

# CALIFORNIA SCHOOL STAFF SURVEY



## Palo Alto Unified 2021-2022 Main Report

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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](https://calschls.org)), including **Helpful Resources for Local Control and Accountability Plans** ([calschls.org/docs/lcap\\_cal\\_schls.pdf](https://calschls.org/docs/lcap_cal_schls.pdf)). The California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org](https://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/](https://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](http://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](http://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/](http://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](http://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](http://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](http://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](http://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](http://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](http://calschls.org/resources).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](http://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](http://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](mailto: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](https://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](https://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/](https://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](mailto: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](https://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](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓ <sup>‡</sup>		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓ <sup>‡</sup>		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓ <sup>‡</sup>		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓ <sup>‡</sup>		✓ <sup>†</sup>		
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓ <sup>‡</sup>		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓ <sup>‡</sup>		✓ <sup>†</sup>		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate Conditions</b>					
Academic rigor and norms				✓	✓
College and career supports		✓ <sup>‡</sup>		✓	✓
Family support			✓ <sup>‡</sup>		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Physical environment	✓	✓ <sup>‡</sup>		✓	✓
Relationships among staff				✓	
Relationships among students		✓ <sup>‡</sup>	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓ <sup>‡</sup>		✓	✓
Teacher and other supports for learning	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
Discipline and order (policies, enforcement)	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
Staff supports				✓	

Notes: <sup>†</sup>Elementary student survey.

<sup>‡</sup>Secondary student survey.

## **ACKNOWLEDGMENTS**

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# Survey Module Administration

**Table 1**

***CSSS Survey Modules Administered***

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

# Section A. Core Module

## 1. Survey Sample

**Table A1.1**

***Core Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	726	372	162	192	–

*Notes:* <sup>A</sup>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
In-school model only	676	333	160	183	–
Remote model only	8	5	2	1	–

## 2. Summary of Key Survey Indicators

**Table A2.1**

*Key Indicators of School Climate and Student Well-Being*

	All %	ES %	MS %	HS %	NT %	Table
<b>School Supports for Students</b>						
Caring adult relationships <sup>†</sup>	43	54	38	28	–	A6.1
High expectations-adults in school <sup>†</sup>	46	57	40	30	–	A6.1
Student meaningful participation <sup>†</sup>	33	39	30	25	–	A6.1
Promotion of parental involvement <sup>†</sup>	30	38	29	20	–	A6.1
Student learning environment <sup>†</sup>	41	50	39	26	–	A5.1
Facilities upkeep <sup>†Φ</sup>	45	50	41	40	–	A5.1
Support for social emotional learning <sup>†</sup>	32	46	26	15	–	A7.1
Provides adequate counseling and support services <sup>†</sup>	34	30	36	40	–	A9.2
Antibullying climate <sup>†</sup>	33	44	30	17	–	A7.1
<b>School Supports for Staff</b>						
Staff working environment <sup>†</sup>	26	32	27	14	–	A5.1
Staff collegiality <sup>†</sup>	33	40	32	21	–	A5.1
<b>School Safety</b>						
Is a safe place for staff <sup>†Φ</sup>	33	34	35	29	–	A5.1
Is a safe place for students <sup>†Φ</sup>	41	50	41	24	–	A5.1
Has sufficient resources to create a safe campus <sup>†</sup>	34	28	53	24	–	B2.1
<b>Fairness, Rule Clarity, and Respect for Diversity</b>						
Fairness and rule clarity <sup>†</sup>	22	31	21	10	–	A7.1
Respect for diversity <sup>†</sup>	38	48	35	24	–	A7.1
<b>Academic Motivation and Student Behavior</b>						
Students are motivated to complete schoolwork <sup>†</sup>	29	32	29	23	–	A4.5
Student readiness to learn <sup>†</sup>	22	27	22	14	–	A7.1
Cutting classes or being truant moderate/severe problem	18	5	4	55	–	A7.12
Harassment/bullying moderate/severe problem	19	11	21	31	–	A8.3
<b>Substance Use and Mental Health</b>						
Alcohol and drug use moderate/severe problem	12	5	3	34	–	A8.9
Tobacco use moderate/severe problem	6	4	3	10	–	A8.10
Vaping/e-cigarette use moderate/severe problem	14	6	5	37	–	A8.11
Student depression moderate/severe problem	53	29	56	87	–	A8.2

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

<sup>†</sup>Average percent of respondents reporting “Strongly agree.”

<sup>Φ</sup>In-school only.

