

CALIFORNIA SCHOOL STAFF SURVEY



San Mateo-Foster City 2023-2024 Main Report

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Contents

Page

List of Tables	III
PREFACE	VIII
Survey Module Administration	1
Section A. Core Module	2
1. Survey Sample	2
2. Summary of Key Survey Indicators	3
3. Demographics	5
4. COVID-Specific Measures	9
5. Remote Teaching	11
6. School Supports for Students and Staff	14
Student Learning Environment	15
Staff Working Environment	17
Facilities Upkeep	19
7. Student Developmental Supports and Opportunities	20
Caring Relationships	21
High Expectations	22
Student Meaningful Participation	23
Promotion of Parental Involvement	24
8. Learning Conditions	26
Supports for Learning and Student Academic Engagement	27
Fairness, Rule Clarity, and Respect for Diversity	31
Instructional Equity	33
Cultural Sensitivity	35
Student Peer Relationships	36
Antibullying Climate	38
Truancy	39
9. Student Health Risks and Prevention	40
Mental Health	40
Bullying and Fighting	41
Delinquency	42
Substance Use	43
Substance Use Prevention Policies	44

10. Discipline and Counseling	45
11. Professional Development Needs	47
Section B. Learning Supports Module	48
1. Module Sample	48
2. Summary of Indicators	49
3. Discipline, Safety, and Behavior Management	50
4. Substance Use and Risk Behavior	52
5. Physical Health and Special Needs	54
6. Youth Development and Social-Emotional Supports	55
Section E. Student Wellness	57
1. Module Sample	57
2. Summary of Indicators	58
3. Student Mental Health Needs	59
4. Student Mental Health Supports at School	60
5. Staff Compassion Satisfaction and Fatigue	67
Section F. Trauma-Informed Practice	71
1. Module Sample	71
2. Summary of Indicators	72
3. Trauma Sensitive Environment	73
4. Staff Attitudes Related to Trauma-Informed Care	77
5. Trauma-Informed Practice and Training	79
6. Self-Care Practices	81
Appendix	83

List of Tables

	Page
Survey Module Administration	1
1 CSSS Survey Modules Administered	1
Section A. Core Module	2
1. Survey Sample	2
A1.1 Core Module Sample	2
A1.2 Number of Respondents by Instructional Model	2
2. Summary of Key Survey Indicators	3
A2.1 Key Indicators of School Climate and Student Well-Being	3
A2.2 Key Indicators of COVID-Specific Measures	4
3. Demographics	5
A3.1 School Schedule, Past 30 Days	5
A3.2 Average Days Working from Home, Past 30 Days	5
A3.3 Role (Job) at School	6
A3.4 Special Population Service Providers	6
A3.5 Length of Employment at School	7
A3.6 Overall Length of Employment in Position	7
A3.7 Race/Ethnicity of Respondents	8
A3.8 Responsible for Health, Prevention, Discipline, Counseling, Safety-Related Services	8
4. COVID-Specific Measures	9
A4.1 Perceived School Safety in Response to COVID-19	9
A4.2 Ways to Support Teachers During COVID-19	10
5. Remote Teaching	11
A5.1 School Instructional Model Implementation	11
A5.2 Student Remote Learning	12
A5.3 Academic Motivation and Supports for Learning	13
6. School Supports for Students and Staff	14
A6.1 Summary of Indicators for Positive Learning and Working Environment	14
Student Learning Environment	15
A6.2 Student Learning Environment Scale Questions	15
A6.2 Student Learning Environment Scale Questions – Continued	16
A6.3 Disruptive Student Behavior is a Problem	16
Staff Working Environment	17
A6.4 Staff Working Environment Scale Questions	17
A6.5 Staff Collegiality Scale Questions	18
A6.6 Staff Collaborate Regularly	18

A6.7	School Uses Objective Data in Decision Making	19
A6.8	Lack of Respect of Staff by Students is a Problem	19
	Facilities Upkeep	19
A6.9	Clean and Well-Maintained Facilities and Property	19
7.	Student Developmental Supports and Opportunities	20
A7.1	Summary of Indicators for Student Developmental Supports and Opportunities	20
	Caring Relationships	21
A7.2	Caring Relationships Scale Questions	21
	High Expectations	22
A7.3	High Expectations Scale Questions	22
	Student Meaningful Participation	23
A7.4	Student Meaningful Participation Scale Questions	23
	Promotion of Parental Involvement	24
A7.5	Promotion of Parental Involvement Scale Questions	24
A7.5	Promotion of Parental Involvement Scale Questions – Continued	25
8.	Learning Conditions	26
A8.1	Summary of Indicators of School Learning Conditions	26
	Supports for Learning and Student Academic Engagement	27
A8.2	Support for Social Emotional Learning Scale Questions	27
A8.2	Support for Social Emotional Learning Scale Questions – Continued	28
A8.3	Student Readiness to Learn Scale Questions	29
A8.4	Motivation to Complete Schoolwork	30
	Fairness, Rule Clarity, and Respect for Diversity	31
A8.5	Fairness and Rule Clarity Scale Questions	31
A8.6	Respect for Diversity Scale Questions	32
	Instructional Equity	33
A8.7	Instructional Equity Scale Questions	33
A8.7	Instructional Equity Scale Questions – Continued	34
A8.8	Staff Treat All Students Fairly	35
	Cultural Sensitivity	35
A8.9	Support Provided for Teaching Culturally and Linguistically Diverse Students	35
A8.10	Racial/Ethnic Conflict Among Students is a Problem	35
	Student Peer Relationships	36
A8.11	Student Peer Relationships Questions	36
A8.11	Student Peer Relationships Questions – Continued	37

Antibullying Climate	38
A8.12 Antibullying Climate Scale Questions	38
A8.12 Antibullying Climate Scale Questions – Continued	39
Truancy	39
A8.13 Cutting Class or Truancy is a Problem	39
9. Student Health Risks and Prevention	40
Mental Health	40
A9.1 Student Feeling Hopeful About the Future	40
A9.2 Student Depression or Other Mental Health Issues are a Problem	40
Bullying and Fighting	41
A9.3 Harassment or Bullying Among Students is a Problem	41
A9.4 Physical Fighting Between Students is a Problem	41
Delinquency	42
A9.5 Vandalism (Including Graffiti) is a Problem	42
A9.6 Theft is a Problem	42
A9.7 Gang-Related Activity is a Problem	42
A9.8 Weapons Possession is a Problem	43
Substance Use	43
A9.9 Student Alcohol and Drug Use is a Problem	43
A9.10 Student Tobacco Use is a Problem	43
A9.11 Student Vaping or Electronic Cigarette Use is a Problem	44
Substance Use Prevention Policies	44
A9.12 School Bans Tobacco Use and Vaping	44
10. Discipline and Counseling	45
A10.1 Disciplinary Harshness Scale Questions	45
A10.2 Provides Adequate Counseling and Support for Students	46
11. Professional Development Needs	47
A11.1 Areas of Professional Development Needs	47
Section B. Learning Supports Module	48
1. Module Sample	48
B1.1 Learning Supports Module Sample	48
2. Summary of Indicators	49
B2.1 Summary of Indicators of School Learning Supports	49
3. Discipline, Safety, and Behavior Management	50
B3.1 Discipline Practice at School	50

B3.2	Supports for Safety at School	51
B3.3	Behavior Management at School	51
4.	Substance Use and Risk Behavior	52
B4.1	Substance Use Prevention	52
B4.1	Substance Use Prevention - Continued	53
B4.2	School Enforces Policies Banning Tobacco Use and Vaping	53
5.	Physical Health and Special Needs	54
B5.1	Physical Health and Special Needs	54
6.	Youth Development and Social-Emotional Supports	55
B6.1	Youth Development and Social-Emotional Supports at School	55
B6.1	Youth Development and Social-Emotional Supports at School – Continued	56
	Section E. Student Wellness	57
1.	Module Sample	57
E1.1	Student Wellness Module Sample	57
2.	Summary of Indicators	58
E2.1	Summary of Indicators of Student Wellness	58
3.	Student Mental Health Needs	59
E3.1	Student Social and Emotional Wellness and Mental Health Needs	59
4.	Student Mental Health Supports at School	60
E4.1	School Supports to Help Students with Mental Health Needs	60
E4.1	School Supports to Help Students with Mental Health Needs – Continued	61
E4.2	School Policy on Supporting Students with Mental Health Needs	61
E4.3	Staff Efficacy for Promoting Student Well-Being Scale Questions	62
E4.3	Staff Efficacy for Promoting Student Well-Being Scale Questions – Continued	63
E4.4	Strategies Staff Use to Support Student Mental Health, Past Month	64
E4.5	Referral to Mental Health Services, Past Month	65
E4.6	Barriers to Student Access of Mental Health Services and Supports	66
E4.7	Reasons for Not Referring Youth to Mental Health Services	66
5.	Staff Compassion Satisfaction and Fatigue	67
E5.1	Staff Compassion Satisfaction Scale Questions	67
E5.1	Staff Compassion Satisfaction Scale Questions – Continued	68
E5.2	Staff Secondary Traumatic Stress Scale Questions	69
E5.3	Staff Burnout Scale Questions	70
	Section F. Trauma-Informed Practice	71
1.	Module Sample	71
F1.1	Trauma-Informed Practice Module Sample	71
2.	Summary of Indicators	72

