less than 11 Students - Data Not Displayed for Privacy
6	Increased +18.2	9
	26	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
100	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +28.6	1	0	0
17			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	5	0	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

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
2		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	2	1

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
			1

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**

Conclusions based on this data:

1. NA-students do not graduate from Prospect.
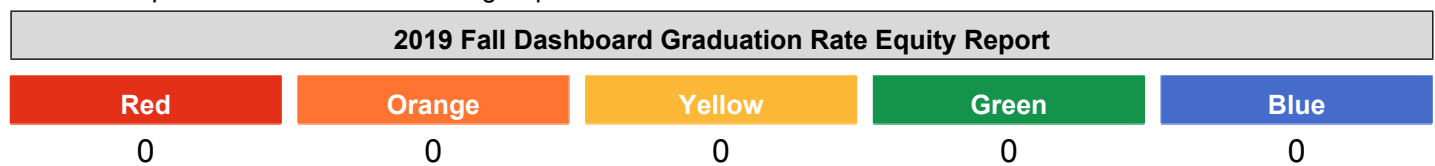
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	0	0	0

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	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
67.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	9	7
Increased +15.5		
84		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
64.3	69	80
Declined -12.6	Increased +13.9	Increased +32.4
14	71	20

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color		
71.9	Less than 11 Students - Data 2		
Increased +8.9 32			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
56.5	Less than 11 Students - Data 9	Less than 11 Students - Data 1	70.6
Increased +16.5 23			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 for the 2019-2020 school year. Suspension rates decreased greatly due to 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

Goal 1 - All students will receive equitable instruction from highly-qualified teachers 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 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

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, small group interventions, professional collaboration, and development.

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)
3,080	Title I 1000-1999: Certificated Personnel Salaries Release time
616	Title I 3000-3999: Employee Benefits
3,746	Title I 4000-4999: Books And Supplies Books and Supplies

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. These materials should be relevant and written at various grade levels. Resources should also be representative of our student population.

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)
2459	Comprehensive Support and Improvement (CSI) 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)	Source(s)
3000	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, grades 7-12.

Strategy/Activity

The district has allocated Prospect with two sections of Science which makes it hard to address the needs of students 7-12. We will hire our current Science teacher to teach a third section of Science to make it more appropriate and allow for a successful return to their comprehensive Science classes.

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)
15867	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries .2 Science teacher
3967	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

Strategy/Activity 5

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) and other materials that assist students in their reading, and interest in reading.

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)
7000	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: 2020-21

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 that are relevant and academically appropriate.

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

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child well being.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

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, it can be the difference in making review and moving back to their home school. Most of the students at Prospect have never felt connected to their schools.

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). The incentive piece is critical to building a solid PBIS program, especially for students who have not been "rewarded" often in their academic careers.

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)
10,000	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). This refers to supplemental materials across all subject areas to meet students where they are in both their academics and interests. Making things relevant is key to helping them take a role in their own learning.

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)
14,554	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental supplies to support English & Math interventions and academic achievement awards

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

Purchase and maintain technology and software.

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)
15,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Purchase and maintain Chromebooks, smart boards, headphones, software

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and their families.

Strategy/Activity

Increase our parent communication through more consistent mailings, website updates, blackboard connect messages, and phone calls.

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)
500	Comprehensive Support and Improvement (CSI) 5900: Communications Increase mailing and communication home.

Annual Review

SPSA Year Reviewed: 2020-21

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 changing needs of our students.

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

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

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. This requires appropriate professional development and release time to visit other classrooms and seek professional development. We will be doing a book study second semester on "Creating Healing School Communities" by Catherine DeCarlo Santiago, Tali Raviv, and Lisa H. Jaycox.

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. As mentioned above, we will be doing a book study with Kinney High School as we continue to delve into the world of healing practices. Almost all of our students have suffered multiple traumas in their childhoods.

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)
14,946	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Professional development and conferences
3736	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits benefits

Annual Review

SPSA Year Reviewed: 2020-21

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

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 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 grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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)
10,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Field trip fees
2,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Transportation fees

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

Bring in approved and appropriate guest speakers to engage with our students, and help them to think about their future.

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)
17801	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Partner with guest speakers to inspire students

Annual Review

SPSA Year Reviewed: 2020-21

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. We look forward to finally being able to use it.

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	$128,272.00

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)	$120,830.00
Title I	$7,442.00

Subtotal of additional federal funds included for this school: $128,272.00

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: $128,272.00

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
Elizabeth Lee	Other School Staff
Michelle Flowers	Principal
MiChele Matsumura	Classroom Teacher
Forest Bell	Secondary Student
Michelle Shryock	Secondary Student
Roxanne Hatfield	Classroom Teacher Secondary Student
Alan Ornelas Sanchez	Secondary Student
Rosa Sanchez	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.
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:
   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 September 10, 2021.

Attested:

Principal, Michelle Flowers on 09-10-2021

SSC Chairperson, Christine Portney on 09-10-2021

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Prospect
Community Day School
2710 Kilgore Road
Rancho Cordova, Ca 95670
(916) 294-9060
www.fcusd.org/pcds

Michelle Flowers, Principal
Allen Sims, Assistant Principal

Site Council Agenda
Friday, September 10, 2021
8:45am

Meeting called by: Allen Sims, Site Council Chair, Christine Portney, School Counselor
Location: Media Center, zoom meeting
Invitees: Christine Portney, MiChele Matsumura, Roxanne Hatfield, Elizabeth Lee,
Alan Ornelas Sanchez,Rosas Sanchez, Erick Alexander, Lashan Brantley

Open to the Public

Items for Discussion and/or Action

New Items

1. Review of School Safety Plan

2. Review Single Plan for School Achievement:

   - What does current data reflect

- What are our strengths and areas of need/improvement

  - What goals have we developed to meet those needs

    - What is our plan to meet those goals

      - Vote to approve

Prospect
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Michelle Flowers, Principal
Allen Sims, Assistant Principal

Site Council Minutes
Friday, September 10, 2021
8:45 – 9:45am

Meeting called by: Allen Sims, Site Council Chair, Christine Portney, School Counselor
Location: Media Center, zoom meeting
Invitees: Christine Portney, MiChele Matsumura, Roxanne Hatfield, Elizabeth Lee,
Alan Ornelas Sanchez,Rosas Sanchez, Erick Alexander, Lashan Brantley

Open to the Public

Items for Discussion and/or Action

New Items

1.   Review of School Safety Plan
Reviewed components of plan, voted to approve. Plan approved by all present.

2.   Review Single Plan for School Achievement:
- What does current data reflect
- What are our strengths and areas of need/improvement
- What goals have we developed to meet those needs
- What is our plan to meet those goals
- Vote to approve

Discussed goals, strategies, action plan items and budget. Plan approved by all present.

