Part I – Technical Proposal

RFP Title:	**School Climate/SEL Survey**
RFP:	**3179**
Vendor Name:	**WestEd**
	730 Harrison Street
	San Francisco, CA 94107-1242

Opening Date:	**May 6, 2015**
Opening Time:	**2:00 PM**

WestEd

Headquarters: 730 Harrison Street, San Francisco, CA 94107-1242
Tel: 415-565-3000 Fax: 415-565-3012

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VENDOR INFORMATION SHEET FOR RFP 3179

Vendor Must:

A) Provide all requested information in the space provided next to each numbered question. The information provided in Sections V1 through V6 will be used for development of the contract;

B) Type or print responses; and

C) Include this Vendor Information Sheet in Tab III of the Technical Proposal.

V1	Company Name	**WestEd**

V2	Street Address	**730 Harrison Street**

V3	City, State, ZIP	**San Francisco, CA 94107**

V4	Telephone Number		
	Area Code: **415**	Number: **615.3136**	Extension:

V5	Facsimile Number		
	Area Code: **415**	Number: **565.3012**	Extension:

V6	Toll Free Number		
	Area Code: **877**	Number: **493.7833**	Extension:

V7	***Contact Person for Questions / Contract Negotiations, including address if different than above***
	Name: Virgilio Tinio, Jr.
	Title: Contracts Manager
	Address: 730 Harrison Street, San Francisco, CA 94107
	Email Address: contracts@wested.org

V8	Telephone Number for Contact Person		
	Area Code: **415**	Number: **615.3136**	Extension:

V9	Facsimile Number for Contact Person		
	Area Code: **415**	Number: **565.3012**	Extension:

V10	***Name of Individual Authorized to Bind the Organization***	
	Name: **Virgilio Tinio, Jr.**	Title: **Contracts Manager**

V11	Signature ***(Individual must be legally authorized to bind the vendor per NRS 333.337)***	
	Signature:	Date: 5/1/15

SUBJECT:	Amendment 1 to Request for Proposal 3179
RFP TITLE:	School Climate/SEL Survey
DATE OF AMENDMENT:	April 27, 2015
DATE OF RFP RELEASE:	April 6, 2015
OPENING DATE:	May 6, 2015
OPENING TIME:	2:00 PM
CONTACT:	Annette Morfin, Procurement Staff Member

The following shall be a part of RFP ***3179.*** If a vendor has already returned a proposal and any of the information provided below changes that proposal, please submit the changes along with this amendment. You need not re-submit an entire proposal prior to the opening date and time.

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1. What is the budgeted value of an awarded contract?

   The dollar amount varies based on the determined roll out of the survey. The budgeted amount begins at $175,000 a year for five years, but could be enhanced to up to $350,000 depending on the scope of the survey and number of students surveyed.

2. If our survey is exclusively online, what technologies/infrastructure already exists within the schools to allow students with disabilities to take the survey? For current partners, often times accommodations are made for individuals to read the survey aloud to vision impaired students. Will similar accommodations be possible?

   As of Spring 2015, all schools are set up to take tests and surveys online. Read aloud accommodations are possible.

3. The RFP references a 28-day turnaround for paper based survey but does not express a similar timeline for online surveys. Is there a specific timeline expectation?

   28 days from the close of the administration of the survey.

4. What is the Bighorn System and what are the expectations for the files and content to be transferred to and from it? Would providers be expected to build new technologies to communicate with the Bighorn System?

   Bighorn is NDE's secure data transfer system for handling student level data. Vendors would require secure file transfer capability, but will be able to communicate with Bighorn via the internet.

5. Is it a correct assumption that the Bighorn System would be used to roster student data? If so, how often are data collected and updated for the Bighorn System? What is the strategy for addressing discrepancies that exist between data available through the Bighorn System and actual students attending Nevada Public Schools?

   Rosters come from district level student information systems, not from Bighorn. NDE does verify the data that is received from districts and it is updated daily. NDE will walk the selected vendor through the process.

6. Will reports be made public?

   Yes.

7. Who will be the primary audience of survey information?

   There are a number of expected audiences. Principals and districts will be able to use the data for school improvement efforts, the Department of Education will be able to use the information for technical assistance purposes, grantors and evaluators will be able to use the information as an evaluation of their effectiveness, parents will be able to see student perception of their school climate.

8. What do you mean by Principal Certification in Section 3.7.3?

   Form required by the state, collected each year. The Vendor doesn't have to worry about this.

9. What will be the expectations for the Vendor Presentations the week of June 11th? Will these presentations be in person?

   Presentations do not need to be in person. NDE would like to see an example of the survey, how it meets our needs, and an example of what sort of reports NDE would be able to generate.

10. Can you clarify the meaning of "normed/valid" survey in this context? For example, are there any specific characteristics you would expect of a survey that was normed and valid?

    NDE would expect the survey to have been developed by testing experts, piloted, and revised so that NDE knows the survey is dependable and stable for what the survey is designed to measure. NDE would like the constructs that make up the overall school climate ranking to be valid independently of one another, to aid with data-based decision-making in terms of intervention selection.

11. Can you confirm the scope of the survey as defined in section 5.2 – is the assumption that the total population to be surveyed will be 245,000 (based on a sample of 35,000 students in each of six grades [6-12])?

    Yes, although potentially this will be done in a piloted roll-out of grade levels over time.

12. 1. In Section, 1.8.1.1 it states that NDE wants to be able to gauge mental health factors at a school level to promote the growth in that arena in the schools, as well as, to provide NDE with comparison data from school to school. What specific aspects of mental health are desired?

NDE would like to understand students' social and emotional strengths, as well as some of the mental health issues that are rated on instruments such as the YRBS (depression, bullying issues, etc.)

13. In section 1.8.1.2 it states that "NDE also wants to be able to distill this information down to sub-group populations, including race/ethnicity, gender, socio-economic status (SES), etc." Can you provide clarification on these variables? How quickly can the selected vendor expect to receive the desired sub-group information? Also, what level of assurance should the vendor have, upon receipt of the subgroup information, that the data is accurate?

    NDE would assume that this information could be garnered as a part of the survey, or, if student identifiers are applied, they would work with district student information systems in order to match students with their demographics.

14. Section 3.1.4.2 states that the data gathered should be analyzed into useable information. It also outlines NDE's expectations around the data being sensitive to change. What is the timeline for deployment of said interventions? Is there an expectation to conduct a survey administration before and after an invention(s) is implemented? Will the NDE provide information about each participating school, such as school demographics? Will student demographics also be provided?

    NDE plans to implement the survey once in the fall as a baseline, and then in the spring for the next four years. Many interventions in our piloting districts will be introduced at about the same time as the first survey administration. The school demographics can be gathered at the school/district/ or state level.

15. With respect to the 28 calendar day release referenced in Section 3.6.4, can there be a preliminary release to NDE and then a final release to district and school level stakeholders at a later date?

    There can be an earlier release to the NDE, but in order for the assessments to be used formatively, we want to get the information back to the schools as soon as possible, so still within that 28-day time frame.

16. Section 3.7.1 references the need for psychometric support to scoring, data analysis and reporting. To whom should this psychometric support be provided? Also, can more detail be provided around the expectations for support?

    Vendors should be prepared to show NDE the school reports they expect to be able to garner as a result of the survey and be able to show NDE what information they expect us to be able to get through reading those reports. By the third year, we would also like to see trend data in the form of reports.

17. Section 4.1.2 references registration requirements with the State of Nevada, Secretary of State's Office as a foreign corporation prior to contract execution. About how much time would it take to be recognized by the State and will any exceptions be made for a selected vendor, with respect to the overall timeline, should this step be required?

NDE can't speak to how long the Secretary of State's office will take, but if the vendor begins taking the appropriate steps upon the issuance of the Letter of Intent and through no fault of their own are unable to keep to the deadline, exceptions can be made.

18. Section 11.3.3.1 notes that "the contractor shall be subject to inspection and acceptance by the State"; what data does the NDE require, e.g., student-level responses? What is the protocol and frequency for inspection of the contractor?

    Once the contract is in place; NDE will work with the contracted vendor to make sure that the contract is being operated as it should. Your response to the RFP will determine the "inspection and acceptance" by the independent evaluation committee.

19. We would like to confirm that NDE does not want a transmission of respondent-level data. That is, all deliverables to NDE will be aggregated to the school or district levels

    Yes.

20. In addition to a technical report, would NDE like a report that aggregates survey data to the state level at the end of each contract year?

    Potentially, but it isn't currently a requirement of this project.

21. Can NDE clarify the meaning of "principal certifications" described in section 3.7.3.3?

    See Answer to Question 8.

22. Section 1.5 notes that this contract would service the seventeen (17) local school districts and a Public Charter Authority. Can you confirm how many schools in total will be eligible for the survey, and whether all will be required to participate or be allowed to opt in for the five year project? Are they all PK-12 environments, or will the contractor be supporting alternative sites and other custom environments?

    This is dependent upon the survey instrument being proposed. At the minimum, NDE would like to survey all middle and high schools in the state, but are interested in looking at what is available for elementary schools as well. Legislation will determine whether there is an opt in option or a requirement. NDE doesn't believe that has been determined at this time. Vendors can see the Department of Education website, particularly the Nevada Report Card, for more information about individual schools and the number of schools.

23. Section 3.3.1.1 states: The intention will be to pilot the selected survey in either specific grade levels or a specific district, with the intention of full scale roll out by the end of the contract period as more funding becomes available. Does NDE have a requirement for the # of schools that need to participate in the pilot in year one or will the vendor be defining the pilot? Also, how will the statewide roll-out be phased? I.e. would NDE be open to a slow roll-out to the entire state over the course of the subsequent four years, or is the survey expected to be administered to all schools in Year Two of the grant onward?

    NDE has certain requirements based on grant awards given to the State. The Vendors would not necessarily be expected to administer to all schools in Year Two (dependent on current legislation that is not yet determined), but would meet with a team at NDE to help design the pilot. At a minimum, NDE needs to include 3-6 districts in the first year.

24. Is NDE interested in other levels of reporting aside from school- and district-level (i.e. aggregate reports by level, norming data or trend data over years, etc.)?

Yes, very interested.

25. How will NDE staff be engaged with this project? Does the State have regional coordinators that could support the roll-out of this work to the schools? If so, how are they broken up, and how much of their time could/would be allocated to this project?

NDE has a small team of grant leaders who will meet to help with determining the roll out of the project, etc. but NDE does not have any local level school support outside of the first year of the pilot in the grant funded districts.

26. Section 3.7.2 notes using the Nevada Bighorn Portal for secure data transfer. Can NDE specify the server environment for Nevada Bighorn and the requirements for the vendor's use of this portal in terms of transfer of responses to the vendor for analysis and report generation? Also, what is the expectation from the State on where the survey will "live" - in the vendor's environment or within the State's infrastructure for ongoing administration and reporting?

Nevada Bighorn is a sequel server. The vendor needs access to the internet and secure file transfer capabilities and will work with the NDE to develop specific protocol. We expect the survey to 'live' with the NDE at the end of the five years, so NDE can work to develop an infrastructure that would allow NDE to continue administering the survey at the end of the grant which funds this project.

27. Will reports be publicly posted? Are there specifications for the vendor on how data needs to be presented (types of graphs/ charts, specific platform or format, etc.)?

Yes, but NDE is interested in seeing their options as to what type of information is possible in terms of the reports.

28. In section 3.4.1.6, it notes that the vendor is responsible for costs related to the meeting room and meals. Would NDE be responsible for securing the rooms and ordering food for attendees? Can you provide clarity on how these costs should be built into the Cost Proposal or how it can be incorporated into the travel reimbursement if that is the intended process?

The NDE can secure rooms, etc. and costs can be listed as 'allocated meeting expenses'.

29. Please confirm that NDE would like all responses to be anonymous, and no identifiers at the respondent level are required as part of this grant.

NDE would like this to be an anonymous survey, although de-identified numbers may be assigned in order to match student records for demographic purposes, etc.

30. Will NDE require the raw data in addition to the school- and district-level reports?

Yes.

31. What reader software does NDE use for schools with visually impaired students?

This is a district by district decision.

32. Does NDE require a copy of the full surveys and sample reports for the proposal?

    Yes.

33. Will the vendor be required to track any other school-level indicators as part of the reporting, such as graduation rates, attendance, incident rates, performance indexes?

    No.

34. Is NSD open to a collaborative survey instrument design, with norming conducted by selected vendor using pilot school response data?

    Potentially.

ALL ELSE REMAINS THE SAME FOR RFP 3179.

Vendor must sign and return this amendment with proposal submitted.

Vendor Name: WestEd

Authorized Signature: [signature]

Title: Virgilio Tinio, Jr., Contracts Manager Date: 5/1/15

This document must be submitted in the "State Documents" section/tab of vendors' technical proposal.

ATTACHMENT A – CONFIDENTIALITY AND CERTIFICATION OF INDEMNIFICATION

Submitted proposals, which are marked "confidential" in their entirety, or those in which a significant portion of the submitted proposal is marked "confidential" **will not** be accepted by the State of Nevada. Pursuant to NRS 333.333, only specific parts of the proposal may be labeled a "trade secret" as defined in NRS 600A.030(5). All proposals are confidential until the contract is awarded; at which time, both successful and unsuccessful vendors' technical and cost proposals become public information.

In accordance with the Submittal Instructions of this RFP, vendors are requested to submit confidential information in separate binders marked "**Part I B Confidential Technical**" and "**Part III Confidential Financial**".

The State will not be responsible for any information contained within the proposal. Should vendors not comply with the labeling and packing requirements, proposals will be released as submitted. In the event a governing board acts as the final authority, there may be public discussion regarding the submitted proposals that will be in an open meeting format, the proposals will remain confidential.

By signing below, I understand it is my responsibility as the vendor to act in protection of the labeled information and agree to defend and indemnify the State of Nevada for honoring such designation. I duly realize failure to so act will constitute a complete waiver and all submitted information will become public information; additionally, failure to label any information that is released by the State shall constitute a complete waiver of any and all claims for damages caused by the release of the information.

This proposal contains Confidential Information, Trade Secrets and/or Proprietary information as defined in ***Section 2 "ACRONYMS/DEFINITIONS."***

Please initial the appropriate response in the boxes below and provide the justification for confidential status.

Part I B – Confidential Technical Information			
YES		NO	X
Justification for Confidential Status			

A Public Records CD has been included for the Technical and Cost Proposal			
YES		NO (See note below)	X
Note: By marking "NO" for Public Record CD included, you are authorizing the State to use the "Master CD" for Public Records requests.			

Part III – Confidential Financial Information			
YES		NO	X
Justification for Confidential Status			

WestEd
Company Name

Signature

Virgilio Tinio, Jr., Contracts Manager
Print Name

5/1/15
Date

This document must be submitted in Tab IV of vendor's technical proposal

ATTACHMENT C – VENDOR CERTIFICATIONS

Vendor agrees and will comply with the following:

(1) Any and all prices that may be charged under the terms of the contract do not and will not violate any existing federal, State or municipal laws or regulations concerning discrimination and/or price fixing. The vendor agrees to indemnify, exonerate and hold the State harmless from liability for any such violation now and throughout the term of the contract.

(2) All proposed capabilities can be demonstrated by the vendor.

(3) The price(s) and amount of this proposal have been arrived at independently and without consultation, communication, agreement or disclosure with or to any other contractor, vendor or potential vendor.

(4) All proposal terms, including prices, will remain in effect for a minimum of 180 days after the proposal due date. In the case of the awarded vendor, all proposal terms, including prices, will remain in effect throughout the contract negotiation process.

(5) No attempt has been made at any time to induce any firm or person to refrain from proposing or to submit a proposal higher than this proposal, or to submit any intentionally high or noncompetitive proposal. All proposals must be made in good faith and without collusion.

(6) All conditions and provisions of this RFP are deemed to be accepted by the vendor and incorporated by reference in the proposal, except such conditions and provisions that the vendor expressly excludes in the proposal. Any exclusion must be in writing and included in the proposal at the time of submission.

(7) Each vendor must disclose any existing or potential conflict of interest relative to the performance of the contractual services resulting from this RFP. Any such relationship that might be perceived or represented as a conflict should be disclosed. By submitting a proposal in response to this RFP, vendors affirm that they have not given, nor intend to give at any time hereafter, any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant or any employee or representative of same, in connection with this procurement. Any attempt to intentionally or unintentionally conceal or obfuscate a conflict of interest will automatically result in the disqualification of a vendor's proposal. An award will not be made where a conflict of interest exists. The State will determine whether a conflict of interest exists and whether it may reflect negatively on the State's selection of a vendor. The State reserves the right to disqualify any vendor on the grounds of actual or apparent conflict of interest.

(8) All employees assigned to the project are authorized to work in this country.

(9) The company has a written equal opportunity policy that does not discriminate in employment practices with regard to race, color, national origin, physical condition, creed, religion, age, sex, marital status, sexual orientation, developmental disability or handicap.

(10) The company has a written policy regarding compliance for maintaining a drug-free workplace.

(11) Vendor understands and acknowledges that the representations within their proposal are material and important, and will be relied on by the State in evaluation of the proposal. Any vendor misrepresentations shall be treated as fraudulent concealment from the State of the true facts relating to the proposal.

(12) Vendor must certify that any and all subcontractors comply with Sections 7, 8, 9, and 10, above.

(13) The proposal must be signed by the individual(s) legally authorized to bind the vendor per NRS 333.337.

WestEd

Vendor Company Name

Vendor Signature

Virgilio Tinio, Jr., Contracts Manager

Print Name

5/1/15

Date

This document must be submitted in Tab IV of vendor's technical proposal

ATTACHMENT J – CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts, sub grants, and contracts under grants, loans, and cooperative agreements) and that all sub recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

By: _____ 5/1/15
Signature of Official Authorized to Sign Application Date

For: WestEd
Vendor Name

RFP 3179 - SCHOOL CLIMATE/SEL SURVEY
Project Title

This document must be submitted in Tab IV of vendor's technical proposal

ATTACHMENT B – TECHNICAL PROPOSAL CERTIFICATION OF COMPLIANCE WITH TERMS AND CONDITIONS OF RFP

I have read, understand and agree to comply with ***all*** the terms and conditions specified in this Request for Proposal.

YES _____ I agree to comply with the terms and conditions specified in this RFP.

NO X _____ I do not agree to comply with the terms and conditions specified in this RFP.

If the exception and/or assumption require a change in the terms in any section of the RFP, the contract, or any incorporated documents, vendors ***must*** provide the specific language that is being proposed in the tables below. If vendors do not specify in detail any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

WestEd
Company Name

Signature

Virgilio Tinio, Jr., Contracts Manager
Print Name

5/1/15
Date

Vendors MUST use the following format. Attach additional sheets if necessary.

EXCEPTION SUMMARY FORM

EXCEPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	EXCEPTION (Complete detail regarding exceptions must be identified)
1	Attachment D	51	WestEd takes exception to the Contract for Services clause 21, State Ownership of Proprietary Information. For the services of this RFP, WestEd will be using surveys originally created under a contract from the California Department of Education (CDE). CDE retains ownership of all rights, however allows WestEd to issue licenses to other parties. WestEd can provide the State of Nevada an unrestricted license to use the surveys for the services specified in this RFP. WestEd requests the inclusion of the following language: "WestEd hereby grants to the State of Nevada a nonexclusive, nontransferable, and royalty-free license to use and reproduce any pre-existing work provided by WestEd solely for the purpose of fulfilling the scope of work requirements of this RFP . Such license does not include the right to create derivative works, or to sublicense the pre-existing work to third parties."

EXCEPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	EXCEPTION (Complete detail regarding exceptions must be identified)

ASSUMPTION SUMMARY FORM

ASSUMPTION #	RFP SECTION NUMBER	RFP PAGE NUMBER	ASSUMPTION (Complete detail regarding assumptions must be identified)

This document must be submitted in Tab V of vendor's technical proposal

3. SCOPE OF WORK

3.1 Proposing vendors must provide a comprehensive summary of the recommended survey and related services or products.

WestEd proposes that the Nevada Department of Education (NDE) adopt modified versions of the Healthy Kids School Climate Survey (HKSCS)[1] system for its Project AWARE initiative. Originally developed in 1997 by WestEd for the California Department of Education, the HKSCS is comprised of three interrelated surveys: the Healthy Kids Survey (HKS) for students, the School Climate Survey (SCS) for staff, and the School Parent Survey (SPS). Each of these surveys contains validated and psychometrically sound instruments that have been used and tested extensively in California, West Virginia, and Louisiana. The HKSCS system has been used by approximately 8,000 schools in California since 1999, surveying an average of 500,000 students annually, and by over 3,000 schools nationally, including participants in the federal Safe Schools/Healthy Students and Safe and Supportive Schools grant programs. It has been identified as a model by the US Department of Education in its Blueprint for reauthorization of the Elementary and Secondary Education Act.

The HKSCS system is designed to collect survey data anonymously, either via online or paper and pencil survey administration. The online version can also be used to link student survey responses to data supplied from district student information system (confidential, but not anonymous data collection). WestEd regularly works with clients to create customized versions of the surveys that meet client's specific needs.

<u>Description of Surveys</u>

The HKS is a comprehensive and customizable self-report data collection system that provides essential and reliable data on school climate, social emotional health, youth resilience, health and well-being, and learning barriers and supports. It includes both modular secondary school (grades 6-12) and elementary instruments (grade 5). A Spanish version of the HKS is available to all students. The SCS for staff is a cost-effective, easy-to-use online system for collecting data from school staff to help build positive learning and working environments. It assesses many of the same domains that are assessed by the HKS, but from the perspective of school staff. The SPS assesses the experiences and views of parents related to school climate, performance, and outreach. It has been translated into 26 languages.

Each of the surveys is highly customizable. The current HKS secondary student survey consists of a comprehensive Core Module required of any school administering the survey, and a series of supplementary modules that provide more detailed information on areas covered by the Core or on other topics (e.g., School Climate, Social Emotional Health, Resilience and Youth Development, Safety and Violence, Physical Healthy, Alcohol and Other Drug Use Risk). In addition, the survey can be easily customized to meet individual data needs by adding questions (e.g., for program evaluations).

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[1] ***In California, the system is known as the California School Climate, Health, and Learning Survey (Cal-SCHLS) System.***

We suggest NDE consider administering a modified version of the secondary Core, the School Climate module, and the Social Emotional Health module. The Core module assesses school-related attitudes, behaviors, and experiences, including: (1) school safety, violence, bullying, and resilience-promoting developmental supports; and (2) student connectedness to school, learning engagement and performance, attendance, and substance use on school property. An Inventory of Student Motivation was recently added to the Core to help gauge academic mindset.

The School Climate Module provides additional data on academic mindset, teacher supports for learning, discipline/order, support for social-emotional learning, bullying prevention, positive peer relationships, respect for diversity, and the physical environment. All of these constructs are assessed by validated scales.

The Social Emotional Health Module greatly enhances the value of the survey as a comprehensive assessment of student social-emotional competencies, including those identified as key by the Collaborative for Academic, Social, and Emotional Learning (CASEL). Developed by researchers at UC Santa Barbara, it assesses the following factors that contribute to student mental health and well-being, academic success, and career and college readiness: empathy, self-efficacy, self-awareness, persistence, emotional regulation, gratitude, zest, optimism, as well as family and peer supports.

The elementary student survey consists of a Core Module and supplemental modules that assess social and emotional health and student health. We suggest that NDE consider administering the Core and Social and Emotional Health Module to grade 5 students.

Like the student surveys, the staff and parent surveys are highly customizable and cover parallel content to the student survey. We describe the content of the staff and parent surveys in Section 3.1.2

Survey Administration Technical Assistance

As it does in California, WestEd will provide technical assistance to every school district in Nevada in administering the HKSCS via a toll-free technical assistance line, email correspondence, and providing access to custom online resources (e.g., guidebooks, step-by-step instructions, sample consent forms). We assume that the primary point of contact for WestEd technical assistance staff will be a district survey coordinator.

Technical assistance staff will assist with parental consent requirements and survey scheduling, confirm student enrollments so that accurate response rates can be assessed, assign school-specific on-line survey URLs, and will be on-call to respond to any requests for assistance during the survey administration process. Although this proposal assumes that each Nevada district will administer the same survey or set of surveys, technical assistance staff can help districts include custom questions in surveys if desired by NDE.

Report Generation

When the surveys are closed, WestEd will clean and process all the data to provide school-level and district-level reports. The content of these reports will be developed based on consultation with NDE. In California, WestEd provides districts and schools with detailed tabular reports showing results for summary indicators and all items included on administered surveys, by student grade. Selected results are also disaggregated by student race/ethnicity and gender. WestEd also provides short reports showing results for selected indicators in graphical form. We find that these short, graphical reports are more accessible to a broader audience. We include examples of both types of report in the Other Informational Material section.

These reports have been used by schools to identify school improvement needs and to monitor improvements over time.

3.1.1 NDE is open to consideration of proposed online or computer adaptive surveys, as well as, to traditional paper/pencil formats.

The student and parent surveys can be administered online and/or in traditional paper-and-pencil format. Almost exclusively, districts and schools choose to administer the staff survey online. WestEd's Health and Human Development Program has the ability to efficiently distribute scantron surveys to school districts and rapidly process completed answer sheets. However, we assume that all schools participating in the survey will elect to administer the student survey and staff survey (if applicable) online. If NDE elects to offer the parent survey, both paper and online administration can be accommodated. It has been our experience that schools administering the parent survey generally obtain higher response rates with paper survey administration.

3.1.2 NDE is open to consideration of surveys administered to students only, or to students, staff, and parents.

As described above, the HKSCS system can be efficiently used to collect comparable data from students, staff, and parents. The main focus of the staff survey is the assessment of the perceptions of teachers, administrators, and other school personnel related to the learning environment and supports, academic achievement, and school improvement. The core section consists of 48 questions in scales that assess:

- ***Academic norms, standards, expectations, and priorities;***
- ***How positive and collaborative is the working environment and how well maintained are the facilities;***
- ***Staff supportive relationships (collegiality) and staff-student relationships;***
- ***Staff and student safety;***
- ***The nature, communication, and enforcement of school rules/policies (including zero tolerance assessment);***
- ***How great a problem student risk behaviors and problems pose for the school and the sufficiency of efforts to reduce them;***
- ***Parent involvement; and***
- ***Availability of health and counseling services.***

In addition, the learning conditions section of the staff survey provides comparison data to key questions in the supplementary HKS School Climate Module. The questions gauge five constructs:

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

The parent survey provides 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. A major focus is assessing how much parents are involved in the school and their children's education. Positive relationships or ties among students, parents, teachers, and administrators, and the fostering of parental support for education, are key components of effective schools. Many studies show that parent and other family involvement in children's learning is a critical element of student success. This short, 34-item survey parallels much of the content of the student and staff surveys for comparability. It can also be customized with additional questions to meet a school's specific needs. The act of asking parents to provide their perceptions of the school is, moreover, in itself a parent-involvement activity.

3.1.3 At a minimum, NDE is intending to survey all middle and high school students, but NDE is interested in surveying younger students as well, if the surveys are normed and validated for younger ages.

As described above, the HKS includes both a secondary and elementary instrument. The elementary instrument has been administered extensively in California. Both the elementary Core Module and Social and Emotional Health Module have been validated for students in grade 5.[2] In developing the elementary instrument, cognitive interviews were conducted to ensure the items and response categories were developmentally appropriate. However, our analyses of the psychometric properties of the elementary Core Module items indicated that, similar to other elementary surveys, the measures are less reliable than is the case for the secondary survey.

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[2] ***See, for example, Hanson, T. L., & Kim, J. O. (2007) Resilience and youth development: The psychometric properties of the Healthy Kids Survey. (Issues and Answers Report, REL 2007-No. 034). Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Educational Evaluation and Regional Assistance, Regional Educational Laboratory West. http://ies.ed.gov/ncee/edlabs/projects/project.asp?ProjectID=84 and Furlong, M. J., You, S., Renshaw, T. L., O'Malley, M. D., & Rebelez, J. (2013). Preliminary development of the Positive Experiences at School Scale for elementary school children. Child Indicators Research, 6, 753-775.***

3.1.4 Tasks, Activity, Deliverables and Objectives

3.1.4.1 Task: Administer a normed/valid survey to middle and high school students in the State.

A. Objective: Rate, at a minimum, the student's perception on student engagement, relationships, school safety, the learning environment, and the social and emotional growth of students.

As described above, WestEd proposes that NDE administer the HKSCS secondary student Core, School Climate, and Social and Emotional Health Modules to students in middle and high schools in the state. In addition, we suggest that NDE consider administering the HKSCS elementary student Core and Social and Emotional Health Modules, the HKSCS staff survey, and the HKSCS parent survey. Administering student, staff, and parent surveys will provide comprehensive assessment of student learning conditions from multiple perspectives. Table 1 below provides a summary of the constructs assess by this combination of surveys.

Table 1. Major School-related Domains and Constructs Assessed by HKSCS

Variables Assessed Across Surveys	*HKS Core*	*HKS School Climate*	*HKS Social & Emotional Health*	*HKS Staff Survey*	*HKS Parent Survey*
School connectedness	●				
Student learning engagement and motivation	▯			▯	▯
Student performance (grades)	▯				
Attendance (truancy, reasons for absence)	▯			▯	▯
Academic mindset		▯			
Academic rigor and norms — high expectations	▯	▯		▯	▯
Teacher and other supports for learning	▯	▯		▯	
Relationships between students and staff	▯			▯	
Relationships among students	▯	▯			
Relationships among staff				▯	
Parent involvement				▯	▯
Meaningful participation and decision-making	▯			▯	▯
Staff supports				▯	
Perceived safety	▯			▯	▯
Discipline and order (policies, enforcement)		▯		▯	▯
Violence and victimization (bullying)	▯	▯		▯	
Substance use and availability at school	▯			▯	▯
Services and policies to address student needs				▯	
Student social-emotional competencies/health	▯			▯	▯
Social-emotional and behavioral supports		▯		▯	▯
Respective for diversity & cultural sensitivity		▯		▯	▯
Quality of physical environment		▯		▯	▯
Emotional regulation			▯		
Self-control			▯		
Empathy			▯		
Optimism			▯		
Zest			▯		
Gratitude			▯		
Self-awareness			▯		
Self-efficacy			▯		
Persistence			▯		
Family coherence			▯		
Peer support			▯		

B. Activity: Administer the survey during a prescribed survey window.

WestEd will design a website to disseminate information and documents pertaining to the Nevada School Climate/SEL survey. This website will be similar in structure to the CHKS website used for survey administration in California (chks.wested.org). WestEd will work with the state to identify district staff who will serve as survey coordinators. Once identified,

WestEd's technical assistance specialists will work with the district survey coordinators to schedule surveys and assist with survey administration. Specifically, WestEd will

- ***Answer questions by phone and e-mail about planning and conducting the survey, and using the resulting reports;***
- ***Provide survey administration materials such as information packets, instrument modules, and guidebook;***
- ***Monitor survey progress and provide advice on obtaining high consent rates;***
- ***Provide answers to questions about data dissemination and use.***

C. Deliverable: Ensure notification of privacy rights are follows.

WestEd will provide sample consent forms and notifications of family privacy rights on the website. School districts (authorized signatories) will be asked to sign a Memorandum of Understanding indicating that they understand that survey responses are to be kept confidential, that the survey is voluntary, and that consent forms (if applicable) and notifications of family privacy rights need to be distributed to parents.

D. Distribute surveys and survey administration instructions to all schools located in Nevada.

WestEd technical assistance staff will work with designated district contacts to ensure that they have access to and understand survey administration instructions. Typically, district survey coordinators will receive an electronic list of schools, school-specific survey URLS, and school-specific passcodes. District survey coordinators will be responsible disseminating this information to schools. WestEd technical assistance specialists will be able to be reached continually to answer questions or solve problems via toll-free phone and email access.

E. Activity: Collect responses while protecting survey security.

WestEd will collect all survey responses using its online survey system. WestEd uses the CVent system to administer surveys. This solution is secure and scalable. It can handle all required question types, has skip logic, and meets 508 accessibility standards. Built-in feature sets ensure that survey responses match survey questions. The system has secure administrative access and outputs data in industry standard formats. Cvent hosts its own network in a secure SAS 70 compliant data center. Data will be backed up on premise, and to assure disaster mitigation WestEd will backup a copy of the data on a weekly basis to a secure WestEd server.

F. Deliverable: Secure surveys collected.

WestEd assumes all surveys will be collected online. Once the survey window has ended, the survey will be closed, and data will be extracted and placed on an encrypted hard drive. If paper-and-pencil surveys are administered, WestEd will work with the district survey coordinator to ensure that survey materials are delivered to WestEd's Los Alamitos office, checked-in, and scanned, and stored in a secure space.

3.1.4.2 Task: Analyze the data gathered into useable information.

A. Objective: Be able to read the data and determine needs and strengths at the school and district level. NDE expects the data generated to be sensitive to change once interventions are implemented.

Although no national norms exist for the items on the surveys, the survey system has been extensively used in California. The measures have been found to be change-sensitive in numerous studies – most recently in the California Safe and Supportive Schools Evaluation (http://californias3.wested.org/resources/S3FinalEvalReport_2013-14.pdf). The school climate measures have been normed for schools in California and have been used by schools to identify areas of strength and areas in need or more improvement (see School Climate Report Card in appendix). Dr. Michael Furlong of the University of California – Santa Barbara has developed risk profiles for the Social and Emotional Health measures (see http://www.michaelfurlong.info/social-emotional-health.html).

A summary of research studies using the surveys has been compiled in a Healthy Kids School Climate Reader, which can be downloaded at http://chks.wested.org/resources/hksc-surveyreader.pdf.

B. Activity: Generate school and district reports explaining how schools rated in the categories mentioned above ***refer to Section 3.1.4.1 A).***

The content of district and school reports will be developed based on consultation with NDE. At a minimum, district-level and school-level reports will be created consisting of a set of tables summarizing the results for each time and scale. Graphical displays of result may also be included. We developed special School Climate Report Cards for the states of California, Louisiana, South Carolina as well as a similar Summary Table for The California Endowment's Building Healthy Communities grantees.

The reports will be generated using the following procedures. Individual school data files identified by the NCES ID number are converted into a datafile where additional identifying information is added. Variable names and labels are added. This process creates two data sets, one for elementary (if applicable) and one for the upper grades. District and school-level reports are produced separately from the two data sets using Stata to create LaTex syntax files, which are, in turn, converted to Portable Document Format (PDF) files which are distributed by e-mail, as described above. Because these reports are generated using programming code, reports can be processed in batches and complete with a short turn-around.

Fifth grade and secondary grades will have their own technical reports, with data disaggregated by grades (when applicable). The Main Report narratives (not site specific) will be provided along with each set of Main Report tables. Summaries of results for key indicators will be provided at the beginning of each report, after the report narrative.

Selected results will also be disaggregated by student race/ethnicity and gender. Reports will be generated on a rolling basis as survey administration is completed in districts.

