

# CALIFORNIA SCHOOL STAFF SURVEY



## Travis Unified 2016-2017 Main Report

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# PREFACE

## HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2016-17 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)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level 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 presents the major school-related domains and constructs assessed by Cal-SCHLS.

These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social, and emotional development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. 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, and parent involvement. For additional information and resources, visit the survey websites: [csss.wested.org](http://csss.wested.org) and [cal-schls.wested.org](http://cal-schls.wested.org).

## SURVEY PURPOSE

The CSSS was developed for CDE by WestEd 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 and to meet LCAP state priorities. 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. In conjunction with CHKS student data, 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.

### ***Local Control and Accountability Plan Support***

The CSSS (and Cal-SCHLS overall) is especially valuable for meeting four of the eight state LCAP priorities: *improving academic achievement, school climate, pupil engagement, and parent involvement*. It also provides data to determine whether a school fosters the supports, conditions, and specific competencies needed to meet a fifth priority: meeting Common Cores State Standards. For more information, see ***Helpful Resources for Local Control and Accountability Plans, 2014-15*** ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](https://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)).

## **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.<sup>1</sup> 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 survey questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors, patterns of communication and interactions, and professional and student supports.

### ***Core Survey (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 who completed the survey 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;

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<sup>1</sup>In some instances, the survey is administered on paper.

- 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 fourteen 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 School Climate Module are included in the CSSS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data 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.

### ***Learning Supports Module***

The **Learning Supports Module** consists of 22 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, 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, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free Cal-SCHLS Helpline at 888.841.7536.

- 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 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 off 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).

## UNDERSTANDING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download [californias3.wested.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](https://californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)). You can also request a custom Data Workshop (see Next Steps below).

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%. 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 CSSS website: [csss.wested.org/reports](https://csss.wested.org/reports).

## **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.

## **NEXT STEPS**

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

### ***Request School Reports***

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

### ***Compare with Other Data Sources***

CSSS results will be enriched if analyzed in the context of data from the CHKS, CSPS, and other sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

### ***Discuss with Students and Staff***

Discuss the results with both students and staff to explore the meaning of the results in more depth, identify needs, and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group **Listening to Students** Workshops designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

### ***Conduct Additional Analyses of Dataset***

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). 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 Cal-SCHLS staff as a custom service.

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

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSSS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

### ***Hold Data Workshop***

Contact your Regional TA Center and request a *Data Workshop* to help you review survey results, identify needs, and engage in developing an action plan that uses evidence-based strategies to address these needs. Ongoing coaching in implementing the plan is also available.

## **Exhibit 1**

### ***Major School-related Domains and Constructs Assessed by Cal-SCHLS***

	Student Core Module	Student School Climate Module	Staff Survey	Parent Survey
School connectedness	✓			
Student learning engagement and motivation	✓	✓	✓	✓
Student performance (grades)	✓			
Attendance (truancy, reasons for absence)	✓		✓	
Academic mindset		✓		
Academic rigor and norms—high expectations	✓	✓	✓	✓
College and career readiness		✓		✓
Teacher and other supports for learning	✓	✓	✓	✓
Relationships between students and staff	✓		✓	✓
Relationships among students	✓	✓	✓	✓
Relationships among staff			✓	
Parent involvement	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Staff supports			✓	
Perceived safety	✓		✓	✓
Discipline and order (policies, enforcement)		✓	✓	✓
Violence and victimization (bullying)	✓	✓	✓	✓
Alcohol, tobacco, and drug use	✓		✓	✓
Services and policies to address student needs			✓	
Student social-emotional competencies and health	✓		✓	
Social-emotional and behavioral supports	✓	✓	✓	✓
Respect for diversity and cultural sensitivity		✓	✓	✓
Quality of physical environment		✓	✓	✓

## **ACKNOWLEDGMENTS**

The CSSS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from CDE. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at [csss.wested.org](http://csss.wested.org).

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# Survey Module Administration

**Table 1**

***CSSS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	X
D. Military Connected Schools	X
Z. Custom Questions	

# Section A. Core Module (All Staff)

## 1. Survey Sample

**Table A1.1**

***Core Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	55	31	–	16	8

*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 Key Survey Indicators

**Table A2.1**

***Key Indicators of School Climate and Student Behavior***

	All %	ES %	MS %	HS %	NT %	Table
<b>Student Learning Environment</b>						
Is a supportive and inviting place for students to learn <sup>†</sup>	51	64	–	23	50	A4.3
Sets high standards for academic performance for all <sup>†</sup>	45	64	–	23	13	A4.4
Nearly all adults believe every student can be a success	47	50	–	31	63	A5.7
Encourages opportunities for students to decide things <sup>†</sup>	22	25	–	15	25	A5.8
Is welcoming to and facilitates parent involvement	56	71	–	17	63	A4.25
<b>Staff Working Environment</b>						
Is a supportive and inviting place for staff to work <sup>†</sup>	47	61	–	23	38	A4.10
Promotes trust and collegiality among staff <sup>†</sup>	41	50	–	15	50	A4.13
Promotes personnel participation in decision making <sup>†</sup>	38	42	–	15	67	A4.15
<b>Safety</b>						
Is a safe place for staff <sup>†</sup>	43	54	–	8	63	A4.23
Is a safe place for students <sup>†</sup>	43	57	–	8	50	A4.22
Has sufficient resources to create a safe campus <sup>†</sup>	26	33	–		20	B3.2
<b>Student Discipline and Support</b>						
Handles discipline problems fairly <sup>†</sup>	43	50	–	23	50	A10.3
Provides adequate counseling and support services <sup>†</sup>	20	18	–	23	25	A10.5
Emphasizes helping students with social, emotional, behavioral problems <sup>†</sup>	47	58	–		40	B6.1
<b>Positive Relationships</b>						
Nearly all adults really care about every student	55	54	–	46	75	A5.3
Nearly all adults treat every student with respect	45	46	–	38	50	A7.5
Fosters an appreciation of student diversity and respect for each other <sup>†</sup>	49	50	–	38	63	A7.2
Has moderate/severe problem with harassment/bullying	21	15	–	38	14	A9.6
<b>Student Behavior</b>						
Nearly all/most students motivated to learn	55	74	–	38	14	A8.2
Nearly all/most students well-behaved	77	93	–	54	57	A8.5
Cutting classes or being truant moderate/severe problem	23	0	–	54	57	A8.4
Alcohol and drug use moderate/severe problem	15	0	–	31	43	A9.12

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “Strongly Agree.”

### 3. Demographics

**Table A3.1**

***Role (Job) at School***

	All %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	34	17	–	50	63
Teacher in grade 4 or below	23	41	–	0	0
Special education teacher	13	10	–	13	25
Administrator	11	17	–	0	13
Prevention staff, nurse, or health aide	2	3	–	0	0
Counselor or psychologist	6	0	–	13	13
Police, resource officer, or safety personnel	0	0	–	0	0
Paraprofessional, teacher assistant, or instructional aide	6	3	–	13	0
Other certificated staff	4	3	–	6	0
Other classified staff	4	0	–	6	13
Other service provider	4	7	–	0	0

*Question A.1: What is your role 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 A3.2**

***Special Population Service Providers***

	All %	ES %	MS %	HS %	NT %
Migrant education	15	10	–	33	0
Special education	85	77	–	100	86
English language learners	66	71	–	73	29
None of the above	8	10	–	0	14

*Question A.2: 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 A3.3*****Length of Employment at School***

	All %	ES %	MS %	HS %	NT %
Less than 1 year	11	13	–	13	0
1 to 2 years	15	19	–	13	0
3 to 5 years	16	16	–	13	25
6 to 10 years	13	6	–	25	13
Over 10 years	45	45	–	38	63

*Question A.3: How many years have you worked, in any position, at this school?*

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

**Table A3.4*****Overall Length of Employment in Position***

	All %	ES %	MS %	HS %	NT %
Less than 1 year	5	6	–	6	0
1 to 2 years	11	19	–	0	0
3 to 5 years	9	10	–	13	0
6 to 10 years	15	13	–	25	0
Over 10 years	60	52	–	56	100

*Question A.4: 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 A3.5*****Race/Ethnicity of Respondents***

	All %	ES %	MS %	HS %	NT %
African American (not Hispanic)	2	0	–	0	13
American Indian or Alaska Native	0	0	–	0	0
Asian or Pacific Islander	6	7	–	6	0
White (not Hispanic)	59	60	–	56	63
Hispanic or Latino/a	15	13	–	13	25
Other or multi-ethnic	19	20	–	25	0

*Question A.5: What is your race or ethnicity?*

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

## 4. Learning and Working Environment

**Table A4.1**

*Summary of Indicators for Positive Learning and Working Environment*

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
<b>Learning Environment</b>						
Is a supportive and inviting place for students to learn	51	64	–	23	50	A4.3
Sets high standards for academic performance for all	45	64	–	23	13	A4.4
Promotes academic success for all students	53	64	–	38	38	A4.5
Emphasizes helping students academically when they need it	53	61	–	38	50	A4.6
Emphasizes teaching lessons in ways relevant to students	33	46	–	8	29	A4.7
<b>Working Environment</b>						
Is a supportive and inviting place for staff to work	47	61	–	23	38	A4.10
Promotes trust and collegiality among staff	41	50	–	15	50	A4.13
Promotes participation in school decision making	38	42	–	15	67	A4.15
Works to minimize paper work	11	16	–	0	17	A4.16
Provides adequate benefits to support continued employment	13	19	–	0	14	A4.17
Provides the materials, resources, and training to do job effectively	22	32	–	8	13	A4.18
Provides relevant paraprofessional training	7	8	–	0	14	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	15	14	–	8	25	A4.20
Provides complete state adopted instructional materials for students with IEPs	20	20	–	0	57	A4.21
Uses objective data in making school improvement decisions	46	50	–	23	71	A4.9
<b>Safety, Facilities, and Parental Outreach</b>						
Is a safe place for students	43	57	–	8	50	A4.22
Is a safe place for staff	43	54	–	8	63	A4.23
Has clean and well-maintained facilities and property	35	46	–	0	50	A4.24
Is welcoming to and facilitates parent involvement	56	71	–	17	63	A4.25
Encourages parents to be active partners in educating their child	43	58	–	8	57	A4.26

