

CALIFORNIA SCHOOL STAFF SURVEY



Statewide Results 2021-2023 Main Report

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

Hilva Chan
California Department of Education
School Health and Safety Office
Educator Excellence and Equity Division
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in the 2021-22 and 2022-23 administrations of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

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

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

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

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

SURVEY PURPOSE

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Core Section (Section A)

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

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

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

The same questions asked of students in the CHKS supplemental School Climate Module are included in the CSSS so that staff and student results can be compared. CDE recommends that all districts include the School Climate Module in their CHKS administration. The questions, reported in Section 8 (Learning Conditions), provide staff perceptions on five key constructs:

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

Student Supports Questions (Section B)

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

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the CalSCHLS Regional Center at 562.799.5460.

- The Staff Trauma-Informed Practice Module was developed in 2022 in collaboration with a state advisory group to provide LEAs with data to assess staff perceptions of trauma-informed practice implementation, the extent to which the school has a trauma-sensitive environment, and staff attitudes related to trauma-informed care. The questions assessing staff attitudes related to trauma-informed care come from the Attitudes Related to Trauma-Informed Care (ARTIC) scale developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. Scores on these scales can be used to monitor staff readiness to implement trauma-informed practices and progress in changing attitudes. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale.
- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to

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

- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.
- The new **Student Wellness Module** contains 28 questions that assess student mental health needs, school mental health supports, and barriers to accessing services.

THE REPORT

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

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

Supplemental Reports

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

ONLINE DATA DASHBOARDS

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

UNDERSTANDING THE DATA

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

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70 percent. 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.

RESOURCES

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

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

As part of this process, WestEd staff also can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5460) or email calschls@wested.org.

Compare Results with Other Data

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

- **Student and Parent Surveys.** Obtain the CalSCHLS student and parent survey results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found.
- **Other Data.** Examine how the results compare with other data collected within the state that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Statewide Results.** The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/docs/statewide_1921_csss.pdf).

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5460) or email calschls@wested.org.

Request Additional Reports and Data

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

Disaggregated Reports

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

Additional Analysis of Data

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5460) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: †Elementary student survey.

‡Secondary student survey.

ACKNOWLEDGMENTS

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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CSSS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of districts	385	328	223	217	137
Number of schools	3,113	1,913	498	556	146
Number of respondents	135,060	71,879	23,858	36,932	2,391

Notes: ^ANT includes continuation high schools. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	131,726	69,903	23,644	35,855	2,324
Remote model only	3,334	1,976	214	1,077	67

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships [†]	47	55	40	36	63	A7.1
High expectations-adults in school [†]	52	59	46	40	65	A7.1
Student meaningful participation [†]	36	39	32	33	42	A7.1
Promotion of parental involvement [†]	35	41	29	26	38	A7.1
Student learning environment [†]	44	51	38	34	56	A6.1
Facilities upkeep [†]	35	39	33	28	47	A6.1
Support for social emotional learning [†]	34	43	27	21	38	A8.1
Provides adequate counseling and support services [†]	38	38	39	36	54	A10.2
Antibullying climate [†]	38	46	30	26	41	A8.1
School Supports for Staff						
Staff working environment [†]	37	42	32	29	50	A6.1
Staff collegiality [†]	40	46	35	30	53	A6.1
School Safety						
Is a safe place for staff [†]	41	47	35	33	54	A6.1
Is a safe place for students [†]	43	50	33	32	57	A6.1
Has sufficient resources to create a safe campus [†]	27	32	22	21	28	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	32	38	29	22	40	A8.1
Respect for diversity [†]	40	46	33	31	52	A8.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork [†]	22	29	15	13	20	A8.4
Student readiness to learn [†]	16	20	11	11	11	A8.1
Cutting classes or being truant moderate/severe problem	28	11	32	57	66	A8.13
Harassment/bullying moderate/severe problem	29	19	49	35	16	A9.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	21	3	24	53	70	A9.9
Tobacco use moderate/severe problem	14	2	17	33	43	A9.10
Vaping/e-cigarette use moderate/severe problem	27	4	35	62	72	A9.11
Student depression moderate/severe problem	46	28	59	72	73	A9.2

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

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

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

	All %	ES %	MS %	HS %	NT %	Table
Perceived School Safety in Response to COVID-19						
COVID-related safety measures to keep students healthy [†]	43	47	40	36	53	A4.1
COVID-related safety measures to keep staff healthy [†]	43	47	40	36	53	A4.1
Areas of Professional Development Needs						
Supporting students exposed to trauma	67	68	66	65	68	A4.2
COVID-related safety measures and protocols	21	20	20	21	21	A4.2

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

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	97	97	99	97	97
Remote Learning Model	3	3	1	3	3

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

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	92	92	93	93	93
1 day	2	2	2	2	2
2 days	1	1	1	1	1
3 days	1	1	1	1	0
4 days	1	1	1	0	0
5 days	4	4	3	3	3

Question A.4: In the past 30 days, how many weekdays in an average week did you work from home for an entire school day?

