CALIFORNIA SCHOOL STAFF SURVEY

Big Valley Joint Unified

2020-2021

Main Report

California Department of EDUCATION

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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 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	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	21	10	–	11	–

Notes: [A]*NT 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[A]
In-school model only	21	10	–	11	–
Remote model only	0	0	–	0	–
Hybrid model only	2	1	–	1	–

Notes: [A]*NT 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 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†	56	57	–	55	–	A6.1
High expectations-adults in school†	64	70	–	59	–	A6.1
Opportunities for meaningful student participation†	30	30	–	30	–	A6.1
Promotion of parent involvement†	48	51	–	46	–	A6.1
Student learning environment†	40	46	–	35	–	A5.1
Facilities upkeep†Φ	52	50	–	55	–	A5.1
Social emotional supports at school†	37	40	–	35	–	A7.1
Provides adequate counseling and support services†	38	40	–	36	–	A9.2
Anti-bullying climate†	32	30	–	35	–	A7.1
School Supports for Staff						
Staff working environment†	29	30	–	27	–	A5.1
Staff collegiality†	40	33	–	45	–	A5.1
School Safety						
Is a safe place for staff†Φ	48	60	–	36	–	A5.1
Is a safe place for students†Φ	38	50	–	27	–	A5.1
Has sufficient resources to create a safe campus†			–		–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity†	36	44	–	30	–	A7.1
Respect for diversity†	43	47	–	39	–	A7.1
Student Behavior						
Student readiness to learn†	26	33	–	20	–	A7.1
Cutting classes or being truant moderate/severe problem	5	0	–	10	–	A7.12
Harassment/bullying moderate/severe problem	5	0	–	9	–	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	0	0	–	0	–	A8.9
Tobacco use moderate/severe problem	10	10	–	9	–	A8.10
Vaping/e-cigarette use moderate/severe problem	5	0	–	9	–	A8.11
Student depression moderate/severe problem	15	0	–	27	–	A8.2

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

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

Φ*In-School and Hybrid Models only.*

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

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[†]	62	60	–	64	–	A4.1
COVID-related safety measures to keep staff healthy[†]	62	60	–	64	–	A4.1
School Instructional Model Implementation						
Sufficient training on using distance learning tools[†δ]			–		–	A4.2
Providing effective instruction[†]	32	33	–	30	–	A4.2
Teachers provide effective instruction[†]	26	33	–	20	–	A4.2
Student Learning During COVID-19						
Students are coping well with remote learning[†δ]			–		–	A4.4
Students are less engaged in remote classes[†]	32	11	–	50	–	A4.4
Academic Motivation and Supports for Learning						
Students are motivated to complete schoolwork[†]	25	22	–	27	–	A4.5
School instructional model used to motivate students[†]	26	22	–	30	–	A4.5
Students receive needed academic support[†]	21	22	–	20	–	A4.5
Areas of Professional Developement Needs						
Motivating students through remote learning[δ]			–		–	A4.6
Supporting students exposed to trauma	42	33	–	50	–	A4.6
COVID-related safety measures and protocols	26	11	–	40	–	A4.6

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

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

[δ]*Remote and Hybrid Models only.*

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	95	90	–	100	–
Remote Learning Model	0	0	–	0	–
Hybrid Model (in school on alternate days)	5	10	–	0	–
Hybrid Model (in school half days)	0	0	–	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."

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	57	60	–	55	–
1 day	19	30	–	9	–
2 days	0	0	–	0	–
3 days	10	0	–	18	–
4 days	5	0	–	9	–
5 days	10	10	–	9	–

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	10	20	–	0	–
Teacher in grade 5 or above	24	10	–	36	–
Special education teacher	5	10	–	0	–
Administrator	10	10	–	9	–
Prevention staff, nurse, or health aide	0	0	–	0	–
Counselor, psychologist	0	0	–	0	–
Police, resource officer, or safety personnel	0	0	–	0	–
Paraprofessional, teacher assistant, or instructional aide	14	10	–	18	–
Other certificated staff	10	10	–	9	–
Other classified staff	38	50	–	27	–
Other service provider	0	0	–	0	–

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	52	60	–	45	–
English language learners	48	60	–	36	–
None of the above	43	30	–	55	–

