

District School Climate Report Card (High School)—2025–2026

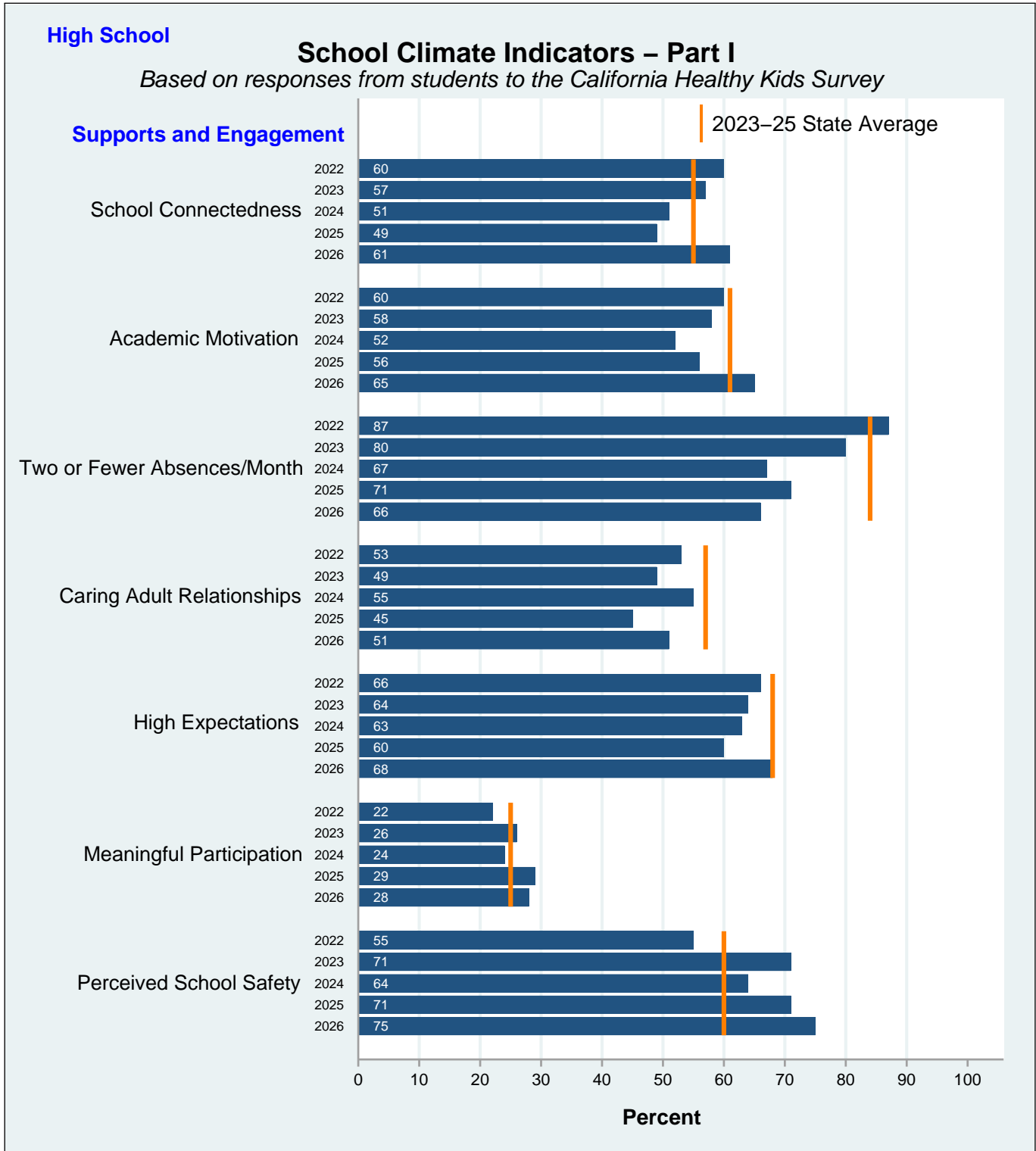
District: Point Arena Joint Union High

Date Prepared: 20 May 2026

No. of Schools/Eligible: 1/1 (2022), 1/1 (2023), 1/1 (2024), 1/1 (2025), 1/1 (2026)

Number of Responses: 41 (2022), 56 (2023), 61 (2024), 56 (2025), 57 (2026)

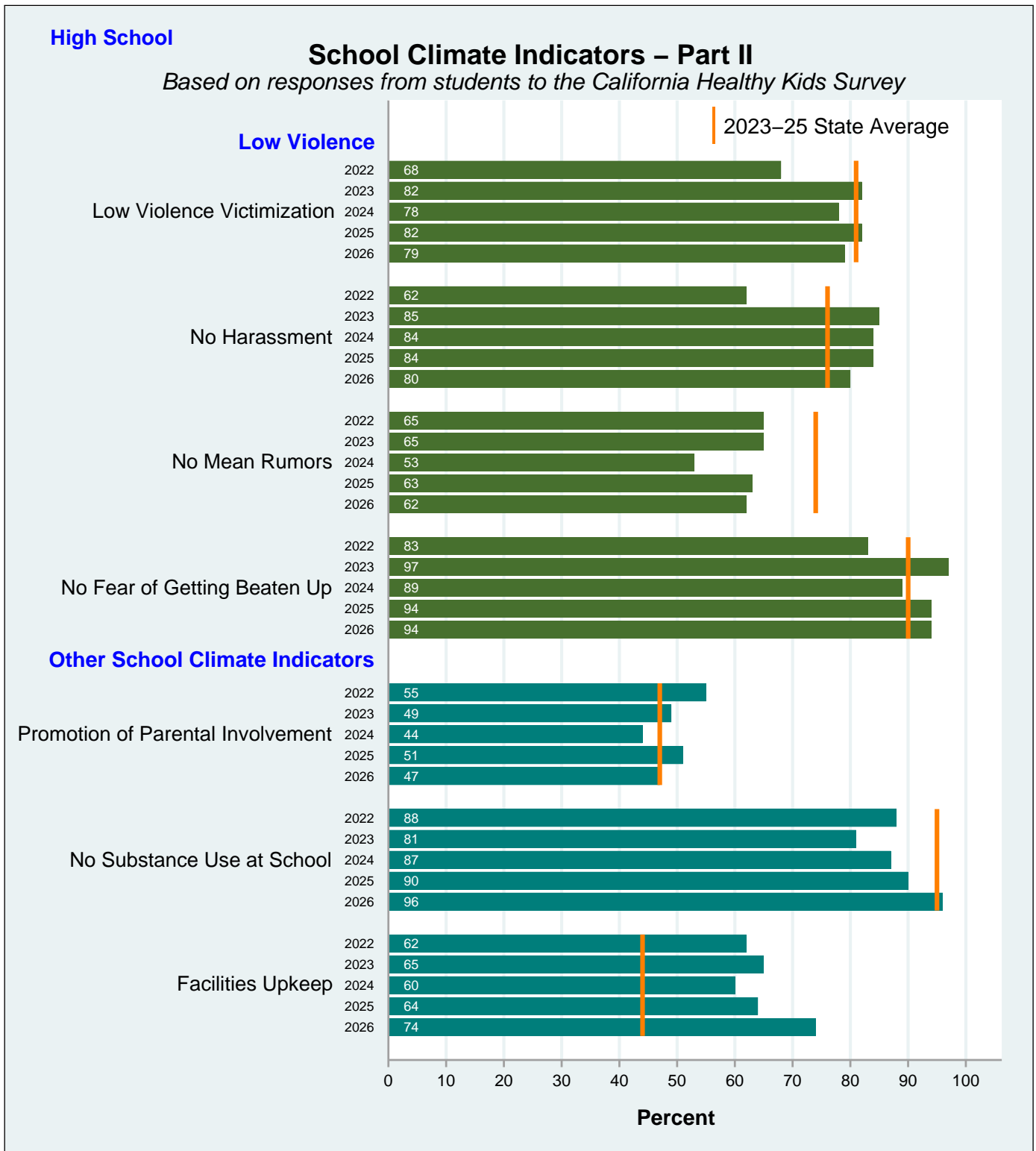
Average Response Rate: 62% (2022), 86% (2023), 91% (2024), 86% (2025), 80% (2026)



District School Climate Report Card (High School)—2025–2026

District: Point Arena Joint Union High

Date Prepared: 20 May 2026



District School Climate Report Card (High School)—2025–2026

District: Point Arena Joint Union High

Date Prepared: 20 May 2026

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2022 (%)	2023 (%)	2024 (%)	2025 (%)	2026 (%)	Change
Try hard on school work	70	60	66	70	75	+5
Three or more absences per month	13	20	33	29	34	+21
Feel a part of the school	52	55	43	45	55	+3
School is really boring	30	52	52	43	35	+5
School is worthless and a waste of time	13	5	23	9	13	0
Harassed or bullied at school	38	15	16	16	20	-18
Parents feel welcome to participate at this school	58	46	38	49	49	-9
School is usually clean and tidy [§]	62	65	60	64	74	+12
Experienced chronic sadness/hopelessness	41	35	24	31	29	-12

2025–26 student responses last extracted: 16 May 2026

Selected Staff-Reported Indicators (California School Staff Survey – CSSS)

	2022 (%)	2023 (%)	2024 (%)	2025 (%)	2026 (%)	Change
Students are motivated to learn	56	71	25	18	46	-10
Truancy is a moderate/severe problem	0	14	53	62	36	+36
School is a supportive/inviting place for students to learn	100	100	82	79	100	0
School is a supportive/inviting place for staff to work	100	88	69	71	92	-8
School is a safe place for students	100	100	76	86	92	-8
Harassment/bullying is a moderate/severe problem	25	0	53	69	0	-25
School is welcoming to/facilitates parental involvement	100	88	75	62	100	0
School has clean and well-maintained facilities	91	100	82	73	93	+2

2025–26 staff responses last extracted: 18 May 2026

Notes: § In-school instructional model only (2022 and 2023).

