CALIFORNIA SCHOOL STAFF SURVEY

Lake Canyon Elementary

2021-2022

Main Report

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PREFACE - Placeholder

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 your 2020-21 administration 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, including a *Listening to Students Workshop* for involving student voice in the process (see below).

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.

PUBLIC ONLINE DATA DASHBOARD

The most recent state, county, and district CSSS results can be examined on the 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 seven 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. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

EXPLORE RESULTS ON THE DISTRICT CALSCHLS DATA DASHBOARD

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to seven years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons across groups such as race/ethnicity, staff serving in different roles at the school, and staff tenure; and
- examine data trends over time overall and by group.

New in 2020 is the ability to make comparisons across staff in schools implementing different instructional models (in-person, remote, and hybrid).

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

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.

Data Comparisons

Comparing results to other district, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all districts in the state that conducted the CSSS may be downloaded from the website: calschls.org/reports-data.

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

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-2019-20-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.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. 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**. If your school district has administered the CalSCHLS parent surveys, obtain these results and your student 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-2019-20-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. If your district did not administer the companion parent surveys, urge them to do so next time.

- **Other Data**. Examine how the results compare with other data collected within the district 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). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

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

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 a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next student, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

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.

ACKNOWLEDGMENTS

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	
E. Student Wellness	
Z. Custom Questions	X

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	18

Table A1.2

Number of Respondents by Instructional Model

	All
In-school model only	17
Remote model only	1

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	Table
School Supports for Students		
Caring adult relationships[†]	49	A6.1
High expectations-adults in school[†]	54	A6.1
Student meaningful participation[†]	62	A6.1
Promotion of parental involvement[†]	62	A6.1
Student learning environment[†]	66	A5.1
Facilities upkeep[†Φ]	69	A5.1
Support for social emotional learning[†]	50	A7.1
Provides adequate counseling and support services[†]	54	A9.2
Antibullying climate[†]	24	A7.1
School Supports for Staff		
Staff working environment[†]	49	A5.1
Staff collegiality[†]	38	A5.1
School Safety		
Is a safe place for staff[†Φ]	50	A5.1
Is a safe place for students[†Φ]	46	A5.1
Has sufficient resources to create a safe campus[†]		B2.1
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity[†]	43	A7.1
Respect for diversity[†]	37	A7.1
Academic Motivation and Student Behavior		
Students are motivated to complete schoolwork[†]	20	A4.5
Student readiness to learn[†]	20	A7.1
Cutting classes or being truant moderate/severe problem	10	A7.12
Harassment/bullying moderate/severe problem	40	A8.3
Substance Use and Mental Health		
Alcohol and drug use moderate/severe problem	0	A8.9
Tobacco use moderate/severe problem	0	A8.10
Vaping/e-cigarette use moderate/severe problem	0	A8.11
Student depression moderate/severe problem	60	A8.2

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

[†]*Average percent of respondents reporting "Strongly agree."*

[Φ]*In-school only.*

Table A2.2

Key Indicators of COVID-Specific Measures

	All %	Table
Perceived School Safety in Response to COVID-19		
COVID-related safety measures to keep students healthy[†]	54	A4.1
COVID-related safety measures to keep staff healthy[†]	31	A4.1
Areas of Professional Development Needs		
Supporting students exposed to trauma	80	A4.6
COVID-related safety measures and protocols	30	A4.6

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 %
In-School Model	94
Remote Learning Model	6

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 %
0 days	100
1 day	0
2 days	0
3 days	0
4 days	0
5 days	0

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 %
Teacher in grade 4 or below	22
Teacher in grade 5 or above	22
Special education teacher	11
Administrator	11
Prevention staff, nurse, or health aide	0
Counselor, psychologist	6
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	6
Other certificated staff	0
Other classified staff	11
Other service provider	11

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 %
Special education	56
English language learners	67
None of the above	22

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 %
Less than one year	28
1 to 2 years	6
3 to 5 years	28
6 to 10 years	28
Over 10 years	11

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 %
Less than one year	0
1 to 2 years	6
3 to 5 years	28
6 to 10 years	17
Over 10 years	50

