

CALIFORNIA SCHOOL STAFF SURVEY



Nevada Union High 2019-2020 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 2019-20 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 (CDE) *California School Climate, Health, and Learning Surveys* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

SURVEY PURPOSE

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

The CSSS grew out of CDE’s commitment to: (1) helping schools promote the successful cognitive, social, emotional, and physical development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSSS report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. CSSS data enrich a school’s ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Core Section (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;

- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

The same questions asked of students in the CHKS supplemental School Climate Module are included in the CSSS so that staff and student results can be compared. CDE recommends that all districts include the School Climate Module in their CHKS administration. The questions, reported in Section 6 (Learning Conditions), provide staff perceptions on five key constructs:

- Supports for Learning;
- Discipline and Order;
- Social, Emotional, and Behavioral Supports;
- Positive Peer Relationships (anti-bullying related); and
- Respect for Diversity.

Student Supports Questions (Section B)

A second section of the survey is focused on student supports and is designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, and/or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSSS) and student report (from the CHKS).

Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free CalSCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSSS results reported by staff who have special education responsibilities to those reported by other staff.
- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and

nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

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

Supplemental Reports

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school

improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

RESOURCES

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

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision. *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf).
- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.
- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.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/#survey_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 Regional Centers. These will help in

fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

The value of your CSSS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Student and Parent Surveys.** If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/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/reports-data/#aggregated_calschls_reports). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

Disaggregated Reports

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity, role, length of employment at school).

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (calschls.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next student, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

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

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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	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	15

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	Table
School Supports for Students		
Caring adult relationships [†]	24	A5.1
High expectations-adults in school [†]	27	A5.1
Opportunities for meaningful student participation [†]	9	A5.1
Promotion of parent involvement [†]	12	A5.1
Student learning environment [†]	11	A4.1
Facilities upkeep [†]	0	A4.1
Social emotional supports at school [†]	8	A6.1
Provides adequate counseling and support services [†]	7	A8.2
Anti-bullying climate [†]	8	A6.1
School Supports for Staff		
Staff working environment [†]	24	A4.1
Staff collegiality [†]	23	A4.1
School Safety		
Is a safe place for staff [†]	14	A4.1
Is a safe place for students [†]	21	A4.1
Has sufficient resources to create a safe campus [†]		B2.1
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity [†]	13	A6.1
Respect for diversity [†]	13	A6.1
Student Behavior		
Student readiness to learn [†]	0	A6.1
Cutting classes or being truant moderate/severe problem	54	A6.13
Harassment/bullying moderate/severe problem	69	A7.2
Substance Use and Mental Health		
Alcohol and drug use moderate/severe problem	77	A7.8
Tobacco use moderate/severe problem	77	A7.9
Vaping/e-cigarette use moderate/severe problem	100	A7.10
Student depression moderate/severe problem	77	A7.1

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

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

3. Demographics

Table A3.1

Role (Job) at School

	All %
Teacher in grade 4 or below	0
Teacher in grade 5 or above	40
Special education teacher	7
Administrator	0
Prevention staff, nurse, or health aide	0
Counselor, psychologist	0
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	27
Other certificated staff	20
Other classified staff	20
Other service provider	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 A3.2

Special Population Service Providers

	All %
Migrant education	13
Special education	93
English language learners	73
None of the above	0

Question A.2: 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 A3.3***Length of Employment at School***

	All %
Less than one year	0
1 to 2 years	13
3 to 5 years	13
6 to 10 years	33
Over 10 years	40

Question A.3: How many years have you worked, in any position, at this school?

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

Table A3.4***Overall Length of Employment in Position***

	All %
Less than one year	7
1 to 2 years	7
3 to 5 years	13
6 to 10 years	13
Over 10 years	60

Question A.4: 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 A3.5***Race/Ethnicity of Respondents***

	All %
African American (not Hispanic)	0
American Indian or Alaska Native	0
Asian or Pacific Islander	7
White (not Hispanic)	93
Hispanic or Latino/a	0
Other or Multi-ethnic	0

Question A.5: What is your race or ethnicity?

