



Oakland Military Institute, College Preparatory Academy

Regular Board Meeting

Published on March 13, 2023 at 3:35 PM PDT

Date and Time

Thursday March 16, 2023 at 4:15 PM PDT

Location

Oakland Military Institute College Preparatory Academy
3877 Lusk St. Oakland, CA 94608

Teleconference: 4100 Leesville Rd, Williams, CA 95987

In response to the expiration of Governor Newsom's Executive Order N-29-20, which temporarily suspended provisions of the Brown Act relating to public meetings, the Board will resume in-person board meetings.

In Compliance with the Americans with Disabilities Act, those requiring special assistance to access the board meeting should contact Carlos Rodriguez at crodriguez@omiacademy.org. Notifications of at least 24 hours prior to the meeting will enable Oakland Military Institute to make reasonable arrangements to ensure accessibility to the board meeting.

All in-person meeting attendees, wearing a well-fitted mask that covers the nose and mouth without gaps is strongly recommended but not required.

Agenda

	Purpose	Presenter	Time
I. Open Session			4:15 PM
A. Call to Order/ Open Session			
II. Opening Items			4:15 PM
A. Roll Call			1 m
B. Call the Meeting to Order			1 m
	<p>CALL TO ORDER: The Chairman of the Governing Board of Directors will call the Oakland Military Institute College Preparatory Academy meeting to order at 4:15 PM, or as soon thereafter as possible.</p>		
C. Public Comment			3 m
	<p>INVITATION TO ADDRESS THE BOARD: Non-agenda, agenda, and Closed Session items.</p> <p>Summary: The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is discussed or voted upon. To assure your rights to address any action item, please notify the Executive Director's Office of your desire to speak by noon the day prior to the Board Meeting. Those requesting to address the Board will have a total of two (2) minutes.</p> <p>The Board encourages public comment concerning any item of importance and will recognize requests to speak on items not appearing on the Agenda. Speakers should be aware that the Board may not be prepared to comment on the issues they raise, but may request those items to be properly agendized for inclusion in the discussion at a future meeting.</p> <p>If anyone has any questions or concerns please contact the Executive Assistant Mr. Carlos Rodriguez at crodriguez@omiacademy.org.</p>		
D. Ordering of the Agenda			2 m
III. Student Showcase			
	<p>Cadets Vicki Cao will be presenting on the OMI cadet experience.</p> <ul style="list-style-type: none"> • <i>Cadet Events</i> • <i>College Acceptances</i> 		

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • <i>Cadet Experiences</i> • <i>And more!</i> 			
IV. Approval of Consent Items			4:22 PM
A. Minutes of February 16, 2023 Regular Meeting	Approve Minutes	Carlos Rodriguez	2 m
B. OMI Bank Account Activity (February 1, 2023 - February 28, 2023)		Vincent Salazar	5 m
C. Personnel Report		Kathryn Wong	2 m
D. New Contracts		Vincent Salazar	10 m
V. Superintendent's Update			
Dr. Streshly will provide the OMI Board an update on the following items:			
<ul style="list-style-type: none"> • Superintendent Goals <ul style="list-style-type: none"> ◦ LCAP Progress Report "at a glance" 			
VI. Action Items			4:41 PM
A. Approve 22-23 Second Interim Financial Report & Multi Year Projections		Vincent Salazar	15 m
VII. Information/Discussion Items			4:56 PM
A. Cashflow Update		Vincent Salazar	10 m
B. Lottery-Waitlist Update		Thomas James	10 m
C. Healthy Kids Survey Results		Mary Streshly	10 m
VIII. Board Member Comments			
IX. Closing Items			5:26 PM

	Purpose	Presenter	Time
A. Adjourn Meeting			1 m

Coversheet

Minutes of February 16, 2023 Regular Meeting

Section: IV. Approval of Consent Items
Item: A. Minutes of February 16, 2023 Regular Meeting
Purpose: Approve Minutes
Submitted by: Carlos Rodriguez
Related Material: Minutes for Regular Board Meeting on February 16, 2023

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on February 16, 2023.

RECOMMENDATION:

The OMI Board of Directors approve the attached minutes for the Regular Board Meeting held on February 16, 2023.

APPROVED



Oakland Military Institute, College Preparatory Academy

Minutes

Regular Board Meeting

Date and Time

Thursday February 16, 2023 at 4:15 PM

Location

Join Zoom Meeting:

<https://omiacademy.zoom.us/j/96331409060?pwd=VGNYTmZBY1JubjFBN005RlpuTzdjUT09>

Meeting ID: 963 3140 9060

Password: 768443

OR

Dial by your location

+1 669 900 6833 US (San Jose)

Meeting ID: 963 3140 9060

Password: 768443

Find your local number: <https://omiacademy.zoom.us/u/aJkoW67vW>

MODIFIED MEETING PROCEDURES DURING COVID-19 (CORONAVIRUS) PANDEMIC: As per Executive Order N-29-20 from Governor Newsom, Oakland Military Institute's Board Meetings will move to a virtual/teleconferencing environment using Zoom. The purpose of the Governor's executive order is to control the spread of Coronavirus (COVID-19) and to reduce and minimize the risk of infection by "limiting attendance at public assemblies, conferences, or other mass events." The intent is not to limit public participation, but rather to protect public health by following the Governor's Stay at Home executive order and the Alameda County's Shelter in Place order.

Directors Present

D. Baldwin (remote), D. Clisham (remote), J. Breckenridge (remote), J. Brown (remote), J. Wire (remote), M. Mares (remote)

Directors Absent

A. Campbell Washington

Guests Present

12 more participants joined (remote), C. Rodriguez (remote), M. Streshly (remote), S. Lipsey (remote), T. James (remote), V. Salazar (remote)

I. Opening Items

A. Roll Call

B. Call the Meeting to Order

J. Brown called a meeting of the board of directors of Oakland Military Institute, College Preparatory Academy to order on Thursday Feb 16, 2023 at 4:19 PM.

C. Public Comment

G. Olechowski introduced herself as a UC Berkeley Graduate student and thanked the Board for what they are doing at OMI.

D. Ordering of the Agenda

J. Breckenridge made a motion to keep the agenda the way it was currently presented.

D. Baldwin seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Breckenridge	Aye
D. Baldwin	Aye
D. Clisham	Aye
M. Mares	Aye
J. Brown	Aye
A. Campbell Washington	Absent
J. Wire	Aye

II. Approval of Consent Items

A. Minutes of January 12, 2023 Regular Meeting

J. Breckenridge made a motion to approve the minutes from Regular Board Meeting on 01-12-23.

D. Baldwin seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Clisham	Aye
J. Breckenridge	Aye
A. Campbell Washington	Absent
D. Baldwin	Aye
J. Wire	Aye
M. Mares	Aye
J. Brown	Aye

B. OMI Bank Account Activity (January 1, 2023 - January 31, 2023)

J. Breckenridge made a motion to review and approve the OMI Bank activity.

D. Baldwin seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Wire	Aye
D. Baldwin	Aye
D. Clisham	Aye
M. Mares	Aye
J. Brown	Aye
J. Breckenridge	Aye
A. Campbell Washington	Absent

C. Personnel Report

J. Breckenridge made a motion to review and approve the personnel report.
D. Baldwin seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Clisham	Aye
J. Breckenridge	Aye
J. Brown	Aye
D. Baldwin	Aye
J. Wire	Aye
M. Mares	Aye
A. Campbell Washington	Absent

D. New Contracts

J. Breckenridge made a motion to review and approve the new contract presented (Orbach Huff + Henderson, LLP).
D. Baldwin seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Baldwin	Aye
M. Mares	Aye
J. Brown	Aye
J. Breckenridge	Aye
D. Clisham	Aye
J. Wire	Aye
A. Campbell Washington	Absent

III. Superintendent's Update

A. LCAP Goal Mid-Year Progress Report

M. Streshly mentioned that she has been giving the Board updates on the LCAP goals in tidbits (attendance and grade level data) in the past couple of months and that will continue with the RenStar results discussion in this board meeting.

B. In Person Board Meeting Logistics

M. Streshly clarified that she would like to get direction from the Board regarding the return of in person meetings and potential hybrid meeting discussions.

M. Streshly asked if we wanted to comply solely with returning to in person meetings or give the possibility of having participants attend virtually while also providing in person opportunities.

If OMI has in person-hybrid board meetings, Staff will have to look into spending for the necessary equipment. The equipment that the staff would need includes microphones, television monitors and potentially mix amps to conduct hybrid meetings and this would not cost over \$10,000 at the time because OMI has some of the equipment available.

D. Baldwin asked if we had the option to go back to 100% in person board meetings and the answer M. Streshly gave was yes.

C. Rodriguez clarified that there will be a handheld recorder for access to accurate minute taking.

J. Breckenridge asked that the OMI staff and Board consider doing a hybrid test as well for the most inclusion. She also mentioned that OMI should survey the parents to see if they would like to have hybrid meetings.

IV. Information/Discussion Items

A. Cashflow Update

V. Salazar mentioned that the increase in the February 2023 disbursements was due to the adoption of the physical and digital Savvas English and Math curriculum. In March, the disbursements would go back to normal. In June, the disbursements are expected to rise because of the end of the fiscal year expenditures including insurance payments.

The cashflow indicated that there was a steady projection from February to March and spike in April and May, then dip due to a waiting period until funds comes in.

The dips and spikes would not affect the cash reserve as it is highly above the \$1.5 million line.

J. Breckenridge asked if there was anything to the cashflow that was different from the past months' presentations and V. Salazar mentioned that the cashflow has been consistent and steady.

B. RenStar Results

S. Lipsey and C. Murphy presented the longitudinal data that was collected from English and Math RenStar results for both middle and high school.

C. Murphy gave a breakdown of what the colors meant in the upcoming slides. She mentioned that the colors indicated the percentage of students, per grade, in certain categories like at/above benchmark, on watch, intervention, and urgent intervention needed.

The percentage of benchmark distribution shifted from the 2021-2022 year to 2022-2023 year in multiple areas. C. Murphy explained that the first two columns (red and yellow) need to go down, the blue and green columns need to go up to indicate growth.

J. Breckenridge included that she would like to see what the progress was in the English because she saw improvement in the math. She mentioned that she would like to know what the impact of English being a majority of the school population's second language affects the results. C. Murphy said that she would have information in the coming week.

C. Murphy clarified to J. Breckenridge that the singular red percentage of benchmark distribution in 2020-2021 means that there is no data to be collected.

M. Mares explained that he would like to see the changes in benchmark distribution percentage of students that were in the middle school in prior years as well as in the high school to see the OMI teaching effects on the students.

D. Baldwin asked how often these tests are administered. These tests are administered three times a year.

C. Student Recruitment Update Report

O. Isibor explained that he and other talented staff have found explored ways to try and drive up recruitment.

A comparison of February 2023 and February 2022 was displayed to show that the efforts of the new recruitment team has shown to be effective, increasing by 45%.

O. Isibor mentioned that he surveyed families that attend OMI and they reported back that the way that they found out about OMI was through word of mouth.

The traditional marketing that the new recruitment team used was sending out flyers and postcards.

Five mailers went out. The first mailer was to give awareness of what OMI is, second was to inform the public of the OMI Family Night *A Community Event*, and the third mailer was to show the OMI advantage with a message from J. Brown.

Digital advertisements were used as well on websites for people that have a history of looking for schools. Billboards were also used on the Bay Bridge freeway to gather more impressions.

M. Mares mentioned that 60% of the school population is Latino and the Latino community needs to be advertised to. He also gave a suggestion of making bumper stickers for parents to put on their car for mobile advertising.

V. Action Items

A. Fiscal Year 21-22 Audit Report

M. Mares made a motion to review and approve the audit report for fiscal year 2021-2022. J. Wire seconded the motion.

There was no government auditing standards findings.

There was an ADA report issue found that the school underreported the ADA.

A recommendation from W. McMullen of CLA was to accurately report the ADA and with the finding of the ADA being underreported, the school will receive more state funding.

Another finding entailed that two students were allowed to enter the school back when they were in sixth grade but the school was not able to get the vaccination records.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Breckenridge	Aye
D. Baldwin	Aye
A. Campbell Washington	Absent
M. Mares	Aye
J. Brown	Aye
D. Clisham	Aye

Roll Call

J. Wire Aye

B. Approve Capital Assets Policy (\$5k)

D. Baldwin made a motion to review and approve the capital assets policy extended to \$5,000.

M. Mares seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Baldwin Aye
J. Breckenridge Aye
D. Clisham Aye
J. Brown Aye
M. Mares Aye
A. Campbell Washington Absent
J. Wire Aye

C. Approve Disposal of Surplus Property Policy

J. Breckenridge made a motion to review and approve the disposal of surplus policy.

D. Clisham seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Brown Aye
J. Wire Aye
A. Campbell Washington Absent
D. Clisham Aye
J. Breckenridge Aye
M. Mares Aye
D. Baldwin Aye

D. Approve Additional Authorized Signers for Bridge Bank Accounts

D. Baldwin made a motion to review and approve Dr. Mary Streshly as an additional authorized signer for Bridge Bank Accounts.

J. Breckenridge seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Clisham Aye
J. Brown Aye
D. Baldwin Aye
J. Breckenridge Aye
M. Mares Aye
J. Wire Aye
A. Campbell Washington Absent

E. Authorize Superintendent Dr. Mary Streshly as Designee to accept and sign as a proxy for financial statements and legally binding documents.

D. Baldwin made a motion to approve Superintendent Dr. Mary Streshly as designee to accept and sign as a proxy for financial statements and legally binding documents.

M. Mares seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Baldwin Aye

Roll Call

J. Brown	Aye
J. Wire	Aye
M. Mares	Aye
D. Clisham	Aye
A. Campbell Washington	Absent
J. Breckenridge	Aye

F. Approve Comprehensive School Safety Plan

J. Breckenridge made a motion to review and approve the Comprehensive School Safety Plan.

M. Mares seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Brown	Aye
M. Mares	Aye
J. Breckenridge	Aye
J. Wire	Aye
D. Baldwin	Aye
A. Campbell Washington	Absent
D. Clisham	Aye

G. Approve School Accountability Report Card [SARC]

J. Wire made a motion to review and approve the School Accountability Report Card.

M. Mares seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Breckenridge	Aye
J. Brown	Aye
D. Baldwin	Aye
J. Wire	Aye
M. Mares	Aye
A. Campbell Washington	Absent
D. Clisham	Aye

VI. Adjourn to Closed Session

A. Superintendent Goals & Evaluation Process

The OMI board adjourned to closed session at 5:30pm.

VII. Reconvene To Open Session

A. Announcement of Actions Taken in Closed Session

The OMI Board reconvened to open session at 6:08pm.

No action was taken during closed session.

VIII. Closing Items

A. Adjourn Meeting

J. Wire made a motion to adjourn the meeting.

M. Mares seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

D. Clisham	Aye
A. Campbell Washington	Absent
J. Brown	Aye
M. Mares	Aye
D. Baldwin	Aye
J. Breckenridge	Aye
J. Wire	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:09 PM.

Respectfully Submitted,
J. Brown

Coversheet

OMI Bank Account Activity (February 1, 2023 - February 28, 2023)

Section: IV. Approval of Consent Items
Item: B. OMI Bank Account Activity (February 1, 2023 - February 28, 2023)
Purpose:
Submitted by: Vincent Salazar
Related Material: OMI's Payments issued Feb 2023 BR.pdf

BACKGROUND:

Staff recommends ratification of payroll and vendor warrants paid between February 1, 2023 – February 28, 2023. Detailed information and supporting documentation are available for review in the Finance Department if needed.

Specific vendor payments and total payroll amounts paid during the specified time period are attached.

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the payroll and vendor warrants paid during the time period of February 1, 2023 – February 28, 2023

ReqPay12a

Board Report

Checks Dated 02/01/2023 through 02/28/2023			Board Meeting Date March 16, 2023		
Check Number	Check Date	Pay to the Order of	Fd-Objt	Expensed Amount	Check Amount
0002423	02/01/2023	Adolfo Villa Aguilar	62-5800		1,540.00
0002424	02/01/2023	Amazon Capital Services	62-4300		586.14
0002425	02/01/2023	Brady Industries	62-4300		3,405.38
0002426	02/01/2023	Claudia Campbell	62-5830		200.00
0002427	02/01/2023	College Board	62-4300		1,576.00
0002428	02/01/2023	Cristina Magpantay	62-5800		1,500.00
0002429	02/01/2023	ECOLAB	62-5500		161.65
0002430	02/01/2023	Edlio LLC.	62-5840		4,200.00
0002431	02/01/2023	Greg Turner	62-5800		425.00
0002432	02/01/2023	Jeremy Sykes Photography	62-5800		3,035.89
0002433	02/01/2023	Joricia D Belton	62-5830		200.00
0002434	02/01/2023	Kaiser Foundation Health Plan	62-9551		45,782.01
0002435	02/01/2023	MRC Smart Tech Solutions	62-5600		180.68
0002436	02/01/2023	Nicholas J Smolich	62-4300		84.87
0002437	02/01/2023	Porshia Phillips	62-5830		200.00
0002438	02/01/2023	School Services of CA, Inc	62-5200		195.00
0002439	02/01/2023	schoolAbility, LLC	62-4300	112.28	
			62-5800	32,000.00	32,112.28
0002440	02/01/2023	Scoot Education	62-5810		1,995.00
0002441	02/01/2023	Shred Works Inc.	62-5530		176.00
0002442	02/01/2023	Syreeta Danika Hopkins	62-5830		200.00
0002443	02/01/2023	ULINE	62-4300		4,159.27
0002444	02/01/2023	Wafa Ali	62-5830		200.00
0002445	02/01/2023	Waste Management of Alameda County	62-5530		2,935.96
0002446	02/01/2023	Zoom Video Communications, Inc .	62-5900		8,965.50
0002447	02/01/2023	Principal Life Insurance Co.	62-9556		4,025.12
0002448	02/07/2023	Aeries Software	62-5200		1,149.00
0002449	02/07/2023	Amazon Capital Services	62-4300	1,931.83	
			62-5830	74.40	2,006.23
0002450	02/07/2023	Comcast Business	62-5900		2,827.29
0002451	02/07/2023	First Alarm	62-5800		159.86
0002452	02/07/2023	Hernandez Tree Service	62-5500		3,475.00
0002453	02/07/2023	Jose Vargas c/o OMIA	62-5200		1,619.98
0002454	02/07/2023	Miyoung Kang	62-4320		228.48
0002455	02/07/2023	Pro Dryers.com	62-4300		1,217.20
0002456	02/07/2023	Rajashanea Everett	62-5800		800.00
0002457	02/07/2023	Riverside Insights	62-4300		2,344.43
0002458	02/07/2023	San Francisco Elevator Service s	62-5500		496.50
0002459	02/07/2023	Savvas Learning Co LLC	62-4100		296,654.38
0002460	02/07/2023	Scoot Education	62-5810		798.00
0002461	02/07/2023	Tariq Alroani	62-4100		300.00
0002462	02/07/2023	TeamLogic IT of Mountain View	62-5800		500.00
0002463	02/07/2023	The Advantage Group	62-5800		194.45
0002464	02/07/2023	ULINE	62-4300		1,906.42
0002465	02/07/2023	Verizon	62-5900		913.38

ReqPay12a

Board Report

Checks Dated 02/01/2023 through 02/28/2023			Board Meeting Date March 16, 2023		
Check Number	Check Date	Pay to the Order of	Fd-Objt	Expensed Amount	Check Amount
0002466	02/07/2023	Yasmin Harris	62-4300	195.59	
			62-4320	99.34	294.93
0002467	02/07/2023	Young, Minney & Corr,LLP	62-5820		1,885.00
0002468	02/10/2023	Amazon Capital Services	62-4300		1,011.53
0002469	02/10/2023	AT&T	62-5900		803.98
0002470	02/10/2023	Camille Lazar	62-5830		200.00
0002471	02/10/2023	Thomas L. James	62-5200		390.00
0002472	02/10/2023	Christopher Lee c/o OMIA	62-5620		163.31
0002473	02/10/2023	First Alarm	62-5500		9,177.69
0002474	02/10/2023	Havana Catering	62-4320		6,699.29
0002475	02/10/2023	Jange Alvia Perkins	62-5830		200.00
0002476	02/10/2023	Melanie Rachelle Ruiz	62-4300		439.00
0002477	02/10/2023	The Webstaurant Store,Inc	62-4300		913.67
0002478	02/10/2023	Timothy Murray	62-4300		154.36
0002479	02/10/2023	Wex Bank	62-4300		548.54
0002485	02/14/2023	Adolfo Villa Aguilar	62-5800		1,520.00
0002486	02/14/2023	All Risk Rapelling, LLC	62-5850		4,800.00
0002487	02/14/2023	Amazon Capital Services	62-4300		265.78
0002488	02/14/2023	Cristina Magpantay	62-5800		1,800.00
0002489	02/14/2023	Eduardo Martinez	62-4200		154.36
0002490	02/14/2023	Florence Velasco Cruz Eriksson	62-4700		19,250.00
0002491	02/14/2023	Home Depot Credit Services	62-4300	1,753.15	
			62-5600	432.38	2,185.53
0002492	02/14/2023	Mobile Modular	62-5610		12,262.42
0002493	02/14/2023	Rachel Mahlke	62-4200	188.62	
			62-4320	303.32	491.94
0002494	02/14/2023	Scoot Education	62-5810		1,995.00
0002496	02/22/2023	Amazon Capital Services	62-4300	4,613.40	
			62-5600	530.00	5,143.40
0002497	02/22/2023	Aqeel Jamil Ahmed	62-5880		900.00
0002498	02/22/2023	EBMUD Payment Center	62-5520		1,556.59
0002499	02/22/2023	El Paseo Children's Center	62-5100		14,207.66
0002500	02/22/2023	Jostens	62-4300		27.40
0002501	02/22/2023	Kathryn Wong c/o OMIA	62-4320		34.66
0002502	02/22/2023	Michael Traver c/o OMIA	62-4300		419.00
0002503	02/22/2023	Mid-County Officials Network	62-5300		920.00
0002504	02/22/2023	Sammy Enriquez c/o OMIA	62-4300	386.72	
			62-5800	218.24	604.96
0002505	02/22/2023	Scoot Education	62-5810		399.00
0002506	02/22/2023	The Hartford	62-5400		8,279.00
0002507	02/22/2023	Valmiria Paulo Amaya	62-5200		450.00
0002508	02/22/2023	Zoom Janitorial Service Inc	62-5500		11,250.00
0002509	02/23/2023	CustomInk, LLC	62-4300		692.90
0002510	02/23/2023	Florence Velasco Cruz Eriksson	62-4700		17,062.00
0002511	02/23/2023	Amazon Capital Services	62-4300	2,575.69	
			62-5800	1,856.35	4,432.04

ReqPay12a

Board Report

Checks Dated 02/01/2023 through 02/28/2023 Board Meeting Date March 16, 2023

Check Number	Check Date	Pay to the Order of	Fd-Objt	Expensed Amount	Check Amount
0002517	02/24/2023	Denise Bianchini Senft	62-5830		200.00
0002518	02/24/2023	Durham School Services , L.P.	62-5850		1,480.70
0002519	02/24/2023	ULINE	62-4300		3,671.32
VCH-00000028	02/17/2023	U.S. Bank			6,111.33
		Food items for parent & staff meetings	62-4320	164.53	
		CIVICORPS recycling prog exp	62-5530	909.90	
		Sherwin Williams paint for hallways	62-5600	239.02	
		GM Supplies (Toner for Xerox copiers)	62-5710	698.64	
		INDEED Online job ads	62-5800	100.00	
		Recruiting supplies exp	62-5830	337.97	
		Exxo Mobil Gas	62-5880	271.80	
		UPS, FEDEX mialing exp	62-5920	57.20	
		Janitorial Supplies	62-4300	3,332.27	
Total Number of Checks			88		581,080.64

PAYROLL:

Certificated Salaries	301,153.55
Classified Salaries	64,204.91
STRS	70,221.46
PERS.	28,786.34
Total Payroll activity pmts	\$ 464,366.35

Other Bank Activity & ACH Pmts:

Bank Service Charge	194.66
Adj for Voided Cks & ACH pmts	-17,267.84
Total Other Bank Activity & ACH Pmts.	\$ -17,073.18
Total Bank Payment Activities.	\$ 1,028,373.81

Coversheet

Personnel Report

Section: IV. Approval of Consent Items
Item: C. Personnel Report
Purpose:
Submitted by: Kathryn Wong
Related Material: Staff Changes for March 9, 2023.pdf

BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy charter requires that the Board of Directors approve all personnel transactions based on the recommendation of the Superintendent. Please find attached all personnel changes since our last board meeting on February 16, 2023.

RECOMMENDATION:

The Superintendent recommends that the OMI Board approve the personnel report in the attached document.

Oakland Military Institute (OMI) College Preparatory Academy School Staff as of March 9, 2023		
New Hire:		
Last Name	First Name	Job Title Description
Alvarez	Edgar	SPED Aide
Choi	Carmen	CFO
Napier	Terry	Campus Monitor
Ramirez	Jessica	ELD Aide
Transfers:		
Last Name	First Name	Job Title Description
Promotion:		
Last Name	First Name	Job Title Description
Separations:		
Last Name	First Name	Job Title Description
Tejero	Cheryll	ELD Aide
Weiss	Tod	Information Technology (IT) Manager

Coversheet

New Contracts

Section: IV. Approval of Consent Items
Item: D. New Contracts
Purpose:
Submitted by: Vincent Salazar
Related Material:
36 mo addendum - Oakland Military Institute - 210035900 executed signatures.pdf

BACKGROUND:

In accordance with the Fiscal Policies and Procedures Manual approved at its June 23, 2020 meeting, the OMI Board of Directors must approve all contracts for services over \$10,000.00.

Attached you will find:
Contract #1: Modular Buildings Lease Renewal/Extension

RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the attached open contract with the potential of reaching or exceeding \$10,000 during the time period of February 1, 2023- February 28, 2023.



Mobile Modular Management Corporation

5700 Las Positas Road, Livermore, CA 94551

Ph (925) 606-9000 Fax (925) 453-3201

www.MobileModularRents.com

Contract Addendum

Date: 10/27/2022

Customer : OAKLAND MILITARY INSTITUTE
Billing Address: 3877 LUSK STREET
City/State/Zip: EMERYVILLE CA 94608

Attn: Vincent Salazar
Office: (510) 594-3922
Fax:
E-mail: vsalazar@omiacademy.org

Project Name : **
Site Address : 3877 Lusk Street
City/State/Zip: Emeryville, CA 94608

This will serve as an addendum to the contract agreement entered into between **OAKLAND MILITARY INSTITUTE** (Lessee) and **MOBILE MODULAR MANAGEMENT CORPORATION** (Lessor).

ALL OTHER TERMS AND CONDITIONS TO REMAIN THE SAME.

Please sign and return an acknowledgement copy to our office as soon as possible. Thank you.

Renewal Information

Contract No.	Building ID	Item Description	Addendum Start Date	Addendum Stop Date	Term	Rental Rate
210035900	45000	Classroom, 30x32 DSA (NonStd)	11/24/2022	11/7/2025	36	\$ 994.00

- Rental rates do not include any applicable taxes or Personal Property Expense (PPE).
- Return delivery and preparing equipment for return will be quoted at time of return.
- This contract agreement defines a month as 30 calendar days. Bill Frequency for this contract is Monthly

Additional Contract Addendum Notes:

Mobile Modular Management Corporation

Carrie Gerard
 Printed Name

Regional Sales Manager
 Title

Carrie Gerard
 Signature

1/27/23
 Date

OAKLAND MILITARY INSTITUTE

May Sreshly
 Printed Name

Superintendent
 Title

[Signature]
 Signature

1/24/2023
 Date

**Please call (925) 606-9000 with any questions or comments and ask for
 Thank you for contacting Mobile Modular.**

Chanel Brown

****Note: Contract addendum valid only when executed, offer expires 30 days from addendum date if not executed.**

Coversheet

Approve 22-23 Second Interim Financial Report & Multi Year Projections

Section: VI. Action Items
Item: A. Approve 22-23 Second Interim Financial Report & Multi Year Projections
Purpose:
Submitted by: Vincent Salazar
Related Material: 2nd Interim FY 22-23 rpt to OUSD.pdf
2022-23 OMIA Second Interim Presentation 2023.03.08.pdf

BACKGROUND:

Charter schools are required to approve two annual Interim Budget Reports that demonstrate the school's ability to meet its financial obligations for the remainder of the current fiscal year and two subsequent fiscal years.

Interim reports are based on criteria and standards adopted by the State Board of Education (SBE). Because the budget is a "living document" that changes as new information becomes available, it is expected that variances will occur between the First Interim Budget and Second Interim Budget.

Budget revisions are brought to the Board of Directors in order to keep operations moving and the budget current. The Second Interim Budget Report for the Oakland Military Institute (OMI) 2022-2023 reflects the school's financial condition as of January 31, 2023 and demonstrates that OMI will be able to meet its financial obligations for the current and subsequent two fiscal years.

A copy of this report will be sent to the Oakland Unified School District and the Alameda County Office of Education.

RECOMMENDATION:

The OMI staff recommend that the Board approve the 2022-2023 Second Interim Budget Report.

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Oakland Military Institute
 (continued) College Preparatory Academy
 CDS #: 01-61259-0130617
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0349
 Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFE Revenue Sources										
State Aid - Current Year	8011	3,109,282.00	-	3,109,282.00	1,390,901.00	-	1,390,901.00	3,081,186.00	-	3,081,186.00
Education Protection Account State Aid - Current Year	8012	1,276,238.00	-	1,276,238.00	1,035,361.74	-	1,035,361.74	1,240,972.00	-	1,240,972.00
State Aid - Prior Years	8019	245,327.00	-	245,327.00	-	-	-	245,327.00	-	245,327.00
Transfer to Charter Schools In Lieu of Property Taxes	8096	1,537,013.00	-	1,537,013.00	768,507.00	-	768,507.00	1,456,206.00	-	1,456,206.00
Other LCFE Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFE Sources		6,167,860.00	-	6,167,860.00	3,194,769.74	-	3,194,769.74	6,023,691.00	-	6,023,691.00
2. Federal Revenues										
No Child Left Behind/Every Student Succeeds Act	8290	-	96,419.00	96,419.00	-	76,409.00	76,409.00	-	96,419.00	96,419.00
Special Education - Federal	8181, 8182	-	76,160.00	76,160.00	-	-	-	-	65,960.00	65,960.00
Child Nutrition - Federal	8220	-	350,000.00	350,000.00	-	134,161.57	134,161.57	-	325,000.00	325,000.00
Donated Food Commodities	8221	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	2,083,989.00	2,083,989.00	-	961,339.45	961,339.45	-	1,763,018.00	1,763,018.00
Total, Federal Revenues		-	2,606,568.00	2,606,568.00	-	1,171,910.02	1,171,910.02	-	2,250,397.00	2,250,397.00
3. Other State Revenues										
Special Education - State	StateRevSE	-	443,527.00	443,527.00	-	206,875.00	206,875.00	-	328,512.00	328,512.00
All Other State Revenues	StateRevAO	1,593,534.00	321,020.00	1,914,554.00	37,493.61	737,298.73	774,792.34	1,593,534.00	552,011.00	2,145,545.00
Total, Other State Revenues		1,593,534.00	764,547.00	2,358,081.00	37,493.61	944,173.73	981,667.34	1,593,534.00	880,523.00	2,474,057.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	5,000.00	-	5,000.00	6,050.67	-	6,050.67	139,310.00	-	139,310.00
Total, Local Revenues		5,000.00	-	5,000.00	6,050.67	-	6,050.67	139,310.00	-	139,310.00
5. TOTAL REVENUES		7,766,394.00	3,371,115.00	11,137,509.00	3,238,314.02	2,116,083.75	5,354,397.77	7,756,535.00	3,130,920.00	10,887,455.00
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	1,920,130.00	586,991.00	2,507,121.00	1,077,700.56	317,139.43	1,394,839.99	1,902,511.00	582,364.00	2,484,875.00
Certificated Pupil Support Salaries	1200	-	254,878.00	254,878.00	-	143,380.08	143,380.08	-	254,878.00	254,878.00
Certificated Supervisors' and Administrators' Salaries	1300	178,091.00	129,872.00	307,963.00	81,588.53	64,919.67	146,508.20	211,398.00	82,689.00	294,087.00
Other Certificated Salaries	1900	5,771.00	128,051.00	133,822.00	16,661.54	57,759.15	74,420.69	16,663.00	99,198.00	115,861.00
Total, Certificated Salaries		2,103,992.00	1,099,792.00	3,203,784.00	1,175,950.63	583,198.33	1,759,148.96	2,130,572.00	1,019,129.00	3,149,701.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	140,521.00	140,521.00	-	57,839.56	57,839.56	-	116,848.00	116,848.00
Non-certificated Support Salaries	2200	357,037.00	-	357,037.00	176,956.82	-	176,956.82	331,401.00	-	331,401.00
Non-certificated Supervisors' and Administrators' Sal.	2300	304,907.00	-	304,907.00	149,258.90	-	149,258.90	301,667.00	-	301,667.00
Clerical and Office Salaries	2400	186,585.00	24,615.00	211,200.00	85,213.90	14,232.02	99,445.92	188,743.00	-	188,743.00
Other Non-certificated Salaries	2900	6,000.00	-	6,000.00	1,500.00	-	1,500.00	7,500.00	-	7,500.00
Total, Non-certificated Salaries		854,529.00	165,136.00	1,019,665.00	412,929.62	72,071.58	485,001.20	829,311.00	116,848.00	946,159.00
3. Employee Benefits										
STRS	3101-3102	374,331.00	163,904.00	538,235.00	202,008.57	81,733.02	283,741.59	371,803.00	153,657.00	525,460.00
PERS	3201-3202	207,866.00	61,925.00	269,791.00	114,129.85	32,513.76	146,643.61	210,631.00	55,168.00	265,799.00
OASDI / Medicare / Alternative	3301-3302	100,672.00	38,716.00	139,388.00	52,758.52	20,613.21	73,371.73	100,888.00	33,600.00	134,488.00
Health and Welfare Benefits	3401-3402	341,631.00	144,231.00	485,862.00	209,163.97	73,779.97	282,943.94	370,579.00	134,622.00	505,201.00
Unemployment Insurance	3501-3502	29,567.00	19,578.00	49,145.00	14,943.62	9,300.55	24,244.17	31,226.00	17,033.00	48,259.00
Workers' Compensation Insurance	3601-3602	30,344.00	14,172.00	44,516.00	17,795.60	7,338.96	25,134.56	32,552.00	12,720.00	45,272.00
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		1,084,411.00	442,526.00	1,526,937.00	610,800.13	225,279.47	836,079.60	1,117,679.00	406,800.00	1,524,479.00
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	-	336,000.00	336,000.00	-	37,697.47	37,697.47	-	346,654.00	346,654.00
Books and Other Reference Materials	4200	2,000.00	16,138.00	18,138.00	2,446.55	23,944.68	26,391.23	4,500.00	34,946.00	39,446.00
Materials and Supplies	4300	186,815.00	226,014.00	412,829.00	183,957.73	100,147.38	284,105.11	259,847.00	241,098.00	500,945.00
Noncapitalized Equipment	4400	64,000.00	394,350.00	458,350.00	15,126.86	82,678.21	97,805.07	84,184.00	283,086.00	367,270.00
Food	4700	-	388,680.00	388,680.00	-	192,039.32	192,039.32	-	388,680.00	388,680.00
Total, Books and Supplies		252,815.00	1,361,182.00	1,613,997.00	201,531.14	436,507.06	638,038.20	348,531.00	1,294,464.00	1,642,995.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	20,000.00	30,000.00	50,000.00	-	52,147.50	52,147.50	-	95,288.00	95,288.00
Travel and Conferences	5200	15,000.00	3,000.00	18,000.00	9,410.10	3,635.08	13,045.18	20,000.00	8,026.00	28,026.00
Dues and Memberships	5300	15,000.00	-	15,000.00	27,961.97	-	27,961.97	16,500.00	-	16,500.00
Insurance	5400	120,000.00	-	120,000.00	136,404.61	-	136,404.61	118,432.00	-	118,432.00
Operations and Housekeeping Services	5500	453,000.00	-	453,000.00	293,973.00	-	293,973.00	505,000.00	-	505,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	280,000.00	159,441.00	439,441.00	270,540.59	81,231.36	351,771.95	347,219.00	159,441.00	506,660.00
Transfers of Direct Costs	5700-5799	(357,098.00)	357,098.00	-	(399,090.94)	399,090.94	-	(399,076.00)	399,076.00	-
Professional/Consulting Services and Operating Expend.	5800	709,917.00	935,195.00	1,645,112.00	364,795.32	673,640.15	1,038,435.47	890,563.00	923,251.00	1,813,814.00
Communications	5900	65,500.00	12,000.00	77,500.00	29,180.21	44.81	29,225.02	82,100.00	521.00	82,621.00
Total, Services and Other Operating Expenditures		1,301,319.00	1,496,734.00	2,798,053.00	733,174.86	1,209,789.84	1,942,964.70	1,580,738.00	1,585,603.00	3,166,341.00

