



2021 School Climate and Connectedness Survey © (SCCS): Topic Definitions

STUDENT GRADE 6-12 SURVEY

Background Information:

- What grade are you in?
- How do you identify yourself? (*Male, Female, I identify another way, I prefer not to answer*)
- Which group describes you best?
- Is there a language other than English spoken in your home?
- What grades do you usually get?
- During the past year, how many days did you miss (skip) school without permission?
- (2021) How are you attending school right now? (*mostly in-person learning, A mix of in-person and distance learning, mostly distance learning*)

For most of the below items, there were five response options. Answer options ranged from strongly agree to strongly disagree.

Impact of COVID-19 (2021)

- How are you attending school right now?
- During COVID-19, I feel supported by adults at my school.
- During COVID-19, I feel connected to other students at my school.
- During COVID-19, I feel overwhelmed trying to keep up with my school work.
- During COVID-19, it is difficult for me to use the distance learning tools (video or audio calls, learning applications, take home packets, etc.)

School Safety: Reflects student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life.

- I feel safe at school.
- I feel safe traveling to and from school.
- *This school is being ruined by bullies. (reverse scored)*
- *This school is badly affected by crime and violence in the community. (reverse scored)*

Family and Community Involvement: Reflects perceptions of families' and community members' degree of involvement in their school.

- This school is a welcoming place for families like mine.
- Adults in my community know what goes on inside schools.
- Adults in my community support this school.
- Lots of parents come to events at my school.
- This school values and welcomes elders.
- *This school does not involve parents in most school events or activities. (reverse scored)*

Student Involvement: Reflects student and staff perceptions of student participation in school governance.

- In my school, students are given a chance to help make decisions.
- Students are involved in helping to solve school problems.
- The principal asks students about their ideas.

High Expectations: Reflects student perceptions of their own academic expectations as well as those of adults in their school and community.

- I try hard to do well in school.

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- At this school, students are encouraged to work to the best of their abilities.
- I want very much to get more education after high school.
- Adults in my community encourage me to take school seriously.
- Teachers and other adults at this school believe that all students can do good work.
- *I have given up on school. (reverse scored)*

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Caring Adults: Reflects students' perceptions of their closeness to adults in the school.

- There is at least one adult at this school whom I feel comfortable talking to about things that are bothering me.
- At school, there is a teacher or some other adult who will miss me when I'm absent.
- There are a lot of chances for students in my school to talk with teachers one-on-one.
- I can name at least five adults who really care about me.
- Other adults at school besides my teachers know my name.

Peer Climate: Reflects students' perceptions of how respectful and helpful students are to one another.

- Students in this school help each other, even if they are not friends.
- Students in this school treat each other with respect.
- When students see another student being picked on, they try to stop it.
- *Students who go to my school often spread hurtful rumors or lies about each other online (such as Snapchat, Instagram, Facebook, etc.) (reverse scored)*
- *Students at this school are often teased or picked on. (reverse scored)*
- *Most students in this school like to put others down. (reverse scored)*

Respectful Climate: Reflects student perceptions of the fairness of rules and the respectful relationships between students and staff.

- My teachers treat me with respect.
- When students break rules, they are treated fairly.
- My teachers are fair.
- Our school rules are fair.

Community Support: Reflects the extent to which students are involved in their communities, and the extent to which students feel supported by their communities.

- During an average week, how much time do you spend helping other people without getting paid? (Examples: helping elders or neighbors; watching younger children; peer teaching, tutoring, mentoring; helping the environment or doing other volunteer activities)
- During an average week, how much time do you spend participating in organized activities after school or on weekends? (Examples: sports, clubs, youth groups, music/art/dance/drama activities, cultural, religious or other community activities)
- Outside of school and home, I know at least one adult who encourages me to do my best.
- Outside of school and home, I know at least one adult I can talk to, if I have a problem.
- Do you have someone outside of school who can help you with your homework?

Cultural Connectedness: Reflects perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity.

- I have a strong sense of belonging to my culture.
- In general, my culture is an important part of my self-image.

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- My school teaches about the history and culture of people who live in my community.
- My school values the language and culture of my family.
- My teachers make an effort to represent my culture in class lessons.
- I see my family's culture represented in class lessons, posters, and art around the school, etc.

