

# CALIFORNIA SCHOOL STAFF SURVEY



## Mt. Diablo Unified 2017-2018 Main Report

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# Contents

	Page
<b>List of Tables</b> . . . . .	<b>iii</b>
<b>PREFACE</b> . . . . .	<b>viii</b>
<b>Survey Module Administration</b> . . . . .	<b>1</b>
<b>Section A. Core Module</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	2
2. Summary of Key Survey Indicators . . . . .	3
3. Demographics . . . . .	4
4. Learning and Working Environment . . . . .	6
Student Learning Environment . . . . .	8
Staff Working Environment . . . . .	10
General Staff Supports . . . . .	13
Special Education Supports . . . . .	14
Perceived School Safety . . . . .	15
Facilities . . . . .	16
Parent Involvement . . . . .	16
5. Student Developmental Supports and Opportunities . . . . .	18
Caring Relationships . . . . .	19
High Expectations . . . . .	20
Opportunities for Meaningful Participation . . . . .	21
Career Pathways . . . . .	22
6. Learning Conditions . . . . .	23
Supports for Learning . . . . .	25
Fair, Respectful, and Orderly Environment . . . . .	25
Clarity of Rules and Expectations . . . . .	27
Positive Peer Relations . . . . .	28
Social Emotional Supports, Conflict Management, and Bullying Prevention . . . . .	29
Respect for Diversity . . . . .	33
7. Respect, Equity, and Cultural Sensitivity . . . . .	34
Tolerance Among Students . . . . .	35
Treating Students Fairly and Respectfully . . . . .	35
Cultural Sensitivity . . . . .	36
Instructional Equity . . . . .	37

8. Learning Readiness and Engagement . . . . .	38
Learning Motivation and Truancy . . . . .	39
General Behavior . . . . .	40
9. Student Health and Risk Behavior . . . . .	41
Perceived Physical and Mental Health . . . . .	42
Bullying and Fighting . . . . .	43
Delinquency . . . . .	43
Substance Use . . . . .	45
10. Discipline and Counseling . . . . .	46
11. Professional Development Needs . . . . .	49
Instruction and School Environment . . . . .	50
Addressing Needs of Diverse Populations . . . . .	51
Providing Support Services . . . . .	53
<b>Section B. Learning Supports Module . . . . .</b>	<b>54</b>
1. Module Sample . . . . .	54
2. Summary of Indicators . . . . .	55
3. Discipline, Safety, and Behavior Management . . . . .	57
4. Substance Use and Risk Behavior . . . . .	60
5. Physical Health and Special Needs . . . . .	62
6. Youth Development and Social-Emotional Supports . . . . .	63
<b>Section C. Special Education Supports Module . . . . .</b>	<b>65</b>
<b>Section D. Military Connected Schools Module . . . . .</b>	<b>66</b>
<b>Appendix . . . . .</b>	<b>67</b>

# List of Tables

	Page
<b>Survey Module Administration</b> . . . . .	<b>1</b>
1    CSSS Survey Modules Administered . . . . .	1
<b>Section A. Core Module</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	<b>2</b>
A1.1    Core Module Sample . . . . .	2
2. Summary of Key Survey Indicators . . . . .	<b>3</b>
A2.1    Key Indicators of School Climate and Student Behavior . . . . .	3
3. Demographics . . . . .	<b>4</b>
A3.1    Role (Job) at School . . . . .	4
A3.2    Special Population Service Providers . . . . .	4
A3.3    Length of Employment at School . . . . .	5
A3.4    Overall Length of Employment in Position . . . . .	5
A3.5    Race/Ethnicity of Respondents . . . . .	5
4. Learning and Working Environment . . . . .	<b>6</b>
A4.1    Summary of Indicators for Positive Learning and Working Environment . . . . .	6
A4.2    Summary of Indicators for Staff Collegiality and Sense of Mission . . . . .	7
Student Learning Environment . . . . .	8
A4.3    Learning Environment is Supportive and Inviting . . . . .	8
A4.4    Sets High Standards for Academic Performance for All Students . . . . .	8
A4.5    Promotes Academic Success for All Students . . . . .	8
A4.6    Emphasizes Academic Help When Needed . . . . .	9
A4.7    Teaches Lessons Relevant to Students . . . . .	9
A4.8    Adults at School Ensure Safe and Supportive Environment . . . . .	9
A4.9    School Uses Objective Data in Decision Making . . . . .	10
Staff Working Environment . . . . .	10
A4.10    Supportive and Inviting Place to Work . . . . .	10
A4.11    Staff Feel Responsibility to Improve School . . . . .	10
A4.12    Staff Support and Treat Each Other with Respect . . . . .	11
A4.13    Promotes Staff Trust and Collegiality . . . . .	11
A4.14    Staff Have Close Professional Relationships . . . . .	11
A4.15    Staff Participate in Decision-Making . . . . .	12
A4.16    Works to Minimize Paper Work . . . . .	12
A4.17    Provides Adequate Benefits . . . . .	12
General Staff Supports . . . . .	13
A4.18    Provides Staff Resources and Training to Do Job Effectively . . . . .	13
A4.19    Provides Relevant Paraprofessional Training . . . . .	13

Special Education Supports . . . . .	14
A4.20 Provides Resources and Training to Work with Special Education (IEP) Students . .	14
A4.21 Provides Complete State Adopted Instructional Materials for Students with IEPs . . .	14
Perceived School Safety . . . . .	15
A4.22 Safe Place for Students . . . . .	15
A4.23 Safe Place for Staff . . . . .	15
Facilities . . . . .	16
A4.24 Clean and Well-Maintained Facilities and Property . . . . .	16
Parent Involvement . . . . .	16
A4.25 School Encourages Parent Involvement . . . . .	16
A4.26 School Encourages Parental Partnership in Child’s Education . . . . .	16
A4.27 Teachers Communicate with Parents about Academic Expectations . . . . .	17
A4.28 Parents Feel Welcome to Participate at School . . . . .	17
A4.29 School Staff Take Parents’ Concerns Seriously . . . . .	17
<b>5. Student Developmental Supports and Opportunities . . . . .</b>	<b>18</b>
A5.1 Summary of Indicators for Opportunities for Meaningful Student Participation . . . .	18
A5.2 Summary of Indicators for Positive Staff-Student Relationships and High Expectations	18
Caring Relationships . . . . .	19
A5.3 Adults Really Care About All Students . . . . .	19
A5.4 Adults Acknowledge and Pay Attention to Students . . . . .	19
A5.5 Adults Listen to What Students Have to Say . . . . .	19
High Expectations . . . . .	20
A5.6 Adults Want All Students to Do Their Best . . . . .	20
A5.7 Adults Believe Every Student Can Be a Success . . . . .	20
A5.8 School Has High Expectations for All Students . . . . .	20
Opportunities for Meaningful Participation . . . . .	21
A5.9 Encourages Decision Opportunities for Students . . . . .	21
A5.10 Gives Equal Opportunity for Classroom Participation . . . . .	21
A5.11 Gives Equal Access to Extracurricular and Enrichment Activities . . . . .	21
A5.12 Gives Opportunities to Make A Difference (Help Others) . . . . .	22
Career Pathways . . . . .	22
A5.13 Provides Students With Information or Experiences to Learn About Careers . . . . .	22
<b>6. Learning Conditions . . . . .</b>	<b>23</b>
A6.1 Summary of Indicators of School Learning Conditions . . . . .	23
A6.1 Summary of Indicators of School Learning Conditions - Continued . . . . .	24
Supports for Learning . . . . .	25
A6.2 Supports for Learning at School . . . . .	25

Fair, Respectful, and Orderly Environment . . . . .	25
A6.3 Fair Environment at School . . . . .	25
A6.4 Respectful and Orderly Environment at School . . . . .	26
Clarity of Rules and Expectations . . . . .	27
A6.5 Clarity of Rules and Expectations at School . . . . .	27
Positive Peer Relations . . . . .	28
A6.6 Positive Peer Relations at School . . . . .	28
Social Emotional Supports, Conflict Management, and Bullying Prevention . . . . .	29
A6.7 Social Emotional Supports at School . . . . .	29
A6.8 Conflict Management at School . . . . .	30
A6.9 Bullying Prevention at School . . . . .	31
A6.9 Bullying Prevention at School - Continued . . . . .	32
Respect for Diversity . . . . .	33
A6.10 Respect for Diversity at School . . . . .	33
<b>7. Respect, Equity, and Cultural Sensitivity . . . . .</b>	<b>34</b>
A7.1 Summary of Indicators for Respect, Equity, and Cultural Sensitivity . . . . .	34
Tolerance Among Students . . . . .	35
A7.2 Fosters Appreciation for Student Diversity and Mutual Respect . . . . .	35
A7.3 Racial/Ethnic Conflict Among Students is a Problem . . . . .	35
Treating Students Fairly and Respectfully . . . . .	35
A7.4 Staff Treat All Students Fairly . . . . .	35
Cultural Sensitivity . . . . .	36
A7.5 Students' Cultural Beliefs and Practices Respected . . . . .	36
A7.6 Uses Culturally Relevant Instructional Materials . . . . .	36
A7.7 Staff Examine Their Cultural Biases . . . . .	36
Instructional Equity . . . . .	37
A7.8 Closing the Achievement Gap is a High Priority . . . . .	37
A7.9 Encourages Equity in Rigorous Course Enrollment . . . . .	37
A7.10 Support Provided for Teaching Culturally and Linguistically Diverse Students . . . . .	37
<b>8. Learning Readiness and Engagement . . . . .</b>	<b>38</b>
A8.1 Summary of Indicators for Student Learning Readiness and Engagement . . . . .	38
Learning Motivation and Truancy . . . . .	39
A8.2 Students Are Motivated to Learn . . . . .	39
A8.3 School Motivates Students to Learn . . . . .	39
A8.4 Cutting Class or Truancy is a Problem . . . . .	39

