CALIFORNIA SCHOOL STAFF SURVEY

CALIFORNIA CalSCHLS SURVEY SYSTEM

Travis Unified
2018-2019
Main Report

California Department of EDUCATION

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2018-19 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's (CDE) *California School Climate, Health, and Learning Surveys* (CalSCHLS) System. CalSCHLS is 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, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; 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, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including *Helpful Resources for Local Control and Accountability Plans* (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (californiaS3.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

SURVEY PURPOSE

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Core Section (Section A)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents 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;
- 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 supplemental School Climate Module are included in the CSSS so that staff and student results can be compared. CDE recommends that all districts include the School Climate Module in their CHKS administration. The questions, reported in Section 6 (Learning Conditions), provide staff perceptions on five key constructs:

- Supports for Learning;

- Discipline and Order;

- Social, Emotional, and Behavioral Supports;

- Positive Peer Relationships (anti-bullying related); and

- Respect for Diversity.

Student Supports Questions (Section B)

A second section of the survey is focused on student supports and is designed to be answered only by staff who provide services or instruction related to health, prevention, discipline, safety, 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 CalSCHLS 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 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 CalSCHLS survey items that relate to school climate (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 percent. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

Many factors besides real changes in behavior, attitudes, or experiences among staff may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of staff who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered.

Data Comparisons

Comparing results to other district, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all districts in the state that conducted the CSSS may be downloaded from the website: calschls.org/reports-data/#aggregated_calschls_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.

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (data.calschls.org/resources/chks_guidebook_3_datause.pdf).

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets/).

- *Assessing School Climate* describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).

- *Making Sense of School Climate* provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).

- The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision. *Using CalSCHLS to Assess Social-Emotional Learning and Health* describes how the CHKS Core and Social Emotional Health Module (SEHM) provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf).

- *Helpful Resources for Local Control and Accountability Plans* describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).

- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/about.

- CDE's **California Safe and Supportive Schools** website (CaliforniaS3.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/resources/#survey_resources_and_tools) is a handy table listing all the constructs and questions that are on two or more of the

CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified needs. Engage them in developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* designed to explore with students—as staff observe—the meaning of survey results and obtain student input on how to address the needs identified by the survey. WestEd staff also can conduct a *Data Use Action Planning Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email CalSCHLS@wested.org.

Compare Results with Other Data

The value of your CSSS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Student and Parent Surveys**. If your school district(s) have administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Item Crosswalk (calschls.org/resources/#survey_resources_and_tools) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If the district(s) did not administer the companion parent surveys, urge them to do so next time.

- **Other Data**. Examine how the results compare with other data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Statewide Results**. The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website (calschls.org/reports-data/#aggregated_calschls_reports). If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports/). A comparison to statewide and district results can provide some context to your results, but the most

important consideration is what your own staff results say about your schools and your staff's experiences and needs.

Request School Reports

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

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS TA Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

Disaggregated Reports

The staff of the CalSCHLS Regional Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity, role, length of employment at school).

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (CalSCHLS.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

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

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email calschls@wested.org.

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

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

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

ACKNOWLEDGMENTS

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

1. Survey Sample

Table A1.1

Core Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	258	167	23	55	13

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

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	ES %	MS %	HS %	NT %	Table
Student Learning Environment						
Is a supportive and inviting place for students to learn[†]	49	51	27	45	77	A4.3
Sets high standards for academic performance for all[†]	44	48	14	45	38	A4.4
Believe every student can be a success[†]	43	49	22	30	69	A5.7
Encourages opportunities for students to decide things[†]	21	24	9	13	38	A5.9
Career pathways opportunities[†]	17	11	11	28	54	A5.13
Is welcoming to and facilitates parent involvement	42	48	5	34	62	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work[†]	43	44	18	38	85	A4.10
Promotes trust and collegiality among staff[†]	31	32	14	25	77	A4.13
Promotes personnel participation in decision making[†]	24	23	5	23	62	A4.15
Safety						
Is a safe place for staff[†]	46	48	9	48	77	A4.23
Is a safe place for students[†]	45	47	9	48	77	A4.22
Has sufficient resources to create a safe campus[†]	14	15	0	4	57	B3.2
Student Discipline and Support						
Handles discipline problems fairly[†]	37	39	14	34	62	A10.3
Provides adequate counseling and support services[†]	31	32	27	26	54	A10.4
Emphasizes helping students with social, emotional, behavioral problems[†]	25	27	14	17	43	B6.1
Positive Relationships						
Really care about every student[†]	48	54	35	32	69	A5.3
Fosters an appreciation of student diversity and respect for each other[†]	50	49	32	51	77	A7.2
Has moderate/severe problem with harassment/bullying	25	19	65	27	23	A9.6
Student Behavior						
Students are motivated to learn[†]	11	15	0	6	8	A8.2
Cutting classes or being truant moderate/severe problem	9	3	0	18	54	A8.4
Alcohol and drug use moderate/severe problem	11	0	0	34	62	A9.12

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

[†]*Percent responding "Strongly Agree."*

3. Demographics

Table A3.1

Role (Job) at School

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	34	51	0	0	15
Teacher in grade 5 or above	31	17	57	64	38
Special education teacher	9	10	4	7	8
Administrator	3	3	0	5	8
Prevention staff, nurse, or health aide	1	2	0	0	0
Counselor, psychologist	3	2	4	5	8
Police, resource officer, or safety personnel	0	0	0	2	0
Paraprofessional, teacher assistant, or instructional aide	7	6	4	11	15
Other certificated staff	4	5	9	2	0
Other classified staff	7	5	22	7	8
Other service provider	2	2	0	0	0

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

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

Table A3.2

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	10	8	4	15	23
Special education	75	72	70	87	77
English language learners	64	66	61	69	31
None of the above	12	10	26	9	23

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	15	15	17	15	15
1 to 2 years	12	13	4	11	23
3 to 5 years	25	29	17	22	8
6 to 10 years	12	12	13	13	8
Over 10 years	35	30	48	40	46

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	9	9	13	7	15
1 to 2 years	7	6	4	11	15
3 to 5 years	20	19	13	29	0
6 to 10 years	13	17	4	7	0
Over 10 years	51	49	65	45	69

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)	6	3	9	7	23
American Indian or Alaska Native	0	1	0	0	0
Asian or Pacific Islander	5	5	4	5	0
White (not Hispanic)	68	70	57	73	46
Hispanic or Latino/a	11	12	13	5	15
Other or Multi-ethnic	10	9	17	9	15

Question A.5: What is your race or ethnicity?
Note: Cells are empty if there are less than 5 respondents.

