

CALIFORNIA SCHOOL STAFF SURVEY



San Mateo Union High 2017-2018 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	4
4. Learning and Working Environment	6
Student Learning Environment	8
Staff Working Environment	10
General Staff Supports	13
Special Education Supports	14
Perceived School Safety	15
Facilities	16
Parent Involvement	16
5. Student Developmental Supports and Opportunities	18
Caring Relationships	19
High Expectations	20
Opportunities for Meaningful Participation	21
Career Pathways	22
6. Learning Conditions	23
Supports for Learning	25
Fair, Respectful, and Orderly Environment	25
Clarity of Rules and Expectations	27
Positive Peer Relations	28
Social Emotional Supports, Conflict Management, and Bullying Prevention	29
Respect for Diversity	33
7. Respect, Equity, and Cultural Sensitivity	34
Tolerance Among Students	35
Treating Students Fairly and Respectfully	35
Cultural Sensitivity	36
Instructional Equity	37

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

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

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

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

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

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

PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2017-18 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

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

These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social, and emotional development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement (download *Helpful Resources for Local Control and Accountability Plans*). For additional information and resources, visit the survey websites: csss.wested.org and cal-schls.wested.org.

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

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

SURVEY PURPOSE

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

The CSSS grew out of CDE’s commitment to: (1) helping schools promote the successful cognitive, social, emotional, and physical development of all students; and (2) fostering positive school working

environments, particularly to help address the growing problem of low teacher retention. This CSSS report provides data on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. CSSS data enrich a school's ability to create a positive school climate that promotes quality teaching, school connectedness, academic achievement, and overall well-being among both students and staff.

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSSS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.¹ Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

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

Core Survey (Section A)

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

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

¹ In some instances, the survey is administered on paper.

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

The same questions asked of students in the CHKS School Climate Module are included in the CSSS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data on five key constructs:

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

Learning Supports Module

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

Supplemental Modules

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

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

THE REPORT

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

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

Supplemental Reports

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

UNDERSTANDING THE DATA

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

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

Representativeness

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

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

One of the most important strategies for improving voluntary staff participation is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

RESOURCES

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

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download chks.wested.org/resources/chks_guidebook_3_datause.pdf).
- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download californias3.wested.org/resources/S3_school_climateguidebook_final.pdf).
- *Helpful Resources for Local Control and Accountability Plans* (chks.wested.org/resources/LCAP_Cal_SCHLS.pdf) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation (chks.wested.org/training-support/workshops-presentations).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website (californiaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

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

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

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. Ongoing coaching in implementing the plan is also available.

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district. You can also request an analysis by CalSCHLS staff as a custom service.

Add Questions to Your Next Surveys

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

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

Exhibit 1

Major School-related Domains and Constructs Assessed by CalSCHLS Surveys

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

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military Connected Schools	
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	608	–	–	603	–

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 Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Student Learning Environment						
Is a supportive and inviting place for students to learn [†]	51	–	–	51	–	A4.3
Sets high standards for academic performance for all [†]	47	–	–	46	–	A4.4
Believe every student can be a success [†]	37	–	–	37	–	A5.7
Encourages opportunities for students to decide things [†]	17	–	–	17	–	A5.9
Career pathways opportunities [†]	22	–	–	22	–	A5.13
Is welcoming to and facilitates parent involvement	43	–	–	43	–	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work [†]	43	–	–	42	–	A4.10
Promotes trust and collegiality among staff [†]	35	–	–	35	–	A4.13
Promotes personnel participation in decision making [†]	27	–	–	27	–	A4.15
Safety						
Is a safe place for staff [†]	43	–	–	43	–	A4.23
Is a safe place for students [†]	43	–	–	43	–	A4.22
Has sufficient resources to create a safe campus [†]	25	–	–	25	–	B3.2
Student Discipline and Support						
Handles discipline problems fairly [†]	26	–	–	26	–	A10.3
Provides adequate counseling and support services [†]	47	–	–	47	–	A10.4
Emphasizes helping students with social, emotional, behavioral problems [†]	45	–	–	45	–	B6.1
Positive Relationships						
Really care about every student [†]	42	–	–	42	–	A5.3
Fosters an appreciation of student diversity and respect for each other [†]	41	–	–	41	–	A7.2
Has moderate/severe problem with harassment/bullying	28	–	–	28	–	A9.6
Student Behavior						
Students are motivated to learn [†]	9	–	–	9	–	A8.2
Cutting classes or being truant moderate/severe problem	37	–	–	38	–	A8.4
Alcohol and drug use moderate/severe problem	43	–	–	42	–	A9.12

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

[†]Percent responding “Strongly Agree.”

3. Demographics

Table A3.1

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	0	–	–	0	–
Teacher in grade 5 or above	59	–	–	59	–
Special education teacher	8	–	–	8	–
Administrator	3	–	–	3	–
Prevention staff, nurse, or health aide	1	–	–	1	–
Counselor, psychologist	8	–	–	8	–
Police, resource officer, or safety personnel	1	–	–	1	–
Paraprofessional, teacher assistant, or instructional aide	6	–	–	6	–
Other certificated staff	1	–	–	1	–
Other classified staff	13	–	–	13	–
Other service provider	1	–	–	2	–

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

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

Table A3.2

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	20	–	–	19	–
Special education	80	–	–	79	–
English language learners	78	–	–	78	–
None of the above	12	–	–	12	–

Question A.2: Do you provide services to the following types of students? (Mark All That Apply.)