CALIFORNIA HEALTHY KIDS SURVEY

Prospect Community Day
Secondary
2018-2019
Main Report

Contents

I

List of Tables

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" are included for some scales on the report for districts or schools to compare results to those from prior years. This is the last year these "High," "Moderate," and "Low" categories are provided in reports.

This report provides the detailed results for each question from the 2018-19 *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 CDE's 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

The California Department of Education (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 insights 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, migrant, 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 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 items

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 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 the totality of 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).

NEW IN 2018! EXPLORE RESULTS ON THE 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 and migrant 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.

THE REPORT

The report tables, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

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. Schools can request supplementary reports disaggregating 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. A more

detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (data.calschls.org/resources/chks_guidebook_3_datause.pdf).

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 Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (data.calschls.org/resources/chks_guidebook_3_datause.pdf).

- 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 Social Emotional Health Module (SEHM) 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/#survey_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 Use Action Planning 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(s) have 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/#survey_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 the district(s) 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(s) 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 TA 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 eight 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 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

Gregory Austin, Ph.D.
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CalSCHLS Co-Directors, WestEd

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

Survey Module Administration

Table 1

CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. 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	X

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	NT[A]
Student Sample Size	
Target sample	42
Final number	31
Response Rate	74%

Note: [A]NT 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†	40	A4.6
Academic motivation†	62	A4.6
Chronic truancy (twice a month or more often)§	8	A4.2
Caring adult relationships‡	56	A4.5
High expectations‡	71	A4.5
Meaningful participation‡	21	A4.5
Facilities upkeep†	39	A4.13
Parent involvement in school†	30	A4.6
School Safety		
School perceived as very safe or safe	61	A5.1
Experienced any harassment or bullying§	28	A5.2
Had mean rumors or lies spread about you§	28	A5.3
Been afraid of being beaten up§	24	A5.4
Been in a physical fight§	50	A5.4
Seen a weapon on campus§	22	A5.6
Substance Use and Mental Health		
Current alcohol or drug use¶	52	A6.5
Current marijuana use¶	52	A6.5
Current binge drinking¶	38	A6.5
Very drunk or "high" 7 or more times, ever	35	A6.7
Been drunk or "high" on drugs at school, ever	40	A6.9
Current cigarette smoking¶	10	A7.3
Current electronic cigarette use¶	24	A7.3
Experienced chronic sadness/hopelessness§	24	A8.4
Considered suicide§	18	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	65
Female	35

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

Table A3.2

Hispanic or Latino

	NT %
No	58
Yes	42

Question HS/MS A.5: 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	4
Asian	4
Black or African American	39
Native Hawaiian or Pacific Islander	4
White	7
Mixed (two or more) races	43

Question HS/MS A.6: 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	85
Other relative's home	4
A home with more than one family	0
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	7

Question HS/MS A.8: 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	19
Graduated from high school	23
Attended college but did not complete four-year degree	12
Graduated from college	19
Don't know	27

Question HS/MS A.9: 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	7
Yes	67
Don't know	26

Question HS/MS A.10: 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

Participation in Migrant Education Program, Past 3 Years

	NT %
No	65
Yes	4
Don't know	31

Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?
Note: Cells are empty if there are less than 10 respondents.

Table A3.8

Language Spoken at Home

	NT %
English	81
Spanish	19
Mandarin	0
Cantonese	0
Taiwanese	0
Tagalog	0
Vietnamese	0
Korean	0
Other	0

Question HS/MS A.12: What language is spoken most of the time in your home?
Note: Cells are empty if there are less than 10 respondents.

Table A3.9

English Language Proficiency – All Students

	NT %
How well do you...	
understand English?	
Very well	93
Well	4
Not well	0
Not at all	4
speak English?	
Very well	96
Well	4
Not well	0
Not at all	0
read English?	
Very well	88
Well	12
Not well	0
Not at all	0
write English?	
Very well	88
Well	8
Not well	4
Not at all	0
English Language Proficiency Status	
Proficient	88
Not proficient	12

Question HS/MS A.13-16: 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

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

	NT *%*
How well do you...	
understand English?	
Very well	
Well	
Not well	
Not at all	
speak English?	
Very well	
Well	
Not well	
Not at all	
read English?	
Very well	
Well	
Not well	
Not at all	
write English?	
Very well	
Well	
Not well	
Not at all	
English Language Proficiency Status	
Proficient	
Not proficient	

Question HS/MS A.12-16: 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 A3.11

Number of Days Attending Afterschool Program

	NT %
0 days	88
1 day	4
2 days	0
3 days	0
4 days	4
5 days	4

Question HS/MS A.17: 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 A3.12

Military Connections

	NT %
No	88
Yes	6
Don't know	6

Question HS A.129/MS A.119: 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 A3.13

__Sexual Orientation__

	NT %
Straight (not gay)	76
Gay or Lesbian	0
Bisexual	18
I am not sure yet	0
Something else	0
Decline to respond	6

Question HS A.130/MS A.120: Which of the following best describes you?
Note: Cells are empty if there are less than 10 respondents.

Table A3.14

__Gender Identity__

	NT %
No, I am not transgender	88
Yes, I am transgender	0
I am not sure if I am transgender	0
Decline to respond	12

Question HS A.131/MS A.121: 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	4
A's and B's	13
Mostly B's	8
B's and C's	29
Mostly C's	13
C's and D's	25
Mostly D's	4
Mostly F's	4

Question HS/MS A.18: 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	56
1-2 times	24
A few times	12
Once a month	0
Twice a month	4
Once a week	0
More than once a week	4

Question HS/MS A.21: 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	28
1 day	16
2 days	24
3 or more days	32

Question HS/MS A.19: 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	29
Illness (feeling physically sick), including problems with breathing or your teeth	25
Were being bullied or mistreated at school	0
Felt very sad, hopeless, anxious, stressed, or angry	8
Didn't get enough sleep	17
Didn't feel safe at school or going to and from school	4
Had to take care of or help a family member or friend	13
Wanted to spend time with friends	8
Used alcohol or drugs	13
Were behind in schoolwork or weren't prepared for a test or class assignment	0
Were bored or uninterested in school	13
Had no transportation to school	17
Other reason	33

