



# Oakland Military Institute, College Preparatory Academy

## Regular Board Meeting

Published on February 24, 2025 at 3:36 PM PST

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### Date and Time

Thursday February 27, 2025 at 4:00 PM PST

### Location

Address: 3877 Lusk St. Oakland, CA 94608

Room: B104, B Side Building

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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](mailto: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.

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### Agenda

	Purpose	Presenter	Time
I. Open Session			
II. Opening Items			4:00 PM

	Purpose	Presenter	Time
<b>A.</b>	Roll Call		1 m
<b>B.</b>	Call the Meeting to Order		1 m
	CALL TO ORDER: The Chairman of the Governing Board of Directors will call the Oakland Military Institute College Preparatory Academy meeting to order at 4:00 PM, or as soon thereafter as possible.		
<b>C.</b>	Public Comment		6 m
	INVITATION TO ADDRESS THE BOARD: Non-Agenda, Agenda, and Closed Session items.		
	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; however, we will also make comment cards available at the podium. Those requesting to address the Board will have a total of two (2) minutes.		
	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 members are not permitted 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.		
	If anyone has any questions or concerns, please contact the Executive Assistant to the Superintendent/Commandant Liaison Mr. Carlos Rodriguez at <a href="mailto:crodriguez@omiacademy.org">crodriguez@omiacademy.org</a> .		
<b>D.</b>	Ordering of the Agenda		2 m
<b>III.</b>	<b>Approval of Consent Items</b>		<b>4:10 PM</b>
<b>A.</b>	Minutes of January 30, 2025 Regular Meeting	Approve Minutes	Carlos Rodriguez 2 m
<b>B.</b>	Personnel Report		Kathryn Wong 5 m
<b>C.</b>	New Contracts		CMSgt (CA) Thomas James 10 m

	Purpose	Presenter	Time
<b>IV. Cadet Commander Report</b>			<b>4:27 PM</b>
<b>A.</b> Cadet Commander Report		Jose Delgado Castillo	10 m
<b>V. Superintendent's Update</b>			
Dr. Streshly will provide the OMI Board an update on the following items:			
<ul style="list-style-type: none"> <li>• CEI Team activities</li> <li>• Wellness Center Stats</li> <li>• Federal Program Monitoring - Expanded Learning/ASES Grant</li> </ul>			
<b>VI. Information/Discussion Items</b>			<b>4:37 PM</b>
<b>A.</b> Healthy Kids Survey		CMSgt (CA) Thomas James	10 m
<b>B.</b> LCAP Goals Mid Year Progress Report		Mary Streshly	10 m
<b>C.</b> RenStar Testing- Results Review		Jonathan Pike	15 m
<b>D.</b> Financial Update		Jessika Welcome	10 m
<b>E.</b> Lottery Update		CMSgt (CA) Thomas James	10 m
<b>F.</b> 2025 OMI Worker Compensation Summary		CMSgt (CA) Thomas James	2 m
<b>VII. Action Items</b>			<b>5:34 PM</b>
<b>A.</b> Approve BP 0410 Nondiscrimination in District Programs and Activities			
<b>B.</b> Approve the Comprehensive Safety Plan		CMSgt (CA) Thomas James	5 m
<b>C.</b> Approve Revision: Graduation Requirements		Shawna Lipsey	5 m
<b>D.</b> Approve Second Interim Budget		Jessika Welcome	2 m

	Purpose	Presenter	Time
<b>VIII. Standing Item: Review Board Meeting Quorum for next meeting</b>			
<b>IX. Board Member Comments</b>			
<b>X. Closed Session</b>			<b>5:46 PM</b>
<b>A. Superintendent's Evaluation</b>			30 m
<b>XI. Reconvene to Open Session</b>			
<b>XII. Closing Items</b>			<b>6:16 PM</b>
<b>A. Adjourn Meeting</b>	Discuss	Jerry Brown	1 m

# Coversheet

## Minutes of January 30, 2025 Regular Meeting

**Section:** III. Approval of Consent Items  
**Item:** A. Minutes of January 30, 2025 Regular Meeting  
**Purpose:** Approve Minutes  
**Submitted by:** Carlos Rodriguez  
**Related Material:** Minutes for Regular Board Meeting on January 30, 2025

### BACKGROUND:

The Oakland Military Institute (OMI) College Preparatory Academy held a Regular Board Meeting on January 30, 2025.

### RECOMMENDATION:

The OMI Board of Directors approve the attached minutes for the Regular Board Meeting held on January 30, 2025.

APPROVED



# Oakland Military Institute, College Preparatory Academy

## Minutes

### Regular Board Meeting

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#### Date and Time

Thursday January 30, 2025 at 4:00 PM

#### Location

Address: 3877 Lusk St. Oakland, CA 94608

Room: B104, B Side Building

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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](mailto: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.

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#### Directors Present

A. Campbell Washington, D. Clisham, J. Brown, J. Wire, S. Bryce

#### Directors Absent

M. Baldwin, M. Mares

#### Guests Present

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3 other participants, BG (CA) Peter Cross, C. James, C. Rodriguez, J. Pike, J. Welcome, K. Wong, M. Streshly, S. Delgadillo, S. Lipsey

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## 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 Jan 30, 2025 at 4:02 PM.

### C. Public Comment

There was no public comment at this board meeting.

### D. Ordering of the Agenda

J. Wire made a motion to keep the order of the agenda as it was displayed.

S. Bryce seconded the motion.

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

## II. Approval of Consent Items

### A. Minutes of December 12, 2024 Regular Meeting

J. Wire made a motion to approve the minutes from Regular Board Meeting on 12-12-24.

S. Bryce seconded the motion.

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

### B. OMI Bank Account Activity (December 1, 2024- January 30, 2025)

J. Wire made a motion to approve the OMI Bank Account Activity from December 1, 2024 to January 30, 2025.

S. Bryce seconded the motion.

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

### C. Personnel Report

J. Wire made a motion to approve the personnel report.

S. Bryce seconded the motion.

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

### D. New Contracts

J. Wire made a motion to approve the new contracts.

S. Bryce seconded the motion.

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

### E. Candidate Summer Entrance Camp

J. Wire made a motion to approve.

S. Bryce seconded the motion.

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

## III. Cadet Commander Report

### A. Cadet Commander Report

C/LTC Jose Delgado Castillo addressed the board about the events that happened since the last board meeting.

Jose explained that recent to the board meeting, cadets participated in the Individual Major Awards and some came back with trophies. There will be more cadets going for another round of competitions.

He explained that the counseling department helped all of the senior cadets with the FAFSA so that they can get financial aid if eligible.

OMI held a ceremony in which 12 cadets were promoted to 2nd Lieutenants.

The cadets who are in the color guard and one other cadet welcomed Congresswoman Lateefah Simon for her swearing in at the Grand Lake Theatre.

## IV. Superintendent's Update

### A. Superintendent's Update

**Board Ethics Training Requirement:** Dr. Streshly mentioned to the Board of Directors that there is a requirement that they have to complete ethics training by 2026. She mentioned that Carlos Rodriguez signed all of the board members for an ethics training hosted by the CSDC. She explained that if the Board did not have time during the live session for that specific meeting, OMI staff can find another training. Carlos mentioned that for the CSDC training, they can watch the on demand version of the meeting and complete the assessment.

**Community Schools Grant Submission:** OMI staff carefully considered and decided to apply for this grant. This would allow for OMI to bring the necessary resources into the school. This could help fund increasing mental health, social work, nursing, etc. This grant would be significant as it is \$300,000 over five years (\$1.5 million total).

**New CAASPP Growth Indicator for Middle School:** Releasing on February 5, 2025, the new indicator will separate the growth that the student made over the year.



**Recruitment Activities Progress Report:** A 43 applicant improvement was made since the last update at the last board meeting. The beginning of notifications for lottery applicants go out March 6, 2025. OMI is having a cadet recruiting competition that would help with tours and applicants. OMI was going to participate in a recruiting fair the Saturday after the board meeting. On February 20, 2025, CMSgt James and the OMI Staff will be having a prospective candidate night where they are exposed to some of the aspects of OMI.

## **V. Information/Discussion Items**

### **A. Cadet Performance: Math**

LTC Jonathan Pike addressed the board and gave them an update on the tutoring program.

He explained that OMI at the time of the meeting had seven tutors that push in to the classroom and pull out cadets from the classroom. 208 hours of tutoring are offered per week to the cadets that have "F" letter grades on their report card/progress reports. Middle school cadets had tutoring during the after school program and high school cadets must complete 12 hours of tutoring which includes Saturday school. 280 cadets receive classroom pull out support.

The tutoring and the IXL supplemental program is helping with the ambition to get the cadets to move to a higher threshold or even moving higher in between the tier that they are in.

### **B. Financial Update**

Jessika Welcome addressed the board and let them know what the updates were since the last board meeting.

Jessika mentioned that there was little change in the bottom line since the first interim forecast but there was movement within forecast categories. The book and supply expenditures were trending low so funds were reallocated.

Cadets were coming to school at a higher percentage than anticipated (97.5%) so that helped offset the attrition that OMI saw in January. As long as enrollment remains stable at about 473 cadets and the months 7, 8, and 9, OMI should not have a problem reaching the projected revised target of 456 ADA.

The operational cash, at the time of the board meeting, remained about the one month payroll line and the \$250,000 that was placed in a CD was able to be renewed for another three months.

Jessika went over the proposed budget from Governor Newsom by breaking it down into four parts. The COLA would be 2.43%, new funding, improved funding and continued funding. She also showed the multi year projections with an enrollment of 500 cadets.

## VI. Acknowledgement of Board Member Resignations

### A. Acknowledgement of Board Member Resignations

Governor Brown Acknowledged the resignations of Sabrina Foster and MG David Baldwin from the OMI Board of Directors.

## VII. Action Items

### A. Consideration and Approve- Appointment of New Board Member- Brigadier General (CA) Peter Cross

J. Wire made a motion to approve the appointment of new board member Brigadier General (CA) Peter Cross.

D. Clisham seconded the motion.

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

### B. Approve Superintendent's Contract Addendum

A. Campbell Washington made a motion to approve the Superintendent's contract addendum.

J. Wire seconded the motion.

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

### C. Approve School Accountability Report Card (SARC)

A. Campbell Washington made a motion to approve the School Accountability Report Card (SARC).

J. Wire seconded the motion.

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

### D. Approve Board Resolution #01-2025: Reduction in Force

S. Bryce made a motion to approve the Board Resolution#01-2025: Reduction in Force.

J. Wire seconded the motion.

This resolution will be going into effect in May 2025. Staff in reduction positions will be notified in March 2025. multiple scenarios can contribute to a position or staff member being reduced like projected course offerings, credential status and need.

BG Cross asked further what the criteria was and Dr. Streshly mentioned that the Attachment A in the Reduction in Force lists them.

1. length of service
2. job performance
3. overall cost
4. ability to be restaffed in the future

5. needs of the program
6. certification status

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

**E. Approve Declaration of Needs for Fully Qualified Educators**

A. Campbell Washington made a motion to approve the declaration of needs for fully qualified educators.

J. Wire seconded the motion.

This allows OMI to get a provisional permit for teachers still pursuing a credential.

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

**VIII. Standing Item: Review Board Meeting Quorum for next meeting**

**A. Next Board Meeting Quorum**

Governor Brown: Yes

BG (CA) Peter Cross:

Anne Washington:

Simon Bryce: Yes

David Clisham:

Joseph Wire:

Marc Mares: Yes

**IX. Board Member Comments**

**A. Board Member Comments**

There were no board member comments at this board meeting.

**X. Closed Session**

**A. Superintendent's Evaluation**

The board members went to closed session at 5:19pm.

**XI. Reconvene to Open Session**

**A. Reconvene to Open Session**

The meeting was reconvened to open session at 6:37 pm.

Action during the closed session: No action was taken in the closed session.

**XII. Closing Items**

**A. Adjourn Meeting**

A. Campbell Washington made a motion to adjourn the board meeting.

S. Bryce seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:38 PM.

Respectfully Submitted,  
J. Brown

# Coversheet

## Personnel Report

**Section:** III. Approval of Consent Items  
**Item:** B. Personnel Report  
**Purpose:**  
**Submitted by:** Kathryn Wong/SGT Melanie Newkirk  
**Related Material:** Staff Changes - Military Staff February 2025.pdf  
Staff Changes - Civilian 2-27-2025.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 January 30, 2025.

### RECOMMENDATION:

The Human Resources Manager recommends that the OMI Board approve the personnel report in the attached document.

<b>Oakland Military Institute (OMI) College Preparatory Academy School Military Staff as of February 1, 2025 - February 28, 2025</b>				
<b>New Hire:</b>			<b>FTE</b>	<b>Start Date / Separation Date:</b>
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>		
<b>Return from Military Furlough</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>		
<b>Military Furlough</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>		
<b>Promotion:</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>		
<b>Separations:</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>		
<b>Finkel</b>	<b>Robert</b>	<b>TAC NCO</b>	<b>1</b>	<b>2/28/2025</b>
<b>Neal</b>	<b>Grant</b>	<b>TAC NCO</b>	<b>1</b>	<b>2/28/2025</b>

<b>Oakland Military Institute (OMI) College Preparatory Academy School Staff as of January 28, 2025 - February 27, 2025</b>				
<b>New Hire:</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>	<b>FTE</b>	<b>Start Date / Separation Date:</b>
Chen	Tiffany	Math Tutor	0.49	2/19/2025
Winter	Leah	Math Tutor	0.49	2/19/2025
<b>Transfers:</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>		
<b>Promotion:</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>		
<b>Separations:</b>				
<b>Last Name</b>	<b>First Name</b>	<b>Job Title Description</b>		
Muniz-Alvarez	Jesus	Math Tutor	0.49	2/28/2025
Basnage	Mark	Director of Information Technology (IT) and Grant Development	1	2/28/2025
<b>Teacher/Staff Vacancies:</b>				

# Coversheet

## New Contracts

**Section:** III. Approval of Consent Items  
**Item:** C. New Contracts  
**Purpose:**  
**Submitted by:** CMSgt (CA) Thomas James  
**Related Material:** OMI\_x\_HOTE\_ASP\_Contract.pdf  
Revised ISA 2.11.2025 - Signed and Redacted.pdf

### BACKGROUND:

In accordance with the recent fiscal policy approval regarding the superintendent's contract approval authority expansion of "up to \$50,000" during the June 8, 2023 board meeting, the OMI Board of Directors must approve all contracts for services over \$50,000 and ratify contracts under \$50,000.

Attached you will find:

Contract #1: Individual Service Agreement

Contract #2: OMI x HOTE ASP Service Agreement

### RECOMMENDATION:

Staff recommends the OMI Board of Directors approve the attached open contracts with the potential of reaching or exceeding \$50,000 during the time period of July 1, 2024- June 30, 2025 and ratify open contracts authorized by the superintendent under \$50,000.





## After-School Program Contract

### Servicing ASES Grant ID: 01-23939-C349-EZ

#### CONTRACT AND SERVICES AGREEMENT BETWEEN

**Hands-On Technology Education, LLC**  
3397 Hackamore Drive  
Hayward, CA 94541  
AND

**Oakland Military Institute**  
3877 Lusk Street  
Oakland CA, 94608

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This Services Agreement ("Agreement") is made as of February 11, 2025, between Hands-On Technology Education, LLC ("Provider") and Oakland Military Institute ("School"), collectively the "Parties."

#### Recitals

- A. Provider has developed certain educational subject matter, systems, designs, organization models, curricula, materials, guidelines, tests, and/or programs.
- B. School wishes to engage Provider for instructional services and supplies to staff and students enrolled as part of School ("Services").
- C. The School's funding for this Agreement is made in part pursuant to a grant provided by the California Department of Education's After School Education and Safety (ASES) Program, ASES Grant 01-23939-C349-EZ (the "Grant"), of which Provider and School are co-applicants and which is further outlined in the ASES Program Plan.
- D. This Agreement governs Provider's Services for the 2024-2025 and 2025-2026 academic schoolyears; provided, however, that if the Grant funding materially changes for the 2025-2026 academic schoolyear (as defined below), the Parties agree that they will revisit terms for 2025-2026.
- E. This Agreement also includes a mutual release of claims related to disputes between the Parties.

#### Agreement

NOW, THEREFORE, in consideration of the premises, the covenants, and agreements set out below, Provider and School agree as follows:

1. **ENGAGEMENT.** School hereby engages and retains Provider, who agrees to serve as a consultant and service provider in connection with instructional design and delivery of instruction and/or after-school programming for School's students.
2. **TERM.** The term of the Agreement shall be from the date of execution of the Agreement until the dates set forth as the program objectives in Section 3, "PROVIDER'S OBLIGATIONS".
3. **PROVIDER OBLIGATIONS.** Facilitate STEAM (Science, Technology, Engineering, Arts, & Math) after-school program according to the following specifications:



## After-School Program Contract

### Servicing ASES Grant ID: 01-23939-C349-EZ

#### A. Remaining Services for 2024-2025:

##### 1. Instructional Staff:

1. Staffing numbers (3 total staff members and remote Program Manager) as follows:
  - a. Current staff member will be converted to Program Manager
  - b. First new staff member within 2 weeks of execution of Agreement
  - c. Second new staff member within 5 weeks of execution of Agreement
  - d. Third new staff member within 7 weeks of execution of Agreement
2. STEAM Sessions offered on-site 3 days a week.
3. STEAM Staff will offer up to 3 hours of programming on session days:
  - a. (60 - 90 minutes) - Dedicated STEAM Activity for a specified student audience (e.g. new or returning students)
  - b. (60 - 90 minutes) - STEAM Activity Station for any student to join
4. Sessions capped at 20 students
  - a. HOTE intends to offer two Student Tracks: Track A (New Students), Track B (Returning) for dedicated steam activity sessions
  - b. HOTE may adjust tracks in order to maximize efficiency of classroom pace with respect to the attendance and/or integration of 6th, 7th, & 8th grade students in one classroom.

2. Provide **Customized Curriculum** schedule & activities to support After-School Program
  - After-School Program level curriculum based on incoming student skillset, age-groups, and returning students;
  - Re-evaluate curriculum needs and activities on a 4-6 week basis in order to best merge with OMI goals and student needs.

3. Deliver **STEAM Curriculum** based on student skill sets within the following topics:
  - Technology Adventure Themes include: Artificial Intelligence, Cryptography, Earth & Life Science Adventure, Tech Entrepreneurship, Robot Coder & Builder, Virtual Reality Experience, YouTuber (Videography), Game-gineers: Play, Build, & Code Video Games, BioTechnology, Nanoengineering, Careers in STEAM
  - Technology Core: (1) Computer Science & (2) Electrical Engineering
  - Instructional staff to flex outside of STEAM classes to also cover field games, arts/crafts. STEAM services will be provided as consistent with the Grant Program for at least 70% of Provider's time on campus (this includes preparations + service + cleanup). The other 30% of time can be used to monitor outdoor activities or field games. Provider will only do arts and crafts that are part of its Program.

4. Provide **Classroom Supply Sets** for Technology Adventure Materials
  - Consumable Supplies for all students participating.
  - Allocation of HOTE Supplies for Classroom usage.

#### B. 2025-2026:

1. **Instructional Staff (3 staff members and 1 onsite program manager)** with the following specifications:

- STEAM Sessions offered on-site 3 days a week during the 2024-2025 and 2025-2026 OMI Academic Years
  1. STEAM Staff will offer up to 3 hours of programming on session days:
    - a. (60 - 90 minutes) - Dedicated STEAM Activity for a specified student audience (e.g. new or returning students)
    - b. (60 - 90 minutes) - STEAM Activity Station for any student to join



## After-School Program Contract

### Servicing ASES Grant ID: 01-23939-C349-EZ

2. Sessions capped at 20 students
    - a. HOTE intends to offer two Student Tracks: Track A (New Students), Track B (Returning) for dedicated steam activity sessions
    - b. HOTE may adjust tracks in order to maximize efficiency of classroom pace with respect to the attendance and/or integration of 6th, 7th, & 8th grade students in one classroom.
  3. STEAM Sessions will consist of a total of a total of three program days per week up to 60% of Grant funded program days.
  2. Provide **Customized Curriculum** schedule & activities to support After-School Program
    - After-School Program level curriculum based on incoming student skillset, age-groups, and returning students;
    - Re-evaluate curriculum needs and activities on a 4-6 week basis in order to best merge with OMI goals and student needs.
  3. Deliver **STEAM Curriculum** based on student skill sets within the following topics:
    - Technology Adventure Themes include: Artificial Intelligence, Cryptography, Earth & Life Science Adventure, Tech Entrepreneurship, Robot Coder & Builder, Virtual Reality Experience, YouTuber (Videography), Game-gineers: Play, Build, & Code Video Games, BioTechnology, Nanoengineering, Careers in STEAM
    - Technology Core: (1) Computer Science & (2) Electrical Engineering
    - Staff to provide miscellaneous activities as outlined in the Program Plan including homework help, academic tutoring, and outside activities. Program will be predominantly STEAM based activities and applications.
  4. Provide **Classroom Supply Sets** for Technology Adventure Materials
    - Consumable Supplies for all students participating.
    - Allocation of HOTE Supplies for Classroom usage.
  5. Provider will provide marketing support in terms of digital flyer(s), parent communication email, and back to school night per semester.
  6. Provider will provide modified program Services on modified school days (e.g. teacher professional development, finals, etc.) that shall count toward the total Grant program days/hours served by the provider. Modified Days must be communicated to provider no less than 6 weeks before the event takes place.
  7. After school program must be offered each day until 6:00 p.m. regardless of when school is out of session for the day.
  8. Take responsibility for safety and well-being of all cadets only while under Provider's supervision during Provider's 3 days and document and communicate to parents and the School's management any safety or disciplinary incidents that arise. School still has gate security responsibility.
  9. Oversee proper attendance check in and check out procedures for Provider's students coming into its program activities for the days Provider is on campus. School staff must assist for days Provider is not on campus and maintain contact there. Provider not expected to maintain check out for days it is not on campus or cadets it is not actively working with (e.g. sports teams)
  10. Onsite manager will remain onsite and responsible for all cadets under Provider's supervision for the 3 designated days until 6:30 pm. Provider's Program manager will stay no longer than 6:30pm on any given school day. HOTE has not responsibility after 6:30 pm.
- C. Consult with the School to determine age- and skill-appropriate STEAM Education activities.
4. School's OBLIGATIONS. School will participate and cooperate as follows:
- A. Consult with the Provider to determine age-appropriate activities.
  - B. Payment of activity within agreed upon payment schedule as set forth in Section 7 below.



## After-School Program Contract

### Servicing ASES Grant ID: 01-23939-C349-EZ

- C. For the 2025-2026 academic schoolyear:
1. Run after-school program on other 2 days in which they run other program aspects (e.g. sports) on their program days.
  2. Purchase food for at least \$2,000 per semester for the students in Provider's Program. Leftover lunch cannot be used as a replacement for these funds or as food for Program attendees.
  3. Outline allocated Grant funds and provide semester report on use of funds within 4 weeks of semester close.
  4. Administer site security and gate on all days.
  5. Grant reporting and administration with full cooperation and financial information from Provider
  6. School will provide 2025-2026 school calendar and be scheduled by approximately June 15, 2025.

5. MUTUAL OBLIGATIONS. Both Provider and School agree that:

- A. They will promptly inform the other party of any issues and problems that may arise during the development and implementation of Services.
- B. They will grant permission to the other party to share information regarding the Services provided with other school youth organizations, potential clients, and other organizations.
- C. Mutually work together in good faith to comply with audit requirements for Grant funding with the California Department of Education and to apply for Grant funding for the 2025-2026 academic school year.
- D. Commence program on 1st day of school in August and end on the last day of school in May and run every day [for the assigned 3 days] school is open until 6:00pm. The Program days will be mutually agreed upon so that the Program is 3 days/week and operates for 60% of all allocated Grant Program hours.

6. PAYMENT SCHEDULE

- A. For 2024-2025, Provider has been paid \$14,000 to date as of January 2025 payment. Subsequent payments will in 3 equal payments of \$28,361.66 [Feb 15, March 30, May 15, 2025]
- B. For 2025-2026, payments from School to Provider will be made in five installments quarterly of \$22,000 [July 15, September 15, December 15, February 15 and May 15]
- C. The Agreement will remain at the proportional rate for 60% of program day for Services, as outlined above, provided that the Grant funding does not material change. If Grant funding materially changes for 2025-2026 in an amount more than 10% of the current funding of \$161,550.12, the parties agree that the change in grant funding will be proportionally increased or reduced to reflect the change in Grant funding.
- D. Payments must be made to Hands-On Technology Education, LLC.
- E. Payments can be made by any of the following methods to the PROVIDER:
  - a. ACH deposit
  - b. Check

7. CONFIDENTIAL INFORMATION.

- A. Provider has developed through substantial effort, research, time, and expense certain inventions, design concepts, methodologies, technical know-how, copyrightable material and trade secrets directed and related to steam educational materials, curriculum, instructional tools, online scheduling and processes as intellectual property ("Information");
- B. Provider desires to disclose the Information on a confidential basis to School in association with the Services, and School agrees to maintain confidentiality of the information and the protection of Provider's intellectual property rights.
- C. School agrees to refrain from copying, disclosing, using, selling, or offering for sale any and all of said Information, other than at the request of Provider. School agrees to keep confidential and refrain from



## After-School Program Contract Servicing ASES Grant ID: 01-23939-C349-EZ

disclosing any and all Information, and to take all necessary and reasonable steps to prevent unauthorized disclosure or use of any and all of Information to third-parties except as may be necessary to provide for support of the Grant and/or to the local or state governing bodies.

- D. This is not an offer for sale or license. No right or license is granted by Provider to School in connection with the technical Information disclosed under this Agreement. All documents or materials constituting the Information and all reproductions thereof shall at all times remain the sole property of Provider and shall promptly be returned by School upon request.

8. **NON-DISPARAGEMENT.** During the term of this Agreement and for a period of (1) year after the expiration or termination of this Agreement for any reason, each party hereto agrees that it shall not make any statement disparaging the other party, any member, principal, officer, director, shareholder, employee or agent thereof, to any person, firm, corporation or other business organization whatsoever.

The Parties agree that, by entering into this Agreement, the Parties do not waive any rights or remedies they may have for any breach of the terms of this Agreement.

9. **MUTUAL RELEASE OF PAST CLAIMS.** Except for the obligations and rights conferred by this Agreement, the Parties, on behalf of themselves and their predecessors, successors, assignors, and agents, hereby irrevocably and unconditionally release and forever discharge the other Party, and each of their respective predecessors, successors, spouses, agents, servants, employees, employers, officers, partners, principals, owners, stockholders, directors, representatives, insurers, all attorneys, experts, affiliates, joint venturers, franchisors and/or franchisees, assigns, and any and all of their associated, affiliated or related persons or entities, of any type or nature whatsoever, (collectively the "Releasees") of and from any and all claims, demands, complaints, causes of actions, obligations, liens, damages, losses, costs, attorney's fees and expenses of every kind and nature, at law or in equity, direct or derivative, known or unknown, vested or contingent, sounding in tort, contract, statutory or mixed, which the Parties ever had, may now have or may hereafter have which have accrued prior to the execution of this Agreement against the other Party or any of the Releasees by reason of any act or omission, matter, cause, or thing arising out of or connected with the Parties relationship prior to this Agreement.

### 11. MISCELLANEOUS

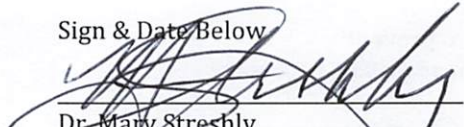
- A. **Choice of Law and Venue.** This Agreement shall be governed by, construed, and enforced in accordance with the laws of the State of California. Any dispute involving the terms or conditions of this Agreement shall be brought in the Superior Court, County of Alameda. Each of the parties hereby submits to the personal jurisdiction of said court.
- B. **Modification.** This Agreement may be modified only by a contract, in writing, and executed by both Parties to this Agreement. The Parties agree that this Agreement shall supersede all prior agreements and shall not be modified by either party except in writing and by agreement between both parties.
- C. **Severability.** Each provision of this Agreement is valid and enforceable to the fullest extent permitted by law. If any provision of this Agreement (or the application of such provision to any person or circumstance) is or becomes invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or circumstances other than those as to which it is held invalid or unenforceable, are not affected by such invalidity or unenforceability, unless such provision or the application of such provision is essential to this Agreement.
- D. **No Waiver.** Failure at any time to require performance of any of the provisions herein shall not waive or diminish a party's right thereafter to demand compliance therewith or with any other provision. Waiver of any default shall not waive any other default. A party shall not be deemed to have waived any rights hereunder unless such waiver is in writing and signed by a duly authorized officer of the party making such waiver.




# After-School Program Contract

## Servicing ASES Grant ID: 01-23939-C349-EZ

Sign & Date Below

  
\_\_\_\_\_  
Dr. Mary Streshly  
Oakland Military Institute (OMI)  
2/12/2025  
\_\_\_\_\_  
Date

DocuSigned by:

  
\_\_\_\_\_  
874B0FE0A91448A...  
Dr. Korey Sewell, CEO  
Hands-On Technology Education  
2/13/2025  
\_\_\_\_\_  
Date

**INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**

(Education Code Sections 56365 et seq.)

Date of Contract: (revised on) 2.11.2025

This agreement is effective on (revised on) 2.11.2025 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency	Oakland Military Institute College Preparatory Academy	Nonpublic School/Agency	Journey Academy	Status	Approved
LEA Case Manager Name	Ki'mm Madison	NPS/NPA Address	1800 Gravenstein Highway North Sebastopol, California 95473		
		NPS/A Phone Number	707-634-9942	CDE Certification last updated:	October-24

**Student Information**

Pupil Name	[Redacted]	SSID	[Redacted]	Sex	[Redacted]	Grade	[Redacted]
(Last)	(First)	(MI)					
Address	[Redacted]	City	[Redacted]	State/Zip	[Redacted]		
DOB	Residential Setting: [Redacted]	LCI #	[Redacted]	OTHER	[Redacted]		
Parent/ Guardian	[Redacted]	Parent Phone	[Redacted]	(Residence)	[Redacted]	(Business)	[Redacted]
Address	[Redacted]	City	[Redacted]	State/Zip	[Redacted]		
	(If different from student)						

**AGREEMENT TERMS:**

1. *Nonpublic School/Agency:*

The contracted service dates are: 12.3.2024 (Start Date) to 6.30.2025 (End Date)

The number contracted for service are: 106 days during the regular school year  
27 weeks during the regular school year  
6 months during the regular school year  
20 days during the extended school year

2. *Nonpublic School/Agency*

The average number of minutes in the instructional day will be: 360 during the regular school year, average daily minutes  
360 during the extended school year, average daily minutes

3. *Educationally related services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

**A. INCLUSIVE EDUCATION PROGRAM: (Applies to nonpublic schools only):**

RSY Daily Rate: \$ 294.00

ESY Daily Rate: \$ 294.00

RSY Estimated Number of Days 106 x Daily Rate \$ 294.00 = PROJECTED BASIC EDUCATION COSTS (A) \$ 31,164.00  
 ESY Estimated Number of Days 20 x Daily Rate \$ 294.00 = PROJECTED BASIC EDUCATION COSTS (A) \$ 5,880.00

**B. RELATED SERVICES:**

SERVICE	CDE Certified Services by Provided NPS/NPA	LEA	NPS	NPA	OTHER Specify	Duration per IEP (# of minutes)	# of Times per IEP	Per wk/mo/yr per IEP	Cost per session	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
										Reg	ESY	
Intensive Individual Services (340)										-	-	\$ -
Language/Speech Therapy (415)	No									-	-	\$ -
a. Individual										-	-	\$ -
b. Group										-	-	\$ -
Adapted Physical Ed. (425)	No									-	-	\$ -
Health and Nursing: Specialized Physical Health Care (435)										-	-	\$ -
Health & Nursing Services: Other (436)	No									-	-	\$ -
Assistive Technology Services (445)	No									-	-	\$ -
Occupational Therapy (450)	No									-	-	\$ -
Physical Therapy (460)	No									-	-	\$ -
Individual Counseling (510)	Yes		X			90	2	Weekly	\$ 188.57	41	6	\$ 8,862.79
Counseling and guidance (515)	Yes		X			180	3	Weekly	\$ 188.57	81	12	\$ 17,537.01
Parent Counseling (520)	Yes		X			240	4	Monthly	\$ 188.57	24	4	\$ 5,279.96
Social Work Services (525)	Yes									-	-	\$ -
Psychological Services (530)	No									-	-	\$ -
Behavior Intervention Services (535) Design/Planning	Yes									-	-	\$ -
Behavior Intervention Services (535) Implementing	Yes		X			420	7	Weekly	\$ 41.99	189	28	\$ 9,111.83

SERVICE	CDE Certified Services by Provided NPS/NPA	LEA	NPS	NPA	OTHER Specify	Duration per IEP (# of minutes)	# of Times per IEP	Per wk/mo/yr. per IEP	Cost per session	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
										Reg	ESY	
<b>Low Incidence Certified:</b>	No											
Specialized Services for Low Incidence Disabilities (610)										-	-	\$ -
Specialized Deaf and Hard of Hearing Services (710)										-	-	\$ -
Interpreter Services (715)	TRUE									-	-	\$ -
Specialized Vision Services (725)	No									-	-	\$ -
Orientation and Mobility (730)	No									-	-	\$ -
Braille Transcription (735)	No									-	-	\$ -
Specialized Orthopedic Service (740)										-	-	\$ -
Transcription Services (755)	No									-	-	\$ -
Audiological Services (720)	No									-	-	\$ -
Recreation Services (760)	No									-	-	\$ -
College Awareness Preparation (820)	No	X				30	1	Monthly	\$ -	6	1	\$ -
Vocational Assessment, Counseling, Guidance & Career Assessment (830)	No									-	-	\$ -
Career Awareness (840)	No	X				30	1	Monthly	\$ -	6	1	\$ -
Work Experience Education (850)	No									-	-	\$ -
Mentoring (860)	No									-	-	\$ -
Agency Linkages (865)										-	-	\$ -
Travel Training (870)										-	-	\$ -
Other Transition Services (890)										-	-	\$ -
Other (900)										-	-	\$ -
Transportation										-	-	\$ -
Transportation-NPS										-	-	\$ -
Transportation-Parent Reimbursement		X				10	1	Monthly	\$ 100.00	6	1	\$ 700.00
Bus Passes										-	-	\$ -
Residential Room and Board			X			1440	1	Monthly	\$ 19,585.28	6	1	\$ 137,096.96
Other - Specialized Academic Instruction			X			360	1	Daily	\$ -	106	20	\$ -
<b>Total Related Services</b>												<b>\$ 178,588.55</b>

C. ESTIMATED MAXIMUM RELATED SERVICES COST \$ 178,588.55

D. SPECIALIZED EQUIPMENT/SUPPLIES \$ -

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES (A, C, & D) or (A, B, & D) \$ 215,632.55

4. Other Provisions/Attachments:

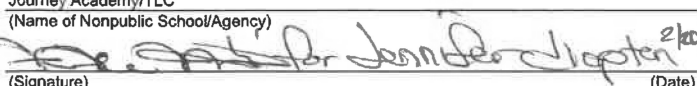
5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON 2.27.2025


6. Progress Reporting Requirements: Quarterly \_\_\_\_\_ Monthly  Other (Specify) \_\_\_\_\_

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

**-CONTRACTOR-**

**-LEA-**

Journey Academy/TLC  
 (Name of Nonpublic School/Agency)  
  
 (Signature) \_\_\_\_\_ (Date) 2/27/25  
 Jennifer Clopton, Principal  
 (Name and Title)

Oakland Military Institute College Preparatory Academy  
 (Name of LEA)  
  
 (Signature) \_\_\_\_\_ (Date) 2.11.2025  
 Shawna Lipsey, Director of Student Services and Special Programs  
 (Name of Superintendent or Authorized Designee)



# Coversheet

## Cadet Commander Report

**Section:** IV. Cadet Commander Report  
**Item:** A. Cadet Commander Report  
**Purpose:**  
**Submitted by:**

**BACKGROUND:**

C/LTC Jose Delgado Castillo will be representing the OMI Cadet Leadership staff in giving the OMI Board of Directors a brief outlook of the events ahead.

# Coversheet

## Healthy Kids Survey

**Section:** VI. Information/Discussion Items

**Item:** A. Healthy Kids Survey

**Purpose:**

**Submitted by:**

**Related Material:**

CA Health Kids\_Staff\_Parent Survey Outcomes\_20250202.pdf

OU\_01612590130617\_Oakland\_Military\_Institute\_College\_Preparatory\_Academy\_2425\_CSPS.pdf

OU\_01612590130617\_Oakland\_Military\_Institute\_College\_Preparatory\_Academy\_2425\_CSSS.pdf

OU\_01612590130617\_Oakland\_Military\_Institute\_College\_Preparatory\_Academy\_2425\_Sec\_CHK  
S\_Grd6-8.pdf

OU\_01612590130617\_Oakland\_Military\_Institute\_College\_Preparatory\_Academy\_2425\_Sec\_CHK  
S\_Grd9-12 (1).pdf

NOV-JAN Report (OMI Wellness Center).docx.pdf

**BACKGROUND:**

The **California Department of Education Mandated OMI Parent, Staff, and Cadet (Kids) Surveys for the 2024-25 School Year** provide key insights into school climate, student well-being, and stakeholder engagement. These surveys assess the perspectives of parents, staff, and students on topics such as academic motivation, school safety, mental health, and equity, with the goal of identifying areas for improvement and enhancing support services for the Oakland Military Institute.



## OAKLAND MILITARY INSTITUTE

3877 Lusk Street  
Oakland, California 94608

February 2, 2025

### Overview of California Department of Education Mandated OMI Parent, Staff and Cadet (Kids) Survey's for the 2024-25 school year

#### Summary of Intent for Parent, Staff and Cadet (Kids) Surveys conducted during November/December 2024

##### 1. California School Parent Survey (CSPS)

- Focuses on **parent perceptions** of school climate, student motivation, parental involvement, and facilities.
- Highlights include:
  - **Parental engagement** and communication with school staff.
  - **Perceived safety and discipline** policies.
  - **Equity in education** and support for English learners and special education students.
  - **Student motivation** and learning environment feedback.

##### 2. California School Staff Survey (CSSS)

- Provides **staff perspectives** on school conditions, student supports, and professional development needs.
- Key topics:
  - **Staff perceptions of student behavior and learning engagement.**
  - **School policies on discipline, anti-bullying, and equity.**
  - **Mental health and substance use prevention programs.**
  - **Teacher satisfaction and areas for professional growth.**

##### 3. California Healthy Kids Survey (CHKS) – Middle School (Grades 6-8)

- Focuses on **student health, well-being, and school safety** for middle school students.
- Topics include:
  - **Emotional well-being and connectedness.**
  - **Substance use (alcohol, tobacco, vaping, drugs).**
  - **Bullying, violence, and safety concerns.**
  - **Academic motivation and school climate.**

##### 4. California Healthy Kids Survey (CHKS) – High School (Grades 9-12)

- Similar to the middle school survey but tailored for **high school students.**
- Areas of focus:
  - **Mental health and emotional distress (e.g., depression, suicidal ideation).**
  - **Substance use patterns and peer influence.**
  - **Perceived fairness, inclusivity, and rule clarity.**
  - **School engagement and connectedness.**

---

#### Top 15 Key Takeaways Across All Surveys

##### School Climate & Student Engagement

1. **High levels of school connectedness** were reported, but engagement varied by grade level.
2. **Students express moderate optimism** about the future, but stress and anxiety are increasing.
3. **Bullying and harassment remain concerns**, particularly in middle school grades.

4. **Staff perceive a supportive work environment**, but professional development opportunities need improvement.

#### **Parental Involvement & Community Perceptions**

5. **Parents feel welcome at school**, but communication about student progress could be improved.
6. **Parental involvement is higher in elementary and middle school**, but drops at the high school level.
7. **Perceptions of school discipline fairness differ among parents, staff, and students**, signaling a need for better communication.

#### **Student Health & Safety**

8. **Mental health concerns, including depression and anxiety, have increased**, particularly in high school students.
9. **Alcohol and vaping use are reported in both middle and high school**, with high school students having easier access.
10. **Perceived safety at school is high**, but some students report experiencing harassment based on race, gender, or orientation.
11. **Availability of support services** (mental health counselors, peer support groups) is improving but still needs expansion.

#### **Equity & Special Populations**

12. **English Learners and Special Education students report feeling less supported academically** compared to their peers.
13. **Staff highlight a need for more cultural sensitivity training** and inclusive curriculum adjustments.
14. **Facilities and resources are generally well-rated**, but technology access disparities remain an issue.

#### **Professional Development & School Policies**

15. **Teachers and staff express strong support for school policies**, but request more training on student mental health and behavior management.

---

#### **Executive Staff Focus Areas for Improvement**

- **Enhance mental health resources:** Increase access to counseling and peer support programs.
- **Improve parent communication:** Expand outreach efforts for updates on student progress and school policies.
- **Address bullying and harassment:** Strengthen intervention programs and create clearer reporting channels.
- **Increase student engagement strategies:** Implement targeted supports for disengaged high school students.
- **Support teacher professional development:** Focus on equity, classroom management, and mental health training.



THOMAS L. JAMES, CMSgt (CA), CSG  
Commandant and Chief Business Officer

# CALIFORNIA SCHOOL PARENT SURVEY



## Oakland Military Institute 2024-2025 Main Report



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

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Date prepared: 27 Nov 2024  
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## PREFACE

### HYPERLINK FEATURE

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

This report provides the detailed results, presented in tables organized by topic, for each question from the 2024-25 *California School Parent Survey* (CSPS). The CSPS is specifically designed to provide data to help foster better parental involvement, one of the required priorities of Local Control and Accountability Plans (LCAP), and to bring parent voice into the school improvement process. (Henceforth, the word parent is used to refer to any adult in a household with parental or guardianship responsibilities.)

The survey aims to raise awareness of how well the school is doing in its parent involvement efforts and what are the needs and concerns of parents that the school should address. It is a means to confidentially obtain parent perceptions about learning and teaching conditions, school climate, and parent-school involvement and relationships, including whether the school environment is academically challenging, caring and welcoming, participatory, safe, and fair. More information about the survey is available on the CalSCHLS website ([calschls.org](https://calschls.org)).

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Staff Survey* (CSSS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey (CalSCHLS) System*. CalSCHLS is the largest, most comprehensive state effort in the nation to assess students, staff, and parents on a regular basis. The surveys provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being (see [calschls.org](https://calschls.org)) to guide school improvement efforts.

## THE IMPORTANCE OF PARENT INVOLVEMENT

Parent involvement in the school and their own child’s education is one of the important characteristics of a positive school climate and quality education. 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—all variables assessed by the CSPS.

Involving family members is essential to creating a safe, caring, challenging, participatory, and supportive school climate. Positive relationships or ties among students, parents, teachers, administrators, and the fostering of parental support for education, are key components of school improvement efforts and are a common characteristic of effective schools. Parent involvement at school and in education has positive effects on youth behavior, academic achievement and learning, school attendance, and graduation. Many studies show that parent and other family involvement in children’s learning is a critical element of student success.

## SURVEY CONTENT OVERVIEW

The CSPS serves two primary purposes. First, it addresses most of the key issues in regard to parent involvement in both the school and their own child’s education. Second, it provides feedback on how parents view school climate, including their perspective on the degree to which positive conditions and supports exist at school. It asks parents and guardians to rate their own experience as school partners. The survey content covers several key areas:

- Characteristics of parent respondents and their children;
- Student supports and school conditions (learning environment, school discipline, cultural sensitivity, opportunities for meaningful student participation);
- How welcoming the school is to parents;
- The scope and nature of parent involvement in school activities and decision-making;
- The scope and nature of school communications to parents;
- Parent involvement in their children’s education;
- Student risk behaviors (how much of a problem at the school).

The questions are aligned with the staff and student surveys so information obtained across these three stakeholder groups can be compared, as illustrated in Exhibit 1.

## SURVEY ADMINISTRATION AND SAMPLING

Surveys are administered using detailed instructions provided by CalSCHLS technical advisors. A local survey coordinator plans, schedules, and monitors the CSPS. In keeping with the differences in the digital connectedness of parents, districts can administer the survey using an online format, paper forms, or a mix of the two.

*Parent participation is completely voluntary, anonymous, and confidential.* The survey’s target sample (those asked to take the survey) are generally all parents and guardians of students in all the schools, regardless of grade. Minimally, the survey’s target sample should include the parents who have children in the grades in which students completed the CHKS. Table A1.1 gives the final number of parents who completed the survey. Because of the difficulty of accurately identifying the number of parents at any given school that could have completed the survey, a participant response rate is not calculated, as it is with the student survey.

## THE REPORT

The tables in this report, organized by topic, provide the percentage of parents responding to each question’s response option for the whole school. In the tables, percentages are rounded to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

## ONLINE DATA DASHBOARD

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

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, parent role at home, English language development program participation, special education program, 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

The findings reflect the *perceptions* of parents. Some parents may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of the parents may be very different from those of students or staff or from an independent observer of the school. This is one reason why it is important to compare CSPS results to those in the CHKS and CSSS. Nevertheless, parent perceptions reflect a *reality* that is important and can influence both staff and student performance.

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. Many factors besides real changes in behavior, attitudes, or experiences among parents may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or number of the respondents who completed the survey (see below), changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., parental feedback may be more informed in transition grades later than earlier in the school year).

## IMPROVING SURVEY PARTICIPATION

Among the most important factors affecting the quality of survey results is the level of parent participation. The higher the number of parents that completed the survey out of the total number contacted, the more likely the results are valid and represent the parents that had the opportunity to complete the survey. Even if the response rate is low, the results provide an indication of the school-related feelings and experiences of those parents who did respond.

The most important strategy for improving parent participation over time may be to ensure that the results of the survey are communicated to parents and that parents are involved in the process of reviewing the data and determining how to improve the school (see Next Steps below).

## RESOURCES

[CalSCHLS.org](https://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://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](https://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/](https://ca-safe-supportive-schools.wested.org/california-center-for-school-climate/)) website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [ca-safe-supportive-schools.wested.org/subscribe/](https://ca-safe-supportive-schools.wested.org/subscribe/).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](https://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://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. The following next steps will help in fostering effective use of the results to support school and program improvement efforts.

### Request Disaggregated Report or Analyses

The CalSCHLS team can produce reports that look at how results vary by the demographics of parents and/or their children, by the level of parent involvement in schools, by whether parents had positive experiences compared to those with negative, or by other characteristics.

### Compare Results with Student and Staff Surveys

Although the survey results should be useful to any school community when used alone, a more powerful view of the school can be obtained by comparing these findings with those from the California Healthy Kids Survey of students and the California School Staff Survey. As part of the data review process, it is important to determine how consistent are student, staff, and parent perceptions and experiences.

Exhibit 1 below summarizes the variables assessed across the surveys. The CalSCHLS Item Crosswalk showing similar survey questions across the three surveys (student, staff, and parent) is posted on the CalSCHLS website ([calschls.org/resources/#resources\\_and\\_tools](https://calschls.org/resources/#resources_and_tools)). To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

### Engage Parents in an Action Planning Process

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

## **Add Questions to Your Next Survey**

As part of your data-review process, determine what additional information is needed from parents to guide school improvement efforts and consider adding questions to your next CSPS. The survey was 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 (562.799.5460) or email [calschls@wested.org](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
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			✓		
<b>School Climate Conditions</b>					
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	✓†	✓‡		✓	✓
<b>School Climate Improvement Practices</b>					
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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Tom Herman  
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California Department of Education



# Survey Module Administration

**Table 1**  
*CSPS Survey Modules Administered*

Survey Module	Administered
A. Core (Required)	X
B. Military-Connected Schools	
Z. Custom Questions	

# Section A. Core Module

## 1. Survey Sample

**Table A1.1**  
*Core Module Sample*

	All
Number of respondents	23

**Table A1.2**  
*Number of Respondents by Instructional Model*

	All
In-school model only	22
Remote model only	1

## 2. Summary of Key Survey Indicators

**Table A2.1**

**Key Indicators of Parental Involvement, School Climate, and Student Behavior**

	All %	Table
<b>Parental Involvement</b>		
Promotion of parental involvement <sup>†</sup>	48	A6.1
Parental involvement in school <sup>§</sup>	47	A6.3
School encourages me to be an active partner <sup>σ</sup>	52	A6.1
School actively seeks the input of parents <sup>σ</sup>	50	A6.1
Parents feel welcome to participate at this school <sup>σ</sup>	50	A6.1
<b>School Supports for Students</b>		
Student learning environment <sup>†</sup>	56	A7.1
School is a safe place for my child <sup>σ</sup>	55	A7.1
School motivates students to learn <sup>σ</sup>	70	A7.1
School has adults who really care about students <sup>σ</sup>	60	A7.1
Opportunities for meaningful student participation <sup>σ</sup>	55	A7.1
Communication with parents about school <sup>#</sup>	65	A6.2
Teachers responsive to child's social and emotional needs <sup>Γ</sup>	89	A7.2
School provides parents with advice and resources to support my child's social and emotional needs <sup>Γ</sup>	76	A7.2
<b>Fairness, Rule Clarity, and Respect for Diversity</b>		
School enforces school rules equally <sup>σ</sup>	59	A7.1
School treats all students with respect <sup>σ</sup>	52	A7.1
School promotes respect of cultural beliefs/practices <sup>σ</sup>	59	A7.1
<b>Substance Use, School Disorder, and Bullying</b>		
Substance use problems <sup>¶</sup>	42	A8.1
Student alcohol and drug use <sup>‡</sup>	22	A8.1
Student vaping or e-cigarette use <sup>‡</sup>	21	A8.1
School disorder <sup>¶</sup>	38	A8.2
Harassment or bullying of students <sup>‡</sup>	26	A8.2
<b>Facilities</b>		
School has clean and well-maintained facilities/properties <sup>σ</sup>	53	A9.1

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

<sup>†</sup> Average percent of respondents reporting "Strongly agree" across survey questions that comprise the scale.

<sup>§</sup> Average percent of respondents reporting "Yes" across survey questions that comprise the scale.

<sup>σ</sup> Percent of respondents reporting "Strongly agree."

<sup>#</sup> Average percent of respondents reporting "Strongly agree" or "Very well" across survey questions that comprise the scale.

<sup>Γ</sup> Percent of respondents reporting "Agree" or "Strongly agree."

<sup>¶</sup> Average percent of respondents reporting any problems across survey questions that comprise the scale.

<sup>‡</sup> Percent of respondents reporting "Large problem."

### 3. Parent and Student Demographic Characteristics

**Table A3.1**

***School Schedule, Past 30 Days***

	All %
In-School Model	96
Remote Learning Model	4

*Question A.1: Which of the following best describes your child's school schedule during the past 30 days?*

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

*In-School Model - Respondents selecting "My child went to school in person at his/her school building for the entire day, Monday through Friday."*

*Remote Learning Model - Respondents selecting "My child 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**

***Role at Home***

	All %
Parent of the child enrolled at this school	91
Foster parent of the child enrolled at this school	0
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	4
Not applicable, not sure, or decline to answer	4

*Question A.2: I am a...*

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

**Table A3.3*****Race/Ethnicity of Respondents***

	All %
American Indian or Alaska Native	0
Asian or Asian American	4
Black or African American (Not Hispanic or Latino/a)	17
Filipino	0
Hispanic or Latino/a	61
Native Hawaiian or Pacific Islander	0
White (Not Hispanic/Latino/a)	9
Two or more races/ethnicities	9
Not applicable, not sure, or decline to answer	0

*Question A.4: What is your race or ethnicity?*

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

**Table A3.4**  
***Grade Level***

	All %
Pre-/Transitional Kindergarten	0
Kindergarten	0
1st grade	0
2nd grade	0
3rd grade	0
4th grade	0
5th grade	0
6th grade	22
7th grade	22
8th grade	26
9th grade	4
10th grade	17
11th grade	9
12th grade	0
Other	0
Ungraded	0

*Question A.5: In what grade is your child?*

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

**Table A3.5*****Special Program Participation***

	All %
Special Education Program or has had an Individual Education Plan (IEP)	17
English Language Development (for children learning English)	17
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	26
Not applicable, not sure, or decline to answer	52

*Question A.3: Is your child in any of these programs? (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 A3.6*****Afterschool Program Participation***

	All %
No	59
Yes - 1 day a week	5
Yes - 2 days a week	0
Yes - 3 days a week	9
Yes - 4 days a week	0
Yes - 5 days a week	27

*Question A.6: Does one or more of your children participate in this school’s afterschool program? (Respond for your child that most frequently participates in the afterschool program.)*

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

## 4. Remote Schooling

**Results in this section apply to parents who indicate that their child has attended school remotely. Responses from parents whose child attended school in person are not included.**

**Table A4.1**  
***Remote Learning Schedule (Remote Only)***

	All %
<b>Number of weekdays my child participated in school from home<sup>  </sup></b>	
0 days	
1 day	
2 days	
3 days	
4 days	
5 days	
Not sure	

*Question A.56: Last week, how many weekdays did your child participate in school from home?*

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

<sup>||</sup>*Last week.*

**Table A4.2**  
***Perceptions of Remote Learning (Remote Only)***

	All %
<b>Our school/district has done a good job keeping me informed about remote learning.</b>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not sure/NA	

*Question A.64: As you answer these questions, please think about you and your child's experience right now...*

*Our school/district has done a good job keeping me informed about remote learning.*

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



**Table A4.3**  
**Rating of School Remote Learning Program (Remote Only)**

	All %
0 - Extremely unsuccessful	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10 - Extremely successful	

*Question A.65: On a scale of 0 to 10, with 0 being extremely unsuccessful and 10 being extremely successful, how successful has remote or distance learning been for you and your child during the 2023-24 school year?*  
*Note: Cells are empty if there are less than 5 respondents.*

**Table A4.4**  
**Opportunities for Student Connection (Remote Only)**

	All %
<b>My child has opportunities to connect and interact with classmates during remote learning.</b>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Not sure/NA	

*Question A.60: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child has opportunities to connect and interact with classmates during remote learning.*  
*Note: Cells are empty if there are less than 5 respondents.*

## 5. Student Motivation and Optimism

**Table A5.1**

***Student is Motivated to Complete Schoolwork***

	All %
Strongly agree	59
Agree	35
Disagree	0
Strongly disagree	6
Not sure/NA	0

*Question A.61: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child is motivated to complete the schoolwork she/he is assigned.*

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

**Table A5.2**

***Student Feeling Hopeful About the Future***

	All %
Strongly agree	65
Agree	24
Disagree	6
Strongly disagree	6
Not sure/NA	0

*Question A.62: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child feels hopeful about the future.*

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

## 6. Parental Involvement

**Table A6.1**

***Promotion of Parental Involvement Scale Questions***

	All %
<b>Promotion of parental involvement</b>	
<i>Average reporting “Strongly agree”</i>	48
<b>School promptly responds to my phone calls, messages, or e-mails.</b>	
Strongly agree	45
Agree	45
Disagree	5
Strongly disagree	5
Don’t know/NA	0
<b>School encourages me to be an active partner with the school in educating my child.</b>	
Strongly agree	52
Agree	43
Disagree	5
Strongly disagree	0
Don’t know/NA	0
<b>School actively seeks the input of parents before making important decisions.</b>	
Strongly agree	50
Agree	32
Disagree	14
Strongly disagree	0
Don’t know/NA	5

*Question A.18-20: This school... promptly responds to my phone calls, messages, or e-mails... encourages me to be an active partner with the school in educating my child... actively seeks the input of parents before making important decisions.*

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

**Table A6.1*****Promotion of Parental Involvement Scale Questions – Continued***

	All %
<b>Parents feel welcome to participate at this school.</b>	
Strongly agree	50
Agree	36
Disagree	9
Strongly disagree	0
Don't know/NA	5
<b>School staff treat parents with respect.</b>	
Strongly agree	57
Agree	43
Disagree	0
Strongly disagree	0
Don't know/NA	0
<b>School staff take parent concerns seriously.</b>	
Strongly agree	45
Agree	45
Disagree	5
Strongly disagree	0
Don't know/NA	5

*Question A.30-32: How strongly do you agree or disagree with the following statements about this school?... Parents feel welcome to participate at this school... School staff treat parents with respect... School staff take parent concerns seriously.*

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

**Table A6.2**  
**Communication with Parents about School Questions**

	All %
<b>Communication with parents about school</b>	
<i>Average reporting “Strongly agree” or “Very well”</i>	65
<b>School keeps me well-informed about school activities.</b>	
Strongly agree	71
Agree	29
Disagree	0
Strongly disagree	0
Don’t know/NA	0
<b>Teachers communicate with parents about what students are expected to learn in class.</b>	
Strongly agree	50
Agree	27
Disagree	18
Strongly disagree	0
Don’t know/NA	5
<b>Letting you know how your child is doing in school between report cards.</b>	
Very well	80
Just okay	15
Not very well	0
Does not do it at all	5
Don’t know/NA	0

*Question A.10, 29, 51: How strongly do you agree or disagree with the following statements about this school?... This school keeps me well-informed about school activities... Teachers communicate with parents about what students are expected to learn in class... How well has this child’s school been doing the following things during the school year?... Letting you know how your child is doing in school between report cards.*

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

**Table A6.2****Communication with Parents about School Questions – Continued**

	All %
<b>Providing information about why your child is placed in particular groups or classes.</b>	
Very well	65
Just okay	10
Not very well	10
Does not do it at all	15
Don't know/NA	0
<b>Providing information on your expected role at your child's school.</b>	
Very well	58
Just okay	16
Not very well	16
Does not do it at all	5
Don't know/NA	5
<b>Providing information about how to help your child with homework.<sup>Ø</sup></b>	
Very well	58
Just okay	17
Not very well	8
Does not do it at all	17
Don't know/NA	0
<b>Providing information on how to help your child plan for college or vocational school.<sup>Ø</sup></b>	
Very well	60
Just okay	15
Not very well	5
Does not do it at all	15
Don't know/NA	5

*Question A. 52-55: How well has this child's school been doing the following things during the school year?... Providing information about how to help your child with homework. [ELEMENTARY/MIDDLE ONLY]... Providing information about why your child is placed in particular groups or classes... Providing information on your expected role at your child's school... Providing information on how to help your child plan for college or vocational school. [MIDDLE/HIGH SCHOOL ONLY]*

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

*<sup>Ø</sup>Item not included in the scale.*

**Table A6.3*****Parental Involvement in School Questions***

	All %
<b>Parental involvement in school</b>	
<i>Average reporting “Yes”</i>	47
<b>Attended a school or class event</b>	
No	47
Yes	53
<b>Attended a general school meeting</b>	
No	5
Yes	95
<b>Participated in a meeting of the parent-teacher organization or association</b>	
No	55
Yes	45
<b>Participated in fundraising for the school</b>	
No	75
Yes	25
<b>Served on a school committee</b>	
No	85
Yes	15
<b>Served as a volunteer in this child’s classroom or elsewhere in the school.<sup>ø</sup></b>	
No	86
Yes	14

*Question A.43-46, 48, 49: Since the beginning of this school year, has any adult in your child’s household done any of the following things at your child’s school?... Attended a school or class event, such as a play, dance, sports event, or science fair... Served as a volunteer in this child’s classroom or elsewhere in the school. [ELEMENTARY/MIDDLE ONLY] ... Attended a general school meeting, for example, an open house, or a back-to-school night... Participated in a meeting of the parent-teacher organization or association... Participated in fundraising for the school... Served on a school committee.*

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

*<sup>ø</sup>Item not included in the scale.*

**Table A6.3**  
***Parental Involvement in School Questions – Continued***

	All %
<b>Participated in a regularly scheduled parent-teacher conference with the child’s teacher.<sup>Ø</sup></b>	
No	50
Yes	50
<b>Met with a school counselor in person or remotely.<sup>Ø</sup></b>	
No	65
Yes	35

*Question A.47, 50: Since the beginning of this school year, has any adult in your child’s household done any of the following things at your child’s school?... Participated in a regularly scheduled parent-teacher conference with the child’s teacher. [ELEMENTARY/MIDDLE ONLY]... Met with a school counselor in person or remotely.*

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

*<sup>Ø</sup>Item not included in the scale.*



## 7. Student Learning Environment

**Table A7.1**

***Student Learning Environment Scale Questions***

	All %
<b>Student learning environment</b>	
<i>Average reporting “Strongly agree”</i>	56
<b><i>This school...</i></b>	
<b>promotes academic success for all students.</b>	
Strongly agree	64
Agree	23
Disagree	5
Strongly disagree	0
Don’t know/NA	9
<b>treats all students with respect.</b>	
Strongly agree	52
Agree	38
Disagree	5
Strongly disagree	5
Don’t know/NA	0
<b>gives all students opportunities to “make a difference” by helping other people, the school, or the community.</b>	
Strongly agree	55
Agree	41
Disagree	5
Strongly disagree	0
Don’t know/NA	0
<b>provides quality counseling or other ways to help students with social or emotional needs.</b>	
Strongly agree	59
Agree	27
Disagree	9
Strongly disagree	0
Don’t know/NA	5

*Question A.7-9, 11: This school... promotes academic success for all students... treats all students with respect... gives all students opportunities to “make a difference” by helping other people, the school, or the community... provides quality counseling or other ways to help students with social or emotional needs.*

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

**Table A7.1**  
**Student Learning Environment Scale Questions – Continued**

	All %
<b><i>This school...</i></b>	
<b>is a supportive and inviting place for students to learn.</b>	
Strongly agree	57
Agree	33
Disagree	5
Strongly disagree	0
Don't know/NA	5
<b>communicates the importance of respecting different cultural beliefs and practices.</b>	
Strongly agree	59
Agree	27
Disagree	5
Strongly disagree	0
Don't know/NA	9
<b>provides instructional materials that reflect my child's culture, ethnicity, and identity.</b>	
Strongly agree	45
Agree	35
Disagree	5
Strongly disagree	5
Don't know/NA	10
<b>enforces school rules equally for my child and all students.</b>	
Strongly agree	59
Agree	27
Disagree	5
Strongly disagree	5
Don't know/NA	5

*Question A.12-15: This school... is a supportive and inviting place for students to learn... communicates the importance of respecting different cultural beliefs and practices... provides instructional materials that reflect my child's culture, ethnicity, and identity... enforces school rules equally for my child and all students.*

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

**Table A7.1**  
**Student Learning Environment Scale Questions – Continued**

	All %
<b><i>This school...</i></b>	
<b>has quality programs for my child’s talents, gifts, or special needs.</b>	
Strongly agree	43
Agree	48
Disagree	5
Strongly disagree	0
Don’t know/NA	5
<b>is a safe place for my child.</b>	
Strongly agree	55
Agree	41
Disagree	5
Strongly disagree	0
Don’t know/NA	0
<b>provides high quality instruction to my child.</b>	
Strongly agree	59
Agree	36
Disagree	5
Strongly disagree	0
Don’t know/NA	0
<b>motivates students to learn.</b>	
Strongly agree	70
Agree	25
Disagree	0
Strongly disagree	5
Don’t know/NA	0

*Question A.16, 17, 22, 23: This school... has quality programs for my child’s talents, gifts, or special needs... is a safe place for my child.... provides high quality instruction to my child... motivates students to learn.*

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

**Table A7.1**  
***Student Learning Environment Scale Questions – Continued***

	All %
<b><i>This school...</i></b>	
<b>has teachers who go out of their way to help students.</b>	
Strongly agree	62
Agree	24
Disagree	10
Strongly disagree	0
Don't know/NA	5
<b>has adults who really care about students.</b>	
Strongly agree	60
Agree	30
Disagree	5
Strongly disagree	0
Don't know/NA	5
<b>has high expectations for all students.</b>	
Strongly agree	71
Agree	24
Disagree	5
Strongly disagree	0
Don't know/NA	0
<b>encourages students to care about how others feel.</b>	
Strongly agree	50
Agree	40
Disagree	10
Strongly disagree	0
Don't know/NA	0

*Question A.24-27: This school... has teachers who go out of their way to help students... has adults who really care about students... has high expectations for all students... encourages students to care about how others feel.*

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

**Table A7.2*****Social and Emotional Supports***

	All %
<b>My child's teachers are responsive to my child's social and emotional needs.</b>	
Strongly agree	44
Agree	44
Disagree	6
Strongly disagree	6
Not sure/NA	0
<b>Support staff are available to my child if he/she needs them.</b>	
Strongly agree	41
Agree	35
Disagree	6
Strongly disagree	12
Not sure/NA	6
<b>Our school provides parents with advice and resources to support my child's social and emotional needs.</b>	
Strongly agree	41
Agree	35
Disagree	12
Strongly disagree	12
Not sure/NA	0

*Question A.57, 58, 63: As you answer these questions, please think about you and your child's experience right now. How strongly do you agree or disagree with the following statements?... My child's teachers are responsive to my child's social and emotional needs... Support staff like counselors, psychologists, and wellness staff are available to my child if he/she needs them... Our school provides parents with advice and resources to support my child's social and emotional needs.*

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

**Table A7.3**

***Instructional Supports***

	All %
<b>My child is receiving adequate instruction from teachers to support assigned work.</b>	
Strongly agree	50
Agree	33
Disagree	6
Strongly disagree	11
Not sure/NA	0

*Question A.59: As you answer these questions, please think about you and your child’s experience right now. How strongly do you agree or disagree with the following statements?... My child is receiving adequate instruction from teachers to support assigned work.*

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

## 8. Student Risk Behavior and Prevention

**Table A8.1**

***Substance Use Problems Scale Questions***

	All %
<b>Substance use problems</b>	
<i>Average reporting any problems</i>	42
<b><i>Based on your experience, how much of a problem at this school is...</i></b>	
<b>student tobacco use?</b>	
Not a problem	32
Small problem	11
Somewhat a problem	5
Large problem	26
Don't know/NA	26
<b>student vaping or e-cigarette use?</b>	
Not a problem	26
Small problem	5
Somewhat a problem	16
Large problem	21
Don't know/NA	32
<b>student alcohol and drug use?</b>	
Not a problem	33
Small problem	22
Somewhat a problem	0
Large problem	22
Don't know/NA	22

*Question A.33-35: Based on your experience, how much of a problem at this school is... student tobacco use (cigarette smoking and/or smokeless tobacco such as dip, chew, or snuff)?... student vaping or e-cigarette use?... student alcohol and drug use?*

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

**Table A8.2**  
***School Disorder Scale Questions***

	All %
<b>School disorder</b>	
<i>Average reporting any problems</i>	38
<b><i>Based on your experience, how much of a problem at this school is...</i></b>	
<b>harassment or bullying?</b>	
Not a problem	37
Small problem	21
Somewhat a problem	0
Large problem	26
Don't know/NA	16
<b>physical fights?</b>	
Not a problem	39
Small problem	22
Somewhat a problem	6
Large problem	22
Don't know/NA	11
<b>racial/ethnic conflict among students?</b>	
Not a problem	32
Small problem	16
Somewhat a problem	11
Large problem	26
Don't know/NA	16
<b>students not respecting staff?</b>	
Not a problem	42
Small problem	11
Somewhat a problem	11
Large problem	21
Don't know/NA	16

*Question A.36-39: Based on your experience, how much of a problem at this school is... harassment or bullying of students?... physical fighting between students?... racial/ethnic conflict among students?... students not respecting staff?*

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



**Table A8.2**  
***School Disorder Scale Questions – Continued***

	All %
<b><i>Based on your experience, how much of a problem at this school is...</i></b>	
<b>gang-related activity?</b>	
Not a problem	53
Small problem	5
Somewhat a problem	0
Large problem	16
Don't know/NA	26
<b>weapons possession?</b>	
Not a problem	56
Small problem	6
Somewhat a problem	0
Large problem	17
Don't know/NA	22
<b>vandalism (including graffiti)?</b>	
Not a problem	56
Small problem	6
Somewhat a problem	0
Large problem	17
Don't know/NA	22

*Question A.40-42: Based on your experience, how much of a problem at this school is... gang-related activity?... weapons possession?... vandalism (including graffiti)?*

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

**Table A8.3**  
***School Bans Tobacco Use and Vaping***

	All %
No	9
Yes	91
Don't know	0

*Question A.28: Does this 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.*

# 9. Facilities

**Table A9.1**  
***School Has Clean and Well-Maintained Facilities and Properties***

	All %
Strongly agree	53
Agree	47
Disagree	0
Strongly disagree	0
Don't know/NA	0

*Question A.21: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... This school has clean and well-maintained facilities and properties.*

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

## 10. Race/Ethnicity Breakdowns

**Table A10.1**

***Parental Involvement by Race/Ethnicity***

	All %
<b>Promotion of parental involvement<sup>†</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	44
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>Parental involvement in school<sup>§</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	47
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>School encourages me to be an active partner<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	50
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

<sup>§</sup>*Average percent of respondents reporting “Yes” across survey questions that comprise the scale.*

<sup>σ</sup>*Percent of respondents reporting “Strongly agree.”*

**Table A10.1**  
***Parental Involvement by Race/Ethnicity – Continued***

	All %
<b>School actively seeks the input of parents<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	46
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	46
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	

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

*<sup>σ</sup> Percent of respondents reporting “Strongly agree.”*

**Table A10.2**  
***School Supports for Students by Race/Ethnicity***

	All %
<b>Student learning environment<sup>†</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	57
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>School is a safe place for my child<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	54
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>School motivates students to learn<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	73
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

<sup>σ</sup>*Percent of respondents reporting “Strongly agree.”*

**Table A10.2**  
***School Supports for Students by Race/Ethnicity – Continued***

	All %
<b>School has adults who really care about students<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	45
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>Opportunities for meaningful student participation<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	54
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>Communication with parents about school<sup>#</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	62
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	

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

*<sup>σ</sup>Percent of respondents reporting “Strongly agree.”*

*<sup>#</sup>Average percent of respondents reporting “Strongly agree” or “Very well” across survey questions that comprise the scale.*

**Table A10.2**  
***School Supports for Students by Race/Ethnicity – Continued***

	All %
<b>Teachers responsive to child’s social and emotional needs<sup>Γ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	78
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>School provides parents with advice and resources to support my child’s social and emotional needs<sup>Γ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	63
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	

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

<sup>Γ</sup> *Percent of respondents reporting “Agree” or “Strongly agree.”*



**Table A10.3*****Fairness, Rule Clarity, and Respect for Diversity by Race/Ethnicity***

	All %
<b>School enforces school rules equally<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	69
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>School treats all students with respect<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	58
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	62
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	

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

*<sup>σ</sup> Percent of respondents reporting "Strongly agree."*

**Table A10.4**  
**Substance Use, School Disorder, and Bullying by Race/Ethnicity**

	All %
<b>Substance use problems<sup>¶</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	60
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>Student alcohol and drug use<sup>‡</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	33
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>Student vaping or e-cigarette use<sup>‡</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	30
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	

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

<sup>¶</sup>Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.

<sup>‡</sup>Percent of respondents reporting “Large problem.”

**Table A10.4**  
***Substance Use, School Disorder, and Bullying by Race/Ethnicity – Continued***

	All %
<b>School disorder<sup>¶</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	62
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	
<b>Harassment or bullying of students<sup>‡</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	40
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	

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

<sup>¶</sup>*Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.*

<sup>‡</sup>*Percent of respondents reporting “Large problem.”*

**Table A10.5**  
***Facilities by Race/Ethnicity***

	All %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American (Not Hispanic/Latino/a)	
Filipino	
Hispanic or Latino/a	60
Native Hawaiian or Pacific Islander	
White (Not Hispanic/Latino/a)	
Two or more races/ethnicities	

*Notes: Cells are empty if there are less than 5 respondents.  
<sup>σ</sup> Percent of respondents reporting “Strongly agree.”*

## 11. English Learner Breakdowns

**Table A11.1**

***Parental Involvement by English Learner Status***

	All %
<b>Promotion of parental involvement<sup>†</sup></b>	
Not English learner	41
English learner	
<b>Parental involvement in school<sup>§</sup></b>	
Not English learner	45
English learner	
<b>School encourages me to be an active partner<sup>σ</sup></b>	
Not English learner	47
English learner	
<b>School actively seeks the input of parents<sup>σ</sup></b>	
Not English learner	44
English learner	
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>	
Not English learner	44
English learner	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

<sup>§</sup>*Average percent of respondents reporting “Yes” across survey questions that comprise the scale.*

<sup>σ</sup>*Percent of respondents reporting “Strongly agree.”*

**Table A11.2**  
***School Supports for Students by English Learner Status***

	All %
<b>Student learning environment<sup>†</sup></b>	
Not English learner	50
English learner	
<b>School is a safe place for my child<sup>σ</sup></b>	
Not English learner	44
English learner	
<b>School motivates students to learn<sup>σ</sup></b>	
Not English learner	65
English learner	
<b>School has adults who really care about students<sup>σ</sup></b>	
Not English learner	59
English learner	
<b>Opportunities for meaningful student participation<sup>σ</sup></b>	
Not English learner	50
English learner	
<b>Communication with parents about school<sup>#</sup></b>	
Not English learner	60
English learner	
<b>Teachers responsive to child's social and emotional needs<sup>Γ</sup></b>	
Not English learner	88
English learner	
<b>School provides parents with advice and resources to support my child's social and emotional needs<sup>Γ</sup></b>	
Not English learner	73
English learner	

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

<sup>†</sup> Average percent of respondents reporting "Strongly agree" across survey questions that comprise the scale.

<sup>σ</sup> Percent of respondents reporting "Strongly agree."

<sup>#</sup> Average percent of respondents reporting "Strongly agree" or "Very well" across survey questions that comprise the scale.

<sup>Γ</sup> Percent of respondents reporting "Agree" or "Strongly agree."

**Table A11.3**

***Fairness, Rule Clarity, and Respect for Diversity by English Learner Status***

	All %
<b>School enforces school rules equally<sup>σ</sup></b>	
Not English learner	50
English learner	
<b>School treats all students with respect<sup>σ</sup></b>	
Not English learner	47
English learner	
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>	
Not English learner	50
English learner	

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

*<sup>σ</sup> Percent of respondents reporting “Strongly agree.”*

**Table A11.4**  
***Substance Use, School Disorder, and Bullying by English Learner Status***

	All %
<b>Substance use problems<sup>¶</sup></b>	
Not English learner	40
English learner	
<b>Student alcohol and drug use<sup>‡</sup></b>	
Not English learner	20
English learner	
<b>Student vaping or e-cigarette use<sup>‡</sup></b>	
Not English learner	19
English learner	
<b>School disorder<sup>¶</sup></b>	
Not English learner	35
English learner	
<b>Harassment or bullying of students<sup>‡</sup></b>	
Not English learner	25
English learner	

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

<sup>¶</sup>*Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.*

<sup>‡</sup>*Percent of respondents reporting “Large problem.”*

**Table A11.5**  
***Facilities by English Learner Status***

	All %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>	
Not English learner	44
English learner	

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

<sup>σ</sup>*Percent of respondents reporting “Strongly agree.”*



## 12. Special Education Breakdowns

**Table A12.1**

***Parental Involvement by Individualized Education Plan (IEP) Placement***

	All %
<b>Promotion of parental involvement<sup>†</sup></b>	
No IEP	46
IEP	
<b>Parental involvement in school<sup>§</sup></b>	
No IEP	43
IEP	
<b>School encourages me to be an active partner<sup>σ</sup></b>	
No IEP	47
IEP	
<b>School actively seeks the input of parents<sup>σ</sup></b>	
No IEP	50
IEP	
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>	
No IEP	44
IEP	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

<sup>§</sup>*Average percent of respondents reporting “Yes” across survey questions that comprise the scale.*

<sup>σ</sup>*Percent of respondents reporting “Strongly agree.”*

**Table A12.2*****School Supports for Students by Individualized Education Plan (IEP) Placement***

	All %
<b>Student learning environment<sup>†</sup></b>	
No IEP	52
IEP	
<b>School is a safe place for my child<sup>σ</sup></b>	
No IEP	50
IEP	
<b>School motivates students to learn<sup>σ</sup></b>	
No IEP	69
IEP	
<b>School has adults who really care about students<sup>σ</sup></b>	
No IEP	56
IEP	
<b>Opportunities for meaningful student participation<sup>σ</sup></b>	
No IEP	56
IEP	
<b>Communication with parents about school<sup>#</sup></b>	
No IEP	63
IEP	
<b>Teachers responsive to child's social and emotional needs<sup>Γ</sup></b>	
No IEP	86
IEP	
<b>School provides parents with advice and resources to support my child's social and emotional needs<sup>Γ</sup></b>	
No IEP	77
IEP	

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

<sup>†</sup> Average percent of respondents reporting "Strongly agree" across survey questions that comprise the scale.

<sup>σ</sup> Percent of respondents reporting "Strongly agree."

<sup>#</sup> Average percent of respondents reporting "Strongly agree" or "Very well" across survey questions that comprise the scale.

<sup>Γ</sup> Percent of respondents reporting "Agree" or "Strongly agree."

**Table A12.3**

***Fairness, Rule Clarity, and Respect for Diversity by Individualized Education Plan (IEP) Placement***

	All %
<b>School enforces school rules equally<sup>σ</sup></b>	
No IEP	61
IEP	
<b>School treats all students with respect<sup>σ</sup></b>	
No IEP	47
IEP	
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>	
No IEP	61
IEP	

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

*<sup>σ</sup> Percent of respondents reporting “Strongly agree.”*

**Table A12.4*****Substance Use, School Disorder, and Bullying by Individualized Education Plan (IEP) Placement***

	All %
<b>Substance use problems<sup>¶</sup></b>	
No IEP	38
IEP	
<b>Student alcohol and drug use<sup>‡</sup></b>	
No IEP	14
IEP	
<b>Student vaping or e-cigarette use<sup>‡</sup></b>	
No IEP	13
IEP	
<b>School disorder<sup>¶</sup></b>	
No IEP	32
IEP	
<b>Harassment or bullying of students<sup>‡</sup></b>	
No IEP	13
IEP	

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

<sup>¶</sup>Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem” across survey questions that comprise the scale.

<sup>‡</sup>Percent of respondents reporting “Large problem.”

**Table A12.5*****Facilities by Individualized Education Plan (IEP) Placement***

	All %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>	
No IEP	53
IEP	

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

<sup>σ</sup>Percent of respondents reporting “Strongly agree.”

## 13. Parent Role Breakdowns

**Table A13.1**

***Parental Involvement by Parent Role***

	All %
<b>Promotion of parental involvement<sup>†</sup></b>	
Parent of the child	46
Foster parent	
Other relatives and/or legal guardian	
<b>Parental involvement in school<sup>§</sup></b>	
Parent of the child	45
Foster parent	
Other relatives and/or legal guardian	
<b>School encourages me to be an active partner<sup>σ</sup></b>	
Parent of the child	47
Foster parent	
Other relatives and/or legal guardian	
<b>School actively seeks the input of parents<sup>σ</sup></b>	
Parent of the child	45
Foster parent	
Other relatives and/or legal guardian	
<b>Parents feel welcome to participate at this school<sup>σ</sup></b>	
Parent of the child	50
Foster parent	
Other relatives and/or legal guardian	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree.”*

<sup>§</sup>*Average percent of respondents reporting “Yes.”*

**Table A13.2**  
***School Supports for Students by Parent Role***

	All %
<b>Student learning environment<sup>†</sup></b>	
Parent of the child	54
Foster parent	
Other relatives and/or legal guardian	
<b>School is a safe place for my child<sup>σ</sup></b>	
Parent of the child	50
Foster parent	
Other relatives and/or legal guardian	
<b>School motivates students to learn<sup>σ</sup></b>	
Parent of the child	68
Foster parent	
Other relatives and/or legal guardian	
<b>School has adults who really care about students<sup>σ</sup></b>	
Parent of the child	58
Foster parent	
Other relatives and/or legal guardian	
<b>Opportunities for meaningful student participation<sup>σ</sup></b>	
Parent of the child	55
Foster parent	
Other relatives and/or legal guardian	
<b>Communication with parents about school<sup>#</sup></b>	
Parent of the child	63
Foster parent	
Other relatives and/or legal guardian	
<b>Teachers responsive to child's social and emotional needs<sup>Γ</sup></b>	
Parent of the child	88
Foster parent	
Other relatives and/or legal guardian	

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

<sup>†</sup>*Average percent of respondents reporting "Strongly agree."*

<sup>#</sup>*Average percent of respondents reporting "Strongly agree" or "Very well."*

<sup>Γ</sup>*Average percent of respondents reporting "Agree" or "Strongly agree."*

**Table A13.2**  
***School Supports for Students by Parent Role – Continued***

	All %
<b>School provides parents with advice and resources to support my child’s social and emotional needs<sup>Γ</sup></b>	
Parent of the child	75
Foster parent	
Other relatives and/or legal guardian	

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

<sup>Γ</sup>*Average percent of respondents reporting “Agree” or “Strongly agree.”*

**Table A13.3**  
***Fairness, Rule Clarity, and Respect for Diversity by Parent Role***

	All %
<b>School enforces school rules equally<sup>σ</sup></b>	
Parent of the child	55
Foster parent	
Other relatives and/or legal guardian	
<b>School treats all students with respect<sup>σ</sup></b>	
Parent of the child	53
Foster parent	
Other relatives and/or legal guardian	
<b>School promotes respect of cultural beliefs/practices<sup>σ</sup></b>	
Parent of the child	55
Foster parent	
Other relatives and/or legal guardian	

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree.”*

**Table A13.4**  
***Substance Use, School Disorder, and Bullying by Parent Role***

	All %
<b>Substance use problems<sup>¶</sup></b>	
Parent of the child	39
Foster parent	
Other relatives and/or legal guardian	
<b>Student alcohol and drug use<sup>‡</sup></b>	
Parent of the child	18
Foster parent	
Other relatives and/or legal guardian	
<b>Student vaping or e-cigarette use<sup>‡</sup></b>	
Parent of the child	17
Foster parent	
Other relatives and/or legal guardian	
<b>School disorder<sup>¶</sup></b>	
Parent of the child	34
Foster parent	
Other relatives and/or legal guardian	
<b>Harassment or bullying of students<sup>‡</sup></b>	
Parent of the child	22
Foster parent	
Other relatives and/or legal guardian	

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

<sup>¶</sup>*Average percent of respondents reporting “Small problem,” “Somewhat a problem,” or “Large problem.”*

<sup>‡</sup>*Percent of respondents reporting “Large problem.”*



**Table A13.5**  
***Facilities by Parent Role***

	All %
<b>School has clean and well-maintained facilities/properties<sup>σ</sup></b>	
Parent of the child	50
Foster parent	
Other relatives and/or legal guardian	

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

*<sup>σ</sup>Percent of respondents reporting “Strongly agree.”*

# CALIFORNIA SCHOOL STAFF SURVEY



## Oakland Military Institute 2024-2025 Main Report

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

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## PREFACE

### HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2024-25 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](https://calschls.org)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](https://ca-safe-supportive-schools.wested.org)) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

### SURVEY PURPOSE

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

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

## **SURVEY ADMINISTRATION AND SAMPLE**

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

## **SURVEY CONTENT OVERVIEW**

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

### **Core Section (Section A)**

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

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

- 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, four supplementary modules are available that districts can elect to add to the survey. For information, call the CalSCHLS helpline at 562.799.5460.

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

## THE REPORT

Results are provided in tables with data from this school.

