MANZANITA
PUBLIC CHARTER SCHOOL

991 Mountain View Blvd,
Vandenberg AFB, CA 93437
(805) 734-5600 ~ FAX (805) 734-3572
www.manzanitacharterschool.com
ᴬ Gold Ribbon School ᵔ

Superintendent's Enrollment Report

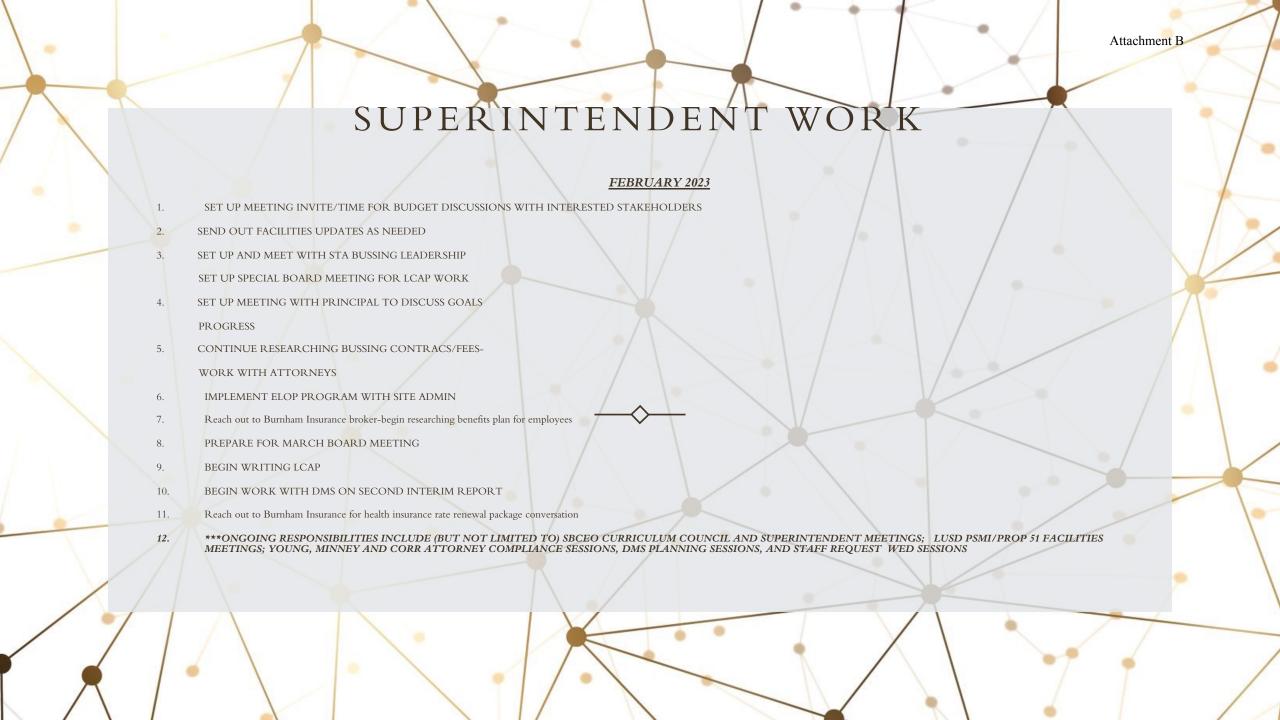### DATE OF MEETING: WEDNESDAY, JANUARY 18, 2023

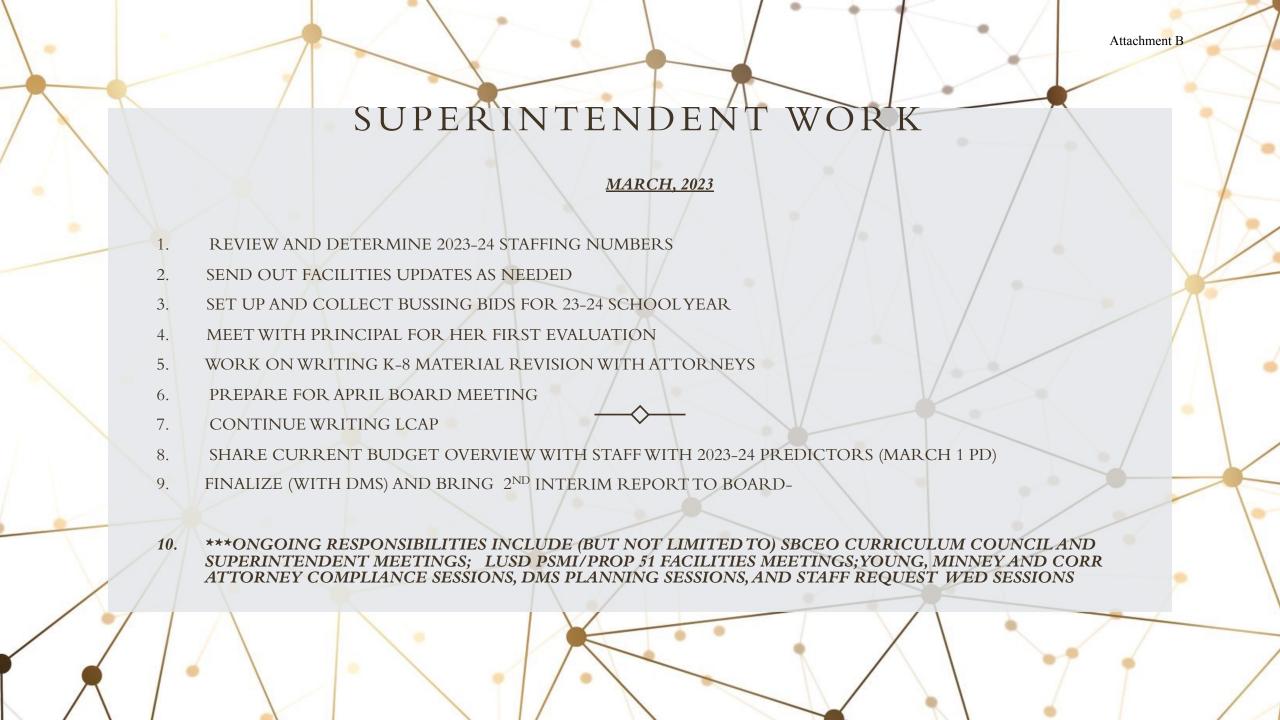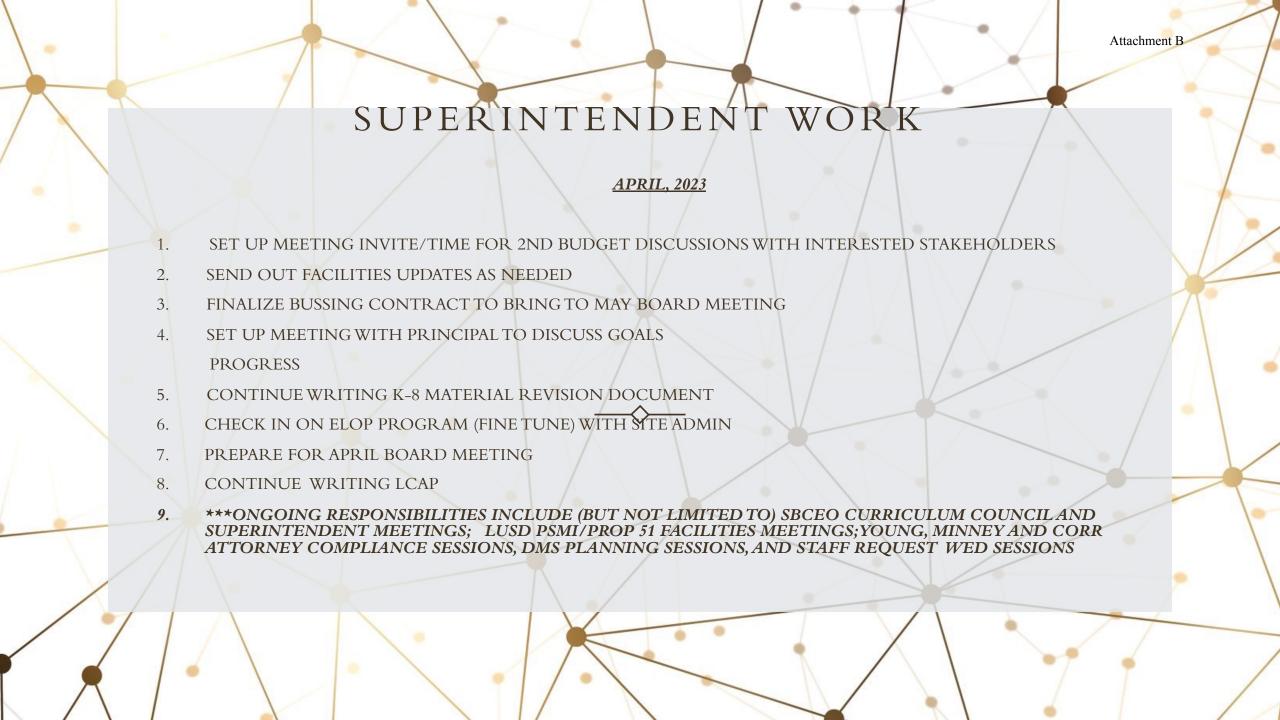|	August	September	October	November	December	January	February	March	April	May
Transitional Kinder	17	19	20	20	20	20				
Kinder	54	53	53	53	53	53				
First	55	52	51	51	52	51				
Second	81	79	78	78	78	77				
Third	54	52	53	53	53	54				
Fourth	72	71	70	70	70	70				
Fifth	69	67	65	65	65	65				
Sixth	62	63	60	60	62	62				
TOTAL	464	456	450	450	453	452				

SUPERINTENDENT WORK

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January, 2023–June 2023

SUPERINTENDENT WORK

JANUARY 2023

1. REVIEW ADMINISTRATIVE STRUCTURE WITH ALL STAFF (1/18)

2. SET WORK CALENDAR WITH STAFF (SEND INVITES)

3. MEET WITH PRINCIPAL-REVIEW GOALS EXPECTATIONS

    AND SET PERFORMANCE REVIEW TIMELINES

4. PREPARE FOR JANUARY AND FEB BOARD MEETINGS

5. BEGIN RESEARCHING BUSSING CONTRACTS/FEES

    REACH OUT TO ATTORNEYS

6. FINALIZE ELOP PROGRAM WITH SITE ADMIN AND SIGN CONTRACT WITH ARTS ASSOCIATION

7. MEET WITH SITE ADMIN FOR ONE DAY PLANNING SESSION (1/17)?

8. Circle back to Capturing Kids Hearts-confirm registration and hotel costs and admin coverage on site

9. INTRODUCE MANZANITA TO NEW LUSD SUPERINTENDENT AND SET UP FIRST MEETING

10. ***ONGOING RESPONSIBILITIES INCLUDE (BUT NOT LIMITED TO) SBCEO CURRICULUM COUNCIL AND SUPERINTENDENT MEETINGS; LUSD PSMI/PROP 51 FACILITIES MEETINGS; YOUNG, MINNEY AND CORR ATTORNEY COMPLIANCE SESSIONS, DMS PLANNING SESSIONS, AND STAFF REQUEST WED SESSIONS***

SUPERINTENDENT WORK

FEBRUARY 2023

1. SET UP MEETING INVITE/TIME FOR BUDGET DISCUSSIONS WITH INTERESTED STAKEHOLDERS

2. SEND OUT FACILITIES UPDATES AS NEEDED

3. SET UP AND MEET WITH STA BUSSING LEADERSHIP

   SET UP SPECIAL BOARD MEETING FOR LCAP WORK

4. SET UP MEETING WITH PRINCIPAL TO DISCUSS GOALS

   PROGRESS

5. CONTINUE RESEARCHING BUSSING CONTRACS/FEES-

   WORK WITH ATTORNEYS

6. IMPLEMENT ELOP PROGRAM WITH SITE ADMIN

7. Reach out to Burnham Insurance broker-begin researching benefits plan for employees

8. PREPARE FOR MARCH BOARD MEETING

9. BEGIN WRITING LCAP

10. BEGIN WORK WITH DMS ON SECOND INTERIM REPORT

11. Reach out to Burnham Insurance for health insurance rate renewal package conversation

12. ***ONGOING RESPONSIBILITIES INCLUDE (BUT NOT LIMITED TO) SBCEO CURRICULUM COUNCIL AND SUPERINTENDENT MEETINGS; LUSD PSMI/PROP 51 FACILITIES MEETINGS; YOUNG, MINNEY AND CORR ATTORNEY COMPLIANCE SESSIONS, DMS PLANNING SESSIONS, AND STAFF REQUEST WED SESSIONS**

SUPERINTENDENT WORK

MARCH, 2023

1. REVIEW AND DETERMINE 2023-24 STAFFING NUMBERS

2. SEND OUT FACILITIES UPDATES AS NEEDED

3. SET UP AND COLLECT BUSSING BIDS FOR 23-24 SCHOOL YEAR

4. MEET WITH PRINCIPAL FOR HER FIRST EVALUATION

5. WORK ON WRITING K-8 MATERIAL REVISION WITH ATTORNEYS

6. PREPARE FOR APRIL BOARD MEETING

7. CONTINUE WRITING LCAP

8. SHARE CURRENT BUDGET OVERVIEW WITH STAFF WITH 2023-24 PREDICTORS (MARCH 1 PD)

9. FINALIZE (WITH DMS) AND BRING 2ND INTERIM REPORT TO BOARD–

10. ******ONGOING RESPONSIBILITIES INCLUDE (BUT NOT LIMITED TO) SBCEO CURRICULUM COUNCIL AND SUPERINTENDENT MEETINGS; LUSD PSMI/PROP 51 FACILITIES MEETINGS; YOUNG, MINNEY AND CORR ATTORNEY COMPLIANCE SESSIONS, DMS PLANNING SESSIONS, AND STAFF REQUEST WED SESSIONS***

SUPERINTENDENT WORK

APRIL, 2023

1. SET UP MEETING INVITE/TIME FOR 2ND BUDGET DISCUSSIONS WITH INTERESTED STAKEHOLDERS

2. SEND OUT FACILITIES UPDATES AS NEEDED

3. FINALIZE BUSSING CONTRACT TO BRING TO MAY BOARD MEETING

4. SET UP MEETING WITH PRINCIPAL TO DISCUSS GOALS
   PROGRESS

5. CONTINUE WRITING K-8 MATERIAL REVISION DOCUMENT

6. CHECK IN ON ELOP PROGRAM (FINE TUNE) WITH SITE ADMIN

7. PREPARE FOR APRIL BOARD MEETING

8. CONTINUE WRITING LCAP

9. ***ONGOING RESPONSIBILITIES INCLUDE (BUT NOT LIMITED TO) SBCEO CURRICULUM COUNCIL AND SUPERINTENDENT MEETINGS; LUSD PSMI/PROP 51 FACILITIES MEETINGS; YOUNG, MINNEY AND CORR ATTORNEY COMPLIANCE SESSIONS, DMS PLANNING SESSIONS, AND STAFF REQUEST WED SESSIONS***

SUPERINTENDENT WORK

MAY, 2023

1. BRING FIRST LCAP LOOK (PUBLIC SESSION) AND 23-24 BUDGET DRAFT TO GOVERNANCE BOARD

2. SEND OUT FACILITIES UPDATES AS NEEDED

3. FINALIZE BUSSING CONTRACT TO BRING TO MAY BOARD MEETING

4. MEET WITH PRINCIPAL FOR SECOND EVALUATION

5. BRING ROUGH DRAFT (FIRST LOOK) K-8 MATERIAL REVISION DOCUMENT

6. FINALIZE ELOP PROGRAM DESIGN FOR 23-24 SCHOOL YEAR WITH SITE ADMIN

7. PREPARE FOR JUNE BOARD MEETING

8. CONTINUE FINE TUNING LCAP FOR FINAL DRAFT APPROVAL (JUNE BOARD MEETING)

9. ******ONGOING RESPONSIBILITIES INCLUDE (BUT NOT LIMITED TO) SBCEO CURRICULUM COUNCIL AND SUPERINTENDENT MEETINGS; LUSD PSMI/PROP 51 FACILITIES MEETINGS; YOUNG, MINNEY AND CORR ATTORNEY COMPLIANCE SESSIONS, DMS PLANNING SESSIONS, AND STAFF REQUEST WED SESSIONS***

SUPERINTENDENT WORK

JUNE, 2023

1. BRING FINAL LCAP AND 23-24 BUDGET DRAFT TO GOVERNANCE BOARD FOR APPROVAL- SUBMIT BOTH DOCUMENTS TO LUSD AND SBCEO

2. SEND OUT FACILITIES UPDATES AS NEEDED

3. ATTEND PROMOTION CEREMONY

4. BRING FINAL DRAFT K-8 MATERIAL REVISION DOCUMENT FOR BOARD APPROVAL

5. SET UP LUSD JULY BOARD MEETING PRESENTATION OF K-8 MATERIAL REVISION

6. PREPARE FOR AUGUST BOARD MEETING

7. Begin Superintendent evaluation process with Governance Board

8. ***ONGOING RESPONSIBILITIES INCLUDE (BUT NOT LIMITED TO) SBCEO CURRICULUM COUNCIL AND SUPERINTENDENT MEETINGS; LUSD PSMI/PROP 51 FACILITIES MEETINGS;YOUNG, MINNEY AND CORR ATTORNEY COMPLIANCE SESSIONS, DMS PLANNING SESSIONS, AND STAFF REQUEST WED SESSIONS**

MPCS ADMINISTRATIVE ORGANIZATIONAL CHART JANUARY1, 2023 THROUGH JUNE 30, 2026

MANZANITA PUBLIC CHARTER SCHOOL.

ADMINISTRATIVE HISTORY

- *LEA History*

- Manzanita's 12 year history has operated with a Superintendent/ Principal position EXCEPT for the 1.5 years following the exit of the school founder.   During this time period (July1, 2014 through January, 2016) the school funded both a full-time Superintendent and Principal salary for the transition. These two positions were in addition to an existing Fiscal Director (Nancy D), and 2 full time HR and purchasing employees who possessed historical knowledge and skills to keep fiscal operations running smoothly.

Attachment C

21-22 GOVERNANCE BOARD ADMINISTRATIVE REORGANIZATION DECISIONS EFFECTIVE JULY 1, 2022

- Establishment of part-time Superintendent position at 50K per year with benefits

- Re-Establishment of full-time Elementary Principal position (118K)

- Continued support of full-time Assistant Principal position (108K)

- Continued support of 50% TOSA support position (50% of teacher salary schedule)

- Replacement of Fiscal Director position with DMS (Delta Management Services) Third party back office support agency

- Reduction of HR full-time employee hours

SUPERINTENDENT PURPOSE AND RESPONSBILITIES PER BOARD APPROVED JOB DESCRIPTION

- ***PURPOSE OF POSITION***

- The Superintendent is the Chief Executive Officer (CEO) of Manzanita Public Charter School (MPCS or School). The Superintendent serves as chief administrative officer for the School District and ex officio member of the School Board. The Superintendent shall be responsible to the Board for the recruitment and employment of all personnel, for the finalized development of curriculum, administrative rules, regulations and procedures to implement the educational program within the framework of State laws, rulings and regulations of the State Department of Education and the policies of the School Board

- The Superintendent will support and work closely with the school's Principal to plan and design MPCS's innovative curriculum and will be responsible for final approval of the design and implementation of teacher training for effective curriculum Implementation. The Superintendent will ensure that the expanding school program provides all students with core academics (i.e. reading and writing, math, social studies and science) and that all students receive academic enrichment, such as arts, music, PE, and STEM instruction consistent with the MPCS charter.

- The Superintendent will also work collaboratively with the DMS fiscal operations team, MPCS office staff, Teachers, School Site Council, and Governance Board to provide consistent and effective leadership for the School as a whole.

SUPERINTENDENT RESPONSIBILITIES AND WORK CALENDAR (VIA CONTRACTUAL OBLIGATIONS)

- Minimum of 90 calendar work days per year-LEA responsibility for 365 days per year

- Work flow delivery will be a combination of on site and virtual production

- Required in-person attendance at all monthly board meetings

- Minimum of 7 days per month, on site, during the school year,

- Weekly Wednesday availability to all staff between the hours of 8-4 p.m. PST (ZOOM or in person when on campus) except board meeting dates.

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SUPERINTENDENT RESPONSIBILITIES AND WORK CALENDAR
(VIA CONTRACTUAL OBLIGATIONS)

PRIMARY RESPONSIBILITIES AND DUTIES

- ***Educational Program Management***

- Outreach to community and local school districts about School model and develop support systems

- Ensure educational and regulatory compliance at all governmental levels

- Explain and clarify information received from various agencies including CDE, Sta e Board of Education, and California Charter School Association

- ***Operations Management/Supervision***

- Ensure efficient School office procedures, methods, and practices

- Ensure compliance with all applicable laws and regulations including, but not limited to, financial, record keeping, and employment

- Responsible for overall vendor management including, but not limited to payroll, facilities, and contractors

- Plan agenda, attend and participate in MPCS Governing Board of Directors and School Site Council meetings

- ***Fiscal Management***

- Develop annual budget with Delta Management Services

- Manage budgets and make recommendations to MPCS Governance Board

- Work with Governance Board and Fiscal Director to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary

ELEMENTARY PRINCIPAL RESPONSIBILITIES AND WORK CALENDAR
209 DAYS PER YEAR

- **RESPONSIBILITIES AND DUTIES**

- PURPOSE OF POSITION

- To serve as the educational leader of Manzanita Public Charter School, responsible for implementing and managing the policies, regulations and procedures of the Governing Board to ensure that all students are supervised in a safe, child-centered learning environment that meets and exceeds the Common Core State standards. Achieving academic excellence requires that the principal work collaboratively to lead and nurture all members of the school staff and to communicate routinely and effectively with parents, members of the community, the Superintendent and the Governing Board. Inherent in the position are the responsibilities for planning and developing curriculum, emergency procedures, human resource management, scheduling, and facilities operation.

ELEMENTARY PRINCIPAL RESPONSIBILITIES AND WORK CALENDAR

- **ESSENTIAL DUTIES AND RESPONSBILITIES**

- ·Serve as the administrator for the instructional program of the school under the California Education Code, the Administrative Code of California and the Manzanita Charter School

- · Embody, advocate for, and execute on the mission, vision, and strategic direction of MPCS

- · Extensive knowledge of and experience with curriculum development

- · Monitor, analyze and present student performance data

- · Monitor the instructional processes to ensure that program activities are related to program outcomes and use data to make decisions about programs and progress

- · Foster teacher/staff leadership and shared decision-making

- · Assume responsibility during school hours for the health, safety and welfare of all personnel (scholars and employees) at the school

ELEMENTARY PRINCIPAL RESPONSIBILITIES(CONTINUED)

- · Facilitate teacher/staff leadership for professional development, staff/teacher meetings, and instructional planning meetings

- · Work closely with scholars, parents and staff to establish and maintain the orderly operation of the school

- · Provide professional learning for staff to improve instructional practices.

- · Monitor and maintain the physical facility and grounds for safety of staff and scholars.

- · Provide appropriate parent involvement including School Site Council and any other advisory committees. Regularly consult school stakeholders about planning, operation, supervision, and evaluation of Manzanita's instructional program.

- · Take leadership in establishing and prioritizing school goals and objectives in conjunction with staff, parents and the community.

- · Develop and implement discipline policies, including bus transportation policies

- · Build common vision for school improvement with staff. Direct planning activities and put programs in place to ensure attainment of school's vision

- · Successfully employ the principals of student learning, instructional procedures and RT

- · Other duties as assigned.

- OPERATIONS MANAGEMENT/SUPERVISION:

- · Ensure a safe school environment

- · Supervise day-to-day operation of the school, including managing staff

- · Manage recruitment and selection of staff, supervise all staff, via classroom observation and/or sit-down meeting with an annual or bi-annual written evaluation, where evaluations are designed to review the individual's performance around mutually determined goals and objectives

- · Foster positive, collaborative working relationships with and amongst all staff

ELEMENTARY PRINCIPAL RESPONSIBILITIES (CONTINUED)

- COMMUNICATIONS MANAGEMENT

- • Establish and maintain professional and cooperative working relationships with all stakeholders: parents, students, staff, community partners

- • Maintain a visible and accessible presence to the school community

- • Maintain frequent and regular communications with families through a monthly newsletter, school website, school app, social media, Coffee with the Principal, etc.

- • Communicate issues, concerns, and needs to Governance Board

- • Represent MPCS at district and county administrative meetings (and other meetings) as needed

ELEMENTARY ASSISTANT PRINCIPAL RESPONSIBILITIES
209 WORK DAYS PER YEAR

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- **PURPOSE OF POSITION:**

The Assistant principal will be assigned to supervise the day-to-day execution of tasks needed to keep an elementary school running safely and smoothly. The Assistant Principal will also help develop academic programs, train and evaluate faculty, and attend to executive chores such as scheduling and record-keeping. The Assistant Principal will also maintain relationships with parents and students and will provide support to the School Principal as needed. The Assistant Principal may also represent the school at community and civic events.

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ELEMENTARY ASSISTANT PRINCIPAL RESPONSIBILITIES

- **ESSENTIAL DUTIES AND RESPONSIBILITIES:**
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- Enforcing disciplinary and positive PAWS programs
- Classroom observations
- Employee Evaluations as assigned
- Collaboration with faculty on performance objectives
- Leading a professional development activity
- Yard and bus duty schedules/supervision
- IEP Meetings
- SST Meetings
- 504 Meetings
- Organization of academic support systems including Math Learning camp/Essential standards re-teaching; play facilitators
- Other duties as assigned and needed
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PART-TIME ADMINISTRATIVE SUPPORT ROLES

1. TOSA (50% TEACHER SALARY)

2. SPED DIRECTOR 50% AT 50K PER YEAR

3. HR ADMINISTRATIVE ASSISTANT 50% AT 40K PER YEAR

MPCS ORGANIZATIONAL CHART

Superintendent supervises:

Principal
Director of Special Education
HR Assistants
Purchasing Administrative Assistant
CALPADS/SPED administrative assist

Principal supervises:

Assistant Principal
TOSA
ALL Teachers
ALL other Classified staff
All support staff

MPCS Governance Board

5 IMMEDIATE 22-23 GOALS

1. Continue to improve instruction (with a laser focus on EL population)

2. Develop and communicate firm timelines with MPCS facilities project

3. Create and collect new LCAP actions for existing goals based on existing data

4. Work with attorneys on material revision document for K-8 model

5. Develop 3-5 year strategic fiscal plan with MPCS stakeholders and board members

Manzanita Governance Board

Unadopted Minutes

DECEMBER 7, 2022

Regular Board Meeting

Governance Board Members

Chairman	Arleen Pelster
Vice Chairman	Krishna Flores
Secretary	Eli Villanueva
Treasurer	Monique Mangino
Member	Eric Wilhelm
Member	Beth Chi

The regular board meeting of the Governance Board of Manzanita Public Charter School will be held at Manzanita Public Charter School Staff Lounge, 991 Mountain View Blvd, VAFB, CA on December 7, 2022 at 3:30 pm and will also be held via teleconference pursuant to Executive Orders N-25-20 and N-29-20.

Members of the public who wish to access this Board meeting via Zoom may do so by clicking the direct link: https://us02web.zoom.us/j/6825676592

The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

A) <u>Call to Order</u>   Time: <u>3:34 PM</u>
    Pledge of Allegiance
    Establish Quorum   <u>6/6</u>
    Opening Comments/Introductions/Welcome Guests
        1. Recognition for Harvey Green

C) <u>Communications</u>
    Instructions for Presentations to the Board by Parents and Citizens

Manzanita Public Charter School ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available in Spanish and English to all audience members who wish to speak on any agenda item(s) or under the general category of "Oral Communications."
3. "Oral Communications" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes each and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.