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

Table A3.3***Role (Job) at School***

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	22	41	1	1	1
Teacher in grade 5 or above	36	15	58	61	49
Special education teacher	8	7	9	9	8
Administrator	4	4	4	4	6
Prevention staff, nurse, or health aide	2	2	2	1	2
Counselor, psychologist	4	3	5	6	7
Police, resource officer, or safety personnel	1	0	1	1	2
Paraprofessional, teacher assistant, or instructional aide	11	13	10	8	8
Other certificated staff	4	6	3	2	3
Other classified staff	12	12	11	11	16
Other service provider	2	3	2	1	1

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

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

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

	All %	ES %	MS %	HS %	NT %
Special education	68	62	75	74	75
English language learners	70	69	71	70	71
None of the above	17	18	16	18	16

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

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

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

Table A3.5***Length of Employment at School***

	All %	ES %	MS %	HS %	NT %
Less than one year	16	17	16	14	17
1 to 2 years	11	12	12	11	11
3 to 5 years	19	20	20	18	21
6 to 10 years	19	19	19	20	21
Over 10 years	34	33	34	38	30

Question A.6: How many years have you worked, in any position, at this school?

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

Table A3.6***Overall Length of Employment in Position***

	All %	ES %	MS %	HS %	NT %
Less than one year	9	10	9	7	8
1 to 2 years	8	9	8	7	6
3 to 5 years	15	15	14	14	14
6 to 10 years	18	17	18	18	17
Over 10 years	51	49	51	54	55

Question A.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

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

Table A3.7***Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native, non-Hispanic	0	0	0	1	1
Asian or Asian American, non-Hispanic	5	6	5	5	4
Black or African American, non-Hispanic	3	2	3	3	5
Filipino, non-Hispanic	1	1	1	1	2
Hispanic or Latinx	30	32	27	26	32
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0	0
White, non-Hispanic	52	50	54	55	47
Multiracial, non-Hispanic	3	3	3	4	4
Something else, non-Hispanic	5	5	6	5	6

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

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

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

	All %	ES %	MS %	HS %	NT %
Yes	59	58	58	63	52
No	41	42	42	37	48

Question A.112: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?

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

4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has implemented good COVID-related safety measures and protocols to keep students healthy.					
Strongly agree	43	47	40	36	53
Agree	46	44	48	50	38
Disagree	8	7	9	10	7
Strongly disagree	2	2	2	3	2
has kept staff well-informed about COVID-related safety measures and protocols.					
Strongly agree	44	48	41	38	55
Agree	46	44	48	49	38
Disagree	8	7	8	9	6
Strongly disagree	2	2	2	3	1
has implemented good COVID-related safety measures and protocols to keep staff healthy.					
Strongly agree	43	47	40	36	53
Agree	46	44	48	49	38
Disagree	9	7	9	11	7
Strongly disagree	2	2	3	4	2

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

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

Table A4.2**Ways to Support Teachers During COVID-19**

	All %	ES %	MS %	HS %	NT %
Teachers need more professional development, training, mentorship, or other support in...					
motivating students through remote learning.					
(Remote Only)					
Yes	56	55	56	58	59
No	44	45	44	42	41
supporting students exposed to trauma or stressful life events.					
Yes	67	68	66	65	68
No	33	32	34	35	32
COVID-related safety measures and protocols to keep staff and students healthy.					
Yes	21	20	20	21	21
No	79	80	80	79	79

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

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

5. Remote Learning

Table A5.1

School Instructional Model Implementation (Remote Only)

	All %	ES %	MS %	HS %	NT %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching.					
Strongly agree	52	55	43	49	48
Agree	37	35	41	39	37
Disagree	9	8	10	9	13
Strongly disagree	2	1	6	3	2
Teachers from this school are providing effective instruction.					
Strongly agree	55	61	43	46	42
Agree	40	36	50	47	50
Disagree	4	3	5	5	8
Strongly disagree	1	1	2	1	0
I can provide effective instruction.					
Strongly agree	57	62	44	50	55
Agree	38	34	46	43	41
Disagree	4	3	6	6	4
Strongly disagree	1	1	4	2	0