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

	All %	ES %	MS %	HS %	NT %	Table
<b>Perceived School Safety in Response to COVID-19</b>						
COVID-related safety measures to keep students healthy <sup>†</sup>	39	46	45	22	–	A4.1
COVID-related safety measures to keep staff healthy <sup>†</sup>	37	45	39	20	–	A4.1
<b>Areas of Professional Development Needs</b>						
Supporting students exposed to trauma	66	75	57	62	–	A4.6
COVID-related safety measures and protocols	21	21	20	21	–	A4.6

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

<sup>†</sup>*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	98	99	99	–
Remote Learning Model	1	2	1	1	–

*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	96	96	98	96	–
1 day	2	2	1	2	–
2 days	1	1	0	0	–
3 days	0	0	0	1	–
4 days	0	0	1	0	–
5 days	1	1	1	2	–

*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	16	31	0	0	–
Teacher in grade 5 or above	37	7	65	70	–
Special education teacher	5	3	7	6	–
Administrator	5	8	3	2	–
Prevention staff, nurse, or health aide	1	1	1	1	–
Counselor, psychologist	3	2	4	5	–
Police, resource officer, or safety personnel	0	0	0	1	–
Paraprofessional, teacher assistant, or instructional aide	13	18	12	5	–
Other certificated staff	7	11	3	3	–
Other classified staff	13	19	6	9	–
Other service provider	3	5	2	2	–

*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	69	61	79	74	–
English language learners	63	59	68	67	–
None of the above	23	25	19	24	–

*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	13	13	15	13	–
1 to 2 years	8	11	3	4	–
3 to 5 years	19	22	17	14	–
6 to 10 years	21	19	23	24	–
Over 10 years	39	35	42	45	–

*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	8	9	7	6	–
1 to 2 years	5	7	4	2	–
3 to 5 years	15	18	12	12	–
6 to 10 years	16	16	17	16	–
Over 10 years	56	50	60	64	–

*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	0	–
Asian or Asian American	14	16	9	15	–
Black or African American	2	1	2	2	–
Filipino	3	3	2	3	–
Hispanic or Latinx	13	15	10	11	–
Native Hawaiian or Pacific Islander	1	1	1	0	–
White	60	56	68	60	–
Multi-ethnic	4	3	5	6	–
Something else	4	5	3	3	–

*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	64	60	64	71	–
No	36	40	36	29	–

*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 %
<b><i>This school...</i></b>					
<b>has implemented good COVID-related safety measures and protocols to keep students healthy.</b>					
Strongly agree	39	46	45	22	–
Agree	52	47	47	65	–
Disagree	7	6	8	9	–
Strongly disagree	2	1	1	4	–
<b>has kept staff well-informed about COVID-related safety measures and protocols.</b>					
Strongly agree	37	44	41	23	–
Agree	50	46	48	59	–
Disagree	10	8	11	13	–
Strongly disagree	2	1	1	6	–
<b>has implemented good COVID-related safety measures and protocols to keep staff healthy.</b>					
Strongly agree	37	45	39	20	–
Agree	51	45	51	64	–
Disagree	10	10	9	11	–
Strongly disagree	2	1	1	5	–

*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 %
<b>I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching.</b>					
Strongly agree	67				—
Agree	17				—
Disagree	0				—
Strongly disagree	17				—
<b>Teachers from this school are providing effective instruction.</b>					
Strongly agree	50				—
Agree	33				—
Disagree	17				—
Strongly disagree	0				—
<b>I can provide effective instruction.</b>					
Strongly agree	67				—
Agree	33				—
Disagree	0				—
Strongly disagree	0				—

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	37	34	23	—
Agree	54	51	54	58	—
Disagree	13	10	11	18	—
Strongly disagree	1	1	1	1	—

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

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

**Table A4.4*****Student Learning During COVID-19 (Remote Only)***

	All %	ES %	MS %	HS %	NT %
<b>Students are learning as much or more now as they were prior to switching to remote learning.</b>					
Strongly agree	17				—
Agree	67				—
Disagree	0				—
Strongly disagree	17				—
<b>Students are coping well with remote learning.</b>					
Strongly agree	17				—
Agree	50				—
Disagree	17				—
Strongly disagree	17				—
<b>Students are less engaged in remote classes than in in-person classes.</b>					
Strongly agree	33				—
Agree	67				—
Disagree	0				—
Strongly disagree	0				—

*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 %
<b>Students are motivated to complete their schoolwork.</b>					
Strongly agree	29	32	29	23	–
Agree	63	63	63	63	–
Disagree	8	6	8	13	–
Strongly disagree	0	0	0	1	–
<b>Teachers from this school are motivating students.</b>					
<i>(Remote Only)</i>					
Strongly agree	50				–
Agree	50				–
Disagree	0				–
Strongly disagree	0				–
<b>Students who need the most academic support are receiving the support they need. <i>(Remote Only)</i></b>					
Strongly agree	33				–
Agree	50				–
Disagree	0				–
Strongly disagree	17				–

*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 %
<b>Teachers need more professional development, training, mentorship, or other support in...</b>					
<b>motivating students through remote learning.</b>					
<b>(Remote Only)</b>					
Yes	17				–
No	83				–
<b>supporting students exposed to trauma or stressful life events.</b>					
Yes	66	75	57	62	–
No	34	25	43	38	–
<b>COVID-related safety measures and protocols to keep staff and students healthy.</b>					
Yes	21	21	20	21	–
No	79	79	80	79	–

