CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA SCHOOL STAFF SURVEY

Piedmont City Unified
2024-2025
Main Report

California Department of EDUCATION

WestEd
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Contents

Page

List of Tables . . . . . **III**

PREFACE . . . . . **VII**

Survey Module Administration **1**

Section A. Core Module **2**

1. Survey Sample 2
2. Summary of Key Survey Indicators 3
3. Demographics 5
4. Remote Teaching 9
5. School Supports for Students and Staff 12
   - Student Learning Environment 13
   - Staff Working Environment 15
   - Facilities Upkeep 17
6. Student Developmental Supports and Opportunities 18
   - Caring Relationships 19
   - High Expectations 20
   - Student Meaningful Participation 21
   - Promotion of Parental Involvement 22
7. Learning Conditions 24
   - Supports for Learning and Student Academic Engagement 25
   - Fairness, Rule Clarity, and Respect for Diversity 29
   - Instructional Equity 31
   - Cultural Sensitivity 33
   - Student Peer Relationships 34
   - Antibullying Climate 36
   - Truancy 37
8. Student Health Risks and Prevention 38
   - Mental Health 38
   - Bullying and Fighting 39
   - Delinquency 40
   - Substance Use 41
   - Substance Use Prevention Policies 42
9. Discipline and Counseling 43

10. Professional Development Needs 45

Section B. Learning Supports Module 46
1. Module Sample 46
2. Summary of Indicators 47
3. Discipline, Safety, and Behavior Management 48
4. Substance Use and Risk Behavior 50
5. Physical Health and Special Needs 52
6. Youth Development and Social-Emotional Supports 53

Section C. Special Education Supports 55
1. Module Sample 55
2. Summary of Indicators 56
3. Barriers to Effective Service Delivery 57
4. Integration and Collaboration between Special and General Education 58
5. Expectations and Supports for Special Populations 60
6. Personnel Supports 61

Appendix 63

List of Tables

Page

Survey Module Administration **1**
1 CSSS Survey Modules Administered 1

Section A. Core Module **2**

1. Survey Sample **2**
A1.1 Core Module Sample 2
A1.2 Number of Respondents by Instructional Model 2

2. Summary of Key Survey Indicators **3**
A2.1 Key Indicators of School Climate and Student Well-Being 3
A2.2 Key Indicators of Professional Development Needs 4

3. Demographics **5**
A3.1 School Schedule, Past 30 Days 5
A3.2 Average Days Working from Home, Past 30 Days 5
A3.3 Role (Job) at School 6
A3.4 Special Population Service Providers 6
A3.5 Length of Employment at School 7
A3.6 Overall Length of Employment in Position 7
A3.7 Race/Ethnicity of Respondents 8
A3.8 Responsible for Health, Prevention, Discipline, Counseling, Safety-Related Services 8

4. Remote Teaching **9**
A4.1 School Instructional Model Implementation 9
A4.2 Student Remote Learning 10
A4.3 Academic Motivation and Supports for Learning 11

5. School Supports for Students and Staff **12**
A5.1 Summary of Indicators for Positive Learning and Working Environment 12

Student Learning Environment 13
A5.2 Student Learning Environment Scale Questions 13
A5.2 Student Learning Environment Scale Questions – Continued 14
A5.3 Disruptive Student Behavior is a Problem 14

Staff Working Environment 15
A5.4 Staff Working Environment Scale Questions 15
A5.5 Staff Collegiality Scale Questions 16
A5.6 Staff Collaborate Regularly 16
A5.7 School Uses Objective Data in Decision Making 17
A5.8 Lack of Respect of Staff by Students is a Problem 17

Facilities Upkeep . . . 17
A5.9 Clean and Well-Maintained Facilities and Property . . . 17

6. Student Developmental Supports and Opportunities . . . **18**
A6.1 Summary of Indicators for Student Developmental Supports and Opportunities . 18

Caring Relationships . . . 19
A6.2 Caring Relationships Scale Questions . . . 19

High Expectations . . . 20
A6.3 High Expectations Scale Questions . . . 20

Student Meaningful Participation . . . 21
A6.4 Student Meaningful Participation Scale Questions . . . 21

Promotion of Parental Involvement . . . 22
A6.5 Promotion of Parental Involvement Scale Questions . . . 22
A6.5 Promotion of Parental Involvement Scale Questions – Continued . . . 23

7. Learning Conditions . . . **24**
A7.1 Summary of Indicators of School Learning Conditions . . . 24

Supports for Learning and Student Academic Engagement . . . 25
A7.2 Support for Social Emotional Learning Scale Questions . . . 25
A7.2 Support for Social Emotional Learning Scale Questions – Continued . . . 26
A7.3 Student Readiness to Learn Scale Questions . . . 27
A7.4 Motivation to Complete Schoolwork . . . 28

Fairness, Rule Clarity, and Respect for Diversity . . . 29
A7.5 Fairness and Rule Clarity Scale Questions . . . 29
A7.6 Respect for Diversity Scale Questions . . . 30

Instructional Equity . . . 31
A7.7 Instructional Equity Scale Questions . . . 31
A7.7 Instructional Equity Scale Questions – Continued . . . 32
A7.8 Staff Treat All Students Fairly . . . 33

Cultural Sensitivity . . . 33
A7.9 Support Provided for Teaching Culturally and Linguistically Diverse Students . 33
A7.10 Racial/Ethnic Conflict Among Students is a Problem . . . 33

Student Peer Relationships . . . 34
A7.11 Student Peer Relationships Questions . . . 34
A7.11 Student Peer Relationships Questions – Continued . . . 35

Antibullying Climate . . . 36
A7.12 Antibullying Climate Scale Questions . . . 36

A7.12 Antibullying Climate Scale Questions – Continued . . . 37

Truancy . . . 37
A7.13 Cutting Class or Truancy is a Problem . . . 37

8. Student Health Risks and Prevention . . . **38**

Mental Health . . . 38
A8.1 Student Feeling Hopeful About the Future . . . 38
A8.2 Student Depression or Other Mental Health Issues are a Problem . . . 38