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

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

Table A5.2***Student Remote Learning (Remote Only)***

	All %	ES %	MS %	HS %	NT %
Students are coping well with remote learning.					
Strongly agree	33	40	22	23	22
Agree	50	47	46	56	52
Disagree	14	11	24	17	20
Strongly disagree	3	2	9	5	6
Students are less engaged in remote classes than in-person classes.					
Strongly agree	24	23	30	25	22
Agree	34	31	36	38	40
Disagree	31	32	26	29	28
Strongly disagree	11	13	8	7	9

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

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

Table A5.3***Academic Motivation and Supports for Learning (Remote Only)***

	All %	ES %	MS %	HS %	NT %
Teachers from this school are motivating students.					
Strongly agree	55	61	41	46	43
Agree	41	36	54	47	50
Disagree	4	2	4	6	8
Strongly disagree	1	0	1	1	0
Students who need the most academic support are receiving the support they need.					
Strongly agree	38	42	29	30	38
Agree	45	42	50	49	43
Disagree	15	13	19	17	14
Strongly disagree	3	2	2	3	4

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

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

6. School Supports for Students and Staff

Table A6.1

Summary of Indicators for Positive Learning and Working Environment

	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment	44	51	38	34	56	A6.2
Is a supportive and inviting place for students to learn	50	57	41	39	64	A6.2
Emphasizes teaching lessons in ways relevant to students	40	46	34	31	49	A6.2
Facilities upkeep	35	39	33	28	47	A6.9
School Supports for Staff						
Staff working environment	37	42	32	29	50	A6.4
Is a supportive and inviting place for staff to work	42	48	37	34	56	A6.4
Promotes trust and collegiality among staff	37	42	33	29	49	A6.4
Promotes participation in school decision making	30	34	27	24	44	A6.4
Uses objective data for school improvement decisions	35	40	31	27	41	A6.7
Staff collegiality	40	46	35	30	53	A6.5
Have close professional relationships with one another	37	43	32	27	48	A6.5
Feel a responsibility to improve the school	41	47	36	31	55	A6.5
School Safety						
Is a safe place for staff	41	47	35	33	54	A6.4
Is a safe place for students	43	50	33	32	57	A6.2

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

Student Learning Environment

Table A6.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	44	51	38	34	56
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	50	57	41	39	64
Agree	46	40	52	55	33
Disagree	4	2	6	5	2
Strongly disagree	1	0	1	1	1
<i>promotes academic success for all students.</i>					
Strongly agree	46	53	39	35	55
Agree	47	42	51	53	39
Disagree	6	4	8	10	5
Strongly disagree	1	1	1	2	1
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	48	53	44	41	64
Agree	46	42	49	52	32
Disagree	5	5	6	6	3
Strongly disagree	1	1	1	1	1
<i>emphasizes teaching lessons in ways relevant to students.</i>					
Strongly agree	40	46	34	31	49
Agree	53	49	57	59	44
Disagree	7	5	8	9	5
Strongly disagree	1	1	1	1	1

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

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

Table A6.2***Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
is a safe place for students.					
Strongly agree	43	50	33	32	57
Agree	48	43	51	55	38
Disagree	8	5	12	10	4
Strongly disagree	2	1	4	3	2
motivates students to learn.					
Strongly agree	39	47	32	27	49
Agree	53	49	58	60	45
Disagree	7	3	9	11	6
Strongly disagree	1	0	1	2	1

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

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

Table A6.3***Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	14	16	7	13	19
Mild problem	40	42	33	39	43
Moderate problem	32	30	37	33	28
Severe problem	15	12	23	15	10

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

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

Staff Working Environment

Table A6.4

Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
<i>Average reporting “Strongly agree”</i>	37	42	32	29	50
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	42	48	37	34	56
Agree	44	41	46	49	34
Disagree	10	8	12	13	7
Strongly disagree	3	2	4	4	2
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	37	42	33	29	49
Agree	47	45	48	50	39
Disagree	13	11	15	16	9
Strongly disagree	3	2	4	4	3
<i>is a safe place for staff.</i>					
Strongly agree	41	47	35	33	54
Agree	48	45	50	53	38
Disagree	9	6	11	11	6
Strongly disagree	2	2	4	3	2
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>					
Strongly agree	30	34	27	24	44
Agree	50	50	51	52	42
Disagree	16	13	18	19	11
Strongly disagree	4	3	5	5	3

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

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

Table A6.5**Staff Collegiality Scale Questions**

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
<i>Average reporting “Strongly agree”</i>	40	46	35	30	53
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	37	43	32	27	48
Agree	49	46	52	54	40
Disagree	12	9	14	16	10
Strongly disagree	2	1	2	3	2
support and treat each other with respect.					
Strongly agree	42	48	37	32	55
Agree	48	44	51	55	36
Disagree	8	7	10	10	7
Strongly disagree	2	1	2	2	2
feel a responsibility to improve this school.					
Strongly agree	41	47	36	31	55
Agree	49	46	51	54	37
Disagree	9	7	12	12	7
Strongly disagree	1	1	2	2	1