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

Table A3.3***Length of Employment at School***

	All %	ES %	MS %	HS %	NT %
Less than 1 year	12	–	–	12	–
1 to 2 years	12	–	–	12	–
3 to 5 years	20	–	–	20	–
6 to 10 years	17	–	–	17	–
Over 10 years	39	–	–	39	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Less than 1 year	5	–	–	4	–
1 to 2 years	6	–	–	6	–
3 to 5 years	16	–	–	15	–
6 to 10 years	19	–	–	19	–
Over 10 years	55	–	–	55	–

Question A.4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

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

Table A3.5***Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
African American (not Hispanic)	1	–	–	1	–
American Indian or Alaska Native	0	–	–	0	–
Asian or Pacific Islander	12	–	–	12	–
White (not Hispanic)	61	–	–	60	–
Hispanic or Latino/a	16	–	–	16	–
Other or Multi-ethnic	11	–	–	11	–

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

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

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
Learning Environment						
Is a supportive and inviting place for students to learn	51	–	–	51	–	A4.3
Sets high standards for academic performance for all	47	–	–	46	–	A4.4
Promotes academic success for all students	40	–	–	39	–	A4.5
Emphasizes helping students academically	52	–	–	51	–	A4.6
Emphasizes teaching lessons in ways relevant to students	29	–	–	28	–	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	43	–	–	42	–	A4.10
Promotes trust and collegiality among staff	35	–	–	35	–	A4.13
Promotes participation in school decision making	27	–	–	27	–	A4.15
Works to minimize paper work	15	–	–	15	–	A4.16
Provides adequate benefits to support cont. employment	35	–	–	35	–	A4.17
Provides the materials, resources, and training to do job effectively	32	–	–	31	–	A4.18
Provides relevant paraprofessional training	12	–	–	12	–	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	17	–	–	17	–	A4.20
Provides complete state adopted instructional materials for students with IEPs	20	–	–	20	–	A4.21
Uses objective data in making school improv. decisions	28	–	–	28	–	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	43	–	–	43	–	A4.22
Is a safe place for staff	43	–	–	43	–	A4.23
Has clean and well-maintained facilities and property	50	–	–	50	–	A4.24
Is welcoming to and facilitates parent involvement	43	–	–	43	–	A4.25
Encourages parents to be active partners in educating their child	29	–	–	29	–	A4.26

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

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

In this school, adults...	<i>Percent Responding “Strongly Agree”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	31	–	–	31	–	A4.14
Support and treat each other with respect	36	–	–	35	–	A4.12
Feel a responsibility to improve the school	36	–	–	35	–	A4.11
Work hard to ensure a safe and supportive learning environment	45	–	–	45	–	A4.8

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

Student Learning Environment

Table A4.3

Learning Environment is Supportive and Inviting

	All %	ES %	MS %	HS %	NT %
Strongly agree	51	–	–	51	–
Agree	47	–	–	47	–
Disagree	2	–	–	2	–
Strongly disagree	0	–	–	0	–

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

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

Table A4.4

Sets High Standards for Academic Performance for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	–	–	46	–
Agree	47	–	–	48	–
Disagree	5	–	–	5	–
Strongly disagree	1	–	–	1	–

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

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

Table A4.5

Promotes Academic Success for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	–	–	39	–
Agree	52	–	–	53	–
Disagree	7	–	–	7	–
Strongly disagree	1	–	–	1	–

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

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

Table A4.6
Emphasizes Academic Help When Needed

	All %	ES %	MS %	HS %	NT %
Strongly agree	52	–	–	51	–
Agree	43	–	–	44	–
Disagree	5	–	–	5	–
Strongly disagree	0	–	–	0	–

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

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

Table A4.7
Teaches Lessons Relevant to Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	–	–	28	–
Agree	62	–	–	63	–
Disagree	9	–	–	9	–
Strongly disagree	0	–	–	0	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	–	–	45	–
Agree	50	–	–	50	–
Disagree	4	–	–	4	–
Strongly disagree	1	–	–	1	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	28	–	–	28	–
Agree	62	–	–	62	–
Disagree	9	–	–	9	–
Strongly disagree	1	–	–	1	–

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

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

Staff Working Environment

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	–	–	42	–
Agree	46	–	–	46	–
Disagree	8	–	–	8	–
Strongly disagree	4	–	–	4	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	–	–	35	–
Agree	56	–	–	57	–
Disagree	8	–	–	8	–
Strongly disagree	0	–	–	0	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	–	–	35	–
Agree	54	–	–	55	–
Disagree	8	–	–	8	–
Strongly disagree	2	–	–	2	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	–	–	35	–
Agree	49	–	–	49	–
Disagree	11	–	–	11	–
Strongly disagree	5	–	–	5	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	–	–	31	–
Agree	54	–	–	54	–
Disagree	13	–	–	13	–
Strongly disagree	2	–	–	2	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	–	–	27	–
Agree	55	–	–	55	–
Disagree	15	–	–	15	–
Strongly disagree	3	–	–	3	–

Question A.43: This school promotes personnel participation in decision-making that affects school practices and policies.

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

Table A4.16***Works to Minimize Paper Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	–	–	15	–
Agree	57	–	–	57	–
Disagree	22	–	–	22	–
Strongly disagree	5	–	–	5	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	–	–	35	–
Agree	52	–	–	53	–
Disagree	9	–	–	9	–
Strongly disagree	3	–	–	3	–

Question A.49: This school provides adequate benefits (e.g., salary, fringe benefits, and retirement options) to support my continued employment.

