

CALIFORNIA SCHOOL STAFF SURVEY



San Mateo-Foster City 2024-2025 Main Report

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 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	
D. Military-Connected Schools	
E. Student Wellness	X
F. Trauma-Informed Practice	X
Z. Custom Questions	

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	720	544	176	–	–

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

Table A1.2

Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	719	544	175	–	–
Remote model only	1	0	1	–	–

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 [†]	47	50	38	–	–	A6.1
High expectations-adults in school [†]	49	53	39	–	–	A6.1
Student meaningful participation [†]	34	36	29	–	–	A6.1
Promotion of parental involvement [†]	35	38	24	–	–	A6.1
Student learning environment [†]	41	45	29	–	–	A5.1
Facilities upkeep ^σ	35	40	19	–	–	A5.1
Support for social emotional learning [†]	38	41	28	–	–	A7.1
Provides adequate counseling and support services ^σ	35	36	30	–	–	A9.2
Antibullying climate [†]	37	39	30	–	–	A7.1
School Supports for Staff						
Staff working environment [†]	36	39	28	–	–	A5.1
Staff collegiality [†]	40	43	30	–	–	A5.1
School Safety						
Is a safe place for staff ^σ	40	42	34	–	–	A5.1
Is a safe place for students ^σ	42	46	28	–	–	A5.1
Has sufficient resources to create a safe campus ^σ	20	23	11	–	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	27	29	20	–	–	A7.1
Respect for diversity [†]	40	42	33	–	–	A7.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork ^σ	21	24	12	–	–	A7.4
Student readiness to learn [†]	16	18	8	–	–	A7.1
Cutting classes or being truant moderate/severe problem	19	15	31	–	–	A7.13
Harassment/bullying moderate/severe problem	27	21	47	–	–	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	5	3	11	–	–	A8.9
Tobacco use moderate/severe problem	6	4	13	–	–	A8.10
Vaping/e-cigarette use moderate/severe problem	11	7	24	–	–	A8.11
Student depression moderate/severe problem	31	25	50	–	–	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.

^σ Percent of respondents reporting “Strongly agree.”

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	39	38	42	–	–	A10.1
Creating a positive school climate	39	38	41	–	–	A10.1
Supporting Student Well-being and Development						
Meeting social, emotional, and developmental needs	54	56	50	–	–	A10.1
Supporting students exposed to trauma	62	62	60	–	–	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	100	100	99	–	–
Remote Learning Model	0	0	1	–	–

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

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	93	93	94	–	–
1 day	1	1	1	–	–
2 days	1	1	0	–	–
3 days	0	0	0	–	–
4 days	0	0	0	–	–
5 days	4	3	5	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	34	46	0	–	–
Teacher in grade 5 or above	28	16	68	–	–
Special education teacher	8	7	11	–	–
Administrator	3	3	4	–	–
Prevention staff, nurse, or health aide	1	1	0	–	–
Counselor, psychologist	5	5	6	–	–
Police, resource officer, or safety personnel	0	0	1	–	–
Paraprofessional, teacher assistant, or instructional aide	12	14	3	–	–
Other certificated staff	7	8	4	–	–
Other classified staff	5	5	5	–	–
Other service provider	2	2	2	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Special education	70	65	86	–	–
English language learners	83	80	91	–	–
None of the above	9	11	5	–	–

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	16	17	14	–	–
1 to 2 years	17	16	19	–	–
3 to 5 years	26	26	26	–	–
6 to 10 years	15	13	18	–	–
Over 10 years	27	28	23	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Less than one year	6	6	6	–	–
1 to 2 years	10	10	9	–	–
3 to 5 years	21	21	20	–	–
6 to 10 years	17	15	22	–	–
Over 10 years	47	48	44	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
American Indian or Alaska Native, non-Hispanic	0	0	1	–	–
Asian or Asian American, non-Hispanic	16	18	10	–	–
Black or African American, non-Hispanic	1	1	1	–	–
Filipino, non-Hispanic	5	4	9	–	–
Hispanic or Latino/a	17	18	15	–	–
Native Hawaiian or Pacific Islander, non-Hispanic	1	1	0	–	–
White, non-Hispanic	50	49	51	–	–
Multiracial, non-Hispanic	5	4	8	–	–
Something else, non-Hispanic	6	5	6	–	–

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	59	59	60	–	–
No	41	41	40	–	–

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”					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment [†]	41	45	29	–	–	A5.2
Is a supportive and inviting place for students to learn	46	51	32	–	–	A5.2
Emphasizes teaching lessons in ways relevant to students	38	42	26	–	–	A5.2
Facilities upkeep	35	40	19	–	–	A5.9
School Supports for Staff						
Staff working environment [†]	36	39	28	–	–	A5.4
Is a supportive and inviting place for staff to work	42	45	33	–	–	A5.4
Promotes trust and collegiality among staff	36	39	26	–	–	A5.4
Promotes participation in school decision making	28	31	20	–	–	A5.4
Uses objective data for school improvement decisions	34	37	25	–	–	A5.7
Staff collegiality [†]	40	43	30	–	–	A5.5
Have close professional relationships with one another	37	40	25	–	–	A5.5
Feel a responsibility to improve the school	40	43	30	–	–	A5.5
School Safety						
Is a safe place for staff	40	42	34	–	–	A5.4
Is a safe place for students	42	46	28	–	–	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					
<i>Average reporting “Strongly agree”</i>	41	45	29	–	–
<i>This school... is a supportive and inviting place for students to learn.</i>					
Strongly agree	46	51	32	–	–
Agree	50	45	65	–	–
Disagree	4	4	3	–	–
Strongly disagree	1	1	0	–	–
<i>promotes academic success for all students.</i>					
Strongly agree	41	45	30	–	–
Agree	50	48	58	–	–
Disagree	7	6	11	–	–
Strongly disagree	1	1	1	–	–
<i>emphasizes helping students academically when they need it.</i>					
Strongly agree	44	46	37	–	–
Agree	50	48	55	–	–
Disagree	6	5	8	–	–
Strongly disagree	0	0	0	–	–
<i>emphasizes teaching lessons in ways relevant to students.</i>					
Strongly agree	38	42	26	–	–
Agree	53	50	63	–	–
Disagree	8	7	9	–	–
Strongly disagree	1	1	2	–	–