F2.1	Summary of Indicators of Trauma-Informed Practice	72
3.	Trauma Sensitive Environment	73
F3.1	Staff Emotional Safety at School Scale Questions	73
F3.1	Staff Emotional Safety at School Scale Questions – Continued	74
F3.2	Staff-Student Personalization Scale Questions	75
F3.3	Relationships with School Leadership Scale Questions	76
4.	Staff Attitudes Related to Trauma-Informed Care	77
F4.1	Underlying Causes of Problem Behavior and Symptoms	77
F4.2	Response to Problem Behavior and Symptoms	78
5.	Familiarity with- and Training in Trauma-Informed Practice and Training	79
F5.1	Familiarity with and Training in Trauma-Informed Practice	79
F5.2	Trauma-Informed Practice in School	80
6.	Self-Care Practices	81
F6.1	Staff Self-Care Practices	81
F6.2	Student Self-Care Practices	82
Appendix	83

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 2023-24 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

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

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

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

The CalSCHLS technical advisor team offers data workshops and coaching to help identify local needs and develop action plans to meet those needs.

SURVEY PURPOSE

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Core Section (Section A)

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

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

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

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

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

Student Supports Questions (Section B)

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

Supplemental Modules

In addition, four supplementary modules are available that districts can elect to add to the survey. For information, call the CalSCHLS helpline at 562.799.5164.

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

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

- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.
- The **Student Wellness Module** contains 33 questions that assess student mental health needs, school mental health supports, barriers to accessing services, and staff wellness.

THE REPORT

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

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded to the nearest whole number. Summary tables at the beginning of the sections provide a quick overview 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/my-surveys/). The dashboard can be used to graphically display statewide, county, and district key indicators from the CSSS, trends over time, and disparities in survey outcomes across groups. Group differences by race/ethnicity, role (teacher, administrator), and tenure at the school can be examined. Trends in results over the past 11 years can be displayed. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may purchase a two-year subscription to a password-protected, private data dashboard that displays up to 11 years of CalSCHLS data at the district level and individual school level. The dashboard provides designated staff with graphical data displays for

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 ca-safe-supportive-schools.wested.org/subscribe/.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.
- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

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

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

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

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

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

Compare Results with Other Data

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

- **Student and Parent Surveys.** If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer the companion parent surveys, urge them to do so next time.
- **Other Data.** Examine how the results compare with other data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Statewide Results.** The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/docs/statewide_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 technical advisor to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (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 to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, 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.

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military-Connected Schools	
E. Student Wellness	X
F. Trauma-Informed Practice	X
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	774	605	169	–	–

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	774	605	169	–	–
Remote model only	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 [†]	46	50	35	–	–	A7.1
High expectations-adults in school [†]	51	53	40	–	–	A7.1
Student meaningful participation [†]	32	34	28	–	–	A7.1
Promotion of parental involvement [†]	34	36	23	–	–	A7.1
Student learning environment [†]	39	43	26	–	–	A6.1
Facilities upkeep [†]	35	38	25	–	–	A6.1
Support for social emotional learning [†]	35	39	23	–	–	A8.1
Provides adequate counseling and support services [†]	40	41	37	–	–	A10.2
Antibullying climate [†]	37	40	26	–	–	A8.1
School Supports for Staff						
Staff working environment [†]	36	39	28	–	–	A6.1
Staff collegiality [†]	39	42	31	–	–	A6.1
School Safety						
Is a safe place for staff [†]	39	42	28	–	–	A6.1
Is a safe place for students [†]	38	43	21	–	–	A6.1
Has sufficient resources to create a safe campus [†]	24	26	16	–	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	27	29	20	–	–	A8.1
Respect for diversity [†]	40	42	33	–	–	A8.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork [†]	20	22	14	–	–	A8.4
Student readiness to learn [†]	17	18	11	–	–	A8.1
Cutting classes or being truant moderate/severe problem	23	18	43	–	–	A8.13
Harassment/bullying moderate/severe problem	29	21	57	–	–	A9.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	6	4	11	–	–	A9.9
Tobacco use moderate/severe problem	6	4	14	–	–	A9.10
Vaping/e-cigarette use moderate/severe problem	14	8	34	–	–	A9.11
Student depression moderate/severe problem	34	29	52	–	–	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 [†]	34	36	27	–	–	A4.1
COVID-related safety measures to keep staff healthy [†]	34	36	27	–	–	A4.1
Areas of Professional Development Needs						
Supporting students exposed to trauma	64	66	54	–	–	A4.2
COVID-related safety measures and protocols	16	16	16	–	–	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	–	–
Remote Learning Model	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	93	93	95	–	–
1 day	1	1	1	–	–
2 days	1	1	1	–	–
3 days	1	0	2	–	–
4 days	1	1	0	–	–
5 days	3	3	2	–	–

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	34	43	0	–	–
Teacher in grade 5 or above	25	14	67	–	–
Special education teacher	6	5	9	–	–
Administrator	3	3	5	–	–
Prevention staff, nurse, or health aide	0	0	0	–	–
Counselor, psychologist	5	5	7	–	–
Police, resource officer, or safety personnel	0	0	0	–	–
Paraprofessional, teacher assistant, or instructional aide	16	17	9	–	–
Other certificated staff	7	7	4	–	–
Other classified staff	6	6	2	–	–
Other service provider	2	3	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	69	65	82	–	–
English language learners	79	79	79	–	–
None of the above	11	11	10	–	–

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	23	22	26	–	–
1 to 2 years	15	16	14	–	–
3 to 5 years	18	17	20	–	–
6 to 10 years	16	15	17	–	–
Over 10 years	28	29	23	–	–

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	10	11	–	–
1 to 2 years	11	12	8	–	–
3 to 5 years	16	16	19	–	–
6 to 10 years	17	16	21	–	–
Over 10 years	45	47	40	–	–

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	1	–	–
Asian or Asian American, non-Hispanic	14	15	8	–	–
Black or African American, non-Hispanic	1	1	1	–	–
Filipino, non-Hispanic	6	5	7	–	–
Hispanic or Latinx	16	16	18	–	–
Native Hawaiian or Pacific Islander, non-Hispanic	1	1	0	–	–
White, non-Hispanic	52	52	51	–	–
Multiracial, non-Hispanic	5	4	9	–	–
Something else, non-Hispanic	5	5	5	–	–

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	53	52	56	–	–
No	47	48	44	–	–

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	34	36	27	–	–
Agree	52	51	57	–	–
Disagree	12	10	15	–	–
Strongly disagree	2	3	1	–	–
has kept staff well-informed about COVID-related safety measures and protocols.					
Strongly agree	34	36	26	–	–
Agree	53	51	58	–	–
Disagree	12	11	16	–	–
Strongly disagree	1	2	1	–	–
has implemented good COVID-related safety measures and protocols to keep staff healthy.					
Strongly agree	34	36	27	–	–
Agree	51	50	55	–	–
Disagree	12	11	16	–	–
Strongly disagree	2	2	1	–	–

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.					
(Remote Only)					
Yes				–	–
No				–	–
supporting students exposed to trauma or stressful life events.					
Yes	64	66	54	–	–
No	36	34	46	–	–
COVID-related safety measures and protocols to keep staff and students healthy.					
Yes	16	16	16	–	–
No	84	84	84	–	–