Bullying and Fighting . . . 39
A8.3 Harassment or Bullying Among Students is a Problem . . . 39
A8.4 Physical Fighting Between Students is a Problem . . . 39

Delinquency . . . 40
A8.5 Vandalism (Including Graffiti) is a Problem . . . 40
A8.6 Theft is a Problem . . . 40
A8.7 Gang-Related Activity is a Problem . . . 40
A8.8 Weapons Possession is a Problem . . . 41

Substance Use . . . 41
A8.9 Student Alcohol and Drug Use is a Problem . . . 41
A8.10 Student Tobacco Use is a Problem . . . 41
A8.11 Student Vaping or Electronic Cigarette Use is a Problem . . . 42

Substance Use Prevention Policies . . . 42
A8.12 School Bans Tobacco Use and Vaping . . . 42

9. Discipline and Counseling . . . **43**
A9.1 Disciplinary Harshness Scale Questions . . . 43
A9.2 Provides Adequate Counseling and Support for Students . . . 44

10. Professional Development Needs . . . **45**
A10.1 Areas of Professional Development Needs . . . 45

Section B. Learning Supports Module . . . **46**

1. Module Sample . . . **46**
B1.1 Learning Supports Module Sample . . . 46

2. Summary of Indicators . . . **47**
B2.1 Summary of Indicators of School Learning Supports . . . 47

3. Discipline, Safety, and Behavior Management . . . **48**
B3.1 Discipline Practice at School . . . 48
B3.2 Supports for Safety at School . . . 49
B3.3 Behavior Management at School . . . 49

4. Substance Use and Risk Behavior **50**
B4.1 Substance Use Prevention 50
B4.1 Substance Use Prevention - Continued 51
B4.2 School Enforces Policies Banning Tobacco Use and Vaping 51

5. Physical Health and Special Needs **52**
B5.1 Physical Health and Special Needs 52

6. Youth Development and Social-Emotional Supports **53**
B6.1 Youth Development and Social-Emotional Supports at School 53
B6.1 Youth Development and Social-Emotional Supports at School – Continued . . . 54

Section C. Special Education Supports **55**

1. Module Sample **55**
C1.1 Special Education Supports Module Sample 55

2. Summary of Indicators **56**
C2.1 Summary of Indicators of Special Education Services and Supports 56

3. Barriers to Effective Service Delivery **57**
C3.1 School Works to Reduce Instructional Interruptions 57
C3.2 School Effectively Schedules Mandated Activities 57

4. Integration and Collaboration between Special and General Education **58**
C4.1 School Integrates Special Education into Daily Operations 58
C4.2 School Encourages General and Special Education Teaming 58
C4.3 School Provides Sufficient Time to Collaborate on Service Delivery 59
C4.4 School Views Service to Students with IEPs as Shared Staff Responsibility . . . 59

5. Expectations and Supports for Special Populations **60**
C5.1 School Supports Alternative Modes of Communication 60
C5.2 School Provides Sufficient Resources for Special Education Programs and Services 60

6. Personnel Supports **61**
C6.1 School Has Positive Working Environment for Staff Serving Students with IEPs 61
C6.2 Climate Encourages Continued Service to Students with IEPs 61
C6.3 School Provides Adequate Access to Technology 62
C6.4 School Has Good Communication with District Personnel 62

Appendix **63**

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 2024-25 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

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

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

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

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

SURVEY PURPOSE

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Core Section (Section A)

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

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

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

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

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

Student Supports Questions (Section B)

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

Supplemental Modules

In addition, four supplementary modules are available that districts can elect to add to the survey. For information, call the CalSCHLS helpline at 562.799.5460.

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

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

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

THE REPORT

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

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

Supplemental Reports

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

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state, county, and district CSSS results on the public CalSCHLS Data Dashboard (calschls.org/my-surveys/). The dashboard can be used to graphically display statewide, county, and district key indicators from the CSSS, trends over time, and disparities in survey outcomes across groups. Group differences by race/ethnicity, role (teacher, administrator), and tenure at the school can be examined. Trends in results over the past 11 years can be displayed. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

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

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

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

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

UNDERSTANDING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

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

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

RESOURCES

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

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).
- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- The **California Center for School Climate** (ccsc.wested.org) website houses school climate resources and guides, and archived virtual events.
- 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_2123_csss.pdf). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

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

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS technical advisor to conduct a structured, customized *Data Workshop*. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS technical advisor (calschls.org/contact) 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 (562.799.5460) or email calschls@wested.org.

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

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

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

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1
Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	133	60	42	24	7

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

Table A1.2
Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	131	60	40	24	7
Remote model only	2	0	2	0	0

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships†	61	65	55	54	76	A6.1
High expectations-adults in school†	65	67	59	64	79	A6.1
Student meaningful participation†	39	42	36	30	49	A6.1
Promotion of parental involvement†	43	44	44	39	40	A6.1
Student learning environment†	52	57	49	35	74	A5.1
Facilities upkeep$^{\sigma}$	57	62	50	58	57	A5.1
Support for social emotional learning†	37	42	37	19	49	A7.1
Provides adequate counseling and support services$^{\sigma}$	42	38	53	32	43	A9.2
Antibullying climate†	37	41	35	21	49	A7.1
School Supports for Staff						
Staff working environment†	34	41	27	13	64	A5.1
Staff collegiality†	53	58	37	56	76	A5.1
School Safety						
Is a safe place for staff$^{\sigma}$	41	47	34	21	86	A5.1
Is a safe place for students$^{\sigma}$	53	54	52	37	100	A5.1
Has sufficient resources to create a safe campus$^{\sigma}$	24	23	40			B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity†	27	26	35	13	40	A7.1
Respect for diversity†	45	45	46	39	57	A7.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork$^{\sigma}$	33	27	41	35	29	A7.4
Student readiness to learn†	28	26	31	25	29	A7.1
Cutting classes or being truant moderate/severe problem	11	4	7	33	29	A7.13
Harassment/bullying moderate/severe problem	28	20	37	33	29	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	18	2	7	73	43	A8.9
Tobacco use moderate/severe problem	6	2	7	13	14	A8.10
Vaping/e-cigarette use moderate/severe problem	16	2	10	60	29	A8.11
Student depression moderate/severe problem	45	22	40	100	100	A8.2

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

†Average percent of respondents reporting "Strongly agree" across survey questions that comprise the scale.