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Detail**

Charter School Name: Oakland Military Institute
 (continued) College Preparatory Academy
 CDS #: 01-61259-0130617
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0349
 Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	432,457.00	-	432,457.00	-	-	-	432,457.00	-	432,457.00
Amortization Expense-Lease Assets	6910	-	-	-	-	-	-	-	-	-
Total, Capital Outlay		432,457.00	-	432,457.00	-	-	-	432,457.00	-	432,457.00
7. Other Outgo										
Tuition to Other Schools	7110-7143	-	-	-	-	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	(130,389.00)	130,389.00	-	(2,504.04)	2,504.04	-	(131,698.00)	131,698.00	-
Debt Service:										
Interest	7438	25,323.00	-	25,323.00	-	-	-	25,323.00	-	25,323.00
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		(105,066.00)	130,389.00	25,323.00	(2,504.04)	2,504.04	-	(106,375.00)	131,698.00	25,323.00
8. TOTAL EXPENDITURES		5,924,457.00	4,695,759.00	10,620,216.00	3,131,882.34	2,529,350.32	5,661,232.66	6,332,913.00	4,554,542.00	10,887,455.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)										
		1,841,937.00	(1,324,644.00)	517,293.00	106,431.68	(413,266.57)	(306,834.89)	1,423,622.00	(1,423,622.00)	-
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(843,043.59)	843,043.59	-	-	-	-	(942,021.59)	942,021.59	-
4. TOTAL OTHER FINANCING SOURCES / USES		(843,043.59)	843,043.59	-	-	-	-	(942,021.59)	942,021.59	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		998,893.41	(481,600.41)	517,293.00	106,431.68	(413,266.57)	(306,834.89)	481,600.41	(481,600.41)	-
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	11,002,433.13	481,600.41	11,484,033.54	11,002,433.13	481,600.41	11,484,033.54	11,002,433.13	481,600.41	11,484,033.54
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-	-	-	-	-
c. Adjusted Beginning Balance		11,002,433.13	481,600.41	11,484,033.54	11,002,433.13	481,600.41	11,484,033.54	11,002,433.13	481,600.41	11,484,033.54
2. Ending Fund Balance, June 30 (E + F.1.c.)		12,001,326.54	-	12,001,326.54	11,108,864.81	68,333.84	11,177,198.65	11,484,033.54	-	11,484,033.54
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b. Restricted	9740	-	-	-	-	68,333.84	68,333.84	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	8,645,320.00	-	8,645,320.00	8,645,320.00	-	8,645,320.00	8,645,320.00	-	8,645,320.00
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	1,628,358.00	-	1,628,358.00	1,628,358.00	-	1,628,358.00	1,710,045.30	-	1,710,045.30
Unassigned/Unappropriated Amount	9790	1,727,648.54	-	1,727,648.54	835,186.81	(0.00)	835,186.81	1,128,668.24	-	1,128,668.24

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Oakland Military Institute
 (continued) College Preparatory Academy
 CDS #: 01-61259-0130617
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0349
 Fiscal Year: 2022/23

Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	3,109,282.00	1,390,901.00	3,081,186.00	(28,096.00)	-0.90%
Education Protection Account State Aid - Current Year	8012	1,276,238.00	1,035,361.74	1,240,972.00	(35,266.00)	-2.76%
State Aid - Prior Years	8019	245,327.00	-	245,327.00	-	0.00%
Transfer of Charter Schools In Lieu of Property Taxes	8096	1,537,013.00	768,507.00	1,456,206.00	(80,807.00)	-5.26%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		6,167,860.00	3,194,769.74	6,023,691.00	(144,169.00)	-2.34%
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	96,419.00	76,409.00	96,419.00	-	0.00%
Special Education - Federal	8181, 8182	76,160.00	-	65,960.00	(10,200.00)	-13.39%
Child Nutrition - Federal	8220	350,000.00	134,161.57	325,000.00	(25,000.00)	-7.14%
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	2,083,989.00	961,339.45	1,763,018.00	(320,971.00)	-15.40%
Total, Federal Revenues		2,606,568.00	1,171,910.02	2,250,397.00	(356,171.00)	-13.66%
3. Other State Revenues						
Special Education - State	StateRevSE	443,527.00	206,875.00	328,512.00	(115,015.00)	-25.93%
All Other State Revenues	StateRevAO	1,914,554.00	774,792.34	2,145,545.00	230,991.00	12.07%
Total, Other State Revenues		2,358,081.00	981,667.34	2,474,057.00	115,976.00	4.92%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	5,000.00	6,050.67	139,310.00	134,310.00	2686.20%
Total, Local Revenues		5,000.00	6,050.67	139,310.00	134,310.00	2686.20%
5. TOTAL REVENUES		11,137,509.00	5,354,397.77	10,887,455.00	(250,054.00)	-2.25%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,507,121.00	1,394,839.99	2,484,875.00	(22,246.00)	-0.89%
Certificated Pupil Support Salaries	1200	254,878.00	143,380.08	254,878.00	-	0.00%
Certificated Supervisors' and Administrators' Salaries	1300	307,963.00	146,508.20	294,087.00	(13,876.00)	-4.51%
Other Certificated Salaries	1900	133,822.00	74,420.69	115,861.00	(17,961.00)	-13.42%
Total, Certificated Salaries		3,203,784.00	1,759,148.96	3,149,701.00	(54,083.00)	-1.69%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	140,521.00	57,839.56	116,848.00	(23,673.00)	-16.85%
Non-certificated Support Salaries	2200	357,037.00	176,956.82	331,401.00	(25,636.00)	-7.18%
Non-certificated Supervisors' and Administrators' Sal.	2300	304,907.00	149,258.90	301,667.00	(3,240.00)	-1.06%
Clerical and Office Salaries	2400	211,200.00	99,445.92	188,743.00	(22,457.00)	-10.63%
Other Non-certificated Salaries	2900	6,000.00	1,500.00	7,500.00	1,500.00	25.00%
Total, Non-certificated Salaries		1,019,665.00	485,001.20	946,159.00	(73,506.00)	-7.21%
3. Employee Benefits						
STRS	3101-3102	538,235.00	283,741.59	525,460.00	(12,775.00)	-2.37%
PERS	3201-3202	269,791.00	146,643.61	265,799.00	(3,992.00)	-1.48%
OASDI / Medicare / Alternative	3301-3302	139,388.00	73,371.73	134,488.00	(4,900.00)	-3.52%
Health and Welfare Benefits	3401-3402	485,862.00	282,943.94	505,201.00	19,339.00	3.98%
Unemployment Insurance	3501-3502	49,145.00	24,244.17	48,259.00	(886.00)	-1.80%
Workers' Compensation Insurance	3601-3602	44,516.00	25,134.56	45,272.00	756.00	1.70%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-
Total, Employee Benefits		1,526,937.00	836,079.60	1,524,479.00	(2,458.00)	-0.16%

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Oakland Military Institute
 (continued) College Preparatory Academy
 CDS #: 01-61259-0130617
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0349
 Fiscal Year: 2022/23

Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	336,000.00	37,697.47	346,654.00	10,654.00	3.17%
Books and Other Reference Materials	4200	18,138.00	26,391.23	39,446.00	21,308.00	117.48%
Materials and Supplies	4300	412,829.00	284,105.11	500,945.00	88,116.00	21.34%
Noncapitalized Equipment	4400	458,350.00	97,805.07	367,270.00	(91,080.00)	-19.87%
Food	4700	388,680.00	192,039.32	388,680.00	-	0.00%
Total, Books and Supplies		1,613,997.00	638,038.20	1,642,995.00	28,998.00	1.80%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	50,000.00	52,147.50	95,288.00	45,288.00	90.58%
Travel and Conferences	5200	18,000.00	13,045.18	28,026.00	10,026.00	55.70%
Dues and Memberships	5300	15,000.00	27,961.97	16,500.00	1,500.00	10.00%
Insurance	5400	120,000.00	136,404.61	118,432.00	(1,568.00)	-1.31%
Operations and Housekeeping Services	5500	453,000.00	293,973.00	505,000.00	52,000.00	11.48%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	419,441.00	351,771.95	506,660.00	87,219.00	20.79%
Transfers of Direct Costs	5700-5799	-	-	-	-	-
Professional/Consulting Services and Operating Expend. Communications	5800	1,645,112.00	1,038,435.47	1,813,814.00	168,702.00	10.25%
5900	5900	77,500.00	29,225.02	82,621.00	5,121.00	6.61%
Total, Services and Other Operating Expenditures		2,798,053.00	1,942,964.70	3,166,341.00	368,288.00	13.16%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-
Equipment	6400	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	432,457.00	-	432,457.00	-	0.00%
Amorization Expense-Lease Assets	6910	-	-	-	-	-
Total, Capital Outlay		432,457.00	-	432,457.00	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-
Transfers of Indirect Costs	7300-7399	-	-	-	-	-
Debt Service:						
Interest	7438	25,323.00	-	25,323.00	-	0.00%
Principal (for modified accrual basis only)	7439	-	-	-	-	-
Total, Other Outgo		25,323.00	-	25,323.00	-	0.00%
8. TOTAL EXPENDITURES		10,620,216.00	5,661,232.66	10,887,455.00	267,239.00	2.52%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		517,293.00	(306,834.89)	-	(517,293.00)	(100%)

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Second Interim Report - Summary

Charter School Name: Oakland Military Institute
 (continued) College Preparatory Academy
 CDS #: 01-61259-0130617
 Charter Approving Entity: Oakland Unified School District
 County: Alameda
 Charter #: 0349
 Fiscal Year: 2022/23

Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)						
		517,293.00	(306,834.89)	-	(517,293.00)	(100%)
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	11,484,033.54	11,484,033.54	11,484,033.54	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	
c. Adjusted Beginning Balance		11,484,033.54	11,484,033.54	11,484,033.54		
2. Ending Fund Balance, June 30 (E + F.1.c.)		12,001,326.54	11,177,198.65	11,484,033.54		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	68,333.84	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	8,645,320.00	8,645,320.00	8,645,320.00	-	0.00%
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,628,358.00	1,628,358.00	1,710,045.30	81,687.30	5.02%
Unassigned/Unappropriated Amount	9790	1,727,648.54	835,186.81	1,128,668.24	(598,980.30)	-34.67%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Oakland Military Institute
(continued) College Preparatory Academy
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2022/23

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Revenue Sources						
State Aid - Current Year	8011	3,081,186.00	0.00	3,081,186.00	5,355,926.00	6,362,060.00
Education Protection Account State Aid - Current Year	8012	1,240,972.00	0.00	1,240,972.00	0.00	0.00
State Aid - Prior Years	8019	245,327.00	0.00	245,327.00	0.00	0.00
Transfers of Charter Schools In Lieu of Property Taxes	8096	1,456,206.00	0.00	1,456,206.00	1,456,206.00	1,456,206.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00	0.00	0.00
Total, LCFF Sources		6,023,691.00	0.00	6,023,691.00	6,812,132.00	7,818,266.00
2. Federal Revenues						
No Child Left Behind/Every Student Succeeds Act	8290	0.00	96,419.00	96,419.00	96,419.00	96,419.00
Special Education - Federal	8181, 8182	0.00	65,960.00	65,960.00	57,351.00	57,351.00
Child Nutrition - Federal	8220	0.00	325,000.00	325,000.00	350,000.00	350,000.00
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	1,763,018.00	1,763,018.00	321,571.00	0.00
Total, Federal Revenues		0.00	2,250,397.00	2,250,397.00	825,341.00	503,770.00
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	328,512.00	328,512.00	399,874.00	399,874.00
All Other State Revenues	StateRevAO	1,593,534.00	552,011.00	2,145,545.00	1,246,801.00	1,378,717.00
Total, Other State Revenues		1,593,534.00	880,523.00	2,474,057.00	1,646,675.00	1,778,591.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	139,310.00	0.00	139,310.00	5,000.00	5,000.00
Total, Local Revenues		139,310.00	0.00	139,310.00	5,000.00	5,000.00
5. TOTAL REVENUES						
		7,756,535.00	3,130,920.00	10,887,455.00	9,289,148.00	10,105,627.00
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	1,902,511.00	582,364.00	2,484,875.00	2,473,547.00	2,505,390.00
Certificated Pupil Support Salaries	1200	0.00	254,878.00	254,878.00	262,461.00	267,627.00
Certificated Supervisors' and Administrators' Salaries	1300	211,398.00	82,689.00	294,087.00	354,871.00	354,871.00
Other Certificated Salaries	1900	16,663.00	99,198.00	115,861.00	116,784.00	117,373.00
Total, Certificated Salaries		2,130,572.00	1,019,129.00	3,149,701.00	3,207,663.00	3,245,261.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0.00	116,848.00	116,848.00	128,079.00	132,882.00
Non-certificated Support Salaries	2200	331,401.00	0.00	331,401.00	329,527.00	331,076.00
Non-certificated Supervisors' and Administrators' Sal.	2300	301,667.00	0.00	301,667.00	395,535.00	402,328.00
Clerical and Office Salaries	2400	188,743.00	0.00	188,743.00	235,577.00	240,777.00
Other Non-certificated Salaries	2900	7,500.00	0.00	7,500.00	0.00	0.00
Total, Non-certificated Salaries		829,311.00	116,848.00	946,159.00	1,088,718.00	1,107,063.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Oakland Military Institute
(continued) College Preparatory Academy
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2022/23

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	371,803.00	153,657.00	525,460.00	560,841.00	567,036.00
PERS	3201-3202	210,631.00	55,168.00	265,799.00	310,311.00	328,361.00
OASDI / Medicare / Alternative	3301-3302	100,888.00	33,600.00	134,488.00	142,371.00	144,602.00
Health and Welfare Benefits	3401-3402	370,579.00	134,622.00	505,201.00	567,000.00	589,680.00
Unemployment Insurance	3501-3502	31,226.00	17,033.00	48,259.00	36,903.00	36,903.00
Workers' Compensation Insurance	3601-3602	32,552.00	12,720.00	45,272.00	47,853.00	48,474.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00	0.00
Total, Employee Benefits		1,117,679.00	406,800.00	1,524,479.00	1,665,279.00	1,715,056.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	0.00	346,654.00	346,654.00	45,000.00	45,000.00
Books and Other Reference Materials	4200	4,500.00	34,946.00	39,446.00	5,000.00	5,000.00
Materials and Supplies	4300	259,847.00	241,098.00	500,945.00	400,000.00	415,000.00
Noncapitalized Equipment	4400	84,184.00	283,086.00	367,270.00	85,000.00	85,000.00
Food	4700	0.00	388,680.00	388,680.00	398,000.00	408,000.00
Total, Books and Supplies		348,531.00	1,294,464.00	1,642,995.00	933,000.00	958,000.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0.00	95,288.00	95,288.00	92,685.00	92,685.00
Travel and Conferences	5200	20,000.00	8,026.00	28,026.00	18,086.00	15,000.00
Dues and Memberships	5300	16,500.00	0.00	16,500.00	32,000.00	32,000.00
Insurance	5400	118,432.00	0.00	118,432.00	120,000.00	120,000.00
Operations and Housekeeping Services	5500	505,000.00	0.00	505,000.00	510,000.00	515,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	347,219.00	159,441.00	506,660.00	406,000.00	406,000.00
Transfers of Direct Costs	5700-5799	(399,076.00)	399,076.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	890,563.00	923,251.00	1,813,814.00	1,204,408.00	1,204,408.00
Communications	5900	82,100.00	521.00	82,621.00	85,000.00	85,000.00
Total, Services and Other Operating Expenditures		1,580,738.00	1,585,603.00	3,166,341.00	2,468,179.00	2,470,093.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00	0.00	0.00
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00	0.00	0.00
Equipment	6400	0.00	0.00	0.00	0.00	0.00
Equipment Replacement	6500	0.00	0.00	0.00	0.00	0.00
Depreciation Expense (for accrual basis only)	6900	432,457.00	0.00	432,457.00	432,457.00	432,457.00
Amorization Expense-Lease Assets	6910	0.00	0.00	0.00	0.00	0.00
Total, Capital Outlay		432,457.00	0.00	432,457.00	432,457.00	432,457.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00	0.00	0.00
All Other Transfers	7280-7299	0.00	0.00	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(131,698.00)	131,698.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	25,323.00	0.00	25,323.00	25,323.00	25,323.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00	0.00	0.00
Total, Other Outgo		(106,375.00)	131,698.00	25,323.00	25,323.00	25,323.00
8. TOTAL EXPENDITURES		6,332,913.00	4,554,542.00	10,887,455.00	9,820,619.00	9,953,253.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,423,622.00	(1,423,622.00)	0.00	(531,471.00)	152,374.00

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
Second Interim Report - MYP**

Charter School Name: Oakland Military Institute
(continued) College Preparatory Academy
CDS #: 01-61259-0130617
Charter Approving Entity: Oakland Unified School District
County: Alameda
Charter #: 0349
Fiscal Year: 2022/23

Description	Object Code	FY 2022/23			Totals for 2023/24	Totals for 2024/25
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00	0.00	0.00
2. Less: Other Uses	7630-7699	0.00	0.00	0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(942,021.59)	942,021.59	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(942,021.59)	942,021.59	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		481,600.41	(481,600.41)	0.00	(531,471.00)	152,374.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	11,002,433.13	481,600.41	11,484,033.54	11,484,033.54	10,952,562.54
b. Adjustments to Beginning Balance	9793, 9795	0.00	0.00	0.00		
c. Adjusted Beginning Balance		11,002,433.13	481,600.41	11,484,033.54	11,484,033.54	10,952,562.54
2. Ending Fund Balance, June 30 (E + F.1.c.)		11,484,033.54	0.00	11,484,033.54	10,952,562.54	11,104,936.54
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740	0.00	0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	8,645,320.00	0.00	8,645,320.00	8,254,155.00	7,862,990.00
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	1,710,045.30	0.00	1,710,045.30	1,510,067.55	1,553,226.75
Unassigned/Unappropriated Amount	9790	1,128,668.24	0.00	1,128,668.24	1,188,339.99	1,688,719.79

Oakland Military Institute College Preparatory Academy Meeting of the Governing Board Second Interim Report March 16, 2023

Presented by Vincent L. Salazar
OMI CFO

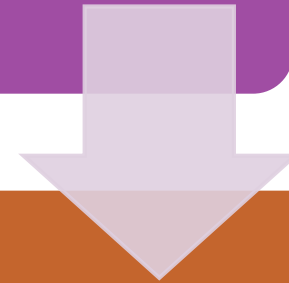


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TODAY'S TOPICS

Second Interim Report



**Multiyear Projections
Scenarios**

SECOND INTERIM REPORTING

2022-23 BUDGET

Second Interim Budget Summary

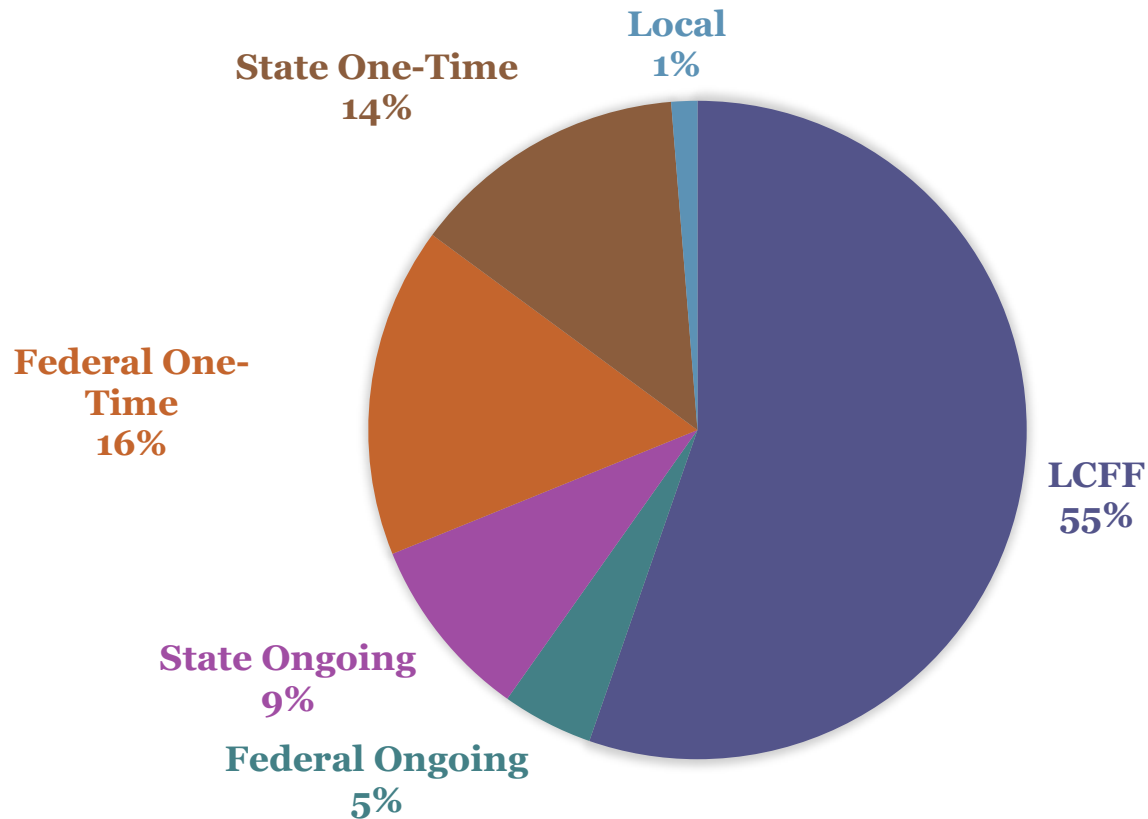
	2022-23
Enrollment	456
Average Daily Attendance	413
Staffing Full-Time Equivalent (FTE)	53.88
Beginning Fund Balance	11,484,034
Revenue	10,887,455
Expenditure	10,887,455
Ending Fund Balance	11,484,034
<i>Excess (Deficiency) of revenues over expenses</i>	<i>0</i>
Components of Ending Fund Balance	
Other Assignments	8,645,320
Reserve for Economic Uncertainty	1,633,118
Unassigned Fund Balance	1,205,596

Second Interim Budget Comparison

	First Interim	Second Interim
Enrollment	457	456
Average Daily Attendance	426	413
Staffing Full-Time Equivalent (FTE)	55.36	53.88
Beginning Fund Balance	11,484,034	11,484,034
Revenue	11,137,509	10,887,455
Expenditure	10,620,216	10,887,455
Ending Fund Balance	12,001,327	11,484,034
<i>Excess (Deficiency) of revenues over expenses</i>	<i>517,293</i>	<i>0</i>
Components of Ending Fund Balance		
Other Assignments	8,645,320	8,645,320
Reserve for Economic Uncertainty	1,628,358	1,633,118
Unassigned Fund Balance	1,727,649	1,205,596

2022-23 Second Interim Revenue

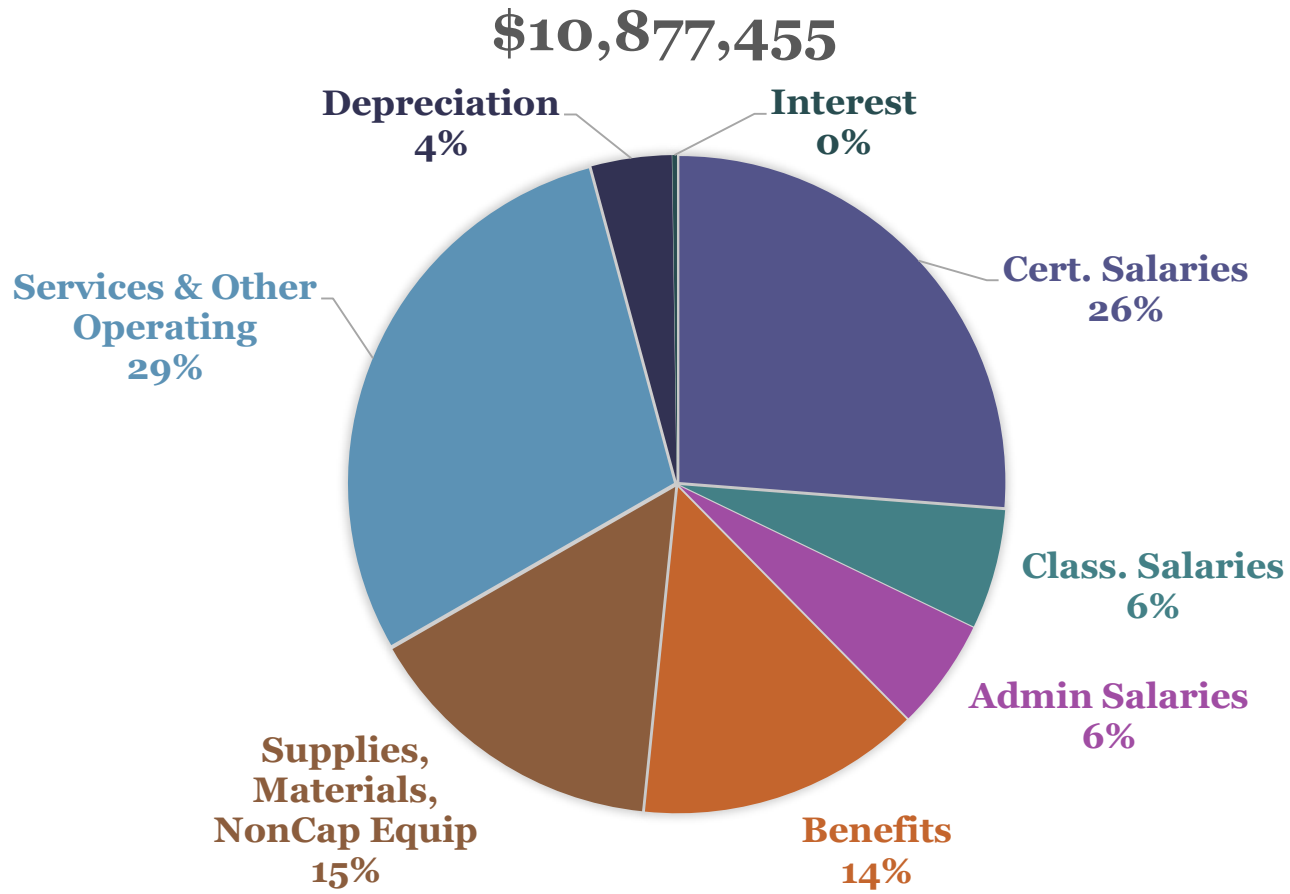
REVENUE \$10,887,455



2022-23 LCFF Funding per ADA

Grade	Base Grant	Grade Span	Supplemental & Concentration	Total
6	\$9,304	\$0	\$2,846	\$12,150
7-8	\$9,580	\$0	\$2,930	\$12,510
9-12	\$11,102	\$289	\$3,484	\$14,875

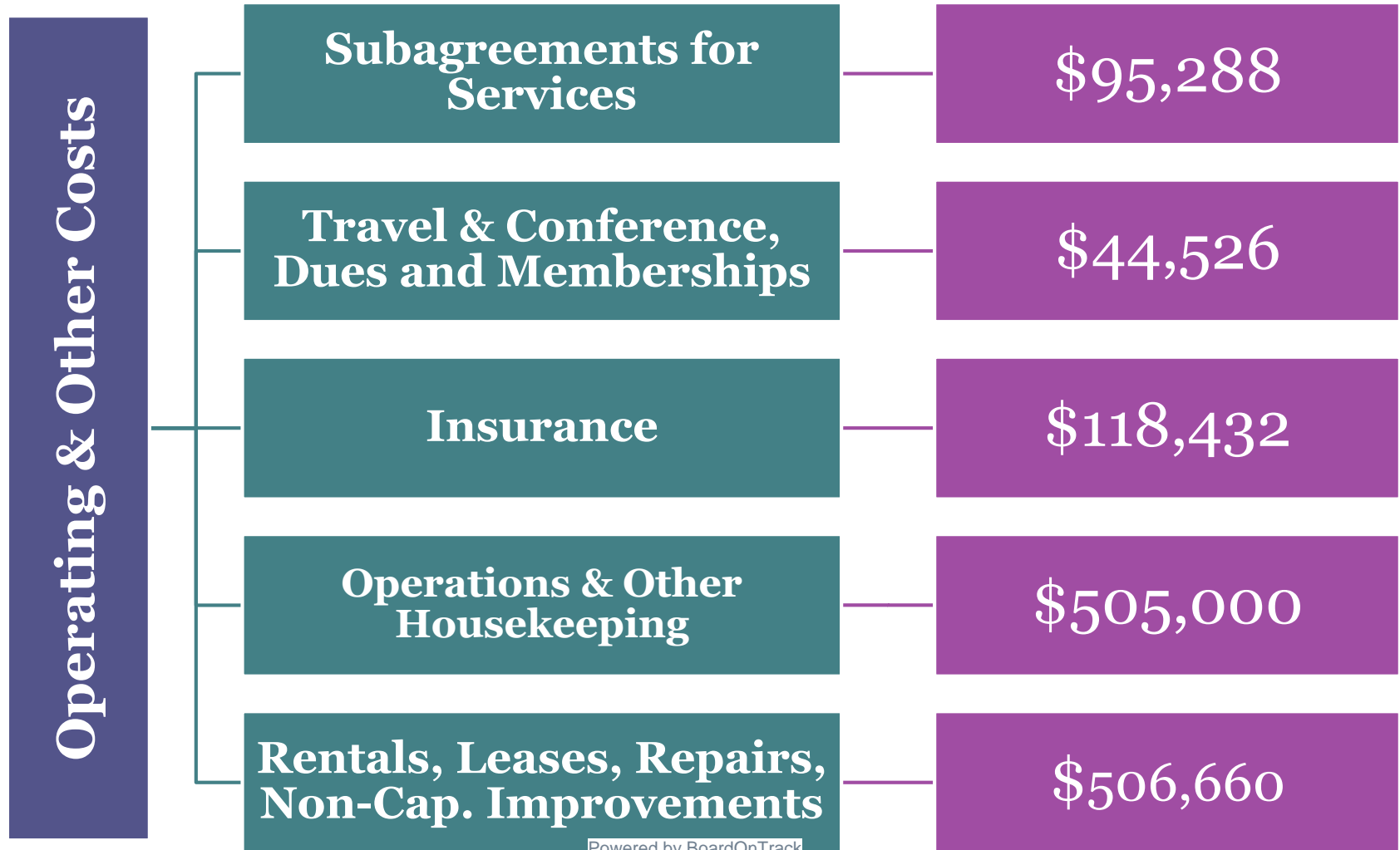
2022-23 Expenditures



2022-23 Supplies and Materials

Supplies and Materials	Curriculum/Books	\$386,100
	Nutrition Services	\$439,530
	National Guard	\$134,610
	Equipment, Furniture, Capital Assets	\$326,920
	Other supplies and materials	\$355,835

2022-23 Operating & Other Costs



2022-23 Professional Services

Professional/Consulting Services

Education Consultants & Services	\$802,489
Software & Internet Based Services	\$189,803
Security Camera Service	\$117,964
Back Office Services & Financial Software	\$192,000
Other Professional Services	\$511,558

2022-23 One-Time Funding

Ongoing Expenses	
Description	Budget
Salaries and Benefits	608,996
Read 180	138,694
BARR	54,916
Scout	50,000
TOTAL	852,606

One-Time Expenses	
Description	Budget
Hands-On Technology	374,465
CORE	331,455
Computers	81,348
Technology Improvements	166,000
Non-Capitalized Equip	89,443
Curriculum & Books	329,937
TOTAL	1,372,648

SECOND INTERIM REPORTING

MULTIYEAR PROJECTION

MULTIYEAR PROJECTION (MYP)

**Multiyear
projections
(MYP) are
required by
AB 1200 and
AB 2756**

**Projections,
anchored in
reliable
information as
of the date of
the projection—
They are NOT
forecasts or
cash**

**Will change
any time the
underlying
factors
change**

Second Interim Multiyear Projection

	2022-23	2023-24	2024-25
Enrollment	456	500	550
Average Daily Attendance	413	465	515
Staffing Full-Time Equivalent (FTE)	53.88	49.89	49.89
Beginning Fund Balance			
	11,484,034	11,484,034	10,952,563
Revenue	10,887,455	9,289,148	10,105,627
Expenditure	10,887,455	9,820,619	9,953,253
Ending Fund Balance	11,484,034	10,952,563	11,104,937
<i>Excess (Deficiency) of revenues over expenses</i>	0	(531,471)	152,374
Components of Ending Fund Balance			
Capital Assets	8,645,320	8,254,155	7,862,990
Reserve for Economic Uncertainty	1,633,118	1,473,093	1,492,988
Unassigned Fund Balance	1,205,596	1,225,315	1,748,959

LCFF Funding per ADA

Grade Span	2022-23	2023-24 ADA	2024-25
6	\$12,150	\$12,775	\$13,288
7-8	\$12,510	\$13,152	\$13,682
9-12	\$14,875	\$15,638	\$16,267
Average	\$13,943	\$14,650	\$15,181

Multiyear Planning Factors

Factor	2022-23	2023-24	2024-25
COLA	6.56%	5.38%	4.02%
Lottery per ADA	\$237	\$237	\$237
Mandated Block Grant			
K-8 per ADA	\$18.34	\$19.83	\$20.53
9-12 per ADA	\$50.98	\$55.12	\$57.07
CalSTRS	19.10%	19.10%	19.10%
CalPERS	25.37%	27.00%	28.10%

Multiyear Projection Breakdown

Revenue	2022-23	2023-24	Difference	2024-25	Difference
LCFF	6,023,691	6,812,132	788,441	7,818,266	1,006,134
State Ongoing	973,197	1,134,148	160,951	1,134,148	-
State One-Time	1,496,188	512,527	(983,661)	644,443	131,916
Federal Ongoing	487,379	503,770	16,391	503,770	-
Federal One-Time	1,763,018	321,571	(1,441,447)	-	(321,571)
Local		5,000	5,000	5,000	-
Expenditure		2022-23	2023-24	D	Difference
Certificated Salaries	3,149,701	3,207,663		61	37,598
Classified Salaries	246,159	1,988,718		63	18,245
Employee Benefits	1,524,470	1,665,270		56	48,777
Total	10,743,473	9,289,148	(1,454,325)		10,105,627
Books & Supplies	1,642,995	1,144,654	(498,341)	958,000	(186,654)
Services & Other Operating	3,166,341	2,468,179	(698,162)	2,470,093	1,914
Depreciation	432,547	432,547	-	432,547	-
Debt Service	25,323	25,323	-	25,323	-
Total	10,887,545	10,032,363	(855,182)	9,953,343	(79,020)

Multiyear Projection

OMI can meet its financial obligations and maintain a 15% reserve for economic uncertainties in the next three years based on current assumptions.

