

Orange County Educational Arts Academy
A California Public Charter School

**BOARD OF DIRECTORS
MEETING MINUTES**

Regular Meeting

May 11, 2022

6:00 p.m. – Closed Session

7:00 p.m. – Open Session

Teleconference

Zoom Meeting: <https://bit.ly/33DU6Mz>

Meeting ID: 998 0701 0685

Password: oceaaboard

Reference Materials: <https://bit.ly/3OWRbEZ>

MINUTES

I. Call to Order: 7:04 PM

A. Roll Call

Board Members

Dr. Alfonso Bustamante

Valerie Sullivan

Scott Overpeck, Chair

Ben Stanphill, Secretary

Boris Molina

Carmen Aparicio

Jessica Reyes

Staff/Other

Janine McFarlin, Treasurer

Mike Limon, President/Executive Director

Present

Absent

X

X –
joined
at TNT

X

X

X

X

X

X

X

B. Approval of Agenda

II. Approve OCEAA Board Meeting Delivery to Virtual Platform

The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

Action: Approve Virtual Meeting	Motion: BS Second: BM
	Vote: BS, BM, JR, CA for 0 against

III. Public Comment on Closed Session Items, If Any

No closed session

IV. Adjourn to Closed Session

- A. Conference with Legal Counsel – Anticipated Litigation, Government Code sections 54954.5(c) & 54956.9 (d)(2).
- B. Staff Evaluations/Discipline/Privacy or Other Confidential Issues (Gov. Code Section 54957(b))

V. Reconvene to Open Session and Report of Action from Closed Session, If Any

VI. Public Comment

VII. Review and Approve Deposit of \$27,500 for TNT Fireworks Stand – Yolie Banderas with FSO

Action: Approve \$27,500 TNT Fireworks Stand Deposit postdated for July 7, 2022.	Motion: JR Second: BS
	Vote: BS, BM, JR, VS, CA for 0 against

VIII. Board and Staff Reports

- A. Staff Reports
 - 1. Executive Director – Mike Limon
 - (a) 2022-23 Draft LCAP
 - (b) Expanded Learning Opportunities Program Vision
 - (c) Universal Pre-K Vison
 - (d) 2023-24 OCEAA Draft Budget
 - (e) Update on OCEAA's Academic Team Structure
 - (f) Update On Anti-Racism Work
 - (g) Designation of OCEAA Fund Balance
- B. Operations Report –Janine McFarlin

C. Board of Directors Reports

- Nicole Kubasek

IX. Items for Consent

Action on the items below will be made in one motion unless removed from Consent by a Board member. Items removed from Consent will be considered in the original agenda order immediately following action on Consent.

A. Approval of Minutes from April 2022 Board Meeting

B. Ratification of April 2022 Check Register

Action: Approve Consent Items Listed Above	Motion: JR Second: BM
	Vote: BS, BM, JR, VS, CA for 0 against

X. ~~Review and Approve 2022-23 OCEAA Budget~~

Action:	Motion: ___ Second: ___
	Vote: ___ for ___ against

XI. Review and Approve OCEAA Comprehensive Safety Plan for 2022-23

Action: Approve OCEAA Comprehensive Safety Plan with highlighted changes	Motion: BS Second: VS
	Vote: BS, BM, JR, VS, CA for 0 against

XII. ~~Review and Approve OCEAA Bathroom Construction increase to \$57,000~~

Action:	Motion: ___ Second: ___
	Vote: ___ for ___ against

XIII. Items for Future Meetings

The next regularly scheduled meeting is on June 8, 2022.

XIV. Adjournment

The meeting was adjourned at 9:27 PM.

INITIAL PAYMENT

TNT Fireworks

555 N. Gilbert Street Fullerton CA 92833



Instructions

PLEASE REMEMBER TO BRING YOUR INITIAL PAYMENT WHEN YOU COME PICK UP YOUR PERMITS AND CREDIT CARD DEVICES (IPADS/READER/SCANNER - IF APPLICABLE)

REMEMBER TO POST DATE THE CHECK TO **JULY 7, 2022.**

Please note: If you can't postdate, we will hold the check until July 7th for processing.

Post Date Check To:	Make Check Payable To:	Bring to TNT Office or Mail To:
JULY 7, 2022	TNT Fireworks	ATTENTION: TERESA F. WIIG
		555 N. GILBERT STREET
		FULLERTON CA 92833

ACCOUNT		
LOC	GROUP NAME	CHECK AMOUNT
CITY		
2310304		
CSR8586	ORANGE COUNTY EDUCATIONAL ARTS ASSOC	\$ 27,500
SANTA ANA		
<p>POST DATE CHECK: 7/7/2022</p> <p>MAIL IN TODAY</p> <p>OR</p> <p>DROP OFF AT TNT OFFCIE UPON</p> <p>PERMIT PICK-UP BUT <u>NO LATER THAN JUNE 1st</u></p>		
<p>IF YOU WISH TO MAKE AN ELECTRONIC PAYMENT USING A CREDIT CARD OR ATM INSTEAD OF USING A CHECK PLEASE CONTACT TERESA TO COORDINATE. ELECTRONIC PAYMENTS WILL ALSO BE SCHEDULED FOR JULY 7</p>		
<p>Thank you for your business!</p>		



"I Painted"
MY OWN
Reality

Frida Kahlo



May 11, 2022 Executive Director Board Report

Comprehensive School Safety Plan

All California public schools kindergarten and grades 1st through 12th must develop a comprehensive school safety plan, per California [Education Code sections 32280-32289.5](#).

The OCDE provides schools with a compliance tool checklist that we have utilized to ensure that all the items that are mandated to include in our Safety Plan are so.

Items that are newly included in this year's plan:

- New Parent and Staff School Information System (ParentSquare)
- Power Outage Procedures - Page 13
- Notification to Teacher of Dangerous Pupils - Page 30



Comprehensive School Safety Plan

Items that have been some updates in this year's plan (highlighted in yellow) to make it more robust and due to staffing changes:

- Organizational Charts
- Evacuation Procedures - Page 3
- Lockdown Procedures - Page 5
- Shelter-in-place Procedures - Page 5 & 6
- School Response Team Organization - Page 23
- Family Handbook links on Appendix pages
- Revised Main Building Map- Page 31



Survey Results - CA Healthy Kids Survey

**your child's safety when he/she is at school or returns to school
for in-person learning?**

Not at all concerned	52
Slightly concerned	29
Somewhat concerned	15
Quite concerned	4
Extremely concerned	0

Student is Motivated to Complete Schoolwork

	All %
Strongly agree	39
Agree	41
Disagree	12
Strongly disagree	5
Don't know/NA	4



Survey Results - CA Healthy Kids Survey

	%
Promotion of parental involvement	
<i>Average reporting "Strongly agree"</i>	41
School promptly responds to my phone calls, messages, or e-mails.	
Strongly agree	44
Agree	44
Disagree	9
Strongly disagree	2
Don't know/NA	2
School encourages me to be an active partner with the school in educating my child.	
Strongly agree	43
Agree	43
Disagree	9
Strongly disagree	2
Don't know/NA	2
School actively seeks the input of parents before making important decisions.	
Strongly agree	40
Agree	46
Disagree	8
Strongly disagree	3
Don't know/NA	3



Encuestas Resultados - Encuesta CA Healthy Kids: revise los puntos destacados

Survey Results - CA Healthy Kids Survey

Student learning environment	
Average reporting "Strongly agree"	40
This school...	
promotes academic success for all students.	
Strongly agree	49
Agree	40
Disagree	8
Strongly disagree	1
Don't know/NA	3
treats all students with respect.	
Strongly agree	46
Agree	43
Disagree	6
Strongly disagree	1
Don't know/NA	3
provides quality counseling or other ways to help students with social or emotional needs.	
Strongly agree	29
Agree	30
Disagree	17
Strongly disagree	4
Don't know/NA	20
communicates the importance of respecting different cultural beliefs and practices.	
Strongly agree	42
Agree	46
Disagree	4
Strongly disagree	2
Don't know/NA	5



Encuestas Resultados - Encuesta CA Healthy Kids: revise los puntos destacados

Survey Results - CA Healthy Kids Survey

<i>This school...</i>	%
gives all students opportunities to “make a difference” by helping other people, the school, or the community.⁹ (In-School Only)	
Strongly agree	43
Agree	40
Disagree	9
Strongly disagree	1
Don't know/NA	7

<i>This school...</i>	%
provides instructional materials that reflect my child’s culture, ethnicity, and identity.	
Strongly agree	37
Agree	51
Disagree	4
Strongly disagree	1
Don't know/NA	7
has quality programs for my child’s talents, gifts, or special needs.	
Strongly agree	24
Agree	43
Disagree	12
Strongly disagree	4
Don't know/NA	17
provides high quality instruction to my child.	
Strongly agree	36
Agree	51
Disagree	9
Strongly disagree	1
Don't know/NA	3
motivates students to learn.	
Strongly agree	42
Agree	49
Disagree	5
Strongly disagree	0
Don't know/NA	3



Extended Learning Program (ELO-P) Expectations

Program asks LEA to think through key items such as:

1. Safe and Supportive Environment
2. Active and Engaged Learning
3. Skill Building
4. Youth Voice and Leadership
5. Healthy Choices & Behavior
6. Diversity, Access, & Equity
7. Quality Staff
8. Clear Vision, Mission and purpose (**Enrichment, Academic Support, Mentorship & Physical Education**)
9. Collective Partnerships
10. Continuous Quality Improvement
11. Program Management

Need to have comprehensive after school program created (ASES/ KEDS/ELO-(G&P).



Designation of OCEAA Fund Balance - Discussion

Purpose: There was a state bill passed this year that impacts School Districts (not Charters currently), in an effort to be proactive CSMC has recommended that OCEAA reserve a certain percentage of the school's Fund Balance amount. It's recommended that 10% of the annual budgeted expenses is allocated, that is estimated at \$925k

Staff Recommendations:

- | | |
|-------------------------|----------------------|
| 1. Capital Projects | \$325k |
| 2. Legal | \$100k |
| 3. Economic Uncertainty | \$500k |
| 4. Total Projected: | <u>\$925k</u> |



Update On Anti-Racism Work

1. **OCEAA Statement Denouncing Racism and Bigotry** - [Sent on April 21st](#)
2. **OCEAA Crew Lessons** - Ms. Bennett Gee has build lessons with EL Education and has led one session thus far
 - a. **Topics:** Digital Citizenship, Identity & Bias
3. **OC Human Relations** - M. Limon met with them onsite on Monday, 5/9: at 11:30-12:30pm, they are looking for facilitators this week for parent meeting/ training ideas.
4. **Parent Meeting** - Ideally to host in upcoming weeks with an external facilitator
5. **Policy Handbook** - Working with OCEAA's Legal team and internal stakeholder on what this could looks like.



- 1. Academic Leadership and Support Structure:** Due to the upcoming **changes in staffing** and in an effort to provide continued stability, our focus for the 2022/23 school year will be to implement what we understand best, **the traditional OCEAA structure which includes a School Director (an interim leader will be considered, if needed) with TOSA support.** At this time, a distributive leadership model is being put **on hold** for further study. We will continue to collaborate with the subcommittee of teachers, HR and Board on the action plan, recruiting and engagement opportunities. We will also be looking at the TOSA roles for possible **adjustments/ leadership roles.**
- 2.** The current School Director job description can be found on [EdJoin](#); please share this with your network to help OCEAA find candidates that would be great additions to our amazing team. **There are currently 5 applicants in the people, one going to step 2.**
- 3.** We are also actively working on **teacher placements** for 2022/23 based on student intents to return along with balancing student needs with teacher skills. The **focus is on student achievement.**



Academic Leadership Structure

Enrollment and Waitlist

Intent to Returns

- a. 511 Yes
- b. 13 undecided
- c. 22 No's
- d. 7 Outstanding
- e. New Accepted Students: 76 (TK/Kinder/8th)
- f. **TOTAL PROJECTED: 587 (high end of range is 610+)**
 - i. Assessments - OCEAA staffer to conduct

TK/K Incoming Students Virtual Orientation

- 2. Monday, May 23rd
 - a. TK Orientation
 - i. Spanish - 4-4:50pm
 - ii. English - 5:50pm
 - b. Kinder Orientation
 - i. English - 4-4:50pm
 - ii. Spanish - 5-5:50pm



Universal Pre-K Vision

Current thoughts:

- Leadership needs to take the time to understand LEA expectations with this funding
- Have one TK section with 20 students and a dedicated aide this year
- **May add a second**, waitlist is at 17 students
 - Need to know their commitment
- If we add a second TK section we would need:
 - A certificated teacher (TK credentials)
 - A dedicated aide
- **Projected revenue/ expenses**
 - ADA for TK is estimated at: **\$196K** (20 TKs at ADA is 89.46%)
 - Projected expense: \$125k
 - Materials (minimal)



Q&A





2022-23 LCAP Draft Public Hearing

Mike Limon, Executive Director

Background

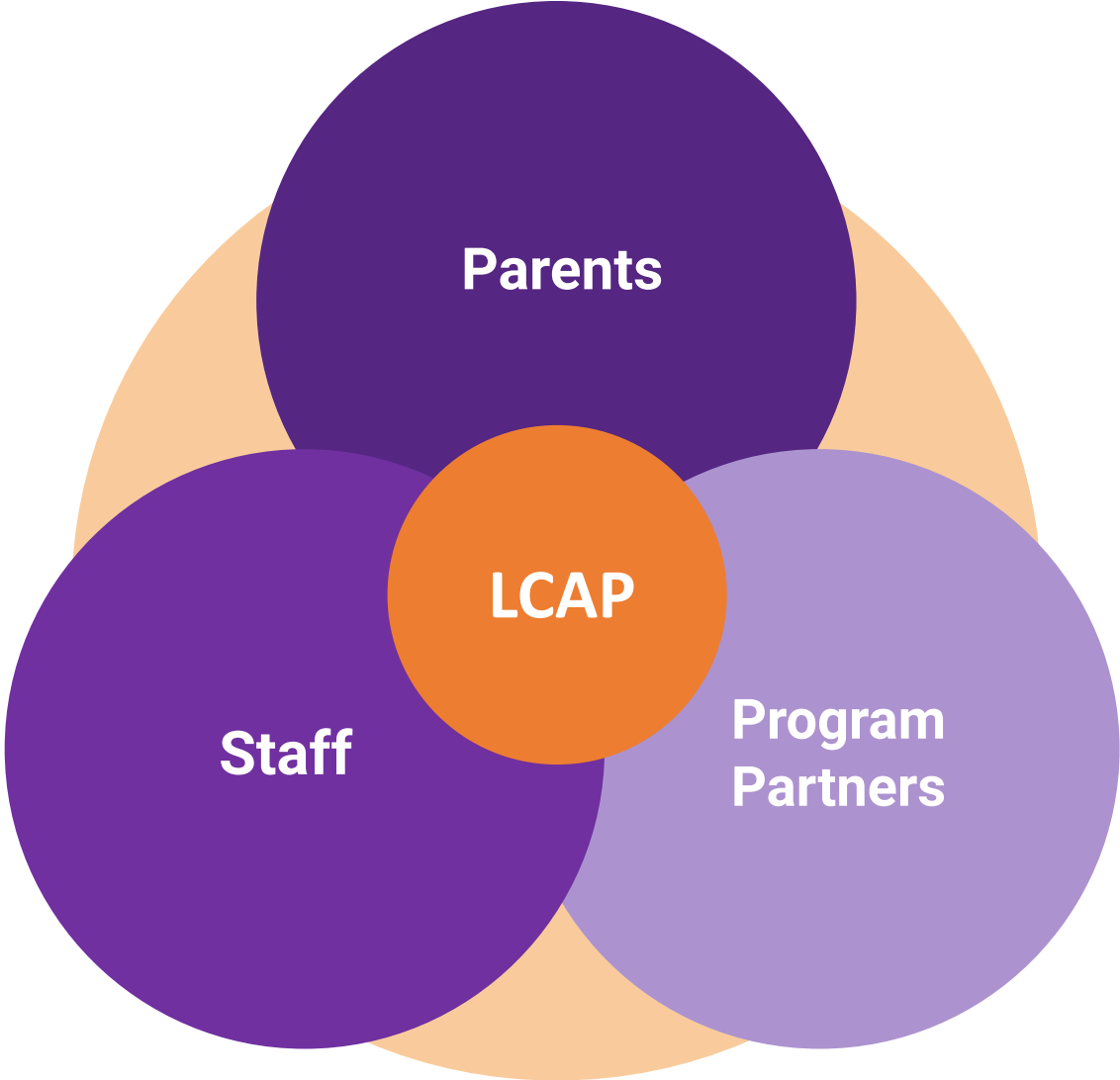
The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics. LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- Comprehensive Strategic Planning
- Meaningful Engagement of Educational Partners
- Accountability and Compliance

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

Engagement with Educational Partners



2022-23 Budget Overview for Parents

Projected General Fund Revenue for the 2022 – 23 School Year	Amount
Total LCFF funds	\$ 6,607,775
LCFF supplemental & concentration grants	\$ 1,502,743
All other state funds	\$ 1,714,262
All local funds	\$ 329,881
All federal funds	\$ 778,387
Total Projected Revenue	\$ 9,430,305
Total Budgeted Expenditures for the 2022 – 23 School Year	Amount
Total Budgeted General Fund Expenditures	\$ 9,275,441
Total Budgeted Expenditures in the LCAP	\$ 8,008,766
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 5,362,173
Expenditures not in the LCAP	\$ 1,266,675
Expenditures for High Needs Students in the 2021 – 22 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 2,615,560
Actual Expenditures for High Needs Students in LCAP	\$ 2,654,951



Increased or Improved Services for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,470,769	\$166,092

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage from 2021-22	LCFF Carryover — Dollar Amount from 2021-22	Total Percentage to Increase or Improve Services for the 2022-23 School Year
29.44%	0%	\$0	29.44%



Goal 1. Conditions of Learning

OCEAA ensures student access to qualified teachers, Special Education, a broad course of study, facilities in good standing, standards-aligned instructional materials, technology and physical wellness that supports their success.
 (State Priorities: 1, 7)

	2021-22 LCAP	22-23 Draft
Metrics	5	6
Actions	8	11
Expenditures	\$5,500,871	\$7,803,696

Proposed Changes for 2022-23

Actions: The actions have been modified to provide more transparency for educational partners on how funds are budgeted for actions which align to the LCFF Conditions of Learning. Additionally, the 21-22 action “Continuous Improvement” has been removed since the focus on data and the partnership with *EL Education* is already embedded in Goals 2 and 3.



Goal 2. Academic Achievement

OCEAA teachers effectively use data, student engaged assessment, and language acquisition strategies to ensure students achieve academic excellence in Spanish and English. (State Priorities: 2, 4, 8)

	2021-22 LCAP	22-23 Draft
Metrics	9	18
Actions	10	5
Expenditures	\$604,374	\$86,750

Proposed Changes for 2022-23

Metrics/Desired Outcomes: Added core course grades in ELA and Math; added Summative ELPAC; added CA Science Test metric.

Actions: For the 22-23 plan, we have moved all salaries to Goal 1. The actions in this goal now capture the description of the program and stipends for teacher leadership activities, but the cost of salaries/benefits have been relocated to Goal 1.

The integration of technology action has been moved to goal 1.



Goal 3. High-Quality Learning Outcomes

All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship.
 (State Priorities: 2, 5, 8)

	2021-22 LCAP	22-23 Draft
Metrics	3	3
Actions	4	2
Expenditures	\$49,354	\$82,500

Proposed Changes for 2022-23

Actions: Moved stipends (3.02) and materials (3.03) for the High-Quality Work Committee to Goal 2 with a new action title “Teacher Leadership”.



Goal 4. School Climate & Engagement

All OCEAA students develop strong character and crew spirit to become effective learners, ethical people and culturally competent leaders who contribute to a better world.

(State Priorities: 5, 6, 8)

	2021-22 LCAP	22-23 Draft
Metrics	6	8
Actions	9	6
Expenditures	\$184,934	\$15,800

Proposed Changes for 2022-23

Metrics/outcomes: Added middle school dropout rate; added teacher climate metric.

Actions: Combined actions 4.1, 4.2 and 4.7 from the prior LCAP into a single action focused on CREW Culture.

For the 22-23 plan, the counselor salary was moved to Goal 1 (with all salaries) and Field trips (Outdoor Science Camp, etc) was moved to Goal 3.



Goal 5. Parent Involvement & Engagement

OCEAA staff engage families in the life of the school, developing strong partnerships that support the well being of students and prepare them for entering a college preparatory high school program.
 (State Priorities: 3)

	2021-22 LCAP	22-23 Draft
Metrics	6	7
Actions	9	9
Expenditures	\$20,160	\$21,700

Proposed Changes for 2022-23

Metrics/outcomes: Deleted bi-annual parent survey, removing LCAP survey; added consistent measuring instrument “California Healthy Kids Survey” (CHKS) for students, parents and teachers.



Conclusion

OCEAA seeks to maximize the use of state and federal education funding to positively impact our students as we continue to recover from the effects of the pandemic.

Q&A



LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Orange County Educational Arts Academy

CDS Code: 30-66670-0109066

School Year: 2022 – 23

LEA contact information: Mike Limon, Executive Director

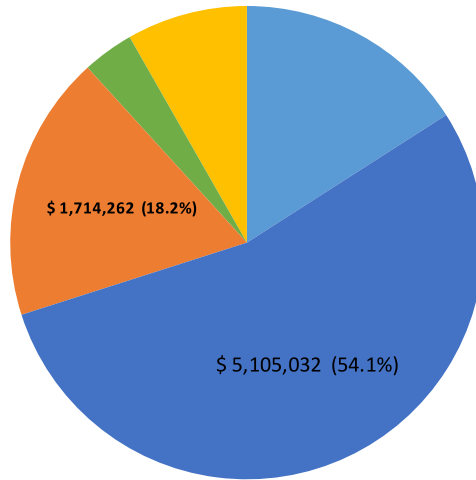
mlimon@oceaa.org

(714) 558-2787

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

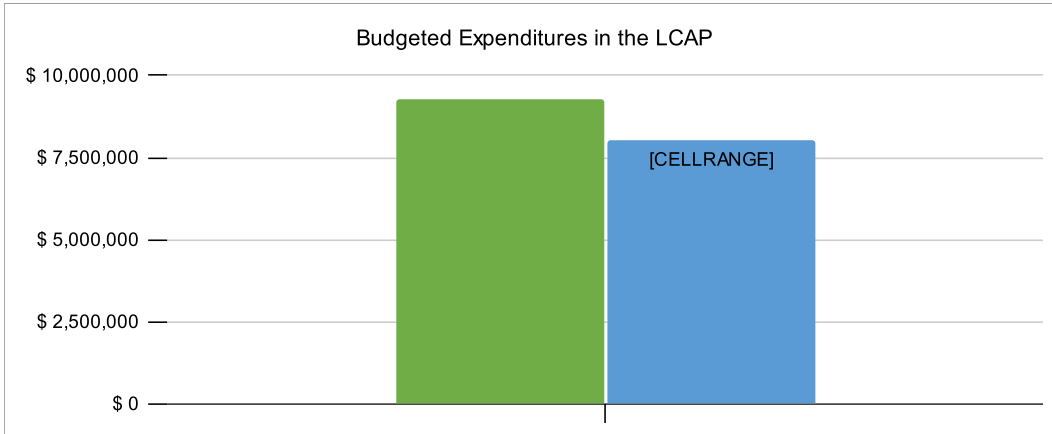
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Orange County Educational Arts Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Orange County Educational Arts Academy is \$9,430,305.00, of which \$6,607,775.00 is Local Control Funding Formula (LCFF), \$1,714,262.00 is other state funds, \$329,881.00 is local funds, and \$778,387.00 is federal funds. Of the \$6,607,775.00 in LCFF Funds, \$1,502,743.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Orange County Educational Arts Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

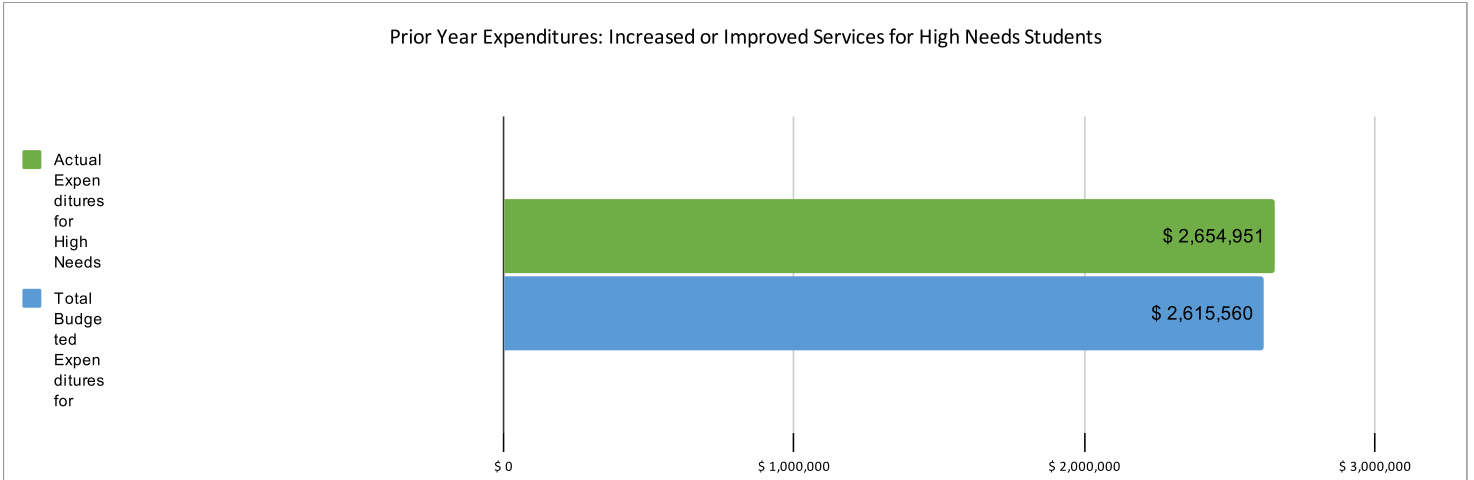
The text description of the above chart is as follows: Orange County Educational Arts Academy plans to spend \$9,275,441.00 for the 2022 – 23 school year. Of that amount, \$8,008,766.00 is tied to actions/services in the LCAP and \$1,266,675.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Rent, Legal Services, Audit Services, IT Services, Financial Services, Debt Service and Depreciation.

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Orange County Educational Arts Academy is projecting it will receive \$1,502,743.00 based on the enrollment of foster youth, English learner, and low-income students. Orange County Educational Arts Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Orange County Educational Arts Academy plans to spend \$5,362,173.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Orange County Educational Arts Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Orange County Educational Arts Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Orange County Educational Arts Academy's LCAP budgeted \$2,615,560.00 for planned actions to increase or improve services for high needs students. Orange County Educational Arts Academy actually spent \$2,654,951.00 for actions to increase or improve services for high needs students in 2021 – 22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Educational Arts Academy (OCEAA)	Mike Limon Executive Director	mlimon@oceaa.org (714) 558-2787

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020-21 Local Control and Accountability Plan (LCAP).

OCEAA engaged with its educational partners for the development of the 2021-22 LCAP. Resources available as of June 1, 2021 did not permit inclusion of all state funds included in the Budget Act of 2021. Additional funds not included in the 2021-22 LCAP include:

LCFF S&C including One-time 15% Add-On (\$186,174): Due to limited LCFF resources, not all of the expressed needs were addressed in the LCAP, however this feedback has been considered in the use of additional funds received.

Educator Effectiveness Block Grant (\$146,914): The plan was developed through professional development meetings by the instructional team with input by teachers, coordinators and administrators. A public meeting was held on 12/8/2021 regarding the Educator Effectiveness Block Grant for additional input on the plan. The plan was approved by the local governing board on December 14, 2021.

Pre-K Planning & Implementation Grant (\$104,046 “Projected”): A public meeting forum is planned on 4/13/2022 regarding the Pre-K Planning & Implementation Grant. The plan will be submitted to the Board for final approval by the June 30, 2022 deadline.

Expanded Learning Opportunities Program (\$265,402): A public meeting forum is planned for early Spring 2022 regarding the Expanded Learning Opportunities Program, and subsequent presentation and approval by the Board.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

OCEAA unduplicated pupil enrollment for 2020-21 (basis for calculating the additional concentration funding) was approximately 92%. OCEAA will use the concentration grant add-on funding to increase the number of paraprofessionals and teachers who provide interventions in mathematics, support positive behavior and climate.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the annual LCAP development process, OCEAA received input on a variety of programs and services provided to students. Due to limited LCFF resources and previous funding plan development, not all of these expressed needs were addressed in the 21-22 LCAP, however the feedback received has been considered in the use of additional funds including federal COVID-19 Relief funds.

The LEA engaged its educational partners during the release of these federal funds as follows:

- CARES & CRRSA: As the federal funds to address the COVID-19 pandemic were made available beginning in March 2020, OCEAA engaged in a robust system of engagement to maintain connection with our students and parents. Numerous “coffee chats” (bimonthly), monthly budget committee meetings, and board meetings.
- Expanded Learning Opportunities Grant: For the development of the ELOG Plan we engaged educational partners through “coffee chats”, School Site Council, English Learner Advisory, and board meetings.
- ARP (ESSER III plan): Budget Committee, board meetings, coffee chats, admin meetings and embedded with the development of the LCAP.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of OCEAA to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021. To this end, OCEAA has implemented most actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

Specifically, we have successfully purchased devices for 1:1, hired an additional nurse, hired playground aides, instructional technology for classrooms, improved technology infrastructure on-site, and COVID mitigation strategies.

We have also experienced challenges to implementation. These challenges include contractors for expanding available restroom facilities and hiring evening custodial staff.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update

OCEAA considers the LCAP to be the comprehensive planning document which captures the priorities, goals, and actions to improve student outcomes. As such, the additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of the alignment of these funds to the LCAP are:

- Promoting a safe and healthy learning environment (aligns to LCAP Goals 1, 2)
- Technology Infrastructure (aligns to Goal 1)
- Expand staff to promote physical health and wellness - Expansion of Special Education team, Independent Study program credentialed teacher,

additional counselor (aligns to Goal 2)

Public Hearing DRAFT

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Orange County Educational Arts Academy (OCEAA)	Mike Limon Executive Director	mlimon@oceaa.org (714) 619-2966

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Founding, Mission and Student Body

An independent public charter school serving approximately 600 students in grades TK-8, Orange County Educational Arts Academy (OCEAA) was founded in 2005 by a group of dedicated educators, parents and community partners who wanted to provide a well-rounded education to the students of Orange County. The mission of the OCEAA community is to nurture all learners to become creative, critical thinkers by providing high quality standards-based instruction through the arts, technology, language and culture.

For the 2020-21, the enrollment was 625 students in TK-8. Based on the demographic details from the Dashboard, the student population was 91.7% Hispanic/Latino, 4.5% White, 1.1% Two or More Races, and less than 1% each of other identified federal categories. As a percentage of total enrollment, OCEAA students were 73% Socioeconomically Disadvantaged, 45.8% English Learners, 9.4% Students with Disabilities, and 2.7% Homeless Youth. (Source: [2021 CA School Dashboard](#))

High Impact Partnership and Vision

In 2018, OCEAA parents, teachers and board members overwhelmingly approved partnering fully with EL Education, a nationally recognized school reform model. EL Education was born in 1991 from a partnership between Harvard Graduate School of Education and Outward Bound, USA. EL Education joined the character-infused philosophy of *Outward Bound* founder Kurt Hahn, which focuses on teamwork, courage, and compassion with an active approach to learning crafted by leading Harvard scholars.

OCEAA is committed to the bold, holistic and expanded vision of excellence described in EL Education’s Dimensions of Student Achievement. Based on the belief that when students have completed their academic career and entered adult life, they’ll be judged not by performance on standardized tests— but rather, by the quality of their work and the quality of their character, the Dimensions of Student Achievement combine mastery of knowledge and skills, character development, and high quality student work in equal measure because lifelong success is built on strong character qualities, and character is shaped through engaging and challenging academic work that contributes to a better world. OCEAA graduates demonstrate excellence, in both Spanish and English, across EL Education’s three Dimensions of Student Achievement.

As we transition into the 2022-23 academic year, we continue our valued partnership with EL Education, and look forward to receiving certification by their program.

Program Description and Educational Philosophy

OCEAA implements a Dual Language Immersion program, a federally recognized best practice. OCEAA follows one of the most effective models for second-language acquisition (Collier & Thomas; Lindholm-Leary), which is the 90:10 two-way model. Initially, 90% of the day is taught in Spanish. As students progress through the program, the instructional day

balances to 50% English and 50% Spanish by the time students reach 5th grade. OCEAA uses the Guiding Principles for Dual Language Education to assess and refine the program model. OCEAA's educational philosophy is aligned with key design principles from EL Education which emphasize values of:

- Empathy and Caring
- Diversity and Inclusion
- Service and Compassion

Additionally, as a school committed to serving language minority and language majority students in a dual language program, OCEAA's philosophy is further grounded in global citizenship and social justice as requirements for 21st century learning, and where:

- Leaders and teachers recognize that they must prepare students for global citizenship in an increasingly complicated and interconnected world
- Multilingualism is a key tool and a vital global skill that deepens understanding of other countries and cultures.
- The arts are used as a window into disciplinary content in academic subjects, and provide opportunities to explore diverse cultures, perspectives and regions of the world.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

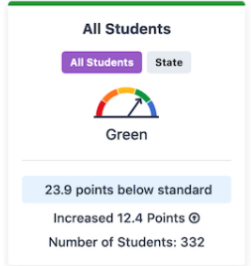
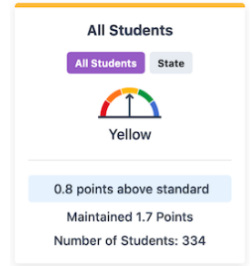
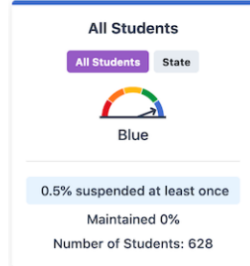
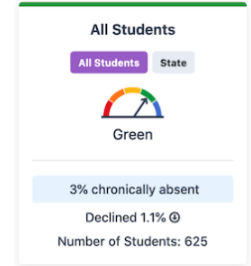
Local Data 2021-22 {TBD}

State Data

2019 California School Dashboard

OCEAA has made progress on most indicators on the latest California School Dashboard year for which data is available. Below is a snapshot of expected and actual results from the 2019 Dashboard (Note: Homeless, White, and SWD subgroups do not have performance colors for academic indicators):

Public Hearing DRAFT

2019 Academic Performance Indicator - Math	2019 Academic Performance Indicator - ELA	2019 School Climate Indicator	2019 Academic Engagement Indicator
			
<p>Expected Outcome: Improve Yellow Indicator Status for All Students performance and improve Distance to Standard for all subgroups</p> <p>Actual Outcome: Goal met</p> <ul style="list-style-type: none"> ● ALL subgroups increased (moved closer to standard) on the Dashboard; no groups in red or orange: <ul style="list-style-type: none"> ○ EL (+8.2 points) ○ Hispanic (+12.4 points) ○ SED (+8.1 points) ○ Homeless (+11.6 points) ○ White (+31.9 points) ○ SWD (+32 points) 	<p>Expected Outcome: Maintain Green Indicator Status for All Students performance and improve Distance to Standard for all subgroups</p> <p>Actual Outcome: Goal partially met</p> <ul style="list-style-type: none"> ● All Students Distance to Standard performance Maintained (grew by less than 3 points) and indicator changed to Yellow ● Some subgroups increased while others maintained or declined; two subgroups in orange: <ul style="list-style-type: none"> ○ Maintained: EL (+2.2 points) & Hispanic (+1 point) ○ Declined: SED (-4 points) and Homeless (-3.9 points) ○ Increased: White (+40.1 points) and SWD (+24.9 points) 	<p>Expected Outcome: Maintain suspension rate below 2% for all subgroups</p> <p>Actual Outcome: Goal met</p> <ul style="list-style-type: none"> ● % of All Students suspended at least once maintained or declined for all subgroups and indicator status remained Blue <ul style="list-style-type: none"> ○ EL (-0.0%) ○ Hispanic (-0.0%) ○ SED (-0.0%) ○ Homeless (-0.0%) ○ White (-0.0%) ○ SWD (-0.8%) 	<p>Expected Outcome: Decrease Chronic Absenteeism by 0.5%</p> <p>Actual Outcome: Goal met</p> <ul style="list-style-type: none"> ● All Students Chronic Absenteeism declined by 1.1% and indicator status changed to Green ● All subgroups except Homeless increased: <ul style="list-style-type: none"> ○ EL (-1.5%) ○ Hispanic (-1%) ○ SED (-1%) ○ Homeless (+2.9%) ○ White (-4.2%) ○ SWD (-0.8%)

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Local data 2021-22 {TBD}

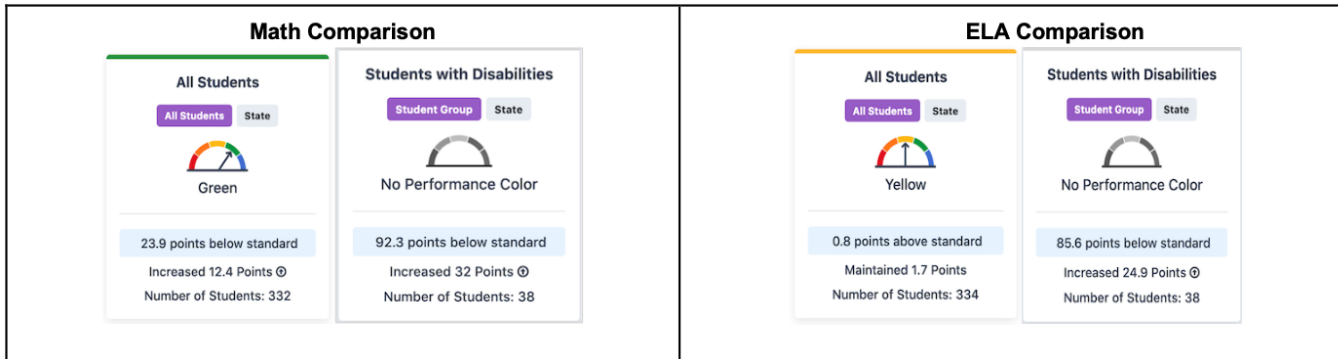
Restarting the EL Education work due to disruptions caused by the pandemic and staffing changes

State Data {TBD}

CA School Dashboard 2019

Students with Disabilities

Although our SWD subgroup showed significant growth in the 2019 SBAC administration, there is not a consistent trend year to year. SWD distance from standard is the largest of all subgroups, yet they closed in with the highest point gains of 32 in Math and 24.9 in ELA. We theorize that a change from a pull-out to push-in service model had a positive impact, but more time is needed to see if these gains hold up. This subgroup is too small for a performance color, and the small sample size may also contribute to performance volatility.