$^{\sigma}$Percent of respondents reporting "Strongly agree."

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

Table A2.2

Key Indicators of Professional Development Needs

	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Positive behavioral support and classroom management	33	39	30	13	57	A10.1
Creating a positive school climate	52	62	40	50	43	A10.1
Supporting Student Well-being and Development						
Meeting social, emotional, and developmental needs	53	65	30	56	57	A10.1
Supporting students exposed to trauma	53	57	40	50	86	A10.1

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

3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	98	100	95	100	100
Remote Learning Model	2	0	5	0	0

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

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	92	93	90	96	86
1 day	2	2	2	0	0
2 days	2	2	2	0	14
3 days	1	2	0	0	0
4 days	2	0	2	4	0
5 days	2	2	2	0	0

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

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

Table A3.3

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	17	32	10	0	0
Teacher in grade 5 or above	32	5	50	63	43
Special education teacher	7	3	10	8	14
Administrator	2	2	5	0	0
Prevention staff, nurse, or health aide	1	0	2	0	0
Counselor, psychologist	10	7	7	13	43
Police, resource officer, or safety personnel	2	0	5	0	0
Paraprofessional, teacher assistant, or instructional aide	21	30	19	8	0
Other certificated staff	11	15	10	4	0
Other classified staff	8	5	12	8	0
Other service provider	3	5	2	0	0

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

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

Table A3.4

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Special education	80	75	78	92	100
English language learners	44	42	41	50	57
None of the above	18	22	20	8	0

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

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

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

Table A3.5

Length of Employment at School

	All %	ES %	MS %	HS %	NT %
Less than one year	24	19	37	13	29
1 to 2 years	10	14	5	8	14
3 to 5 years	8	7	2	17	14
6 to 10 years	18	22	15	21	0
Over 10 years	40	38	41	42	43

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

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

Table A3.6

Overall Length of Employment in Position

	All %	ES %	MS %	HS %	NT %
Less than one year	11	16	5	13	0
1 to 2 years	8	10	8	4	0
3 to 5 years	13	9	13	21	14
6 to 10 years	11	14	10	8	0
Over 10 years	58	52	64	54	86

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

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

Table A3.7

Race/Ethnicity of Respondents

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native, non-Hispanic	0	0	0	0	0
Asian or Asian American, non-Hispanic	10	11	11	8	0
Black or African American, non-Hispanic	5	2	8	8	0
Filipino, non-Hispanic	2	4	0	0	17
Hispanic or Latino/a	6	7	5	0	33
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0	0
White, non-Hispanic	69	70	68	71	50
Multiracial, non-Hispanic	2	2	3	4	0
Something else, non-Hispanic	6	5	5	8	0

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 Latino/a... Native Hawaiian or Pacific Islander... White... Something else.

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

Table A3.8

Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services

	All %	ES %	MS %	HS %	NT %
Yes	58	57	60	69	29
No	42	43	40	31	71

Question A.108: 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. Remote Teaching

Results in this section are applicable to staff who indicate that they teach students in a remote setting. Responses from staff who teach students in-person are not included.

Table A4.1

School Instructional Model Implementation (Remote Only)

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

Question A.101-103: 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 A4.2

Student Remote Learning (Remote Only)

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

Question A.106-107: 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 A4.3

Academic Motivation and Supports for Learning (Remote Only)

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

Question A.104, 105: 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.

5. School Supports for Students and Staff

Table A5.1

Summary of Indicators for Positive Learning and Working Environment

	Percent Responding "Strongly Agree"					
	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Student learning environment†	52	57	49	35	74	A5.2
Is a supportive and inviting place for students to learn	54	62	50	32	71	A5.2
Emphasizes teaching lessons in ways relevant to students	39	42	41	21	57	A5.2
Facilities upkeep	57	62	50	58	57	A5.9
School Supports for Staff						
Staff working environment†	34	41	27	13	64	A5.4
Is a supportive and inviting place for staff to work	33	45	26	11	43	A5.4
Promotes trust and collegiality among staff	39	51	29	11	71	A5.4
Promotes participation in school decision making	22	20	23	11	57	A5.4
Uses objective data for school improvement decisions	25	19	37	12	57	A5.7
Staff collegiality†	53	58	37	56	76	A5.5
Have close professional relationships with one another	52	57	36	61	71	A5.5
Feel a responsibility to improve the school	48	51	36	50	71	A5.5
School Safety						
Is a safe place for staff	41	47	34	21	86	A5.4
Is a safe place for students	53	54	52	37	100	A5.2

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

†Average percent of respondents reporting "Strongly agree" across survey questions that comprise the scale.

Student Learning Environment

Table A5.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
Average reporting "Strongly agree"	52	57	49	35	74
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	54	62	50	32	71
Agree	45	38	50	58	29
Disagree	2	0	0	11	0
Strongly disagree	0	0	0	0	0
promotes academic success for all students.					
Strongly agree	54	63	47	37	57
Agree	43	37	50	47	43
Disagree	4	0	3	16	0
Strongly disagree	0	0	0	0	0
emphasizes helping students academically when they need it.					
Strongly agree	64	69	58	53	86
Agree	32	29	35	42	14
Disagree	4	2	6	5	0
Strongly disagree	0	0	0	0	0
emphasizes teaching lessons in ways relevant to students.					
Strongly agree	39	42	41	21	57
Agree	55	54	53	63	43
Disagree	6	4	6	16	0
Strongly disagree	0	0	0	0	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 A5.2

Student Learning Environment Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school...					
is a safe place for students.					
Strongly agree	53	54	52	37	100
Agree	35	37	35	42	0
Disagree	11	10	10	21	0
Strongly disagree	1	0	3	0	0
motivates students to learn.					
Strongly agree	48	51	48	28	71
Agree	46	49	45	44	29
Disagree	5	0	3	22	0
Strongly disagree	2	0	3	6	0

Question A.26, 41: This school... is a safe place for students... motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A5.3