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

Table A3.6***Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %
Yes	31
No	69

Question A.114: 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. School Supports for Students and Staff

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

	<i>Percent Responding “Strongly Agree”</i>	Table
	All %	
School Supports for Students		
Student learning environment [†]	11	A4.2
Is a supportive and inviting place for students to learn	7	A4.2
Sets high standards for academic performance for all	7	A4.2
Emphasizes teaching lessons in ways relevant to students	0	A4.2
Facilities upkeep	0	A4.13
School Supports for Staff		
Staff working environment [†]	24	A4.4
Is a supportive and inviting place for staff to work	21	A4.4
Promotes trust and collegiality among staff	29	A4.4
Promotes participation in school decision making	23	A4.4
Provides adequate employment benefits	31	A4.9
Provides resources and training to do job effectively	36	A4.4
Provides resources and training to work with special education students	21	A4.11
Uses objective data for school improvement decisions	23	A4.6
Staff collegiality [†]	23	A4.5
Have close professional relationships with one another	23	A4.5
Feel a responsibility to improve the school	23	A4.5
School Safety		
Is a safe place for staff	14	A4.4
Is a safe place for students	21	A4.2

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

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

Student Learning Environment

Table A4.2

Student Learning Environment Scale Questions

	All %
Student learning environment	
<i>Average reporting “Strongly agree”</i>	11
<i>This school...</i>	
is a supportive and inviting place for students to learn.	
Strongly agree	7
Agree	93
Disagree	0
Strongly disagree	0
sets high standards for academic performance for all students.	
Strongly agree	7
Agree	50
Disagree	43
Strongly disagree	0
promotes academic success for all students.	
Strongly agree	7
Agree	64
Disagree	29
Strongly disagree	0
emphasizes helping students academically when they need it.	
Strongly agree	14
Agree	64
Disagree	21
Strongly disagree	0

Question A.6-9: This school... is a supportive and inviting place for students to learn.... sets high standards for academic performance for all students... promotes academic success for all students... emphasizes helping students academically when they need it.

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

Table A4.2***Student Learning Environment Scale Questions – Continued***

	All %
This school emphasizes teaching lessons in ways relevant to students.	
Strongly agree	0
Agree	86
Disagree	7
Strongly disagree	7
This school is a safe place for students.	
Strongly agree	21
Agree	57
Disagree	14
Strongly disagree	7
This school motivates students to learn.	
Strongly agree	8
Agree	69
Disagree	23
Strongly disagree	0
Teachers go out of their way to help students.	
Strongly agree	23
Agree	77
Disagree	0
Strongly disagree	0

Question A.11, 29, 43, 74: This school emphasizes teaching lessons in ways relevant to students... This school is a safe place for students... This school motivates students to learn... Teachers go out of their way to help students.

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

Table A4.3

Disruptive Student Behavior is a Problem

	All %
Insignificant problem	0
Mild problem	15
Moderate problem	46
Severe problem	38

Question A.95: How much of a problem at this school is disruptive student behavior?

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

Staff Working Environment

Table A4.4
Staff Working Environment Scale Questions

	All %
Staff working environment	
<i>Average reporting “Strongly agree”</i>	24
<i>This school... is a supportive and inviting place for staff to work.</i>	
Strongly agree	21
Agree	50
Disagree	14
Strongly disagree	14
<i>promotes trust and collegiality among staff.</i>	
Strongly agree	29
Agree	43
Disagree	21
Strongly disagree	7
<i>provides the materials, resources, and training needed to do your job effectively.</i>	
Strongly agree	36
Agree	36
Disagree	14
Strongly disagree	14
<i>is a safe place for staff.</i>	
Strongly agree	14
Agree	64
Disagree	14
Strongly disagree	7

Question A.12-14, 30: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... provides the materials, resources, and training (professional development) needed to do your job effectively... is a safe place for staff.

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

Table A4.4

Staff Working Environment Scale Questions – Continued

	All %
This school promotes personnel participation in decision-making that affects school practices and policies.	
Strongly agree	23
Agree	38
Disagree	23
Strongly disagree	15

Question A.42: This school promotes personnel participation in decision-making that affects school practices and policies.