4. With regard to items that are on the agenda, you may specify that agenda item on your request form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
6. A member of the public requiring an interpreter will be provided six (6) minutes for public in accordance with section 54954.3 of the Government Code.

Any public records relating to an agenda item for an open session of the Board meeting which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 991 Mountain View Blvd, VAFB, CA.

In compliance with the Americans with Disabilities Act (ADA) and upon request, the School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the Director's office.

C) Reports

    1. Interim Superintendent's Report
        a. Enrollment Report   (Attachment A)
        b. Prop 51 PSMI Update
        c. COVID Update
        d. Children's Creative Project

    2. ~~Principal's~~ Vice Principal's Report
        a. Turkey Trot
        b. Staff and Scholar Survey Update
        c. Winter Wonderland
        d. Holiday Program

D) Consent Agenda Items

    Motion: Monique Mangino   Second: Eli Villanueva   Vote: 6/6

    1. Approval of Meeting Minutes for the Regular Board Meeting on November 2, 2022. (Attachment B)
    2. Approval of Check Detail, Deposit Detail and Unpaid Bills. (Attachment C)

E) Items Scheduled for Action/Consideration

    1. Discussion and Approval of First Interim (Attachment D) (Genevieve Nelwan)

    Motion: Eric Wilhelm   Second: Beth Chi   Vote: 6/6

    2. Discussion and Approval of Increase in Daily Substitute Pay (Attachment E) (Kathi Froemming)

    Motion: Monique Mangino   Second: Eric Wilhelm   Vote: 6/6

    3. Discussion and Approval of Authorized Signatures (Attachment F) (Kathi Froemming)

    Motion: Eli Villanueva   Second: Beth Chi   Vote: 6/6

    4. Updated Policy for Independent Study (Attachment G) (Kathi Froemming)

    Motion: Eric Wilhelm   Second: Monique Mangino   Vote: 6/6

F) Items Scheduled for Information and Discussion
    None.

G) <u>Future Agenda Items</u>
  1. Parent Student Handbook
  2. School Safety Plan

H) <u>Next Meeting</u>
The next scheduled meeting of the Governance Board will be held on <u>Wednesday, January 18, 2023 at 3:30 PM</u> in the Manzanita Public Charter School Staff Lounge.

I) <u>Adjournment</u>   Time: <u>4:30 PM</u>

Manzanita Public Charter School: Warrant Report - 11/01/22-11/30/2022

Check Number	Check Date	Vendor Name	Invoice Number	Invoice/remit description	Check Amount
2204	11/3/2022	Punchout Amazon	1J14-31PD-MV4K	Invoice for PO# 23-120 Vendor Punchout Order	102.15
2204	11/3/2022	Punchout Amazon	1M4Y-3P3C-4R39	Invoice for PO# 23-129 Vendor Punchout Order	72.83
2205	11/3/2022	BDJtech	3585	Invoice for PO# 23-122 BDJtech	24,072.50
2206	11/3/2022	Diverse Pest Management Inc.	27590	Invoice for PO# 23-134 Diverse Pest Management	1,500.00
2207	11/3/2022	Jacob Lopez	102822-Reimb JL	Invoice for PO# 23-23 Jacob Lopez	194.67
2208	11/3/2022	NCS Pearson, Inc.	20002959	Invoice for PO# 23-119 Pearson	107.00
2209	11/3/2022	Punchout Office Depot	272724588001	Invoice for PO# 23-110 Vendor Punchout Order	320.98
2209	11/3/2022	Punchout Office Depot	272739794001	Invoice for PO# 23-110 Vendor Punchout Order	257.19
2210	11/3/2022	SBCEO Santa Barbara County Education Office	94C23-00006	20/23 SBCEO Candidate program feee/mentor stipends	4,000.00
2211	11/3/2022	Punchout Staples	8067937800	Invoice for PO# 23-102 Vendor Punchout Order	494.34
2211	11/3/2022	Punchout Staples	8068031269	Invoice for PO# 23-123 Vendor Punchout Order	1,267.68
2212	11/3/2022	State of California	120222 Res. 44	La Purisima field trip Reservation #44 12/02/22	144.00
2213	11/3/2022	ULINE	155092985	Invoice for PO# 23-111 Uline	132.19
2214	11/3/2022	Teresa Gaona	Reimb.062122-TG	Reimbursement-Sports camp	30.45
2216	11/10/2022	Advanced Computer Experts	724	Advanced Computer Experts services Oct 2022	900.00
2217	11/10/2022	Lanspeed	54969	Monthly billing November 2022	2,500.00
2217	11/10/2022	Lanspeed	54970	Sophos Email protection	74.00
2218	11/10/2022	SBCEO Santa Barbara County Education Office	19C23-00045	Sept/Oct 2022 printing charges	1,523.80
2219	11/10/2022	Punchout Staples	8068120819	Invoice for PO# 23-138 Vendor Punchout Order	554.84
2220	11/10/2022	Wells Fargo Vendor Financial Leasing	5022386011	Canon copier monthly charge	1,293.66
2223	11/18/2022	Punchout Amazon	13DT-RTDW-7HY4	Invoice for PO# 23-136 Vendor Punchout Order	170.70
2223	11/18/2022	Punchout Amazon	1NNW-LCRN-4V7F	Invoice for PO# 23-130 Vendor Punchout Order	38.05
2223	11/18/2022	Punchout Amazon	1YQP-G97F-4FHY	Invoice for PO# 23-135 Vendor Punchout Order	109.05
2223	11/18/2022	Punchout Amazon	1YXV-HMYL-94J1	Invoice for PO# 23-132 Vendor Punchout Order	944.02
2224	11/18/2022	Aramark	5020128324	Invoice for PO# 23-100 Aramark	61.00
2225	11/18/2022	Big Green Cleaning Company	613150	Janitorial services Mon-Fri	2,021.00
2226	11/18/2022	Comcast Business	158800135	Monthly billing up to Oct 2022	764.15
2227	11/18/2022	Ferguson Facilities Supply	5305265	Invoice for PO# 23-137 Ferguson	321.40
2228	11/18/2022	Frontier Communications	062408-102822	Services for 092822-102722	54.03
2229	11/18/2022	Punchout Office Depot	275040556001	Invoice for PO# 23-131 Vendor Punchout Order	514.16
2230	11/18/2022	STA West Region	70181534	1st grade field trip	182.79
2231	11/18/2022	Visa 4121	4121-102822 AS	Anthony S. supplies	733.67
2232	11/18/2022	Visa 7179	7179-102822 JJ	Joanne J. supplies	3,061.46
2233	11/18/2022	YM&C	1633	Services through 103122	798.00
2234	11/21/2022	Punchout Amazon	1JD3-WMRV-W4YF	Invoice for PO# 23-141 Vendor Punchout Order	34.19
2235	11/21/2022	Aramark	5020139433	Invoice for PO# 23-116 aramark	62.80
2236	11/21/2022	Channon Mitchell	111822-Reimb CM	Movie night,cast prty-supplies	683.86

Manzanita Public Charter School: Warrant Report - 11/01/22-11/30/2022

Check Number	Check Date	Vendor Name	Invoice Number	Invoice/remit description	Check Amount
2237	11/21/2022	Ferguson Facilities Supply	5168885	Invoice for PO# 23-112 Ferguson	212.51
2238	11/21/2022	Innovative School Solutions, Inc.	MPS174	Oasis hosting and support	700.00
2239	11/21/2022	LUSD	INV23-00031	Utilities-DFAS	2,633.34
2239	11/21/2022	LUSD	INV23-00032	Utilities-SoCalGas-Natural Gas	408.77
2239	11/21/2022	LUSD	INV23-00034	AVID Membership	3,225.00
2240	11/21/2022	Ray Morgan Company	3921143	Serv. 081722-111622	514.94
2241	11/21/2022	State of California Department of Justice	617244	Fingerprint Oct 2022	32.00
2242	11/21/2022	STA West Region	5202098	Transport 100122-103122	67,245.12
2243	11/21/2022	Stephany Slade	111822-Reimb SS	Pumpkin Patch	156.54
2244	11/21/2022	Visa 1313	1313-102822 SN	Suzannne N. Supplies	494.43

Report Total 125,719.26

EideBailly®

CPAs & BUSINESS ADVISORS

December 14, 2022

To the Governing Board
Manzanita Public Charter School
Lompoc, California

We have audited the financial statements of Manzanita Public Charter School as of and for the year ended June 30, 2022, and have issued our report thereon dated December 14, 2022. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit under Generally Accepted Auditing Standards and *Government Auditing Standards*

As communicated in our letter dated February 21, 2022, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Manzanita Public Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding internal controls during our audit in our Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* dated December 14, 2022.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, our firm, and other firms utilized in the engagement, if applicable, have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Manzanita Public Charter School is included in Note 1 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during fiscal year June 30, 2022. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. No such significant accounting estimate were identified.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Manzanita Public Charter School's financial statements relate to revenue recognition.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. We did not identify and circumstances that affect the form and content of the auditor's report.

Representations Requested from Management

We have requested certain written representations from management which are included in the management representation letter dated December 14, 2022.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings, or Issues

In the normal course of our professional association with Manzanita Public Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating conditions affecting the entity, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Manzanita Public Charter School's auditors.

This report is intended solely for the information and use of the governing board and management of Manzanita Public Charter School and is not intended to be, and should not be, used by anyone other than these specified parties.

Eide Bailly LLP

Rancho Cucamonga, California

Financial Statements
June 30, 2022

Manzanita Public Charter School
Charter No. 0973

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CPAs & BUSINESS ADVISORS

Independent Auditor's Report

Governing Board
Manzanita Public Charter School
Lompoc, California

Report on the Financial Statements

Opinion

We have audited the financial statements of Manzanita Public Charter School (the Organization) (a California Nonprofit Public Benefit Corporation), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States *(Government Auditing Standards)*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary information on pages 15-19 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2022, on our consideration of the Organization's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control over financial reporting and compliance.

Eide Bailly LLP

Rancho Cucamonga, California
December 14, 2022

Manzanita Public Charter School
Statement of Financial Position
June 30, 2022

Assets		
Current assets		
Cash and cash equivalents	$	2,384,676
Receivables		751,799
Prepaid expenses		81,950
Total assets	$	3,218,425
Liabilities		
Current liabilities		
Accounts payable	$	515,657
Refundable advance		419,036
Total liabilities		934,693
Net Assets		
Without donor restrictions		2,103,615
With donor restrictions		180,117
Total net assets		2,283,732
Total liabilities and net assets	$	3,218,425

Manzanita Public Charter School
Statement of Activities
Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
Support and revenues			
Local Control Funding Formula	$ 4,063,887	$ -	$ 4,063,887
Federal revenue	701,056	-	701,056
Other state revenue	851,729	-	851,729
PPP loan forgiveness revenue	645,416	-	645,416
Local revenues	74,694	-	74,694
Total support and revenues	6,336,782	-	6,336,782
Expenses			
Program services	4,853,611	-	4,853,611
Management and general	942,318	-	942,318
Total expenses	5,795,929	-	5,795,929
Change in Net Assets	540,853	-	540,853
Net Assets, Beginning of Year	1,562,762	180,117	1,742,879
Net Assets, End of Year	$ 2,103,615	$ 180,117	$ 2,283,732

Manzanita Public Charter School
Statement of Functional Expenses
Year Ended June 30, 2022

	Program Services	Management and General	Total Expenses
Salaries	$ 2,848,959	$ 460,173	$ 3,309,132
Employee benefits	826,390	138,914	965,304
Payroll taxes	130,958	17,891	148,849
Fees for services	66,226	13,505	79,731
Office expenses	164,998	15,610	180,608
Information technology	207,750	37,610	245,360
Occupancy	16,908	4,898	21,806
Travel	5,092	65	5,157
Conferences and meeting	-	698	698
Insurance	-	26,095	26,095
Other expenses	532,530	82,716	615,246
Capital outlay	1,460	15,400	16,860
Instructional materials	52,340	10,646	62,986
District oversight fees	-	118,097	118,097
Total functional expenses	$ 4,853,611	$ 942,318	$ 5,795,929

Manzanita Public Charter School
Statement of Cash Flows
Year Ended June 30, 2022

Operating Activities	
Change in net assets	$ 540,853
Adjustments to reconcile change in net assets	
to net cash from (used for) operating activities	
PPP loan forgiveness	(645,416)
Changes in operating assets and liabilities	
Receivables	239,911
Accounts payable	257,359
Refundable advance	254,657
Net Cash from (used for) Operating Activities	647,364
Net Change in Cash and Cash Equivalents	647,364
Cash and Cash Equivalents, Beginning of Year	1,737,312
Cash and Cash Equivalents, End of Year	$ 2,384,676

Note 1 -   Principal Activity and Significant Accounting Policies

Organization

Manzanita Public Charter School (the Organization) was incorporated in the State of California on March 13, 2008, as a nonprofit public benefit corporation that is organized under the Nonprofit Public Benefit Corporation Law exclusively for charitable and educational purposes within the meaning of 501(c)(3) of the Internal Revenue Code of 1954. The Organization was approved by the State of California Department of Education on March 13, 2008. The Organization opened in August 2008 and currently serves approximately 441 students in grades K-6. On March 13, 2018, the Organization was renewed by Lompoc Unified School for five years ending June 30, 2023.

Charter school number authorized by the State: 0973

The Organization's mission is to provide an enhanced educational environment that promotes learning excellence while allowing scholars to thrive in a 21st-century world.

Basis of Accounting

The accompanying financial statements were prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as applicable to nonprofit organizations. Revenues are recognized as discussed below, and expenditures are recognized in the accounting period in which the liability is incurred.

Net Assets

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor restrictions. The Governing Board has designated, from net assets without donor restrictions, net assets for the Proposition 51 Routine Maintenance reserve.

Net Assets with Donor Restrictions – Net assets subject to donor (or certain grantor) restrictions. Some donor imposed (or grantor) restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

Cash and Cash Equivalents

The Organization considers all cash including cash in County Investment Pool and highly liquid financial instruments with original maturities of three months or less, and which are neither held for nor restricted by donors for long-term purposes, to be cash and cash equivalents.

Receivables and Credit Policies

Receivables consist primarily of noninterest-bearing amounts due for educational programs. Management determines the allowance for uncollectable receivables based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Receivables are written off when deemed uncollectable. No allowance for doubtful accounts has been established, as the Organization deems all amounts to be fully collectible. Substantially all outstanding receivables as of June 30, 2022 are due from state and/or federal sources related to grant contributions and are expected to be collected within a period of less than one year.

Revenue and Revenue Recognition

Operating funds for the Organization are derived principally from state and federal sources. The Organization receives state funding based on each of the enrolled student's average daily attendance (ADA) in its school. Contributions are recognized when cash or notification of an entitlement is received.

A portion of the Organization's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Organization has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as refundable advances in the statement of financial position. Consequently, at June 30, 2022, no conditional contributions for which no amounts had been received in advance and had not been recognized in the accompanying financial statements.

The Organization was granted a $645,416 loan under the PPP administered by a Small Business Administration (SBA) approved partner. The loan is uncollateralized and is fully guaranteed by the Federal government. The Organization has elected to account for the funding as a conditional contribution by applying ASC 958-605, *Not-for-Profit – Revenue Recognition*. The Organization initially recorded the loan as a refundable advance and subsequently recognized grant revenue in accordance with guidance for conditional contributions, that is, once the measurable performance or other barrier and right of return of the PPP loan no longer existed. The Organization has recognized $645,416 as PPP loan forgiveness revenue for the year ended June 30, 2022.

Donated Services and In-Kind Contributions

Volunteers contribute significant amounts of time to program services, administration, and fundraising and development activities; however, the financial statements do not reflect the value of these contributed services because they do not meet recognition criteria prescribed by generally accepted accounting principles. Contributed goods are recorded at fair value at the date of donation. Donated professional services are recorded at the respective fair values of the services received. No significant contributions of such goods or services were received during the year ended June 30, 2022.

Functional Allocation of Expenses

the statement of activities. The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's estimates. The expenses that are allocated include occupancy, which is allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, and other, which are allocated on the basis of estimates of time and effort.

Income Taxes

The Organization is organized as a California nonprofit corporation and has been recognized by the Internal Revenue Service (IRS) as exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), and qualifies for the charitable contribution deduction. It is also exempt from state franchise and income taxes under Section 23701(d) of the California Revenue and Taxation Code. The Organization is annually required to file a Return of Organization Exempt from Income Tax (Form 990) with the IRS. In addition, the Organization is subject to income tax on net income that is derived from business activities that are unrelated to its exempt purpose. The Organization determined that it is not subject to unrelated business income tax and has not filed an Exempt Organization Business Income Tax Return (Form 990-T) with the IRS.

Management believes that the Organization has appropriate support for any tax positions taken affecting its annual filing requirements, and as such, does not have any uncertain tax positions that are material to the financial statements. The Organization would recognize future accrued interest and penalties related to unrecognized tax benefits and liabilities in income tax expense if such interest and penalties are incurred.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Financial Instruments and Credit Risk

Deposit concentration risk is managed by placing cash, money market accounts, and certificates of deposit with financial institutions believed by management to be creditworthy. At times, amounts on deposit may exceed insured limits or include uninsured investments in money market mutual funds. To date, no losses have been experienced in any of these accounts. Credit risk associated with accounts receivable and is considered to be limited due to high historical collection rates and because substantial portions of the outstanding amounts are due from governmental agencies and supportive of the Organization's mission.

Recent Accounting Pronouncements

In February 2016, FASB issued Accounting Standards Update (ASU) 2016-02, *Leases*. ASU 2016-02 requires a lessee to recognize a lease asset representing its right to use the underlying asset for the lease term, and a lease liability for the payments to be made to lessor, on its statement of financial position for all operating leases greater than 12 months. Although the full impact of this update on the Organization's financial statements has not yet been determined, the future adoption of this guidance will require the Organization to record assets and liabilities on its statement of financial position relating to facility and other leases currently being accounted for as operating leases. The ASU is effective for the Organization for the year ended June 30, 2023. Management is evaluating the impact of the adoption of this standard.

Note 2 -   Liquidity and Availability

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

Financial Assets	
Cash and cash equivalents	$ 2,384,676
Receivables	751,799
Financial Assets, at year-end	3,136,475
Less those available for general expenditure within one year due to	
Restrictions by donor with purpose restrictions	(180,117)
Financial assets availability to meet cash needs for general expenditures within one year	$ 2,956,358

As part of the Organization's liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations become due.

Note 3 -   Net Assets

Net assets consist of the following at June 30, 2022:

Net Assets Without Donor Restrictions	
Undesignated net assets	$ 2,103,615
Net Assets With Donor Restrictions	
Subject to expenditure for specified purpose	
Special education	$ 180,117

Note 4 - Employee Retirement Systems

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Academic employees are members of the California State Teachers' Retirement System (CalSTRS).

The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Organization chooses to stop participating in the multi-employer plan, it may be required to pay a withdrawal liability to the plan. The Organization has no plans to withdraw from this multi-employer plan.

The details of each plan are as follows:

California State Teachers' Retirement System (CalSTRS)

Plan Description

The Organization contributes to the State Teachers Retirement Plan (STRP) administered by the California State Teachers' Retirement System (CalSTRS). STRP is a cost-sharing multiple-employer public employee retirement system defined benefit pension plan. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law.

A full description of the pension plan regarding benefit provisions, assumptions (for funding, but not accounting purposes), and membership information is listed in the June 30, 2020, annual actuarial valuation report, Defined Benefit Program Actuarial Valuation. This report and CalSTRS audited financial information are publicly available reports that can be found on the CalSTRS website under Publications at: http://www.calstrs.com/member-publications.

Benefits Provided

The STRP provides retirement, disability and survivor benefits to beneficiaries. Benefits are based on members' final compensation, age and years of service credit. Members hired on or before December 31, 2012, with five years of credited service are eligible for the normal retirement benefit at age 60. Members hired on or after January 1, 2013, with five years of credited service are eligible for the normal retirement benefit at age 62. The normal retirement benefit is equal to 2.0% of final compensation for each year of credited service.

The STRP is comprised of four programs: Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program and Replacement Benefits Program. The STRP holds assets for the exclusive purpose of providing benefits to members and beneficiaries of these programs. CalSTRS also uses plan assets to defray reasonable expenses of administering the STRP. Although CalSTRS is the administrator of the STRP, the state is the sponsor of the STRP and obligor of the trust. In addition, the state is both an employer and nonemployer contributing entity to the STRP.

The Organization contributes exclusively to the STRP Defined Benefit Program; thus, disclosures are not included for the other plans.

The STRP provisions and benefits in effect at June 30, 2022, are summarized as follows:

	STRP Defined Benefit Program	
	On or before	On or after
Hire date	December 31, 2012	January 1, 2013
Benefit formula	2% at 60	2% at 62
Benefit vesting schedule	5 years of service	5 years of service
Benefit payments	Monthly for life	Monthly for life
Retirement age	60	62
Monthly benefits as a percentage of eligible compensation	2.0% - 2.4%	2.0% - 2.4%
Required employee contribution rate	10.25%	10.205%
Required employer contribution rate	16.92%	16.92%
Required state contribution rate	10.828%	10.828%

Contributions

Required member, the Organization, and State of California contributions rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. The contributions rates are expressed as a level percentage of payroll using the entry age normal actuarial method. In accordance with AB 1469, employer contributions into the CalSTRS will be increasing to a total of 19.1% of applicable member earnings phased over a seven-year period. The contribution rates for each plan for the year ended June 30, 2022, are presented above and the Organization's total contributions were $400,446.

On Behalf Payments

The State of California makes contributions to CalSTRS on behalf of the Organization. These payments consist of State General Fund contributions to CalSTRS in the amount of $235,011 (10.828% of annual payroll). Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements.

Note 5 -   Contingencies, Risks, and Uncertainties

The Organization has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any reimbursement, if required, would not be material.

Note 6 -   Subsequent Events

The Organization's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements through December 14, 2022, which is the date the financial statements were available to be issued. Management has determined that there were no subsequent events or transactions that would have a material impact on the current year financial statements.

Supplementary Information
June 30, 2022
Manzanita Public Charter School

Manzanita Public Charter School
Local Education Agency Organization Structure
June 30, 2022

ORGANIZATION

Manzanita Public Charter School (the Organization) (Charter Number 0973) was granted on December 11, 2007, by Lompoc Unified School District. The Organization operates one elementary school.

GOVERNING BOARD

MEMBER	OFFICE	TERM EXPIRES
Arleen Pelster	Chairman	2024
Krishna Flores	Vice Chairman	2024
Eli Villanueva	Secretary	2024
Monique Mangino	Treasurer	2024
Eric Wilhelm	Member	2024
Harvey Green	Member	2024

ADMINISTRATION

NAME	TITLE
Suzanne Nicastro	Executive Director/Principal
Nancy Dow	Fiscal Director

Manzanita Public Charter School
Schedule of Average Daily Attendance
Year Ended June 30, 2022

	Second Period Report	Annual Report
Regular ADA		
Transitional kindergarten through third	239.33	238.71
Fourth through sixth	168.15	168.13
Total regular ADA	407.48	406.84
Classroom Based ADA		
Transitional kindergarten through third	238.26	237.71
Fourth through sixth	167.51	167.35
Total classroom based ADA	405.77	405.06

Manzanita Public Charter School
Schedule of Instructional Time
Year Ended June 30, 2022

Grade Level	1986-1987 Minutes Requirement	2021-2022 Actual Minutes	Number of Minutes Credited Form J-13A	Total Minutes Offered	Number of Actual Days		Number of Days Credited Form J-13A	Total Days Offered	Status
					Traditional Calendar	Multitrack Calendar			
Kindergarten	36,000	57,150	-	57,150	180	N/A	-	180	Complied
Grades 1 - 3	50,400								
Grade 1		57,150	-	57,150	180	N/A	-	180	Complied
Grade 2		57,150	-	57,150	180	N/A	-	180	Complied
Grade 3		57,150	-	57,150	180	N/A	-	180	Complied
Grades 4 - 6	54,000								
Grade 4		57,150	-	57,150	180	N/A	-	180	Complied
Grade 5		57,150	-	57,150	180	N/A	-	180	Complied
Grade 6		57,150	-	57,150	180	N/A	-	180	Complied

See Notes to Supplementary Information

Manzanita Public Charter School
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements
Year Ended June 30, 2022

Summarized below are the net asset reconciliations between the Unaudited Actual Financial Report and the audited financial statements.

Net Assets	
Balance, June 30, 2022, Unaudited Actuals	$ 2,156,405
Increase in Receivables	127,327
Balance, June 30, 2022, Audited Financial Statements	$ 2,283,732

Note 1 - Purpose of Supplementary Schedules

Local Education Agency Organization Structure

This schedule provides information about the Organization's operations, members of the governing board, and members of the administration.

Schedule of Average Daily Attendance

Average daily attendance (ADA) is a measurement of the number of pupils attending classes of the Organization. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of State funds are made to local education agencies. This schedule provides information regarding the attendance of students at the Organization.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Organization and whether the Organization complied with the provisions of *Education Code* Sections 47612 and 47612.5, if applicable.

The Organization must maintain their instructional minutes at the 1986-87 requirements, as required by *Education Code* Section 47612.5.

Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the net assets reported on the unaudited actual financial report to the audited financial statements.

Independent Auditor's Reports
June 30, 2022

Manzanita Public Charter School

EideBailly

CPAs & BUSINESS ADVISORS

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Governing Board
Manzanita Public Charter School
Lompoc, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Manzanita Public Charter School (the Organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 14, 2022.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Organization's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Organization's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Organization's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
December 14, 2022

Independent Auditor's Report on State Compliance

Governing Board
Manzanita Public Charter School
Lompoc, California

Report on Compliance

Opinion on State Compliance

We have audited Manzanita Public Charter School's (the Organization) compliance with the requirements specified in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to the Organization's state program requirements identified below for the year ended June 30, 2022.

In our opinion, the Organization complied, in all material respects, with the compliance requirements referred to above that are applicable to the laws and regulations of the state programs noted in the table below for the year ended June 30, 2022.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States *(Government Auditing Standards)*; and the audit requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Organization and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance with the compliance requirements subject to audit in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our audit does not provide a legal determination of the Organization's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the Organization's compliance with the requirements listed in the table below.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements listed below has occurred, whether due to fraud or error, and express an opinion on the Organization's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Organization's compliance with the requirements listed in the table below.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the Organization's compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances.
- Obtain an understanding of the Organization's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal controls over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance

requirement of a state program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with compliance requirements as identified in the table below that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Organization's compliance with laws and regulations applicable to the following items:

	Procedures Performed
LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS	
Attendance	No, see below
Teacher Certification and Misassignments	No, see below
Kindergarten Continuance	No, see below
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	No, see below
Instructional Materials	No, see below
Ratio of Administrative Employees to Teachers	No, see below
Classroom Teacher Salaries	No, see below
Early Retirement Incentive	No, see below
Gann Limit Calculation	No, see below
School Accountability Report Card	No, see below
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	No, see below
Transportation Maintenance of Effort	No, see below
Apprenticeship: Related and Supplemental Instruction	No, see below
Comprehensive School Safety Plan	No, see below
District of Choice	No, see below

	Procedures Performed
SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS	
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	No, see below
Immunizations	No, see below
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	No, see below
In Person Instruction Grant	Yes
CHARTER SCHOOLS	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	No, see below
Annual Instructional Minutes - Classroom Based	Yes
Charter School Facility Grant Program	No, see below

Programs listed above for "Local Education Agencies Other Than Charter Schools" are not applicable to charter schools; therefore, we did not perform any related procedures.