A budget deficit exists in 2023-24 that can be addressed with one or more of the following situations:

- Increased enrollment
- Increased attendance
- Reduced expenses
- New funding sources

MYP Scenario 1

Static Enrollment

2% Increased Attendance Ratio

10% Reserve for Economic Uncertainty

	2022-23	2023-24	2024-25
Enrollment	456	456	456
Average Daily Attendance	414	423	431
Staffing Full-Time Equivalent (FTE)	53.88	49.89	49.89
Beginning Fund Balance			
	11,484,034	11,484,034	10,350,662
Revenue	10,887,455	8,687,247	8,893,634
Expenditure	10,887,455	9,820,619	9,953,253
Ending Fund Balance	11,484,034	10,350,662	9,291,043
<i>Excess (Deficiency) of revenues over expenses</i>	0	<i>(1,133,372)</i>	<i>(1,059,619)</i>
Components of Ending Fund Balance			
Capital Assets	8,645,320	8,254,155	7,862,990
Reserve for Economic Uncertainty	1,088,746	982,062	995,325
Unassigned Fund Balance	1,749,968	1,114,445	432,727

MYP Scenario 2

Increased Enrollment 2% Increased Attendance Ratio 15% Reserve for Economic Uncertainty

	2022-23	2023-24	2024-25
Enrollment	456	550	625
Average Daily Attendance	414	512	595
Staffing Full-Time Equivalent (FTE)	53.88	54.88	57.88
Beginning Fund Balance			
	11,484,034	11,484,034	10,939,086
Revenue	10,887,455	9,982,817	11,365,771
Expenditure	10,887,455	10,527,765	11,006,686
Ending Fund Balance	11,484,034	10,939,086	11,298,171
<i>Excess (Deficiency) of revenues over expenses</i>	0	<i>(544,948)</i>	359,085
Components of Ending Fund Balance			
Capital Assets	8,645,320	8,254,155	7,862,990
Reserve for Economic Uncertainty	1,633,118	1,579,165	1,651,003
Unassigned Fund Balance	1,205,595	1,105,766	1,784,178

Governor's Proposed Budget 2023-24

8.13% COLA

- LCFF, Special Education, Child and Adult Care Programs, & other categorical programs

LCFF Equity Multiplier

- Student free meal eligibility must be 85% - 95% or higher (based on grade level)

Literacy Coaches and Reading Specialist Grant Program

- Expand number of high-poverty schools participating

Proposition 98

- Arts and Music in Schools – Funding Guarantee and Accountability Act

Funding pull-back

- One-time Arts, Music & Instructional Materials Block Grant

Education breeds confidence. Confidence
breeds hope. Hope breeds peace.
-Confucius-

Coversheet

Cashflow Update

Section: VII. Information/Discussion Items

Item: A. Cashflow Update

Purpose:

Submitted by: Vincent Salazar

Related Material:

Feb 2023 Chart Disbursement Actuals & projections FY 22-23.pdf

Feb 2023 Chart Cash Flow FY 22-23 to Sep 2023.pdf

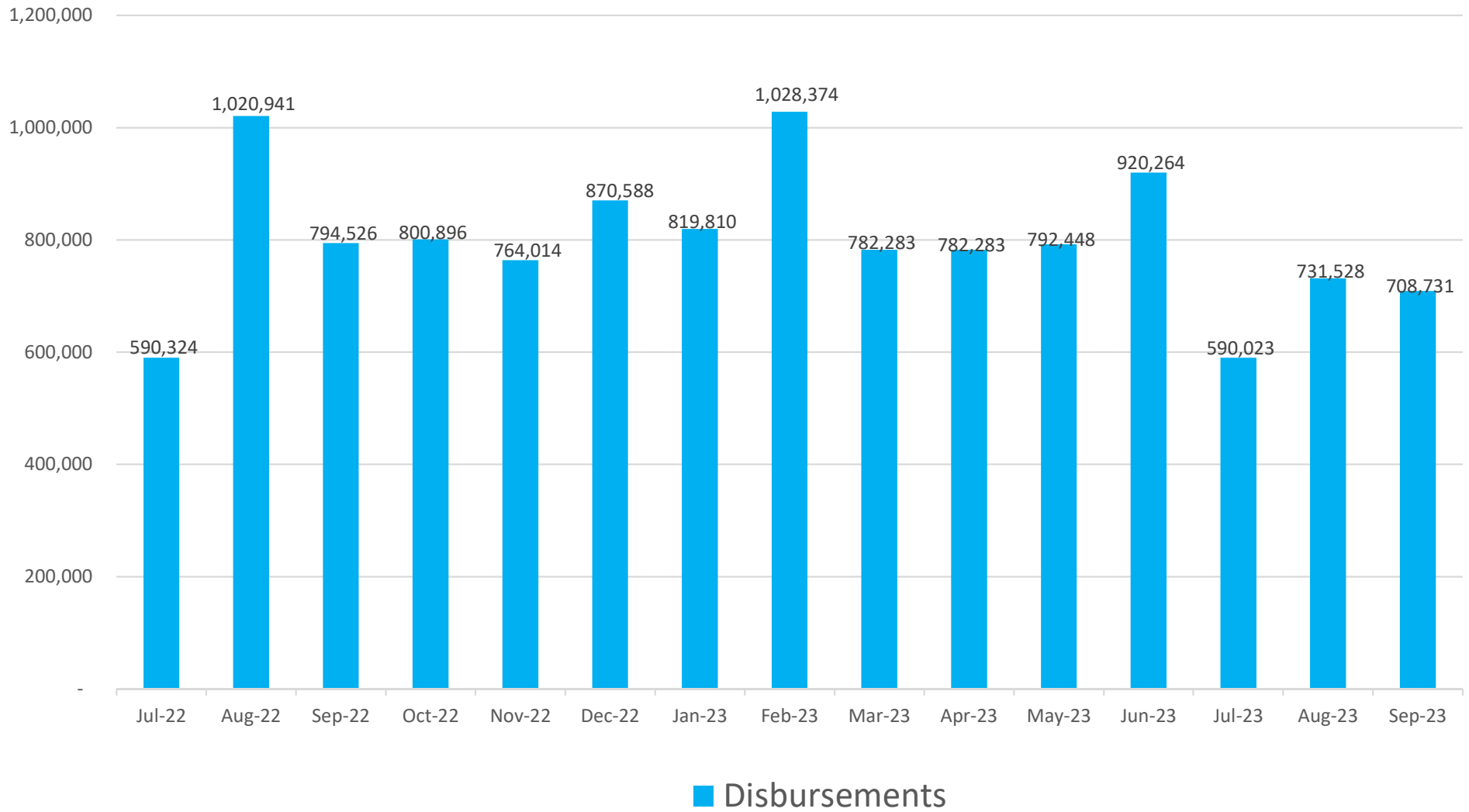
Feb 2023 Cash Flow Projection Pro FY 22-23 2 Yrs 4 pgs.pdf

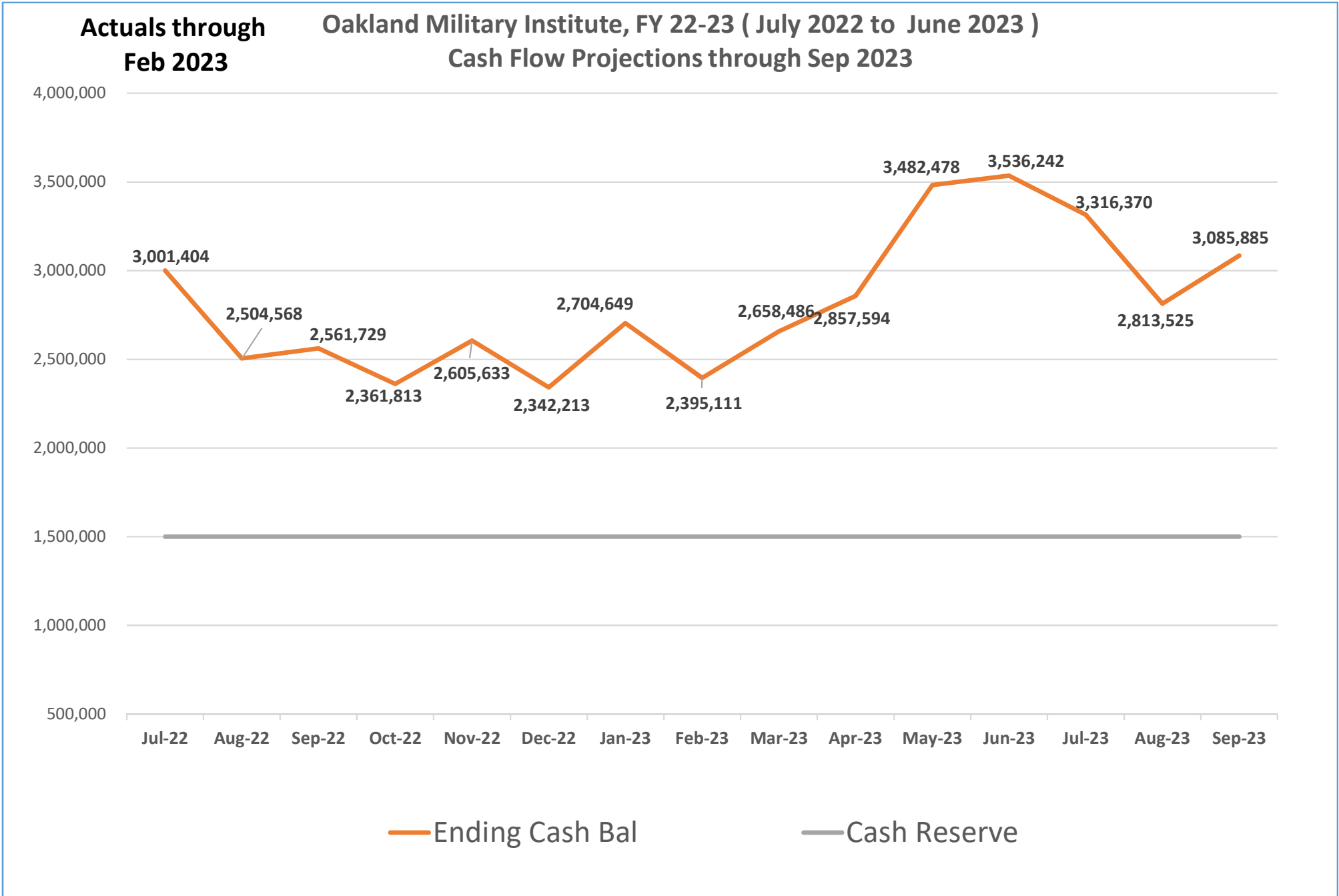
OMI Fin Statement FY 22-23 as of Feb 28, 2023 Activity sA BR 03162023.pdf

BACKGROUND:

Attached you will find a monthly cashflow projection for the 2022-23 FY. It includes the monthly expenditures and monthly revenues.

Oakland Military Institute, Actual Disbursements as of February 2023, Projection through Sep 2023





Oakland Military Institute, College Preparatory
Academy
01-61259-0130617

Cashflow Report

Adopted Budget - July 1 (OMI - June 9, 2022)

Base Year 2022-23; Actuals Through the Month of January

Fund FA

	Object Range	Budget/Beg. Balance	2022 July	August	September	October	November	December	2023 January	February
A. BEGINNING CASH		2,880,598	2,880,598	3,001,404	2,504,568	2,561,729	2,361,813	2,605,633	2,342,213	2,704,649
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	5,875,258	—	187,960	555,570	300,143	338,327	338,327	705,936	338,327
Property Taxes	8020-8079	0	—	—	—	—	—	—	—	—
Miscellaneous Funds & LCFF Transfers	8080-8099	0	—	92,221	184,442	122,961	122,961	122,961	122,961	122,961
Federal Revenue	8100-8299	2,838,376	—	66	54	562,129	434,044	71,624	103,994	256,668
Other State Revenue	8300-8599	1,975,348	—	13,555	4,888	18,447	478,175	57,468	202,259	17,772
Other Local Revenue	8600-8799	448,527	20,247	23,218	39,124	37,279	37,179	44,750	37,679	—
All Other Financing Sources	8930-8999	0	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		11,137,509	20,247	317,020	784,078	1,040,958	1,410,686	635,130	1,172,829	735,728
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	3,276,449	19,803	271,339	306,640	287,709	297,226	278,168	298,263	301,154
Classified Salaries	2000-2999	962,852	39,305	79,826	85,424	82,091	65,253	69,055	64,048	64,205
Employee Benefits	3000-3999	1,578,562	15,502	123,336	143,059	136,190	133,394	130,005	154,458	139,592
Books and Supplies	4000-4999	918,479	134,063	241,925	67,102	(105)	113,805	74,046	111,060	365,368
Services	5000-5999	3,048,570	381,651	304,514	192,300	295,011	154,335	319,314	191,981	158,055
Depreciation	6000-6999	350,776	—	—	—	—	—	—	—	—
Other Outgo	7000-7499	25,323	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		10,161,011	590,324	1,020,941	794,526	800,896	764,014	870,588	819,810	1,028,374
E. NET INCREASE/DECREASE (B - C + D)		976,498	120,805	(496,835)	57,161	(199,916)	243,820	(263,420)	362,436	(309,538)
F. ENDING CASH (A + E)			3,001,404	2,504,568	2,561,729	2,361,813	2,605,633	2,342,213	2,704,649	2,395,111
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Oakland Military Institute, College Preparatory
Academy
01-61259-0130617

Cashflow Report

Adopted Budget - July 1 (OMI - June 9, 2022)

Base Year 2022-23; Actuals Through the Month of January

Fund FA

	Object Range	Budget/Beg. Balance	2023				Accruals	Adjustments	TOTAL	Variance
			March	April	May	June				
A. BEGINNING CASH		2,880,598	2,395,111	2,658,486	2,857,594	3,482,478	—	—	—	—
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	5,875,258	542,442	647,441	910,036	753,627	257,123	—	5,875,258	(0)
Property Taxes	8020-8079	0	—	—	—	—	—	—	—	—
Miscellaneous Funds & LCFF Transfers	8080-8099	0	188,246	(18,591)	(129,877)	(18,591)	—	(912,654)	(0)	0
Federal Revenue	8100-8299	2,838,376	103,994	170,367	580,086	179,007	398,967	(22,624)	2,838,376	—
Other State Revenue	8300-8599	1,975,348	180,983	152,182	27,094	—	1,231,753	(409,228)	1,975,348	—
Other Local Revenue	8600-8799	448,527	29,993	29,993	29,993	59,986	59,085	—	448,527	—
All Other Financing Sources	8930-8999	0	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		11,137,509	1,045,658	981,391	1,417,332	974,029	1,946,928	(1,344,506)	11,137,509	0
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	3,276,449	299,339	299,339	299,339	142,471	—	175,657	3,276,449	—
Classified Salaries	2000-2999	962,852	83,826	83,826	83,826	83,826	—	78,342	962,852	—
Employee Benefits	3000-3999	1,578,562	154,458	154,458	154,458	124,785	14,865	—	1,578,562	—
Books and Supplies	4000-4999	918,479	40,325	40,325	40,325	20,325	—	(330,086)	918,479	—
Services	5000-5999	3,048,570	204,335	204,335	214,500	198,081	230,158	—	3,048,570	—
Depreciation	6000-6999	350,776	—	—	—	350,776	—	—	350,776	—
Other Outgo	7000-7499	25,323	—	—	—	—	—	25,323	25,323	—
All Other Financing Uses	7630-7699	0	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		10,161,011	782,283	782,283	792,448	920,264	245,024	(50,763)	10,161,011	—
E. NET INCREASE/DECREASE (B - C + D)		976,498	263,375	199,108	624,883	53,764	1,701,905	(1,397,942)	959,606	
F. ENDING CASH (A + E)			2,658,486	2,857,594	3,482,478	3,536,242	—	—	—	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									3,840,205	

Oakland Military Institute, College Preparatory
Academy
01-61259-0130617

Cashflow Report
Adopted Budget - July 1 (OMI - June 9, 2022)
Year 2 2023-24

	Object Range	Budget/Beg. Balance	2023 July	August	September	October	November	December	2024 January	February
A. BEGINNING CASH		3,536,242	3,536,242	3,316,370	2,813,525	3,085,885	2,789,720	2,565,710	2,651,271	2,827,867
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	5,561,509	207,894	207,894	725,115	374,210	374,210	725,115	374,210	374,210
Property Taxes	8020-8079	0	—	—	—	—	—	—	—	—
Miscellaneous Funds & LCFF Transfers	8080-8099	0	—	—	—	—	—	—	—	—
Federal Revenue	8100-8299	1,055,205	—	—	218,556	—	66,710	37,369	358,992	—
Other State Revenue	8300-8599	2,024,492	141,468	—	—	—	31,848	23,853	360,412	148,702
Other Local Revenue	8600-8799	490,836	20,789	20,789	37,420	37,420	37,420	37,420	37,420	37,420
All Other Financing Sources	8930-8999	0	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		9,132,042	370,151	228,683	981,091	411,630	510,188	823,757	1,131,034	560,332
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	3,341,978	19,803	286,762	314,157	314,157	314,157	314,157	314,157	314,157
Classified Salaries	2000-2999	977,295	39,305	60,460	60,460	60,460	80,460	80,460	80,460	80,460
Employee Benefits	3000-3999	1,596,965	15,502	144,063	124,540	124,540	94,540	94,540	213,180	194,540
Books and Supplies	4000-4999	918,973	134,063	75,743	45,074	44,139	90,540	84,540	84,540	84,540
Services	5000-5999	2,954,309	381,351	164,500	164,500	164,500	154,500	164,500	262,100	224,500
Depreciation	6000-6999	330,574	—	—	—	—	—	—	—	—
Other Outgo	7000-7499	24,214	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		10,144,308	590,023	731,528	708,731	707,796	734,197	738,197	954,437	898,197
E. NET INCREASE/DECREASE (B - C + D)		(1,012,267)	(219,872)	(502,845)	272,360	(296,166)	(224,009)	85,560	176,597	(337,865)
F. ENDING CASH (A + E)			3,316,370	2,813,525	3,085,885	2,789,720	2,565,710	2,651,271	2,827,867	2,490,002
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Oakland Military Institute, College Preparatory Academy
01-61259-0130617

Cashflow Report
Adopted Budget - July 1 (OMI - June 9, 2022)
Year 2 2023-24

Fund FA

	Object Range	Budget/Beg. Balance	2024 March	April	May	June	Accruals	Adjustments	TOTAL	Variance
A. BEGINNING CASH		3,536,242	2,490,002	2,542,205	2,055,638	1,569,071	—	—	—	—
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	5,561,509	725,115	374,210	374,210	725,115	—	—	5,561,509	—
Property Taxes	8020-8079	0	—	—	—	—	—	—	—	—
Miscellaneous Funds & LCFF Transfers	8080-8099	0	—	—	—	—	—	—	—	—
Federal Revenue	8100-8299	1,055,205	—	—	—	—	—	—	681,627	373,578
Other State Revenue	8300-8599	2,024,492	87,865	—	—	—	—	—	794,148	1,230,344
Other Local Revenue	8600-8799	490,836	37,420	37,420	37,420	37,420	75,059	—	490,836	—
All Other Financing Sources	8930-8999	0	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		9,132,042	850,400	411,630	411,630	762,535	75,059	—	7,528,120	1,603,922
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	3,341,978	314,157	314,157	314,157	208,000	—	—	3,341,978	—
Classified Salaries	2000-2999	977,295	80,460	80,460	80,460	80,460	112,930	—	977,295	—
Employee Benefits	3000-3999	1,596,965	94,540	194,540	194,540	94,540	13,360	—	1,596,965	—
Books and Supplies	4000-4999	918,973	84,540	84,540	84,540	22,175	—	—	918,973	—
Services	5000-5999	2,954,309	224,500	224,500	224,500	224,500	—	375,859	2,954,309	—
Depreciation	6000-6999	330,574	—	—	—	330,574	—	—	330,574	—
Other Outgo	7000-7499	24,214	—	—	—	—	—	24,214	24,214	—
All Other Financing Uses	7630-7699	0	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		10,144,308	798,197	898,197	898,197	960,249	126,290	400,073	10,144,308	—
E. NET INCREASE/DECREASE (B - C + D)		(1,012,267)	52,203	(486,567)	(486,567)	(197,714)	(51,231)	(400,073)	(2,616,189)	
F. ENDING CASH (A + E)			2,542,205	2,055,638	1,569,071	1,371,357	—	—	—	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									920,053	

Fiscal13a

Financial Statement

Fund 62 - CHARTER SCHOOL ENTERPRISE FUND			Fiscal Year 2022/23 Through February 2023			
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFF STATE AID - CURRENT YEAR	3,585,109.00	3,121,097.00	1,729,228.00	1,391,869.00	55.40
8012	EDUCATION PROTECTION ACCOUNT	1,244,411.00	1,276,238.00	1,035,361.74	240,876.26	81.13
8019	LCFF - PRIOR YEAR ADJUSTMENTS		245,327.00		245,327.00	
8096	IN LIEU PROPERTY TAX TRANSFER	1,576,041.00	1,537,013.00	891,468.00	645,545.00	58.00
	Total LCFF Revenue Sources	6,405,561.00	6,179,675.00	3,656,057.74	2,523,617.26	59.16
Federal Revenue						
8181	SPECIAL ED - ENTITLEMENT	76,160.00	52,987.00		52,987.00	
8220	CHILD NUTRITION	350,000.00	325,000.00	143,134.34	181,865.66	44.04
8290	OTHER FEDERAL REVENUE	2,038,638.00	1,859,437.00	1,272,995.45	586,441.55	68.46
	Total Federal Revenue	2,464,798.00	2,237,424.00	1,416,129.79	821,294.21	63.29
Other State Revenues						
8520	CHILD NUTRITION	23,000.00	45,000.00	77,832.61	32,832.61-	172.96
8550	MANDATED COST REIMBURSEMENTS	18,985.00	19,762.00	18,985.00	777.00	96.07
8560	STATE LOTTERY REVENUE	85,956.00	102,845.00	18,059.61	84,785.39	17.56
8590	ALL OTHER STATE REVENUE	679,047.00	1,919,491.00	676,688.00	1,242,803.00	35.25
8591	PY ALL OTHER STATE REVENUE		13,447.00	13,446.93	.07	100.00
	Total Other State Revenues	806,988.00	2,100,545.00	805,012.15	1,295,532.85	38.32
Other Local Revenue						
8699	ALL OTHER LOCAL REVENUE	5,000.00	139,310.00	6,050.67	133,259.33	4.34
8792	SELPA APPORTIONMENT TRANSFERS	443,527.00	369,440.00	233,426.00	136,014.00	63.18
8793	SELPA APPORTIONMENT PY ADJUST		26,551.00-	26,551.00-		100.00
	Total Other Local Revenue	448,527.00	482,199.00	212,925.67	269,273.33	44.16
	Total Year To Date Revenues	10,125,874.00	10,999,843.00	6,090,125.35	4,909,717.65	55.37

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	CERTIFICATED TEACHER BASE	2,451,543.00	2,280,306.00	663,639.12	1,535,664.80	81,002.08	67.34
1130	CERTIFICATED TEACHER EXTRA	23,500.00	106,675.00	5,100.00	23,575.34	77,999.66	22.10
1160	CERTIFICATED TEACHER SUBS	90,000.00	124,894.00		71,893.75	53,000.25	57.56
1200	CERTIFICATED PUPIL SUPP BASE	253,381.00	253,375.00	86,921.84	166,290.32	162.84	65.63
1230	CERTIFICATED PUPIL SUPP EXTRA		1,503.00	513.68	986.44	2.88	65.63
1300	CERTIFICATED SUPERVISOR/ADMIN	407,023.00	293,209.00	118,123.68	175,083.61	1.71	59.71

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 8, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)



Fiscal13a

Financial Statement

Fund 62 - CHARTER SCHOOL ENTERPRISE FUND

Fiscal Year 2022/23 Through February 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries (continued)							
1330	CERTIFICATED SUP/ADMIN EXTRA	1,502.00	878.00	166.64	708.71	2.65	80.72
1900	CERTIFICATED OTHER SALARIES	49,000.00	109,716.00	29,610.90	80,104.45	.65	73.01
1930	CERTIFICATED OTHER EXTRA	500.00	6,145.00	149.10	5,995.09	.81	97.56
	Total Certificated Salaries	3,276,449.00	3,176,701.00	904,224.96	2,060,302.51	212,173.53	64.86
Classified Salaries							
2100	CLASSIFIED INST AIDE SALARIES	150,543.00	108,348.00	40,754.73	66,535.20	1,058.07	61.41
2130	CLASSIFIED INST AIDE EXTRA		8,500.00			8,500.00	
2200	CLASSIFIED SUPPORT SALARIES	317,208.00	306,820.00	101,865.04	185,882.24	19,072.72	60.58
2230	CLASSIFIED SUPPORT EXTRA/OT	30,000.00	24,581.00		16,579.70	8,001.30	67.45
2300	CLASSIFIED SUPERVISOR/ADMIN	165,503.00	299,667.00	52,547.44	165,045.56	82,074.00	55.08
2330	CLASSIFIED SUP/ADMIN EXTRA	3,200.00	2,000.00	666.64	1,333.28	.08	66.66
2400	CLASSIFIED CLER/TECH SALARIES	289,898.00	186,111.00	52,995.48	110,199.51	22,916.01	59.21
2430	CLASSIFIED CLER/TECH EXTRA/OT	500.00	2,632.00		2,130.62	501.38	80.95
2900	OTHER CLASSIFIED SALARIES		1,500.00		1,500.00		100.00
2930	OTHER CLASSIFIED EXTRA/OT	6,000.00	6,000.00			6,000.00	
	Total Classified Salaries	962,852.00	946,159.00	248,829.33	549,206.11	148,123.56	58.05
Employee Benefits							
3101	STRS-CERTIFICATED	581,774.00	530,617.00	151,256.82	331,818.16	47,542.02	62.53
3201	PERS-CERTIFICATED	40,938.00	67,011.00	20,100.34	46,907.96	2.70	70.00
3202	PERS-CLASSIFIED	193,413.00	216,704.00	59,183.31	122,092.37	35,428.32	56.34
3301	OASDI-CERTIFICATED	10,005.00	18,490.00	4,874.88	13,179.69	435.43	71.28
3302	OASDI-CLASSIFIED	59,132.00	57,882.00	15,268.52	33,892.28	8,721.20	58.55
3311	MEDICARE-CERTIFICATED	47,699.00	44,902.00	12,997.36	29,693.06	2,211.58	66.13
3312	MEDICARE-CLASSIFIED	13,967.00	13,605.00	3,570.95	7,903.23	2,130.82	58.09
3401	HEALTH & WELFARE BEN-CERT	411,260.00	405,349.00	122,457.60	263,062.79	19,828.61	64.90
3402	HEALTH & WELFARE BEN-CLASS	101,620.00	102,352.00	29,019.56	70,327.97	3,004.47	68.71
3403	HEALTH & WELFARE BEN-PAYCOM	25,644.00					NO BDGT
3501	UNEMPLOYMENT INSURANCE-CERT	30,442.00	28,955.00		19,092.24	9,862.76	65.94
3502	UNEMPLOYMENT INSURANCE-CLASS	15,177.00	19,738.00	1,912.61	8,475.75	9,349.64	42.94
3601	WORKERS COMP INS-CERT	36,701.00	34,678.00	10,127.18	23,075.34	1,475.48	66.54
3602	WORKERS COMP INS-CLASS	10,790.00	10,594.00	2,786.89	6,151.23	1,655.88	58.06
	Total Employee Benefits	1,578,562.00	1,550,877.00	433,556.02	975,672.07	141,648.91	62.91
Books and Supplies							
4100	APPROVED TEXTBOOKS & CORE CURR	95,000.00	346,654.00		334,351.85	12,302.15	96.45
4200	BOOKS & REFERENCE MATERIALS	7,000.00	39,446.00	8,874.51	26,734.21	3,837.28	67.77

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 8, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)



Fiscal13a

Financial Statement

Fund 62 - CHARTER SCHOOL ENTERPRISE FUND

Fiscal Year 2022/23 Through February 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4300	MATERIALS AND SUPPLIES	390,296.00	508,455.00	52,890.22	287,224.82	168,339.96	56.49
4320	FOOD/BEVERAGES	18,500.00	2,500.00	1,682.36	28,413.05	27,595.41-	1,136.52
4330	FURNITURE/EQUIP UNDER \$500		12,420.00		9,525.70	2,894.30	76.70
4400	NONCAPITAL EQUIP (\$500 to <5k)	20,000.00	116,270.00	2,449.11	81,151.32	32,669.57	69.80
4401	Capital Asset >\$5k		251,000.00	10,619.49	7,653.75	232,726.76	3.05
4700	FOOD (CHILD NUTRITION PROGRAM)	387,683.00	388,680.00	159,874.00	228,351.32	454.68	58.75
	Total Books and Supplies	918,479.00	1,665,425.00	236,389.69	1,003,406.02	425,629.29	60.25
Services and Other Operating Expenditures							
5100	SUBAGREEMENTS FOR SERVICES	70,000.00	122,728.00	25,744.84	66,355.16	30,628.00	54.07
5200	TRAVEL AND CONFERENCES	18,718.00	28,026.00	2,900.00	16,849.16	8,276.84	60.12
5300	DUES AND MEMBERSHIPS	15,000.00	32,000.00	1,130.00	28,181.97	2,688.03	88.07
5400	INSURANCE	120,000.00	118,432.00		144,683.61	26,251.61-	122.17
5500	OPERATIONS & HOUSEKEEPING SRVS	275,000.00	295,000.00	84,220.78	205,631.35	5,147.87	69.71
5510	UTILITIES - ELECTRIC & GAS	100,000.00	125,000.00	46,470.88	71,529.12	7,000.00	57.22
5520	UTILITIES - WATER & SEWER	28,000.00	35,000.00	18,106.44	11,293.56	5,600.00	32.27
5530	WASTE DISPOSAL & RECYCLING	50,000.00	50,000.00	10,931.04	35,658.26	3,410.70	71.32
5600	NONCAPITALIZED REPAIRS	125,000.00	130,719.00	8,704.23	111,171.33	10,843.44	85.05
5605	Bldng Improvement <\$50,000		80,000.00		78,719.70	1,280.30	98.40
5610	FACILITIES RENT & LEASES	284,441.00	284,441.00	83,921.98	183,568.78	16,950.24	64.54
5620	EQUIPMENT RENT & LEASES	10,000.00	11,500.00	5,168.36	1,119.95	5,211.69	9.74
5800	PROFESSIONAL/CONSULTING SRVCS	406,913.00	434,500.00	103,844.75	298,202.26	32,452.99	68.63
5805	Catering/Restaurant		4,000.00		1,926.68	2,073.32	48.17
5810	EDUCATION CONSULTANTS	969,066.00	744,866.00	237,136.00	480,721.17	27,008.83	64.54
5820	LEGAL & AUDIT SERVICES	105,000.00	90,000.00	16,869.00	34,131.00	39,000.00	37.92
5830	ADVERTISING	27,500.00	30,500.00	9,691.78	14,412.37	6,395.85	47.25
5840	SOFTWARE AND LICENCES	74,294.00	247,426.00		182,462.46	64,963.54	73.74
5850	TRANSPORTATION/FIELD TRIPS	81,721.00	65,105.00	1,897.12	15,743.00	47,464.88	24.18
5880	MISC FEES/CHARGES/DAMAGES	133,000.00	120,000.00	22,913.81	75,866.50	21,219.69	63.22
5890	AUTHORIZER OVERSIGHT FEES	77,417.00	77,417.00			77,417.00	
5900	COMMUNICATION - PHONE/INTERNET	75,000.00	75,621.00	31,391.59	38,698.44	5,530.97	51.17
5910	PRINTING SERVICES		1,000.00		863.00	137.00	86.30
5920	POSTAGE	2,500.00	6,000.00	2,110.16	3,230.93	658.91	53.85
	Total Services and Other Operating Expenditures	3,048,570.00	3,209,281.00	713,152.76	2,101,019.76	395,108.48	65.47
6600 - 6999							
6900	DEPRECIATION	350,776.00	432,457.00			432,457.00	

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 8, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)



Fiscal13a

Financial Statement

Fund 62 - CHARTER SCHOOL ENTERPRISE FUND			Fiscal Year 2022/23 Through February 2023				
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
	Total 6600 - 6999	350,776.00	432,457.00	.00	.00	432,457.00	
Debt Service							
7438	DEBT SERVICE - INTEREST	25,323.00	25,323.00			25,323.00	
	Total Debt Service	25,323.00	25,323.00	.00	.00	25,323.00	
	Total Year To Date Expenditures	10,161,011.00	11,006,223.00	2,536,152.76	6,689,606.47	1,780,463.77	60.78

Fiscal13a

Financial Statement

Fund 62 - CHARTER SCHOOL ENTERPRISE FUND

Fiscal Year 2022/23 Through February 2023

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Fund Reconciliation				
Assets				
9120	CASH IN BANK - BRIDGE BANK	2,880,598.21	485,487.28-	2,395,110.93
9121	CASH IN BANK - HERITAGE BANK	1,133.55		1,133.55
9122	CASH IN BANK - 2	750.00		750.00
9123	CASH IN BANK - 3	4,155.86		4,155.86
9201	ACCOUNTS RECEIVABLE PRIOR YEAR	141,363.68	26,551.00-	114,812.68
9290	DUE FROM GRANTOR GOVERNMENTS	1,352,097.86	1,305,104.33-	46,993.53
9341	OTHER CURRENT - SECURITY DEP	2,000.00	2,000.00-	
9420	LAND IMPROVEMENTS	13,540,883.09		13,540,883.09
9425	ACC DEPREC - LAND IMPROVEMENTS	4,254,750.29-		4,254,750.29-
9440	EQUIPMENT	1,519,195.24		1,519,195.24
9445	ACC DEPREC - EQUIPMENT	1,299,165.78-		1,299,165.78-
9450	WORK IN PROGRESS	399,090.64		399,090.64
	Total Assets	14,287,352.06	1,819,142.61-	12,468,209.45
Liabilities				
9500	ACCOUNTS PAYABLE (CURRENT)		2,350.00-	2,350.00-
9501	ACCOUNTS PAYABLE (Prior)	104,773.39	118,418.16-	13,644.77-
9502	PAYABLE - EXCESS STRS (QB BAL)	627.70		627.70
9513	OASDI		333.88	333.88
9520	NET PAY ADJUSTMENT		134.59-	134.59-
9522	STRS (OMI)	27,062.95	56,888.99	83,951.94
9524	PERS (OMI)	14,114.24	12,843.97	26,958.21
9525	EXCESS STRS - EMPLOYEE	709.50		709.50
9534	MEDICARE		15.14	15.14
9535	STATE UNEMPLOYMENT INS	36.00-	32.35	3.65-
9536	WORKERS' COMPENSATION INS		29,226.57	29,226.57
9540	STATE DISABILITY INS		8,735.06-	8,735.06-
9551	MEDICAL - KAISER (OMI)	32,272.19	49,179.23-	16,907.04-
9553	DENTAL - PRINCIPAL (OMI)	8,254.75	21,365.96	29,620.71
9555	VISION - PRINCIPAL (OMI)	1,532.70	3,901.76	5,434.46
9556	BASIC LIFE - PRINCIPAL	626.85	34,278.53-	33,651.68-
9557	LTD - PRINCIPAL (OMI)	48.75	5,145.85	5,194.60
9558	ADD - PRINCIPAL (OMI)	133.05	323.06	456.11
9590	DUE TO GRANTOR GOVERNMENTS	385,853.00	175,424.00-	210,429.00
9650	UNEARNED REVENUE	961,219.45	961,219.45-	
9661	LOAN PAYABLE - CS FACILITIES	1,266,126.00		1,266,126.00
	Total Liabilities	2,803,318.52	1,219,661.49-	1,583,657.03
	Calculated Fund Balance	11,484,033.54	599,481.12-	10,884,552.42

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 550, Starting Period = 1, Ending Account Period = 8, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)



Fiscal13a

Financial Statement

Fund 62 - CHARTER SCHOOL ENTERPRISE FUND		Fiscal Year 2022/23 Through February 2023		
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Beginning Fund Balance				
9791	BEGINNING FUND BALANCE	11,484,033.54		11,484,033.54
	Beginning Fund Balance Proof	<u>.00</u>	<u>599,481.12-</u>	<u>599,481.12-</u>
Change in Fund Balance - Excess Revenues (Expenditures)			(599,481.12)	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised		
Reserves				
9720 RESERVE FOR ENCUMBRANCES			2,536,152.76	2,536,152.76
Other Designations				
9790 UNRESTRICTED NET POSITION	11,364,509.00	11,477,657.00		

Fiscal13a

Financial Statement

Fund 62 - CHARTER SCHOOL ENTERPRISE FUND		Fiscal Year 2022/23 Through February 2023				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	10,125,874.00	10,999,843.00		6,090,125.35	4,909,717.65	55.37
B. Expenditures	10,161,011.00	11,006,223.00	2,536,152.76	6,689,606.47	1,780,463.77	60.78
C. Subtotal (Revenue LESS Expense)	35,137.00-	6,380.00-		599,481.12-	3,129,253.88	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	35,137.00-	6,380.00-		599,481.12-	3,129,253.88	
F. Fund Balance:						
Beginning Balance (9791)	11,399,646.00	11,484,037.00		11,484,033.54		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	11,399,646.00	11,484,037.00		11,484,033.54		
G. Calculated Ending Balance	11,364,509.00	11,477,657.00		10,884,552.42		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	11,364,509.00	11,477,657.00				
Other				2,536,152.76		

Coversheet

Lottery-Waitlist Update

Section: VII. Information/Discussion Items
Item: B. Lottery-Waitlist Update
Purpose:
Submitted by: Thomas James
Related Material: Copy of Cadet Admission Process.pdf

BACKGROUND:

CMSgt Thomas James will update the board on the status of our 22-23 recruitment campaign

RECOMMENDATION:

Staff recommends the Board listen and provide feedback to CMSgt Thomas James and the team.



