

CALIFORNIA SCHOOL STAFF SURVEY



Piedmont City Unified 2022-2023 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2022-23 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—form the California Department of Education’s *California School Climate, Health, and Learning Surveys* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS.

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

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org). The California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

SURVEY PURPOSE

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Core Section (Section A)

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

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

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

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

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

Student Supports Questions (Section B)

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

Supplemental Modules

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

- The Staff Trauma-Informed Practice Module was developed in 2022 in collaboration with a state advisory group to provide LEAs with data to assess staff perceptions of trauma-informed practice implementation, the extent to which the school has a trauma-sensitive environment, and staff attitudes related to trauma-informed care. The questions assessing staff attitudes related to trauma-informed care come from the Attitudes Related to Trauma-Informed Care (ARTIC) scale developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. Scores on these scales can be used to monitor staff readiness to implement trauma-informed practices and progress in changing attitudes. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale.
- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to

students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSSS results reported by staff who have special education responsibilities to those reported by other staff.

- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.
- The new **Student Wellness Module** contains 28 questions that assess student mental health needs, school mental health supports, and barriers to accessing services.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

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

Supplemental Reports

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CSSS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/dashboard/). The dashboard can be used to graphically display statewide, county, and district key indicators from the CSSS, trends over time, and disparities in survey outcomes across groups. Group differences by race/ethnicity, role (teacher, administrator), and tenure at the school can be examined. Trends in results over the past eight years can be displayed. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

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

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

RESOURCES

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

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ca-safe-supportive-schools.wested.org/california-center-for-school-climate/) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

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

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

school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff also can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5164) or email calschls@wested.org.

Compare Results with Other Data

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

- **Student and Parent Surveys.** If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer the companion parent surveys, urge them to do so next time.
- **Other Data.** Examine how the results compare with other data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Statewide Results.** The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/docs/statewide_1921_csss.pdf). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

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

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (562.799.5164) or email calschls@wested.org.

Request Additional Reports and Data

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5164) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

Notes: [†]Elementary student survey.

[‡]Secondary student survey.

ACKNOWLEDGMENTS

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	126	3	47	67	9

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

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	118	3	44	62	9
Remote model only	0	0	0	0	0

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships [†]	52		54	43	93	A7.1
High expectations-adults in school [†]	53		51	46	100	A7.1
Student meaningful participation [†]	31		29	27	61	A7.1
Promotion of parental involvement [†]	27		31	23	40	A7.1
Student learning environment [†]	36		39	29	70	A6.1
Facilities upkeep [†]	50		46	52	56	A6.1
Support for social emotional learning [†]	19		24	9	56	A8.1
Provides adequate counseling and support services [†]	42		50	31	89	A10.2
Antibullying climate [†]	19		17	14	53	A8.1
School Supports for Staff						
Staff working environment [†]	20		21	12	53	A6.1
Staff collegiality [†]	29		28	26	52	A6.1
School Safety						
Is a safe place for staff [†]	22		27	11	56	A6.1
Is a safe place for students [†]	23		26	17	56	A6.1
Has sufficient resources to create a safe campus [†]	22		18	29		B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	12		12	8	39	A8.1
Respect for diversity [†]	30		31	24	63	A8.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork [†]	24		33	16	33	A8.4
Student readiness to learn [†]	22		28	18	22	A8.1
Cutting classes or being truant moderate/severe problem	23		5	34	56	A8.13
Harassment/bullying moderate/severe problem	34		28	45	11	A9.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	42		0	74	67	A9.9
Tobacco use moderate/severe problem	29		0	49	56	A9.10
Vaping/e-cigarette use moderate/severe problem	43		3	72	78	A9.11
Student depression moderate/severe problem	69		51	85	89	A9.2

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

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

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

	All %	ES %	MS %	HS %	NT %	Table
Perceived School Safety in Response to COVID-19						
COVID-related safety measures to keep students healthy [†]	42		46	39	56	A4.1
COVID-related safety measures to keep staff healthy [†]	42		46	39	56	A4.1
Areas of Professional Development Needs						
Supporting students exposed to trauma	68		67	67	78	A4.2
COVID-related safety measures and protocols	6		5	6	0	A4.2

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

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	100		100	100	100
Remote Learning Model	0		0	0	0

Question A.2, 3: Which of the following best describes your students' school schedule during the past 30 days?... Which of the following best describes students' school schedule during the past 30 days?

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

In-School Model - Respondents selecting "Most [of my] students went to school in person at the school building for the entire day, Monday through Friday."

Remote Learning Model - Respondents selecting "Most [of my] students participated in school from home for the entire day on most or all weekdays and did not go to the school in person."

