# CALIFORNIA SCHOOL STAFF SURVEY

**CalSCHLS**
CALIFORNIA SURVEY SYSTEM



## Los Gatos High

## 2023-2024

## Main Report

California Department of EDUCATION

WestEd
WestEd.org

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# PREFACE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 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, fours 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 this school.

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/](https://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 for staff counts). 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.

## 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.

# ACKNOWLEDGMENTS

# Survey Module Administration

**Table 1**

*CSSS Survey Modules Administered*

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

# Section A. Core Module

## 1. Survey Sample

**Table A1.1**

*Core Module Sample*

|  | All |
|---|---|
| Number of respondents | 103 |

**Table A1.2**

*Number of Respondents by Instructional Model*

|  | All |
|---|---|
| In-school model only | 103 |
| Remote model only | 0 |

# 2. Summary of Key Survey Indicators

**Table A2.1**

*Key Indicators of School Climate and Student Well-Being*

| | All % | Table |
|---|---|---|
| **School Supports for Students** | | |
| Caring adult relationships[†] | 51 | A7.1 |
| High expectations-adults in school[†] | 55 | A7.1 |
| Student meaningful participation[†] | 39 | A7.1 |
| Promotion of parental involvement[†] | 34 | A7.1 |
| Student learning environment[†] | 45 | A6.1 |
| Facilities upkeep[†] | 51 | A6.1 |
| Support for social emotional learning[†] | 27 | A8.1 |
| Provides adequate counseling and support services[†] | 72 | A10.2 |
| Antibullying climate[†] | 30 | A8.1 |
| **School Supports for Staff** | | |
| Staff working environment[†] | 29 | A6.1 |
| Staff collegiality[†] | 39 | A6.1 |
| **School Safety** | | |
| Is a safe place for staff[†] | 41 | A6.1 |
| Is a safe place for students[†] | 43 | A6.1 |
| Has sufficient resources to create a safe campus[†] | 41 | B2.1 |
| **Fairness, Rule Clarity, and Respect for Diversity** | | |
| Fairness and rule clarity[†] | 20 | A8.1 |
| Respect for diversity[†] | 38 | A8.1 |
| **Academic Motivation and Student Behavior** | | |
| Students are motivated to complete schoolwork[†] | 21 | A8.4 |
| Student readiness to learn[†] | 24 | A8.1 |
| Cutting classes or being truant moderate/severe problem | 36 | A8.13 |
| Harassment/bullying moderate/severe problem | 41 | A9.3 |
| **Substance Use and Mental Health** | | |
| Alcohol and drug use moderate/severe problem | 54 | A9.9 |
| Tobacco use moderate/severe problem | 18 | A9.10 |
| Vaping/e-cigarette use moderate/severe problem | 49 | A9.11 |
| Student depression moderate/severe problem | 80 | 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 % | Table |
|---|---|---|
| **Perceived School Safety in Response to COVID-19** | | |
| COVID-related safety measures to keep students healthy[†] | 51 | A4.1 |
| COVID-related safety measures to keep staff healthy[†] | 50 | A4.1 |
| **Areas of Professional Development Needs** | | |
| Supporting students exposed to trauma | 59 | A4.2 |
| COVID-related safety measures and protocols | 10 | 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 % |
|---|---|
| In-School Model | 100 |
| Remote Learning Model | 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 % |
|---|---|
| 0 days | 94 |
| 1 day | 2 |
| 2 days | 1 |
| 3 days | 0 |
| 4 days | 0 |
| 5 days | 3 |

*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 % |
|---|---|
| Teacher in grade 4 or below | 0 |
| Teacher in grade 5 or above | 50 |
| Special education teacher | 11 |
| Administrator | 2 |
| Prevention staff, nurse, or health aide | 2 |
| Counselor, psychologist | 11 |
| Police, resource officer, or safety personnel | 1 |
| Paraprofessional, teacher assistant, or instructional aide | 8 |
| Other certificated staff | 2 |
| Other classified staff | 11 |
| Other service provider | 4 |

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

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

**Table A3.4**

*Special Population Service Providers*

| | All % |
|---|---|
| Special education | 79 |
| English language learners | 62 |
| None of the above | 18 |

*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 % |
| --- | --- |
| Less than one year | 11 |
| 1 to 2 years | 10 |
| 3 to 5 years | 16 |
| 6 to 10 years | 28 |
| Over 10 years | 36 |

*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 % |
| --- | --- |
| Less than one year | 4 |
| 1 to 2 years | 5 |
| 3 to 5 years | 11 |
| 6 to 10 years | 18 |
| Over 10 years | 62 |

*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 % |
|---|---|
| American Indian or Alaska Native, non-Hispanic | 0 |
| Asian or Asian American, non-Hispanic | 11 |
| Black or African American, non-Hispanic | 0 |
| Filipino, non-Hispanic | 2 |
| Hispanic or Latinx | 12 |
| Native Hawaiian or Pacific Islander, non-Hispanic | 0 |
| White, non-Hispanic | 65 |
| Multiracial, non-Hispanic | 3 |
| Something else, non-Hispanic | 7 |

*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 % |
|---|---|
| Yes | 51 |
| No | 49 |

*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 % |
|---|---|
| *This school...* | |
| **has implemented good COVID-related safety measures and protocols to keep students healthy.** | |
| Strongly agree | 51 |
| Agree | 42 |
| Disagree | 3 |
| Strongly disagree | 4 |
| **has kept staff well-informed about COVID-related safety measures and protocols.** | |
| Strongly agree | 53 |
| Agree | 41 |
| Disagree | 3 |
| Strongly disagree | 3 |
| **has implemented good COVID-related safety measures and protocols to keep staff healthy.** | |
| Strongly agree | 50 |
| Agree | 43 |
| Disagree | 3 |
| Strongly disagree | 4 |

*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 % |
|---|---|
| ***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 | 59 |
|     No | 41 |
| **COVID-related safety measures and protocols to keep staff and students healthy.** | |
|     Yes | 10 |
|     No | 90 |