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	19	10	–	27	–
1 to 2 years	0	0	–	0	–
3 to 5 years	10	10	–	9	–
6 to 10 years	19	10	–	27	–
Over 10 years	52	70	–	36	–

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	19	10	–	27	–
1 to 2 years	5	10	–	0	–
3 to 5 years	14	10	–	18	–
6 to 10 years	24	20	–	27	–
Over 10 years	38	50	–	27	–

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	0	0	–	0	–
Asian or Asian American	0	0	–	0	–
Black or African American	0	0	–	0	–
Filipino	0	0	–	0	–
Hispanic or Latinx	14	10	–	18	–
Native Hawaiian or Pacific Islander	5	0	–	9	–
White	71	90	–	55	–
Multi-ethnic	0	0	–	0	–
Something else	10	0	–	18	–

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	48	60	–	36	–
No	52	40	–	64	–

Question A.115: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?

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

4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %	ES %	MS %	HS %	NT %
This school...					
has implemented good COVID-related safety measures and protocols to keep students healthy.					
Strongly agree	62	60	–	64	–
Agree	14	20	–	9	–
Disagree	10	10	–	9	–
Strongly disagree	14	10	–	18	–
has kept staff well-informed about COVID-related safety measures and protocols.					
Strongly agree	57	50	–	64	–
Agree	38	40	–	36	–
Disagree	5	10	–	0	–
Strongly disagree	0	0	–	0	–
has implemented good COVID-related safety measures and protocols to keep staff healthy.					
Strongly agree	62	60	–	64	–
Agree	19	20	–	18	–
Disagree	5	10	–	0	–
Strongly disagree	14	10	–	18	–

Question A.30-31: This school... has kept staff well-informed about COVID-related safety measures and protocols... has implemented good COVID-related safety measures and protocols to keep staff healthy... has implemented good COVID-related safety measures and protocols to keep students healthy.

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

Table A4.2

School Instructional Model Implementation

	All %	ES %	MS %	HS %	NT %
I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching. *(Remote and Hybrid Only)*					
Strongly agree			–		–
Agree			–		–
Disagree			–		–
Strongly disagree			–		–
Teachers from this school are providing effective instruction with the school's instructional model.					
Strongly agree	32	33	–	30	–
Agree	63	67	–	60	–
Disagree	5	0	–	10	–
Strongly disagree	0	0	–	0	–
I can provide effective instruction with the school's instructional model.					
Strongly agree	26	33	–	20	–
Agree	58	44	–	70	–
Disagree	16	22	–	10	–
Strongly disagree	0	0	–	0	–

Question A.105-107: The next set of questions ask about your experiences with your school's current instructional model (100% In-School, Hybrid, or Remote)... I can provide effective instruction with the school's instructional model... I have had sufficient training and/or experience using distance learning tools (video calls, learning management system, etc.) to deliver effective remote teaching.... Teachers from this school are providing effective instruction with the school's instructional model.

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

Table A4.3

Staff Collaborate Regularly

	All %	ES %	MS %	HS %	NT %
Strongly agree	60	67	–	55	–
Agree	30	33	–	27	–
Disagree	5	0	–	9	–
Strongly disagree	5	0	–	9	–

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

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

Table A4.4

Student Learning During COVID-19

	All %	ES %	MS %	HS %	NT %
Students are learning as much or more now as they were prior to switching to...					
remote learning. *(Remote Only)*					
Strongly agree			–		–
Agree			–		–
Disagree			–		–
Strongly disagree			–		–
hybrid instruction. *(Hybrid Only)*					
Strongly agree			–		–
Agree			–		–
Disagree			–		–
Strongly disagree			–		–
in-school instruction. *(In-School Only)*					
Strongly agree	11	11	–	10	–
Agree	32	33	–	30	–
Disagree	47	56	–	40	–
Strongly disagree	11	0	–	20	–
Students are coping well with remote learning. *(Remote and Hybrid Only)*					
Strongly agree			–		–
Agree			–		–
Disagree			–		–
Strongly disagree			–		–
Students are less engaged in remote classes than in in-person classes.					
Strongly agree	32	11	–	50	–
Agree	42	67	–	20	–
Disagree	26	22	–	30	–
Strongly disagree	0	0	–	0	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Table A4.5