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

### Supplemental Reports

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

## ONLINE DATA DASHBOARDS

**Public Dashboard.** Anyone can examine online key state, county, and district CSSS results on the public CalSCHLS Data Dashboard ([calschls.org/my-surveys/](https://calschls.org/my-surveys/)). The dashboard can be used to graphically display statewide, county, and district key indicators from the CSSS, trends over time, and disparities in survey outcomes across groups. Group differences by race/ethnicity, role (teacher, administrator), and tenure at the school can be examined. Trends in results over the past 11 years can be displayed. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

**The District Dashboard Option.** Districts may purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- 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](https://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/](https://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](https://data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf)).
- The **California Center for School Climate** ([ccsc.wested.org](https://ccsc.wested.org)) website houses school climate resources and guides, and archived virtual events.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [ca-safe-supportive-schools.wested.org/subscribe/](https://ca-safe-supportive-schools.wested.org/subscribe/).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](https://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://calschls.org/resources/#resources_and_tools)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

## NEXT STEPS

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

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

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

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

timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor ([calschls.org/contact](https://calschls.org/contact)) or email [calschls@wested.org](mailto: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](https://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\\_2123\\_csss.pdf](https://calschls.org/docs/statewide_2123_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/](https://calschls.org/reports-data/search-lea-reports/)). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

### Data Workshop

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

### Request Additional Reports and Data

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

### Disaggregated Reports

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



## **Additional Analysis of Data**

The complete dataset is available electronically for additional analysis ([calschls.org/reports-data](https://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 (562.799.5460) or email [calschls@wested.org](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
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			✓		
<b>School Climate Conditions</b>					
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	✓†	✓‡		✓	✓
<b>School Climate Improvement Practices</b>					
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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Thomas Hanson, Ph.D.  
CalSCHLS Director, WestEd

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

# 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	50

**Table A1.2**  
*Number of Respondents by Instructional Model*

	All
In-school model only	50
Remote model only	0

## 2. Summary of Key Survey Indicators

**Table A2.1**

*Key Indicators of School Climate and Student Well-Being*

	All %	Table
<b>School Supports for Students</b>		
Caring adult relationships <sup>†</sup>	35	A6.1
High expectations-adults in school <sup>†</sup>	43	A6.1
Student meaningful participation <sup>†</sup>	40	A6.1
Promotion of parental involvement <sup>†</sup>	37	A6.1
Student learning environment <sup>†</sup>	40	A5.1
Facilities upkeep <sup>σ</sup>	41	A5.1
Support for social emotional learning <sup>†</sup>	39	A7.1
Provides adequate counseling and support services <sup>σ</sup>	43	A9.2
Antibullying climate <sup>†</sup>	39	A7.1
<b>School Supports for Staff</b>		
Staff working environment <sup>†</sup>	34	A5.1
Staff collegiality <sup>†</sup>	27	A5.1
<b>School Safety</b>		
Is a safe place for staff <sup>σ</sup>	45	A5.1
Is a safe place for students <sup>σ</sup>	50	A5.1
Has sufficient resources to create a safe campus <sup>σ</sup>	52	B2.1
<b>Fairness, Rule Clarity, and Respect for Diversity</b>		
Fairness and rule clarity <sup>†</sup>	35	A7.1
Respect for diversity <sup>†</sup>	43	A7.1
<b>Academic Motivation and Student Behavior</b>		
Students are motivated to complete schoolwork <sup>σ</sup>	26	A7.4
Student readiness to learn <sup>†</sup>	15	A7.1
Cutting classes or being truant moderate/severe problem	40	A7.13
Harassment/bullying moderate/severe problem	49	A8.3
<b>Substance Use and Mental Health</b>		
Alcohol and drug use moderate/severe problem	36	A8.9
Tobacco use moderate/severe problem	21	A8.10
Vaping/e-cigarette use moderate/severe problem	49	A8.11
Student depression moderate/severe problem	60	A8.2

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

<sup>†</sup> Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.

<sup>σ</sup> Percent of respondents reporting “Strongly agree.”

**Table A2.2**  
***Key Indicators of Professional Development Needs***

	All %	Table
<b>Instruction and School Environment</b>		
Positive behavioral support and classroom management	51	A10.1
Creating a positive school climate	49	A10.1
<b>Supporting Student Well-being and Development</b>		
Meeting social, emotional, and developmental needs	67	A10.1
Supporting students exposed to trauma	72	A10.1

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

### 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	86
1 day	2
2 days	4
3 days	0
4 days	2
5 days	6

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

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



**Table A3.3*****Role (Job) at School***

	All %
Teacher in grade 4 or below	0
Teacher in grade 5 or above	60
Special education teacher	6
Administrator	16
Prevention staff, nurse, or health aide	0
Counselor, psychologist	4
Police, resource officer, or safety personnel	6
Paraprofessional, teacher assistant, or instructional aide	4
Other certificated staff	4
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	66
English language learners	74
None of the above	24

*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	18
1 to 2 years	24
3 to 5 years	36
6 to 10 years	16
Over 10 years	6

*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	18
1 to 2 years	10
3 to 5 years	24
6 to 10 years	18
Over 10 years	30

*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	17
Filipino, non-Hispanic	6
Hispanic or Latino/a	19
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	29
Multiracial, non-Hispanic	4
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 Latino/a... 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	37
No	63

*Question A.108: 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. Remote Teaching

**Results in this section are applicable to staff who indicate that they teach students in a remote setting. Responses from staff who teach students in-person are not included.**

**Table A4.1**

***School Instructional Model Implementation (Remote Only)***

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

*Question A.101-103: 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 A4.2**

***Student Remote Learning (Remote Only)***

	All %
<b>Students are coping well with remote learning.</b>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
<b>Students are less engaged in remote classes than in-person classes.</b>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

*Question A.106-107: 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 A4.3**

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

	All %
<b>Teachers from this school are motivating students.</b>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
<b>Students who need the most academic support are receiving the support they need.</b>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

*Question A.104, 105: 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.*

## 5. School Supports for Students and Staff

**Table A5.1**

***Summary of Indicators for Positive Learning and Working Environment***

	<i>Percent Responding “Strongly Agree”</i>	Table
	All %	
<b>School Supports for Students</b>		
Student learning environment <sup>†</sup>	40	A5.2
Is a supportive and inviting place for students to learn	33	A5.2
Emphasizes teaching lessons in ways relevant to students	28	A5.2
Facilities upkeep	41	A5.9
<b>School Supports for Staff</b>		
Staff working environment <sup>†</sup>	34	A5.4
Is a supportive and inviting place for staff to work	30	A5.4
Promotes trust and collegiality among staff	35	A5.4
Promotes participation in school decision making	25	A5.4
Uses objective data for school improvement decisions	43	A5.7
Staff collegiality <sup>†</sup>	27	A5.5
Have close professional relationships with one another	18	A5.5
Feel a responsibility to improve the school	36	A5.5
<b>School Safety</b>		
Is a safe place for staff	45	A5.4
Is a safe place for students	50	A5.2

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

## Student Learning Environment

**Table A5.2**

***Student Learning Environment Scale Questions***

	All %
<b>Student learning environment</b>	
<i>Average reporting “Strongly agree”</i>	40
<b><i>This school...</i></b>	
<b>is a supportive and inviting place for students to learn.</b>	
Strongly agree	33
Agree	60
Disagree	7
Strongly disagree	0
<b>promotes academic success for all students.</b>	
Strongly agree	47
Agree	44
Disagree	7
Strongly disagree	2
<b>emphasizes helping students academically when they need it.</b>	
Strongly agree	45
Agree	45
Disagree	9
Strongly disagree	0
<b>emphasizes teaching lessons in ways relevant to students.</b>	
Strongly agree	28
Agree	63
Disagree	7
Strongly disagree	2

*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 A5.2*****Student Learning Environment Scale Questions – Continued***

	All %
<b><i>This school...</i></b>	
<b>is a safe place for students.</b>	
Strongly agree	50
Agree	48
Disagree	2
Strongly disagree	0
<b>motivates students to learn.</b>	
Strongly agree	36
Agree	45
Disagree	18
Strongly disagree	0

*Question A.26, 41: This school... is a safe place for students... motivates students to learn.*

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

**Table A5.3*****Disruptive Student Behavior is a Problem***

	All %
Insignificant problem	7
Mild problem	31
Moderate problem	36
Severe problem	26

*Question A.85: 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 A5.4**

***Staff Working Environment Scale Questions***

	All %
<b>Staff working environment</b>	
<i>Average reporting “Strongly agree”</i>	34
<b><i>This school... is a supportive and inviting place for staff to work.</i></b>	
Strongly agree	30
Agree	53
Disagree	14
Strongly disagree	2
<b><i>promotes trust and collegiality among staff.</i></b>	
Strongly agree	35
Agree	37
Disagree	23
Strongly disagree	5
<b><i>is a safe place for staff.</i></b>	
Strongly agree	45
Agree	48
Disagree	7
Strongly disagree	0
<b><i>promotes personnel participation in decision-making that affects school practices and policies.</i></b>	
Strongly agree	25
Agree	39
Disagree	32
Strongly disagree	5

*Question A.14, 15, 27, 40: 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 A5.5**  
**Staff Collegiality Scale Questions**

	All %
<b>Staff collegiality</b>	
<i>Average reporting “Strongly agree”</i>	27
<b>Adults who work at this school... have close professional relationships with one another.</b>	
Strongly agree	18
Agree	43
Disagree	32
Strongly disagree	7
<b>support and treat each other with respect.</b>	
Strongly agree	27
Agree	59
Disagree	11
Strongly disagree	2
<b>feel a responsibility to improve this school.</b>	
Strongly agree	36
Agree	55
Disagree	9
Strongly disagree	0

*Question A.37-39: 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 A5.6**  
**Staff Collaborate Regularly**

	All %
Strongly agree	30
Agree	50
Disagree	16
Strongly disagree	5

*Question A.36: Adults who work at this school... are collaborating regularly.*

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

**Table A5.7*****School Uses Objective Data in Decision Making***

	All %
Strongly agree	43
Agree	43
Disagree	11
Strongly disagree	2

*Question A.44: 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 A5.8*****Lack of Respect of Staff by Students is a Problem***

	All %
Insignificant problem	21
Mild problem	36
Moderate problem	33
Severe problem	10

*Question A.88: 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 A5.9*****Clean and Well-Maintained Facilities and Property***

	All %
Strongly agree	41
Agree	55
Disagree	2
Strongly disagree	2

*Question A.29: This school has clean and well-maintained facilities and property.*

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

## 6. Student Developmental Supports and Opportunities

**Table A6.1**

*Summary of Indicators for Student Developmental Supports and Opportunities at School*

	Percent Responding “Strongly Agree”	
	All %	Table
<b>Caring Adult Relationships<sup>†</sup></b>	35	A6.2
Adults really care about every student	39	A6.2
Adults acknowledge and pay attention to students	36	A6.2
Adults listen to what students have to say	30	A6.2
<b>High Expectations-Adults in School<sup>†</sup></b>	43	A6.3
Adults want every student to do their best	48	A6.3
Adults believe every student can be a success	39	A6.3
<b>Student Meaningful Participation<sup>†</sup></b>	40	A6.4
Opportunities to decide things	30	A6.4
Equal opportunity for classroom participation	39	A6.4
Equal opportunity to participate in extracurricular activities	44	A6.4
Opportunities to “make a difference”	49	A6.4
<b>Promotion of Parental Involvement<sup>†</sup></b>	37	A6.5
School is welcoming to and facilitates parent involvement	45	A6.5
Encourages parents to be active partners in schooling	34	A6.5
School communicates about student learning expectation	31	A6.5
Parents feel welcome to participate at this school	33	A6.5

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

*<sup>†</sup>Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

## Caring Relationships

**Table A6.2**

***Caring Relationships Scale Questions***

	All %
<b>Caring relationships</b>	
<i>Average reporting “Strongly agree”</i>	35
<b><i>Adults who work at this school... really care about every student.</i></b>	
Strongly agree	39
Agree	55
Disagree	7
Strongly disagree	0
<b><i>acknowledge and pay attention to students.</i></b>	
Strongly agree	36
Agree	57
Disagree	7
Strongly disagree	0
<b><i>listen to what students have to say.</i></b>	
Strongly agree	30
Agree	57
Disagree	11
Strongly disagree	2

*Question A.30, 31, 33: 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 A6.3**

***High Expectations Scale Questions***

	All %
<b>High expectations-adults in school</b>	
<i>Average reporting “Strongly agree”</i>	43
<b><i>Adults who work at this school... want every student to do their best.</i></b>	
Strongly agree	48
Agree	52
Disagree	0
Strongly disagree	0
<b><i>believe that every student can be a success.</i></b>	
Strongly agree	39
Agree	55
Disagree	7
Strongly disagree	0

*Question A.32, 34: 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 A6.4**

***Student Meaningful Participation Scale Questions***

	All %
<b>Student meaningful participation</b>	
<i>Average reporting “Strongly agree”</i>	40
<b><i>This school...</i></b>	
<b>encourages opportunities for students to decide things like class activities or rules.</b>	
Strongly agree	30
Agree	59
Disagree	9
Strongly disagree	2
<b>gives all students equal opportunity to participate in classroom discussions or activities.</b>	
Strongly agree	39
Agree	59
Disagree	2
Strongly disagree	0
<b>gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.</b>	
Strongly agree	44
Agree	47
Disagree	7
Strongly disagree	2
<b>gives students opportunities to “make a difference” by helping other people, the school, or the community.</b>	
Strongly agree	49
Agree	42
Disagree	9
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 A6.5**

***Promotion of Parental Involvement Scale Questions***

	All %
<b>Promotion of parental involvement</b>	
<i>Average reporting “Strongly agree”</i>	37
<b>This school is welcoming to and facilitates parent involvement.</b>	
Strongly agree	45
Agree	48
Disagree	7
Strongly disagree	0
<b>This school encourages parents to be active partners in educating their child.</b>	
Strongly agree	34
Agree	55
Disagree	11
Strongly disagree	0
<b>Teachers at this school communicate with parents about what their children are expected to learn in class.</b>	
Strongly agree	31
Agree	50
Disagree	17
Strongly disagree	2
<b>Parents feel welcome to participate at this school.</b>	
Strongly agree	33
Agree	55
Disagree	12
Strongly disagree	0

*Question A.28, 43, 77, 78: 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 A6.5**  
***Promotion of Parental Involvement Scale Questions – Continued***

	All %
<b>School staff take parents’ concerns seriously.</b>	
Strongly agree	40
Agree	52
Disagree	7
Strongly disagree	0

*Question A.79: School staff take parents’ concerns seriously.*

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

## 7. Learning Conditions

**Table A7.1**

*Summary of Indicators of School Learning Conditions*

	<i>Average Percent Responding “Strongly Agree” Across Survey Questions</i>	Table
	All %	
<b>Learning Supports</b>		
Support for social emotional learning	39	A7.2
Student readiness to learn	15	A7.3
Instructional equity	37	A7.7
Antibullying climate	39	A7.12
<b>Fairness, Rule Clarity, and Respect for Diversity</b>		
Fairness and rule clarity	35	A7.5
Respect for diversity	43	A7.6
<b>Positive Peer Relations</b>		
Student peer relationships	16	A7.11

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

## Supports for Learning and Student Academic Engagement

**Table A7.2**

***Support for Social Emotional Learning Scale Questions***

	All %
<b>Support for social emotional learning</b>	
<i>Average reporting “Strongly agree”</i>	39
<b>This school encourages students to feel responsible for how they act.</b>	
Strongly agree	44
Agree	47
Disagree	7
Strongly disagree	2
<b>This school encourages students to understand how others think and feel.</b>	
Strongly agree	42
Agree	42
Disagree	16
Strongly disagree	0
<b>Students are taught that they can control their own behavior.</b>	
Strongly agree	35
Agree	44
Disagree	21
Strongly disagree	0
<b>This school helps students resolve conflicts with one another.</b>	
Strongly agree	37
Agree	51
Disagree	9
Strongly disagree	2

*Question A.62, 65-67: 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 A7.2**  
***Support for Social Emotional Learning Scale Questions – Continued***

	All %
<b>This school encourages students to care about how others feel.</b>	
Strongly agree	37
Agree	44
Disagree	16
Strongly disagree	2

*Question A.68: This school encourages students to care about how others feel.*

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

**Table A7.3**  
***Student Readiness to Learn Scale Questions***

	All %
<b>Student readiness to learn</b>	
<i>Average reporting “Strongly agree”</i>	15
<b>Students are healthy and physically fit.</b>	
Strongly agree	19
Agree	63
Disagree	16
Strongly disagree	2
<b>Students start/arrive at school alert and rested.</b>	
Strongly agree	12
Agree	33
Disagree	51
Strongly disagree	5
<b>Students are motivated to learn.</b>	
Strongly agree	14
Agree	44
Disagree	35
Strongly disagree	7
<b>Students in this school are well-behaved.</b>	
Strongly agree	14
Agree	58
Disagree	26
Strongly disagree	2

*Question A.53-56, 70: 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 A7.4**  
***Motivation to Complete Schoolwork***

	All %
Strongly agree	26
Agree	30
Disagree	28
Strongly disagree	16

*Question A.63: 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 A7.5**

***Fairness and Rule Clarity Scale Questions***

	All %
<b>Fairness and rule clarity</b>	
<i>Average reporting “Strongly agree”</i>	35
<b>This school handles discipline problems fairly.</b>	
Strongly agree	41
Agree	39
Disagree	14
Strongly disagree	7
<b>The school rules are fair.</b>	
Strongly agree	35
Agree	53
Disagree	9
Strongly disagree	2
<b>This school clearly informs students what will happen if they break school rules.</b>	
Strongly agree	31
Agree	55
Disagree	14
Strongly disagree	0
<b>Students know what the rules are.</b>	
Strongly agree	33
Agree	55
Disagree	12
Strongly disagree	0

*Question A.25, 69, 75, 76: 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 A7.6*****Respect for Diversity Scale Questions***

	All %
<b>Respect for diversity</b>	
<i>Average reporting “Strongly agree”</i>	43
<b>Students respect each other’s differences.</b>	
Strongly agree	26
Agree	56
Disagree	16
Strongly disagree	2
<b>Adults from this school respect differences in students.</b>	
Strongly agree	49
Agree	44
Disagree	7
Strongly disagree	0
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>	
Strongly agree	56
Agree	33
Disagree	12
Strongly disagree	0

*Question A.50-52: 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 A7.7**

***Instructional Equity Scale Questions***

	All %
<b>Instructional equity</b>	
<i>Average reporting “Strongly agree”</i>	37
<b><i>This school...</i></b>	
<b>emphasizes using instructional materials that reflect the culture or ethnicity of its students.</b>	
Strongly agree	30
Agree	47
Disagree	19
Strongly disagree	5
<b>has staff examine their own cultural biases through professional development or other processes.</b>	
Strongly agree	30
Agree	32
Disagree	27
Strongly disagree	11
<b>considers closing the racial/ethnic achievement gap a high priority.</b>	
Strongly agree	36
Agree	32
Disagree	27
Strongly disagree	5
<b>has high expectations for all students, regardless of their race, ethnicity, or nationality.</b>	
Strongly agree	48
Agree	39
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 A7.7**  
***Instructional Equity Scale Questions – Continued***

	All %
<b>This school fosters an appreciation of student diversity and respect for each other.</b>	
Strongly agree	41
Agree	48
Disagree	9
Strongly disagree	2

*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 A7.8*****Staff Treat All Students Fairly***

	All %
Strongly agree	34
Agree	52
Disagree	9
Strongly disagree	5

*Question A.35: Adults who work at this school treat all students fairly.*

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

## Cultural Sensitivity

**Table A7.9*****Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %
Strongly agree	27
Agree	50
Disagree	14
Strongly disagree	9

*Question A.42: 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 A7.10*****Racial/Ethnic Conflict Among Students is a Problem***

	All %
Insignificant problem	55
Mild problem	26
Moderate problem	17
Severe problem	2

*Question A.86: 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 A7.11**

***Student Peer Relationships Questions***

	All %
<b>Student peer relationships</b>	
<i>Average reporting “Strongly agree”</i>	16
<b>Students care about one another.</b>	
Strongly agree	19
Agree	77
Disagree	5
Strongly disagree	0
<b>Students treat each other with respect.</b>	
Strongly agree	16
Agree	56
Disagree	26
Strongly disagree	2
<b>Students get along well with one another.</b>	
Strongly agree	12
Agree	79
Disagree	9
Strongly disagree	0
<b>Students enjoy spending time together during school activities.<sup>Ø</sup></b>	
Strongly agree	40
Agree	58
Disagree	2
Strongly disagree	0

*Question A.57, 59-61: 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.*

*<sup>Ø</sup>Item not included in the scale.*

**Table A7.11**  
***Student Peer Relationships Questions – Continued***

	All %
<b>Students enjoy interacting with each other during class activities.<sup>Ø</sup> (<i>Remote Only</i>)</b>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

*Question A.58: Students enjoy interacting with each other during class activities.*

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

*<sup>Ø</sup>Item not included in the scale.*

## Antibullying Climate

**Table A7.12**

***Antibullying Climate Scale Questions***

	All %
<b>Antibullying climate</b>	
<i>Average reporting “Strongly agree”</i>	39
<b>Teachers make it clear to students that bullying is not tolerated.</b>	
Strongly agree	51
Agree	42
Disagree	7
Strongly disagree	0
<b>If a student was bullied, he or she would tell one of the teachers or staff at school.</b>	
Strongly agree	37
Agree	49
Disagree	12
Strongly disagree	2
<b>Students tell teachers when other students are being bullied.</b>	
Strongly agree	30
Agree	47
Disagree	21
Strongly disagree	2
<b>If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.</b>	
Strongly agree	49
Agree	42
Disagree	9
Strongly disagree	0

*Question A.45-48: 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 A7.12*****Antibullying Climate Scale Questions – Continued***

	All %
<b>Students try to stop bullying when they see it happening.</b>	
Strongly agree	26
Agree	37
Disagree	28
Strongly disagree	9

*Question A.49: Students try to stop bullying when they see it happening.*

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

## Truancy

**Table A7.13*****Cutting Class or Truancy is a Problem***

	All %
Insignificant problem	19
Mild problem	40
Moderate problem	29
Severe problem	12

*Question A.89: 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.*



## 8. Student Health Risks and Prevention

### Mental Health

**Table A8.1**

***Student Feeling Hopeful About the Future***

	All %
Strongly agree	21
Agree	51
Disagree	26
Strongly disagree	2

*Question A.64: Students feel hopeful about the future.*

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

**Table A8.2**

***Student Depression or Other Mental Health Issues are a Problem***

	All %
Insignificant problem	12
Mild problem	29
Moderate problem	36
Severe problem	24

*Question A.87: 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 A8.3**

***Harassment or Bullying Among Students is a Problem***

	All %
Insignificant problem	12
Mild problem	39
Moderate problem	44
Severe problem	5

*Question A.83: 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 A8.4**

***Physical Fighting Between Students is a Problem***

	All %
Insignificant problem	48
Mild problem	38
Moderate problem	12
Severe problem	2

*Question A.84: 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 A8.5**

***Vandalism (Including Graffiti) is a Problem***

	All %
Insignificant problem	55
Mild problem	40
Moderate problem	5
Severe problem	0

*Question A.92: 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 A8.6**

***Theft is a Problem***

	All %
Insignificant problem	64
Mild problem	26
Moderate problem	10
Severe problem	0

*Question A.93: 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 A8.7**

***Gang-Related Activity is a Problem***

	All %
Insignificant problem	69
Mild problem	26
Moderate problem	2
Severe problem	2

*Question A.90: 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 A8.8*****Weapons Possession is a Problem***

	All %
Insignificant problem	79
Mild problem	17
Moderate problem	2
Severe problem	2

*Question A.91: 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 A8.9*****Student Alcohol and Drug Use is a Problem***

	All %
Insignificant problem	7
Mild problem	57
Moderate problem	29
Severe problem	7

*Question A.80: 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 A8.10*****Student Tobacco Use is a Problem***

	All %
Insignificant problem	36
Mild problem	43
Moderate problem	17
Severe problem	5

*Question A.81: 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 A8.11**  
***Student Vaping or Electronic Cigarette Use is a Problem***

	All %
Insignificant problem	2
Mild problem	49
Moderate problem	37
Severe problem	12

*Question A.82: 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 A8.12**  
***School Bans Tobacco Use and Vaping***

	All %
No	0
Yes	98
Don't know	2

*Question A.100: 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.*

## 9. Discipline and Counseling

**Table A9.1**

***Disciplinary Harshness Scale Questions***

	All %
<b>Disciplinary harshness</b>	
<i>Average reporting “Strongly agree” or “Agree”</i>	19
<b>The rules at this school are too strict.</b>	
Strongly agree	5
Agree	16
Disagree	53
Strongly disagree	26
<b>It is easy for students to get kicked out of class or get suspended.</b>	
Strongly agree	0
Agree	10
Disagree	71
Strongly disagree	19
<b>Students get in trouble for breaking small rules.</b>	
Strongly agree	0
Agree	30
Disagree	60
Strongly disagree	9
<b>Teachers are very strict here.</b>	
Strongly agree	0
Agree	14
Disagree	74
Strongly disagree	12

*Question A.71-74: 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 A9.2**  
***Provides Adequate Counseling and Support for Students***

	All %
Strongly agree	43
Agree	41
Disagree	14
Strongly disagree	2

*Question A.12: This school provides adequate counseling and support services for students.*

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

## 10. Professional Development Needs

**Table A10.1**

***Areas of Professional Development Needs***

	All %
<b><i>Instruction and School Environment</i></b>	
<b>Positive behavioral support and classroom management</b>	
Yes	51
No	49
<b>Creating a positive school climate</b>	
Yes	49
No	51
<b>Motivating students through remote learning (<i>Remote Only</i>)</b>	
Yes	
No	
<b><i>Addressing Needs of Diverse Populations</i></b>	
<b>Working with diverse racial, ethnic, or cultural groups</b>	
Yes	51
No	49
<b><i>Supporting Student Well-being and Development</i></b>	
<b>Meeting the social, emotional, and developmental needs of youth</b>	
Yes	67
No	33
<b>Supporting students exposed to trauma or stressful life events.</b>	
Yes	72
No	28

*Question A.94-99: 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... supporting students exposed to trauma or stressful life events (e.g., trauma-informed practices)... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... motivating students through remote learning [Remote only]... 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	25

## 2. Summary of Indicators

**Table B2.1**

**Summary of Indicators of School Learning Supports**

	All %	Table
<b>Discipline, Safety, and Behavior Management</b>		
Punishes first-time violations of alcohol/drug policies <sup>σ</sup>	25	B3.1
Enforces zero tolerance policies <sup>σ</sup>	50	B3.1
Has sufficient resources to create a safe campus <sup>σ</sup>	52	B3.2
Seeks to maintain a secure campus <sup>σ</sup>	60	B3.2
Provides harassment or bullying prevention <sup>§</sup>	50	B3.3
Provides conflict resolution or behavior management instruction <sup>§</sup>	50	B3.3
<b>Substance Use and Risk Behavior</b>		
Considers substance abuse prevention an important goal <sup>σ</sup>	75	B4.1
Collaborates well with community organizations to address substance use or other problems <sup>σ</sup>	62	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems <sup>σ</sup>	55	B4.1
Provides alcohol or drug use prevention instruction <sup>§</sup>	63	B4.1
Provides tobacco use/vaping prevention instruction <sup>§</sup>	58	B4.1
Has sufficient resources to address substance use prevention needs <sup>σ</sup>	48	B4.1
<b>Physical Health and Special Needs</b>		
Provides adequate health services for students <sup>σ</sup>	45	B5.1
Provides opportunities for physical education and activity <sup>§</sup>	83	B5.1
<b>Youth Development and Social-Emotional Supports</b>		
Fosters youth development, resilience, or asset promotion <sup>§</sup>	46	B6.1
Emphasizes helping students with social, emotional, and behavioral problems <sup>σ</sup>	70	B6.1
Restorative practices <sup>σ</sup>	63	B6.1
Trauma-informed practices <sup>σ</sup>	35	B6.1

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

<sup>σ</sup> Percent of respondents reporting “Strongly agree.”

<sup>§</sup> Percent of respondents reporting “A lot.”

### 3. Discipline, Safety, and Behavior Management

**Table B3.1**

*Discipline Practice at School*

	All %
<b>Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension</b>	
Strongly agree	25
Agree	35
Disagree	25
Strongly disagree	15
<b>Enforces zero tolerance policies</b>	
Strongly agree	50
Agree	30
Disagree	10
Strongly disagree	10

*Question A.113, 114: 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 %
<b>Has sufficient resources to create a safe campus</b>	
Strongly agree	52
Agree	48
Disagree	0
Strongly disagree	0
<b>Seeks to maintain a secure campus</b>	
Strongly agree	60
Agree	30
Disagree	10
Strongly disagree	0

*Question A.110, 115: 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 %
<b>Provides harassment or bullying prevention</b>	
A lot	50
Some	38
Not much	4
Not at all	8
<b>Provides conflict resolution or behavior management instruction</b>	
A lot	50
Some	42
Not much	4
Not at all	4

*Question A.126, 127: 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 %
<b>Considers substance abuse prevention an important goal</b>	
Strongly agree	75
Agree	20
Disagree	5
Strongly disagree	0
<b>Collaborates well with community organizations to address substance use or other problems</b>	
Strongly agree	62
Agree	33
Disagree	5
Strongly disagree	0
<b>Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems</b>	
Strongly agree	55
Agree	45
Disagree	0
Strongly disagree	0

*Question A.109, 116, 117: 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 %
<b>Provides alcohol or drug use prevention instruction</b>	
A lot	63
Some	33
Not much	4
Not at all	0
<b>Provides tobacco use/vaping prevention instruction</b>	
A lot	58
Some	33
Not much	8
Not at all	0
<b>Has sufficient resources to address substance use prevention needs</b>	
Strongly agree	48
Agree	43
Disagree	10
Strongly disagree	0

*Question A.111, 124, 125: 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	71
Agree	29
Disagree	0
Strongly disagree	0

*Question A.112: 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 %
<b>Provides adequate health services for students</b>	
Strongly agree	45
Agree	35
Disagree	20
Strongly disagree	0
<b>Provides opportunities for physical education and activity</b>	
A lot	83
Some	17
Not much	0
Not at all	0

*Question A.118, 123: 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 %
<b>Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion</b>	
A lot	46
Some	46
Not much	8
Not at all	0
<b>Emphasizes helping students with social, emotional, and behavioral problems</b>	
Strongly agree	70
Agree	25
Disagree	5
Strongly disagree	0
<b>Uses restorative practices to help resolve conflicts</b>	
Strongly agree	63
Agree	26
Disagree	0
Strongly disagree	11

*Question A.119, 120, 122: 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 %
<b>Implements trauma-informed practices</b>	
Strongly agree	35
Agree	45
Disagree	15
Strongly disagree	5
<b>Provides instructional help to build social-emotional competencies</b>	
A lot	46
Some	42
Not much	8
Not at all	4

*Question A.121, 128: 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 2024-2025 Main Report



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

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## PREFACE

### HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2024-25 *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](https://calschls.org)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](https://ca-safe-supportive-schools.wested.org)) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

## THE SURVEY

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

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

## Core Module

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

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

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

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

### Behavioral Health Module (Supplementary)

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

### School Climate Module (Supplementary)

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

### LCAP Subgroup Results

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

## ONLINE DATA DASHBOARDS

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

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

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

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



## 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://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://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](https://data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf)).
- The **California Center for School Climate** ([ccsc.wested.org](https://ccsc.wested.org)) website houses school climate resources and guides, and archived virtual events.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [ca-safe-supportive-schools.wested.org/subscribe/](https://ca-safe-supportive-schools.wested.org/subscribe/).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](https://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://calschls.org/resources/#resources_and_tools)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

## NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor ([calschls.org/contact](https://calschls.org/contact)) or email [calschls@wested.org](mailto: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](https://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 9<sup>th</sup> and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> and 7<sup>th</sup> 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](https://data.calschls.org/resources/Biennial_State_1921.pdf)) or examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://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](https://calschls.org/reports-data/search-lea-reports)). How

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

## Data Workshop

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

## Request Additional Reports and Data

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

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

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

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

## Disaggregated Reports

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

## Additional Analysis of Data

The complete dataset is available electronically for additional analysis ([calschls.org/reports-data](https://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 (562.799.5460) or email [calschls@wested.org](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Attendance (absences and reasons absent)	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
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			✓		
<b>School Climate Conditions</b>					
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		✓		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

## **ACKNOWLEDGMENTS**

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CalSCHLS Director, WestEd

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California Department of Education

## Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

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

# Core Module Results

## 1. Survey Sample

**Table A1.1**

*Student Sample for Core Module*

	Grade 6	Grade 7	Grade 8
<b><i>Student Sample Size</i></b>			
Target sample	61	88	83
Final number	30	80	58
<b>Response Rate</b>	49%	91%	70%

**Table A1.2**

*Number of Respondents by Instructional Model*

	Grade 6	Grade 7	Grade 8
In-school learning only	30	80	58
Remote learning only	0	0	0



## 2. Summary of Key Indicators

**Table A2.1**

**Key Indicators of School Climate**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>School Engagement and Supports</b>				
School connectedness <sup>†</sup>	65	45	49	A6.4
School connectedness <sup>†ψ</sup> ( <i>Remote Only</i> )				A6.4
Academic motivation <sup>†</sup>	73	61	60	A6.4
School is really boring <sup>±</sup>	30	51	39	A6.11
School is worthless and a waste of time <sup>±</sup>	3	17	12	A6.11
Current absenteeism (≥3 times) <sup>¶</sup>	20	17	11	A6.2
Trouble focusing on schoolwork <sup>σ</sup>	23	42	39	A6.10
Caring adult relationships <sup>‡</sup>	61	48	48	A6.4
High expectations <sup>‡</sup>	72	60	68	A6.4
Meaningful participation <sup>‡</sup>	40	30	37	A6.4
Facilities upkeep <sup>σ</sup>	67	45	44	A6.15
Promotion of parental involvement in school <sup>†</sup>	73	49	58	A6.4
<b>School Safety and Cyberbullying</b>				
School perceived as very safe or safe	76	59	63	A8.1
Experienced any harassment or bullying <sup>§</sup>	43	48	39	A8.2
Had mean rumors or lies spread about you <sup>§</sup>	48	55	44	A8.3
Been afraid of being beaten up <sup>§</sup>	21	32	16	A8.3
Been in a physical fight <sup>§</sup>	24	25	23	A8.4
Seen a weapon on campus <sup>§</sup>	11	24	23	A8.6
Cyberbullying <sup>§</sup>	28	36	38	A8.3

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

<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

<sup>ψ</sup>The scale was based on four questions for remote respondents.

<sup>±</sup>Rating of 7 or higher.

<sup>¶</sup>Past 30 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

**Table A2.2****Key Indicators of Substance Use, Health Routines, and Remote Schooling**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Substance Use</b>				
Current alcohol or drug use <sup>¶</sup>	7	9	9	A9.5
Current tobacco use <sup>¶</sup>	3	4	2	A10.8
Current marijuana use <sup>¶</sup>	3	4	5	A9.5
Current binge drinking <sup>¶</sup>	0	7	5	A9.5
Very drunk or “high” 7 or more times, ever	0	5	4	A9.7
Been drunk or “high” on drugs at school, ever	3	4	4	A9.9
Current cigarette smoking <sup>¶</sup>	3	3	0	A10.5
Current use of vape products <sup>¶</sup>	10	12	4	A10.6
Current tobacco vaping <sup>¶</sup>	0	4	2	A10.6
Current marijuana vaping <sup>¶</sup>	3	4	2	A10.6
<b>Health Routines</b>				
Eating of breakfast <sup>‡</sup>	67	52	37	A4.1
Bedtime (at 12 am or later)	10	5	14	A4.2
<b>Remote Schooling</b>				
Remote learning frequency (5 days per week) <sup>¶δ</sup>				A5.1
Synchronous instruction (4 days or more) <sup>‡δ</sup>				A5.1
Interest in schoolwork done from home <sup>σδ</sup>				A5.3
Meaningful opportunities <sup>θδ</sup>				A5.2

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

<sup>¶</sup>Past 30 days.

<sup>‡</sup>Today.

<sup>δ</sup>Remote only.

<sup>‡</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup>Percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A2.3****Key Indicators of Student Well-Being**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Social and Emotional Health</b>				
Social emotional distress <sup>‡</sup>	31	31	30	A7.5
Experienced chronic sadness/hopelessness <sup>§</sup>	38	39	36	A7.1
Considered suicide <sup>§</sup>	28	24	25	A7.2
Optimism <sup>‡</sup>	54	45	51	A7.3
Life satisfaction <sup>⊖</sup>	75	53	54	A7.4
	Grade 6	Grade 7	Grade 8	
California Student Wellness Index <sup>∘</sup>	103.9	97.4	99.2	NP

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

<sup>⊖</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

<sup>∘</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

NP-Not presented in an individual table.

### 3. Demographics

**Table A3.1**

***School Schedule, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	100	100	100
Remote Learning Model	0	0	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	60	51	62
Female	40	49	36
Nonbinary	0	0	2
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**

***Gender Identity***

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	93	95	98
Yes, I am transgender	0	0	0
I am not sure if I am transgender	7	4	2
Decline to respond	0	1	0

*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 A3.4*****Sexual Orientation***

	Grade 6 %	Grade 7 %	Grade 8 %
Heterosexual (straight)	70	85	89
Lesbian or Gay	0	0	0
Bisexual	17	8	9
Something else	0	0	0
Not sure	7	5	2
Decline to respond	7	3	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
American Indian or Alaska Native, non-Hispanic	0	0	0
Asian or Asian American, non-Hispanic	14	8	14
Black or African American, non-Hispanic	10	9	26
Hispanic or Latino/a	69	64	52
Native Hawaiian or Pacific Islander, non-Hispanic	0	1	0
White, non-Hispanic	0	1	0
Multiracial, non-Hispanic	3	4	5
Something else, non-Hispanic	3	13	3

*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 Latino/a... Native Hawaiian or Pacific Islander... White... Something else.*

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

**Table A3.6**  
***Living Arrangements and Housing Status***

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	87	83	95
Other relative's home	0	3	2
A home with more than one family	0	6	2
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	0	0
Hotel or motel	0	1	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	13	6	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**  
***Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
Home with one or more parent or guardian	87	83	95
Foster home	0	0	0
Homeless	0	1	0
Other living arrangement	13	16	5

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

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

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

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

**Table A3.8*****Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	10	15	21
Graduated from high school	10	15	22
Attended college but did not complete four-year degree	0	5	14
Graduated from college	21	23	29
Don't know	59	43	14

*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 A3.9*****Special Education Services***

	Grade 6 %	Grade 7 %	Grade 8 %
No	70	60	79
Yes	0	9	9
Don't know	20	30	12
Prefer not to say	10	1	0

*Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?*

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

**Table A3.10*****English Learner Program Designation***

	Grade 6 %	Grade 7 %	Grade 8 %
No	60	65	79
Yes	13	23	9
Don't know	27	12	12

*Question HS/MS A.13: Are you in the English Learner Program at school?*

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

**Table A3.11*****English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status***

	Grade 6 %	Grade 7 %	Grade 8 %
Not currently in English Learner Program	82	74	90
Less than 7 years (EL)	14	21	8
7 years or more (LTEL)	5	6	2

*Question HS/MS A.13, 14: Are you in the English Learner Program at school?... How many years have you been in the English Learner Program across all schools you've attended?*

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

*Category "Less than 7 years (EL)" includes responses "Less than 3 years," "3 to 4 years," and "5 to 6 years."*

**Table A3.12*****Language Spoken at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
English	23	32	47
Spanish	57	51	36
Mandarin	0	1	2
Cantonese	7	1	2
Taiwanese	0	0	0
Tagalog	0	0	0
Vietnamese	0	5	10
Korean	0	0	0
Arabic	3	6	0
Other	10	3	3

*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 A3.13*****English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>How well do you...</i></b>			
<b>understand English?</b>			
Very well	70	69	71
Well	30	31	26
Not well	0	0	3
Not at all	0	0	0
<b>speak English?</b>			
Very well	70	58	55
Well	22	38	39
Not well	9	4	6
Not at all	0	0	0
<b>read English?</b>			
Very well	65	52	52
Well	35	37	42
Not well	0	12	6
Not at all	0	0	0
<b>write English?</b>			
Very well	48	60	42
Well	48	33	52
Not well	4	6	3
Not at all	0	2	3
<b><i>English Language Proficiency Status</i></b>			
Proficient	65	52	48
Not proficient	35	48	52

*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 A3.14*****Number of Days Attending Afterschool Program***

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	53	53	65
1 day	3	4	7
2 days	0	4	5
3 days	0	3	2
4 days	0	6	4
5 days	43	30	18

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

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

**Table A3.15*****Military Connections***

	Grade 6 %	Grade 7 %	Grade 8 %
No	83	90	91
Yes	10	8	5
Don't know	7	3	3

*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. Health Routines

**Table A4.1**

***Eating of Breakfast***

	Grade 6 %	Grade 7 %	Grade 8 %
No	33	48	63
Yes	67	52	37

*Question HS/MS A.17: Did you eat breakfast today?*

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

**Table A4.2**

***Bedtime***

	Grade 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	0	1	0
7:00-7:59 pm	0	3	5
8:00-8:59 pm	13	13	4
9:00-9:59 pm	33	39	23
10:00-10:59 pm	30	25	30
11:00-11:59 pm	13	14	25
12:00-12:59 am	3	1	4
After 1:00 am	7	4	11
<b><i>Bedtime at 12 am or later</i></b>	<b>10</b>	<b>5</b>	<b>14</b>

*Question HS/MS A.16: What time did you go to bed last night?*

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

## 5. Remote Schooling

**Results in this section are applicable to students who indicated that they attend school remotely. Responses from students attending school in-person are not included.**

**Table A5.1**

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

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

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

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

**Table A5.2**

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

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

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

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

**Table A5.3**

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

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

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

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

## 6. School Performance, Engagement, and Supports

**Table A6.1**

***Grades, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
Mostly A's	40	8	11
A's and B's	43	34	33
Mostly B's	0	4	11
B's and C's	10	36	33
Mostly C's	0	4	4
C's and D's	7	12	9
Mostly D's	0	0	0
Mostly F's	0	3	0

*Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?*

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

**Table A6.2**

***Absences, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
I did not miss any days of school in the past 30 days	57	47	39
1 day	17	19	37
2 days	7	17	14
3 or more days	20	17	11

*Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]*

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	53	53	46
Illness (feeling physically sick), including problems with breathing or your teeth	43	31	37
Were being bullied or mistreated at school	3	3	0
Felt very sad, hopeless, anxious, stressed, or angry	7	3	4
Didn't get enough sleep	3	11	7
Didn't feel safe at school or going to and from school	0	1	0
Had to take care of or help a family member or friend	0	4	9
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	3	1	2
Were bored or uninterested in school	0	3	5
Had no transportation to school	0	4	9
Other reason	13	16	14

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

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

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

**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	58	46	51	
Caring relationships-adults in school <sup>‡</sup>	61	48	48	A6.5
High expectations-adults in school <sup>‡</sup>	72	60	68	A6.6
Meaningful participation at school <sup>‡</sup>	40	30	37	A6.7
School connectedness <sup>†</sup>	65	45	49	A6.8
School connectedness <sup>†ψ</sup> <b><i>(Remote Only)</i></b>				A6.8
Academic motivation <sup>†</sup>	73	61	60	A6.9
Promotion of parental involvement in school <sup>†</sup>	73	49	58	A6.13

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

<sup>‡</sup>Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”

<sup>†</sup>Scales are based on average of respondents reporting “Agree” or “Strongly agree.”

<sup>ψ</sup>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 6 %	Grade 7 %	Grade 8 %
<b>Caring relationships-adults in school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	48	48
<b><i>There is a teacher or some other adult from my school... who really cares about me.</i></b>			
Not at all true	14	13	20
A little true	34	34	27
Pretty much true	28	28	34
Very much true	24	25	20
<b><i>who notices when I’m not there.</i></b>			
Not at all true	14	20	27
A little true	34	36	27
Pretty much true	24	25	21
Very much true	28	20	25
<b><i>who listens to me when I have something to say.</i></b>			
Not at all true	10	28	19
A little true	13	24	35
Pretty much true	33	28	28
Very much true	43	20	18

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations-adults in school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	60	68
<b>There is a teacher or some other adult from my school... who tells me when I do a good job.</b>			
Not at all true	10	12	16
A little true	20	28	21
Pretty much true	40	36	37
Very much true	30	24	26
<b>who always wants me to do my best.</b>			
Not at all true	7	7	5
A little true	17	29	19
Pretty much true	34	36	37
Very much true	41	29	39
<b>who believes that I will be a success.</b>			
Not at all true	7	12	14
A little true	23	32	21
Pretty much true	37	22	35
Very much true	33	34	30

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful participation at school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	40	30	37
<b><i>At school/When I participate in school,...</i></b>			
<b>I do interesting activities.</b>			
Not at all true	10	12	18
A little true	20	36	32
Pretty much true	37	34	38
Very much true	33	18	13
<b>I help decide things like class activities or rules.</b>			
Not at all true	37	43	39
A little true	30	30	30
Pretty much true	13	16	21
Very much true	20	11	11
<b>I do things that make a difference.</b>			
Not at all true	31	38	32
A little true	31	37	35
Pretty much true	21	16	21
Very much true	17	9	12
<b>I have a say in how things work.</b>			
Not at all true	29	41	39
A little true	32	37	25
Pretty much true	21	11	25
Very much true	18	12	11
<b>I help decide school activities or rules.</b>			
Not at all true	52	58	49
A little true	28	20	19
Pretty much true	14	14	18
Very much true	7	8	14

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School connectedness</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>	65	45	49
<b>School connectedness<sup>ψ</sup> (<i>Remote Only</i>)</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>			
<b>I feel close to people at/from this school.</b>			
Strongly disagree	13	8	4
Disagree	7	6	5
Neither disagree nor agree	7	27	23
Agree	43	29	44
Strongly agree	30	30	25
<b>I am happy with/to be at this school.</b>			
Strongly disagree	10	12	9
Disagree	7	11	9
Neither disagree nor agree	13	34	39
Agree	37	26	21
Strongly agree	33	17	23
<b>I feel like I am part of this school.</b>			
Strongly disagree	14	12	7
Disagree	17	10	9
Neither disagree nor agree	14	36	43
Agree	31	33	23
Strongly agree	24	10	18

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

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

*<sup>ψ</sup>The scale was based on four questions for remote respondents.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>The teachers at this school treat students fairly/The teachers treat students fairly.</b>			
Strongly disagree	10	23	14
Disagree	13	19	11
Neither disagree nor agree	23	31	42
Agree	30	22	23
Strongly agree	23	4	11
<b>I feel safe in my school.</b>			
Strongly disagree	10	12	7
Disagree	7	9	9
Neither disagree nor agree	13	24	28
Agree	27	30	33
Strongly agree	43	25	23

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Academic motivation</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>	73	61	60
<b>I try hard to make sure that I am good at my schoolwork.</b>			
Strongly disagree	3	3	2
Disagree	0	3	7
Neither disagree nor agree	13	24	18
Agree	37	39	44
Strongly agree	47	32	30
<b>I try hard on my schoolwork because I am interested in it.</b>			
Strongly disagree	3	7	16
Disagree	10	17	12
Neither disagree nor agree	33	42	37
Agree	30	21	25
Strongly agree	23	13	11
<b>I work hard to try to understand new things when doing my schoolwork.</b>			
Strongly disagree	3	3	7
Disagree	3	8	11
Neither disagree nor agree	23	22	20
Agree	37	45	41
Strongly agree	33	23	21
<b>I am always trying to do better in my schoolwork.</b>			
Strongly disagree	3	3	2
Disagree	3	0	9
Neither disagree nor agree	7	25	19
Agree	52	36	37
Strongly agree	34	37	33

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>It is hard for me to stay focused when doing my schoolwork.</b>			
Strongly disagree	47	13	9
Disagree	10	13	28
Neither disagree nor agree	20	32	25
Agree	10	25	18
Strongly agree	13	17	21

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

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

**Table A6.11**  
***School Boredom and Value of School***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School boredom</b>			
Low (0-3)	47	13	19
Moderate (4-6)	23	36	42
High (7-10)	30	51	39
<b>Value of school</b>			
High (0-3)	80	59	63
Moderate (4-6)	17	24	25
Low (7-10)	3	17	12

*Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree).*

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

**Table A6.12**  
***School Boredom Profile Groups***

Value of School	School Boredom	Grade 6 %	Grade 7 %	Grade 8 %
High Value	Low Boredom	47	13	18
	Moderate Boredom	20	25	30
	High Boredom	13	21	16
Moderate Value	Moderate Boredom	3	8	11
	High Boredom	13	16	12
Low Value	High Boredom	3	14	11

*Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree)*

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

*Students are classified as high on value of school if they selected 0, 1, 2, or 3, moderate if they selected 4, 5, or 6, and low if they selected 7, 8, 9, or 10.*

*Students are classified as high on school boredom if they selected 7, 8, 9, or 10, moderate if they selected 4, 5, or 6, and low if they selected 0, 1, 2, or 3.*

*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 %
<b>Promotion of parental involvement in school</b>			
<i>Average reporting “Agree” or “Strongly agree”</i>	73	49	58
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>			
Strongly disagree	3	9	5
Disagree	7	9	9
Neither disagree nor agree	23	30	30
Agree	40	36	41
Strongly agree	27	16	14
<b>Parents feel welcome to participate at this school.</b>			
Strongly disagree	3	8	2
Disagree	0	1	5
Neither disagree nor agree	23	39	32
Agree	33	30	47
Strongly agree	40	21	14
<b>School staff take parent concerns seriously.</b>			
Strongly disagree	3	5	11
Disagree	7	7	7
Neither disagree nor agree	10	42	25
Agree	30	28	35
Strongly agree	50	18	23

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

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

**Table A6.14**  
***Checking Student Well-Being***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>A teacher or some other adult from my school checks on how I am feeling.</b>			
Not at all true	21	29	28
A little true	28	31	23
Pretty much true	21	19	32
Very much true	31	21	18

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

**Table A6.15**  
***Quality of School Physical Environment***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>My school is usually clean and tidy.</b>			
Strongly disagree	3	8	11
Disagree	0	9	7
Neither disagree nor agree	30	38	39
Agree	40	34	33
Strongly agree	27	12	11

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

## 7. Social and Emotional Health

**Table A7.1**

***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No	62	61	64
Yes	38	39	36

*Question HS A.153/MS A.146: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

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

**Table A7.2**

***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No	72	76	75
Yes	28	24	25

*Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?*

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Optimism</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	45	51
<b>Each day I look forward to having a lot of fun.</b>			
Not at all true	17	19	18
A little true	31	27	27
Pretty much true	21	39	32
Very much true	31	15	23
<b>I usually expect to have a good day.</b>			
Not at all true	14	28	23
A little true	34	31	27
Pretty much true	28	23	32
Very much true	24	18	18
<b>Overall, I expect more good things to happen to me than bad things.</b>			
Not at all true	17	27	27
A little true	24	31	25
Pretty much true	24	20	29
Very much true	34	22	20

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Life satisfaction</b>			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	75	53	54
<b><i>I would describe my satisfaction with...</i></b>			
<b>my family life as...</b>			
Very dissatisfied	7	8	7
Dissatisfied	11	4	0
A little dissatisfied	0	11	14
A little satisfied	4	15	21
Satisfied	26	26	25
Very satisfied	52	36	32
<b>my friendships as...</b>			
Very dissatisfied	4	6	4
Dissatisfied	7	7	0
A little dissatisfied	7	6	14
A little satisfied	7	18	14
Satisfied	22	34	30
Very satisfied	52	30	38
<b>my school experience as...</b>			
Very dissatisfied	7	18	11
Dissatisfied	11	11	7
A little dissatisfied	0	11	29
A little satisfied	4	24	22
Satisfied	30	20	20
Very satisfied	48	15	11

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>I would describe my satisfaction with...</i></b>			
<b>myself as...</b>			
Very dissatisfied	19	21	11
Dissatisfied	4	7	7
A little dissatisfied	4	16	13
A little satisfied	12	12	18
Satisfied	8	16	24
Very satisfied	54	27	27
<b>where I live as...</b>			
Very dissatisfied	4	7	4
Dissatisfied	4	4	5
A little dissatisfied	8	8	16
A little satisfied	8	15	13
Satisfied	19	18	30
Very satisfied	58	47	32

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

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

**Table A7.5**  
***Social Emotional Distress Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	31	31	30
<b>I had a hard time relaxing.</b>			
Not at all true	48	41	41
A little true	21	32	30
Pretty much true	14	8	18
Very much true	17	19	11
<b>I felt sad and down.</b>			
Not at all true	45	30	46
A little true	17	35	21
Pretty much true	14	15	20
Very much true	24	20	13
<b>I was easily irritated.</b>			
Not at all true	46	31	33
A little true	14	24	25
Pretty much true	11	15	15
Very much true	29	30	27
<b>It was hard for me to cope and I thought I would panic.</b>			
Not at all true	55	53	59
A little true	24	26	9
Pretty much true	7	8	14
Very much true	14	14	18
<b>It was hard for me to get excited about anything.</b>			
Not at all true	57	49	61
A little true	14	24	25
Pretty much true	14	12	4
Very much true	14	15	11

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

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

## 8. School Violence, Victimization, and Safety

**Table A8.1**  
***Perceived Safety at School***

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	38	24	18
Safe	38	36	46
Neither safe nor unsafe	10	30	26
Unsafe	14	7	5
Very unsafe	0	4	5

*Question HS A.117/MS A.110: How safe do you feel when you are at school?*

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



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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Race, ethnicity, or national origin</b>			
0 times	82	65	77
1 time	7	13	9
2 or more times	11	21	14
<b>Religion</b>			
0 times	82	79	93
1 time	7	15	5
2 or more times	11	7	2
<b>Gender</b>			
0 times	82	89	93
1 time	7	8	4
2 or more times	11	3	4
<b>Because you are gay, lesbian, or bisexual or someone thought you were</b>			
0 times	86	93	89
1 time	4	5	2
2 or more times	11	1	9
<b>A physical or mental disability</b>			
0 times	89	89	91
1 time	11	8	4
2 or more times	0	3	5
<b>Any of the above five reasons</b>	39	40	26
<b>Any of the above five reasons (2 or more times)</b>	29	32	19

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>You are an immigrant or someone thought you were</b>			
0 times	93	77	86
1 time	4	13	7
2 or more times	4	9	7
<b>Any other reason</b>			
0 times	75	75	84
1 time	4	5	4
2 or more times	21	20	13
<b><i>Any harassment</i></b>	<b>43</b>	<b>48</b>	<b>39</b>

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School violence victimization</b>			
<i>Average reporting “1 or more times”</i>	34	41	33
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?</b>			
0 times	55	64	74
1 time	21	16	7
2 to 3 times	17	13	5
4 or more times	7	7	14
<b>been afraid of being beaten up?</b>			
0 times	79	68	84
1 time	3	20	11
2 to 3 times	10	4	4
4 or more times	7	8	2
<b><i>During the past 12 months, how many times have you...</i></b>			
<b>had mean rumors or lies spread about you?</b>			
0 times	52	45	56
1 time	14	18	21
2 to 3 times	17	22	18
4 or more times	17	16	5
<b>had sexual jokes, comments, or gestures made to you?</b>			
0 times	69	62	66
1 time	0	14	11
2 to 3 times	17	8	7
4 or more times	14	16	16

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>had your property stolen or deliberately damaged?</b>			
0 times	90	68	75
1 time	0	14	11
2 to 3 times	3	8	7
4 or more times	7	10	7
<b>been made fun of because of your looks or the way you talk?</b>			
0 times	55	44	56
1 time	14	16	11
2 to 3 times	7	18	14
4 or more times	24	22	19
<b>been made fun of, insulted, or called names?</b>			
0 times	59	56	63
1 time	7	11	7
2 to 3 times	7	11	9
4 or more times	28	23	21
<b>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? (Cyberbullying)</b>			
0 times (never)	72	64	63
1 time	10	15	21
2 to 3 times	7	13	13
4 or more times	10	8	4

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

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

**Table A8.4*****School Violence Perpetration Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School violence perpetration</b>			
<i>Average reporting “1 or more times”</i>	7	16	12
<b><i>During the past 12 months, how many times on school property have you... been in a physical fight?</i></b>			
0 times	76	75	77
1 time	7	12	4
2 to 3 times	14	8	14
4 or more times	3	5	5
<b><i>been offered, sold, or given an illegal drug?</i></b>			
0 times	97	84	84
1 time	0	10	5
2 to 3 times	0	4	2
4 or more times	3	3	9
<b><i>damaged school property on purpose?</i></b>			
0 times	100	88	91
1 time	0	8	4
2 to 3 times	0	3	2
4 or more times	0	1	4
<b><i>carried a gun?</i></b>			
0 times	97	92	95
1 time	0	3	0
2 to 3 times	3	3	4
4 or more times	0	3	2
<b><i>carried any other weapon (such as a knife or club)?</i></b>			
0 times	97	85	95
1 time	0	9	4
2 to 3 times	3	4	0
4 or more times	0	1	2

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

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

**Table A8.5*****Threats and Injuries with Weapons at School, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>been threatened with harm or injury?</b>			
0 times	79	79	84
1 time	7	12	11
2 to 3 times	7	4	4
4 or more times	7	5	2
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>			
0 times	93	84	93
1 time	3	8	4
2 to 3 times	0	1	2
4 or more times	3	7	2

*Question HS A.129, 131/MS A.122, 124: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?*

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

**Table A8.6*****Weapons Possession on School Property, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>			
<b>seen someone carrying a gun, knife, or other weapon?</b>			
0 times	89	76	77
1 time	0	9	9
2 to 3 times	7	9	9
4 or more times	4	5	5

*Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?*

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

## 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 alcohol or drug use	23	22	25	A9.2
Lifetime marijuana use	7	12	12	A9.2
Lifetime very drunk or high (7 or more times)	0	5	4	A9.7
Current alcohol or drug use <sup>¶</sup>	7	9	9	A9.5
Current marijuana use <sup>¶</sup>	3	4	5	A9.5
Current heavy drug use <sup>¶</sup>	0	3	7	A9.5
Current heavy alcohol use (binge drinking) <sup>¶</sup>	0	7	5	A9.5
Current alcohol or drug use on school property <sup>¶</sup>	7	9	4	A9.8
Harmfulness of occasional marijuana use <sup>B</sup>	36	39	48	A9.10
Difficulty of obtaining marijuana <sup>C</sup>	54	18	16	A9.11

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

<sup>¶</sup>*Past 30 days.*

<sup>B</sup>*Great harm.*

<sup>C</sup>*Very difficult.*

**Table A9.2**

***Summary of AOD Lifetime Use***

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	17	20	16
Marijuana	7	12	12
Inhalants	10	5	2
Any other drug, pill, or medicine to get “high”	0	5	5
<b><i>Any of the above AOD use</i></b>	<b>23</b>	<b>22</b>	<b>25</b>

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



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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol (one full drink)</b>			
0 times	83	80	84
1 time	13	11	5
2 to 3 times	3	4	5
4 or more times	0	5	5
<b>Marijuana (smoke, vape, eat, or drink)</b>			
0 times	93	88	88
1 time	0	5	5
2 to 3 times	7	3	4
4 or more times	0	4	4
<b>Inhalants</b>			
0 times	90	95	98
1 time	10	3	0
2 to 3 times	0	0	2
4 or more times	0	3	0
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>			
0 times	100	95	95
1 time	0	0	4
2 to 3 times	0	4	2
4 or more times	0	1	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During your life, how many times have you used marijuana in any of the following ways...</i></b>			
<b>Smoke it?</b>			
0 times	97	91	96
1 time	3	4	0
2 to 3 times	0	3	0
4 or more times	0	3	4
<b>In a vaping device?</b>			
0 times	97	88	88
1 time	0	7	5
2 to 3 times	3	3	4
4 or more times	0	3	4
<b>Eat or drink it in products made with marijuana?</b>			
0 times	97	95	96
1 time	0	1	2
2 to 3 times	3	1	2
4 or more times	0	3	0
<b><i>Ever used marijuana in all three ways</i></b>	0	5	2

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

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

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

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

*Question HS A.86-89, 91/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... 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 %
<b>Alcohol (one or more drinks)</b>			
0 days	97	92	95
1 or 2 days	3	5	5
3 to 9 days	0	3	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Binge drinking (5 or more drinks in a row)</b>			
0 days	100	93	95
1 or 2 days	0	5	4
3 to 9 days	0	1	2
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>			
0 days	97	96	95
1 or 2 days	3	3	2
3 to 9 days	0	0	2
10 to 19 days	0	1	2
20 to 30 days	0	0	0

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Very drunk or sick after drinking alcohol</b>			
0 times	97	91	95
1 to 2 times	0	4	5
3 to 6 times	3	3	0
7 or more times	0	3	0
<b>“High” (loaded, stoned, or wasted) from using drugs</b>			
0 times	97	93	88
1 to 2 times	3	1	9
3 to 6 times	0	1	0
7 or more times	0	4	4
<b><i>Very drunk or “high” 7 or more times</i></b>	0	5	4

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

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

**Table A9.8*****Current AOD Use on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol</b>			
0 days	97	92	98
1 to 2 days	3	7	0
3 or more days	0	1	2
<b>Marijuana (smoke, vape, eat, or drink)</b>			
0 days	93	96	98
1 to 2 days	7	4	2
3 or more days	0	0	0
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>			
0 days	100	97	100
1 to 2 days	0	1	0
3 or more days	0	1	0
<b><i>Any of the above</i></b>	7	9	4

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	97	96	96
1 to 2 times	3	1	2
3 to 6 times	0	0	2
7 or more times	0	3	0

*Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?*

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol - drink occasionally</b>			
Great	32	36	40
Moderate	11	12	16
Slight	32	16	25
None	25	36	18
<b>Alcohol - 5 or more drinks once or twice a week</b>			
Great	36	39	51
Moderate	18	11	24
Slight	14	14	7
None	32	36	18
<b>Marijuana - use occasionally</b>			
Great	36	39	48
Moderate	18	13	24
Slight	14	9	7
None	32	39	20
<b>Marijuana - use daily</b>			
Great	46	48	70
Moderate	7	8	7
Slight	14	4	4
None	32	40	20

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol</b>			
Very difficult	46	19	18
Fairly difficult	7	9	7
Fairly easy	11	11	25
Very easy	7	11	14
Don't know	29	51	37
<b>Marijuana</b>			
Very difficult	54	18	16
Fairly difficult	12	5	11
Fairly easy	0	8	14
Very easy	4	12	18
Don't know	31	57	42
<b>Prescription drugs to get “high” or for reasons other than prescribed</b>			
Very difficult	54	25	19
Fairly difficult	4	5	12
Fairly easy	7	5	16
Very easy	7	9	11
Don't know	29	55	42

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

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



## 10. Use of Tobacco and Vaping Devices

**Table A10.1**

**Summary of Key CHKS Tobacco Indicators**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Use Prevalence and Patterns</b>				
Ever smoked a whole cigarette	0	5	0	A10.2
Current cigarette smoking <sup>¶</sup>	3	3	0	A10.5
Current cigarette smoking at school <sup>¶</sup>	0	1	0	A10.9
Ever tried smokeless tobacco	0	8	4	A10.2
Current smokeless tobacco use <sup>¶</sup>	0	3	0	A10.5
Current smokeless tobacco use at school <sup>¶</sup>	0	0	0	A10.9
Ever used vape products	13	21	23	A10.2
Current use of vape products <sup>¶</sup>	10	12	4	A10.5
Current tobacco vaping <sup>¶</sup>	0	4	2	A10.6
Current marijuana vaping <sup>¶</sup>	3	4	2	A10.6
Current vaping at school <sup>¶</sup>	3	9	5	A10.9
Lifetime tobacco use	3	17	16	A10.2
Current tobacco use <sup>¶</sup>	3	4	2	A10.8
<b>Attitudes and Correlates</b>				
Harmfulness of occasional cigarette smoking <sup>B</sup>	31	31	36	A10.14
Harmfulness of smoking 1 or more packs/day <sup>B</sup>	46	41	59	A10.14
Harmfulness of vaping occasionally <sup>B</sup>	39	33	49	A10.15
Harmfulness of vaping several times a day <sup>B</sup>	43	45	71	A10.15
Difficulty of obtaining cigarettes <sup>C</sup>	57	17	21	A10.16
Difficulty of obtaining vape products <sup>C</sup>	41	8	14	A10.16
<b>Anti-Tobacco Policy</b>				
School bans tobacco use and vaping	79	74	79	A10.17

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

<sup>¶</sup>Past 30 days.

<sup>B</sup>Great harm.

<sup>C</sup>Very difficult.

**Table A10.2*****Lifetime Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>A cigarette, even one or two puffs</b>			
0 times	97	93	98
1 time	0	3	2
2 to 3 times	3	3	0
4 or more times	0	1	0
<b>A whole cigarette</b>			
0 times	100	95	100
1 time	0	1	0
2 to 3 times	0	3	0
4 or more times	0	1	0
<b>Smokeless tobacco</b>			
0 times	100	92	96
1 time	0	3	2
2 to 3 times	0	3	0
4 or more times	0	3	2
<b>Vape products</b>			
0 times	87	79	77
1 time	7	4	11
2 to 3 times	3	8	4
4 or more times	3	9	9
<b><i>Lifetime tobacco use</i></b>			
No	97	83	84
Yes	3	17	16

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

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

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

**Table A10.3**  
***Substances Ever Vaped***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Vaped tobacco or nicotine</b>			
0 times	97	86	84
1 time	0	3	5
2 to 3 times	3	3	7
4 or more times	0	9	4
<b>Vaped marijuana or THC</b>			
0 times	97	91	89
1 time	3	3	5
2 to 3 times	0	1	2
4 or more times	0	5	4
<b>Vaped other product</b>			
0 times	87	91	93
1 time	7	3	4
2 to 3 times	3	1	0
4 or more times	3	5	4

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

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

**Table A10.4**  
***Ever Vaped Multiple Substances***

	Grade 6 %	Grade 7 %	Grade 8 %
Never vaped tobacco/nicotine or marijuana/THC	97	86	84
Vaped tobacco or nicotine only	0	5	5
Vaped marijuana or THC only	0	0	2
Vaped tobacco/nicotine and marijuana/THC	3	9	9

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

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

**Table A10.5*****Any Current and Daily Use of Cigarettes, Smokeless Tobacco, and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cigarettes</b>			
Any	3	3	0
Daily (20 or more days)	0	0	0
<b>Smokeless tobacco</b>			
Any	0	3	0
Daily (20 or more days)	0	0	0
<b>Vape products</b>			
Any	10	12	4
Daily (20 or more days)	0	3	0

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

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

**Table A10.6**  
**Substances Vaped, Past 30 Days**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Vaped tobacco or nicotine</b>			
0 days	100	96	98
1 or 2 days	0	3	0
3 to 9 days	0	0	0
10 to 19 days	0	0	2
20 to 30 days	0	1	0
<b>Vaped marijuana or THC</b>			
0 days	97	96	98
1 or 2 days	3	3	0
3 to 9 days	0	0	0
10 to 19 days	0	1	2
20 to 30 days	0	0	0
<b>Vaped other product</b>			
0 days	97	93	98
1 or 2 days	3	7	0
3 to 9 days	0	0	0
10 to 19 days	0	0	2
20 to 30 days	0	0	0

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

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

**Table A10.7**  
**Vaped Multiple Substances, Past 30 Days**

	Grade 6 %	Grade 7 %	Grade 8 %
Did not vape tobacco/nicotine or marijuana/THC	97	96	98
Vaped tobacco or nicotine only	0	0	0
Vaped marijuana or THC only	3	0	0
Vaped tobacco/nicotine and marijuana/THC	0	4	2

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

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

**Table A10.8*****Current Tobacco Use, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
No	97	96	98
Yes	3	4	2

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

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

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

**Table A10.9*****Current Cigarette Smoking, Smokeless Tobacco Use, and Vaping on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cigarettes</b>			
0 days	100	99	100
1 or 2 days	0	1	0
3 to 9 days	0	0	0
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Smokeless tobacco</b>			
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
<b>Vape</b>			
0 days	97	91	95
1 or 2 days	3	8	2
3 to 9 days	0	0	0
10 to 19 days	0	0	2
20 to 30 days	0	1	2

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

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

**Table A10.10**  
***Substances Vaped on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Vaped tobacco or nicotine</b>			
0 days	100	97	96
1 or 2 days	0	3	2
3 to 9 days	0	0	0
10 to 19 days	0	0	2
20 to 30 days	0	0	0
<b>Vaped marijuana or THC</b>			
0 days	100	99	96
1 or 2 days	0	1	2
3 to 9 days	0	0	2
10 to 19 days	0	0	0
20 to 30 days	0	0	0
<b>Vaped other product</b>			
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

*Question HS A.95, 95A-95C/MS A.90, 90A-90C: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?... vape other product?*

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

**Table A10.11**  
***Vaped Multiple Substances on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
Did not vape tobacco/nicotine or marijuana/THC	100	97	96
Vaped tobacco or nicotine only	0	1	0
Vaped marijuana or THC only	0	0	0
Vaped tobacco/nicotine and marijuana/THC	0	1	4

*Question HS A.95, 95A, 95B/MS A.90, 90A, 90B: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?*

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

**Table A10.12**

***Current Tobacco Use on School Property, Past 30 Days***

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

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

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

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

**Table A10.13**

***Secondhand Smoke on School Property, Past 30 Days***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes</b>			
0 days	93	96	96
1 day	7	3	2
2 days	0	1	0
3-9 days	0	0	0
10-19 days	0	0	0
20-30 days	0	0	2

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

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



**Table A10.14**  
***Perceived Harm of Cigarette Smoking***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Smoke cigarettes occasionally</b>			
Great	31	31	36
Moderate	17	16	35
Slight	24	15	9
None	28	39	20
<b>Smoke 1 or more packs of cigarettes each day</b>			
Great	46	41	59
Moderate	7	13	13
Slight	14	7	7
None	32	39	21

*Question HS A.100, 101/MS A.95, 96: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.*

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

**Table A10.15**  
***Perceived Harm of Vaping Tobacco or Nicotine***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Vape tobacco or nicotine occasionally</b>			
Great	39	33	49
Moderate	14	17	18
Slight	14	9	13
None	32	40	20
<b>Vape tobacco or nicotine several times a day (100 puffs or more)</b>			
Great	43	45	71
Moderate	11	9	5
Slight	14	5	4
None	32	41	20

*Question HS A.102, 103/MS A.97, 98: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).*

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

**Table A10.16*****Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cigarettes</b>			
Very difficult	57	17	21
Fairly difficult	4	7	12
Fairly easy	4	11	18
Very easy	11	12	5
Don't know	25	54	44
<b>Vape products</b>			
Very difficult	41	8	14
Fairly difficult	10	5	7
Fairly easy	17	16	18
Very easy	7	22	28
Don't know	24	49	33

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

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

**Table A10.17*****School Bans Tobacco Use and Vaping***

	Grade 6 %	Grade 7 %	Grade 8 %
No	7	7	9
Yes	79	74	79
Don't know	14	20	12

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

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

## 11. Other Health Risks

**Table A11.1**  
*Alone After School*

	Grade 6 %	Grade 7 %	Grade 8 %
Never	62	59	54
1 day	14	7	18
2 days	14	5	4
3 days	0	4	7
4 days	0	1	4
5 days	10	24	14

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

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

**Table A11.2**  
*Gang Involvement*

	Grade 6 %	Grade 7 %	Grade 8 %
No	97	93	96
Yes	3	7	4

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

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

## 12. Race/Ethnicity Breakdowns

**Table A12.1**

***School Engagement and Supports by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			52
Hispanic or Latino/a	61	48	42
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		32	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Academic Motivation<sup>†</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			77
Hispanic or Latino/a	73	64	52
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>†</sup> *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

<sup>ψ</sup> *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 %
<b>School is really boring<sup>±</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			13
Hispanic or Latino/a	35	54	47
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>School is worthless and a waste of time<sup>±</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			13
Hispanic or Latino/a	5	16	17
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Current absenteeism (≥3 times)<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			7
Hispanic or Latino/a	30	18	13
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		10	

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

<sup>±</sup>Rating of 7 or higher.

<sup>¶</sup>Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Trouble focusing on schoolwork<sup>σ</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			47
Hispanic or Latino/a	30	50	40
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Caring adult relationships<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			64
Hispanic or Latino/a	57	47	38
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>High expectations<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			82
Hispanic or Latino/a	68	57	57
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful participation<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			47
Hispanic or Latino/a	39	29	28
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Facilities upkeep<sup>σ</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	65	52	47
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		40	
<b>Promotion of parental involvement in school<sup>†</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			69
Hispanic or Latino/a	72	49	56
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			67
Hispanic or Latino/a	68	60	57
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Experienced harassment due to five reasons<sup>^§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			47
Hispanic or Latino/a	42	33	23
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Experienced any harassment or bullying<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			47
Hispanic or Latino/a	42	41	37
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

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

<sup>§</sup>*Past 12 months.*



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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	47	56	53
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Been afraid of being beaten up<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			14
Hispanic or Latino/a	21	35	24
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Been in a physical fight<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	26	27	20
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>§</sup>Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Seen a weapon on campus<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			33
Hispanic or Latino/a	16	31	21
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

*<sup>§</sup>Past 12 months.*

**Table A12.3*****Cyberbullying by Race/Ethnicity***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	21	41	48
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

*<sup>§</sup>Past 12 months.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			13
Hispanic or Latino/a	10	12	10
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Current tobacco use<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	4	3
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Current marijuana use<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			7
Hispanic or Latino/a	5	4	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>¶</sup>Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current binge drinking<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			7
Hispanic or Latino/a	0	8	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Very drunk or “high” 7 or more times, ever</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	6	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Been drunk or “high” on drugs at school, ever</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	5	6	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>¶</sup>Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			7
Hispanic or Latino/a	5	10	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Current alcohol use at school<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	5	12	3
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Current cigarette smoking<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	2	0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>¶</sup>Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current use of vape products<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	5	12	7
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Current tobacco vaping<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	4	3
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Current marijuana vaping<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			0
Hispanic or Latino/a	0	4	3
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>¶</sup>Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>1</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	65	48	30
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		70	
<b>Bedtime (at 12 am or later)</b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			13
Hispanic or Latino/a	10	0	17
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else		0	

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

<sup>1</sup>Today.

**Table A12.6**  
**Remote Schooling by Race/Ethnicity (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Interest in schoolwork done from home<sup>σ</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”



**Table A12.6**

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful opportunities<sup>θ</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latino/a			
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

*<sup>θ</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			25
Hispanic or Latino/a	22	34	40
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			40
Hispanic or Latino/a	32	49	45
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Considered suicide<sup>§</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			20
Hispanic or Latino/a	26	29	31
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup> Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Optimism<sup>‡</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			69
Hispanic or Latino/a	58	45	38
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			
<b>Life satisfaction<sup>±</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			68
Hispanic or Latino/a	71	50	41
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>±</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

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

	Grade 6	Grade 7	Grade 8
<b>California Student Wellness Index<sup>o</sup></b>			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			104.0
Hispanic or Latino/a	103.4	94.6	94.0
Native Hawaiian or Pacific Islander			
White			
Multiracial			
Something else			

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

*<sup>o</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

## 13. Gender Breakdowns

**Table A13.1**

***School Engagement and Supports by Gender***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†</sup></b>			
Male	72	49	58
Female	53	41	33
Nonbinary			
Something else			
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Male			
Female			
Nonbinary			
Something else			
<b>Academic Motivation<sup>†</sup></b>			
Male	78	58	62
Female	65	64	58
Nonbinary			
Something else			
<b>School is really boring<sup>±</sup></b>			
Male	17	59	34
Female	50	43	43
Nonbinary			
Something else			
<b>School is worthless and a waste of time<sup>±</sup></b>			
Male	0	28	14
Female	8	5	10
Nonbinary			
Something else			

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current absenteeism (<math>\geq 3</math> times)<sup>¶</sup></b>			
Male	22	18	9
Female	17	16	14
Nonbinary			
Something else			
<b>Trouble focusing on schoolwork<sup>σ</sup></b>			
Male	17	38	34
Female	33	46	43
Nonbinary			
Something else			
<b>Caring adult relationships<sup>‡</sup></b>			
Male	65	48	44
Female	56	49	58
Nonbinary			
Something else			
<b>High expectations<sup>‡</sup></b>			
Male	83	50	65
Female	54	70	75
Nonbinary			
Something else			
<b>Meaningful participation<sup>‡</sup></b>			
Male	37	35	40
Female	45	25	33
Nonbinary			
Something else			

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

<sup>¶</sup>Past 30 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Facilities upkeep<sup>σ</sup></b>			
Male	67	48	43
Female	67	43	48
Nonbinary			
Something else			
<b>Promotion of parental involvement in school<sup>‡</sup></b>			
Male	76	52	64
Female	69	46	52
Nonbinary			
Something else			

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

*<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”*

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

**Table A13.2**  
**School Safety by Gender**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe</b>			
Male	94	69	66
Female	50	49	62
Nonbinary			
Something else			
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>			
Male	19	28	17
Female	67	53	43
Nonbinary			
Something else			
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Male	19	36	29
Female	75	61	57
Nonbinary			
Something else			
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Male	35	42	34
Female	67	69	57
Nonbinary			
Something else			
<b>Been afraid of being beaten up<sup>§</sup></b>			
Male	24	21	15
Female	17	44	19
Nonbinary			
Something else			

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

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

<sup>§</sup>Past 12 months.



**Table A13.2**  
**School Safety by Gender – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been in a physical fight<sup>§</sup></b>			
Male	29	33	31
Female	17	17	10
Nonbinary			
Something else			
<b>Seen a weapon on campus<sup>§</sup></b>			
Male	12	26	23
Female	9	22	20
Nonbinary			
Something else			

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

<sup>§</sup>Past 12 months.

**Table A13.3**  
**Cyberbullying by Gender**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Male	18	26	26
Female	42	47	55
Nonbinary			
Something else			

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

<sup>§</sup>Past 12 months.

**Table A13.4**  
**Substance Use by Gender**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Male	6	8	9
Female	8	11	10
Nonbinary			
Something else			
<b>Current tobacco use<sup>¶</sup></b>			
Male	0	5	0
Female	8	3	5
Nonbinary			
Something else			
<b>Current marijuana use<sup>¶</sup></b>			
Male	6	5	6
Female	0	3	5
Nonbinary			
Something else			
<b>Current binge drinking<sup>¶</sup></b>			
Male	0	8	6
Female	0	5	5
Nonbinary			
Something else			
<b>Very drunk or “high” 7 or more times, ever</b>			
Male	0	5	3
Female	0	5	5
Nonbinary			
Something else			
<b>Been drunk or “high” on drugs at school, ever</b>			
Male	6	3	3
Female	0	5	5
Nonbinary			
Something else			

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

<sup>¶</sup>Past 30 days.

**Table A13.4**  
**Substance Use by Gender – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use<sup>¶</sup></b>			
Male	0	5	6
Female	8	11	5
Nonbinary			
Something else			
<b>Current alcohol use at school<sup>¶</sup></b>			
Male	0	8	3
Female	8	8	0
Nonbinary			
Something else			
<b>Current cigarette smoking<sup>¶</sup></b>			
Male	0	3	0
Female	8	3	0
Nonbinary			
Something else			
<b>Current use of vape products<sup>¶</sup></b>			
Male	0	10	3
Female	25	14	5
Nonbinary			
Something else			
<b>Current tobacco vaping<sup>¶</sup></b>			
Male	0	5	0
Female	0	3	5
Nonbinary			
Something else			
<b>Current marijuana vaping<sup>¶</sup></b>			
Male	0	5	0
Female	8	3	5
Nonbinary			
Something else			

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

<sup>¶</sup>Past 30 days.

**Table A13.5**  
***Health Routines by Gender***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>†</sup></b>			
Male	78	55	43
Female	50	49	29
Nonbinary			
Something else			
<b>Bedtime (at 12 am or later)</b>			
Male	6	3	11
Female	17	8	19
Nonbinary			
Something else			

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

<sup>†</sup>*Today.*

**Table A13.6**  
**Remote Schooling by Gender (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Male			
Female			
Nonbinary			
Something else			
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>			
Male			
Female			
Nonbinary			
Something else			
<b>Interest in schoolwork done from home<sup>σ</sup></b>			
Male			
Female			
Nonbinary			
Something else			
<b>Meaningful opportunities<sup>θ</sup></b>			
Male			
Female			
Nonbinary			
Something else			

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>			
Male	16	19	16
Female	53	44	52
Nonbinary			
Something else			
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Male	6	23	26
Female	83	56	55
Nonbinary			
Something else			
<b>Considered suicide<sup>§</sup></b>			
Male	6	8	9
Female	58	42	50
Nonbinary			
Something else			
<b>Optimism<sup>‡</sup></b>			
Male	67	50	55
Female	36	41	47
Nonbinary			
Something else			
<b>Life satisfaction<sup>‡</sup></b>			
Male	89	61	60
Female	54	45	43
Nonbinary			
Something else			

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

**Table A13.7**  
***Social and Emotional Health by Gender – Continued***

	Grade 6	Grade 7	Grade 8
<b>California Student Wellness Index<sup>o</sup></b>			
Male	111.9	103.5	104.5
Female	91.2	91.3	90.3
Nonbinary			
Something else			

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

*<sup>o</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

## 14. Parental Education Breakdowns

**Table A14.1**

***School Engagement and Supports by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†</sup></b>			
Less than high school		56	43
High school graduate		64	58
Some college			
College degree		55	44
Don't know	65	32	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
<b>Academic Motivation<sup>†</sup></b>			
Less than high school		57	56
High school graduate		80	56
Some college			
College degree		67	61
Don't know	71	53	
<b>School is really boring<sup>±</sup></b>			
Less than high school		55	33
High school graduate		27	46
Some college			
College degree		50	31
Don't know	18	56	

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

<sup>†</sup> *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

<sup>ψ</sup> *The scale was based on four questions for remote respondents.*



**Table A14.1*****School Engagement and Supports by Parental Education – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School is worthless and a waste of time<sup>±</sup></b>			
Less than high school		0	0
High school graduate		9	8
Some college			
College degree		13	19
Don't know	6	22	
<b>Current absenteeism (≥3 times)<sup>¶</sup></b>			
Less than high school		0	17
High school graduate		9	23
Some college			
College degree		18	0
Don't know	24	28	
<b>Trouble focusing on schoolwork<sup>σ</sup></b>			
Less than high school		45	25
High school graduate		45	38
Some college			
College degree		31	44
Don't know	18	47	
<b>Caring adult relationships<sup>‡</sup></b>			
Less than high school		48	44
High school graduate		55	31
Some college			
College degree		67	65
Don't know	51	38	

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

<sup>±</sup>Rating of 7 or higher.

<sup>¶</sup>Past 30 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A14.1*****School Engagement and Supports by Parental Education – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations<sup>‡</sup></b>			
Less than high school		61	58
High school graduate		70	54
Some college			
College degree		67	88
Don't know	64	55	
<b>Meaningful participation<sup>‡</sup></b>			
Less than high school		18	30
High school graduate		40	28
Some college			
College degree		46	45
Don't know	32	23	
<b>Facilities upkeep<sup>σ</sup></b>			
Less than high school		36	33
High school graduate		73	46
Some college			
College degree		53	44
Don't know	65	38	
<b>Promotion of parental involvement in school<sup>†</sup></b>			
Less than high school		48	61
High school graduate		45	64
Some college			
College degree		71	52
Don't know	63	38	

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

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

**Table A14.2**  
***School Safety by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe</b>			
Less than high school		55	42
High school graduate		82	69
Some college			
College degree		75	63
Don't know	82	47	
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>			
Less than high school		45	33
High school graduate		45	0
Some college			
College degree		44	31
Don't know	38	35	
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Less than high school		45	42
High school graduate		55	23
Some college			
College degree		50	38
Don't know	38	48	
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Less than high school		82	50
High school graduate		60	38
Some college			
College degree		56	56
Don't know	29	48	

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

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

<sup>§</sup>Past 12 months.

**Table A14.2**  
***School Safety by Parental Education – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been afraid of being beaten up<sup>§</sup></b>			
Less than high school		45	18
High school graduate		73	23
Some college			
College degree		25	13
Don't know	24	19	
<b>Been in a physical fight<sup>§</sup></b>			
Less than high school		36	17
High school graduate		36	8
Some college			
College degree		19	31
Don't know	12	23	
<b>Seen a weapon on campus<sup>§</sup></b>			
Less than high school		45	17
High school graduate		27	23
Some college			
College degree		13	33
Don't know	12	19	

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

<sup>§</sup>Past 12 months.

**Table A14.3**  
***Cyberbullying by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Less than high school		55	50
High school graduate		27	38
Some college			
College degree		44	44
Don't know	12	32	

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

<sup>§</sup>Past 12 months.

**Table A14.4*****Substance Use by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Less than high school		27	8
High school graduate		0	0
Some college			
College degree		6	13
Don't know	6	6	
<b>Current tobacco use<sup>¶</sup></b>			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	6
Don't know	0	6	
<b>Current marijuana use<sup>¶</sup></b>			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	13
Don't know	0	6	
<b>Current binge drinking<sup>¶</sup></b>			
Less than high school		9	0
High school graduate		0	0
Some college			
College degree		6	13
Don't know	0	6	

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

<sup>¶</sup>Past 30 days.