Question HS/MS A.20: 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 Scales (Developmental Supports)

	NT %	Table
Total school supports		
Average reporting "Pretty much true" or "Very much true"	49	
High	11	
Moderate	79	
Low	11	
Caring adults in school		
Average reporting "Pretty much true" or "Very much true"	56	A4.7
High	16	
Moderate	68	
Low	16	
High expectations-adults in school		
Average reporting "Pretty much true" or "Very much true"	71	A4.8
High	25	
Moderate	70	
Low	5	
Meaningful participation at school		
Average reporting "Pretty much true" or "Very much true"	21	A4.9
High	0	
Moderate	50	
Low	50	

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

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

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table A4.6

School Connectedness, Academic Motivation, and Parent Involvement Scales

	NT %	Table
School connectedness		
Average reporting "Agree" or "Strongly agree"	40	A4.10
High	17	
Moderate	63	
Low	21	
Academic motivation		
Average reporting "Agree" or "Strongly agree"	62	A4.11
High	4	
Moderate	57	
Low	39	
Parent involvement in school		
Average reporting "Agree" or "Strongly agree"	30	A4.12
High	13	
Moderate	57	
Low	30	

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

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

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Strongly disagree" (1), "Disagree" (2), "Neither disagree nor agree" (3), "Agree" (4), and "Strongly agree" (5). The following thresholds were used to classify question averages into "High," "Moderate," and "Low" categories:

	School Connectedness	Academic Motivation	Parent Involvement in School
High	> 3.75	≥ 4	> 4.25
Moderate	≥ 2.5 and ≤ 3.75	≥ 3 and < 4	> 3.25 and ≤ 4.25
Low	< 2.5	< 3	≤ 3.25

Table A4.7
Caring Relationships Scale Questions

	NT %
Caring adults in school	
Average reporting "Pretty much true" or "Very much true"	56
At my school, there is a teacher or some other adult...	
who really cares about me.	
Not at all true	11
A little true	47
Pretty much true	32
Very much true	11
who notices when I'm not there.	
Not at all true	16
A little true	16
Pretty much true	53
Very much true	16
who listens to me when I have something to say.	
Not at all true	5
A little true	38
Pretty much true	38
Very much true	19

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.
Note: Cells are empty if there are less than 10 respondents.

Table A4.8
High Expectations Scale Questions

	NT %
High expectations-adults in school	
Average reporting "Pretty much true" or "Very much true"	71
At my school, there is a teacher or some other adult...	
who tells me when I do a good job.	
Not at all true	5
A little true	30
Pretty much true	45
Very much true	20
who always wants me to do my best.	
Not at all true	5
A little true	16
Pretty much true	47
Very much true	32
who believes that I will be a success.	
Not at all true	15
A little true	15
Pretty much true	45
Very much true	25

Question HS/MS A.36, 38, 40: 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 A4.9

Meaningful Participation Scale Questions

	NT *%*
Meaningful participation at school	
Average reporting "Pretty much true" or "Very much true"	21
At school...	
I do interesting activities.	
Not at all true	30
A little true	30
Pretty much true	25
Very much true	15
I help decide things like class activities or rules.	
Not at all true	30
A little true	55
Pretty much true	10
Very much true	5
I do things that make a difference.	
Not at all true	20
A little true	60
Pretty much true	15
Very much true	5
I have a say in how things work.	
Not at all true	40
A little true	40
Pretty much true	15
Very much true	5
I help decide school activities or rules.	
Not at all true	45
A little true	45
Pretty much true	10
Very much true	0

Question HS/MS A.41-45: 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 A4.10
School Connectedness Scale Questions

	NT %
School connectedness	
Average reporting "Agree" or "Strongly agree"	40
I feel close to people at this school.	
Strongly disagree	13
Disagree	8
Neither disagree nor agree	33
Agree	38
Strongly agree	8
I am happy to be at this school.	
Strongly disagree	29
Disagree	21
Neither disagree nor agree	38
Agree	8
Strongly agree	4
I feel like I am part of this school.	
Strongly disagree	17
Disagree	4
Neither disagree nor agree	39
Agree	35
Strongly agree	4
The teachers at this school treat students fairly.	
Strongly disagree	13
Disagree	13
Neither disagree nor agree	33
Agree	33
Strongly agree	8
I feel safe in my school.	
Strongly disagree	13
Disagree	0
Neither disagree nor agree	25
Agree	54
Strongly agree	8

Question HS/MS A.22-26: 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 A4.11
Academic Motivation Scale Questions

	NT %
Academic motivation	
Average reporting "Agree" or "Strongly agree"	62
I try hard to make sure that I am good at my schoolwork.	
Strongly disagree	4
Disagree	4
Neither disagree nor agree	26
Agree	57
Strongly agree	9
I try hard at school because I am interested in my work.	
Strongly disagree	13
Disagree	0
Neither disagree nor agree	48
Agree	35
Strongly agree	4
I work hard to try to understand new things at school.	
Strongly disagree	9
Disagree	0
Neither disagree nor agree	26
Agree	57
Strongly agree	9
I am always trying to do better in my schoolwork.	
Strongly disagree	0
Disagree	0
Neither disagree nor agree	22
Agree	52
Strongly agree	26

Question HS/MS A.31-34: 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 A4.12

Parent Involvement Scale Questions

	NT *%*
Parent involvement in school	
Average reporting "Agree" or "Strongly agree"	30
Teachers at this school communicate with parents about what students are expected to learn in class.	
Strongly disagree	13
Disagree	17
Neither disagree nor agree	50
Agree	13
Strongly agree	8
Parents feel welcome to participate at this school.	
Strongly disagree	17
Disagree	9
Neither disagree nor agree	48
Agree	22
Strongly agree	4
School staff takes parent concerns seriously.	
Strongly disagree	9
Disagree	5
Neither disagree nor agree	45
Agree	32
Strongly agree	9

Question HS/MS A.28-30: 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 takes parent concerns seriously.
Note: Cells are empty if there are less than 10 respondents.