1. These may be broken down into sub-populations, where appropriate.

C. Deliverable: School and district reports of school climate ratings.

If desired by NDE, a link to each report will be provided to the District Coordinator and the Superintendent, along with a link to the Survey Content Guide and Data Workbook, within 28 days of notification that the survey is complete. The reports will be distributed to NDE and schools districts via Nevada's Bighorn secure data transfer system. Raw data can be distributed to NDE via secure data transfer if desired.

3.2 EXECUTIVE SUMMARY

3.2.1 Proposing vendors must describe in brief general terms how the proposed survey can fit the State's requirements and any specific benefits that the State would receive by choosing this approach over any alternatives.

Originally developed in 1997 by WestEd for the California Department of Education, the Healthy Kids School Climate suite of surveys is used throughout the nation and internationally to guide efforts to improve schools and promote academic achievement and positive development, health, and well-being among youth. The content was developed based on input from practitioners and researchers to assure the HKSCS assesses key factors that influence positive outcomes among student and schools and that have practical use in a data-driven decision-making process of program improvement. We regularly work with both local and state clients to modify the instrument content to address specific needs and requirements that clients have.

The HKSCS is based on over twenty years of research and experience. It is an efficient turn-key system used successfully by approximately 8,000 schools in California since 1999, surveying an average of 500,000 students annually, and by over 3,000 schools nationally, including participants in the federal Safe Schools/Healthy Students and Safe and Supportive Schools grant programs. The benefits of the survey system include the following:

- ***The system is highly customizable to meet individual data needs or to assess particular domains with more precisions. The three surveys can be administered separately or simultaneously to compare student, staff, and parent results.***
- ***The surveys are reliable and psychometrically robust, including scales assessing youth developmental supports and assets, school connectedness, and school climate.***
- ***Guidebooks help users understand, disseminate, and use the results to guide program efforts. A Workbook on Improving School Climate helps identify key survey findings and a series of What Works Briefs developed for the California and Louisiana Sae and Supportive Schools projects help select effective strategies to address the identified needs.***

- ***Survey advisors, through a toll-free helpline, guide district and school staff through the process of data collection and use. Call-in workshops and a wide range of printed guidebooks provide training.***
- ***WestEd technical assistance specialists have used the HKSCS suite of surveys as the basis for school climate improvement process (School Climate by Design), where the data is used to identify needs, develop action plans to improve school climate, and monitor progress.***

3.3 PROJECT TIMELINE

3.3.1 Proposing vendors must submit a preliminary project timeline as part of the information provided. This should correspond with the time constraints ***(refer to Section 1.2.1).***

WestEd anticipates that a minimum of 3 to 6 districts will administer the surveys in the fall and spring of the 2015/16 academic year. With a contract start date of 9/08/2015 – it will be a challenge for participating districts to distribute and collect parental consent forms and be ready for survey administration in October. Nevertheless, WestEd will work intensively with the school districts to insure that fall survey administration takes place. We provide a tentative timeline of activities below.

Preliminary Project Timeline – Year 1

Date/Time	***Task***
09/08/15	***Contract start date***
09/15/15	***Draft survey(s) to NDE***
09/22/15	***Final survey(s) completed***
09/22/15	***District survey coordinators identified, consent forms and other survey materials distributed to districts that are scheduled to administer survey in October.***
10/02/15	***Website completed, all survey administration material posted on website.***
10/02/15	***Technical assistance provided to all district coordinators, survey instructions delivered, survey URLs and passcodes disseminated***
10/09/15 to 11/06/15	***Survey windows open on a rolling basis for fall survey***
10/09/15	***Draft mock-up reports and interpretive guide to NDE***
10/16/15	***Report structure and interpretive guide finalized***
10/23/15 to 11/30/15	***Survey windows close on a rolling basis for fall survey***
10/23/15 to 12/16/15	***Data processing, report generation, and report distribution***
1/31/16	***Psychometric and technical analyses of data completed***
2/28/16	***Survey modification completed (if applicable)***
3/07/16	***Begin scheduling spring surveys***
4/04/16	***Technical assistance provided to all district coordinators, survey instructions delivered, survey URLs and passcodes disseminated***
4/18/16 to 5/31/16	***Survey windows open on a rolling basis for spring survey***
5/02/16 to 6/17/16	***Survey windows close on a rolling basis for spring survey***
5/02/16 to 7/01/16	***Data processing, report generation, and report distribution***
7/31/16	***Psychometric and technical analyses of data completed***
8/31/16	***Survey-specific technical reports completed***

3.3.1.1 The intention will be to pilot the selected survey in either specific grade levels or a specific district, with the intention of full scale roll out by the end of the contract period as more funding becomes available.

3.4 PROJECT MANAGEMENT

3.4.1 Proposing vendors must describe their approach to promoting a working relationship with NDE, including but not limited to the following factors:

3.4.1.1 Regular communications with NDE staff through a variety of methods including e-mail, phone, conference calls, video conferencing, and meetings;

3.4.1.2 An approach that is collaborative, client-oriented, and proactive in terms of services and planning needed to complete a successful Survey administration;

3.4.1.3 Availability to NDE staff to answer questions and offer technical expertise and advise on Survey issues;

3.4.1.4 Assurances that the survey will comply with adopted procedures for State-administered surveys and ensure students who are enrolled in public schools can participate;

3.4.1.5 Assurance that the assessment meets compliance and peer review requirements of the United States Department of Education;

3.4.1.6 Arrangement of at least one planning meeting with NDE staff to be held each contract year;

A. Contracted vendor will pay for the meeting room and meals provided for the meeting.

3.4.1.7 Attendance at relevant Survey Security and Administration trainings; and

3.4.1.8 Routine presentations related to program management and planning meetings.

As the Regional Educational Laboratory serving Nevada, we know the state and have a long history of working collaboratively with and understanding the needs of the NDE. As the federal Comprehensive Technical Assistance Centers for California, the SouthWest, and Mid-Atlantic regions, we regularly work to support the needs of SEAs throughout the nation and, as noted, we've work with three SEAs specifically in developing school climate surveys for their states. Over the past three years, we have further worked collaboratively with the US Army Child, Youth, and School Surveys in developing and conducting assessments of Army-connected students, afterschool programs, School Liaison Officers, and the quality of public schools serving Army garrisons.

WestEd places a special emphasis on working in partnership with its clients to ensure that it fully understands their needs and produces services and products that meet those needs. Our approach is truly collaborative and will ensure NDE of a successful Survey administration (3.4.1.2). To this end, as specified above we will:

- ***Regularly communicate with NDE through a variety of methods including e-mail, phone, conference calls, video conferencing, and meetings (3.4.1.1),***
- ***Be available to NDE staff to answer questions and offer technical expertise and advise on Survey issues (3.4.1.3) and will hold at least one planning meeting in person with NDE staff and pay for the meeting rooms and meals provided for the meeting (3.4.1.6)***
- ***We will attend relevant Survey Security and Administration trainings (3.4.1.7)***
- ***Make presentations related to program management and planning meetings (3.4.1.8)***

We offer our assurances to NDE that:

- ***the survey will comply with adopted procedures for State-administered surveys and ensure students who are enrolled in public schools can participate (3.4.1.4);***
- ***the assessment will meet compliance and peer review requirements of the United States Department of Education, as evident in its use by the federally-funded Safe and Supportive Schools projects in California, Louisiana, and West Virginia, and its inclusion in this projects review of valid instruments (3.4.1.5).***

3.5 FUNCTIONAL AND TECHNICAL REQUIREMENT

3.5.1 Survey Design, Item Development, and Form Publishing

3.5.1.1 Proposing vendors must demonstrate how the survey provides valid and reliable information on perceptions of student engagement, interpersonal relationships, school safety, the learning environment, and the social and emotional growth of students; and

The HKSCS are arguably the most psychometrically studied and validated instruments of their kind in the nation. It has been used by researchers across the country and internationally for a wide range of studies. The results of these psychometric and research studies have been compiled in a Healthy Kids School Climate Reader that may be downloaded at http://chks.wested.org/resources/hksc-surveyreader.pdf.

The most recent psychometric work on the survey has been conducted by Hanson and Voight (2014).

Hanson, T., & Voight, A. (2014). The appropriateness of a California student and staff school climate survey for measuring middle school climate (REL 2014-039). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://ies.ed.gov/ncee/edlabs.

3.5.1.2 Proposing vendors must demonstrate the ability to provide all students, including those with a disability, access to the survey, including but not limited to printing vision-impaired survey

booklets based on order amounts from school districts and the ability to create Braille survey booklets based on order amounts from school districts if the survey is delivered in a paper/pencil format.

In conducting the HKSCS in California since 1999 and in working with three other states and multiple LEAs across the country since then, we have not been required or asked to create special versions of the survey for youth with disabilities, including sight. However, if vision-impaired survey booklets are needed, we will create a Braille answer form for use in verbal administration of the survey.

3.6 TEST ADMINISTRATION, LOGISTICS, AND DATA PROCESSING

3.6.1 Contracted vendor must provide a service call center/help desk two (2) weeks prior to, during, and two (2) weeks after the survey window(s).

WestEd will provide a service call center/help desk during each academic year to accommodate varying survey windows for school districts in Nevada. We anticipate that the majority of districts will administer surveys in mid-fall and in spring. WestEd's call center has the capacity to provide support to Nevada schools during these time periods.

3.6.2 Contracted vendor must deliver and/or provide access to the survey materials to schools two (2) weeks before the testing window.

3.6.3 Contracted vendor must sequence the dates for the return and scoring of the assessment to minimize turnaround time for reporting student scores to the schools and school scores to NDE in order to meet NDE's data analysis deadlines.

3.6.4 NDE will expect electronic reporting of school reports to occur within a timeframe to be negotiated, but in no instance more than 28 calendar days from the return of the answer documents if the assessment is delivered in a paper/pencil format.

3.6.5 Contracted vendor must collaborate with NDE staff and develop business decision rules consistent with existing practices for data file layout, data processing, and reporting.

WestEd offers NDE its assurances that it will meet all the specified test administration, logistics, and data processing requirements specified in the RFP. It will:

- ***Provide a service call center/help desk during each academic year to accommodate varying survey windows for school districts in Nevada. We anticipate that the majority of districts will administer surveys in mid-fall and in spring. WestEd's call center has the capacity to provide support to Nevada schools during these time periods (3.6.1).***
- ***Deliver and/or provide access to the survey materials to schools two (2) weeks before the testing window (3.6.2).***

- ***Sequence the dates for the return and scoring of the assessment to minimize turnaround time for reporting student scores to the schools and school scores to NDE in order to meet NDE's data analysis deadlines (3.6.3).***
- ***Provide electronic reporting of school reports within the negotiated timeframe, but in no instance more than 28 calendar days from the return of the answer documents if the assessment is delivered in a paper/pencil format (3.6.4).***
- ***Collaborate with NDE staff and develop business decision rules consistent with existing practices for data file layout, data processing, and reporting (3.6.5).***

3.7 SCORING, DATA ANALYSIS, AND REPORTING

3.7.1 Contracted vendor must provide psychometric support to scoring, data analysis, and reporting.

3.7.2 Contracted vendor must score all assessments, utilizing the Nevada Bighorn Portal for secure data transfer to and from NDE and to and from the school districts.

3.7.3 Contracted vendor must provide services on-line, which must include the following:

3.7.3.1 Upcoming assessment schedule;
3.7.3.2 Reporting;
3.7.3.3 Principal certifications;
3.7.3.4 Administration manuals;
3.7.3.5 Additional materials order; and
3.7.3.6 Assessment materials pickup.

3.7.4 Contracted vendor must publish a survey specific technical report each contract year.

3.7.4.1 The format and content for this technical report must meet industry standards.

3.7.5 Contracted vendor must publish an interpretation guide to explain school score reporting to teachers and parents in both English and Spanish.

WestEd offers NDE its assurances that it will meet all the specified scoring, data analysis, and reporting requirements in the RFP . It will:

- ***Provide psychometric support to scoring, data analysis, and reporting.***
- ***Score all assessments, utilizing the Nevada Bighorn Portal for secure data transfer to and from NDE and to and from the school districts (3.7.1.).***
- ***Provide the following services on-line: Upcoming assessment schedule; Reporting; Principal certifications; Administration manuals; Additional materials order; and Assessment materials pickup (3.7.2).***
- ***Publish a survey-specific technical report each contract year (3.7.3).***

- ***Meet industry standards in the Format and content for this technical report (3.7.4).***
- ***Publish an interpretation guide to explain school score reporting to teachers and parents in both English and Spanish (3.7.5).***

4. COMPANY BACKGROUND AND REFERENCES

4.1 VENDOR INFORMATION

4.1.1 Vendors must provide a company profile in the table format below.

Question	Response
Company name:	WestEd
Ownership (sole proprietor, partnership, etc.):	Joint Powers Authority
State of incorporation:	N/A
Date of incorporation:	N/A
# of years in business:	49
List of top officers:	Glen Harvey, Chief Executive Officer Sri Ananda, Chief Program Officer Max McConkey, Chief Policy & Communications Officer Nancy Riddle, Chief Financial Officer Catherine Walcott , Chief Development Officer Richard Whitmore , Chief Administrative Officer
Location of company headquarters:	730 Harrison Street San Francisco, CA 94107

Location(s) of the company offices:	Atlanta, Georgia Boston, Massachusetts Burlington, Vermont Camarillo, California Chicago, Illinois Los Alamitos, California Oakland, California Phoenix, Arizona Redwood City, California Sacramento, California San Diego, California San Francisco, California Sausalito, California Tucson, Arizona Washington, District of Columbia
Location(s) of the office that will provide the services described in this RFP:	4665 Lampson Ave Los Alamitos, CA 90720
Number of employees locally with the expertise to support the requirements identified in this RFP:	40
Number of employees nationally with the expertise to support the requirements in this RFP:	80
Location(s) from which employees will be assigned for this project:	Los Alamitos and Oakland

4.1.2 **Please be advised**, pursuant to NRS 80.010, a corporation organized pursuant to the laws of another state must register with the State of Nevada, Secretary of State's Office as a foreign corporation before a contract can be executed between the State of Nevada and the awarded vendor, unless specifically exempted by NRS 80.015.

4.1.3 The selected vendor, prior to doing business in the State of Nevada, must be appropriately licensed by the State of Nevada, Secretary of State's Office pursuant to NRS76. Information regarding the Nevada Business License can be located at http://sos.state.nv.us.

Question	Response
Nevada Business License Number:	Exempt, Nevada Business Identification # NV20111743662
Legal Entity Name:	WestEd

Is "Legal Entity Name" the same name as vendor is doing business as?

Yes	X	No	

If "No", provide explanation.

4.1.4 Vendors are cautioned that some services may contain licensing requirement(s). Vendors shall be proactive in verification of these requirements prior to proposal submittal. Proposals that do not contain the requisite licensure may be deemed non-responsive.

4.1.5 Has the vendor ever been engaged under contract by any State of Nevada agency?

Yes	X	No	

If "Yes", complete the following table for each State agency for whom the work was performed. Table can be duplicated for each contract being identified.

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Janie Lowe
Dates when services were performed:	12/8/2014 - 12/7/2015
Type of duties performed:	Provide assistance with management and administration of the state's eNote system (also known as Tracker). Support services requested include technical assistance and training, technical troubleshooting and resolution, and overall system maintenance. In person training and consultation may be provided and code upgrades as needed.
Total dollar value of the contract:	$30,000.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Ronda Miller
Dates when services were performed:	8/15/2013 - 6/30/2015
Type of duties performed:	WestEd will be leading a two-year study evaluating the validity, feasibility, defensibility, and fairness of Nevada's statewide Educator Performance Framework (NEPF). The NEPF is the state's newly developed educator evaluation system, designed to provide a framework for evaluating and determining professional development needs for Nevada's teachers and administrators.
Total dollar value of the contract:	$315,851.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Colin Usher
Dates when services were performed:	6/13/2012 – 9/30/2015
Type of duties performed:	Nevada Department of Education (NDE) received a federal five-year Striving Readers grants and will administer subgrants to four school districts for the purpose of implementing reading skills programs in early childhood education and K-12 public schools. NDE will provide technical assistance and professional development to key district and school staff, as well as collect and monitor implementation and fiscal data. NDE selected WestEd's Evaluation Research Policy (ERP) Program to conduct a two-year external evaluation with an optional three-year extension. WestEd will collect data from NDE and districts electronically; conduct secondary data analyses; conduct online surveys and interviews; validate implementation, impact, and fiscal data accuracy; produce evaluation reports; and provide technical assistance on evaluation methodology (including setting measurable goals and objectives) in order to support a system of internal accountability.
Total dollar value of the contract:	$347,880.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Rorie Fitzpatrick
Dates when services were performed:	7/1/2011 6/30/2013
Type of duties performed:	WestEd's Assessment & Standards Development Services (ASDS) program was awarded a series of contracts with the Nevada Department of Education to provide research, strategy, and consultation services to their Teachers and Leaders Council (TLC) in developing, implementing, and evaluating their new teacher and principal evaluation systems. This work included the examination of technical adequacy of including different types of student achievement data to teacher evaluation scores, the examination of school-level accountability scores and their relationship to administrator evaluation scores, and the use of student-level growth for inclusion in outcomes of educator effectiveness.
Total dollar value of the contract:	$99,335.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Dale Erquiga
Dates when services were performed:	7/1/2011 - 6/30/2014
Type of duties performed:	WestEd provided technical support to the Nevada Department of Education in the implementation of its student, school, and educator accountability programs.
Total dollar value of the contract:	$190,691.22

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Marcia Calloway
Dates when services were performed:	9/1/2011 - 4/1/2012
Type of duties performed:	WestEd provided technical assistance, facilitation, and other support to assist the Nevada Department of Education and Nevada school districts in successful completion and submission of an Elementary and Secondary Education Act waiver to the U.S. Department of Education.
Total dollar value of the contract:	$39,923.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Dr. Richard Vineyard
Dates when services were performed:	10/1/2008 – 9/30/2011
Type of duties performed:	The purpose of the project was to support the assessment of science knowledge and inquiry strategies not typically well-measured in paper-based large scale science tests by implementing local technology-based science formative, curriculum-embedded and end-of unit benchmark assessments that augment district and state science test evidence of progress on science standards. The goals of the project were to study: (1) the technical qualities of the simulation-based science assessments; (2) the feasibility and utility of the assessments for formative, summative, and accountability purposes; (3) the effects of the simulation-based assessments for all students, English learners, and students with disabilities; and (4) propose alternative models for integrating simulation-based assessments into state science assessment systems.
Total dollar value of the contract:	$1,573,892.80

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Dr. Richard Vineyard
Dates when services were performed:	3/11/2008 – 1/21/2010
Type of duties performed:	WestEd is preparing sample test items to match the Nevada curriculum documents and reflect style and format used in the Nevada Proficiency Examination Program.
Total dollar value of the contract:	$254,024.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Frank South
Dates when services were performed:	1/17/2003 – 9/30/2006
Type of duties performed:	The Nevada Character Education Project (NCEP)is a partnership of the Nevada Department of Education, the Washoe County School Districts, the State Attorney General's Office, and WestEd. The goal of the project is to design, develop, and implement in Nevada public schools an effective character education program that teaches students caring, civic virtue and citizenship, justice and fairness, respect, responsibility, trustworthiness, and other elements deemed appropriate, after taking into consideration the views of parents and students. Nevada's own assessment of youth risk behaviors demonstrates the need for this development.
Total dollar value of the contract:	$2,210,000.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE)
State agency contact name:	Carol Mason
Dates when services were performed:	7/1/2003 – 9/30/2004
Type of duties performed:	Transitioning SMART as Part of the System of Accountability Information in Nevada (SAIN)
Total dollar value of the contract:	$105,000.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE
State agency contact name:	Mary Peterson
Dates when services were performed:	12/1/2001 – 6/30/2003
Type of duties performed:	SMART Phase 4 - WestEd assisted the Nevada Department of Education with technical assistance in planning, developing, and implementing the SMART project.
Total dollar value of the contract:	$765,878.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE
State agency contact name:	Mary Peterson
Dates when services were performed:	11/20/2001 - 11/30/2002
Type of duties performed:	Nevada School Improvement Facilitator training
Total dollar value of the contract:	$50,000

Question	Response
Name of State agency:	Nevada Department of Education (NDE
State agency contact name:	Mary Peterson
Dates when services were performed:	1/12/2000 - 11/30/2001
Type of duties performed:	SMART Phase 3 - WestEd assisted the Nevada Department of Education with technical assistance in planning, developing, and implementing the SMART project.
Total dollar value of the contract:	$449,720.00

Question	Response
Name of State agency:	Nevada Department of Education (NDE
State agency contact name:	Mary Peterson
Dates when services were performed:	11/5/1997 – 12/31/1999
Type of duties performed:	WestEd provided technical support to the Nevada Department of Education and Nevada State Board of Education for the new High School Proficiency Examination program.
Total dollar value of the contract:	$358,236.74

Question	Response
Name of State agency:	Nevada Department of Education (NDE
State agency contact name:	Mary Peterson
Dates when services were performed:	2/2/1999 - 8/31/1999
Type of duties performed:	Graduation Science Assessment
Total dollar value of the contract:	$84,994.00

4.1.6 Are you now or have you been within the last two (2) years an employee of the State of Nevada, or any of its agencies, departments, or divisions?

Yes		No	X

If "Yes", please explain when the employee is planning to render services, while on annual leave, compensatory time, or on their own time?

If you employ (a) any person who is a current employee of an agency of the State of Nevada, or (b) any person who has been an employee of an agency of the State of Nevada within the past two (2) years, and if such person will be performing or producing the services which you will be contracted to provide under this contract, you must disclose the identity of each such person in your response to this RFP, and specify the services that each person will be expected to perform.

4.1.7 Disclosure of any significant prior or ongoing contract failures, contract breaches, civil or criminal litigation in which the vendor has been alleged to be liable or held liable in a matter involving a contract with the State of Nevada or any other governmental entity. Any pending claim or litigation occurring within the past six (6) years which may adversely affect the vendor's ability to perform or fulfill its obligations if a contract is awarded as a result of this RFP must also be disclosed

4.1.8 Does any of the above apply to your company?

Yes	X	No	

If "Yes", please provide the following information. Table can be duplicated for each issue being identified.

Question	Response	
Date of alleged contract failure or breach:	11/11/2013	
Parties involved:	Doug Weihnacht, dba Schematic Media v. WestEd	
Description of the contract failure, contract breach, or litigation, including the products or services involved:	Former subcontractor alleging copyright/IP infringement.	
Amount in controversy:	$0	
Resolution or current status of the dispute:	Pending	
If the matter has resulted in a court case:	Court	If the matter has resulted in a court case:
	US District Court, Northern District of California	
Status of the litigation:	Pending	

4.1.9 Vendors must review the insurance requirements specified in ***Attachment E, Insurance Schedule for RFP 3179.*** Does your organization currently have or will your organization be able to provide the insurance requirements as specified in ***Attachment E.***

Yes	X	No	

Any exceptions and/or assumptions to the insurance requirements ***must*** be identified on ***Attachment B, Technical Proposal Certification of Compliance with Terms and Conditions of RFP.*** Exceptions and/or assumptions will be taken into consideration as part of the evaluation process; however, vendors must be specific. If vendors do not specify any exceptions and/or assumptions at time of proposal submission, the State will not consider any additional exceptions and/or assumptions during negotiations.

Upon contract award, the successful vendor ***must*** provide the Certificate of Insurance identifying the coverages as specified in ***Attachment E, Insurance Schedule for RFP 3179.***

4.1.10 Company background/history and why vendor is qualified to provide the services described in this RFP. Limit response to no more than five (5) pages.

4.1.11 Length of time vendor has been providing services described in this RFP to the public and/or private sector. Please provide a brief description.

4.1.12 Financial information and documentation to be included in Part III, Confidential Financial Information of vendor's response in accordance with Section 9.5, Part III – Confidential Financial Information.

4.1.12.1 Dun and Bradstreet Number: 074653882

4.1.12.2 Federal Tax Identification Number: 94-3233542

4.2 SUBCONTRACTOR INFORMATION

4.2.1 Does this proposal include the use of subcontractors?

Yes		No	X

If "Yes", vendor must:

4.2.1.1 Identify specific subcontractors and the specific requirements of this RFP for which each proposed subcontractor will perform services.

4.2.1.2 If any tasks are to be completed by subcontractor(s), vendors must:

A. Describe the relevant contractual arrangements;

B. Describe how the work of any subcontractor(s) will be supervised, channels of communication will be maintained and compliance with contract terms assured; and

C. Describe your previous experience with subcontractor(s).

4.2.1.3 Vendors must describe the methodology, processes and tools utilized for:

A. Selecting and qualifying appropriate subcontractors for the project/contract;

B. Ensuring subcontractor compliance with the overall performance objectives for the project;

C. Ensuring that subcontractor deliverables meet the quality objectives of the project/contract; and

D. Providing proof of payment to any subcontractor(s) used for this project/contract, if requested by the State. Proposal should include a plan by which, at the State's request, the State will be notified of such payments.

4.2.1.4 Provide the same information for any proposed subcontractors as requested in ***Section 4.1, Vendor Information***.

4.2.1.5 Business references as specified in ***Section 4.3, Business References*** must be provided for any proposed subcontractors.

4.2.1.6 Vendor shall not allow any subcontractor to commence work until all insurance required of the subcontractor is provided to the vendor.

4.2.1.7 Vendor must notify the using agency of the intended use of any subcontractors not identified within their original proposal and provide the information originally requested in the RFP in ***Section 4.2, Subcontractor Information***. The vendor must receive agency approval prior to subcontractor commencing work.

3.1 BUSINESS REFERENCES

3.1.1 Vendors should provide a maximum of three (3) business references from similar projects performed for private, state and/or large local government clients within the last three (3) years.

3.1.2 Vendors must provide the following information for ***every*** business reference provided by the vendor and/or subcontractor:

The "Company Name" must be the name of the proposing vendor or the vendor's proposed subcontractor.

Reference #:	1		
Company Name:	WestEd		
Identify role company will have for this RFP project (Check appropriate role below):			
X	***VENDOR***		***SUBCONTRACTOR***
Project Name:	Cal-SCHLS administration		

Primary Contact Information	
Name:	Hilva Chan
Street Address:	1430 N Street, Suite 6408
City, State, Zip:	Sacramento, CA 95814
Phone, including area code:	916.319.0194
Facsimile, including area code:	916.319.0218
Email address:	hchan@cde.ca.gov
Alternate Contact Information	
Name:	Tom Herman
Street Address:	1430 N Street, Suite 6408
City, State, Zip:	Sacramento, CA 95814
Phone, including area code:	916.319.0914
Facsimile, including area code:	916.319.0218
Email address:	therman@cde.ca.gov
Project Information	
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	Development of the Cal-SCHLS survey system, technical assistance for district survey administration statewide, processing of paper-and-pencil and online survey data, generation of state, district, and school data reports, psychometric analyses of all constructed measures.
Original Project/Contract Start Date:	3/1/1997
Original Project/Contract End Date:	2/28/2000
Original Project/Contract Value:	$850,000
Final Project/Contract Date:	Renewed and ongoing; current contract ends 6/30/15 with 2-year renewal through 6/30/17 in process.
Was project/contract completed in time originally allotted, and if not, why not?	Yes
Was project/contract completed within or under the original budget/ cost proposal, and if not,	Yes

why not?	

Reference #:	2		
Company Name:	WestEd		
Identify role company will have for this RFP project (Check appropriate role below):			
X	***VENDOR***		***SUBCONTRACTOR***
Project Name:	Army Youth Programs in Your Neighborhood		
Primary Contact Information			
Name:		Lawrence Dixon	
Street Address:		2455 Reynolds Road, Bldg. 2266 2nd Floor	
City, State, Zip:		Fort Sam Houston, TX 78234-7588	
Phone, including area code:		210-466-1099	
Facsimile, including area code:		210-466-1054	
Email address:		Lawrence.dixon4.naf@mail.mil	
Alternate Contact Information			
Name:		Ruth Beaudry	
Street Address:		2455 Reynolds Road, Bldg. 2266 2nd Floor	
City, State, Zip:		Fort Sam Houston, TX 78234-7588	
Phone, including area code:		210-466-1088	
Facsimile, including area code:		210-466-1054	
Email address:		Rulth.l.beaudry.naf@mail.mil	
Project Information			
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable*:*		Primary technical assistance contractor for the Army Youth Programs in Your Neighborhood Initiative, helping sites implement a quality improvement process (QIP) targeting reduction of student risk factors and promotion of protective factors and student achievement. As part of this process, WestEd developed and administered the Army Youth Afterschool Resilience Survey – a comprehensive survey designed to measure student risk factors, resilience, school and peer supports, and afterschool program supports. The survey was administered via paper-and-pencil format and online to approximately 15,000 students served by 125	

	schools in 20 school districts. WestEd also developed and administered adult surveys of afterschool program site coordinators and school liaison officers for us, and has collected and conducted data analyses designed to assess different dimensions of school quality for approximately 2,750 schools serving army-connected students for the Army Chief of Staff.
Original Project/Contract Start Date:	
Original Project/Contract End Date:	Project is continuing.
Original Project/Contract Value:	$465,000 per year for 4 years.
Final Project/Contract Date:	
Was project/contract completed in time originally allotted, and if not, why not?	
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	

Reference #:	3		
Company Name:	WestEd		
Identify role company will have for this RFP project (Check appropriate role below):			
X	***VENDOR***		***SUBCONTRACTOR***
Project Name:	Building Healthy Communities		
Primary Contact Information			
Name:	Lori Nascimento		
Street Address:	1000 N. Alameda		
City, State, Zip:	Los Angeles, CA 90012		
Phone, including area code:	213-928-8637		
Facsimile, including area code:	213-928-8871		
Email address:	lnascimento@calendow.org		
Alternate Contact Information			
Name:	NA		
Street Address:			
City, State, Zip:			
Phone, including area code:			

Facsimile, including area code:	
Email address:	
Project Information	
Brief description of the project/contract and description of services performed, including technical environment (i.e., software applications, data communications, etc.) if applicable:	WestEd has received funding through TCE (2010-2015) for survey development and administration of a customized module for our Building Healthy Communities initiative to be administered with the Healthy Kids Survey in California schools. They are responsible for recruiting survey participation and administering the surveys to students, staff, and parents in each of the 14 BHC places. They also provide BHC schools and community partners with standard reports of all their local survey results and a customized school report card that WestEd developed that highlights indicators of interest to the communities, and offer workshops on using the survey results to guide program decision-making. As part of the BHC module development, they facilitated workshops for Endowment field staff and community members to obtain stakeholder feedback into its content.
Original Project/Contract Start Date:	2010
Original Project/Contract End Date:	2015 ongoing
Original Project/Contract Value:	$599,966 (2013-15) $313,536 (2011-13) $142,329 (2010-11)
Final Project/Contract Date:	2015 (to be renewed in September)
Was project/contract completed in time originally allotted, and if not, why not?	Yes
Was project/contract completed within or under the original budget/ cost proposal, and if not, why not?	Yes

3.1.3 Vendors must also submit ***Attachment F, Reference Questionnaire*** to the business references that are identified in ***Section 4.3.2***.

3.1.4 The company identified as the business references must submit the Reference Questionnaire directly to the Purchasing Division.

3.1.5 It is the vendor's responsibility to ensure that completed forms are received by the Purchasing Division on or before the deadline as specified in ***Section 8, RFP Timeline*** for inclusion in the evaluation process. Reference Questionnaires not received, or not complete, may adversely affect the vendor's score in the evaluation process.

3.1.6 The State reserves the right to contact and verify any and all references listed regarding the quality and degree of satisfaction for such performance.

3.1 VENDOR STAFF RESUMES

A resume must be completed for each proposed key personnel responsible for performance under any contract resulting from this RFP per ***Attachment G, Proposed Staff Resume.***

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***WestEd***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Gregory A. Austin***		**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Senior Program Director***			
# of Years in Classification:	***19***	**# of Years with Firm:**		***27***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

As director of WestEd's Health and Human Development Program, Austin has responsibility for supervising agency projects and staff relating to building the capacity of schools, families, and communities to collaboratively promote positive youth development and resilience, academic achievement, college and career readiness, physical and mental health, and overall well-being. This multidisciplinary program has helped practitioners and policymakers apply data and the best research-based knowledge to create safe and supportive environments that enable youth to thrive and succeed.

Projects he directs include survey research, needs assessment, program evaluations, prevention demonstration studies, and technical assistance. A major focus of current work is engaging stakeholders in data-driven decision-making and continuous program improvement. He has been the co-director of the biennial California Student Survey since 1989 and developed and directs (since 1997) the California School Climate, Health, and Learning Surveys (Cal-SCHLS) of students, school staff, and parents used throughout California, the nation, and internationally and identified as a model data system by the US Department of Education. He is working with the California, Louisiana, and South Carolina Departments of Education to assess and foster more positive school climates in low-performing, high-need schools through federally-funded Safe and Supportive Schools (S3) Grants. For The California Endowment's multi-year, multi-million dollar Building Healthy Communities Initiative, he is developing a data collection and technical assistance system to guide efforts to create safer, healthier, and more developmentally supportive environments in fourteen high-need places. For the US Army, he directed the development of an afterschool program survey and a major study assessing the quality of schools serving Army garrisons and the needs of these schools and the Army-connected students they serve.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

1996–Present *Director*, Health and Human Development Program
WestEd, Los Alamitos / San Francisco, CA

1993–1995 *Project Manager*
Southwest Regional Laboratory, Los Alamitos, CA

1988–1993 *Project Director*
Southwest Regional Laboratory, Los Alamitos, CA

1979– *Project Director*
1988 Southern California Research Institute, Los Angeles, CA

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

1977 Ph.D., History, University of California at Los Angeles, Los Angeles, CA
1970 M.A., History, University of California at Riverside, Riverside, CA
1969 B.A., History, University of California at Riverside, Riverside, CA

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

None

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Hilva Chan
Education Programs Consultant, California Department of Education
Office 916.319.0194
Fax 916.219.0218
hchan@cde.gov

Dr. Lawrence Dixon
School Liaison/Transition Specialist, US Army Child, Youth, and School Services
Office 210.466.1099
Fax 210.466.1054
Lawrence.dixon4.naf@mail.mil

Kerrilyn Scott-Nakai
Executive Director, Center for Applied Research Solutions
Office 707.568.3800
Fax 707.568.3810
knakai@cars-rp.org

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***WestEd***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Thomas L. Hanson***		**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Senior Research Associate III***			
# of Years in Classification:	***9***	**# of Years with Firm:**		***15***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Thomas L. Hanson is a Senior Research Associate in the Health and Human Development Program and the Regional Educational Laboratory at WestEd. Dr. Hanson also serves as Director of the Middle Grades School Climate Research Alliance of the Regional Educational Laboratory (REL West), and Director of Research for both the California Safe and Supportive Schools (S3) Initiative and the Army Youth Programs in Your Neighborhood (AYPYN) program. He conducts rigorous research on the effectiveness of programs, products, and practices intended to improve student outcomes. He is also in charge of daily operations and quality control of the California School Climate, Health, and Learning Survey (Cal-SCHLS) System implementation at WestEd. Hanson developed the School Climate Index (School Safety Score) for the California S3 initiative and conducted psychometric analyses verifying its accuracy in terms of measuring school climate, its stability in identifying schools with low and high school climate scores across years, and its reliability. With funding from the U.S. Army, Hanson is designing an indicator system to rate the performance, engagement, and safety of approximately 3,650 schools surrounding Army installations in 30 states. Dr. Hanson has extensive experience in the analysis of data collected from social surveys and other sources, including the latest advanced statistical techniques. Dr. Hanson also serves as lead methodologist for several U.S. Department of Education funded cluster-randomized trials investigating the impacts of curricular and/or professional development interventions on students' academic performance.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

2000–Present *Senior Research Associate*, Health and Human Development Program
WestEd, Los Alamitos, CA
Responsibilities include serving as director of the Middle Grades School Climate Research Alliance of the Regional Educational Laboratory (REL West), and Director of Research for both the California Safe and Supportive Schools (S3) Initiative and the Army Youth Programs in Your Neighborhood (AYPYN) program. Dr. Hanson also serves as lead methodologist for several randomized trials being conducted by WestEd with support from ED-IES.