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 %
<i>This school...</i>					
<i>is a safe place for students.</i>					
Strongly agree	42	46	28	–	–
Agree	49	45	62	–	–
Disagree	8	8	10	–	–
Strongly disagree	1	1	1	–	–
<i>motivates students to learn.</i>					
Strongly agree	35	39	23	–	–
Agree	57	56	63	–	–
Disagree	7	5	13	–	–
Strongly disagree	0	0	1	–	–

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	10	12	6	–	–
Mild problem	37	38	33	–	–
Moderate problem	36	33	47	–	–
Severe problem	17	17	15	–	–

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					
<i>Average reporting “Strongly agree”</i>	36	39	28	–	–
<i>This school... is a supportive and inviting place for staff to work.</i>					
Strongly agree	42	45	33	–	–
Agree	45	42	52	–	–
Disagree	10	9	10	–	–
Strongly disagree	4	3	5	–	–
<i>promotes trust and collegiality among staff.</i>					
Strongly agree	36	39	26	–	–
Agree	48	47	53	–	–
Disagree	12	11	16	–	–
Strongly disagree	3	3	5	–	–
<i>is a safe place for staff.</i>					
Strongly agree	40	42	34	–	–
Agree	49	47	56	–	–
Disagree	9	9	8	–	–
Strongly disagree	2	2	2	–	–
<i>promotes personnel participation in decision-making that affects school practices and policies.</i>					
Strongly agree	28	31	20	–	–
Agree	52	53	51	–	–
Disagree	17	14	25	–	–
Strongly disagree	3	2	4	–	–

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					
<i>Average reporting “Strongly agree”</i>	40	43	30	–	–
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	37	40	25	–	–
Agree	51	48	60	–	–
Disagree	11	11	13	–	–
Strongly disagree	1	1	2	–	–
support and treat each other with respect.					
Strongly agree	44	47	34	–	–
Agree	47	44	57	–	–
Disagree	8	8	7	–	–
Strongly disagree	2	2	2	–	–
feel a responsibility to improve this school.					
Strongly agree	40	43	30	–	–
Agree	49	47	56	–	–
Disagree	10	9	13	–	–
Strongly disagree	1	1	1	–	–

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	38	41	28	–	–
Agree	49	46	59	–	–
Disagree	12	11	12	–	–
Strongly disagree	1	1	1	–	–

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

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

Table A5.7***School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	34	37	25	–	–
Agree	54	53	59	–	–
Disagree	11	10	15	–	–
Strongly disagree	1	1	2	–	–

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	32	36	19	–	–
Mild problem	35	34	38	–	–
Moderate problem	22	19	33	–	–
Severe problem	11	11	11	–	–

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	35	40	19	–	–
Agree	53	48	68	–	–
Disagree	10	9	11	–	–
Strongly disagree	2	2	2	–	–

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”					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships[†]	47	50	38	–	–	A6.2
Adults really care about every student	50	53	42	–	–	A6.2
Adults acknowledge and pay attention to students	48	51	39	–	–	A6.2
Adults listen to what students have to say	44	47	34	–	–	A6.2
High Expectations-Adults in School[†]	49	53	39	–	–	A6.3
Adults want every student to do their best	54	57	44	–	–	A6.3
Adults believe every student can be a success	45	48	36	–	–	A6.3
Student Meaningful Participation[†]	34	36	29	–	–	A6.4
Opportunities to decide things	29	31	23	–	–	A6.4
Equal opportunity for classroom participation	43	46	32	–	–	A6.4
Equal opportunity to participate in extracurricular activities	35	35	37	–	–	A6.4
Opportunities to “make a difference”	30	32	25	–	–	A6.4
Promotion of Parental Involvement[†]	35	38	24	–	–	A6.5
School is welcoming to and facilitates parent involvement	39	44	25	–	–	A6.5
Encourages parents to be active partners in schooling	34	37	25	–	–	A6.5
School communicates about student learning expectation	29	31	21	–	–	A6.5
Parents feel welcome to participate at this school	31	35	18	–	–	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					
<i>Average reporting “Strongly agree”</i>	47	50	38	–	–
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	50	53	42	–	–
Agree	44	41	52	–	–
Disagree	5	5	6	–	–
Strongly disagree	1	1	0	–	–
<i>acknowledge and pay attention to students.</i>					
Strongly agree	48	51	39	–	–
Agree	48	46	56	–	–
Disagree	4	3	5	–	–
Strongly disagree	0	0	0	–	–
<i>listen to what students have to say.</i>					
Strongly agree	44	47	34	–	–
Agree	51	48	60	–	–
Disagree	4	4	6	–	–
Strongly disagree	1	1	1	–	–

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					
<i>Average reporting “Strongly agree”</i>	49	53	39	–	–
<i>Adults who work at this school... want every student to do their best.</i>					
Strongly agree	54	57	44	–	–
Agree	44	41	53	–	–
Disagree	2	2	3	–	–
Strongly disagree	0	0	0	–	–
<i>believe that every student can be a success.</i>					
Strongly agree	45	48	36	–	–
Agree	46	43	55	–	–
Disagree	8	8	9	–	–
Strongly disagree	1	1	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					
<i>Average reporting “Strongly agree”</i>	34	36	29	–	–
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	29	31	23	–	–
Agree	60	60	60	–	–
Disagree	10	9	14	–	–
Strongly disagree	0	0	2	–	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	43	46	32	–	–
Agree	52	48	63	–	–
Disagree	5	5	5	–	–
Strongly disagree	0	0	0	–	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	35	35	37	–	–
Agree	49	48	51	–	–
Disagree	15	16	11	–	–
Strongly disagree	1	1	1	–	–
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	30	32	25	–	–
Agree	51	50	56	–	–
Disagree	16	17	15	–	–
Strongly disagree	2	1	4	–	–

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

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

Promotion of Parental Involvement

Table A6.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	35	38	24	–	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	39	44	25	–	–
Agree	54	50	66	–	–
Disagree	6	6	8	–	–
Strongly disagree	1	1	1	–	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	34	37	25	–	–
Agree	58	57	62	–	–
Disagree	7	5	12	–	–
Strongly disagree	1	1	1	–	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	29	31	21	–	–
Agree	65	63	70	–	–
Disagree	6	5	9	–	–
Strongly disagree	0	0	0	–	–
Parents feel welcome to participate at this school.					
Strongly agree	31	35	18	–	–
Agree	62	58	72	–	–
Disagree	6	6	9	–	–
Strongly disagree	1	1	1	–	–