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

Table A4.5
Staff Collegiality Scale Questions

	All %
Staff collegiality	
Average reporting “Strongly agree”	23
<i>In this school, adults...</i>	
have close professional relationships with one another.	
Strongly agree	23
Agree	46
Disagree	31
Strongly disagree	0
support and treat each other with respect.	
Strongly agree	23
Agree	69
Disagree	8
Strongly disagree	0
feel a responsibility to improve this school.	
Strongly agree	23
Agree	62
Disagree	15
Strongly disagree	0

Question A.39-41: In this school, adults... 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 A4.6***School Uses Objective Data in Decision Making***

	All %
Strongly agree	23
Agree	77
Disagree	0
Strongly disagree	0

Question A.46: 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 A4.7***Lack of Respect of Staff by Students is a Problem***

	All %
Insignificant problem	8
Mild problem	15
Moderate problem	62
Severe problem	15

Question A.98: How much of a problem at this school is lack of respect of staff by students?

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

General Staff Supports

Table A4.8

Works to Minimize Paper Work

	All %
Strongly agree	8
Agree	62
Disagree	23
Strongly disagree	8

Question A.47: This school takes steps to minimize paper work.

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

Table A4.9

Provides Adequate Benefits

	All %
Strongly agree	31
Agree	46
Disagree	15
Strongly disagree	8

Question A.48: This school provides adequate benefits (e.g., salary, fringe benefits, and retirement options) to support my continued employment.

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

Table A4.10

Provides Relevant Paraprofessional Training

	All %
Strongly agree	0
Agree	62
Disagree	38
Strongly disagree	0

Question A.49: This school provides relevant training for paraprofessionals.

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

Special Education Supports

Table A4.11

Provides Resources and Training Needed to Work with Special Education (IEP) Students

	All %
Strongly agree	21
Agree	50
Disagree	21
Strongly disagree	7

Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.

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

Table A4.12

Provides Complete State Adopted Instructional Materials for Students with IEPs

	All %
Strongly agree	17
Agree	58
Disagree	25
Strongly disagree	0

Question A.50: This school provides complete state adopted instructional materials for students with IEPs.

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

Facilities Upkeep

Table A4.13

Clean and Well-Maintained Facilities and Property

	All %
Strongly agree	0
Agree	79
Disagree	21
Strongly disagree	0

Question A.32: This school has clean and well-maintained facilities and property.

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

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding “Strongly Agree”	
	All %	Table
Caring Adult Relationships[†]	24	A5.2
Adults really care about every student	21	A5.2
Adults acknowledge and pay attention to students	29	A5.2
Adults listen to what students have to say	23	A5.2
High Expectations-Adults in School[†]	27	A5.3
Adults want every student to do their best	38	A5.3
Adults believe every student can be a success	15	A5.3
Opportunities for Meaningful Student Participation[†]	9	A5.4
Opportunities to decide things	0	A5.4
Equal opportunity for classroom participation	21	A5.4
Equal opportunity to participate in extracurricular activities	14	A5.4
Opportunities to “make a difference”	0	A5.4
Promotion of Parent Involvement[†]	12	A5.5
School is welcoming to and facilitates parent involvement	21	A5.5
Encourages parents to be active partners in schooling	8	A5.5
School communicates about student learning expectation	15	A5.5
Parents feel welcome to participate at this school	0	A5.5
Career Pathways		
Students provided with career pathway information	15	A5.6

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

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

Caring Relationships

Table A5.2

Caring Relationships Scale Questions

	All %
Caring relationships	
<i>Average reporting “Strongly agree”</i>	24
<i>In this school, adults... really care about every student.</i>	
Strongly agree	21
Agree	64
Disagree	14
Strongly disagree	0
<i>acknowledge and pay attention to students.</i>	
Strongly agree	29
Agree	64
Disagree	7
Strongly disagree	0
<i>listen to what students have to say.</i>	
Strongly agree	23
Agree	62
Disagree	15
Strongly disagree	0

Question A.33, 34, 36: In this school, adults... 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 A5.3

High Expectations Scale Questions

	All %
High expectations-adults in school	
<i>Average reporting “Strongly agree”</i>	27
<i>In this school, adults... want every student to do their best.</i>	
Strongly agree	38
Agree	62
Disagree	0
Strongly disagree	0
<i>believe that every student can be a success.</i>	
Strongly agree	15
Agree	77
Disagree	8
Strongly disagree	0

Question A.35, 37: In this school, adults... want every student to do their best... believe that every student can be a success.