Table A4.13

Quality of School Physical Environment

	NT %
My school is usually clean and tidy.	
Strongly disagree	17
Disagree	22
Neither disagree nor agree	22
Agree	26
Strongly agree	13

Question HS/MS A.27: 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	11
Safe	50
Neither safe nor unsafe	22
Unsafe	6
Very unsafe	11

Question HS A.99/MS A.88: 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	89
1 time	0
2 or more times	11
Religion	
0 times	89
1 time	0
2 or more times	11
Gender	
0 times	76
1 time	12
2 or more times	12
Because you are gay or lesbian or someone thought you were	
0 times	83
1 time	6
2 or more times	11
A physical or mental disability	
0 times	88
1 time	0
2 or more times	12
You are an immigrant or someone thought you were	
0 times	83
1 time	6
2 or more times	11
Any of the above six reasons	22

Question HS A.115-120/MS A.105-110: 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 or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.
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 %
Any other reason	
0 times	78
1 time	6
2 or more times	17
Any harassment	28

Question HS A.115-121/MS A.105-111: 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 or lesbian 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

Verbal Harassment at School, Past 12 Months

	NT *%*
During the past 12 months, how many times on school property have you...	
had mean rumors or lies spread about you?	
0 times	72
1 time	6
2 to 3 times	11
4 or more times	11
had sexual jokes, comments, or gestures made to you?	
0 times	78
1 time	6
2 to 3 times	6
4 or more times	11
been made fun of because of your looks or the way you talk?	
0 times	65
1 time	12
2 to 3 times	6
4 or more times	18
been made fun of, insulted, or called names?	
0 times	61
1 time	11
2 to 3 times	17
4 or more times	11

Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Note: Cells are empty if there are less than 10 respondents.

Table A5.4

Violence and Victimization on School Property, Past 12 Months

	NT %
During the past 12 months, how many times on school property have you...	
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?	
0 times	67
1 time	0
2 to 3 times	22
4 or more times	11
been afraid of being beaten up?	
0 times	76
1 time	12
2 to 3 times	6
4 or more times	6
been threatened with harm or injury?	
0 times	83
1 time	6
2 to 3 times	6
4 or more times	6
been in a physical fight?	
0 times	50
1 time	6
2 to 3 times	22
4 or more times	22
been threatened or injured with a weapon (gun, knife, club, etc.)?	
0 times	78
1 time	11
2 to 3 times	6
4 or more times	6
been offered, sold, or given an illegal drug?	
0 times	67
1 time	6
2 to 3 times	11
4 or more times	17

Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: 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... been in a physical fight... been offered, sold, or given an illegal drug... 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 A5.5

Property Damage on School Property, Past 12 Months

	NT %
Had your property stolen or deliberately damaged	
0 times	78
1 time	6
2 to 3 times	11
4 or more times	6
Damaged school property on purpose	
0 times	83
1 time	17
2 to 3 times	0
4 or more times	0

Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?
Note: Cells are empty if there are less than 10 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	NT %
Carried a gun	
0 times	83
1 time	0
2 to 3 times	11
4 or more times	6
Carried any other weapon (such as a knife or club)	
0 times	83
1 time	0
2 to 3 times	6
4 or more times	11
Seen someone carrying a gun, knife, or other weapon	
0 times	78
1 time	6
2 to 3 times	11
4 or more times	6

Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 10 respondents.

Table A5.7

Cyber Bullying, Past 12 Months

	NT %
0 times (never)	82
1 time	0
2 to 3 times	12
4 or more times	6

Question HS A.122/MS A.112: 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.

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"[†]	52	A6.2
Lifetime alcohol or drug use	52	A6.2
Lifetime marijuana use	52	A6.2
Lifetime very drunk or high (7 or more times)	35	A6.7
Lifetime drinking and driving involvement		A6.11
Current alcohol or drug use	52	A6.5
Current marijuana use	52	A6.5
Current heavy drug use	48	A6.5
Current heavy alcohol use (binge drinking)	38	A6.5
Current alcohol or drug use on school property	38	A6.8
Harmfulness of occasional marijuana use[‡]	15	A6.12
Difficulty of obtaining marijuana[§]	0	A6.13

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

[†]*Excludes prescription pain medication, diet pills, and prescription stimulant.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A6.2

Summary of AOD Lifetime Use

	NT %
Alcohol	48
Marijuana	52
Inhalants	10
Cocaine, methamphetamine, or any amphetamines	36
Heroin	18
Ecstasy, LSD, or other psychedelics	18
Prescription pain medication, opioids, tranquilizers, sedatives, diet pills, or other prescription stimulant	55
Cold/cough medicines or other over-the-counter medicines to get "high"	55
Any other drug, pill, or medicine to get "high"	24
Any of the above AOD use	52
Any illicit AOD use to get "high"[†]	52

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

[†]*Excludes prescription pain medication, diet pills, and prescription stimulant.*

Table A6.3

Lifetime AOD Use

	NT %
Alcohol (one full drink)	
0 times	52
1 time	0
2 to 3 times	14
4 or more times	33
Marijuana (smoke, vape, eat, or drink)	
0 times	48
1 time	0
2 to 3 times	14
4 or more times	38
Inhalants	
0 times	90
1 time	5
2 to 3 times	0
4 or more times	5
Cocaine, methamphetamine, or any amphetamines	
0 times	64
1 time	18
2 to 3 times	0
4 or more times	18
Heroin	
0 times	82
1 time	9
2 to 3 times	0
4 or more times	9
Ecstasy, LSD, or other psychedelics	
0 times	82
1 time	0
2 to 3 times	9
4 or more times	9

Question HS A.49-52, 54, 55/MS A.50-52: 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).
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

Lifetime AOD Use – Continued

	NT %
Prescription pain medication or opioids, tranquilizers, or sedatives	
0 times	45
1 time	9
2 to 3 times	27
4 or more times	18
Diet pills	
0 times	82
1 time	9
2 to 3 times	9
4 or more times	0
Ritalin^{TM} or Adderall^{TM} or other prescription stimulant	
0 times	73
1 time	9
2 to 3 times	9
4 or more times	9
Cold/cough medicines or other over-the-counter medicines to get "high"	
0 times	45
1 time	18
2 to 3 times	18
4 or more times	18
Any other drug, pill, or medicine to get "high" or for reasons other than medical	
0 times	76
1 time	5
2 to 3 times	5
4 or more times	14

Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin^{TM}, OxyContin^{TM}, Percodan^{TM}, Lortab^{TM}), tranquilizers, or sedatives (Xanax^{TM}, Ativan^{TM})... Diet pills (Didrex®, Dexedrine®, Xenadrine®, Skittles, M&M's)... Ritalin^{TM} or Adderall^{TM} or other prescription stimulant... Cold/cough medicines or other over-the-counter medicines to get "high"... Any other drug, pill, or medicine to get "high" or for reasons other than medical.
Notes: Cells are empty if there are less than 10 respondents.