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	90		89	94	67
1 day	4		2	5	11
2 days	1		0	0	11
3 days	0		0	0	0
4 days	1		2	0	0
5 days	4		7	2	11

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

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

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

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	0		0	0	0
Teacher in grade 5 or above	55		53	55	67
Special education teacher	9		13	7	0
Administrator	2		2	1	11
Prevention staff, nurse, or health aide	1		0	1	0
Counselor, psychologist	6		9	6	0
Police, resource officer, or safety personnel	0		0	0	0
Paraprofessional, teacher assistant, or instructional aide	13		15	12	22
Other certificated staff	6		4	6	0
Other classified staff	10		9	10	0
Other service provider	3		2	4	0

Question A.1: What is your role(s) at this school? (Mark All That Apply.)

Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for “mark all that apply” items.

Table A3.4***Special Population Service Providers***

	All %	ES %	MS %	HS %	NT %
Special education	83		86	84	78
English language learners	45		45	44	56
None of the above	15		11	15	11

Question A.5: Do you provide services to the following types of students? (Mark All That Apply.)

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

Total percentages may exceed 100% for “mark all that apply” items.

Table A3.5***Length of Employment at School***

	All %	ES %	MS %	HS %	NT %
Less than one year	20		18	21	22
1 to 2 years	9		14	7	0
3 to 5 years	19		16	20	11
6 to 10 years	12		9	10	44
Over 10 years	41		43	43	22

Question A.6: How many years have you worked, in any position, at this school?

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

Table A3.6***Overall Length of Employment in Position***

	All %	ES %	MS %	HS %	NT %
Less than one year	10		11	10	11
1 to 2 years	6		9	5	0
3 to 5 years	12		16	10	0
6 to 10 years	15		16	16	11
Over 10 years	56		48	59	78

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

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native, non-Hispanic	0		0	0	0
Asian or Asian American, non-Hispanic	7		7	8	0
Black or African American, non-Hispanic	3		0	7	0
Filipino, non-Hispanic	0		0	0	0
Hispanic or Latinx	12		12	8	33
Native Hawaiian or Pacific Islander, non-Hispanic	0		0	0	0
White, non-Hispanic	70		74	70	56
Multiracial, non-Hispanic	2		0	3	0
Something else, non-Hispanic	5		7	3	11

Question A.8: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Filipino... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.8***Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %	ES %	MS %	HS %	NT %
Yes	64		62	63	89
No	36		38	38	11

Question A.112: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?

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

4. COVID-Specific Measures

Table A4.1

Perceived School Safety in Response to COVID-19

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
has implemented good COVID-related safety measures and protocols to keep students healthy.					
Strongly agree	42		46	39	56
Agree	53		51	54	44
Disagree	4		2	6	0
Strongly disagree	1		0	2	0
has kept staff well-informed about COVID-related safety measures and protocols.					
Strongly agree	43		39	44	67
Agree	54		59	52	33
Disagree	2		2	2	0
Strongly disagree	1		0	2	0
has implemented good COVID-related safety measures and protocols to keep staff healthy.					
Strongly agree	42		46	39	56
Agree	53		51	54	44
Disagree	4		2	6	0
Strongly disagree	1		0	2	0

Question A.30-32: This school... has kept staff well-informed about COVID-related safety measures and protocols... has implemented good COVID-related safety measures and protocols to keep staff healthy... has implemented good COVID-related safety measures and protocols to keep students healthy.

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

Table A4.2**Ways to Support Teachers During COVID-19**

	All %	ES %	MS %	HS %	NT %
Teachers need more professional development, training, mentorship, or other support in...					
motivating students through remote learning.					
<i>(Remote Only)</i>					
Yes					
No					
supporting students exposed to trauma or stressful life events.					
Yes	68		67	67	78
No	32		33	33	22
COVID-related safety measures and protocols to keep staff and students healthy.					
Yes	6		5	6	0
No	94		95	94	100

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

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

5. Remote Learning

Table A5.1

School Instructional Model Implementation (Remote Only)

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

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

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

Table A5.2***Student Remote Learning (Remote Only)***

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

Question A.110-111: The next set of questions ask about your experiences with remote instruction this year... Students are coping well with remote learning... Students are less engaged in remote classes than in-person classes.

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

Table A5.3***Academic Motivation and Supports for Learning (Remote Only)***

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

Question A.108, 109: The next set of questions ask about your experiences with remote instruction this year... Teachers from this school are motivating students... Students who need the most academic support are receiving the support they need.

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

6. School Supports for Students and Staff

Table A6.1

Summary of Indicators for Positive Learning and Working Environment

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment	36		39	29	70	A6.2
Is a supportive and inviting place for students to learn	40		41	30	89	A6.2
Emphasizes teaching lessons in ways relevant to students	31		29	26	78	A6.2
Facilities upkeep	50		46	52	56	A6.9
School Supports for Staff						
Staff working environment	20		21	12	53	A6.4
Is a supportive and inviting place for staff to work	21		20	15	56	A6.4
Promotes trust and collegiality among staff	17		15	13	44	A6.4
Promotes participation in school decision making	20		24	9	56	A6.4
Uses objective data for school improvement decisions	32		43	24	44	A6.7
Staff collegiality	29		28	26	52	A6.5
Have close professional relationships with one another	29		28	28	44	A6.5
Feel a responsibility to improve the school	28		27	22	67	A6.5
School Safety						
Is a safe place for staff	22		27	11	56	A6.4
Is a safe place for students	23		26	17	56	A6.2

