

CALIFORNIA SCHOOL STAFF SURVEY



Galt Joint Union Elementary 2021-2022 Main Report



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

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2021-22 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 state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS.

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), 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 data workshops and coaching to help identify local needs and develop action plans to meet those needs.

SURVEY PURPOSE

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

The CSSS grew out of CDE’s commitment to: (1) helping schools promote the successful cognitive, social, emotional, and physical development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSSS

report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. CSSS data enrich a school's ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CSSS still contains skip logic to direct staff to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option.

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 new **Student Wellness Module** contains 28 questions that assess student mental health needs, school mental health supports, and barriers to accessing services.

THE REPORT

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

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

Supplemental Reports

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

ONLINE DATA DASHBOARDS

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

The District Dashboard Option. Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to eight 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.

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.

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 (see Table A1.1 and Appendix I for staff counts and participation status by school). 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-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 school and student needs and into developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff also can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 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-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 Learning Engagement					
Academic mindset			✓		
Academic motivation	✓	✓ [‡]		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School connectedness	✓				
Student Social-Emotional and Physical Well-being					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓ [‡]		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓ [‡]		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓ [‡]		✓ [†]		
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓ [‡]		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓ [‡]		✓ [†]		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate Conditions					
Academic rigor and norms				✓	✓
College and career supports		✓ [‡]		✓	✓
Family support			✓ [‡]		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Physical environment	✓	✓ [‡]		✓	✓
Relationships among staff				✓	
Relationships among students		✓ [‡]	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓ [‡]		✓	✓
Teacher and other supports for learning	✓ [†]	✓ [‡]		✓	✓
School Climate Improvement Practices					
Bullying prevention	✓ [†]	✓ [‡]		✓	✓
Discipline and order (policies, enforcement)	✓ [†]	✓ [‡]		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓ [†]	✓ [‡]		✓	✓
Staff supports				✓	

Notes: [†]Elementary student survey.

[‡]Secondary student survey.

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Thomas Hanson, Ph.D.
CalSCHLS Director, WestEd

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

Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	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	ES	MS	HS	NT ^A
Number of respondents	145	111	34	–	–

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

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	140	109	31	–	–
Remote model only	1	1	0	–	–

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 [†]	48	52	32	–	–	A6.1
High expectations-adults in school [†]	54	55	52	–	–	A6.1
Student meaningful participation [†]	39	41	29	–	–	A6.1
Promotion of parental involvement [†]	37	42	20	–	–	A6.1
Student learning environment [†]	49	51	41	–	–	A5.1
Facilities upkeep ^{†Φ}	41	41	42	–	–	A5.1
Support for social emotional learning [†]	39	43	22	–	–	A7.1
Provides adequate counseling and support services [†]	47	42	64	–	–	A9.2
Antibullying climate [†]	33	36	19	–	–	A7.1
School Supports for Staff						
Staff working environment [†]	36	38	29	–	–	A5.1
Staff collegiality [†]	36	38	29	–	–	A5.1
School Safety						
Is a safe place for staff ^{†Φ}	46	48	40	–	–	A5.1
Is a safe place for students ^{†Φ}	47	53	22	–	–	A5.1
Has sufficient resources to create a safe campus [†]	26	19	50	–	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	40	42	30	–	–	A7.1
Respect for diversity [†]	36	40	22	–	–	A7.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork [†]	20	23	9	–	–	A4.5
Student readiness to learn [†]	14	17	1	–	–	A7.1
Cutting classes or being truant moderate/severe problem	12	9	23	–	–	A7.12
Harassment/bullying moderate/severe problem	31	21	68	–	–	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	5	0	23	–	–	A8.9
Tobacco use moderate/severe problem	6	0	30	–	–	A8.10
Vaping/e-cigarette use moderate/severe problem	10	1	41	–	–	A8.11
Student depression moderate/severe problem	43	37	64	–	–	A8.2

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

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

^ΦIn-school only.