CA Spanish Assessment

OCEAA participated in the California Spanish Assessment field test in the spring of 2019. Results were reported in three score ranges with the first number indicating grade level:
300-348
349-359
360-399

Descriptors of each score range can be found here.

OCEAA students at all grade levels scored between -45 and -52, matching or slightly outperforming state-wide results. No grades performed in the high range, and performance scores were lower in the upper grades than in the lower grades. That said, OCEAA's overall score of 352 is comparable to other DLI programs in Orange County and surrounding areas.

Public Hearing DRAFT

2018–19 Detailed Test Results
Results for All Students

SPANISH READING/LANGUAGE ARTS

▼ Data Detail - All Students (accessible data)

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Number of Students Enrolled ⁱ	69	65	65	49	43	21
Number of Students Tested ⁱ	69	65	65	49	43	21
Number of Students with Scores ⁱ	69	65	65	49	43	21
Mean Scale Score	352.9	452.3	549.7	648.7	745.1	845.5

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

TBD

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

OCEAA has not been identified for comprehensive support and improvement by the CA Department of Education.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

OCEAA’s engagement with educational partners began in January 2022 in preparation for the *One-Time Supplement to the Annual Update for 2021-22*. The February 9, 2022 Board of Directors meeting included a presentation of the Supplement, as well as a status update on the 2021-22 Local Control & Accountability Plan implementation. At the meeting, the leadership presented the progress on all metrics and implementation of actions.

The leadership conducted a round of engagement with the following partners to provide the same update as was provided to the Board, but to also engage in a reflective process on what potential changes should be made to the actions and metrics for the 2022-23 academic year.

Classified personnel (office staff, paraprofessionals, custodial)

Instructional Staff (Teachers, Coaches, Administrators)

Parents/Guardians: School Coordinating Council (February 7), Coffee Chat with the ED (February 10), English Learner Advisory Committee

A second round of review/feedback was conducted with teachers and staff through professional development meetings (March 2022) and a review of the draft by the School Coordinating Council prior to the public hearing scheduled for May 11, 2022.

A summary of the feedback provided by specific educational partners.

Classified personnel (office staff, paraprofessionals, custodial): **TBD**

Instructional Staff (Teachers, Coaches, Administrators): **TBD**

Parents/Guardians: **TBD**

Program Partners: **TBD**

SELPA: **TBD**

Board of Directors

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

[Respond here]

Goals and Actions

Goal 1. Conditions of Learning

Goal #	Description
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1	OCEAA ensures student access to qualified teachers, Special Education, a broad course of study, facilities in good standing, standards-aligned instructional materials, technology and physical wellness that supports their success. (State Priorities: 1 Basic Services, 7 Course Access)
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An explanation of why the LEA has developed this goal.

OCEAA has a positive track record of ensuring state priorities related to Conditions of Learning are met so that students can learn. By grouping related actions and services under a maintenance goal in this way, the remaining goals are more tightly focused on program development that builds from a solid foundation. With the support of COVID-19 related funding, OCEAA has been able to rapidly increase access to technology, closing the digital divide within our school population. It is our intention to maintain and improve this access to technology for all students over the next three years with support from federal funding.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC Teacher Credentialing Data Teacher Credentialing & Assignments [Priority 1 Basic Services - CA Dashboard Local Indicator]	2020-21 SY 31 Full Credential 0 Without Full Credential 1 Teaching Outside of Subject Area of Competence (with full credential) 0 Misassignments 0 Vacancies <i>(Source: 2019-20 SARC)</i>	n/a NOTE: The CDE has not provided the “Credentialled Teachers Assigned Out-of-Field” data as of the writing of this plan <i>(Source: 2020-21 SARC)</i>			2023-24 SY 100% Full Credential 0% Teaching Outside of Subject Area 0% Misassignments 0% Vacancies
SARC Instructional Materials Data (includes hard copies and digital subscriptions) Standards-Aligned Instructional Materials [Priority 1 Basic Services - CA Dashboard Local Indicator]	0% Students without access to own copies of standards-aligned instructional materials 2020-21 CA Dashboard Local Indicators	0% Students without access to own copies of standards-aligned instructional materials <i>(Quality, Currency, Availability of Textbooks and Other Instructional Materials for 2021-22 as reported in the CDE SARC in February 2022)</i>			2023-24 SY 0% of students lacking own assigned copy of textbooks and other instructional materials
Course enrollment in PowerSchool Access and enrollment in a Broad Course of Study [Priority 7 Course Access - CA Dashboard Local Indicator]	100% of students are enrolled in a broad course of study including arts and world language (Spanish)	100% of students are enrolled in a broad course of study including arts and world language (Spanish)			100% of students enrolled in a broad course of study including arts and world language (Spanish)

SARC Facility Good Repair Status Facility in Good Repair (CA Facilities Inspection Tool "FIT") [Priority 1 Basic Services - CA Dashboard Local Indicator]	2020-21 SY 0 Instances where facility did not meet the "Good Repair" standard 2020-21 CA Dashboard Local Indicators	Overall Facility Rating: "Good" <i>(School Facility Conditions - FIT conducted in December 2021 and reported in the CDE SARC in February 2022)</i>			2023-24 SY Overall Facility Rating: Good
Instructional Technology - Teachers & Classrooms	Promethean/Smartboards in all K-3 and 5th grade classrooms	<ul style="list-style-type: none"> Promethean/Smartboards in all K-8th grade classrooms Wireless Access Points (WAP) in every classroom All teachers provided with laptop 			Maintain: <ul style="list-style-type: none"> Promethean/Smartboards in all classrooms in good working order; All WAPs in good working condition All teachers have school-provided laptop in good working order
Instructional Technology – Student: Device ratio & Promethean/Smartboards Student Device Ratio 1:1/Good Working Order	<ul style="list-style-type: none"> iPads (Grades TK-K) Chromebooks (Grades 1-8) 	<ul style="list-style-type: none"> iPads (Grades TK-K) Chromebooks (Grades 1-8) 			Maintain: Student Device Ratio 1:1/Good Working Order <ul style="list-style-type: none"> iPads (Gr. TK-K) Chromebooks (Gr. 1-8)

Actions

Action #	Title	Description	Total Funds	Contributing
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1.01	Staffing – Certificated	<p>Maintain an effective and knowledgeable instructional leadership team to ensure high-quality implementation of state-standards and instructional strategies to address the academic as well as socio-emotional needs of students; efficient management of the school (Costs include salaries and benefits)</p> <ul style="list-style-type: none"> ● School Director ● Literacy Coordinator ● Math Coordinator ● Bilingual English Learner Coordinator ● Technology Coordinator ● Bilingual Counselor <p>Attract and retain high quality, credentialed bilingual teachers to staff OCEAA’s 90:10 Dual Language Immersion program, providing standards-based instruction and tiered interventions before or after school.</p> <p>Provide credentialed teachers at all grade levels (including salaries and benefits)</p> <ul style="list-style-type: none"> ● TK through Grade 5 ● Grades 6-8 ● Special Education 	3,516,221	Yes
1.02	Staffing – Classified	<p>Maintain an effective and knowledgeable instructional leadership team to ensure high-quality implementation of state-standards and instructional strategies to address the academic as well as socio-emotional needs of students; efficient management of the school (Costs include salaries and benefits)</p> <ul style="list-style-type: none"> ● Executive Director ● Business Manager ● Human Resource Manager <p>Attract and retain high quality bilingual staff who provide critical operations support across multiple departments (reception, enrollment, HR, accounting, database coordination, etc.) and direct support to families of low income, English Learner and Homeless students.</p> <ul style="list-style-type: none"> ● Office Manager ● Facilities Manager ● Support Clerks (Health, Accounting, Reception, Office) ● Custodial Staff ● Nutrition Services Manager 	1,448,364	Yes

Public Hearings DRAFT

		<ul style="list-style-type: none"> • After School Programs/Activities Manager 		
1.03	Staffing – Paraprofessionals	<p>Intervention Aides for English/Language Arts and Mathematics: Provide Intervention aides under the supervision of the Instructional Coaches</p> <ul style="list-style-type: none"> • 2 literacy intervention aides • 2 math intervention aides <p>TK-K Classroom Instructional Aides: Provide # classroom instructional aides to provide assistance principally to English learners and low-income students to ensure full access to the core curriculum.</p>	1,038,484	Yes
1.04	SELPA Membership & Services	Provide Special Education services as required by law as a member of the EI Dorado Charter SELPA.	160,000	No
1.05	Standards-aligned Instructional Materials	Provide ample instructional materials/curricula including consumable materials. Purchase standards-aligned instructional materials required to implement high quality core instruction in Spanish & English language arts, math, science, social studies, and the arts. Includes consumables, textbooks, trade books and digital subscriptions (e.g., STEMscopes, Eureka, Adelante).	94,000	No
1.06	Facilities & Maintenance	<p>Facilities operations costs</p> <ul style="list-style-type: none"> • Leases/Mortgages • Maintenance supplies 	1,181,938	No

1.07	Nutrition & Wellness	Provide at least two nutritionally adequate meals to students during the regular instructional day, and during weekly after school programming	190,550	Yes
1.08	Technology – Teachers & Classrooms	Ensure each certificated staff member has the tools necessary to deliver high-quality and engaging instruction to students <ul style="list-style-type: none"> • Laptops • Document cameras • Promethean Boards • Wireless access points (WAPs) • Device Storage Carts/Charging Stations 	15,000	No
1.09	Technology – Students	Ensure each student is provided with an age-appropriate technology device/peripherals and maintain all devices in good working order <ul style="list-style-type: none"> • iPads (TK-1) • Chromebooks (Grades 2-8) • Headphones • Additional iPad chargers • Additional Chromebook chargers 	25,000	Yes
1.10	Data Management/Student Information System, Local Assessments (State-verified data), & Digital Curriculum/materials	Student information system <i>PowerSchool</i> data system annual contract Contracts to provide local assessment system and supporting resources <ul style="list-style-type: none"> • Illuminate • Freckle • Educlimber • STAR Renaissance Reading and Mathematics • Benchmark Adelante • Ellevation 	134.139	Yes
1.11	Integration of Technology	Support to teachers and students with integrating technology and mastering ISTE standards, with an emphasis on ensuring all student groups achieve technological literacy.	0	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 1 were implemented as planned with the exception of Action 8 Continuous Improvement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 1 had \$5,491,871 in planned expenditures. In Goal 1, Action 4, additional online resources were purchased to support student learning. In Goal 1, Action 5, 3 facilities employees had been budgeted for and 4 employees were hired in an effort to ensure COVID cleaning protocols were being met.

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes to goal 1 or the metrics established in the prior year.

Actions: The actions have been modified to provide more transparency for educational partners on how funds are budgeted for actions which align to the LCFF Conditions of Learning. Additionally, the 21-22 action “Continuous Improvement” has been removed since the focus on data and the partnership with *EL Education* is already embedded in goals 2 and 3.

Goal 2. Academic Achievement

Goal #	Description
2	OCEAA teachers effectively use data, student engaged assessment, and language acquisition strategies to ensure students achieve academic excellence in Spanish and English. (State Priorities: 2 Implementation of State Standards, 4 Pupil Achievement, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

OCEAA seeks to improve progress monitoring now that the initial implementation phase of new core curricula in math, Spanish language arts and English language arts has passed. This includes refining vertical articulation of key grade level knowledge and skills, using a variety of high-quality assessment data to boost achievement with a focus on English Learner and SWD subgroups, and maintaining focus on these established priorities. This goal is responsive to parent and teacher stakeholder feedback regarding prioritizing Dual Language Immersion/Spanish outcomes and continued growth in math achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Implementation of CA academic content and performance standards
 [Priority 2 Implementation of State Standards - CA Dashboard Local Indicator]

ELA	
ELD	
Mathematics	
Science	
Social Science	

TBD

SBAC English/Language Arts
 [Priority 4 Pupil Achievement - CA Dashboard State Indicator]

2019 CA School Dashboard

2018-19 SBAC ELA		
Student Group	Distance from Standard	Met/ Exceeded Standard
All	+0.8	51%
EL	-20.6	28%
SED	-13.5	43%
Hispanic	-4.6	49%

N/A

NOTE: CAASPPt results will be available in August 2022. The data will be reported to the Board and educational partners once it is released.

2023-24 SBAC ELA		
Student Group	Distance from Standard	Met/ Exceeded Standard
All		%
EL		%
SED		%
Hispanic		%

Local Assessment: English/Language Arts - Elementary
 [Priority 8 Other Student Outcomes]

STAR Renaissance Reading (March 2021) At/Above Grade-Level	
Grade 3	36%
Grade 4	36%
Grade 5	43%

STAR Renaissance Reading (March 2022) At/Above Grade-Level	
Grade 3	29%
Grade 4	48%
Grade 5	31%

STAR Renaissance Reading (March 2024) At/Above Grade-Level	
Grade 3	
Grade 4	
Grade 5	

Local Assessment: English/Language Arts – Middle
 [Priority 8 Other Student Outcomes]

STAR Renaissance Reading (March 2021) At/Above Grade-Level	
Grade 6	27%
Grade 7	35%
Grade 8	

STAR Renaissance Reading (March 2022) At/Above Grade-Level	
Grade 6	43%
Grade 7	33%
Grade 8	29%

STAR Renaissance Reading (March 2024) At/Above Grade-Level	
Grade 6	
Grade 7	
Grade 8	

English/Language Arts Course Grades - Middle

__% Middle grade students earning “C” or better {(YEAR)}

TBD

__% Middle grade students earning “C” or better (Fall 2023)

[Priority 8 Other Student Outcomes]																																									
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CA Spanish Assessment [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	2019 SY No grade level averages in the highest score range x60-x99	TBD			3rd-5th grade averages in the highest score range x60-x99																																		
English Learner Progress Indicator [Priority 4 Pupil Achievement - CA Dashboard State Indicator]	49.8% making progress towards English language proficiency Progress Level: "Medium" Performance Color: N/A 2018-19 CA Dashboard English Learner Progress Indicator	TBD NOTE: CA Dashboard English Learner Progress Indicator for 2021-22 will be published in December 2022			70% making progress towards English language proficiency Progress Level: "Medium" Performance Color: N/A CA Dashboard English Learner Progress Indicator for 2023-24																																		
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EL Implementation Review Rubric Power Practice 23: Leading Evidence-Based Strategic Improvement	Spring 2021: 2 Moderate sub-scores and 2 Initial sub-scores	TBD			4 Exemplary sub-scores
EL Implementation Review Rubric Power Practices 18-20: Student Engaged Assessment	Spring 2021: 9 Moderate sub-scores and 2 Initial sub-scores	TBD			6 or more Exemplary sub-scores
GLAD Implementation Plan	To be determined in Fall 2021	TBD			To be developed from baseline

Actions

Action #	Title	Description	Total Funds	Contributing
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Public Hearing DRAFT

2.01	Teacher Leadership	<p>The following committees are crucial to the continuing success of OCEAA’s focus on providing a high-quality biliteracy program and certification as an <i>EL Education</i> school:</p> <ul style="list-style-type: none"> • Instructional Leadership Team - <i>EL Education</i> Workplan Team (Stipends for 6 members; Meets 2xs per month) designs and communicates the <i>EL Education</i> work plan that will guide continuous improvement of curriculum, instruction, assessment, school culture and leadership in the next 3 years. The School Designer supports and facilitates this process. • High-Quality Work Committee - HQW (Stipends for 5 members) Provide stipends to certificated teacher members of the HQW Committee which leads the development of case study sequences/expeditions that provide authentic opportunities to use Spanish and are formalized in curriculum maps. • Crew & Character Committee – CREW Committee (Stipends for 5 members; meet 1x per month) Committee that leads the development of OCEAA’s crew culture. • Mastery of Knowledge/Skills - MKS Committee (Stipends for 5 members) instructional committee which leads curriculum mapping, adaptation and enhancement for biliteracy outcomes • Beginning Teacher Induction Program Mentor – BTSA (Annual Stipend to support up to two new teachers) 	60,000	No
2.02	Professional Development	<p>Provide all teachers with in-depth professional development to support the needs of OCEAA students and to deliver high-quality instruction</p> <ul style="list-style-type: none"> • Summer Pre-Service • New Teacher Induction BTSA • Special Education EI Dorado SELPA (Stepping Stones) • Regular weekly professional development (state standards, lesson study/design, etc.) 	26,570	Yes
2.03	Professional Development – English Learners	<p>In-house instructional coaching and professional development for teachers in supporting language learners through GLAD strategies; Guided Language Acquisition Design (GLAD) and implementation materials</p>	0	Yes

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2.04	Multi-tiered System of Supports (MTSS)	Math and literacy specialists lead OCEAA's Multi-tiered System of Supports (MTSS) and provide tiered interventions to students, principally directing services to low-income students and language learners; provide instructional coaching and professional development to teachers; coordinate local and state assessments (CAASPP, DRA, STAR)	0	Yes
2.05	Support for English Learners & Families	Ongoing implementation of <i>CA EL Roadmap</i> and required services for English Learners as articulated in OCEAA's Dual Language EL Master Plan including: <ul style="list-style-type: none"> • Designated & integrated ELD instruction • ELPAC testing – initial and summative • Monthly ELAC meetings • Supplemental parent education programming for parents of ELs 	0	Yes

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 2 were implemented with the exception of components of the Instructional Leadership Team and the MKS Committee.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 2 had \$682,515 in planned expenditures. In Goal 2, Action 1, actual stipends exceeded budgeted to encourage further development of the instructional leadership team. In Goal 2, Action 3, actual stipends exceeded budgeted as additional funds were added for grade level support. In Goal 2, Action 5, actual expense is higher than budgeted because the intervention aides were given salary increases that hadn't been budgeted for in order for the school to remain competitive and retain employees during COVID. In Goal 2, Action 8, actual expense is higher than budgeted because an additional instructional aide was hired that hadn't been budgeted for as a result of COVID. In Goal 2, Action 9, actual expense is lower than budgeted as the school did not purchase I-station, an online learning platform. With the return to in person instruction, this platform was unnecessary.

An explanation of how effective the specific actions were in making progress toward the goal.

TBD

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: No changes

Metrics/desired outcomes: Added core course grades in ELA and math; added Summative ELPAC; added CA Science Test metric

Actions: For the 22-23 plan, we have moved all salaries to goal 1. The actions in this goal now capture the description of the program and stipends for teacher leadership activities, but the cost of salaries/benefits have been relocated to goal 1.

The integration of technology action has been moved to goal 1.

Goal 3. High-Quality Learning Outcomes

Goal #	Description
3	All OCEAA students create complex, authentic work that demonstrates a high level of craftsmanship. (State Priorities: 2 Implementation of State Standards, 5 Pupil Engagement, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

In alignment with the Guiding Principles of Dual Language Education and EL Education Model, OCEAA is establishing curricular expectations for High Quality Student Work (HQW), the second dimension of student achievement, by building out integrated science, social studies and arts Case Studies as stepping stones to Expeditions at each grade level. Creating real work for real audiences motivates students to meet standards and engage in revision.

This Goal and related Actions are principally directed at engaging low-income students, students with disabilities, and language learners. Parents and teachers identified HQW as a means to inspire students to persevere through challenging tasks, and to inspire students to use Spanish for authentic purposes and audiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HQW Scope and Sequence <small>[Priority 2 Implementation of State Standards - CA Dashboard Local Indicator]</small>	2020-2021 SY 1 case study implemented at each grade level, some expert collaborations.	TBD			Curriculum maps include case study sequences/ expeditions, expert collaborations, fieldwork and service learning in all grades
HQW Protocol <small>[Priority 5 Pupil Engagement – CA Dashboard Indicator]</small>	2019 HQW Protocol 2020 Case Study Showcase (COVID-19 adaptation)	TBD			Work samples from each grade level demonstrate growth in complexity, craftsmanship and authenticity
EL Implementation <small>Review Rubric Power</small>	Spring 2021: 1 Exemplary sub-score, 3	TBD			6 or more Exemplary sub-scores

Practices 3: Designing Case Studies, and 8: Planning for and Producing High-Quality Work

Moderate sub-scores and 7 Initial sub-scores

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Actions

Action #	Title	Description	Total Funds	Contributing
3.01	EL Education Partnership	Provide targeted professional development through <i>EL Education</i> focused on “High-Quality Work (HQW)” <ul style="list-style-type: none"> • Direct service days • Conferences • Arts training • Implementation of HQW protocols 	42,500	No
3.02	Student Fieldwork & Service Learning	Transportation, fees and materials to support student collaboration with professional experts and community members; active investigations and application of the research tools, techniques of inquiry, and standards of presentation used by professionals in the field. These educational excursions are designed to deepen student understanding and application of classroom learning. Grade 8 students will participate in “Outdoor Science School” which is an overnight educational program.	40,000	Yes

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 3 were implemented except the HQW Committee and Fieldwork/Experts & Service Learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 3 had \$49,354 in planned expenditures. In Goal 3, Action 1, actual expenses exceeded budgeted as a result of more funds spent on BTSA mentoring. In Goal 3, Action 2, actual expenses were less than budgeted as additional stipend expenses were incurred in Goal 2, Action 1 and Goal 2, Action 3 for teacher development.

An explanation of how effective the specific actions were in making progress toward the goal.

TBD

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: No changes

Metrics/outcomes: No changes

Actions: Moved stipends (3.02) and materials (3.03) for the High-Quality Work Committee to Goal 2 with a new action title “Teacher Leadership”.

Goal 4. School Climate & Student Engagement

Goal #	Description
4	All OCEAA students develop strong character and crew spirit to become effective learners, ethical people and culturally competent leaders who contribute to a better world. (State Priorities: 5 Pupil Engagement, 6 School Climate, 8 Other Student Outcomes)

An explanation of why the LEA has developed this goal.

As part of a Multi-tiered System of Supports, the integration of Character development, the third dimension of student achievement, and crew spirit into daily experiences at school is a critical tool for attending to student social emotional learning needs. This Goal and related Actions are principally directed at supporting low-income students, students with disabilities, homeless students and language learners holistically to ensure they are accessing opportunities to learn. Parents identified Crew, schoolwide Habits of Character and social emotional learning in general as priorities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	SY2020-21 94.79%	TBD			97%
Chronic Absenteeism Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]	2019 Dashboard Performance Color- Green All Students =	Chronic Absenteeism 3.8% School 3.2% Hispanic			Performance Color- Green & All Students = 2%; no subgroups in orange or red

	3%; no subgroups in orange or red	11.5% White 5.4% English Learners 5.9% Homeless Youth 5% Students with Disabilities 4.7% Socioeconomically Disadvantaged (Source: CDE DataQuest, Chronic Absenteeism Report 2020-21)			
Suspension Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	2019 Dashboard Performance Color-Blue All Students = 0.5%; no subgroups in orange or red	0% Suspension Rate (Source: CDE DataQuest, Suspension Rates 2020-21)			Performance Color-Blue & maintain suspension rate below 1% for all subgroups; no subgroups in orange or red
Expulsion Rate [Priority 6 School Climate – CA Dashboard Local Indicator]	2020-2021 SY 0%	0% Expulsions (Source: CDE DataQuest, Expulsions 2020-21)			Maintain 0% expulsion rate
Middle School Dropout Rate [Priority 5 Pupil Engagement – CA Dashboard Indicator]		TBD			
Student Surveys (Crew and CHKS) Student Safety & Connectedness Survey [Priority 6 School Climate – CA Dashboard Local Indicator]	To be determined in Fall 2021	TBD			To be determined by Fall 2021 baseline
Teacher Survey of Climate [Priority 6 School Climate – CA Dashboard Local Indicator]		TBD			
EL Implementation Review Rubric Power Practices 13-15: Culture and Character	Spring 2021: 1 Exemplary sub-score, 12 Moderate sub-	TBD			8 or more Exemplary sub-scores

Public Hearing DRAFT

Producing High-Quality Work	scores and 1 Initial sub-score				
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Actions

Action #	Title	Description	Total Funds	Contributing
4.01	Crew Culture – Assemblies & Recognitions	Implementation of OCEAA’s “Crew Culture” guided by the Crew & Character Committee. Activities include the establishment of the assembly schedule, character awards, and recognitions. Costs associated with this program include purchase of certificates, medals, trophies, and other materials for implementation of daily Crew lessons in the classrooms, etc.	1,500	No
4.02	College-awareness & engagement Overnight field trips and college tours	Outdoor Science School and All middle school students will have two college tours per year to promote their awareness of post-secondary options, and increase their knowledge of local university programs.	1,500	Yes
4.03	Bilingual Counseling Support	School Counselor to support character development and a spirit of crew throughout the school by providing behavioral and educational counseling to individuals and small groups of students; assisting students in understanding and seeking solutions to social, emotional, or academic problems and issues; serving as a resource in developing student behavior management strategies, solving welfare and attendance problems and concerns; participating in the Crew and Character Committee.	0	Yes
4.04	Support for Families Experiencing Homelessness (McKinney-Vento)	Training, tools and assigned personnel to serve as Homeless Liaison, responsible for assuring that homeless/highly mobile children are fully integrated into the mainstream school setting and offered appropriate educational support with a focus on decreasing homeless student chronic absenteeism.	2,800	Yes

4.05	Attendance Tracking and Intervention	Costs associated with providing training to use tools for assigned personnel in decreasing chronic absenteeism and truancy and maintaining high Average Daily Attendance	5,000	Yes
4.06	Extracurricular Clubs & Activities	<p>Maintain school clubs and activities for students to develop their collaboration and leadership skills. Each club/activity will have a teacher-sponsor and will be provided with a budget to implement related activities. This action includes supply budgets for teacher leaders to sponsor activities including but not limited to:</p> <ul style="list-style-type: none"> ● Math Club ● Speech & Debate Club ● Yearbook ● GSA ● Student Leadership ● Safety Monitors <p>Equitable access to participation by EL, low income and SWD will be embedded in the design and promotion of extracurricular activities.</p>	5,000	Yes

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions for Goal 4 were implemented. However the following were modified/partial implementation:

- Daily Student Crew
- Overnight field trips and college tours
- Bilingual Counselor
- Assemblies and recognitions
- Extracurricular activities

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 4 had \$184,934 in planned expenditures. In Goal 4, Action 3, actual expenses were less than budgeted as a result of no specific supplies being required to achieve this action (Daily crew). Daily crew was focused on student connection in 2021-22 due the social/emotional needs created by COVID. In Goal 4, Action 5, actual expenses were less than budgeted as the school counselor left 3 months before year end. This position was supported by a temporary counselor for the remainder of the year.

An explanation of how effective the specific actions were in making progress toward the goal.

TBD

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal: No changes

Metrics/outcomes: Added middle school dropout rate; added teacher climate metric

Actions: Combined actions 4.1, 4.2 and 4.7 from the prior LCAP into a single action focused on CREW Culture.

Goal 5. Parent Involvement & Engagement

Goal #	Description
5	OCEAA staff engage families in the life of the school, developing strong partnerships that support the well-being of students and prepare them for entering a college preparatory high school program. (State Priorities: 3 Parent Involvement)

An explanation of why the LEA has developed this goal.

OCEAA staff members recognize that families are key partners in the education of their children and strive to make families welcome, build relationships with families, and communicate effectively with families. This goal has been developed to align our family engagement practices with the EL Education model and Core Practice 24.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey - California Healthy Kids Survey (CHKS)		TBD			
Parent Survey - CalSCHLS Parent-Guardian Module [Priority 3 Parent Involvement – CA Dashboard Local Indicator]		TBD			
Teacher Survey -		TBD			

CalSCHLS Teacher Module				
Student-Led Conference Attendance (2xs)		TBD		
Parent participation in IEPs		TBD		
*SSC		TBD		
*ELAC ELAC Needs Assessment (responses with the lowest % of parent satisfaction)		TBD		

Actions

Action #	Title	Description	Total Funds	Contributing
5.01	Parent Involvement and Participation in the Life of the School	<p>School Director will host an annual Title I meeting to involve parents in the development of a parent involvement policy and parent-school compact:</p> <ul style="list-style-type: none"> • OCEAA will promote and work with parent leadership organizations to promote their input in school decision making including, but not limited to: Families Supporting OCEAA (FSO), English Learner Advisory Committee (ELAC), LCAP Advisory Committee, Wellness Committee. • OCEAA will support parent volunteer opportunities as well as the organization of parent-initiated community events • OCEAA will strive to maintain frequent, open communication with parents through a variety of formats, including, but not limited to: weekly bulletins, monthly Coffee Chats, direct messaging through Class Dojo or similar platform, social media. <p>(Funds for refreshments and other facilitation needs.)</p>	\$3,000	No

5.02	Parent Engagement Supports	Staff coordinates overtime hours for qualified support staff to provide needed support such as child care and translation services at all school events, thus removing barriers to attendance for parents of English Learners. Collaborates with the Nutritional Services Supervisor. (Child care & translation at parent events, board meetings, SSC meetings, Title I meetings, etc.)	\$500	Yes
5.03	Student Led Conferences (SLCs)	Materials needed to implement: 2 SLCs each year in which students share their progress on identified goals in the three dimensions of student achievement: Mastery of Knowledge and Skills, Character and High-Quality Work	0	No
5.04	Parent Programming: Adult Crew	EL School Designer to support staff in facilitating parent crew and parent/staff crew opportunities to build community and trust. (Funds for refreshments and other facilitation needs.)	\$5,000	Yes
5.05	Parent Programming: technological proficiency and college preparatory culture	EL Coordinator provides direct training and/or coordinate community services to increase the ability of low income and EL parents to monitor their child's progress through digital platforms (PowerSchool, ClassDojo, email, Seesaw, etc.), and to coordinate 2 college visits annually for parents and their students. (Funds for outside presenters, refreshments and other facilitation needs.)	\$500	Yes
5.06	Parent Programming - Physical and Socio-Emotional Wellness	Counselor, Psychologist and Nutritional Services Supervisor provide direct training and/or coordinate community services to increase the ability of low income and EL parents to attend to the physical, social and emotional needs of their children (surveys through Panorama) (Funds for outside presenters, refreshments and other facilitation needs.)	\$8,500	Yes

Public Hearing DRAFT

5.07	Parent Programming - Supporting Student Academic Development	Math and Literacy Coaches provide direct training and/or coordinate community services to increase the ability of low income and EL parents to support their children's development as readers, writers and mathematicians. (Funds for outside presenters, refreshments and other facilitation needs.)	\$500	Yes
5.08	Parent Programming - High School Information Sessions	Database Coordinator to schedule and promote charter high school information sessions for parents (Legacy College Prep, Samueli Academy, Nova Academy, Vista Global Academy, Middle College) and promote information related to SAUSD fundamental high school application deadlines (Segerstrom, Godinez). (Funds for refreshments and other facilitation needs.)	\$500	Yes
5.09	Home/School Communications	Continue to use communication platform(s) to assist parents in home-school communications and monitoring the attendance and academic progress of their students. (e.g., Parent Square)	\$3,200	Yes

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned except for actions 5.06 and 5.07 due to challenges with COVID and staff transitions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The 2021-22 LCAP Goal 5 had \$20,160 in planned expenditures. In Goal 5, Action 3, actual expenses were less than budgeted because there were no student led conferences due to COVID restrictions. In Goal 5, Action 5, actual expenses were less than budgeted as technological training and college presentations were free.

An explanation of how effective the specific actions were in making progress toward the goal.

TBD

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal:

Metrics/outcomes:

Actions: ****Reevaluate surveys!**** Deleted bi-annual parent survey, removing lcap survey

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Public Hearing DRAFT

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,470,769	TBD

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.44%	0%	\$0	29.44%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students

TBD

Staffing (1.01 Certificated, 1.02 Classified)

Nutrition (1.08 Nutrition & Wellness)

Technology (1.10 Technology for Students, 1.11 Curriculum-based Software and Assessments, 1.12 Integration of Technology)

Professional Development 2.02

Student Fieldwork & Service Learning (3.02)

College Awareness & Engagement (4.02)

Bilingual Counseling Support (4.03)

Attendance Tracking and Intervention (4.05)

Extracurricular Clubs & Activities (4.06)

Parent Programming (5.04 Adult CREW, 5.05 Technological Proficiency & College-preparatory Culture, 5.06 Socio-Emotional Wellness, 5.07 Supporting Student Academic Development, 5.08 High School Information Sessions

Home/School Communications (5.9)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

TBD

Staffing (1.04 Paraprofessionals)

Professional Development EL Focus (2.03)

MTSS (2.04)

Families of English Learners (2.05)

McKinney-Vento Supports (4.04)

Parent Engagement Supports (5.02)

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

TBD

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable	TBD

Staff-to-student ratio of
certificated staff providing
direct services to students

Not applicable

TBD

Public Hearing DRAFT

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 6,125,339	\$ 1,403,564	\$ -	\$ 481,363	8,010,266	\$ 6,063,069	\$ 1,945,697

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Staffing – Certificated	All	\$ 2,990,521	\$ 451,078	\$ -	\$ 74,622	\$ 3,516,221
1	2	Staffing – Classified	All	\$ 1,336,431	\$ -	\$ -	\$ 111,933	\$ 1,448,364
1	3	Staffing – Paraprofessionals	English Learners, Low-income	\$ 803,082	\$ 235,402	\$ -	\$ -	\$ 1,038,484
1	4	SELPA Membership & Services	Students with Disabilities	\$ 93,859	\$ -	\$ -	\$ 66,141	\$ 160,000
1	5	Standards-aligned Instructional Materials	All	\$ 55,585	\$ 26,868	\$ -	\$ 11,547	\$ 94,000
1	6	Facilities & Maintenance	All	\$ 491,722	\$ 690,216	\$ -	\$ -	\$ 1,181,938
1	7	Nutrition & Wellness	All	\$ -	\$ -	\$ -	\$ 190,550	\$ 190,550
1	8	Technology – Teachers & Classrooms	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
1	9	Technology – Students	All	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
1	10	Data Management/Student Information System, Local Assessments & Curriculum-based Software	All	\$ 134,139	\$ -	\$ -	\$ -	\$ 134,139
1	11	Integration of Technology	All	\$ -	\$ -	\$ -	\$ -	\$ -
2	1	Teacher Leadership	All	\$ 60,000	\$ -	\$ -	\$ -	\$ 60,000
2	2	Professional Development	All	\$ -	\$ -	\$ -	\$ 26,570	\$ 26,570
2	3	Professional Development – English Learners	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
2	4	Multi-tiered System of Supports (MTSS)	English Learners, Low-income	\$ -	\$ -	\$ -	\$ -	\$ -
2	5	Support for English Learners & Families	English Learners	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	EL Education Partnership	All	\$ 42,500	\$ -	\$ -	\$ -	\$ 42,500
3	2	Student Fieldwork & Service Learning	All	\$ 40,000	\$ -	\$ -	\$ -	\$ 40,000
4	1	Crew Culture – Assemblies & Recognitions	All	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
4	2	College-awareness & engagement	Grades 6-8	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
4	3	Bilingual Counseling Support	All	\$ -	\$ -	\$ -	\$ -	\$ -
4	4	Support for Families Experiencing Homelessness (McKinney-Vento)	Homeless	\$ 2,800	\$ -	\$ -	\$ -	\$ 2,800
4	5	Attendance Tracking and Intervention	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000

4	6	Extracurricular Clubs & Activities	All	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
5	1	Parent Involvement and Participation in the Life of the School	All	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
5	2	Parent Engagement Supports	English Learners, Low-income	\$ 500	\$ -	\$ -	\$ -	\$ 500
5	3	Student Led Conferences (SLCs)	All	\$ -	\$ -	\$ -	\$ -	\$ -
5	4	Parent Programming: Adult Crew	English Learners, Low-income	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
5	5	Parent Programming: technological proficiency and college preparatory culture	All	\$ 500	\$ -	\$ -	\$ -	\$ 500
5	6	Parent Programming - Physical and Socio-Emotional Wellness	All	\$ 8,500	\$ -	\$ -	\$ -	\$ 8,500
5	7	Parent Programming - Supporting Student Academic Development	All	\$ 500	\$ -	\$ -	\$ -	\$ 500
5	8	Parent Programming - High School Information Sessions	English Learners, Low-income	\$ 500	\$ -	\$ -	\$ -	\$ 500
5	9	Home/School Communications	All	\$ 3,200	\$ -	\$ -	\$ -	\$ 3,200

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (2 + Carryover)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 5)	Totals by Type	Total LCFF Funds
\$ 4,996,415	\$ 1,470,769	29.44%	0.00%	29.44%	\$ 5,362,173	0.00%	107.32%	Total:	\$ 5,362,173
								LEA-wide Total:	\$ -
								Limited Total:	\$ 806,382
								Schoolwide Total:	\$ 4,555,791

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Staffing – Certificated	Yes	Schoolwide	English Learners and Low-Income	OCEAA	\$ 2,990,521	0.00%
1	2	Staffing – Classified	Yes	Schoolwide	English Learners and Low-Income	OCEAA	\$ 1,336,431	0.00%
1	3	Staffing – Paraprofessionals	Yes	Limited	English Learners and Low-Income	OCEAA	\$ 803,082	0.00%
1	7	Nutrition & Wellness	Yes	Schoolwide	Low-Income	OCEAA	\$ -	0.00%
1	9	Technology – Students	Yes	Schoolwide	Low-Income	OCEAA	\$ 25,000	0.00%
1	10	Data Management/Student Information System, Local Assessments & Curriculum-based Software	Yes	Schoolwide	All	OCEAA	\$ 134,139	0.00%
1	11	Integration of Technology	Yes	Schoolwide	All	OCEAA	\$ -	0.00%
2	2	Professional Development	Yes	Schoolwide	All	OCEAA	\$ -	0.00%
2	3	Professional Development – English Learners	Yes	Schoolwide	English Learners	OCEAA	\$ -	0.00%
2	4	Multi-tiered System of Supports (MTSS)	Yes	Limited	English Learners and Low-Income	OCEAA	\$ -	0.00%
2	5	Support for English Learners & Families	Yes	Limited	English Learners	OCEAA	\$ -	0.00%
3	2	Student Fieldwork & Service Learning	Yes	Schoolwide	All	OCEAA	\$ 40,000	0.00%
4	2	College-awareness & engagement	Yes	Schoolwide	All	OCEAA	\$ 1,500	0.00%
4	3	Bilingual Counseling Support	Yes	Schoolwide	All	OCEAA	\$ -	0.00%
4	4	Support for Families Experiencing Homelessness (McKinney-Vento)	Yes	Limited	Low-Income	OCEAA	\$ 2,800	0.00%
4	5	Attendance Tracking and Intervention	Yes	Schoolwide	All	OCEAA	\$ 5,000	0.00%
4	6	Extracurricular Clubs & Activities	Yes	Schoolwide	All	OCEAA	\$ 5,000	0.00%
5	2	Parent Engagement Supports	Yes	Limited	English Learners and Low-Income	OCEAA	\$ 500	0.00%
5	4	Parent Programming: Adult Crew	Yes	Schoolwide	All	OCEAA	\$ 5,000	0.00%
5	5	Parent Programming: technological proficiency and college preparatory culture	Yes	Schoolwide	English Learners and Low-Income	OCEAA	\$ 500	0.00%
5	6	Parent Programming - Physical and Socio-Emotional Wellness	Yes	Schoolwide	English Learners and Low-Income	OCEAA	\$ 8,500	0.00%
5	7	Parent Programming - Supporting Student Academic Development	Yes	Schoolwide	English Learners and Low-Income	OCEAA	\$ 500	0.00%
5	8	Parent Programming - High School Information Sessions	Yes	Schoolwide	All	OCEAA	\$ 500	0.00%