Table A6.4

Lifetime Marijuana Consumption

	NT %
During your life, how many times have you used marijuana in any of the following ways...	
Smoke it?	
0 times	43
1 time	0
2 to 3 times	14
4 or more times	43
In an electronic or e-cigarette or other vaping device?	
0 times	57
1 time	5
2 to 3 times	24
4 or more times	14
Eat or drink it in products made with marijuana?	
0 times	57
1 time	0
2 to 3 times	10
4 or more times	33

Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... 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)	43
Binge drinking (5 or more drinks in a row)	38
Marijuana (smoke, vape, eat, or drink)	52
Inhalants	10
Prescription drugs to get "high" or for reasons other than prescribed	27
Other drug, pill, or medicine to get "high" or for reasons other than medical	29
Any drug use	52
Heavy drug use	48
Any AOD Use	52
Two or more substances at the same time	45

Question HS A.70-76/MS A.64-68: 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)... 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").

Table A6.6

Frequency of Current AOD Use, Past 30 Days

	NT %
Alcohol (one or more drinks)	
0 days	57
1 or 2 days	19
3 to 9 days	14
10 to 19 days	5
20 or more days	5
Binge drinking (5 or more drinks in a row)	
0 days	62
1 or 2 days	14
3 to 9 days	14
10 to 19 days	5
20 or more days	5
Marijuana (smoke, vape, eat, or drink)	
0 days	48
1 or 2 days	14
3 to 9 days	10
10 to 19 days	0
20 or more days	29

Question HS A.70-72/MS A.64-66: 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	79
1 to 2 times	5
3 to 6 times	11
7 or more times	5
"High" (loaded, stoned, or wasted) from using drugs	
0 times	45
1 to 2 times	10
3 to 6 times	10
7 or more times	35
Very drunk or "high" 7 or more times	35

Question HS A.61, 62/MS A.55, 56: 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	62
1 to 2 days	19
3 or more days	19
Marijuana (smoke, vape, eat, or drink)	
0 days	65
1 to 2 days	10
3 or more days	25
Any other drug, pill, or medicine to get "high" or for reasons other than medical?	
0 days	81
1 to 2 days	5
3 or more days	14
Any of the above	38

Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... 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	60
1 to 2 times	5
3 to 6 times	15
7 or more times	20

Question HS A.63/MS A.57: 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	
0 times	
1 time	
2 to 3 times	
4 or more times	
Marijuana	
Does not apply, don't use	
0 times	
1 time	
2 to 3 times	
4 or more times	

Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?

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

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	
1 time	
2 times	
3 to 6 times	
7 or more times	

Question HS A.98/MS A.87: 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?... In 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.

Table A6.12

Perceived Harm of AOD Use

	NT %
Alcohol - drink occasionally	
Great	15
Moderate	10
Slight	25
None	50
Alcohol - 5 or more drinks once or twice a week	
Great	20
Moderate	15
Slight	20
None	45
Marijuana - use occasionally	
Great	15
Moderate	15
Slight	15
None	55
Marijuana - use daily	
Great	25
Moderate	5
Slight	15
None	55

Question HS A.87-90/MS A.79-82: 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	6
Fairly difficult	0
Fairly easy	44
Very easy	0
Don't know	50
Marijuana	
Very difficult	0
Fairly difficult	11
Fairly easy	11
Very easy	33
Don't know	44

Question HS A.93, 94/MS A.85, 86: 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	19	A7.2
Current cigarette smoking[†]	10	A7.3
Current cigarette smoking at school[†]	5	A7.4
Ever tried smokeless tobacco	10	A7.2
Current smokeless tobacco use[†]	10	A7.3
Current smokeless tobacco use at school[†]	10	A7.4
Ever used electronic cigarettes	38	A7.2
Current use of electronic cigarettes[†]	24	A7.3
Current use of electronic cigarettes at school[†]	29	A7.4
Cessation Attempts		
Tried to quit or stop using cigarettes		A7.5
Attitudes and Correlates		
Harmfulness of occasional cigarette smoking[‡]	26	A7.6
Harmfulness of smoking 1 or more packs/day[‡]	30	A7.6
Difficulty of obtaining cigarettes[§]	6	A7.8

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

[†]*Past 30 days.*

[‡]*Great harm.*

[§]*Very difficult.*

Table A7.2

Lifetime Tobacco Use

	NT %
A whole cigarette	
0 times	81
1 time	5
2 to 3 times	0
4 or more times	14
Smokeless tobacco	
0 times	90
1 time	5
2 to 3 times	0
4 or more times	5
Electronic cigarettes, e-cigarettes, or other vaping device	
0 times	62
1 time	10
2 to 3 times	5
4 or more times	24

Question HS A.46-48/MS A.46-49: 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)... Electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens.

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

Table A7.3

Any Current Use and Daily Use

	NT %
Cigarettes	
Any	10
Daily (20 or more days)	0
Smokeless tobacco	
Any	10
Daily (20 or more days)	0
Electronic cigarettes/e-cigarettes/other vaping device	
Any	24
Daily (20 or more days)	0

Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens?

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	95
1 or 2 days	0
3 to 9 days	0
10 to 19 days	0
20 or more days	5
Smokeless tobacco	
0 days	90
1 or 2 days	5
3 to 9 days	0
10 to 19 days	0
20 or more days	5
Electronic cigarettes, e-cigarettes, or other vaping device	
0 days	71
1 or 2 days	14
3 to 9 days	5
10 to 19 days	5
20 or more days	5

Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as Juul, e-hookah, hookah pens, or vape pens?

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

Table A7.5

Cigarette Smoking Cessation Attempts

	NT *%*
Does not apply, don't use	
0 times	
1 time	
2 to 3 times	
4 or more times	

Question HS A.95: How many times have you tried to quit or stop using cigarettes?

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

Table A7.6

Perceived Harm of Cigarette Smoking

	NT *%*
Smoke cigarettes occasionally	
Great	26
Moderate	5
Slight	5
None	63
Smoke 1 or more packs of cigarettes each day	
Great	30
Moderate	5
Slight	5
None	60

Question HS A.83, 84/MS A.75, 76: 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 A7.7

Perceived Harm of E-Cigarette Use Compared to Smoking

	NT %
Use e-cigarettes or vaping device occasionally	
Great	15
Moderate	10
Slight	20
None	55
Use e-cigarettes or vaping devices several times a day	
Great	15
Moderate	15
Slight	20
None	50

Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally... Use e-cigarettes or vaping devices several times a day (100 puffs or more).