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 [†]	42	42	44	–	–	A4.1
COVID-related safety measures to keep staff healthy [†]	39	37	48	–	–	A4.1
Areas of Professional Development Needs						
Supporting students exposed to trauma	66	65	67	–	–	A4.6
COVID-related safety measures and protocols	14	16	9	–	–	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 %	ES %	MS %	HS %	NT %
In-School Model	99	99	100	–	–
Remote Learning Model	1	1	0	–	–

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

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	97	97	97	–	–
1 day	0	0	0	–	–
2 days	0	0	0	–	–
3 days	1	1	0	–	–
4 days	0	0	0	–	–
5 days	2	2	3	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	19	25	0	–	–
Teacher in grade 5 or above	23	14	56	–	–
Special education teacher	9	7	15	–	–
Administrator	3	5	0	–	–
Prevention staff, nurse, or health aide	1	1	0	–	–
Counselor, psychologist	5	5	3	–	–
Police, resource officer, or safety personnel	0	0	0	–	–
Paraprofessional, teacher assistant, or instructional aide	16	18	9	–	–
Other certificated staff	2	3	0	–	–
Other classified staff	19	19	18	–	–
Other service provider	6	6	3	–	–

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	64	63	68	–	–
English language learners	77	78	71	–	–
None of the above	13	13	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	9	12	0	–	–
1 to 2 years	5	6	0	–	–
3 to 5 years	22	23	17	–	–
6 to 10 years	21	21	20	–	–
Over 10 years	43	38	63	–	–

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	6	7	0	–	–
1 to 2 years	4	6	0	–	–
3 to 5 years	18	20	10	–	–
6 to 10 years	20	23	10	–	–
Over 10 years	52	44	80	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native, non-Hispanic	0	0	0	–	–
Asian or Asian American, non-Hispanic	0	0	0	–	–
Black or African American, non-Hispanic	2	1	3	–	–
Filipino, non-Hispanic	1	0	3	–	–
Hispanic or Latinx	28	33	14	–	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	–	–
White, non-Hispanic	62	59	69	–	–
Multiracial, non-Hispanic	1	0	3	–	–
Something else, non-Hispanic	7	7	7	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Yes	66	67	64	–	–
No	34	33	36	–	–

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 %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has implemented good COVID-related safety measures and protocols to keep students healthy.					
Strongly agree	42	42	44	—	—
Agree	38	39	36	—	—
Disagree	13	12	16	—	—
Strongly disagree	7	8	4	—	—
has kept staff well-informed about COVID-related safety measures and protocols.					
Strongly agree	49	48	52	—	—
Agree	39	40	36	—	—
Disagree	8	9	8	—	—
Strongly disagree	3	3	4	—	—
has implemented good COVID-related safety measures and protocols to keep staff healthy.					
Strongly agree	39	37	48	—	—
Agree	38	41	28	—	—
Disagree	14	13	20	—	—
Strongly disagree	8	10	4	—	—

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

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

Table A4.2***School Instructional Model Implementation (Remote Only)***

	All %	ES %	MS %	HS %	NT %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching.					
Strongly agree				—	—
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 %	ES %	MS %	HS %	NT %
Strongly agree	46	45	52	—	—
Agree	46	46	43	—	—
Disagree	7	8	4	—	—
Strongly disagree	1	1	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 %	ES %	MS %	HS %	NT %
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 %	ES %	MS %	HS %	NT %
Students are motivated to complete their schoolwork.					
Strongly agree	20	23	9	—	—
Agree	59	64	43	—	—
Disagree	19	13	39	—	—
Strongly disagree	2	0	9	—	—
Teachers from this school are motivating students.					
<i>(Remote Only)</i>					
Strongly agree				—	—
Agree				—	—
Disagree				—	—
Strongly disagree				—	—
Students who need the most academic support are receiving the support they need. <i>(Remote Only)</i>					
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 %	ES %	MS %	HS %	NT %
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	66	65	67	–	–
No	34	35	33	–	–
COVID-related safety measures and protocols to keep staff and students healthy.					
Yes	14	16	9	–	–
No	86	84	91	–	–