**Table A14.4**  
**Substance Use by Parental Education – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Very drunk or “high” 7 or more times, ever</b>			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	6
Don’t know	0	9	
<b>Been drunk or “high” on drugs at school, ever</b>			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		0	6
Don’t know	0	9	
<b>Current alcohol use<sup>¶</sup></b>			
Less than high school		27	0
High school graduate		0	0
Some college			
College degree		6	13
Don’t know	6	3	
<b>Current alcohol use at school<sup>¶</sup></b>			
Less than high school		18	0
High school graduate		0	0
Some college			
College degree		0	0
Don’t know	6	9	

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

<sup>¶</sup>Past 30 days.

**Table A14.4**  
**Substance Use by Parental Education – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current cigarette smoking<sup>¶</sup></b>			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	0
Don't know	0	3	
<b>Current use of vape products<sup>¶</sup></b>			
Less than high school		18	0
High school graduate		18	0
Some college			
College degree		13	6
Don't know	12	9	
<b>Current tobacco vaping<sup>¶</sup></b>			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	6
Don't know	0	6	
<b>Current marijuana vaping<sup>¶</sup></b>			
Less than high school		0	0
High school graduate		0	0
Some college			
College degree		6	6
Don't know	0	6	

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

<sup>¶</sup>Past 30 days.

**Table A14.5**  
***Health Routines by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>†</sup></b>			
Less than high school		45	25
High school graduate		45	31
Some college			
College degree		82	38
Don't know	65	38	
<b>Bedtime (at 12 am or later)</b>			
Less than high school		0	17
High school graduate		9	15
Some college			
College degree		6	19
Don't know	6	6	

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

<sup>†</sup>*Today.*



**Table A14.6**  
**Remote Schooling by Parental Education (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
<b>Interest in schoolwork done from home<sup>σ</sup></b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			
<b>Meaningful opportunities<sup>θ</sup></b>			
Less than high school			
High school graduate			
Some college			
College degree			
Don't know			

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup> Percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A14.7**  
***Social and Emotional Health by Parental Education***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Less than high school		34	30
High school graduate		20	26
Some college			
College degree		15	38
Don't know	31	42	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Less than high school		64	58
High school graduate		36	38
Some college			
College degree		31	31
Don't know	35	39	
<b>Considered suicide<sup>§</sup></b>			
Less than high school		36	17
High school graduate		9	23
Some college			
College degree		19	31
Don't know	24	32	
<b>Optimism<sup>‡</sup></b>			
Less than high school		43	44
High school graduate		36	54
Some college			
College degree		60	56
Don't know	51	42	

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

**Table A14.7*****Social and Emotional Health by Parental Education – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Life satisfaction<sup>‡</sup></b>			
Less than high school		28	33
High school graduate		68	67
Some college			
College degree		74	52
Don't know	79	44	
	Grade 6	Grade 7	Grade 8
<b>California Student Wellness Index<sup>°</sup></b>			
Less than high school			95.0
High school graduate		102.5	101.8
Some college			
College degree		108.0	95.8
Don't know	104.9	91.5	

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

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

<sup>°</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

## 15. English Learner Breakdowns

**Table A15.1**

***School Engagement and Supports by English Learner Status***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†</sup></b>			
Not English learner	74	50	49
English learner		30	
Don't know			
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Not English learner			
English learner			
Don't know			
<b>Academic Motivation<sup>†</sup></b>			
Not English learner	83	59	60
English learner		56	
Don't know			
<b>School is really boring<sup>±</sup></b>			
Not English learner	22	45	39
English learner		67	
Don't know			
<b>School is worthless and a waste of time<sup>±</sup></b>			
Not English learner	0	16	13
English learner		28	
Don't know			
<b>Current absenteeism (≥3 times)<sup>¶</sup></b>			
Not English learner	22	18	13
English learner		17	
Don't know			

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

<sup>¶</sup> Past 30 days.

**Table A15.1*****School Engagement and Supports by English Learner Status – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Trouble focusing on schoolwork<sup>σ</sup></b>			
Not English learner	6	41	37
English learner		33	
Don't know			
<b>Caring adult relationships<sup>‡</sup></b>			
Not English learner	67	54	49
English learner		31	
Don't know			
<b>High expectations<sup>‡</sup></b>			
Not English learner	81	65	67
English learner		43	
Don't know			
<b>Meaningful participation<sup>‡</sup></b>			
Not English learner	41	31	38
English learner		28	
Don't know			
<b>Facilities upkeep<sup>σ</sup></b>			
Not English learner	72	48	46
English learner		33	
Don't know			
<b>Promotion of parental involvement in school<sup>‡</sup></b>			
Not English learner	80	49	58
English learner		35	
Don't know			

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

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A15.2**  
***School Safety by English Learner Status***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe</b>			
Not English learner	88	61	61
English learner		56	
Don't know			
<b>Experienced harassment due to five reasons<sup>λ</sup></b>			
Not English learner	31	38	22
English learner		44	
Don't know			
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Not English learner	31	46	35
English learner		56	
Don't know			
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Not English learner	35	48	46
English learner		65	
Don't know			
<b>Been afraid of being beaten up<sup>§</sup></b>			
Not English learner	18	27	16
English learner		44	
Don't know			
<b>Been in a physical fight<sup>§</sup></b>			
Not English learner	24	23	26
English learner		39	
Don't know			
<b>Seen a weapon on campus<sup>§</sup></b>			
Not English learner	0	15	24
English learner		50	
Don't know			

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

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

<sup>§</sup>Past 12 months.

**Table A15.3**  
**Cyberbullying by English Learner Status**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Not English learner	12	33	35
English learner		39	
Don't know			

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

<sup>§</sup>Past 12 months.

**Table A15.4**  
**Substance Use by English Learner Status**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Not English learner	11	6	11
English learner		22	
Don't know			
<b>Current alcohol or drug use<sup>¶</sup></b>			
Not English learner	0	2	2
English learner		11	
Don't know			
<b>Current marijuana use<sup>¶</sup></b>			
Not English learner	6	2	7
English learner		11	
Don't know			
<b>Current binge drinking<sup>¶</sup></b>			
Not English learner	0	4	7
English learner		17	
Don't know			
<b>Very drunk or "high" 7 or more times, ever</b>			
Not English learner	0	2	4
English learner		11	
Don't know			

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

<sup>¶</sup>Past 30 days.

**Table A15.4**  
**Substance Use by English Learner Status – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been drunk or “high” on drugs at school, ever</b>			
Not English learner	6	0	4
English learner		11	
Don’t know			
<b>Current alcohol use<sup>¶</sup></b>			
Not English learner	6	6	7
English learner		17	
Don’t know			
<b>Current alcohol use at school<sup>¶</sup></b>			
Not English learner	0	6	2
English learner		17	
Don’t know			
<b>Current cigarette smoking<sup>¶</sup></b>			
Not English learner	0	2	0
English learner		6	
Don’t know			
<b>Current use of vape products<sup>¶</sup></b>			
Not English learner	6	6	4
English learner		33	
Don’t know			
<b>Current tobacco vaping<sup>¶</sup></b>			
Not English learner	0	2	2
English learner		11	
Don’t know			
<b>Current marijuana vaping<sup>¶</sup></b>			
Not English learner	0	2	2
English learner		11	
Don’t know			

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

<sup>¶</sup>Past 30 days.



**Table A15.5**  
***Health Routines by English Learner Status***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>‡</sup></b>			
Not English learner	72	52	43
English learner		44	
Don't know			
<b>Bedtime (at 12 am or later)</b>			
Not English learner	6	6	15
English learner		6	
Don't know			

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

<sup>‡</sup>*Today.*

**Table A15.6**  
**Remote Schooling by English Learner Status (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Not English learner			
English learner			
Don't know			
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>			
Not English learner			
English learner			
Don't know			
<b>Interest in schoolwork done from home<sup>σ</sup></b>			
Not English learner			
English learner			
Don't know			
<b>Meaningful opportunities<sup>θ</sup></b>			
Not English learner			
English learner			
Don't know			

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup>Percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A15.7**  
***Social and Emotional Health by English Learner Status***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Not English learner	24	27	27
English learner		32	
Don't know			
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Not English learner	29	35	39
English learner		44	
Don't know			
<b>Considered suicide<sup>§</sup></b>			
Not English learner	18	15	24
English learner		39	
Don't know			
<b>Optimism<sup>‡</sup></b>			
Not English learner	71	47	49
English learner		37	
Don't know			
<b>Life satisfaction<sup>¶</sup></b>			
Not English learner	82	56	53
English learner		51	
Don't know			

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

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup> Past 12 months.

<sup>¶</sup> Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

**Table A15.7**  
***Social and Emotional Health by English Learner Status – Continued***

	Grade 6	Grade 7	Grade 8
<b>California Student Wellness Index<sup>δ</sup></b>			
Not English learner	108.0	100.5	99.5
English learner		92.9	
Don't know			

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

*<sup>δ</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

## 16. Long-Term English Learner (LTEL) Breakdowns

**Table A16.1**

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†</sup></b>			
Not currently in English Learner Program	74	50	49
Less than 7 years (EL)		34	
7 years or more (LTEL)			
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
<b>Academic Motivation<sup>†</sup></b>			
Not currently in English Learner Program	83	59	60
Less than 7 years (EL)		52	
7 years or more (LTEL)			
<b>School is really boring<sup>±</sup></b>			
Not currently in English Learner Program	22	45	39
Less than 7 years (EL)		64	
7 years or more (LTEL)			
<b>School is worthless and a waste of time<sup>±</sup></b>			
Not currently in English Learner Program	0	16	13
Less than 7 years (EL)		29	
7 years or more (LTEL)			
<b>Current absenteeism (≥3 times)<sup>¶</sup></b>			
Not currently in English Learner Program	22	18	13
Less than 7 years (EL)		14	
7 years or more (LTEL)			

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

<sup>¶</sup> Past 30 days.

**Table A16.1*****School Engagement and Supports by English Learner (EL) Program Duration – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Trouble focusing on schoolwork<sup>σ</sup></b>			
Not currently in English Learner Program	6	41	37
Less than 7 years (EL)		43	
7 years or more (LTEL)			
<b>Caring adult relationships<sup>‡</sup></b>			
Not currently in English Learner Program	67	54	49
Less than 7 years (EL)		36	
7 years or more (LTEL)			
<b>High expectations<sup>‡</sup></b>			
Not currently in English Learner Program	81	65	67
Less than 7 years (EL)		43	
7 years or more (LTEL)			
<b>Meaningful participation<sup>‡</sup></b>			
Not currently in English Learner Program	41	31	38
Less than 7 years (EL)		26	
7 years or more (LTEL)			
<b>Facilities upkeep<sup>σ</sup></b>			
Not currently in English Learner Program	72	48	46
Less than 7 years (EL)		36	
7 years or more (LTEL)			
<b>Promotion of parental involvement in school<sup>‡</sup></b>			
Not currently in English Learner Program	80	49	58
Less than 7 years (EL)		36	
7 years or more (LTEL)			

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

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A16.2**  
**School Safety by English Learner (EL) Program Duration**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe</b>			
Not currently in English Learner Program	88	61	61
Less than 7 years (EL)		64	
7 years or more (LTEL)			
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>			
Not currently in English Learner Program	31	38	22
Less than 7 years (EL)		36	
7 years or more (LTEL)			
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Not currently in English Learner Program	31	46	35
Less than 7 years (EL)		50	
7 years or more (LTEL)			
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Not currently in English Learner Program	35	48	46
Less than 7 years (EL)		54	
7 years or more (LTEL)			
<b>Been afraid of being beaten up<sup>§</sup></b>			
Not currently in English Learner Program	18	27	16
Less than 7 years (EL)		43	
7 years or more (LTEL)			
<b>Been in a physical fight<sup>§</sup></b>			
Not currently in English Learner Program	24	23	26
Less than 7 years (EL)		43	
7 years or more (LTEL)			
<b>Seen a weapon on campus<sup>§</sup></b>			
Not currently in English Learner Program	0	15	24
Less than 7 years (EL)		57	
7 years or more (LTEL)			

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

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

<sup>§</sup>Past 12 months.

**Table A16.3**  
**Cyberbullying by English Learner (EL) Program Duration**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Not currently in English Learner Program	12	33	35
Less than 7 years (EL)		43	
7 years or more (LTEL)			

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

<sup>§</sup>Past 12 months.

**Table A16.4**  
**Substance Use by English Learner (EL) Program Duration**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Not currently in English Learner Program	11	6	11
Less than 7 years (EL)		29	
7 years or more (LTEL)			
<b>Current tobacco use<sup>¶</sup></b>			
Not currently in English Learner Program	0	2	2
Less than 7 years (EL)		14	
7 years or more (LTEL)			
<b>Current marijuana use<sup>¶</sup></b>			
Not currently in English Learner Program	6	2	7
Less than 7 years (EL)		14	
7 years or more (LTEL)			
<b>Current binge drinking<sup>¶</sup></b>			
Not currently in English Learner Program	0	4	7
Less than 7 years (EL)		21	
7 years or more (LTEL)			
<b>Very drunk or “high” 7 or more times, ever</b>			
Not currently in English Learner Program	0	2	4
Less than 7 years (EL)		14	
7 years or more (LTEL)			

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

<sup>¶</sup>Past 30 days.



**Table A16.4*****Substance Use by English Learner (EL) Program Duration – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been drunk or “high” on drugs at school, ever</b>			
Not currently in English Learner Program	6	0	4
Less than 7 years (EL)		14	
7 years or more (LTEL)			
<b>Current alcohol use<sup>¶</sup></b>			
Not currently in English Learner Program	6	6	7
Less than 7 years (EL)		21	
7 years or more (LTEL)			
<b>Current alcohol use at school<sup>¶</sup></b>			
Not currently in English Learner Program	0	6	2
Less than 7 years (EL)		21	
7 years or more (LTEL)			
<b>Current cigarette smoking<sup>¶</sup></b>			
Not currently in English Learner Program	0	2	0
Less than 7 years (EL)		7	
7 years or more (LTEL)			
<b>Current use of vape products<sup>¶</sup></b>			
Not currently in English Learner Program	6	6	4
Less than 7 years (EL)		36	
7 years or more (LTEL)			
<b>Current tobacco vaping<sup>¶</sup></b>			
Not currently in English Learner Program	0	2	2
Less than 7 years (EL)		14	
7 years or more (LTEL)			
<b>Current marijuana vaping<sup>¶</sup></b>			
Not currently in English Learner Program	0	2	2
Less than 7 years (EL)		14	
7 years or more (LTEL)			

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

<sup>¶</sup>Past 30 days.

**Table A16.5**  
***Health Routines by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>†</sup></b>			
Not currently in English Learner Program	72	52	43
Less than 7 years (EL)		36	
7 years or more (LTEL)			
<b>Bedtime (at 12 am or later)</b>			
Not currently in English Learner Program	6	6	15
Less than 7 years (EL)		0	
7 years or more (LTEL)			

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

<sup>†</sup>*Today.*

**Table A16.6**

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
<b>Synchronous instruction (4 days or more)<sup>‡</sup></b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
<b>Interest in schoolwork done from home<sup>σ</sup></b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			
<b>Meaningful opportunities<sup>θ</sup></b>			
Not currently in English Learner Program			
Less than 7 years (EL)			
7 years or more (LTEL)			

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

<sup>¶</sup>*Past 30 days.*

<sup>‡</sup>*Past 7 days.*

<sup>σ</sup>*Percent of respondents reporting “Agree” or “Strongly agree.”*

<sup>θ</sup>*Percent of respondents reporting “Pretty much true” or “Very much true.”*

**Table A16.7*****Social and Emotional Health by English Learner (EL) Program Duration***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Not currently in English Learner Program	24	27	27
Less than 7 years (EL)		26	
7 years or more (LTEL)			
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Not currently in English Learner Program	29	35	39
Less than 7 years (EL)		43	
7 years or more (LTEL)			
<b>Considered suicide<sup>§</sup></b>			
Not currently in English Learner Program	18	15	24
Less than 7 years (EL)		36	
7 years or more (LTEL)			
<b>Optimism<sup>‡</sup></b>			
Not currently in English Learner Program	71	47	49
Less than 7 years (EL)		46	
7 years or more (LTEL)			
<b>Life satisfaction<sup>¶</sup></b>			
Not currently in English Learner Program	82	56	53
Less than 7 years (EL)		56	
7 years or more (LTEL)			

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

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup> Past 12 months.

<sup>¶</sup> Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

**Table A16.7*****Social and Emotional Health by English Learner (EL) Program Duration – Continued***

	Grade 6	Grade 7	Grade 8
<b>California Student Wellness Index<sup>6</sup></b>			
Not currently in English Learner Program	108.0	100.5	99.5
Less than 7 years (EL)		95.1	
7 years or more (LTEL)			

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

<sup>6</sup>*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

## 17. Special Education Breakdowns

**Table A17.1**

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†</sup></b>			
No IEP	74	50	48
IEP			
Don't know		42	
Prefer not to say			
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
No IEP			
IEP			
Don't know			
Prefer not to say			
<b>Academic Motivation<sup>†</sup></b>			
No IEP	79	64	60
IEP			
Don't know		63	
Prefer not to say			
<b>School is really boring<sup>±</sup></b>			
No IEP	33	46	40
IEP			
Don't know		64	
Prefer not to say			
<b>School is worthless and a waste of time<sup>±</sup></b>			
No IEP	5	11	11
IEP			
Don't know		23	
Prefer not to say			

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

<sup>†</sup> Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

**Table A17.1*****School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current absenteeism (<math>\geq 3</math> times)<sup>¶</sup></b>			
No IEP	14	17	11
IEP			
Don't know		13	
Prefer not to say			
<b>Trouble focusing on schoolwork<sup>σ</sup></b>			
No IEP	24	37	44
IEP			
Don't know		41	
Prefer not to say			
<b>Caring adult relationships<sup>‡</sup></b>			
No IEP	67	46	42
IEP			
Don't know		46	
Prefer not to say			
<b>High expectations<sup>‡</sup></b>			
No IEP	71	59	65
IEP			
Don't know		61	
Prefer not to say			
<b>Meaningful participation<sup>‡</sup></b>			
No IEP	50	29	36
IEP			
Don't know		34	
Prefer not to say			

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

<sup>¶</sup>Past 30 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A17.1*****School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Facilities upkeep<sup>σ</sup></b>			
No IEP	71	46	51
IEP			
Don't know		57	
Prefer not to say			
<b>Promotion of parental involvement in school<sup>†</sup></b>			
No IEP	75	50	61
IEP			
Don't know		52	
Prefer not to say			

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

*<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”*

*<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*



**Table A17.2*****School Safety by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe</b>			
No IEP	70	63	60
IEP			
Don't know		59	
Prefer not to say			
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>			
No IEP	40	44	24
IEP			
Don't know		32	
Prefer not to say			
<b>Experienced any harassment or bullying<sup>§</sup></b>			
No IEP	40	53	40
IEP			
Don't know		36	
Prefer not to say			
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
No IEP	45	59	47
IEP			
Don't know		59	
Prefer not to say			
<b>Been afraid of being beaten up<sup>§</sup></b>			
No IEP	15	33	20
IEP			
Don't know		32	
Prefer not to say			

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

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

<sup>§</sup>Past 12 months.

**Table A17.2*****School Safety by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been in a physical fight<sup>§</sup></b>			
No IEP	15	31	20
IEP			
Don't know		18	
Prefer not to say			
<b>Seen a weapon on campus<sup>§</sup></b>			
No IEP	10	22	23
IEP			
Don't know		18	
Prefer not to say			

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

<sup>§</sup>Past 12 months.

**Table A17.3*****Cyberbullying by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
No IEP	25	42	36
IEP			
Don't know		32	
Prefer not to say			

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

<sup>§</sup>Past 12 months.

**Table A17.4*****Substance Use by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
No IEP	5	7	4
IEP			
Don't know		5	
Prefer not to say			
<b>Current tobacco use<sup>¶</sup></b>			
No IEP	0	2	0
IEP			
Don't know		5	
Prefer not to say			
<b>Current marijuana use<sup>¶</sup></b>			
No IEP	0	2	2
IEP			
Don't know		5	
Prefer not to say			
<b>Current binge drinking<sup>¶</sup></b>			
No IEP	0	2	2
IEP			
Don't know		5	
Prefer not to say			
<b>Very drunk or "high" 7 or more times, ever</b>			
No IEP	0	4	2
IEP			
Don't know		5	
Prefer not to say			
<b>Been drunk or "high" on drugs at school, ever</b>			
No IEP	0	2	2
IEP			
Don't know		5	
Prefer not to say			

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

<sup>¶</sup>Past 30 days.

**Table A17.4*****Substance Use by Individualized Education Plan (IEP) Placement – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use<sup>¶</sup></b>			
No IEP	5	7	2
IEP			
Don't know		0	
Prefer not to say			
<b>Current alcohol use at school<sup>¶</sup></b>			
No IEP	5	4	2
IEP			
Don't know		5	
Prefer not to say			
<b>Current cigarette smoking<sup>¶</sup></b>			
No IEP	0	2	0
IEP			
Don't know		0	
Prefer not to say			
<b>Current use of vape products<sup>¶</sup></b>			
No IEP	5	9	2
IEP			
Don't know		14	
Prefer not to say			
<b>Current tobacco vaping<sup>¶</sup></b>			
No IEP	0	2	0
IEP			
Don't know		5	
Prefer not to say			
<b>Current marijuana vaping<sup>¶</sup></b>			
No IEP	0	2	0
IEP			
Don't know		5	
Prefer not to say			

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

<sup>¶</sup>Past 30 days.

**Table A17.5**  
***Health Routines by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>†</sup></b>			
No IEP	71	61	38
IEP			
Don't know		43	
Prefer not to say			
<b>Bedtime (at 12 am or later)</b>			
No IEP	10	9	16
IEP			
Don't know		0	
Prefer not to say			

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

<sup>†</sup>*Today.*

**Table A17.6**

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
No IEP			
IEP			
Don't know			
Prefer not to say			
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>			
No IEP			
IEP			
Don't know			
Prefer not to say			
<b>Interest in schoolwork done from home<sup>σ</sup></b>			
No IEP			
IEP			
Don't know			
Prefer not to say			
<b>Meaningful opportunities<sup>θ</sup></b>			
No IEP			
IEP			
Don't know			
Prefer not to say			

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup>Percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A17.7*****Social and Emotional Health by Individualized Education Plan (IEP) Placement***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
No IEP	30	29	32
IEP			
Don't know		37	
Prefer not to say			
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
No IEP	40	42	36
IEP			
Don't know		27	
Prefer not to say			
<b>Considered suicide<sup>§</sup></b>			
No IEP	30	27	27
IEP			
Don't know		14	
Prefer not to say			
<b>Optimism<sup>‡</sup></b>			
No IEP	58	53	49
IEP			
Don't know		29	
Prefer not to say			
<b>Life satisfaction<sup>‡</sup></b>			
No IEP	72	57	55
IEP			
Don't know		45	
Prefer not to say			

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

**Table A17.7**

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

	Grade 6	Grade 7	Grade 8
<b>California Student Wellness Index<sup>o</sup></b>			
No IEP	102.4	99.1	99.4
IEP			
Don't know		92.3	
Prefer not to say			

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

*<sup>o</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*



## 18. Living Situation Breakdowns

**Table A18.1**  
***School Engagement and Supports by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School Connectedness<sup>†</sup></b>			
Home with one or more parent or guardian	67	47	50
Foster home			
Homeless			
Other living arrangement		33	
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
<b>Academic Motivation<sup>†</sup></b>			
Home with one or more parent or guardian	76	59	62
Foster home			
Homeless			
Other living arrangement		73	
<b>School is really boring<sup>±</sup></b>			
Home with one or more parent or guardian	31	51	36
Foster home			
Homeless			
Other living arrangement		58	
<b>School is worthless and a waste of time<sup>±</sup></b>			
Home with one or more parent or guardian	4	16	13
Foster home			
Homeless			
Other living arrangement		25	

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

<sup>†</sup> *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

<sup>ψ</sup> *The scale was based on four questions for remote respondents.*

<sup>±</sup> *Rating of 7 or higher.*

**Table A18.1*****School Engagement and Supports by Living Situation – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current absenteeism (<math>\geq 3</math> times)<sup>¶</sup></b>			
Home with one or more parent or guardian	23	16	9
Foster home			
Homeless			
Other living arrangement		25	
<b>Trouble focusing on schoolwork<sup>σ</sup></b>			
Home with one or more parent or guardian	23	41	38
Foster home			
Homeless			
Other living arrangement		42	
<b>Caring adult relationships<sup>‡</sup></b>			
Home with one or more parent or guardian	61	50	48
Foster home			
Homeless			
Other living arrangement		39	
<b>High expectations<sup>‡</sup></b>			
Home with one or more parent or guardian	75	60	68
Foster home			
Homeless			
Other living arrangement		58	
<b>Meaningful participation<sup>‡</sup></b>			
Home with one or more parent or guardian	44	31	38
Foster home			
Homeless			
Other living arrangement		19	

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

<sup>¶</sup>Past 30 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A18.1*****School Engagement and Supports by Living Situation – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Facilities upkeep<sup>σ</sup></b>			
Home with one or more parent or guardian	73	45	45
Foster home			
Homeless			
Other living arrangement		42	
<b>Promotion of parental involvement in school<sup>†</sup></b>			
Home with one or more parent or guardian	76	49	59
Foster home			
Homeless			
Other living arrangement		53	

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

*<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”*

*<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

**Table A18.2**  
**School Safety by Living Situation**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School perceived as very safe or safe</b>			
Home with one or more parent or guardian	76	62	65
Foster home			
Homeless			
Other living arrangement		50	
<b>Experienced harassment due to five reasons<sup>λ</sup></b>			
Home with one or more parent or guardian	40	35	25
Foster home			
Homeless			
Other living arrangement		67	
<b>Experienced any harassment or bullying<sup>§</sup></b>			
Home with one or more parent or guardian	44	42	38
Foster home			
Homeless			
Other living arrangement		83	
<b>Had mean rumors or lies spread about you<sup>§</sup></b>			
Home with one or more parent or guardian	48	54	44
Foster home			
Homeless			
Other living arrangement		67	
<b>Been afraid of being beaten up<sup>§</sup></b>			
Home with one or more parent or guardian	16	29	17
Foster home			
Homeless			
Other living arrangement		50	

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

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

<sup>§</sup>Past 12 months.

**Table A18.2**  
***School Safety by Living Situation – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Been in a physical fight<sup>§</sup></b>			
Home with one or more parent or guardian	28	24	24
Foster home			
Homeless			
Other living arrangement		33	
<b>Seen a weapon on campus<sup>§</sup></b>			
Home with one or more parent or guardian	13	23	22
Foster home			
Homeless			
Other living arrangement		33	

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

*<sup>§</sup>Past 12 months.*

**Table A18.3**  
***Cyberbullying by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cyberbullying<sup>§</sup></b>			
Home with one or more parent or guardian	28	34	37
Foster home			
Homeless			
Other living arrangement		50	

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

*<sup>§</sup>Past 12 months.*

**Table A18.4**  
**Substance Use by Living Situation**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol or drug use<sup>¶</sup></b>			
Home with one or more parent or guardian	8	10	9
Foster home			
Homeless			
Other living arrangement		8	
<b>Current tobacco use<sup>¶</sup></b>			
Home with one or more parent or guardian	4	5	2
Foster home			
Homeless			
Other living arrangement		0	
<b>Current marijuana use<sup>¶</sup></b>			
Home with one or more parent or guardian	4	5	5
Foster home			
Homeless			
Other living arrangement		0	
<b>Current binge drinking<sup>¶</sup></b>			
Home with one or more parent or guardian	0	6	5
Foster home			
Homeless			
Other living arrangement		8	
<b>Very drunk or “high” 7 or more times, ever</b>			
Home with one or more parent or guardian	0	6	4
Foster home			
Homeless			
Other living arrangement		0	
<b>Been drunk or “high” on drugs at school, ever</b>			
Home with one or more parent or guardian	4	5	4
Foster home			
Homeless			
Other living arrangement		0	

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

<sup>¶</sup>Past 30 days.

**Table A18.4**  
**Substance Use by Living Situation – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Current alcohol use<sup>¶</sup></b>			
Home with one or more parent or guardian	4	8	5
Foster home			
Homeless			
Other living arrangement		8	
<b>Current alcohol use at school<sup>¶</sup></b>			
Home with one or more parent or guardian	4	8	2
Foster home			
Homeless			
Other living arrangement		8	
<b>Current cigarette smoking<sup>¶</sup></b>			
Home with one or more parent or guardian	4	3	0
Foster home			
Homeless			
Other living arrangement		0	
<b>Current use of vape products<sup>¶</sup></b>			
Home with one or more parent or guardian	12	13	4
Foster home			
Homeless			
Other living arrangement		8	
<b>Current tobacco vaping<sup>¶</sup></b>			
Home with one or more parent or guardian	0	5	2
Foster home			
Homeless			
Other living arrangement		0	
<b>Current marijuana vaping<sup>¶</sup></b>			
Home with one or more parent or guardian	4	5	2
Foster home			
Homeless			
Other living arrangement		0	

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

<sup>¶</sup>Past 30 days.

**Table A18.5**  
***Health Routines by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Eating of breakfast<sup>†</sup></b>			
Home with one or more parent or guardian	69	50	38
Foster home			
Homeless			
Other living arrangement		67	
<b>Bedtime (at 12 am or later)</b>			
Home with one or more parent or guardian	12	5	13
Foster home			
Homeless			
Other living arrangement		8	

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

<sup>†</sup>*Today.*



**Table A18.6**  
**Remote Schooling by Living Situation (Remote Only)**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
<b>Interest in schoolwork done from home<sup>σ</sup></b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			
<b>Meaningful opportunities<sup>θ</sup></b>			
Home with one or more parent or guardian			
Foster home			
Homeless			
Other living arrangement			

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup>Percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A18.7**  
***Social and Emotional Health by Living Situation***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Social emotional distress<sup>‡</sup></b>			
Home with one or more parent or guardian	29	29	30
Foster home			
Homeless			
Other living arrangement		45	
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>			
Home with one or more parent or guardian	36	39	37
Foster home			
Homeless			
Other living arrangement		42	
<b>Considered suicide<sup>§</sup></b>			
Home with one or more parent or guardian	28	23	26
Foster home			
Homeless			
Other living arrangement		33	
<b>Optimism<sup>‡</sup></b>			
Home with one or more parent or guardian	55	48	52
Foster home			
Homeless			
Other living arrangement		39	
<b>Life satisfaction<sup>‡</sup></b>			
Home with one or more parent or guardian	75	55	55
Foster home			
Homeless			
Other living arrangement		50	

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

**Table A18.7*****Social and Emotional Health by Living Situation – Continued***

	Grade 6	Grade 7	Grade 8
<b>California Student Wellness Index<sup>o</sup></b>			
Home with one or more parent or guardian	105.0	98.3	99.5
Foster home			
Homeless			
Other living arrangement		93.0	

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

*<sup>o</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

# Behavioral Health Module

## Form A. Alcohol and Other Drugs (AOD)

### 1. Student Sample

**Table B.I.1.1**  
***Student Sample for AOD Indicators***

	Grade 6	Grade 7	Grade 8
<b><i>Student Sample Size</i></b>			
Number of respondents	17	38	30

*Note:*

*Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.*

## 2. Summary of Key Indicators

**Table B.I.2.1**

***Key Indicators of Alcohol and Other Drug Use***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Alcohol Consumption Patterns</b>				
Usually drank until felt it a lot	0	0	0	B.I.3.3
Driving under the influence experiences	19	32	41	B.I.3.4
<b>Strong Personal Disapproval of AOD Use</b>				
Having one or two drinks of any alcoholic beverage nearly every day	47	47	60	B.I.7.1
Trying marijuana once or twice	53	51	53	B.I.7.1
Using marijuana once a month or more	53	47	63	B.I.7.1

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

### 3. Alcohol, Tobacco, and Other Drug Consumption Patterns

**Table B.I.3.1**

***Age of Onset – AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Alcohol (one full drink)</b>			
Never	82	82	86
10 years or under	6	11	10
11-12 years old	12	8	3
13-14 years old	0	0	0
15-16 years old	0	0	0
17 years or older	0	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>			
Never	88	89	86
10 years or under	6	3	3
11-12 years old	6	8	10
13-14 years old	0	0	0
15-16 years old	0	0	0
17 years or older	0	0	0
<b>Any other illegal drug or pill to get “high”</b>			
Never	100	100	96
10 years or under	0	0	0
11-12 years old	0	0	4
13-14 years old	0	0	0
15-16 years old	0	0	0
17 years or older	0	0	0

*Question HS/MS B.I.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, vape, eat, or drink)... Any other illegal drug or pill to get “high.”*

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

**Table B.I.3.2*****Age of Onset – Tobacco Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Smoked part or all of a cigarette</b>			
Never	94	97	100
10 years or under	0	0	0
11-12 years old	6	3	0
13-14 years old	0	0	0
15-16 years old	0	0	0
17 years or older	0	0	0
<b>A vape product such as an e-cigarette, vape pen, or mod</b>			
Never	88	84	79
10 years or under	0	8	0
11-12 years old	12	8	17
13-14 years old	0	0	3
15-16 years old	0	0	0
17 years or older	0	0	0

*Question HS/MS B.I.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.*

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

**Table B.I.3.3*****Usual Alcohol Consumption Level***

	Grade 6 %	Grade 7 %	Grade 8 %
I don't drink alcohol	71	92	97
Just enough to feel it a little	29	8	3
Enough to feel it moderately	0	0	0
Until I feel it a lot or get really drunk	0	0	0

*Question HS B.I.10/MS B.I.6: If you drink alcohol, how much do you usually drink?*

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

**Table B.I.3.4**  
***Driving Under the Influence Experiences, Lifetime***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Have ridden in a car driven by someone who had been using alcohol or drugs</b>			
Never	81	68	59
1 time	13	11	14
2 times	0	3	3
3 to 6 times	0	8	10
7 or more times	6	11	14

*Question MS B.I.25: During your life, how many times have you ridden in a car driven by someone who had been using alcohol or drugs?*

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



## 4. Reasons for and Consequences of AOD Consumption

**Table B.I.4.1**

***Reasons for AOD Use, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	81	89	93
To experiment (try using)	6	3	0
To get high	0	5	3
To have a good time with friends	0	3	0
To fit in with a group you like	0	0	0
Because of boredom	0	5	0
To relax	0	0	0
To get away from problems	6	0	0
Because of anger or frustration	6	3	0
To get through the day	6	3	0
Because it made you feel better	0	3	0
To seek deeper insights and understanding	0	3	3
None of the above	13	14	7

*Question HS B.I.12/MS B.I.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)*

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

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

## 5. Supports to Reduce AOD Use

**Table B.I.5.1**

***Talked with Parent About AOD Use, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
No	71	79	43
Yes	29	21	57

*Question HS B.I.23/MS B.I.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?*

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

## 6. Availability

**Table B.I.6.1**  
***Sources for Obtaining Alcohol***

	Grade 6 %	Grade 7 %	Grade 8 %
At school	7	8	0
At parties	0	11	21
At concerts or other social events	0	0	7
At their own home	7	11	21
From adults at friends' homes	0	11	10
From friends or another teenager	0	11	24
Get adults to buy it for them	0	3	14
Buy it themselves from a store	7	5	10
At bars, clubs, or gambling casinos	0	0	3
Other	0	11	14
Don't know	93	79	59

*Question HS B.I.18/MS B.I.8: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)*

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

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

**Table B.I.6.2**  
***Sources for Obtaining Marijuana***

	Grade 6 %	Grade 7 %	Grade 8 %
At school	0	5	10
At parties	7	3	7
At concerts or other social events	0	0	3
At their own home	7	5	10
From an adult acquaintance	7	5	10
From friends or another teenager	7	8	20
Buy it at a marijuana dispensary	0	3	3
At bars or clubs	0	0	0
Other	0	11	3
Don't know	87	84	70

*Question HS B.I.19/MS B.I.9: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)*

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

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

## 7. Influences on ATOD Use

**Table B.I.7.1**

***Personal Disapproval of AOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Having one or two drinks of any alcoholic beverage nearly every day</b>			
Neither approve nor disapprove	53	34	33
Somewhat disapprove	0	18	7
Strongly disapprove	47	47	60
<b>Trying marijuana once or twice</b>			
Neither approve nor disapprove	47	43	37
Somewhat disapprove	0	5	10
Strongly disapprove	53	51	53
<b>Using marijuana once a month or more regularly</b>			
Neither approve nor disapprove	47	45	33
Somewhat disapprove	0	8	3
Strongly disapprove	53	47	63

*Question HS B.I.20-22/MS B.I.10-12: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.*

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

**Table B.I.7.2*****Parent Disapproval of ATOD Use***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Take one or two drinks of alcohol nearly every day</b>			
Very wrong	88	89	96
Wrong	0	3	0
A little wrong	6	5	0
Not at all wrong	6	3	4
<b>Smoke tobacco</b>			
Very wrong	88	95	96
Wrong	0	0	0
A little wrong	0	3	0
Not at all wrong	13	3	4
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>			
Very wrong	88	92	96
Wrong	0	0	0
A little wrong	0	5	0
Not at all wrong	13	3	4
<b>Use marijuana (smoke, vape, eat, or drink)</b>			
Very wrong	88	95	96
Wrong	0	0	0
A little wrong	0	3	0
Not at all wrong	13	3	4
<b>Use prescription drugs to get high or for reasons other than prescribed</b>			
Very wrong	88	95	96
Wrong	0	0	0
A little wrong	0	3	0
Not at all wrong	13	3	4

*Question HS B.I.25-29/MS B.I.15-19: How wrong do your parents or guardians feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

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

**Table B.I.7.3**  
**Peer Disapproval of ATOD Use**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Take one or two drinks of alcohol nearly every day</b>			
Very wrong	64	71	72
Wrong	14	16	14
A little wrong	7	8	10
Not at all wrong	14	5	3
<b>Smoke tobacco</b>			
Very wrong	71	74	72
Wrong	14	13	21
A little wrong	0	5	3
Not at all wrong	14	8	3
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>			
Very wrong	71	61	72
Wrong	7	16	17
A little wrong	7	8	10
Not at all wrong	14	16	0
<b>Use marijuana (smoke, vape, eat, or drink)</b>			
Very wrong	79	74	79
Wrong	7	11	10
A little wrong	0	11	7
Not at all wrong	14	5	3
<b>Use prescription drugs to get high or for reasons other than prescribed</b>			
Very wrong	64	74	79
Wrong	21	11	10
A little wrong	0	8	7
Not at all wrong	14	8	3

*Question HS B.I.30-34/MS B.I.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

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

**Table B.I.7.4**  
***Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months***

	Grade 6	Grade 7	Grade 8
	%	%	%
No	65	42	23
Yes	35	58	77

*Question HS B.I.24/MS B.I.14: During the past 12 months, have you heard, read, or watched any messages about not using alcohol or drugs?*

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



# Behavioral Health Module

## Form B. Other Behavioral Health Factors

### 1. Student Sample

**Table B.II.1.1**

***Student Sample on Other Behavioral Health Factors***

	Grade 6	Grade 7	Grade 8
<b><i>Student Sample Size</i></b>			
Number of respondents	12	35	26

*Note:*

*Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.*

## 2. Summary of Key Indicators

**Table B.II.2.1**

**Key Indicators of Other Behavioral Health Factors**

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Behavioral Health Protective Factors</b>				
Emotional safety at school <sup>†</sup>	54	41	44	B.II.3.2
School co-regulation supports <sup>†</sup>	61	46	32	B.II.3.3
Home adult co-regulation supports <sup>†</sup>	67	49	59	B.II.3.4
Peer co-regulation supports <sup>†</sup>	78	53	67	B.II.3.5
<b>Resilience Assets</b>				
Emotion regulation <sup>â</sup>	33	27	33	B.II.4.1
<b>Student Wellness</b>				
Responses to trauma <sup>ê¶</sup>	27	32	21	B.II.5.1
Potential Post-Traumatic Stress <sup>¶</sup>		44	33	B.II.5.2
Stress associated health symptoms <sup>*</sup>	18	26	11	B.II.5.3
Loneliness <sup>ê</sup>	29	52	42	B.II.5.4
Self-harm <sup>§</sup>	27	29	24	B.II.5.8
Fasting for 12 hours or more	30	38	29	B.II.5.7
Trouble sleeping (daily)	25	29	24	B.II.5.1
<b>Mental Health Supports</b>				
Wanted to get mental health services <sup>§</sup>	17	24	13	B.II.6.4
Received mental health services <sup>§</sup>	25	15	8	B.II.6.4
Barriers to receiving services (3 or more)	36	22	9	B.II.6.5

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

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

<sup>†</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>â</sup> Average percent of respondents reporting the top two response categories (“Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm”) across survey questions that comprise the scale..

<sup>ê</sup> Average percent of respondents reporting “2-3 times a week” or “Almost every day” across survey questions that comprise the scale.

<sup>¶</sup> Past 30 days.

<sup>\*</sup> Past 2 weeks.

<sup>ê</sup> Average percent of respondents reporting “Sometimes” or “Often” across survey questions that comprise the scale.

<sup>§</sup> Past 12 months.

### 3. Behavioral Health Protective Factors

**Table B.II.3.1**

***Perceived Safety at Home and in Neighborhood***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>How safe do you feel...</i></b>			
<b>at home or the place where you live?</b>			
Very safe	50	51	48
Safe	25	29	28
Neither safe nor unsafe	17	17	24
Unsafe	8	3	0
Very unsafe	0	0	0
<b>in the neighborhood where you live?</b>			
Very safe	50	35	32
Safe	17	24	28
Neither safe nor unsafe	0	32	32
Unsafe	25	6	8
Very unsafe	8	3	0

*Question HS/MS B.II.12, 13: How safe do you feel at home or the place where you live?... How safe do you feel in the neighborhood where you live?*

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

**Table B.II.3.2*****Emotional Safety at School Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Emotional safety at school</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	41	44
<b><i>At my school,...</i></b>			
<b>I feel socially accepted.</b>			
Not at all true	8	15	19
A little true	42	35	27
Pretty much true	17	35	31
Very much true	33	15	23
<b>I feel that I matter to others.</b>			
Not at all true	8	32	27
A little true	33	35	38
Pretty much true	25	21	15
Very much true	33	12	19

*Question HS/MS B.II.10,11: How true do you feel these statements are about your feelings at school? At my school,... I feel socially accepted... I feel that I matter to others.*

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

**Table B.II.3.3**  
**School Co-Regulation Supports Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School co-regulation supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	46	32
<b>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</b>			
Not at all true	0	26	62
A little true	33	23	8
Pretty much true	33	34	12
Very much true	33	17	19
<b>would be helpful to me if I came to school upset.</b>			
Not at all true	8	35	58
A little true	42	24	15
Pretty much true	25	26	8
Very much true	25	15	19
<b>makes me feel good about myself.</b>			
Not at all true	8	35	46
A little true	25	18	15
Pretty much true	25	32	15
Very much true	42	15	23

*Question HS/MS B.II.7-9: How true do you feel these statements are about a teacher or other adult at school? At my school, there is a teacher or other adult who... would understand my problems if I shared them... would be helpful to me if I came to school upset... makes me feel good about myself.*

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

**Table B.II.3.4*****Home Adult Co-Regulation Supports Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Home adult co-regulation supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	49	59
<b><i>In my home, there is a parent or some other adult who... talks with me about my problems.</i></b>			
Not at all true	25	33	27
A little true	17	15	19
Pretty much true	17	24	27
Very much true	42	27	27
<b>helps me when I am upset.</b>			
Not at all true	17	28	31
A little true	17	28	12
Pretty much true	17	13	23
Very much true	50	31	35
<b>makes me feel good about myself.</b>			
Not at all true	17	30	20
A little true	8	18	12
Pretty much true	25	18	36
Very much true	50	33	32

*Question HS/MS B.II.1-3: How true do you feel these statements are about your family? In my home, there is a parent or some other adult who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.*

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

**Table B.II.3.5*****Peer Co-Regulation Supports Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Peer co-regulation supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	53	67
<b><i>I have a friend my age who...</i></b>			
<b>talks with me about my problems.</b>			
Not at all true	0	29	23
A little true	25	24	12
Pretty much true	17	21	27
Very much true	58	26	38
<b>helps me when I am upset.</b>			
Not at all true	0	29	15
A little true	25	18	19
Pretty much true	8	15	27
Very much true	67	38	38
<b>makes me feel good about myself.</b>			
Not at all true	0	21	8
A little true	17	21	23
Pretty much true	25	18	31
Very much true	58	41	38

*Question HS/MS B.II.4-6: How true do you feel these statements are about your friends? I have a friend my age who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.*

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

## 4. Resilience Assets

**Table B.II.4.1**

***Emotion Regulation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Emotion regulation</b>			
<i>Average reporting the top two response categories<sup>â</sup></i>	33	27	33
<b>When everybody around you gets angry, how relaxed can you stay?</b>			
Not relaxed at all	42	36	32
Slightly relaxed	25	18	24
Somewhat relaxed	17	24	28
Quite relaxed	17	12	8
Extremely relaxed	0	9	8
<b>How often are you able to control your emotions when you need to?</b>			
Almost never	17	12	0
Once in a while	17	24	25
Sometimes	8	33	13
Frequently	33	9	29
Almost always	25	21	33
<b>When things go wrong for you, how calm are you able to remain?</b>			
Not calm at all	17	27	8
Slightly calm	33	21	20
Somewhat calm	25	21	48
Quite calm	8	21	20
Extremely calm	17	9	4

*Question HS/MS B.II.21-23: When everybody around you gets angry, how relaxed can you stay?... How often are you able to control your emotions when you need to?... When things go wrong for you, how calm are you able to remain?*

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

*<sup>â</sup>The top two response categories include “Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm.”*



## 5. Student Wellness

**Table B.II.5.1**

***Responses to Trauma Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Responses to trauma</b>			
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	27	32	21
<b><i>During the past 30 days,...</i></b>			
<b>I got upset easily or got into arguments or physical fights.</b>			
Never	50	56	72
1-3 times a month	17	18	28
1-2 times a week	8	6	0
2-3 times a week	17	9	0
Almost every day	8	12	0
<b>I had trouble concentrating or paying attention.</b>			
Never	50	32	44
1-3 times a month	8	21	8
1-2 times a week	8	9	16
2-3 times a week	8	12	12
Almost every day	25	26	20
<b>I had trouble feeling happiness or love.</b>			
Never	58	55	68
1-3 times a month	0	6	4
1-2 times a week	17	12	8
2-3 times a week	0	0	8
Almost every day	25	27	12

*Question HS/MS B.II.14-16: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love.*

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

**Table B.II.5.1****Responses to Trauma Scale Questions – Continued**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>During the past 30 days,...</b>			
<b>I felt alone even when I was around other people.</b>			
Never	58	41	60
1-3 times a month	0	9	8
1-2 times a week	17	12	8
2-3 times a week	0	9	8
Almost every day	25	29	16
<b>I had trouble going to sleep, woke up often, or had trouble getting back to sleep.</b>			
Never	67	47	44
1-3 times a month	0	6	16
1-2 times a week	8	12	12
2-3 times a week	0	6	4
Almost every day	25	29	24

*Question HS/MS B.II.17, 18: These questions ask about how you felt or what you did in the past 30 days... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.*

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

**Table B.II.5.2****Post-Traumatic Stress (PTS) Profile, Past 30 Days**

	Grade 6 %	Grade 7 %	Grade 8 %
Minimal PTS Symptoms		19	44
Mild PTS Symptoms		37	22
Potential PTS		44	33

*Question HS/MS B.II.14-18: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.*

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

*PTS Profile categories are based on the UCLA Brief Screen for Child/Adolescent Trauma and PTSD.*

**Table B.II.5.3*****Stress Associated Health Symptoms Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Stress associated health symptoms</b>			
<i>Average reporting “A lot” or “A whole lot”</i>	18	26	11
<b><i>In the last 2 weeks, how much were you bothered by the following physical problems?</i></b>			
<b>Stomachaches</b>			
Not at all	33	44	57
A little	33	16	9
Some	17	13	22
A lot	0	13	9
A whole lot	17	16	4
<b>Headaches</b>			
Not at all	33	27	48
A little	17	21	26
Some	25	18	9
A lot	8	12	13
A whole lot	17	21	4
<b>Pains in your lower back</b>			
Not at all	67	39	54
A little	17	24	21
Some	8	12	17
A lot	0	9	4
A whole lot	8	15	4

*Question HS/MS B.II.27-29: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Stomachaches... Headaches... Pains in your lower back.*

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

**Table B.II.5.3*****Stress Associated Health Symptoms Scale Questions – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>In the last 2 weeks, how much were you bothered by the following physical problems?</i></b>			
<b>Feeling faint or dizzy</b>			
Not at all	42	36	57
A little	8	27	13
Some	33	18	13
A lot	0	3	9
A whole lot	17	15	9
<b>Heart beating too fast (even when you are not exercising)</b>			
Not at all	50	48	83
A little	8	21	13
Some	17	6	4
A lot	17	3	0
A whole lot	8	21	0

*Question HS/MS B.II.30, 31: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Feeling faint or dizzy... Heart beating too fast (even when you are not exercising).*

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

**Table B.II.5.4*****Loneliness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Loneliness</b>			
<i>Average reporting “Sometimes” or “Often”</i>	29	52	42
<b>How often do you feel lonely?</b>			
Never	50	24	25
Rarely	8	24	29
Sometimes	17	15	13
Often	25	36	33
<b>How often do you feel that you are no longer close to anyone?</b>			
Never	67	35	40
Rarely	17	12	20
Sometimes	8	18	12
Often	8	35	28

*Question HS/MS B.II.19, 20: How often do you feel lonely?... How often do you feel that you are no longer close to anyone?*

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

**Table B.II.5.5****Body Image**

	Grade 6 %	Grade 7 %	Grade 8 %
Very dissatisfied	17	27	24
Dissatisfied	8	18	24
Neither dissatisfied nor satisfied	50	18	8
Satisfied	17	27	28
Very satisfied	8	9	16

*Question HS/MS B.II.24: Over the past 30 days, how satisfied have you been with your weight and shape?*

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

**Table B.II.5.6****Weight Management**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Which of the following are you trying to do about your weight?</b>			
Lose weight	83	73	56
Gain weight	8	9	8
Stay the same weight	8	12	12
I am not trying to do anything about my weight	0	6	24

*Question HS/MS B.II.25: Which of the following are you trying to do about your weight?*

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

**Table B.II.5.7*****Disordered Eating Behavior***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</i></b>			
<b>Exercise</b>			
No	10	15	29
Yes	90	85	71
<b>Eat less food, fewer calories, or foods low in fat</b>			
No	40	31	35
Yes	60	69	65
<b>Go without eating for 12 hours or more</b>			
No	70	62	71
Yes	30	38	29
<b>Take diet pills, powders, or liquids without a doctor's advice</b>			
No	100	85	100
Yes	0	15	0
<b>Vomit or take laxatives</b>			
No	90	81	94
Yes	10	19	6

*Question HS/MS B.II.25A-25E: During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 12 hours or more (also called fasting)... Take diet pills, powders, or liquids without a doctor's advice (do not include meal replacement products such as Ensure, Muscle Milk, or SlimFast)... Vomit or take laxatives.*

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

*Only respondents who selected "Lose weight" or "Stay the same weight" to question "Which of the following are you trying to do about your weight?" were asked to answer these questions.*

**Table B.II.5.8*****Self-Harm, Past 12 Months***

	Grade 6 %	Grade 7 %	Grade 8 %
0 times	73	71	76
1 time	0	9	4
2 or 3 times	9	15	12
4 or 5 times	0	0	4
6 or more times	18	6	4

*Question HS/MS B.II.26: During the past 12 months, how many times did you do something to purposely hurt yourself, such as cutting, scratching, or burning yourself?*

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



## 6. Mental Health Supports

**Table B.II.6.1**

***Availability of Mental Health Supports at School, Past Year***

	Grade 6 %	Grade 7 %	Grade 8 %
No	67	64	87
Yes	8	21	9
I don't know	25	15	4

*Question HS/MS B.II.41: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to get help?*

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

**Table B.II.6.2**

***Mental Health Help-Seeking Attitude***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i></b>			
talk to a teacher or another adult from your school?	33	23	26
talk to your parents or someone else in your family?	58	26	48
get help from a counselor or therapist?	25	13	17
talk to your friends?	75	55	57
be afraid to get help?	17	19	22
not know what to do?	33	39	22

*Question HS/MS B.II.37: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)*

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

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

**Table B.II.6.3*****Mental Health Help-Seeking Attitude Toward Peers***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>If someone my age felt very sad, stressed, lonely, or depressed,...</i></b>			
<b>  <i>talking to an adult could help them feel better.</i></b>			
Strongly disagree	17	25	17
Disagree	0	28	13
Agree	75	31	46
Strongly agree	8	16	25
<b>  <i>kids at my school would be nice to them.</i></b>			
Strongly disagree	8	13	13
Disagree	0	29	25
Agree	83	42	46
Strongly agree	8	16	17

*Question HS/MS B.II.35, 36: If someone my age felt very sad, stressed, lonely, or depressed,... talking to an adult could help them feel better.... kids at my school would be nice to them.*

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

**Table B.II.6.4*****Mental Health Services Usage, Past Year***

	Grade 6 %	Grade 7 %	Grade 8 %
<b><i>In the past year,...</i></b>			
<b>did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?</b>			
No	75	67	78
Yes	17	24	13
I don't know	8	9	9
<b>did you get help from a counselor or therapist when you needed it?</b>			
Does not apply, I didn't need help	67	58	67
No, I didn't get help when I needed it	8	27	25
Yes, I got help when I needed it	25	15	8
<b>where did you get help from a counselor or therapist? (Mark All That Apply.)<sup>#</sup></b>			
Nowhere			
At school (in person, by phone, or online)			
From a counselor or therapist not from my school (in person, by phone, or online)			
Somewhere else			
I don't know			

*Question HS/MS B.II.38-40: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)*

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

*<sup>#</sup>Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.II.6.5*****Barriers to Using Mental Health Services***

	Grade 6 %	Grade 7 %	Grade 8 %
I would not know where to go for help	36	22	13
There isn't anyone I can talk to	27	16	9
They wouldn't understand	36	22	17
People would think there's something wrong with me	36	19	9
My parents might find out	27	19	13
Other students might find out	27	22	4
I wouldn't have a way to pay for it	27	13	9
I wouldn't want to talk to a counselor or therapist	45	16	17
Other reasons	27	22	17
Does not apply, none of these things would stop you from talking to a counselor or therapist.	27	28	39
<b><i>Three or more barriers</i></b>	36	22	9

*Question HS/MS B.II.42: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)*

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

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

**Table B.II.6.6*****School Promotion of Mental Health Awareness***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.</b>			
Strongly disagree	8	19	26
Disagree	33	22	30
Agree	42	44	30
Strongly agree	17	16	13
<b>People at my school talk openly about mental health.</b>			
Strongly disagree	8	22	33
Disagree	42	31	29
Agree	17	28	25
Strongly agree	33	19	13
<b>My school encourages students to take care of their mental health.</b>			
Strongly disagree	0	13	21
Disagree	25	22	13
Agree	42	34	42
Strongly agree	33	31	25

*Question HS/MS B.II.32-34: How strongly do you agree or disagree with the following statements?... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.*

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

# Resilience & Youth Development Module

## 1. Module Sample

**Table L1.1**  
*Student Sample for Resilience & Youth Development Module*

	Grade 6	Grade 7	Grade 8
<b><i>Student Sample Size</i></b>			
Target sample	61	88	83
Final number	28	66	51
<b>Response Rate</b>	46%	75%	61%

## 2. Summary of Key Indicators

**Table L2.1**

***Key Indicators of Resilience & Youth Development***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Total Environmental Assets</b>	61	56	65	
School Supports	55	43	52	L3.1
Peer Supports	70	64	77	L3.1
Home Supports	73	60	69	L3.1
Community Supports	59	54	62	L3.1
<b>Internal Assets</b>	66	54	72	L8.1
Collaboration	63	48	65	L8.2
Cooperation and communication	65	42	65	L8.3
Self-efficacy	65	46	68	L8.4
Empathy	67	58	64	L8.5
Problem solving	56	46	59	L8.6
Self-awareness	62	52	67	L8.7
Goals and aspirations	72	68	81	L8.8
Educational goals	79	69	83	L8.9

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

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

*Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

### 3. Total Environmental Assets

**Table L3.1**

***Total Environmental Assets and Subscales***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>School Supports</b>	55	43	52	
Caring adults in school	58	45	51	L4.1
High expectations-adults in school	70	56	68	L4.2
Meaningful participation at school	37	29	38	L4.3
<b>Peer Supports</b>	70	64	77	
Caring peer relationships	67	61	75	L5.1
High expectations-prosocial peers	75	68	80	L5.2
<b>Home Supports</b>	73	60	69	
Caring adult relationships	71	55	64	L6.1
High expectations-adults at home	88	73	83	L6.2
Meaningful participation at home	63	50	61	L6.3
<b>Community Supports</b>	59	54	62	
Caring adult relationships	61	54	60	L7.1
High expectations-adults in community	58	57	66	L7.2
Meaningful participation	58	51	58	L7.3

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

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

*Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*



**Table L3.2**

***Total Caring Relationships, High Expectations, and Meaningful Participation***

	Grade 6 %	Grade 7 %	Grade 8 %
Total Caring Relationships	59	55	62
Total High Expectations	70	65	74
Total Opportunities for Meaningful Participation	49	44	52

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

*Scales includes measures of school protective factors from the Core Module, as well as peer, home, and community protective factors.*

*Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

## 4. School Environment

**Table L4.1**

***Caring Relationships Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Caring adults in school</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	58	45	51
<b><i>At my school, there is a teacher or some other adult... who really cares about me.</i></b>			
Not at all true	15	11	16
A little true	37	39	26
Pretty much true	26	27	38
Very much true	22	23	20
<b><i>who notices when I’m not there.</i></b>			
Not at all true	15	20	26
A little true	37	39	24
Pretty much true	26	23	24
Very much true	22	18	26
<b><i>who listens to me when I have something to say.</i></b>			
Not at all true	11	28	16
A little true	14	28	37
Pretty much true	36	29	29
Very much true	39	15	18

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

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

**Table L4.2**  
***High Expectations Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations-adults in school</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	70	56	68
<b><i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i></b>			
Not at all true	11	14	14
A little true	21	31	24
Pretty much true	39	37	35
Very much true	29	18	27
<b><i>who always wants me to do my best.</i></b>			
Not at all true	7	6	4
A little true	19	33	22
Pretty much true	37	36	35
Very much true	37	24	39
<b><i>who believes that I will be a success.</i></b>			
Not at all true	7	12	12
A little true	25	36	22
Pretty much true	39	23	35
Very much true	29	29	31

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

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

**Table L4.3**  
***Meaningful Participation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful participation at school</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	37	29	38
<b><i>At school...</i></b>			
<b>I do interesting activities.</b>			
Not at all true	11	12	14
A little true	21	35	34
Pretty much true	39	36	38
Very much true	29	17	14
<b>I help decide things like class activities or rules.</b>			
Not at all true	39	43	35
A little true	32	31	31
Pretty much true	14	18	22
Very much true	14	8	12
<b>I do things that make a difference.</b>			
Not at all true	33	39	29
A little true	33	36	35
Pretty much true	19	17	22
Very much true	15	8	14
<b>I have a say in how things work.</b>			
Not at all true	31	41	39
A little true	35	38	27
Pretty much true	19	12	22
Very much true	15	9	12
<b>I help decide school activities or rules.</b>			
Not at all true	52	59	45
A little true	30	18	20
Pretty much true	11	17	20
Very much true	7	6	16

*Question HS/MS A.52-56: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.*

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

## 5. Peer Environment

**Table L5.1**

***Caring Peer Relationships Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Caring peer relationships</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	67	61	75
<b><i>I have a friend about my own age... who really cares about me.</i></b>			
Not at all true	12	15	8
A little true	19	20	20
Pretty much true	23	26	22
Very much true	46	39	51
<b><i>who talks with me about my problems.</i></b>			
Not at all true	19	26	12
A little true	19	18	12
Pretty much true	23	18	25
Very much true	38	38	51
<b><i>who helps me when I’m having a hard time.</i></b>			
Not at all true	12	21	12
A little true	19	18	12
Pretty much true	23	26	24
Very much true	46	34	53

*Question HS/MS L.24-26: I have a friend about my own age... who really cares about me... who talks with me about my problems... who helps me when I’m having a hard time.*

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

**Table L5.2**  
**Peer High Expectations Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations-prosocial peers</b>			
<i>Average Reporting “Pretty much true” or “Very much true”<sup>D</sup></i>	75	68	80
<b>My friends... get into a lot of trouble.<sup>Γ</sup></b>			
Not at all true	32	35	51
A little true	44	44	37
Pretty much true	12	8	6
Very much true	12	13	6
<b>try to do what is right.</b>			
Not at all true	0	11	4
A little true	32	25	18
Pretty much true	32	30	41
Very much true	36	33	37
<b>do well in school.</b>			
Not at all true	4	13	6
A little true	16	27	22
Pretty much true	40	29	37
Very much true	40	32	35

*Question HS/MS L.27-29: My friends... get into a lot of trouble... try to do what is right... do well in school.*

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

<sup>D</sup>*Response option “Not at all true” or “A little true” was reported for the reverse-coded item.*

<sup>Γ</sup>*Survey question was reverse-coded in computing the scale score.*

## 6. Home Environment

**Table L6.1**

***Home Caring Adult Relationships Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Caring adult relationships</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	71	55	64
<b><i>In my home, there is a parent or some other adult... who is interested in my schoolwork.</i></b>			
Not at all true	8	16	10
A little true	20	24	20
Pretty much true	16	34	34
Very much true	56	26	36
<b><i>who talks with me about my problems.</i></b>			
Not at all true	20	24	18
A little true	8	24	18
Pretty much true	36	26	26
Very much true	36	26	38
<b><i>who listens to me when I have something to say.</i></b>			
Not at all true	16	18	16
A little true	16	27	26
Pretty much true	28	23	20
Very much true	40	32	38

*Question HS/MS L.31, 33, 35: In my home, there is a parent or some other adult... who is interested in my schoolwork... who talks with me about my problems... who listens to me when I have something to say.*

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

**Table L6.2**  
***Home High Expectations Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations-adults at home</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	88	73	83
<b><i>In my home, there is a parent or some other adult... who expects me to follow the rules.</i></b>			
Not at all true	4	10	6
A little true	8	15	10
Pretty much true	32	37	32
Very much true	56	39	52
<b><i>who believes that I will be a success.</i></b>			
Not at all true	0	10	4
A little true	12	21	12
Pretty much true	20	29	29
Very much true	68	40	55
<b><i>who always wants me to do my best.</i></b>			
Not at all true	4	6	2
A little true	8	19	16
Pretty much true	20	26	22
Very much true	68	48	60

*Question HS/MS L.30, 32, 34: In my home, there is a parent or some other adult... who expects me to follow the rules... who believes that I will be a success... who always wants me to do my best.*

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



**Table L6.3*****Home Meaningful Participation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful participation at home</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	63	50	61
<b><i>At home...</i></b>			
<b>I do fun things or go fun places with my parents or other adults.</b>			
Not at all true	13	15	10
A little true	13	28	24
Pretty much true	33	21	32
Very much true	42	36	34
<b>I do things that make a difference.</b>			
Not at all true	17	16	10
A little true	29	38	32
Pretty much true	25	25	24
Very much true	29	21	34
<b>I help make decisions with my family.</b>			
Not at all true	25	21	18
A little true	17	31	24
Pretty much true	25	25	26
Very much true	33	23	32

*Question HS/MS L.36-38: At home, ... I do fun things or go fun places with my parents or other adults... I do things that make a difference... I help make decisions with my family.*

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

## 7. Community Environment

**Table L7.1**

***Community Caring Adult Relationships Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Caring adult relationships</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	61	54	60
<b><i>Outside of my home and school, there is an adult... who really cares about me.</i></b>			
Not at all true	13	10	29
A little true	26	33	10
Pretty much true	30	15	23
Very much true	30	42	38
<b><i>who notices when I am upset about something.</i></b>			
Not at all true	22	18	35
A little true	26	28	8
Pretty much true	13	22	21
Very much true	39	32	35
<b><i>whom I trust.</i></b>			
Not at all true	22	14	23
A little true	9	34	13
Pretty much true	26	14	25
Very much true	43	39	40

*Question HS/MS L.39, 41, 44: Outside of my home and school, there is an adult... who really cares about me... who notices when I am upset about something... whom I trust.*

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

**Table L7.2**  
**Community High Expectations Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>High expectations-adults in community</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	58	57	66
<b>Outside of my home and school, there is an adult... who tells me when I do a good job.</b>			
Not at all true	22	17	23
A little true	30	31	19
Pretty much true	17	21	21
Very much true	30	31	38
<b>who believes that I will be a success.</b>			
Not at all true	13	12	23
A little true	26	28	10
Pretty much true	13	20	17
Very much true	48	40	50
<b>who always wants me to do my best.</b>			
Not at all true	13	12	21
A little true	22	32	6
Pretty much true	17	15	21
Very much true	48	42	52

*Question HS/MS L.40, 42, 43: Outside of my home and school, there is an adult... who tells me when I do a good job... who believes that I will be a success... who always wants me to do my best.*

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

**Table L7.3**  
**Community Meaningful Participation Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Meaningful participation</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	58	51	58
<b>Outside of my home and school,...</b>			
<b>I am part of clubs, sports teams, church/temple, or other group activities.</b>			
Not at all true	30	22	29
A little true	17	32	19
Pretty much true	17	10	23
Very much true	35	37	29
<b>I am involved in music, art, literature, sports, or a hobby.</b>			
Not at all true	22	22	27
A little true	22	24	13
Pretty much true	22	20	25
Very much true	35	34	35
<b>I help other people.</b>			
Not at all true	5	12	19
A little true	32	37	19
Pretty much true	23	22	27
Very much true	41	30	35

*Question HS/MS L.45-47: Outside of my home and school,... I am part of clubs, sports teams, church/temple, or other group activities... I am involved in music, art, literature, sports, or a hobby... I help other people.*

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

## 8. Internal Assets

**Table L8.1**

***Internal Assets and Subscales***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Internal Assets</b>	66	54	72	
Collaboration	63	48	65	L8.2
Cooperation and communication	65	42	65	L8.3
Self-efficacy	65	46	68	L8.4
Empathy	67	58	64	L8.5
Problem solving	56	46	59	L8.6
Self-awareness	62	52	67	L8.7
Goals and aspirations	72	68	81	L8.8
Educational goals	79	69	83	L8.9

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

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

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

**Table L8.2**  
**Collaboration Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Collaboration</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	63	48	65
<b>I listen to other students’ ideas.</b>			
Not at all true	4	17	12
A little true	35	35	27
Pretty much true	26	23	27
Very much true	35	25	35
<b>I enjoy working together with other students on class activities.</b>			
Not at all true	4	15	16
A little true	33	43	20
Pretty much true	21	16	29
Very much true	42	26	35
<b>When I work in school groups, I do my fair share.</b>			
Not at all true	4	11	8
A little true	33	36	20
Pretty much true	21	25	29
Very much true	42	28	43

*Question HS/MS L.12, 16, 17: How true do you feel these statements are about you personally?... I listen to other students’ ideas... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share.*

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

**Table L8.3*****Cooperation and Communication Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Cooperation and communication</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	65	42	65
<b>I can work with someone who has different opinions than mine.</b>			
Not at all true	0	13	8
A little true	38	43	25
Pretty much true	33	23	33
Very much true	29	20	33
<b>I stand up for myself without putting others down.</b>			
Not at all true	8	20	17
A little true	25	38	21
Pretty much true	29	20	29
Very much true	38	22	33

*Question HS/MS L.10, 18: How true do you feel these statements are about you personally?... I can work with someone who has different opinions than mine... I stand up for myself without putting others down.*

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

**Table L8.4**  
***Self-Efficacy Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Self-efficacy</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	65	46	68
<b>I can work out my problems.</b>			
Not at all true	8	18	13
A little true	25	46	21
Pretty much true	21	16	26
Very much true	46	20	40
<b>I can do most things if I try.</b>			
Not at all true	4	15	6
A little true	29	33	21
Pretty much true	25	28	35
Very much true	42	25	38
<b>There are many things that I do well.</b>			
Not at all true	8	17	8
A little true	29	35	27
Pretty much true	17	23	27
Very much true	46	25	38

*Question HS/MS L.7, 9, 11: How true do you feel these statements are about you personally?... I can work out my problems... I can do most things if I try... There are many things that I do well.*

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



**Table L8.5*****Empathy Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Empathy</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	67	58	64
<b>I feel bad when someone gets their feelings hurt.</b>			
Not at all true	0	11	20
A little true	38	30	16
Pretty much true	17	23	22
Very much true	46	36	41
<b>I try to understand what other people go through.</b>			
Not at all true	0	10	14
A little true	33	26	22
Pretty much true	25	28	24
Very much true	42	36	39
<b>I try to understand how other people feel and think.</b>			
Not at all true	4	15	13
A little true	25	33	23
Pretty much true	33	25	25
Very much true	38	27	40

*Question HS/MS L.13, 14, 19: How true do you feel these statements are about you personally?... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.*

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

**Table L8.6**  
***Problem Solving Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Problem solving</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	56	46	59
<b>I know where to go for help with a problem.</b>			
Not at all true	21	18	26
A little true	25	27	16
Pretty much true	8	20	16
Very much true	46	35	42
<b>I try to work out problems by talking or writing about them.</b>			
Not at all true	8	23	36
A little true	42	31	12
Pretty much true	8	20	12
Very much true	42	26	40
<b>When I need help, I find someone to talk with.</b>			
Not at all true	13	20	24
A little true	30	38	18
Pretty much true	22	13	20
Very much true	35	30	37
<b>I trust my ability to solve difficult problems.</b>			
Not at all true	8	15	6
A little true	29	48	27
Pretty much true	21	18	31
Very much true	42	20	37

*Question HS/MS L.5, 6, 15, 20: How true do you feel these statements are about you personally?... I know where to go for help with a problem... I try to work out problems by talking or writing about them... When I need help, I find someone to talk with... I trust my ability to solve difficult problems.*

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

**Table L8.7*****Self-Awareness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Self-awareness</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	62	52	67
<b>There is a purpose to my life.</b>			
Not at all true	14	13	12
A little true	36	33	14
Pretty much true	14	25	22
Very much true	36	30	51
<b>I understand my moods and feelings.</b>			
Not at all true	4	13	14
A little true	33	34	22
Pretty much true	21	25	24
Very much true	42	28	39
<b>I understand why I do what I do.</b>			
Not at all true	4	15	10
A little true	25	34	24
Pretty much true	21	25	24
Very much true	50	26	41

*Question HS/MS L.21-23: How true do you feel these statements are about you personally?... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.*

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

**Table L8.8**  
**Goals and Aspirations Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Goals and aspirations</b>			
<i>Average Reporting “Pretty much true” or “Very much true”<sup>D</sup></i>	72	68	81
<b>I have high goals and expectations for myself.</b>			
Not at all true	13	21	10
A little true	29	25	14
Pretty much true	13	21	18
Very much true	46	33	58
<b>I am looking forward to a successful career.</b>			
Not at all true	0	6	10
A little true	17	19	6
Pretty much true	25	17	14
Very much true	58	57	70
<b>I don’t expect very much of myself in the future<sup>Γ</sup></b>			
Not at all true	42	37	63
A little true	33	39	21
Pretty much true	4	12	2
Very much true	21	12	15

*Question HS/MS L.1, 4, 8: How true do you feel these statements are about you personally?... I have high goals and expectations for myself... I am looking forward to a successful career... I don’t expect very much of myself in the future.*

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

<sup>D</sup>*Response option “Not at all true” or “A little true” was reported for the reverse-coded item.*

<sup>Γ</sup>*Survey question was reverse-coded in computing the scale score.*

**Table L8.9*****Educational Goals Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Educational goals</b>			
<i>Average Reporting “Pretty much true” or “Very much true”</i>	79	69	83
<b>I plan to graduate from high school.</b>			
Not at all true	0	8	8
A little true	17	18	6
Pretty much true	17	29	16
Very much true	67	45	70
<b>I plan to go to college or some other school after high school.</b>			
Not at all true	4	14	10
A little true	21	21	10
Pretty much true	17	19	22
Very much true	58	46	58

*Question HS/MS L.2, 3: How true do you feel these statements are about you personally?... I plan to graduate from high school... I plan to go to college or some other school after high school.*

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

# Social Emotional Health Module

## 1. Module Sample

**Table P1.1**  
*Student Sample for Social Emotional Health Module*

	Grade 6	Grade 7	Grade 8
<b><i>Student Sample Size</i></b>			
Target sample	61	88	83
Final number	28	71	53
<b>Response Rate</b>	46%	81%	64%

## 2. Summary of Key Indicators

**Table P2.1**

***Key Indicators of Social Emotional Health***

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Covitality<sup>†</sup></b>	58	47	59	
Belief in self <sup>†</sup>	59	42	55	P2.2
Belief in others <sup>†</sup>	66	52	63	P2.2
Emotional competence <sup>†</sup>	62	43	63	P2.2
Engaged living <sup>†</sup>	52	47	59	P2.2
<b>Growth mindset<sup>‡</sup></b>	60	76	66	P7.1
<b>Goals<sup>†</sup></b>	77	62	72	P8.1
<b>Collaboration<sup>†</sup></b>	63	42	60	P9.1
<b>Problem solving<sup>†</sup></b>	52	27	46	P10.1

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

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

*<sup>†</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

*<sup>‡</sup>Average percent of respondents reporting “A little true” or “Not at all true” across survey questions that comprise the scale.*

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

	Grade 6 %	Grade 7 %	Grade 8 %	Table
<b>Belief in self</b>	59	42	55	
Self-efficacy	58	48	65	P3.1
Self-awareness	58	48	58	P3.2
Persistence	60	31	41	P3.3
<b>Belief in others</b>	66	52	63	
School supports	73	53	61	P4.1
Family connectedness	61	49	60	P4.2
Peer supports	67	54	65	P4.3
<b>Emotional competence</b>	62	43	63	
Emotional regulation	67	44	62	P5.1
Empathy	68	48	63	P5.2
Behavioral self-control	50	36	63	P5.3
<b>Engaged living</b>	52	47	59	
Optimism	52	47	52	P6.1
Gratitude	53	51	64	P6.2
Zest	57	44	60	P6.3

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

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

*Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*



### 3. Belief in Self

**Table P3.1**

***Self-Efficacy Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Self-efficacy</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	58	48	65
<b>I can work out my problems.</b>			
Not at all true	4	12	12
A little true	41	41	27
Pretty much true	19	32	35
Very much true	37	15	27
<b>I can do most things if I try.</b>			
Not at all true	11	13	12
A little true	30	40	17
Pretty much true	30	30	35
Very much true	30	17	37
<b>There are many things that I do well.</b>			
Not at all true	8	19	12
A little true	35	31	24
Pretty much true	27	34	27
Very much true	31	16	37

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Self-awareness</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	58	48	58
<b>There is a purpose to my life.</b>			
Not at all true	15	19	13
A little true	35	34	19
Pretty much true	12	18	25
Very much true	38	29	42
<b>I understand my moods and feelings.</b>			
Not at all true	7	16	15
A little true	37	33	35
Pretty much true	19	33	23
Very much true	37	19	27
<b>I understand why I do what I do.</b>			
Not at all true	11	19	17
A little true	22	38	25
Pretty much true	22	21	25
Very much true	44	22	33

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Persistence</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	31	41
<b>When I do not understand something, I ask the teacher again and again until I understand.</b>			
Not at all true	11	33	29
A little true	22	36	24
Pretty much true	30	17	22
Very much true	37	13	25
<b>I try to answer all the questions asked in class.</b>			
Not at all true	15	28	34
A little true	26	40	30
Pretty much true	44	16	8
Very much true	15	16	28
<b>When I try to solve a math problem, I will not stop until I find a final solution.</b>			
Not at all true	7	29	28
A little true	37	40	30
Pretty much true	22	20	18
Very much true	33	11	24

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

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

## 4. Belief in Others

**Table P4.1**

***School Supports Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>School supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	53	61
<b><i>There is a teacher or some other adult from my school... who always wants me to do my best.</i></b>			
Not at all true	7	7	6
A little true	19	31	21
Pretty much true	37	36	36
Very much true	37	26	38
<b><i>who listens to me when I have something to say.</i></b>			
Not at all true	11	29	19
A little true	14	26	36
Pretty much true	36	29	28
Very much true	39	16	17
<b><i>who believes that I will be a success.</i></b>			
Not at all true	7	13	15
A little true	25	34	21
Pretty much true	39	21	34
Very much true	29	31	30

*Question HS/MS A.51, 53, 54: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.*

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

**Table P4.2**  
***Family Connectedness Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Family connectedness</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	49	60
<b>My family members really help and support one another.</b>			
Not at all true	16	18	15
A little true	16	32	23
Pretty much true	28	20	27
Very much true	40	29	35
<b>There is a feeling of togetherness in my family.</b>			
Not at all true	16	17	17
A little true	28	37	23
Pretty much true	24	17	21
Very much true	32	29	40
<b>My family really gets along well with each other.</b>			
Not at all true	13	15	17
A little true	25	37	25
Pretty much true	33	23	19
Very much true	29	26	40

*Question HS/MS P.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.*

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Peer supports</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	54	65
<b>I have a friend my age who really cares about me.</b>			
Not at all true	12	17	15
A little true	16	29	19
Pretty much true	28	15	19
Very much true	44	38	48
<b>I have a friend my age who talks with me about my problems.</b>			
Not at all true	16	23	21
A little true	24	22	17
Pretty much true	16	19	15
Very much true	44	36	48
<b>I have a friend my age who helps me when I’m having a hard time.</b>			
Not at all true	12	22	21
A little true	20	25	15
Pretty much true	16	19	13
Very much true	52	34	52

*Question HS/MS P.41-43: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.*

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

## 5. Emotional Competence

**Table P5.1**

***Emotional Regulation Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Emotional Regulation</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	67	44	62
<b>I accept responsibility for my actions.</b>			
Not at all true	0	19	13
A little true	19	35	19
Pretty much true	38	21	30
Very much true	42	25	38
<b>When I make a mistake I admit it.</b>			
Not at all true	11	19	12
A little true	30	41	36
Pretty much true	30	21	20
Very much true	30	19	32
<b>I can deal with being told no.</b>			
Not at all true	4	17	10
A little true	33	35	22
Pretty much true	26	26	24
Very much true	37	22	44

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Empathy</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	68	48	63
<b>I feel bad when someone gets their feelings hurt.</b>			
Not at all true	0	20	18
A little true	37	30	20
Pretty much true	15	23	22
Very much true	48	26	40
<b>I try to understand what other people go through.</b>			
Not at all true	0	23	14
A little true	30	28	24
Pretty much true	22	23	26
Very much true	48	26	36
<b>I try to understand how other people feel and think.</b>			
Not at all true	0	22	12
A little true	27	33	22
Pretty much true	19	26	32
Very much true	54	19	34

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

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



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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Behavioral self-control</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	50	36	63
<b>I can wait for what I want.</b>			
Not at all true	0	22	14
A little true	30	40	14
Pretty much true	30	16	29
Very much true	41	22	43
<b>I don’t bother others when they are busy.</b>			
Not at all true	12	17	12
A little true	54	45	24
Pretty much true	8	22	32
Very much true	27	16	32
<b>I think before I act.</b>			
Not at all true	19	26	24
A little true	38	42	22
Pretty much true	19	13	28
Very much true	23	19	26

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

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

## 6. Engaged Living

**Table P6.1**

***Optimism Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Optimism</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	52	47	52
<b>Each day I look forward to having a lot of fun.</b>			
Not at all true	18	19	17
A little true	32	26	26
Pretty much true	21	40	34
Very much true	29	16	23
<b>I usually expect to have a good day.</b>			
Not at all true	14	29	23
A little true	36	30	26
Pretty much true	29	24	32
Very much true	21	17	19
<b>Overall, I expect more good things to happen to me than bad things.</b>			
Not at all true	18	27	26
A little true	25	29	26
Pretty much true	25	21	26
Very much true	32	23	21

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Gratitude</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	53	51	64
<b>On most days I feel grateful.</b>			
Not at all true	12	19	14
A little true	32	29	22
Pretty much true	20	29	30
Very much true	36	22	34
<b>On most days I feel thankful.</b>			
Not at all true	8	18	12
A little true	32	28	22
Pretty much true	20	29	30
Very much true	40	25	36
<b>On most days I feel appreciative.</b>			
Not at all true	20	22	14
A little true	36	29	24
Pretty much true	16	26	26
Very much true	28	22	36

*Question HS/MS P.32-34: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.*

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Zest</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	44	60
<b>On most days I feel energetic.</b>			
Not at all true	20	15	22
A little true	28	39	18
Pretty much true	16	25	20
Very much true	36	21	40
<b>On most days I feel active.</b>			
Not at all true	16	21	22
A little true	20	32	18
Pretty much true	24	26	16
Very much true	40	21	43
<b>On most days I feel enthusiastic.</b>			
Not at all true	20	19	24
A little true	24	43	16
Pretty much true	24	22	24
Very much true	32	16	36

*Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.*

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

## 7. Growth Mindset

**Table P7.1**

***Growth Mindset Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Growth mindset<sup>†</sup></b>			
<i>Average reporting “A little true” or “Not at all true”</i>	60	76	66
<b>My intelligence is something I cannot change very much.</b>			
Not at all true	30	37	40
A little true	22	34	15
Pretty much true	22	16	27
Very much true	26	13	17
<b>Challenging myself will not make me any smarter.</b>			
Not at all true	38	41	50
A little true	35	41	26
Pretty much true	0	9	14
Very much true	27	10	10
<b>There are some things I am not capable of learning.</b>			
Not at all true	12	33	27
A little true	32	41	31
Pretty much true	24	16	21
Very much true	32	10	21
<b>If I am not naturally smart in a subject, I will never do well in it.</b>			
Not at all true	28	43	50
A little true	40	35	27
Pretty much true	16	16	8
Very much true	16	6	15

*Question HS/MS P.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.*

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

<sup>†</sup>*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

## 8. Goals

**Table P8.1**  
**Goals Scale Questions**

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Goals</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	62	72
<b>I am looking forward to a successful career.</b>			
Not at all true	0	15	12
A little true	19	29	14
Pretty much true	26	21	16
Very much true	56	35	58
<b>I have high goals and expectations for myself.</b>			
Not at all true	4	22	14
A little true	30	28	20
Pretty much true	22	22	14
Very much true	44	29	52
<b>I don’t expect very much of myself in the future.<sup>†</sup></b>			
Not at all true	44	44	66
A little true	36	34	13
Pretty much true	8	15	9
Very much true	12	7	13

*Question HS/MS P.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.*

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

<sup>†</sup>*Survey question was reverse-coded in computing the scale score.*

## 9. Collaboration

**Table P9.1**

***Collaboration Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Collaboration</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	42	60
<b>I enjoy working together with other students on class activities.</b>			
Not at all true	7	23	16
A little true	30	37	24
Pretty much true	19	23	29
Very much true	44	17	31
<b>When I work in school groups, I do my fair share.</b>			
Not at all true	4	19	12
A little true	27	36	16
Pretty much true	23	26	32
Very much true	46	19	40
<b>I like to listen to other students’ ideas in class.</b>			
Not at all true	4	28	15
A little true	40	32	38
Pretty much true	20	28	21
Very much true	36	13	27

*Question HS/MS P.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.*

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

## 10. Problem Solving

**Table P10.1**

***Problem Solving Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
<b>Problem solving</b>			
<i>Average reporting “Pretty much true” or “Very much true”</i>	52	27	46
<b>When I need help I find someone to talk with.</b>			
Not at all true	11	38	30
A little true	26	35	32
Pretty much true	26	13	12
Very much true	37	14	26
<b>I try to work out my problems by talking or writing about them.</b>			
Not at all true	16	46	40
A little true	48	30	17
Pretty much true	16	13	17
Very much true	20	10	27
<b>I trust my ability to solve difficult problems.</b>			
Not at all true	12	29	16
A little true	28	40	28
Pretty much true	24	19	30
Very much true	36	12	26

*Question HS/MS P.17, 26, 30: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.*

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



# Appendix

## CHKS Content Overview, 2024-25

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.<sup>1</sup> 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](https://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](https://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.<sup>2</sup>

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

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

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

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.<sup>5</sup>

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

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<sup>1</sup> 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](https://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](https://calschls.org/reports-data/dashboard)).