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

General Staff Supports

Table A4.18

Provides Staff Resources and Training to Do Job Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	–	–	31	–
Agree	51	–	–	51	–
Disagree	14	–	–	15	–
Strongly disagree	3	–	–	3	–

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

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

Table A4.19

Provides Relevant Paraprofessional Training

	All %	ES %	MS %	HS %	NT %
Strongly agree	12	–	–	12	–
Agree	62	–	–	62	–
Disagree	22	–	–	23	–
Strongly disagree	3	–	–	3	–

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

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

Special Education Supports

Table A4.20

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	–	–	17	–
Agree	55	–	–	55	–
Disagree	24	–	–	25	–
Strongly disagree	4	–	–	4	–

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

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

Table A4.21

Provides Complete State Adopted Instructional Materials for Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	–	–	20	–
Agree	60	–	–	60	–
Disagree	17	–	–	17	–
Strongly disagree	2	–	–	2	–

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

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

Perceived School Safety

Table A4.22

Safe Place for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	–	–	43	–
Agree	54	–	–	53	–
Disagree	3	–	–	3	–
Strongly disagree	0	–	–	0	–

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

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

Table A4.23

Safe Place for Staff

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	–	–	43	–
Agree	48	–	–	49	–
Disagree	7	–	–	7	–
Strongly disagree	1	–	–	1	–

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

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

Facilities

Table A4.24

Clean and Well-Maintained Facilities and Property

	All %	ES %	MS %	HS %	NT %
Strongly agree	50	–	–	50	–
Agree	46	–	–	46	–
Disagree	4	–	–	4	–
Strongly disagree	1	–	–	1	–

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

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

Parent Involvement

Table A4.25

School Encourages Parent Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	–	–	43	–
Agree	54	–	–	54	–
Disagree	3	–	–	3	–
Strongly disagree	1	–	–	1	–

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

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

Table A4.26

School Encourages Parental Partnership in Child's Education

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	–	–	29	–
Agree	61	–	–	61	–
Disagree	9	–	–	9	–
Strongly disagree	1	–	–	1	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	–	–	18	–
Agree	71	–	–	71	–
Disagree	9	–	–	9	–
Strongly disagree	1	–	–	1	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	–	–	24	–
Agree	70	–	–	70	–
Disagree	5	–	–	5	–
Strongly disagree	1	–	–	1	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	–	–	35	–
Agree	61	–	–	61	–
Disagree	4	–	–	4	–
Strongly disagree	0	–	–	0	–

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

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

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

This school provides/encourages students...	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	17	–	–	17	–	A5.9
Equal opportunity for classroom participation	30	–	–	30	–	A5.10
Equal opportunity to participate in extracurricular and enrichment activities	37	–	–	36	–	A5.11
Opportunities to make a difference (help others)	31	–	–	30	–	A5.12

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

Table A5.2

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

In this school, adults...	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Caring Relationships						
Really care about every student	42	–	–	42	–	A5.3
Acknowledge and pay attention to students	44	–	–	43	–	A5.4
Listen to what students have to say	35	–	–	35	–	A5.5
High Expectations						
Want every student to do their best	53	–	–	53	–	A5.6
Believe every student can be a success	37	–	–	37	–	A5.7

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

Caring Relationships

Table A5.3

Adults Really Care About All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	–	–	42	–
Agree	51	–	–	51	–
Disagree	6	–	–	6	–
Strongly disagree	1	–	–	1	–

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

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

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	–	–	43	–
Agree	52	–	–	52	–
Disagree	4	–	–	4	–
Strongly disagree	0	–	–	0	–

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

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

Table A5.5

Adults Listen to What Students Have to Say

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	–	–	35	–
Agree	58	–	–	58	–
Disagree	6	–	–	6	–
Strongly disagree	1	–	–	1	–

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

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

High Expectations

Table A5.6

Adults Want All Students to Do Their Best

	All %	ES %	MS %	HS %	NT %
Strongly agree	53	–	–	53	–
Agree	44	–	–	44	–
Disagree	3	–	–	3	–
Strongly disagree	0	–	–	0	–

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

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

Table A5.7

Adults Believe Every Student Can Be a Success

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	–	–	37	–
Agree	54	–	–	54	–
Disagree	9	–	–	9	–
Strongly disagree	0	–	–	0	–

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

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

Table A5.8

School Has High Expectations for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	–	–	36	–
Agree	53	–	–	53	–
Disagree	9	–	–	10	–
Strongly disagree	1	–	–	1	–

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

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

Opportunities for Meaningful Participation

Table A5.9

Encourages Decision Opportunities for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	–	–	17	–
Agree	60	–	–	60	–
Disagree	20	–	–	21	–
Strongly disagree	2	–	–	2	–

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

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

Table A5.10

Gives Equal Opportunity for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	–	–	30	–
Agree	64	–	–	64	–
Disagree	6	–	–	6	–
Strongly disagree	0	–	–	0	–

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

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

Table A5.11

Gives Equal Access to Extracurricular and Enrichment Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	–	–	36	–
Agree	56	–	–	56	–
Disagree	6	–	–	6	–
Strongly disagree	1	–	–	1	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	–	–	30	–
Agree	57	–	–	57	–
Disagree	11	–	–	11	–
Strongly disagree	1	–	–	1	–

Question A.19: This school gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).

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

Career Pathways

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	–	–	22	–
Agree	52	–	–	52	–
Disagree	21	–	–	21	–
Strongly disagree	5	–	–	5	–

Question A.52: This school provides students with career pathways, internships, industry-informed projects, or other intensive, first-hand experiences to learn about careers.