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”					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment	49	51	41	–	–	A5.2
Is a supportive and inviting place for students to learn	58	60	52	–	–	A5.2
Emphasizes teaching lessons in ways relevant to students	40	41	36	–	–	A5.2
Facilities upkeep ^Φ	41	41	42	–	–	A5.8
School Supports for Staff						
Staff working environment	36	38	29	–	–	A5.4
Is a supportive and inviting place for staff to work	44	47	32	–	–	A5.4
Promotes trust and collegiality among staff	34	38	21	–	–	A5.4
Promotes participation in school decision making	31	30	33	–	–	A5.4
Uses objective data for school improvement decisions	35	38	21	–	–	A5.6
Staff collegiality	36	38	29	–	–	A5.5
Have close professional relationships with one another	35	37	25	–	–	A5.5
Feel a responsibility to improve the school	40	41	33	–	–	A5.5
School Safety						
Is a safe place for staff ^Φ	46	48	40	–	–	A5.4
Is a safe place for students ^Φ	47	53	22	–	–	A5.2

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

^Φ*In-school 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	51	41	–	–
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	58	60	52	–	–
Agree	41	40	44	–	–
Disagree	1	0	4	–	–
Strongly disagree	0	0	0	–	–
<i>promotes academic success for all students.</i>					
Strongly agree	52	55	40	–	–
Agree	45	43	52	–	–
Disagree	3	1	8	–	–
Strongly disagree	1	1	0	–	–
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	54	56	48	–	–
Agree	39	38	44	–	–
Disagree	5	5	4	–	–
Strongly disagree	2	1	4	–	–
<i>emphasizes teaching lessons in ways relevant to students.</i>					
Strongly agree	40	41	36	–	–
Agree	48	47	52	–	–
Disagree	10	11	8	–	–
Strongly disagree	2	1	4	–	–

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 %
<i>This school...</i>					
motivates students to learn.					
Strongly agree	41	45	29	–	–
Agree	53	49	67	–	–
Disagree	5	5	4	–	–
Strongly disagree	1	1	0	–	–
is a safe place for students.^ø (<i>In-School Only</i>)					
Strongly agree	47	53	22	–	–
Agree	48	43	65	–	–
Disagree	4	3	9	–	–
Strongly disagree	1	0	4	–	–

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.

^øItem not included in the scale.

Table A5.3
Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	15	18	5	–	–
Mild problem	47	48	45	–	–
Moderate problem	31	30	36	–	–
Severe problem	7	5	14	–	–

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>	36	38	29	–	–
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	44	47	32	–	–
Agree	33	28	52	–	–
Disagree	18	18	16	–	–
Strongly disagree	5	7	0	–	–
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	34	38	21	–	–
Agree	42	39	54	–	–
Disagree	20	18	25	–	–
Strongly disagree	4	5	0	–	–
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>					
Strongly agree	31	30	33	–	–
Agree	40	42	33	–	–
Disagree	24	21	33	–	–
Strongly disagree	5	7	0	–	–
<i>is a safe place for staff.^ø (In-School Only)</i>					
Strongly agree	46	48	40	–	–
Agree	40	37	52	–	–
Disagree	11	12	8	–	–
Strongly disagree	3	3	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.

^øItem 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>	36	38	29	–	–
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	35	37	25	–	–
Agree	47	44	58	–	–
Disagree	14	13	17	–	–
Strongly disagree	4	5	0	–	–
support and treat each other with respect.					
Strongly agree	35	37	29	–	–
Agree	46	41	63	–	–
Disagree	14	15	8	–	–
Strongly disagree	5	7	0	–	–
feel a responsibility to improve this school.					
Strongly agree	40	41	33	–	–
Agree	46	46	46	–	–
Disagree	13	11	21	–	–
Strongly disagree	2	2	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 %	ES %	MS %	HS %	NT %
Strongly agree	35	38	21	–	–
Agree	51	47	67	–	–
Disagree	11	12	8	–	–
Strongly disagree	4	3	4	–	–

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	31	37	9	–	–
Mild problem	43	43	41	–	–
Moderate problem	18	16	23	–	–
Severe problem	9	4	27	–	–

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 %	ES %	MS %	HS %	NT %
Strongly agree	41	41	42	–	–
Agree	41	41	42	–	–
Disagree	12	12	13	–	–
Strongly disagree	6	6	4	–	–