<sup>2</sup> Austin. (2016). Download [calschls.org/docs/factsheet-15.pdf](https://calschls.org/docs/factsheet-15.pdf)

<sup>3</sup> See [calschls.org/reports-data/#scrc](https://calschls.org/reports-data/#scrc)

<sup>4</sup> O’Malley & Hanson. (2012). Download [data.calschls.org/resources/S3factsheet3\\_API\\_20120716.pdf](https://data.calschls.org/resources/S3factsheet3_API_20120716.pdf)

<sup>5</sup> Voight, Austin, & Hanson. (2013). Download [www.wested.org/online\\_pubs/hd-13-10.pdf](https://www.wested.org/online_pubs/hd-13-10.pdf)

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

## GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11<sup>th</sup> graders in traditional comprehensive high schools.<sup>7</sup> 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.<sup>8</sup>

## DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

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

### Racial-Ethnic Group Identification

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

<sup>6</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>7</sup> In interpreting the results for 11<sup>th</sup> 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.

<sup>8</sup> Austin, Dixon, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-7.pdf](https://data.calschls.org/resources/FACTSHEET-7.pdf)

<sup>9</sup> Austin, Hanson, Bono, & Zheng. (2008). Download [data.calschls.org/resources/factsheet\\_8.pdf](https://data.calschls.org/resources/factsheet_8.pdf)

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*.<sup>10</sup> White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.<sup>11</sup> 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.<sup>12 13</sup> They were also more likely to be low in caring adult relationships and total developmental support.

### **Unhoused Youth**

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

### **Sexual Orientation and Gender Identity**

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

<sup>10</sup> Hanson, Austin, & Li. (2012). Download [data.calschls.org/resources/FACTSHEET-13\\_20120405.pdf](https://data.calschls.org/resources/FACTSHEET-13_20120405.pdf)

<sup>11</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

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

<sup>13</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

<sup>14</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

<sup>15</sup> 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/)

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

<sup>17</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

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

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

## **SCHOOL PERFORMANCE, ENGAGEMENT, AND SUPPORTS (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.<sup>18</sup> CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

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

### **Self-Reported Grades**

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

### **Academic Motivation**

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

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

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

<sup>19</sup> Download [data.calschls.org/resources/Biennial\\_State\\_1921.pdf](https://data.calschls.org/resources/Biennial_State_1921.pdf)

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

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

### School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students’ school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.<sup>20,21,22</sup>

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

<sup>20</sup> 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>

<sup>21</sup> Branstetter, R. (2021). What do kids mean when they say they’re bored at school? Greater Good Magazine.  
[https://greatergood.berkeley.edu/article/item/what\\_do\\_kids\\_mean\\_when\\_they\\_say\\_theyre\\_bored\\_at\\_school](https://greatergood.berkeley.edu/article/item/what_do_kids_mean_when_they_say_theyre_bored_at_school)

<sup>22</sup> 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\\_#/](https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/)

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.

## Absenteeism

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

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.<sup>23</sup>

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.<sup>24</sup>

## 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.<sup>25 26 27 28 29 30</sup>

## 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

<sup>23</sup> 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/](http://www.attendanceworks.org/portraits-of-change/)

<sup>24</sup> Austin, Hanson, Bala, & Zheng. (2023). Download [data.calschls.org/resources/18th\\_Biennial\\_State\\_1921.pdf](http://data.calschls.org/resources/18th_Biennial_State_1921.pdf)

<sup>25</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/factsheet.pdf](http://data.calschls.org/resources/factsheet.pdf)

<sup>26</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/FACTSHEET-3.pdf](http://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>27</sup> Hanson. (2011). Download [data.calschls.org/resources/S3factsheet1\\_caring\\_20120223.pdf](http://data.calschls.org/resources/S3factsheet1_caring_20120223.pdf)

<sup>28</sup> Hanson. (2012). Download [data.calschls.org/resources/S3factsheet2\\_participation\\_20120224.pdf](http://data.calschls.org/resources/S3factsheet2_participation_20120224.pdf)

<sup>29</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief1\\_CaringRelationships\\_final.pdf](http://data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf)

<sup>30</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief2\\_MeaningfulPart\\_final.pdf](http://data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf)

academic, social-emotional, and health outcomes.<sup>31</sup> 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/](https://calschls.org/reports-data/query-calschls/)) enables examination of how key survey indicators vary by school connectedness.

School connectedness declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7<sup>th</sup> grade to 53 percent in 11<sup>th</sup>, a decline similar to that found for the Academic Motivation scale.<sup>32</sup> 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.<sup>33 34</sup>

## 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.<sup>35</sup>

## Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.<sup>36</sup> 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 11<sup>th</sup> 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

<sup>31</sup> 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.

<sup>32</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf). *School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic*.

<sup>33</sup> Austin, Hanson, & Voight. (2013). Download [data.calschls.org/resources/S3factsheet5\\_connectedness\\_20130827.pdf](https://data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf)

<sup>34</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief4\\_Connectedness\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf)

<sup>35</sup> Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

<sup>36</sup> Hanson & Zheng. (2021). Download [calschls.org/docs/facilities\\_030221.pdf](https://calschls.org/docs/facilities_030221.pdf)

safety.<sup>37</sup> 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.<sup>38</sup> 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.<sup>39 40 41</sup>

## 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.<sup>42</sup>

## Harassment and Victimization

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

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7<sup>th</sup> and 11<sup>th</sup> grades.<sup>43</sup> 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.<sup>44 45</sup> 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

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<sup>37</sup> The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

<sup>38</sup> Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

<sup>39</sup> Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

<sup>40</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief5\\_ViolencePerpetration\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf)

<sup>41</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief6\\_ViolenceVictimization\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf)

<sup>42</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief3\\_Safety\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf)

<sup>43</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf). Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

<sup>44</sup> Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>45</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)



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

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

## **Vandalism and Weapons**

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.<sup>46</sup> 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.<sup>47</sup> About 14 percent of 7<sup>th</sup> and 9<sup>th</sup> graders report seeing someone carrying a weapon compared to 11 percent of 11<sup>th</sup> 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.<sup>48</sup>

### **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.<sup>49</sup> Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.<sup>50 51</sup>

### **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

<sup>46</sup> Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

<sup>47</sup> Austin, Hanson, Polik, & Zheng. (2018). Download [data.calschls.org/resources/Biennial\\_State\\_1517.pdf](https://data.calschls.org/resources/Biennial_State_1517.pdf)

<sup>48</sup> Statewide CSSS. (2018). Download [calschls.org/docs/statewide\\_1517\\_csss.pdf](https://calschls.org/docs/statewide_1517_csss.pdf)

<sup>49</sup> 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.

<sup>50</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>51</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief8\\_AOD\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf)

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.<sup>52 53</sup>

## **SOCIAL AND EMOTIONAL HEALTH (Section 7)**

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.<sup>54</sup> 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.<sup>55</sup>

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.<sup>56 57</sup>

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

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<sup>52</sup> Hanson & Zheng. (2006). Download [data.calschls.org/resources/factsheet2update.pdf](https://data.calschls.org/resources/factsheet2update.pdf)

<sup>53</sup> Austin, McCarthy, Slade, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-5.pdf](https://data.calschls.org/resources/FACTSHEET-5.pdf)

<sup>54</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-11.pdf](https://data.calschls.org/resources/FACTSHEET-11.pdf)

<sup>55</sup> Austin, Cragle, DeLong-Cotty. (2012). Download [data.calschls.org/resources/FACTSHEET-12.pdf](https://data.calschls.org/resources/FACTSHEET-12.pdf)

<sup>56</sup> Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>57</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)

# CALIFORNIA HEALTHY KIDS SURVEY



## Oakland Military Institute Secondary 2024-2025 Main Report



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

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## PREFACE

### HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2024-25 *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](https://calschls.org)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](https://ca-safe-supportive-schools.wested.org)) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

## THE SURVEY

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

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

## Core Module

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

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

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

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

## Behavioral Health Module (Supplementary)

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

## School Climate Module (Supplementary)

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

### LCAP Subgroup Results

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

## ONLINE DATA DASHBOARDS

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

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

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

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

## 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://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://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](https://data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf)).
- The **California Center for School Climate** ([ccsc.wested.org](https://ccsc.wested.org)) website houses school climate resources and guides, and archived virtual events.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [ca-safe-supportive-schools.wested.org/subscribe/](https://ca-safe-supportive-schools.wested.org/subscribe/).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](https://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://calschls.org/resources/#resources_and_tools)) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

## NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor ([calschls.org/contact](https://calschls.org/contact)) or email [calschls@wested.org](mailto: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](https://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 9<sup>th</sup> and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> and 7<sup>th</sup> 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](https://data.calschls.org/resources/Biennial_State_1921.pdf)) or examined on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://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](https://calschls.org/reports-data/search-lea-reports)). How

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

## Data Workshop

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

## Request Additional Reports and Data

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

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

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

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

## Disaggregated Reports

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

## Additional Analysis of Data

The complete dataset is available electronically for additional analysis ([calschls.org/reports-data](https://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 (562.799.5460) or email [calschls@wested.org](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Attendance (absences and reasons absent)	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
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			✓		
<b>School Climate Conditions</b>					
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		✓		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

## **ACKNOWLEDGMENTS**

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## Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	X
B. Behavioral Health Module (BHM)	X
C. Closing the Achievement Gap (CTAG) Module	X
D. Community Health Module (CHM)	
E. Community Schools Module	
F. District Afterschool Module (DASM)	
G. Drug-Free Communities (DFC) Module	
H. Gang Risk Awareness Module (GRAM)	
I. Gender Identity & Sexual Orientation-Based Harassment Module	
J. Military-Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module (RYDM)	
M. Safety & Violence Module	
N. School Climate Module (SCM)	
O. Sexual Behavior Module	
P. Social Emotional Health Module (SEHM)	X
Q. Tobacco 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
<b><i>Student Sample Size</i></b>				
Target sample	78	64	56	55
Final number	76	52	40	48
<b>Response Rate</b>	97%	81%	71%	87%

**Table A1.2**

*Number of Respondents by Instructional Model*

	Grade 9	Grade 10	Grade 11	Grade 12
In-school learning only	74	52	40	48
Remote learning only	2	0	0	0

## 2. Summary of Key Indicators

**Table A2.1**

**Key Indicators of School Climate**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>School Engagement and Supports</b>					
School connectedness <sup>†</sup>	45	65	56	56	A6.4
School connectedness <sup>†ψ</sup> ( <i>Remote Only</i> )					A6.4
Academic motivation <sup>†</sup>	58	72	60	57	A6.4
School is really boring <sup>±</sup>	47	20	30	32	A6.11
School is worthless and a waste of time <sup>±</sup>	13	10	8	5	A6.11
Current absenteeism (≥3 times) <sup>¶</sup>	19	6	14	15	A6.2
Trouble focusing on schoolwork <sup>σ</sup>	49	47	49	39	A6.10
Caring adult relationships <sup>‡</sup>	47	64	70	58	A6.4
High expectations <sup>‡</sup>	53	75	79	68	A6.4
Meaningful participation <sup>‡</sup>	30	48	51	40	A6.4
Facilities upkeep <sup>σ</sup>	59	61	59	48	A6.15
Promotion of parental involvement in school <sup>†</sup>	48	69	59	57	A6.4
<b>School Safety and Cyberbullying</b>					
School perceived as very safe or safe	57	78	79	80	A8.1
Experienced any harassment or bullying <sup>§</sup>	31	34	12	15	A8.2
Had mean rumors or lies spread about you <sup>§</sup>	38	34	30	5	A8.3
Been afraid of being beaten up <sup>§</sup>	13	18	3	5	A8.3
Been in a physical fight <sup>§</sup>	20	10	13	2	A8.4
Seen a weapon on campus <sup>§</sup>	13	4	3	0	A8.6
Cyberbullying <sup>§</sup>	23	26	21	12	A8.3

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

<sup>¶</sup> Past 30 days.

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup> Past 12 months.

**Table A2.2****Key Indicators of Substance Use, Health Routines, and Remote Schooling**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Substance Use</b>					
Current alcohol or drug use <sup>¶</sup>	10	4	16	7	A9.5
Current tobacco use <sup>¶</sup>	3	0	6	2	A10.8
Current marijuana use <sup>¶</sup>	4	2	3	2	A9.5
Current binge drinking <sup>¶</sup>	4	0	6	5	A9.5
Very drunk or “high” 7 or more times, ever	4	2	8	0	A9.7
Been drunk or “high” on drugs at school, ever	4	2	3	2	A9.9
Current cigarette smoking <sup>¶</sup>	1	0	3	0	A10.5
Current use of vape products <sup>¶</sup>	1	2	3	2	A10.6
Current tobacco vaping <sup>¶</sup>	1	0	3	2	A10.6
Current marijuana vaping <sup>¶</sup>	1	2	0	2	A10.6
<b>Health Routines</b>					
Eating of breakfast <sup>‡</sup>	34	62	41	57	A4.1
Bedtime (at 12 am or later)	24	17	16	24	A4.2
<b>Remote Schooling</b>					
Remote learning frequency (5 days per week) <sup>¶δ</sup>					A5.1
Synchronous instruction (4 days or more) <sup>‡δ</sup>					A5.1
Interest in schoolwork done from home <sup>σδ</sup>					A5.3
Meaningful opportunities <sup>θδ</sup>					A5.2

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

<sup>¶</sup>Past 30 days.

<sup>‡</sup>Today.

<sup>δ</sup>Remote only.

<sup>‡</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup>Percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A2.3****Key Indicators of Student Well-Being**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Social and Emotional Health</b>					
Social emotional distress <sup>‡</sup>	29	20	16	23	A7.5
Experienced chronic sadness/hopelessness <sup>§</sup>	38	22	12	23	A7.1
Considered suicide <sup>§</sup>	18	4	6	5	A7.2
Optimism <sup>‡</sup>	37	53	57	43	A7.3
Life satisfaction <sup>±</sup>	51	73	62	65	A7.4
	Grade 9	Grade 10	Grade 11	Grade 12	
California Student Wellness Index <sup>°</sup>	98.0	105.9	104.1	102.8	NP

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

<sup>±</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

<sup>°</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

NP-Not presented in an individual table.

### 3. Demographics

**Table A3.1**

***School Schedule, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
In-School Model	97	100	100	100
Remote Learning Model	3	0	0	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 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Male	58	65	62	63
Female	41	35	38	38
Nonbinary	0	0	0	0
Something else	1	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**

***Gender Identity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I am not transgender	96	96	97	94
Yes, I am transgender	0	0	0	0
I am not sure if I am transgender	1	0	0	0
Decline to respond	3	4	3	6

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

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

**Table A3.4*****Sexual Orientation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Heterosexual (straight)	83	92	95	89
Lesbian or Gay	1	0	0	2
Bisexual	4	0	3	4
Something else	1	0	0	0
Not sure	1	6	0	2
Decline to respond	9	2	3	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 A3.5*****Race or Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
American Indian or Alaska Native, non-Hispanic	0	0	0	0
Asian or Asian American, non-Hispanic	13	13	0	13
Black or African American, non-Hispanic	5	15	3	15
Hispanic or Latino/a	70	69	92	71
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0
White, non-Hispanic	0	0	3	0
Multiracial, non-Hispanic	9	2	3	2
Something else, non-Hispanic	3	0	0	0

*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 Latino/a... Native Hawaiian or Pacific Islander... White... Something else.*

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

**Table A3.6**  
***Living Arrangements and Housing Status***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
A home with one or more parent or guardian	88	94	95	98
Other relative's home	1	4	0	0
A home with more than one family	7	0	5	2
Friend's home	1	0	0	0
Foster home, group care, or waiting placement	0	0	0	0
Hotel or motel	0	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	2	0	0
Other living arrangement	3	0	0	0

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

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

**Table A3.7**  
***Living Situation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Home with one or more parent or guardian	88	94	95	98
Foster home	0	0	0	0
Homeless	1	2	0	0
Other living arrangement	11	4	5	2

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

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

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

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

**Table A3.8*****Parental Education***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not finish high school	28	14	34	31
Graduated from high school	17	24	18	36
Attended college but did not complete four-year degree	8	12	8	11
Graduated from college	20	31	18	13
Don't know	27	20	21	9

*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 A3.9*****Special Education Services***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	68	71	81	83
Yes	9	17	11	11
Don't know	16	12	5	4
Prefer not to say	7	0	3	2

*Question HS/MS A.15: Do you have an IEP (Individualized Education Plan) or get special education services?*

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

**Table A3.10*****English Learner Program Designation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	65	65	76	87
Yes	13	27	16	9
Don't know	21	8	8	4

*Question HS/MS A.13: Are you in the English Learner Program at school?*

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



**Table A3.11*****English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Not currently in English Learner Program	83	71	82	93
Less than 7 years (EL)	10	23	9	7
7 years or more (LTEL)	7	6	9	0

*Question HS/MS A.13, 14: Are you in the English Learner Program at school?... How many years have you been in the English Learner Program across all schools you've attended?*

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

*Category "Less than 7 years (EL)" includes responses "Less than 3 years," "3 to 4 years," and "5 to 6 years."*

**Table A3.12*****Language Spoken at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
English	34	33	18	33
Spanish	50	52	79	61
Mandarin	1	0	0	0
Cantonese	1	0	0	2
Taiwanese	3	0	0	0
Tagalog	1	0	0	0
Vietnamese	4	10	0	4
Korean	0	0	0	0
Arabic	1	0	0	0
Other	4	6	3	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 A3.13*****English Language Proficiency Among Students Speaking a Language Other Than English at Home***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>How well do you...</i></b>				
<b><i>understand English?</i></b>				
Very well	70	63	84	81
Well	24	34	16	19
Not well	4	3	0	0
Not at all	2	0	0	0
<b><i>speak English?</i></b>				
Very well	54	55	77	67
Well	36	42	19	30
Not well	8	3	3	3
Not at all	2	0	0	0
<b><i>read English?</i></b>				
Very well	52	45	65	63
Well	38	42	32	33
Not well	8	12	3	3
Not at all	2	0	0	0
<b><i>write English?</i></b>				
Very well	44	33	68	63
Well	38	58	29	33
Not well	12	9	3	3
Not at all	6	0	0	0
<b><i>English Language Proficiency Status</i></b>				
Proficient	44	42	71	63
Not proficient	56	58	29	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 A3.14*****Number of Days Attending Afterschool Program***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I do not attend my school's afterschool program	97	92	100	98
1 day	0	2	0	0
2 days	1	2	0	0
3 days	0	0	0	0
4 days	1	2	0	0
5 days	0	2	0	2

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

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

**Table A3.15*****Military Connections***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	89	92	97	100
Yes	8	6	0	0
Don't know	3	2	3	0

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

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

## 4. Health Routines

**Table A4.1**

***Eating of Breakfast***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	66	38	59	43
Yes	34	62	41	57

*Question HS/MS A.17: Did you eat breakfast today?*

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

**Table A4.2**

***Bedtime***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Before 7:00 pm	1	0	5	0
7:00-7:59 pm	0	0	0	0
8:00-8:59 pm	1	4	3	7
9:00-9:59 pm	17	25	11	13
10:00-10:59 pm	37	31	32	33
11:00-11:59 pm	20	23	32	24
12:00-12:59 am	11	10	5	13
After 1:00 am	13	8	11	11
<b><i>Bedtime at 12 am or later</i></b>	24	17	16	24

*Question HS/MS A.16: What time did you go to bed last night?*

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

## 5. Remote Schooling

**Results in this section are applicable to students who indicated that they attend school remotely. Responses from students attending school in-person are not included.**

**Table A5.1**

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Time spent on learning and completing schoolwork from home on the average weekday</b>				
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				
<b>Number of days in the past week participating in an online class from home where your teacher talked to students</b>				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				
<b>Number of weekdays participating in school from home for the entire school day</b>				
0 days				
1 day				
2 days				
3 days				
4 days				
5 days				

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

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

**Table A5.2**

***Interesting Activities Provided for Student in Remote Schooling (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.49: There is a teacher or some other adult from my school... who provides me with interesting activities to do while I am participating in school from home.*

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

**Table A5.3**

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree				
Disagree				
Neither disagree nor agree				
Agree				
Strongly agree				

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

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

## 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	10	0	24
A's and B's	47	27	38	20
Mostly B's	12	8	14	4
B's and C's	15	38	22	31
Mostly C's	3	4	14	9
C's and D's	9	12	11	11
Mostly D's	0	0	0	0
Mostly F's	5	2	3	0

*Question HS/MS A.24: During the past 12 months, how would you describe the grades you mostly received in school?*

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

**Table A6.2**

***Absences, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not miss any days of school in the past 30 days	41	52	38	52
1 day	31	25	24	20
2 days	9	17	24	13
3 or more days	19	6	14	15

*Question HS/MS A.18, 23: In the past 30 days, how often did you miss an entire day of school for any reason? [In-School only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]*

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

**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	43	60	27	51
Illness (feeling physically sick), including problems with breathing or your teeth	36	33	54	40
Were being bullied or mistreated at school	1	0	0	0
Felt very sad, hopeless, anxious, stressed, or angry	7	0	3	4
Didn't get enough sleep	11	6	11	2
Didn't feel safe at school or going to and from school	3	0	0	2
Had to take care of or help a family member or friend	11	4	3	2
Wanted to spend time with friends	3	0	0	0
Used alcohol or drugs	0	0	3	0
Were behind in schoolwork or weren't prepared for a test or class assignment	3	2	0	0
Were bored or uninterested in school	4	0	0	2
Had no transportation to school	7	2	0	2
Other reason	22	12	19	7

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

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

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



**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	44	63	66	55	
Caring relationships-adults in school <sup>‡</sup>	47	64	70	58	A6.5
High expectations-adults in school <sup>‡</sup>	53	75	79	68	A6.6
Meaningful participation at school <sup>‡</sup>	30	48	51	40	A6.7
School connectedness <sup>†</sup>	45	65	56	56	A6.8
School connectedness <sup>†ψ</sup> <b><i>(Remote Only)</i></b>					A6.8
Academic motivation <sup>†</sup>	58	72	60	57	A6.9
Promotion of parental involvement in school <sup>†</sup>	48	69	59	57	A6.13

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

<sup>‡</sup>Scales are based on average of respondents reporting “Pretty much true” or “Very much true.”

<sup>†</sup>Scales are based on average of respondents reporting “Agree” or “Strongly agree.”

<sup>ψ</sup>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 %
<b>Caring relationships-adults in school</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	47	64	70	58
<b><i>There is a teacher or some other adult from my school... who really cares about me.</i></b>				
Not at all true	18	8	6	5
A little true	35	26	23	32
Pretty much true	29	40	57	32
Very much true	18	26	14	32
<b><i>who notices when I’m not there.</i></b>				
Not at all true	26	10	6	23
A little true	30	28	23	28
Pretty much true	23	36	51	23
Very much true	21	26	20	26
<b><i>who listens to me when I have something to say.</i></b>				
Not at all true	19	6	9	11
A little true	29	30	26	27
Pretty much true	33	32	51	32
Very much true	18	32	14	30

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>High expectations-adults in school</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	53	75	79	68
<b>There is a teacher or some other adult from my school... who tells me when I do a good job.</b>				
Not at all true	18	6	6	9
A little true	32	18	17	28
Pretty much true	32	46	66	37
Very much true	18	30	11	26
<b>who always wants me to do my best.</b>				
Not at all true	13	4	9	7
A little true	26	14	11	21
Pretty much true	38	30	63	37
Very much true	24	52	17	35
<b>who believes that I will be a success.</b>				
Not at all true	17	4	6	7
A little true	35	29	14	23
Pretty much true	23	27	66	33
Very much true	25	41	14	37

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Meaningful participation at school</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	30	48	51	40
<b><i>At school/When I participate in school,...</i></b>				
<b>I do interesting activities.</b>				
Not at all true	18	10	20	23
A little true	36	28	14	20
Pretty much true	31	30	31	36
Very much true	15	32	34	20
<b>I help decide things like class activities or rules.</b>				
Not at all true	49	18	23	33
A little true	25	34	26	37
Pretty much true	18	28	37	14
Very much true	8	20	14	16
<b>I do things that make a difference.</b>				
Not at all true	40	20	29	28
A little true	29	34	26	30
Pretty much true	21	22	29	33
Very much true	11	24	17	9
<b>I have a say in how things work.</b>				
Not at all true	44	26	29	33
A little true	30	30	26	28
Pretty much true	19	28	34	28
Very much true	7	16	11	12
<b>I help decide school activities or rules.</b>				
Not at all true	63	28	34	42
A little true	18	30	20	30
Pretty much true	12	26	31	16
Very much true	7	16	14	12

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School connectedness</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	45	65	56	56
<b>School connectedness<sup>ψ</sup> (<i>Remote Only</i>)</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>				
<b>I feel close to people at/from this school.</b>				
Strongly disagree	8	0	0	5
Disagree	11	2	3	7
Neither disagree nor agree	29	29	43	25
Agree	39	51	46	48
Strongly agree	13	18	8	16
<b>I am happy with/to be at this school.</b>				
Strongly disagree	7	2	3	7
Disagree	17	8	11	2
Neither disagree nor agree	37	27	43	48
Agree	27	43	38	34
Strongly agree	12	20	5	9
<b>I feel like I am part of this school.</b>				
Strongly disagree	11	2	5	9
Disagree	16	6	11	7
Neither disagree nor agree	41	25	32	36
Agree	24	45	46	32
Strongly agree	8	22	5	16

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

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

*<sup>ψ</sup>The 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 %
<b>The teachers at this school treat students fairly/The teachers treat students fairly.</b>				
Strongly disagree	12	4	0	2
Disagree	8	12	3	9
Neither disagree nor agree	35	24	49	36
Agree	33	43	43	41
Strongly agree	12	18	5	11
<b>I feel safe in my school.</b>				
Strongly disagree	8	4	0	2
Disagree	4	4	0	2
Neither disagree nor agree	34	22	16	20
Agree	39	40	57	57
Strongly agree	15	30	27	18

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Academic motivation</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	58	72	60	57
<b>I try hard to make sure that I am good at my schoolwork.</b>				
Strongly disagree	5	0	0	0
Disagree	0	2	5	0
Neither disagree nor agree	16	18	27	30
Agree	60	41	59	45
Strongly agree	19	39	8	25
<b>I try hard on my schoolwork because I am interested in it.</b>				
Strongly disagree	7	4	5	5
Disagree	23	8	5	7
Neither disagree nor agree	40	31	51	50
Agree	23	41	30	32
Strongly agree	8	16	8	7
<b>I work hard to try to understand new things when doing my schoolwork.</b>				
Strongly disagree	4	0	0	0
Disagree	8	2	8	5
Neither disagree nor agree	35	27	24	43
Agree	39	47	51	41
Strongly agree	15	24	16	11
<b>I am always trying to do better in my schoolwork.</b>				
Strongly disagree	3	2	0	0
Disagree	4	2	0	0
Neither disagree nor agree	24	16	32	34
Agree	49	51	57	52
Strongly agree	20	29	11	14

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>It is hard for me to stay focused when doing my schoolwork.</b>				
Strongly disagree	4	4	3	2
Disagree	18	10	11	18
Neither disagree nor agree	30	39	38	41
Agree	30	31	38	23
Strongly agree	19	16	11	16

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

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



**Table A6.11**  
***School Boredom and Value of School***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School boredom</b>				
Low (0-3)	9	37	19	23
Moderate (4-6)	44	43	51	45
High (7-10)	47	20	30	32
<b>Value of school</b>				
High (0-3)	55	78	57	70
Moderate (4-6)	32	12	35	25
Low (7-10)	13	10	8	5

*Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree).*

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

**Table A6.12**  
***School Boredom Profile Groups***

Value of School	School Boredom	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
High Value	Low Boredom	7	37	19	23
	Moderate Boredom	27	33	32	39
	High Boredom	21	8	5	9
Moderate Value	Moderate Boredom	13	8	19	7
	High Boredom	16	4	16	18
Low Value	High Boredom	9	8	8	5

*Question HS/MS A.45, 46: How strongly do you agree or disagree with the following statements?... School is really boring (school boredom)... School is worthless and a waste of time (value of school). Response categories range from 0 (strongly disagree) to 10 (strongly agree)*

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

*Students are classified as high on value of school if they selected 0, 1, 2, or 3, moderate if they selected 4, 5, or 6, and low if they selected 7, 8, 9, or 10.*

*Students are classified as high on school boredom if they selected 7, 8, 9, or 10, moderate if they selected 4, 5, or 6, and low if they selected 0, 1, 2, or 3.*

*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 %
<b>Promotion of parental involvement in school</b>				
<i>Average reporting “Agree” or “Strongly agree”</i>	48	69	59	57
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>				
Strongly disagree	7	0	3	0
Disagree	7	6	11	5
Neither disagree nor agree	40	24	35	41
Agree	37	41	38	43
Strongly agree	9	29	14	11
<b>Parents feel welcome to participate at this school.</b>				
Strongly disagree	4	0	3	0
Disagree	5	6	3	2
Neither disagree nor agree	40	25	24	34
Agree	33	45	51	50
Strongly agree	17	24	19	14
<b>School staff take parent concerns seriously.</b>				
Strongly disagree	5	0	3	0
Disagree	5	0	14	9
Neither disagree nor agree	41	31	28	39
Agree	33	39	44	43
Strongly agree	15	29	11	9

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

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

**Table A6.14**  
**Checking Student Well-Being**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>A teacher or some other adult from my school checks on how I am feeling.</b>				
Not at all true	32	14	23	14
A little true	28	30	23	30
Pretty much true	19	24	46	37
Very much true	21	32	9	19

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

**Table A6.15**  
**Quality of School Physical Environment**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>My school is usually clean and tidy.</b>				
Strongly disagree	7	4	3	0
Disagree	3	6	8	5
Neither disagree nor agree	31	29	30	48
Agree	47	43	43	41
Strongly agree	12	18	16	7

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

## 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	62	78	88	78
Yes	38	22	12	23

*Question HS A.153/MS A.146: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

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

**Table A7.2**

***Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	82	96	94	95
Yes	18	4	6	5

*Question HS A.154/MS A.147: During the past 12 months, did you ever seriously consider attempting suicide?*

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Optimism</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	37	53	57	43
<b>Each day I look forward to having a lot of fun.</b>				
Not at all true	20	21	19	33
A little true	49	23	25	25
Pretty much true	19	42	47	20
Very much true	12	15	9	23
<b>I usually expect to have a good day.</b>				
Not at all true	29	21	19	35
A little true	32	27	28	18
Pretty much true	28	35	41	25
Very much true	12	17	13	23
<b>Overall, I expect more good things to happen to me than bad things.</b>				
Not at all true	28	25	22	35
A little true	32	23	16	25
Pretty much true	26	31	47	18
Very much true	14	21	16	23

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Life satisfaction</b>				
<i>Average reporting “Satisfied” or “Very satisfied”</i>	51	73	62	65
<b><i>I would describe my satisfaction with...</i></b>				
<b>my family life as...</b>				
Very dissatisfied	7	6	3	3
Dissatisfied	9	2	3	5
A little dissatisfied	6	4	6	15
A little satisfied	18	10	19	8
Satisfied	34	42	48	38
Very satisfied	26	35	19	33
<b>my friendships as...</b>				
Very dissatisfied	4	2	6	8
Dissatisfied	3	4	0	5
A little dissatisfied	12	4	3	5
A little satisfied	18	8	19	13
Satisfied	42	42	58	48
Very satisfied	21	40	13	23
<b>my school experience as...</b>				
Very dissatisfied	6	4	3	8
Dissatisfied	6	4	3	5
A little dissatisfied	30	8	13	13
A little satisfied	27	21	33	18
Satisfied	20	40	33	48
Very satisfied	11	23	13	10

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>I would describe my satisfaction with...</i></b>				
<b><i>myself as...</i></b>				
Very dissatisfied	14	6	10	8
Dissatisfied	12	2	0	3
A little dissatisfied	14	13	10	13
A little satisfied	18	15	26	18
Satisfied	23	25	45	33
Very satisfied	20	40	10	28
<b><i>where I live as...</i></b>				
Very dissatisfied	6	4	3	3
Dissatisfied	1	8	0	8
A little dissatisfied	13	6	6	13
A little satisfied	19	4	19	10
Satisfied	37	31	55	40
Very satisfied	22	46	16	28

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

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

**Table A7.5**  
***Social Emotional Distress Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Social emotional distress</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	29	20	16	23
<b>I had a hard time relaxing.</b>				
Not at all true	46	50	47	52
A little true	30	33	34	18
Pretty much true	12	8	13	10
Very much true	12	8	6	20
<b>I felt sad and down.</b>				
Not at all true	48	54	66	52
A little true	19	19	28	20
Pretty much true	19	17	3	10
Very much true	14	10	3	18
<b>I was easily irritated.</b>				
Not at all true	43	50	47	52
A little true	15	19	25	18
Pretty much true	18	8	13	18
Very much true	25	23	16	13
<b>It was hard for me to cope and I thought I would panic.</b>				
Not at all true	59	77	75	68
A little true	17	10	19	18
Pretty much true	12	4	3	10
Very much true	12	8	3	5
<b>It was hard for me to get excited about anything.</b>				
Not at all true	49	70	66	68
A little true	26	15	16	20
Pretty much true	16	6	13	8
Very much true	9	9	6	5

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

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



## 8. School Violence, Victimization, and Safety

**Table A8.1**  
*Perceived Safety at School*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	19	32	26	24
Safe	38	46	53	56
Neither safe nor unsafe	35	20	15	20
Unsafe	4	0	3	0
Very unsafe	4	2	3	0

*Question HS A.117/MS A.110: How safe do you feel when you are at school?*

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Race, ethnicity, or national origin</b>				
0 times	77	76	97	90
1 time	4	2	0	5
2 or more times	19	22	3	5
<b>Religion</b>				
0 times	87	98	97	100
1 time	6	0	3	0
2 or more times	7	2	0	0
<b>Gender</b>				
0 times	99	94	97	100
1 time	1	0	0	0
2 or more times	0	6	3	0
<b>Because you are gay, lesbian, or bisexual or someone thought you were</b>				
0 times	97	96	97	98
1 time	1	2	3	2
2 or more times	1	2	0	0
<b>A physical or mental disability</b>				
0 times	94	92	97	98
1 time	3	4	0	0
2 or more times	3	4	3	2
<b>Any of the above five reasons</b>	26	28	3	12
<b>Any of the above five reasons (2 or more times)</b>	23	22	3	7

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>You are an immigrant or someone thought you were</b>				
0 times	91	88	94	95
1 time	0	8	6	5
2 or more times	9	4	0	0
<b>Any other reason</b>				
0 times	81	86	91	93
1 time	4	4	3	5
2 or more times	14	10	6	2
<b><i>Any harassment</i></b>	31	34	12	15

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School violence victimization</b>				
<i>Average reporting “1 or more times”</i>	25	25	15	13
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around?</b>				
0 times	81	82	85	100
1 time	4	8	9	0
2 to 3 times	6	6	0	0
4 or more times	9	4	6	0
<b>been afraid of being beaten up?</b>				
0 times	87	82	97	95
1 time	9	10	0	5
2 to 3 times	1	8	3	0
4 or more times	3	0	0	0
<b><i>During the past 12 months, how many times have you...</i></b>				
<b>had mean rumors or lies spread about you?</b>				
0 times	62	66	70	95
1 time	13	10	15	0
2 to 3 times	10	12	12	2
4 or more times	15	12	3	2
<b>had sexual jokes, comments, or gestures made to you?</b>				
0 times	76	70	91	73
1 time	4	10	0	7
2 to 3 times	10	4	6	15
4 or more times	10	16	3	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>had your property stolen or deliberately damaged?</b>				
0 times	72	84	94	90
1 time	14	10	6	7
2 to 3 times	3	0	0	2
4 or more times	10	6	0	0
<b>been made fun of because of your looks or the way you talk?</b>				
0 times	69	67	88	78
1 time	10	12	6	12
2 to 3 times	7	8	3	2
4 or more times	14	12	3	7
<b>been made fun of, insulted, or called names?</b>				
0 times	77	78	82	80
1 time	6	4	12	5
2 to 3 times	6	4	6	5
4 or more times	11	14	0	10
<b>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? (Cyberbullying)</b>				
0 times (never)	77	74	79	88
1 time	7	10	12	2
2 to 3 times	8	12	6	10
4 or more times	7	4	3	0

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

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

**Table A8.4*****School Violence Perpetration Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School violence perpetration</b>				
<i>Average reporting “1 or more times”</i>	9	3	8	0
<b><i>During the past 12 months, how many times on school property have you... been in a physical fight?</i></b>				
0 times	80	90	88	98
1 time	1	2	13	2
2 to 3 times	11	4	0	0
4 or more times	7	4	0	0
<b><i>been offered, sold, or given an illegal drug?</i></b>				
0 times	91	98	91	100
1 time	4	2	0	0
2 to 3 times	3	0	6	0
4 or more times	1	0	3	0
<b><i>damaged school property on purpose?</i></b>				
0 times	96	100	97	100
1 time	0	0	3	0
2 to 3 times	3	0	0	0
4 or more times	1	0	0	0
<b><i>carried a gun?</i></b>				
0 times	97	98	94	100
1 time	1	2	0	0
2 to 3 times	1	0	3	0
4 or more times	0	0	3	0
<b><i>carried any other weapon (such as a knife or club)?</i></b>				
0 times	93	98	94	100
1 time	3	2	6	0
2 to 3 times	3	0	0	0
4 or more times	1	0	0	0

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

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

**Table A8.5*****Threats and Injuries with Weapons at School, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>been threatened with harm or injury?</b>				
0 times	86	90	97	98
1 time	6	8	0	0
2 to 3 times	4	2	3	2
4 or more times	4	0	0	0
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>				
0 times	87	98	94	100
1 time	4	0	0	0
2 to 3 times	7	2	6	0
4 or more times	1	0	0	0

*Question HS A.129, 131/MS A.122, 124: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?*

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

**Table A8.6*****Weapons Possession on School Property, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>				
<b>seen someone carrying a gun, knife, or other weapon?</b>				
0 times	87	96	97	100
1 time	6	4	3	0
2 to 3 times	3	0	0	0
4 or more times	4	0	0	0

*Question HS A.130/MS A.123: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?*

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

## 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 alcohol or drug use	25	22	25	18	A9.2
Lifetime marijuana use	15	6	8	14	A9.2
Lifetime very drunk or high (7 or more times)	4	2	8	0	A9.7
Current alcohol or drug use <sup>¶</sup>	10	4	16	7	A9.5
Current marijuana use <sup>¶</sup>	4	2	3	2	A9.5
Current heavy drug use <sup>¶</sup>	4	2	6	2	A9.5
Current heavy alcohol use (binge drinking) <sup>¶</sup>	4	0	6	5	A9.5
Current alcohol or drug use on school property <sup>¶</sup>	8	4	3	0	A9.8
Harmfulness of occasional marijuana use <sup>B</sup>	40	36	18	35	A9.11
Difficulty of obtaining marijuana <sup>C</sup>	13	14	3	13	A9.12

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

<sup>¶</sup>*Past 30 days.*

<sup>B</sup>*Great harm.*

<sup>C</sup>*Very difficult.*



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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol	18	8	22	16
Marijuana	15	6	8	14
Inhalants	3	0	0	0
Cocaine, methamphetamine, or any amphetamines	0	2	0	2
Ecstasy, LSD, or other psychedelics	3	0	0	2
Prescription pain medication (opioids)	3	2	6	0
Cold/cough medicines or other over-the-counter medicines to get “high”	4	8	6	2
Any other drug, pill, or medicine to get “high”	0	4	3	2
<b><i>Any of the above AOD use</i></b>	25	22	25	18

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol (one full drink)</b>				
0 times	82	92	78	84
1 time	3	4	8	2
2 to 3 times	8	2	0	5
4 or more times	7	2	14	9
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 times	85	94	92	86
1 time	3	2	0	2
2 to 3 times	4	0	3	5
4 or more times	8	4	6	7
<b>Inhalants</b>				
0 times	97	100	100	100
1 time	0	0	0	0
2 to 3 times	3	0	0	0
4 or more times	0	0	0	0
<b>Cocaine, methamphetamine, or any amphetamines</b>				
0 times	100	98	100	98
1 time	0	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	2	0	2
<b>Ecstasy, LSD, or other psychedelics</b>				
0 times	97	100	100	98
1 time	1	0	0	2
2 to 3 times	1	0	0	0
4 or more times	0	0	0	0
<b>Prescription pain medication</b>				
0 times	97	98	94	100
1 time	3	0	0	0
2 to 3 times	0	0	3	0
4 or more times	0	2	3	0

*Question HS A.68-71, 73, 74/MS A.69-71: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... 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 %
<b>Cold/cough medicines or other over-the-counter medicines to get “high”</b>				
0 times	96	92	94	98
1 time	1	2	3	0
2 to 3 times	3	4	3	0
4 or more times	0	2	0	2
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>				
0 times	100	96	97	98
1 time	0	0	3	0
2 to 3 times	0	4	0	0
4 or more times	0	0	0	2

*Question HS A.75, 76/MS A.73: 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 %
<b><i>During your life, how many times have you used marijuana in any of the following ways...</i></b>				
<b>Smoke it?</b>				
0 times	92	96	92	91
1 time	1	0	0	2
2 to 3 times	0	0	3	2
4 or more times	7	4	6	5
<b>In a vaping device?</b>				
0 times	86	96	92	95
1 time	4	0	0	2
2 to 3 times	5	0	3	0
4 or more times	4	4	6	2
<b>Eat or drink it in products made with marijuana?</b>				
0 times	90	96	92	89
1 time	3	0	3	5
2 to 3 times	4	0	0	5
4 or more times	3	4	6	2
<b><i>Ever used marijuana in all three ways</i></b>	5	4	8	5

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Alcohol (one or more drinks of alcohol)	8	0	11	7
Binge drinking (5 or more drinks in a row)	4	0	6	5
Marijuana (smoke, vape, eat, or drink)	4	2	3	2
Inhalants	1	0	3	2
Prescription drugs to get “high” or for reasons other than prescribed	1	0	0	2
Other drug, pill, or medicine to get “high” or for reasons other than medical	0	2	0	0
<b><i>Any drug use</i></b>	5	4	5	2
<b><i>Heavy drug use</i></b>	4	2	6	2
<b><i>Any AOD Use</i></b>	10	4	16	7
Two or more substances at the same time	3	0	0	0

*Question HS A.86-92/MS A.83-87: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... prescription drugs to get “high” or for reasons other than prescribed?... any other drug, pill, or medicine to get “high” or for reasons other than medical?... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?*

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol (one or more drinks)</b>				
0 days	92	100	89	93
1 or 2 days	5	0	9	5
3 to 9 days	1	0	0	2
10 to 19 days	0	0	3	0
20 to 30 days	1	0	0	0
<b>Binge drinking (5 or more drinks in a row)</b>				
0 days	96	100	94	95
1 or 2 days	1	0	3	2
3 to 9 days	1	0	0	0
10 to 19 days	0	0	3	2
20 to 30 days	1	0	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 days	96	98	97	98
1 or 2 days	1	0	0	0
3 to 9 days	0	2	0	2
10 to 19 days	1	0	0	0
20 to 30 days	1	0	3	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Very drunk or sick after drinking alcohol</b>				
0 times	96	100	92	93
1 to 2 times	3	0	3	7
3 to 6 times	1	0	3	0
7 or more times	0	0	3	0
<b>“High” (loaded, stoned, or wasted) from using drugs</b>				
0 times	92	96	92	91
1 to 2 times	4	2	0	5
3 to 6 times	0	0	3	5
7 or more times	4	2	6	0
<b><i>Very drunk or “high” 7 or more times</i></b>	4	2	8	0

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

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

**Table A9.8*****Current AOD Use on School Property, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol</b>				
0 days	93	98	97	100
1 to 2 days	6	2	3	0
3 or more days	1	0	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>				
0 days	94	98	100	100
1 to 2 days	3	0	0	0
3 or more days	3	2	0	0
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical</b>				
0 days	100	98	100	100
1 to 2 days	0	0	0	0
3 or more days	0	2	0	0
<b><i>Any of the above</i></b>	8	4	3	0

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

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

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	96	98	97	98
1 to 2 times	1	0	0	2
3 to 6 times	1	0	0	0
7 or more times	1	2	3	0

*Question HS A.79/MS A.76: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?*

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



**Table A9.10**  
**Cessation Attempts**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol</b>				
Does not apply, don't use	89	98	97	93
0 times	5	0	0	5
1 time	1	2	0	2
2 to 3 times	4	0	3	0
4 or more times	0	0	0	0
<b>Marijuana</b>				
Does not apply, don't use	89	96	97	93
0 times	3	0	0	5
1 time	4	2	0	2
2 to 3 times	3	2	3	0
4 or more times	1	0	0	0

*Question HS A.68, 69, 114, 115: During your life, how many times have you used the following?... One full drink of alcohol (such as a can of beer, glass of wine, hard seltzer, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... 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 %
<b>Alcohol - drink occasionally</b>				
Great	43	36	18	35
Moderate	16	12	15	18
Slight	14	6	15	20
None	27	46	53	28
<b>Alcohol - 5 or more drinks once or twice a week</b>				
Great	49	40	24	50
Moderate	19	16	21	18
Slight	6	4	6	8
None	27	40	50	25
<b>Marijuana - use occasionally</b>				
Great	40	36	18	35
Moderate	23	4	24	20
Slight	11	18	9	18
None	26	42	50	28
<b>Marijuana - use daily</b>				
Great	54	48	32	60
Moderate	14	6	15	10
Slight	4	4	6	5
None	27	42	47	25

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

**Table A9.12*****Perceived Difficulty of Obtaining Alcohol, Marijuana, and Prescription Drugs to Get “High”***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol</b>				
Very difficult	12	6	3	15
Fairly difficult	4	6	0	3
Fairly easy	9	23	18	25
Very easy	28	19	26	28
Don't know	47	46	53	30
<b>Marijuana</b>				
Very difficult	13	14	3	13
Fairly difficult	6	4	3	10
Fairly easy	7	18	18	25
Very easy	29	20	24	23
Don't know	46	44	53	30
<b>Prescription drugs to get “high” or for reasons other than prescribed</b>				
Very difficult	13	12	3	15
Fairly difficult	7	4	6	13
Fairly easy	9	16	21	25
Very easy	20	16	12	8
Don't know	51	52	59	40

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

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

## 10. Use of Tobacco and Vaping Devices

**Table A10.1**

**Summary of Key CHKS Tobacco Indicators**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Use Prevalence and Patterns</b>					
Ever smoked a whole cigarette	1	2	9	5	A10.2
Current cigarette smoking <sup>¶</sup>	1	0	3	0	A10.5
Current cigarette smoking at school <sup>¶</sup>	0	0	0	0	A10.9
Ever tried smokeless tobacco	7	0	8	5	A10.2
Current smokeless tobacco use <sup>¶</sup>	0	0	3	0	A10.5
Current smokeless tobacco use at school <sup>¶</sup>	0	0	0	2	A10.9
Ever used vape products	18	8	14	9	A10.2
Current use of vape products <sup>¶</sup>	1	2	3	2	A10.5
Current tobacco vaping <sup>¶</sup>	1	0	3	2	A10.6
Current marijuana vaping <sup>¶</sup>	1	2	0	2	A10.6
Current vaping at school <sup>¶</sup>	1	0	0	0	A10.9
Lifetime tobacco use	16	6	17	9	A10.2
Current tobacco use <sup>¶</sup>	3	0	6	2	A10.8
<b>Cessation Attempts</b>					
Tried to quit smoking or vaping tobacco or nicotine	5	2	0	0	A10.14
<b>Attitudes and Correlates</b>					
Harmfulness of occasional cigarette smoking <sup>B</sup>	40	42	15	38	A10.15
Harmfulness of smoking 1 or more packs/day <sup>B</sup>	55	50	32	70	A10.15
Harmfulness of vaping occasionally <sup>B</sup>	41	41	18	36	A10.16
Harmfulness of vaping several times a day <sup>B</sup>	53	50	34	68	A10.16
Difficulty of obtaining cigarettes <sup>C</sup>	11	10	3	15	A10.17
Difficulty of obtaining vape products <sup>C</sup>	9	8	3	13	A10.17
<b>Anti-Tobacco Policy</b>					
School bans tobacco use and vaping	68	90	82	83	A10.18

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

<sup>¶</sup>Past 30 days.

<sup>B</sup>Great harm.

<sup>C</sup>Very difficult.

**Table A10.2**  
***Lifetime Tobacco Use and Vaping***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>A whole cigarette</b>				
0 times	99	98	91	95
1 time	0	2	6	2
2 to 3 times	0	0	3	2
4 or more times	1	0	0	0
<b>Smokeless tobacco</b>				
0 times	93	100	92	95
1 time	1	0	6	2
2 to 3 times	1	0	0	2
4 or more times	4	0	3	0
<b>Vape products</b>				
0 times	82	92	86	91
1 time	7	0	3	2
2 to 3 times	3	4	3	2
4 or more times	8	4	8	5
<b><i>Lifetime tobacco use</i></b>				
No	84	94	83	91
Yes	16	6	17	9

*Question HS A.65-67/MS A.66-68: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, snuff, snus, or nicotine pouches)... Vape products.*

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

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

**Table A10.3**  
**Substances Ever Vaped**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Vaped tobacco or nicotine</b>				
0 times	88	96	86	93
1 time	5	0	3	0
2 to 3 times	3	2	6	2
4 or more times	4	2	6	5
<b>Vaped marijuana or THC</b>				
0 times	89	98	94	98
1 time	1	0	0	0
2 to 3 times	5	0	3	0
4 or more times	4	2	3	2
<b>Vaped other product</b>				
0 times	96	100	97	95
1 time	1	0	0	2
2 to 3 times	1	0	0	0
4 or more times	1	0	3	2

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

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

**Table A10.4**  
**Ever Vaped Multiple Substances**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Never vaped tobacco/nicotine or marijuana/THC	86	94	89	93
Vaped tobacco or nicotine only	3	4	6	5
Vaped marijuana or THC only	1	2	0	0
Vaped tobacco/nicotine and marijuana/THC	10	0	6	2

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

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

**Table A10.5**

***Any Current and Daily Use of Cigarettes, Smokeless Tobacco, and Vape Products***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cigarettes</b>				
Any	1	0	3	0
Daily (20 or more days)	0	0	0	0
<b>Smokeless tobacco</b>				
Any	0	0	3	0
Daily (20 or more days)	0	0	0	0
<b>Vape products</b>				
Any	1	2	3	2
Daily (20 or more days)	1	0	0	0

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

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

**Table A10.6**  
**Substances Vaped, Past 30 Days**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Vaped tobacco or nicotine</b>				
0 days	99	100	97	98
1 or 2 days	0	0	0	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	3	0
20 to 30 days	1	0	0	0
<b>Vaped marijuana or THC</b>				
0 days	99	98	100	98
1 or 2 days	0	0	0	0
3 to 9 days	0	2	0	2
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	0
<b>Vaped other product</b>				
0 days	99	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	0

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

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

**Table A10.7**  
**Vaped Multiple Substances, Past 30 Days**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not vape tobacco/nicotine or marijuana/THC	99	98	97	98
Vaped tobacco or nicotine only	0	0	3	0
Vaped marijuana or THC only	0	2	0	0
Vaped tobacco/nicotine and marijuana/THC	1	0	0	2

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

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



**Table A10.8*****Current Tobacco Use, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	97	100	94	98
Yes	3	0	6	2

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

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

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

**Table A10.9*****Current Cigarette Smoking, Smokeless Tobacco Use, and Vaping on School Property, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cigarettes</b>				
0 days	100	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
<b>Smokeless tobacco</b>				
0 days	100	100	100	98
1 or 2 days	0	0	0	2
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	0	0	0	0
<b>Vape</b>				
0 days	99	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	0

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

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

**Table A10.10**  
***Substances Vaped on School Property, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Vaped tobacco or nicotine</b>				
0 days	99	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	0
<b>Vaped marijuana or THC</b>				
0 days	99	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	0
<b>Vaped other product</b>				
0 days	99	100	100	100
1 or 2 days	0	0	0	0
3 to 9 days	0	0	0	0
10 to 19 days	0	0	0	0
20 to 30 days	1	0	0	0

*Question HS A.95, 95A-95C/MS A.90, 90A-90C: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?... vape other product?*

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

**Table A10.11**  
***Vaped Multiple Substances on School Property, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Did not vape tobacco/nicotine or marijuana/THC	99	100	100	100
Vaped tobacco or nicotine only	0	0	0	0
Vaped marijuana or THC only	0	0	0	0
Vaped tobacco/nicotine and marijuana/THC	1	0	0	0

*Question HS A.95, 95A, 95B/MS A.90, 90A, 90B: During the past 30 days, on how many days on school property did you... vape?... vape tobacco or nicotine?... vape marijuana or THC?*

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

**Table A10.12*****Current Tobacco Use on School Property, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	99	100	100	98
Yes	1	0	0	2

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

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

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

**Table A10.13*****Secondhand Smoke on School Property, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Breathed the smoke or vapor from someone who was using cigarettes or e-cigarettes</b>				
0 days	99	98	100	100
1 day	0	0	0	0
2 days	0	0	0	0
3-9 days	0	2	0	0
10-19 days	0	0	0	0
20-30 days	1	0	0	0

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

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

**Table A10.14**  
***Cigarette Smoking and Vaping Cessation Attempts***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, don't use	92	98	100	100
0 times	3	0	0	0
1 time	3	2	0	0
2 to 3 times	0	0	0	0
4 or more times	3	0	0	0

*Question HS A.65, 67, 113: 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 A10.15**  
***Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Smoke cigarettes occasionally</b>				
Great	40	42	15	38
Moderate	24	8	18	23
Slight	7	8	15	15
None	29	42	53	25
<b>Smoke 1 or more packs of cigarettes each day</b>				
Great	55	50	32	70
Moderate	14	6	15	5
Slight	3	4	6	0
None	28	40	47	25

*Question HS A.100, 101/MS A.95, 96: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.*

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

**Table A10.16*****Perceived Harm of Vaping Tobacco or Nicotine***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Vape tobacco or nicotine occasionally</b>				
Great	41	41	18	36
Moderate	19	10	24	31
Slight	12	8	9	10
None	28	41	50	23
<b>Vape tobacco or nicotine several times a day (100 puffs or more)</b>				
Great	53	50	34	68
Moderate	17	8	17	5
Slight	4	2	0	3
None	26	40	49	25

*Question HS A.102, 103/MS A.97, 98: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).*

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

**Table A10.17*****Perceived Difficulty of Obtaining Cigarettes and Vape Products***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cigarettes</b>				
Very difficult	11	10	3	15
Fairly difficult	10	8	9	5
Fairly easy	9	18	18	25
Very easy	19	16	12	18
Don't know	51	47	59	38
<b>Vape products</b>				
Very difficult	9	8	3	13
Fairly difficult	7	0	3	3
Fairly easy	9	14	15	23
Very easy	34	33	26	26
Don't know	41	45	53	36

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

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

**Table A10.18*****School Bans Tobacco Use and Vaping***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	13	2	3	5
Yes	68	90	82	83
Don't know	20	8	15	13

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

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

# 11. Other Health Risks

**Table A11.1**  
***Gang Involvement***

	Grade 9	Grade 10	Grade 11	Grade 12
	%	%	%	%
No	99	90	100	98
Yes	1	10	0	2

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

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

## 12. Race/Ethnicity Breakdowns

**Table A12.1**

***School Engagement and Supports by Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School Connectedness<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	56			
Black or African American				
Hispanic or Latino/a	42	67	54	54
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Academic Motivation<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	68			
Black or African American				
Hispanic or Latino/a	58	73	60	52
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>†</sup> *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

<sup>ψ</sup> *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 %
<b>School is really boring<sup>±</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	40			
Black or African American				
Hispanic or Latino/a	50	14	26	38
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>School is worthless and a waste of time<sup>±</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	0			
Black or African American				
Hispanic or Latino/a	13	11	9	6
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Current absenteeism (≥3 times)<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	0			
Black or African American				
Hispanic or Latino/a	19	8	15	18
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>±</sup> Rating of 7 or higher.

<sup>¶</sup> Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Trouble focusing on schoolwork<sup>σ</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	60			
Black or African American				
Hispanic or Latino/a	45	43	47	34
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Caring adult relationships<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	70			
Black or African American				
Hispanic or Latino/a	42	68	69	51
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>High expectations<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	87			
Black or African American				
Hispanic or Latino/a	47	74	77	65
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

*<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”*

*<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Meaningful participation<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	50			
Black or African American				
Hispanic or Latino/a	24	46	52	35
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Facilities upkeep<sup>σ</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	60			
Black or African American				
Hispanic or Latino/a	63	69	59	53
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Promotion of parental involvement in school<sup>†</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	67			
Black or African American				
Hispanic or Latino/a	47	70	58	56
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School perceived as very safe or safe</b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	50	76	81	80
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	16	18	3	13
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Experienced any harassment or bullying<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	22	26	13	17
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

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

<sup>§</sup>*Past 12 months.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Had mean rumors or lies spread about you<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	38	29	33	7
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Been afraid of being beaten up<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	14	12	3	3
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Been in a physical fight<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	16	9	10	3
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

*<sup>§</sup>Past 12 months.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Seen a weapon on campus<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	13	3	3	0
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>§</sup>Past 12 months.

**Table A12.3**  
**Cyberbullying by Race/Ethnicity**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cyberbullying<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	24	24	20	17
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>§</sup>Past 12 months.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol or drug use<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	20			
Black or African American				
Hispanic or Latino/a	8	3	12	6
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Current tobacco use<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	10			
Black or African American				
Hispanic or Latino/a	2	0	6	3
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Current marijuana use<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	10			
Black or African American				
Hispanic or Latino/a	4	3	3	3
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current binge drinking<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	0			
Black or African American				
Hispanic or Latino/a	4	0	6	3
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Very drunk or “high” 7 or more times, ever</b>				
American Indian or Alaska Native				
Asian or Asian American	0			
Black or African American				
Hispanic or Latino/a	6	3	9	0
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Been drunk or “high” on drugs at school, ever</b>				
American Indian or Alaska Native				
Asian or Asian American	0			
Black or African American				
Hispanic or Latino/a	6	3	3	3
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>¶</sup>Past 30 days.



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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol use<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	10			
Black or African American				
Hispanic or Latino/a	8	0	9	6
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Current alcohol use at school<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	10			
Black or African American				
Hispanic or Latino/a	6	0	3	0
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Current cigarette smoking<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	10			
Black or African American				
Hispanic or Latino/a	0	0	3	0
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current use of vape products<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	0			
Black or African American				
Hispanic or Latino/a	2	3	3	3
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Current tobacco vaping<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	0			
Black or African American				
Hispanic or Latino/a	2	0	3	3
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Current marijuana vaping<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	0			
Black or African American				
Hispanic or Latino/a	2	3	0	3
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>¶</sup>Past 30 days.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Eating of breakfast<sup>1</sup></b>				
American Indian or Alaska Native				
Asian or Asian American	50			
Black or African American				
Hispanic or Latino/a	28	64	41	64
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Bedtime (at 12 am or later)</b>				
American Indian or Alaska Native				
Asian or Asian American	30			
Black or African American				
Hispanic or Latino/a	19	17	15	18
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>1</sup>Today.

**Table A12.6**  
**Remote Schooling by Race/Ethnicity (Remote Only)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Interest in schoolwork done from home<sup>σ</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>¶</sup>Past 30 days.

<sup>‡</sup>Past 7 days.

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

**Table A12.6**  
**Remote Schooling by Race/Ethnicity – Continued (Remote Only)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Meaningful opportunities<sup>θ</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a				
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

Notes: Cells are empty if there are less than 10 respondents.  
<sup>θ</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	30	19	14	19
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	38	26	13	20
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Considered suicide<sup>§</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	18	6	3	7
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

*<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

*<sup>§</sup> Past 12 months.*

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Optimism<sup>‡</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	29	60	59	37
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				
<b>Life satisfaction<sup>±</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	53	80	61	69
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>±</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

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

	Grade 9	Grade 10	Grade 11	Grade 12
<b>California Student Wellness Index<sup>o</sup></b>				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latino/a	98.5	107.9	104.4	105.7
Native Hawaiian or Pacific Islander				
White				
Multiracial				
Something else				

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

<sup>o</sup>*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*



## 13. Gender Breakdowns

**Table A13.1**

***School Engagement and Supports by Gender***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School Connectedness<sup>†</sup></b>				
Male	48	69	58	64
Female	41	58	53	45
Nonbinary				
Something else				
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>				
Male				
Female				
Nonbinary				
Something else				
<b>Academic Motivation<sup>†</sup></b>				
Male	54	68	51	51
Female	63	81	75	66
Nonbinary				
Something else				
<b>School is really boring<sup>±</sup></b>				
Male	57	24	43	41
Female	33	12	7	18
Nonbinary				
Something else				
<b>School is worthless and a waste of time<sup>±</sup></b>				
Male	20	9	13	4
Female	3	12	0	6
Nonbinary				
Something else				

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current absenteeism (<math>\geq 3</math> times)<sup>¶</sup></b>				
Male	27	3	13	17
Female	7	11	14	12
Nonbinary				
Something else				
<b>Trouble focusing on schoolwork<sup>σ</sup></b>				
Male	51	41	52	37
Female	43	59	43	41
Nonbinary				
Something else				
<b>Caring adult relationships<sup>‡</sup></b>				
Male	48	64	68	57
Female	45	65	72	59
Nonbinary				
Something else				
<b>High expectations<sup>‡</sup></b>				
Male	56	74	80	72
Female	48	79	77	63
Nonbinary				
Something else				
<b>Meaningful participation<sup>‡</sup></b>				
Male	23	50	47	36
Female	37	45	57	45
Nonbinary				
Something else				

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

<sup>¶</sup>Past 30 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Facilities upkeep<sup>σ</sup></b>				
Male	51	65	52	52
Female	70	53	71	41
Nonbinary				
Something else				
<b>Promotion of parental involvement in school<sup>‡</sup></b>				
Male	46	71	54	63
Female	50	67	69	47
Nonbinary				
Something else				

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

*<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”*

*<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

**Table A13.2**  
**School Safety by Gender**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School perceived as very safe or safe</b>				
Male	60	79	81	84
Female	50	75	77	75
Nonbinary				
Something else				
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>				
Male	25	29	5	12
Female	28	25	0	13
Nonbinary				
Something else				
<b>Experienced any harassment or bullying<sup>§</sup></b>				
Male	32	35	19	12
Female	32	31	0	19
Nonbinary				
Something else				
<b>Had mean rumors or lies spread about you<sup>§</sup></b>				
Male	36	32	24	0
Female	38	38	42	13
Nonbinary				
Something else				
<b>Been afraid of being beaten up<sup>§</sup></b>				
Male	12	18	5	4
Female	16	19	0	6
Nonbinary				
Something else				

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

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

<sup>§</sup>Past 12 months.

**Table A13.2**  
**School Safety by Gender – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Been in a physical fight<sup>§</sup></b>				
Male	23	15	15	4
Female	15	0	8	0
Nonbinary				
Something else				
<b>Seen a weapon on campus<sup>§</sup></b>				
Male	16	6	5	0
Female	8	0	0	0
Nonbinary				
Something else				

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

<sup>§</sup>Past 12 months.

**Table A13.3**  
**Cyberbullying by Gender**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cyberbullying<sup>§</sup></b>				
Male	20	21	19	8
Female	23	38	25	19
Nonbinary				
Something else				

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

<sup>§</sup>Past 12 months.

**Table A13.4**  
**Substance Use by Gender**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol or drug use<sup>¶</sup></b>				
Male	5	0	14	7
Female	18	13	14	6
Nonbinary				
Something else				
<b>Current tobacco use<sup>¶</sup></b>				
Male	5	0	5	4
Female	0	0	7	0
Nonbinary				
Something else				
<b>Current marijuana use<sup>¶</sup></b>				
Male	2	0	5	4
Female	7	6	0	0
Nonbinary				
Something else				
<b>Current binge drinking<sup>¶</sup></b>				
Male	2	0	5	7
Female	7	0	7	0
Nonbinary				
Something else				
<b>Very drunk or “high” 7 or more times, ever</b>				
Male	5	0	9	0
Female	4	6	7	0
Nonbinary				
Something else				
<b>Been drunk or “high” on drugs at school, ever</b>				
Male	5	0	5	4
Female	4	6	0	0
Nonbinary				
Something else				

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

<sup>¶</sup>Past 30 days.

**Table A13.4**  
***Substance Use by Gender – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol use<sup>¶</sup></b>				
Male	5	0	14	7
Female	14	0	8	6
Nonbinary				
Something else				
<b>Current alcohol use at school<sup>¶</sup></b>				
Male	5	0	5	0
Female	11	6	0	0
Nonbinary				
Something else				
<b>Current cigarette smoking<sup>¶</sup></b>				
Male	2	0	5	0
Female	0	0	0	0
Nonbinary				
Something else				
<b>Current use of vape products<sup>¶</sup></b>				
Male	2	0	0	4
Female	0	6	7	0
Nonbinary				
Something else				
<b>Current tobacco vaping<sup>¶</sup></b>				
Male	2	0	0	4
Female	0	0	7	0
Nonbinary				
Something else				
<b>Current marijuana vaping<sup>¶</sup></b>				
Male	2	0	0	4
Female	0	6	0	0
Nonbinary				
Something else				

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

<sup>¶</sup>Past 30 days.

**Table A13.5**  
**Health Routines by Gender**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Eating of breakfast<sup>†</sup></b>				
Male	36	62	52	48
Female	32	61	21	71
Nonbinary				
Something else				
<b>Bedtime (at 12 am or later)</b>				
Male	30	21	22	28
Female	13	11	7	18
Nonbinary				
Something else				

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

<sup>†</sup>Today.



**Table A13.6**

***Remote Schooling by Gender (Remote Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>				
Male				
Female				
Nonbinary				
Something else				
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
Male				
Female				
Nonbinary				
Something else				
<b>Interest in schoolwork done from home<sup>σ</sup></b>				
Male				
Female				
Nonbinary				
Something else				
<b>Meaningful opportunities<sup>θ</sup></b>				
Male				
Female				
Nonbinary				
Something else				

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup>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 %
<b>Social emotional distress<sup>‡</sup></b>				
Male	24	13	22	14
Female	36	36	4	39
Nonbinary				
Something else				
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>				
Male	32	15	14	16
Female	46	38	8	33
Nonbinary				
Something else				
<b>Considered suicide<sup>§</sup></b>				
Male	14	3	10	8
Female	27	6	0	0
Nonbinary				
Something else				
<b>Optimism<sup>‡</sup></b>				
Male	36	55	60	47
Female	36	51	52	38
Nonbinary				
Something else				
<b>Life satisfaction<sup>‡</sup></b>				
Male	55	74	62	71
Female	45	69	62	55
Nonbinary				
Something else				

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

**Table A13.7**  
***Social and Emotional Health by Gender – Continued***

	Grade 9	Grade 10	Grade 11	Grade 12
<b>California Student Wellness Index<sup>o</sup></b>				
Male	100.0	107.3	102.3	107.6
Female	95.3	102.9	107.7	95.2
Nonbinary				
Something else				

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

*<sup>o</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

## 14. Parental Education Breakdowns

**Table A14.1**

***School Engagement and Supports by Parental Education***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School Connectedness<sup>†</sup></b>				
Less than high school	37		47	67
High school graduate	58	63		45
Some college				
College degree	53	71		
Don't know	41	56		
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
<b>Academic Motivation<sup>†</sup></b>				
Less than high school	54		56	52
High school graduate	79	69		58
Some college				
College degree	70	81		
Don't know	46	52		
<b>School is really boring<sup>±</sup></b>				
Less than high school	50		25	29
High school graduate	38	25		44
Some college				
College degree	67	6		
Don't know	40	30		

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

<sup>†</sup> *Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.*

<sup>ψ</sup> *The scale was based on four questions for remote respondents.*

**Table A14.1*****School Engagement and Supports by Parental Education – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School is worthless and a waste of time<sup>±</sup></b>				
Less than high school	10		8	7
High school graduate	0	8		6
Some college				
College degree	13	13		
Don't know	30	10		
<b>Current absenteeism (≥3 times)<sup>¶</sup></b>				
Less than high school	25		17	7
High school graduate	0	0		25
Some college				
College degree	33	6		
Don't know	20	10		
<b>Trouble focusing on schoolwork<sup>σ</sup></b>				
Less than high school	50		50	36
High school graduate	42	42		38
Some college				
College degree	67	38		
Don't know	45	40		
<b>Caring adult relationships<sup>‡</sup></b>				
Less than high school	41		81	67
High school graduate	72	64		45
Some college				
College degree	49	64		
Don't know	30	60		

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

<sup>±</sup>Rating of 7 or higher.

<sup>¶</sup>Past 30 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A14.1*****School Engagement and Supports by Parental Education – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>High expectations<sup>‡</sup></b>				
Less than high school	41		83	76
High school graduate	74	78		56
Some college				
College degree	62	71		
Don't know	35	77		
<b>Meaningful participation<sup>‡</sup></b>				
Less than high school	30		72	33
High school graduate	34	63		36
Some college				
College degree	37	52		
Don't know	22	34		
<b>Facilities upkeep<sup>σ</sup></b>				
Less than high school	65		58	71
High school graduate	92	67		31
Some college				
College degree	53	69		
Don't know	42	70		
<b>Promotion of parental involvement in school<sup>†</sup></b>				
Less than high school	40		58	62
High school graduate	60	72		50
Some college				
College degree	62	77		
Don't know	38	67		

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

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

**Table A14.2**  
***School Safety by Parental Education***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School perceived as very safe or safe</b>				
Less than high school	65		92	83
High school graduate	58	83		67
Some college				
College degree	50	73		
Don't know	53	80		
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>				
Less than high school	18		0	0
High school graduate	25	42		13
Some college				
College degree	36	27		
Don't know	10	20		
<b>Experienced any harassment or bullying<sup>§</sup></b>				
Less than high school	18		8	8
High school graduate	25	42		13
Some college				
College degree	43	33		
Don't know	20	20		
<b>Had mean rumors or lies spread about you<sup>§</sup></b>				
Less than high school	39		42	0
High school graduate	33	25		7
Some college				
College degree	36	27		
Don't know	35	40		

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

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

<sup>§</sup>Past 12 months.

**Table A14.2**  
***School Safety by Parental Education – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Been afraid of being beaten up<sup>§</sup></b>				
Less than high school	22		0	0
High school graduate	8	25		0
Some college				
College degree	21	7		
Don't know	0	20		
<b>Been in a physical fight<sup>§</sup></b>				
Less than high school	17		0	0
High school graduate	0	17		7
Some college				
College degree	21	0		
Don't know	32	20		
<b>Seen a weapon on campus<sup>§</sup></b>				
Less than high school	12		0	0
High school graduate	8	0		0
Some college				
College degree	0	0		
Don't know	21	10		

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

<sup>§</sup>Past 12 months.

**Table A14.3**  
***Cyberbullying by Parental Education***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cyberbullying<sup>§</sup></b>				
Less than high school	22		25	8
High school graduate	25	25		13
Some college				
College degree	14	33		
Don't know	25	0		

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

<sup>§</sup>Past 12 months.



**Table A14.4**  
***Substance Use by Parental Education***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol or drug use<sup>¶</sup></b>				
Less than high school	11		17	7
High school graduate	15	0		0
Some college				
College degree	7	13		
Don't know	10	0		
<b>Current tobacco use<sup>¶</sup></b>				
Less than high school	6		0	7
High school graduate	8	0		0
Some college				
College degree	0	0		
Don't know	0	0		
<b>Current marijuana use<sup>¶</sup></b>				
Less than high school	6		0	7
High school graduate	8	0		0
Some college				
College degree	0	7		
Don't know	5	0		
<b>Current binge drinking<sup>¶</sup></b>				
Less than high school	6		8	7
High school graduate	0	0		0
Some college				
College degree	7	0		
Don't know	5	0		

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

<sup>¶</sup>Past 30 days.

**Table A14.4**  
**Substance Use by Parental Education – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Very drunk or “high” 7 or more times, ever</b>				
Less than high school	6		0	0
High school graduate	0	0		0
Some college				
College degree	0	7		
Don’t know	10	0		
<b>Been drunk or “high” on drugs at school, ever</b>				
Less than high school	6		0	7
High school graduate	0	0		0
Some college				
College degree	0	7		
Don’t know	10	0		
<b>Current alcohol use<sup>¶</sup></b>				
Less than high school	11		17	7
High school graduate	8	0		0
Some college				
College degree	7	0		
Don’t know	10	0		
<b>Current alcohol use at school<sup>¶</sup></b>				
Less than high school	11		8	0
High school graduate	8	0		0
Some college				
College degree	0	7		
Don’t know	11	0		

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

<sup>¶</sup>Past 30 days.

**Table A14.4**  
**Substance Use by Parental Education – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current cigarette smoking<sup>¶</sup></b>				
Less than high school	0		0	0
High school graduate	8	0		0
Some college				
College degree	0	0		
Don't know	0	0		
<b>Current use of vape products<sup>¶</sup></b>				
Less than high school	6		0	7
High school graduate	0	0		0
Some college				
College degree	0	7		
Don't know	0	0		
<b>Current tobacco vaping<sup>¶</sup></b>				
Less than high school	6		0	7
High school graduate	0	0		0
Some college				
College degree	0	0		
Don't know	0	0		
<b>Current marijuana vaping<sup>¶</sup></b>				
Less than high school	6		0	7
High school graduate	0	0		0
Some college				
College degree	0	7		
Don't know	0	0		

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

<sup>¶</sup>Past 30 days.

**Table A14.5**  
***Health Routines by Parental Education***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Eating of breakfast<sup>1</sup></b>				
Less than high school	29		25	43
High school graduate	38	67		75
Some college				
College degree	53	69		
Don't know	25	50		
<b>Bedtime (at 12 am or later)</b>				
Less than high school	10		25	21
High school graduate	31	25		19
Some college				
College degree	27	13		
Don't know	35	30		

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

<sup>1</sup>*Today.*

**Table A14.6**  
**Remote Schooling by Parental Education (Remote Only)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
<b>Interest in schoolwork done from home<sup>σ</sup></b>				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				
<b>Meaningful opportunities<sup>θ</sup></b>				
Less than high school				
High school graduate				
Some college				
College degree				
Don't know				

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup> Percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A14.7**  
***Social and Emotional Health by Parental Education***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Social emotional distress<sup>‡</sup></b>				
Less than high school	31		20	5
High school graduate	37	5		25
Some college				
College degree	37	25		
Don't know	13	34		
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>				
Less than high school	33		25	0
High school graduate	50	0		33
Some college				
College degree	36	27		
Don't know	30	30		
<b>Considered suicide<sup>§</sup></b>				
Less than high school	22		8	0
High school graduate	17	0		7
Some college				
College degree	14	7		
Don't know	20	10		
<b>Optimism<sup>‡</sup></b>				
Less than high school	44		50	45
High school graduate	42	45		40
Some college				
College degree	46	56		
Don't know	28	57		

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

**Table A14.7*****Social and Emotional Health by Parental Education – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Life satisfaction<sup>‡</sup></b>				
Less than high school	60		58	95
High school graduate	52	65		51
Some college				
College degree	48	75		
Don't know	53	70		
<b>California Student Wellness Index<sup>°</sup></b>				
Less than high school	100.2		101.7	114.9
High school graduate	93.7	108.8		99.9
Some college				
College degree	95.9	106.0		
Don't know	103.2	99.5		

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

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

<sup>°</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

## 15. English Learner Breakdowns

**Table A15.1**

***School Engagement and Supports by English Learner Status***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School Connectedness<sup>†</sup></b>				
Not English learner	45	71	57	58
English learner		63		
Don't know	40			
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>				
Not English learner				
English learner				
Don't know				
<b>Academic Motivation<sup>†</sup></b>				
Not English learner	56	69	63	58
English learner	58	84		
Don't know	63			
<b>School is really boring<sup>±</sup></b>				
Not English learner	44	27	25	33
English learner	60	7		
Don't know	50			
<b>School is worthless and a waste of time<sup>±</sup></b>				
Not English learner	10	12	4	3
English learner	10	7		
Don't know	25			
<b>Current absenteeism (≥3 times)<sup>¶</sup></b>				
Not English learner	17	3	18	15
English learner	50	14		
Don't know	6			

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

<sup>†</sup> Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

<sup>¶</sup> Past 30 days.



**Table A15.1*****School Engagement and Supports by English Learner Status – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Trouble focusing on schoolwork<sup>σ</sup></b>				
Not English learner	47	48	39	41
English learner	60	50		
Don't know	44			
<b>Caring adult relationships<sup>‡</sup></b>				
Not English learner	46	65	69	61
English learner		64		
Don't know	49			
<b>High expectations<sup>‡</sup></b>				
Not English learner	52	78	79	70
English learner		67		
Don't know	58			
<b>Meaningful participation<sup>‡</sup></b>				
Not English learner	27	54	54	42
English learner	50	36		
Don't know	21			
<b>Facilities upkeep<sup>σ</sup></b>				
Not English learner	56	55	64	46
English learner		71		
Don't know	63			
<b>Promotion of parental involvement in school<sup>‡</sup></b>				
Not English learner	44	67	58	58
English learner	67	79		
Don't know	47			

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

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A15.2**  
**School Safety by English Learner Status**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School perceived as very safe or safe</b>				
Not English learner	53	82	77	81
English learner		79		
Don't know	69			
<b>Experienced harassment due to five reasons<sup>λ</sup></b>				
Not English learner	24	33	4	11
English learner		14		
Don't know	19			
<b>Experienced any harassment or bullying<sup>§</sup></b>				
Not English learner	29	42	12	14
English learner		14		
Don't know	25			
<b>Had mean rumors or lies spread about you<sup>§</sup></b>				
Not English learner	38	42	24	5
English learner	40	14		
Don't know	38			
<b>Been afraid of being beaten up<sup>§</sup></b>				
Not English learner	11	18	4	3
English learner		14		
Don't know	13			
<b>Been in a physical fight<sup>§</sup></b>				
Not English learner	16	6	13	3
English learner		7		
Don't know	19			
<b>Seen a weapon on campus<sup>§</sup></b>				
Not English learner	11	3	4	0
English learner		7		
Don't know	13			

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

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

<sup>§</sup>Past 12 months.

**Table A15.3**  
**Cyberbullying by English Learner Status**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cyberbullying<sup>§</sup></b>				
Not English learner	22	27	20	11
English learner	30	21		
Don't know	19			

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

<sup>§</sup>Past 12 months.

**Table A15.4**  
**Substance Use by English Learner Status**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol or drug use<sup>¶</sup></b>				
Not English learner	9	6	15	5
English learner	30	0		
Don't know	0			
<b>Current alcohol or drug use<sup>¶</sup></b>				
Not English learner	2	0	7	0
English learner	10	0		
Don't know	0			
<b>Current marijuana use<sup>¶</sup></b>				
Not English learner	4	3	4	0
English learner		0		
Don't know	0			
<b>Current binge drinking<sup>¶</sup></b>				
Not English learner	0	0	4	3
English learner	30	0		
Don't know	0			
<b>Very drunk or "high" 7 or more times, ever</b>				
Not English learner	2	3	11	0
English learner	10	0		
Don't know	6			

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

<sup>¶</sup>Past 30 days.

**Table A15.4**  
**Substance Use by English Learner Status – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Been drunk or “high” on drugs at school, ever</b>				
Not English learner	2	3	4	0
English learner	10	0		
Don’t know	6			
<b>Current alcohol use<sup>¶</sup></b>				
Not English learner	7	0	12	5
English learner	30	0		
Don’t know	0			
<b>Current alcohol use at school<sup>¶</sup></b>				
Not English learner	7	3	0	0
English learner		0		
Don’t know	0			
<b>Current cigarette smoking<sup>¶</sup></b>				
Not English learner	2	0	4	0
English learner	0	0		
Don’t know	0			
<b>Current use of vape products<sup>¶</sup></b>				
Not English learner	0	3	4	0
English learner	10	0		
Don’t know	0			
<b>Current tobacco vaping<sup>¶</sup></b>				
Not English learner	0	0	4	0
English learner	10	0		
Don’t know	0			
<b>Current marijuana vaping<sup>¶</sup></b>				
Not English learner	0	3	0	0
English learner	10	0		
Don’t know	0			

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

<sup>¶</sup>Past 30 days.

**Table A15.5**  
***Health Routines by English Learner Status***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Eating of breakfast<sup>†</sup></b>				
Not English learner	31	62	36	58
English learner	30	57		
Don't know	44			
<b>Bedtime (at 12 am or later)</b>				
Not English learner	35	18	18	23
English learner	10	14		
Don't know	0			

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

<sup>†</sup>*Today.*

**Table A15.6**

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>				
Not English learner				
English learner				
Don't know				
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
Not English learner				
English learner				
Don't know				
<b>Interest in schoolwork done from home<sup>σ</sup></b>				
Not English learner				
English learner				
Don't know				
<b>Meaningful opportunities<sup>θ</sup></b>				
Not English learner				
English learner				
Don't know				

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

<sup>¶</sup>*Past 30 days.*

<sup>¶</sup>*Past 7 days.*

<sup>σ</sup>*Percent of respondents reporting "Agree" or "Strongly agree."*

<sup>θ</sup>*Percent of respondents reporting "Pretty much true" or "Very much true."*

**Table A15.7**  
***Social and Emotional Health by English Learner Status***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Social emotional distress<sup>‡</sup></b>				
Not English learner	31	19	15	22
English learner	30	21		
Don't know	23			
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>				
Not English learner	33	15	12	22
English learner	40	36		
Don't know	50			
<b>Considered suicide<sup>§</sup></b>				
Not English learner	18	3	4	3
English learner	30	7		
Don't know	13			
<b>Optimism<sup>‡</sup></b>				
Not English learner	41	59	61	44
English learner	7	48		
Don't know	44			
<b>Life satisfaction<sup>¶</sup></b>				
Not English learner	49	70	66	63
English learner		79		
Don't know	57			

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

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup> Past 12 months.

<sup>¶</sup> Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

**Table A15.7*****Social and Emotional Health by English Learner Status – Continued***

	Grade 9	Grade 10	Grade 11	Grade 12
<b>California Student Wellness Index<sup>6</sup></b>				
Not English learner	97.0	105.3	104.5	102.4
English learner		108.6		
Don't know	102.1			

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

<sup>6</sup>*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*



## 16. Long-Term English Learner (LTEL) Breakdowns

**Table A16.1**

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School Connectedness<sup>†</sup></b>				
Not currently in English Learner Program	45	71	57	58
Less than 7 years (EL)		58		
7 years or more (LTEL)				
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
<b>Academic Motivation<sup>†</sup></b>				
Not currently in English Learner Program	56	69	63	58
Less than 7 years (EL)		80		
7 years or more (LTEL)				
<b>School is really boring<sup>±</sup></b>				
Not currently in English Learner Program	44	27	25	33
Less than 7 years (EL)		9		
7 years or more (LTEL)				
<b>School is worthless and a waste of time<sup>±</sup></b>				
Not currently in English Learner Program	10	12	4	3
Less than 7 years (EL)		9		
7 years or more (LTEL)				
<b>Current absenteeism (≥3 times)<sup>¶</sup></b>				
Not currently in English Learner Program	17	3	18	15
Less than 7 years (EL)		18		
7 years or more (LTEL)				

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

<sup>†</sup> Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

<sup>¶</sup> Past 30 days.

