

CALIFORNIA SCHOOL STAFF SURVEY



Statewide Results 2023–2025 Main Report



California Department of
EDUCATION

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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 the 2023–24 and 2024–25 administrations 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

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.

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. 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.

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.** Obtain 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.
- **Other Data.** Examine how the results compare with other data collected within the state 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).

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.

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Survey Module Administration

Table 1
CSSS Survey Modules Administered

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

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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CSSS Report - Section A: Core

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT ^A
Number of districts	387	330	216	209	132
Number of schools	2,838	1,711	460	527	140
Number of respondents	122,022	65,416	20,960	33,293	2,353

Notes: ^ANT includes continuation high schools. 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	120,333	64,922	20,791	32,336	2,284
Remote model only	1,689	494	169	957	69

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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CSSS Report - Section A: Core

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 [†]	46	52	41	36	62	A6.1
High expectations-adults in school [†]	50	57	46	40	63	A6.1
Student meaningful participation [†]	37	39	33	33	42	A6.1
Promotion of parental involvement [†]	36	42	31	26	38	A6.1
Student learning environment [†]	43	49	38	34	55	A5.1
Facilities upkeep ^σ	34	37	33	28	49	A5.1
Support for social emotional learning [†]	33	41	28	21	38	A7.1
Provides adequate counseling and support services ^σ	39	38	42	39	57	A9.2
Antibullying climate [†]	37	44	31	26	40	A7.1
School Supports for Staff						
Staff working environment [†]	37	41	34	30	47	A5.1
Staff collegiality [†]	39	43	36	30	49	A5.1
School Safety						
Is a safe place for staff ^σ	40	44	36	33	50	A5.1
Is a safe place for students ^σ	41	47	35	33	55	A5.1
Has sufficient resources to create a safe campus ^σ	28	32	25	23	27	B2.1
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity [†]	32	36	31	23	38	A7.1
Respect for diversity [†]	39	44	33	31	49	A7.1
Academic Motivation and Student Behavior						
Students are motivated to complete schoolwork ^σ	21	26	15	13	19	A7.4
Student readiness to learn [†]	15	18	11	11	12	A7.1
Cutting classes or being truant moderate/severe problem	29	12	32	58	67	A7.13
Harassment/bullying moderate/severe problem	30	21	49	37	18	A8.3
Substance Use and Mental Health						
Alcohol and drug use moderate/severe problem	21	3	23	52	70	A8.9
Tobacco use moderate/severe problem	15	3	17	36	48	A8.10
Vaping/e-cigarette use moderate/severe problem	29	5	37	67	77	A8.11
Student depression moderate/severe problem	42	26	51	67	71	A8.2

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

[†]*Average percent of respondents reporting “Strongly agree” across survey questions that comprise the scale.*

^σ*Percent of respondents reporting “Strongly agree.”*

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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CSSS Report - Section A: Core

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	43	44	44	40	38	A10.1
Creating a positive school climate	42	39	45	45	41	A10.1
Supporting Student Well-being and Development						
Meeting social, emotional, and developmental needs	58	59	57	58	61	A10.1
Supporting students exposed to trauma	64	66	61	61	65	A10.1

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

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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3. Demographics

Table A3.1

School Schedule, Past 30 Days

	All %	ES %	MS %	HS %	NT %
In-School Model	99	99	99	97	97
Remote Learning Model	1	1	1	3	3

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

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

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

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

Table A3.2

Average Days Working from Home, Past 30 Days

	All %	ES %	MS %	HS %	NT %
0 days	92	92	92	91	93
1 day	2	2	2	2	2
2 days	1	1	1	1	1
3 days	1	1	1	1	1
4 days	1	1	1	1	0
5 days	4	4	4	4	2

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?