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 %
American Indian or Alaska Native, non-Hispanic	0
Asian or Asian American, non-Hispanic	0
Black or African American, non-Hispanic	0
Filipino, non-Hispanic	0
Hispanic or Latinx	33
Native Hawaiian or Pacific Islander, non-Hispanic	0
White, non-Hispanic	56
Multiracial, non-Hispanic	0
Something else, non-Hispanic	11

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 %
Yes	70
No	30

Question A.113: 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 %
This school...	
has implemented good COVID-related safety measures and protocols to keep students healthy.	
Strongly agree	54
Agree	38
Disagree	8
Strongly disagree	0
has kept staff well-informed about COVID-related safety measures and protocols.	
Strongly agree	69
Agree	23
Disagree	8
Strongly disagree	0
has implemented good COVID-related safety measures and protocols to keep staff healthy.	
Strongly agree	31
Agree	46
Disagree	23
Strongly disagree	0

Question A.30-32: This school... has kept staff well-informed about COVID-related safety measures and proto-cols... 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 *(Remote Only)*

	All %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Teachers from this school are providing effective instruction.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
I can provide effective instruction.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

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 A4.3

Staff Collaborate Regularly

	All %
Strongly agree	54
Agree	46
Disagree	0
Strongly disagree	0

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 (Remote Only)

	All %
Students are learning as much or more now as they were prior to switching to remote learning.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Students are coping well with remote learning.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Students are less engaged in remote classes than in in-person classes.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.110-112: 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 in-person classes... Students are learning as much or more now as they were prior to switching to remote learning.
Note: Cells are empty if there are less than 5 respondents.

Table A4.5

Academic Motivation and Supports for Learning

	All %
Students are motivated to complete their schoolwork.	
Strongly agree	20
Agree	60
Disagree	20
Strongly disagree	0
Teachers from this school are motivating students. *(Remote Only)*	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Students who need the most academic support are receiving the support they need. *(Remote Only)*	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.66, 108, 109: Students are motivated to complete their schoolwork... 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.

Table A4.6

Ways to Support Teachers During COVID-19

	All %
Teachers need more professional development, training, mentorship, or other support in...	
motivating students through remote learning. *(Remote Only)*	
Yes	
No	
supporting students exposed to trauma or stressful life events.	
Yes	80
No	20
COVID-related safety measures and protocols to keep staff and students healthy.	
Yes	30
No	70

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

	Percent Responding "Strongly Agree"	
	All %	Table
School Supports for Students		
Student learning environment	66	A5.2
Is a supportive and inviting place for students to learn	85	A5.2
Emphasizes teaching lessons in ways relevant to students	62	A5.2
Facilities upkeep$^{\Phi}$	69	A5.8
School Supports for Staff		
Staff working environment	49	A5.4
Is a supportive and inviting place for staff to work	58	A5.4
Promotes trust and collegiality among staff	46	A5.4
Promotes participation in school decision making	42	A5.4
Uses objective data for school improvement decisions	33	A5.6
Staff collegiality	38	A5.5
Have close professional relationships with one another	38	A5.5
Feel a responsibility to improve the school	46	A5.5
School Safety		
Is a safe place for staff$^{\Phi}$	50	A5.4
Is a safe place for students$^{\Phi}$	46	A5.2

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

$^{\Phi}$*In-school only.*

Student Learning Environment

Table A5.2

Student Learning Environment Questions

	All %
Student learning environment	
Average reporting "Strongly agree"	66
This school...	
is a supportive and inviting place for students to learn.	
Strongly agree	85
Agree	15
Disagree	0
Strongly disagree	0
promotes academic success for all students.	
Strongly agree	69
Agree	31
Disagree	0
Strongly disagree	0
emphasizes helping students academically when they need it.	
Strongly agree	62
Agree	31
Disagree	8
Strongly disagree	0
emphasizes teaching lessons in ways relevant to students.	
Strongly agree	62
Agree	31
Disagree	8
Strongly disagree	0

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 %
This school...	
motivates students to learn.	
Strongly agree	50
Agree	42
Disagree	8
Strongly disagree	0
is a safe place for students. *(In-School Only)*	
Strongly agree	46
Agree	46
Disagree	8
Strongly disagree	0

Question A.26, 44: This school... is a safe place for students... motivates students to learn.
Notes: Cells are empty if there are less than 5 respondents.
ᴓItem not included in the scale.