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

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
Learning Environment						
Is a supportive and inviting place for students to learn	49	51	27	45	77	A4.3
Sets high standards for academic performance for all	44	48	14	45	38	A4.4
Promotes academic success for all students	47	50	18	42	77	A4.5
Emphasizes helping students academically	51	55	23	46	69	A4.6
Emphasizes teaching lessons in ways relevant to students	36	38	27	23	85	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	43	44	18	38	85	A4.10
Promotes trust and collegiality among staff	31	32	14	25	77	A4.13
Promotes participation in school decision making	24	23	5	23	62	A4.15
Works to minimize paper work	12	13	6	11	23	A4.16
Provides adequate benefits to support cont. employment	11	9	10	12	38	A4.17
Provides the materials, resources, and training to do job effectively	24	26	4	17	54	A4.18
Provides relevant paraprofessional training	9	8	5	8	31	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	14	14	5	15	25	A4.20
Provides complete state adopted instructional materials for students with IEPs	20	18	17	20	46	A4.21
Uses objective data in making school improv. decisions	36	39	15	25	69	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	45	47	9	48	77	A4.22
Is a safe place for staff	46	48	9	48	77	A4.23
Has clean and well-maintained facilities and property	27	28	5	26	54	A4.24
Is welcoming to and facilitates parent involvement	42	48	5	34	62	A4.25
Encourages parents to be active partners in educating their child	34	38	15	25	46	A4.26

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

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

Table A4.2

Summary of Indicators for Staff Collegiality and Sense of Mission

In this school, adults...	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
Have close professional relationships with one another	29	33	4	19	69	A4.14
Support and treat each other with respect	35	39	9	26	69	A4.12
Feel a responsibility to improve the school	35	39	17	23	62	A4.11
Work hard to ensure a safe and supportive learning environment	47	51	30	36	77	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	49	51	27	45	77
Agree	47	44	73	53	23
Disagree	4	5	0	2	0
Strongly disagree	0	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	44	48	14	45	38
Agree	50	48	77	43	54
Disagree	6	4	9	11	8
Strongly disagree	0	0	0	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	47	50	18	42	77
Agree	47	45	73	51	15
Disagree	5	4	5	6	8
Strongly disagree	1	0	5	2	0

Question A.8: This 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	51	55	23	46	69
Agree	43	41	68	42	23
Disagree	6	4	9	10	8
Strongly disagree	0	0	0	2	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	36	38	27	23	85
Agree	55	54	59	64	15
Disagree	8	7	9	13	0
Strongly disagree	1	1	5	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 %
Strongly agree	47	51	30	36	77
Agree	46	43	57	57	23
Disagree	6	5	13	8	0
Strongly disagree	0	1	0	0	0

Question A.42: In this school, adults... 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	36	39	15	25	69
Agree	57	55	65	63	31
Disagree	7	5	15	10	0
Strongly disagree	1	0	5	2	0

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.
Note: Cells are empty if there are less than 5 respondents.

Staff Working Environment

Table A4.10

Supportive and Inviting Place to Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	44	18	38	85
Agree	42	43	45	45	15
Disagree	12	9	32	15	0
Strongly disagree	3	3	5	2	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 %
Strongly agree	35	39	17	23	62
Agree	52	51	65	51	38
Disagree	11	9	13	21	0
Strongly disagree	2	1	4	6	0

Question A.41: In this school, adults... feel a responsibility to improve this school.
Note: Cells are empty if there are less than 5 respondents.

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

Table A4.12

Staff Support and Treat Each Other with Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	39	9	26	69
Agree	49	48	59	53	23
Disagree	12	9	23	19	8
Strongly disagree	4	4	9	2	0

Question A.40: In this school, adults... 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	31	32	14	25	77
Agree	50	52	41	55	23
Disagree	14	10	41	19	0
Strongly disagree	4	6	5	2	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 %
Strongly agree	29	33	4	19	69
Agree	50	50	70	49	23
Disagree	18	15	22	26	8
Strongly disagree	3	2	4	6	0

Question A.39: In this school, adults... 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	24	23	5	23	62
Agree	57	58	62	53	38
Disagree	17	16	24	23	0
Strongly disagree	2	2	10	2	0

Question A.43: 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	12	13	6	11	23
Agree	55	58	44	49	54
Disagree	26	22	44	30	23
Strongly disagree	7	8	6	9	0

Question A.48: 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	11	9	10	12	38
Agree	37	38	33	31	46
Disagree	36	42	19	29	15
Strongly disagree	17	11	38	29	0

Question A.49: 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	24	26	4	17	54
Agree	49	54	48	36	46
Disagree	23	17	39	40	0
Strongly disagree	4	3	9	8	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	9	8	5	8	31
Agree	61	64	47	52	69
Disagree	25	26	21	30	0
Strongly disagree	5	2	26	10	0

Question A.50: 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	14	14	5	15	25
Agree	51	52	45	45	67
Disagree	30	30	36	34	8
Strongly disagree	5	4	14	6	0

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	18	17	20	46
Agree	61	63	56	60	54
Disagree	17	17	22	20	0
Strongly disagree	2	3	6	0	0

Question A.51: 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	45	47	9	48	77
Agree	47	43	82	50	23
Disagree	8	10	9	2	0
Strongly disagree	0	1	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	46	48	9	48	77
Agree	44	42	73	44	23
Disagree	8	8	18	6	0
Strongly disagree	2	2	0	2	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	27	28	5	26	54
Agree	46	48	38	43	46
Disagree	20	18	29	26	0
Strongly disagree	7	6	29	4	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 Parent Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	48	5	34	62
Agree	52	48	71	62	31
Disagree	5	3	24	4	8
Strongly disagree	1	1	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	34	38	15	25	46
Agree	62	59	70	71	54
Disagree	4	3	10	4	0
Strongly disagree	0	0	5	0	0

Question A.46: This school encourages parents to be active partners in educating their child.