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	39	41	32	–	–
Agree	58	55	66	–	–
Disagree	3	3	2	–	–
Strongly disagree	0	0	1	–	–

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	38	41	28	–	–	A7.2
Student readiness to learn	16	18	8	–	–	A7.3
Instructional equity	36	39	26	–	–	A7.7
Antibullying climate	37	39	30	–	–	A7.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	27	29	20	–	–	A7.5
Respect for diversity	40	42	33	–	–	A7.6
Positive Peer Relations						
Student peer relationships	22	26	10	–	–	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					
<i>Average reporting “Strongly agree”</i>	38	41	28	–	–
This school encourages students to feel responsible for how they act.					
Strongly agree	36	40	24	–	–
Agree	52	51	58	–	–
Disagree	10	9	14	–	–
Strongly disagree	2	1	4	–	–
This school encourages students to understand how others think and feel.					
Strongly agree	39	43	27	–	–
Agree	57	54	66	–	–
Disagree	3	2	7	–	–
Strongly disagree	1	1	1	–	–
Students are taught that they can control their own behavior.					
Strongly agree	35	40	21	–	–
Agree	58	56	67	–	–
Disagree	6	4	12	–	–
Strongly disagree	1	1	1	–	–
This school helps students resolve conflicts with one another.					
Strongly agree	40	40	41	–	–
Agree	53	53	56	–	–
Disagree	6	7	4	–	–
Strongly disagree	1	1	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	40	44	28	–	–
Agree	57	53	71	–	–
Disagree	3	3	2	–	–
Strongly disagree	0	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					
<i>Average reporting “Strongly agree”</i>	16	18	8	–	–
Students are healthy and physically fit.					
Strongly agree	18	20	10	–	–
Agree	63	64	60	–	–
Disagree	19	15	29	–	–
Strongly disagree	1	1	1	–	–
Students start/arrive at school alert and rested.					
Strongly agree	13	15	6	–	–
Agree	53	56	43	–	–
Disagree	30	26	45	–	–
Strongly disagree	3	3	6	–	–
Students are motivated to learn.					
Strongly agree	19	21	10	–	–
Agree	60	60	60	–	–
Disagree	18	16	27	–	–
Strongly disagree	3	3	4	–	–
Students in this school are well-behaved.					
Strongly agree	15	17	8	–	–
Agree	58	56	65	–	–
Disagree	22	21	25	–	–
Strongly disagree	5	5	2	–	–

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	21	24	12	–	–
Agree	59	59	58	–	–
Disagree	18	15	26	–	–
Strongly disagree	3	2	3	–	–

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					
<i>Average reporting “Strongly agree”</i>	27	29	20	–	–
This school handles discipline problems fairly.					
Strongly agree	29	31	20	–	–
Agree	50	49	52	–	–
Disagree	16	15	21	–	–
Strongly disagree	5	4	8	–	–
The school rules are fair.					
Strongly agree	34	39	21	–	–
Agree	58	56	62	–	–
Disagree	7	4	15	–	–
Strongly disagree	1	1	2	–	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	20	20	19	–	–
Agree	54	56	48	–	–
Disagree	21	20	25	–	–
Strongly disagree	5	4	9	–	–
Students know what the rules are.					
Strongly agree	25	28	17	–	–
Agree	62	63	62	–	–
Disagree	11	8	19	–	–
Strongly disagree	1	1	2	–	–

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					
<i>Average reporting “Strongly agree”</i>	40	42	33	–	–
Students respect each other’s differences.					
Strongly agree	23	26	13	–	–
Agree	59	59	59	–	–
Disagree	16	14	24	–	–
Strongly disagree	2	1	4	–	–
Adults from this school respect differences in students.					
Strongly agree	48	50	45	–	–
Agree	49	47	53	–	–
Disagree	2	3	2	–	–
Strongly disagree	1	1	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	48	50	39	–	–
Agree	50	47	58	–	–
Disagree	3	3	2	–	–
Strongly disagree	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					
<i>Average reporting “Strongly agree”</i>	36	39	26	–	–
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	28	29	23	–	–
Agree	56	55	59	–	–
Disagree	15	15	17	–	–
Strongly disagree	1	1	1	–	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	29	32	20	–	–
Agree	54	52	61	–	–
Disagree	15	15	17	–	–
Strongly disagree	2	2	2	–	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	35	37	31	–	–
Agree	50	49	53	–	–
Disagree	13	13	15	–	–
Strongly disagree	2	2	1	–	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	44	48	29	–	–
Agree	44	42	53	–	–
Disagree	10	9	14	–	–
Strongly disagree	2	2	3	–	–

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	50	30	–	–
Agree	47	43	60	–	–
Disagree	7	6	10	–	–
Strongly disagree	1	1	1	–	–

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

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

Table A7.8***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	44	28	–	–
Agree	49	46	59	–	–
Disagree	10	9	12	–	–
Strongly disagree	1	1	1	–	–

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	29	31	21	–	–
Agree	51	50	55	–	–
Disagree	18	16	21	–	–
Strongly disagree	3	3	3	–	–

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	54	61	33	–	–
Mild problem	36	31	52	–	–
Moderate problem	8	7	12	–	–
Severe problem	2	2	3	–	–

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					
<i>Average reporting “Strongly agree”</i>	22	26	10	–	–
Students care about one another.					
Strongly agree	29	34	14	–	–
Agree	64	60	75	–	–
Disagree	6	5	9	–	–
Strongly disagree	0	0	1	–	–
Students treat each other with respect.					
Strongly agree	17	20	7	–	–
Agree	66	65	70	–	–
Disagree	15	14	20	–	–
Strongly disagree	2	2	3	–	–
Students get along well with one another.					
Strongly agree	20	23	9	–	–
Agree	71	69	80	–	–
Disagree	9	8	11	–	–
Strongly disagree	0	0	0	–	–
Students enjoy spending time together during school activities.^o					
Strongly agree	36	40	24	–	–
Agree	62	59	70	–	–
Disagree	2	1	6	–	–
Strongly disagree	0	0	1	–	–

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.

^oItem 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 (<i>Remote Only</i>)					
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.