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	16	11	7	33	57
Mild problem	37	38	40	47	0
Moderate problem	39	44	40	20	43
Severe problem	7	7	13	0	0

Question A.85: 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 A5.4

Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
Average reporting "Strongly agree"	34	41	27	13	64
This school...					
is a supportive and inviting place for staff to work.					
Strongly agree	33	45	26	11	43
Agree	48	45	55	42	57
Disagree	15	10	16	32	0
Strongly disagree	4	0	3	16	0
promotes trust and collegiality among staff.					
Strongly agree	39	51	29	11	71
Agree	41	41	39	47	29
Disagree	18	6	29	37	0
Strongly disagree	3	2	3	5	0
is a safe place for staff.					
Strongly agree	41	47	34	21	86
Agree	49	49	59	42	14
Disagree	9	4	6	32	0
Strongly disagree	1	0	0	5	0
promotes personnel participation in decision-making that affects school practices and policies.					
Strongly agree	22	20	23	11	57
Agree	42	58	29	17	43
Disagree	21	14	29	33	0
Strongly disagree	16	8	19	39	0

Question A.14, 15, 27, 40: 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 A5.5

Staff Collegiality Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
Average reporting "Strongly agree"	53	58	37	56	76
Adults who work at this school...					
have close professional relationships with one another.					
Strongly agree	52	57	36	61	71
Agree	38	39	42	28	29
Disagree	8	4	15	11	0
Strongly disagree	2	0	6	0	0
support and treat each other with respect.					
Strongly agree	57	66	39	56	86
Agree	31	26	42	28	14
Disagree	11	8	15	17	0
Strongly disagree	1	0	3	0	0
feel a responsibility to improve this school.					
Strongly agree	48	51	36	50	71
Agree	43	41	48	44	29
Disagree	6	8	6	6	0
Strongly disagree	3	0	9	0	0

Question A.37-39: 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 A5.6

Staff Collaborate Regularly

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	47	42	56	57
Agree	41	45	45	33	14
Disagree	10	8	9	11	29
Strongly disagree	1	0	3	0	0

Question A.36: Adults who work at this school... are collaborating regularly.

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

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

Table A5.7

School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	19	37	12	57
Agree	60	71	50	53	43
Disagree	11	8	10	24	0
Strongly disagree	4	2	3	12	0

Question A.44: 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 A5.8

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	27	17	37	33	29
Mild problem	36	37	37	20	57
Moderate problem	33	39	20	47	14
Severe problem	5	7	7	0	0

Question A.88: 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 A5.9

Clean and Well-Maintained Facilities and Property

	All %	ES %	MS %	HS %	NT %
Strongly agree	57	62	50	58	57
Agree	36	35	41	37	29
Disagree	5	4	6	5	14
Strongly disagree	1	0	3	0	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.

6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding "Strongly Agree"					
	All %	ES %	MS %	HS %	NT %	Table
Caring Adult Relationships†	61	65	55	54	76	A6.2
Adults really care about every student	61	67	48	61	71	A6.2
Adults acknowledge and pay attention to students	65	67	61	61	86	A6.2
Adults listen to what students have to say	56	61	55	39	71	A6.2
High Expectations-Adults in School†	65	67	59	64	79	A6.3
Adults want every student to do their best	70	71	61	78	86	A6.3
Adults believe every student can be a success	59	63	56	50	71	A6.3
Student Meaningful Participation†	39	42	36	30	49	A6.4
Opportunities to decide things	25	33	16	21	17	A6.4
Equal opportunity for classroom participation	54	60	53	26	86	A6.4
Equal opportunity to participate in extracurricular activities	47	50	47	42	43	A6.4
Opportunities to "make a difference"	29	27	28	32	43	A6.4
Promotion of Parental Involvement†	43	44	44	39	40	A6.5
School is welcoming to and facilitates parent involvement	50	60	42	42	43	A6.5
Encourages parents to be active partners in schooling	39	41	39	28	57	A6.5
School communicates about student learning expectation	31	32	31	29	29	A6.5
Parents feel welcome to participate at this school	40	36	43	47	29	A6.5

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

†*Average percent of respondents reporting "Strongly agree" across survey questions that comprise the scale.*

Caring Relationships

Table A6.2

Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
Average reporting "Strongly agree"	61	65	55	54	76
Adults who work at this school...					
really care about every student.					
Strongly agree	61	67	48	61	71
Agree	33	29	42	28	29
Disagree	6	4	6	11	0
Strongly disagree	1	0	3	0	0
acknowledge and pay attention to students.					
Strongly agree	65	67	61	61	86
Agree	30	33	30	28	14
Disagree	4	0	6	11	0
Strongly disagree	1	0	3	0	0
listen to what students have to say.					
Strongly agree	56	61	55	39	71
Agree	39	39	36	50	29
Disagree	4	0	6	11	0
Strongly disagree	1	0	3	0	0

Question A.30, 31, 33: 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 A6.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
Average reporting "Strongly agree"	65	67	59	64	79
Adults who work at this school...					
want every student to do their best.					
Strongly agree	70	71	61	78	86
Agree	27	27	30	22	14
Disagree	3	2	6	0	0
Strongly disagree	1	0	3	0	0
believe that every student can be a success.					
Strongly agree	59	63	56	50	71
Agree	35	35	34	39	29
Disagree	4	2	6	6	0
Strongly disagree	2	0	3	6	0

Question A.32, 34: 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 A6.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
Average reporting "Strongly agree"	39	42	36	30	49
This school...					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	25	33	16	21	17
Agree	54	58	56	32	83
Disagree	21	10	28	47	0
Strongly disagree	0	0	0	0	0
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	54	60	53	26	86
Agree	45	40	44	68	14
Disagree	2	0	3	5	0
Strongly disagree	0	0	0	0	0
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	47	50	47	42	43
Agree	43	40	47	42	43
Disagree	9	10	3	16	14
Strongly disagree	1	0	3	0	0
gives students opportunities to "make a difference" by helping other people, the school, or the community.					
Strongly agree	29	27	28	32	43
Agree	42	52	31	32	43
Disagree	26	21	38	26	14
Strongly disagree	3	0	3	11	0