1997–2000 *Research Scientist*, Department of Psychology
University of California, Riverside, CA
Statistician for an NIH-funded longitudinal community study of health socialization practices among Latino and non-Latino families in Riverside, CA.

1993–1996 Research Associate, Office of Population Research
Princeton University, Princeton, NJ

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

1993 Ph.D., Sociology, University of Wisconsin, Madison, WI

1988 M.S., Sociology, University of Wisconsin, Madison, WI

1985 B.A., Sociology, Old Dominion University, Norfolk, VA

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

None

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Hilva Chan
Education Programs Consultant, California Department of Education
Office 916.319.0194
Fax 916.219.0218
hchan@cde.gov

Dr. Lawrence Dixon
School Liaison/Transition Specialist, US Army Child, Youth, and School Services
Office 210.466.1099
Fax 210.466.1054
Lawrence.dixon4.naf@mail.mil

OK-Choon Park
Regional Educational Laboratory Program, COR
Institute of Educational Sciences
Office 202.208.3951
Ok-choon.Park@ed.gov

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***WestEd***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Leslie F. Poynor***	**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Technical Assistance Coordinator***		
# of Years in Classification:	***5***	**# of Years with Firm:**	***8***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Dr. Poynor is a Research Associate in the Health and Human Development Program at WestEd. She serves as the Technical Assistance Coordinator for the North Coastal/Bay Area Region of the California School Climate, Health, and Learning Survey (Cal-SCHLS) System. Prior to beginning her work at WestEd, Dr. Poynor served as Assistant Professor of bilingual education teaching undergraduate, masters, and doctoral level courses on literacy education for cultural and linguistic minority students. She conducted research on creating positive social and emotional learning environments for students from a variety of cultural and linguistic backgrounds.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

2007–Present *Research Associate*, Health and Human Development Program, Cal-SCHLS, WestEd, Oakland, CA

Provides technical assistance to Local Educational Agencies (LEAs) in survey administration and data collection. Assists the same personnel in understanding and using survey results to improve school climate, increase academic performance, and close the achievement gap for linguistic and cultural minority students.

2010–Present *Technical Assistance Coordinator,* Cal-SCHLS, North Coastal/Bay Area Region, WestEd, Oakland, CA

Coordinates and provides technical assistance to community, county, district, and school personnel in conducting the Cal-SCHLS surveys for students, staff, and parents. Assists the same personnel with understanding and using multiple data sources for data-driven action planning to promote positive social, emotional, and mental health and to foster positive school climates.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

2001 Ph.D., Curriculum and Instruction, Bilingual Education and Language and Literacy, Arizona State University, Tempe, AZ

1992 Studies towards Ed. S. Early Childhood Education, British Primary Schools in conjunction with Bishop Grosseteste College, Lincoln, England
1991 M.A., Early Childhood Education, University of Alabama, Tuscaloosa, AL
1988 B.S., Early Childhood Education, University of Alabama, Tuscaloosa, AL

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

2014 Certified in Teachstone-CLASS classroom observation protocol

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Dr. Gregory Austin
Director of Health and Human Development Program, WestEd
Office 562.799.5155
Fax 562.799.5151
gaustin@wested.org

Dr. Thomas Hanson
Senior Research Associate, WestEd
Office 562.799.5170
Fax 562.799.5151
thanson@wested.org

Dr. Barbara Dietsch
Senior Research Associate, WestEd
Office 562.799.5126
Fax 562.799.5151
bdietsc@wested.org

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***WestEd***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***T. Kiku Annon***		**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Research Associate***			
# of Years in Classification:	***17***	**# of Years with Firm:**		***18***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

Kiku Annon is a Research Associate in the Health and Human Development Program at WestEd. She is the Technical Assistance Coordinator for the Southern California Region of the California School Climate, Health, and Learning Survey (Cal-SCHLS) System. Her prior work includes work at the UCLA Integrated Substance Abuse Program on the epidemiology of substance use and providing services to users. She has taught undergraduate classes in psychology and is a certified elementary grade level teacher who worked in California and Hawaii.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

1997–Present *Research Associate*, WestEd, Los Alamitos, CA

Project Coordinator for the Southern California Office of the California School Climate, Health & Learning Survey (Cal-SCHLS) Systems Project
Regional Lead for Safe and Supportive Schools (S3) Grant and Technical Assistant Specialist to S3 schools
Provides training and technical assistance to counties and school districts. Creates on-line versions of surveys, and checks and monitors participation. Works with all out-of state clients implementing any form of the surveys. Writes data entry programs for the scanners. Performs data analysis. Helps prepare manuals and other written support materials. Presents information at conferences and meetings.

Provides TA help to S3 sites in implementing a school improvement grant. Conducts workshops on understanding data and conducting student listening circles (focus groups).

Project Coordinator for the California Student Survey (CSS)
Contacts schools and district personnel to schedule administration of the California Student Survey (CSS). Trains community and school-based staff to administer the CSS. Surveyor on CSS project. Helps coordinate plans for meetings and conferences. Performs data analysis. Participates in preliminary interpretation of statistical tabulations. Prepared preliminary budgets for projects.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

1989 M.A., Psychology, California State University, Long Beach, CA
1983 Teaching Degree, University of Hawaii, Manoa, HI
1979 B.A., Psychology & English, University of Hawaii, Manoa, HI

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

None

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

Dr. Gregory Austin
Director of Health and Human Development Program, WestEd
Office 562.799.5155
Fax 562.799.5151
gaustin@wested.org

Dr. Thomas Hanson
Senior Research Associate, WestEd
Office 562.799.5170
Fax 562.799.5151
thanson@wested.org

Jerry D. Bailey
Retired (*formerly* Senior Statistician, WestEd)
Home 626.337.5222
baileyjerryd@verizon.net

PROPOSED STAFF RESUME FOR RFP 3179

A resume must be completed for all proposed prime contractor staff and proposed subcontractor staff.

Company Name Submitting Proposal:	***WestEd***

Check the appropriate box as to whether the proposed individual is prime contractor staff or subcontractor staff.

Contractor:	***X***	**Subcontractor:**	

The following information requested pertains to the individual being proposed for this project.

Name:	***Hong (Cindy) Zheng***		**Key Personnel: (Yes/No)**	***Yes***
Individual's Title:	***Research Associate***			
# of Years in Classification:	***10***	**# of Years with Firm:**		***14***

BRIEF SUMMARY OF PROFESSIONAL EXPERIENCE

Information should include a brief summary of the proposed individual's professional experience.

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Ms. Zheng has extensive programming expertise in major programs used to process and analyze quantitative data and making graphic presentations (e.g., STATA, SAS). She has high levels of facility with programming in LaTex to generate reports, report cards, graphs, and tables at entity level efficiently (e.g., school, district, and county). In addition to extensive experience in working with large datasets and data from various sources, Ms. Zheng also has comprehensive experience in data collection using different methods, including acquisition of archival school record data in and outside California, paper and pencil survey administration, on-line surveys, scantron, and optical scanning questionnaires.

RELEVANT EXPERIENCE

Information required should include: timeframe, company name, company location, position title held during the term of the contract/project and details of contract/project.

2001–Present *Research Associate*, Health and Human Development Program, WestEd, Los Alamitos, CA

Performs data management, programming, and statistical analyses for various projects, including experimental studies, large-scale social surveys, and program evaluations; develops and implements quality control procedures involving incoming data from multiple sources across multiple projects; and generates reports and report cards.

1998–2001 *Research Assistant*, Institute for Health Promotion and Disease Prevention Research, School of Medicine, University of Southern California, Los Angeles, CA

Worked on smoking prevention projects funded by the National Cancer Institute / National Institute of Drug Abuse, National Institutes of Health, and California Tobacco-Related Disease Research

Program. Responsibilities included designing, sampling, organizing, and implementing of smoking prevention/cessation programs, data collection, curriculum development, data analysis, and paper writing.

EDUCATION

Information required should include: institution name, city, state, degree and/or Achievement and date completed/received.

2000 M.P.H., Epidemiology & Biometry, University of Southern California, Los Angeles, CA
1994 B.S., Economics, Jianghan University, Wuhan, Hubei, China

CERTIFICATIONS

Information required should include: type of certification and date completed/received.

2012 *What Works Clearinghouse Certified Reviewer–Group Design Standards*
Institute of Education Sciences, U.S. Department of Education, Washington, DC

REFERENCES

A minimum of three (3) references are required, including name, title, organization, phone number, fax number and email address.

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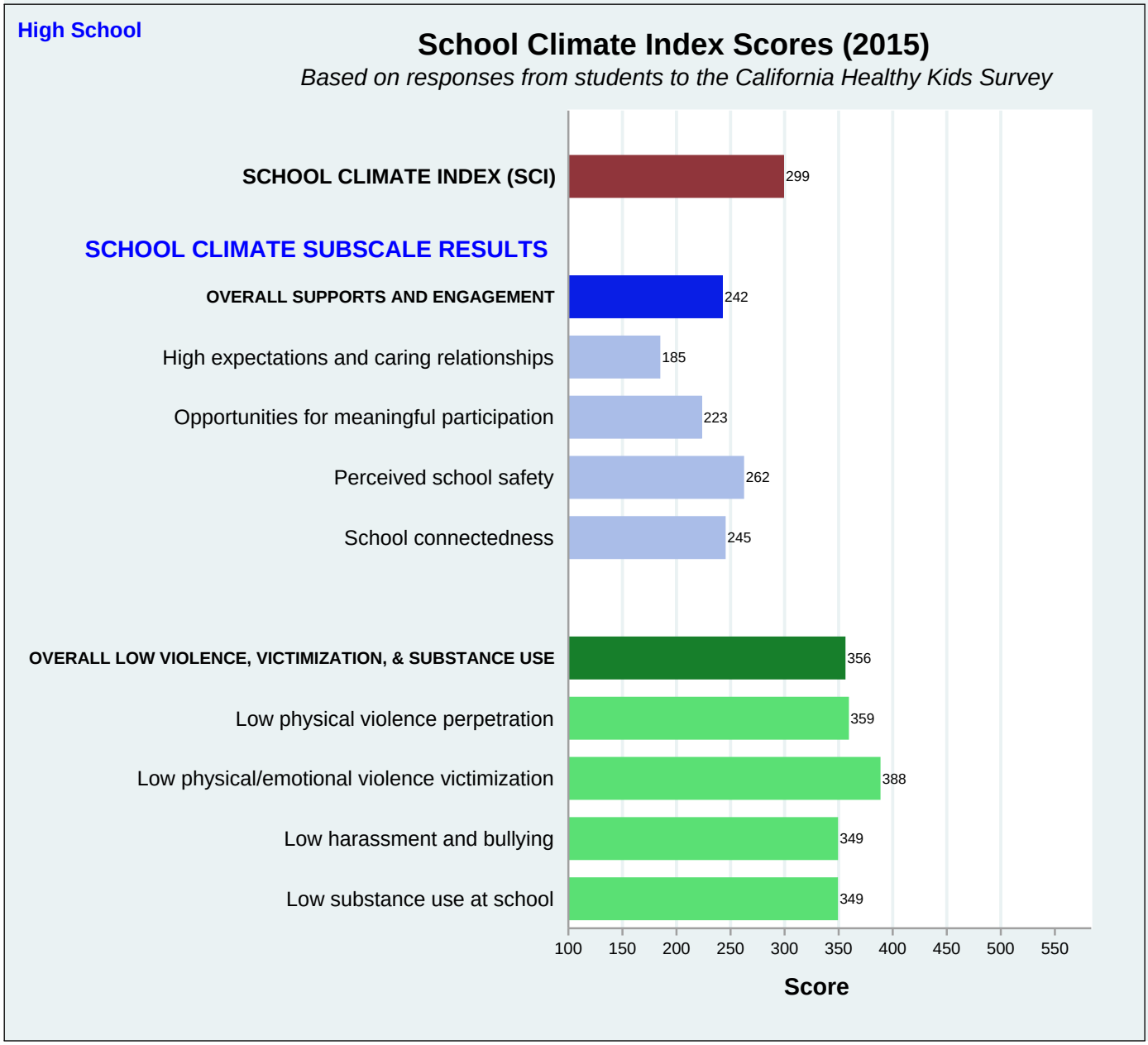
School Climate Report Card (High School)—Spring 2015

District: [redacted]
School: [redacted]

Date Prepared: [redacted]
Response Rate: 82%

School Climate Index (SCI)

	Score	State Percentile	Similar Schools Percentile
School Climate Index	299[A]	56[B]	73[B]



[A]Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence, victimization, and substance use at school.

[B]**High percentile scores represent schools with more positive school climates**. A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

School Climate Subscale Results

	SCI Scores		
	Score[A]	State Percentile[B]	Similar Schools Percentile[B]
Overall Supports and Engagement	**242**	**12**	**23**
High expectations and caring relationships	185	1	1
Opportunities for meaningful participation	223	6	10
Perceived school safety	262	24	47
School connectedness	245	14	26
Overall Low Violence, Victimization, and Substance Use	**356**	**89**	**99**
Low physical violence perpetration	359	90	99
Low physical/emotional violence victimization	388	96	99
Low harassment and bullying	349	86	93
Low substance use at school	349	87	98

Other Indicators

Selected Student-Reported Indicators

	School 2014-15	State 2011-13
Try hard on school work	82%	N/A
Truant more than a few times	8%	8%
Feel a part of the school	43%	52%
Safety at school	46%	63%
Harassed or bullied at school	30%	31%
Experienced chronic sadness/hopelessness	34%	32%

Selected Staff-Reported Indicators

	School 2014-15	State 2011-13
Nearly all/most students are motivated to learn	52%	60%
Truancy is moderate/severe problem	52%	25%
School is a supportive and inviting place for students to learn	95%	95%
School is a supportive and inviting place for staff to work	84%	83%
School is a safe place for students	92%	91%
Harassment/bullying is moderate/severe problem	26%	37%
School is welcoming to and facilitates parental involvement	92%	89%
School has clean and well-maintained facilities	83%	82%

Notes: I/D—Insufficient data.
N/A—Data were not collected.
N/D—No data.

CDS code: [redacted]

What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on **student CHKS data**. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence, Victimization, and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

(1) Overall Supports and Engagement (50%)
- High expectations and caring relationships (6 items)
- Opportunities for meaningful participation (3 items)
- Perceived school safety (2 items)
- School connectedness (4 items)

(2) Overall Low Violence, Victimization, and Substance Use at School (50%)
- Low physical violence perpetration on school property (7 items)
- Low physical and emotional violence victimization at school (6 items)
- Low harassment and bullying at school (5 items)
- Low substance use at school (4 items)

Further information about the methodology used to construct the SCI can be obtained in *Construction of California's School Climate Index* (californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI score than, the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of high schools in the state had the same SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of high schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card. The SCI procedure for calculating similar schools percentiles was the same procedure used by CDE to calculate similar schools ranks for Academic Performance Index (API) scores—except for the SCI calculations, only high schools that administered the CHKS in the 2008-09 or 2009-10 school years were eligible to be in each school's comparison group.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (Student CHKS)

- Try hard on school work – "agree" or "strongly agree" that I try hard to make sure I am good at school work.
- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school – "agree" or "strongly agree" that I am a part of this school.
- Safety at school – feel "safe" or "very safe" when I am at school.
- Harassed or bullied at school – harassed or bullied on school property in past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability; (f) other.
- Experienced chronic sadness/hopelessness – felt so sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (Staff CSCS)

- Nearly all/most students are motivated to learn – "nearly all" or "most" students at this school are motivated to learn.
- Truancy is moderate/severe problem – cutting classes or being truant is a "moderate" or "severe" problem at this school.
- School is a supportive and inviting place for students to learn – "agree" or "strongly agree" that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – "agree" or "strongly agree" that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – "agree" or "strongly agree" that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem – "agree" or "strongly agree" that harassment and bullying among students is a "moderate" or "severe" problem at this school.
- School is welcoming to and facilitates parental involvement – "agree" or "strongly agree" that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – "agree" or "strongly agree" that this school has clean and well-maintained facilities and property.

CALIFORNIA cal-schls SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

[redacted]

Secondary
2014-2015
Main Report

Health & Human Development Program AT WestEd

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 Coordinated School Health and Safety Office. For contract information, contact:

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Date prepared: [redacted]

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PREFACE

NEW THIS YEAR

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table 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 this school/district's 2014–15 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic. This year, the content of the survey was significantly revised to enhance the value of its data for guiding school improvement efforts and developing and monitoring the newly-required Local Control and Accountability Plan (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.[1] Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: chks.wested.org.

The CHKS, along with its two companion surveys — *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS) is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS)*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, stakeholder engagement; as well as overall youth development, health, and well-being.

The results of this student survey should be compared to those obtained from school staff and parent surveys. It is important to determine how consistent are student, staff, and parent perceptions and experiences. Appendix 5 of *Workbook for Improving School Climate* provides a crosswalk between student, staff, and parent survey questions to facilitate this comparison.[2]

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates 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 youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

The secondary-school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own

[1] *Guidebook to the California Healthy Kids Survey, Part II: Survey Content (chks.wested.org/training_support)*

[2] *See californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf.*

questions of local interest in a custom module. Table A1.1 indicates the modules administered by the district.

The Core Module consists of a broad range of key questions, identified by an expert advisory committee, that are considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and well-being.[3] The primary focus of the Core Module is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health). To further support school improvement efforts and the LCAP, a supplementary School Climate Module is also available.

School-Related Core Content

The great majority of all questions on the CHKS Core are school-specific. The survey provides self-reported data on:

- Student grades, truancy, reasons for missing school, learning motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency of, type, and reasons for, harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

Supplementary School Climate Module

A supplementary School Climate Module provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment. A companion Learning Conditions module can be added to the staff survey to compare their perceptions on the same constructs. Download: chks.wested.org/administer/supplemental1#clim.

Closing the Achievement Gap

Several tables are useful for helping districts identify and address student needs related to closing the state's persistent racial/ethnic achievement gap. On the CHKS, students are asked to indicate their racial/ethnic identity and to report whether they have experienced harassment because of their race/ethnicity. Summary tables provide key findings (e.g., harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories. A supplementary module is available that assesses student attitudes and experiences related to equity, diversity, cultural sensitivity, and respect. Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity of students.

[3] *Guidebook to the California Healthy Kids Survey, Part I: Administration (chks.wested.org/training_support) provides detailed information about the content of all of the survey modules. The modules themselves can be downloaded from chks.wested.org/administer/download.*

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.2 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 tables in the Main Report, organized by topic, provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use the survey results. These are described and made available on the survey website. Three are particularly important:

- To help in understanding and interpreting these results, *Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook to the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) provides a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- The *Workbook for Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy.[4]

Care must be particularly taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook*.

Sample Characteristics

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

[4] *The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.*

Changes Between Surveys

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 after holidays or social events).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process. The following actions can be taken to analyze and use the results to support school and program improvement efforts.

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the CSCS and other sources, particularly in the context of identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students, Staff, and Parents

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps improve student perceptions of the developmental supports and opportunities that the school offers and enhances school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Equally important is communicating the results and your plans for making improvements to parents. This fosters parent involvement and collaboration in addressing the identified needs, and also support for the survey, important for improving student participation rates. The importance and value of this has been made even greater by the parent involvement requirements of the Local Control and Accountability Plan.

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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Survey Administration

Table A1
CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. AOD (Alcohol and Other Drugs) Module	
C. Building Healthy Communities (BHC) Module	
D. CalMHSA Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Military Connected School Module	
J. Physical Health & Nutrition Module	
K. Resilience & Youth Development Module	
L. Safety & Violence Module	
M. School Climate Module	X
N. Sexual Behavior Module	
O. Social Emotional Health Module	
P. Tobacco Module	X
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	2,582	2,521	2,296	119
Final number	2,510	2,430	2,117	59
Average Response Rate	97%	96%	92%	50%

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

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness (high)	74	68	61	53	A4.4
Academic motivation (high)	49	39	33	27	A4.4
Truant more than a few times†	1	2	5	29	A4.2
Caring adult relationships (high)	44	31	36	41	A4.4
High expectations (high)	59	44	41	44	A4.4
Meaningful participation (high)	25	19	19	15	A4.4
School Safety and Substance Use					
School perceived as very safe or safe	83	80	81	67	A5.1
Experienced any harassment or bullying†	32	34	30	24	A5.4
Had mean rumors or lies spread about you†	36	32	31	22	A5.2
Been afraid of being beaten up†	11	9	4	14	A5.3
Been in a physical fight†	7	6	5	14	A5.3
Seen a weapon on campus†	6	6	7	17	A5.6
Been drunk or "high" on drugs at school, ever	0	2	8	41	A6.10
Mental and Physical Health					
Current alcohol or drug use‡	3	10	27	53	A6.5
Current binge drinking‡	0	3	15	34	A6.5
Very drunk or "high" 7 or more times	0	2	13	37	A6.7
Current cigarette smoking‡	0	1	3	29	A7.4
Experienced chronic sadness/hopelessness‡	14	22	27	38	A8.4
Considered suicide‡	na	13	14	20	A8.5

Notes: Cells are empty if there are less than 25 respondents.
†Past 12 month; ‡Past 30 days; na—Not asked of middle school students.

3. Demographics

Table A3.1
Age of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
10 years or younger	0	0	0	2
11 years old	5	0	0	0
12 years old	80	0	0	0
13 years old	15	5	0	0
14 years old	0	80	0	8
15 years old	0	15	5	5
16 years old	0	0	78	34
17 years old	0	0	16	41
18 years old or older	0	0	0	10

Question HS/MS A.3: How old are you?
Note: Cells are empty if there are less than 25 respondents.

Table A3.2
Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	50	49	49	53
Female	50	51	51	47

Question HS/MS A.4: What is your sex?
Note: Cells are empty if there are less than 25 respondents.

Table A3.3
Hispanic or Latino

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	90	88	88	71
Yes	10	12	12	29

Question HS/MS A.6: Are you of Hispanic or Latino origin?
Note: Cells are empty if there are less than 25 respondents.

Table A3.4
Race

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
American Indian or Alaska Native	2	1	1	2
Asian	33	32	28	7
Black or African American	2	2	2	11
Native Hawaiian or Pacific Islander	1	2	2	2
White	42	43	51	51
Mixed (two or more) races	19	19	17	27

Question HS/MS A.7: What is your race?
Note: Cells are empty if there are less than 25 respondents.

Table A3.5
Living Situation

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A home with one or more parents or guardian	na	97	98	88
Other relative's home	na	0	1	4
A home with more than one family	na	1	1	2
Friend's home	na	0	0	0
Foster home, group care, or waiting placement	na	0	0	5
Hotel or motel	na	0	0	0
Shelter, car, campground, or other transitional or temporary housing	na	0	0	0
Other living arrangement	na	1	1	2

Question HS A.9: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A3.6
Highest Education of Parents

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Did not finish high school	1	2	3	10
Graduated from high school	2	3	4	17
Attended college but did not complete four-year degree	3	4	5	14
Graduated from college	83	86	85	47
Don't know	11	5	3	12

Question HS A.10/MS A.9: What is the highest level of education your parents completed? (Mark the Educational Level Of The Parent Who Went the Furthest In School.)
Note: Cells are empty if there are less than 25 respondents.

Table A3.7
Sexual Identification

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Heterosexual (straight)	68	90	91	72
Gay or Lesbian or Bisexual	2	4	4	19
Transgender	1	1	1	2
Not sure	18	6	5	10
Decline to respond	18	6	5	7

Question HS A.113/MS A.101: Which of the following best describes you? (Mark All That Apply.)
Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.8
Military Connections

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	97	97	92
Yes	3	2	2	3
Don't know	2	1	1	5

Question HS A.112/MS A.100: Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?
Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports and Engagements

Table A4.1
Grades, Past 12 months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Mostly A's	49	47	33	22
A's and B's	37	35	41	31
Mostly B's	5	7	10	5
B's and C's	7	8	11	12
Mostly C's	1	1	2	10
C's and D's	1	2	2	12
Mostly D's	0	0	0	2
Mostly F's	0	0	0	7

Question HS A.11/MS A.10: During the past 12 months, how would you describe the grades you mostly received in school?
Note: Cells are empty if there are less than 25 respondents.

Table A4.2
Truancy, Past 12 months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	79	82	70	45
1-2 times	14	12	17	14
A few times	6	5	9	12
Once a month	0	1	2	0
Once a week	0	0	1	5
More than once a week	0	0	1	24

Question HS A.12/MS A.11: During the past 12 months, about how many times did you skip school or cut classes?
Note: Cells are empty if there are less than 25 respondents.

Table A4.3
Reasons for Absence

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, I didn't miss any school	54	51	35	40
Illness (feeling physically sick), including problems with breathing or your teeth	36	38	51	38
Felt very sad, hopeless, anxious, stressed, or angry	2	5	11	17
Didn't get enough sleep	4	8	20	26
Didn't feel safe at school	1	1	1	5
Had to work	0	1	2	3
Had to take care of or help a family member or friend	2	2	3	5
Wanted to spend time with friends who don't go to your school	0	1	2	3
Wanted to use alcohol or drugs	0	1	1	7
Were behind in schoolwork or weren't prepared for a test or class assignment	2	4	16	5
Were bored with or uninterested in school	1	2	6	10
Were suspended	0	1	1	7
Other reason	13	12	12	16

Question HS A.13/MS A.12: In the past 30 days, did you miss school for any of the following reasons? (Mark All That Apply.)
Notes: Cells are empty if there are less than 25 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A4.4

School Developmental Supports, Connectedness and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 7			Grade 9			Grade 11			NT		
	H	M	L	H	M	L	H	M	L	H	M	L
School Environment												
Total school supports	47	46	7	34	54	12	35	52	13	37	49	14
Caring adults in school	44	49	8	31	58	11	36	55	9	41	49	10
High expectations-adults in school	59	37	5	44	49	7	41	52	7	44	47	8
Meaningful participation at school	25	58	17	19	60	22	19	54	28	15	61	24
School Connectedness	74	22	4	68	27	5	61	32	6	53	29	19
Academic Motivation	49	40	11	39	45	15	33	47	21	27	41	32

Note: Cells are empty if there are less than 25 respondents.

Table A4.5
School Connectedness Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I feel close to people at this school.				
Strongly disagree	2	4	4	18
Disagree	3	4	6	12
Neither disagree nor agree	16	16	18	23
Agree	50	47	43	33
Strongly agree	29	29	29	14
I am happy to be at this school.				
Strongly disagree	3	4	4	17
Disagree	3	4	6	5
Neither disagree nor agree	13	14	20	17
Agree	43	46	43	41
Strongly agree	39	33	27	20
I feel like I am part of this school.				
Strongly disagree	3	4	5	15
Disagree	4	4	8	5
Neither disagree nor agree	17	21	24	25
Agree	45	46	42	37
Strongly agree	31	25	22	17
The teachers at this school treat students fairly.				
Strongly disagree	4	4	5	14
Disagree	8	7	12	5
Neither disagree nor agree	18	23	27	8
Agree	43	49	44	41
Strongly agree	28	17	13	32
I feel safe in my school.				
Strongly disagree	2	2	2	10
Disagree	2	3	2	10
Neither disagree nor agree	11	14	12	14
Agree	43	50	50	29
Strongly agree	42	31	33	36

Question HS A.14-18/MS A.13-17: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.
Note: Cells are empty if there are less than 25 respondents.

Table A4.6
Academic Motivation Scale Questions

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I try hard to make sure that I am good at my schoolwork.				
Strongly disagree	1	2	2	14
Disagree	1	1	2	10
Neither disagree nor agree	5	7	10	7
Agree	32	39	42	31
Strongly agree	61	51	45	39
I try hard at school because I am interested in my work.				
Strongly disagree	4	5	7	19
Disagree	6	9	11	10
Neither disagree nor agree	23	25	27	19
Agree	38	37	36	29
Strongly agree	29	25	20	24
I work hard to try to understand new things at school.				
Strongly disagree	1	3	2	10
Disagree	2	3	5	10
Neither disagree nor agree	13	15	18	20
Agree	42	45	46	32
Strongly agree	42	34	29	27
I am always trying to do better in my schoolwork.				
Strongly disagree	1	2	2	12
Disagree	1	2	3	7
Neither disagree nor agree	8	11	16	19
Agree	33	40	42	36
Strongly agree	56	45	37	27

Question HS A.19-22/MS A.18-21: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.
Note: Cells are empty if there are less than 25 respondents.

Table A4.7
School Developmental Supports Scale Questions

At my school, there is a teacher or some other adult...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Caring Relationships				
who really cares about me.				
Not at all true	8	11	9	12
A little true	25	32	26	24
Pretty much true	39	38	37	36
Very much true	28	19	28	29
who notices when I'm not there.				
Not at all true	9	12	10	9
A little true	22	28	26	16
Pretty much true	36	36	38	34
Very much true	33	23	26	41
who listens to me when I have something to say.				
Not at all true	4	6	5	10
A little true	16	19	18	14
Pretty much true	35	40	41	33
Very much true	44	35	36	43
High Expectations				
who tells me when I do a good job.				
Not at all true	6	7	7	12
A little true	18	22	23	17
Pretty much true	38	42	40	34
Very much true	38	29	30	37
who always wants me to do my best.				
Not at all true	3	5	4	5
A little true	10	16	17	17
Pretty much true	29	38	39	37
Very much true	58	42	40	41
who believes that I will be a success.				
Not at all true	4	7	7	10
A little true	14	18	20	15
Pretty much true	35	41	39	34
Very much true	47	34	35	41

Question HS A.23-28/MS A.22-27: At my school, there is a teacher or some other adult who...really cares about me... tells me when I do a good job... notices when I am not there... always wants me to do my best... listens to me when I have something to say... believes that I will be a success.
Note: Cells are empty if there are less than 25 respondents.

Table A4.7
School Developmental Supports Scale Questions - Continued

At school...	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Opportunities for Meaningful Participation				
I do interesting activities.				
Not at all true	7	7	10	17
A little true	23	23	27	22
Pretty much true	39	38	33	37
Very much true	31	32	31	24
I help decide things like class activities or rules.				
Not at all true	27	33	40	37
A little true	33	35	31	31
Pretty much true	27	21	18	22
Very much true	14	11	11	10
I do things that make a difference.				
Not at all true	13	17	23	22
A little true	34	38	37	39
Pretty much true	34	30	25	24
Very much true	20	15	15	15

Question HS A.29-31/MS A.28-30: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference.
Note: Cells are empty if there are less than 25 respondents.

5. School Violence, Victimization and Safety

Table A5.1

Perceived Safety at School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very safe	36	27	36	43
Safe	47	53	45	24
Neither safe nor unsafe	14	16	16	19
Unsafe	2	2	1	9
Very unsafe	1	1	1	5

Question HS A.84/MS A.72: How safe do you feel when you are at school?
Note: Cells are empty if there are less than 25 respondents.

Table A5.2

Verbal Harassment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
had mean rumors or lies spread about you?				
0 times	64	68	69	78
1 time	20	17	15	12
2 to 3 times	9	9	9	7
4 or more times	7	7	7	3
had sexual jokes, comments, or gestures made to you?				
0 times	79	71	70	72
1 time	11	12	11	11
2 to 3 times	5	8	7	7
4 or more times	6	10	12	11
been made fun of because of your looks or the way you talk?				
0 times	77	75	76	80
1 time	12	11	11	12
2 to 3 times	6	7	6	5
4 or more times	6	7	7	3
been made fun of, insulted, or called names?				
0 times	60	65	70	76
1 time	19	16	12	7
2 to 3 times	9	8	7	9
4 or more times	11	11	10	9

Question HS A.88-90, 99/MS A.77-79, 88: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?
Note: Cells are empty if there are less than 25 respondents.

Table A5.3

Violence and Victimization on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
During the past 12 months, how many times on school property have you...				
been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?				
0 times	78	85	90	88
1 time	12	8	6	10
2 to 3 times	5	4	2	0
4 or more times	4	3	2	2
been afraid of being beaten up?				
0 times	89	91	96	86
1 time	6	5	2	9
2 to 3 times	2	2	1	5
4 or more times	3	2	1	0
been in a physical fight?				
0 times	93	94	95	86
1 time	5	4	3	7
2 to 3 times	1	1	1	3
4 or more times	1	1	1	3
been threatened with harm or injury?				
0 times	92	93	96	84
1 time	5	4	2	9
2 to 3 times	2	1	1	5
4 or more times	2	1	1	2
been threatened or injured with a weapon (gun, knife, club, etc.)?				
0 times	97	98	98	88
1 time	2	1	1	7
2 to 3 times	0	0	0	3
4 or more times	0	1	1	2
been offered, sold, or given an illegal drug?				
0 times	97	89	82	69
1 time	1	6	8	8
2 to 3 times	1	2	4	7
4 or more times	1	3	6	15

Question HS A.85-87, 92, 96, 98/MS A.74-76, 81, 85, 87: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?
Note: Cells are empty if there are less than 25 respondents.

Table A5.4

Reasons for Harassment on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Race, ethnicity, or national origin				
0 times	88	85	86	91
1 time	7	6	5	7
2 or more times	5	9	8	2
Religion				
0 times	93	91	91	86
1 time	4	4	4	7
2 or more times	3	5	6	7
Gender (being male or female)				
0 times	94	92	92	86
1 time	3	4	3	10
2 or more times	2	5	5	3
Because you are gay or lesbian or someone thought you were				
0 times	93	94	95	84
1 time	3	3	2	7
2 or more times	3	4	3	9
A physical or mental disability				
0 times	97	97	96	90
1 time	1	1	1	5
2 or more times	2	2	2	5
Any of the above five hate-crime reasons	21	26	24	17
Any other reason				
0 times	79	80	85	78
1 time	9	8	6	5
2 or more times	12	12	9	17
Any harassment	32	34	30	24

Question HS A.100-105/MS A.89-94: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender (being male or female)... Because you are gay or lesbian or someone thought you were... A physical or mental disability... Any other reason.