A hyphen (–) is shown if there are no data or insufficient responses.

How are the School Climate Indicators Calculated?

The school climate indicators provide district-level descriptions of several factors that are known to influence learning success in schools.

Most of the subdomain scores are calculated by averaging the percentage of respondents who report the top two response categories on the survey items that comprise each scale. For example, “School Connectedness,” “Academic Motivation,” “Promotion of Parental Involvement,” and “Facilities Upkeep” are computed by averaging the percentage of respondents who report “Agree” or “Strongly agree” on the survey items that comprise the scale; “Caring Adult Relationships,” “High Expectations,” and “Meaningful Participation” are calculated by averaging the percentage of respondents who report “Pretty much true” or “Very much true” on the survey items that comprise the scale; and “Perceived School Safety” is measured by the percentage of students who report that they feel “Safe” or “Very safe” at school.

“Two or Fewer Absences per Month” – a measure of low chronic absenteeism – is measured by the percentage of students who report missing two or fewer days of school in the month prior to the survey. “Low Violence Victimization,” “No Harassment,” “No Mean Rumors,” and “No Fear of Getting Beaten Up” represent the percentage of students who reported not being victimized.

A value of 60 on the “School Connectedness” indicator, for example, means that on average, students report “Agree” or “Strongly agree” on three of the five “School Connectedness” survey items.

District School Climate scores are calculated by averaging the school-level scores across all eligible schools in the district.

All subdomains and survey items that comprise the scales/measures are listed below.

(1) School Connectedness (5 items)

- o I feel close to people at/from this school.
- o I am happy with/to be at this school.
- o I feel like I am part of this school.
- o The teachers at this school treat students fairly.
- o I feel safe in my school.

(2) Academic Motivation (4 items)

- o I try hard to make sure that I am good at my schoolwork.
- o I try hard on my schoolwork because I am interested in it.
- o I work hard to try to understand new things when doing my schoolwork.
- o I am always trying to do better in my schoolwork.

(3) Two or Fewer Absences per Month (1 item)

- o In the past 30 days, how often did you miss an entire day of school/remote learning classes for any reason?

(4) Caring Adult Relationships (3 items)

There is a teacher or some other adult from my school...

- o who really cares about me.
- o who notices when I'm not there.
- o who listens to me when I have something to say.

(5) High Expectations (3 items)

There is a teacher or some other adult from my school...

- o who tells me when I do a good job.
- o who always wants me to do my best.
- o who believes that I will be a success.

(6) Meaningful Participation (5 items)

At school/When I participate in school,...

- o I do interesting activities.
- o I help decide things like class activities or rules.
- o I do things that make a difference.
- o I have a say in how things work.
- o I help decide school activities or rules.

(7) Perceived School Safety (1 item)

- o How safe do you feel when you are at school?

(8) Low Violence Victimization (8 items)

During the past 12 months, how many times on school property have you...

- o been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?
- o been afraid of being beaten up?
- o had mean rumors or lies spread about you?
- o had sexual jokes, comments, or gestures made to you?
- o been made fun of because of your looks or the way you talk?
- o had your property stolen or deliberately damaged, such as your car, clothing, or books?
- o been made fun of, insulted, or called names?
- o During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?

(9) No Harassment (7 items)

During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? [In-school only]... During the past 12 months, how many times did students from your school harass you or bully you for any of the following reasons? [Remote only]

- o Your race, ethnicity, or national origin
- o Your religion
- o Your gender
- o Because you are gay, lesbian, or bisexual or someone thought you were
- o A physical or mental disability
- o You are an immigrant or someone thought you were
- o Any other reason

- (10) No Mean Rumors (1 item)
 - o During the past 12 months, how many times on school property have you had mean rumors or lies spread about you?
- (11) No Fear of Getting Beaten Up (1 item)
 - o During the past 12 months, how many times on school property have you been afraid of being beaten up?
- (12) Promotion of Parental Involvement (3 items)
 - o Teachers at this school communicate with parents about what students are expected to learn in class.
 - o Parents feel welcome to participate at this school.
 - o School staff take parent concerns seriously.
- (13) No Substance Use at School (6 items)

During the past 30 days, on how many days on school property did you...

 - o smoke cigarettes?
 - o use smokeless tobacco (dip, chew, or snuff)?
 - o vape?
 - o have at least one drink of alcohol?
 - o use marijuana (smoke, vape, eat, or drink)?
 - o use any other drug, pill, or medicine to get “high” or for reasons other than medical?
- (14) Facilities Upkeep (1 item)
 - o My school is usually clean and tidy.

Results are based on responses from students attending middle schools (7th grade), high schools (9th and 11th grade), and/or non-traditional schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools. Results are not included if less than 50% of students or less than 15 respondents per grade provided data at a school.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at czheng@wested.org.

State Averages

State averages are based on responses from students attending middle schools (7th grade), high schools (9th and 11th grade), and/or non-traditional schools who provided data on the Biennial State California Healthy Kids Survey during the 2023–2024 and 2024–2025 school years.

State Averages of School Climate Indicators

Indicator	2023–25 State Averages		
	Middle (%)	High (%)	Non-Traditional (%)
Supports and Engagement			
School Connectedness	55	55	55
Academic Motivation	65	61	58
Two or Fewer Absences per Month	85	84	70
Caring Adult Relationships	58	57	60
High Expectations	71	68	69
Meaningful Participation	27	25	26
Perceived School Safety	57	60	66
Low Violence			
Low Violence Victimization	69	81	91
No Harassment	61	76	88
No Mean Rumors	63	74	86
No Fear of Getting Beaten Up	76	90	95
Other School Climate Indicators			
Promotion of Parental Involvement	55	47	55
No Substance Use at School	97	95	90
Facilities Upkeep	36	44	68

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the school climate indicators. Staff indicators are provided to facilitate comparisons between student and staff perceptions. While most staff indicators are in the high range (80-100%), it is important to compare how staff perceptions might differ from students to identify areas for improvements.

Staff results are not included if less than 50% of staff or less than five staff members provided data at a school. Student- and staff-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Three or more absences per month – missed school on three or more days in the past 30 days.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- School is really boring – agree that school is really boring (rating of 7 or higher on a 0–10 scale).
- School is worthless and a waste of time – agree that school is worthless and a waste of time (rating of 7 or higher on a 0–10 scale).

- Harassed or bullied at school – harassed or bullied on school property in the past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) you are gay, lesbian, or bisexual or someone thought you were; (e) a physical or mental disability; (f) you are an immigrant or someone thought you were; (g) any other reason.
- Parents feel welcome to participate at this school – “agree” or “strongly agree” that parents feel welcome to participate at this school.
- School is usually clean and tidy – “agree” or “strongly agree” that school is usually clean and tidy.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (CSSS)

- Students are motivated to learn – “agree” or “strongly agree” that students at this school are motivated to learn.
- Truancy is a moderate/severe problem – cutting classes or being truant is a “moderate” or “severe” problem at this school.
- School is a supportive and inviting place for students to learn – “agree” or “strongly agree” that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – “agree” or “strongly agree” that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – “agree” or “strongly agree” that this school is a safe place for students.
- Harassment/bullying is a moderate/severe problem – harassment and bullying among students is a “moderate” or “severe” problem at this school.
- School is welcoming to and facilitates parental involvement – “agree” or “strongly agree” that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – “agree” or “strongly agree” that this school has clean and well-maintained facilities and property.