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

Table A7.8

Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes

	NT %
Cigarettes	
Very difficult	6
Fairly difficult	11
Fairly easy	11
Very easy	6
Don't know	67
E-cigarettes or vaping device	
Very difficult	6
Fairly difficult	0
Fairly easy	39
Very easy	6
Don't know	50

Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device
Note: Cells are empty if there are less than 10 respondents.

8. Other Physical and Mental Health Risks

Table A8.1

Hours of Sleep

	NT %
4 or less hours	6
5 hours	18
6 hours	18
7 hours	12
8 hours	24
9 hours	18
10 or more hours	6

Question MS A.127/MS A.117: 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 A8.2

Eating of Breakfast

	NT %
No	25
Yes	75

Question HS A.126/MS A.116: Did you eat breakfast today?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

Chronic Sad or Hopeless Feelings, Past 12 Months

	NT %
No	76
Yes	24

Question HS A.124/MS A.114: 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 A8.4

Seriously Considered Attempting Suicide, Past 12 Months

	NT %
No	82
Yes	18

Question HS A.125/MS A.115: During the past 12 months, did you ever seriously consider attempting suicide?
Note: Cells are empty if there are less than 10 respondents.

Table A8.5

Gang Involvement

	NT %
No	94
Yes	6

Question HS A.123/MS A.113: 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
School Environment							
Total school supports‡							
Caring adults in school‡							
High expectations-adults in school‡							
Meaningful participation at school‡							
School Connectedness†							33
Academic Motivation†							
Parent Involvement in School†							

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

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

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 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 A9.8

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 A9.9

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.

10. Gender Breakdowns

Table A10.1

School Supports and Engagement by Gender

	NT Female %	Male %
School Environment		
Total school supports‡	52	
Caring adults in school‡	70	
High expectations-adults in school‡	71	
Meaningful participation at school‡	15	
School Connectedness†	50	32
Academic Motivation†	68	56
Parent Involvement in School†	36	25

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 Mental Health Measures by Gender

	NT Female %	Male %
Perceived Safety at School		
Feel safe or very safe at school		
Harassment/Bullying at School		
During the past 12 months at school, have you been...		
harassed/bullied for any of the six reasons		
harassed/bullied for any reasons		
Current ATOD Use		
During the past 30 days, did you...		
have at least one drink of alcohol at school	36	40
use cigarettes	0	20
use electronic cigarettes	27	20
have at least one drink of alcohol	45	40
use marijuana	45	60
Mental Health		
Chronic sad or hopeless feelings, past 12 months		

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]
Student Sample Size	
Target sample	42
Final number	18
Response Rate	43%

Note: [A]*NT 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†		P3.1
Belief in self†	57	P4.1
Belief in others†	69	P5.1
Emotional competence†	54	P6.1
Engaged living†		P7.1
Social emotional distress†	21	P8.1
Growth mindset‡		P9.1
Goals†		P10.1
Collaboration†		P11.1
Problem solving†		P12.1

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."*

3. Covitality

Table P3.1

Covitality and Subscales

	NT %	Table
Covitality		
Average reporting "Pretty much true" or "Very much true"		
High		
Moderate		
Low		
Belief in self		P4.1
Average reporting "Pretty much true" or "Very much true"	57	
High	13	
Moderate	73	
Low	13	
Belief in others		P5.1
Average reporting "Pretty much true" or "Very much true"	69	
High	29	
Moderate	64	
Low	7	
Emotional competence		P6.1
Average reporting "Pretty much true" or "Very much true"	54	
High	7	
Moderate	80	
Low	13	
Engaged living		P7.1
Average reporting "Pretty much true" or "Very much true"		
High		
Moderate		
Low		

Notes: Cells are empty if there are less than 10 respondents. Table numbers refer to tables with scale categories for sub-domains. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

4. Belief in Self

Table P4.1

Belief in Self Domain and Subdomains

	NT %	Table
Belief in self		
Average reporting "Pretty much true" or "Very much true"	57	
High	13	
Moderate	73	
Low	13	
Self-efficacy		P4.2
Average reporting "Pretty much true" or "Very much true"	73	
High	33	
Moderate	60	
Low	7	
Self-awareness		P4.3
Average reporting "Pretty much true" or "Very much true"	68	
High	33	
Moderate	67	
Low	0	
Persistence		P4.4
Average reporting "Pretty much true" or "Very much true"	29	
High	7	
Moderate	73	
Low	20	

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

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

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table P4.2

Self-Efficacy Scale Questions

	NT %
Self-efficacy	
Average reporting "Pretty much true" or "Very much true"	73
I can work out my problems.	
Not at all true	0
A little true	33
Pretty much true	40
Very much true	27
I can do most things if I try.	
Not at all true	7
A little true	7
Pretty much true	67
Very much true	20
There are many things that I do well.	
Not at all true	13
A little true	20
Pretty much true	40
Very much true	27

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 P4.3
Self-Awareness Scale Questions

	NT %
Self-awareness	
Average reporting "Pretty much true" or "Very much true"	68
There is a purpose to my life.	
Not at all true	0
A little true	21
Pretty much true	36
Very much true	43
I understand my moods and feelings.	
Not at all true	7
A little true	20
Pretty much true	60
Very much true	13
I understand why I do what I do.	
Not at all true	13
A little true	33
Pretty much true	27
Very much true	27

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 P4.4

Persistence Scale Questions

	NT *%*
Persistence	
Average reporting "Pretty much true" or "Very much true"	29
When I do not understand something, I ask the teacher again and again until I understand.	
Not at all true	7
A little true	60
Pretty much true	27
Very much true	7
I try to answer all the questions asked in class.	
Not at all true	33
A little true	40
Pretty much true	27
Very much true	0
When I try to solve a math problem, I will not stop until I find a final solution.	
Not at all true	13
A little true	60
Pretty much true	13
Very much true	13

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.

