

# CALIFORNIA SCHOOL STAFF SURVEY



## Santa Monica-Malibu Unified 2023-2024 Main Report

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# Contents

	Page
<b>List of Tables . . . . .</b>	<b>III</b>
<b>PREFACE . . . . .</b>	<b>VII</b>
<b>Survey Module Administration . . . . .</b>	<b>1</b>
<b>Section A. Core Module . . . . .</b>	<b>2</b>
1. Survey Sample . . . . .	2
2. Summary of Key Survey Indicators . . . . .	3
3. Demographics . . . . .	5
4. COVID-Specific Measures . . . . .	9
5. Remote Teaching . . . . .	11
6. School Supports for Students and Staff . . . . .	14
Student Learning Environment . . . . .	15
Staff Working Environment . . . . .	17
Facilities Upkeep . . . . .	19
7. Student Developmental Supports and Opportunities . . . . .	20
Caring Relationships . . . . .	21
High Expectations . . . . .	22
Student Meaningful Participation . . . . .	23
Promotion of Parental Involvement . . . . .	24
8. Learning Conditions . . . . .	26
Supports for Learning and Student Academic Engagement . . . . .	27
Fairness, Rule Clarity, and Respect for Diversity . . . . .	31
Instructional Equity . . . . .	33
Cultural Sensitivity . . . . .	35
Student Peer Relationships . . . . .	36
Antibullying Climate . . . . .	38
Truancy . . . . .	39
9. Student Health Risks and Prevention . . . . .	40
Mental Health . . . . .	40
Bullying and Fighting . . . . .	41
Delinquency . . . . .	42
Substance Use . . . . .	43
Substance Use Prevention Policies . . . . .	44

10. Discipline and Counseling . . . . .	45
11. Professional Development Needs . . . . .	47
<b>Section B. Learning Supports Module . . . . .</b>	<b>48</b>
1. Module Sample . . . . .	48
2. Summary of Indicators . . . . .	49
3. Discipline, Safety, and Behavior Management . . . . .	50
4. Substance Use and Risk Behavior . . . . .	52
5. Physical Health and Special Needs . . . . .	54
6. Youth Development and Social-Emotional Supports . . . . .	55
<b>Appendix . . . . .</b>	<b>57</b>

# List of Tables

	Page
<b>Survey Module Administration</b> . . . . .	<b>1</b>
1    CSSS Survey Modules Administered . . . . .	1
<b>Section A. Core Module</b> . . . . .	<b>2</b>
1. Survey Sample . . . . .	<b>2</b>
A1.1    Core Module Sample . . . . .	2
A1.2    Number of Respondents by Instructional Model . . . . .	2
2. Summary of Key Survey Indicators . . . . .	<b>3</b>
A2.1    Key Indicators of School Climate and Student Well-Being . . . . .	3
A2.2    Key Indicators of COVID-Specific Measures . . . . .	4
3. Demographics . . . . .	<b>5</b>
A3.1    School Schedule, Past 30 Days . . . . .	5
A3.2    Average Days Working from Home, Past 30 Days . . . . .	5
A3.3    Role (Job) at School . . . . .	6
A3.4    Special Population Service Providers . . . . .	6
A3.5    Length of Employment at School . . . . .	7
A3.6    Overall Length of Employment in Position . . . . .	7
A3.7    Race/Ethnicity of Respondents . . . . .	8
A3.8    Responsible for Health, Prevention, Discipline, Counseling, Safety-Related Services . . . . .	8
4. COVID-Specific Measures . . . . .	<b>9</b>
A4.1    Perceived School Safety in Response to COVID-19 . . . . .	9
A4.2    Ways to Support Teachers During COVID-19 . . . . .	10
5. Remote Teaching . . . . .	<b>11</b>
A5.1    School Instructional Model Implementation . . . . .	11
A5.2    Student Remote Learning . . . . .	12
A5.3    Academic Motivation and Supports for Learning . . . . .	13
6. School Supports for Students and Staff . . . . .	<b>14</b>
A6.1    Summary of Indicators for Positive Learning and Working Environment . . . . .	14
Student Learning Environment . . . . .	15
A6.2    Student Learning Environment Scale Questions . . . . .	15
A6.2    Student Learning Environment Scale Questions – Continued . . . . .	16
A6.3    Disruptive Student Behavior is a Problem . . . . .	16
Staff Working Environment . . . . .	17
A6.4    Staff Working Environment Scale Questions . . . . .	17
A6.5    Staff Collegiality Scale Questions . . . . .	18
A6.6    Staff Collaborate Regularly . . . . .	18

A6.7	School Uses Objective Data in Decision Making . . . . .	19
A6.8	Lack of Respect of Staff by Students is a Problem . . . . .	19
	Facilities Upkeep . . . . .	19
A6.9	Clean and Well-Maintained Facilities and Property . . . . .	19
7.	Student Developmental Supports and Opportunities . . . . .	<b>20</b>
A7.1	Summary of Indicators for Student Developmental Supports and Opportunities . . . .	20
	Caring Relationships . . . . .	21
A7.2	Caring Relationships Scale Questions . . . . .	21
	High Expectations . . . . .	22
A7.3	High Expectations Scale Questions . . . . .	22
	Student Meaningful Participation . . . . .	23
A7.4	Student Meaningful Participation Scale Questions . . . . .	23
	Promotion of Parental Involvement . . . . .	24
A7.5	Promotion of Parental Involvement Scale Questions . . . . .	24
A7.5	Promotion of Parental Involvement Scale Questions – Continued . . . . .	25
8.	Learning Conditions . . . . .	<b>26</b>
A8.1	Summary of Indicators of School Learning Conditions . . . . .	26
	Supports for Learning and Student Academic Engagement . . . . .	27
A8.2	Support for Social Emotional Learning Scale Questions . . . . .	27
A8.2	Support for Social Emotional Learning Scale Questions – Continued . . . . .	28
A8.3	Student Readiness to Learn Scale Questions . . . . .	29
A8.4	Motivation to Complete Schoolwork . . . . .	30
	Fairness, Rule Clarity, and Respect for Diversity . . . . .	31
A8.5	Fairness and Rule Clarity Scale Questions . . . . .	31
A8.6	Respect for Diversity Scale Questions . . . . .	32
	Instructional Equity . . . . .	33
A8.7	Instructional Equity Scale Questions . . . . .	33
A8.7	Instructional Equity Scale Questions – Continued . . . . .	34
A8.8	Staff Treat All Students Fairly . . . . .	35
	Cultural Sensitivity . . . . .	35
A8.9	Support Provided for Teaching Culturally and Linguistically Diverse Students . . . .	35
A8.10	Racial/Ethnic Conflict Among Students is a Problem . . . . .	35
	Student Peer Relationships . . . . .	36
A8.11	Student Peer Relationships Questions . . . . .	36
A8.11	Student Peer Relationships Questions – Continued . . . . .	37