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

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

## 5. 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 %	
<b>School Supports for Students</b>						
Student learning environment	41	50	39	26	–	A5.2
Is a supportive and inviting place for students to learn	46	58	43	28	–	A5.2
Emphasizes teaching lessons in ways relevant to students	36	43	37	23	–	A5.2
Facilities upkeep <sup>Φ</sup>	45	50	41	40	–	A5.8
<b>School Supports for Staff</b>						
Staff working environment	26	32	27	14	–	A5.4
Is a supportive and inviting place for staff to work	32	38	34	18	–	A5.4
Promotes trust and collegiality among staff	27	33	27	17	–	A5.4
Promotes participation in school decision making	18	23	18	8	–	A5.4
Uses objective data for school improvement decisions	28	34	27	18	–	A5.6
Staff collegiality	33	40	32	21	–	A5.5
Have close professional relationships with one another	32	38	31	20	–	A5.5
Feel a responsibility to improve the school	32	41	29	20	–	A5.5
<b>School Safety</b>						
Is a safe place for staff <sup>Φ</sup>	33	34	35	29	–	A5.4
Is a safe place for students <sup>Φ</sup>	41	50	41	24	–	A5.2

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

<sup>Φ</sup>*In-school only.*



## Student Learning Environment

**Table A5.2**

***Student Learning Environment Questions***

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment</b>					
<i>Average reporting “Strongly agree”</i>	41	50	39	26	–
<b><i>This school... is a supportive and inviting place for students to learn.</i></b>					
Strongly agree	46	58	43	28	–
Agree	51	41	54	68	–
Disagree	2	1	3	3	–
Strongly disagree	0	0	0	1	–
<b><i>promotes academic success for all students.</i></b>					
Strongly agree	41	50	41	23	–
Agree	50	45	52	59	–
Disagree	8	5	7	14	–
Strongly disagree	1	0	0	4	–
<b><i>emphasizes helping students academically when they need it.</i></b>					
Strongly agree	46	51	46	36	–
Agree	50	47	45	60	–
Disagree	4	1	9	3	–
Strongly disagree	0	0	0	1	–
<b><i>emphasizes teaching lessons in ways relevant to students.</i></b>					
Strongly agree	36	43	37	23	–
Agree	55	50	57	64	–
Disagree	8	7	6	13	–
Strongly disagree	1	0	1	1	–

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

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

**Table A5.2**  
**Student Learning Environment Questions – Continued**

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>motivates students to learn.</b>					
Strongly agree	34	45	29	21	–
Agree	61	53	66	71	–
Disagree	4	2	5	7	–
Strongly disagree	0	0	0	1	–
<b>is a safe place for students.<sup>ø</sup> (<i>In-School Only</i>)</b>					
Strongly agree	41	50	41	24	–
Agree	55	47	54	69	–
Disagree	4	3	5	4	–
Strongly disagree	1	0	0	2	–

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.

<sup>ø</sup>Item not included in the scale.

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	22	21	21	24	–
Mild problem	50	46	48	58	–
Moderate problem	23	27	26	14	–
Severe problem	5	7	6	4	–

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 %
<b>Staff working environment</b>					
<i>Average reporting “Strongly agree”</i>	26	32	27	14	–
<b><i>This school... is a supportive and inviting place for staff to work.</i></b>					
Strongly agree	32	38	34	18	–
Agree	51	51	48	56	–
Disagree	12	10	14	16	–
Strongly disagree	5	2	5	10	–
<b><i>promotes trust and collegiality among staff.</i></b>					
Strongly agree	27	33	27	17	–
Agree	50	49	47	54	–
Disagree	20	16	22	25	–
Strongly disagree	3	2	5	4	–
<b><i>promotes personnel participation in decision-making that affects school practices and policies.</i></b>					
Strongly agree	18	23	18	8	–
Agree	48	51	51	40	–
Disagree	27	23	26	35	–
Strongly disagree	7	3	5	17	–
<b><i>is a safe place for staff.<sup>ø</sup> (In-School Only)</i></b>					
Strongly agree	33	34	35	29	–
Agree	55	56	51	58	–
Disagree	9	8	12	10	–
Strongly disagree	3	2	2	4	–

*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.*

*<sup>ø</sup>Item not included in the scale.*

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

	All %	ES %	MS %	HS %	NT %
<b>Staff collegiality</b>					
<i>Average reporting “Strongly agree”</i>	33	40	32	21	–
<b>Adults who work at this school... have close professional relationships with one another.</b>					
Strongly agree	32	38	31	20	–
Agree	52	48	54	58	–
Disagree	15	14	13	20	–
Strongly disagree	1	0	1	1	–
<b>support and treat each other with respect.</b>					
Strongly agree	35	41	35	24	–
Agree	55	50	52	65	–
Disagree	10	8	12	10	–
Strongly disagree	1	1	1	1	–
<b>feel a responsibility to improve this school.</b>					
Strongly agree	32	41	29	20	–
Agree	56	50	57	65	–
Disagree	12	8	14	15	–
Strongly disagree	0	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	28	34	27	18	–
Agree	60	59	61	61	–
Disagree	11	6	13	16	–
Strongly disagree	2	0	0	5	–

*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	48	54	37	49	–
Mild problem	35	31	43	35	–
Moderate problem	13	13	13	13	–
Severe problem	4	2	7	3	–

*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	45	50	41	40	–
Agree	49	46	55	50	–
Disagree	5	4	3	7	–
Strongly disagree	1	0	0	3	–

