

CALIFORNIA SCHOOL STAFF SURVEY



Statewide Results 2019-2021 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:

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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 2019-20 and 2020-21 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 effort in the nation to regularly assess students, staff, and parents at the local level 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 school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of the California Department of Education’s (CDE) commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and ensure college and career readiness. 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), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). 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 a Data Workshop 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.

2020-21 Survey Changes

With school buildings throughout much of California closed due to the pandemic and many districts shifting to remote and/or hybrid instructional models in 2020-21, the CSSS has been expanded this year to help districts better understand the impacts of COVID-19 and how best to support students' social, emotional, and academic needs. Questions on the survey ask teachers and other school staff if most students attend school in person every weekday (in-person instructional model), participate in school remotely from home (remote instructional model), or they participate in school both remotely and in-person (hybrid instructional model). Based on responses, staff are directed to questions only relevant to the predominant instructional model used in the school. The new content assessed by the CSSS includes the following:

- staff perceptions of how effectively the school instructional model is being implemented,
- the impact of the instructional models on students' emotional well-being, academic motivation, and learning; and
- experiences with COVID-related safety measures and protocols.

Only questions relevant to the instructional model implemented in the school are answered by staff in 2020-21.

Core Section (Section A)

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

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

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

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

Student Supports Questions (Section B)

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

Supplemental Modules

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

- The **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 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).

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. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

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

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/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *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 staff survey provides data on the perception of adults in the school on social-emotional service needs and provision. *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf).
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- 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/docs/calschls-crosswalk.pdf) 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 needs. Engage them in 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.

WestEd staff also can conduct 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 888.841.7536 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/docs/calschls-crosswalk.pdf) 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_1719_csss.pdf) or examined on the CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard).

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 (888.841.7536) 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 (888.841.7536) 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 Well-Being					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance	✓			✓	
Behavioral self-control			✓‡		
Collaboration			✓		
Emotional self-regulation			✓‡		
Empathy			✓		
Gratitude	✓				
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving	✓				
School connectedness	✓				
Self-awareness	✓‡				
Self-efficacy	✓				
Sleep duration (bedtime and waketime)	✓				
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓‡				
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate					
Academic rigor and norms				✓	✓
College and career supports		✓‡		✓	✓
Family support			✓‡		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of 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.

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The CSSS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health and Safety Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality.

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of districts	361	294	198	202	127
Number of schools	2,868	1,769	464	500	139
Number of respondents	112,635	57,263	20,680	32,434	2,258

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 ^A
In-school model only	59,574	29,763	11,311	17,222	1,278
Remote model only	36,061	17,587	6,386	11,329	759
Hybrid model only	14,491	8,505	2,595	3,205	186

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 [†]	51	58	46	40	65	A6.1
High expectations-adults in school [†]	55	62	50	45	67	A6.1
Student meaningful participation [†]	38	40	36	36	41	A6.1
Promotion of parent involvement [†]	40	47	35	31	39	A6.1
Student learning environment [†]	49	55	45	40	57	A5.1
Facilities upkeep ^{†Φ}	41	45	38	36	47	A5.1
Support for social emotional learning [†]	36	44	32	24	37	A7.1
Provides adequate counseling and support services [†]	38	36	42	38	52	A9.2
Antibullying climate [†]	40	47	35	30	41	A7.1
School Supports for Staff						
Staff working environment [†]	41	45	39	34	50	A5.1
Staff collegiality [†]	43	48	39	34	51	A5.1
School Safety						
Is a safe place for staff ^{†Φ}	48	53	43	41	52	A5.1
Is a safe place for students ^{†Φ}	49	56	42	40	54	A5.1
Has sufficient resources to create a safe campus [†]	31	34	28	26	34	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	36	42	34	26	41	A7.1
Respect for diversity [†]	42	47	37	34	49	A7.1
Student Behavior						
Student readiness to learn [†]	15	19	12	12	10	A7.1
Cutting classes or being truant moderate/severe problem	24	10	24	45	64	A7.12
Harassment/bullying moderate/severe problem	22	14	35	28	15	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	20	2	17	50	71	A8.9
Tobacco use moderate/severe problem	14	2	12	33	46	A8.10
Vaping/e-cigarette use moderate/severe problem	26	3	29	62	70	A8.11
Student depression moderate/severe problem	42	24	50	67	70	A8.2

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

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

^ΦIn-School and Hybrid Models only.

