CALIFORNIA SCHOOL STAFF SURVEY

Arena Union Elementary

2024-2025

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 2024-25 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). 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 technical advisor team offers 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.

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;

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- 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, four supplementary modules are available that districts can elect to add to the survey. For information, call the CalSCHLS helpline at 562.799.5460.

- The **Staff Trauma-Informed Practice Module** was developed in 2022 in collaboration with a state advisory group to provide LEAs with data to assess staff perceptions of trauma-informed practice implementation, the extent to which the school has a trauma-sensitive environment, and staff attitudes related to trauma-informed care. The questions assessing staff attitudes related to trauma-informed care come from the Attitudes Related to Trauma-Informed Care (ARTIC) scale developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. Scores on these scales can be used to monitor staff readiness to implement trauma-informed practices and progress in changing attitudes. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale.

- 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

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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 **Student Wellness Module** contains 33 questions that assess student mental health needs, school mental health supports, barriers to accessing services, and staff wellness.

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 of 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/my-surveys/). 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 11 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 11 years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for

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the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

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

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

UNDERSTANDING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70 percent (see Table A1.1 and Appendix I for staff counts and participation status by school). One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any

school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).

- *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 **California Center for School Climate** (ccsc.wested.org) website houses school climate resources and guides, and archived virtual events.

- The *California Safe and Supportive Schools Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on ca-safe-supportive-schools.wested.org/subscribe/.

- 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/resources/#resources_and_tools) 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 team. 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.

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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 technical advisor (calschls.org/contact) 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/resources/#resources_and_tools) 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_2123_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 technical advisor 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 technical advisor (calschls.org/contact) 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 to help delve more deeply into your survey results and foster

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more effective use of the results in support of school and program improvement efforts and the LCAP process.

Disaggregated Reports

CalSCHLS staff 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 (562.799.5460) or email calschls@wested.org.

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Exhibit 1
Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement					
Academic mindset			✓		
Academic motivation	✓	✓‡		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School boredom	✓				
School connectedness	✓				
Student Social-Emotional and Physical Well-being					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓‡		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓‡		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓‡		✓†		
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓‡		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓‡		✓†		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
School Climate Conditions					
Academic rigor and norms				✓	✓
College and career supports				✓	✓
Family support			✓‡		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Physical environment	✓	✓‡		✓	✓
Relationships among staff				✓	
Relationships among students		✓‡	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓‡		✓	✓
Teacher and other supports for learning	✓†	✓‡		✓	✓
School Climate Improvement Practices					
Bullying prevention	✓†	✓‡		✓	✓
Discipline and order (policies, enforcement)	✓†	✓‡		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓†	✓‡		✓	✓
Staff supports				✓	

Notes: †*Elementary student survey.*
‡*Secondary student survey.*

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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	
F. Trauma-Informed Practice	
Z. Custom Questions	

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

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Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	20	20	–	–	–

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
In-school model only	20	20	–	–	–
Remote model only	0	0	–	–	–

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

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2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships†	51	51	–	–	–	A6.1
High expectations-adults in school†	55	55	–	–	–	A6.1
Student meaningful participation†	25	25	–	–	–	A6.1
Promotion of parental involvement†	27	27	–	–	†	A6.1
Student learning environment†	35	35	–	–	–	A5.1
Facilities upkeep$^\sigma$	26	26	–	–	–	A5.1
Support for social emotional learning†	23	23	–	–	–	A7.1
Provides adequate counseling and support services$^\sigma$	11	11	–	–	–	A9.2
Antibullying climate†	25	25	–	–	–	A7.1
School Supports for Staff						
Staff working environment†	41	41	–	–	–	A5.1
Staff collegiality†	49	49	–	–	–	A5.1
School Safety						
Is a safe place for staff$^\sigma$	37	37	–	–	–	A5.1
Is a safe place for students$^\sigma$	32	32	–	–	–	A5.1
Has sufficient resources to create a safe campus$^\sigma$	0	0	–	–	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity†	22	22	–	–	–	A7.1
Respect for diversity†	33	33	–	–	–	A7.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork$^\sigma$	5	5	–	–	–	A7.4
Student readiness to learn†	4	4	–	–	–	A7.1
Cutting classes or being truant moderate/severe problem	25	25	–	–	–	A7.13
Harassment/bullying moderate/severe problem	47	47	–	–	–	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	24	24	–	–	–	A8.9
Tobacco use moderate/severe problem	24	24	–	–	–	A8.10
Vaping/e-cigarette use moderate/severe problem	38	38	–	–	–	A8.11
Student depression moderate/severe problem	41	41	–	–	–	A8.2