*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 %	
<b>Caring Adult Relationships</b>	43	54	38	28	–	A6.2
Adults really care about every student	45	58	40	28	–	A6.2
Adults acknowledge and pay attention to students	45	56	40	31	–	A6.2
Adults listen to what students have to say	39	49	34	24	–	A6.2
<b>High Expectations-Adults in School</b>	46	57	40	30	–	A6.3
Adults want every student to do their best	50	62	45	36	–	A6.3
Adults believe every student can be a success	41	53	36	23	–	A6.3
<b>Student Meaningful Participation</b>	33	39	30	25	–	A6.4
Opportunities to decide things	29	38	23	18	–	A6.4
Equal opportunity for classroom participation	39	50	34	24	–	A6.4
Equal opportunity to participate in extracurricular activities	37	37	40	33	–	A6.4
Opportunities to “make a difference”	28	33	22	24	–	A6.4
<b>Promotion of Parental Involvement</b>	30	38	29	20	–	A6.5
School is welcoming to and facilitates parent involvement	31	36	31	22	–	A6.5
Encourages parents to be active partners in schooling	28	37	26	14	–	A6.5
School communicates about student learning expectation	29	37	28	17	–	A6.5
Parents feel welcome to participate at this school	25	32	23	15	–	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 %
<b>Caring relationships</b>					
<i>Average reporting “Strongly agree”</i>	43	54	38	28	–
<b><i>Adults who work at this school... really care about every student.</i></b>					
Strongly agree	45	58	40	28	–
Agree	49	38	56	63	–
Disagree	5	4	4	8	–
Strongly disagree	1	1	0	1	–
<b><i>acknowledge and pay attention to students.</i></b>					
Strongly agree	45	56	40	31	–
Agree	53	42	57	67	–
Disagree	2	2	3	3	–
Strongly disagree	0	0	0	0	–
<b><i>listen to what students have to say.</i></b>					
Strongly agree	39	49	34	24	–
Agree	55	47	62	64	–
Disagree	6	3	5	11	–
Strongly disagree	0	0	0	1	–

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

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

## High Expectations

**Table A6.3**

***High Expectations Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>High expectations-adults in school</b>					
<i>Average reporting “Strongly agree”</i>	46	57	40	30	–
<b><i>Adults who work at this school... want every student to do their best.</i></b>					
Strongly agree	50	62	45	36	–
Agree	47	37	53	60	–
Disagree	2	1	3	4	–
Strongly disagree	0	0	0	0	–
<b><i>believe that every student can be a success.</i></b>					
Strongly agree	41	53	36	23	–
Agree	51	41	56	62	–
Disagree	8	5	8	14	–
Strongly disagree	0	0	0	1	–

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

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



## Student Meaningful Participation

**Table A6.4**

***Student Meaningful Participation Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Student meaningful participation</b>					
<i>Average reporting “Strongly agree”</i>	33	39	30	25	–
<b><i>This school...</i></b>					
<b>encourages opportunities for students to decide things like class activities or rules.</b>					
Strongly agree	29	38	23	18	–
Agree	58	56	62	57	–
Disagree	13	6	15	22	–
Strongly disagree	1	0	0	3	–
<b>gives all students equal opportunity to participate in classroom discussions or activities.</b>					
Strongly agree	39	50	34	24	–
Agree	54	45	61	65	–
Disagree	6	5	5	9	–
Strongly disagree	1	0	0	2	–
<b>gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.</b>					
Strongly agree	37	37	40	33	–
Agree	51	52	48	52	–
Disagree	11	11	10	12	–
Strongly disagree	1	0	2	3	–
<b>gives students opportunities to “make a difference” by helping other people, the school, or the community.</b>					
Strongly agree	28	33	22	24	–
Agree	57	52	64	59	–
Disagree	14	15	13	13	–
Strongly disagree	1	0	1	3	–

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

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

## Promotion of Parental Involvement

**Table A6.5**

***Promotion of Parental Involvement Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parental involvement</b>					
<i>Average reporting “Strongly agree”</i>	30	38	29	20	–
<b>This school is welcoming to and facilitates parent involvement.</b>					
Strongly agree	31	36	31	22	–
Agree	62	59	60	69	–
Disagree	7	6	9	8	–
Strongly disagree	0	0	0	1	–
<b>This school encourages parents to be active partners in educating their child.</b>					
Strongly agree	28	37	26	14	–
Agree	64	60	62	73	–
Disagree	8	4	12	12	–
Strongly disagree	0	0	0	1	–
<b>Teachers at this school communicate with parents about what their children are expected to learn in class.</b>					
Strongly agree	29	37	28	17	–
Agree	66	60	69	75	–
Disagree	4	3	3	8	–
Strongly disagree	0	0	0	0	–
<b>Parents feel welcome to participate at this school.</b>					
Strongly agree	25	32	23	15	–
Agree	67	61	66	76	–
Disagree	8	7	10	7	–
Strongly disagree	1	0	1	1	–