Contributing Actions Table

5	9	Home/School Communications	Yes	Schoolwide	All	OCEAA	\$	3,200	0.00%
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2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 6,416,324.00	\$ 6,572,498.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Certificated Staffing	Yes	\$ 3,349,894	\$ 3,461,004
1	2	Special Education	No	\$ 470,787	\$ 484,234
1	3	Classified Operations Staffing	No	\$ 1,019,296	\$ 987,490
1	4	Student Access to Quality Materials For a Broad Course of Study	No	\$ 73,139	\$ 86,307
1	5	Clean and Safe Facilities	No	\$ 137,808	\$ 170,291
1	6	Physical Health and Wellness	Yes	\$ 201,786	\$ 182,179
1	7	Technology Hardware, Infrastructure, and Maintainence	Yes	\$ 225,991	\$ 232,620
1	8	Continuous Improvement	No	\$ 660	\$ 660
2	1	Instructional Leadership Team	No	\$ 9,000	\$ 12,000
2	2	Professional Development including English Learner Focused	Yes	\$ 107,566	\$ 99,391
2	3	MKS Committee	No	\$ 3,000	\$ 5,250
2	4	Multi-tiered System of Supports (MTSS)	Yes	\$ 209,773	\$ 219,984
2	5	Bilingual Math and Reading Intervention Aides	No	\$ 143,953	\$ 169,199
2	6	Bilingual English Learner Coordinator	Yes	\$ 59,889	\$ 57,208
2	7	Bilingual Instrctional Technology Coordinator	Yes	\$ 19,963	\$ 23,487
2	8	Bilingual Classroom Instructional Aides (TK-K)	Yes	\$ 92,898	\$ 133,245
2	9	Supplemental Instructional Materials	Yes	\$ 24,413	\$ 13,791
2	10	Data Management & Assessment Systems	Yes	\$ 12,060	\$ 12,172
3	1	Professional Development Focused on HQW	No	\$ 11,354	\$ 18,000
3	2	HQW Committee	No	\$ 3,000	\$ -

3	3	Fieldwork, Experts, & Service Learning	Yes	\$	30,000	\$	31,091
3	4	Supplies for HQW Lessons and Products	Yes	\$	5,000	\$	5,234
4	1	Professional Development	Yes	\$	10,000	\$	11,925
4	2	Crew and Character Committee	No	\$	3,000	\$	3,000
4	3	Daily Student Crew	Yes	\$	7,500	\$	-
4	4	Overnight Field Trips and College Tours	Yes	\$	30,000	\$	32,447
4	5	Bilingual Counselor	Yes	\$	99,856	\$	84,531
4	6	Bilingual Homeless (McKinney-Vento) Liaison	Yes	\$	5,000	\$	4,922
4	7	Bilingual Attendance Tracking and Intervention	Yes	\$	11,578	\$	11,578
4	8	Assemblies and Recognitions	Yes	\$	3,000	\$	2,968
4	9	Extracurricular Activities	Yes	\$	15,000	\$	9,050
5	1	Parent Involvement and Participation in the Life of the School	No	\$	1,500	\$	-
5	2	Child Care & Translation at Parent Events, Board Meetings, SSC	No	\$	5,000	\$	2,073
5	3	Student Led Conferences (SLCs)	Yes	\$	3,000	\$	-
5	4	Parent Programming: Adult Crew	Yes	\$	500	\$	-
5	5	Parent Programming: Technological Proficiency and College	No	\$	2,500	\$	-
5	6	Parent Programming: Supporting Your Child's Physical and Socio-	No	\$	1,500	\$	-
5	7	Parent Programming: Supporting Your Child's Academic Development	No	\$	1,500	\$	-
5	8	Parent Programming: High School Information Sessions	Yes	\$	500	\$	1,307
5	9	Parent Communication	Yes	\$	3,500	\$	3,200
5	10	Annual LCAP/School Parent Survey	No	\$	660	\$	660

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 4,395,166	\$ 1,278,467	0.00%	29.09%	\$ 2,668,671	0.00%	60.72%	\$0.00 - No Carryover	0.00% - No Carryover

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 1,278,467	\$ 2,615,560	\$ 2,668,671	\$ (53,111)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Certificated Staffing	Yes	\$ 2,215,896	\$ 2,289,393.00	0.00%	0.00%
1	6	Physical Health and Wellness	Yes	\$ 133,478	\$ 120,508.00	0.00%	0.00%
1	7	Technology Hardware, Infrastructure, and Maintenance	Yes	\$ -		0.00%	0.00%
2	2	Professional Development including English Learner Focused	Yes	\$ 29,425	\$ 29,425.00	0.00%	0.00%
2	4	Multi-tiered System of Supports (MTSS)	Yes	\$ 138,761	\$ 145,515.00	0.00%	0.00%
2	6	Bilingual English Learner Coordinator	Yes	\$ -		0.00%	0.00%
2	7	Bilingual Instructional Technology Coordinator	Yes	\$ -		0.00%	0.00%
2	8	Bilingual Classroom Instructional Aides (TK-K)	Yes	\$ -		0.00%	0.00%
2	9	Supplemental Instructional Materials	Yes	\$ -		0.00%	0.00%
2	10	Data Management & Assessment Systems	Yes	\$ -		0.00%	0.00%
3	3	Fieldwork, Experts, & Service Learning	Yes	\$ 30,000	\$ 31,091.00	0.00%	0.00%
3	4	Supplies for HQW Lessons and Products	Yes	\$ 5,000	\$ 5,234.00	0.00%	0.00%
4	1	Professional Development	Yes	\$ -		0.00%	0.00%
4	3	Daily Student Crew	Yes	\$ 7,500	\$ -	0.00%	

4	4	Overnight Field Trips and College Tours	Yes	\$ 30,000	\$ 30,980.00	0.00%	0.00%
4	5	Bilingual Counselor	Yes	\$ -		0.00%	0.00%
4	6	Bilingual Homeless (McKinney-Vento) Liaison	Yes	\$ -		0.00%	0.00%
4	7	Bilingual Attendance Tracking and Intervention	Yes	\$ -		0.00%	0.00%
4	8	Assemblies and Recognitions	Yes	\$ 3,000	\$ 2,968.00	0.00%	0.00%
4	9	Extracurricular Activities	Yes	\$ 15,000	\$ 9,050.00	0.00%	0.00%
5	3	Student Led Conferences (SLCs)	Yes	\$ 3,000	\$ -	0.00%	
5	4	Parent Programming: Adult Crew	Yes	\$ 500	\$ -	0.00%	
5	8	Parent Programming: High School Information Sessions	Yes	\$ 500	\$ 1,307.00	0.00%	0.00%
5	9	Parent Communication	Yes	\$ 3,500	\$ 3,200.00	0.00%	0.00%

CALIFORNIA SCHOOL PARENT SURVEY



OCEAA 2021-2022 Main Report

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

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PREFACE - Placeholder

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 2020-21 *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. In response to the pandemic, the 2020-21 CSPS asks about experiences, perceptions, and concerns about students not being able to attend school in person and the district's remote learning program. More information about the survey is available on the CalSCHLS website (calschls.org).

The CSPS, along with its two companion surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Staff Survey* (CSSS) for staff—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 effort in the nation to assess students, staff, and parents at the local level 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) 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 absolutely 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

In 2020-21 the CSPS was expanded to assess topics of particular concern due to the pandemic and the associated reduction in face-to-face learning in school buildings. Three sets of surveys are available to gather data among parents with students in different instructional models, In-School Learning, Remote Learning, and Hybrid Learning. Each survey directs parents to questions relevant to the instructional model used in their child's school based on skip logic. For example, questions asking about experiences in the school building are only available for parents who respond that their child participates in the In-School and Hybrid Learning models.

The CSPS serves three 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 through questions like: *This school keeps me well-informed, promptly responds [to me], encourages me to be an active partner*, etc. Third, the CSPS assesses students' readiness to continue to learn from home. 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; and
- Student risk behaviors (how much of a problem at the school);
- Experiences, perceptions, and concerns about students not being able to attend school in person; and
- Feedback on district's remote learning program.

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 Regional Centers. A local survey coordinator plans, schedules, and monitors the CSPS. In 2020-21, the survey was only administered online.

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 district and by school levels in which the survey was administered (elementary, middle, high, and nontraditional). In the tables, percentages are rounded to the nearest full percent. Depending on the number of respondents, individual school reports can also be provided.

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

The CHKS and CalSCHLS websites contain guidebooks and other tools for using and understanding survey results, including factsheets that show how data variables are related and offer suggestions for how data can be analyzed at the local level.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data, *What Works Briefs* that provide guidance on strategies to implement, and access to the *California Safe and Supportive Schools Newsletter*, which provides announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.

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 School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual parent survey reports for each school.

Request Disaggregated Report or Analyses

The staff of the CalSCHLS Regional Center 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). 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

It is very important to engage parents, along with staff and students, in reviewing and exploring the meaning of the results, obtaining their input into how the school might better meet the identified needs, and developing a detailed action plan. This communicates to parents that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This, in itself, helps enhance parent involvement. It also promotes higher rates of survey participation, as parents see how data are used for positive purposes.

To assist in this process, on request, CalSCHLS staff can conduct three workshops:

- A structured group *Student Listening Circle* in which parents (along with staff) can hear from students their perspectives on the meaning of survey results and how to improve the school and better meet the needs of students;
- A *Family Forum*, a semi-structured process that engages family members and school/district stakeholders in a dialogue and action planning for improving the school environment and fostering positive student-adult relationships. The Family Forum provides the opportunity for: (a) family members' voices to be heard on what can be done; (b) family members to be engaged and involved in school improvement efforts; and (c) family members to participate in a genuine parent-school-district partnership activity; and

- A *Data Workshop* designed to identify local needs based on the survey results and engage stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies.

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 CSPA. 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 (888.841.7536) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: †Elementary student survey. ‡Secondary student survey.

ACKNOWLEDGMENTS

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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	116

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	110
Remote model only	0

2. Summary of Key Survey Indicators

Table A2.1

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

	All %	Table
Parental Involvement		
Promotion of parental involvement [†]	41	A6.1
Parental involvement in school [§]	51	A6.3
School encourages me to be an active partner [†]	43	A6.1
School actively seeks the input of parents [†]	40	A6.1
Parents feel welcome to participate at this school [†]	36	A6.1
School Supports for Students		
Student learning environment [†]	40	A7.1
School is a safe place for my child ^{†ψ}	41	A7.1
School motivates students to learn [†]	42	A7.1
School has adults who really care about students [†]	47	A7.1
Opportunities for meaningful student participation ^{†ψ}	43	A7.1
Communication with parents about school [#]	40	A6.2
Teachers responsive to child's social and emotional needs ^Γ	85	A7.2
School provides parents with advice and resources to support my child's social and emotional needs ^Γ	71	A7.2
Fairness, Rule Clarity, and Respect for Diversity		
School enforces school rules equally ^{†ψ}	38	A7.1
School treats all students with respect [†]	46	A7.1
School promotes respect of cultural beliefs/practices [†]	42	A7.1
Substance Use, School Disorder, and Bullying		
Substance use problems ^{¶ψ}	6	A8.1
Student alcohol and drug use ^{‡ψ}	6	A8.1
Student vaping or e-cigarette use ^{‡ψ}	5	A8.1
School disorder ^{¶ψ}	23	A8.2
Harassment or bullying of students ^{‡ψ}	13	A8.2
Facilities		
School has clean and well-maintained facilities/properties ^{†ψ}	36	A9.1

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

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

[§]Average percent of respondents reporting "Yes."

^ψIn-school only.

[#]Average percent of respondents reporting "Strongly agree" or "Very well."

^ΓAverage percent of respondents reporting "Agree" or "Strongly agree."

[¶]Average percent of respondents reporting "Small problem," "Somewhat a problem," or "Large problem."

[‡]Percent of respondents reporting "Large problem."

Table A2.2**Key Indicators of COVID-Specific Measures**

	All %	Table
Learning from Home and Student Connection		
Average days worked on schoolwork (≥ 5) ^{δ}		A4.1
Opportunities for student connection ^{†δ}		A4.4
Areas of Parent Concerns		
Child's mental well-being [^]	26	A5.1
Child's safety at school for in-person learning [^]	19	A5.1
Child falling behind academically [^]	35	A5.1
Providing financially for your child [^]	13	A5.1

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

^{||}Last week.

^{δ} Remote only.

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

[^]Percent of respondents reporting "Somewhat concerned," "Quite concerned," or "Extremely concerned."

3. Parent and Student Demographic Characteristics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	99
Remote Learning Model	1

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	99
Foster parent of the child enrolled at this school	0
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	1
Not applicable, not sure, or decline to answer	0

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	1
Asian or Asian American	1
Black or African American (Not Hispanic or Latinx)	1
Filipino	0
Hispanic or Latinx	70
Native Hawaiian or Pacific Islander	0
White (Not Hispanic/Latinx)	6
Two or more races/ethnicities	9
Not applicable, not sure, or decline to answer	12

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	5
Kindergarten	11
1st grade	14
2nd grade	19
3rd grade	10
4th grade	8
5th grade	16
6th grade	6
7th grade	5
8th grade	6
9th grade	0
10th grade	0
11th grade	0
12th grade	0
Other	1
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)	14
English Language Development (for children learning English)	23
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	0
Not applicable, not sure, or decline to answer	72

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 (In-School Only)***

	All %
No	60
Yes - 1 day a week	4
Yes - 2 days a week	2
Yes - 3 days a week	3
Yes - 4 days a week	0
Yes - 5 days a week	32

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. Learning from Home

Table A4.1

Remote Learning Schedule (Remote Only)

	All %
Number of weekdays my child participated in school from home	
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.

^{||}*Last week.*

Table A4.2

Perceptions of Remote Learning (Remote Only)

	All %
Our school/district has done a good job keeping me informed about remote learning.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don't know/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.70: 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 2021-22 school year?

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

Table A4.4

Opportunities for Student Connection (Remote Only)

	All %
My child has opportunities to connect and interact with classmates during remote learning.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Don't know/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. COVID-Specific Measures

Table A5.1

COVID-Related Concerns

	All %
<i>How concerned are you about...</i>	
your child’s safety while he/she is at home?	
Not at all concerned	89
Slightly concerned	6
Somewhat concerned	3
Quite concerned	2
Extremely concerned	0
your child’s safety when he/she is at school or returns to school for in-person learning?	
Not at all concerned	52
Slightly concerned	29
Somewhat concerned	15
Quite concerned	4
Extremely concerned	0
your child falling behind academically?	
Not at all concerned	45
Slightly concerned	20
Somewhat concerned	16
Quite concerned	9
Extremely concerned	9
providing financially for your child?	
Not at all concerned	71
Slightly concerned	15
Somewhat concerned	7
Quite concerned	4
Extremely concerned	2

Question A.65-68: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child’s safety while he/she is at home?... your child’s safety when he/she is at school or returns to school for in-person learning?... your child falling behind academically?... providing financially for your child?

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

Table A5.1***COVID-Related Concerns – Continued***

	All %
your child’s mental well-being?	
Not at all concerned	45
Slightly concerned	29
Somewhat concerned	10
Quite concerned	10
Extremely concerned	7

Question A.69: Below are some concerns parents may have raised about their children as a result of the novel coronavirus (COVID-19). For each one, please indicate how concerning it is to you personally. How concerned are you about... your child’s mental well-being?

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

Table A5.2***Student is Motivated to Complete Schoolwork***

	All %
Strongly agree	39
Agree	41
Disagree	12
Strongly disagree	5
Don’t know/NA	4

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 A5.3

Student Feeling Hopeful About the Future

	All %
Strongly agree	53
Agree	38
Disagree	2
Strongly disagree	2
Don't know/NA	5

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 %
Promotion of parental involvement	
<i>Average reporting “Strongly agree”</i>	41
School promptly responds to my phone calls, messages, or e-mails.	
Strongly agree	44
Agree	44
Disagree	9
Strongly disagree	2
Don’t know/NA	2
School encourages me to be an active partner with the school in educating my child.	
Strongly agree	43
Agree	43
Disagree	9
Strongly disagree	2
Don’t know/NA	2
School actively seeks the input of parents before making important decisions.	
Strongly agree	40
Agree	46
Disagree	8
Strongly disagree	3
Don’t know/NA	3

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 %
Parents feel welcome to participate at this school.	
Strongly agree	36
Agree	45
Disagree	14
Strongly disagree	1
Don't know/NA	4
School staff treat parents with respect.	
Strongly agree	53
Agree	44
Disagree	1
Strongly disagree	0
Don't know/NA	2
School staff take parent concerns seriously.	
Strongly agree	37
Agree	47
Disagree	12
Strongly disagree	2
Don't know/NA	2

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 %
Communication with parents about school	
<i>Average reporting “Strongly agree” or “Very well”</i>	40
Teachers communicate with parents about what students are expected to learn in class.	
Strongly agree	35
Agree	47
Disagree	11
Strongly disagree	5
Don’t know/NA	2
Letting you know how your child is doing in school between report cards.	
Very well	48
Just okay	34
Not very well	13
Does not do it at all	4
Don’t know/NA	1
Providing information about why your child is placed in particular groups or classes.	
Very well	35
Just okay	30
Not very well	14
Does not do it at all	8
Don’t know/NA	13

Question A.29, 51, 53: How strongly do you agree or disagree with the following statements about this school?... 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... Providing information about why your child is placed in particular groups or classes.

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

Table A6.2

Communication with Parents about School Questions – Continued

	All %
Providing information on your expected role at your child’s school.	
Very well	45
Just okay	34
Not very well	13
Does not do it at all	2
Don’t know/NA	5
Providing information about how to help your child with homework.^Ø	
Very well	40
Just okay	36
Not very well	14
Does not do it at all	7
Don’t know/NA	2
Providing information on how to help your child plan for college or vocational school.^Ø	
Very well	21
Just okay	14
Not very well	14
Does not do it at all	29
Don’t know/NA	21
School keeps me well-informed about school activities.^Ø <i>(In-School Only)</i>	
Strongly agree	43
Agree	44
Disagree	11
Strongly disagree	2
Don’t know/NA	0

Question A.10, 52, 54, 55: This school keeps me well-informed about school activities.... 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 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.

ØItem not included in the scale.

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

	All %
Parental involvement in school	
<i>Average reporting “Yes”</i>	51
Participated in a meeting of the parent-teacher organization or association	
No	45
Yes	55
Participated in fundraising for the school	
No	20
Yes	80
Served on a school committee	
No	82
Yes	18
Attended a school or class event^Ø (<i>In-School Only</i>)	
No	32
Yes	68
Attended a general school meeting^Ø (<i>In-School Only</i>)	
No	33
Yes	67
Served as a volunteer in this child’s classroom or elsewhere in the school.^Ø (<i>In-School Only</i>)	
No	54
Yes	46

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.

^ØItem not included in the scale.

Table A6.3

Parental Involvement in School Questions – Continued

	All %
Participated in a regularly scheduled parent-teacher conference with the child’s teacher.^Ø	
No	22
Yes	78
Met with a school counselor in person or remotely.^Ø	
No	78
Yes	22

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.

^ØItem not included in the scale.

7. Student Learning Environment

Table A7.1

Student Learning Environment Questions

	All %
Student learning environment	
<i>Average reporting “Strongly agree”</i>	40
<i>This school...</i>	
promotes academic success for all students.	
Strongly agree	49
Agree	40
Disagree	8
Strongly disagree	1
Don’t know/NA	3
treats all students with respect.	
Strongly agree	46
Agree	43
Disagree	6
Strongly disagree	1
Don’t know/NA	3
provides quality counseling or other ways to help students with social or emotional needs.	
Strongly agree	29
Agree	30
Disagree	17
Strongly disagree	4
Don’t know/NA	20
communicates the importance of respecting different cultural beliefs and practices.	
Strongly agree	42
Agree	46
Disagree	4
Strongly disagree	2
Don’t know/NA	5

Question A.7, 8, 11, 13: This school... promotes academic success for all students... treats all students with respect... provides quality counseling or other ways to help students with social or emotional needs... communicates the importance of respecting different cultural beliefs and practices.

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

Table A7.1
Student Learning Environment Questions – Continued

	All %
<i>This school...</i>	
provides instructional materials that reflect my child’s culture, ethnicity, and identity.	
Strongly agree	37
Agree	51
Disagree	4
Strongly disagree	1
Don’t know/NA	7
has quality programs for my child’s talents, gifts, or special needs.	
Strongly agree	24
Agree	43
Disagree	12
Strongly disagree	4
Don’t know/NA	17
provides high quality instruction to my child.	
Strongly agree	36
Agree	51
Disagree	9
Strongly disagree	1
Don’t know/NA	3
motivates students to learn.	
Strongly agree	42
Agree	49
Disagree	5
Strongly disagree	0
Don’t know/NA	3

Question A.14, 16, 22, 23: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... This school... provides instructional materials that reflect my child’s culture, ethnicity, and identity... has quality programs for my child’s talents, gifts, or special needs... 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 Questions – Continued

	All %
<i>This school...</i>	
has teachers who go out of their way to help students.	
Strongly agree	46
Agree	46
Disagree	5
Strongly disagree	0
Don't know/NA	3
has adults who really care about students.	
Strongly agree	47
Agree	43
Disagree	5
Strongly disagree	1
Don't know/NA	3
has high expectations for all students.	
Strongly agree	40
Agree	43
Disagree	7
Strongly disagree	2
Don't know/NA	8
encourages students to care about how others feel.	
Strongly agree	53
Agree	35
Disagree	5
Strongly disagree	2
Don't know/NA	4

Question A.24-27: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... 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 A7.1
Student Learning Environment Questions – Continued

	All %
<i>This school...</i>	
gives all students opportunities to “make a difference” by helping other people, the school, or the community.^Ø (<i>In-School Only</i>)	
Strongly agree	43
Agree	40
Disagree	9
Strongly disagree	1
Don’t know/NA	7
is a supportive and inviting place for students to learn.^Ø (<i>In-School Only</i>)	
Strongly agree	44
Agree	46
Disagree	4
Strongly disagree	2
Don’t know/NA	3
enforces school rules equally for my child and all students.^Ø (<i>In-School Only</i>)	
Strongly agree	38
Agree	44
Disagree	12
Strongly disagree	4
Don’t know/NA	2
is a safe place for my child.^Ø (<i>In-School Only</i>)	
Strongly agree	41
Agree	54
Disagree	2
Strongly disagree	2
Don’t know/NA	1

Question A.9, 12, 15, 17: Based on your experience, how strongly do you agree or disagree with the following statements about this school?... This school... gives all students opportunities to “make a difference” by helping other people, the school, or the community... is a supportive and inviting place for students to learn... enforces school rules equally for my child and all students... is a safe place for my child.

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

^ØItem not included in the scale.

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

	All %
My child’s teachers are responsive to my child’s social and emotional needs.	
Strongly agree	51
Agree	34
Disagree	9
Strongly disagree	5
Don’t know/NA	1
Support staff are available to my child if he/she needs them.	
Strongly agree	38
Agree	29
Disagree	6
Strongly disagree	7
Don’t know/NA	21
Our school provides parents with advice and resources to support my child’s social and emotional needs.	
Strongly agree	39
Agree	32
Disagree	9
Strongly disagree	6
Don’t know/NA	14

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 %
My child is receiving adequate instruction from teachers to support assigned work.	
Strongly agree	42
Agree	44
Disagree	9
Strongly disagree	2
Don't know/NA	2

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 (In-School Only)

	All %
Substance use problems	
<i>Average reporting any problems</i>	6
Based on your experience, how much of a problem at this school is...	
student tobacco use?	
Not a problem	52
Small problem	1
Somewhat a problem	0
Large problem	4
Don't know/NA	43
student vaping or e-cigarette use?	
Not a problem	55
Small problem	1
Somewhat a problem	0
Large problem	5
Don't know/NA	39
student alcohol and drug use?	
Not a problem	55
Small problem	1
Somewhat a problem	0
Large problem	6
Don't know/NA	38

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 (In-School Only)

	All %
School disorder	
<i>Average reporting any problems</i>	23
Based on your experience, how much of a problem at this school is...	
harassment or bullying?	
Not a problem	24
Small problem	26
Somewhat a problem	17
Large problem	13
Don't know/NA	20
physical fights?	
Not a problem	44
Small problem	14
Somewhat a problem	4
Large problem	6
Don't know/NA	31
racial/ethnic conflict among students?	
Not a problem	47
Small problem	9
Somewhat a problem	8
Large problem	6
Don't know/NA	30
students not respecting staff?	
Not a problem	52
Small problem	8
Somewhat a problem	4
Large problem	9
Don't know/NA	28

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 (In-School Only)***

	All %
<i>Based on your experience, how much of a problem at this school is...</i>	
gang-related activity?	
Not a problem	62
Small problem	1
Somewhat a problem	0
Large problem	5
Don't know/NA	31
weapons possession?	
Not a problem	67
Small problem	1
Somewhat a problem	0
Large problem	5
Don't know/NA	27
vandalism (including graffiti)?	
Not a problem	46
Small problem	13
Somewhat a problem	4
Large problem	10
Don't know/NA	27

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 (In-School Only)

	All %
No	3
Yes	73
Don't know	23

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 (In-School Only)

	All %
Strongly agree	36
Agree	52
Disagree	5
Strongly disagree	0
Don't know/NA	7

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.

CALIFORNIA SCHOOL STAFF SURVEY



OCEAA 2021-2022 Main Report

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

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PREFACE - Placeholder

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 2020-21 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 effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

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

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

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

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.

2020-21 Survey Changes

With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the CSSS has been expanded this year to help districts better understand the impacts of COVID-19 and how best to support students’ social, emotional, and academic needs. Questions on the survey ask teachers and other school staff if most students attend school in person every weekday (in-person instructional model), participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses, staff are directed to questions only relevant to the predominant instructional model used in the school. The new content assessed by the CSSS includes the following:

- staff perceptions of how effectively the school instructional model is being implemented,
- the impact of the instructional models on students’ emotional well-being, academic motivation, and learning; and
- experiences with COVID-related safety measures and protocols.

Only questions relevant to the instructional model implemented in the school are answered by staff in 2020-21.

Core Section (Section A)

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

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

The same questions asked of students in the CHKS supplemental School Climate Module are included in the CSSS so that staff and student results can be compared. CDE recommends that all districts include the School Climate Module in their CHKS administration. The questions, reported in Section 6 (Learning Conditions), provide staff perceptions on five key constructs:

- Supports for Learning;
- Discipline and Order;
- Social, Emotional, and Behavioral Supports;
- Positive Peer Relationships (anti-bullying related); and
- Respect for Diversity.

Student Supports Questions (Section B)

A second section of the survey is focused on student supports and is designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, and/or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSSS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free CalSCHLS Helpline at 888.841.7536.

- The **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.

PUBLIC ONLINE DATA DASHBOARD

The most recent state, county, and district CSSS results can be examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide, county, and district key indicators from the CSSS, trends over time, and disparities in survey outcomes across groups. Group differences by race/ethnicity, role (teacher, administrator), and tenure at the school can be examined. Trends in results over the past seven 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.

EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD

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

- compare their data with district and state averages;
- make comparisons across 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.

New in 2020 is the ability to make comparisons across staff in schools implementing different instructional models (in-person, remote, and hybrid).

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

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

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

Supplemental Reports

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

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

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

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

RESOURCES

CalSCHLS.org 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/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision. *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf).
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/docs/calschls-2019-20-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

The value of your 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/docs/calschls-2019-20-crosswalk.pdf) 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_1719_csss.pdf). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school.

Data Workshop

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

Request Additional Reports and Data

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: †Elementary student survey. ‡Secondary student survey.

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military-Connected Schools	
E. Student Wellness	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	36

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	36
Remote model only	0

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	Table
School Supports for Students		
Caring adult relationships [†]	38	A6.1
High expectations-adults in school [†]	53	A6.1
Student meaningful participation [†]	25	A6.1
Promotion of parental involvement [†]	22	A6.1
Student learning environment [†]	46	A5.1
Facilities upkeep ^{†Φ}	28	A5.1
Support for social emotional learning [†]	31	A7.1
Provides adequate counseling and support services [†]	11	A9.2
Antibullying climate [†]	27	A7.1
School Supports for Staff		
Staff working environment [†]	20	A5.1
Staff collegiality [†]	30	A5.1
School Safety		
Is a safe place for staff ^{†Φ}	28	A5.1
Is a safe place for students ^{†Φ}	47	A5.1
Has sufficient resources to create a safe campus [†]	0	B2.1
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity [†]	14	A7.1
Respect for diversity [†]	42	A7.1
Academic Motivation and Student Behavior		
Students are motivated to complete schoolwork [†]	9	A4.5
Student readiness to learn [†]	9	A7.1
Cutting classes or being truant moderate/severe problem	9	A7.12
Harassment/bullying moderate/severe problem	29	A8.3
Substance Use and Mental Health		
Alcohol and drug use moderate/severe problem	3	A8.9
Tobacco use moderate/severe problem	3	A8.10
Vaping/e-cigarette use moderate/severe problem	6	A8.11
Student depression moderate/severe problem	32	A8.2

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

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

^ΦIn-school only.

Table A2.2

Key Indicators of COVID-Specific Measures

	All %	Table
Perceived School Safety in Response to COVID-19		
COVID-related safety measures to keep students healthy [†]	47	A4.1
COVID-related safety measures to keep staff healthy [†]	44	A4.1
Areas of Professional Development Needs		
Supporting students exposed to trauma	86	A4.6
COVID-related safety measures and protocols	20	A4.6

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

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	100
Remote Learning Model	0

Question A.2, 3: Which of the following best describes your students' school schedule during the past 30 days?... Which of the following best describes students' school schedule during the past 30 days?

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %
0 days	83
1 day	0
2 days	3
3 days	0
4 days	0
5 days	14

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	53
Teacher in grade 5 or above	25
Special education teacher	6
Administrator	6
Prevention staff, nurse, or health aide	0
Counselor, psychologist	6
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	0
Other certificated staff	11
Other classified staff	0
Other service provider	0

Question A.1: What is your role(s) at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.4***Special Population Service Providers***

	All %
Special education	75
English language learners	92
None of the above	8

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	44
1 to 2 years	6
3 to 5 years	11
6 to 10 years	28
Over 10 years	11

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	25
1 to 2 years	11
3 to 5 years	8
6 to 10 years	22
Over 10 years	33

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	3
Black or African American, non-Hispanic	0
Filipino, non-Hispanic	0
Hispanic or Latinx	81
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	14
Multiracial, non-Hispanic	0
Something else, non-Hispanic	3

Question A.8: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Filipino... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.8***Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %
Yes	63
No	37

Question A.113: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?

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

4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %
<i>This school...</i>	
has implemented good COVID-related safety measures and protocols to keep students healthy.	
Strongly agree	47
Agree	44
Disagree	6
Strongly disagree	3
has kept staff well-informed about COVID-related safety measures and protocols.	
Strongly agree	44
Agree	50
Disagree	3
Strongly disagree	3
has implemented good COVID-related safety measures and protocols to keep staff healthy.	
Strongly agree	44
Agree	47
Disagree	3
Strongly disagree	6

Question A.30-32: This school... has kept staff well-informed about COVID-related safety measures and protocols... has implemented good COVID-related safety measures and protocols to keep staff healthy... has implemented good COVID-related safety measures and protocols to keep students healthy.

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

Table A4.2**School Instructional Model Implementation (Remote Only)**

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

Question A.105-107: The next set of questions ask about your experiences with remote instruction this year... I can provide effective instruction... I have had sufficient training and/or experience using distance learning tools (video calls, learning management system, etc.) to deliver effective remote teaching.... Teachers from this school are providing effective instruction.

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

Table A4.3**Staff Collaborate Regularly**

	All %
Strongly agree	31
Agree	49
Disagree	20
Strongly disagree	0

Question A.39: Adults who work at this school... are collaborating regularly.

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

Table A4.4

Student Learning During COVID-19 (Remote Only)

	All %
Students are learning as much or more now as they were prior to switching to remote learning.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Students are coping well with remote learning.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Students are less engaged in remote classes than in in-person classes.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.110-112: 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 in-person classes... Students are learning as much or more now as they were prior to switching to remote learning.

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

Table A4.5

Academic Motivation and Supports for Learning

	All %
Students are motivated to complete their schoolwork.	
Strongly agree	9
Agree	71
Disagree	20
Strongly disagree	0
Teachers from this school are motivating students. <i>(Remote Only)</i>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Students who need the most academic support are receiving the support they need. <i>(Remote Only)</i>	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.66, 108, 109: Students are motivated to complete their schoolwork... 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.

Table A4.6

Ways to Support Teachers During COVID-19

	All %
<i>Teachers need more professional development, training, mentorship, or other support in...</i>	
motivating students through remote learning. (<i>Remote Only</i>)	
Yes	
No	
supporting students exposed to trauma or stressful life events.	
Yes	86
No	14
COVID-related safety measures and protocols to keep staff and students healthy.	
Yes	20
No	80

Question A.99, 101, 102: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... supporting students exposed to trauma or stressful life events (e.g., trauma-informed practices)... COVID-related safety measures and protocols to keep staff and students healthy... motivating students through remote learning.

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

5. 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 %	
School Supports for Students		
Student learning environment	46	A5.2
Is a supportive and inviting place for students to learn	42	A5.2
Emphasizes teaching lessons in ways relevant to students	50	A5.2
Facilities upkeep ^Φ	28	A5.8
School Supports for Staff		
Staff working environment	20	A5.4
Is a supportive and inviting place for staff to work	33	A5.4
Promotes trust and collegiality among staff	19	A5.4
Promotes participation in school decision making	9	A5.4
Uses objective data for school improvement decisions	18	A5.6
Staff collegiality	30	A5.5
Have close professional relationships with one another	23	A5.5
Feel a responsibility to improve the school	37	A5.5
School Safety		
Is a safe place for staff ^Φ	28	A5.4
Is a safe place for students ^Φ	47	A5.2

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

^Φ*In-school only.*

Student Learning Environment

Table A5.2
Student Learning Environment Questions

	All %
Student learning environment	
<i>Average reporting “Strongly agree”</i>	46
<i>This school...</i>	
is a supportive and inviting place for students to learn.	
Strongly agree	42
Agree	58
Disagree	0
Strongly disagree	0
promotes academic success for all students.	
Strongly agree	56
Agree	39
Disagree	6
Strongly disagree	0
emphasizes helping students academically when they need it.	
Strongly agree	50
Agree	42
Disagree	8
Strongly disagree	0
emphasizes teaching lessons in ways relevant to students.	
Strongly agree	50
Agree	42
Disagree	8
Strongly disagree	0

Question A.9-11, 13: This school... is a supportive and inviting place for students to learn... promotes academic success for all students... emphasizes helping students academically when they need it... emphasizes teaching lessons in ways relevant to students.

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

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

	All %
<i>This school...</i>	
motivates students to learn.	
Strongly agree	34
Agree	63
Disagree	3
Strongly disagree	0
is a safe place for students.^ø (<i>In-School Only</i>)	
Strongly agree	47
Agree	50
Disagree	3
Strongly disagree	0

Question A.26, 44: This school... is a safe place for students... motivates students to learn.

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

^øItem not included in the scale.

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

	All %
Insignificant problem	9
Mild problem	53
Moderate problem	26
Severe problem	12

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?

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

Staff Working Environment

Table A5.4

Staff Working Environment Questions

	All %
Staff working environment	
<i>Average reporting “Strongly agree”</i>	20
<i>This school... is a supportive and inviting place for staff to work.</i>	
Strongly agree	33
Agree	58
Disagree	8
Strongly disagree	0
<i>promotes trust and collegiality among staff.</i>	
Strongly agree	19
Agree	69
Disagree	11
Strongly disagree	0
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>	
Strongly agree	9
Agree	57
Disagree	26
Strongly disagree	9
<i>is a safe place for staff.^Ø (In-School Only)</i>	
Strongly agree	28
Agree	67
Disagree	6
Strongly disagree	0

Question A.14, 15, 27, 43: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... is a safe place for staff... promotes personnel participation in decision-making that affects school practices and policies.

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

^ØItem not included in the scale.

Table A5.5
Staff Collegiality Scale Questions

	All %
Staff collegiality	
Average reporting “Strongly agree”	30
Adults who work at this school... have close professional relationships with one another.	
Strongly agree	23
Agree	51
Disagree	26
Strongly disagree	0
support and treat each other with respect.	
Strongly agree	29
Agree	60
Disagree	11
Strongly disagree	0
feel a responsibility to improve this school.	
Strongly agree	37
Agree	51
Disagree	11
Strongly disagree	0

Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.

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

Table A5.6***School Uses Objective Data in Decision Making***

	All %
Strongly agree	18
Agree	59
Disagree	21
Strongly disagree	3

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

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

Table A5.7***Lack of Respect of Staff by Students is a Problem***

	All %
Insignificant problem	46
Mild problem	34
Moderate problem	20
Severe problem	0

Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?