Note: Cells are empty if there are less than 25 respondents.

Table A5.5

Property Damage on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Had your property stolen or deliberately damaged				
0 times	85	87	89	85
1 time	10	9	7	7
2 to 3 times	2	3	2	5
4 or more times	2	2	1	3
Damaged school property on purpose				
0 times	98	97	97	88
1 time	1	2	2	2
2 to 3 times	0	1	1	7
4 or more times	0	1	1	3

Question HS A.91, 93/MS A.80, 82: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?
Note: Cells are empty if there are less than 25 respondents.

Table A5.6

Weapons Possession on School Property, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Carried a gun				
0 times	99	99	99	92
1 time	0	0	0	2
2 to 3 times	0	0	0	5
4 or more times	0	0	1	2
Carried any other weapon (such as a knife or club)				
0 times	98	98	97	86
1 time	1	1	1	5
2 to 3 times	0	0	0	3
4 or more times	1	1	2	5
Seen someone carrying a gun, knife, or other weapon				
0 times	94	94	93	83
1 time	4	4	4	12
2 to 3 times	1	1	1	2
4 or more times	1	1	2	3

Question HS A.94, 95, 97/MS A.83, 84, 86: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?
Note: Cells are empty if there are less than 25 respondents.

6. Alcohol and Other Drug Use

Table A6.1

Summary Measures of Level of AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Lifetime alcohol or drugs (excluding cold/cough medicines and prescription drugs)	6	18	43	66	A6.2
Current alcohol or drugs	3	10	27	53	A6.5
Current heavy drug users	0	2	9	34	A6.5
Current heavy alcohol user (binge drinker)	0	3	15	34	A6.5
Current alcohol or drug use on school property	1	2	4	31	A6.11

Note: Cells are empty if there are less than 25 respondents.

Table A6.2
Lifetime AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	96	85	59	42
1 time	2	5	6	7
2 to 3 times	1	5	9	12
4 or more times	0	5	26	39
Marijuana				
0 times	99	94	76	41
1 time	0	2	4	3
2 to 3 times	0	1	5	8
4 or more times	0	3	15	47
Inhalants (to get "high")				
0 times	98	98	97	83
1 time	1	1	1	5
2 to 3 times	0	1	1	5
4 or more times	0	1	1	7
Cocaine, Methamphetamine, or any amphetamines				
0 times	na	99	98	79
1 time	na	0	1	3
2 to 3 times	na	0	0	10
4 or more times	na	0	1	7
Ecstasy, LSD, or other psychedelics				
0 times	na	99	96	75
1 time	na	1	2	7
2 to 3 times	na	0	1	8
4 or more times	na	0	1	10
Any other drug, or pill, or medicine to get "high" or for other than medical reasons				
0 times	na	97	96	76
1 time	na	1	1	7
2 to 3 times	na	1	1	8
4 or more times	na	1	2	8
Any of the above AOD use	6	18	43	66

Question HS A.35-38, 40, 45/MS A.35-37: During your life, how many times have you used the following substances? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (pot, weed, grass, hash, bud)... Inhalants (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms)... Any other drug, or pill, or medicine to get "high" or for other than medical reasons.
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.2
Lifetime AOD Use – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Prescription pain killers , tranquilizers, or sedatives				
0 times	na	92	88	64
1 time	na	3	4	7
2 to 3 times	na	2	4	10
4 or more times	na	3	4	19
Diet Pills				
0 times	na	95	97	88
1 time	na	1	1	3
2 to 3 times	na	1	1	5
4 or more times	na	3	2	3
Ritalin™ or Adderall™ or other prescription stimulant				
0 times	na	97	92	76
1 time	na	1	2	7
2 to 3 times	na	1	2	8
4 or more times	na	1	4	8
Cold/Cough Medicines or other over-the-counter medicines				
0 times	na	65	72	59
1 time	na	5	4	9
2 to 3 times	na	8	6	10
4 or more times	na	22	17	22

Question HS A.41-44: During your life, how many times have you used the following substances?... Prescription pain killers (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)... Ritalin™ or Adderall™ (JIF, R-ball, Skippy) or other prescription stimulant... Cold/Cough Medicines (Triple-C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over-the-counter medicines.
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.3

Summary of AOD Lifetime Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol	4	15	41	58
Marijuana	1	6	24	59
Inhalants	2	2	3	17
Cocaine	na	1	2	21
Ecstasy, LSD, or other psychedelics, lifetime	na	1	4	25
Prescription pain killers, Diet Pills, or other prescription stimulant	na	13	17	41

Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.4

Age of Onset – AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
Never	92	78	54	42
10 or under	4	5	4	7
11-12 years old	4	5	5	15
13-14 years old	0	11	11	15
15-16 years old	0	1	24	17
17 years or older	0	0	2	3
Marijuana				
Never	99	94	77	41
10 or under	0	0	1	3
11-12 years old	0	1	1	10
13-14 years old	0	4	8	26
15-16 years old	0	0	13	14
17 years or older	0	0	1	5
Any other illegal drug or pill to get "high"				
Never	100	98	92	63
10 or under	0	0	0	3
11-12 years old	0	1	1	8
13-14 years old	0	2	2	8
15-16 years old	0	0	4	15
17 years or older	0	0	0	2

Question HS A.49, 52, 53/MS A.42, 45, 46: About how old were you the first time you did any of these things? Had a drink of an alcoholic beverage (other than a sip or two)... Used marijuana or hashish... Used any other illegal drug or pill to get "high."
Note: Cells are empty if there are less than 25 respondents.

Table A6.5
Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	3	8	25	40
Binge drinking (5 or more drinks in a row)	0	3	15	34
Marijuana	0	3	13	41
Inhalants	1	0	1	9
Prescription pain medications to get "high" or for reasons other than prescribed	na	2	3	31
Other drug, pill, or medicine to get "high" or for other than medical reasons	0	1	2	24
Any drug use	1	4	14	46
Heavy drug user	0	2	9	34
Any AOD Use	3	10	27	53
Two or more drugs at the same time	na	1	6	25

Question HS A.57-63/MS A.50-53, 54: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)... inhalants (things you sniff, huff, or breathe to get "high")... prescription pain medications to get "high" or for reasons other than prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)... any other drug, pill, or medicine to get "high" or for other than medical reasons... two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.6
Frequency of Current AOD Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)				
0 days	97	92	75	60
1 or 2 days	2	6	15	19
3 to 9 days	0	1	7	12
10 to 19 days	0	1	2	7
20 or more days	0	0	1	2
Binge drinking (5 or more drinks in a row)				
0 days	100	97	85	66
1 or 2 days	0	2	9	22
3 to 9 days	0	1	4	5
10 to 19 days	0	0	1	5
20 or more days	0	0	1	2
Marijuana				
0 days	100	97	87	59
1 or 2 days	0	2	6	17
3 to 9 days	0	1	3	3
10 to 19 days	0	0	2	7
20 or more days	0	0	2	14

Question HS A.57-59/MS A.50-52: During the past 30 days, on how many days did you use... at least one drink of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (pot, weed, grass, hash, bud)?
Note: Cells are empty if there are less than 25 respondents.

Table A6.7
Lifetime Drunk or "High"

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very drunk or sick after drinking alcohol				
0 times	99	95	77	58
1 to 2 times	1	3	12	15
3 to 6 times	0	1	6	17
7 or more times	0	1	5	10
"High" (loaded, stoned, or wasted) from using drugs				
0 times	100	94	79	47
1 to 2 times	0	2	6	10
3 to 6 times	0	1	3	5
7 or more times	0	2	11	37
Very drunk or "high" 7 or more times	0	2	13	37

Question HS A.46, 47/MS A.39, 40: During your life, how many times have you been... very drunk or sick after drinking alcohol... "high" (loaded, stoned, or wasted) from using drugs?
Note: Cells are empty if there are less than 25 respondents.

Table A6.8
Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
Does not apply, don't use	na	94	77	61
0 times	na	4	20	19
1 time	na	1	2	14
2 to 3 times	na	0	0	3
4 or more times	na	0	0	3
Marijuana				
Does not apply, don't use	na	95	82	54
0 times	na	3	13	15
1 time	na	1	3	22
2 to 3 times	na	0	1	3
4 or more times	na	0	1	5

Question HS A.81, 82: How many times have you tried to quit or stop using... alcohol... marijuana?
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A6.9
Drinking While Driving

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Driven a car when you had been drinking, or been in a car driven by a friend who had been drinking				
Never	na	93	88	58
1 time	na	3	6	14
2 times	na	2	3	12
3 to 6 times	na	1	2	9
7 or more times	na	1	1	7
Have ridden in a car driven by someone who had been drinking				
Never	76	na	na	na
1 time	11	na	na	na
2 times	5	na	na	na
3 to 6 times	3	na	na	na
7 or more times	4	na	na	na

Question HS A.83/MS A.71: During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?... In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle/high school students.

Table A6.10
Lifetime Drunk or "High" on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	100	98	92	59
1 to 2 times	0	1	4	10
3 to 6 times	0	0	3	12
7 or more times	0	1	2	19

Question HS A.48/MS A.41: During your life, how many times have you been... drunk on alcohol or "high" on drugs on school property?
Note: Cells are empty if there are less than 25 respondents.

Table A6.11
Current AOD Use on School Property

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol				
0 days	99	99	97	80
1 to 2 days	0	1	2	14
3 or more days	0	0	1	7
Marijuana				
0 days	100	99	97	75
1 to 2 days	0	0	2	12
3 or more days	0	0	1	14
Any other illegal drug or pill to get "high"				
0 days	100	99	99	85
1 to 2 days	0	0	1	7
3 or more days	0	0	0	8
Any of the above	1	2	4	31

Question HS A.67-69/MS A.58-60: During the past 30 days, on how many days on school property did you... have at least one drink of alcohol... smoke marijuana... use any other illegal drug or pill to get "high"?
Note: Cells are empty if there are less than 25 respondents.

Table A6.12
Perceived Harm and Availability

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Alcohol - drink occasionally				
Great	22	24	19	18
Moderate	29	29	27	38
Slight	30	33	38	24
None	19	14	17	20
Alcohol - 5 or more drinks once or twice a week				
Great	58	67	59	37
Moderate	22	20	27	42
Slight	5	5	9	10
None	14	8	5	10
Marijuana - smoke occasionally				
Great	47	41	26	25
Moderate	31	31	25	17
Slight	8	15	25	22
None	15	13	24	36
Marijuana - smoke once or twice a week				
Great	68	64	44	31
Moderate	13	18	23	17
Slight	4	8	16	14
None	15	11	16	38
Perceived Difficulty of Obtaining...				
Alcohol				
Very difficult	19	6	4	10
Fairly difficult	13	8	5	9
Fairly easy	14	24	28	14
Very easy	9	28	45	47
Don't know	46	33	18	21
Marijuana				
Very difficult	33	10	5	12
Fairly difficult	10	12	6	7
Fairly easy	4	19	26	9
Very easy	3	17	39	52
Don't know	50	41	24	21

Question HS A.72-75, 77, 78/MS A.63-66, 68, 69: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol occasionally... Have five or more drinks of an alcoholic beverage once or twice a week... Smoke marijuana occasionally... Smoke marijuana once or twice a week... How difficult is it for students in your grade to get any of the following substances if they really want them?... Alcohol... Marijuana.
Note: Cells are empty if there are less than 25 respondents.

7. Tobacco Use

Table A7.1
Summary of Key CHKS Tobacco Indicators

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Use Prevalence and Patterns					
Ever smoked a whole cigarette	0	3	9	44	A7.2
Current cigarette smoking‡	0	1	3	29	A7.4
Current cigarette smoking at school‡	0	0	1	14	A7.5
Ever tried smokeless tobacco	1	2	7	20	A7.2
Current smokeless tobacco use‡	0	1	3	10	A7.4
Current smokeless tobacco use at school‡	0	0	1	8	A7.5
Ever used electronic cigarettes or other vaping device	2	12	27	58	A7.2
Current use of electronic cigarettes or other vaping device‡	1	5	12	37	A7.4
Current use of electronic cigarettes or other vaping device at school‡	0	2	3	21	A7.5
Cessation Attempts					
Tried to quit or stop using cigarettes	na	1	1	20	A7.6
Attitudes and Correlates					
Occasional smoking great harm	33	36	35	36	A7.8
Smoking 1-2 packs per day great harm	75	81	83	68	A7.8
Strongly disapprove of peer smoking 1 or more packs of cigarettes a day	89	76	68	58	A7.7
Very easy to obtain cigarettes	4	16	27	47	A7.8

Notes: Cells are empty if there are less than 25 respondents.
‡*Past 30 days.*

Table A7.2
Lifetime Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
A cigarette, even one or two puffs				
0 times	99	na	na	na
1 time	1	na	na	na
2 to 3 times	0	na	na	na
4 or more times	0	na	na	na
A whole cigarette				
0 times	100	97	91	56
1 time	0	1	3	2
2 to 3 times	0	1	2	14
4 or more times	0	1	4	28
Smokeless tobacco				
0 times	99	98	93	80
1 time	0	1	2	7
2 to 3 times	0	0	2	3
4 or more times	0	1	3	10
An electronic cigarette or other vaping device				
0 times	98	88	73	42
1 time	1	3	6	2
2 to 3 times	1	3	5	8
4 or more times	0	5	16	47

Question HS A.32-34/MS A.31-34: During your life, how many times have you used the following substances? A cigarette, even one or two puffs... A whole cigarette... Smokeless tobacco (dip, chew, or snuff such as Redman™, Skoal™, or Beechnut™)... Electronic cigarettes, e-cigarettes or other vaping device such as e-hookah, hookah pens or vape pens.
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of high school students.

Table A7.3
Age of Onset – Tobacco Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked part or all of a cigarette				
Never	99	96	90	54
10 or under	0	1	1	5
11-12 years old	0	1	1	10
13-14 years old	0	2	3	10
15-16 years old	0	0	5	19
17 years or older	0	0	0	2
Smokeless tobacco				
Never	100	97	90	75
10 or under	0	0	0	2
11-12 years old	0	1	0	7
13-14 years old	0	2	3	4
15-16 years old	0	0	6	7
17 years or older	0	0	0	5

Question HS A.50-51/MS A.43-44: About how old were you the first time you did any of these things? Smoked part or all of a cigarette... Used smokeless tobacco or other tobacco products.
Note: Cells are empty if there are less than 25 respondents.

Table A7.4
Any Current Use and Daily Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
Any	0	1	3	29
Daily (20 or more days)	0	0	0	2
Smokeless Tobacco				
Any	0	1	3	10
Daily (20 or more days)	0	0	0	0
Electronic cigarette				
Any	1	5	12	37
Daily (20 or more days)	0	1	2	8

Question HS A.54-56/MS A.47-49: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew or snuff)... an electronic cigarette or any other nicotine delivery device?
Note: Cells are empty if there are less than 25 respondents.

Table A7.5
Current Smoking on School Property, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Cigarette				
0 days	100	100	99	86
1 or 2 days	0	0	0	8
3 to 9 days	0	0	0	3
10 to 19 days	0	0	0	0
20 or more days	0	0	0	2
Smokeless Tobacco				
0 days	100	100	99	92
1 or 2 days	0	0	0	7
3 to 9 days	0	0	0	2
10 to 19 days	0	0	0	0
20 or more days	0	0	0	0
Electronic cigarette or other vaping device				
0 days	100	98	97	79
1 or 2 days	0	1	2	10
3 to 9 days	0	0	1	3
10 to 19 days	0	0	0	2
20 or more days	0	0	0	5

Question HS A.64-66/MS A.55-57: During the past 30 days, on how many days on school property did you... smoke cigarettes... use smokeless tobacco... use electronic cigarettes, e-cigarettes or other vaping device such as e-hookah, hookah pens or vape pens?
Note: Cells are empty if there are less than 25 respondents.

Table A7.6
Cigarette Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Does not apply, don't use	na	98	95	69
0 times	na	1	4	10
1 time	na	1	1	17
2 to 3 times	na	0	0	2
4 or more times	na	0	0	2

Question HS A.80: How many times have you tried to quit or stop using cigarettes?

Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A7.7
Personal Disapproval of Peer Cigarette Smoking, One or More Packs A Day

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Neither approve nor disapprove	5	11	17	19
Somewhat disapprove	6	12	15	23
Strongly disapprove	89	76	68	58

Question HS A.79/MS A.70: How do you feel about someone your age smoking one or more packs of cigarettes a day?
Note: Cells are empty if there are less than 25 respondents.

Table A7.8

Perceived Harm of Cigarette Smoking and Difficulty of Obtaining Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Perceived Harm of Use...				
Smoke cigarettes occasionally				
Great	33	36	35	36
Moderate	40	39	40	41
Slight	13	17	17	14
None	14	8	7	10
Smoke 1-2 packs of cigarettes a day				
Great	75	81	83	68
Moderate	8	9	9	20
Slight	2	3	2	0
None	14	8	5	12
Perceived Difficulty of Obtaining...				
Cigarettes				
Very difficult	22	7	5	16
Fairly difficult	16	13	9	12
Fairly easy	10	25	28	5
Very easy	4	16	27	47
Don't know	48	39	30	21

Question HS A.70, 71, 76/MS A.61, 62, 67: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1-2 packs of cigarettes each day... How difficult is it for students in your grade to get any of the following substances if they really want them?... Cigarettes.

Note: Cells are empty if there are less than 25 respondents.

8. Other Physical and Mental Health Risks

Table A8.1
Cyber Bullying, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times (never)	86	86	87	83
1 time	8	7	6	8
2 to 3 times	4	4	4	5
4 or more times	3	3	3	3

Question HS A.106/MS A.95: During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, MySpace™, email, instant message)?
Note: Cells are empty if there are less than 25 respondents.

Table A8.2
Alone After School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Never	35	na	na	na
1 day	20	na	na	na
2 days	15	na	na	na
3 days	10	na	na	na
4 days	5	na	na	na
5 days	16	na	na	na

Question MS A.73: In a normal week, how many days are you home after school for at least one hour without an adult there?
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of high school students.

Table A8.3
Eating of Breakfast

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	14	21	25	39
Yes	86	79	75	61

Question HS A.110/MS A.98: Did you eat breakfast today?
Note: Cells are empty if there are less than 25 respondents.

Table A8.4
Chronic Sad or Hopeless Feelings, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	86	78	73	62
Yes	14	22	27	38

Question HS A.108/MS A.97: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?
Note: Cells are empty if there are less than 25 respondents.

Table A8.5
Seriously Considered Attempting Suicide, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	na	87	86	80
Yes	na	13	14	20

Question HS A.109: During the past 12 months, did you ever seriously consider attempting suicide?
Notes: Cells are empty if there are less than 25 respondents.
na—Not asked of middle school students.

Table A8.6
Gang Involvement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	95	95	94	92
Yes	5	5	6	8

Question HS A.107/MS A.96: Do you consider yourself a member of a gang?
Note: Cells are empty if there are less than 25 respondents.

9. Race/Ethnic Breakdowns

Table A9.1

School Developmental Supports and Connectedness by Race/Ethnicity - 7th Grade

Percent of students scoring High (%)	Grade 7						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	41	59	47	35	48	46	46
Caring adults in school	40	49	43	28	58	44	43
High expectations-adults in school	52	66	57	58	70	59	60
Meaningful participation at school	20	36	29	18	18	22	25
School Connectedness	72	81	76	64	67	73	73
Academic Motivation	48	58	56	36	52	44	48

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.2

School Developmental Supports and Connectedness by Race/Ethnicity - 9th Grade

Percent of students scoring High (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	27		34	27	27	36	30
Caring adults in school	28		29	32	22	34	29
High expectations-adults in school	42		43	38	33	46	41
Meaningful participation at school	16		18	12	16	21	18
School Connectedness	64		68	49	57	70	68
Academic Motivation	35		46	35	24	37	35

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.3

School Developmental Supports and Connectedness by Race/Ethnicity - 11th Grade

Percent of students scoring High (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports	31		35	33	34	36	31
Caring adults in school	31		34	35	38	39	31
High expectations-adults in school	36		39	39	50	43	38
Meaningful participation at school	14		21	17	12	19	16
School Connectedness	57		61	41	62	66	53
Academic Motivation	30		37	24	24	32	31

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.4

School Developmental Supports and Connectedness by Race/Ethnicity - Non-Traditional

Percent of students scoring High (%)	NT						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
School Environment							
Total school supports						46	
Caring adults in school						43	
High expectations-adults in school						50	
Meaningful participation at school						14	
School Connectedness						68	
Academic Motivation						21	

Notes: Cells are empty if there are less than 25 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races.

Table A9.5
Current Cigarette Smoking, by Race/Ethnicity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoked cigarettes in the past 30 days				
Hispanic or Latino	0	1	5	
American Indian or Alaska Native	2			
Asian	0	0	1	
Black or African American	0	2	9	
Native Hawaiian or Pacific Islander	0	0	2	
White	0	2	3	32
Mixed (two or more) races	1	1	5	

Notes: Cells are empty if there are less than 25 respondents.

10. Gender Breakdowns

Table A10.1

School Developmental Supports, Connectedness and Academic Motivation by Gender

Percent of Students Scoring High	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
School Environment								
Total school supports	50	44	33	34	36	34	36	39
Caring adults in school	47	40	29	33	37	35	43	39
High expectations-adults in school	60	57	43	44	43	39	46	42
Meaningful participation at school	25	25	18	19	18	20	11	19
School Connectedness	75	73	67	69	61	61	54	52
Academic Motivation	53	45	44	35	40	25	21	32

Note: Cells are empty if there are less than 25 respondents.

Table A10.2

Selected Alcohol and Drug Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Lifetime and Current AOD Use								
During your life, did you ever...								
drink alcohol (one full drink)?	3	5	16	13	41	40	54	61
use inhalants?	2	2	2	2	3	3	11	23
smoke marijuana?	0	1	6	6	21	26	64	55
During the past 30 days, did you...								
drink alcohol (one full drink)?	2	3	9	7	25	24	29	50
use inhalants?	0	1	1	0	0	1	7	10
smoke marijuana?	0	0	3	3	10	16	46	35
Level of Involvement (High Risk Patterns)								
During your life, have you ever...								
been very drunk or sick after drinking alcohol?	1	1	7	4	24	23	39	45
been "high" from using drugs?	0	1	5	6	18	24	54	52
During the past 30 days, did you drink 5 or more drinks of alcohol in a couple of hours?	0	0	3	2	13	16	29	39
AOD Use at School								
During your life, have you ever been drunk or "high" on school property?	0	0	2	2	7	10	43	39
During the past 30 days, did you use marijuana on school property?	0	0	1	1	2	4	21	29
Perceived Harm								
Frequent use of...is harmful.[A]								
alcohol (five or more drinks once or twice a week)	86	85	93	91	96	94	89	90
marijuana (once or twice a week)	86	85	91	87	88	79	61	63

Notes: Cells are empty if there are less than 25 respondents.

[A]*Combines Great, Moderate, and Slight.*

Table A10.3

Selected Tobacco Use Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During your life, did you ever smoke a cigarette?	0	1	3	3	6	12	43	45
During the past 30 days, did you smoke a cigarette?	0	0	1	1	2	4	29	29
During the past 30 days, did you smoke cigarettes daily?	0	0	0	0	0	0	4	0
During the past 30 days, did you smoke cigarettes on school property?	0	0	0	0	0	1	11	16
Frequent use of cigarettes is harmful. (1-2 packs a day)[A]	86	85	93	91	95	94	89	87

Notes: Cells are empty if there are less than 25 respondents.
[A]Combines Great, Moderate, and Slight.

Table A10.4

School Safety - Related Indicators by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
During the past 12 months at school, have you been harassed or bullied for any of the following reasons?								
Race, ethnicity, or national origin	10	13	14	16	13	15	11	7
Religion	5	8	9	10	8	11	18	10
Gender	7	4	14	3	13	3	14	13
Gay/lesbian, or someone thought you were	5	8	6	7	4	6	18	13
Physical/mental disability	3	3	3	4	4	3	7	13
Any other reason	23	20	22	19	15	16	25	19
During the past 12 months at school, have you been in a physical fight?	3	11	3	10	2	8	18	10
Feels safe at school	85	81	80	81	82	81	75	60
Currently belong to a gang	4	5	4	6	2	9	7	10

Note: Cells are empty if there are less than 25 respondents.

Table A10.5

Physical and Mental Health Measures by Gender

	Grade 7		Grade 9		Grade 11		NT	
	Female %	Male %	Female %	Male %	Female %	Male %	Female %	Male %
Eating of breakfast	82	89	74	83	74	77	54	68
Chronic sad or hopeless feelings	18	9	29	14	33	20	52	26

Note: Cells are empty if there are less than 25 respondents.

School Climate Module

1. Module Sample

Table M1.1
Student Sample for School Climate Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	2,582	2,521	2,296	119
Final number	2,337	2,319	2,031	58
Average Response Rate	91%	92%	88%	49%

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

2. Supports for Learning & Student Academic Engagement

Table M2.1
Supports for Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students at this school are motivated to learn.				
Strongly disagree	3	6	6	22
Disagree	6	8	10	21
Neither disagree nor agree	30	31	28	28
Agree	39	39	39	17
Strongly agree	22	16	17	12
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.				
Strongly disagree	3	4	5	9
Disagree	4	5	8	9
Neither disagree nor agree	14	18	21	25
Agree	36	45	42	32
Strongly agree	44	27	23	26
My teachers work hard to help me with my schoolwork when I need it.				
Strongly disagree	3	4	5	10
Disagree	3	5	8	3
Neither disagree nor agree	14	19	23	28
Agree	39	47	43	36
Strongly agree	41	25	20	22
Teachers show how classroom lessons are helpful to students in real life.				
Strongly disagree	4	7	11	12
Disagree	7	11	19	12
Neither disagree nor agree	19	25	28	40
Agree	39	39	29	26
Strongly agree	31	18	13	10

Question HS/MS M.1-4: How strongly do you agree or disagree with the following statements about your school?... Students at this school are motivated to learn... Adults at this school encourage me to work hard so I can be successful in college or at the job I choose... My teachers work hard to help me with my schoolwork when I need it... Teachers show how classroom lessons are helpful to students in real life.
Note: Cells are empty if there are less than 25 respondents.

Table M2.1
Supports for Learning – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers give students a chance to take part in classroom discussions or activities.				
Strongly disagree	3	3	4	11
Disagree	3	3	5	7
Neither disagree nor agree	12	14	17	32
Agree	41	52	51	33
Strongly agree	41	28	23	18
This school promotes academic success for all students.				
Strongly disagree	3	4	5	9
Disagree	2	3	6	7
Neither disagree nor agree	11	14	17	29
Agree	38	46	44	33
Strongly agree	47	34	27	22
This school is a supportive and inviting place for students to learn.				
Strongly disagree	3	4	6	9
Disagree	3	4	7	5
Neither disagree nor agree	13	17	23	33
Agree	37	45	43	33
Strongly agree	44	29	22	21
Teachers go out of their way to help students.				
Strongly disagree	4	6	9	9
Disagree	5	10	13	7
Neither disagree nor agree	24	29	30	31
Agree	36	37	34	29
Strongly agree	30	18	14	24

Question HS/MS M.5-8: How strongly do you agree or disagree with the following statements about your school?... Teachers give students a chance to take part in classroom discussions or activities... This school promotes academic success for all students... This school is a supportive and inviting place for students to learn... Teachers go out of their way to help students.

Note: Cells are empty if there are less than 25 respondents.

Table M2.1
Supports for Learning – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students really enjoy their classes.				
Strongly disagree	5	9	11	16
Disagree	11	14	18	12
Neither disagree nor agree	40	42	41	47
Agree	29	25	21	16
Strongly agree	15	9	8	10
Teachers help students catch up when they return from an absence.				
Strongly disagree	5	10	13	12
Disagree	8	14	18	7
Neither disagree nor agree	21	28	29	31
Agree	38	33	29	24
Strongly agree	28	15	11	26
My teachers give me useful feedback on my work.				
Strongly disagree	3	6	7	9
Disagree	6	8	13	5
Neither disagree nor agree	21	26	29	34
Agree	41	42	38	29
Strongly agree	29	17	13	22
My classes are challenging.				
Strongly disagree	8	5	4	22
Disagree	13	8	4	10
Neither disagree nor agree	36	28	17	41
Agree	29	40	39	19
Strongly agree	13	19	36	7

Question HS/MS M.9-12: How strongly do you agree or disagree with the following statements about your school?... Students really enjoy their classes... Teachers help students catch up when they return from an absence... My teachers give me useful feedback on my work... My classes are challenging.

Note: Cells are empty if there are less than 25 respondents.

Table M2.2

Student Academic Mindset and Learning Engagement

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students pay attention in class.				
Strongly disagree	5	6	7	31
Disagree	9	12	14	10
Neither disagree nor agree	41	45	43	33
Agree	33	29	28	12
Strongly agree	11	9	8	14
Students try their best in school.				
Strongly disagree	4	5	6	24
Disagree	7	9	10	16
Neither disagree nor agree	38	43	41	34
Agree	35	32	32	16
Strongly agree	16	11	11	10
Students usually follow the rules at school.				
Strongly disagree	4	4	5	21
Disagree	8	8	10	16
Neither disagree nor agree	29	36	36	31
Agree	44	41	40	21
Strongly agree	16	11	10	12
Students turn in their homework on time.				
Strongly disagree	4	4	4	21
Disagree	8	8	9	16
Neither disagree nor agree	41	43	40	34
Agree	37	36	37	22
Strongly agree	11	9	9	7

Question HS/MS M.52-55: How strongly do you agree or disagree with the following statements about your school?... Students pay attention in class... Students try their best in school... Students usually follow the rules at school... Students turn in their homework on time.

Note: Cells are empty if there are less than 25 respondents.

Table M2.2

Student Academic Mindset and Learning Engagement – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students try to get good grades.				
Strongly disagree	3	3	4	21
Disagree	4	4	5	7
Neither disagree nor agree	28	33	29	41
Agree	39	41	42	21
Strongly agree	26	19	21	10

Question HS/MS M.56: How strongly do you agree or disagree with the following statements about your school?... Students try to get good grades.

Note: Cells are empty if there are less than 25 respondents.

3. Fairness and Respect for Diversity

Table M3.1
Fairness and Respect

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Adults at this school treat all students with respect.				
Strongly disagree	4	7	9	12
Disagree	6	8	14	4
Neither disagree nor agree	20	27	29	35
Agree	36	39	33	28
Strongly agree	34	20	15	21
Students treat teachers with respect.				
Strongly disagree	4	7	8	16
Disagree	8	12	19	14
Neither disagree nor agree	30	35	34	34
Agree	37	34	29	22
Strongly agree	20	12	10	14
The school rules are fair.				
Strongly disagree	5	5	11	16
Disagree	7	7	15	7
Neither disagree nor agree	19	25	28	28
Agree	38	43	32	31
Strongly agree	31	19	13	19
All students are treated fairly when they break school rules.				
Strongly disagree	7	7	11	12
Disagree	9	9	15	9
Neither disagree nor agree	24	28	28	43
Agree	35	40	33	21
Strongly agree	26	17	13	16

Question HS/MS M.13-16: How strongly do you agree or disagree with the following statements about your school?... Adults at this school treat all students with respect... Students treat teachers with respect... The school rules are fair... All students are treated fairly when they break school rules.
Note: Cells are empty if there are less than 25 respondents.

Table M3.2
Respect for Diversity

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
My class lessons include examples of my racial, ethnic, or cultural background.				
Strongly disagree	8	8	10	17
Disagree	9	11	13	10
Neither disagree nor agree	40	43	38	45
Agree	28	28	28	17
Strongly agree	14	10	11	10
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.				
Strongly disagree	61	45	43	47
Disagree	20	28	30	22
Neither disagree nor agree	12	19	19	28
Agree	4	5	6	2
Strongly agree	3	3	3	2
There is a lot of tension in this school between people of different cultures, races, or ethnicities.				
Strongly disagree	46	34	34	37
Disagree	25	30	31	25
Neither disagree nor agree	19	25	24	32
Agree	7	7	8	4
Strongly agree	3	4	4	4
Students in this school respect each other's differences.				
Strongly disagree	8	9	9	14
Disagree	8	9	11	14
Neither disagree nor agree	24	32	30	33
Agree	36	35	34	21
Strongly agree	24	16	15	19

Question HS/MS M.43-46: How strongly do you agree or disagree with the following statements about your school?... My class lessons include examples of my racial, ethnic, or cultural background... I have been disrespected by an adult at this school because of my race, ethnicity, or culture... There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation).

Note: Cells are empty if there are less than 25 respondents.

Table M3.2
Respect for Diversity – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Adults in this school respect differences in students.				
Strongly disagree	6	6	6	14
Disagree	3	5	7	5
Neither disagree nor agree	16	25	27	26
Agree	35	40	38	22
Strongly agree	40	24	21	33
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 disagree	5	6	6	14
Disagree	3	6	8	9
Neither disagree nor agree	21	31	33	40
Agree	36	37	35	19
Strongly agree	35	22	18	19

Question HS/MS M.47-48: How strongly do you agree or disagree with the following statements about your school?... Adults in this school respect differences in students (for example, 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 25 respondents.

4. Disciplinary Environment

Table M4.1

Consistency and Clarity of Rules and Expectations

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school clearly informs students what would happen if they break school rules.				
Strongly disagree	3	4	6	14
Disagree	4	7	10	7
Neither disagree nor agree	15	20	21	38
Agree	38	43	43	29
Strongly agree	40	25	20	13
Rules in this school are made clear to students.				
Strongly disagree	3	3	4	10
Disagree	5	8	10	12
Neither disagree nor agree	19	28	29	34
Agree	47	46	45	31
Strongly agree	26	14	12	12
Students know how they are expected to act.				
Strongly disagree	2	3	3	12
Disagree	3	4	4	12
Neither disagree nor agree	17	22	21	28
Agree	49	55	57	32
Strongly agree	29	17	16	16
Students know what the rules are.				
Strongly disagree	2	3	3	12
Disagree	4	5	5	9
Neither disagree nor agree	15	24	24	33
Agree	51	53	54	34
Strongly agree	28	15	15	12
This school makes it clear how students are expected to act.				
Strongly disagree	3	3	3	11
Disagree	3	4	6	5
Neither disagree nor agree	16	24	22	39
Agree	47	51	53	30
Strongly agree	32	17	16	16

Question HS/MS M.17, 23-26: How strongly do you agree or disagree with the following statements about your school?... This school clearly informs students what would happen if they break school rules... Rules in this school are made clear to students... Students know how they are expected to act... Students know what the rules are... This school makes it clear how students are expected to act.
Note: Cells are empty if there are less than 25 respondents.