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

**Table A4.2*****Summary of Indicators for Staff Collegiality and Sense of Mission***

How many adults at this school...	<i>Percent Responding “Nearly All Adults”</i>					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	25	29	–	15	29	A4.14
Support and treat each other with respect	39	39	–	15	75	A4.12
Feel a responsibility to improve the school	35	36	–	23	50	A4.11
Work hard to ensure a safe and supportive learning environment	47	46	–	23	88	A4.8

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

## Student Learning Environment

**Table A4.3**

***Learning Environment is Supportive and Inviting***

	All %	ES %	MS %	HS %	NT %
Strongly agree	51	64	–	23	50
Agree	49	36	–	77	50
Disagree	0	0	–	0	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question A.6: This school is a supportive and inviting place for students to learn.*

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

**Table A4.4**

***Sets High Standards for Academic Performance for All Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	64	–	23	13
Agree	49	32	–	62	88
Disagree	4	0	–	15	0
Strongly disagree	0	0	–	0	0
Not applicable	2	4	–	0	0

*Question A.7: This school sets high standards for academic performance for all students.*

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

**Table A4.5**

***Promotes Academic Success for All Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	53	64	–	38	38
Agree	41	32	–	46	63
Disagree	2	0	–	8	0
Strongly disagree	2	0	–	8	0
Not applicable	2	4	–	0	0

*Question A.8: The school promotes academic success for all students.*

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

**Table A4.6**  
***Emphasizes Academic Help When Needed***

	All %	ES %	MS %	HS %	NT %
Strongly agree	53	61	–	38	50
Agree	43	32	–	62	50
Disagree	2	4	–	0	0
Strongly disagree	0	0	–	0	0
Not applicable	2	4	–	0	0

*Question A.9: This school emphasizes helping students academically when they need it.*

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

**Table A4.7**  
***Teaches Lessons Relevant to Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	46	–	8	29
Agree	63	50	–	85	71
Disagree	4	4	–	8	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question A.11: This school emphasizes teaching lessons in ways relevant to students.*

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

**Table A4.8**  
***Adults At School Ensure Safe and Supportive Environment***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	47	46	–	23	88
Most adults	37	46	–	31	13
Some adults	14	7	–	38	0
Few adults	2	0	–	8	0
Almost none	0	0	–	0	0

*Question A.43: How many adults at this school work hard to ensure a safe and supportive learning environment?*

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

**Table A4.9*****School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	46	50	–	23	71
Agree	39	46	–	31	29
Disagree	13	0	–	46	0
Strongly disagree	0	0	–	0	0
Not applicable	2	4	–	0	0

*Question A.75: 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.*

## Staff Working Environment

**Table A4.10*****Supportive and Inviting Place to Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	61	–	23	38
Agree	37	29	–	38	63
Disagree	10	7	–	23	0
Strongly disagree	6	4	–	15	0
Not applicable	0	0	–	0	0

*Question A.12: This school is a supportive and inviting place for staff to work.*

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

**Table A4.11*****Staff Feel Responsibility to Improve School***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	35	36	–	23	50
Most adults	37	39	–	23	50
Some adults	24	25	–	38	0
Few adults	4	0	–	15	0
Almost none	0	0	–	0	0

*Question A.42: How many adults at this school feel a responsibility to improve this school?*

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

**Table A4.12*****Staff Support and Treat Each Other with Respect***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	39	39	–	15	75
Most adults	41	43	–	46	25
Some adults	14	14	–	23	0
Few adults	6	4	–	15	0
Almost none	0	0	–	0	0

*Question A.41: How many adults at this school support and treat each other with respect?*

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

**Table A4.13*****Promotes Staff Trust and Collegiality***

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	50	–	15	50
Agree	45	43	–	46	50
Disagree	10	4	–	31	0
Strongly disagree	4	4	–	8	0
Not applicable	0	0	–	0	0

*Question A.13: This school promotes trust and collegiality among staff.*

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

**Table A4.14*****Staff Have Close Professional Relationships***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	25	29	–	15	29
Most adults	54	50	–	54	71
Some adults	17	21	–	15	0
Few adults	4	0	–	15	0
Almost none	0	0	–	0	0

*Question A.40: How many adults at this school have close professional relationships with one another?*

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

**Table A4.15*****Staff Participate in Decision-Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	42	–	15	67
Agree	44	46	–	46	33
Disagree	11	4	–	31	0
Strongly disagree	2	0	–	8	0
Not applicable	4	8	–	0	0

*Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.*

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

**Table A4.16*****Works to Minimize Paper Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	11	16	–	0	17
Agree	43	48	–	38	33
Disagree	25	20	–	38	17
Strongly disagree	11	12	–	15	0
Not applicable	9	4	–	8	33

*Question A.76: This school takes steps to minimize paper work.*

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

**Table A4.17*****Provides Adequate Benefits***

	All %	ES %	MS %	HS %	NT %
Strongly agree	13	19	–	0	14
Agree	37	38	–	15	71
Disagree	28	23	–	46	14
Strongly disagree	22	19	–	38	0
Not applicable	0	0	–	0	0

*Question A.77: This school provides adequate benefits (e.g., salary, fringe benefits and retirement options) to support my continued employment.*

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

## General Staff Supports

**Table A4.18*****Provides Staff Resources and Training to Do Job Effectively***

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	32	–	8	13
Agree	55	54	–	46	75
Disagree	18	11	–	38	13
Strongly disagree	4	4	–	8	0
Not applicable	0	0	–	0	0

*Question A.14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.*

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

**Table A4.19*****Provides Relevant Paraprofessional Training***

	All %	ES %	MS %	HS %	NT %
Strongly agree	7	8	–	0	14
Agree	49	46	–	50	57
Disagree	22	27	–	25	0
Strongly disagree	7	8	–	8	0
Not applicable	16	12	–	17	29

*Question A.78: This school provides relevant training for paraprofessionals.*

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

## Special Education Supports

**Table A4.20*****Provides Resources and Training Needed to Work with Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	14	–	8	25
Agree	50	46	–	58	50
Disagree	25	32	–	25	0
Strongly disagree	6	7	–	8	0
Not applicable	4	0	–	0	25

*Question A.15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.*

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

**Table A4.21*****Provides Complete State Adopted Instructional Materials for Students with IEPs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	20	–	0	57
Agree	59	60	–	67	43
Disagree	7	12	–	0	0
Strongly disagree	9	4	–	25	0
Not applicable	5	4	–	8	0

*Question A.79: This school provides complete state adopted instructional materials for students with IEPs.*

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

## Perceived School Safety

**Table A4.22*****Safe Place for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	57	–	8	50
Agree	55	43	–	85	50
Disagree	0	0	–	0	0
Strongly disagree	2	0	–	8	0
Not applicable	0	0	–	0	0

*Question A.29: This school is a safe place for students.*

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

**Table A4.23*****Safe Place for Staff***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	54	–	8	63
Agree	51	43	–	77	38
Disagree	2	4	–	0	0
Strongly disagree	4	0	–	15	0
Not applicable	0	0	–	0	0

*Question A.30: This school is a safe place for staff.*

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

## Facilities

**Table A4.24*****Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	46	–	0	50
Agree	41	39	–	38	50
Disagree	16	11	–	38	0
Strongly disagree	8	4	–	23	0
Not applicable	0	0	–	0	0

*Question A.32: This school has clean and well-maintained facilities and property.*

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

## Parent Involvement

**Table A4.25**

***School Encourages Parental Involvement***

	All %	ES %	MS %	HS %	NT %
Strongly agree	56	71	–	17	63
Agree	38	25	–	67	38
Disagree	6	4	–	17	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question A.31: This school is welcoming to and facilitates parent involvement.*

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

**Table A4.26**

***School Encourages Parental Partnership in Child's Education***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	58	–	8	57
Agree	46	38	–	62	43
Disagree	9	0	–	31	0
Strongly disagree	0	0	–	0	0
Not applicable	2	4	–	0	0

*Question A.74: This school encourages parents to be active partners in educating their child.*

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

**Table A4.27*****Teachers Communicate with Parents about Academic Expectations***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	58	–	9	14
Agree	52	35	–	73	86
Disagree	7	4	–	18	0
Strongly disagree	0	0	–	0	0
Not applicable	2	4	–	0	0

*Question A.113: Teachers at this school communicate with parents about what their children are expected to learn in class.*

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

**Table A4.28*****Parents Feel Welcome to Participate at School***

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	56	–	9	71
Agree	47	40	–	73	29
Disagree	0	0	–	0	0
Strongly disagree	0	0	–	0	0
Not applicable	7	4	–	18	0

*Question A.114: Parents feel welcome to participate at this school.*

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

**Table A4.29*****School Staff Take Parents' Concerns Seriously***

	All %	ES %	MS %	HS %	NT %
Strongly agree	57	69	–	18	71
Agree	43	31	–	82	29
Disagree	0	0	–	0	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question A.115: School staff take parents' concerns seriously.*

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

## 5. Student Developmental Supports and Opportunities

**Table A5.1**

*Summary of Indicators for Opportunities for Meaningful Student Participation*

This school provides/encourages students...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	22	25	–	15	25	A5.8
Equal opportunity for classroom participation	49	61	–	15	63	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	35	32	–	46	25	A5.10
Opportunities to make a difference (help others)	29	29	–	23	38	A5.11

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

**Table A5.2**

*Summary of Indicators for Positive Staff-Student Relationships and High Expectations*

How many adults at this school...	Percent Responding “Nearly All Adults”					Table
	All %	ES %	MS %	HS %	NT %	
<b>Caring Relationships</b>						
Really care about every student	55	54	–	46	75	A5.3
Acknowledge and pay attention to students	51	54	–	31	75	A5.4
Listen to what students have to say	41	36	–	31	75	A5.5
<b>High Expectations</b>						
Want every student to do their best	63	64	–	46	88	A5.6
Believe every student can be a success	47	50	–	31	63	A5.7