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

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

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

Promotion of Parental Involvement

Table A6.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
Average reporting "Strongly agree"	43	44	44	39	40
This school is welcoming to and facilitates parent involvement.					
Strongly agree	50	60	42	42	43
Agree	47	40	58	47	43
Disagree	3	0	0	11	14
Strongly disagree	0	0	0	0	0
This school encourages parents to be active partners in educating their child.					
Strongly agree	39	41	39	28	57
Agree	54	55	52	61	43
Disagree	5	4	6	6	0
Strongly disagree	2	0	3	6	0
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	31	32	31	29	29
Agree	65	66	62	71	57
Disagree	4	2	7	0	14
Strongly disagree	0	0	0	0	0
Parents feel welcome to participate at this school.					
Strongly agree	40	36	43	47	29
Agree	55	61	50	47	57
Disagree	5	2	7	6	14
Strongly disagree	0	0	0	0	0

Question A.28, 43, 77, 78: 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 A6.5

Promotion of Parental Involvement Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	50	45	60	47	43
Agree	47	50	37	53	57
Disagree	2	5	0	0	0
Strongly disagree	1	0	3	0	0

Question A.79: School staff take parents' concerns seriously.

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

7. Learning Conditions

Table A7.1

Summary of Indicators of School Learning Conditions

	Average Percent Responding "Strongly Agree" Across Survey Questions					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Support for social emotional learning	37	42	37	19	49	A7.2
Student readiness to learn	28	26	31	25	29	A7.3
Instructional equity	38	38	38	29	60	A7.7
Antibullying climate	37	41	35	21	49	A7.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	27	26	35	13	40	A7.5
Respect for diversity	45	45	46	39	57	A7.6
Positive Peer Relations						
Student peer relationships	21	26	16	15	29	A7.11

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

Supports for Learning and Student Academic Engagement

Table A7.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
Average reporting "Strongly agree"	37	42	37	19	49
This school encourages students to feel responsible for how they act.					
Strongly agree	30	28	37	18	43
Agree	53	54	57	41	57
Disagree	15	17	0	41	0
Strongly disagree	2	0	7	0	0
This school encourages students to understand how others think and feel.					
Strongly agree	43	50	40	24	57
Agree	48	43	57	47	43
Disagree	9	7	3	29	0
Strongly disagree	0	0	0	0	0
Students are taught that they can control their own behavior.					
Strongly agree	38	43	40	18	43
Agree	50	48	53	47	57
Disagree	10	9	0	35	0
Strongly disagree	2	0	7	0	0
This school helps students resolve conflicts with one another.					
Strongly agree	34	41	33	12	43
Agree	56	45	63	71	57
Disagree	8	11	0	18	0
Strongly disagree	2	2	3	0	0

Question A.62, 65-67: 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 A7.2

Support for Social Emotional Learning Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	41	48	37	24	57
Agree	52	50	57	53	43
Disagree	6	2	3	24	0
Strongly disagree	1	0	3	0	0

Question A.68: This school encourages students to care about how others feel.

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

Table A7.3

Student Readiness to Learn Scale Questions

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
Average reporting "Strongly agree"	28	26	31	25	29
Students are healthy and physically fit.					
Strongly agree	44	50	40	41	29
Agree	55	50	60	59	57
Disagree	1	0	0	0	14
Strongly disagree	0	0	0	0	0
Students start/arrive at school alert and rested.					
Strongly agree	24	24	33	6	29
Agree	55	63	53	35	57
Disagree	20	13	13	53	14
Strongly disagree	1	0	0	6	0
Students are motivated to learn.					
Strongly agree	24	17	33	18	43
Agree	68	78	57	65	57
Disagree	8	4	10	18	0
Strongly disagree	0	0	0	0	0
Students in this school are well-behaved.					
Strongly agree	18	14	17	35	14
Agree	63	59	63	65	86
Disagree	16	27	13	0	0
Strongly disagree	2	0	7	0	0

Question A.53-56, 70: 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 A7.4

Motivation to Complete Schoolwork

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	27	41	35	29
Agree	63	71	52	59	71
Disagree	3	2	3	6	0
Strongly disagree	1	0	3	0	0

Question A.63: 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 A7.5

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
Average reporting "Strongly agree"	27	26	35	13	40
This school handles discipline problems fairly.					
Strongly agree	32	27	47	16	50
Agree	44	53	31	42	50
Disagree	18	16	9	42	0
Strongly disagree	6	4	13	0	0
The school rules are fair.					
Strongly agree	41	48	40	19	57
Agree	47	45	43	63	43
Disagree	9	7	10	19	0
Strongly disagree	2	0	7	0	0
This school clearly informs students what will happen if they break school rules.					
Strongly agree	15	11	23	6	29
Agree	45	41	43	47	71
Disagree	36	45	23	47	0
Strongly disagree	4	2	10	0	0
Students know what the rules are.					
Strongly agree	19	16	27	12	29
Agree	65	70	57	65	71
Disagree	12	14	10	18	0
Strongly disagree	3	0	7	6	0

Question A.25, 69, 75, 76: 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 A7.6

Respect for Diversity Scale Questions

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
Average reporting "Strongly agree"	45	45	46	39	57
Students respect each other's differences.					
Strongly agree	17	16	17	18	29
Agree	62	73	50	47	71
Disagree	18	11	23	35	0
Strongly disagree	3	0	10	0	0
Adults from this school respect differences in students.					
Strongly agree	56	57	57	47	71
Agree	42	41	40	53	29
Disagree	2	2	3	0	0
Strongly disagree	0	0	0	0	0
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	61	61	63	53	71
Agree	37	39	33	41	29
Disagree	2	0	3	6	0
Strongly disagree	0	0	0	0	0

Question A.50-52: 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 A7.7

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
Average reporting "Strongly agree"	38	38	38	29	60
This school...					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	30	27	31	26	57
Agree	58	65	63	42	29
Disagree	12	8	6	32	14
Strongly disagree	0	0	0	0	0
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	34	35	34	32	29
Agree	52	57	50	42	57
Disagree	13	8	13	26	14
Strongly disagree	1	0	3	0	0
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	22	18	22	21	57
Agree	44	52	47	21	29
Disagree	31	30	22	58	14
Strongly disagree	3	0	9	0	0
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	59	63	56	47	71
Agree	36	31	41	47	29
Disagree	4	4	3	5	0
Strongly disagree	1	2	0	0	0

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

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

Table A7.7

Instructional Equity Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school fosters an appreciation of student diversity and respect for each other.					
Strongly agree	45	47	47	21	86
Agree	44	49	34	58	14
Disagree	11	4	19	21	0
Strongly disagree	0	0	0	0	0

Question A.24: This school fosters an appreciation of student diversity and respect for each other.
Note: Cells are empty if there are less than 5 respondents.