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

Statewide CSSS

2019-21

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CSSS Report - Section A: Core

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 [†]	51	54	50	46	57	A4.1
COVID-related safety measures to keep staff healthy [†]	51	54	49	45	57	A4.1
School Instructional Model Implementation						
Sufficient training on using distance learning tools ^{†δ}	25	25	26	24	25	A4.2
Providing effective instruction [†]	29	32	29	23	28	A4.2
Teachers provide effective instruction [†]	27	29	27	24	26	A4.2
Student Learning During COVID-19						
Students are coping well with remote learning ^{†δ}	8	9	6	6	6	A4.4
Students are less engaged in remote classes [†]	45	41	48	50	46	A4.4
Academic Motivation and Supports for Learning						
Students are motivated to complete schoolwork [†]	23	28	19	16	22	A4.5
School instructional model used to motivate students [†]	28	32	25	20	27	A4.5
Students receive needed academic support [†]	17	19	16	14	23	A4.5
Areas of Professional Development Needs						
Motivating students through remote learning ^δ	64	63	65	66	67	A4.6
Supporting students exposed to trauma	69	70	68	68	71	A4.6
COVID-related safety measures and protocols	38	37	37	39	36	A4.6

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

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

^δRemote and Hybrid Models only.

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	54	53	56	55	59
Remote Learning Model	33	33	31	35	33
Hybrid Model (in school on alternate days)	8	8	8	7	6
Hybrid Model (in school half days)	5	6	5	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."

Hybrid Model (in school on alternate days) - Respondents selecting "Most of my students went to school in person at the school building for the entire day on some weekdays and participated in school from home on other weekdays."

Hybrid Model (in school half days) - Respondents selecting "Most of my students went to school in person at the school building for half of the day and participated in classes from home during the other half of the day on most or all weekdays."

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	35	37	29	32	38
1 day	12	11	14	12	13
2 days	4	4	4	4	5
3 days	4	4	5	5	6
4 days	6	6	6	6	5
5 days	39	38	41	40	34

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	43	1	0	1
Teacher in grade 5 or above	37	15	60	61	50
Special education teacher	8	7	9	9	8
Administrator	4	3	4	4	7
Prevention staff, nurse, or health aide	1	1	1	1	1
Counselor, psychologist	4	2	4	5	8
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	3	5	2	2	3
Other classified staff	12	12	11	11	17
Other service provider	2	3	1	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	67	61	74	72	73
English language learners	70	71	72	68	73
None of the above	17	16	16	19	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	11	11	12	10	12
1 to 2 years	12	12	13	11	13
3 to 5 years	23	23	22	22	24
6 to 10 years	18	18	17	17	18
Over 10 years	37	36	35	41	33

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	5	6	6	5	5
1 to 2 years	8	8	8	7	8
3 to 5 years	17	18	17	16	15
6 to 10 years	16	16	16	17	15
Over 10 years	53	52	53	55	58

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 %
African American (not Hispanic)	3	2	4	3	4
American Indian or Alaska Native	1	1	1	1	1
Asian or Pacific Islander	6	7	6	6	5
White (not Hispanic)	56	54	58	58	53
Hispanic or Latino/a	26	29	23	23	27
Other or Multi-ethnic	8	7	9	9	9

Question A.5 (2019-20), 8 (2020-21): What is your race or ethnicity? (2019-20)... What is your race or ethnicity? (Mark All That Apply.) (2020-21)... 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	66	65	67	69	55
No	34	35	33	31	45

Question A.115: 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	51	54	50	46	57
Agree	40	39	41	44	36
Disagree	7	6	7	8	4
Strongly disagree	2	1	2	3	2
has kept staff well-informed about COVID-related safety measures and protocols.					
Strongly agree	51	55	50	46	57
Agree	40	38	40	43	37
Disagree	7	6	8	9	5
Strongly disagree	2	1	2	3	2
has implemented good COVID-related safety measures and protocols to keep staff healthy.					
Strongly agree	51	54	49	45	57
Agree	40	38	41	43	36
Disagree	7	7	8	9	5
Strongly disagree	2	2	2	3	2

Question A.30-31: 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

School Instructional Model Implementation

	All %	ES %	MS %	HS %	NT %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching. (<i>Remote and Hybrid Only</i>)					
Strongly agree	25	25	26	24	25
Agree	53	53	52	54	56
Disagree	18	18	17	17	16
Strongly disagree	4	4	4	4	3
Teachers from this school are providing effective instruction with the school’s instructional model.					
Strongly agree	29	32	29	23	28
Agree	60	58	60	62	61
Disagree	10	8	10	14	9
Strongly disagree	1	1	1	2	2
I can provide effective instruction with the school’s instructional model.					
Strongly agree	27	29	27	24	26
Agree	56	56	56	56	57
Disagree	14	13	14	16	14
Strongly disagree	3	3	3	4	2

Question A.105-107: The next set of questions ask about your experiences with your school’s current instructional model (100% In-School, Hybrid, or Remote)... I can provide effective instruction with the school’s instructional model... 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 with the school’s instructional model.