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

Facilities Upkeep

Table A5.8***Clean and Well-Maintained Facilities and Property (In-School Only)***

	All %
Strongly agree	28
Agree	56
Disagree	14
Strongly disagree	3

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

	<i>Percent Responding “Strongly Agree”</i>	
	All %	Table
Caring Adult Relationships	38	A6.2
Adults really care about every student	46	A6.2
Adults acknowledge and pay attention to students	40	A6.2
Adults listen to what students have to say	29	A6.2
High Expectations-Adults in School	53	A6.3
Adults want every student to do their best	57	A6.3
Adults believe every student can be a success	49	A6.3
Student Meaningful Participation	25	A6.4
Opportunities to decide things	14	A6.4
Equal opportunity for classroom participation	56	A6.4
Equal opportunity to participate in extracurricular activities	19	A6.4
Opportunities to “make a difference”	11	A6.4
Promotion of Parental Involvement	22	A6.5
School is welcoming to and facilitates parent involvement	22	A6.5
Encourages parents to be active partners in schooling	17	A6.5
School communicates about student learning expectation	17	A6.5
Parents feel welcome to participate at this school	17	A6.5

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

Caring Relationships

Table A6.2

Caring Relationships Scale Questions

	All %
Caring relationships	
<i>Average reporting “Strongly agree”</i>	38
<i>Adults who work at this school... really care about every student.</i>	
Strongly agree	46
Agree	54
Disagree	0
Strongly disagree	0
<i>acknowledge and pay attention to students.</i>	
Strongly agree	40
Agree	60
Disagree	0
Strongly disagree	0
<i>listen to what students have to say.</i>	
Strongly agree	29
Agree	63
Disagree	9
Strongly disagree	0

Question A.33, 34, 36: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.

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

High Expectations

Table A6.3

High Expectations Scale Questions

	All %
High expectations-adults in school	
<i>Average reporting “Strongly agree”</i>	53
<i>Adults who work at this school... want every student to do their best.</i>	
Strongly agree	57
Agree	43
Disagree	0
Strongly disagree	0
<i>believe that every student can be a success.</i>	
Strongly agree	49
Agree	51
Disagree	0
Strongly disagree	0

Question A.35, 37: Adults who work at this school... want every student to do their best... believe that every student can be a success.

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

Student Meaningful Participation

Table A6.4

Student Meaningful Participation Scale Questions

	All %
Student meaningful participation	
<i>Average reporting “Strongly agree”</i>	25
<i>This school...</i>	
encourages opportunities for students to decide things like class activities or rules.	
Strongly agree	14
Agree	63
Disagree	23
Strongly disagree	0
gives all students equal opportunity to participate in classroom discussions or activities.	
Strongly agree	56
Agree	39
Disagree	6
Strongly disagree	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	
Strongly agree	19
Agree	44
Disagree	36
Strongly disagree	0
gives students opportunities to “make a difference” by helping other people, the school, or the community.	
Strongly agree	11
Agree	42
Disagree	47
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 %
Promotion of parental involvement	
<i>Average reporting “Strongly agree”</i>	22
This school is welcoming to and facilitates parent involvement.	
Strongly agree	22
Agree	69
Disagree	8
Strongly disagree	0
This school encourages parents to be active partners in educating their child.	
Strongly agree	17
Agree	63
Disagree	17
Strongly disagree	3
Teachers at this school communicate with parents about what their children are expected to learn in class.	
Strongly agree	17
Agree	77
Disagree	6
Strongly disagree	0
Parents feel welcome to participate at this school.	
Strongly agree	17
Agree	71
Disagree	9
Strongly disagree	3

Question A.28, 46, 80, 81: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.

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

Table A6.5

Promotion of Parental Involvement Scale Questions – Continued

	All %
School staff take parents' concerns seriously.	
Strongly agree	38
Agree	56
Disagree	6
Strongly disagree	0

Question A.82: 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>Percent Responding “Strongly Agree”</i>	Table
	All %	
Learning Supports		
Support for social emotional learning	31	A7.2
Student readiness to learn	9	A7.3
Instructional equity	32	A7.6
Antibullying climate	27	A7.11
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity	14	A7.4
Respect for diversity	42	A7.5
Positive Peer Relations		
Student peer relationships	22	A7.10

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 %
Support for social emotional learning	
<i>Average reporting “Strongly agree”</i>	31
This school encourages students to feel responsible for how they act.	
Strongly agree	31
Agree	57
Disagree	11
Strongly disagree	0
This school encourages students to understand how others think and feel.	
Strongly agree	37
Agree	60
Disagree	3
Strongly disagree	0
Students are taught that they can control their own behavior.	
Strongly agree	31
Agree	66
Disagree	3
Strongly disagree	0
This school helps students resolve conflicts with one another.	
Strongly agree	17
Agree	71
Disagree	11
Strongly disagree	0

Question A.65, 68-70: This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another.

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

Table A7.2

Support for Social Emotional Learning Scale Questions – Continued

	All %
This school encourages students to care about how others feel.	
Strongly agree	37
Agree	60
Disagree	3
Strongly disagree	0

Question A.71: This school encourages students to care about how others feel.

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

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

	All %
Student readiness to learn	
<i>Average reporting “Strongly agree”</i>	9
Students are healthy and physically fit.	
Strongly agree	3
Agree	71
Disagree	20
Strongly disagree	6
Students start/arrive at school alert and rested.	
Strongly agree	3
Agree	54
Disagree	43
Strongly disagree	0
Students are motivated to learn.	
Strongly agree	9
Agree	83
Disagree	9
Strongly disagree	0
Students in this school are well-behaved.	
Strongly agree	23
Agree	57
Disagree	20
Strongly disagree	0

Question A.56-59, 73: Students are healthy and physically fit... Students arrive at school alert and rested. [In-school only]... Students start school alert and rested. [Remote only]... Students are motivated to learn... Students in this school are well-behaved.

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

Fairness, Rule Clarity, and Respect for Diversity

Table A7.4

Fairness and Rule Clarity Scale Questions

	All %
Fairness and rule clarity	
<i>Average reporting “Strongly agree”</i>	14
This school handles discipline problems fairly.	
Strongly agree	11
Agree	44
Disagree	39
Strongly disagree	6
The school rules are fair.	
Strongly agree	23
Agree	63
Disagree	11
Strongly disagree	3
This school clearly informs students what will happen if they break school rules.	
Strongly agree	9
Agree	49
Disagree	37
Strongly disagree	6
Students know what the rules are.	
Strongly agree	11
Agree	66
Disagree	20
Strongly disagree	3

Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.

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

Table A7.5***Respect for Diversity Scale Questions***

	All %
Respect for diversity	
<i>Average reporting “Strongly agree”</i>	42
Students respect each other’s differences.	
Strongly agree	18
Agree	65
Disagree	18
Strongly disagree	0
Adults from this school respect differences in students.	
Strongly agree	54
Agree	40
Disagree	6
Strongly disagree	0
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	
Strongly agree	51
Agree	49
Disagree	0
Strongly disagree	0

Question A.53-55: Students respect each other’s differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

Instructional Equity

Table A7.6

Instructional Equity Scale Questions

	All %
Instructional equity	
<i>Average reporting “Strongly agree”</i>	32
<i>This school...</i>	
emphasizes using instructional materials that reflect the culture or ethnicity of its students.	
Strongly agree	25
Agree	47
Disagree	28
Strongly disagree	0
has staff examine their own cultural biases through professional development or other processes.	
Strongly agree	19
Agree	42
Disagree	31
Strongly disagree	8
considers closing the racial/ethnic achievement gap a high priority.	
Strongly agree	28
Agree	50
Disagree	17
Strongly disagree	6
has high expectations for all students, regardless of their race, ethnicity, or nationality.	
Strongly agree	44
Agree	50
Disagree	6
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 A7.6

Instructional Equity Scale Questions – Continued

	All %
This school fosters an appreciation of student diversity and respect for each other.	
Strongly agree	42
Agree	39
Disagree	19
Strongly disagree	0

Question A.24: This school fosters an appreciation of student diversity and respect for each other.

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

Table A7.7***Staff Treat All Students Fairly***

	All %
Strongly agree	29
Agree	63
Disagree	9
Strongly disagree	0

Question A.38: Adults who work at this school treat all students fairly.

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

Cultural Sensitivity

Table A7.8***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %
Strongly agree	29
Agree	41
Disagree	29
Strongly disagree	0

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.

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

Table A7.9***Racial/Ethnic Conflict Among Students is a Problem***

	All %
Insignificant problem	60
Mild problem	23
Moderate problem	11
Severe problem	6

Question A.89: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?

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

Student Peer Relationships

Table A7.10

Student Peer Relationships Questions

	All %
Student peer relationships	
<i>Average reporting “Strongly agree”</i>	22
Students care about one another.	
Strongly agree	37
Agree	63
Disagree	0
Strongly disagree	0
Students treat each other with respect.	
Strongly agree	17
Agree	74
Disagree	9
Strongly disagree	0
Student get along well with one another.	
Strongly agree	11
Agree	80
Disagree	9
Strongly disagree	0
Students enjoy spending time together during school activities.⁰	
<i>(In-School Only)</i>	
Strongly agree	49
Agree	51
Disagree	0
Strongly disagree	0

Question A.60, 62-64: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Student get along well with one another.

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

⁰*Item not included in the scale.*

Table A7.10
Student Peer Relationships Questions – Continued

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

Question A.61: Students enjoy interacting with each other during class activities.

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

^ØItem not included in the scale.

Antibullying Climate

Table A7.11
Antibullying Climate Scale Questions

	All %
Antibullying climate	
<i>Average reporting “Strongly agree”</i>	27
Teachers make it clear to students that bullying is not tolerated.	
Strongly agree	40
Agree	54
Disagree	6
Strongly disagree	0
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	26
Agree	69
Disagree	6
Strongly disagree	0
Students tell teachers when other students are being bullied.	
Strongly agree	23
Agree	69
Disagree	9
Strongly disagree	0
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.	
Strongly agree	34
Agree	66
Disagree	0
Strongly disagree	0

Question A.48-51: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.
Note: Cells are empty if there are less than 5 respondents.

Table A7.11
Antibullying Climate Scale Questions – Continued

	All %
Students try to stop bullying when they see it happening.	
Strongly agree	12
Agree	71
Disagree	18
Strongly disagree	0

Question A.52: Students try to stop bullying when they see it happening.

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

Truancy

Table A7.12
Cutting Class or Truancy is a Problem

	All %
Insignificant problem	64
Mild problem	27
Moderate problem	9
Severe problem	0

Question A.92: For students enrolled in this school, how much of a problem is cutting classes or being truant?

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

8. Student Health Risks and Prevention

Mental Health

Table A8.1

Student Feeling Hopeful About the Future

	All %
Strongly agree	15
Agree	74
Disagree	9
Strongly disagree	3

Question A.67: 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	29
Mild problem	38
Moderate problem	21
Severe problem	12

Question A.90: For students enrolled in this school, how much of a problem is student depression or other mental health problems?

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

Bullying and Fighting

Table A8.3

Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	26
Mild problem	46
Moderate problem	26
Severe problem	3

Question A.86: For students enrolled in this school, how much of a problem is harassment or bullying among students?

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

Table A8.4

Physical Fighting Between Students is a Problem (In-School Only)

	All %
Insignificant problem	49
Mild problem	49
Moderate problem	3
Severe problem	0

Question A.87: For students enrolled in this school, how much of a problem is physical fighting between students?

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

Delinquency

Table A8.5

Vandalism (Including Graffiti) is a Problem (In-School Only)

	All %
Insignificant problem	31
Mild problem	26
Moderate problem	37
Severe problem	6

Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?

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

Table A8.6

Theft is a Problem (In-School Only)

	All %
Insignificant problem	76
Mild problem	21
Moderate problem	0
Severe problem	3

Question A.96: For students enrolled in this school, how much of a problem is theft?

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

Table A8.7

Gang-Related Activity is a Problem

	All %
Insignificant problem	94
Mild problem	3
Moderate problem	3
Severe problem	0

Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?

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

Table A8.8***Weapons Possession is a Problem (In-School Only)***

	All %
Insignificant problem	91
Mild problem	6
Moderate problem	3
Severe problem	0

Question A.94: For students enrolled in this school, how much of a problem is weapons possession?

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

Substance Use

Table A8.9***Student Alcohol and Drug Use is a Problem***

	All %
Insignificant problem	94
Mild problem	3
Moderate problem	3
Severe problem	0

Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?

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

Table A8.10***Student Tobacco Use is a Problem***

	All %
Insignificant problem	91
Mild problem	6
Moderate problem	3
Severe problem	0

Question A.84: For students enrolled in this school, how much of a problem is student tobacco use?

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

Table A8.11
Student Vaping or Electronic Cigarette Use is a Problem

	All %
Insignificant problem	77
Mild problem	17
Moderate problem	6
Severe problem	0

Question A.85: For students enrolled in this school, how much of a problem is student vaping or e-cigarette use?

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

Substance Use Prevention Policies

Table A8.12
School Bans Tobacco Use and Vaping (In-School Only)

	All %
No	6
Yes	80
Don't know	14

Question A.104: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

Table A8.13
School Enforces Policies Banning Tobacco Use and Vaping

	All %
Strongly agree	25
Agree	13
Disagree	63
Strongly disagree	0

Question A.117: This school consistently enforces policies banning tobacco use/vaping on school property.

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

9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %
Disciplinary harshness	
<i>Average reporting “Strongly agree” or “Agree”</i>	13
The rules at this school are too strict.	
Strongly agree	3
Agree	6
Disagree	69
Strongly disagree	23
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	0
Agree	9
Disagree	49
Strongly disagree	43
Students get in trouble for breaking small rules.	
Strongly agree	6
Agree	14
Disagree	51
Strongly disagree	29
Teachers are very strict here.	
Strongly agree	0
Agree	14
Disagree	71
Strongly disagree	14

Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

Table A9.2
Provides Adequate Counseling and Support for Students

	All %
Strongly agree	11
Agree	36
Disagree	39
Strongly disagree	14

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 %
<i>Instruction and School Environment</i>	
Positive behavioral support and classroom management	
Yes	60
No	40
Creating a positive school climate <i>(In-School Only)</i>	
Yes	57
No	43
<i>Addressing Needs of Diverse Populations</i>	
Working with diverse racial, ethnic, or cultural groups	
Yes	54
No	46
<i>Providing Support Services</i>	
Meeting the social, emotional, and developmental needs of youth	
Yes	74
No	26

Question A.97, 98, 100, 103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... positive behavioral support and classroom management... working with diverse racial, ethnic, or cultural groups... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... creating a positive school climate.

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

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All
Number of respondents	8

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Punishes first-time violations of alcohol/drug policies [†]	14	B3.1
Enforces zero tolerance policies [†]	13	B3.1
Has sufficient resources to create a safe campus [†]	0	B3.2
Seeks to maintain a secure campus ^{†Φ}	25	B3.2
Provides harassment or bullying prevention [§]	25	B3.3
Provides conflict resolution or behavior management instruction [§]	38	B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal [†]	13	B4.1
Collaborates well with community organizations to address substance use or other problems [†]	0	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [†]	13	B4.1
Provides alcohol or drug use prevention instruction [§]	0	B4.1
Provides tobacco use/vaping prevention instruction [§]	0	B4.1
Has sufficient resources to address substance use prevention needs [†]	0	B4.1
Physical Health and Special Needs		
Provides adequate health services for students [†]	13	B5.1
Provides opportunities for physical education and activity [§]	25	B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion [§]	25	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [†]	38	B6.1
Restorative practices [†]	25	B6.1
Trauma-informed practices [†]	13	B6.1

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

[†]Percent responding “Strongly agree.”

[§]Percent responding “A lot.”

^ΦIn-school only.

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	14
Agree	71
Disagree	0
Strongly disagree	14
Enforces zero tolerance policies	
Strongly agree	13
Agree	50
Disagree	38
Strongly disagree	0

Question A.118, 119: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

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

Table B3.2
Supports for Safety at School

	All %
Has sufficient resources to create a safe campus	
Strongly agree	0
Agree	75
Disagree	13
Strongly disagree	13
Seeks to maintain a secure campus <i>(In-School Only)</i>	
Strongly agree	25
Agree	25
Disagree	38
Strongly disagree	13

Question A.115, 120: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

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

Table B3.3
Behavior Management at School

	All %
Provides harassment or bullying prevention	
A lot	25
Some	50
Not much	25
Not at all	0
Provides conflict resolution or behavior management instruction	
A lot	38
Some	38
Not much	25
Not at all	0

Question A.131, 132: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

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

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %
Considers substance abuse prevention an important goal	
Strongly agree	13
Agree	75
Disagree	13
Strongly disagree	0
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	0
Agree	13
Disagree	75
Strongly disagree	13
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems	
Strongly agree	13
Agree	75
Disagree	13
Strongly disagree	0

Question A.114, 121, 122: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

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

Table B4.1***Substance Use Prevention - Continued***

	All %
Provides alcohol or drug use prevention instruction	
A lot	0
Some	50
Not much	38
Not at all	13
Provides tobacco use/vaping prevention instruction	
A lot	0
Some	38
Not much	50
Not at all	13
Has sufficient resources to address substance use prevention needs	
Strongly agree	0
Agree	38
Disagree	63
Strongly disagree	0

Question A.116, 129, 130: 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.

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %
Provides adequate health services for students	
Strongly agree	13
Agree	75
Disagree	13
Strongly disagree	0
Provides opportunities for physical education and activity	
A lot	25
Some	50
Not much	25
Not at all	0

Question A.123, 128: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?

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

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion	
A lot	25
Some	50
Not much	13
Not at all	13
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	38
Agree	50
Disagree	0
Strongly disagree	13
Uses restorative practices to help resolve conflicts	
Strongly agree	25
Agree	63
Disagree	0
Strongly disagree	13

*Question A.124, 125, 127: 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 Health at School – Continued***

	All %
Implements trauma-informed practices	
Strongly agree	13
Agree	63
Disagree	13
Strongly disagree	13
Provides instructional help to build social-emotional competencies	
A lot	38
Some	50
Not much	13
Not at all	0

Question A.126, 133: 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



OCEAA Elementary 2021-2022 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2021-22 *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.

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), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

THE SURVEY

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

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

Core Module

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

- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- mental health, supports for social-emotional learning, and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

What's New? Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CHKS still contains skip logic to direct students to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. The new content assessed by the Core Module includes:

- a new question asking about race/ethnicity and
- the addition of questions about school connectedness, meaningful participation, harassment, and bullying for respondents learning remotely.

To reduce survey burden, items assessing self-efficacy, problem solving, and peer supports have been moved back to the Social Emotional Health Module (SEHM).

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and life satisfaction. It includes 41 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, including questions assessing emotional difficulties and life satisfaction.

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Race/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core Module, trends over time, and differences in survey outcomes by gender and afterschool program participation. 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 now also purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at not only the district level but also the individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender, race/ethnicity, 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 AND USING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/docs/calschls-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/docs/calschls-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Secondary CHKS Results.** Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The aggregated results from the 2017-2019 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1719_elem_chks.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for

comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Climate Report Card

In addition to this school-level report with all the survey results, a short, user-friendly, graphic **School Climate Report Card** is also available. The School Climate Report Card provides results across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data).

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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Tom Herman
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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. District Afterschool Module (DASM)	
C. Gang Risk Awareness Module (GRAM)	
D. Mental Health Supports Module	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	
G. Supplemental Health Module	
H. Tobacco-Use Prevention Education (TUPE) Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 5	Grade 6
<i>Student Sample Size</i>		
Target sample	69	54
Final number	69	23
Response Rate	100%	43%

Table A1.2

Number of Respondents by Instructional Model

	Grade 5	Grade 6
In-school learning only	66	23
Remote learning only	3	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 5 %	Grade 6 %	Table
School Engagement and Supports			
School connectedness ^{†#} (<i>In-School Only</i>)	63	63	A6.3
School connectedness ^{†ψ} (<i>Remote Only</i>)			A6.3
Academic motivation [†]	70	68	A6.3
School boredom [†]	46	50	A6.9
Caring adults in school [†]	60	67	A6.3
High expectations-adults in school [†]	71	78	A6.3
Meaningful participation [†]	34	31	A6.3
Facilities upkeep ^{†Φ}	65	35	A6.11
Parent involvement in schooling [†]	75	75	A10.2
Social and emotional learning supports [†]	67	65	A7.1
Anti-bullying climate [†]	69	62	A9.6
School Safety and Cyberbullying			
Feel safe at school ^{†Φ}	70	77	A9.1
Feel safe on way to and from school ^{†Φ}	79	91	A9.1
Been hit or pushed ^Φ	46	18	A9.2
Mean rumors spread about you	52	45	A9.2
Called bad names or target of mean jokes	40	41	A9.2
Saw a weapon at school ^{§Φ}	11	18	A9.5
Cyberbullying [¶]	24	14	A9.3
School Disciplinary Environment			
Rule clarity [†]	75	73	A8.2
Students well behaved [†]	34	18	A8.4
Students treated fairly when break rules [†]	44	55	A8.1
Students treated with respect [†]	81	91	A8.1

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

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

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

^ΦIn-school only.

[§]Past year.

[¶]Past 30 days.

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

	Grade 5 %	Grade 6 %	Table
Substance Use			
Alcohol or drug use ^ϕ	18	0	A11.1
Marijuana use ^ϕ	0	0	A11.1
Cigarette use ^ϕ	0	0	A12.1
Vaping ^ϕ	0	0	A12.1
Routines			
Eating of breakfast ^l	74	68	A4.1
Late bedtime (at 10 pm or later)	57	55	A4.2
Learning from Home			
Weekdays worked on schoolwork (5 days) ^{¶δ}			A5.1
Synchronous instruction (4 days or more) ^δ			A5.1
Meaningful opportunities ^{†δ}			A5.2
Mental Health			
Frequent sadness [†]	19	14	A13.1
Wellness [†]	55	73	A13.2

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

^ϕLifetime.

^lThis morning.

^{||}Past 7 days.

[¶]Past 30 days.

^δRemote only.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 5 %	Grade 6 %
In-School Model	96	100
Remote Learning Model	4	0

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

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

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

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

Table A3.2

Gender of Sample

	Grade 5 %	Grade 6 %
Female	59	48
Male	41	52

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

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

Table A3.3***Race or Ethnicity***

	Grade 5 %	Grade 6 %
American Indian or Alaska Native, non-Hispanic	0	5
Asian or Asian American, non-Hispanic	0	0
Black or African American, non-Hispanic	0	0
Hispanic or Latinx	68	59
Native Hawaiian or Pacific Islander, non-Hispanic	2	0
White, non-Hispanic	8	9
Multiracial, non-Hispanic	3	5
Something else, non-Hispanic	20	23

Question ES A.4: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.4***Number of Days Attending Afterschool Program (In-School Only)***

	Grade 5 %	Grade 6 %
0 days	36	39
1 day	2	4
2 days	6	0
3 days	6	4
4 days	3	13
5 days	47	39

Question ES A.6: How many days a week do you usually go to your school's afterschool program?

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

4. Routines

Table A4.1

Eating of Breakfast

	Grade 5 %	Grade 6 %
No	26	32
Yes	74	68

Question ES A.5: Did you eat breakfast this morning?

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

Table A4.2

Bedtime

	Grade 5 %	Grade 6 %
Before 9:00 pm	16	18
Between 9:00 pm and 10:00 pm	27	27
Between 10:00 pm and 11:00 pm	28	36
Between 11:00 pm and midnight	21	18
After 12:00 am	7	0
<i>Late bedtime (at 10 pm or later)</i>	57	55

Question ES A.7: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

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

Question ES A.11, 13, 14: In the past 30 days, how many weekdays in an average week did you participate in school from home for the entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

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

	Grade 5 %	Grade 6 %
No, never		
Yes, some of the time		
Yes, most of the time		
Yes, all of the time		

Question ES A.17: Do the teachers and other grown-ups from your school provide you with interesting activities to do while you are learning from home?

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

6. School Performance, Supports, and Engagements

Table A6.1

Perceived School Performance

	Grade 5 %	Grade 6 %
One of the best students	11	5
Better than most students	28	41
About the same as others	42	55
Don't do as well as most others	19	0

Question ES A.41: How well do you do in your schoolwork?

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

Table A6.2

Truancy, Past 30 Days

	Grade 5 %	Grade 6 %
I did not miss any days of school in the past 30 days	48	57
1 day	22	22
2 days	17	9
3 or more days	13	13

Question ES A.8, 15: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]... In the past 30 days, how often did you miss an entire day of school from home for any reason? [Remote only]

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

Table A6.3***School Environment, School Connectedness, and Academic Motivation Scales***

	Grade 5 %	Grade 6 %	Table
Total school supports	55	59	
Caring adults in school	60	67	A6.4
High expectations-adults in school	71	78	A6.5
Meaningful participation at school	34	31	A6.6
School connectedness [#] <i>(In-School Only)</i>	63	63	A6.7
School connectedness ^ψ <i>(Remote Only)</i>			A6.7
Academic motivation	70	68	A6.8

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

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

Scales are based on average of students reporting “Yes, most of the time” or “Yes, all of the time.”

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

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

Table A6.4***Caring Adults in School Scale Questions***

	Grade 5 %	Grade 6 %
Caring adults in school		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	60	67
<i>Do the teachers and other grown-ups at school... care about you?</i>		
No, never	5	0
Yes, some of the time	26	22
Yes, most of the time	36	43
Yes, all of the time	33	35
<i>listen when you have something to say?</i>		
No, never	6	0
Yes, some of the time	41	43
Yes, most of the time	33	35
Yes, all of the time	20	22
<i>make an effort to get to know you?</i>		
No, never	7	9
Yes, some of the time	34	26
Yes, most of the time	34	48
Yes, all of the time	25	17

Question ES A.32, 42, 46: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?

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

Table A6.5***High Expectations-Adults in School Scale Questions***

	Grade 5 %	Grade 6 %
High expectations-adults in school		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	71	78
<i>Do the teachers and other grown-ups at school... tell you when you do a good job?</i>		
No, never	6	0
Yes, some of the time	36	26
Yes, most of the time	32	35
Yes, all of the time	26	39
<i>believe that you can do a good job?</i>		
No, never	3	4
Yes, some of the time	23	22
Yes, most of the time	38	39
Yes, all of the time	36	35
<i>want you to do your best?</i>		
No, never	2	0
Yes, some of the time	13	13
Yes, most of the time	15	39
Yes, all of the time	70	48

Question ES A.33, 43, 47: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?

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

Table A6.6***Meaningful Participation at School Scale Questions***

	Grade 5 %	Grade 6 %
Meaningful participation at school		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	34	31
Are you given a chance to help decide school activities or rules?		
No, never	35	30
Yes, some of the time	35	43
Yes, most of the time	22	22
Yes, all of the time	8	4
Do the teachers and other grown-ups at school ask you about your ideas?		
No, never	26	9
Yes, some of the time	48	61
Yes, most of the time	14	30
Yes, all of the time	12	0
Do the teachers and other grown-ups give you a chance to solve school problems?		
No, never	22	17
Yes, some of the time	29	35
Yes, most of the time	26	35
Yes, all of the time	23	13
Do you get to do interesting activities at/when you participate in school?		
No, never	6	4
Yes, some of the time	51	61
Yes, most of the time	31	17
Yes, all of the time	12	17

Question ES A.30, 31, 34-37: Are you given a chance to help decide school activities or rules? [In-school only]... Are you given a chance to help decide school activities or rules when you participate in school? [Remote only]... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school? [In-school only]... Do you get to do interesting activities when you participate in school? [Remote only]

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

Table A6.6***Meaningful Participation at School Scale Questions – Continued***

	Grade 5 %	Grade 6 %
Are you given a chance to help decide class activities or rules?		
No, never	31	26
Yes, some of the time	49	48
Yes, most of the time	12	26
Yes, all of the time	8	0
Do your teachers ask you what you want to learn about?		
No, never	39	39
Yes, some of the time	42	52
Yes, most of the time	17	4
Yes, all of the time	2	4
Do you do things to be helpful at school?		
No, never	5	4
Yes, some of the time	43	52
Yes, most of the time	39	43
Yes, all of the time	13	0

Question ES A.38-40, 44, 45: Are you given a chance to help decide class activities or rules? [In-school only]... Are you given a chance to help decide class activities or rules when you participate in school? [Remote only]... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school? [In-school only]... Do you do things to be helpful when you participate in school? [Remote only]

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

Table A6.7

School Connectedness Scale Questions

	Grade 5 %	Grade 6 %
School connectedness[#] (<i>In-School Only</i>)		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	63	63
School connectedness^ψ (<i>Remote Only</i>)		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>		
Do you feel close to people at/from this school?		
No, never	11	17
Yes, some of the time	37	26
Yes, most of the time	31	35
Yes, all of the time	22	22
Are you happy to be at/with this school?		
No, never	6	4
Yes, some of the time	35	48
Yes, most of the time	36	30
Yes, all of the time	23	17
Do you feel like you are part of this school?		
No, never	14	9
Yes, some of the time	21	32
Yes, most of the time	44	32
Yes, all of the time	21	27
Do teachers treat students fairly?		
No, never	2	13
Yes, some of the time	29	9
Yes, most of the time	29	48
Yes, all of the time	41	30

Question ES A.18-22, 26, 27: Do you feel close to people at school? [In-school only]... Do you feel close to people from this school? [Remote only]... Are you happy to be at this school? [In-school only]... Are you happy with this school? [Remote only]... Do you feel like you are part of this school?... Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]

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

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

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

Table A6.7***School Connectedness Scale Questions – Continued***

	Grade 5 %	Grade 6 %
Do you feel safe at school? (<i>In-School Only</i>)		
No, never	5	9
Yes, some of the time	25	14
Yes, most of the time	43	64
Yes, all of the time	27	14

Question ES A.79: Do you feel safe at school? [In-school only]

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

Table A6.8**Academic Motivation Questions**

	Grade 5 %	Grade 6 %
Academic motivation		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	70	68
Do you finish all your school assignments?		
No, never	2	0
Yes, some of the time	30	14
Yes, most of the time	37	50
Yes, all of the time	32	36
When you get a bad grade, do you try even harder the next time?		
No, never	8	0
Yes, some of the time	17	23
Yes, most of the time	30	45
Yes, all of the time	45	32
Do you keep working and working on your schoolwork until you get it right?		
No, never	8	5
Yes, some of the time	22	55
Yes, most of the time	42	27
Yes, all of the time	28	14
Do you keep doing your schoolwork even when it’s really hard for you?		
No, never	5	0
Yes, some of the time	30	32
Yes, most of the time	28	45
Yes, all of the time	37	23

Question ES A.63-66: Do you finish all your school assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your schoolwork even when it’s really hard for you?

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

Table A6.9***School Boredom***

	Grade 5 %	Grade 6 %
No, never	8	5
Yes, some of the time	46	45
Yes, most of the time	23	27
Yes, all of the time	23	23

Question ES A.16, 62: Do you get really bored participating in school from home? [Remote only]... Do you get really bored at school? [In-school only]

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

Table A6.10***School Pride***

	Grade 5 %	Grade 6 %
Do you feel proud to belong to your school?		
No, never	8	13
Yes, some of the time	26	52
Yes, most of the time	24	26
Yes, all of the time	42	9

Question ES A.23: Do you feel proud to belong to your school?

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

Table A6.11***Quality of School Physical Environment (In-School Only)***

	Grade 5 %	Grade 6 %
Is your school building neat and clean?		
No, never	2	9
Yes, some of the time	33	57
Yes, most of the time	48	26
Yes, all of the time	17	9

Question ES A.28: Is your school building neat and clean?

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

7. Supports for Learning at School

Table A7.1

Social and Emotional Learning Supports Scale Questions

	Grade 5 %	Grade 6 %
Social and emotional learning supports		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	67	65
<i>Does your school...</i>		
help students resolve conflicts with one another?		
No, never	7	14
Yes, some of the time	31	36
Yes, most of the time	41	36
Yes, all of the time	22	14
teach students to understand how other students think and feel?		
No, never	3	5
Yes, some of the time	36	32
Yes, most of the time	42	32
Yes, all of the time	19	32
teach students to feel responsible for how they act?		
No, never	3	0
Yes, some of the time	31	27
Yes, most of the time	41	41
Yes, all of the time	25	32
teach students to care about each other and treat each other with respect?		
No, never	2	0
Yes, some of the time	22	27
Yes, most of the time	32	50
Yes, all of the time	44	23

Question ES A.54-57: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect?

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

Table A7.2***Teachers Checking on how Students are Feeling***

	Grade 5 %	Grade 6 %
No, never	8	9
Yes, some of the time	41	57
Yes, most of the time	30	26
Yes, all of the time	21	9

Question ES A.29: Do the teachers and other grown-ups from your school check on how you are feeling?

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

Table A7.3***Students at School Motivated to Learn***

	Grade 5 %	Grade 6 %
No, never	6	0
Yes, some of the time	52	70
Yes, most of the time	33	30
Yes, all of the time	9	0

Question ES A.24, 25: Are the students at your school motivated to learn? [In-school only]... Are the students from your school motivated to learn? [Remote only]

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

8. Fairness, Rule Clarity, and Positive Student Behavior

Table A8.1

Fairness Scale Questions

	Grade 5 %	Grade 6 %
Fairness		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	61	66
Do teachers treat students fairly?		
No, never	2	13
Yes, some of the time	29	9
Yes, most of the time	29	48
Yes, all of the time	41	30
Are the school rules fair?		
No, never	13	22
Yes, some of the time	43	43
Yes, most of the time	33	30
Yes, all of the time	11	4
Do teachers and other grown-ups at school treat students with respect?		
No, never	3	0
Yes, some of the time	15	9
Yes, most of the time	44	50
Yes, all of the time	37	41
Are students treated fairly when they break school rules?		
No, never	7	18
Yes, some of the time	49	27
Yes, most of the time	32	41
Yes, all of the time	12	14

Question ES A.26, 27, 48-50: Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?

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

Table A8.2
Clarity of Rules

	Grade 5 %	Grade 6 %
Do students know what the rules are?		
No, never	3	0
Yes, some of the time	22	27
Yes, most of the time	47	41
Yes, all of the time	27	32

Question ES A.53: Do students know what the rules are?

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

Table A8.3**Positive Behavior Scale Questions**

	Grade 5 %	Grade 6 %
Positive behavior[^] (In-School Only)		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	89	92
Positive behavior[^] (Remote Only)		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>		
Do you follow the classroom rules?		
No, never	2	0
Yes, some of the time	10	5
Yes, most of the time	42	50
Yes, all of the time	46	45
Do you follow the playground rules at recess and lunch times? (In-School Only)		
No, never	4	0
Yes, some of the time	7	5
Yes, most of the time	35	45
Yes, all of the time	55	50
Do you listen when your teacher is talking?		
No, never	2	0
Yes, some of the time	14	9
Yes, most of the time	42	64
Yes, all of the time	42	27
Are you nice to other students?		
No, never	3	0
Yes, some of the time	8	14
Yes, most of the time	47	59
Yes, all of the time	41	27

Question ES A.67-70: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?

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

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

[^]*The scale was based on three questions for remote respondents.*

Table A8.4

Students at School Well Behaved

	Grade 5 %	Grade 6 %
No, never	7	5
Yes, some of the time	59	77
Yes, most of the time	31	18
Yes, all of the time	3	0

Question ES A.51, 52: Are students at this school well behaved? [In-school only]... Are students from this school well behaved? [Remote only]

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

9. School Violence, Victimization, and Safety

Table A9.1

Perceived Safety at or Outside of School (In-School Only)

	Grade 5 %	Grade 6 %
Do you feel safe at school?		
No, never	5	9
Yes, some of the time	25	14
Yes, most of the time	43	64
Yes, all of the time	27	14
Do you feel safe on your way to and from school?		
No, never	4	5
Yes, some of the time	18	5
Yes, most of the time	43	27
Yes, all of the time	36	64

Question ES A.79, 80: Do you feel safe at school?... Do you feel safe on your way to and from school?

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

Table A9.2**Violence Victimization Scale Questions (In-School Only)**

	Grade 5 %	Grade 6 %
Violence victimization		
<i>Average reporting “Yes”</i>	46	35
Do other kids hit or push you at school when they are not just playing around? (In-School Only)		
No, never	54	82
Yes, some of the time	28	18
Yes, most of the time	14	0
Yes, all of the time	4	0
Do other kids at/from school spread mean rumors or lies about you?		
No, never	48	55
Yes, some of the time	36	36
Yes, most of the time	7	5
Yes, all of the time	9	5
Do other kids at/from school call you bad names or make mean jokes about you?		
No, never	60	59
Yes, some of the time	33	27
Yes, most of the time	3	0
Yes, all of the time	3	14

Question ES A.72-74, 76, 77: Do other kids hit or push you at school when they are not just playing around? [In-school only]... Do other kids at school spread mean rumors or lies about you? [In-school only]... Do other kids from your school spread mean rumors or lies about you? [Remote only]... Do other kids at school call you bad names or make mean jokes about you? [In-school only]... Do other kids from your school call you bad names or make mean jokes about you? [Remote only]

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

Table A9.3***Cyberbullying, Past 30 days***

	Grade 5 %	Grade 6 %
No, never	76	86
Yes, some of the time	10	9
Yes, most of the time	10	0
Yes, all of the time	3	5

Question ES A.71: During the past 30 days, did kids spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A9.4***Been Teased About Body Image***

	Grade 5 %	Grade 6 %
No	69	64
Yes	31	36

Question ES A.81, 82: Have other kids at school ever teased you about what your body looks like? [In-school only]... Have other kids from your school ever teased you about what your body looks like? [Remote only]

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

Table A9.5***Weapons (Gun or Knife) on School Property, Past Year (In-School Only)***

	Grade 5 %	Grade 6 %
Brought a gun or knife to school		
No	98	100
Yes	2	0
Saw another kid with a gun or knife at school		
No	89	82
Yes	11	18

Question ES A.75, 78: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?

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

Table A9.6
Anti-Bullying Climate Scale Questions

	Grade 5 %	Grade 6 %
Anti-bullying climate		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	69	62
Teachers and other grown-ups make it clear that bullying is not allowed.		
No, never	3	5
Yes, some of the time	8	14
Yes, most of the time	19	14
Yes, all of the time	69	68
If you tell a teacher that you’ve been bullied, the teacher will do something to help.		
No, never	5	9
Yes, some of the time	23	5
Yes, most of the time	27	36
Yes, all of the time	45	50
Students at/from your school try to stop bullying when they see it happening.		
No, never	14	38
Yes, some of the time	39	48
Yes, most of the time	29	14
Yes, all of the time	19	0

Question ES A.58-61: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you’ve been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening? [In-school only]... Do students from your school try to stop bullying when they see it happening? [Remote only]

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

10. Home Supports and Involvement in Schooling

Table A10.1

High Expectations-Adults at Home Scale Questions

	Grade 5 %	Grade 6 %
High expectations-adults at home		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	87	100
<i>Does a parent or some other grown-up at home... believe that you can do a good job?</i>		
No, never	5	0
Yes, some of the time	9	0
Yes, most of the time	15	27
Yes, all of the time	71	73
<i>want you to do your best?</i>		
No, never	4	0
Yes, some of the time	7	0
Yes, most of the time	13	5
Yes, all of the time	76	95

Question ES A.95, 96: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?