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

†Average percent of respondents reporting "Strongly agree" across survey questions that comprise the scale.

$^\sigma$Percent of respondents reporting "Strongly agree."

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

Table A2.2

Key Indicators of Professional Development Needs

	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Positive behavioral support and classroom management	53	53	–	–	–	A10.1
Creating a positive school climate	53	53	–	–	–	A10.1
Supporting Student Well-being and Development						
Meeting social, emotional, and developmental needs	71	71	–	–	–	A10.1
Supporting students exposed to trauma	76	76	–	–	–	A10.1

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

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3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	100	100	–	–	–
Remote Learning Model	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."

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	95	95	–	–	–
1 day	0	0	–	–	–
2 days	0	0	–	–	–
3 days	0	0	–	–	–
4 days	0	0	–	–	–
5 days	5	5	–	–	–

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.

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

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Table A3.3

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	20	20	–	–	–
Teacher in grade 5 or above	15	15	–	–	–
Special education teacher	10	10	–	–	–
Administrator	0	0	–	–	–
Prevention staff, nurse, or health aide	0	0	–	–	–
Counselor, psychologist	0	0	–	–	–
Police, resource officer, or safety personnel	0	0	–	–	–
Paraprofessional, teacher assistant, or instructional aide	50	50	–	–	–
Other certificated staff	5	5	–	–	–
Other classified staff	5	5	–	–	–
Other service provider	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	85	85	–	–	–
English language learners	90	90	–	–	–
None of the above	5	5	–	–	–

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.

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

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Table A3.5

Length of Employment at School

	All %	ES %	MS %	HS %	NT %
Less than one year	5	5	–	–	–
1 to 2 years	25	25	–	–	–
3 to 5 years	25	25	–	–	–
6 to 10 years	15	15	–	–	–
Over 10 years	30	30	–	–	–

Question A.6: How many years have you worked, in any position, at this school?
Note: Cells are empty if there are less than 5 respondents.

Table A3.6

Overall Length of Employment in Position

	All %	ES %	MS %	HS %	NT %
Less than one year	5	5	–	–	–
1 to 2 years	11	11	–	–	–
3 to 5 years	11	11	–	–	–
6 to 10 years	26	26	–	–	–
Over 10 years	47	47	–	–	–

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.

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

Table A3.7

Race/Ethnicity of Respondents

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native, non-Hispanic	10	10	–	–	–
Asian or Asian American, non-Hispanic	0	0	–	–	–
Black or African American, non-Hispanic	0	0	–	–	–
Filipino, non-Hispanic	0	0	–	–	–
Hispanic or Latino/a	10	10	–	–	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	–	–	–
White, non-Hispanic	70	70	–	–	–
Multiracial, non-Hispanic	0	0	–	–	–
Something else, non-Hispanic	10	10	–	–	–

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 Latino/a... 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	50	50	–	–	–
No	50	50	–	–	–

Question A.108: 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.

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

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4. Remote Teaching

Results in this section are applicable to staff who indicate that they teach students in a remote setting. Responses from staff who teach students in-person are not included.