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

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

**Table A6.5*****Promotion of Parental Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>School staff take parents' concerns seriously.</b>					
Strongly agree	38	44	36	30	–
Agree	59	52	63	67	–
Disagree	3	4	1	3	–
Strongly disagree	0	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 %	
<b>Learning Supports</b>						
Support for social emotional learning	32	46	26	15	–	A7.2
Student readiness to learn	22	27	22	14	–	A7.3
Instructional equity	32	40	27	23	–	A7.6
Antibullying climate	33	44	30	17	–	A7.11
<b>Fairness, Rule Clarity, and Respect for Diversity</b>						
Fairness and rule clarity	22	31	21	10	–	A7.4
Respect for diversity	38	48	35	24	–	A7.5
<b>Positive Peer Relations</b>						
Student peer relationships	24	31	21	16	–	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 %
<b>Support for social emotional learning</b>					
<i>Average reporting “Strongly agree”</i>	32	46	26	15	–
<b>This school encourages students to feel responsible for how they act.</b>					
Strongly agree	33	47	30	13	–
Agree	54	50	56	59	–
Disagree	11	3	14	23	–
Strongly disagree	1	0	0	5	–
<b>This school encourages students to understand how others think and feel.</b>					
Strongly agree	34	46	27	19	–
Agree	60	52	63	70	–
Disagree	6	2	10	8	–
Strongly disagree	1	0	0	3	–
<b>Students are taught that they can control their own behavior.</b>					
Strongly agree	30	42	24	17	–
Agree	59	52	64	63	–
Disagree	9	5	12	14	–
Strongly disagree	2	0	1	6	–
<b>This school helps students resolve conflicts with one another.</b>					
Strongly agree	29	44	24	10	–
Agree	58	52	68	59	–
Disagree	12	4	7	28	–
Strongly disagree	1	0	0	3	–

*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 %
<b>This school encourages students to care about how others feel.</b>					
Strongly agree	33	48	26	16	–
Agree	61	51	66	72	–
Disagree	6	1	8	10	–
Strongly disagree	0	0	0	1	–

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

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

**Table A7.3*****Student Readiness to Learn Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Student readiness to learn</b>					
<i>Average reporting “Strongly agree”</i>	22	27	22	14	–
<b>Students are healthy and physically fit.</b>					
Strongly agree	26	34	28	10	–
Agree	68	63	68	79	–
Disagree	5	3	5	10	–
Strongly disagree	1	0	0	1	–
<b>Students start/arrive at school alert and rested.</b>					
Strongly agree	15	20	17	5	–
Agree	63	66	69	51	–
Disagree	19	13	14	36	–
Strongly disagree	3	0	0	9	–
<b>Students are motivated to learn.</b>					
Strongly agree	24	29	22	17	–
Agree	70	66	76	72	–
Disagree	5	5	2	9	–
Strongly disagree	1	0	0	3	–
<b>Students in this school are well-behaved.</b>					
Strongly agree	22	23	21	23	–
Agree	66	64	67	70	–
Disagree	10	12	12	5	–
Strongly disagree	1	0	1	3	–

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

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

## Fairness, Rule Clarity, and Respect for Diversity

**Table A7.4**

***Fairness and Rule Clarity Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Fairness and rule clarity</b>					
<i>Average reporting “Strongly agree”</i>	22	31	21	10	–
<b>This school handles discipline problems fairly.</b>					
Strongly agree	26	35	24	12	–
Agree	50	48	56	47	–
Disagree	19	15	18	29	–
Strongly disagree	5	2	2	12	–
<b>The school rules are fair.</b>					
Strongly agree	33	48	28	15	–
Agree	58	49	66	64	–
Disagree	7	2	6	16	–
Strongly disagree	2	1	0	6	–
<b>This school clearly informs students what will happen if they break school rules.</b>					
Strongly agree	12	15	13	6	–
Agree	54	60	55	42	–
Disagree	28	21	27	39	–
Strongly disagree	7	4	5	12	–
<b>Students know what the rules are.</b>					
Strongly agree	17	24	18	5	–
Agree	59	63	59	52	–
Disagree	20	12	20	34	–
Strongly disagree	4	1	3	8	–

*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 %
<b>Respect for diversity</b>					
<i>Average reporting “Strongly agree”</i>	38	48	35	24	–
<b>Students respect each other’s differences.</b>					
Strongly agree	26	35	21	17	–
Agree	63	58	67	68	–
Disagree	10	6	12	13	–
Strongly disagree	1	0	0	1	–
<b>Adults from this school respect differences in students.</b>					
Strongly agree	43	52	43	30	–
Agree	54	45	53	68	–
Disagree	3	2	4	3	–
Strongly disagree	0	0	0	0	–
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>					
Strongly agree	44	57	41	26	–
Agree	53	42	55	68	–
Disagree	3	1	5	6	–
Strongly disagree	0	0	0	1	–

*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 %
<b>Instructional equity</b>					
<i>Average reporting “Strongly agree”</i>	32	40	27	23	–
<b><i>This school...</i></b>					
<b>emphasizes using instructional materials that reflect the culture or ethnicity of its students.</b>					
Strongly agree	23	28	26	12	–
Agree	52	57	50	45	–
Disagree	22	13	22	37	–
Strongly disagree	3	2	2	6	–
<b>has staff examine their own cultural biases through professional development or other processes.</b>					
Strongly agree	26	32	20	22	–
Agree	57	48	68	62	–
Disagree	14	17	9	14	–
Strongly disagree	3	3	2	3	–
<b>considers closing the racial/ethnic achievement gap a high priority.</b>					
Strongly agree	36	44	29	28	–
Agree	51	44	57	58	–
Disagree	11	11	13	8	–
Strongly disagree	3	1	2	6	–
<b>has high expectations for all students, regardless of their race, ethnicity, or nationality.</b>					
Strongly agree	37	48	30	26	–
Agree	48	43	55	50	–
Disagree	13	9	14	20	–
Strongly disagree	2	1	1	4	–