^ØItem not included in the scale.

Antibullying Climate

Table A7.12

Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
<i>Average reporting “Strongly agree”</i>	37	39	30	–	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	51	54	43	–	–
Agree	45	43	51	–	–
Disagree	3	2	6	–	–
Strongly disagree	1	1	0	–	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	31	34	23	–	–
Agree	57	58	54	–	–
Disagree	11	8	21	–	–
Strongly disagree	1	1	1	–	–
Students tell teachers when other students are being bullied.					
Strongly agree	30	33	20	–	–
Agree	54	57	47	–	–
Disagree	15	9	31	–	–
Strongly disagree	1	0	3	–	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	49	50	46	–	–
Agree	48	46	52	–	–
Disagree	3	3	2	–	–
Strongly disagree	1	1	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	21	23	16	–	–
Agree	51	56	35	–	–
Disagree	25	20	42	–	–
Strongly disagree	3	1	7	–	–

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	51	61	21	–	–
Mild problem	30	25	48	–	–
Moderate problem	14	11	24	–	–
Severe problem	4	4	6	–	–

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	24	28	11	–	–
Agree	65	63	72	–	–
Disagree	10	9	16	–	–
Strongly disagree	1	0	1	–	–

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	26	30	12	–	–
Mild problem	44	45	38	–	–
Moderate problem	25	19	43	–	–
Severe problem	6	6	7	–	–

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	27	32	11	–	–
Mild problem	45	46	43	–	–
Moderate problem	22	17	39	–	–
Severe problem	5	5	8	–	–

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	49	54	31	–	–
Mild problem	38	34	52	–	–
Moderate problem	11	9	16	–	–
Severe problem	3	3	2	–	–

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	66	76	33	–	–
Mild problem	23	17	44	–	–
Moderate problem	8	4	19	–	–
Severe problem	3	2	4	–	–

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	65	72	45	–	–
Mild problem	26	19	46	–	–
Moderate problem	6	6	6	–	–
Severe problem	3	3	3	–	–

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	82	91	53	–	–
Mild problem	13	6	35	–	–
Moderate problem	4	1	11	–	–
Severe problem	1	1	2	–	–

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	88	92	73	–	–
Mild problem	10	6	23	–	–
Moderate problem	1	1	3	–	–
Severe problem	1	1	1	–	–

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	81	92	45	–	–
Mild problem	14	5	45	–	–
Moderate problem	3	2	8	–	–
Severe problem	1	1	2	–	–

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	93	52	–	–
Mild problem	11	4	34	–	–
Moderate problem	4	2	11	–	–
Severe problem	2	1	3	–	–

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	72	86	27	–	–
Mild problem	17	7	49	–	–
Moderate problem	7	4	19	–	–
Severe problem	4	3	5	–	–

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	3	3	1	–	–
Yes	91	89	95	–	–
Don't know	7	8	4	–	–

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					
<i>Average reporting “Strongly agree” or “Agree”</i>	11	11	13	–	–
The rules at this school are too strict.					
Strongly agree	2	2	4	–	–
Agree	7	7	8	–	–
Disagree	58	59	55	–	–
Strongly disagree	33	32	33	–	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	2	1	2	–	–
Agree	7	6	8	–	–
Disagree	48	47	50	–	–
Strongly disagree	44	45	39	–	–
Students get in trouble for breaking small rules.					
Strongly agree	1	1	1	–	–
Agree	13	13	12	–	–
Disagree	57	57	58	–	–
Strongly disagree	29	29	29	–	–
Teachers are very strict here.					
Strongly agree	2	1	3	–	–
Agree	12	12	14	–	–
Disagree	64	64	63	–	–
Strongly disagree	22	23	20	–	–

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	35	36	30	–	–
Agree	48	46	53	–	–
Disagree	14	14	15	–	–
Strongly disagree	3	3	2	–	–

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 %
<i>Instruction and School Environment</i>					
Positive behavioral support and classroom management					
Yes	39	38	42	—	—
No	61	62	58	—	—
Creating a positive school climate					
Yes	39	38	41	—	—
No	61	62	59	—	—
Motivating students through remote learning (Remote Only)					
Yes				—	—
No				—	—
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	39	39	40	—	—
No	61	61	60	—	—
<i>Supporting Student Well-being and Development</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	54	56	50	—	—
No	46	44	50	—	—
Supporting students exposed to trauma or stressful life events.					
Yes	62	62	60	—	—
No	38	38	40	—	—

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	249	186	63	–	–

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

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies ^σ	20	25	7	–	–	B3.1
Enforces zero tolerance policies ^σ	19	23	9	–	–	B3.1
Has sufficient resources to create a safe campus ^σ	20	23	11	–	–	B3.2
Seeks to maintain a secure campus ^σ	9	9	8	–	–	B3.2
Provides harassment or bullying prevention [§]	36	37	32	–	–	B3.3
Provides conflict resolution or behavior management instruction [§]	46	46	46	–	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal ^σ	25	27	19	–	–	B4.1
Collaborates well with community organizations to address substance use or other problems ^σ	16	17	15	–	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems ^σ	24	27	15	–	–	B4.1
Provides alcohol or drug use prevention instruction [§]	11	10	13	–	–	B4.1
Provides tobacco use/vaping prevention instruction [§]	11	10	15	–	–	B4.1
Has sufficient resources to address substance use prevention needs ^σ	14	16	8	–	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students ^σ	21	25	8	–	–	B5.1
Provides opportunities for physical education and activity [§]	74	77	67	–	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]	45	48	37	–	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems ^σ	39	45	23	–	–	B6.1
Restorative practices ^σ	46	42	57	–	–	B6.1
Trauma-informed practices ^σ	25	27	20	–	–	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	7	–	–
Agree	45	44	47	–	–
Disagree	25	22	32	–	–
Strongly disagree	10	9	14	–	–
Enforces zero tolerance policies					
Strongly agree	19	23	9	–	–
Agree	44	45	40	–	–
Disagree	29	27	36	–	–
Strongly disagree	8	6	16	–	–

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	20	23	11	–	–
Agree	60	57	70	–	–
Disagree	17	18	16	–	–
Strongly disagree	3	3	2	–	–
Seeks to maintain a secure campus					
Strongly agree	9	9	8	–	–
Agree	25	24	27	–	–
Disagree	27	27	27	–	–
Strongly disagree	40	40	38	–	–