Table A4.1

School Instructional Model Implementation *(Remote Only)*

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

Question A.101-103: 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 A4.2

Student Remote Learning (Remote Only)

	All %	ES %	MS %	HS %	NT %
Students are coping well with remote learning.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–
Students are less engaged in remote classes than in-person classes.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–

Question A.106-107: 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-person classes.

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

Table A4.3

Academic Motivation and Supports for Learning *(Remote Only)*

	All %	ES %	MS %	HS %	NT %
Teachers from this school are motivating students.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–
Students who need the most academic support are receiving the support they need.					
Strongly agree			–	–	–
Agree			–	–	–
Disagree			–	–	–
Strongly disagree			–	–	–

Question A.104, 105: 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.

5. School Supports for Students and Staff

Table A5.1

Summary of Indicators for Positive Learning and Working Environment

	Percent Responding "Strongly Agree"					
	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Student learning environment[†]	35	35	–	–	–	A5.2
Is a supportive and inviting place for students to learn	37	37	–	–	–	A5.2
Emphasizes teaching lessons in ways relevant to students	26	26	–	–	–	A5.2
Facilities upkeep	26	26	–	–	–	A5.9
School Supports for Staff						
Staff working environment[†]	41	41	–	–	–	A5.4
Is a supportive and inviting place for staff to work	53	53	–	–	–	A5.4
Promotes trust and collegiality among staff	53	53	–	–	–	A5.4
Promotes participation in school decision making	21	21	–	–	–	A5.4
Uses objective data for school improvement decisions	26	26	–	–	–	A5.7
Staff collegiality[†]	49	49	–	–	–	A5.5
Have close professional relationships with one another	42	42	–	–	–	A5.5
Feel a responsibility to improve the school	58	58	–	–	–	A5.5
School Safety						
Is a safe place for staff	37	37	–	–	–	A5.4
Is a safe place for students	32	32	–	–	–	A5.2

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

[†]*Average percent of respondents reporting "Strongly agree" across survey questions that comprise the scale.*

Student Learning Environment

Table A5.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
Average reporting "Strongly agree"	35	35	–	–	–
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	37	37	–	–	–
Agree	63	63	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
promotes academic success for all students.					
Strongly agree	37	37	–	–	–
Agree	63	63	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
emphasizes helping students academically when they need it.					
Strongly agree	47	47	–	–	–
Agree	53	53	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
emphasizes teaching lessons in ways relevant to students.					
Strongly agree	26	26	–	–	–
Agree	63	63	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	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.

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

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Table A5.2

Student Learning Environment Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school...					
is a safe place for students.					
Strongly agree	32	32	–	–	–
Agree	68	68	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
motivates students to learn.					
Strongly agree	32	32	–	–	–
Agree	63	63	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–

Question A.26, 41: This school... is a safe place for students... motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A5.3

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	0	0	–	–	–
Mild problem	47	47	–	–	–
Moderate problem	35	35	–	–	–
Severe problem	18	18	–	–	–

Question A.85: 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 Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
Average reporting "Strongly agree"	41	41	–	–	–
This school...					
is a supportive and inviting place for staff to work.					
Strongly agree	53	53	–	–	–
Agree	42	42	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–
promotes trust and collegiality among staff.					
Strongly agree	53	53	–	–	–
Agree	37	37	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
is a safe place for staff.					
Strongly agree	37	37	–	–	–
Agree	58	58	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–
promotes personnel participation in decision-making that affects school practices and policies.					
Strongly agree	21	21	–	–	–
Agree	63	63	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	0	0	–	–	–

Question A.14, 15, 27, 40: 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.