Notes: 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	22	40	1	0	0
Teacher in grade 5 or above	35	14	58	60	51
Special education teacher	8	7	9	9	8
Administrator	3	3	4	4	6
Prevention staff, nurse, or health aide	2	2	2	1	1
Counselor, psychologist	4	3	5	6	8
Police, resource officer, or safety personnel	1	0	1	1	2
Paraprofessional, teacher assistant, or instructional aide	12	15	10	8	6
Other certificated staff	5	6	3	3	3
Other classified staff	12	12	10	11	16
Other service provider	2	3	2	2	2

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

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

Table A3.4
Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Special education	69	64	75	76	75
English language learners	71	70	72	72	74
None of the above	16	17	15	16	15

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Table A3.5
Length of Employment at School

	All %	ES %	MS %	HS %	NT %
Less than one year	14	15	15	11	14
1 to 2 years	14	15	14	13	15
3 to 5 years	20	20	20	19	21
6 to 10 years	18	18	18	18	18
Over 10 years	34	33	34	39	32

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	8	9	7	6	7
1 to 2 years	10	11	9	8	9
3 to 5 years	16	17	16	15	13
6 to 10 years	17	17	17	17	16
Over 10 years	49	47	50	54	54

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	1
Asian or Asian American, non-Hispanic	6	6	5	6	3
Black or African American, non-Hispanic	3	3	3	3	4
Filipino, non-Hispanic	2	2	2	2	1
Hispanic or Latino/a	33	36	32	27	35
Native Hawaiian or Pacific Islander, non-Hispanic	0	0	0	0	1
White, non-Hispanic	47	45	49	52	43
Multiracial, non-Hispanic	3	3	4	4	4
Something else, non-Hispanic	5	4	5	5	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 Latino/a... Native Hawaiian or Pacific Islander... White... Something else.

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

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

	All %	ES %	MS %	HS %	NT %
Yes	59	57	58	62	51
No	41	43	42	38	49

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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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	50	52	56	50	36
Agree	40	38	36	41	48
Disagree	7	6	4	7	11
Strongly disagree	3	3	5	2	5
Teachers from this school are providing effective instruction.					
Strongly agree	51	54	55	50	36
Agree	44	43	38	45	51
Disagree	3	1	5	4	7
Strongly disagree	2	1	2	1	7
I can provide effective instruction.					
Strongly agree	54	57	59	52	36
Agree	40	37	36	42	54
Disagree	4	4	2	4	10
Strongly disagree	2	2	3	2	0

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Table A4.2**Student Remote Learning (Remote Only)**

	All %	ES %	MS %	HS %	NT %
Students are coping well with remote learning.					
Strongly agree	33	38	39	30	16
Agree	54	50	50	56	52
Disagree	11	9	10	11	21
Strongly disagree	2	2	2	2	10
Students are less engaged in remote classes than in-person classes.					
Strongly agree	20	21	24	18	25
Agree	34	39	33	33	33
Disagree	35	30	30	39	30
Strongly disagree	11	11	12	11	13

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	51	53	59	49	34
Agree	45	45	36	46	56
Disagree	3	1	2	3	7
Strongly disagree	2	1	2	1	3
Students who need the most academic support are receiving the support they need.					
Strongly agree	37	40	42	36	26
Agree	47	50	45	46	44
Disagree	13	8	12	15	25
Strongly disagree	3	2	2	3	5

Question A.104, 105: The next set of questions ask about your experiences with remote instruction this year... Teachers from this school are motivating students... Students who need the most academic support are receiving the support they need.

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

5. School Supports for Students and Staff

Table A5.1

Summary of Indicators for Positive Learning and Working Environment

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
School Supports for Students						
Student learning environment [†]	43	49	38	34	55	A5.2
Is a supportive and inviting place for students to learn	48	54	41	39	63	A5.2
Emphasizes teaching lessons in ways relevant to students	38	44	35	30	47	A5.2
Facilities upkeep	34	37	33	28	49	A5.9
School Supports for Staff						
Staff working environment [†]	37	41	34	30	47	A5.4
Is a supportive and inviting place for staff to work	41	45	39	34	53	A5.4
Promotes trust and collegiality among staff	36	39	34	29	45	A5.4
Promotes participation in school decision making	30	33	28	24	42	A5.4
Uses objective data for school improvement decisions	37	41	35	29	44	A5.7
Staff collegiality [†]	39	43	36	30	49	A5.5
Have close professional relationships with one another	36	41	33	27	45	A5.5
Feel a responsibility to improve the school	40	45	36	31	51	A5.5
School Safety						
Is a safe place for staff	40	44	36	33	50	A5.4
Is a safe place for students	41	47	35	33	55	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	49	38	34	55
This school...					
is a supportive and inviting place for students to learn.					
Strongly agree	48	54	41	39	63
Agree	48	43	53	56	34
Disagree	3	3	5	4	2
Strongly disagree	1	1	1	1	1
promotes academic success for all students.					
Strongly agree	45	50	40	35	54
Agree	48	44	51	54	41
Disagree	6	5	7	9	4
Strongly disagree	1	1	1	2	1
emphasizes helping students academically when they need it.					
Strongly agree	47	50	44	40	63
Agree	47	44	49	53	33
Disagree	5	5	6	6	3
Strongly disagree	1	1	1	1	1
emphasizes teaching lessons in ways relevant to students.					
Strongly agree	38	44	35	30	47
Agree	54	51	57	59	46
Disagree	7	5	8	9	6
Strongly disagree	1	1	1	1	1