Table A5.3

Disruptive Student Behavior is a Problem

	All %
Insignificant problem	10
Mild problem	50
Moderate problem	30
Severe problem	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 A5.4

Staff Working Environment Questions

	All %
Staff working environment	
Average reporting "Strongly agree"	49
This school...	
is a supportive and inviting place for staff to work.	
Strongly agree	58
Agree	33
Disagree	8
Strongly disagree	0
promotes trust and collegiality among staff.	
Strongly agree	46
Agree	54
Disagree	0
Strongly disagree	0
promotes personnel participation in decision-making that affects school practices and policies.	
Strongly agree	42
Agree	50
Disagree	8
Strongly disagree	0
is a safe place for staff.[Ø] *(In-School Only)*	
Strongly agree	50
Agree	42
Disagree	8
Strongly disagree	0

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.

[Ø]Item not included in the scale.

Table A5.5
Staff Collegiality Scale Questions

	All %
Staff collegiality	
Average reporting "Strongly agree"	38
Adults who work at this school...	
have close professional relationships with one another.	
Strongly agree	38
Agree	62
Disagree	0
Strongly disagree	0
support and treat each other with respect.	
Strongly agree	31
Agree	62
Disagree	8
Strongly disagree	0
feel a responsibility to improve this school.	
Strongly agree	46
Agree	54
Disagree	0
Strongly disagree	0

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 %
Strongly agree	33
Agree	50
Disagree	17
Strongly disagree	0

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 %
Insignificant problem	30
Mild problem	40
Moderate problem	20
Severe problem	10

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 Only)*

	All %
Strongly agree	69
Agree	31
Disagree	0
Strongly disagree	0

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

	Percent Responding "Strongly Agree"	
	All %	Table
Caring Adult Relationships	49	A6.2
Adults really care about every student	54	A6.2
Adults acknowledge and pay attention to students	46	A6.2
Adults listen to what students have to say	46	A6.2
High Expectations-Adults in School	54	A6.3
Adults want every student to do their best	62	A6.3
Adults believe every student can be a success	46	A6.3
Student Meaningful Participation	62	A6.4
Opportunities to decide things	62	A6.4
Equal opportunity for classroom participation	75	A6.4
Equal opportunity to participate in extracurricular activities	62	A6.4
Opportunities to "make a difference"	54	A6.4
Promotion of Parental Involvement	62	A6.5
School is welcoming to and facilitates parent involvement	62	A6.5
Encourages parents to be active partners in schooling	42	A6.5
School communicates about student learning expectation	60	A6.5
Parents feel welcome to participate at this school	60	A6.5

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

Caring Relationships

Table A6.2
Caring Relationships Scale Questions

	All %
Caring relationships	
Average reporting "Strongly agree"	49
Adults who work at this school...	
really care about every student.	
Strongly agree	54
Agree	46
Disagree	0
Strongly disagree	0
acknowledge and pay attention to students.	
Strongly agree	46
Agree	54
Disagree	0
Strongly disagree	0
listen to what students have to say.	
Strongly agree	46
Agree	54
Disagree	0
Strongly disagree	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 %
High expectations-adults in school	
Average reporting "Strongly agree"	54
Adults who work at this school...	
want every student to do their best.	
Strongly agree	62
Agree	38
Disagree	0
Strongly disagree	0
believe that every student can be a success.	
Strongly agree	46
Agree	54
Disagree	0
Strongly disagree	0

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 %
Student meaningful participation	
Average reporting "Strongly agree"	62
This school...	
encourages opportunities for students to decide things like class activities or rules.	
Strongly agree	62
Agree	38
Disagree	0
Strongly disagree	0
gives all students equal opportunity to participate in classroom discussions or activities.	
Strongly agree	75
Agree	25
Disagree	0
Strongly disagree	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	
Strongly agree	62
Agree	38
Disagree	0
Strongly disagree	0
gives students opportunities to "make a difference" by helping other people, the school, or the community.	
Strongly agree	54
Agree	46
Disagree	0
Strongly disagree	0