*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 % |
|---|---|
| **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<br>% |
|---|---|
| **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 % |
|---|---|
| **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" | |
|---|---|---|
|  | All % | Table |
| **School Supports for Students** | | |
| Student learning environment | 45 | A6.2 |
| Is a supportive and inviting place for students to learn | 52 | A6.2 |
| Emphasizes teaching lessons in ways relevant to students | 37 | A6.2 |
| Facilities upkeep | 51 | A6.9 |
| **School Supports for Staff** | | |
| Staff working environment | 29 | A6.4 |
| Is a supportive and inviting place for staff to work | 30 | A6.4 |
| Promotes trust and collegiality among staff | 27 | A6.4 |
| Promotes participation in school decision making | 18 | A6.4 |
| Uses objective data for school improvement decisions | 23 | A6.7 |
| Staff collegiality | 39 | A6.5 |
| Have close professional relationships with one another | 36 | A6.5 |
| Feel a responsibility to improve the school | 37 | A6.5 |
| **School Safety** | | |
| Is a safe place for staff | 41 | A6.4 |
| Is a safe place for students | 43 | 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 % |
| --- | --- |
| **Student learning environment** |  |
| *Average reporting "Strongly agree"* | 45 |
| *This school...* |  |
| **is a supportive and inviting place for students to learn.** |  |
| Strongly agree | 52 |
| Agree | 46 |
| Disagree | 2 |
| Strongly disagree | 0 |
| **promotes academic success for all students.** |  |
| Strongly agree | 48 |
| Agree | 47 |
| Disagree | 5 |
| Strongly disagree | 0 |
| **emphasizes helping students academically when they need it.** |  |
| Strongly agree | 59 |
| Agree | 37 |
| Disagree | 4 |
| Strongly disagree | 0 |
| **emphasizes teaching lessons in ways relevant to students.** |  |
| Strongly agree | 37 |
| Agree | 57 |
| Disagree | 6 |
| Strongly disagree | 0 |

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

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

**Table A6.2**

*Student Learning Environment Scale Questions – Continued*

| | All % |
|---|---|
| *This school...* | |
| **is a safe place for students.** | |
| Strongly agree | 43 |
| Agree | 49 |
| Disagree | 8 |
| Strongly disagree | 0 |
| **motivates students to learn.** | |
| Strongly agree | 30 |
| Agree | 65 |
| Disagree | 5 |
| Strongly disagree | 0 |

*Question A.26, 44: This school... is a safe place for students... motivates students to learn.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A6.3**

*Disruptive Student Behavior is a Problem*

| | All % |
|---|---|
| Insignificant problem | 16 |
| Mild problem | 55 |
| Moderate problem | 21 |
| Severe problem | 8 |

*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 % |
|---|---|
| **Staff working environment** | |
| *Average reporting "Strongly agree"* | 29 |
| *This school...* | |
| **is a supportive and inviting place for staff to work.** | |
| Strongly agree | 30 |
| Agree | 56 |
| Disagree | 11 |
| Strongly disagree | 3 |
| **promotes trust and collegiality among staff.** | |
| Strongly agree | 27 |
| Agree | 53 |
| Disagree | 16 |
| Strongly disagree | 4 |
| **is a safe place for staff.** | |
| Strongly agree | 41 |
| Agree | 49 |
| Disagree | 8 |
| Strongly disagree | 2 |
| **promotes personnel participation in decision-making that affects school practices and policies.** | |
| Strongly agree | 18 |
| Agree | 57 |
| Disagree | 22 |
| Strongly disagree | 3 |

*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 % |
|---|---|
| **Staff collegiality** | |
| *Average reporting "Strongly agree"* | 39 |
| *Adults who work at this school...* | |
| **have close professional relationships with one another.** | |
| Strongly agree | 36 |
| Agree | 51 |
| Disagree | 12 |
| Strongly disagree | 1 |
| **support and treat each other with respect.** | |
| Strongly agree | 43 |
| Agree | 51 |
| Disagree | 4 |
| Strongly disagree | 2 |
| **feel a responsibility to improve this school.** | |
| Strongly agree | 37 |
| Agree | 54 |
| Disagree | 8 |
| Strongly disagree | 1 |

*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 % |
|---|---|
| Strongly agree | 36 |
| Agree | 51 |
| Disagree | 11 |
| Strongly disagree | 2 |

*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 % |
| --- | --- |
| Strongly agree | 23 |
| Agree | 68 |
| Disagree | 9 |
| Strongly disagree | 0 |

*Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A6.8**

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

|  | All % |
| --- | --- |
| Insignificant problem | 33 |
| Mild problem | 45 |
| Moderate problem | 10 |
| Severe problem | 11 |

*Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?*
*Note: Cells are empty if there are less than 5 respondents.*

# Facilities Upkeep

**Table A6.9**

*Clean and Well-Maintained Facilities and Property*

|  | All % |
| --- | --- |
| Strongly agree | 51 |
| Agree | 43 |
| Disagree | 6 |
| Strongly disagree | 0 |

*Question A.29: This school has clean and well-maintained facilities and property.*
*Note: Cells are empty if there are less than 5 respondents.*

# 7. Student Developmental Supports and Opportunities

**Table A7.1**

*Summary of Indicators for Student Developmental Supports and Opportunities at School*

|  | Percent Responding "Strongly Agree" |  |
| --- | :---: | :---: |
|  | All % | Table |
| **Caring Adult Relationships** | 51 | A7.2 |
| Adults really care about every student | 51 | A7.2 |
| Adults acknowledge and pay attention to students | 55 | A7.2 |
| Adults listen to what students have to say | 47 | A7.2 |
| **High Expectations-Adults in School** | 55 | A7.3 |
| Adults want every student to do their best | 61 | A7.3 |
| Adults believe every student can be a success | 48 | A7.3 |
| **Student Meaningful Participation** | 39 | A7.4 |
| Opportunities to decide things | 22 | A7.4 |
| Equal opportunity for classroom participation | 38 | A7.4 |
| Equal opportunity to participate in extracurricular activities | 55 | A7.4 |
| Opportunities to "make a difference" | 41 | A7.4 |
| **Promotion of Parental Involvement** | 34 | A7.5 |
| School is welcoming to and facilitates parent involvement | 46 | A7.5 |
| Encourages parents to be active partners in schooling | 30 | A7.5 |
| School communicates about student learning expectation | 22 | A7.5 |
| Parents feel welcome to participate at this school | 29 | A7.5 |