*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 %
<b>This school fosters an appreciation of student diversity and respect for each other.</b>					
Strongly agree	38	48	32	25	–
Agree	51	46	56	57	–
Disagree	10	6	12	15	–
Strongly disagree	1	0	1	3	–

*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	34	45	28	19	–
Agree	54	45	61	61	–
Disagree	13	10	11	19	–
Strongly disagree	0	0	0	1	–

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

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

## Cultural Sensitivity

**Table A7.8*****Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	26	24	13	–
Agree	58	61	57	55	–
Disagree	17	12	17	28	–
Strongly disagree	3	2	3	5	–

*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	53	73	47	26	–
Mild problem	37	24	40	57	–
Moderate problem	8	2	12	15	–
Severe problem	2	1	1	3	–

*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 %
<b>Student peer relationships</b>					
<i>Average reporting “Strongly agree”</i>	24	31	21	16	–
<b>Students care about one another.</b>					
Strongly agree	30	38	27	20	–
Agree	65	58	70	72	–
Disagree	4	4	3	7	–
Strongly disagree	0	0	0	1	–
<b>Students treat each other with respect.</b>					
Strongly agree	21	28	18	12	–
Agree	70	65	71	78	–
Disagree	9	7	12	9	–
Strongly disagree	0	0	0	1	–
<b>Student get along well with one another.</b>					
Strongly agree	22	28	18	17	–
Agree	74	67	77	80	–
Disagree	4	4	5	1	–
Strongly disagree	1	0	0	1	–
<b>Students enjoy spending time together during school activities.<sup>o</sup> (<i>In-School Only</i>)</b>					
Strongly agree	41	50	39	29	–
Agree	57	49	61	68	–
Disagree	1	1	1	2	–
Strongly disagree	0	0	0	1	–

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

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

*<sup>o</sup>Item not included in the scale.*

**Table A7.10*****Student Peer Relationships Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Students enjoy interacting with each other during class activities.<sup>ø</sup> (<i>Remote Only</i>)</b>					
Strongly agree	33				–
Agree	67				–
Disagree	0				–
Strongly disagree	0				–

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

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

*<sup>ø</sup>Item not included in the scale.*

## Antibullying Climate

**Table A7.11**

***Antibullying Climate Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Antibullying climate</b>					
<i>Average reporting “Strongly agree”</i>	33	44	30	17	–
<b>Teachers make it clear to students that bullying is not tolerated.</b>					
Strongly agree	48	60	48	29	–
Agree	48	38	46	65	–
Disagree	4	2	5	6	–
Strongly disagree	0	0	1	0	–
<b>If a student was bullied, he or she would tell one of the teachers or staff at school.</b>					
Strongly agree	27	40	20	10	–
Agree	56	53	58	58	–
Disagree	17	7	22	30	–
Strongly disagree	1	0	0	3	–
<b>Students tell teachers when other students are being bullied.</b>					
Strongly agree	23	33	20	8	–
Agree	58	60	56	54	–
Disagree	18	6	24	34	–
Strongly disagree	1	0	0	3	–
<b>If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.</b>					
Strongly agree	46	54	46	32	–
Agree	52	43	52	64	–
Disagree	2	2	2	3	–
Strongly disagree	0	0	0	1	–

*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 %
<b>Students try to stop bullying when they see it happening.</b>					
Strongly agree	20	32	15	7	–
Agree	55	52	55	61	–
Disagree	23	16	29	30	–
Strongly disagree	1	0	1	2	–

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

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

## Truancy

**Table A7.12**  
***Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	55	80	59	10	–
Mild problem	27	15	38	35	–
Moderate problem	13	4	2	37	–
Severe problem	5	0	1	17	–

*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	25	33	23	14	–
Agree	68	62	72	72	–
Disagree	7	4	5	13	–
Strongly disagree	1	0	0	2	–

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

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

**Table A8.2**

***Student Depression or Other Mental Health Issues are a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	18	31	12	1	–
Mild problem	30	40	32	12	–
Moderate problem	35	23	45	43	–
Severe problem	18	6	11	43	–

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

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

## Bullying and Fighting

**Table A8.3**

***Harassment or Bullying Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	27	43	15	12	–
Mild problem	54	46	64	57	–
Moderate problem	16	9	17	27	–
Severe problem	3	2	4	4	–

*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	63	68	69	47	–
Mild problem	29	27	27	34	–
Moderate problem	6	3	3	15	–
Severe problem	2	2	1	3	–

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

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

## Delinquency

**Table A8.5**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	65	86	66	31	–
Mild problem	27	12	33	45	–
Moderate problem	7	1	1	21	–
Severe problem	2	1	1	3	–