Social and Emotional Learning (SEL): Students rated how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making. (*response options were Very Easy, Easy, Difficult, Very Difficult*)

- Knowing the emotions I feel.
- Knowing ways I calm myself down.
- Knowing what my strengths are.
- Knowing when my feelings are making it hard for me to focus.
- Being patient even when I am really excited.
- Finishing tasks even if they are hard for me.
- Setting goals for myself.
- Doing schoolwork even when I do not feel like it.
- Being prepared for tests.
- Getting through something even when I feel frustrated.
- Learning from people with different opinions than me.
- Knowing what people may be feeling by the look on their face.
- Knowing when someone needs help.
- Respecting a classmate's opinions during a disagreement.
- Getting along with my classmates.
- Thinking about what might happen before making a decision.
- Knowing what is right or wrong.

Student Delinquent Behaviors: Students and staff reported how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Lower scores are better because they reflect fewer instances of observed risk behaviors.

- Destroy things (such as school property, or other people's personal items)
- Get into fights with other students
- Steal things (such as taking things from the school or other people)
- Threaten or bully other students
- Carry weapons (such as knives or guns)

Student Drug and Alcohol Use: Students and staff reported often they observed students engage in drug and alcohol use at school or school events within the past 12 months. Lower scores are better because they reflect fewer instances of observed risk behavior.

- Under the influence of drugs (such as meth, heroin, cocaine, etc.)
- Under the influence of marijuana
- Under the influence of alcohol (such as beer, wine, liquor, such as vodka or whiskey, etc.)
- Under the influence of vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs))

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STAFF SURVEY

Background Information:

- What is your role in this school?
- How many years have you worked, in any position, in this school?
- How many years have you worked, in any position, in this district?
- How do you identify yourself? (*male, female, I identify another way, I prefer not to answer*)
- Which groups describe you best?

For most of the below items, there were five response options. Answer options ranged from strongly agree to strongly disagree.

Impact of COVID-10 (2021)

- During COVID-19 I feel connected to my students.
- During COVID-19 I feel connected to other staff at my school.
- During COVID-19 I feel connected students' families.
- I am confident I can support students' learning during COVID-19.
- During COVID-19, I feel overwhelmed trying to support students in my role.

School Safety: Reflects student and staff perceptions of bullies and gangs at school, as well as community crime and violence that affect school life.

- I feel safe at my school.
- *This school is being ruined by bullies. (reverse scored)*
- *This school is badly affected by crime and violence in the community. (reverse scored)*

School Leadership and Involvement: Staff perceptions of the decision making of school leaders, as well as the fairness of school rules.

- At school, decisions are made based on what is best for students.
- I trust the principal will keep his or her word.
- The principal and other leaders in this school make good decisions.
- The principal looks out for the personal welfare of school staff members.
- I am satisfied with my involvement with decision-making at this school.
- When students break rules, they are treated fairly.
- School staff members have a lot of informal opportunities to influence what happens here.
- The work rules at this school are fair.

Peer Climate: Reflects staff perceptions of how respectful and helpful students are to one another, and towards their teachers. (In years past, this scale was called Respectful Climate).

- At this school, students and teachers get along really well.
- Students in this school help each other, even if they are not friends.
- Teachers and students treat each other with respect in this school.
- Students in this school treat each other with respect.
- *The students in this school don't really care about each other. (reverse scored)*

Family and Community Involvement: Reflects perceptions of families' and community members'

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degree of involvement in their school.

- The school is a welcoming place for families.
- Adults in the community support this school.
- Lots of parents come to events at this school.

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- Adults in the community encourage youth to take school seriously.
- Adults in the community know what goes on inside of schools.
- This school values and welcomes elders.
- *This school **does not** involve parents in most school events or activities. (reverse scored)*
- *At this school, it is difficult to overcome the cultural barriers between teachers and parents. (reverse scored)*

Student Involvement: Reflects student and staff perceptions of student participation in school governance.

- In this school, students are given a chance to help make decisions.
- Students are involved in helping to solve school problems.
- The principal asks students about their ideas.