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

# Caring Relationships

**Table A7.2**

*Caring Relationships Scale Questions*

|  | All % |
|---|---|
| **Caring relationships** |  |
| *Average reporting "Strongly agree"* | 51 |
| ***Adults who work at this school...*** |  |
| **really care about every student.** |  |
| Strongly agree | 51 |
| Agree | 43 |
| Disagree | 5 |
| Strongly disagree | 1 |
| **acknowledge and pay attention to students.** |  |
| Strongly agree | 55 |
| Agree | 41 |
| Disagree | 4 |
| Strongly disagree | 0 |
| **listen to what students have to say.** |  |
| Strongly agree | 47 |
| Agree | 48 |
| Disagree | 5 |
| Strongly disagree | 0 |

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

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

# High Expectations

**Table A7.3**

*High Expectations Scale Questions*

|  | All % |
|---|---|
| **High expectations-adults in school** | |
| *Average reporting "Strongly agree"* | 55 |
| *Adults who work at this school...* | |
| **want every student to do their best.** | |
| Strongly agree | 61 |
| Agree | 36 |
| Disagree | 3 |
| Strongly disagree | 0 |
| **believe that every student can be a success.** | |
| Strongly agree | 48 |
| Agree | 43 |
| Disagree | 8 |
| Strongly disagree | 0 |

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

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

# Student Meaningful Participation

**Table A7.4**

*Student Meaningful Participation Scale Questions*

|  | All % |
| --- | --- |
| **Student meaningful participation** | |
| *Average reporting "Strongly agree"* | 39 |
| ***This school...*** | |
| **encourages opportunities for students to decide things like class activities or rules.** | |
| Strongly agree | 22 |
| Agree | 63 |
| Disagree | 13 |
| Strongly disagree | 1 |
| **gives all students equal opportunity to participate in classroom discussions or activities.** | |
| Strongly agree | 38 |
| Agree | 56 |
| Disagree | 6 |
| Strongly disagree | 0 |
| **gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.** | |
| Strongly agree | 55 |
| Agree | 38 |
| Disagree | 7 |
| Strongly disagree | 0 |
| **gives students opportunities to "make a difference" by helping other people, the school, or the community.** | |
| Strongly agree | 41 |
| Agree | 50 |
| Disagree | 8 |
| Strongly disagree | 1 |

*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 % |
|---|---|
| **Promotion of parental involvement** | |
| *Average reporting "Strongly agree"* | 34 |
| **This school is welcoming to and facilitates parent involvement.** | |
| Strongly agree | 46 |
| Agree | 51 |
| Disagree | 3 |
| Strongly disagree | 0 |
| **This school encourages parents to be active partners in educating their child.** | |
| Strongly agree | 30 |
| Agree | 64 |
| Disagree | 6 |
| Strongly disagree | 0 |
| **Teachers at this school communicate with parents about what their children are expected to learn in class.** | |
| Strongly agree | 22 |
| Agree | 70 |
| Disagree | 8 |
| Strongly disagree | 0 |
| **Parents feel welcome to participate at this school.** | |
| Strongly agree | 29 |
| Agree | 65 |
| Disagree | 5 |
| Strongly disagree | 1 |

*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 % |
|---|---|
| **School staff take parents' concerns seriously.** | |
| Strongly agree | 40 |
| Agree | 56 |
| Disagree | 2 |
| Strongly disagree | 2 |

*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" | |
|---|:---:|:---:|
| | All % | Table |
| **Learning Supports** | | |
| Support for social emotional learning | 27 | A8.2 |
| Student readiness to learn | 24 | A8.3 |
| Instructional equity | 33 | A8.7 |
| Antibullying climate | 30 | A8.12 |
| **Fairness, Rule Clarity, and Respect for Diversity** | | |
| Fairness and rule clarity | 20 | A8.5 |
| Respect for diversity | 38 | A8.6 |
| **Positive Peer Relations** | | |
| Student peer relationships | 19 | 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 % |
|---|---|
| **Support for social emotional learning** | |
| *Average reporting "Strongly agree"* | 27 |
| **This school encourages students to feel responsible for how they act.** | |
| Strongly agree | 26 |
| Agree | 56 |
| Disagree | 15 |
| Strongly disagree | 3 |
| **This school encourages students to understand how others think and feel.** | |
| Strongly agree | 29 |
| Agree | 55 |
| Disagree | 14 |
| Strongly disagree | 2 |
| **Students are taught that they can control their own behavior.** | |
| Strongly agree | 27 |
| Agree | 53 |
| Disagree | 16 |
| Strongly disagree | 4 |
| **This school helps students resolve conflicts with one another.** | |
| Strongly agree | 26 |
| Agree | 53 |
| Disagree | 19 |
| Strongly disagree | 2 |

*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 % |
|---|---|
| **This school encourages students to care about how others feel.** | |
| Strongly agree | 28 |
| Agree | 62 |
| Disagree | 9 |
| Strongly disagree | 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 % |
|---|---|
| **Student readiness to learn** |  |
| *Average reporting "Strongly agree"* | 24 |
| **Students are healthy and physically fit.** |  |
| Strongly agree | 34 |
| Agree | 62 |
| Disagree | 4 |
| Strongly disagree | 0 |
| **Students start/arrive at school alert and rested.** |  |
| Strongly agree | 13 |
| Agree | 61 |
| Disagree | 24 |
| Strongly disagree | 2 |
| **Students are motivated to learn.** |  |
| Strongly agree | 26 |
| Agree | 63 |
| Disagree | 8 |
| Strongly disagree | 3 |
| **Students in this school are well-behaved.** |  |
| Strongly agree | 24 |
| Agree | 63 |
| Disagree | 13 |
| Strongly disagree | 0 |