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

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Table A5.5

Staff Collegiality Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
Average reporting "Strongly agree"	49	49	–	–	–
Adults who work at this school...					
have close professional relationships with one another.					
Strongly agree	42	42	–	–	–
Agree	53	53	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–
support and treat each other with respect.					
Strongly agree	47	47	–	–	–
Agree	53	53	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
feel a responsibility to improve this school.					
Strongly agree	58	58	–	–	–
Agree	37	37	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–

Question A.37-39: 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

Staff Collaborate Regularly

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	32	–	–	–
Agree	58	58	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–

Question A.36: Adults who work at this school... are collaborating regularly.
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

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Table A5.7

School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	26	–	–	–
Agree	63	63	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–

Question A.44: 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 A5.8

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	29	29	–	–	–
Mild problem	35	35	–	–	–
Moderate problem	24	24	–	–	–
Severe problem	12	12	–	–	–

Question A.88: 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 A5.9

Clean and Well-Maintained Facilities and Property

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	26	–	–	–
Agree	32	32	–	–	–
Disagree	37	37	–	–	–
Strongly disagree	5	5	–	–	–

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

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6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding "Strongly Agree"					
	All %	ES %	MS %	HS %	NT %	Table
Caring Adult Relationships[†]	51	51	–	–	–	A6.2
Adults really care about every student	53	53	–	–	–	A6.2
Adults acknowledge and pay attention to students	53	53	–	–	–	A6.2
Adults listen to what students have to say	47	47	–	–	–	A6.2
High Expectations-Adults in School[†]	55	55	–	–	–	A6.3
Adults want every student to do their best	58	58	–	–	–	A6.3
Adults believe every student can be a success	53	53	–	–	–	A6.3
Student Meaningful Participation[†]	25	25	–	–	–	A6.4
Opportunities to decide things	26	26	–	–	–	A6.4
Equal opportunity for classroom participation	28	28	–	–	–	A6.4
Equal opportunity to participate in extracurricular activities	32	32	–	–	–	A6.4
Opportunities to "make a difference"	16	16	–	–	–	A6.4
Promotion of Parental Involvement[†]	27	27	–	–	–	A6.5
School is welcoming to and facilitates parent involvement	37	37	–	–	–	A6.5
Encourages parents to be active partners in schooling	21	21	–	–	–	A6.5
School communicates about student learning expectation	26	26	–	–	–	A6.5
Parents feel welcome to participate at this school	16	16	–	–	–	A6.5

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

[†]*Average percent of respondents reporting "Strongly agree" across survey questions that comprise the scale.*

Caring Relationships

Table A6.2
Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
Average reporting "Strongly agree"	51	51	–	–	–
Adults who work at this school...					
really care about every student.					
Strongly agree	53	53	–	–	–
Agree	47	47	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
acknowledge and pay attention to students.					
Strongly agree	53	53	–	–	–
Agree	47	47	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
listen to what students have to say.					
Strongly agree	47	47	–	–	–
Agree	47	47	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–

Question A.30, 31, 33: 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.

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

Table A6.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
Average reporting "Strongly agree"	55	55	–	–	–
Adults who work at this school...					
want every student to do their best.					
Strongly agree	58	58	–	–	–
Agree	42	42	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
believe that every student can be a success.					
Strongly agree	53	53	–	–	–
Agree	42	42	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–

Question A.32, 34: Adults who work at this school... want every student to do their best... believe that every student can be a success.

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

Student Meaningful Participation

Table A6.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
Average reporting "Strongly agree"	25	25	–	–	–
This school...					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	26	26	–	–	–
Agree	63	63	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	28	28	–	–	–
Agree	72	72	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	32	32	–	–	–
Agree	58	58	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
gives students opportunities to "make a difference" by helping other people, the school, or the community.					
Strongly agree	16	16	–	–	–
Agree	68	68	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	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.

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

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Promotion of Parental Involvement

Table A6.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
Average reporting "Strongly agree"	27	27	–	–	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	37	37	–	–	–
Agree	58	58	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	21	21	–	–	–
Agree	53	53	–	–	–
Disagree	26	26	–	–	–
Strongly disagree	0	0	–	–	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	26	26	–	–	–
Agree	58	58	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	0	0	–	–	–
Parents feel welcome to participate at this school.					
Strongly agree	16	16	–	–	–
Agree	74	74	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–

Question A.28, 43, 77, 78: 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.