District Mental Health Report—2025–2026

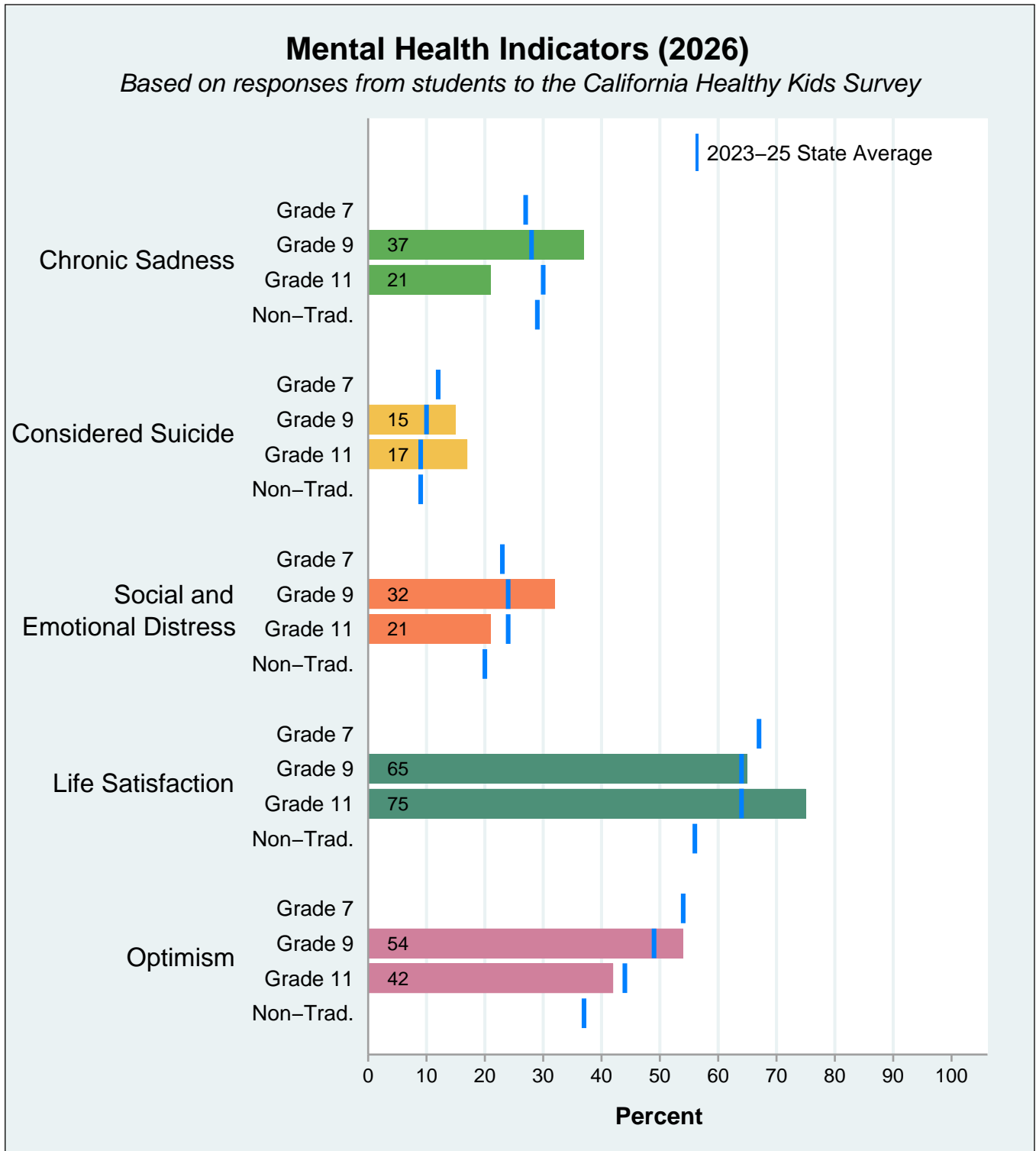
District: Point Arena Joint Union High

Date Prepared: 21 May 2026

No. of Schools/Eligible: 1/1 (Grade 9), 1/1 (Grade 11)

Number of Responses: 27 (Grade 9), 24 (Grade 11)

Response Rate: 69% (Grade 9), 75% (Grade 11)



District Mental Health Report—2025–2026

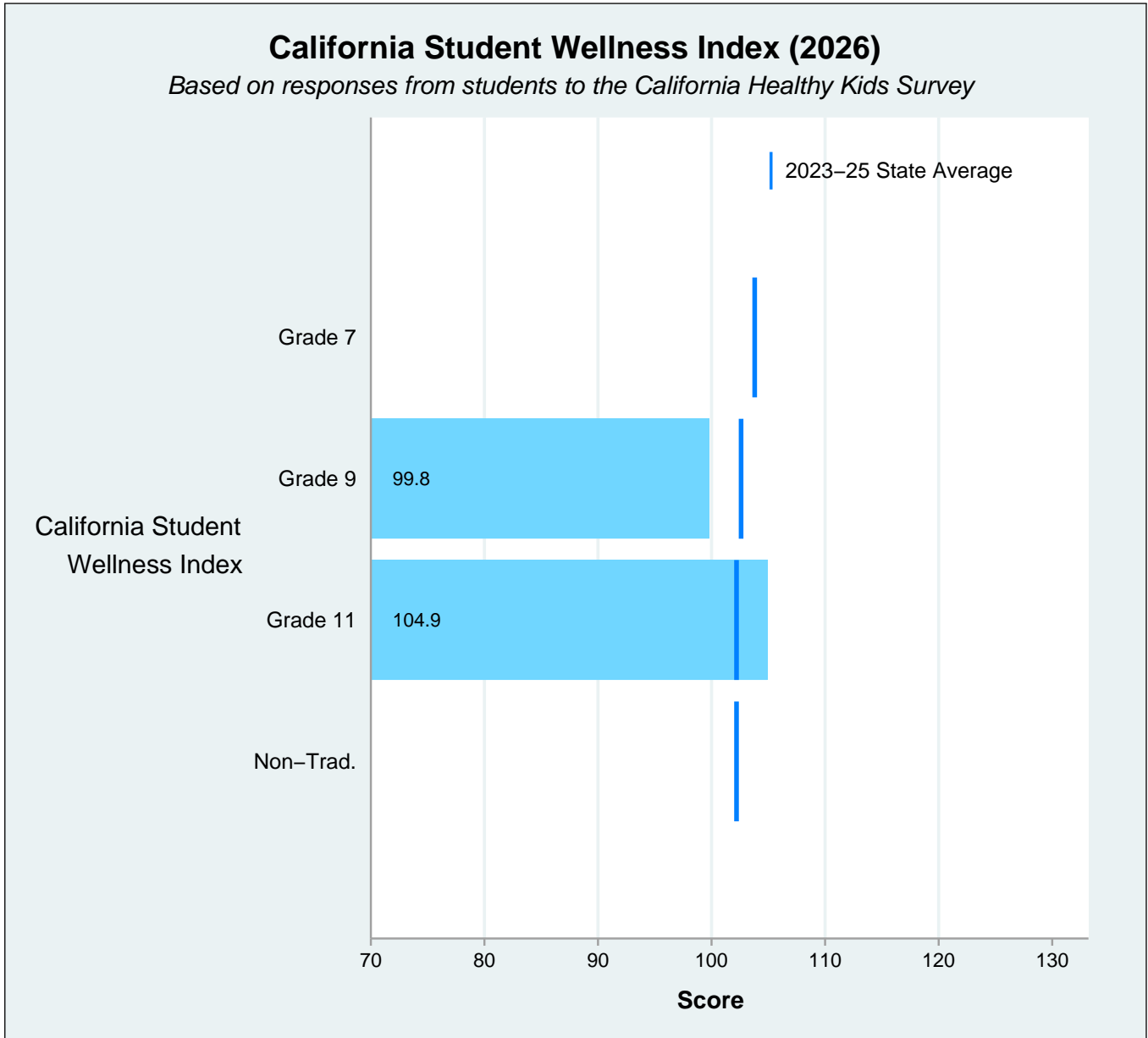
District: Point Arena Joint Union High

Date Prepared: 21 May 2026

No. of Schools/Eligible: 1/1 (Grade 9), 1/1 (Grade 11)

Number of Responses: 27 (Grade 9), 24 (Grade 11)

Response Rate: 69% (Grade 9), 75% (Grade 11)