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 Teaching

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	39	43	26	–	–	A6.2
Is a supportive and inviting place for students to learn	47	53	28	–	–	A6.2
Emphasizes teaching lessons in ways relevant to students	36	38	29	–	–	A6.2
Facilities upkeep	35	38	25	–	–	A6.9
School Supports for Staff						
Staff working environment	36	39	28	–	–	A6.4
Is a supportive and inviting place for staff to work	42	43	37	–	–	A6.4
Promotes trust and collegiality among staff	37	39	29	–	–	A6.4
Promotes participation in school decision making	28	30	18	–	–	A6.4
Uses objective data for school improvement decisions	28	29	23	–	–	A6.7
Staff collegiality	39	42	31	–	–	A6.5
Have close professional relationships with one another	37	39	29	–	–	A6.5
Feel a responsibility to improve the school	39	41	29	–	–	A6.5
School Safety						
Is a safe place for staff	39	42	28	–	–	A6.4
Is a safe place for students	38	43	21	–	–	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>	39	43	26	–	–
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	47	53	28	–	–
Agree	49	44	65	–	–
Disagree	3	3	6	–	–
Strongly disagree	1	1	1	–	–
<i>promotes academic success for all students.</i>					
Strongly agree	39	42	27	–	–
Agree	53	51	60	–	–
Disagree	7	6	11	–	–
Strongly disagree	1	1	2	–	–
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	40	43	27	–	–
Agree	53	51	61	–	–
Disagree	7	6	12	–	–
Strongly disagree	1	1	1	–	–
<i>emphasizes teaching lessons in ways relevant to students.</i>					
Strongly agree	36	38	29	–	–
Agree	57	56	61	–	–
Disagree	6	5	9	–	–
Strongly disagree	1	1	1	–	–

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	38	43	21	–	–
Agree	54	51	65	–	–
Disagree	7	6	12	–	–
Strongly disagree	1	1	2	–	–
<i>motivates students to learn.</i>					
Strongly agree	37	40	26	–	–
Agree	55	54	59	–	–
Disagree	7	5	14	–	–
Strongly disagree	1	1	1	–	–

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	9	10	5	–	–
Mild problem	34	35	30	–	–
Moderate problem	42	41	46	–	–
Severe problem	15	13	20	–	–

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>	36	39	28	–	–
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	42	43	37	–	–
Agree	47	46	50	–	–
Disagree	9	9	10	–	–
Strongly disagree	2	2	3	–	–
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	37	39	29	–	–
Agree	50	49	55	–	–
Disagree	11	11	12	–	–
Strongly disagree	2	2	4	–	–
<i>is a safe place for staff.</i>					
Strongly agree	39	42	28	–	–
Agree	50	48	57	–	–
Disagree	9	8	11	–	–
Strongly disagree	2	1	4	–	–
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>					
Strongly agree	28	30	18	–	–
Agree	52	54	47	–	–
Disagree	16	13	27	–	–
Strongly disagree	4	3	8	–	–

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>	39	42	31	–	–
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	37	39	29	–	–
Agree	53	52	58	–	–
Disagree	9	8	11	–	–
Strongly disagree	1	1	2	–	–
support and treat each other with respect.					
Strongly agree	42	45	33	–	–
Agree	50	48	56	–	–
Disagree	7	6	10	–	–
Strongly disagree	1	1	1	–	–
feel a responsibility to improve this school.					
Strongly agree	39	41	29	–	–
Agree	52	51	54	–	–
Disagree	9	7	15	–	–
Strongly disagree	1	1	2	–	–

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	38	40	30	–	–
Agree	49	48	55	–	–
Disagree	11	10	14	–	–
Strongly disagree	1	2	1	–	–

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	28	29	23	–	–
Agree	59	60	56	–	–
Disagree	11	10	18	–	–
Strongly disagree	2	2	3	–	–

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	30	35	13	–	–
Mild problem	38	38	38	–	–
Moderate problem	23	20	33	–	–
Severe problem	9	7	16	–	–

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	35	38	25	–	–
Agree	51	50	56	–	–
Disagree	12	11	15	–	–
Strongly disagree	2	2	4	–	–

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	46	50	35	–	–	A7.2
Adults really care about every student	49	52	38	–	–	A7.2
Adults acknowledge and pay attention to students	47	50	35	–	–	A7.2
Adults listen to what students have to say	43	46	33	–	–	A7.2
High Expectations-Adults in School	51	53	40	–	–	A7.3
Adults want every student to do their best	55	57	46	–	–	A7.3
Adults believe every student can be a success	46	50	35	–	–	A7.3
Student Meaningful Participation	32	34	28	–	–	A7.4
Opportunities to decide things	28	31	20	–	–	A7.4
Equal opportunity for classroom participation	40	42	32	–	–	A7.4
Equal opportunity to participate in extracurricular activities	32	32	34	–	–	A7.4
Opportunities to “make a difference”	29	30	26	–	–	A7.4
Promotion of Parental Involvement	34	36	23	–	–	A7.5
School is welcoming to and facilitates parent involvement	38	42	25	–	–	A7.5
Encourages parents to be active partners in schooling	33	36	24	–	–	A7.5
School communicates about student learning expectation	28	30	20	–	–	A7.5
Parents feel welcome to participate at this school	29	33	14	–	–	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>	46	50	35	–	–
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	49	52	38	–	–
Agree	45	43	52	–	–
Disagree	5	4	8	–	–
Strongly disagree	1	0	2	–	–
<i>acknowledge and pay attention to students.</i>					
Strongly agree	47	50	35	–	–
Agree	49	46	59	–	–
Disagree	3	3	5	–	–
Strongly disagree	1	1	1	–	–
<i>listen to what students have to say.</i>					
Strongly agree	43	46	33	–	–
Agree	52	50	60	–	–
Disagree	4	3	6	–	–
Strongly disagree	1	1	1	–	–

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>	51	53	40	–	–
<i>Adults who work at this school... want every student to do their best.</i>					
Strongly agree	55	57	46	–	–
Agree	43	41	51	–	–
Disagree	2	2	2	–	–
Strongly disagree	1	1	1	–	–
<i>believe that every student can be a success.</i>					
Strongly agree	46	50	35	–	–
Agree	47	44	59	–	–
Disagree	6	6	6	–	–
Strongly disagree	1	1	1	–	–

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>	32	34	28	–	–
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	28	31	20	–	–
Agree	61	60	65	–	–
Disagree	9	8	14	–	–
Strongly disagree	1	1	1	–	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	40	42	32	–	–
Agree	54	52	60	–	–
Disagree	6	5	7	–	–
Strongly disagree	0	0	1	–	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	32	32	34	–	–
Agree	50	49	52	–	–
Disagree	17	18	13	–	–
Strongly disagree	1	2	1	–	–
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	29	30	26	–	–
Agree	51	50	58	–	–
Disagree	17	18	14	–	–
Strongly disagree	2	2	2	–	–

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>	34	36	23	–	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	38	42	25	–	–
Agree	57	55	66	–	–
Disagree	4	3	7	–	–
Strongly disagree	1	0	2	–	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	33	36	24	–	–
Agree	57	58	56	–	–
Disagree	8	6	15	–	–
Strongly disagree	1	1	4	–	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	28	30	20	–	–
Agree	66	65	67	–	–
Disagree	6	4	12	–	–
Strongly disagree	1	1	1	–	–
Parents feel welcome to participate at this school.					
Strongly agree	29	33	14	–	–
Agree	64	62	73	–	–
Disagree	6	5	12	–	–
Strongly disagree	1	0	2	–	–

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	39	41	33	–	–
Agree	58	57	62	–	–
Disagree	2	2	4	–	–
Strongly disagree	0	0	1	–	–

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	35	39	23	–	–	A8.2
Student readiness to learn	17	18	11	–	–	A8.3
Instructional equity	36	39	26	–	–	A8.7
Antibullying climate	37	40	26	–	–	A8.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	27	29	20	–	–	A8.5
Respect for diversity	40	42	33	–	–	A8.6
Positive Peer Relations						
Student peer relationships	18	21	8	–	–	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>	35	39	23	–	–
This school encourages students to feel responsible for how they act.					
Strongly agree	31	34	20	–	–
Agree	59	59	59	–	–
Disagree	8	5	17	–	–
Strongly disagree	2	1	4	–	–
This school encourages students to understand how others think and feel.					
Strongly agree	35	39	19	–	–
Agree	60	57	70	–	–
Disagree	4	3	11	–	–
Strongly disagree	1	1	1	–	–
Students are taught that they can control their own behavior.					
Strongly agree	34	37	22	–	–
Agree	61	59	65	–	–
Disagree	5	3	12	–	–
Strongly disagree	1	1	1	–	–
This school helps students resolve conflicts with one another.					
Strongly agree	37	39	31	–	–
Agree	58	57	62	–	–
Disagree	4	3	6	–	–
Strongly disagree	1	1	1	–	–