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

## Caring Relationships

**Table A5.3**

*Adults Really Care About All Students*

	All %	ES %	MS %	HS %	NT %
Nearly all adults	55	54	–	46	75
Most adults	39	39	–	54	13
Some adults	6	7	–	0	13
Few adults	0	0	–	0	0
Almost none	0	0	–	0	0

*Question A.33: How many adults at this school really care about every student?*

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

**Table A5.4**

*Adults Acknowledge and Pay Attention to Students*

	All %	ES %	MS %	HS %	NT %
Nearly all adults	51	54	–	31	75
Most adults	45	39	–	69	25
Some adults	4	7	–	0	0
Few adults	0	0	–	0	0
Almost none	0	0	–	0	0

*Question A.34: How many adults at this school acknowledge and pay attention to students?*

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

**Table A5.5*****Adults Listen to What Students Have to Say***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	41	36	–	31	75
Most adults	51	57	–	54	25
Some adults	8	7	–	15	0
Few adults	0	0	–	0	0
Almost none	0	0	–	0	0

*Question A.36: How many adults at this school listen to what students have to say?*

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

## High Expectations

**Table A5.6*****Adults Want All Students to Do Their Best***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	63	64	–	46	88
Most adults	33	29	–	54	13
Some adults	4	7	–	0	0
Few adults	0	0	–	0	0
Almost none	0	0	–	0	0

*Question A.35: How many adults at this school want every student to do their best?*

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

**Table A5.7*****Adults Believe Every Student Can Be a Success***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	47	50	–	31	63
Most adults	43	43	–	46	38
Some adults	10	7	–	23	0
Few adults	0	0	–	0	0
Almost none	0	0	–	0	0

*Question A.37: How many adults at this school believe that every student can be a success?*

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

## Opportunities for Meaningful Participation

**Table A5.8*****Encourages Decision Opportunities for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	25	–	15	25
Agree	55	57	–	46	63
Disagree	16	11	–	31	13
Strongly disagree	0	0	–	0	0
Not applicable	6	7	–	8	0

*Question A.16: This school encourages opportunities for students to decide things like class activities or rules.*

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

**Table A5.9*****Gives Equal Opportunity for Classroom Participation***

	All %	ES %	MS %	HS %	NT %
Strongly agree	49	61	–	15	63
Agree	47	32	–	85	38
Disagree	2	4	–	0	0
Strongly disagree	0	0	–	0	0
Not applicable	2	4	–	0	0

*Question A.17: This school gives all students equal opportunity to participate in classroom discussions or activities.*

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

**Table A5.10*****Gives Equal Access to Extracurricular and Enrichment Activities***

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	32	–	46	25
Agree	47	43	–	54	50
Disagree	14	21	–	0	13
Strongly disagree	0	0	–	0	0
Not applicable	4	4	–	0	13

*Question A.18: This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.*

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

**Table A5.11*****Gives Opportunities to Make A Difference (Help Others)***

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	29	–	23	38
Agree	53	50	–	69	38
Disagree	18	21	–	8	25
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question A.19: This school 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.*

## 6. Learning Conditions

**Table A6.1**

*Summary of Indicators of School Learning Conditions*

	<i>Percent Strongly Agreeing</i>					Table
	All %	ES %	MS %	HS %	NT %	
<b>Learning Supports</b>						
Teachers go out of their way to help students	48	42	–	45	71	A6.2
Classes challenge students	23	35	–	9	0	A6.2
<b>Fair, Respectful and Orderly Environment</b>						
Adults at this school treat all students with respect	28	36	–	9	29	A6.3
The school rules are fair	52	73	–	18	29	A6.3
Students in this school are well-behaved	11	19	–	0	0	A6.4
The rules in the school are too strict	2	4	–	0	0	A6.4
It is easy for students to get kicked out of class or get suspended	2	4	–	0	0	A6.4
Students get in trouble for breaking small rules	2	4	–	0	0	A6.4
Teachers are very strict here	2	4	–	0	0	A6.4
<b>Clarity of Rules and Expectations</b>						
Rules in this school are made clear to students	41	58	–	18	14	A6.5
Students know how they are expected to act	41	58	–	18	14	A6.5
Students know what the rules are	45	65	–	18	14	A6.5
This school makes it clear how students are expected to act	45	62	–	18	29	A6.5
<b>Positive Peer Relations</b>						
Students enjoy spending time together during school activities	44	54	–	25	43	A6.6
Students enjoy collaborating on projects in class	31	46	–	8	14	A6.6
Students care about one another	33	50	–	0	29	A6.6
Students treat each other with respect	20	31	–	8	0	A6.6
Students get along well with one another	20	35	–	0	0	A6.6

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

**Table A6.1****Summary of Indicators of School Learning Conditions - Continued**

	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
<b>Social Emotional Supports, Conflict Management, and Bullying Prevention</b>						
This school encourages students to feel responsible for how they act	42	54	–	8	57	A6.7
Students are often given rewards for being good	38	58	–	8	14	A6.7
This school encourages students to understand how others think and feel	36	42	–	0	71	A6.7
Students are taught that they can control their own behavior	48	58	–	9	71	A6.7
This school helps students solve conflicts with one another	41	50	–	0	71	A6.8
This school encourages students to care about how others feel	45	58	–	0	71	A6.8
Teachers here make it clear to students that bullying is not tolerated	56	73	–	17	57	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	20	31	–	0	14	A6.9
Students tell teachers when other students are being bullied	27	44	–	0	14	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	47	50	–	33	57	A6.9
Students here try to stop bullying when they see it happening	13	23	–	0	0	A6.9
<b>Respect for Diversity</b>						
There is a lot of tension between people of different cultures, races, or ethnicities	2	4	–	0	0	A6.10
Students respect each others' differences	22	35	–	0	14	A6.10
Adults in school respect differences in students	49	58	–	25	57	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	38	38	–	25	57	A6.10

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

# Supports for Learning

**Table A6.2**

***Supports for Learning at School***

	All %	ES %	MS %	HS %	NT %
<b>Teachers go out of their way to help students</b>					
Strongly agree	48	42	–	45	71
Agree	50	54	–	55	29
Disagree	2	4	–	0	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0
<b>Classes challenge students</b>					
Strongly agree	23	35	–	9	0
Agree	68	58	–	82	86
Disagree	5	4	–	9	0
Strongly disagree	0	0	–	0	0
Not applicable	5	4	–	0	14

*Question A.100, 101: Teachers go out of their way to help students... Classes challenge students.*

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

## Fair, Respectful, and Orderly Environment

**Table A6.3**

***Fair Environment at School***

	All %	ES %	MS %	HS %	NT %
<b>Adults at this school treat all students with respect</b>					
Strongly agree	28	36	–	9	29
Agree	60	52	–	82	57
Disagree	9	12	–	0	14
Strongly disagree	2	0	–	9	0
Not applicable	0	0	–	0	0
<b>The school rules are fair</b>					
Strongly agree	52	73	–	18	29
Agree	41	23	–	64	71
Disagree	5	4	–	9	0
Strongly disagree	2	0	–	9	0
Not applicable	0	0	–	0	0

*Question A.102, 103: Adults at this school treat all students with respect... The school rules are fair.*

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

**Table A6.4**  
***Respectful and Orderly Environment at School***

	All %	ES %	MS %	HS %	NT %
<b>Students in this school are well-behaved</b>					
Strongly agree	11	19	–	0	0
Agree	73	69	–	73	86
Disagree	14	12	–	18	14
Strongly disagree	2	0	–	9	0
Not applicable	0	0	–	0	0
<b>The rules in the school are too strict</b>					
Strongly agree	2	4	–	0	0
Agree	2	4	–	0	0
Disagree	56	54	–	50	71
Strongly disagree	40	38	–	50	29
Not applicable	0	0	–	0	0
<b>It is easy for students to get kicked out of class or get suspended</b>					
Strongly agree	2	4	–	0	0
Agree	12	4	–	18	29
Disagree	53	52	–	55	57
Strongly disagree	33	40	–	27	14
Not applicable	0	0	–	0	0
<b>Students get in trouble for breaking small rules</b>					
Strongly agree	2	4	–	0	0
Agree	14	12	–	18	14
Disagree	61	54	–	73	71
Strongly disagree	23	31	–	9	14
Not applicable	0	0	–	0	0
<b>Teachers are very strict here</b>					
Strongly agree	2	4	–	0	0
Agree	20	27	–	18	0
Disagree	64	62	–	64	71
Strongly disagree	14	8	–	18	29
Not applicable	0	0	–	0	0

*Question A.104-108: Students in this school are well-behaved... The rules in the 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.*

## Clarity of Rules and Expectations

**Table A6.5**

***Clarity of Rules and Expectations at School***

	All %	ES %	MS %	HS %	NT %
<b>Rules in this school are made clear to students</b>					
Strongly agree	41	58	–	18	14
Agree	45	38	–	55	57
Disagree	14	4	–	27	29
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0
<b>Students know how they are expected to act</b>					
Strongly agree	41	58	–	18	14
Agree	48	38	–	55	71
Disagree	11	4	–	27	14
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0
<b>Students know what the rules are</b>					
Strongly agree	45	65	–	18	14
Agree	45	31	–	73	57
Disagree	9	4	–	9	29
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0
<b>This school makes it clear how students are expected to act</b>					
Strongly agree	45	62	–	18	29
Agree	45	35	–	64	57
Disagree	9	4	–	18	14
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question A.109-112: Rules in this school are made clear to students... Students know how they are expected to act... Students know what the rules are... This school makes it clear how students are expected to act.*