District Mental Health Report (Grade 9)—2025–2026

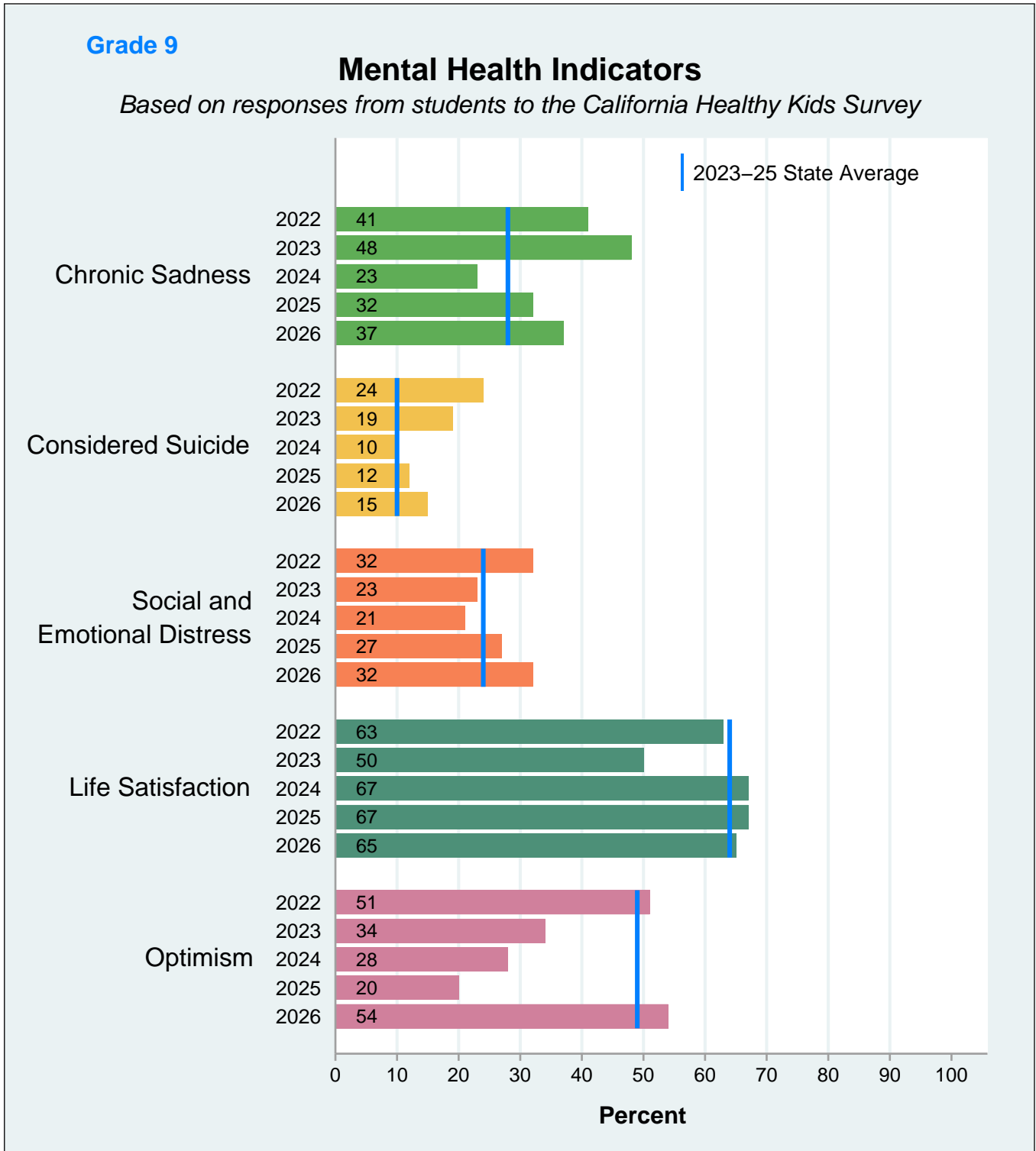
District: Point Arena Joint Union High

Date Prepared: 21 May 2026

No. of Schools/Eligible: 1/1 (2022), 1/1 (2023), 1/1 (2024), 1/1 (2025), 1/1 (2026)

Number of Responses: 17 (2022), 31 (2023), 31 (2024), 25 (2025), 27 (2026)

Response Rate: 52% (2022), 89% (2023), 89% (2024), 83% (2025), 69% (2026)



District Mental Health Report (Grade 9)—2025–2026

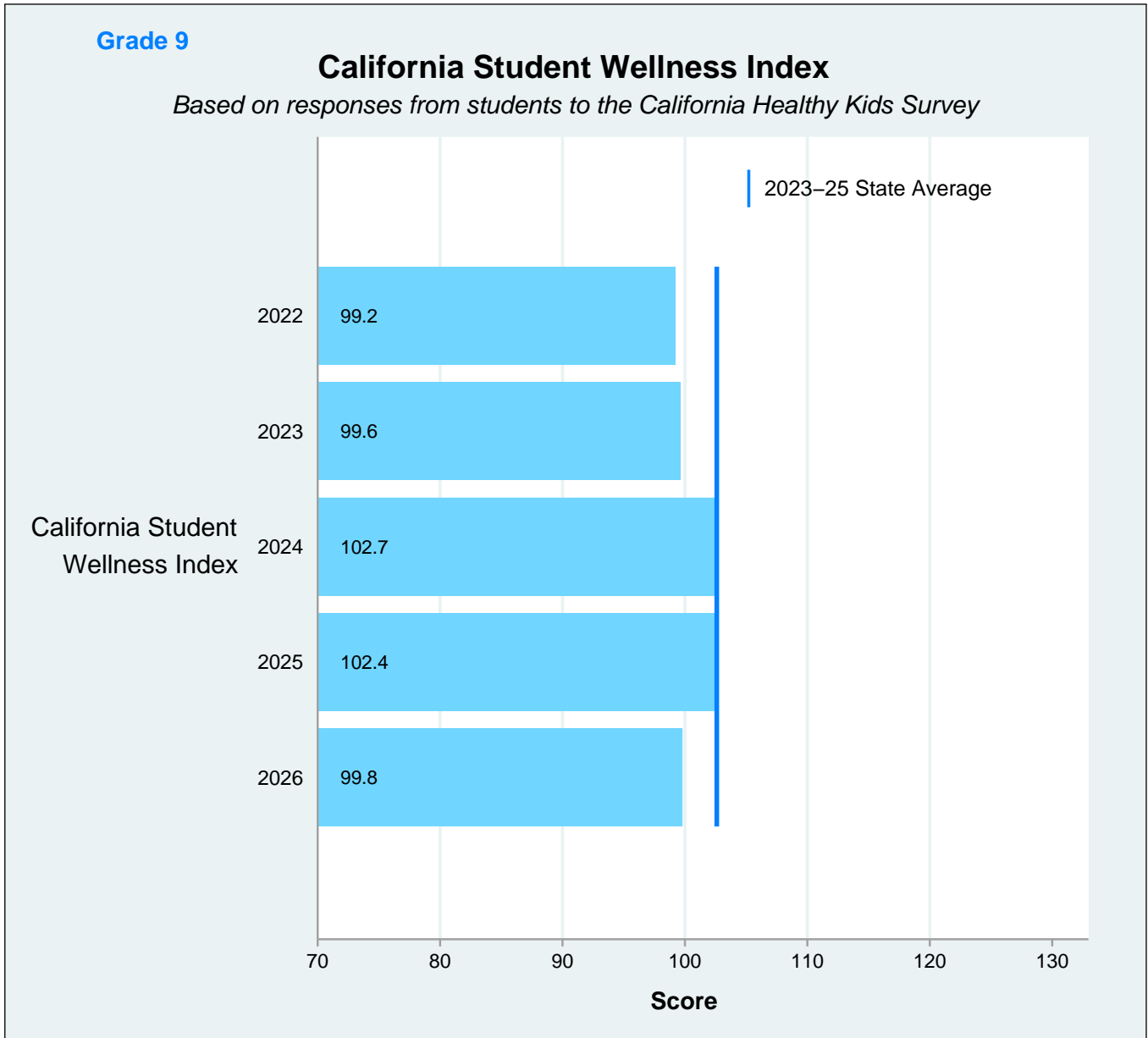
District: Point Arena Joint Union High

Date Prepared: 21 May 2026

No. of Schools/Eligible: 1/1 (2022), 1/1 (2023), 1/1 (2024), 1/1 (2025), 1/1 (2026)

Number of Responses: 17 (2022), 31 (2023), 31 (2024), 25 (2025), 27 (2026)

Response Rate: 52% (2022), 89% (2023), 89% (2024), 83% (2025), 69% (2026)