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	39	43	22	–	–
Agree	58	54	72	–	–
Disagree	3	2	6	–	–
Strongly disagree	1	1	1	–	–

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>	17	18	11	–	–
Students are healthy and physically fit.					
Strongly agree	21	23	14	–	–
Agree	61	62	59	–	–
Disagree	16	14	23	–	–
Strongly disagree	2	1	4	–	–
Students start/arrive at school alert and rested.					
Strongly agree	14	15	11	–	–
Agree	52	57	32	–	–
Disagree	30	25	49	–	–
Strongly disagree	4	3	7	–	–
Students are motivated to learn.					
Strongly agree	19	21	10	–	–
Agree	60	63	50	–	–
Disagree	19	15	35	–	–
Strongly disagree	2	1	6	–	–
Students in this school are well-behaved.					
Strongly agree	13	14	7	–	–
Agree	62	63	57	–	–
Disagree	22	19	32	–	–
Strongly disagree	3	3	3	–	–

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	20	22	14	–	–
Agree	59	63	46	–	–
Disagree	19	14	36	–	–
Strongly disagree	2	1	5	–	–

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>	27	29	20	–	–
This school handles discipline problems fairly.					
Strongly agree	29	32	21	–	–
Agree	49	50	48	–	–
Disagree	16	16	18	–	–
Strongly disagree	5	3	13	–	–
The school rules are fair.					
Strongly agree	36	39	24	–	–
Agree	57	57	60	–	–
Disagree	6	4	14	–	–
Strongly disagree	1	0	3	–	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	19	19	19	–	–
Agree	53	55	46	–	–
Disagree	22	21	26	–	–
Strongly disagree	6	5	10	–	–
Students know what the rules are.					
Strongly agree	24	27	16	–	–
Agree	62	63	58	–	–
Disagree	11	9	21	–	–
Strongly disagree	2	1	5	–	–

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>	40	42	33	–	–
Students respect each other’s differences.					
Strongly agree	22	25	14	–	–
Agree	57	60	46	–	–
Disagree	18	14	33	–	–
Strongly disagree	3	1	8	–	–
Adults from this school respect differences in students.					
Strongly agree	48	49	40	–	–
Agree	49	48	56	–	–
Disagree	2	2	2	–	–
Strongly disagree	1	1	2	–	–
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	50	52	44	–	–
Agree	47	46	53	–	–
Disagree	2	2	2	–	–
Strongly disagree	1	1	1	–	–

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>	36	39	26	–	–
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	27	30	20	–	–
Agree	56	54	60	–	–
Disagree	16	15	19	–	–
Strongly disagree	1	1	1	–	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	31	33	26	–	–
Agree	55	55	55	–	–
Disagree	12	11	17	–	–
Strongly disagree	1	1	2	–	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	34	37	26	–	–
Agree	52	51	56	–	–
Disagree	12	11	17	–	–
Strongly disagree	1	1	1	–	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	41	44	29	–	–
Agree	51	51	52	–	–
Disagree	6	3	15	–	–
Strongly disagree	2	1	4	–	–

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	47	51	32	–	–
Agree	48	45	58	–	–
Disagree	4	3	10	–	–
Strongly disagree	1	1	1	–	–

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	38	42	25	–	–
Agree	51	49	58	–	–
Disagree	10	8	15	–	–
Strongly disagree	1	1	2	–	–

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	28	31	20	–	–
Agree	49	50	44	–	–
Disagree	20	17	29	–	–
Strongly disagree	3	2	6	–	–

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	54	61	26	–	–
Mild problem	35	31	50	–	–
Moderate problem	9	6	22	–	–
Severe problem	2	2	2	–	–

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>	18	21	8	–	–
Students care about one another.					
Strongly agree	25	29	9	–	–
Agree	68	67	71	–	–
Disagree	7	4	18	–	–
Strongly disagree	1	1	2	–	–
Students treat each other with respect.					
Strongly agree	15	18	7	–	–
Agree	66	69	57	–	–
Disagree	17	13	32	–	–
Strongly disagree	1	1	4	–	–
Students get along well with one another.					
Strongly agree	14	16	7	–	–
Agree	74	75	71	–	–
Disagree	11	8	20	–	–
Strongly disagree	1	0	1	–	–
Students enjoy spending time together during school activities.^o <i>(In-School Only)</i>					
Strongly agree	34	37	21	–	–
Agree	62	60	70	–	–
Disagree	3	2	8	–	–
Strongly disagree	1	0	1	–	–

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>	37	40	26	–	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	53	57	40	–	–
Agree	44	41	53	–	–
Disagree	3	2	6	–	–
Strongly disagree	0	0	1	–	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	31	35	17	–	–
Agree	57	57	56	–	–
Disagree	11	7	25	–	–
Strongly disagree	1	1	2	–	–
Students tell teachers when other students are being bullied.					
Strongly agree	29	33	15	–	–
Agree	53	55	46	–	–
Disagree	16	11	36	–	–
Strongly disagree	1	1	3	–	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	48	51	39	–	–
Agree	49	47	57	–	–
Disagree	2	2	2	–	–
Strongly disagree	1	0	1	–	–

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	23	24	16	–	–
Agree	47	52	27	–	–
Disagree	28	22	49	–	–
Strongly disagree	2	1	7	–	–

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	49	59	14	–	–
Mild problem	28	23	43	–	–
Moderate problem	16	12	30	–	–
Severe problem	7	6	13	–	–

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	20	22	12	–	–
Agree	71	72	70	–	–
Disagree	8	5	15	–	–
Strongly disagree	1	1	3	–	–

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	23	28	7	–	–
Mild problem	43	43	40	–	–
Moderate problem	25	21	40	–	–
Severe problem	9	8	13	–	–

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	26	31	9	–	–
Mild problem	45	48	35	–	–
Moderate problem	23	17	43	–	–
Severe problem	7	5	14	–	–

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	45	52	22	–	–
Mild problem	41	37	54	–	–
Moderate problem	12	9	22	–	–
Severe problem	2	2	2	–	–

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	67	75	37	–	–
Mild problem	24	19	42	–	–
Moderate problem	7	4	16	–	–
Severe problem	2	1	5	–	–

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	68	73	51	–	–
Mild problem	23	20	33	–	–
Moderate problem	6	4	14	–	–
Severe problem	3	3	2	–	–

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	86	92	67	–	–
Mild problem	11	6	27	–	–
Moderate problem	2	1	4	–	–
Severe problem	1	1	1	–	–

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	91	94	81	–	–
Mild problem	7	4	16	–	–
Moderate problem	1	1	2	–	–
Severe problem	1	1	1	–	–

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	81	91	47	–	–
Mild problem	13	5	42	–	–
Moderate problem	4	3	9	–	–
Severe problem	2	1	2	–	–

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	81	91	48	–	–
Mild problem	13	6	38	–	–
Moderate problem	4	2	12	–	–
Severe problem	2	2	2	–	–

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	70	84	19	–	–
Mild problem	16	7	47	–	–
Moderate problem	9	5	24	–	–
Severe problem	5	3	10	–	–

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	4	4	2	–	–
Yes	88	87	94	–	–
Don't know	8	9	4	–	–

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>	12	12	13	–	–
The rules at this school are too strict.					
Strongly agree	4	4	4	–	–
Agree	8	8	8	–	–
Disagree	60	63	52	–	–
Strongly disagree	27	25	35	–	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	2	2	3	–	–
Agree	6	6	6	–	–
Disagree	49	49	52	–	–
Strongly disagree	42	43	39	–	–
Students get in trouble for breaking small rules.					
Strongly agree	3	3	3	–	–
Agree	11	11	13	–	–
Disagree	59	61	55	–	–
Strongly disagree	26	25	29	–	–
Teachers are very strict here.					
Strongly agree	2	2	4	–	–
Agree	10	9	13	–	–
Disagree	67	67	65	–	–
Strongly disagree	21	21	19	–	–

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	40	41	37	–	–
Agree	46	45	51	–	–
Disagree	13	13	11	–	–
Strongly disagree	1	1	1	–	–

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	42	44	38	–	–
No	58	56	62	–	–
Creating a positive school climate					
Yes	41	39	48	–	–
No	59	61	52	–	–
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	41	40	45	–	–
No	59	60	55	–	–
<i>Providing Support Services</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	59	61	53	–	–
No	41	39	47	–	–