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	36	37	32	–	–
Some	55	54	58	–	–
Not much	8	8	10	–	–
Not at all	1	2	0	–	–
Provides conflict resolution or behavior management instruction					
A lot	46	46	46	–	–
Some	48	48	49	–	–
Not much	6	6	5	–	–
Not at all	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	25	27	19	–	–
Agree	51	50	54	–	–
Disagree	20	19	24	–	–
Strongly disagree	4	4	3	–	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	16	17	15	–	–
Agree	57	54	67	–	–
Disagree	20	21	18	–	–
Strongly disagree	6	8	0	–	–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	24	27	15	–	–
Agree	59	55	68	–	–
Disagree	15	15	15	–	–
Strongly disagree	2	3	2	–	–

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	11	10	13	–	–
Some	55	52	61	–	–
Not much	28	30	21	–	–
Not at all	7	8	5	–	–
Provides tobacco use/vaping prevention instruction					
A lot	11	10	15	–	–
Some	54	52	61	–	–
Not much	27	31	18	–	–
Not at all	7	8	6	–	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	14	16	8	–	–
Agree	63	60	70	–	–
Disagree	20	20	21	–	–
Strongly disagree	3	4	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	32	35	25	–	–
Agree	53	49	63	–	–
Disagree	13	15	10	–	–
Strongly disagree	1	1	2	–	–

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	21	25	8	–	–
Agree	57	58	56	–	–
Disagree	21	16	34	–	–
Strongly disagree	1	1	2	–	–
Provides opportunities for physical education and activity					
A lot	74	77	67	–	–
Some	25	23	30	–	–
Not much	1	0	3	–	–
Not at all	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	45	48	37	—	—
Some	45	43	52	—	—
Not much	9	8	11	—	—
Not at all	1	1	0	—	—
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	39	45	23	—	—
Agree	57	50	75	—	—
Disagree	3	4	2	—	—
Strongly disagree	1	1	0	—	—
Uses restorative practices to help resolve conflicts					
Strongly agree	46	42	57	—	—
Agree	49	52	43	—	—
Disagree	4	5	0	—	—
Strongly disagree	0	1	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	25	27	20	–	–
Agree	58	59	55	–	–
Disagree	16	13	25	–	–
Strongly disagree	0	1	0	–	–
Provides instructional help to build social-emotional competencies					
A lot	50	53	41	–	–
Some	43	41	49	–	–
Not much	7	6	10	–	–
Not at all	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 E. Student Wellness

1. Module Sample

Table E1.1

Student Wellness Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	593	482	111	–	–

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

2. Summary of Indicators

Table E2.1

Summary of Indicators of Student Wellness

	All %	ES %	MS %	HS %	NT %	Table
Student Mental Health Needs						
Social, emotional, and mental health needs ^λ	71	71	74	–	–	E3.1
Exposure to trauma/violent events ^λ	41	43	32	–	–	E3.1
Stigmatization of students with mental health needs ^λ	20	19	23	–	–	E3.1
Student Mental Health Supports at School						
School emphasizes helping student mental health needs [‡]	80	79	85	–	–	E4.1
School provides adequate counseling and support services [‡]	63	61	71	–	–	E4.1
School communicates to students that help is available [‡]	74	71	86	–	–	E4.1
Staff receive support to address student needs [‡]	60	61	54	–	–	E4.1
Staff efficacy for promoting student well-being ^ψ	62	63	60	–	–	E4.3
Referrals - school-based mental health professional ^{^¶}	39	35	55	–	–	E4.5
Referrals - community-based mental health services ^{^¶}	11	10	13	–	–	E4.5
Referrals - crisis hotline ^{^¶}	2	1	4	–	–	E4.5
Referrals - self-help strategies ^{^¶}	36	36	37	–	–	E4.5
Barriers to Accessing Mental Health Services						
Students do not know where to go for help	36	37	33	–	–	E4.6
Students are afraid of what people might think	45	41	60	–	–	E4.6
There are not enough services to meet students' needs	50	53	36	–	–	E4.6
Students do not have insurance or another way to pay for it	33	34	27	–	–	E4.6
Parents do not follow through	59	60	56	–	–	E4.6
Staff Compassion Satisfaction and Fatigue						
Staff compassion satisfaction [‡]	70	71	66	–	–	E5.1
Staff secondary traumatic stress [‡]	15	15	18	–	–	E5.2
Staff burnout [‡]	41	39	48	–	–	E5.3

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

^λPercent of respondents reporting “Moderate” or “Very common.”

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

^ψAverage percent of respondents reporting “Very confident” across survey questions that comprise the scale.

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

[¶]Past month.

[‡]Average percent of respondents reporting “Often” or “Very often” across survey questions that comprise the scale.

3. Student Mental Health Needs

Table E3.1

Student Social and Emotional Wellness and Mental Health Needs

	All %	ES %	MS %	HS %	NT %
<i>How common are the following issues among students at your school?</i>					
Social, emotional, and mental health needs					
Not at all	2	2	1	–	–
A little	27	27	25	–	–
Moderate	44	44	44	–	–
Very common	28	27	30	–	–
Exposure to trauma/violent events in the home or community					
Not at all	10	11	7	–	–
A little	49	46	60	–	–
Moderate	26	26	26	–	–
Very common	14	16	6	–	–
Stigmatization of students with mental health needs					
Not at all	33	37	18	–	–
A little	47	44	59	–	–
Moderate	15	14	18	–	–
Very common	5	5	5	–	–