Table M4.2
Disciplinary Harshness

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The rules in this school are too strict.				
Strongly disagree	17	12	9	31
Disagree	32	29	22	19
Neither disagree nor agree	31	38	36	40
Agree	11	14	20	7
Strongly agree	9	8	13	3
It is easy for students to get kicked out of class or get suspended.				
Strongly disagree	17	9	8	24
Disagree	31	22	23	19
Neither disagree nor agree	30	41	40	41
Agree	13	19	19	10
Strongly agree	8	8	10	5
Students get in trouble for breaking small rules.				
Strongly disagree	7	6	7	24
Disagree	13	16	13	19
Neither disagree nor agree	40	40	34	34
Agree	27	28	31	21
Strongly agree	13	11	15	2
Teachers are very strict here.				
Strongly disagree	9	5	5	28
Disagree	25	19	15	22
Neither disagree nor agree	49	54	53	38
Agree	12	16	21	9
Strongly agree	4	5	6	3

Question HS/MS M.19-22: How strongly do you agree or disagree with the following statements about your school?... The rules in 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 25 respondents.

Table M4.3
Behaving in School

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students at this school are well-behaved.				
Strongly disagree	5	7	6	23
Disagree	9	10	12	14
Neither disagree nor agree	39	39	38	33
Agree	33	33	33	16
Strongly agree	15	12	11	14

Question HS/MS M.18: How strongly do you agree or disagree with the following statements about your school?... Students at this school are well-behaved.

Note: Cells are empty if there are less than 25 respondents.

5. Student Peer Relationships

Table M5.1
Peer Caring Relationships

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Students enjoy doing things with each other in school activities.				
Strongly disagree	3	3	3	10
Disagree	4	4	6	5
Neither disagree nor agree	25	26	26	50
Agree	41	48	47	22
Strongly agree	28	19	18	12
Students enjoy working together on projects in class.				
Strongly disagree	3	5	5	10
Disagree	4	5	9	9
Neither disagree nor agree	24	28	27	45
Agree	40	42	42	24
Strongly agree	29	20	17	12
Students care about each other.				
Strongly disagree	4	4	5	10
Disagree	4	6	8	7
Neither disagree nor agree	30	34	32	55
Agree	41	42	41	21
Strongly agree	20	14	14	7
Students treat each other with respect.				
Strongly disagree	4	5	6	12
Disagree	7	8	10	10
Neither disagree nor agree	34	37	36	40
Agree	37	39	37	29
Strongly agree	18	12	12	9
Students get along well with each other.				
Strongly disagree	3	4	4	10
Disagree	6	6	6	10
Neither disagree nor agree	34	36	35	41
Agree	40	41	42	29
Strongly agree	17	12	13	9

Question HS/MS M.27-31: How strongly do you agree or disagree with the following statements about your school?... Students enjoy doing things with each other in school activities... Students enjoy working together on projects in class... Students care about each other... Students treat each other with respect... Students get along well with each other.
Note: Cells are empty if there are less than 25 respondents.

6. Social and Emotional Learning

Table M6.1
Supports for Social and Emotional Learning

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school encourages students to feel responsible for how they act.				
Strongly disagree	3	3	4	12
Disagree	3	4	6	3
Neither disagree nor agree	21	28	31	36
Agree	45	48	45	34
Strongly agree	27	16	13	14
Students are often given rewards for being good.				
Strongly disagree	8	12	15	12
Disagree	16	19	24	14
Neither disagree nor agree	32	37	33	42
Agree	30	25	21	23
Strongly agree	14	8	7	9
This school encourages students to understand how others think and feel.				
Strongly disagree	4	5	7	16
Disagree	5	9	15	7
Neither disagree nor agree	26	33	34	34
Agree	43	40	33	34
Strongly agree	23	13	11	9
Students are taught that they can control their own behavior.				
Strongly disagree	4	4	6	11
Disagree	5	8	10	5
Neither disagree nor agree	22	30	34	42
Agree	45	44	38	30
Strongly agree	24	14	12	12

Question HS/MS M.32-35: How strongly do you agree or disagree with the following statements about your school?... This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.
Note: Cells are empty if there are less than 25 respondents.

Table M6.1

Supports for Social and Emotional Learning – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
This school helps students solve conflicts with one another.				
Strongly disagree	4	6	9	12
Disagree	7	11	17	12
Neither disagree nor agree	23	34	37	45
Agree	42	38	28	22
Strongly agree	23	12	9	9
This school encourages students to care about how others feel.				
Strongly disagree	3	5	7	16
Disagree	5	8	12	7
Neither disagree nor agree	22	31	36	35
Agree	45	43	34	30
Strongly agree	25	13	11	12

Question HS/MS M.36-37: How strongly do you agree or disagree with the following statements about your school?... This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 25 respondents.

7. School Anti-Bullying Climate

Table M7.1
School Responses to Bullying

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Teachers here make it clear to students that bullying is not tolerated.				
Strongly disagree	3	4	5	12
Disagree	2	4	7	5
Neither disagree nor agree	12	22	24	33
Agree	34	42	41	26
Strongly agree	49	28	23	24
If another student was bullying me, I would tell one of the teachers or staff at school.				
Strongly disagree	5	8	11	14
Disagree	6	9	15	7
Neither disagree nor agree	19	28	27	38
Agree	34	34	31	22
Strongly agree	36	21	16	19
Students tell teachers when other students are being bullied.				
Strongly disagree	7	10	13	16
Disagree	11	15	24	14
Neither disagree nor agree	36	39	36	47
Agree	28	25	20	19
Strongly agree	17	10	8	5

Question HS/MS M.38-40: How strongly do you agree or disagree with the following statements about your school?... Teachers here make it clear to students that bullying is not tolerated... If another student was bullying me, I would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.
Note: Cells are empty if there are less than 25 respondents.

Table M7.1

School Responses to Bullying – Continued

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
If I tell a teacher that someone is bullying me, the teacher will do something to help.				
Strongly disagree	4	5	6	12
Disagree	4	5	7	3
Neither disagree nor agree	18	28	29	36
Agree	38	42	40	24
Strongly agree	37	21	18	24
Students here try to stop bullying when they see it happening.				
Strongly disagree	7	7	9	14
Disagree	10	12	15	5
Neither disagree nor agree	35	39	38	55
Agree	31	30	29	19
Strongly agree	18	11	10	7

Question HS/MS M.41-42: How strongly do you agree or disagree with the following statements about your school?... If I tell a teacher that someone is bullying me, the teacher will do something to help... Students here try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 25 respondents.

8. Facilities Physical Environment

Table M8.1
Quality of Physical Environment

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
The schoolyard and buildings are clean and in good condition.				
Strongly disagree	4	4	6	17
Disagree	5	6	7	10
Neither disagree nor agree	18	24	24	22
Agree	38	40	40	22
Strongly agree	34	26	23	28
My school is usually clean and tidy.				
Strongly disagree	4	4	5	16
Disagree	5	6	8	7
Neither disagree nor agree	18	25	24	31
Agree	39	41	40	19
Strongly agree	34	24	23	28
The school grounds are kept clean.				
Strongly disagree	3	4	5	16
Disagree	5	7	8	11
Neither disagree nor agree	19	24	24	30
Agree	40	40	39	18
Strongly agree	33	24	23	26

Question HS/MS M.49-51: How strongly do you agree or disagree with the following statements about your school?... The schoolyard and buildings are clean and in good condition... My school is usually clean and tidy... The school grounds are kept clean.
Note: Cells are empty if there are less than 25 respondents.

Tobacco Module

1. Module Sample

Table P1.1
Student Sample for Tobacco Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	2,582	2,521	2,296	119
Final number	2,398	2,355	2,070	59
Average Response Rate	93%	93%	90%	50%

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

2. Smoking Patterns and Access to Cigarettes

Table P2.1
Lifetime Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Every smoked cigarettes daily				
No	100	99	98	74
Yes	0	1	2	26
Smoked 100 cigarettes				
No	100	99	99	83
Yes	0	1	1	17

Question HS/MS P.1, 4: Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?... Have you smoked 100 cigarettes in your life?
Note: Cells are empty if there are less than 25 respondents.

Table P2.2
Smoking in Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Number of cigarettes smoked per day				
None	100	99	97	76
Less than 1 cigarette per day	0	0	1	5
1 cigarette or more per day	0	1	2	19
1 cigarette per day	0	0	1	2
2 to 5 cigarettes per day	0	0	0	12
6 to 10 cigarettes per day	0	0	0	5
11 to 20 cigarettes per day	0	0	0	0
More than 20 cigarettes per day	0	0	0	0
Sources for Obtaining Cigarettes				
Did not smoke cigarettes in the past 30 days	99	98	96	74
Bought them in a store	0	0	0	2
Bought them from a vending machine	0	0	0	0
Gave someone else money to buy them for me	0	0	1	10
Borrowed them from someone else	0	0	1	7
Took them from a store or family member	0	0	0	2
A friend gave them to me	0	0	0	2
A person 18 years or older gave them to me	0	0	0	3
Other people gave them to me	0	0	0	0
Got them some other way	0	0	0	0
Current cigar smoking				
0 days	99	99	95	81
1 to 2 days	0	1	3	3
3 to 5 days	0	0	1	8
6 to 9 days	0	0	0	2
10 to 19 days	0	0	0	3
20 to 30 days	0	0	0	2

Question HS/MS P.3, 5, 6: During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?... If you smoked cigarettes during the past 30 days, how did you usually get them? (Select Only One Response.)... During the past 30 days, on how many days did you smoke any cigars, cigarillos, or little cigars (Swishers™, Black&Mild™, or Prime Times™)?
Note: Cells are empty if there are less than 25 respondents.

Table P2.3
Ever Smoke to Control Weight

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	100	99	99	93
Yes	0	1	1	7

Question HS/MS P.2: Did you ever smoke to control your weight?
Note: Cells are empty if there are less than 25 respondents.

Table P2.4
Current Desire to Quit Smoking Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
I don't smoke cigarettes; does not apply	99	98	97	80
No	1	1	2	12
Yes	1	0	1	8

Question HS/MS P.7: If you now smoke cigarettes, would you like to quit smoking?
Note: Cells are empty if there are less than 25 respondents.

3. Smoking Cessation

Table P3.1
Likelihood of Quitting

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Definitely will	91	87	83	72
Probably will	2	4	4	4
May or may not	2	4	7	13
Probably will not	1	1	2	7
Definitely will not	4	4	4	4

Question HS/MS P.8: If you are currently using tobacco, how likely are you to try to quit?
Note: Cells are empty if there are less than 25 respondents.

Table P3.2
Lifetime Frequency of Smoking Cessation Attempts

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Don't smoke cigarettes; does not apply	99	97	96	73
0 times	1	1	2	7
One or more times	0	1	2	20
1 time	0	1	1	15
2 to 3 times	0	0	0	2
4 or more times	0	0	0	3

Question HS/MS P.9: How many times have you tried to quit smoking cigarettes?
Note: Cells are empty if there are less than 25 respondents.

Table P3.3
Control Over Quitting

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No control at all	11	10	10	25
A little control	3	3	3	8
Medium control	3	5	4	4
A lot of control	3	6	6	8
Total control	80	76	76	54

Question HS/MS P.10: How much control do you have over whether you quit using tobacco?
Note: Cells are empty if there are less than 25 respondents.

Table P3.4
Type of Help Sought at School to Help Quit Smoking, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Go to a special group or class				
Did not use tobacco	99	98	96	81
No	1	2	4	14
Yes	0	0	0	5
Talk to an adult at school about how to quit				
Did not use tobacco	99	98	96	82
No	1	2	4	16
Yes	0	0	0	2
Talk to a peer helper about how to quit				
Did not use tobacco	99	98	96	82
No	1	2	4	14
Yes	0	0	0	4

Question HS/MS P.11-13: If you used tobacco during the past 12 months, did you do any of the following things at school to get help to quit using?... Go to a special group or class... Talk to an adult at your school about how to quit... Talk to a peer helper about how to quit.
Note: Cells are empty if there are less than 25 respondents.

4. Attitudes and Beliefs

Table P4.1
Likelihood of Smoking in the Next Year

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Sure it will not happen	90	82	79	64
It probably will not happen	7	13	12	16
Even chance (50-50) that it will happen	1	3	4	5
It probably will happen	0	1	2	10
It will happen for sure	1	1	2	5

Question HS/MS P.17: How likely do you think it is that you will smoke one or more cigarettes in the next year?
Note: Cells are empty if there are less than 25 respondents.

Table P4.2
Agreement with Eight Statements About Smoking

Percent responding "Very much agree" or "Agree"	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Smoking makes kids look grown up	12	14	13	32
Smoking makes your teeth yellow	92	95	94	90
Smoking is cool	2	4	6	24
Smoking makes you smell bad	87	90	89	83
Smoking helps you make friends	3	8	12	28
Smoking is bad for your health	90	93	93	91
Smoking helps you relax	12	30	38	41
Smoking helps control your weight	9	15	20	29

Question HS/MS P.19-26: Please indicate whether or not you agree with the following statements... Percent responding "Very much agree" or "Agree".
Note: Cells are empty if there are less than 25 respondents.

Table P4.3
Estimated Prevalence of Adult Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
None of them	40	30	28	40
Some	55	61	63	34
Many	5	8	8	21
Most or all	0	1	1	5

Question HS/MS P.18: About how many adults you know smoke cigarettes?
Note: Cells are empty if there are less than 25 respondents.

Table P4.4
Estimated Prevalence of Peer Cigarette Smoking

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0	73	30	19	22
10	21	43	45	24
20	3	12	15	17
30	2	7	9	16
40	1	3	5	5
50	0	2	3	3
60	0	1	1	2
70	0	1	1	2
80	0	0	0	3
90	0	0	0	2
100	0	1	1	3

Question HS/MS P.30: Think about a group of 100 students (about three classrooms) in your grade. About how many students do you think smoke cigarettes at least once a month?
Note: Cells are empty if there are less than 25 respondents.

5. Prevention Program Exposure

Table P5.1

Tobacco Education in School, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Have lessons about tobacco and its effects on the body				
No	31	44	69	68
Yes	57	46	20	25
Not sure	12	10	10	7
Practice different ways to refuse or say "no" to tobacco offers				
No	43	53	77	72
Yes	41	36	13	21
Not sure	16	12	10	7

Question HS/MS P.15-16: During the past 12 months, did you do any of these things at school?
Note: Cells are empty if there are less than 25 respondents.

Table P5.2

Perceived Ability to Refuse a Friend's Offer of Cigarettes

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Very hard	1	1	2	12
Hard	2	4	3	8
Easy	17	21	21	25
Very easy	79	73	75	54

Question HS/MS P.14: How hard would it be for you to refuse or say no to a friend who offered you a cigarette to smoke?
Note: Cells are empty if there are less than 25 respondents.

Table P5.3

Talked with Parents/Guardians About Tobacco Use, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
No	59	64	74	77
Yes	41	36	26	23

Question HS/MS P.28: During the past 12 months, have you talked with at least one of your parents or guardians about the dangers of tobacco use?
Note: Cells are empty if there are less than 25 respondents.

6. Media Exposure

Table P6.1

Tobacco Use in Movies, Past 12 Months

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 times	22	13	13	28
1 time	14	7	6	9
2 times	17	14	13	12
3 times	15	16	16	10
4-6 times	13	17	18	12
7 or more times	20	33	35	29

Question HS/MS P.29: During the past 12 months, how many times did you see smoking in movies?
Note: Cells are empty if there are less than 25 respondents.

CALIFORNIA cal-schools SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

[redacted]

Elementary
2014-2015
Main Report

Health & Human Development Program AT WestEd

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 Coordinated School Health and Safety Office. For contract information, contact:

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PREFACE

NEW THIS YEAR

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table 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 this school/district's *2014–15 California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

To help in understanding and interpreting these results, the *CHKS Guidebook* to survey content discusses the significance of each question.[1] Several other tools to help in data use are also available, as described below. For additional information and resources, visit the survey website: chks.wested.org.

The CHKS, along with its two companion surveys — *California School Climate Survey* (CSCS) for staff and the *California School Parent Survey* (CSPS) is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys (Cal-SCHLS)*, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the local level on a regular basis to provide key data on school climate, learning supports and barriers, stakeholder engagement; as well as overall youth development, health, and well-being.

The results of this student survey should be compared to those obtained from school, staff, and parent surveys. It is important to determine how consistent are student, staff, and parent perceptions and experiences. Appendix 5 of *Workbook for Improving School Climate* provides a crosswalk between student, staff, and parent survey questions to facilitate this comparison.[2]

SURVEY PURPOSE

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates 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 youth behaviors, attitudes, and learning conditions is essential to guide school improvement efforts and to also develop effective prevention, health, and youth development programs. These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students and create more positive, engaging school environments for students, staff, and parents.

SURVEY CONTENT OVERVIEW

The CHKS consists of a required general set of questions. Districts may also add their own questions of local interest. The survey consists of a broad range of key questions identified by an expert advisory committee considered most important for schools to administer to guide improvement of academic, health, and prevention programs and the promotion of student achievement, positive development, and

[1] *Guidebook to the California Healthy Kids Survey, Part II: Survey Content (chks.wested.org/training_support)*

[2] *See californias3.wested.org/resources/schoolclimateworkbook-2ndedition_final.pdf.*

well-being.[3] The primary focus of the survey is assessing student perceptions and experiences related to school climate and engagement, learning supports, and health-related, non-academic learning barriers (e.g., substance use, bullying and violence, and poor physical and mental health).

School-Related Core Content

To support school improvement efforts, the majority of questions on the CHKS assess school performance, engagement, climate, performance, and experiences. The survey provides self-report data on:

- School connectedness;
- The level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes; and
- Perceived safety and frequency of, and reasons for, harassment and bullying at school.

SURVEY ADMINISTRATION AND SAMPLING

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Each student's participation was voluntary, anonymous, and confidential. Table A1.1 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 tables in the Main CHKS Report provide the percentages responding to each question response option by grade level, organized by topic. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables include the percentages of youth who do not engage in each risk behavior. Percentages are rounded off to the nearest whole number.

UNDERSTANDING AND USING THE DATA

Several guides, workshops, and other aids are available to help you understand and use the survey results. These are described and made available on the survey website. Three are particularly important:

- To help in understanding and interpreting these results, *Guidebook to the California Healthy Kids Survey, Part II: Survey Content* (chks.wested.org/training_support) provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results for programs.
- The *Guidebook to the California Healthy Kids Survey, Part III: Data Use and Dissemination* (chks.wested.org/training_support) provides a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Free call-in data use workshops are offered as well.
- The *Workbook for Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to

[3] The CHKS Guidebook to Survey Administration contains detailed information about the content of the survey.

use the data to improve practice and policy.[4]

Care must be particularly taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Data Use and Dissemination Guidebook*.

Sample Characteristics

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 60%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the district's student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among students. The change could be due to differences over time in the characteristics or size of the sample of students who completed the survey, or changes in the questions themselves, or differences in the time period in which the survey was administered (e.g., some risk behaviors tend to increase with age, and be higher after holidays or even a social event).

NEXT STEPS

Receiving this report is just a beginning step in a data-driven, decision-making process. The following describes actions you can take to analyze and use the results and provide additional information to support school- and program- improvement efforts.

Compare with Other Data Sources

CHKS results will be enriched if analyzed in the context of data from the California School Climate Survey and other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students, Staff, and Parents

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to students that you value their input into how to improve the school and gives them an opportunity for meaningful participation. This helps improve student perceptions of the developmental supports and opportunities that the school offers and enhances school connectedness. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, as staff observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

[4] *The Guidebooks may be downloaded from chks.wested.org/training_support, and the Workbook from chks.wested.org/about/ctag.*

Equally important is communicating the results and your plans for making improvements to parents. This fosters parent involvement and collaboration in addressing the identified needs, and also support for the survey, important for improving student participation rates. The importance and value of this has been made even greater by the parent involvement requirements of the Local Control and Accountability Plan.

ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at chks.wested.org.

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Survey Administration

Table 1
CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. District After-School Module (DASM)	
C. GRAM Safety (Gang Risk Assessment) Module	
D. Health Module	
E. Military Module	
F. Personal, Social, and Emotional Strengths Module	In Process
G. School Climate Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	2,746
Final number	1,369
Average Response Rate	50%

2. Summary of Key Indicators

Table A2.1
Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness (high)	59	A4.2
Academic motivation (high)	51	A4.2
Caring adult relationships (high)	57	A4.2
High expectations (high)	57	A4.2
Meaningful participation (high)	16	A4.2
School Safety		
Feel safe at school†	87	A7.1
Been hit or pushed	37	A7.2
Mean rumors spread about you	42	A7.2
Saw a weapon at school‡	8	A7.4
Disciplinary Environment		
Students well-behaved†	64	A6.2
Students treated fairly when break school rules†	62	A6.1
Students treated with respect†	87	A6.1
Lifetime Substance Use		
Alcohol or drug use	11	A9.1
Cigarette smoking	1	A10.1
E-cigarette	1	A10.1

Notes: Cells are empty if there are less than 25 respondents.
†Combines "Most of the time" and "All of the time." ‡Past 12 months.

3. Demographics

Table A3.1
Age of Sample

	Grade 5 %
7 years old, or younger than 7	0
8 years old	0
9 years old	0
10 years old	66
11 years old	33
12 years old	1
13 years old, or older than 13	0

Question ES A.2: How old are you?
Note: Cells are empty if there are less than 25 respondents.

Table A3.2
Gender of Sample

	Grade 5 %
Female	49
Male	51

Question ES A.3: Are you female or male?
Note: Cells are empty if there are less than 25 respondents.

4. School Performance, Supports, and Engagements

Table A4.1
Perceived School Performance

	Grade 5 %
One of the best students	20
Better than most students	30
About the same as others	42
Don't do as well as most others	7

Question ES A.18: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 25 respondents.

Table A4.2
School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 5		
	H	M	L
School Environment			
Total School Supports	51	46	3
Caring Adults in School	57	40	3
High Expectations-Adults in School	57	41	2
Meaningful Participation-Adults in School	16	73	11
School Connectedness	59	39	2
Academic Motivation	51	40	10

Note: Cells are empty if there are less than 25 respondents.

Table A4.3
School Developmental Supports Scale Questions

At my school, teachers and other grown-ups...	Grade 5 %
Caring Relationships	
care about you.	
No, never	2
Yes, some of the time	14
Yes, most of the time	27
Yes, all of the time	57
listen when you have something to say.	
No, never	2
Yes, some of the time	22
Yes, most of the time	41
Yes, all of the time	34
High Expectations	
tell you when you do a good job.	
No, never	3
Yes, some of the time	24
Yes, most of the time	40
Yes, all of the time	33
believe that you can do a good job.	
No, never	1
Yes, some of the time	11
Yes, most of the time	25
Yes, all of the time	64

Question ES A.12-13, 19-20: Do the teachers and other grown-ups at school care about you?... 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 25 respondents.

Table A4.3
School Developmental Supports Scale Questions - Continued

At school...	Grade 5 %
Opportunities for Meaningful Participation	
I am given a chance to help decide things at school.	
No, never	26
Yes, some of the time	41
Yes, most of the time	21
Yes, all of the time	12
I do things to be helpful.	
No, never	2
Yes, some of the time	28
Yes, most of the time	44
Yes, all of the time	27

Question ES A.11, 21: Are you given a chance to help decide things at school, like class rules?... Do you do things to be helpful at school?
Note: Cells are empty if there are less than 25 respondents.

Table A4.4
School Connectedness Scale Questions

	Grade 5 %
I feel close to people at school.	
No, never	5
Yes, some of the time	39
Yes, most of the time	37
Yes, all of the time	18
I am happy to be at this school.	
No, never	2
Yes, some of the time	18
Yes, most of the time	39
Yes, all of the time	42
I feel like I am part of this school.	
No, never	3
Yes, some of the time	18
Yes, most of the time	29
Yes, all of the time	49
Teachers treat students fairly at school.	
No, never	2
Yes, some of the time	11
Yes, most of the time	34
Yes, all of the time	53
I feel safe at school.	
No, never	3
Yes, some of the time	10
Yes, most of the time	34
Yes, all of the time	52

Question ES A.6-8, 10, 46: Do you feel close to people at school?... Are you happy to be at this school?... Do you feel like you are part of this school?... Do teachers treat students fairly at school?... Do you feel safe at school?
Note: Cells are empty if there are less than 25 respondents.

Table A4.5
Academic Motivation Scale Questions

	Grade 5 %
I finish all my class assignments.	
No, never	0
Yes, some of the time	6
Yes, most of the time	45
Yes, all of the time	48
I try even harder the next time when I get a bad grade.	
No, never	0
Yes, some of the time	4
Yes, most of the time	16
Yes, all of the time	79
I keep working and working on my schoolwork until I get it right.	
No, never	1
Yes, some of the time	13
Yes, most of the time	39
Yes, all of the time	47
I do my class assignments even when they're really hard for me.	
No, never	1
Yes, some of the time	7
Yes, most of the time	23
Yes, all of the time	70

Question ES A.31-34: Do you finish all your class 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 do your class assignments even when they're really hard for you?

Note: Cells are empty if there are less than 25 respondents.

5. Supports for Learning at School

Table A5.1
Supports for Learning

	Grade 5 %
Are the students at your school motivated to learn?	
No, never	2
Yes, some of the time	30
Yes, most of the time	51
Yes, all of the time	16
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	10
Yes, some of the time	43
Yes, most of the time	32
Yes, all of the time	15
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	10
Yes, some of the time	30
Yes, most of the time	31
Yes, all of the time	28
Do you get to do interesting activities at school?	
No, never	2
Yes, some of the time	32
Yes, most of the time	40
Yes, all of the time	26

Question ES A.9, 14-16: Are the students at your school motivated to learn?... 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?
Note: Cells are empty if there are less than 25 respondents.

Table A5.1
Supports for Learning - Continued

	Grade 5 %
Do your teachers ask you what you want to learn about?	
No, never	43
Yes, some of the time	38
Yes, most of the time	13
Yes, all of the time	5

Question ES A.17: Do your teachers ask you what you want to learn about?
Note: Cells are empty if there are less than 25 respondents.

Table A5.2
Supports for Social and Emotional Learning

	Grade 5 %
Does your school help students solve conflicts with one another?	
No, never	5
Yes, some of the time	23
Yes, most of the time	35
Yes, all of the time	37
Does your school teach students to care about each other and treat each other with respect?	
No, never	1
Yes, some of the time	11
Yes, most of the time	24
Yes, all of the time	63

Question ES A.26, 27: Does your school help students solve conflicts with one another?... 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 25 respondents.

6. Disciplinary Environment, Fairness, and Respect

Table A6.1
Clarity of Rules and Fairness

	Grade 5 %
Do students know what the rules are?	
No, never	0
Yes, some of the time	13
Yes, most of the time	43
Yes, all of the time	44
Are students treated fairly when they break school rules?	
No, never	13
Yes, some of the time	25
Yes, most of the time	34
Yes, all of the time	27
Do teachers and other grown-ups at school treat students with respect?	
No, never	1
Yes, some of the time	12
Yes, most of the time	35
Yes, all of the time	52

Question ES A.22, 23, 25: Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?... Do students know what the rules are?...
Note: Cells are empty if there are less than 25 respondents.

Table A6.2
Student Positive Behavior

	Grade 5 %
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	2
Yes, most of the time	35
Yes, all of the time	63
Do you follow the playground rules at recess and lunch times?	
No, never	1
Yes, some of the time	4
Yes, most of the time	28
Yes, all of the time	67
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	4
Yes, most of the time	40
Yes, all of the time	56
Are students at this school well behaved?	
No, never	2
Yes, some of the time	34
Yes, most of the time	59
Yes, all of the time	5
Are you nice to other students?	
No, never	0
Yes, some of the time	3
Yes, most of the time	38
Yes, all of the time	58

Question ES A.24, 35-38: Are students at this school well behaved? ... 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?

Note: Cells are empty if there are less than 25 respondents.

7. School Violence, Victimization, and Safety

Table A7.1
Perceived Safety At or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	3
Yes, some of the time	10
Yes, most of the time	34
Yes, all of the time	52
Do you feel safe walking to and from school?	
No, never	8
Yes, some of the time	15
Yes, most of the time	29
Yes, all of the time	48

Question ES A.46, 47: Do you feel safe at school?... Do you feel safe walking to and from school?
Note: Cells are empty if there are less than 25 respondents.

Table A7.2
Frequency of Being Harassed on School Property

	Grade 5 %
Been hit or pushed	
No, never	63
Yes, some of the time	30
Yes, most of the time	5
Yes, all of the time	2
Mean rumors spread about you	
No, never	58
Yes, some of the time	33
Yes, most of the time	6
Yes, all of the time	4

Question ES A.41, 42: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?
Note: Cells are empty if there are less than 25 respondents.

Table A7.3
Frequency of Harassing on School Property, Past Year

	Grade 5 %
Have hit or pushed other kids	
0 times	77
1 time	12
2 times	6
3 or more times	5
Have spread mean rumors about other kids	
0 times	82
1 time	12
2 times	3
3 or more times	2

Question ES A.39, 40: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?
Note: Cells are empty if there are less than 25 respondents.

Table A7.4
Weapons (Gun or Knife) on School Property, Past Year

	Grade 5 %
Brought weapon to school	
No	99
Yes	1
Saw another kid with a weapon at school	
No	92
Yes	8

Question ES A.43, 44: 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 25 respondents.

Table A7.5
School Responses to Bullying

	Grade 5 %
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	1
Yes, some of the time	5
Yes, most of the time	10
Yes, all of the time	84
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	3
Yes, some of the time	10
Yes, most of the time	22
Yes, all of the time	66
Students at your school try to stop bullying when they see it happening.	
No, never	12
Yes, some of the time	35
Yes, most of the time	36
Yes, all of the time	17

Question ES A.28-30: 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?
Note: Cells are empty if there are less than 25 respondents.

Table A7.6
Frequency of Being Home Alone

	Grade 5 %
No, never	71
Yes, some of the time	24
Yes, most of the time	3
Yes, all of the time	2

Question ES A.45: Are you home alone after school?
Note: Cells are empty if there are less than 25 respondents.

8. Home Supports and Involvement in Schooling

Table A8.1
High Expectations at Home

At home, a parent or some other grown-up...	Grade 5 %
believes that I can do a good job.	
No, never	0
Yes, some of the time	4
Yes, most of the time	13
Yes, all of the time	83
wants me to do my best.	
No, never	0
Yes, some of the time	1
Yes, most of the time	5
Yes, all of the time	94

Question ES A.58, 59: 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 25 respondents.

Table A8.2

Parent/Adult Involvement in Schoolwork

At home, a parent or some other grown-up...	Grade 5 %
cares about my schoolwork.	
No, never	1
Yes, some of the time	6
Yes, most of the time	17
Yes, all of the time	76
asks if I did my homework.	
No, never	2
Yes, some of the time	8
Yes, most of the time	21
Yes, all of the time	69
checks my homework.	
No, never	11
Yes, some of the time	29
Yes, most of the time	29
Yes, all of the time	31
asks me about school.	
No, never	3
Yes, some of the time	18
Yes, most of the time	28
Yes, all of the time	51
asks me about my grades.	
No, never	4
Yes, some of the time	15
Yes, most of the time	23
Yes, all of the time	58

Question ES A.57, 60-63: 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?... Does a parent or some other grown-up at home check your homework?... 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 25 respondents.

9. Alcohol and Other Drug (AOD) Use

Table A9.1
Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	8
Alcohol, a full glass	1
Inhalants (to get high)	3
Marijuana	0
None of the above	89
Any of the above	11

Question ES A.51-53: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high?"... Have you ever smoked any marijuana (pot, grass, weed)?
Note: Cells are empty if there are less than 25 respondents.

Table A9.2
Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	1
Yes, a little bad	27
Yes, very bad	72
Marijuana	
No, not bad	2
Yes, a little bad	3
Yes, very bad	54
I don't know what marijuana is	41

Question ES A.55, 56: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (pot, grass, weed) is bad for a persons health?
Note: Cells are empty if there are less than 25 respondents.

10. Tobacco Use

Table A10.1
Use of Cigarettes and E-Cigarettes, Lifetime

	Grade 5 %
Ever smoked a cigarette	1
Part of a cigarette, like one or two puffs	1
A whole cigarette	0
Ever used an electronic cigarette	1

Question ES A.49, 50: Have you ever smoked a cigarette?... Have you ever used an electronic cigarette, e-cigarette, or other vaping device such as e-hookah, hookah pens, or vape pens?
Note: Cells are empty if there are less than 25 respondents.

Table A10.2
Perception of Health Risk of Cigarette Smoking

	Grade 5 %
No, not bad	1
Yes, a little bad	2
Yes, very bad	98

Question ES A.54: Do you think smoking cigarettes is bad for a person's health?
Note: Cells are empty if there are less than 25 respondents.

11. Physical Health

Table A11.1
Breakfast Consumption

	Grade 5 %
No	7
Yes	93

Question ES A.5: Did you eat breakfast this morning?
Note: Cells are empty if there are less than 25 respondents.

Table A11.2
Body Image

	Grade 5 %
Ever been teased about your body at school	
No	73
Yes	27

Question ES A.48: Have other kids at school ever teased you about what your body looks like?
Note: Cells are empty if there are less than 25 respondents.

12. Gender Breakdowns

Table A12.1
School Developmental Supports, Connectedness, and Academic Motivation by Gender

Percent of Students Scoring High	Grade 5 Female %	Grade 5 Male %
School Environment		
Total school supports	57	46
Caring adults in school	60	53
High expectations-adults in school	60	55
Meaningful participation at school	18	14
School Connectedness	66	54
Academic Motivation	55	47

Note: Cells are empty if there are less than 25 respondents.

Table A12.2
Student Positive Behavior by Gender

	Grade 5 Female %	Grade 5 Male %
Follow classroom rules[A]	99	96
Listen when teacher is talking[A]	97	95
Nice to other students[A]	97	95

Notes: Cells are empty if there are less than 25 respondents.
[A]Combines "Most of the time," and "All of the time."

Table A12.3
School Safety-Related Indicators by Gender

	Grade 5 Female %	Grade 5 Male %
Been Harassed on School Property[A]		
Been hit or pushed	29	44
Mean rumors spread about you	41	44
Feels safe at school most/all of the time	89	84

Notes: Cells are empty if there are less than 25 respondents.
[A]*Combines "Some of the time," "Most of the time," and "All of the time."*

Table A12.4
Selected Alcohol and Drug Use Measures by Gender

	Grade 5 Female %	Grade 5 Male %
Lifetime AOD Use		
Alcohol, one or two sips	7	10
Alcohol, a full glass	0	1
Inhalants (to get high)	2	4
Marijuana	0	0
Any of the above	9	14
Perceived Health Risk[A]		
Alcohol	99	98
Marijuana[B]	98	97

Notes: Cells are empty if there are less than 25 respondents.
[A]*Combines "A little bad" and "Very bad."*
[B]*Students who responded that they didn't know what marijuana was were excluded from calculation.*

Table A12.5
Selected Tobacco Measures by Gender

	Grade 5	
	Female %	Male %
Ever smoked a cigarette	0	1
Part of a cigarette, like one or two puffs	0	1
A whole cigarette	0	0
Electronic cigarette	0	1
Perceived health risk of cigarette smoking[A]	99	100

Notes: Cells are empty if there are less than 25 respondents.
[A]*Combines "A little bad" and "Very bad."*

CALIFORNIA cal-schls SURVEY SYSTEM

CALIFORNIA SCHOOL CLIMATE STAFF SURVEY

[redacted]

2014-2015 Main Report

Health & Human Development Program AT WestEd

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 Coordinated School Health and Safety Office. For contract information, contact:

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PREFACE

NEW THIS YEAR

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table 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 2014-15 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic. In 2013-14, the content of the survey was significantly revised to enhance the value of its data for guiding the Local Control and Accountability Plan (LCAP) process, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

The CSCS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on school climate and culture, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. For additional information and resources, visit the survey websites: cscs.wested.org and cal-schls.wested.org.