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

Student Learning Environment

Table A6.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
<i>Average reporting “Strongly agree”</i>	36		39	29	70
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	40		41	30	89
Agree	54		56	63	0
Disagree	5		2	6	11
Strongly disagree	1		0	2	0
<i>promotes academic success for all students.</i>					
Strongly agree	44		49	37	78
Agree	52		46	61	11
Disagree	3		5	0	11
Strongly disagree	1		0	2	0
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	50		54	43	78
Agree	49		44	56	22
Disagree	2		2	2	0
Strongly disagree	0		0	0	0
<i>emphasizes teaching lessons in ways relevant to students.</i>					
Strongly agree	31		29	26	78
Agree	59		59	65	11
Disagree	9		12	7	11
Strongly disagree	1		0	2	0

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

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

Table A6.2***Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
<i>is a safe place for students.</i>					
Strongly agree	23		26	17	56
Agree	71		67	77	44
Disagree	6		8	6	0
Strongly disagree	0		0	0	0
<i>motivates students to learn.</i>					
Strongly agree	29		35	22	44
Agree	68		65	72	56
Disagree	3		0	6	0
Strongly disagree	0		0	0	0

Question A.26, 44: This school... is a safe place for students... motivates students to learn.

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

Table A6.3***Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	21		18	23	22
Mild problem	47		41	55	44
Moderate problem	30		41	17	33
Severe problem	2		0	4	0

Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?

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

Staff Working Environment

Table A6.4

Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
<i>Average reporting “Strongly agree”</i>	20		21	12	53
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	21		20	15	56
Agree	59		66	57	33
Disagree	14		7	22	0
Strongly disagree	7		7	6	11
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	17		15	13	44
Agree	54		55	54	44
Disagree	24		23	30	0
Strongly disagree	6		8	4	11
<i>is a safe place for staff.</i>					
Strongly agree	22		27	11	56
Agree	63		61	72	22
Disagree	12		10	15	11
Strongly disagree	3		2	2	11
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>					
Strongly agree	20		24	9	56
Agree	47		49	46	44
Disagree	26		22	33	0
Strongly disagree	7		5	11	0

Question A.14, 15, 27, 43: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... is a safe place for staff... promotes personnel participation in decision-making that affects school practices and policies.

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

Table A6.5
Staff Collegiality Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
<i>Average reporting “Strongly agree”</i>	29		28	26	52
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	29		28	28	44
Agree	53		50	54	56
Disagree	15		15	19	0
Strongly disagree	3		8	0	0
support and treat each other with respect.					
Strongly agree	31		32	28	44
Agree	57		56	61	44
Disagree	10		7	11	11
Strongly disagree	2		5	0	0
feel a responsibility to improve this school.					
Strongly agree	28		27	22	67
Agree	57		54	65	22
Disagree	13		17	11	11
Strongly disagree	2		2	2	0

Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.

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

Table A6.6
Staff Collaborate Regularly

	All %	ES %	MS %	HS %	NT %
Strongly agree	29		24	26	67
Agree	57		63	56	33
Disagree	12		10	17	0
Strongly disagree	2		2	2	0

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

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

Table A6.7***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	32		43	24	44
Agree	55		43	63	56
Disagree	11		13	11	0
Strongly disagree	2		3	2	0

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

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

Table A6.8***Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	21		23	23	11
Mild problem	44		38	51	44
Moderate problem	24		26	17	33
Severe problem	10		13	9	11

Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?

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

Facilities Upkeep

Table A6.9***Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	50		46	52	56
Agree	43		49	41	33
Disagree	6		5	6	11
Strongly disagree	1		0	2	0

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

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

7. Student Developmental Supports and Opportunities

Table A7.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships	52		54	43	93	A7.2
Adults really care about every student	58		61	50	89	A7.2
Adults acknowledge and pay attention to students	56		54	50	100	A7.2
Adults listen to what students have to say	42		46	30	89	A7.2
High Expectations-Adults in School	53		51	46	100	A7.3
Adults want every student to do their best	58		58	52	100	A7.3
Adults believe every student can be a success	49		46	41	100	A7.3
Student Meaningful Participation	31		29	27	61	A7.4
Opportunities to decide things	17		23	9	33	A7.4
Equal opportunity for classroom participation	37		34	31	78	A7.4
Equal opportunity to participate in extracurricular activities	45		37	48	67	A7.4
Opportunities to “make a difference”	24		22	20	67	A7.4
Promotion of Parental Involvement	27		31	23	40	A7.5
School is welcoming to and facilitates parent involvement	27		28	20	63	A7.5
Encourages parents to be active partners in schooling	25		29	20	33	A7.5
School communicates about student learning expectation	18		24	12	33	A7.5
Parents feel welcome to participate at this school	26		26	27	33	A7.5