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

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

**Table A8.6**

***Theft is a Problem (In-School Only)***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	72	90	72	43	–
Mild problem	22	8	26	40	–
Moderate problem	5	1	1	14	–
Severe problem	2	1	1	3	–

*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	94	96	94	88	–
Mild problem	5	2	4	11	–
Moderate problem	0	0	0	1	–
Severe problem	1	1	2	0	–

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

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

**Table A8.8*****Weapons Possession is a Problem (In-School Only)***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	95	96	94	93	–
Mild problem	4	2	4	6	–
Moderate problem	0	0	0	1	–
Severe problem	1	1	1	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	66	89	76	18	–
Mild problem	22	6	21	49	–
Moderate problem	11	4	2	31	–
Severe problem	1	1	1	3	–

*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	76	92	78	50	–
Mild problem	18	4	19	40	–
Moderate problem	4	4	2	8	–
Severe problem	1	1	1	2	–

*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	63	90	64	18	–
Mild problem	23	4	31	45	–
Moderate problem	12	4	4	32	–
Severe problem	3	2	1	6	–

*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	3	5	2	2	–
Yes	87	80	91	93	–
Don't know	10	15	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	48	51	58	32	–
Agree	39	34	39	48	–
Disagree	13	15	3	19	–
Strongly disagree	0	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 %
<b>Disciplinary harshness</b>					
<i>Average reporting “Strongly agree” or “Agree”</i>	12	12	15	11	–
<b>The rules at this school are too strict.</b>					
Strongly agree	4	5	3	2	–
Agree	9	6	12	9	–
Disagree	59	56	66	58	–
Strongly disagree	28	33	19	30	–
<b>It is easy for students to get kicked out of class or get suspended.</b>					
Strongly agree	3	5	3	1	–
Agree	8	7	10	8	–
Disagree	46	40	51	50	–
Strongly disagree	43	49	36	41	–
<b>Students get in trouble for breaking small rules.</b>					
Strongly agree	3	5	3	1	–
Agree	10	8	14	9	–
Disagree	54	49	59	58	–
Strongly disagree	33	38	25	32	–
<b>Teachers are very strict here.</b>					
Strongly agree	4	5	3	1	–
Agree	9	8	11	11	–
Disagree	59	53	63	64	–
Strongly disagree	28	34	23	23	–

*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	34	30	36	40	–
Agree	48	45	51	48	–
Disagree	15	19	13	10	–
Strongly disagree	3	5	1	2	–

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

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

## 10. Professional Development Needs

**Table A10.1**

*Areas of Professional Development Needs*

	All %	ES %	MS %	HS %	NT %
<b><i>Instruction and School Environment</i></b>					
<b>Positive behavioral support and classroom management</b>					
Yes	39	47	38	26	–
No	61	53	63	74	–
<b>Creating a positive school climate <i>(In-School Only)</i></b>					
Yes	37	36	38	37	–
No	63	64	62	63	–
<b><i>Addressing Needs of Diverse Populations</i></b>					
<b>Working with diverse racial, ethnic, or cultural groups</b>					
Yes	52	55	49	50	–
No	48	45	51	50	–
<b><i>Providing Support Services</i></b>					
<b>Meeting the social, emotional, and developmental needs of youth</b>					
Yes	58	63	53	53	–
No	42	37	47	47	–

*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 <sup>A</sup>
Number of respondents	151	73	44	34	–

*Notes: <sup>A</sup>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
<b>Discipline, Safety, and Behavior Management</b>						
Punishes first-time violations of alcohol/drug policies <sup>†</sup>	29	39	27	10	–	B3.1
Enforces zero tolerance policies <sup>†</sup>	20	25	24	6	–	B3.1
Has sufficient resources to create a safe campus <sup>†</sup>	34	28	53	24	–	B3.2
Seeks to maintain a secure campus <sup>†Φ</sup>	11	18	8	0	–	B3.2
Provides harassment or bullying prevention <sup>§</sup>	30	34	35	13	–	B3.3
Provides conflict resolution or behavior management instruction <sup>§</sup>	34	46	34	9	–	B3.3
<b>Substance Use and Risk Behavior</b>						
Considers substance abuse prevention an important goal <sup>†</sup>	24	32	26	7	–	B4.1
Collaborates well with community organizations to address substance use or other problems <sup>†</sup>	23	24	35	6	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems <sup>†</sup>	29	31	32	21	–	B4.1
Provides alcohol or drug use prevention instruction <sup>§</sup>	8	8	13	3	–	B4.1
Provides tobacco use/vaping prevention instruction <sup>§</sup>	8	8	15	0	–	B4.1
Has sufficient resources to address substance use prevention needs <sup>†</sup>	32	32	45	16	–	B4.1
<b>Physical Health and Special Needs</b>						
Provides adequate health services for students <sup>†</sup>	28	22	36	31	–	B5.1
Provides opportunities for physical education and activity <sup>§</sup>	67	69	65	66	–	B5.1
<b>Youth Development and Social-Emotional Supports</b>						
Fosters youth development, resilience, or asset promotion <sup>§</sup>	34	34	37	30	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems <sup>†</sup>	47	43	58	41	–	B6.1
Restorative practices <sup>†</sup>	33	34	35	26	–	B6.1
Trauma-informed practices <sup>†</sup>	19	13	24	23	–	B6.1

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

<sup>†</sup>Percent responding “Strongly agree.”