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

## Positive Peer Relations

**Table A6.6**

***Positive Peer Relations at School***

	All %	ES %	MS %	HS %	NT %
<b>Students enjoy spending time together during school activities</b>					
Strongly agree	44	54	—	25	43
Agree	53	46	—	67	57
Disagree	2	0	—	8	0
Strongly disagree	0	0	—	0	0
Not applicable	0	0	—	0	0
<b>Students enjoy collaborating on projects in class</b>					
Strongly agree	31	46	—	8	14
Agree	58	50	—	67	71
Disagree	4	0	—	17	0
Strongly disagree	0	0	—	0	0
Not applicable	7	4	—	8	14
<b>Students care about one another</b>					
Strongly agree	33	50	—	0	29
Agree	60	42	—	92	71
Disagree	7	8	—	8	0
Strongly disagree	0	0	—	0	0
Not applicable	0	0	—	0	0
<b>Students treat each other with respect</b>					
Strongly agree	20	31	—	8	0
Agree	69	62	—	75	86
Disagree	9	8	—	8	14
Strongly disagree	2	0	—	8	0
Not applicable	0	0	—	0	0
<b>Students get along well with one another</b>					
Strongly agree	20	35	—	0	0
Agree	73	62	—	83	100
Disagree	7	4	—	17	0
Strongly disagree	0	0	—	0	0
Not applicable	0	0	—	0	0

*Question A.89-93: Students enjoy spending time together during school activities... Students enjoy collaborating on projects in class... Students care about one another... Students treat each other with respect... Students get along well with one another.*

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

# Social Emotional Supports, Conflict Management, and Bullying Prevention

**Table A6.7**

***Social Emotional Supports at School***

	All %	ES %	MS %	HS %	NT %
<b>This school encourages students to feel responsible for how they act</b>					
Strongly agree	42	54	—	8	57
Agree	49	42	—	67	43
Disagree	9	4	—	25	0
Strongly disagree	0	0	—	0	0
Not applicable	0	0	—	0	0
<b>Students are often given rewards for being good</b>					
Strongly agree	38	58	—	8	14
Agree	38	38	—	17	71
Disagree	22	4	—	67	14
Strongly disagree	2	0	—	8	0
Not applicable	0	0	—	0	0
<b>This school encourages students to understand how others think and feel</b>					
Strongly agree	36	42	—	0	71
Agree	50	54	—	55	29
Disagree	14	4	—	45	0
Strongly disagree	0	0	—	0	0
Not applicable	0	0	—	0	0
<b>Students are taught that they can control their own behavior</b>					
Strongly agree	48	58	—	9	71
Agree	43	42	—	55	29
Disagree	9	0	—	36	0
Strongly disagree	0	0	—	0	0
Not applicable	0	0	—	0	0

*Question A.94-97: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.*

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

**Table A6.8**  
**Conflict Management at School**

	All %	ES %	MS %	HS %	NT %
<b>This school helps students solve conflicts with one another</b>					
Strongly agree	41	50	–	0	71
Agree	43	42	–	55	29
Disagree	16	8	–	45	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0
<b>This school encourages students to care about how others feel</b>					
Strongly agree	45	58	–	0	71
Agree	48	42	–	73	29
Disagree	7	0	–	27	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question A.98, 99: This school helps students solve conflicts with one another... This school encourages students to care about how others feel.*

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

**Table A6.9*****Bullying Prevention at School***

	All %	ES %	MS %	HS %	NT %
<b>Teachers here make it clear to students that bullying is not tolerated</b>					
Strongly agree	56	73	–	17	57
Agree	40	27	–	67	43
Disagree	2	0	–	8	0
Strongly disagree	2	0	–	8	0
Not applicable	0	0	–	0	0
<b>If a student was bullied, he or she would tell one of the teachers or staff at school</b>					
Strongly agree	20	31	–	0	14
Agree	67	65	–	58	86
Disagree	9	0	–	33	0
Strongly disagree	4	4	–	8	0
Not applicable	0	0	–	0	0
<b>Students tell teachers when other students are being bullied</b>					
Strongly agree	27	44	–	0	14
Agree	57	52	–	50	86
Disagree	16	4	–	50	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question A.80-82: Teachers here 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.*

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

**Table A6.9**  
***Bullying Prevention at School - Continued***

	All %	ES %	MS %	HS %	NT %
<b>If a student tells teacher that someone is bullying her/him, the teacher will do something to help</b>					
Strongly agree	47	50	—	33	57
Agree	51	50	—	58	43
Disagree	2	0	—	8	0
Strongly disagree	0	0	—	0	0
Not applicable	0	0	—	0	0
<b>Students here try to stop bullying when they see it happening</b>					
Strongly agree	13	23	—	0	0
Agree	62	58	—	58	86
Disagree	24	19	—	42	14
Strongly disagree	0	0	—	0	0
Not applicable	0	0	—	0	0

*Question A.83, 84: If a student tells a teacher that someone is bullying her or him, the teacher will do something to help... Students here try to stop bullying when they see it happening.*

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

## Respect for Diversity

**Table A6.10**

***Respect for Diversity at School***

	All %	ES %	MS %	HS %	NT %
<b>There is a lot of tension between people of different cultures, races, or ethnicities</b>					
Strongly agree	2	4	—	0	0
Agree	9	0	—	25	14
Disagree	40	38	—	50	29
Strongly disagree	47	58	—	25	43
Not applicable	2	0	—	0	14
<b>Students respect each others' differences</b>					
Strongly agree	22	35	—	0	14
Agree	73	65	—	83	86
Disagree	2	0	—	8	0
Strongly disagree	2	0	—	8	0
Not applicable	0	0	—	0	0
<b>Adults in school respect differences in students</b>					
Strongly agree	49	58	—	25	57
Agree	49	42	—	67	43
Disagree	2	0	—	8	0
Strongly disagree	0	0	—	0	0
Not applicable	0	0	—	0	0
<b>Teachers show that it is important for students of different races and cultures to get along with each other</b>					
Strongly agree	38	38	—	25	57
Agree	60	62	—	67	43
Disagree	0	0	—	0	0
Strongly disagree	0	0	—	0	0
Not applicable	2	0	—	8	0

*Question A.85-88: There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults in 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.*

## 7. Respect, Equity, and Cultural Sensitivity

**Table A7.1**

*Summary of Indicators for Respect, Equity, and Cultural Sensitivity*

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other <sup>†</sup>	49	50	–	38	63	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices <sup>†</sup>	47	50	–	31	63	A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students <sup>†</sup>	16	18	–	8	25	A7.7
Has staff examine their own cultural biases through professional development or other processes <sup>†</sup>	16	18	–	0	38	A7.8
Encourages equity in rigorous course enrollment <sup>†</sup>	29	21	–	58	13	A7.10
Considers closing the racial/ethnic achievement gap a high priority <sup>†</sup>	25	33	–	15	13	A7.9
Provides the supports needed for teaching culturally and linguistically diverse students <sup>†</sup>	18	19	–	0	50	A7.11
Treat all students fairly <sup>‡</sup>	33	39	–	15	38	A7.4
Treat every student with respect <sup>‡</sup>	45	46	–	38	50	A7.5

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

<sup>†</sup>Strongly agree that this school... <sup>‡</sup>Report that nearly all adults at this school...

## Tolerance Among Students

**Table A7.2**

***Fosters Appreciation for Student Diversity and Mutual Respect***

	All %	ES %	MS %	HS %	NT %
Strongly agree	49	50	–	38	63
Agree	43	39	–	54	38
Disagree	6	7	–	8	0
Strongly disagree	0	0	–	0	0
Not applicable	2	4	–	0	0

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

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

**Table A7.3**

***Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	69	81	–	50	57
Mild problem	24	15	–	33	43
Moderate problem	7	4	–	17	0
Severe problem	0	0	–	0	0

*Question A.63: How much of a problem at this school is racial/ethnic conflict among students?*

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

## Treating Students Fairly and Respectfully

**Table A7.4**

***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	33	39	–	15	38
Most adults	51	50	–	54	50
Some adults	16	11	–	31	13
Few adults	0	0	–	0	0
Almost none	0	0	–	0	0

*Question A.38: How many adults at this school treat all students fairly?*

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

**Table A7.5**

***Staff Treat All Students with Respect***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	45	46	–	38	50
Most adults	41	43	–	38	38
Some adults	14	11	–	23	13
Few adults	0	0	–	0	0
Almost none	0	0	–	0	0

*Question A.39: How many adults at this school treat every student with respect?*

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

## Cultural Sensitivity

**Table A7.6**

***Students' Cultural Beliefs and Practices Respected***

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	50	–	31	63
Agree	43	39	–	54	38
Disagree	6	7	–	8	0
Strongly disagree	0	0	–	0	0
Not applicable	4	4	–	8	0

*Question A.25: This school emphasizes showing respect for all students' cultural beliefs and practices.*

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

**Table A7.7**

***Uses Culturally Relevant Instructional Materials***

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	18	–	8	25
Agree	61	54	–	69	75
Disagree	16	25	–	8	0
Strongly disagree	0	0	–	0	0
Not applicable	6	4	–	15	0

*Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.*

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

**Table A7.8**

***Staff Examine Their Cultural Biases***

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	18	–	0	38
Agree	39	50	–	8	50
Disagree	37	29	–	69	13
Strongly disagree	4	4	–	8	0
Not applicable	4	0	–	15	0

*Question A.22: This school has staff examine their own cultural biases through professional development or other processes.*

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

## Instructional Equity

**Table A7.9**

***Closing the Achievement Gap is a High Priority***

	All %	ES %	MS %	HS %	NT %
Strongly agree	25	33	–	15	13
Agree	58	48	–	77	63
Disagree	13	15	–	8	13
Strongly disagree	0	0	–	0	0
Not applicable	4	4	–	0	13

*Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.*

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

**Table A7.10**

***Encourages Equity in Rigorous Course Enrollment***

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	21	–	58	13
Agree	21	18	–	42	0
Disagree	2	4	–	0	0
Strongly disagree	2	0	–	0	13
Not applicable	46	57	–	0	75

*Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.*

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

**Table A7.11**

***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	19	–	0	50
Agree	67	73	–	62	50
Disagree	11	4	–	31	0
Strongly disagree	0	0	–	0	0
Not applicable	4	4	–	8	0

*Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.*

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

## 8. Learning Readiness and Engagement

**Table A8.1**

*Summary of Indicators for Student Learning Readiness and Engagement*

	All %	ES %	MS %	HS %	NT %	Table
<b>How many students at this school</b>						
Are motivated to learn <sup>†</sup>	55	74	–	38	14	A8.2
Are well-behaved <sup>†</sup>	77	93	–	54	57	A8.5
<b>This school...</b>						
Motivates students to learn <sup>‡</sup>	33	42	–	8	43	A8.3
<b>How much of a problem at this school is...</b>						
Disruptive behavior <sup>§</sup>	65	63	–	83	43	A8.6
Cutting classes or being truant <sup>§</sup>	23	0	–	54	57	A8.4
Lack of respect of staff by students <sup>§</sup>	28	19	–	46	29	A8.7

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “Most” or “Nearly all;”

<sup>‡</sup>Percent Responding “Strongly Agree;” <sup>§</sup>Percent Responding “Moderate problem” or “Severe problem.”