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

Table A4.3***Staff Collaborate Regularly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	50	42	37	52
Agree	44	42	46	49	40
Disagree	9	7	10	12	7
Strongly disagree	1	1	2	2	1

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

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

Table A4.4
Student Learning During COVID-19

	All %	ES %	MS %	HS %	NT %
Students are learning as much or more now as they were prior to switching to...					
remote learning. (Remote Only)					
Strongly agree	6	6	5	5	5
Agree	21	22	21	18	22
Disagree	48	49	47	46	44
Strongly disagree	26	23	27	30	28
hybrid instruction. (Hybrid Only)					
Strongly agree	11	14	9	7	6
Agree	29	31	30	23	23
Disagree	38	37	39	41	43
Strongly disagree	22	18	21	29	27
in-school instruction. (In-School Only)					
Strongly agree	29	30	26	22	20
Agree	33	34	34	27	26
Disagree	27	26	28	34	36
Strongly disagree	11	10	12	16	18
Students are coping well with remote learning. (Remote and Hybrid Only)					
Strongly agree	8	9	6	6	6
Agree	43	51	40	33	32
Disagree	37	32	41	43	42
Strongly disagree	12	8	13	18	20
Students are less engaged in remote classes than in in-person classes.					
Strongly agree	45	41	48	50	46
Agree	40	42	39	37	37
Disagree	12	14	11	10	12
Strongly disagree	3	3	3	3	5

Question A.110-114: The next set of questions ask about your experiences with your school's current instructional model (100% In-School, Hybrid, or Remote)... Students are coping well with remote learning... Students are less engaged in remote classes than in in-person classes... Students are learning as much or more now as they were prior to switching to remote learning... Students are learning as much or more now as they were prior to switching to hybrid instruction... Students are learning as much or more now as they were prior to switching to in-school instruction.

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 A4.5***Academic Motivation and Supports for Learning***

	All %	ES %	MS %	HS %	NT %
Students are motivated to complete their schoolwork.					
Strongly agree	23	28	19	16	22
Agree	53	55	51	50	48
Disagree	21	15	27	29	26
Strongly disagree	3	2	4	5	4
Teachers from this school are motivating students using the school's instructional model.					
Strongly agree	28	32	25	20	27
Agree	60	59	60	60	60
Disagree	11	8	13	18	11
Strongly disagree	1	1	1	3	2
Students who need the most academic support are receiving the support they need with the school's instructional model.					
Strongly agree	17	19	16	14	23
Agree	44	45	44	43	46
Disagree	31	29	32	35	26
Strongly disagree	7	7	7	9	5

Question A.66, 108, 109: Students are motivated to complete their schoolwork... The next set of questions ask about your experiences with your school's current instructional model (100% In-School, Hybrid, or Remote)... Teachers from this school are motivating students using the school's instructional model... Students who need the most academic support are receiving the support they need with the school's instructional model.

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

Table A4.6**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 and Hybrid Only)					
Yes	64	63	65	66	67
No	36	37	35	34	33
supporting students exposed to trauma or stressful life events					
Yes	69	70	68	68	71
No	31	30	32	32	29
COVID-related safety measures and protocols to keep staff and students healthy					
Yes	38	37	37	39	36
No	62	63	63	61	64

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. School Supports for Students and Staff

Table A5.1

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	49	55	45	40	57	A5.2
Is a supportive and inviting place for students to learn	55	61	49	46	66	A5.2
Emphasizes teaching lessons in ways relevant to students	43	49	40	35	48	A5.2
Facilities upkeep ^Φ	41	45	38	36	47	A5.8
School Supports for Staff						
Staff working environment	41	45	39	34	50	A5.4
Is a supportive and inviting place for staff to work	48	52	45	41	56	A5.4
Promotes trust and collegiality among staff	41	45	39	34	51	A5.4
Promotes participation in school decision making	33	38	31	27	43	A5.4
Uses objective data for school improvement decisions	40	45	37	33	43	A5.6
Staff collegiality	43	48	39	34	51	A5.5
Have close professional relationships with one another	39	45	36	30	46	A5.5
Feel a responsibility to improve the school	45	51	41	37	55	A5.5
School Safety						
Is a safe place for staff ^Φ	48	53	43	41	52	A5.4
Is a safe place for students ^Φ	49	56	42	40	54	A5.2

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

^Φ*In-School and Hybrid Models only.*

Student Learning Environment

Table A5.2

Student Learning Environment Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	49	55	45	40	57
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	55	61	49	46	66
Agree	42	36	47	50	32
Disagree	2	2	3	3	2
Strongly disagree	1	0	1	1	0
<i>promotes academic success for all students.</i>					
Strongly agree	50	57	46	40	55
Agree	44	39	47	50	40
Disagree	5	4	6	8	4
Strongly disagree	1	1	1	1	1
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	52	56	51	46	66
Agree	42	39	44	48	31
Disagree	5	4	5	5	2
Strongly disagree	1	1	1	1	0
<i>emphasizes teaching lessons in ways relevant to students.</i>					
Strongly agree	43	49	40	35	48
Agree	50	46	53	56	46
Disagree	6	4	6	8	5
Strongly disagree	1	0	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 A5.2***Student Learning Environment Questions – Continued***

	All %	ES %	MS %	HS %	NT %
This school motivates students to learn.					
Strongly agree	43	51	38	32	49
Agree	51	46	55	58	46
Disagree	5	3	6	8	5
Strongly disagree	1	0	1	1	1
This school is a safe place for students.^ø (<i>In-School and Hybrid Only</i>)					
Strongly agree	49	56	42	40	54
Agree	45	39	48	52	41
Disagree	5	4	8	7	3
Strongly disagree	1	1	2	2	1

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

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

^øItem not included in the scale.