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

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

6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships	48	52	32	–	–	A6.2
Adults really care about every student	50	56	29	–	–	A6.2
Adults acknowledge and pay attention to students	49	53	33	–	–	A6.2
Adults listen to what students have to say	45	48	33	–	–	A6.2
High Expectations-Adults in School	54	55	52	–	–	A6.3
Adults want every student to do their best	61	59	67	–	–	A6.3
Adults believe every student can be a success	48	51	38	–	–	A6.3
Student Meaningful Participation	39	41	29	–	–	A6.4
Opportunities to decide things	32	36	16	–	–	A6.4
Equal opportunity for classroom participation	54	54	52	–	–	A6.4
Equal opportunity to participate in extracurricular activities	43	45	36	–	–	A6.4
Opportunities to “make a difference”	26	30	12	–	–	A6.4
Promotion of Parental Involvement	37	42	20	–	–	A6.5
School is welcoming to and facilitates parent involvement	36	41	20	–	–	A6.5
Encourages parents to be active partners in schooling	33	37	21	–	–	A6.5
School communicates about student learning expectation	43	48	22	–	–	A6.5
Parents feel welcome to participate at this school	31	37	9	–	–	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>	48	52	32	–	–
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	50	56	29	–	–
Agree	43	38	63	–	–
Disagree	6	6	4	–	–
Strongly disagree	1	0	4	–	–
<i>acknowledge and pay attention to students.</i>					
Strongly agree	49	53	33	–	–
Agree	48	45	58	–	–
Disagree	3	2	8	–	–
Strongly disagree	0	0	0	–	–
<i>listen to what students have to say.</i>					
Strongly agree	45	48	33	–	–
Agree	46	45	50	–	–
Disagree	9	6	17	–	–
Strongly disagree	0	0	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>	54	55	52	–	–
<i>Adults who work at this school... want every student to do their best.</i>					
Strongly agree	61	59	67	–	–
Agree	36	37	33	–	–
Disagree	3	4	0	–	–
Strongly disagree	0	0	0	–	–
<i>believe that every student can be a success.</i>					
Strongly agree	48	51	38	–	–
Agree	45	43	54	–	–
Disagree	6	5	8	–	–
Strongly disagree	1	1	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 %	ES %	MS %	HS %	NT %
Student meaningful participation					
<i>Average reporting “Strongly agree”</i>	39	41	29	–	–
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	32	36	16	–	–
Agree	56	55	56	–	–
Disagree	10	7	24	–	–
Strongly disagree	3	2	4	–	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	54	54	52	–	–
Agree	43	43	40	–	–
Disagree	3	2	8	–	–
Strongly disagree	0	0	0	–	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	43	45	36	–	–
Agree	47	47	48	–	–
Disagree	8	6	12	–	–
Strongly disagree	2	1	4	–	–
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	26	30	12	–	–
Agree	57	56	60	–	–
Disagree	15	13	20	–	–
Strongly disagree	3	1	8	–	–

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 %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	37	42	20	–	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	36	41	20	–	–
Agree	54	53	60	–	–
Disagree	9	7	16	–	–
Strongly disagree	1	0	4	–	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	33	37	21	–	–
Agree	53	53	50	–	–
Disagree	11	8	25	–	–
Strongly disagree	3	2	4	–	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	43	48	22	–	–
Agree	48	45	61	–	–
Disagree	8	6	17	–	–
Strongly disagree	1	1	0	–	–
Parents feel welcome to participate at this school.					
Strongly agree	31	37	9	–	–
Agree	54	56	48	–	–
Disagree	14	7	39	–	–
Strongly disagree	1	0	4	–	–