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

Caring Relationships

Table A7.2

Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
<i>Average reporting “Strongly agree”</i>	52		54	43	93
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	58		61	50	89
Agree	39		34	48	11
Disagree	2		2	2	0
Strongly disagree	1		2	0	0
<i>acknowledge and pay attention to students.</i>					
Strongly agree	56		54	50	100
Agree	42		44	48	0
Disagree	2		2	2	0
Strongly disagree	0		0	0	0
<i>listen to what students have to say.</i>					
Strongly agree	42		46	30	89
Agree	53		51	63	11
Disagree	5		2	7	0
Strongly disagree	0		0	0	0

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

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

High Expectations

Table A7.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
<i>Average reporting “Strongly agree”</i>	53		51	46	100
<i>Adults who work at this school... want every student to do their best.</i>					
Strongly agree	58		58	52	100
Agree	40		40	46	0
Disagree	2		3	2	0
Strongly disagree	0		0	0	0
<i>believe that every student can be a success.</i>					
Strongly agree	49		46	41	100
Agree	48		54	52	0
Disagree	4		0	7	0
Strongly disagree	0		0	0	0

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

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

Student Meaningful Participation

Table A7.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
<i>Average reporting “Strongly agree”</i>	31		29	27	61
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	17		23	9	33
Agree	64		73	59	56
Disagree	17		3	30	11
Strongly disagree	2		3	2	0
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	37		34	31	78
Agree	57		61	61	22
Disagree	4		2	6	0
Strongly disagree	2		2	2	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	45		37	48	67
Agree	50		56	48	33
Disagree	3		5	2	0
Strongly disagree	2		2	2	0
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	24		22	20	67
Agree	59		63	59	22
Disagree	15		12	19	11
Strongly disagree	2		2	2	0

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

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

Promotion of Parental Involvement

Table A7.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	27		31	23	40
This school is welcoming to and facilitates parent involvement.					
Strongly agree	27		28	20	63
Agree	69		65	76	38
Disagree	4		5	4	0
Strongly disagree	1		3	0	0
This school encourages parents to be active partners in educating their child.					
Strongly agree	25		29	20	33
Agree	64		66	65	56
Disagree	9		2	15	11
Strongly disagree	1		2	0	0
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	18		24	12	33
Agree	70		71	69	56
Disagree	11		5	18	0
Strongly disagree	1		0	0	11
Parents feel welcome to participate at this school.					
Strongly agree	26		26	27	33
Agree	68		69	67	56
Disagree	6		5	6	11
Strongly disagree	0		0	0	0

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

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

Table A7.5***Promotion of Parental Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	40		46	37	44
Agree	57		54	57	56
Disagree	3		0	6	0
Strongly disagree	0		0	0	0

Question A.82: School staff take parents' concerns seriously.

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

8. Learning Conditions

Table A8.1

Summary of Indicators of School Learning Conditions

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Support for social emotional learning	19		24	9	56	A8.2
Student readiness to learn	22		28	18	22	A8.3
Instructional equity	27		30	20	56	A8.7
Antibullying climate	19		17	14	53	A8.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	12		12	8	39	A8.5
Respect for diversity	30		31	24	63	A8.6
Positive Peer Relations						
Student peer relationships	14		18	5	41	A8.11

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

Supports for Learning and Student Academic Engagement

Table A8.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
<i>Average reporting “Strongly agree”</i>	19		24	9	56
This school encourages students to feel responsible for how they act.					
Strongly agree	14		13	8	56
Agree	52		59	47	33
Disagree	27		21	37	11
Strongly disagree	7		8	8	0
This school encourages students to understand how others think and feel.					
Strongly agree	22		31	10	44
Agree	63		59	69	44
Disagree	14		10	18	11
Strongly disagree	1		0	2	0
Students are taught that they can control their own behavior.					
Strongly agree	18		21	10	56
Agree	58		56	61	33
Disagree	20		18	27	0
Strongly disagree	4		5	2	11
This school helps students resolve conflicts with one another.					
Strongly agree	21		29	6	78
Agree	63		55	76	11
Disagree	14		16	16	0
Strongly disagree	2		0	2	11

Question A.65, 68-70: This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another.

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

Table A8.2***Support for Social Emotional Learning Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	19		26	8	44
Agree	69		66	76	44
Disagree	9		5	14	0
Strongly disagree	3		3	2	11

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

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

Table A8.3***Student Readiness to Learn Scale Questions***

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
<i>Average reporting “Strongly agree”</i>	22		28	18	22
Students are healthy and physically fit.					
Strongly agree	34		41	31	22
Agree	59		59	61	44
Disagree	7		0	8	33
Strongly disagree	0		0	0	0
Students start/arrive at school alert and rested.					
Strongly agree	18		23	12	22
Agree	52		67	45	33
Disagree	27		10	39	33
Strongly disagree	3		0	4	11
Students are motivated to learn.					
Strongly agree	19		34	8	11
Agree	69		61	76	67
Disagree	12		5	16	22
Strongly disagree	0		0	0	0
Students in this school are well-behaved.					
Strongly agree	18		13	20	33
Agree	68		66	69	56
Disagree	13		21	10	0
Strongly disagree	1		0	0	11

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

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

Table A8.4***Motivation to Complete Schoolwork***

	All %	ES %	MS %	HS %	NT %
Strongly agree	24		33	16	33
Agree	64		59	69	44
Disagree	11		8	12	22
Strongly disagree	1		0	2	0

Question A.66: Students are motivated to complete their schoolwork.