General Behavior . . . . .	40
A8.5 Disruptive Student Behavior is a Problem . . . . .	40
A8.6 Lack of Respect of Staff by Students is a Problem . . . . .	40
<b>9. Student Health and Risk Behavior . . . . .</b>	<b>41</b>
A9.1 Summary of Indicators for Student Physical and Mental Health . . . . .	41
A9.2 Summary of Indicators for Student Risk Behavior . . . . .	41
Perceived Physical and Mental Health . . . . .	42
A9.3 Students Arrive at School Alert and Rested . . . . .	42
A9.4 Students Are Healthy and Physically Fit . . . . .	42
A9.5 Student Depression or Other Mental Health Issues are a Problem . . . . .	42
Bullying and Fighting . . . . .	43
A9.6 Harassment or Bullying Among Students is a Problem . . . . .	43
A9.7 Physical Fighting Between Students is a Problem . . . . .	43
Delinquency . . . . .	43
A9.8 Vandalism (Including Graffiti) is a Problem . . . . .	43
A9.9 Theft is a Problem . . . . .	44
A9.10 Gang-Related Activity is a Problem . . . . .	44
A9.11 Weapons Possession is a Problem . . . . .	44
Substance Use . . . . .	45
A9.12 Student Alcohol and Drug Use is a Problem . . . . .	45
A9.13 Student Tobacco Use is a Problem . . . . .	45
<b>10. Discipline and Counseling . . . . .</b>	<b>46</b>
A10.1 Summary of Indicators for Discipline and Counseling . . . . .	46
A10.2 Rule Clarity . . . . .	47
A10.3 Handles Discipline Problems Fairly . . . . .	47
A10.4 Provides Adequate Counseling and Support for Students . . . . .	48
<b>11. Professional Development Needs . . . . .</b>	<b>49</b>
A11.1 Summary of Indicators for Professional Development (PD) Needs . . . . .	49
Instruction and School Environment . . . . .	50
A11.2 Need PD in Meeting Academic Standards . . . . .	50
A11.3 Need PD in Instructional Methods . . . . .	50
A11.4 Need PD on Positive Behavior Support and Classroom Management . . . . .	50
A11.5 Need PD in Creating a Positive School Climate . . . . .	51
Addressing Needs of Diverse Populations . . . . .	51
A11.6 Need PD on Working with Diverse Populations . . . . .	51
A11.7 Need PD on Culturally Relevant Pedagogy . . . . .	51
A11.8 Need PD on Serving English Language Learners . . . . .	52



A11.9	Need PD on Closing the Achievement Gap . . . . .	52
	Providing Support Services . . . . .	53
A11.10	Need PD for Serving Special Education (IEP) Students . . . . .	53
A11.11	Need PD on Meeting Social, Emotional, and Developmental Needs of Youth . . . . .	53
<b>Section B. Learning Supports Module</b>		<b>54</b>
1.	Module Sample . . . . .	<b>54</b>
B1.1	Learning Supports Module Sample . . . . .	54
2.	Summary of Indicators . . . . .	<b>55</b>
B2.1	Summary of Indicators of School Learning Supports . . . . .	55
B2.1	Summary of Indicators of School Learning Supports - Continued . . . . .	56
3.	Discipline, Safety, and Behavior Management . . . . .	<b>57</b>
B3.1	Discipline Practice at School . . . . .	57
B3.2	Supports for Safety at School . . . . .	58
B3.3	Behavior Management at School . . . . .	59
4.	Substance Use and Risk Behavior . . . . .	<b>60</b>
B4.1	Substance Use Prevention . . . . .	60
B4.1	Substance Use Prevention - Continued . . . . .	61
5.	Physical Health and Special Needs . . . . .	<b>62</b>
B5.1	Physical Health and Special Needs . . . . .	62
6.	Youth Development and Social-Emotional Supports . . . . .	<b>63</b>
B6.1	Youth Development and Social-Emotional Supports at School . . . . .	63
B6.1	Youth Development and Social-Emotional Health at School – Continued . . . . .	64
<b>Section C. Special Education Supports Module (Not Administered)</b>		<b>65</b>
<b>Section D. Military Connected Schools Module (Not Administered)</b>		<b>66</b>
<b>Appendix</b>		<b>67</b>

# 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 2017-18 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)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (CalSCHLS) System (see [cal-schls.wested.org](http://cal-schls.wested.org)). 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 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, and emotional development of all students; create more positive, engaging school environments for students, staff, and parents; 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, and parent involvement (download *Helpful Resources for Local Control and Accountability Plans*). For additional information and resources, visit the survey websites: [csss.wested.org](http://csss.wested.org) and [cal-schls.wested.org](http://cal-schls.wested.org).

Factsheets, guidebooks, and other resources to help in understanding and using CalSCHLS results are available for downloading from the survey websites. The California Safe and Supportive Schools website provides information and tools helpful in implementing effective strategies to address the needs identified by the survey ([californiaS3.wested.org](http://californiaS3.wested.org)).

The CalSCHLS Technical Assistance Center offers 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 and to meet LCAP state priorities. 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.<sup>1</sup> 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 survey questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors, patterns of communication and interactions, and professional and student supports.

### Core Survey (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 who completed the survey 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;

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<sup>1</sup> In some instances, the survey is administered on paper.

- The level of **problems the school experiences** that are related to fourteen 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 School Climate Module are included in the CSSS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data 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.

## Learning Supports Module

The **Learning Supports Module** is designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, 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 off 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

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download [californias3.wested.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](https://californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)). You can also request a custom Data Workshop (see Next Steps below).

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%. 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 CSSS website: [csss.wested.org/reports](https://csss.wested.org/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

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

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).
- 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.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download [californias3.wested.org/resources/S3\\_school\\_climateguidebook\\_final.pdf](https://californias3.wested.org/resources/S3_school_climateguidebook_final.pdf)).
- *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](https://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation ([chks.wested.org/training-support/workshops-presentations](https://chks.wested.org/training-support/workshops-presentations)).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website ([californiaS3.wested.org](https://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.

## NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take. This includes custom services that can be provided by the staff of the CalSCHLS Technical Assistance Center.

### Request School Reports

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

### Compare with Other Data Sources

CSSS results will be enriched if analyzed in the context of data from the CHKS, CSPS, and other sources, particularly in the context of identifying consistent patterns or disconnects that need further exploration. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

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

Discuss the results with students, staff, and parents to explore the meaning of the results in more depth, identify needs, and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. CalSCHLS staff can provide information on conducting structured **Listening to Students Workshops** designed to explore with students, with staff and parent observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a 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. Ongoing coaching in implementing the plan is also available.

### **Conduct Additional Analyses of Dataset**

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). 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 CalSCHLS staff as a custom service.

### **Add Questions to Your Next Surveys**

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSSS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about workshops and technical assistance available from the CalSCHLS TA Center in understanding survey results and developing effective action plans to address identified needs, call the survey helpline (888.841.7536) or email [schoolclimate@wested.org](mailto:schoolclimate@wested.org).

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

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
<b>Student Well-Being</b>					
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			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓‡		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate</b>					
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	✓†	✓‡		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention	✓†	✓‡		✓	✓
Conflict resolution	✓†			✓	
Discipline and order (policies, enforcement)	✓†	✓‡		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓†	✓‡		✓	✓
Staff supports				✓	

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



## ACKNOWLEDGMENTS

The CSSS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at [csss.wested.org](http://csss.wested.org).