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

Opportunities for Meaningful Participation

Table A5.4

Opportunities for Meaningful Student Participation Scale Questions

	All %
Opportunities for meaningful student participation	
<i>Average reporting “Strongly agree”</i>	9
<i>This school...</i>	
encourages opportunities for students to decide things like class activities or rules.	
Strongly agree	0
Agree	64
Disagree	29
Strongly disagree	7
gives all students equal opportunity to participate in classroom discussions or activities.	
Strongly agree	21
Agree	50
Disagree	21
Strongly disagree	7
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.	
Strongly agree	14
Agree	50
Disagree	36
Strongly disagree	0
gives students opportunities to “make a difference” by helping other people, the school, or the community.	
Strongly agree	0
Agree	64
Disagree	36
Strongly disagree	0

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

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

Promotion of Parent Involvement

Table A5.5

Promotion of Parent Involvement Scale Questions

	All %
Promotion of parent involvement	
<i>Average reporting “Strongly agree”</i>	12
This school is welcoming to and facilitates parent involvement.	
Strongly agree	21
Agree	64
Disagree	7
Strongly disagree	7
This school encourages parents to be active partners in educating their child.	
Strongly agree	8
Agree	54
Disagree	31
Strongly disagree	8
Teachers at this school communicate with parents about what their children are expected to learn in class.	
Strongly agree	15
Agree	69
Disagree	8
Strongly disagree	8
Parents feel welcome to participate at this school.	
Strongly agree	0
Agree	62
Disagree	31
Strongly disagree	8

Question A.31, 45, 86, 87: 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 A5.5***Promotion of Parent Involvement Scale Questions – Continued***

	All %
School staff take parents’ concerns seriously.	
Strongly agree	15
Agree	69
Disagree	8
Strongly disagree	8

Question A.88: School staff take parents’ concerns seriously.

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

Career Pathways

Table A5.6***Provides Students With Information or Experiences to Learn About Careers***

	All %
Strongly agree	15
Agree	62
Disagree	15
Strongly disagree	8

Question A.51: This school provides students with career pathways, internships, industry-informed projects, or other intensive, first-hand experiences to learn about careers.

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

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	<i>Percent Responding “Strongly Agree”</i>	Table
	All %	
Learning Supports		
Social emotional supports at school [†]	8	A6.2
Student readiness to learn [†]	0	A6.3
Instructional equity [†]	14	A6.6
Anti-bullying climate [†]	8	A6.12
Fairness, Rule Clarity, and Respect for Diversity		
Fairness and rule clarity [†]	13	A6.4
Respect for diversity [†]	13	A6.5
Tension between different cultural/racial/ethnic groups	0	A6.9
Positive Peer Relations		
Student peer relationships [†]	4	A6.11

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

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

Supports for Learning and Student Academic Engagement

Table A6.2

Social Emotional Supports Scale Questions

	All %
Social emotional supports at school	
<i>Average reporting “Strongly agree”</i>	8
This school encourages students to feel responsible for how they act.	
Strongly agree	8
Agree	62
Disagree	23
Strongly disagree	8
Students are often given rewards for being good.	
Strongly agree	0
Agree	25
Disagree	58
Strongly disagree	17
This school encourages students to understand how others think and feel.	
Strongly agree	15
Agree	69
Disagree	8
Strongly disagree	8
Students are taught that they can control their own behavior.	
Strongly agree	8
Agree	69
Disagree	8
Strongly disagree	15

Question A.68-71: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

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

Table A6.2***Social Emotional Supports Scale Questions – Continued***

	All %
This school helps students resolve conflicts with one another.	
Strongly agree	8
Agree	62
Disagree	23
Strongly disagree	8
This school encourages students to care about how others feel.	
Strongly agree	8
Agree	77
Disagree	8
Strongly disagree	8

Question A.72, 73: This school helps students resolve conflicts with one another... This school encourages students to care about how others feel.