Cadet Recruiting Update

Key Dates

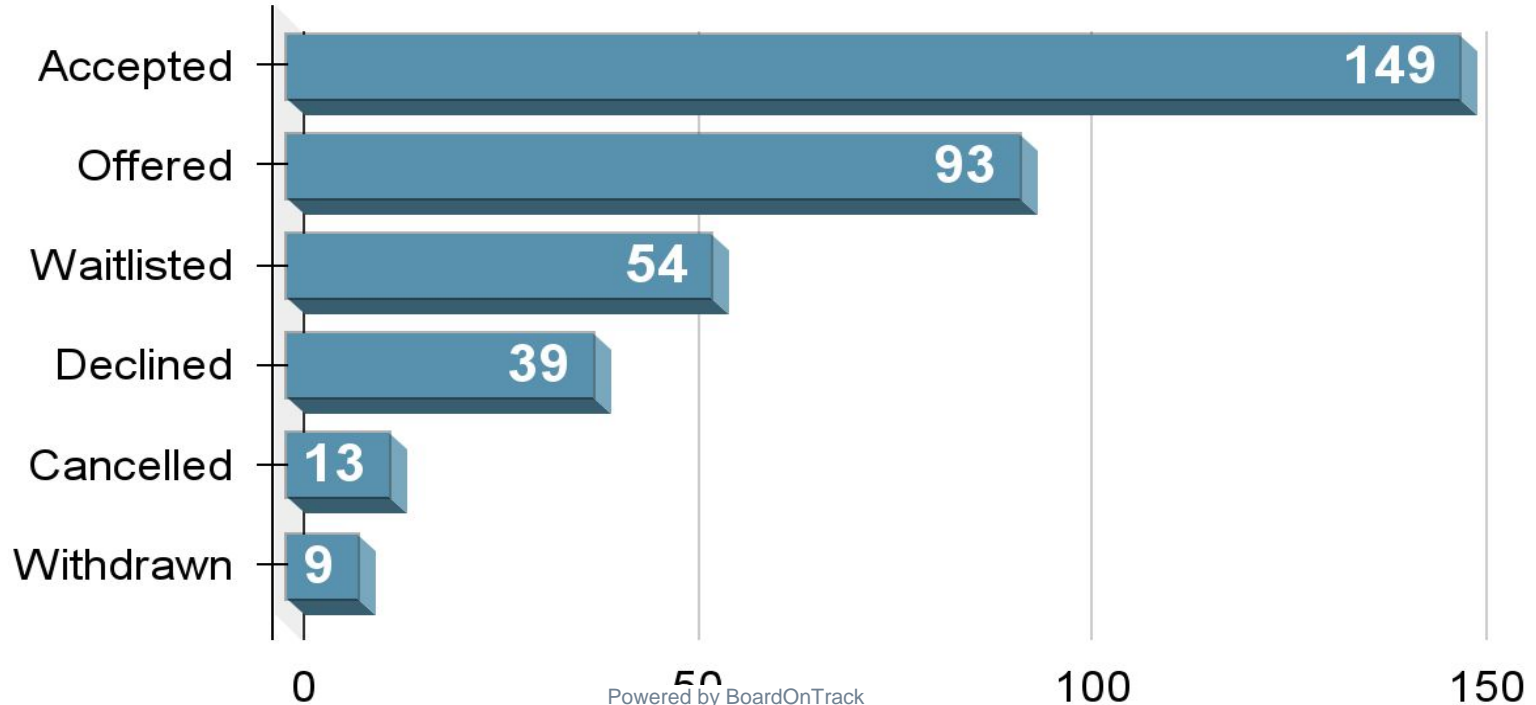
- **March 9th** Lottery Starts
- **March 10th** Offered Available Seats to Waitlist
- **March 10th** Initial Mailing/OMI Emails/Call Confirmations
- **March 14th** Accepted Congratulations Email Sent
- **March 15th** Offered List Calls Completed
- **March 16th** Second Series of Offered List Calls
- **March 23rd** Lottery Ends
- **March 30th** Cadet Recruiting Competition Drawing #2
- **April 15th** Introduction Day (Sat. 9am)
- **April 19th** Alternate Introduction Day (Wed. 4pm)



Cadet Recruiting Update

Application Update CAO 20230316

274 Applications





Cadet Recruiting Update

Grade	SY 22-23 Enrollment	Confirmed Returning	% Returning	Accepted in Oakland Enrolls	Offered Pending	CXL/WDL/DLN	Waitlists	Total Confirmed	Budget Target	Needed Number	Budget Target 100%
2022-2023								2023-2024			
6	49			67	29	15	0	67	100	33	67.00%
7	49	42	85.7%	21	15	7	0	63	90	27	70.00%
8	67	42	85.7%	23	11	4	0	65	90	25	72.22%
9	69	64	95.5%	27	27	23	0	91	95	4	95.79%
10	80	66	95.7%	11	11	16	13	77	95	18	81.05%
11	68	68	85.0%	0	0			68	68	0	100.00%
12	61	64	94.1%	0	0			64	64	0	100.00%
Summary	443	346	78.1%	149	93	65	13	495	602	107	82.23%
MS	165						MS	195			
HS	278						HS	300			



Cadet Recruiting Timeline

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
<i>Year Around Recruiting!!!</i>											
Marketing Phase						Admissions Phase					
<ul style="list-style-type: none"> △Website Mgr/Cadet Public Affairs Selected △Events Placed on Yearly Training Calendar △Early and Frequent Family Engagement △Cadet Recruiting Goals Confirmed △OMI Communications Plan Established △Communication Materials Prepared △Build Rapport w/ Area 						<ul style="list-style-type: none"> ▲ Lottery Candidates Released to OMI ▲ Assess Initial Lottery Outcomes ▲ Campus Tours/Open House <li style="background-color: #ffeb3b;">▲ Introduction Events <li style="background-color: #ffeb3b;">▲ Summer Camps <li style="background-color: #ffeb3b;">Orientation ▲ Process Review ▲ Contracted Support Determined ▲ 					
<p>Charters</p> <p style="text-align: right;">△Assess Social Media Marketing Data</p>											

Coversheet

Healthy Kids Survey Results

Section: VII. Information/Discussion Items
Item: C. Healthy Kids Survey Results
Purpose:
Submitted by: Thomas James
Related Material: OU_OMI_MS_SCRC_2223.pdf
OU_OMI_HS_SCRC_2223.pdf
OU_OMI_2223_Sec_CHKS_Grd6-8.pdf
OU_OMI_Sec_MHR_2223.pdf
OU_OMI_2223_CSSS.pdf
OU_OMI_2223_Sec_CHKS_Grd9-12.pdf

BACKGROUND:

Posted results of the California Healthy Kids Survey conducted during December 2022, consisting of middle school, high school, staff, and cadet mental health.



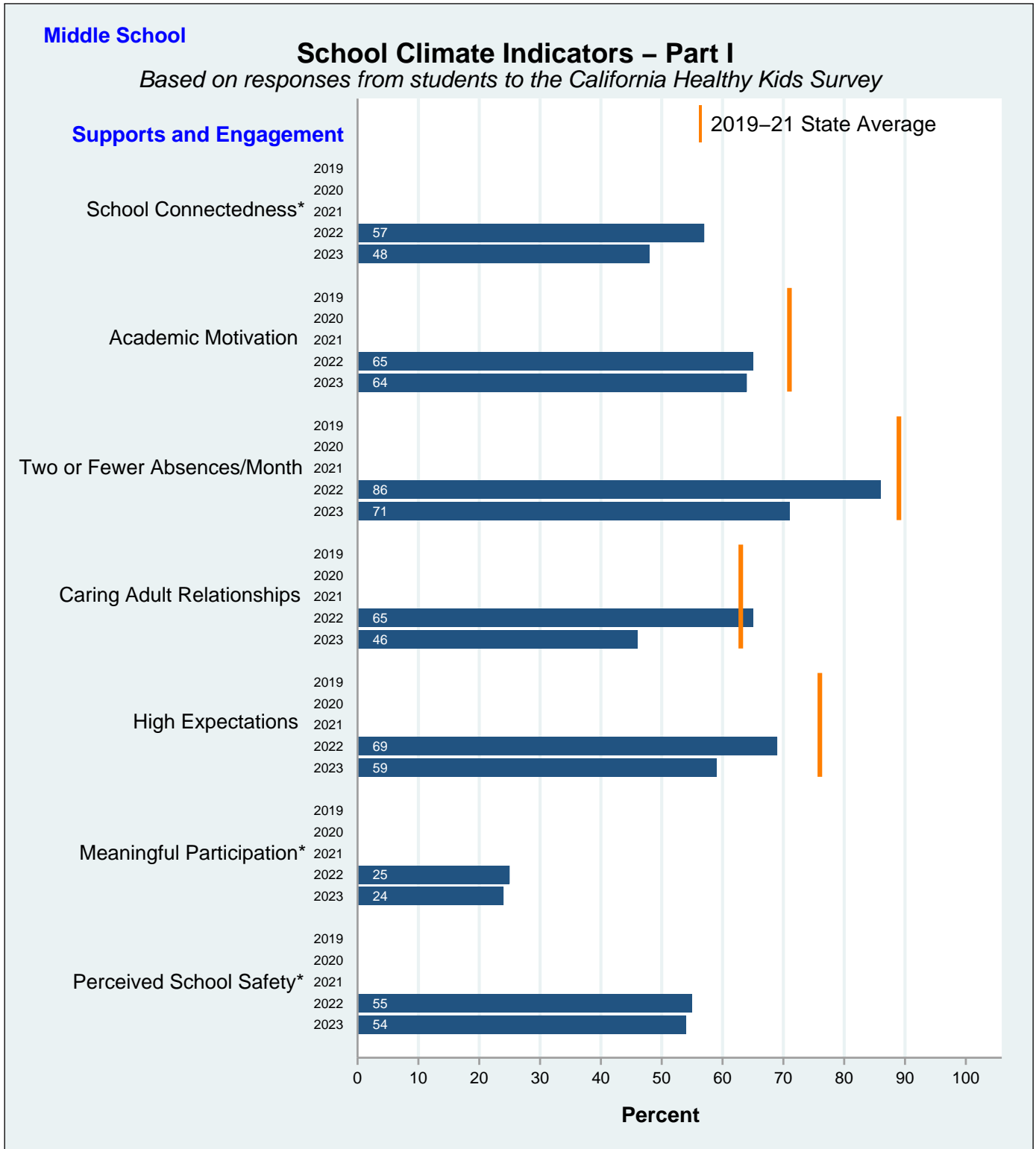
School Climate Report Card (Middle School)—2022-2023

District: Oakland Unified

Date Prepared: 2 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Response Rate: 97% (2022), 66% (2023)



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

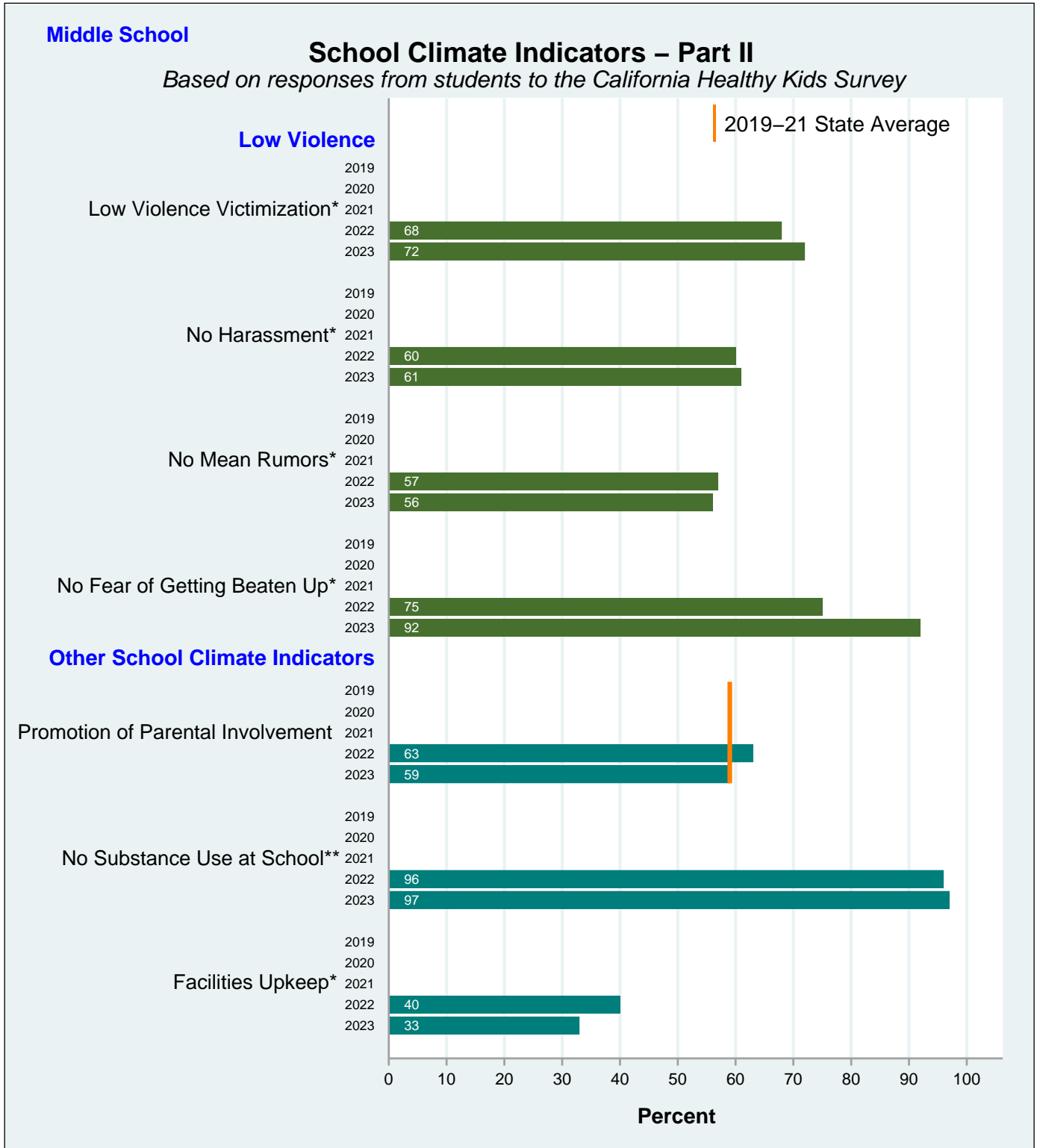


School Climate Report Card (Middle School)—2022-2023

District: Oakland Unified

Date Prepared: 2 Feb 2023

School: Oakland Military Institute, College Preparatory Academy



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

School Climate Report Card (Middle School)—2022-2023

District: Oakland Unified

Date Prepared: 2 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Other Indicators

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

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)	Change
Try hard on school work	–	–	–	77	78	+1
Three or more absences per month	–	–	–	14	29	+15
Feel a part of the school*	–	–	–	51	47	-4
School is really boring	~	~	~	32	24	-8
School is worthless and a waste of time	~	~	~	9	9	0
Harassed or bullied at school*	~	–	–	40	39	-1
Parents feel welcome to participate at this school	–	–	–	54	55	+1
School is usually clean and tidy [§] *	–	–	–	40	33	-7
Experienced chronic sadness/hopelessness	–	–	–	27	43	+16

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

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CDS code: 01612590130617

How are the School Climate Indicators Calculated?

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

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

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

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

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

(1) School Connectedness (5 items)

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

(2) Academic Motivation (4 items)

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

(3) Two or Fewer Absences per Month (1 item)

- o In the past 30 days, how often did you miss an entire day of school/remote learning classes for any reason?

(4) Caring Adult Relationships (3 items)

- There is a teacher or some other adult from my school...*
- o who really cares about me.
 - o who notices when I’m not there.
 - o who listens to me when I have something to say.

(5) High Expectations (3 items)

There is a teacher or some other adult from my school...

- o who tells me when I do a good job.
- o who always wants me to do my best.
- o who believes that I will be a success.

(6) Meaningful Participation (5 items)

At school/When I participate in school,...

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

(7) Perceived School Safety (1 item)

- o How safe do you feel when you are at school?

(8) Low Violence Victimization (8 items)

During the past 12 months, how many times on school property have you...

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

(9) No Harassment (7 items)

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons? [Remote only]

- o Your race, ethnicity, or national origin
- o Your religion
- o Your gender
- o Because you are gay, lesbian, or bisexual or someone thought you were
- o A physical or mental disability
- o You are an immigrant or someone thought you were
- o Any other reason

(10) No Mean Rumors (1 item)

- o During the past 12 months, how many times on school property have you had mean rumors or lies spread about you?

(11) No Fear of Getting Beaten Up (1 item)

- o During the past 12 months, how many times on school property have you been afraid of being beaten up?

(12) Promotion of Parental Involvement (3 items)

- o Teachers at this school communicate with parents about what students are expected to learn in class.
- o Parents feel welcome to participate at this school.
- o School staff take parent concerns seriously.

(13) No Substance Use at School (6 items)

During the past 30 days, on how many days on school property did you...

- o smoke cigarettes?
- o use smokeless tobacco (dip, chew, or snuff)?
- o vape?
- o have at least one drink of alcohol?
- o use marijuana (smoke, vape, eat, or drink)?
- o use any other drug, pill, or medicine to get “high” or for reasons other than medical?

(14) Facilities Upkeep (1 item)

- o My school is usually clean and tidy.

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

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

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State Averages

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

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

State Averages of School Climate Indicators

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

Explanation of Other Indicators

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

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

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Three or more absences per month – missed school on three or more days in the past 30 days.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- School is really boring – agree that school is really boring (rating of 7 or higher on a 0–10 scale).
- School is worthless and a waste of time – agree that school is worthless and a waste of time (rating of 7 or higher on a 0–10 scale).
- Harassed or bullied at school – harassed or bullied on school property in the past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) you are gay, lesbian, or bisexual or someone thought you were; (e) a physical or mental disability; (f) you are an immigrant or someone thought you were; (g) any other reason.
- Parents feel welcome to participate at this school – “agree” or “strongly agree” that parents feel welcome to participate at this school.
- School is usually clean and tidy – “agree” or “strongly agree” that school is usually clean and tidy.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.



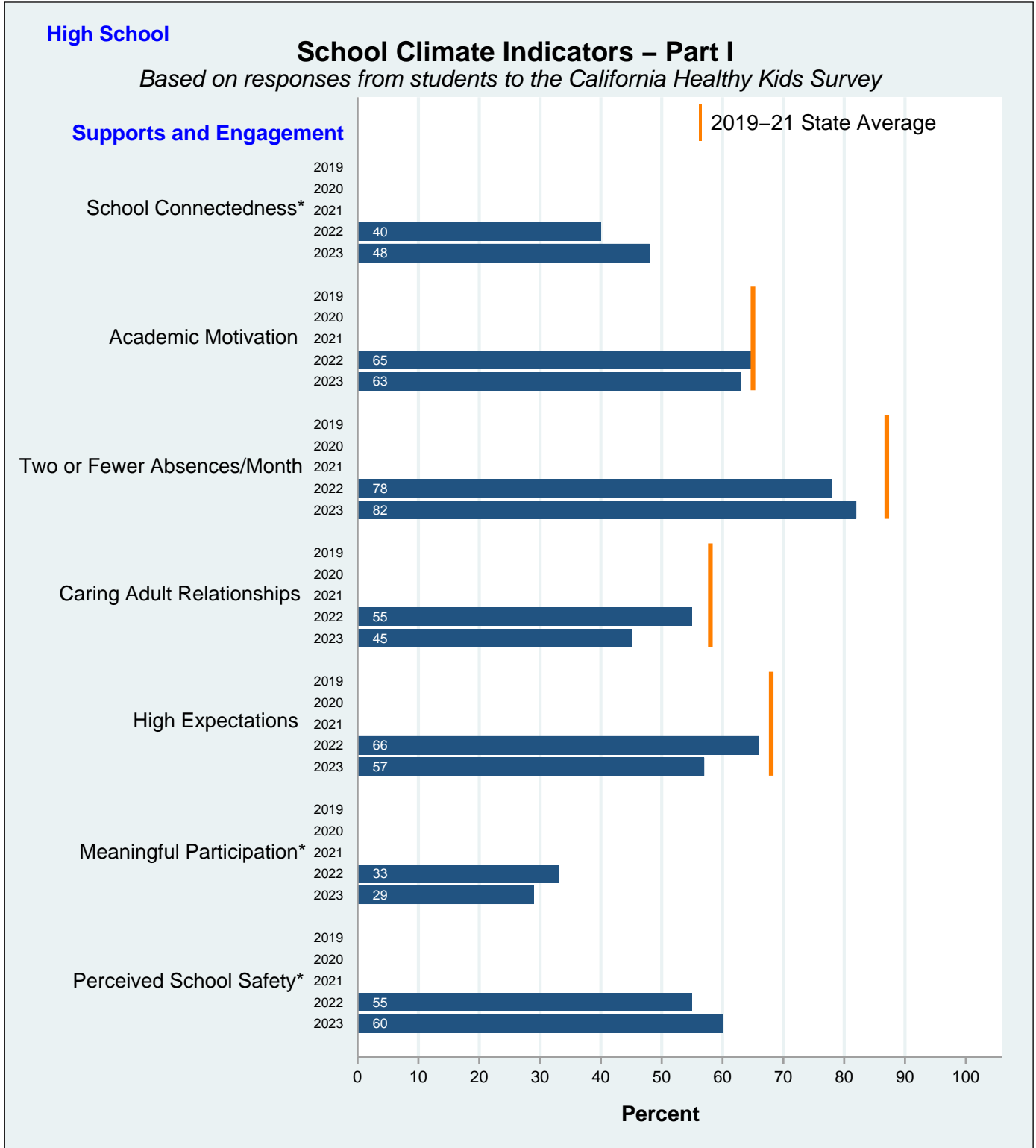
School Climate Report Card (High School)—2022-2023

District: Oakland Unified

Date Prepared: 2 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Response Rate: 69% (2022), 70% (2023)



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

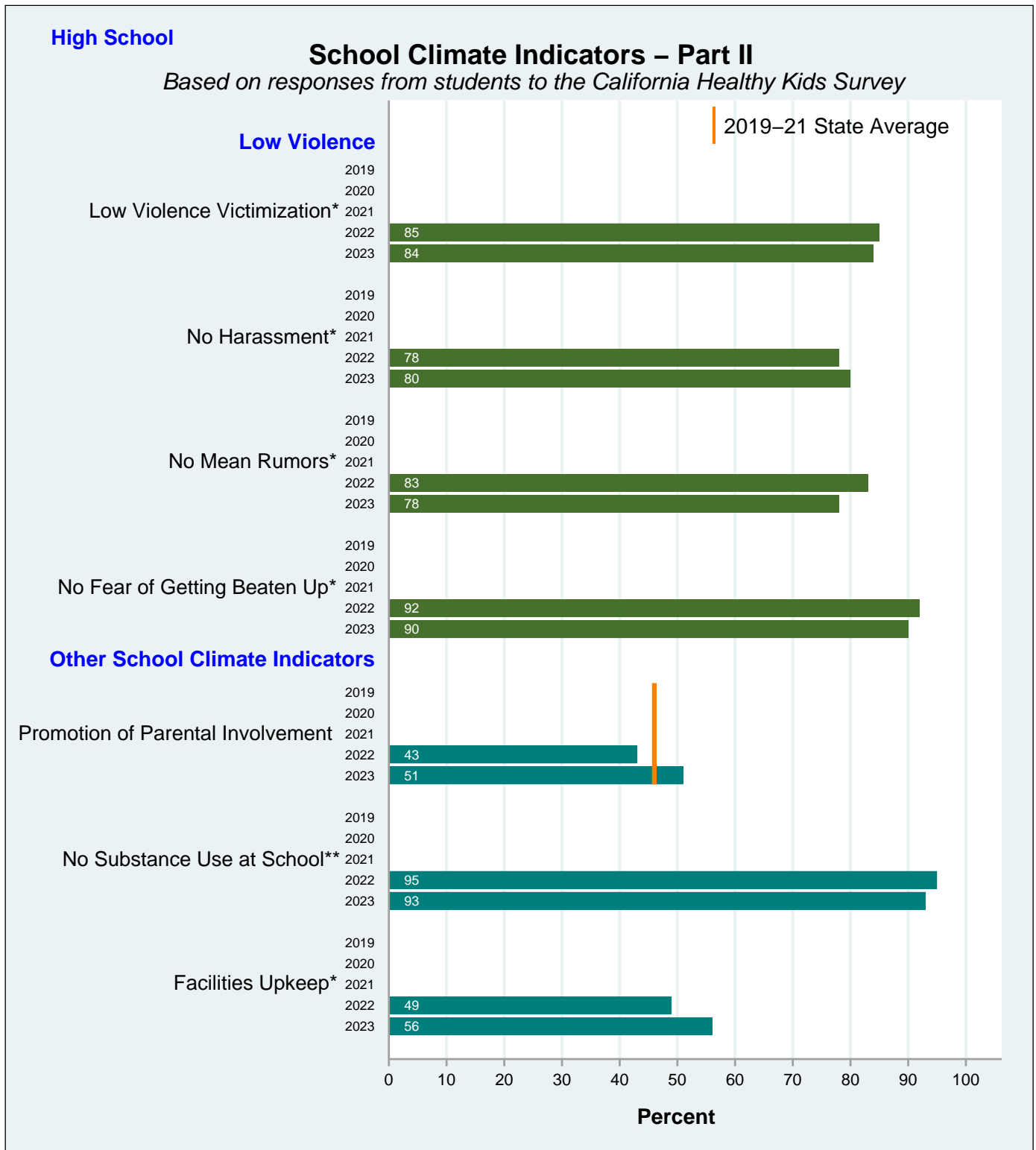


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District: Oakland Unified

Date Prepared: 2 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Other Indicators

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

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)	Change
Try hard on school work	–	–	–	76	75	-1
Three or more absences per month	–	–	–	22	18	-4
Feel a part of the school*	–	–	–	31	43	+12
School is really boring	~	~	~	38	49	+11
School is worthless and a waste of time	~	~	~	15	13	-2
Harassed or bullied at school*	~	–	–	22	20	-2
Parents feel welcome to participate at this school	–	–	–	43	57	+14
School is usually clean and tidy [§] *	–	–	–	49	56	+7
Experienced chronic sadness/hopelessness	–	–	–	35	27	-8

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

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- o I try hard to make sure that I am good at my schoolwork.
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- o I work hard to try to understand new things when doing my schoolwork.
- o I am always trying to do better in my schoolwork.

(3) Two or Fewer Absences per Month (1 item)

- o In the past 30 days, how often did you miss an entire day of school/remote learning classes for any reason?

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- There is a teacher or some other adult from my school...*
- o who really cares about me.
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During the past 12 months, how many times on school property have you...

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During the past 30 days, on how many days on school property did you...

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- o vape?
- o have at least one drink of alcohol?
- o use marijuana (smoke, vape, eat, or drink)?
- o use any other drug, pill, or medicine to get “high” or for reasons other than medical?

(14) Facilities Upkeep (1 item)

- o My school is usually clean and tidy.

Results are based on responses from 9th and 11th grade students on the California Healthy Kids Survey. Results are not included if less than 50% of students or less than 15 respondents per grade provided data.

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

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Indicator	State 2019-21 (%)	Indicator	State 2019-21 (%)
Supports and Engagement		Low Violence	
School Connectedness	na	Low Violence Victimization	na
Academic Motivation	65	No Harassment	na
Two or Fewer Absences per Month	87	No Mean Rumors	na
Caring Adult Relationships	58	No Fear of Getting Beaten Up	na
High Expectations	68	Other School Climate Indicators	
Meaningful Participation	na	Promotion of Parental Involvement	46
Perceived School Safety	na	No Substance Use at School	na
		Facilities Upkeep	na

Explanation of Other Indicators

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

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

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- School is worthless and a waste of time – agree that school is worthless and a waste of time (rating of 7 or higher on a 0–10 scale).
- Harassed or bullied at school – harassed or bullied on school property in the past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) you are gay, lesbian, or bisexual or someone thought you were; (e) a physical or mental disability; (f) you are an immigrant or someone thought you were; (g) any other reason.
- Parents feel welcome to participate at this school – “agree” or “strongly agree” that parents feel welcome to participate at this school.
- School is usually clean and tidy – “agree” or “strongly agree” that school is usually clean and tidy.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

CALIFORNIA HEALTHY KIDS SURVEY



Oakland Military Institute Secondary 2022-2023 Main Report



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

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Contents

	Page
List of Tables	II
PREFACE	V
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	11
5. Learning from Home	12
6. School Performance, Engagement, and Supports	14
7. Social and Emotional Health	30
8. School Violence, Victimization, and Safety	35
9. Alcohol and Other Drug Use	42
10. Tobacco Use	52
11. Other Health Risks	61
12. Race/Ethnic Breakdowns	62
13. Gender Breakdowns	78
Appendix	88

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate	3
A2.2 Key Indicators of Substance Use, Remote Learning, and Student Well-Being	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Gender of Sample	5
A3.3 Sexual Orientation	6
A3.4 Gender Identity	6
A3.5 Race or Ethnicity	7
A3.6 Living Situation	7
A3.7 Highest Education of Parents	8
A3.8 Language Spoken at Home	8
A3.9 English Language Proficiency – Home Language Other Than English	9
A3.10 Number of Days Attending Afterschool Program	10
A3.11 Military Connections	10
4. Routines	11
A4.1 Eating of Breakfast	11
A4.2 Bedtime	11
5. Learning from Home	12
A5.1 Remote Learning Schedule and Instructional Time	12
A5.2 Interesting Activities Provided for Student in Remote Learning	13
A5.3 Interest in Schoolwork Done from Home	13
6. School Performance, Engagement, and Supports	14
A6.1 Grades, Past 12 Months	14
A6.2 Absences, Past 30 Days	14
A6.3 Reasons for Absence, Past 30 Days	15
A6.4 School Environment & Connectedness, Academic Motivation, Parental Involvement	16
A6.5 Caring Relationships Scale Questions	17
A6.6 High Expectations Scale Questions	18
A6.7 Meaningful Participation Scale Questions	19
A6.8 School Connectedness Scale Questions	20
A6.8 School Connectedness Scale Questions – Continued	21

A6.9	Academic Motivation Scale Questions	22
A6.10	Maintaining Focus on Schoolwork	23
A6.11	School Boredom	24
A6.12A	Level of School Boredom and Value of School - 6th Grade	25
A6.12B	Level of School Boredom and Value of School - 7th Grade	26
A6.12C	Level of School Boredom and Value of School - 8th Grade	27
A6.13	Promotion of Parental Involvement Scale Questions	28
A6.14	Checking Student Progress	29
A6.15	Quality of School Physical Environment	29
7.	Social and Emotional Health	30
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	30
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	30
A7.3	Optimism Scale Questions	31
A7.4	Life Satisfaction Scale Questions	32
A7.4	Life Satisfaction Scale Questions – Continued	33
A7.5	Social Emotional Distress Scale Questions	34
8.	School Violence, Victimization, and Safety	35
A8.1	Perceived Safety at School	35
A8.2	Reasons for Harassment on School Property, Past 12 Months	36
A8.2	Reasons for Harassment on School Property, Past 12 Months – Continued	37
A8.3	School Violence Victimization Scale Questions	38
A8.3	School Violence Victimization Scale Questions – Continued	39
A8.4	School Violence Perpetration Scale Questions	40
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	41
A8.6	Weapons Possession on School Property, Past 12 Months	41
9.	Alcohol and Other Drug Use	42
A9.1	Summary Measures of Level of AOD Use and Perceptions	42
A9.2	Summary of AOD Lifetime Use	43
A9.3	Lifetime AOD Use	44
A9.4	Methods of Marijuana Consumption	45
A9.5	Current AOD Use, Past 30 Days	46
A9.6	Frequency of Current AOD Use, Past 30 Days	47
A9.7	Lifetime Drunk or “High”	48
A9.8	Current AOD Use on School Property, Past 30 Days	49
A9.9	Lifetime Drunk or “High” on School Property	49
A9.10	Perceived Harm of AOD Use	50
A9.11	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	51
10.	Tobacco Use	52
A10.1	Summary of Key CHKS Tobacco Indicators	52
A10.2	Lifetime Tobacco Use	53
A10.3	Substances Ever Vaped	54
A10.4	Any Current Use and Daily Use	55
A10.5	Substances Vaped, Past 30 Days	56
A10.6	Current Smoking on School Property, Past 30 Days	57

A10.7	Secondhand Smoke on School Property, Past 30 Days	58
A10.8	Perceived Harm of Cigarette Smoking	58
A10.9	Perceived Harm of Using Vape Products	59
A10.10	Perceived Difficulty of Obtaining Cigarettes and Vape Products	60
A10.11	School Bans Tobacco Use and Vaping	60
11.	Other Health Risks	61
A11.1	Alone After School	61
A11.2	Gang Involvement	61
12.	Race/Ethnic Breakdowns	62
A12.1	School Engagement and Supports by Race/Ethnicity	62
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	63
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	64
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	65
A12.2	School Safety by Race/Ethnicity	66
A12.2	School Safety by Race/Ethnicity – Continued	67
A12.2	School Safety by Race/Ethnicity – Continued	68
A12.3	Cyberbullying by Race/Ethnicity	68
A12.4	Substance Use by Race/Ethnicity	69
A12.4	Substance Use by Race/Ethnicity – Continued	70
A12.4	Substance Use by Race/Ethnicity – Continued	71
A12.4	Substance Use by Race/Ethnicity – Continued	72
A12.5	Routines by Race/Ethnicity	73
A12.6	Learning from Home by Race/Ethnicity	74
A12.6	Learning from Home by Race/Ethnicity – Continued	75
A12.7	Social and Emotional Health by Race/Ethnicity	76
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	77
13.	Gender Breakdowns	78
A13.1	School Engagement and Supports by Gender	78
A13.1	School Engagement and Supports by Gender – Continued	79
A13.1	School Engagement and Supports by Gender – Continued	80
A13.2	School Safety by Gender	81
A13.2	School Safety by Gender – Continued	82
A13.3	Cyberbullying by Gender	82
A13.4	Substance Use by Gender	83
A13.4	Substance Use by Gender – Continued	84
A13.5	Routines by Gender	85
A13.6	Learning from Home by Gender	86
A13.7	Social and Emotional Health by Gender	87
Appendix	88

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

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

THE SURVEY

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

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

Core Module

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

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

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

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

Trauma Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

[CalSCHLS.org](https://www.calschls.org) contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level ([calschls.org/resources/factsheets](https://www.calschls.org/resources/factsheets)).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [calschls.org/resources](https://www.calschls.org/resources).
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** ([calschls.org/resources/#resources_and_tools](https://www.calschls.org/resources/#resources_and_tools)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 562.799.5164 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

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

Data Workshop

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

Request Additional Reports and Data

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

School Climate Report Cards and Mental Health Reports

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

- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#scrc)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (<https://calschls.org/reports-data/#scrc>)

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	53	53	72
Final number	50	39	58
Response Rate	94%	74%	81%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	50	38	58
Remote learning only	0	1	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness ^{†#} (<i>In-School Only</i>)	71	48	51	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)				A6.4
Academic motivation [†]	83	64	69	A6.4
School is really boring [±]	11	24	22	A6.11
School is worthless and a waste of time [±]	5	9	11	A6.11
Monthly Absences (3 or more)	9	29	2	A6.2
Maintaining focus on schoolwork ^{†Γ}	46	24	30	A6.10
Caring adult relationships [‡]	82	46	46	A6.4
High expectations-adults in school [‡]	90	59	63	A6.4
Meaningful participation [‡]	44	24	32	A6.4
Facilities upkeep ^{†Φ}	74	33	44	A6.15
Promotion of parental involvement in school [†]	70	59	61	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe ^Φ	89	54	53	A8.1
Experienced any harassment or bullying [§]	16	39	35	A8.2
Had mean rumors or lies spread about you [§]	19	44	36	A8.3
Been afraid of being beaten up ^{§Φ}	22	8	11	A8.3
Been in a physical fight ^{§Φ}	16	20	28	A8.4
Seen a weapon on campus ^{§Φ}	5	12	15	A8.6
Cyberbullying [§]	14	32	25	A8.3

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

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

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

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 7 or higher.

^ΓSurvey question was reverse-coded.

^ΦIn-School only.

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

[§]Past 12 months.

Table A2.2**Key Indicators of Substance Use, Remote Learning, and Student Well-Being**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use [¶]	0	3	11	A9.5
Current marijuana use [¶]	0	0	7	A9.5
Current binge drinking [¶]	0	3	4	A9.5
Very drunk or “high” 7 or more times, ever	0	0	4	A9.7
Been drunk or “high” on drugs at school, ever	3	0	5	A9.9
Current cigarette smoking [¶]	0	0	2	A10.4
Current vaping [¶]	0	3	6	A10.4
Current tobacco vaping [¶]	0	3	4	A10.5
Current marijuana vaping [¶]	0	0	4	A10.5
Routines				
Eating of breakfast [‡]	72	46	57	A4.1
Bedtime (at 12 am or later)	2	29	13	A4.2
Learning from Home				
Average days worked on schoolwork (≥ 5) ^{¶δ}				A5.1
Synchronous instruction (4 days or more) ^{¶δ}				A5.1
Interest in schoolwork done from home ^{†δ}				A5.3
Meaningful opportunities ^{‡δ}				A5.2
Social and Emotional Health				
Social emotional distress [‡]	14	36	20	A7.5
Experienced chronic sadness/hopelessness [§]	11	43	27	A7.1
Considered suicide [§]	5	14	6	A7.2
Optimism [‡]	65	43	56	A7.3
Life satisfaction [¶]	79	58	66	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

[¶]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	100	97	100
Remote Learning Model	0	3	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 6 %	Grade 7 %	Grade 8 %
Male	79	64	61
Female	21	31	39
Nonbinary	0	5	0
Something else	0	0	0

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

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

Table A3.3***Sexual Orientation***

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	89	89	98
Lesbian or Gay	0	3	0
Bisexual	0	3	0
Something else	0	0	0
Not sure	7	0	0
Decline to respond	4	6	2

Question HS/MS A.5: Which of the following best describes you?

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

Table A3.4***Gender Identity***

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	91	86	91
Yes, I am transgender	0	0	0
I am not sure if I am transgender	0	0	0
Decline to respond	9	14	9

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?