Academic Motivation and Supports for Learning

	All %	ES %	MS %	HS %	NT %
Students are motivated to complete their schoolwork.					
Strongly agree	25	22	–	27	–
Agree	50	56	–	45	–
Disagree	25	22	–	27	–
Strongly disagree	0	0	–	0	–
Teachers from this school are motivating students using the school's instructional model.					
Strongly agree	26	22	–	30	–
Agree	68	78	–	60	–
Disagree	5	0	–	10	–
Strongly disagree	0	0	–	0	–
Students who need the most academic support are receiving the support they need with the school's instructional model.					
Strongly agree	21	22	–	20	–
Agree	68	67	–	70	–
Disagree	11	11	–	10	–
Strongly disagree	0	0	–	0	–

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

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

Table A4.6

Ways to Support Teachers During COVID-19

	All %	ES %	MS %	HS %	NT %
Teachers need more professional development, training, mentorship, or other support in...					
motivating students through remote learning *(Remote and Hybrid Only)*					
Yes				–	–
No				–	–
supporting students exposed to trauma or stressful life events					
Yes	42	33	–	50	–
No	58	67	–	50	–
COVID-related safety measures and protocols to keep staff and students healthy					
Yes	26	11	–	40	–
No	74	89	–	60	–

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	40	46	–	35	–	A5.2
Is a supportive and inviting place for students to learn	48	50	–	45	–	A5.2
Emphasizes teaching lessons in ways relevant to students	29	20	–	36	–	A5.2
Facilities upkeep$^{\Phi}$	52	50	–	55	–	A5.8
School Supports for Staff						
Staff working environment	29	30	–	27	–	A5.4
Is a supportive and inviting place for staff to work	33	40	–	27	–	A5.4
Promotes trust and collegiality among staff	33	30	–	36	–	A5.4
Promotes participation in school decision making	20	22	–	18	–	A5.4
Uses objective data for school improvement decisions	55	67	–	45	–	A5.6
Staff collegiality	40	33	–	45	–	A5.5
Have close professional relationships with one another	35	33	–	36	–	A5.5
Feel a responsibility to improve the school	38	30	–	45	–	A5.5
School Safety						
Is a safe place for staff$^{\Phi}$	48	60	–	36	–	A5.4
Is a safe place for students$^{\Phi}$	38	50	–	27	–	A5.2

Notes: Cells are empty if there are less than 5 respondents.
$^{\Phi}$*In-School and Hybrid Models only.*

Student Learning Environment

Table A5.2

Student Learning Environment Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
Average reporting "Strongly agree"	40	46	–	35	–
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	48	50	–	45	–
Agree	52	50	–	55	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	0	–
promotes academic success for all students.					
Strongly agree	38	50	–	27	–
Agree	57	50	–	64	–
Disagree	5	0	–	9	–
Strongly disagree	0	0	–	0	–
emphasizes helping students academically when they need it.					
Strongly agree	43	60	–	27	–
Agree	52	40	–	64	–
Disagree	5	0	–	9	–
Strongly disagree	0	0	–	0	–
emphasizes teaching lessons in ways relevant to students.					
Strongly agree	29	20	–	36	–
Agree	67	80	–	55	–
Disagree	5	0	–	9	–
Strongly disagree	0	0	–	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 %	ES %	MS %	HS %	NT %
This school motivates students to learn.					
Strongly agree	43	50	–	36	–
Agree	48	40	–	55	–
Disagree	10	10	–	9	–
Strongly disagree	0	0	–	0	–
This school is a safe place for students.^Ø *(In-School and Hybrid Only)*					
Strongly agree	38	50	–	27	–
Agree	62	50	–	73	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	0	–

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

Table A5.3

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	10	11	–	9	–
Mild problem	60	56	–	64	–
Moderate problem	20	33	–	9	–
Severe problem	10	0	–	18	–