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

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

Table A6.6**Staff Collaborate Regularly**

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	46	34	30	49
Agree	47	44	50	51	39
Disagree	12	9	14	16	10
Strongly disagree	2	1	2	3	2

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation High

Table A6.7***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	40	31	27	41
Agree	53	51	54	56	47
Disagree	10	8	12	14	9
Strongly disagree	2	1	3	3	2

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

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

Table A6.8***Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	32	41	18	23	38
Mild problem	37	37	35	37	38
Moderate problem	20	15	27	25	17
Severe problem	11	7	20	15	8

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

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

Facilities Upkeep

Table A6.9***Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	39	33	28	47
Agree	47	45	49	48	38
Disagree	14	13	14	17	11
Strongly disagree	4	4	4	6	4

Question A.29: This school has clean and well-maintained facilities and property.

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

7. Student Developmental Supports and Opportunities

Table A7.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships	47	55	40	36	63	A7.2
Adults really care about every student	49	57	43	38	65	A7.2
Adults acknowledge and pay attention to students	48	56	42	37	65	A7.2
Adults listen to what students have to say	44	52	37	32	59	A7.2
High Expectations-Adults in School	52	59	46	40	65	A7.3
Adults want every student to do their best	56	63	50	44	69	A7.3
Adults believe every student can be a success	48	56	41	36	61	A7.3
Student Meaningful Participation	36	39	32	33	42	A7.4
Opportunities to decide things	28	33	22	22	34	A7.4
Equal opportunity for classroom participation	45	51	39	35	58	A7.4
Equal opportunity to participate in extracurricular activities	40	39	40	42	41	A7.4
Opportunities to “make a difference”	32	32	28	32	36	A7.4
Promotion of Parental Involvement	35	41	29	26	38	A7.5
School is welcoming to and facilitates parent involvement	38	44	32	31	45	A7.5
Encourages parents to be active partners in schooling	36	43	29	26	39	A7.5
School communicates about student learning expectation	31	39	26	20	26	A7.5
Parents feel welcome to participate at this school	28	34	22	20	30	A7.5

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

Caring Relationships

Table A7.2

Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
<i>Average reporting “Strongly agree”</i>	47	55	40	36	63
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	49	57	43	38	65
Agree	44	39	49	53	32
Disagree	5	4	7	8	3
Strongly disagree	1	1	1	1	1
<i>acknowledge and pay attention to students.</i>					
Strongly agree	48	56	42	37	65
Agree	47	41	52	56	32
Disagree	4	3	5	6	3
Strongly disagree	0	0	1	1	0
<i>listen to what students have to say.</i>					
Strongly agree	44	52	37	32	59
Agree	49	44	54	57	36
Disagree	6	4	8	10	4
Strongly disagree	1	0	1	1	1

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

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

High Expectations

Table A7.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
<i>Average reporting “Strongly agree”</i>	52	59	46	40	65
<i>Adults who work at this school... want every student to do their best.</i>					
Strongly agree	56	63	50	44	69
Agree	41	36	46	51	28
Disagree	3	1	3	4	2
Strongly disagree	0	0	0	1	0
<i>believe that every student can be a success.</i>					
Strongly agree	48	56	41	36	61
Agree	45	40	50	53	34
Disagree	6	4	8	10	5
Strongly disagree	1	0	1	1	1

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

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

Student Meaningful Participation

Table A7.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
<i>Average reporting “Strongly agree”</i>	36	39	32	33	42
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	28	33	22	22	34
Agree	57	57	57	57	51
Disagree	14	9	19	19	13
Strongly disagree	1	1	2	2	1
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	45	51	39	35	58
Agree	51	46	56	58	39
Disagree	4	2	5	6	2
Strongly disagree	1	0	1	1	1
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	40	39	40	42	41
Agree	46	45	48	49	39
Disagree	11	14	10	8	16
Strongly disagree	2	2	2	1	4
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	32	32	28	32	36
Agree	50	48	49	54	44
Disagree	17	18	21	13	17
Strongly disagree	2	2	3	2	3