District Mental Health Report (Grade 11)—2025–2026

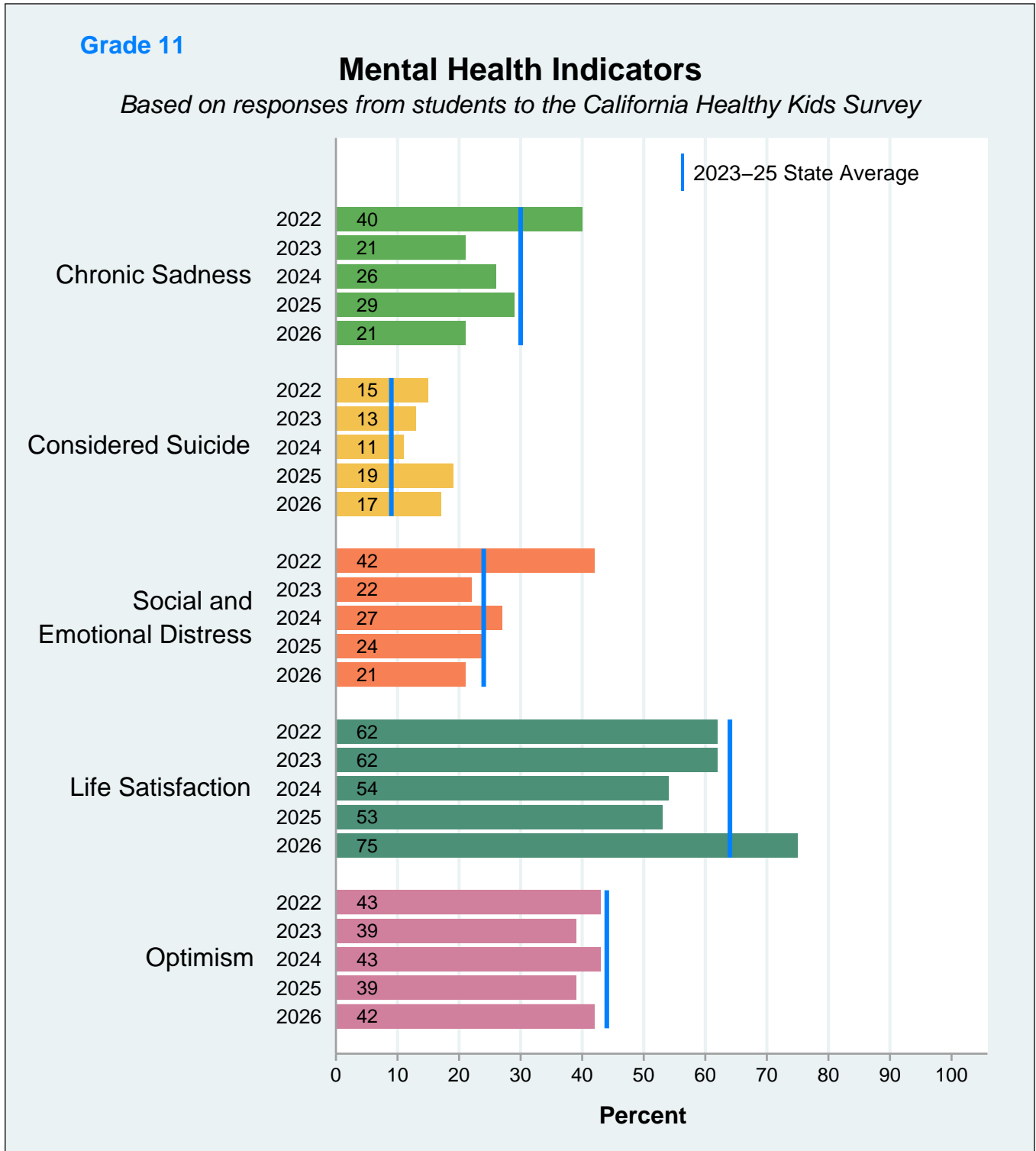
District: Point Arena Joint Union High

Date Prepared: 21 May 2026

No. of Schools/Eligible: 1/1 (2022), 1/1 (2023), 1/1 (2024), 1/1 (2025), 1/1 (2026)

Number of Responses: 20 (2022), 24 (2023), 27 (2024), 31 (2025), 24 (2026)

Response Rate: 54% (2022), 80% (2023), 84% (2024), 89% (2025), 75% (2026)



District Mental Health Report (Grade 11)—2025–2026

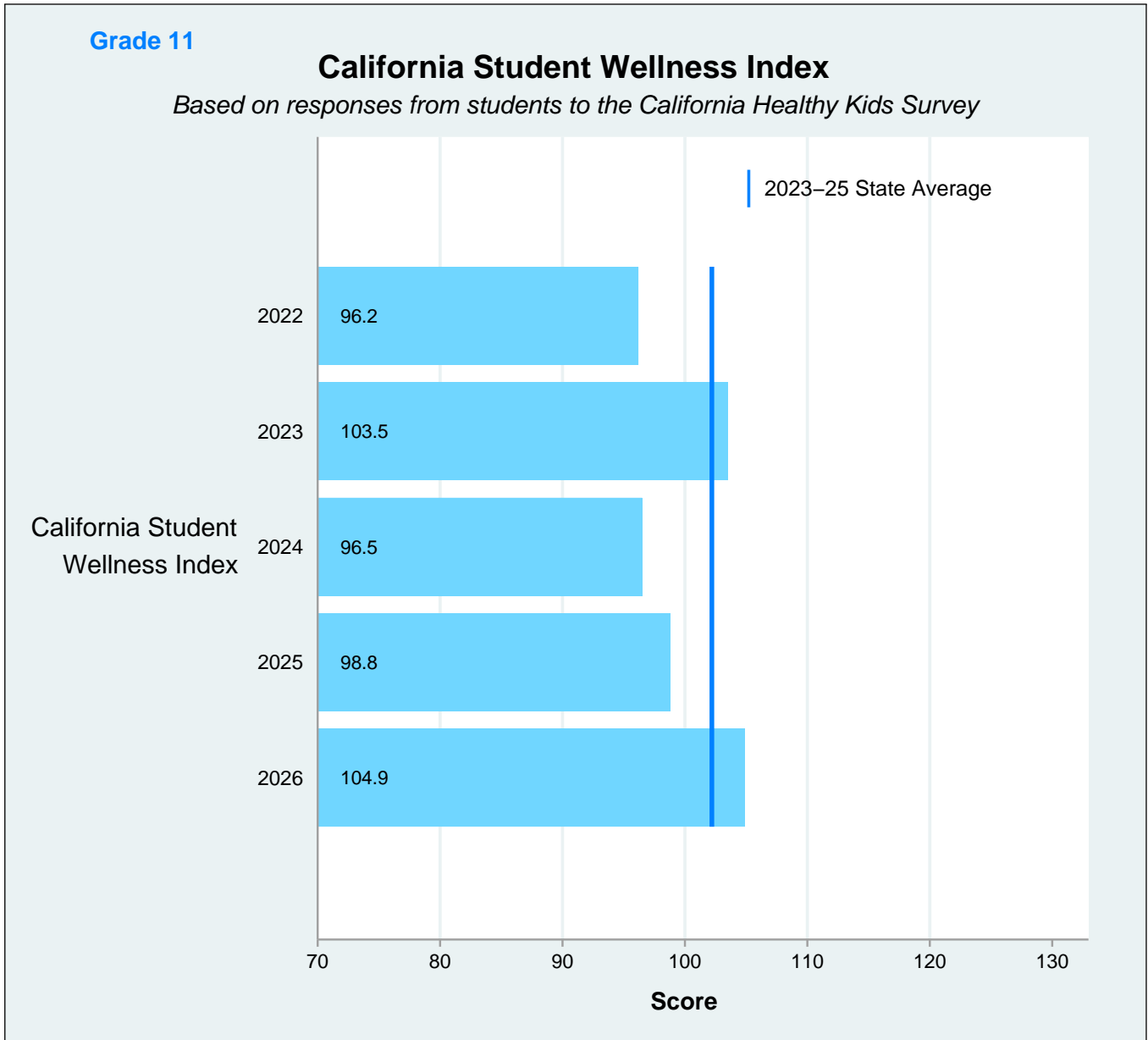
District: Point Arena Joint Union High

Date Prepared: 21 May 2026

No. of Schools/Eligible: 1/1 (2022), 1/1 (2023), 1/1 (2024), 1/1 (2025), 1/1 (2026)

Number of Responses: 20 (2022), 24 (2023), 27 (2024), 31 (2025), 24 (2026)

Response Rate: 54% (2022), 80% (2023), 84% (2024), 89% (2025), 75% (2026)



District Mental Health Report—2025–2026

District: Point Arena Joint Union High

Date Prepared: 21 May 2026

Mental Health Indicator Trends by Grade

	2022 (%)	2023 (%)	2024 (%)	2025 (%)	2026 (%)
Chronic sadness					
Grade 9	41	48	23	32	37
Grade 11	40	21	26	29	21
Considered suicide					
Grade 9	24	19	10	12	15
Grade 11	15	13	11	19	17
Social and emotional distress					
Grade 9	32	23	21	27	32
Grade 11	42	22	27	24	21
Life satisfaction					
Grade 9	63	50	67	67	65
Grade 11	62	62	54	53	75
Optimism					
Grade 9	51	34	28	20	54
Grade 11	43	39	43	39	42

Note: An em dash (—) is displayed if there are no data or insufficient responses.

California Student Wellness Index Trends by Grade

	2022	2023	2024	2025	2026
California Student Wellness Index					
Grade 9	99.2	99.6	102.7	102.4	99.8
Grade 11	96.2	103.5	96.5	98.8	104.9

Note: An em dash (—) is displayed if there are no data or insufficient responses.

How are the Mental Health Measures Calculated?

“Chronic Sadness” is measured by the percentage of students who report feeling so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities during the past 12 months. “Considered Suicide” – a measure of suicide ideation – is assessed by the percentage of students who report that they seriously considered attempting suicide in the past year.

The three indicators, “Social and Emotional Distress,” “Life Satisfaction,” and “Optimism,” are based on multiple items. The scores are calculated by averaging the percentage of students who report the top-two response categories on the survey items that comprise each scale. “Social and Emotional Distress” and “Optimism” are computed by averaging the percentage of respondents who report “Pretty much true” or “Very much true” on the survey items that comprise the scale. “Life Satisfaction” is calculated by averaging the percentage of respondents who report “Satisfied” or “Very satisfied” on the survey items that comprise the scale. Students’ satisfaction with their life experiences is a widely used wellness indicator. High life satisfaction is related to other positive resilience experiences (e.g., high level of school belonging) and fewer mental health challenges.

A value of 60 on the “Life Satisfaction” indicator, for example, means that on average, students report “Satisfied” or “Very satisfied” on three of the five “Life Satisfaction” survey items.