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

Table A10.2***Parent Involvement in Schooling Scale Questions***

	Grade 5 %	Grade 6 %
Parent involvement in schooling		
<i>Average reporting “Yes, most of the time” or “Yes, all of the time”</i>	75	75
<i>Does a parent or some other grown-up at home... care about your schoolwork?</i>		
No, never	9	0
Yes, some of the time	9	0
Yes, most of the time	24	32
Yes, all of the time	58	68
<i>ask if you did your homework/schoolwork?</i>		
No, never	12	0
Yes, some of the time	12	19
Yes, most of the time	21	43
Yes, all of the time	56	38
<i>check your homework/schoolwork?</i>		
No, never	23	25
Yes, some of the time	25	30
Yes, most of the time	19	25
Yes, all of the time	33	20
<i>ask you about school?</i>		
No, never	4	5
Yes, some of the time	4	10
Yes, most of the time	23	24
Yes, all of the time	69	62
<i>ask you about your grades?</i>		
No, never	13	10
Yes, some of the time	15	29
Yes, most of the time	17	48
Yes, all of the time	54	14

Question ES A.94, 97-102: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework? [In-school only]... Does a parent or some other grown-up at home check your homework? [In-school only]... Does a parent or some other grown-up at home ask if you did your schoolwork? [Remote only]... Does a parent or some other grown-up at home check your schoolwork? [Remote only]... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

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

11. Alcohol and Other Drug (AOD) Use

Table A11.1

Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %	Grade 6 %
Alcohol, one or two sips	12	0
Alcohol, a full glass	2	0
Inhalants (to get high)	4	0
Marijuana (smoke, vape, eat, or drink)	0	0
<i>None of the above</i>	82	100
<i>Any of the above</i>	18	0

Question ES A.87-89: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get “high”?... Have you ever used any marijuana (smoke, vape, eat, or drink)?

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

Table A11.2

Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %	Grade 6 %
Alcohol		
No, not bad	5	5
Yes, a little bad	29	41
Yes, very bad	65	55
Marijuana (smoke, vape, eat, or drink)		
No, not bad	2	0
Yes, a little bad	5	0
Yes, very bad	71	77
I don't know what marijuana is	22	23

Question ES A.92, 93: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?

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

12. Tobacco Use and Vaping

Table A12.1

Cigarette Use and Vaping, Lifetime

	Grade 5 %	Grade 6 %
Ever smoked a cigarette	0	0
Part of a cigarette, like one or two puffs	0	0
A whole cigarette	0	0
Ever vaped	0	0

Question ES A.85, 86: Have you ever smoked a cigarette?... Have you ever vaped?

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

Table A12.2

Perception of Health Risk of Cigarette Use and Vaping

	Grade 5 %	Grade 6 %
Do you think smoking cigarettes is bad for a person's health?		
No, not bad	2	0
Yes, a little bad	13	5
Yes, very bad	85	95
Do you think vaping is bad for a person's health?		
No, not bad	5	0
Yes, a little bad	9	5
Yes, very bad	85	95

Question ES A.90, 91: Do you think smoking cigarettes is bad for a person's health?... Do you think vaping is bad for a person's health?

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

13. Other Physical and Mental Health Risks

Table A13.1

Frequent Sadness

	Grade 5 %	Grade 6 %
No, never	12	9
Yes, some of the time	69	77
Yes, most of the time	16	9
Yes, all of the time	3	5

Question ES A.84: Do you feel sad?

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

Table A13.2

Wellness

	Grade 5 %	Grade 6 %
Do you feel good and happy?		
No, never	5	9
Yes, some of the time	40	18
Yes, most of the time	43	64
Yes, all of the time	12	9

Question ES A.83: Do you feel good and happy?

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

14. Race/Ethnic Breakdowns

Table A14.1

School Engagement and Supports by Race/Ethnicity

	Grade 5 %	Grade 6 %
School Connectedness^{†#} (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	63	56
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	75	
School Connectedness^{†ψ} (<i>Remote Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Academic motivation[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	72	73
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	60	

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

[†]*Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”*

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

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

Table A14.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 5 %	Grade 6 %
School boredom[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	42	50
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	58	
Caring adults in school[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	59	56
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	53	
High expectations-adults in school[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	73	74
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	69	

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Table A14.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 5 %	Grade 6 %
Meaningful participation[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	31	20
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	33	
Facilities upkeep[†] (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	63	15
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	67	
Parent involvement in schooling[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	75	78
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	78	

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

[†]*Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”*

Table A14.1***School Engagement and Supports by Race/Ethnicity – Continued***

	Grade 5 %	Grade 6 %
Social and emotional learning supports[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	60	56
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	77	
Anti-bullying climate[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	67	61
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	64	

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Table A14.2**School Safety by Race/Ethnicity (In-School Only)**

	Grade 5 %	Grade 6 %
Feel safe at school[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	71	75
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	75	
Feel safe on way to and from school[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	76	100
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	83	
Been hit or pushed		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	43	0
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	42	

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Table A14.2
School Safety by Race/Ethnicity – Continued

	Grade 5 %	Grade 6 %
Mean rumors spread about you		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	47	50
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	42	
Called bad names or target of mean jokes		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	39	33
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	17	
Saw a weapon at school[§] (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	11	33
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	8	

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

[§]Past year.

Table A14.3
Cyberbullying by Race/Ethnicity

	Grade 5 %	Grade 6 %
Cyberbullying[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	19	17
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	17	

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

[¶]Past 30 days.

Table A14.4
School Disciplinary Environment by Race/Ethnicity

	Grade 5 %	Grade 6 %
Rule clarity[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	75	67
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	75	
Students well behaved[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	36	25
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	42	
Students treated fairly when break rules[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	36	58
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	50	

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Table A14.4***School Disciplinary Environment by Race/Ethnicity – Continued***

	Grade 5 %	Grade 6 %
Students treated with respect[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	78	83
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	92	

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Table A14.5**Substance Use by Race/Ethnicity**

	Grade 5 %	Grade 6 %
Alcohol or drug use^φ		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	15	0
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	25	
Marijuana use^φ		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	0
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	0	
Cigarette use^φ		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	0
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	0	

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

^φLifetime.

Table A14.5
Substance Use by Race/Ethnicity – Continued

	Grade 5 %	Grade 6 %
Vaping^φ		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	0	0
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	0	

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

^φLifetime.

Table A14.6***Routines by Race/Ethnicity***

	Grade 5 %	Grade 6 %
Eating of breakfast¹		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	86	75
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	62	
Late bedtime (at 10 pm or later)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	57	54
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	46	

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

¹*This morning.*

Table A14.7***Learning from Home by Race/Ethnicity (Remote Only)***

	Grade 5 %	Grade 6 %
Weekdays worked on schoolwork (5 days)[¶]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Synchronous instruction (4 days or more)		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		
Meaningful opportunities[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx		
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else		

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

^{||}*Past 7 days.*

[¶]*Past 30 days.*

Table A14.8***Mental Health by Race/Ethnicity***

	Grade 5 %	Grade 6 %
Frequent sadness[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	17	17
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	17	
Wellness[†]		
American Indian or Alaska Native		
Asian or Asian American		
Black or African American		
Hispanic or Latinx	54	75
Native Hawaiian or Pacific Islander		
White		
Mixed (two or more) ethnics		
Something else	58	

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

15. Gender Breakdowns

Table A15.1
Key Indicators of School Climate and Substance Use by Gender

	Grade 5		Grade 6	
	Female %	Male %	Female %	Male %
School Engagement and Supports				
School connectedness ^{†#} <i>(In-School Only)</i>	68	55	56	69
School connectedness ^{†ψ} <i>(Remote Only)</i>				
Academic motivation [†]	68	72	68	69
School boredom [†]	35	63	50	50
Caring adults in school [†]	58	63	42	89
High expectations-adults in school [†]	76	65	61	94
Meaningful participation at school [†]	32	37	21	40
Facilities upkeep ^{†Φ}	60	74	18	50
Parent involvement in schooling [†]	75	76	65	84
Social and emotional learning supports [†]	65	70	60	69
Anti-bullying climate [†]	66	73	60	64

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

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

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

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

^ΦIn-school only.

Table A15.1
Key Indicators of School Climate and Substance Use by Gender – Continued

	Grade 5		Grade 6	
	Female %	Male %	Female %	Male %
School Safety and Cyberbullying				
Feel safe at school ^{†Φ}	72	65	60	92
Feel safe on way to and from school ^{†Φ}	78	80	90	92
Been hit or pushed ^Φ	42	52	10	25
Mean rumors spread about you	49	57	50	42
Called bad names or target of mean jokes	40	39	20	58
Saw a weapon at school ^{§Φ}	8	14	30	8
Cyberbullying [¶]	17	35	10	17
School Disciplinary Environment				
Rule clarity [†]	69	83	60	83
Students well behaved [†]	28	43	0	33
Students treated fairly when break rules [†]	33	61	40	67
Students treated with respect [†]	86	74	80	100
Substance Use				
Alcohol or drug use ^φ	17	18	0	0
Marijuana use ^φ	0	0	0	0
Cigarette use ^φ	0	0	0	0
Vaping ^φ	0	0	0	0

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

^ΦIn-school only.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

[§]Past year.

[¶]Past 30 days.

^φLifetime.

Table A15.2
Key Indicators of Routines, Remote Learning, and Mental Health by Gender

	Grade 5		Grade 6	
	Female %	Male %	Female %	Male %
Routines				
Eating of breakfast ^l	75	71	60	75
Late bedtime (after 10 pm)	55	59	70	42
Learning from Home				
Weekdays worked on schoolwork (5 days) ^{¶δ}				
Synchronous instruction (4 days or more) ^δ				
Meaningful opportunities ^{†δ}				
Mental Health				
Frequent sadness [†]	14	27	20	8
Wellness [†]	53	59	60	83

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

^lThis morning.

[¶]Past 30 days.

^δRemote only.

^{||}Past 7 days.

[†]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

CALIFORNIA HEALTHY KIDS SURVEY



OCEAA Secondary 2021-2022 Main Report

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

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results for each question from the 2021-22 *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), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

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

THE SURVEY

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

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer.

Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

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

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

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

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

What's New? Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CHKS still contains skip logic to direct students to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. In addition, questions asking about students' social and emotional distress and optimism about the future have been retained and life satisfaction items have been added to the Core Module to assess student wellness. The new content assessed by the Core Module includes the following:

- boredom at school;
- life satisfaction;
- perceived harm of occasional and frequent vaping of tobacco/nicotine;
- perceived difficulty of obtaining prescription drugs; and
- frequency of vaping specific substances (tobacco or nicotine, marijuana or THC, other).

In addition, display logic has been added to the survey so that all students are not asked questions that are not applicable to them (e.g., cessation attempts are only asked of students who had used substances in their lifetime). To reduce survey burden, items assessing self-efficacy, problem solving, self-awareness, gratitude, and adult and peer caring relationships have been moved back to the Social Emotional Health Module (SEHM).

School Climate Module (Supplementary)

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

Social Emotional Health Module (Supplementary)

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

SURVEY ADMINISTRATION AND SAMPLE

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

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

THE REPORT

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

Racial/Ethnic and Gender Results

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

ONLINE DATA DASHBOARDS

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

The District Dashboard Option. Districts may now also purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at not only the district

level but also the *individual school level*. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Survey Administrations

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

RESOURCES

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

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

competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.

- ***Helpful Resources for Local Control and Accountability Plans*** describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/docs/calschls-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email calschls@wested.org.

Compare Results with Other Data

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

- **Staff and Parent Surveys.** If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and

experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/docs/calschls-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **Elementary CHKS Results.** Examine how the results from 9th and 11th graders compare with those from 5th and 7th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Similar District and Statewide Results.** The results from the biennial state administration of the CHKS, which provide representative state norms, can be downloaded from the CalSCHLS website (data.calschls.org/resources/Biennial_State_1719.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

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

Request Additional Reports and Data

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

School Climate Report Cards

In addition to this school-level report with all the survey results, a short, user-friendly, graphic **School Climate Report Card** is also available. The School Climate Report Card provides results across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data).

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

Exhibit 1

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

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

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Survey Module Administration

Table 1

CHKS Survey Modules Administered

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

Core Module Results

1. Survey Sample

Table A1.1

Student Sample for Core Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	54	33	33
Final number	27	33	33
Response Rate	50%	100%	100%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6	Grade 7	Grade 8
In-school learning only	26	32	32
Remote learning only	1	1	1

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Grade 7 %	Grade 8 %	Table
School Engagement and Supports				
School connectedness ^{†#} (<i>In-School Only</i>)	61	48	76	A6.4
School connectedness ^{†ψ} (<i>Remote Only</i>)				A6.4
Academic motivation [†]	75	60	69	A6.4
School is really boring [±]	31	58	33	A6.11
School is worthless and a waste of time [±]	0	12	13	A6.11
Monthly Absences (3 or more)	11	12	13	A6.2
Maintaining focus on schoolwork [†]	12	37	36	A6.10
Caring adult relationships [‡]	63	49	73	A6.4
High expectations-adults in school [‡]	87	60	84	A6.4
Meaningful participation [‡]	34	28	34	A6.4
Facilities upkeep ^{†Φ}	32	47	82	A6.14
Promotion of parental involvement in school [†]	62	52	72	A6.4
School Safety and Cyberbullying				
School perceived as very safe or safe ^Φ	52	55	71	A8.1
Experienced any harassment or bullying [§]	27	47	10	A8.2
Had mean rumors or lies spread about you [§]	50	39	24	A8.3
Been afraid of being beaten up ^{§Φ}	24	10	7	A8.3
Been in a physical fight ^{§Φ}	20	10	11	A8.4
Seen a weapon on campus ^{§Φ}	20	13	4	A8.6
Cyberbullying [§]	31	34	24	A8.3

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

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

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

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

[±]Rating of 6 or higher.

^ΦIn-school only.

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Substance Use				
Current alcohol or drug use [¶]	8	3	3	A9.5
Current marijuana use [¶]	0	3	0	A9.5
Current binge drinking [¶]	0	0	0	A9.5
Very drunk or “high” 7 or more times, ever	0	3	0	A9.7
Been drunk or “high” on drugs at school, ever	0	3	0	A9.9
Current cigarette smoking [¶]	0	3	3	A10.4
Current vaping [¶]	0	3	0	A10.4
Current tobacco vaping [¶]	0	3	0	A10.5
Current marijuana vaping [¶]	0	3	0	A10.5
Routines				
Eating of breakfast [‡]	59	55	68	A4.1
Bedtime (at 12 am or later)	7	30	16	A4.2
Learning from Home				
Average days worked on schoolwork (≥ 5) ^{¶δ}				A5.1
Synchronous instruction (4 days or more) ^{¶δ}				A5.1
Interest in schoolwork done from home ^{δ}				A5.3
Meaningful opportunities ^{‡δ}				A5.2
Social and Emotional Health				
Social emotional distress [‡]	35	31	19	A7.5
Experienced chronic sadness/hopelessness [§]	42	34	31	A7.1
Considered suicide [§]	27	13	3	A7.2
Optimism [‡]	41	43	52	A7.3
Life satisfaction [‡]	66	60	71	A7.4

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

[¶]Past 30 days.

[‡]Today.

^{δ} Remote only.

[¶]Past 7 days.

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

[§]Past 12 months.

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	Grade 6 %	Grade 7 %	Grade 8 %
In-School Model	96	97	97
Remote Learning Model	4	3	3

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	63	64	61
Female	33	24	33
Nonbinary	4	9	3
Something else	0	3	3

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Straight (not gay)	78	73	78
Lesbian or Gay	0	0	3
Bisexual	4	9	9
Something else	4	9	3
Not sure	15	3	3
Decline to respond	0	6	3

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No, I am not transgender	89	82	94
Yes, I am transgender	0	3	3
I am not sure if I am transgender	11	6	3
Decline to respond	0	9	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 A3.5***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	4	3	0
Black or African American, non-Hispanic	0	0	0
Hispanic or Latinx	89	94	91
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	3
White, non-Hispanic	4	0	3
Multiracial, non-Hispanic	0	0	0
Something else, non-Hispanic	4	3	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 Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
A home with one or more parent or guardian	92	79	84
Other relative's home	0	0	3
A home with more than one family	8	15	6
Friend's home	0	0	0
Foster home, group care, or waiting placement	0	3	0
Hotel or motel	0	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0	0
Other living arrangement	0	3	6

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Did not finish high school	4	13	13
Graduated from high school	4	10	29
Attended college but did not complete four-year degree	4	10	6
Graduated from college	31	32	26
Don't know	58	35	26

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
English	52	39	29
Spanish	44	61	71
Mandarin	0	0	0
Cantonese	0	0	0
Taiwanese	0	0	0
Tagalog	0	0	0
Vietnamese	4	0	0
Korean	0	0	0
Arabic	0	0	0
Other	0	0	0

Question HS/MS A.14: What language is spoken most of the time in your home?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
How well do you...			
understand English?			
Very well	62	85	68
Well	38	15	32
Not well	0	0	0
Not at all	0	0	0
speak English?			
Very well	69	75	50
Well	23	25	45
Not well	8	0	5
Not at all	0	0	0
read English?			
Very well	38	70	50
Well	62	25	45
Not well	0	5	5
Not at all	0	0	0
write English?			
Very well	31	55	45
Well	62	40	55
Not well	8	5	0
Not at all	0	0	0
English Language Proficiency Status			
Proficient	23	60	45
Not proficient	77	40	55

Question HS/MS A.14, 14A-14D: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.

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

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

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response ≤ 3.5.

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

	Grade 6 %	Grade 7 %	Grade 8 %
I do not attend my school's afterschool program	46	53	73
1 day	12	19	7
2 days	8	3	7
3 days	0	0	0
4 days	0	0	3
5 days	35	25	10

Question HS/MS A.21: How many days a week do you usually go to your school's afterschool program?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
No	85	94	100
Yes	4	3	0
Don't know	11	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. Routines

Table A4.1

Eating of Breakfast

	Grade 6 %	Grade 7 %	Grade 8 %
No	41	45	32
Yes	59	55	68

Question HS/MS A.16: Did you eat breakfast today?

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

Table A4.2

Bedtime

	Grade 6 %	Grade 7 %	Grade 8 %
Before 7:00 pm	4	0	0
7:00-7:59 pm	0	0	0
8:00-8:59 pm	19	6	10
9:00-9:59 pm	33	3	23
10:00-10:59 pm	26	45	26
11:00-11:59 pm	11	15	26
12:00-12:59 am	4	9	10
After 1:00 am	4	21	6
<i>Bedtime at 12 am or later</i>	7	30	16

Question HS/MS A.15: What time did you go to bed last night?

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

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

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

Question HS/MS A.22, 24, 25: In the past 30 days, how many weekdays in an average week did you participate in school from home for an entire school day? On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

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

Table A5.2

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

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

Question HS/MS A.53: 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.44: 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	4	3	10
A's and B's	41	61	42
Mostly B's	15	16	13
B's and C's	37	16	32
Mostly C's	0	0	0
C's and D's	0	3	3
Mostly D's	4	0	0
Mostly F's	0	0	0

Question HS/MS A.27: 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	52	61	61
1 day	22	27	10
2 days	15	0	16
3 or more days	11	12	13

Question HS/MS A.17, 26: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]. In the past 30 days, how often did you miss an entire day of remote learning classes for any reason? [Remote only]

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Does not apply; I didn't miss any school	52	59	60
Illness (feeling physically sick), including problems with breathing or your teeth	28	17	20
Were being bullied or mistreated at school (<i>In-School Only</i>)	0	0	0
Felt very sad, hopeless, anxious, stressed, or angry	8	14	3
Didn't get enough sleep	8	7	10
Didn't feel safe at school or going to and from school (<i>In-School Only</i>)	4	0	0
Had to take care of or help a family member or friend	4	7	7
Wanted to spend time with friends	0	0	0
Used alcohol or drugs	0	0	0
Were behind in schoolwork or weren't prepared for a test or class assignment	0	7	0
Were bored or uninterested in school	4	10	0
Had no transportation to school (<i>In-School Only</i>)	0	3	0
Other reason	32	14	20

Question HS/MS A.28, 30: 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	61	47	64	
Caring adults in school [‡]	63	49	73	A6.5
High expectations-adults in school [‡]	87	60	84	A6.6
Meaningful participation at school [‡]	34	28	34	A6.7
School connectedness ^{†#} <i>(In-School Only)</i>	61	48	76	A6.8
School connectedness ^{†ψ} <i>(Remote Only)</i>				A6.8
Academic motivation [†]	75	60	69	A6.9
Promotion of parental involvement in school [†]	62	52	72	A6.12

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

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

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

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Caring adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	63	49	73
<i>There is a teacher or some other adult from my school... who really cares about me.</i>			
Not at all true	0	10	0
A little true	28	42	30
Pretty much true	44	32	50
Very much true	28	16	20
<i>who notices when I’m not there.</i>			
Not at all true	4	6	7
A little true	39	39	23
Pretty much true	30	39	37
Very much true	26	16	33
<i>who listens to me when I have something to say.</i>			
Not at all true	0	13	7
A little true	40	42	13
Pretty much true	36	32	50
Very much true	24	13	30

Question HS/MS A.51, 54, 57: There is a teacher or some other adult from my school... who really cares about me... who notices when I’m not there... who listens to me when I have something to say.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
High expectations-adults in school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	87	60	84
<i>There is a teacher or some other adult from my school... who tells me when I do a good job.</i>			
Not at all true	0	3	0
A little true	20	35	17
Pretty much true	52	42	33
Very much true	28	19	50
<i>who always wants me to do my best.</i>			
Not at all true	0	3	0
A little true	12	29	14
Pretty much true	28	39	34
Very much true	60	29	52
<i>who believes that I will be a success.</i>			
Not at all true	0	10	3
A little true	8	39	13
Pretty much true	40	26	53
Very much true	52	26	30

Question HS/MS A.52, 55, 58: There is a teacher or some other adult from my school... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

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

Table A6.7

Meaningful Participation Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school			
<i>Average reporting “Pretty much true” or “Very much true”</i>	34	28	34
<i>At school/When I participate in school,...</i>			
I do interesting activities.			
Not at all true	8	16	13
A little true	42	42	33
Pretty much true	46	29	47
Very much true	4	13	7
I help decide things like class activities or rules.			
Not at all true	35	58	40
A little true	31	16	40
Pretty much true	27	19	17
Very much true	8	6	3
I do things that make a difference.			
Not at all true	23	30	33
A little true	35	43	37
Pretty much true	27	20	17
Very much true	15	7	13
I have a say in how things work.			
Not at all true	35	43	33
A little true	38	32	27
Pretty much true	23	21	33
Very much true	4	4	7
I help decide school activities or rules.			
Not at all true	50	63	50
A little true	35	17	23
Pretty much true	12	13	20
Very much true	4	7	7

Question HS/MS A.59-68: At school [In-School only],... When I participate in school [Remote only],... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
School connectedness[#] (<i>In-School Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>	61	48	76
School connectedness^ψ (<i>Remote Only</i>)			
<i>Average reporting “Agree” or “Strongly agree”</i>			
I feel close to people at/from this school.			
Strongly disagree	4	6	0
Disagree	8	3	3
Neither disagree nor agree	27	42	21
Agree	46	33	48
Strongly agree	15	15	28
I am happy with/to be at this school.			
Strongly disagree	4	15	0
Disagree	12	18	3
Neither disagree nor agree	35	24	24
Agree	38	33	41
Strongly agree	12	9	31
I feel like I am part of this school.			
Strongly disagree	4	15	0
Disagree	15	15	10
Neither disagree nor agree	27	30	14
Agree	42	27	55
Strongly agree	12	12	21

Question HS/MS A.31-38: How strongly do you agree or disagree with the following statements?... I feel close to people at this school. [In-School only]... I feel close to people from this school. [Remote only]... I am happy to be at this school. [In-School only]... I am happy with this school. [Remote only]... I feel like I am part of this school.... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]... I feel safe in my school. [In-School only]

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
The teachers at this school treat students fairly/The teachers treat students fairly.			
Strongly disagree	4	9	0
Disagree	12	6	3
Neither disagree nor agree	23	30	14
Agree	54	36	38
Strongly agree	8	18	45
I feel safe in my school. <i>(In-School Only)</i>			
Strongly disagree	0	6	0
Disagree	8	3	4
Neither disagree nor agree	24	41	21
Agree	48	34	25
Strongly agree	20	16	50

Question HS/MS A.36-38 How strongly do you agree or disagree with the following statements?... The teachers at this school treat students fairly. [In-School only]... The teachers treat students fairly. [Remote only]...I feel safe in my school. [In-School only]

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Academic motivation			
<i>Average reporting “Agree” or “Strongly agree”</i>	75	60	69
I try hard to make sure that I am good at my schoolwork.			
Strongly disagree	0	3	0
Disagree	4	3	7
Neither disagree nor agree	8	16	17
Agree	65	52	38
Strongly agree	23	26	38
I try hard on my schoolwork because I am interested in it.			
Strongly disagree	0	6	0
Disagree	12	10	10
Neither disagree nor agree	46	52	41
Agree	27	23	34
Strongly agree	15	10	14
I work hard to try to understand new things when doing my schoolwork.			
Strongly disagree	0	6	0
Disagree	8	3	3
Neither disagree nor agree	15	29	28
Agree	54	48	55
Strongly agree	23	13	14
I am always trying to do better in my schoolwork.			
Strongly disagree	0	3	0
Disagree	0	6	3
Neither disagree nor agree	8	19	14
Agree	54	42	59
Strongly agree	38	29	24

Question HS/MS A.45-48: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard on my schoolwork because I am interested in it... I work hard to try to understand new things when doing my schoolwork... I am always trying to do better in my schoolwork.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
It is hard for me to stay focused when doing my schoolwork.			
Strongly disagree	8	27	4
Disagree	4	10	32
Neither disagree nor agree	58	17	39
Agree	15	27	14
Strongly agree	15	20	11

Question HS/MS A.43: How strongly do you agree or disagree with the following statements?... It is hard for me to stay focused when doing my schoolwork.

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

Table A6.11
School Boredom

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring.			
0 (Strongly disagree)	8	0	3
1	0	0	3
2	12	3	17
3	19	18	7
4	15	15	23
5	15	6	13
6	15	12	10
7	8	6	13
8	8	9	7
9	0	3	0
10 (Strongly agree)	0	27	3
School is worthless and a waste of time.			
0 (Strongly disagree)	58	36	40
1	8	6	3
2	15	6	10
3	8	21	13
4	8	12	17
5	4	6	3
6	0	6	3
7	0	0	7
8	0	0	0
9	0	0	0
10 (Strongly agree)	0	6	3

Question HS/MS A.49, 50: How strongly do you agree or disagree with the following statements?... School is really boring... School is worthless and a waste of time.

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

Table A6.12***Promotion of Parental Involvement Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Promotion of parental involvement in school			
<i>Average reporting “Agree” or “Strongly agree”</i>	62	52	72
Teachers at this school communicate with parents about what students are expected to learn in class.			
Strongly disagree	4	3	0
Disagree	8	10	4
Neither disagree nor agree	27	32	21
Agree	54	39	50
Strongly agree	8	16	25
Parents feel welcome to participate at this school.			
Strongly disagree	0	0	0
Disagree	4	6	0
Neither disagree nor agree	31	35	24
Agree	58	48	52
Strongly agree	8	10	24
School staff take parent concerns seriously.			
Strongly disagree	4	0	0
Disagree	4	10	3
Neither disagree nor agree	35	48	28
Agree	46	32	52
Strongly agree	12	10	17

Question HS/MS A.40-42: 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 A6.13
Checking Student Progress

	Grade 6 %	Grade 7 %	Grade 8 %
A teacher or some other adult from my school checks on how I am feeling.			
Not at all true	8	23	13
A little true	44	42	33
Pretty much true	32	29	40
Very much true	16	6	13

Question HS/MS A.56: 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 A6.14
Quality of School Physical Environment (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
My school is usually clean and tidy.			
Strongly disagree	4	6	0
Disagree	24	6	0
Neither disagree nor agree	40	41	18
Agree	32	41	64
Strongly agree	0	6	18

Question HS/MS A.39: 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	58	66	69
Yes	42	34	31

Question HS A.157/MS A.150: 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	73	88	97
Yes	27	13	3

Question HS A.158/MS A.151: During the past 12 months, did you ever seriously consider attempting suicide?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	41	43	52
Each day I look forward to having a lot of fun.			
Not at all true	19	23	14
A little true	38	30	41
Pretty much true	23	27	28
Very much true	19	20	17
I usually expect to have a good day.			
Not at all true	12	27	21
A little true	42	30	24
Pretty much true	35	20	41
Very much true	12	23	14
Overall, I expect more good things to happen to me than bad things.			
Not at all true	19	23	21
A little true	46	37	24
Pretty much true	23	17	31
Very much true	12	23	24

Question HS A.164-166/MS A.157-159: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Life satisfaction			
<i>Average reporting “Satisfied” or “Very satisfied”</i>	66	60	71
<i>I would describe my satisfaction with...</i>			
my family life as...			
Very dissatisfied	4	0	0
Dissatisfied	0	7	0
A little dissatisfied	0	7	14
A little satisfied	8	21	4
Satisfied	48	34	43
Very satisfied	40	31	39
my friendships as...			
Very dissatisfied	4	0	0
Dissatisfied	4	0	0
A little dissatisfied	4	17	7
A little satisfied	20	10	18
Satisfied	32	48	39
Very satisfied	36	24	36
my school experience as...			
Very dissatisfied	4	3	0
Dissatisfied	4	14	7
A little dissatisfied	20	24	14
A little satisfied	36	28	18
Satisfied	24	17	36
Very satisfied	12	14	25

Question HS A.167-169/MS A.160-162: Please describe your level of satisfaction below. I would describe my satisfaction with... my family life as... my friendships as... my school experience as...

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

Table A7.4
Life Satisfaction Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
<i>I would describe my satisfaction with...</i>			
myself as...			
Very dissatisfied	16	14	0
Dissatisfied	4	3	4
A little dissatisfied	12	10	21
A little satisfied	16	14	18
Satisfied	28	31	29
Very satisfied	24	28	29
where I live as...			
Very dissatisfied	0	0	0
Dissatisfied	0	0	0
A little dissatisfied	0	17	11
A little satisfied	12	10	11
Satisfied	32	34	36
Very satisfied	56	38	43

Question HS A.170, 171/MS A.163, 164: Please describe your level of satisfaction below. I would describe my satisfaction with... myself as... where I live as...

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

Table A7.5***Social Emotional Distress Scale Questions***

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress			
<i>Average reporting “Pretty much true” or “Very much true”</i>	35	31	19
I had a hard time relaxing.			
Not at all true	23	47	45
A little true	42	19	24
Pretty much true	19	13	24
Very much true	15	22	7
I felt sad and down.			
Not at all true	31	53	52
A little true	35	13	28
Pretty much true	8	16	17
Very much true	27	19	3
I was easily irritated.			
Not at all true	38	38	52
A little true	23	22	31
Pretty much true	15	13	3
Very much true	23	28	14
It was hard for me to cope and I thought I would panic.			
Not at all true	54	69	76
A little true	8	9	10
Pretty much true	15	9	10
Very much true	23	13	3
It was hard for me to get excited about anything.			
Not at all true	62	59	66
A little true	12	19	21
Pretty much true	8	9	10
Very much true	19	13	3

Question HS A.159-163/MS A.152-156: Over the past 30 days, how true do you feel these statements are about you?... I had a hard time relaxing... I felt sad and down... I was easily irritated... It was hard for me to cope and I thought I would panic... It was hard for me to get excited about anything.

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

8. School Violence, Victimization, and Safety

Table A8.1

Perceived Safety at School (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Very safe	20	16	36
Safe	32	39	36
Neither safe nor unsafe	32	42	21
Unsafe	12	3	7
Very unsafe	4	0	0

Question HS A.121/MS A.114: 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 %
Race, ethnicity, or national origin			
0 times	88	78	93
1 time	4	9	0
2 or more times	8	13	7
Religion			
0 times	100	91	100
1 time	0	9	0
2 or more times	0	0	0
Gender			
0 times	96	84	93
1 time	0	9	3
2 or more times	4	6	3
Because you are gay, lesbian, or bisexual or someone thought you were			
0 times	92	78	93
1 time	8	6	3
2 or more times	0	16	3
A physical or mental disability			
0 times	85	84	97
1 time	8	9	0
2 or more times	8	6	3
Any of the above five reasons	23	38	7

Question HS A.141-145, 148-152/MS A.134-138, 141-145: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability. [Remote only]

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
You are an immigrant or someone thought you were			
0 times	96	88	97
1 time	4	3	0
2 or more times	0	9	3
Any other reason			
0 times	88	84	93
1 time	0	10	0
2 or more times	12	6	7
Any harassment	27	47	10

Question HS A.141-154/MS A.134-147: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin [In-school only]... Your religion [In-school only]... Your gender [In-school only]... Because you are gay, lesbian, or bisexual or someone thought you were [In-school only]... A physical or mental disability [In-school only]... You are an immigrant or someone thought you were [In-school only]... Any other reason [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons?... Your race, ethnicity, or national origin [Remote only]... Your religion [Remote only]... Your gender [Remote only]... Because you are gay, lesbian, or bisexual or someone thought you were [Remote only]... A physical or mental disability [Remote only]... You are an immigrant or someone thought you were [Remote only]... Any other reason. [Remote only]

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

Table A8.3

School Violence Victimization Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
School violence victimization <i>(In-School Only)</i>			
<i>Average reporting “1 or more times”</i>	31	32	20
<i>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)</i>			
0 times	76	80	75
1 time	12	7	11
2 to 3 times	8	7	11
4 or more times	4	7	4
<i>been afraid of being beaten up? (In-School Only)</i>			
0 times	76	90	93
1 time	12	7	7
2 to 3 times	8	0	0
4 or more times	4	3	0
<i>During the past 12 months, how many times have you... had mean rumors or lies spread about you?</i>			
0 times	50	61	76
1 time	19	10	7
2 to 3 times	15	10	10
4 or more times	15	19	7
<i>had sexual jokes, comments, or gestures made to you?</i>			
0 times	65	73	86
1 time	15	7	7
2 to 3 times	15	10	0
4 or more times	4	10	7

Question HS A.122, 123, 125, 126, 133, 137, 138/MS A.115, 116, 118, 119, 130, 131: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around? [In-school only]... been afraid of being beaten up? [In-school only]... had mean rumors or lies spread about you? [In-school only]... had sexual jokes, comments, or gestures made to you? [In-school only]... During the past 12 months, how many times did students from your school... spread mean rumors or lies spread about you? [Remote only]... make sexual jokes, comments, or gestures toward you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A8.3

School Violence Victimization Scale Questions – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
had your property stolen or deliberately damaged? (In-School Only)			
0 times	88	61	79
1 time	8	19	11
2 to 3 times	0	3	7
4 or more times	4	16	4
been made fun of because of your looks or the way you talk?			
0 times	62	59	79
1 time	12	3	7
2 to 3 times	12	16	7
4 or more times	15	22	7
been made fun of, insulted, or called names?			
0 times	54	66	76
1 time	19	13	7
2 to 3 times	12	13	3
4 or more times	15	9	14
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?			
0 times (never)	69	66	76
1 time	15	13	10
2 to 3 times	12	13	10
4 or more times	4	9	3

Question HS A.127, 128, 136, 139, 140, 155/MS A.120, 121, 129, 132, 133, 148: During the past 12 months, how many times on school property have you... been made fun of because of your looks or the way you talk? [In-school only]... had your property stolen or deliberately damaged, such as your car, clothing, or books? [In-school only]... been made fun of, insulted, or called names? [In-school only]... During the past 12 months, how many times did students from your school... make fun of you because of your looks or the way you talk? [Remote only]...make fun of you, insult you, or call you names? [Remote only]... During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

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

Table A8.4

School Violence Perpetration Scale Questions (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
School violence perpetration			
<i>Average reporting “1 or more times”</i>	6	6	5
<i>During the past 12 months, how many times on school property have you... been in a physical fight?</i>			
0 times	80	90	89
1 time	12	7	4
2 to 3 times	4	0	4
4 or more times	4	3	4
<i>been offered, sold, or given an illegal drug?</i>			
0 times	100	94	96
1 time	0	3	4
2 to 3 times	0	3	0
4 or more times	0	0	0
<i>damaged school property on purpose?</i>			
0 times	96	94	96
1 time	0	3	0
2 to 3 times	4	0	4
4 or more times	0	3	0
<i>carried a gun?</i>			
0 times	100	100	96
1 time	0	0	4
2 to 3 times	0	0	0
4 or more times	0	0	0
<i>carried any other weapon (such as a knife or club)?</i>			
0 times	96	94	96
1 time	4	6	4
2 to 3 times	0	0	0
4 or more times	0	0	0

Question HS A.124, 129-132/MS A.117, 122-125: During the past 12 months, how many times on school property have you... been in a physical fight?... been offered, sold, or given an illegal drug?... damaged school property on purpose?... carried a gun?... carried any other weapon (such as a knife or club)?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
been threatened with harm or injury?			
0 times	88	84	93
1 time	4	16	0
2 to 3 times	0	0	4
4 or more times	8	0	4
been threatened or injured with a weapon (gun, knife, club, etc.)?			
0 times	96	97	100
1 time	4	0	0
2 to 3 times	0	0	0
4 or more times	0	3	0

Question HS A.133, 135/MS A.126, 128: During the past 12 months, how many times on school property have you... been threatened or injured with a weapon (gun, knife, club, etc.)?... been threatened with harm or injury?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property have you...</i>			
seen someone carrying a gun, knife, or other weapon?			
0 times	80	87	96
1 time	16	6	0
2 to 3 times	4	6	4
4 or more times	0	0	0

Question HS A.134/MS A.127: During the past 12 months, how many times on school property have you... seen someone carrying a gun, knife, or other weapon?