*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 % |
| --- | --- |
| Strongly agree | 21 |
| Agree | 68 |
| Disagree | 10 |
| Strongly disagree | 1 |

*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 % |
|---|---|
| **Fairness and rule clarity** | |
| *Average reporting "Strongly agree"* | 20 |
| **This school handles discipline problems fairly.** | |
| Strongly agree | 23 |
| Agree | 51 |
| Disagree | 20 |
| Strongly disagree | 5 |
| **The school rules are fair.** | |
| Strongly agree | 28 |
| Agree | 64 |
| Disagree | 7 |
| Strongly disagree | 1 |
| **This school clearly informs students what will happen if they break school rules.** | |
| Strongly agree | 16 |
| Agree | 50 |
| Disagree | 32 |
| Strongly disagree | 2 |
| **Students know what the rules are.** | |
| Strongly agree | 14 |
| Agree | 62 |
| Disagree | 21 |
| Strongly disagree | 3 |

*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 % |
|---|---|
| **Respect for diversity** |  |
| *Average reporting "Strongly agree"* | 38 |
| **Students respect each other's differences.** |  |
| Strongly agree | 19 |
| Agree | 63 |
| Disagree | 15 |
| Strongly disagree | 2 |
| **Adults from this school respect differences in students.** |  |
| Strongly agree | 50 |
| Agree | 46 |
| Disagree | 3 |
| Strongly disagree | 1 |
| **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 | 44 |
| Agree | 47 |
| Disagree | 7 |
| Strongly disagree | 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 % |
|---|---|
| **Instructional equity** | |
| *Average reporting "Strongly agree"* | 33 |
| *This school...* | |
| **emphasizes using instructional materials that reflect the culture or ethnicity of its students.** | |
| Strongly agree | 23 |
| Agree | 64 |
| Disagree | 11 |
| Strongly disagree | 2 |
| **has staff examine their own cultural biases through professional development or other processes.** | |
| Strongly agree | 16 |
| Agree | 47 |
| Disagree | 28 |
| Strongly disagree | 8 |
| **considers closing the racial/ethnic achievement gap a high priority.** | |
| Strongly agree | 30 |
| Agree | 53 |
| Disagree | 14 |
| Strongly disagree | 3 |
| **has high expectations for all students, regardless of their race, ethnicity, or nationality.** | |
| Strongly agree | 53 |
| Agree | 39 |
| Disagree | 7 |
| Strongly disagree | 1 |

*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 % |
| --- | --- |
| **This school fosters an appreciation of student diversity and respect for each other.** | |
| Strongly agree | 43 |
| Agree | 47 |
| Disagree | 7 |
| Strongly disagree | 2 |

*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 % |
|---|---|
| Strongly agree | 39 |
| Agree | 47 |
| Disagree | 12 |
| Strongly disagree | 1 |

*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 % |
|---|---|
| Strongly agree | 17 |
| Agree | 51 |
| Disagree | 24 |
| Strongly disagree | 7 |

*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 % |
|---|---|
| Insignificant problem | 33 |
| Mild problem | 49 |
| Moderate problem | 15 |
| Severe problem | 3 |

*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 % |
|---|---|
| **Student peer relationships** |  |
| *Average reporting "Strongly agree"* | 19 |
| **Students care about one another.** |  |
| Strongly agree | 26 |
| Agree | 68 |
| Disagree | 5 |
| Strongly disagree | 1 |
| **Students treat each other with respect.** |  |
| Strongly agree | 16 |
| Agree | 73 |
| Disagree | 10 |
| Strongly disagree | 0 |
| **Students get along well with one another.** |  |
| Strongly agree | 15 |
| Agree | 79 |
| Disagree | 5 |
| Strongly disagree | 0 |
| **Students enjoy spending time together during school activities.**[Ø] **(In-School Only)** |  |
| Strongly agree | 42 |
| Agree | 56 |
| Disagree | 2 |
| Strongly disagree | 0 |

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

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

[Ø]*Item not included in the scale.*

**Table A8.11**

*Student Peer Relationships Questions – Continued*

| | All<br>% |
|---|---|
| **Students enjoy interacting with each other during class activities.$^{\emptyset}$** *(Remote Only)* | |
| 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.*

*$^{\emptyset}$Item not included in the scale.*

# Antibullying Climate

**Table A8.12**

*Antibullying Climate Scale Questions*

|  | All<br>% |
| --- | --- |
| **Antibullying climate** | |
| *Average reporting "Strongly agree"* | 30 |
| **Teachers make it clear to students that bullying is not tolerated.** | |
| Strongly agree | 53 |
| Agree | 44 |
| Disagree | 2 |
| Strongly disagree | 1 |
| **If a student was bullied, he or she would tell one of the teachers or staff at school.** | |
| Strongly agree | 20 |
| Agree | 56 |
| Disagree | 25 |
| Strongly disagree | 0 |
| **Students tell teachers when other students are being bullied.** | |
| Strongly agree | 16 |
| Agree | 55 |
| Disagree | 29 |
| Strongly disagree | 0 |
| **If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.** | |
| Strongly agree | 46 |
| Agree | 51 |
| Disagree | 2 |
| Strongly disagree | 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 % |
|---|---|
| **Students try to stop bullying when they see it happening.** | |
| Strongly agree | 14 |
| Agree | 44 |
| Disagree | 39 |
| Strongly disagree | 2 |

*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 % |
|---|---|
| Insignificant problem | 8 |
| Mild problem | 55 |
| Moderate problem | 28 |
| Severe problem | 8 |

*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 % |
| --- | --- |
| Strongly agree | 22 |
| Agree | 69 |
| Disagree | 7 |
| Strongly disagree | 1 |

*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 % |
| --- | --- |
| Insignificant problem | 0 |
| Mild problem | 20 |
| Moderate problem | 49 |
| Severe problem | 31 |