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

Table A6.3
Student Readiness to Learn Scale Questions

	All %
Student readiness to learn	
Average reporting “Strongly agree”	0
Students are healthy and physically fit.	
Strongly agree	0
Agree	69
Disagree	31
Strongly disagree	0
Students arrive at school alert and rested.	
Strongly agree	0
Agree	62
Disagree	31
Strongly disagree	8
Students are motivated to learn.	
Strongly agree	0
Agree	62
Disagree	31
Strongly disagree	8
Students in this school are well-behaved.	
Strongly agree	0
Agree	46
Disagree	38
Strongly disagree	15

Question A.61-63, 77: Students are healthy and physically fit... Students arrive at school alert and rested... Students are motivated to learn... Students in this school are well-behaved.

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

Fairness, Rule Clarity, and Respect for Diversity

Table A6.4

Fairness and Rule Clarity Scale Questions

	All %
Fairness and rule clarity	
<i>Average reporting “Strongly agree”</i>	13
This school clearly communicates to students the consequences of breaking school rules.	
Strongly agree	29
Agree	36
Disagree	21
Strongly disagree	14
This school handles discipline problems fairly.	
Strongly agree	14
Agree	36
Disagree	36
Strongly disagree	14
Adults at this school treat all students with respect.	
Strongly agree	0
Agree	92
Disagree	8
Strongly disagree	0
The school rules are fair.	
Strongly agree	15
Agree	69
Disagree	15
Strongly disagree	0

Question A.27, 28, 75, 76: This school clearly communicates to students the consequences of breaking school rules... This school handles discipline problems fairly... Adults at this school treat all students with respect... The school rules are fair.

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

Table A6.4***Fairness and Rule Clarity Scale Questions – Continued***

	All %
Rules in this school are made clear to students.	
Strongly agree	15
Agree	69
Disagree	15
Strongly disagree	0
This school clearly informs students what will happen if they break school rules.	
Strongly agree	8
Agree	69
Disagree	23
Strongly disagree	0
Students know what the rules are.	
Strongly agree	8
Agree	85
Disagree	8
Strongly disagree	0
This school makes it clear how students are expected to act.	
Strongly agree	8
Agree	77
Disagree	8
Strongly disagree	8

Question A.82-85: Rules in this school are made clear to students... This school clearly informs students what will happen if they break school rules... Students know what the rules are... This school makes it clear how students are expected to act.

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

Table A6.5***Respect for Diversity Scale Questions***

	All %
Respect for diversity	
<i>Average reporting “Strongly agree”</i>	13
Students in this school respect each other’s differences.	
Strongly agree	0
Agree	85
Disagree	15
Strongly disagree	0
Adults in this school respect differences in students.	
Strongly agree	31
Agree	62
Disagree	8
Strongly disagree	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	8
Agree	85
Disagree	8
Strongly disagree	0

Question A.58-60: Students in this school respect each other’s differences (e.g., gender, race, culture, sexual orientation)... Adults in 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 A6.6
Instructional Equity Scale Questions

	All %
Instructional equity	
<i>Average reporting “Strongly agree”</i>	14
<i>This school...</i>	
encourages students to enroll in rigorous courses, regardless of their race, ethnicity, or nationality.	
Strongly agree	14
Agree	64
Disagree	14
Strongly disagree	7
emphasizes using instructional materials that reflect the culture or ethnicity of its students.	
Strongly agree	7
Agree	50
Disagree	36
Strongly disagree	7
has staff examine their own cultural biases through professional development or other processes.	
Strongly agree	0
Agree	36
Disagree	50
Strongly disagree	14
considers closing the racial/ethnic achievement gap a high priority.	
Strongly agree	0
Agree	36
Disagree	50
Strongly disagree	14

Question A.20-23: This school... encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality... 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.

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

Table A6.6***Instructional Equity Scale Questions – Continued***

	All %
<i>This school...</i>	
has high expectations for all students, regardless of their race, ethnicity, or nationality.	
Strongly agree	29
Agree	50
Disagree	21
Strongly disagree	0
fosters an appreciation of student diversity and respect for each other.	
Strongly agree	29
Agree	43
Disagree	21
Strongly disagree	7
emphasizes showing respect for all students’ cultural beliefs and practices.	
Strongly agree	21
Agree	43
Disagree	29
Strongly disagree	7

Question A.24-26: This school... has high expectations for all students, regardless of their race, ethnicity, or nationality... fosters an appreciation of student diversity and respect for each other... emphasizes showing respect for all students’ cultural beliefs and practices.