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	307	243	64	–	–

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 [†]	25	30	7	–	–	B3.1
Enforces zero tolerance policies [†]	23	27	9	–	–	B3.1
Has sufficient resources to create a safe campus [†]	24	26	16	–	–	B3.2
Seeks to maintain a secure campus [†]	12	13	8	–	–	B3.2
Provides harassment or bullying prevention [§]	36	37	34	–	–	B3.3
Provides conflict resolution or behavior management instruction [§]	47	46	52	–	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [†]	29	31	22	–	–	B4.1
Collaborates well with community organizations to address substance use or other problems [†]	20	22	13	–	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [†]	25	27	18	–	–	B4.1
Provides alcohol or drug use prevention instruction [§]	16	15	19	–	–	B4.1
Provides tobacco use/vaping prevention instruction [§]	17	17	18	–	–	B4.1
Has sufficient resources to address substance use prevention needs [†]	20	23	12	–	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students [†]	22	24	17	–	–	B5.1
Provides opportunities for physical education and activity [§]	79	80	74	–	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]	41	43	35	–	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [†]	45	48	32	–	–	B6.1
Restorative practices [†]	47	45	53	–	–	B6.1
Trauma-informed practices [†]	26	29	17	–	–	B6.1

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

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

[§]*Average percent of respondents reporting “A lot.”*

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	25	30	7	–	–
Agree	51	50	57	–	–
Disagree	16	14	24	–	–
Strongly disagree	7	6	12	–	–
Enforces zero tolerance policies					
Strongly agree	23	27	9	–	–
Agree	42	43	38	–	–
Disagree	26	23	36	–	–
Strongly disagree	10	8	17	–	–

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	24	26	16	–	–
Agree	59	59	62	–	–
Disagree	15	14	20	–	–
Strongly disagree	2	2	2	–	–
Seeks to maintain a secure campus					
Strongly agree	12	13	8	–	–
Agree	25	23	30	–	–
Disagree	32	31	33	–	–
Strongly disagree	31	32	28	–	–

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	36	37	34	–	–
Some	54	53	56	–	–
Not much	10	9	10	–	–
Not at all	1	1	0	–	–
Provides conflict resolution or behavior management instruction					
A lot	47	46	52	–	–
Some	42	43	39	–	–
Not much	10	10	10	–	–
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	29	31	22	–	–
Agree	49	48	53	–	–
Disagree	19	18	23	–	–
Strongly disagree	3	4	2	–	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	20	22	13	–	–
Agree	59	58	66	–	–
Disagree	19	18	21	–	–
Strongly disagree	2	3	0	–	–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	25	27	18	–	–
Agree	62	58	73	–	–
Disagree	12	13	8	–	–
Strongly disagree	2	2	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	16	15	19	–	–
Some	54	52	58	–	–
Not much	21	21	21	–	–
Not at all	10	12	2	–	–
Provides tobacco use/vaping prevention instruction					
A lot	17	17	18	–	–
Some	48	45	59	–	–
Not much	23	23	21	–	–
Not at all	12	14	2	–	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	20	23	12	–	–
Agree	59	58	62	–	–
Disagree	18	16	27	–	–
Strongly disagree	2	3	0	–	–

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	35	38	23	–	–
Agree	56	53	68	–	–
Disagree	7	8	7	–	–
Strongly disagree	1	1	2	–	–

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	22	24	17	–	–
Agree	57	57	55	–	–
Disagree	18	17	23	–	–
Strongly disagree	3	2	5	–	–
Provides opportunities for physical education and activity					
A lot	79	80	74	–	–
Some	19	18	24	–	–
Not much	1	1	2	–	–
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	41	43	35	—	—
Some	50	49	55	—	—
Not much	8	7	10	—	—
Not at all	1	1	0	—	—
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	45	48	32	—	—
Agree	51	47	67	—	—
Disagree	4	4	2	—	—
Strongly disagree	0	0	0	—	—
Uses restorative practices to help resolve conflicts					
Strongly agree	47	45	53	—	—
Agree	49	50	44	—	—
Disagree	4	4	3	—	—
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	26	29	17	–	–
Agree	58	55	68	–	–
Disagree	15	15	15	–	–
Strongly disagree	1	1	0	–	–
Provides instructional help to build social-emotional competencies					
A lot	47	50	37	–	–
Some	46	44	53	–	–
Not much	6	5	10	–	–
Not at all	0	0	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 E. Student Wellness

1. Module Sample

Table E1.1

Student Wellness Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	610	513	97	–	–

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 E2.1

Summary of Indicators of Student Wellness

	All %	ES %	MS %	HS %	NT %	Table
Student Mental Health Needs						
Social, emotional, and mental health needs ^λ	72	72	72	–	–	E3.1
Exposure to trauma/violent events ^λ	41	41	42	–	–	E3.1
Stigmatization of students with mental health needs ^λ	21	21	21	–	–	E3.1
Student Mental Health Supports at School						
School emphasizes helping student mental health needs [‡]	78	78	81	–	–	E4.1
School provides adequate counseling and support services [‡]	65	64	72	–	–	E4.1
School communicates to students that help is available [‡]	74	73	81	–	–	E4.1
Staff receive support to address student needs [‡]	58	59	57	–	–	E4.1
Staff efficacy for promoting student well-being ^ψ	61	62	57	–	–	E4.3
Referrals - school-based mental health professional ^{^¶}	43	42	45	–	–	E4.5
Referrals - community-based mental health services ^{^¶}	12	11	15	–	–	E4.5
Referrals - crisis hotline ^{^¶}	2	3	0	–	–	E4.5
Referrals - self-help strategies ^{^¶}	38	40	31	–	–	E4.5
Barriers to Accessing Mental Health Services						
Students do not know where to go for help	36	36	38	–	–	E4.6
Students are afraid of what people might think	49	45	70	–	–	E4.6
There are not enough services to meet students' needs	50	53	32	–	–	E4.6
Students do not have insurance or another way to pay for it	34	37	19	–	–	E4.6
Parents do not follow through	60	61	56	–	–	E4.6
Staff Compassion Satisfaction and Fatigue						
Staff compassion satisfaction [±]	66	67	62	–	–	E5.1
Staff secondary traumatic stress [±]	17	17	18	–	–	E5.2
Staff burnout [±]	44	43	49	–	–	E5.3

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

^λAverage percent of respondents reporting “Moderate” or “Very common.”

[‡]Average percent of respondents reporting “Agree” or “Strongly agree.”

^ψAverage percent of respondents reporting “Very confident.”

[^]Average percent of respondents reporting “2 times or more.”

[¶]Past month.

[±]Average percent of respondents reporting “Often” or “Very often.”

3. Student Mental Health Needs

Table E3.1

Student Social and Emotional Wellness and Mental Health Needs

	All %	ES %	MS %	HS %	NT %
<i>How common are the following issues among students at your school?</i>					
Social, emotional, and mental health needs					
Not at all	2	2	2	–	–
A little	26	26	26	–	–
Moderate	43	43	40	–	–
Very common	29	29	32	–	–
Exposure to trauma/violent events in the home or community					
Not at all	12	13	7	–	–
A little	47	46	51	–	–
Moderate	26	24	36	–	–
Very common	15	17	6	–	–
Stigmatization of students with mental health needs					
Not at all	31	34	20	–	–
A little	47	45	60	–	–
Moderate	16	16	18	–	–
Very common	5	5	3	–	–

Question E.1-3: How common are the following issues among students at your school?... Social, emotional, and mental health needs... Exposure to trauma/violent events in the home or community... Stigmatization of students with mental health needs.

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

4. Student Mental Health Supports at School

Table E4.1

School Supports to Help Students with Mental Health Needs

	All %	ES %	MS %	HS %	NT %
My school emphasizes helping students with their mental health needs.					
Strongly disagree	4	4	2	–	–
Disagree	3	3	3	–	–
Neither disagree nor agree	15	15	13	–	–
Agree	55	54	61	–	–
Strongly agree	23	24	21	–	–
My school collaborates well with community organizations to help address students' mental health needs.					
Strongly disagree	4	5	2	–	–
Disagree	9	9	4	–	–
Neither disagree nor agree	33	32	38	–	–
Agree	40	40	44	–	–
Strongly agree	13	14	11	–	–
My school provides adequate counseling and support services for students with mental health needs.					
Strongly disagree	5	5	4	–	–
Disagree	11	12	6	–	–
Neither disagree nor agree	19	19	18	–	–
Agree	46	44	52	–	–
Strongly agree	19	19	21	–	–

Question E.4-6: How much do you agree with the following statements?... My school emphasizes helping students with their mental health needs... My school collaborates well with community organizations to help address students' mental health needs... My school provides adequate counseling and support services for students with mental health needs.