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

Table A3.5***Race or Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	0	3	0
Asian or Asian American, non-Hispanic	23	8	22
Black or African American, non-Hispanic	19	14	17
Hispanic or Latinx	51	65	57
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0
White, non-Hispanic	2	3	0
Multiracial, non-Hispanic	4	3	2
Something else, non-Hispanic	0	5	2

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.6***Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	81	88	91
Other relative's home	6	6	2
A home with more than one family	11	0	5
Friend's home	0	6	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	2	0	2

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

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

Table A3.7***Highest Education of Parents***

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	9	17	4
Graduated from high school	11	19	18
Attended college but did not complete four-year degree	14	19	11
Graduated from college	34	17	31
Don't know	32	28	36

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

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

Table A3.8***Language Spoken at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
English	40	36	42
Spanish	38	53	40
Mandarin	2	0	0
Cantonese	0	0	0
Taiwanese	0	3	0
Tagalog	0	0	0
Vietnamese	17	3	15
Korean	0	0	0
Arabic	2	3	0
Other	0	3	4

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How well do you...</i>			
understand English?			
Very well	67	61	69
Well	26	30	31
Not well	7	9	0
Not at all	0	0	0
speak English?			
Very well	65	59	72
Well	31	36	28
Not well	4	5	0
Not at all	0	0	0
read English?			
Very well	54	59	44
Well	35	32	56
Not well	12	9	0
Not at all	0	0	0
write English?			
Very well	35	52	31
Well	58	26	69
Not well	8	17	0
Not at all	0	4	0
<i>English Language Proficiency Status</i>			
Proficient	54	52	44
Not proficient	46	48	56

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	59	60	49
1 day	5	0	2
2 days	7	0	5
3 days	2	6	11
4 days	0	14	5
5 days	27	20	27

Question HS/MS A.16: How many days a week do you usually go to your school's afterschool program?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No	96	81	98
Yes	4	8	0
Don't know	0	11	2

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No	28	54	43
Yes	72	46	57

Question HS/MS A.14: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	4	0	0
7:00-7:59 pm	2	0	4
8:00-8:59 pm	20	9	15
9:00-9:59 pm	39	23	27
10:00-10:59 pm	26	26	24
11:00-11:59 pm	7	14	18
12:00-12:59 am	0	14	4
After 1:00 am	2	14	9
<i>Bedtime at 12 am or later</i>	2	29	13

Question HS/MS A.13: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

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

Question HS/MS A.17, 18, 19: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day? On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

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

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

Question HS/MS A.46: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

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

Question HS/MS A.37: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's	40	0	16
A's and B's	36	40	29
Mostly B's	16	11	7
B's and C's	9	20	20
Mostly C's	0	3	11
C's and D's	0	14	11
Mostly D's	0	3	2
Mostly F's	0	9	4

Question HS/MS A.21: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2

Absences, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	48	26	67
1 day	28	26	20
2 days	15	20	11
3 or more days	9	29	2

Question HS/MS A.15, 20: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

Table A6.3***Reasons for Absence, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	52	23	61
Illness (feeling physically sick), including problems with breathing or your teeth	26	54	20
Were being bullied or mistreated at school (<i>In-School Only</i>)	2	0	4
Felt very sad, hopeless, anxious, stressed, or angry	4	9	6
Didn't get enough sleep	2	6	2
Didn't feel safe at school or going to and from school (<i>In-School Only</i>)	0	6	4
Had to take care of or help a family member or friend	7	6	7
Wanted to spend time with friends	0	0	0
Used alcohol or drugs	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	0	3	4
Were bored or uninterested in school	2	0	2
Had no transportation to school (<i>In-School Only</i>)	4	3	2
Other reason	13	23	9

Question HS/MS A.22, 23: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-School only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

Table A6.4***School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Total school supports	72	43	47	
Caring adults in school [‡]	82	46	46	A6.5
High expectations-adults in school [‡]	90	59	63	A6.6
Meaningful participation at school [‡]	44	24	32	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	71	48	51	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>				A6.8
Academic motivation [†]	83	64	69	A6.9
Promotion of parental involvement in school [†]	70	59	61	A6.13

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

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

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

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

^ψThe scale was based on four questions for remote respondents.

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

Table A6.5***Caring Relationships Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	82	46	46
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	0	6	7
A little true	14	38	47
Pretty much true	52	41	29
Very much true	34	16	16
<i>who notices when I’m not there.</i>			
Not at all true	7	22	16
A little true	16	53	38
Pretty much true	49	19	33
Very much true	29	6	13
<i>who listens to me when I have something to say.</i>			
Not at all true	0	16	11
A little true	18	26	42
Pretty much true	36	32	27
Very much true	47	26	20

Question HS/MS A.44, 47, 50: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

Table A6.6***High Expectations Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	90	59	63
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>			
Not at all true	2	19	13
A little true	13	23	25
Pretty much true	38	42	38
Very much true	47	16	24
<i>who always wants me to do my best.</i>			
Not at all true	0	13	5
A little true	9	25	25
Pretty much true	29	28	38
Very much true	62	34	31
<i>who believes that I will be a success.</i>			
Not at all true	0	13	10
A little true	5	31	33
Pretty much true	35	34	29
Very much true	60	22	29

Question HS/MS A.45, 48, 51: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7***Meaningful Participation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	44	24	32
<i>At school/When I participate in school,...</i>			
I do interesting activities.			
Not at all true	2	9	22
A little true	29	44	27
Pretty much true	42	31	35
Very much true	27	16	16
I help decide things like class activities or rules.			
Not at all true	19	28	27
A little true	40	50	44
Pretty much true	12	19	18
Very much true	30	3	11
I do things that make a difference.			
Not at all true	10	39	33
A little true	43	42	35
Pretty much true	33	13	22
Very much true	14	6	11
I have a say in how things work.			
Not at all true	19	23	47
A little true	43	52	25
Pretty much true	21	19	18
Very much true	17	6	9
I help decide school activities or rules.			
Not at all true	52	53	52
A little true	21	41	28
Pretty much true	14	0	13
Very much true	12	6	7

Question HS/MS A.52-61: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A6.8
School Connectedness Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness[#] (In-School Only)			
<i>Average reporting “Agree” or “Strongly agree”</i>	71	48	51
School connectedness^ψ (Remote Only)			
<i>Average reporting “Agree” or “Strongly agree”</i>			
I feel close to people at/from this school.			
Strongly disagree	2	9	5
Disagree	4	24	7
Neither disagree nor agree	30	24	35
Agree	43	32	36
Strongly agree	20	12	16
I am happy with/to be at this school.			
Strongly disagree	7	15	7
Disagree	9	12	4
Neither disagree nor agree	11	24	44
Agree	39	41	36
Strongly agree	35	9	9
I feel like I am part of this school.			
Strongly disagree	4	6	15
Disagree	4	19	7
Neither disagree nor agree	20	28	29
Agree	41	34	44
Strongly agree	30	13	5

Question HS/MS A.24-31: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

^ψThe scale was based on four questions for remote respondents.

Table A6.8***School Connectedness Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	2	18	7
Disagree	9	9	17
Neither disagree nor agree	20	29	28
Agree	33	29	41
Strongly agree	36	15	7
I feel safe in my school. <i>(In-School Only)</i>			
Strongly disagree	2	9	9
Disagree	2	3	7
Neither disagree nor agree	17	29	25
Agree	35	44	47
Strongly agree	43	15	11

Question HS/MS A.29-31 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

Table A6.9***Academic Motivation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	83	64	69
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	2	3	2
Disagree	2	3	0
Neither disagree nor agree	2	16	9
Agree	48	38	57
Strongly agree	46	41	31
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	2	12	9
Disagree	7	6	22
Neither disagree nor agree	30	48	35
Agree	30	27	28
Strongly agree	30	6	6
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	2	3	7
Disagree	0	3	9
Neither disagree nor agree	11	30	20
Agree	48	45	50
Strongly agree	39	18	13
I am always trying to do better in my schoolwork.			
Strongly disagree	2	3	0
Disagree	0	0	2
Neither disagree nor agree	9	15	9
Agree	39	33	48
Strongly agree	50	48	41

Question HS/MS A.38-41: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

Table A6.10***Maintaining Focus on Schoolwork***

	Grade 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	15	15	7
Disagree	30	9	22
Neither disagree nor agree	26	30	31
Agree	17	27	30
Strongly agree	11	18	9

Question HS/MS A.36: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.11***School Boredom***

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring.			
High (7-10)	11	24	22
Medium (4-6)	39	50	47
Low (0-3)	50	26	31
School is worthless and a waste of time.			
High (7-10)	5	9	11
Medium (4-6)	2	24	11
Low (0-3)	93	68	78

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

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

Table A6.12A

Level of School Boredom and Value of School - 6th Grade

		School is really boring (Grade 6)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	50%			36%			7%				
	2											
	3											
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	5				2%			0%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	9											
10 Strongly Agree							5%					

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

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

[̄]Results are not reported due to a very small number of responses.

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

Table A6.12B

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

		School is really boring (Grade 7)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	26%			35%			6%				
	2											
	3											
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	5				15%			9%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	9											
	10 Strongly Agree							9%				

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

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

[̄]Results are not reported due to a very small number of responses.

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

Table A6.12C

Level of School Boredom and Value of School - 8th Grade

		School is really boring (Grade 8)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	28%			43%			7%				
	2											
	3											
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	5				4%			7%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	9											
	10 Strongly Agree							7%				

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

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

[̄]Results are not reported due to a very small number of responses.

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

Table A6.13***Promotion of Parental Involvement Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	70	59	61
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	9	3	5
Disagree	9	6	9
Neither disagree nor agree	24	18	18
Agree	29	61	58
Strongly agree	29	12	9
Parents feel welcome to participate at this school.			
Strongly disagree	2	12	4
Disagree	0	3	5
Neither disagree nor agree	20	30	35
Agree	54	42	38
Strongly agree	24	12	18
School staff take parent concerns seriously.			
Strongly disagree	2	6	7
Disagree	0	9	2
Neither disagree nor agree	26	36	31
Agree	39	36	46
Strongly agree	33	12	13

Question HS/MS A.33-35: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.14
Checking Student Progress

	Grade 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	7	19	33
A little true	29	38	35
Pretty much true	22	22	18
Very much true	42	22	15

Question HS/MS A.49: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.

Table A6.15
Quality of School Physical Environment (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	2	12	5
Disagree	2	9	20
Neither disagree nor agree	22	45	31
Agree	43	18	36
Strongly agree	30	15	7

Question HS/MS A.32: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	89	57	73
Yes	11	43	27

Question HS A.150/MS A.143: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 6 %	Grade 7 %	Grade 8 %
No	95	86	94
Yes	5	14	6

Question HS A.151/MS A.144: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3***Optimism Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	43	56
Each day I look forward to having a lot of fun.			
Not at all true	16	14	15
A little true	22	38	33
Pretty much true	22	24	23
Very much true	41	24	29
I usually expect to have a good day.			
Not at all true	8	29	24
A little true	28	38	18
Pretty much true	22	19	31
Very much true	42	14	27
Overall, I expect more good things to happen to me than bad things.			
Not at all true	14	24	20
A little true	19	29	24
Pretty much true	30	38	29
Very much true	38	10	27

Question HS A.157-159/MS A.150-152: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table A7.4***Life Satisfaction Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	79	58	66
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	3	10	2
Dissatisfied	3	5	0
A little dissatisfied	0	5	10
A little satisfied	6	14	13
Satisfied	28	33	33
Very satisfied	61	33	42
my friendships as...			
Very dissatisfied	3	5	6
Dissatisfied	0	19	4
A little dissatisfied	6	5	2
A little satisfied	14	14	10
Satisfied	36	43	40
Very satisfied	42	14	38
my school experience as...			
Very dissatisfied	3	14	6
Dissatisfied	6	5	2
A little dissatisfied	0	10	20
A little satisfied	22	14	35
Satisfied	33	38	24
Very satisfied	36	19	14

Question HS A.160-162/MS A.153-155: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
<i>I would describe my satisfaction with...</i>			
myself as...			
Very dissatisfied	6	14	4
Dissatisfied	3	5	8
A little dissatisfied	8	10	10
A little satisfied	6	19	10
Satisfied	25	29	35
Very satisfied	53	24	35
where I live as...			
Very dissatisfied	3	5	6
Dissatisfied	3	0	0
A little dissatisfied	6	5	8
A little satisfied	6	33	17
Satisfied	40	29	33
Very satisfied	43	29	37

Question HS A.163, 164/MS A.156, 157: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

Table A7.5
Social Emotional Distress Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	14	36	20
I had a hard time relaxing.			
Not at all true	38	19	60
A little true	41	48	13
Pretty much true	16	19	19
Very much true	5	14	8
I felt sad and down.			
Not at all true	57	29	62
A little true	30	29	23
Pretty much true	8	24	10
Very much true	5	19	6
I was easily irritated.			
Not at all true	51	29	42
A little true	27	24	25
Pretty much true	8	14	13
Very much true	14	33	19
It was hard for me to cope and I thought I would panic.			
Not at all true	78	47	79
A little true	14	21	10
Pretty much true	5	16	4
Very much true	3	16	8
It was hard for me to get excited about anything.			
Not at all true	69	55	67
A little true	25	25	19
Pretty much true	6	15	10
Very much true	0	5	4

Question HS A.152-156/MS A.145-149: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	62	15	26
Safe	27	38	26
Neither safe nor unsafe	8	35	40
Unsafe	3	4	6
Very unsafe	0	8	2

Question HS A.114/MS A.107: How safe do you feel when you are at school?

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

Table A8.2**Reasons for Harassment on School Property, Past 12 Months**

	Grade 6 %	Grade 7 %	Grade 8 %
Race, ethnicity, or national origin			
0 times	92	83	75
1 time	8	4	4
2 or more times	0	13	21
Religion			
0 times	97	96	96
1 time	3	0	0
2 or more times	0	4	4
Gender			
0 times	97	87	98
1 time	3	4	2
2 or more times	0	9	0
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	95	91	98
1 time	5	4	2
2 or more times	0	4	0
A physical or mental disability			
0 times	100	96	90
1 time	0	4	6
2 or more times	0	0	4
Any of the above five reasons	14	26	29

Question HS A.134-138, 141-145/MS A.127-131, 134-138: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

Table A8.2***Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	100	87	87
1 time	0	9	10
2 or more times	0	4	4
Any other reason			
0 times	92	95	88
1 time	5	0	2
2 or more times	3	5	10
Any harassment	16	39	35

Question HS A.134-147/MS A.127-140: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3***School Violence Victimization Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
School violence victimization (<i>In-School Only</i>)			
<i>Average reporting “1 or more times”</i>	20	28	27
<i>During the past 12 months, how many times on school property have you...</i>			
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)			
0 times	73	72	77
1 time	11	4	6
2 to 3 times	16	16	8
4 or more times	0	8	9
been afraid of being beaten up? (<i>In-School Only</i>)			
0 times	78	92	89
1 time	14	8	4
2 to 3 times	5	0	0
4 or more times	3	0	8
<i>During the past 12 months, how many times have you...</i>			
had mean rumors or lies spread about you?			
0 times	81	56	64
1 time	16	20	8
2 to 3 times	0	8	13
4 or more times	3	16	15
had sexual jokes, comments, or gestures made to you?			
0 times	86	64	75
1 time	5	16	8
2 to 3 times	3	8	4
4 or more times	5	12	13

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]

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

Table A8.3***School Violence Victimization Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>			
0 times	81	79	77
1 time	14	13	13
2 to 3 times	5	0	6
4 or more times	0	8	4
<i>been made fun of because of your looks or the way you talk?</i>			
0 times	76	64	68
1 time	16	24	8
2 to 3 times	3	4	4
4 or more times	5	8	21
<i>been made fun of, insulted, or called names?</i>			
0 times	81	79	62
1 time	11	4	9
2 to 3 times	5	4	8
4 or more times	3	13	21
<i>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?</i>			
0 times (never)	86	68	75
1 time	8	5	10
2 to 3 times	3	14	6
4 or more times	3	14	10

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.4***School Violence Perpetration Scale Questions (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	3	7	9
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>			
0 times	84	80	72
1 time	11	8	19
2 to 3 times	5	12	6
4 or more times	0	0	4
<i>been offered, sold, or given an illegal drug?</i>			
0 times	100	92	90
1 time	0	4	6
2 to 3 times	0	0	4
4 or more times	0	4	0
<i>damaged school property on purpose?</i>			
0 times	100	96	98
1 time	0	0	0
2 to 3 times	0	4	0
4 or more times	0	0	2
<i>carried a gun?</i>			
0 times	100	100	96
1 time	0	0	4
2 to 3 times	0	0	0
4 or more times	0	0	0
<i>carried any other weapon (such as a knife or club)?</i>			
0 times	100	96	100
1 time	0	0	0
2 to 3 times	0	4	0
4 or more times	0	0	0

Question HS A.117, 122-125/MS A.110, 115-118: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A8.5***Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times	95	92	85
1 time	5	4	9
2 to 3 times	0	0	0
4 or more times	0	4	6
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	100	96	94
1 time	0	4	0
2 to 3 times	0	0	0
4 or more times	0	0	6

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

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

Table A8.6***Weapons Possession on School Property, Past 12 Months (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
seen someone carrying a gun, knife, or other weapon?			
0 times	95	88	85
1 time	3	4	11
2 to 3 times	3	8	2
4 or more times	0	0	2

Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get “high” [^]	10	13	15	A9.2
Lifetime alcohol or drug use	10	13	15	A9.2
Lifetime marijuana use	7	3	7	A9.2
Lifetime very drunk or high (7 or more times)	0	0	4	A9.7
Current alcohol or drug use [¶]	0	3	11	A9.5
Current marijuana use [¶]	0	0	7	A9.5
Current heavy drug use [¶]	0	0	2	A9.5
Current heavy alcohol use (binge drinking) [¶]	0	3	4	A9.5
Current alcohol or drug use on school property ^{¶Φ}	0	3	9	A9.8
Harmfulness of occasional marijuana use ^B	39	36	30	A9.10
Difficulty of obtaining marijuana ^C	34	25	19	A9.11

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

[^]Excludes prescription pain medication.

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A9.2**Summary of AOD Lifetime Use**

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	7	13	11
Marijuana	7	3	7
Inhalants	0	0	2
Any other drug, pill, or medicine to get “high”	2	0	2
Any of the above AOD use	10	13	15
Any illicit AOD use to get “high”[^]	10	13	15

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

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

Table A9.3***Lifetime AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	93	88	89
1 time	0	9	4
2 to 3 times	0	3	2
4 or more times	7	0	5
Marijuana (smoke, vape, eat, or drink)			
0 times	93	97	93
1 time	2	3	0
2 to 3 times	5	0	4
4 or more times	0	0	4
Inhalants			
0 times	100	100	98
1 time	0	0	0
2 to 3 times	0	0	2
4 or more times	0	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	98	100	98
1 time	0	0	2
2 to 3 times	2	0	0
4 or more times	0	0	0

Question HS A.65-67, 73/MS A.66-68, 70: 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)... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A9.4***Methods of Marijuana Consumption***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>			
Smoke it?			
0 times	98	97	93
1 time	2	3	0
2 to 3 times	0	0	4
4 or more times	0	0	4
In a vaping device?			
0 times	100	97	94
1 time	0	3	2
2 to 3 times	0	0	2
4 or more times	0	0	2
Eat or drink it in products made with marijuana?			
0 times	98	100	95
1 time	0	0	4
2 to 3 times	2	0	2
4 or more times	0	0	0

Question HS A.77-79/MS A.74-76: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, or portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A9.5***Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks of alcohol)	0	3	6
Binge drinking (5 or more drinks in a row)	0	3	4
Marijuana (smoke, vape, eat, or drink)	0	0	7
Inhalants	0	0	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	0	2
<i>Any drug use</i>	0	0	9
<i>Heavy drug use</i>	0	0	2
<i>Any AOD Use</i>	0	3	11

Question HS A.83-86, 88/MS A.80-84: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

Table A9.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one or more drinks)			
0 days	100	97	94
1 or 2 days	0	3	6
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Binge drinking (5 or more drinks in a row)			
0 days	100	97	96
1 or 2 days	0	3	4
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	100	93
1 or 2 days	0	0	7
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0

Question HS A.83-85/MS A.80-82: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

Table A9.7***Lifetime Drunk or “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	95	100	89
1 to 2 times	5	0	9
3 to 6 times	0	0	0
7 or more times	0	0	2
“High” (loaded, stoned, or wasted) from using drugs			
0 times	93	97	93
1 to 2 times	8	3	2
3 to 6 times	0	0	2
7 or more times	0	0	4
<i>Very drunk or “high” 7 or more times</i>	0	0	4

Question HS A.74, 75/MS A.71, 72: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A9.8**Current AOD Use on School Property, Past 30 Days (In-School Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
0 days	100	97	94
1 to 2 days	0	3	6
3 or more days	0	0	0
Marijuana (smoke, vape, eat, or drink)			
0 days	100	100	96
1 to 2 days	0	0	4
3 or more days	0	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 days	100	100	96
1 to 2 days	0	0	4
3 or more days	0	0	0
Any of the above	0	3	9

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

Table A9.9**Lifetime Drunk or “High” on School Property**

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	97	100	95
1 to 2 times	3	0	4
3 to 6 times	0	0	0
7 or more times	0	0	2

Question HS A.76/MS A.73: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10***Perceived Harm of AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	37	31	12
Moderate	5	7	21
Slight	11	14	13
None	47	48	54
Alcohol - 5 or more drinks once or twice a week			
Great	39	36	26
Moderate	8	11	13
Slight	3	0	4
None	50	54	57
Marijuana - use occasionally			
Great	39	36	30
Moderate	5	7	13
Slight	5	4	6
None	50	54	51
Marijuana - use daily			
Great	42	41	30
Moderate	6	4	9
Slight	8	4	4
None	44	52	57

Question HS A.101-104/MS A.96-99: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.
Note: Cells are empty if there are less than 10 respondents.

Table A9.11***Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	34	18	17
Fairly difficult	5	18	8
Fairly easy	5	14	6
Very easy	3	4	15
Don't know	53	46	55
Marijuana			
Very difficult	34	25	19
Fairly difficult	11	14	8
Fairly easy	3	7	4
Very easy	0	4	19
Don't know	53	50	51
Prescription drugs to get “high” or for reasons other than prescribed			
Very difficult	34	18	17
Fairly difficult	5	11	6
Fairly easy	5	18	6
Very easy	0	4	11
Don't know	55	50	60

Question HS A.107-109/MS A.102-104: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	7	0	0	A10.2
Current cigarette smoking [¶]	0	0	2	A10.4
Current cigarette smoking at school ^{¶Φ}	2	0	0	A10.6
Ever tried smokeless tobacco	0	0	4	A10.2
Current smokeless tobacco use [¶]	0	0	2	A10.4
Current smokeless tobacco use at school ^{¶Φ}	3	0	4	A10.6
Ever used vape products	0	6	13	A10.2
Current use of vape products [¶]	0	3	6	A10.4
Current tobacco vaping [¶]	0	3	4	A10.5
Current marijuana vaping [¶]	0	0	4	A10.5
Current vaping at school ^{¶Φ}	0	3	4	A10.6
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^B	37	43	25	A10.8
Harmfulness of smoking 1 or more packs/day ^B	35	50	34	A10.8
Harmfulness of vaping occasionally ^B	39	28	27	A10.9
Harmfulness of vaping several times a day ^B	45	41	36	A10.9
Difficulty of obtaining cigarettes ^C	39	21	11	A10.10
Difficulty of obtaining vape products ^C	34	11	11	A10.10
Anti-Tobacco Policy				
School bans tobacco use and vaping	68	52	75	A10.11

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	93	100	95
1 time	0	0	4
2 to 3 times	0	0	2
4 or more times	7	0	0
A whole cigarette			
0 times	93	100	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	7	0	0
Smokeless tobacco			
0 times	100	100	96
1 time	0	0	0
2 to 3 times	0	0	2
4 or more times	0	0	2
Vape products			
0 times	100	94	87
1 time	0	3	2
2 to 3 times	0	3	5
4 or more times	0	0	5

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

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

Table A10.3
Substances Ever Vaped

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine			
0 times	100	97	91
1 time	0	0	2
2 to 3 times	0	3	4
4 or more times	0	0	4
Vaped marijuana or THC			
0 times	100	100	93
1 time	0	0	0
2 to 3 times	0	0	2
4 or more times	0	0	5
Vaped other product			
0 times	100	100	95
1 time	0	0	0
2 to 3 times	0	0	4
4 or more times	0	0	2

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

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

Table A10.4***Any Current Use and Daily Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Any	0	0	2
Daily (20 or more days)	0	0	0
Smokeless tobacco			
Any	0	0	2
Daily (20 or more days)	0	0	0
Vape products			
Any	0	3	6
Daily (20 or more days)	0	0	0

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

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

Table A10.5
Substances Vaped, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
Vaped tobacco or nicotine?			
0 days	100	97	96
1 or 2 days	0	3	4
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped marijuana or THC?			
0 days	100	100	96
1 or 2 days	0	0	4
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vaped other product?			
0 days	100	97	98
1 or 2 days	0	3	0
3 to 9 days	0	0	2
10 to 19 days	0	0	0
20 to 30 days	0	0	0

Question HS A.82A-82C/MS A.79A-79C: During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?

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

Table A10.6**Current Smoking on School Property, Past 30 Days (In-School Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
0 days	98	100	100
1 or 2 days	2	0	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Smokeless tobacco			
0 days	97	100	96
1 or 2 days	3	0	4
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
Vape			
0 days	100	97	96
1 or 2 days	0	3	2
3 to 9 days	0	0	2
10 to 19 days	0	0	0
20 to 30 days	0	0	0

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

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

Table A10.7***Secondhand Smoke on School Property, Past 30 Days (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes			
0 days	100	97	94
1 day	0	3	2
2 days	0	0	0
3-9 days	0	0	2
10-19 days	0	0	0
20-30 days	0	0	2

Question HS A.96/MS A.91: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.8***Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	37	43	25
Moderate	5	17	15
Slight	11	0	8
None	47	40	53
Smoke 1 or more packs of cigarettes each day			
Great	35	50	34
Moderate	8	10	9
Slight	5	0	0
None	51	40	57

Question HS A.97, 98/MS A.92, 93: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A10.9***Perceived Harm of Using Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	39	28	27
Moderate	5	17	15
Slight	5	7	6
None	50	48	52
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	45	41	36
Moderate	3	3	8
Slight	3	3	4
None	50	52	53

Question HS A.99, 100/MS A.94, 95: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

Table A10.10***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	39	21	11
Fairly difficult	5	21	15
Fairly easy	3	7	8
Very easy	0	3	13
Don't know	53	48	53
Vape products			
Very difficult	34	11	11
Fairly difficult	8	14	8
Fairly easy	8	11	11
Very easy	0	21	21
Don't know	50	43	49

Question HS A.105, 106/MS A.100, 101: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.11***School Bans Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
No	3	26	2
Yes	68	52	75
Don't know	29	22	23

Question HS A.113/MS A.105: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Never	69	67	66
1 day	8	4	15
2 days	3	15	0
3 days	0	4	0
4 days	0	0	2
5 days	19	11	17

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

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

Table A11.2

Gang Involvement (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
No	100	100	98
Yes	0	0	2

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	84		52
Black or African American			
Hispanic or Latinx	63	41	50
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Academic Motivation[†]			
American Indian or Alaska Native			
Asian or Asian American	86		71
Black or African American			
Hispanic or Latinx	78	58	70
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring[±]			
American Indian or Alaska Native			
Asian or Asian American	0		33
Black or African American			
Hispanic or Latinx	13	32	18
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
School is worthless and a waste of time[±]			
American Indian or Alaska Native			
Asian or Asian American	0		17
Black or African American			
Hispanic or Latinx	5	14	13
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Monthly Absences (3 or more)			
American Indian or Alaska Native			
Asian or Asian American	9		0
Black or African American			
Hispanic or Latinx	4	14	3
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[±]Rating of 7 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American	55		17
Black or African American			
Hispanic or Latinx	43	14	34
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Caring adult relationships[‡]			
American Indian or Alaska Native			
Asian or Asian American	91		39
Black or African American			
Hispanic or Latinx	72	41	44
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
High expectations-adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American	95		58
Black or African American			
Hispanic or Latinx	86	58	62
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation[‡]			
American Indian or Alaska Native			
Asian or Asian American	31		33
Black or African American			
Hispanic or Latinx	40	18	30
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Facilities upkeep[†] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	91		25
Black or African American			
Hispanic or Latinx	61	43	58
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Promotion of parental involvement in school[†]			
American Indian or Alaska Native			
Asian or Asian American	70		61
Black or African American			
Hispanic or Latinx	64	54	64
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

Table A12.2***School Safety by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	100		73
Black or African American			
Hispanic or Latinx	83	47	50
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Experienced harassment due to five reasons^{^§}			
American Indian or Alaska Native			
Asian or Asian American	0		27
Black or African American			
Hispanic or Latinx	17	8	23
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American	0		27
Black or African American			
Hispanic or Latinx	22	31	29
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

[§]*Past 12 months.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American	0		18
Black or African American			
Hispanic or Latinx	28	27	44
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	18		18
Black or African American			
Hispanic or Latinx	28	7	9
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Been in a physical fight[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	18		0
Black or African American			
Hispanic or Latinx	11	13	38
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	9		9
Black or African American			
Hispanic or Latinx	6	7	13
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American	9		9
Black or African American			
Hispanic or Latinx	17	25	29
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[§]Past 12 months.

Table A12.4**Substance Use by Race/Ethnicity**

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0		8
Black or African American			
Hispanic or Latinx	0	5	13
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0		0
Black or African American			
Hispanic or Latinx	0	0	9
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American	0		0
Black or African American			
Hispanic or Latinx	0	5	6
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or “high” 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American	0		0
Black or African American			
Hispanic or Latinx	0	0	6
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Been drunk or “high” on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American	0		0
Black or African American			
Hispanic or Latinx	0	0	9
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American	0		8
Black or African American			
Hispanic or Latinx	0	5	6
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school[¶] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American	0		8
Black or African American			
Hispanic or Latinx	0	5	6
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American	0		0
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0		0
Black or African American			
Hispanic or Latinx	0	5	9
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0		0
Black or African American			
Hispanic or Latinx	0	5	6
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American	0		0
Black or African American			
Hispanic or Latinx	0	0	6
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]Past 30 days.

Table A12.5***Routines by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
American Indian or Alaska Native			
Asian or Asian American	82		58
Black or African American			
Hispanic or Latinx	65	36	61
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American	0		25
Black or African American			
Hispanic or Latinx	0	23	6
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

¹*Today.*

Table A12.6***Learning from Home by Race/Ethnicity (Remote Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Average days worked on schoolwork (5 or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Synchronous instruction (4 days or more)[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Interest in schoolwork done from home[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

Table A12.6***Learning from Home by Race/Ethnicity – Continued (Remote Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful opportunities[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American	5		22
Black or African American			
Hispanic or Latinx	19	33	24
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American	0		27
Black or African American			
Hispanic or Latinx	17	45	32
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American	0		0
Black or African American			
Hispanic or Latinx	6	8	10
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American	76		61
Black or African American			
Hispanic or Latinx	52	36	53
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Life satisfaction[‡]			
American Indian or Alaska Native			
Asian or Asian American	84		75
Black or African American			
Hispanic or Latinx	78	58	62
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

[‡]*Average percent of respondents reporting “Satisfied” or “Very satisfied.”*

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Male	73	48	55
Female	66	58	42
Nonbinary			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Male			
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male	79	67	71
Female	95	61	63
Nonbinary			
Something else			
School is really boring[±]			
Male	8	24	24
Female	20	27	19
Nonbinary			
Something else			
School is worthless and a waste of time[±]			
Male	6	10	16
Female	0	9	5
Nonbinary			
Something else			

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

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

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

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 7 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Male	8	32	0
Female	10	27	5
Nonbinary			
Something else			
Maintaining focus on schoolwork[†]			
Male	42	30	34
Female	60	9	24
Nonbinary			
Something else			
Caring adult relationships[‡]			
Male	82	42	40
Female	83	53	52
Nonbinary			
Something else			
High expectations-adults in school[‡]			
Male	90	57	60
Female	90	65	66
Nonbinary			
Something else			
Meaningful participation[‡]			
Male	41	28	37
Female	52	20	21
Nonbinary			
Something else			

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] (<i>In-School Only</i>)			
Male	72	40	39
Female	80	27	48
Nonbinary			
Something else			
Promotion of parental involvement in school[‡]			
Male	69	60	58
Female	70	64	63
Nonbinary			
Something else			

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

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

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

Table A13.2
School Safety by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Male	90	57	66
Female		50	30
Nonbinary			
Something else			
Experienced harassment due to five reasons^{λ§}			
Male	7	25	23
Female			40
Nonbinary			
Something else			
Experienced any harassment or bullying[§]			
Male	10	42	32
Female			40
Nonbinary			
Something else			
Had mean rumors or lies spread about you[§]			
Male	17	54	31
Female		20	45
Nonbinary			
Something else			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Male	17	8	13
Female		0	10
Nonbinary			
Something else			

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] (<i>In-School Only</i>)			
Male	20	23	25
Female		10	35
Nonbinary			
Something else			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Male	7	15	19
Female		10	10
Nonbinary			
Something else			

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male	10	33	13
Female			45
Nonbinary			
Something else			

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
Male	0	5	13
Female		0	10
Nonbinary			
Something else			
Current marijuana use[¶]			
Male	0	0	9
Female		0	5
Nonbinary			
Something else			
Current binge drinking[¶]			
Male	0	5	6
Female		0	0
Nonbinary			
Something else			
Very drunk or “high” 7 or more times, ever			
Male	0	0	3
Female		0	5
Nonbinary			
Something else			
Been drunk or “high” on drugs at school, ever			
Male	3	0	6
Female		0	5
Nonbinary			
Something else			
Current alcohol use[¶]			
Male	0	5	9
Female		0	0
Nonbinary			
Something else			

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school[¶] (<i>In-School Only</i>)			
Male	0	5	9
Female		0	0
Nonbinary			
Something else			
Current cigarette smoking[¶]			
Male	0	0	3
Female		0	0
Nonbinary			
Something else			
Current vaping[¶]			
Male	0	5	3
Female		0	10
Nonbinary			
Something else			
Current tobacco vaping[¶]			
Male	0	5	0
Female		0	10
Nonbinary			
Something else			
Current marijuana vaping[¶]			
Male	0	0	3
Female		0	5
Nonbinary			
Something else			

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
Male	78	50	69
Female	50	36	38
Nonbinary			
Something else			
Bedtime (at 12 am or later)			
Male	3	32	9
Female	0	27	19
Nonbinary			
Something else			

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

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

¹*Today.*

Table A13.6
Learning from Home by Gender (Remote Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Average days worked on schoolwork (5 or more)[¶]			
Male			
Female			
Nonbinary			
Something else			
Synchronous instruction (4 days or more)[¶]			
Male			
Female			
Nonbinary			
Something else			
Interest in schoolwork done from home[†]			
Male			
Female			
Nonbinary			
Something else			
Meaningful opportunities[‡]			
Male			
Female			
Nonbinary			
Something else			

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Male	9	26	15
Female			28
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness[§]			
Male	7	33	16
Female			45
Nonbinary			
Something else			
Considered suicide[§]			
Male	3	8	3
Female			10
Nonbinary			
Something else			
Optimism[‡]			
Male	66	45	69
Female			35
Nonbinary			
Something else			
Life satisfaction[‡]			
Male	81	62	71
Female			56
Nonbinary			
Something else			

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

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

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

Appendix

CHKS Content Overview, 2022-23

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

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.²

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

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

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

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

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

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

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

³ See calschls.org/reports-data/#scrc

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

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

more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁶ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁷ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁸

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 562.799.5164 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by,

⁶ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁷ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

⁸ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.⁹ They were highest in schools with large proportions of white and Asian students, as well as in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

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

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹¹ They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{12 13} For example, analysis of the Biennial CHKS data indicate that LGBTQ youth¹⁴ are:

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

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

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

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

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

¹² Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://download.wested.org/resources/lgbtq-students-in-california/)

¹³ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁵ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

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

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.¹⁶

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

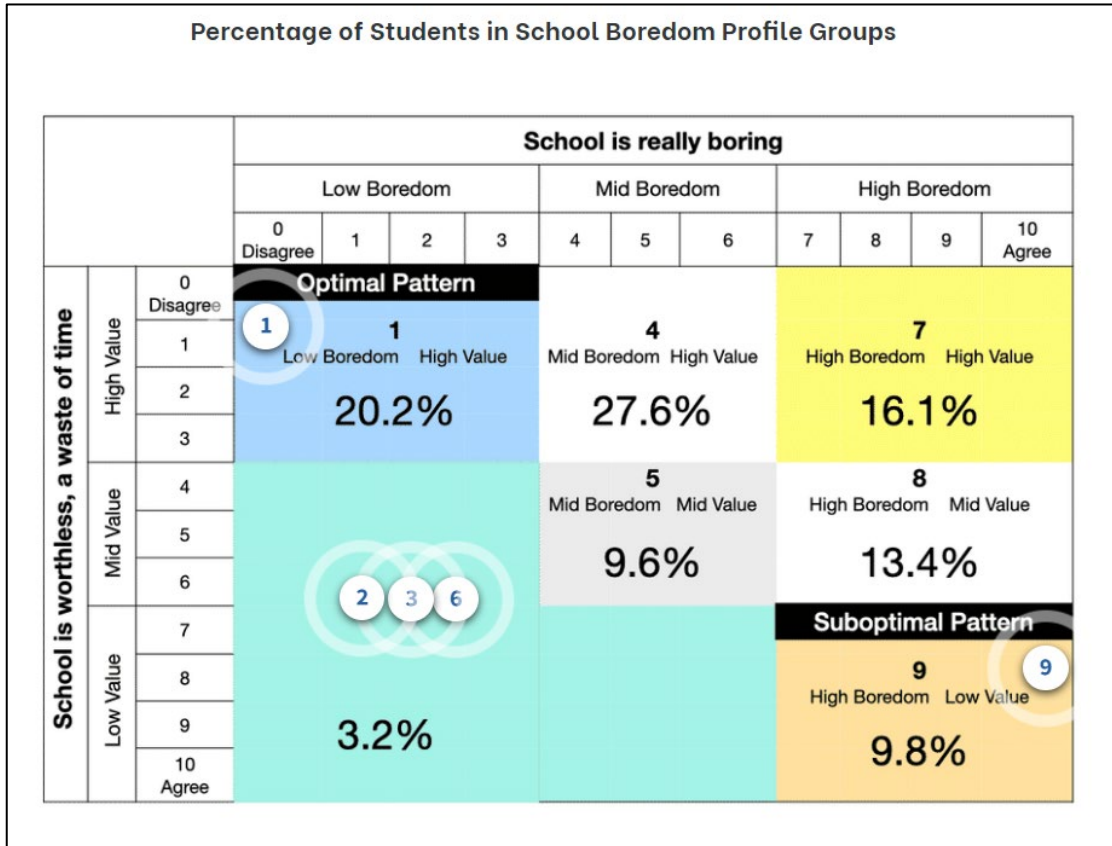
In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

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

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

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students’ school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.^{17,18}



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

¹⁷ Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology*, 5(1), 42–64. <https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf>

¹⁸ See D. Michael Furlong’s RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

Absenteeism

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

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

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

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.^{21 22 23 24 25 26}

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁸ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{29 30}

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³³ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁴ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{35 36 37}

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

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

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

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

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

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

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

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

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

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

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A6.3).