## Learning Motivation and Truancy

**Table A8.2**

***Students Are Motivated to Learn***

	All %	ES %	MS %	HS %	NT %
Nearly all	2	4	–	0	0
Most	53	70	–	38	14
Some	43	26	–	62	71
Few	2	0	–	0	14
Almost none	0	0	–	0	0

*Question A.56: Based on your experience, how many students at this school are motivated to learn?*

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

**Table A8.3**

***School Motivates Students to Learn***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	42	–	8	43
Agree	61	54	–	77	57
Disagree	4	0	–	15	0
Strongly disagree	0	0	–	0	0
Not applicable	2	4	–	0	0

*Question A.72: This school motivates students to learn.*

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

**Table A8.4**

***Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	55	89	–	8	14
Mild problem	21	11	–	38	29
Moderate problem	19	0	–	46	43
Severe problem	4	0	–	8	14

*Question A.66: How much of a problem at this school is cutting classes or being truant?*

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

## General Behavior

**Table A8.5**

***Students Are Well-Behaved***

	All %	ES %	MS %	HS %	NT %
Nearly all	9	11	–	8	0
Most	68	81	–	46	57
Some	23	7	–	46	43
Few	0	0	–	0	0
Almost none	0	0	–	0	0

*Question A.57: Based on your experience, how many students at this school are well-behaved?*

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

**Table A8.6**

***Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	2	4	–	0	0
Mild problem	33	33	–	17	57
Moderate problem	54	56	–	58	43
Severe problem	11	7	–	25	0

*Question A.62: How much of a problem at this school is disruptive student behavior?*

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

**Table A8.7**

***Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	24	35	–	8	14
Mild problem	48	46	–	46	57
Moderate problem	24	19	–	31	29
Severe problem	4	0	–	15	0

*Question A.65: How much of a problem at this school is lack of respect of staff by students?*

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

## 9. Student Health and Risk Behavior

**Table A9.1**

**Summary of Indicators for Student Physical and Mental Health**

	All %	ES %	MS %	HS %	NT %	Table
<b>Perceived Physical and Mental Health</b>						
Arrive at school alert and rested <sup>†</sup>	64	81	–	46	29	A9.3
Are healthy and physically fit <sup>†</sup>	68	81	–	62	29	A9.4
Depression or other mental health issues are moderate/severe problems	41	27	–	54	71	A9.5

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “Most” or “Nearly all.”

**Table A9.2**

**Summary of Indicators for Student Risk Behavior**

How much of a problem at this school is...	All %	ES %	MS %	HS %	NT %	Table
<b>Violence, Conflict, and Crime</b>						
Harassment or bullying <sup>‡</sup>	21	15	–	38	14	A9.6
Physical fighting <sup>‡</sup>	11	0	–	38	0	A9.7
Gang activity <sup>‡</sup>	2	0	–	8	0	A9.10
Vandalism and graffiti <sup>‡</sup>	0	0	–	0	0	A9.8
Theft <sup>‡</sup>	4	0	–	15	0	A9.9
Weapons possession at school <sup>‡</sup>	2	0	–	8	0	A9.11
<b>Substance Use</b>						
Alcohol and drug use <sup>‡</sup>	15	0	–	31	43	A9.12
Tobacco use <sup>‡</sup>	2	0	–	8	0	A9.13

Notes: Cells are empty if there are less than 5 respondents. <sup>‡</sup>Percent Responding “Moderate problem” or “Severe problem.”

## Perceived Physical and Mental Health

**Table A9.3**

***Students Arrive at School Alert and Rested***

	All %	ES %	MS %	HS %	NT %
Nearly all	6	7	–	0	14
Most	57	74	–	46	14
Some	30	19	–	38	57
Few	4	0	–	15	0
Almost none	2	0	–	0	14

*Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?*

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

**Table A9.4**

***Students Are Healthy and Physically Fit***

	All %	ES %	MS %	HS %	NT %
Nearly all	11	11	–	15	0
Most	57	70	–	46	29
Some	30	19	–	38	57
Few	0	0	–	0	0
Almost none	2	0	–	0	14

*Question A.54: Based on your experience, how many students at this school are healthy and physically fit?*

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

**Table A9.5**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	22	31	–	15	0
Mild problem	37	42	–	31	29
Moderate problem	24	23	–	23	29
Severe problem	17	4	–	31	43

*Question A.64: How much of a problem at this school is student depression or other mental health problems?*

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

## Bullying and Fighting

**Table A9.6**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	13	11	–	8	29
Mild problem	66	74	–	54	57
Moderate problem	19	15	–	31	14
Severe problem	2	0	–	8	0

*Question A.60: How much of a problem at this school is harassment or bullying among students?*

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

**Table A9.7**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	51	74	–	8	43
Mild problem	38	26	–	54	57
Moderate problem	11	0	–	38	0
Severe problem	0	0	–	0	0

*Question A.61: How much of a problem at this school is physical fighting between students?*

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

## Delinquency

**Table A9.8**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	70	85	–	46	57
Mild problem	30	15	–	54	43
Moderate problem	0	0	–	0	0
Severe problem	0	0	–	0	0

*Question A.69: How much of a problem at this school is vandalism (including graffiti)?*

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

**Table A9.9*****Theft is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	62	70	–	38	71
Mild problem	34	30	–	46	29
Moderate problem	4	0	–	15	0
Severe problem	0	0	–	0	0

*Question A.70: How much of a problem at this school is theft?*

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

**Table A9.10*****Gang-Related Activity is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	81	100	–	46	71
Mild problem	17	0	–	46	29
Moderate problem	2	0	–	8	0
Severe problem	0	0	–	0	0

*Question A.67: How much of a problem at this school is gang-related activity?*

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

**Table A9.11*****Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	89	100	–	62	100
Mild problem	9	0	–	31	0
Moderate problem	2	0	–	8	0
Severe problem	0	0	–	0	0

*Question A.68: How much of a problem at this school is weapons possession?*

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

## Substance Use

**Table A9.12**

***Student Alcohol and Drug Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	57	96	—	8	0
Mild problem	28	4	—	62	57
Moderate problem	13	0	—	23	43
Severe problem	2	0	—	8	0

*Question A.58: How much of a problem at this school is student alcohol and drug use?*

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

**Table A9.13**

***Student Tobacco Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	74	100	—	38	43
Mild problem	23	0	—	54	57
Moderate problem	2	0	—	8	0
Severe problem	0	0	—	0	0

*Question A.59: How much of a problem at this school is tobacco use?*

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

## 10. Discipline and Counseling

**Table A10.1**

*Summary of Indicators for Discipline and Counseling*

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Clearly communicates to students consequences of breaking rules	45	57	–	15	50	A10.2
Handles discipline problems fairly	43	50	–	23	50	A10.3
Effectively handles student discipline and behavioral problems	37	43	–	15	50	A10.4
Provides adequate counseling and support services for students	20	18	–	23	25	A10.5

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

**Table A10.2*****Clearly Communicates Consequences of Breaking Rules***

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	57	–	15	50
Agree	29	21	–	31	50
Disagree	22	18	–	46	0
Strongly disagree	4	4	–	8	0
Not applicable	0	0	–	0	0

*Question A.26: This school clearly communicates to students the consequences of breaking school rules.*

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

**Table A10.3*****Handles Discipline Problems Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	50	–	23	50
Agree	31	32	–	23	38
Disagree	24	18	–	46	13
Strongly disagree	2	0	–	8	0
Not applicable	0	0	–	0	0

*Question A.27: This school handles discipline problems fairly.*

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

**Table A10.4*****Handles Student Discipline and Behavioral Problems Effectively***

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	43	–	15	50
Agree	33	36	–	23	38
Disagree	24	18	–	46	13
Strongly disagree	6	4	–	15	0
Not applicable	0	0	–	0	0

*Question A.28: This school effectively handles student discipline and behavioral problems.*

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

**Table A10.5*****Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	18	–	23	25
Agree	61	61	–	62	63
Disagree	18	21	–	15	13
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question A.10: 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**

*Summary of Indicators for Professional Development (PD) Needs*

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
<b>Instruction and School Environment</b>						
Meeting academic standards	36	37	–	31	43	A11.2
Evidence-based methods of instruction	52	44	–	69	50	A11.3
Positive behavioral support and classroom management	46	44	–	50	43	A11.4
Creating a positive school climate	45	37	–	54	57	A11.5
<b>Addressing Needs of Diverse Populations</b>						
Working with diverse racial, ethnic, or cultural groups	43	41	–	31	71	A11.6
Culturally relevant pedagogy for the school's student population	43	41	–	33	71	A11.7
Serving English language learners	36	41	–	31	29	A11.8
Closing the achievement gap	40	50	–	25	29	A11.9
<b>Providing Support Services</b>						
Serving special education (IEP) students	67	70	–	75	43	A11.10
Meeting the social, emotional, and developmental needs of youth	62	58	–	67	71	A11.11

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

## Instruction and School Environment

**Table A11.2**

***Need PD in Meeting Academic Standards***

	All %	ES %	MS %	HS %	NT %
Yes	36	37	–	31	43
No	49	56	–	46	29
Not applicable	15	7	–	23	29