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

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Teachers go out of their way to help students	45	–	–	45	–	A6.2
Fair, Respectful and Orderly Environment						
Adults at this school treat all students with respect	31	–	–	30	–	A6.3
The school rules are fair	30	–	–	30	–	A6.3
Students in this school are well-behaved	20	–	–	20	–	A6.4
The rules in the school are too strict	2	–	–	2	–	A6.4
It is easy for students to get kicked out of class or get suspended	3	–	–	3	–	A6.4
Students get in trouble for breaking small rules	2	–	–	2	–	A6.4
Teachers are very strict here	2	–	–	2	–	A6.4
Clarity of Rules and Expectations						
Rules in this school are made clear to students	16	–	–	16	–	A6.5
Students know what the rules are	15	–	–	15	–	A6.5
This school makes it clear how students are expected to act	19	–	–	19	–	A6.5
Positive Peer Relations						
Students enjoy spending time together during school activities	21	–	–	21	–	A6.6
Students care about one another	17	–	–	17	–	A6.6
Students treat each other with respect	12	–	–	12	–	A6.6
Students get along well with one another	16	–	–	16	–	A6.6

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

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

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
Social Emotional Supports, Conflict Management, and Bullying Prevention						
This school encourages students to feel responsible for how they act	22	–	–	22	–	A6.7
Students are often given rewards for being good	11	–	–	11	–	A6.7
This school encourages students to understand how others think and feel	23	–	–	23	–	A6.7
Students are taught that they can control their own behavior	19	–	–	19	–	A6.7
This school helps students resolve conflicts with one another	22	–	–	21	–	A6.8
This school encourages students to care about how others feel	23	–	–	22	–	A6.8
Teachers here make it clear to students that bullying is not tolerated	42	–	–	41	–	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	17	–	–	17	–	A6.9
Students tell teachers when other students are being bullied	15	–	–	15	–	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	43	–	–	43	–	A6.9
Students here try to stop bullying when they see it happening	16	–	–	15	–	A6.9
Respect for Diversity						
There is a lot of tension between people of different cultures, races, or ethnicities	3	–	–	3	–	A6.10
Students respect each others’ differences	19	–	–	19	–	A6.10
Adults in school respect differences in students	37	–	–	37	–	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	38	–	–	38	–	A6.10

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

Supports for Learning

Table A6.2

Supports for Learning at School

	All %	ES %	MS %	HS %	NT %
Teachers go out of their way to help students.					
Strongly agree	45	–	–	45	–
Agree	51	–	–	51	–
Disagree	4	–	–	4	–
Strongly disagree	0	–	–	0	–

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

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

Fair, Respectful, and Orderly Environment

Table A6.3

Fair Environment at School

	All %	ES %	MS %	HS %	NT %
Adults at this school treat all students with respect.					
Strongly agree	31	–	–	30	–
Agree	59	–	–	60	–
Disagree	10	–	–	10	–
Strongly disagree	0	–	–	0	–
The school rules are fair.					
Strongly agree	30	–	–	30	–
Agree	62	–	–	62	–
Disagree	7	–	–	7	–
Strongly disagree	1	–	–	1	–

Question A.76, 77: Adults at this school treat all students with respect... The school rules are fair.

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

Table A6.4***Respectful and Orderly Environment at School***

	All %	ES %	MS %	HS %	NT %
Students in this school are well-behaved.					
Strongly agree	20	–	–	20	–
Agree	70	–	–	69	–
Disagree	10	–	–	10	–
Strongly disagree	1	–	–	1	–
The rules in the school are too strict.					
Strongly agree	2	–	–	2	–
Agree	7	–	–	7	–
Disagree	67	–	–	67	–
Strongly disagree	23	–	–	23	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	3	–	–	3	–
Agree	11	–	–	11	–
Disagree	66	–	–	66	–
Strongly disagree	21	–	–	20	–
Students get in trouble for breaking small rules.					
Strongly agree	2	–	–	2	–
Agree	17	–	–	17	–
Disagree	68	–	–	68	–
Strongly disagree	12	–	–	12	–
Teachers are very strict here.					
Strongly agree	2	–	–	2	–
Agree	15	–	–	15	–
Disagree	74	–	–	74	–
Strongly disagree	9	–	–	9	–

Question A.78-82: Students in this school are well-behaved... The rules in the school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

Clarity of Rules and Expectations

Table A6.5

Clarity of Rules and Expectations at School

	All %	ES %	MS %	HS %	NT %
Rules in this school are made clear to students.					
Strongly agree	16	–	–	16	–
Agree	67	–	–	67	–
Disagree	15	–	–	15	–
Strongly disagree	2	–	–	2	–
Students know what the rules are.					
Strongly agree	15	–	–	15	–
Agree	70	–	–	69	–
Disagree	13	–	–	13	–
Strongly disagree	2	–	–	2	–
This school makes it clear how students are expected to act.					
Strongly agree	19	–	–	19	–
Agree	68	–	–	68	–
Disagree	12	–	–	12	–
Strongly disagree	2	–	–	2	–

Question A.83, 85, 86: Rules in this school are made clear to students... Students know what the rules are...

This school makes it clear how students are expected to act.

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

Positive Peer Relations

Table A6.6

Positive Peer Relations at School

	All %	ES %	MS %	HS %	NT %
Students enjoy spending time together during school activities.					
Strongly agree	21	–	–	21	–
Agree	74	–	–	74	–
Disagree	4	–	–	4	–
Strongly disagree	0	–	–	0	–
Students care about one another.					
Strongly agree	17	–	–	17	–
Agree	78	–	–	78	–
Disagree	4	–	–	4	–
Strongly disagree	0	–	–	0	–
Students treat each other with respect.					
Strongly agree	12	–	–	12	–
Agree	77	–	–	77	–
Disagree	10	–	–	10	–
Strongly disagree	1	–	–	1	–
Students get along well with one another.					
Strongly agree	16	–	–	16	–
Agree	79	–	–	79	–
Disagree	5	–	–	5	–
Strongly disagree	0	–	–	0	–

Question A.65-68: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Students get along well with one another.