Table A7.8

Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	51	42	33	71
Agree	40	37	42	50	29
Disagree	10	12	9	11	0
Strongly disagree	3	0	6	6	0

Question A.35: Adults who work at this school treat all students fairly.

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

Cultural Sensitivity

Table A7.9

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	20	21	11	57
Agree	56	62	55	50	29
Disagree	21	16	21	39	14
Strongly disagree	2	2	3	0	0

Question A.42: 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 A7.10

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	41	53	30	27	43
Mild problem	44	40	43	53	57
Moderate problem	11	7	23	7	0
Severe problem	3	0	3	13	0

Question A.86: 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 A7.11

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
Average reporting "Strongly agree"	21	26	16	15	29
Students care about one another.					
Strongly agree	28	33	27	13	29
Agree	65	62	63	75	71
Disagree	6	4	7	13	0
Strongly disagree	1	0	3	0	0
Students treat each other with respect.					
Strongly agree	18	24	7	19	29
Agree	64	59	70	63	71
Disagree	17	17	20	19	0
Strongly disagree	1	0	3	0	0
Students get along well with one another.					
Strongly agree	18	22	13	13	29
Agree	78	74	83	81	71
Disagree	4	4	3	6	0
Strongly disagree	0	0	0	0	0
Students enjoy spending time together during school activities.[Ø]					
Strongly agree	39	43	47	12	43
Agree	61	57	53	88	57
Disagree	0	0	0	0	0
Strongly disagree	0	0	0	0	0

Question A.57, 59-61: 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 A7.11

Student Peer Relationships Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students enjoy interacting with each other during class activities.[Ø] ***(Remote Only)***					
Strongly agree					
Agree					
Disagree					
Strongly disagree					

Question A.58: Students enjoy interacting with each other during class activities.

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

[Ø]Item not included in the scale.

Antibullying Climate

Table A7.12
Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
Average reporting "Strongly agree"	37	41	35	21	49
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	54	57	63	29	57
Agree	40	41	27	59	43
Disagree	6	2	10	12	0
Strongly disagree	0	0	0	0	0
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	31	37	27	12	57
Agree	50	57	50	35	43
Disagree	17	7	17	53	0
Strongly disagree	2	0	7	0	0
Students tell teachers when other students are being bullied.					
Strongly agree	28	35	20	12	57
Agree	51	54	50	47	43
Disagree	21	11	30	41	0
Strongly disagree	0	0	0	0	0
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	56	56	63	47	43
Agree	41	44	27	53	57
Disagree	3	0	10	0	0
Strongly disagree	0	0	0	0	0

Question A.45-48: 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 A7.12

Antibullying Climate Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	15	24	3	6	29
Agree	52	48	57	47	71
Disagree	28	28	23	47	0
Strongly disagree	5	0	17	0	0

Question A.49: Students try to stop bullying when they see it happening.
Note: Cells are empty if there are less than 5 respondents.

Truancy

Table A7.13

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	69	87	70	20	57
Mild problem	19	9	23	47	14
Moderate problem	11	4	7	33	29
Severe problem	0	0	0	0	0

Question A.89: 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.

8. Student Health Risks and Prevention

Mental Health

Table A8.1

Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	33	30	6	14
Agree	61	62	60	47	86
Disagree	13	4	10	47	0
Strongly disagree	0	0	0	0	0

Question A.64: Students feel hopeful about the future.

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

Table A8.2

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	14	20	17	0	0
Mild problem	41	59	43	0	0
Moderate problem	31	20	27	47	86
Severe problem	14	2	13	53	14

Question A.87: 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 A8.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	18	28	10	0	29
Mild problem	54	52	53	67	43
Moderate problem	21	17	27	20	29
Severe problem	6	2	10	13	0

Question A.83: 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 A8.4

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	68	62	67	80	86
Mild problem	26	31	23	20	14
Moderate problem	3	4	3	0	0
Severe problem	3	2	7	0	0

Question A.84: 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 A8.5

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	69	82	60	47	71
Mild problem	25	18	27	40	29
Moderate problem	4	0	7	13	0
Severe problem	2	0	7	0	0

Question A.92: 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 A8.6

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	82	82	80	93	71
Mild problem	14	18	10	7	29
Moderate problem	2	0	7	0	0
Severe problem	1	0	3	0	0

Question A.93: 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 A8.7

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	98	100	93	100	100
Mild problem	0	0	0	0	0
Moderate problem	1	0	3	0	0
Severe problem	1	0	3	0	0

Question A.90: 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 A8.8

Weapons Possession is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	97	100	90	100	100
Mild problem	1	0	3	0	0
Moderate problem	0	0	0	0	0
Severe problem	2	0	7	0	0

Question A.91: 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 A8.9

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	73	98	87	7	0
Mild problem	9	0	7	20	57
Moderate problem	11	0	0	53	43
Severe problem	6	2	7	20	0

Question A.80: 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 A8.10

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	83	98	90	40	57
Mild problem	10	0	3	47	29
Moderate problem	4	0	3	13	14
Severe problem	2	2	3	0	0

Question A.81: 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 A8.11

Student Vaping or Electronic Cigarette Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	75	98	87	13	14
Mild problem	9	0	3	27	57
Moderate problem	9	0	0	47	29
Severe problem	6	2	10	13	0

Question A.82: 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 A8.12

School Bans Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
No	5	7	3	6	0
Yes	90	84	93	94	100
Don't know	5	9	3	0	0

Question A.100: 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.