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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	ES	MS	HS	NT <sup>A</sup>
Number of respondents	1,413	734	332	245	102

*Notes: <sup>A</sup>NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.*

## 2. Summary of Key Survey Indicators

**Table A2.1**

**Key Indicators of School Climate and Student Behavior**

	All %	ES %	MS %	HS %	NT %	Table
<b>Student Learning Environment</b>						
Is a supportive and inviting place for students to learn <sup>†</sup>	52	61	45	33	66	A4.3
Sets high standards for academic performance for all <sup>†</sup>	41	51	39	21	23	A4.4
Believe every student can be a success <sup>†</sup>	50	57	45	31	61	A5.7
Encourages opportunities for students to decide things <sup>†</sup>	24	30	20	10	28	A5.9
Career pathways opportunities <sup>†</sup>	18	15	15	24	31	A5.13
Is welcoming to and facilitates parent involvement	44	54	38	22	47	A4.25
<b>Staff Working Environment</b>						
Is a supportive and inviting place for staff to work <sup>†</sup>	43	45	46	26	51	A4.10
Promotes trust and collegiality among staff <sup>†</sup>	38	40	42	22	48	A4.13
Promotes personnel participation in decision making <sup>†</sup>	30	34	30	14	35	A4.15
<b>Safety</b>						
Is a safe place for staff <sup>†</sup>	47	54	42	29	52	A4.23
Is a safe place for students <sup>†</sup>	46	55	38	29	47	A4.22
Has sufficient resources to create a safe campus <sup>†</sup>	26	29	33	11	14	B3.2
<b>Student Discipline and Support</b>						
Handles discipline problems fairly <sup>†</sup>	32	38	28	17	40	A10.3
Provides adequate counseling and support services <sup>†</sup>	41	33	51	39	70	A10.4
Emphasizes helping students with social, emotional, behavioral problems <sup>†</sup>	36	38	32	25	46	B6.1
<b>Positive Relationships</b>						
Really care about every student <sup>†</sup>	52	59	45	30	69	A5.3
Fosters an appreciation of student diversity and respect for each other <sup>†</sup>	51	55	47	36	60	A7.2
Has moderate/severe problem with harassment/bullying	23	12	44	29	27	A9.6
<b>Student Behavior</b>						
Students are motivated to learn <sup>†</sup>	15	21	9	5	6	A8.2
Cutting classes or being truant moderate/severe problem	23	6	15	59	75	A8.4
Alcohol and drug use moderate/severe problem	17	0	6	55	75	A9.12

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

<sup>†</sup>Percent responding "Strongly Agree."

### 3. Demographics

**Table A3.1**

***Role (Job) at School***

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	28	53	0	0	2
Teacher in grade 5 or above	36	10	67	72	30
Special education teacher	9	6	12	14	9
Administrator	3	3	5	3	6
Prevention staff, nurse, or health aide	0	0	1	0	0
Counselor, psychologist	5	4	6	2	21
Police, resource officer, or safety personnel	0	0	0	0	2
Paraprofessional, teacher assistant, or instructional aide	5	6	3	2	10
Other certificated staff	5	8	2	0	4
Other classified staff	8	8	4	7	18
Other service provider	2	3	1	1	4

*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 %	ES %	MS %	HS %	NT %
Migrant education	16	12	18	22	21
Special education	65	55	73	80	77
English language learners	82	84	80	84	71
None of the above	11	11	11	10	17

*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 %	ES %	MS %	HS %	NT %
Less than 1 year	13	13	13	14	19
1 to 2 years	16	16	19	12	13
3 to 5 years	24	24	21	24	28
6 to 10 years	14	13	15	14	25
Over 10 years	32	34	32	35	16

*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 %	ES %	MS %	HS %	NT %
Less than 1 year	6	6	6	6	6
1 to 2 years	9	10	9	7	11
3 to 5 years	15	15	14	17	10
6 to 10 years	15	13	15	15	28
Over 10 years	55	55	56	55	46

*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 %	ES %	MS %	HS %	NT %
African American (not Hispanic)	2	1	1	1	6
American Indian or Alaska Native	0	0	1	0	0
Asian or Pacific Islander	6	6	6	8	3
White (not Hispanic)	75	77	74	73	70
Hispanic or Latino/a	9	9	9	9	11
Other or Multi-ethnic	8	6	9	9	10

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

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

## 4. Learning and Working Environment

**Table A4.1**

*Summary of Indicators for Positive Learning and Working Environment*

This school...	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
<b>Learning Environment</b>						
Is a supportive and inviting place for students to learn	52	61	45	33	66	A4.3
Sets high standards for academic performance for all	41	51	39	21	23	A4.4
Promotes academic success for all students	45	52	40	29	54	A4.5
Emphasizes helping students academically	48	51	44	34	64	A4.6
Emphasizes teaching lessons in ways relevant to students	40	45	42	23	42	A4.7
<b>Working Environment</b>						
Is a supportive and inviting place for staff to work	43	45	46	26	51	A4.10
Promotes trust and collegiality among staff	38	40	42	22	48	A4.13
Promotes participation in school decision making	30	34	30	14	35	A4.15
Works to minimize paper work	22	24	24	10	26	A4.16
Provides adequate benefits to support cont. employment	21	20	25	14	26	A4.17
Provides the materials, resources, and training to do job effectively	27	25	34	16	43	A4.18
Provides relevant paraprofessional training	13	14	14	5	24	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	18	18	21	10	29	A4.20
Provides complete state adopted instructional materials for students with IEPs	22	23	22	12	33	A4.21
Uses objective data in making school improv. decisions	36	42	31	17	54	A4.9
<b>Safety, Facilities, and Parental Outreach</b>						
Is a safe place for students	46	55	38	29	47	A4.22
Is a safe place for staff	47	54	42	29	52	A4.23
Has clean and well-maintained facilities and property	33	40	29	12	44	A4.24
Is welcoming to and facilitates parent involvement	44	54	38	22	47	A4.25
Encourages parents to be active partners in educating their child	37	48	32	13	31	A4.26

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

**Table A4.2*****Summary of Indicators for Staff Collegiality and Sense of Mission***

In this school, adults...	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	34	37	37	15	50	A4.14
Support and treat each other with respect	40	43	43	18	53	A4.12
Feel a responsibility to improve the school	43	46	44	23	62	A4.11
Work hard to ensure a safe and supportive learning environment	51	55	51	32	63	A4.8

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



## Student Learning Environment

**Table A4.3**

***Learning Environment is Supportive and Inviting***

	All %	ES %	MS %	HS %	NT %
Strongly agree	52	61	45	33	66
Agree	44	37	51	62	31
Disagree	3	2	3	6	3
Strongly disagree	0	1	1	0	0

*Question A.6: This school is a supportive and inviting place for students to learn.*

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

**Table A4.4**

***Sets High Standards for Academic Performance for All Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	51	39	21	23
Agree	48	42	52	56	55
Disagree	10	6	7	20	20
Strongly disagree	1	1	1	3	2

*Question A.7: This school sets high standards for academic performance for all students.*

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

**Table A4.5**

***Promotes Academic Success for All Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	52	40	29	54
Agree	47	43	52	57	42
Disagree	7	5	7	13	4
Strongly disagree	1	0	1	1	0

*Question A.8: This school promotes academic success for all students.*

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

**Table A4.6*****Emphasizes Academic Help When Needed***

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	51	44	34	64
Agree	45	41	48	57	32
Disagree	7	7	6	9	4
Strongly disagree	1	1	1	0	0

*Question A.9: This school emphasizes helping students academically when they need it.*

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

**Table A4.7*****Teaches Lessons Relevant to Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	45	42	23	42
Agree	54	51	51	66	52
Disagree	6	4	6	10	6
Strongly disagree	0	0	1	0	0

*Question A.11: This school emphasizes teaching lessons in ways relevant to students.*

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

**Table A4.8*****Adults at School Ensure Safe and Supportive Environment***

	All %	ES %	MS %	HS %	NT %
Strongly agree	51	55	51	32	63
Agree	45	41	46	59	36
Disagree	4	3	3	8	1
Strongly disagree	1	0	1	1	0

*Question A.42: In this school, adults... work hard to ensure a safe and supportive learning environment.*

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

**Table A4.9*****School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	42	31	17	54
Agree	54	49	61	65	42
Disagree	9	8	7	15	3
Strongly disagree	1	1	2	3	1

*Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.*

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

## Staff Working Environment

**Table A4.10*****Supportive and Inviting Place to Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	45	46	26	51
Agree	45	41	44	56	40
Disagree	10	11	8	15	6
Strongly disagree	2	2	1	3	3

*Question A.12: This school is a supportive and inviting place for staff to work.*

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

**Table A4.11*****Staff Feel Responsibility to Improve School***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	46	44	23	62
Agree	47	46	47	57	33
Disagree	9	7	7	19	4
Strongly disagree	1	1	2	1	1

*Question A.41: In this school, adults... feel a responsibility to improve this school.*

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

**Table A4.12*****Staff Support and Treat Each Other with Respect***

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	43	43	18	53
Agree	49	46	49	63	33
Disagree	10	9	7	15	10
Strongly disagree	2	1	1	3	4

*Question A.40: In this school, adults... support and treat each other with respect.*

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

**Table A4.13*****Promotes Staff Trust and Collegiality***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	40	42	22	48
Agree	47	45	48	54	37
Disagree	12	12	8	19	9
Strongly disagree	3	3	2	5	5

*Question A.13: This school promotes trust and collegiality among staff.*

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

**Table A4.14*****Staff Have Close Professional Relationships***

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	37	37	15	50
Agree	53	53	53	60	37
Disagree	11	9	8	22	10
Strongly disagree	2	2	1	3	3

*Question A.39: In this school, adults... have close professional relationships with one another.*

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

**Table A4.15*****Staff Participate in Decision-Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	34	30	14	35
Agree	52	51	53	55	51
Disagree	15	11	15	27	12
Strongly disagree	3	4	2	4	2