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd 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 over time, CDE has expanded the content to collect other data to guide school improvement efforts and to meet LCAP state priorities. 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 CSCS grew out of CDE's commitment to: (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective 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. In conjunction with CHKS student data, CSCS 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.

Local Control and Accountability Plan Support

The CSCS (and Cal-SCHLS overall) is especially valuable for meeting four of the eight state LCAP priorities: *improving academic achievement, school climate, pupil engagement*, and *parent involvement*. It also provides data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: meeting Common Cores State Standards. For more information, see Helpful Resources for Local Control and Accountability Plans and School Safety Plans, available at cal-schls.wested.org/resources/LCAP_Cal_SCHLS.pdf.

Closing the Achievement Gap

Several questions specifically provide better data to advance efforts to close the state's persistent racial/ethnic achievement gap. These questions include assessment of respect shown to students, equity and diversity, and cultural sensitivity.

Comparison with CHKS Results

Another broad CSCS goal is to provide data from school staff that are comparable to student self-report information from the CHKS, to ascertain whether staff perceptions accurately reflect student behaviors and experiences. The *Guidebook to the California School Climate Survey Part II: Survey Content* (cscs.wested.org/resources/cscs_guidebook_2_content.pdf) discusses how the CSCS and CHKS surveys might be compared, and an item crosswalk is posted on the website.[1] To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions (see the *Guidebook to the California School Climate Survey Part I: Administration, 2011-12 Edition* available at *cscs.wested.org/resources/cscs_guidebook_1_admin.pdf*). CDE guidelines call for the CSCS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.[2] 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 survey questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the *Guidebook to the California School Climate Survey Part II: Survey Content, 2011-12 Edition* (*cscs.wested.org/resources/cscs_guidebook_2_content.pdf*).

[1] Crosswalks between all three Cal-SCHLS surveys for the school climate questions are included in *Making Sense of School Climate* (available at californias3.wested.org/tools).

[2] In some instances, the survey is administered on paper.

Core Survey (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 who completed the survey 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 fourteen 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.

In 2013-14, the same questions asked of students in the CHKS School Climate Module were added to the CSCS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data on five key constructs.

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

Learning Supports Module

The **Learning Supports Module** consists of 22 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, 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 CSCS) 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 Cal-SCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSCS 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 REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance), as appropriate.[3]

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 off to the nearest whole number. Summary tables at the beginning of each section 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).

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the *Guidebook to the California School Climate Survey Part II: Survey Content, 2011-12 Edition* (*cscs.wested.org/resources/cscs_guidebook_2_content.pdf*), there are several other guides, workshops, and other aids to help schools understand and use survey results. Two are particularly important.

- The *CHKS Guidebook to Data Use and Dissemination* (chks.wested.org/using_results) describes a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Although written for use with

[3]For reporting purposes, K–8 schools are coded as elementary.

student data, the guidelines apply equally as well to staff survey data. Free call-in data use workshops are offered as well.

- The *Workbook for Improving School Climate: Using Your California School Climate Health & Learning Surveys Data* (cscs.wested.org/using_results/publications) helps school communities interpret and use data. Worksheets help users walk through survey findings and identify the needs to be addressed to create supportive school climates, enhance stakeholder engagement, and improve student achievement.

- *Making Sense of School Climate* provides an overview of eight important dimensions of school climate and outlines the items on each of the three Cal-SCHLS surveys that assess constructs in each dimension.

ASSESSING 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. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (chks.wested.org/using_results).

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 60%. 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 local, 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 schools in the state that conducted the CSCS may be downloaded from the CSCS website: cscs.wested.org/reports.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* (cscs.wested.org/resources/cscs_guidebook_1_admin.pdf) provides strategies for improving voluntary staff participation. One of the most important 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.

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Request School Reports

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

Compare with Other Data Sources

CSCS results will be enriched if analyzed in the context of data from the CHKS, CSPS, and other sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group **Listening to Students** fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). 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.

Add Questions to Your Next Surveys

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

School Climate by Design Action Planning Workshop

Contact your Regional TA Center and request a School Climate by Design workshop to help you review survey results, identify needs, and engage in developing an action plan that uses evidence-based strategies to address these needs. Ongoing coaching in implementing the plan is also available.

ACKNOWLEDGMENTS

The CSCS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from CDE. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at cscs.wested.org.

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Survey Administration

Table 1
CSCS Survey Modules Administered

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

Section A. Core Module (All Staff)

1. Survey Sample

Table A1.1
Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	188	97	24	52	6

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

2. Summary of Key Survey Indicators

Table A2.1
Key Indicators of School Climate and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Student Learning Environment						
Is a supportive and inviting place for students to learn†	35	42	29	24	33	A4.3
Sets high standards for academic performance for all†	24	34	10	13	0	A4.4
Nearly all adults believe every student can be a success	30	40	24	16	17	A5.7
Encourages opportunities for students to decide things†	18	26	10	11	0	A5.8
Is welcoming to and facilitates parent involvement	36	47	29	24	33	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work†	31	38	19	24	33	A4.10
Promotes trust and collegiality among staff†	28	34	14	22	33	A4.13
Promotes personnel participation in decision making†	18	21	10	21	17	A4.15
Safety						
Is a safe place for staff†	39	47	38	29	33	A4.23
Is a safe place for students†	36	46	33	24	33	A4.22
Has sufficient resources to create a safe campus†	14	12	33	10		B3.2
Student Discipline and Support						
Handles discipline problems fairly†	26	34	10	17	50	A10.3
Provides adequate counseling and support services†	15	20	5	11	33	A10.5
Emphasizes helping students with social, emotional, behavioral problems†	27	35	17	20		B6.1
Positive Relationships						
Nearly all adults really care about every student	33	41	29	20	17	A5.3
Nearly all adults treat every student with respect	33	45	10	20	17	A7.5
Fosters an appreciation of student diversity and respect for each other†	28	38	29	15	0	A7.2
Has moderate/severe problem with harassment/bullying	39	41	43	36	0	A9.6
Student Behavior						
Nearly all/most students motivated to learn	39	45	43	34	33	A8.2
Nearly all/most students well-behaved	61	65	62	61	67	A8.5
Cutting classes or being truant moderate/severe problem	27	11	33	41	83	A8.4
Alcohol and drug use moderate/severe problem	25	8	20	39	100	A9.12

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Strongly Agree."

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

3. Demographics

Table A3.1
Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	52	40	75	61	50
Teacher in grade 4 or below	20	38	0	0	0
Special education teacher	8	8	8	8	0
Administrator	7	6	13	6	17
Prevention staff nurse or health aide	2	4	0	0	0
Counselor or psychologist	1	0	0	2	17
Police, resource officer, or safety personnel	2	4	0	0	0
Paraprofessional, teacher assistant, or instructional aide	6	6	4	6	17
Other certificated staff	3	1	0	8	0
Other classified staff	6	7	4	8	0
Other service provider	0	0	0	0	0

Question A.1: What is your role 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 A3.2
Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	67	63	71	72	67
Special education	64	44	92	84	83
English language learners	83	80	96	84	67
None of the above	11	14	4	6	17

Question A.2: 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 A3.3
Length of Employment at School

	All %	ES %	MS %	HS %	NT %
Less than 1 year	16	13	25	19	33
1 to 2 years	7	9	4	6	0
3 to 5 years	21	18	17	27	0
6 to 10 years	24	27	33	17	17
Over 10 years	32	34	21	31	50

Question A.3: How many years have you worked, in any position, at this school?
Note: Cells are empty if there are less than 5 respondents.

Table A3.4
Overall Length of Employment in Position

	All %	ES %	MS %	HS %	NT %
Less than 1 year	5	7	0	2	17
1 to 2 years	9	9	13	6	0
3 to 5 years	16	14	4	20	17
6 to 10 years	22	26	29	14	0
Over 10 years	49	44	54	57	67

Question A.4: 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 A3.5
Race/Ethnicity of Respondents

	All %	ES %	MS %	HS %	NT %
African American (not Hispanic)	1	1	0	0	0
American Indian or Alaska Native	2	1	0	4	0
Asian or Pacific Islander	3	2	0	6	17
White (not Hispanic)	35	33	63	27	33
Hispanic or Latino/a	51	54	29	57	50
Other or multi-ethnic	9	8	8	6	0

Question A.5: What is your race or ethnicity?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	Percent Strongly Agreeing All %	ES %	MS %	HS %	NT %	Table
Learning Environment						
Is a supportive and inviting place for students to learn	35	42	29	24	33	A4.3
Sets high standards for academic performance for all	24	34	10	13	0	A4.4
Promotes academic success for all students	30	37	24	20	50	A4.5
Emphasizes helping students academically when they need it	29	38	14	22	33	A4.6
Emphasizes teaching lessons in ways relevant to students	24	34	10	15	0	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	31	38	19	24	33	A4.10
Promotes trust and collegiality among staff	28	34	14	22	33	A4.13
Promotes participation in school decision making	18	21	10	21	17	A4.15
Works to minimize paper work	16	23	14	12	0	A4.16
Provides adequate benefits to support continued employment	25	31	19	21	33	A4.17
Provides the materials, resources, and training to do job effectively	20	27	14	15	0	A4.18
Provides relevant paraprofessional training	9	14	0	7	0	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	15	22	5	9	0	A4.20
Provides complete state adopted instructional materials for students with IEPs	12	16	0	14	0	A4.21
Uses objective data in making school improvement decisions	14	25	0	7	0	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	36	46	33	24	33	A4.22
Is a safe place for staff	39	47	38	29	33	A4.23
Has clean and well-maintained facilities and property	26	32	29	15	33	A4.24
Is welcoming to and facilitates parent involvement	36	47	29	24	33	A4.25
Encourages parents to be active partners in educating their child	25	40	10	14	17	A4.26

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A4.2

Summary of Indicators for Staff Collegiality and Sense of Mission

How many adults at this school...	*Percent Responding "Nearly All Adults"*					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	18	28	10	9	0	A4.14
Support and treat each other with respect	28	40	10	18	17	A4.12
Feel a responsibility to improve the school	27	31	19	24	17	A4.11
Work hard to ensure a safe and supportive learning environment	32	42	19	22	17	A4.8

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

Student Learning Environment

Table A4.3

Learning Environment is Supportive and Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	42	29	24	33
Agree	52	51	52	52	67
Disagree	9	6	10	17	0
Strongly disagree	3	1	5	7	0
Not applicable	1	0	5	0	0

Question A.6: This school is a supportive and inviting place for students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A4.4

Sets High Standards for Academic Performance for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	34	10	13	0
Agree	54	57	48	49	67
Disagree	15	8	29	18	33
Strongly disagree	7	1	10	20	0
Not applicable	1	0	5	0	0

Question A.7: This school sets high standards for academic performance for all students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.5

Promotes Academic Success for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	37	24	20	50
Agree	50	51	48	50	33
Disagree	16	12	14	22	17
Strongly disagree	3	0	10	7	0
Not applicable	1	0	5	2	0

Question A.8: The school promotes academic success for all students.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A4.6
Emphasizes Academic Help When Needed

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	38	14	22	33
Agree	51	52	52	43	67
Disagree	13	7	19	24	0
Strongly disagree	6	3	10	11	0
Not applicable	1	0	5	0	0

Question A.9: This school emphasizes helping students academically when they need it.
Note: Cells are empty if there are less than 5 respondents.

Table A4.7
Teaches Lessons Relevant to Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	34	10	15	0
Agree	64	60	76	65	100
Disagree	8	7	0	13	0
Strongly disagree	2	0	10	4	0
Not applicable	2	0	5	2	0

Question A.11: This school emphasizes teaching lessons in ways relevant to students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.8
Adults At School Ensure Safe and Supportive Environment

	All %	ES %	MS %	HS %	NT %
Nearly all adults	32	42	19	22	17
Most adults	38	31	57	44	17
Some adults	21	17	14	24	50
Few adults	8	9	5	9	17
Almost none	1	1	5	0	0

Question A.43: How many adults at this school work hard to ensure a safe and supportive learning environment?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A4.9
School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	25	0	7	0
Agree	53	58	48	49	67
Disagree	22	14	29	30	17
Strongly disagree	8	3	10	14	0
Not applicable	3	0	14	0	17

Question A.75: 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.

Staff Working Environment

Table A4.10
Supportive and Inviting Place to Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	38	19	24	33
Agree	42	40	52	43	50
Disagree	16	12	10	24	17
Strongly disagree	9	9	14	9	0
Not applicable	2	1	5	0	0

Question A.12: This school is a supportive and inviting place for staff to work.
Note: Cells are empty if there are less than 5 respondents.

Table A4.11
Staff Feel Responsibility to Improve School

	All %	ES %	MS %	HS %	NT %
Nearly all adults	27	31	19	24	17
Most adults	33	37	43	29	17
Some adults	23	15	19	33	33
Few adults	14	16	10	13	33
Almost none	2	1	10	0	0

Question A.42: How many adults at this school feel a responsibility to improve this school?
Note: Cells are empty if there are less than 5 respondents.

Table A4.12
Staff Support and Treat Each Other with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	28	40	10	18	17
Most adults	39	35	48	44	17
Some adults	23	19	38	24	17
Few adults	9	6	5	13	50
Almost none	1	1	0	0	0

Question A.41: How many adults at this school support and treat each other with respect?
Note: Cells are empty if there are less than 5 respondents.

Table A4.13
Promotes Staff Trust and Collegiality

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	34	14	22	33
Agree	44	40	57	48	33
Disagree	16	17	10	17	33
Strongly disagree	10	8	14	13	0
Not applicable	2	1	5	0	0

Question A.13: This school promotes trust and collegiality among staff.
Note: Cells are empty if there are less than 5 respondents.

Table A4.14
Staff Have Close Professional Relationships

	All %	ES %	MS %	HS %	NT %
Nearly all adults	18	28	10	9	0
Most adults	38	37	33	42	33
Some adults	28	22	38	31	50
Few adults	14	12	14	18	17
Almost none	1	1	5	0	0

Question A.40: How many adults at this school have close professional relationships with one another?
Note: Cells are empty if there are less than 5 respondents.

Table A4.15
Staff Participate in Decision-Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	21	10	21	17
Agree	49	53	52	42	50
Disagree	22	19	24	23	33
Strongly disagree	8	4	10	12	0
Not applicable	3	3	5	2	0

Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.
Note: Cells are empty if there are less than 5 respondents.

Table A4.16
Works to Minimize Paper Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	23	14	12	0
Agree	56	55	57	58	50
Disagree	18	14	19	19	33
Strongly disagree	7	6	10	12	0
Not applicable	2	3	0	0	17

Question A.76: This school takes steps to minimize paper work.
Note: Cells are empty if there are less than 5 respondents.

Table A4.17
Provides Adequate Benefits

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	31	19	21	33
Agree	53	57	48	51	50
Disagree	13	7	19	14	17
Strongly disagree	5	3	10	9	0
Not applicable	3	1	5	5	0

Question A.77: This school provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.

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

General Staff Supports

Table A4.18
Provides Staff Resources and Training to Do Job Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	27	14	15	0
Agree	44	50	43	35	50
Disagree	22	14	24	26	50
Strongly disagree	13	8	14	24	0
Not applicable	2	1	5	0	0

Question A.14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.
Note: Cells are empty if there are less than 5 respondents.

Table A4.19
Provides Relevant Paraprofessional Training

	All %	ES %	MS %	HS %	NT %
Strongly agree	9	14	0	7	0
Agree	38	46	33	33	33
Disagree	30	24	19	37	33
Strongly disagree	10	4	29	12	0
Not applicable	14	11	19	12	33

Question A.78: This school provides relevant training for paraprofessionals.
Note: Cells are empty if there are less than 5 respondents.

Special Education Supports

Table A4.20
Provides Resources and Training Needed to Work with Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	22	5	9	0
Agree	33	34	29	35	33
Disagree	28	28	24	28	33
Strongly disagree	15	7	29	24	0
Not applicable	10	9	14	4	33

Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.21
Provides Complete State Adopted Instructional Materials for Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	12	16	0	14	0
Agree	45	48	48	37	50
Disagree	22	17	14	30	33
Strongly disagree	10	4	24	12	0
Not applicable	12	14	14	7	17

Question A.79: This school provides complete state adopted instructional materials for students with IEPs.
Note: Cells are empty if there are less than 5 respondents.

Perceived School Safety

Table A4.22
Safe Place for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	46	33	24	33
Agree	47	44	48	51	67
Disagree	10	7	5	16	0
Strongly disagree	6	3	14	9	0
Not applicable	1	0	0	0	0

Question A.29: This school is a safe place for students.
Note: Cells are empty if there are less than 5 respondents.

Table A4.23
Safe Place for Staff

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	47	38	29	33
Agree	47	48	48	49	50
Disagree	7	3	0	11	17
Strongly disagree	7	2	14	11	0
Not applicable	1	0	0	0	0

Question A.30: This school is a safe place for staff.

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

Facilities

Table A4.24
Clean and Well-Maintained Facilities and Property

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	32	29	15	33
Agree	49	45	62	54	50
Disagree	18	16	10	22	17
Strongly disagree	5	6	0	7	0
Not applicable	2	1	0	2	0

Question A.32: This school has clean and well-maintained facilities and property.

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

Parent Involvement

Table A4.25

Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	47	29	24	33
Agree	54	45	67	59	67
Disagree	8	8	0	9	0
Strongly disagree	2	0	5	7	0
Not applicable	1	0	0	2	0

Question A.31: This school is welcoming to and facilitates parent involvement.

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

Table A4.26

Encourages Parental Partnership in Child's Education

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	40	10	14	17
Agree	57	53	62	58	67
Disagree	13	7	24	14	17
Strongly disagree	4	0	5	12	0
Not applicable	1	0	0	2	0

Question A.74: This school encourages parents to be active partners in educating their child.

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

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

This school provides/encourages students...	*Percent Strongly Agreeing* All %	ES %	MS %	HS %	NT %	Table
Opportunities to decide things	18	26	10	11	0	A5.8
Equal opportunity for classroom participation	30	42	10	22	17	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	26	36	10	20	17	A5.10
Opportunities to make a difference (help others)	22	30	5	20	0	A5.11

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

Table A5.2

Summary of Indicators for Positive Staff-Student Relationships and High Expectations

How many adults at this school...	*Percent Responding "Nearly All Adults"* All %	ES %	MS %	HS %	NT %	Table
Caring Relationships						
Really care about every student	33	41	29	20	17	A5.3
Acknowledge and pay attention to students	31	40	19	20	17	A5.4
Listen to what students have to say	27	37	14	16	17	A5.5
High Expectations						
Want every student to do their best	41	54	24	24	33	A5.6
Believe every student can be a success	30	40	24	16	17	A5.7

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

Caring Relationships

Table A5.3

Adults Really Care About All Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	33	41	29	20	17
Most adults	42	39	38	50	50
Some adults	20	17	24	20	33
Few adults	6	2	10	9	0
Almost none	0	0	0	0	0

Question A.33: How many adults at this school really care about every student?
Note: Cells are empty if there are less than 5 respondents.

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	31	40	19	20	17
Most adults	42	39	48	44	33
Some adults	23	20	24	27	50
Few adults	4	1	10	9	0
Almost none	0	0	0	0	0

Question A.34: How many adults at this school acknowledge and pay attention to students?
Note: Cells are empty if there are less than 5 respondents.

Table A5.5
Adults Listen to What Students Have to Say

	All %	ES %	MS %	HS %	NT %
Nearly all adults	27	37	14	16	17
Most adults	43	43	52	41	33
Some adults	25	16	24	36	50
Few adults	4	4	10	5	0
Almost none	1	0	0	2	0

Question A.36: How many adults at this school listen to what students have to say?
Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A5.6
Adults Want All Students to Do Their Best

	All %	ES %	MS %	HS %	NT %
Nearly all adults	41	54	24	24	33
Most adults	36	33	43	36	33
Some adults	19	11	24	33	33
Few adults	4	2	10	7	0
Almost none	0	0	0	0	0

Question A.35: How many adults at this school want every student to do their best?
Note: Cells are empty if there are less than 5 respondents.

Table A5.7
Adults Believe Every Student Can Be a Success

	All %	ES %	MS %	HS %	NT %
Nearly all adults	30	40	24	16	17
Most adults	38	43	24	33	50
Some adults	25	13	38	40	33
Few adults	6	4	10	9	0
Almost none	1	0	5	2	0

Question A.37: How many adults at this school believe that every student can be a success?
Note: Cells are empty if there are less than 5 respondents.

Opportunities for Meaningful Participation

Table A5.8
Encourages Decision Opportunities for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	26	10	11	0
Agree	44	49	29	39	67
Disagree	27	19	43	33	33
Strongly disagree	8	4	10	15	0
Not applicable	3	2	10	2	0

Question A.16: This school encourages opportunities for students to decide things like class activities or rules.
Note: Cells are empty if there are less than 5 respondents.

Table A5.9

Gives Equal Opportunity for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	42	10	22	17
Agree	62	56	71	67	83
Disagree	4	2	0	7	0
Strongly disagree	2	0	10	4	0
Not applicable	1	0	10	0	0

Question A.17: This school gives all students equal opportunity to participate in classroom discussions or activities.

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

Table A5.10

Gives Equal Access to Extracurricular and Enrichment Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	36	10	20	17
Agree	45	41	43	52	50
Disagree	22	19	29	24	33
Strongly disagree	5	4	10	4	0
Not applicable	2	0	10	0	0

Question A.18: This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.

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

Table A5.11

Gives Opportunities to Make A Difference (Help Others)

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	30	5	20	0
Agree	52	48	50	52	83
Disagree	22	20	25	24	17
Strongly disagree	3	1	15	2	0
Not applicable	2	1	5	2	0

Question A.19: This school 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.

6. Learning Conditions

Table A6.1
Summary of Indicators of School Learning Conditions

	Percent Strongly Agreeing					
	All %	ES %	MS %	HS %	NT %	Table
Learning Supports						
Teachers go out of their way to help students	24	25	19	24	33	A6.2
Classes challenge students	13	16	5	10	0	A6.2
Fair, Respectful and Orderly Environment						
Adults at this school treat all students with respect	20	26	14	12	17	A6.3
The school rules are fair	29	31	38	21	33	A6.3
Students in this school are well-behaved	12	16	5	12	0	A6.4
The rules in the school are too strict	3	4	0	5	0	A6.4
It is easy for students to get kicked out of class or get suspended	2	1	0	5	0	A6.4
Students get in trouble for breaking small rules	3	4	0	2	0	A6.4
Teachers are very strict here	1	0	0	2	0	A6.4
Clarity of Rules and Expectations						
Rules in this school are made clear to students	30	44	29	12	0	A6.5
Students know how they are expected to act	31	43	33	14	17	A6.5
Students know what the rules are	32	46	33	12	33	A6.5
This school makes it clear how students are expected to act	35	46	38	15	50	A6.5
Positive Peer Relations						
Students enjoy spending time together during school activities	31	38	24	24	33	A6.6
Students enjoy collaborating on projects in class	28	38	19	17	17	A6.6
Students care about one another	20	32	5	15	0	A6.6
Students treat each other with respect	13	19	5	12	0	A6.6
Students get along well with one another	17	24	5	14	17	A6.6

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A6.1

Summary of Indicators of School Learning Conditions - Continued

	Percent Strongly Agreeing					
	All %	ES %	MS %	HS %	NT %	Table
Social Emotional Supports, Conflict Management, and Bullying Prevention						
This school encourages students to feel responsible for how they act	26	33	19	19	17	A6.7
Students are often given rewards for being good	20	31	5	10	0	A6.7
This school encourages students to understand how others think and feel	15	19	10	14	0	A6.7
Students are taught that they can control their own behavior	20	25	19	14	0	A6.7
This school helps students solve conflicts with one another	15	22	5	10	0	A6.8
This school encourages students to care about how others feel	16	22	10	12	0	A6.8
Teachers here make it clear to students that bullying is not tolerated	34	46	24	21	33	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	22	32	19	10	17	A6.9
Students tell teachers when other students are being bullied	20	29	19	10	0	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	30	36	38	17	0	A6.9
Students here try to stop bullying when they see it happening	15	22	10	10	0	A6.9
Respect for Diversity						
There is a lot of tension between people of different cultures, races, or ethnicities	2	1	5	2	0	A6.10
Students respect each others' differences	17	25	0	20	0	A6.10
Adults in school respect differences in students	33	42	24	23	17	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	32	38	24	24	33	A6.10

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Supports for Learning

Table A6.2
Learning Support at School

	All %	ES %	MS %	HS %	NT %
Teachers go out of their way to help students					
Strongly agree	24	25	19	24	33
Agree	56	62	57	48	50
Disagree	16	13	19	19	17
Strongly disagree	3	0	0	10	0
Not applicable	1	0	5	0	0
Classes challenge students					
Strongly agree	13	16	5	10	0
Agree	67	77	57	62	50
Disagree	14	7	14	17	50
Strongly disagree	6	0	19	12	0
Not applicable	1	0	5	0	0

Question A.100, 101: Teachers go out of their way to help students... Classes challenge students.
Note: Cells are empty if there are less than 5 respondents.

Fair, Respectful, and Orderly Environment

Table A6.3
Fair Environment at School

	All %	ES %	MS %	HS %	NT %
Adults at this school treat all students with respect					
Strongly agree	20	26	14	12	17
Agree	61	61	62	64	67
Disagree	16	13	14	19	17
Strongly disagree	3	0	10	5	0
Not applicable	0	0	0	0	0
The school rules are fair					
Strongly agree	29	31	38	21	33
Agree	63	69	48	62	67
Disagree	4	0	5	10	0
Strongly disagree	3	0	5	7	0
Not applicable	1	0	5	0	0

Question A.102, 103: Adults at this school treat all students with respect... The school rules are fair.
Note: Cells are empty if there are less than 5 respondents.

Table A6.4
Respectful and Orderly Environment at School

	All %	ES %	MS %	HS %	NT %
Students in this school are well-behaved					
Strongly agree	12	16	5	12	0
Agree	56	60	48	55	67
Disagree	25	19	38	21	33
Strongly disagree	7	4	10	10	0
Not applicable	1	0	0	2	0
The rules in the school are too strict					
Strongly agree	3	4	0	5	0
Agree	11	9	10	19	0
Disagree	49	54	48	38	67
Strongly disagree	34	28	38	38	33
Not applicable	3	4	5	0	0
It is easy for students to get kicked out of class or get suspended					
Strongly agree	2	1	0	5	0
Agree	15	10	19	21	33
Disagree	47	45	38	48	67
Strongly disagree	31	39	33	24	0
Not applicable	4	4	10	2	0
Students get in trouble for breaking small rules					
Strongly agree	3	4	0	2	0
Agree	24	13	33	38	33
Disagree	51	61	33	36	67
Strongly disagree	20	18	24	24	0
Not applicable	3	3	10	0	0
Teachers are very strict here					
Strongly agree	1	0	0	2	0
Agree	22	20	19	29	33
Disagree	57	61	48	48	67
Strongly disagree	18	18	24	19	0
Not applicable	3	2	10	2	0

Question A.104-108: Students in this school are well-behaved... The rules in the 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.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Clarity of Rules and Expectations

Table A6.5
Clarity of Rules and Expectations at School

	All %	ES %	MS %	HS %	NT %
Rules in this school are made clear to students					
Strongly agree	30	44	29	12	0
Agree	52	49	43	60	100
Disagree	10	7	10	17	0
Strongly disagree	6	0	14	12	0
Not applicable	1	0	5	0	0
Students know how they are expected to act					
Strongly agree	31	43	33	14	17
Agree	56	54	43	64	83
Disagree	8	3	10	12	0
Strongly disagree	5	0	10	10	0
Not applicable	1	0	5	0	0
Students know what the rules are					
Strongly agree	32	46	33	12	33
Agree	53	51	43	62	67
Disagree	9	3	10	17	0
Strongly disagree	5	0	10	10	0
Not applicable	1	0	5	0	0
This school makes it clear how students are expected to act					
Strongly agree	35	46	38	15	50
Agree	50	49	38	59	50
Disagree	9	3	10	17	0
Strongly disagree	6	1	10	10	0
Not applicable	1	0	5	0	0

Question A.109-112: Rules in this school are made clear to students... Students know how they are expected to act... Students know what the rules are... This school makes it clear how students are expected to act.
Note: Cells are empty if there are less than 5 respondents.

Positive Peer Relations

Table A6.6

Positive Peer Relations at School

	All %	ES %	MS %	HS %	NT %
Students enjoy spending time together during school activities					
Strongly agree	31	38	24	24	33
Agree	62	62	67	59	50
Disagree	7	0	10	17	17
Strongly disagree	0	0	0	0	0
Not applicable	0	0	0	0	0
Students enjoy collaborating on projects in class					
Strongly agree	28	38	19	17	17
Agree	61	61	57	63	67
Disagree	8	1	14	15	17
Strongly disagree	2	0	5	5	0
Not applicable	1	0	5	0	0
Students care about one another					
Strongly agree	20	32	5	15	0
Agree	63	57	71	63	83
Disagree	14	10	19	17	17
Strongly disagree	1	0	5	2	0
Not applicable	1	0	0	2	0
Students treat each other with respect					
Strongly agree	13	19	5	12	0
Agree	57	55	48	63	50
Disagree	24	24	33	15	50
Strongly disagree	4	1	14	5	0
Not applicable	1	0	0	5	0
Students get along well with one another					
Strongly agree	17	24	5	14	17
Agree	67	62	76	67	83
Disagree	15	15	19	14	0
Strongly disagree	1	0	0	2	0
Not applicable	1	0	0	2	0

Question A.89-93: Students enjoy spending time together during school activities... Students enjoy collaborating on projects in class... Students care about one another... Students treat each other with respect... Students get along well with one another.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Social Emotional Supports, Conflict Management, and Bullying Prevention

Table A6.7

Social Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
This school encourages students to feel responsible for how they act					
Strongly agree	26	33	19	19	17
Agree	54	54	62	55	67
Disagree	14	10	14	14	17
Strongly disagree	6	3	5	12	0
Not applicable	0	0	0	0	0
Students are often given rewards for being good					
Strongly agree	20	31	5	10	0
Agree	47	54	43	36	83
Disagree	23	12	38	33	0
Strongly disagree	7	3	10	14	0
Not applicable	4	0	5	7	17
This school encourages students to understand how others think and feel					
Strongly agree	15	19	10	14	0
Agree	54	60	43	45	83
Disagree	24	16	38	31	17
Strongly disagree	5	3	5	10	0
Not applicable	1	1	5	0	0
Students are taught that they can control their own behavior					
Strongly agree	20	25	19	14	0
Agree	55	57	48	52	83
Disagree	21	15	19	29	17
Strongly disagree	5	3	14	5	0
Not applicable	0	0	0	0	0

Question A.94-97: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A6.8
Conflict Management at School

	All %	ES %	MS %	HS %	NT %
This school helps students solve conflicts with one another					
Strongly agree	15	22	5	10	0
Agree	58	57	62	57	83
Disagree	23	18	29	26	17
Strongly disagree	3	1	5	7	0
Not applicable	1	1	0	0	0
This school encourages students to care about how others feel					
Strongly agree	16	22	10	12	0
Agree	58	61	52	55	67
Disagree	19	13	24	24	33
Strongly disagree	4	1	10	7	0
Not applicable	2	1	5	2	0

Question A.98, 99: This school helps students solve conflicts with one another... This school encourages students to care about how others feel.

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

Table A6.9
Bullying Prevention at School

	All %	ES %	MS %	HS %	NT %
Teachers here make it clear to students that bullying is not tolerated					
Strongly agree	34	46	24	21	33
Agree	55	47	67	62	33
Disagree	8	6	0	12	33
Strongly disagree	2	1	5	2	0
Not applicable	1	0	5	2	0
If a student was bullied, he or she would tell one of the teachers or staff at school					
Strongly agree	22	32	19	10	17
Agree	48	51	33	50	33
Disagree	24	16	33	29	33
Strongly disagree	4	0	10	10	0
Not applicable	2	0	5	2	17
Students tell teachers when other students are being bullied					
Strongly agree	20	29	19	10	0
Agree	50	54	33	54	50
Disagree	25	14	33	29	50
Strongly disagree	3	0	10	5	0
Not applicable	3	3	5	2	0

Question A.80-82: Teachers here 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.

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

Table A6.9
Bullying Prevention at School - Continued

	All %	ES %	MS %	HS %	NT %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help					
Strongly agree	30	36	38	17	0
Agree	58	52	57	64	83
Disagree	10	12	0	14	17
Strongly disagree	1	0	0	2	0
Not applicable	1	0	5	2	0
Students here try to stop bullying when they see it happening					
Strongly agree	15	22	10	10	0
Agree	40	39	33	44	67
Disagree	38	32	43	39	33
Strongly disagree	6	6	10	5	0
Not applicable	2	1	5	2	0

Question A.83, 84: If a student tells a teacher that someone is bullying her or him, the teacher will do something to help... Students here try to stop bullying when they see it happening.

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

Respect for Diversity

Table A6.10
Respect for Diversity at School

	All %	ES %	MS %	HS %	NT %
There is a lot of tension between people of different cultures, races, or ethnicities					
Strongly agree	2	1	5	2	0
Agree	9	9	10	12	0
Disagree	43	42	33	49	33
Strongly disagree	31	32	19	29	67
Not applicable	15	16	33	7	0
Students respect each others' differences					
Strongly agree	17	25	0	20	0
Agree	54	49	62	51	83
Disagree	20	19	19	24	17
Strongly disagree	3	1	14	2	0
Not applicable	5	6	5	2	0
Adults in school respect differences in students					
Strongly agree	33	42	24	23	17
Agree	56	52	57	60	67
Disagree	9	6	14	13	17
Strongly disagree	1	0	5	0	0
Not applicable	1	0	0	5	0
Teachers show that it is important for students of different races and cultures to get along with each other					
Strongly agree	32	38	24	24	33
Agree	58	53	67	66	50
Disagree	6	6	0	7	0
Strongly disagree	0	0	0	0	0
Not applicable	4	3	10	2	17

Question A.85-88: There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults in 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.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

7. Respect, Equity, and Cultural Sensitivity

Table A7.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other†	28	38	29	15	0	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices†	28	34	33	17	17	A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students†	16	23	5	11	17	A7.7
Has staff examine their own cultural biases through professional development or other processes†	9	15	0	7	0	A7.8
Encourages equity in rigorous course enrollment†	17	20	10	22	0	A7.10
Considers closing the racial/ethnic achievement gap a high priority†	18	22	14	15	17	A7.9
Provides the supports needed for teaching culturally and linguistically diverse students†	14	23	5	7	0	A7.11
Treat all students fairly‡	27	40	10	13	0	A7.4
Treat every student with respect‡	33	45	10	20	17	A7.5

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

†*Strongly agree that this school...* ‡*Report that nearly all adults at this school...*

Tolerance Among Students

Table A7.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	38	29	15	0
Agree	53	51	38	57	83
Disagree	12	8	14	17	17
Strongly disagree	6	2	19	9	0
Not applicable	1	1	0	2	0

Question A.24: This school fosters an appreciation of student diversity and respect for each other.
Note: Cells are empty if there are less than 5 respondents.