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 %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	43	45	35	–	–
Agree	53	51	61	–	–
Disagree	4	3	4	–	–
Strongly disagree	0	0	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”					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Support for social emotional learning	39	43	22	–	–	A7.2
Student readiness to learn	14	17	1	–	–	A7.3
Instructional equity	32	35	20	–	–	A7.6
Antibullying climate	33	36	19	–	–	A7.11
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	40	42	30	–	–	A7.4
Respect for diversity	36	40	22	–	–	A7.5
Positive Peer Relations						
Student peer relationships	19	23	3	–	–	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>	39	43	22	–	–
This school encourages students to feel responsible for how they act.					
Strongly agree	39	41	30	–	–
Agree	52	49	61	–	–
Disagree	9	9	9	–	–
Strongly disagree	0	0	0	–	–
This school encourages students to understand how others think and feel.					
Strongly agree	36	42	13	–	–
Agree	59	55	74	–	–
Disagree	6	4	13	–	–
Strongly disagree	0	0	0	–	–
Students are taught that they can control their own behavior.					
Strongly agree	40	45	22	–	–
Agree	52	50	61	–	–
Disagree	7	5	17	–	–
Strongly disagree	0	0	0	–	–
This school helps students resolve conflicts with one another.					
Strongly agree	36	40	22	–	–
Agree	55	55	57	–	–
Disagree	8	5	22	–	–
Strongly disagree	0	0	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 %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	41	46	22	–	–
Agree	55	52	65	–	–
Disagree	5	2	13	–	–
Strongly disagree	0	0	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 %	ES %	MS %	HS %	NT %
Student readiness to learn					
<i>Average reporting “Strongly agree”</i>	14	17	1	–	–
Students are healthy and physically fit.					
Strongly agree	13	16	4	–	–
Agree	66	70	52	–	–
Disagree	16	12	30	–	–
Strongly disagree	5	2	13	–	–
Students start/arrive at school alert and rested.					
Strongly agree	10	12	0	–	–
Agree	59	60	52	–	–
Disagree	27	23	39	–	–
Strongly disagree	5	4	9	–	–
Students are motivated to learn.					
Strongly agree	14	18	0	–	–
Agree	60	62	52	–	–
Disagree	21	17	35	–	–
Strongly disagree	5	2	13	–	–
Students in this school are well-behaved.					
Strongly agree	18	22	0	–	–
Agree	62	62	61	–	–
Disagree	16	14	22	–	–
Strongly disagree	5	1	17	–	–

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 %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
<i>Average reporting “Strongly agree”</i>	40	42	30	–	–
This school handles discipline problems fairly.					
Strongly agree	34	38	20	–	–
Agree	41	44	32	–	–
Disagree	20	15	36	–	–
Strongly disagree	4	2	12	–	–
The school rules are fair.					
Strongly agree	45	48	35	–	–
Agree	46	45	48	–	–
Disagree	8	6	17	–	–
Strongly disagree	1	1	0	–	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	36	36	35	–	–
Agree	50	51	43	–	–
Disagree	12	10	17	–	–
Strongly disagree	3	2	4	–	–
Students know what the rules are.					
Strongly agree	44	47	30	–	–
Agree	48	47	52	–	–
Disagree	6	5	13	–	–
Strongly disagree	2	1	4	–	–

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>	36	40	22	–	–
Students respect each other’s differences.					
Strongly agree	17	22	0	–	–
Agree	60	66	39	–	–
Disagree	20	11	48	–	–
Strongly disagree	4	1	13	–	–
Adults from this school respect differences in students.					
Strongly agree	44	46	39	–	–
Agree	50	48	57	–	–
Disagree	5	5	4	–	–
Strongly disagree	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	47	52	26	–	–
Agree	50	43	74	–	–
Disagree	4	5	0	–	–
Strongly disagree	0	0	0	–	–

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

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

Instructional Equity

Table A7.6

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	32	35	20	–	–
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	24	30	4	–	–
Agree	51	53	44	–	–
Disagree	19	12	44	–	–
Strongly disagree	5	4	8	–	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	14	17	4	–	–
Agree	39	40	36	–	–
Disagree	37	33	52	–	–
Strongly disagree	10	10	8	–	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	25	25	28	–	–
Agree	52	53	48	–	–
Disagree	17	17	16	–	–
Strongly disagree	6	6	8	–	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	53	55	44	–	–
Agree	42	41	44	–	–
Disagree	3	1	12	–	–
Strongly disagree	2	2	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 %	ES %	MS %	HS %	NT %
This school fosters an appreciation of student diversity and respect for each other.					
Strongly agree	42	48	20	–	–
Agree	43	41	52	–	–
Disagree	14	10	28	–	–
Strongly disagree	1	1	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 %	ES %	MS %	HS %	NT %
Strongly agree	44	47	29	–	–
Agree	43	41	50	–	–
Disagree	12	10	21	–	–
Strongly disagree	2	2	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 %	ES %	MS %	HS %	NT %
Strongly agree	28	31	17	–	–
Agree	48	47	50	–	–
Disagree	22	18	33	–	–
Strongly disagree	3	3	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 %	ES %	MS %	HS %	NT %
Insignificant problem	63	77	14	–	–
Mild problem	29	22	55	–	–
Moderate problem	6	1	23	–	–
Severe problem	2	0	9	–	–