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

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

Table A4.27

Teachers Communicate with Parents about Academic Expectations

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	38	12	28	69
Agree	58	57	76	64	15
Disagree	6	5	6	8	15
Strongly disagree	0	0	6	0	0

Question A.87: 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	34	40	6	22	46
Agree	60	54	78	74	46
Disagree	5	5	11	4	8
Strongly disagree	1	1	6	0	0

Question A.88: 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	44	49	17	34	62
Agree	52	48	78	60	38
Disagree	3	3	0	6	0
Strongly disagree	0	0	6	0	0

Question A.89: 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 Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	21	24	9	13	38	A5.9
Equal opportunity for classroom participation	45	48	29	35	77	A5.10
Equal opportunity to participate in extracurricular and enrichment activities	36	29	30	52	62	A5.11
Opportunities to make a difference (help others)	30	25	22	43	38	A5.12

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

In this school, adults...	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
Caring Relationships						
Really care about every student	48	54	35	32	69	A5.3
Acknowledge and pay attention to students	45	50	30	30	69	A5.4
Listen to what students have to say	39	45	18	23	62	A5.5
High Expectations						
Want every student to do their best	55	59	39	43	77	A5.6
Believe every student can be a success	43	49	22	30	69	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 %
Strongly agree	48	54	35	32	69
Agree	48	43	57	62	23
Disagree	4	2	9	6	8
Strongly disagree	1	1	0	0	0

Question A.33: In this school, adults... 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 %
Strongly agree	45	50	30	30	69
Agree	50	44	65	68	23
Disagree	5	6	4	2	8
Strongly disagree	0	1	0	0	0

Question A.34: In this school, adults... 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 %
Strongly agree	39	45	18	23	62
Agree	53	50	59	67	31
Disagree	7	4	23	10	8
Strongly disagree	0	1	0	0	0

Question A.36: In this school, adults... 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 %
Strongly agree	55	59	39	43	77
Agree	42	38	57	55	23
Disagree	2	3	4	2	0
Strongly disagree	0	1	0	0	0

Question A.35: In this school, adults... 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 %
Strongly agree	43	49	22	30	69
Agree	49	43	70	60	31
Disagree	8	8	9	9	0
Strongly disagree	0	0	0	0	0

Question A.37: In this school, adults... believe that every student can be a success.
Note: Cells are empty if there are less than 5 respondents.

Table A5.8

School Has High Expectations for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	55	57	38	55	69
Agree	40	39	57	40	31
Disagree	4	5	5	2	0
Strongly disagree	1	0	0	4	0

Question A.24: This school... has high expectations for all students, regardless of their race, ethnicity, or nationality.
Note: Cells are empty if there are less than 5 respondents.

Opportunities for Meaningful Participation

Table A5.9

Encourages Decision Opportunities for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	24	9	13	38
Agree	62	65	55	58	62
Disagree	15	10	32	26	0
Strongly disagree	2	1	5	2	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 A5.10

Gives Equal Opportunity for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	48	29	35	77
Agree	50	48	57	62	23
Disagree	4	4	5	4	0
Strongly disagree	1	1	10	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 A5.11

Gives Equal Access to Extracurricular and Enrichment Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	36	29	30	52	62
Agree	47	49	52	42	31
Disagree	15	19	13	6	8
Strongly disagree	2	3	4	0	0

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 A5.12

Gives Opportunities to Make A Difference (Help Others)

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	25	22	43	38
Agree	47	52	48	38	31
Disagree	21	21	22	17	31
Strongly disagree	2	2	9	2	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.

Career Pathways

Table A5.13

Provides Students With Information or Experiences to Learn About Careers

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	11	11	28	54
Agree	48	47	37	58	31
Disagree	31	38	42	9	15
Strongly disagree	4	4	11	4	0

Question A.52: This school provides students with career pathways, internships, industry-informed projects, or other intensive, first-hand experiences to learn about careers.
Note: Cells are empty if there are less than 5 respondents.

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	Percent Responding "Strongly Agree"					
	All %	ES %	MS %	HS %	NT %	Table
Learning Supports						
Teachers go out of their way to help students	49	46	42	50	85	A6.2
Fair, Respectful and Orderly Environment						
Adults at this school treat all students with respect	42	44	32	34	77	A6.3
The school rules are fair	50	55	21	40	69	A6.3
Students in this school are well-behaved	17	16	11	20	23	A6.4
The rules in the school are too strict	4	4	11	2	8	A6.4
It is easy for students to get kicked out of class or get suspended	4	4	11	2	8	A6.4
Students get in trouble for breaking small rules	3	3	5	4	8	A6.4
Teachers are very strict here	2	1	6	4	0	A6.4
Clarity of Rules and Expectations						
Rules in this school are made clear to students	37	41	6	32	54	A6.5
Students know what the rules are	36	38	11	30	69	A6.5
This school makes it clear how students are expected to act	39	41	5	36	69	A6.5
Positive Peer Relations						
Students enjoy spending time together during school activities	28	30	11	25	31	A6.6
Students care about one another	21	22	0	21	31	A6.6
Students treat each other with respect	11	14	0	4	23	A6.6
Students get along well with one another	13	15	0	8	23	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 Responding "Strongly Agree"					
	All %	ES %	MS %	HS %	NT %	Table
Social Emotional Supports, Conflict Management, and Bullying Prevention						
This school encourages students to feel responsible for how they act	40	41	15	40	69	A6.7
Students are often given rewards for being good	30	39	11	6	46	A6.7
This school encourages students to understand how others think and feel	32	38	10	12	69	A6.7
Students are taught that they can control their own behavior	40	45	11	30	69	A6.7
This school helps students resolve conflicts with one another	32	38	10	16	62	A6.8
This school encourages students to care about how others feel	37	44	11	16	62	A6.8
Teachers here make it clear to students that bullying is not tolerated	53	61	30	34	69	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	28	32	16	21	31	A6.9
Students tell teachers when other students are being bullied	28	33	10	17	38	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	50	54	40	34	69	A6.9
Students here try to stop bullying when they see it happening	21	25	10	11	31	A6.9
Respect for Diversity						
There is a lot of tension between people of different cultures, races, or ethnicities	5	5	0	6	8	A6.10
Students respect each others' differences	21	22	5	17	46	A6.10
Adults in school respect differences in students	47	47	45	45	62	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	45	47	30	40	69	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 %
Teachers go out of their way to help students.					
Strongly agree	49	46	42	50	85
Agree	45	48	32	50	15
Disagree	6	6	26	0	0
Strongly disagree	0	0	0	0	0