**Table A16.1*****School Engagement and Supports by English Learner (EL) Program Duration – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Trouble focusing on schoolwork<sup>σ</sup></b>				
Not currently in English Learner Program	47	48	39	41
Less than 7 years (EL)		45		
7 years or more (LTEL)				
<b>Caring adult relationships<sup>‡</sup></b>				
Not currently in English Learner Program	46	65	69	61
Less than 7 years (EL)		61		
7 years or more (LTEL)				
<b>High expectations<sup>‡</sup></b>				
Not currently in English Learner Program	52	78	79	70
Less than 7 years (EL)		64		
7 years or more (LTEL)				
<b>Meaningful participation<sup>‡</sup></b>				
Not currently in English Learner Program	27	54	54	42
Less than 7 years (EL)		27		
7 years or more (LTEL)				
<b>Facilities upkeep<sup>σ</sup></b>				
Not currently in English Learner Program	56	55	64	46
Less than 7 years (EL)		73		
7 years or more (LTEL)				
<b>Promotion of parental involvement in school<sup>‡</sup></b>				
Not currently in English Learner Program	44	67	58	58
Less than 7 years (EL)		76		
7 years or more (LTEL)				

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

<sup>σ</sup> Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A16.2**  
**School Safety by English Learner (EL) Program Duration**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School perceived as very safe or safe</b>				
Not currently in English Learner Program	53	82	77	81
Less than 7 years (EL)		73		
7 years or more (LTEL)				
<b>Experienced harassment due to five reasons<sup>λ</sup></b>				
Not currently in English Learner Program	24	33	4	11
Less than 7 years (EL)		18		
7 years or more (LTEL)				
<b>Experienced any harassment or bullying<sup>§</sup></b>				
Not currently in English Learner Program	29	42	12	14
Less than 7 years (EL)		18		
7 years or more (LTEL)				
<b>Had mean rumors or lies spread about you<sup>§</sup></b>				
Not currently in English Learner Program	38	42	24	5
Less than 7 years (EL)		18		
7 years or more (LTEL)				
<b>Been afraid of being beaten up<sup>§</sup></b>				
Not currently in English Learner Program	11	18	4	3
Less than 7 years (EL)		18		
7 years or more (LTEL)				
<b>Been in a physical fight<sup>§</sup></b>				
Not currently in English Learner Program	16	6	13	3
Less than 7 years (EL)		9		
7 years or more (LTEL)				
<b>Seen a weapon on campus<sup>§</sup></b>				
Not currently in English Learner Program	11	3	4	0
Less than 7 years (EL)		9		
7 years or more (LTEL)				

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

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

<sup>§</sup>Past 12 months.

**Table A16.3**  
**Cyberbullying by English Learner (EL) Program Duration**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cyberbullying<sup>§</sup></b>				
Not currently in English Learner Program	22	27	20	11
Less than 7 years (EL)		27		
7 years or more (LTEL)				

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

<sup>§</sup>Past 12 months.

**Table A16.4**  
**Substance Use by English Learner (EL) Program Duration**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol or drug use<sup>¶</sup></b>				
Not currently in English Learner Program	9	6	15	5
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Current tobacco use<sup>¶</sup></b>				
Not currently in English Learner Program	2	0	7	0
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Current marijuana use<sup>¶</sup></b>				
Not currently in English Learner Program	4	3	4	0
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Current binge drinking<sup>¶</sup></b>				
Not currently in English Learner Program	0	0	4	3
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Very drunk or “high” 7 or more times, ever</b>				
Not currently in English Learner Program	2	3	11	0
Less than 7 years (EL)		0		
7 years or more (LTEL)				

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

<sup>¶</sup>Past 30 days.

**Table A16.4*****Substance Use by English Learner (EL) Program Duration – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Been drunk or “high” on drugs at school, ever</b>				
Not currently in English Learner Program	2	3	4	0
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Current alcohol use<sup>¶</sup></b>				
Not currently in English Learner Program	7	0	12	5
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Current alcohol use at school<sup>¶</sup></b>				
Not currently in English Learner Program	7	3	0	0
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Current cigarette smoking<sup>¶</sup></b>				
Not currently in English Learner Program	2	0	4	0
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Current use of vape products<sup>¶</sup></b>				
Not currently in English Learner Program	0	3	4	0
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Current tobacco vaping<sup>¶</sup></b>				
Not currently in English Learner Program	0	0	4	0
Less than 7 years (EL)		0		
7 years or more (LTEL)				
<b>Current marijuana vaping<sup>¶</sup></b>				
Not currently in English Learner Program	0	3	0	0
Less than 7 years (EL)		0		
7 years or more (LTEL)				

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

<sup>¶</sup>Past 30 days.

**Table A16.5**  
**Health Routines by English Learner (EL) Program Duration**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Eating of breakfast<sup>†</sup></b>				
Not currently in English Learner Program	31	62	36	58
Less than 7 years (EL)		55		
7 years or more (LTEL)				
<b>Bedtime (at 12 am or later)</b>				
Not currently in English Learner Program	35	18	18	23
Less than 7 years (EL)		18		
7 years or more (LTEL)				

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

<sup>†</sup>Today.

**Table A16.6**

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
<b>Interest in schoolwork done from home<sup>σ</sup></b>				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				
<b>Meaningful opportunities<sup>θ</sup></b>				
Not currently in English Learner Program				
Less than 7 years (EL)				
7 years or more (LTEL)				

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

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup>Percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A16.7*****Social and Emotional Health by English Learner (EL) Program Duration***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Social emotional distress<sup>‡</sup></b>				
Not currently in English Learner Program	31	19	15	22
Less than 7 years (EL)		27		
7 years or more (LTEL)				
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>				
Not currently in English Learner Program	33	15	12	22
Less than 7 years (EL)		27		
7 years or more (LTEL)				
<b>Considered suicide<sup>§</sup></b>				
Not currently in English Learner Program	18	3	4	3
Less than 7 years (EL)		9		
7 years or more (LTEL)				
<b>Optimism<sup>‡</sup></b>				
Not currently in English Learner Program	41	59	61	44
Less than 7 years (EL)		55		
7 years or more (LTEL)				
<b>Life satisfaction<sup>¶</sup></b>				
Not currently in English Learner Program	49	70	66	63
Less than 7 years (EL)		76		
7 years or more (LTEL)				

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

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

<sup>¶</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.



**Table A16.7**

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

	Grade 9	Grade 10	Grade 11	Grade 12
<b>California Student Wellness Index<sup>6</sup></b>				
Not currently in English Learner Program	97.0	105.3	104.5	102.4
Less than 7 years (EL)		107.0		
7 years or more (LTEL)				

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

<sup>6</sup>*To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

## 17. Special Education Breakdowns

**Table A17.1**

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

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School Connectedness<sup>†</sup></b>				
No IEP	44	68	54	62
IEP				
Don't know	44			
Prefer not to say				
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>				
No IEP				
IEP				
Don't know				
Prefer not to say				
<b>Academic Motivation<sup>†</sup></b>				
No IEP	56	78	60	57
IEP				
Don't know	59			
Prefer not to say				
<b>School is really boring<sup>±</sup></b>				
No IEP	42	19	30	25
IEP				
Don't know	36			
Prefer not to say				
<b>School is worthless and a waste of time<sup>±</sup></b>				
No IEP	13	11	7	3
IEP				
Don't know	27			
Prefer not to say				

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

<sup>†</sup> Average percent of respondents reporting "Agree" or "Strongly agree" across survey questions that comprise the scale.

<sup>ψ</sup> The scale was based on four questions for remote respondents.

<sup>±</sup> Rating of 7 or higher.

**Table A17.1*****School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current absenteeism (<math>\geq 3</math> times)<sup>¶</sup></b>				
No IEP	12	8	17	11
IEP				
Don't know	36			
Prefer not to say				
<b>Trouble focusing on schoolwork<sup>σ</sup></b>				
No IEP	47	47	40	33
IEP				
Don't know	64			
Prefer not to say				
<b>Caring adult relationships<sup>‡</sup></b>				
No IEP	46	66	67	65
IEP				
Don't know				
Prefer not to say				
<b>High expectations<sup>‡</sup></b>				
No IEP	50	76	76	70
IEP				
Don't know				
Prefer not to say				
<b>Meaningful participation<sup>‡</sup></b>				
No IEP	36	52	47	47
IEP				
Don't know	4			
Prefer not to say				

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

<sup>¶</sup>Past 30 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A17.1*****School Engagement and Supports by Individualized Education Plan (IEP) Placement – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Facilities upkeep<sup>σ</sup></b>				
No IEP	60	58	63	53
IEP				
Don't know	40			
Prefer not to say				
<b>Promotion of parental involvement in school<sup>†</sup></b>				
No IEP	44	70	59	57
IEP				
Don't know	67			
Prefer not to say				

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

*<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”*

*<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

**Table A17.2*****School Safety by Individualized Education Plan (IEP) Placement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School perceived as very safe or safe</b>				
No IEP	57	77	79	82
IEP				
Don't know				
Prefer not to say				
<b>Experienced harassment due to five reasons<sup>λ§</sup></b>				
No IEP	27	31	4	6
IEP				
Don't know	20			
Prefer not to say				
<b>Experienced any harassment or bullying<sup>§</sup></b>				
No IEP	31	40	14	9
IEP				
Don't know	40			
Prefer not to say				
<b>Had mean rumors or lies spread about you<sup>§</sup></b>				
No IEP	37	37	29	6
IEP				
Don't know	40			
Prefer not to say				
<b>Been afraid of being beaten up<sup>§</sup></b>				
No IEP	13	23	4	3
IEP				
Don't know				
Prefer not to say				

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

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

<sup>§</sup>Past 12 months.

**Table A17.2*****School Safety by Individualized Education Plan (IEP) Placement – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Been in a physical fight<sup>§</sup></b>				
No IEP	20	6	11	0
IEP				
Don't know				
Prefer not to say				
<b>Seen a weapon on campus<sup>§</sup></b>				
No IEP	14	3	4	0
IEP				
Don't know				
Prefer not to say				

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

<sup>§</sup>Past 12 months.

**Table A17.3*****Cyberbullying by Individualized Education Plan (IEP) Placement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cyberbullying<sup>§</sup></b>				
No IEP	27	31	18	12
IEP				
Don't know	10			
Prefer not to say				

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

<sup>§</sup>Past 12 months.

**Table A17.4*****Substance Use by Individualized Education Plan (IEP) Placement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol or drug use<sup>¶</sup></b>				
No IEP	12	6	10	8
IEP				
Don't know	0			
Prefer not to say				
<b>Current tobacco use<sup>¶</sup></b>				
No IEP	2	0	3	3
IEP				
Don't know	0			
Prefer not to say				
<b>Current marijuana use<sup>¶</sup></b>				
No IEP	4	3	3	3
IEP				
Don't know	0			
Prefer not to say				
<b>Current binge drinking<sup>¶</sup></b>				
No IEP	4	0	3	6
IEP				
Don't know	0			
Prefer not to say				
<b>Very drunk or "high" 7 or more times, ever</b>				
No IEP	2	3	7	0
IEP				
Don't know	10			
Prefer not to say				
<b>Been drunk or "high" on drugs at school, ever</b>				
No IEP	2	3	3	3
IEP				
Don't know	10			
Prefer not to say				

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

<sup>¶</sup>Past 30 days.

**Table A17.4*****Substance Use by Individualized Education Plan (IEP) Placement – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol use<sup>¶</sup></b>				
No IEP	10	0	10	8
IEP				
Don't know	0			
Prefer not to say				
<b>Current alcohol use at school<sup>¶</sup></b>				
No IEP	8	3	0	0
IEP				
Don't know				
Prefer not to say				
<b>Current cigarette smoking<sup>¶</sup></b>				
No IEP	2	0	3	0
IEP				
Don't know	0			
Prefer not to say				
<b>Current use of vape products<sup>¶</sup></b>				
No IEP	0	3	0	3
IEP				
Don't know	0			
Prefer not to say				
<b>Current tobacco vaping<sup>¶</sup></b>				
No IEP	0	0	0	3
IEP				
Don't know	0			
Prefer not to say				
<b>Current marijuana vaping<sup>¶</sup></b>				
No IEP	0	3	0	3
IEP				
Don't know	0			
Prefer not to say				

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

<sup>¶</sup>Past 30 days.



**Table A17.5**  
***Health Routines by Individualized Education Plan (IEP) Placement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Eating of breakfast<sup>†</sup></b>				
No IEP	33	65	43	50
IEP				
Don't know	33			
Prefer not to say				
<b>Bedtime (at 12 am or later)</b>				
No IEP	29	19	20	26
IEP				
Don't know	25			
Prefer not to say				

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Today.*

**Table A17.6**

***Remote Schooling by Individualized Education Plan (IEP) Placement (Remote Only)***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>				
No IEP				
IEP				
Don't know				
Prefer not to say				
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
No IEP				
IEP				
Don't know				
Prefer not to say				
<b>Interest in schoolwork done from home<sup>σ</sup></b>				
No IEP				
IEP				
Don't know				
Prefer not to say				
<b>Meaningful opportunities<sup>θ</sup></b>				
No IEP				
IEP				
Don't know				
Prefer not to say				

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting "Agree" or "Strongly agree."

<sup>θ</sup>Percent of respondents reporting "Pretty much true" or "Very much true."

**Table A17.7*****Social and Emotional Health by Individualized Education Plan (IEP) Placement***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Social emotional distress<sup>‡</sup></b>				
No IEP	24	23	12	14
IEP				
Don't know	33			
Prefer not to say				
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>				
No IEP	31	23	11	13
IEP				
Don't know	40			
Prefer not to say				
<b>Considered suicide<sup>§</sup></b>				
No IEP	22	3	0	0
IEP				
Don't know	10			
Prefer not to say				
<b>Optimism<sup>‡</sup></b>				
No IEP	38	59	57	46
IEP				
Don't know	30			
Prefer not to say				
<b>Life satisfaction<sup>‡</sup></b>				
No IEP	51	71	65	72
IEP				
Don't know				
Prefer not to say				

Notes: Cells are empty if there are less than 10 respondents.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

**Table A17.7**

***Social and Emotional Health by Individualized Education Plan (IEP) Placement – Continued***

	Grade 9	Grade 10	Grade 11	Grade 12
<b>California Student Wellness Index<sup>o</sup></b>				
No IEP	99.7	105.9	105.3	106.5
IEP				
Don't know				
Prefer not to say				

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>o</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

## 18. Living Situation Breakdowns

**Table A18.1**  
***School Engagement and Supports by Living Situation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School Connectedness<sup>†</sup></b>				
Home with one or more parent or guardian	46	67	60	57
Foster home				
Homeless				
Other living arrangement				
<b>School Connectedness<sup>†ψ</sup> (<i>Remote Only</i>)</b>				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
<b>Academic Motivation<sup>†</sup></b>				
Home with one or more parent or guardian	57	73	60	58
Foster home				
Homeless				
Other living arrangement				
<b>School is really boring<sup>±</sup></b>				
Home with one or more parent or guardian	48	20	29	30
Foster home				
Homeless				
Other living arrangement				
<b>School is worthless and a waste of time<sup>±</sup></b>				
Home with one or more parent or guardian	15	10	6	5
Foster home				
Homeless				
Other living arrangement				

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup> *Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

<sup>ψ</sup> *The scale was based on four questions for remote respondents.*

<sup>±</sup> *Rating of 7 or higher.*

**Table A18.1*****School Engagement and Supports by Living Situation – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current absenteeism (<math>\geq 3</math> times)<sup>¶</sup></b>				
Home with one or more parent or guardian	18	6	12	16
Foster home				
Homeless				
Other living arrangement				
<b>Trouble focusing on schoolwork<sup>σ</sup></b>				
Home with one or more parent or guardian	48	45	50	40
Foster home				
Homeless				
Other living arrangement				
<b>Caring adult relationships<sup>‡</sup></b>				
Home with one or more parent or guardian	48	65	67	59
Foster home				
Homeless				
Other living arrangement				
<b>High expectations<sup>‡</sup></b>				
Home with one or more parent or guardian	54	76	77	69
Foster home				
Homeless				
Other living arrangement				
<b>Meaningful participation<sup>‡</sup></b>				
Home with one or more parent or guardian	32	49	49	40
Foster home				
Homeless				
Other living arrangement				

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

**Table A18.1*****School Engagement and Supports by Living Situation – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Facilities upkeep<sup>σ</sup></b>				
Home with one or more parent or guardian	62	59	65	49
Foster home				
Homeless				
Other living arrangement				
<b>Promotion of parental involvement in school<sup>†</sup></b>				
Home with one or more parent or guardian	49	69	63	57
Foster home				
Homeless				
Other living arrangement				

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”*

*<sup>†</sup>Average percent of respondents reporting “Agree” or “Strongly agree” across survey questions that comprise the scale.*

**Table A18.2**  
**School Safety by Living Situation**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School perceived as very safe or safe</b>				
Home with one or more parent or guardian	56	81	81	80
Foster home				
Homeless				
Other living arrangement				
<b>Experienced harassment due to five reasons<sup>λ</sup></b>				
Home with one or more parent or guardian	27	29	3	10
Foster home				
Homeless				
Other living arrangement				
<b>Experienced any harassment or bullying<sup>§</sup></b>				
Home with one or more parent or guardian	33	33	10	13
Foster home				
Homeless				
Other living arrangement				
<b>Had mean rumors or lies spread about you<sup>§</sup></b>				
Home with one or more parent or guardian	38	35	27	5
Foster home				
Homeless				
Other living arrangement				
<b>Been afraid of being beaten up<sup>§</sup></b>				
Home with one or more parent or guardian	15	19	3	5
Foster home				
Homeless				
Other living arrangement				

Notes: Cells are empty if there are less than 10 respondents.

<sup>λ</sup>The five reasons include race, ethnicity, or national origin; religion; gender (being male or female); sexual orientation; and a physical or mental disability.

<sup>§</sup>Past 12 months.



**Table A18.2**  
***School Safety by Living Situation – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Been in a physical fight<sup>§</sup></b>				
Home with one or more parent or guardian	19	9	10	0
Foster home				
Homeless				
Other living arrangement				
<b>Seen a weapon on campus<sup>§</sup></b>				
Home with one or more parent or guardian	15	2	3	0
Foster home				
Homeless				
Other living arrangement				

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>§</sup>Past 12 months.*

**Table A18.3**  
***Cyberbullying by Living Situation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Cyberbullying<sup>§</sup></b>				
Home with one or more parent or guardian	23	25	20	13
Foster home				
Homeless				
Other living arrangement				

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>§</sup>Past 12 months.*

**Table A18.4**  
**Substance Use by Living Situation**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol or drug use<sup>¶</sup></b>				
Home with one or more parent or guardian	8	4	15	7
Foster home				
Homeless				
Other living arrangement				
<b>Current tobacco use<sup>¶</sup></b>				
Home with one or more parent or guardian	3	0	6	2
Foster home				
Homeless				
Other living arrangement				
<b>Current marijuana use<sup>¶</sup></b>				
Home with one or more parent or guardian	3	2	3	2
Foster home				
Homeless				
Other living arrangement				
<b>Current binge drinking<sup>¶</sup></b>				
Home with one or more parent or guardian	5	0	6	5
Foster home				
Homeless				
Other living arrangement				
<b>Very drunk or “high” 7 or more times, ever</b>				
Home with one or more parent or guardian	5	2	9	0
Foster home				
Homeless				
Other living arrangement				
<b>Been drunk or “high” on drugs at school, ever</b>				
Home with one or more parent or guardian	5	2	3	2
Foster home				
Homeless				
Other living arrangement				

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A18.4**  
**Substance Use by Living Situation – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Current alcohol use<sup>¶</sup></b>				
Home with one or more parent or guardian	8	0	13	7
Foster home				
Homeless				
Other living arrangement				
<b>Current alcohol use at school<sup>¶</sup></b>				
Home with one or more parent or guardian	6	2	0	0
Foster home				
Homeless				
Other living arrangement				
<b>Current cigarette smoking<sup>¶</sup></b>				
Home with one or more parent or guardian	2	0	3	0
Foster home				
Homeless				
Other living arrangement				
<b>Current use of vape products<sup>¶</sup></b>				
Home with one or more parent or guardian	2	2	3	2
Foster home				
Homeless				
Other living arrangement				
<b>Current tobacco vaping<sup>¶</sup></b>				
Home with one or more parent or guardian	2	0	3	2
Foster home				
Homeless				
Other living arrangement				
<b>Current marijuana vaping<sup>¶</sup></b>				
Home with one or more parent or guardian	2	2	0	2
Foster home				
Homeless				
Other living arrangement				

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

**Table A18.5**  
***Health Routines by Living Situation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Eating of breakfast<sup>†</sup></b>				
Home with one or more parent or guardian	33	61	44	56
Foster home				
Homeless				
Other living arrangement				
<b>Bedtime (at 12 am or later)</b>				
Home with one or more parent or guardian	22	18	12	24
Foster home				
Homeless				
Other living arrangement				

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Today.*

**Table A18.6**  
**Remote Schooling by Living Situation (Remote Only)**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Remote learning frequency (5 days per week)<sup>¶</sup></b>				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
<b>Synchronous instruction (4 days or more)<sup>¶</sup></b>				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
<b>Interest in schoolwork done from home<sup>σ</sup></b>				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				
<b>Meaningful opportunities<sup>θ</sup></b>				
Home with one or more parent or guardian				
Foster home				
Homeless				
Other living arrangement				

Notes: Cells are empty if there are less than 10 respondents.

<sup>¶</sup>Past 30 days.

<sup>¶</sup>Past 7 days.

<sup>σ</sup>Percent of respondents reporting “Agree” or “Strongly agree.”

<sup>θ</sup>Percent of respondents reporting “Pretty much true” or “Very much true.”

**Table A18.7**  
***Social and Emotional Health by Living Situation***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Social emotional distress<sup>‡</sup></b>				
Home with one or more parent or guardian	30	19	13	22
Foster home				
Homeless				
Other living arrangement				
<b>Experienced chronic sadness/hopelessness<sup>§</sup></b>				
Home with one or more parent or guardian	39	21	7	23
Foster home				
Homeless				
Other living arrangement				
<b>Considered suicide<sup>§</sup></b>				
Home with one or more parent or guardian	19	2	3	5
Foster home				
Homeless				
Other living arrangement				
<b>Optimism<sup>‡</sup></b>				
Home with one or more parent or guardian	39	54	59	43
Foster home				
Homeless				
Other living arrangement				
<b>Life satisfaction<sup>‡</sup></b>				
Home with one or more parent or guardian	53	74	59	66
Foster home				
Homeless				
Other living arrangement				

Notes: Cells are empty if there are less than 10 respondents.

<sup>‡</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>§</sup>Past 12 months.

<sup>‡</sup>Average percent of respondents reporting “Satisfied” or “Very satisfied” across survey questions that comprise the scale.

**Table A18.7*****Social and Emotional Health by Living Situation – Continued***

	Grade 9	Grade 10	Grade 11	Grade 12
<b>California Student Wellness Index<sup>o</sup></b>				
Home with one or more parent or guardian	98.5	106.9	104.5	103.2
Foster home				
Homeless				
Other living arrangement				

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>o</sup>To construct the index, the ten items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021-23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.*

# Behavioral Health Module

## Form A. Alcohol and Other Drugs (AOD)

### 1. Student Sample

**Table B.I.1.1**  
***Student Sample for AOD Indicators***

	Grade 9	Grade 10	Grade 11	Grade 12
<b><i>Student Sample Size</i></b>				
Number of respondents	33	26	14	25

*Note:*

*Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.*



## 2. Summary of Key Indicators

**Table B.I.2.1**

***Key Indicators of Alcohol and Other Drug Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Alcohol and Marijuana Consumption Patterns</b>					
Usually drank until felt it a lot	3	0	0	0	B.I.3.4
Usually used marijuana or other drugs until felt it a lot	0	0	0	0	B.I.3.5
Driving under the influence experiences	7	5	0	0	B.I.3.6
<b>Consequences of AOD Consumption</b>					
Caused one or more problems	13	4	0	0	B.I.4.2
Caused one or more dependency-related experiences	9	0	8	0	B.I.4.3
<b>Supports to Reduce AOD Use</b>					
Very likely to find help at school for quitting or reducing use	29	39	42	46	B.I.5.2
<b>Strong Personal Disapproval of AOD Use</b>					
Having one or two drinks of any alcoholic beverage nearly every day	41	41	50	33	B.I.7.1
Trying marijuana once or twice	31	36	17	13	B.I.7.1
Using marijuana once a month or more	39	45	50	25	B.I.7.1

*Note: Cells are empty if there are less than 10 respondents.*

### 3. Alcohol, Tobacco, and Other Drug Consumption Patterns

**Table B.I.3.1**

***Lifetime Use of Heroin, Sedatives, Appetite Suppressants, and Prescription Stimulants***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Heroin</b>				
0 times	97	100	100	100
1 time	3	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
<b>Tranquilizers or sedatives</b>				
0 times	97	100	100	100
1 time	3	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
<b>Appetite suppressants</b>				
0 times	97	100	100	100
1 time	3	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	0	0	0
<b>Ritalin or Adderall or other prescription stimulant</b>				
0 times	97	96	100	100
1 time	3	0	0	0
2 to 3 times	0	0	0	0
4 or more times	0	4	0	0

*Question HS B.I.6-9: During your life, how many times have you used the following?... Heroin... Tranquilizers or sedatives (Xanax, Klonopin, Ativan, Valium)... Appetite suppressants (Didrex, Dexedrine, Xenadrine, Skittles, M&Ms)... Ritalin or Adderall or other prescription stimulant.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.3.2*****Age of Onset – AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Alcohol (one full drink)</b>				
Never	82	92	79	84
10 years or under	9	0	0	4
11-12 years old	3	4	7	0
13-14 years old	6	4	0	4
15-16 years old	0	0	14	8
17 years or older	0	0	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>				
Never	91	92	79	88
10 years or under	0	0	0	0
11-12 years old	0	4	0	0
13-14 years old	9	0	14	8
15-16 years old	0	0	7	4
17 years or older	0	4	0	0
<b>Any other illegal drug or pill to get “high”</b>				
Never	97	100	100	100
10 years or under	0	0	0	0
11-12 years old	3	0	0	0
13-14 years old	0	0	0	0
15-16 years old	0	0	0	0
17 years or older	0	0	0	0

*Question HS/MS B.I.1, 4, 5: About how old were you the first time you tried any of these things?... A drink of an alcoholic beverage (other than a sip or two)... Marijuana (smoke, vape, eat, or drink)... Any other illegal drug or pill to get “high.”*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.3.3*****Age of Onset – Tobacco Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Smoked part or all of a cigarette</b>				
Never	94	100	93	96
10 years or under	0	0	0	0
11-12 years old	3	0	0	0
13-14 years old	3	0	0	4
15-16 years old	0	0	7	0
17 years or older	0	0	0	0
<b>A vape product such as an e-cigarette, vape pen, or mod</b>				
Never	88	96	86	88
10 years or under	0	0	0	0
11-12 years old	6	4	7	0
13-14 years old	6	0	7	8
15-16 years old	0	0	0	4
17 years or older	0	0	0	0

*Question HS/MS B.I.2, 3: About how old were you the first time you tried any of these things?... Part or all of a cigarette... A vape product such as an e-cigarette (JUUL), vape pen, or mod.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.3.4*****Usual Alcohol Consumption Level***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't drink alcohol	84	96	86	92
Just enough to feel it a little	3	4	7	4
Enough to feel it moderately	9	0	7	4
Until I feel it a lot or get really drunk	3	0	0	0

*Question HS B.I.10/MS B.I.6: If you drink alcohol, how much do you usually drink?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.3.5*****Usual Drug Consumption Level***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I don't use drugs	88	92	93	100
Just enough to feel a little high	9	4	0	0
Enough to feel it moderately	3	4	7	0
Until I feel it a lot or get really high	0	0	0	0

*Question HS B.I.11: If you use marijuana or other drugs, how "high" (stoned, faded, wasted, trashed) do you usually like to get?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.3.6*****Driving Under the Influence Experiences, Lifetime***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using</b>				
Never	93	95	100	100
1 time	7	0	0	0
2 times	0	0	0	0
3 to 6 times	0	0	0	0
7 or more times	0	5	0	0

*Question HS B.I.35: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Reasons for and Consequences of AOD Consumption

**Table B.I.4.1**

***Reasons for AOD Use, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply, I haven't used alcohol, marijuana, or other drugs in the past 12 months.	78	88	93	79
To experiment (try using)	9	0	7	4
To get high	3	0	7	4
To have a good time with friends	9	0	7	8
To fit in with a group you like	9	0	0	0
Because of boredom	3	0	7	4
To relax	9	0	0	0
To get away from problems	13	0	0	0
Because of anger or frustration	6	0	0	0
To get through the day	6	0	0	0
Because it made you feel better	9	0	0	0
To seek deeper insights and understanding	3	0	0	0
None of the above	22	16	7	25

*Question HS B.I.12/MS B.I.7: Have you used alcoholic beverages, marijuana, or other drugs in the past 12 months for any of the following reasons? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.I.4.2*****Problems Caused by AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I've never used alcohol or drugs	84	92	92	88
I've used alcohol or drugs but never had any of these problems	6	4	8	17
Have problems with emotions, nerves, or mental health	13	0	0	0
Get into trouble or have problems with the police	0	0	0	0
Have money problems	0	4	0	0
Miss school	3	0	0	0
Have problems with schoolwork	0	0	0	0
Fight with others	3	0	0	0
Damage a friendship	0	0	0	0
Physically hurt or injure yourself	6	0	0	0
Have unwanted or unprotected sex	0	0	0	0
Forget what happened or pass out	0	0	0	0
Been suspended from school	0	0	0	0
<b><i>One or more problems</i></b>	13	4	0	0

*Question HS B.I.13: Has using alcohol, marijuana, or other drugs ever caused you to have any of the following problems? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.I.4.3*****Alcohol or Other Drug Use Caused Dependency-Related Experiences***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Does not apply; I have not used alcohol or drugs	81	92	92	92
I use alcohol or drugs but have not experienced any of these things	9	8	0	13
Found you had to increase how much you use to have the same effect as before	3	0	0	0
Frequently spent a lot of time getting, using, or being hung over from using alcohol or other drugs	6	0	0	0
Used alcohol or drugs a lot more than you intended	0	0	0	0
Used alcohol or drugs when you were alone	6	0	8	0
Your use of alcohol or drugs often kept you from doing a normal activity, like going to school, working, or doing recreational activities or hobbies	0	0	0	0
You didn't feel OK unless you had something to drink or used a drug	0	0	0	0
Thought about reducing or stopping use	3	0	0	0
Told yourself you were not going to use but found yourself using anyway	3	0	0	0
Spoke with someone about reducing or stopping use	3	0	0	0
Attended counseling, a program, or group to help you reduce or stop use	0	0	0	0
<b><i>One or more dependency-related experiences</i></b>	<b>9</b>	<b>0</b>	<b>8</b>	<b>0</b>

*Question HS B.I.14: If you use alcohol, marijuana, or another drug, have you had any of the following experiences? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*



**Table B.I.4.4**

***Likelihood of Suspension, Expulsion, Transfer Because of AOD Use/Possession***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	39	38	15	33
Likely	27	25	23	33
Not likely	9	17	38	4
Don't know	24	21	23	29

*Question HS B.I.17: In your opinion, how likely is it that a student will be suspended, expelled, or transferred if caught on school property using or possessing alcohol or other drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

## 5. Supports to Reduce AOD Use

**Table B.I.5.1**

***Needed Counseling for Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No, I never used alcohol or other drugs	84	88	92	92
No, but I do use alcohol or other drugs	16	4	8	8
Yes, I have felt that I needed help	0	8	0	0

*Question HS B.I.15: Have you ever felt that you needed help (such as counseling or treatment) for your alcohol or other drug use?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.5.2**

***Likelihood of Finding Help at School for Quitting or Reducing Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very likely	29	39	42	46
Likely	32	35	33	25
Not likely	23	0	0	4
Don't know	16	26	25	25

*Question HS B.I.16: In your opinion, how likely is it that a student could find help at your school from a counselor, teacher, or other adult to stop or reduce using alcohol or other drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.5.3**

***Talked with Parent About AOD Use, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	63	50	67	54
Yes	38	50	33	46

*Question HS B.I.23/MS B.I.13: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of alcohol or drug use?*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Availability

**Table B.I.6.1**  
***Sources for Obtaining Alcohol***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	22	16	8	8
At parties	16	8	17	8
At concerts or other social events	6	0	8	8
At their own home	19	12	17	13
From adults at friends' homes	6	4	8	8
From friends or another teenager	22	8	25	13
Get adults to buy it for them	16	4	0	17
Buy it themselves from a store	19	8	25	17
At bars, clubs, or gambling casinos	6	0	0	0
Other	9	4	8	4
Don't know	78	88	67	75

*Question HS B.I.18/MS B.I.8: How do most students at your school who drink alcohol usually get it? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.I.6.2**  
***Sources for Obtaining Marijuana***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
At school	13	5	17	8
At parties	13	0	8	8
At concerts or other social events	6	0	8	8
At their own home	16	0	17	13
From an adult acquaintance	16	0	8	8
From friends or another teenager	22	5	25	13
Buy it at a marijuana dispensary	16	5	8	0
At bars or clubs	9	0	0	0
Other	9	0	8	0
Don't know	75	95	75	88

*Question HS B.I.19/MS B.I.9: How do most kids at your school who use marijuana usually get it? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

## 7. Influences on ATOD Use

**Table B.I.7.1**

***Personal Disapproval of AOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Having one or two drinks of any alcoholic beverage nearly every day</b>				
Neither approve nor disapprove	41	45	25	38
Somewhat disapprove	19	14	25	29
Strongly disapprove	41	41	50	33
<b>Trying marijuana once or twice</b>				
Neither approve nor disapprove	56	45	33	67
Somewhat disapprove	13	18	50	21
Strongly disapprove	31	36	17	13
<b>Using marijuana once a month or more regularly</b>				
Neither approve nor disapprove	39	45	25	46
Somewhat disapprove	23	9	25	29
Strongly disapprove	39	45	50	25

*Question HS B.I.20-22/MS B.I.10-12: How do you feel about someone your age doing the following?... Having one or two drinks of any alcoholic beverage nearly every day... Trying marijuana once or twice... Using marijuana once a month or more regularly.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.7.2*****Parent Disapproval of ATOD Use***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Take one or two drinks of alcohol nearly every day</b>				
Very wrong	77	81	92	88
Wrong	20	10	0	8
A little wrong	0	0	8	0
Not at all wrong	3	10	0	4
<b>Smoke tobacco</b>				
Very wrong	77	90	92	83
Wrong	20	0	0	13
A little wrong	3	0	8	0
Not at all wrong	0	10	0	4
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>				
Very wrong	80	90	92	83
Wrong	20	0	0	13
A little wrong	0	0	8	0
Not at all wrong	0	10	0	4
<b>Use marijuana (smoke, vape, eat, or drink)</b>				
Very wrong	80	90	92	88
Wrong	20	0	0	4
A little wrong	0	0	8	4
Not at all wrong	0	10	0	4
<b>Use prescription drugs to get high or for reasons other than prescribed</b>				
Very wrong	83	90	92	83
Wrong	13	5	8	13
A little wrong	0	0	0	0
Not at all wrong	3	5	0	4

*Question HS B.I.25-29/MS B.I.15-19: How wrong do your parents or guardians feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.7.3****Peer Disapproval of ATOD Use**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Take one or two drinks of alcohol nearly every day</b>				
Very wrong	59	81	83	57
Wrong	24	10	8	26
A little wrong	10	0	8	9
Not at all wrong	7	10	0	9
<b>Smoke tobacco</b>				
Very wrong	62	86	83	65
Wrong	21	5	8	26
A little wrong	10	0	8	0
Not at all wrong	7	10	0	9
<b>Use vape products such as e-cigarettes, vape pens, or mods</b>				
Very wrong	66	86	83	65
Wrong	10	5	8	26
A little wrong	21	0	8	0
Not at all wrong	3	10	0	9
<b>Use marijuana (smoke, vape, eat, or drink)</b>				
Very wrong	64	86	83	61
Wrong	11	5	8	22
A little wrong	18	0	8	4
Not at all wrong	7	10	0	13
<b>Use prescription drugs to get high or for reasons other than prescribed</b>				
Very wrong	72	86	92	74
Wrong	14	5	8	13
A little wrong	10	0	0	0
Not at all wrong	3	10	0	13

*Question HS B.I.30-34/MS B.I.20-24: How wrong would your close friends feel it would be if you did the following?... Take one or two drinks of alcohol nearly every day... Smoke tobacco... Use vape products such as e-cigarettes (JUUL), vape pens, or mods... Use marijuana (smoke, vape, eat, or drink)... Use prescription drugs to get high or for reasons other than prescribed.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.I.7.4**  
***Heard, Read, or Watched Any Anti-AOD Messages, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	45	35	17	38
Yes	55	65	83	63

*Question HS B.I.24/MS B.I.14: During the past 12 months, have you heard, read, or watched any messages about not using alcohol or drugs?*

*Note: Cells are empty if there are less than 10 respondents.*



# Behavioral Health Module

## Form B. Other Behavioral Health Factors

### 1. Student Sample

**Table B.II.1.1**

***Student Sample on Other Behavioral Health Factors***

	Grade 9	Grade 10	Grade 11	Grade 12
<b><i>Student Sample Size</i></b>				
Number of respondents	35	22	17	15

*Note:*

*Student enrollments and response rates are not presented for respondents directed to this module, as districts and schools have the flexibility to choose between randomized and non-randomized survey options. This variability makes it challenging to define a clear target for accurately calculating the response rate. Therefore, student enrollments and response rates have been omitted from this section.*

## 2. Summary of Key Indicators

**Table B.II.2.1**

**Key Indicators of Other Behavioral Health Factors**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Behavioral Health Protective Factors</b>					
Emotional safety at school <sup>†</sup>	43	55	63	64	B.II.3.2
School co-regulation supports <sup>†</sup>	40	70	42	71	B.II.3.3
Home adult co-regulation supports <sup>†</sup>	58	77	71	52	B.II.3.4
Peer co-regulation supports <sup>†</sup>	57	73	56	58	B.II.3.5
<b>Resilience Assets</b>					
Emotion regulation <sup>â</sup>	34	56	49	33	B.II.4.1
<b>Student Wellness</b>					
Responses to trauma <sup>ê¶</sup>	18	10	19	16	B.II.5.1
Potential Post-Traumatic Stress <sup>¶</sup>	38	21			B.II.5.2
Stress associated health symptoms <sup>*</sup>	18	17	15	11	B.II.5.3
Loneliness <sup>ê</sup>	40	32	33	29	B.II.5.4
Self-harm <sup>§</sup>	16	10	0	21	B.II.5.8
Fasting for 12 hours or more	35	25	33	25	B.II.5.7
Trouble sleeping (daily)	3	5	0	0	B.II.5.1
<b>Mental Health Supports</b>					
Wanted to get mental health services <sup>§</sup>	21	15	21	21	B.II.6.4
Received mental health services <sup>§</sup>	18	20	14	14	B.II.6.4
Barriers to receiving services (3 or more)	19	5	23	31	B.II.6.5

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.

<sup>†</sup> Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.

<sup>â</sup> Average percent of respondents reporting the top two response categories (“Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm”) across survey questions that comprise the scale..

<sup>ê</sup> Average percent of respondents reporting “2-3 times a week” or “Almost every day” across survey questions that comprise the scale.

<sup>¶</sup> Past 30 days.

<sup>\*</sup> Past 2 weeks.

<sup>ê</sup> Average percent of respondents reporting “Sometimes” or “Often” across survey questions that comprise the scale.

<sup>§</sup> Past 12 months.

### 3. Behavioral Health Protective Factors

**Table B.II.3.1**

***Perceived Safety at Home and in Neighborhood***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>How safe do you feel...</i></b>				
<b><i>at home or the place where you live?</i></b>				
Very safe	36	59	41	47
Safe	52	18	59	33
Neither safe nor unsafe	12	18	0	20
Unsafe	0	5	0	0
Very unsafe	0	0	0	0
<b><i>in the neighborhood where you live?</i></b>				
Very safe	24	36	25	20
Safe	33	36	50	33
Neither safe nor unsafe	36	23	13	47
Unsafe	6	0	6	0
Very unsafe	0	5	6	0

*Question HS/MS B.II.12, 13: How safe do you feel at home or the place where you live?... How safe do you feel in the neighborhood where you live?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.3.2*****Emotional Safety at School Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Emotional safety at school</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	43	55	63	64
<b><i>At my school,...</i></b>				
<b>I feel socially accepted.</b>				
Not at all true	12	0	19	7
A little true	35	36	13	33
Pretty much true	41	41	56	40
Very much true	12	23	13	20
<b>I feel that I matter to others.</b>				
Not at all true	24	5	13	7
A little true	44	48	31	29
Pretty much true	18	19	50	50
Very much true	15	29	6	14

*Question HS/MS B.II.10,11: How true do you feel these statements are about your feelings at school? At my school,...* I feel socially accepted... I feel that I matter to others.

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.3.3*****School Co-Regulation Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School co-regulation supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	40	70	42	71
<b><i>At my school, there is a teacher or other adult who... would understand my problems if I shared them.</i></b>				
Not at all true	34	14	6	13
A little true	31	18	50	13
Pretty much true	20	41	44	47
Very much true	14	27	0	27
<b><i>would be helpful to me if I came to school upset.</i></b>				
Not at all true	29	18	19	13
A little true	26	9	44	13
Pretty much true	34	41	38	47
Very much true	11	32	0	27
<b><i>makes me feel good about myself.</i></b>				
Not at all true	31	5	13	13
A little true	29	27	44	20
Pretty much true	31	45	31	53
Very much true	9	23	13	13

*Question HS/MS B.II.7-9: How true do you feel these statements are about a teacher or other adult at school? At my school, there is a teacher or other adult who... would understand my problems if I shared them... would be helpful to me if I came to school upset... makes me feel good about myself.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.3.4*****Home Adult Co-Regulation Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Home adult co-regulation supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	58	77	71	52
<b><i>In my home, there is a parent or some other adult who... talks with me about my problems.</i></b>				
Not at all true	21	5	7	36
A little true	24	20	14	14
Pretty much true	18	40	64	36
Very much true	38	35	14	14
<b><i>helps me when I am upset.</i></b>				
Not at all true	21	5	7	21
A little true	26	14	29	29
Pretty much true	18	43	50	36
Very much true	35	38	14	14
<b><i>makes me feel good about myself.</i></b>				
Not at all true	18	5	7	7
A little true	18	19	21	36
Pretty much true	29	38	57	43
Very much true	35	38	14	14

*Question HS/MS B.II.1-3: How true do you feel these statements are about your family? In my home, there is a parent or some other adult who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.3.5*****Peer Co-Regulation Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Peer co-regulation supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	57	73	56	58
<b><i>I have a friend my age who...</i></b>				
<b>talks with me about my problems.</b>				
Not at all true	14	18	19	7
A little true	34	9	25	40
Pretty much true	20	27	38	27
Very much true	31	45	19	27
<b>helps me when I am upset.</b>				
Not at all true	20	18	19	13
A little true	26	18	31	27
Pretty much true	23	27	38	40
Very much true	31	36	13	20
<b>makes me feel good about myself.</b>				
Not at all true	11	9	6	7
A little true	23	9	31	33
Pretty much true	26	27	50	33
Very much true	40	55	13	27

*Question HS/MS B.II.4-6: How true do you feel these statements are about your friends? I have a friend my age who... talks with me about my problems... helps me when I am upset... makes me feel good about myself.*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Resilience Assets

**Table B.II.4.1**

***Emotion Regulation Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Emotion regulation</b>				
<i>Average reporting the top two response categories<sup>â</sup></i>	34	56	49	33
<b>When everybody around you gets angry, how relaxed can you stay?</b>				
Not relaxed at all	13	10	20	14
Slightly relaxed	13	14	7	29
Somewhat relaxed	41	29	27	36
Quite relaxed	13	29	33	14
Extremely relaxed	22	19	13	7
<b>How often are you able to control your emotions when you need to?</b>				
Almost never	6	0	33	0
Once in a while	19	0	7	14
Sometimes	28	29	7	36
Frequently	28	33	27	29
Almost always	19	38	27	21
<b>When things go wrong for you, how calm are you able to remain?</b>				
Not calm at all	19	5	7	21
Slightly calm	22	10	27	29
Somewhat calm	38	38	20	21
Quite calm	13	33	33	21
Extremely calm	9	14	13	7

*Question HS/MS B.II.21-23: When everybody around you gets angry, how relaxed can you stay?... How often are you able to control your emotions when you need to?... When things go wrong for you, how calm are you able to remain?*

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>â</sup>The top two response categories include “Quite relaxed,” “Extremely relaxed,” “Frequently,” “Almost always,” “Quite calm,” and “Extremely calm.”*



## 5. Student Wellness

**Table B.II.5.1**

***Responses to Trauma Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Responses to trauma</b>				
<i>Average reporting “2-3 times a week” or “Almost every day”</i>	18	10	19	16
<b><i>During the past 30 days,...</i></b>				
<b>I got upset easily or got into arguments or physical fights.</b>				
Never	58	77	80	64
1-3 times a month	19	14	7	21
1-2 times a week	10	5	7	7
2-3 times a week	13	0	7	7
Almost every day	0	5	0	0
<b>I had trouble concentrating or paying attention.</b>				
Never	45	50	47	43
1-3 times a month	23	23	13	14
1-2 times a week	3	14	13	21
2-3 times a week	10	9	13	14
Almost every day	19	5	13	7
<b>I had trouble feeling happiness or love.</b>				
Never	61	64	60	50
1-3 times a month	21	23	13	21
1-2 times a week	11	5	7	14
2-3 times a week	4	9	13	7
Almost every day	4	0	7	7

*Question HS/MS B.II.14-16: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.1****Responses to Trauma Scale Questions – Continued**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>During the past 30 days,...</b>				
<b>I felt alone even when I was around other people.</b>				
Never	57	59	60	62
1-3 times a month	10	23	13	23
1-2 times a week	13	5	7	8
2-3 times a week	10	14	13	8
Almost every day	10	0	7	0
<b>I had trouble going to sleep, woke up often, or had trouble getting back to sleep.</b>				
Never	63	64	67	57
1-3 times a month	17	18	7	14
1-2 times a week	3	9	7	0
2-3 times a week	13	5	20	29
Almost every day	3	5	0	0

*Question HS/MS B.II.17, 18: These questions ask about how you felt or what you did in the past 30 days... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.2****Post-Traumatic Stress (PTS) Profile, Past 30 Days**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Minimal PTS Symptoms	43	57		
Mild PTS Symptoms	19	21		
Potential PTS	38	21		

*Question HS/MS B.II.14-18: These questions ask about how you felt or what you did in the past 30 days... I got upset easily or got into arguments or physical fights... I had trouble concentrating or paying attention... I had trouble feeling happiness or love... I felt alone even when I was around other people... I had trouble going to sleep, woke up often, or had trouble getting back to sleep.*

*Notes: Cells are empty if there are less than 10 respondents.*

*PTS Profile categories are based on the UCLA Brief Screen for Child/Adolescent Trauma and PTSD.*

**Table B.II.5.3*****Stress Associated Health Symptoms Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Stress associated health symptoms</b>				
<i>Average reporting “A lot” or “A whole lot”</i>	18	17	15	11
<b><i>In the last 2 weeks, how much were you bothered by the following physical problems?</i></b>				
<b>Stomachaches</b>				
Not at all	45	50	67	57
A little	21	20	13	21
Some	24	15	13	7
A lot	7	5	7	14
A whole lot	3	10	0	0
<b>Headaches</b>				
Not at all	41	40	47	36
A little	10	5	13	29
Some	24	35	27	29
A lot	10	15	13	7
A whole lot	14	5	0	0
<b>Pains in your lower back</b>				
Not at all	31	45	53	50
A little	24	15	7	21
Some	21	15	13	14
A lot	10	20	20	14
A whole lot	14	5	7	0

*Question HS/MS B.II.27-29: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Stomachaches... Headaches... Pains in your lower back.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.3*****Stress Associated Health Symptoms Scale Questions – Continued***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>In the last 2 weeks, how much were you bothered by the following physical problems?</i></b>				
<b>Feeling faint or dizzy</b>				
Not at all	52	60	67	57
A little	14	15	0	21
Some	14	5	13	7
A lot	10	15	13	7
A whole lot	10	5	7	7
<b>Heart beating too fast (even when you are not exercising)</b>				
Not at all	62	75	73	64
A little	28	10	13	21
Some	0	10	7	7
A lot	3	0	0	0
A whole lot	7	5	7	7

*Question HS/MS B.II.30, 31: Below is a list of symptoms that students sometimes have. In the last 2 weeks, how much were you bothered by the following physical problems?... Feeling faint or dizzy... Heart beating too fast (even when you are not exercising).*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.4**  
***Loneliness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Loneliness</b>				
<i>Average reporting “Sometimes” or “Often”</i>	40	32	33	29
<b>How often do you feel lonely?</b>				
Never	39	41	47	29
Rarely	19	23	20	36
Sometimes	16	32	27	21
Often	26	5	7	14
<b>How often do you feel that you are no longer close to anyone?</b>				
Never	39	45	47	43
Rarely	23	27	20	36
Sometimes	19	27	20	14
Often	19	0	13	7

*Question HS/MS B.II.19, 20: How often do you feel lonely?... How often do you feel that you are no longer close to anyone?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.5****Body Image**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very dissatisfied	16	14	7	14
Dissatisfied	16	14	7	29
Neither dissatisfied nor satisfied	48	24	73	21
Satisfied	10	33	7	29
Very satisfied	10	14	7	7

*Question HS/MS B.II.24: Over the past 30 days, how satisfied have you been with your weight and shape?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.6****Weight Management**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Which of the following are you trying to do about your weight?</b>				
Lose weight	45	52	67	64
Gain weight	23	19	7	7
Stay the same weight	13	24	13	21
I am not trying to do anything about my weight	19	5	13	7

*Question HS/MS B.II.25: Which of the following are you trying to do about your weight?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.5.7*****Disordered Eating Behavior***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:</i></b>				
<b>Exercise</b>				
No	35	6	25	17
Yes	65	94	75	83
<b>Eat less food, fewer calories, or foods low in fat</b>				
No	41	31	42	42
Yes	59	69	58	58
<b>Go without eating for 12 hours or more</b>				
No	65	75	67	75
Yes	35	25	33	25
<b>Take diet pills, powders, or liquids without a doctor's advice</b>				
No	94	81	83	100
Yes	6	19	17	0
<b>Vomit or take laxatives</b>				
No	94	94	75	100
Yes	6	6	25	0

*Question HS/MS B.II.25A-25E: During the past 30 days, please indicate which of the following things you did to lose weight or keep from gaining weight:... Exercise... Eat less food, fewer calories, or foods low in fat... Go without eating for 12 hours or more (also called fasting)... Take diet pills, powders, or liquids without a doctor's advice (do not include meal replacement products such as Ensure, Muscle Milk, or SlimFast)... Vomit or take laxatives.*

*Notes: Cells are empty if there are less than 10 respondents.*

*Only respondents who selected "Lose weight" or "Stay the same weight" to question "Which of the following are you trying to do about your weight?" were asked to answer these questions.*

**Table B.II.5.8*****Self-Harm, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	84	90	100	79
1 time	6	5	0	0
2 or 3 times	3	5	0	14
4 or 5 times	3	0	0	7
6 or more times	3	0	0	0

*Question HS/MS B.II.26: During the past 12 months, how many times did you do something to purposely hurt yourself, such as cutting, scratching, or burning yourself?*

*Note: Cells are empty if there are less than 10 respondents.*



## 6. Mental Health Supports

**Table B.II.6.1**

***Availability of Mental Health Supports at School, Past Year***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	79	70	85	79
Yes	7	20	0	7
I don't know	14	10	15	14

*Question HS/MS B.II.41: In the past year, did an adult at school refer or connect you to a counselor or therapist outside of school to get help?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.6.2**

***Mental Health Help-Seeking Attitude***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>If you were feeling very sad, stressed, lonely, or depressed, would you...</i></b>				
talk to a teacher or another adult from your school?	23	40	36	31
talk to your parents or someone else in your family?	58	45	29	54
get help from a counselor or therapist?	15	30	21	31
talk to your friends?	58	45	43	77
be afraid to get help?	8	10	21	15
not know what to do?	23	30	21	23

*Question HS/MS B.II.37: If you were feeling very sad, stressed, lonely, or depressed, would you... (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.II.6.3*****Mental Health Help-Seeking Attitude Toward Peers***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>If someone my age felt very sad, stressed, lonely, or depressed,...</i></b>				
<b>  <i>talking to an adult could help them feel better.</i></b>				
Strongly disagree	15	5	21	7
Disagree	22	5	0	7
Agree	48	70	79	79
Strongly agree	15	20	0	7
<b>  <i>kids at my school would be nice to them.</i></b>				
Strongly disagree	19	11	7	7
Disagree	30	32	7	36
Agree	41	47	71	50
Strongly agree	11	11	14	7

*Question HS/MS B.II.35, 36: If someone my age felt very sad, stressed, lonely, or depressed,... talking to an adult could help them feel better.... kids at my school would be nice to them.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table B.II.6.4*****Mental Health Services Usage, Past Year***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b><i>In the past year,...</i></b>				
<b>did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?</b>				
No	68	80	71	71
Yes	21	15	21	21
I don't know	11	5	7	7
<b>did you get help from a counselor or therapist when you needed it?</b>				
Does not apply, I didn't need help	71	65	64	57
No, I didn't get help when I needed it	11	15	21	29
Yes, I got help when I needed it	18	20	14	14
<b>where did you get help from a counselor or therapist? (Mark All That Apply.)<sup>#</sup></b>				
Nowhere				
At school (in person, by phone, or online)				
From a counselor or therapist not from my school (in person, by phone, or online)				
Somewhere else				
I don't know				

*Question HS/MS B.II.38-40: In the past year, did you want to talk to a counselor or therapist about feeling very sad, stressed, lonely, or depressed?... In the past year, did you get help from a counselor or therapist when you needed it? ... In the past year, where did you get help from a counselor or therapist? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*<sup>#</sup>Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.II.6.5*****Barriers to Using Mental Health Services***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I would not know where to go for help	26	11	23	15
There isn't anyone I can talk to	19	0	15	15
They wouldn't understand	15	11	15	23
People would think there's something wrong with me	11	11	23	23
My parents might find out	15	16	15	31
Other students might find out	11	5	15	23
I wouldn't have a way to pay for it	11	0	8	38
I wouldn't want to talk to a counselor or therapist	26	5	23	15
Other reasons	15	21	23	8
Does not apply, none of these things would stop you from talking to a counselor or therapist.	37	47	38	46
<b><i>Three or more barriers</i></b>	19	5	23	31

*Question HS/MS B.II.42: If you were very sad, stressed, lonely, or depressed, would any of these things stop you from talking to a counselor or therapist? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents.*

*Total percentages may exceed 100% for "mark all that apply" items.*

**Table B.II.6.6*****School Promotion of Mental Health Awareness***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed.</b>				
Strongly disagree	21	10	29	21
Disagree	28	0	7	7
Agree	31	55	64	64
Strongly agree	21	35	0	7
<b>People at my school talk openly about mental health.</b>				
Strongly disagree	38	15	29	14
Disagree	17	10	21	36
Agree	28	50	50	43
Strongly agree	17	25	0	7
<b>My school encourages students to take care of their mental health.</b>				
Strongly disagree	21	10	36	14
Disagree	14	5	0	0
Agree	38	50	64	64
Strongly agree	28	35	0	21

*Question HS/MS B.II.32-34: How strongly do you agree or disagree with the following statements?... I know where to go or who to contact at school for help when I am very sad, stressed, lonely, or depressed... People at my school talk openly about mental health... My school encourages students to take care of their mental health.*

*Note: Cells are empty if there are less than 10 respondents.*

# Closing the Achievement Gap (CTAG) Module

## 1. Module Sample

**Table C1.1**  
*Student Sample for CTAG Module*

	Grade 9	Grade 10	Grade 11	Grade 12
<b><i>Student Sample Size</i></b>				
Target sample	78	64	56	55
Final number	46	36	23	35
<b>Response Rate</b>	59%	56%	41%	64%

## 2. Fairness and Respect for Diversity

**Table C2.1**

***All Students Treated with Respect***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	11	3	9	3
Disagree	9	0	9	12
Neither disagree nor agree	34	20	22	29
Agree	25	37	48	44
Strongly agree	20	40	13	12

*Question HS/MS C.1: How strongly do you agree or disagree with the following statements?... Teachers and other adults at this school treat all students with respect.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table C2.2**

***Books and Lessons Include Examples of My Race/Ethnicity***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	13	9	9	9
Disagree	9	0	14	11
Neither disagree nor agree	38	29	27	40
Agree	18	34	36	29
Strongly agree	22	29	14	11

*Question HS/MS C.6: How strongly do you agree or disagree with the following statements?... The books and lessons in my classes include examples of my race or ethnic background.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table C2.3*****All Students Treated Fairly When They Break Rules***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	11	11	14	6
Disagree	11	6	9	9
Neither disagree nor agree	36	20	18	41
Agree	20	37	41	32
Strongly agree	22	26	18	12

*Question HS/MS C.7: How strongly do you agree or disagree with the following statements?... All students are treated fairly when they break school rules.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table C2.4*****Been Disrespected Because of Race/Ethnicity/Nationality***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	24	29	36	26
Disagree	16	3	23	23
Neither disagree nor agree	33	17	9	34
Agree	11	34	23	14
Strongly agree	16	17	9	3

*Question HS/MS C.8: How strongly do you agree or disagree with the following statements?... I have been disrespected or mistreated by an adult at this school because of my race, ethnicity, or nationality.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table C2.5*****Tension Between Different Cultures/Race/Ethnic Groups***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	22	20	27	29
Disagree	13	9	18	20
Neither disagree nor agree	38	23	27	31
Agree	11	29	18	17
Strongly agree	16	20	9	3

*Question HS/MS C.9: How strongly do you agree or disagree with the following statements?... There is a lot of tension in this school between different cultures, races, or ethnicities.*

*Note: Cells are empty if there are less than 10 respondents.*



### 3. Supports for Learning

**Table C3.1**

***Encourage Students to Work Hard in School***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	9	6	13	3
Disagree	7	0	4	3
Neither disagree nor agree	36	11	17	21
Agree	27	47	52	47
Strongly agree	22	36	13	26

*Question HS/MS C.2: How strongly do you agree or disagree with the following statements?... Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table C3.2**

***Adults Work Hard to Help with Schoolwork***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	9	3	13	3
Disagree	5	0	0	3
Neither disagree nor agree	36	14	26	41
Agree	30	49	48	35
Strongly agree	20	34	13	18

*Question HS/MS C.3: How strongly do you agree or disagree with the following statements?... The teachers and other adults work hard to help me with my schoolwork when I need it.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table C3.3*****Classroom Lessons Are Helpful in Real Life***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	9	3	13	6
Disagree	9	3	9	6
Neither disagree nor agree	43	17	17	32
Agree	18	40	48	44
Strongly agree	20	37	13	12

*Question HS/MS C.4: How strongly do you agree or disagree with the following statements?... Teachers show how classroom lessons are important and helpful to me in real life.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table C3.4*****Given Chance to Take Part in Class Discussions/Activities***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	9	3	9	3
Disagree	5	0	0	6
Neither disagree nor agree	36	11	18	26
Agree	27	49	59	50
Strongly agree	23	37	14	15

*Question HS/MS C.5: How strongly do you agree or disagree with the following statements?... Teachers give me a chance to take part in classroom discussions or activities.*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Physical Environment

**Table C4.1**

***Schoolyard and Buildings are Clean and in Good Condition***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Strongly disagree	11	9	9	0
Disagree	7	3	9	3
Neither disagree nor agree	39	20	23	51
Agree	22	43	45	31
Strongly agree	22	26	14	14

*Question HS/MS C.10: How strongly do you agree or disagree with the following statements?... The schoolyard and buildings are clean and in good condition.*

*Note: Cells are empty if there are less than 10 respondents.*

# Social Emotional Health Module

## 1. Module Sample

**Table P1.1**  
*Student Sample for Social Emotional Health Module*

	Grade 9	Grade 10	Grade 11	Grade 12
<b><i>Student Sample Size</i></b>				
Target sample	78	64	56	55
Final number	56	39	26	37
<b>Response Rate</b>	72%	61%	46%	67%

## 2. Summary of Key Indicators

**Table P2.1**

***Key Indicators of Social Emotional Health***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Covitality<sup>†</sup></b>	59	73	62	68	
Belief in self <sup>†</sup>	59	72	62	61	P2.2
Belief in others <sup>†</sup>	61	75	64	70	P2.2
Emotional competence <sup>†</sup>	70	74	70	74	P2.2
Engaged living <sup>†</sup>	49	70	55	56	P2.2
<b>Growth mindset<sup>‡</sup></b>	61	57	65	64	P7.1
<b>Goals<sup>†</sup></b>	77	79	69	75	P8.1
<b>Collaboration<sup>†</sup></b>	58	72	63	64	P9.1
<b>Problem solving<sup>†</sup></b>	47	58	48	59	P10.1

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.*

*<sup>†</sup>Average percent of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

*<sup>‡</sup>Average percent of respondents reporting “A little true” or “Not at all true” across survey questions that comprise the scale.*

**Table P2.2*****Covitality Domains and Subdomains***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Belief in self</b>	59	72	62	61	
Self-efficacy	69	77	69	64	P3.1
Self-awareness	66	76	68	74	P3.2
Persistence	41	62	47	45	P3.3
<b>Belief in others</b>	61	75	64	70	
School supports	56	68	76	66	P4.1
Family connectedness	59	78	58	69	P4.2
Peer supports	66	76	62	74	P4.3
<b>Emotional competence</b>	70	74	70	74	
Emotional regulation	71	81	78	77	P5.1
Empathy	72	71	71	72	P5.2
Behavioral self-control	66	70	63	72	P5.3
<b>Engaged living</b>	49	70	55	56	
Optimism	39	55	51	47	P6.1
Gratitude	61	80	62	65	P6.2
Zest	49	75	52	57	P6.3

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.*

*Scales are based on the average percentage of respondents reporting “Pretty much true” or “Very much true” across survey questions that comprise the scale.*

### 3. Belief in Self

**Table P3.1**

***Self-Efficacy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Self-efficacy</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	69	77	69	64
<b>I can work out my problems.</b>				
Not at all true	7	8	8	5
A little true	26	18	20	38
Pretty much true	41	49	56	24
Very much true	26	26	16	32
<b>I can do most things if I try.</b>				
Not at all true	7	8	8	5
A little true	18	10	20	24
Pretty much true	45	46	48	35
Very much true	29	36	24	35
<b>There are many things that I do well.</b>				
Not at all true	4	10	16	11
A little true	33	15	20	24
Pretty much true	35	46	48	38
Very much true	29	28	16	27

*Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P3.2**  
***Self-Awareness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Self-awareness</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	76	68	74
<b>There is a purpose to my life.</b>				
Not at all true	11	10	8	5
A little true	16	8	28	22
Pretty much true	42	44	40	35
Very much true	31	38	24	38
<b>I understand my moods and feelings.</b>				
Not at all true	21	8	8	5
A little true	17	18	28	22
Pretty much true	38	41	44	43
Very much true	25	33	20	30
<b>I understand why I do what I do.</b>				
Not at all true	15	10	8	11
A little true	24	18	17	14
Pretty much true	35	44	50	43
Very much true	27	28	25	32

*Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.*

*Note: Cells are empty if there are less than 10 respondents.*



**Table P3.3*****Persistence Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Persistence</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	41	62	47	45
<b>When I do not understand something, I ask the teacher again and again until I understand.</b>				
Not at all true	28	15	17	27
A little true	32	21	29	30
Pretty much true	19	36	38	27
Very much true	21	28	17	16
<b>I try to answer all the questions asked in class.</b>				
Not at all true	23	21	17	24
A little true	32	15	38	35
Pretty much true	30	46	29	32
Very much true	15	18	17	8
<b>When I try to solve a math problem, I will not stop until I find a final solution.</b>				
Not at all true	22	26	29	27
A little true	41	18	29	22
Pretty much true	20	36	25	32
Very much true	18	21	17	19

*Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Belief in Others

**Table P4.1**

***School Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	56	68	76	66
<b><i>There is a teacher or some other adult from my school... who always wants me to do my best.</i></b>				
Not at all true	11	5	12	8
A little true	26	15	12	22
Pretty much true	41	26	62	36
Very much true	22	54	15	33
<b><i>who listens to me when I have something to say.</i></b>				
Not at all true	20	5	8	11
A little true	26	36	23	30
Pretty much true	33	28	58	30
Very much true	20	31	12	30
<b><i>who believes that I will be a success.</i></b>				
Not at all true	17	5	4	8
A little true	33	29	15	22
Pretty much true	22	24	69	31
Very much true	28	42	12	39

*Question HS/MS A.51, 53, 54: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P4.2**  
***Family Connectedness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Family connectedness</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	78	58	69
<b>My family members really help and support one another.</b>				
Not at all true	15	6	17	6
A little true	23	19	30	23
Pretty much true	26	36	35	34
Very much true	36	39	17	37
<b>There is a feeling of togetherness in my family.</b>				
Not at all true	13	8	22	11
A little true	28	14	13	20
Pretty much true	23	36	52	31
Very much true	36	42	13	37
<b>My family really gets along well with each other.</b>				
Not at all true	15	6	13	6
A little true	30	14	30	29
Pretty much true	19	44	48	34
Very much true	36	36	9	31

*Question HS/MS P.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P4.3*****Peer Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Peer supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	76	62	74
<b>I have a friend my age who really cares about me.</b>				
Not at all true	15	8	17	9
A little true	23	8	22	17
Pretty much true	30	39	35	29
Very much true	32	44	26	46
<b>I have a friend my age who talks with me about my problems.</b>				
Not at all true	17	14	17	17
A little true	17	14	22	9
Pretty much true	32	36	39	29
Very much true	34	36	22	46
<b>I have a friend my age who helps me when I’m having a hard time.</b>				
Not at all true	15	11	13	17
A little true	15	17	22	9
Pretty much true	30	39	35	31
Very much true	40	33	30	43

*Question HS/MS P.41-43: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.*

*Note: Cells are empty if there are less than 10 respondents.*

## 5. Emotional Competence

**Table P5.1**

***Emotional Regulation Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Emotional Regulation</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	81	78	77
<b>I accept responsibility for my actions.</b>				
Not at all true	6	8	4	5
A little true	20	13	17	14
Pretty much true	39	41	54	51
Very much true	35	38	25	30
<b>When I make a mistake I admit it.</b>				
Not at all true	8	8	4	3
A little true	27	15	21	17
Pretty much true	33	41	54	53
Very much true	33	36	21	28
<b>I can deal with being told no.</b>				
Not at all true	2	8	4	5
A little true	27	5	17	22
Pretty much true	27	41	54	41
Very much true	44	46	25	32

*Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P5.2**  
***Empathy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Empathy</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	71	71	72
<b>I feel bad when someone gets their feelings hurt.</b>				
Not at all true	12	13	8	5
A little true	15	18	17	24
Pretty much true	27	38	42	38
Very much true	46	31	33	32
<b>I try to understand what other people go through.</b>				
Not at all true	13	13	4	5
A little true	15	15	21	24
Pretty much true	27	41	54	46
Very much true	44	31	21	24
<b>I try to understand how other people feel and think.</b>				
Not at all true	8	5	13	3
A little true	19	21	25	19
Pretty much true	29	37	50	47
Very much true	44	37	13	31

*Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P5.3*****Behavioral Self-Control Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Behavioral self-control</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	70	63	72
<b>I can wait for what I want.</b>				
Not at all true	6	8	13	11
A little true	19	16	13	11
Pretty much true	36	26	58	49
Very much true	40	50	17	30
<b>I don’t bother others when they are busy.</b>				
Not at all true	10	10	21	3
A little true	27	26	17	30
Pretty much true	31	28	38	43
Very much true	33	36	25	24
<b>I think before I act.</b>				
Not at all true	11	10	17	3
A little true	30	21	33	27
Pretty much true	34	38	33	51
Very much true	25	31	17	19

*Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don't bother others when they are busy... I think before I act.*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Engaged Living

**Table P6.1**

***Optimism Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Optimism</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	39	55	51	47
<b>Each day I look forward to having a lot of fun.</b>				
Not at all true	20	21	23	30
A little true	46	21	27	24
Pretty much true	21	44	38	22
Very much true	13	15	12	24
<b>I usually expect to have a good day.</b>				
Not at all true	27	21	23	32
A little true	32	26	31	16
Pretty much true	29	36	31	27
Very much true	13	18	15	24
<b>Overall, I expect more good things to happen to me than bad things.</b>				
Not at all true	29	26	23	32
A little true	30	23	19	24
Pretty much true	29	28	42	19
Very much true	13	23	15	24

*Question HS A.160-162/MS A.153-155: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.*

*Note: Cells are empty if there are less than 10 respondents.*



**Table P6.2****Gratitude Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Gratitude</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	61	80	62	65
<b>On most days I feel grateful.</b>				
Not at all true	13	8	17	9
A little true	27	13	22	29
Pretty much true	25	32	39	20
Very much true	35	47	22	43
<b>On most days I feel thankful.</b>				
Not at all true	10	8	13	9
A little true	25	13	22	23
Pretty much true	23	32	43	23
Very much true	42	47	22	46
<b>On most days I feel appreciative.</b>				
Not at all true	13	11	9	14
A little true	29	8	30	23
Pretty much true	23	39	43	29
Very much true	35	42	17	34

*Question HS/MS P.32-34: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P6.3**  
**Zest Scale Questions**

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Zest</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	49	75	52	57
<b>On most days I feel energetic.</b>				
Not at all true	17	8	17	14
A little true	40	21	30	31
Pretty much true	21	24	43	31
Very much true	23	47	9	23
<b>On most days I feel active.</b>				
Not at all true	15	11	17	17
A little true	34	13	30	23
Pretty much true	26	34	43	40
Very much true	26	42	9	20
<b>On most days I feel enthusiastic.</b>				
Not at all true	13	8	26	14
A little true	33	13	22	29
Pretty much true	27	34	39	34
Very much true	27	45	13	23

*Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. Growth Mindset

**Table P7.1**

***Growth Mindset Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Growth mindset<sup>†</sup></b>				
<i>Average reporting “A little true” or “Not at all true”</i>	61	57	65	64
<b>My intelligence is something I cannot change very much.</b>				
Not at all true	22	28	32	24
A little true	33	31	24	32
Pretty much true	25	28	28	22
Very much true	20	13	16	22
<b>Challenging myself will not make me any smarter.</b>				
Not at all true	35	38	33	43
A little true	33	13	33	24
Pretty much true	17	33	25	22
Very much true	15	15	8	11
<b>There are some things I am not capable of learning.</b>				
Not at all true	20	17	22	34
A little true	39	40	48	31
Pretty much true	20	29	22	14
Very much true	20	14	9	20
<b>If I am not naturally smart in a subject, I will never do well in it.</b>				
Not at all true	37	29	48	37
A little true	28	32	22	34
Pretty much true	22	18	22	14
Very much true	13	21	9	14

*Question HS/MS P.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.*

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

## 8. Goals

**Table P8.1**

***Goals Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Goals</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	77	79	69	75
<b>I am looking forward to a successful career.</b>				
Not at all true	10	8	13	8
A little true	12	8	21	11
Pretty much true	42	36	50	41
Very much true	37	49	17	41
<b>I have high goals and expectations for myself.</b>				
Not at all true	8	8	13	8
A little true	15	8	17	19
Pretty much true	29	28	52	38
Very much true	48	56	17	35
<b>I don’t expect very much of myself in the future.<sup>†</sup></b>				
Not at all true	45	44	48	57
A little true	27	22	22	14
Pretty much true	10	17	22	20
Very much true	18	17	9	9

*Question HS/MS P.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.*

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Survey question was reverse-coded in computing the scale score.*

## 9. Collaboration

**Table P9.1**

***Collaboration Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Collaboration</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	58	72	63	64
<b>I enjoy working together with other students on class activities.</b>				
Not at all true	22	10	8	14
A little true	33	21	28	38
Pretty much true	24	49	44	35
Very much true	20	21	20	14
<b>When I work in school groups, I do my fair share.</b>				
Not at all true	6	8	13	5
A little true	21	18	13	22
Pretty much true	35	26	46	41
Very much true	38	47	29	32
<b>I like to listen to other students’ ideas in class.</b>				
Not at all true	27	8	21	11
A little true	20	14	29	17
Pretty much true	35	44	38	54
Very much true	18	33	13	17

*Question HS/MS P.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.*

*Note: Cells are empty if there are less than 10 respondents.*

## 10. Problem Solving

**Table P10.1**

***Problem Solving Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Problem solving</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	47	58	48	59
<b>When I need help I find someone to talk with.</b>				
Not at all true	22	23	12	11
A little true	29	18	40	38
Pretty much true	24	41	32	32
Very much true	25	18	16	19
<b>I try to work out my problems by talking or writing about them.</b>				
Not at all true	27	22	26	20
A little true	29	31	26	20
Pretty much true	22	22	35	34
Very much true	22	25	13	26
<b>I trust my ability to solve difficult problems.</b>				
Not at all true	13	13	23	17
A little true	37	21	27	20
Pretty much true	24	34	32	31
Very much true	26	32	18	31

*Question HS/MS P.17, 26, 30: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.*

*Note: Cells are empty if there are less than 10 respondents.*

# Appendix

## CHKS Content Overview, 2024-25

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.<sup>1</sup> 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](https://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](https://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.<sup>2</sup>

### MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)*.<sup>3</sup> All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic performance increased as well.<sup>4</sup>

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.<sup>5</sup>

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the whole child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high

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<sup>1</sup> 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](https://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](https://calschls.org/reports-data/dashboard)).

<sup>2</sup> Austin. (2016). Download [calschls.org/docs/factsheet-15.pdf](https://calschls.org/docs/factsheet-15.pdf)

<sup>3</sup> See [calschls.org/reports-data/#scrc](https://calschls.org/reports-data/#scrc)

<sup>4</sup> O’Malley & Hanson. (2012). Download [data.calschls.org/resources/S3factsheet3\\_API\\_20120716.pdf](https://data.calschls.org/resources/S3factsheet3_API_20120716.pdf)

<sup>5</sup> Voight, Austin, & Hanson. (2013). Download [www.wested.org/online\\_pubs/hd-13-10.pdf](https://www.wested.org/online_pubs/hd-13-10.pdf)

expectations at school.<sup>6</sup> These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

## GRADE-LEVEL PATTERNS

More than 20 years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11<sup>th</sup> graders in traditional comprehensive high schools.<sup>7</sup> 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.<sup>8</sup>

## DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

Indicators of the demographic and background characteristics of the survey respondents help users gain a better sense of how representative the survey sample is compared to the student population overall. They also enable users to analyze how survey results vary by important groups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet LCAP requirements to demonstrate actions across state priorities in regard to socioeconomically disadvantaged students, English learners, and foster youth, as well as other indicators such as race/ethnicity, homeless youth, and LGBTQ youth.

In the standard CHKS report, breakdowns for selected key indicators are provided by all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://calschls.org/reports-data/dashboard)) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by these groups for each school (email [calschls@wested.org](mailto:calschls@wested.org)).

### Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.<sup>9</sup> They were highest in schools with large proportions of white and Asian students, as well as

<sup>6</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>7</sup> In interpreting the results for 11<sup>th</sup> 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.

<sup>8</sup> Austin, Dixon, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-7.pdf](https://data.calschls.org/resources/FACTSHEET-7.pdf)

<sup>9</sup> Austin, Hanson, Bono, & Zheng. (2008). Download [data.calschls.org/resources/factsheet\\_8.pdf](https://data.calschls.org/resources/factsheet_8.pdf)



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*.<sup>10</sup> White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.<sup>11</sup> 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.<sup>12 13</sup> They were also more likely to be low in caring adult relationships and total developmental support.

### **Unhoused Youth**

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.<sup>14</sup> Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

### **Sexual Orientation and Gender Identity**

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.<sup>15 16</sup> For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth<sup>17</sup> 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

<sup>10</sup> Hanson, Austin, & Li. (2012). Download [data.calschls.org/resources/FACTSHEET-13\\_20120405.pdf](https://data.calschls.org/resources/FACTSHEET-13_20120405.pdf)

<sup>11</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

<sup>12</sup> Austin, Jones, & Annon. (2007). Download [data.calschls.org/resources/FACTSHEET-6.pdf](https://data.calschls.org/resources/FACTSHEET-6.pdf)

<sup>13</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

<sup>14</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

<sup>15</sup> 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/)

<sup>16</sup> Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487. <https://doi.org/10.1146/annurev-clinpsy-021815-093153>

<sup>17</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

Because of such disparities, it is important to examine disparities across LGBTQ and non-LGBTQ youth to identify needs and support the development of practices that promote the healthy development and safety of all youth.

## **SCHOOL PERFORMANCE, ENGAGEMENT, AND SUPPORTS (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.<sup>18</sup> CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale, school boredom, and self-reported grades provide insight into cognitive engagement; the School Connectedness scale and school value item into emotional engagement; and attendance data into behavioral engagement. Another behavioral engagement indicator on the survey is substance use at school. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience three protective factors in their school (caring relationships, high expectations, and opportunities for meaningful participation). These protective factors characterize a positive school climate and are linked to school connectedness and positive academic, behavioral, and health outcomes. Other school climate factors assessed are the level of parent involvement and the quality of the school physical environment, both also LCAP priorities. The likelihood that students will be motivated and engaged is increased to the extent that their teachers, family, and friends effectively support their purposeful involvement in learning and in school.

### **Self-Reported Grades**

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception.

### **Academic Motivation**

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11<sup>th</sup> grade to 71 percent in 7<sup>th</sup>.<sup>19</sup>

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

<sup>18</sup> Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23. <https://doi.org/10.1016/j.learninstruc.2013.04.002>

<sup>19</sup> Download [data.calschls.org/resources/Biennial\\_State\\_1921.pdf](https://data.calschls.org/resources/Biennial_State_1921.pdf)

necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

### School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students’ school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.<sup>20,21,22</sup>

				School Boredom								
				School is really boring								
				Low Boredom			Moderate Boredom			High Boredom		
				0 Disagree	1	2	3	4	5	6	7	8
<b>Value of School</b>	<b>School is worthless, a waste of time</b>	<b>High Value</b>	0 Disagree	<b>Optimal</b>  <b>1</b> <b>High Value–Low Boredom</b>  Students did not think school was boring and valued school highly			<b>2</b> <b>High Value–Moderate Boredom</b>  Students valued school highly with moderate-level school boredom			<b>3</b> <b>High Value–High Boredom</b>  Students indicated school was very boring, yet they valued it highly		
			1									
			2									
		<b>Moderate Value</b>	3	<b>4</b> <b>Moderate Value–Low Boredom</b>			<b>5</b> <b>Moderate Value–Moderate Boredom</b>  Students with moderate-level school boredom and school value			<b>6</b> <b>Moderate Value–High Boredom</b>  Students indicated school was very boring, and valued it at a moderate level		
			4									
			5									
		<b>Low Value</b>	6	<b>7</b> <b>Low Value–Low Boredom</b>			<b>8</b> <b>Low Value–Moderate Boredom</b>			<b>Suboptimal</b>  <b>9</b> <b>Low Value–High Boredom</b>  Students indicated school was very boring, and valued it at a very low level		
			7									
			8									
			9									
			10 Agree	<i>Only a low percentage of students’ responses place them in groups 4, 7, and 8.</i>								

<sup>20</sup> 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>

<sup>21</sup> Branstetter, R. (2021). What do kids mean when they say they’re bored at school? Greater Good Magazine.  
[https://greatergood.berkeley.edu/article/item/what\\_do\\_kids\\_mean\\_when\\_they\\_say\\_theyre\\_bored\\_at\\_school](https://greatergood.berkeley.edu/article/item/what_do_kids_mean_when_they_say_theyre_bored_at_school)

<sup>22</sup> 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\\_#/](https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/)

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.

## Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more days during the past 30 days) and what were the reasons for absences.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.<sup>23</sup>

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.<sup>24</sup>

## 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.<sup>25 26 27 28 29 30</sup>

## 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

<sup>23</sup> 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/](http://www.attendanceworks.org/portraits-of-change/)

<sup>24</sup> Austin, Hanson, Bala, & Zheng. (2023). Download [data.calschls.org/resources/18th\\_Biennial\\_State\\_1921.pdf](http://data.calschls.org/resources/18th_Biennial_State_1921.pdf)

<sup>25</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/factsheet.pdf](http://data.calschls.org/resources/factsheet.pdf)

<sup>26</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/FACTSHEET-3.pdf](http://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>27</sup> Hanson. (2011). Download [data.calschls.org/resources/S3factsheet1\\_caring\\_20120223.pdf](http://data.calschls.org/resources/S3factsheet1_caring_20120223.pdf)

<sup>28</sup> Hanson. (2012). Download [data.calschls.org/resources/S3factsheet2\\_participation\\_20120224.pdf](http://data.calschls.org/resources/S3factsheet2_participation_20120224.pdf)

<sup>29</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief1\\_CaringRelationships\\_final.pdf](http://data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf)

<sup>30</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief2\\_MeaningfulPart\\_final.pdf](http://data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf)

academic, social-emotional, and health outcomes.<sup>31</sup> 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/](https://calschls.org/reports-data/query-calschls/)) enables examination of how key survey indicators vary by school connectedness.

School connectedness declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7<sup>th</sup> grade to 53 percent in 11<sup>th</sup>, a decline similar to that found for the Academic Motivation scale.<sup>32</sup> 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.<sup>33 34</sup>

## 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.<sup>35</sup>

## Facilities and Physical Environment

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.<sup>36</sup> 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 11<sup>th</sup> 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

<sup>31</sup> 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.

<sup>32</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf). *School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic*.

<sup>33</sup> Austin, Hanson, & Voight. (2013). Download [data.calschls.org/resources/S3factsheet5\\_connectedness\\_20130827.pdf](https://data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf)

<sup>34</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief4\\_Connectedness\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf)

<sup>35</sup> Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

<sup>36</sup> Hanson & Zheng. (2021). Download [calschls.org/docs/facilities\\_030221.pdf](https://calschls.org/docs/facilities_030221.pdf)

safety.<sup>37</sup> 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.<sup>38</sup> 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.<sup>39 40 41</sup>

## 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.<sup>42</sup>

## Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students.

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7<sup>th</sup> and 11<sup>th</sup> grades.<sup>43</sup> 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.<sup>44 45</sup> 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

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<sup>37</sup> The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

<sup>38</sup> Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

<sup>39</sup> Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

<sup>40</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief5\\_ViolencePerpetration\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf)

<sup>41</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief6\\_ViolenceVictimization\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf)

<sup>42</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief3\\_Safety\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf)

<sup>43</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf). Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

<sup>44</sup> Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>45</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)

lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

## **Vandalism and Weapons**

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.<sup>46</sup> 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.<sup>47</sup> About 14 percent of 7<sup>th</sup> and 9<sup>th</sup> graders report seeing someone carrying a weapon compared to 11 percent of 11<sup>th</sup> 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.<sup>48</sup>

### **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.<sup>49</sup> Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.<sup>50 51</sup>

### **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

<sup>46</sup> Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

<sup>47</sup> Austin, Hanson, Polik, & Zheng. (2018). Download [data.calschls.org/resources/Biennial\\_State\\_1517.pdf](https://data.calschls.org/resources/Biennial_State_1517.pdf)

<sup>48</sup> Statewide CSSS. (2018). Download [calschls.org/docs/statewide\\_1517\\_csss.pdf](https://calschls.org/docs/statewide_1517_csss.pdf)

<sup>49</sup> 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.

<sup>50</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>51</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief8\\_AOD\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf)

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.<sup>52 53</sup>

## **SOCIAL AND EMOTIONAL HEALTH (Section 7)**

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.<sup>54</sup> 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.<sup>55</sup>

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.<sup>56 57</sup>

See also the percentage of students who report missing school because they “felt very sad, hopeless, anxious, stressed, or angry.” In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster social-emotional competencies.

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<sup>52</sup> Hanson & Zheng. (2006). Download [data.calschls.org/resources/factsheet2update.pdf](https://data.calschls.org/resources/factsheet2update.pdf)

<sup>53</sup> Austin, McCarthy, Slade, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-5.pdf](https://data.calschls.org/resources/FACTSHEET-5.pdf)

<sup>54</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-11.pdf](https://data.calschls.org/resources/FACTSHEET-11.pdf)

<sup>55</sup> Austin, Cragle, DeLong-Cotty. (2012). Download [data.calschls.org/resources/FACTSHEET-12.pdf](https://data.calschls.org/resources/FACTSHEET-12.pdf)

<sup>56</sup> Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>57</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)

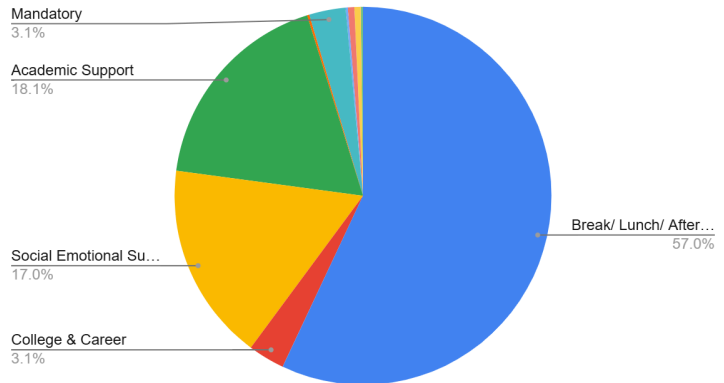


## Counseling Mid-Semester Report

**November:** In November, we had over 542 student interactions. The wellness center served as an academic study hall after school three times a week which led to extended hours on most days serving student needs. We took in more visits for social/emotional health as winter approached and trends such as responsiveness to substance abuse infractions required collaboration with student services. Not indicated in the chart were push-in college and career activities for Military Science 9 and 10 in which counselors conducted occupational interest inventories and college awareness activities. Weekly classroom guidance and application support in the 12th grade Economics class yielded 95% (all but two students) meeting the November 30th application deadline for UC/CSUs (which were directed to community college applications in December). Dominican University and CSU East Bay both came on campus during this month to present to dual enrollment classes.

