CalSCHLS

WestEd

District School Climate Report Card (Elementary)—2025–2026

District: Freshwater Elementary

Date Prepared: 2 Jun 2026

No. of Schools/Eligible: 1/1 (2022), 1/1 (2023), 1/1 (2024), 1/1 (2025), 1/1 (2026)

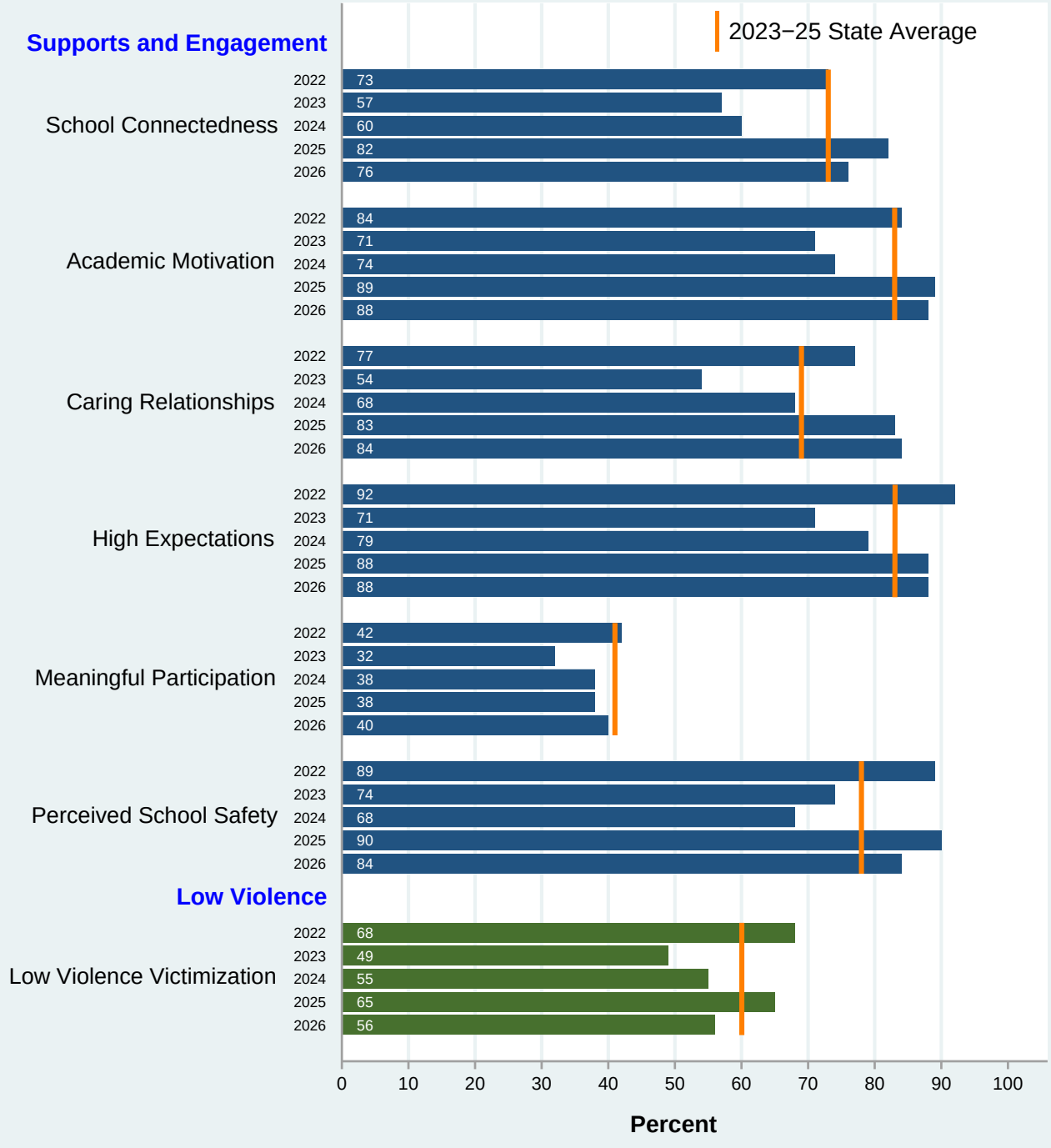
Number of Responses: 20 (2022), 28 (2023), 29 (2024), 44 (2025), 27 (2026)