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

Fairness, Rule Clarity, and Respect for Diversity

Table A8.5

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
<i>Average reporting “Strongly agree”</i>	12		12	8	39
This school handles discipline problems fairly.					
Strongly agree	11		13	4	44
Agree	41		37	43	44
Disagree	38		34	48	0
Strongly disagree	10		16	6	11
The school rules are fair.					
Strongly agree	17		15	12	56
Agree	67		62	76	33
Disagree	14		18	12	11
Strongly disagree	2		5	0	0
This school clearly informs students what will happen if they break school rules.					
Strongly agree	8		8	6	22
Agree	35		26	39	56
Disagree	40		46	41	0
Strongly disagree	17		21	14	22
Students know what the rules are.					
Strongly agree	11		10	8	33
Agree	49		38	56	56
Disagree	32		38	31	11
Strongly disagree	7		13	4	0

Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.

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

Table A8.6***Respect for Diversity Scale Questions***

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
<i>Average reporting “Strongly agree”</i>	30		31	24	63
Students respect each other’s differences.					
Strongly agree	13		8	8	56
Agree	66		69	67	44
Disagree	20		21	25	0
Strongly disagree	1		3	0	0
Adults from this school respect differences in students.					
Strongly agree	39		42	33	67
Agree	59		58	63	33
Disagree	2		0	4	0
Strongly disagree	0		0	0	0
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	39		44	31	67
Agree	53		46	63	22
Disagree	8		10	6	11
Strongly disagree	0		0	0	0

Question A.53-55: Students respect each other’s differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

Instructional Equity

Table A8.7

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	27		30	20	56
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	18		28	7	44
Agree	69		60	78	44
Disagree	11		13	11	11
Strongly disagree	2		0	4	0
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	24		27	19	56
Agree	63		59	70	33
Disagree	7		7	7	0
Strongly disagree	7		7	4	11
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	23		20	20	56
Agree	54		50	57	33
Disagree	19		25	19	0
Strongly disagree	5		5	4	11
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	40		44	37	44
Agree	56		54	59	44
Disagree	4		3	4	11
Strongly disagree	0		0	0	0

Question A.20-23: This school... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority.... has high expectations for all students, regardless of their race, ethnicity, or nationality.

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

Table A8.7***Instructional Equity Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
This school fosters an appreciation of student diversity and respect for each other.					
Strongly agree	28		30	19	78
Agree	56		52	65	11
Disagree	14		18	13	11
Strongly disagree	2		0	4	0

Question A.24: This school fosters an appreciation of student diversity and respect for each other.

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

Table A8.8***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31		32	22	78
Agree	59		56	69	11
Disagree	9		10	9	11
Strongly disagree	1		2	0	0

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

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

Cultural Sensitivity

Table A8.9***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	14		15	9	50
Agree	61		54	67	50
Disagree	23		32	20	0
Strongly disagree	2		0	4	0

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

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

Table A8.10***Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	31		49	20	0
Mild problem	46		26	57	89
Moderate problem	19		23	20	0
Severe problem	4		3	4	11

Question A.89: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?

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

Student Peer Relationships

Table A8.11

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
<i>Average reporting “Strongly agree”</i>	14		18	5	41
Students care about one another.					
Strongly agree	17		21	8	44
Agree	77		72	86	56
Disagree	6		8	6	0
Strongly disagree	0		0	0	0
Students treat each other with respect.					
Strongly agree	11		15	4	33
Agree	78		77	80	67
Disagree	11		8	16	0
Strongly disagree	0		0	0	0
Students get along well with one another.					
Strongly agree	13		18	4	44
Agree	83		79	90	56
Disagree	4		3	6	0
Strongly disagree	0		0	0	0
Students enjoy spending time together during school activities.^o <i>(In-School Only)</i>					
Strongly agree	28		36	20	33
Agree	70		62	78	67
Disagree	2		3	2	0
Strongly disagree	0		0	0	0

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

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

^oItem not included in the scale.

Table A8.11

Student Peer Relationships Questions – Continued

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

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

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

^ØItem not included in the scale.

Antibullying Climate

Table A8.12

Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
<i>Average reporting “Strongly agree”</i>	19		17	14	53
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	29		33	20	67
Agree	61		56	69	22
Disagree	8		10	8	0
Strongly disagree	2		0	2	11
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	9		5	6	44
Agree	57		55	57	44
Disagree	33		37	37	11
Strongly disagree	1		3	0	0
Students tell teachers when other students are being bullied.					
Strongly agree	10		5	8	44
Agree	50		51	49	33
Disagree	39		41	43	22
Strongly disagree	1		3	0	0
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	35		37	31	63
Agree	63		63	67	25
Disagree	2		0	2	13
Strongly disagree	0		0	0	0

Question A.48-51: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.