We did not perform California Clean Energy Jobs Act procedures because the related procedures were performed in a previous year.

We did not perform procedures for the After/Before School Education and Safety Program because the Organization did not offer the program.

The Organization does not offer an Independent Study-Course Based Program; therefore, we did not perform any procedures related to the Independent Study-Course Based Program.

The Organization's charter school was not listed on the immunization assessment reports; therefore, we did not perform any related procedures.

We did not perform Career Technical Education Incentive Grant procedures because the Organization did not receive funding for this grant.

ADA was below the threshold required for testing; therefore, we did not perform any procedures related to Determination of Funding for Nonclassroom-Based Instruction.

We did not perform procedures for the Charter School Facility Grant Program because the Organization did not receive funding for this program.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identify during the audit.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Eide Bailly LLP

Rancho Cucamonga, California
December 14, 2022

Schedule of Findings and Questioned Costs
June 30, 2022

Manzanita Public Charter School

Financial Statements

Type of auditor's report issued	Unmodified

Internal control over financial reporting
    Material weaknesses identified   No
    Significant deficiencies identified not considered
       to be material weaknesses   None reported

Noncompliance material to financial statements noted?   No

State Compliance

Internal control over state compliance for programs
    Material weaknesses identified   No
    Significant deficiencies identified not considered
       to be material weaknesses   None reported

Type of auditor's report issued on compliance
    for programs   Unmodified

Manzanita Public Charter School
Financial Statement Findings
Year Ended June 30, 2022

None reported.

Manzanita Public Charter School
State Compliance Findings and Questioned Costs
Year Ended June 30, 2022

None reported.

Manzanita Public Charter School
Summary Schedule of Prior Audit Findings
Year Ended June 30, 2022

There were no audit findings reported in the prior year's Schedule of Findings and Questioned Costs.

Manzanita Public Charter School

DMS Monthly Update
Actuals through: November 30, 2022

SUMMARY NARRATIVE

This report is intended to provide a financial update comparing the First Interim Budget with actuals through November 30th. Along with an update on the financial health of the organization, these updates are a means to review and detect coding and budgeting issues and to make corrections throughout the year. Reviewing and collaborating together on a regular basis to thoughtfully address these issues, especially early in the year, are the the key to successful financial reporting.

Expenditures appear to be closely aligned to First Interim Budget projections. At this point with 42% of the year (5 months) completed, compensation and benefits are on track. Some of the "front-loading" effect is still present in supplies, whereas services overall appear to be stabilizing as the months go by.

Revenues continue to be somewhat trailing behind what would be expected on a monthly basis; however, in total the revenues are beginning to come closer to budget as well. It is important to continue to keep in mind that state and federal revenues do not flow evenly throughout the year; therefore, YTD results are not a valuable measure of the financial performance.

MPCS remains in a very healthy cash position, and is expected to end the year with 175 days of cash on hand representing 48% of annual expenditures.

MPCS continues to demonstrate fiscal stability and is projected to meet all obligations as scheduled. DMS will continue to monitor the political and economic landscape to anticipate potential fiscal impacts.

Manzanita Public Charter School
2022-23 DMS Monthly Update
Budget vs Actuals Summary

Budget vs Actuals	First Interim Budget	Actuals as of 11/30/2022	% of Budget
Revenues			
LCFF State Revenue	4,463,558	1,252,172	28.05%
Federal Revenues	936,953	143,351	15.30%
Other State Revenues	1,886,527	478,530	25.37%
Local Revenue	18,000	26,583	147.68%
TTL Revenues	**7,305,038**	**1,900,636**	**26%**
Expenditures			
Certificated Salaries	2,846,278	1,048,243	36.83%
Classified Salaries	658,577	277,046	42.07%
Benefits	1,052,658	326,051	30.97%
Books & Supplies	254,329	161,503	63.50%
Services & Operations	1,196,440	372,157	31.11%
Other Outgo	326,620	6,249	1.91%
Total Expenditures	**6,334,902**	**2,191,249**	**35%**
			% of Year
Operating Income/(Loss)	**970,135**	**(290,613)**	**42%**

Budget vs Actuals

Manzanita Public Charter School
2022-23 DMS Monthly Update
Budget vs Actuals Summary

Budget vs Actuals	Code	Description	First Interim Budget	Actuals as of 11/30/2022	% of Budget
Revenue					
LCFF Revenue					
	8011	LCFF General Entitlement	2,310,250	772,362	33.43%
	8012	EPA Entitlement	1,096,386	272,412	24.85%
	8096	In-Lieu-Of Property Taxes	1,056,922	200,718	18.99%
	8097	SPED Proper Tay	-	6,679	0.00%
Total LCFF Revenue			**4,463,558**	**1,252,171**	**28.05%**
Federal Revenue					
	8181	Federal IDEA SpEd Revenue	71,987	-	0.00%
	8290	Other Federal Revenue	731,410	143,351	19.60%
	8295	PY Federal - Restricted Revenue	133,556	-	0.00%
Total Federal Revenue			**936,953**	**143,351**	**15.30%**
Other State Revenue					
	8311	AB602 State SpEd Revenue	324,414	78,592	24.23%
	8550	Mandated Cost Reimbursements	5,743	7,473	130.12%
	8560	State Lottery Revenue	76,000	-	0.00%
	8590	Other State Revenue	1,480,370	392,465	26.51%
Total Other State Revenue			**1,886,527**	**478,530**	**25.37%**
Local Revenue					
	8634	Student Lunch Fees	-	-	0.00%
	8660	Interest Income	12,000	8,694	72.45%
	8699	Other Revenue	6,000	17,889	298.15%
Total Local Revenue			**18,000**	**26,583**	**147.69%**
Total Revenue			**7,305,038**	**1,900,636**	**26%**

Manzanita Public Charter School
2022-23 DMS Monthly Update
Budget vs Actuals Summary

Expenditures

Certificated Compensation

1100	Certificated Teachers' Salaries	2,132,110	780,315	36.60%
1130	Substitute Teacher Compensation	-	-	0.00%
1140	Certificated Substitutes	47,815	10,345	21.64%
1150	Cert Stipend	47,900	22,207	46.36%
1200	Certificated Pupil Support Salaries	224,113	73,918	32.98%
1300	Certificated Supervisors' and Administrators' Salaries	392,340	159,792	40.73%
1350	Administrator Stipends	2,000	1,667	83.34%
Total Certificated Compensation		**2,846,278**	**1,048,243**	**36.83%**

Classified Compensation

2100	Classified Instructional Salaries	215,819	76,288	35.35%
2140	Classified Substitutes	-	1,878	0.00%
2200	Classified Support Salaries	20,516	8,117	39.56%
2300	Classified Supervisors' and Administrators' Salaries	79,977	88,698	110.90%
2350	Classified Adminitrator Stipends	-	1,125	0.00%
2400	Clerical, Technical, and Office Staff Salaries	333,365	98,382	29.51%
2450	Clerical & Technical Stipends	8,900	2,558	28.75%
Total Classified Compensation		**658,577**	**277,046**	**42.07%**

Employee Benefits

3101	State Teachers' Retirement System, certificated positions	543,639	180,238	33.15%
3202	Public Employees' Retirement System, classified positions	49,474	-	0.00%
3301	OASDI/Medicare/Alternative, certificated positions	41,271	35,750	86.62%
3302	OASDI/Medicare/Alternative, certificated positions	50,381	-	0.00%
3401	Health and Welfare Benefits, certificated positions	250,003	61,091	24.44%
3402	Health and Welfare Benefits, classified positions	64,616	13,807	21.37%
3501	State Unemployment Insurance, certificated positions	14,231	6,473	45.49%
3502	Unemployment Insurance	3,293	-	0.00%
3601	Workers' Comp Certificated	29,032	10,687	36.81%
3602	Workers' Comp Classified	6,718	2,811	41.84%
3902	Other Benefits, classified positions	-	15,194	0.00%
Total Employee Benefits		**1,052,658**	**326,051**	**30.97%**

Books, Materials, & Supplies

4100	Textbooks and Core Curricula Materials	-	16,215	0.00%
4200	Books and Other Reference Materials	-	2,318	0.00%
4301	Classroom Materials	215,329	38,403	17.83%
4302	Janitorial Supplies	-	8,461	0.00%

Manzanita Public Charter School
2022-23 DMS Monthly Update
Budget vs Actuals Summary

4303	Specialist Supplies	-	2,282	0.00%
4304	Medical Supplies	-	787	0.00%
4305	Classroom Software Programs	-	21,995	0.00%
4306	Office Supplies	-	14,116	0.00%
4400	Technology Equipment	39,000	30,348	77.82%
4405	Technology - Software	-	21,860	0.00%
4415	Classroom Furniture	-	4,718	0.00%
Total Books, Materials, & Supplies		**254,329**	**161,503**	**63.50%**

Outside Services & Other Operating Costs

5105	Security	-	3,450	0.00%
5200	Travel & Conferences	59,000	-	0.00%
5201	Auto and Travel Expense	-	5,303	0.00%
5202	Conference Fees	-	255	0.00%
5203	Business Meals	-	1,226	0.00%
5400	Insurance	5,000	21,680	433.60%
5501	Operations and Housekeeping Services	55,000	15,309	27.83%
5502	Janitorial/Trash Removal	-	4,875	0.00%
5511	Postage and Shipping	-	323	0.00%
5512	Printing	-	4,117	0.00%
5514	Bank Charges	-	297	0.00%
5530	Fundraising Expenses	-	420	0.00%
5570	Field Trip Expenses	-	3,334	0.00%
5601	Rent, Leases, Repairs and Non Capitalized Improvements	-	6,281	0.00%
5603	Equipment Leases	-	6,983	0.00%
5610	Repairs and Maintenance	37,500	7,500	20.00%
5801	IT	-	13,600	0.00%
5802	Accounting	-	4,000	0.00%
5803	Legal	-	838	0.00%
5804	Professional Development	-	15,231	0.00%
5805	General Consulting	176,000	227	0.13%
5806	Custodial Contract	-	10,361	0.00%
5811	Attendence Software	-	8,000	0.00%
5813	Transportation	663,332	182,976	27.58%
5820	Audit & CPA	20,000	-	0.00%
5825	DMS Business Services	127,473	50,316	39.47%
5850	Oversight Fees	44,636	-	0.00%
5860	Service Fees	-	1,368	0.00%
5900	Communications	8,500	3,887	45.73%
Total Outside Services & Other Operating Costs		**1,196,441**	**372,157**	**31.11%**

Manzanita Public Charter School
2022-23 DMS Monthly Update
Budget vs Actuals Summary

Total Capital Expenditures		-	-	0.00%
Other Outgo			
7141	Other Payments to District	126,620	-	0.00%
7350	Transfer Interfund (SPED)	200,000	-	0.00%
7699	Facility Development Costs	-	6,249	0.00%
Total Other Outgo		**326,620**	**6,249**	**1.91%**

Total Expenditures	**6,334,903**	**2,191,249**	**35%**
			% of Year
Operating Income/Loss	**970,135**	**(290,613)**	**42%**

Manzanita Public Charter School
2022-23 DMS Monthly Update
Budget vs Actuals Summary

	BEG BAL	Budget	July	August	September	October	November	December Budget	January Budget	February Budget	March Budget	April Budget	May Budget	June Budget	Accruals	Total
Starting Cash			2,384,676	2,886,248	2,817,313	3,035,344	2,780,827	2,775,883	3,072,158	2,876,545	2,742,240	3,263,434	3,057,603	2,851,773		
Revenues																
LCFF State Revenue		2,310,250	0	126,184	227,131	209,524	209,524	194,653	194,653	194,653	194,653	194,653	194,653	194,653	175,316	2,310,250
EPA		1,096,386	0	0	272,412	0	0	259,022			259,022			259,022	46,908	1,096,386
In-Lieu Property Taxes		1,056,922	0	66,906	133,812	0	0	81,742	81,742	143,049	71,524	71,524	71,524	71,524	263,575	1,056,922
Prior Year Corrections		0	0	0	0	0	0								0	0
Federal Revenues		936,953	0	50,641	51,119	41,591	0	232,820			232,820			232,820	95,142	936,953
Other State Revenues		1,886,527	2,285	22,066	40,918	69,904	343,357				235,182			235,182	937,633	1,886,527
Other Local Revenue		18,000	3,152	8,507	2,944	9,108	9,551	4,488	4,488	4,488	4,488	4,488	4,488	4,488	(46,679)	18,000
Total Revenues		7,305,038	5,437	274,304	728,336	330,127	562,432	772,725	280,883	342,190	997,689	270,665	270,665	997,689	1,471,894	7,305,038
Expenditures																
Certificated Salaries		2,846,278	28,861	232,086	263,703	265,198	258,395	213,241	213,286	213,286	213,286	213,286	213,286	213,286	305,080	2,846,278
Classified Salaries		658,577	23,331	44,048	72,942	70,224	66,500	88,714	88,714	88,714	88,714	88,714	88,714	88,714	(239,469)	658,577
Benefits		1,052,658	8,223	54,484	88,244	87,885	87,215	80,605	80,605	80,605	80,605	80,605	80,605	80,605	162,372	1,052,658
Books & Supplies		254,329	51,509	22,736	26,290	26,891	34,077	11,857	11,857	11,857	11,857	11,857	11,857	11,857	9,826	254,329
Services & Operations		1,196,440	47,413	35,091	75,615	123,461	90,578	73,700	73,700	73,700	73,700	73,700	73,700	73,700	308,384	1,196,440
Other Outgo		326,620	0	0	0	0	6,249	0	0	0	0	0	0	326,620	(6,249)	326,620
Total Expenditures		6,334,902	159,337	388,445	526,793	573,659	543,015	476,450	476,495	476,495	476,495	476,495	476,495	803,115	481,610	6,334,902
Other Cash Inflows/Outflows																
Accounts Receivable/Other Current Assets	(706,422)	0	650,756	48,504	26,475	20,050	0									745,785
Accounts Payable (net change)	515,657	0	4,716	(3,299)	(9,986)	(31,034)	(24,362)									(63,965)
Other Liabilities	419,036	0	0	0	0	0	0									0
Net Inflows/Outflows	228,270	0	655,472	45,205	16,488	(10,984)	(24,362)	0	0	0	0	0	0	0		681,820
ENDING CASH BALANCE			2,886,248	2,817,313	3,035,344	2,780,827	2,775,883	3,072,158	2,876,545	2,742,240	3,263,434	3,057,603	2,851,773	3,046,347		
Days Cash on Hand			*166.30*	*162.33*	*174.89*	*160.22*	*159.94*	*177.01*	*165.74*	*158.00*	*188.03*	*176.17*	*164.31*	*175.52*		

Cash on Hand

$4M												
$3M												
$2M												
$1M												
$K												
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Budget	Jan Budget	Feb Budget	Mar Budget	Apr Budget	May Budget	Jun Budget

REQUEST FOR
MANZANITA PUBLIC CHARTER SCHOOL
TO PETITION A
MATERIAL REVISION
TO ADD GRADE LEVELS 7 & 8

January 18, 2022

Presented by: Jade Young, Shanna Muro,

Manzanita MOM's Group (Mom's on a Mission),

Manzanita Parents

TONIGHT'S DISCUSSION

- WHO
- WHAT
- WHEN
- WHERE
- WHY
- Q&A
- BOARD DECISION

WHO ARE WE?

- MOM's aka Mom's On a Mission

- Currently we consist of 2 mom's, Jade Young and Shanna Muro

  - Pssst… we have many other parents and supporters on the sideline, waiting to come aboard once needed.

- Jade Young – 3 children grades 6th, 2nd and Kinder, all attending Manzanita.

  - Part-time stay at home mom, part time office manager.

  - Loves spending time with family, camping and coaching children through life, basically… loves being a mom!

- Shanna Muro – 2 children grades 2nd and Kindergarten, both attending Manzanita

  - Local Ranching family

  - School Site Council Member

WHAT IS OUR REQUEST?

- We would like for the LEA (MANZANITA PUBLIC CHARTER SCHOOL) to request a stand alone petition for a material revision, to add additional grade levels 7 & 8, as well as increase the current maximum capacity from 450 to 650.

  - This request will be separate from the current charter renewal process; this way, if denied it will not effect our current charter.

  - We would need approximately 1 additional admin and 4 additional teachers.

  - Mrs. Nicastro will need your blessing in order to move forward.

    - $15k has already been allotted in the 2022/2023 Budget for Material Revision Work.

WHEN SUGGESTED TIMELINES

1
- TODAY
- Manzanita Board Approval to Pursue Material Revision

2
- SPRING 2023
- Manzanita Superintendent Works to Complete & Submit Material Revision

3
- JULY 2023
- Manzanita Superintendent & Parent Community Presents Material Revision to LUSD Board

4
- AUGUST 2023
- If LUSD approves, work will begin on the plan to Implement and Open Grades 7-8

5
- AUGUST 2024
- OPEN Manzanita Public Charter School Grades K-8

WHERE WOULD WE PUT THE EXTRA STUDENTS?

- Option #1
  - Onsite: utilizing a combination of new build classrooms and purchased portables
- Option #2
  - Off-campus
    - Possibly on base

WHY?

- LCAP staff, parent and community surveys repeatedly show strong support and desire to explore the option of a Manzanita K-8 School

- K-8 school models universally produce better outcomes than traditionally modeled junior high schools

- Manzanita's school mission of promoting the development of individual learning strengths is strongly embraced and desired for its middle school learners.

-

WHY DO WE WANT THIS?

- In reading through numerous articles in regards to the pros and cons of K-8 schools or "elemiddles" vs. Junior High School and even Middle Schools; we have come to conclusion that the most important aspect is not what "type" of school is better, but more so, *"What is best for our students?" "What is best for our children?"*

- *Each student, each child is different. What's best for one, isn't best for all!*

- *There may be scholars that decide not to stay for the extra 2 years, and that is OK!*

- *We may gain some, we may lose some.*

- *We are not here to tell you which model is better than the other, because for some this may not be the best choice. However, we do believe that for the majority of our students, a K-8 model is the best option.*

WHY DO WE WANT THIS?

- Opportunities Gained:
  - By allowing scholars to stay at MPCS, we will get to continue to enhance and sharpen the interests our current scholars have developed, through the many extra-academic activities offered.
  - We have the opportunity to be able to offer trade certifications and/or advanced education in a wide variety of specific areas:
    - Home Ec, Music, Drama, Art, Pre-mechanics/Wood-shop, Advanced Leadership, Advanced STEM, Advanced Business, Yearbook/Photo, etc. The possibilities are endless.
    - Sports such as golf, track, cross country, basketball, volleyball, soccer, etc…
- Why not let kid's be kid's longer?
  - To remain in the same school environment that has introduced and fostered the relationships these students have built; for some scholars it's been 7 years in this environment, creating bonds, familiarity and trust.
  - Why not allow the people that our children have built relationships with over the years, to teach and guide our children through a couple of the most difficult years of their lives, as they grow into young adults?
- Why not give choices?
  - Currently LUSD only offers Large Comprehensive Junior High Schools.
  - Our parent community wants different options; we can provide that by offering them a smaller, more intimate setting to continue their child's education.

Q&A

BOARD DECISION

CALIFORNIA SCHOOL PARENT SURVEY

Manzanita Public Charter
2022-2023
Main Report

Recommended citation:
Manzanita Public Charter School. *California School Parent Survey, 2022-2023: Main Report*. San Francisco: WestEd for the California Department of Education.

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results, presented in tables organized by topic, for each question from the 2022-23 *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. The 2022-23 CSPS also asks about concerns about their children as a result of the pandemic. 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 state effort in the nation to assess students, staff, and parents on a regular basis. The surveys provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being (see calschls.org) 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

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;

- Student risk behaviors (how much of a problem at the school);

- Experiences and perceptions 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 keeping with the differences in the digital connectedness of parents, districts can administer the survey using an online format, paper forms, or a mix of the two.

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

THE REPORT

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

ONLINE DATA DASHBOARD

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

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, parent role at home, English language development program participation, special education program, and afterschool participation; and
- examine data trends over time overall and by different demographic groups.

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

UNDERSTANDING THE DATA

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

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

IMPROVING SURVEY PARTICIPATION

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

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

RESOURCES

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 Disaggregated Report or Analyses

The staff of the CalSCHLS Regional Centers 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

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

Add Questions to Your Next Survey

As part of your data-review process, determine what additional information is needed from parents to guide school improvement efforts and consider adding questions to your next CSPS. The survey was designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

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

Exhibit 1
Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

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

ACKNOWLEDGMENTS

Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CSPS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	73

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	72
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[†]	61	A6.1
Parental involvement in school[§]	55	A6.3
School encourages me to be an active partner[†]	59	A6.1
School actively seeks the input of parents[†]	43	A6.1
Parents feel welcome to participate at this school[†]	63	A6.1
School Supports for Students		
Student learning environment[†]	56	A7.1
School is a safe place for my child[†]	63	A7.1
School motivates students to learn[†]	59	A7.1
School has adults who really care about students[†]	74	A7.1
Opportunities for meaningful student participation[†]	51	A7.1
Communication with parents about school[#]	52	A6.2
Teachers responsive to child's social and emotional needs[Γ]	92	A7.2
School provides parents with advice and resources to support my child's social and emotional needs[Γ]	77	A7.2
Fairness, Rule Clarity, and Respect for Diversity		
School enforces school rules equally[†]	46	A7.1
School treats all students with respect[†]	63	A7.1
School promotes respect of cultural beliefs/practices[†]	44	A7.1
Substance Use, School Disorder, and Bullying		
Substance use problems[¶ψ]	8	A8.1
Student alcohol and drug use[‡ψ]	3	A8.1
Student vaping or e-cigarette use[‡ψ]	3	A8.1
School disorder[¶ψ]	22	A8.2
Harassment or bullying of students[‡ψ]	6	A8.2
Facilities		
School has clean and well-maintained facilities/properties[†ψ]	46	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."*

[ψ]*In-School only.*

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

[Γ]*Average 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."*

3. Parent and Student Demographic Characteristics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	100
Remote Learning Model	0

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	96
Foster parent of the child enrolled at this school	0
Grandparent, other relative, and/or legal guardian of the child enrolled at this school	4
Not applicable, not sure, or decline to answer	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	0
Asian or Asian American	3
Black or African American (Not Hispanic or Latinx)	3
Filipino	4
Hispanic or Latinx	31
Native Hawaiian or Pacific Islander	0
White (Not Hispanic/Latinx)	39
Two or more races/ethnicities	13
Not applicable, not sure, or decline to answer	8

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	6
Kindergarten	7
1st grade	15
2nd grade	24
3rd grade	8
4th grade	15
5th grade	14
6th grade	11
7th grade	0
8th grade	0
9th grade	0
10th grade	0
11th grade	0
12th grade	0
Other	0
Ungraded	0

Question A.5: In what grade is your child?
Note: Cells are empty if there are less than 5 respondents.

Table A3.5

Special Program Participation

	All %
Special Education Program or has had an Individual Education Plan (IEP)	9
English Language Development (for children learning English)	8
Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes	12
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	99
Yes - 1 day a week	0
Yes - 2 days a week	0
Yes - 3 days a week	0
Yes - 4 days a week	0
Yes - 5 days a week	1

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	
Not sure/NA	

Question A.64: As you answer these questions, please think about you and your child's experience right now...
Our school/district has done a good job keeping me informed about remote learning.
Note: Cells are empty if there are less than 5 respondents.

Table A4.3

Rating of School Remote Learning Program (Remote Only)

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

Question A.65: On a scale of 0 to 10, with 0 being extremely unsuccessful and 10 being extremely successful, how successful has remote or distance learning been for you and your child during the 2022-23 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	
Not sure/NA	

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

5. Student Motivation and Optimism

Table A5.1

Student is Motivated to Complete Schoolwork

	All %
Strongly agree	39
Agree	49
Disagree	7
Strongly disagree	3
Not sure/NA	2

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

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

Table A5.2

Student Feeling Hopeful About the Future

	All %
Strongly agree	49
Agree	39
Disagree	7
Strongly disagree	0
Not sure/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	
Average reporting "Strongly agree"	61
School promptly responds to my phone calls, messages, or e-mails.	
Strongly agree	72
Agree	25
Disagree	1
Strongly disagree	1
Don't know/NA	0
School encourages me to be an active partner with the school in educating my child.	
Strongly agree	59
Agree	34
Disagree	7
Strongly disagree	0
Don't know/NA	0
School actively seeks the input of parents before making important decisions.	
Strongly agree	43
Agree	37
Disagree	9
Strongly disagree	1
Don't know/NA	10

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	63
Agree	34
Disagree	3
Strongly disagree	0
Don't know/NA	0
School staff treat parents with respect.	
Strongly agree	69
Agree	29
Disagree	1
Strongly disagree	0
Don't know/NA	0
School staff take parent concerns seriously.	
Strongly agree	58
Agree	36
Disagree	1
Strongly disagree	1
Don't know/NA	3

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	
Average reporting "Strongly agree" or "Very well"	52
School keeps me well-informed about school activities.	
Strongly agree	78
Agree	16
Disagree	6
Strongly disagree	0
Don't know/NA	0
Teachers communicate with parents about what students are expected to learn in class.	
Strongly agree	56
Agree	34
Disagree	10
Strongly disagree	0
Don't know/NA	0
Letting you know how your child is doing in school between report cards.	
Very well	45
Just okay	34
Not very well	15
Does not do it at all	5
Don't know/NA	2

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

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

Table A6.2

Communication with Parents about School Questions – Continued

	All %
Providing information about why your child is placed in particular groups or classes.	
Very well	34
Just okay	35
Not very well	15
Does not do it at all	11
Don't know/NA	5
Providing information on your expected role at your child's school.	
Very well	45
Just okay	40
Not very well	6
Does not do it at all	3
Don't know/NA	5
Providing information about how to help your child with homework.Ø	
Very well	50
Just okay	29
Not very well	10
Does not do it at all	5
Don't know/NA	5
Providing information on how to help your child plan for college or vocational school.Ø	
Very well	
Just okay	
Not very well	
Does not do it at all	
Don't know/NA	

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

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

ØItem not included in the scale.

Table A6.3

Parental Involvement in School Questions

	All %
Parental involvement in school	
Average reporting "Yes"	55
Attended a school or class event	
No	23
Yes	77
Attended a general school meeting	
No	8
Yes	92
Participated in a meeting of the parent-teacher organization or association	
No	67
Yes	33
Participated in fundraising for the school	
No	38
Yes	63
Served on a school committee	
No	88
Yes	13
Served as a volunteer in this child's classroom or elsewhere in the school.$^{\emptyset}$	
No	50
Yes	50

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.

$^{\emptyset}$*Item 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	23
Yes	77
Met with a school counselor in person or remotely.^Ø	
No	88
Yes	13

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 Scale Questions

	All %
Student learning environment	
Average reporting "Strongly agree"	56
This school...	
promotes academic success for all students.	
Strongly agree	65
Agree	32
Disagree	1
Strongly disagree	0
Don't know/NA	1
treats all students with respect.	
Strongly agree	63
Agree	33
Disagree	4
Strongly disagree	0
Don't know/NA	0
gives all students opportunities to "make a difference" by helping other people, the school, or the community.	
Strongly agree	51
Agree	37
Disagree	7
Strongly disagree	0
Don't know/NA	4
provides quality counseling or other ways to help students with social or emotional needs.	
Strongly agree	46
Agree	26
Disagree	4
Strongly disagree	3
Don't know/NA	21

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

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

Table A7.1

Student Learning Environment Scale Questions – Continued

	All %
This school...	
is a supportive and inviting place for students to learn.	
Strongly agree	65
Agree	31
Disagree	3
Strongly disagree	1
Don't know/NA	0
communicates the importance of respecting different cultural beliefs and practices.	
Strongly agree	44
Agree	34
Disagree	7
Strongly disagree	0
Don't know/NA	15
provides instructional materials that reflect my child's culture, ethnicity, and identity.	
Strongly agree	32
Agree	32
Disagree	9
Strongly disagree	0
Don't know/NA	26
enforces school rules equally for my child and all students.	
Strongly agree	46
Agree	37
Disagree	3
Strongly disagree	1
Don't know/NA	13

Question A.12-15: This school... is a supportive and inviting place for students to learn... communicates the importance of respecting different cultural beliefs and practices... provides instructional materials that reflect my child's culture, ethnicity, and identity... enforces school rules equally for my child and all students.
Note: Cells are empty if there are less than 5 respondents.