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

Table E4.1***School Supports to Help Students with Mental Health Needs – Continued***

	All %	ES %	MS %	HS %	NT %
My school communicates to students that help is available for their mental health needs.					
Strongly disagree	4	4	2	–	–
Disagree	5	6	4	–	–
Neither disagree nor agree	17	17	12	–	–
Agree	51	49	58	–	–
Strongly agree	24	23	24	–	–
I receive support from my school to address students' mental health needs.					
Strongly disagree	4	4	2	–	–
Disagree	11	11	12	–	–
Neither disagree nor agree	26	26	29	–	–
Agree	44	44	42	–	–
Strongly agree	14	14	14	–	–

Question E.7, 8: How much do you agree with the following statements?... My school communicates to students that help is available for their mental health needs... I receive support from my school to address students' mental health needs, for example, trainings, access to mental health professionals, and administrative support.

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

Table E4.2***School Policy on Supporting Students with Mental Health Needs***

	All %	ES %	MS %	HS %	NT %
Does your school have a written policy about how to support students with mental health needs?					
Yes, I have put this policy into practice.	17	15	25	–	–
Yes, but I have never put this policy into practice.	18	16	25	–	–
No, our school doesn't have a written policy.	7	8	2	–	–
Don't know	59	62	47	–	–

Question E.10: Does your school have a written policy about how to support students with mental health needs, including suicide prevention and postvention, for example, support after a suicide has occurred?

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

Table E4.3***Staff Efficacy for Promoting Student Well-Being Scale Questions***

	All %	ES %	MS %	HS %	NT %
Staff efficacy for promoting student well-being					
<i>Average reporting “Very confident”</i>	61	62	57	–	–
<i>How confident you are that you can successfully... develop caring relationships with students.</i>					
Not at all confident	0	0	0	–	–
A little confident	2	1	4	–	–
Somewhat confident	15	15	17	–	–
Very confident	83	84	78	–	–
<i>create a classroom climate that fosters a sense of safety and belonging for all students.</i>					
Not at all confident	0	0	1	–	–
A little confident	3	2	4	–	–
Somewhat confident	23	22	28	–	–
Very confident	74	76	67	–	–
<i>recognize a student who may be in emotional distress or at risk due to stressful or traumatic life events.</i>					
Not at all confident	1	1	3	–	–
A little confident	8	8	13	–	–
Somewhat confident	42	41	42	–	–
Very confident	49	50	42	–	–
<i>refer a student in need to mental health supports or services.</i>					
Not at all confident	3	3	2	–	–
A little confident	8	7	10	–	–
Somewhat confident	33	31	39	–	–
Very confident	57	58	49	–	–

Question E.11-14: For each statement below, please indicate how confident you are that you can successfully do these things... Develop caring relationships with students... Create a classroom climate that fosters a sense of safety and belonging for all students... Recognize a student who may be in emotional distress or at risk due to stressful or traumatic life events... Refer a student in need to mental health supports or services.

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

Table E4.3

Staff Efficacy for Promoting Student Well-Being Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
<i>How confident you are that you can successfully...</i>					
integrate self-care approaches and strategies into your life that will foster your own mental well-being.					
Not at all confident	3	2	6	–	–
A little confident	12	11	13	–	–
Somewhat confident	38	39	31	–	–
Very confident	48	48	49	–	–
respond to a student who discloses sensitive information to you in relation to mental health and well-being.					
Not at all confident	1	1	2	–	–
A little confident	8	9	5	–	–
Somewhat confident	33	33	34	–	–
Very confident	57	57	58	–	–

Question E.15, 16: For each statement below, please indicate how confident you are that you can successfully do these things... Integrate self-care approaches and strategies into your life that will foster your own mental well-being... Respond to a student who discloses sensitive information to you in relation to mental health and well-being (e.g., suicidal intent).

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

Table E4.4***Strategies Staff Use to Support Student Mental Health, Past Month***

	All %	ES %	MS %	HS %	NT %
<i>During the last month, how often did you do any of the following when talking with students about their mental health needs?</i>					
Spent time listening to their issues					
Never	11	11	11	–	–
Once	8	7	15	–	–
2-9 times	49	47	56	–	–
10 times or more	32	34	18	–	–
Helped to calm them down					
Never	7	6	11	–	–
Once	10	9	15	–	–
2-9 times	47	45	58	–	–
10 times or more	36	40	16	–	–
Talked to them about their issues					
Never	11	11	13	–	–
Once	9	8	12	–	–
2-9 times	49	48	56	–	–
10 times or more	31	34	19	–	–
Gave them information to help them with their issues					
Never	19	19	22	–	–
Once	13	12	22	–	–
2-9 times	43	44	42	–	–
10 times or more	24	25	15	–	–

Question E.25-28: During the last month, how often did you do any of the following when talking with students about their mental health needs?... Spent time listening to their issues... Helped to calm them down... Talked to them about their issues... Gave them information to help them with their issues.

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

Table E4.5***Referral to Mental Health Services, Past Month***

	All %	ES %	MS %	HS %	NT %
<i>During the last month, how often did you refer students to the following supports/services for mental health concerns?</i>					
School-based mental health professional					
Never	34	36	24	–	–
Once	23	22	31	–	–
2-9 times	38	37	42	–	–
10 times or more	5	5	3	–	–
Community-based mental health services					
Never	77	78	72	–	–
Once	12	11	13	–	–
2-9 times	11	10	15	–	–
10 times or more	1	1	0	–	–
Crisis hotline					
Never	95	96	94	–	–
Once	2	2	6	–	–
2-9 times	2	2	0	–	–
10 times or more	1	1	0	–	–
Self-help strategies					
Never	48	49	43	–	–
Once	13	11	26	–	–
2-9 times	31	31	28	–	–
10 times or more	8	9	3	–	–

Question E.29-32: During the last month, how often did you refer students to the following supports/services for mental health concerns?... School-based mental health professional, for example, school counselor, therapist, or social worker... Community-based mental health services... Crisis hotline... Self-help strategies, for example, books, websites, yoga, meditation, etc.

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

Table E4.6***Barriers to Student Access of Mental Health Services and Supports***

	All %	ES %	MS %	HS %	NT %
They do not know where to go for help.	36	36	38	–	–
They are afraid of what people might think if they seek help.	49	45	70	–	–
There are not enough services to meet students' needs.	50	53	32	–	–
They do not have insurance or another way to pay for it.	34	37	19	–	–
Their parents do not follow through.	60	61	56	–	–
Other	13	13	17	–	–

Question E.9: What barriers, if any, do students at your school face in accessing services and supports to address mental health needs? (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 E4.7***Reasons for Not Referring Youth to Mental Health Services***

	All %	ES %	MS %	HS %	NT %
Does not apply; I made referrals.	43	41	51	–	–
I have no direct contact with youth.	3	4	1	–	–
I have contact with youth, but none needed mental health-related referrals.	31	31	30	–	–
No time to offer support	2	2	5	–	–
Not yet confident in my ability to make a referral	2	2	2	–	–
Don't know of places to refer youth	7	7	7	–	–
Other	19	20	11	–	–

Question E.33: If you did not make any referrals, what best describes the reason(s) why you did not refer youth to mental health or related services? (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.

5. Staff Compassion Satisfaction and Fatigue

Table E5.1

Staff Compassion Satisfaction Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff compassion satisfaction					
<i>Average reporting “Often” or “Very often”</i>	66	67	62	–	–
<i>How often have you experienced the following in the last month?...</i>					
My work makes me feel satisfied.					
Never	1	1	1	–	–
Rarely	6	6	8	–	–
Sometimes	26	26	28	–	–
Often	40	40	39	–	–
Very Often	27	28	24	–	–
I feel good about how I am able to support students with their overall well-being.					
Never	0	0	0	–	–
Rarely	4	4	3	–	–
Sometimes	22	22	26	–	–
Often	43	41	51	–	–
Very Often	31	33	20	–	–
I believe I can make a difference through my work.					
Never	0	0	0	–	–
Rarely	3	3	3	–	–
Sometimes	21	20	26	–	–
Often	35	35	37	–	–
Very Often	41	42	34	–	–

Question E.17, 21, 23: How often have you experienced the following in the last month?... My work makes me feel satisfied... I feel good about how I am able to support students with their overall well-being... I believe I can make a difference through my work.