*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 % |
|---|---|
| Insignificant problem | 8 |
| Mild problem | 51 |
| Moderate problem | 38 |
| Severe problem | 3 |

*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 % |
|---|---|
| Insignificant problem | 75 |
| Mild problem | 22 |
| Moderate problem | 3 |
| Severe problem | 0 |

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

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

# Delinquency

**Table A9.5**

*Vandalism (Including Graffiti) is a Problem*

|  | All % |
| --- | --- |
| Insignificant problem | 37 |
| Mild problem | 50 |
| Moderate problem | 13 |
| Severe problem | 0 |

*Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A9.6**

*Theft is a Problem*

|  | All % |
| --- | --- |
| Insignificant problem | 60 |
| Mild problem | 34 |
| Moderate problem | 5 |
| Severe problem | 1 |

*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 % |
| --- | --- |
| Insignificant problem | 94 |
| Mild problem | 6 |
| Moderate problem | 0 |
| Severe problem | 0 |

*Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A9.8**

*Weapons Possession is a Problem*

|  | All % |
|---|---|
| Insignificant problem | 92 |
| Mild problem | 6 |
| Moderate problem | 2 |
| Severe problem | 0 |

*Question A.94: For students enrolled in this school, how much of a problem is weapons possession?*
*Note: Cells are empty if there are less than 5 respondents.*

# Substance Use

**Table A9.9**

*Student Alcohol and Drug Use is a Problem*

|  | All % |
|---|---|
| Insignificant problem | 4 |
| Mild problem | 42 |
| Moderate problem | 42 |
| Severe problem | 12 |

*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 % |
|---|---|
| Insignificant problem | 44 |
| Mild problem | 38 |
| Moderate problem | 15 |
| Severe problem | 3 |

*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 % |
|------------------------|-------|
| Insignificant problem  | 9     |
| Mild problem           | 41    |
| Moderate problem       | 40    |
| Severe problem         | 9     |

*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 % |
|------------|-------|
| No         | 2     |
| Yes        | 93    |
| Don't know | 5     |

*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 % |
|---|---|
| **Disciplinary harshness** | |
| *Average reporting "Strongly agree" or "Agree"* | 9 |
| **The rules at this school are too strict.** | |
| Strongly agree | 1 |
| Agree | 7 |
| Disagree | 55 |
| Strongly disagree | 37 |
| **It is easy for students to get kicked out of class or get suspended.** | |
| Strongly agree | 2 |
| Agree | 5 |
| Disagree | 51 |
| Strongly disagree | 42 |
| **Students get in trouble for breaking small rules.** | |
| Strongly agree | 3 |
| Agree | 10 |
| Disagree | 48 |
| Strongly disagree | 38 |
| **Teachers are very strict here.** | |
| Strongly agree | 1 |
| Agree | 5 |
| Disagree | 66 |
| Strongly disagree | 28 |

*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 % |
|---|---|
| Strongly agree | 72 |
| Agree | 24 |
| Disagree | 4 |
| Strongly disagree | 0 |

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

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

# 11. Professional Development Needs

**Table A11.1**

*Areas of Professional Development Needs*

|  | All % |
|---|---|
| ***Instruction and School Environment*** | |
| **Positive behavioral support and classroom management** | |
| Yes | 30 |
| No | 70 |
| **Creating a positive school climate** | |
| Yes | 36 |
| No | 64 |
| ***Addressing Needs of Diverse Populations*** | |
| **Working with diverse racial, ethnic, or cultural groups** | |
| Yes | 38 |
| No | 62 |
| ***Providing Support Services*** | |
| **Meeting the social, emotional, and developmental needs of youth** | |
| Yes | 54 |
| No | 46 |

*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 |
|---|---|
| Number of respondents | 46 |

# 2. Summary of Indicators

**Table B2.1**

*Summary of Indicators of School Learning Supports*

| | All % | Table |
|---|---|---|
| **Discipline, Safety, and Behavior Management** | | |
| Punishes first-time violations of alcohol/drug policies[†] | 11 | B3.1 |
| Enforces zero tolerance policies[†] | 15 | B3.1 |
| Has sufficient resources to create a safe campus[†] | 41 | B3.2 |
| Seeks to maintain a secure campus[†] | 14 | B3.2 |
| Provides harassment or bullying prevention[§] | 37 | B3.3 |
| Provides conflict resolution or behavior management instruction[§] | 26 | B3.3 |
| **Substance Use and Risk Behavior** | | |
| Considers substance abuse prevention an important goal[†] | 30 | B4.1 |
| Collaborates well with community organizations to address substance use or other problems[†] | 22 | B4.1 |
| Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems[†] | 35 | B4.1 |
| Provides alcohol or drug use prevention instruction[§] | 33 | B4.1 |
| Provides tobacco use/vaping prevention instruction[§] | 30 | B4.1 |
| Has sufficient resources to address substance use prevention needs[†] | 32 | B4.1 |
| **Physical Health and Special Needs** | | |
| Provides adequate health services for students[†] | 40 | B5.1 |
| Provides opportunities for physical education and activity[§] | 86 | B5.1 |
| **Youth Development and Social-Emotional Supports** | | |
| Fosters youth development, resilience, or asset promotion[§] | 40 | B6.1 |
| Emphasizes helping students with social, emotional, and behavioral problems[†] | 51 | B6.1 |
| Restorative practices[†] | 29 | B6.1 |
| Trauma-informed practices[†] | 21 | 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 % |
|---|---|
| **Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension** | |
| Strongly agree | 11 |
| Agree | 34 |
| Disagree | 45 |
| Strongly disagree | 11 |
| **Enforces zero tolerance policies** | |
| Strongly agree | 15 |
| Agree | 18 |
| Disagree | 56 |
| Strongly disagree | 10 |

*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 % |
|---|---|
| **Has sufficient resources to create a safe campus** | |
| Strongly agree | 41 |
| Agree | 45 |
| Disagree | 14 |
| Strongly disagree | 0 |
| **Seeks to maintain a secure campus** | |
| Strongly agree | 14 |
| Agree | 18 |
| Disagree | 48 |
| Strongly disagree | 20 |