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

Social Emotional Supports, Conflict Management, and Bullying Prevention

Table A6.7

Social Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
This school encourages students to feel responsible for how they act.					
Strongly agree	22	–	–	22	–
Agree	66	–	–	66	–
Disagree	10	–	–	11	–
Strongly disagree	1	–	–	1	–
Students are often given rewards for being good.					
Strongly agree	11	–	–	11	–
Agree	48	–	–	48	–
Disagree	38	–	–	37	–
Strongly disagree	3	–	–	3	–
This school encourages students to understand how others think and feel.					
Strongly agree	23	–	–	23	–
Agree	64	–	–	64	–
Disagree	13	–	–	13	–
Strongly disagree	0	–	–	0	–
Students are taught that they can control their own behavior.					
Strongly agree	19	–	–	19	–
Agree	68	–	–	68	–
Disagree	12	–	–	13	–
Strongly disagree	1	–	–	1	–

Question A.69-72: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

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

Table A6.8
Conflict Management at School

	All %	ES %	MS %	HS %	NT %
This school helps students resolve conflicts with one another.					
Strongly agree	22	–	–	21	–
Agree	66	–	–	67	–
Disagree	11	–	–	11	–
Strongly disagree	1	–	–	1	–
This school encourages students to care about how others feel.					
Strongly agree	23	–	–	22	–
Agree	69	–	–	70	–
Disagree	8	–	–	8	–
Strongly disagree	1	–	–	1	–

Question A.73, 74: This school helps students resolve conflicts with one another... This school encourages students to care about how others feel.

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

Table A6.9
Bullying Prevention at School

	All %	ES %	MS %	HS %	NT %
Teachers here make it clear to students that bullying is not tolerated.					
Strongly agree	42	–	–	41	–
Agree	52	–	–	53	–
Disagree	5	–	–	6	–
Strongly disagree	0	–	–	0	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	17	–	–	17	–
Agree	59	–	–	59	–
Disagree	23	–	–	23	–
Strongly disagree	1	–	–	1	–
Students tell teachers when other students are being bullied.					
Strongly agree	15	–	–	15	–
Agree	55	–	–	55	–
Disagree	29	–	–	29	–
Strongly disagree	1	–	–	1	–

Question A.53-55: Teachers here make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

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

Table A6.9
Bullying Prevention at School - Continued

	All %	ES %	MS %	HS %	NT %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help.					
Strongly agree	43	—	—	43	—
Agree	54	—	—	54	—
Disagree	2	—	—	2	—
Strongly disagree	0	—	—	0	—
Students here try to stop bullying when they see it happening.					
Strongly agree	16	—	—	15	—
Agree	54	—	—	55	—
Disagree	28	—	—	28	—
Strongly disagree	2	—	—	2	—

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

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

Respect for Diversity

Table A6.10

Respect for Diversity at School

	All %	ES %	MS %	HS %	NT %
There is a lot of tension between people of different cultures, races, or ethnicities.					
Strongly agree	3	–	–	3	–
Agree	15	–	–	15	–
Disagree	63	–	–	63	–
Strongly disagree	19	–	–	19	–
Students respect each others' differences.					
Strongly agree	19	–	–	19	–
Agree	72	–	–	72	–
Disagree	9	–	–	9	–
Strongly disagree	1	–	–	1	–
Adults in school respect differences in students.					
Strongly agree	37	–	–	37	–
Agree	60	–	–	60	–
Disagree	3	–	–	3	–
Strongly disagree	0	–	–	0	–
Teachers show that it is important for students of different races and cultures to get along with each other.					
Strongly agree	38	–	–	38	–
Agree	57	–	–	57	–
Disagree	5	–	–	5	–
Strongly disagree	0	–	–	0	–

Question A.58-61: There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

7. Respect, Equity, and Cultural Sensitivity

Table A7.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other [†]	41	–	–	41	–	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices [†]	43	–	–	43	–	A7.5
Emphasizes using instructional materials that reflect the culture or ethnicity of its students [†]	15	–	–	14	–	A7.6
Has staff examine their own cultural biases through professional development or other processes [†]	23	–	–	23	–	A7.7
Encourages equity in rigorous course enrollment [†]	41	–	–	41	–	A7.9
Considers closing the racial/ethnic achievement gap a high priority [†]	32	–	–	32	–	A7.8
Provides the supports needed for teaching culturally and linguistically diverse students [†]	20	–	–	19	–	A7.10
Treat all students fairly [‡]	30	–	–	30	–	A7.4

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

[†]Strongly agree that this school... [‡]Report that nearly all adults at this school...

Tolerance Among Students

Table A7.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	–	–	41	–
Agree	51	–	–	51	–
Disagree	7	–	–	7	–
Strongly disagree	1	–	–	1	–

Question A.25: This school fosters an appreciation of student diversity and respect for each other.

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

Table A7.3

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	50	–	–	50	–
Mild problem	45	–	–	45	–
Moderate problem	5	–	–	5	–
Severe problem	0	–	–	0	–

Question A.95: How much of a problem at this school is racial/ethnic conflict among students?