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Table A5.2***Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<i>This school...</i>					
<i>is a safe place for students.</i>					
Strongly agree	41	47	35	33	55
Agree	49	45	53	56	38
Disagree	7	6	10	9	6
Strongly disagree	2	1	3	2	2
<i>motivates students to learn.</i>					
Strongly agree	39	46	34	28	48
Agree	54	50	57	60	45
Disagree	6	4	8	11	5
Strongly disagree	1	0	1	2	1

Question A.26, 41: This school... is a safe place for students... motivates students to learn.

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

Table A5.3***Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	11	12	6	12	20
Mild problem	37	38	31	41	43
Moderate problem	35	34	39	34	28
Severe problem	17	16	24	14	9

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Staff Working Environment

Table A5.4

Staff Working Environment Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff working environment					
Average reporting “Strongly agree”	37	41	34	30	47
This school...					
is a supportive and inviting place for staff to work.					
Strongly agree	41	45	39	34	53
Agree	46	44	47	51	36
Disagree	10	8	11	12	8
Strongly disagree	3	3	3	4	3
promotes trust and collegiality among staff.					
Strongly agree	36	39	34	29	45
Agree	49	47	49	52	40
Disagree	13	11	13	15	11
Strongly disagree	3	3	3	4	4
is a safe place for staff.					
Strongly agree	40	44	36	33	50
Agree	49	47	51	54	40
Disagree	8	7	10	10	8
Strongly disagree	2	2	3	3	2
promotes personnel participation in decision-making that affects school practices and policies.					
Strongly agree	30	33	28	24	42
Agree	52	51	52	53	44
Disagree	15	13	16	19	11
Strongly disagree	3	3	4	5	3

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Table A5.5
Staff Collegiality Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
<i>Average reporting “Strongly agree”</i>	39	43	36	30	49
Adults who work at this school...					
have close professional relationships with one another.					
Strongly agree	36	41	33	27	45
Agree	50	48	52	54	42
Disagree	12	9	12	16	11
Strongly disagree	2	2	2	3	2
support and treat each other with respect.					
Strongly agree	40	45	38	32	51
Agree	49	46	51	55	39
Disagree	8	7	9	10	8
Strongly disagree	2	2	2	2	3
feel a responsibility to improve this school.					
Strongly agree	40	45	36	31	51
Agree	50	47	52	54	40
Disagree	9	7	10	12	7
Strongly disagree	1	1	2	2	1

Question A.37-39: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.

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

Table A5.6
Staff Collaborate Regularly

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	45	37	31	49
Agree	47	45	50	51	40
Disagree	11	8	12	15	9
Strongly disagree	2	1	2	3	2

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 High

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	41	35	29	44
Agree	53	51	54	57	45
Disagree	8	6	9	11	9
Strongly disagree	2	1	2	3	2

Question A.44: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

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

Table A5.8***Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	29	35	18	23	37
Mild problem	37	37	36	40	38
Moderate problem	22	19	28	25	19
Severe problem	12	9	19	13	6

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	34	37	33	28	49
Agree	47	46	49	49	40
Disagree	14	13	14	17	8
Strongly disagree	4	3	4	6	3