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

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

Promotion of Parental Involvement

Table A7.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	35	41	29	26	38
This school is welcoming to and facilitates parent involvement.					
Strongly agree	38	44	32	31	45
Agree	52	48	56	58	46
Disagree	9	7	11	10	8
Strongly disagree	1	1	2	1	1
This school encourages parents to be active partners in educating their child.					
Strongly agree	36	43	29	26	39
Agree	53	50	56	58	50
Disagree	9	6	13	13	10
Strongly disagree	1	1	2	2	2
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	31	39	26	20	26
Agree	60	57	64	66	55
Disagree	7	3	9	13	16
Strongly disagree	1	0	1	2	2
Parents feel welcome to participate at this school.					
Strongly agree	28	34	22	20	30
Agree	60	57	63	66	59
Disagree	10	8	14	12	10
Strongly disagree	1	1	1	1	1

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

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

Table A7.5***Promotion of Parental Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	39	45	35	31	49
Agree	56	52	60	63	48
Disagree	4	3	4	5	3
Strongly disagree	1	0	1	1	0

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

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

8. Learning Conditions

Table A8.1

Summary of Indicators of School Learning Conditions

	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Support for social emotional learning	34	43	27	21	38	A8.2
Student readiness to learn	16	20	11	11	11	A8.3
Instructional equity	35	39	30	29	42	A8.7
Antibullying climate	38	46	30	26	41	A8.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	32	38	29	22	40	A8.5
Respect for diversity	40	46	33	31	52	A8.6
Positive Peer Relations						
Student peer relationships	21	27	13	15	22	A8.11

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

Supports for Learning and Student Academic Engagement

Table A8.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
<i>Average reporting “Strongly agree”</i>	34	43	27	21	38
This school encourages students to feel responsible for how they act.					
Strongly agree	36	44	29	23	43
Agree	53	50	55	56	49
Disagree	9	5	12	16	6
Strongly disagree	2	1	4	4	2
This school encourages students to understand how others think and feel.					
Strongly agree	33	42	26	20	34
Agree	58	54	62	64	58
Disagree	8	4	11	15	7
Strongly disagree	1	0	1	2	1
Students are taught that they can control their own behavior.					
Strongly agree	34	43	27	21	39
Agree	56	52	59	60	54
Disagree	9	4	11	16	6
Strongly disagree	2	1	2	3	1
This school helps students resolve conflicts with one another.					
Strongly agree	32	40	26	20	37
Agree	56	53	59	61	53
Disagree	10	6	12	17	8
Strongly disagree	2	1	2	3	2

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

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

Table A8.2***Support for Social Emotional Learning Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	36	45	28	22	38
Agree	57	52	61	64	55
Disagree	7	3	9	12	6
Strongly disagree	1	0	2	2	1

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

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

Table A8.3***Student Readiness to Learn Scale Questions***

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
<i>Average reporting “Strongly agree”</i>	16	20	11	11	11
Students are healthy and physically fit.					
Strongly agree	17	21	14	12	12
Agree	57	58	57	57	46
Disagree	23	19	26	28	38
Strongly disagree	3	2	3	4	5
Students start/arrive at school alert and rested.					
Strongly agree	12	16	9	7	8
Agree	50	57	47	40	30
Disagree	32	24	37	42	50
Strongly disagree	5	3	6	10	13
Students are motivated to learn.					
Strongly agree	17	22	11	10	9
Agree	58	63	54	52	45
Disagree	22	13	30	32	38
Strongly disagree	4	1	6	7	8
Students in this school are well-behaved.					
Strongly agree	18	21	11	15	17
Agree	59	60	53	59	62
Disagree	19	16	27	21	17
Strongly disagree	4	3	8	5	3

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

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

Table A8.4***Motivation to Complete Schoolwork***

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	29	15	13	20
Agree	55	59	52	50	48
Disagree	19	11	27	30	27
Strongly disagree	4	1	6	7	5

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

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

Fairness, Rule Clarity, and Respect for Diversity

Table A8.5

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
<i>Average reporting “Strongly agree”</i>	32	38	29	22	40
This school handles discipline problems fairly.					
Strongly agree	32	37	27	24	45
Agree	46	46	45	48	40
Disagree	16	13	19	20	10
Strongly disagree	6	4	9	9	5
The school rules are fair.					
Strongly agree	39	48	33	26	45
Agree	53	48	56	61	48
Disagree	6	4	9	10	5
Strongly disagree	2	1	2	3	2
This school clearly informs students what will happen if they break school rules.					
Strongly agree	26	29	27	18	35
Agree	52	53	50	52	50
Disagree	17	14	18	22	11
Strongly disagree	5	3	6	8	4
Students know what the rules are.					
Strongly agree	31	38	29	19	36
Agree	56	56	56	58	53
Disagree	10	6	13	18	8
Strongly disagree	3	1	3	5	3