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					
Average reporting "Strongly agree"	29	30	–	27	–
This school...					
is a supportive and inviting place for staff to work.					
Strongly agree	33	40	–	27	–
Agree	48	50	–	45	–
Disagree	19	10	–	27	–
Strongly disagree	0	0	–	0	–
promotes trust and collegiality among staff.					
Strongly agree	33	30	–	36	–
Agree	48	50	–	45	–
Disagree	14	20	–	9	–
Strongly disagree	5	0	–	9	–
promotes personnel participation in decision-making that affects school practices and policies.					
Strongly agree	20	22	–	18	–
Agree	60	67	–	55	–
Disagree	15	0	–	27	–
Strongly disagree	5	11	–	0	–
is a safe place for staff. *(In-School and Hybrid Only)*					
Strongly agree	48	60	–	36	–
Agree	48	40	–	55	–
Disagree	5	0	–	9	–
Strongly disagree	0	0	–	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					
Average reporting "Strongly agree"	40	33	–	45	–
Adults who work at this school...					
have close professional relationships with one another.					
Strongly agree	35	33	–	36	–
Agree	50	56	–	45	–
Disagree	15	11	–	18	–
Strongly disagree	0	0	–	0	–
support and treat each other with respect.					
Strongly agree	45	33	–	55	–
Agree	45	67	–	27	–
Disagree	5	0	–	9	–
Strongly disagree	5	0	–	9	–
feel a responsibility to improve this school.					
Strongly agree	38	30	–	45	–
Agree	52	60	–	45	–
Disagree	10	10	–	9	–
Strongly disagree	0	0	–	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	55	67	–	45	–
Agree	40	33	–	45	–
Disagree	5	0	–	9	–
Strongly disagree	0	0	–	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 %	ES %	MS %	HS %	NT %
Insignificant problem	26	33	–	20	–
Mild problem	58	56	–	60	–
Moderate problem	11	11	–	10	–
Severe problem	5	0	–	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 and Hybrid Only)

	All %	ES %	MS %	HS %	NT %
Strongly agree	52	50	–	55	–
Agree	33	40	–	27	–
Disagree	14	10	–	18	–
Strongly disagree	0	0	–	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

	All %	ES %	MS %	HS %	NT %	Table
	Percent Responding "Strongly Agree"					
Caring Adult Relationships	56	57	–	55	–	A6.2
Adults really care about every student	62	70	–	55	–	A6.2
Adults acknowledge and pay attention to students	57	50	–	64	–	A6.2
Adults listen to what students have to say	48	50	–	45	–	A6.2
High Expectations-Adults in School	64	70	–	59	–	A6.3
Adults want every student to do their best	67	70	–	64	–	A6.3
Adults believe every student can be a success	62	70	–	55	–	A6.3
Opportunities for Meaningful Student Participation	30	30	–	30	–	A6.4
Opportunities to decide things	14	20	–	9	–	A6.4
Equal opportunity for classroom participation	52	60	–	45	–	A6.4
Equal opportunity to participate in extracurricular activities	29	20	–	36	–	A6.4
Opportunities to "make a difference"	24	20	–	27	–	A6.4
Promotion of Parent Involvement	48	51	–	46	–	A6.5
School is welcoming to and facilitates parent involvement	52	60	–	45	–	A6.5
Encourages parents to be active partners in schooling	38	40	–	36	–	A6.5
School communicates about student learning expectation	42	44	–	40	–	A6.5
Parents feel welcome to participate at this school	47	44	–	50	–	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					
Average reporting "Strongly agree"	56	57	–	55	–
Adults who work at this school...					
really care about every student.					
Strongly agree	62	70	–	55	–
Agree	38	30	–	45	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	0	–
acknowledge and pay attention to students.					
Strongly agree	57	50	–	64	–
Agree	43	50	–	36	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	0	–
listen to what students have to say.					
Strongly agree	48	50	–	45	–
Agree	52	50	–	55	–
Disagree	0	0	–	0	–
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					
Average reporting "Strongly agree"	64	70	–	59	–
Adults who work at this school...					
want every student to do their best.					
Strongly agree	67	70	–	64	–
Agree	33	30	–	36	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	0	–
believe that every student can be a success.					
Strongly agree	62	70	–	55	–
Agree	38	30	–	45	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	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.