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

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

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships[†]	46	52	41	36	62	A6.2
Adults really care about every student	48	54	42	37	64	A6.2
Adults acknowledge and pay attention to students	47	53	42	36	65	A6.2
Adults listen to what students have to say	43	49	38	33	59	A6.2
High Expectations-Adults in School[†]	50	57	46	40	63	A6.3
Adults want every student to do their best	54	60	51	44	67	A6.3
Adults believe every student can be a success	47	53	42	36	60	A6.3
Student Meaningful Participation[†]	37	39	33	33	42	A6.4
Opportunities to decide things	28	32	24	22	34	A6.4
Equal opportunity for classroom participation	44	49	39	35	56	A6.4
Equal opportunity to participate in extracurricular activities	43	42	43	43	44	A6.4
Opportunities to "make a difference"	32	33	28	32	37	A6.4
Promotion of Parental Involvement[†]	36	42	31	26	38	A6.5
School is welcoming to and facilitates parent involvement	40	46	35	31	45	A6.5
Encourages parents to be active partners in schooling	37	43	32	27	41	A6.5
School communicates about student learning expectation	31	38	27	20	25	A6.5
Parents feel welcome to participate at this school	30	37	24	21	30	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”	46	52	41	36	62
Adults who work at this school... really care about every student.					
Strongly agree	48	54	42	37	64
Agree	46	41	50	54	32
Disagree	5	4	6	8	3
Strongly disagree	1	1	1	1	1
acknowledge and pay attention to students.					
Strongly agree	47	53	42	36	65
Agree	49	44	53	57	33
Disagree	4	3	5	6	2
Strongly disagree	1	0	1	1	1
listen to what students have to say.					
Strongly agree	43	49	38	33	59
Agree	50	46	54	57	36
Disagree	6	4	8	9	5
Strongly disagree	1	0	1	1	1

Question A.30, 31, 33: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.

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

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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High Expectations

Table A6.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
Average reporting “Strongly agree”	50	57	46	40	63
Adults who work at this school... want every student to do their best.					
Strongly agree	54	60	51	44	67
Agree	43	38	46	51	31
Disagree	2	2	3	4	2
Strongly disagree	0	0	0	1	0
believe that every student can be a success.					
Strongly agree	47	53	42	36	60
Agree	47	42	50	53	35
Disagree	6	4	8	10	5
Strongly disagree	1	0	1	1	1

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Student Meaningful Participation

Table A6.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
Average reporting “Strongly agree”	37	39	33	33	42
This school...					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	28	32	24	22	34
Agree	58	57	58	59	52
Disagree	13	10	17	18	13
Strongly disagree	1	1	2	2	1
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	44	49	39	35	56
Agree	52	48	56	58	41
Disagree	4	3	5	6	3
Strongly disagree	1	0	1	1	1
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	43	42	43	43	44
Agree	47	46	48	49	41
Disagree	9	10	8	7	12
Strongly disagree	1	1	1	1	3
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	32	33	28	32	37
Agree	50	49	50	54	45
Disagree	16	17	19	12	16
Strongly disagree	2	2	3	2	3

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 High

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Promotion of Parental Involvement

Table A6.5

Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting “Strongly agree”</i>	36	42	31	26	38
This school is welcoming to and facilitates parent involvement.					
Strongly agree	40	46	35	31	45
Agree	52	48	56	58	46
Disagree	7	5	8	9	7
Strongly disagree	1	1	1	1	1
This school encourages parents to be active partners in educating their child.					
Strongly agree	37	43	32	27	41
Agree	53	50	56	59	47
Disagree	9	6	11	13	11
Strongly disagree	1	1	2	2	1
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	31	38	27	20	25
Agree	61	58	64	66	58
Disagree	7	3	8	13	14
Strongly disagree	1	0	1	2	2
Parents feel welcome to participate at this school.					
Strongly agree	30	37	24	21	30
Agree	61	57	64	67	59
Disagree	8	6	11	12	9
Strongly disagree	1	1	1	1	1

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

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

Table A6.5***Promotion of Parental Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	39	44	36	30	47
Agree	56	52	59	64	50
Disagree	4	3	4	5	3
Strongly disagree	1	1	1	1	1