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.³⁸

Harassment and Victimization

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

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.⁴⁰ Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴¹ ⁴² They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

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

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

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

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

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.⁴³ Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁴ About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁵

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵¹ They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵²

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

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

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



Mental Health Report—2022-2023

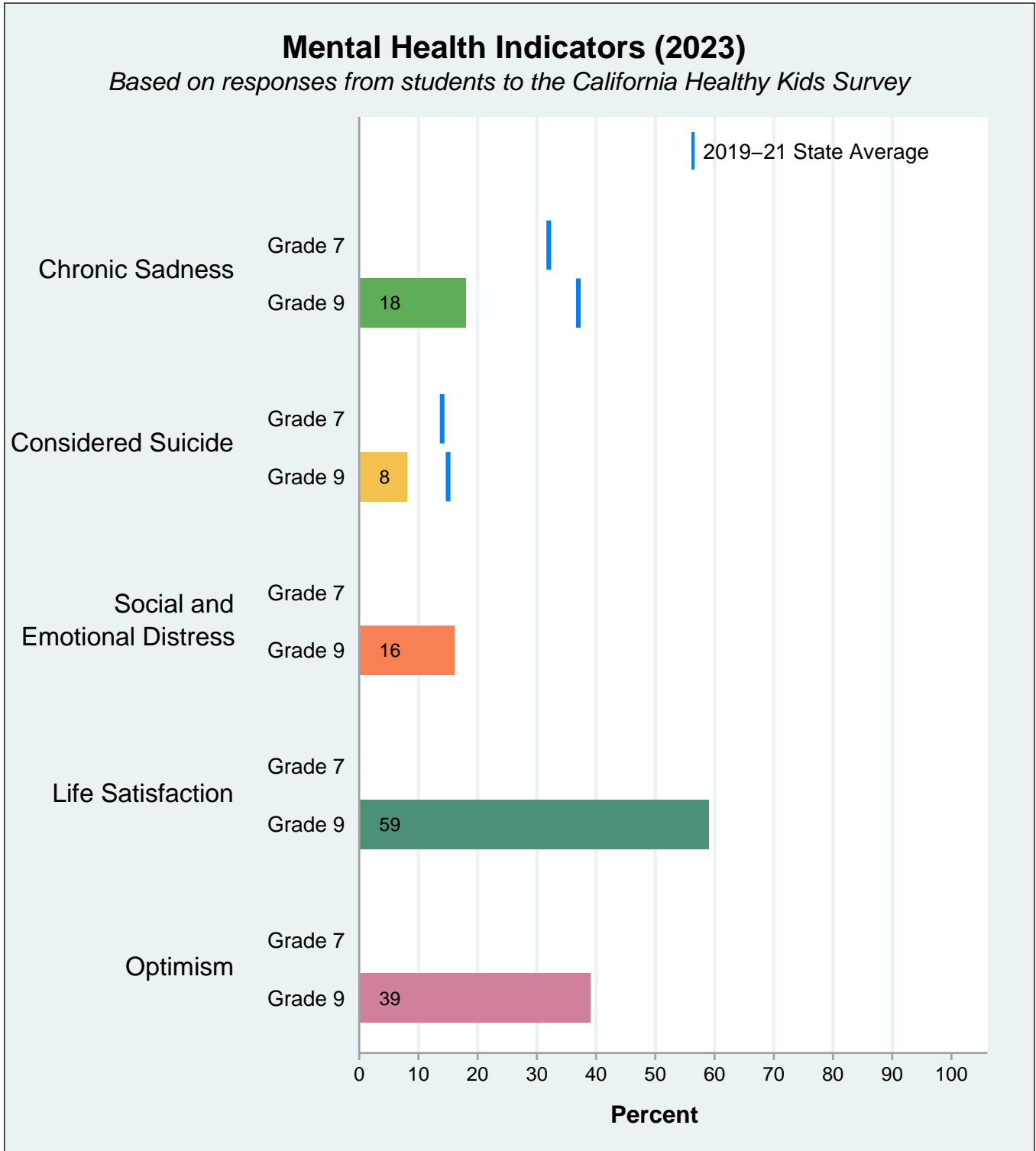
District: Oakland Unified

Date Prepared: 21 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Number of Responses: 39 (Grade 9)

Response Rate: 55% (Grade 9)





Mental Health Report (Grade 7)—2022-2023

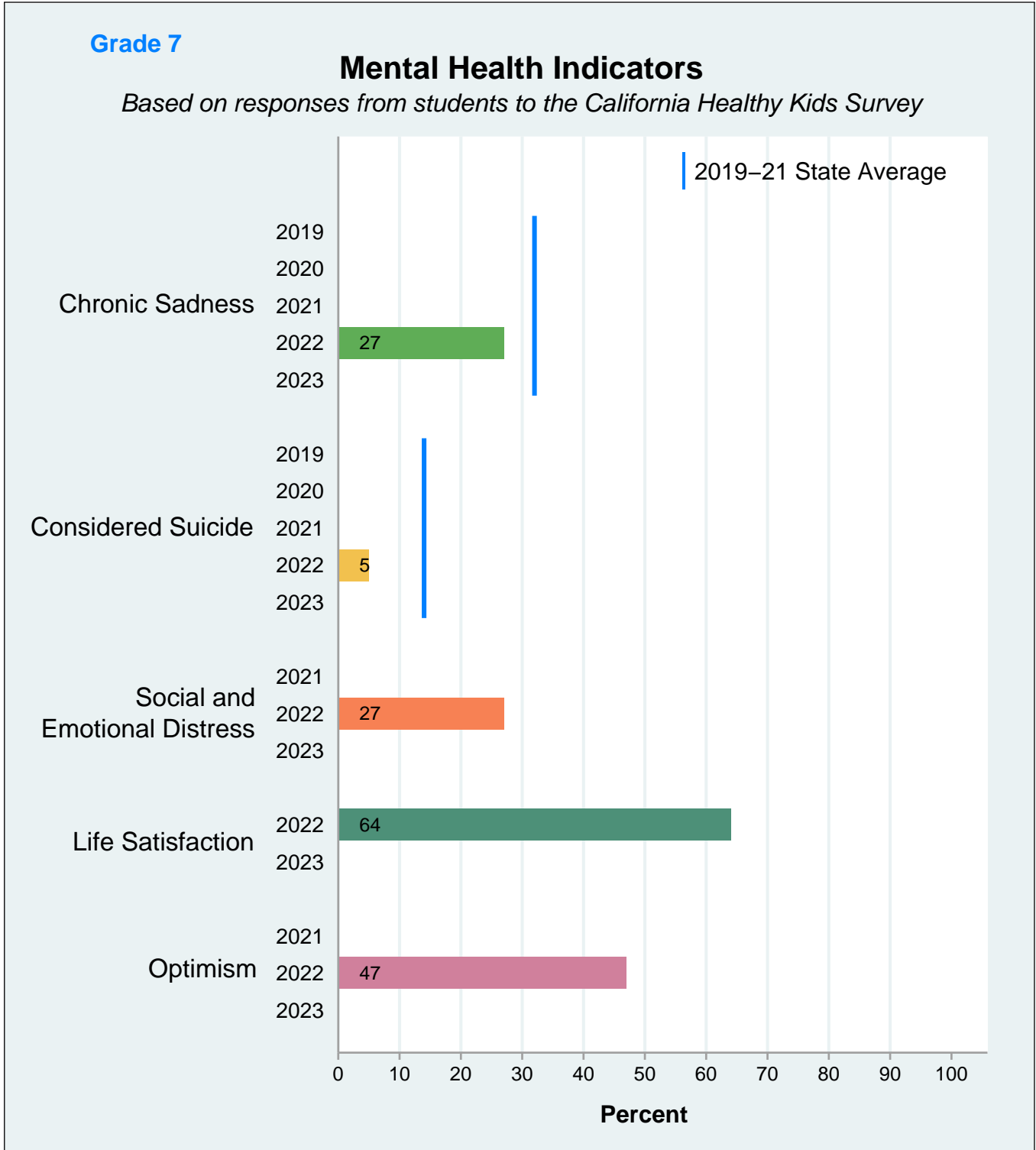
District: Oakland Unified

Date Prepared: 21 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Number of Responses: 55 (2022)

Response Rate: 93% (2022)





Mental Health Report (Grade 9)—2022-2023

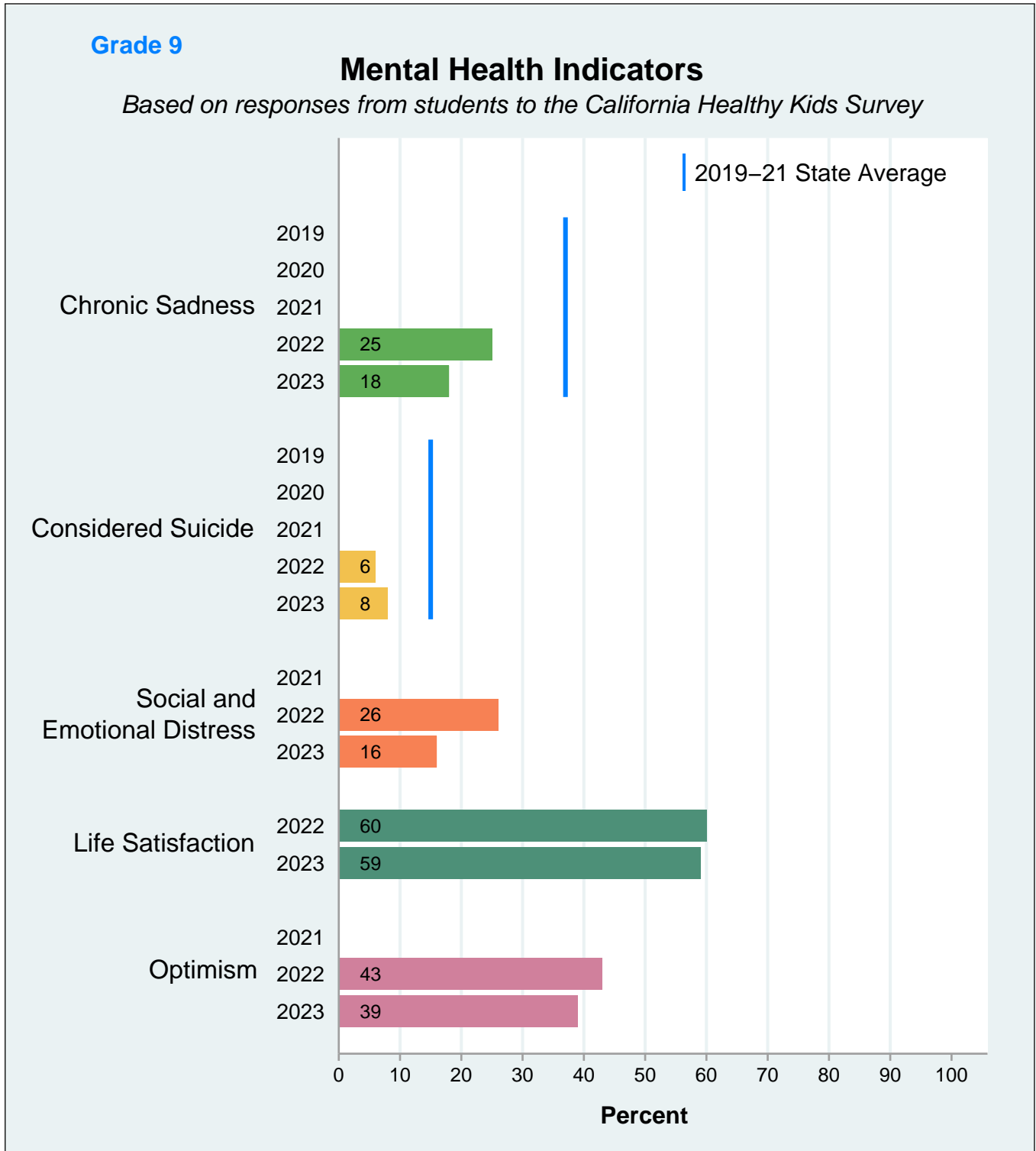
District: Oakland Unified

Date Prepared: 21 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Number of Responses: 78 (2022), 39 (2023)

Response Rate: 85% (2022), 55% (2023)



Mental Health Report—2022-2023

District: Oakland Unified

Date Prepared: 21 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Mental Health Indicator Trends by Grade

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)
Chronic sadness					
Grade 7	—	—	—	27	—
Grade 9	—	—	—	25	18
Considered suicide					
Grade 7	—	—	—	5	—
Grade 9	—	—	—	6	8
Social and emotional distress					
Grade 7	~	~	—	27	—
Grade 9	~	~	—	26	16
Life satisfaction					
Grade 7	~	~	~	64	—
Grade 9	~	~	~	60	59
Optimism					
Grade 7	~	~	—	47	—
Grade 9	~	~	—	43	39

Notes: A tilde (~) is shown if data were not collected.

An em dash (—) is displayed if there are no data or insufficient responses.



How are the Mental Health Indicators Calculated?

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

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

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

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

(1) Chronic Sadness (1 item)

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

(2) Considered suicide (1 item)

- o During the past 12 months, did you ever seriously consider attempting suicide?

(3) Social and Emotional Distress¹ (5 items)

Over the past 30 days, how true do you feel these statements are about you?

- o I had a hard time relaxing.
- o I felt sad and down.
- o I was easily irritated.
- o It was hard for me to cope and I thought I would panic.
- o It was hard for me to get excited about anything.

(4) Life Satisfaction² (5 items)

I would describe my satisfaction with...

- o my family life as...
- o my friendships as...
- o my school experience as...
- o myself as...
- o where I live as...

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

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



(5) Optimism³ (3 items)

- o Each day I look forward to having a lot of fun.
- o I usually expect to have a good day.
- o Overall, I expect more good things to happen to me than bad things.

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

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

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

State Averages

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

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

2019-21 State Averages of Mental Health Indicators

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

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

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

CALIFORNIA SCHOOL STAFF SURVEY



Oakland Military Institute 2022-2023 Main Report

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

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Contents

	Page
List of Tables	III
PREFACE	VII
Survey Module Administration	1
Section A. Core Module	2
1. Survey Sample	2
2. Summary of Key Survey Indicators	3
3. Demographics	5
4. COVID-Specific Measures	9
5. Remote Learning	11
6. School Supports for Students and Staff	14
Student Learning Environment	15
Staff Working Environment	17
Facilities Upkeep	19
7. Student Developmental Supports and Opportunities	20
Caring Relationships	21
High Expectations	22
Student Meaningful Participation	23
Promotion of Parental Involvement	24
8. Learning Conditions	26
Supports for Learning and Student Academic Engagement	27
Fairness, Rule Clarity, and Respect for Diversity	31
Instructional Equity	33
Cultural Sensitivity	35
Student Peer Relationships	36
Antibullying Climate	38
Truancy	39
9. Student Health Risks and Prevention	40
Mental Health	40
Bullying and Fighting	41
Delinquency	42
Substance Use	43
Substance Use Prevention Policies	44

10. Discipline and Counseling	45
11. Professional Development Needs	47
Section B. Learning Supports Module	48
1. Module Sample	48
2. Summary of Indicators	49
3. Discipline, Safety, and Behavior Management	50
4. Substance Use and Risk Behavior	52
5. Physical Health and Special Needs	54
6. Youth Development and Social-Emotional Supports	55

List of Tables

	Page
Survey Module Administration	1
1 CSSS Survey Modules Administered	1
Section A. Core Module	2
1. Survey Sample	2
A1.1 Core Module Sample	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Survey Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
A2.2 Key Indicators of COVID-Specific Measures	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Average Days Working from Home, Past 30 Days	5
A3.3 Role (Job) at School	6
A3.4 Special Population Service Providers	6
A3.5 Length of Employment at School	7
A3.6 Overall Length of Employment in Position	7
A3.7 Race/Ethnicity of Respondents	8
A3.8 Responsible for Health, Prevention, Discipline, Counseling, Safety-Related Services	8
4. COVID-Specific Measures	9
A4.1 Perceived School Safety in Response to COVID-19	9
A4.2 Ways to Support Teachers During COVID-19	10
5. Remote Learning	11
A5.1 School Instructional Model Implementation	11
A5.2 Student Remote Learning	12
A5.3 Academic Motivation and Supports for Learning	13
6. School Supports for Students and Staff	14
A6.1 Summary of Indicators for Positive Learning and Working Environment	14
Student Learning Environment	15
A6.2 Student Learning Environment Scale Questions	15
A6.2 Student Learning Environment Scale Questions – Continued	16
A6.3 Disruptive Student Behavior is a Problem	16
Staff Working Environment	17
A6.4 Staff Working Environment Scale Questions	17
A6.5 Staff Collegiality Scale Questions	18
A6.6 Staff Collaborate Regularly	18

A6.7	School Uses Objective Data in Decision Making	19
A6.8	Lack of Respect of Staff by Students is a Problem	19
	Facilities Upkeep	19
A6.9	Clean and Well-Maintained Facilities and Property	19
7.	Student Developmental Supports and Opportunities	20
A7.1	Summary of Indicators for Student Developmental Supports and Opportunities	20
	Caring Relationships	21
A7.2	Caring Relationships Scale Questions	21
	High Expectations	22
A7.3	High Expectations Scale Questions	22
	Student Meaningful Participation	23
A7.4	Student Meaningful Participation Scale Questions	23
	Promotion of Parental Involvement	24
A7.5	Promotion of Parental Involvement Scale Questions	24
A7.5	Promotion of Parental Involvement Scale Questions – Continued	25
8.	Learning Conditions	26
A8.1	Summary of Indicators of School Learning Conditions	26
	Supports for Learning and Student Academic Engagement	27
A8.2	Support for Social Emotional Learning Scale Questions	27
A8.2	Support for Social Emotional Learning Scale Questions – Continued	28
A8.3	Student Readiness to Learn Scale Questions	29
A8.4	Motivation to Complete Schoolwork	30
	Fairness, Rule Clarity, and Respect for Diversity	31
A8.5	Fairness and Rule Clarity Scale Questions	31
A8.6	Respect for Diversity Scale Questions	32
	Instructional Equity	33
A8.7	Instructional Equity Scale Questions	33
A8.7	Instructional Equity Scale Questions – Continued	34
A8.8	Staff Treat All Students Fairly	35
	Cultural Sensitivity	35
A8.9	Support Provided for Teaching Culturally and Linguistically Diverse Students	35
A8.10	Racial/Ethnic Conflict Among Students is a Problem	35
	Student Peer Relationships	36
A8.11	Student Peer Relationships Questions	36
A8.11	Student Peer Relationships Questions – Continued	37

Antibullying Climate	38
A8.12 Antibullying Climate Scale Questions	38
A8.12 Antibullying Climate Scale Questions – Continued	39
Truancy	39
A8.13 Cutting Class or Truancy is a Problem	39
9. Student Health Risks and Prevention	40
Mental Health	40
A9.1 Student Feeling Hopeful About the Future	40
A9.2 Student Depression or Other Mental Health Issues are a Problem	40
Bullying and Fighting	41
A9.3 Harassment or Bullying Among Students is a Problem	41
A9.4 Physical Fighting Between Students is a Problem	41
Delinquency	42
A9.5 Vandalism (Including Graffiti) is a Problem	42
A9.6 Theft is a Problem	42
A9.7 Gang-Related Activity is a Problem	42
A9.8 Weapons Possession is a Problem	43
Substance Use	43
A9.9 Student Alcohol and Drug Use is a Problem	43
A9.10 Student Tobacco Use is a Problem	43
A9.11 Student Vaping or Electronic Cigarette Use is a Problem	44
Substance Use Prevention Policies	44
A9.12 School Bans Tobacco Use and Vaping	44
10. Discipline and Counseling	45
A10.1 Disciplinary Harshness Scale Questions	45
A10.2 Provides Adequate Counseling and Support for Students	46
11. Professional Development Needs	47
A11.1 Areas of Professional Development Needs	47
Section B. Learning Supports Module	48
1. Module Sample	48
B1.1 Learning Supports Module Sample	48
2. Summary of Indicators	49
B2.1 Summary of Indicators of School Learning Supports	49
3. Discipline, Safety, and Behavior Management	50
B3.1 Discipline Practice at School	50

B3.2	Supports for Safety at School	51
B3.3	Behavior Management at School	51
4.	Substance Use and Risk Behavior	52
B4.1	Substance Use Prevention	52
B4.1	Substance Use Prevention - Continued	53
B4.2	School Enforces Policies Banning Tobacco Use and Vaping	53
5.	Physical Health and Special Needs	54
B5.1	Physical Health and Special Needs	54
6.	Youth Development and Social-Emotional Supports	55
B6.1	Youth Development and Social-Emotional Supports at School	55
B6.1	Youth Development and Social-Emotional Supports at School – Continued	56

PREFACE

HYPERLINK FEATURE

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

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

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Surveys* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS.

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

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

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

SURVEY PURPOSE

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Core Section (Section A)

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

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

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

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

- Supports for Learning;
- Discipline and Order;
- Social, Emotional, and Behavioral Supports;
- Positive Peer Relationships (anti-bullying related); and
- Respect for Diversity.

Student Supports Questions (Section B)

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

Supplemental Modules

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

- The Staff Trauma-Informed Practice Module was developed in 2022 in collaboration with a state advisory group to provide LEAs with data to assess staff perceptions of trauma-informed practice implementation, the extent to which the school has a trauma-sensitive environment, and staff attitudes related to trauma-informed care. The questions assessing staff attitudes related to trauma-informed care come from the Attitudes Related to Trauma-Informed Care (ARTIC) scale developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. Scores on these scales can be used to monitor staff readiness to implement trauma-informed practices and progress in changing attitudes. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale.
- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to

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

- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.
- The new **Student Wellness Module** contains 28 questions that assess student mental health needs, school mental health supports, and barriers to accessing services.

THE REPORT

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

Supplemental Reports

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

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

RESOURCES

[CalSCHLS.org](https://calschls.org) contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff also can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5164) or email calschls@wested.org.

Compare Results with Other Data

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

- **Student and Parent Surveys.** If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer the companion parent surveys, urge them to do so next time.
- **Other Data.** Examine how the results compare with other data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Statewide Results.** The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/docs/statewide_1921_csss.pdf). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Data Workshop

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

Request Additional Reports and Data

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

Notes: †Elementary student survey.

‡Secondary student survey.

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1***CSSS Survey Modules Administered***

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	34

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	33
Remote model only	0

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	Table
School Supports for Students		
Caring adult relationships [†]	51	A7.1
High expectations-adults in school [†]	57	A7.1
Student meaningful participation [†]	32	A7.1
Promotion of parental involvement [†]	42	A7.1
Student learning environment [†]	43	A6.1
Facilities upkeep [†]	59	A6.1
Support for social emotional learning [†]	47	A8.1
Provides adequate counseling and support services [†]	31	A10.2
Antibullying climate [†]	40	A8.1
School Supports for Staff		
Staff working environment [†]	41	A6.1
Staff collegiality [†]	43	A6.1
School Safety		
Is a safe place for staff [†]	62	A6.1
Is a safe place for students [†]	71	A6.1
Has sufficient resources to create a safe campus [†]	36	B2.1
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity [†]	37	A8.1
Respect for diversity [†]	51	A8.1
Academic Motivation and Student Behavior		
Students are motivated to complete schoolwork [†]	19	A8.4
Student readiness to learn [†]	23	A8.1
Cutting classes or being truant moderate/severe problem	42	A8.13
Harassment/bullying moderate/severe problem	23	A9.3
Substance Use and Mental Health		
Alcohol and drug use moderate/severe problem	38	A9.9
Tobacco use moderate/severe problem	15	A9.10
Vaping/e-cigarette use moderate/severe problem	42	A9.11
Student depression moderate/severe problem	50	A9.2

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

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

Table A2.2***Key Indicators of COVID-Specific Measures***

	All %	Table
Perceived School Safety in Response to COVID-19		
COVID-related safety measures to keep students healthy [†]	34	A4.1
COVID-related safety measures to keep staff healthy [†]	34	A4.1
Areas of Professional Development Needs		
Supporting students exposed to trauma	85	A4.2
COVID-related safety measures and protocols	42	A4.2

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

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	100
Remote Learning Model	0

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

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %
0 days	94
1 day	6
2 days	0
3 days	0
4 days	0
5 days	0

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

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

Table A3.3***Role (Job) at School***

	All %
Teacher in grade 4 or below	0
Teacher in grade 5 or above	59
Special education teacher	6
Administrator	15
Prevention staff, nurse, or health aide	0
Counselor, psychologist	6
Police, resource officer, or safety personnel	3
Paraprofessional, teacher assistant, or instructional aide	0
Other certificated staff	9
Other classified staff	12
Other service provider	0

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

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

Table A3.4***Special Population Service Providers***

	All %
Special education	69
English language learners	66
None of the above	31

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

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

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

Table A3.5***Length of Employment at School***

	All %
Less than one year	15
1 to 2 years	36
3 to 5 years	15
6 to 10 years	18
Over 10 years	15

Question A.6: How many years have you worked, in any position, at this school?

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

Table A3.6***Overall Length of Employment in Position***

	All %
Less than one year	15
1 to 2 years	21
3 to 5 years	21
6 to 10 years	15
Over 10 years	27

Question A.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

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

Table A3.7***Race/Ethnicity of Respondents***

	All %
American Indian or Alaska Native, non-Hispanic	0
Asian or Asian American, non-Hispanic	19
Black or African American, non-Hispanic	9
Filipino, non-Hispanic	0
Hispanic or Latinx	31
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	34
Multiracial, non-Hispanic	0
Something else, non-Hispanic	6

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

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

Table A3.8***Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %
Yes	50
No	50

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

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

4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %
<i>This school...</i>	
has implemented good COVID-related safety measures and protocols to keep students healthy.	
Strongly agree	34
Agree	52
Disagree	10
Strongly disagree	3
has kept staff well-informed about COVID-related safety measures and protocols.	
Strongly agree	41
Agree	31
Disagree	21
Strongly disagree	7
has implemented good COVID-related safety measures and protocols to keep staff healthy.	
Strongly agree	34
Agree	52
Disagree	10
Strongly disagree	3

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

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

Table A4.2**Ways to Support Teachers During COVID-19**

	All %
Teachers need more professional development, training, mentorship, or other support in...	
motivating students through remote learning. (<i>Remote Only</i>)	
Yes	
No	
supporting students exposed to trauma or stressful life events.	
Yes	85
No	15
COVID-related safety measures and protocols to keep staff and students healthy.	
Yes	42
No	58

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

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

5. Remote Learning

Table A5.1

School Instructional Model Implementation (Remote Only)

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

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

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

Table A5.2

Student Remote Learning (Remote Only)

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

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

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

Table A5.3

Academic Motivation and Supports for Learning (Remote Only)

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

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

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

6. School Supports for Students and Staff

Table A6.1

Summary of Indicators for Positive Learning and Working Environment

	<i>Percent Responding “Strongly Agree”</i>	Table
	All %	
School Supports for Students		
Student learning environment	43	A6.2
Is a supportive and inviting place for students to learn	41	A6.2
Emphasizes teaching lessons in ways relevant to students	32	A6.2
Facilities upkeep	59	A6.9
School Supports for Staff		
Staff working environment	41	A6.4
Is a supportive and inviting place for staff to work	36	A6.4
Promotes trust and collegiality among staff	34	A6.4
Promotes participation in school decision making	32	A6.4
Uses objective data for school improvement decisions	37	A6.7
Staff collegiality	43	A6.5
Have close professional relationships with one another	34	A6.5
Feel a responsibility to improve the school	46	A6.5
School Safety		
Is a safe place for staff	62	A6.4
Is a safe place for students	71	A6.2

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

Student Learning Environment

Table A6.2

Student Learning Environment Scale Questions

	All %
Student learning environment	
<i>Average reporting “Strongly agree”</i>	43
<i>This school...</i>	
is a supportive and inviting place for students to learn.	
Strongly agree	41
Agree	59
Disagree	0
Strongly disagree	0
promotes academic success for all students.	
Strongly agree	28
Agree	69
Disagree	0
Strongly disagree	3
emphasizes helping students academically when they need it.	
Strongly agree	45
Agree	45
Disagree	10
Strongly disagree	0
emphasizes teaching lessons in ways relevant to students.	
Strongly agree	32
Agree	61
Disagree	7
Strongly disagree	0

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

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

Table A6.2***Student Learning Environment Scale Questions – Continued***

	All %
<i>This school...</i>	
is a safe place for students.	
Strongly agree	71
Agree	29
Disagree	0
Strongly disagree	0
motivates students to learn.	
Strongly agree	37
Agree	44
Disagree	15
Strongly disagree	4

Question A.26, 44: This school... is a safe place for students... motivates students to learn.

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

Table A6.3***Disruptive Student Behavior is a Problem***

	All %
Insignificant problem	12
Mild problem	27
Moderate problem	46
Severe problem	15

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?

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

Staff Working Environment

Table A6.4

Staff Working Environment Scale Questions

	All %
Staff working environment	
<i>Average reporting “Strongly agree”</i>	41
<i>This school... is a supportive and inviting place for staff to work.</i>	
Strongly agree	36
Agree	57
Disagree	7
Strongly disagree	0
<i>promotes trust and collegiality among staff.</i>	
Strongly agree	34
Agree	48
Disagree	17
Strongly disagree	0
<i>is a safe place for staff.</i>	
Strongly agree	62
Agree	38
Disagree	0
Strongly disagree	0
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>	
Strongly agree	32
Agree	43
Disagree	25
Strongly disagree	0

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

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

Table A6.5**Staff Collegiality Scale Questions**

	All %
Staff collegiality	
<i>Average reporting “Strongly agree”</i>	43
Adults who work at this school... have close professional relationships with one another.	
Strongly agree	34
Agree	48
Disagree	17
Strongly disagree	0
support and treat each other with respect.	
Strongly agree	45
Agree	48
Disagree	7
Strongly disagree	0
feel a responsibility to improve this school.	
Strongly agree	46
Agree	43
Disagree	11
Strongly disagree	0

Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.

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

Table A6.6**Staff Collaborate Regularly**

	All %
Strongly agree	45
Agree	45
Disagree	10
Strongly disagree	0

Question A.39: Adults who work at this school... are collaborating regularly.

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

Table A6.7***School Uses Objective Data in Decision Making***

	All %
Strongly agree	37
Agree	52
Disagree	11
Strongly disagree	0

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

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

Table A6.8***Lack of Respect of Staff by Students is a Problem***

	All %
Insignificant problem	27
Mild problem	46
Moderate problem	23
Severe problem	4

Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?

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

Facilities Upkeep

Table A6.9***Clean and Well-Maintained Facilities and Property***

	All %
Strongly agree	59
Agree	41
Disagree	0
Strongly disagree	0

Question A.29: This school has clean and well-maintained facilities and property.

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

7. Student Developmental Supports and Opportunities

Table A7.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	<i>Percent Responding “Strongly Agree”</i>	Table
	All %	
Caring Adult Relationships	51	A7.2
Adults really care about every student	59	A7.2
Adults acknowledge and pay attention to students	48	A7.2
Adults listen to what students have to say	45	A7.2
High Expectations-Adults in School	57	A7.3
Adults want every student to do their best	62	A7.3
Adults believe every student can be a success	52	A7.3
Student Meaningful Participation	32	A7.4
Opportunities to decide things	28	A7.4
Equal opportunity for classroom participation	28	A7.4
Equal opportunity to participate in extracurricular activities	28	A7.4
Opportunities to “make a difference”	45	A7.4
Promotion of Parental Involvement	42	A7.5
School is welcoming to and facilitates parent involvement	48	A7.5
Encourages parents to be active partners in schooling	36	A7.5
School communicates about student learning expectation	35	A7.5
Parents feel welcome to participate at this school	38	A7.5

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

Caring Relationships

Table A7.2

Caring Relationships Scale Questions

	All %
Caring relationships	
<i>Average reporting “Strongly agree”</i>	51
<i>Adults who work at this school... really care about every student.</i>	
Strongly agree	59
Agree	38
Disagree	3
Strongly disagree	0
<i>acknowledge and pay attention to students.</i>	
Strongly agree	48
Agree	48
Disagree	3
Strongly disagree	0
<i>listen to what students have to say.</i>	
Strongly agree	45
Agree	41
Disagree	14
Strongly disagree	0

Question A.33, 34, 36: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.

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

High Expectations

Table A7.3

High Expectations Scale Questions

	All %
High expectations-adults in school	
<i>Average reporting “Strongly agree”</i>	57
<i>Adults who work at this school... want every student to do their best.</i>	
Strongly agree	62
Agree	34
Disagree	3
Strongly disagree	0
believe that every student can be a success.	
Strongly agree	52
Agree	41
Disagree	7
Strongly disagree	0

Question A.35, 37: Adults who work at this school... want every student to do their best... believe that every student can be a success.

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

Student Meaningful Participation

Table A7.4

Student Meaningful Participation Scale Questions

	All %
Student meaningful participation	
<i>Average reporting “Strongly agree”</i>	32
<i>This school...</i>	
encourages opportunities for students to decide things like class activities or rules.	
Strongly agree	28
Agree	55
Disagree	17
Strongly disagree	0
gives all students equal opportunity to participate in classroom discussions or activities.	
Strongly agree	28
Agree	59
Disagree	14
Strongly disagree	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	
Strongly agree	28
Agree	45
Disagree	28
Strongly disagree	0
gives students opportunities to “make a difference” by helping other people, the school, or the community.	
Strongly agree	45
Agree	41
Disagree	14
Strongly disagree	0

Question A.16-19: This school... encourages opportunities for students to decide things like class activities or rules... gives all students equal opportunity to participate in classroom discussions or activities... gives all students equal opportunity to participate in numerous extracurricular and enrichment activities... gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).

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

Promotion of Parental Involvement

Table A7.5

Promotion of Parental Involvement Scale Questions

	All %
Promotion of parental involvement	
<i>Average reporting “Strongly agree”</i>	42
This school is welcoming to and facilitates parent involvement.	
Strongly agree	48
Agree	48
Disagree	3
Strongly disagree	0
This school encourages parents to be active partners in educating their child.	
Strongly agree	36
Agree	50
Disagree	11
Strongly disagree	4
Teachers at this school communicate with parents about what their children are expected to learn in class.	
Strongly agree	35
Agree	50
Disagree	15
Strongly disagree	0
Parents feel welcome to participate at this school.	
Strongly agree	38
Agree	54
Disagree	8
Strongly disagree	0

Question A.28, 46, 80, 81: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.

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

Table A7.5***Promotion of Parental Involvement Scale Questions – Continued***

	All %
School staff take parents' concerns seriously.	
Strongly agree	46
Agree	54
Disagree	0
Strongly disagree	0

Question A.82: School staff take parents' concerns seriously.

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

8. Learning Conditions

Table A8.1

Summary of Indicators of School Learning Conditions

	<i>Percent Responding “Strongly Agree”</i>	
	All %	Table
Learning Supports		
Support for social emotional learning	47	A8.2
Student readiness to learn	23	A8.3
Instructional equity	41	A8.7
Antibullying climate	40	A8.12
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity	37	A8.5
Respect for diversity	51	A8.6
Positive Peer Relations		
Student peer relationships	27	A8.11

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

Supports for Learning and Student Academic Engagement

Table A8.2

Support for Social Emotional Learning Scale Questions

	All %
Support for social emotional learning	
<i>Average reporting “Strongly agree”</i>	47
This school encourages students to feel responsible for how they act.	
Strongly agree	58
Agree	42
Disagree	0
Strongly disagree	0
This school encourages students to understand how others think and feel.	
Strongly agree	36
Agree	48
Disagree	16
Strongly disagree	0
Students are taught that they can control their own behavior.	
Strongly agree	50
Agree	42
Disagree	8
Strongly disagree	0
This school helps students resolve conflicts with one another.	
Strongly agree	46
Agree	38
Disagree	15
Strongly disagree	0

Question A.65, 68-70: This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another.

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

Table A8.2***Support for Social Emotional Learning Scale Questions – Continued***

	All %
This school encourages students to care about how others feel.	
Strongly agree	42
Agree	50
Disagree	8
Strongly disagree	0

Question A.71: This school encourages students to care about how others feel.