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

Table A6.7

Staff Treat All Students Fairly

	All %
Strongly agree	23
Agree	54
Disagree	23
Strongly disagree	0

Question A.38: In this school, adults treat all students fairly.

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

Cultural Sensitivity

Table A6.8

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %
Strongly agree	0
Agree	62
Disagree	23
Strongly disagree	15

Question A.44: 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 A6.9***Cultural/Racial/Ethnic Tension***

	All %
There is a lot of tension between people of different cultures, races, or ethnicities.	
Strongly agree	0
Agree	31
Disagree	69
Strongly disagree	0

Question A.57: There is a lot of tension in this school between people of different cultures, races, or ethnicities.

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

Table A6.10***Racial/Ethnic Conflict Among Students is a Problem***

	All %
Insignificant problem	8
Mild problem	85
Moderate problem	8
Severe problem	0

Question A.96: How much of a problem at this school is racial/ethnic conflict among students?

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

Student Peer Relationships

Table A6.11

Student Peer Relationships Scale Questions

	All %
Student peer relationships	
<i>Average reporting “Strongly agree”</i>	4
Students enjoy spending time together during school activities.	
Strongly agree	8
Agree	77
Disagree	15
Strongly disagree	0
Students care about one another.	
Strongly agree	8
Agree	77
Disagree	15
Strongly disagree	0
Students treat each other with respect.	
Strongly agree	0
Agree	54
Disagree	46
Strongly disagree	0
Student get along well with one another.	
Strongly agree	0
Agree	75
Disagree	25
Strongly disagree	0

Question A.64-67: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Student get along well with one another.

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

Anti-Bullying Climate

Table A6.12

Anti-Bullying Climate Scale Questions

	All %
Anti-bullying climate	
<i>Average reporting “Strongly agree”</i>	8
Teachers here make it clear to students that bullying is not tolerated.	
Strongly agree	23
Agree	69
Disagree	8
Strongly disagree	0
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	0
Agree	62
Disagree	31
Strongly disagree	8
Students tell teachers when other students are being bullied.	
Strongly agree	0
Agree	54
Disagree	46
Strongly disagree	0
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.	
Strongly agree	15
Agree	77
Disagree	8
Strongly disagree	0

Question A.52-55: Teachers here 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 A6.12***Anti-Bullying Climate Scale Questions – Continued***

	All %
Students here try to stop bullying when they see it happening.	
Strongly agree	0
Agree	46
Disagree	54
Strongly disagree	0

Question A.56: Students here try to stop bullying when they see it happening.

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

Truancy

Table A6.13***Cutting Class or Truancy is a Problem***

	All %
Insignificant problem	0
Mild problem	46
Moderate problem	46
Severe problem	8

Question A.99: How much of a problem at this school is cutting classes or being truant?

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

7. Student Health Risks and Prevention

Mental Health

Table A7.1

Student Depression or Other Mental Health Issues are a Problem

	All %
Insignificant problem	0
Mild problem	23
Moderate problem	38
Severe problem	38

Question A.97: How much of a problem at this school is student depression or other mental health problems?

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

Bullying and Fighting

Table A7.2

Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	0
Mild problem	31
Moderate problem	62
Severe problem	8

Question A.93: How much of a problem at this school is harassment or bullying among students?

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

Table A7.3***Physical Fighting Between Students is a Problem***

	All %
Insignificant problem	0
Mild problem	77
Moderate problem	23
Severe problem	0

Question A.94: How much of a problem at this school is physical fighting between students?

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

Delinquency

Table A7.4***Vandalism (Including Graffiti) is a Problem***

	All %
Insignificant problem	23
Mild problem	54
Moderate problem	15
Severe problem	8

Question A.102: How much of a problem at this school is vandalism (including graffiti)?

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

Table A7.5***Theft is a Problem***

	All %
Insignificant problem	15
Mild problem	54
Moderate problem	23
Severe problem	8

Question A.103: How much of a problem at this school is theft?