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

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Table A6.5

Promotion of Parental Involvement Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	37	37	–	–	–
Agree	58	58	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–

Question A.79: 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

	Average Percent Responding "Strongly Agree" Across Survey Questions					
	All %	ES %	MS %	HS %	NT %	Table
Learning Supports						
Support for social emotional learning	23	23	–	–	–	A7.2
Student readiness to learn	4	4	–	–	–	A7.3
Instructional equity	32	32	–	–	–	A7.7
Antibullying climate	25	25	–	–	–	A7.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	22	22	–	–	–	A7.5
Respect for diversity	33	33	–	–	–	A7.6
Positive Peer Relations						
Student peer relationships	12	12	–	–	–	A7.11

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

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Supports for Learning and Student Academic Engagement

Table A7.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
Average reporting "Strongly agree"	23	23	–	–	–
This school encourages students to feel responsible for how they act.					
Strongly agree	21	21	–	–	–
Agree	68	68	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
This school encourages students to understand how others think and feel.					
Strongly agree	26	26	–	–	–
Agree	63	63	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
Students are taught that they can control their own behavior.					
Strongly agree	16	16	–	–	–
Agree	79	79	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–
This school helps students resolve conflicts with one another.					
Strongly agree	21	21	–	–	–
Agree	68	68	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–

Question A.62, 65-67: 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.

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

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Table A7.2

Support for Social Emotional Learning Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	32	32	–	–	–
Agree	58	58	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–

Question A.68: 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"	4	4	–	–	–
Students are healthy and physically fit.					
Strongly agree	0	0	–	–	–
Agree	63	63	–	–	–
Disagree	32	32	–	–	–
Strongly disagree	5	5	–	–	–
Students start/arrive at school alert and rested.					
Strongly agree	0	0	–	–	–
Agree	37	37	–	–	–
Disagree	63	63	–	–	–
Strongly disagree	0	0	–	–	–
Students are motivated to learn.					
Strongly agree	6	6	–	–	–
Agree	56	56	–	–	–
Disagree	39	39	–	–	–
Strongly disagree	0	0	–	–	–
Students in this school are well-behaved.					
Strongly agree	11	11	–	–	–
Agree	58	58	–	–	–
Disagree	32	32	–	–	–
Strongly disagree	0	0	–	–	–

Question A.53-56, 70: 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.

Table A7.4

Motivation to Complete Schoolwork

	All %	ES %	MS %	HS %	NT %
Strongly agree	5	5	–	–	–
Agree	53	53	–	–	–
Disagree	42	42	–	–	–
Strongly disagree	0	0	–	–	–

Question A.63: Students are motivated to complete their schoolwork.

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

Fairness, Rule Clarity, and Respect for Diversity

Table A7.5

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
Average reporting "Strongly agree"	22	22	–	–	–
This school handles discipline problems fairly.					
Strongly agree	21	21	–	–	–
Agree	63	63	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	0	0	–	–	–
The school rules are fair.					
Strongly agree	32	32	–	–	–
Agree	68	68	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	21	21	–	–	–
Agree	58	58	–	–	–
Disagree	21	21	–	–	–
Strongly disagree	0	0	–	–	–
Students know what the rules are.					
Strongly agree	16	16	–	–	–
Agree	79	79	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–

Question A.25, 69, 75, 76: 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.