Opportunities for Meaningful Participation

Table A6.4

Opportunities for Meaningful Student Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Opportunities for meaningful student participation					
Average reporting "Strongly agree"	30	30	–	30	–
This school...					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	14	20	–	9	–
Agree	71	70	–	73	–
Disagree	14	10	–	18	–
Strongly disagree	0	0	–	0	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	52	60	–	45	–
Agree	48	40	–	55	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	0	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	29	20	–	36	–
Agree	62	70	–	55	–
Disagree	10	10	–	9	–
Strongly disagree	0	0	–	0	–
gives students opportunities to "make a difference" by helping other people, the school, or the community.					
Strongly agree	24	20	–	27	–
Agree	57	60	–	55	–
Disagree	19	20	–	18	–
Strongly disagree	0	0	–	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 Parent Involvement

Table A6.5

Promotion of Parent Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parent involvement					
Average reporting "Strongly agree"	48	51	–	46	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	52	60	–	45	–
Agree	48	40	–	55	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	0	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	38	40	–	36	–
Agree	52	50	–	55	–
Disagree	10	10	–	9	–
Strongly disagree	0	0	–	0	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	42	44	–	40	–
Agree	42	44	–	40	–
Disagree	11	11	–	10	–
Strongly disagree	5	0	–	10	–
Parents feel welcome to participate at this school.					
Strongly agree	47	44	–	50	–
Agree	42	44	–	40	–
Disagree	11	11	–	10	–
Strongly disagree	0	0	–	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 Parent Involvement Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	53	56	–	50	–
Agree	37	33	–	40	–
Disagree	11	11	–	10	–
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" | | | | | |
	All %	ES %	MS %	HS %	NT %	Table
Learning Supports						
Social emotional supports at school	37	40	–	35	–	A7.2
Student readiness to learn	26	33	–	20	–	A7.3
Instructional equity	30	36	–	24	–	A7.6
Anti-bullying climate	32	30	–	35	–	A7.11
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	36	44	–	30	–	A7.4
Respect for diversity	43	47	–	39	–	A7.5
Positive Peer Relations						
Student peer relationships	33	33	–	33	–	A7.10

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

Supports for Learning and Student Academic Engagement

Table A7.2
Social Emotional Supports Scale Questions

	All %	ES %	MS %	HS %	NT %
Social emotional supports at school					
Average reporting "Strongly agree"	37	40	–	35	–
This school encourages students to feel responsible for how they act.					
Strongly agree	33	40	–	27	–
Agree	43	50	–	36	–
Disagree	14	10	–	18	–
Strongly disagree	10	0	–	18	–
This school encourages students to understand how others think and feel.					
Strongly agree	33	40	–	27	–
Agree	43	50	–	36	–
Disagree	19	10	–	27	–
Strongly disagree	5	0	–	9	–
Students are taught that they can control their own behavior.					
Strongly agree	43	50	–	36	–
Agree	43	40	–	45	–
Disagree	14	10	–	18	–
Strongly disagree	0	0	–	0	–
This school helps students resolve conflicts with one another.					
Strongly agree	33	30	–	36	–
Agree	43	50	–	36	–
Disagree	24	20	–	27	–
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

Social Emotional Supports Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	45	44	–	45	–
Agree	35	33	–	36	–
Disagree	20	22	–	18	–
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					
Average reporting "Strongly agree"	26	33	–	20	–
Students are healthy and physically fit.					
Strongly agree	42	56	–	30	–
Agree	47	44	–	50	–
Disagree	11	0	–	20	–
Strongly disagree	0	0	–	0	–
Students start/arrive at school alert and rested.					
Strongly agree	16	22	–	10	–
Agree	74	78	–	70	–
Disagree	11	0	–	20	–
Strongly disagree	0	0	–	0	–
Students are motivated to learn.					
Strongly agree	14	20	–	9	–
Agree	52	70	–	36	–
Disagree	33	10	–	55	–
Strongly disagree	0	0	–	0	–
Students in this school are well-behaved.					
Strongly agree	30	33	–	27	–
Agree	60	67	–	55	–
Disagree	10	0	–	18	–
Strongly disagree	0	0	–	0	–

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

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

Fairness, Rule Clarity, and Respect for Diversity

Table A7.4

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
Average reporting "Strongly agree"	36	44	–	30	–
This school handles discipline problems fairly.					
Strongly agree	35	44	–	27	–
Agree	40	44	–	36	–
Disagree	15	0	–	27	–
Strongly disagree	10	11	–	9	–
The school rules are fair.					
Strongly agree	40	56	–	27	–
Agree	45	33	–	55	–
Disagree	15	11	–	18	–
Strongly disagree	0	0	–	0	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	29	30	–	27	–
Agree	62	70	–	55	–
Disagree	10	0	–	18	–
Strongly disagree	0	0	–	0	–
Students know what the rules are.					
Strongly agree	38	40	–	36	–
Agree	52	60	–	45	–
Disagree	10	0	–	18	–
Strongly disagree	0	0	–	0	–