<sup>§</sup>Percent responding “A lot.”

<sup>Φ</sup>In-school only.

### 3. Discipline, Safety, and Behavior Management

**Table B3.1**

***Discipline Practice at School***

	All %	ES %	MS %	HS %	NT %
<b>Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension</b>					
Strongly agree	29	39	27	10	–
Agree	40	44	42	31	–
Disagree	21	12	21	38	–
Strongly disagree	10	5	9	21	–
<b>Enforces zero tolerance policies</b>					
Strongly agree	20	25	24	6	–
Agree	36	43	35	23	–
Disagree	29	21	26	45	–
Strongly disagree	16	11	15	26	–

*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 %
<b>Has sufficient resources to create a safe campus</b>					
Strongly agree	34	28	53	24	–
Agree	54	57	42	64	–
Disagree	10	13	5	9	–
Strongly disagree	1	1	0	3	–
<b>Seeks to maintain a secure campus <i>(In-School Only)</i></b>					
Strongly agree	11	18	8	0	–
Agree	13	5	22	18	–
Disagree	25	25	25	24	–
Strongly disagree	52	52	44	58	–

*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 %
<b>Provides harassment or bullying prevention</b>					
A lot	30	34	35	13	–
Some	54	48	60	56	–
Not much	15	18	5	25	–
Not at all	1	0	0	6	–
<b>Provides conflict resolution or behavior management instruction</b>					
A lot	34	46	34	9	–
Some	39	35	44	41	–
Not much	24	19	20	41	–
Not at all	3	0	2	9	–

*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 %
<b>Considers substance abuse prevention an important goal</b>					
Strongly agree	24	32	26	7	–
Agree	49	40	57	57	–
Disagree	23	26	14	27	–
Strongly disagree	4	2	3	10	–
<b>Collaborates well with community organizations to address substance use or other problems</b>					
Strongly agree	23	24	35	6	–
Agree	54	53	49	61	–
Disagree	21	21	14	29	–
Strongly disagree	2	2	3	3	–
<b>Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems</b>					
Strongly agree	29	31	32	21	–
Agree	51	44	56	61	–
Disagree	17	24	9	14	–
Strongly disagree	2	2	3	4	–

*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 %
<b>Provides alcohol or drug use prevention instruction</b>					
A lot	8	8	13	3	–
Some	37	16	55	53	–
Not much	34	39	28	34	–
Not at all	21	37	5	9	–
<b>Provides tobacco use/vaping prevention instruction</b>					
A lot	8	8	15	0	–
Some	35	16	52	53	–
Not much	33	37	25	37	–
Not at all	23	40	8	10	–
<b>Has sufficient resources to address substance use prevention needs</b>					
Strongly agree	32	32	45	16	–
Agree	55	58	50	56	–
Disagree	12	10	5	25	–
Strongly disagree	1	0	0	3	–

*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 %
<b>Provides adequate health services for students</b>					
Strongly agree	28	22	36	31	–
Agree	52	45	61	56	–
Disagree	17	28	3	13	–
Strongly disagree	2	5	0	0	–
<b>Provides opportunities for physical education and activity</b>					
A lot	67	69	65	66	–
Some	32	31	35	31	–
Not much	1	0	0	3	–
Not at all	0	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 %
<b>Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion</b>					
A lot	34	34	37	30	—
Some	54	52	56	53	—
Not much	12	12	7	17	—
Not at all	1	1	0	0	—
<b>Emphasizes helping students with social, emotional, and behavioral problems</b>					
Strongly agree	47	43	58	41	—
Agree	45	44	37	56	—
Disagree	8	13	5	3	—
Strongly disagree	0	0	0	0	—
<b>Uses restorative practices to help resolve conflicts</b>					
Strongly agree	33	34	35	26	—
Agree	53	51	62	45	—
Disagree	13	13	0	29	—
Strongly disagree	2	2	3	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 %
<b>Implements trauma-informed practices</b>					
Strongly agree	19	13	24	23	–
Agree	54	48	59	57	–
Disagree	24	33	14	20	–
Strongly disagree	3	5	3	0	–
<b>Provides instructional help to build social-emotional competencies</b>					
A lot	42	51	38	30	–
Some	45	42	45	52	–
Not much	10	6	14	12	–
Not at all	3	1	2	6	–

*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.*

# Appendix

## 2021-22 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Addison Elementary	X
Barron Park Elementary	X
District Personnel	X
Duveneck Elementary	X
El Carmelo Elementary	
Escondido Elementary	X
Fairmeadow Elementary	X
Greendell	
Herbert Hoover Elementary	X
Juana Briones Elementary	X
Lucille M. Nixon Elementary	X
Ohlone Elementary	X
Palo Verde Elementary	X
Walter Hays 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
Ellen Fletcher Middle	X
Frank S. Greene Jr. Middle	X
Jane Lathrop Stanford Middle	X
Packard Children's Hospital/Stanford	

*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 High Schools	Data Received
Henry M. Gunn High	X
Palo Alto High	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.*