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 A6.5

Promotion of Parental Involvement Scale Questions

	All %
Promotion of parental involvement	
Average reporting "Strongly agree"	62
This school is welcoming to and facilitates parent involvement.	
Strongly agree	62
Agree	38
Disagree	0
Strongly disagree	0
This school encourages parents to be active partners in educating their child.	
Strongly agree	42
Agree	50
Disagree	8
Strongly disagree	0
Teachers at this school communicate with parents about what their children are expected to learn in class.	
Strongly agree	60
Agree	30
Disagree	0
Strongly disagree	10
Parents feel welcome to participate at this school.	
Strongly agree	60
Agree	40
Disagree	0
Strongly disagree	0

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 Parental Involvement Scale Questions – Continued

	All %
School staff take parents' concerns seriously.	
Strongly agree	70
Agree	30
Disagree	0
Strongly disagree	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

	Percent Responding "Strongly Agree"	
	All %	Table
Learning Supports		
Support for social emotional learning	50	A7.2
Student readiness to learn	20	A7.3
Instructional equity	40	A7.6
Antibullying climate	24	A7.11
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity	43	A7.4
Respect for diversity	37	A7.5
Positive Peer Relations		
Student peer relationships	17	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 %
Support for social emotional learning	
Average reporting "Strongly agree"	50
This school encourages students to feel responsible for how they act.	
Strongly agree	40
Agree	40
Disagree	20
Strongly disagree	0
This school encourages students to understand how others think and feel.	
Strongly agree	50
Agree	50
Disagree	0
Strongly disagree	0
Students are taught that they can control their own behavior.	
Strongly agree	60
Agree	40
Disagree	0
Strongly disagree	0
This school helps students resolve conflicts with one another.	
Strongly agree	50
Agree	50
Disagree	0
Strongly disagree	0

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 %
This school encourages students to care about how others feel.	
Strongly agree	50
Agree	40
Disagree	10
Strongly disagree	0

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 %
Student readiness to learn	
Average reporting "Strongly agree"	20
Students are healthy and physically fit.	
Strongly agree	20
Agree	70
Disagree	0
Strongly disagree	10
Students start/arrive at school alert and rested.	
Strongly agree	30
Agree	40
Disagree	30
Strongly disagree	0
Students are motivated to learn.	
Strongly agree	20
Agree	60
Disagree	10
Strongly disagree	10
Students in this school are well-behaved.	
Strongly agree	10
Agree	70
Disagree	20
Strongly disagree	0

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.

Fairness, Rule Clarity, and Respect for Diversity

Table A7.4

Fairness and Rule Clarity Scale Questions

	All %
Fairness and rule clarity	
Average reporting "Strongly agree"	43
This school handles discipline problems fairly.	
Strongly agree	31
Agree	54
Disagree	15
Strongly disagree	0
The school rules are fair.	
Strongly agree	50
Agree	40
Disagree	10
Strongly disagree	0
This school clearly informs students what will happen if they break school rules.	
Strongly agree	30
Agree	60
Disagree	0
Strongly disagree	10
Students know what the rules are.	
Strongly agree	50
Agree	40
Disagree	0
Strongly disagree	10

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 %
Respect for diversity	
Average reporting "Strongly agree"	37
Students respect each other's differences.	
Strongly agree	11
Agree	78
Disagree	11
Strongly disagree	0
Adults from this school respect differences in students.	
Strongly agree	50
Agree	50
Disagree	0
Strongly disagree	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	56
Agree	33
Disagree	11
Strongly disagree	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

Instructional Equity Scale Questions

	All %
Instructional equity	
Average reporting "Strongly agree"	40
This school...	
emphasizes using instructional materials that reflect the culture or ethnicity of its students.	
Strongly agree	31
Agree	62
Disagree	8
Strongly disagree	0
has staff examine their own cultural biases through professional development or other processes.	
Strongly agree	8
Agree	62
Disagree	31
Strongly disagree	0
considers closing the racial/ethnic achievement gap a high priority.	
Strongly agree	38
Agree	38
Disagree	23
Strongly disagree	0
has high expectations for all students, regardless of their race, ethnicity, or nationality.	
Strongly agree	62
Agree	38
Disagree	0
Strongly disagree	0

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 %
This school fosters an appreciation of student diversity and respect for each other.	
Strongly agree	62
Agree	31
Disagree	8
Strongly disagree	0

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

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

Table A7.7

Staff Treat All Students Fairly

	All %
Strongly agree	54
Agree	46
Disagree	0
Strongly disagree	0

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 %
Strongly agree	33
Agree	42
Disagree	25
Strongly disagree	0

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 %
Insignificant problem	80
Mild problem	20
Moderate problem	0
Severe problem	0

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.