Table A7.1

Student Learning Environment Scale Questions – Continued

	All %
This school...	
has quality programs for my child's talents, gifts, or special needs.	
Strongly agree	46
Agree	40
Disagree	7
Strongly disagree	0
Don't know/NA	7
is a safe place for my child.	
Strongly agree	63
Agree	32
Disagree	3
Strongly disagree	0
Don't know/NA	1
provides high quality instruction to my child.	
Strongly agree	62
Agree	35
Disagree	1
Strongly disagree	1
Don't know/NA	0
motivates students to learn.	
Strongly agree	59
Agree	38
Disagree	1
Strongly disagree	1
Don't know/NA	0

Question A.16, 17, 22, 23: This school... has quality programs for my child's talents, gifts, or special needs... is a safe place for my child.... provides high quality instruction to my child... motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A7.1

Student Learning Environment Scale Questions – Continued

	All %
This school...	
has teachers who go out of their way to help students.	
Strongly agree	65
Agree	32
Disagree	1
Strongly disagree	1
Don't know/NA	0
has adults who really care about students.	
Strongly agree	74
Agree	26
Disagree	0
Strongly disagree	0
Don't know/NA	0
has high expectations for all students.	
Strongly agree	57
Agree	34
Disagree	3
Strongly disagree	0
Don't know/NA	6
encourages students to care about how others feel.	
Strongly agree	62
Agree	35
Disagree	1
Strongly disagree	0
Don't know/NA	1

Question A.24-27: This school... has teachers who go out of their way to help students... has adults who really care about students... has high expectations for all students... encourages students to care about how others feel. Note: Cells are empty if there are less than 5 respondents.

Table A7.2

Social and Emotional Supports

	All %
My child's teachers are responsive to my child's social and emotional needs.	
Strongly agree	46
Agree	46
Disagree	3
Strongly disagree	0
Not sure/NA	5
Support staff are available to my child if he/she needs them.	
Strongly agree	48
Agree	26
Disagree	5
Strongly disagree	3
Not sure/NA	18
Our school provides parents with advice and resources to support my child's social and emotional needs.	
Strongly agree	43
Agree	34
Disagree	10
Strongly disagree	2
Not sure/NA	11

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	46
Agree	46
Disagree	7
Strongly disagree	0
Not sure/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	
Average reporting any problems	8
Based on your experience, how much of a problem at this school is...	
student tobacco use?	
Not a problem	65
Small problem	3
Somewhat a problem	2
Large problem	3
Don't know/NA	27
student vaping or e-cigarette use?	
Not a problem	61
Small problem	8
Somewhat a problem	2
Large problem	3
Don't know/NA	27
student alcohol and drug use?	
Not a problem	67
Small problem	2
Somewhat a problem	0
Large problem	3
Don't know/NA	29

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	
Average reporting any problems	22
Based on your experience, how much of a problem at this school is...	
harassment or bullying?	
Not a problem	28
Small problem	28
Somewhat a problem	25
Large problem	6
Don't know/NA	14
physical fights?	
Not a problem	48
Small problem	12
Somewhat a problem	8
Large problem	3
Don't know/NA	29
racial/ethnic conflict among students?	
Not a problem	48
Small problem	12
Somewhat a problem	3
Large problem	3
Don't know/NA	34
students not respecting staff?	
Not a problem	43
Small problem	12
Somewhat a problem	14
Large problem	3
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 %
Based on your experience, how much of a problem at this school is...	
gang-related activity?	
Not a problem	68
Small problem	5
Somewhat a problem	0
Large problem	3
Don't know/NA	25
weapons possession?	
Not a problem	72
Small problem	0
Somewhat a problem	0
Large problem	3
Don't know/NA	25
vandalism (including graffiti)?	
Not a problem	68
Small problem	8
Somewhat a problem	2
Large problem	3
Don't know/NA	20

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

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

Table A8.3

School Bans Tobacco Use and Vaping

	All %
No	0
Yes	94
Don't know	6

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	46
Agree	43
Disagree	12
Strongly disagree	0
Don't know/NA	0

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

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

Z. Custom Questions

1. Module Sample

Table Z1.1

Parent Sample for Custom Questions

	All
Number of respondents	61

2. Custom Questions

Table Z2.1

How likely is it that you would recommend our school to a friend or fellow parent?

	School Type	
	ES	Total
	%	%
Very likely	82	82
Likely	13	13
Neutral	2	2
Unlikely	2	2
Very unlikely	2	2

Question Z.1.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.2

If your scholar is below grade level, do you feel they are receiving sufficient intervention support?

	School Type	
	ES	Total
	%	%
Strongly agree	20	20
Agree	15	15
Disagree	7	7
Strongly disagree	2	2
Don't know/NA	57	57

Question Z.2.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.3

Do you support Manzanita's policy on school uniforms?

	School Type	
	ES	Total
	%	%
Yes	89	89
No	11	11

Question Z.3.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.5

How much time do you feel is appropriate for your scholar to be using technology in the classroom?

	School Type	
	ES	Total
	%	%
Less than 1 hour	40	40
1-2 hours	55	55
2-3 hours	5	5

Question Z.5.

Note: Columns are not displayed if there are less than 5 respondents.

CALIFORNIA HEALTHY KIDS SURVEY

CALIFORNIA CalSCHLS SURVEY SYSTEM

Manzanita Public Charter
Elementary
2022-2023
Main Report

California Department of
EDUCATION

WestEd
WestEd.org

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

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

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

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

THE SURVEY

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

The 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).

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 39 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 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).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.

- **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 2019-2021 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1921_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 (562.799.5164) or email calschls@wested.org.

Request Additional Reports and Data

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

School Climate Report 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 trends across key indicators of school climate and provides two-year state averages on those indicators (calschls.org/reports-data/#scrc).

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 (562.799.5164) 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 boredom	✓			
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			✓	

ACKNOWLEDGMENTS

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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)	X
D. Mental Health Supports Module	
E. Military-Connected School Module	X
F. Social Emotional Health Module (SEHM)	X
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 3	Grade 4	Grade 5	Grade 6
Student Sample Size				
Target sample	59	71	68	62
Final number	59	67	68	60
Response Rate	100%	94%	100%	97%

Table A1.2

Number of Respondents by Instructional Model

	Grade 3	Grade 4	Grade 5	Grade 6
In-school learning only	57	66	66	60
Remote learning only	2	1	2	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
School Engagement and Supports					
School connectedness[†#] *(In-School Only)*	78	70	70	71	A6.3
School connectedness[†ψ] *(Remote Only)*					A6.3
Academic motivation[†]	87	92	77	81	A6.3
School boredom[†]	35	46	45	46	A6.9
Caring adults in school[†]	82	81	69	75	A6.3
High expectations-adults in school[†]	93	89	83	92	A6.3
Meaningful participation[†]	52	44	38	38	A6.3
Facilities upkeep[†Φ]	61	78	58	75	A6.11
Parent involvement in schooling[†]	78	78	71	69	A10.2
Social and emotional learning supports[†]	85	83	75	69	A7.1
Anti-bullying climate[†]	77	82	61	73	A9.6
School Safety and Cyberbullying					
Feel safe at school[†Φ]	78	71	79	83	A9.1
Feel safe on way to and from school[†Φ]	75	70	66	86	A9.1
Been hit or pushed[Φ]	72	44	43	19	A9.2
Mean rumors spread about you	53	41	44	31	A9.2
Called bad names or target of mean jokes	63	43	56	25	A9.2
Saw a weapon at school[§Φ]	17	11	5	5	A9.5
Cyberbullying[¶]	35	20	33	20	A9.3
School Disciplinary Environment					
Rule clarity[†]	94	94	73	73	A8.2
Students well behaved[†]	65	69	42	49	A8.4
Students treated fairly when break rules[†]	49	60	63	58	A8.1
Students treated with respect[†]	94	91	86	93	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.*

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

[Φ]*In-school only.*

[§]*Past year.*

[¶]*Past 30 days.*

Table A2.2

Key Indicators of Substance Use, Routines, Remote Learning, and Student Well-Being

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Substance Use					
Alcohol or drug use$^\phi$			32	36	A11.1
Marijuana use$^\phi$			0	2	A11.1
Cigarette use$^\phi$			0	2	A12.1
Vaping$^\phi$			2	5	A12.1
Routines					
Eating of breakfast$^|$	70	74	57	77	A4.1
Late bedtime (at 10 pm or later)	23	11	19	20	A4.2
Learning from Home					
Weekdays worked on schoolwork (5 days)$^{\P\delta}$					A5.1
Synchronous instruction (4 days or more)$^{\|\delta}$					A5.1
Meaningful opportunities$^{\dagger\delta}$					A5.2
Mental Health					
Frequent sadness†	17	22	10	19	A13.1
Wellness†	81	80	71	69	A13.2

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

$^\phi$*Lifetime.*

$^|$*This morning.*

$^\|$*Past 7 days.*

¶*Past 30 days.*

$^\delta$*Remote 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
In-School Model	97	99	97	100
Remote Learning Model	3	1	3	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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Female	49	54	46	55
Male	51	46	54	45

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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
American Indian or Alaska Native, non-Hispanic	2	3	1	3
Asian or Asian American, non-Hispanic	5	0	6	0
Black or African American, non-Hispanic	2	8	4	3
Hispanic or Latinx	32	26	25	38
Native Hawaiian or Pacific Islander, non-Hispanic	0	2	1	0
White, non-Hispanic	35	33	31	32
Multiracial, non-Hispanic	11	12	18	10
Something else, non-Hispanic	14	17	13	13

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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
0 days	84	79	82	93
1 day	5	0	2	0
2 days	0	3	0	2
3 days	0	0	2	2
4 days	2	0	11	2
5 days	9	18	5	2

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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	30	26	43	23
Yes	70	74	57	77

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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Before 9:00 pm	64	55	37	45
Between 9:00 pm and 10:00 pm	13	35	44	35
Between 10:00 pm and 11:00 pm	11	6	9	10
Between 11:00 pm and midnight	4	3	4	10
After 12:00 am	9	2	6	0
Late bedtime (at 10 pm or later)	23	11	19	20

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 3 %	Grade 4 %	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.9-11: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never				
Yes, some of the time				
Yes, most of the time				
Yes, all of the time				

Question ES A.14: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
One of the best students	20	22	23	24
Better than most students	39	31	38	27
About the same as others	37	43	26	37
Don't do as well as most others	4	5	12	12

Question ES A.38: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I did not miss any days of school in the past 30 days	38	59	54	57
1 day	28	11	18	18
2 days	11	11	10	12
3 or more days	23	20	18	13

Question ES A.8, 12: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Total school supports	77	71	63	68	
Caring adults in school	82	81	69	75	A6.4
High expectations-adults in school	93	89	83	92	A6.5
Meaningful participation at school	52	44	38	38	A6.6
School connectedness[#] *(In-School Only)*	78	70	70	71	A6.7
School connectedness$^{\psi}$ *(Remote Only)*					A6.7
Academic motivation	87	92	77	81	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.*

$^{\psi}$*The scale was based on four questions for remote respondents.*

Table A6.4
Caring Adults in School Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Caring adults in school				
Average reporting "Yes, most of the time" or "Yes, all of the time"	82	81	69	75
Do the teachers and other grown-ups at school...				
care about you?				
No, never	2	2	3	2
Yes, some of the time	7	11	14	11
Yes, most of the time	11	18	20	30
Yes, all of the time	80	69	63	58
listen when you have something to say?				
No, never	6	2	6	5
Yes, some of the time	15	14	25	20
Yes, most of the time	35	38	37	46
Yes, all of the time	44	46	32	29
make an effort to get to know you?				
No, never	2	6	6	2
Yes, some of the time	21	25	38	34
Yes, most of the time	38	32	38	47
Yes, all of the time	38	37	17	17

Question ES A.29, 39, 43: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
High expectations-adults in school				
Average reporting "Yes, most of the time" or "Yes, all of the time"	93	89	83	92
Do the teachers and other grown-ups at school...				
tell you when you do a good job?				
No, never	4	3	3	3
Yes, some of the time	2	18	23	12
Yes, most of the time	42	37	54	51
Yes, all of the time	53	42	20	34
believe that you can do a good job?				
No, never	2	0	3	2
Yes, some of the time	9	8	11	7
Yes, most of the time	15	17	17	38
Yes, all of the time	75	75	69	53
want you to do your best?				
No, never	2	0	0	0
Yes, some of the time	2	3	11	2
Yes, most of the time	19	9	9	14
Yes, all of the time	77	88	80	84

Question ES A.30, 40, 44: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Meaningful participation at school				
Average reporting "Yes, most of the time" or "Yes, all of the time"	52	44	38	38
Are you given a chance to help decide school activities or rules?				
No, never	45	52	48	25
Yes, some of the time	24	32	34	54
Yes, most of the time	16	6	14	12
Yes, all of the time	16	9	5	9
Do the teachers and other grown-ups at school ask you about your ideas?				
No, never	13	26	20	15
Yes, some of the time	36	48	43	42
Yes, most of the time	18	18	34	34
Yes, all of the time	33	8	3	8
Do the teachers and other grown-ups give you a chance to solve school problems?				
No, never	6	17	17	14
Yes, some of the time	25	32	28	47
Yes, most of the time	37	28	37	22
Yes, all of the time	33	23	18	17
Do you get to do interesting activities at/when you participate in school?				
No, never	4	3	6	3
Yes, some of the time	19	10	25	27
Yes, most of the time	32	47	34	41
Yes, all of the time	45	40	35	29

Question ES A.27, 28, 31-34: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Are you given a chance to help decide class activities or rules?				
No, never	43	31	34	29
Yes, some of the time	31	43	49	48
Yes, most of the time	13	22	14	19
Yes, all of the time	13	5	3	3
Do your teachers ask you what you want to learn about?				
No, never	45	57	71	64
Yes, some of the time	27	29	25	29
Yes, most of the time	15	11	2	5
Yes, all of the time	13	3	3	2
Do you do things to be helpful at school?				
No, never	0	2	8	0
Yes, some of the time	22	9	31	36
Yes, most of the time	39	45	48	44
Yes, all of the time	39	45	14	20

Question ES A.35-37, 41, 42: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School connectedness# *(In-School Only)*				
Average reporting "Yes, most of the time" or "Yes, all of the time"	78	70	70	71
School connectedness$^\psi$ *(Remote Only)*				
Average reporting "Yes, most of the time" or "Yes, all of the time"				
Do you feel close to people at/from this school?				
No, never	11	20	9	3
Yes, some of the time	29	45	42	52
Yes, most of the time	36	18	32	30
Yes, all of the time	24	17	17	15
Are you happy to be at/with this school?				
No, never	6	6	6	3
Yes, some of the time	6	12	20	24
Yes, most of the time	31	32	39	41
Yes, all of the time	57	50	35	32
Do you feel like you are part of this school?				
No, never	2	3	6	3
Yes, some of the time	19	17	26	25
Yes, most of the time	31	33	27	28
Yes, all of the time	48	47	41	43
Do teachers treat students fairly?				
No, never	4	0	2	2
Yes, some of the time	13	16	17	15
Yes, most of the time	25	30	39	39
Yes, all of the time	58	55	42	44

Question ES A.15-19, 23, 24: 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.

$^\psi$The scale was based on four questions for remote respondents.

Table A6.7

School Connectedness Scale Questions – Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel safe at school? *(In-School Only)*				
No, never	4	6	2	5
Yes, some of the time	19	22	20	12
Yes, most of the time	22	29	41	36
Yes, all of the time	56	43	38	47

Question ES A.76: 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 Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Academic motivation				
Average reporting "Yes, most of the time" or "Yes, all of the time"	87	92	77	81
Do you finish all your school assignments?				
No, never	2	2	0	3
Yes, some of the time	13	8	19	17
Yes, most of the time	50	44	49	37
Yes, all of the time	35	47	32	42
When you get a bad grade, do you try even harder the next time?				
No, never	6	2	14	2
Yes, some of the time	6	3	10	8
Yes, most of the time	11	19	22	29
Yes, all of the time	78	77	54	61
Do you keep working and working on your schoolwork until you get it right?				
No, never	4	0	10	5
Yes, some of the time	8	10	13	22
Yes, most of the time	34	19	40	53
Yes, all of the time	55	71	38	20
Do you keep doing your schoolwork even when it's really hard for you?				
No, never	6	2	3	5
Yes, some of the time	9	5	24	15
Yes, most of the time	26	32	32	44
Yes, all of the time	59	62	41	36

Question ES A.60-63: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	15	10	8	17
Yes, some of the time	50	44	47	37
Yes, most of the time	11	24	17	22
Yes, all of the time	24	22	28	24

Question ES A.13, 59: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel proud to belong to your school?				
No, never	9	2	11	3
Yes, some of the time	5	9	21	12
Yes, most of the time	36	38	26	33
Yes, all of the time	49	52	42	52

Question ES A.20: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Is your school building neat and clean?				
No, never	6	0	6	2
Yes, some of the time	33	22	36	24
Yes, most of the time	35	54	48	47
Yes, all of the time	26	25	9	27

Question ES A.25: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Social and emotional learning supports				
Average reporting "Yes, most of the time" or "Yes, all of the time"	85	83	75	69
Does your school...				
help students resolve conflicts with one another?				
No, never	2	3	3	10
Yes, some of the time	15	13	25	25
Yes, most of the time	39	40	36	47
Yes, all of the time	44	44	36	17
teach students to understand how other students think and feel?				
No, never	4	3	8	8
Yes, some of the time	16	25	20	39
Yes, most of the time	32	31	44	31
Yes, all of the time	48	41	28	22
teach students to feel responsible for how they act?				
No, never	0	2	3	3
Yes, some of the time	18	11	22	17
Yes, most of the time	18	30	44	47
Yes, all of the time	64	57	31	32
teach students to care about each other and treat each other with respect?				
No, never	2	0	0	0
Yes, some of the time	6	9	19	22
Yes, most of the time	24	20	27	22
Yes, all of the time	69	70	53	56

Question ES A.51-54: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	7	12	14	10
Yes, some of the time	19	45	37	37
Yes, most of the time	30	20	28	31
Yes, all of the time	44	23	22	22

Question ES A.26: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	0	2	9	10
Yes, some of the time	31	35	45	47
Yes, most of the time	52	39	35	39
Yes, all of the time	17	24	11	3

Question ES A.21, 22: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Fairness				
Average reporting "Yes, most of the time" or "Yes, all of the time"	77	79	74	77
Do teachers treat students fairly?				
No, never	4	0	2	2
Yes, some of the time	13	16	17	15
Yes, most of the time	25	30	39	39
Yes, all of the time	58	55	42	44
Are the school rules fair?				
No, never	4	5	3	9
Yes, some of the time	19	15	32	19
Yes, most of the time	28	32	38	45
Yes, all of the time	50	48	26	28
Do teachers and other grown-ups at school treat students with respect?				
No, never	0	0	0	0
Yes, some of the time	6	9	14	7
Yes, most of the time	31	29	42	46
Yes, all of the time	63	62	45	47
Are students treated fairly when they break school rules?				
No, never	21	17	14	12
Yes, some of the time	30	23	23	31
Yes, most of the time	17	35	42	36
Yes, all of the time	32	25	20	22

Question ES A.23, 24, 45-47: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do students know what the rules are?				
No, never	2	0	3	5
Yes, some of the time	4	6	23	22
Yes, most of the time	43	43	44	44
Yes, all of the time	51	51	30	29

Question ES A.50: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Positive behavior$^{\bar{\wedge}}$ *(In-School Only)*				
Average reporting "Yes, most of the time" or "Yes, all of the time"	96	94	90	91
Positive behavior$^{\lambda}$ *(Remote Only)*				
Average reporting "Yes, most of the time" or "Yes, all of the time"				
Do you follow the classroom rules?				
No, never	0	0	2	0
Yes, some of the time	2	3	8	3
Yes, most of the time	26	31	40	32
Yes, all of the time	72	66	51	64
Do you follow the playground rules at recess and lunch times? *(In-School Only)*				
No, never	0	0	2	0
Yes, some of the time	2	5	10	12
Yes, most of the time	17	8	33	22
Yes, all of the time	81	87	56	66
Do you listen when your teacher is talking?				
No, never	2	0	3	0
Yes, some of the time	7	8	11	8
Yes, most of the time	26	29	49	32
Yes, all of the time	65	63	37	59
Are you nice to other students?				
No, never	0	0	0	0
Yes, some of the time	2	6	8	12
Yes, most of the time	19	23	40	36
Yes, all of the time	80	70	52	53

Question ES A.64-67: 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.

$^{\bar{\wedge}}$*The scale was based on four survey questions for in-school respondents.*

$^{\lambda}$*The scale was based on three questions for remote respondents.*

Table A8.4

Students at School Well Behaved

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	4	2	5	5
Yes, some of the time	31	29	53	46
Yes, most of the time	54	54	38	47
Yes, all of the time	11	15	5	2

Question ES A.48, 49: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel safe at school?				
No, never	4	6	2	5
Yes, some of the time	19	22	20	12
Yes, most of the time	22	29	41	36
Yes, all of the time	56	43	38	47
Do you feel safe on your way to and from school?				
No, never	8	14	0	2
Yes, some of the time	17	16	34	12
Yes, most of the time	32	37	31	38
Yes, all of the time	43	33	34	48

Question ES A.76, 77: 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

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Violence victimization *(In-School Only)*				
Average reporting "Yes"	63	42	48	25
Do other kids hit or push you at school when they are not just playing around? *(In-School Only)*				
No, never	28	56	57	81
Yes, some of the time	35	20	28	16
Yes, most of the time	17	18	8	0
Yes, all of the time	20	7	7	3
Do other kids at/from school spread mean rumors or lies about you?				
No, never	47	59	56	69
Yes, some of the time	25	17	37	20
Yes, most of the time	9	16	3	7
Yes, all of the time	19	8	5	3
Do other kids at/from school call you bad names or make mean jokes about you?				
No, never	37	57	44	75
Yes, some of the time	35	27	38	19
Yes, most of the time	13	10	11	5
Yes, all of the time	15	6	6	2

Question ES A.69-71, 73, 74: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	65	80	67	80
Yes, some of the time	20	6	22	12
Yes, most of the time	7	6	2	5
Yes, all of the time	7	8	10	3

Question ES A.68: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	72	73	67	78
Yes	28	27	33	22

Question ES A.78, 79: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Brought a gun or knife to school				
No	94	95	100	98
Yes	6	5	0	2
Saw another kid with a gun or knife at school				
No	83	89	95	95
Yes	17	11	5	5

Question ES A.72, 75: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Anti-bullying climate				
Average reporting "Yes, most of the time" or "Yes, all of the time"	77	82	61	73
Teachers and other grown-ups make it clear that bullying is not allowed.				
No, never	7	3	5	3
Yes, some of the time	6	8	8	5
Yes, most of the time	17	11	20	20
Yes, all of the time	70	77	67	71
If you tell a teacher that you've been bullied, the teacher will do something to help.				
No, never	7	2	5	5
Yes, some of the time	17	11	25	12
Yes, most of the time	22	37	27	29
Yes, all of the time	54	50	43	53
Students at/from your school try to stop bullying when they see it happening.				
No, never	9	3	23	16
Yes, some of the time	25	27	48	40
Yes, most of the time	26	37	16	34
Yes, all of the time	40	33	13	10

Question ES A.55-58: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
High expectations-adults at home				
Average reporting "Yes, most of the time" or "Yes, all of the time"	97	94	95	97
Does a parent or some other grown-up at home...				
believe that you can do a good job?				
No, never	0	2	2	0
Yes, some of the time	2	5	6	3
Yes, most of the time	25	3	14	19
Yes, all of the time	73	91	78	78
want you to do your best?				
No, never	0	5	0	0
Yes, some of the time	4	2	2	2
Yes, most of the time	9	5	8	10
Yes, all of the time	87	89	90	88

Question ES A.92, 93: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Parent involvement in schooling				
Average reporting "Yes, most of the time" or "Yes, all of the time"	78	78	71	69
Does a parent or some other grown-up at home...				
care about your schoolwork?				
No, never	4	3	2	3
Yes, some of the time	6	3	10	8
Yes, most of the time	25	22	33	15
Yes, all of the time	66	72	56	73
ask if you did your homework/schoolwork?				
No, never	8	6	5	5
Yes, some of the time	12	6	23	14
Yes, most of the time	33	24	26	22
Yes, all of the time	48	63	47	59
check your homework/schoolwork?				
No, never	10	8	22	24
Yes, some of the time	14	15	14	36
Yes, most of the time	22	34	37	22
Yes, all of the time	55	44	27	17
ask you about school?				
No, never	6	3	5	5
Yes, some of the time	12	14	17	16
Yes, most of the time	15	23	21	21
Yes, all of the time	67	59	57	58
ask you about your grades?				
No, never	22	31	16	14
Yes, some of the time	24	22	33	29
Yes, most of the time	14	19	24	19
Yes, all of the time	41	28	27	39

Question ES A.91, 94-99: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Alcohol, one or two sips			29	34
Alcohol, a full glass			2	0
Inhalants (to get high)			2	2
Marijuana (smoke, vape, eat, or drink)			0	2
None of the above			68	64
Any of the above			32	36

Question ES A.84-86: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Alcohol				
No, not bad			3	10
Yes, a little bad			46	36
Yes, very bad			51	54
Marijuana (smoke, vape, eat, or drink)				
No, not bad			2	0
Yes, a little bad			10	7
Yes, very bad			73	81
I don't know what marijuana is			16	12

Question ES A.89, 90: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Ever smoked a cigarette			0	2
Part of a cigarette, like one or two puffs			0	2
A whole cigarette			0	0
Ever vaped			2	5

Question ES A.82, 83: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you think smoking cigarettes is bad for a person's health?				
No, not bad			5	0
Yes, a little bad			6	7
Yes, very bad			89	93
Do you think vaping is bad for a person's health?				
No, not bad			0	0
Yes, a little bad			11	10
Yes, very bad			89	90

Question ES A.87, 88: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No, never	30	31	25	32
Yes, some of the time	53	47	65	49
Yes, most of the time	13	13	6	12
Yes, all of the time	4	9	3	7

Question ES A.81: Do you feel sad?
Note: Cells are empty if there are less than 10 respondents.