Table A5.3***Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	16	18	11	16	17
Mild problem	44	46	40	44	40
Moderate problem	29	28	33	29	31
Severe problem	11	9	16	11	12

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 A5.4

Staff Working Environment Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
<i>Average reporting “Strongly agree”</i>	41	45	39	34	50
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	48	52	45	41	56
Agree	42	39	42	46	35
Disagree	8	7	9	10	7
Strongly disagree	3	2	3	3	2
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	41	45	39	34	51
Agree	45	43	45	48	37
Disagree	11	10	12	14	9
Strongly disagree	3	2	4	4	3
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>					
Strongly agree	33	38	31	27	43
Agree	50	49	50	52	45
Disagree	14	11	15	17	9
Strongly disagree	3	2	4	4	2
<i>is a safe place for staff. (In-School and Hybrid Only)</i>					
Strongly agree	48	53	43	41	52
Agree	44	40	46	50	42
Disagree	6	5	8	7	5
Strongly disagree	2	1	3	2	1

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.

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

°Item not included in the scale.

Table A5.5**Staff Collegiality Scale Questions**

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
<i>Average reporting “Strongly agree”</i>	43	48	39	34	51
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	39	45	36	30	46
Agree	48	45	50	52	43
Disagree	11	9	12	15	9
Strongly disagree	2	1	2	3	2
support and treat each other with respect.					
Strongly agree	44	50	41	36	53
Agree	46	42	48	52	37
Disagree	8	7	9	10	8
Strongly disagree	2	1	2	2	2
feel a responsibility to improve this school.					
Strongly agree	45	51	41	37	55
Agree	46	43	49	51	40
Disagree	8	6	9	11	5
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 A5.6***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	45	37	33	43
Agree	51	49	52	54	48
Disagree	8	6	9	10	7
Strongly disagree	1	1	2	2	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 A5.7***Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	39	47	29	32	37
Mild problem	38	36	39	41	40
Moderate problem	16	12	21	19	17
Severe problem	7	5	11	8	6

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 A5.8***Clean and Well-Maintained Facilities and Property (In-School and Hybrid Only)***

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	45	38	36	47
Agree	43	42	45	46	42
Disagree	12	11	12	14	9
Strongly disagree	4	3	4	5	2

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

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

6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships	51	58	46	40	65	A6.2
Adults really care about every student	53	60	48	43	67	A6.2
Adults acknowledge and pay attention to students	52	59	47	41	66	A6.2
Adults listen to what students have to say	47	55	42	37	61	A6.2
High Expectations-Adults in School	55	62	50	45	67	A6.3
Adults want every student to do their best	59	66	55	50	70	A6.3
Adults believe every student can be a success	51	58	45	40	63	A6.3
Student Meaningful Participation	38	40	36	36	41	A6.4
Opportunities to decide things	29	34	25	24	32	A6.4
Equal opportunity for classroom participation	47	53	43	39	55	A6.4
Equal opportunity to participate in extracurricular activities	42	40	42	45	41	A6.4
Opportunities to “make a difference”	35	34	34	37	38	A6.4
Promotion of Parent Involvement	40	47	35	31	39	A6.5
School is welcoming to and facilitates parent involvement	46	52	41	38	50	A6.5
Encourages parents to be active partners in schooling	42	49	37	32	40	A6.5
School communicates about student learning expectation	34	43	30	22	27	A6.5
Parents feel welcome to participate at this school	34	41	28	24	31	A6.5

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

Caring Relationships

Table A6.2

Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
<i>Average reporting “Strongly agree”</i>	51	58	46	40	65
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	53	60	48	43	67
Agree	41	36	46	50	29
Disagree	5	3	5	7	3
Strongly disagree	1	1	1	1	1
<i>acknowledge and pay attention to students.</i>					
Strongly agree	52	59	47	41	66
Agree	44	38	49	53	31
Disagree	3	2	4	5	2
Strongly disagree	0	0	1	1	0
<i>listen to what students have to say.</i>					
Strongly agree	47	55	42	37	61
Agree	47	42	51	54	34
Disagree	6	3	7	8	4
Strongly disagree	1	0	1	1	0