Question A.75: Teachers go out of their way to help 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 %
Adults at this school treat all students with respect.					
Strongly agree	42	44	32	34	77
Agree	48	49	53	50	23
Disagree	8	6	11	14	0
Strongly disagree	1	1	5	2	0
The school rules are fair.					
Strongly agree	50	55	21	40	69
Agree	47	43	63	58	31
Disagree	3	2	11	2	0
Strongly disagree	0	0	5	0	0

Question A.76, 77: 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 %
Students in this school are well-behaved.					
Strongly agree	17	16	11	20	23
Agree	64	63	68	72	38
Disagree	16	18	16	8	31
Strongly disagree	3	3	5	0	8
The rules in the school are too strict.					
Strongly agree	4	4	11	2	8
Agree	7	6	11	10	0
Disagree	50	50	53	50	38
Strongly disagree	39	40	26	38	54
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	4	4	11	2	8
Agree	8	4	11	20	0
Disagree	46	44	47	51	54
Strongly disagree	42	48	32	27	38
Students get in trouble for breaking small rules.					
Strongly agree	3	3	5	4	8
Agree	22	20	26	24	23
Disagree	62	63	58	61	62
Strongly disagree	13	14	11	10	8
Teachers are very strict here.					
Strongly agree	2	1	6	4	0
Agree	24	21	35	35	8
Disagree	65	69	53	52	83
Strongly disagree	9	9	6	8	8

Question A.78-82: 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 %
Rules in this school are made clear to students.					
Strongly agree	37	41	6	32	54
Agree	53	51	78	54	46
Disagree	8	7	11	10	0
Strongly disagree	2	1	6	4	0
Students know what the rules are.					
Strongly agree	36	38	11	30	69
Agree	57	55	67	66	31
Disagree	8	8	22	4	0
Strongly disagree	0	0	0	0	0
This school makes it clear how students are expected to act.					
Strongly agree	39	41	5	36	69
Agree	52	50	79	56	23
Disagree	9	8	16	8	8
Strongly disagree	0	0	0	0	0

Question A.83, 85, 86: Rules in this school are made clear to students... 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 %
Students enjoy spending time together during school activities.					
Strongly agree	28	30	11	25	31
Agree	70	66	79	75	69
Disagree	3	3	11	0	0
Strongly disagree	0	0	0	0	0
Students care about one another.					
Strongly agree	21	22	0	21	31
Agree	74	73	89	75	62
Disagree	5	5	11	4	8
Strongly disagree	0	0	0	0	0
Students treat each other with respect.					
Strongly agree	11	14	0	4	23
Agree	78	76	80	87	62
Disagree	11	10	20	9	15
Strongly disagree	0	0	0	0	0
Students get along well with one another.					
Strongly agree	13	15	0	8	23
Agree	80	78	89	87	69
Disagree	7	7	11	6	8
Strongly disagree	0	0	0	0	0

Question A.65-68: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Students get along well with one another.

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 %
This school encourages students to feel responsible for how they act.					
Strongly agree	40	41	15	40	69
Agree	53	52	75	53	31
Disagree	6	6	10	8	0
Strongly disagree	1	1	0	0	0
Students are often given rewards for being good.					
Strongly agree	30	39	11	6	46
Agree	47	47	74	36	46
Disagree	19	10	16	47	8
Strongly disagree	5	3	0	11	0
This school encourages students to understand how others think and feel.					
Strongly agree	32	38	10	12	69
Agree	56	54	70	66	31
Disagree	12	8	20	22	0
Strongly disagree	0	0	0	0	0
Students are taught that they can control their own behavior.					
Strongly agree	40	45	11	30	69
Agree	54	50	68	66	31
Disagree	6	6	21	4	0
Strongly disagree	0	0	0	0	0

Question A.69-72: 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 %
This school helps students resolve conflicts with one another.					
Strongly agree	32	38	10	16	62
Agree	56	52	85	64	38
Disagree	11	10	5	20	0
Strongly disagree	0	0	0	0	0
This school encourages students to care about how others feel.					
Strongly agree	37	44	11	16	62
Agree	56	51	84	66	38
Disagree	7	5	5	16	0
Strongly disagree	0	0	0	2	0

Question A.73, 74: This school helps students resolve 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 %
Teachers here make it clear to students that bullying is not tolerated.					
Strongly agree	53	61	30	34	69
Agree	44	37	70	57	31
Disagree	2	1	0	8	0
Strongly disagree	1	1	0	2	0
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	28	32	16	21	31
Agree	63	63	68	60	69
Disagree	7	4	16	15	0
Strongly disagree	1	0	0	4	0
Students tell teachers when other students are being bullied.					
Strongly agree	28	33	10	17	38
Agree	60	61	65	56	54
Disagree	12	6	25	27	8
Strongly disagree	0	1	0	0	0

Question A.53-55: 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 %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help.					
Strongly agree	50	54	40	34	69
Agree	47	43	55	58	31
Disagree	4	3	5	8	0
Strongly disagree	0	0	0	0	0
Students here try to stop bullying when they see it happening.					
Strongly agree	21	25	10	11	31
Agree	55	53	50	64	46
Disagree	24	21	40	25	23
Strongly disagree	1	1	0	0	0

Question A.56, 57: 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 %
There is a lot of tension between people of different cultures, races, or ethnicities.					
Strongly agree	5	5	0	6	8
Agree	8	6	15	13	0
Disagree	54	54	70	55	31
Strongly disagree	33	35	15	26	62
Students respect each others' differences.					
Strongly agree	21	22	5	17	46
Agree	70	69	85	74	46
Disagree	8	8	10	9	8
Strongly disagree	1	1	0	0	0
Adults in school respect differences in students.					
Strongly agree	47	47	45	45	62
Agree	46	47	40	47	38
Disagree	5	4	15	6	0
Strongly disagree	2	2	0	2	0
Teachers show that it is important for students of different races and cultures to get along with each other.					
Strongly agree	45	47	30	40	69
Agree	50	50	60	49	31
Disagree	5	3	10	11	0
Strongly disagree	0	0	0	0	0