Table A13.2

Wellness

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you feel good and happy?				
No, never	4	8	3	3
Yes, some of the time	15	13	25	27
Yes, most of the time	40	50	46	47
Yes, all of the time	42	30	25	22

Question ES A.80: 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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School Connectedness[†#] *(In-School Only)*				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	84	79	80	73
Native Hawaiian or Pacific Islander				
White	76	74	67	72
Mixed (two or more) ethnics			64	
Something else		56		
School Connectedness[†ψ] *(Remote Only)*				
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	94	100	74	82
Native Hawaiian or Pacific Islander				
White	86	96	84	82
Mixed (two or more) ethnics			73	
Something else		80		

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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School boredom[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	22	53	29	45
Native Hawaiian or Pacific Islander				
White	37	33	40	47
Mixed (two or more) ethnics			70	
Something else		60		
Caring adults in school[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	91	85	71	81
Native Hawaiian or Pacific Islander				
White	72	84	70	70
Mixed (two or more) ethnics			67	
Something else		76		
High expectations-adults in school[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	96	92	86	91
Native Hawaiian or Pacific Islander				
White	91	94	83	91
Mixed (two or more) ethnics			80	
Something else		76		

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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Meaningful participation[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	58	48	45	40
Native Hawaiian or Pacific Islander				
White	46	41	36	32
Mixed (two or more) ethnics			43	
Something else		39		
Facilities upkeep[†] *(In-School Only)*				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	72	82	65	59
Native Hawaiian or Pacific Islander				
White	58	71	74	84
Mixed (two or more) ethnics			36	
Something else		73		
Parent involvement in schooling[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	85	84	71	70
Native Hawaiian or Pacific Islander				
White	79	81	75	73
Mixed (two or more) ethnics			76	
Something else		71		

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 3 %	Grade 4 %	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	90	93	72	73
Native Hawaiian or Pacific Islander				
White	86	90	78	70
Mixed (two or more) ethnics			70	
Something else		76		
Anti-bullying climate[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	87	82	61	82
Native Hawaiian or Pacific Islander				
White	79	83	65	66
Mixed (two or more) ethnics			73	
Something else		90		

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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Feel safe at school†				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	100	87	88	86
Native Hawaiian or Pacific Islander				
White	63	76	78	89
Mixed (two or more) ethnics			60	
Something else		64		
Feel safe on way to and from school†				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	89	80	71	82
Native Hawaiian or Pacific Islander				
White	68	76	67	89
Mixed (two or more) ethnics			60	
Something else		45		
Been hit or pushed				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	78	36	18	23
Native Hawaiian or Pacific Islander				
White	68	40	61	22
Mixed (two or more) ethnics			40	
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 – Continued

	Grade 3 %	Grade 4 %	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	61	47	53	36
Native Hawaiian or Pacific Islander				
White	42	29	42	16
Mixed (two or more) ethnics			50	
Something else		45		
Called bad names or target of mean jokes				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	67	47	53	23
Native Hawaiian or Pacific Islander				
White	53	24	42	21
Mixed (two or more) ethnics			60	
Something else		55		
Saw a weapon at school[§] *(In-School Only)*				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	17	0	0	5
Native Hawaiian or Pacific Islander				
White	16	24	6	0
Mixed (two or more) ethnics			20	
Something else		0		

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

[§]*Past year.*

Table A14.3

Cyberbullying by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Cyberbullying¶				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	44	27	47	32
Native Hawaiian or Pacific Islander				
White	26	10	26	5
Mixed (two or more) ethnics			40	
Something else		27		

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

¶*Past 30 days.*

Table A14.4

School Disciplinary Environment by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Rule clarity†				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	94	100	65	68
Native Hawaiian or Pacific Islander				
White	94	95	85	74
Mixed (two or more) ethnics			60	
Something else		82		
Students well behaved†				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	56	69	38	64
Native Hawaiian or Pacific Islander				
White	68	67	65	42
Mixed (two or more) ethnics			20	
Something else		73		
Students treated fairly when break rules†				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	44	63	56	45
Native Hawaiian or Pacific Islander				
White	47	67	70	63
Mixed (two or more) ethnics			60	
Something else		55		

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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Students treated with respect[†]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	89	94	82	100
Native Hawaiian or Pacific Islander				
White	95	90	90	89
Mixed (two or more) ethnics			90	
Something else		91		

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 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Alcohol or drug use$^\phi$				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx			41	36
Native Hawaiian or Pacific Islander				
White			32	26
Mixed (two or more) ethnics			50	
Something else				
Marijuana use$^\phi$				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx			0	0
Native Hawaiian or Pacific Islander				
White			0	0
Mixed (two or more) ethnics			0	
Something else				
Cigarette use$^\phi$				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx			0	5
Native Hawaiian or Pacific Islander				
White			0	0
Mixed (two or more) ethnics			0	
Something else				

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

$^\phi$*Lifetime.*

Table A14.5

Substance Use by Race/Ethnicity – Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Vaping$^\phi$				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx			0	9
Native Hawaiian or Pacific Islander				
White			5	0
Mixed (two or more) ethnics			0	
Something else				

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

$^\phi$*Lifetime.*

Table A14.6

Routines by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Eating of breakfast[|]				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	61	76	47	68
Native Hawaiian or Pacific Islander				
White	90	86	50	94
Mixed (two or more) ethnics			50	
Something else		30		
Late bedtime (at 10 pm or later)				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	22	12	12	22
Native Hawaiian or Pacific Islander				
White	21	0	14	16
Mixed (two or more) ethnics			33	
Something else		18		

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

[|]*This morning.*

Table A14.7

Learning from Home by Race/Ethnicity *(Remote Only)*

	Grade 3 %	Grade 4 %	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.*

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.8

Mental Health by Race/Ethnicity

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Frequent sadness†				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	17	27	0	23
Native Hawaiian or Pacific Islander				
White	0	10	26	26
Mixed (two or more) ethnics			0	
Something else		27		
Wellness†				
American Indian or Alaska Native				
Asian or Asian American				
Black or African American				
Hispanic or Latinx	78	87	76	64
Native Hawaiian or Pacific Islander				
White	89	86	63	68
Mixed (two or more) ethnics			70	
Something else		73		

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 3		Grade 4		Grade 5		Grade 6	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Engagement and Supports								
School connectedness†# *(In-School Only)*	80	75	71	69	67	73	68	75
School connectedness†ψ *(Remote Only)*								
Academic motivation†	85	89	92	93	72	81	80	81
School boredom†	29	42	48	43	37	52	47	44
Caring adults in school†	86	78	77	84	68	71	74	77
High expectations-adults in school†	95	90	91	87	81	85	88	96
Meaningful participation at school†	57	46	44	44	33	41	36	41
Facilities upkeep†Φ	71	50	81	76	52	62	66	85
Parent involvement in schooling†	81	74	80	75	68	72	71	67
Social and emotional learning supports†	89	81	87	79	68	83	70	67
Anti-bullying climate†	77	76	81	83	52	70	76	70

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.*

Φ*In-school only.*

Table A15.1

Key Indicators of School Climate and Substance Use by Gender – Continued

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Safety and Cyberbullying								
Feel safe at school[†][Φ]	86	69	68	76	71	84	88	78
Feel safe on way to and from school[†][Φ]	82	68	65	76	54	75	91	81
Been hit or pushed[Φ]	54	92	41	48	32	53	13	26
Mean rumors spread about you	44	62	38	43	53	38	22	41
Called bad names or target of mean jokes	50	77	42	43	63	50	28	22
Saw a weapon at school[§][Φ]	21	12	6	17	0	9	3	7
Cyberbullying[¶]	32	38	15	27	47	22	19	22
School Disciplinary Environment								
Rule clarity[†]	96	92	91	97	70	76	69	78
Students well behaved[†]	71	58	63	77	23	63	44	56
Students treated fairly when break rules[†]	52	46	60	60	53	70	56	59
Students treated with respect[†]	93	96	91	90	81	91	91	96
Substance Use								
Alcohol or drug use[ϕ]					37	28	38	33
Marijuana use[ϕ]					0	0	0	4
Cigarette use[ϕ]					0	0	3	0
Vaping[ϕ]					3	0	6	4

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

[Φ]*In-school only.*

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

[§]*Past year.*

[¶]*Past 30 days.*

[ϕ]*Lifetime.*

Table A15.2

Key Indicators of Routines, Remote Learning, and Mental Health by Gender

	Grade 3		Grade 4		Grade 5		Grade 6	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Routines								
Eating of breakfast[‖]	71	69	77	70	60	53	77	77
Late bedtime (after 10 pm)	32	14	8	13	16	19	18	22
Learning from Home								
Weekdays worked on schoolwork (5 days)$^{\P\delta}$								
Synchronous instruction (4 days or more)$^{\parallel\delta}$								
Meaningful opportunities$^{\dagger\delta}$								
Mental Health								
Frequent sadness†	15	19	18	27	10	9	28	7
Wellness†	78	85	79	80	60	81	63	78

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

[‖] *This morning.*

¶*Past 30 days.*

$^{\delta}$*Remote only.*

$^{\parallel}$*Past 7 days.*

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Gang Risk Awareness Module

1. Module Sample

Table C1.1

Student Sample for Gang Risk Awareness Module

	Grade 3	Grade 4	Grade 5	Grade 6
Student Sample Size				
Target sample	59	71	68	62
Final number	49	56	61	56
Response Rate	83%	79%	90%	90%

2. Gang Membership and Involvement

Table C2.1

Have Hung out With Gang Members

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	89	92	90	98
Yes	11	8	10	2

Question ES C.22: Have you ever hung out with gang members?
Note: Cells are empty if there are less than 10 respondents.

Table C2.2

Consider Yourself a Member of a Gang

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	94	94	97	100
Yes	6	6	3	0

Question ES C.23: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 10 respondents.

Table C2.3

Number of Members in the Gang That You Joined

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Less than 10 members				
10-15 members				
16-20 members				
21-30 members				
More than 30 members				

Question ES C.25: How many members are in the gang?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered "Yes" to question "Do you consider yourself a member of a gang?" were asked to answer this question.

Table C2.4

Main Reason for Joining the Gang

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
For fun				
For protection				
A friend or relative was in the gang				
I felt I had to join				
To get respect or fit in better				
For money				
Other reason(s)				

Question ES C.24: What was the main reason why you joined the gang?

Notes: Cells are empty if there are less than 10 respondents. Only respondents who answered "Yes" to question "Do you consider yourself a member of a gang?" were asked to answer this question.

3. Gang Members, Gang-Related Activities, and Violence

Table C3.1

Gang Members at School or in Neighborhood

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Yes, a lot	4	2	0	0
Yes, some	9	9	16	5
Yes, but not many	15	6	11	5
No, none	30	41	36	45
Don't know	43	43	36	45

Question ES C.13: Are there gang members in your school or neighborhood?
Note: Cells are empty if there are less than 10 respondents.

Table C3.2

Gang-Related Activities and Violence at School or in Neighborhood

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
In your school or neighborhood, have gang members...				
Gotten into fights?				
Often	7	6	5	7
Sometimes	11	2	18	4
Never	53	44	39	57
Not sure or don't know	29	48	38	32
Protected or looked out for each other?				
Often	23	10	22	25
Sometimes	12	12	17	14
Never	40	35	30	27
Not sure or don't know	26	44	32	34

Question ES C.15, 16: In your school or neighborhood, have gang members done the following things?... Gotten into fights... Protected or looked out for each other.
Note: Cells are empty if there are less than 10 respondents.

Table C3.2

Gang-Related Activities and Violence at School or in Neighborhood – Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
In your school or neighborhood, have gang members...				
Stolen things or robbed people?				
Often	0	2	2	4
Sometimes	9	6	7	7
Never	67	45	58	57
Not sure or don't know	23	47	33	31
Damaged or destroyed property?				
Often	0	4	2	2
Sometimes	7	8	15	11
Never	60	42	50	61
Not sure or don't know	33	46	33	27
Sold drugs?				
Often	2	2	2	0
Sometimes	2	0	7	5
Never	70	48	56	54
Not sure or don't know	26	50	36	41
Carried weapons (such as a gun, knife, or club)?				
Often	0	10	7	2
Sometimes	14	4	7	7
Never	57	38	50	59
Not sure or don't know	30	48	37	32

Question ES C.17, 18, 20, 21: In your school or neighborhood, have gang members done the following things?... Stolen things or robbed people... Damaged or destroyed property... Sold drugs... Carried weapons (such as a gun, knife, or club).

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

Table C3.3

Other Gang-Related Activities in the Community

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
In your school or neighborhood, have gang members...				
Helped out in the community?				
Often	14	15	13	11
Sometimes	9	10	25	21
Never	40	35	32	34
Not sure or don't know	37	40	30	34

Question ES C.19: In your school or neighborhood, have gang members done the following things?... Helped out in the community.

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

4. Peer Gang Members

Table C4.1

Friends in a Gang

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
A lot	4	2	0	0
Some	2	2	2	0
Not many	17	11	11	4
None	77	85	87	96

Question ES C.14: How many of your friends are in a gang?
Note: Cells are empty if there are less than 10 respondents.

5. Violence and Victimization

Table C5.1

Violence and Victimization, Past Year

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
During the past year, how many times have these things happened to you?				
You were in a physical fight between groups of kids.				
Often	9	4	7	7
Sometimes	17	11	23	9
Never	46	68	54	78
Not sure or don't know	28	18	16	5
You got in trouble at school.				
Often	12	5	5	4
Sometimes	28	38	50	31
Never	47	50	33	45
Not sure or don't know	14	7	12	20
You were hurt or threatened going to or from school.				
Often	7	9	5	5
Sometimes	26	20	15	5
Never	43	55	72	82
Not sure or don't know	24	16	8	7

Question ES C.4-6: During the past year, how many times have these things happened to you?... You were in a physical fight between groups of kids... You got in trouble at school... You were hurt or threatened going to or from school.

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

6. Access to Firearms

Table C6.1

Access to a Gun

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	78	76	70	84
Yes	7	6	3	4
Don't know	15	19	26	13

Question ES C.7: If you wanted to get a gun (such as a handgun, rifle, or shotgun), could you get one?
Note: Cells are empty if there are less than 10 respondents.

7. Negative Behavior in Adults

Table C7.1

Perception of Negative Behavior in Adults

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you know adults who do these things?				
Use drugs				
No	75	57	64	75
Yes	7	24	23	18
Don't know	18	19	13	7
Are gang members				
No	64	65	75	88
Yes	11	9	12	2
Don't know	24	26	14	11
Get into trouble with the police				
No	68	68	75	79
Yes	10	15	14	7
Don't know	23	17	12	14
Sell or deal drugs				
No	70	79	75	87
Yes	5	4	8	4
Don't know	25	17	17	9

Question ES C.8-11: Do you know adults who do these things?... Use drugs (marijuana, cocaine, metham-phetamine, etc.)... Are gang members... Get into trouble with the police... Sell or deal drugs.

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

8. Adult Approval of Gang Involvement

Table C8.1

Adult Approval of Hanging out With Members of a Gang

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
No	62	80	79	93
Yes	6	6	2	0
Don't know	32	15	20	7

Question ES C.12: Would any adults you know be okay with you hanging out with members of a gang?
Note: Cells are empty if there are less than 10 respondents.

9. Afterschool Activities

Table C9.1

Availability of Afterschool Activities

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Organized sports	30	46	51	61
Scouting or clubs	11	25	10	27
Afterschool programs	11	20	21	32
Classes or lessons (such as art, music, dance, or theater)	21	36	15	36
Religious activities	11	18	13	27
Tutoring (help with schoolwork)	9	23	23	25
None of the above or don't know	55	38	33	30

Question ES C.1: Which of the following are available for people your age to do after school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table C9.2

Participation in Afterschool Activities

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Play organized sport(s)	23	32	45	45
Go to scouts, a club, or a religious group	8	18	0	14
Go to an afterschool program	6	9	5	7
Take classes or lessons (such as art, music, dance, or theater)	29	11	10	9
Hang out with friends	48	27	47	45
Watch TV, play video games, or play on the computer	69	50	78	68
Do homework or study	38	50	52	75

Question ES C.2: Which of the following things do you usually do after school is over? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table C9.3

Desired Afterschool Activities

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do sports and recreation activities	31	45	51	45
Have lessons in art, music, dance, and drama	25	27	23	32
Volunteer to help others, animals, or the environment	21	21	25	29
Get help with schoolwork	15	21	15	23
Attend youth clubs and centers	4	9	5	16
None of the above	38	23	23	27

Question ES C.3: What activities would you like to do after school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Military-Connected School Module

1. Module Sample

Table E1.1

Student Sample for Military-Connected School Module

	Grade 3	Grade 4	Grade 5	Grade 6
Student Sample Size				
Target sample	59	71	68	62
Final number	46	52	61	56
Response Rate	78%	73%	90%	90%

2. Family Military Status

Table E2.1

Family Military Connections

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Do you have someone in your family who is currently in the military?				
No	27	46	53	40
Yes	43	40	30	51
Don't know	30	14	17	9
Do you have someone in your family who is in the military now or sometime in the last 10 years?				
No	24	42	42	33
Yes	48	40	29	45
Don't know	29	19	29	22
Who in your family is currently in the military?[A]				
No one in my family is in the military	22	47	51	38
Father	30	22	16	23
Mother	11	12	3	9
Brother or sister	9	0	0	4
Grandparent or other relative	11	16	18	27
Don't know	33	18	25	18

Question ES E.1, 2, 24: Do you have someone in your family (like a parent, grandparent, brother, sister) who is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?... Who in your family is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)? (You can mark more than one answer if you have more than one family member in the military.)... Do you have someone in your family (like a parent, grandparent, brother, sister) who is in the military now or sometime in the last 10 years?

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

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

3. Perceived Personal Strength

Table E3.1

Perceived Responsibilities

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I feel that I have more responsibilities at home than my friends.				
Not at all true	30	14	21	18
A little true	14	16	38	30
Pretty much true	11	28	18	23
Very much true	27	30	15	21
Don't know	18	12	8	7

Question ES E.4: I feel that I have more responsibilities at home (like chores) than my friends.

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

Table E3.2

Perceived Internal Strength

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I know how to solve problems in my life better than most of my friends.				
Not at all true	14	19	18	20
A little true	30	25	43	36
Pretty much true	7	21	16	25
Very much true	20	17	3	9
Don't know	30	19	20	11

Question ES E.6: I know how to solve problems in my life better than most of my friends.

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

4. School Connections and Peer Relationships

Table E4.1

School Belongingness and Participation

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Adults in this school respect my family.				
Not at all true	0	2	2	4
A little true	7	0	11	7
Pretty much true	14	8	21	38
Very much true	51	69	39	34
Don't know	28	21	26	18
I felt welcomed when I came to this school.				
Not at all true	4	8	7	7
A little true	9	13	21	5
Pretty much true	29	25	31	33
Very much true	47	50	38	51
Don't know	11	4	3	4
I have a hard time paying attention in school.				
Not at all true	32	50	33	46
A little true	32	29	44	36
Pretty much true	7	6	13	7
Very much true	16	8	7	9
Don't know	14	6	3	2

Question ES E.8-10: Adults in this school respect my family... I felt welcomed when I came to this school... I have a hard time paying attention in school.

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

Table E4.1

School Belongingness and Participation - Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
My parents help me with my school work.				
Not at all true	7	6	11	18
A little true	7	10	25	27
Pretty much true	24	19	25	25
Very much true	49	65	39	27
Don't know	13	0	0	4
My parents come to school to meet my teachers or to attend events.				
Not at all true	11	17	11	11
A little true	16	15	26	18
Pretty much true	23	26	23	35
Very much true	32	35	34	33
Don't know	18	7	5	4

Question ES E.11, 12: My parents help me with my school work... My parents come to school to meet my teachers or to attend events (like parent nights, sports events, plays, or concerts).
Note: Cells are empty if there are less than 10 respondents.

Table E4.2

Peer Difficulties

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I have a hard time making friends because I have to change schools often.				
Not at all true	50	65	84	73
A little true	18	20	8	20
Pretty much true	5	7	2	0
Very much true	14	7	2	2
Don't know	14	2	5	5

Question ES E.14: I have a hard time making friends because I have to change schools often.
Note: Cells are empty if there are less than 10 respondents.

5. Emotional Competence

Table E5.1

Family Pride

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I feel proud of my family.				
Not at all true	2	2	2	2
A little true	9	2	10	13
Pretty much true	7	18	31	22
Very much true	76	78	57	64
Don't know	7	0	0	0

Question ES E.3: I feel proud of my family.
Note: Cells are empty if there are less than 10 respondents.

Table E5.2

Positive Affect

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
How often did you...				
feel full of energy in the last 30 days?				
None of the time	7	11	10	7
A little of the time	14	11	23	20
Some of the time	9	34	18	24
Most of the time	35	23	36	33
All of the time	21	18	5	16
Don't know	14	2	8	0
feel happy in the last 30 days?				
None of the time	2	9	7	4
A little of the time	5	11	10	13
Some of the time	16	9	17	20
Most of the time	28	36	40	41
All of the time	42	32	27	23
Don't know	7	2	0	0

Question ES E.15, 16: How often did you... feel full of energy in the last 30 days?... feel happy in the last 30 days?
Note: Cells are empty if there are less than 10 respondents.

Table E5.2

Positive Affect - Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
How often did you...				
feel good about life in the last 30 days?				
None of the time	5	14	7	4
A little of the time	2	5	10	15
Some of the time	17	14	10	18
Most of the time	24	18	42	33
All of the time	38	48	30	29
Don't know	14	2	2	2
feel excited in the last 30 days?				
None of the time	7	9	12	0
A little of the time	7	16	20	20
Some of the time	12	23	18	31
Most of the time	31	28	33	27
All of the time	24	23	17	16
Don't know	19	0	0	5

Question ES E.20, 23: How often did you... feel good about life in the last 30 days?... feel excited in the last 30 days?

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

Table E5.3

Negative Affect

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
How often did you...				
feel like everything is hard to do in the last 30 days?				
None of the time	26	14	28	25
A little of the time	37	34	41	36
Some of the time	12	27	13	18
Most of the time	7	14	10	9
All of the time	9	5	5	9
Don't know	9	7	3	4
feel like nothing makes you happy in the last 30 days?				
None of the time	33	39	47	44
A little of the time	26	18	27	27
Some of the time	12	18	12	15
Most of the time	0	16	3	11
All of the time	14	7	5	2
Don't know	16	2	7	2
feel like it is hard to sit still in the last 30 days?				
None of the time	29	30	32	35
A little of the time	17	27	38	25
Some of the time	17	16	3	16
Most of the time	10	5	12	9
All of the time	17	16	10	9
Don't know	10	7	5	5

Question ES E.17-19: How often did you... feel like everything is hard to do in the last 30 days?... feel like nothing makes you happy in the last 30 days?... feel like it is hard to sit still in the last 30 days?
Note: Cells are empty if there are less than 10 respondents.

Table E5.3

Negative Affect - Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
How often did you...				
feel nervous in the last 30 days?				
None of the time	40	31	25	24
A little of the time	14	38	45	38
Some of the time	14	17	17	22
Most of the time	7	5	7	9
All of the time	10	10	3	5
Don't know	14	0	3	2
feel that you do not have much hope in the last 30 days?				
None of the time	38	36	52	53
A little of the time	24	24	18	22
Some of the time	7	10	13	13
Most of the time	5	17	7	5
All of the time	10	5	2	4
Don't know	17	10	8	4

Question ES E.21, 22: How often did you... feel nervous in the last 30 days?... feel that you do not have much hope in the last 30 days?

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

6. Family Relocation and Deployment

Table E6.1

Family Relocation and Impact on Schooling

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
How many times did you have to change your school because you moved away?				
I did not change school because I moved	20	35	54	38
Changed once	12	22	11	27
Twice	15	4	7	11
Three times	5	7	5	9
Four times	5	7	5	4
More than four times	7	13	2	5
Don't know	37	13	16	5

Question ES E.13: How many times did you have to change your school because you moved away?
Note: Cells are empty if there are less than 10 respondents.

Table E6.2

Deployment of Family Members, Past 10 Years

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
How many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?				
Never	26	53	47	47
Once	10	2	5	4
Twice or more	21	23	5	24
Don't know	43	21	43	25

Question ES E.25: As far as you can remember, how many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?
Note: Cells are empty if there are less than 10 respondents.

Table E6.3

Travel Experience

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I have traveled a lot and have seen many interesting places.				
Not at all true	12	18	13	16
A little true	31	18	30	29
Pretty much true	12	16	30	27
Very much true	40	44	23	24
Don't know	5	4	5	4

Question ES E.5: I have traveled a lot and have seen many interesting places.

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

7. Future Plans

Table E7.1

Desire to Join Military

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
When I grow up I would like to join the military.				
Not at all true	33	40	61	46
A little true	11	13	11	18
Pretty much true	13	9	8	7
Very much true	18	17	3	9
Don't know	24	21	16	20

Question ES E.7: When I grow up I would like to join the military (Army, Navy, Marines, Air Force, National Guard, or Reserves).

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

8. Disaggregated Results by Military-Connected Family Status

Table E8.1

Student Sample by Military-Connected Family Status

	Grade 3	Grade 4	Grade 5	Grade 6
Student Sample				
Military-connected family	14	16	10	15
Non-military-connected family (other)	32	36	51	41

Notes: Military-connected students are respondents who report that either or both their father and/or mother is currently in the military. Non-military-connected or other students are respondents who provide data to the Military-Connected School Module but indicate that neither their father nor mother is currently in the military.

Table E8.2

Perceived Responsibilities by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I feel that I have more responsibilities at home than my friends.								
Not at all true	23	32	13	15	0	25	7	22
A little true	23	10	25	12	60	33	47	24
Pretty much true	8	13	31	26	30	16	20	24
Very much true	31	26	13	38	0	18	13	24
Don't know	15	19	19	9	10	8	13	5

Question ES E.4: I feel that I have more responsibilities at home (like chores) than my friends.
Note: Cells are empty if there are less than 10 respondents.

Table E8.3

Perceived Internal Strength by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I know how to solve problems in my life better than most of my friends.								
Not at all true	8	16	19	19	10	20	27	17
A little true	31	29	31	22	60	39	27	39
Pretty much true	8	6	13	25	10	18	27	24
Very much true	23	19	13	19	0	4	7	10
Don't know	31	29	25	16	20	20	13	10

Question ES E.6: I know how to solve problems in my life better than most of my friends.
Note: Cells are empty if there are less than 10 respondents.

Table E8.4

School Belongingness and Participation by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
Adults in this school respect my family.								
Not at all true	0	0	6	0	0	2	7	2
A little true	0	10	0	0	20	10	13	5
Pretty much true	23	10	13	6	10	24	13	46
Very much true	46	53	50	78	40	39	40	32
Don't know	31	27	31	16	30	25	27	15
I felt welcomed when I came to this school.								
Not at all true	0	6	13	6	10	6	13	5
A little true	7	10	31	3	30	20	0	8
Pretty much true	21	32	31	22	30	31	53	25
Very much true	50	45	25	63	20	41	33	58
Don't know	21	6	0	6	10	2	0	5
I have a hard time paying attention in school.								
Not at all true	36	30	38	56	50	29	53	44
A little true	21	37	38	25	30	47	40	34
Pretty much true	14	3	13	3	20	12	0	10
Very much true	21	13	6	9	0	8	7	10
Don't know	7	17	6	6	0	4	0	2

Question ES E.8-10: Adults in this school respect my family... I felt welcomed when I came to this school... I have a hard time paying attention in school.
Note: Cells are empty if there are less than 10 respondents.

Table E8.4

School Belongingness and Participation by Military-Connected Family Status - Continued

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
My parents help me with my school work.								
Not at all true	0	10	13	3	0	14	13	20
A little true	0	10	6	13	20	25	20	29
Pretty much true	14	29	6	25	50	20	27	24
Very much true	79	35	75	59	30	41	40	22
Don't know	7	16	0	0	0	0	0	5
My parents come to school to meet my teachers or to attend events.								
Not at all true	7	13	13	19	0	14	0	15
A little true	7	20	7	19	40	24	7	23
Pretty much true	21	23	27	26	20	24	33	35
Very much true	50	23	47	29	40	33	60	23
Don't know	14	20	7	6	0	6	0	5

Question ES E.11, 12: My parents help me with my school work... My parents come to school to meet my teachers or to attend events (like parent nights, sports events, plays, or concerts).