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

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Table A7.6

Respect for Diversity Scale Questions

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
Average reporting "Strongly agree"	33	33	–	–	–
Students respect each other's differences.					
Strongly agree	11	11	–	–	–
Agree	61	61	–	–	–
Disagree	28	28	–	–	–
Strongly disagree	0	0	–	–	–
Adults from this school respect differences in students.					
Strongly agree	47	47	–	–	–
Agree	53	53	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	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	42	42	–	–	–
Agree	47	47	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–

Question A.50-52: Students respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

Instructional Equity

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
Average reporting "Strongly agree"	32	32	–	–	–
This school...					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	26	26	–	–	–
Agree	53	53	–	–	–
Disagree	21	21	–	–	–
Strongly disagree	0	0	–	–	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	11	11	–	–	–
Agree	53	53	–	–	–
Disagree	37	37	–	–	–
Strongly disagree	0	0	–	–	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	32	32	–	–	–
Agree	58	58	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	42	42	–	–	–
Agree	58	58	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	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 A7.7

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	47	47	–	–	–
Agree	47	47	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	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 A7.8

Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	26	–	–	–
Agree	68	68	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–

Question A.35: Adults who work at this school treat all students fairly.

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

Cultural Sensitivity

Table A7.9

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	26	–	–	–
Agree	63	63	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–

Question A.42: 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 A7.10

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	41	41	–	–	–
Mild problem	59	59	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	0	0	–	–	–

Question A.86: 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

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Student Peer Relationships

Table A7.11

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
Average reporting "Strongly agree"	12	12	–	–	–
Students care about one another.					
Strongly agree	16	16	–	–	–
Agree	79	79	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–
Students treat each other with respect.					
Strongly agree	11	11	–	–	–
Agree	68	68	–	–	–
Disagree	21	21	–	–	–
Strongly disagree	0	0	–	–	–
Students get along well with one another.					
Strongly agree	11	11	–	–	–
Agree	84	84	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–
Students enjoy spending time together during school activities.[Ø]					
Strongly agree	21	21	–	–	–
Agree	79	79	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–

Question A.57, 59-61: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Students get along well with one another.

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

[Ø]Item not included in the scale.

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

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Table A7.11

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.58: 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.*

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

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Antibullying Climate

Table A7.12

Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
Average reporting "Strongly agree"	25	25	–	–	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	37	37	–	–	–
Agree	58	58	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	21	21	–	–	–
Agree	53	53	–	–	–
Disagree	26	26	–	–	–
Strongly disagree	0	0	–	–	–
Students tell teachers when other students are being bullied.					
Strongly agree	21	21	–	–	–
Agree	68	68	–	–	–
Disagree	11	11	–	–	–
Strongly disagree	0	0	–	–	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	32	32	–	–	–
Agree	63	63	–	–	–
Disagree	5	5	–	–	–
Strongly disagree	0	0	–	–	–

Question A.45-48: 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.

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

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Table A7.12

Antibullying Climate Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	16	16	–	–	–
Agree	58	58	–	–	–
Disagree	26	26	–	–	–
Strongly disagree	0	0	–	–	–

Question A.49: Students try to stop bullying when they see it happening.

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

Truancy

Table A7.13

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	31	31	–	–	–
Mild problem	44	44	–	–	–
Moderate problem	25	25	–	–	–
Severe problem	0	0	–	–	–

Question A.89: 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	0	0	–	–	–
Agree	74	74	–	–	–
Disagree	26	26	–	–	–
Strongly disagree	0	0	–	–	–

Question A.64: 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	18	–	–	–
Mild problem	41	41	–	–	–
Moderate problem	29	29	–	–	–
Severe problem	12	12	–	–	–

Question A.87: 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.

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

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Bullying and Fighting

Table A8.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	12	12	–	–	–
Mild problem	41	41	–	–	–
Moderate problem	41	41	–	–	–
Severe problem	6	6	–	–	–

Question A.83: 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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	47	47	–	–	–
Mild problem	41	41	–	–	–
Moderate problem	12	12	–	–	–
Severe problem	0	0	–	–	–

Question A.84: 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.