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

Table A8.12***Antibullying Climate Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	9		5	4	44
Agree	48		59	42	33
Disagree	39		31	52	22
Strongly disagree	3		5	2	0

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

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

Truancy

Table A8.13***Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	39		67	21	11
Mild problem	38		28	45	33
Moderate problem	18		3	30	33
Severe problem	5		3	4	22

Question A.92: For students enrolled in this school, how much of a problem is cutting classes or being truant?

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

9. Student Health Risks and Prevention

Mental Health

Table A9.1

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	13		16	6	33
Agree	70		79	69	33
Disagree	16		5	22	33
Strongly disagree	1		0	2	0

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

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

Table A9.2

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	5		5	4	0
Mild problem	26		44	11	11
Moderate problem	40		46	38	33
Severe problem	30		5	47	56

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

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

Bullying and Fighting

Table A9.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	16		13	11	56
Mild problem	50		59	45	33
Moderate problem	29		26	36	11
Severe problem	5		3	9	0

Question A.86: For students enrolled in this school, how much of a problem is harassment or bullying among students?

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

Table A9.4

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	91		87	96	89
Mild problem	9		13	4	11
Moderate problem	0		0	0	0
Severe problem	0		0	0	0

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

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

Delinquency

Table A9.5

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	40		26	43	67
Mild problem	50		59	49	33
Moderate problem	9		13	9	0
Severe problem	1		3	0	0

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

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

Table A9.6

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	64		42	77	78
Mild problem	31		47	21	22
Moderate problem	5		11	2	0
Severe problem	0		0	0	0

Question A.96: For students enrolled in this school, how much of a problem is theft?

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

Table A9.7

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	99		97	100	100
Mild problem	1		3	0	0
Moderate problem	0		0	0	0
Severe problem	0		0	0	0

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

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

Table A9.8***Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	99		97	100	100
Mild problem	1		3	0	0
Moderate problem	0		0	0	0
Severe problem	0		0	0	0

Question A.94: For students enrolled in this school, how much of a problem is weapons possession?

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

Substance Use

Table A9.9***Student Alcohol and Drug Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	35		72	4	11
Mild problem	23		28	21	22
Moderate problem	21		0	38	33
Severe problem	20		0	36	33

Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?

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

Table A9.10***Student Tobacco Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	45		82	17	11
Mild problem	27		18	34	33
Moderate problem	22		0	40	33
Severe problem	6		0	9	22

Question A.84: For students enrolled in this school, how much of a problem is student tobacco use?

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

Table A9.11***Student Vaping or Electronic Cigarette Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	35		74	4	0
Mild problem	22		23	23	22
Moderate problem	20		3	36	22
Severe problem	22		0	36	56

Question A.85: For students enrolled in this school, how much of a problem is student vaping or e-cigarette use?

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

Substance Use Prevention Policies

Table A9.12***School Bans Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
No	1		0	2	0
Yes	96		97	96	89
Don't know	3		3	2	11

Question A.104: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

10. Discipline and Counseling

Table A10.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	8		7	9	14
The rules at this school are too strict.					
Strongly agree	3		3	2	11
Agree	6		5	6	11
Disagree	53		46	59	33
Strongly disagree	38		46	33	44
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	3		3	2	11
Agree	3		0	6	0
Disagree	33		23	41	22
Strongly disagree	61		74	51	67
Students get in trouble for breaking small rules.					
Strongly agree	3		3	2	11
Agree	4		3	6	0
Disagree	50		41	57	44
Strongly disagree	43		54	35	44
Teachers are very strict here.					
Strongly agree	3		3	2	11
Agree	8		10	8	0
Disagree	56		54	57	56
Strongly disagree	33		33	33	33

Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

Table A10.2***Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	42		50	31	89
Agree	53		43	65	11
Disagree	4		5	4	0
Strongly disagree	1		3	0	0

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

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

11. Professional Development Needs

Table A11.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
<i>Instruction and School Environment</i>					
Positive behavioral support and classroom management					
Yes	35		38	29	38
No	65		62	71	63
Creating a positive school climate					
Yes	45		46	46	44
No	55		54	54	56
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	46		46	40	67
No	54		54	60	33
<i>Providing Support Services</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	61		54	60	78
No	39		46	40	22

Question A.97, 98, 100, 103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... positive behavioral support and classroom management... working with diverse racial, ethnic, or cultural groups... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... creating a positive school climate.