9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
Average reporting "Strongly agree" or "Agree"	7	4	12	4	14
The rules at this school are too strict.					
Strongly agree	2	0	7	0	0
Agree	3	2	0	6	14
Disagree	64	75	43	76	57
Strongly disagree	31	23	50	18	29
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	2	2	3	0	0
Agree	1	0	0	0	14
Disagree	44	41	47	35	71
Strongly disagree	53	57	50	65	14
Students get in trouble for breaking small rules.					
Strongly agree	1	0	3	0	0
Agree	10	7	20	0	14
Disagree	54	57	40	65	71
Strongly disagree	35	36	37	35	14
Teachers are very strict here.					
Strongly agree	2	0	7	0	0
Agree	7	5	7	12	14
Disagree	65	70	53	71	71
Strongly disagree	26	25	33	18	14

Question A.71-74: 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 A9.2

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	38	53	32	43
Agree	45	46	31	58	57
Disagree	14	15	16	11	0
Strongly disagree	0	0	0	0	0

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

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

10. Professional Development Needs

Table A10.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
Instruction and School Environment					
Positive behavioral support and classroom management					
Yes	33	39	30	13	57
No	67	61	70	88	43
Creating a positive school climate					
Yes	52	62	40	50	43
No	48	38	60	50	57
Motivating students through remote learning *(Remote Only)*					
Yes					
No					
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups					
Yes	37	43	30	38	29
No	63	57	70	63	71
Supporting Student Well-being and Development					
Meeting the social, emotional, and developmental needs of youth					
Yes	53	65	30	56	57
No	47	35	70	44	43
Supporting students exposed to trauma or stressful life events.					
Yes	53	57	40	50	86
No	47	43	60	50	14

Question A.94-99: 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... supporting students exposed to trauma or stressful life events (e.g., trauma-informed practices)... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... motivating students through remote learning [Remote only]... creating a positive school climate.

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

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	30	15	6	4	5

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

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies[σ]	20	25	20			B3.1
Enforces zero tolerance policies[σ]	23	30	20			B3.1
Has sufficient resources to create a safe campus[σ]	24	23	40			B3.2
Seeks to maintain a secure campus[σ]	14	22	20			B3.2
Provides harassment or bullying prevention[§]	18	15	17		40	B3.3
Provides conflict resolution or behavior management instruction[§]	25	15	33		60	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal[σ]	32	40	20			B4.1
Collaborates well with community organizations to address substance use or other problems[σ]	5	0	20			B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems[σ]	33	33	40			B4.1
Provides alcohol or drug use prevention instruction[§]	8	0	17		0	B4.1
Provides tobacco use/vaping prevention instruction[§]	12	0	17		20	B4.1
Has sufficient resources to address substance use prevention needs[σ]	23	27	40			B4.1
Physical Health and Special Needs						
Provides adequate health services for students[σ]	41	50	60			B5.1
Provides opportunities for physical education and activity[§]	82	92	83		40	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion[§]	33	33	50		40	B6.1
Emphasizes helping students with social, emotional, and behavioral problems[σ]	38	33	60			B6.1
Restorative practices[σ]	50	30	60			B6.1
Trauma-informed practices[σ]	10	0	40			B6.1

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

[σ] *Percent of respondents reporting "Strongly agree."*

[§] *Percent of respondents reporting "A lot."*

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	20	25	20		
Agree	45	25	60		
Disagree	20	38	20		
Strongly disagree	15	13	0		
Enforces zero tolerance policies					
Strongly agree	23	30	20		
Agree	41	30	60		
Disagree	32	40	20		
Strongly disagree	5	0	0		

Question A.113, 114: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.
Note: Cells are empty if there are less than 5 respondents.

Table B3.2

Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	24	23	40		
Agree	44	31	40		
Disagree	32	46	20		
Strongly disagree	0	0	0		
Seeks to maintain a secure campus					
Strongly agree	14	22	20		
Agree	29	33	20		
Disagree	24	22	0		
Strongly disagree	33	22	60		

Question A.110, 115: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.
Note: Cells are empty if there are less than 5 respondents.

Table B3.3

Behavior Management at School

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	18	15	17		40
Some	68	62	83		60
Not much	14	23	0		0
Not at all	0	0	0		0
Provides conflict resolution or behavior management instruction					
A lot	25	15	33		60
Some	57	62	67		40
Not much	18	23	0		0
Not at all	0	0	0		0

Question A.126, 127: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?
Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	32	40	20		
Agree	50	30	60		
Disagree	14	30	0		
Strongly disagree	5	0	20		
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	5	0	20		
Agree	59	70	40		
Disagree	36	30	40		
Strongly disagree	0	0	0		
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	33	33	40		
Agree	52	33	60		
Disagree	14	33	0		
Strongly disagree	0	0	0		

Question A.109, 116, 117: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

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

Table B4.1

Substance Use Prevention - Continued

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	8	0	17		0
Some	62	45	67		100
Not much	23	45	0		0
Not at all	8	9	17		0
Provides tobacco use/vaping prevention instruction					
A lot	12	0	17		20
Some	54	45	67		60
Not much	23	36	0		20
Not at all	12	18	17		0
Has sufficient resources to address substance use prevention needs					
Strongly agree	23	27	40		
Agree	45	36	40		
Disagree	32	36	20		
Strongly disagree	0	0	0		

Question A.111, 124, 125: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

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

Table B4.2

School Enforces Policies Banning Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	45	40		
Agree	52	36	60		
Disagree	9	18	0		
Strongly disagree	0	0	0		

Question A.112: This school consistently enforces policies banning tobacco use/vaping on school property.

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree	41	50	60		
Agree	41	30	40		
Disagree	18	20	0		
Strongly disagree	0	0	0		
Provides opportunities for physical education and activity					
A lot	82	92	83		40
Some	14	8	17		40
Not much	4	0	0		20
Not at all	0	0	0		0

Question A.118, 123: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?
Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	33	33	50		40
Some	44	33	50		60
Not much	15	17	0		0
Not at all	7	17	0		0
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	38	33	60		
Agree	48	44	40		
Disagree	14	22	0		
Strongly disagree	0	0	0		
Uses restorative practices to help resolve conflicts					
Strongly agree	50	30	60		
Agree	45	60	40		
Disagree	5	10	0		
Strongly disagree	0	0	0		

Question A.119, 120, 122: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion?
Note: Cells are empty if there are less than 5 respondents.