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

Table E8.5

Peer Difficulties by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I have a hard time making friends because I have to change schools often.								
Not at all true	36	57	27	84	60	88	40	85
A little true	36	10	53	3	10	8	47	10
Pretty much true	7	3	13	3	10	0	0	0
Very much true	7	17	7	6	10	0	7	0
Don't know	14	13	0	3	10	4	7	5

Question ES E.14: I have a hard time making friends because I have to change schools often.
Note: Cells are empty if there are less than 10 respondents.

Table E8.6

Family Pride by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I feel proud of my family.								
Not at all true	0	3	0	3	0	2	0	3
A little true	14	6	0	3	0	12	13	13
Pretty much true	7	6	19	18	30	31	13	25
Very much true	71	77	81	76	70	55	73	60
Don't know	7	6	0	0	0	0	0	0

Question ES E.3: I feel proud of my family.
Note: Cells are empty if there are less than 10 respondents.

Table E8.7

Positive Affect by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...								
feel full of energy in the last 30 days?								
None of the time	14	3	7	14	0	12	0	10
A little of the time	7	17	7	14	40	20	27	18
Some of the time	7	10	40	31	10	20	27	23
Most of the time	50	28	20	24	30	37	40	30
All of the time	14	24	20	17	10	4	7	20
Don't know	7	17	7	0	10	8	0	0
feel happy in the last 30 days?								
None of the time	0	3	13	7	0	8	0	5
A little of the time	7	3	0	17	20	8	13	12
Some of the time	7	21	20	3	20	16	13	22
Most of the time	36	24	47	31	50	38	53	37
All of the time	50	38	20	38	10	30	20	24
Don't know	0	10	0	3	0	0	0	0

Question ES E.15, 16: How often did you... feel full of energy in the last 30 days?... feel happy in the last 30 days?
Note: Cells are empty if there are less than 10 respondents.

Table E8.7

Positive Affect by Military-Connected Family Status - Continued

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...								
feel good about life in the last 30 days?								
None of the time	8	3	7	17	0	8	0	5
A little of the time	0	3	13	0	20	8	13	15
Some of the time	8	21	20	10	0	12	20	18
Most of the time	31	21	20	17	50	40	33	33
All of the time	46	34	40	52	20	32	33	28
Don't know	8	17	0	3	10	0	0	3
feel excited in the last 30 days?								
None of the time	8	7	0	14	10	12	0	0
A little of the time	8	7	20	14	30	18	13	23
Some of the time	15	10	27	21	30	16	47	25
Most of the time	38	28	33	25	20	36	27	28
All of the time	15	28	20	25	10	18	13	18
Don't know	15	21	0	0	0	0	0	8

Question ES E.20, 23: How often did you... feel good about life in the last 30 days?... feel excited in the last 30 days?
Note: Cells are empty if there are less than 10 respondents.

Table E8.8

Negative Affect by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...								
feel like everything is hard to do in the last 30 days?								
None of the time	31	23	7	17	20	29	47	17
A little of the time	31	40	33	34	60	37	40	34
Some of the time	23	7	33	24	10	14	7	22
Most of the time	8	7	20	10	10	10	0	12
All of the time	8	10	7	3	0	6	7	10
Don't know	0	13	0	10	0	4	0	5
feel like nothing makes you happy in the last 30 days?								
None of the time	50	24	47	34	60	44	40	45
A little of the time	14	31	20	17	30	26	47	20
Some of the time	14	10	27	14	0	14	7	18
Most of the time	0	0	7	21	0	4	7	13
All of the time	14	14	0	10	0	6	0	3
Don't know	7	21	0	3	10	6	0	3

Question ES E.17, 18: How often did you... feel like everything is hard to do in the last 30 days?... feel like nothing makes you happy in the last 30 days?

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

Table E8.8

Negative Affect by Military-Connected Family Status - Continued

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...								
feel like it is hard to sit still in the last 30 days?								
None of the time	50	19	13	38	10	36	27	38
A little of the time	7	22	20	31	40	38	40	20
Some of the time	14	19	33	7	10	2	0	23
Most of the time	14	7	7	3	20	10	20	5
All of the time	14	19	27	10	10	10	13	8
Don't know	0	15	0	10	10	4	0	8
feel nervous in the last 30 days?								
None of the time	46	38	0	46	10	28	20	25
A little of the time	15	14	57	29	70	40	40	38
Some of the time	31	7	29	11	20	16	33	18
Most of the time	8	7	0	7	0	8	0	13
All of the time	0	14	14	7	0	4	7	5
Don't know	0	21	0	0	0	4	0	3

Question ES E.19, 21: How often did you... feel like it is hard to sit still in the last 30 days?... feel nervous in the last 30 days?
Note: Cells are empty if there are less than 10 respondents.

Table E8.8

Negative Affect by Military-Connected Family Status - Continued

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How often did you...								
feel that you do not have much hope in the last 30 days?								
None of the time	69	24	29	39	50	52	53	52
A little of the time	23	24	43	14	20	18	33	18
Some of the time	8	7	0	14	20	12	0	18
Most of the time	0	7	29	11	0	8	13	3
All of the time	0	14	0	7	0	2	0	5
Don't know	0	24	0	14	10	8	0	5

Question ES E.22: How often did you... feel that you do not have much hope in the last 30 days?
Note: Cells are empty if there are less than 10 respondents.

Table E8.9

Family Relocation and Impact on Schooling by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How many times did you have to change your school because you moved away?								
I did not change school because I moved	0	28	20	42	30	59	13	48
Changed once	8	14	13	26	0	14	13	33
Twice	25	10	13	0	10	6	20	8
Three times	8	3	7	6	10	4	33	0
Four times	8	3	20	0	30	0	7	3
More than four times	17	3	27	6	10	0	13	3
Don't know	33	38	0	19	10	18	0	8

Question ES E.13: How many times did you have to change your school because you moved away?
Note: Cells are empty if there are less than 10 respondents.

Table E8.10

Deployment of Family Members, Past 10 Years by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
How many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?								
Never	0	38	33	64	30	50	33	52
Once	23	3	7	0	20	2	0	5
Twice or more	46	10	47	11	20	2	47	15
Don't know	31	48	13	25	30	46	20	28

Question ES E.25: As far as you can remember, how many times in the last 10 years did any member of your family leave home and serve (deploy) outside the USA?

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

Table E8.11

Travel Experience by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
I have traveled a lot and have seen many interesting places.								
Not at all true	0	17	0	26	10	14	20	15
A little true	23	34	25	15	20	31	7	38
Pretty much true	15	10	19	15	40	27	33	25
Very much true	62	31	56	38	30	22	40	18
Don't know	0	7	0	6	0	6	0	5

Question ES E.5: I have traveled a lot and have seen many interesting places.

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

Table E8.12

Desire to Join Military by Military-Connected Family Status

	Grade 3		Grade 4		Grade 5		Grade 6	
	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %	Mil. %	Other %
When I grow up I would like to join the military.								
Not at all true	29	35	20	50	50	63	40	49
A little true	7	13	13	13	0	14	13	20
Pretty much true	14	13	20	3	20	6	13	5
Very much true	29	13	27	13	10	2	7	10
Don't know	21	26	20	22	20	16	27	17

Question ES E.7: When I grow up I would like to join the military (Army, Navy, Marines, Air Force, National Guard, or Reserves).
Note: Cells are empty if there are less than 10 respondents.

Social Emotional Health Module

1. Module Sample

Table F1.1

Student Sample for Social Emotional Health Module

	Grade 3	Grade 4	Grade 5	Grade 6
Student Sample Size				
Target sample	59	71	68	62
Final number	52	63	63	59
Response Rate	88%	89%	93%	95%

2. Summary of Key Indicators

Table F2.1

Key Indicators of Social Emotional Health

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Covitality[†‡]	82	80	69	71	
Belief in self[†]	88	90	78	82	F2.2
Belief in others[†‡]	80	80	71	76	F2.2
Empathy[†]	87	79	72	66	F5.1
Engaged living[†]	74	72	57	59	F2.2
Growth mindset[Γ]	67	73	74	86	F7.1
Collaboration[†]	90	78	71	66	F8.1
Problem solving[†]	76	68	53	62	F9.1
Social emotional distress[Λ̿]	26	29	16	25	F10.1
Life satisfaction[∓]	78	68	65	67	F10.2

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

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

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

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

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

[Λ̿]*Average percent of respondents reporting "Often" or "Always."*

[∓]*Average percent of respondents reporting "Satisfied" or "Very satisfied."*

Table F2.2

Covitality Domain and Subdomains

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %	Table
Belief in self†	88	90	78	82	
Self-efficacy†	88	89	79	84	F3.1
Persistence†	88	92	77	81	F3.2
Belief in others†‡	80	80	71	76	
School supports†	87	85	77	84	F4.1
Peer supports‡	73	76	65	69	F4.2
Emotional competence					
Empathy†	87	79	72	66	F5.1
Engaged living†	74	72	57	59	
Optimism†	78	75	62	64	F6.1
Gratitude†	90	92	80	80	F6.2
Zest†	55	49	29	34	F6.3

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

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

†Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."

‡Average percent of respondents reporting "Pretty much true" or "Very much true."

3. Belief in Self

Table F3.1

Self-Efficacy Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Self-efficacy				
Average reporting "Yes, most of the time" or "Yes, all of the time"	88	89	79	84
Can you do most things if you try?				
No, never	2	2	8	3
Yes, some of the time	10	6	16	15
Yes, most of the time	17	35	44	47
Yes, all of the time	71	57	32	34
Can you work out your problems?				
No, never	0	3	3	5
Yes, some of the time	18	15	19	12
Yes, most of the time	31	36	56	59
Yes, all of the time	51	46	22	24
Are there many things you do well?				
No, never	0	2	5	3
Yes, some of the time	6	6	13	9
Yes, most of the time	44	40	51	50
Yes, all of the time	50	52	32	38

Question F.8-10: Can you do most things if you try?... Can you work out your problems?... Are there many things you do well?

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

Table F3.2

Persistence Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Persistence				
Average reporting "Yes, most of the time" or "Yes, all of the time"	88	92	77	81
Do you finish all your school assignments?				
No, never	2	2	0	3
Yes, some of the time	12	8	19	17
Yes, most of the time	52	43	49	37
Yes, all of the time	35	48	32	42
When you get a bad grade, do you try even harder the next time?				
No, never	4	2	14	2
Yes, some of the time	6	3	10	8
Yes, most of the time	12	17	22	29
Yes, all of the time	79	78	54	61
Do you keep working and working on your schoolwork until you get it right?				
No, never	4	0	10	5
Yes, some of the time	8	10	13	22
Yes, most of the time	31	18	40	53
Yes, all of the time	57	73	38	20
Do you keep doing your schoolwork even when it's really hard for you?				
No, never	4	2	3	5
Yes, some of the time	10	5	24	15
Yes, most of the time	25	31	32	44
Yes, all of the time	62	63	41	36

Question ES A.60-63: 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.

4. Belief in Others

Table F4.1

School Supports Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
School supports				
Average reporting "Yes, most of the time" or "Yes, all of the time"	87	85	77	84
Do the teachers and other grown-ups at school...				
tell you when you do a good job?				
No, never	4	3	3	3
Yes, some of the time	2	19	22	12
Yes, most of the time	42	37	54	51
Yes, all of the time	52	41	21	34
listen when you have something to say?				
No, never	6	2	6	5
Yes, some of the time	16	14	24	20
Yes, most of the time	33	37	38	46
Yes, all of the time	45	48	32	29
believe that you can do a good job?				
No, never	2	0	3	2
Yes, some of the time	10	8	10	7
Yes, most of the time	15	16	17	38
Yes, all of the time	73	76	70	53

Question ES A.30, 39, 40: 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 listen when you have something to say?... Do the teachers and other grown-ups at school believe that you can do a good job?
Note: Cells are empty if there are less than 10 respondents.

Table F4.2

Peer Supports Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Peer supports				
Average reporting "Pretty much true" or "Very much true"	73	76	65	69
I have a friend my age who really cares about me.				
Not at all true	0	2	0	2
A little true	10	10	22	10
Pretty much true	24	22	29	41
Very much true	66	67	49	47
I have a friend my age who helps me when I am having a hard time.				
Not at all true	8	7	3	10
A little true	20	17	27	16
Pretty much true	22	27	29	38
Very much true	49	50	41	36
I have a friend my age who talks with me about my problems.				
Not at all true	16	13	17	28
A little true	26	23	37	28
Pretty much true	24	25	21	29
Very much true	34	38	25	16

Question F.23-25: I have a friend my age who really cares about me... I have a friend my age who helps me when I am having a hard time... I have a friend my age who talks with me about my problems.

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

5. Emotional Competence

Table F5.1

Empathy Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Empathy				
Average reporting "Yes, most of the time" or "Yes, all of the time"	87	79	72	66
Do you try to understand how other people feel?				
No, never	0	5	6	5
Yes, some of the time	18	17	24	29
Yes, most of the time	24	27	38	37
Yes, all of the time	59	51	32	29
Do you feel bad when someone else gets their feelings hurt?				
No, never	0	6	8	2
Yes, some of the time	6	10	17	28
Yes, most of the time	23	16	35	36
Yes, all of the time	71	68	40	34
Do you try to understand what other people go through?				
No, never	4	10	13	8
Yes, some of the time	12	15	16	31
Yes, most of the time	40	23	37	31
Yes, all of the time	44	53	35	31

Question ES F.3-5: Do you try to understand how other people feel?... Do you feel bad when someone else gets their feelings hurt?... Do you try to understand what other people go through?

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

6. Engaged Living

Table F6.1

Optimism Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Optimism				
Average reporting "Yes, most of the time" or "Yes, all of the time"	78	75	62	64
When you have a problem at school, do you think it will get better in the future?				
No, never	6	10	13	12
Yes, some of the time	12	16	24	21
Yes, most of the time	24	34	43	56
Yes, all of the time	58	40	21	11
Do you expect that you will feel happy during class time?				
No, never	2	11	14	17
Yes, some of the time	20	21	32	29
Yes, most of the time	42	30	38	40
Yes, all of the time	36	38	16	14
Do you feel positive that good things will happen to you at school?				
No, never	8	10	10	17
Yes, some of the time	21	19	35	28
Yes, most of the time	31	32	33	36
Yes, all of the time	40	39	22	19
Do you feel positive that you will have fun with your friends at school?				
No, never	4	2	3	3
Yes, some of the time	14	10	21	17
Yes, most of the time	16	30	22	40
Yes, all of the time	66	59	54	40

Question ES F.16, 18, 20, 22: When you have a problem at school, do you think it will get better in the future?... Do you expect that you will feel happy during class time?... Do you feel positive that good things will happen to you at school?... Do you feel positive that you will have fun with your friends at school?

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

Table F6.2
Gratitude Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Gratitude				
Average reporting "Yes, most of the time" or "Yes, all of the time"	90	92	80	80
Do you feel thankful to go to your school?				
No, never	2	0	8	7
Yes, some of the time	8	11	14	12
Yes, most of the time	17	23	25	33
Yes, all of the time	73	66	52	47
Are you thankful when you get to learn new things at school?				
No, never	6	5	13	5
Yes, some of the time	8	5	14	28
Yes, most of the time	18	25	41	41
Yes, all of the time	69	65	32	26
Are you thankful to have nice teachers at your school?				
No, never	0	0	2	0
Yes, some of the time	4	5	8	7
Yes, most of the time	14	6	31	23
Yes, all of the time	82	89	60	70

Question ES F.6, 14, 17: Do you feel thankful to go to your school?... Are you thankful when you get to learn new things at school?... Are you thankful to have nice teachers at your school?
Note: Cells are empty if there are less than 10 respondents.

Table F6.3
Zest Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Zest				
Average reporting "Yes, most of the time" or "Yes, all of the time"	55	49	29	34
Do you get really excited when you learn something new at school?				
No, never	12	10	25	24
Yes, some of the time	26	18	35	34
Yes, most of the time	16	31	27	28
Yes, all of the time	46	42	13	14
Do you wake up in the morning excited to go to school?				
No, never	16	28	33	31
Yes, some of the time	32	33	37	31
Yes, most of the time	28	20	19	28
Yes, all of the time	24	20	11	10
Do you get excited about your schoolwork?				
No, never	18	34	41	34
Yes, some of the time	32	31	41	41
Yes, most of the time	18	23	10	22
Yes, all of the time	32	11	8	2

Question ES F.15, 19, 21: Do you get really excited when you learn something new at school?... Do you wake up in the morning excited to go to school?... Do you get excited about your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

7. Growth Mindset

Table F7.1
Growth Mindset Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Growth mindset$^{\Gamma}$				
Average reporting "A little true" or "Not at all true"	67	73	74	86
Challenging myself won't make me any smarter.				
Not at all true	46	54	53	60
A little true	18	14	18	26
Pretty much true	14	8	15	5
Very much true	22	24	15	9
There are some things I am not capable of learning.				
Not at all true	31	32	35	49
A little true	27	39	37	37
Pretty much true	27	14	11	9
Very much true	16	15	16	5
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	63	69	65	66
A little true	20	12	15	21
Pretty much true	10	7	15	7
Very much true	6	12	6	7

Question ES F.26-28: Challenging myself won't make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.

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

$^{\Gamma}$*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

8. Collaboration

Table F8.1

Collaboration Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Collaboration				
Average reporting "Yes, most of the time" or "Yes, all of the time"	90	78	71	66
Do you get along or work well with students who are different from you?				
No, never	0	5	6	3
Yes, some of the time	8	8	21	25
Yes, most of the time	44	38	48	37
Yes, all of the time	48	49	25	34
Do you enjoy working with other students?				
No, never	0	10	3	10
Yes, some of the time	13	29	37	37
Yes, most of the time	25	22	40	24
Yes, all of the time	62	40	19	29
Do you listen to other students' ideas?				
No, never	0	3	3	0
Yes, some of the time	8	11	16	25
Yes, most of the time	29	40	49	31
Yes, all of the time	63	46	32	44

Question ES F.1, 2, 7: Do you get along or work well with students who are different from you?... Do you enjoy working with other students?... Do you listen to other students' ideas?

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

9. Problem Solving

Table F9.1

Problem Solving Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Problem solving				
Average reporting "Yes, most of the time" or "Yes, all of the time"	76	68	53	62
Do you know where to go for help with a problem?				
No, never	2	2	2	4
Yes, some of the time	10	11	22	11
Yes, most of the time	24	24	38	39
Yes, all of the time	65	63	38	47
Do you try to work out your problems by talking or writing about them?				
No, never	14	19	25	25
Yes, some of the time	24	33	37	28
Yes, most of the time	27	22	19	33
Yes, all of the time	35	25	19	14
When you need help, do you find someone to talk with about it?				
No, never	8	8	19	19
Yes, some of the time	16	22	37	30
Yes, most of the time	31	24	25	35
Yes, all of the time	45	46	19	16

Question ES F.11-13: Do you know where to go for help with a problem?... Do you try to work out your problems by talking or writing about them?... When you need help, do you find someone to talk with about it?
Note: Cells are empty if there are less than 10 respondents.

10. Social and Emotional Health

Table F10.1

Social Emotional Distress Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Social emotional distress				
Average reporting "Often" or "Always"	26	29	16	25
I feel lonely.				
Never	35	26	28	30
Sometimes	41	46	61	43
Often	14	14	7	16
Always	10	14	5	11
I am unhappy.				
Never	25	24	15	23
Sometimes	60	47	72	48
Often	10	20	11	25
Always	4	9	2	4
Nobody likes me.				
Never	52	54	43	43
Sometimes	26	20	44	39
Often	16	16	8	9
Always	6	11	5	9
I worry a lot.				
Never	24	23	18	18
Sometimes	35	43	54	39
Often	20	21	16	25
Always	20	13	11	18
I have problems sleeping.				
Never	28	25	33	41
Sometimes	40	34	41	38
Often	13	14	16	13
Always	19	27	10	9

Question ES F.33-37: I feel lonely... I am unhappy... Nobody likes me... I worry a lot... I have problems sleeping.

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

Table F10.1

Social Emotional Distress Scale Questions – Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I feel scared.				
Never	27	34	36	38
Sometimes	52	45	52	46
Often	10	13	8	7
Always	10	9	3	9
I worry when I am at school.				
Never	61	52	54	45
Sometimes	20	27	34	34
Often	8	13	7	7
Always	10	9	5	14

Question ES F.38, 39: I feel scared... I worry when I am at school.

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

Table F10.2
Life Satisfaction Scale Questions

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
Life satisfaction				
Average reporting "Satisfied" or "Very satisfied"	78	68	65	67
I would describe my satisfaction with...				
my family life as...				
Very dissatisfied	2	5	0	0
Dissatisfied	0	4	8	7
A little dissatisfied	4	4	6	7
A little satisfied	16	14	8	21
Satisfied	20	32	35	25
Very satisfied	57	42	42	40
my friendships as...				
Very dissatisfied	0	4	0	0
Dissatisfied	0	2	2	5
A little dissatisfied	6	7	13	4
A little satisfied	13	12	15	11
Satisfied	29	25	37	54
Very satisfied	52	51	34	26
my school experience as...				
Very dissatisfied	0	5	0	5
Dissatisfied	4	5	5	5
A little dissatisfied	6	14	15	5
A little satisfied	22	21	31	21
Satisfied	31	28	34	48
Very satisfied	37	26	15	14

Question ES F.29-31: I would describe my satisfaction with my family life as... I would describe my satisfaction with my friendships as... I would describe my satisfaction with my school experiences as...
Note: Cells are empty if there are less than 10 respondents.

Table F10.2

Life Satisfaction Scale Questions – Continued

	Grade 3 %	Grade 4 %	Grade 5 %	Grade 6 %
I would describe my satisfaction with...				
my myself as...				
Very dissatisfied	2	2	3	9
Dissatisfied	2	5	7	5
A little dissatisfied	2	11	11	5
A little satisfied	12	12	18	21
Satisfied	18	25	31	33
Very satisfied	64	46	30	26

Question ES F.32: I would describe my satisfaction with myself as.

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

CALIFORNIA SCHOOL STAFF SURVEY

Manzanita Public Charter
2022-2023
Main Report

California Department of EDUCATION

WestEd
WestEd.org

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 provided by teachers, administrators, and other school staff on each question in your 2022-23 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Surveys* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS.

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

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

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

SURVEY PURPOSE

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Core Section (Section A)

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

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

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;

- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);

- The nature, communication, and enforcement of rules and policies related to **discipline**; and

- Staff **professional development needs**.

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

- Supports for Learning;

- Discipline and Order;

- Social, Emotional, and Behavioral Supports;

- Positive Peer Relationships (anti-bullying related); and

- Respect for Diversity.

Student Supports Questions (Section B)

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

Supplemental Modules

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

- The Staff Trauma-Informed Practice Module was developed in 2022 in collaboration with a state advisory group to provide LEAs with data to assess staff perceptions of trauma-informed practice implementation, the extent to which the school has a trauma-sensitive environment, and staff attitudes related to trauma-informed care. The questions assessing staff attitudes related to trauma-informed care come from the Attitudes Related to Trauma-Informed Care (ARTIC) scale developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. Scores on these scales can be used to monitor staff readiness to implement trauma-informed practices and progress in changing attitudes. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to

students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSSS results reported by staff who have special education responsibilities to those reported by other staff.

- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

- The new **Student Wellness Module** contains 28 questions that assess student mental health needs, school mental health supports, and barriers to accessing services.

THE REPORT

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

Supplemental Reports

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

ONLINE DATA DASHBOARDS

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

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

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, staff serving in different roles at the school, and staff tenure; and
- examine data trends over time overall and by group.

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

UNDERSTANDING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70 percent (see Table A1.1 for staff counts). One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

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

RESOURCES

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

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.

- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

- **Student and Parent Surveys**. If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer the companion parent surveys, urge them to do so next time.

- **Other Data**. Examine how the results compare with other data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Statewide Results**. The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/docs/statewide_1921_csss.pdf). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Data Workshop

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

Request Additional Reports and Data

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

Exhibit 1
Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

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

ACKNOWLEDGMENTS

Survey Module Administration

Table 1

CSSS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	44

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	41
Remote model only	1

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†	57	A7.1
High expectations-adults in school†	60	A7.1
Student meaningful participation†	51	A7.1
Promotion of parental involvement†	41	A7.1
Student learning environment†	61	A6.1
Facilities upkeep†	36	A6.1
Support for social emotional learning†	43	A8.1
Provides adequate counseling and support services†	56	A10.2
Antibullying climate†	38	A8.1
School Supports for Staff		
Staff working environment†	42	A6.1
Staff collegiality†	46	A6.1
School Safety		
Is a safe place for staff†	53	A6.1
Is a safe place for students†	69	A6.1
Has sufficient resources to create a safe campus†	64	B2.1
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity†	38	A8.1
Respect for diversity†	37	A8.1
Academic Motivation and Student Behavior		
Students are motivated to complete schoolwork†	13	A8.4
Student readiness to learn†	6	A8.1
Cutting classes or being truant moderate/severe problem	7	A8.13
Harassment/bullying moderate/severe problem	17	A9.3
Substance Use and Mental Health		
Alcohol and drug use moderate/severe problem	0	A9.9
Tobacco use moderate/severe problem	0	A9.10
Vaping/e-cigarette use moderate/severe problem	0	A9.11
Student depression moderate/severe problem	28	A9.2

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

†*Average percent of respondents reporting "Strongly agree."*

Table A2.2

Key Indicators of COVID-Specific Measures

	All %	Table
Perceived School Safety in Response to COVID-19		
COVID-related safety measures to keep students healthy[†]	71	A4.1
COVID-related safety measures to keep staff healthy[†]	69	A4.1
Areas of Professional Development Needs		
Supporting students exposed to trauma	70	A4.2
COVID-related safety measures and protocols	10	A4.2

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

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %
In-School Model	98
Remote Learning Model	2

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	2
2 days	2
3 days	2
4 days	5
5 days	5

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	27
Teacher in grade 5 or above	20
Special education teacher	2
Administrator	2
Prevention staff, nurse, or health aide	5
Counselor, psychologist	5
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	14
Other certificated staff	11
Other classified staff	20
Other service provider	7

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	54
English language learners	59
None of the above	34

Question A.5: Do you provide services to the following types of students? (Mark All That Apply.)

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

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

Table A3.5

Length of Employment at School

	All %
Less than one year	15
1 to 2 years	15
3 to 5 years	29
6 to 10 years	29
Over 10 years	12

Question A.6: How many years have you worked, in any position, at this school?
Note: Cells are empty if there are less than 5 respondents.

Table A3.6

Overall Length of Employment in Position

	All %
Less than one year	15
1 to 2 years	13
3 to 5 years	28
6 to 10 years	20
Over 10 years	25

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	0
Black or African American, non-Hispanic	0
Filipino, non-Hispanic	0
Hispanic or Latinx	22
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	66
Multiracial, non-Hispanic	10
Something else, non-Hispanic	2

Question A.8: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Filipino... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 5 respondents.

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

	All %
Yes	50
No	50

Question A.112: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?
Note: Cells are empty if there are less than 5 respondents.

4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %
This school...	
has implemented good COVID-related safety measures and protocols to keep students healthy.	
Strongly agree	71
Agree	29
Disagree	0
Strongly disagree	0
has kept staff well-informed about COVID-related safety measures and protocols.	
Strongly agree	61
Agree	36
Disagree	3
Strongly disagree	0
has implemented good COVID-related safety measures and protocols to keep staff healthy.	
Strongly agree	69
Agree	31
Disagree	0
Strongly disagree	0

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

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

Table A4.2

Ways to Support Teachers During COVID-19

	All %
Teachers need more professional development, training, mentorship, or other support in...	
motivating students through remote learning. *(Remote Only)*	
Yes	
No	
supporting students exposed to trauma or stressful life events.	
Yes	70
No	30
COVID-related safety measures and protocols to keep staff and students healthy.	
Yes	10
No	90

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

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

5. Remote Learning

Table A5.1

School Instructional Model Implementation *(Remote Only)*

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

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

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

Table A5.2

Student Remote Learning *(Remote Only)*

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

Question A.110-111: The next set of questions ask about your experiences with remote instruction this year... Students are coping well with remote learning... Students are less engaged in remote classes than in-person classes.