Antibullying Climate . . . . .	38
A8.12 Antibullying Climate Scale Questions . . . . .	38
A8.12 Antibullying Climate Scale Questions – Continued . . . . .	39
Truancy . . . . .	39
A8.13 Cutting Class or Truancy is a Problem . . . . .	39
<b>9. Student Health Risks and Prevention . . . . .</b>	<b>40</b>
Mental Health . . . . .	40
A9.1 Student Feeling Hopeful About the Future . . . . .	40
A9.2 Student Depression or Other Mental Health Issues are a Problem . . . . .	40
Bullying and Fighting . . . . .	41
A9.3 Harassment or Bullying Among Students is a Problem . . . . .	41
A9.4 Physical Fighting Between Students is a Problem . . . . .	41
Delinquency . . . . .	42
A9.5 Vandalism (Including Graffiti) is a Problem . . . . .	42
A9.6 Theft is a Problem . . . . .	42
A9.7 Gang-Related Activity is a Problem . . . . .	42
A9.8 Weapons Possession is a Problem . . . . .	43
Substance Use . . . . .	43
A9.9 Student Alcohol and Drug Use is a Problem . . . . .	43
A9.10 Student Tobacco Use is a Problem . . . . .	43
A9.11 Student Vaping or Electronic Cigarette Use is a Problem . . . . .	44
Substance Use Prevention Policies . . . . .	44
A9.12 School Bans Tobacco Use and Vaping . . . . .	44
<b>10. Discipline and Counseling . . . . .</b>	<b>45</b>
A10.1 Disciplinary Harshness Scale Questions . . . . .	45
A10.2 Provides Adequate Counseling and Support for Students . . . . .	46
<b>11. Professional Development Needs . . . . .</b>	<b>47</b>
A11.1 Areas of Professional Development Needs . . . . .	47
<b>Section B. Learning Supports Module . . . . .</b>	<b>48</b>
<b>1. Module Sample . . . . .</b>	<b>48</b>
B1.1 Learning Supports Module Sample . . . . .	48
<b>2. Summary of Indicators . . . . .</b>	<b>49</b>
B2.1 Summary of Indicators of School Learning Supports . . . . .	49
<b>3. Discipline, Safety, and Behavior Management . . . . .</b>	<b>50</b>
B3.1 Discipline Practice at School . . . . .	50

B3.2	Supports for Safety at School . . . . .	51
B3.3	Behavior Management at School . . . . .	51
4.	Substance Use and Risk Behavior . . . . .	<b>52</b>
B4.1	Substance Use Prevention . . . . .	52
B4.1	Substance Use Prevention - Continued . . . . .	53
B4.2	School Enforces Policies Banning Tobacco Use and Vaping . . . . .	53
5.	Physical Health and Special Needs . . . . .	<b>54</b>
B5.1	Physical Health and Special Needs . . . . .	54
6.	Youth Development and Social-Emotional Supports . . . . .	<b>55</b>
B6.1	Youth Development and Social-Emotional Supports at School . . . . .	55
B6.1	Youth Development and Social-Emotional Supports at School – Continued . . . . .	56
<b>Appendix</b>	. . . . .	<b>57</b>



# PREFACE

## HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2023-24 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

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

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

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

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

## SURVEY PURPOSE

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

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

## **SURVEY ADMINISTRATION AND SAMPLE**

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

## **SURVEY CONTENT OVERVIEW**

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

### **Core Section (Section A)**

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

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

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

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

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

## Student Supports Questions (Section B)

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

## Supplemental Modules

In addition, four supplementary modules are available that districts can elect to add to the survey. For information, call the CalSCHLS helpline at 562.799.5164.

- The **Staff Trauma-Informed Practice Module** was developed in 2022 in collaboration with a state advisory group to provide LEAs with data to assess staff perceptions of trauma-informed practice implementation, the extent to which the school has a trauma-sensitive environment, and staff attitudes related to trauma-informed care. The questions assessing staff attitudes related to trauma-informed care come from the Attitudes Related to Trauma-Informed Care (ARTIC) scale developed by the Traumatic Stress Institute and Dr. Courtney Baker from Tulane University. Scores on these scales can be used to monitor staff readiness to implement trauma-informed practices and progress in changing attitudes. For more information about the full ARTIC scale, see [www.traumaticstressinstitute.org/the-artic-scale](http://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 to key indicators, with a reference to the table where the detailed results can be found.

## Supplemental Reports

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

## ONLINE DATA DASHBOARDS

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

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

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

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

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

## **UNDERSTANDING THE DATA**

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

### **Representativeness**

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70 percent (see Table A1.1 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](https://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](http://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/](http://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](http://data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf)).
- The **California Center for School Climate** ([ca-safe-supportive-schools.wested.org/california-center-for-school-climate/](http://ca-safe-supportive-schools.wested.org/california-center-for-school-climate/)) provides free support and trainings on school climate and data use to LEAs in California. The website provides archived virtual events and other school climate improvement resources.
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on [ca-safe-supportive-schools.wested.org/subscribe/](http://ca-safe-supportive-schools.wested.org/subscribe/).
- CDE's **California Safe and Supportive Schools** website ([ca-safe-supportive-schools.wested.org](http://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](http://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](https://calschls.org/contact)) or email [calschls@wested.org](mailto: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](https://calschls.org/resources/#resources_and_tools)) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer the companion parent surveys, urge them to do so next time.
- **Other Data.** Examine how the results compare with other data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Statewide Results.** The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website ([calschls.org/docs/statewide\\_1921\\_csss.pdf](https://calschls.org/docs/statewide_1921_csss.pdf)). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison ([calschls.org/reports-data/search-lea-reports/](https://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 (562.799.5164) or email [calschls@wested.org](mailto: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](https://calschls.org/reports-data)). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

### **Add Questions to Your Next Surveys**

Determine what additional information is needed to guide school improvement efforts and add questions to your next student, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (562.799.5164) or email [calschls@wested.org](mailto: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
<b>Student Learning Engagement</b>					
Academic mindset			✓		
Academic motivation	✓	✓ <sup>‡</sup>		✓	✓
Academic performance	✓				
Attendance	✓			✓	
School boredom	✓				
School connectedness	✓				
<b>Student Social-Emotional and Physical Well-being</b>					
Alcohol, tobacco, and drug use	✓			✓	✓
Behavioral self-control			✓ <sup>‡</sup>		
Bedtime	✓				
Collaboration			✓		
Emotional self-regulation			✓ <sup>‡</sup>		
Empathy			✓		
Gratitude			✓		
Life satisfaction	✓ <sup>‡</sup>		✓ <sup>†</sup>		
Optimism	✓				
Perceived safety	✓			✓	✓
Persistence			✓		
Problem solving			✓		
Self-awareness			✓ <sup>‡</sup>		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social-emotional distress	✓ <sup>‡</sup>		✓ <sup>†</sup>		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate Conditions</b>					
Academic rigor and norms				✓	✓
College and career supports				✓	✓
Family support			✓ <sup>‡</sup>		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Physical environment	✓	✓ <sup>‡</sup>		✓	✓
Relationships among staff				✓	
Relationships among students		✓ <sup>‡</sup>	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓ <sup>‡</sup>		✓	✓
Teacher and other supports for learning	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
Discipline and order (policies, enforcement)	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports	✓ <sup>†</sup>	✓ <sup>‡</sup>		✓	✓
Staff supports				✓	

Notes: <sup>†</sup>Elementary student survey.

<sup>‡</sup>Secondary student survey.