Student Peer Relationships

Table A7.10
Student Peer Relationships Questions

	All %
Student peer relationships	
Average reporting "Strongly agree"	17
Students care about one another.	
Strongly agree	20
Agree	70
Disagree	10
Strongly disagree	0
Students treat each other with respect.	
Strongly agree	10
Agree	80
Disagree	10
Strongly disagree	0
Student get along well with one another.	
Strongly agree	20
Agree	70
Disagree	10
Strongly disagree	0
Students enjoy spending time together during school activities.^Ø **(In-School Only)**	
Strongly agree	40
Agree	50
Disagree	10
Strongly disagree	0

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.

ØItem not included in the scale.

Table A7.10

Student Peer Relationships Questions – Continued

	All %
Students enjoy interacting with each other during class activities.$^{\emptyset}$ *(Remote Only)*	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

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

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

$^{\emptyset}$Item not included in the scale.

Antibullying Climate

Table A7.11

Antibullying Climate Scale Questions

	All %
Antibullying climate	
Average reporting "Strongly agree"	24
Teachers make it clear to students that bullying is not tolerated.	
Strongly agree	40
Agree	60
Disagree	0
Strongly disagree	0
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	10
Agree	90
Disagree	0
Strongly disagree	0
Students tell teachers when other students are being bullied.	
Strongly agree	22
Agree	78
Disagree	0
Strongly disagree	0
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.	
Strongly agree	40
Agree	60
Disagree	0
Strongly disagree	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 %
Students try to stop bullying when they see it happening.	
Strongly agree	10
Agree	70
Disagree	20
Strongly disagree	0

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 %
Insignificant problem	70
Mild problem	20
Moderate problem	10
Severe problem	0

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 %
Strongly agree	30
Agree	60
Disagree	10
Strongly disagree	0

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 %
Insignificant problem	10
Mild problem	30
Moderate problem	50
Severe problem	10

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 %
Insignificant problem	10
Mild problem	50
Moderate problem	40
Severe problem	0

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 Only)

	All %
Insignificant problem	60
Mild problem	40
Moderate problem	0
Severe problem	0

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 Only)

	All %
Insignificant problem	60
Mild problem	40
Moderate problem	0
Severe problem	0

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 Only)

	All %
Insignificant problem	70
Mild problem	30
Moderate problem	0
Severe problem	0

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 %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

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 Only)

	All %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

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 %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

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 %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

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 A8.11

Student Vaping or Electronic Cigarette Use is a Problem

	All %
Insignificant problem	70
Mild problem	30
Moderate problem	0
Severe problem	0

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 Only)*

	All %
No	0
Yes	100
Don't know	0

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.

Table A8.13

School Enforces Policies Banning Tobacco Use and Vaping

	All %
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.117: 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 %
Disciplinary harshness	
Average reporting "Strongly agree" or "Agree"	8
The rules at this school are too strict.	
Strongly agree	0
Agree	0
Disagree	40
Strongly disagree	60
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	0
Agree	0
Disagree	30
Strongly disagree	70
Students get in trouble for breaking small rules.	
Strongly agree	0
Agree	20
Disagree	40
Strongly disagree	40
Teachers are very strict here.	
Strongly agree	0
Agree	10
Disagree	70
Strongly disagree	20