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

Table E5.1***Staff Compassion Satisfaction Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>How often have you experienced the following in the last month?...</i>					
<i>I feel that I am successful in supporting my students who have experienced trauma or stressful life events.</i>					
Never	1	1	0	–	–
Rarely	8	8	6	–	–
Sometimes	45	44	52	–	–
Often	29	28	30	–	–
Very Often	17	18	12	–	–

Question E.24: How often have you experienced the following in the last month?... I feel that I am successful in supporting my students who have experienced trauma or stressful life events.

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

Table E5.2***Staff Secondary Traumatic Stress Scale Questions***

	All %	ES %	MS %	HS %	NT %
Staff secondary traumatic stress					
<i>Average reporting “Often” or “Very often”</i>	17	17	18	–	–
<i>How often have you experienced the following in the last month?...</i>					
I find it difficult to separate my personal life from my work life.					
Never	20	20	18	–	–
Rarely	30	29	33	–	–
Sometimes	30	31	26	–	–
Often	12	11	15	–	–
Very Often	8	9	8	–	–
I think that I might have been affected by the traumatic or stressful life experiences of the youth I work with.					
Never	27	28	25	–	–
Rarely	31	30	39	–	–
Sometimes	28	29	24	–	–
Often	8	8	6	–	–
Very Often	5	5	6	–	–

Question E.18, 19: How often have you experienced the following in the last month?... I find it difficult to separate my personal life from my work life... I think that I might have been affected by the traumatic or stressful life experiences of the youth I work with.

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

Table E5.3

Staff Burnout Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff burnout					
<i>Average reporting “Often” or “Very often”</i>	44	43	49	–	–
<i>How often have you experienced the following in the last month?...</i>					
I feel worn out because of my work.					
Never	8	9	8	–	–
Rarely	15	15	13	–	–
Sometimes	32	32	30	–	–
Often	23	22	29	–	–
Very Often	22	23	20	–	–
I feel overwhelmed because my workload seems endless.					
Never	11	11	10	–	–
Rarely	17	17	17	–	–
Sometimes	29	30	25	–	–
Often	19	17	26	–	–
Very Often	24	24	23	–	–

Question E.20, 22: How often have you experienced the following in the last month?... I feel worn out because of my work... I feel overwhelmed because my workload seems endless.

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

Section F. Trauma-Informed Practice

1. Module Sample

Table F1.1

Trauma-Informed Practice Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	599	506	93	–	–

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 F2.1

Summary of Indicators of Trauma-Informed Practice

	All %	ES %	MS %	HS %	NT %	Table
Trauma Sensitive Environment						
Staff emotional safety at school [†]	26	28	16	–	–	F3.1
Staff-student personalization [†]	32	34	18	–	–	F3.2
Relationships with school leadership [‡]	34	38	17	–	–	F3.3
Staff Attitudes Related to Trauma-Informed Care						
Underlying causes of problem behavior and symptoms [‡]	40	43	26	–	–	F4.1
Response to problem behavior and symptoms [‡]	47	50	35	–	–	F4.2
Trauma-Informed Practice and Training						
Staff had training in trauma-informed care	49	47	61	–	–	F5.1
School uses a trauma-engaged approach to discipline [‡]	62	60	72	–	–	F5.2
Self-Care Practices						
Opportunity to use self-care techniques for staff [‡]	56	58	42	–	–	F6.1
Opportunity to use self-care techniques for student [‡]	68	71	53	–	–	F6.2

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

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

[‡]Average percent of respondents reporting “Care a tremendous amount,” “Extremely supportive,” “Extremely respectful,” or “Extremely understanding.”

[‡]Average percent of respondents reporting the top two categories, i.e., “6” or “7,” on survey questions that comprise the scale. Responses “1” or “2” are used for reverse-coded items.

[‡]Average percent of respondents reporting “Agree” or “Strongly agree.”

3. Trauma Sensitive Environment

Table F3.1

Staff Emotional Safety at School Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff emotional safety at school					
<i>Average reporting “Strongly agree”</i>	26	28	16	–	–
I feel connected to other adults at my school.					
Strongly disagree	3	3	2	–	–
Disagree	6	5	8	–	–
Neither disagree nor agree	10	10	8	–	–
Agree	53	51	61	–	–
Strongly agree	30	31	22	–	–
I feel comfortable discussing feelings, worries, and frustrations with my supervisor.					
Strongly disagree	8	7	14	–	–
Disagree	9	8	13	–	–
Neither disagree nor agree	16	15	23	–	–
Agree	40	42	33	–	–
Strongly agree	26	28	17	–	–
People at this school care about me as a person.					
Strongly disagree	3	3	3	–	–
Disagree	3	2	5	–	–
Neither disagree nor agree	14	13	20	–	–
Agree	51	50	54	–	–
Strongly agree	30	32	17	–	–

Question F.1-3: This first set of questions ask about how you feel working at your school... I feel connected to other adults at my school... I feel comfortable discussing feelings, worries, and frustrations with my supervisor... People at this school care about me as a person.

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

Table F3.1***Staff Emotional Safety at School Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
Staff at this school trust each other.					
Strongly disagree	4	4	3	–	–
Disagree	7	6	11	–	–
Neither disagree nor agree	17	16	23	–	–
Agree	54	54	51	–	–
Strongly agree	19	20	13	–	–
It is OK in this school to discuss feelings, worries, and frustrations with other staff.					
Strongly disagree	4	4	4	–	–
Disagree	6	6	6	–	–
Neither disagree nor agree	16	14	25	–	–
Agree	48	47	52	–	–
Strongly agree	26	28	13	–	–

Question F.4-5: This first set of questions ask about how you feel working at your school... Staff at this school trust each other... It is OK in this school to discuss feelings, worries, and frustrations with other staff.

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

Table F3.2***Staff-Student Personalization Scale Questions***

	All %	ES %	MS %	HS %	NT %
Staff-student personalization					
<i>Average reporting “Strongly agree”</i>	32	34	18	–	–
Students share their concerns with me.					
Strongly disagree	1	1	1	–	–
Disagree	1	1	3	–	–
Neither disagree nor agree	6	6	9	–	–
Agree	56	54	69	–	–
Strongly agree	35	38	18	–	–
Students express their feelings with me.					
Strongly disagree	1	1	1	–	–
Disagree	1	1	2	–	–
Neither disagree nor agree	6	5	10	–	–
Agree	54	52	66	–	–
Strongly agree	37	40	22	–	–
Students talk with me about their homes and families.					
Strongly disagree	1	1	3	–	–
Disagree	4	4	5	–	–
Neither disagree nor agree	14	12	22	–	–
Agree	55	55	57	–	–
Strongly agree	26	28	13	–	–
Students talk freely about their lives outside of school.					
Strongly disagree	1	1	2	–	–
Disagree	3	3	3	–	–
Neither disagree nor agree	13	12	20	–	–
Agree	53	53	54	–	–
Strongly agree	30	32	20	–	–

Question F.6-9: This next set of questions ask about how students interact with you... Students share their concerns with me... Students express their feelings with me... Students talk with me about their homes and families... Students talk freely about their lives outside of school.

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

Table F3.3***Relationships with School Leadership Scale Questions***

	All %	ES %	MS %	HS %	NT %
Relationships with school leadership					
<i>Average reporting the top category¹</i>	34	38	17	–	–
How much do your school leaders care about you as an individual?					
Do not care at all	3	3	5	–	–
Care a little bit	11	10	15	–	–
Care somewhat	22	19	35	–	–
Care quite a bit	38	40	31	–	–
Care a tremendous amount	26	29	13	–	–
When you face challenges at work, how supportive are your school leaders?					
Not at all supportive	4	3	9	–	–
Slightly supportive	10	10	10	–	–
Somewhat supportive	20	18	28	–	–
Quite supportive	38	37	41	–	–
Extremely supportive	29	32	13	–	–
How respectful are your school leaders to you?					
Not at all respectful	2	1	4	–	–
Slightly respectful	5	4	8	–	–
Somewhat respectful	10	9	13	–	–
Quite respectful	42	40	53	–	–
Extremely respectful	42	46	23	–	–
When challenges arise in your personal life, how understanding are your school leaders?					
Not at all understanding	2	2	4	–	–
Slightly understanding	5	5	10	–	–
Somewhat understanding	14	13	20	–	–
Quite understanding	39	37	47	–	–
Extremely understanding	40	44	20	–	–

Question F.10-13: The next questions ask about staff relationships with school leaders... How much do your school leaders care about you as an individual?... When you face challenges at work, how supportive are your school leaders?... How respectful are your school leaders to you?... When challenges arise in your personal life, how understanding are your school leaders?