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

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

Table A8.6**Respect for Diversity Scale Questions**

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
<i>Average reporting “Strongly agree”</i>	40	46	33	31	52
Students respect each other’s differences.					
Strongly agree	25	31	15	20	35
Agree	57	58	53	59	55
Disagree	15	10	26	18	8
Strongly disagree	2	1	5	3	1
Adults from this school respect differences in students.					
Strongly agree	46	52	42	37	60
Agree	49	45	53	57	37
Disagree	4	2	5	6	2
Strongly disagree	1	0	1	1	0
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	48	55	42	37	59
Agree	48	43	53	57	38
Disagree	3	2	5	6	2
Strongly disagree	0	0	1	1	0

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

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

Instructional Equity

Table A8.7

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	35	39	30	29	42
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	28	32	23	23	33
Agree	54	53	54	56	52
Disagree	16	13	20	19	13
Strongly disagree	2	1	2	2	2
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	23	25	21	21	29
Agree	50	50	50	50	48
Disagree	23	22	24	25	20
Strongly disagree	4	3	5	5	4
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	29	32	26	27	37
Agree	51	51	51	51	46
Disagree	17	15	19	18	14
Strongly disagree	3	2	3	4	3
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	48	55	43	39	54
Agree	43	41	46	47	37
Disagree	7	4	9	11	7
Strongly disagree	2	1	2	3	2

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

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

Table A8.7***Instructional Equity Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
This school fosters an appreciation of student diversity and respect for each other.					
Strongly agree	44	50	37	36	56
Agree	47	44	50	52	38
Disagree	7	5	10	10	5
Strongly disagree	1	1	2	2	1

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

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

Table A8.8***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	50	35	31	56
Agree	47	43	50	53	37
Disagree	10	7	13	14	6
Strongly disagree	1	1	2	2	1

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

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

Cultural Sensitivity

Table A8.9***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	35	25	23	39
Agree	51	50	53	54	47
Disagree	16	14	19	20	13
Strongly disagree	3	2	3	4	2

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

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

Table A8.10***Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	58	73	41	40	67
Mild problem	31	22	40	44	26
Moderate problem	8	4	15	14	5
Severe problem	2	1	4	3	2

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation High

Student Peer Relationships

Table A8.11

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
<i>Average reporting “Strongly agree”</i>	21	27	13	15	22
Students care about one another.					
Strongly agree	26	34	16	17	24
Agree	66	62	68	71	68
Disagree	7	4	14	10	7
Strongly disagree	1	0	2	1	1
Students treat each other with respect.					
Strongly agree	18	24	10	13	20
Agree	64	65	58	67	68
Disagree	16	10	28	18	10
Strongly disagree	2	1	4	2	1
Students get along well with one another.					
Strongly agree	19	24	11	15	21
Agree	71	69	71	75	72
Disagree	9	7	16	10	6
Strongly disagree	1	0	2	1	1
Students enjoy spending time together during school activities.^o (<i>In-School Only</i>)					
Strongly agree	35	43	29	25	26
Agree	61	55	65	68	63
Disagree	4	1	5	7	9
Strongly disagree	1	0	1	1	2

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

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

^o*Item not included in the scale.*

Table A8.11
Student Peer Relationships Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students enjoy interacting with each other during class activities.^Ø (<i>Remote Only</i>)					
Strongly agree	42	50	31	29	26
Agree	47	43	55	53	53
Disagree	10	6	11	16	17
Strongly disagree	1	1	2	3	4

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

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

^ØItem not included in the scale.

Antibullying Climate

Table A8.12
Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
<i>Average reporting “Strongly agree”</i>	38	46	30	26	41
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	53	63	48	38	58
Agree	42	35	46	54	38
Disagree	4	2	5	7	3
Strongly disagree	1	0	1	1	1
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	32	41	23	20	34
Agree	53	52	55	54	49
Disagree	13	6	20	23	15
Strongly disagree	1	0	1	2	1
Students tell teachers when other students are being bullied.					
Strongly agree	29	39	20	17	29
Agree	53	54	54	52	50
Disagree	16	7	25	29	20
Strongly disagree	1	0	2	2	2
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	50	56	46	40	61
Agree	47	42	51	56	37
Disagree	3	2	3	4	2
Strongly disagree	0	0	0	1	0

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

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

Table A8.12***Antibullying Climate Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	23	29	15	15	25
Agree	49	53	40	46	49
Disagree	25	17	39	34	24
Strongly disagree	3	1	6	5	2

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

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

Truancy

Table A8.13***Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	44	68	29	11	10
Mild problem	27	21	39	32	24
Moderate problem	17	8	21	31	31
Severe problem	12	3	11	26	35

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

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

9. Student Health Risks and Prevention

Mental Health

Table A9.1

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	28	13	12	15
Agree	64	65	65	62	57
Disagree	14	6	20	23	26
Strongly disagree	1	1	2	3	2

Question A.67: Students feel hopeful about the future.