*Question A.43: 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 A4.16*****Works to Minimize Paper Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	24	24	10	26
Agree	54	53	56	57	44
Disagree	20	18	16	26	23
Strongly disagree	5	5	4	7	7

*Question A.48: This school takes steps to minimize paper work.*

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

**Table A4.17*****Provides Adequate Benefits***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	20	25	14	26
Agree	55	56	54	57	52
Disagree	19	20	16	21	17
Strongly disagree	5	4	4	8	5

*Question A.49: 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.*

## General Staff Supports

**Table A4.18**

***Provides Staff Resources and Training to Do Job Effectively***

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	25	34	16	43
Agree	52	52	49	56	50
Disagree	17	18	14	26	7
Strongly disagree	4	5	3	3	0

*Question A.14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.*

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

**Table A4.19**

***Provides Relevant Paraprofessional Training***

	All %	ES %	MS %	HS %	NT %
Strongly agree	13	14	14	5	24
Agree	56	55	58	63	49
Disagree	25	27	23	22	22
Strongly disagree	6	5	5	10	4

*Question A.50: This school provides relevant training for paraprofessionals.*

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

## Special Education Supports

**Table A4.20**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	18	21	10	29
Agree	51	46	54	57	58
Disagree	27	30	21	30	13
Strongly disagree	5	6	4	4	0

*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 A4.21**

***Provides Complete State Adopted Instructional Materials for Students with IEPs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	23	22	12	33
Agree	52	51	49	58	49
Disagree	20	19	22	21	13
Strongly disagree	7	7	6	9	4

*Question A.51: This school provides complete state adopted instructional materials for students with IEPs.*

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

## Perceived School Safety

**Table A4.22**

***Safe Place for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	46	55	38	29	47
Agree	47	38	55	64	47
Disagree	6	6	5	6	6
Strongly disagree	1	1	2	1	0

*Question A.29: This school is a safe place for students.*

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

**Table A4.23**

***Safe Place for Staff***

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	54	42	29	52
Agree	46	38	52	65	41
Disagree	5	6	4	4	7
Strongly disagree	2	2	2	2	0

*Question A.30: This school is a safe place for staff.*

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



## Facilities

**Table A4.24**

***Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	40	29	12	44
Agree	45	43	50	49	44
Disagree	17	15	17	28	9
Strongly disagree	5	3	4	11	3

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

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

## Parent Involvement

**Table A4.25**

***School Encourages Parent Involvement***

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	54	38	22	47
Agree	48	40	53	67	46
Disagree	6	4	8	10	5
Strongly disagree	1	1	1	1	2

*Question A.31: This school is welcoming to and facilitates parent involvement.*

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

**Table A4.26**

***School Encourages Parental Partnership in Child's Education***

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	48	32	13	31
Agree	54	46	59	70	58
Disagree	8	6	8	15	10
Strongly disagree	1	0	1	2	1

*Question A.46: This school encourages parents to be active partners in educating their child.*

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

**Table A4.27*****Teachers Communicate with Parents about Academic Expectations***

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	39	25	12	23
Agree	59	56	67	65	49
Disagree	10	5	8	21	27
Strongly disagree	1	0	1	2	1

*Question A.87: Teachers at this school communicate with parents about what their children are expected to learn in class.*

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

**Table A4.28*****Parents Feel Welcome to Participate at School***

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	42	24	13	32
Agree	60	52	69	73	62
Disagree	7	6	7	14	7
Strongly disagree	0	0	0	1	0

*Question A.88: Parents feel welcome to participate at this school.*

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

**Table A4.29*****School Staff Take Parents' Concerns Seriously***

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	46	35	21	52
Agree	57	52	61	73	46
Disagree	3	2	3	6	2
Strongly disagree	0	0	0	0	0

*Question A.89: School staff take parents' concerns seriously.*

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

## 5. Student Developmental Supports and Opportunities

**Table A5.1**

*Summary of Indicators for Opportunities for Meaningful Student Participation*

This school provides/encourages students...	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	24	30	20	10	28	A5.9
Equal opportunity for classroom participation	45	52	42	26	54	A5.10
Equal opportunity to participate in extracurricular and enrichment activities	38	34	46	40	32	A5.11
Opportunities to make a difference (help others)	31	30	33	30	40	A5.12

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

**Table A5.2**

*Summary of Indicators for Positive Staff-Student Relationships and High Expectations*

In this school, adults...	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
<b>Caring Relationships</b>						
Really care about every student	52	59	45	30	69	A5.3
Acknowledge and pay attention to students	53	61	48	32	67	A5.4
Listen to what students have to say	46	54	37	27	58	A5.5
<b>High Expectations</b>						
Want every student to do their best	61	67	57	41	71	A5.6
Believe every student can be a success	50	57	45	31	61	A5.7

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

## Caring Relationships

**Table A5.3**

***Adults Really Care About All Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	52	59	45	30	69
Agree	43	37	49	59	26
Disagree	5	3	4	10	4
Strongly disagree	1	1	2	0	1

*Question A.33: In this school, adults... really care about every student.*

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

**Table A5.4**

***Adults Acknowledge and Pay Attention to Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	53	61	48	32	67
Agree	44	37	49	64	32
Disagree	3	2	2	4	1
Strongly disagree	0	0	1	0	0

*Question A.34: In this school, adults... acknowledge and pay attention to students.*

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

**Table A5.5**

***Adults Listen to What Students Have to Say***

	All %	ES %	MS %	HS %	NT %
Strongly agree	46	54	37	27	58
Agree	48	43	57	61	31
Disagree	5	3	5	11	11
Strongly disagree	1	0	1	1	0

*Question A.36: In this school, adults... listen to what students have to say.*

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

## High Expectations

**Table A5.6**

***Adults Want All Students to Do Their Best***

	All %	ES %	MS %	HS %	NT %
Strongly agree	61	67	57	41	71
Agree	37	32	41	51	28
Disagree	2	1	1	8	1
Strongly disagree	0	0	1	0	0

*Question A.35: In this school, adults... want every student to do their best.*

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

**Table A5.7**

***Adults Believe Every Student Can Be a Success***

	All %	ES %	MS %	HS %	NT %
Strongly agree	50	57	45	31	61
Agree	43	38	49	54	38
Disagree	6	4	5	16	1
Strongly disagree	1	1	1	0	0

*Question A.37: In this school, adults... believe that every student can be a success.*

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

**Table A5.8**

***School Has High Expectations for All Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	51	59	49	31	50
Agree	41	36	44	53	42
Disagree	6	4	5	14	7
Strongly disagree	1	1	2	2	1

*Question A.24: This school... has high expectations for all students, regardless of their race, ethnicity, or nationality.*

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

## Opportunities for Meaningful Participation

**Table A5.9**

***Encourages Decision Opportunities for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	30	20	10	28
Agree	62	63	59	64	57
Disagree	13	6	18	24	12
Strongly disagree	1	0	3	2	3

*Question A.16: This school encourages opportunities for students to decide things like class activities or rules.*

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

**Table A5.10**

***Gives Equal Opportunity for Classroom Participation***

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	52	42	26	54
Agree	51	46	52	68	43
Disagree	3	1	5	6	3
Strongly disagree	1	0	1	0	0

*Question A.17: This school gives all students equal opportunity to participate in classroom discussions or activities.*

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

**Table A5.11**

***Gives Equal Access to Extracurricular and Enrichment Activities***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	34	46	40	32
Agree	48	48	45	54	40
Disagree	12	16	7	4	26
Strongly disagree	2	2	2	2	3

*Question A.18: This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.*

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

**Table A5.12*****Gives Opportunities to Make A Difference (Help Others)***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	30	33	30	40
Agree	52	52	51	55	51
Disagree	15	17	14	12	9
Strongly disagree	1	1	2	3	0

*Question A.19: This school 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.*

## Career Pathways

**Table A5.13*****Provides Students With Information or Experiences to Learn About Careers***

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	15	15	24	31
Agree	49	48	45	57	46
Disagree	27	30	31	16	20
Strongly disagree	6	7	9	4	3

*Question A.52: 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*

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
<b>Learning Supports</b>						
Teachers go out of their way to help students	49	53	44	34	69	A6.2
<b>Fair, Respectful and Orderly Environment</b>						
Adults at this school treat all students with respect	41	48	35	23	50	A6.3
The school rules are fair	46	55	39	26	47	A6.3
Students in this school are well-behaved	17	23	12	9	12	A6.4
The rules in the school are too strict	2	2	3	0	0	A6.4
It is easy for students to get kicked out of class or get suspended	3	2	4	1	5	A6.4
Students get in trouble for breaking small rules	2	2	2	1	4	A6.4
Teachers are very strict here	1	1	1	0	0	A6.4
<b>Clarity of Rules and Expectations</b>						
Rules in this school are made clear to students	34	43	28	17	29	A6.5
Students know what the rules are	33	42	26	15	29	A6.5
This school makes it clear how students are expected to act	36	45	31	16	37	A6.5
<b>Positive Peer Relations</b>						
Students enjoy spending time together during school activities	30	38	25	19	20	A6.6
Students care about one another	25	32	16	20	21	A6.6
Students treat each other with respect	15	22	6	9	13	A6.6
Students get along well with one another	17	23	10	12	13	A6.6