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

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	31	1	14	15	1

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

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies [†]	4		0	8		B3.1
Enforces zero tolerance policies [†]	4		0	8		B3.1
Has sufficient resources to create a safe campus [†]	22		18	29		B3.2
Seeks to maintain a secure campus [†]	0		0	0		B3.2
Provides harassment or bullying prevention [§]	14		15	7		B3.3
Provides conflict resolution or behavior management instruction [§]	21		31	7		B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [†]	15		18	15		B4.1
Collaborates well with community organizations to address substance use or other problems [†]	7		9	7		B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [†]	23		45	8		B4.1
Provides alcohol or drug use prevention instruction [§]	14		15	14		B4.1
Provides tobacco use/vaping prevention instruction [§]	17		15	21		B4.1
Has sufficient resources to address substance use prevention needs [†]	15		9	21		B4.1
Physical Health and Special Needs						
Provides adequate health services for students [†]	27		27	31		B5.1
Provides opportunities for physical education and activity [§]	83		92	79		B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]	31		38	21		B6.1
Emphasizes helping students with social, emotional, and behavioral problems [†]	46		64	31		B6.1
Restorative practices [†]	38		64	15		B6.1
Trauma-informed practices [†]	12		27	0		B6.1

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

[†]Percent responding "Strongly agree."

[§]Percent responding "A lot."

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	4		0	8	
Agree	32		36	25	
Disagree	28		18	42	
Strongly disagree	36		45	25	
Enforces zero tolerance policies					
Strongly agree	4		0	8	
Agree	23		27	15	
Disagree	46		45	54	
Strongly disagree	27		27	23	

Question A.117, 118: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

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

Table B3.2
Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	22		18	29	
Agree	74		82	64	
Disagree	0		0	0	
Strongly disagree	4		0	7	
Seeks to maintain a secure campus					
Strongly agree	0		0	0	
Agree	0		0	0	
Disagree	35		9	54	
Strongly disagree	65		91	46	

Question A.114, 119: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

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

Table B3.3
Behavior Management at School

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	14		15	7	
Some	52		46	64	
Not much	34		38	29	
Not at all	0		0	0	
Provides conflict resolution or behavior management instruction					
A lot	21		31	7	
Some	52		38	64	
Not much	28		31	29	
Not at all	0		0	0	

Question A.130, 131: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

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

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	15		18	15	
Agree	65		64	69	
Disagree	15		18	8	
Strongly disagree	4		0	8	
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	7		9	7	
Agree	70		82	64	
Disagree	22		9	29	
Strongly disagree	0		0	0	
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	23		45	8	
Agree	62		55	69	
Disagree	15		0	23	
Strongly disagree	0		0	0	

Question A.113, 120, 121: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

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

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

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	14		15	14	
Some	69		69	71	
Not much	14		15	14	
Not at all	3		0	0	
Provides tobacco use/vaping prevention instruction					
A lot	17		15	21	
Some	62		69	57	
Not much	17		15	21	
Not at all	3		0	0	
Has sufficient resources to address substance use prevention needs					
Strongly agree	15		9	21	
Agree	63		91	43	
Disagree	15		0	21	
Strongly disagree	7		0	14	

Question A.115, 128, 129: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

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

Table B4.2***School Enforces Policies Banning Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
Strongly agree	19		18	23	
Agree	54		73	31	
Disagree	19		0	38	
Strongly disagree	8		9	8	

Question A.116: This school consistently enforces policies banning tobacco use/vaping on school property.

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree	27		27	31	
Agree	54		55	46	
Disagree	12		9	15	
Strongly disagree	8		9	8	
Provides opportunities for physical education and activity					
A lot	83		92	79	
Some	17		8	21	
Not much	0		0	0	
Not at all	0		0	0	

Question A.122, 127: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?

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

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	31		38	21	
Some	48		38	57	
Not much	21		23	21	
Not at all	0		0	0	
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	46		64	31	
Agree	46		18	69	
Disagree	8		18	0	
Strongly disagree	0		0	0	
Uses restorative practices to help resolve conflicts					
Strongly agree	38		64	15	
Agree	58		36	85	
Disagree	4		0	0	
Strongly disagree	0		0	0	

Question A.123, 124, 126: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion?

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

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

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	12		27	0	
Agree	58		45	62	
Disagree	31		27	38	
Strongly disagree	0		0	0	
Provides instructional help to build social-emotional competencies					
A lot	28		38	14	
Some	52		46	64	
Not much	17		8	21	
Not at all	3		8	0	

Question A.125, 132: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?