To construct the “California Student Wellness Index,” the 10 items that comprise both the social emotional distress and life satisfaction scales were each recoded such that the lowest possible score on each item was zero. These scores were then added together, resulting in a total raw score that could vary between 0 and 40. To calculate the scale score for the Student Wellness Index, the raw score was divided by the maximum possible score (40). Additionally, for clearer comparisons across groups and for interpreting future trends across time, a standardized version of the Student Wellness Index was constructed based on statewide data from the 2021–23 Biennial State CHKS. The standardized score (presented in the table) is scaled to have a mean score of 100 and a standard deviation of 15.

All of the survey items that comprise the scales/measures are listed below.

(1) Chronic Sadness (1 item)

- o During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

(2) Considered suicide (1 item)

- o During the past 12 months, did you ever seriously consider attempting suicide?

(3) Social and Emotional Distress¹ (5 items)

Over the past 30 days, how true do you feel these statements are about you?

- o I had a hard time relaxing.
- o I felt sad and down.
- o I was easily irritated.
- o It was hard for me to cope and I thought I would panic.
- o It was hard for me to get excited about anything.

¹ Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the Social Emotional Distress Scale to support complete mental health screening. *Assessment for Effective Intervention, 43*, 241–248. <https://doi.org/10.1177/1534508417749871>

(4) Life Satisfaction² (5 items)

I would describe my satisfaction with...

- o my family life as...
- o my friendships as...
- o my school experience as...
- o myself as...
- o where I live as...

(5) Optimism³ (3 items)

- o Each day I look forward to having a lot of fun.
- o I usually expect to have a good day.
- o Overall, I expect more good things to happen to me than bad things.

(6) California Student Wellness Index⁴ (10 items)

Over the past 30 days, how true do you feel these statements are about you?

- o I had a hard time relaxing.
- o I felt sad and down.
- o I was easily irritated.
- o It was hard for me to cope and I thought I would panic.
- o It was hard for me to get excited about anything.

I would describe my satisfaction with...

- o my family life as...
- o my friendships as...
- o my school experience as...
- o myself as...
- o where I live as...

Results are based on responses from students in grades 7, 9, or 11, or respondents attending non-traditional (Non-Trad.) schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools.

Results are not included if less than 50% of students or less than 15 respondents per grade provided data at the school or district.

Further information about the methodology used to construct the mental health indicators can be obtained by contacting Cindy Zheng at czheng@wested.org.

2 Huebner, E. S., Suldo, S. M., Valois, R. F., & Drane, J. W. (2006). The brief multidimensional students' life satisfaction scale: Sex, race, and grade effects for applications with middle school students. *Applied Research in Quality of Life, 1*, 211. <https://link.springer.com/article/10.1007/s11482-006-9016-9>

3 Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research, 117*, 1011–1032. <https://link.springer.com/article/10.1007/s11205-013-0373-0>

4 Furlong, M. J., O'Malley, M., Chan, M., Dowdy, E., Goodwin, J. W., Ortiz, A., Nylund-Gibson, K., & Hanson, T. (2024). The California Student Wellness Index: Development, Validation, and Multi-Tier Applications. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-024-00519-2>

State Averages

State averages are based on responses from students in grades 7, 9, or 11, or respondents attending continuation high schools who provided data on the Biennial State California Healthy Kids Survey during the 2023–2024 and 2024–2025 school years.

2023–25 State Averages of Mental Health Measures

Indicator	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)	Non-Trad. (%)
Chronic sadness	27	28	30	29
Considered suicide	12	10	9	9
Social and emotional distress	23	24	24	20
Life satisfaction	67	64	64	56
Optimism	54	49	44	37
	Grade 7	Grade 9	Grade 11	Non-Trad.
California Student Wellness Index	103.8	102.6	102.2	102.2

CALIFORNIA SCHOOL STAFF SURVEY



Point Arena Joint Union High 2025–2026 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 2025–26 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;

- 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 7 (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, email CalSCHLS at calschls@wested.org.

- 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

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 10 years can be displayed. 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 data dashboard that displays up to 10 years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for the

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

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

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

RESOURCES

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

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

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

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, email CalSCHLS at calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement					
Academic mindset			✓		
Academic motivation	✓	✓ [‡]		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School 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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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	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	15	–	–	15	–

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

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	15	–	–	15	–
Remote model only	0	–	–	0	–

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships [†]	52	–	–	52	–	A6.1
High expectations-adults in school [†]	47	–	–	47	–	A6.1
Student meaningful participation [†]	38	–	–	38	–	A6.1
Promotion of parental involvement [†]	37	–	–	37	–	A6.1
Student learning environment [†]	41	–	–	41	–	A5.1
Facilities upkeep ^σ	43	–	–	43	–	A5.1
Support for social emotional learning [†]	40	–	–	40	–	A7.1
Provides adequate counseling and support services ^σ	40	–	–	40	–	A9.2
Antibullying climate [†]	37	–	–	37	–	A7.1
School Supports for Staff						
Staff working environment [†]	36	–	–	36	–	A5.1
Staff collegiality [†]	33	–	–	33	–	A5.1
School Safety						
Is a safe place for staff ^σ	50	–	–	50	–	A5.1
Is a safe place for students ^σ	46	–	–	46	–	A5.1
Has sufficient resources to create a safe campus ^σ	0	–	–	0	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	29	–	–	29	–	A7.1
Respect for diversity [†]	37	–	–	37	–	A7.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork ^σ	0	–	–	0	–	A7.4
Student readiness to learn [†]	10	–	–	10	–	A7.1
Cutting classes or being truant moderate/severe problem	36	–	–	36	–	A7.13
Harassment/bullying moderate/severe problem	0	–	–	0	–	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	9	–	–	9	–	A8.9
Tobacco use moderate/severe problem	9	–	–	9	–	A8.10
Vaping/e-cigarette use moderate/severe problem	18	–	–	18	–	A8.11
Student depression moderate/severe problem	18	–	–	18	–	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.

^σ Percent of respondents reporting “Strongly agree.”

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	75	–	–	75	–	A10.1
Creating a positive school climate	75	–	–	75	–	A10.1
Supporting Student Well-being and Development						
Meeting social, emotional, and developmental needs	75	–	–	75	–	A10.1
Supporting students exposed to trauma	83	–	–	83	–	A10.1

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

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	80	–	–	80	–
1 day	0	–	–	0	–
2 days	13	–	–	13	–
3 days	0	–	–	0	–
4 days	7	–	–	7	–
5 days	0	–	–	0	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	0	–	–	0	–
Teacher in grade 5 or above	40	–	–	40	–
Special education teacher	7	–	–	7	–
Administrator	0	–	–	0	–
Prevention staff, nurse, or health aide	0	–	–	0	–
Counselor, psychologist	7	–	–	7	–
Police, resource officer, or safety personnel	7	–	–	7	–
Paraprofessional, teacher assistant, or instructional aide	7	–	–	7	–
Other certificated staff	7	–	–	7	–
Other classified staff	27	–	–	27	–
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	64	–	–	64	–
English language learners	57	–	–	57	–
None of the above	36	–	–	36	–

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	–
1 to 2 years	20	–	–	20	–
3 to 5 years	33	–	–	33	–
6 to 10 years	20	–	–	20	–
Over 10 years	13	–	–	13	–

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	21	–	–	21	–
1 to 2 years	0	–	–	0	–
3 to 5 years	36	–	–	36	–
6 to 10 years	14	–	–	14	–
Over 10 years	29	–	–	29	–

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

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native, non-Hispanic	0	–	–	0	–
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	0	–	–	0	–
Native Hawaiian or Pacific Islander, non-Hispanic	7	–	–	7	–
White, non-Hispanic	93	–	–	93	–
Multiracial, non-Hispanic	0	–	–	0	–
Something else, non-Hispanic	0	–	–	0	–

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	46	–	–	46	–
No	54	–	–	54	–

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.

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

	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment [†]	41	–	–	41	–	A5.2
Is a supportive and inviting place for students to learn	53	–	–	53	–	A5.2
Emphasizes teaching lessons in ways relevant to students	21	–	–	21	–	A5.2
Facilities upkeep	43	–	–	43	–	A5.9
School Supports for Staff						
Staff working environment [†]	36	–	–	36	–	A5.4
Is a supportive and inviting place for staff to work	38	–	–	38	–	A5.4
Promotes trust and collegiality among staff	29	–	–	29	–	A5.4
Promotes participation in school decision making	31	–	–	31	–	A5.4
Uses objective data for school improvement decisions	50	–	–	50	–	A5.7
Staff collegiality [†]	33	–	–	33	–	A5.5
Have close professional relationships with one another	29	–	–	29	–	A5.5
Feel a responsibility to improve the school	36	–	–	36	–	A5.5
School Safety						
Is a safe place for staff	50	–	–	50	–	A5.4
Is a safe place for students	46	–	–	46	–	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					
<i>Average reporting “Strongly agree”</i>	41	–	–	41	–
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	53	–	–	53	–
Agree	47	–	–	47	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>promotes academic success for all students.</i>					
Strongly agree	27	–	–	27	–
Agree	73	–	–	73	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	60	–	–	60	–
Agree	40	–	–	40	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>emphasizes teaching lessons in ways relevant to students.</i>					
Strongly agree	21	–	–	21	–
Agree	79	–	–	79	–
Disagree	0	–	–	0	–
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.