Average Response Rate: 56% (2022), 78% (2023), 91% (2024), 98% (2025), 71% (2026)

Elementary School

School Climate Indicators – Part I

Based on responses from students to the California Healthy Kids Survey



District School Climate Report Card (Elementary)—2025–2026

District: Freshwater Elementary

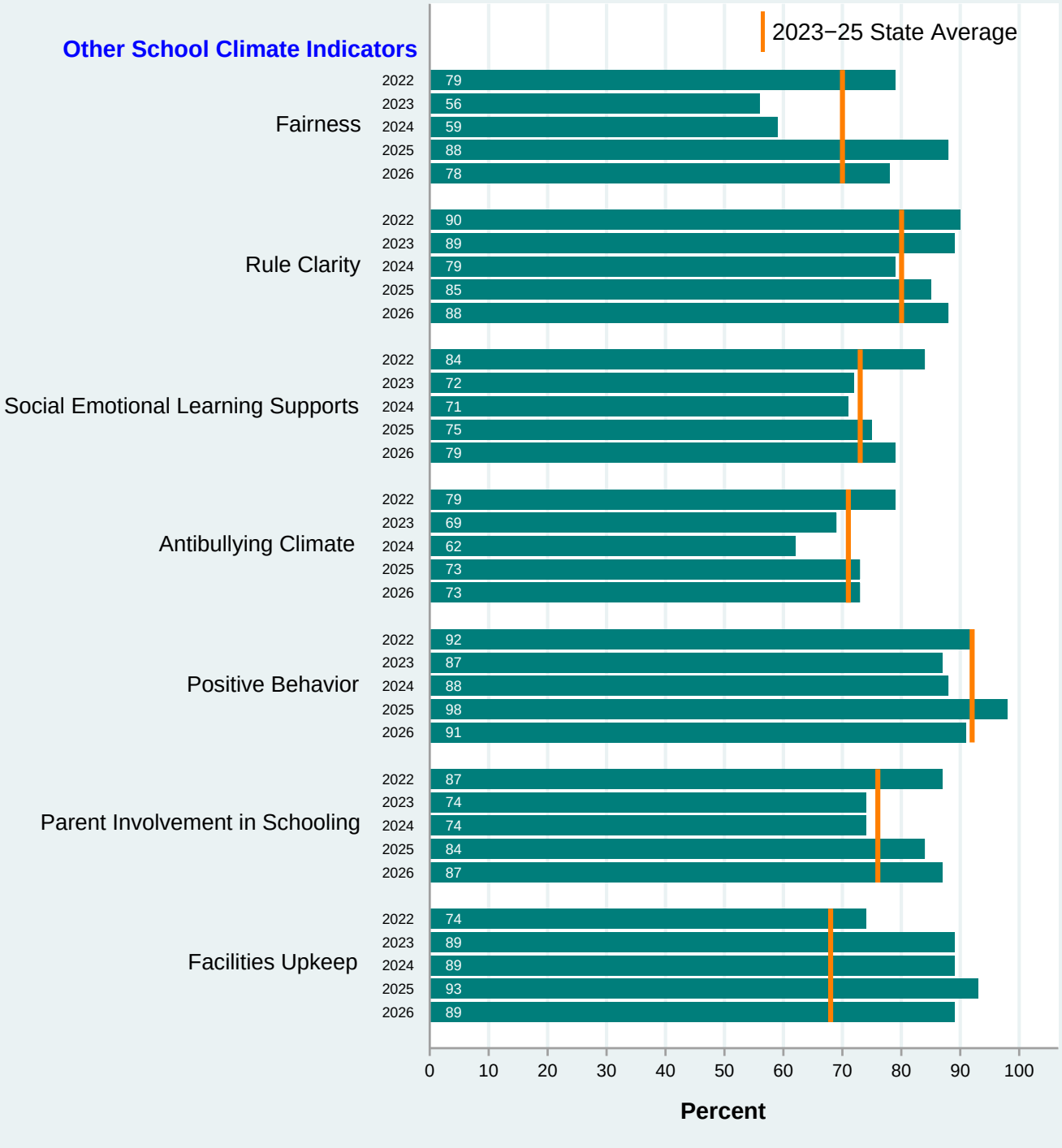
Date Prepared: 2 Jun 2026

Elementary School

School Climate Indicators – Part II

Based on responses from students to the California Healthy Kids Survey

Other School Climate Indicators



District School Climate Report Card (Elementary)—2025–2026

District: Freshwater Elementary Date Prepared: 2 Jun 2026

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2022 (%)	2023 (%)	2024 (%)	2025 (%)	2026 (%)	Change
Finish all school assignments	90	82	79	91	96	+6
Absent 2 or more days in the past 30 days	40	25	17	26	19	-21
Feel a part of the school	60	57	62	77	89	+29
Adults at school care about you	80	57	79	83	85	+5
School boredom	37	50	62	28	44	+7
Harassed at school	42	59	54	44	56	+14
Parents ask about school	100	86	83	100	96	-4
School building is neat and clean§	74	89	89	93	89	+15
Frequent sadness	25	32	21	30	8	-17

2025–26 student responses last extracted: 1 Jun 2026

Selected Staff-Reported Indicators (California School Staff Survey – CSSS)

	2022 (%)	2023 (%)	2024 (%)	2025 (%)	2026 (%)	Change
Students are motivated to learn	94	92	90	82	94	0
Truancy is a moderate/severe problem	0	8	10	18	3	+3
School is a supportive/inviting place for students to learn	100	100	100	91	95	-5
School is a supportive/inviting place for staff to work	86	88	94	83	92	+6
School is a safe place for students	97	100	100	95	97	0
Harassment/bullying is a moderate/severe problem	18	24	27	18	14	-4
School is welcoming to/facilitates parental involvement	94	100	97	96	100	+6
School has clean and well-maintained facilities	100	100	100	100	97	-3

2025–26 staff responses last extracted: 1 Jun 2026