*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 % |
|---|---|
| **Provides harassment or bullying prevention** | |
| A lot | 37 |
| Some | 47 |
| Not much | 14 |
| Not at all | 2 |
| **Provides conflict resolution or behavior management instruction** | |
| A lot | 26 |
| Some | 55 |
| Not much | 10 |
| Not at all | 10 |

*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<br>% |
|---|---|
| **Considers substance abuse prevention an important goal** | |
|     Strongly agree | 30 |
|     Agree | 58 |
|     Disagree | 12 |
|     Strongly disagree | 0 |
| **Collaborates well with community organizations to address substance use or other problems** | |
|     Strongly agree | 22 |
|     Agree | 63 |
|     Disagree | 12 |
|     Strongly disagree | 2 |
| **Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems** | |
|     Strongly agree | 35 |
|     Agree | 58 |
|     Disagree | 7 |
|     Strongly disagree | 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 % |
| --- | --- |
| **Provides alcohol or drug use prevention instruction** | |
| A lot | 33 |
| Some | 51 |
| Not much | 16 |
| Not at all | 0 |
| **Provides tobacco use/vaping prevention instruction** | |
| A lot | 30 |
| Some | 56 |
| Not much | 14 |
| Not at all | 0 |
| **Has sufficient resources to address substance use prevention needs** | |
| Strongly agree | 32 |
| Agree | 50 |
| Disagree | 18 |
| Strongly disagree | 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 % |
| --- | --- |
| Strongly agree | 26 |
| Agree | 56 |
| Disagree | 16 |
| Strongly disagree | 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 % |
|---|---|
| **Provides adequate health services for students** | |
| Strongly agree | 40 |
| Agree | 49 |
| Disagree | 12 |
| Strongly disagree | 0 |
| **Provides opportunities for physical education and activity** | |
| A lot | 86 |
| Some | 14 |
| Not much | 0 |
| Not at all | 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 % |
| --- | --- |
| **Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion** | |
| A lot | 40 |
| Some | 45 |
| Not much | 14 |
| Not at all | 0 |
| **Emphasizes helping students with social, emotional, and behavioral problems** | |
| Strongly agree | 51 |
| Agree | 44 |
| Disagree | 5 |
| Strongly disagree | 0 |
| **Uses restorative practices to help resolve conflicts** | |
| Strongly agree | 29 |
| Agree | 57 |
| Disagree | 12 |
| Strongly disagree | 2 |

*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 % |
|---|---|
| **Implements trauma-informed practices** | |
| Strongly agree | 21 |
| Agree | 57 |
| Disagree | 21 |
| Strongly disagree | 0 |
| **Provides instructional help to build social-emotional competencies** | |
| A lot | 44 |
| Some | 47 |
| Not much | 9 |
| Not at all | 0 |

*Question A.125, 132: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?*
*Note: Cells are empty if there are less than 5 respondents.*

# Section C. Special Education Supports

## 1. Module Sample

**Table C1.1**

*Special Education Supports Module Sample*

|  | All |
| --- | --- |
| Number of respondents | 71 |

# 2. Summary of Indicators

**Table C2.1**

*Summary of Special Education Services and Supports*

| This school... | Percent Strongly Agreeing<br>All<br>% | Table |
|---|:---:|:---:|
| **Barriers to Effective Service Delivery** | | |
| Works to reduce instructional interruptions | 34 | C3.1 |
| Effectively schedules mandated activities | 34 | C3.2 |
| **Integration and Collaboration Special-General Education** | | |
| Integrates special education into daily operations | 42 | C4.1 |
| Encourages general and special education teaming | 30 | C4.2 |
| Provides sufficient time to collaborate on service delivery | 13 | C4.3 |
| Views service to students with IEPs as shared responsibility | 31 | C4.4 |
| **Student Expectations and Supports** | | |
| Supports alternative modes of communication | 30 | C5.1 |
| Provides sufficient resources for special education programs | 23 | C5.2 |
| **Personnel Supports** | | |
| Has positive environment for staff serving students with IEPs | 18 | C6.1 |
| Climate encourages continued service to students with IEPs | 25 | C6.2 |
| Provides adequate access to technology | 41 | C6.3 |
| Has good communication with district personnel | 34 | C6.4 |

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

# 3. Barriers to Effective Service Delivery

**Table C3.1**

*School Works to Reduce Instructional Interruptions*

|  | All % |
|---|---|
| Strongly agree | 34 |
| Agree | 52 |
| Disagree | 7 |
| Strongly disagree | 6 |
| Not applicable | 1 |

*Question 2 (Section C): This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).*
*Note: Cells are empty if there are less than 5 respondents.*

**Table C3.2**

*School Effectively Schedules Mandated Activities*

|  | All % |
|---|---|
| Strongly agree | 34 |
| Agree | 56 |
| Disagree | 7 |
| Strongly disagree | 1 |
| Not applicable | 1 |

*Question 5 (Section C): This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).*
*Note: Cells are empty if there are less than 5 respondents.*

# 4. Integration and Collaboration between Special and General Education

**Table C4.1**

*School Integrates Special Education into Daily Operations*

|  | All % |
|---|---|
| Strongly agree | 42 |
| Agree | 48 |
| Disagree | 4 |
| Strongly disagree | 6 |
| Not applicable | 0 |

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

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

**Table C4.2**

*School Encourages General and Special Education Teaming*

|  | All % |
|---|---|
| Strongly agree | 30 |
| Agree | 35 |
| Disagree | 28 |
| Strongly disagree | 7 |
| Not applicable | 0 |

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

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

**Table C4.3**

*School Provides Sufficient Time to Collaborate on Service Delivery*

|  | All % |
| --- | --- |
| Strongly agree | 13 |
| Agree | 27 |
| Disagree | 47 |
| Strongly disagree | 13 |
| Not applicable | 0 |

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

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

**Table C4.4**

*School Views Service to Students with IEPs as Shared Staff Responsibility*

|  | All % |
| --- | --- |
| Strongly agree | 31 |
| Agree | 46 |
| Disagree | 14 |
| Strongly disagree | 6 |
| Not applicable | 3 |