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

Table A9.2

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	17	28	8	5	5
Mild problem	36	45	34	23	22
Moderate problem	31	22	41	42	38
Severe problem	15	6	18	30	35

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

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

Bullying and Fighting

Table A9.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	24	34	9	15	39
Mild problem	47	48	42	49	45
Moderate problem	23	15	36	29	14
Severe problem	6	3	13	6	2

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

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

Table A9.4

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	43	57	23	29	49
Mild problem	37	33	41	40	37
Moderate problem	15	8	25	22	11
Severe problem	6	2	11	9	3

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

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

Delinquency

Table A9.5

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	51	71	30	28	49
Mild problem	30	22	40	40	35
Moderate problem	13	5	21	23	12
Severe problem	5	2	9	10	4

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

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

Table A9.6

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	60	75	46	41	69
Mild problem	29	21	38	41	23
Moderate problem	8	3	13	14	6
Severe problem	2	1	3	3	1

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

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

Table A9.7

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	76	92	65	53	47
Mild problem	17	6	25	31	32
Moderate problem	6	1	8	12	16
Severe problem	2	1	2	4	5

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

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

Table A9.8***Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	81	93	71	63	68
Mild problem	15	5	23	29	23
Moderate problem	3	1	5	7	7
Severe problem	1	1	1	2	2

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

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

Substance Use

Table A9.9***Student Alcohol and Drug Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	57	90	36	12	9
Mild problem	21	7	40	36	21
Moderate problem	16	2	19	39	39
Severe problem	6	1	5	14	31

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

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

Table A9.10***Student Tobacco Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	65	91	49	27	25
Mild problem	21	6	35	40	32
Moderate problem	11	1	13	25	29
Severe problem	4	1	3	8	14

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

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

Table A9.11***Student Vaping or Electronic Cigarette Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	53	86	26	11	9
Mild problem	20	10	39	27	19
Moderate problem	16	3	25	37	35
Severe problem	10	1	10	25	38

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

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

Substance Use Prevention Policies

Table A9.12***School Bans Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
No	3	3	2	3	3
Yes	91	89	93	92	95
Don't know	6	8	5	5	2

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

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

10. Discipline and Counseling

Table A10.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	16	16	17	16	14
The rules at this school are too strict.					
Strongly agree	5	6	4	4	5
Agree	8	8	9	9	7
Disagree	56	57	54	54	55
Strongly disagree	31	29	34	33	32
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	5	5	4	4	5
Agree	9	7	11	11	8
Disagree	49	47	52	53	52
Strongly disagree	37	41	33	32	35
Students get in trouble for breaking small rules.					
Strongly agree	4	5	4	4	4
Agree	14	14	16	13	11
Disagree	55	55	55	55	53
Strongly disagree	26	26	25	27	32
Teachers are very strict here.					
Strongly agree	4	4	3	3	4
Agree	16	16	18	13	10
Disagree	60	60	61	62	57
Strongly disagree	20	20	18	22	29

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

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

Table A10.2
Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	38	39	36	54
Agree	44	42	44	47	32
Disagree	15	16	14	13	10
Strongly disagree	4	4	3	3	3

Question A.12: This school provides adequate counseling and support services for students.

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

11. Professional Development Needs

Table A11.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
<i>Instruction and School Environment</i>					
Positive behavioral support and classroom management					
Yes	42	42	43	40	40
No	58	58	57	60	60
Creating a positive school climate					
Yes	42	39	47	47	41
No	58	61	53	53	59
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	39	38	41	42	38
No	61	62	59	58	62
<i>Providing Support Services</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	61	61	61	61	63
No	39	39	39	39	37

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

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

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of districts	379	325	216	209	125
Number of schools	2,997	1,852	483	529	133
Number of respondents	39,578	21,465	7,298	9,870	945

Notes: ^ANT includes continuation high schools. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

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						
Punishes first-time violations of alcohol/drug policies [†]	28	35	24	18	22	B3.1
Enforces zero tolerance policies [†]	26	32	22	17	24	B3.1
Has sufficient resources to create a safe campus [†]	27	32	22	21	28	B3.2
Seeks to maintain a secure campus [†]	17	19	14	13	20	B3.2
Provides harassment or bullying prevention [§]	34	42	30	20	29	B3.3
Provides conflict resolution or behavior management instruction [§]	35	43	31	20	34	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [†]	30	33	29	25	44	B4.1
Collaborates well with community organizations to address substance use or other problems [†]	25	28	22	21	31	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [†]	31	33	28	27	44	B4.1
Provides alcohol or drug use prevention instruction [§]	16	16	18	15	22	B4.1
Provides tobacco use/vaping prevention instruction [§]	16	16	19	15	23	B4.1
Has sufficient resources to address substance use prevention needs [†]	23	28	19	17	21	B4.1
Physical Health and Special Needs						
Provides adequate health services for students [†]	30	34	26	24	30	B5.1
Provides opportunities for physical education and activity [§]	64	65	71	58	40	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]	38	43	33	29	47	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [†]	44	48	40	37	56	B6.1
Restorative practices [†]	36	41	34	27	44	B6.1
Trauma-informed practices [†]	26	30	23	21	36	B6.1