*Question A.44: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting academic standards?*

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

**Table A11.3**

***Need PD in Instructional Methods***

	All %	ES %	MS %	HS %	NT %
Yes	52	44	–	69	50
No	41	48	–	31	33
Not applicable	7	7	–	0	17

*Question A.45: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... evidence-based methods of instruction?*

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

**Table A11.4**

***Need PD on Positive Behavior Support and Classroom Management***

	All %	ES %	MS %	HS %	NT %
Yes	46	44	–	50	43
No	46	52	–	42	29
Not applicable	9	4	–	8	29

*Question A.46: 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?*

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

**Table A11.5*****Need PD in Creating a Positive School Climate***

	All %	ES %	MS %	HS %	NT %
Yes	45	37	–	54	57
No	53	63	–	38	43
Not applicable	2	0	–	8	0

*Question A.53: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... creating a positive school climate?*

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

## Addressing Needs of Diverse Populations

**Table A11.6*****Need PD on Working with Diverse Populations***

	All %	ES %	MS %	HS %	NT %
Yes	43	41	–	31	71
No	57	59	–	69	29
Not applicable	0	0	–	0	0

*Question A.47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?*

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

**Table A11.7*****Need PD on Culturally Relevant Pedagogy***

	All %	ES %	MS %	HS %	NT %
Yes	43	41	–	33	71
No	52	59	–	58	14
Not applicable	4	0	–	8	14

*Question A.48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?*

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

**Table A11.8*****Need PD on Serving English Language Learners***

	All %	ES %	MS %	HS %	NT %
Yes	36	41	–	31	29
No	57	59	–	62	43
Not applicable	6	0	–	8	29

*Question A.49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving English Language Learners?*

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

**Table A11.9*****Need PD on Closing the Achievement Gap***

	All %	ES %	MS %	HS %	NT %
Yes	40	50	–	25	29
No	51	46	–	67	43
Not applicable	9	4	–	8	29

*Question A.50: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... closing the achievement gap?*

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

## Providing Support Services

**Table A11.10*****Need PD for Serving Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Yes	67	70	–	75	43
No	30	30	–	25	43
Not applicable	2	0	–	0	14

*Question A.51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... serving special education (IEP) students?*

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

**Table A11.11*****Need PD on Meeting Social, Emotional, and Developmental Needs of Youth***

	All %	ES %	MS %	HS %	NT %
Yes	62	58	–	67	71
No	36	42	–	33	14
Not applicable	2	0	–	0	14

*Question A.52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?*

*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	19	12	–	2	5

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>						
Collaborates well with law enforcement organizations <sup>‡</sup>	37	58	–		0	B3.1
Punishes first-time violations of alcohol or other drug policies <sup>‡</sup>	16	17	–		0	B3.1
Enforces zero tolerance policies <sup>‡</sup>	16	17	–		20	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis <sup>‡</sup>	42	50	–		40	B3.1
Has sufficient resources to create a safe campus <sup>‡</sup>	26	33	–		20	B3.2
Seeks to maintain a secure campus <sup>‡</sup>	11	17	–		0	B3.2
Provides harassment or bullying prevention <sup>†</sup>	47	50	–		60	B3.3
Provides conflict resolution or behavior management instruction <sup>†</sup>	42	42	–		40	B3.3
<b>Substance Use and Risk Behavior</b>						
Considers substance abuse prevention an important goal <sup>‡</sup>	32	33	–		40	B4.1
Collaborates well with community organizations to address substance use or other problems <sup>‡</sup>	21	25	–		20	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems <sup>‡</sup>	37	33	–		60	B4.1
Provides alcohol or drug use prevention instruction <sup>†</sup>	11	8	–		20	B4.1
Provides tobacco use prevention instruction <sup>†</sup>	21	17	–		20	B4.1
Has sufficient resources to address substance use prevention needs <sup>‡</sup>	11	17	–		0	B4.1

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “A lot;” <sup>‡</sup>Percent responding “Strongly Agree.”

**Table B2.1*****Summary of Indicators of School Learning Supports - Continued***

	All %	ES %	MS %	HS %	NT %	Table
<b>Physical Health and Special Needs</b>						
Provides healthy food choices for students <sup>‡</sup>	32	50	–		0	B5.1
Provides adequate health services for students <sup>‡</sup>	29	40	–		20	B5.1
Provides opportunities for physical education and activity <sup>†</sup>	68	92	–		40	B5.1
Provides nutritional instruction <sup>†</sup>	16	25	–		0	B5.1
Provides services for students with disabilities or other special needs <sup>†</sup>	58	75	–		40	B5.1
<b>Youth Development and Social-Emotional Health</b>						
Fosters youth development, resilience, or asset promotion <sup>†</sup>	32	33	–		40	B6.1
Provides character education <sup>†</sup>	84	83	–		100	B6.1
Emphasizes helping students with social, emotional, and behavioral problems <sup>‡</sup>	47	58	–		40	B6.1

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “A lot;” <sup>‡</sup>Percent responding “Strongly Agree.”

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

**Table B3.1**

***Discipline Practice at School***

	All %	ES %	MS %	HS %	NT %
<b>Collaborates well with law enforcement organizations</b>					
Strongly agree	37	58	—		0
Agree	58	42	—		100
Neither agree nor disagree	5	0	—		0
Disagree	0	0	—		0
Strongly disagree	0	0	—		0
<b>Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension</b>					
Strongly agree	16	17	—		0
Agree	37	33	—		40
Neither agree nor disagree	37	50	—		20
Disagree	0	0	—		0
Strongly disagree	11	0	—		40
<b>Enforces zero tolerance policies</b>					
Strongly agree	16	17	—		20
Agree	32	33	—		20
Neither agree nor disagree	16	17	—		20
Disagree	26	25	—		20
Strongly disagree	11	8	—		20
<b>Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options</b>					
Strongly agree	42	50	—		40
Agree	42	25	—		60
Neither agree nor disagree	16	25	—		0
Disagree	0	0	—		0
Strongly disagree	0	0	—		0

*Question 2, 5-7 (Section 2): This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... 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	26	33	—		20
Agree	53	50	—		80
Neither agree nor disagree	16	17	—		0
Disagree	5	0	—		0
Strongly disagree	0	0	—		0
<b>Seeks to maintain a secure campus</b>					
Strongly agree	11	17	—		0
Agree	16	8	—		20
Neither agree nor disagree	21	25	—		20
Disagree	21	25	—		20
Strongly disagree	32	25	—		40

*Question 3, 8 (Section 2): 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	47	50	—		60
Some	42	50	—		20
Not much	5	0	—		20
Not at all	5	0	—		0
<b>Provides conflict resolution or behavior management instruction</b>					
A lot	42	42	—		40
Some	47	50	—		60
Not much	5	8	—		0
Not at all	5	0	—		0

*Question 19, 21 (Section 2): To what extent does this school... provide conflict resolution or behavior management instruction... provide 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	32	33	—		40
Agree	42	33	—		60
Neither agree nor disagree	16	25	—		0
Disagree	0	0	—		0
Strongly disagree	11	8	—		0
<b>Collaborates well with community organizations to address substance use or other problems</b>					
Strongly agree	21	25	—		20
Agree	47	33	—		80
Neither agree nor disagree	26	42	—		0
Disagree	0	0	—		0
Strongly disagree	5	0	—		0
<b>Provides effective confidential support and referral services for students needing help</b>					
Strongly agree	37	33	—		60
Agree	32	25	—		40
Neither agree nor disagree	26	42	—		0
Disagree	0	0	—		0
Strongly disagree	5	0	—		0

*Question 1, 9, 10 (Section 2): 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	11	8	—		20
Some	58	58	—		60
Not much	26	25	—		20
Not at all	5	8	—		0
<b>Provides tobacco use prevention instruction</b>					
A lot	21	17	—		20
Some	58	67	—		60
Not much	21	17	—		20
Not at all	0	0	—		0
<b>Has sufficient resources to address substance use prevention needs</b>					
Strongly agree	11	17	—		0
Agree	53	42	—		80
Neither agree nor disagree	26	42	—		0
Disagree	5	0	—		20
Strongly disagree	5	0	—		0

*Question 4, 17, 18 (Section 2): This school... has sufficient resources to address substance use prevention needs... To what extent does this school... provide alcohol or drug use prevention instruction... provide tobacco use prevention instruction.*

*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 healthy food choices for students</b>					
Strongly agree	32	50	—		0
Agree	21	25	—		20
Neither agree nor disagree	26	25	—		20
Disagree	11	0	—		40
Strongly disagree	11	0	—		20
<b>Provides adequate health services for students</b>					
Strongly agree	29	40	—		20
Agree	53	50	—		60
Neither agree nor disagree	6	0	—		20
Disagree	6	10	—		0
Strongly disagree	6	0	—		0
<b>Provides opportunities for physical education and activity</b>					
A lot	68	92	—		40
Some	26	8	—		60
Not much	5	0	—		0
Not at all	0	0	—		0
<b>Provides nutritional instruction</b>					
A lot	16	25	—		0
Some	47	33	—		80
Not much	26	25	—		20
Not at all	11	17	—		0
<b>Provides services for students with disabilities or other special needs</b>					
A lot	58	75	—		40
Some	37	25	—		60
Not much	5	0	—		0
Not at all	0	0	—		0

*Question 11, 12, 15, 16, 22 (Section 2): This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school... provide nutritional instruction... provide opportunities for physical education and activity... provide services for students with disabilities or other special needs?*

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

## 6. Youth Development and Social-Emotional Health

**Table B6.1**

*Youth Development and Social-Emotional Health at School*

	All %	ES %	MS %	HS %	NT %
<b>Fosters youth development, resilience, or asset promotion</b>					
A lot	32	33	—		40
Some	53	50	—		60
Not much	11	17	—		0
Not at all	5	0	—		0
<b>Provides character education</b>					
A lot	84	83	—		100
Some	5	8	—		0
Not much	0	0	—		0
Not at all	11	8	—		0
<b>Emphasizes helping students with social, emotional, and behavioral problems</b>					
Strongly agree	47	58	—		40
Agree	42	33	—		60
Neither agree nor disagree	5	8	—		0
Disagree	0	0	—		0
Strongly disagree	5	0	—		0