Table A7.3

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	70	74	70	59	83
Mild problem	21	18	20	30	17
Moderate problem	8	7	10	11	0
Severe problem	1	1	0	0	0

Question A.63: How much of a problem at this school is racial/ethnic conflict among students?
Note: Cells are empty if there are less than 5 respondents.

Treating Students Fairly and Respectfully

Table A7.4
Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Nearly all adults	27	40	10	13	0
Most adults	48	41	57	53	50
Some adults	21	16	29	27	50
Few adults	4	2	5	7	0
Almost none	0	0	0	0	0

Question A.38: How many adults at this school treat all students fairly?
Note: Cells are empty if there are less than 5 respondents.

Table A7.5
Staff Treat All Students with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	33	45	10	20	17
Most adults	41	39	43	45	33
Some adults	23	16	43	27	50
Few adults	3	1	5	7	0
Almost none	0	0	0	0	0

Question A.39: How many adults at this school treat every student with respect?
Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A7.6
Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	34	33	17	17
Agree	51	53	29	57	67
Disagree	13	10	19	15	17
Strongly disagree	6	2	14	11	0
Not applicable	1	1	5	0	0

Question A.25: This school emphasizes showing respect for all students' cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A7.7
Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	23	5	11	17
Agree	43	38	48	46	67
Disagree	33	33	33	37	17
Strongly disagree	4	2	10	4	0
Not applicable	4	5	5	2	0

Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
Note: Cells are empty if there are less than 5 respondents.

Table A7.8
Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	9	15	0	7	0
Agree	29	31	14	33	17
Disagree	41	38	52	39	50
Strongly disagree	13	6	29	20	17
Not applicable	8	10	5	2	17

Question A.22: This school has staff examine their own cultural biases through professional development or other processes.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Instructional Equity

Table A7.9

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	22	14	15	17
Agree	40	34	43	46	50
Disagree	22	25	14	22	17
Strongly disagree	11	7	24	15	0
Not applicable	9	12	5	2	17

Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.
Note: Cells are empty if there are less than 5 respondents.

Table A7.10

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	20	10	22	0
Agree	30	20	24	54	33
Disagree	19	19	24	15	17
Strongly disagree	8	4	24	9	0
Not applicable	26	37	19	0	50

Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
Note: Cells are empty if there are less than 5 respondents.

Table A7.11

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	23	5	7	0
Agree	48	54	43	47	33
Disagree	28	16	48	28	50
Strongly disagree	7	3	5	16	0
Not applicable	3	4	0	2	17

Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	ES %	MS %	HS %	NT %	Table
How many students at this school						
Are motivated to learn†	39	45	43	34	33	A8.2
Are well-behaved†	61	65	62	61	67	A8.5
This school...						
Motivates students to learn‡	22	30	19	12	17	A8.3
How much of a problem at this school is...						
Disruptive behavior§	54	46	62	52	100	A8.6
Cutting classes or being truant§	27	11	33	41	83	A8.4
Lack of respect of staff by students§	32	19	43	41	33	A8.7

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Most" or "Nearly all;" ‡Percent Responding "Strongly Agree;" §Percent Responding "Moderate problem" or "Severe problem."

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Learning Motivation and Truancy

Table A8.2
Students Are Motivated to Learn

	All %	ES %	MS %	HS %	NT %
Nearly all	5	5	0	7	0
Most	35	39	43	27	33
Some	41	45	24	39	50
Few	18	9	24	27	17
Almost none	2	1	10	0	0

Question A.56: Based on your experience, how many students at this school are motivated to learn?
Note: Cells are empty if there are less than 5 respondents.

Table A8.3
School Motivates Students to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	30	19	12	17
Agree	58	59	52	53	83
Disagree	13	7	14	21	0
Strongly disagree	7	3	10	14	0
Not applicable	1	0	5	0	0

Question A.72: This school motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A8.4
Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	45	78	29	7	0
Mild problem	28	11	38	52	17
Moderate problem	18	8	24	25	67
Severe problem	9	3	10	16	17

Question A.66: How much of a problem at this school is cutting classes or being truant?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

General Behavior

Table A8.5
Students Are Well-Behaved

	All %	ES %	MS %	HS %	NT %
Nearly all	8	9	5	9	0
Most	53	55	57	52	67
Some	32	30	33	32	17
Few	5	3	5	5	17
Almost none	2	3	0	2	0

Question A.57: Based on your experience, how many students at this school are well-behaved?
Note: Cells are empty if there are less than 5 respondents.

Table A8.6
Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	11	14	0	16	0
Mild problem	35	41	38	32	0
Moderate problem	34	34	33	32	67
Severe problem	20	12	29	20	33

Question A.62: How much of a problem at this school is disruptive student behavior?
Note: Cells are empty if there are less than 5 respondents.

Table A8.7
Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	31	43	14	25	0
Mild problem	38	38	43	34	67
Moderate problem	18	7	19	30	33
Severe problem	14	12	24	11	0

Question A.65: How much of a problem at this school is lack of respect of staff by students?
Note: Cells are empty if there are less than 5 respondents.

9. Student Health and Risk Behavior

Table A9.1
Summary of Indicators for Student Physical and Mental Health

	All %	ES %	MS %	HS %	NT %	Table
Perceived Physical and Mental Health						
Arrive at school alert and rested†	49	61	52	32	20	A9.3
Are healthy and physically fit†	43	51	29	39	33	A9.4
Depression or other mental health issues are moderate/severe problems	25	19	24	30	50	A9.5

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Most" or "Nearly all."

Table A9.2
Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	ES %	MS %	HS %	NT %	Table
Violence, Conflict, and Crime						
Harassment or bullying‡	39	41	43	36	0	A9.6
Physical fighting‡	29	32	33	20	0	A9.7
Gang activity‡	16	8	24	20	17	A9.10
Vandalism and graffiti‡	20	14	19	30	0	A9.8
Theft‡	21	14	19	30	20	A9.9
Weapons possession at school‡	5	4	5	5	0	A9.11
Substance Use						
Alcohol and drug use‡	25	8	20	39	100	A9.12
Tobacco use‡	9	6	5	12	33	A9.13

Notes: Cells are empty if there are less than 5 respondents. ‡Percent Responding "Moderate problem" or "Severe problem."

Perceived Physical and Mental Health

Table A9.3
Students Arrive at School Alert and Rested

	All %	ES %	MS %	HS %	NT %
Nearly all	5	7	5	2	0
Most	44	54	48	30	20
Some	36	32	24	48	60
Few	15	7	24	20	20
Almost none	0	0	0	0	0

Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?
Note: Cells are empty if there are less than 5 respondents.

Table A9.4
Students Are Healthy and Physically Fit

	All %	ES %	MS %	HS %	NT %
Nearly all	5	8	0	2	0
Most	38	43	29	36	33
Some	41	35	43	45	67
Few	15	14	24	16	0
Almost none	1	0	5	0	0

Question A.54: Based on your experience, how many students at this school are healthy and physically fit?
Note: Cells are empty if there are less than 5 respondents.

Table A9.5
Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	34	57	14	14	0
Mild problem	40	24	62	56	50
Moderate problem	16	9	24	21	33
Severe problem	9	9	0	9	17

Question A.64: How much of a problem at this school is student depression or other mental health problems?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Bullying and Fighting

Table A9.6
Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	16	16	14	18	33
Mild problem	44	43	43	45	67
Moderate problem	28	30	24	30	0
Severe problem	12	11	19	7	0

Question A.60: How much of a problem at this school is harassment or bullying among students?
Note: Cells are empty if there are less than 5 respondents.

Table A9.7
Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	34	36	14	36	67
Mild problem	38	31	52	43	33
Moderate problem	26	27	33	20	0
Severe problem	3	5	0	0	0

Question A.61: How much of a problem at this school is physical fighting between students?
Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A9.8
Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	49	64	48	34	33
Mild problem	30	23	33	36	67
Moderate problem	15	12	10	23	0
Severe problem	5	1	10	7	0

Question A.69: How much of a problem at this school is vandalism (including graffiti)?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A9.9
Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	42	57	38	27	20
Mild problem	37	30	43	43	60
Moderate problem	15	11	14	23	20
Severe problem	5	3	5	7	0

Question A.70: How much of a problem at this school is theft?
Note: Cells are empty if there are less than 5 respondents.

Table A9.10
Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	53	81	29	27	17
Mild problem	30	11	48	52	67
Moderate problem	11	5	19	11	0
Severe problem	6	3	5	9	17

Question A.67: How much of a problem at this school is gang-related activity?
Note: Cells are empty if there are less than 5 respondents.

Table A9.11
Weapons Possession is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	75	93	71	53	67
Mild problem	20	3	24	42	33
Moderate problem	2	1	5	2	0
Severe problem	3	3	0	2	0

Question A.68: How much of a problem at this school is weapons possession?
Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A9.12
Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	52	91	30	9	0
Mild problem	23	1	50	52	0
Moderate problem	19	5	20	27	83
Severe problem	7	3	0	11	17

Question A.58: How much of a problem at this school is student alcohol and drug use?
Note: Cells are empty if there are less than 5 respondents.

Table A9.13
Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	69	93	50	43	33
Mild problem	22	1	45	45	33
Moderate problem	5	3	5	7	33
Severe problem	3	3	0	5	0

Question A.59: How much of a problem at this school is tobacco use?
Note: Cells are empty if there are less than 5 respondents.

10. Discipline and Counseling

Table A10.1

Summary of Indicators for Discipline and Counseling

This school...	*Percent Strongly Agreeing*					Table
	All %	ES %	MS %	HS %	NT %	
Clearly communicates to students consequences of breaking rules	30	44	14	15	17	A10.2
Handles discipline problems fairly	26	34	10	17	50	A10.3
Effectively handles student discipline and behavioral problems	27	36	10	20	33	A10.4
Provides adequate counseling and support services for students	15	20	5	11	33	A10.5

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

Table A10.2
Clearly Communicates Consequences of Breaking Rules

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	44	14	15	17
Agree	44	40	57	43	83
Disagree	16	10	14	28	0
Strongly disagree	9	6	14	13	0
Not applicable	0	0	0	0	0

Question A.26: This school clearly communicates to students the consequences of breaking school rules.
Note: Cells are empty if there are less than 5 respondents.

Table A10.3
Handles Discipline Problems Fairly

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	34	10	17	50
Agree	47	43	62	46	50
Disagree	16	14	14	24	0
Strongly disagree	10	8	14	13	0
Not applicable	0	0	0	0	0

Question A.27: This school handles discipline problems fairly.
Note: Cells are empty if there are less than 5 respondents.

Table A10.4
Handles Student Discipline and Behavioral Problems Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	36	10	20	33
Agree	39	35	38	43	50
Disagree	20	19	24	20	17
Strongly disagree	14	9	24	17	0
Not applicable	1	0	5	0	0

Question A.28: This school effectively handles student discipline and behavioral problems.
Note: Cells are empty if there are less than 5 respondents.

Table A10.5

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	20	5	11	33
Agree	38	37	62	26	67
Disagree	29	28	19	39	0
Strongly disagree	15	12	10	22	0
Not applicable	3	3	5	2	0

Question A.10: 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

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Meeting academic standards	60	68	52	56	17	A11.2
Evidence-based methods of instruction	64	70	55	63	17	A11.3
Positive behavioral support and classroom management	54	55	52	56	33	A11.4
Creating a positive school climate	60	51	71	72	67	A11.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	40	35	43	53	0	A11.6
Culturally relevant pedagogy for the school's student population	46	39	48	60	33	A11.7
Serving English language learners	61	56	52	74	33	A11.8
Closing the achievement gap	65	68	48	67	50	A11.9
Providing Support Services						
Serving special education (IEP) students	63	63	43	72	50	A11.10
Meeting the social, emotional, and developmental needs of youth	63	66	62	60	67	A11.11

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

Instruction and School Environment

Table A11.2

Need PD in Meeting Academic Standards

	All %	ES %	MS %	HS %	NT %
Yes	60	68	52	56	17
No	31	27	33	33	50
Not applicable	9	5	14	12	33

Question A.44: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting academic standards?

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

Table A11.3

Need PD in Instructional Methods

	All %	ES %	MS %	HS %	NT %
Yes	64	70	55	63	17
No	28	25	35	28	50
Not applicable	8	5	10	9	33

Question A.45: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... evidence-based methods of instruction?

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

Table A11.4

Need PD on Positive Behavior Support and Classroom Management

	All %	ES %	MS %	HS %	NT %
Yes	54	55	52	56	33
No	38	40	38	35	50
Not applicable	8	5	10	9	17

Question A.46: 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?

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table A11.5
Need PD in Creating a Positive School Climate

	All %	ES %	MS %	HS %	NT %
Yes	60	51	71	72	67
No	35	44	29	23	33
Not applicable	5	5	0	5	0

Question A.53: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... creating a positive school climate?

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

Addressing Needs of Diverse Populations

Table A11.6
Need PD on Working with Diverse Populations

	All %	ES %	MS %	HS %	NT %
Yes	40	35	43	53	0
No	51	55	43	44	67
Not applicable	10	10	14	2	33

Question A.47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?
Note: Cells are empty if there are less than 5 respondents.

Table A11.7
Need PD on Culturally Relevant Pedagogy

	All %	ES %	MS %	HS %	NT %
Yes	46	39	48	60	33
No	45	51	43	37	33
Not applicable	8	10	10	2	33

Question A.48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?
Note: Cells are empty if there are less than 5 respondents.

Table A11.8
Need PD on Serving English Language Learners

	All %	ES %	MS %	HS %	NT %
Yes	61	56	52	74	33
No	33	38	43	21	33
Not applicable	6	6	5	5	33

Question A.49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving English Language Learners?

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

Table A11.9
Need PD on Closing the Achievement Gap

	All %	ES %	MS %	HS %	NT %
Yes	65	68	48	67	50
No	29	29	43	26	17
Not applicable	6	4	10	7	33

Question A.50: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... closing the achievement gap?
Note: Cells are empty if there are less than 5 respondents.

Providing Support Services

Table A11.10
Need PD for Serving Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Yes	63	63	43	72	50
No	28	26	43	21	33
Not applicable	10	11	14	7	17

Question A.51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving special education (IEP) students?
Note: Cells are empty if there are less than 5 respondents.

Table A11.11

Need PD on Meeting Social, Emotional, and Developmental Needs of Youth

	All %	ES %	MS %	HS %	NT %
Yes	63	66	62	60	67
No	30	27	33	33	33
Not applicable	6	6	5	7	0

Question A.52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

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

B. Learning Supports Module

1. Module Sample

Table B1.1
Learning Supports Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	37	17	6	10	2

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

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Collaborates well with law enforcement organizations‡	27	35	33	10		B3.1
Punishes first-time violations of alcohol or other drug policies‡	14	18	17	10		B3.1
Enforces zero tolerance policies‡	13	19	20	0		B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis‡	11	18	0	10		B3.1
Has sufficient resources to create a safe campus‡	14	12	33	10		B3.2
Seeks to maintain a secure campus‡	5	6	0	0		B3.2
Provides harassment or bullying prevention†	25	31	0	30		B3.3
Provides conflict resolution or behavior management instruction†	14	25	0	10		B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal‡	16	29	0	0		B4.1
Collaborates well with community organizations to address substance use or other problems‡	22	24	17	20		B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems‡	24	29	17	20		B4.1
Provides alcohol or drug use prevention instruction†	11	13	17	10		B4.1
Provides tobacco use prevention instruction†	11	13	0	20		B4.1
Has sufficient resources to address substance use prevention needs‡	11	12	20	10		B4.1

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "A lot;" ‡Percent responding "Strongly Agree."

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table B2.1

Summary of Indicators of School Learning Supports - Continued

	All %	ES %	MS %	HS %	NT %	Table
Physical Health and Special Needs						
Provides healthy food choices for students‡	16	29	17	0		B5.1
Provides adequate health services for students‡	16	29	0	0		B5.1
Provides opportunities for physical education and activity†	39	38	50	50		B5.1
Provides nutritional instruction†	11	19	0	11		B5.1
Provides services for students with disabilities or other special needs†	44	38	33	60		B5.1
Youth Development and Social-Emotional Health						
Fosters youth development, resilience, or asset promotion†	19	19	17	20		B6.1
Provides character education†	28	25	0	50		B6.1
Emphasizes helping students with social, emotional, and behavioral problems‡	27	35	17	20		B6.1

Notes: Cells are empty if there are less than 5 respondents. †Percent responding "A lot;" ‡Percent responding "Strongly Agree."

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

3. Discipline, Safety, and Behavior Management

Table B3.1
Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement organizations					
Strongly agree	27	35	33	10	
Agree	51	41	33	80	
Neither agree nor disagree	16	18	17	10	
Disagree	5	6	17	0	
Strongly disagree	0	0	0	0	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	14	18	17	10	
Agree	43	29	33	70	
Neither agree nor disagree	30	47	17	20	
Disagree	8	0	17	0	
Strongly disagree	5	6	17	0	
Enforces zero tolerance policies					
Strongly agree	13	19	20	0	
Agree	50	38	40	100	
Neither agree nor disagree	25	38	20	0	
Disagree	9	6	20	0	
Strongly disagree	3	0	0	0	
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	11	18	0	10	
Agree	43	29	50	60	
Neither agree nor disagree	32	47	17	30	
Disagree	8	6	17	0	
Strongly disagree	5	0	17	0	

Question 2, 5-7 (Section 2): This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... 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.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

Table B3.2
Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	14	12	33	10	
Agree	46	47	33	50	
Neither agree nor disagree	19	24	17	20	
Disagree	22	18	17	20	
Strongly disagree	0	0	0	0	
Seeks to maintain a secure campus					
Strongly agree	5	6	0	0	
Agree	30	6	33	70	
Neither agree nor disagree	24	35	50	0	
Disagree	24	29	17	20	
Strongly disagree	16	24	0	10	

Question 3, 8 (Section 2): 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 %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	25	31	0	30	
Some	53	63	67	40	
Not much	11	6	17	10	
Not at all	11	0	17	20	
Provides conflict resolution or behavior management instruction					
A lot	14	25	0	10	
Some	56	56	67	40	
Not much	17	19	17	20	
Not at all	14	0	17	30	

Question 19, 21 (Section 2): To what extent does this school... provide conflict resolution or behavior management instruction... provide 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 %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	16	29	0	0	
Agree	46	35	67	60	
Neither agree nor disagree	27	35	0	30	
Disagree	5	0	17	0	
Strongly disagree	5	0	17	10	
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	22	24	17	20	
Agree	32	24	17	50	
Neither agree nor disagree	32	41	50	20	
Disagree	14	12	17	10	
Strongly disagree	0	0	0	0	
Provides effective confidential support and referral services for students needing help					
Strongly agree	24	29	17	20	
Agree	30	18	67	30	
Neither agree nor disagree	27	41	0	20	
Disagree	16	12	17	20	
Strongly disagree	3	0	0	10	

Question 1, 9, 10 (Section 2): 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 %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	11	13	17	10	
Some	50	63	50	30	
Not much	31	25	33	40	
Not at all	8	0	0	20	
Provides tobacco use prevention instruction					
A lot	11	13	0	20	
Some	50	63	67	20	
Not much	31	25	33	40	
Not at all	8	0	0	20	
Has sufficient resources to address substance use prevention needs					
Strongly agree	11	12	20	10	
Agree	39	35	40	40	
Neither agree nor disagree	28	47	0	20	
Disagree	14	6	20	10	
Strongly disagree	8	0	20	20	

Question 4, 17, 18 (Section 2): This school... has sufficient resources to address substance use prevention needs... To what extent does this school... provide alcohol or drug use prevention instruction... provide tobacco use prevention instruction.

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

5. Physical Health and Special Needs

Table B5.1
Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides healthy food choices for students					
Strongly agree	16	29	17	0	
Agree	49	47	50	50	
Neither agree nor disagree	16	6	0	40	
Disagree	16	18	17	10	
Strongly disagree	3	0	17	0	
Provides adequate health services for students					
Strongly agree	16	29	0	0	
Agree	43	35	50	60	
Neither agree nor disagree	30	29	33	30	
Disagree	8	6	17	0	
Strongly disagree	3	0	0	10	
Provides opportunities for physical education and activity					
A lot	39	38	50	50	
Some	53	56	50	30	
Not much	8	6	0	20	
Not at all	0	0	0	0	
Provides nutritional instruction					
A lot	11	19	0	11	
Some	60	63	67	33	
Not much	26	19	33	44	
Not at all	3	0	0	11	
Provides services for students with disabilities or other special needs					
A lot	44	38	33	60	
Some	44	56	33	30	
Not much	6	6	17	0	
Not at all	6	0	17	10	

Question 11, 12, 15, 16, 22 (Section 2): This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school... provide nutritional instruction... provide opportunities for physical education and activity... provide services for students with disabilities or other special needs?
Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative

6. Youth Development and Social-Emotional Health

Table B6.1
Youth Development and Social-Emotional Health at School

	All %	ES %	MS %	HS %	NT %
Fosters youth development, resilience, or asset promotion					
A lot	19	19	17	20	
Some	53	63	33	50	
Not much	19	19	33	20	
Not at all	8	0	17	10	
Provides character education					
A lot	28	25	0	50	
Some	50	56	67	30	
Not much	8	6	17	10	
Not at all	14	13	17	10	
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	27	35	17	20	
Agree	27	18	50	30	
Neither agree nor disagree	22	35	0	20	
Disagree	22	12	33	20	
Strongly disagree	3	0	0	10	

Question 13, 14, 20 (Section 2): This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.
Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered

Core Module

High School Questionnaire

2014-2015

This survey asks about your behavior, experiences, and attitudes related to your school, health, and well–being. It includes questions about use of alcohol, tobacco, and other drugs, and about bullying and violence.

You do not have to answer these questions, but your answers will be very helpful in improving school and health programs. **You will be able to answer** whether or not you have done or experienced any of these things.

Please do not write your name on this form or the answer sheet. Do not identify yourself in any other way.

Please mark all of your answers on the answer sheet. Fill in the bubbles neatly with a **#2 pencil**. Do not write on the questionnaire. Mark only one answer unless told to ***"Mark All That Apply."***

This survey asks about things you may have done during different periods of time, such as during your **lifetime** (for example, did you ever do something?), or the past **12 months**, or **30 days.** Each provides different information. Please pay careful attention to these time periods.

Thank you for taking this survey!

Begin by writing your school's name at the top of the answer sheet.

1. Fill in the bubble for the letter "B."

2. Fill in the bubble for the letter "H."

Next, we would like some background information about you.

3. How old are you?

- **A)** 10 years old or younger
- **B)** 11 years old
- **C)** 12 years old
- **D)** 13 years old
- **E)** 14 years old
- **F)** 15 years old
- **G)** 16 years old
- **H)** 17 years old
- **I)** 18 years old or older

4. What is your sex?

- **A)** Male
- **B)** Female

5. What grade are you in?

- **A)** 6th grade
- **B)** 7th grade
- **C)** 8th grade
- **D)** 9th grade
- **E)** 10th grade
- **F)** 11th grade
- **G)** 12th grade
- **H)** Other grade
- **I)** Ungraded

6. Are you of Hispanic or Latino origin?

- **A)** No
- **B)** Yes

7. What is your race?

- **A)** American Indian or Alaska Native
- **B)** Asian
- **C)** Black or African American
- **D)** Native Hawaiian or Pacific Islander
- **E)** White
- **F)** Mixed (two or more) races

8. If you are Asian or Pacific Islander, which groups best describe you? *(Mark All That Apply.)*
If you are not of Asian/Pacific Islander background, mark "A. Does not apply."

- **A)** Does not apply; I am not Asian or Pacific Islander
- **B)** Asian Indian
- **C)** Cambodian
- **D)** Chinese
- **E)** Filipino
- **F)** Hmong
- **G)** Japanese
- **H)** Korean
- **I)** Laotian
- **J)** Vietnamese
- **K)** Native Hawaiian, Guamanian, Samoan, Tahitian, or other Pacific Islander
- **L)** Other Asian

9. What best describes where you live? A home includes a house, apartment, trailer, or mobile home.

- **A)** A home with one or more parents or guardian
- **B)** Other relative's home
- **C)** A home with more than one family
- **D)** Friend's home
- **E)** Foster home, group care, or waiting placement
- **F)** Hotel or motel
- **G)** Shelter, car, campground, or other transitional or temporary housing
- **H)** Other living arrangement

10. What is the highest level of education your parents completed? *(Mark The Educational Level Of The Parent Who Went The Furthest In School.)*

- **A)** Did not finish high school
- **B)** Graduated from high school
- **C)** Attended college but did not complete four–year degree
- **D)** Graduated from college
- **E)** Don't know

11. During the past 12 months, how would you describe the grades you mostly received in school?

- **A)** Mostly A's
- **B)** A's and B's
- **C)** Mostly B's
- **D)** B's and C's
- **E)** Mostly C's
- **F)** C's and D's
- **G)** Mostly D's
- **H)** Mostly F's

12. During the past 12 months, about how many times did you skip school or cut classes?

- **A)** 0 times
- **B)** 1–2 times
- **C)** A few times
- **D)** Once a month
- **E)** Once a week
- **F)** More than once a week

13. In the past 30 days, did you miss school for any of the following reasons? ***(Mark All That Apply.)***

- **A)** Does not apply, I didn't miss any school
- **B)** Illness (feeling physically sick), including problems with breathing or your teeth
- **C)** Felt very sad, hopeless, anxious, stressed, or angry
- **D)** Didn't get enough sleep
- **E)** Didn't feel safe at school
- **F)** Had to work
- **G)** Had to take care of or help a family member or friend
- **H)** Wanted to spend time with friends who don't go to your school
- **I)** Wanted to use alcohol or drugs
- **J)** Were behind in schoolwork or weren't prepared for a test or class assignment
- **K)** Were bored with or uninterested in school
- **L)** Were suspended
- **M)** Other reason

How strongly do you agree or disagree with the following statements

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
14.	**I feel close to people at this school.**	A	B	C	D	E
15.	**I am happy to be at this school.**	A	B	C	D	E
16.	**I feel like I am part of this school.**	A	B	C	D	E
17.	**The teachers at this school treat students fairly.**	A	B	C	D	E
18.	**I feel safe in my school.**	A	B	C	D	E
19.	**I try hard to make sure that I am good at my schoolwork.**	A	B	C	D	E
20.	**I try hard at school because I am interested in my work.**	A	B	C	D	E
21.	**I work hard to try to understand new things at school.**	A	B	C	D	E
22.	**I am always trying to do better in my schoolwork.**	A	B	C	D	E

Core Module

Please mark on your answer sheet how TRUE you feel each of the following statements is about your SCHOOL and things you might do there.

At my school, there is a teacher or some other adult ...

		Not At All True	A Little True	Pretty Much True	Very Much True
23.	**who really cares about me.**	A	B	C	D
24.	**who tells me when I do a good job.**	A	B	C	D
25.	**who notices when I'm not there.**	A	B	C	D
26.	**who always wants me to do my best.**	A	B	C	D
27.	**who listens to me when I have something to say.**	A	B	C	D
28.	**who believes that I will be a success.**	A	B	C	D

At school, ...

		Not At All True	A Little True	Pretty Much True	Very Much True
29.	**I do interesting activities.**	A	B	C	D
30.	**I help decide things like class activities or rules.**	A	B	C	D
31.	**I do things that make a difference.**	A	B	C	D

Core Module

The next questions ask about the use of alcohol, tobacco, marijuana, and other drugs, including pills or medications to get "high" or for reasons other than medical *(without a doctor's order).*

Keep the following definitions in mind.

- **One drink of ALCOHOL**, or alcoholic drink (beverage), means one regular size can/bottle of beer or wine cooler, one glass of wine, one mixed drink, or one shot glass of liquor.
- Questions about alcohol do **not** include drinking a few sips of wine for religious purposes.
- **DRUG** means any substance other than alcohol or tobacco, including pills and medications, used to get "high" ("loaded", "stoned", or "wasted") or for purposes other than they were prescribed by a doctor.

*During your **life**, how many times have you used the following substances?*

		Number of Times					
		0 Times	1 Time	2 Times	3 Times	4–6 Times	7 or More Times
32.	A **whole** cigarette	A	B	C	D	E	F
33.	**Smokeless tobacco** (dip, chew, or snuff such as Redman™, Skoal™, or Beechnut™)	A	B	C	D	E	F
34.	**Electronic** cigarettes, e-cigarettes or other vaping device such as e-hookah, hookah pens or vape pens?	A	B	C	D	E	F
35.	One **full drink of alcohol** (such as a can of beer, glass of wine, wine cooler, or shot of liquor)	A	B	C	D	E	F
36.	**Marijuana** (pot, weed, grass, hash, bud)	A	B	C	D	E	F
37.	**Inhalants** (things you sniff, huff, or breathe to get "high" such as glue, paint, aerosol sprays, gasoline, poppers, gases)	A	B	C	D	E	F
38.	**Cocaine, Methamphetamine, or any amphetamines** (meth, speed, crystal, crank, ice)	A	B	C	D	E	F
39.	**Derbisol** (DB, derbs, dirt)	A	B	C	D	E	F
40.	**Ecstasy, LSD, or other psychedelics** (acid, mescaline, peyote, mushrooms)	A	B	C	D	E	F
41.	**Prescription pain killers** (Vicodin™, OxyContin™, Percodan™, Lortab™), **tranquilizers, or sedatives** (Xanax™, Ativan™)	A	B	C	D	E	F
42.	**Diet Pills** (Didrex, Dexedrine, Zinadrine, Skittles, M&M's)	A	B	C	D	E	F
43.	**Ritalin™ or Adderall™** (JIF, R–ball, Skippy) or other prescription stimulant	A	B	C	D	E	F

Core Module

*During your **life**, how many times have you used the following substances?*

		Number of Times					
		0 Times	1 Time	2 Times	3 Times	4–6 Times	7 or More Times
44.	**Cold/Cough Medicines** (Triple–C's, Coricidin Cough, Sudafed, TheraFlu, Tylenol Cough) or other over–the–counter medicines	A	B	C	D	E	F
45.	**Any other drug, or pill, or medicine** to get "high" or for other than medical reasons	A	B	C	D	E	F

During your life, how many times have you been ...

		Number of Times					
		0 Times	1 Time	2 Times	3 Times	4–6 Times	7 or More Times
46.	very drunk or sick after drinking **alcohol?**	A	B	C	D	E	F
47.	"high" (loaded, stoned, or wasted) from using **drugs?**	A	B	C	D	E	F
48.	drunk on alcohol or "high" on drugs **on school property?**	A	B	C	D	E	F

About how old were you the first time you did any of these things?

		Years of Age									
		Never	10 or Under	11	12	13	14	15	16	17	18 or Over
49.	Had a drink of an alcoholic beverage (other than a sip or two)	A	B	C	D	E	F	G	H	I	J
50.	Smoked part or all of a cigarette	A	B	C	D	E	F	G	H	I	J
51.	Used smokeless tobacco or other tobacco products	A	B	C	D	E	F	G	H	I	J
52.	Used marijuana or hashish	A	B	C	D	E	F	G	H	I	J
53.	Used any other illegal drug or pill to get "high"	A	B	C	D	E	F	G	H	I	J

Core Module

*During the past **30 days**, on how many **days** did you use ...*

		0 Days	1 Day	2 Days	3 – 9 Days	10 – 19 Days	20 – 30 Days
54.	**cigarettes?**	A	B	C	D	E	F
55.	**smokeless tobacco** (dip, chew or snuff)?	A	B	C	D	E	F
56.	**electronic** cigarettes, e-cigarettes or other vaping device such as e-hookah, hookah pens or vape pens?	A	B	C	D	E	F
57.	**at least one** drink of alcohol?	A	B	C	D	E	F
58.	**five or more drinks of alcohol** in a row, that is, within a couple of hours?	A	B	C	D	E	F
59.	**marijuana** (pot, weed, grass, hash, bud)?	A	B	C	D	E	F
60.	**inhalants** (things you sniff, huff, or breathe to get "high")?	A	B	C	D	E	F
61.	**prescription pain medications to get "high" or for reasons other than** prescribed (such as Vicodin™, OxyContin™, Percodan™, Ritalin™, Adderall™, Xanax™)?	A	B	C	D	E	F
62.	any other drug, pill, or medicine to get "high" or for other than medical reasons?	A	B	C	D	E	F
63.	**two or more drugs at the same time** (for example, alcohol with marijuana, ecstasy with mushrooms)?	A	B	C	D	E	F

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

		0 Days	1 Day	2 Days	3 – 9 Days	10 – 19 Days	20 – 30 Days
64.	smoke cigarettes?	A	B	C	D	E	F
65.	use smokeless tobacco?	A	B	C	D	E	F
66.	use electronic cigarettes, e-cigarettes or other vaping device such as e-hookah, hookah pens or vape pens?	A	B	C	D	E	F
67.	have at least one drink of alcohol?	A	B	C	D	E	F
68.	smoke marijuana?	A	B	C	D	E	F
69.	use any other illegal drug or pill to get "high"?	A	B	C	D	E	F

How much do people risk harming themselves physically and in other ways when they do the following?

		How Much Risk or Harm			
		Great	Moderate	Slight	None
70.	Smoke cigarettes occasionally	A	B	C	D
71.	Smoke 1–2 packs of cigarettes each day	A	B	C	D
72.	Drink alcohol occasionally	A	B	C	D
73.	Have five or more drinks of an alcoholic beverage once or twice a week	A	B	C	D
74.	Smoke marijuana occasionally	A	B	C	D
75.	Smoke marijuana once or twice a week	A	B	C	D

How difficult is it for students in your grade to get any of the following substances if they really want them?

		Very Difficult	Fairly Difficult	Fairly Easy	Very Easy	Don't Know
76.	**Cigarettes**	A	B	C	D	E
77.	**Alcohol**	A	B	C	D	E
78.	**Marijuana**	A	B	C	D	E

79. How do you feel about someone your age smoking one or more packs of cigarettes a day?

A) Neither approve nor disapprove
B) Somewhat disapprove
C) Strongly disapprove

How many times have you tried to quit or stop using …

		Does Not Apply, Don't Use	0 Times	1 Time	2–3 Times	4 or More Times
80.	**cigarettes?**	A	B	C	D	E
81.	**alcohol?**	A	B	C	D	E
82.	**marijuana?**	A	B	C	D	E

83. During your life, how many times have you ever driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?

A) Never
B) 1 time
C) 2 times
D) 3 to 6 times
E) 7 or more times

Next are questions about violence, safety, harassment, & bullying on school property.