## **ACKNOWLEDGMENTS**

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California Department of Education

# 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	
F. Trauma-Informed Practice	
Z. Custom Questions	

# Section A. Core Module

## 1. Survey Sample

**Table A1.1**

***Core Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	383	184	53	144	2

*Notes: <sup>A</sup>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	377	179	53	143	2
Remote model only	6	5	0	1	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
<b>School Supports for Students</b>						
Caring adult relationships <sup>†</sup>	38	50	36	22		A7.1
High expectations-adults in school <sup>†</sup>	42	54	36	27		A7.1
Student meaningful participation <sup>†</sup>	31	39	20	25		A7.1
Promotion of parental involvement <sup>†</sup>	32	43	22	21		A7.1
Student learning environment <sup>†</sup>	36	45	34	25		A6.1
Facilities upkeep <sup>†</sup>	18	22	5	18		A6.1
Support for social emotional learning <sup>†</sup>	26	37	19	15		A8.1
Provides adequate counseling and support services <sup>†</sup>	38	32	40	45		A10.2
Antibullying climate <sup>†</sup>	30	40	20	20		A8.1
<b>School Supports for Staff</b>						
Staff working environment <sup>†</sup>	25	32	23	18		A6.1
Staff collegiality <sup>†</sup>	27	34	27	17		A6.1
<b>School Safety</b>						
Is a safe place for staff <sup>†</sup>	33	40	25	27		A6.1
Is a safe place for students <sup>†</sup>	35	45	30	24		A6.1
Has sufficient resources to create a safe campus <sup>†</sup>	35	40	10	35		B2.1
<b>Fairness, Rule Clarity, and Respect for Diversity</b>						
Fairness and rule clarity <sup>†</sup>	21	29	17	11		A8.1
Respect for diversity <sup>†</sup>	36	44	31	28		A8.1
<b>Academic Motivation and Student Behavior</b>						
Students are motivated to complete schoolwork <sup>†</sup>	17	24	12	10		A8.4
Student readiness to learn <sup>†</sup>	16	21	13	9		A8.1
Cutting classes or being truant moderate/severe problem	32	8	33	59		A8.13
Harassment/bullying moderate/severe problem	23	12	57	24		A9.3
<b>Substance Use and Mental Health</b>						
Alcohol and drug use moderate/severe problem	24	1	26	51		A9.9
Tobacco use moderate/severe problem	16	1	14	34		A9.10
Vaping/e-cigarette use moderate/severe problem	32	1	40	66		A9.11
Student depression moderate/severe problem	50	24	61	75		A9.2

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

<sup>†</sup> *Average percent of respondents reporting “Strongly agree.”*

**Table A2.2*****Key Indicators of COVID-Specific Measures***

	All %	ES %	MS %	HS %	NT %	Table
<b>Perceived School Safety in Response to COVID-19</b>						
COVID-related safety measures to keep students healthy <sup>†</sup>	32	36	18	31		A4.1
COVID-related safety measures to keep staff healthy <sup>†</sup>	32	36	20	30		A4.1
<b>Areas of Professional Development Needs</b>						
Supporting students exposed to trauma	59	66	61	51		A4.2
COVID-related safety measures and protocols	15	15	20	13		A4.2

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree.”*

### 3. Demographics

**Table A3.1**

***School Schedule, Past 30 Days***

	All %	ES %	MS %	HS %	NT %
In-School Model	99	98	100	99	
Remote Learning Model	1	2	0	1	

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

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

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

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

**Table A3.2**

***Average Days Working from Home, Past 30 Days***

	All %	ES %	MS %	HS %	NT %
0 days	91	91	92	90	
1 day	4	3	4	5	
2 days	1	1	4	1	
3 days	1	2	0	1	
4 days	0	0	0	0	
5 days	3	3	0	4	

*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	16	33	0	1	
Teacher in grade 5 or above	34	10	57	58	
Special education teacher	8	8	4	11	
Administrator	4	5	0	4	
Prevention staff, nurse, or health aide	4	5	4	3	
Counselor, psychologist	5	1	6	10	
Police, resource officer, or safety personnel	1	0	0	1	
Paraprofessional, teacher assistant, or instructional aide	14	19	15	7	
Other certificated staff	4	5	2	5	
Other classified staff	14	16	13	10	
Other service provider	2	2	2	1	

*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	79	71	92	85	
English language learners	69	63	74	75	
None of the above	16	21	8	12	

*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	11	4	6	
1 to 2 years	15	20	9	11	
3 to 5 years	15	15	17	13	
6 to 10 years	18	16	15	22	
Over 10 years	44	37	55	49	

*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	5	6	4	3	
1 to 2 years	6	7	4	6	
3 to 5 years	15	17	15	12	
6 to 10 years	18	19	21	16	
Over 10 years	56	51	57	63	

*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	4	3	4	5	
Black or African American, non-Hispanic	5	2	6	8	
Filipino, non-Hispanic	0	1	0	0	
Hispanic or Latinx	24	27	22	20	
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0	
White, non-Hispanic	57	59	57	55	
Multiracial, non-Hispanic	2	1	2	4	
Something else, non-Hispanic	8	7	10	8	

*Question A.8: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Filipino... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.*

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

**Table A3.8*****Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %	ES %	MS %	HS %	NT %
Yes	59	55	71	61	
No	41	45	29	39	

*Question A.112: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?*

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

## 4. COVID-Specific Measures

**Table A4.1**

*Perceived School Safety in Response to COVID-19*

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>has implemented good COVID-related safety measures and protocols to keep students healthy.</b>					
Strongly agree	32	36	18	31	
Agree	56	53	66	56	
Disagree	10	9	14	10	
Strongly disagree	2	2	2	2	
<b>has kept staff well-informed about COVID-related safety measures and protocols.</b>					
Strongly agree	33	38	25	29	
Agree	57	55	61	60	
Disagree	7	5	9	8	
Strongly disagree	3	2	5	3	
<b>has implemented good COVID-related safety measures and protocols to keep staff healthy.</b>					
Strongly agree	32	36	20	30	
Agree	57	54	66	58	
Disagree	9	9	11	9	
Strongly disagree	2	2	2	3	

*Question A.30-32: This school... has kept staff well-informed about COVID-related safety measures and protocols... has implemented good COVID-related safety measures and protocols to keep staff healthy... has implemented good COVID-related safety measures and protocols to keep students healthy.*

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

**Table A4.2****Ways to Support Teachers During COVID-19**

	All %	ES %	MS %	HS %	NT %
<b>Teachers need more professional development, training, mentorship, or other support in...</b>					
<b>motivating students through remote learning.</b>					
<b>(Remote Only)</b>					
Yes	40				
No	60				
<b>supporting students exposed to trauma or stressful life events.</b>					
Yes	59	66	61	51	
No	41	34	39	49	
<b>COVID-related safety measures and protocols to keep staff and students healthy.</b>					
Yes	15	15	20	13	
No	85	85	80	87	

*Question A.99, 101, 102: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... supporting students exposed to trauma or stressful life events (e.g., trauma-informed practices)... COVID-related safety measures and protocols to keep staff and students healthy... motivating students through remote learning.*

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

## 5. Remote Teaching

**Table A5.1**

***School Instructional Model Implementation (Remote Only)***

	All %	ES %	MS %	HS %	NT %
<b>I have had sufficient training and/or experience using distance learning tools to deliver effective remote teaching.</b>					
Strongly agree	100				
Agree	0				
Disagree	0				
Strongly disagree	0				
<b>Teachers from this school are providing effective instruction.</b>					
Strongly agree	60				
Agree	40				
Disagree	0				
Strongly disagree	0				
<b>I can provide effective instruction.</b>					
Strongly agree	100				
Agree	0				
Disagree	0				
Strongly disagree	0				