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

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

High Expectations

Table A6.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
<i>Average reporting “Strongly agree”</i>	55	62	50	45	67
<i>Adults who work at this school... want every student to do their best.</i>					
Strongly agree	59	66	55	50	70
Agree	38	32	42	47	28
Disagree	2	1	2	3	2
Strongly disagree	0	0	0	1	0
<i>believe that every student can be a success.</i>					
Strongly agree	51	58	45	40	63
Agree	43	38	47	50	32
Disagree	6	4	7	9	4
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 A6.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
<i>Average reporting “Strongly agree”</i>	38	40	36	36	41
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	29	34	25	24	32
Agree	56	56	57	57	51
Disagree	13	9	16	18	15
Strongly disagree	1	1	2	2	2
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	47	53	43	39	55
Agree	49	44	52	55	43
Disagree	3	2	4	5	2
Strongly disagree	1	0	1	1	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	42	40	42	45	41
Agree	46	45	46	46	41
Disagree	11	13	10	7	15
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	35	34	34	37	38
Agree	49	48	49	51	44
Disagree	15	17	15	10	15
Strongly disagree	2	2	2	1	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 Parent Involvement

Table A6.5

Promotion of Parent Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parent involvement					
<i>Average reporting “Strongly agree”</i>	40	47	35	31	39
This school is welcoming to and facilitates parent involvement.					
Strongly agree	46	52	41	38	50
Agree	47	42	51	54	44
Disagree	6	5	7	7	5
Strongly disagree	1	1	1	1	1
This school encourages parents to be active partners in educating their child.					
Strongly agree	42	49	37	32	40
Agree	50	45	53	56	50
Disagree	7	5	9	11	9
Strongly disagree	1	1	1	1	1
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	34	43	30	22	27
Agree	58	54	62	64	58
Disagree	7	3	8	12	13
Strongly disagree	1	0	1	1	2
Parents feel welcome to participate at this school.					
Strongly agree	34	41	28	24	31
Agree	58	53	63	65	60
Disagree	7	5	9	9	8
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 A6.5***Promotion of Parent Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	44	49	41	35	48
Agree	53	48	56	60	49
Disagree	3	2	3	4	2
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.

7. Learning Conditions

Table A7.1

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	36	44	32	24	37	A7.2
Student readiness to learn	15	19	12	12	10	A7.3
Instructional equity	37	41	34	32	41	A7.6
Antibullying climate	40	47	35	30	41	A7.11
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	36	42	34	26	41	A7.4
Respect for diversity	42	47	37	34	49	A7.5
Positive Peer Relations						
Student peer relationships	23	29	16	17	19	A7.10

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

Supports for Learning and Student Academic Engagement

Table A7.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
<i>Average reporting “Strongly agree”</i>	36	44	32	24	37
This school encourages students to feel responsible for how they act.					
Strongly agree	38	46	34	27	41
Agree	53	49	55	59	52
Disagree	7	4	8	11	6
Strongly disagree	2	1	2	3	1
This school encourages students to understand how others think and feel.					
Strongly agree	34	43	30	23	34
Agree	57	53	61	63	58
Disagree	8	4	9	13	7
Strongly disagree	1	0	1	1	1
Students are taught that they can control their own behavior.					
Strongly agree	36	44	32	23	38
Agree	55	51	57	61	55
Disagree	8	4	10	13	6
Strongly disagree	1	0	1	2	1
This school helps students resolve conflicts with one another.					
Strongly agree	34	41	30	23	36
Agree	56	52	59	62	56
Disagree	9	6	10	13	7
Strongly disagree	1	1	1	2	1

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 A7.2***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	38	46	32	25	37
Agree	56	50	60	64	57
Disagree	6	3	7	10	5
Strongly disagree	1	0	1	1	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 A7.3***Student Readiness to Learn Scale Questions***

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
<i>Average reporting “Strongly agree”</i>	15	19	12	12	10
Students are healthy and physically fit.					
Strongly agree	14	17	13	11	8
Agree	59	60	60	57	46
Disagree	24	21	25	29	41
Strongly disagree	2	2	2	3	5
Students start/arrive at school alert and rested.					
Strongly agree	10	13	8	7	6
Agree	50	57	50	39	29
Disagree	35	27	37	46	54
Strongly disagree	5	3	5	8	11
Students are motivated to learn.					
Strongly agree	15	20	11	10	8
Agree	60	64	58	56	45
Disagree	21	14	27	30	39
Strongly disagree	3	1	4	4	8
Students in this school are well-behaved.					
Strongly agree	21	24	16	20	17
Agree	63	63	61	63	61
Disagree	14	12	18	14	19
Strongly disagree	3	2	5	3	3

Question A.56-59, 73: Students are healthy and physically fit... Students arrive at school alert and rested. [In-school and Hybrid 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.