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

9. Alcohol and Other Drug Use

Table A9.1

Summary Measures of Level of AOD Use and Perceptions

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Lifetime illicit AOD use to get “high” [^]	31	12	10	A9.2
Lifetime alcohol or drug use	31	12	10	A9.2
Lifetime marijuana use	0	3	0	A9.2
Lifetime very drunk or high (7 or more times)	0	3	0	A9.7
Current alcohol or drug use [‡]	8	3	3	A9.5
Current marijuana use [‡]	0	3	0	A9.5
Current heavy drug use [‡]	8	3	0	A9.5
Current heavy alcohol use (binge drinking) [‡]	0	0	0	A9.5
Current alcohol or drug use on school property ^{‡Φ}	4	6	0	A9.8
Harmfulness of occasional marijuana use ^{BΦ}	27	26	30	A9.11
Difficulty of obtaining marijuana ^{CΦ}	23	22	21	A9.12

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

[^]*Excludes prescription pain medication.*

[‡]*Past 30 days.*

^Φ*In-School only.*

^B*Great harm.*

^C*Very difficult.*

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol	19	6	7
Marijuana	0	3	0
Inhalants	4	9	0
Any other drug, pill, or medicine to get “high”	15	3	3
<i>Any of the above AOD use</i>	31	12	10
<i>Any illicit AOD use to get “high”[^]</i>	31	12	10

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol (one full drink)			
0 times	81	94	93
1 time	15	3	3
2 to 3 times	0	3	3
4 or more times	4	0	0
Marijuana (smoke, vape, eat, or drink)			
0 times	100	97	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	3	0
Inhalants			
0 times	96	91	100
1 time	0	3	0
2 to 3 times	4	6	0
4 or more times	0	0	0
Any other drug, pill, or medicine to get “high” or for reasons other than medical			
0 times	85	97	97
1 time	4	3	3
2 to 3 times	4	0	0
4 or more times	8	0	0

Question HS A.72-74, 80/MS A.73-75, 77: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Any other drug, pill, or medicine to get “high” or for reasons other than medical.

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

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

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

Question HS A.84-86/MS A.81-83: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In a vaping device (vape pens, mods, portable vaporizers)?... Eat or drink it in products made with marijuana?

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

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

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

Question HS A.90-93, 95/MS A.87-91: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?... inhalants (things you sniff, huff, or breathe to get “high”)?... any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

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

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

Question HS A.90-92/MS A.87-89: During the past 30 days, on how many days did you use... one or more drinks of alcohol?... five or more drinks of alcohol in a row, that is, within a couple of hours?... marijuana (smoke, vape, eat, or drink)?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or sick after drinking alcohol			
0 times	96	97	100
1 to 2 times	4	3	0
3 to 6 times	0	0	0
7 or more times	0	0	0
“High” (loaded, stoned, or wasted) from using drugs			
0 times	100	97	100
1 to 2 times	0	0	0
3 to 6 times	0	0	0
7 or more times	0	3	0
<i>Very drunk or “high” 7 or more times</i>	0	3	0

Question HS A.81, 82/MS A.78, 79: During your life, how many times have you been... very drunk or sick after drinking alcohol?... “high” (loaded, stoned, or wasted) from using drugs?

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

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

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

Question HS A.100-102/MS A.95-97: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol?... use marijuana (smoke, vape, eat, or drink)?... use any other drug, pill, or medicine to get “high” or for reasons other than medical?

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

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

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

Question HS A.83/MS A.80: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol - drink occasionally			
Great	15	13	20
Moderate	19	17	13
Slight	23	17	27
None	42	53	40
Alcohol - 5 or more drinks once or twice a week			
Great	19	23	27
Moderate	15	20	33
Slight	15	0	7
None	50	57	33
Marijuana - use occasionally			
Great	27	26	30
Moderate	15	16	23
Slight	8	3	10
None	50	55	37
Marijuana - use daily			
Great	42	39	47
Moderate	4	3	17
Slight	0	3	3
None	54	55	33

Question HS A.108-111/MS A.103-106: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, vape, eat, or drink) ... Use marijuana daily.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Alcohol			
Very difficult	19	16	18
Fairly difficult	4	6	18
Fairly easy	4	13	14
Very easy	4	6	4
Don't know	69	59	46
Marijuana			
Very difficult	23	22	21
Fairly difficult	4	9	21
Fairly easy	0	6	10
Very easy	0	3	0
Don't know	73	59	48
Prescription drugs to get “high” or for reasons other than prescribed			
Very difficult	15	25	14
Fairly difficult	8	6	24
Fairly easy	0	3	3
Very easy	4	6	7
Don't know	73	59	52

Question HS A.114-116/MS A.109-111: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana... Prescription drugs to get “high” or for reasons other than prescribed.

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

10. Tobacco Use

Table A10.1

Summary of Key CHKS Tobacco Indicators

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Use Prevalence and Patterns				
Ever smoked a whole cigarette	0	3	0	A10.2
Current cigarette smoking [¶]	0	3	3	A10.4
Current cigarette smoking at school ^{¶Φ}	0	0	0	A10.6
Ever tried smokeless tobacco	0	0	0	A10.2
Current smokeless tobacco use [¶]	0	0	0	A10.4
Current smokeless tobacco use at school ^{¶Φ}	0	0	0	A10.6
Ever used vape products	0	3	0	A10.2
Current use of vape products [¶]	0	3	0	A10.4
Current tobacco vaping [¶]	0	3	0	A10.5
Current marijuana vaping [¶]	0	3	0	A10.5
Current vaping at school ^{¶Φ}	0	0	0	A10.6
Attitudes and Correlates				
Harmfulness of occasional cigarette smoking ^{BΦ}	15	19	27	A10.8
Harmfulness of smoking 1 or more packs/day ^{BΦ}	35	35	40	A10.8
Harmfulness of vaping occasionally ^{BΦ}	24	17	33	A10.9
Harmfulness of vaping several times a day ^{BΦ}	42	42	57	A10.9
Difficulty of obtaining cigarettes ^{CΦ}	15	19	14	A10.10
Difficulty of obtaining vape products ^{CΦ}	15	16	14	A10.10
Anti-Tobacco Policy				
School bans tobacco use and vaping ^Φ	52	39	64	A10.11

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

[¶]Past 30 days.

^ΦIn-School only.

^BGreat harm.

^CVery difficult.

Table A10.2
Lifetime Tobacco Use

	Grade 6 %	Grade 7 %	Grade 8 %
A cigarette, even one or two puffs			
0 times	100	97	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	3	0
A whole cigarette			
0 times	100	97	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	3	0
Smokeless tobacco			
0 times	100	100	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	0	0
Vape products			
0 times	100	97	100
1 time	0	0	0
2 to 3 times	0	0	0
4 or more times	0	3	0

Question HS A.69-71/MS A.69-72: During your life, how many times have you used the following?... A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Vape products.

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

Table A10.3
Substances Ever Vaped

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

Question HS A.71A-71C/MS A.72A-72C: During your life, how many times have you used the following?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product.

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

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

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

Question HS A.87-89/MS A.84-86: During the past 30 days, on how many days did you use... cigarettes?... smokeless tobacco (dip, chew, or snuff)?... vape products?

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

Table A10.5***Substances Vaped, Past 30 Days***

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

Question HS A.89A-89C/MS A.86A-86C: During the past 30 days, on how many days did you use vape products?... Vaped tobacco or nicotine... Vaped marijuana or THC... Vaped other product?

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

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

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

Question HS A.97-99/MS A.92-94: During the past 30 days, on how many days on school property did you... smoke cigarettes?... use smokeless tobacco (dip, chew, or snuff)?... vape?

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

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

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

Question HS A.103/MS A.98: During the past 30 days, on how many days on school property did you... breathe the smoke or vapor from someone who was using cigarettes or e-cigarettes?

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Smoke cigarettes occasionally			
Great	15	19	27
Moderate	23	13	7
Slight	12	16	27
None	50	52	40
Smoke 1 or more packs of cigarettes each day			
Great	35	35	40
Moderate	4	10	20
Slight	12	0	7
None	50	55	33

Question HS A.104, 105/MS A.99, 100: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Vape tobacco or nicotine occasionally			
Great	24	17	33
Moderate	16	21	17
Slight	8	7	17
None	52	55	33
Vape tobacco or nicotine several times a day (100 puffs or more)			
Great	42	42	57
Moderate	4	6	3
Slight	4	0	3
None	50	52	37

Question HS A.106, 107/MS A.101, 102: How much do people risk harming themselves physically and in other ways when they do the following?... Vape tobacco or nicotine occasionally... Vape tobacco or nicotine several times a day (100 puffs or more).

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Cigarettes			
Very difficult	15	19	14
Fairly difficult	8	19	24
Fairly easy	0	6	10
Very easy	4	0	0
Don't know	73	56	52
Vape products			
Very difficult	15	16	14
Fairly difficult	8	16	10
Fairly easy	12	9	24
Very easy	4	6	7
Don't know	62	53	45

Question HS A.112, 113/MS A.107, 108: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes... Vape products.

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

Table A10.11***School Bans Tobacco Use and Vaping (In-School Only)***

	Grade 6 %	Grade 7 %	Grade 8 %
No	8	6	4
Yes	52	39	64
Don't know	40	55	32

Question HS A.120/MS A.112: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

11. Other Health Risks

Table A11.1

Alone After School (In-School Only)

	Grade 6 %	Grade 7 %	Grade 8 %
Never	60	26	61
1 day	28	13	7
2 days	0	6	4
3 days	0	10	0
4 days	0	10	7
5 days	12	35	21

Question MS A.113: In a normal week, how many days are you home after school for at least one hour without an adult there?

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

Table A11.2

Gang Involvement (In-School Only)

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

Question HS A.156/MS A.149: Do you consider yourself a member of a gang?

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

12. Race/Ethnic Breakdowns

Table A12.1

School Engagement and Supports by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	59	50	74
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx			
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Academic Motivation[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	77	59	68
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
School is really boring[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	33	58	33
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
School is worthless and a waste of time[±]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	10	11
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Monthly Absences (3 or more)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	13	10	14
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[±]Rating of 6 or higher.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Maintaining focus on schoolwork[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	13	39	36
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Caring adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	64	53	73
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
High expectations-adults in school[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	90	62	85
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Meaningful participation at school[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	33	29	37
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Facilities upkeep[†] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	33	48	88
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Promotion of parental involvement in School[†]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	63	55	78
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

Table A12.2
School Safety by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	50	57	72
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Experienced harassment due to five reasons^{^§}			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	21	37	8
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Experienced any harassment or bullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	25	47	12
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Had mean rumors or lies spread about you[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	50	41	23
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	25	10	8
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Been in a physical fight[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	21	11	12
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Seen a weapon on campus[§] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	21	13	4
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[§]Past 12 months.

Table A12.3
Cyberbullying by Race/Ethnicity

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	29	37	23
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol or drug use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	8	3	4
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current marijuana use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	3	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current binge drinking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	0	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Very drunk or “high” 7 or more times, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	3	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Been drunk or “high” on drugs at school, ever			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	3	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current alcohol use[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	3	4
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]Past 30 days.

Table A12.4

Substance Use by Race/Ethnicity – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Current alcohol use at school[¶] (<i>In-School Only</i>)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	3	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current cigarette smoking[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	3	4
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	3	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Current tobacco vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	3	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Current marijuana vaping[¶]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	0	3	0
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

[¶]Past 30 days.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast¹			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	58	52	68
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Bedtime (at 12 am or later)			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	8	29	18
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

¹*Today.*

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

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

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

[¶]Past 30 days.

^{¶¶}Past 7 days.

Table A12.6

Learning from Home by Race/Ethnicity – Continued (Remote Only)

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	37	32	21
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Experienced chronic sadness/hopelessness[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	42	37	35
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Considered suicide[§]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	29	13	4
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

[§]Past 12 months.

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

	Grade 6 %	Grade 7 %	Grade 8 %
Optimism[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	43	46	55
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			
Life satisfaction[‡]			
American Indian or Alaska Native			
Asian or Asian American			
Black or African American			
Hispanic or Latinx	66	63	70
Native Hawaiian or Pacific Islander			
White			
Mixed (two or more) ethnics			
Something else			

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

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

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

13. Gender Breakdowns

Table A13.1

School Engagement and Supports by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School Connectedness^{†#} (<i>In-School Only</i>)			
Male	65	53	79
Female			
Nonbinary			
Something else			
School Connectedness^{†ψ} (<i>Remote Only</i>)			
Male			
Female			
Nonbinary			
Something else			
Academic Motivation[†]			
Male	75	62	69
Female			
Nonbinary			
Something else			
School is really boring[±]			
Male	25	62	37
Female			
Nonbinary			
Something else			
School is worthless and a waste of time[±]			
Male	0	10	11
Female			
Nonbinary			
Something else			

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

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Monthly Absences (3 or more)			
Male	18	0	10
Female			
Nonbinary			
Something else			
Maintaining focus on schoolwork[†]			
Male	19	50	44
Female			
Nonbinary			
Something else			
Caring adults in school[‡]			
Male	66	54	75
Female			
Nonbinary			
Something else			
High expectations-adults in school[‡]			
Male	88	63	82
Female			
Nonbinary			
Something else			
Meaningful participation at school[‡]			
Male	33	24	26
Female			
Nonbinary			
Something else			

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

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

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

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

	Grade 6 %	Grade 7 %	Grade 8 %
Facilities upkeep[†] (<i>In-School Only</i>)			
Male	33	52	82
Female			
Nonbinary			
Something else			
Promotion of parental involvement in School[‡]			
Male	67	58	72
Female			
Nonbinary			
Something else			

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

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

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

Table A13.2
School Safety by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
School perceived as very safe or safe (<i>In-School Only</i>)			
Male	60	70	76
Female			
Nonbinary			
Something else			
Experienced harassment due to five reasons^{λ§}			
Male	13	15	6
Female			
Nonbinary			
Something else			
Experienced any harassment or bullying[§]			
Male	19	30	6
Female			
Nonbinary			
Something else			
Had mean rumors or lies spread about you[§]			
Male	50	37	22
Female			
Nonbinary			
Something else			
Been afraid of being beaten up[§] (<i>In-School Only</i>)			
Male	20	5	6
Female			
Nonbinary			
Something else			

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

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

[§]Past 12 months.

Table A13.2
School Safety by Gender – Continued

	Grade 6 %	Grade 7 %	Grade 8 %
Been in a physical fight[§] (<i>In-School Only</i>)			
Male	27	17	12
Female			
Nonbinary			
Something else			
Seen a weapon on campus[§] (<i>In-School Only</i>)			
Male	20	15	6
Female			
Nonbinary			
Something else			

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

[§]Past 12 months.

Table A13.3
Cyberbullying by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Cyberbullying[§]			
Male	25	30	22
Female			
Nonbinary			
Something else			

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

[§]Past 12 months.

Table A13.4
Substance Use by Gender

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

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

[¶]Past 30 days.

Table A13.4
Substance Use by Gender – Continued

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

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

Table A13.5
Routines by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Eating of breakfast[†]			
Male	71	52	70
Female			
Nonbinary			
Something else			
Bedtime (at 12 am or later)			
Male	12	24	15
Female			
Nonbinary			
Something else			

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

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

[†]*Today.*

[‡]*Past 7 days.*

Table A13.6

Learning from Home by Gender (Remote Only)

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

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

[¶]Past 30 days.

[¶]Past 7 days.

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

Table A13.7
Social and Emotional Health by Gender

	Grade 6 %	Grade 7 %	Grade 8 %
Social emotional distress[‡]			
Male	25	22	13
Female			
Nonbinary			
Something else			
Experienced chronic sadness/hopelessness[§]			
Male	38	30	28
Female			
Nonbinary			
Something else			
Considered suicide[§]			
Male	13	0	0
Female			
Nonbinary			
Something else			
Optimism[‡]			
Male	40	52	54
Female			
Nonbinary			
Something else			
Life satisfaction[‡]			
Male	71	74	69
Female			
Nonbinary			
Something else			

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

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

[§]Past 12 months.

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

Appendix

CHKS Content Overview, 2021-22

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

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

MAIN CONTENT FOCUS: REMOTE LEARNING EXPERIENCES, SCHOOL CLIMATE, AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and students supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Fifty-one items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)* that districts can request at the district and school level.⁴ The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

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

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state’s standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The 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.⁶

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

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

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

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

⁴ See calschls.org/reports-data/#slcr

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

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

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

GRADE-LEVEL PATTERNS

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

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11th graders in traditional comprehensive high schools.⁸ They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.⁹

DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

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

In the standard CHKS report, breakdowns for selected key indicators are provided by race/ethnicity and gender. For selected key indicators, the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard) can be used to display group differences by gender, race/ethnicity, parental education, parent military status, homeless status, afterschool participation, gender identity, and sexual orientation. Results can also be displayed for English learners, free and reduced-priced meal eligible students (prior to 2021-22), and foster youth—three important LCAP priority groups. Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by demographic groups for each school (call 888.841.7536 or email calschls@wested.org).

Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups plus mixed (two or more) race.

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

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

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

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

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

Foster Care Youth

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

Sexual Orientation and Gender Identity

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

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

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.

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

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

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

¹³ Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://download.wested.org/resources/lgbtq-students-in-california/)

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

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

SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.¹⁶ CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

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

The CHKS Developmental Supports scales provide insight into whether students experience 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. To learn more about the factors that might be causing poor performance, request a CHKS report showing how all the survey results vary by level of performance (call 888.841.7536 or email calschls@wested.org).

Academic Motivation

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2017-19 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 71 percent in 11th grade to 75 percent in 11th.¹⁷

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

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

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

¹⁷ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 2 or more days during the past 30 days) and what were the reasons for absences.¹⁸ Users can request reports looking at the characteristics of youth based on absenteeism indicators to guide efforts to improve the LCAP pupil engagement priority (call 888.841.7536 or email calschls@wested.org).

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

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

Developmental Supports

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

School Connectedness

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

¹⁸ Because most students participated in school via remote learning in 2020-21, the CHKS did not ask about student truancy so that additional items could be included to assess absenteeism.

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

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

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

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

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

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

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

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

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

School connectedness appears to have increased in California in the second half of the last decade, but it still declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.²⁸ This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.^{29 30}

Parent Involvement

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

Facilities and Physical Environment

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

SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.³³ Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.³⁴ These behaviors adversely affect not only students’ ability

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

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

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

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

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

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

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

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.^{35 36 37}

Perceived Safety

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

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

Harassment and Victimization

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

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

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions

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

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

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

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

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

⁴⁰ Austin, Hanson, Zhang, & Zheng. (2020). Download data.calschls.org/resources/Biennial_State_1719.pdf

⁴¹ Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

⁴² Austin, Nakamoto, & Bailey. (2010). Download data.calschls.org/resources/FACTSHEET-10.pdf

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.⁴³ Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.⁴⁴ About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th graders.

SUBSTANCE USE (Sections 9 and 10)

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

Alcohol and Other Drug Use (Section 9)

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

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.⁴⁵

Alcohol and Other Drug Use at School (Section 9)

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

Cigarette Smoking (Section 10)

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness.

⁴³ Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

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

⁴⁵ Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

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

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

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

These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.^{49 50}

MENTAL HEALTH (Section 7)

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.⁵¹ They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.⁵²

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

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

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

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

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

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

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

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

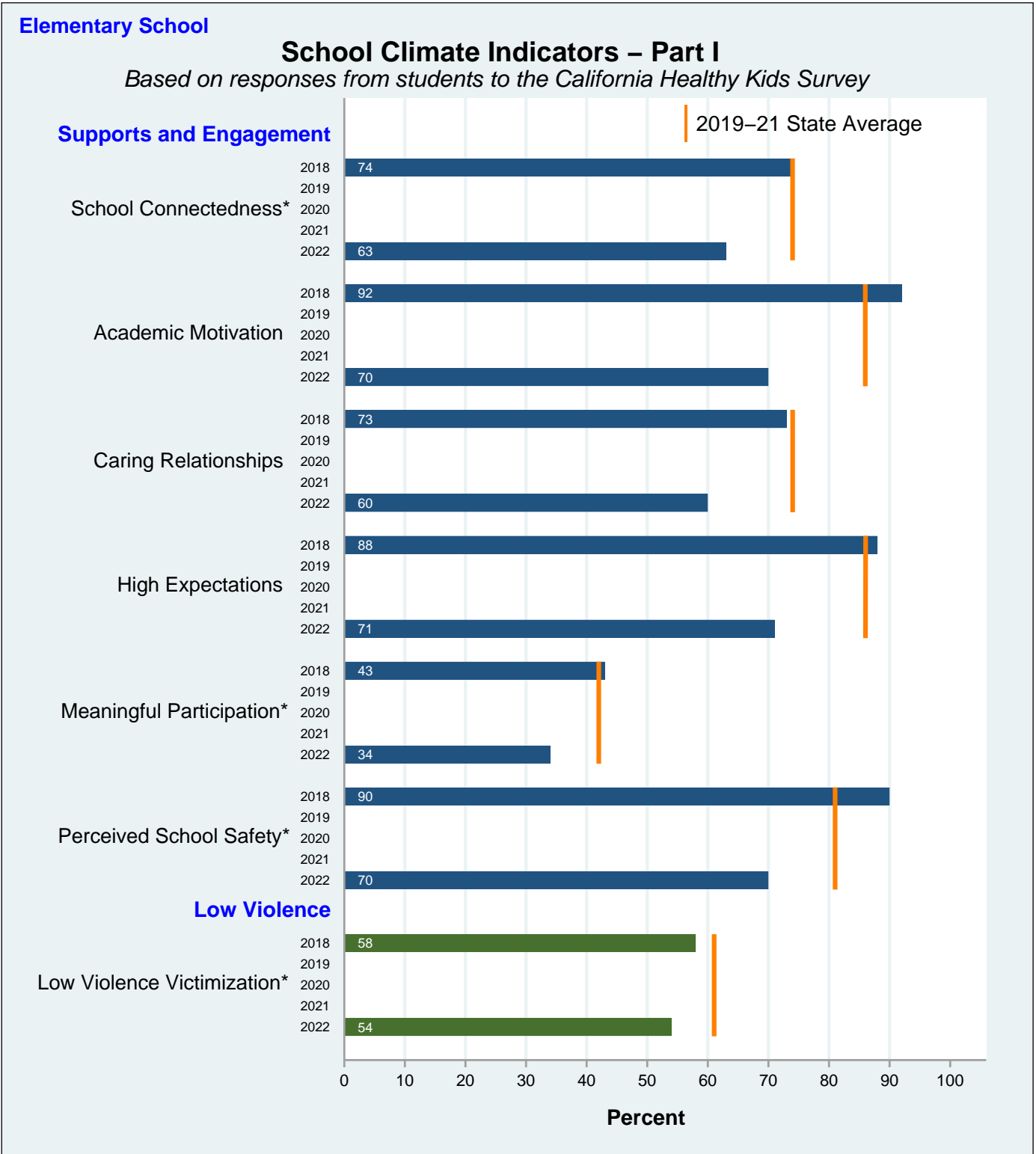
School Climate Report Card (Elementary)—2021-2022

District: Santa Ana Unified

Date Prepared: 2 May 2022

School: Orange County Educational Arts Academy

Response Rate: 73% (2018), 97% (2022)



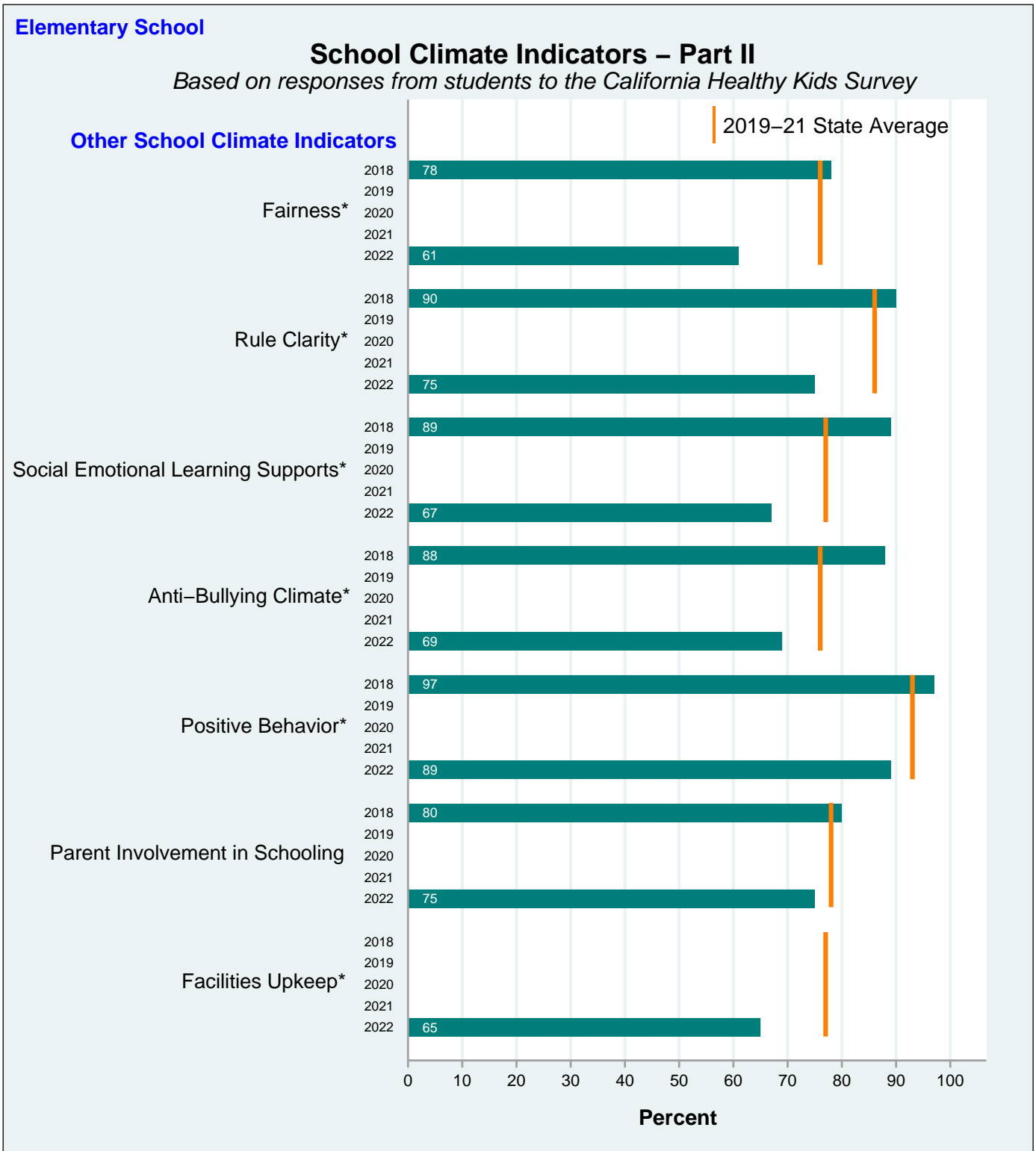
Note: *Applicable to the In-school or Hybrid instructional models only (2021).

School Climate Report Card (Elementary)—2021-2022

District: Santa Ana Unified

Date Prepared: 2 May 2022

School: Orange County Educational Arts Academy



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

School Climate Report Card (Elementary)—2021-2022

District: Santa Ana Unified

Date Prepared: 2 May 2022

School: Orange County Educational Arts Academy

Other Indicators

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

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	2022 (%)	Change
Finish all school assignments [†]	90	–	–	–	68	-22
Absent 2 or more days in the past 30 days	39	–	–	–	31	-8
Feel a part of the school*	70	–	–	–	65	-5
Adults at school care about you	77	–	–	–	70	-7
School boredom	~	~	~	~	46	–
Harassed at school*	45	–	–	–	39	-6
Parents ask about school	84	–	–	–	92	+8

Notes: [†] Survey question is slightly different across years.

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

~Data were not collected.

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

CDS code: 30666700109066

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools. All subdomains except “Low Violence Victimization” are calculated by averaging the percentage of respondents who report “Yes, most of the time” or “Yes, all of the time” on survey items that comprise each scale. “Low Violence Victimization” is computed by averaging the percentage of respondents who report “No, never” on the survey items that comprise the scale. A value of 60 on the “School Connectedness” indicator, for example, means that on average, students report “Yes, most of the time” or “Yes, all of the time” on three of the five “School Connectedness” survey items (5 multiplied by 60 percent).

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

(1) School Connectedness (5 items)

- o Do you feel close to people at/from this school?
- o Are you happy to be at/with this school?
- o Do you feel like you are part of this school?
- o Do teachers treat students fairly?
- o Do you feel safe at school?

(2) Academic Motivation (4 items)

- o Do you finish all your school assignments?
- o When you get a bad grade, do you try even harder the next time?
- o Do you keep working and working on your schoolwork until you get it right?
- o Do you keep doing your schoolwork even when it’s really hard for you?

(3) Caring Relationships (3 items)

- o Do the teachers and other grown-ups at school care about you?
- o Do the teachers and other grown-ups at school listen when you have something to say?
- o Do the teachers and other grown-ups at school make an effort to get to know you?

(4) High Expectations (3 items)

- o Do the teachers and other grown-ups at school tell you when you do a good job?
- o Do the teachers and other grown-ups at school believe that you can do a good job?
- o Do the teachers and other grown-ups at school want you to do your best?

(5) Meaningful Participation (7 items)

- o Are you given a chance to help decide school activities or rules?
- o Do the teachers and other grown-ups at school ask you about your ideas?
- o Do the teachers and other grown-ups give you a chance to solve school problems?
- o Do you get to do interesting activities at/when you participate in school?
- o Are you given a chance to help decide class activities or rules?
- o Do your teachers ask you what you want to learn about?
- o Do you do things to be helpful at school?

(6) Perceived School Safety (1 item)

- o Do you feel safe at school?

- (7) Low Violence Victimization (3 items)
 - o Do other kids hit or push you at school when they are not just playing around?
 - o Do other kids at/from school spread mean rumors or lies about you?
 - o Do other kids at/from school call you bad names or make mean jokes about you?
- (8) Fairness (4 items)
 - o Do teachers treat students fairly?
 - o Are the school rules fair?
 - o Do teachers and other grown-ups at school treat students with respect?
 - o Are students treated fairly when they break school rules?
- (9) Rule Clarity (1 item)
 - o Do students know what the rules are?
- (10) Social Emotional Learning Supports (4 items)
 - o Does your school help students resolve conflicts with one another?
 - o Does your school teach students to understand how other students think and feel?
 - o Does your school teach students to feel responsible for how they act?
 - o Does your school teach students to care about each other and treat each other with respect?
- (11) Anti-Bullying Climate (3 items)
 - o Do the teachers and other grown-ups make it clear that bullying is not allowed?
 - o If you tell a teacher that you've been bullied, will the teacher do something to help?
 - o Do students at/from your school try to stop bullying when they see it happening?
- (12) Positive Behavior (4 items)
 - o Do you follow the classroom rules?
 - o Do you follow the playground rules at recess and lunch times?
 - o Do you listen when your teacher is talking?
 - o Are you nice to other students?
- (13) Parent Involvement in Schooling (5 items)
 - o Does a parent or some other grown-up at home care about your schoolwork?
 - o Does a parent or some other grown-up at home ask if you did your homework/schoolwork?
 - o Does a parent or some other grown-up at home check your homework/schoolwork?
 - o Does a parent or some other grown-up at home ask you about school?
 - o Does a parent or some other grown-up at home ask you about your grades?
- (14) Facilities Upkeep (1 item)
 - o Is your school building neat and clean?

Results are based on responses from 5th grade students on the California Healthy Kids Survey. Student results are not included if less than 50% of students or less than 15 respondents provided data.

For the 2020-21 school year, results on student indicators that are only applicable to the In-school or Hybrid instructional models are reported if at least 10% of the respondents have indicated that they

attended school in person or participated in hybrid classes. These results should be interpreted cautiously if few students attended school in person when the survey was administered.

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

State Averages

State averages are based on responses from 5th grade students who provided data on the California Healthy Kids Survey during the 2019-2020 and 2020-2021 school years.

State Averages of School Climate Indicators

Indicator	State 2019-21 (%)	Indicator	State 2019-21 (%)
Supports and Engagement		Other School Climate Indicators	
School Connectedness	74	Fairness	76
Academic Motivation	86	Rule Clarity	86
Caring Relationships	74	Social Emotional Learning Supports	77
High Expectations	86	Anti-Bullying Climate	76
Meaningful Participation	42	Positive Behavior	93
Perceived School Safety	81	Parent Involvement in Schooling	78
Low Violence		Facilities Upkeep	77
Low Violence Victimization	61		

Explanation of Other Indicators

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

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

Selected Student-Reported School Climate Measures (CHKS)

- Finish all school assignments – finish all your school assignments “most of the time” or “all of the time.”
- Absent 2 or more days in the past 30 days – missed an entire day of school for 2 or more days for any reason in the past 30 days.
- School boredom – get really bored “most of the time” or “all of the time” at school or participating in school from home.
- Feel a part of the school – feel like you are part of this school “most of the time” or “all of the time.”

- Adults at school care about you – teachers and other grown-ups at school care about you “most of the time” or “all of the time.”
- Harassed at school – other kids at school call you bad names or make mean jokes about you “most of the time” or “all of the time.”
- Parents ask about school – a parent or some other grown-up at home asks you about school “most of the time” or “all of the time.”

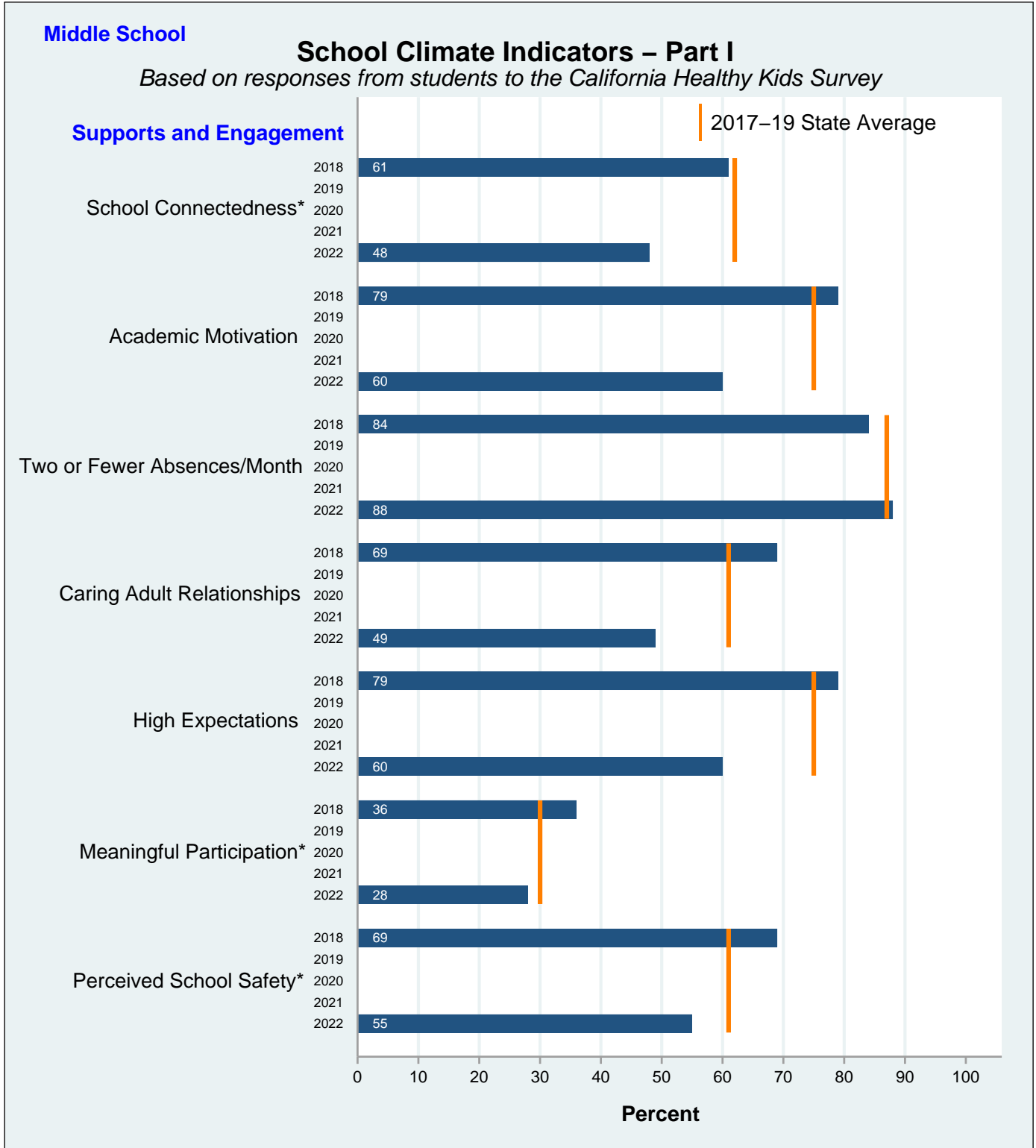
School Climate Report Card (Middle School)—2021-2022

District: Santa Ana Unified

Date Prepared: 4 May 2022

School: Orange County Educational Arts Academy

Response Rate: 84% (2018), 100% (2022)



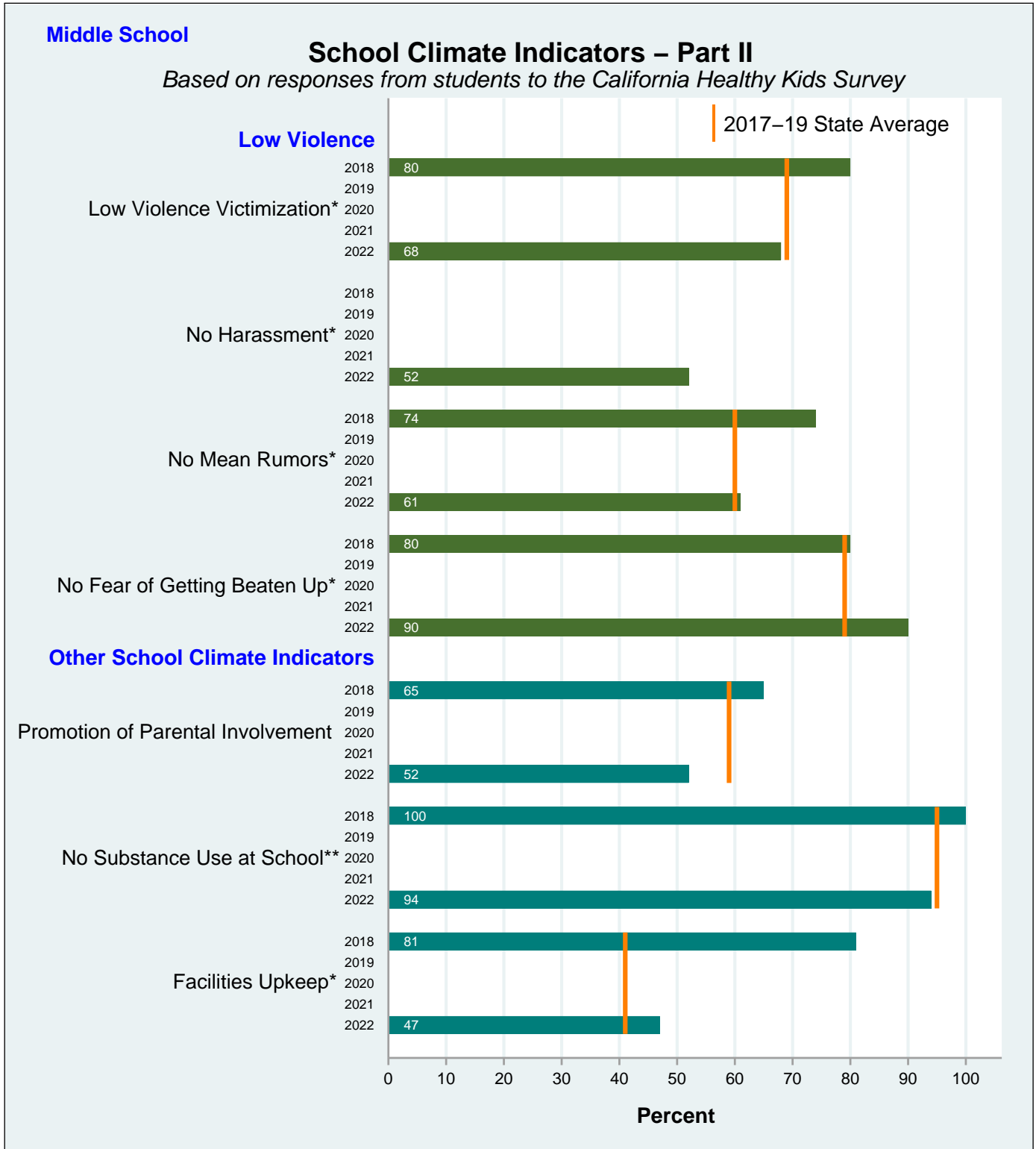
Note: *In-school or Hybrid instructional models only (2021).