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

Table A7.6***Gang-Related Activity is a Problem***

	All %
Insignificant problem	69
Mild problem	31
Moderate problem	0
Severe problem	0

Question A.100: How much of a problem at this school is gang-related activity?

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

Table A7.7***Weapons Possession is a Problem***

	All %
Insignificant problem	62
Mild problem	38
Moderate problem	0
Severe problem	0

Question A.101: How much of a problem at this school is weapons possession?

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

Substance Use

Table A7.8
Student Alcohol and Drug Use is a Problem

	All %
Insignificant problem	0
Mild problem	23
Moderate problem	46
Severe problem	31

Question A.90: How much of a problem at this school is student alcohol and drug use?

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

Table A7.9
Student Tobacco Use is a Problem

	All %
Insignificant problem	8
Mild problem	15
Moderate problem	54
Severe problem	23

Question A.91: How much of a problem at this school is tobacco use?

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

Table A7.10
Student Vaping is a Problem

	All %
Insignificant problem	0
Mild problem	0
Moderate problem	23
Severe problem	77

Question A.92: How much of a problem at this school is student vaping or e-cigarette use?

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

Substance Use Prevention Policies

Table A7.11

School Bans Tobacco Use and Vaping

	All %
No	0
Yes	100
Don't know	0

Question A.89: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?

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

Table A7.12

School Enforces Policies Banning Tobacco Use and Vaping

	All %
Strongly agree	
Agree	
Disagree	
Strongly disagree	

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

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

8. Discipline and Counseling

Table A8.1

Disciplinary Harshness Scale Questions

	All %
Disciplinary harshness	
<i>Average reporting “Strongly agree” or “Agree”</i>	15
The rules in this school are too strict.	
Strongly agree	0
Agree	8
Disagree	31
Strongly disagree	62
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	0
Agree	15
Disagree	69
Strongly disagree	15
Students get in trouble for breaking small rules.	
Strongly agree	0
Agree	23
Disagree	69
Strongly disagree	8
Teachers are very strict here.	
Strongly agree	0
Agree	17
Disagree	75
Strongly disagree	8

Question A.78-81: The rules in 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 A8.2
Provides Adequate Counseling and Support for Students

	All %
Strongly agree	7
Agree	57
Disagree	21
Strongly disagree	14

Question A.10: This school provides adequate counseling and support services for students.

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

9. Professional Development Needs

Table A9.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	Table
Instruction and School Environment		
Meeting academic standards	42	A9.2
Evidence-based methods of instruction	62	A9.3
Positive behavioral support and classroom management	54	A9.4
Creating a positive school climate	69	A9.5
Addressing Needs of Diverse Populations		
Working with diverse racial, ethnic, or cultural groups	62	A9.6
Culturally relevant pedagogy for the school's student population	46	A9.7
Serving English language learners	69	A9.8
Closing the achievement gap	62	A9.9
Providing Support Services		
Serving special education (IEP) students	46	A9.10
Meeting the social, emotional, and developmental needs of youth	85	A9.11

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

Instruction and School Environment

Table A9.2

Need PD in Meeting Academic Standards

	All %
Yes	42
No	58

Question A.104: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... meeting academic standards.

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

Table A9.3

Need PD in Instructional Methods

	All %
Yes	62
No	38

Question A.105: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... evidence-based methods of instruction.

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

Table A9.4

Need PD on Positive Behavioral Support and Classroom Management

	All %
Yes	54
No	46

Question A.106: 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.

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

Table A9.5***Need PD in Creating a Positive School Climate***

	All %
Yes	69
No	31

Question A.113: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... creating a positive school climate.

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

Addressing Needs of Diverse Populations

Table A9.6***Need PD on Working with Diverse Populations***

	All %
Yes	62
No	38

Question A.107: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... working with diverse racial, ethnic, or cultural groups.

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

Table A9.7***Need PD on Culturally Relevant Pedagogy***

	All %
Yes	46
No	54

Question A.108: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... culturally relevant pedagogy for the school's student population.

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

Table A9.8

Need PD on Serving English Language Learners

	All %
Yes	69
No	31

Question A.109: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... serving English Language Learners.