Fairness, Rule Clarity, and Respect for Diversity

Table A7.4

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
<i>Average reporting “Strongly agree”</i>	36	42	34	26	41
This school handles discipline problems fairly.					
Strongly agree	36	41	33	29	45
Agree	47	46	47	49	42
Disagree	13	11	15	16	10
Strongly disagree	4	3	6	6	3
The school rules are fair.					
Strongly agree	44	52	40	32	49
Agree	51	45	53	59	46
Disagree	4	2	5	7	4
Strongly disagree	1	1	1	2	1
This school clearly informs students what will happen if they break school rules.					
Strongly agree	30	33	30	22	34
Agree	53	52	51	55	53
Disagree	15	13	14	18	11
Strongly disagree	3	2	4	5	3
Students know what the rules are.					
Strongly agree	34	41	32	22	35
Agree	56	54	57	61	56
Disagree	8	4	9	14	7
Strongly disagree	2	1	2	3	2

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 A7.5**Respect for Diversity Scale Questions**

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
<i>Average reporting “Strongly agree”</i>	42	47	37	34	49
Students from this school respect each other’s differences.					
Strongly agree	28	33	20	23	33
Agree	61	59	63	62	59
Disagree	10	7	15	13	7
Strongly disagree	1	1	2	2	1
Adults from this school respect differences in students.					
Strongly agree	47	52	44	39	58
Agree	49	45	51	55	40
Disagree	4	3	4	5	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	49	56	45	40	56
Agree	47	42	50	55	41
Disagree	3	2	4	5	2
Strongly disagree	0	0	1	1	0

Question A.53-55: Students from this school 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 A7.6

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	37	41	34	32	41
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	28	31	25	25	30
Agree	53	53	53	53	53
Disagree	17	15	20	20	14
Strongly disagree	2	2	2	2	2
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	24	25	23	23	27
Agree	48	48	47	47	50
Disagree	24	23	25	25	20
Strongly disagree	4	3	4	5	3
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	33	35	31	30	36
Agree	49	49	49	49	47
Disagree	15	14	17	17	14
Strongly disagree	3	2	3	3	3
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	52	58	48	43	53
Agree	41	37	43	45	39
Disagree	6	4	7	10	7
Strongly disagree	1	1	2	2	1

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 A7.6***Instructional Equity Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
fosters an appreciation of student diversity and respect for each other.					
Strongly agree	48	54	43	41	57
Agree	45	41	48	50	40
Disagree	6	4	7	8	3
Strongly disagree	1	1	1	1	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 A7.7***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	46	54	41	35	59
Agree	44	40	48	51	34
Disagree	8	6	10	12	6
Strongly disagree	1	1	1	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 A7.8***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	35	29	25	37
Agree	51	50	51	53	48
Disagree	16	13	17	19	13
Strongly disagree	2	1	3	3	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 A7.9***Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	63	77	54	46	63
Mild problem	29	20	37	41	29
Moderate problem	6	2	8	11	6
Severe problem	1	1	1	2	1

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 A7.10

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
<i>Average reporting “Strongly agree”</i>	23	29	16	17	19
Students care about one another.					
Strongly agree	27	35	19	20	19
Agree	67	62	72	73	72
Disagree	5	3	8	7	9
Strongly disagree	0	0	1	1	0
Students treat each other with respect.					
Strongly agree	21	26	13	16	18
Agree	68	66	68	71	71
Disagree	11	7	17	12	10
Strongly disagree	1	0	2	1	1
Student get along well with one another.					
Strongly agree	21	27	15	17	19
Agree	72	69	76	76	75
Disagree	6	4	9	7	6
Strongly disagree	0	0	1	1	0
Students enjoy spending time together during school activities.^o (<i>In-School and Hybrid Only</i>)					
Strongly agree	34	42	27	24	21
Agree	62	56	68	68	68
Disagree	3	1	4	6	10
Strongly disagree	1	0	1	1	1

Question A.60, 62-64: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Student 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 A7.10
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	34	43	28	23	20
Agree	58	54	61	63	63
Disagree	7	3	10	13	15
Strongly disagree	1	0	1	2	2

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 A7.11
Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
<i>Average reporting “Strongly agree”</i>	40	47	35	30	41
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	56	65	53	43	58
Agree	40	33	42	50	39
Disagree	3	2	4	6	3
Strongly disagree	0	0	1	1	0
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	33	42	27	23	32
Agree	53	52	56	54	51
Disagree	12	6	16	22	16
Strongly disagree	1	0	1	1	1
Students tell teachers when other students are being bullied.					
Strongly agree	30	39	23	19	28
Agree	54	54	56	53	49
Disagree	15	7	20	27	21
Strongly disagree	1	0	1	2	2
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	52	58	50	44	60
Agree	45	40	47	53	38
Disagree	2	2	3	3	2
Strongly disagree	0	0	0	0	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 A7.11
Antibullying Climate Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	25	31	20	19	27
Agree	52	54	47	50	48
Disagree	21	14	30	28	23
Strongly disagree	2	1	3	2	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 A7.12
Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	46	69	36	15	10
Mild problem	30	21	40	40	26
Moderate problem	16	7	17	29	33
Severe problem	8	3	7	15	31

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.