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

Table A8.3
Student Readiness to Learn Scale Questions

	All %
Student readiness to learn	
<i>Average reporting “Strongly agree”</i>	23
Students are healthy and physically fit.	
Strongly agree	27
Agree	42
Disagree	27
Strongly disagree	4
Students start/arrive at school alert and rested.	
Strongly agree	23
Agree	38
Disagree	38
Strongly disagree	0
Students are motivated to learn.	
Strongly agree	19
Agree	62
Disagree	19
Strongly disagree	0
Students in this school are well-behaved.	
Strongly agree	23
Agree	50
Disagree	27
Strongly disagree	0

Question A.56-59, 73: Students are healthy and physically fit... Students arrive at school alert and rested. [In-School only]... Students start school alert and rested. [Remote only]... Students are motivated to learn... Students in this school are well-behaved.

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

Table A8.4***Motivation to Complete Schoolwork***

	All %
Strongly agree	19
Agree	54
Disagree	27
Strongly disagree	0

Question A.66: Students are motivated to complete their schoolwork.

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

Fairness, Rule Clarity, and Respect for Diversity

Table A8.5

Fairness and Rule Clarity Scale Questions

	All %
Fairness and rule clarity	
<i>Average reporting “Strongly agree”</i>	37
This school handles discipline problems fairly.	
Strongly agree	32
Agree	46
Disagree	18
Strongly disagree	4
The school rules are fair.	
Strongly agree	38
Agree	58
Disagree	4
Strongly disagree	0
This school clearly informs students what will happen if they break school rules.	
Strongly agree	38
Agree	38
Disagree	23
Strongly disagree	0
Students know what the rules are.	
Strongly agree	35
Agree	58
Disagree	8
Strongly disagree	0

Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.

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

Table A8.6***Respect for Diversity Scale Questions***

	All %
Respect for diversity	
<i>Average reporting “Strongly agree”</i>	51
Students respect each other’s differences.	
Strongly agree	46
Agree	38
Disagree	15
Strongly disagree	0
Adults from this school respect differences in students.	
Strongly agree	58
Agree	38
Disagree	4
Strongly disagree	0
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	
Strongly agree	50
Agree	42
Disagree	8
Strongly disagree	0

Question A.53-55: Students respect each other’s differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

Instructional Equity

Table A8.7

Instructional Equity Scale Questions

	All %
Instructional equity	
<i>Average reporting “Strongly agree”</i>	41
<i>This school...</i>	
emphasizes using instructional materials that reflect the culture or ethnicity of its students.	
Strongly agree	28
Agree	52
Disagree	21
Strongly disagree	0
has staff examine their own cultural biases through professional development or other processes.	
Strongly agree	31
Agree	34
Disagree	31
Strongly disagree	3
considers closing the racial/ethnic achievement gap a high priority.	
Strongly agree	52
Agree	28
Disagree	21
Strongly disagree	0
has high expectations for all students, regardless of their race, ethnicity, or nationality.	
Strongly agree	45
Agree	41
Disagree	14
Strongly disagree	0

Question A.20-23: This school... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority.... has high expectations for all students, regardless of their race, ethnicity, or nationality.

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

Table A8.7***Instructional Equity Scale Questions – Continued***

	All %
This school fosters an appreciation of student diversity and respect for each other.	
Strongly agree	50
Agree	32
Disagree	14
Strongly disagree	4

Question A.24: This school fosters an appreciation of student diversity and respect for each other.

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

Table A8.8***Staff Treat All Students Fairly***

	All %
Strongly agree	45
Agree	34
Disagree	21
Strongly disagree	0

Question A.38: Adults who work at this school treat all students fairly.

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

Cultural Sensitivity

Table A8.9***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %
Strongly agree	36
Agree	46
Disagree	18
Strongly disagree	0

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.

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

Table A8.10***Racial/Ethnic Conflict Among Students is a Problem***

	All %
Insignificant problem	46
Mild problem	35
Moderate problem	19
Severe problem	0

Question A.89: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?

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

Student Peer Relationships

Table A8.11

Student Peer Relationships Questions

	All %
Student peer relationships	
<i>Average reporting “Strongly agree”</i>	27
Students care about one another.	
Strongly agree	31
Agree	65
Disagree	4
Strongly disagree	0
Students treat each other with respect.	
Strongly agree	19
Agree	69
Disagree	8
Strongly disagree	4
Students get along well with one another.	
Strongly agree	31
Agree	69
Disagree	0
Strongly disagree	0
Students enjoy spending time together during school activities.⁰	
<i>(In-School Only)</i>	
Strongly agree	38
Agree	58
Disagree	4
Strongly disagree	0

Question A.60, 62-64: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Students get along well with one another.

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

⁰*Item not included in the scale.*

Table A8.11
Student Peer Relationships Questions – Continued

	All %
Students enjoy interacting with each other during class activities.^Ø (<i>Remote Only</i>)	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.61: Students enjoy interacting with each other during class activities.

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

^ØItem not included in the scale.

Antibullying Climate

Table A8.12

Antibullying Climate Scale Questions

	All %
Antibullying climate	
<i>Average reporting “Strongly agree”</i>	40
Teachers make it clear to students that bullying is not tolerated.	
Strongly agree	54
Agree	38
Disagree	8
Strongly disagree	0
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	35
Agree	58
Disagree	8
Strongly disagree	0
Students tell teachers when other students are being bullied.	
Strongly agree	31
Agree	58
Disagree	12
Strongly disagree	0
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.	
Strongly agree	54
Agree	42
Disagree	4
Strongly disagree	0

Question A.48-51: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.

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

Table A8.12***Antibullying Climate Scale Questions – Continued***

	All %
Students try to stop bullying when they see it happening.	
Strongly agree	27
Agree	35
Disagree	38
Strongly disagree	0

Question A.52: Students try to stop bullying when they see it happening.

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

Truancy

Table A8.13***Cutting Class or Truancy is a Problem***

	All %
Insignificant problem	12
Mild problem	46
Moderate problem	35
Severe problem	8

Question A.92: For students enrolled in this school, how much of a problem is cutting classes or being truant?

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

9. Student Health Risks and Prevention

Mental Health

Table A9.1

Student Feeling Hopeful About the Future

	All %
Strongly agree	23
Agree	62
Disagree	12
Strongly disagree	4

Question A.67: Students feel hopeful about the future.

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

Table A9.2

Student Depression or Other Mental Health Issues are a Problem

	All %
Insignificant problem	12
Mild problem	38
Moderate problem	27
Severe problem	23

Question A.90: For students enrolled in this school, how much of a problem is student depression or other mental health problems?

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

Bullying and Fighting

Table A9.3

Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	19
Mild problem	58
Moderate problem	19
Severe problem	4

Question A.86: For students enrolled in this school, how much of a problem is harassment or bullying among students?

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

Table A9.4

Physical Fighting Between Students is a Problem

	All %
Insignificant problem	35
Mild problem	62
Moderate problem	4
Severe problem	0

Question A.87: For students enrolled in this school, how much of a problem is physical fighting between students?

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

Delinquency

Table A9.5

Vandalism (Including Graffiti) is a Problem

	All %
Insignificant problem	42
Mild problem	50
Moderate problem	8
Severe problem	0

Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?

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

Table A9.6

Theft is a Problem

	All %
Insignificant problem	50
Mild problem	46
Moderate problem	4
Severe problem	0

Question A.96: For students enrolled in this school, how much of a problem is theft?

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

Table A9.7

Gang-Related Activity is a Problem

	All %
Insignificant problem	65
Mild problem	31
Moderate problem	4
Severe problem	0

Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?

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

Table A9.8***Weapons Possession is a Problem***

	All %
Insignificant problem	69
Mild problem	31
Moderate problem	0
Severe problem	0

Question A.94: For students enrolled in this school, how much of a problem is weapons possession?

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

Substance Use

Table A9.9***Student Alcohol and Drug Use is a Problem***

	All %
Insignificant problem	19
Mild problem	42
Moderate problem	38
Severe problem	0

Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?

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

Table A9.10***Student Tobacco Use is a Problem***

	All %
Insignificant problem	46
Mild problem	38
Moderate problem	12
Severe problem	4

Question A.84: For students enrolled in this school, how much of a problem is student tobacco use?

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

Table A9.11***Student Vaping or Electronic Cigarette Use is a Problem***

	All %
Insignificant problem	8
Mild problem	50
Moderate problem	38
Severe problem	4

Question A.85: For students enrolled in this school, how much of a problem is student vaping or e-cigarette use?

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

Substance Use Prevention Policies

Table A9.12***School Bans Tobacco Use and Vaping***

	All %
No	4
Yes	96
Don't know	0

Question A.104: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

10. Discipline and Counseling

Table A10.1

Disciplinary Harshness Scale Questions

	All %
Disciplinary harshness	
<i>Average reporting “Strongly agree” or “Agree”</i>	28
The rules at this school are too strict.	
Strongly agree	12
Agree	12
Disagree	58
Strongly disagree	19
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	15
Agree	12
Disagree	46
Strongly disagree	27
Students get in trouble for breaking small rules.	
Strongly agree	15
Agree	19
Disagree	58
Strongly disagree	8
Teachers are very strict here.	
Strongly agree	12
Agree	15
Disagree	58
Strongly disagree	15

Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

Table A10.2***Provides Adequate Counseling and Support for Students***

	All %
Strongly agree	31
Agree	52
Disagree	17
Strongly disagree	0

Question A.12: This school provides adequate counseling and support services for students.

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

11. Professional Development Needs

Table A11.1

Areas of Professional Development Needs

	All %
<i>Instruction and School Environment</i>	
Positive behavioral support and classroom management	
Yes	73
No	27
Creating a positive school climate	
Yes	73
No	27
<i>Addressing Needs of Diverse Populations</i>	
Working with diverse racial, ethnic, or cultural groups	
Yes	81
No	19
<i>Providing Support Services</i>	
Meeting the social, emotional, and developmental needs of youth	
Yes	88
No	12

Question A.97, 98, 100, 103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... positive behavioral support and classroom management... working with diverse racial, ethnic, or cultural groups... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... creating a positive school climate.

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

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All
Number of respondents	12

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Punishes first-time violations of alcohol/drug policies [†]	45	B3.1
Enforces zero tolerance policies [†]	36	B3.1
Has sufficient resources to create a safe campus [†]	36	B3.2
Seeks to maintain a secure campus [†]	36	B3.2
Provides harassment or bullying prevention [§]	58	B3.3
Provides conflict resolution or behavior management instruction [§]	25	B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal [†]	55	B4.1
Collaborates well with community organizations to address substance use or other problems [†]	27	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [†]	36	B4.1
Provides alcohol or drug use prevention instruction [§]	33	B4.1
Provides tobacco use/vaping prevention instruction [§]	25	B4.1
Has sufficient resources to address substance use prevention needs [†]	27	B4.1
Physical Health and Special Needs		
Provides adequate health services for students [†]	45	B5.1
Provides opportunities for physical education and activity [§]	50	B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion [§]	58	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [†]	55	B6.1
Restorative practices [†]	55	B6.1
Trauma-informed practices [†]	55	B6.1

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

[†]Percent responding “Strongly agree.”

[§]Percent responding “A lot.”

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	45
Agree	45
Disagree	9
Strongly disagree	0
Enforces zero tolerance policies	
Strongly agree	36
Agree	64
Disagree	0
Strongly disagree	0

Question A.117, 118: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

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

Table B3.2
Supports for Safety at School

	All %
Has sufficient resources to create a safe campus	
Strongly agree	36
Agree	64
Disagree	0
Strongly disagree	0
Seeks to maintain a secure campus	
Strongly agree	36
Agree	55
Disagree	9
Strongly disagree	0

Question A.114, 119: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

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

Table B3.3
Behavior Management at School

	All %
Provides harassment or bullying prevention	
A lot	58
Some	33
Not much	8
Not at all	0
Provides conflict resolution or behavior management instruction	
A lot	25
Some	67
Not much	8
Not at all	0

Question A.130, 131: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

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

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %
Considers substance abuse prevention an important goal	
Strongly agree	55
Agree	45
Disagree	0
Strongly disagree	0
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	27
Agree	64
Disagree	9
Strongly disagree	0
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems	
Strongly agree	36
Agree	64
Disagree	0
Strongly disagree	0

Question A.113, 120, 121: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

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

Table B4.1***Substance Use Prevention - Continued***

	All %
Provides alcohol or drug use prevention instruction	
A lot	33
Some	50
Not much	17
Not at all	0
Provides tobacco use/vaping prevention instruction	
A lot	25
Some	33
Not much	42
Not at all	0
Has sufficient resources to address substance use prevention needs	
Strongly agree	27
Agree	64
Disagree	9
Strongly disagree	0

Question A.115, 128, 129: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

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

Table B4.2***School Enforces Policies Banning Tobacco Use and Vaping***

	All %
Strongly agree	45
Agree	55
Disagree	0
Strongly disagree	0

Question A.116: This school consistently enforces policies banning tobacco use/vaping on school property.

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %
Provides adequate health services for students	
Strongly agree	45
Agree	45
Disagree	9
Strongly disagree	0
Provides opportunities for physical education and activity	
A lot	50
Some	50
Not much	0
Not at all	0

Question A.122, 127: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?

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

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion	
A lot	58
Some	33
Not much	8
Not at all	0
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	55
Agree	45
Disagree	0
Strongly disagree	0
Uses restorative practices to help resolve conflicts	
Strongly agree	55
Agree	45
Disagree	0
Strongly disagree	0

Question A.123, 124, 126: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion?

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

Table B6.1***Youth Development and Social-Emotional Supports at School – Continued***

	All %
Implements trauma-informed practices	
Strongly agree	55
Agree	36
Disagree	9
Strongly disagree	0
Provides instructional help to build social-emotional competencies	
A lot	58
Some	42
Not much	0
Not at all	0

Question A.125, 132: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?

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

CALIFORNIA HEALTHY KIDS SURVEY



Oakland Military Institute Secondary 2022-2023 Main Report



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Contents

	Page
List of Tables	II
PREFACE	V
Survey Module Administration	1
A. Core Module Results	2
1. Survey Sample	2
2. Summary of Key Indicators	3
3. Demographics	5
4. Routines	11
5. Learning from Home	12
6. School Performance, Engagement, and Supports	14
7. Social and Emotional Health	31
8. School Violence, Victimization, and Safety	36
9. Alcohol and Other Drug Use	43
10. Tobacco Use	55
11. Other Health Risks	64
12. Race/Ethnic Breakdowns	65
13. Gender Breakdowns	81
Appendix	91

List of Tables

	Page
Survey Module Administration	1
1 CHKS Survey Modules Administered	1
A. Core Module Results	2
1. Survey Sample	2
A1.1 Student Sample for Core Module	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Indicators	3
A2.1 Key Indicators of School Climate	3
A2.2 Key Indicators of Substance Use, Remote Learning, and Student Well-Being	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Gender of Sample	5
A3.3 Sexual Orientation	6
A3.4 Gender Identity	6
A3.5 Race or Ethnicity	7
A3.6 Living Situation	7
A3.7 Highest Education of Parents	8
A3.8 Language Spoken at Home	8
A3.9 English Language Proficiency – Home Language Other Than English	9
A3.10 Number of Days Attending Afterschool Program	10
A3.11 Military Connections	10
4. Routines	11
A4.1 Eating of Breakfast	11
A4.2 Bedtime	11
5. Learning from Home	12
A5.1 Remote Learning Schedule and Instructional Time	12
A5.2 Interesting Activities Provided for Student in Remote Learning	13
A5.3 Interest in Schoolwork Done from Home	13
6. School Performance, Engagement, and Supports	14
A6.1 Grades, Past 12 Months	14
A6.2 Absences, Past 30 Days	14
A6.3 Reasons for Absence, Past 30 Days	15
A6.4 School Environment & Connectedness, Academic Motivation, Parental Involvement	16
A6.5 Caring Relationships Scale Questions	17
A6.6 High Expectations Scale Questions	18
A6.7 Meaningful Participation Scale Questions	19
A6.8 School Connectedness Scale Questions	20
A6.8 School Connectedness Scale Questions – Continued	21

A6.9	Academic Motivation Scale Questions	22
A6.10	Maintaining Focus on Schoolwork	23
A6.11	School Boredom	24
A6.12A	Level of School Boredom and Value of School - 9th Grade	25
A6.12B	Level of School Boredom and Value of School - 10th Grade	26
A6.12C	Level of School Boredom and Value of School - 11th Grade	27
A6.12D	Level of School Boredom and Value of School - 12th Grade	28
A6.13	Promotion of Parental Involvement Scale Questions	29
A6.14	Checking Student Progress	30
A6.15	Quality of School Physical Environment	30
7.	Social and Emotional Health	31
A7.1	Chronic Sad or Hopeless Feelings, Past 12 Months	31
A7.2	Seriously Considered Attempting Suicide, Past 12 Months	31
A7.3	Optimism Scale Questions	32
A7.4	Life Satisfaction Scale Questions	33
A7.4	Life Satisfaction Scale Questions – Continued	34
A7.5	Social Emotional Distress Scale Questions	35
8.	School Violence, Victimization, and Safety	36
A8.1	Perceived Safety at School	36
A8.2	Reasons for Harassment on School Property, Past 12 Months	37
A8.2	Reasons for Harassment on School Property, Past 12 Months – Continued	38
A8.3	School Violence Victimization Scale Questions	39
A8.3	School Violence Victimization Scale Questions – Continued	40
A8.4	School Violence Perpetration Scale Questions	41
A8.5	Threats and Injuries with Weapons at School, Past 12 Months	42
A8.6	Weapons Possession on School Property, Past 12 Months	42
9.	Alcohol and Other Drug Use	43
A9.1	Summary Measures of Level of AOD Use and Perceptions	43
A9.2	Summary of AOD Lifetime Use	44
A9.3	Lifetime AOD Use	45
A9.3	Lifetime AOD Use – Continued	46
A9.4	Methods of Marijuana Consumption	47
A9.5	Current AOD Use, Past 30 Days	48
A9.6	Frequency of Current AOD Use, Past 30 Days	49
A9.7	Lifetime Drunk or “High”	50
A9.8	Current AOD Use on School Property, Past 30 Days	51
A9.9	Lifetime Drunk or “High” on School Property	51
A9.10	Cessation Attempts	52
A9.11	Perceived Harm of AOD Use	53
A9.12	Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs	54
10.	Tobacco Use	55
A10.1	Summary of Key CHKS Tobacco Indicators	55
A10.2	Lifetime Tobacco Use	56
A10.3	Substances Ever Vaped	57

A10.4	Any Current Use and Daily Use	58
A10.5	Substances Vaped, Past 30 Days	59
A10.6	Current Smoking on School Property, Past 30 Days	60
A10.7	Secondhand Smoke on School Property, Past 30 Days	61
A10.8	Cigarette Smoking and Vaping Cessation Attempts	61
A10.9	Perceived Harm of Cigarette Smoking	62
A10.10	Perceived Harm of Using Vape Products	62
A10.11	Perceived Difficulty of Obtaining Cigarettes and Vape Products	63
A10.12	School Bans Tobacco Use and Vaping	63
11.	Other Health Risks	64
A11.1	Gang Involvement	64
12.	Race/Ethnic Breakdowns	65
A12.1	School Engagement and Supports by Race/Ethnicity	65
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	66
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	67
A12.1	School Engagement and Supports by Race/Ethnicity – Continued	68
A12.2	School Safety by Race/Ethnicity	69
A12.2	School Safety by Race/Ethnicity – Continued	70
A12.2	School Safety by Race/Ethnicity – Continued	71
A12.3	Cyberbullying by Race/Ethnicity	71
A12.4	Substance Use by Race/Ethnicity	72
A12.4	Substance Use by Race/Ethnicity – Continued	73
A12.4	Substance Use by Race/Ethnicity – Continued	74
A12.4	Substance Use by Race/Ethnicity – Continued	75
A12.5	Routines by Race/Ethnicity	76
A12.6	Learning from Home by Race/Ethnicity	77
A12.6	Learning from Home by Race/Ethnicity – Continued	78
A12.7	Social and Emotional Health by Race/Ethnicity	79
A12.7	Social and Emotional Health by Race/Ethnicity – Continued	80
13.	Gender Breakdowns	81
A13.1	School Engagement and Supports by Gender	81
A13.1	School Engagement and Supports by Gender – Continued	82
A13.1	School Engagement and Supports by Gender – Continued	83
A13.2	School Safety by Gender	84
A13.2	School Safety by Gender – Continued	85
A13.3	Cyberbullying by Gender	85
A13.4	Substance Use by Gender	86
A13.4	Substance Use by Gender – Continued	87
A13.5	Routines by Gender	88
A13.6	Learning from Home by Gender	89
A13.7	Social and Emotional Health by Gender	90
Appendix	91

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2022-23 *California Healthy Kids Survey* (CHKS) for schools within this school. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix provides more information about CHKS questions.

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

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

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

THE SURVEY

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

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

Core Module

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

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

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

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

Trauma Module (Supplementary)

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

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

[CalSCHLS.org](https://www.calschls.org) contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level ([calschls.org/resources/factsheets](https://www.calschls.org/resources/factsheets)).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [calschls.org/resources](https://www.calschls.org/resources).
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** ([calschls.org/resources/#resources_and_tools](https://www.calschls.org/resources/#resources_and_tools)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 562.799.5164 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1921.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How

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

Data Workshop

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

Request Additional Reports and Data

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

School Climate Report Cards and Mental Health Reports

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

- A short, user-friendly, graphic **School Climate Report Card** that provides trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#scrc)
- A graphic **Mental Health Report** that describes key indicators of mental health by grade level and by survey administration year (<https://calschls.org/reports-data/#scrc>)

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 9	Grade 10	Grade 11	Grade 12
<i>Student Sample Size</i>				
Target sample	71	86	65	61
Final number	58	10	46	49
Response Rate	82%	12%	71%	80%

Table A1.2

Number of Respondents by Instructional Model

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	58	10	46	48
Remote learning only	0	0	0	1

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
School Engagement and Supports					
School connectedness ^{†#} (<i>In-School Only</i>)	48		47	45	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)					A6.4
Academic motivation [†]	64		62	67	A6.4
School is really boring [±]	57		40	27	A6.11
School is worthless and a waste of time [±]	14		13	7	A6.11
Monthly Absences (3 or more)	8		28	19	A6.2
Maintaining focus on schoolwork ^{†Γ}	29		17	21	A6.10
Caring adult relationships [‡]	38		52	56	A6.4
High expectations-adults in school [‡]	48		65	70	A6.4
Meaningful participation [‡]	26		31	41	A6.4
Facilities upkeep ^{†Φ}	58		54	53	A6.15
Promotion of parental involvement in school [†]	58		45	33	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe ^Φ	57		63	66	A8.1
Experienced any harassment or bullying [§]	20		19	19	A8.2
Had mean rumors or lies spread about you [§]	28		15	21	A8.3
Been afraid of being beaten up ^{§Φ}	14		6	5	A8.3
Been in a physical fight ^{§Φ}	16		6	10	A8.4
Seen a weapon on campus ^{§Φ}	14		3	2	A8.6
Cyberbullying [§]	15		13	5	A8.3

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

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

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

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

[±] Rating of 7 or higher.

^Γ Survey question was reverse-coded.

^Φ In-School only.

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

[§] Past 12 months.

Table A2.2**Key Indicators of Substance Use, Remote Learning, and Student Well-Being**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Substance Use					
Current alcohol or drug use [¶]	13		10	12	A9.5
Current marijuana use [¶]	7		5	9	A9.5
Current binge drinking [¶]	2		0	2	A9.5
Very drunk or “high” 7 or more times, ever	4		5	2	A9.7
Been drunk or “high” on drugs at school, ever	2		3	0	A9.9
Current cigarette smoking [¶]	0		0	0	A10.4
Current vaping [¶]	2		8	5	A10.4
Current tobacco vaping [¶]	2		5	5	A10.5
Current marijuana vaping [¶]	0		8	5	A10.5
Routines					
Eating of breakfast [‡]	45		49	43	A4.1
Bedtime (at 12 am or later)	21		33	53	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{¶δ}					A5.1
Synchronous instruction (4 days or more) ^{¶δ}					A5.1
Interest in schoolwork done from home ^{†δ}					A5.3
Meaningful opportunities ^{‡δ}					A5.2
Social and Emotional Health					
Social emotional distress [‡]	16		32	30	A7.5
Experienced chronic sadness/hopelessness [§]	18		35	31	A7.1
Considered suicide [§]	8		13	12	A7.2
Optimism [‡]	39		36	28	A7.3
Life satisfaction [‡]	59		59	48	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

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

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
In-School Model	100	100	100	98
Remote Learning Model	0	0	0	2

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

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

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

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

Table A3.2

Gender of Sample

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	60	30	43	51
Female	36	70	52	43
Nonbinary	0	0	0	4
Something else	3	0	4	2

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

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

Table A3.3***Sexual Orientation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Straight (not gay)	98	100	72	80
Lesbian or Gay	0	0	4	2
Bisexual	0	0	7	2
Something else	2	0	2	6
Not sure	0	0	13	2
Decline to respond	0	0	2	8

Question HS/MS A.5: Which of the following best describes you?

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

Table A3.4***Gender Identity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	96		96	92
Yes, I am transgender	0		0	4
I am not sure if I am transgender	2		0	2
Decline to respond	2		4	2

Question HS/MS A.4: Some people describe themselves as transgender when how they think or feel about their gender is different from the sex they were assigned at birth. Are you transgender?

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

Table A3.5***Race or Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native, non-Hispanic	2	0	0	0
Asian or Asian American, non-Hispanic	4	20	20	29
Black or African American, non-Hispanic	4	0	4	12
Hispanic or Latinx	86	80	74	51
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0
White, non-Hispanic	2	0	0	0
Multiracial, non-Hispanic	0	0	2	4
Something else, non-Hispanic	4	0	0	4

Question HS/MS A.6: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.6***Living Situation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	87		91	90
Other relative's home	6		0	2
A home with more than one family	4		5	4
Friend's home	0		0	0
Foster home, group care, or waiting placement	0		0	2
Hotel or motel	0		0	2
Shelter, car, campground, or other transitional or temporary housing	0		0	0
Other living arrangement	4		5	0

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

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

Table A3.7***Highest Education of Parents***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	42		34	44
Graduated from high school	25		20	23
Attended college but did not complete four-year degree	8		9	21
Graduated from college	8		7	6
Don't know	17		30	6

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

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

Table A3.8***Language Spoken at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	21		9	30
Spanish	74		70	43
Mandarin	0		0	2
Cantonese	0		2	9
Taiwanese	0		0	0
Tagalog	0		0	0
Vietnamese	4		16	15
Korean	0		0	0
Arabic	2		2	2
Other	0		0	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>How well do you...</i>				
<i>understand English?</i>				
Very well	55		73	70
Well	40		25	21
Not well	2		3	6
Not at all	2		0	3
<i>speak English?</i>				
Very well	49		72	65
Well	41		26	29
Not well	7		3	6
Not at all	2		0	0
<i>read English?</i>				
Very well	41		67	63
Well	49		28	33
Not well	7		5	3
Not at all	2		0	0
<i>write English?</i>				
Very well	39		52	60
Well	51		40	37
Not well	7		8	3
Not at all	2		0	0
<i>English Language Proficiency Status</i>				
Proficient	41		63	63
Not proficient	59		38	37

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

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

Table A3.10***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	83		88	89
1 day	6		2	7
2 days	6		5	0
3 days	0		2	2
4 days	0		0	0
5 days	6		2	2

Question HS/MS A.16: How many days a week do you usually go to your school's afterschool program?

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	96		98	92
Yes	2		2	4
Don't know	2		0	4

Question HS/MS A.11: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	55		51	57
Yes	45		49	43

Question HS/MS A.14: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Before 7:00 pm	0		0	0
7:00-7:59 pm	0		0	0
8:00-8:59 pm	6		0	9
9:00-9:59 pm	13		9	6
10:00-10:59 pm	38		30	19
11:00-11:59 pm	23		28	13
12:00-12:59 am	13		9	21
After 1:00 am	8		23	32
<i>Bedtime at 12 am or later</i>	21		33	53

Question HS/MS A.13: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Time spent on learning and completing schoolwork from home on the average weekday				
Less than 1 hour				
Between 1 and 2 hours				
Between 2 and 3 hours				
Between 3 and 4 hours				
Between 4 and 5 hours				
More than 5 hours				
Number of days in the past week participating in an online class from home where your teacher talked to students				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				
Number of weekdays participating in school from home for the entire school day				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				

Question HS/MS A.17, 18, 19: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day? On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Not at all true				
A little true				
Pretty much true				
Very much true				

Question HS/MS A.46: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.

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

Table A5.3

Interest in Schoolwork Done from Home (Remote Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree				
Disagree				
Neither disagree nor agree				
Agree				
Strongly agree				

Question HS/MS A.37: How strongly do you agree or disagree with the following statements?... I am interested in the schoolwork I do when participating in school from home.

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

6. School Performance, Engagement, and Supports

Table A6.1

Grades, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Mostly A's	8		21	32
A's and B's	30		42	30
Mostly B's	6		7	5
B's and C's	30		19	20
Mostly C's	2		0	0
C's and D's	18		7	14
Mostly D's	0		2	0
Mostly F's	6		2	0

Question HS/MS A.21: During the past 12 months, how would you describe the grades you mostly received in school?

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

Table A6.2

Absences, Past 30 Days

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	54		42	45
1 day	25		16	17
2 days	13		14	19
3 or more days	8		28	19

Question HS/MS A.15, 20: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

Table A6.3***Reasons for Absence, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I didn't miss any school	52		37	38
Illness (feeling physically sick), including problems with breathing or your teeth	36		51	38
Were being bullied or mistreated at school (<i>In-School Only</i>)	4		0	2
Felt very sad, hopeless, anxious, stressed, or angry	4		9	11
Didn't get enough sleep	2		12	16
Didn't feel safe at school or going to and from school (<i>In-School Only</i>)	2		0	2
Had to take care of or help a family member or friend	4		7	9
Wanted to spend time with friends	0		0	2
Used alcohol or drugs	0		0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	2		5	11
Were bored or uninterested in school	0		7	4
Had no transportation to school (<i>In-School Only</i>)	2		2	5
Other reason	12		14	16

Question HS/MS A.22, 23: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.) [In-School only]... In the past 30 days, did you miss a day of school from home for any of the following reasons? (Mark All That Apply.) [Remote only]

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

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

Table A6.4***School Environment, School Connectedness, Academic Motivation, and Promotion of Parental Involvement Scales***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Total school supports	38		49	56	
Caring adults in school [‡]	38		52	56	A6.5
High expectations-adults in school [‡]	48		65	70	A6.6
Meaningful participation at school [‡]	26		31	41	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	48		47	45	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>					A6.8
Academic motivation [†]	64		62	67	A6.9
Promotion of parental involvement in school [†]	58		45	33	A6.13

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

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

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

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

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

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

Table A6.5***Caring Relationships Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Caring adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	38		52	56
<i>There is a teacher or some other adult from my school... who really cares about me.</i>				
Not at all true	23		18	9
A little true	44		26	30
Pretty much true	25		28	34
Very much true	8		28	27
<i>who notices when I’m not there.</i>				
Not at all true	23		23	20
A little true	40		31	32
Pretty much true	23		23	23
Very much true	13		23	25
<i>who listens to me when I have something to say.</i>				
Not at all true	26		18	14
A little true	30		28	27
Pretty much true	30		26	32
Very much true	15		28	27

Question HS/MS A.44, 47, 50: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

Table A6.6***High Expectations Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High expectations-adults in school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	48		65	70
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>				
Not at all true	19		18	20
A little true	35		18	23
Pretty much true	31		38	36
Very much true	15		26	20
<i>who always wants me to do my best.</i>				
Not at all true	21		5	5
A little true	27		26	18
Pretty much true	35		38	45
Very much true	17		31	32
<i>who believes that I will be a success.</i>				
Not at all true	17		10	11
A little true	35		28	14
Pretty much true	30		31	41
Very much true	17		31	34

Question HS/MS A.45, 48, 51: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7**Meaningful Participation Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation at school				
<i>Average reporting “Pretty much true” or “Very much true”</i>	26		31	41
At school/When I participate in school,...				
I do interesting activities.				
Not at all true	23		13	16
A little true	34		51	44
Pretty much true	30		31	23
Very much true	13		5	16
I help decide things like class activities or rules.				
Not at all true	34		31	23
A little true	43		44	33
Pretty much true	13		15	33
Very much true	11		10	12
I do things that make a difference.				
Not at all true	36		33	26
A little true	40		41	33
Pretty much true	13		21	26
Very much true	11		5	16
I have a say in how things work.				
Not at all true	38		29	26
A little true	36		39	37
Pretty much true	15		24	19
Very much true	11		8	19
I help decide school activities or rules.				
Not at all true	60		42	33
A little true	26		24	26
Pretty much true	6		24	23
Very much true	9		11	19

Question HS/MS A.52-61: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

Table A6.8
School Connectedness Scale Questions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School connectedness[#] (<i>In-School Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>	48		47	45
School connectedness^ψ (<i>Remote Only</i>)				
<i>Average reporting “Agree” or “Strongly agree”</i>				
I feel close to people at/from this school.				
Strongly disagree	8		10	7
Disagree	12		7	9
Neither disagree nor agree	35		32	48
Agree	29		41	23
Strongly agree	16		10	14
I am happy with/to be at this school.				
Strongly disagree	6		0	14
Disagree	10		10	9
Neither disagree nor agree	45		51	43
Agree	37		32	25
Strongly agree	2		7	9
I feel like I am part of this school.				
Strongly disagree	10		7	5
Disagree	16		10	16
Neither disagree nor agree	29		41	28
Agree	45		37	37
Strongly agree	0		5	14

Question HS/MS A.24-31: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

^ψThe scale was based on four questions for remote respondents.

Table A6.8***School Connectedness Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
The teachers at this school treat students fairly/The teachers treat students fairly.				
Strongly disagree	4		2	7
Disagree	17		17	16
Neither disagree nor agree	29		32	40
Agree	46		39	28
Strongly agree	4		10	9
I feel safe in my school. <i>(In-School Only)</i>				
Strongly disagree	0		2	5
Disagree	8		10	7
Neither disagree nor agree	31		34	21
Agree	54		39	48
Strongly agree	6		15	19

Question HS/MS A.29-31 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

Table A6.9***Academic Motivation Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Academic motivation				
<i>Average reporting “Agree” or “Strongly agree”</i>	64		62	67
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	0		2	2
Disagree	6		0	5
Neither disagree nor agree	24		17	16
Agree	55		59	39
Strongly agree	14		22	39
I try hard on my schoolwork because I am interested in it.				
Strongly disagree	4		5	0
Disagree	12		20	16
Neither disagree nor agree	37		44	36
Agree	41		17	27
Strongly agree	6		15	20
I work hard to try to understand new things when doing my schoolwork.				
Strongly disagree	0		5	0
Disagree	8		5	2
Neither disagree nor agree	27		22	34
Agree	59		51	39
Strongly agree	6		17	25
I am always trying to do better in my schoolwork.				
Strongly disagree	0		7	2
Disagree	6		0	2
Neither disagree nor agree	18		24	16
Agree	57		46	44
Strongly agree	18		22	35

Question HS/MS A.38-41: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

Table A6.10***Maintaining Focus on Schoolwork***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
It is hard for me to stay focused when doing my schoolwork.				
Strongly disagree	4		2	9
Disagree	24		15	12
Neither disagree nor agree	35		29	51
Agree	31		34	21
Strongly agree	6		20	7

Question HS/MS A.36: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.11***School Boredom***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring.				
High (7-10)	57		40	27
Medium (4-6)	35		45	52
Low (0-3)	8		15	20
School is worthless and a waste of time.				
High (7-10)	14		13	7
Medium (4-6)	35		45	27
Low (0-3)	51		43	66

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

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

Table A6.12A

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

		School is really boring (Grade 9)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	8%			16%			27%				
	2											
	3											
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	5				14%			20%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	9							10%				
10 Strongly Agree												

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

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

[̄]Results are not reported due to a very small number of responses.

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

Table A6.12B

Level of School Boredom and Value of School - 10th Grade

		School is really boring (Grade 10)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1											
	2											
	3	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	4											
	5											
	6	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	7											
	8											
	9											
10 Strongly Agree												

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

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

[̄]Results are not reported due to a very small number of responses.

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

Table A6.12C

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

		School is really boring (Grade 11)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	10%			23%			10%				
	2											
	3											
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	5				20%			23%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	9							8%				
10 Strongly Agree												

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

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

[̄]Results are not reported due to a very small number of responses.

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

Table A6.12D

Level of School Boredom and Value of School - 12th Grade

		School is really boring (Grade 12)										
		0 Strongly Disagree	1	2	3	4	5	6	7	8	9	10 Strongly Agree
School is worthless and a waste of time	Strongly Disagree 0	Low Boredom & High Value			Mid-Boredom & High Value			High Boredom & High Value				
	1	18%			39%			9%				
	2											
	3											
	4	Low Boredom & Mid-Value [̄]			Mid-Boredom & Mid-Value			High Boredom & Mid-Value				
	5				11%			14%				
	6											
	7											
	8	Low Boredom & Low Value [̄]			Mid-Boredom & Low Value [̄]			High Boredom & Low Value				
	9							5%				
10 Strongly Agree												

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

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

[̄]Results are not reported due to a very small number of responses.