Question A.58-61: 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[†]	50	49	32	51	77	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices[†]	47	46	38	46	69	A7.5
Emphasizes using instructional materials that reflect the culture or ethnicity of its students[†]	18	18	6	19	38	A7.6
Has staff examine their own cultural biases through professional development or other processes[†]	19	22	5	15	31	A7.7
Encourages equity in rigorous course enrollment[†]	24	18	16	48	23	A7.9
Considers closing the racial/ethnic achievement gap a high priority[†]	22	23	10	25	15	A7.8
Provides the supports needed for teaching culturally and linguistically diverse students[†]	20	20	11	19	46	A7.10
Treat all students fairly[‡]	41	46	17	30	67	A7.4

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

[†]*Strongly agree that this school...* [‡]*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	50	49	32	51	77
Agree	43	44	50	40	23
Disagree	7	6	18	8	0
Strongly disagree	0	0	0	2	0

Question A.25: 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	72	78	60	50	92
Mild problem	26	20	35	44	8
Moderate problem	3	1	5	6	0
Severe problem	0	0	0	0	0

Question A.95: 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 %
Strongly agree	41	46	17	30	67
Agree	49	45	65	55	33
Disagree	9	6	17	13	0
Strongly disagree	2	2	0	2	0

Question A.38: In this school, adults... treat all students fairly.
Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A7.5

Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	46	38	46	69
Agree	45	47	43	40	31
Disagree	9	7	19	12	0
Strongly disagree	0	0	0	2	0

Question A.26: This school emphasizes showing respect for all students' cultural beliefs and practices.
Note: Cells are empty if there are less than 5 respondents.

Table A7.6

Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	18	6	19	38
Agree	50	52	44	45	62
Disagree	30	31	44	32	0
Strongly disagree	1	0	6	4	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 A7.7

Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	22	5	15	31
Agree	41	44	33	31	46
Disagree	34	31	43	40	23
Strongly disagree	7	3	19	13	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 A7.8

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	23	10	25	15
Agree	52	51	57	47	69
Disagree	22	23	24	19	15
Strongly disagree	4	2	10	9	0

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 A7.9

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	18	16	48	23
Agree	52	57	58	46	15
Disagree	20	24	21	6	38
Strongly disagree	3	2	5	0	23

Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regard-less of their race, ethnicity, or nationality.
Note: Cells are empty if there are less than 5 respondents.

Table A7.10

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	20	11	19	46
Agree	55	60	42	47	54
Disagree	22	18	42	30	0
Strongly disagree	2	2	5	4	0

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.
Note: Cells are empty if there are less than 5 respondents.

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	ES %	MS %	HS %	NT %	Table
Students at this school are motivated to learn[†]	11	15	0	6	8	A8.2
This school motivates students to learn[†]	37	39	19	30	69	A8.3
Disruptive behavior is a problem at this school[‡]	56	63	50	38	62	A8.5
Cutting classes or being truant is a problem at this school[‡]	9	3	0	18	54	A8.4
Lack of respect of staff by students is a problem at this school[‡]	22	23	30	20	0	A8.6

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

[†]*Percent Responding "Strongly Agree."*

[‡]*Percent Responding "Moderate problem" or "Severe problem."*

Learning Motivation and Truancy

Table A8.2

Students Are Motivated to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	11	15	0	6	8
Agree	67	69	63	66	62
Disagree	21	16	37	26	31
Strongly disagree	1	1	0	2	0

Question A.64: 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	37	39	19	30	69
Agree	55	55	67	58	31
Disagree	7	6	14	11	0
Strongly disagree	0	0	0	0	0

Question A.44: 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	60	74	63	26	15
Mild problem	32	24	37	56	31
Moderate problem	8	3	0	18	38
Severe problem	1	0	0	0	15

Question A.98: 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

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	7	5	5	16	0
Mild problem	36	32	45	46	38
Moderate problem	45	47	50	36	54
Severe problem	11	16	0	2	8

Question A.94: How much of a problem at this school is disruptive student behavior?
Note: Cells are empty if there are less than 5 respondents.

Table A8.6

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	29	27	25	28	62
Mild problem	49	49	45	52	38
Moderate problem	16	15	25	20	0
Severe problem	6	8	5	0	0

Question A.97: 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
Perceived Physical and Mental Health						
Students arrive at school alert and rested[†]	4	4	0	4	8	A9.3
Students are healthy and physically fit[†]	9	11	0	6	15	A9.4
Depression or other mental health issues[‡]	36	25	40	66	38	A9.5

Notes: Cells are empty if there are less than 5 respondents.
[†]*Percent Responding "Strongly Agree."*
[‡]*Percent Responding "Moderate problem" or "Severe problem."*

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
Violence, Conflict, and Crime						
Harassment or bullying[‡]	25	19	65	27	23	A9.6
Physical fighting[‡]	10	6	35	14	0	A9.7
Gang activity[‡]	2	1	0	4	0	A9.10
Vandalism and graffiti[‡]	3	1	15	4	0	A9.8
Theft[‡]	5	3	11	10	0	A9.9
Weapons possession at school[‡]	1	0	0	4	0	A9.11
Substance Use						
Alcohol and drug use[‡]	11	0	0	34	62	A9.12
Tobacco use[‡]	6	0	0	20	31	A9.13

Notes: Cells are empty if there are less than 5 respondents.
[‡]*Percent Responding "Moderate problem" or "Severe problem."*

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Alternative
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Perceived Physical and Mental Health

Table A9.3

Students Arrive at School Alert and Rested

	All %	ES %	MS %	HS %	NT %
Strongly agree	4	4	0	4	8
Agree	62	68	58	58	23
Disagree	30	25	42	32	62
Strongly disagree	3	3	0	6	8

Question A.63: Students 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 %
Strongly agree	9	11	0	6	15
Agree	70	71	63	72	54
Disagree	19	16	32	21	31
Strongly disagree	2	3	5	2	0

Question A.62: Students 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	15	19	5	8	8
Mild problem	49	55	55	26	54
Moderate problem	23	20	30	36	0
Severe problem	13	5	10	30	38

Question A.96: 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	17	19	5	12	23
Mild problem	59	62	30	61	54
Moderate problem	22	16	55	27	23
Severe problem	3	3	10	0	0

Question A.92: 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	43	49	5	32	77
Mild problem	47	45	60	54	23
Moderate problem	9	6	25	14	0
Severe problem	1	0	10	0	0

Question A.93: 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	65	72	50	46	69
Mild problem	33	27	35	50	31
Moderate problem	3	1	15	4	0
Severe problem	0	0	0	0	0

Question A.101: How much of a problem at this school is vandalism (including graffiti)?
Note: Cells are empty if there are less than 5 respondents.