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

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
is a safe place for students.					
Strongly agree	46	–	–	46	–
Agree	46	–	–	46	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
motivates students to learn.					
Strongly agree	31	–	–	31	–
Agree	69	–	–	69	–
Disagree	0	–	–	0	–
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	64	–	–	64	–
Moderate problem	36	–	–	36	–
Severe problem	0	–	–	0	–

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					
<i>Average reporting “Strongly agree”</i>	36	–	–	36	–
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	38	–	–	38	–
Agree	54	–	–	54	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	29	–	–	29	–
Agree	64	–	–	64	–
Disagree	7	–	–	7	–
Strongly disagree	0	–	–	0	–
<i>is a safe place for staff.</i>					
Strongly agree	50	–	–	50	–
Agree	43	–	–	43	–
Disagree	7	–	–	7	–
Strongly disagree	0	–	–	0	–
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>					
Strongly agree	31	–	–	31	–
Agree	69	–	–	69	–
Disagree	0	–	–	0	–
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.

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

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
<i>Average reporting “Strongly agree”</i>	33	–	–	33	–
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	29	–	–	29	–
Agree	50	–	–	50	–
Disagree	21	–	–	21	–
Strongly disagree	0	–	–	0	–
support and treat each other with respect.					
Strongly agree	40	–	–	40	–
Agree	40	–	–	40	–
Disagree	13	–	–	13	–
Strongly disagree	7	–	–	7	–
feel a responsibility to improve this school.					
Strongly agree	36	–	–	36	–
Agree	50	–	–	50	–
Disagree	14	–	–	14	–
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	29	–	–	29	–
Agree	43	–	–	43	–
Disagree	29	–	–	29	–
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
Point Arena Joint Union High

Table A5.7***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	50	–	–	50	–
Agree	50	–	–	50	–
Disagree	0	–	–	0	–
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	9	–	–	9	–
Mild problem	82	–	–	82	–
Moderate problem	9	–	–	9	–
Severe problem	0	–	–	0	–

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	43	–	–	43	–
Agree	50	–	–	50	–
Disagree	7	–	–	7	–
Strongly disagree	0	–	–	0	–

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

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

6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships[†]	52	–	–	52	–	A6.2
Adults really care about every student	47	–	–	47	–	A6.2
Adults acknowledge and pay attention to students	57	–	–	57	–	A6.2
Adults listen to what students have to say	54	–	–	54	–	A6.2
High Expectations-Adults in School[†]	47	–	–	47	–	A6.3
Adults want every student to do their best	53	–	–	53	–	A6.3
Adults believe every student can be a success	40	–	–	40	–	A6.3
Student Meaningful Participation[†]	38	–	–	38	–	A6.4
Opportunities to decide things	36	–	–	36	–	A6.4
Equal opportunity for classroom participation	38	–	–	38	–	A6.4
Equal opportunity to participate in extracurricular activities	40	–	–	40	–	A6.4
Opportunities to “make a difference”	29	–	–	29	–	A6.4
Promotion of Parental Involvement[†]	37	–	–	37	–	A6.5
School is welcoming to and facilitates parent involvement	46	–	–	46	–	A6.5
Encourages parents to be active partners in schooling	36	–	–	36	–	A6.5
School communicates about student learning expectation	23	–	–	23	–	A6.5
Parents feel welcome to participate at this school	23	–	–	23	–	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					
<i>Average reporting “Strongly agree”</i>	52	–	–	52	–
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	47	–	–	47	–
Agree	53	–	–	53	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
<i>acknowledge and pay attention to students.</i>					
Strongly agree	57	–	–	57	–
Agree	36	–	–	36	–
Disagree	7	–	–	7	–
Strongly disagree	0	–	–	0	–
<i>listen to what students have to say.</i>					
Strongly agree	54	–	–	54	–
Agree	38	–	–	38	–
Disagree	8	–	–	8	–
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.

High Expectations

Table A6.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
<i>Average reporting “Strongly agree”</i>	47	–	–	47	–
Adults who work at this school... want every student to do their best.					
Strongly agree	53	–	–	53	–
Agree	47	–	–	47	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
believe that every student can be a success.					
Strongly agree	40	–	–	40	–
Agree	53	–	–	53	–
Disagree	7	–	–	7	–
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					
<i>Average reporting “Strongly agree”</i>	38	–	–	38	–
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	36	–	–	36	–
Agree	64	–	–	64	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	38	–	–	38	–
Agree	62	–	–	62	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	40	–	–	40	–
Agree	53	–	–	53	–
Disagree	7	–	–	7	–
Strongly disagree	0	–	–	0	–
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	29	–	–	29	–
Agree	71	–	–	71	–
Disagree	0	–	–	0	–
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.

Promotion of Parental Involvement

Table A6.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	37	–	–	37	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	46	–	–	46	–
Agree	54	–	–	54	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	36	–	–	36	–
Agree	64	–	–	64	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	23	–	–	23	–
Agree	77	–	–	77	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Parents feel welcome to participate at this school.					
Strongly agree	23	–	–	23	–
Agree	77	–	–	77	–
Disagree	0	–	–	0	–
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.

Table A6.5

Promotion of Parental Involvement Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
School staff take parents’ concerns seriously.					
Strongly agree	54	–	–	54	–
Agree	38	–	–	38	–
Disagree	8	–	–	8	–
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

	<i>Average Percent Responding “Strongly Agree” Across Survey Questions</i>					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Support for social emotional learning	40	–	–	40	–	A7.2
Student readiness to learn	10	–	–	10	–	A7.3
Instructional equity	29	–	–	29	–	A7.7
Antibullying climate	37	–	–	37	–	A7.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	29	–	–	29	–	A7.5
Respect for diversity	37	–	–	37	–	A7.6
Positive Peer Relations						
Student peer relationships	28	–	–	28	–	A7.11

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

Supports for Learning and Student Academic Engagement

Table A7.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
<i>Average reporting “Strongly agree”</i>	40	–	–	40	–
This school encourages students to feel responsible for how they act.					
Strongly agree	31	–	–	31	–
Agree	62	–	–	62	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
This school encourages students to understand how others think and feel.					
Strongly agree	46	–	–	46	–
Agree	46	–	–	46	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
Students are taught that they can control their own behavior.					
Strongly agree	31	–	–	31	–
Agree	69	–	–	69	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
This school helps students resolve conflicts with one another.					
Strongly agree	46	–	–	46	–
Agree	46	–	–	46	–
Disagree	8	–	–	8	–
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.

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	46	–	–	46	–
Agree	46	–	–	46	–
Disagree	8	–	–	8	–
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					
<i>Average reporting “Strongly agree”</i>	10	–	–	10	–
Students are healthy and physically fit.					
Strongly agree	15	–	–	15	–
Agree	85	–	–	85	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Students start/arrive at school alert and rested.					
Strongly agree	8	–	–	8	–
Agree	77	–	–	77	–
Disagree	8	–	–	8	–
Strongly disagree	8	–	–	8	–
Students are motivated to learn.					
Strongly agree	8	–	–	8	–
Agree	38	–	–	38	–
Disagree	54	–	–	54	–
Strongly disagree	0	–	–	0	–
Students in this school are well-behaved.					
Strongly agree	15	–	–	15	–
Agree	85	–	–	85	–
Disagree	0	–	–	0	–
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	0	–	–	0	–
Agree	100	–	–	100	–
Disagree	0	–	–	0	–
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					
<i>Average reporting “Strongly agree”</i>	29	–	–	29	–
This school handles discipline problems fairly.					
Strongly agree	38	–	–	38	–
Agree	54	–	–	54	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
The school rules are fair.					
Strongly agree	38	–	–	38	–
Agree	62	–	–	62	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	15	–	–	15	–
Agree	77	–	–	77	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
Students know what the rules are.					
Strongly agree	23	–	–	23	–
Agree	77	–	–	77	–
Disagree	0	–	–	0	–
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.

Table A7.6

Respect for Diversity Scale Questions

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
<i>Average reporting “Strongly agree”</i>	37	–	–	37	–
Students respect each other’s differences.					
Strongly agree	15	–	–	15	–
Agree	69	–	–	69	–
Disagree	8	–	–	8	–
Strongly disagree	8	–	–	8	–
Adults from this school respect differences in students.					
Strongly agree	46	–	–	46	–
Agree	54	–	–	54	–
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	46	–	–	46	–
Agree	54	–	–	54	–
Disagree	0	–	–	0	–
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

Table A7.7

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	29	–	–	29	–
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	23	–	–	23	–
Agree	77	–	–	77	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	23	–	–	23	–
Agree	69	–	–	69	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	31	–	–	31	–
Agree	62	–	–	62	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	21	–	–	21	–
Agree	71	–	–	71	–
Disagree	7	–	–	7	–
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	43	–	–	43	–
Agree	50	–	–	50	–
Disagree	7	–	–	7	–
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	38	–	–	38	–
Agree	54	–	–	54	–
Disagree	8	–	–	8	–
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	43	–	–	43	–
Agree	57	–	–	57	–
Disagree	0	–	–	0	–
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	36	–	–	36	–
Mild problem	55	–	–	55	–
Moderate problem	9	–	–	9	–
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
Point Arena Joint Union High

Student Peer Relationships

Table A7.11

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
<i>Average reporting “Strongly agree”</i>	28	–	–	28	–
Students care about one another.					
Strongly agree	42	–	–	42	–
Agree	42	–	–	42	–
Disagree	17	–	–	17	–
Strongly disagree	0	–	–	0	–
Students treat each other with respect.					
Strongly agree	25	–	–	25	–
Agree	67	–	–	67	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–
Students get along well with one another.					
Strongly agree	14	–	–	14	–
Agree	79	–	–	79	–
Disagree	7	–	–	7	–
Strongly disagree	0	–	–	0	–
Students enjoy spending time together during school activities.^Ø					
Strongly agree	31	–	–	31	–
Agree	69	–	–	69	–
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.