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

[†]Percent responding “Strongly agree.”

[§]Percent responding “A lot.”

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	28	35	24	18	22
Agree	48	49	47	46	38
Disagree	17	12	21	24	27
Strongly disagree	7	3	8	11	13
Enforces zero tolerance policies					
Strongly agree	26	32	22	17	24
Agree	42	44	41	41	34
Disagree	23	18	25	29	30
Strongly disagree	9	6	11	13	12

Question A.117, 118: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

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

Table B3.2***Supports for Safety at School***

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	27	32	22	21	28
Agree	52	52	51	51	51
Disagree	17	13	21	22	15
Strongly disagree	4	3	6	6	5
Seeks to maintain a secure campus					
Strongly agree	17	19	14	13	20
Agree	29	24	30	37	35
Disagree	27	28	28	26	23
Strongly disagree	27	29	28	23	23

Question A.114, 119: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

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

Table B3.3***Behavior Management at School***

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	34	42	30	20	29
Some	49	46	51	53	49
Not much	15	10	17	24	18
Not at all	2	2	3	4	4
Provides conflict resolution or behavior management instruction					
A lot	35	43	31	20	34
Some	47	44	49	51	48
Not much	15	11	17	24	14
Not at all	3	2	3	4	4

Question A.130, 131: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

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

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	30	33	29	25	44
Agree	50	49	53	53	40
Disagree	16	15	16	18	13
Strongly disagree	3	3	3	4	3
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	25	28	22	21	31
Agree	52	50	54	55	49
Disagree	19	18	21	21	16
Strongly disagree	3	3	4	3	4
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	31	33	28	27	44
Agree	53	52	56	57	44
Disagree	12	12	13	13	9
Strongly disagree	3	3	3	3	3

Question A.113, 120, 121: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

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

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

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	16	16	18	15	22
Some	47	43	51	51	48
Not much	29	30	26	29	23
Not at all	8	11	5	5	6
Provides tobacco use/vaping prevention instruction					
A lot	16	16	19	15	23
Some	44	39	50	49	48
Not much	30	31	27	30	22
Not at all	10	14	5	6	7
Has sufficient resources to address substance use prevention needs					
Strongly agree	23	28	19	17	21
Agree	52	54	52	48	40
Disagree	21	16	24	29	30
Strongly disagree	4	2	5	6	8

Question A.115, 128, 129: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

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

Table B4.2***School Enforces Policies Banning Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	45	37	30	42
Agree	48	46	51	51	44
Disagree	10	7	9	14	10
Strongly disagree	3	1	3	5	4

Question A.116: This school consistently enforces policies banning tobacco use/vaping on school property.

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree	30	34	26	24	30
Agree	54	52	56	57	51
Disagree	14	12	15	16	15
Strongly disagree	3	2	3	3	3
Provides opportunities for physical education and activity					
A lot	64	65	71	58	40
Some	31	31	26	36	43
Not much	4	4	3	5	14
Not at all	1	0	0	1	4

Question A.122, 127: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?

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

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	38	43	33	29	47
Some	50	48	53	55	45
Not much	11	9	12	14	6
Not at all	1	1	1	2	2
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	44	48	40	37	56
Agree	48	45	51	54	40
Disagree	7	6	7	8	3
Strongly disagree	2	1	1	2	1
Uses restorative practices to help resolve conflicts					
Strongly agree	36	41	34	27	44
Agree	51	49	53	57	46
Disagree	10	9	11	14	8
Strongly disagree	2	2	2	3	2

Question A.123, 124, 126: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion?

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

Table B6.1***Youth Development and Social-Emotional Supports at School – Continued***

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	26	30	23	21	36
Agree	53	51	56	56	50
Disagree	18	17	19	20	13
Strongly disagree	2	2	3	3	2
Provides instructional help to build social-emotional competencies					
A lot	38	48	33	23	39
Some	47	43	50	53	50
Not much	12	8	15	20	8
Not at all	2	1	2	4	3

Question A.125, 132: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?

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