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

Table A5.3

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

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

Question A.108, 109: The next set of questions ask about your experiences with remote instruction this year... Teachers from this school are motivating students... Students who need the most academic support are receiving the support they need.

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

6. School Supports for Students and Staff

Table A6.1

Summary of Indicators for Positive Learning and Working Environment

	Percent Responding "Strongly Agree"	
	All %	Table
School Supports for Students		
Student learning environment	61	A6.2
Is a supportive and inviting place for students to learn	73	A6.2
Emphasizes teaching lessons in ways relevant to students	44	A6.2
Facilities upkeep	36	A6.9
School Supports for Staff		
Staff working environment	42	A6.4
Is a supportive and inviting place for staff to work	47	A6.4
Promotes trust and collegiality among staff	22	A6.4
Promotes participation in school decision making	47	A6.4
Uses objective data for school improvement decisions	45	A6.7
Staff collegiality	46	A6.5
Have close professional relationships with one another	38	A6.5
Feel a responsibility to improve the school	59	A6.5
School Safety		
Is a safe place for staff	53	A6.4
Is a safe place for students	69	A6.2

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

Student Learning Environment

Table A6.2

Student Learning Environment Scale Questions

	All %
Student learning environment	
Average reporting "Strongly agree"	61
This school...	
is a supportive and inviting place for students to learn.	
Strongly agree	73
Agree	24
Disagree	3
Strongly disagree	0
promotes academic success for all students.	
Strongly agree	56
Agree	39
Disagree	3
Strongly disagree	3
emphasizes helping students academically when they need it.	
Strongly agree	67
Agree	28
Disagree	6
Strongly disagree	0
emphasizes teaching lessons in ways relevant to students.	
Strongly agree	44
Agree	50
Disagree	6
Strongly disagree	0

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

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

Table A6.2

Student Learning Environment Scale Questions – Continued

	All %
This school...	
is a safe place for students.	
Strongly agree	69
Agree	31
Disagree	0
Strongly disagree	0
motivates students to learn.	
Strongly agree	53
Agree	44
Disagree	3
Strongly disagree	0

Question A.26, 44: This school... is a safe place for students... motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A6.3

Disruptive Student Behavior is a Problem

	All %
Insignificant problem	3
Mild problem	43
Moderate problem	43
Severe problem	10

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?
Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A6.4

Staff Working Environment Scale Questions

	All %
Staff working environment	
Average reporting "Strongly agree"	42
This school...	
is a supportive and inviting place for staff to work.	
Strongly agree	47
Agree	44
Disagree	8
Strongly disagree	0
promotes trust and collegiality among staff.	
Strongly agree	22
Agree	53
Disagree	22
Strongly disagree	3
is a safe place for staff.	
Strongly agree	53
Agree	44
Disagree	3
Strongly disagree	0
promotes personnel participation in decision-making that affects school practices and policies.	
Strongly agree	47
Agree	50
Disagree	3
Strongly disagree	0

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

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

Table A6.5

Staff Collegiality Scale Questions

	All %
Staff collegiality	
Average reporting "Strongly agree"	46
Adults who work at this school...	
have close professional relationships with one another.	
Strongly agree	38
Agree	41
Disagree	18
Strongly disagree	3
support and treat each other with respect.	
Strongly agree	41
Agree	38
Disagree	18
Strongly disagree	3
feel a responsibility to improve this school.	
Strongly agree	59
Agree	32
Disagree	9
Strongly disagree	0

Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.
Note: Cells are empty if there are less than 5 respondents.

Table A6.6

Staff Collaborate Regularly

	All %
Strongly agree	50
Agree	38
Disagree	12
Strongly disagree	0

Question A.39: Adults who work at this school... are collaborating regularly.
Note: Cells are empty if there are less than 5 respondents.

Table A6.7

School Uses Objective Data in Decision Making

	All %
Strongly agree	45
Agree	55
Disagree	0
Strongly disagree	0

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.
Note: Cells are empty if there are less than 5 respondents.

Table A6.8

Lack of Respect of Staff by Students is a Problem

	All %
Insignificant problem	31
Mild problem	45
Moderate problem	21
Severe problem	3

Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?
Note: Cells are empty if there are less than 5 respondents.

Facilities Upkeep

Table A6.9

Clean and Well-Maintained Facilities and Property

	All %
Strongly agree	36
Agree	53
Disagree	11
Strongly disagree	0

Question A.29: This school has clean and well-maintained facilities and property.
Note: Cells are empty if there are less than 5 respondents.

7. Student Developmental Supports and Opportunities

Table A7.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding "Strongly Agree"	
	All %	Table
Caring Adult Relationships	57	A7.2
Adults really care about every student	60	A7.2
Adults acknowledge and pay attention to students	60	A7.2
Adults listen to what students have to say	50	A7.2
High Expectations-Adults in School	60	A7.3
Adults want every student to do their best	68	A7.3
Adults believe every student can be a success	53	A7.3
Student Meaningful Participation	51	A7.4
Opportunities to decide things	44	A7.4
Equal opportunity for classroom participation	53	A7.4
Equal opportunity to participate in extracurricular activities	67	A7.4
Opportunities to "make a difference"	39	A7.4
Promotion of Parental Involvement	41	A7.5
School is welcoming to and facilitates parent involvement	60	A7.5
Encourages parents to be active partners in schooling	53	A7.5
School communicates about student learning expectation	17	A7.5
Parents feel welcome to participate at this school	40	A7.5

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

Caring Relationships

Table A7.2
Caring Relationships Scale Questions

	All %
Caring relationships	
Average reporting "Strongly agree"	57
Adults who work at this school...	
really care about every student.	
Strongly agree	60
Agree	29
Disagree	11
Strongly disagree	0
acknowledge and pay attention to students.	
Strongly agree	60
Agree	29
Disagree	11
Strongly disagree	0
listen to what students have to say.	
Strongly agree	50
Agree	38
Disagree	12
Strongly disagree	0

Question A.33, 34, 36: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.
Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A7.3
High Expectations Scale Questions

	All %
High expectations-adults in school	
Average reporting "Strongly agree"	60
Adults who work at this school...	
want every student to do their best.	
Strongly agree	68
Agree	32
Disagree	0
Strongly disagree	0
believe that every student can be a success.	
Strongly agree	53
Agree	35
Disagree	12
Strongly disagree	0

Question A.35, 37: Adults who work at this school... want every student to do their best... believe that every student can be a success.
Note: Cells are empty if there are less than 5 respondents.

Student Meaningful Participation

Table A7.4

Student Meaningful Participation Scale Questions

	All %
Student meaningful participation	
Average reporting "Strongly agree"	51
This school...	
encourages opportunities for students to decide things like class activities or rules.	
Strongly agree	44
Agree	47
Disagree	8
Strongly disagree	0
gives all students equal opportunity to participate in classroom discussions or activities.	
Strongly agree	53
Agree	44
Disagree	3
Strongly disagree	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	
Strongly agree	67
Agree	33
Disagree	0
Strongly disagree	0
gives students opportunities to "make a difference" by helping other people, the school, or the community.	
Strongly agree	39
Agree	56
Disagree	3
Strongly disagree	3

Question A.16-19: This school... encourages opportunities for students to decide things like class activities or rules... gives all students equal opportunity to participate in classroom discussions or activities... gives all students equal opportunity to participate in numerous extracurricular and enrichment activities... gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning).

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

Promotion of Parental Involvement

Table A7.5

Promotion of Parental Involvement Scale Questions

	All %
Promotion of parental involvement	
Average reporting "Strongly agree"	41
This school is welcoming to and facilitates parent involvement.	
Strongly agree	60
Agree	40
Disagree	0
Strongly disagree	0
This school encourages parents to be active partners in educating their child.	
Strongly agree	53
Agree	41
Disagree	6
Strongly disagree	0
Teachers at this school communicate with parents about what their children are expected to learn in class.	
Strongly agree	17
Agree	77
Disagree	7
Strongly disagree	0
Parents feel welcome to participate at this school.	
Strongly agree	40
Agree	60
Disagree	0
Strongly disagree	0

Question A.28, 46, 80, 81: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.
Note: Cells are empty if there are less than 5 respondents.

Table A7.5

Promotion of Parental Involvement Scale Questions – Continued

	All %
School staff take parents' concerns seriously.	
Strongly agree	33
Agree	67
Disagree	0
Strongly disagree	0

Question A.82: School staff take parents' concerns seriously.

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

8. Learning Conditions

Table A8.1

Summary of Indicators of School Learning Conditions

	Percent Responding "Strongly Agree"	
	All %	Table
Learning Supports		
Support for social emotional learning	43	A8.2
Student readiness to learn	6	A8.3
Instructional equity	26	A8.7
Antibullying climate	38	A8.12
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity	38	A8.5
Respect for diversity	37	A8.6
Positive Peer Relations		
Student peer relationships	18	A8.11

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

Supports for Learning and Student Academic Engagement

Table A8.2

Support for Social Emotional Learning Scale Questions

	All %
Support for social emotional learning	
Average reporting "Strongly agree"	43
This school encourages students to feel responsible for how they act.	
Strongly agree	37
Agree	57
Disagree	7
Strongly disagree	0
This school encourages students to understand how others think and feel.	
Strongly agree	43
Agree	53
Disagree	3
Strongly disagree	0
Students are taught that they can control their own behavior.	
Strongly agree	43
Agree	53
Disagree	3
Strongly disagree	0
This school helps students resolve conflicts with one another.	
Strongly agree	47
Agree	53
Disagree	0
Strongly disagree	0

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

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

Table A8.2

Support for Social Emotional Learning Scale Questions – Continued

	All %
This school encourages students to care about how others feel.	
Strongly agree	47
Agree	53
Disagree	0
Strongly disagree	0

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

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

Table A8.3

Student Readiness to Learn Scale Questions

	All %
Student readiness to learn	
Average reporting "Strongly agree"	6
Students are healthy and physically fit.	
Strongly agree	6
Agree	71
Disagree	23
Strongly disagree	0
Students start/arrive at school alert and rested.	
Strongly agree	0
Agree	84
Disagree	16
Strongly disagree	0
Students are motivated to learn.	
Strongly agree	13
Agree	71
Disagree	16
Strongly disagree	0
Students in this school are well-behaved.	
Strongly agree	3
Agree	83
Disagree	14
Strongly disagree	0

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

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

Table A8.4

Motivation to Complete Schoolwork

	All %
Strongly agree	13
Agree	70
Disagree	17
Strongly disagree	0

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

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

Fairness, Rule Clarity, and Respect for Diversity

Table A8.5

Fairness and Rule Clarity Scale Questions

	All %
Fairness and rule clarity	
Average reporting "Strongly agree"	38
This school handles discipline problems fairly.	
Strongly agree	40
Agree	49
Disagree	11
Strongly disagree	0
The school rules are fair.	
Strongly agree	47
Agree	50
Disagree	3
Strongly disagree	0
This school clearly informs students what will happen if they break school rules.	
Strongly agree	23
Agree	60
Disagree	17
Strongly disagree	0
Students know what the rules are.	
Strongly agree	40
Agree	57
Disagree	3
Strongly disagree	0

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

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

Table A8.6

Respect for Diversity Scale Questions

	All %
Respect for diversity	
Average reporting "Strongly agree"	37
Students respect each other's differences.	
Strongly agree	23
Agree	70
Disagree	7
Strongly disagree	0
Adults from this school respect differences in students.	
Strongly agree	47
Agree	53
Disagree	0
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	40
Agree	60
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 A8.7

Instructional Equity Scale Questions

	All %
Instructional equity	
Average reporting "Strongly agree"	26
This school...	
emphasizes using instructional materials that reflect the culture or ethnicity of its students.	
Strongly agree	22
Agree	61
Disagree	17
Strongly disagree	0
has staff examine their own cultural biases through professional development or other processes.	
Strongly agree	9
Agree	66
Disagree	26
Strongly disagree	0
considers closing the racial/ethnic achievement gap a high priority.	
Strongly agree	26
Agree	54
Disagree	20
Strongly disagree	0
has high expectations for all students, regardless of their race, ethnicity, or nationality.	
Strongly agree	46
Agree	51
Disagree	3
Strongly disagree	0

Question A.20-23: This school... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority.... has high expectations for all students, regardless of their race, ethnicity, or nationality.

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

Table A8.7

Instructional Equity Scale Questions – Continued

	All %
This school fosters an appreciation of student diversity and respect for each other.	
Strongly agree	29
Agree	68
Disagree	3
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 A8.8

Staff Treat All Students Fairly

	All %
Strongly agree	50
Agree	29
Disagree	15
Strongly disagree	6

Question A.38: Adults who work at this school treat all students fairly.
Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A8.9

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %
Strongly agree	38
Agree	50
Disagree	9
Strongly disagree	3

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.
Note: Cells are empty if there are less than 5 respondents.

Table A8.10

Racial/Ethnic Conflict Among Students is a Problem

	All %
Insignificant problem	79
Mild problem	21
Moderate problem	0
Severe problem	0

Question A.89: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?
Note: Cells are empty if there are less than 5 respondents.

Student Peer Relationships

Table A8.11

Student Peer Relationships Questions

	All %
Student peer relationships	
Average reporting "Strongly agree"	18
Students care about one another.	
Strongly agree	29
Agree	68
Disagree	3
Strongly disagree	0
Students treat each other with respect.	
Strongly agree	13
Agree	74
Disagree	13
Strongly disagree	0
Students get along well with one another.	
Strongly agree	13
Agree	83
Disagree	3
Strongly disagree	0
Students enjoy spending time together during school activities.[Ø] **(In-School Only)**	
Strongly agree	33
Agree	67
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... Students get along well with one another.

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

[Ø]Item not included in the scale.

Table A8.11

Student Peer Relationships Questions – Continued

	All %
Students enjoy interacting with each other during class activities.$^{\emptyset}$ *(Remote Only)*	
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.

$^{\emptyset}$*Item not included in the scale.*

Antibullying Climate

Table A8.12

Antibullying Climate Scale Questions

	All %
Antibullying climate	
Average reporting "Strongly agree"	38
Teachers make it clear to students that bullying is not tolerated.	
Strongly agree	52
Agree	48
Disagree	0
Strongly disagree	0
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	40
Agree	57
Disagree	3
Strongly disagree	0
Students tell teachers when other students are being bullied.	
Strongly agree	33
Agree	53
Disagree	13
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	47
Agree	47
Disagree	7
Strongly disagree	0

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

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

Table A8.12

Antibullying Climate Scale Questions – Continued

	All %
Students try to stop bullying when they see it happening.	
Strongly agree	17
Agree	67
Disagree	17
Strongly disagree	0

Question A.52: Students try to stop bullying when they see it happening.
Note: Cells are empty if there are less than 5 respondents.

Truancy

Table A8.13

Cutting Class or Truancy is a Problem

	All %
Insignificant problem	79
Mild problem	14
Moderate problem	3
Severe problem	3

Question A.92: For students enrolled in this school, how much of a problem is cutting classes or being truant?
Note: Cells are empty if there are less than 5 respondents.

9. Student Health Risks and Prevention

Mental Health

Table A9.1

Student Feeling Hopeful About the Future

	All %
Strongly agree	13
Agree	77
Disagree	10
Strongly disagree	0

Question A.67: Students feel hopeful about the future.
Note: Cells are empty if there are less than 5 respondents.

Table A9.2

Student Depression or Other Mental Health Issues are a Problem

	All %
Insignificant problem	7
Mild problem	66
Moderate problem	21
Severe problem	7

Question A.90: For students enrolled in this school, how much of a problem is student depression or other mental health problems?
Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A9.3

Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	10
Mild problem	72
Moderate problem	17
Severe problem	0

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

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

Table A9.4

Physical Fighting Between Students is a Problem

	All %
Insignificant problem	47
Mild problem	47
Moderate problem	7
Severe problem	0

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

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

Delinquency

Table A9.5

Vandalism (Including Graffiti) is a Problem

	All %
Insignificant problem	73
Mild problem	23
Moderate problem	3
Severe problem	0

Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?
Note: Cells are empty if there are less than 5 respondents.

Table A9.6

Theft is a Problem

	All %
Insignificant problem	67
Mild problem	27
Moderate problem	7
Severe problem	0

Question A.96: For students enrolled in this school, how much of a problem is theft?
Note: Cells are empty if there are less than 5 respondents.

Table A9.7

Gang-Related Activity is a Problem

	All %
Insignificant problem	83
Mild problem	10
Moderate problem	7
Severe problem	0

Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?
Note: Cells are empty if there are less than 5 respondents.

Table A9.8

Weapons Possession is a Problem

	All %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

Question A.94: For students enrolled in this school, how much of a problem is weapons possession?
Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A9.9

Student Alcohol and Drug Use is a Problem

	All %
Insignificant problem	87
Mild problem	13
Moderate problem	0
Severe problem	0

Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?
Note: Cells are empty if there are less than 5 respondents.

Table A9.10

Student Tobacco Use is a Problem

	All %
Insignificant problem	80
Mild problem	20
Moderate problem	0
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 A9.11

Student Vaping or Electronic Cigarette Use is a Problem

	All %
Insignificant problem	70
Mild problem	30
Moderate problem	0
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 A9.12

School Bans Tobacco Use and Vaping

	All %
No	0
Yes	97
Don't know	3

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

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

10. Discipline and Counseling

Table A10.1

Disciplinary Harshness Scale Questions

	All %
Disciplinary harshness	
Average reporting "Strongly agree" or "Agree"	8
The rules at this school are too strict.	
Strongly agree	0
Agree	0
Disagree	69
Strongly disagree	31
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	0
Agree	7
Disagree	67
Strongly disagree	27
Students get in trouble for breaking small rules.	
Strongly agree	0
Agree	14
Disagree	76
Strongly disagree	10
Teachers are very strict here.	
Strongly agree	0
Agree	14
Disagree	69
Strongly disagree	17

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

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

Table A10.2

Provides Adequate Counseling and Support for Students

	All %
Strongly agree	56
Agree	39
Disagree	6
Strongly disagree	0

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

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

11. Professional Development Needs

Table A11.1

Areas of Professional Development Needs

	All %
Instruction and School Environment	
Positive behavioral support and classroom management	
Yes	53
No	47
Creating a positive school climate	
Yes	59
No	41
Addressing Needs of Diverse Populations	
Working with diverse racial, ethnic, or cultural groups	
Yes	30
No	70
Providing Support Services	
Meeting the social, emotional, and developmental needs of youth	
Yes	70
No	30

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	13

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[†]	27	B3.1
Enforces zero tolerance policies[†]	55	B3.1
Has sufficient resources to create a safe campus[†]	64	B3.2
Seeks to maintain a secure campus[†]	18	B3.2
Provides harassment or bullying prevention[§]	46	B3.3
Provides conflict resolution or behavior management instruction[§]	54	B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal[†]	27	B4.1
Collaborates well with community organizations to address substance use or other problems[†]	9	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems[†]	36	B4.1
Provides alcohol or drug use prevention instruction[§]	15	B4.1
Provides tobacco use/vaping prevention instruction[§]	8	B4.1
Has sufficient resources to address substance use prevention needs[†]	36	B4.1
Physical Health and Special Needs		
Provides adequate health services for students[†]	36	B5.1
Provides opportunities for physical education and activity[§]	77	B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion[§]	46	B6.1
Emphasizes helping students with social, emotional, and behavioral problems[†]	91	B6.1
Restorative practices[†]	45	B6.1
Trauma-informed practices[†]	0	B6.1

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

[†] *Percent responding "Strongly agree."*

[§] *Percent responding "A lot."*

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	27
Agree	73
Disagree	0
Strongly disagree	0
Enforces zero tolerance policies	
Strongly agree	55
Agree	36
Disagree	9
Strongly disagree	0

Question A.117, 118: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.
Note: Cells are empty if there are less than 5 respondents.

Table B3.2

Supports for Safety at School

	All %
Has sufficient resources to create a safe campus	
Strongly agree	64
Agree	36
Disagree	0
Strongly disagree	0
Seeks to maintain a secure campus	
Strongly agree	18
Agree	0
Disagree	55
Strongly disagree	27

Question A.114, 119: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.
Note: Cells are empty if there are less than 5 respondents.

Table B3.3

Behavior Management at School

	All %
Provides harassment or bullying prevention	
A lot	46
Some	54
Not much	0
Not at all	0
Provides conflict resolution or behavior management instruction	
A lot	54
Some	46
Not much	0
Not at all	0

Question A.130, 131: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?
Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %
Considers substance abuse prevention an important goal	
Strongly agree	27
Agree	73
Disagree	0
Strongly disagree	0
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	9
Agree	64
Disagree	27
Strongly disagree	0
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems	
Strongly agree	36
Agree	36
Disagree	27
Strongly disagree	0

Question A.113, 120, 121: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

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

Table B4.1

Substance Use Prevention - Continued

	All %
Provides alcohol or drug use prevention instruction	
A lot	15
Some	77
Not much	8
Not at all	0
Provides tobacco use/vaping prevention instruction	
A lot	8
Some	85
Not much	8
Not at all	0
Has sufficient resources to address substance use prevention needs	
Strongly agree	36
Agree	55
Disagree	9
Strongly disagree	0

Question A.115, 128, 129: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

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

Table B4.2

School Enforces Policies Banning Tobacco Use and Vaping

	All %
Strongly agree	55
Agree	45
Disagree	0
Strongly disagree	0

Question A.116: This school consistently enforces policies banning tobacco use/vaping on school property.

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %
Provides adequate health services for students	
Strongly agree	36
Agree	55
Disagree	9
Strongly disagree	0
Provides opportunities for physical education and activity	
A lot	77
Some	23
Not much	0
Not at all	0

Question A.122, 127: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?
Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All *%*
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion	
A lot	46
Some	54
Not much	0
Not at all	0
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	91
Agree	9
Disagree	0
Strongly disagree	0
Uses restorative practices to help resolve conflicts	
Strongly agree	45
Agree	55
Disagree	0
Strongly disagree	0

Question A.123, 124, 126: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion? Note: Cells are empty if there are less than 5 respondents.

Table B6.1

Youth Development and Social-Emotional Supports at School – Continued

	All %
Implements trauma-informed practices	
Strongly agree	0
Agree	73
Disagree	27
Strongly disagree	0
Provides instructional help to build social-emotional competencies	
A lot	62
Some	38
Not much	0
Not at all	0

Question A.125, 132: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?
Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports

1. Module Sample

Table C1.1

Special Education Supports Module Sample

	All
Number of respondents	17

2. Summary of Indicators

Table C2.1

Summary of Special Education Services and Supports

This school...	*Percent Strongly Agreeing* All %	Table
Barriers to Effective Service Delivery		
Works to reduce instructional interruptions	24	C3.1
Effectively schedules mandated activities	24	C3.2
Integration and Collaboration Special-General Education		
Integrates special education into daily operations	29	C4.1
Encourages general and special education teaming	12	C4.2
Provides sufficient time to collaborate on service delivery	6	C4.3
Views service to students with IEPs as shared responsibility	6	C4.4
Student Expectations and Supports		
Supports alternative modes of communication	24	C5.1
Provides sufficient resources for special education programs	12	C5.2
Personnel Supports		
Has positive environment for staff serving students with IEPs	18	C6.1
Climate encourages continued service to students with IEPs	18	C6.2
Provides adequate access to technology	24	C6.3
Has good communication with district personnel	12	C6.4

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

3. Barriers to Effective Service Delivery

Table C3.1

School Works to Reduce Instructional Interruptions

	All %
Strongly agree	24
Agree	53
Disagree	18
Strongly disagree	6
Not applicable	0

Question 2 (Section C): This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).
Note: Cells are empty if there are less than 5 respondents.

Table C3.2

School Effectively Schedules Mandated Activities

	All %
Strongly agree	24
Agree	59
Disagree	0
Strongly disagree	18
Not applicable	0

Question 5 (Section C): This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).
Note: Cells are empty if there are less than 5 respondents.

4. Integration and Collaboration between Special and General Education

Table C4.1

School Integrates Special Education into Daily Operations

	All %
Strongly agree	29
Agree	59
Disagree	12
Strongly disagree	0
Not applicable	0

Question 1 (Section C): This school integrates special education into its daily operations.

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

Table C4.2

School Encourages General and Special Education Teaming

	All %
Strongly agree	12
Agree	59
Disagree	12
Strongly disagree	12
Not applicable	6

Question 3 (Section C): This school encourages teaming between general and special education personnel.

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

Table C4.3

School Provides Sufficient Time to Collaborate on Service Delivery

	All %
Strongly agree	6
Agree	47
Disagree	29
Strongly disagree	18
Not applicable	0

Question 4 (Section C): This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs.

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

Table C4.4

School Views Service to Students with IEPs as Shared Staff Responsibility

	All %
Strongly agree	6
Agree	65
Disagree	18
Strongly disagree	12
Not applicable	0

Question 11 (Section C): This school views service to students with IEPs as a shared responsibility among all staff.

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

5. Expectations and Supports for Special Populations

Table C5.1

School Supports Alternative Modes of Communication

	All %
Strongly agree	24
Agree	47
Disagree	18
Strongly disagree	0
Not applicable	12

Question 7 (Section C): This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).

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

Table C5.2

School Provides Sufficient Resources for Special Education Programs and Services

	All %
Strongly agree	12
Agree	71
Disagree	12
Strongly disagree	0
Not applicable	6

Question 12 (Section C): This school has sufficient resources to support special education programs and services.

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

6. Personnel Supports

Table C6.1

School Has Positive Working Environment for Staff Serving Students with IEPs

	All *%*
Strongly agree	18
Agree	65
Disagree	6
Strongly disagree	12
Not applicable	0

Question 6 (Section C): This school provides a positive working environment for staff who serve students with IEPs.
Note: Cells are empty if there are less than 5 respondents.

Table C6.2

Climate Encourages Continued Service to Students with IEPs

	All *%*
Strongly agree	18
Agree	65
Disagree	12
Strongly disagree	6
Not applicable	0

Question 8 (Section C): This school has a climate that encourages me to continue in my role of service to students with IEPs.
Note: Cells are empty if there are less than 5 respondents.

Table C6.3

School Provides Adequate Access to Technology

	All %
Strongly agree	24
Agree	53
Disagree	12
Strongly disagree	6
Not applicable	6

Question 9 (Section C): This school provides adequate access to technology for staff who serve students with IEPs.

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

Table C6.4

School Has Good Communication with District Personnel

	All %
Strongly agree	12
Agree	59
Disagree	12
Strongly disagree	12
Not applicable	6

Question 10 (Section C): This school has good communication with district personnel to support students with IEPs.