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



**Table A6.1****Summary of Indicators of School Learning Conditions - Continued**

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
<b>Social Emotional Supports, Conflict Management, and Bullying Prevention</b>						
This school encourages students to feel responsible for how they act	35	44	30	16	35	A6.7
Students are often given rewards for being good	35	45	31	9	44	A6.7
This school encourages students to understand how others think and feel	30	39	25	8	31	A6.7
Students are taught that they can control their own behavior	33	42	27	11	36	A6.7
This school helps students resolve conflicts with one another	33	40	31	13	31	A6.8
This school encourages students to care about how others feel	34	42	31	14	32	A6.8
Teachers here make it clear to students that bullying is not tolerated	55	64	50	30	58	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	33	43	24	14	32	A6.9
Students tell teachers when other students are being bullied	29	39	19	12	20	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	50	58	45	33	51	A6.9
Students here try to stop bullying when they see it happening	24	31	18	12	19	A6.9
<b>Respect for Diversity</b>						
There is a lot of tension between people of different cultures, races, or ethnicities	5	5	5	3	3	A6.10
Students respect each others’ differences	23	29	13	18	24	A6.10
Adults in school respect differences in students	46	51	43	35	49	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	50	57	43	34	63	A6.10

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

## Supports for Learning

**Table A6.2**

***Supports for Learning at School***

	All %	ES %	MS %	HS %	NT %
<b>Teachers go out of their way to help students.</b>					
Strongly agree	49	53	44	34	69
Agree	47	43	52	57	29
Disagree	4	4	4	9	1
Strongly disagree	0	0	0	0	1

*Question A.75: Teachers go out of their way to help students.*

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

## Fair, Respectful, and Orderly Environment

**Table A6.3**

***Fair Environment at School***

	All %	ES %	MS %	HS %	NT %
<b>Adults at this school treat all students with respect.</b>					
Strongly agree	41	48	35	23	50
Agree	51	47	59	59	43
Disagree	7	5	6	18	5
Strongly disagree	0	0	0	0	2
<b>The school rules are fair.</b>					
Strongly agree	46	55	39	26	47
Agree	49	43	56	64	43
Disagree	5	3	4	9	8
Strongly disagree	1	0	1	1	2

*Question A.76, 77: 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**  
***Respectful and Orderly Environment at School***

	All %	ES %	MS %	HS %	NT %
<b>Students in this school are well-behaved.</b>					
Strongly agree	17	23	12	9	12
Agree	64	64	67	67	55
Disagree	15	11	18	20	27
Strongly disagree	3	2	4	4	6
<b>The rules in the school are too strict.</b>					
Strongly agree	2	2	3	0	0
Agree	7	5	9	7	12
Disagree	57	58	58	58	53
Strongly disagree	34	36	30	34	35
<b>It is easy for students to get kicked out of class or get suspended.</b>					
Strongly agree	3	2	4	1	5
Agree	8	3	15	13	11
Disagree	52	47	59	58	52
Strongly disagree	37	47	22	27	32
<b>Students get in trouble for breaking small rules.</b>					
Strongly agree	2	2	2	1	4
Agree	20	20	24	19	16
Disagree	63	64	61	62	63
Strongly disagree	15	14	13	18	18
<b>Teachers are very strict here.</b>					
Strongly agree	1	1	1	0	0
Agree	21	25	23	7	12
Disagree	66	61	70	78	68
Strongly disagree	12	12	7	14	20

*Question A.78-82: Students in this school are well-behaved... The rules in the 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.*

## Clarity of Rules and Expectations

**Table A6.5**

***Clarity of Rules and Expectations at School***

	All %	ES %	MS %	HS %	NT %
<b>Rules in this school are made clear to students.</b>					
Strongly agree	34	43	28	17	29
Agree	54	52	58	58	55
Disagree	10	5	11	20	15
Strongly disagree	2	1	3	5	1
<b>Students know what the rules are.</b>					
Strongly agree	33	42	26	15	29
Agree	57	54	64	62	52
Disagree	8	4	8	18	18
Strongly disagree	2	0	2	5	1
<b>This school makes it clear how students are expected to act.</b>					
Strongly agree	36	45	31	16	37
Agree	52	49	55	59	54
Disagree	9	6	11	19	7
Strongly disagree	2	0	3	6	2

*Question A.83, 85, 86: Rules in this school are made clear to students... 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.*

## Positive Peer Relations

**Table A6.6**

***Positive Peer Relations at School***

	All %	ES %	MS %	HS %	NT %
<b>Students enjoy spending time together during school activities.</b>					
Strongly agree	30	38	25	19	20
Agree	67	61	73	77	74
Disagree	2	2	1	3	4
Strongly disagree	1	0	0	1	2
<b>Students care about one another.</b>					
Strongly agree	25	32	16	20	21
Agree	71	66	77	74	76
Disagree	4	3	6	6	3
Strongly disagree	0	0	0	0	0
<b>Students treat each other with respect.</b>					
Strongly agree	15	22	6	9	13
Agree	72	71	75	74	69
Disagree	12	7	17	16	16
Strongly disagree	1	0	1	0	2
<b>Students get along well with one another.</b>					
Strongly agree	17	23	10	12	13
Agree	76	72	80	84	77
Disagree	6	5	9	5	10
Strongly disagree	1	1	1	0	0

*Question A.65-68: 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.*

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

## Social Emotional Supports, Conflict Management, and Bullying Prevention

**Table A6.7**

***Social Emotional Supports at School***

	All %	ES %	MS %	HS %	NT %
<b>This school encourages students to feel responsible for how they act.</b>					
Strongly agree	35	44	30	16	35
Agree	56	51	59	67	61
Disagree	7	4	9	13	2
Strongly disagree	2	1	2	4	2
<b>Students are often given rewards for being good.</b>					
Strongly agree	35	45	31	9	44
Agree	51	50	54	48	46
Disagree	13	5	13	39	9
Strongly disagree	1	0	2	4	1
<b>This school encourages students to understand how others think and feel.</b>					
Strongly agree	30	39	25	8	31
Agree	60	55	64	73	63
Disagree	9	6	10	17	6
Strongly disagree	1	0	1	1	0
<b>Students are taught that they can control their own behavior.</b>					
Strongly agree	33	42	27	11	36
Agree	59	53	63	71	57
Disagree	8	5	9	16	4
Strongly disagree	1	0	2	2	2

*Question A.69-72: 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 A6.8**  
**Conflict Management at School**

	All %	ES %	MS %	HS %	NT %
<b>This school helps students resolve conflicts with one another.</b>					
Strongly agree	33	40	31	13	31
Agree	57	51	61	69	60
Disagree	9	8	7	14	8
Strongly disagree	1	1	1	4	1
<b>This school encourages students to care about how others feel.</b>					
Strongly agree	34	42	31	14	32
Agree	59	54	61	71	62
Disagree	6	4	7	14	6
Strongly disagree	0	0	1	1	0

*Question A.73, 74: 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 A6.9**  
***Bullying Prevention at School***

	All %	ES %	MS %	HS %	NT %
<b>Teachers here make it clear to students that bullying is not tolerated.</b>					
Strongly agree	55	64	50	30	58
Agree	42	34	46	62	39
Disagree	3	2	4	7	2
Strongly disagree	0	0	0	1	1
<b>If a student was bullied, he or she would tell one of the teachers or staff at school.</b>					
Strongly agree	33	43	24	14	32
Agree	55	54	61	55	45
Disagree	11	2	15	30	22
Strongly disagree	1	0	0	1	1
<b>Students tell teachers when other students are being bullied.</b>					
Strongly agree	29	39	19	12	20
Agree	55	56	59	50	54
Disagree	15	4	21	36	24
Strongly disagree	1	0	0	2	2

*Question A.53-55: 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.*

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



**Table A6.9**  
***Bullying Prevention at School - Continued***

	All %	ES %	MS %	HS %	NT %
<b>If a student tells teacher that someone is bullying her/him, the teacher will do something to help.</b>					
Strongly agree	50	58	45	33	51
Agree	48	41	53	63	46
Disagree	2	1	1	4	3
Strongly disagree	0	0	1	0	0
<b>Students here try to stop bullying when they see it happening.</b>					
Strongly agree	24	31	18	12	19
Agree	52	55	48	49	49
Disagree	22	13	30	36	26
Strongly disagree	2	1	4	3	5

*Question A.56, 57: If a student tells a teacher that someone is bullying her or him, the teacher will do something to help... Students here try to stop bullying when they see it happening.*