*Question 13, 14, 20 (Section 2): This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.*

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

# Section C. Special Education Supports

## 1. Module Sample

**Table C1.1**

*Special Education Supports Module Sample*

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	33	17	–	10	6

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 C2.1**

*Summary of Special Education Services and Supports*

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
<b>Barriers to Effective Service Delivery</b>						
Works to reduce instructional interruptions	33	47	–	0	50	C3.1
Effectively schedules mandated activities	33	41	–	10	50	C3.2
<b>Integration and Collaboration Special-General Education</b>						
Integrates special education into daily operations	33	41	–	10	50	C4.1
Encourages general and special education teaming	33	29	–	20	67	C4.2
Provides sufficient time to collaborate on service delivery	18	18	–	0	50	C4.3
Views service to students with IEPs as shared responsibility	27	35	–	10	33	C4.4
<b>Student Expectations and Supports</b>						
Supports alternative modes of communication	21	35	–	0	17	C5.1
Provides sufficient resources for special education programs	24	29	–	10	33	C5.2
<b>Personnel Supports</b>						
Has positive environment for staff serving students w/IEPs	22	19	–	10	50	C6.1
Climate encourages continued service to students with IEPs	21	24	–	10	33	C6.2
Provides adequate access to technology	33	47	–	0	50	C6.3
Has good communication with district personnel	24	35	–	0	33	C6.4

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

### 3. Barriers to Effective Service Delivery

**Table C3.1**

***School Works to Reduce Instructional Interruptions***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	47	–	0	50
Agree	64	53	–	90	50
Disagree	3	0	–	10	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

*Question 2 (Section C): This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).*

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

**Table C3.2**

***School Effectively Schedules Mandated Activities***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	41	–	10	50
Agree	45	41	–	60	33
Disagree	15	12	–	20	17
Strongly disagree	3	0	–	10	0
Not applicable	3	6	–	0	0

*Question 5 (Section C): This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).*

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

## 4. Integration and Collaboration between Special and General Education

**Table C4.1**

***School Integrates Special Education into Daily Operations***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	41	–	10	50
Agree	64	59	–	80	50
Disagree	3	0	–	10	0
Strongly disagree	0	0	–	0	0
Not applicable	0	0	–	0	0

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

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

**Table C4.2**

***School Encourages General and Special Education Teaming***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	29	–	20	67
Agree	42	53	–	30	33
Disagree	21	18	–	40	0
Strongly disagree	3	0	–	10	0
Not applicable	0	0	–	0	0

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

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

**Table C4.3*****School Provides Sufficient Time to Collaborate on Service Delivery***

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	18	–	0	50
Agree	21	29	–	0	33
Disagree	36	29	–	60	17
Strongly disagree	21	18	–	40	0
Not applicable	3	6	–	0	0

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

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

**Table C4.4*****School Views Service to Students with IEPs as Shared Staff Responsibility***

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	35	–	10	33
Agree	45	41	–	40	67
Disagree	24	24	–	40	0
Strongly disagree	3	0	–	10	0
Not applicable	0	0	–	0	0

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

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

## 5. Expectations and Supports for Special Populations

**Table C5.1**

***School Supports Alternative Modes of Communication***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	35	–	0	17
Agree	61	59	–	60	67
Disagree	6	0	–	20	0
Strongly disagree	0	0	–	0	0
Not applicable	12	6	–	20	17

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

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

**Table C5.2**

***School Provides Sufficient Resources for Special Education Programs and Services***

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	29	–	10	33
Agree	45	47	–	40	50
Disagree	21	12	–	40	17
Strongly disagree	9	12	–	10	0
Not applicable	0	0	–	0	0

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

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

## 6. Personnel Supports

**Table C6.1**

*School Has Positive Working Environment for Staff Serving Students with IEPs*

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	19	–	10	50
Agree	56	56	–	60	50
Disagree	16	25	–	10	0
Strongly disagree	6	0	–	20	0
Not applicable	0	0	–	0	0

*Question 6 (Section C): This school provides a positive working environment for staff who serve students with IEPs.*

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

**Table C6.2**

*Climate Encourages Continued Service to Students with IEPs*

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	24	–	10	33
Agree	64	59	–	70	67
Disagree	9	12	–	10	0
Strongly disagree	3	0	–	10	0
Not applicable	3	6	–	0	0

*Question 8 (Section C): This school has a climate that encourages me to continue in my role of service to students with IEPs.*

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

**Table C6.3*****School Provides Adequate Access to Technology***

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	47	–	0	50
Agree	42	35	–	50	50
Disagree	15	6	–	40	0
Strongly disagree	3	0	–	10	0
Not applicable	6	12	–	0	0

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

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

**Table C6.4*****School Has Good Communication with District Personnel***

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	35	–	0	33
Agree	55	41	–	70	67
Disagree	15	18	–	20	0
Strongly disagree	6	6	–	10	0
Not applicable	0	0	–	0	0

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

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

# Section D. Military Connected Schools

## 1. Module Sample

**Table D1.1**

***Military Connected Schools Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	43	25	–	11	7

*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 D2.1**

*Summary of Indicators of Military Connected Schools*

	All %	ES %	MS %	HS %	NT %	Table
<b>Students from Military Families</b>						
There are military students in school or staff teaches/has contact with military students	95	92	–	100	100	D3.1
<b>Military Student Needs</b>						
Additional educational needs <sup>†</sup>	20	25	–	9	17	D6.1
Financial difficulties <sup>†</sup>	12	13	–	9	14	D6.1
Additional emotional and psychological needs <sup>†</sup>	26	29	–	36	0	D6.1
<b>School Supports for Military Students/Families</b>						
Services for students whose parents are deployed <sup>‡</sup>	51	56	–	55	29	D7.2
Services for students who experience loss and trauma <sup>‡</sup>	58	56	–	55	71	D7.2
School helps provide after school activities <sup>‡</sup>	30	44	–	18	0	D7.1
Provide education on what life is like for military families <sup>‡</sup>	33	44	–	27	0	D7.1
<b>Staff Professional Development Needs</b>						
Work with military students who have experienced loss in the family <sup>#</sup>	33	33	–	55	0	D8.1
Work with students whose parents are deployed <sup>#</sup>	32	26	–	64	0	D8.1
Address the needs of military parents <sup>#</sup>	33	29	–	64	0	D8.1
Create a welcoming school climate for military students/families <sup>#</sup>	17	4	–	55	0	D8.1

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “Most” or “Nearly all;”

<sup>‡</sup>Percent responding “Usually true;” <sup>#</sup>Percent responding “A need” or “A major need.”

### 3. School Military Connections and Supports

**Table D3.1**

***School Military Connections***

	All %	ES %	MS %	HS %	NT %
<b>Do you have students in your school who have at least one parent who is serving in the military?</b>					
No	0	0	–	0	0
Yes	95	92	–	100	100
I am not sure	5	8	–	0	0
<b>Do you teach or have contact with military students?</b>					
No	0	0	–	0	0
Yes	93	92	–	91	100
I am not sure	7	8	–	9	0

*Question 1, 2 (Section D): Do you have students in your school who have at least one parent who is serving in the military?... Do you teach or have contact with military students?*

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

**Table D3.2*****Perception of Supports for Military Students at School***

	All %	ES %	MS %	HS %	NT %
<b><i>Based on your experience, how many military students...</i></b>					
<b>feel supported by their peers?</b>					
Almost none	0	0	—	0	0
Few	0	0	—	0	0
Some	10	8	—	18	0
Most	43	29	—	55	71
Nearly all	36	54	—	9	14
Don't know/NA	12	8	—	18	14
<b>feel supported by their teachers?</b>					
Almost none	0	0	—	0	0
Few	0	0	—	0	0
Some	7	4	—	18	0
Most	41	29	—	55	67
Nearly all	44	58	—	18	33
Don't know/NA	7	8	—	9	0

*Question 3, 4 (Section D): Based on your experience, how many military students... feel supported by their peers?... feel supported by their teachers?*

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

## 4. Student Personal Strengths and Family Pride

**Table D4.1**

***Additional Strengths Due to Family Circumstances***

	All %	ES %	MS %	HS %	NT %
<b>How many military students have additional strengths due to their family circumstances?</b>					
Almost none	0	0	–	0	0
Few	0	0	–	0	0
Some	38	29	–	36	71
Most	31	38	–	36	0
Nearly all	12	13	–	18	0
Don't know/NA	19	21	–	9	29

*Question 8 (Section D): Based on your experience, how many military students... have additional strengths due to their family circumstances?*

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

**Table D4.2**

***Family Pride***

	All %	ES %	MS %	HS %	NT %
<b>How many military students are proud of their parents and families' contributions to our country's security?</b>					
Almost none	2	4	–	0	0
Few	0	0	–	0	0
Some	10	4	–	9	29
Most	21	13	–	36	29
Nearly all	55	71	–	36	29
Don't know/NA	12	8	–	18	14

*Question 12 (Section D): Based on your experience, how many military students... are proud of their parents and families' contributions to our country's security?*

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

## 5. Lack of Appreciation and Discrimination

**Table D5.1**

***Lack of Appreciation and Discrimination Towards Military Students***

	All %	ES %	MS %	HS %	NT %
<b><i>Based on your experience, how many military students...</i></b>					
<b>feel that others may not appreciate their families' sacrifice for the nation?</b>					
Almost none	26	38	–	9	14
Few	21	25	–	18	14
Some	19	8	–	36	29
Most	5	4	–	9	0
Nearly all	2	0	–	9	0
Don't know/NA	26	25	–	18	43
<b>feel that others may discriminate against them because they are military students?</b>					
Almost none	55	63	–	36	57
Few	12	8	–	27	0
Some	12	8	–	18	14
Most	0	0	–	0	0
Nearly all	0	0	–	0	0
Don't know/NA	21	21	–	18	29
<b>feel isolated in the school?</b>					
Almost none	50	63	–	36	29
Few	24	21	–	27	29
Some	10	4	–	18	14
Most	0	0	–	0	0
Nearly all	0	0	–	0	0
Don't know/NA	17	13	–	18	29