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

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

4. Student Mental Health Supports at School

Table E4.1

School Supports to Help Students with Mental Health Needs

	All %	ES %	MS %	HS %	NT %
My school emphasizes helping students with their mental health needs.					
Strongly disagree	3	4	1	–	–
Disagree	4	4	5	–	–
Neither disagree nor agree	13	14	10	–	–
Agree	57	55	65	–	–
Strongly agree	23	24	20	–	–
My school collaborates well with community organizations to help address students' mental health needs.					
Strongly disagree	4	4	2	–	–
Disagree	7	8	5	–	–
Neither disagree nor agree	34	35	30	–	–
Agree	41	39	49	–	–
Strongly agree	14	14	15	–	–
My school provides adequate counseling and support services for students with mental health needs.					
Strongly disagree	5	6	1	–	–
Disagree	13	13	15	–	–
Neither disagree nor agree	19	20	14	–	–
Agree	47	45	58	–	–
Strongly agree	16	17	13	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
My school communicates to students that help is available for their mental health needs.					
Strongly disagree	3	4	1	–	–
Disagree	5	5	3	–	–
Neither disagree nor agree	18	20	10	–	–
Agree	53	51	62	–	–
Strongly agree	21	20	25	–	–
I receive support from my school to address students' mental health needs.					
Strongly disagree	4	5	2	–	–
Disagree	12	12	14	–	–
Neither disagree nor agree	24	22	31	–	–
Agree	44	45	39	–	–
Strongly agree	15	16	15	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Does your school have a written policy about how to support students with mental health needs?					
Yes, I have put this policy into practice.	18	16	30	–	–
Yes, but I have never put this policy into practice.	23	23	23	–	–
No, our school doesn't have a written policy.	4	3	6	–	–
Don't know	55	58	42	–	–

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

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

Table E4.3

Staff Efficacy for Promoting Student Well-Being Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff efficacy for promoting student well-being					
<i>Average reporting “Very confident”</i>	62	63	60	–	–
<i>How confident you are that you can successfully... develop caring relationships with students.</i>					
Not at all confident	1	0	3	–	–
A little confident	2	2	3	–	–
Somewhat confident	13	14	10	–	–
Very confident	84	84	85	–	–
<i>create a classroom climate that fosters a sense of safety and belonging for all students.</i>					
Not at all confident	1	1	2	–	–
A little confident	2	2	3	–	–
Somewhat confident	20	18	27	–	–
Very confident	77	79	68	–	–
<i>recognize a student who may be in emotional distress or at risk due to stressful or traumatic life events.</i>					
Not at all confident	1	1	2	–	–
A little confident	6	6	10	–	–
Somewhat confident	42	43	42	–	–
Very confident	50	51	46	–	–
<i>refer a student in need to mental health supports or services.</i>					
Not at all confident	2	2	2	–	–
A little confident	7	5	11	–	–
Somewhat confident	36	36	36	–	–
Very confident	56	57	51	–	–

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

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

Table E4.3

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

	All %	ES %	MS %	HS %	NT %
How confident you are that you can successfully...					
integrate self-care approaches and strategies into your life that will foster your own mental well-being.					
Not at all confident	2	2	2	–	–
A little confident	11	10	18	–	–
Somewhat confident	36	38	30	–	–
Very confident	50	50	50	–	–
respond to a student who discloses sensitive information to you in relation to mental health and well-being.					
Not at all confident	1	0	3	–	–
A little confident	9	10	4	–	–
Somewhat confident	34	34	33	–	–
Very confident	57	56	61	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<i>During the last month, how often did you do any of the following when talking with students about their mental health needs?</i>					
Spent time listening to their issues					
Never	9	9	8	–	–
Once	9	9	8	–	–
2-9 times	51	51	50	–	–
10 times or more	31	30	34	–	–
Helped to calm them down					
Never	6	6	7	–	–
Once	10	8	17	–	–
2-9 times	50	49	53	–	–
10 times or more	34	37	23	–	–
Talked to them about their issues					
Never	8	8	6	–	–
Once	12	11	14	–	–
2-9 times	51	51	51	–	–
10 times or more	29	30	28	–	–
Gave them information to help them with their issues					
Never	18	19	13	–	–
Once	16	14	23	–	–
2-9 times	49	49	50	–	–
10 times or more	18	19	14	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<i>During the last month, how often did you refer students to the following supports/services for mental health concerns?</i>					
School-based mental health professional					
Never	34	36	26	–	–
Once	27	29	19	–	–
2-9 times	36	32	53	–	–
10 times or more	3	3	2	–	–
Community-based mental health services					
Never	82	83	78	–	–
Once	7	6	9	–	–
2-9 times	10	10	13	–	–
10 times or more	0	0	0	–	–
Crisis hotline					
Never	94	95	90	–	–
Once	4	4	6	–	–
2-9 times	1	1	4	–	–
10 times or more	0	0	0	–	–
Self-help strategies					
Never	50	50	48	–	–
Once	14	14	16	–	–
2-9 times	30	30	30	–	–
10 times or more	6	6	6	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
They do not know where to go for help.	36	37	33	–	–
They are afraid of what people might think if they seek help.	45	41	60	–	–
There are not enough services to meet students' needs.	50	53	36	–	–
They do not have insurance or another way to pay for it.	33	34	27	–	–
Their parents do not follow through.	59	60	56	–	–
Other	13	14	11	–	–

Question E.9: What barriers, if any, do students at your school face in accessing services and supports to address mental health needs? (Mark all that apply.)

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

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

Table E4.7***Reasons for Not Referring Youth to Mental Health Services***

	All %	ES %	MS %	HS %	NT %
Does not apply; I made referrals.	46	46	47	–	–
I have no direct contact with youth.	2	2	0	–	–
I have contact with youth, but none needed mental health-related referrals.	33	32	35	–	–
No time to offer support	2	2	4	–	–
Not yet confident in my ability to make a referral	3	3	1	–	–
Don't know of places to refer youth	5	6	4	–	–
Other	17	17	16	–	–

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

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

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

5. Staff Compassion Satisfaction and Fatigue

Table E5.1

Staff Compassion Satisfaction Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff compassion satisfaction					
<i>Average reporting “Often” or “Very often”</i>	70	71	66	–	–
<i>How often have you experienced the following in the last month?...</i>					
My work makes me feel satisfied.					
Never	1	1	3	–	–
Rarely	5	4	5	–	–
Sometimes	24	24	26	–	–
Often	41	42	38	–	–
Very Often	29	29	28	–	–
I feel good about how I am able to support students with their overall well-being.					
Never	1	0	1	–	–
Rarely	2	2	3	–	–
Sometimes	21	21	21	–	–
Often	44	44	45	–	–
Very Often	32	33	31	–	–
I believe I can make a difference through my work.					
Never	0	0	1	–	–
Rarely	2	2	3	–	–
Sometimes	18	17	21	–	–
Often	37	37	38	–	–
Very Often	42	43	38	–	–