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

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

# 5. Expectations and Supports for Special Populations

**Table C5.1**

*School Supports Alternative Modes of Communication*

|  | All % |
|---|---|
| Strongly agree | 30 |
| Agree | 49 |
| Disagree | 13 |
| Strongly disagree | 3 |
| Not applicable | 6 |

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

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

**Table C5.2**

*School Provides Sufficient Resources for Special Education Programs and Services*

|  | All % |
|---|---|
| Strongly agree | 23 |
| Agree | 49 |
| Disagree | 17 |
| Strongly disagree | 7 |
| Not applicable | 4 |

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

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

# 6. Personnel Supports

**Table C6.1**

*School Has Positive Working Environment for Staff Serving Students with IEPs*

|  | All % |
|---|---|
| Strongly agree | 18 |
| Agree | 56 |
| Disagree | 20 |
| Strongly disagree | 3 |
| Not applicable | 3 |

*Question 6 (Section C): This school provides a positive working environment for staff who serve students with IEPs.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table C6.2**

*Climate Encourages Continued Service to Students with IEPs*

|  | All % |
|---|---|
| Strongly agree | 25 |
| Agree | 52 |
| Disagree | 18 |
| Strongly disagree | 3 |
| Not applicable | 1 |

*Question 8 (Section C): This school has a climate that encourages me to continue in my role of service to students with IEPs.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table C6.3**

*School Provides Adequate Access to Technology*

|  | All % |
| --- | --- |
| Strongly agree | 41 |
| Agree | 40 |
| Disagree | 10 |
| Strongly disagree | 4 |
| Not applicable | 4 |

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

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


**Table C6.4**

*School Has Good Communication with District Personnel*

|  | All % |
| --- | --- |
| Strongly agree | 34 |
| Agree | 46 |
| Disagree | 11 |
| Strongly disagree | 6 |
| Not applicable | 3 |

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

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

# Section E. Student Wellness

## 1. Module Sample

**Table E1.1**

*Student Wellness Module Sample*

|  | All |
| --- | --- |
| Number of respondents | 94 |

# 2. Summary of Indicators

**Table E2.1**

*Summary of Indicators of Student Wellness*

| | All % | Table |
|---|---|---|
| **Student Mental Health Needs** | | |
| Social, emotional, and mental health needs$^\lambda$ | 94 | E3.1 |
| Exposure to trauma/violent events$^\lambda$ | 25 | E3.1 |
| Stigmatization of students with mental health needs$^\lambda$ | 21 | E3.1 |
| **Student Mental Health Supports at School** | | |
| School emphasizes helping student mental health needs$^\ddagger$ | 93 | E4.1 |
| School provides adequate counseling and support services$^\ddagger$ | 90 | E4.1 |
| School communicates to students that help is available$^\ddagger$ | 95 | E4.1 |
| Staff receive support to address student needs$^\ddagger$ | 77 | E4.1 |
| Staff efficacy for promoting student well-being$^\psi$ | 64 | E4.3 |
| Referrals - school-based mental health professional$^{\overline{\wedge}\P}$ | 45 | E4.5 |
| Referrals - community-based mental health services$^{\overline{\wedge}\P}$ | 5 | E4.5 |
| Referrals - crisis hotline$^{\overline{\wedge}\P}$ | 3 | E4.5 |
| Referrals - self-help strategies$^{\overline{\wedge}\P}$ | 41 | E4.5 |
| **Barriers to Accessing Mental Health Services** | | |
| Students do not know where to go for help | 15 | E4.6 |
| Students are afraid of what people might think | 75 | E4.6 |
| There are not enough services to meet students' needs | 19 | E4.6 |
| Students do not have insurance or another way to pay for it | 12 | E4.6 |
| Parents do not follow through | 26 | E4.6 |
| **Staff Compassion Satisfaction and Fatigue** | | |
| Staff compassion satisfaction$^{\mp}$ | 70 | E5.1 |
| Staff secondary traumatic stress$^{\mp}$ | 16 | E5.2 |
| Staff burnout$^{\mp}$ | 43 | E5.3 |

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

$^\lambda$*Average percent of respondents reporting "Moderate" or "Very common."*

$^\ddagger$*Average percent of respondents reporting "Agree" or "Strongly agree."*

$^\psi$*Average percent of respondents reporting "Very confident."*

$^{\overline{\wedge}}$*Average percent of respondents reporting "2 times or more."*

$^\P$*Past month.*

$^{\mp}$*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 % |
| --- | --- |
| ***How common are the following issues among students at your school?*** | |
| **Social, emotional, and mental health needs** | |
| Not at all | 1 |
| A little | 5 |
| Moderate | 45 |
| Very common | 49 |
| **Exposure to trauma/violent events in the home or community** | |
| Not at all | 11 |
| A little | 65 |
| Moderate | 20 |
| Very common | 4 |
| **Stigmatization of students with mental health needs** | |
| Not at all | 28 |
| A little | 51 |
| Moderate | 16 |
| Very common | 5 |

*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 % |
|---|---|
| **My school emphasizes helping students with their mental health needs.** | |
| Strongly disagree | 2 |
| Disagree | 1 |
| Neither disagree nor agree | 4 |
| Agree | 36 |
| Strongly agree | 56 |
| **My school collaborates well with community organizations to help address students' mental health needs.** | |
| Strongly disagree | 2 |
| Disagree | 5 |
| Neither disagree nor agree | 16 |
| Agree | 40 |
| Strongly agree | 36 |
| **My school provides adequate counseling and support services for students with mental health needs.** | |
| Strongly disagree | 2 |
| Disagree | 2 |
| Neither disagree nor agree | 5 |
| Agree | 39 |
| Strongly agree | 51 |