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

Section D. Military-Connected Schools

1. Module Sample

Table D1.1

Military-Connected Schools Module Sample

	All
Number of respondents	28

2. Summary of Indicators

Table D2.1

Summary of Indicators of Military-Connected Schools

	All %	Table
Students from Military Families		
There are military students in school or staff teaches/has contact with military students	7	D3.1
Military Student Needs		
Additional educational needs[l]	19	D6.1
Financial difficulties[l]	15	D6.1
Additional emotional and psychological needs[l]	19	D6.1
School Supports for Military Students/Families		
Services for students whose parents are deployed[ll]	65	D7.2
Services for students who experience loss and trauma[ll]	81	D7.2
School helps provide after school activities[ll]	20	D7.1
Provide education on what life is like for military families[ll]	17	D7.1
Staff Professional Development Needs		
Work with military students who have experienced loss in the family[#]	31	D8.1
Work with students whose parents are deployed[#]	46	D8.1
Address the needs of military parents[#]	38	D8.1
Create a welcoming school climate for military students/families[#]	28	D8.1

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

[l]*Percent responding "Most" or "Nearly all."*

[ll]*Percent responding "Usually true."*

[#]*Percent responding "A need" or "A major need."*

3. School Military Connections and Supports

Table D3.1

School Military Connections

	All %
Do you have students in your school who have at least one parent or guardian who is serving in the military?	
No	96
Yes	0
Don't know	4
Do you teach or have contact with students from military families?	
No	89
Yes	7
Don't know	4

Question 1, 2 (Section D): Do you have students in your school who have at least one parent or guardian who is serving in the military?... Do you teach or have contact with students from military families (military students)?
Note: Cells are empty if there are less than 5 respondents.

Table D3.2

Perception of Supports for Military Students at School

	All %
Based on your experience, how many military students...	
feel supported by their peers?	
Almost none	0
Few	0
Some	27
Most	31
Nearly all	35
Don't know/NA	8
feel supported by their teachers?	
Almost none	0
Few	0
Some	19
Most	35
Nearly all	38
Don't know/NA	8

Question 3, 4 (Section D): Based on your experience, how many military students... feel supported by their peers?... feel supported by their teachers?

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

4. Student Personal Strengths and Family Pride

Table D4.1

Additional Strengths Due to Family Circumstances

	All %
How many military students have additional strengths due to their family circumstances?	
Almost none	0
Few	0
Some	58
Most	15
Nearly all	15
Don't know/NA	12

Question 8 (Section D): Based on your experience, how many military students... have additional strengths due to their family circumstances?
Note: Cells are empty if there are less than 5 respondents.

Table D4.2

Family Pride

	All %
How many military students are proud of their parents and families' contributions to our country's security?	
Almost none	0
Few	0
Some	23
Most	23
Nearly all	38
Don't know/NA	15

Question 12 (Section D): Based on your experience, how many military students... are proud of their parents and families' contributions to our country's security?
Note: Cells are empty if there are less than 5 respondents.

5. Lack of Appreciation and Discrimination

Table D5.1

Lack of Appreciation and Discrimination Towards Military Students

	All %
Based on your experience, how many military students...	
feel that others may not appreciate their families' sacrifice for the nation?	
Almost none	4
Few	19
Some	46
Most	8
Nearly all	0
Don't know/NA	23
feel that others may discriminate against them because they are military students?	
Almost none	46
Few	15
Some	23
Most	0
Nearly all	0
Don't know/NA	15
feel isolated in the school?	
Almost none	42
Few	23
Some	23
Most	0
Nearly all	0
Don't know/NA	12

Question 9-11 (Section D): Based on your experience, how many military students... feel that others may not appreciate their families' sacrifice for the nation?... feel that others may discriminate against them because they are military students?... feel isolated in the school?
Note: Cells are empty if there are less than 5 respondents.

6. Military Student Needs

Table D6.1

Educational, Financial, and Emotional Needs among Military Students

	All %
Based on your experience, how many military students...	
have additional educational needs?	
Almost none	4
Few	8
Some	62
Most	12
Nearly all	8
Don't know/NA	8
face financial difficulties?	
Almost none	8
Few	15
Some	46
Most	8
Nearly all	8
Don't know/NA	15
have additional emotional and psychological needs?	
Almost none	0
Few	4
Some	69
Most	15
Nearly all	4
Don't know/NA	8

Question 5-7 (Section D): Based on your experience, how many military students... have additional educational needs?... face financial difficulties?... have additional emotional and psychological needs?
Note: Cells are empty if there are less than 5 respondents.

7. School Supports and Services for Military Students

Table D7.1

School Supports for Military Students

	All %
This school...	
provides a welcoming environment to military students and their families.	
Not at all true	0
Rarely true	0
Sometimes true	4
Usually true	96
Don't know/NA	0
makes additional efforts to help involve military parents.	
Not at all true	0
Rarely true	0
Sometimes true	31
Usually true	50
Don't know/NA	19
has visual displays, rituals, activities, art work, murals, and ceremonies to honor military families.	
Not at all true	19
Rarely true	27
Sometimes true	27
Usually true	12
Don't know/NA	15

Question 13, 16, 17 (Section D): This school... provides a welcoming environment to military students and their families... makes additional efforts to help involve military parents... has visual displays (e.g., bulletin boards, pictures), rituals, activities, art work, murals, and ceremonies to honor military families.
Note: Cells are empty if there are less than 5 respondents.

Table D7.1

School Supports for Military Students – Continued

	All %
This school...	
works with community organizations to provide educational support to military students.	
Not at all true	4
Rarely true	19
Sometimes true	23
Usually true	35
Don't know/NA	19
works with community organizations to provide after school activities and support military students.	
Not at all true	12
Rarely true	20
Sometimes true	28
Usually true	20
Don't know/NA	20
educates staff and students on what life is like for military families.	
Not at all true	13
Rarely true	33
Sometimes true	21
Usually true	17
Don't know/NA	17

Question 18-20 (Section D): This school... works with community organizations to provide educational support to military students... works with community organizations to provide after school activities and support military students... educates staff and students on what life is like for military families, and some of the special circumstances that come with military life.

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

Table D7.1

School Supports for Military Students – Continued

	All %
This school...	
assists military students in transitions between schools.	
Not at all true	12
Rarely true	8
Sometimes true	20
Usually true	40
Don't know/NA	20
works with military liaisons to take advantage of additional military educational resources.	
Not at all true	0
Rarely true	4
Sometimes true	36
Usually true	48
Don't know/NA	12

Question 21, 22 (Section D): This school... assists military students in transitions between schools... works with military liaisons to take advantage of additional military educational resources.

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

Table D7.2

Additional School Services for Military Students

	All %
This school...	
has additional services for students whose parents are deployed.	
Not at all true	0
Rarely true	0
Sometimes true	15
Usually true	65
Don't know/NA	19
has additional services for students who experience loss and trauma.	
Not at all true	0
Rarely true	0
Sometimes true	12
Usually true	81
Don't know/NA	8

Question 14, 15 (Section D): This school... has additional services for students whose parents are deployed... has additional services for students who experience loss and trauma.

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

Table D7.3

Needs More Support Staff for Military Students and Families

	All %
School needs more support staff to work with military families and students.	
Not at all true	8
Rarely true	24
Sometimes true	24
Usually true	16
Don't know/NA	28

Question 23 (Section D): This school... needs more support staff (e.g., pupil personnel services) to work with military families and students.

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

8. Staff Professional Development Needs

Table D8.1

Professional Development Needed for Supporting Military Students

	All %
I need professional development in order to...	
understand military culture.	
Not a need	23
A little need	42
A need	23
A major need	0
Don't know/NA	12
understand the effects of deployment cycles.	
Not a need	31
A little need	27
A need	31
A major need	0
Don't know/NA	12
learn how to work with military students who have experienced loss or other trauma in the family.	
Not a need	23
A little need	35
A need	31
A major need	0
Don't know/NA	12

Question 24-26 (Section D): I need professional development in order to... understand military culture... understand the effects of deployment cycles... learn how to work with military students who have experienced loss or other trauma in the family.
Note: Cells are empty if there are less than 5 respondents.

Table D8.1

Professional Development Needed for Supporting Military Students – Continued

	All %
I need professional development in order to...	
learn how to work with students who have a parent currently deployed.	
Not a need	23
A little need	19
A need	46
A major need	0
Don't know/NA	12
learn how to address the needs and circumstances of military parents.	
Not a need	19
A little need	31
A need	38
A major need	0
Don't know/NA	12
learn how to create a school climate that is welcoming to military students and families.	
Not a need	36
A little need	24
A need	28
A major need	0
Don't know/NA	12

Question 27-29 (Section D): I need professional development in order to... learn how to work with students who have a parent currently deployed... learn how to address the needs and circumstances of military parents... learn how to create a school climate that is welcoming to military students and families.

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

Table D8.1

Professional Development Needed for Supporting Military Students – Continued

	All %
I need professional development in order to...	
learn about community organizations that provide support for military students and families.	
Not a need	23
A little need	27
A need	38
A major need	0
Don't know/NA	12
learn how to help parents deal with additional responsibilities during deployment.	
Not a need	27
A little need	27
A need	35
A major need	0
Don't know/NA	12
learn about the resources available to support military students and families.	
Not a need	23
A little need	35
A need	31
A major need	0
Don't know/NA	12

Question 30-32 (Section D): I need professional development in order to... learn about community organizations that provide support for military students and families... learn how to help parents deal with additional responsibilities during deployment... learn about the resources available to support military students and families.

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

Section E. Student Wellness

1. Module Sample

Table E1.1

Student Wellness Module Sample

	All
Number of respondents	29

2. Summary of Indicators

Table E2.1

Summary of Indicators of Student Wellness

	All %	Table
Student Mental Health Needs		
Social, emotional, and mental health needs$^\lambda$	76	E3.1
Exposure to trauma/violent events$^\lambda$	59	E3.1
Stigmatization of students with mental health needs$^\lambda$	18	E3.1
Student Mental Health Supports at School		
School emphasizes helping student mental health needs‡	83	E4.1
School provides adequate counseling and support services‡	76	E4.1
School communicates to students that help is available‡	72	E4.1
Staff receive support to address student needs‡	71	E4.1
Staff efficacy for promoting student wellness$^\psi$	67	E5.1
Referrals - school-based mental health professional$^{\bar\wedge\P}$	44	E4.4
Referrals - community-based mental health services$^{\bar\wedge\P}$	7	E4.4
Referrals - crisis hotline$^{\bar\wedge\P}$	4	E4.4
Referrals - self-help strategies$^{\bar\wedge\P}$	43	E4.4
Barriers to Accessing Mental Health Services		
Students do not know where to go for help	36	E5.3
Students are afraid of what people might think	32	E5.3
There are not enough services to meet students' needs	45	E5.3
Students do not have insurance or another way to pay for it	18	E5.3
Parents do not follow through	64	E5.3

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

$^\lambda$*Percent responding "Moderate" or "Very common."*

‡*Percent responding "Agree" or "Strongly agree."*

$^\psi$*Percent responding "Very confident."*

$^{\bar\wedge}$*Percent responding "2 times or more."*

¶*Past month.*

3. Student Mental Health Needs

Table E3.1

Student Social and Emotional Wellness and Mental Health Needs

	All %
How common are the following issues among students at your school?	
Social, emotional, and mental health needs	
Not at all	0
A little	24
Moderate	45
Very common	31
Exposure to trauma/violent events in the home or community	
Not at all	3
A little	38
Moderate	45
Very common	14
Stigmatization of students with mental health needs	
Not at all	25
A little	57
Moderate	18
Very common	0

Question E.1-3: How common are the following issues among students at your school?... Social, emotional, and mental health needs... Exposure to trauma/violent events in the home or community... Stigmatization of students with mental health needs.

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

4. Student Mental Health Supports at School

Table E4.1

School Supports to Help Students with Mental Health Needs

	All %
My school emphasizes helping students with their mental health needs.	
Strongly disagree	3
Disagree	7
Neither disagree nor agree	7
Agree	45
Strongly agree	38
My school collaborates well with community organizations to help address students' mental health needs.	
Strongly disagree	0
Disagree	10
Neither disagree nor agree	45
Agree	34
Strongly agree	10
My school provides adequate counseling and support services for students with mental health needs.	
Strongly disagree	0
Disagree	10
Neither disagree nor agree	14
Agree	52
Strongly agree	24

Question E.4-6: How much do you agree with the following statements?... My school emphasizes helping students with their mental health needs... My school collaborates well with community organizations to help address students' mental health needs... My school provides adequate counseling and support services for students with mental health needs.

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

Table E4.1

School Supports to Help Students with Mental Health Needs – Continued

	All %
My school communicates to students that help is available for their mental health needs.	
Strongly disagree	0
Disagree	14
Neither disagree nor agree	14
Agree	52
Strongly agree	21
I receive support from my school to address students' mental health needs.	
Strongly disagree	0
Disagree	11
Neither disagree nor agree	18
Agree	54
Strongly agree	18

Question E.7, 8: How much do you agree with the following statements?... My school communicates to students that help is available for their mental health needs... I receive support from my school to address students' mental health needs, for example, trainings, access to mental health professionals, and administrative support.
Note: Cells are empty if there are less than 5 respondents.

Table E4.2

School Policy on Supporting Students with Mental Health Needs

	All %
Does your school have a written policy about how to support students with mental health needs?	
Yes, I have put this policy into practice.	11
Yes, but I have never put this policy into practice.	21
No, our school doesn't have a written policy.	11
Don't know	57

Question E.10: Does your school have a written policy about how to support students with mental health needs, including suicide prevention and postvention, for example, support after a suicide has occurred?
Note: Cells are empty if there are less than 5 respondents.

Table E4.3

Strategies Staff Use to Support Student Mental Health, Past Month

	All %
During the last month, how often did you do any of the following when talking with students about their mental health needs?	
Spent time listening to their issues	
Never	4
Once	7
2-9 times	56
10 times or more	33
Helped to calm them down	
Never	4
Once	7
2-9 times	56
10 times or more	33
Talked to them about their issues	
Never	7
Once	7
2-9 times	52
10 times or more	33
Gave them information to help them with their issues	
Never	11
Once	15
2-9 times	48
10 times or more	26
Other	
Never	30
Once	10
2-9 times	30
10 times or more	30

Question E.17-21: During the last month, how often did you do any of the following when talking with students about their mental health needs?... Spent time listening to their issues... Helped to calm them down... Talked to them about their issues... Gave them information to help them with their issues... Other.

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

Table E4.4

Referral to Mental Health Services, Past Month

	All %
During the last month, how often did you refer students to the following supports/services for mental health concerns?	
School-based mental health professional	
Never	22
Once	33
2-9 times	44
10 times or more	0
Community-based mental health services	
Never	78
Once	15
2-9 times	7
10 times or more	0
Crisis hotline	
Never	96
Once	0
2-9 times	4
10 times or more	0
Self-help strategies	
Never	43
Once	14
2-9 times	32
10 times or more	11
Other	
Never	42
Once	25
2-9 times	25
10 times or more	8

Question E.22-26: During the last month, how often did you refer students to the following supports/services for mental health concerns?... School-based mental health professional, for example, school counselor, therapist, or social worker... Community-based mental health services... Crisis hotline... Self-help strategies, for example books, websites, yoga, meditation, etc... Other.

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

5. Staff Efficacy, Training, and Barriers

Table E5.1

Staff Efficacy for Promoting Student Well-Being Scale Questions

	All %
Staff efficacy for promoting student wellbeing	
Average reporting "Very confident"	67
How confident you are that you can successfully...	
develop caring relationships with students.	
Not at all confident	0
A little confident	0
Somewhat confident	14
Very confident	86
create a classroom climate that fosters a sense of safety and belonging for all students.	
Not at all confident	0
A little confident	0
Somewhat confident	21
Very confident	79
recognize a student who may be in emotional distress or at risk due to stressful or traumatic life events.	
Not at all confident	0
A little confident	0
Somewhat confident	36
Very confident	64
refer a student in need to mental health supports or services.	
Not at all confident	0
A little confident	4
Somewhat confident	39
Very confident	57

Question E.11-14: For each statement below, please indicate how confident you are that you can successfully do these things... Develop caring relationships with students... Create a classroom climate that fosters a sense of safety and belonging for all students... Recognize a student who may be in emotional distress or at risk due to stressful or traumatic life events... Refer a student in need to mental health supports or services.
Note: Cells are empty if there are less than 5 respondents.

Table E5.1

Staff Efficacy for Promoting Student Well-Being Scale Questions – Continued

	All %
How confident you are that you can successfully...	
integrate self-care approaches and strategies into your life that will foster your own mental well-being.	
Not at all confident	0
A little confident	11
Somewhat confident	43
Very confident	46
respond to a student who discloses sensitive information to you in relation to mental health and well-being	
Not at all confident	0
A little confident	4
Somewhat confident	29
Very confident	68

Question E.15, 16: For each statement below, please indicate how confident you are that you can successfully do these things... Integrate self-care approaches and strategies into your life that will foster your own mental well-being... Respond to a student who discloses sensitive information to you in relation to mental health and well-being (e.g., suicidal intent).
Note: Cells are empty if there are less than 5 respondents.

Table E5.2

Staff Training for Supporting Student Mental Health

	All %
Have you ever attended a Youth Mental Health First Aid training?	
Yes	14
No, but I would be interested in attending.	71
No, and I am not interested at this time.	11
I don't know.	4

Question E.28: Have you ever attended a Youth Mental Health First Aid training? These trainings introduce common mental health challenges for youth, review typical adolescent development, and teach a 5-step action plan for how to help young people in both crisis and non-crisis situations.
Note: Cells are empty if there are less than 5 respondents.

Table E5.3

Barriers Students Face in Accessing Mental Health Services

	All %
They do not know where to go for help.	36
They are afraid of what people might think if they seek help.	32
There are not enough services to meet students' needs.	45
They do not have insurance or another way to pay for it.	18
Their parents do not follow through.	64
Other	5

Question E.9: What barriers, if any, do students at your school face in accessing services and supports to address mental health needs? Select all that apply.

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

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

Table E5.4

Reasons Why Staff Did Not Refer Youth to Mental Health Services

	All %
Does not apply; I made referrals.	50
I have no direct contact with youth.	8
I have contact with youth, but none facing mental health concerns.	25
No time to offer support	0
Not yet confident in my ability to make a referral	4
Don't know of places to refer youth	13
Other	4

Question E.27: If you did not make any referrals, what best describes the reason(s) why you did not refer youth to mental health or related services? Select all that apply.

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

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

Section F. Trauma-Informed Practice

1. Module Sample

Table F1.1

Trauma-Informed Practice Module Sample

	All
Number of respondents	30

2. Summary of Indicators

Table F2.1

Summary of Indicators of Trauma-Informed Practice

	All %	Table
Trauma Sensitive Environment		
Staff emotional safety at school[†]	23	F3.1
Staff-student personalization[†]	41	F3.2
Relationships with school leadership[‖]	50	F3.3
Staff Attitudes Related to Trauma-Informed Care		
Underlying causes of problem behavior and symptoms[‖]	51	F4.1
Response to problem behavior and symptoms[‖]	52	F4.2
Trauma-Informed Practice and Training		
Staff had training in trauma-informed care	54	F5.1
School uses a trauma-engaged approach to discipline[‡]	33	F5.2
Self-Care Practices		
Opportunity to use self-care techniques for staff[‡]	41	F6.1
Opportunity to use self-care techniques for student[‡]	48	F6.2

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

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

[|]*Average percent of respondents reporting "Care a tremendous amount," "Extremely supportive," "Extremely respectful," or "Extremely understanding."*

[‖]*Average percent of respondents reporting the top two categories, i.e., "6" or "7," on survey questions that comprise the scale. Responses "1" or "2" are used for reverse-coded items.*

[‡]*Average percent of respondents reporting "Agree" or "Strongly agree."*

3. Trauma Sensitive Environment

Table F3.1

Staff Emotional Safety at School Scale Questions

	All %
Staff emotional safety at school	
Average reporting "Strongly agree"	23
I feel connected to other adults at my school.	
Strongly disagree	0
Disagree	14
Neither disagree nor agree	21
Agree	41
Strongly agree	24
I feel comfortable discussing feelings, worries, and frustrations with my supervisor.	
Strongly disagree	7
Disagree	14
Neither disagree nor agree	7
Agree	34
Strongly agree	38
People at this school care about me as a person.	
Strongly disagree	3
Disagree	3
Neither disagree nor agree	24
Agree	45
Strongly agree	24

Question F.1-3: This first set of questions ask about how you feel working at your school... I feel connected to other adults at my school... I feel comfortable discussing feelings, worries, and frustrations with my supervisor... People at this school care about me as a person.

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

Table F3.1

Staff Emotional Safety at School Scale Questions – Continued

	All %
Staff at this school trust each other.	
Strongly disagree	3
Disagree	28
Neither disagree nor agree	21
Agree	41
Strongly agree	7
It is OK in this school to discuss feelings, worries, and frustrations with other staff.	
Strongly disagree	0
Disagree	28
Neither disagree nor agree	17
Agree	34
Strongly agree	21

Question F.4-5: This first set of questions ask about how you feel working at your school... Staff at this school trust each other... It is OK in this school to discuss feelings, worries, and frustrations with other staff.

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

Table F3.2

Staff-Student Personalization Scale Questions

	All %
Staff-student personalization	
Average reporting "Strongly agree"	41
Students share their concerns with me.	
Strongly disagree	3
Disagree	0
Neither disagree nor agree	10
Agree	41
Strongly agree	45
Students express their feelings with me.	
Strongly disagree	3
Disagree	0
Neither disagree nor agree	10
Agree	34
Strongly agree	52
Students talk with me about their homes and families.	
Strongly disagree	3
Disagree	0
Neither disagree nor agree	21
Agree	48
Strongly agree	28
Students talk freely about their lives outside of school.	
Strongly disagree	3
Disagree	0
Neither disagree nor agree	10
Agree	48
Strongly agree	38

Question F.6-9: This next set of questions ask about how students interact with you... Students share their concerns with me... Students express their feelings with me... Students talk with me about their homes and families... Students talk freely about their lives outside of school.

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

Table F3.3

Relationships with School Leadership Scale Questions

	All %
Relationships with school leadership	
Average reporting the top category[|]	50
How much do your school leaders care about you as an individual?	
Do not care at all	0
Care a little bit	10
Care somewhat	13
Care quite a bit	43
Care a tremendous amount	33
When you face challenges at work, how supportive are your school leaders?	
Not at all supportive	0
Slightly supportive	3
Somewhat supportive	13
Quite supportive	37
Extremely supportive	47
How respectful are your school leaders to you?	
Not at all respectful	0
Slightly respectful	0
Somewhat respectful	0
Quite respectful	47
Extremely respectful	53
When challenges arise in your personal life, how understanding are your school leaders?	
Not at all understanding	0
Slightly understanding	0
Somewhat understanding	7
Quite understanding	27
Extremely understanding	67

Question F.10-13: The next questions ask about staff relationships with school leaders... How much do your school leaders care about you as an individual?... When you face challenges at work, how supportive are your school leaders?... How respectful are your school leaders to you?... When challenges arise in your personal life, how understanding are your school leaders?

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

[|]*Average percent of respondents reporting "Care a tremendous amount," "Extremely supportive," "Extremely respectful," or "Extremely understanding."*

4. Staff Attitudes Related to Trauma-Informed Care

Table F4.1

Underlying Causes of Problem Behavior and Symptoms

	All %
Underlying causes of problem behavior and symptoms	
Average reporting the top two categories‖	51
For each item below, select the bubble along the dimension between the two options that best represents your personal belief during the past two months of your job.	
Sample question 1	
1 - Students could act better if they really wanted to.	0
2	4
3	4
4	15
5	27
6	31
7 - Students are doing the best they can with the skills they have.	19
Sample question 2	
1 - If things aren't going well, it is because the students are not doing what they need to do.	0
2	0
3	0
4	19
5	19
6	46
7 - If things aren't going well, it is because I need to shift what I am doing.	15

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

‖*Average percent of respondents reporting the top two categories, i.e., "6" or "7," on survey questions that comprise the scale. Responses "1" or "2" are used for reverse-coded items.*

Scale is based on six questions measuring attitudes related to trauma-informed care developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale/

This scale assesses behavior that is perceived as external and malleable versus internal and fixed.

Two of the six questions that comprise the scale are presented.

Table F4.2

Response to Problem Behavior and Symptoms

	All %
Response to problem behavior and symptoms	
Average reporting the top two categories[‖]	52

For each item below, select the bubble along the dimension between the two options that best represents your personal belief during the past two months of your job.

Sample question 1	
1 - Students need to be held accountable for their actions.	4
2	19
3	35
4	27
5	4
6	12
7 - Students often are not yet able or ready to take responsibility for their actions. They need to be treated flexibly and as individuals.	0
Sample question 2	
1 - When managing a crisis, enforcement of rules is the most important thing.	0
2	4
3	4
4	23
5	27
6	27
7 - When managing a crisis, flexibility is the most important thing.	15

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

[‖]*Average percent of respondents reporting the top two categories, i.e., "6" or "7," on survey questions that comprise the scale. Responses "1" or "2" are used for reverse-coded items.*

Scale is based on six questions measuring attitudes related to trauma-informed care developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale/

This scale assesses attitudes about flexibility, feeling safe, and building healthy relationships versus rules, consequences, and eliminating problem behaviors.

Two of the seven questions that comprise the scale are presented.

5. Trauma-Informed Practice and Training

Table F5.1

Familiarity with and Training in Trauma-Informed Practice

	All %
How familiar are you with trauma-informed care or trauma-informed schools?	
Not at all familiar	21
Slightly familiar	21
Somewhat familiar	25
Quite familiar	21
Very familiar	11
Have you had training in trauma-informed care or trauma-informed schools?	
No	46
Yes	54

Question F.27, 28: The next two questions ask about your familiarity with and training in trauma-informed care.... How familiar are you with trauma-informed care or trauma-informed schools?... Have you had training in trauma-informed care or trauma-informed schools?

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

Table F5.2

Trauma-Informed Practice in School

	All %
Staff at this school understand Adverse Childhood Experiences, stress, and trauma.	
Strongly disagree	0
Disagree	19
Neither disagree nor agree	38
Agree	38
Strongly agree	4
This school uses a trauma-engaged approach to discipline.	
Strongly disagree	0
Disagree	15
Neither disagree nor agree	52
Agree	33
Strongly agree	0
Strength-based language is used throughout this school community.	
Strongly disagree	0
Disagree	15
Neither disagree nor agree	41
Agree	37
Strongly agree	7
This school has developed a master list of trauma-engaged resources and supports.	
Strongly disagree	4
Disagree	33
Neither disagree nor agree	56
Agree	7
Strongly agree	0

Question F.29-32: The final set of questions ask about trauma-informed care in your school... Staff at this school understand Adverse Childhood Experiences (ACES), stress, and trauma... This school uses a trauma-engaged approach to discipline (e.g., restorative practice, non-punitive)... Strength-based language is used throughout this school community... This school has developed a master list of trauma-engaged resources and supports.

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

6. Self-Care Practices

Table F6.1

Staff Self-Care Practices

	All %
Staff in this school have knowledge of practices that help prevent and address stress, burnout, secondary trauma, and compassion fatigue.	
Strongly disagree	0
Disagree	7
Neither disagree nor agree	44
Agree	41
Strongly agree	7
Staff in this school have the opportunity to use self-care techniques.	
Strongly disagree	0
Disagree	11
Neither disagree nor agree	48
Agree	33
Strongly agree	7

Question F.33, 34: The final set of questions ask about trauma-informed care in your school... Staff in this school have knowledge of practices (e.g., mindfulness, breathing, meditation) that help prevent and address stress, burnout, secondary trauma, and compassion fatigue... Staff in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation).

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

Table F6.2
Student Self-Care Practices

	All %
Students in this school have knowledge of self-care techniques.	
Strongly disagree	0
Disagree	15
Neither disagree nor agree	33
Agree	44
Strongly agree	7
Students in this school have the opportunity to use self-care techniques.	
Strongly disagree	0
Disagree	11
Neither disagree nor agree	41
Agree	41
Strongly agree	7

Question F.35, 36: The final set of questions ask about trauma-informed care in your school... Students in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation)... Students in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation).
Note: Cells are empty if there are less than 5 respondents.