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

Table A9.9

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	67	73	32	56	92
Mild problem	29	25	58	34	8
Moderate problem	5	3	11	10	0
Severe problem	0	0	0	0	0

Question A.102: 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	92	96	95	78	92
Mild problem	6	3	5	18	8
Moderate problem	2	1	0	4	0
Severe problem	0	0	0	0	0

Question A.99: 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	94	97	90	84	100
Mild problem	5	3	10	12	0
Moderate problem	1	0	0	4	0
Severe problem	0	0	0	0	0

Question A.100: 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	71	97	30	18	31
Mild problem	18	3	70	48	8
Moderate problem	9	0	0	30	54
Severe problem	1	0	0	4	8

Question A.90: 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	75	98	40	26	38
Mild problem	19	2	60	54	31
Moderate problem	5	0	0	16	31
Severe problem	1	0	0	4	0

Question A.91: 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	41	43	14	40	62	A10.2
Handles discipline problems fairly	37	39	14	34	62	A10.3
Provides adequate counseling and support services for students	31	32	27	26	54	A10.4

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

Table A10.2

Rule Clarity

	All %	ES %	MS %	HS %	NT %
This school clearly communicates to students the consequences of breaking school rules.					
Strongly agree	41	43	14	40	62
Agree	43	39	64	45	38
Disagree	14	15	23	11	0
Strongly disagree	2	3	0	4	0
This school clearly informs students what will happen if they break school rules.					
Strongly agree	34	34	6	36	62
Agree	53	52	83	50	38
Disagree	11	11	6	12	0
Strongly disagree	2	2	6	2	0

Question A.27, 84: This school clearly communicates to students the consequences of breaking school rules...
This school clearly informs students what will happen if they break 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	37	39	14	34	62
Agree	44	43	41	49	38
Disagree	16	14	45	15	0
Strongly disagree	2	3	0	2	0

Question A.28: This school handles discipline problems fairly.
Note: Cells are empty if there are less than 5 respondents.

Table A10.4

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	32	27	26	54
Agree	47	48	41	53	15
Disagree	18	16	32	17	23
Strongly disagree	4	4	0	4	8

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
Instruction and School Environment						
Meeting academic standards	29	31	18	30	15	A11.2
Evidence-based methods of instruction	36	36	29	36	38	A11.3
Positive behavioral support and classroom management	45	46	28	48	54	A11.4
Creating a positive school climate	38	30	50	60	23	A11.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	30	27	56	36	15	A11.6
Culturally relevant pedagogy for the school's student population	35	31	44	46	23	A11.7
Serving English language learners	33	31	53	38	15	A11.8
Closing the achievement gap	43	46	39	43	15	A11.9
Providing Support Services						
Serving special education (IEP) students	47	47	35	54	31	A11.10
Meeting the social, emotional, and developmental needs of youth	55	54	39	68	38	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	29	31	18	30	15
No	71	69	82	70	85

Question A.103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... 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	36	36	29	36	38
No	64	64	71	64	62

Question A.104: 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	45	46	28	48	54
No	55	54	72	52	46

Question A.105: 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	38	30	50	60	23
No	62	70	50	40	77

Question A.112: 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	30	27	56	36	15
No	70	73	44	64	85

Question A.106: 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	35	31	44	46	23
No	65	69	56	54	77

Question A.107: 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	33	31	53	38	15
No	67	69	47	62	85

Question A.108: 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	43	46	39	43	15
No	57	54	61	57	85

Question A.109: 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	47	47	35	54	31
No	53	53	65	46	69

Question A.110: 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	55	54	39	68	38
No	45	46	61	32	62

Question A.111: 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[A]
Number of respondents	91	54	7	23	7

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

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Collaborates well with law enforcement organizations[‡]	28	22	50	30	43	B3.1
Punishes first-time violations of alcohol or other drug policies[‡]	20	17	0	26	43	B3.1
Enforces zero tolerance policies[‡]	20	18	0	26	43	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis[‡]	22	24	14	9	57	B3.1
Has sufficient resources to create a safe campus[‡]	14	15	0	4	57	B3.2
Seeks to maintain a secure campus[‡]	11	12	0	9	29	B3.2
Provides harassment or bullying prevention[†]	27	31	14	17	43	B3.3
Provides conflict resolution or behavior management instruction[†]	25	30	14	13	43	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal[‡]	17	18	0	13	43	B4.1
Collaborates well with community organizations to address substance use or other problems[‡]	14	14	0	4	57	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems[‡]	26	26	14	23	43	B4.1
Provides alcohol or drug use prevention instruction[†]	8	4	14	13	14	B4.1
Provides tobacco use prevention instruction[†]	8	4	14	13	14	B4.1
Has sufficient resources to address substance use prevention needs[‡]	18	20	14	4	57	B4.1

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

[†]*Percent responding "A lot."*

[‡]*Percent responding "Strongly Agree."*

Table B2.1

Summary of Indicators of School Learning Supports - Continued

	All %	ES %	MS %	HS %	NT %	Table
Physical Health and Special Needs						
Provides healthy food choices for students[‡]	18	27	0	9	0	B5.1
Provides adequate health services for students[‡]	17	16	29	22	0	B5.1
Provides opportunities for physical education and activity[†]	44	38	71	55	29	B5.1
Provides nutritional instruction[†]	8	7	0	13	0	B5.1
Provides services for students with disabilities or other special needs[†]	51	50	67	52	43	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion[†]	24	24	0	22	57	B6.1
Provides character education[†]	38	41	29	22	86	B6.1
Emphasizes helping students with social, emotional, and behavioral problems[‡]	25	27	14	17	43	B6.1
Restorative practices[‡]	21	23	14	9	57	B6.1
Trauma-informed practices[‡]	15	16	0	9	43	B6.1

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

[†]*Percent responding "A lot."*

[‡]*Percent responding "Strongly Agree."*

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement organizations					
Strongly agree	28	22	50	30	43
Agree	63	71	17	65	43
Disagree	8	8	33	0	14
Strongly disagree	1	0	0	4	0
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	20	17	0	26	43
Agree	66	69	57	65	57
Disagree	12	13	29	9	0
Strongly disagree	1	0	14	0	0
Enforces zero tolerance policies					
Strongly agree	20	18	0	26	43
Agree	49	53	57	48	14
Disagree	20	24	0	22	14
Strongly disagree	10	6	43	4	29
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	22	24	14	9	57
Agree	70	71	57	83	43
Disagree	7	6	29	4	0
Strongly disagree	1	0	0	4	0