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

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Delinquency

Table A8.5

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	47	47	–	–	–
Mild problem	35	35	–	–	–
Moderate problem	18	18	–	–	–
Severe problem	0	0	–	–	–

Question A.92: 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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	47	47	–	–	–
Mild problem	47	47	–	–	–
Moderate problem	6	6	–	–	–
Severe problem	0	0	–	–	–

Question A.93: 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	94	–	–	–
Mild problem	6	6	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	0	0	–	–	–

Question A.90: 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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	100	100	–	–	–
Mild problem	0	0	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	0	0	–	–	–

Question A.91: 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	41	41	–	–	–
Mild problem	35	35	–	–	–
Moderate problem	24	24	–	–	–
Severe problem	0	0	–	–	–

Question A.80: 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	41	41	–	–	–
Mild problem	35	35	–	–	–
Moderate problem	18	18	–	–	–
Severe problem	6	6	–	–	–

Question A.81: 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.

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

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Table A8.11

Student Vaping or Electronic Cigarette Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	13	13	–	–	–
Mild problem	50	50	–	–	–
Moderate problem	25	25	–	–	–
Severe problem	13	13	–	–	–

Question A.82: 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

	All %	ES %	MS %	HS %	NT %
No	0	0	–	–	–
Yes	83	83	–	–	–
Don't know	17	17	–	–	–

Question A.100: 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.

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

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9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
Average reporting "Strongly agree" or "Agree"	9	9	–	–	–
The rules at this school are too strict.					
Strongly agree	0	0	–	–	–
Agree	0	0	–	–	–
Disagree	89	89	–	–	–
Strongly disagree	11	11	–	–	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	0	0	–	–	–
Agree	11	11	–	–	–
Disagree	58	58	–	–	–
Strongly disagree	32	32	–	–	–
Students get in trouble for breaking small rules.					
Strongly agree	0	0	–	–	–
Agree	5	5	–	–	–
Disagree	79	79	–	–	–
Strongly disagree	16	16	–	–	–
Teachers are very strict here.					
Strongly agree	0	0	–	–	–
Agree	21	21	–	–	–
Disagree	63	63	–	–	–
Strongly disagree	16	16	–	–	–

Question A.71-74: 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	11	11	–	–	–
Agree	68	68	–	–	–
Disagree	21	21	–	–	–
Strongly disagree	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.

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

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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	53	53	–	–	–
No	47	47	–	–	–
Creating a positive school climate					
Yes	53	53	–	–	–
No	47	47	–	–	–
Motivating students through remote learning *(Remote Only)*					
Yes			–	–	–
No			–	–	–
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups					
Yes	71	71	–	–	–
No	29	29	–	–	–
Supporting Student Well-being and Development					
Meeting the social, emotional, and developmental needs of youth					
Yes	71	71	–	–	–
No	29	29	–	–	–
Supporting students exposed to trauma or stressful life events.					
Yes	76	76	–	–	–
No	24	24	–	–	–

Question A.94-99: 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... supporting students exposed to trauma or stressful life events (e.g., trauma-informed practices)... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... motivating students through remote learning [Remote only]... creating a positive school climate.

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

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Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	8	8	–	–	–

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.*

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

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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$^\sigma$	25	25	–	–	–	B3.1
Enforces zero tolerance policies$^\sigma$	13	13	–	–	–	B3.1
Has sufficient resources to create a safe campus$^\sigma$	0	0	–	–	–	B3.2
Seeks to maintain a secure campus$^\sigma$	0	0	–	–	–	B3.2
Provides harassment or bullying prevention§	0	0	–	–	–	B3.3
Provides conflict resolution or behavior management instruction§	13	13	–	–	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal$^\sigma$	25	25	–	–	–	B4.1
Collaborates well with community organizations to address substance use or other problems$^\sigma$	0	0	–	–	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems$^\sigma$	13	13	–	–	–	B4.1
Provides alcohol or drug use prevention instruction§	0	0	–	–	–	B4.1
Provides tobacco use/vaping prevention instruction§	0	0	–	–	–	B4.1
Has sufficient resources to address substance use prevention needs$^\sigma$	0	0	–	–	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students$^\sigma$	13	13	–	–	–	B5.1
Provides opportunities for physical education and activity§	88	88	–	–	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion§	25	25	–	–	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems$^\sigma$	38	38	–	–	–	B6.1
Restorative practices$^\sigma$	38	38	–	–	–	B6.1
Trauma-informed practices$^\sigma$	25	25	–	–	–	B6.1