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

Section C. Special Education Supports

1. Module Sample

Table C1.1

Special Education Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	72	0	29	39	4

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

2. Summary of Indicators

Table C2.1

Summary of Special Education Services and Supports

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Barriers to Effective Service Delivery						
Works to reduce instructional interruptions	41		45	34		C3.1
Effectively schedules mandated activities	43		61	24		C3.2
Integration and Collaboration Special-General Education						
Integrates special education into daily operations	44		48	36		C4.1
Encourages general and special education teaming	41		41	34		C4.2
Provides sufficient time to collaborate on service delivery	14		14	11		C4.3
Views service to students with IEPs as shared responsibility	31		21	34		C4.4
Student Expectations and Supports						
Supports alternative modes of communication	27		21	24		C5.1
Provides sufficient resources for special education programs	25		21	23		C5.2
Personnel Supports						
Has positive environment for staff serving students with IEPs	24		22	21		C6.1
Climate encourages continued service to students with IEPs	29		32	24		C6.2
Provides adequate access to technology	31		36	24		C6.3
Has good communication with district personnel	21		18	18		C6.4

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

3. Barriers to Effective Service Delivery

Table C3.1

School Works to Reduce Instructional Interruptions

	All %	ES %	MS %	HS %	NT %
Strongly agree	41		45	34	
Agree	51		48	55	
Disagree	8		7	11	
Strongly disagree	0		0	0	
Not applicable	0		0	0	

Question 2 (Section C): This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).

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

Table C3.2

School Effectively Schedules Mandated Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	43		61	24	
Agree	53		32	74	
Disagree	4		7	3	
Strongly disagree	0		0	0	
Not applicable	0		0	0	

Question 5 (Section C): This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).

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

4. Integration and Collaboration between Special and General Education

Table C4.1

School Integrates Special Education into Daily Operations

	All %	ES %	MS %	HS %	NT %
Strongly agree	44		48	36	
Agree	49		45	56	
Disagree	6		7	5	
Strongly disagree	1		0	3	
Not applicable	0		0	0	

Question 1 (Section C): This school integrates special education into its daily operations.

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

Table C4.2

School Encourages General and Special Education Teaming

	All %	ES %	MS %	HS %	NT %
Strongly agree	41		41	34	
Agree	48		48	53	
Disagree	10		10	11	
Strongly disagree	1		0	3	
Not applicable	0		0	0	

Question 3 (Section C): This school encourages teaming between general and special education personnel.

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

Table C4.3***School Provides Sufficient Time to Collaborate on Service Delivery***

	All %	ES %	MS %	HS %	NT %
Strongly agree	14		14	11	
Agree	25		24	29	
Disagree	49		55	47	
Strongly disagree	11		7	13	
Not applicable	0		0	0	

Question 4 (Section C): This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs.

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

Table C4.4***School Views Service to Students with IEPs as Shared Staff Responsibility***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31		21	34	
Agree	59		71	53	
Disagree	10		7	13	
Strongly disagree	0		0	0	
Not applicable	0		0	0	

Question 11 (Section C): This school views service to students with IEPs as a shared responsibility among all staff.

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

5. Expectations and Supports for Special Populations

Table C5.1

School Supports Alternative Modes of Communication

	All %	ES %	MS %	HS %	NT %
Strongly agree	27		21	24	
Agree	54		64	53	
Disagree	6		7	5	
Strongly disagree	1		0	3	
Not applicable	11		7	16	

Question 7 (Section C): This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).

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

Table C5.2

School Provides Sufficient Resources for Special Education Programs and Services

	All %	ES %	MS %	HS %	NT %
Strongly agree	25		21	23	
Agree	58		50	67	
Disagree	15		25	10	
Strongly disagree	1		4	0	
Not applicable	0		0	0	

Question 12 (Section C): This school has sufficient resources to support special education programs and services.

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

6. Personnel Supports

Table C6.1

School Has Positive Working Environment for Staff Serving Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	24		22	21	
Agree	57		52	67	
Disagree	13		19	8	
Strongly disagree	3		4	3	
Not applicable	3		4	3	

Question 6 (Section C): This school provides a positive working environment for staff who serve students with IEPs.

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

Table C6.2

Climate Encourages Continued Service to Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	29		32	24	
Agree	61		57	66	
Disagree	10		11	11	
Strongly disagree	0		0	0	
Not applicable	0		0	0	

Question 8 (Section C): This school has a climate that encourages me to continue in my role of service to students with IEPs.

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

Table C6.3***School Provides Adequate Access to Technology***

	All %	ES %	MS %	HS %	NT %
Strongly agree	31		36	24	
Agree	61		57	68	
Disagree	7		7	8	
Strongly disagree	0		0	0	
Not applicable	0		0	0	

Question 9 (Section C): This school provides adequate access to technology for staff who serve students with IEPs.

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

Table C6.4***School Has Good Communication with District Personnel***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21		18	18	
Agree	59		46	71	
Disagree	19		32	11	
Strongly disagree	1		4	0	
Not applicable	0		0	0	

Question 10 (Section C): This school has good communication with district personnel to support students with IEPs.

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

Appendix

2022-23 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Beach Elementary	
Havens Elementary	
Wildwood Elementary	X

Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

2022-23 CSSS Staff Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Piedmont Middle	X

Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

2022-23 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Piedmont High	X

Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list.

2022-23 CSSS Staff Survey Data Status

Eligible Non-Traditional Schools ^A	Data Received
Millennium High Alternative	X

Notes: Eligible schools listed are based on CBEDS 2022-23 public school and 2021-22 enrollment data files. Directly funded charter schools have been excluded from the list. ^ANon-traditional schools include continuation, community day, and other alternative school types.