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					
Average reporting "Strongly agree"	43	47	–	39	–
Students from this school respect each other's differences.					
Strongly agree	33	40	–	27	–
Agree	57	60	–	55	–
Disagree	5	0	–	9	–
Strongly disagree	5	0	–	9	–
Adults from this school respect differences in students.					
Strongly agree	45	40	–	50	–
Agree	55	60	–	50	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	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	55	67	–	45	–
Agree	30	22	–	36	–
Disagree	10	0	–	18	–
Strongly disagree	5	11	–	0	–

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

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

Instructional Equity

Table A7.6

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
Average reporting "Strongly agree"	30	36	–	24	–
This school...					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	29	40	–	18	–
Agree	52	50	–	55	–
Disagree	19	10	–	27	–
Strongly disagree	0	0	–	0	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	10	10	–	9	–
Agree	67	60	–	73	–
Disagree	24	30	–	18	–
Strongly disagree	0	0	–	0	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	29	30	–	27	–
Agree	57	60	–	55	–
Disagree	14	10	–	18	–
Strongly disagree	0	0	–	0	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	38	50	–	27	–
Agree	57	40	–	73	–
Disagree	5	10	–	0	–
Strongly disagree	0	0	–	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	43	50	–	36	–
Agree	43	40	–	45	–
Disagree	14	10	–	18	–
Strongly disagree	0	0	–	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	48	40	–	55	–
Agree	38	50	–	27	–
Disagree	14	10	–	18	–
Strongly disagree	0	0	–	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	25	22	–	27	–
Agree	60	67	–	55	–
Disagree	10	0	–	18	–
Strongly disagree	5	11	–	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	60	56	–	64	–
Mild problem	40	44	–	36	–
Moderate problem	0	0	–	0	–
Severe problem	0	0	–	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.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

Student Peer Relationships

Table A7.10

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
Average reporting "Strongly agree"	33	33	–	33	–
Students care about one another.					
Strongly agree	33	40	–	27	–
Agree	62	50	–	73	–
Disagree	5	10	–	0	–
Strongly disagree	0	0	–	0	–
Students treat each other with respect.					
Strongly agree	29	30	–	27	–
Agree	62	60	–	64	–
Disagree	10	10	–	9	–
Strongly disagree	0	0	–	0	–
Student get along well with one another.					
Strongly agree	35	30	–	40	–
Agree	65	70	–	60	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	0	–
Students enjoy spending time together during school activities.$^{\emptyset}$ *(In-School and Hybrid Only)*					
Strongly agree	43	40	–	45	–
Agree	57	60	–	55	–
Disagree	0	0	–	0	–
Strongly disagree	0	0	–	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.

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

Table A7.10

Student Peer Relationships Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students enjoy interacting with each other during class activities.^Ø *(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.

^Ø*Item not included in the scale.*

Anti-Bullying Climate

Table A7.11

Anti-Bullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Anti-bullying climate					
Average reporting "Strongly agree"	32	30	–	35	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	52	50	–	55	–
Agree	38	50	–	27	–
Disagree	10	0	–	18	–
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	19	20	–	18	–
Agree	48	50	–	45	–
Disagree	33	30	–	36	–
Strongly disagree	0	0	–	0	–
Students tell teachers when other students are being bullied.					
Strongly agree	24	20	–	27	–
Agree	57	70	–	45	–
Disagree	19	10	–	27	–
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	38	30	–	45	–
Agree	57	70	–	45	–
Disagree	5	0	–	9	–
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

Anti-Bullying Climate Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	29	30	–	27	–
Agree	52	60	–	45	–
Disagree	19	10	–	27	–
Strongly disagree	0	0	–	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 %	ES %	MS %	HS %	NT %
Insignificant problem	68	78	–	60	–
Mild problem	26	22	–	30	–
Moderate problem	0	0	–	0	–
Severe problem	5	0	–	10	–

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	24	30	–	18	–
Agree	57	60	–	55	–
Disagree	19	10	–	27	–
Strongly disagree	0	0	–	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 %	ES %	MS %	HS %	NT %
Insignificant problem	40	44	–	36	–
Mild problem	45	56	–	36	–
Moderate problem	15	0	–	27	–
Severe problem	0	0	–	0	–