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

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

7. Learning Conditions

Table A7.1

Summary of Indicators of School Learning Conditions

	Average Percent Responding “Strongly Agree” Across Survey Questions					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Support for social emotional learning	33	41	28	21	38	A7.2
Student readiness to learn	15	18	11	11	12	A7.3
Instructional equity	34	38	31	29	42	A7.7
Antibullying climate	37	44	31	26	40	A7.12
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	32	36	31	23	38	A7.5
Respect for diversity	39	44	33	31	49	A7.6
Positive Peer Relations						
Student peer relationships	19	24	12	14	19	A7.11

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

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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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	41	28	21	38
This school encourages students to feel responsible for how they act.					
Strongly agree	34	41	30	23	41
Agree	54	52	57	59	51
Disagree	9	6	10	14	6
Strongly disagree	2	1	3	3	2
This school encourages students to understand how others think and feel.					
Strongly agree	32	40	26	20	34
Agree	59	56	63	64	57
Disagree	8	4	9	14	8
Strongly disagree	1	1	1	2	1
Students are taught that they can control their own behavior.					
Strongly agree	33	41	28	21	38
Agree	57	54	60	62	54
Disagree	8	5	10	14	6
Strongly disagree	1	1	2	3	1
This school helps students resolve conflicts with one another.					
Strongly agree	32	38	28	20	37
Agree	57	54	59	62	53
Disagree	9	7	10	15	8
Strongly disagree	2	1	2	2	1

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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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	35	43	29	22	39
Agree	58	53	62	65	54
Disagree	6	3	8	12	6
Strongly disagree	1	1	1	2	1

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

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

Table A7.3
Student Readiness to Learn Scale Questions

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
<i>Average reporting “Strongly agree”</i>	15	18	11	11	12
Students are healthy and physically fit.					
Strongly agree	17	21	14	12	12
Agree	58	59	58	57	47
Disagree	22	18	25	27	35
Strongly disagree	3	2	3	4	6
Students start/arrive at school alert and rested.					
Strongly agree	12	15	9	7	8
Agree	50	57	47	40	26
Disagree	33	26	37	43	52
Strongly disagree	6	3	7	10	13
Students are motivated to learn.					
Strongly agree	16	20	11	10	10
Agree	57	62	52	52	41
Disagree	23	16	31	32	39
Strongly disagree	4	2	6	6	9
Students in this school are well-behaved.					
Strongly agree	16	18	11	15	18
Agree	59	59	55	61	63
Disagree	21	20	26	20	16
Strongly disagree	4	4	7	4	3

Question A.53-56, 70: Students are healthy and physically fit... Students arrive at school alert and rested. [In-School only]... Students start school alert and rested. [Remote only].... Students are motivated to learn... Students in this school are well-behaved.

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

Table A7.4***Motivation to Complete Schoolwork***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	26	15	13	19
Agree	56	59	52	52	48
Disagree	20	13	27	29	29
Strongly disagree	4	2	5	6	5

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”	32	36	31	23	38
This school handles discipline problems fairly.					
Strongly agree	30	33	28	24	41
Agree	47	46	47	50	42
Disagree	16	15	18	19	13
Strongly disagree	6	5	8	7	5
The school rules are fair.					
Strongly agree	38	45	34	27	44
Agree	54	50	56	61	48
Disagree	6	4	7	9	6
Strongly disagree	2	1	2	3	1
This school clearly informs students what will happen if they break school rules.					
Strongly agree	27	29	30	20	33
Agree	53	52	52	55	51
Disagree	16	15	14	19	12
Strongly disagree	4	4	4	6	3
Students know what the rules are.					
Strongly agree	32	38	32	20	34
Agree	58	56	58	61	56
Disagree	9	5	9	15	8
Strongly disagree	2	1	2	4	2

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

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

Table A7.6
Respect for Diversity Scale Questions

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
Average reporting “Strongly agree”	39	44	33	31	49
Students respect each other’s differences.					
Strongly agree	23	28	14	19	32
Agree	57	58	52	59	57
Disagree	17	13	28	19	10
Strongly disagree	3	2	6	3	2
Adults from this school respect differences in students.					
Strongly agree	46	50	43	37	58
Agree	50	46	52	56	39
Disagree	4	3	4	5	2
Strongly disagree	1	1	1	1	1
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	47	53	42	37	56
Agree	49	44	53	57	41
Disagree	3	2	4	6	2
Strongly disagree	0	0	1	1	0