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 %	ES %	MS %	HS %	NT %
Student peer relationships					
<i>Average reporting “Strongly agree”</i>	19	23	3	–	–
Students care about one another.					
Strongly agree	25	30	9	–	–
Agree	69	69	70	–	–
Disagree	6	1	22	–	–
Strongly disagree	0	0	0	–	–
Students treat each other with respect.					
Strongly agree	13	17	0	–	–
Agree	63	72	35	–	–
Disagree	22	10	65	–	–
Strongly disagree	1	1	0	–	–
Student get along well with one another.					
Strongly agree	18	23	0	–	–
Agree	72	70	78	–	–
Disagree	10	7	22	–	–
Strongly disagree	0	0	0	–	–
Students enjoy spending time together during school activities.^o (<i>In-School Only</i>)					
Strongly agree	41	42	35	–	–
Agree	56	54	61	–	–
Disagree	3	4	0	–	–
Strongly disagree	1	0	4	–	–

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.

^oItem 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				–	–
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.

^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>	33	36	19	–	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	50	54	32	–	–
Agree	49	45	64	–	–
Disagree	2	1	5	–	–
Strongly disagree	0	0	0	–	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	24	28	9	–	–
Agree	62	65	52	–	–
Disagree	14	7	39	–	–
Strongly disagree	0	0	0	–	–
Students tell teachers when other students are being bullied.					
Strongly agree	23	26	13	–	–
Agree	61	65	43	–	–
Disagree	16	9	43	–	–
Strongly disagree	0	0	0	–	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	45	47	39	–	–
Agree	55	53	61	–	–
Disagree	0	0	0	–	–
Strongly disagree	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	21	26	4	–	–
Agree	49	53	35	–	–
Disagree	27	21	48	–	–
Strongly disagree	4	1	13	–	–

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	56	67	18	–	–
Mild problem	32	24	59	–	–
Moderate problem	10	9	14	–	–
Severe problem	2	0	9	–	–

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	25	9	–	–
Agree	62	64	55	–	–
Disagree	15	11	32	–	–
Strongly disagree	1	0	5	–	–

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	18	23	0	–	–
Mild problem	40	41	36	–	–
Moderate problem	32	30	36	–	–
Severe problem	11	6	27	–	–

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	23	27	9	–	–
Mild problem	45	52	23	–	–
Moderate problem	22	17	41	–	–
Severe problem	9	4	27	–	–

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 %	ES %	MS %	HS %	NT %
Insignificant problem	54	68	5	–	–
Mild problem	30	29	36	–	–
Moderate problem	10	4	32	–	–
Severe problem	6	0	27	–	–

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 %	ES %	MS %	HS %	NT %
Insignificant problem	45	53	18	—	—
Mild problem	37	38	32	—	—
Moderate problem	13	8	32	—	—
Severe problem	5	1	18	—	—

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 %	ES %	MS %	HS %	NT %
Insignificant problem	70	77	45	—	—
Mild problem	22	19	32	—	—
Moderate problem	8	4	23	—	—
Severe problem	0	0	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 %	ES %	MS %	HS %	NT %
Insignificant problem	85	96	45	—	—
Mild problem	10	3	36	—	—
Moderate problem	4	1	14	—	—
Severe problem	1	0	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 Only)***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	92	99	68	–	–
Mild problem	8	1	32	–	–
Moderate problem	0	0	0	–	–
Severe problem	0	0	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 %	ES %	MS %	HS %	NT %
Insignificant problem	78	91	32	–	–
Mild problem	17	9	45	–	–
Moderate problem	5	0	23	–	–
Severe problem	0	0	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 %	ES %	MS %	HS %	NT %
Insignificant problem	85	96	40	–	–
Mild problem	9	4	30	–	–
Moderate problem	6	0	30	–	–
Severe problem	0	0	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 %	ES %	MS %	HS %	NT %
Insignificant problem	73	90	14	–	–
Mild problem	17	9	45	–	–
Moderate problem	9	1	36	–	–
Severe problem	1	0	5	–	–