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	29	20	–	36	–
Mild problem	67	80	–	55	–
Moderate problem	5	0	–	9	–
Severe problem	0	0	–	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 and Hybrid Only)*

	All %	ES %	MS %	HS %	NT %
Insignificant problem	67	50	–	82	–
Mild problem	33	50	–	18	–
Moderate problem	0	0	–	0	–
Severe problem	0	0	–	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 and Hybrid Only)*

	All %	ES %	MS %	HS %	NT %
Insignificant problem	90	90	–	91	–
Mild problem	10	10	–	9	–
Moderate problem	0	0	–	0	–
Severe problem	0	0	–	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 and Hybrid Only)*

	All %	ES %	MS %	HS %	NT %
Insignificant problem	95	100	–	91	–
Mild problem	5	0	–	9	–
Moderate problem	0	0	–	0	–
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	100	100	–	100	–
Mild problem	0	0	–	0	–
Moderate problem	0	0	–	0	–
Severe problem	0	0	–	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 and Hybrid Only)*

	All %	ES %	MS %	HS %	NT %
Insignificant problem	95	90	–	100	–
Mild problem	5	10	–	0	–
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	33	40	–	27	–
Mild problem	67	60	–	73	–
Moderate problem	0	0	–	0	–
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	24	40	–	9	–
Mild problem	67	50	–	82	–
Moderate problem	10	10	–	9	–
Severe problem	0	0	–	0	–

Question A.84: For students enrolled in this school, how much of a problem is tobacco use?
Note: Cells are empty if there are less than 5 respondents.

Table A8.11

Student Vaping is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	48	60	–	36	–
Mild problem	48	40	–	55	–
Moderate problem	5	0	–	9	–
Severe problem	0	0	–	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 and Hybrid Only)

	All %	ES %	MS %	HS %	NT %
No	0	0	–	0	–
Yes	95	100	–	91	–
Don't know	5	0	–	9	–

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

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

Table A8.13

School Enforces Policies Banning Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
Strongly agree				–	–
Agree				–	–
Disagree				–	–
Strongly disagree				–	–

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

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

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type

9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
Average reporting "Strongly agree" or "Agree"	25	33	–	18	–
The rules at this school are too strict.					
Strongly agree	10	11	–	9	–
Agree	15	11	–	18	–
Disagree	55	56	–	55	–
Strongly disagree	20	22	–	18	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	10	11	–	9	–
Agree	10	11	–	9	–
Disagree	65	56	–	73	–
Strongly disagree	15	22	–	9	–
Students get in trouble for breaking small rules.					
Strongly agree	15	11	–	18	–
Agree	15	33	–	0	–
Disagree	70	56	–	82	–
Strongly disagree	0	0	–	0	–
Teachers are very strict here.					
Strongly agree	5	11	–	0	–
Agree	20	33	–	9	–
Disagree	65	33	–	91	–
Strongly disagree	10	22	–	0	–

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

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

Table A9.2

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	40	–	36	–
Agree	43	40	–	45	–
Disagree	19	20	–	18	–
Strongly disagree	0	0	–	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 %	ES %	MS %	HS %	NT %
Instruction and School Environment					
Positive behavioral support and classroom management					
Yes	25	11	–	36	–
No	75	89	–	64	–
Creating a positive school climate *(In-School and Hybrid Only)*					
Yes	35	11	–	55	–
No	65	89	–	45	–
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups					
Yes	30	22	–	36	–
No	70	78	–	64	–
Providing Support Services					
Meeting the social, emotional, and developmental needs of youth					
Yes	50	44	–	55	–
No	50	56	–	45	–

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	6	3	–	3	–

Notes: [A]*NT 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[‡]			–		–	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[†]	50		–		–	B3.3
Provides conflict resolution or behavior management instruction[†]	50		–		–	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[†]	33		–		–	B4.1
Provides tobacco use/vaping prevention instruction[†]	33		–		–	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[†]	50		–		–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion[†]	33		–		–	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 "A lot."*

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

[Φ]*In-School and Hybrid Models only.*

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

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

Question A.120, 121: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.
Note: Cells are empty if there are less than 5 respondents.

Table B3.2

Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree			–		–
Agree			–		–
Disagree			–		–
Strongly disagree			–		–
Seeks to maintain a secure campus *(In-School and Hybrid Only)*					
Strongly agree			–		–
Agree			–		–
Disagree			–		–
Strongly disagree			–		–

Question A.117, 122: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.
Note: Cells are empty if there are less than 5 respondents.