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

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

Instructional Equity

Table A7.7

Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	34	38	31	29	42
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	29	33	25	24	35
Agree	55	54	56	57	53
Disagree	15	12	17	17	11
Strongly disagree	2	1	2	2	1
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	23	25	22	20	29
Agree	51	52	51	51	50
Disagree	22	21	24	24	17
Strongly disagree	4	3	4	5	4
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	29	31	27	26	36
Agree	52	52	52	52	49
Disagree	16	14	18	18	13
Strongly disagree	3	2	3	4	2
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	47	52	44	38	52
Agree	45	42	46	48	39
Disagree	7	4	8	11	7
Strongly disagree	2	1	2	3	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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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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	44	49	38	36	55
Agree	48	45	51	53	40
Disagree	7	5	9	9	4
Strongly disagree	1	1	2	2	1

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

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

Table A7.8
Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	47	36	31	54
Agree	48	44	50	54	37
Disagree	10	8	12	14	7
Strongly disagree	1	1	2	2	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	30	34	27	24	40
Agree	52	51	53	54	47
Disagree	15	13	17	19	11
Strongly disagree	2	2	3	4	2

Question A.42: This school provides the supports needed for teaching culturally and linguistically diverse students.

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

Table A7.10
Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	54	67	37	38	65
Mild problem	34	26	43	44	28
Moderate problem	10	6	16	15	5
Severe problem	3	2	4	3	1

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 High

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Student Peer Relationships

Table A7.11

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
Average reporting “Strongly agree”	19	24	12	14	19
Students care about one another.					
Strongly agree	24	30	15	16	20
Agree	67	65	70	72	70
Disagree	8	5	13	11	9
Strongly disagree	1	0	2	1	1
Students treat each other with respect.					
Strongly agree	16	21	10	12	18
Agree	65	65	58	66	70
Disagree	17	13	28	19	11
Strongly disagree	2	1	4	2	1
Students get along well with one another.					
Strongly agree	17	21	11	13	19
Agree	73	71	72	76	75
Disagree	10	8	15	10	6
Strongly disagree	1	1	2	1	1
Students enjoy spending time together during school activities.^Ø					
Strongly agree	32	39	27	23	25
Agree	63	59	67	68	64
Disagree	4	2	5	8	11
Strongly disagree	1	0	1	1	1

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

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

^ØItem 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.^o (Remote Only)					
Strongly agree	34	44	37	29	18
Agree	52	50	56	53	58
Disagree	11	4	6	15	18
Strongly disagree	3	2	0	3	6

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

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

^o*Item not included in the scale.*

Antibullying Climate

Table A7.12

Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
<i>Average reporting “Strongly agree”</i>	37	44	31	26	40
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	52	60	48	39	57
Agree	43	37	46	53	39
Disagree	4	2	5	7	4
Strongly disagree	1	0	1	1	0
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	32	40	25	21	33
Agree	55	54	56	55	52
Disagree	13	6	18	22	15
Strongly disagree	1	0	1	2	1
Students tell teachers when other students are being bullied.					
Strongly agree	29	37	21	17	27
Agree	54	55	54	52	51
Disagree	16	8	24	28	21
Strongly disagree	1	0	2	2	2
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	48	53	45	39	57
Agree	49	44	51	56	41
Disagree	3	2	3	4	2
Strongly disagree	0	0	0	1	0

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

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

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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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	22	27	16	15	24
Agree	48	53	38	45	47
Disagree	27	18	40	36	27
Strongly disagree	3	1	6	5	2

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	42	65	27	10	10
Mild problem	29	23	41	32	24
Moderate problem	18	9	21	32	32
Severe problem	11	3	11	26	34

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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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	14	12	15
Agree	65	66	66	64	59
Disagree	13	7	18	21	24
Strongly disagree	1	1	2	3	3

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	29	10	5	6
Mild problem	39	45	40	27	23
Moderate problem	30	20	38	43	39
Severe problem	12	5	13	24	32