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

Treating Students Fairly and Respectfully

Table A7.4

Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	–	–	30	–
Agree	55	–	–	55	–
Disagree	13	–	–	13	–
Strongly disagree	2	–	–	2	–

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

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

Cultural Sensitivity

Table A7.5

Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	–	–	43	–
Agree	47	–	–	48	–
Disagree	9	–	–	9	–
Strongly disagree	1	–	–	1	–

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

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

Table A7.6

Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	–	–	14	–
Agree	60	–	–	60	–
Disagree	23	–	–	23	–
Strongly disagree	3	–	–	3	–

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

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

Table A7.7

Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	–	–	23	–
Agree	45	–	–	45	–
Disagree	27	–	–	27	–
Strongly disagree	5	–	–	5	–

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

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

Instructional Equity

Table A7.8

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	–	–	32	–
Agree	51	–	–	50	–
Disagree	16	–	–	16	–
Strongly disagree	2	–	–	2	–

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

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

Table A7.9

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	–	–	41	–
Agree	51	–	–	52	–
Disagree	6	–	–	6	–
Strongly disagree	2	–	–	2	–

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

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

Table A7.10

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	–	–	19	–
Agree	57	–	–	57	–
Disagree	21	–	–	22	–
Strongly disagree	2	–	–	2	–

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

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

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	ES %	MS %	HS %	NT %	Table
Students at this school are motivated to learn [†]	9	–	–	9	–	A8.2
This school motivates students to learn [†]	31	–	–	30	–	A8.3
Disruptive behavior is a problem at this school [‡]	36	–	–	36	–	A8.5
Cutting classes or being truant is a problem at this school [‡]	37	–	–	38	–	A8.4
Lack of respect of staff by students is a problem at this school [‡]	14	–	–	14	–	A8.6

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

[†]Percent Responding “Strongly Agree.”

[‡]Percent Responding “Moderate problem” or “Severe problem.”

Learning Motivation and Truancy

Table A8.2

Students Are Motivated to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	9	–	–	9	–
Agree	75	–	–	74	–
Disagree	15	–	–	15	–
Strongly disagree	1	–	–	1	–

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

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

Table A8.3

School Motivates Students to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	–	–	30	–
Agree	65	–	–	65	–
Disagree	4	–	–	4	–
Strongly disagree	0	–	–	0	–

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

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

Table A8.4

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	11	–	–	11	–
Mild problem	51	–	–	51	–
Moderate problem	27	–	–	27	–
Severe problem	11	–	–	11	–

Question A.98: How much of a problem at this school is cutting classes or being truant?

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

General Behavior

Table A8.5

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	13	–	–	12	–
Mild problem	52	–	–	51	–
Moderate problem	28	–	–	29	–
Severe problem	7	–	–	8	–

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

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

Table A8.6

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	46	–	–	45	–
Mild problem	40	–	–	40	–
Moderate problem	11	–	–	11	–
Severe problem	3	–	–	3	–

Question A.97: How much of a problem at this school is lack of respect of staff by students?

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

9. Student Health and Risk Behavior

Table A9.1

Summary of Indicators for Student Physical and Mental Health

	All %	ES %	MS %	HS %	NT %	Table
Perceived Physical and Mental Health						
Students arrive at school alert and rested [†]	4	–	–	4	–	A9.3
Students are healthy and physically fit [†]	9	–	–	10	–	A9.4
Depression or other mental health issues [‡]	76	–	–	76	–	A9.5

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

[†]Percent Responding “Strongly Agree.”

[‡]Percent Responding “Moderate problem” or “Severe problem.”

Table A9.2

Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	ES %	MS %	HS %	NT %	Table
Violence, Conflict, and Crime						
Harassment or bullying [‡]	28	–	–	28	–	A9.6
Physical fighting [‡]	5	–	–	5	–	A9.7
Gang activity [‡]	3	–	–	3	–	A9.10
Vandalism and graffiti [‡]	17	–	–	18	–	A9.8
Theft [‡]	11	–	–	11	–	A9.9
Weapons possession at school [‡]	1	–	–	1	–	A9.11
Substance Use						
Alcohol and drug use [‡]	43	–	–	42	–	A9.12
Tobacco use [‡]	16	–	–	15	–	A9.13

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

[‡]Percent Responding “Moderate problem” or “Severe problem.”

Perceived Physical and Mental Health

Table A9.3

Students Arrive at School Alert and Rested

	All %	ES %	MS %	HS %	NT %
Strongly agree	4	–	–	4	–
Agree	42	–	–	41	–
Disagree	49	–	–	49	–
Strongly disagree	6	–	–	6	–

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

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

Table A9.4

Students Are Healthy and Physically Fit

	All %	ES %	MS %	HS %	NT %
Strongly agree	9	–	–	10	–
Agree	67	–	–	67	–
Disagree	22	–	–	22	–
Strongly disagree	1	–	–	1	–

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

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

Table A9.5

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	4	–	–	4	–
Mild problem	20	–	–	20	–
Moderate problem	40	–	–	40	–
Severe problem	37	–	–	36	–

Question A.96: How much of a problem at this school is student depression or other mental health problems?

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

Bullying and Fighting

Table A9.6

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	14	–	–	14	–
Mild problem	58	–	–	58	–
Moderate problem	25	–	–	25	–
Severe problem	3	–	–	3	–

Question A.92: How much of a problem at this school is harassment or bullying among students?

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

Table A9.7

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	58	–	–	57	–
Mild problem	37	–	–	38	–
Moderate problem	5	–	–	5	–
Severe problem	0	–	–	0	–

Question A.93: How much of a problem at this school is physical fighting between students?

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

Delinquency

Table A9.8

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	38	–	–	38	–
Mild problem	44	–	–	45	–
Moderate problem	15	–	–	15	–
Severe problem	2	–	–	2	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	44	–	–	44	–
Mild problem	45	–	–	45	–
Moderate problem	10	–	–	10	–
Severe problem	1	–	–	1	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	70	–	–	70	–
Mild problem	27	–	–	28	–
Moderate problem	2	–	–	2	–
Severe problem	0	–	–	0	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	88	–	–	88	–
Mild problem	11	–	–	11	–
Moderate problem	1	–	–	1	–
Severe problem	0	–	–	0	–

Question A.100: How much of a problem at this school is weapons possession?