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

## Respect for Diversity

**Table A6.10**

***Respect for Diversity at School***

	All %	ES %	MS %	HS %	NT %
<b>There is a lot of tension between people of different cultures, races, or ethnicities.</b>					
Strongly agree	5	5	5	3	3
Agree	10	6	15	14	15
Disagree	56	48	63	67	64
Strongly disagree	29	40	18	16	19
<b>Students respect each others' differences.</b>					
Strongly agree	23	29	13	18	24
Agree	67	62	74	74	62
Disagree	9	7	12	7	12
Strongly disagree	1	1	2	1	1
<b>Adults in school respect differences in students.</b>					
Strongly agree	46	51	43	35	49
Agree	50	47	53	60	48
Disagree	3	3	3	5	1
Strongly disagree	0	0	1	0	1
<b>Teachers show that it is important for students of different races and cultures to get along with each other.</b>					
Strongly agree	50	57	43	34	63
Agree	47	41	54	59	36
Disagree	3	3	2	7	1
Strongly disagree	0	0	0	0	0

*Question A.58-61: There is a lot of tension in this school between people of different cultures, races, or ethnicities... 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.*

## 7. Respect, Equity, and Cultural Sensitivity

**Table A7.1**

*Summary of Indicators for Respect, Equity, and Cultural Sensitivity*

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other <sup>†</sup>	51	55	47	36	60	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices <sup>†</sup>	50	54	46	41	61	A7.5
Emphasizes using instructional materials that reflect the culture or ethnicity of its students <sup>†</sup>	22	25	21	14	20	A7.6
Has staff examine their own cultural biases through professional development or other processes <sup>†</sup>	16	18	17	10	16	A7.7
Encourages equity in rigorous course enrollment <sup>†</sup>	27	22	30	38	19	A7.9
Considers closing the racial/ethnic achievement gap a high priority <sup>†</sup>	29	30	32	21	38	A7.8
Provides the supports needed for teaching culturally and linguistically diverse students <sup>†</sup>	27	31	24	15	31	A7.10
Treat all students fairly <sup>‡</sup>	45	53	38	26	52	A7.4

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

<sup>†</sup>Strongly agree that this school... <sup>‡</sup>Report that nearly all adults at this school...

## Tolerance Among Students

**Table A7.2**

***Fosters Appreciation for Student Diversity and Mutual Respect***

	All %	ES %	MS %	HS %	NT %
Strongly agree	51	55	47	36	60
Agree	44	41	44	57	32
Disagree	5	3	7	4	8
Strongly disagree	1	0	1	2	0

*Question A.25: 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 A7.3**

***Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	66	79	53	48	51
Mild problem	29	18	41	43	41
Moderate problem	4	2	5	8	5
Severe problem	1	1	1	2	2

*Question A.95: 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.*

## Treating Students Fairly and Respectfully

**Table A7.4**

***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	53	38	26	52
Agree	45	40	54	56	31
Disagree	9	7	7	17	13
Strongly disagree	1	1	1	1	4

*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 A7.5**

***Students' Cultural Beliefs and Practices Respected***

	All %	ES %	MS %	HS %	NT %
Strongly agree	50	54	46	41	61
Agree	44	42	47	51	33
Disagree	4	3	6	6	6
Strongly disagree	1	1	1	2	0

*Question A.26: This school emphasizes showing respect for all students' cultural beliefs and practices.*

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

**Table A7.6**

***Uses Culturally Relevant Instructional Materials***

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	25	21	14	20
Agree	56	55	55	58	56
Disagree	20	18	20	22	24
Strongly disagree	2	1	3	5	0

*Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.*

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

**Table A7.7**

***Staff Examine Their Cultural Biases***

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	18	17	10	16
Agree	47	46	50	44	52
Disagree	31	31	27	38	31
Strongly disagree	5	5	5	8	2

*Question A.22: This school has staff examine their own cultural biases through professional development or other processes.*

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

## Instructional Equity

**Table A7.8**

***Closing the Achievement Gap is a High Priority***

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	30	32	21	38
Agree	51	51	50	55	47
Disagree	16	16	13	21	11
Strongly disagree	3	2	4	3	4

*Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.*

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

**Table A7.9**

***Encourages Equity in Rigorous Course Enrollment***

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	22	30	38	19
Agree	45	46	46	50	28
Disagree	22	25	21	10	39
Strongly disagree	6	7	4	2	14

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

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

**Table A7.10**

***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	31	24	15	31
Agree	53	49	56	60	57
Disagree	18	19	17	21	10
Strongly disagree	2	1	3	4	2

*Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.*

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

## 8. Learning Readiness and Engagement

**Table A8.1**

*Summary of Indicators for Student Learning Readiness and Engagement*

	All %	ES %	MS %	HS %	NT %	Table
Students at this school are motivated to learn <sup>†</sup>	15	21	9	5	6	A8.2
This school motivates students to learn <sup>†</sup>	40	48	36	20	43	A8.3
Disruptive behavior is a problem at this school <sup>‡</sup>	49	39	57	62	62	A8.5
Cutting classes or being truant is a problem at this school <sup>‡</sup>	23	6	15	59	75	A8.4
Lack of respect of staff by students is a problem at this school <sup>‡</sup>	23	15	28	38	29	A8.6

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

<sup>†</sup>Percent Responding “Strongly Agree.”

<sup>‡</sup>Percent Responding “Moderate problem” or “Severe problem.”

## Learning Motivation and Truancy

**Table A8.2**

***Students Are Motivated to Learn***

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	21	9	5	6
Agree	64	68	70	54	48
Disagree	19	9	18	38	43
Strongly disagree	2	1	3	3	3

*Question A.64: Students at this school are motivated to learn.*

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

**Table A8.3**

***School Motivates Students to Learn***

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	48	36	20	43
Agree	54	49	56	67	53
Disagree	6	3	7	12	4
Strongly disagree	1	0	2	1	0

*Question A.44: This school motivates students to learn.*

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

**Table A8.4**

***Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	54	78	53	6	8
Mild problem	23	16	32	34	17
Moderate problem	13	5	12	34	24
Severe problem	10	1	4	25	51

*Question A.98: 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.*



## General Behavior

**Table A8.5**

***Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	11	16	5	7	10
Mild problem	40	45	39	31	29
Moderate problem	35	30	39	43	36
Severe problem	14	10	17	19	26

*Question A.94: How much of a problem at this school is disruptive student behavior?*

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

**Table A8.6**

***Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	41	54	29	23	31
Mild problem	36	31	43	39	40
Moderate problem	16	10	18	29	21
Severe problem	7	4	10	9	8

*Question A.97: 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.*

## 9. Student Health and Risk Behavior

**Table A9.1**

***Summary of Indicators for Student Physical and Mental Health***

	All %	ES %	MS %	HS %	NT %	Table
<b>Perceived Physical and Mental Health</b>						
Students arrive at school alert and rested <sup>†</sup>	8	11	8	2	0	A9.3
Students are healthy and physically fit <sup>†</sup>	12	14	12	6	5	A9.4
Depression or other mental health issues <sup>‡</sup>	36	21	38	64	71	A9.5

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

<sup>†</sup>Percent Responding “Strongly Agree.”

<sup>‡</sup>Percent Responding “Moderate problem” or “Severe problem.”

**Table A9.2**

***Summary of Indicators for Student Risk Behavior***

How much of a problem at this school is...	All %	ES %	MS %	HS %	NT %	Table
<b>Violence, Conflict, and Crime</b>						
Harassment or bullying <sup>‡</sup>	23	12	44	29	27	A9.6
Physical fighting <sup>‡</sup>	13	7	18	17	25	A9.7
Gang activity <sup>‡</sup>	6	1	5	10	28	A9.10
Vandalism and graffiti <sup>‡</sup>	7	3	9	16	14	A9.8
Theft <sup>‡</sup>	8	3	6	23	14	A9.9
Weapons possession at school <sup>‡</sup>	2	1	2	2	14	A9.11
<b>Substance Use</b>						
Alcohol and drug use <sup>‡</sup>	17	0	6	55	75	A9.12
Tobacco use <sup>‡</sup>	9	0	3	25	48	A9.13

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

<sup>‡</sup>Percent Responding “Moderate problem” or “Severe problem.”