Cultural Connectedness: Reflects students and staff perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity.

- Students in my school have a strong sense of belonging to their culture.
- In general, my culture is an important part of my self-image.
- This school values the language and cultures of students' families.
- This school prioritizes closing the racial/ethnic achievement gap.
- This school uses instructional materials that reflect the culture or ethnicity of its students.

Staff to Student Relationships *(new in 2020)*

- Adults who work in this school treat students with respect.
- Every student at our school feels that they have an adult who will miss them when they are absent.
- Every student at our school has an adult whom they feel comfortable talking to about things.
- Teachers and staff in my school care about every student.
- Staff provide opportunities for students to decide things like classroom activities or rules.

Staff Relationships *(new in 2020)*

- Staff collaborate effectively to make decisions and problem solve as a group.
- Teachers at this school help each other, even if they are not personal friends.
- I feel supported by the people I work with.

Staff Beliefs *(new in 2020)*

- I get satisfaction from my work.
- I believe I can make a difference through my work.
- Teachers and staff believe that all students can do good work.

Staff Communication with Families *(new in 2020)*

- How often do you share ideas with families on what they can do at home to support their child's learning?
- How often do you share ideas with families on what they can do to support their child's learning ? (such as ensuring that their child gets adequate sleep, eat breakfast, etc.)
- How often do you ask families to volunteer at school events?

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Social and Emotional Learning *(new in 2020)*

- Students in my school work hard to finish tasks even if they are difficult.
- Students in my school can identify the emotions they feel.
- The adults in this school interact with one another in a way that models social emotional competence.
- Adults at my school show students how to express positive social-emotional skills.
- My school follows a plan to teach social-emotional skills.

Trauma Informed Schools *(new in 2020)*

- I understand how experiences of trauma can affect a person's coping skills and behaviors.
- At my school, there are support systems to respond to trauma experienced by students.
- I know specific skills and strategies I can use to help students who have experienced trauma to do well in school.
- I feel worn out in my work in ways that interfere with other parts of my life.

Student Delinquent Behaviors: Staff were asked to report how often they observed students engage in delinquent behaviors at school and at school events within the past 12 months. Lower scores are better because they reflect fewer instances of observed risk behaviors.

- Destroy things (such as school property, or people's personal items)
- Get into fights with other students
- Steal things (such as taking things from the school or other people)
- Threaten or bully students

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- Carry weapons (such as knives or guns)

Student Drug and Alcohol Use: Staff were asked to report how often they observed students engage in drug and alcohol use at school or school events within the past 12 months. Lower scores are better because they reflect fewer instances of observed risk behavior.

- Under the influence of drugs (such as meth, heroin, cocaine, etc.)
- Under the influence of marijuana
- Under the influence of alcohol (such as beer, wine, liquor, such as vodka or whiskey, etc.)
- Under the influence of vaping (such as e-cigarettes, e-cigars, e-pipes, e-hookah, vape pens (JUULs))

GRADE 3-5 STUDENT SURVEY

Background Information:

- What grade are you in?
- Are you a ___Boy___Girl?
- Which groups describe you best?
- Is there a language other than English spoken in your home?

Response Options for the below statements were: Yes, Sometimes, No

Caring Others: Reflects the level of caring and support that students received from peers, staff, and community members at school.

- Students in this school help each other, even if they are not friends.
- Students here treat me with respect.
- When students see another student being picked on, they try to stop it.
- At this school, students are encouraged to do their very best.
- The adults at this school believe that all students can do good work.
- Adults in my community let me know that school is important.
- There is an adult at this school who I can talk to about things that are bothering me.
- At school, there is a teacher or some other adult who will miss me when I'm absent.
- There are lots of chances for students in my school to talk with teachers one-on-one.
- I can name at least five adults who really care about me.
- At school, other adults besides my teachers know my name.

Social and Emotional Learning (SEL) Students marked how often they use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision -making.

- I try hard to do well in school.
- If someone asks me I can tell them how I am feeling.
- I know what kinds of work I need help with to be successful.
- I ask for help from my teachers or others when I need it.