Table B3.3

Behavior Management at School

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	50		–		–
Some	17		–		–
Not much	0		–		–
Not at all	33		–		–
Provides conflict resolution or behavior management instruction					
A lot	50		–		–
Some	17		–		–
Not much	0		–		–
Not at all	33		–		–

Question A.133, 134: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?
Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree				–	–
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.116, 123, 124: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

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

Table B4.1

__Substance Use Prevention - Continued__

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	33		–		–
Some	0		–		–
Not much	33		–		–
Not at all	33		–		–
Provides tobacco use/vaping prevention instruction					
A lot	33		–		–
Some	0		–		–
Not much	33		–		–
Not at all	33		–		–
Has sufficient resources to address substance use prevention needs					
Strongly agree				–	–
Agree				–	–
Disagree				–	–
Strongly disagree				–	–

Question A.118, 131, 132: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree				–	–
Agree				–	–
Disagree				–	–
Strongly disagree				–	–
Provides opportunities for physical education and activity					
A lot	50			–	–
Some	33			–	–
Not much	17			–	–
Not at all	0			–	–

Question A.125, 130: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?
Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provide supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	33		–		–
Some	33		–		–
Not much	17		–		–
Not at all	17		–		–
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.126, 127, 129: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion? Note: Cells are empty if there are less than 5 respondents.

Table B6.1

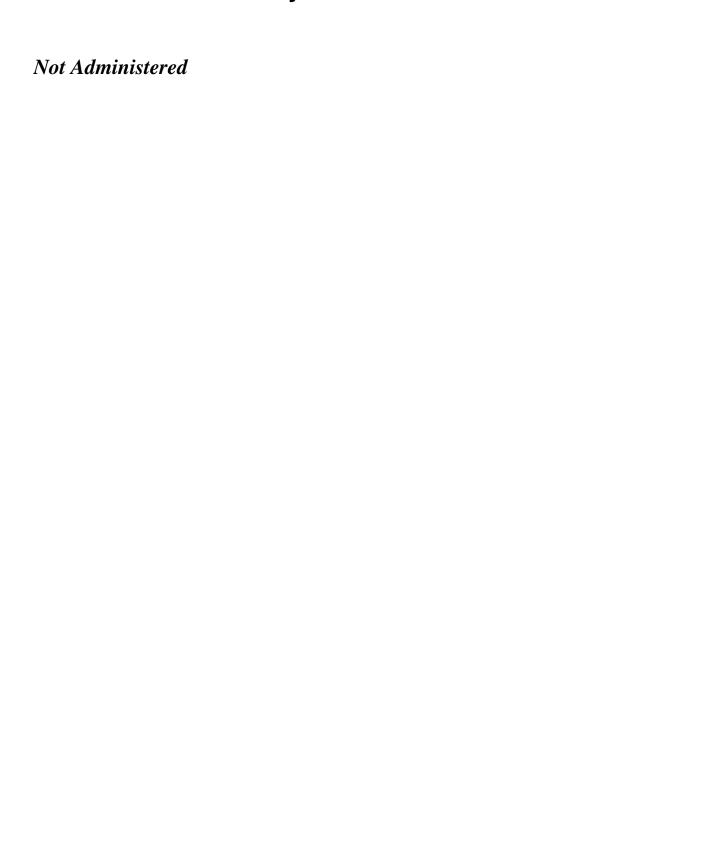*Youth Development and Social-Emotional Health at School – Continued*

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree				–	–
Agree				–	–
Disagree				–	–
Strongly disagree				–	–
Provides instructional help to build social-emotional competencies					
A lot	33			–	–
Some	33			–	–
Not much	0			–	–
Not at all	33			–	–

Question A.128, 135: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?
Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered

Appendix

2020-21 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Big Valley Elementary	X

Notes: Eligible schools listed are based on CBEDS 2020-21 public school and 2019-20 enrollment data files. Directly funded charter schools have been excluded from the list.

2020-21 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Big Valley Jr. Sr. High	X

Notes: Eligible schools listed are based on CBEDS 2020-21 public school and 2019-20 enrollment data files. Directly funded charter schools have been excluded from the list.