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

$^\sigma$*Percent of respondents reporting "Strongly agree."*

§*Percent of respondents reporting "A lot."*

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	25	25	–	–	–
Agree	38	38	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	0	0	–	–	–
Enforces zero tolerance policies					
Strongly agree	13	13	–	–	–
Agree	38	38	–	–	–
Disagree	50	50	–	–	–
Strongly disagree	0	0	–	–	–

Question A.113, 114: 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.

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

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Table B3.2

Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	0	0	–	–	–
Agree	63	63	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	0	0	–	–	–
Seeks to maintain a secure campus					
Strongly agree	0	0	–	–	–
Agree	0	0	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	63	63	–	–	–

Question A.110, 115: 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	0	0	–	–	–
Some	75	75	–	–	–
Not much	25	25	–	–	–
Not at all	0	0	–	–	–
Provides conflict resolution or behavior management instruction					
A lot	13	13	–	–	–
Some	50	50	–	–	–
Not much	38	38	–	–	–
Not at all	0	0	–	–	–

Question A.126, 127: 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.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type
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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	25	25	–	–	–
Agree	75	75	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	0	0	–	–	–
Agree	63	63	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	0	0	–	–	–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	13	13	–	–	–
Agree	50	50	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	0	0	–	–	–

Question A.109, 116, 117: 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.

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

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Table B4.1

Substance Use Prevention - Continued

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	0	0	–	–	–
Some	50	50	–	–	–
Not much	50	50	–	–	–
Not at all	0	0	–	–	–
Provides tobacco use/vaping prevention instruction					
A lot	0	0	–	–	–
Some	50	50	–	–	–
Not much	50	50	–	–	–
Not at all	0	0	–	–	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	0	0	–	–	–
Agree	75	75	–	–	–
Disagree	25	25	–	–	–
Strongly disagree	0	0	–	–	–

Question A.111, 124, 125: 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.

Table B4.2

School Enforces Policies Banning Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	38	–	–	–
Agree	38	38	–	–	–
Disagree	25	25	–	–	–
Strongly disagree	0	0	–	–	–

Question A.112: 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

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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	13	13	–	–	–
Agree	38	38	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	13	13	–	–	–
Provides opportunities for physical education and activity					
A lot	88	88	–	–	–
Some	13	13	–	–	–
Not much	0	0	–	–	–
Not at all	0	0	–	–	–

Question A.118, 123: 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.

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

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6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	25	25	–	–	–
Some	63	63	–	–	–
Not much	13	13	–	–	–
Not at all	0	0	–	–	–
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	38	38	–	–	–
Agree	38	38	–	–	–
Disagree	25	25	–	–	–
Strongly disagree	0	0	–	–	–
Uses restorative practices to help resolve conflicts					
Strongly agree	38	38	–	–	–
Agree	38	38	–	–	–
Disagree	25	25	–	–	–
Strongly disagree	0	0	–	–	–

Question A.119, 120, 122: 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.

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

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Table B6.1

Youth Development and Social-Emotional Supports at School – Continued

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	25	25	–	–	–
Agree	38	38	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	0	0	–	–	–
Provides instructional help to build social-emotional competencies					
A lot	25	25	–	–	–
Some	63	63	–	–	–
Not much	13	13	–	–	–
Not at all	0	0	–	–	–

Question A.121, 128: 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.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type
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Appendix
2024-25 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Arena Elementary	X

Notes: Eligible schools listed are based on CBEDS 2024-25 public school and 2023-24 enrollment data files. Directly funded charter schools have been excluded from the list.

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

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