## Perceived Physical and Mental Health

**Table A9.3**

***Students Arrive at School Alert and Rested***

	All %	ES %	MS %	HS %	NT %
Strongly agree	8	11	8	2	0
Agree	55	63	60	34	31
Disagree	32	22	29	57	51
Strongly disagree	5	3	4	7	18

*Question A.63: Students arrive at school alert and rested.*

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

**Table A9.4**

***Students Are Healthy and Physically Fit***

	All %	ES %	MS %	HS %	NT %
Strongly agree	12	14	12	6	5
Agree	64	68	68	56	44
Disagree	22	17	19	36	42
Strongly disagree	2	1	2	2	8

*Question A.62: Students are healthy and physically fit.*

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

**Table A9.5**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	22	34	15	4	5
Mild problem	42	46	48	32	24
Moderate problem	26	18	30	42	35
Severe problem	10	3	7	22	35

*Question A.96: 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 A9.6**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	23	33	8	12	21
Mild problem	54	55	49	59	52
Moderate problem	21	10	39	26	26
Severe problem	3	2	4	3	1

*Question A.92: 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 A9.7**

***Physical Fighting Between Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	50	64	37	32	29
Mild problem	38	29	46	51	46
Moderate problem	11	5	17	14	23
Severe problem	2	2	1	3	2

*Question A.93: 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 A9.8**

***Vandalism (Including Graffiti) is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	67	80	63	41	52
Mild problem	25	17	28	43	34
Moderate problem	7	2	8	14	13
Severe problem	1	1	1	1	1

*Question A.101: How much of a problem at this school is vandalism (including graffiti)?*

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

**Table A9.9*****Theft is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	62	77	58	34	38
Mild problem	30	20	36	43	48
Moderate problem	7	2	5	20	13
Severe problem	1	1	1	3	1

*Question A.102: How much of a problem at this school is theft?*

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

**Table A9.10*****Gang-Related Activity is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	80	96	80	55	29
Mild problem	14	3	15	35	42
Moderate problem	4	0	4	8	23
Severe problem	1	0	1	2	5

*Question A.99: How much of a problem at this school is gang-related activity?*

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

**Table A9.11*****Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	87	97	88	73	54
Mild problem	10	2	10	25	33
Moderate problem	2	0	1	2	12
Severe problem	0	0	1	0	2

*Question A.100: 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 A9.12**

***Student Alcohol and Drug Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	67	99	59	5	9
Mild problem	16	1	34	40	16
Moderate problem	11	0	6	38	38
Severe problem	6	0	0	18	37

*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 A9.13**

***Student Tobacco Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	77	99	76	32	23
Mild problem	15	0	21	43	29
Moderate problem	7	0	2	22	40
Severe problem	1	0	0	3	7

*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.*

## 10. Discipline and Counseling

**Table A10.1**

*Summary of Indicators for Discipline and Counseling*

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Clearly communicates to students consequences of breaking rules	36	43	32	21	41	A10.2
Handles discipline problems fairly	32	38	28	17	40	A10.3
Provides adequate counseling and support services for students	41	33	51	39	70	A10.4

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

**Table A10.2*****Rule Clarity***

	All %	ES %	MS %	HS %	NT %
<b>This school clearly communicates to students the consequences of breaking school rules.</b>					
Strongly agree	36	43	32	21	41
Agree	44	41	49	48	39
Disagree	15	12	15	22	17
Strongly disagree	5	4	4	9	3
<b>This school clearly informs students what will happen if they break school rules.</b>					
Strongly agree	27	31	25	14	30
Agree	52	53	54	51	45
Disagree	17	14	17	25	24
Strongly disagree	4	2	4	10	1

*Question A.27, 84: This school clearly communicates to students the consequences of breaking school rules...*

*This school clearly informs students what will happen if they break school rules.*

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

**Table A10.3*****Handles Discipline Problems Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	38	28	17	40
Agree	48	46	52	54	35
Disagree	15	12	15	21	16
Strongly disagree	5	4	5	8	9

*Question A.28: This school handles discipline problems fairly.*

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



**Table A10.4*****Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	33	51	39	70
Agree	42	43	40	50	25
Disagree	15	20	8	10	5
Strongly disagree	2	3	1	0	0

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

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

# 11. Professional Development Needs

**Table A11.1**

*Summary of Indicators for Professional Development (PD) Needs*

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
<b>Instruction and School Environment</b>						
Meeting academic standards	29	28	31	31	27	A11.2
Evidence-based methods of instruction	34	32	38	37	34	A11.3
Positive behavioral support and classroom management	40	37	44	42	40	A11.4
Creating a positive school climate	37	31	40	47	47	A11.5
<b>Addressing Needs of Diverse Populations</b>						
Working with diverse racial, ethnic, or cultural groups	34	30	36	45	38	A11.6
Culturally relevant pedagogy for the school's student population	38	32	43	46	45	A11.7
Serving English language learners	42	34	50	51	45	A11.8
Closing the achievement gap	45	39	53	51	47	A11.9
<b>Providing Support Services</b>						
Serving special education (IEP) students	48	48	46	49	43	A11.10
Meeting the social, emotional, and developmental needs of youth	53	48	56	60	63	A11.11

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

## Instruction and School Environment

**Table A11.2**

***Need PD in Meeting Academic Standards***

	All %	ES %	MS %	HS %	NT %
Yes	29	28	31	31	27
No	71	72	69	69	73

*Question A.103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... meeting academic standards?*

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

**Table A11.3**

***Need PD in Instructional Methods***

	All %	ES %	MS %	HS %	NT %
Yes	34	32	38	37	34
No	66	68	63	63	66

*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... evidence-based methods of instruction?*

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

**Table A11.4**

***Need PD on Positive Behavior Support and Classroom Management***

	All %	ES %	MS %	HS %	NT %
Yes	40	37	44	42	40
No	60	63	56	58	60

*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... positive behavioral support and classroom management?*

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

**Table A11.5*****Need PD in Creating a Positive School Climate***

	All %	ES %	MS %	HS %	NT %
Yes	37	31	40	47	47
No	63	69	60	53	53

*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... creating a positive school climate?*

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

## Addressing Needs of Diverse Populations

**Table A11.6*****Need PD on Working with Diverse Populations***

	All %	ES %	MS %	HS %	NT %
Yes	34	30	36	45	38
No	66	70	64	55	62

*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... working with diverse racial, ethnic, or cultural groups?*

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

**Table A11.7*****Need PD on Culturally Relevant Pedagogy***

	All %	ES %	MS %	HS %	NT %
Yes	38	32	43	46	45
No	62	68	57	54	55

*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... culturally relevant pedagogy for the school's student population?*

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

**Table A11.8*****Need PD on Serving English Language Learners***

	All %	ES %	MS %	HS %	NT %
Yes	42	34	50	51	45
No	58	66	50	49	55

*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... serving English Language Learners?*

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

**Table A11.9*****Need PD on Closing the Achievement Gap***

	All %	ES %	MS %	HS %	NT %
Yes	45	39	53	51	47
No	55	61	47	49	53

*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... closing the achievement gap?*

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

## Providing Support Services

**Table A11.10**

***Need PD for Serving Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Yes	48	48	46	49	43
No	52	52	54	51	57

*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... serving special education (IEP) students?*

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

**Table A11.11**

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

	All %	ES %	MS %	HS %	NT %
Yes	53	48	56	60	63
No	47	52	44	40	37

*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... 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	ES	MS	HS	NT <sup>A</sup>
Number of respondents	444	243	96	53	52

*Notes: <sup>A</sup>NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.*

## 2. Summary of Indicators

**Table B2.1**

*Summary of Indicators of School Learning Supports*

	All %	ES %	MS %	HS %	NT %	Table
<b>Discipline, Safety, and Behavior Management</b>						
Collaborates well with law enforcement organizations <sup>‡</sup>	33	32	34	29	43	B3.1
Punishes first-time violations of alcohol or other drug policies <sup>‡</sup>	19	25	19	12	6	B3.1
Enforces zero tolerance policies <sup>‡</sup>	24	29	23	9	14	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis <sup>‡</sup>	28	31	31	18	23	B3.1
Has sufficient resources to create a safe campus <sup>‡</sup>	26	29	33	11	14	B3.2
Seeks to maintain a secure campus <sup>‡</sup>	9	11	10	4	6	B3.2
Provides harassment or bullying prevention <sup>†</sup>	30	38	35	4	10	B3.3
Provides conflict resolution or behavior management instruction <sup>†</sup>	34	42	36	8	19	B3.3
<b>Substance Use and Risk Behavior</b>						
Considers substance abuse prevention an important goal <sup>‡</sup>	22	25	23	13	19	B4.1
Collaborates well with community organizations to address substance use or other problems <sup>‡</sup>	20	22	23	8	16	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems <sup>‡</sup>	28	28	29	17	37	B4.1
Provides alcohol or drug use prevention instruction <sup>†</sup>	10	8	18	6	8	B4.1
Provides tobacco use prevention instruction <sup>†</sup>	13	8	26	12	12	B4.1
Has sufficient resources to address substance use prevention needs <sup>‡</sup>	20	26	24	2	6	B4.1

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

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

<sup>‡</sup>Percent responding “Strongly Agree.”



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

	All %	ES %	MS %	HS %	NT %	Table
<b>Physical Health and Special Needs</b>						
Provides healthy food choices for students <sup>‡</sup>	20	28	14	4	12	B5.1
Provides adequate health services for students <sup>‡</sup>	22	25	23	10	18	B5.1
Provides opportunities for physical education and activity <sup>†</sup>	58	65	70	51	13	B5.1
Provides nutritional instruction <sup>†</sup>	10	10	13	4	6	B5.1
Provides services for students with disabilities or other special needs <sup>†</sup>	49	46	50	48	58	B5.1
<b>Youth Development and Social-Emotional Supports</b>						
Fosters youth development, resilience, or asset promotion <sup>†</sup>	32	29	38	16	53	B6.1
Provides character education <sup>†</sup>	33	47	25	2	8	B6.1
Emphasizes helping students with social, emotional, and behavioral problems <sup>‡</sup>	36	38	32	25	46	B6.1
Restorative practices <sup>‡</sup>	30	33	30	16	25	B6.1
Trauma-informed practices <sup>‡</sup>	18	18	19	12	20	B6.1

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

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

<sup>‡</sup>Percent responding “Strongly Agree.”