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

Table A6.13***Promotion of Parental Involvement Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Promotion of parental involvement in school				
<i>Average reporting “Agree” or “Strongly agree”</i>	58		45	33
Teachers at this school communicate with parents about what students are expected to learn in class.				
Strongly disagree	0		5	7
Disagree	8		10	16
Neither disagree nor agree	35		39	55
Agree	55		37	11
Strongly agree	2		10	11
Parents feel welcome to participate at this school.				
Strongly disagree	2		0	2
Disagree	10		10	5
Neither disagree nor agree	25		39	59
Agree	54		41	20
Strongly agree	8		10	14
School staff take parent concerns seriously.				
Strongly disagree	4		0	5
Disagree	12		24	5
Neither disagree nor agree	29		39	50
Agree	47		24	20
Strongly agree	8		12	20

Question HS/MS A.33-35: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff take parent concerns seriously.

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

Table A6.14**Checking Student Progress**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A teacher or some other adult from my school checks on how I am feeling.				
Not at all true	34		31	20
A little true	32		21	25
Pretty much true	26		28	30
Very much true	9		21	25

*Question HS/MS A.49: There is a teacher or some other adult from my school... who checks on how I am feeling.
Note: Cells are empty if there are less than 10 respondents.*

Table A6.15**Quality of School Physical Environment (In-School Only)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
My school is usually clean and tidy.				
Strongly disagree	2		7	5
Disagree	4		22	14
Neither disagree nor agree	35		17	28
Agree	54		49	40
Strongly agree	4		5	14

*Question HS/MS A.32: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.
Note: Cells are empty if there are less than 10 respondents.*

7. Social and Emotional Health

Table A7.1

Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	82		65	69
Yes	18		35	31

Question HS A.150/MS A.143: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

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

Table A7.2

Seriously Considered Attempting Suicide, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	92		87	88
Yes	8		13	12

Question HS A.151/MS A.144: During the past 12 months, did you ever seriously consider attempting suicide?

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

Table A7.3***Optimism Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism				
<i>Average reporting “Pretty much true” or “Very much true”</i>	39		36	28
Each day I look forward to having a lot of fun.				
Not at all true	37		30	31
A little true	26		33	45
Pretty much true	24		20	17
Very much true	13		17	7
I usually expect to have a good day.				
Not at all true	29		47	26
A little true	29		20	48
Pretty much true	29		13	17
Very much true	13		20	10
Overall, I expect more good things to happen to me than bad things.				
Not at all true	32		37	26
A little true	32		27	40
Pretty much true	21		17	19
Very much true	16		20	14

Question HS A.157-159/MS A.150-152: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

Table A7.4***Life Satisfaction Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Life satisfaction				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	59		59	48
<i>I would describe my satisfaction with...</i>				
my family life as...				
Very dissatisfied	3		7	5
Dissatisfied	3		0	2
A little dissatisfied	5		14	14
A little satisfied	16		14	26
Satisfied	27		45	38
Very satisfied	46		21	14
my friendships as...				
Very dissatisfied	5		3	2
Dissatisfied	3		0	5
A little dissatisfied	11		3	5
A little satisfied	19		14	31
Satisfied	30		55	33
Very satisfied	32		24	24
my school experience as...				
Very dissatisfied	5		3	5
Dissatisfied	5		21	17
A little dissatisfied	22		14	12
A little satisfied	32		14	31
Satisfied	22		34	26
Very satisfied	14		14	10

Question HS A.160-162/MS A.153-155: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4***Life Satisfaction Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>I would describe my satisfaction with...</i>				
<i>myself as...</i>				
Very dissatisfied	8		14	17
Dissatisfied	5		14	2
A little dissatisfied	14		7	12
A little satisfied	19		31	26
Satisfied	24		24	33
Very satisfied	30		10	10
<i>where I live as...</i>				
Very dissatisfied	5		7	2
Dissatisfied	3		0	10
A little dissatisfied	5		7	7
A little satisfied	14		21	29
Satisfied	35		45	43
Very satisfied	38		21	10

Question HS A.163, 164/MS A.156, 157: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

Table A7.5***Social Emotional Distress Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress				
<i>Average reporting “Pretty much true” or “Very much true”</i>	16		32	30
I had a hard time relaxing.				
Not at all true	45		37	33
A little true	39		43	36
Pretty much true	13		10	12
Very much true	3		10	19
I felt sad and down.				
Not at all true	55		37	36
A little true	26		33	26
Pretty much true	13		20	14
Very much true	5		10	24
I was easily irritated.				
Not at all true	47		38	36
A little true	29		14	26
Pretty much true	21		34	12
Very much true	3		14	26
It was hard for me to cope and I thought I would panic.				
Not at all true	65		63	55
A little true	30		17	26
Pretty much true	5		17	10
Very much true	0		3	10
It was hard for me to get excited about anything.				
Not at all true	61		47	40
A little true	26		10	33
Pretty much true	5		33	10
Very much true	8		10	17

Question HS A.152-156/MS A.145-149: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	23		29	22
Safe	34		34	44
Neither safe nor unsafe	36		23	27
Unsafe	2		9	5
Very unsafe	5		6	2

Question HS A.114/MS A.107: How safe do you feel when you are at school?

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

Table A8.2**Reasons for Harassment on School Property, Past 12 Months**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Race, ethnicity, or national origin				
0 times	93		84	86
1 time	3		6	5
2 or more times	5		9	10
Religion				
0 times	95		91	98
1 time	5		0	0
2 or more times	0		9	2
Gender				
0 times	95		94	98
1 time	3		0	0
2 or more times	3		6	2
Because you are gay, lesbian, or bisexual or someone thought you were				
0 times	95		97	98
1 time	5		0	0
2 or more times	0		3	2
A physical or mental disability				
0 times	100		94	95
1 time	0		0	2
2 or more times	0		6	2
Any of the above five reasons	15		19	17

Question HS A.134-138, 141-145/MS A.127-131, 134-138: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

Table A8.2***Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
You are an immigrant or someone thought you were				
0 times	92		91	95
1 time	5		3	2
2 or more times	3		6	2
Any other reason				
0 times	92		94	90
1 time	3		0	7
2 or more times	5		6	2
Any harassment	20		19	19

Question HS A.134-147/MS A.127-140: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3***School Violence Victimization Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence victimization (<i>In-School Only</i>)				
Average reporting “1 or more times”	18		14	12
<i>During the past 12 months, how many times on school property have you...</i>				
been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? (<i>In-School Only</i>)				
0 times	79		88	85
1 time	14		9	10
2 to 3 times	2		0	2
4 or more times	5		3	2
been afraid of being beaten up? (<i>In-School Only</i>)				
0 times	86		94	95
1 time	7		3	2
2 to 3 times	2		0	0
4 or more times	5		3	2
<i>During the past 12 months, how many times have you...</i>				
had mean rumors or lies spread about you?				
0 times	72		85	79
1 time	16		6	12
2 to 3 times	9		6	2
4 or more times	2		3	7
had sexual jokes, comments, or gestures made to you?				
0 times	88		79	90
1 time	2		6	5
2 to 3 times	2		6	5
4 or more times	7		9	0

Question HS A.115, 116, 118, 119, 130, 131/MS A.108, 109, 111, 112, 123, 124: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-School only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]

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

Table A8.3***School Violence Victimization Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you/did students from your school... had your property stolen or deliberately damaged? (In-School Only)</i>				
0 times	88		97	90
1 time	7		0	5
2 to 3 times	2		0	5
4 or more times	2		3	0
<i>been made fun of because of your looks or the way you talk?</i>				
0 times	86		79	83
1 time	0		3	10
2 to 3 times	2		12	5
4 or more times	12		6	2
<i>been made fun of, insulted, or called names?</i>				
0 times	74		82	90
1 time	5		3	2
2 to 3 times	9		9	2
4 or more times	12		6	5
<i>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?</i>				
0 times (never)	85		87	95
1 time	8		6	2
2 to 3 times	5		3	2
4 or more times	3		3	0

Question HS A.120, 121, 129, 132, 133, 148/MS A.113, 114, 122, 125, 126, 141: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.4***School Violence Perpetration Scale Questions (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School violence perpetration				
<i>Average reporting "1 or more times"</i>	8		3	4
<i>During the past 12 months, how many times on school property have you...</i>				
<i>been in a physical fight?</i>				
0 times	84		94	90
1 time	7		6	8
2 to 3 times	7		0	3
4 or more times	2		0	0
<i>been offered, sold, or given an illegal drug?</i>				
0 times	91		94	93
1 time	0		3	5
2 to 3 times	5		0	2
4 or more times	5		3	0
<i>damaged school property on purpose?</i>				
0 times	95		97	98
1 time	2		0	0
2 to 3 times	0		0	3
4 or more times	2		3	0
<i>carried a gun?</i>				
0 times	98		100	100
1 time	0		0	0
2 to 3 times	0		0	0
4 or more times	2		0	0
<i>carried any other weapon (such as a knife or club)?</i>				
0 times	91		100	98
1 time	7		0	2
2 to 3 times	2		0	0
4 or more times	0		0	0

Question HS A.117, 122-125/MS A.110, 115-118: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

Table A8.5***Threats and Injuries with Weapons at School, Past 12 Months (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
been threatened with harm or injury?				
0 times	88		94	98
1 time	5		3	2
2 to 3 times	0		0	0
4 or more times	7		3	0
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	93		97	98
1 time	0		0	2
2 to 3 times	2		0	0
4 or more times	5		3	0

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

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

Table A8.6***Weapons Possession on School Property, Past 12 Months (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During the past 12 months, how many times on school property have you...</i>				
seen someone carrying a gun, knife, or other weapon?				
0 times	86		97	98
1 time	5		0	2
2 to 3 times	2		0	0
4 or more times	7		3	0

Question HS A.127/MS A.120: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Lifetime illicit AOD use to get “high” [^]	26		33	12	A9.2
Lifetime alcohol or drug use	28		33	14	A9.2
Lifetime marijuana use	9		23	9	A9.2
Lifetime very drunk or high (7 or more times)	4		5	2	A9.7
Current alcohol or drug use [¶]	13		10	12	A9.5
Current marijuana use [¶]	7		5	9	A9.5
Current heavy drug use [¶]	0		0	5	A9.5
Current heavy alcohol use (binge drinking) [¶]	2		0	2	A9.5
Current alcohol or drug use on school property ^{¶Φ}	7		5	0	A9.8
Harmfulness of occasional marijuana use ^B	16		41	23	A9.11
Difficulty of obtaining marijuana ^C	9		15	9	A9.12

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

[^]Excludes prescription pain medication.

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A9.2**Summary of AOD Lifetime Use**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	11		18	9
Marijuana	9		23	9
Inhalants	2		3	2
Cocaine, methamphetamine, or any amphetamines	0		0	0
Ecstasy, LSD, or other psychedelics	0		0	0
Prescription pain medication (opioids)	7		5	2
Cold/cough medicines or other over-the-counter medicines to get “high”	15		10	2
Any other drug, pill, or medicine to get “high”	4		0	0
Any of the above AOD use	28		33	14
Any illicit AOD use to get “high”[^]	26		33	12

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

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

Table A9.3***Lifetime AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one full drink)				
0 times	89		82	91
1 time	2		3	0
2 to 3 times	2		13	5
4 or more times	7		3	5
Marijuana (smoke, vape, eat, or drink)				
0 times	91		77	91
1 time	4		10	0
2 to 3 times	2		13	2
4 or more times	2		0	7
Inhalants				
0 times	98		97	98
1 time	0		0	0
2 to 3 times	0		3	2
4 or more times	2		0	0
Cocaine, methamphetamine, or any amphetamines				
0 times	100		100	100
1 time	0		0	0
2 to 3 times	0		0	0
4 or more times	0		0	0
Ecstasy, LSD, or other psychedelics				
0 times	100		100	100
1 time	0		0	0
2 to 3 times	0		0	0
4 or more times	0		0	0
Prescription pain medication				
0 times	93		95	98
1 time	2		0	2
2 to 3 times	2		3	0
4 or more times	2		3	0

Question HS A.65-68, 70, 71/MS A.66-68: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Prescription pain medication (Vicodin, OxyContin, Percodan, Fentanyl).

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

Table A9.3***Lifetime AOD Use – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cold/cough medicines or other over-the-counter medicines to get “high”				
0 times	85		90	98
1 time	9		3	2
2 to 3 times	2		3	0
4 or more times	4		5	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 times	96		100	100
1 time	4		0	0
2 to 3 times	0		0	0
4 or more times	0		0	0

Question HS A.72, 73/MS A.70: During your life, how many times have you used the following?... Cold/cough medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

Table A9.4***Methods of Marijuana Consumption***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<i>During your life, how many times have you used marijuana in any of the following ways...</i>				
Smoke it?				
0 times	96		85	91
1 time	2		3	2
2 to 3 times	0		10	0
4 or more times	2		3	7
In a vaping device?				
0 times	98		82	93
1 time	2		3	2
2 to 3 times	0		8	0
4 or more times	0		8	5
Eat or drink it in products made with marijuana?				
0 times	96		85	93
1 time	2		10	0
2 to 3 times	0		5	2
4 or more times	2		0	5

Question HS A.77-79/MS A.74-76: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, or portable vaporizers)?... Eat or drink it in products made with marijuana?

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

Table A9.5***Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	9		10	7
Binge drinking (5 or more drinks in a row)	2		0	2
Marijuana (smoke, vape, eat, or drink)	7		5	9
Inhalants	2		0	0
Prescription drugs to get “high” or for reasons other than prescribed	0		0	0
Other drug, pill, or medicine to get “high” or for reasons other than medical	2		0	0
<i>Any drug use</i>	9		5	9
<i>Heavy drug use</i>	0		0	5
<i>Any AOD Use</i>	13		10	12
Two or more substances at the same time	0		3	0

Question HS A.83-89/MS A.80-84: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?

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

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

Table A9.6***Frequency of Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks)				
0 days	91		90	93
1 or 2 days	9		10	5
3 to 9 days	0		0	2
10 to 19 days	0		0	0
20 to 30 days	0		0	0
Binge drinking (5 or more drinks in a row)				
0 days	98		100	98
1 or 2 days	2		0	2
3 to 9 days	0		0	0
10 to 19 days	0		0	0
20 to 30 days	0		0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	93		95	91
1 or 2 days	7		5	5
3 to 9 days	0		0	2
10 to 19 days	0		0	2
20 to 30 days	0		0	0

Question HS A.83-85/MS A.80-82: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

Table A9.7***Lifetime Drunk or “High”***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or sick after drinking alcohol				
0 times	93		95	91
1 to 2 times	4		5	9
3 to 6 times	0		0	0
7 or more times	2		0	0
“High” (loaded, stoned, or wasted) from using drugs				
0 times	93		82	95
1 to 2 times	2		8	0
3 to 6 times	0		5	2
7 or more times	4		5	2
<i>Very drunk or “high” 7 or more times</i>	4		5	2

Question HS A.74, 75/MS A.71, 72: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

Table A9.8***Current AOD Use on School Property, Past 30 Days (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
0 days	98		97	100
1 to 2 days	2		3	0
3 or more days	0		0	0
Marijuana (smoke, vape, eat, or drink)				
0 days	98		97	100
1 to 2 days	2		3	0
3 or more days	0		0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical				
0 days	98		100	100
1 to 2 days	2		0	0
3 or more days	0		0	0
<i>Any of the above</i>	7		5	0

Question HS A.93-95/MS A.88-90: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

Table A9.9***Lifetime Drunk or “High” on School Property***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	98		97	100
1 to 2 times	2		3	0
3 to 6 times	0		0	0
7 or more times	0		0	0

Question HS A.76/MS A.73: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

Table A9.10
Cessation Attempts

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Does not apply, don't use	96		97	95
0 times	4		3	5
1 time	0		0	0
2 to 3 times	0		0	0
4 or more times	0		0	0
Marijuana				
Does not apply, don't use	93		92	93
0 times	2		8	5
1 time	4		0	0
2 to 3 times	0		0	2
4 or more times	0		0	0

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

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

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

Table A9.11***Perceived Harm of AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol - drink occasionally				
Great	20		38	24
Moderate	16		15	12
Slight	0		15	5
None	64		32	60
Alcohol - 5 or more drinks once or twice a week				
Great	26		41	28
Moderate	9		12	12
Slight	2		9	0
None	63		38	60
Marijuana - use occasionally				
Great	16		41	23
Moderate	11		12	12
Slight	5		12	5
None	68		35	60
Marijuana - use daily				
Great	18		48	26
Moderate	9		9	12
Slight	2		3	2
None	70		39	60

Question HS A.101-104/MS A.96-99: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily. Note: Cells are empty if there are less than 10 respondents.

Table A9.12***Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol				
Very difficult	9		15	12
Fairly difficult	2		3	7
Fairly easy	11		21	16
Very easy	20		9	12
Don't know	57		52	53
Marijuana				
Very difficult	9		15	9
Fairly difficult	0		9	12
Fairly easy	11		15	19
Very easy	18		15	7
Don't know	61		47	53
Prescription drugs to get “high” or for reasons other than prescribed				
Very difficult	9		21	12
Fairly difficult	2		9	7
Fairly easy	9		6	16
Very easy	16		12	12
Don't know	64		53	53

Question HS A.107-109/MS A.102-104: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	7		0	2	A10.2
Current cigarette smoking [¶]	0		0	0	A10.4
Current cigarette smoking at school ^{¶Φ}	0		0	0	A10.6
Ever tried smokeless tobacco	0		5	2	A10.2
Current smokeless tobacco use [¶]	0		0	2	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0		0	0	A10.6
Ever used vape products	11		26	7	A10.2
Current use of vape products [¶]	2		8	5	A10.4
Current tobacco vaping [¶]	2		5	5	A10.5
Current marijuana vaping [¶]	0		8	5	A10.5
Current vaping at school ^{¶Φ}	4		5	0	A10.6
Cessation Attempts					
Tried to quit smoking or vaping tobacco or nicotine	4		3	0	A10.8
Attitudes and Correlates					
Harmfulness of occasional cigarette smoking ^B	18		41	37	A10.9
Harmfulness of smoking 1 or more packs/day ^B	27		53	33	A10.9
Harmfulness of vaping occasionally ^B	25		33	30	A10.10
Harmfulness of vaping several times a day ^B	30		47	37	A10.10
Difficulty of obtaining cigarettes ^C	7		15	14	A10.11
Difficulty of obtaining vape products ^C	5		15	7	A10.11
Anti-Tobacco Policy					
School bans tobacco use and vaping	64		81	72	A10.12

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2***Lifetime Tobacco Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A whole cigarette				
0 times	93		100	98
1 time	7		0	0
2 to 3 times	0		0	0
4 or more times	0		0	2
Smokeless tobacco				
0 times	100		95	98
1 time	0		3	0
2 to 3 times	0		3	0
4 or more times	0		0	2
Vape products				
0 times	89		74	93
1 time	2		10	0
2 to 3 times	2		5	5
4 or more times	7		10	2

Question HS A.62-64/MS A.63-65: During your life, how many times have you used the following?... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Table A10.3
Substances Ever Vaped

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine				
0 times	91		85	93
1 time	4		8	2
2 to 3 times	2		5	5
4 or more times	2		3	0
Vaped marijuana or THC				
0 times	96		85	95
1 time	2		3	2
2 to 3 times	0		5	0
4 or more times	2		8	2
Vaped other product				
0 times	96		95	100
1 time	2		0	0
2 to 3 times	2		5	0
4 or more times	0		0	0

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

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

Table A10.4***Any Current Use and Daily Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Any	0		0	0
Daily (20 or more days)	0		0	0
Smokeless tobacco				
Any	0		0	2
Daily (20 or more days)	0		0	0
Vape products				
Any	2		8	5
Daily (20 or more days)	0		0	0

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

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

Table A10.5***Substances Vaped, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vaped tobacco or nicotine?				
0 days	98		95	95
1 or 2 days	0		3	5
3 to 9 days	0		3	0
10 to 19 days	2		0	0
20 to 30 days	0		0	0
Vaped marijuana or THC?				
0 days	100		92	95
1 or 2 days	0		8	5
3 to 9 days	0		0	0
10 to 19 days	0		0	0
20 to 30 days	0		0	0
Vaped other product?				
0 days	100		95	100
1 or 2 days	0		5	0
3 to 9 days	0		0	0
10 to 19 days	0		0	0
20 to 30 days	0		0	0

Question HS A.82A-82C/MS A.79A-79C: During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?

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

Table A10.6***Current Smoking on School Property, Past 30 Days (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
0 days	100		100	100
1 or 2 days	0		0	0
3 to 9 days	0		0	0
10 to 19 days	0		0	0
20 to 30 days	0		0	0
Smokeless tobacco				
0 days	100		100	100
1 or 2 days	0		0	0
3 to 9 days	0		0	0
10 to 19 days	0		0	0
20 to 30 days	0		0	0
Vape				
0 days	96		95	100
1 or 2 days	2		3	0
3 to 9 days	0		3	0
10 to 19 days	2		0	0
20 to 30 days	0		0	0

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

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

Table A10.7***Secondhand Smoke on School Property, Past 30 Days (In-School Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes				
0 days	100		97	100
1 day	0		3	0
2 days	0		0	0
3-9 days	0		0	0
10-19 days	0		0	0
20-30 days	0		0	0

Question HS A.96/MS A.91: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

Table A10.8***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	93		92	100
0 times	2		5	0
1 time	2		3	0
2 to 3 times	0		0	0
4 or more times	2		0	0

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

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

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

Table A10.9***Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Smoke cigarettes occasionally				
Great	18		41	37
Moderate	16		16	5
Slight	2		8	5
None	64		35	53
Smoke 1 or more packs of cigarettes each day				
Great	27		53	33
Moderate	9		8	9
Slight	2		3	0
None	61		36	58

Question HS A.97, 98/MS A.92, 93: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

Table A10.10***Perceived Harm of Using Vape Products***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Vape tobacco or nicotine occasionally				
Great	25		33	30
Moderate	14		25	12
Slight	7		8	0
None	55		33	58
Vape tobacco or nicotine several times a day (100 puffs or more)				
Great	30		47	37
Moderate	7		14	5
Slight	2		3	0
None	61		36	58

Question HS A.99, 100/MS A.94, 95: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

Table A10.11***Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cigarettes				
Very difficult	7		15	14
Fairly difficult	0		9	5
Fairly easy	18		18	19
Very easy	9		9	7
Don't know	66		50	56
Vape products				
Very difficult	5		15	7
Fairly difficult	0		3	7
Fairly easy	16		18	17
Very easy	18		18	14
Don't know	61		47	55

Question HS A.105, 106/MS A.100, 101: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.12***School Bans Tobacco Use and Vaping***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	2		3	14
Yes	64		81	72
Don't know	34		17	14

Question HS A.113/MS A.105: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Gang Involvement (In-School Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	85		100	98
Yes	15		0	2

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

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				58
Black or African American				
Hispanic or Latinx	50		47	37
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Academic Motivation[†]				
American Indian or Alaska Native				
Asian or Asian American				70
Black or African American				
Hispanic or Latinx	64		60	64
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School is really boring[±]				
American Indian or Alaska Native				
Asian or Asian American				18
Black or African American				
Hispanic or Latinx	57		41	13
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
School is worthless and a waste of time[±]				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	16		10	4
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Monthly Absences (3 or more)				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	9		38	25
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Maintaining focus on schoolwork[†]				
American Indian or Alaska Native				
Asian or Asian American				45
Black or African American				
Hispanic or Latinx	30		17	9
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Caring adult relationships[‡]				
American Indian or Alaska Native				
Asian or Asian American				58
Black or African American				
Hispanic or Latinx	38		48	54
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
High expectations-adults in school[‡]				
American Indian or Alaska Native				
Asian or Asian American				76
Black or African American				
Hispanic or Latinx	48		61	65
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful participation[‡]				
American Indian or Alaska Native				
Asian or Asian American				55
Black or African American				
Hispanic or Latinx	24		25	37
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Facilities upkeep[†] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				55
Black or African American				
Hispanic or Latinx	61		63	52
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Promotion of parental involvement in school[†]				
American Indian or Alaska Native				
Asian or Asian American				42
Black or African American				
Hispanic or Latinx	60		44	30
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

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

Table A12.2***School Safety by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				82
Black or African American				
Hispanic or Latinx	58		63	45
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Experienced harassment due to five reasons^{^§}				
American Indian or Alaska Native				
Asian or Asian American				9
Black or African American				
Hispanic or Latinx	11		19	14
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Experienced any harassment or bullying[§]				
American Indian or Alaska Native				
Asian or Asian American				9
Black or African American				
Hispanic or Latinx	17		19	18
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

[§]*Past 12 months.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Had mean rumors or lies spread about you[§]				
American Indian or Alaska Native				
Asian or Asian American				18
Black or African American				
Hispanic or Latinx	23		9	27
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	10		5	5
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Been in a physical fight[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				10
Black or African American				
Hispanic or Latinx	13		0	9
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Seen a weapon on campus[§] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	11		5	5
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	14		15	5
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[§]Past 12 months.

Table A12.4**Substance Use by Race/Ethnicity**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
American Indian or Alaska Native				
Asian or Asian American				9
Black or African American				
Hispanic or Latinx	15		11	5
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Current marijuana use[¶]				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	7		8	5
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Current binge drinking[¶]				
American Indian or Alaska Native				
Asian or Asian American				9
Black or African American				
Hispanic or Latinx	2		0	0
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very drunk or “high” 7 or more times, ever				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	5		7	0
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Been drunk or “high” on drugs at school, ever				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	2		4	0
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Current alcohol use[¶]				
American Indian or Alaska Native				
Asian or Asian American				9
Black or African American				
Hispanic or Latinx	10		11	5
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	2		4	0
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Current cigarette smoking[¶]				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	0		0	0
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Current vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	2		11	5
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current tobacco vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	2		7	5
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Current marijuana vaping[¶]				
American Indian or Alaska Native				
Asian or Asian American				0
Black or African American				
Hispanic or Latinx	0		11	5
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[¶]Past 30 days.

Table A12.5***Routines by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast¹				
American Indian or Alaska Native				
Asian or Asian American				33
Black or African American				
Hispanic or Latinx	43		50	54
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Bedtime (at 12 am or later)				
American Indian or Alaska Native				
Asian or Asian American				54
Black or African American				
Hispanic or Latinx	22		31	42
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

¹*Today.*

Table A12.6***Learning from Home by Race/Ethnicity (Remote Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Average days worked on schoolwork (5 or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Synchronous instruction (4 days or more)[¶]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Interest in schoolwork done from home[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

[¶]*Past 30 days.*

[¶]*Past 7 days.*

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

Table A12.6

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Meaningful opportunities[‡]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx				
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
American Indian or Alaska Native				
Asian or Asian American				15
Black or African American				
Hispanic or Latinx	14		27	27
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Experienced chronic sadness/hopelessness[§]				
American Indian or Alaska Native				
Asian or Asian American				18
Black or African American				
Hispanic or Latinx	18		35	27
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Considered suicide[§]				
American Indian or Alaska Native				
Asian or Asian American				9
Black or African American				
Hispanic or Latinx	6		5	9
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

[§]Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Optimism[‡]				
American Indian or Alaska Native				
Asian or Asian American				27
Black or African American				
Hispanic or Latinx	37		44	26
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				
Life satisfaction[‡]				
American Indian or Alaska Native				
Asian or Asian American				47
Black or African American				
Hispanic or Latinx	61		66	55
Native Hawaiian or Pacific Islander				
White				
Mixed (two or more) ethnics				
Something else				

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

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

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School Connectedness^{†#} (<i>In-School Only</i>)				
Male	50		53	47
Female	47		39	46
Nonbinary				
Something else				
School Connectedness^{†ψ} (<i>Remote Only</i>)				
Male				
Female				
Nonbinary				
Something else				
Academic Motivation[†]				
Male	56		58	65
Female	76		65	70
Nonbinary				
Something else				
School is really boring[±]				
Male	69		50	23
Female	37		29	30
Nonbinary				
Something else				
School is worthless and a waste of time[±]				
Male	17		11	5
Female	11		14	10
Nonbinary				
Something else				

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

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

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

^ψThe scale was based on four questions for remote respondents.

[±]Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Monthly Absences (3 or more)				
Male	9		20	4
Female	5		32	35
Nonbinary				
Something else				
Maintaining focus on schoolwork[†]				
Male	34		21	23
Female	21		10	16
Nonbinary				
Something else				
Caring adult relationships[‡]				
Male	39		67	58
Female	39		42	57
Nonbinary				
Something else				
High expectations-adults in school[‡]				
Male	48		83	76
Female	49		52	65
Nonbinary				
Something else				
Meaningful participation[‡]				
Male	28		45	51
Female	21		21	34
Nonbinary				
Something else				

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

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Facilities upkeep[†] (<i>In-School Only</i>)				
Male	46		58	45
Female	79		48	63
Nonbinary				
Something else				
Promotion of parental involvement in school[†]				
Male	54		44	33
Female	65		46	30
Nonbinary				
Something else				

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

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

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

Table A13.2
School Safety by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
School perceived as very safe or safe (<i>In-School Only</i>)				
Male	70		76	62
Female	38		47	72
Nonbinary				
Something else				
Experienced harassment due to five reasons^{λ§}				
Male	22		14	10
Female	0		24	21
Nonbinary				
Something else				
Experienced any harassment or bullying[§]				
Male	26		14	10
Female	6		24	26
Nonbinary				
Something else				
Had mean rumors or lies spread about you[§]				
Male	19		13	24
Female	38		18	21
Nonbinary				
Something else				
Been afraid of being beaten up[§] (<i>In-School Only</i>)				
Male	15		7	5
Female	6		6	6
Nonbinary				
Something else				

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight[§] (<i>In-School Only</i>)				
Male	23		7	10
Female	6		6	11
Nonbinary				
Something else				
Seen a weapon on campus[§] (<i>In-School Only</i>)				
Male	20		7	0
Female	0		0	6
Nonbinary				
Something else				

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Cyberbullying[§]				
Male	13		7	0
Female	19		13	11
Nonbinary				
Something else				

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol or drug use[¶]				
Male	19		0	14
Female	6		20	10
Nonbinary				
Something else				
Current marijuana use[¶]				
Male	11		0	10
Female	0		11	10
Nonbinary				
Something else				
Current binge drinking[¶]				
Male	4		0	5
Female	0		0	0
Nonbinary				
Something else				
Very drunk or “high” 7 or more times, ever				
Male	7		0	0
Female	0		10	5
Nonbinary				
Something else				
Been drunk or “high” on drugs at school, ever				
Male	0		0	0
Female	6		5	0
Nonbinary				
Something else				
Current alcohol use[¶]				
Male	11		0	14
Female	6		20	0
Nonbinary				
Something else				

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Current alcohol use at school[¶] (<i>In-School Only</i>)				
Male	4		0	0
Female	0		5	0
Nonbinary				
Something else				
Current cigarette smoking[¶]				
Male	0		0	0
Female	0		0	0
Nonbinary				
Something else				
Current vaping[¶]				
Male	4		0	10
Female	0		15	0
Nonbinary				
Something else				
Current tobacco vaping[¶]				
Male	4		0	10
Female	0		10	0
Nonbinary				
Something else				
Current marijuana vaping[¶]				
Male	0		0	10
Female	0		15	0
Nonbinary				
Something else				

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

[¶]Past 30 days.

Table A13.5
Routines by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Eating of breakfast¹				
Male	52		70	42
Female	37		32	40
Nonbinary				
Something else				
Bedtime (at 12 am or later)				
Male	24		20	54
Female	16		41	55
Nonbinary				
Something else				

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

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

¹*Today.*

Table A13.6
Learning from Home by Gender (Remote Only)

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Average days worked on schoolwork (5 or more)[¶]				
Male				
Female				
Nonbinary				
Something else				
Synchronous instruction (4 days or more)[¶]				
Male				
Female				
Nonbinary				
Something else				
Interest in schoolwork done from home[†]				
Male				
Female				
Nonbinary				
Something else				
Meaningful opportunities[‡]				
Male				
Female				
Nonbinary				
Something else				

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

[¶]Past 30 days.

[¶]Past 7 days.

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

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

Table A13.7
Social and Emotional Health by Gender

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Social emotional distress[‡]				
Male	13		18	24
Female	16		45	40
Nonbinary				
Something else				
Experienced chronic sadness/hopelessness[§]				
Male	10		7	29
Female	25		63	32
Nonbinary				
Something else				
Considered suicide[§]				
Male	5		14	5
Female	6		6	16
Nonbinary				
Something else				
Optimism[‡]				
Male	43		41	30
Female	29		33	28
Nonbinary				
Something else				
Life satisfaction[‡]				
Male	69		63	53
Female	48		52	47
Nonbinary				
Something else				

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

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

[§]Past 12 months.

[‡]Average percent of respondents reporting “Satisfied” or “Very satisfied.”

Appendix

CHKS Content Overview, 2022-23

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

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.²

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

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

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

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

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

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

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

³ See calschls.org/reports-data/#scrc

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

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

more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high expectations at school.⁶ These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁷ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁸

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 562.799.5164 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by,

⁶ Hanson & Austin. (2003). Download data.calschls.org/resources/FACTSHEET-3.pdf

⁷ In interpreting the results for 11th graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

⁸ Austin, Dixon, & Bailey. (2007). Download data.calschls.org/resources/FACTSHEET-7.pdf

and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.⁹ They were highest in schools with large proportions of white and Asian students, as well as in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

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

Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.¹¹ They were also more likely to be low in caring adult relationships and total developmental support.

Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.^{12 13} For example, analysis of the Biennial CHKS data indicate that LGBTQ youth¹⁴ are:

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

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

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

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

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

¹² Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://download.wested.org/resources/lgbtq-students-in-california/)

¹³ Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487.

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁵ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

Self-Reported Grades

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

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11th grade to 71 percent in 7th.¹⁶

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

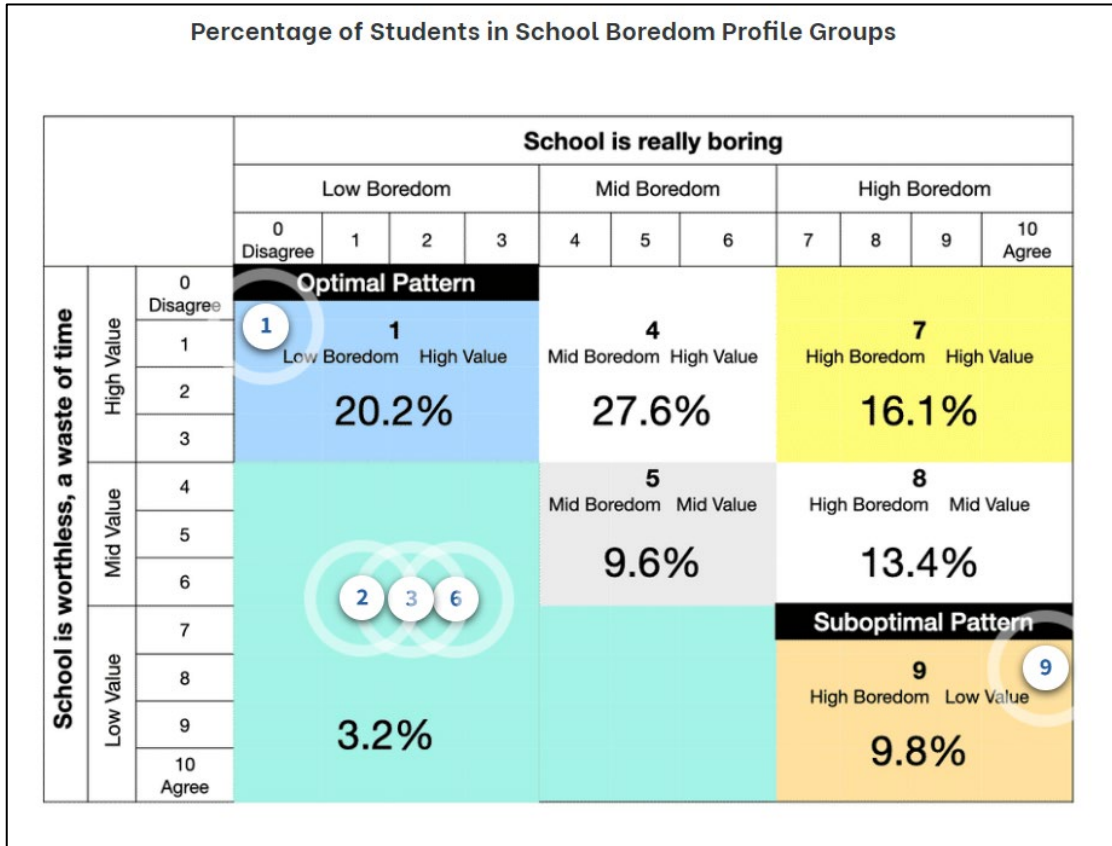
In addition, the supplementary School Climate Module includes an Academic Mindset and Learning Engagement scale and a series of questions about supports for learning and academic rigor.

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

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

School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students’ school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.^{17,18}



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

¹⁷ Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology*, 5(1), 42–64.
<https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf>

¹⁸ See D. Michael Furlong’s RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles
https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/

Absenteeism

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

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

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

Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.^{21 22 23 24 25 26}

School Connectedness

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

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

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

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

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

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

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

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

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

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

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

agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁸ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{29 30}

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³³ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁴ These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{35 36 37}

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

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

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

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

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

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

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

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

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

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

Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A6.3).

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.³⁸

Harassment and Victimization

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

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7th and 11th grades.⁴⁰ Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.⁴¹ ⁴² They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

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

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

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

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

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

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

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

Vandalism and Weapons

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.⁴³ Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁴ About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁵

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

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

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

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

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

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

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

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

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

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

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵¹ They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵²

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

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

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