8. Student Health Risks and Prevention

Mental Health

Table A8.1

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	28	16	14	15
Agree	64	65	65	61	61
Disagree	13	7	17	23	22
Strongly disagree	1	0	1	2	2

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

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

Table A8.2

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	19	31	11	6	6
Mild problem	39	46	39	27	24
Moderate problem	29	19	37	41	36
Severe problem	13	5	13	26	34

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 A8.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	27	35	15	18	36
Mild problem	52	51	50	54	49
Moderate problem	19	12	29	25	13
Severe problem	3	2	6	4	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 A8.4

Physical Fighting Between Students is a Problem (In-School and Hybrid Only)

	All %	ES %	MS %	HS %	NT %
Insignificant problem	51	63	37	40	47
Mild problem	36	31	42	42	40
Moderate problem	10	5	16	14	11
Severe problem	3	1	4	4	2

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 A8.5

Vandalism (Including Graffiti) is a Problem (In-School and Hybrid Only)

	All %	ES %	MS %	HS %	NT %
Insignificant problem	64	81	51	43	47
Mild problem	26	15	36	39	39
Moderate problem	7	2	10	14	12
Severe problem	2	1	3	4	3

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 A8.6

Theft is a Problem (In-School and Hybrid Only)

	All %	ES %	MS %	HS %	NT %
Insignificant problem	64	78	55	44	57
Mild problem	28	19	35	40	34
Moderate problem	6	2	8	12	8
Severe problem	2	1	2	3	2

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 A8.7

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	76	92	70	56	42
Mild problem	17	6	23	31	35
Moderate problem	5	1	5	10	19
Severe problem	1	1	1	2	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 A8.8***Weapons Possession is a Problem (In-School and Hybrid Only)***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	85	95	79	72	67
Mild problem	12	4	18	23	26
Moderate problem	2	0	3	4	6
Severe problem	1	1	1	1	1

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 A8.9***Student Alcohol and Drug Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	57	91	40	12	8
Mild problem	23	7	43	38	21
Moderate problem	16	1	15	39	41
Severe problem	5	1	3	11	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 A8.10***Student Tobacco Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	65	92	52	26	22
Mild problem	22	6	36	41	32
Moderate problem	11	1	10	26	34
Severe problem	3	1	2	7	13

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

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

Table A8.11
Student Vaping is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	54	89	29	11	9
Mild problem	20	8	41	27	21
Moderate problem	16	2	22	36	34
Severe problem	10	1	7	26	36

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 A8.12
School Bans Tobacco Use and Vaping (In-School and Hybrid Only)

	All %	ES %	MS %	HS %	NT %
No	2	2	2	2	2
Yes	87	81	91	92	94
Don't know	12	17	7	6	4

Question A.104: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

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

Table A8.13
School Enforces Policies Banning Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	45	40	33	38
Agree	48	46	49	51	46
Disagree	9	7	8	12	11
Strongly disagree	3	2	2	4	4

Question A.119: This school consistently enforces policies banning tobacco use/vaping on school property.

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

9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	17	17	18	17	15
The rules at this school are too strict.					
Strongly agree	5	5	4	4	5
Agree	8	7	8	9	7
Disagree	57	57	57	59	59
Strongly disagree	30	31	31	28	29
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	5	5	4	4	5
Agree	10	7	11	13	11
Disagree	52	49	55	57	57
Strongly disagree	33	40	29	26	27
Students get in trouble for breaking small rules.					
Strongly agree	4	4	4	4	4
Agree	16	16	19	17	13
Disagree	60	60	60	61	59
Strongly disagree	19	21	18	18	23
Teachers are very strict here.					
Strongly agree	3	4	3	3	3
Agree	18	19	20	14	12
Disagree	64	62	64	67	63
Strongly disagree	15	16	13	15	22

Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class (in person or remote) 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 A9.2***Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	36	42	38	52
Agree	43	42	43	46	36
Disagree	15	17	12	13	10
Strongly disagree	4	4	3	3	2

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

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

10. Professional Development Needs

Table A10.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
<i>Instruction and School Environment</i>					
Positive behavioral support and classroom management					
Yes	39	39	41	38	40
No	61	61	59	62	60
Creating a positive school climate (<i>In-School and Hybrid Only</i>)					
Yes	38	34	43	43	41
No	62	66	57	57	59
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	38	36	40	41	36
No	62	64	60	59	64
<i>Providing Support Services</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	60	60	60	61	64
No	40	40	40	39	36

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	352	286	194	200	117
Number of schools	2,747	1,682	452	488	129
Number of respondents	29,683	15,552	5,444	7,826	861