^ØItem not included in the scale.

Table A7.11
Student Peer Relationships Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students enjoy interacting with each other during class activities.^Ø (<i>Remote Only</i>)					
Strongly agree		–	–		–
Agree		–	–		–
Disagree		–	–		–
Strongly disagree		–	–		–

Question A.58: Students enjoy interacting with each other during class activities.

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

^ØItem not included in the scale.

Antibullying Climate

Table A7.12

Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
<i>Average reporting “Strongly agree”</i>	37	–	–	37	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	46	–	–	46	–
Agree	54	–	–	54	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	25	–	–	25	–
Agree	50	–	–	50	–
Disagree	17	–	–	17	–
Strongly disagree	8	–	–	8	–
Students tell teachers when other students are being bullied.					
Strongly agree	25	–	–	25	–
Agree	50	–	–	50	–
Disagree	25	–	–	25	–
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	50	–	–	50	–
Agree	50	–	–	50	–
Disagree	0	–	–	0	–
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.

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	27	–	–	27	–
Agree	45	–	–	45	–
Disagree	27	–	–	27	–
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	9	–	–	9	–
Mild problem	55	–	–	55	–
Moderate problem	36	–	–	36	–
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	8	–	–	8	–
Agree	92	–	–	92	–
Disagree	0	–	–	0	–
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	9	–	–	9	–
Mild problem	73	–	–	73	–
Moderate problem	9	–	–	9	–
Severe problem	9	–	–	9	–

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.

Bullying and Fighting

Table A8.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	27	–	–	27	–
Mild problem	73	–	–	73	–
Moderate problem	0	–	–	0	–
Severe problem	0	–	–	0	–

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	100	–	–	100	–
Mild problem	0	–	–	0	–
Moderate problem	0	–	–	0	–
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.

Delinquency

Table A8.5

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	64	–	–	64	–
Mild problem	36	–	–	36	–
Moderate problem	0	–	–	0	–
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	100	–	–	100	–
Mild problem	0	–	–	0	–
Moderate problem	0	–	–	0	–
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	100	–	–	100	–
Mild problem	0	–	–	0	–
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	9	–	–	9	–
Mild problem	82	–	–	82	–
Moderate problem	9	–	–	9	–
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	45	–	–	45	–
Mild problem	45	–	–	45	–
Moderate problem	9	–	–	9	–
Severe problem	0	–	–	0	–

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.

Table A8.11
Student Vaping or Electronic Cigarette Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	9	–	–	9	–
Mild problem	73	–	–	73	–
Moderate problem	18	–	–	18	–
Severe problem	0	–	–	0	–

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	92	–	–	92	–
Don't know	8	–	–	8	–

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.

9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	15	–	–	15	–
The rules at this school are too strict.					
Strongly agree	0	–	–	0	–
Agree	8	–	–	8	–
Disagree	77	–	–	77	–
Strongly disagree	15	–	–	15	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	0	–	–	0	–
Agree	15	–	–	15	–
Disagree	69	–	–	69	–
Strongly disagree	15	–	–	15	–
Students get in trouble for breaking small rules.					
Strongly agree	0	–	–	0	–
Agree	31	–	–	31	–
Disagree	62	–	–	62	–
Strongly disagree	8	–	–	8	–
Teachers are very strict here.					
Strongly agree	0	–	–	0	–
Agree	8	–	–	8	–
Disagree	69	–	–	69	–
Strongly disagree	23	–	–	23	–

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	40	–	–	40	–
Agree	60	–	–	60	–
Disagree	0	–	–	0	–
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.

10. Professional Development Needs

Table A10.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
<i>Instruction and School Environment</i>					
Positive behavioral support and classroom management					
Yes	75	–	–	75	–
No	25	–	–	25	–
Creating a positive school climate					
Yes	75	–	–	75	–
No	25	–	–	25	–
Motivating students through remote learning <i>(Remote Only)</i>					
Yes		–	–		–
No		–	–		–
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	58	–	–	58	–
No	42	–	–	42	–
<i>Supporting Student Well-being and Development</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	75	–	–	75	–
No	25	–	–	25	–
Supporting students exposed to trauma or stressful life events.					
Yes	83	–	–	83	–
No	17	–	–	17	–

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.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	7	–	–	7	–

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

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies ^σ	0	–	–	0	–	B3.1
Enforces zero tolerance policies ^σ	0	–	–	0	–	B3.1
Has sufficient resources to create a safe campus ^σ	0	–	–	0	–	B3.2
Seeks to maintain a secure campus ^σ	20	–	–	20	–	B3.2
Provides harassment or bullying prevention [§]	43	–	–	43	–	B3.3
Provides conflict resolution or behavior management instruction [§]	57	–	–	57	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal ^σ	0	–	–	0	–	B4.1
Collaborates well with community organizations to address substance use or other problems ^σ	0	–	–	0	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems ^σ	0	–	–	0	–	B4.1
Provides alcohol or drug use prevention instruction [§]	43	–	–	43	–	B4.1
Provides tobacco use/vaping prevention instruction [§]	43	–	–	43	–	B4.1
Has sufficient resources to address substance use prevention needs ^σ	0	–	–	0	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students ^σ	0	–	–	0	–	B5.1
Provides opportunities for physical education and activity [§]	86	–	–	86	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]	57	–	–	57	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems ^σ	20	–	–	20	–	B6.1
Restorative practices ^σ	20	–	–	20	–	B6.1
Trauma-informed practices ^σ	20	–	–	20	–	B6.1

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

^σ 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	0	–	–	0	–
Agree	80	–	–	80	–
Disagree	20	–	–	20	–
Strongly disagree	0	–	–	0	–
Enforces zero tolerance policies					
Strongly agree	0	–	–	0	–
Agree	100	–	–	100	–
Disagree	0	–	–	0	–
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.

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	100	–	–	100	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Seeks to maintain a secure campus					
Strongly agree	20	–	–	20	–
Agree	80	–	–	80	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–

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	43	–	–	43	–
Some	43	–	–	43	–
Not much	14	–	–	14	–
Not at all	0	–	–	0	–
Provides conflict resolution or behavior management instruction					
A lot	57	–	–	57	–
Some	29	–	–	29	–
Not much	14	–	–	14	–
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.

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	0	–	–	0	–
Agree	80	–	–	80	–
Disagree	20	–	–	20	–
Strongly disagree	0	–	–	0	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	0	–	–	0	–
Agree	100	–	–	100	–
Disagree	0	–	–	0	–
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	0	–	–	0	–
Agree	100	–	–	100	–
Disagree	0	–	–	0	–
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.

Table B4.1***Substance Use Prevention - Continued***

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	43	–	–	43	–
Some	57	–	–	57	–
Not much	0	–	–	0	–
Not at all	0	–	–	0	–
Provides tobacco use/vaping prevention instruction					
A lot	43	–	–	43	–
Some	43	–	–	43	–
Not much	14	–	–	14	–
Not at all	0	–	–	0	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	0	–	–	0	–
Agree	100	–	–	100	–
Disagree	0	–	–	0	–
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	0	–	–	0	–
Agree	80	–	–	80	–
Disagree	20	–	–	20	–
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.

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	0	–	–	0	–
Agree	100	–	–	100	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Provides opportunities for physical education and activity					
A lot	86	–	–	86	–
Some	14	–	–	14	–
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.

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	57	–	–	57	–
Some	43	–	–	43	–
Not much	0	–	–	0	–
Not at all	0	–	–	0	–
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	20	–	–	20	–
Agree	80	–	–	80	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Uses restorative practices to help resolve conflicts					
Strongly agree	20	–	–	20	–
Agree	80	–	–	80	–
Disagree	0	–	–	0	–
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.

Table B6.1***Youth Development and Social-Emotional Supports at School – Continued***

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	20	–	–	20	–
Agree	80	–	–	80	–
Disagree	0	–	–	0	–
Strongly disagree	0	–	–	0	–
Provides instructional help to build social-emotional competencies					
A lot	43	–	–	43	–
Some	29	–	–	29	–
Not much	29	–	–	29	–
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.

Appendix

2025–26 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Point Arena High	X

Notes: Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list.

2025–26 CSSS Staff Survey Data Status

Eligible Non-Traditional Schools^A

Data
Received

South Coast Continuation

Notes: Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list. ^ANon-traditional schools include continuation, community day, and other alternative school types.