*Question 9-11 (Section D): Based on your experience, how many military students... feel that others may not appreciate their families' sacrifice for the nation?... feel that others may discriminate against them because they are military students?... feel isolated in the school?*

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

## 6. Military Student Needs

**Table D6.1**

*Educational, Financial, and Emotional Needs among Military Students*

	All %	ES %	MS %	HS %	NT %
<b>Based on your experience, how many military students...</b>					
<b>have additional educational needs?</b>					
Almost none	0	0	–	0	0
Few	22	17	–	36	17
Some	44	46	–	36	50
Most	7	8	–	0	17
Nearly all	12	17	–	9	0
Don't know/NA	15	13	–	18	17
<b>face financial difficulties?</b>					
Almost none	5	8	–	0	0
Few	14	17	–	9	14
Some	43	38	–	55	43
Most	7	8	–	0	14
Nearly all	5	4	–	9	0
Don't know/NA	26	25	–	27	29
<b>have additional emotional and psychological needs?</b>					
Almost none	2	4	–	0	0
Few	7	8	–	9	0
Some	52	50	–	36	86
Most	21	25	–	27	0
Nearly all	5	4	–	9	0
Don't know/NA	12	8	–	18	14

*Question 5-7 (Section D): Based on your experience, how many military students... have additional educational needs?... face financial difficulties?... have additional emotional and psychological needs?*

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

## 7. School Supports and Services for Military Students

**Table D7.1**

***School Supports for Military Students***

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>provides a welcoming environment to military students and their families.</b>					
Not at all true	2	0	–	0	14
Rarely true	0	0	–	0	0
Sometimes true	5	0	–	9	14
Usually true	86	92	–	82	71
Don't know/NA	7	8	–	9	0
<b>makes additional efforts to help involve military parents.</b>					
Not at all true	5	4	–	9	0
Rarely true	7	4	–	9	14
Sometimes true	24	25	–	18	29
Usually true	45	54	–	36	29
Don't know/NA	19	13	–	27	29
<b>has visual displays, rituals, activities, art work, murals, and ceremonies to honor military families.</b>					
Not at all true	12	13	–	18	0
Rarely true	22	17	–	27	33
Sometimes true	34	29	–	36	50
Usually true	24	33	–	9	17
Don't know/NA	7	8	–	9	0

*Question 13, 16, 17 (Section D): This school... provides a welcoming environment to military students and their families... makes additional efforts to help involve military parents... has visual displays (e.g., bulletin boards, pictures), rituals, activities, art work, murals, and ceremonies to honor military families.*

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

**Table D7.1*****School Supports for Military Students – Continued***

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>works with community organizations to help provide educational support to military students.</b>					
Not at all true	10	8	–	0	33
Rarely true	5	4	–	0	17
Sometimes true	33	32	–	45	17
Usually true	31	40	–	18	17
Don't know/NA	21	16	–	36	17
<b>works with community organizations to help provide after school activities and supports to military students.</b>					
Not at all true	12	12	–	0	29
Rarely true	7	4	–	9	14
Sometimes true	23	20	–	36	14
Usually true	30	44	–	18	0
Don't know/NA	28	20	–	36	43
<b>educates staff and students on what life is like for military families.</b>					
Not at all true	12	4	–	27	17
Rarely true	21	12	–	27	50
Sometimes true	21	24	–	9	33
Usually true	33	44	–	27	0
Don't know/NA	12	16	–	9	0

*Question 18-20 (Section D): This school... works with community organizations to help provide educational support to military students... works with community organizations to help provide after school activities and supports to military students... educates staff and students on what life is like for military families, and some of the special circumstances that come with military life.*

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

**Table D7.1**  
***School Supports for Military Students – Continued***

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>assists military students in transitions from school to school.</b>					
Not at all true	2	4	–	0	0
Rarely true	10	8	–	18	0
Sometimes true	19	20	–	9	33
Usually true	45	44	–	45	50
Don't know/NA	24	24	–	27	17
<b>works with military liaisons to take advantage of additional military educational resources.</b>					
Not at all true	7	8	–	0	17
Rarely true	2	4	–	0	0
Sometimes true	29	28	–	27	33
Usually true	38	36	–	45	33
Don't know/NA	24	24	–	27	17

*Question 21, 22 (Section D): This school... assists military students in transitions from school to school... works with military liaisons to take advantage of additional military educational resources.*

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

**Table D7.2*****Additional School Services for Military Students***

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>has additional services for students whose parents are deployed.</b>					
Not at all true	7	8	–	9	0
Rarely true	2	4	–	0	0
Sometimes true	21	16	–	27	29
Usually true	51	56	–	55	29
Don't know/NA	19	16	–	9	43
<b>has additional services for students who experience loss and trauma.</b>					
Not at all true	5	4	–	9	0
Rarely true	5	8	–	0	0
Sometimes true	14	16	–	9	14
Usually true	58	56	–	55	71
Don't know/NA	19	16	–	27	14

*Question 14, 15 (Section D): This school... has additional services for students whose parents are deployed... has additional services for students who experience loss and trauma.*

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

**Table D7.3*****Needs More Support Staff for Military Students and Families***

	All %	ES %	MS %	HS %	NT %
<b>School needs more support staff to work with military families and students.</b>					
Not at all true	17	20	–	9	17
Rarely true	21	24	–	18	17
Sometimes true	29	28	–	36	17
Usually true	14	12	–	18	17
Don't know/NA	19	16	–	18	33

*Question 23 (Section D): This school... needs more support staff (e.g., pupil personnel services) to work with military families and students.*

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

## 8. Staff Professional Development Needs

**Table D8.1**

*Professional Development Needed for Supporting Military Students*

	All %	ES %	MS %	HS %	NT %
<b><i>I need professional development in order to...</i></b>					
<b>understand military culture.</b>					
Not a need	50	50	–	36	71
A little need	29	29	–	27	29
A need	12	13	–	18	0
A major need	5	0	–	18	0
Don't know/NA	5	8	–	0	0
<b>understand the effects of parental deployment cycles.</b>					
Not a need	48	50	–	27	71
A little need	29	29	–	27	29
A need	14	13	–	27	0
A major need	5	0	–	18	0
Don't know/NA	5	8	–	0	0
<b>learn how to work with military students who have experienced loss or other trauma in the family.</b>					
Not a need	31	25	–	27	57
A little need	31	33	–	18	43
A need	24	25	–	36	0
A major need	10	8	–	18	0
Don't know/NA	5	8	–	0	0

*Question 24-26 (Section D): I need professional development in order to... understand military culture... understand the effects of parental deployment cycles... learn how to work with military students who have experienced loss or other trauma in the family.*

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

**Table D8.1*****Professional Development Needed for Supporting Military Students – Continued***

	All %	ES %	MS %	HS %	NT %
<b><i>I need professional development in order to...</i></b>					
<b>learn how to work with students whose parents are currently deployed.</b>					
Not a need	39	43	–	18	57
A little need	24	22	–	18	43
A need	24	22	–	45	0
A major need	7	4	–	18	0
Don't know/NA	5	9	–	0	0
<b>learn how to address the needs and circumstances of military parents.</b>					
Not a need	40	42	–	18	71
A little need	21	21	–	18	29
A need	29	29	–	45	0
A major need	5	0	–	18	0
Don't know/NA	5	8	–	0	0
<b>learn how to create a school climate that is welcoming to military students and families.</b>					
Not a need	62	67	–	36	86
A little need	17	21	–	9	14
A need	14	4	–	45	0
A major need	2	0	–	9	0
Don't know/NA	5	8	–	0	0

*Question 27-29 (Section D): I need professional development in order to... learn how to work with students whose parents are currently deployed... learn how to address the needs and circumstances of military parents... learn how to create a school climate that is welcoming to military students and families.*

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

**Table D8.1*****Professional Development Needed for Supporting Military Students – Continued***

	All %	ES %	MS %	HS %	NT %
<b><i>I need professional development in order to...</i></b>					
<b>learn about community organizations that provide supports for military students and families.</b>					
Not a need	29	25	–	18	57
A little need	36	42	–	18	43
A need	21	21	–	36	0
A major need	10	4	–	27	0
Don't know/NA	5	8	–	0	0
<b>learn how to help parents deal with additional responsibilities during deployment.</b>					
Not a need	40	42	–	18	71
A little need	33	38	–	27	29
A need	17	13	–	36	0
A major need	5	0	–	18	0
Don't know/NA	5	8	–	0	0
<b>learn about the resources available to support military students and families.</b>					
Not a need	29	21	–	18	71
A little need	26	33	–	9	29
A need	33	33	–	55	0
A major need	7	4	–	18	0
Don't know/NA	5	8	–	0	0

*Question 30-32 (Section D): I need professional development in order to... learn about community organizations that provide supports for military students and families... learn how to help parents deal with additional responsibilities during deployment... learn about the resources available to support military students and families.*

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

# Appendix

## 2016-17 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
Cambridge Elementary	X
Center Elementary	
Foxboro Elementary	X
Scandia Elementary	X
Travis Elementary	X

*Notes: Eligible schools listed are based on CBEDS 2016-17 public school and enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2016-17 CSSS Staff Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
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Golden West Middle

*Notes: Eligible schools listed are based on CBEDS 2016-17 public school and enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2016-17 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Travis Independent Study	
Vanden High	X

*Notes: Eligible schools listed are based on CBEDS 2016-17 public school and enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2016-17 CSSS Staff Survey Data Status

Eligible Non-Traditional Schools <sup>A</sup>	Data Received
Travis Community Day	X
Travis Education Center	X

*Notes: Eligible schools listed are based on CBEDS 2016-17 public school and 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.*