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

**Table B3.1**

***Discipline Practice at School***

	All %	ES %	MS %	HS %	NT %
<b>Collaborates well with law enforcement organizations</b>					
Strongly agree	33	32	34	29	43
Agree	59	59	58	67	49
Disagree	7	9	3	4	6
Strongly disagree	1	0	4	0	2
<b>Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension</b>					
Strongly agree	19	25	19	12	6
Agree	52	50	60	52	45
Disagree	22	19	18	30	39
Strongly disagree	6	7	3	6	10
<b>Enforces zero tolerance policies</b>					
Strongly agree	24	29	23	9	14
Agree	41	43	42	32	41
Disagree	28	22	27	51	31
Strongly disagree	7	5	8	9	14
<b>Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options</b>					
Strongly agree	28	31	31	18	23
Agree	61	61	61	67	58
Disagree	9	9	7	10	15
Strongly disagree	1	0	1	6	4

*Question 115, 118-120: 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 %	ES %	MS %	HS %	NT %
<b>Has sufficient resources to create a safe campus</b>					
Strongly agree	26	29	33	11	14
Agree	54	52	54	58	60
Disagree	17	16	11	23	26
Strongly disagree	3	3	2	8	0
<b>Seeks to maintain a secure campus</b>					
Strongly agree	9	11	10	4	6
Agree	28	22	30	29	46
Disagree	30	28	30	40	29
Strongly disagree	33	39	30	27	19

*Question 116, 121: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.*

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

**Table B3.3*****Behavior Management at School***

	All %	ES %	MS %	HS %	NT %
<b>Provides harassment or bullying prevention</b>					
A lot	30	38	35	4	10
Some	51	50	51	52	56
Not much	15	10	12	36	29
Not at all	3	2	2	8	4
<b>Provides conflict resolution or behavior management instruction</b>					
A lot	34	42	36	8	19
Some	51	47	53	62	54
Not much	14	10	10	28	23
Not at all	1	0	1	2	4

*Question 135, 137: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?*

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

## 4. Substance Use and Risk Behavior

**Table B4.1**

***Substance Use Prevention***

	All %	ES %	MS %	HS %	NT %
<b>Considers substance abuse prevention an important goal</b>					
Strongly agree	22	25	23	13	19
Agree	53	51	60	60	44
Disagree	20	20	13	25	29
Strongly disagree	4	4	4	2	8
<b>Collaborates well with community organizations to address substance use or other problems</b>					
Strongly agree	20	22	23	8	16
Agree	52	47	64	59	47
Disagree	23	28	9	29	25
Strongly disagree	5	3	4	4	12
<b>Provides effective confidential support and referral services for students needing help</b>					
Strongly agree	28	28	29	17	37
Agree	59	60	59	71	42
Disagree	11	10	10	10	19
Strongly disagree	2	2	2	2	2

*Question 114, 122, 123: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.*

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

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

	All %	ES %	MS %	HS %	NT %
<b>Provides alcohol or drug use prevention instruction</b>					
A lot	10	8	18	6	8
Some	47	43	57	50	42
Not much	34	37	23	36	38
Not at all	9	12	2	8	12
<b>Provides tobacco use prevention instruction</b>					
A lot	13	8	26	12	12
Some	44	41	56	44	41
Not much	31	34	16	42	35
Not at all	11	17	1	2	12
<b>Has sufficient resources to address substance use prevention needs</b>					
Strongly agree	20	26	24	2	6
Agree	52	53	62	49	32
Disagree	22	18	12	39	40
Strongly disagree	5	2	2	10	22

*Question 117, 133, 134: 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 prevention instruction.*

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

## 5. Physical Health and Special Needs

**Table B5.1**

***Physical Health and Special Needs***

	All %	ES %	MS %	HS %	NT %
<b>Provides healthy food choices for students</b>					
Strongly agree	20	28	14	4	12
Agree	52	50	54	77	31
Disagree	20	18	20	11	35
Strongly disagree	8	4	12	8	23
<b>Provides adequate health services for students</b>					
Strongly agree	22	25	23	10	18
Agree	55	54	57	69	43
Disagree	20	20	15	15	37
Strongly disagree	3	2	4	6	2
<b>Provides opportunities for physical education and activity</b>					
A lot	58	65	70	51	13
Some	31	31	27	45	27
Not much	9	4	2	4	48
Not at all	2	0	1	0	12
<b>Provides nutritional instruction</b>					
A lot	10	10	13	4	6
Some	48	56	40	50	29
Not much	32	27	36	34	48
Not at all	10	7	11	12	17
<b>Provides services for students with disabilities or other special needs</b>					
A lot	49	46	50	48	58
Some	40	40	42	46	33
Not much	10	13	7	6	6
Not at all	1	1	1	0	4

*Question 124, 125, 131, 132, 138: 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 %	ES %	MS %	HS %	NT %
<b>Provide supports that foster youth development, resilience, social-emotional learning or asset promotion</b>					
A lot	32	29	38	16	53
Some	56	58	49	69	45
Not much	12	13	12	16	2
Not at all	1	1	1	0	0
<b>Provides character education</b>					
A lot	33	47	25	2	8
Some	48	44	59	48	48
Not much	15	7	12	40	35
Not at all	4	2	4	10	8
<b>Emphasizes helping students with social, emotional, and behavioral problems</b>					
Strongly agree	36	38	32	25	46
Agree	55	53	61	62	44
Disagree	8	7	6	11	10
Strongly disagree	1	1	1	2	0
<b>Uses restorative practices to help resolve conflicts</b>					
Strongly agree	30	33	30	16	25
Agree	56	57	58	58	51
Disagree	12	9	10	22	20
Strongly disagree	2	1	2	4	4

*Question 126, 127, 130, 136: 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 %	ES %	MS %	HS %	NT %
<b>Provides counseling or other ways to help students with their social-emotional needs</b>					
Strongly agree	42	43	43	23	56
Agree	53	51	54	68	44
Disagree	4	5	2	6	0
Strongly disagree	1	1	1	4	0
<b>Implements trauma-informed practices</b>					
Strongly agree	18	18	19	12	20
Agree	53	51	56	53	53
Disagree	26	28	21	31	22
Strongly disagree	4	3	4	4	4
<b>Provides instructional help to build social-emotional competencies</b>					
A lot	28	31	29	6	30
Some	56	55	57	64	52
Not much	15	13	12	26	18
Not at all	2	1	2	4	0

*Question 128, 129, 139: 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*

# Appendix

## 2017-18 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Ayers Elementary	X
Bancroft Elementary	X
Bel Air Elementary	X
Cambridge Elementary	X
Delta View Elementary	X
Eagle Peak Montessori	
El Monte Elementary	X
Fair Oaks Elementary	X
Gregory Gardens Elementary	X
Hidden Valley Elementary	X
Highlands Elementary	X
Holbrook Language Academy	X
Meadow Homes Elementary	X
Monte Gardens Elementary	X
Mountain View Elementary	X
Mt. Diablo Elementary	X
Pleasant Hill Elementary	X
Rio Vista Elementary	X
Sequoia Elementary	X
Shore Acres Elementary	X
Silverwood Elementary	X
Strandwood Elementary	X
Sun Terrace Elementary	X
Valhalla Elementary	X
Valle Verde Elementary	X
Walnut Acres Elementary	X
Westwood Elementary	X
Woodside Elementary	X

*Notes: Eligible schools listed are based on CBEDS 2017-18 public school and 2016-17 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2017-18 CSSS Staff Survey Data Status - Continued

Eligible Elementary Schools	Data Received
Wren Avenue Elementary	X
Ygnacio Valley Elementary	X

*Notes: Eligible schools listed are based on CBEDS 2017-18 public school and 2016-17 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2017-18 CSSS Staff Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Diablo View Middle	X
El Dorado Middle	X
Foothill Middle	X
Oak Grove Middle	X
Pine Hollow Middle	X
Pleasant Hill Middle	X
Riverview Middle	X
Sequoia Middle	X
Valley View Middle	X

*Notes: Eligible schools listed are based on CBEDS 2017-18 public school and 2016-17 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2017-18 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
College Park High	X
Concord High	X
Horizons School: Independent Study	
Mt. Diablo High	X
Northgate High	X
Ygnacio Valley High	X

*Notes: Eligible schools listed are based on CBEDS 2017-18 public school and 2016-17 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2017-18 CSSS Staff Survey Data Status

Eligible Non-Traditional Schools <sup>A</sup>	Data Received
College Now	X
Crossroads High (Alternative)	X
Diablo Community Day	X
Gateway High (Continuation)	X
Olympic Continuation High	X
Prospect High (Continuation)	X
Summit High (Continuation)	X
Sunrise (Special Education)	X

*Notes: Eligible schools listed are based on CBEDS 2017-18 public school and 2016-17 enrollment data files. Directly funded charter schools have been excluded from the list. <sup>A</sup>Non-traditional schools include continuation, community day, and other alternative school types.*