5. Belief in Others

Table P5.1

Belief in Others Domain and Subdomains

	NT %	Table
Belief in others		
Average reporting "Pretty much true" or "Very much true"	69	
High	29	
Moderate	64	
Low	7	
School supports		P5.2
Average reporting "Pretty much true" or "Very much true"	68	
High	13	
Moderate	87	
Low	0	
Family connectedness		P5.3
Average reporting "Pretty much true" or "Very much true"	70	
High	29	
Moderate	50	
Low	21	
Peer supports		P5.4
Average reporting "Pretty much true" or "Very much true"	71	
High	43	
Moderate	36	
Low	21	

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

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

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table P5.2
School Supports Scale Questions

	NT *%*
School supports	
Average reporting "Pretty much true" or "Very much true"	68
At my school, there is a teacher or some other adult...	
who always wants me to do my best.	
Not at all true	0
A little true	21
Pretty much true	57
Very much true	21
who listens to me when I have something to say.	
Not at all true	7
A little true	33
Pretty much true	47
Very much true	13
who believes that I will be a success.	
Not at all true	13
A little true	20
Pretty much true	47
Very much true	20

Question HS/MS A.38-40: 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 P5.3

Family Connectedness Scale Questions

	NT %
Family connectedness	
Average reporting "Pretty much true" or "Very much true"	70
My family members really help and support one another.	
Not at all true	14
A little true	7
Pretty much true	43
Very much true	36
There is a feeling of togetherness in my family.	
Not at all true	31
A little true	8
Pretty much true	31
Very much true	31
My family really gets along well with each other.	
Not at all true	14
A little true	14
Pretty much true	50
Very much true	21

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 P5.4

Peer Supports Scale Questions

	NT *%*
Peer supports	
Average reporting "Pretty much true" or "Very much true"	71
I have a friend my age who really cares about me.	
Not at all true	15
A little true	15
Pretty much true	31
Very much true	38
I have a friend my age who talks with me about my problems.	
Not at all true	29
A little true	7
Pretty much true	29
Very much true	36
I have a friend my age who helps me when I'm having a hard time.	
Not at all true	14
A little true	7
Pretty much true	50
Very much true	29

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.

6. Emotional Competence

Table P6.1

Emotional Competence Domain and Subdomains

	NT %	Table
Emotional competence		
Average reporting "Pretty much true" or "Very much true"	54	
High	7	
Moderate	80	
Low	13	
Emotional regulation		P6.2
Average reporting "Pretty much true" or "Very much true"	58	
High	7	
Moderate	87	
Low	7	
Empathy		P6.3
Average reporting "Pretty much true" or "Very much true"	57	
High	20	
Moderate	60	
Low	20	
Behavioral self-control		P6.4
Average reporting "Pretty much true" or "Very much true"	47	
High	0	
Moderate	87	
Low	13	

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

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

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table P6.2
Emotional Regulation Scale Questions

	NT *%*
Emotional Regulation	
Average reporting "Pretty much true" or "Very much true"	58
I accept responsibility for my actions.	
Not at all true	0
A little true	38
Pretty much true	38
Very much true	25
When I make a mistake I admit it.	
Not at all true	0
A little true	40
Pretty much true	53
Very much true	7
I can deal with being told no.	
Not at all true	20
A little true	27
Pretty much true	33
Very much true	20

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 P6.3
Empathy Scale Questions

	NT %
Empathy	
Average reporting "Pretty much true" or "Very much true"	57
I feel bad when someone gets their feelings hurt.	
Not at all true	6
A little true	63
Pretty much true	31
Very much true	0
I try to understand what other people go through.	
Not at all true	20
A little true	7
Pretty much true	47
Very much true	27
I try to understand how other people feel and think.	
Not at all true	21
A little true	7
Pretty much true	50
Very much true	21

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 P6.4
Behavioral Self-Control Scale Questions

	NT %
Behavioral self-control	
Average reporting "Pretty much true" or "Very much true"	47
I can wait for what I want.	
Not at all true	20
A little true	7
Pretty much true	47
Very much true	27
I don't bother others when they are busy.	
Not at all true	6
A little true	50
Pretty much true	25
Very much true	19
I think before I act.	
Not at all true	33
A little true	47
Pretty much true	13
Very much true	7

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.

7. Engaged Living

Table P7.1

Engaged Living Domain and Subdomains

	NT %	Table
Engaged living		
Average reporting "Pretty much true" or "Very much true"		
High		
Moderate		
Low		
Optimism		P7.2
Average reporting "Pretty much true" or "Very much true"	47	
High	20	
Moderate	73	
Low	7	
Gratitude		P7.3
Average reporting "Pretty much true" or "Very much true"		
High		
Moderate		
Low		
Zest		P7.4
Average reporting "Pretty much true" or "Very much true"		
High		
Moderate		
Low		

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

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

Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

Table P7.2
Optimism Scale Questions

	NT %
Optimism	
Average reporting "Pretty much true" or "Very much true"	47
Each day I look forward to having a lot of fun.	
Not at all true	13
A little true	67
Pretty much true	13
Very much true	7
I usually expect to have a good day.	
Not at all true	13
A little true	27
Pretty much true	40
Very much true	20
Overall, I expect more good things to happen to me than bad things.	
Not at all true	13
A little true	31
Pretty much true	38
Very much true	19

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 P7.3
Gratitude Scale Questions

	NT *%*
Gratitude	
Average reporting "Pretty much true" or "Very much true"	
On most days I feel grateful.	
Not at all true	
A little true	
Pretty much true	
Very much true	
On most days I feel thankful.	
Not at all true	
A little true	
Pretty much true	
Very much true	
On most days I feel appreciative.	
Not at all true	
A little true	
Pretty much true	
Very much true	

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 P7.4
Zest Scale Questions

	NT *%*
Zest	
Average reporting "Pretty much true" or "Very much true"	
On most days I feel energetic.	
Not at all true	
A little true	
Pretty much true	
Very much true	
On most days I feel active.	
Not at all true	
A little true	
Pretty much true	
Very much true	
On most days I feel enthusiastic.	
Not at all true	
A little true	
Pretty much true	
Very much true	

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.

8. Social Emotional Distress

Table P8.1

Social Emotional Distress Scale Questions

	NT %
Social emotional distress	
Average reporting "Pretty much true" or "Very much true"	21
High	0
Moderate	31
Low	69
I had a hard time breathing because I was anxious.	
Not at all true	71
A little true	14
Pretty much true	7
Very much true	7
I worried that I would embarrass myself in front of others.	
Not at all true	57
A little true	29
Pretty much true	7
Very much true	7
I was tense and uptight.	
Not at all true	42
A little true	33
Pretty much true	25
Very much true	0
I had a hard time relaxing.	
Not at all true	54
A little true	23
Pretty much true	23
Very much true	0

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 P8.1

Social Emotional Distress Scale Questions – Continued

	NT %
I felt sad and down.	
Not at all true	62
A little true	15
Pretty much true	15
Very much true	8
I was easily irritated.	
Not at all true	15
A little true	31
Pretty much true	38
Very much true	15
It was hard for me to cope and I thought I would panic.	
Not at all true	62
A little true	31
Pretty much true	8
Very much true	0
It was hard for me to get excited about anything.	
Not at all true	38
A little true	46
Pretty much true	15
Very much true	0

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

Table P8.1

Social Emotional Distress Scale Questions – Continued

	NT %
I was easily annoyed and sensitive.	
Not at all true	42
A little true	25
Pretty much true	33
Very much true	0
I was scared for no good reason.	
Not at all true	85
A little true	15
Pretty much true	0
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.