84. How safe do you feel when you are at school?

A) Very safe
B) Safe
C) Neither safe nor unsafe
D) Unsafe
E) Very unsafe

Core Module

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

		Happened on School Property			
		0 Times	1 Time	2 to 3 Times	4 or More Times
85.	**been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?**	A	B	C	D
86.	**been afraid of being beaten up?**	A	B	C	D
87.	**been in a physical fight?**	A	B	C	D
88.	**had mean rumors or lies spread about you?**	A	B	C	D
89.	**had sexual jokes, comments, or gestures made to you?**	A	B	C	D
90.	**been made fun of because of your looks or the way you talk?**	A	B	C	D
91.	**had your property stolen or deliberately damaged, such as your car, clothing, or books?**	A	B	C	D
92.	**been offered, sold, or given an illegal drug?**	A	B	C	D
93.	**damaged school property on purpose?**	A	B	C	D
94.	**carried a gun?**	A	B	C	D
95.	**carried any other weapon (such as a knife or club)?**	A	B	C	D
96.	**been threatened or injured with a weapon (gun, knife, club, etc.)?**	A	B	C	D
97.	**seen someone carrying a gun, knife, or other weapon?**	A	B	C	D
98.	**been threatened with harm or injury?**	A	B	C	D
99.	**been made fun of, insulted, or called names?**	A	B	C	D

*During the past **12 months**, how many times **on school property** were you harassed or bullied for any of the following reasons?* [You were **bullied** if you were shoved, hit, threatened, called mean names, teased, or had other unpleasant physical or verbal things done to you repeatedly or in a severe way. It is **not bullying** when two students of about the same strength quarrel or fight.]

		0 Times	1 Time	2 to 3 Times	4 or More Times
100.	**Your race, ethnicity, or national origin**	A	B	C	D
101.	**Your religion**	A	B	C	D
102.	**Your gender (being male or female)**	A	B	C	D
103.	**Because you are gay or lesbian or someone thought you were**	A	B	C	D
104.	**A physical or mental disability**	A	B	C	D
105.	**Any other reason**	A	B	C	D

106. During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet (i.e., Facebook™, MySpace™, email, instant message)?

A) 0 times (never)
B) 1 time
C) 2–3 times
D) 4 or more times

107. Do you consider yourself a member of a gang?

A) No
B) Yes

108. During the past 12 months, did you ever feel so sad or hopeless almost everyday for two weeks or more that you stopped doing some usual activities?

A) No
B) Yes

109. During the past 12 months, did you ever seriously consider attempting suicide?

A) No
B) Yes

110. Did you eat breakfast today?

A) No
B) Yes

111. How many questions in this survey did you answer honestly?

A) All of them
B) Most of them
C) Only some of them
D) Hardly any

112. Is your father, mother, or caretaker currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

A) No
B) Yes
C) Don't know

113. Which of the following best describes you? *(Mark All That Apply.)*

A) Heterosexual (straight)
B) Gay or Lesbian or Bisexual
C) Transgender
D) Not sure
E) Decline to respond

School Climate Module

SUPPLEMENT 1

*How strongly do you agree or disagree with the following statements about your **school**?*

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
W1.	**Students at this school are motivated to learn.**	A	B	C	D	E
W2.	**Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.**	A	B	C	D	E
W3.	**My teachers work hard to help me with my schoolwork when I need it.**	A	B	C	D	E
W4.	**Teachers show how classroom lessons are helpful to students in real life.**	A	B	C	D	E
W5.	**Teachers give students a chance to take part in classroom discussions or activities.**	A	B	C	D	E
W6.	**This school promotes academic success for all students.**	A	B	C	D	E
W7.	**This school is a supportive and inviting place for students to learn.**	A	B	C	D	E
W8.	**Teachers go out of their way to help students.**	A	B	C	D	E
W9.	**Students really enjoy their classes.**	A	B	C	D	E
W10.	**Teachers help students catch up when they return from an absence.**	A	B	C	D	E
W11.	**My teachers give me useful feedback on my work.**	A	B	C	D	E
W12.	**My classes are challenging.**	A	B	C	D	E
W13.	**Adults at this school treat all students with respect.**	A	B	C	D	E
W14.	**Students treat teachers with respect.**	A	B	C	D	E
W15.	**The school rules are fair.**	A	B	C	D	E
W16.	**All students are treated fairly when they break school rules.**	A	B	C	D	E
W17.	**This school clearly informs students what would happen if they break school rules.**	A	B	C	D	E
W18.	**Students at this school are well–behaved.**	A	B	C	D	E
W19.	**The rules in this school are too strict.**	A	B	C	D	E
W20.	**It is easy for students to get kicked out of class or get suspended.**	A	B	C	D	E
W21.	**Students get in trouble for breaking small rules.**	A	B	C	D	E

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School Climate Module

SUPPLEMENT 1

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
W22.	**Teachers are very strict here.**	A	B	C	D	E
W23.	**Rules in this school are made clear to students.**	A	B	C	D	E
W24.	**Students know how they are expected to act.**	A	B	C	D	E
W25.	**Students know what the rules are.**	A	B	C	D	E
W26.	**This school makes it clear how students are expected to act.**	A	B	C	D	E
W27.	**Students enjoy doing things with each other in school activities.**	A	B	C	D	E
W28.	**Students enjoy working together on projects in class.**	A	B	C	D	E
W29.	**Students care about each other.**	A	B	C	D	E
W30.	**Students treat each other with respect.**	A	B	C	D	E
W31.	**Students get along well with each other.**	A	B	C	D	E
W32.	**This school encourages students to feel responsible for how they act.**	A	B	C	D	E
W33.	**Students are often given rewards for being good.**	A	B	C	D	E
W34.	**This school encourages students to understand how others think and feel.**	A	B	C	D	E
W35.	**Students are taught that they can control their own behavior.**	A	B	C	D	E
W36.	**This school helps students solve conflicts with one another.**	A	B	C	D	E
W37.	**This school encourages students to care about how others feel.**	A	B	C	D	E
W38.	**Teachers here make it clear to students that bullying is not tolerated.**	A	B	C	D	E
W39.	**If another student was bullying me, I would tell one of the teachers or staff at school.**	A	B	C	D	E
W40.	**Students tell teachers when other students are being bullied.**	A	B	C	D	E
W41.	**If I tell a teacher that someone is bullying me, the teacher will do something to help.**	A	B	C	D	E
W42.	**Students here try to stop bullying when they see it happening.**	A	B	C	D	E
W43.	**My class lessons include examples of my racial, ethnic, or cultural background.**	A	B	C	D	E

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School Climate Module

SUPPLEMENT 1

		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
W44.	**I have been disrespected by an adult at this school because of my race, ethnicity, or culture.**	A	B	C	D	E
W45.	**There is a lot of tension in this school between people of different cultures, races, or ethnicities.**	A	B	C	D	E
W46.	**Students in this school respect each other's differences (for example, gender, race, culture, sexual orientation).**	A	B	C	D	E
W47.	**Adults in this school respect differences in students (for example, gender, race, culture, sexual orientation).**	A	B	C	D	E
W48.	**Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.**	A	B	C	D	E
W49.	**The schoolyard and buildings are clean and in good condition.**	A	B	C	D	E
W50.	**My school is usually clean and tidy.**	A	B	C	D	E
W51.	**The school grounds are kept clean.**	A	B	C	D	E
W52.	**Students pay attention in class.**	A	B	C	D	E
W53.	**Students try their best in school.**	A	B	C	D	E
W54.	**Students usually follow the rules at school.**	A	B	C	D	E
W55.	**Students turn in their homework on time.**	A	B	C	D	E
W56.	**Students try to get good grades.**	A	B	C	D	E

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Social Emotional Health Module

SUPPLEMENT 1

Please tell us how true each statement is of you ...

		Not At All True of Me	A Little True of Me	Pretty Much True of Me	Very Much True of Me
W1.	**I can work out my problems.**	A	B	C	D
W2.	**I can do most things if I try.**	A	B	C	D
W3.	**There are many things that I do well.**	A	B	C	D
W4.	**There is a purpose to my life.**	A	B	C	D
W5.	**I understand my moods and feelings.**	A	B	C	D
W6.	**I understand why I do what I do.**	A	B	C	D
W7.	**When I do not understand something, I ask the teacher again and again until I understand.**	A	B	C	D
W8.	**I try to answer all the questions asked in class.**	A	B	C	D
W9.	**When I try to solve a math problem, I will not stop until I find a final solution.**	A	B	C	D
W10.	**I accept responsibility for my actions.**	A	B	C	D
W11.	**When I make a mistake I admit it.**	A	B	C	D
W12.	**I can deal with being told no.**	A	B	C	D
W13.	**I feel bad when someone gets their feelings hurt.**	A	B	C	D
W14.	**I try to understand what other people go through.**	A	B	C	D
W15.	**I try to understand how other people feel and think.**	A	B	C	D
W16.	**I can wait for what I want.**	A	B	C	D
W17.	**I don't bother others when they are busy.**	A	B	C	D
W18.	**I think before I act.**	A	B	C	D
W19.	**Each day I look forward to having a lot of fun.**	A	B	C	D
W20.	**I usually expect to have a good day.**	A	B	C	D
W21.	**Overall, I expect more good things to happen to me than bad things.**	A	B	C	D

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Social Emotional Health Module

SUPPLEMENT 1

How true do you feel these statements are about your family and friends?

		Not At All True	A Little True	Pretty Much True	Very Much True
W22.	**My family members really help and support one another.**	A	B	C	D
W23.	**There is a feeling of togetherness in my family.**	A	B	C	D
W24.	**My family really gets along well with each other.**	A	B	C	D
W25.	**I have a friend my age who really cares about me.**	A	B	C	D
W26.	**I have a friend my age who talks with me about my problems.**	A	B	C	D
W27.	**I have a friend my age who helps me when I'm having a hard time.**	A	B	C	D

Please tell us how strongly you feel the following emotion ...

		Not At All	A Little	Somewhat	Quite A Lot	Extremely
W28.	**Since yesterday, how much have you felt GRATEFUL?**	A	B	C	D	E
W29.	**Since yesterday, how much have you felt THANKFUL?**	A	B	C	D	E
W30.	**Since yesterday, how much have you felt APPRECIATIVE?**	A	B	C	D	E

How do you feel right now?

		Not At All	A Little	Somewhat	Quite A Lot	Extremely
W31.	**How much do you feel ENERGETIC right now?**	A	B	C	D	E
W32.	**How much do you feel ACTIVE right now?**	A	B	C	D	E
W33.	**How much do you feel LIVELY right now?**	A	B	C	D	E

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Elementary School Questionnaire
2014-2015

This survey is voluntary. **You do not have to complete this survey,** but we hope that you will. We need your help!

Your answers will improve health programs.

Do not write your name on this form or the answer sheet. No one but you will know how you answer these questions.

Please mark only one answer for each question on the answer sheet. Fill in the bubbles neatly with a #2 pencil. Please do not write on the survey questionnaire.

Please read every question carefully. Mark one choice on your answer sheet for each question.

Thank you for taking this survey!

First, write your SCHOOL NAME on the top of the answer sheet.

1. Fill in the bubble for number "2."

2. How old are you?

A) 7 years old, or younger than 7
B) 8 years old
C) 9 years old
D) 10 years old
E) 11 years old
F) 12 years old
G) 13 years old, or older than 13

3. Are you female or male?

A) Female
B) Male

4. What grade are you in?

A) 3rd grade
B) 4th grade
C) 5th grade
D) 6th grade

5. Did you eat breakfast this morning?

A) No
B) Yes

6. Do you feel close to people at school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

7. Are you happy to be at this school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

8. Do you feel like you are part of this school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

9. Are the students at your school motivated to learn?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

10. Do teachers treat students fairly at school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

11. Are you given a chance to help decide things at school, like class rules?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

12. Do the teachers and other grown-ups at school care about you?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

13. Do the teachers and other grown–ups at school tell you when you do a good job?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

14. Do the teachers and other grown–ups at school ask you about your ideas?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

15. Do the teachers and other grown-ups give you a chance to solve school problems?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

16. Do you get to do interesting activities at school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

17. Do your teachers ask you what you want to learn about?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

18. How well do you do in your schoolwork?

A) I'm one of the best students
B) I do better than most students
C) I do about the same as others
D) I don't do as well as most others

19. Do the teachers and other grown-ups at school listen when you have something to say?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

20. Do the teachers and other grown-ups at school believe that you can do a good job?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

21. Do you do things to be helpful at school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

22. Do teachers and other grown-ups at school treat students with respect?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

23. Are students treated fairly when they break school rules?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

24. Are students at this school well behaved?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

25. Do students know what the rules are?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

26. Does your school help students solve conflicts with one another?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

27. Does your school teach students to care about each other and treat each other with respect?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

28. Do the teachers and other grown-ups make it clear that bullying is not allowed?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

29. If you tell a teacher that you've been bullied, will the teacher do something to help?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

30. Do students at your school try to stop bullying when they see it happening?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

31. Do you finish all your class assignments?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

32. When you get a bad grade, do you try even harder the next time?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

33. Do you keep working and working on your schoolwork until you get it right?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

34. Do you do your class assignments even when they're really hard for you?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

35. Do you follow the classroom rules?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

36. Do you follow the playground rules at recess and lunch times?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

37. Do you listen when your teacher is talking?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

38. Are you nice to other students?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

39. During the past year, how many times have you hit or pushed other kids at school when you were not playing around?

A) 0 times
B) 1 time
C) 2 times
D) 3 or more times

40. During the past year, how many times have you spread mean rumors or lies about other kids at school?

A) 0 times
B) 1 time
C) 2 times
D) 3 or more times

41. Do other kids hit or push you at school when they are not just playing around?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

42. Do other kids at school spread mean rumors or lies about you?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

43. During the past year, did you ever bring a gun or knife to school?

A) No
B) Yes

44. During the past year, have you ever seen another kid with a gun or knife at school?

A) No
B) Yes

45. Are you home alone after school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

46. Do you feel safe at school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

47. Do you feel safe walking to and from school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

48. Have other kids at school ever teased you about what your body looks like?

A) No
B) Yes

The next questions are about cigarettes, alcohol, and other drugs.

Keep the following definitions in mind

- **One drink of alcohol means drinking one regular size can/bottle of beer or wine cooler, one glass of wine, one mixed drink, or one shot glass of liquor. Questions about alcohol do not include drinking a few sips of wine for religious purposes.**
- **Drug means any substance you use to get "high."**

49. Have you ever smoked a cigarette?

A) No
B) Yes, I smoked a part of a cigarette, like one or two puffs
C) Yes, I smoked a whole cigarette

50. Have you ever used an electronic cigarette, e-cigarette, or other vaping device such as e-hookah, hookah pens, or vape pens?

A) No
B) Yes

51. Have you ever drunk beer, wine, or other alcohol?

A) No
B) Yes, I drank one or two sips
C) Yes, I drank a full glass

52. Have you ever sniffed something through your nose to get "high?"

A) No
B) Yes

53. Have you ever smoked any marijuana (pot, grass, weed)?

A) No
B) Yes
C) I don't know what marijuana is

54. Do you think smoking cigarettes is bad for a person's health?

A) No, not bad
B) Yes, a little bad
C) Yes, very bad

55. Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?

A) No, not bad
B) Yes, a little bad
C) Yes, very bad

56. Do you think using marijuana (pot, grass, weed) is bad for a person's health?

A) No, not bad
B) Yes, a little bad
C) Yes, very bad
D) I don't know what marijuana is

Here are questions about your home.

57. Does a parent or some other grown-up at home care about your schoolwork?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

58. Does a parent or some other grown-up at home believe that you can do a good job?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

59. Does a parent or some other grown-up at home want you to do your best?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

60. Does a parent or some other grown-up at home ask if you did your homework?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

61. Does a parent or some other grown-up at home check your homework?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

62. Does a parent or some other grown-up at home ask you about school?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

63. Does a parent or some other grown-up at home ask you about your grades?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

64. Did you understand the questions on this survey?

A) No, none of them
B) Yes, some of them
C) Yes, most of them
D) Yes, all of them

65. Did you answer the questions on this survey honestly and truthfully?

A) No, none of them
B) Yes, some of them
C) Yes, most of them
D) Yes, all of them

Personal, Social and Emotional Strengths Module

SUPPLEMENT 1

66. I stand up for myself without putting others down.

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

67. Do you get along or work well with students who are different from you?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

68. Do you enjoy working with other students?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

69. Do you try to understand how other people feel?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

70. Do you feel bad when someone else gets their feelings hurt?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

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Personal, Social and Emotional Strengths Module

SUPPLEMENT 1

71. Do you try to understand what other people go through?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

72. Do you try to understand your moods and feelings?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

73. Do you understand why you do what you do?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

74. Do you feel there is a purpose to your life?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

75. I can do most things if I try.

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

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Personal, Social and Emotional Strengths Module

SUPPLEMENT 1

76. Do you try to work out your problems?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

77. Are there many things you do well?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

78. Do you know where to go for help with a problem?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

79. Do you try to work out your problems by talking or writing about them?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

80. When you need help, do you find someone to talk with about it?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

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Personal, Social and Emotional Strengths Module

SUPPLEMENT 1

81. Do you try to do your best?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

82. Do you set goals and then work to achieve then?

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

83. I accept responsibility for my actions.

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

84. When I make a mistake I admit it.

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

85. I can deal with being told no.

A) No, never
B) Yes, some of the time
C) Yes, most of the time
D) Yes, all of the time

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2014-15

This survey is designed to provide schools with data useful for fostering a positive learning and working environment that promotes academic success among all students. Several questions have been added this year related to closing the racial/ethnic achievement gap, staff working conditions, and special education. Your survey participation is very important to insure accurate and useful data.

The first part of this survey is for all staff and should take less than 15 minutes to complete. The second part is only for staff who provide services or instruction related to health, prevention, discipline, counseling and/or safety.

- Answer the questions based on your experiences only at the school that asked you to complete it, not your experiences with the district overall or another school where you might also work.

- Questions about staff or adults at the school refer to ALL staff — administrators, teachers, teaching assistants, counselors, and all other certificated and classified staff.

All responses are anonymous and confidential. A few questions ask for personal information, such as the work you do at the school, how long you have done it, and your race/ethnicity. But the survey reports provided to your district contain only percentages for all respondents combined. If there are less than 5 respondents in any group, that data are not made available.

Thank you for taking this survey!

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Note: This survey is typically administered online. This PDF is provided for review only. Please do not administer without permission.

SECTION 1

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

- **A)** Teacher in grade 5 or above
- **B)** Teacher in grade 4 or below
- **C)** Special education teacher
- **D)** Administrator
- **E)** Prevention staff nurse, or health aide
- **F)** Counselor, psychologist
- **G)** Police, resource officer, or safety personnel
- **H)** Paraprofessional, teacher assistant, or instructional aide
- **I)** Other certificated staff (e.g., librarian)
- **J)** Other classified staff (e.g., janitor, secretarial or clerical, food service)
- **K)** Other service provider (e.g., speech, occupational, physical therapist)

2. Do you provide services to the following types of students? *(Mark All That Apply.)*

- **A)** Migrant education
- **B)** Special education
- **C)** English language learners
- **D)** None of the above

3. How many years have you worked, in any position, at this school?

- **A)** Less than one year
- **B)** 1 to 2 years
- **C)** 3 to 5 years
- **D)** 6 to 10 years
- **E)** Over 10 years

4. How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

- **A)** Less than one year
- **B)** 1 to 2 years
- **C)** 3 to 5 years
- **D)** 6 to 10 years
- **E)** Over 10 years

5. What is your race or ethnicity?

- **A)** African American (Not Hispanic)
- **B)** American Indian or Alaska Native
- **C)** Asian or Pacific Islander
- **D)** White (Not Hispanic)
- **E)** Hispanic or Latino/a
- **F)** Other or Multi–ethnic

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Please indicate how much you agree or disagree with the following statements about this school. If the question is not applicable to your job, and you could not know enough to answer it, mark "Not Applicable."

This school ...

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
6.	is a supportive and inviting place for students to learn.	A	B	C	D	E
7.	sets high standards for academic performance for all students.	A	B	C	D	E
8.	promotes academic success for all students.	A	B	C	D	E
9.	emphasizes helping students academically when they need it.	A	B	C	D	E
10.	provides adequate counseling and support services for students.	A	B	C	D	E
11.	emphasizes teaching lessons in ways relevant to students.	A	B	C	D	E
12.	is a supportive and inviting place for staff to work.	A	B	C	D	E
13.	promotes trust and collegiality among staff.	A	B	C	D	E
14.	provides the materials, resources, and training (professional development) needed to do your job effectively.	A	B	C	D	E
15.	provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.	A	B	C	D	E
16.	encourages opportunities for students to decide things like class activities or rules.	A	B	C	D	E
17.	gives all students equal opportunity to participate in classroom discussions or activities.	A	B	C	D	E
18.	gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	A	B	C	D	E
19.	gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning).	A	B	C	D	E
20.	encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	A	B	C	D	E
21.	emphasizes using instructional materials that reflect the culture or ethnicity of its students.	A	B	C	D	E
22.	has staff examine their own cultural biases through professional development or other processes.	A	B	C	D	E
23.	considers closing the racial/ethnic achievement gap a high priority.	A	B	C	D	E

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This school ...

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
24.	**fosters an appreciation of student diversity and respect for each other.**	A	B	C	D	E
25.	**emphasizes showing respect for all students' cultural beliefs and practices.**	A	B	C	D	E
26.	**clearly communicates to students the consequences of breaking school rules.**	A	B	C	D	E
27.	**handles discipline problems fairly.**	A	B	C	D	E
28.	**effectively handles student discipline and behavioral problems.**	A	B	C	D	E
29.	**is a safe place for students.**	A	B	C	D	E
30.	**is a safe place for staff.**	A	B	C	D	E
31.	**is welcoming to and facilitates parent involvement.**	A	B	C	D	E
32.	**has clean and well–maintained facilities and property.**	A	B	C	D	E

How many adults at this school ...

		Nearly All Adults	Most Adults	Some Adults	Few Adults	Almost None
33.	**really care about every student?**	A	B	C	D	E
34.	**acknowledge and pay attention to students?**	A	B	C	D	E
35.	**want every student to do their best?**	A	B	C	D	E
36.	**listen to what students have to say?**	A	B	C	D	E
37.	**believe that every student can be a success?**	A	B	C	D	E
38.	**treat all students fairly?**	A	B	C	D	E
39.	**treat every student with respect?**	A	B	C	D	E
40.	**have close professional relationships with one another?**	A	B	C	D	E
41.	**support and treat each other with respect?**	A	B	C	D	E
42.	**feel a responsibility to improve this school?**	A	B	C	D	E
43.	**work hard to ensure a safe and supportive learning environment?**	A	B	C	D	E

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Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas? If the indicated training is not needed for your job, mark "Not Applicable."

	Area of Professional Development	Yes	No	Not Applicable
44.	meeting academic standards	A	B	C
45.	evidence–based methods of instruction	A	B	C
46.	positive behavioral support and classroom management	A	B	C
47.	working with diverse racial, ethnic, or cultural groups	A	B	C
48.	culturally relevant pedagogy for the school's student population	A	B	C
49.	serving English language learners	A	B	C
50.	closing the achievement gap	A	B	C
51.	serving special education (IEP) students	A	B	C
52.	meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)	A	B	C
53.	creating a positive school climate	A	B	C

Based on your experience, how many students at this school ...

		Nearly All	Most	Some	Few	Almost None
54.	are healthy and physically fit?	A	B	C	D	E
55.	arrive at school alert and rested?	A	B	C	D	E
56.	are motivated to learn?	A	B	C	D	E
57.	are well–behaved?	A	B	C	D	E

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The next questions ask for your opinions about problems you may have experienced in doing your job at this school.

How much of a problem AT THIS SCHOOL is ...

		Insignificant Problem	Mild Problem	Moderate Problem	Severe Problem
58.	**student alcohol and drug use?**	A	B	C	D
59.	**student tobacco use?**	A	B	C	D
60.	**harassment or bullying among students?**	A	B	C	D
61.	**physical fighting between students?**	A	B	C	D
62.	**disruptive student behavior?**	A	B	C	D
63.	**racial/ethnic conflict among students?**	A	B	C	D
64.	**student depression or other mental health problems?**	A	B	C	D
65.	**lack of respect of staff by students**	A	B	C	D
66.	**cutting classes or being truant?**	A	B	C	D
67.	**gang–related activity?**	A	B	C	D
68.	**weapons possession?**	A	B	C	D
69.	**vandalism (including graffiti)?**	A	B	C	D
70.	**theft?**	A	B	C	D

This school ...

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
71.	**promotes personnel participation in decision-making that affects school practices and policies.**	A	B	C	D	E
72.	**motivates students to learn.**	A	B	C	D	E
73.	**provides the supports needed for teaching culturally and linguistically diverse students.**	A	B	C	D	E
74.	**encourages parents to be active partners in educating their child.**	A	B	C	D	E
75.	**uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.**	A	B	C	D	E
76.	**takes steps to minimize paper work.**	A	B	C	D	E
77.	**provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.**	A	B	C	D	E
78.	**provides relevant training for paraprofessionals.**	A	B	C	D	E
79.	**provides complete state adopted instructional materials for students with IEPs.**	A	B	C	D	E

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Please indicate how much you agree or disagree with the following statements about your school.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
80.	Teachers here make it clear to students that bullying is not tolerated.	A	B	C	D	E
81.	If a student was bullied, he or she would tell one of the teachers or staff at school.	A	B	C	D	E
82.	Students tell teachers when other students are being bullied.	A	B	C	D	E
83.	If a students tells a teacher that someone is bullying her or him, the teacher will do something to help.	A	B	C	D	E
84.	Students here try to stop bullying when they see it happening.	A	B	C	D	E
85.	There is a lot of tension in this school between people of different cultures, races, or ethnicities.	A	B	C	D	E
86.	Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation).	A	B	C	D	E
87.	Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation).	A	B	C	D	E
88.	Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	A	B	C	D	E
89.	Students enjoy spending time together during school activities.	A	B	C	D	E
90.	Students enjoy collaborating on projects in class.	A	B	C	D	E
91.	Students care about one another.	A	B	C	D	E
92.	Students treat each other with respect.	A	B	C	D	E
93.	Students get along well with one another.	A	B	C	D	E
94.	This school encourages students to feel responsible for how they act.	A	B	C	D	E
95.	Students are often given rewards for being good.	A	B	C	D	E

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Please indicate how much you agree or disagree with the following statements about your school.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
96.	**This school encourages students to understand how others think and feel.**	A	B	C	D	E
97.	**Students are taught that they can control their own behavior.**	A	B	C	D	E
98.	**This school help students solve conflicts with one another.**	A	B	C	D	E
99.	**This school encourages students to care about how others feel.**	A	B	C	D	E
100.	**Teachers go out of their way to help students.**	A	B	C	D	E
101.	**Classes challenge students.**	A	B	C	D	E
102.	**Adults at this school treat all students with respect.**	A	B	C	D	E
103.	**The school rules are fair.**	A	B	C	D	E
104.	**Students in this school are well-behaved.**	A	B	C	D	E
105.	**The rules in the school are too strict.**	A	B	C	D	E
106.	**It is easy for students to get kicked out of class or get suspended.**	A	B	C	D	E
107.	**Students get in trouble for breaking small rules.**	A	B	C	D	E
108.	**Teachers are very strict here.**	A	B	C	D	E
109.	**Rules in this school are made clear to students.**	A	B	C	D	E
110.	**Students know how they are expected to act.**	A	B	C	D	E
111.	**Students know what the rules are.**	A	B	C	D	E
112.	**This school makes it clear how students are expected to act.**	A	B	C	D	E

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

A) Yes
B) No

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SECTION 2

The following questions are ONLY for staff at this school who have responsibilities for services or instruction related to health, prevention, discipline, counseling and/or safety. If you have such responsibilities, continue through this module. (*If not, please go to Section 3.*)

How much do you agree with the following statements about this school?

This school …

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	collaborates well with community organizations to help address substance use or other problems among youth.	A	B	C	D	E
2.	collaborates well with law enforcement organizations.	A	B	C	D	E
3.	has sufficient resources to create a safe campus.	A	B	C	D	E
4.	has sufficient resources to address substance use prevention needs.	A	B	C	D	E
5.	considers sanctions for student violations of rules and policies on a case–by–case basis with a wide range of options.	A	B	C	D	E
6.	punishes first–time violations of alcohol or other drug policies by at least an out–of–school suspension.	A	B	C	D	E
7.	enforces zero tolerance policies.	A	B	C	D	E
8.	seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.	A	B	C	D	E
9.	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).	A	B	C	D	E
10.	considers substance abuse prevention an important goal.	A	B	C	D	E
11.	provides adequate health services for students.	A	B	C	D	E
12.	provides students with healthy food choices.	A	B	C	D	E
13.	emphasizes helping students with their social, emotional, and behavioral problems.	A	B	C	D	E

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The next questions ask about this school's health or prevention services and activities.

To what extent does this school ...

		A Lot	Some	Not Much	Not At All
14.	**foster youth development, resilience, or asset promotion?**	A	B	C	D
15.	**provide nutritional instruction?**	A	B	C	D
16.	**provide opportunities for physical education and activity?**	A	B	C	D
17.	**provide alcohol or drug use prevention instruction?**	A	B	C	D
18.	**provide tobacco use prevention instruction?**	A	B	C	D
19.	**provide conflict resolution or behavior management instruction?**	A	B	C	D
20.	**provide character education?**	A	B	C	D
21.	**provide harassment or bullying prevention?**	A	B	C	D
22.	**provide services for students with disabilities or other special needs?**	A	B	C	D

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CALIFORNIA school parent SURVEY

A School Climate Survey for Parents and Guardians
2014-2015

This survey is an opportunity for you to help this school by sharing your opinions about it. Your opinions are important, and the school is interested in hearing them.

We are particularly interested in your thoughts on this school's efforts to promote academic success and well-being for every student, regardless of race, ethnicity, disability, or other characteristics.

If you have more than one child at **this** school, please complete one survey for each child.

Answer all the questions based on your experiences at **this** school only. Remember, we appreciate your honest opinions.

Do not write your name on this survey. No one can tell who filled out this survey. Your answers will be completely private and unknown to others.

Please begin by writing the name of the school your child attends on the line below:

School Name: _____

Begin by answering the following questions about yourself and your child.

1. I am a…

Ⓐ Parent of at least one child at this school

Ⓑ Grandparent, other relative, and/or legal guardian of a child at this school

Ⓒ Not applicable, not sure, or decline to answer

2. Is your child in any of these programs? *(**Mark all that apply**)*

Ⓐ Migrant Education Program

Ⓑ Special Education Program or has had an Individual Education Plan (IEP)

Ⓒ English Language Development (for children learning English)

Ⓓ Gifted and Talented Education (GATE) or takes Honors/Advanced Placement classes

Ⓔ Not applicable, not sure, or decline to answer

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3. How many years has your child been at this school?

Ⓐ Less than one year
Ⓑ 1 to 2 years
Ⓒ 3 to 5 years
Ⓓ 6 to 10 years
Ⓔ Over 10 years
Ⓕ Not applicable, not sure, or decline to answer

4. What is your race or ethnicity?

Ⓐ African American (Not Hispanic)
Ⓑ American Indian or Alaska Native
Ⓒ Asian or Asian American
Ⓓ Hispanic or Latino
Ⓔ Pacific Islander
Ⓕ White or Caucasian (Not Hispanic)
Ⓖ Other or Multi-ethnic
Ⓗ Not applicable, not sure, or decline to answer

5. Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

Ⓐ Yes
Ⓑ No
Ⓒ Not applicable, not sure, or decline to answer

6. In what grade is your child?

Ⓐ Kindergarten	Ⓕ 5th grade	Ⓚ 10th grade
Ⓑ 1st grade	Ⓖ 6th grade	Ⓛ 11th grade
Ⓒ 2nd grade	Ⓗ 7th grade	Ⓜ 12th grade
Ⓓ 3rd grade	Ⓘ 8th grade	Ⓝ Other
Ⓔ 4th grade	Ⓙ 9th grade	Ⓞ Ungraded

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CALIFORNIA school parent SURVEY

Please indicate how much you agree or disagree with the following statements about this school.

This school…	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
7. promotes academic success for **all** students.	1	2	3	4	5
8. treats all students with respect.	1	2	3	4	5
9. clearly tells students in advance what will happen if they break school rules.	1	2	3	4	5
10. encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.	1	2	3	4	5
11. gives all students opportunities to "make a difference" by helping other people, the school, or the community.	1	2	3	4	5
12. keeps me well-informed about school activities.	1	2	3	4	5
13. provides quality counseling or other ways to help students with social or emotional needs.	1	2	3	4	5
14. is an inviting place for students to learn.	1	2	3	4	5
15. allows input and welcomes parents' contributions.	1	2	3	4	5
16. provides students with healthy food choices.	1	2	3	4	5
17. communicates the importance of respecting all cultural beliefs and practices.	1	2	3	4	5
18. gives my child opportunities to participate in classroom activities.	1	2	3	4	5
19. provides instructional materials that reflect my child's culture, ethnicity and identity.	1	2	3	4	5
20. enforces school rules equally for my child and all students.	1	2	3	4	5
21. provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.	1	2	3	4	5
22. has quality programs for my child's talents, gifts, or special needs.	1	2	3	4	5
23. is a safe place for my child.	1	2	3	4	5
24. keeps me well-informed about my child's progress in school.	1	2	3	4	5
25. promptly responds to my phone calls, messages, or e-mails.	1	2	3	4	5
26. encourages me to be an active partner with the school in educating my child.	1	2	3	4	5

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Based on your experience, how much of a problem at this school is…	Not a Problem	Small Problem	Some-what a Problem	Large Problem	Don't Know/NA
27. student tobacco use (cigarette smoking and/or Smokeless tobacco such as dip, chew, or snuff)?	1	2	3	4	5
28. student use of electronic cigarettes, e-cigarettes or other vaping device such as e-hookah, hook pens or vape pens?	1	2	3	4	5
29. student alcohol and drug use?	1	2	3	4	5
30. harassment or bullying of students?	1	2	3	4	5
31. physical fighting between students?	1	2	3	4	5
32. racial/ethnic conflict among students?	1	2	3	4	5
33. students not respecting staff?	1	2	3	4	5
34. gang-related activity?	1	2	3	4	5
35. weapons possession?	1	2	3	4	5
36. vandalism (including graffiti)?	1	2	3	4	5

Please indicate how much you agree or disagree with the following statements about this school.

This school…	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
37. actively seeks the input of parents before making important decisions.	1	2	3	4	5
38. has clean and well-maintained facilities and properties.	1	2	3	4	5
39. motivates students to learn.	1	2	3	4	5
40. has a supportive learning environment for my child.	1	2	3	4	5
41. has adults that really care about students.	1	2	3	4	5

Thank you for taking the time to answer these questions!

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