Question 115, 118-120: 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 %
Has sufficient resources to create a safe campus					
Strongly agree	14	15	0	4	57
Agree	61	62	43	74	29
Disagree	22	21	57	17	14
Strongly disagree	2	2	0	4	0
Seeks to maintain a secure campus					
Strongly agree	11	12	0	9	29
Agree	26	27	0	39	0
Disagree	26	31	0	13	57
Strongly disagree	36	29	100	39	14

Question 116, 121: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

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

Table B3.3
Behavior Management at School

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	27	31	14	17	43
Some	57	57	57	61	43
Not much	15	11	29	22	14
Not at all	0	0	0	0	0
Provides conflict resolution or behavior management instruction					
A lot	25	30	14	13	43
Some	52	54	43	57	29
Not much	22	15	43	30	29
Not at all	1	2	0	0	0

Question 135, 137: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

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

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	17	18	0	13	43
Agree	49	43	57	61	43
Disagree	31	35	43	22	14
Strongly disagree	3	4	0	4	0
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	14	14	0	4	57
Agree	53	53	57	65	14
Disagree	27	29	29	22	29
Strongly disagree	6	4	14	9	0
Provides effective confidential support and referral services for students needing help					
Strongly agree	26	26	14	23	43
Agree	63	64	86	59	43
Disagree	9	8	0	14	14
Strongly disagree	2	2	0	5	0

Question 114, 122, 123: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

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

Table B4.1

__Substance Use Prevention - Continued__

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	8	4	14	13	14
Some	44	34	43	65	57
Not much	39	47	43	22	29
Not at all	9	15	0	0	0
Provides tobacco use prevention instruction					
A lot	8	4	14	13	14
Some	42	30	29	70	57
Not much	41	51	57	17	29
Not at all	9	15	0	0	0
Has sufficient resources to address substance use prevention needs					
Strongly agree	18	20	14	4	57
Agree	61	63	71	70	14
Disagree	17	14	14	22	29
Strongly disagree	3	4	0	4	0

Question 117, 133, 134: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction... tobacco use 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 %
Provides healthy food choices for students					
Strongly agree	18	27	0	9	0
Agree	58	56	57	74	29
Disagree	15	12	29	4	57
Strongly disagree	9	6	14	13	14
Provides adequate health services for students					
Strongly agree	17	16	29	22	0
Agree	61	65	57	65	29
Disagree	18	18	14	9	57
Strongly disagree	3	2	0	4	14
Provides opportunities for physical education and activity					
A lot	44	38	71	55	29
Some	48	53	29	41	57
Not much	7	8	0	5	14
Not at all	1	2	0	0	0
Provides nutritional instruction					
A lot	8	7	0	13	0
Some	54	46	67	65	71
Not much	32	41	33	13	29
Not at all	6	6	0	9	0
Provides services for students with disabilities or other special needs					
A lot	51	50	67	52	43
Some	43	48	17	39	43
Not much	6	2	17	9	14
Not at all	0	0	0	0	0

Question 124, 125, 131, 132, 138: This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school provide students... nutritional instruction... opportunities for physical education and activity... services for students with disabilities or other special needs?
Note: Cells are empty if there are less than 5 respondents.

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

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provide supports that foster youth development, resilience, social-emotional learning or asset promotion					
A lot	24	24	0	22	57
Some	57	59	33	65	29
Not much	19	17	67	13	14
Not at all	0	0	0	0	0
Provides character education					
A lot	38	41	29	22	86
Some	51	56	29	57	14
Not much	10	4	43	17	0
Not at all	1	0	0	4	0
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	25	27	14	17	43
Agree	69	69	71	74	43
Disagree	6	4	14	4	14
Strongly disagree	1	0	0	4	0
Uses restorative practices to help resolve conflicts					
Strongly agree	21	23	14	9	57
Agree	62	63	57	70	29
Disagree	15	12	29	17	14
Strongly disagree	2	2	0	4	0

Question 126, 127, 130, 136: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning or asset promotion... character education?
Note: Cells are empty if there are less than 5 respondents.

Table B6.1

Youth Development and Social-Emotional Health at School – Continued

	All %	ES %	MS %	HS %	NT %
Provides counseling or other ways to help students with their social-emotional needs					
Strongly agree	27	29	14	26	29
Agree	64	62	86	65	57
Disagree	9	10	0	9	14
Strongly disagree	0	0	0	0	0
Implements trauma-informed practices					
Strongly agree	15	16	0	9	43
Agree	62	64	50	65	43
Disagree	21	18	50	22	14
Strongly disagree	2	2	0	4	0
Provides instructional help to build social-emotional competencies					
A lot	29	28	29	22	57
Some	57	65	29	57	29
Not much	14	7	43	22	14
Not at all	0	0	0	0	0

Question 128, 129, 139: This school... provides counseling or other ways to help students with their social-emotional needs... implements trauma-informed practices. To what extent does this school provide students... instructional help to build social-emotional competencies.
Note: Cells are empty if there are less than 5 respondents.

Section C. Special Education Supports

1. Module Sample

Table C1.1

Special Education Supports Module Sample

	All	ES	MS	HS	NT[A]
Number of respondents	183	119	12	40	12

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

2. Summary of Indicators

Table C2.1

Summary of Special Education Services and Supports

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Barriers to Effective Service Delivery						
Works to reduce instructional interruptions	32	34	0	33	42	C3.1
Effectively schedules mandated activities	27	29	17	20	42	C3.2
Integration and Collaboration Special-General Education						
Integrates special education into daily operations	37	39	33	35	33	C4.1
Encourages general and special education teaming	34	35	25	28	42	C4.2
Provides sufficient time to collaborate on service delivery	13	12	8	10	42	C4.3
Views service to students with IEPs as shared responsibility	30	32	17	25	42	C4.4
Student Expectations and Supports						
Supports alternative modes of communication	24	24	17	23	42	C5.1
Provides sufficient resources for special education programs	13	13	8	15	8	C5.2
Personnel Supports						
Has positive environment for staff serving students w/IEPs	27	32	0	15	42	C6.1
Climate encourages continued service to students with IEPs	25	27	17	20	33	C6.2
Provides adequate access to technology	18	18	8	18	25	C6.3
Has good communication with district personnel	17	18	8	10	42	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	32	34	0	33	42
Agree	56	55	67	58	50
Disagree	9	8	25	8	8
Strongly disagree	2	2	8	3	0
Not applicable	0	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	27	29	17	20	42
Agree	60	62	58	52	58
Disagree	10	8	8	20	0
Strongly disagree	2	0	8	8	0
Not applicable	1	1	8	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	37	39	33	35	33
Agree	56	55	50	60	50
Disagree	7	6	17	5	8
Strongly disagree	0	0	0	0	0
Not applicable	1	0	0	0	8