Notes: § In-school instructional model only (2022 and 2023).
A hyphen (–) is shown if there are no data or insufficient responses.

CDS code: 12628280000000

How are the School Climate Indicators Calculated?

The school climate indicators provide district-level descriptions of several factors that are known to influence learning success in schools. All subdomains except "Low Violence Victimization" are calculated by averaging the percentage of respondents who report "Yes, most of the time" or "Yes, all of the time" on survey items that comprise each scale. "Low Violence Victimization" is computed by averaging the percentage of respondents who report "No, never" on the survey items that comprise the scale. A value of 60 on the "School Connectedness" indicator, for example, means that on average, students report "Yes, most of the time" or "Yes, all of the time" on three of the five "School Connectedness" survey items (5 multiplied by 60 percent).

District School Climate scores are calculated by averaging the school-level scores across all eligible schools in the district.

All subdomains and survey items that comprise the scales/measures are listed below.

(1) School Connectedness (5 items)
- Do you feel close to people at/from this school?
- Are you happy to be at/with this school?
- Do you feel like you are part of this school?
- Do teachers treat students fairly?
- Do you feel safe at school?

(2) Academic Motivation (4 items)
- Do you finish all your school assignments?
- When you get a bad grade, do you try even harder the next time?
- Do you keep working and working on your schoolwork until you get it right?
- Do you keep doing your schoolwork even when it's really hard for you?

(3) Caring Relationships (3 items)
- Do the teachers and other grown-ups at school care about you?
- Do the teachers and other grown-ups at school listen when you have something to say?
- Do the teachers and other grown-ups at school make an effort to get to know you?