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- I am careful when I use something that belongs to someone else.
- I can control myself when I am frustrated, or disappointed.
- I can explain why it is important to tell the truth.
- If something is bothering me, I think of different ways I can react.
- I set goals and then work to reach them.
- I care about other people's feelings and what they think.
- It is important for me to help others in my school.
- I respect people even if they are different.
- I can tell when someone is getting angry or upset before they say anything.
- I know how to disagree without starting a fight or an argument.
- I get along well with other students.
- I know how to make friends with new people.

Other Questions

- I feel safe at school.
- I think other students would like going to my school.

FAMILY SURVEY

Background Information:

- How do you identify yourself? (*male, female, I identify in another way, I prefer not to answer*)
- What is your age?
- What groups describe you best?
- Please describe your relationship to the child attending this school
- How many children in your household are currently attending this school?
- Please indicate which grade your child is in.
- What is your child's gender?
- Which groups describe your child best?
- Do you speak a language other than English with your child?
- (*In 2021*): How is your child attending school right now? *Mostly in-person learning, A mix of in-person and distance learning, Mostly distance learning*

Impact of COVID-19

- During COVID-19 I feel supported by staff at my child's school.
- I am confident that I can support my students' learning during COVID-19.
- I feel overwhelmed trying to help my child with school during COVID-19.
- My child is more anxious than usual since COVID-19 began.
- During COVID-19, it is difficult for me to use the distance learning tools (video calls, learning applications, take home packets, etc.)

Communication: Reflects the way families communicate with the school, and the ways that families would like the school to communicate with them.

- How often do you use each of these sources to get information about your school?
 - District or School Website
 - Social Media (ex. Facebook)
 - Newsletter
 - Text messages

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- Email
- Newspaper
- Notes sent home from school
- Conversations with school staff
- Conversations with other parents
- Conversations with your child

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- How would you like the school to communicate with you?
 - District or School Website
 - Social Media (ex. Facebook)
 - School Newsletter
 - School Activity Calendar
 - Text messages
 - Email
 - Notes sent home from school
 - Conversations with school staff
 - Other

Cultural Connectedness: Reflects perceptions of cultural identity, cultural responsiveness/sensitivity, and instructional equity.

- This school values the language and culture of my family.
- This school teaches about the history and the culture of people who live in my community.
- I see my family's culture represented in class lessons, materials, posters, and art around the school, etc.
- My child's teacher makes an effort to represent my family's culture in class lessons.

Family and Community Involvement: Perceptions of families' and community members' degree of involvement in their child's school.

- The school does a good job communicating to families.
- This school is a welcoming place for families like mine.
- Adults in the community support this school.
- Adults in the community know what goes on inside of schools
- Adults in the community encourage youth to take school seriously.
- This school values and welcomes elders.

School Communication with Families: Reflects families' perceptions of how the school communicates with them. Perceptions on how often the school reaches out to them. How often does your child's school...

- Seek your guidance on how to help your child do well in school?
- Share ideas on what you can do at home to support your child's learning?
- Reach out to you to tell you how your child is doing?
- Ask you to volunteer at school events

Student Support at Home: Reflects families' perceptions on how supportive they are of their child's education.

- How often do you...
 - Help your child with school work?
 - Make sure your child has a designated time and space to do school work?
 - Have conversations with your child about what they are learning at school?
 - Have conversations with your child about career or college preparation?

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Family Engagement at School: Reflects families' perceptions of how involved they are at their child's school.

- How often do you meet in person with teachers at your child's school?
- How often do you go to events at your child's school during the school year?
- How often have you helped out at your child's school during the school year?
- How often do you participate in decision-making at school?

Opportunities for Involvement at School:

- What would help you to be more involved in your child's school?
 - Addressing childcare needs
 - Transportation to school
 - Timing of meetings
 - Food provided at meetings
 - Strong relationships with school staff
 - Feeling welcomed by school staff
 - Clear roles for school involvement
 - Personal Invitation
 - More involvement by school staff within the community
 - Other

School Safety: Reflects families' perceptions of bullies and gangs at school, as well as community crime and violence that affect school life.

- My child feels safe at school.
- My child's school is badly affected by crime and violence in the community.
- My child feels safe traveling to and from school.