*Question A.105-107: The next set of questions ask about your experiences with remote instruction this year... I can provide effective instruction... I have had sufficient training and/or experience using distance learning tools (video calls, learning management system, etc.) to deliver effective remote teaching.... Teachers from this school are providing effective instruction.*

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

**Table A5.2*****Student Remote Learning (Remote Only)***

	All %	ES %	MS %	HS %	NT %
<b>Students are coping well with remote learning.</b>					
Strongly agree	20				
Agree	80				
Disagree	0				
Strongly disagree	0				
<b>Students are less engaged in remote classes than in-person classes.</b>					
Strongly agree	20				
Agree	20				
Disagree	40				
Strongly disagree	20				

*Question A.110-111: The next set of questions ask about your experiences with remote instruction this year... Students are coping well with remote learning... Students are less engaged in remote classes than in-person classes.*

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

**Table A5.3*****Academic Motivation and Supports for Learning (Remote Only)***

	All %	ES %	MS %	HS %	NT %
<b>Teachers from this school are motivating students.</b>					
Strongly agree	60				
Agree	40				
Disagree	0				
Strongly disagree	0				
<b>Students who need the most academic support are receiving the support they need.</b>					
Strongly agree	0				
Agree	40				
Disagree	60				
Strongly disagree	0				

*Question A.108, 109: The next set of questions ask about your experiences with remote instruction this year... Teachers from this school are motivating students... Students who need the most academic support are receiving the support they need.*

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

## 6. School Supports for Students and Staff

**Table A6.1**

*Summary of Indicators for Positive Learning and Working Environment*

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
<b>School Supports for Students</b>						
Student learning environment	36	45	34	25		A6.2
Is a supportive and inviting place for students to learn	41	51	34	29		A6.2
Emphasizes teaching lessons in ways relevant to students	35	46	27	24		A6.2
Facilities upkeep	18	22	5	18		A6.9
<b>School Supports for Staff</b>						
Staff working environment	25	32	23	18		A6.4
Is a supportive and inviting place for staff to work	27	35	27	17		A6.4
Promotes trust and collegiality among staff	23	30	23	15		A6.4
Promotes participation in school decision making	18	22	17	13		A6.4
Uses objective data for school improvement decisions	25	29	27	19		A6.7
Staff collegiality	27	34	27	17		A6.5
Have close professional relationships with one another	25	32	26	16		A6.5
Feel a responsibility to improve the school	27	36	28	15		A6.5
<b>School Safety</b>						
Is a safe place for staff	33	40	25	27		A6.4
Is a safe place for students	35	45	30	24		A6.2

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



## Student Learning Environment

**Table A6.2**

***Student Learning Environment Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment</b>					
<i>Average reporting “Strongly agree”</i>	36	45	34	25	
<b><i>This school... is a supportive and inviting place for students to learn.</i></b>					
Strongly agree	41	51	34	29	
Agree	53	46	61	61	
Disagree	4	2	5	6	
Strongly disagree	2	0	0	5	
<b><i>promotes academic success for all students.</i></b>					
Strongly agree	37	44	40	27	
Agree	52	48	51	58	
Disagree	8	7	9	9	
Strongly disagree	3	1	0	6	
<b><i>emphasizes helping students academically when they need it.</i></b>					
Strongly agree	42	48	48	33	
Agree	50	43	45	60	
Disagree	6	8	7	3	
Strongly disagree	2	1	0	4	
<b><i>emphasizes teaching lessons in ways relevant to students.</i></b>					
Strongly agree	35	46	27	24	
Agree	55	47	64	62	
Disagree	8	6	9	11	
Strongly disagree	2	1	0	3	

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

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

**Table A6.2*****Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b><i>is a safe place for students.</i></b>					
Strongly agree	35	45	30	24	
Agree	54	46	45	67	
Disagree	8	8	14	7	
Strongly disagree	3	2	11	2	
<b><i>motivates students to learn.</i></b>					
Strongly agree	25	35	24	13	
Agree	66	61	69	72	
Disagree	6	2	7	11	
Strongly disagree	2	1	0	5	

*Question A.26, 44: This school... is a safe place for students... motivates students to learn.*

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

**Table A6.3*****Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	14	18	7	12	
Mild problem	41	39	21	49	
Moderate problem	34	31	50	32	
Severe problem	11	11	21	7	

*Question A.88: For students enrolled in this school, how much of a problem is disruptive student behavior?*

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

## Staff Working Environment

**Table A6.4**

***Staff Working Environment Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Staff working environment</b>					
<i>Average reporting “Strongly agree”</i>	25	32	23	18	
<b><i>This school... is a supportive and inviting place for staff to work.</i></b>					
Strongly agree	27	35	27	17	
Agree	50	45	50	57	
Disagree	17	19	11	17	
Strongly disagree	5	1	11	8	
<b><i>promotes trust and collegiality among staff.</i></b>					
Strongly agree	23	30	23	15	
Agree	52	51	43	56	
Disagree	20	19	18	23	
Strongly disagree	5	1	16	6	
<b><i>is a safe place for staff.</i></b>					
Strongly agree	33	40	25	27	
Agree	55	52	48	60	
Disagree	9	7	18	10	
Strongly disagree	3	2	9	4	
<b><i>promotes personnel participation in decision-making that affects school practices and policies.</i></b>					
Strongly agree	18	22	17	13	
Agree	51	49	60	53	
Disagree	24	25	21	23	
Strongly disagree	7	5	2	11	

*Question A.14, 15, 27, 43: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... is a safe place for staff... promotes personnel participation in decision-making that affects school practices and policies.*

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

**Table A6.5****Staff Collegiality Scale Questions**

	All %	ES %	MS %	HS %	NT %
<b>Staff collegiality</b>					
<i>Average reporting “Strongly agree”</i>	27	34	27	17	
<b>Adults who work at this school... have close professional relationships with one another.</b>					
Strongly agree	25	32	26	16	
Agree	54	55	42	57	
Disagree	19	13	30	24	
Strongly disagree	1	0	2	3	
<b>support and treat each other with respect.</b>					
Strongly agree	28	35	28	19	
Agree	57	57	49	61	
Disagree	13	8	21	17	
Strongly disagree	2	0	2	4	
<b>feel a responsibility to improve this school.</b>					
Strongly agree	27	36	28	15	
Agree	56	54	53	61	
Disagree	15	10	19	20	
Strongly disagree	2	1	0	4	

*Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.*

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

**Table A6.6****Staff Collaborate Regularly**

	All %	ES %	MS %	HS %	NT %
Strongly agree	26	33	24	19	
Agree	50	51	45	50	
Disagree	22	16	29	28	
Strongly disagree	2	1	2	3	

*Question A.39: Adults who work at this school... are collaborating regularly.*

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

**Table A6.7*****School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	29	27	19	
Agree	57	58	54	59	
Disagree	15	13	17	17	
Strongly disagree	2	1	2	5	

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

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

**Table A6.8*****Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	36	50	17	25	
Mild problem	32	27	43	34	
Moderate problem	22	14	21	32	
Severe problem	10	9	19	9	

*Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?*

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

## Facilities Upkeep

**Table A6.9*****Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	22	5	18	
Agree	54	54	61	52	
Disagree	20	19	18	21	
Strongly disagree	8	5	16	8	

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

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

## 7. Student Developmental Supports and Opportunities

**Table A7.1**

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

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
<b>Caring Adult Relationships</b>	38	50	36	22		A7.2
Adults really care about every student	38	48	40	24		A7.2
Adults acknowledge and pay attention to students	39	53	42	21		A7.2
Adults listen to what students have to say	36	49	28	21		A7.2
<b>High Expectations-Adults in School</b>	42	54	36	27		A7.3
Adults want every student to do their best	45	57	42	30		A7.3
Adults believe every student can be a success	38	52	29	24		A7.3
<b>Student Meaningful Participation</b>	31	39	20	25		A7.4
Opportunities to decide things	26	39	18	13		A7.4
Equal opportunity for classroom participation	36	48	21	25		A7.4
Equal opportunity to participate in extracurricular activities	35	39	25	33		A7.4
Opportunities to “make a difference”	27	29	16	29		A7.4
<b>Promotion of Parental Involvement</b>	32	43	22	21		A7.5
School is welcoming to and facilitates parent involvement	35	48	18	22		A7.5
Encourages parents to be active partners in schooling	31	40	24	20		A7.5
School communicates about student learning expectation	27	38	23	16		A7.5
Parents feel welcome to participate at this school	30	43	21	18		A7.5

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

## Caring Relationships

**Table A7.2**

***Caring Relationships Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Caring relationships</b>					
<i>Average reporting “Strongly agree”</i>	38	50	36	22	
<b><i>Adults who work at this school... really care about every student.</i></b>					
Strongly agree	38	48	40	24	
Agree	53	47	53	61	
Disagree	8	5	7	11	
Strongly disagree	1	0	0	4	
<b><i>acknowledge and pay attention to students.</i></b>					
Strongly agree	39	53	42	21	
Agree	54	43	49	71	
Disagree	5	4	7	6	
Strongly disagree	1	0	2	2	
<b><i>listen to what students have to say.</i></b>					
Strongly agree	36	49	28	21	
Agree	54	45	60	65	
Disagree	9	7	12	12	
Strongly disagree	1	0	0	2	

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

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

## High Expectations

**Table A7.3**

***High Expectations Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>High expectations-adults in school</b>					
<i>Average reporting “Strongly agree”</i>	42	54	36	27	
<b><i>Adults who work at this school... want every student to do their best.</i></b>					
Strongly agree	45	57	42	30	
Agree	53	43	56	64	
Disagree	2	1	2	4	
Strongly disagree	1	0	0	2	
<b><i>believe that every student can be a success.</i></b>					
Strongly agree	38	52	29	24	
Agree	52	44	62	58	
Disagree	9	4	10	15	
Strongly disagree	1	0	0	3	

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

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



## Student Meaningful Participation

**Table A7.4**

***Student Meaningful Participation Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Student meaningful participation</b>					
<i>Average reporting “Strongly agree”</i>	31	39	20	25	
<b><i>This school...</i></b>					
<b>encourages opportunities for students to decide things like class activities or rules.</b>					
Strongly agree	26	39	18	13	
Agree	57	54	61	59	
Disagree	15	5	20	26	
Strongly disagree	2	1	0	3	
<b>gives all students equal opportunity to participate in classroom discussions or activities.</b>					
Strongly agree	36	48	21	25	
Agree	55	47	76	59	
Disagree	7	4	2	11	
Strongly disagree	2	1	0	5	
<b>gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.</b>					
Strongly agree	35	39	25	33	
Agree	51	51	64	48	
Disagree	10	8	11	13	
Strongly disagree	3	2	0	6	
<b>gives students opportunities to “make a difference” by helping other people, the school, or the community.</b>					
Strongly agree	27	29	16	29	
Agree	54	52	64	52	
Disagree	16	17	20	12	
Strongly disagree	3	2	0	6	

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

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

## Promotion of Parental Involvement

**Table A7.5**

***Promotion of Parental Involvement Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parental involvement</b>					
<i>Average reporting “Strongly agree”</i>	32	43	22	21	
<b>This school is welcoming to and facilitates parent involvement.</b>					
Strongly agree	35	48	18	22	
Agree	57	47	68	66	
Disagree	8	5	11	10	
Strongly disagree	1	0	2	2	
<b>This school encourages parents to be active partners in educating their child.</b>					
Strongly agree	31	40	24	20	
Agree	59	56	64	62	
Disagree	9	3	12	15	
Strongly disagree	1	1	0	3	
<b>Teachers at this school communicate with parents about what their children are expected to learn in class.</b>					
Strongly agree	27	38	23	16	
Agree	65	61	73	67	
Disagree	6	1	5	12	
Strongly disagree	2	0	0	5	
<b>Parents feel welcome to participate at this school.</b>					
Strongly agree	30	43	21	18	
Agree	63	57	71	68	
Disagree	5	1	7	10	
Strongly disagree	1	0	0	3	

*Question A.28, 46, 80, 81: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.*

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

**Table A7.5*****Promotion of Parental Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>School staff take parents' concerns seriously.</b>					
Strongly agree	34	40	24	29	
Agree	61	58	69	63	
Disagree	4	2	5	6	
Strongly disagree	1	0	2	2	

*Question A.82: School staff take parents' concerns seriously.*

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

## 8. Learning Conditions

**Table A8.1**

*Summary of Indicators of School Learning Conditions*

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
<b>Learning Supports</b>						
Support for social emotional learning	26	37	19	15		A8.2
Student readiness to learn	16	21	13	9		A8.3
Instructional equity	30	35	26	23		A8.7
Antibullying climate	30	40	20	20		A8.12
<b>Fairness, Rule Clarity, and Respect for Diversity</b>						
Fairness and rule clarity	21	29	17	11		A8.5
Respect for diversity	36	44	31	28		A8.6
<b>Positive Peer Relations</b>						
Student peer relationships	17	23	12	10		A8.11

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

## Supports for Learning and Student Academic Engagement

**Table A8.2**

***Support for Social Emotional Learning Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Support for social emotional learning</b>					
<i>Average reporting “Strongly agree”</i>	26	37	19	15	
<b>This school encourages students to feel responsible for how they act.</b>					
Strongly agree	26	37	22	14	
Agree	54	53	46	59	
Disagree	16	9	22	23	
Strongly disagree	3	1	10	4	
<b>This school encourages students to understand how others think and feel.</b>					
Strongly agree	25	36	17	15	
Agree	64	63	67	66	
Disagree	9	1	17	16	
Strongly disagree	1	0	0	3	
<b>Students are taught that they can control their own behavior.</b>					
Strongly agree	25	36	19	13	
Agree	61	59	60	65	
Disagree	11	4	17	19	
Strongly disagree	3	1	5	4	
<b>This school helps students resolve conflicts with one another.</b>					
Strongly agree	26	36	20	17	
Agree	58	55	60	62	
Disagree	13	8	15	18	
Strongly disagree	3	1	5	4	

*Question A.65, 68-70: This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another.*

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

**Table A8.2*****Support for Social Emotional Learning Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>This school encourages students to care about how others feel.</b>					
Strongly agree	27	41	17	14	
Agree	63	58	67	68	
Disagree	9	1	17	15	
Strongly disagree	1	0	0	2	