(4) High Expectations (3 items)
- Do the teachers and other grown-ups at school tell you when you do a good job?
- Do the teachers and other grown-ups at school believe that you can do a good job?
- Do the teachers and other grown-ups at school want you to do your best?

(5) Meaningful Participation (7 items)
- Are you given a chance to help decide school activities or rules?
- 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/when you participate in school?
- Are you given a chance to help decide class activities or rules?
- Do your teachers ask you what you want to learn about?
- Do you do things to be helpful at school?

(6) Perceived School Safety (1 item)
- Do you feel safe at school?

(7) Low Violence Victimization (3 items)
- Do other kids hit or push you at school when they are not just playing around?
- Do other kids at/from school spread mean rumors or lies about you?
- Do other kids at/from school call you bad names or make mean jokes about you?

(8) Fairness (4 items)
- Do teachers treat students fairly?
- Are the school rules fair?
- Do teachers and other grown-ups at school treat students with respect?
- Are students treated fairly when they break school rules?

(9) Rule Clarity (1 item)
- Do students know what the rules are?

(10) Social Emotional Learning Supports (4 items)
- Does your school help students resolve conflicts with one another?
- Does your school teach students to understand how other students think and feel?
- Does your school teach students to feel responsible for how they act?
- Does your school teach students to care about each other and treat each other with respect?

(11) Antibullying Climate (3 items)
- 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/from your school try to stop bullying when they see it happening?

(12) Positive Behavior (4 items)
- 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?

(13) Parent Involvement in Schooling (5 items)
- 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/schoolwork?
- Does a parent or some other grown-up at home check your homework/schoolwork?
- 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?

(14) Facilities Upkeep (1 item)
- Is your school building neat and clean?

Results are based on responses from 5th grade students on the California Healthy Kids Survey. Student results are not included if less than 50% of students or less than 15 respondents provided data at a school.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at czheng@wested.org.

State Averages

State averages are based on responses from 5th grade students who provided data on the California Healthy Kids Survey during the 2023–2024 and 2024–2025 school years.

State Averages of School Climate Indicators

Indicator	State 2023–25 (%)		Indicator	State 2023–25 (%)
Supports and Engagement			**Other School Climate Indicators**	
School Connectedness	73		Fairness	70
Academic Motivation	83		Rule Clarity	80
Caring Relationships	69		Social Emotional Learning Supports	73
High Expectations	83		Anti-Bullying Climate	71
Meaningful Participation	41		Positive Behavior	92
Perceived School Safety	78		Parent Involvement in Schooling	76
Low Violence			Facilities Upkeep	68
Low Violence Victimization	60			

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the school climate indicators. Staff indicators are provided to facilitate comparisons between student and staff perceptions. While most staff indicators are in the high range (80-100%), it is important to compare how staff perceptions might differ from students to identify areas for improvements.

Staff results are not included if less than 50% of staff or less than five staff members provided data at a school. Student- and staff-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Finish all school assignments – finish all your school assignments “most of the time” or “all of the time.”
- Absent 2 or more days in the past 30 days – missed an entire day of school for 2 or more days for any reason in the past 30 days.
- Feel a part of the school – feel like you are part of this school “most of the time” or “all of the time.”
- Adults at school care about you – teachers and other grown-ups at school care about you “most of the time” or “all of the time.”
- School boredom – get really bored “most of the time” or “all of the time” at school or participating in school from home.
- Harassed at school – other kids at school call you bad names or make mean jokes about you “some of the time,” “most of the time,” or “all of the time.”
- Parents ask about school – a parent or some other grown-up at home asks you about school “most of the time” or “all of the time.”

- School building is neat and clean – school building is neat and clean “most of the time” or “all of the time.”
- Frequent sadness – feel sad “most of the time” or “all of the time.”

Selected Staff-Reported School Climate Measures (CSSS)

- Students are motivated to learn – “agree” or “strongly agree” that students at this school are motivated to learn.
- Truancy is a 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 a moderate/severe problem – 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.