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

¹*Average percent of respondents reporting “Care a tremendous amount,” “Extremely supportive,” “Extremely respectful,” or “Extremely understanding.”*

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type
San Mateo-Foster City

4. Staff Attitudes Related to Trauma-Informed Care

Table F4.1

Underlying Causes of Problem Behavior and Symptoms

	All %	ES %	MS %	HS %	NT %
Underlying causes of problem behavior and symptoms					
<i>Average reporting the top two categories</i>	40	43	26	—	—
<i>For each item below, select the bubble along the dimension between the two options that best represents your personal belief during the past two months of your job.</i>					
<i>Sample question 1</i>					
1 - Students could act better if they really wanted to.	2	2	3	—	—
2	5	4	13	—	—
3	10	8	17	—	—
4	23	22	31	—	—
5	22	22	23	—	—
6	21	23	9	—	—
7 - Students are doing the best they can with the skills they have.	17	20	3	—	—
<i>Sample question 2</i>					
1 - If things aren't going well, it is because the students are not doing what they need to do.	1	1	0	—	—
2	2	2	3	—	—
3	4	4	6	—	—
4	30	29	39	—	—
5	20	20	18	—	—
6	26	26	24	—	—
7 - If things aren't going well, it is because I need to shift what I am doing.	17	18	9	—	—

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

^{||}Average percent of respondents reporting the top two categories, i.e., “6” or “7,” on survey questions that comprise the scale. Responses “1” or “2” are used for reverse-coded items.

Scale is based on six questions measuring attitudes related to trauma-informed care developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale/

This scale assesses behavior that is perceived as external and malleable versus internal and fixed.

Two of the six questions that comprise the scale are presented.

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

Table F4.2**Response to Problem Behavior and Symptoms**

	All %	ES %	MS %	HS %	NT %
Response to problem behavior and symptoms					
<i>Average reporting the top two categories</i>	47	50	35	–	–
For each item below, select the bubble along the dimension between the two options that best represents your personal belief during the past two months of your job.					
Sample question 1					
1 - Students need to be held accountable for their actions.	9	7	17	–	–
2	18	18	18	–	–
3	19	18	23	–	–
4	29	30	26	–	–
5	14	15	9	–	–
6	7	7	6	–	–
7 - Students often are not yet able or ready to take responsibility for their actions. They need to be treated flexibly and as individuals.	5	5	2	–	–
Sample question 2					
1 - When managing a crisis, enforcement of rules is the most important thing.	2	2	1	–	–
2	4	5	1	–	–
3	6	5	7	–	–
4	27	25	38	–	–
5	15	16	14	–	–
6	25	25	26	–	–
7 - When managing a crisis, flexibility is the most important thing.	21	22	13	–	–

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

^{||}Average percent of respondents reporting the top two categories, i.e., “6” or “7,” on survey questions that comprise the scale. Responses “1” or “2” are used for reverse-coded items.

Scale is based on six questions measuring attitudes related to trauma-informed care developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. For more information about the full ARTIC scale, see www.traumaticstressinstitute.org/the-artic-scale/

This scale assesses attitudes about flexibility, feeling safe, and building healthy relationships versus rules, consequences, and eliminating problem behaviors.

Two of the seven questions that comprise the scale are presented.

5. Trauma-Informed Practice and Training

Table F5.1

Familiarity with and Training in Trauma-Informed Practice

	All %	ES %	MS %	HS %	NT %
How familiar are you with trauma-informed care or trauma-informed schools?					
Not at all familiar	19	20	15	–	–
Slightly familiar	24	25	23	–	–
Somewhat familiar	32	33	25	–	–
Quite familiar	19	17	29	–	–
Very familiar	6	6	9	–	–
Have you had training in trauma-informed care or trauma-informed schools?					
No	51	53	39	–	–
Yes	49	47	61	–	–

Question F.27, 28: The next two questions ask about your familiarity with and training in trauma-informed care.... How familiar are you with trauma-informed care or trauma-informed schools?... Have you had training in trauma-informed care or trauma-informed schools?

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

Table F5.2***Trauma-Informed Practice in School***

	All %	ES %	MS %	HS %	NT %
Staff at this school understand Adverse Childhood Experiences, stress, and trauma.					
Strongly disagree	5	6	2	–	–
Disagree	13	13	13	–	–
Neither disagree nor agree	43	43	43	–	–
Agree	33	32	38	–	–
Strongly agree	6	6	3	–	–
This school uses a trauma-engaged approach to discipline.					
Strongly disagree	3	4	1	–	–
Disagree	5	5	3	–	–
Neither disagree nor agree	30	32	23	–	–
Agree	50	48	56	–	–
Strongly agree	12	11	17	–	–
Strength-based language is used throughout this school community.					
Strongly disagree	3	3	1	–	–
Disagree	6	6	8	–	–
Neither disagree nor agree	38	38	41	–	–
Agree	44	43	47	–	–
Strongly agree	9	10	3	–	–
This school has developed a master list of trauma-engaged resources and supports.					
Strongly disagree	7	7	4	–	–
Disagree	16	17	12	–	–
Neither disagree nor agree	52	52	51	–	–
Agree	22	20	29	–	–
Strongly agree	3	3	3	–	–

Question F.29-32: The final set of questions ask about trauma-informed care in your school... Staff at this school understand Adverse Childhood Experiences (ACES), stress, and trauma... This school uses a trauma-engaged approach to discipline (e.g., restorative practice, non-punitive)... Strength-based language is used throughout this school community... This school has developed a master list of trauma-engaged resources and supports.

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

6. Self-Care Practices

Table F6.1

Staff Self-Care Practices

	All %	ES %	MS %	HS %	NT %
Staff in this school have knowledge of practices that help prevent and address stress, burnout, secondary trauma, and compassion fatigue.					
Strongly disagree	3	3	2	—	—
Disagree	4	3	6	—	—
Neither disagree nor agree	25	24	33	—	—
Agree	51	52	46	—	—
Strongly agree	17	18	13	—	—
Staff in this school have the opportunity to use self-care techniques.					
Strongly disagree	4	4	7	—	—
Disagree	10	10	12	—	—
Neither disagree nor agree	30	28	39	—	—
Agree	43	44	34	—	—
Strongly agree	13	14	8	—	—

Question F.33, 34: The final set of questions ask about trauma-informed care in your school... Staff in this school have knowledge of practices (e.g., mindfulness, breathing, meditation) that help prevent and address stress, burnout, secondary trauma, and compassion fatigue... Staff in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation).

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

Table F6.2***Student Self-Care Practices***

	All %	ES %	MS %	HS %	NT %
Students in this school have knowledge of self-care techniques.					
Strongly disagree	2	2	2	–	–
Disagree	4	4	6	–	–
Neither disagree nor agree	26	23	41	–	–
Agree	52	54	39	–	–
Strongly agree	15	16	12	–	–
Students in this school have the opportunity to use self-care techniques.					
Strongly disagree	2	2	1	–	–
Disagree	5	4	9	–	–
Neither disagree nor agree	25	23	37	–	–
Agree	52	54	42	–	–
Strongly agree	16	17	11	–	–

Question F.35, 36: The final set of questions ask about trauma-informed care in your school... Students in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation)... Students in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation).

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

Appendix

2023-24 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Audubon Elementary	X
Bayside Academy	X
Baywood Elementary	X
Beach Park Elementary	X
Beresford Elementary	X
Brewer Island Elementary	X
College Park Elementary	X
Fiesta Gardens International Elementary	X
Foster City Elementary	X
George Hall Elementary	X
Highlands Elementary	X
LEAD Elementary	X
Laurel Elementary	X
Meadow Heights Elementary	X
North Shoreview Montessori	X
Parkside Montessori	X
San Mateo Park Elementary	X
San Mateo-Foster City Special Education Preschool	X
Sunnybrae Elementary	X

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

2023-24 CSSS Staff Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Abbott Middle	X
Abbott Middle - 6th	
Bayside Academy - 6th	
Borel Middle	X
Borel Middle - 6th	
Bowditch Middle	X
Bowditch Middle - 6th	
North Shoreview Montessori - 6th	
Parkside Montessori - 6th	

Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.