*Question A.71: This school encourages students to care about how others feel.*

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

**Table A8.3*****Student Readiness to Learn Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Student readiness to learn</b>					
<i>Average reporting “Strongly agree”</i>	16	21	13	9	
<b>Students are healthy and physically fit.</b>					
Strongly agree	20	25	17	15	
Agree	67	65	64	70	
Disagree	11	8	19	11	
Strongly disagree	3	2	0	4	
<b>Students start/arrive at school alert and rested.</b>					
Strongly agree	13	20	12	6	
Agree	54	61	55	45	
Disagree	29	17	33	43	
Strongly disagree	3	3	0	6	
<b>Students are motivated to learn.</b>					
Strongly agree	16	23	14	6	
Agree	65	67	52	66	
Disagree	18	10	33	24	
Strongly disagree	1	0	0	3	
<b>Students in this school are well-behaved.</b>					
Strongly agree	13	17	10	10	
Agree	63	59	46	72	
Disagree	20	20	29	17	
Strongly disagree	4	4	15	2	

*Question A.56-59, 73: Students are healthy and physically fit... Students arrive at school alert and rested. [In-School only]... Students start school alert and rested. [Remote only].... Students are motivated to learn... Students in this school are well-behaved.*

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

**Table A8.4*****Motivation to Complete Schoolwork***

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	24	12	10	
Agree	60	68	61	50	
Disagree	19	7	24	32	
Strongly disagree	4	1	2	7	

*Question A.66: Students are motivated to complete their schoolwork.*

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



## Fairness, Rule Clarity, and Respect for Diversity

**Table A8.5**

***Fairness and Rule Clarity Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Fairness and rule clarity</b>					
<i>Average reporting “Strongly agree”</i>	21	29	17	11	
<b>This school handles discipline problems fairly.</b>					
Strongly agree	21	31	18	9	
Agree	46	44	41	51	
Disagree	22	19	18	27	
Strongly disagree	11	6	23	13	
<b>The school rules are fair.</b>					
Strongly agree	26	36	28	14	
Agree	58	55	48	65	
Disagree	11	6	15	14	
Strongly disagree	5	3	10	6	
<b>This school clearly informs students what will happen if they break school rules.</b>					
Strongly agree	17	22	10	12	
Agree	54	46	54	63	
Disagree	19	23	12	16	
Strongly disagree	10	8	24	9	
<b>Students know what the rules are.</b>					
Strongly agree	18	27	12	10	
Agree	63	60	61	67	
Disagree	15	12	15	18	
Strongly disagree	4	1	12	5	

*Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.*

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

**Table A8.6*****Respect for Diversity Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Respect for diversity</b>					
<i>Average reporting “Strongly agree”</i>	36	44	31	28	
<b>Students respect each other’s differences.</b>					
Strongly agree	22	27	10	21	
Agree	61	60	62	61	
Disagree	14	11	24	14	
Strongly disagree	3	1	5	4	
<b>Adults from this school respect differences in students.</b>					
Strongly agree	45	52	45	36	
Agree	50	44	52	56	
Disagree	4	4	2	5	
Strongly disagree	1	0	0	2	
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>					
Strongly agree	41	53	38	26	
Agree	55	45	57	66	
Disagree	4	2	5	6	
Strongly disagree	1	0	0	2	

*Question A.53-55: Students respect each other’s differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.*

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

## Instructional Equity

**Table A8.7**

***Instructional Equity Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Instructional equity</b>					
<i>Average reporting “Strongly agree”</i>	30	35	26	23	
<b><i>This school...</i></b>					
<b>emphasizes using instructional materials that reflect the culture or ethnicity of its students.</b>					
Strongly agree	27	35	23	20	
Agree	52	51	48	53	
Disagree	18	12	30	22	
Strongly disagree	3	2	0	5	
<b>has staff examine their own cultural biases through professional development or other processes.</b>					
Strongly agree	19	25	14	14	
Agree	56	54	66	56	
Disagree	20	18	18	23	
Strongly disagree	5	4	2	7	
<b>considers closing the racial/ethnic achievement gap a high priority.</b>					
Strongly agree	28	29	27	26	
Agree	56	54	64	58	
Disagree	13	16	7	13	
Strongly disagree	2	2	2	3	
<b>has high expectations for all students, regardless of their race, ethnicity, or nationality.</b>					
Strongly agree	38	45	36	29	
Agree	49	51	50	48	
Disagree	11	4	11	21	
Strongly disagree	1	1	2	2	

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

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

**Table A8.7*****Instructional Equity Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>This school fosters an appreciation of student diversity and respect for each other.</b>					
Strongly agree	36	45	30	26	
Agree	54	49	61	59	
Disagree	7	5	7	10	
Strongly disagree	2	1	2	5	

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

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

**Table A8.8*****Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	41	23	16	
Agree	54	50	60	58	
Disagree	15	10	16	22	
Strongly disagree	1	0	0	4	

*Question A.38: Adults who work at this school treat all students fairly.*

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

## Cultural Sensitivity

**Table A8.9*****Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	33	22	10	
Agree	55	51	54	62	
Disagree	17	13	24	22	
Strongly disagree	4	4	0	6	

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

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

**Table A8.10*****Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	54	75	33	37	
Mild problem	35	21	48	46	
Moderate problem	10	3	17	15	
Severe problem	1	1	2	2	

*Question A.89: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?*

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

## Student Peer Relationships

**Table A8.11**

***Student Peer Relationships Questions***

	All %	ES %	MS %	HS %	NT %
<b>Student peer relationships</b>					
<i>Average reporting “Strongly agree”</i>	17	23	12	10	
<b>Students care about one another.</b>					
Strongly agree	22	30	17	14	
Agree	70	64	69	78	
Disagree	7	5	14	6	
Strongly disagree	1	0	0	2	
<b>Students treat each other with respect.</b>					
Strongly agree	12	17	7	8	
Agree	71	73	55	75	
Disagree	16	11	38	15	
Strongly disagree	1	0	0	2	
<b>Students get along well with one another.</b>					
Strongly agree	15	21	12	10	
Agree	78	76	60	86	
Disagree	7	3	29	5	
Strongly disagree	0	0	0	0	
<b>Students enjoy spending time together during school activities.<sup>o</sup> <i>(In-School Only)</i></b>					
Strongly agree	34	43	29	25	
Agree	63	54	64	72	
Disagree	3	2	7	3	
Strongly disagree	0	0	0	0	

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

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

*<sup>o</sup>Item not included in the scale.*

**Table A8.11*****Student Peer Relationships Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Students enjoy interacting with each other during class activities.<sup>ø</sup> (<i>Remote Only</i>)</b>					
Strongly agree	20				
Agree	60				
Disagree	20				
Strongly disagree	0				

*Question A.61: Students enjoy interacting with each other during class activities.*

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

*<sup>ø</sup>Item not included in the scale.*

## Antibullying Climate

**Table A8.12**

***Antibullying Climate Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Antibullying climate</b>					
<i>Average reporting “Strongly agree”</i>	30	40	20	20	
<b>Teachers make it clear to students that bullying is not tolerated.</b>					
Strongly agree	42	56	33	28	
Agree	51	42	55	61	
Disagree	6	1	12	9	
Strongly disagree	1	1	0	2	
<b>If a student was bullied, he or she would tell one of the teachers or staff at school.</b>					
Strongly agree	28	38	17	20	
Agree	55	56	56	54	
Disagree	16	6	24	24	
Strongly disagree	1	0	2	2	
<b>Students tell teachers when other students are being bullied.</b>					
Strongly agree	24	34	12	17	
Agree	55	59	57	50	
Disagree	19	7	29	30	
Strongly disagree	2	0	2	4	
<b>If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.</b>					
Strongly agree	38	47	33	28	
Agree	54	49	60	58	
Disagree	7	3	7	11	
Strongly disagree	1	1	0	2	