### 542 student-scanned visits to the Wellness Center

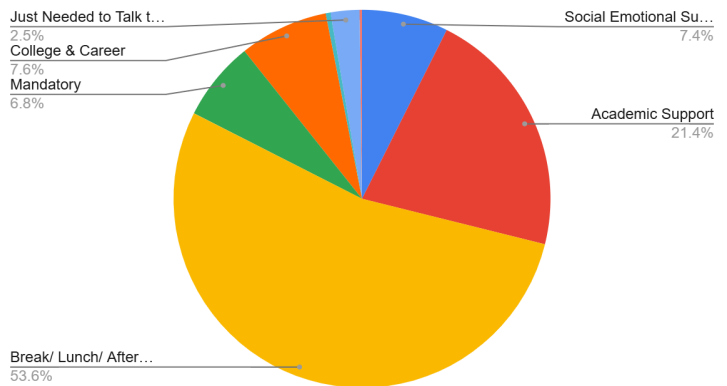
Count of Purpose for Visit



**December:** We had 485 student interactions. We held a largely attended holiday party the Friday before finals week to show student appreciation and build positive energy before testing. Additionally, we increased the academic tutoring to three times a week in the two weeks before finals. We maintained wellness center operations while also providing 4 hours daily in the front of the regimental hall to receive schedule inquiries and dual enrollment paperwork in preparation for the Spring Semester schedule. The counseling department addressed two student crises, lead the holiday food preparation initiative in which the student leaders made over 400 sandwiches for community residents. The counseling team provided significant inputs to the spring

### 485 student-scanned visits to the Wellness Center

Count of Purpose for Visit

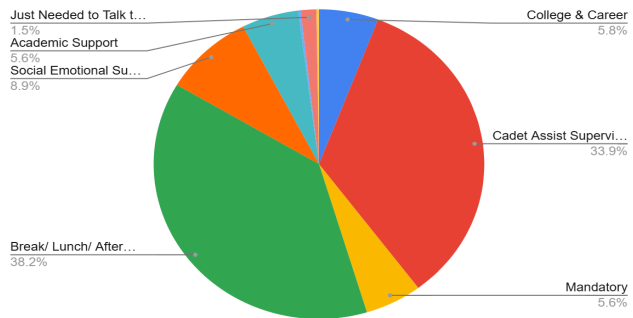


semester schedule, running regular reports, providing analysis, and auditing 100% of 11th and 12th grade transcripts

**January:** In January, we had 699 visits to the wellness center. This includes a large spike in cadet supervision as a result of 3xCadet Assist classes (25 students total) in which students are working on concurrent college enrollment or credit remediation. We also presented to each grade level on the upcoming opportunities [Back to School Classroom presentation Slides](#). We found 20% of our students to have dealt with a recent loss of a family member, and 25% of our students to be caregivers in their family system. Additionally, 35% of our students report moderate levels of stress, anxiety, or depression. Our Cash for College Night was attended by over 30 families in which students completed CalKids, Oakland Promise, California Dream Act, and FAFSA Applications. We have only received ten referrals for individual counseling, but are actively working two McKinney Vento cases. The last major project for the month was drafting immigration resources and distributing them to teachers, students, and parents to calm fears for families in our community. The counseling team scheduled an immigrant rights information night and updated the college and career portion of the website with all spring events and resources to help families. 9 OMI students were accepted into the ACE (architecture, construction management, and engineering) Mentor Program Wednesdays after school and 4 were accepted to Highland’s HEAL Path Medical Internship on Tuesdays/Thursdays after school.

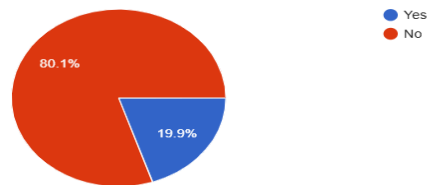
**699 student-scanned visits to the Wellness Center**

Count of Purpose for Visit



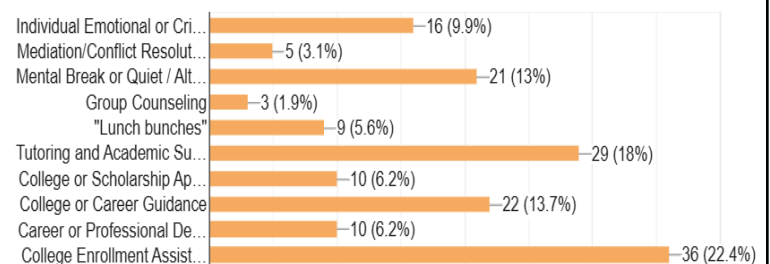
Have you suffered a recent loss of a loved one since the start of the school year?

161 responses




Which of the following support services have you taken advantage of or attended in the fall semester? [Copy chart](#)

161 responses



**Upcoming:** February is black history, kindness, and scholarship month! With the absence of peer health exchange. The Senior Class has already received a presentation from our Oakland Promise Scholarship partners (focus of this month) and the Junior class received presentations from the Students Rising Above Scholarship and Genesys Works Internship. Our dual enrollment class is the most attended of any on campus (last semester 21 of 23 students earned a C or greater, with 100% achieving college credit). We are leading a field trip to SF State on February 21st. Additionally we are pushing into Junior and Senior Military Science for scholarship and internship support. In 9th and 10th grade military science we are filling in for the recent void of Peer Health Exchange's SEL curriculum, by leading activities bimonthly. The end of the month will mark both a new Career Panel Series and the start of AERIES Academic Planning to jumpstart the master scheduling process. The counseling team will support senior college decision making activities between now and spring break as they receive financial aid offers and follow-on tasks from respective universities. We are taking lead on the immigrant rights presentations to our community and providing resources/toolkits.



**February 2025**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 7th Period High School Group	4	5 MS Lunch Bunch / ASP Wellness Club	6 Family Grizzly Night	7 Genesys Works Presentation	8 Black Student Expo (Oakland Marriott)
9	10 7th Period High School Group	11	12 MS Lunch Bunch	13 HealPath Summer Internship Deadline	14 <b>No School!</b>	15 <b>No School!</b>
16 UCSF Cure Internship Deadline	17 <b>No School</b>	18	19 MS Lunch Bunch / ASP Wellness Club	21	22	23
24	25 7th Period High School Group	26	27 MS Lunch Bunch	28 Career Panel Service Industry / OP Deadline		

**For All Applicants**

Scholarship Application Opens	October 1, 2024
Scholarship Application Closes	March 7, 2025 @ 11:59PM PST
Check for your Award Letter via email	April 11, 2025
Accept your Scholarship	April 18, 2025 @ 11:59PM PST

**Number of Classroom Presentations (NOV-JAN)**

- 12th grade = 10
- 11th grade = 6
- 10th grade = 9
- 9th grade = 12
- 8th grade = 4
- 7th grade = 3
- 6th grade = 3

<p><b>Participants in Group Counseling/Workshops</b></p>	<p>Individual High School:</p> <ul style="list-style-type: none"> <li>• Mandatory: 7</li> <li>• Voluntary: 7</li> </ul> <p>Group High School:</p> <ul style="list-style-type: none"> <li>• Need Improvement, sustained attendance</li> </ul> <p>Individual Middle School:</p> <ul style="list-style-type: none"> <li>• Mandatory: 8</li> <li>• Voluntary: 5</li> </ul> <p>Group Middle School:</p> <ul style="list-style-type: none"> <li>• Mandatory: 6</li> <li>• Voluntary: 9</li> </ul>
<p><b>Family/Community Engagement</b></p>	 <p>The poster for Oakland Promise Family Learning Groups features a blue and green color scheme. At the top, it reads 'OAKLAND PROMISE' with a graduation cap icon, followed by 'FAMILY LEARNING GROUPS' and 'Open to all parents and guardians in Oakland.' Below this is the '2024-2025 WORKSHOP SCHEDULE'. A central section includes 'Virtual' with a clock icon, the time '6:30pm-7:30pm', a QR code, and an 'RSVP' button with the website 'www.tfaforms.com/5140175'. The schedule lists dates and topics: SEPT 19 (Oakland Promise Cradle To Career), OCT 17 (A-G : Charting Your Course to College), NOV 21 (Start Your College Fund Now), DEC 19 (FAFSA &amp; CADAA: Unlock Financial Aid), JAN 16 (Free Income Tax Services), FEB 20 (Free Summer Programs), MAR 20 (Technology Access for All), and APR 17 (High School Success Panel).</p>

**Reason for Referrals:**

\*24 individual referrals in a 3 month timeframe; the trends for referral including the following:

- Bullying at the middle school level (Addressed with the ASGs)
- Negative self talk around defeating mindset with academics, anxiety over grades/classes, and unstable home life
- Drugs as a coping mechanism is still among the more common occurrences for students speaking with counselors
- The wellness center is still frequently used for students managing daily stressors and bringing social/emotional issues to counselors, in which teachers sign passes to take mental breaks.
- Even though we are accepting, it is predominantly select staff members that are using the referral process (Wiley, Mahlke, Leung, Amaya, and Helfrich), we have only received 1 referral outside of those teachers. Others have come from parents.

**Trends/Outcomes:**

- 1) seven substance abuse prevention occurrences led to group work and individual counseling for select students
- 2) three mediation or restorative actions between middle and high school required counseling leadership and progress monitoring with student services
- 3) application & scholarship support - 95% of senior class applied to 4-year colleges and universities (initial feedback is over 80% admitted)
- 4) chronic absenteeism is being addressed by counselors supporting phone calls with the front desk and bringing students in for counseling after they have been absent for a sustained period or experienced a family loss/emergency that impacted their attendance
- 5) athletic study hall increased due to Soccer Playoffs and the start of girls/boys basketball (preparing for eligibility)
- 6) Crisis response decreased; suicidal ideations (3) and CPS reports (2)

# Coversheet

## LCAP Goals Mid Year Progress Report

**Section:** VI. Information/Discussion Items  
**Item:** B. LCAP Goals Mid Year Progress Report  
**Purpose:**  
**Submitted by:** Mary Streshly  
**Related Material:**  
2025\_LCAP\_Mid-Year\_Monitoring\_Report\_for\_the\_2024-25\_LCAP\_Oakland\_Military\_Institute\_20250221.pdf

### BACKGROUND:

As part of our Local Control Accountability Plan process, we are required to provide the Board with a mid-term progress report. The mid-year progress report represents expenditures and activities that further our LCAP goals.

### RECOMMENDATION:

Staff recommends the Board hear the staff summary of LCAP mid year goal progress.



## Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Unified	Dr. Mary E. Streshly Superintendent	mstreshly@omiacademy.org (510) 594-3900

**Goal 1****Goal Description**

Provide high-quality classroom instruction.

**Expected Annual Measurable Objectives**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Annual CAASPP Scores	CAASPP (2023) English Language Arts (ELA): Middle School = 30% met or exceeded standard High School = 69% met or exceeded standard Math Middle School = 16% met or exceeded standard High School = 14% met or exceeded standard	CAASPP (2024) English Language Arts (ELA): Middle School = 26% met or exceeded standard High School = 62% met or exceeded standard Math Middle School = 14% met or exceeded standard High School = 12% met or exceeded standard			CAASPP (2026) English Language Arts (ELA): Middle School = 70% met or exceeded standard High School = 81% met or exceeded standard Math Middle School = 60% met or exceeded standard High School = 60% met or exceeded standard
1.2	Renaissance Star Reading and Math Assessment [RenStar]	Renstar (2024-1): meets/exceeds 12th grade: ELA 40%; 56% Math 11th grade: ELA 34%; 50% Math 10th grade: ELA 19%; 40% Math 9th grade: ELA 28%; 43% Math 8th grade: ELA 19%; 27% Math 7th grade: ELA 16%; 26% Math 6th grade: ELA 16%; 12% Math	Renstar (2025-1): meets/exceeds 12th grade: ELA 76%; 76% Math 11th grade: ELA 80%; 75% Math 10th grade: ELA 75%; 77% Math 9th grade: ELA 75%; 69% Math 8th grade: ELA 75%; 60% Math 7th grade: ELA 50%; 46% Math 6th grade: ELA 45%; 51% Math			Renstar (2026): meets/exceeds 12th grade: ELA 75%; 75% Math 11th grade: ELA 80%; 80% Math 10th grade: ELA 70%; 70% Math 9th grade: ELA 60%; 60% Math 8th grade: ELA 60%; 60% Math 7th grade: ELA 60%; 60% Math 6th grade: ELA 50%; 50% Math



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.3	High School Graduation Rate	Graduation Rate (2023) 94%	Graduation Rate (2024) 96%			Graduation Rate (2026) 98%
1.4	8th Grade Promotion Rate	Promotion Rate (2023): 93%	Promotion Rate (2024): 90%			8th grade Promotion Rate (2026): 100%
1.5	College/Career Indicator	College Career Indicator Rate (2023): 65%	College Career Indicator Rate (2023): 72%			College Career Indicator Rate (2026): 85%

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p><b>School Wide College Prep Writing Program 6th -12th [JSWP]</b></p> <p>Year 3 of deep implementation of highly structured approach to SBAC writing types. The approach provides scaffolding for our English Learners, Special Needs and accelerated learners to access Argumentative, Literary Analysis, Explanatory/Synthesis and Narrative writing.</p>	Yes	Partially Implemented	<p>1. 100% of instructional staff have received at least one full day of JSWP college prep writing in at least one mode - literary response, expository or argument</p> <p>2. 75%- 80% of ELA &amp; Humanities &amp; Milsci staff have received 2-3 full day trainings in 2-3 writing modalities - literary response, expository, or argument</p> <p>3. 75% of ELA staff have received advanced training in</p>	<p>1. an instructional calendar for writing benchmarks has been developed for ELA/ELD, Social Studies &amp; Spanish that includes all SBAC writing genre instruction, assessment and group scoring calibration throughout the year.</p> <ul style="list-style-type: none"> <li>Lit response early fall</li> <li>ICA benchmark mid fall</li> <li>Expository late fall</li> <li>Argument early spring</li> <li>narrative and IAB/FIAB in mid to late spring</li> </ul>	\$25,000.00	\$21719

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				prompt development and scoring calibration and SBAC prompt deconstruction			
1.2	<p><b>Instructional Coaching, Internship and Induction program</b></p> <p>Highly qualified staff will be given a prep release and stipends for additional coaching time over caseload to coach induction candidates and staff identified as needing improvement in specific areas.</p>	Yes	Fully Implemented	<p>1. 4 inductees were provided an induction coaching with regular coaching sessions.</p> <p>2. 6 additional teachers were provided regular coaching by our on site instructional coach, our Director of Teaching and Learning and SVM I contracted coaches for math.</p> <p>3. 3 teachers were supported in the ACOE internship program to gain their preliminary credentials</p> <p>4. 3 milsci and 1 teacher were supported in gaining their CTE certification.</p>	1. all 4 inductees successfully progressed in their induction program and are on track to gain their preliminary credentials as soon as all paper work is processed and posted.	\$152,007.00	\$41755
1.3	<b>Structured Reading Intervention Program</b>	Yes	Fully Implemented	1. Read 180/System 44	1. Interim Renstar assessment shows	\$131,739.00	\$55327

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Licenses and training for Read 180/System 44 reading intervention for struggling readers and Special Education and below grade level readers; Achieve 3000 Reading Intervention for Juniors and Newslea Reading program for 9th and 10th graders.			is in year 2.5 of implementation at the middle school level for ELD and reading intervention. 2. 5 sections are offered in grades 6-8. 3. Coach used to train staff on program.	growth in reading by an average of 30% 2. ELPAC scores are pending.		
1.4	<b>Cadet Success Center After School Tutoring Program</b> After School Program tutoring, Homework Club for the middle school and Credit Recovery and tutoring for high school.	Yes	Fully Implemented	1. Coordination of the ASP program moved in house. 2. Average participation rates range between 70-80 cadets daily. 3. Our math tutors have augmented the academic interventions during after school time and serve an average of 15-20 cadets in small group intensive environments.	FPM conducted on ASP completed. No findings. All compliance measures for the grant met.	\$90,972.00	\$25288
1.5	<b>Math Power Up</b> Math teachers will team up over the summer to develop an integrated Advanced Algebra course for 11th graders to align with CAASPP, curricular maps and units for middle school and develop corresponding common benchmark assessments. Team will	Yes	Ongoing Implementation	1. Advanced algebra team did not meet over the summer. Work done by Algebra 2 team	1. Middle school math students have shown growth in assigned skill areas within the IXL program.	\$6,550.00	\$3050

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	additionally explore curriculum augmentation programs, such as Khan Academy, Insider Mathematics and Silicon Valley Math Initiative resources to augment instruction.			performed throughout the school year. 2. Small team explored Classtime, IXL and SVMI. Classtime had minimal implementation, IXL had full pilot and SVMI membership with coaching was purchased and implemented.			
<b>1.6</b>	<b>Common Core Standards and Instructional Alignment Initiative for ELA, Math, Social Studies.</b> Continue distributed leadership model by sharing leadership with Department Chairs to lead our instructional alignment initiatives. Unlike math, ELA has made great strides in raising literacy achievement. However, in order to sustain our progress and continue our accelerated growth patterns, the ELA department will continue to codify our expectations in curricular maps, instructional calendars and common benchmark assessments.	Yes	Partially Implemented	1., extra period stipends were provided for teachers to provide time for them to lead curriculum and instruction improvement. 2. ELA, Social Studies and Math implemented benchmarks and calibrated scoring sessions to align rigor, expectations and monitor skill development.	1. assessment calendars were developed and mapped for the year.	\$139,507.00	\$40076
<b>1.7</b>	<b>5 extra days of instruction and 4 extra days of professional development</b>	Yes	Fully Implemented	1. 5 days of PD offered. Topics include new teacher		\$156,307.00	\$156307

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				orientation, College Writing, CAASPP benchmark scoring, department collaboration, math coaching/training. 2. additional minimum days covered Executive functioning, Achieve 3000, IXL and argumentative writing			
1.8	<b>1-1 student laptop program w/ safety oversight program</b> 1-1 laptop distribution allows for equal access to digital curriculum and digital learning. Digital platforms offer more personalized and interactive content as well as modes for teachers, students and parents to engage as they do with Google classroom and Aeries parent portal. Without the 1-1 cadet laptop program, equity issues would persist as technology access differs dramatically when cadets leave campus. Safety programs, such as Go Guardian and our technology use policies have also proven critical because access to unsafe content accompanies access to the internet.	Yes	Fully Implemented	1. all cadets received chromebooks. 2. all cadets received training on tech acceptable use policies. 3. all teachers received training on Go Guardian [chromebook monitoring software] 4. all subjects have digital resources available embedded in google classroom. 5. all staff received training on use		\$102,000.00	\$64770

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				of google classroom			

**Goal 2****Goal Description**

**Provide Special Populations [English Learners & Special Education] with the required skills to met grade level standards/proficiency and/or IEP goals and with the required supports to meet compliance requirements**

**Expected Annual Measurable Objectives**

<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
2.1	ELPAC Growth	70% making progress toward English Language proficiency (2023)	50% making progress toward English Language proficiency (2024)			85% making progress toward English Language proficiency (2026)
2.2	Reclassification Rate	EL Reclassification Rate (2023-2024) 29.4%	EL Reclassification Rate (2024-2025) TBD			EL Reclassification Rate (2026) 45%
2.3	EL Proficiency Level - RenStar	RenSTAR (January 2024) EL 9-12 Grade level equivalency literacy - 5.2 EL 9-12 Math Grade level equivalency - 6.7	RenSTAR (January 2024) EL 9-12 Grade level equivalency literacy - TBD EL 9-12 Math Grade level equivalency - TBD			RenSTAR (January 2026) EL 9-12 Grade level equivalency literacy - 7.0 EL 9-12 Math Grade level equivalency - 8.0
2.4	EL Meeting or exceeding standard on CAASPP	CAASPP EL's (2023) met/exceed EL's in Math: 10% EL's in ELA: 11%	CAASPP EL's (2023) met/exceed EL's in Math: 32% EL's in ELA: 13%			CAASPP EL's (2026) met/exceed EL's in Math: 35% EL's in ELA: 35%
2.5	RFEP students meeting annual goals on standards mastery and grade requirements	RFEP Annual Goals (2023): 90%	RFEP Annual Goals (2023): TBD			RFEP Annual Goals (2026): 100%
2.6	CLAD/BCLAD certification from Commission on Teacher Credentialing	(2022-2023) 83% of teachers have CLAD/BCLAD/ELA certification	(2023-2024) 83% of teachers have CLAD/BCLAD/ELA certification			(2026) 95% of teachers have CLAD/BCLAD/ELA certification
2.7	Special Education RenStar [January administration]	Special Education RenStar 2024 [Jan] TBD	Special Education RenStar 2025 [Jan] TBD			
2.8	Special Education students Meeting or	Special Education students Meeting or	Special Education students Meeting or			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	exceeding standard on CAASPP math and ELA	exceeding standard on CAASPP math and ELA	exceeding standard on CAASPP math 0% ELA 12%			
2.9	Special Education Failure rates [ELA/Math]	pecial Education Failure rates [ELA/Math]	pecial Education Failure rates [ELA/Math] TBD			

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p><b>Ensure all EL's have access to designated ELD courses</b></p> <p>Create academic success courses with English Language Development as the foundational curriculum for all English Learners at grades 6-12. Supplement Read 180 and System 44 program with structures writing program [JSWP], explicit vocabulary instruction and speaking and listening curriculum in the middle school and and supplement the ELD curriculum in grades 9-12 w/ National Geographic, Newslea, Achieve 3000 with structured writing program, explicit vocabulary instruction and speaking and listening curriculum.</p>	Yes	Fully Implemented	<p>1. all EL's have access to a designated ELD course.</p> <p>2. 6 sections of ELD</p> <p>3. supplemental curriculum includes Read 180, System 44, NewsELA, Achieve 3000 and IXL</p>		\$151,866.00	\$52095
2.2	<p><b>English Learner Instructional Methodologies for all staff</b></p> <p>Hire onsite staff expert trained in EL Achieve methods to develop EL training series for teachers in all content areas and purchase the EL Achieve instructional materials [Kusactay]</p>	Yes	Fully Implemented	<p>1. EL training series offered [3 2-hour sessions for all staff]</p> <p>2. Coaching for ELD staff on System 44 and vocabulary instruction offered to all ELD teachers.</p>		\$10,000.00	\$0



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p><b>Support Teachers to credentialing requirements that include CLAD or BCLAD or ELA certification.</b></p> <p>Continue to audit credentialing status of teachers and offer program supports to complete all required certifications to achieve preliminary and clear credentialing that includes working with special populations.</p>	Yes	Partially Implemented	1. credentialing programs supported have embedded ELA/CLAD requirements.		\$18,000.00	\$675
2.4	<p><b>Hire additional bilingual paraprofessionals to support core and extended learning</b></p>	Yes	Partially Implemented	1. 3 of 5 paras/aides in current year were bilingual.		\$74,405.00	\$37491
2.5	<p><b>Special Education Team. Para and Faculty Training, increased recruitment and hiring incentives and co-teaching model in identified classrooms</b></p> <p>Due to Special education staff turn over rates coupled with a continued rise in cadets who qualify for special education, this special needs area continues to requires increased supports, trainings and staffing incentives.</p>	Yes	Partially Implemented	<p>1. Hired two fully qualified special education teachers and one long term substitute who is enrolled in a special education internship credentialing program.</p> <p>2. Trained two one counselor and one teacher to support sped administrative &amp; monitoring duties</p>	1. 2 SELPA trainings offered on IEP goal setting and SEIS IEP monitoring requirements.	\$22,000.00	\$1764
2.6	<p><b>English Learner program oversight coordinator support</b></p>		Fully Implemented			\$48,106.00	\$6948

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

**Goal 3****Goal Description**

Create a safe, welcoming and inclusive campus environment for all cadets, their families and OMI personnel.

**Expected Annual Measurable Objectives**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Annual Parent LCAP Survey	Spring 2024 Satisfied w/ instruction - 85.7% Safety of cadets - 85.6% Keeps parents well informed - 78.6% Satisfied w/ management of the school - 78.6% Satisfied w/ military program - 78.6%	HKS survey - Parents 94% feel their cadets are motivated 90% feel school is responsive 95% feel school encourages participation 82% feel school actively seeks input 86% feel school is welcoming 100% feel they are treated with respect by school personnel 90% feel staff takes their concerns seriously 100% feel school keeps them informed 77% feel teachers are clear about classroom expectations 47% attended a school event			Parent satisfaction: Instruction: 95% Safety: 95% Communication: 90% Management: 90% Military program: 90%
3.2	CA Healthy Kids Survey	Fall 2023: Middle School Climate: Academic motivation: 64% Good attendance: 71% Meaningful Participation: 24% Safety: 54% Social Emotional Distress: 16%	Fall 2024: HKS survey - Parents 94% feel their cadets are motivated 90% feel school is responsive 95% feel school encourages participation 82% feel school actively seeks input			Fall 2026: Middle School Climate: Academic motivation: 80% Good attendance: 90% Meaningful Participation: 65% Safety: 75% Social Emotional Distress: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		High School Climate: Academic motivation: 63% Good attendance: 82% Meaningful Participation: 29% Safety: 60% Social Emotional Distress: 16	86% feel school is welcoming 100% feel they are treated with respect by school personnel 90% feel staff takes their concerns seriously 100% feel school keeps them informed 77% feel teachers are clear about classroom expectations 47% attended a school event			High School Climate: Academic motivation: 80% Good attendance: 90% Meaningful Participation: 65% Safety: 80% Social Emotional Distress: 5%
3.3	Annual Staff Survey	Spring 2024 satisfactory instruction: 80% Campus is safe: 90% Staff kept informed: 80% Feel Supported: 90% Leadership is responsive: 90% satisfied w/ superintendent: 80%	HKS survey - Staff 93% agree school has inviting environment 98% feel the administration and support staff are supportive 86% agree data regularly used to make decisions 96% agree facilities are well maintained			Spring 2026 satisfactory instruction: 95% Campus is safe: 100% Staff kept informed: 95% Feel Supported: 95% Leadership is responsive: 95% satisfied w/ superintendent: 95%
3.4	Parent and Cadet Engagement (committees, school events, parent meetings)	% of OMI parents/guardians attending at least one committee mtg, OMI event or parent conference: Grizzly Nights: 59 + awards night 43% percent cadet and parent involvement including Welcome to School, Spring Fest, Fall Fest and Introduction	# of OMI parents/guardians attending at least one committee mtg, OMI event or parent conference: Grizzly Nights: 100 Coffee with Leadership:  # cadets participated in extracurricular activities; TBD			(2026-2027) 75% of OMI parents/guardians attending at least one committee mtg, OMI event or parent conference:  % cadets participated in extracurricular activities; 425 cadets semester one, 450 semester two

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		114% cadets participated in extracurricular activities; 341 cadets semester one, 373 semester two				
3.5	Annual Attrition Rate	Annual Attrition Rate 2023-2024: 49 withdrawals; 9.4% attrition rate	Annual Attrition Rate 2024-2025: 22 withdrawals; 4% attrition rate			(2026-2027) Annual Attrition Rate: 4%
3.6	Suspension/Expulsion/Dismissal Rate	(2023-2024) Suspensions: 6.5% suspended at least one day Expulsion: 0 Dismissal Rate: 2	(2024-2025) Suspensions: 2 to date Expulsion: 0 Dismissal Rate: TBD			(2026-2027) Suspensions: Expulsion: Dismissal Rate:
3.7	Cadet Leadership/CACC Promotion Rate	Cadet Leadership/CACC Promotion Rate: 93% of cadets improved by one rank or more.	Cadet Leadership/CACC Promotion Rate: TBD of cadets improved by one rank or more.			Cadet Leadership/CACC Promotion Rate: 97% of cadets improved by one rank or more.
3.8	Attendance Rate and Chronic Truancy Rate	Average Daily Attendance Rate (2023-2024): 92% Chronic Truancy Rate (2023-2024) 19%	Average Daily Attendance Rate (2023-2024): 95% Chronic Truancy Rate (2024-2025) TBD:			Average Daily Attendance Rate (2023-2024): 92% Chronic Truancy Rate (2023-2024) TBD:
3.9	D/F rates by semester	MS Fall Semester 2023 Grade Lv # of Students # Students w/ at least 1 F % 6th Grade 76 8 10.53% 7th Grade 74 11 14.86% 8th Grade 73 38 52.05%	MS Fall semester 2024 Grade Lv # of Students # Students w/ at least 1 F % 6th Grade 60 6 10.00% 7th Grade 85 21 24.71% 8th Grade 81 25 30.86%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		HS Fall Semester 2023 Grade Lv # of Students # Students w/ at least 1 F % 9th Grade 70 20 28.57% 10th Grade 80 43 53.75% 11th Grade 67 54 80.60% 12th Grade 64 19 29.69%	HS Fall Semester 2023 Grade # of Students # Students w/ at least 1 F % 9th Grade 78 20 25.64% 10th Grade 64 23 35.94% 11th Grade 57 27 47.37% 12th Grade 54 6 11.11%			
3.10	Governor's Baccalaureate Diploma Data	# units by graduating class % of cadets receiving a C or better # of cadets receiving GBD	Fall 2024 Course # Taking Class # Passed PASS RATE DE Business 10 46 44 95.65% DE COUN 57 22 20 90. 91% DE Comm 20 12 12 100.00% DE Anthr I 56 53 94% DE ETHN 1 19 19 100.00% DE Psych 1A 16 15 93.75% DE Spanish 1A 21 21 100.00% DE COMP SCI 1 12 11 91.67%			

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	MTSS Continuous Improvement: Academic Support Group [ASG]Reboot	Yes	Fully Implemented	1. ASGs meet a minimum of 2 hours per month			\$143264

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	As part of the continuous improvement process, Academic Support Groups [ASGs] will undergo an improvement review to implement upgrades for the 24-25 school year. The ASGs are foundational to our Multi-tier systems of support [MTSS] at OMI. ASGs are grade level teams composed of an interdisciplinary team of teachers and military TACs [Teach, advise, counsel] cadre members that meet bi-monthly to review cadet academic success data in order to proactively intervene and provide supports. Improvement areas for the coming year will include facilitation, outcome based agendas, leadership training, clarifying roles/responsibilities and mission and core deliverables.			and organize interdisciplinary activities, cadet recognition and parent conferences.			
3.2	<p><b>Governor's Baccalaureate Diploma Pathway</b></p> <p>The Governor's Baccalaureate Diploma Pathway [Grizzly GBD] is an initiative launch in 2024 to engage parents and cadets in an opportunity to step beyond a rigorous college preparatory pathway and into an elite "college now" pathway to college acceleration. Though expanded partnerships with Peralta Community College District, OMI cadets can surpass simply using a high school gpa, A-g completion and AP classes to compete for college seats to accumulating transferable college units through our dual enrollment program offered on the OMI campus in order to enter college as a 2nd year student both saving money and showing college admissions that our cadets can successfully complete college level rigor.</p>	No Yes	Partially Implemented	<p>1. The DE team has successfully shifted the offerings from mostly random opportunities to a pathway of course options that fully align with the CALGETC.</p> <p>2. The DE team has successfully built relationships with community college deans and professors most prominently at Alameda and Laney.</p> <p>3. We have our first cohort of GBDP</p>		\$220,125.00	\$90238

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				awardees for the class of 2025 [5 earned two full semesters] and our first cohort of college advantage awardees for class of 2025 [20 earned one full semester]			
3.3	<b>Community Engagement Initiative</b> OMI has joined the California Community Engagement Initiative to provide us with a statewide network of collaborators to bolster our parent outreach and engagement efforts	No Yes	Partially Implemented	1. OMI was successfully awarded the CEI grant for two years. 2. OMI formed a CEI team comprised of cadets, parents, ACOE reps, staff and community partners to participate in the CEI activities. 3. The team has participated in 4 network sessions.		\$70,000.00	\$14225
3.4	<b>Continued expansion and improvement of co-curricular &amp; extra curricular activities</b> OMI is committed to continuing to enrich the cadet educational experience through the addition of an expansive variety of co-curricular activities at include: - After School Program, athletics, clubs, and field trips	Yes	Fully Implemented	1. OMI offers a full after school program for all middle school students until 6:00pm. 2. OMI added sports opportunities for both middle and		\$288,184.00	\$141440



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				high school, including flag football, soccer and wrestling 3. OMI added clubs such as robotics club, bible club, art club, green club, foodie club 4. OMI added math tutoring after school 5. Each grade level team was charged with organizing an interdisciplinary fieldtrip and college tour.			
3.5	<b>Cadet and Staff Recognition and Positive Behavior Incentive Programs</b>	No Yes	Fully Implemented	Multiple incentives and recognition events have been organized thus far: 1. Staff of the Year [4] 2. CAASPP achievement trip to Santa Cruz 3. Renstar incentives [120] 4. Honor role [234] 5. Recruiting raffles [30] 6. Grade level awards 7. Reading Beasts awards 8. Attendance incentives		\$55,500.00	\$11173

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				9. parent participation raffles & dinners 10 paid parent volunteers			
3.6	<b>Expanded Learning &amp; learning recovery Opportunities</b> OMI will invest in an expanded summer session, after school cadet success center, credit recovery sections, Saturday advancement and small group intensive learning environments	Yes	Partially Implemented	1. winter session tutoring 2. 4 Saturday schools 3. Summer enrichment for 6th graders 4. 8 math tutors hired 5. 7th period credit recovery 6. tutor center added to ASP		\$157,564.00	\$37644
3.7	<b>Increase capacity to provide mental health and socio-emotional learning supports</b> Expand mental health supports with the use of counseling interns, group counseling, SEL push in curriculum in military science, social studies and ASP classrooms and partnership with Peer Health Exchange.	Yes	Fully Implemented	1. Wellness Center has developed a myriad of services including group sessions, lunch clubs, push in curriculum and academic support. Data snapshot: <ul style="list-style-type: none"> <li>1,726 scan in students over 3 month period</li> </ul>		\$12,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<ul style="list-style-type: none"> <li>• 47 class room presentations over 3 mon period</li> <li>• 42 cadets served in group sessions</li> <li>• 8 family engagement sessions</li> </ul>			
3.8	<p><b>School safety and wellness</b> Campus security services will assist in maintaining an ideal learning environment that provides an emotionally safe place for learning.</p>	Yes	Fully Implemented	<ol style="list-style-type: none"> <li>1. installed updated video surveillance system</li> <li>2. added Cadet Safety Center w/ Mil cadre deans</li> <li>3. added improved radio system</li> <li>4. maintain 6-7 adults supervising</li> </ol>		\$181,500.00	\$42970

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				nutrition and lunch periods 5. installed restroom sensors to monitor noise and vape use 6. added on site counter drug team			
3.9	<b>student services supports and chronic truancy initiative</b>	Yes	Partially Implemented	1. joined ACOE truancy network 2. added cadets to support attendance clerk to increase parent contact and cadet monitoring 3. added Saturday school for truance "time loss" 4.		\$67,349.00	\$21127
3.10	<b>Cadre community liaison</b> cadre community liaison/attendance for parent engagement and outreach	Yes	Partially Implemented	1. outreach mainly focused on recruitment efforts 2. hopeful that community schools grant will support a dedicated parent liaison.			\$20000
3.11	<b>Youth and Community Programs Partnership</b> Cadre support of Youth and Community Programs [YCP] activities, leadership programs, scholarship programs and promotion related activities.	Yes	Fully Implemented	1. OMI fully participates in a full calendar of YCP activities throughout the year that includes,		\$865,656.00	\$640744

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Recondo, Survival Camp, Medic training, wilderness and leadership activities			

**Goal 4****Goal Description****Bolster leadership capacity at the school for substantial and sustainable academic improvement over time****Expected Annual Measurable Objectives**

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Annual Staff LCAP Survey	Average Survey Score: Area high: Area low:				
4.2	Annual Parent/Guardian LCAP Survey	Average Survey Score: Area high: Area low:				
4.3	Tenure of management Team	Average Tenure of management				
4.4	Staff Retention average	Average Tenure of staff				

**Actions & Measuring and Reporting Results**

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<b>Civilian and Military Leadership Integration</b> Continue work to effectively integrate cadre and civilian leadership to overlap key operational roles by function. Integration efforts include overlapping responsibilities, cooperative staffing, long term initiative visioning focused on charter renewal, regular integrated cabinet meeting, regular integrated command check ins, regular integrated facilities and business operations meetings, regular integrated Instructional Leadership Team meetings and regular integrated ASG leadership. Key areas of shared leadership include business operations, cadet safety and supervision, grade level team [academic	No Yes	Partially Implemented	1. Management Org Chart was revised and illustrates a more integrated leadership structure.			\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support groups] coordination, chronic truancy, cadet leadership and co-curricular activities.						
4.2	<b>Leadership Training Opportunities</b> Training will be provided in the following areas and experiences: 1) CBO academy for business office 2) Back office transition training w/ EdTec and Paylocity. 3) AERIES and CALPADS training w/ EdTec and AERIES Con 4) Facilitated Team Building Leadership Retreat 5) Charter School Development Center Leadership Conference 6) SELPA training for Special Education team 7) YMC Legal Webinars in investigations, IEP compliance and other required trainings: Title IX, mandated reporting, sexual harassment, bloodborne pathogens, pesticide use	No	Partially Implemented	1. All trainings listed were scheduled and attended.		\$49,229.00	
4.3	<b>Shared and Distributed Leadership</b> Continue to build and support shared decision-making and advisory stakeholder groups including classified and certificated staff, cadets and parents/guardians and community partners. These distributed leadership opportunities will include the following: 1) Executive and Extended Cabinet 2) Instructional Leadership Team [proposed release time to expand administrative duties and where qualify combine teaching & administrative positions] 3) Superintendent's Cadet Leadership Advisory 4) Facility and Safety Committee 5) Early College Pathways Committee 6) ASG leadership Team [proposed] 7) District English Learner Advisory Committee 8) School Site Council	No	Partially Implemented	1. staffing limitations and budget limitations has limited our ability to provide more release time to expand distributed leadership. 2. Our Instructional Leadership team, Budget Advisory, Calendar committee, graduation committee, WASC team		\$15,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	9) Athletic Booster Committee or Extra-curricular programs integrate ops team [proposed]			and safety committee, cabinet and exec team all meet regularly and share leadership decisions.			



## Goal 5

Goal Description

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		

# Coversheet

## RenStar Testing- Results Review

**Section:** VI. Information/Discussion Items  
**Item:** C. RenStar Testing- Results Review  
**Purpose:**  
**Submitted by:**  
**Related Material:** RENSTAR 2425 GROWTH PRESENTATION BM2-27-2025.pdf

### BACKGROUND:

LTC Pike will present the RenStar testing results review element of our Math Improvement Plan. The Math Plan progression and Math interim assessment results will be standing items on our agenda for the 24-25 school year.

### RECOMMENDATION:

It is the recommendation of the superintendent and staff that the Board listen to the math presentation and both seek clarification and provide direction as we seek outstanding results.

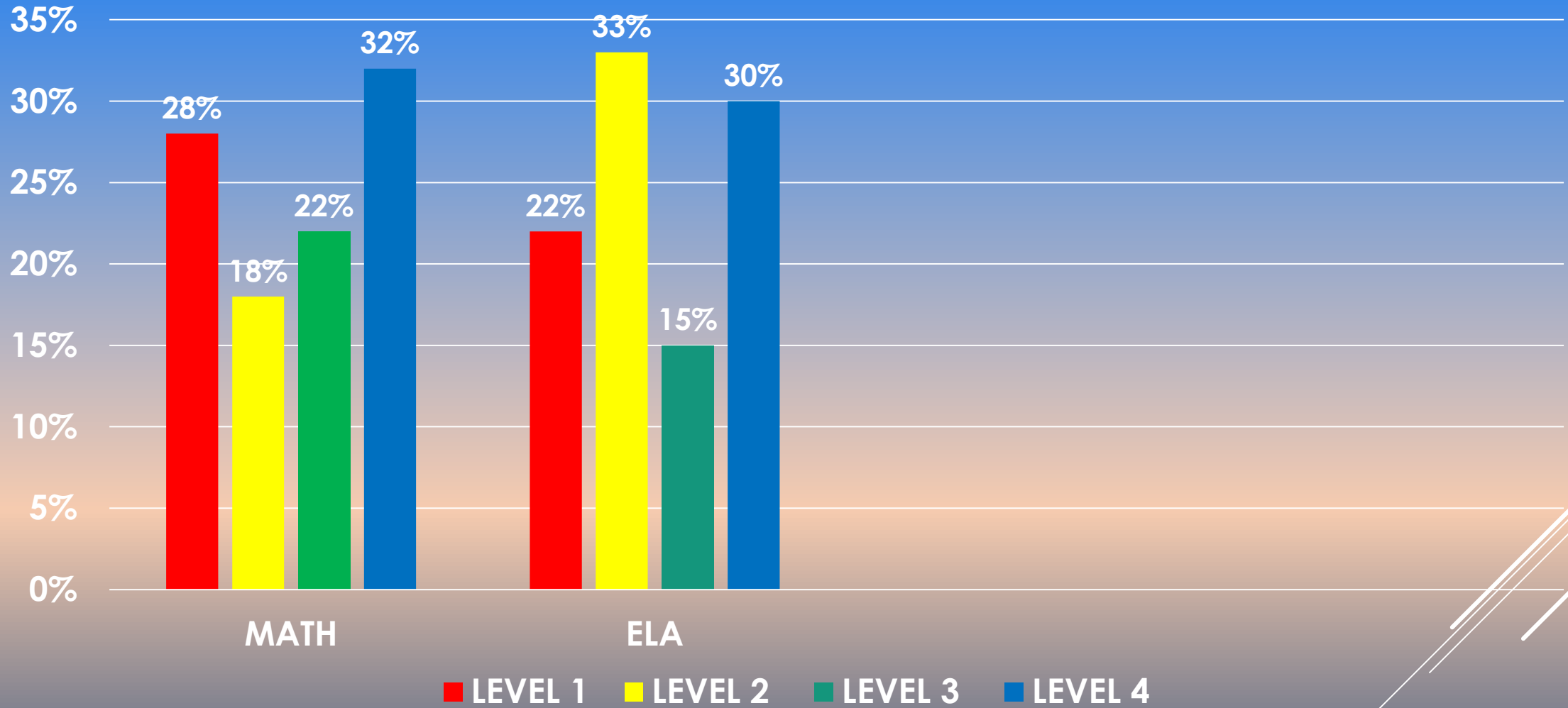
# RENSTAR TESTING- RESULTS REVIEW

2023 - 2024

2024 – 2025

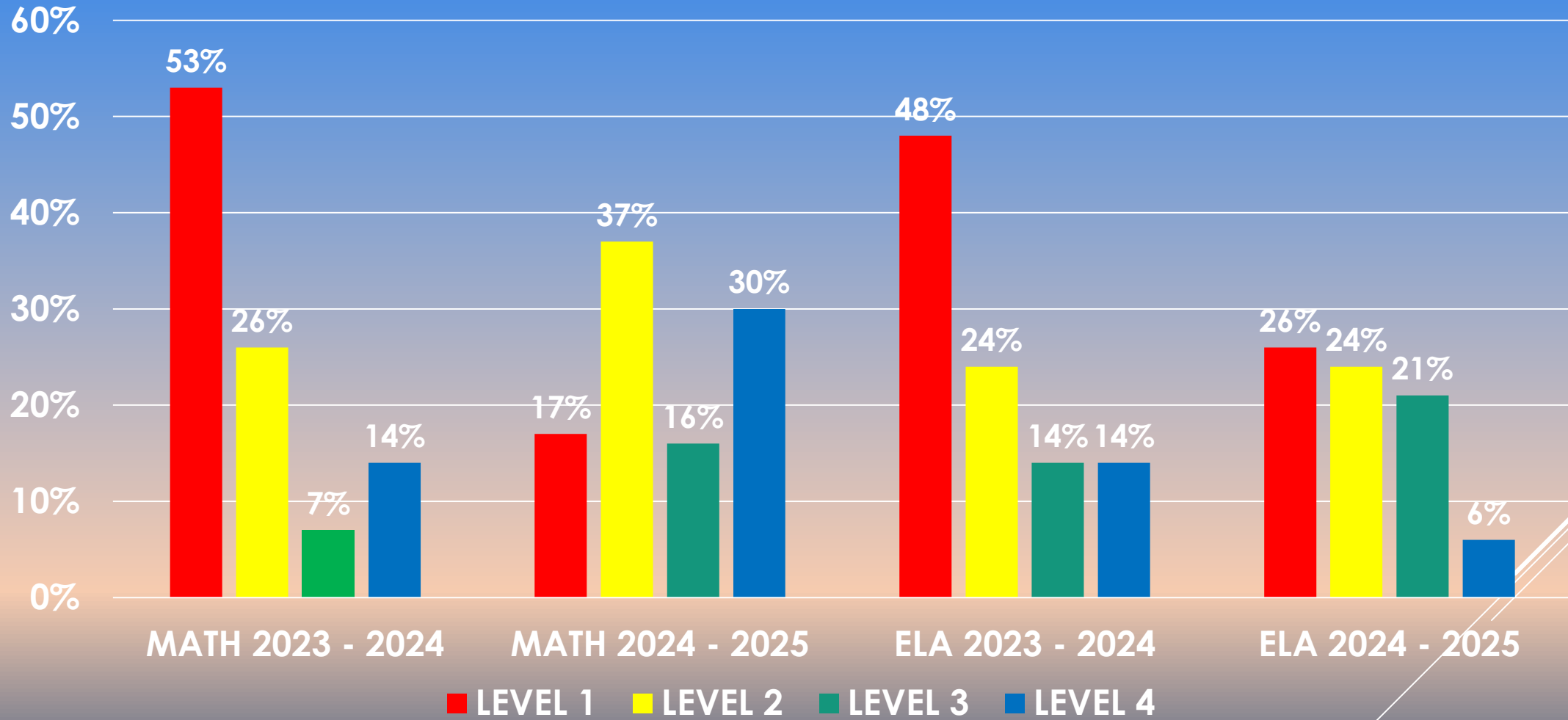
COMPARISON

# COMPARISON



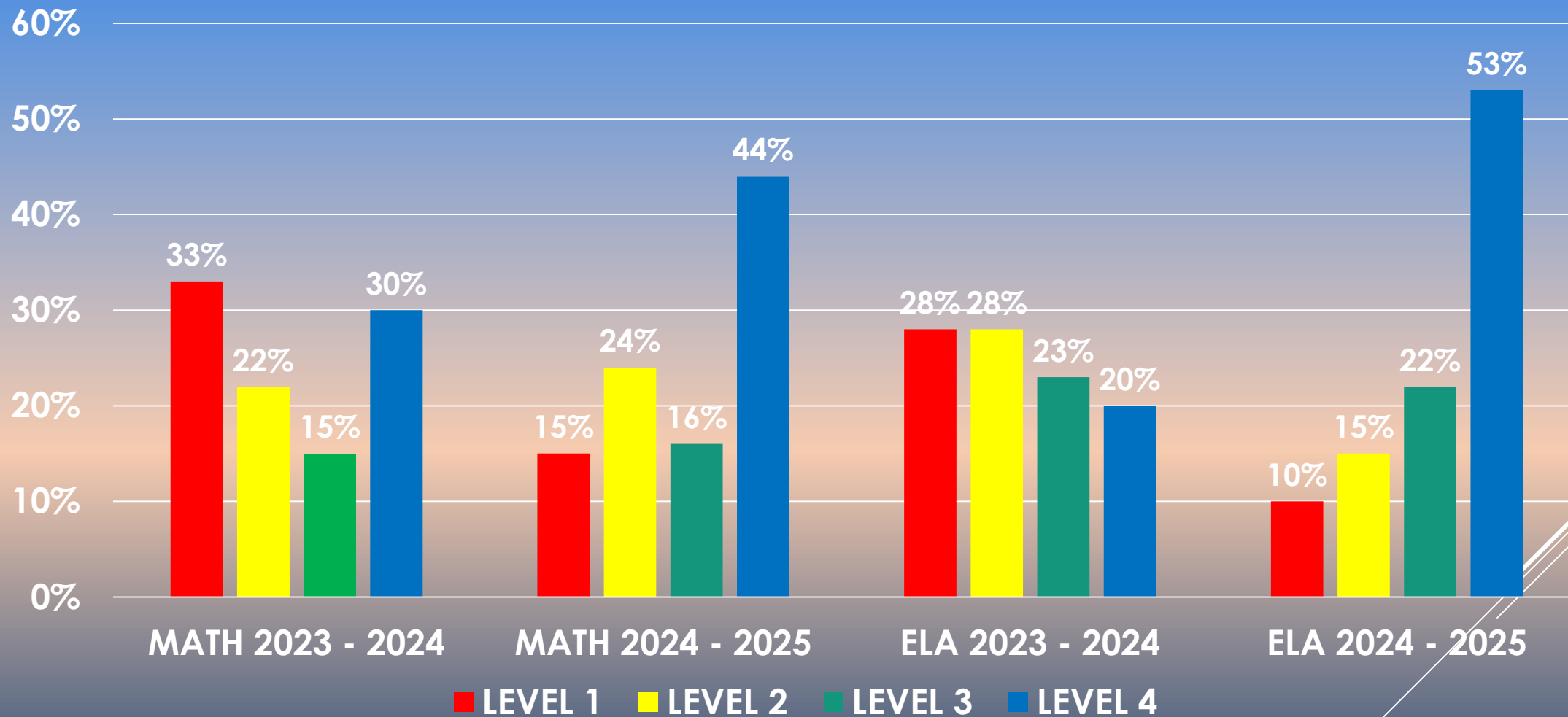
## 6<sup>TH</sup> GRADE RENSTAR

## COMPARISON



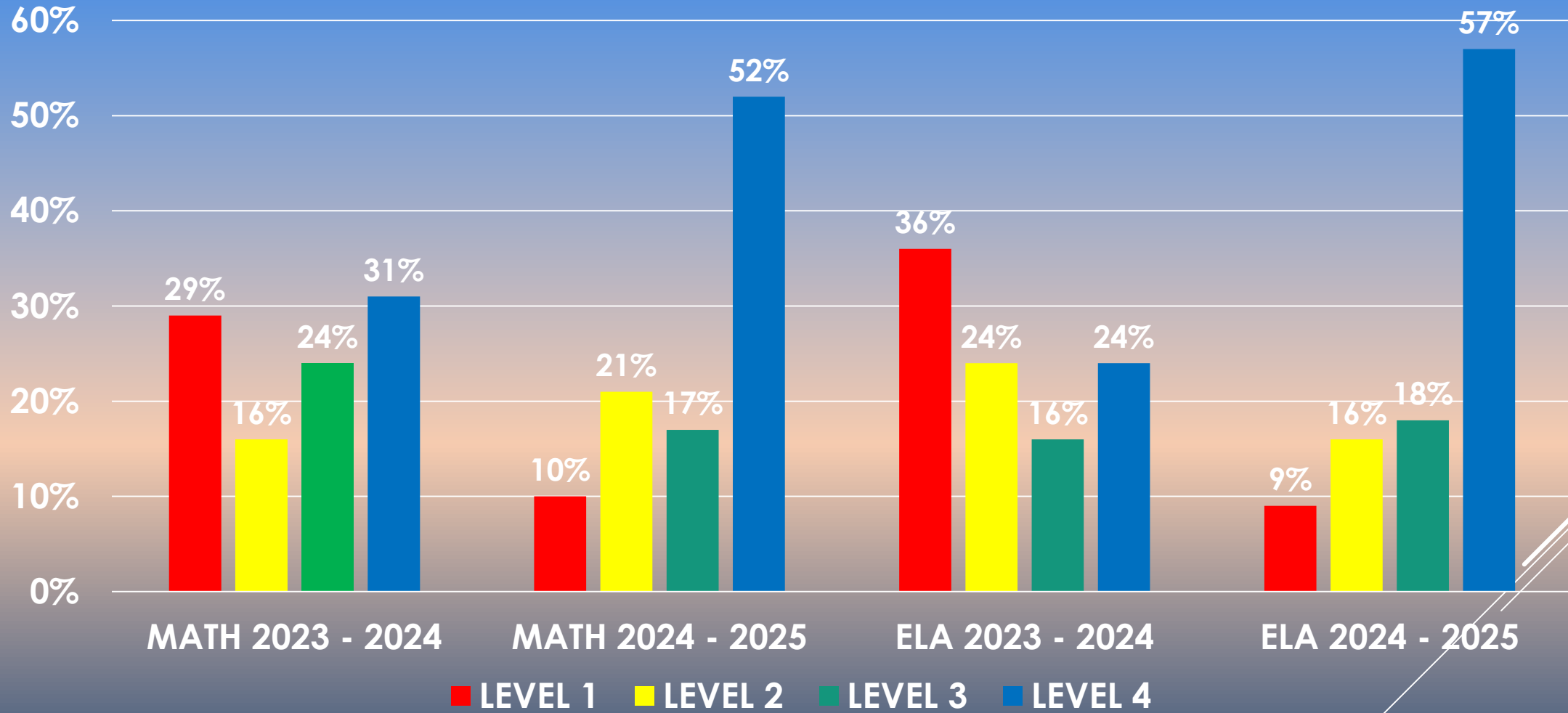
# 7<sup>TH</sup> GRADE RENSTAR

## COMPARISON



# 8<sup>TH</sup> GRADE RENSTAR

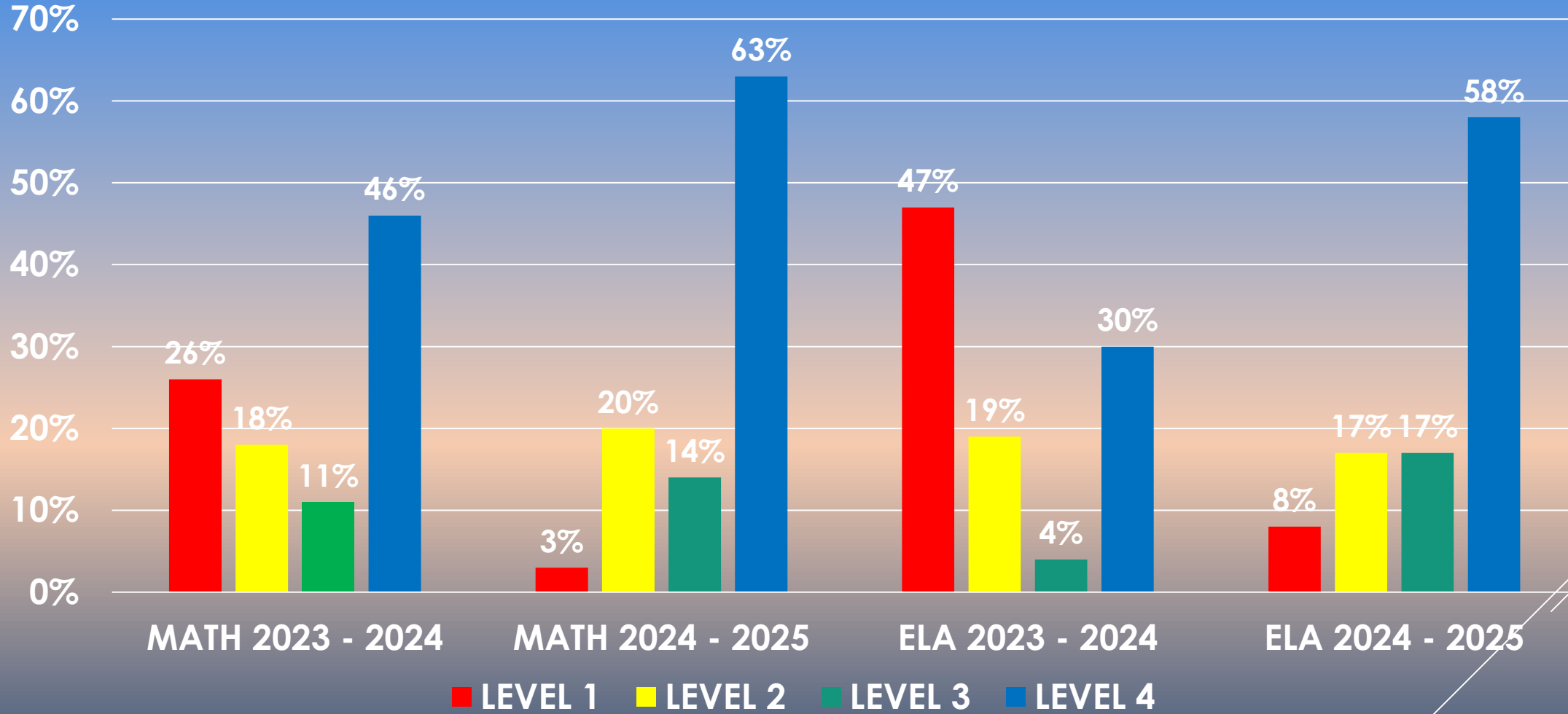
## COMPARISON



# 9<sup>TH</sup> GRADE RENSTAR

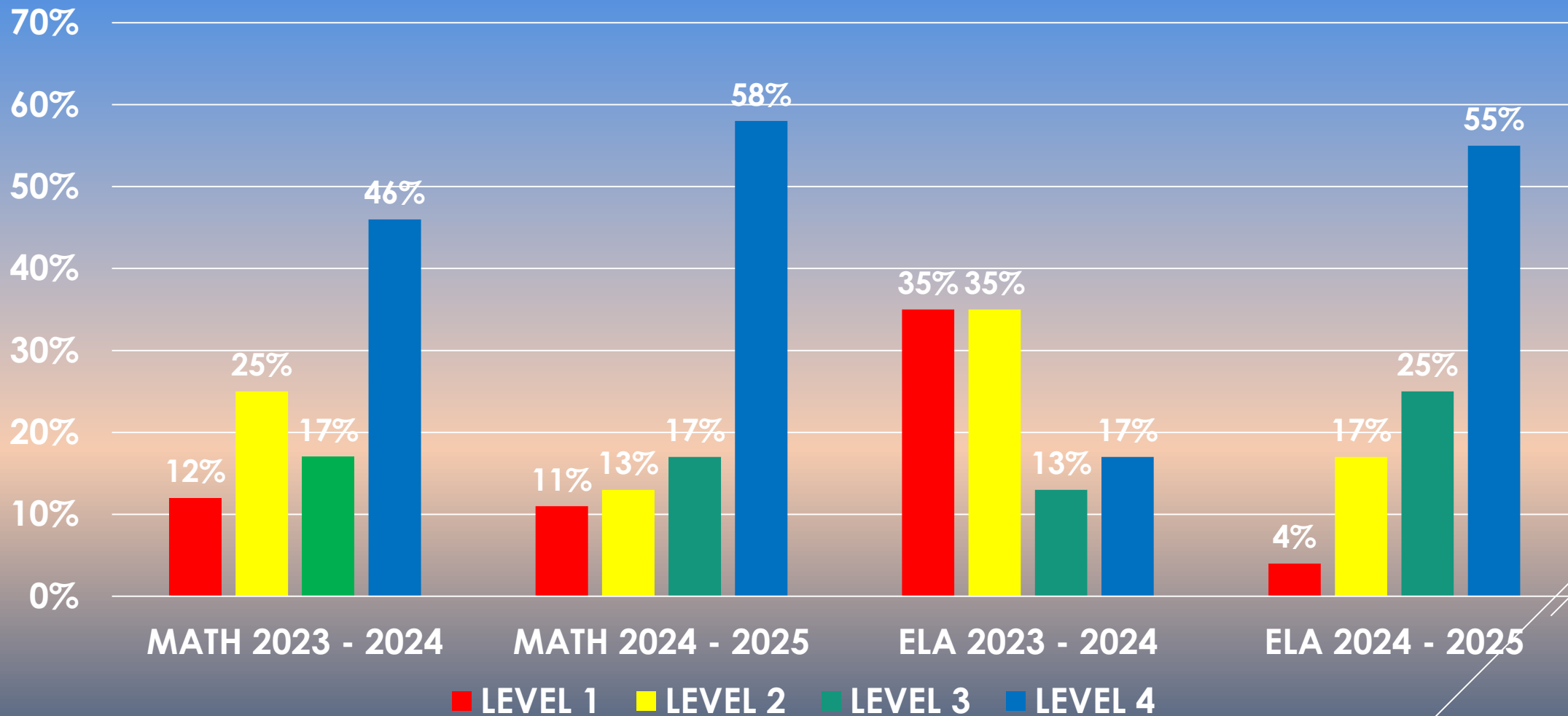


## COMPARISON



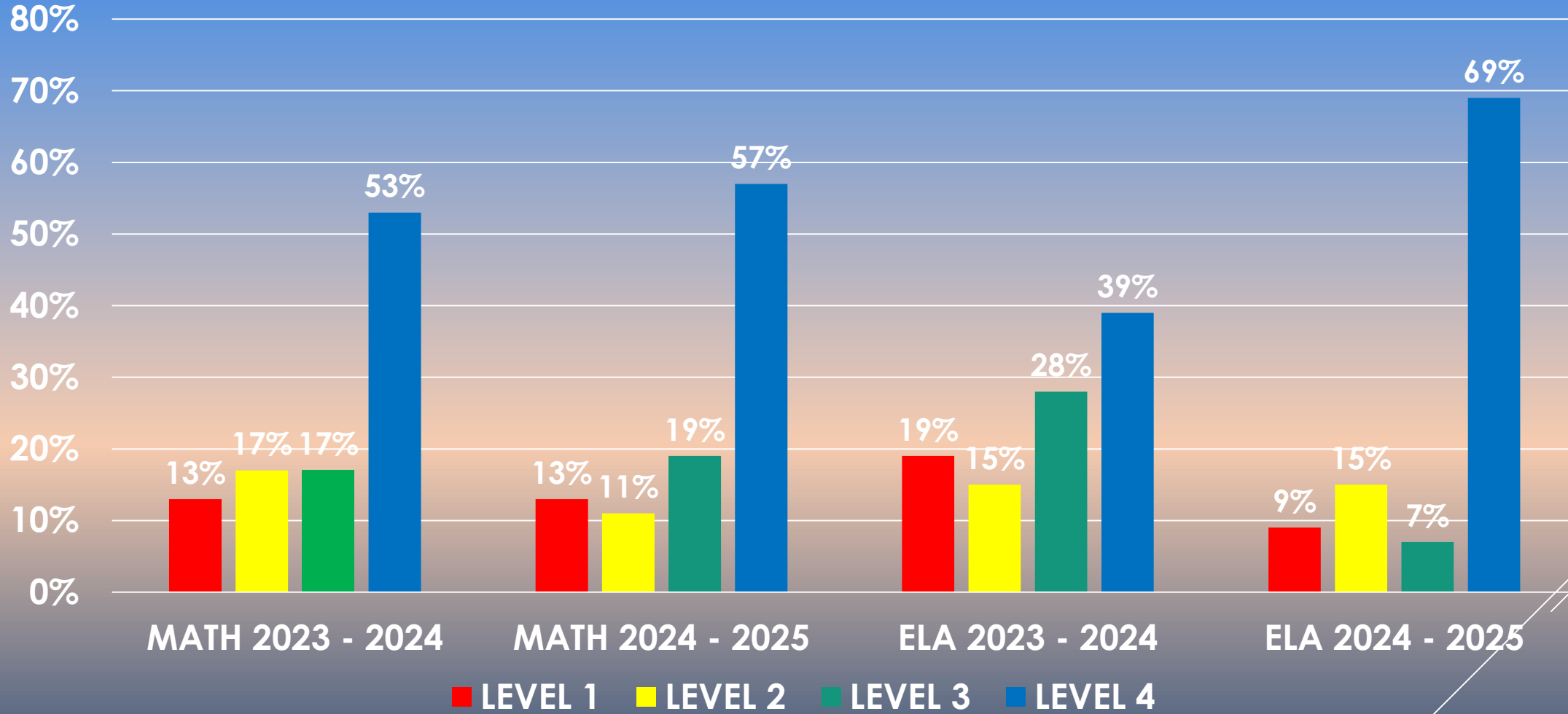
# 10<sup>TH</sup> GRADE RENSTAR

## COMPARISON



# 11<sup>TH</sup> GRADE RENSTAR

## COMPARISON



# 12<sup>TH</sup> GRADE RENSTAR

# Coversheet

## Financial Update

**Section:** VI. Information/Discussion Items  
**Item:** D. Financial Update  
**Purpose:**  
**Submitted by:** Jessika Welcome  
**Related Material:** OMI-Feb BOD Meeting Packet-JW-20250221.pdf

**BACKGROUND:**

Attached you will find a monthly cashflow projection for the 2024-25 FY. It includes the monthly expenditures and monthly revenues.

# Oakland Military Institute

# Financial Update

JESSIKA WELCOME

FEBRUARY 27, 2025





# Contents

- **2024-25 Financial Update**

- Forecast Update
- Monthly Cash Balance
- Enrollment & Attendance Update
- Attendance Percentage by Grade
- 2024-25 to 2025-26 Changes
- 2<sup>nd</sup> Interim
- Summary

- **Exhibits**

- January Financials
- January Cash Flow
- MYP

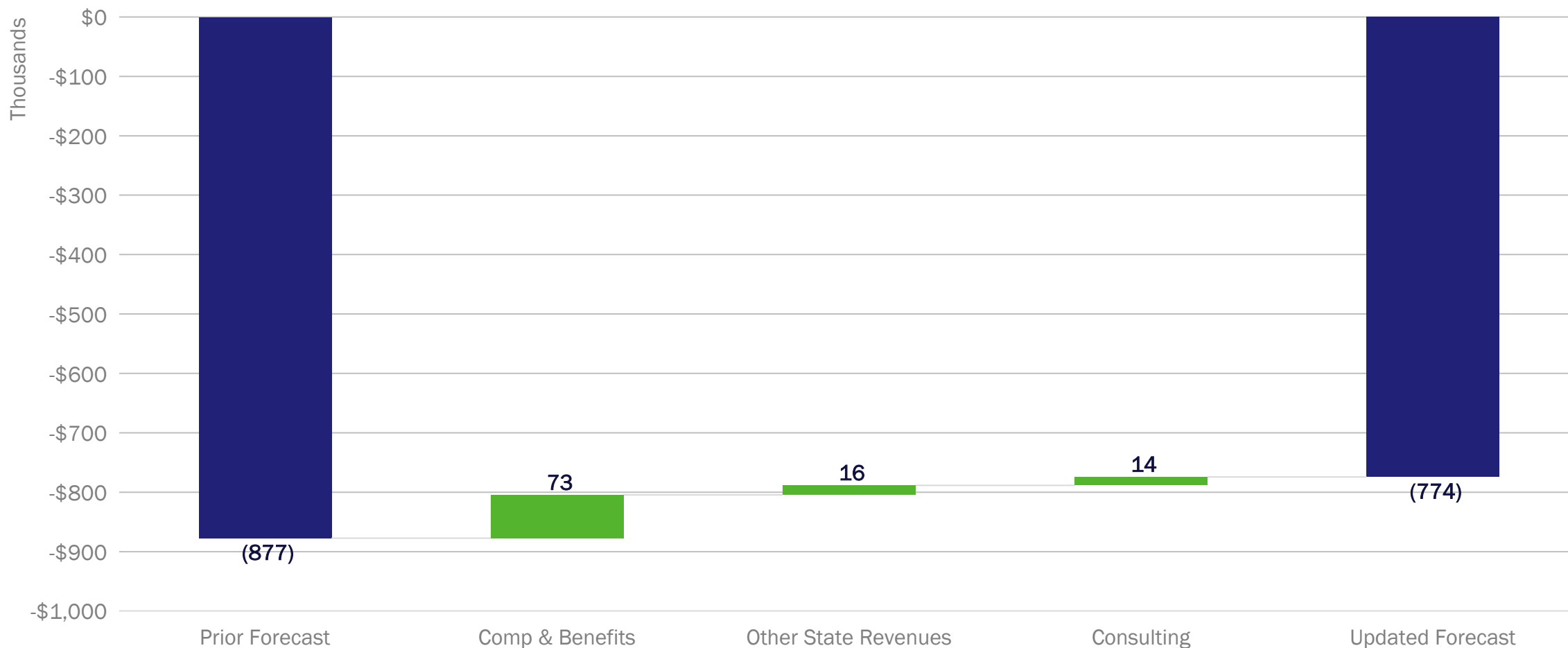
# 2024-25





# 2024-25 Forecast Update

## Forecast improves by \$103K, largely due to changes in staffing

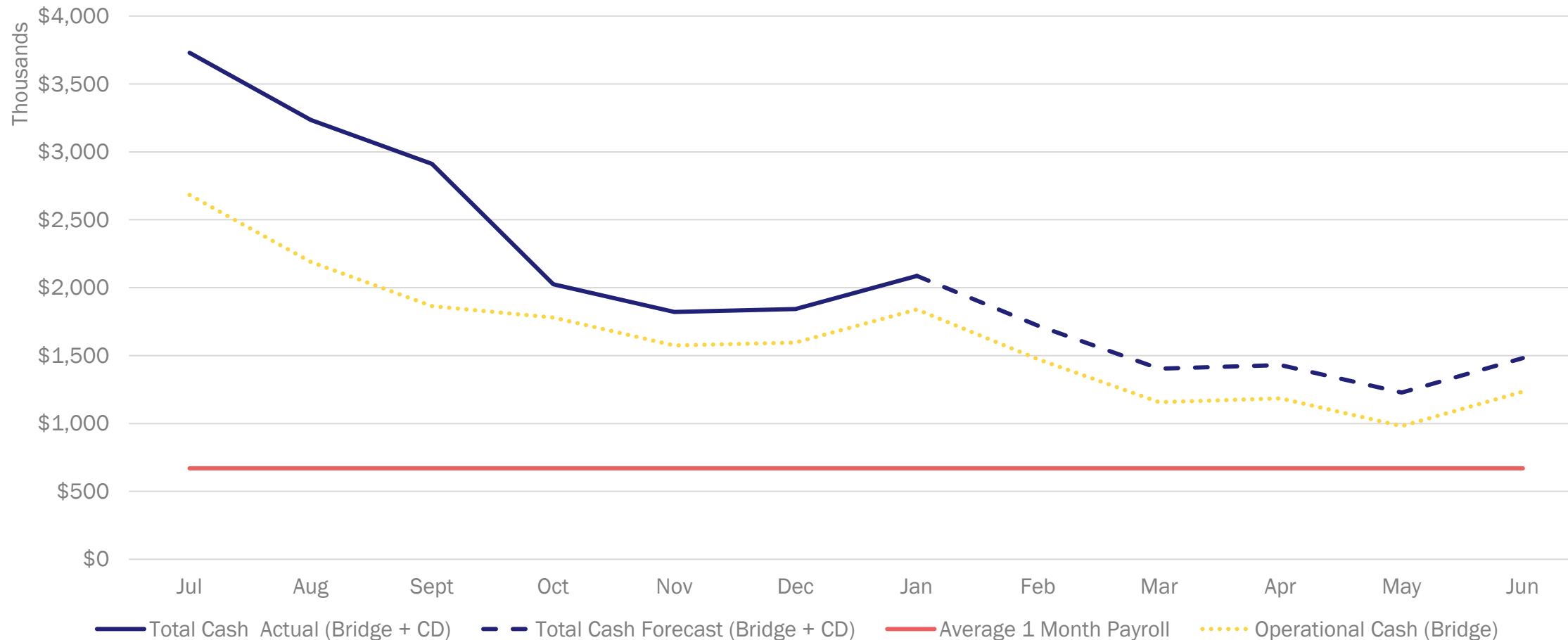






# Monthly Cash Balance

## Cash forecast rises with reduced expenses





# Enrollment & Attendance

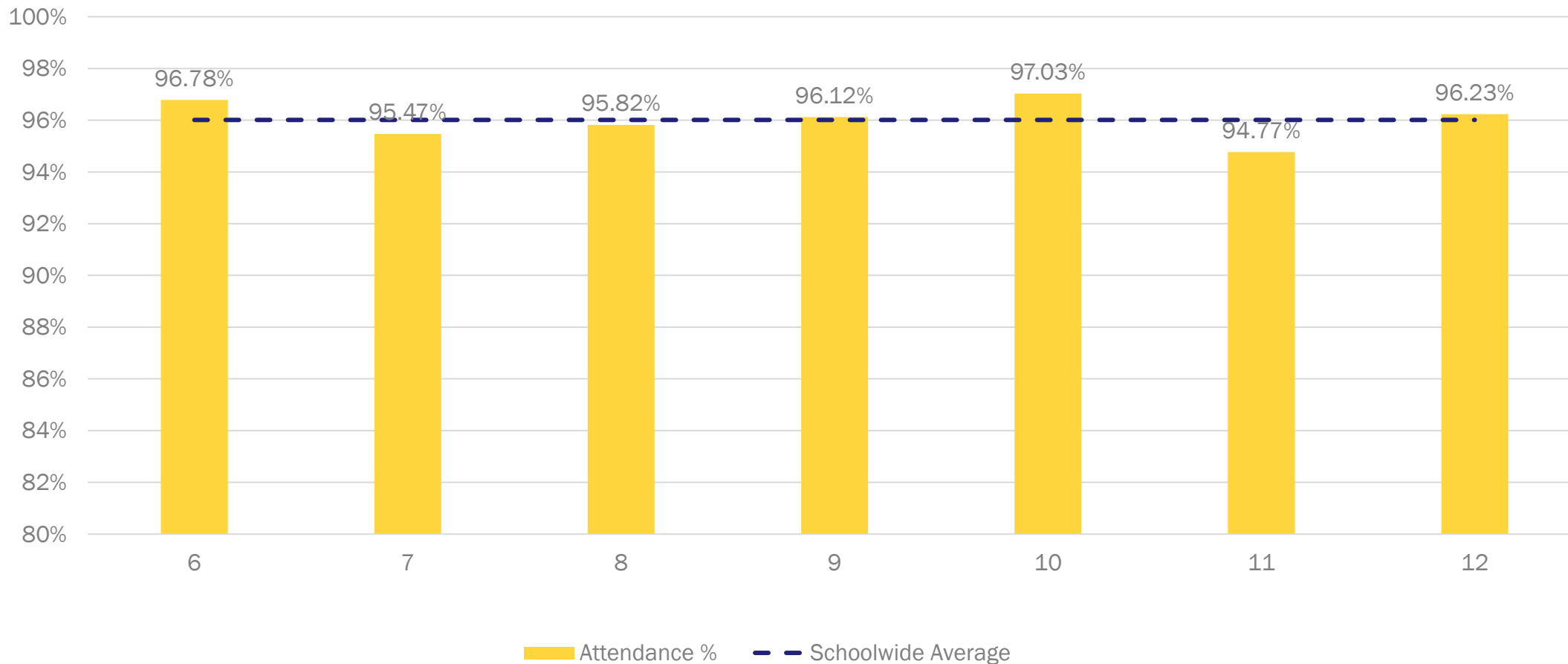
**M7 saw a drop in attendance; M8 & M9 need to be close to 95% to hit target ADA**





# Attendance Percentage by Grade – P1

**Average attendance as of M7 is 96.01%**





# 2024-25 to 2025-26 Changes

## ADA

- Enrollment: 480 → 500
- Attendance at 94%
- ADA increases +14

## Revenue

- COLA improves from 1.07% to 2.43%, each % increase ~\$73K
- Assumes new grants totaling \$200K (CSPP, etc.)