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 [‡]	27	33	25	19	21	B3.1
Enforces zero tolerance policies [‡]	27	33	25	19	21	B3.1
Has sufficient resources to create a safe campus [‡]	31	34	28	26	34	B3.2
Seeks to maintain a secure campus ^{‡Φ}	16	16	15	15	17	B3.2
Provides harassment or bullying prevention [†]	36	45	34	22	24	B3.3
Provides conflict resolution or behavior management instruction [†]	35	43	33	22	32	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [‡]	31	32	32	28	41	B4.1
Collaborates well with community organizations to address substance use or other problems [‡]	27	29	26	23	34	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]	32	33	32	30	40	B4.1
Provides alcohol or drug use prevention instruction [†]	17	16	21	16	22	B4.1
Provides tobacco use/vaping prevention instruction [†]	17	15	22	17	21	B4.1
Has sufficient resources to address substance use prevention needs [‡]	25	30	23	19	19	B4.1
Physical Health and Special Needs						
Provides adequate health services for students [‡]	29	33	28	24	27	B5.1
Provides opportunities for physical education and activity [†]	59	60	70	54	30	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [†]	35	39	35	29	45	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]	41	44	39	34	49	B6.1
Restorative practices [‡]	34	39	34	26	37	B6.1
Trauma-informed practices [‡]	23	26	21	20	29	B6.1

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

[†]Percent responding “A lot.”

[‡]Percent responding “Strongly agree.”

^ΦIn-School and Hybrid Models only.

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	27	33	25	19	21
Agree	49	49	49	50	45
Disagree	17	13	19	23	24
Strongly disagree	6	5	7	9	11
Enforces zero tolerance policies					
Strongly agree	27	33	25	19	21
Agree	43	45	42	43	38
Disagree	21	17	23	26	29
Strongly disagree	8	6	10	12	12

Question A.120, 121: 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	31	34	28	26	34
Agree	52	51	52	52	48
Disagree	14	12	16	17	15
Strongly disagree	3	2	4	4	3
Seeks to maintain a secure campus <i>(In-School and Hybrid Only)</i>					
Strongly agree	16	16	15	15	17
Agree	28	22	31	38	38
Disagree	29	31	29	27	26
Strongly disagree	27	31	25	19	18

Question A.117, 122: 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	36	45	34	22	24
Some	49	46	51	54	53
Not much	13	8	14	21	20
Not at all	2	1	2	3	4
Provides conflict resolution or behavior management instruction					
A lot	35	43	33	22	32
Some	48	45	50	52	49
Not much	15	10	15	22	16
Not at all	2	2	2	3	3

Question A.133, 134: 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	31	32	32	28	41
Agree	51	50	52	53	44
Disagree	15	15	14	16	12
Strongly disagree	3	4	2	3	3
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	27	29	26	23	34
Agree	53	52	54	55	50
Disagree	17	16	17	18	13
Strongly disagree	3	3	3	3	2
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	32	33	32	30	40
Agree	54	52	55	56	50
Disagree	11	11	10	12	9
Strongly disagree	3	4	2	2	2

Question A.116, 123, 124: 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	17	16	21	16	22
Some	50	46	54	54	50
Not much	26	28	22	26	24
Not at all	7	10	3	4	5
Provides tobacco use/vaping prevention instruction					
A lot	17	15	22	17	21
Some	47	42	53	52	48
Not much	28	30	22	27	25
Not at all	9	13	3	4	5
Has sufficient resources to address substance use prevention needs					
Strongly agree	25	30	23	19	19
Agree	51	54	52	47	40
Disagree	20	15	22	28	32
Strongly disagree	3	2	3	6	9

Question A.118, 131, 132: 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.

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	29	33	28	24	27
Agree	54	52	56	56	51
Disagree	14	12	14	17	19
Strongly disagree	3	3	2	3	3
Provides opportunities for physical education and activity					
A lot	59	60	70	54	30
Some	34	34	27	39	48
Not much	6	6	3	6	19
Not at all	1	1	0	1	3

Question A.125, 130: 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 %
Provide supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	35	39	35	29	45
Some	51	49	51	56	46
Not much	11	10	12	13	8
Not at all	2	2	2	2	1
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	41	44	39	34	49
Agree	49	47	52	54	45
Disagree	8	8	7	10	5
Strongly disagree	2	2	2	2	1
Uses restorative practices to help resolve conflicts					
Strongly agree	34	39	34	26	37
Agree	54	52	53	58	51
Disagree	10	8	10	14	10
Strongly disagree	2	1	2	2	2

Question A.126, 127, 129: 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 Health at School – Continued***

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	23	26	21	20	29
Agree	54	52	57	55	57
Disagree	19	19	19	21	13
Strongly disagree	3	3	3	3	2
Provides instructional help to build social-emotional competencies					
A lot	36	43	33	23	33
Some	49	46	52	54	51
Not much	13	10	13	20	14
Not at all	2	1	2	3	2

Question A.128, 135: 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.