*Question A.48-51: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.*

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



**Table A8.12*****Antibullying Climate Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Students try to stop bullying when they see it happening.</b>					
Strongly agree	17	26	7	10	
Agree	51	59	52	42	
Disagree	29	15	31	44	
Strongly disagree	3	0	10	5	

*Question A.52: Students try to stop bullying when they see it happening.*

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

## Truancy

**Table A8.13*****Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	44	80	19	10	
Mild problem	24	11	48	31	
Moderate problem	22	7	29	37	
Severe problem	10	1	5	23	

*Question A.92: For students enrolled in this school, how much of a problem is cutting classes or being truant?*

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

## 9. Student Health Risks and Prevention

### Mental Health

**Table A9.1**

***Student Feeling Hopeful About the Future***

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	28	10	10	
Agree	72	69	80	74	
Disagree	7	3	7	12	
Strongly disagree	2	0	2	4	

*Question A.67: Students feel hopeful about the future.*

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

**Table A9.2**

***Student Depression or Other Mental Health Issues are a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	16	29	5	4	
Mild problem	35	47	34	21	
Moderate problem	35	21	44	48	
Severe problem	15	3	17	28	

*Question A.90: For students enrolled in this school, how much of a problem is student depression or other mental health problems?*

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

## Bullying and Fighting

**Table A9.3**

***Harassment or Bullying Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	23	36	7	11	
Mild problem	55	52	36	65	
Moderate problem	17	9	38	20	
Severe problem	5	3	19	3	

*Question A.86: For students enrolled in this school, how much of a problem is harassment or bullying among students?*

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

**Table A9.4**

***Physical Fighting Between Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	49	65	24	38	
Mild problem	36	27	43	45	
Moderate problem	13	7	21	17	
Severe problem	2	1	12	0	

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

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

## Delinquency

**Table A9.5**

***Vandalism (Including Graffiti) is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	58	84	40	34	
Mild problem	28	13	43	41	
Moderate problem	11	2	12	21	
Severe problem	3	1	5	4	

*Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?*

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

**Table A9.6**

***Theft is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	63	87	48	39	
Mild problem	29	10	43	46	
Moderate problem	7	1	7	13	
Severe problem	2	1	2	2	

*Question A.96: For students enrolled in this school, how much of a problem is theft?*

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

**Table A9.7**

***Gang-Related Activity is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	82	98	69	69	
Mild problem	14	1	24	26	
Moderate problem	3	0	5	6	
Severe problem	1	1	2	0	

*Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?*

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

**Table A9.8*****Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	83	98	67	72	
Mild problem	15	1	31	26	
Moderate problem	1	0	0	2	
Severe problem	1	1	2	0	

*Question A.94: For students enrolled in this school, how much of a problem is weapons possession?*

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

## Substance Use

**Table A9.9*****Student Alcohol and Drug Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	54	99	31	10	
Mild problem	22	1	43	39	
Moderate problem	15	0	21	32	
Severe problem	9	1	5	20	

*Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?*

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

**Table A9.10*****Student Tobacco Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	62	99	45	23	
Mild problem	22	0	40	43	
Moderate problem	11	0	10	24	
Severe problem	5	1	5	10	

*Question A.84: For students enrolled in this school, how much of a problem is student tobacco use?*

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

**Table A9.11*****Student Vaping or Electronic Cigarette Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	50	99	14	5	
Mild problem	18	0	45	29	
Moderate problem	19	0	26	40	
Severe problem	13	1	14	26	

*Question A.85: For students enrolled in this school, how much of a problem is student vaping or e-cigarette use?*

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

## Substance Use Prevention Policies

**Table A9.12*****School Bans Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
No	2	3	0	1	
Yes	91	86	88	97	
Don't know	8	11	12	2	

*Question A.104: Does your school ban tobacco use and vaping on school property and at school sponsored events?*

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

## 10. Discipline and Counseling

**Table A10.1**

***Disciplinary Harshness Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Disciplinary harshness</b>					
<i>Average reporting “Strongly agree” or “Agree”</i>	12	10	12	13	
<b>The rules at this school are too strict.</b>					
Strongly agree	3	2	2	3	
Agree	7	6	7	9	
Disagree	54	61	48	48	
Strongly disagree	36	31	43	40	
<b>It is easy for students to get kicked out of class or get suspended.</b>					
Strongly agree	3	1	2	5	
Agree	9	7	7	11	
Disagree	48	42	52	54	
Strongly disagree	40	49	38	31	
<b>Students get in trouble for breaking small rules.</b>					
Strongly agree	3	3	2	4	
Agree	11	10	7	13	
Disagree	55	55	59	54	
Strongly disagree	31	32	32	30	
<b>Teachers are very strict here.</b>					
Strongly agree	2	1	2	2	
Agree	10	10	15	8	
Disagree	62	62	66	60	
Strongly disagree	27	27	17	29	

*Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.*

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

**Table A10.2*****Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	32	40	45	
Agree	46	44	56	45	
Disagree	13	20	5	8	
Strongly disagree	3	5	0	2	

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

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



## 11. Professional Development Needs

**Table A11.1**

***Areas of Professional Development Needs***

	All %	ES %	MS %	HS %	NT %
<b><i>Instruction and School Environment</i></b>					
<b>Positive behavioral support and classroom management</b>					
Yes	43	47	49	37	
No	57	53	51	63	
<b>Creating a positive school climate</b>					
Yes	43	40	46	45	
No	57	60	54	55	
<b><i>Addressing Needs of Diverse Populations</i></b>					
<b>Working with diverse racial, ethnic, or cultural groups</b>					
Yes	45	45	49	42	
No	55	55	51	58	
<b><i>Providing Support Services</i></b>					
<b>Meeting the social, emotional, and developmental needs of youth</b>					
Yes	60	63	66	53	
No	40	37	34	47	

*Question A.97, 98, 100, 103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... positive behavioral support and classroom management... working with diverse racial, ethnic, or cultural groups... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... creating a positive school climate.*