*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 % |
|---|---|
| **My school communicates to students that help is available for their mental health needs.** | |
| Strongly disagree | 2 |
| Disagree | 0 |
| Neither disagree nor agree | 3 |
| Agree | 28 |
| Strongly agree | 67 |
| **I receive support from my school to address students' mental health needs.** | |
| Strongly disagree | 4 |
| Disagree | 6 |
| Neither disagree nor agree | 13 |
| Agree | 44 |
| Strongly agree | 33 |

*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 % |
|---|---|
| **Does your school have a written policy about how to support students with mental health needs?** | |
| Yes, I have put this policy into practice. | 41 |
| Yes, but I have never put this policy into practice. | 20 |
| No, our school doesn't have a written policy. | 5 |
| Don't know | 34 |

*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 % |
|---|---|
| **Staff efficacy for promoting student well-being** | |
| *Average reporting "Very confident"* | 64 |
| ***How confident you are that you can successfully...*** | |
| **develop caring relationships with students.** | |
| Not at all confident | 0 |
| A little confident | 4 |
| Somewhat confident | 16 |
| Very confident | 80 |
| **create a classroom climate that fosters a sense of safety and belonging for all students.** | |
| Not at all confident | 0 |
| A little confident | 3 |
| Somewhat confident | 26 |
| Very confident | 71 |
| **recognize a student who may be in emotional distress or at risk due to stressful or traumatic life events.** | |
| Not at all confident | 0 |
| A little confident | 12 |
| Somewhat confident | 43 |
| Very confident | 46 |
| **refer a student in need to mental health supports or services.** | |
| Not at all confident | 2 |
| A little confident | 2 |
| Somewhat confident | 19 |
| Very confident | 77 |

*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 % |
|---|---|
| ***How confident you are that you can successfully...*** | |
| **integrate self-care approaches and strategies into your life that will foster your own mental well-being.** | |
| Not at all confident | 3 |
| A little confident | 15 |
| Somewhat confident | 34 |
| Very confident | 48 |
| **respond to a student who discloses sensitive information to you in relation to mental health and well-being.** | |
| Not at all confident | 1 |
| A little confident | 7 |
| Somewhat confident | 29 |
| Very confident | 63 |

*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 % |
|---|---|
| ***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** | |
| Never | 8 |
| Once | 11 |
| 2-9 times | 58 |
| 10 times or more | 23 |
| **Helped to calm them down** | |
| Never | 14 |
| Once | 16 |
| 2-9 times | 56 |
| 10 times or more | 13 |
| **Talked to them about their issues** | |
| Never | 13 |
| Once | 14 |
| 2-9 times | 54 |
| 10 times or more | 19 |
| **Gave them information to help them with their issues** | |
| Never | 18 |
| Once | 21 |
| 2-9 times | 48 |
| 10 times or more | 13 |

*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 % |
|---|---|
| **During the last month, how often did you refer students to the following supports/services for mental health concerns?** | |
| **School-based mental health professional** | |
| Never | 27 |
| Once | 28 |
| 2-9 times | 38 |
| 10 times or more | 7 |
| **Community-based mental health services** | |
| Never | 82 |
| Once | 13 |
| 2-9 times | 5 |
| 10 times or more | 0 |
| **Crisis hotline** | |
| Never | 92 |
| Once | 4 |
| 2-9 times | 3 |
| 10 times or more | 0 |
| **Self-help strategies** | |
| Never | 38 |
| Once | 21 |
| 2-9 times | 35 |
| 10 times or more | 7 |

*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 % |
| --- | --- |
| They do not know where to go for help. | 15 |
| They are afraid of what people might think if they seek help. | 75 |
| There are not enough services to meet students' needs. | 19 |
| They do not have insurance or another way to pay for it. | 12 |
| Their parents do not follow through. | 26 |
| Other | 21 |

*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 % |
| --- | --- |
| Does not apply; I made referrals. | 48 |
| I have no direct contact with youth. | 0 |
| I have contact with youth, but none needed mental health-related referrals. | 34 |
| No time to offer support | 0 |
| Not yet confident in my ability to make a referral | 4 |
| Don't know of places to refer youth | 0 |
| Other | 23 |

*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 % |
|---|---|
| **Staff compassion satisfaction** | |
| *Average reporting "Often" or "Very often"* | 70 |
| ***How often have you experienced the following in the last month?...*** | |
| **My work makes me feel satisfied.** | |
| Never | 1 |
| Rarely | 4 |
| Sometimes | 31 |
| Often | 35 |
| Very Often | 28 |
| **I feel good about how I am able to support students with their overall well-being.** | |
| Never | 0 |
| Rarely | 2 |
| Sometimes | 17 |
| Often | 40 |
| Very Often | 41 |
| **I believe I can make a difference through my work.** | |
| Never | 0 |
| Rarely | 2 |
| Sometimes | 20 |
| Often | 29 |
| Very Often | 48 |

*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 % |
|---|---|
| *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.** | |
| Never | 1 |
| Rarely | 6 |
| Sometimes | 35 |
| Often | 37 |
| Very Often | 20 |

*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 % |
|---|---|
| **Staff secondary traumatic stress** | |
| *Average reporting "Often" or "Very often"* | 16 |
| ***How often have you experienced the following in the last month?...*** | |
| **I find it difficult to separate my personal life from my work life.** | |
| Never | 18 |
| Rarely | 29 |
| Sometimes | 24 |
| Often | 18 |
| Very Often | 11 |
| **I think that I might have been affected by the traumatic or stressful life experiences of the youth I work with.** | |
| Never | 35 |
| Rarely | 41 |
| Sometimes | 19 |
| Often | 3 |
| Very Often | 2 |

*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 % |
| --- | --- |
| **Staff burnout** | |
| *Average reporting "Often" or "Very often"* | 43 |
| ***How often have you experienced the following in the last month?...*** | |
| **I feel worn out because of my work.** | |
| Never | 6 |
| Rarely | 17 |
| Sometimes | 32 |
| Often | 20 |
| Very Often | 24 |
| **I feel overwhelmed because my workload seems endless.** | |
| Never | 8 |
| Rarely | 17 |
| Sometimes | 33 |
| Often | 20 |
| Very Often | 22 |

*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.*