School Climate Report Card (Middle School)—2021-2022

District: Santa Ana Unified

Date Prepared: 4 May 2022

School: Orange County Educational Arts Academy



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

School Climate Report Card (Middle School)—2021-2022

District: Santa Ana Unified
 School: Orange County Educational Arts Academy

Date Prepared: 4 May 2022

Other Indicators

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

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	2022 (%)	Change
Try hard on school work	83	–	–	–	77	-6
Three or more absences per month	16	–	–	–	12	-4
Feel a part of the school*	56	–	–	–	39	-17
School is really boring	~	~	~	~	58	–
School is worthless and a waste of time	~	~	~	~	12	–
Harassed or bullied at school*	~	~	–	–	48	–
Parents feel welcome to participate at this school	72	–	–	–	58	-14
School is usually clean and tidy*	81	–	–	–	47	-34
Experienced chronic sadness/hopelessness	24	–	–	–	34	+10

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

~Data were not collected.

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

CDS code: 30666700109066

How are the School Climate Indicators Calculated?

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

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

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

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

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

(1) School Connectedness (5 items)

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

(2) Academic Motivation (4 items)

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

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

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

(4) Caring Adult Relationships (3 items)

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

- o who really cares about me.
- o who notices when I’m not there.
- o who listens to me when I have something to say.

(5) High Expectations (3 items)

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

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

(6) Meaningful Participation (5 items)

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

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

(7) Perceived School Safety (1 item)

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

(8) Low Violence Victimization (8 items)

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

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

(9) No Harassment (7 items)

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

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

(10) No Mean Rumors (1 item)

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

- (11) No Fear of Getting Beaten Up (1 item)
 - o During the past 12 months, how many times on school property have you been afraid of being beaten up?
- (12) Promotion of Parental Involvement (3 items)
 - o Teachers at this school communicate with parents about what students are expected to learn in class.
 - o Parents feel welcome to participate at this school.
 - o School staff take parent concerns seriously.
- (13) No Substance Use at School (6 items)

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

 - o smoke cigarettes?
 - o use smokeless tobacco (dip, chew, or snuff)?
 - o vape?
 - o have at least one drink of alcohol?
 - o use marijuana (smoke, vape, eat, or drink)?
 - o use any other drug, pill, or medicine to get “high” or for reasons other than medical?
- (14) Facilities Upkeep (1 item)
 - o My school is usually clean and tidy.

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

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

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

State Averages

State averages are based on responses from 7th grade students who provided data on the Biennial State California Healthy Kids Survey during the 2017-2018 and 2018-2019 school years.

The state average for “No Harassment” is not available (na) for the 2017-2019 academic years because a survey item that comprises the subdomain was changed after the 2019-20 school year.

State Averages of School Climate Indicators

Indicator	State 2017-19 (%)	Indicator	State 2017-19 (%)
Supports and Engagement		Low Violence	
School Connectedness	62	Low Violence Victimization	69
Academic Motivation	75	No Harassment	na
Two or Fewer Absences per Month	87	No Mean Rumors	60
Caring Adult Relationships	61	No Fear of Getting Beaten Up	79
High Expectations	75	Other School Climate Indicators	
Meaningful Participation	30	Promotion of Parental Involvement	59
Perceived School Safety	61	No Substance Use at School	95
		Facilities Upkeep	41

Explanation of Other Indicators

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

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

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Three or more absences per month – missed school on three or more days in the past 30 days.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- School is really boring – agree that school is really boring (rating of 6 or higher on a 0-10 scale).
- School is worthless and a waste of time – agree that school is worthless and a waste of time (rating of 6 or higher on a 0-10 scale).
- Harassed or bullied at school – harassed or bullied on school property in the past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay, lesbian, or bisexual or someone thought you were; (e) a physical or mental disability; (f) you are an immigrant or someone thought you were; (g) any other reason.
- Parents feel welcome to participate at this school – “agree” or “strongly agree” that parents feel welcome to participate at this school.
- School is usually clean and tidy – “agree” or “strongly agree” that school is usually clean and tidy.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.



"At CSMC We Rise by Lifting Others"

Financials through Mar 31, 2022

Monthly Financial Board Report

Prepared for: Orange County Educational Arts Academy

Prepared by School's CSMC SBM -Scott Warner

Financial Summary

Actual to Budget:

This report is as of **Mar 31, 2022**, compared against our board-approved budget on **February 9, 2022**, based on **591** students enrolled and **514.17** ADA.

YTD Revenues Through **Mar 31, 2022**, are **\$6,374,436** or **4.9% ahead of** our current budget.

YTD Expenses Through **Mar 31, 2022**, are **\$7,320,942** or **-3.5% behind** our current budget.

Therefore, net income is **(\$946,506)** or **-5.6% ahead of** our current budget.

Balance Sheet:

As of **Mar 31, 2022**, we had total cash of **\$2,467,297**, short-term liabilities of **\$1,143,708**, and long-term liabilities of **\$452,256**. The ending fund balance is **\$1,770,912**.



Understanding the Financial Health of the Organization

The chart below explains some of the parameters that the school's leadership can evaluate to understand their financial health, and potential areas of weakness.

Current Ratio (Liquidity)

Ability to pay short-term obligations



Current:

2.3

Target:

> 1.0

Formula:

$(\text{Current Assets}) / (\text{Current Liabilities})$

Defensive Interval

Months of continued operation without incoming funds



Current:

3.2

Target:

> 3 months

Formula:

$(\text{Cash} + \text{Securities} + \text{AR}) / (\text{Average Expenses for Past 12 Months})$

Cash Ratio

Ability to meet short-term obligations with cash



Current:

215.7 %

Target:

> 100.0 %


Formula:

$(\text{Cash}) / (\text{Current Liabilities})$

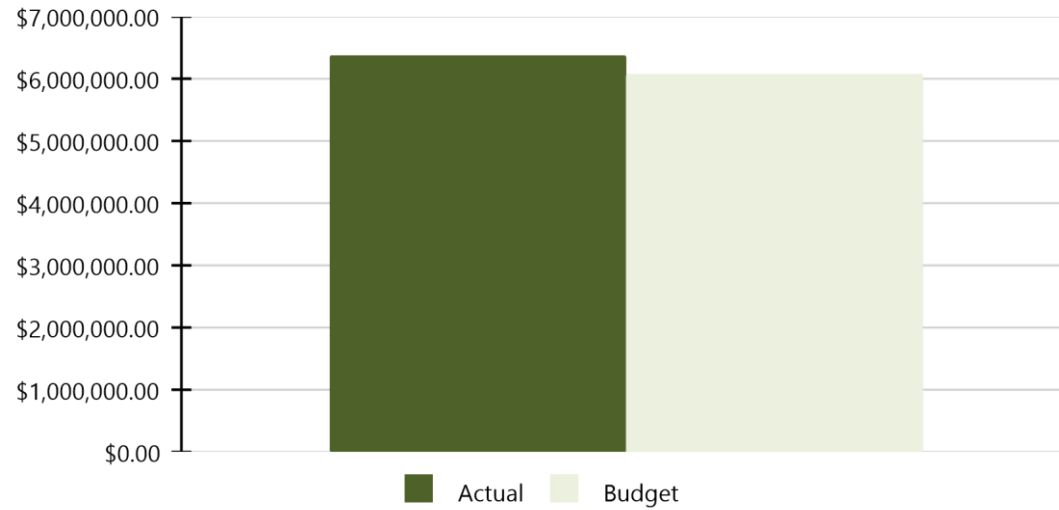


Orange County Educational Arts Academy Financial Snapshot

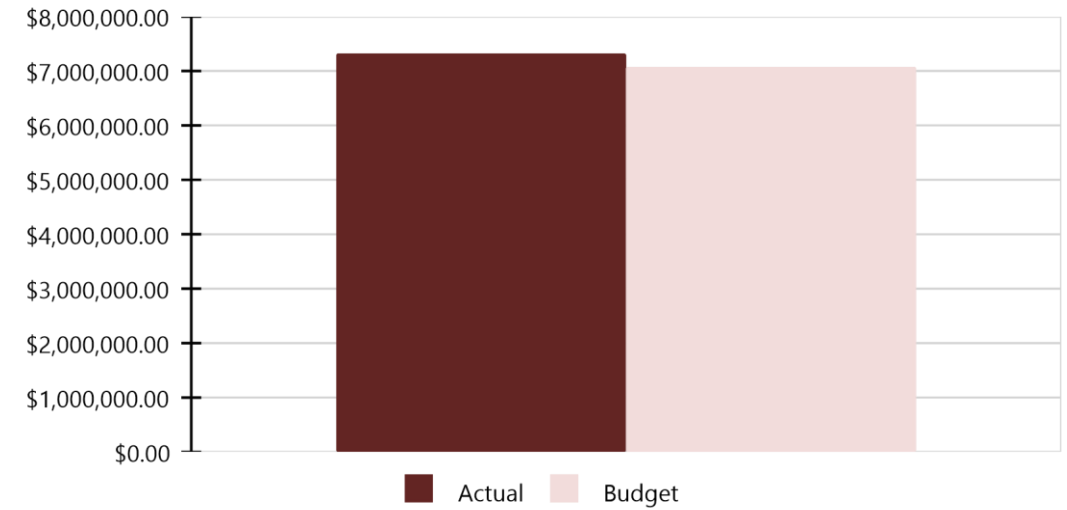
FY 2021-2022, July - March

Cash Balance

\$2,467,297

Revenue to Date



Expense to Date



Revenue Summary

Actual	\$6,374,436
Budget	\$6,073,795
Actual to Budget	4.9 %

Expense Summary

Actual	\$7,320,942
Budget	\$7,076,198
Actual to Budget	3.5 %



Actual to Budget Summary

FY 2021-2022, July - March

This report displays all actual and budgeted revenue and expenditures by object code series and by month. This report can be useful in ensuring you receive your revenue in a timely manner and that you stay within the board approved expenditure levels.

Revenue

\$6,374,436

Expenses

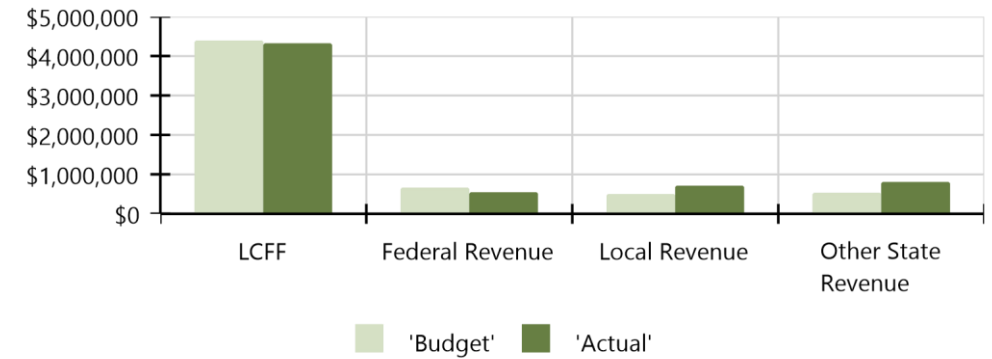
\$7,320,942

Surplus / (Deficit)

(\$946,506)

Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
LCFF	\$4,318,292	\$4,388,781	(\$70,489)	\$5,889,965	73.3 %	\$1,571,673
Federal Revenue	\$541,001	\$659,183	(\$118,182)	\$1,656,361	32.7 %	\$1,115,360
Other State Revenue	\$803,994	\$529,596	\$274,398	\$1,269,834	63.3 %	\$465,840
Local Revenue	\$711,149	\$496,235	\$214,914	\$670,500	106.1 %	(\$40,649)
Total Revenue	\$6,374,436	\$6,073,795	\$300,641	\$9,486,659	67.2 %	\$3,112,223

Revenue by Category



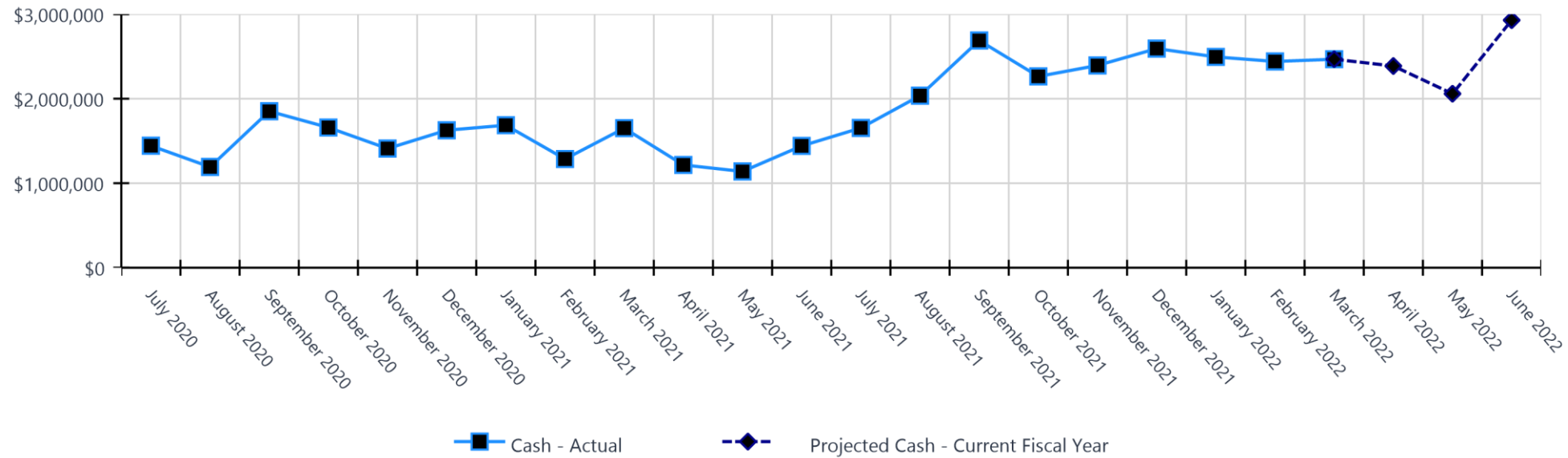
Account Description	July - Last Closed			2021-2022		
	Actual	Budget	Variance \$	Total Budget	Actual to Total Budget %	Remaining Budget
Certificated Salaries	\$2,057,117	\$2,064,793	\$7,675	\$2,833,235	72.6 %	\$776,117
Classified Salaries	\$1,232,985	\$1,200,201	(\$32,785)	\$1,679,404	73.4 %	\$446,419
Employee Benefits	\$1,146,218	\$1,159,759	\$13,541	\$1,552,379	73.8 %	\$406,161
Total Personnel Expenses	\$4,436,321	\$4,424,752	(\$11,569)	\$6,065,018	73.1 %	\$1,628,698
Books and Supplies	\$664,070	\$561,747	(\$102,324)	\$701,000	94.7 %	\$36,930
Services & Other Operating Expenses	\$2,050,985	\$2,171,675	\$120,690	\$2,874,799	71.3 %	\$823,813
Capital Outlay	\$140,409	\$93,606	(\$46,803)	\$192,370	73.0 %	\$51,961
Other Outgo	\$29,157	(\$175,582)	(\$204,739)	(\$165,260)	-17.6 %	(\$194,417)
Total Operational Expenses	\$2,884,622	\$2,651,446	(\$233,175)	\$3,602,909	80.1 %	\$718,287
Total Expenses	\$7,320,942	\$7,076,198	(\$244,744)	\$9,667,927	75.7 %	\$2,346,985
Net Income	(\$946,506)	(\$1,002,403)	\$55,897	(\$181,268)	522.2 %	\$765,239

Expense by Category



Monthly Cash Balance Over Time

Current fiscal year and prior year



	Cash Amount	Actual or Projected
July 2020	\$1,443,374.19	Actual
August 2020	\$1,192,021.87	Actual
September 2020	\$1,851,442.61	Actual
October 2020	\$1,659,158.22	Actual
November 2020	\$1,409,890.99	Actual
December 2020	\$1,626,675.83	Actual
January 2021	\$1,686,087.14	Actual
February 2021	\$1,285,868.23	Actual
March 2021	\$1,651,091.28	Actual
April 2021	\$1,215,899.01	Actual
May 2021	\$1,138,813.67	Actual
June 2021	\$1,440,971.75	Actual

	Cash Amount	Actual or Projected
July 2021	\$1,653,878.64	Actual
August 2021	\$2,035,565.73	Actual
September 2021	\$2,689,274.11	Actual
October 2021	\$2,263,722.05	Actual
November 2021	\$2,393,913.66	Actual
December 2021	\$2,593,130.08	Actual
January 2022	\$2,494,604.47	Actual
February 2022	\$2,440,874.05	Actual
March 2022	\$2,467,296.68	Actual
April 2022	\$2,387,087.00	Projected
May 2022	\$2,058,566.00	Projected
June 2022	\$2,929,583.00	Projected



Balance Sheet Summary

FY 2021-2022 - March

Liquidity Ratio

2.3

The balance sheet displays all of the school's assets and the school's obligations ('liabilities') at a particular point in time. It is a useful way to ensure the school has enough money to pay off its debts.

Assets	
Current Assets	
Cash	\$2,467,297
Accounts Receivables	\$112,476
Prepaid Expenses	\$39,594
Total Current Assets	\$2,619,367
Fixed Assets	
Buildings and Improvements	\$1,896,116
Computer Equipment	\$197,965
Furniture and Fixtures	\$89,579
Accumulated Depreciation	(\$1,608,633)
Total Fixed Assets	\$575,026
Other Assets	
Security Deposits	\$172,484
Total Other Assets	\$172,484
Total Assets	\$3,366,876

Liabilities and Net Assets	
Current Liabilities	
Accounts Payable	\$618,241
Accrued Salaries, Payroll Taxes, Postemployment Benefits	\$223,899
Deposits held on behalf of other employees	\$20
Deferred Revenue	\$301,548
Total Current Liabilities	\$1,143,708
Long Term Liabilities	
Loans Payable	\$452,256
Total Long Term Liabilities	\$452,256
Total Liabilities	\$1,595,964
Net Assets	
Restricted Net Assets	\$92,245
Unrestricted Net Assets	\$2,625,173
Profit/Loss YTD	(\$946,506)
Total Net Assets	\$1,770,912
Total Liabilities and Net Assets	\$3,366,876

CSMC Charter School Support Team



Executive VP of Client Services
Tom Nichols



tnichols@csmci.com



Regional SBM Director
Scott Warner



swarner@csmci.com



School Business Manager
Scott Warner



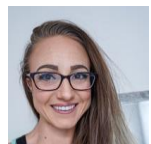
swarner@csmci.com



Regional AM Director
Mai Luong



mluong@csmci.com



Account Manager
Kayla Tocco



ktocco@csmci.com



Associate AM
Evelyn Jardimiano



ejardiniano@csmci.com



Looking Ahead

5/11/2022	Board Meeting
5/15/2022	Form 990 Return of Exempt Organization
5/16/2022	Due Mid May: Public Hearing for Preliminary Budget and LCAP
	Due Mid May: Preliminary Budget for next fiscal year
5/18/2022	CSMC Virtual Office Hours, open to all CSMC clients
5/20/2022	Annual report for federal pandemic relief funds
6/1/2022	Consolidated Application (ConApp), due 6/30
	Approval of LCAP and Budget, due 6/30
	CSMC Webinar, open to all CSMC clients
6/2/2022	SB740 application possibly due
6/8/2022	Board Meeting
6/15/2022	CSMC Virtual Office Hours, open to all CSMC clients
	Charter school information survey due to CDE
6/25/2022	P-2 Attendance Report
6/29/2022	CSMC Webinar, open to all CSMC clients
6/30/2022	Consolidated Application (ConApp)
	Approval of LCAP and Budget





HELPING THE CHARTER MOVEMENT SUCCEED ONE SCHOOL AT A TIME

info@csmci.com

Office: 888.994.CSMC

43460 Ridge Park Dr., Ste. 100
Temecula, Ca 92590

POWERED BY:



Charter Vision

Supplemental Information

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ORANGE COUNTY EDUCATIONAL ARTS ACADEMY EMERGENCY PROCEDURES

April 2022

This information is provided as a guideline for actions in the event of an emergency. Not all situations in a critical incident can be predicted. Our values are such that safety and protection of life should always be the first priority.

OCEAA CDS Code: 0109066

School Address: 825 & 826 N. Broadway, Santa Ana CA 92701

School Phone: 714-558-2787

Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements for all school operating and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

Orange County Educational Arts Academy has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations.



OCEAA assesses the safety of students, staff, and families annually, as part of our process to approve our Comprehensive School Safety Plan. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey (due to COVID-19, the Learning From Home Survey, was completed for this school cycle in lieu of the California Healthy Kids Survey). We maintain a relationship with our local law enforcement agencies and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting



Important Emergency Numbers

All emergencies	911
❖ Santa Ana Police Dept.	(714) 834-4211
❖ Orange County Sheriff Dept.	(714) 647-7000
❖ Orange County Fire Authority	(714) 573-6000
❖ CARE Ambulance Service	(714) 288-3800
❖ The Gas Company	(800) 472-2200
❖ Southern California Edison, Electricity	(800) 655-4555
❖ Santa Ana Water Services	(714) 647-5454
❖ 24 Hour Suicide Prevention Line	(800) 273-8255
❖ Crisis Assessment Team	(714) 517-6353

School Safety Committee

- ❖ Mike Limon - Executive Director
- ❖ TBD – School Director
- ❖ Catherine Finneran - Office Manager
- ❖ Pedro Alard – Assistant Chief Deputy U.S. Marshal



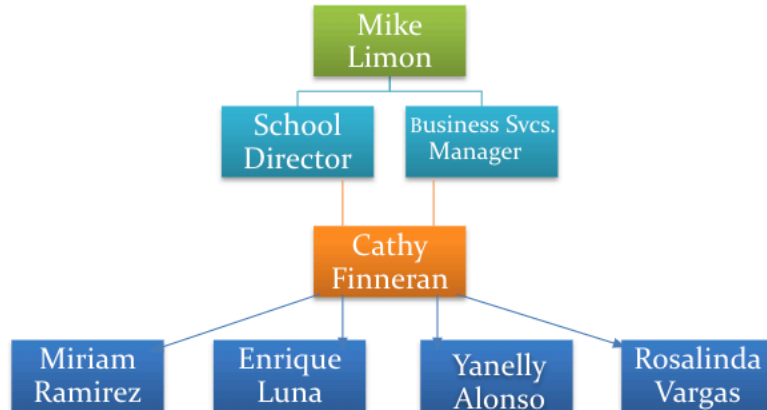
Leadership Chain of Command

April 2022

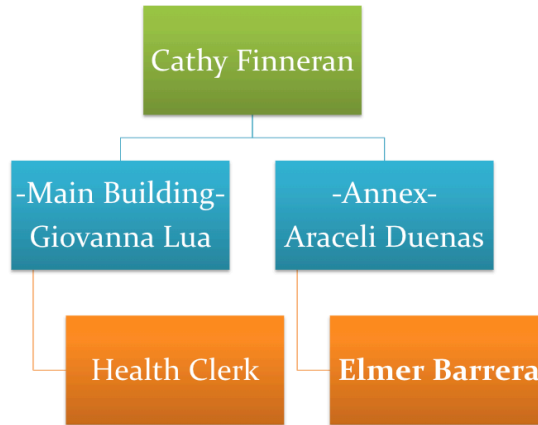
The chart below gives you an overview of whom is in command for school-wide needs, challenges or emergencies. If someone is offsite or off-duty, the person(s) directly below will be in command. In some cases, some folks will co-lead command because of reachability and knowledge of policies and procedures

If you find yourself in a situation where you cannot locate anyone in command or need general support, the following leads are your point of contact per site.

OCEAA 21-22



OCEAA 21-22



Organizational Chart

ED to oversee vendors, IT, etc.

OCEAA 21-22

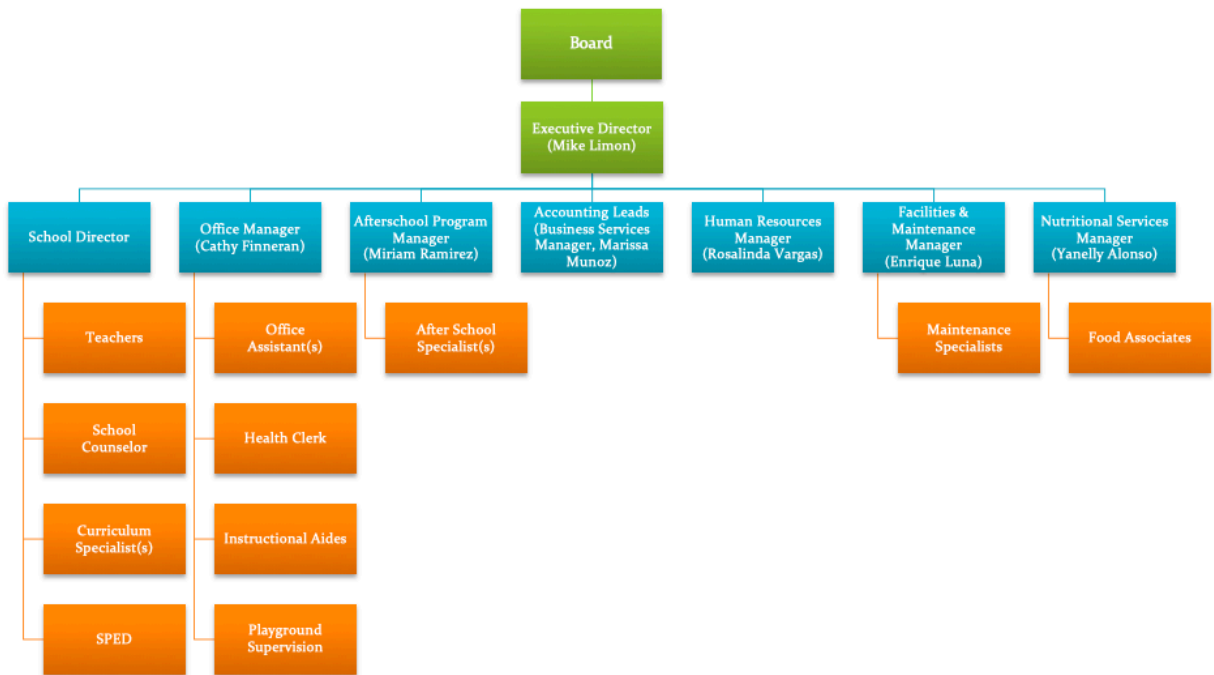


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- n) Annex Evacuation Routes to Exits and Assembly Area

I. UNIVERSAL EMERGENCY PROTOCOLS

EVACUATION PROCEDURES

DURING CLASS TIME

- ❖ Administrator or designee signals evacuation or alarm bell rings.
- ❖ With staff supervision, students quickly exit the classroom and WALK in orderly lines.
- ❖ Students evacuate the building by designated routes to Incident Command Center.
 - Main Campus - OCSA parking lot next to OCEAA's building. See evacuation maps in Appendices for routes and location.
 - Annex Campus – Parking lot next to Annex building. See evacuation map for routes and location.
- ❖ DO NOT USE ELEVATORS
- ❖ **Teachers:**
 - Take your EMERGENCY BACKPACKS with rosters, RED/GREEN SIGNS and attendance sheets with you.
 - Check that all students are out of the classroom.
 - Check that all exits are clear.
 - **Close the classroom door. DO NOT LOCK** (*Later entry may be required.*) – *Lock Block on the door should be on.*
- ❖ Students stand in assigned class lines.
- ❖ Teacher takes roll and accounts for each child. The first student in the class line will hold the RED/GREEN SIGN (except for the TK/K grades; teachers will do this) so the Registrar can do a student count at the Incident Command Center (OCSA parking lot at Main, parking lot next to Annex campus).
- ❖ Students in classrooms other than their own are to remain with that class until given permission by both teachers to rejoin their class.
- ❖ Students remain standing in orderly and quiet lines (Voice Level 1) until the **all clear** signal is given by an administrator or designee.

BEFORE SCHOOL, DURING LUNCH AND DURING RECESS

- ❖ With staff supervision, students WALK to the assigned class line on the playground where they meet their teacher during morning assemblies.
- ❖ Students remain in orderly and silent lines until the **all clear** signal is given by an administrator.

DURING P.E.

- ❖ Teacher, or supervising adult, stops play, organizes class(es) into silent and orderly lines and directs class(es) to the assigned playground lines.

- ❖ Students remain in orderly and silent lines until **all clear** signals are given by an administrator.

WHEN NOT IN YOUR OWN CLASSROOM

- ❖ Teachers should be familiar with the assembly area and evacuation route designated for that classroom or area.
- ❖ The available EMERGENCY BACKPACK should accompany the class and be used by the teacher, or supervising adult, to account for all students.
- ❖ Follow procedures listed above.

DROP, COVER AND HOLD PROCEDURES



When staff command is given or shaking starts:

	<p>DROP where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.</p>
	<p>COVER your head and neck with one arm and hand</p> <ul style="list-style-type: none"> ❖ If a sturdy table or desk is nearby, crawl underneath it for shelter ❖ If no shelter is nearby, crawl next to an interior wall (away from windows) ❖ Stay on your knees; bend over to protect vital organs
	<p>HOLD ON until shaking stops</p> <ul style="list-style-type: none"> ❖ Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts ❖ No shelter: hold on to your head and neck with both arms and hands.

Indoors, not in a classroom:

- ❖ Avoid exterior walls, windows, hanging objects, tall furniture, large appliances, and cabinets with heavy objects or glass.
- ❖ Do not try to move more than 5-7 feet before getting on the ground.
- ❖ Do not go outside during shaking!
- ❖ The area near the exterior walls of a building is the most dangerous place to be.

Outdoors:

- ❖ Move to a clear area if you can safely do so; avoid power lines, trees, signs, buildings, vehicles, and other hazards.
- ❖ *Drop, Cover, and Hold On.* This protects you from any objects that may be thrown from the side, even if nothing is directly above you.

Wait for further instructions or signals to evacuate.

LOCKDOWN PROCEDURES

One means of securing the school is to implement lockdown procedures. These procedures may be called for in the following instances:

- 1) Lockdown with warning – The threat is outside of the school building. The school may have been notified of a potential threat outside of the building.
- 2) Lockdown with intruder – The threat/intruder is inside the building.

Lockdown with warning procedures (Call 911 to report the lockdown and reason for it)

- ❖ Building administrator will order and announce “lockdown with warning” procedures through our telephone paging system. Repeat the announcement several times. Be direct. Code words lead to confusion.
- ❖ Bring people inside.
- ❖ Lock down all access doors including exterior doors.
- ❖ Clear hallways, restrooms and other rooms that cannot be secured.
- ❖ Pull shades. Keep students away from windows.
- ❖ Control all movement, but continue classes. Move on announcement only.
- ❖ Building administrator will announce “all clear.”

Lockdown with intruder procedures (these actions happen rapidly)

- ❖ Building administrator will order and announce “This is a lockdown with intruder, this is not a drill” through the phone announcement paging system.
 - Repeat the announcement several times. Be direct. Code words lead to confusion.
- ❖ Immediately direct all students, staff and visitors into nearest classroom or a secured space.
- ❖ Classes that are outside of the building SHOULD NOT enter the building. Move outside classes to the primary evacuation site.
- ❖ Lock classroom doors.
- ❖ DO NOT lock exterior doors.
- ❖ Move people away from windows and doors. Turn off lights.
- ❖ DO NOT respond to anyone at the door until “all clear” is announced.
- ❖ Building administrator will announce “all clear.”
- ❖ Formulate and send parent notification via school social platforms.
- ❖ Implementation of parent/student reunification plan. Safety Committee to formulate plan.

SHELTER-IN-PLACE PROCEDURES

Sheltering in place provides refuge for students, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of inhabitants.

Sheltering in place is used when evacuation would put people at risk (i.e., tornado,

environmental hazard, blocked evacuation route).

Shelter areas may change depending on the emergency.

- ❖ Identify safe areas in each school building.
 - Main Campus: 1st-3rd in Garden Grill and 4th-8th in Library/classroom w/o windows
 - Annex: Sanchez (Room # 303) in Gutierrez's classroom (Room 302) Levy (Room305)/Alaniz (Room 304) in Vargas' classroom (301)
 - Staff in closest areas in both buildings.
- ❖ Building administrator announces that students and staff must go to shelter areas.
- ❖ Bring all persons inside building(s).
- ❖ Close all exterior doors and windows, if appropriate.
- ❖ Turn off ventilation leading outdoors, if appropriate.
- ❖ Teachers account for all students after arriving in the shelter area.
- ❖ All persons remain in shelter areas until a building administrator or emergency responder declares that it is safe to leave.

If all evacuation routes are blocked:

- ❖ Stay in the room and close the door.
- ❖ Keep the air as clean as possible.
 - Seal door.
 - Open or close windows as appropriate.
 - Limit movement and talking in the room.
- ❖ Communicate your situation to administration or emergency officials by whatever means possible.

II. ALPHABETICAL INDEX OF EMERGENCY PROTOCOLS

ACCIDENT AT SCHOOL

Staff actions

- ❖ Report accident to School Director or health office, office; call 911 if warranted.
- ❖ Provide for immediate medical attention (first aid) including performing necessary life-sustaining measures (CPR, AED, etc.), until trained emergency medical services arrive.
- ❖ For relatively minor events, have students taken to office or school health clerk for assistance.

Administrator or Designee actions:

- ❖ Provide appropriate medical attention, call 911 if needed.
- ❖ Complete appropriate documentation.
- ❖ Contact parents, guardians as appropriate to seek appropriate follow-up services if needed.
- ❖ Document actions and complete incident reports.

ASSAULT

When student(s) or staff has been assaulted use the following guidelines:

Staff observing the incident:

- ❖ Report to School Director the type and number of injuries and if assailant is still in area
- ❖ Give a good description of the assailant (clothing, height, etc.).
- ❖ Give location of the assault.
- ❖ If assailant has left the building on foot give direction of travel.
- ❖ If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel.
- ❖ Administer first aid, and get medical attention if needed.

Administrator or Designee actions:

- ❖ If threat still persists determine whether to initiate Lockdown.
- ❖ Call 911 if warranted, or notify law enforcement (required by K.R.S.).
- ❖ Give type and number of injuries.
- ❖ Advise if assailant is still in building or on the property.
- ❖ Give description of assailant.
- ❖ Give direction of travel and type of vehicle.
- ❖ Document actions and complete incident reports.

BLOODBORNE PATHOGENS / INFECTIOUS SUBSTANCES

Administrator, Team, Staff:

- ❖ Exercise appropriate caution when informing others about an individual with any infectious disease (follow HIPAA guidelines).
- ❖ Make certain that those individuals who contact the child on a regular basis know, and insist that, they maintain confidentiality. Those individuals would include:
 - School Director
 - School nurse
 - Teachers
 - Office Manager
- ❖ Unless directed by a physician otherwise, allow the individual unrestricted school attendance and activities.
 - If a child does not have control of their bodily functions and body fluids, or may bite others, their environment should be more restricted.
- ❖ Document actions and complete incident reports.

Tips for Teachers:

- ❖ Daily activities (including sports and classroom functions) should not be altered unless contact resulting in cuts or injury is common or expected.

- ❖ If a student injures themselves and is bleeding take the following actions:
 - Don appropriate personal protective equipment.
 - Bandage the wound securely.
 - Isolate any contaminated items for appropriate disposal.

BOMB THREAT /TERRORIST THREAT (CHECKLIST FOR TELEPHONE THREATS = Last page in document)

In the event of a threat to the school or facility:

☐ **Staff Actions:**

Receiving a Threat:

1. Phone Threat

- ❖ All personnel who answer telephone calls from outside sources shall be provided a “Threat Report Checklist”, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat.
- ❖ If possible, signal other staff members to listen and notify the School Director and police.
- ❖ Copy any information displayed in the Caller ID – photograph if able.
- ❖ Write down the exact wording of the threat.
- ❖ Keep the caller on the line for as long as possible, use the Threat Checklist to gather as much information as possible.
- ❖ Record the call if the telephone or other available equipment allows.
- ❖ Fill out the Threat Checklist immediately.
- ❖ Be available for interviews with an administrator and other public safety personnel.