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

Substance Use

Table A9.12

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	13	–	–	13	–
Mild problem	45	–	–	45	–
Moderate problem	35	–	–	34	–
Severe problem	8	–	–	8	–

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

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

Table A9.13

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	45	–	–	46	–
Mild problem	39	–	–	39	–
Moderate problem	13	–	–	12	–
Severe problem	3	–	–	3	–

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

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

10. Discipline and Counseling

Table A10.1

Summary of Indicators for Discipline and Counseling

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Clearly communicates to students consequences of breaking rules	25	–	–	25	–	A10.2
Handles discipline problems fairly	26	–	–	26	–	A10.3
Provides adequate counseling and support services for students	47	–	–	47	–	A10.4

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

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

	All %	ES %	MS %	HS %	NT %
This school clearly communicates to students the consequences of breaking school rules.					
Strongly agree	25	–	–	25	–
Agree	53	–	–	53	–
Disagree	17	–	–	17	–
Strongly disagree	5	–	–	5	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	16	–	–	16	–
Agree	63	–	–	63	–
Disagree	18	–	–	18	–
Strongly disagree	3	–	–	3	–

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

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	–	–	26	–
Agree	51	–	–	51	–
Disagree	17	–	–	17	–
Strongly disagree	6	–	–	6	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	–	–	47	–
Agree	45	–	–	46	–
Disagree	6	–	–	6	–
Strongly disagree	1	–	–	1	–

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

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

11. Professional Development Needs

Table A11.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Meeting academic standards	27	–	–	26	–	A11.2
Evidence-based methods of instruction	38	–	–	38	–	A11.3
Positive behavioral support and classroom management	41	–	–	41	–	A11.4
Creating a positive school climate	44	–	–	44	–	A11.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	46	–	–	46	–	A11.6
Culturally relevant pedagogy for the school's student population	54	–	–	54	–	A11.7
Serving English language learners	58	–	–	58	–	A11.8
Closing the achievement gap	59	–	–	59	–	A11.9
Providing Support Services						
Serving special education (IEP) students	61	–	–	61	–	A11.10
Meeting the social, emotional, and developmental needs of youth	67	–	–	67	–	A11.11

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

Instruction and School Environment

Table A11.2

Need PD in Meeting Academic Standards

	All %	ES %	MS %	HS %	NT %
Yes	27	–	–	26	–
No	73	–	–	74	–

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

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

Table A11.3

Need PD in Instructional Methods

	All %	ES %	MS %	HS %	NT %
Yes	38	–	–	38	–
No	62	–	–	62	–

Question A.104: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... evidence-based methods of instruction?

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

Table A11.4

Need PD on Positive Behavior Support and Classroom Management

	All %	ES %	MS %	HS %	NT %
Yes	41	–	–	41	–
No	59	–	–	59	–

Question A.105: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... positive behavioral support and classroom management?

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

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

	All %	ES %	MS %	HS %	NT %
Yes	44	–	–	44	–
No	56	–	–	56	–

Question A.112: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... creating a positive school climate?

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

Addressing Needs of Diverse Populations

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

	All %	ES %	MS %	HS %	NT %
Yes	46	–	–	46	–
No	54	–	–	54	–

Question A.106: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?

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

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

	All %	ES %	MS %	HS %	NT %
Yes	54	–	–	54	–
No	46	–	–	46	–

Question A.107: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?

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

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

	All %	ES %	MS %	HS %	NT %
Yes	58	–	–	58	–
No	42	–	–	42	–

Question A.108: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... serving English Language Learners?

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

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

	All %	ES %	MS %	HS %	NT %
Yes	59	–	–	59	–
No	41	–	–	41	–

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

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

Providing Support Services

Table A11.10

Need PD for Serving Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Yes	61	–	–	61	–
No	39	–	–	39	–

Question A.110: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... serving special education (IEP) students?

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

Table A11.11

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

	All %	ES %	MS %	HS %	NT %
Yes	67	–	–	67	–
No	33	–	–	33	–

Question A.111: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

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

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	161	–	–	157	–

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						
Collaborates well with law enforcement organizations [‡]	40	–	–	41	–	B3.1
Punishes first-time violations of alcohol or other drug policies [‡]	16	–	–	17	–	B3.1
Enforces zero tolerance policies [‡]	19	–	–	19	–	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis [‡]	27	–	–	27	–	B3.1
Has sufficient resources to create a safe campus [‡]	25	–	–	25	–	B3.2
Seeks to maintain a secure campus [‡]	12	–	–	12	–	B3.2
Provides harassment or bullying prevention [†]	20	–	–	20	–	B3.3
Provides conflict resolution or behavior management instruction [†]	15	–	–	16	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [‡]	23	–	–	23	–	B4.1
Collaborates well with community organizations to address substance use or other problems [‡]	17	–	–	17	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [‡]	33	–	–	33	–	B4.1
Provides alcohol or drug use prevention instruction [†]	15	–	–	15	–	B4.1
Provides tobacco use prevention instruction [†]	14	–	–	14	–	B4.1
Has sufficient resources to address substance use prevention needs [‡]	15	–	–	15	–	B4.1

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

[†]Percent responding “A lot.”

[‡]Percent responding “Strongly Agree.”

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

	All %	ES %	MS %	HS %	NT %	Table
Physical Health and Special Needs						
Provides healthy food choices for students [‡]	12	–	–	12	–	B5.1
Provides adequate health services for students [‡]	25	–	–	25	–	B5.1
Provides opportunities for physical education and activity [†]	43	–	–	44	–	B5.1
Provides nutritional instruction [†]	14	–	–	15	–	B5.1
Provides services for students with disabilities or other special needs [†]	44	–	–	45	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [†]	26	–	–	25	–	B6.1
Provides character education [†]	16	–	–	15	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [‡]	45	–	–	45	–	B6.1
Restorative practices [‡]	30	–	–	29	–	B6.1
Trauma-informed practices [‡]	18	–	–	18	–	B6.1

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

[†]Percent responding “A lot.”