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 %	ES %	MS %	HS %	NT %
No	0	0	0	–	–
Yes	93	93	95	–	–
Don't know	7	7	5	–	–

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 %	ES %	MS %	HS %	NT %
Strongly agree	41	33	67	–	–
Agree	56	62	33	–	–
Disagree	4	5	0	–	–
Strongly disagree	0	0	0	–	–

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 %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	14	16	8	–	–
The rules at this school are too strict.					
Strongly agree	7	9	0	–	–
Agree	5	4	9	–	–
Disagree	44	52	17	–	–
Strongly disagree	44	35	74	–	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	5	6	0	–	–
Agree	4	2	9	–	–
Disagree	44	43	48	–	–
Strongly disagree	48	49	43	–	–
Students get in trouble for breaking small rules.					
Strongly agree	7	8	0	–	–
Agree	10	12	4	–	–
Disagree	56	55	57	–	–
Strongly disagree	27	24	39	–	–
Teachers are very strict here.					
Strongly agree	5	6	0	–	–
Agree	15	17	9	–	–
Disagree	59	59	61	–	–
Strongly disagree	21	18	30	–	–

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 %	ES %	MS %	HS %	NT %
Strongly agree	47	42	64	–	–
Agree	35	39	20	–	–
Disagree	14	14	12	–	–
Strongly disagree	5	5	4	–	–

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	43	47	27	–	–
No	57	53	73	–	–
Creating a positive school climate <i>(In-School Only)</i>					
Yes	50	49	55	–	–
No	50	51	45	–	–
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	43	45	36	–	–
No	57	55	64	–	–
<i>Providing Support Services</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	56	58	50	–	–
No	44	42	50	–	–

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 respondents	29	22	7	–	–

Notes: ^ANT includes continuation, community day, and other alternative school types. 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 [†]	15	15	17	–	–	B3.1
Enforces zero tolerance policies [†]	15	14	17	–	–	B3.1
Has sufficient resources to create a safe campus [†]	26	19	50	–	–	B3.2
Seeks to maintain a secure campus ^{†Φ}	0	0	0	–	–	B3.2
Provides harassment or bullying prevention [§]	41	43	33	–	–	B3.3
Provides conflict resolution or behavior management instruction [§]	44	48	33	–	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [†]	15	10	33	–	–	B4.1
Collaborates well with community organizations to address substance use or other problems [†]	19	14	33	–	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [†]	27	20	50	–	–	B4.1
Provides alcohol or drug use prevention instruction [§]	7	5	17	–	–	B4.1
Provides tobacco use/vaping prevention instruction [§]	4	5	0	–	–	B4.1
Has sufficient resources to address substance use prevention needs [†]	30	24	50	–	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students [†]	19	15	33	–	–	B5.1
Provides opportunities for physical education and activity [§]	70	71	67	–	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]	46	52	20	–	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [†]	37	33	50	–	–	B6.1
Restorative practices [†]	30	29	33	–	–	B6.1
Trauma-informed practices [†]	19	24	0	–	–	B6.1

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

[†]Percent responding “Strongly agree.”

[§]Percent responding “A lot.”

^ΦIn-school 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	15	15	17	–	–
Agree	69	75	50	–	–
Disagree	8	5	17	–	–
Strongly disagree	8	5	17	–	–
Enforces zero tolerance policies					
Strongly agree	15	14	17	–	–
Agree	52	57	33	–	–
Disagree	33	29	50	–	–
Strongly disagree	0	0	0	–	–

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 %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	26	19	50	–	–
Agree	63	71	33	–	–
Disagree	7	10	0	–	–
Strongly disagree	4	0	17	–	–
Seeks to maintain a secure campus <i>(In-School Only)</i>					
Strongly agree	0	0	0	–	–
Agree	19	14	33	–	–
Disagree	37	38	33	–	–
Strongly disagree	44	48	33	–	–