Table B6.1

Youth Development and Social-Emotional Supports at School – Continued

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	10	0	40		
Agree	71	56	60		
Disagree	19	44	0		
Strongly disagree	0	0	0		
Provides instructional help to build social-emotional competencies					
A lot	18	23	17		20
Some	68	62	83		80
Not much	14	15	0		0
Not at all	0	0	0		0

Question A.121, 128: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?
Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports

1. Module Sample

Table C1.1
Special Education Supports Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	68	32	19	12	5

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

2. Summary of Indicators

Table C2.1

Summary of Special Education Services and Supports

This school...	*Percent Strongly Agreeing*					Table
	All %	ES %	MS %	HS %	NT %	
Barriers to Effective Service Delivery						
Works to reduce instructional interruptions	39	26	58	25	80	C3.1
Effectively schedules mandated activities	38	30	58	9	80	C3.2
Integration and Collaboration Special-General Education						
Integrates special education into daily operations	59	53	68	50	80	C4.1
Encourages general and special education teaming	43	29	63	33	80	C4.2
Provides sufficient time to collaborate on service delivery	9	3	11	8	40	C4.3
Views service to students with IEPs as shared responsibility	34	23	47	9	100	C4.4
Student Expectations and Supports						
Supports alternative modes of communication	35	27	47	18	80	C5.1
Provides sufficient resources for special education programs	25	17	37	18	40	C5.2
Personnel Supports						
Has positive environment for staff serving students with IEPs	22	13	26	9	80	C6.1
Climate encourages continued service to students with IEPs	29	17	37	18	100	C6.2
Provides adequate access to technology	31	17	42	27	80	C6.3
Has good communication with district personnel	18	3	32	9	80	C6.4

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

3. Barriers to Effective Service Delivery

Table C3.1

School Works to Reduce Instructional Interruptions

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	26	58	25	80
Agree	51	58	32	75	20
Disagree	6	13	0	0	0
Strongly disagree	4	3	11	0	0
Not applicable	0	0	0	0	0

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

Table C3.2

School Effectively Schedules Mandated Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	30	58	9	80
Agree	51	60	32	73	20
Disagree	8	10	5	9	0
Strongly disagree	0	0	0	0	0
Not applicable	3	0	5	9	0

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

4. Integration and Collaboration between Special and General Education

Table C4.1

School Integrates Special Education into Daily Operations

	All %	ES %	MS %	HS %	NT %
Strongly agree	59	53	68	50	80
Agree	37	41	26	50	20
Disagree	3	6	0	0	0
Strongly disagree	1	0	5	0	0
Not applicable	0	0	0	0	0

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

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

Table C4.2

School Encourages General and Special Education Teaming

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	29	63	33	80
Agree	51	65	32	58	20
Disagree	3	3	0	8	0
Strongly disagree	3	3	5	0	0
Not applicable	0	0	0	0	0

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

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

Table C4.3

School Provides Sufficient Time to Collaborate on Service Delivery

	All %	ES %	MS %	HS %	NT %
Strongly agree	9	3	11	8	40
Agree	41	37	58	33	20
Disagree	41	47	26	50	40
Strongly disagree	9	13	5	8	0
Not applicable	0	0	0	0	0

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

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

Table C4.4

School Views Service to Students with IEPs as Shared Staff Responsibility

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	23	47	9	100
Agree	55	67	37	82	0
Disagree	5	7	5	0	0
Strongly disagree	5	3	5	9	0
Not applicable	2	0	5	0	0

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

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

5. Expectations and Supports for Special Populations

Table C5.1

School Supports Alternative Modes of Communication

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	27	47	18	80
Agree	48	57	37	55	20
Disagree	5	7	0	9	0
Strongly disagree	0	0	0	0	0
Not applicable	12	10	16	18	0

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

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

Table C5.2

School Provides Sufficient Resources for Special Education Programs and Services

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	17	37	18	40
Agree	49	47	53	55	40
Disagree	17	23	5	18	20
Strongly disagree	9	13	5	9	0
Not applicable	0	0	0	0	0

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

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

6. Personnel Supports

Table C6.1

School Has Positive Working Environment for Staff Serving Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	13	26	9	80
Agree	63	67	68	64	20
Disagree	14	20	5	18	0
Strongly disagree	2	0	0	9	0
Not applicable	0	0	0	0	0

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

Table C6.2

Climate Encourages Continued Service to Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	17	37	18	100
Agree	60	70	58	64	0
Disagree	11	13	5	18	0
Strongly disagree	0	0	0	0	0
Not applicable	0	0	0	0	0

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

Table C6.3

School Provides Adequate Access to Technology

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	17	42	27	80
Agree	65	73	58	73	20
Disagree	5	10	0	0	0
Strongly disagree	0	0	0	0	0
Not applicable	0	0	0	0	0

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

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

Table C6.4

School Has Good Communication with District Personnel

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	3	32	9	80
Agree	62	70	53	73	20
Disagree	14	17	11	18	0
Strongly disagree	2	3	0	0	0
Not applicable	5	7	5	0	0

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

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

Appendix

2024-25 CSSS Staff Survey Data Status

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

Notes: Eligible schools listed are based on CBEDS 2024-25 public school and 2023-24 enrollment data files. Directly funded charter schools have been excluded from the list.

2024-25 CSSS Staff Survey Data Status

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

Notes: Eligible schools listed are based on CBEDS 2024-25 public school and 2023-24 enrollment data files. Directly funded charter schools have been excluded from the list.

2024-25 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Piedmont High	X

Notes: Eligible schools listed are based on CBEDS 2024-25 public school and 2023-24 enrollment data files. Directly funded charter schools have been excluded from the list.

2024-25 CSSS Staff Survey Data Status

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

Notes: Eligible schools listed are based on CBEDS 2024-25 public school and 2023-24 enrollment data files. Directly funded charter schools have been excluded from the list. [A]Non-traditional schools include continuation, community day, and other alternative school types.