[‡]Percent responding “Strongly Agree.”

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement organizations					
Strongly agree	40	–	–	41	–
Agree	56	–	–	55	–
Disagree	3	–	–	3	–
Strongly disagree	1	–	–	1	–
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	16	–	–	17	–
Agree	55	–	–	55	–
Disagree	27	–	–	26	–
Strongly disagree	2	–	–	2	–
Enforces zero tolerance policies					
Strongly agree	19	–	–	19	–
Agree	48	–	–	48	–
Disagree	28	–	–	28	–
Strongly disagree	5	–	–	5	–
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	27	–	–	27	–
Agree	62	–	–	61	–
Disagree	10	–	–	10	–
Strongly disagree	1	–	–	1	–

Question 115, 118-120: This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

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

Table B3.2
Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	25	–	–	25	–
Agree	63	–	–	63	–
Disagree	11	–	–	12	–
Strongly disagree	1	–	–	1	–
Seeks to maintain a secure campus					
Strongly agree	12	–	–	12	–
Agree	33	–	–	34	–
Disagree	28	–	–	28	–
Strongly disagree	28	–	–	26	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	20	–	–	20	–
Some	59	–	–	59	–
Not much	20	–	–	19	–
Not at all	2	–	–	2	–
Provides conflict resolution or behavior management instruction					
A lot	15	–	–	16	–
Some	63	–	–	62	–
Not much	21	–	–	21	–
Not at all	1	–	–	1	–

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

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

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	23	—	—	23	—
Agree	54	—	—	55	—
Disagree	22	—	—	22	—
Strongly disagree	1	—	—	1	—
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	17	—	—	17	—
Agree	65	—	—	65	—
Disagree	17	—	—	16	—
Strongly disagree	1	—	—	1	—
Provides effective confidential support and referral services for students needing help					
Strongly agree	33	—	—	33	—
Agree	59	—	—	58	—
Disagree	8	—	—	8	—
Strongly disagree	0	—	—	0	—

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

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

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

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	15	–	–	15	–
Some	60	–	–	62	–
Not much	24	–	–	22	–
Not at all	1	–	–	1	–
Provides tobacco use prevention instruction					
A lot	14	–	–	14	–
Some	54	–	–	56	–
Not much	28	–	–	27	–
Not at all	4	–	–	3	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	15	–	–	15	–
Agree	60	–	–	61	–
Disagree	24	–	–	22	–
Strongly disagree	1	–	–	1	–

Question 117, 133, 134: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction... tobacco use prevention instruction.

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides healthy food choices for students					
Strongly agree	12	–	–	12	–
Agree	56	–	–	58	–
Disagree	24	–	–	23	–
Strongly disagree	8	–	–	7	–
Provides adequate health services for students					
Strongly agree	25	–	–	25	–
Agree	61	–	–	61	–
Disagree	12	–	–	13	–
Strongly disagree	1	–	–	1	–
Provides opportunities for physical education and activity					
A lot	43	–	–	44	–
Some	51	–	–	51	–
Not much	6	–	–	5	–
Not at all	0	–	–	0	–
Provides nutritional instruction					
A lot	14	–	–	15	–
Some	59	–	–	61	–
Not much	24	–	–	22	–
Not at all	3	–	–	2	–
Provides services for students with disabilities or other special needs					
A lot	44	–	–	45	–
Some	49	–	–	48	–
Not much	6	–	–	5	–
Not at all	1	–	–	1	–

Question 124, 125, 131, 132, 138: This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school provide students... nutritional instruction... opportunities for physical education and activity... services for students with disabilities or other special needs?

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

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provide supports that foster youth development, resilience, social-emotional learning or asset promotion					
A lot	26	–	–	25	–
Some	58	–	–	58	–
Not much	14	–	–	14	–
Not at all	2	–	–	2	–
Provides character education					
A lot	16	–	–	15	–
Some	47	–	–	47	–
Not much	30	–	–	30	–
Not at all	7	–	–	7	–
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	45	–	–	45	–
Agree	49	–	–	49	–
Disagree	6	–	–	6	–
Strongly disagree	1	–	–	1	–
Uses restorative practices to help resolve conflicts					
Strongly agree	30	–	–	29	–
Agree	60	–	–	61	–
Disagree	10	–	–	9	–
Strongly disagree	1	–	–	1	–

Question 126, 127, 130, 136: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning or asset promotion... character education?

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

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

	All %	ES %	MS %	HS %	NT %
Provides counseling or other ways to help students with their social-emotional needs					
Strongly agree	48	–	–	47	–
Agree	50	–	–	50	–
Disagree	2	–	–	2	–
Strongly disagree	1	–	–	1	–
Implements trauma-informed practices					
Strongly agree	18	–	–	18	–
Agree	59	–	–	60	–
Disagree	22	–	–	21	–
Strongly disagree	1	–	–	1	–
Provides instructional help to build social-emotional competencies					
A lot	23	–	–	23	–
Some	59	–	–	60	–
Not much	14	–	–	13	–
Not at all	5	–	–	5	–

Question 128, 129, 139: This school... provides counseling or other ways to help students with their social-emotional needs... implements trauma-informed practices. To what extent does this school provide students... instructional help to build social-emotional competencies.

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

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered

Appendix

2017-18 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Aragon High	X
Burlingame High	X
Capuchino High	X
Hillsdale High	X
Mills High	X
Peninsula High	X
San Mateo High	X

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

2017-18 CSSS Staff Survey Data Status

Eligible Non-Traditional Schools ^A	Data Received
Middle College	X

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