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 %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	41	43	33	–	–
Some	41	43	33	–	–
Not much	15	14	17	–	–
Not at all	4	0	17	–	–
Provides conflict resolution or behavior management instruction					
A lot	44	48	33	–	–
Some	44	43	50	–	–
Not much	7	10	0	–	–
Not at all	4	0	17	–	–

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 %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	15	10	33	–	–
Agree	62	65	50	–	–
Disagree	15	20	0	–	–
Strongly disagree	8	5	17	–	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	19	14	33	–	–
Agree	59	57	67	–	–
Disagree	22	29	0	–	–
Strongly disagree	0	0	0	–	–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	27	20	50	–	–
Agree	62	65	50	–	–
Disagree	8	10	0	–	–
Strongly disagree	4	5	0	–	–

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 %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	7	5	17	–	–
Some	63	62	67	–	–
Not much	19	19	17	–	–
Not at all	11	14	0	–	–
Provides tobacco use/vaping prevention instruction					
A lot	4	5	0	–	–
Some	59	52	83	–	–
Not much	15	19	0	–	–
Not at all	22	24	17	–	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	30	24	50	–	–
Agree	44	48	33	–	–
Disagree	22	24	17	–	–
Strongly disagree	4	5	0	–	–

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 %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree	19	15	33	–	–
Agree	69	70	67	–	–
Disagree	8	10	0	–	–
Strongly disagree	4	5	0	–	–
Provides opportunities for physical education and activity					
A lot	70	71	67	–	–
Some	26	24	33	–	–
Not much	4	5	0	–	–
Not at all	0	0	0	–	–

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 %	ES %	MS %	HS %	NT %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	46	52	20	—	—
Some	42	33	80	—	—
Not much	12	14	0	—	—
Not at all	0	0	0	—	—
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	37	33	50	—	—
Agree	52	52	50	—	—
Disagree	7	10	0	—	—
Strongly disagree	4	5	0	—	—
Uses restorative practices to help resolve conflicts					
Strongly agree	30	29	33	—	—
Agree	59	57	67	—	—
Disagree	7	10	0	—	—
Strongly disagree	4	5	0	—	—

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 %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	19	24	0	–	–
Agree	54	48	80	–	–
Disagree	23	24	20	–	–
Strongly disagree	4	5	0	–	–
Provides instructional help to build social-emotional competencies					
A lot	52	57	33	–	–
Some	33	33	33	–	–
Not much	11	10	17	–	–
Not at all	4	0	17	–	–

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. Galt Joint Union Elementary Custom Questions

1. Module Sample

Table Z1.1

Staff Sample for Custom Questions

	All	ES	MS	HS	NT ^A
Number of respondents	94	74	20	–	–

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

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		Total %
	ES %	MS %	
Strongly agree	40	15	35
Agree	46	40	45
Neither agree nor disagree	8	35	14
Disagree	4	10	5
Strongly disagree	1	0	1

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		Total %
	ES %	MS %	
Strongly agree	33	10	28
Agree	38	35	37
Neither agree nor disagree	22	30	24
Disagree	6	25	10
Strongly disagree	1	0	1

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		Total %
	ES %	MS %	
Strongly agree	30	15	27
Agree	42	35	41
Neither agree nor disagree	14	40	19
Disagree	8	10	9
Strongly disagree	5	0	4

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		Total %
	ES %	MS %	
Strongly agree	25	0	19
Agree	40	30	38
Neither agree nor disagree	16	50	24
Disagree	10	20	12
Strongly disagree	10	0	8

*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		Total %
	ES %	MS %	
Strongly agree	19	0	15
Agree	44	25	40
Neither agree nor disagree	21	45	26
Disagree	5	30	11
Strongly disagree	11	0	9

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

Appendix

2021-22 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Fairsite Preschool	X
Lake Canyon Elementary	X
Marengo Ranch Elementary	X
River Oaks Elementary	X
Valley Oaks Elementary	X
Vernon E. Greer Elementary	X

Notes: Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files. Directly funded charter schools have been excluded from the list.

2021-22 CSSS Staff Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Robert L. McCaffrey Middle	X

Notes: Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files. Directly funded charter schools have been excluded from the list.