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

9. Growth Mindset

Table P9.1

Growth Mindset Scale Questions

	NT %
Growth mindset[§]	
Average reporting "A little true" or "Not at all true"	
High	
Moderate	
Low	
My intelligence is something I cannot change very much.	
Not at all true	
A little true	
Pretty much true	
Very much true	
Challenging myself will not make me any smarter.	
Not at all true	
A little true	
Pretty much true	
Very much true	
There are some things I am not capable of learning.	
Not at all true	
A little true	
Pretty much true	
Very much true	
If I am not naturally smart in a subject, I will never do well in it.	
Not at all true	
A little true	
Pretty much true	
Very much true	

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 and defining scale categories (high, moderate, and low).*

10. Goals

Table P10.1

Goals Scale Questions

	NT %
Goals	
Average reporting "Pretty much true" or "Very much true"	
High	
Moderate	
Low	
I am looking forward to a successful career.	
Not at all true	
A little true	
Pretty much true	
Very much true	
I have high goals and expectations for myself.	
Not at all true	
A little true	
Pretty much true	
Very much true	
I don't expect very much of myself in the future.[§]	
Not at all true	
A little true	
Pretty much true	
Very much true	

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 and defining scale categories (high, moderate, and low).*

11. Collaboration

Table P11.1

Collaboration Scale Questions

	NT %
Collaboration	
Average reporting "Pretty much true" or "Very much true"	
High	
Moderate	
Low	
I enjoy working together with other students on class activities.	
Not at all true	
A little true	
Pretty much true	
Very much true	
When I work in school groups, I do my fair share.	
Not at all true	
A little true	
Pretty much true	
Very much true	
I like to listen to other students' ideas in class.	
Not at all true	
A little true	
Pretty much true	
Very much true	

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.

12. Problem Solving

Table P12.1

Problem Solving Scale Questions

	NT %
Problem solving	
Average reporting "Pretty much true" or "Very much true"	
High	
Moderate	
Low	
When I need help I find someone to talk with.	
Not at all true	
A little true	
Pretty much true	
Very much true	
I try to work out my problems by talking or writing about them.	
Not at all true	
A little true	
Pretty much true	
Very much true	
I trust my ability to solve difficult problems.	
Not at all true	20
A little true	40
Pretty much true	20
Very much true	20

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.

Z. Folsom-Cordova Unified Custom Questions

1. Module Sample

Table Z1.1

Student Sample for Custom Questions

	NT[A]
Student Sample Size	
Target sample	42
Final number	7
Response Rate	17%

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

Appendix

CHKS Content Overview, 2018-19

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 Local Control and Accountability Plans. 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

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[1] To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report (calschls.org/reports-data/#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

in raising standardized test scores over a one-year period when they had higher percentages of students who: (1) were less engaged in risky behaviors such as substance use and violence; (2) were more likely to eat nutritiously and exercise; and (3) reported 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 feel 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 LGBT 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 and migrant 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 request reports disaggregating all their results by demographic characteristics from their CalSCHLS Regional Center (call 888.841.7536 or email CalSCHLS@wested.org).

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

- about 30 percentage points more likely than non-LGBT 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 LGBT.

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

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

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

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.[15] 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.[16] 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; attendance and truancy data, on 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 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 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.[17]

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

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

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

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

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

In addition, the supplementary School Climate Module includes 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 3 or more of the past 30 school 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.[18]

Biennial State CHKS data indicate that the most important 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.[19]

Truancy has been identified as one of the most powerful predictors of both poor achievement and delinquency.[20] Truants 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 sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.[21] [22] [23] [24] [25] [26]

[18] 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/

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

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

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

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

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

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

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

School Connectedness

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

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial 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.[28] This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.[29] [30]

Parent Involvement

Parent involvement, including promoting parental participation in pupil programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parental involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.[31]

Facilities and Physical Environment

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

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

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

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

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

[32] Hanson & Austin. (2017). Download calschls.org/docs/facilities122216.pdf

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.[33] Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.[34] These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.[35] [36] [37]

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 dropped markedly between 7th and 9th grades.[38] If students report low levels of perceived school safety, pay close attention to all the indicators related to bullying and victimization, as well as mental health. Schools may want to request comparisons of students' perceptions of their own safety with the actual level of violence and other safety-related indicators self-reported by students. 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.[39]

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 more insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students. In *Bruised Inside* (2000), the National Association of Attorneys General describes harassment by peers as one of the two causes for kids to express anger using guns, knives, and fists.[40]

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),

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

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

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

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

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

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

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

[40] 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.

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.[41] 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.[42] [43] 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: 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 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 doing it. Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.[44] About 16 percent of 7th and 9th graders reporting seeing someone carrying a weapon, dropping 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.

Reflecting this, on the California School Staff Survey, high school staff statewide are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004-06), ranking them among the top 3 of 14 problem indicators.[45]

Alcohol and Other Drug Use at School (Section 6)

AOD use at school is especially troubling. It reflects a level of drug involvement so pervasive that the

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

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

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

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

[45] Statewide CSSS. (2018). Download data.calschls.org/resources/Statewide_1517_CSSS.pdf

potential repercussions for violation of school rules are disregarded by these youths. This is behavior that threatens not only the user's learning ability but also school efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication, were significantly related to changes in California achievement test scores one year later.[46] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[47] [48]

Cigarette Smoking (Section 7)

Current smokers are significantly more likely than nonsmokers 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, current smokers are also more likely than nonsmokers to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.[49] [50]

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.[51] They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.[52]

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall well-being than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.[53] [54]

See also the percentage of students who report missing school because they "felt very sad, hopeless, anxious, stressed, or angry" (Table A4.4). 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 the fostering of social-emotional competencies.

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

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

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

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

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

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

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

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

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