## Payroll

- Reduction in FTE of ~6.0 FTE, mostly achieved through attrition
- Vertical travel (increase) for staff, but no changes to schedule

## 4000s & 5000s

- Minimal changes based on inflation or current year spending
- No major projects (i.e. kitchen upgrade)

# 2<sup>nd</sup> Interim



		2024-25	2025-26	2026-27
		<b>Current Forecast</b>	<b>Projected Budget</b>	<b>Projected Budget</b>
Revenue	LCFF Entitlement	7,023,953	7,477,421	7,738,301
	Federal Revenue	765,996	746,200	760,679
	Other State Revenues	2,092,571	1,590,125	1,560,822
	Local Revenues	552,580	648,612	648,612
	Fundraising and Grants	-	-	-
	<b>Total Revenue</b>	<b>10,435,100</b>	<b>10,462,358</b>	<b>10,708,414</b>
Expenses	Comp and Benefits	7,035,181	6,559,147	6,688,112
	Books and Supplies	843,611	791,258	814,995
	Services and Other Ops	2,814,622	2,612,326	2,554,635
	Depreciation	492,898	400,563	387,224
	Other Outflows	23,084	23,777	24,490
	<b>Total Expenses</b>	<b>11,209,396</b>	<b>10,387,071</b>	<b>10,469,456</b>
	<b>Operating Income</b>	<b>(774,296)</b>	<b>75,287</b>	<b>238,958</b>
	Beginning Balance (Unaudited)	12,215,929	11,441,633	11,516,920
	Operating Income	(774,296)	75,287	238,958
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>11,441,633</b>	<b>11,516,920</b>	<b>11,755,878</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>102.07%</b>	<b>110.88%</b>	<b>112.29%</b>

# Monthly Financial Summary

## Accomplishments

- Current year 2<sup>nd</sup> Interim deficit is \$100K better than the 1<sup>st</sup> Interim

## Next Steps

- Prepare 2<sup>nd</sup> Interim Reporting materials for submission to OUSD
- Refine enrollment and staffing assumptions for next year's budget

## Goals & Horizon Issues

- Create tiered wish lists and cut lists tied to enrollment and funding

# Exhibits



**Oakland Military Institute**  
**Income Statement**  
**As of Jan FY2025**

	Actual			YTD	Budget & Forecast							
	Nov	Dec	Jan		Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>												
<b>Revenue</b>												
LCFF Entitlement	403,695	679,837	784,147	3,414,035	7,477,940	7,023,953	7,023,953	-	(453,987)	3,609,918	49%	
Federal Revenue	-	96,433	121,412	219,831	666,231	765,996	765,996	-	99,765	546,165	29%	
Other State Revenues	62,622	92,270	180,041	513,945	1,497,539	2,076,324	2,092,571	16,248	595,032	1,578,626	25%	
Local Revenues	112,020	9,842	2,979	220,398	227,344	552,580	552,580	-	325,236	332,182	40%	
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	
<b>Total Revenue</b>	<b>578,337</b>	<b>878,382</b>	<b>1,088,579</b>	<b>4,368,209</b>	<b>9,869,054</b>	<b>10,418,852</b>	<b>10,435,100</b>	<b>16,248</b>	<b>566,046</b>	<b>6,066,891</b>	<b>42%</b>	
<b>Expenses</b>												
Compensation and Benefits	620,754	692,315	696,869	4,195,217	7,003,334	7,107,829	7,035,181	72,647	(31,847)	2,839,965	60%	
Books and Supplies	2,790	491	170,373	415,100	997,232	859,421	843,611	15,810	153,621	428,511	49%	
Services and Other Operating Expenditures	126,710	190,559	148,971	1,471,937	2,440,747	2,813,012	2,814,622	(1,610)	(373,875)	1,342,685	52%	
Depreciation	-	-	-	-	492,898	492,898	492,898	-	-	492,898	0%	
Other Outflows & Amortization	5,868	2,075	5,043	14,517	23,084	23,084	23,084	-	-	8,567	63%	
<b>Total Expenses</b>	<b>756,122</b>	<b>885,440</b>	<b>1,021,257</b>	<b>6,096,771</b>	<b>10,957,295</b>	<b>11,296,244</b>	<b>11,209,397</b>	<b>86,847</b>	<b>(252,101)</b>	<b>5,112,625</b>	<b>54%</b>	
<b>Net Income</b>	<b>(177,785)</b>	<b>(7,059)</b>	<b>67,323</b>	<b>(1,728,562)</b>	<b>(1,088,241)</b>	<b>(877,391)</b>	<b>(774,297)</b>	<b>103,094</b>	<b>313,944</b>	<b>954,265</b>		
<b>Fund Balance</b>												
Beginning Balance (Unaudited)					12,213,381	12,213,381	12,213,381					
Audit Adjustment					-	2,548	2,548					
Net Income					(1,088,241)	(877,391)	(774,297)					
<b>Ending Fund Balance</b>					<b>11,125,140</b>	<b>11,338,538</b>	<b>11,441,632</b>					
Fund Balance as a % of Expenses						102%	100%			102%		



**Oakland Military Institute**  
**Income Statement**  
**As of Jan FY2025**

	Actual			YTD	Budget & Forecast						
	Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>KEY ASSUMPTIONS</b>											
<b>Enrollment Summary</b>											
4-6					86	60	60	-	(26)		
7-8					156	170	170	-	14		
9-12					297	250	250	-	(47)		
<b>Total Enrolled</b>					<b>538</b>	<b>480</b>	<b>480</b>	-	(58)		
<b>ADA %</b>											
4-6					90.0%	95.0%	95.0%	0.0%	5.0%		
7-8					90.0%	95.0%	95.0%	0.0%	5.0%		
9-12					90.0%	95.0%	95.0%	0.0%	5.0%		
<b>Average ADA %</b>					<b>90.0%</b>	<b>95.0%</b>	<b>95.0%</b>	<b>0.0%</b>	<b>5.0%</b>		
<b>ADA</b>											
4-6					77.00	57.00	57.00	-	(20.00)		
7-8					140.00	161.50	161.50	-	21.50		
9-12					267.00	237.50	237.50	-	(29.50)		
<b>Total ADA</b>					<b>484.00</b>	<b>456.00</b>	<b>456.00</b>	-	(28.00)		

**Oakland Military Institute**  
**Income Statement**  
**As of Jan FY2025**

	Actual			YTD	Budget & Forecast							
	Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current Forecast	% Current Forecast	
								Current Forecast	Current Forecast	Remaining	Spent	
<b>REVENUE</b>												
<b>LCFF Entitlement</b>												
8011	Charter Schools General Purpose Entitlement - State Aid	403,695	403,695	403,696	2,063,333	3,898,744	4,388,299	4,388,299	-	489,555	2,324,966	47%
8012	Education Protection Account Entitlement	-	-	242,380	484,761	1,835,489	946,949	946,949	-	(888,540)	462,188	51%
8019	State Aid - Prior Years	-	-	-	2,996	-	2,996	2,996	-	2,996	-	100%
8096	Charter Schools in Lieu of Property Taxes	-	276,142	138,071	862,945	1,743,707	1,685,709	1,685,709	-	(57,998)	822,764	51%
	<b>SUBTOTAL - LCFF Entitlement</b>	<b>403,695</b>	<b>679,837</b>	<b>784,147</b>	<b>3,414,035</b>	<b>7,477,940</b>	<b>7,023,953</b>	<b>7,023,953</b>	-	<b>(453,987)</b>	<b>3,609,918</b>	<b>49%</b>
<b>Federal Revenue</b>												
8181	Special Education - Entitlement	-	-	-	-	67,340	72,520	72,520	-	5,180	72,520	0%
8220	Child Nutrition Programs	-	65,523	36,208	101,926	364,122	382,500	382,500	-	18,378	280,574	27%
8291	Title I	-	-	76,133	76,133	182,566	212,139	212,139	-	29,573	136,006	36%
8292	Title II	-	-	6,097	6,097	16,029	24,706	24,706	-	8,677	18,609	25%
8293	Title III	-	6,610	-	6,610	27,031	36,135	36,135	-	9,104	29,525	18%
8294	Title IV	-	-	2,974	2,974	9,143	11,905	11,905	-	2,762	8,931	25%
8297	PY Federal - Not Accrued	-	24,300	-	26,091	-	26,091	26,091	-	26,091	-	100%
	<b>SUBTOTAL - Federal Revenue</b>	<b>-</b>	<b>96,433</b>	<b>121,412</b>	<b>219,831</b>	<b>666,231</b>	<b>765,996</b>	<b>765,996</b>	-	<b>99,765</b>	<b>546,165</b>	<b>29%</b>
<b>Other State Revenue</b>												
8319	Other State Apportionments - Prior Years	-	-	16,248	51,790	-	35,542	51,790	16,248	51,790	-	100%
8381	Special Education - Entitlement (State)	36,359	36,359	72,718	223,382	419,054	418,736	418,736	-	(318)	195,354	53%
8382	Special Education Reimbursement (State)	3,490	3,490	3,489	17,837	39,584	36,348	36,348	-	(3,236)	18,511	49%
8520	Child Nutrition - State	-	29,648	16,386	46,115	171,085	173,400	173,400	-	2,315	127,285	27%
8545	School Facilities Apportionments	-	-	-	-	120,124	120,124	120,124	-	-	120,124	0%
8550	Mandated Cost Reimbursements	-	-	18,701	18,701	18,701	18,701	18,701	-	-	(0)	100%
8560	State Lottery Revenue	-	-	29,726	29,726	142,450	134,209	134,209	-	(8,241)	104,483	22%
8590	All Other State Revenue	-	-	-	10,000	203,097	654,017	654,017	-	450,920	644,017	2%
8591	Prop 28 Arts & Music in Schools	8,055	8,055	8,056	41,171	104,461	108,506	108,506	-	4,045	67,335	38%
8593	ELOP	14,718	14,718	14,717	75,223	117,483	215,241	215,241	-	97,758	140,018	35%
8596	ASES	-	-	-	-	161,500	161,500	161,500	-	-	161,500	0%
	<b>SUBTOTAL - Other State Revenue</b>	<b>62,622</b>	<b>92,270</b>	<b>180,041</b>	<b>513,945</b>	<b>1,497,539</b>	<b>2,076,324</b>	<b>2,092,571</b>	<b>16,248</b>	<b>595,032</b>	<b>1,578,626</b>	<b>25%</b>
<b>Local Revenue</b>												
8660	Interest	-	-	-	-	12,106	40,000	40,000	-	27,894	40,000	0%
8699	All Other Local Revenue	112,020	9,842	2,979	220,398	152,126	449,468	449,468	-	297,342	229,070	49%
8703	Measure G1	-	-	-	-	63,112	63,112	63,112	-	-	63,112	0%
	<b>SUBTOTAL - Local Revenue</b>	<b>112,020</b>	<b>9,842</b>	<b>2,979</b>	<b>220,398</b>	<b>227,344</b>	<b>552,580</b>	<b>552,580</b>	-	<b>325,236</b>	<b>332,182</b>	<b>40%</b>
<b>Fundraising and Grants</b>												
	<b>SUBTOTAL - Fundraising and Grants</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUE</b>												
		<b>578,337</b>	<b>878,382</b>	<b>1,088,579</b>	<b>4,368,209</b>	<b>9,869,054</b>	<b>10,418,852</b>	<b>10,435,100</b>	<b>16,248</b>	<b>566,046</b>	<b>6,066,891</b>	<b>42%</b>

**Oakland Military Institute**  
**Income Statement**  
**As of Jan FY2025**

	Actual			YTD	Budget & Forecast							
	Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
<b>EXPENSES</b>												
<b>Compensation &amp; Benefits</b>												
<b>Certificated Salaries</b>												
1100	Teachers Salaries	254,473	284,974	258,863	1,563,790	3,035,509	2,650,747	2,650,747	-	384,762	1,086,958	59%
1103	Teacher - Substitute Pay	24,577	18,999	17,128	132,461	-	216,590	216,590	-	(216,590)	84,128	61%
1200	Certificated Pupil Support Salaries	24,815	30,018	25,557	161,501	289,317	296,717	296,717	-	(7,400)	135,216	54%
1300	Certificated Supervisor & Administrator Salaries	57,336	63,738	48,103	372,397	556,345	612,844	612,844	-	(56,499)	240,447	61%
	<b>SUBTOTAL - Certificated Salaries</b>	<b>361,202</b>	<b>397,729</b>	<b>349,652</b>	<b>2,230,149</b>	<b>3,881,171</b>	<b>3,776,897</b>	<b>3,776,897</b>	<b>-</b>	<b>104,274</b>	<b>1,546,749</b>	<b>59%</b>
<b>Classified Salaries</b>												
2100	Classified Instructional Aide Salaries	12,187	11,445	7,743	71,771	138,801	166,795	147,185	19,610	(8,384)	75,414	49%
2200	Classified Support Salaries	29,571	27,199	19,530	173,812	437,854	300,710	300,710	-	137,144	126,898	58%
2300	Classified Supervisor & Administrator Salaries	34,504	41,983	35,500	249,052	190,355	415,086	363,443	51,642	(173,088)	114,391	69%
2400	Classified Clerical & Office Salaries	24,951	29,620	25,870	179,947	313,720	329,854	329,854	-	(16,134)	149,907	55%
2900	Classified Other Salaries	5,615	6,018	10,877	27,372	13,500	86,944	108,680	(21,736)	(95,180)	81,308	25%
	<b>SUBTOTAL - Classified Salaries</b>	<b>106,828</b>	<b>116,265</b>	<b>99,521</b>	<b>701,954</b>	<b>1,094,230</b>	<b>1,299,388</b>	<b>1,249,872</b>	<b>49,516</b>	<b>(155,642)</b>	<b>547,918</b>	<b>56%</b>
<b>Employee Benefits</b>												
3100	STRS	60,040	68,804	60,994	410,515	683,512	672,897	672,897	-	10,615	262,382	61%
3200	PERS	29,581	32,235	26,802	198,114	351,137	370,849	351,576	19,274	(439)	153,461	56%
3300	OASDI-Medicare-Alternative	14,360	14,952	13,352	90,727	160,537	169,908	166,120	3,788	(5,583)	75,394	55%
3400	Health & Welfare Benefits	47,125	57,833	119,521	504,412	733,309	737,628	737,628	-	(4,319)	233,216	68%
3500	Unemployment Insurance	608	883	17,769	26,561	44,033	27,974	28,415	(441)	15,618	1,854	93%
3600	Workers Comp Insurance	1,011	3,614	9,260	32,784	55,405	52,286	51,776	510	3,629	18,991	63%
	<b>SUBTOTAL - Employee Benefits</b>	<b>152,725</b>	<b>178,322</b>	<b>247,697</b>	<b>1,263,114</b>	<b>2,027,933</b>	<b>2,031,543</b>	<b>2,008,412</b>	<b>23,131</b>	<b>19,521</b>	<b>745,298</b>	<b>63%</b>
<b>Books &amp; Supplies</b>												
4100	Approved Textbooks & Core Curricula Materials	-	-	-	-	39,714	-	-	-	39,714	-	-
4200	Books & Other Reference Materials	-	-	-	3,467	-	19,714	19,714	-	(19,714)	16,247	18%
4320	Educational Software	-	-	54	30,368	-	48,668	32,859	15,810	(32,859)	2,491	92%
4325	Instructional Materials & Supplies	786	97	1,510	18,852	400,243	75,939	75,939	-	324,305	57,086	25%
4330	Office Supplies	2,030	15	270	9,365	-	25,000	25,000	-	(25,000)	15,635	37%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	7,656	26,000	20,000	20,000	-	6,000	12,344	38%
4420	Computers: individual items less than \$5k	-	295	-	79,103	-	109,400	109,400	-	(109,400)	30,297	72%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	5,329	-	18,000	18,000	-	(18,000)	12,671	30%
4710	Student Food Services	-	-	167,610	254,060	531,275	510,000	510,000	-	21,275	255,940	50%
4720	Other Food	(26)	84	929	6,901	-	32,700	32,700	-	(32,700)	25,799	21%
	<b>SUBTOTAL - Books and Supplies</b>	<b>2,790</b>	<b>491</b>	<b>170,373</b>	<b>415,100</b>	<b>997,232</b>	<b>859,421</b>	<b>843,611</b>	<b>15,810</b>	<b>153,621</b>	<b>428,511</b>	<b>49%</b>
<b>Services &amp; Other Operating Expenses</b>												
5100	Subagreements for Services	-	-	-	46,900	290,000	239,835	239,835	-	50,165	192,935	20%
5200	Travel & Conferences	(500)	2,326	-	21,995	63,363	21,995	21,995	-	41,368	-	100%
5300	Dues & Memberships	202	1,402	202	17,165	-	18,501	18,501	-	(18,501)	1,336	93%
5305	Dues & Membership - Professional	-	-	-	-	13,930	-	-	-	13,930	-	-
5400	Insurance	6,539	5,645	3,305	83,466	126,379	124,897	124,897	-	1,482	41,432	67%
5515	Janitorial, Gardening Services & Supplies	10,885	10,885	10,885	92,545	426,803	143,585	143,585	-	283,218	51,040	64%
5520	Security	7,110	3,705	9,005	50,960	-	78,316	78,316	-	(78,316)	27,356	65%
5535	Utilities - All Utilities	9,117	5,508	18,611	94,114	-	218,036	218,036	-	(218,036)	123,922	43%

**Oakland Military Institute**  
**Income Statement**  
**As of Jan FY2025**

		Actual			YTD	Budget & Forecast						
		Nov	Dec	Jan	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5605	Equipment Leases	1,997	1,604	1,929	10,198	-	17,057	17,057	-	(17,057)	6,859	60%
5610	Rent	13,827	12,729	14,926	96,792	298,000	160,000	160,000	-	138,000	63,208	60%
5611	Prop 39 Related Costs	-	32,500	-	97,500	-	138,000	138,000	-	(138,000)	40,500	71%
5615	Repairs and Maintenance - Building	8,034	1,596	5,390	41,437	107,000	317,281	317,281	-	(210,281)	275,845	13%
5618	Repairs & Maintenance - Auto	-	-	1,798	3,529	-	10,000	10,000	-	(10,000)	6,471	35%
5803	Accounting Fees	-	-	10,313	12,732	30,250	30,250	30,250	-	-	17,518	42%
5809	Banking Fees	10	23	10	883	-	5,000	5,000	-	(5,000)	4,117	18%
5812	Business Services	16,417	16,417	16,497	122,997	-	205,000	205,000	-	(205,000)	82,003	60%
5815	Consultants - Instructional	-	10,800	-	157,663	82,585	179,894	165,694	14,200	(83,109)	8,031	95%
5820	Consultants - Non Instructional - Custom 1	12,993	-	3,140	43,527	336,699	140,809	140,809	-	195,890	97,282	31%
5824	District Oversight Fees	-	49,734	-	49,734	74,779	70,240	70,240	-	4,540	20,506	71%
5830	Field Trips Expenses	-	-	-	9,654	15,000	30,000	30,000	-	(15,000)	20,346	32%
5833	Fines and Penalties	-	-	-	867	-	1,000	1,000	-	(1,000)	133	87%
5836	Fingerprinting	78	-	624	2,044	-	3,605	3,605	-	(3,605)	1,561	57%
5845	Legal Fees	10,910	8,093	12,355	65,004	126,175	126,175	126,175	-	-	61,171	52%
5851	Marketing and Student Recruiting	-	-	-	16,820	15,000	16,820	16,820	-	(1,820)	-	100%
5857	Payroll Fees	592	1,703	601	5,123	-	7,500	7,500	-	(7,500)	2,377	68%
5861	Prior Yr Exp (not accrued)	13,015	-	-	62,777	-	62,777	62,777	-	(62,777)	-	100%
5863	Professional Development	2,700	5,950	-	19,357	15,000	35,000	50,810	(15,810)	(35,810)	31,453	38%
5869	Special Education Contract Instructors	-	9,115	19,515	63,401	75,000	95,000	95,000	-	(20,000)	31,599	67%
5872	Special Education Encroachment	525	525	525	2,684	-	15,165	15,165	-	(15,165)	12,481	18%
5874	Sports	2,281	870	5,277	18,666	20,000	27,750	27,750	-	(7,750)	9,084	67%
5877	Student Activities	-	-	-	150	-	17,719	17,719	-	-	17,569	1%
5878	Student Assessment	1,749	-	(1,749)	-	5,384	5,384	5,384	-	-	5,384	0%
5880	Student Health Services	-	-	-	-	-	7,500	7,500	-	(7,500)	7,500	0%
5881	Student Information System	875	875	1,841	15,285	10,220	23,694	23,694	-	(13,474)	8,409	65%
5884	Substitutes	1,935	420	6,144	11,319	15,000	40,000	40,000	-	(25,000)	28,681	28%
5887	Technology Services	840	2,402	1,440	30,076	156,908	41,937	41,937	-	114,971	11,861	72%
5893	Transportation - Student	2,276	822	356	9,025	11,500	11,500	11,500	-	-	2,475	78%
5899	Miscellaneous Operating Expenses	-	-	648	19,024	-	20,000	20,000	-	(20,000)	976	95%
5900	Communications	2,269	4,565	4,745	73,693	108,053	99,590	99,590	-	8,463	25,897	74%
5915	Postage and Delivery	33	347	637	2,832	-	6,200	6,200	-	(6,200)	3,368	46%
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>126,710</b>	<b>190,559</b>	<b>148,971</b>	<b>1,471,937</b>	<b>2,440,747</b>	<b>2,813,012</b>	<b>2,814,622</b>	<b>(1,610)</b>	<b>(373,875)</b>	<b>1,342,685</b>	<b>52%</b>
<b>Capital Outlay &amp; Depreciation</b>												
6900	Depreciation	-	-	-	-	492,898	492,898	492,898	-	-	492,898	0%
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>492,898</b>	<b>492,898</b>	<b>492,898</b>	<b>-</b>	<b>-</b>	<b>492,898</b>	<b>0%</b>
<b>Other Outflows &amp; Amortization</b>												
7438	Debt Service - Interest	-	-	-	-	23,084	23,084	23,084	-	-	23,084	0%
7999	Uncategorized Expense	5,868	2,075	5,043	14,517	-	-	-	-	-	(14,517)	
<b>SUBTOTAL - Other Outflows &amp; Amortization</b>		<b>5,868</b>	<b>2,075</b>	<b>5,043</b>	<b>14,517</b>	<b>23,084</b>	<b>23,084</b>	<b>23,084</b>	<b>-</b>	<b>-</b>	<b>8,567</b>	<b>63%</b>
<b>TOTAL EXPENSES</b>		<b>756,122</b>	<b>885,440</b>	<b>1,021,257</b>	<b>6,096,771</b>	<b>10,957,295</b>	<b>11,296,244</b>	<b>11,209,397</b>	<b>86,847</b>	<b>(252,101)</b>	<b>5,112,625</b>	<b>54%</b>

**Oakland Military Institute**  
**Monthly Cash Forecast**  
**As of Jan FY2025**

	2024-25												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
<b>Beginning Cash</b>	<b>2,164,624</b>	<b>2,682,870</b>	<b>2,188,279</b>	<b>1,864,525</b>	<b>1,778,955</b>	<b>1,574,282</b>	<b>1,595,589</b>	<b>1,840,157</b>	<b>1,472,895</b>	<b>1,156,527</b>	<b>1,184,081</b>	<b>980,770</b>		
<b>REVENUE</b>														
LCFF Entitlement	2,996	327,830	431,383	784,147	403,695	679,837	784,147	540,268	511,942	737,392	511,942	513,440	7,023,953	794,934
Federal Revenue	-	-	1,791	195	-	96,433	121,412	88,879	38,250	74,510	109,471	38,250	765,996	196,805
Other State Revenue	52,788	34,790	53,106	38,328	62,622	92,270	180,041	216,518	81,206	121,581	81,206	755,253	2,092,571	322,863
Other Local Revenue	297	1,513	4,194	89,554	112,020	9,842	2,979	75,949	48,280	48,280	48,280	48,280	552,580	63,112
Fundraising & Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>	<b>56,081</b>	<b>364,133</b>	<b>490,474</b>	<b>912,224</b>	<b>578,337</b>	<b>878,382</b>	<b>1,088,579</b>	<b>921,614</b>	<b>679,678</b>	<b>981,763</b>	<b>750,899</b>	<b>1,355,223</b>	<b>10,435,100</b>	<b>1,377,714</b>
<b>EXPENSES</b>														
Certificated Salaries	33,509	355,849	360,756	371,452	361,202	397,729	349,652	365,177	358,285	358,285	358,285	106,718	3,776,897	-
Classified Salaries	62,362	99,589	106,469	110,921	106,828	116,265	99,521	167,116	97,516	97,516	97,516	88,254	1,249,872	-
Employee Benefits	174,775	215,545	111,713	182,338	152,725	178,322	247,697	185,368	174,050	167,775	167,775	50,330	2,008,412	-
Books & Supplies	91,631	40,756	58,723	50,336	2,790	491	170,373	68,702	68,702	68,702	68,702	68,702	843,611	85,000
Services & Other Operating Expenses	287,320	217,594	254,549	246,235	126,710	190,559	148,971	225,440	290,873	255,312	255,312	296,984	2,814,622	18,764
Capital Outlay & Depreciation	-	-	-	-	-	-	-	328,599	41,075	41,075	41,075	41,075	492,898	-
Other Outflows	-	-	-	1,530	5,868	2,075	5,043	133	1,795	1,787	1,779	1,771	23,084	1,300
<b>TOTAL EXPENSES</b>	<b>649,598</b>	<b>929,333</b>	<b>892,210</b>	<b>962,813</b>	<b>756,122</b>	<b>885,440</b>	<b>1,021,257</b>	<b>1,340,535</b>	<b>1,032,297</b>	<b>990,452</b>	<b>990,444</b>	<b>653,833</b>	<b>11,209,397</b>	<b>105,064</b>
<b>Operating Cash Inflow (Outflow)</b>	<b>(593,517)</b>	<b>(565,200)</b>	<b>(401,736)</b>	<b>(50,589)</b>	<b>(177,785)</b>	<b>(7,059)</b>	<b>67,323</b>	<b>(418,921)</b>	<b>(352,619)</b>	<b>(8,689)</b>	<b>(239,545)</b>	<b>701,390</b>	<b>(774,297)</b>	<b>1,272,649</b>
Accounts Receivable	1,530,268	-	46,638	161,243	-	15,628	85,303	(5,391)	-	-	-	-	-	-
Other Current Assets	119,464	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	328,599	41,075	41,075	41,075	41,075	41,075	-
Accounts Payable	54,469	1,587	(56,462)	31,651	(26,138)	(4,613)	95,742	(100,292)	-	-	-	-	-	-
Other Current Liabilities	(617,484)	69,022	87,806	(144,216)	(750)	17,351	(3,801)	(123,379)	-	-	-	-	-	-
Deferred Revenue	25,046	-	-	(83,660)	-	-	-	(9,574)	-	-	-	-	(484,212)	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	(38,303)	(4,824)	(4,832)	(4,840)	(4,848)	-	-
<b>Ending Cash</b>	<b>2,682,870</b>	<b>2,188,279</b>	<b>1,864,525</b>	<b>1,778,955</b>	<b>1,574,282</b>	<b>1,595,589</b>	<b>1,840,157</b>	<b>1,472,895</b>	<b>1,156,527</b>	<b>1,184,081</b>	<b>980,770</b>	<b>1,234,175</b>		

**Oakland Military Institute**  
**Multi-year Projection**  
**As of Jan FY2025**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>SUMMARY</b>			
<b>Revenue</b>			
LCFF Entitlement	7,023,953	7,477,421	7,738,301
Federal Revenue	765,996	746,200	760,679
Other State Revenues	2,092,571	1,590,125	1,560,822
Local Revenues	552,580	648,612	648,612
Fundraising and Grants	-	-	-
<b>Total Revenue</b>	<b>10,435,100</b>	<b>10,462,358</b>	<b>10,708,414</b>
<b>Expenses</b>			
Compensation and Benefits	7,035,181	6,559,147	6,688,112
Books and Supplies	843,611	791,258	814,995
Services and Other Operating Expenditures	2,814,622	2,612,326	2,554,635
Depreciation	492,898	400,563	387,224
Other Outflows & Amortization	23,084	23,777	24,490
<b>Total Expenses</b>	<b>11,209,397</b>	<b>10,387,070</b>	<b>10,469,456</b>
<b>Net Income</b>	<b>(774,297)</b>	<b>75,288</b>	<b>238,958</b>
<b>Fund Balance</b>			
Beginning Balance (Unaudited)	12,213,381	11,441,632	11,516,920
Audit Adjustment	2,548		
Beginning Balance (Audited)	12,215,929	11,441,632	11,516,920
Net Income	(774,297)	75,288	238,958
<b>Ending Fund Balance</b>	<b>11,441,632</b>	<b>11,516,920</b>	<b>11,755,878</b>
<b>Total Revenue Per ADA</b>	22,884	22,260	22,784
<b>Total Expenses Per ADA</b>	24,582	22,100	22,275
<b>Net Income Per ADA</b>	(1,698)	160	508
<b>Fund Balance as a % of Expenses</b>	102%	111%	112%

**Oakland Military Institute**  
**Multi-year Projection**  
**As of Jan FY2025**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>Key Assumptions</b>			
<b>Enrollment Breakdown</b>			
6	60	70	70
7	88	70	70
8	82	85	85
9	76	80	80
10	64	77	77
11	56	64	64
12	54	54	54
<b>Total Enrolled</b>	<b>480</b>	<b>500</b>	<b>500</b>
<b>ADA %</b>			
4-6	95.0%	94.0%	94.0%
7-8	95.0%	94.0%	94.0%
9-12	95.0%	94.0%	94.0%
<b>Average ADA %</b>	<b>95.0%</b>	<b>94.0%</b>	<b>94.0%</b>
<b>ADA</b>			
4-6	57	66	66
7-8	162	146	146
9-12	238	259	259
<b>Total ADA</b>	<b>456</b>	<b>470</b>	<b>470</b>

**Oakland Military Institute**  
**Multi-year Projection**  
**As of Jan FY2025**

		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
		<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>REVENUE</b>				
<b>LCFF Entitlement</b>				
8011	Charter Schools General Purpose Entitlement - State Aid	4,388,299	4,740,219	4,965,909
8012	Education Protection Account Entitlement	946,949	999,739	1,034,929
8019	State Aid - Prior Years	2,996	-	-
8096	Charter Schools in Lieu of Property Taxes	1,685,709	1,737,463	1,737,463
<b>SUBTOTAL - LCFF Entitlement</b>		<b>7,023,953</b>	<b>7,477,421</b>	<b>7,738,301</b>
<b>Federal Revenue</b>				
8181	Special Education - Entitlement	72,520	67,340	70,000
8220	Child Nutrition Programs	382,500	393,975	405,794
8291	Title I	212,139	212,139	212,139
8292	Title II	24,706	24,706	24,706
8293	Title III	36,135	36,135	36,135
8294	Title IV	11,905	11,905	11,905
8297	PY Federal - Not Accrued	26,091	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>765,996</b>	<b>746,200</b>	<b>760,679</b>
<b>Other State Revenue</b>				
8319	Other State Apportionments - Prior Years	51,790	-	-
8381	Special Education - Entitlement (State	418,736	421,543	421,543
8382	Special Education Reimbursement (State	36,348	37,464	37,464
8520	Child Nutrition - State	173,400	178,602	183,960
8545	School Facilities Apportionments	120,124	120,124	120,124
8550	Mandated Cost Reimbursements	18,701	18,054	19,783
8560	State Lottery Revenue	134,209	134,015	134,015
8590	All Other State Revenue	654,017	291,849	225,342
8591	Prop 28 Arts & Music in Schools	108,506	86,715	90,147
8593	ELOP	215,241	140,260	166,944
8596	ASES	161,500	161,500	161,500
<b>SUBTOTAL - Other State Revenue</b>		<b>2,092,571</b>	<b>1,590,125</b>	<b>1,560,822</b>
<b>Local Revenue</b>				
8660	Interest	40,000	40,000	40,000
8699	All Other Local Revenue	449,468	545,500	545,500
8703	Measure G1	63,112	63,112	63,112
<b>SUBTOTAL - Local Revenue</b>		<b>552,580</b>	<b>648,612</b>	<b>648,612</b>
<b>Fundraising and Grants</b>				
<b>SUBTOTAL - Fundraising and Grants</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL REVENUE</b>		<b>10,435,100</b>	<b>10,462,358</b>	<b>10,708,414</b>



**Oakland Military Institute**  
**Multi-year Projection**  
**As of Jan FY2025**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
<b>EXPENSES</b>			
<b>Compensation &amp; Benefits</b>			
<b>Certificated Salaries</b>			
1100 Teachers Salaries	2,650,747	2,703,546	2,748,924
1103 Teacher - Substitute Pay	216,590	216,583	189,174
1200 Certificated Pupil Support Salaries	296,717	200,456	203,648
1300 Certificated Supervisor & Administrator Salaries	612,844	573,632	581,728
<b>SUBTOTAL - Certificated Salaries</b>	<b>3,776,897</b>	<b>3,694,218</b>	<b>3,723,475</b>
<b>Classified Salaries</b>			
2100 Classified Instructional Aide Salaries	147,185	123,160	124,199
2200 Classified Support Salaries	300,710	281,936	283,592
2300 Classified Supervisor & Administrator Salaries	363,443	265,300	270,651
2400 Classified Clerical & Office Salaries	329,854	266,625	272,889
2900 Classified Other Salaries	108,680	-	-
<b>SUBTOTAL - Classified Salaries</b>	<b>1,249,872</b>	<b>937,022</b>	<b>951,331</b>
<b>Employee Benefits</b>			
3100 STRS	672,897	673,531	684,234
3200 PERS	351,576	277,117	274,615
3300 OASDI-Medicare-Alternative	166,120	135,657	135,515
3400 Health & Welfare Benefits	737,628	768,608	845,469
3500 Unemployment Insurance	28,415	22,050	22,050
3600 Workers Comp Insurance	51,776	50,944	51,423
<b>SUBTOTAL - Employee Benefits</b>	<b>2,008,412</b>	<b>1,927,907</b>	<b>2,013,306</b>
<b>Books &amp; Supplies</b>			
4200 Books & Other Reference Materials	19,714	10,000	10,300
4320 Educational Software	32,859	27,665	28,495
4325 Instructional Materials & Supplies	75,939	50,000	51,500
4330 Office Supplies	25,000	25,750	26,523
4410 Classroom Furniture, Equipment & Supplies	20,000	20,600	21,218
4420 Computers: individual items less than \$5k	109,400	92,082	94,844
4430 Non Classroom Related Furniture, Equipment & Supplies	18,000	6,180	6,365
4710 Student Food Services	510,000	525,300	541,059
4720 Other Food	32,700	33,681	34,691
<b>SUBTOTAL - Books and Supplies</b>	<b>843,611</b>	<b>791,258</b>	<b>814,995</b>
<b>Services &amp; Other Operating Expenses</b>			
5100 Subagreements for Services	239,835	198,723	204,685
5200 Travel & Conferences	21,995	22,655	23,334
5300 Dues & Memberships	18,501	19,056	19,628
5400 Insurance	124,897	128,644	132,504
5515 Janitorial, Gardening Services & Supplies	143,585	147,893	152,329
5520 Security	78,316	76,804	79,108
5535 Utilities - All Utilities	218,036	224,577	231,315

**Oakland Military Institute**  
**Multi-year Projection**  
**As of Jan FY2025**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>
5605 Equipment Leases	17,057	17,568	18,095
5610 Rent	160,000	164,800	169,744
5611 Prop 39 Related Costs	138,000	142,140	146,404
5615 Repairs and Maintenance - Building	317,281	81,145	83,579
5618 Repairs & Maintenance - Auto	10,000	10,300	10,609
5803 Accounting Fees	30,250	31,158	32,092
5809 Banking Fees	5,000	5,150	5,305
5812 Business Services	205,000	205,000	210,000
5815 Consultants - Instructional	165,694	150,300	154,809
5820 Consultants - Non Instructional - Custom 1	140,809	127,198	17,714
5824 District Oversight Fees	70,240	77,017	82,096
5830 Field Trips Expenses	30,000	30,900	31,827
5833 Fines and Penalties	1,000	1,030	1,061
5836 Fingerprinting	3,605	3,713	3,825
5845 Legal Fees	126,175	129,960	133,859
5851 Marketing and Student Recruiting	16,820	17,325	17,845
5857 Payroll Fees	7,500	7,725	7,957
5861 Prior Yr Exp (not accrued)	62,777	-	-
5863 Professional Development	50,810	52,334	53,904
5869 Special Education Contract Instructors	95,000	97,850	100,786
5872 Special Education Encroachment	15,165	15,620	16,089
5874 Sports	27,750	28,583	29,440
5877 Student Activities	17,719	18,251	18,798
5878 Student Assessment	5,384	5,546	5,712
5880 Student Health Services	7,500	7,725	7,957
5881 Student Information System	23,694	24,405	25,137
5884 Substitutes	40,000	15,450	15,914
5887 Technology Services	41,937	184,373	165,525
5893 Transportation - Student	11,500	11,845	12,200
5899 Miscellaneous Operating Expenses	20,000	20,600	21,218
5900 Communications	99,590	102,578	105,655
5915 Postage and Delivery	6,200	6,386	6,578
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>2,814,622</b>	<b>2,612,326</b>	<b>2,554,635</b>
<b>Depreciation Expense</b>			
6900 Depreciation	492,898	400,563	387,224
<b>SUBTOTAL - Depreciation Expense</b>	<b>492,898</b>	<b>400,563</b>	<b>387,224</b>
<b>Other Outflows &amp; Amortization</b>			
7438 Debt Service - Interest	23,084	23,777	24,490
<b>SUBTOTAL - Other Outflows &amp; Amortization</b>	<b>23,084</b>	<b>23,777</b>	<b>24,490</b>
<b>TOTAL EXPENSES</b>	<b>11,209,397</b>	<b>10,387,070</b>	<b>10,469,456</b>

# Coversheet

## Lottery Update

**Section:** VI. Information/Discussion Items  
**Item:** E. Lottery Update  
**Purpose:**  
**Submitted by:** CMSgt (CA) Thomas James  
**Related Material:** EXSUM OMI End of On-Time Application Session 20250214.pdf

### BACKGROUND:

OMI's On-Time recruiting campaign update offers a summary of applications along with ranked priorities that help gauge interest for school year 2025-26 enrollment. To date OMI is performing 28% below last year this time.

### RECOMMENDATION:

Staff recommends the Board listen and provide feedback to CMSgt (CA) Thomas James and the rest of the team.

## Executive Summary: Oakland Military Institute Applications End of On-Time Session (SY 2025-26)

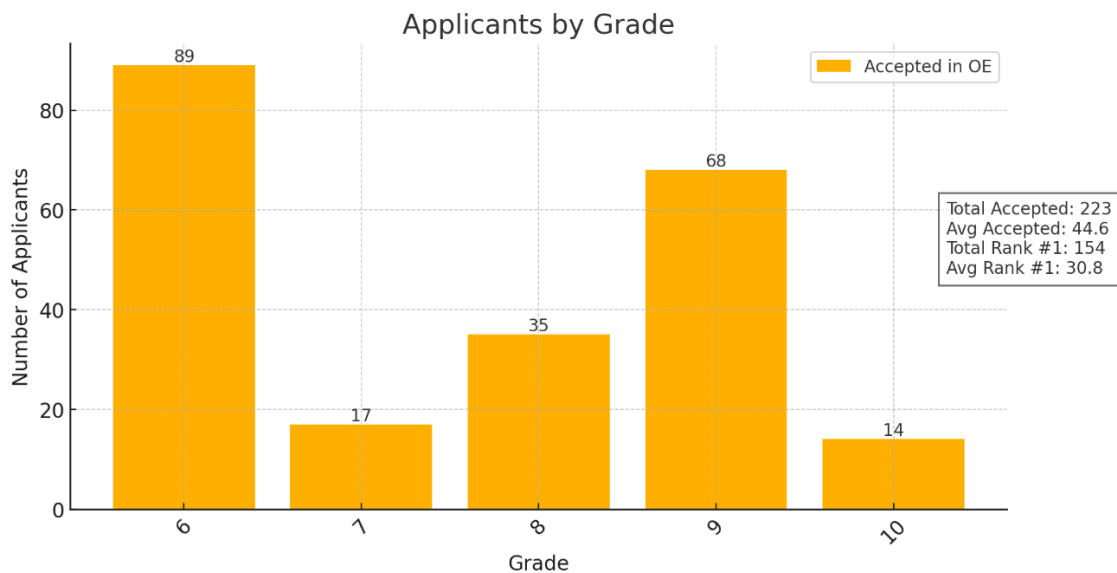
### Overview

This report provides an analysis of applications received for the **Oakland Military Institute (OMI) School Year 2025-26**. The data focuses on the total number of applicants, the distribution of applications across grades, and the preference ranking of OMI among applicants.

### Key Findings

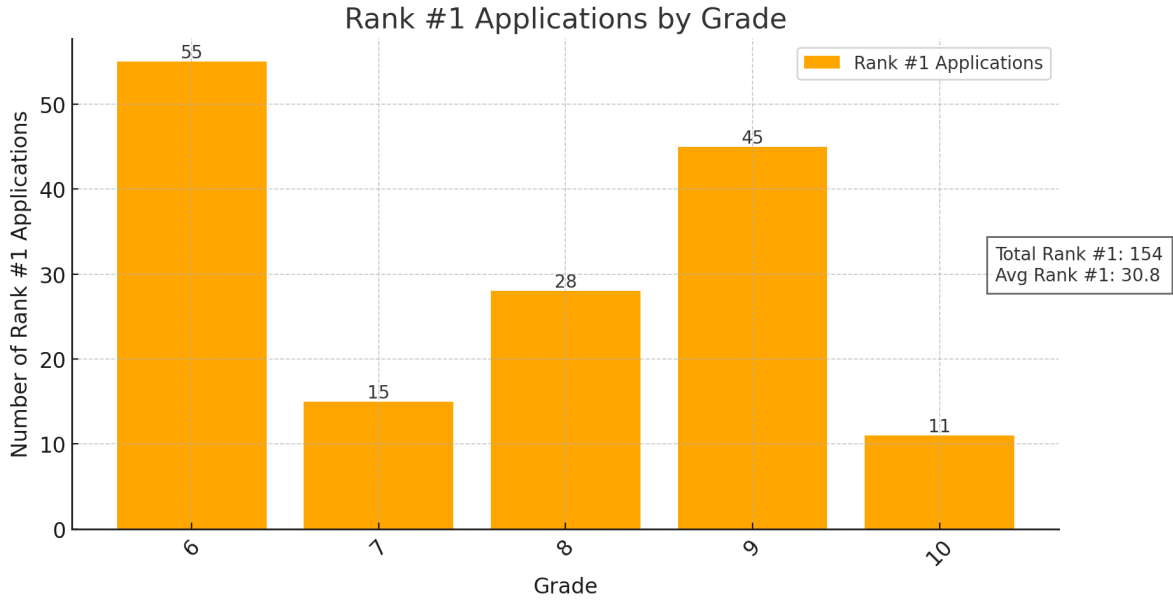
#### 1. Total Applications and Rank #1 Preferences

- **Total Accepted Applications: 223**
- **Total Rank #1 Applications: 154** (~69% of accepted applicants ranked OMI as their first choice)



#### 2. Applications by Grade

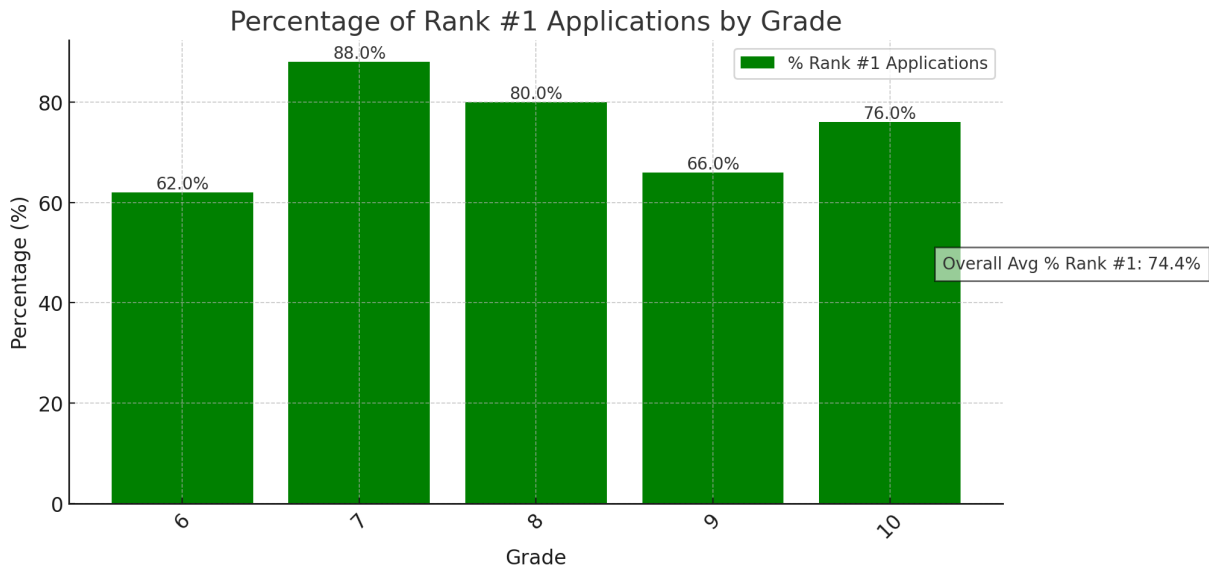
- **Highest number of accepted applicants: Grade 6 (89 applicants)**
- **Lowest number of accepted applicants: Grade 10 (14 applicants)**
- **Grades 7-9 showed moderate acceptance rates, with Grade 9 having 68 accepted applicants.**



### 3. Rank #1 Application Trends

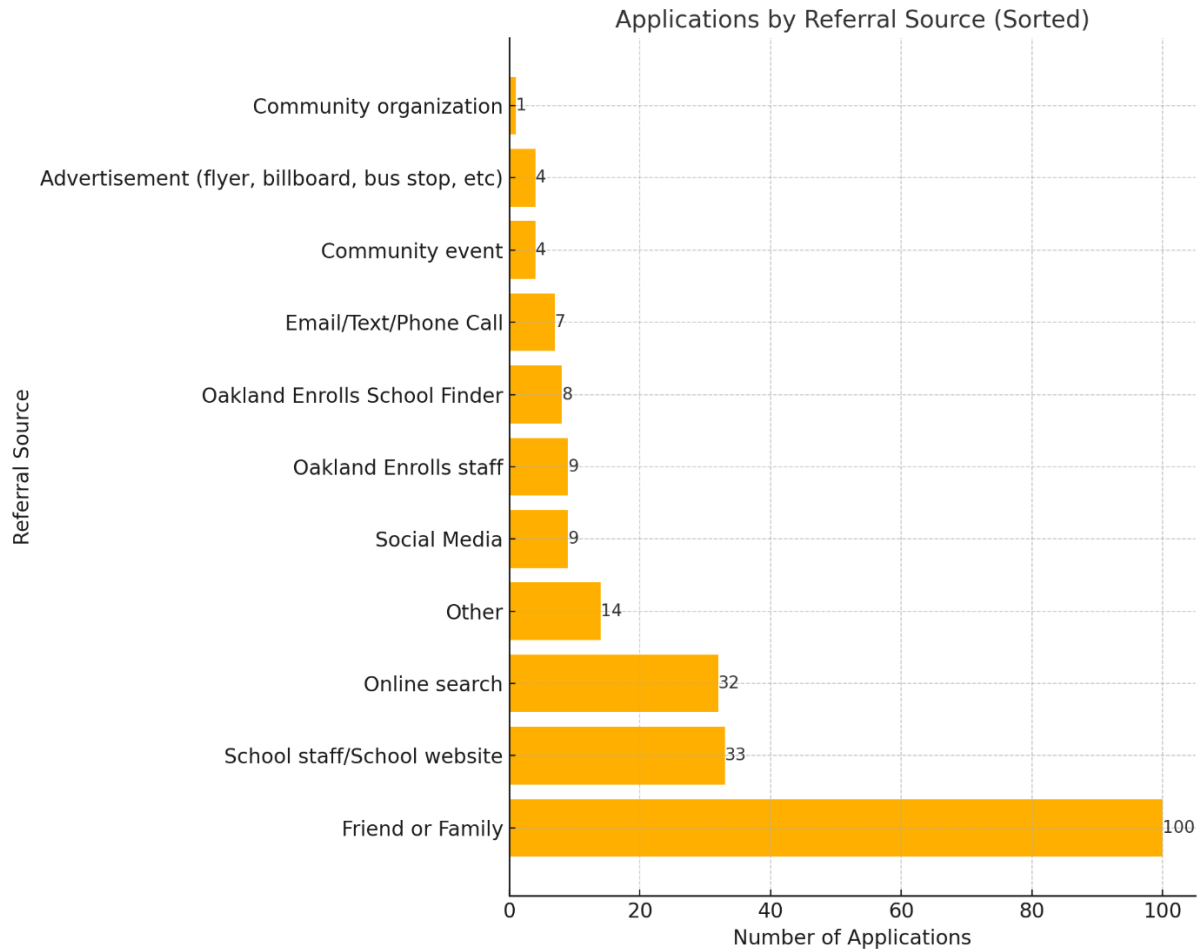
- **Highest Rank #1 Application Rate: Grade 7 (88%)**
- **Lowest Rank #1 Application Rate: Grade 6 (62%)**
- **Overall, 69% of accepted applicants ranked OMI as their top choice.**

**Trend:** Grades 7-10 have a higher percentage of applicants ranking OMI as their first choice compared to Grade 6.



#### 4. Application by Referral Source in Oakland Enrolls, 224 Total Applications (6-10 grade only)

- **#1: Friend and Family Referrals (45%)**
- **#2: School Staff/School Website Referrals (15%)**
- **#3: Online Search Referrals (14%)**



#### Conclusion

**OMI is a top choice for the majority of applicants, with nearly 7 out of 10 accepted applicants ranking it as their #1 preference.**

**Remaining application needed per grade during second session:**

- 6G:31
- 7G:18
- 8G:10
- 9G:0
- 10G:3

# Coversheet

## 2025 OMI Worker Compensation Summary

**Section:** VI. Information/Discussion Items  
**Item:** F. 2025 OMI Worker Compensation Summary  
**Purpose:**  
**Submitted by:** CMSgt (CA) Thomas James  
**Related Material:** OMI Worker Comp Profile Report for 2025\_20250207Final.docx.pdf

**BACKGROUND:**

OMI's **Workers' Compensation Experience Modification Factor (Ex-Mod) for 2025 is 0.77**, indicating better-than-average safety performance, though recent claims have increased costs by \$3,950 annually. The **most costly claims** involved soft tissue and shoulder injuries, with incidents occurring most frequently on **Fridays** and in **May and October**.



OAKLAND MILITARY INSTITUTE  
3877 Lusk Street  
Oakland, California 94608

February 7, 2025

### Workers' Compensation Report Summary for OMI (2025-26)

#### Key Findings & Impact on Workforce and Budget

##### 1. Experience Modification Factor (Ex-Mod)

- **Current Experience Mod:** 0.77
- **Minimum Possible Mod:** 0.70
- **Industry Benchmark (Average):** 1.00
- **Impact of Claims on Experience Mod:** +0.073 points

A mod factor below 1.0 indicates better-than-average performance, but claims have increased the mod by 0.073 points.

##### 2. Financial Impact on Budget

- **Annual Workers' Compensation Premium Impact Due to Claims:** \$3,950
- **Total 3-Year Premium Cost of All Claims:** \$11,850
- **Manual Premium Estimate:** \$54,108

The claims are driving up costs, although OMI is still performing better than industry averages.

##### 3. Claim Analysis

###### By Employee

- **Most Expensive Claim:**
  - **Harmon Jones (Head Injury, Soft Tissue) - \$1,557**
  - **Mod Impact: 0.041**
  - **3-Year Premium Impact: \$6,655**
- **Other Notable Claims:**
  - **Simmons (Shoulder Injury) - \$844 | Mod Impact: 0.019 | Premium Impact: \$3,084**
  - **Hernandez (Wrist Injury from Breaking Up a Fight) - \$646 | Mod Impact: 0.013 | Premium Impact: \$2,110**
  - **Medina (Trip & Fall, Chin Injury) - \$143 | No Impact on Premium**

###### By Policy Period

- **2023-24 Period (Recent)**
  - **Claims Cost: \$2,401**
  - **Mod Impact: 0.060**
  - **Premium Impact: \$9,739**
- **2021-22 Period (Older)**



- **Claims Cost: \$789**
- **Mod Impact: 0.013**
- **Premium Impact: \$2,110**

### By Day of the Week

- **Friday:** Highest claim amount (\$2,401, two claims)
- **Monday & Tuesday:** Minor claims
- **No Claims Reported on:** Wednesday, Thursday, Saturday, or Sunday

### By Month

- **May (Largest Claim Month):** \$1,557
- **October:** \$844
- **February:** \$646
- **August:** \$143
- **No Claims in:** January, March, April, June, July, September, November, December

## 4. Workforce & Operational Implications

- **Higher Premium Costs:** Increased by \$3,950 annually due to claims.
- **Risk Trends:**
  - Most injuries appear **avoidable** (trips, falls, soft tissue injuries).
  - **Friday** has the highest number of incidents, possibly indicating end-of-week fatigue.
  - **Physical altercations (breaking up fights)** pose a recurring risk (e.g., wrist injury).
- **Action Items:**
  - Implement **injury prevention programs** focusing on slip/trip hazards and proper ergonomics.
  - Provide **training on handling student altercations safely** to reduce injury risk.
  - Evaluate **staff schedules & workloads** to address potential fatigue issues leading to Friday incidents.
  - Continue **safety compliance efforts** to lower the Ex-Mod towards the 0.70 minimum.

### What is the Workers' Compensation Modification Factor (Ex-Mod)?

The **Workers' Compensation Experience Modification Factor (Ex-Mod)** is a numerical value that **adjusts an employer's workers' compensation insurance premium** based on their claim history compared to similar businesses in the same industry.

### How It Works

- **Baseline Industry Average:** The standard Ex-Mod is **1.00**. This is the industry average for businesses of similar size and type.
- **Below 1.00 (Good Performance):** If an employer's Ex-Mod is below 1.00 (e.g., **0.77** for OMI), it means they have fewer claims than average, leading to **lower insurance costs**.
- **Above 1.00 (Poor Performance):** If an employer's Ex-Mod is above 1.00, it means they have more claims than average, resulting in **higher insurance costs**.

## How It's Calculated

The Ex-Mod is determined using:

1. **Claim History (Losses)**
  - More claims = Higher Ex-Mod
  - Severe claims impact the Ex-Mod more than minor ones
2. **Payroll Size**
  - Larger payroll means a more stable Ex-Mod, as risk is spread across more employees
3. **Industry Risk Factors**
  - Some jobs have inherently higher risks, affecting baseline Ex-Mod values

## Why It Matters

- A **lower Ex-Mod** saves money on workers' comp insurance.
- A **higher Ex-Mod** increases costs and signals higher workplace injury risks.
- Controlling workplace injuries through **safety programs and training** helps lower the Ex-Mod, reducing costs in the long term.

## Conclusion

OMI is performing better than industry averages in workers' compensation but has room for improvement. The biggest drivers of increased costs are **avoidable injuries** (trips, falls, and physical altercations). **Strategic interventions** such as targeted training and safety initiatives can help lower costs and reduce workplace injuries in the 2025-26 fiscal year.



THOMAS L. JAMES, CMSgt (CA), CSG  
Commandant and Chief Business Officer



# **OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY - 07/01/2025**

# **WORKERS COMPENSATION REPORT**

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Mod Effective

**07/01/2025**

Report Presented By:  
Michelle Channing  
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530-406-3816



**INTERWEST**  
INSURANCE SERVICES, LLC

# Oakland Military Institute College Preparatory Academy - 07/01/2025

## EXPERIENCE MOD WORKSHEET

OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY -  
07/01/2025

Bureau Number 25-33-45-R  
 Effective Date **07/01/2025**  
 Experience Modification **0.77**  
 Min Exp Modification 0.70  
 Experience Period 10/01/2020 to 10/01/2023

**Primary Threshold : 10,500**

**CA Policy Period. 07/01/2023 to 07/01/2024 Policy No. 25195407**

Code	Payroll	ELR	Expected Losses	D-Ratio	Expected Prim Losses	Expected Excess Losses	Claim Number	IJ	OF	Act Inc Losses	Act Prim Losses
8875	4,788,329	0.26	12,450	0.3	3,735	8,715	Simmons 6488		C	844	594
							Harmon Jones 1144		C	1,557	1,307
<b>Totals</b>	<b>4,788,329</b>		<b>12,450</b>		<b>3,735</b>		<b>2</b>			<b>2,401</b>	<b>1,901</b>

**CA Policy Period. 07/01/2022 to 07/01/2023 Policy No. 25195406**

Code	Payroll	ELR	Expected Losses	D-Ratio	Expected Prim Losses	Expected Excess Losses	Claim Number	IJ	OF	Act Inc Losses	Act Prim Losses
8875	3,895,895	0.26	10,129	0.3	3,039	7,090					
<b>Totals</b>	<b>3,895,895</b>		<b>10,129</b>		<b>3,039</b>		<b>0</b>			<b>0</b>	<b>0</b>

**CA Policy Period. 07/01/2021 to 07/01/2022 Policy No. 25195405**

Code	Payroll	ELR	Expected Losses	D-Ratio	Expected Prim Losses	Expected Excess Losses	Claim Number	IJ	OF	Act Inc Losses	Act Prim Losses
8875	3,656,103	0.26	9,506	0.3	2,852	6,654	Medina7641	06	C	143	0
							Hernandez1216	06	C	646	396
<b>Totals</b>	<b>3,656,103</b>		<b>9,506</b>		<b>2,852</b>		<b>2</b>			<b>789</b>	<b>396</b>

	Expected Losses	Expected Prim Losses	Expected Excess Losses	Number of Claims	Actual Losses	Actual Prim Losses
Experience Period Totals	32,085	9,626	22,459	4	3,190	2,297

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**INTERWEST**  
INSURANCE SERVICES, LLC

# Oakland Military Institute College Preparatory Academy - 07/01/2025

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Actual Primary Losses		Expected Excess Losses		Expected Losses		
[ 2,297 ]	+	[ 22,459 ]	]	/	[ 32,085 ]	= [ 77% ] Experience Modification

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Oakland Military Institute College Preparatory Academy - 07/01/2025

**CLAIM IMPACT  
BY EMPLOYEE**

**TOTAL IMPACT OF ALL CLAIMS ON MOD IS 0.073**  
**TOTAL 3 YEAR PREMIUM COST OF ALL CLAIMS IS \$11,850**

Premium assumptions based on a manual premium of \$54,108

Claims are grouped by employee and sorted by experience mod impact.

St	Claim Number	Loss Date	Claim Status	IJ	Claim Description	Claim Amount	Mod Impact	3 Year Premium Cost
<b>Harmon Jones 1144</b>								
CA	Harmon Jones 1144	05/17/2024	C		Soft Tissue (head)	\$1,557	0.041	\$6,655
<b>TOTAL</b>						<b>\$1,557</b>	<b>0.041</b>	<b>\$6,655</b>
<b>Simmons 6488</b>								
CA	Simmons 6488	10/13/2023	C		Shoulders	\$844	0.019	\$3,084
<b>TOTAL</b>						<b>\$844</b>	<b>0.019</b>	<b>\$3,084</b>
<b>Hernandez1216</b>								
CA	Hernandez1216	02/07/2022	C	06	breaking up a fight & injured right wrist	\$646	0.013	\$2,110
<b>TOTAL</b>						<b>\$646</b>	<b>0.013</b>	<b>\$2,110</b>
<b>Medina7641</b>								
CA	Medina7641	08/31/2021	C	06	tripped & fell, hitting chin	\$143	0.000	\$0
<b>TOTAL</b>						<b>\$143</b>	<b>0.000</b>	<b>\$0</b>

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Oakland Military Institute College Preparatory Academy - 07/01/2025

**CLAIM IMPACT  
BY POLICY PERIOD**

**TOTAL IMPACT OF ALL CLAIMS ON MOD IS 0.073**  
**TOTAL 3 YEAR PREMIUM COST OF ALL CLAIMS IS \$11,850**

Premium assumptions based on a manual premium of \$54,108

Claims are grouped by policy period and sorted by experience mod impact.

St	Claim Number	Loss Date	Claim Status	IJ	Employee Name	Claim Description	Claim Amount	Mod Impact	3 Year Premium Cost
<b>07-01-2021 To 07-01-2022</b>									
CA	Hernandez1216	02/07/2022	C	06	Hernandez1216	breaking up a fight & injured right wrist	\$646	0.013	\$2,110
CA	Medina7641	08/31/2021	C	06	Medina7641	tripped & fell, hitting chin	\$143	0.000	\$0
<b>TOTAL</b>							<b>\$789</b>	<b>0.013</b>	<b>\$2,110</b>
<b>07-01-2023 To 07-01-2024</b>									
CA	Harmon Jones 1144	05/17/2024	C		Harmon Jones 1144	Soft Tissue (head)	\$1,557	0.041	\$6,655
CA	Simmons 6488	10/13/2023	C		Simmons 6488	Shoulders	\$844	0.019	\$3,084
<b>TOTAL</b>							<b>\$2,401</b>	<b>0.060</b>	<b>\$9,739</b>

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Oakland Military Institute College Preparatory Academy - 07/01/2025

**CLAIM ANALYSIS**  
**BY DAY OF THE WEEK**

Claim information is grouped by day of the week. On the left is the number of claims that occurred on that day and on the right is the total amount of claims.

NUMBER OF CLAIMS		DAY		CLAIM AMOUNT
1		Monday		\$646
1		Tuesday		\$143
0		Wednesday		\$0
0		Thursday		\$0
2		Friday		\$2,401
0		Saturday		\$0
0		Sunday		\$0





Oakland Military Institute College Preparatory Academy - 07/01/2025

**CLAIM ANALYSIS  
BY MONTH**

Claim information is grouped by month. On the left is the number of claims that occurred in that month and on the right is the total amount of claims.

NUMBER OF CLAIMS		MONTH		CLAIM AMOUNT
0		January		\$0
1		February		\$646
0		March		\$0
0		April		\$0
1		May		\$1,557
0		June		\$0
0		July		\$0
1		August		\$143
0		September		\$0
1		October		\$844
0		November		\$0
0		December		\$0

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## Oakland Military Institute College Preparatory Academy - 07/01/2025

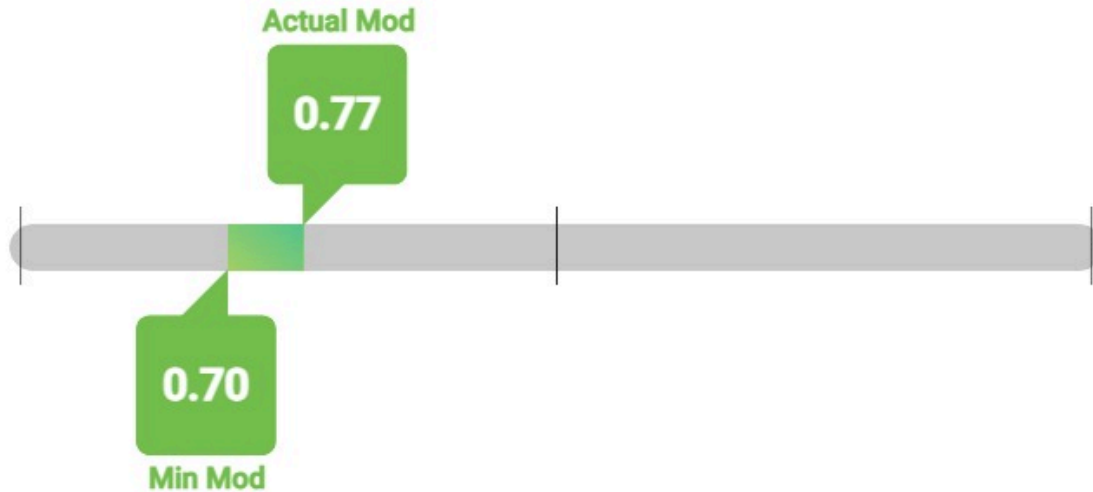
### YOUR EXPERIENCE MOD

Your company's experience mod is shown as well as your lowest possible mod.

**THE IMPACT OF CLAIMS ON EXPERIENCE MOD IS 0.073 POINTS**

**THE ANNUAL PREMIUM IMPACT OF CLAIMS IS \$3,950**

Premium assumption based on a manual premium of \$54,108



### MOD VALUE EXPLANATION

A mod value **below 1.0** means your company is **performing better** than your peers. If your company had no claims your lowest possible mod value would be **0.699**

A mod of **1.0** is considered **average**.

A mod value **above 1.0** means your company is **performing worse** than your peers and you will pay more in workers compensation premium.



# Oakland Military Institute College Preparatory Academy - 07/01/2025

# THANK YOU!

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## About Us



**INTERWEST**  
INSURANCE SERVICES, LLC

Phone: **800-444-4134**

Web: **[www.iwins.com](http://www.iwins.com)**

# Coversheet

## Approve BP 0410 Nondiscrimination in District Programs and Activities

**Section:** VII. Action Items  
**Item:** A. Approve BP 0410 Nondiscrimination in District Programs and Activities  
**Purpose:**  
**Submitted by:** Jonathan Pike  
**Related Material:**  
BP 0410\_ Nondiscrimination in School Programs and Activities DRAFT (1).pdf

### BACKGROUND:

Education Code 234.1 mandates districts to adopt policy and regulations to ensure that district programs and activities are free from unlawful discrimination. BP 0410 complies with this requirement. OMI ensures equal access to all programs and activities, prohibiting discrimination, harassment, and bullying based on protected characteristics. It promotes equity, inclusion, and diversity, with grievance procedures available for complaints.

### RECOMMENDATION:

It is recommended the the OMI Board of Directors accept and approve BP 0410 Nondiscrimination in District Programs and Activities.



## OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

3877 Lusk Street | Oakland, CA 94608 | 510 594 3900 | oakmil.org

Superintendent: Dr. M.E. Streshly

Board Chairman: Honorable Edmund G. Brown



BP 0410

Nondiscrimination in School Programs and Activities

Adoption Date: 2.27.2025

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### Nondiscrimination in School Programs and Activities Policy

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the Oakland Military Institute College Preparatory Academy (OMI).

The Board is committed to providing equal opportunity for all individuals in OMI school programs and activities. OMI school programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race; color; ancestry; nationality; national origin; immigration status; ethnic group identification; ethnicity; age; religion; pregnancy, childbirth, termination of pregnancy, or lactation, including related medical conditions and recovery; parental, family, or marital status; reproductive health decision making; physical or mental disability; medical condition; sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; veteran or military status; or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of school and school services. Personally identifiable information collected in the implementation of any school program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the school shall not be used, directly or by others, to compile a list, registry, or database of individuals based on any of the categories identified above.

OMI school programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or school on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Additionally, the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be adopted by the Board or school if the use would subject a student to unlawful



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BP 0410

Nondiscrimination in School Programs and Activities

Adoption Date: 2.27.2025

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discrimination as specified in Education Code 220. (Education Code 244)

school programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review OMI school programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing school programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Except for allegations of sex discrimination or sex-based harassment, allegations of unlawful discrimination in school programs and activities shall be investigated and resolved in accordance with Board Policy and Administrative Regulation 1312.3 - Uniform Complaint Procedures, for students, and Administrative Regulation 4030 - Nondiscrimination in Employment, for employees. Complaints alleging sex discrimination, including sex-based harassment, shall be investigated and resolved in accordance with 34 CFR 106.44 and 106.45 and as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, for students, and Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, for employees.

Pursuant to 34 CFR 104.8 and 106.8, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the school's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the school. The notification shall also be posted on the school's website and social media and in school schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The school's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a



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BP 0410

Nondiscrimination in School Programs and Activities

Adoption Date: 2.27.2025

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school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

### Access for Individuals with Disabilities

OMI school programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing school facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the school's web and mobile applications comply with technical standards prescribed by law, and as necessary, shall provide appropriate auxiliary aids and services to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of school services, programs, or activities. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the school's response to complaints and for complying with state federal civil rights laws is hereby designated as the school's ADA coordinator. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to school programs, services, activities, or facilities.

Human Resources  
3877 Lusk Street  
Oakland, CA 94608  
510.594.3946  
hr@omiacademy.org

# Coversheet

## Approve the Comprehensive Safety Plan

**Section:** VII. Action Items  
**Item:** B. Approve the Comprehensive Safety Plan  
**Purpose:**  
**Submitted by:** CMSgt (CA) Thomas James  
**Related Material:** OMI Comprehensive Safety Plan 2025-26V2Final.pdf  
20250220 Comprehensive Safety Plan Summary of Changes.pdf

### BACKGROUND:

The **Oakland Military Institute (OMI) Comprehensive Safety Plan for 2025-26** enhances school safety by integrating **emergency preparedness, workplace violence prevention, and anti-bullying initiatives**, aligning with **California legislative updates** such as SB 553 and AB 1747. The plan prioritizes **mental health resources, crisis response protocols, and firearm safety education**, aiming to improve **California Healthy Kids Survey (CHKS) results** by fostering a **safe and inclusive learning environment**. Additionally, OMI implements **restorative justice practices, structured disciplinary procedures, and coordinated law enforcement partnerships** to ensure a **secure and supportive school climate** for all cadets.

### RECOMMENDATION:

OMI Staff recommend the Board review and approve the Comprehensive School Safety Plan.



# OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY COMPREHENSIVE SAFETY PLAN

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**2025-2026**

3877 LUSK STREET  
OAKLAND, CALIFORNIA 94608  
(510) 594 3900

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## Key Contacts

For safety and additional resources in Oakland and Alameda County, consider the following contacts:

### Emergency Services

- **Emergency (Police, Fire, Medical):** 911
- **Oakland Police Department Non-Emergency:** (510) 777-3333
- **Oakland Fire Department Non-Emergency:** (510) 444-1616

### Mental Health and Crisis Support

- **Crisis Support Services of Alameda County:** (800) 309-2131 (Available 24/7)
- **Mobile Crisis Team:** (510) 891-5600 (Monday to Friday, 8 AM to 6 PM)

### General Assistance and Social Services

- **Alameda County Social Services Agency:** (510) 383-5300
  - **Address:** 6955 Foothill Boulevard, Suite 100, Oakland, CA 94605
- **2-1-1 Alameda County:** Dial 211 for free, confidential information on housing, health, and human services.

### Public Health

- **Alameda County Public Health Department:** (510) 267-8000
  - **Address:** 1100 San Leandro Blvd., San Leandro, CA 94577

### Family Support

- **Alameda County Family Justice Center:** (510) 267-8800
  - **Address:** 470 27th Street, Oakland, CA 94612

## **Comprehensive Safety Plan Purpose & Compliance**

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 6 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

January 1, 2019, Assembly Bill 1747, School Safety Plans, became law. Comprehensive

School Safety Plans must include the following elements:

- Assessment of school crime committed on campus and at school-related functions
- Child abuse reporting procedures
- Disaster response procedures
- Suspension and expulsion policies
- Procedures to notify teacher of dangerous cadets
- Discrimination of and harassment policies including hate crime reporting procedures
- Dress code policies
- Procedures for safe ingress and egress of cadets, parents, and school employees
- Policies enacted to maintain a safe and orderly environment
- School discipline rules and policies

OMI recognizes that cadets and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The OMI School Board (also referred to as "The Board" in this document) is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for cadet conduct, responsible behavior, and respect for others.

OMI staff has participated in the development of this comprehensive school safety plan relevant to the needs and resources of that particular academy, as outlined in California Education Code §32281. The plan takes into account the academy's staffing, available resources and buildings design, as well as other factors unique to the site. The Comprehensive School Safety Plan will be reviewed and updated by March of each year, in compliance with California Education Code §32286(a). The Board shall review the comprehensive school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive school safety plan shall be available for review at the Oakland Military Institute website and at the administration office.

## **OMI Mission and Philosophy**

OMI is founded on the belief that for many cadets, the traditional school and/or classroom is not necessarily the best setting for their education. Teachers and Military staff at OMI, realize that there is a need to continuously reflect, and improve upon our instruction in order to stay relevant to ever-changing cadet needs. Our mission statement outlines our main focus and intent for each cadet that attends OMI.

*The mission of the Oakland Military Institute College Preparatory Academy (OMI) is to prepare each of its cadets to qualify for, and succeed in, leading colleges and universities by instilling honor, integrity, and leadership.*

The aim of OMI is to establish a different learning environment that cultivates active, real-life learning, high standards and strong support. OMI's philosophy is based on our four pillars. OMI's four (4) pillars are ACADEMICS, LEADERSHIP, CITIZENSHIP, and COLLEGE READINESS. Using a military framework, the goal of OMI is to graduate cadets who are capable of meeting the admissions requirements for any college in the nation and who are prepared for their roles as future leaders.

## **Components of the Comprehensive School Safety Plan**

The Safety Plan Committee shall consult with local law enforcement, fire department, and other first responders, when practical (Education code 32281, 32282). In addition, OMI may delegate the responsibility for writing and developing a school safety plan to the school safety planning committee. This committee shall be composed of at least the following members, in compliance with California Education code §32281:

- 1.) The Cadet Service's coordinator or designee
- 2.) One staff person
- 3.) One parent/guardian whose child attends the school
- 4.) Other members, if desired.

### **OMI Safety Planning Team Members and Contributors**

- Dr. Mary Streshly, Superintendent
- CMSgt (CA) Thomas James, Commandant and CBO
- Shawna Lipsey, Director of Student Services
- 1SG Alex Yin, Dean of Operations
- Kathryn Wong, Human Resource Manager
- Ismael Robles, Facilities Manager
- Commander of Cadets or Designee

### Assessment of School Safety

An assessment of School Safety among OMI was conducted and included a review of the following: office referrals and suspensions, cadet and staff survey data from the 2024-2025 California Healthy Kids Middle School, High School, Staff and Parent survey administered in the Fall of 2024, and rates of disciplinary actions and truancy.

#### Section 32280

Components	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
It is the intent of the Legislature that all school staff be trained on the CSSP	Include date and plan	n/a

#### Section 32281

Components	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc. Include planning committee roster)
<p>(1) Plan is written and developed by a school site council (SSC)</p> <p>(2) The SSC may delegate this responsibility to a safety planning committee made up of the principal/designee, a teacher, a parent of child who attends the school, a classified employee, and others, if desired</p>	Include date and plan	Include planning committee roster
<p>(3) SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP</p> <p>The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities</p> <p>(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.</p>	Include date and agencies	California Military Department provides public safety representation

**Section 32282**

<b>Components</b>	<b>Mandate Met</b> (date, plan)	<b>Comments,</b> <b>Suggested Details</b> (resources, activities, etc.)
<b>(a)</b> CSSP includes, but is not limited to the following:	n/a	n/a
<p><b>(1)</b>An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included:</p> <ul style="list-style-type: none"> <li>• Office Referrals</li> <li>• Attendance rates/School Attendance Review Board</li> <li>• Suspension/Expulsion data</li> <li>• California Healthy Kids Survey</li> <li>• School Improvement Plan</li> <li>• Local law enforcement juvenile crime data</li> <li>• Property Damage data</li> </ul>	Include date and plan	<p>Describe the data reviewed and key analysis points, and table of findings</p> <p>Document how this information was shared with SSC/planning committee</p>
<p><b>(2)</b> Appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified. These include but are not limited to the following:</p>	Include date and plan	<p>Additional items to consider:</p> <p>Multi-Disciplinary Threat Assessment Teams</p>
<p><b>(A)</b> Child Abuse Reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.</p>	Include date and plan	Include board policy and site-specific steps
<p><b>(B)(i)</b> Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following:</p>	Include date and plan	<p>Use the Standardized Emergency Management System as detailed in the California Emergency Services Act (Gov. Code Section 8607) and the supporting <i>California Code of Regulations</i></p>

<b>Components</b>	<b>Mandate Met</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
<p><b>(I)</b> Earthquake emergency procedure system that includes:</p> <p style="padding-left: 40px;"><b>(ia)</b> A school building disaster plan</p> <p><b>Note:</b> Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners. These situations may include but are not limited to:</p> <p>Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes</p> <p><b>(ib)</b> a drop procedure (whereby students and staff take cover). Drop procedure practice must be held once each quarter in elementary and once each semester in secondary schools</p> <p><b>(ic)</b> protective measures to be taken before, during, and after an earthquake</p> <p><b>(id)</b> a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures</p>	Include date and plan	<p>Detail response procedures may include:</p> <ul style="list-style-type: none"> <li>• Lock Down</li> <li>• Secure School</li> <li>• Active intruder or other threat(s)</li> </ul> <p>Describe information on training and exercise drills</p>
<p><b>(II)</b> Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency</p>	Include date and plan	n/a
<p><b>(C)</b> Suspension/Expulsion policies and procedures</p>	Include date and plan	Refer to board policy, include site-specific steps, if needed

<b>Components</b>	<b>Mandate Met</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
<p><b>(D)</b> Procedures to notify teachers of dangerous pupils pursuant to Education Code 49079.</p>	Include date and plan	Refer to board policy, include site-specific steps, if needed



<b>Components</b>	<b>Mandate Met</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
<b>(E)</b> Discrimination and Harassment Policy that includes hate crime reporting procedures and policies	Include date and plan	Include complaint and investigation procedure
<b>(F)</b> If a Schoolwide Dress Code exists, include prohibition of gang-related apparel	Include date and plan	n/a
<b>(G)</b> Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site	n/a	Reference campus visitor policies. Other items may include but are not limited to: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety
<b>(H)</b> Maintain a safe and orderly environment conducive to learning at the school	Include date and plan	n/a
<b>(I)</b> Rules and procedures on school discipline are established	Include date and plan	n/a
<p><b>(J)</b> Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community</p> <p><b>Note:</b> Effective January 1, 2019, AB 1747 requires the inclusion of these procedures</p>	n/a	Consult with local law enforcement partners on developing these procedures
<b>(K)</b> Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.	Include date and plan	n/a
<b>L)</b> For schools that serve pupils in any of grades 7 to 12, inclusive, a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.	Include date and plan	n/a
<b>(c)</b> Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	Include date and plan	n/a

Components	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p><b>(d)</b> Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented</p> <p>An updated file of all non-sensitive safety-related plans and materials is readily available for inspection by the public</p>	<p>School must review, update, and adopt by March 1</p>	<p>n/a</p>
<p><b>(e)</b> The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the CSSP</p>	<p>Include date and plan</p>	<p>Comments: The Legislature encourages, and the California Department of Education (CDE) concurs, that these procedures and other related policies be included in the CSSP</p> <p>Online Bullying Prevention Training Programs can be accessed on the CDE Bullying Publication and Resources web page at <a href="https://www.cde.ca.gov/l/s/s/se/bullyres.asp">https://www.cde.ca.gov/l/s/s/se/bullyres.asp</a></p>

**Section 32282.1**

Components	Recommendation Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p><b>(a)</b> Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):</p> <ul style="list-style-type: none"> <li>• Mental health professionals, school counselors</li> <li>• Community intervention professionals</li> <li>• School resource officers, police officers on campus</li> </ul> <p><b>(b)</b> The guidelines are encouraged to include strategies that create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time</p>	<p>Include date and plan</p>	<p>Include school counselors, nurses, coaches, athletic directors, and other positions, if used</p>

**Section 32284**

<b>Components</b>	<b>Mandate Met</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
Plan <b>may</b> include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school	Include date and plan	n/a

**Section 32286**

<b>Components</b>	<b>Mandate Met</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Include date by March 1, and plan	See Education Code Section 32288 for guidance on school district or COE approval timeline

**Section 32288**

<b>Components</b>	<b>Mandate Met</b> (date, plan)	<b>Comments, Suggested Details</b> (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	By 1 March	CDE recommends that the plans be approved within a month of school adoption or as soon as possible
(b)(1) Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions	By February Board Meeting	See notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)

**Section 49390**

<b>Components</b> (Added by Stats. 2022, Ch. 144, Sec. 1. (SB 906) Effective January 1, 2023.)	<b>Mandate Met</b> (date, plan)	<b>Comments suggested details</b>
	n/a	Review definitions to properly implement the required legislation

## **Campus Safety Strategies and Programs**

OMI recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure cadet safety and the prevention of cadet injury. The Commandant or designee shall implement appropriate practices to minimize the risk of harm to cadets, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

The instructional program may include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum may explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6143 - Course of Study)

The abuse prevention program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a students' parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Employees are mandated reporters, as defined by law and OMI regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

Training shall be provided annually regarding the reporting duties as mandated reporters.

**(A) Child Abuse and Neglect Reporting Procedures**

*Reference: Penal Code 11166*

OMI's Board of Directors recognize that child abuse and neglect has severe consequences and that OMI has a responsibility to protect cadets by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent and Commandant or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse are incorporated into to OMI's Comprehensive Safety Plan per.

(Education Code 32282)  
(cf. 0450 - Comprehensive Safety Plan)

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters and to the maximum the extent possible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Employees are mandated reporters, as defined by law and OMI regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

A mandated reporter shall make a report using the procedures provided below and outlined in the OMI employee handbook, whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

The reporting duties of mandated reporters are individual and cannot be delegated to another person (Penal Code 11166). Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect (Penal Code 11165.7). Training shall also include guidance in the appropriate discipline of Cadets, physical contact with Cadets, and maintenance of ethical relationships with Cadets to avoid actions that may be misinterpreted as child abuse.

When reporting a witnessed or suspected case of child abuse, the following steps shall be taken by the appropriate personnel:

**Step 1-- Initial Telephone Report:** Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to sheriff's department or the county welfare department (also known as Child Protective Services) (Penal Code 1165.9, 11166). When the initial

report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. **When Mandated Reporter makes verbal report to the Alameda County Child Abuse Hotline (510) 780-8620.**

**Step 2--** Written Report: Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then complete the Department of Justice Form SS 8572 (Penal Code 11166, 11168), and fax the form to (510) 259-1800.

The mandated reporter shall make a report even if some of the information is not known or is uncertain to him/her (Penal Code 11167). The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05 (Penal Code 11167).

**Step 3--**Internal Reporting: The mandated reporter shall not be required to disclose his/her identity to the Academy Coordinator, Cadet Services Coordinator, Commandant, Board Member, or any other designee (Penal Code 11166). However, employees reporting child abuse or neglect to an appropriate agency are encouraged to notify the Academy Coordinator as soon as possible after the initial telephone report to the appropriate agency.

Reporting the information to an employer, supervisor, coordinator, school counselor, co-worker, director or other person shall not be a substitute for making a mandated report to the appropriate agency (Penal Code 11166).

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/pr may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)  
(cf. 5141.6 - School Health Services)  
(cf. 6164.2 Guidance/ Counseling Services)

**(B) Emergency Preparedness and Crisis Response Plan**

The OMI's Board of Directors recognizes that all staff and cadets must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Commandant or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the OMI comprehensive school safety plan. Disaster preparedness exercises shall be held regularly at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All Cadets and OMI Staff shall receive instruction regarding emergency plans.

In developing OMI emergency response plans, the Commandant or designee shall collaborate with city and county first responders, including local public health administrators. The Commandant or designee shall use approved Standardized Emergency Management System (SEMS) and the National Incident Management System guidelines, as well as the National Incident Command System (ICS) and information from ALICE Training Institute when updating the OMI emergency and disaster preparedness plans.

The OMI Emergency Response Plans are provided to school personnel as references and are not included as part of this public document, and accomplishes the following:

- Incorporates strategies of SEMS, NUMS, ICS, and ALICE Training Institute
- Provides emergency contact information for staff
- Describes OMI emergency protocols
- Describes detailed steps to be taken by all personnel for usage and effective response to emergencies, including evacuation procedures developed with cadets and persons with disabilities in mind.

**(i) Earthquake and Multi-Hazard Emergency Response Procedure System**

OMI has defined emergency response procedures for earthquakes and other hazards in the Crisis Response Plans described in the appendices of this plan. OMI follows the recommended “drop, cover, and hold on” procedures for earthquake response. The plans also align with standards established by NIMS and SEMS. Additional details on the implementation of these plans, including roles and responsibilities for school personnel, are included as part of the Emergency Response Plan.

**(ii) Use of School Buildings for Emergency Shelters**

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community’s needs. OMI Staff are considered disaster service workers and are subject to disaster service activities assigned to them (Government Code 3100).

**(iii) (PART 12): Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)] SHOOTING/STABBINGS**

No single warning sign can predict that a dangerous act will occur; however, certain warning signs may indicate that someone is close to behaving in a way that is potentially dangerous to self and/or others. Imminent warning signs usually are present as a sequence of overt, serious, or hostile behaviors or threats directed at peers, staff (usually more than one staff member), as well as the person's immediate family.

IMMINENT WARNING SIGNS REQUIRE AN IMMEDIATE RESPONSE AND MAY INCLUDE THE FOLLOWING:

- Physically fighting with peers or family members.
- Hostile interactions with law enforcement that involve a number of recorded incidents.
- Hostile interactions with staff and administration.
- Destruction of property (school, home, community).
- Severe rage for seemingly minor reasons.
- Detailed (time, place, and method) threats (written and/or oral) to harm or kill others.
- Possession and/or use of firearms and other weapons.
- Self-injurious behaviors or threats of suicide.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

**WHAT TO DO IF A SHOOTING/STABBING OCCURS AT THE FOUNDATION OFFICE:**

- The first indications of a shooting may include: sound of gunfire, loud cracking sounds, banging noises, windows shattering, glass exploding, bullets ricocheting or a report of a stabbing incident on campus.
- Call 911. Identify your address, and succinctly explain the emergency incident and exact location. Stay on the line until the 911 dispatcher has all the information needed to respond to the situation.
- Activate Incident Command System (ICS) with Emergency Management Team.
- Establish Command Post and appoint Incident Commander and communicate location to law enforcement and fire/rescue units.
- All stations switch to the Security channel.
- Notify appropriate individuals, i.e. Administrators, Policy Group, and Youth and Communities Program Task Force by way of a Serious Incident Report (SIR).
- Provide information, when practicable, about the incident to staff via PA system, e-mail or by phone.
- Account for all staff members by using phone or e-mail or other communication means. If using Handheld Radios, make every attempt to use an individual's initials or classroom number to identify personnel.
- Attempt to determine where the shooter/stabber is on campus.
- Attempt to determine the type of weapon (i.e., semi-auto rifle, semi-auto pistol, long blade) has been found or secured but always presume the threat has other weapons.
- Attempt to determine if the shooter/stabber has been identified.
- If identified, attempt to determine if the shooter/stabber has a relationship with anyone on staff or attending OMI.
- Assign a liaison (preferably an administrator and facility manager) to interface with law enforcement and fire department.



**(iii) (PART 12): Charter School Safety Procedures—Tactical Responses to Criminal Incidents [EC 47605(6)(F)(ii)] SHOOTING/STABBINGS**

- Liaison(s) can supply law enforcement with radio or phone communication, phone numbers, maps, keys, and other information deemed pertinent to the safe operation of the incident.
- Gather witnesses in a secure room for law enforcement questioning. DO NOT allow witnesses to talk to one another (to protect the investigation). Assign staff to stay with witnesses until law enforcement arrives.
- Assess the number of injuries, severity of those injuries and where victims may be on campus.
- Develop plan to evacuate staff to an off-site or alternate evacuation area should it be necessary to evacuate the building.
- Gather information of staff members involved in the incident.
- Prepare written statements for telephone callers and media in cooperation with law enforcement and the Superintendent & CEO. Can a message be placed on the website?
- Provide a liaison representative for family members for any injured staff members.
- Provide a Crisis Response Team to provide counseling and to help deal with any psychological factors.
- Seek Crisis Response and Behavior Health assistance from Youth and Community Program Task Force.

**IF STAFF ARE OUTSIDE, THEY SHOULD BE TRAINED AND/OR INSTRUCTED TO**

- Move or crawl away from gunfire, trying to put barriers between you and the shooter.
- Understand that many barriers may visually conceal a person from gunfire but may not be bulletproof.
- Try to get behind or inside a building. Stay down and away from windows.
- When reaching a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Listen for directions from law enforcement.
- Provide your name to the work area supervisor who is accounting for all staff.
- Help others by being calm and quiet.
- Provide law enforcement with as much information as possible, such as:
  - ✓ Is the suspect still on site and do you know the current location?
  - ✓ Where was the specific location of occurrence?
  - ✓ Are there wounded staff members? How many?
  - ✓ Description of all weapons (hand gun, shotgun, automatic, dangerous objects, explosive devices, etc.).
  - ✓ Describe sound and number of shots fired.

**SCENE OF INCIDENT**

- The scene of an incident/crime shall be preserved.
- With the exception of rescue and law enforcement personnel, no one is allowed to enter the immediate area or touch anything.
- Any witnesses, including staff members, should be held near the area of the incident and be made available to law enforcement for questioning. Law enforcement responding to the incident will coordinate activities at the scene of the incident and finished, release the area to school officials when finished

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

The OMI Board of Directors desires to provide cadets access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development.

To correct the behavior of cadets who are subject to discipline, the Commandant or designee, to the extent allowed by law, shall use alternative disciplinary strategies. Alternatives to suspension or expulsion may also be used with cadets who are truant, tardy, or otherwise absent from assigned school activities.

Except for single acts of a grave nature or offenses for which suspension, dismissal or expulsion is required by law, suspension, dismissal or expulsion shall be used when there is imminent safety threat, when other means of correction have failed to bring about proper conduct, or the cadet's presence causes a continuing danger to himself/herself or others.

The grounds for suspension, dismissal and expulsion and the procedures for considering, recommending, and/or implementing suspension, dismissal and expulsion shall be those specified in law and the Cadet and Parent Handbook. Staff shall enforce the rules concerning suspension dismissal and expulsion of cadets fairly, consistently, and in accordance with OMI's nondiscrimination policies. These procedures, and additional details relating to suspension, dismissal and expulsion processes, can be found in Cadet and Parent Handbook, Staff Handbook, and Discipline Guidelines.

### **(D) Procedures to Notify Teachers of Dangerous Cadets**

The OMI Board desires to provide a safe and orderly work environment for all employees. As part of OMI's Comprehensive Safety Plan, the commandant or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Commandant or designee immediately. The Commandant or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Commandant or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on OMI premises.

The Commandant or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and cadets. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

The Commandant or designee also shall ensure that employees are informed, in accordance with law, of crimes and offenses committed by cadets who may pose a danger in the classroom.

## **(E) Workplace Violence Prevention Plan**

### **Overview and directions for using the model plan**

#### **Who is this model plan for?**

As a result of [California Senate Bill 553 \(SB 553\)](#), all employers that fall within the scope of [California Labor Code \(LC\) 6401.7 and LC 6401.9](#), are required to establish, implement, and maintain an effective, written Workplace Violence Prevention Plan (WVPP) no later than July 1, 2024.

Employers with workplaces covered by California Code of Regulations (CCR), Title 8, [section 3342](#) Violence Prevention in Health Care should not use this model program, but instead implement the requirements of section 3342.

#### **What does the model plan include?**

Employers are not required to use this model WVPP. They may create their own, use another WVPP template, or incorporate workplace violence prevention into their existing [Injury and Illness Prevention Program \(IIPP\)](#) as a separate section. Cal/OSHA requires employers to engage with employees in developing and implementing their WVPP. This model plan is intended to help employers develop a separate, stand-alone Workplace Violence Prevention Plan (WVPP). It was written for a broad spectrum of employers, and it may not match your establishment's exact needs. However, it provides the essential framework to identify, evaluate, and control workplace violence hazards.

Use of this model program does not ensure compliance with LC section 6401.9. Employers are liable for any violations of LC section 6401.9 regardless of use of this model program.

#### **How to put the model program to use?**

Proper use of this model program requires the employer to identify and ensure that the person or person(s) responsible for implementing the plan:

- Review the full requirements of LC sections 6401.7 and 6401.9.
- Review the requirements for each of the WVPP elements found in this model plan, ensure workplace violence concerns are incorporated, fill in the appropriate blank spaces/instructions in red font enclosed in brackets, and check those items that are applicable to their workplace
- Read <https://www.dir.ca.gov/dosh/Workplace-Violence.html> for additional guidance.
- Obtain the active involvement of employees and their authorized employee representatives in developing and implementing the plan.
- Make the plan available and easily accessible to affected employees, authorized employee representatives, and representatives of Cal/OSHA at all times.



Cal/OSHA Publications Unit

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## **(E) Workplace Violence Prevention Program (cont.)**

**Our establishment's Workplace Violence Prevention Plan (WVPP) addresses the hazards known to be associated with the four types of workplace violence as defined by [Labor Code \(LC\) section 6401.9](#).**

**Date of Last Review:** June 10, 2024

**Date of Last Revision(s):** June 10, 2024

## **DEFINITIONS**

**Emergency** - Unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

**Engineering controls** - An aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

**Log** - The violent incident log required by LC section 6401.9.

**Plan** - The workplace violence prevention plan required by LC section 6401.9.

**Serious injury or illness** - Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

**Threat of violence** - Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

**Workplace violence** - Any act of violence or threat of violence that occurs in a place of employment.

**Workplace violence** includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The following four workplace violence types:

**Type 1 violence** - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

**Type 2 violence** - Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

**Type 3 violence** - Workplace violence against an employee by a present or former employee, supervisor, or manager.

**Type 4 violence** - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

**Workplace violence** does not include lawful acts of self-defense or defense of others.

**Work practice controls** - Procedures and rules which are used to effectively reduce workplace violence hazards  
RESPONSIBILITY

The WVPP administrator, CMSgt (CA) Thomas L. James, Commandant has the authority and responsibility for implementing the provisions of this plan for OMI. If there are multiple persons responsible for the plan, their roles will be clearly described.