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

# Section B. Learning Supports Module

## 1. Module Sample

**Table B1.1**

***Learning Supports Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	109	53	11	44	1

*Notes: <sup>A</sup>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
<b>Discipline, Safety, and Behavior Management</b>						
Punishes first-time violations of alcohol/drug policies <sup>†</sup>	34	43	10	29		B3.1
Enforces zero tolerance policies <sup>†</sup>	27	34	10	23		B3.1
Has sufficient resources to create a safe campus <sup>†</sup>	35	40	10	35		B3.2
Seeks to maintain a secure campus <sup>†</sup>	13	11	0	15		B3.2
Provides harassment or bullying prevention <sup>§</sup>	36	47	9	30		B3.3
Provides conflict resolution or behavior management instruction <sup>§</sup>	36	41	18	34		B3.3
<b>Substance Use and Risk Behavior</b>						
Considers substance abuse prevention an important goal <sup>†</sup>	35	33	30	38		B4.1
Collaborates well with community organizations to address substance use or other problems <sup>†</sup>	36	36	30	35		B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems <sup>†</sup>	47	44	30	52		B4.1
Provides alcohol or drug use prevention instruction <sup>§</sup>	16	11	9	20		B4.1
Provides tobacco use/vaping prevention instruction <sup>§</sup>	15	9	9	20		B4.1
Has sufficient resources to address substance use prevention needs <sup>†</sup>	32	39	10	28		B4.1
<b>Physical Health and Special Needs</b>						
Provides adequate health services for students <sup>†</sup>	47	41	40	55		B5.1
Provides opportunities for physical education and activity <sup>§</sup>	74	75	64	77		B5.1
<b>Youth Development and Social-Emotional Supports</b>						
Fosters youth development, resilience, or asset promotion <sup>§</sup>	36	43	9	33		B6.1
Emphasizes helping students with social, emotional, and behavioral problems <sup>†</sup>	53	52	20	62		B6.1
Restorative practices <sup>†</sup>	48	46	30	54		B6.1
Trauma-informed practices <sup>†</sup>	24	24	10	26		B6.1

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

<sup>†</sup>*Average percent of respondents reporting “Strongly agree.”*

<sup>§</sup>*Average percent of respondents reporting “A lot.”*

### 3. Discipline, Safety, and Behavior Management

**Table B3.1**

***Discipline Practice at School***

	All %	ES %	MS %	HS %	NT %
<b>Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension</b>					
Strongly agree	34	43	10	29	
Agree	37	36	50	37	
Disagree	17	12	30	20	
Strongly disagree	12	10	10	15	
<b>Enforces zero tolerance policies</b>					
Strongly agree	27	34	10	23	
Agree	42	43	50	40	
Disagree	23	18	30	28	
Strongly disagree	7	5	10	10	

*Question A.117, 118: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.*

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

**Table B3.2*****Supports for Safety at School***

	All %	ES %	MS %	HS %	NT %
<b>Has sufficient resources to create a safe campus</b>					
Strongly agree	35	40	10	35	
Agree	45	42	60	48	
Disagree	17	15	30	18	
Strongly disagree	2	4	0	0	
<b>Seeks to maintain a secure campus</b>					
Strongly agree	13	11	0	15	
Agree	40	25	70	50	
Disagree	18	23	10	15	
Strongly disagree	29	41	20	20	

*Question A.114, 119: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.*

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

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

	All %	ES %	MS %	HS %	NT %
<b>Provides harassment or bullying prevention</b>					
A lot	36	47	9	30	
Some	49	43	82	48	
Not much	12	10	0	18	
Not at all	3	0	9	5	
<b>Provides conflict resolution or behavior management instruction</b>					
A lot	36	41	18	34	
Some	43	43	45	43	
Not much	19	14	36	20	
Not at all	2	2	0	2	

*Question A.130, 131: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?*

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

## 4. Substance Use and Risk Behavior

**Table B4.1**

***Substance Use Prevention***

	All %	ES %	MS %	HS %	NT %
<b>Considers substance abuse prevention an important goal</b>					
Strongly agree	35	33	30	38	
Agree	42	45	60	35	
Disagree	18	15	10	23	
Strongly disagree	5	8	0	5	
<b>Collaborates well with community organizations to address substance use or other problems</b>					
Strongly agree	36	36	30	35	
Agree	47	45	60	48	
Disagree	14	15	10	15	
Strongly disagree	3	4	0	3	
<b>Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems</b>					
Strongly agree	47	44	30	52	
Agree	38	37	70	33	
Disagree	14	16	0	15	
Strongly disagree	1	2	0	0	

*Question A.113, 120, 121: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.*

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

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

	All %	ES %	MS %	HS %	NT %
<b>Provides alcohol or drug use prevention instruction</b>					
A lot	16	11	9	20	
Some	44	31	73	50	
Not much	32	40	18	27	
Not at all	9	18	0	2	
<b>Provides tobacco use/vaping prevention instruction</b>					
A lot	15	9	9	20	
Some	41	29	55	50	
Not much	33	40	36	25	
Not at all	12	22	0	5	
<b>Has sufficient resources to address substance use prevention needs</b>					
Strongly agree	32	39	10	28	
Agree	46	48	70	40	
Disagree	19	11	20	28	
Strongly disagree	3	2	0	5	

*Question A.115, 128, 129: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?*

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

**Table B4.2*****School Enforces Policies Banning Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	57	10	32	
Agree	40	33	80	39	
Disagree	11	4	10	20	
Strongly disagree	7	7	0	10	

*Question A.116: This school consistently enforces policies banning tobacco use/vaping on school property.*

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

## 5. Physical Health and Special Needs

**Table B5.1**

***Physical Health and Special Needs***

	All %	ES %	MS %	HS %	NT %
<b>Provides adequate health services for students</b>					
Strongly agree	47	41	40	55	
Agree	45	50	60	38	
Disagree	7	9	0	8	
Strongly disagree	0	0	0	0	
<b>Provides opportunities for physical education and activity</b>					
A lot	74	75	64	77	
Some	21	25	36	14	
Not much	4	0	0	9	
Not at all	1	0	0	0	

*Question A.122, 127: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?*

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



## 6. Youth Development and Social-Emotional Supports

**Table B6.1**

***Youth Development and Social-Emotional Supports at School***

	All %	ES %	MS %	HS %	NT %
<b>Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion</b>					
A lot	36	43	9	33	
Some	52	49	82	49	
Not much	12	6	9	19	
Not at all	1	2	0	0	
<b>Emphasizes helping students with social, emotional, and behavioral problems</b>					
Strongly agree	53	52	20	62	
Agree	40	37	80	33	
Disagree	4	7	0	3	
Strongly disagree	3	4	0	3	
<b>Uses restorative practices to help resolve conflicts</b>					
Strongly agree	48	46	30	54	
Agree	44	43	70	38	
Disagree	6	11	0	3	
Strongly disagree	2	0	0	5	

*Question A.123, 124, 126: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion?*

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

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

	All %	ES %	MS %	HS %	NT %
<b>Implements trauma-informed practices</b>					
Strongly agree	24	24	10	26	
Agree	61	60	80	59	
Disagree	12	17	10	8	
Strongly disagree	3	0	0	8	
<b>Provides instructional help to build social-emotional competencies</b>					
A lot	48	59	18	41	
Some	40	37	64	39	
Not much	10	2	18	16	
Not at all	3	2	0	5	

*Question A.125, 132: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?*

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

# Appendix

## 2023-24 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Edison Elementary	X
Franklin Elementary	X
Grant Elementary	X
ISP - Independent Study	X
Malibu Elementary	X
McKinley Elementary	X
Roosevelt Elementary	X
Santa Monica Alternative (K-8)	X
Webster Elementary	X
Will Rogers Elementary	X

*Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2023-24 CSSS Staff Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
John Adams Middle	X
Lincoln Middle	X
Malibu Middle	X

*Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2023-24 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Malibu High	X
PBL High	X
Santa Monica High	X

*Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2023-24 CSSS Staff Survey Data Status

Eligible Non-Traditional Schools <sup>A</sup>	Data Received
Olympic High (Continuation)	X

*Notes: Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list. <sup>A</sup>Non-traditional schools include continuation, community day, and other alternative school types.*