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

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

Table E5.1

Staff Compassion Satisfaction Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
<i>How often have you experienced the following in the last month?...</i>					
<i>I feel that I am successful in supporting my students who have experienced trauma or stressful life events.</i>					
Never	1	1	1	–	–
Rarely	5	6	5	–	–
Sometimes	39	37	48	–	–
Often	34	36	28	–	–
Very Often	20	20	18	–	–

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

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

Table E5.2

Staff Secondary Traumatic Stress Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff secondary traumatic stress					
<i>Average reporting “Often” or “Very often”</i>	15	15	18	–	–
<i>How often have you experienced the following in the last month?...</i>					
I find it difficult to separate my personal life from my work life.					
Never	14	14	14	–	–
Rarely	31	33	23	–	–
Sometimes	34	33	39	–	–
Often	13	13	11	–	–
Very Often	7	6	14	–	–
I think that I might have been affected by the traumatic or stressful life experiences of the youth I work with.					
Never	27	26	30	–	–
Rarely	31	32	29	–	–
Sometimes	32	32	31	–	–
Often	7	7	7	–	–
Very Often	3	3	4	–	–

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

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

Table E5.3
Staff Burnout Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff burnout					
<i>Average reporting “Often” or “Very often”</i>	41	39	48	–	–
<i>How often have you experienced the following in the last month?...</i>					
I feel worn out because of my work.					
Never	7	7	4	–	–
Rarely	14	15	14	–	–
Sometimes	37	37	34	–	–
Often	21	21	20	–	–
Very Often	21	20	29	–	–
I feel overwhelmed because my workload seems endless.					
Never	9	10	5	–	–
Rarely	18	18	19	–	–
Sometimes	33	34	29	–	–
Often	18	18	20	–	–
Very Often	22	20	27	–	–

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

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

Section F. Trauma-Informed Practice

1. Module Sample

Table F1.1

Trauma-Informed Practice Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	589	479	110	–	–

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

2. Summary of Indicators

Table F2.1

Summary of Indicators of Trauma-Informed Practice

	All %	ES %	MS %	HS %	NT %	Table
Trauma Sensitive Environment						
Staff emotional safety at school [†]	29	30	23	–	–	F3.1
Staff-student personalization [†]	35	36	30	–	–	F3.2
Relationships with school leadership [‡]	38	41	23	–	–	F3.3
Staff Attitudes Related to Trauma-Informed Care						
Underlying causes of problem behavior and symptoms [‡]	43	47	30	–	–	F4.1
Response to problem behavior and symptoms [‡]	50	52	41	–	–	F4.2
Trauma-Informed Practice and Training						
Staff had training in trauma-informed care	63	63	62	–	–	F5.1
School uses a trauma-engaged approach to discipline [‡]	75	75	77	–	–	F5.2
Self-Care Practices						
Opportunity to use self-care techniques for staff [‡]	61	63	51	–	–	F6.1
Opportunity to use self-care techniques for student [‡]	76	78	64	–	–	F6.2

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.

[‡]Average percent of respondents reporting “Care a tremendous amount,” “Extremely supportive,” “Extremely respectful,” or “Extremely understanding” across survey questions that comprise the scale.

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

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

3. Trauma Sensitive Environment

Table F3.1

Staff Emotional Safety at School Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff emotional safety at school					
<i>Average reporting “Strongly agree”</i>	29	30	23	–	–
I feel connected to other adults at my school.					
Strongly disagree	2	2	4	–	–
Disagree	6	5	6	–	–
Neither disagree nor agree	11	11	14	–	–
Agree	48	47	51	–	–
Strongly agree	33	35	25	–	–
I feel comfortable discussing feelings, worries, and frustrations with my supervisor.					
Strongly disagree	8	7	15	–	–
Disagree	8	7	11	–	–
Neither disagree nor agree	15	14	17	–	–
Agree	39	40	34	–	–
Strongly agree	31	33	24	–	–
People at this school care about me as a person.					
Strongly disagree	3	3	2	–	–
Disagree	4	3	6	–	–
Neither disagree nor agree	15	14	17	–	–
Agree	46	46	46	–	–
Strongly agree	32	33	28	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Staff at this school trust each other.					
Strongly disagree	2	3	0	–	–
Disagree	8	7	14	–	–
Neither disagree nor agree	18	18	18	–	–
Agree	49	49	53	–	–
Strongly agree	23	24	15	–	–
It is OK in this school to discuss feelings, worries, and frustrations with other staff.					
Strongly disagree	3	3	5	–	–
Disagree	6	7	5	–	–
Neither disagree nor agree	15	15	18	–	–
Agree	48	49	46	–	–
Strongly agree	27	27	25	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Staff-student personalization					
<i>Average reporting “Strongly agree”</i>	35	36	30	–	–
Students share their concerns with me.					
Strongly disagree	0	0	1	–	–
Disagree	1	1	1	–	–
Neither disagree nor agree	8	8	12	–	–
Agree	53	53	54	–	–
Strongly agree	38	39	33	–	–
Students express their feelings with me.					
Strongly disagree	0	0	1	–	–
Disagree	0	0	0	–	–
Neither disagree nor agree	7	6	14	–	–
Agree	52	52	51	–	–
Strongly agree	41	42	35	–	–
Students talk with me about their homes and families.					
Strongly disagree	1	1	1	–	–
Disagree	3	2	5	–	–
Neither disagree nor agree	15	14	21	–	–
Agree	52	53	49	–	–
Strongly agree	30	31	25	–	–
Students talk freely about their lives outside of school.					
Strongly disagree	1	0	1	–	–
Disagree	2	1	4	–	–
Neither disagree nor agree	14	13	18	–	–
Agree	51	52	47	–	–
Strongly agree	32	33	30	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Relationships with school leadership					
<i>Average reporting the top category¹</i>	38	41	23	–	–
How much do your school leaders care about you as an individual?					
Do not care at all	5	4	11	–	–
Care a little bit	9	8	14	–	–
Care somewhat	18	16	27	–	–
Care quite a bit	39	40	34	–	–
Care a tremendous amount	29	32	15	–	–
When you face challenges at work, how supportive are your school leaders?					
Not at all supportive	4	3	10	–	–
Slightly supportive	9	8	15	–	–
Somewhat supportive	17	16	20	–	–
Quite supportive	39	40	39	–	–
Extremely supportive	30	34	17	–	–
How respectful are your school leaders to you?					
Not at all respectful	3	1	8	–	–
Slightly respectful	5	5	8	–	–
Somewhat respectful	11	9	19	–	–
Quite respectful	36	36	37	–	–
Extremely respectful	45	49	27	–	–
When challenges arise in your personal life, how understanding are your school leaders?					
Not at all understanding	2	1	6	–	–
Slightly understanding	5	4	10	–	–
Somewhat understanding	10	8	16	–	–
Quite understanding	36	37	35	–	–
Extremely understanding	47	50	33	–	–