Responsible Persons	Job Title/Position	WVPP Responsibility(ies)	Phone #	Email
Dr. Streshly	Superintendent	<b>[Overall responsibility for the plan; approves the final plan and any major changes.</b>	(510) 594-3992	mstreshly@omiacademy.org
CMSgt (CA) James	Commandant	<b>Organizes safety meetings, set emergency response, hazard identification, and coordination standards; Coordinates safety inspections, communicates emergency response procedures, and communicates with other stakeholders, staff and parents.</b>	(510) 775-5732	tjames@omiacademy.org
Ms. Wong	HR Manager	[Responsible for employee involvement and training, updates training materials, and handles any reports of workplace violence.]	(510) 594-3975	kwong@omiacademy.org
1SG Alex Yin	Director of Operations	<b>Implements emergency response, hazard identification, and coordination with staff; conducts safety inspections, coordinates emergency response procedures, and communicates with other employers about the plan.</b>	(510) 594-3964	ayin@omiacademy.org

All managers and supervisors are responsible for implementing and maintaining the WVPP in their work areas and for answering employee questions about the WVPP.

## EMPLOYEE ACTIVE INVOLVEMENT

OMI ensures the following policies and procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan:

- Management will work with and allow employees and authorized employee representatives to participate in:

- Identifying, evaluating, and determining corrective measures to prevent workplace violence: management will have monthly safety meetings with employees and their representatives to discuss identification of workplace violence related concerns/hazards, evaluate those hazards and/or concerns, and how to correct them. These meetings could involve brainstorming sessions, discussions of recent incidents, and reviews of safety procedures).
- Designing and implementing training: employees are encouraged to participate in designing and implementing training programs, and their suggestions are incorporated into the training materials. For example, an employee might suggest a new training scenario based on a recent incident.
- Reporting and investigating workplace violence incidents. Will use existing OMI standards of practice to investigate hazards identification and incidents.
- Management will ensure that all workplace violence policies and procedures within this written plan are clearly communicated and understood by all employees. Managers and supervisors will enforce the rules fairly and uniformly.
- All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment to include: (1) strategies to avoid physical harm, (2) violent incident log: Obtaining copies of records pertaining hazard identification, evaluation, correction, training records and logs (3) opportunities for interactive questions/answers with a person knowledgeable about the plan (4) definitions and requirements of the plan.
- The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

## **EMPLOYEE COMPLIANCE**

Our system to ensure that employees comply with the rules and work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions which create a security hazard for others in the workplace, include at a minimum:

- Training employees, supervisors, and managers in the provisions of OMI Workplace Violence Prevention Plan (WVPP)
- Effective procedures to ensure that supervisory and nonsupervisory employees comply with the WVPP. OMI will identify, evaluate, and correct hazards during monthly staff meetings. OI will design and implement training to encourage staff participation and safety. Any incidents involving workplace violence will be thoroughly investigated and promptly reported in accordance with federal, state and local laws, OMI policies, the Adjutant Generals (TAG) Commander's Critical Information Requirements (CCIR), and YCPTF Commander's Critical Information Requirements (CCIR) and Incident Reporting.
- Provide retraining to employees whose safety performance is deficient with the WVPP.
- Recognizing employees who demonstrate safe work practices that promote the WVPP in the workplace by OMI memos/emails or certificate of recognition from executive staff.
- Discipline employees for failure to comply with the WVPP. (You can either refer to Human Resources, Ms. Wong existing discipline process or outline specific steps for the WVPP).

## COMMUNICATION WITH EMPLOYEES

We recognize that open, two-way communication between our management team, staff, and other employers, about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between management and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Workplace violence prevention training programs.
- Regularly scheduled meetings that address security issues and potential workplace violence hazards
- Effective communication between employees and supervisors about workplace violence prevention and violence concerns. OMI supervisors and employees can communicate effectively and in the employees' first language.
- Posted or distributed workplace violence prevention information.
- How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action.
  - Employees can anonymously report a violent incident, threat, of other violence concerns.
  - Call by phone or Relay radio for Security if an incident is occurring. If risk to life or safety appears imminent, Call 911 immediately.
- Employees will not be prevented from accessing their mobile or other communication devices to seek emergency assistance, assess the safety of a situation, or communicate with a person to verify their safety. Employees' concerns will be investigated in a timely manner and they will be informed of the results of the investigation and any corrective actions to be taken.
- Updates on the status of investigations and corrective actions are provided to employees through email and at safety meetings. These updates could include information about the progress of investigations, the results of investigations, and any corrective actions taken.
- Updates during daily/weekly/monthly/quarterly meetings with other employers in the building (at or near and around the same worksite) to discuss the plan and any updates. These meetings could involve sharing updates to the plan, discussing recent incidents, and coordinating training sessions.
- Sharing training materials and incident reports with other employers to ensure a coordinated response to any incidents. This could involve sending copies of training materials and incident reports to other employers.

## COORDINATION WITH OTHER EMPLOYERS

OMI will implement the following effective procedures to coordinate implementation of its plan with other employers to ensure that those employers and employees understand their respective roles, as provided in the plan.

- All employees will be trained on workplace violence prevention.
- Workplace violence incidents involving any employee are reported, investigated, and recorded.
- At a multiemployer worksite, [name of employer] will ensure that if its employees experience workplace violence incident that OMI will record the information in a violent incident log and shall also provide a copy of that log to controlling employer.



## WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

OMI will implement the following effective procedures to ensure that:

- All threats or acts of workplace violence are reported to an employee’s supervisor or manager, who will inform the WVPP administrator. This will be accomplished by the Commandant. If that’s not possible, employees will report incidents directly to HR, Ms. Wong.
- Staff can report incidents to their supervisor, HR, or through OMI’s WVPP online form.
  - **IN DRAFT// Workplace Violence Reporting form: [Insert Workplace Violence Reporting Form weblink or QR code]**

A strict non-retaliation policy is in place, and any instances of retaliation are dealt with swiftly and decisively. (1) Identify who the report is given to (2) Instances of retaliation are dealt with swiftly and decisively, (3) staff who retaliates could be disciplined or terminated.

## EMERGENCY RESPONSE PROCEDURES

OMI has in place the following specific measures to handle actual or potential workplace violence emergencies. Effective means to alert employees of the presence, location, and nature of workplace violence emergencies by the following:

Alarm systems and PA announcements will be used to alert employees of emergencies (The alarms could be audible alarms, visual alarms, or both.)

- OMI will have evacuation or sheltering plans. The plans include maps of evacuation routes, locations of emergency exit, and instructions for sheltering in place.
- How to obtain help from staff, security personnel, or law enforcement.

In the event of an emergency, including a Workplace Violence Emergency, contact the following:

Responsible Persons	Job Title/Position	WVPP Responsibility(ies)	Phone #	Email
Operations Staff	Operations	<b>[Responsible for emergency response, hazard identification, and coordination with other employers; conducts safety inspections, coordinates emergency response procedures, and communicates with other employers about the plan.]</b>	(510) 594-3964	Operations@omiacademy.org

- Contact 911 if Operations Staff does not respond accordingly to the threat.\

## WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION

The following policies and procedures are established and required to be conducted by [Name of employer] to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident,

and whenever the employer is made aware of a new or previously unrecognized hazard.

Review all submitted/reported concerns of potential hazards:

- Daily or weekly review of all submitted and reported concerns.
- Workplace Violence Hazards suggestion box
- Online form for reporting workplace violence hazards
- Voicemail/email/text messages

**Periodic Inspections**

Periodic inspections of workplace violence hazards will identify unsafe conditions and work practices. This may require assessment for more than one type of workplace violence. Periodic Inspections shall be conducted three business days prior to monthly Comprehensive Safety Council Meetings.

Periodic inspections to identify and evaluate workplace violence and hazards will be performed by the following designated personnel in the following areas of the workplace:

<b>Specific Person Name/Job Title</b>	<b>Area/Department/Specific location</b>
Facilities and Security Equipment	Mr. Robles, Faculty Manager
Evacuations, Active Shooter/Stabber	Director of Operations

Inspections for workplace violence hazards include assessing:

[Describe factors specific to workplace that may result in risk of workplace violence.

Examples:

- The exterior and interior of the workplace for its attractiveness to robbers.
- The need for violence surveillance measures, such as mirrors and cameras.
- Procedures for employee response during a robbery or other criminal act, including our policy prohibiting employees, who are not security guards, from confronting violent persons or persons committing a criminal act.
- Procedures for reporting suspicious persons or activities.
- Effective location and functioning of emergency buttons and alarms.
- Posting of emergency telephone numbers for law enforcement, fire, and medical services.

- Whether employees have access to a telephone with an outside line.
- Whether employees have effective escape routes from the workplace.
- Whether employees have a designated safe area where they can go to in an emergency.
- Adequacy of workplace security systems, such as door locks, entry codes or badge readers, security windows, physical barriers, and restraint systems.
- Frequency and severity of threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
- Employees' skill in safely handling threatening or hostile service recipients (example: security guards).
- Effectiveness of systems and procedures that warn others of actual or potential workplace violence danger or that summon assistance, e.g., alarms or panic buttons.
- The use of work practices such as the "buddy" system for specified emergency events.
- The availability of employee escape routes.
- How well our establishment's management and employees communicate with each other.
- Access to and freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom one of our employees is having a dispute.
- Frequency and severity of employees' reports of threats of physical or verbal abuse by managers, supervisors, or other employees.
- Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.

## WORKPLACE VIOLENCE HAZARD CORRECTION

Workplace violence hazards will be evaluated and corrected in a timely manner. OMI will implement the following effective procedures to correct workplace violence hazards that are identified:

- If an imminent workplace violence hazard exists that cannot be immediately abated without endangering employee(s), all exposed employee(s) will be removed from the situation except those necessary to correct the existing condition. Employees necessary to correct the hazardous condition will be provided with the necessary protection.
- All corrective actions taken will be documented and dated on the appropriate forms. [Add form link or QR](#)
- Corrective measures for workplace violence hazards will be specific to a given work area.
  - Make the workplace unattractive to robbers by:
    - Improve lighting around and at the workplace.
    - Post of signs notifying the public that limited cash is kept on the premises and that cameras are monitoring the facility.
    - Utilize surveillance measures, such as cameras and mirrors, to provide information as to what is going on outside and inside the workplace and to dissuade criminal activity.

- Hire security guards and have them patrol the workplace interior and perimeter.
- Install security surveillance cameras in and around the workplace.
- Provide workplace violence systems, such as door locks, violence windows, physical barriers, emergency alarms and restraint systems by:
- Ensure the adequacy of workplace violence systems
- Post emergency telephone numbers for law enforcement, fire, and medical services
- Control, access to, and freedom of movement within, the workplace by non-employees, include recently discharged employees or persons with whom one of our employees is having a dispute.
- Install effective systems to warn others of a violence danger or to summon assistance, e.g., alarms or panic buttons.
- Ensure employees have access to a telephone with an outside line. Provide employee training/re-training(refreshers) on the WVPP, which could include but not limited to the following:
  - Recognizing and handling threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
  - Ensure that all reports of violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace are handled effectively by management and that the person making the report is not subject to retaliation by the person making the threat.
  - Improve how well our establishment's management and employees communicate with each other.
  - Procedures for reporting suspicious persons, activities, and packages.
  - Provide/review employee, supervisor, and management training on emergency action procedures.
- Ensure adequate employee escape routes.
- Increase awareness by employees, supervisors, and managers of the warning signs of potential workplace violence. [Provide procedures on how to will be accomplished]
- Ensure that employee disciplinary and discharge procedures address the potential for workplace violence. [Provide procedures on how to will be accomplished]
- Establish a policy for prohibited practices [describe what those are, such as a no-weapons policy.
- Limit the amount of cash on hand and use time access safes for large bills.
- Provide procedures for a "buddy" system for specified emergency events.

## PROCEDURES FOR POST INCIDENT RESPONSE AND INVESTIGATION

After a workplace incident, the WVPP administrator or their designee will implement the following post-incident procedures:

- Visit the scene of an incident as soon as safe and practicable.
- Interview involved parties, such as employees, witnesses, law enforcement, and/or security personnel.
- Review security footage of existing security cameras if applicable.
- Examine the workplace for security risk factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.
- Determine the cause of the incident.
- Take corrective action to prevent similar incidents from occurring.
- Record the findings and ensuring corrective actions are taken.
- Obtain any reports completed by law enforcement.
- The violent incident log will be used for every workplace violence incident and will include information, such as:
  - The date, time, and location of the incident.
  - The workplace violence type or types involved in the incident.
  - A detailed description of the incident.
  - A classification of who committed the violence, including whether the perpetrator was a client or customer, family or friend of a client or customer, stranger with criminal intent, coworker, supervisor or manager, partner or spouse, parent or relative, or other perpetrator.
  - A classification of circumstances at the time of the incident, including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed, working during a low staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in an unfamiliar or new location.
  - A classification of where the incident occurred, such as in the workplace, parking lot or other area outside the workplace, or other area.
  - The type of incident, including, but not limited to, whether it involved any of the following:
    - Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.
    - Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.
    - Threat of physical force or threat of the use of a weapon or other object.
    - Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted verbal or physical sexual contact.
    - Animal attack.

- Other.
- Consequences of the incident, including, but not limited to:
  - Whether security or law enforcement was contacted and their response.
  - Actions taken to protect employees from a continuing threat or from any other hazards identified as a result of the incident.
  - Information about the person completing the log, including their name, job title, and the date completed.
- Reviewing all previous incidents.
- Other post-incident procedures
  - Support and resources, such as counseling services, are provided to affected employees.

Ensure that no personal identifying information is recorded or documented in the written investigation report. This includes information which would reveal identification of any person involved in a violent incident, such as the person's name, address, electronic mail address, telephone number, social security number, or other information that, alone or in combination with other publicly available information, reveals the person's identity.

## **TRAINING AND INSTRUCTION**

All employees, including managers and supervisors, will have training and instruction on general and job-specific workplace violence practices. These sessions could involve presentations, discussions, and practical exercises. Training and instruction will be provided as follows:

- When the WVPP is first established.
- Annually to ensure all employees understand and comply with the plan.
- Whenever a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

OMI will provide its employees with training and instruction on the definitions found on page 1 of this plan and the requirements listed below:

- The employer's WVPP, how to obtain a copy of the employer's plan at no cost, and how to participate in development and implementation of the employer's plan.
- How to report workplace violence incidents or concerns to the employer or law enforcement without fear of reprisal.
- Workplace violence hazards specific to the employees' jobs, the corrective measures OMI has implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
- The violent incident log and how to obtain copies of records pertaining to hazard identification, evaluation and correction, training records, and violent incident logs.
- Opportunities OMI has for interactive questions and answers with a person knowledgeable about the OMI plan.
- Strategies to avoid/prevent workplace violence and physical harm, such as:
  - How to recognize workplace violence hazards including the risk factors associated with the four types of workplace violence.

- Ways to defuse hostile or threatening situations.
- How to recognize alerts, alarms, or other warnings about emergency conditions and how to use identified escape routes or locations for sheltering.
- Employee routes of escape.
- Emergency medical care provided in the event of any violent act upon an employee
- Post-event trauma counseling for employees desiring such assistance.

**Note:** *Employers must use training material appropriate in content and vocabulary to the educational level, literacy, and language of employees.*

## EMPLOYEE ACCESS TO THE WRITTEN WVPP

OMI ensures that the WVPP plan shall be in writing and shall be available and easily accessible to employees, authorized employee representatives, and representatives of Cal/OSHA at all times. This will be accomplished by:

- Whenever an employee or designated representative requests a copy of the written WVPP, we will provide the requester with a printed copy of the WVPP, unless the employee or designated representative agrees to receive an electronic copy.
- We will provide unobstructed access through a company server or website, which allows an employee to review, print, and email the current version of the written WVPP. Unobstructed access means that the employee, as part of their regular work duties, predictably and routinely uses the electronic means to communicate with management or co-employees.]

## RECORDKEEPING

OMI will:

- Create and maintain records of workplace violence hazard identification, evaluation, and correction, for a minimum of five (5) years.
- Create and maintain training records for a minimum of one (1) year and include the following:
  - Training dates.
  - Contents or a summary of the training sessions.
  - Names and qualifications of persons conducting the training.
  - Names and job titles of all persons attending the training sessions.
- Maintain violent incident logs for minimum of five (5) years.
- Maintain records of workplace violence incident investigations for a minimum of five (5) years.
  - The records shall not contain medical information per subdivision (j) of section 56.05 of the Civil Code.
- All records of workplace violence hazard identification, evaluation, and correction; training, incident logs and workplace violence incident investigations required by [LC section 6401.9\(f\)](#), shall be made available to Cal/OSHA upon request for examination and copying.

## EMPLOYEE ACCESS TO RECORDS

The following records shall be made available to employees and their representatives, upon request and without cost, for examination and copying within **15 calendar days of a request**:

- Records of workplace violence hazard identification, evaluation, and correction.
- Training records.

- Violent incident logs.

## REVIEW AND REVISION OF THE WVPP

The OMI WVPP will be reviewed for effectiveness:

- At least annually.
- When a deficiency is observed or becomes apparent.
- After a workplace violence incident.
- As needed.

Review and revision of the WVPP will include the procedures listed in the EMPLOYEE ACTIVE INVOLVEMENT section of this WVPP, as well as the following procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan’s effectiveness:

- Review of OMI’s WVPP should include, but is not limited to:
  - Review of incident investigations and the violent incident log.
  - Assessment of the effectiveness of security systems, including alarms, emergency response, and security personnel availability (if applicable).
- Review that violence risks are being properly identified, evaluated, and corrected. Any necessary revisions are made promptly and communicated to all employees. [These revisions could involve changes to procedures, updates to contact information, and additions to training materials.]

## EMPLOYER REPORTING RESPONSIBILITIES

As required by [California Code of Regulations \(CCR\), Title 8, Section 342\(a\). Reporting Work-Connected Fatalities and Serious Injuries](#), OMI will immediately report to Cal/OSHA any serious injury or illness (as defined by [CCR, Title 8, Section 330\(h\)](#)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.

“I, Dr, Mary Streshly, Superintendent of OMI, hereby authorize and ensure, the establishment, implementation, and maintenance of this written workplace violence prevention plan and the documents/forms within this written plan. I believe that these policies and procedures will bring positive changes to the workflow, business operations, and overall health and safety as it relates to workplace violence prevention.”

Signature\_\_\_\_\_

Date\_\_\_\_\_

“I, CMSgt (CA) Thomas James, Commandant of OMI, hereby authorize and ensure, the establishment, implementation, and maintenance of this written workplace violence prevention plan and the documents/forms within this written plan. I am committed to ensuring the safety and well-being of our employees and believe that these policies and procedures will help us achieve that goal.”

Signature\_\_\_\_\_

Date\_\_\_\_\_



## Violent Incident Log (Example)

This log must be used for every workplace violence incident that occurs in our workplace. At a minimum, it will include the information required by LC section 6401.9(d).

The information that is recorded will be based on:

- Information provided by the employees who experienced the incident of violence.
- Witness statements.
- All other investigation findings.

All information that personally identifies the individual(s) involve will be omitted from this log, such as:

- Names
- Addresses – physical and electronic
- Telephone numbers
- Social security number

[Enter the date the incident occurred (Day, Month, Year)]

[Enter the time (or approximate time) that the incident occurred] (a.m./p.m.)

Location(s) of Incident	Workplace Violence Type (Indicate which type(s) (Type 1, 2,3,4)
[Enter location(s) where the incident occurred]	[Enter the workplace violence type(s)]

Check which of the following describes the type(s) of incident, and explain in detail:

**Note:** *It's important to understand that "Workplace Violence Type" and "Type of Incident" have separate requirements. For this part of the log, "Type of Incident" specifically refers to the nature or characteristics of the incident being logged. It does not refer to the type of workplace violence.*

- Physical attack without a weapon, including, but not limited to, biting, choking, grabbing, hair pulling, kicking, punching, slapping, pushing, pulling, scratching, or spitting.
- Attack with a weapon or object, including, but not limited to, a firearm, knife, or other object.
- Threat of physical force or threat of the use of a weapon or other object.
- Sexual assault or threat, including, but not limited to, rape, attempted rape, physical display, or unwanted verbal or physical sexual contact.
- Animal attack.
- Other.

Explain: [Provide a detailed description of the incident and any additional information on the violence incident type and what it included. Continue on separate sheet of paper if necessary.]



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- Were emergency medical responders other than law enforcement contacted, such as a Fire Department, Paramedics, On-site First-aid certified personnel? Yes or No. If yes, explain below:

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Did the severity of the injuries require reporting to Cal/OSHA? If yes, document the date and time this was done, along with the name of the Cal/OSHA representative contacted.

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A copy of this violent incident log needs to be provided to the employer. Indicate when it was provided and to whom.

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This violent incident log was completed by:

[Name of person completing this log], [Job Title of person completing this log], [Date this log was completed]

[Signature of person completing this log]

[Date of completion]

### **(F) Discrimination and Harassment Policies**

The OMI Board is committed to equal opportunity for all individual education. All OMI programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or such characteristics or association with a person or group with one or more of these actual or perceived characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all academy-wide activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment.

The Board prohibits, at any academy or academy activity, unlawful discrimination, harassment, intimidation, and bullying of any cadet based on the cadet's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. California law prohibits gender-based discrimination in public schools including gender identity and gender expression.

Cadets who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal. The Cadet Services Coordinator is designated "Coordinator for Nondiscrimination" and handles complaints regarding discrimination, harassment, intimidation, or bullying, and answers inquiries regarding OMI's nondiscrimination policies:

The OMI Board of Directors is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of Cadets at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in the OMI complaint processes.

The Superintendent or designee shall ensure that all cadets receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence;
2. A clear message that cadets do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, complained;
4. Information about OMI's procedure for investigating complaints and the person(s)
5. Information about the rights of cadets and parents/guardians to file a criminal complaint, as applicable.

Any cadet who engages in sexual harassment or sexual violence at school or at a school sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For cadets in grades 6-12, disciplinary action may include suspension, dismissal or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

### **(G) Hate Motivated Behavior/Hate Crime Reporting Procedures and Policies**

*Additional code reference: Penal Code 628* In order to create a safe learning environment for all Cadets, the Board desires to protect the right of every cadet to be free from hate-motivated behavior and will promote harmonious relationships among cadets so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. OMI prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

OMI shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate motivated behavior and on strategies to help respond appropriately to such behavior. Any cadet who believes he/she is a victim of hate-motivated behavior shall immediately contact the Academy Service Coordinator. Upon receiving such a complaint, the Coordinator shall immediately investigate the complaint with support from the cadet Services Coordinator in accordance with school level complaint process/grievance procedures. A cadet who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, Board policy, and OMI Code of Conduct.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Academy Service Coordinator. As necessary, OMI shall provide counseling, guidance, and support to Cadets who are victims of hate-motivated behavior and to Cadets who exhibit such behavior.

### **(H) School-wide Dress Code**

As described in the Cadet and Parent Handbook, cadets must wear the uniform in accordance with the California Cadet Corps standard as described in the Cadet and Parent Handbook.

Cadets and parents/guardians shall be informed about the dress code and grooming standards at the beginning of the school year and whenever these standards are revised. A cadet who violates these standards shall be subject to having appropriate administrative action, including detention and having a change of clothes/shoes brought to school.

*For campus-specific dress code policies, please refer to the Cadet and Parent Handbook.*

**(I) Procedure for Safe Ingress and Egress to and from School**

OMI has established procedures to ensure the safe ingress and egress of Cadets, parents, and school employees to and from school. Cadets are accountable for conduct not only on campus but also on their way to and from school. Cadets are prohibited from the possession of weapons, imitation firearms or dangerous instruments of any kind on campus or school related activities including times where Cadets are on their way to or from school.

Each academy will also identify emergency evacuation routes identifying locations where cadets may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in appendices.

In addition to the safety measures defined above, cadet safety will also be ensured through the control of the ingress and egress of campus visitors as defined in the Cadet and Parent Handbook.

To ensure the safety of cadets and staff and minimize disruption to the instructional program, any person who is not a cadet or staff member shall register immediately upon entering the school building or grounds when school is in session.

A visible means of identification will be provided for all individuals who are not cadets or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and Chief Academic Officer (CAO) permission.

**(J) A Safe and Orderly School Environment Conducive to Learning**

The enforcement of the OMI's Cadet and Parent Handbook guidelines, combined with the safety guidelines presented in OMI's Comprehensive Safety Plan, establish expectations of cadet conduct, processes of discipline, and safety procedures to ensure a safe and orderly school environment conducive to learning.

**(K) School Discipline Rules and Consequences**

The OMI School Code of Conduct identifies standards for Cadet Conduct:

The Board believes all cadets have the right to be educated in a positive learning environment free from disruptions. Cadets shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using school transportation.

Weapons are prohibited by any person other than authorized law enforcement or security personnel. Imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school will result in cadet referral to campus administration at the minimum and may lead to suspension, dismissal or expulsion.

The Commandant or designee shall ensure that standards of conduct and discipline consistent with Board policies. Cadets and parents/guardians shall be notified of academy rules related to conduct. Prohibited cadet conduct includes but is not limited to;

1. Conduct that endangers cadets, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of cadets or staff, including sexual harassment, hate-motivated behavior, cyber-bullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption;
3. Conduct that disrupts the orderly classroom or school environment;
4. Damage to or theft of property belonging to Cadets, staff, or OMI Campus. OMI shall not be responsible for cadets' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged;
5. Obscene acts or use of profane, vulgar, or abusive language;
6. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
7. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27). Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a cadet shall obtain permission from the Superintendent or designee;
8. Use of a cellular/digital telephone, or other mobile communications device during instructional time: such devices shall be turned off in class. Any device with camera, video, or voice recording function shall not be used in any manner, which infringes on the privacy rights of any other person;
9. Plagiarism or dishonesty when completing school work or tests;
10. Tardiness or unexcused absence from school;
11. Failure to remain on school premises in accordance with school rules.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

Cadets who violate OMI's rules and regulations may be subject to discipline including, but not limited to, suspension, disciplinary or cadet honor board contract, dismissal, expulsion, and contact with local law enforcement as appropriate.

Cadets may not use personal electronic signaling devices while on campus including, but not limited to, cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, portable game consoles, cameras, digital scanners, and laptop computers. All such devices must be secured within the cadet's backpack and not used during breaks or lunch.

When a cadet uses any prohibited device, or uses a permitted device in any unethical or illegal activity, or when the use is unauthorized according to the OMI Confiscation and Cell Phone Policy, a school employee may confiscate the device. The employee

shall store the item in a secure manner and returned at the end of school day. Cadets who violate rules and regulations may be subject to discipline including, but not limited to, detention, suspension, dismissal, expulsion, referral to a Cadet Success Team (CST) or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Commandant or designee shall notify local law enforcement as appropriate.

Cadets also may be subject to discipline, in accordance with law and OMI or for any off- campus conduct during non-school hours which poses a threat or danger to the safety of cadets, staff, or OMI property, or substantially disrupts school activities.

The OMI Board desires to prepare cadets for responsible citizenship by fostering self-discipline and personal responsibility. The board believes that high expectations for cadet behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the cadet's behavior. Continually disruptive cadets may be placed on a disciplinary contract or be suspended from school in accordance with law, board policy and OMI's Code of Conduct. At all times, the safety of cadets and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.



## **(L) Chemical Hygiene**

### **Purpose**

OMI is committed to managing chemical safety in an effort to maintain a safe environment for all employees and students. This Chemical Hygiene Plan sets forth operating procedures and work policies designed to control chemical hazards.

### **Scope**

To protect employees and students from health hazards associated with the use of hazardous chemicals. We will accomplish this through the following:

- identifying hazardous chemicals;
- developing an outline of responsibilities in the district;
- developing safe procedures;
- discussing procedures for procurement, distribution, and storage of chemicals;
- implementing a plan for monitoring safety equipment and storage areas;
- developing a written plan to address accidents involving chemicals;
- establishing a chemical hazard training program; and
- developing a chemical waste disposal program.

### **This plan will be located in the following areas:**

- Commandant's Office
- Room B202
- Facility Manager's Office
- OAKMIL.org Webpage

This plan will be reviewed annually by the Chemical Hygiene Officer and updated as necessary.

### **Chemicals**

A school data base for all chemicals will be maintained at each school using the Material Safety Data Sheet (MSDS) safety system.

### **Responsibilities**

In order to properly manage the chemicals in our school, we will establish a Chemical Hygiene Officer (CHO). The CHO will have authority to make needed decisions regarding this plan in order for it to remain effective and relevant.

The Chemical Hygiene Officer selected for OMI is CMSgt (CA) Thomas James.

### **Chemical Hygiene Officer**

Duties will include:

- Being familiar with all aspects of the Chemical Hygiene Plan.
- Being a contact person for distributing information involving chemical safety.
- Being a resource on matters involving the use of chemicals.
- Advising school executives of any chemicals that pose risks to health or safety.
- Maintaining copies of chemical inventories.
- Coordinate pickup and disposal of unwanted chemicals from the schools annually.

### **Superintendent**

The Superintendent of the school is responsible for enforcement of all federal, state, and local health, safety and environmental regulations and policies including the Chemical Hygiene Plan.

## School Chemical Hygiene Officer

The School Chemical Hygiene Officer is selected by the building Principal. Their responsibilities include:

- Providing copies of the Material Safety Data Sheets/Safety Data Sheets (MSDS/SDS) for all chemicals in the building.
- Monitoring chemical handling and storage procedures
- Coordinate with district CHO for disposal of unwanted chemicals.

## School District Employees

School district employees are responsible for:

- Participating in training programs provided by the school district.
- Maintaining an awareness of health and safety procedures.
- Awareness of location and use of MSDS/SDS.
- Using and modeling good personal chemical hygiene habits.
- Reporting accidents, injuries, unsafe practices, and unsafe conditions.
- Providing safety training for all students participating in school laboratories.
- Consulting the CHO prior to bringing any chemical on site.

## Students

Students should adhere to safety procedures and good chemical hygiene habits. They should report accidents and maintain an awareness of health and safety procedures.

## Safe Operating Procedures

### A. Safety Practices

- MSDS/SDS will be maintained and readily accessible to all occupants.
- The School Chemical Hygiene Officer will ensure that all chemicals have a MSDS/SDS and proper labeling.
- Appropriate personal protective equipment must be worn to avoid contact with chemicals which may include the use of gloves and aprons. Gloves are chemical specific and must be chosen based on the chemical(s) being used.
- Chemical splash goggles must be worn any time chemicals; glassware or open flame are used in the laboratory. Based on the potential hazard, a face shield may also be necessary. Goggles or safety glasses must be worn in conjunction with the use of a face shield.
- Ensuring that each lab is equipped with appropriate ventilation as required by SPS 332.24.
- Use the Chemical Hazards Preparation Form or similar process to evaluate lessons. Update evaluation as necessary.

### B. Safety Rules

#### General Laboratory Rules and Procedures

- The school Principal will be contacted when any accident occurs.
- Emergency telephone numbers shall be posted in the chemical storage area.
- Discard any chipped, etched or cracked glassware.
- Teach everyone how to use the eyewash station and shower.
- An accident report shall be completed by the end of the work day when an accident has occurred.
- Fire extinguishers are accessible and the appropriate type.
- Employees and students shall be knowledgeable of primary and secondary evacuation routes.
- Drinking from lab glassware or other lab vessels is prohibited.
- Eating, drinking or applying cosmetics is not allowed in the laboratory.
- All unlabeled chemicals are prohibited.
- Know the hazards and precautions before using any chemical.
- Follow proper disposal procedures of all chemicals.

- Provide emergency eye wash and showers in labs where needed. Eye wash and showers shall be tested monthly.
- All exits, emergency equipment, and master utility controls shall remain clear and unobstructed.
- When hazardous airborne contaminants are generated, fume hoods shall be in use. Fume hoods shall be inspected monthly.
- No chemicals shall be stored in the fume hood.

### **Chemical Procurement, Distribution, Storage Guidelines**

- The district will identify all “approved” chemicals allowed to be purchased, stored, and used on school premises. The use of select carcinogens, reproductive toxins and substances that have a high degree of acute toxicity is prohibited.
- Employees shall consult the CHO prior to bringing any chemical on site that is not on the “approved” list.
- All chemicals shall be properly labeled at all times.
- Chemicals shall be segregated and stored with regard to compatibility and hazard classification. Flammable materials shall be stored separately. Specialized storage cabinets may be necessary based on chemical quantity and kind.
- All chemicals shall be kept under lock and key. All laboratories shall be locked when not in use.
- Chemicals shall be checked out and used only by trained and authorized employees.
- An inventory of all chemicals shall be conducted annually and all unwanted chemicals shall be gathered for disposal. Chemical containers shall be inspected during the annual inspection for container integrity and proper labeling.

### **Record Maintenance**

The district will establish and maintain documentation of:

- Any accidents and incidents involving chemicals.
- Comprehensive inventory of hazardous chemicals.
- Monthly inspections of equipment. Annual inspections of storage areas.
- All chemical disposal operations conducted.

### **Emergency Plans for Spills and/or Accidents**

The district will provide a spill kit accessible for each laboratory. This kit might include: □

- Neutralizing agents for acid spills.
- Neutralizing agents for alkali spills
- Spill absorbing materials such as sand, kitty litter, or other spill control materials.
- Quantities of cleanup materials shall be sufficient for the largest anticipated spill.

Each school should have a system for prevention, containment, cleanup, and reporting of chemical spills.

### **Medical Evaluations**

All employees who work with hazardous chemicals shall be provided with an opportunity to receive medical attention, including any follow-up examinations which the examining physician determines to be necessary, under the following circumstances:

- Employees who show signs or symptoms associated with a hazardous chemical used in the laboratory.
- Where exposure monitoring reveals an exposure level routinely above the action level or other occupational health limit.
- Whenever a spill, leak, explosion or other occurrence results in the likelihood of a hazardous exposure.
- All medical examinations and consultations must be performed by or under the direct supervision of a licensed physician and be provided at a reasonable time and place and without cost or loss of pay to the employee.

## **Training Programs**

The district will develop and implement chemical training for all employees that includes:

- Awareness and location of written Chemical Hygiene Plan and OSHA's Laboratory Standard, 29 CFR 1910.1450.
- The permissible or recommended exposure limits; the signs/symptoms associated with exposure to the chemicals being utilized; associated physical and health hazards; and methods to detect a hazardous chemical's presence or release.
- Appropriate safety measures, safe work practices and the availability of reference materials on the hazardous chemicals utilized, i.e. MSDS/SDS.
- Training at new employee orientation, new assignments, and annually.

## **Chemical Waste Disposal**

- The district will develop a chemical waste disposal process based on local, state and federal regulations.
- The District Chemical Hygiene Officer shall be responsible for the chemical waste disposal process.
- The chemical waste disposal process shall include:
  - Collection and containment of waste chemicals.
  - Procedures for safe transport.
  - List of contact personnel.
  - Historical data of all disposed chemicals including:
    - ▶ Date of disposal;
    - ▶ Name and quantity of each disposed chemical;
    - ▶ Method of disposal (including name of disposal company, if used).

## **Procedural Safety**

### Custodial Closets

Custodial closets must have the following safety items and meet these safety guidelines:

- Material Safety Data Sheets (MSDS) for all chemicals stored in the closet, or written instructions
- or map of the location within the building where the MSDS can be found.
- Safety goggles or glasses
- Rubber gloves
- "Wet floor" signs or the location within the building where they can be found.
- A measuring cup
- Mixing station
- Earplugs

Custodial closets must also meet the safety guidelines below:

- All chemicals must be stored at eye level or below.
- All containers must be properly labeled.
- Wet mops must be hung up to dry.
- Mop buckets must be empty - no standing water or chemicals.
- Food cannot be stored near chemicals.
- Equipment cords cannot be frayed or have exposed bare wires.

## Sample Chemical Hazards Preparation Form Lesson: \_\_\_\_\_

Chemicals identified to be used:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Compatible with other chemicals?

\_\_\_ Yes    \_\_\_ No

\_\_\_ Yes    \_\_\_ No

\_\_\_ Yes    \_\_\_ No

Replacement of incompatible or high hazard chemicals evaluated? \_\_\_\_\_ Yes    No

<b>Check the Row(s) below and column(s) to the right indicating what safety equipment and procedures are to be used and when they shall be followed. Check all that apply.</b>		Pre-Lab	Lab	Post-Lab
<b>Hazard Category</b>	<b>Corrosive Solid</b>			
	<b>Corrosive Liquid</b>			
	<b>Reactive</b>			
	<b>Volatile</b>			
	<b>Other:</b>			
<b><u>PPE - Personal Protection Equipment</u></b>	<b>Safety Glasses</b>			
	<b>Goggles</b>			
	<b>Face shield</b>			
	<b>Glove Type</b>			
	<b>Body Protection: Apron, lab coat</b>			
	<b>Foot: in addition to covered foot/toe areas</b>			
<b>Engineering Controls</b>	<b>Respiratory- May Require a Respiratory Protection Program</b>			
	<b>Fume Hood</b>			
	<b>Eyewash Station in working order</b>			
	<b>Safety Deluge Shower in working order</b>			
	<b>Use diluted or small quantities of hazards</b>			
	<b>Type of Fire Extinguishers required</b>			
<b>Waste Disposal*</b>	<b>Other:</b>			
	<b>Pour down drain (check with local waste treatment facility)</b>			
	<b>Chemical Garbage can</b>			
<b>Type of Segregated Waste Container i.e. Acids</b>				
<b>List any hazardous products, by products or wastes that may be created anytime during the use of the chemical identified above.</b>		1.		
		2.		
		3.		
		4.		

\*In accordance with local, Department of Natural Resources and federal regulations.

Specific Safe Work Practices: [list the safe work practices expected to be used in each stage, if all the same just write once.] Specific emergency procedures: [especially important for chemicals that are incompatible with spill kit or fire extinguishing materials]

*This document is an addendum to the OMI Chemical Hygiene Plan, and covers additional information on the safe handling and storage of the materials described beyond the practices described therein. Users must be familiar with the OMI Chemical Hygiene Plan before utilizing this SOP.*

**(M) Laboratory Hazards Identification**

**Standard Operating Procedure**  
**LABORATORY HAZARD**

**Overview**

**Special Handling and Storage Concerns**

**Personal Protective Equipment**

**Special Storage Requirements**

**Engineering Controls**

**Special Handling Considerations**

**Decontamination**

**Waste Management**

**First Aid and Emergencies**

**Spill**

**Fire**

**Personnel Exposure**

**Laboratory Specific Information**

**Prior Approval Required**

- NO
- YES (describe):

**Designated Area**

- Entire Laboratory Area
- Other (describe):

**Experimental Conditions of Use**

**Temperature Range:**

**Pressure Range:**

**Scale Range:**

**Other Relevant Details:**

This document is an addendum to the OMI Chemical Hygiene Plan, and covers additional information on the safe handling and storage of the materials described beyond the practices described therein. Users must be familiar with the OMI Chemical Hygiene Plan before utilizing this SOP.

## **(N) Custodial Hazard Response**

### **Standard Operating Procedure**

# **CAMPUS CUSTODIAL HAZARD**

## **Overview**

In the event of a spill, notify OMI security channel with location. Security and cadre will notify the CHO if the chemical spill poses a threat to campus cadets and staff. If any odors emit from the spill area, the Commandant, Principle, Chief of Operations, Cadre Supervisor or available staff member may notify the Superintendent of the spill with details that include: Substance if known, estimated size of spill area, location, smell of the substance spilled. Emergency response steps will be initiated if the spill is determined to be threatening to cadets and staff.

## **Cleaning Solutions**

The cleaning solutions used in custodial work contain chemicals that are harmful if splashed in eyes, on skin, or inhaled. When various chemicals are left out carelessly or improperly sealed they pose a threat to employees. Chemicals should be stored at or below eye level; it is important to know what the chemicals are and what to do in case of an accident involving them.

- Know the nature of the chemicals being used. If you have any questions, talk to your supervisor or refer to the Material Safety Data Sheets (MSDS) for chemicals. If chemicals should get splashed in your eyes or on your skin, it is important to know what to do to neutralize the chemical and prevent further harm.
- Read and know what the warnings on chemical containers stand for and follow the precautions associated with each warning:
  - **Danger**
  - **Warning**
  - **Caution**
  - **Hazard**
- Wear protective gear when working with chemicals. Goggles and gloves are the best way to prevent a chemical spill or splash from causing serious bodily harm.
- Store all chemicals in an approved, clearly labeled, properly sealed container at or below eye level.
- Do not dispose of a chemical unless you know the procedure required to properly dispose of it and its container. Triple rinse all chemical containers before disposing of them.
- If a chemical is found in the area and the contents are uncertain, leave it alone. If it has spilled or is unsealed, do not clean it up, do not put a lid on it, and do not touch it until it has been accurately identified. If you have questions, leave the area immediately and contact your supervisor.
- If you smell anything suspicious, clear the area, and report the potential hazard to your supervisor immediately. Do not try to figure out what the smell is or what is emitting the odor.

## **(O) Firearm Safety Education and Parental Notification Policy**

**Legislative Reference:** Senate Bill 906 (2022), Assembly Bill 452 (2022), Education Code §§ 32280–32289

### **Purpose**

In compliance with Senate Bill 906, this policy is designed to educate families about safe firearm storage practices, reduce the risk of accidental harm, and promote overall school safety. This aligns with OMI's commitment to creating a safe and secure learning environment for all students and staff.

### **Policy Statement**

OMI recognizes the critical importance of firearm safety in safeguarding students, staff, and community members. To fulfill our legal obligations and enhance safety, the district will implement the following measures:

### **Parental Notification on Safe Firearm Storage**

#### **1. Annual Notification:**

- All parents and guardians of enrolled students will receive annual written notifications about California's child access prevention laws and safe firearm storage requirements. This will include:
  - The importance of keeping firearms unloaded and securely locked.
  - Information on legal penalties for unsafe firearm storage.
  - Community resources for obtaining firearm safety devices.
- Notifications will be distributed at the start of each academic year through:
  - School handbooks
  - District websites
  - Email communications

#### **2. Distribution Formats:**

- Information will be provided in all primary languages spoken within the district to ensure accessibility.

#### **3. Coordination with Local Law Enforcement:**

- The district will collaborate with local law enforcement agencies to stay updated on firearm safety resources and programs available to families.

### **Educational Programs and Resources**

#### **1. Workshops and Seminars:**

- OMI will coordinate periodic workshops for parents, guardians, and community members on firearm safety and secure storage practices. These workshops will feature local safety experts and law enforcement representatives.

#### **2. Student Education:**

- Age-appropriate educational content will be integrated into health and safety curriculums to inform students about firearm safety.

### **Implementation and Review**

#### **1. Compliance Oversight:**

- The OMI's Safety Committee will oversee the implementation and review of this policy to ensure it aligns with state regulations and best practices.

#### **2. Evaluation:**

- The effectiveness of the policy will be assessed annually, and findings will be presented during the district's safety plan review.

### **Reference Materials**

- California Department of Justice Safe Storage Guidance
- Local firearm safety resources and support organizations
- National firearm safety initiatives such as 'Project ChildSafe'



## **(P) Pupil Safety: Parental Notification: Firearm Safety Laws**

**Legislative Reference:** Assembly Bill 452 (2022), California Penal Code §25100-25125: Child Access Prevention

### **Purpose**

To comply with Assembly Bill 452 (2022), this section ensures that parents or guardians are informed of California's child access prevention and firearm safety laws, promoting a safe environment for students both on and off campus.

### **Policy Statement**

In alignment with California Education Code requirements under AB 452, the [School District Name] is committed to increasing awareness of firearm safety and child access prevention laws among parents, guardians, and the school community to enhance pupil safety.

### **Implementation Guidelines**

#### **1. Annual Notification to Parents and Guardians:**

- Beginning with the [school year, e.g., 2023-24], the district shall include information on California's child access prevention and firearm safety laws in the annual parent/guardian notification packet.
- This notification shall provide guidance on the importance of secure firearm storage, particularly in households with children, and the legal responsibilities of firearm owners in California.

#### **2. Content of Notification:**

- The notification shall include, but is not limited to, the following:
  - Explanation of California Penal Code Section 25100, which prohibits a person from storing a firearm where a child is likely to access it without permission unless it is locked or otherwise secured.
  - Description of the legal consequences for failure to comply with child access prevention laws, including fines and imprisonment.
  - Practical tips for safe firearm storage, such as the use of gun safes or trigger locks.

#### **3. Methods of Distribution:**

- Notifications may be distributed through the following channels:
  - Inclusion in the Parent/Guardian Handbook distributed at the start of each school year.
  - Posting on the district's official website under the Safety and Wellness section.
  - Printed flyers or electronic communications (emails) sent to families.

#### **4. Training and Awareness:**

- School staff and administrators shall receive annual training to ensure awareness of firearm safety notification requirements and the district's role in promoting compliance.
- Optional informational workshops or presentations for parents and guardians may be organized in partnership with local law enforcement or community organizations.

#### **5. Monitoring and Evaluation:**

- The district shall periodically review and update the content of the firearm safety notification to reflect any changes in state laws or best practices.
- The effectiveness of communication methods shall be evaluated through parent/guardian surveys or feedback mechanisms.

### **Reference Materials**

- Assembly Bill 452 (2022): Pupil Safety: Parental Notification: Firearm Safety Laws
- California Penal Code §25100-25125: Child Access Prevention

## (Q) School Safety and Mandatory Reporting Policy

**Legislative Reference:** Senate Bill 1273 (2022), California Penal Code §626.9 or 626.10 with defined exceptions.

### Purpose

This policy is intended to ensure a safe educational environment by establishing clear procedures for the mandatory reporting of certain pupil conduct, in compliance with Senate Bill 1273. The policy outlines the responsibilities of school personnel regarding incidents that may involve criminal activity and specifies the conditions under which law enforcement notification is required. It further clarifies that some provisions of prior mandatory reporting statutes have been repealed or modified under SB 1273.

### II. Scope

This policy applies to all employees, administrators, and designated school officials within the Oakland Military Institute College Preparatory Academy (OMI) who have a role in maintaining school safety and in responding to incidents involving pupil conduct.

### III. Definitions

- **Cadet:** Any student currently enrolled in OMI.
- **Superintendent's Designee:** An individual appointed by the school Superintendent with the authority to act on matters covered by this policy.
- **Mandatory Reporting (under SB 1273):** The legal obligation to notify appropriate law enforcement authorities of any pupil acts that may constitute a violation of law, specifically those acts that may involve a violation of Penal Code Sections 626.9 or 626.10, with certain defined exceptions.
- **Excluded Instruments:** Instruments that expel a metallic projectile (e.g., BBs, pellets through air pressure, carbon dioxide, or spring action), spot marker guns, razor blades, or box cutters. These are excluded from the notification requirement unless other federal referral requirements apply under the Gun-Free Schools Act.

#### 1. Legal Authority and Compliance:

In accordance with SB 1273, the Superintendent (or the Superintendent's designee) is required to report to the appropriate county or city law enforcement authorities any pupil act that may constitute a violation of Penal Code Sections 626.9 or 626.10, provided that:

- The act does not involve an excluded instrument (as defined above) unless notification is required under the federal Gun-Free Schools Act.
- The notification is consistent with federal referral requirements under 20 U.S.C. § 7961(h).

#### 2. Special Provisions for Pupils with Exceptional Needs:

In cases where a pupil with exceptional needs (as defined in Education Code Section 56026) is involved in an incident that meets the criteria for mandatory reporting:

- The Superintendent (or designee) shall ensure that copies of the pupil's special education and disciplinary records are transmitted to the appropriate law enforcement authorities.
- Such records shall be transmitted in accordance with Section 1415(k)(6) of Title 20 of the United States Code and in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g et seq.), limiting the transmission to the minimum necessary information.

### V. Procedures

(cont.)

**1. Identification and Initial Response:**

- **Observation/Notification:** Any employee who becomes aware of a pupil incident that may involve a criminal act must immediately notify the school Superintendent or the designated safety officer.
- **Assessment:** The Superintendent or designee shall promptly assess the incident to determine if it falls under the mandatory reporting requirements as defined in SB 1273.

**2. Determination of Reportable Incidents:**

- **Reportable Acts:** Incidents involving pupil behavior that may be a violation of Penal Code Sections 626.9 or 626.10 shall be considered reportable, except when the only offense involves the use or possession of an excluded instrument.
- **Exclusions:** If the incident involves an instrument such as a BB/pellet gun (using air, CO<sub>2</sub>, or spring action), a spot marker gun, a razor blade, or a box cutter, the incident need not be reported unless federal requirements under the Gun-Free Schools Act necessitate such a referral.

**3. Notification to Law Enforcement:**

- **Timeliness:** Once an incident is determined to be reportable, the Superintendent or designated official must notify the appropriate law enforcement authorities promptly, following district guidelines for incident reporting.
- **Content of Report:** The notification should include all relevant details of the incident, including the nature of the conduct, any potential safety risks, and information regarding any pupil with exceptional needs (subject to FERPA limitations).

**4. Documentation and Recordkeeping:**

- A written report of the incident, the assessment process, and the subsequent notification to law enforcement must be maintained in the school's confidential incident log.
- Special education and disciplinary records transmitted as part of the reporting process must be handled in accordance with FERPA and retained in secure files as required by law.

**5. Follow-Up Procedures:**

- The school administration shall monitor the incident and any subsequent law enforcement actions, ensuring that all safety measures are implemented and that communication with families and staff is managed appropriately.
- A review of the incident and the district's response shall be conducted to improve future responses and training.

**VI. Training and Communication**

- All school personnel, especially those in supervisory roles, will receive periodic training on this policy, including updates on SB 1273 requirements.
- The district will maintain written procedures and provide clear guidance to staff on how to assess, document, and report incidents in compliance with state law.
- Information regarding this policy will be communicated to all staff and included in the district's safety and emergency response materials.

**VII. Compliance and Enforcement**

- Compliance with this policy is mandatory. Failure to adhere to these procedures may result in administrative sanctions.
- This policy supersedes any previous reporting requirements that have been modified or repealed by SB 1273.

## **(R) Lockdown Drills and Multi-Option Response Drills**

**Legislative Reference:** Senate Bill 541 (2019), California Education Code § 32282.

### **Purpose:**

To comply with Senate Bill 541 (2019) and enhance emergency preparedness, OMI mandates that minimum execution of two annual lockdown drills or multi-option response drills per school year. These drills prepare students and staff for emergency situations, including active threats, and ensure compliance with California Education Code Section 32282.

### **Implementation Guidelines**

#### **1. Required Annual Drills**

- Each school site must conduct at least two lockdown or multi-option response drill per academic year.
- Drills shall simulate real-world emergency scenarios, including active shooter situations, and adhere to Standardized Emergency Management System (SEMS) and National Incident Management System (NIMS) protocols.

#### **2. Multi-option Response Strategies**

- In addition to traditional lockdown procedures, schools may incorporate multi-option response strategies, such as:
  - **Evacuate:** When it is safe to leave the premises.
  - **Barricade:** Secure rooms by locking doors and reinforcing barriers.
  - **Counter:** As a last resort, disrupt or disarm an attacker when evacuation is not possible.

#### **3. Staff Training & Student Awareness**

- School administrators, teachers, and staff shall receive annual training on:
  - Lockdown procedures.
  - Multi-option response strategies.
  - Communication and coordination with local law enforcement.
- Age-appropriate instruction shall be provided to students to ensure understanding of drill procedures.

#### **4. Coordination with Law Enforcement and First Responders**

- OMI shall collaborate with local law enforcement, fire departments, and emergency management agencies including the California Military Department to improve drill effectiveness.
- Law enforcement may be invited to observe or participate in drills to provide feedback and guidance.

#### **5. Drill Reporting & Compliance**

- After each drill, school administrators must submit a drill report to Operations, including:
  - Date and time of the drill.
  - Number of participants.
  - Observations and areas for improvement.
  - Any incidents or concerns noted during the drill.

## (S) Cadet Health & Safety – Food Allergy Management

**Legislative Reference: Assembly Bill 2640 (2022)** requires the California Department of Education to develop and maintain an **online Food Allergy Resource Page** to provide guidance for schools, students, and families regarding food allergies.

- **Assembly Bill 2640 (2022): Pupil Health – Food Allergies (The Zacky Bill)**
- **California Education Code § 49414: Epinephrine Auto-Injectors in Schools**

### **Purpose:**

to ensure a safe and inclusive school environment for students with food allergies, in compliance with Assembly Bill 2640 (2022) – The Zacky Bill. This policy outlines food allergy awareness, emergency response protocols, and access to state-provided resources, including the California Food Allergy Resource Internet Web Page established by the California Department of Education (CDE).

## **Food Allergy Prevention & Awareness**

### **A. Identification & Communication**

#### **1. Student Health Records:**

- Parents/guardians must inform the school of any diagnosed food allergies upon enrollment or as soon as the allergy is identified.
- Health records shall include details on the severity of the allergy, triggers, and required emergency interventions.

#### **2. Food Allergy Action Plan (FAAP):**

- The school nurse or administrator will develop individualized Food Allergy Action Plans (FAAPs) for students with severe allergies.
- Plans must be shared with teachers, cafeteria staff, and relevant personnel.

#### **3. Staff Training & Awareness:**

- All staff (teachers, cafeteria workers, custodial staff, and administrators) must receive annual training on food allergy management, including:
  - Recognizing symptoms of an allergic reaction.
  - Administering epinephrine and first aid procedures.
  - Emergency response procedures.

### **B. Safe School Practices**

#### **1. Cafeteria & Food Services:**

- The school cafeteria shall clearly label common allergens in menu items.
- Students with severe allergies may be provided with a designated allergen-free eating area if necessary.
- Staff will work with food vendors to reduce cross-contact risks.

#### **2. Classroom & School Activities:**

- Teachers shall avoid using common allergens (e.g., peanuts, dairy, eggs) in classroom activities, projects, and celebrations.
- Parents shall be notified of food-related classroom events in advance to ensure student safety.

#### **3. Emergency Preparedness:**

- Epinephrine Auto-Injectors (EpiPens) shall be stored in easily accessible locations, including the health office and classrooms where needed.
- School personnel must be trained to recognize anaphylaxis and respond immediately.

#### **4. Access to the California Food Allergy Resource Internet Web Page**

In compliance with AB 2640, the school shall:

- Provide families access to the California Food Allergy Resource Internet Web Page, which includes:
  - Guidelines for managing food allergies at school.
  - Educational materials for staff and parents.
  - Emergency response recommendations.
- The resource page link shall be included in:
  - The annual Student & Parent Handbook.

- The school website under the Health & Wellness section.
  - School-wide communications, as necessary.
- 

## **5. Reporting & Compliance**

### **1. Incident Tracking:**

- Any allergic reactions or food allergy incidents shall be documented by school staff.
- Reports shall be reviewed to improve prevention strategies.

### **2. Annual Policy Review:**

- This food allergy management policy shall be reviewed annually to ensure compliance with state law and best practices.
- Updates shall be implemented as needed in response to new research, community feedback, or regulatory changes.

## (T) Mandated Reporting of Child Abuse & Neglect

### Legislative Reference:

- Assembly Bill 2274 (2022) – Statute of Limitations for Mandated Reporters  
Effective January 1, 2023, AB 2274 modifies the statute of limitations for the failure of a mandated reporter to report suspected child abuse or severe neglect. Previously, legal action against a mandated reporter who failed to report had to be initiated within one year of the offense. Under AB 2274, the statute of limitations is extended to five years from the date of the failure to report.
- **Assembly Bill 2274 (2022): Mandated Reporters – Statute of Limitations**
- **California Penal Code § 11165.7: Mandated Reporters Defined**
- **California Penal Code § 11166: Reporting Requirements**
- **California Penal Code § 11172: Protection from Liability for Mandated Reporters**

### Purpose:

The safety and well-being of students are of paramount importance at **Oakland Military Institute (OMI)**. To ensure compliance with **Assembly Bill 2274 (2022)** and existing **California child protection laws**, this policy outlines the responsibilities of **mandated reporters** within the school, reporting procedures, and legal obligations concerning child abuse and neglect.

## Mandated Reporter Responsibilities

### A. Who is a Mandated Reporter at OMI?

The following personnel at **OMI** are **mandated reporters** under **California law**:

- Teachers
- Administrators
- Coaches & extracurricular supervisors
- Counselors & school psychologists
- Classified staff working directly with students
- School security personnel

### B. When Must a Report Be Made?

Mandated reporters must file a report **immediately** or as soon as practically possible when they:

- **Have knowledge of or observe** a child whom they know or reasonably suspect has been a victim of **child abuse or severe neglect**.
- Receive **disclosures from a child** regarding abuse or neglect.

Reports must be made to:

- **Local law enforcement** (police or sheriff's department).
- **County Child Protective Services (CPS)**.
- **School-designated Child Abuse Reporting Coordinator** (who assists but does not replace mandated reporting obligations).

### C. Protection Against Retaliation

- Mandated reporters **are protected** from civil or criminal liability if they report **in good faith**, even if the allegations are later determined to be unsubstantiated.
- OMI prohibits **retaliation** against employees who fulfill their mandated reporter duties.

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## Reporting Procedures

### Step 1: Immediate Verbal Report

- Call **CPS or local law enforcement immediately** or as soon as practical.
- Provide details, including the child's name, location, nature of suspected abuse, and any relevant observations.

### Step 2: Written Report Within 36 Hours

- Complete **California Department of Justice Form SS 8572 (Suspected Child Abuse Report – SCAR)**.

- Submit the form within **36 hours** of the verbal report to **CPS or law enforcement**.
- Keep **confidential** records in accordance with school policies and state law.

### **Step 3: Internal Notification**

- Notify the **OMI Child Abuse Reporting Coordinator** (if applicable) for internal tracking and support.
- This does **not** replace the legal obligation to **directly report to law enforcement or CPS**.

### **Step 4: Follow-Up & Documentation**

- Ensure all documentation is **securely stored** in compliance with state and federal laws.
  - Cooperate with **law enforcement and child welfare agencies** during investigations.
- 

## **Annual Training Requirement**

- **All OMI staff designated as mandated reporters must complete annual training** on child abuse identification and reporting.
  - Training will be provided by the **California Department of Education (CDE) online training portal** or through **OMI's professional development program**.
- 

## **Consequences for Non-Compliance**

### **A. Criminal & Civil Penalties**

- **Failure to report child abuse or neglect** is a misdemeanor punishable by:
  - **Up to 6 months in jail** and/or
  - **A fine of up to \$1,000**
- If the failure to report **results in serious harm or death**, penalties increase to **up to 1 year in jail and/or a \$5,000 fine**.

### **B. Employment Consequences**

- Any OMI staff member who **fails to report suspected abuse** may be subject to **disciplinary action**, including:
  - Suspension
  - Termination of employment
  - Permanent loss of professional credentials (for educators)

### **C. Extended Statute of Limitations (AB 2274)**

- Under **AB 2274**, legal action against an individual who **fails to report abuse** may be initiated **up to five years** after the failure occurred.
- 

## **OMI Commitment to Child Safety**

To ensure compliance and create a **safe learning environment**, OMI will:

- Provide **clear, accessible guidance** on mandated reporter duties.
- Ensure **all staff receive training and annual updates**.
- Maintain **strict confidentiality** regarding all child abuse reports.
- Collaborate with **law enforcement and child welfare agencies** as needed.



## (U) Cadet Bullying & Cyberbullying Prevention

### Legislative Reference:

- **California Education Code § 234.1:** Safe Place to Learn Act
- **California Education Code § 32283:** Bullying Prevention Policies
- **California Education Code § 48900(r):** Bullying as a Cause for Suspension/Expulsion
- **California Education Code § 32261:** Cyberbullying Provision

### Purpose:

Oakland Military Institute (OMI) is committed to providing a **safe, respectful, and inclusive learning environment** for all cadets. Bullying, including cyberbullying, is strictly prohibited on **campus, at school events, during cadet activities, and in online spaces**. This chapter outlines prevention, reporting, intervention, and disciplinary procedures in compliance with **California law and the OMI Code of Conduct**.

### Definitions

#### Bullying

Per **California Education Code § 48900(r)**, bullying includes any **severe or pervasive physical or verbal act** directed toward a cadet that:

- Causes **fear of harm** to self or property.
- **Creates a hostile environment** interfering with a cadet's ability to learn.
- **Substantially disrupts school operations.**

Bullying can include:

- **Physical bullying:** Hitting, pushing, or intimidation through gestures.
- **Verbal bullying:** Name-calling, threats, or offensive remarks.
- **Social bullying:** Spreading rumors, exclusion, or humiliation.

#### Cyberbullying

Cyberbullying is the use of **electronic communication** to harass, threaten, or intimidate another cadet. Under **California Education Code § 32261**, cyberbullying includes:

- **Text messages, social media posts, or emails** that contain threats, slurs, or harmful rumors.
- **Impersonation, hacking, or sharing personal/private images** without consent.
- **Using school technology or personal devices** to harass cadets.

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### Prevention Strategies

#### School-Wide Prevention Initiatives

OMI integrates **anti-bullying and digital citizenship education** into its **leadership and character development programs** to foster a respectful culture.

- **Annual Bullying Prevention Training** for cadets and staff.
- **Classroom Lessons on Respect, Inclusion, and Internet Safety.**
- **Cadet-Led Peer Support Teams** to encourage positive interactions.
- **Cyber Ethics Training for Responsible Social Media Use.**
- **Partnerships with Local Law Enforcement & Mental Health Organizations** for intervention programs.

#### Supervision & Monitoring

- Staff are **trained to identify bullying behaviors** and intervene appropriately.
- **Cameras, supervision, and anonymous reporting systems** help deter bullying on campus.
- **Monitoring of school email and digital platforms** to prevent cyberbullying.

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### Reporting & Investigation

#### A. Reporting Bullying & Cyberbullying

Any cadet, parent, or staff member may report bullying in the following ways:

1. **In-Person:** Report to any staff member, instructor, or administrator.
2. **Anonymous Reporting:** Use the **OMI Anonymous Reporting System** available online or via designated school drop-boxes.
3. **Email or Phone Hotline:** Reports can be submitted to [school contact email/phone].
4. **Online Incident Report Form:** Available on the OMI website for confidential reporting.

#### **B. Investigation Procedures**

1. **Initial Review:** School officials will investigate **within 24-48 hours** of receiving a report.
2. **Fact-Gathering:** Interviews with involved parties, review of evidence (e.g., social media, messages).
3. **Parent Notification:** If appropriate, parents/guardians will be informed.
4. **Intervention & Consequences:**
  - **Mediation, counseling, and conflict resolution** for minor cases.
  - **Disciplinary action** per OMI's **Cadet Code of Conduct** for severe or repeated offenses.
  - **Law enforcement involvement** if threats, harassment, or criminal activity is involved.

### **Consequences & Interventions**

Bullying and cyberbullying are **serious violations** of the OMI Code of Conduct. **Consequences may include:**

- **Warning & Parent Conference** (First offense or minor cases).
- **Loss of Cadet Leadership Roles & Privileges.**
- **Restorative Justice Programs or Conflict Resolution Sessions.**
- **Detention, Suspension, or Expulsion** per California Education Code § 48900.
- **Law Enforcement Referral** for severe cyberbullying, harassment, or threats.

### **Cadet & Parent Responsibilities**

#### **A. Cadets' Responsibilities:**

- **Report** bullying incidents immediately.
- **Refrain** from participating in or encouraging bullying behavior.
- **Respect others** online and offline, including **ethical use of technology.**

#### **B. Parents' Responsibilities:**

- **Monitor** their child's online activity and social media use.
- **Encourage open communication** about school experiences.
- **Report concerns** to school staff and participate in prevention efforts.

### **Annual Policy Review & Compliance**

- This **anti-bullying and cyberbullying policy will be reviewed annually** as part of OMI's **Comprehensive Safety Plan.**
- Compliance will be monitored by **OMI's Dean of Discipline.**

## Appendix A: Documented Safety Planning Process

<b>Activity Description</b> <i>(i.e. reviews Steps, Meetings conducted, approvals)</i>	<b>Date, Time</b>	<b>Attached Document</b> <i>(description and Location)</i>
Review of current safety protocols	February 15, 2025 August 29, 2025	Safety Plan Overview Review of Alice Training
Violent Critical Incident Staff Training	September 4, 2025 December 4, 2025 December 11, 2025 February 24, 2026 April 16, 2026	<i>Academy specific</i>
Safety Committee Planning Meetings	April 9, 2025 September 10, 2025 October 15, 2025 November 19, 2025 January 28, 2026 February 25, 2026 March 25, 2026 April 22, 2026	Notes
Safety Committee Leadership Meetings	August 6, 2025 September 24, 2025 October 22, 2025 November 19, 2025 February 11, 2026 April 15, 2026	Notes
Staff Training	August 29, 2025 February 20, 2026	
Provide proposed Comprehensive Safe Schools Plan to the OMI Board of Education		<i>Board agenda and minutes</i>

Revision Date: June 2024

## **Appendix B : Workplace Violence Prevention Resource Program**



### **Oakland Military Institute College Preparatory Academy Workplace Violence Hazard Inspection Form**

Use this form to help identify, evaluate, and document potential hazards for correction in accordance with the OMI workplace violence prevention plan (WVPP). This is a general inspection form, some provisions of which may not be applicable to the specific worksite being inspected.

- Fill out all relevant portions of this form with additional notes and comments as needed.
- Submit this form to individuals designated to receive such information under the organization’s WVPP.

**Inspection Date:** \_\_\_\_\_ **Site Address:** \_\_\_\_\_

**Hours of Operation:** \_\_\_\_\_ **Completed by:** \_\_\_\_\_ **Job Title:** \_\_\_\_\_

.....

#### **A. Property and Environment**

- Describe the physical layout of the site.
- Describe proximity to other businesses, residences, and access to the street.
- Is the surrounding area prone to criminal activity?
- Evaluate and describe the exterior and interior of the workplace for its potential for theft, including whether there is cash, electronics, supplies, or other assets on site that may make the worksite a more likely target for robbery, burglary, or other criminal acts.
- Has the site experienced criminal activity or threats of violence in the past? If so, describe.
- What is the frequency and severity of employee reports of threats of physical or verbal abuse by other employees, visitors, students, parents, etc.?
- Any property damage, or other signs of strain or pressure in the workplace?

#### **B. Daily Operations & Schedule**

- # of employees onsite during hours of operation:
- Evaluate potential risk factors for employees working in small numbers or alone and existing procedures to minimize those risks.
- # of employees onsite outside of regular hours of operation:
- Evaluate potential risks for employees onsite and risk factors for employees working in small numbers or alone outside of regular operating hours (e.g. before/after care, food service workers, coaches who may arrive early or stay on campus late or evening events such as open houses, parent information nights, or board meetings). What existing procedures are in place to minimize those risks?
- Describe whether employees interact with members of the public (e.g., parents, consultants, vendors, delivery drivers, etc.) and any potential risk factors based on those interactions.
- Is there a safe or a lockbox on the premises into which cash or other valuables are deposited or stored? If so, describe the area, how it is accessed, by whom, and whether it could potentially be observed by or accessed by unauthorized individuals.

- Assess the freedom of movement within the workplace by non-employees (parents, vendors etc.). What (if any) is the frequency and severity of threatening or hostile situations that may lead to workplace violence incidents by persons who are visitors to the site (e.g. parents, vendors, etc.)? What procedures are in place to minimize those risks?

### **C. Security Measures and Procedures**

- Describe the current security measures and systems in place on the site including access management, surveillance, alarms, physical barriers, security windows, etc.
- Are any of the security measures listed above broken or non-functioning? If yes, note and describe.
- Evaluate the need for OR effectiveness of existing:
  - building access management (i.e., key cards, codes, traditional lock and key, etc.), and any violations or circumvention of those security procedures by employees, parents, or visitors whether intentional or unintentional.
  - security/violence surveillance measures, such as mirrors and cameras
  - alarm systems, including “panic alarm/panic button” systems
  - illumination of all work areas, including hallways, entranceways, and parking areas.
  - security services provided by a third-party security company
  - systems and procedures for warning others of actual or potential workplace violence danger or that summon assistance (alarms, P.A., other worksite alert systems)

### **D. Existing Emergency Procedures**

- Evaluate the effectiveness of the following:
  - i. Employees’ skill and knowledge in safely handling threatening or hostile situations.
  - ii. Procedures for employee response during a criminal act.
  - iii. How well the organization’s management and employees communicate with one other.
  - iv. Procedures for reporting suspicious or unusual activities or persons.
  - v. Is the most current emergency contact information for law enforcement, security, and emergency services posted in common areas? Do employees have access to a telephone with an outside line?
  - vi. Whether employees have effective escape routes from the workplace.
  - vii. Whether employees have a designated safe area where they can go in an emergency.
  - viii. The use of work practices such as the "buddy" system for specified emergency events.

Additional notes/findings:



## Oakland Military Institute College Preparatory Academy Workplace Violence Incident Log

### Section 1: Information About the Individual Completing this Log

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Date completed: \_\_\_\_\_

### Section 2: Information about the Incident

Date of incident: \_\_\_\_\_

Time of incident: \_\_\_\_\_

Location of incident: \_\_\_\_\_

Explain the nature or type of location, e.g. parking lot, playground, front office etc.:

Workplace Violence Type (Check one box):

- Type 1 – Violence committed by a person who has no legitimate business at the workplace.
- Type 2 – Violence committed by a student or visitor.
- Type 3 – Violence committed by a present or former employee, supervisor or manager.
- Type 4 – Violence committed by a nonworker with a personal relationship with the employee.

Classify the type of person committing the violence (e.g., customer/client or their family member, coworker, spouse, parent, or other family member or stranger with criminal intent):

Type of Incident (Check all boxes that apply):

- Physical attack without a weapon (e.g., punching, kicking, spitting, biting, choking, grabbing, or pushing).
- Attack with a weapon or other object (e.g., firearm or knife).
- Threat of physical force or use of weapon or other object.
- Sexual assault or threat of sexual assault (e.g., rape, attempted rape, or physical display).
- Animal attack.
- Other:

Describe the incident in detail\* (use additional sheets as needed):

### Section 3: Consequences of the Incident

- Check this box if security or law enforcement were contacted.

Officer or Badge Number \_\_\_\_\_ Department \_\_\_\_\_ Date/Time Contacted \_\_\_\_\_

If you checked the box above, complete a description of their response:

Identify below all actions taken to protect employees from a continuing threat of violence or any other hazards identified as a result of this incident:

Identify any other consequences, if any, of this incident:

\*The description must include a classification of circumstances including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed in their duties, working during a low staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in a new or unfamiliar location.

## Appendix C: Gun Safety Mandatory Message

### Subject: Ensuring a Safe Environment for Our Students: Firearm Safety Education

Dear Oakland Military Institute Families,

At Oakland Military Institute (OMI), the safety and well-being of our students, staff, and community are our top priorities. In line with our commitment to creating a secure learning environment, we are implementing comprehensive firearm safety education and parental notification policies as mandated by California legislation.

#### What You Need to Know:

1. **Annual Firearm Safety Notifications:**
  - **Information Provided:** Each year, you will receive a written notification detailing California's child access prevention laws and safe firearm storage requirements. This includes:
    - The importance of keeping firearms unloaded and securely locked.
    - Legal penalties for unsafe firearm storage.
    - Resources for obtaining firearm safety devices.
  - **Distribution Methods:** Notifications will be available in multiple languages and distributed through school handbooks, our district website, and email communications at the start of each academic year.
2. **Educational Programs and Resources:**
  - **Workshops for Families:** We will host periodic workshops featuring local safety experts and law enforcement to guide you on best practices for firearm safety and secure storage.
  - **Student Education:** Age-appropriate firearm safety education will be integrated into our health and safety curriculum to ensure students are informed and prepared.

#### Summary of California Penal Code Section 25100

California Penal Code Section 25100 is a key component of the state's Child Access Prevention (CAP) laws, designed to enhance firearm safety and prevent unauthorized access by minors. Here's a brief overview:

**Purpose:** The section aims to reduce the risk of accidental firearm injuries and deaths among children by ensuring that firearms in the home are stored securely.

#### Key Provisions:

- **Secure Storage Requirement:** Firearms must be stored in a manner that prevents children under the age of 18 from accessing them without adult supervision. This can be achieved by:
  - Using a locked container (e.g., gun safe).
  - Employing a safety device (e.g., trigger locks).
  - Storing the firearm unloaded with ammunition stored separately.

- **Prohibited Access:** It is illegal to store firearms in locations where minors can easily access them, such as in unlocked drawers, nightstands, or within reach in vehicles.
- **Legal Consequences:**
  - **Violations:** Failing to comply with the secure storage requirements can result in criminal charges.
  - **Penalties:** Offenders may face fines, imprisonment, or both, depending on the severity of the violation and whether it results in harm.
- **Exceptions:** Certain individuals, such as law enforcement officers or those with specific licenses, may have different storage requirements under the law.
- **Enforcement:** Local law enforcement agencies are responsible for enforcing these provisions, and violations can be reported to authorities for investigation.

**Importance for Families:** Adhering to Section 25100 helps ensure that firearms in the home are stored safely, significantly reducing the risk of accidental shootings and enhancing overall household safety. It is crucial for all firearm owners to understand and comply with these regulations to protect their children and comply with state law.

For more detailed information or assistance with safe firearm storage practices, parents and guardians are encouraged to contact local law enforcement agencies or consult with firearm safety resources available through the state

### **How OMI Can Help:**

We understand that firearm safety can be a sensitive and important topic. If you have any questions or need assistance with safe firearm storage solutions, please do not hesitate to reach out to us. Our Safety Committee is here to support you with resources and guidance to ensure your home is a safe environment for your children.

### **Get More Information:**

For more details on our firearm safety policies and available resources, please contact our Safety Committee directly at [tjames@omiacademy.org](mailto:tjames@omiacademy.org).

Warm regards,

CMSgt (CA) Thomas L. James  
Commandant and Safety Chair  
Oakland Military Institute  
[tjames@omiacademy.org](mailto:tjames@omiacademy.org)



## OAKLAND MILITARY INSTITUTE

3877 Lusk Street  
Oakland, California 94608



20 February 2025

The **Oakland Military Institute (OMI) Comprehensive Safety Plan for 2025-26** outlines key strategies to enhance school safety while improving **California Healthy Kids Survey (CHKS) results** and integrating **legislative changes to school safety through 2026**.

### Key Components of the Safety Plan:

#### 1. **Campus Safety Strategies & Programs**

- A commitment to creating a safe and secure environment for students (cadets) and staff.
- Emphasis on *violence prevention* programs, mental health resources, and proactive safety measures.

#### 2. **Assessment of School Safety**

- Regular assessment of school safety through *crime data*, disciplinary reports, and survey results (including CHKS).
- Use of *law enforcement partnerships* and student services to enhance safety perceptions.

#### 3. **Emergency Preparedness & Crisis Response**

- Compliance with **California Education Code (EC 32280-32288)** requiring a *comprehensive school safety plan*.
- Plans for **active shooter response, lockdown drills, earthquake preparedness, and emergency medical procedures**.
- Coordination with **law enforcement, fire departments, and emergency responders**.

#### 4. **Workplace Violence Prevention Plan**

- Mandated by **California SB 553**, requiring schools to implement a **written violence prevention policy by July 1, 2024**.
- Focus on identifying and mitigating *workplace violence risks*.
- Employee involvement in violence prevention training, anonymous reporting mechanisms, and **post-incident response protocols**.

#### 5. **Student Behavior & Disciplinary Measures**

- Clear policies for *suspension, expulsion, and mandatory expulsion* to maintain discipline and ensure safety.
- **Restorative justice practices** where feasible to reduce **disciplinary disparities** and promote a **positive school climate**.

#### 6. **Bullying & Harassment Prevention**

- Enhanced **anti-bullying initiatives**, including *cyberbullying prevention* and *hate crime reporting*.
- Inclusion of **mental health resources and student support services** to combat social-emotional challenges.

#### 7. **Firearm Safety & Mandatory Reporting**

- Compliance with **new California firearm safety laws** requiring parental notification and education on **firearm storage**.
- Increased *school security measures* to prevent weapons from being brought onto campus.

## 8. Improving CHKS Survey Results

- **Addressing mental health concerns** by integrating social-emotional learning (SEL) and counseling services.
- Enhancing student **connectedness and engagement** through *leadership programs, peer mentoring, and inclusive school policies*.
- Strengthening **diversity, equity, and inclusion (DEI) initiatives** to promote a welcoming and respectful environment.

### Legislative Changes Through 2026

- **SB 906 (2023)**: Mandates that schools **assess firearm risks** and notify parents about gun safety laws.
- **AB 1747 (2019)**: Requires schools to include **active shooter response plans** in their safety procedures.
- **SB 553 (2024)**: Workplace violence prevention policies must be **implemented and enforced**.
- **New Mental Health & Trauma-Informed Practices**: Expanded access to *school-based mental health services*.

### Conclusion

OMI's **Comprehensive Safety Plan** ensures a *proactive approach to school safety* by incorporating **state-mandated policies, emergency preparedness, and mental health strategies**. By implementing **targeted interventions**, the plan aims to **improve CHKS survey results** by enhancing the overall **perception of safety, student well-being, and school climate**.



Thomas L. James, CMSgt (CA), CSG  
Commandant and Chief Business Officer

# Coversheet

## Approve Revision: Graduation Requirements

**Section:** VII. Action Items  
**Item:** C. Approve Revision: Graduation Requirements  
**Purpose:**  
**Submitted by:** Shawna Lipsey  
**Related Material:** OMI GRADUATION REQUIREMENTS.pdf

### BACKGROUND:

In meeting graduation requirements, the OMI Board has previously adopted cadets meeting A-G requirements. This proposal does not change this requirement.

Proposal: Reduction to OMI Graduation requirements in the subject area of Science from 30 credits to 20 credits effective immediately.

### Points of Consideration:

- OMI cadets will continue to meet UC requirements without the third year of science
- OMI continues to struggle to fill science teacher vacancies
- OMI maintains fiscal responsibility by not funding the extra position and curriculum requirement to mandate all cadets take 3 years of science when 2 years suffices for eligibility.
- Previously, OMI recommended the requirement of a third year of science in order to give our cadets a competitive edge when applying to leading colleges and universities. This can still be accomplished when a cadet elects to take a third year of science at OMI and/or through dual enrollment.

2 years of science - [20 credits]

- **1 year physical (we offer earth/space, chemistry, or physics)**
- **1 year life science (we offer biology)**

\*Dual Enrollment courses and our new computer science courses could also satisfy a 3rd year of science for UC.

### RECOMMENDATION:

OMI recommends that the Board of Directors adopt the reduction to the OMI graduation requirements in the subject area of Science from 30 credits to 20 credits effective immediately.



# OAKLAND MILITARY INSTITUTE COLLEGE PREPARATORY ACADEMY

3877 Lusk Street | Oakland, CA 94608 | 510 594 3900 | oakmil.org

Superintendent: Dr. M.E. Streshly  
Board Chairman: Honorable Edmund G. Brown



## OMI GRADUATION REQUIREMENTS#

UC a-g Categories (Earned grade of C or above)	Current w/ Third Year of Science		Proposed - Removal of Third Year of Science		Ethnic Studies Added**	
	OMI Graduation Requirements	Credits	OMI Graduation Requirements	Credits	OMI Graduation Requirements	Credits
<b>a (30)</b>	History	30	History	30	History	30
<b>b (40)</b>	English	40	English	40	English	40
<b>c (30)</b>	Math	30	Math	30	Math	30
<b>d (20)</b>	Science	30	Science	20	Science	20
<b>e (20)</b>	World Language	20	World Language	20	World Language	20
<b>f (10)</b>	Vis/Perf Arts	10	Vis/Perf Arts	10	Vis/Perf Arts	10
<b>g (10)</b>	Military Science/ Student Leaders	20	Military Science/ Student Leaders	20	Military Science/ Student Leaders	20
	Military Science PE/ Student Leaders PE	20	Military Science PE/ Student Leaders PE	20	Military Science PE/ Student Leaders PE	20
	Elective	20	Elective	30	Elective	25
					Ethnic Studies	5
	<b>TTL</b>	<b>220</b>	<b>TTL</b>	<b>220</b>	<b>TTL</b>	<b>220</b>

\*Repeat Third year (10 credits) of science required for the class of 2026 and beyond (increase of Elective credits)

\*\*Ethnic Studies (5 credits) required for class of 2030 and beyond (increase of Elective credits due to science credit reduction)

### # Dual Enrollment

Dual Enrollment courses may fulfill an A-G graduation requirement if the course meets the UC College Course Guidelines, the course has been identified as one of the six Cal-GETC areas (English Communication, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, and/or Ethnic Studies), and administration approval is obtained PRIOR to the beginning of the semester the cadet plans to take the course. DE coursework may be applied towards [The OMI Advantage](#).

Note: Concurrent enrollment courses will not count towards meeting OMI high school graduation requirements, therefore concurrent courses will not be reflected on the OMI transcript.

### Alternate Graduation Pathways

#### \*Assembly Bill (AB) 167/216 Foster Youth

- Right to State Graduation requirements only: 130 credits in specified classes
- Right to a 5th year to complete graduation requirement

#### \*California AB 1806 (2014) (Ca. Code §§51225.1 and 51225.2) [Mckinney Vento]

- State Graduation requirements only: 130 credits for students experiencing homelessness

#### \*California SB 532 (2022)

- Homeless Right to a 5th year if credit deficient



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### \*SB 74 - Alternative Graduation Pathways for Special Education based on IEP

- *A newly defined high school alternate diploma-pathway exclusively for students with significant cognitive disabilities, that allows high school diploma attainment through meeting state minimum course requirements [130 credits in specified courses] using California's Alternate Achievement Standards, and that also meets federal graduation criteria for state accountability;*
- *Equitable access across all California local educational agencies (LEAs) to an existing diploma-pathway option that only requires meeting the minimum state standards for graduation [130 credits in state specified courses] and not additional local requirements. This allowance should be determined on an individual student basis with the IEP team expectation always starting with how a student can meet all state and local requirements for graduation. This opportunity would allow for the IEP team to carefully determine that the student would benefit from only meeting state (and not local) minimum graduation requirements, and to essentially waive local requirements for graduation*

# Coversheet

## Approve Second Interim Budget

**Section:** VII. Action Items  
**Item:** D. Approve Second Interim Budget  
**Purpose:**  
**Submitted by:** Jessika Welcome  
**Related Material:** 2nd Interim slide JW 2-27-2025.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) 2024-2025 reflects the school's financial condition as of January 31, 2025 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 2024-2025 Second Interim Budget Report.

# 2<sup>nd</sup> Interim



		2024-25	2025-26	2026-27
		<b>Current Forecast</b>	<b>Projected Budget</b>	<b>Projected Budget</b>
Revenue	LCFF Entitlement	7,023,953	7,477,421	7,738,301
	Federal Revenue	765,996	746,200	760,679
	Other State Revenues	2,092,571	1,590,125	1,560,822
	Local Revenues	552,580	648,612	648,612
	Fundraising and Grants	-	-	-
	<b>Total Revenue</b>	<b>10,435,100</b>	<b>10,462,358</b>	<b>10,708,414</b>
Expenses	Comp and Benefits	7,035,181	6,559,147	6,688,112
	Books and Supplies	843,611	791,258	814,995
	Services and Other Ops	2,814,622	2,612,326	2,554,635
	Depreciation	492,898	400,563	387,224
	Other Outflows	23,084	23,777	24,490
	<b>Total Expenses</b>	<b>11,209,396</b>	<b>10,387,071</b>	<b>10,469,456</b>
	<b>Operating Income</b>	<b>(774,296)</b>	<b>75,287</b>	<b>238,958</b>
	Beginning Balance (Unaudited)	12,215,929	11,441,633	11,516,920
	Operating Income	(774,296)	75,287	238,958
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>11,441,633</b>	<b>11,516,920</b>	<b>11,755,878</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>102.07%</b>	<b>110.88%</b>	<b>112.29%</b>