2. Verbal Threat

- ❖ If the perpetrator leaves, note which direction they fled.
- ❖ Notify an administrator.
- ❖ Transcribe the threat exactly as it was communicated.
- ❖ Note the description of the person(s) who made the threat:
 - Name (if known)
 - Gender
 - Race
 - Type/Color of clothing
 - Approximate height and weight (body type)
 - Hair and eye color
 - Voice (loud, deep, accent)
 - Other distinguishing features

3. Written Threat

- ❖ If found within a document, handle the document as little as possible.

- ❖ If found on a portion/component of the structure, etc. “Do not touch”.
- ❖ Notify the School Director and others as appropriate.
- ❖ Rewrite the threat exactly as is on another sheet of paper noting the following:
 - Date/time/location that the document was found
 - Any situations or conditions surrounding the discovery/delivery
 - Full names of any person(s) who saw the threat
- ❖ Secure the original item: Do not alter the item in any way.
- ❖ If small/removable, place in a clear plastic bag.
- ❖ If large/stationary, secure the location.
- ❖ Photograph the document and or object that the threat is written on.

4. Electronic (Social Media) Threat

- ❖ Leave the message open on the computer.
- ❖ Notify the School Director and others as appropriate.
- ❖ Print, photograph or copy the message and subject line, note the date and time.

Administrator/Designee Actions:

- ❖ Assess the threat in consultation with local law enforcement/EMS personnel.
- ❖ Conduct building security scan.
- ❖ Determine if January evacuation is appropriate (assure evacuation route and off-site location is safe utilizing police/EMS personnel).
- ❖ If no evacuation, decide upon appropriate response.
- ❖ Determine appropriate communication procedures.
- ❖ Document actions and complete incident report.

CHEMICAL MATERIAL SPILL

Chemical accidents may originate inside or outside buildings. Examples include: toxic leaks or spills caused by tank, truck, or railroad accidents; water treatment/waste treatment plants; industry or laboratory spills, etc.

1. Accidents originating OUTSIDE the building:

Staff Actions:

- ❖ Notify School Director and team.
- ❖ Move students away from immediate vicinity of danger (if outside, reverse evacuation).
- ❖ Observe wind direction by observing flags or leaves and move students appropriately.

Administrator/Designee Actions:

- ❖ Initiate Shelter in Place, shut off HVAC units.
- ❖ Call 911.
- ❖ Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes.

2. Accidents originating INSIDE the building:

Staff Actions:

- ❖ Notify School Director.
- ❖ Move students away from immediate vicinity of danger.

Administrator/Designee Actions:

- ❖ Check the Material Safety Data Sheet (MSDS) to determine the urgency of situation.
- ❖ Call 911 if warranted.
- ❖ Initiate evacuation plan; avoid the area where the chemical accident occurred and any fumes which are present.
- ❖ Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be upwind, uphill, and upstream from the location of the spill.
- ❖ Wait for instructions from the emergency responders.
- ❖ Do not take unsafe actions such as returning to the building before it has been declared safe.
- ❖ Refrain from lighting matches, candles, or other fires which could cause an explosion or ignite volatile fumes.
- ❖ Document actions and complete incident report.

EARTHQUAKE

Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremors subside. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

Staff Actions:

If inside:

- ❖ Initiate Drop, Cover and Hold.
- ❖ If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects.
- ❖ Leave doors open to minimize jamming if the building shifts.
- ❖ Do not attempt to run through building or outside due to risk of falling objects.
- ❖ After initial shock, prepare for possible aftershock, then supervise evacuation and standard student accounting (avoid all hazards, i.e., electrical wires, broken glass, etc.).

If outside:

- ❖ Move quickly away from building and overhead electrical wires.
- ❖ Initiate Drop, Cover and Hold.
- ❖ Do not attempt to enter building until authorized to do so.
- ❖ Do not light fires or touch fallen wires.
- ❖ Be alert for instructions from administration.

☐ Administrator/Designee Actions:

- ❖ Signal evacuation procedures to Assembly Area.
- ❖ Implement Emergency Response Protocol.
- ❖ Document actions and complete incident reports.

FIELD TRIPS

In the event of an injury/emergency during a field trip, the following steps should be followed:

☐ Staff Actions:

- ❖ Assess the situation and seek immediate help if needed.
- ❖ Inform Administrator (School Director, Cathy Finneran, Mike Limón) by either calling the main school phone number at 714-558-2787 or their cell phone numbers.
- ❖ Location, student name and situation should be given to Administrator contacted.
- ❖ Maintain order and keep other students calm and away from injured student.

☐ Administrator/Designee Actions:

- ❖ Call 911 or student parents as applicable.
- ❖ Implement Emergency Response Protocol.
- ❖ Document actions and complete incident reports.

FIRE

By law, schools practice fire drills periodically. In case of an actual fire, implement the practiced evacuation procedures and the following steps.

In the event of a fire:

☐ Staff Actions:

- ❖ Pull alarm.
- ❖ Supervise evacuation procedures to outside Assembly Area.
- ❖ Follow student accounting procedures.
- ❖ Do not re-enter building until being given permission to re-enter.

☐ Administrator/Designee Actions:

- ❖ Call 911.
- ❖ Implement Emergency Response Protocol.
- ❖ Document actions and complete incident reports.

FIGHT/DISTURBANCE

When a fight or disturbance occurs:

Staff Actions:

- ❖ Notify Administrator.
- ❖ Ensure the safety of students and staff.
- ❖ Use a calm voice and tone when addressing students.
- ❖ Disperse onlookers and keep others from congregating in the area.
- ❖ Separate participants.
- ❖ Ensure that first aid is rendered if anyone is injured.

Administrator/Designee Actions:

- ❖ Address the event according to school policy and procedures.
- ❖ Notify parents or legal guardians of students involved in fight/disturbance.
- ❖ Notify law enforcement if applicable.
- ❖ Make appropriate referrals to student services such as school counselor.
- ❖ Document all actions taken by staff and complete incident reports.

GAS LEAK

All school personnel, including cafeteria managers and custodians, report any suspected gas leak to an administrator immediately.

Staff Actions:

- ❖ Notify administrator.
- ❖ Move students from immediate vicinity of danger.

Administrator/Designee Actions:

- ❖ Call 911.
- ❖ If the gas leak is internal, implement evacuation procedures. Refrain from lighting matches or candles, and do not turn off/on electrical switches/equipment including cell phones (remember, electrical sparks can trigger an explosion).
- ❖ Notify gas company.
- ❖ Determine whether to move to alternate location.
- ❖ Do not re-enter building until being given permission to do so by emergency personnel.
- ❖ If the gas leak is external, all students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or follow Shelter in Place (seal off windows and doors) until further instructions are received.
- ❖ Document actions and complete incident reports.

HOSTAGE SITUATION /KIDNAPPING

☐ Staff Actions:

- ❖ Notify administration.
- ❖ Keep all students in their classrooms until further notice.

☐ Administrator/Designee Actions:

- ❖ Initiate Lockdown.
- ❖ Call 911.
- ❖ Notify all students outside their classrooms (including those outside the building) to report to the nearest safe area.
- ❖ Under no circumstances should the students be evacuated from the building without approval and/or assistance.
- ❖ If the hostage taker can be contained in one section of the building, students should be moved from exposed areas to a safer part of the building.
- ❖ Document actions and complete incident reports.

POWER OUTAGE

During Power Outage:

- ❖ Staff to use school issued radios and cell phones to communicate.
- ❖ Keep students calm and in their classroom until further instructions by Administrators. If students need to leave, send students in pairs.
- ❖ Retrieve and use the flashlight in your emergency backpacks.
- ❖ Maintenance to check breakers in Electrical Room.

PUBLIC AGENCY USE OF SCHOOL BUILDINGS FOR EMERGENCY SHELTERS

Opening an American Red Cross Shelter in School Facilities

The time frame necessary to accomplish all of the steps to establish a shelter may vary from a few hours to several days. The goal is to respond to the needs of the community within the first 24 hours following a catastrophic disaster. When school property is used to establish an American Red Cross emergency shelter, the following procedures can be expected to be followed:

1. Initiate post disaster survey of facilities to establish safety and suitability of them.
2. American Red Cross (ARC) personnel will obtain permission of the facility manager or Incident Commander to use the facilities.
3. ARC personnel and school personnel will conduct a joint inventory of the facilities. ARC personnel will implement a pre-established shelter plan.

4. ARC personnel will register all inhabitants of the shelter.
5. If the shelter is established while school is in session and children are present, ARC will not interfere with the implementation of the school's own disaster plan. The ARC shelter plan is not to replace plans or abrogate the school's responsibility for the management and safety of school children. If school children in the care of a teacher or school official require the services at a Red Cross shelter, the teacher/school official will be acting in the place of a parent until the responsibility can be transferred to an-adult family member.

School employees will be expected to assist in the Red Cross shelter once they have met their obligations to family and job emergency responsibilities. Instructions and training for walk-in (temporary) Red Cross disaster volunteers will be available at the shelters.

SUICIDE IDEATIONS AND SUPPORT

Warning signs are observed by or reported to school personnel

“Walk and Talk Referral”

Student should not be left unattended or leave school until cleared by Mental Health or School Administrator

Contact: School Psychologist 3170 and/or Counselor 3270
Additionally, Contact Health Office 3150 or 911 if there is an injury
Mental health/suicidal ideation assessment needs to be completed immediately

If mental health support is not available connect with School Administrators
Immediately utilizing a walkie talkie or calling main office 3210 or annex office 4300

Notify Executive Director 3020 and/or School Director 3010 as soon as another staff member is available.

Mental Health or School Administrator will Contact CAT at 1-866-830-6011 (Orange County Health Care Agency Crisis Assessment Team) if further assessment is needed.

Further Assessment Needed

- CAT Team notified
- Parent(s) notified
- Front Office notified of CAT/Ambulance arrivals
- Notification to other school

Monitor and Support

- Parent(s) notified
- Follow-up services arranged
- Staff member designated as student “go-to-person” for assistance
- Safely plan
- Notification to other school personnel will be made by School Director

Transition/re-entry meeting must be coordinated by school administration upon student’s return from hospitalization or clinical assessment before the student returns to class. This meeting shall include school administration, support staff and parents.

Shall include:

- Coordinate plan to monitor/support student (if SpEd, notify case manager)
- Providing counseling resources and Safety Plan
- Release of information form with providers
- Designate staff contact for student
- Minimum of two follow-up visits within 1st month of return to class
- Monitor attendance

THREAT RESPONSE (INCLUDING HOSTAGE SITUATION, INTRUDER, WEAPONS)

Staff Actions:

- ❖ Initiate lockdown (if able).
- ❖ Call 911 (if able).
- ❖ Notify administrator of situation.
- ❖ Follow lockdown protocol.
- ❖ Wait for further instruction.

Administrator/Designee Actions:

- ❖ Initiate Lockdown (if not already completed).
- ❖ Call 911 (if not already completed).
- ❖ Follow lockdown procedures until clearance given by local law enforcement.
- ❖ Document actions and complete incident reports.

THREAT OF HARM (INCLUDING ACTIVE SHOOTER)

At all times, it is expected that staff will use professional judgment in assessing and addressing potential threats to safety. It is essential to use “warning signs” and other materials responsibly.

Staff Action:

- ❖ Initiate lockdown procedures/barricade door if possible.
- ❖ If not in an area that can be secured, run out of the building and as far as you can to a safe location.
- ❖ If lockdown and running away aren't possible, attempt to disrupt or incapacitate the person causing harm (this is a last resort).

Administrator/Designee Actions:

- ❖ Call 911.
- ❖ Initiate lockdown procedures.
- ❖ Attempt to determine:
 - Location of the threat and number of persons involved
 - Physical description of persons in harm
 - Number and type of weapons being used
- ❖ Document actions and complete incident report.

WEATHER RELATED EMERGENCY

Weather Watches:

- ❖ Indicate that conditions are right for development of a weather hazard.
- ❖ Watches cover a larger area than Warnings.
- ❖ Watches are issued by the National Weather Service Office Severe Storm Prediction Center hours before the anticipated event is forecast to occur.

Weather Warnings:

- ❖ Indicate that a hazard is imminent and the probability of occurrence is extremely high.
- ❖ Warnings are issued based on eyewitness reports or identification of specific severe weather signatures on Doppler Radar.
- ❖ Warnings may be issued within minutes of the arrival of most severe weather events.
- ❖ In the case of winter storm warnings, those warnings are often issued hours before the arrival of the weather system.
- ❖ A NOAA Weather Radio, with battery backup, should be installed in all school buildings.

Weather Advisories:

- ❖ Issued when weather is expected to disrupt normal routines, but is not expected to be life threatening (e.g., 2-3 inches of snow, dense fog, etc.).
- ❖ Advisory lead times are the same as Watches.

Administrator/Designee Actions:

- ❖ Upon Issuance of a Watch or Advisory
 - Activate appropriate members of the school Emergency Response Team to be alert for possible change in weather status.
 - Monitor weather reports for change in conditions.
 - Initiate emergency procedure if necessary.
 - Document actions and complete incident report.

IV. DISASTER PREPAREDNESS

SCHOOL RESPONSE TEAM FUNCTIONS

The National Incident Management System (NIMS) was adopted by the U.S. Department of Homeland Security and is intended for use by all state and federal agencies when responding to emergencies. The system provides integrated and coordinated management guidelines for all types of disasters and emergencies.

Most functions necessary for emergency response in the community are also necessary for emergencies within the schools. Incident management functions below are described in the context of a school setting.

<p>INCIDENT COMMANDER (Administrative Team)</p>	<p>Activates school’s emergency response plan; assesses the threat; orders protective measures such as lockdown, evacuation or shelter-in-place; notifies authorities and provides situation updates; requests resources.</p> <ul style="list-style-type: none"> → Assess emergency or threat and impact to students, staff, school property, and surrounding community → Activate emergency plan and Incident Command System → Establish a command post → Implement student, staff, and visitor counts → Develop and communicate plan of action; update staff regularly → Consult with emergency responders → Authorize any release of public information → Bring student release procedures (when it is safe to do so) → Release teachers and staff as appropriate → Declare end of emergency – initiate recovery when appropriate → Make provisions for mental health counseling
<p>SAFETY TEAM</p>	<p>Responsible for safety and security of the site; stops operations if conditions become unsafe.</p> <ul style="list-style-type: none"> → Lock gates and all external doors → Locate/control/extinguish small fires as necessary → Check gas meter and, if gas is leaking, shut down gas supply → Shut down electricity only if building has clear structural damage or advised to do so by IC → Post yellow caution tape around damaged or hazardous areas → Verify that the campus is “locked down” and report to IC → Keep IC updated of all activities and precautions taken → Ensure that the entire campus has been checked for safety hazards and damage. No damage should be repaired prior to full documentation, such as photographs and video evidence unless the repairs are essential to immediate life-safety. → Route parents, fire, rescue, police, etc. as appropriate

MEDICAL RESPONSE TEAM	<p>Provides for first aid or other medical care; coordinates with emergency medical services personnel as necessary; activates school’s first aid/CPR responders.</p> <ul style="list-style-type: none"> → Provide emergency first aid → Keep site coordinator updated on status of victim(s) → Update first responders upon arrival at the scene → Keep log of status of victim(s) and all aid administered <p>Note: in the event of multiple injury, the first aide coordinator will manage the first aid team. Members of the first aid team may be any adults who have received first aid/CPR training</p>
SEARCH & RESCUE TEAM	<p>When deemed safe by Incident Commander, sweeps buildings to find and assist unaccounted students, staff or visitors to the evacuation site; organizes emergency supplies.</p> <ul style="list-style-type: none"> → Coordinate the efforts of the search teams to ensure all areas of the school campus have been searched → Procedures for searching a room: <ul style="list-style-type: none"> ◆ Tape will be placed on the door as the team enters the room to indicate that the room ins in the process of being searched ◆ The team will search the room, moving clockwise ◆ When the room has been searched, and cleared, the team will place a second place of tape so that a large “X” will indicate that the room has been cleared by the team ◆ When an injured victim is located, transmit the location, number, and condition of the injured the Command Post. Do not use the names of students or staff. Follow directions form the Command Post. ◆ Record the exact location of damaged and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post → Once the police and fire departments have arrived, the search team coordinator will report his or her findings and assist the first responders as necessary → Keep the IC updated on the status of the team’s effort and assist with the emergency as directed
STUDENT SUPERVISION TEAM	<p>Executes emergency commands involving students, supervises students during emergency procedures and at evacuation site,</p> <ul style="list-style-type: none"> → sends Emergency Attendance Counts to Incident Command, performs first aid as needed. → Remains with and supervises students after the evacuation. Ideally, each classroom teacher is supervising his/her class, but teachers who are needed on other teams will combine their classroom with another teacher → Organize and supervise student activities <p>Note: As other team members are no longer needed for other assignments, they will join the student supervision team. Supervision team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the student supervision team</p>

STUDENT RELEASE TEAM	Tracks student, staff and visitor emergency attendance forms, coordinates school's plan for release of students to parents/guardians from relocation site; takes necessary documents to relocation site. → At the direction of the IC, release students to authorized adults → Maintain a log of all students who have been released and who they were released to → Set up a parent contact area (check in gate) with student emergency information sheets and appropriate paperwork (sign out registrar, student call slips)
COMMUNICATIONS TEAM	Responsible for emergency communications systems and equipment; acts as lead or hub for internal and external communications response. → Prepare information for distribution to parents and the community → Implement parent notification procedures

SCHOOL RESPONSE TEAM DISASTER PROTOCOL

Action Step	Person Responsible	If Primary Not Available
Signal alarm or PA announcement to evacuate all buildings	Administrator	Office Staff
Ensure orderly evacuation of students and staff	Teachers/Supervisors	Support Staff
Establish Command Post	Administrative Team	Administrative Team
Establish Action Plan	Administrative Team	Administrative Team
Communicate Action Plan to Teams Leaders	Administrative Team	Administrative Team
Gather information on scope and extent of damage (locations, floors, rooms, etc.)	Facilities Team	Facilities Team
Utility check for damages; all utilities, all buildings	Facilities Team	Facilities Team
Shutdown utilities if necessary	Facilities Team	Facilities Team
Account for all students, staff and visitors	Student Release Team	Student Release Team
Backup all data on servers and shutdown	IT Staff	IT Staff
Search locations, organize supplies	Search & Rescue Team	Search & Rescue Team
Report missing students and staff to Search and Rescue team	Student Release Team	Student Release Team

Establish perimeter around school campus; designate staff for Facility Security	Security Team	Security Team
Communicate notice on OCEEA's ClassDojo and ParentSquare	Communications Team	Communications Team
Establish medical triage location for possible injuries	Medical Response Team	Medical Response Team
Formulate parent reunification plan	Student Release Team	Student Release Team
Update staff every 15 minutes until conclusion of incident	Administrative Team	Administrative Team
Update OCEEA's ClassDojo and ParentSquare as soon as reasonably possible	Communications Team	Communications Team
Maintain facility security and student supervision	Security Team, Teachers/Supervisors	Support/Unassigned Staff

STUDENT SAFETY AND PARENT NOTIFICATION

The Communications Team will determine the means and immediacy of communication depending on the scope of the event and on the potential or actual impact to the safety of students. While it's difficult to describe all possible scenarios, the following can be used as guide to gauge the school's level of notification and systems used to communicate with families:

Impact Level	Notification Response
<p>A Low Impact Incident: Poses no or minimal risk to the safety of the school. There are no disruptions to regular school activities, and the incident is an isolated one that does not impact more than one student.</p> <ul style="list-style-type: none"> • Example: A small disturbance or fight. NOTE: Not every misbehavior incident will warrant a notification response. 	<ul style="list-style-type: none"> • Posted message on school platforms • Letter sent home and/or email message
<p>A Moderate Impact Incident: Poses a moderate risk to the school. Results in some disruption to school activities such as a change of schedule or cancellation of some activities.</p> <ul style="list-style-type: none"> • Example: A gas leak or a threat to the school 	<ul style="list-style-type: none"> • Email • Text message • Posted message on school platforms
<p>A High Impact Incident: The incident poses a significant risk to the safety of the students, which results in a significant disruption to school activities, change of schedule, evacuation, cancellation of activities and impacts many students.</p> <ul style="list-style-type: none"> • Example: An intruder in school or the use of a weapon in school resulting in injuries to students or staff 	<ul style="list-style-type: none"> • Phone message • Text message • Email • Posted message on school platforms & district website • Press release

In the case of a high-impact emergency situation in a school or at a school-sponsored activity, access to the scene will be limited and controlled by fire or police officials.

To ensure that every parent has the most accurate account of the emergency situation, parents must keep their contact information up to date in PowerSchool – the student data system. Parents are encouraged to remain close to their sources of communication, whether phone or email, to ensure they are receiving accurate and timely updates on the emergency from school division staff.

When OCEAA communicates to parents that the school emergency has ended, direction will be provided on how parents will reunite with their child. Parents will be directed to a specific location that could be located off campus. It is important that parents follow these directions for the safety of all students, staff and parents. *A student can only be released to an adult that is documented as an emergency contact. Non-custodial parents must be listed in the student information system with a relationship to the student that has mailing rights and shows proper identification.*

If an evacuation occurs during the school day, there is a possibility that the students will return to school and normal dismissal will resume. Parents will be advised to rely on OCEAA's information and monitor their phones or email closely to ensure they are receiving accurate and timely updates on the emergency from school staff. Student texts and social media can cause confusion and further disrupt safety protocols.

APPENDIX A: SCHOOL RESPONSE TEAM ORGANIZATION 2021-2022

INCIDENT COMMANDERS/ADMINISTRATIVE TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> 1. School Director – TBD 2. Office Manager – Cathy Finneran 3. Receptionist – Giovanna Lua 4. KEDS Manager – Miriam Ramirez 	<u>Annex</u> <ol style="list-style-type: none"> 1. Executive Director – Mike Limon 2. Office Manager – Cathy Finneran 3. Teacher Aide – Isaac Resendiz 4. Teacher – Jocelyn Vargas 	
SAFETY AND SECURITY TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> 1. Maintenance – Enrique Luna/Miguel Morales 2. Kitchen Staff & Lunch Supervisors 3. Receptionist – TBD 4. KEDS – Adrimar Garcia Flores 	<u>Annex</u> <ol style="list-style-type: none"> 1. Maintenance – Enrique Luna 2. HR Manager – Rosalinda Vargas 3. KEDS – Patty Leedom 	
FACILITIES TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> 1. Maintenance - Enrique Luna 2. Office Manager - Cathy Finneran 3. KEDS – Adrimar Garcia Flores 	<u>Annex</u> <ol style="list-style-type: none"> 1. Maintenance – Randy García 2. HR Manager - Rosalinda Vargas 3. KEDS - Patty Leedom 	
SEARCH & RESCUE TEAM		
<u>Main Team - 1st Floor</u> <ol style="list-style-type: none"> 1. Rodolfo Godinez 2. Alejandro Martinez 3. Yanelly Alonso KEDS: Miriam Ramirez (PM)	<u>Main Team - 2nd Floor</u> <ol style="list-style-type: none"> 1. TBD 2. Monica Bennett 3. TBD KEDS: Norma Galeana (PM)	<u>Annex Team</u> <ol style="list-style-type: none"> 1. Receptionist – Araceli Dueñas 2. Teacher Aide – Elmer Barrera 3. Accountant - Marissa Munoz KEDS: Yeslene Reynoso (PM)
MEDICAL RESPONSE TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> 1. Health Clerk 2. Coordinators - Monica Bennett 3. KEDS – Norma Galeana (PM) 	<u>Annex</u> <ol style="list-style-type: none"> 1. Araceli Dueñas 2. Teacher Aide – Terrie Rivera 3. KEDS - Patty Leedom 	
STUDENT SUPERVISION TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> 1. Classroom Teachers 2. Kitchen Staff 3. KEDS 	<u>Annex</u> <ol style="list-style-type: none"> 1. Classroom Teachers 2. KEDS teachers 	
STUDENT RELEASE TEAM		
<u>Main Building</u> <ol style="list-style-type: none"> 1. Receptionist 2. Health Clerk 3. Playground Staff 	<u>Annex</u> <ol style="list-style-type: none"> 1. Receptionist 2. HR Manager - Rosalinda Vargas 3. Accountant - Marissa Munoz 	
COMMUNICATIONS TEAM		
Main Building & Annex: Executive Director (Mike Limon) & Office Manager (Cathy Finneran)		

APPENDIX B: UNIVERSAL EMERGENCY PROCEDURES AT-A-GLANCE

Universal Emergency Procedures are a set of standards, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, an administrator, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation.

There are six basic procedures which can be utilized in responding to various emergencies:

<p>1. EVACUATION (For use when conditions outside are safer than inside)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous) <input type="checkbox"/> Take roll book for student accounting <input type="checkbox"/> Assist those needing special assistance <input type="checkbox"/> Go to designated Assembly Area <input type="checkbox"/> Take attendance; report according to Student <ul style="list-style-type: none"> <input type="checkbox"/> Accounting and Release procedures <input type="checkbox"/> Wait for further instructions 	<p>4. SHELTER-IN-PLACE (For use in external gas or chemical release scenarios)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are to be cleared from the halls immediately and report to nearest available classroom or other designated location <input type="checkbox"/> Close and tape all windows and doors (external gas/chemical release) <input type="checkbox"/> Take attendance; report according to Student <input type="checkbox"/> Accounting and Release procedures <input type="checkbox"/> Do not allow anyone to leave the classroom <input type="checkbox"/> Stay away from all doors and windows <input type="checkbox"/> Wait for further instructions
<p>2. REVERSE EVACUATION (For use when conditions inside are safer than outside)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Move students and staff inside as quickly as possible <input type="checkbox"/> Report to classroom <input type="checkbox"/> Check for injuries <input type="checkbox"/> Take attendance; report according to Student <ul style="list-style-type: none"> <input type="checkbox"/> Accounting and Release procedures <input type="checkbox"/> Wait for further instructions 	<p>5. LOCKDOWN (For use to protect building occupants from potential dangers in the building)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are to be cleared from the halls immediately and report to nearest available classroom <input type="checkbox"/> Close and lock all windows and doors and do not leave for any reason <input type="checkbox"/> Stay away from all doors and windows and move students to interior walls and drop <input type="checkbox"/> Wait for further instructions
<p>3. SEVERE WEATHER SAFE AREA (For use in severe weather emergencies)</p>	<p>6. DROP, COVER AND HOLD (For use in earthquake or other imminent danger to building or immediate surroundings)</p>

<p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous) <input type="checkbox"/> Take roll book for student accounting <input type="checkbox"/> Take attendance; report according to Student Accounting and Release procedures <input type="checkbox"/> Wait for further instructions 	<p>When the announcement is made or shaking is felt:</p> <ul style="list-style-type: none"> <input type="checkbox"/> DROP – to the floor, take cover under a nearby desk or table and face away from the windows <input type="checkbox"/> COVER - your eyes by leaning your face against your arms <input type="checkbox"/> HOLD - on to the table or desk legs, and maintain present location/position <input type="checkbox"/> Wait for further instructions
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APPENDIX C: POST-CRISIS INTERVENTION PROCEDURES

- ❖ Assess the situation to determine the need for post-crisis interventions for staff, students and families.
- ❖ Provide post-crisis briefings for staff, students and families as appropriate.
- ❖ Re-establish school and classroom routine as quickly as possible.
- ❖ Consider interventions:
 - Defusing – Provide defusing sessions for students and staff as quickly as possible after the emergency. Defusing’s are brief conversations with individuals or small groups held soon after an incident to help people better understand and cope with the effects of the incident. **Defusing should be conducted by trained individuals.**
 - Debriefing – Conduct critical-incident stress debriefing (CISD) three to four days after the emergency. CISD is a formal group discussion designed to help people understand their reactions to the stress of an event and to give referral information. It must be modified for a student's developmental level. **CISD should only be conducted by trained professionals.**
 - Counseling – Provide grief counseling.
- ❖ Provide on-going support as necessary for staff, students and families.
- ❖ Monitor and support staff.
- ❖ Provide ongoing opportunities for children to talk about their fears and concerns. They may have more questions as time passes.
- ❖ Identify and monitor at-risk students.
- ❖ Provide individual crisis or grief counseling, if necessary.
- ❖ Conduct outreach to homes.
- ❖ Provide follow-up referral for assessment and treatment if necessary.

APPENDIX D: CHECKLIST FOR TELEPHONE THREATS

If you receive a telephoned threat (bomb/chemical/other):

- Remain calm.**
- Do not hang up. Keep the caller on the line as long as possible and listen carefully.**
- Ask the following questions:
 - Where is the bomb/chemical or other hazard?
 - When will it explode/be activated?
 - What does it look like?
 - What kind of bomb/hazard is it?
 - What will cause it to explode/activate?
 - What is your name?
 - Did you place the bomb/hazard? WHY?
 - Where are you?
- Exact wording of the threat: _____
- If the voice is familiar, who did it sound like? _____

Caller ID information: Check all that apply

Male	Female	Adult	Juvenile	Age
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Call origin: Check all that apply

Local	Long distance	Internal	Cell phone
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Caller's voice: Note pattern of speech, type of voice, tone

Calm	Excited	Loud	Soft	Deep	Nasal
Raspy	Distinct	Slurred	Normal	Crying	Laughter
Slow	Rapid	Disguised	Accent	Lisp	Stutter
Drunken	Familiar	Incoherent	Deep breathing		

Background sounds: Check all that apply

Voices	Airplanes	Street noises	Trains	Quiet	Bells
Clear	Static	Animals	Party	Vehicles	
Horns	House noises	PA system	Music	Factory machines	
Motor	Phone booth	Other:			

Threat language: Check all that apply

Well-spoken (educated)	Foul	Taped	Incoherent	Irrational	Message read from script
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- Did the caller indicate knowledge of the building?
- Give specifics: _____
- Person receiving call: _____
- Phone number where call received: _____

LEAVE YOUR PHONE OFF THE HOOK. DO NOT HANG UP AFTER CALLER HANGS UP.

APPENDIX E: ARRIVALS AND DEPARTURES

Information on school arrivals and departures procedures can be accessed in our [Family Handbook](#), dated August 11th, 2021.

APPENDIX F: CHILD ABUSE PROCEDURES

Procedures for Background Checks

- ❖ OCEAA complies with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment and/or any one-on-one contact with pupils of the school. The School Director of OCEAA monitors compliance with this policy and reports to the Board of Directors on an annual basis or upon request of the District.

All classified and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

- ❖ **Immediately** report suspicion by phone to Child Protection Services at 800 207-4464
- ❖ Within 36 hours, file a written follow-up report using Suspected Child Abuse Report Form 8572 (available at [ag.ca.gov/child abuse](http://ag.ca.gov/child%20abuse)) or (on the Pupil Support Services website).

You may also access our Child Abuse Reporting in our [Family Handbook](#) dated August 11th, 2021.

APPENDIX G: DRESS CODE

OCEAA's students, staff and families commit to adhering to the following dress code guidelines to include prohibition of gang related apparel as outlined in our [Family Handbook](#) dated August 11th, 2021.

The following are items that are not permitted during school hours or at any school functions:

- ❖ Clothing that may be gang related such as:
 - Chains, hair nets, monikers, or other gang markings, bandanas which signify gang membership, jewelry with gang symbols, khakis worn with Pendleton-type shirts, web, untied or dangling belts (gang related), combat-type boots worn with flight jackets, any combination of clothing which law enforcement agencies currently consider gang related.
- ❖ Consequences:
 - Confiscation of hat, bandana, headscarf, or another removable item.
 - Change into garments provided by school and parents will be contacted. Submit article of value for alternative garment to be returned in clean condition the following day.
 - Turn garment inside out..
 - Each dress code infraction is a minor discipline violation **(MDR)**.

Other items will be handled on a case-by-case basis by OCEAA staff. Students who are not dressed appropriately will be sent to the office and parents will be called to bring a change of clothes as needed.

APPENDIX H: SCHOOL DISCIPLINE

OCEAA views student discipline as a teaching and learning opportunity. Students are expected to take responsibility for their own actions and are required to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for demonstrating good character habits in school, during any school sponsored activity and arriving to/departing from school.

While most expected behaviors are managed through redirection, re-teaching and reinforcement, some behaviors will need concrete consequences to help the student make better choices that demonstrate good character. OCEAA's Multi-Tiered System of Supports (MTSS) is a data-informed system; therefore, two types of discipline reports are used to assist us in identifying behavior trends at the whole school, grade level, classroom and individual student level:

- ❖ **Character Communications:** behavior problems are managed by teachers and general staff through redirection, re-teaching and logical consequences. Character Communications are issued when attempts to remedy the behavior are unsuccessful and a logical consequence has been given (detention, apology, community service, etc.). Character Communications let parents know that steps to manage behavior are being implemented. Character Communications helps the MTSS Team determine when students need supplemental or individual behavioral or social emotional support. Character Communication documents minor behavior problems by definition, are handled by teachers or other non-administrative staff, and are not part of a student's formal school record.
- ❖ **Office Discipline Referrals (ODRs):** Office Discipline Referrals are given by teachers and general staff for major behavior violations and are handled by administration. When necessary, these referrals are investigated before administrative consequences are determined. (It is important to note that 3 MDRs earned in the same category in the same trimester = 1 ODR.) ODRs document major and/or recurring behavior violations requiring administrative attention and are recorded in PowerSchool as part of a student's formal school record.

OCEAA Administration may, in its discretion, choose to suspend, dismiss or expel a student who has committed any of the acts prohibited in the [Family Handbook](#) dated August 11th, 2021.

APPENDIX I: SUSPENSION/EXPULSION PROCEDURES

In accordance with OCEAA's renewal charter of July 1, 2020-June 30, 2025, the procedures for suspension/expulsion can be found on OCEAA's website. This document can be accessed by clicking on the following link, [Charter Renewal Petition for 20-25 Term](#).

APPENDIX J: UNIFORM COMPLAINT PROCEDURES

Procedures and policies that include discrimination and harassment can be found in our Uniform Complaint Policy dated September 9, 2020.

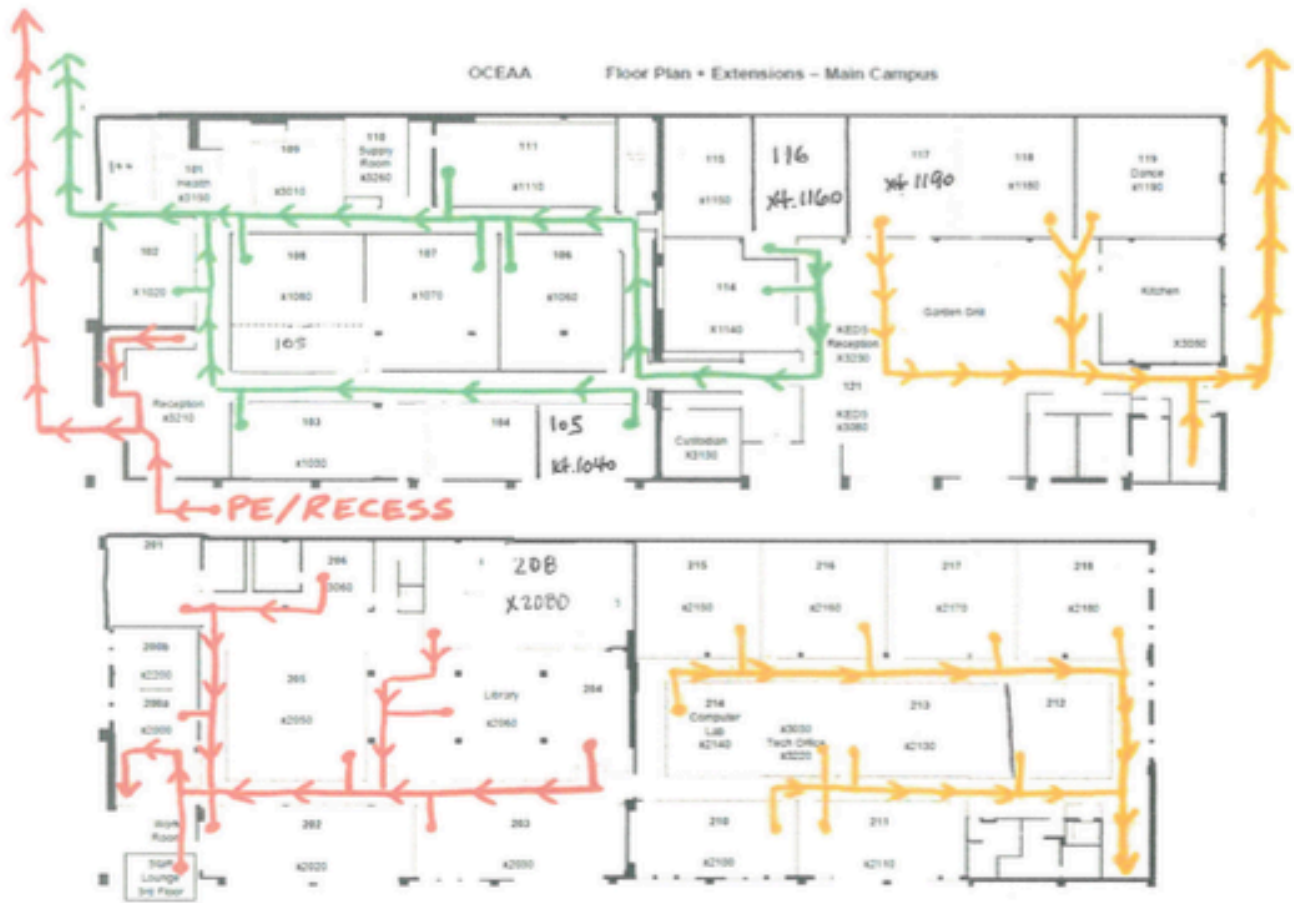
This policy can be found on our website, under the Board and Accountability tab and by clicking on this [Uniform Complaint Policy](#).

APPENDIX K: NOTIFICATION TO TEACHER OF DANGEROUS PUPILS

A school Administrator shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any acts described in any of the subdivision, except subdivision (h), of Section 48900. The School shall provide the information to the teacher based upon any school records that the school maintains in its ordinary course of business, or receives from law enforcement agency, regarding a pupil in this section.

(New Requirement – This is putting in the plan what OCEAA would normally practice)

APPENDIX L: MAIN BUILDING EVACUATION ROUTES TO EXIT DOORS



APPENDIX M: MAIN BUILDING EVACUATION ROUTES FROM EXITS TO ASSEMBLY AREA





APPENDIX N: ANNEX EVACUATION ROUTES TO EXITS AND ASSEMBLY AREA





APPENDIX O: ANNEX BUILDING EVACUATION ROUTES TO EXITS AND ASSEMBLY AREA