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

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

¹*Average percent of respondents reporting “Care a tremendous amount,” “Extremely supportive,” “Extremely respectful,” or “Extremely understanding” across survey questions that comprise the scale.*

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

4. Staff Attitudes Related to Trauma-Informed Care

Table F4.1

Underlying Causes of Problem Behavior and Symptoms

	All %	ES %	MS %	HS %	NT %
Underlying causes of problem behavior and symptoms					
<i>Average reporting the top two categories</i>	43	47	30	—	—
<i>For each item below, select the bubble along the dimension between the two options that best represents your personal belief during the past two months of your job.</i>					
<i>Sample question 1</i>					
1 - Students could act better if they really wanted to.	3	2	5	—	—
2	4	2	10	—	—
3	9	8	12	—	—
4	25	24	31	—	—
5	19	18	22	—	—
6	21	24	12	—	—
7 - Students are doing the best they can with the skills they have.	19	22	7	—	—
<i>Sample question 2</i>					
1 - If things aren't going well, it is because the students are not doing what they need to do.	1	0	2	—	—
2	3	2	5	—	—
3	3	2	4	—	—
4	29	28	34	—	—
5	22	21	23	—	—
6	23	25	18	—	—
7 - If things aren't going well, it is because I need to shift what I am doing.	19	21	14	—	—

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

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

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

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

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

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

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

	All %	ES %	MS %	HS %	NT %
Response to problem behavior and symptoms					
<i>Average reporting the top two categories</i>	50	52	41	–	–
For each item below, select the bubble along the dimension between the two options that best represents your personal belief during the past two months of your job.					
Sample question 1					
1 - Students need to be held accountable for their actions.	8	7	13	–	–
2	18	17	24	–	–
3	18	18	14	–	–
4	35	35	38	–	–
5	10	11	4	–	–
6	6	6	5	–	–
7 - Students often are not yet able or ready to take responsibility for their actions. They need to be treated flexibly and as individuals.	5	6	3	–	–
Sample question 2					
1 - When managing a crisis, enforcement of rules is the most important thing.	1	1	1	–	–
2	4	4	4	–	–
3	5	6	1	–	–
4	25	24	27	–	–
5	17	16	23	–	–
6	23	23	25	–	–
7 - When managing a crisis, flexibility is the most important thing.	25	26	19	–	–

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

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

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

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

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

5. Trauma-Informed Practice and Training

Table F5.1

Familiarity with and Training in Trauma-Informed Practice

	All %	ES %	MS %	HS %	NT %
How familiar are you with trauma-informed care or trauma-informed schools?					
Not at all familiar	13	13	12	–	–
Slightly familiar	22	20	27	–	–
Somewhat familiar	33	34	27	–	–
Quite familiar	25	25	25	–	–
Very familiar	8	8	9	–	–
Have you had training in trauma-informed care or trauma-informed schools?					
No	37	37	38	–	–
Yes	63	63	62	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Staff at this school understand Adverse Childhood Experiences, stress, and trauma.					
Strongly disagree	3	3	6	–	–
Disagree	11	11	9	–	–
Neither disagree nor agree	39	36	49	–	–
Agree	41	43	28	–	–
Strongly agree	7	6	8	–	–
This school uses a trauma-engaged approach to discipline.					
Strongly disagree	2	2	5	–	–
Disagree	3	3	3	–	–
Neither disagree nor agree	20	21	15	–	–
Agree	54	57	43	–	–
Strongly agree	21	18	34	–	–
Strength-based language is used throughout this school community.					
Strongly disagree	2	2	4	–	–
Disagree	7	8	4	–	–
Neither disagree nor agree	35	31	48	–	–
Agree	45	47	35	–	–
Strongly agree	12	12	9	–	–
This school has developed a master list of trauma-engaged resources and supports.					
Strongly disagree	4	4	5	–	–
Disagree	13	13	12	–	–
Neither disagree nor agree	52	52	50	–	–
Agree	24	24	24	–	–
Strongly agree	7	6	9	–	–

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

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

6. Self-Care Practices

Table F6.1

Staff Self-Care Practices

	All %	ES %	MS %	HS %	NT %
Staff in this school have knowledge of practices that help prevent and address stress, burnout, secondary trauma, and compassion fatigue.					
Strongly disagree	2	2	2	–	–
Disagree	4	3	7	–	–
Neither disagree nor agree	22	20	29	–	–
Agree	55	57	43	–	–
Strongly agree	18	18	19	–	–
Staff in this school have the opportunity to use self-care techniques.					
Strongly disagree	4	4	6	–	–
Disagree	10	9	14	–	–
Neither disagree nor agree	25	24	29	–	–
Agree	48	50	39	–	–
Strongly agree	13	13	12	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
Students in this school have knowledge of self-care techniques.					
Strongly disagree	2	1	3	–	–
Disagree	6	5	8	–	–
Neither disagree nor agree	18	15	28	–	–
Agree	58	60	46	–	–
Strongly agree	18	18	15	–	–
Students in this school have the opportunity to use self-care techniques.					
Strongly disagree	2	2	3	–	–
Disagree	4	3	8	–	–
Neither disagree nor agree	19	17	24	–	–
Agree	57	59	47	–	–
Strongly agree	19	19	18	–	–

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

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

Appendix

2024-25 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Audubon Elementary	X
Bayside Academy	X
Baywood Elementary	X
Beach Park Elementary	X
Beresford Elementary	X
Brewer Island Elementary	X
College Park Elementary	X
Fiesta Gardens International Elementary	X
Foster City Elementary	X
George Hall Elementary	X
Highlands Elementary	X
LEAD Elementary	X
Laurel Elementary	X
Meadow Heights Elementary	X
North Shoreview Montessori	X
Parkside Montessori	X
San Mateo Park Elementary	X
Sunnybrae 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
Abbott Middle	X
Borel Middle	X
Bowditch 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.