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	23	31	9	14	33
Mild problem	47	48	41	49	49
Moderate problem	24	17	37	30	16
Severe problem	6	4	12	6	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	40	52	23	28	46
Mild problem	39	36	44	42	40
Moderate problem	16	9	24	23	13
Severe problem	5	3	9	8	2

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

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

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Delinquency

Table A8.5

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	58	74	41	36	52
Mild problem	29	20	40	40	33
Moderate problem	10	4	14	18	12
Severe problem	3	2	5	6	3

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	62	74	50	45	67
Mild problem	29	21	37	41	26
Moderate problem	7	3	10	12	5
Severe problem	2	1	3	3	1

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	75	93	63	51	42
Mild problem	17	6	26	32	32
Moderate problem	6	1	8	13	20
Severe problem	2	1	2	4	6

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Table A8.8***Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	81	93	73	62	64
Mild problem	15	5	22	29	28
Moderate problem	3	1	4	7	7
Severe problem	1	1	1	2	2

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	57	89	36	11	8
Mild problem	22	8	41	37	22
Moderate problem	15	2	19	38	40
Severe problem	6	1	5	14	30

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	64	91	48	25	23
Mild problem	21	7	35	40	29
Moderate problem	11	1	13	26	31
Severe problem	4	1	4	9	17

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Table A8.11***Student Vaping or Electronic Cigarette Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	51	83	23	8	7
Mild problem	20	12	40	25	16
Moderate problem	17	3	26	38	35
Severe problem	12	2	11	29	42

Question A.82: For students enrolled in this school, how much of a problem is student vaping or e-cigarette use?

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

Substance Use Prevention Policies

Table A8.12***School Bans Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
No	3	3	2	3	3
Yes	91	90	93	93	94
Don't know	6	7	4	4	3

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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9. Discipline and Counseling

Table A9.1

Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	17	17	19	17	14
The rules at this school are too strict.					
Strongly agree	5	6	4	4	5
Agree	9	9	9	10	8
Disagree	55	57	53	54	56
Strongly disagree	31	29	34	32	32
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	5	5	5	4	5
Agree	10	8	12	12	9
Disagree	49	46	51	53	53
Strongly disagree	36	41	31	31	33
Students get in trouble for breaking small rules.					
Strongly agree	5	5	4	4	5
Agree	15	15	18	15	11
Disagree	55	55	55	56	54
Strongly disagree	25	25	22	25	31
Teachers are very strict here.					
Strongly agree	4	4	4	3	3
Agree	17	17	19	14	11
Disagree	60	59	61	62	57
Strongly disagree	19	19	16	20	29

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Table A9.2***Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	38	42	39	57
Agree	45	44	44	48	33
Disagree	13	15	11	12	8
Strongly disagree	3	3	2	2	2

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

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

10. Professional Development Needs

Table A10.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
<i>Instruction and School Environment</i>					
Positive behavioral support and classroom management					
Yes	43	44	44	40	38
No	57	56	56	60	62
Creating a positive school climate					
Yes	42	39	45	45	41
No	58	61	55	55	59
Motivating students through remote learning (<i>Remote Only</i>)					
Yes	56	50	54	59	62
No	44	50	46	41	38
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	38	37	39	41	36
No	62	63	61	59	64
<i>Supporting Student Well-being and Development</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	58	59	57	58	61
No	42	41	43	42	39
Supporting students exposed to trauma or stressful life events.					
Yes	64	66	61	61	65
No	36	34	39	39	35

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of districts	381	327	213	203	125
Number of schools	2,738	1,649	450	508	131
Number of respondents	36,495	19,821	6,516	9,208	950