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

Table A9.9

Need PD on Closing the Achievement Gap

	All %
Yes	62
No	38

Question A.110: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... closing the achievement gap.?

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

Providing Support Services

Table A9.10

Need PD for Serving Special Education (IEP) Students

	All %
Yes	46
No	54

Question A.111: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... serving special education (IEP) students.

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

Table A9.11

Need PD on Meeting Social, Emotional, and Developmental Needs of Youth

	All %
Yes	85
No	15

Question A.112: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion).

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
Number of respondents	4

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Collaborates well with law enforcement organizations [‡]		B3.1
Punishes first-time violations of alcohol or other drug policies [‡]		B3.1
Enforces zero tolerance policies [‡]		B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis [‡]		B3.1
Has sufficient resources to create a safe campus [‡]		B3.2
Seeks to maintain a secure campus [‡]		B3.2
Provides harassment or bullying prevention [†]		B3.3
Provides conflict resolution or behavior management instruction [†]		B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal [‡]		B4.1
Collaborates well with community organizations to address substance use or other problems [‡]		B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]		B4.1
Provides alcohol or drug use prevention instruction [†]		B4.1
Provides tobacco use/vaping prevention instruction [†]		B4.1
Has sufficient resources to address substance use prevention needs [‡]		B4.1

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

[†]Percent responding “A lot.”

[‡]Percent responding “Strongly agree.”

Table B2.1**Summary of Indicators of School Learning Supports - Continued**

	All %	Table
Physical Health and Special Needs		
Provides healthy food choices for students [‡]		B5.1
Provides adequate health services for students [‡]		B5.1
Provides opportunities for physical education and activity [†]		B5.1
Provides nutritional instruction [†]		B5.1
Provides services for students with disabilities or other special needs [†]		B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion [†]		B6.1
Provides character education [†]		B6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]		B6.1
Restorative practices [‡]		B6.1
Trauma-informed practices [‡]		B6.1

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

[†]Percent responding “A lot.”

[‡]Percent responding “Strongly agree.”

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %
Collaborates well with law enforcement organizations	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Enforces zero tolerance policies	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question 116, 120-122: This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... 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 %
Has sufficient resources to create a safe campus	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Seeks to maintain a secure campus	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question 117, 123: 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 %
Provides harassment or bullying prevention	
A lot	
Some	
Not much	
Not at all	
Provides conflict resolution or behavior management instruction	
A lot	
Some	
Not much	
Not at all	

Question 137, 139: 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 %
Considers substance abuse prevention an important goal	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question 115, 124, 125: 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 %
Provides alcohol or drug use prevention instruction	
A lot	
Some	
Not much	
Not at all	
Provides tobacco use/vaping prevention instruction	
A lot	
Some	
Not much	
Not at all	
Has sufficient resources to address substance use prevention needs	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question 118, 135, 136: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %
Provides healthy food choices for students	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides adequate health services for students	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides opportunities for physical education and activity	
A lot	
Some	
Not much	
Not at all	
Provides nutritional instruction	
A lot	
Some	
Not much	
Not at all	
Provides services for students with disabilities or other special needs	
A lot	
Some	
Not much	
Not at all	

Question 126, 127, 133, 134, 140: This school... provides adequate health services for students... provides students with healthy food choices... To what extent does this school provide students... nutritional instruction?... opportunities for physical education and activity?... services for students with disabilities or other special needs?

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 %
Provide supports that foster youth development, resilience, social-emotional learning, or asset promotion	
A lot	
Some	
Not much	
Not at all	
Provides character education	
A lot	
Some	
Not much	
Not at all	
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Uses restorative practices to help resolve conflicts	
Strongly agree	
Agree	
Disagree	
Strongly disagree	

Question 128, 129, 132, 138: 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?... character education?

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

Table B6.1

Youth Development and Social-Emotional Health at School – Continued

	All %
Provides counseling or other ways to help students with their social-emotional needs	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Implements trauma-informed practices	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Provides instructional help to build social-emotional competencies	
A lot	
Some	
Not much	
Not at all	

Question 130, 131, 141: This school... provides counseling or other ways to help students with their social-emotional needs... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?

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

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered