CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA SCHOOL STAFF SURVEY



Palo Alto Unified
2025–2026
Main Report

California Department of EDUCATION

WestEd
WestEd.org

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2025–26 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 7 (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, email CalSCHLS at calschls@wested.org.

- 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 10 years can be displayed. 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 data dashboard that displays up to 10 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, email CalSCHLS at calschls@wested.org.

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

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

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

ACKNOWLEDGMENTS

The CSSS and this report were developed by WestEd, under contract from the California Department of Education School Health and Safety Office and the Department of Health Care Services. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality assurance.

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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	
Z. Custom Questions	X

Section A. Core Module

1. Survey Sample

Table A1.1
Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	282	156	58	68	–

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

Table A1.2
Number of Respondents by Instructional Model

	All	ES	MS	HS	NT
In-school model only	281	155	58	68	–
Remote model only	1	1	0	0	–

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Well-Being

	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Caring adult relationships†	51	60	46	35	–	A6.1
High expectations-adults in school†	56	65	51	39	–	A6.1
Student meaningful participation†	34	39	35	23	–	A6.1
Promotion of parental involvement†	33	43	22	20	–	A6.1
Student learning environment†	43	51	36	29	–	A5.1
Facilities upkeep$^{\sigma}$	49	56	41	37	–	A5.1
Support for social emotional learning†	33	46	21	12	–	A7.1
Provides adequate counseling and support services$^{\sigma}$	38	36	45	37	–	A9.2
Antibullying climate†	37	49	30	15	–	A7.1
School Supports for Staff						
Staff working environment†	33	41	26	19	–	A5.1
Staff collegiality†	42	53	35	23	–	A5.1
School Safety						
Is a safe place for staff$^{\sigma}$	36	45	24	26	–	A5.1
Is a safe place for students$^{\sigma}$	39	48	27	31	–	A5.1
Has sufficient resources to create a safe campus$^{\sigma}$	34	35	50	20	–	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity†	26	37	19	7	–	A7.1
Respect for diversity†	40	47	28	33	–	A7.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork$^{\sigma}$	24	29	15	19	–	A7.4
Student readiness to learn†	22	26	18	18	–	A7.1
Cutting classes or being truant moderate/severe problem	19	3	13	65	–	A7.13
Harassment/bullying moderate/severe problem	20	13	33	26	–	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	8	2	2	32	–	A8.9
Tobacco use moderate/severe problem	5	2	2	15	–	A8.10
Vaping/e-cigarette use moderate/severe problem	12	2	15	36	–	A8.11
Student depression moderate/severe problem	39	18	42	89	–	A8.2

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

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

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

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

Table A2.2

Key Indicators of Professional Development Needs

	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Positive behavioral support and classroom management	36	38	33	35	–	A10.1
Creating a positive school climate	32	30	31	38	–	A10.1
Supporting Student Well-being and Development						
Meeting social, emotional, and developmental needs	50	54	40	50	–	A10.1
Supporting students exposed to trauma	59	63	51	58	–	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	99	100	100	–
Remote Learning Model	0	1	0	0	–

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

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	95	96	91	96	–
1 day	1	1	3	0	–
2 days	0	1	0	0	–
3 days	1	1	3	1	–
4 days	0	0	0	0	–
5 days	2	2	2	3	–

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

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

Table A3.3

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	23	41	0	0	–
Teacher in grade 5 or above	35	10	71	65	–
Special education teacher	7	6	7	9	–
Administrator	2	3	5	0	–
Prevention staff, nurse, or health aide	1	1	0	3	–
Counselor, psychologist	5	5	5	6	–
Police, resource officer, or safety personnel	0	1	0	0	–
Paraprofessional, teacher assistant, or instructional aide	11	15	5	6	–
Other certificated staff	8	13	0	4	–
Other classified staff	8	8	5	9	–
Other service provider	3	3	3	4	–

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

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

Table A3.4

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Special education	77	75	79	79	–
English language learners	72	75	74	64	–
None of the above	16	15	19	16	–

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	8	8	13	6	–
1 to 2 years	10	9	14	10	–
3 to 5 years	25	27	18	26	–
6 to 10 years	17	18	14	16	–
Over 10 years	39	38	41	41	–

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	4	4	5	3	–
1 to 2 years	6	5	7	9	–
3 to 5 years	19	22	16	15	–
6 to 10 years	19	23	11	16	–
Over 10 years	52	46	61	57	–

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	1	0	0	–
Asian or Asian American, non-Hispanic	15	16	10	16	–
Black or African American, non-Hispanic	4	2	10	3	–
Filipino, non-Hispanic	2	3	2	0	–
Hispanic or Latino/a	11	13	10	6	–
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0	–
White, non-Hispanic	59	56	61	64	–
Multiracial, non-Hispanic	5	5	4	6	–
Something else, non-Hispanic	4	3	4	5	–

Question A.8: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Filipino... Hispanic or 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	60	61	54	60	–
No	40	39	46	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"					
	All %	ES %	MS %	HS %	NT %	Table
School Supports for Students						
Student learning environment†	43	51	36	29	–	A5.2
Is a supportive and inviting place for students to learn	48	58	39	31	–	A5.2
Emphasizes teaching lessons in ways relevant to students	37	44	33	25	–	A5.2
Facilities upkeep	49	56	41	37	–	A5.9
School Supports for Staff						
Staff working environment†	33	41	26	19	–	A5.4
Is a supportive and inviting place for staff to work	38	49	29	20	–	A5.4
Promotes trust and collegiality among staff	36	41	33	28	–	A5.4
Promotes participation in school decision making	21	29	15	5	–	A5.4
Uses objective data for school improvement decisions	32	43	26	13	–	A5.7
Staff collegiality†	42	53	35	23	–	A5.5
Have close professional relationships with one another	39	52	31	17	–	A5.5
Feel a responsibility to improve the school	42	53	33	27	–	A5.5
School Safety						
Is a safe place for staff	36	45	24	26	–	A5.4
Is a safe place for students	39	48	27	31	–	A5.2

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

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

Student Learning Environment

Table A5.2

Student Learning Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Student learning environment					
Average reporting "Strongly agree"	43	51	36	29	–
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	48	58	39	31	–
Agree	49	39	59	63	–
Disagree	4	3	2	7	–
Strongly disagree	0	0	0	0	–
promotes academic success for all students.					
Strongly agree	44	52	43	29	–
Agree	46	43	51	49	–
Disagree	8	4	6	20	–
Strongly disagree	1	1	0	2	–
emphasizes helping students academically when they need it.					
Strongly agree	50	57	51	36	–
Agree	43	38	45	54	–
Disagree	5	4	4	8	–
Strongly disagree	1	1	0	2	–
emphasizes teaching lessons in ways relevant to students.					
Strongly agree	37	44	33	25	–
Agree	53	48	61	58	–
Disagree	10	8	6	17	–
Strongly disagree	0	0	0	0	–

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

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

Table A5.2

Student Learning Environment Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school...					
is a safe place for students.					
Strongly agree	39	48	27	31	–
Agree	55	47	65	63	–
Disagree	6	4	8	7	–
Strongly disagree	0	1	0	0	–
motivates students to learn.					
Strongly agree	36	48	23	21	–
Agree	59	48	73	72	–
Disagree	4	3	2	7	–
Strongly disagree	0	0	2	0	–

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

Table A5.3

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	18	13	11	36	–
Mild problem	36	34	37	43	–
Moderate problem	35	38	39	21	–
Severe problem	11	15	13	0	–

Question A.85: For students enrolled in this school, how much of a problem is disruptive student behavior?
Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A5.4

Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
Average reporting "Strongly agree"	33	41	26	19	–
This school...					
is a supportive and inviting place for staff to work.					
Strongly agree	38	49	29	20	–
Agree	42	39	44	47	–
Disagree	16	10	23	24	–
Strongly disagree	4	2	4	8	–
promotes trust and collegiality among staff.					
Strongly agree	36	41	33	28	–
Agree	43	46	43	38	–
Disagree	16	10	22	24	–
Strongly disagree	4	2	2	10	–
is a safe place for staff.					
Strongly agree	36	45	24	26	–
Agree	49	44	51	60	–
Disagree	12	10	20	10	–
Strongly disagree	3	2	4	3	–
promotes personnel participation in decision-making that affects school practices and policies.					
Strongly agree	21	29	15	5	–
Agree	45	43	57	40	–
Disagree	27	24	22	37	–
Strongly disagree	7	3	7	18	–

Question A.14, 15, 27, 40: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... is a safe place for staff... promotes personnel participation in decision-making that affects school practices and policies.

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

Table A5.5

Staff Collegiality Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
Average reporting "Strongly agree"	42	53	35	23	–
Adults who work at this school...					
have close professional relationships with one another.					
Strongly agree	39	52	31	17	–
Agree	45	37	51	59	–
Disagree	15	11	18	21	–
Strongly disagree	1	1	0	3	–
support and treat each other with respect.					
Strongly agree	44	55	41	24	–
Agree	43	33	45	63	–
Disagree	11	11	14	8	–
Strongly disagree	2	2	0	5	–
feel a responsibility to improve this school.					
Strongly agree	42	53	33	27	–
Agree	46	37	59	58	–
Disagree	10	11	8	10	–
Strongly disagree	1	0	0	5	–

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	41	49	41	22	–
Agree	47	41	43	64	–
Disagree	11	10	16	9	–
Strongly disagree	2	1	0	5	–

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

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

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

Table A5.7

School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	43	26	13	–
Agree	54	46	68	58	–
Disagree	11	10	4	20	–
Strongly disagree	4	2	2	9	–

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	43	47	36	38	–
Mild problem	30	24	31	43	–
Moderate problem	21	23	20	15	–
Severe problem	7	6	13	4	–

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	49	56	41	37	–
Agree	43	39	47	49	–
Disagree	9	5	12	14	–
Strongly disagree	0	0	0	0	–

Question A.29: This school has clean and well-maintained facilities and property.

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

6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding "Strongly Agree"					
	All %	ES %	MS %	HS %	NT %	Table
Caring Adult Relationships†	51	60	46	35	–	A6.2
Adults really care about every student	54	63	45	41	–	A6.2
Adults acknowledge and pay attention to students	52	62	47	34	–	A6.2
Adults listen to what students have to say	47	55	47	31	–	A6.2
High Expectations-Adults in School†	56	65	51	39	–	A6.3
Adults want every student to do their best	62	71	57	44	–	A6.3
Adults believe every student can be a success	49	58	45	33	–	A6.3
Student Meaningful Participation†	34	39	35	23	–	A6.4
Opportunities to decide things	27	34	19	17	–	A6.4
Equal opportunity for classroom participation	40	47	41	25	–	A6.4
Equal opportunity to participate in extracurricular activities	40	41	47	31	–	A6.4
Opportunities to "make a difference"	30	34	31	21	–	A6.4
Promotion of Parental Involvement†	33	43	22	20	–	A6.5
School is welcoming to and facilitates parent involvement	38	47	31	24	–	A6.5
Encourages parents to be active partners in schooling	30	38	26	16	–	A6.5
School communicates about student learning expectation	28	40	11	15	–	A6.5
Parents feel welcome to participate at this school	30	43	16	14	–	A6.5

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

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

Caring Relationships

Table A6.2
Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
Average reporting "Strongly agree"	51	60	46	35	–
Adults who work at this school...					
really care about every student.					
Strongly agree	54	63	45	41	–
Agree	42	35	47	53	–
Disagree	5	2	8	7	–
Strongly disagree	0	0	0	0	–
acknowledge and pay attention to students.					
Strongly agree	52	62	47	34	–
Agree	45	35	49	63	–
Disagree	3	3	4	3	–
Strongly disagree	0	0	0	0	–
listen to what students have to say.					
Strongly agree	47	55	47	31	–
Agree	47	40	51	59	–
Disagree	6	5	2	10	–
Strongly disagree	0	0	0	0	–

Question A.30, 31, 33: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.
Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A6.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
Average reporting "Strongly agree"	56	65	51	39	–
Adults who work at this school...					
want every student to do their best.					
Strongly agree	62	71	57	44	–
Agree	36	27	37	54	–
Disagree	2	1	6	0	–
Strongly disagree	1	1	0	2	–
believe that every student can be a success.					
Strongly agree	49	58	45	33	–
Agree	42	37	45	52	–
Disagree	8	4	10	16	–
Strongly disagree	0	1	0	0	–

Question A.32, 34: Adults who work at this school... want every student to do their best... believe that every student can be a success.

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

Student Meaningful Participation

Table A6.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
Average reporting "Strongly agree"	34	39	35	23	–
This school...					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	27	34	19	17	–
Agree	61	57	60	71	–
Disagree	11	7	21	12	–
Strongly disagree	1	1	0	0	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	40	47	41	25	–
Agree	51	47	51	59	–
Disagree	7	6	6	12	–
Strongly disagree	1	0	2	3	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	40	41	47	31	–
Agree	49	50	41	54	–
Disagree	10	9	12	12	–
Strongly disagree	1	0	0	3	–
gives students opportunities to "make a difference" by helping other people, the school, or the community.					
Strongly agree	30	34	31	21	–
Agree	53	50	48	64	–
Disagree	15	14	21	14	–
Strongly disagree	1	1	0	2	–

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

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

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

Promotion of Parental Involvement

Table A6.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
Average reporting "Strongly agree"	33	43	22	20	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	38	47	31	24	–
Agree	56	47	63	71	–
Disagree	5	5	6	5	–
Strongly disagree	0	0	0	0	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	30	38	26	16	–
Agree	59	56	57	67	–
Disagree	11	6	17	17	–
Strongly disagree	0	0	0	0	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	28	40	11	15	–
Agree	69	58	80	83	–
Disagree	4	2	9	2	–
Strongly disagree	0	0	0	0	–
Parents feel welcome to participate at this school.					
Strongly agree	30	43	16	14	–
Agree	64	51	80	82	–
Disagree	6	7	4	4	–
Strongly disagree	0	0	0	0	–

Question A.28, 43, 77, 78: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.
Note: Cells are empty if there are less than 5 respondents.

Table A6.5

Promotion of Parental Involvement Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	38	44	28	31	–
Agree	62	56	72	67	–
Disagree	0	0	0	2	–
Strongly disagree	0	0	0	0	–

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

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

7. Learning Conditions

Table A7.1

Summary of Indicators of School Learning Conditions

	Average Percent Responding "Strongly Agree" Across Survey Questions					
	All %	ES %	MS %	HS %	NT %	Table
Learning Supports						
Support for social emotional learning	33	46	21	12	–	A7.2
Student readiness to learn	22	26	18	18	–	A7.3
Instructional equity	32	37	32	21	–	A7.7
Antibullying climate	37	49	30	15	–	A7.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	26	37	19	7	–	A7.5
Respect for diversity	40	47	28	33	–	A7.6
Positive Peer Relations						
Student peer relationships	20	26	10	13	–	A7.11

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

Supports for Learning and Student Academic Engagement

Table A7.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
Average reporting "Strongly agree"	33	46	21	12	–
This school encourages students to feel responsible for how they act.					
Strongly agree	32	43	19	16	–
Agree	55	53	62	51	–
Disagree	10	2	15	24	–
Strongly disagree	4	2	4	10	–
This school encourages students to understand how others think and feel.					
Strongly agree	33	44	24	15	–
Agree	62	54	67	75	–
Disagree	5	2	9	8	–
Strongly disagree	0	0	0	2	–
Students are taught that they can control their own behavior.					
Strongly agree	34	48	20	13	–
Agree	55	46	67	65	–
Disagree	9	5	11	19	–
Strongly disagree	1	1	2	2	–
This school helps students resolve conflicts with one another.					
Strongly agree	30	44	20	4	–
Agree	58	51	67	67	–
Disagree	10	4	11	24	–
Strongly disagree	2	1	2	6	–

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	37	52	24	13	–
Agree	58	47	70	74	–
Disagree	4	1	7	11	–
Strongly disagree	0	0	0	2	–

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

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

Table A7.3

Student Readiness to Learn Scale Questions

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
Average reporting "Strongly agree"	22	26	18	18	–
Students are healthy and physically fit.					
Strongly agree	29	33	26	21	–
Agree	65	63	61	73	–
Disagree	6	4	11	6	–
Strongly disagree	0	0	2	0	–
Students start/arrive at school alert and rested.					
Strongly agree	13	18	13	2	–
Agree	60	67	61	43	–
Disagree	24	15	24	45	–
Strongly disagree	3	0	2	9	–
Students are motivated to learn.					
Strongly agree	22	28	13	19	–
Agree	66	63	79	62	–
Disagree	10	9	4	19	–
Strongly disagree	1	0	4	0	–
Students in this school are well-behaved.					
Strongly agree	25	23	22	31	–
Agree	60	61	57	59	–
Disagree	14	15	20	8	–
Strongly disagree	1	1	2	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	24	29	15	19	–
Agree	67	65	74	64	–
Disagree	8	6	6	13	–
Strongly disagree	2	0	4	4	–

Question A.63: Students are motivated to complete their schoolwork.

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

Fairness, Rule Clarity, and Respect for Diversity

Table A7.5

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
Average reporting "Strongly agree"	26	37	19	7	–
This school handles discipline problems fairly.					
Strongly agree	25	33	19	10	–
Agree	49	52	53	41	–
Disagree	19	11	21	34	–
Strongly disagree	7	5	6	14	–
The school rules are fair.					
Strongly agree	40	54	32	13	–
Agree	49	41	55	63	–
Disagree	9	3	13	19	–
Strongly disagree	2	2	0	4	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	15	23	11	2	–
Agree	45	48	43	40	–
Disagree	31	25	33	45	–
Strongly disagree	9	5	13	13	–
Students know what the rules are.					
Strongly agree	22	33	13	4	–
Agree	61	58	62	68	–
Disagree	15	8	21	25	–
Strongly disagree	2	1	4	4	–

Question A.25, 69, 75, 76: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.

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

Table A7.6

Respect for Diversity Scale Questions

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
Average reporting "Strongly agree"	40	47	28	33	–
Students respect each other's differences.					
Strongly agree	23	27	11	25	–
Agree	60	62	59	58	–
Disagree	15	9	28	17	–
Strongly disagree	1	2	2	0	–
Adults from this school respect differences in students.					
Strongly agree	50	57	38	45	–
Agree	46	41	53	51	–
Disagree	4	2	9	4	–
Strongly disagree	0	0	0	0	–
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	46	59	34	27	–
Agree	50	39	57	69	–
Disagree	4	2	9	4	–
Strongly disagree	0	0	0	0	–

Question A.50-52: Students respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

Instructional Equity

Table A7.7

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
Average reporting "Strongly agree"	32	37	32	21	–
This school...					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	23	30	20	10	–
Agree	59	54	61	68	–
Disagree	17	16	14	20	–
Strongly disagree	1	0	4	2	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	18	22	19	9	–
Agree	55	52	63	55	–
Disagree	25	25	19	29	–
Strongly disagree	2	1	0	7	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	29	32	27	24	–
Agree	53	53	58	48	–
Disagree	16	14	15	21	–
Strongly disagree	2	1	0	7	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	43	50	47	24	–
Agree	46	44	45	52	–
Disagree	9	5	8	19	–
Strongly disagree	2	1	0	5	–

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	46	50	46	36	–
Agree	45	45	42	48	–
Disagree	8	4	13	12	–
Strongly disagree	1	0	0	3	–

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	41	52	37	20	–
Agree	46	40	49	54	–
Disagree	13	8	14	24	–
Strongly disagree	0	0	0	2	–

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	22	30	13	10	–
Agree	55	52	63	57	–
Disagree	20	17	22	24	–
Strongly disagree	3	1	2	9	–

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	57	66	50	43	–
Mild problem	35	30	28	53	–
Moderate problem	5	1	17	4	–
Severe problem	3	3	4	0	–

Question A.86: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?

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

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

Student Peer Relationships

Table A7.11

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
Average reporting "Strongly agree"	20	26	10	13	–
Students care about one another.					
Strongly agree	25	33	13	17	–
Agree	70	65	77	77	–
Disagree	4	2	9	4	–
Strongly disagree	1	0	2	2	–
Students treat each other with respect.					
Strongly agree	18	24	7	12	–
Agree	71	69	65	80	–
Disagree	10	6	28	6	–
Strongly disagree	1	1	0	2	–
Students get along well with one another.					
Strongly agree	17	21	11	12	–
Agree	79	76	83	85	–
Disagree	4	3	4	4	–
Strongly disagree	0	0	2	0	–
Students enjoy spending time together during school activities.[Ø]					
Strongly agree	35	45	23	23	–
Agree	63	54	74	75	–
Disagree	1	1	2	2	–
Strongly disagree	0	0	0	0	–

Question A.57, 59-61: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Students get along well with one another.

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

[Ø]Item not included in the scale.

Table A7.11

Student Peer Relationships Questions – Continued

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

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

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

[Ø]Item not included in the scale.

Antibullying Climate

Table A7.12
Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
Average reporting "Strongly agree"	37	49	30	15	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	56	70	47	29	–
Agree	42	27	51	69	–
Disagree	1	2	2	0	–
Strongly disagree	1	1	0	2	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	31	43	21	10	–
Agree	52	50	57	52	–
Disagree	16	6	21	38	–
Strongly disagree	0	1	0	0	–
Students tell teachers when other students are being bullied.					
Strongly agree	29	41	20	6	–
Agree	54	51	57	60	–
Disagree	17	7	24	34	–
Strongly disagree	0	0	0	0	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	52	65	45	31	–
Agree	45	31	55	67	–
Disagree	3	4	0	2	–
Strongly disagree	0	0	0	0	–

Question A.45-48: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.
Note: Cells are empty if there are less than 5 respondents.

Table A7.12

Antibullying Climate Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	18	26	17	0	–
Agree	53	56	39	60	–
Disagree	27	19	39	36	–
Strongly disagree	2	0	4	4	–

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	52	77	38	2	–
Mild problem	29	20	49	33	–
Moderate problem	9	2	11	27	–
Severe problem	10	2	2	38	–

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	20	27	11	10	–
Agree	70	71	76	61	–
Disagree	10	2	11	29	–
Strongly disagree	0	0	2	0	–

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

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

Table A8.2

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	19	28	13	0	–
Mild problem	42	53	44	11	–
Moderate problem	23	13	33	38	–
Severe problem	17	6	9	51	–

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	29	39	13	17	–
Mild problem	51	48	54	57	–
Moderate problem	17	11	24	24	–
Severe problem	4	3	9	2	–

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	62	63	46	77	–
Mild problem	32	30	46	23	–
Moderate problem	4	5	7	0	–
Severe problem	1	2	2	0	–

Question A.84: For students enrolled in this school, how much of a problem is physical fighting between students?

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

Delinquency

Table A8.5

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	82	92	67	72	–
Mild problem	15	7	30	24	–
Moderate problem	1	0	2	2	–
Severe problem	1	2	0	2	–

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	84	88	85	72	–
Mild problem	14	10	13	24	–
Moderate problem	1	0	2	4	–
Severe problem	1	2	0	0	–

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

Table A8.7

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	98	98	96	98	–
Mild problem	1	0	4	2	–
Moderate problem	0	0	0	0	–
Severe problem	1	2	0	0	–

Question A.90: For students enrolled in this school, how much of a problem is gang-related activity?
Note: Cells are empty if there are less than 5 respondents.

Table A8.8

Weapons Possession is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	98	98	96	98	–
Mild problem	1	0	4	2	–
Moderate problem	0	0	0	0	–
Severe problem	1	2	0	0	–

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

Substance Use

Table A8.9

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	75	98	70	21	–
Mild problem	16	0	28	47	–
Moderate problem	6	0	0	28	–
Severe problem	2	2	2	4	–

Question A.80: For students enrolled in this school, how much of a problem is student alcohol and drug use?
Note: Cells are empty if there are less than 5 respondents.

Table A8.10

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	83	98	76	49	–
Mild problem	13	0	22	36	–
Moderate problem	3	0	2	13	–
Severe problem	1	2	0	2	–

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	69	98	37	23	–
Mild problem	19	0	48	40	–
Moderate problem	10	0	13	32	–
Severe problem	2	2	2	4	–

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	0	1	0	0	–
Yes	90	85	96	94	–
Don't know	10	14	4	6	–

Question A.100: Does your school ban tobacco use and vaping on school property and at school sponsored events?

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

9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
Average reporting "Strongly agree" or "Agree"	10	14	5	4	–
The rules at this school are too strict.					
Strongly agree	4	7	0	2	–
Agree	4	7	0	2	–
Disagree	54	57	53	49	–
Strongly disagree	38	30	47	47	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	4	6	0	2	–
Agree	4	7	4	0	–
Disagree	39	36	49	40	–
Strongly disagree	52	52	47	58	–
Students get in trouble for breaking small rules.					
Strongly agree	3	6	0	0	–
Agree	7	9	6	4	–
Disagree	54	52	62	51	–
Strongly disagree	36	33	32	45	–
Teachers are very strict here.					
Strongly agree	4	6	0	4	–
Agree	8	11	9	2	–
Disagree	56	52	68	57	–
Strongly disagree	31	31	23	38	–

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	38	36	45	37	–
Agree	44	42	43	49	–
Disagree	16	19	12	14	–
Strongly disagree	2	3	0	0	–

Question A.12: This school provides adequate counseling and support services for students.
Note: Cells are empty if there are less than 5 respondents.

10. Professional Development Needs

Table A10.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
Instruction and School Environment					
Positive behavioral support and classroom management					
Yes	36	38	33	35	–
No	64	63	67	65	–
Creating a positive school climate					
Yes	32	30	31	38	–
No	68	70	69	62	–
Motivating students through remote learning *(Remote Only)*					
Yes					–
No					–
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups					
Yes	33	33	38	31	–
No	67	68	62	69	–
Supporting Student Well-being and Development					
Meeting the social, emotional, and developmental needs of youth					
Yes	50	54	40	50	–
No	50	46	60	50	–
Supporting students exposed to trauma or stressful life events.					
Yes	59	63	51	58	–
No	41	37	49	42	–

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	69	35	14	20	–

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

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies[σ]	37	57	20	15	–	B3.1
Enforces zero tolerance policies[σ]	30	43	18	13	–	B3.1
Has sufficient resources to create a safe campus[σ]	34	35	50	20	–	B3.2
Seeks to maintain a secure campus[σ]	17	32	8	0	–	B3.2
Provides harassment or bullying prevention[§]	32	39	54	5	–	B3.3
Provides conflict resolution or behavior management instruction[§]	36	50	46	5	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal[σ]	17	28	17	0	–	B4.1
Collaborates well with community organizations to address substance use or other problems[σ]	15	21	8	7	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems[σ]	31	35	25	31	–	B4.1
Provides alcohol or drug use prevention instruction[§]	14	22	15	0	–	B4.1
Provides tobacco use/vaping prevention instruction[§]	12	18	15	0	–	B4.1
Has sufficient resources to address substance use prevention needs[σ]	22	28	9	20	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students[σ]	25	37	25	6	–	B5.1
Provides opportunities for physical education and activity[§]	65	64	85	53	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion[§]	39	50	38	21	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems[σ]	47	52	50	38	–	B6.1
Restorative practices[σ]	39	50	42	13	–	B6.1
Trauma-informed practices[σ]	30	43	36	0	–	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	37	57	20	15	–
Agree	35	22	60	38	–
Disagree	17	22	0	23	–
Strongly disagree	11	0	20	23	–
Enforces zero tolerance policies					
Strongly agree	30	43	18	13	–
Agree	39	36	55	33	–
Disagree	17	18	9	20	–
Strongly disagree	15	4	18	33	–

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	34	35	50	20	–
Agree	52	48	42	67	–
Disagree	12	13	8	13	–
Strongly disagree	2	3	0	0	–
Seeks to maintain a secure campus					
Strongly agree	17	32	8	0	–
Agree	26	24	42	19	–
Disagree	23	24	25	19	–
Strongly disagree	34	20	25	63	–

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	32	39	54	5	–
Some	48	52	38	47	–
Not much	17	9	8	37	–
Not at all	3	0	0	11	–
Provides conflict resolution or behavior management instruction					
A lot	36	50	46	5	–
Some	38	32	46	42	–
Not much	23	15	8	47	–
Not at all	3	3	0	5	–

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	17	28	17	0	–
Agree	45	36	67	44	–
Disagree	32	32	8	50	–
Strongly disagree	6	4	8	6	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	15	21	8	7	–
Agree	62	50	83	67	–
Disagree	22	25	8	27	–
Strongly disagree	2	4	0	0	–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	31	35	25	31	–
Agree	56	54	67	50	–
Disagree	11	12	8	13	–
Strongly disagree	2	0	0	6	–

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	14	22	15	0	–
Some	33	15	46	53	–
Not much	35	30	38	41	–
Not at all	18	33	0	6	–
Provides tobacco use/vaping prevention instruction					
A lot	12	18	15	0	–
Some	32	14	46	50	–
Not much	31	18	38	44	–
Not at all	25	50	0	6	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	22	28	9	20	–
Agree	62	55	82	60	–
Disagree	15	14	9	20	–
Strongly disagree	2	3	0	0	–

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

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

Table B4.2

School Enforces Policies Banning Tobacco Use and Vaping

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	61	42	14	–
Agree	41	25	50	64	–
Disagree	11	11	0	21	–
Strongly disagree	4	4	8	0	–

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

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree	25	37	25	6	–
Agree	62	44	75	81	–
Disagree	11	15	0	13	–
Strongly disagree	2	4	0	0	–
Provides opportunities for physical education and activity					
A lot	65	64	85	53	–
Some	34	33	15	47	–
Not much	2	3	0	0	–
Not at all	0	0	0	0	–

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

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	39	50	38	21	–
Some	50	38	54	68	–
Not much	6	9	8	0	–
Not at all	5	3	0	11	–
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	47	52	50	38	–
Agree	42	39	42	50	–
Disagree	8	6	8	13	–
Strongly disagree	2	3	0	0	–
Uses restorative practices to help resolve conflicts					
Strongly agree	39	50	42	13	–
Agree	46	37	58	53	–
Disagree	12	10	0	27	–
Strongly disagree	4	3	0	7	–

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	30	43	36	0	–
Agree	46	36	55	60	–
Disagree	19	18	9	27	–
Strongly disagree	6	4	0	13	–
Provides instructional help to build social-emotional competencies					
A lot	41	48	46	22	–
Some	41	42	46	33	–
Not much	17	9	8	39	–
Not at all	2	0	0	6	–

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	195	107	39	49	–

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

2. Summary of Indicators

Table 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]	84	78	81	98	–	E3.1
Exposure to trauma/violent events[λ]	20	17	16	31	–	E3.1
Stigmatization of students with mental health needs[λ]	18	11	19	32	–	E3.1
Student Mental Health Supports at School						
School emphasizes helping student mental health needs[‡]	88	87	89	90	–	E4.1
School provides adequate counseling and support services[‡]	74	72	84	71	–	E4.1
School communicates to students that help is available[‡]	84	77	92	94	–	E4.1
Staff receive support to address student needs[‡]	63	61	70	60	–	E4.1
Staff efficacy for promoting student well-being[ψ]	65	66	62	64	–	E4.3
Referrals - school-based mental health professional[¯^¶]	29	23	36	36	–	E4.5
Referrals - community-based mental health services[¯^¶]	10	8	14	11	–	E4.5
Referrals - crisis hotline[¯^¶]	3	1	11	2	–	E4.5
Referrals - self-help strategies[¯^¶]	30	34	22	30	–	E4.5
Barriers to Accessing Mental Health Services						
Students do not know where to go for help	21	23	19	19	–	E4.6
Students are afraid of what people might think	48	22	78	81	–	E4.6
There are not enough services to meet students' needs	37	50	22	21	–	E4.6
Students do not have insurance or another way to pay for it	16	17	13	16	–	E4.6
Parents do not follow through	56	58	63	47	–	E4.6
Staff Compassion Satisfaction and Fatigue						
Staff compassion satisfaction[∓]	66	68	64	65	–	E5.1
Staff secondary traumatic stress[∓]	21	17	25	27	–	E5.2
Staff burnout[∓]	50	44	62	53	–	E5.3

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

[λ]*Percent of respondents reporting "Moderate" or "Very common."*

[‡]*Percent of respondents reporting "Agree" or "Strongly agree."*

[ψ]*Average 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 %
How common are the following issues among students at your school?					
Social, emotional, and mental health needs					
Not at all	1	2	0	0	–
A little	15	20	19	2	–
Moderate	45	47	59	29	–
Very common	39	31	22	69	–
Exposure to trauma/violent events in the home or community					
Not at all	13	16	14	8	–
A little	66	68	70	60	–
Moderate	16	14	14	25	–
Very common	4	3	3	6	–
Stigmatization of students with mental health needs					
Not at all	36	44	27	26	–
A little	46	45	54	43	–
Moderate	15	10	16	26	–
Very common	3	1	3	6	–

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	2	3	3	0	–
Disagree	2	2	3	2	–
Neither disagree nor agree	7	8	5	8	–
Agree	53	55	53	48	–
Strongly agree	35	32	37	42	–
My school collaborates well with community organizations to help address students' mental health needs.					
Strongly disagree	2	4	0	0	–
Disagree	12	13	5	15	–
Neither disagree nor agree	25	30	22	19	–
Agree	41	39	46	44	–
Strongly agree	19	15	27	23	–
My school provides adequate counseling and support services for students with mental health needs.					
Strongly disagree	4	6	0	2	–
Disagree	11	12	13	6	–
Neither disagree nor agree	11	10	3	21	–
Agree	51	55	53	40	–
Strongly agree	24	17	32	31	–

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	2	2	3	0	–
Disagree	7	11	0	4	–
Neither disagree nor agree	7	10	5	2	–
Agree	49	51	53	42	–
Strongly agree	35	26	39	52	–
I receive support from my school to address students' mental health needs.					
Strongly disagree	5	6	5	4	–
Disagree	11	10	14	13	–
Neither disagree nor agree	21	23	11	23	–
Agree	43	41	49	42	–
Strongly agree	20	20	22	19	–

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.	31	21	35	50	–
Yes, but I have never put this policy into practice.	22	28	22	10	–
No, our school doesn't have a written policy.	4	1	3	13	–
Don't know	42	51	41	27	–

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					
Average reporting "Very confident"	65	66	62	64	–
How confident you are that you can successfully...					
develop caring relationships with students.					
Not at all confident	0	0	0	0	–
A little confident	1	0	0	2	–
Somewhat confident	15	11	21	17	–
Very confident	85	89	79	81	–
create a classroom climate that fosters a sense of safety and belonging for all students.					
Not at all confident	0	0	0	0	–
A little confident	2	0	3	4	–
Somewhat confident	18	16	16	25	–
Very confident	80	84	81	71	–
recognize a student who may be in emotional distress or at risk due to stressful or traumatic life events.					
Not at all confident	1	0	3	0	–
A little confident	4	4	0	8	–
Somewhat confident	47	45	53	46	–
Very confident	48	51	45	46	–
refer a student in need to mental health supports or services.					
Not at all confident	1	0	3	0	–
A little confident	7	7	11	4	–
Somewhat confident	31	30	34	29	–
Very confident	62	63	53	67	–

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	3	2	5	2	–
A little confident	18	18	13	23	–
Somewhat confident	31	31	32	29	–
Very confident	48	48	50	46	–
respond to a student who discloses sensitive information to you in relation to mental health and well-being.					
Not at all confident	1	1	3	0	–
A little confident	6	5	3	10	–
Somewhat confident	28	34	26	17	–
Very confident	65	60	68	73	–

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 %
During the last month, how often did you do any of the following when talking with students about their mental health needs?					
Spent time listening to their issues					
Never	7	6	11	4	–
Once	12	8	14	17	–
2-9 times	50	45	53	57	–
10 times or more	31	40	22	21	–
Helped to calm them down					
Never	8	5	11	13	–
Once	15	7	19	26	–
2-9 times	49	47	56	49	–
10 times or more	28	41	14	13	–
Talked to them about their issues					
Never	9	6	17	9	–
Once	10	8	14	9	–
2-9 times	55	51	58	61	–
10 times or more	27	35	11	22	–
Gave them information to help them with their issues					
Never	18	18	22	16	–
Once	17	15	14	24	–
2-9 times	44	40	53	47	–
10 times or more	20	27	11	13	–

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

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

Table E4.5

Referral to Mental Health Services, Past Month

	All %	ES %	MS %	HS %	NT %
During the last month, how often did you refer students to the following supports/services for mental health concerns?					
School-based mental health professional					
Never	37	45	28	28	–
Once	34	32	36	36	–
2-9 times	26	20	31	34	–
10 times or more	3	3	6	2	–
Community-based mental health services					
Never	82	88	72	77	–
Once	8	3	14	13	–
2-9 times	8	5	11	11	–
10 times or more	2	3	3	0	–
Crisis hotline					
Never	93	97	83	91	–
Once	4	2	6	6	–
2-9 times	3	1	11	2	–
10 times or more	0	0	0	0	–
Self-help strategies					
Never	56	57	61	49	–
Once	14	9	17	21	–
2-9 times	21	20	17	26	–
10 times or more	10	14	6	4	–

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.	21	23	19	19	–
They are afraid of what people might think if they seek help.	48	22	78	81	–
There are not enough services to meet students' needs.	37	50	22	21	–
They do not have insurance or another way to pay for it.	16	17	13	16	–
Their parents do not follow through.	56	58	63	47	–
Other	17	16	16	21	–

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

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

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

Table E4.7

Reasons for Not Referring Youth to Mental Health Services

	All %	ES %	MS %	HS %	NT %
Does not apply; I made referrals.	49	44	48	59	–
I have no direct contact with youth.	1	1	0	0	–
I have contact with youth, but none needed mental health-related referrals.	31	29	35	32	–
No time to offer support	1	1	0	2	–
Not yet confident in my ability to make a referral	1	1	0	0	–
Don't know of places to refer youth	1	0	0	2	–
Other	23	30	16	12	–

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					
Average reporting "Often" or "Very often"	66	68	64	65	–
How often have you experienced the following in the last month?...					
My work makes me feel satisfied.					
Never	0	0	0	0	–
Rarely	7	6	14	4	–
Sometimes	30	28	32	33	–
Often	40	43	27	42	–
Very Often	23	22	27	21	–
I feel good about how I am able to support students with their overall well-being.					
Never	0	0	0	0	–
Rarely	2	0	5	2	–
Sometimes	21	22	21	19	–
Often	49	43	50	60	–
Very Often	28	34	24	19	–
I believe I can make a difference through my work.					
Never	0	0	0	0	–
Rarely	2	0	5	2	–
Sometimes	23	19	24	31	–
Often	37	36	39	38	–
Very Often	38	45	32	29	–

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 %
How often have you experienced the following in the last month?...					
I feel that I am successful in supporting my students who have experienced trauma or stressful life events.					
Never	1	2	0	0	–
Rarely	6	7	5	4	–
Sometimes	43	43	41	47	–
Often	37	35	41	40	–
Very Often	12	13	14	9	–

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					
Average reporting "Often" or "Very often"	21	17	25	27	–
How often have you experienced the following in the last month?...					
I find it difficult to separate my personal life from my work life.					
Never	11	10	13	11	–
Rarely	32	31	29	38	–
Sometimes	30	38	24	17	–
Often	16	14	16	21	–
Very Often	11	7	18	13	–
I think that I might have been affected by the traumatic or stressful life experiences of the youth I work with.					
Never	21	23	16	21	–
Rarely	32	32	34	29	–
Sometimes	31	30	34	31	–
Often	9	9	8	8	–
Very Often	7	5	8	10	–

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					
Average reporting "Often" or "Very often"	50	44	62	53	–
How often have you experienced the following in the last month?...					
I feel worn out because of my work.					
Never	4	5	3	4	–
Rarely	14	13	18	13	–
Sometimes	30	36	13	29	–
Often	23	16	32	29	–
Very Often	30	30	34	25	–
I feel overwhelmed because my workload seems endless.					
Never	7	6	5	10	–
Rarely	21	21	26	17	–
Sometimes	24	31	11	21	–
Often	21	22	21	19	–
Very Often	27	19	37	33	–

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.

Z. Palo Alto Unified Custom Questions

1. Module Sample

Table Z1.1
Staff Sample for Custom Questions

	All	ES	MS	HS	NT[A]
Number of respondents	205	112	42	51	–

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

2. Custom Questions

Table Z2.1

As a teacher, how often do you use AI to help you with tasks that support your teaching (e.g., using AI to help create lesson plans and assignments)?

	School Type			
	ES %	MS %	HS %	Total %
Almost every day	6	7	8	7
Once or twice a week	24	29	29	27
Once or twice a month	25	24	27	26
Never or hardly ever	44	39	35	41

Question Z.1.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.2

How often do you direct your students to use AI for academic purposes?

	School Type			
	ES %	MS %	HS %	Total %
Almost every day	1	0	4	1
Once or twice a week	1	5	4	2
Once or twice a month	5	12	26	11
Never or hardly ever	94	83	66	85

Question Z.2.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.3

How important is it to your effectiveness as an educator to participate in future professional development around AI?

	School Type			
	ES %	MS %	HS %	Total %
Very important	23	5	27	20
Important	20	38	18	23
Somewhat important	32	31	35	33
Not important	25	26	20	24

Question Z.3.

Note: Columns are not displayed if there are less than 5 respondents.

Table Z2.4
How important is it for teachers at your school to model proper AI usage for students?

	School Type			
	ES %	MS %	HS %	Total %
Very important	42	40	53	45
Important	22	36	27	26
Somewhat important	24	17	14	20
Not important	12	7	6	9

Question Z.4.
Note: Columns are not displayed if there are less than 5 respondents.

Appendix

2025–26 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Addison Elementary	X
Barron Park Elementary	X
Duveneck Elementary	X
El Carmelo Elementary	X
Escondido Elementary	X
Fairmeadow Elementary	X
Greendell	X
Herbert Hoover Elementary	X
Juana Briones Elementary	X
Lucille M. Nixon Elementary	X
Ohlone Elementary	X
Packard Children's Hospital/Stanford	X
Palo Verde Elementary	X
Walter Hays Elementary	X

Notes: Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list.

2025–26 CSSS Staff Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Ellen Fletcher Middle	X
Frank S. Greene Jr. Middle	X
Jane Lathrop Stanford Middle	X

Notes: Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list.

2025–26 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Cubberly	X
Henry M. Gunn High	X
Palo Alto High	X
Palo Alto Middle College High	X

Notes: Eligible schools listed are based on CBEDS 2025–26 public school and 2024–25 enrollment data files. Directly funded charter schools have been excluded from the list.