Notes: ^ANT includes continuation high schools. 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	29	35	25	18	19	B3.1
Enforces zero tolerance policies ^σ	27	33	24	19	20	B3.1
Has sufficient resources to create a safe campus ^σ	28	32	25	23	27	B3.2
Seeks to maintain a secure campus ^σ	19	21	18	16	19	B3.2
Provides harassment or bullying prevention [§]	35	43	32	22	25	B3.3
Provides conflict resolution or behavior management instruction [§]	37	45	35	23	32	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal ^σ	31	33	30	27	41	B4.1
Collaborates well with community organizations to address substance use or other problems ^σ	26	28	25	23	30	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems ^σ	32	34	31	29	41	B4.1
Provides alcohol or drug use prevention instruction [§]	18	18	20	18	24	B4.1
Provides tobacco use/vaping prevention instruction [§]	19	18	21	18	24	B4.1
Has sufficient resources to address substance use prevention needs ^σ	25	29	21	18	22	B4.1
Physical Health and Special Needs						
Provides adequate health services for students ^σ	31	35	28	26	29	B5.1
Provides opportunities for physical education and activity [§]	66	68	74	60	36	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]	41	46	37	31	47	B6.1
Emphasizes helping students with social, emotional, and behavioral problems ^σ	44	49	42	37	52	B6.1
Restorative practices ^σ	38	43	38	29	39	B6.1
Trauma-informed practices ^σ	28	32	26	22	33	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	29	35	25	18	19
Agree	48	50	47	46	38
Disagree	17	11	20	24	28
Strongly disagree	7	4	8	11	15
Enforces zero tolerance policies					
Strongly agree	27	33	24	19	20
Agree	43	44	42	41	40
Disagree	22	18	25	29	27
Strongly disagree	8	5	9	11	13

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	28	32	25	23	27
Agree	53	53	53	53	51
Disagree	16	13	18	20	18
Strongly disagree	3	2	4	5	4
Seeks to maintain a secure campus					
Strongly agree	19	21	18	16	19
Agree	33	28	36	40	35
Disagree	26	28	26	24	26
Strongly disagree	22	23	20	20	20

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	35	43	32	22	25
Some	48	46	50	51	51
Not much	14	10	15	23	20
Not at all	2	1	3	4	4
Provides conflict resolution or behavior management instruction					
A lot	37	45	35	23	32
Some	46	43	49	51	49
Not much	14	10	14	22	16
Not at all	2	2	2	4	3

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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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	31	33	30	27	41
Agree	51	50	53	53	45
Disagree	15	14	14	17	11
Strongly disagree	3	3	2	3	3
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	26	28	25	23	30
Agree	53	52	55	55	52
Disagree	17	16	18	19	15
Strongly disagree	3	3	3	3	3
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	32	34	31	29	41
Agree	54	53	55	56	49
Disagree	11	11	11	12	7
Strongly disagree	3	3	2	3	3

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	18	18	20	18	24
Some	47	43	53	51	50
Not much	27	28	23	27	22
Not at all	8	11	4	4	5
Provides tobacco use/vaping prevention instruction					
A lot	19	18	21	18	24
Some	45	40	51	49	49
Not much	27	29	23	28	22
Not at all	9	14	4	5	5
Has sufficient resources to address substance use prevention needs					
Strongly agree	25	29	21	18	22
Agree	52	54	53	48	44
Disagree	20	15	23	28	28
Strongly disagree	3	2	4	5	7

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	40	45	40	30	40
Agree	48	47	50	51	44
Disagree	9	7	9	14	11
Strongly disagree	3	2	2	5	5

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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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	31	35	28	26	29
Agree	54	53	57	56	52
Disagree	12	11	13	15	16
Strongly disagree	2	2	2	3	3
Provides opportunities for physical education and activity					
A lot	66	68	74	60	36
Some	30	29	24	34	46
Not much	4	3	2	5	15
Not at all	1	0	0	1	3

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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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	41	46	37	31	47
Some	49	45	52	55	44
Not much	9	7	9	12	7
Not at all	1	1	1	2	2
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	44	49	42	37	52
Agree	48	45	52	54	43
Disagree	6	5	6	7	4
Strongly disagree	1	1	1	2	1
Uses restorative practices to help resolve conflicts					
Strongly agree	38	43	38	29	39
Agree	52	49	53	56	48
Disagree	9	7	8	12	11
Strongly disagree	2	1	2	3	2

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	28	32	26	22	33
Agree	54	52	56	57	51
Disagree	15	14	15	19	13
Strongly disagree	2	2	2	3	2
Provides instructional help to build social-emotional competencies					
A lot	41	50	35	26	35
Some	46	42	50	52	48
Not much	11	7	12	19	14
Not at all	2	1	2	3	2

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.

Legend: All—All District; ES—Elementary; MS—Middle; HS—High; NT—Continuation High

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