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 A9.2

Provides Adequate Counseling and Support for Students

	All %
Strongly agree	54
Agree	46
Disagree	0
Strongly disagree	0

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 %
Instruction and School Environment	
Positive behavioral support and classroom management	
Yes	50
No	50
Creating a positive school climate *(In-School Only)*	
Yes	50
No	50
Addressing Needs of Diverse Populations	
Working with diverse racial, ethnic, or cultural groups	
Yes	40
No	60
Providing Support Services	
Meeting the social, emotional, and developmental needs of youth	
Yes	60
No	40

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
Number of respondents	2

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Punishes first-time violations of alcohol/drug policies[†]		B3.1
Enforces zero tolerance policies[†]		B3.1
Has sufficient resources to create a safe campus[†]		B3.2
Seeks to maintain a secure campus[†Φ]		B3.2
Provides harassment or bullying prevention[§]		B3.3
Provides conflict resolution or behavior management instruction[§]		B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal[†]		B4.1
Collaborates well with community organizations to address substance use or other problems[†]		B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems[†]		B4.1
Provides alcohol or drug use prevention instruction[§]		B4.1
Provides tobacco use/vaping prevention instruction[§]		B4.1
Has sufficient resources to address substance use prevention needs[†]		B4.1
Physical Health and Special Needs		
Provides adequate health services for students[†]		B5.1
Provides opportunities for physical education and activity[§]		B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion[§]		B6.1
Emphasizes helping students with social, emotional, and behavioral problems[†]		B6.1
Restorative practices[†]		B6.1
Trauma-informed practices[†]		B6.1

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

[†]*Percent responding "Strongly agree."*

[§]*Percent responding "A lot."*

[Φ]*In-school only.*

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Enforces zero tolerance policies	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.118, 119: 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 %
Has sufficient resources to create a safe campus	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Seeks to maintain a secure campus *(In-School Only)*	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.115, 120: 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 %
Provides harassment or bullying prevention	
A lot	
Some	
Not much	
Not at all	
Provides conflict resolution or behavior management instruction	
A lot	
Some	
Not much	
Not at all	

Question A.131, 132: 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 %
Considers substance abuse prevention an important goal	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.114, 121, 122: 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 %
Provides alcohol or drug use prevention instruction	
A lot	
Some	
Not much	
Not at all	
Provides tobacco use/vaping prevention instruction	
A lot	
Some	
Not much	
Not at all	
Has sufficient resources to address substance use prevention needs	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.116, 129, 130: 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 %
Provides adequate health services for students	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides opportunities for physical education and activity	
A lot	
Some	
Not much	
Not at all	

Question A.123, 128: 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 %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion	
A lot	
Some	
Not much	
Not at all	
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Uses restorative practices to help resolve conflicts	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question A.124, 125, 127: 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 %
Implements trauma-informed practices	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides instructional help to build social-emotional competencies	
A lot	
Some	
Not much	
Not at all	

Question A.126, 133: 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.

Z. Custom Questions

1. Module Sample

Table Z1.1

Staff Sample for Custom Questions

	All
Number of respondents	9

2. Custom Questions

Table Z2.1

This school personalizes learning to meet each learner's academic strengths and needs to maximize individual goal accomplishment, academic growth and achievement.

| | School Type | |
| | ES | Total |
	%	%
Strongly agree	63	63
Agree	38	38

Question Z.1.
Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.2

This school personalizes supports or opportunities to reflect youth voice and choice in what, how, when and where they learn.

| | School Type | |
| | ES | Total |
	%	%
Strongly agree	50	50
Agree	38	38
Neither agree nor disagree	13	13

Question Z.2.
Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.3

District leadership recognizes the academic and emotional needs of students across the district.

| | School Type | |
| | ES | Total |
	%	%
Strongly agree	33	33
Agree	33	33
Neither agree nor disagree	11	11
Disagree	22	22

Question Z.3.
Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.4

District leadership supports teachers and staff to maximize learning, supports and opportunities.

	School Type	
	ES	Total
	%	%
Strongly agree	33	33
Agree	44	44
Neither agree nor disagree	11	11
Strongly disagree	11	11

Question Z.4.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.5

District leadership communicates and implements core programs clearly and consistently with fidelity.

	School Type	
	ES	Total
	%	%
Strongly agree	33	33
Agree	44	44
Strongly disagree	22	22

Question Z.5.

Note: Columns are not displayed if there are less than 5 respondents.