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	34	35	25	28	42
Agree	44	43	58	44	42
Disagree	18	18	8	23	17
Strongly disagree	4	4	8	5	0
Not applicable	0	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	13	12	8	10	42
Agree	33	36	25	23	42
Disagree	36	37	42	35	17
Strongly disagree	19	15	25	33	0
Not applicable	0	0	0	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	30	32	17	25	42
Agree	49	50	42	45	58
Disagree	17	16	42	20	0
Strongly disagree	3	2	0	10	0
Not applicable	0	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	24	24	17	23	42
Agree	50	54	58	43	25
Disagree	13	11	25	18	8
Strongly disagree	1	0	0	3	0
Not applicable	12	11	0	15	25

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	13	13	8	15	8
Agree	56	64	25	40	58
Disagree	26	18	67	33	33
Strongly disagree	4	3	0	10	0
Not applicable	2	2	0	3	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	27	32	0	15	42
Agree	59	57	64	62	58
Disagree	10	9	18	13	0
Strongly disagree	3	1	18	8	0
Not applicable	1	1	0	3	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	25	27	17	20	33
Agree	64	65	58	63	67
Disagree	8	7	25	10	0
Strongly disagree	2	1	0	8	0
Not applicable	0	0	0	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	18	18	8	18	25
Agree	54	56	50	45	58
Disagree	20	18	33	23	8
Strongly disagree	5	3	8	13	0
Not applicable	3	3	0	3	8

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	17	18	8	10	42
Agree	56	61	50	45	42
Disagree	18	15	33	25	8
Strongly disagree	5	2	8	15	8
Not applicable	3	3	0	5	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[A]
Number of respondents	237	157	20	47	13

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

2. Summary of Indicators

Table D2.1

Summary of Indicators of Military Connected Schools

	All %	ES %	MS %	HS %	NT %	Table
Students from Military Families						
There are military students in school or staff teaches/has contact with military students	99	99	100	100	100	D3.1
Military Student Needs						
Additional educational needs†	15	10	28	23	15	D6.1
Financial difficulties†	5	5	11	4	0	D6.1
Additional emotional and psychological needs†	17	15	17	17	31	D6.1
School Supports for Military Students/Families						
Services for students whose parents are deployed‡	47	43	56	60	38	D7.2
Services for students who experience loss and trauma‡	58	61	50	52	54	D7.2
School helps provide after school activities‡	26	23	6	43	23	D7.1
Provide education on what life is like for military families‡	28	32	11	23	15	D7.1
Staff Professional Development Needs						
Work with military students who have experienced loss in the family#	38	33	47	51	50	D8.1
Work with students whose parents are deployed#	31	25	33	47	46	D8.1
Address the needs of military parents#	29	24	39	40	38	D8.1
Create a welcoming school climate for military students/families#	19	16	28	26	23	D8.1

Notes: Cells are empty if there are less than 5 respondents. †*Percent responding "Most" or "Nearly all;"* ‡*Percent responding "Usually true;"* #*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 %
Do you have students in your school who have at least one parent or guardian who is serving in the military?					
No	2	1	5	4	0
Yes	97	97	95	96	100
I am not sure	1	1	0	0	0
Do you teach or have contact with military students?					
No	1	1	0	2	0
Yes	98	98	95	98	100
I am not sure	1	1	5	0	0

Question 1, 2 (Section D): Do you have students in your school who have at least one parent or guardian 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 %
Based on your experience, how many military students...					
feel supported by their peers?					
Almost none	0	0	0	0	0
Few	1	0	0	4	0
Some	9	8	17	9	15
Most	40	39	44	45	23
Nearly all	38	41	17	28	62
Don't know/NA	12	12	22	15	0
feel supported by their teachers?					
Almost none	0	0	0	0	0
Few	1	0	0	4	0
Some	6	5	11	9	8
Most	37	38	39	36	23
Nearly all	50	52	33	43	69
Don't know/NA	6	5	17	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 %
How many military students have additional strengths due to their family circumstances?					
Almost none	2	3	0	0	0
Few	5	6	0	2	8
Some	43	45	39	40	38
Most	26	25	39	26	23
Nearly all	11	9	0	17	23
Don't know/NA	13	12	22	15	8

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 %
How many military students are proud of their parents and families' contributions to our country's security?					
Almost none	1	1	0	0	0
Few	1	1	0	2	0
Some	6	4	0	11	8
Most	32	31	33	32	31
Nearly all	50	52	50	43	54
Don't know/NA	11	10	17	13	8

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 %
Based on your experience, how many military students...					
feel that others may not appreciate their families' sacrifice for the nation?					
Almost none	24	29	22	11	23
Few	16	17	6	21	8
Some	26	21	39	36	31
Most	7	6	17	4	8
Nearly all	1	1	0	2	0
Don't know/NA	25	26	17	26	31
feel that others may discriminate against them because they are military students?					
Almost none	54	59	39	40	62
Few	21	17	28	32	15
Some	7	6	6	9	15
Most	2	1	6	2	0
Nearly all	1	1	0	2	0
Don't know/NA	16	16	22	15	8
feel isolated in the school?					
Almost none	46	53	28	32	46
Few	24	24	28	19	38
Some	12	9	17	19	8
Most	2	1	6	4	0
Nearly all	1	1	0	2	0
Don't know/NA	15	12	22	23	8

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 %
Based on your experience, how many military students...					
have additional educational needs?					
Almost none	3	4	0	2	0
Few	15	16	6	13	31
Some	51	55	44	38	46
Most	12	9	28	15	15
Nearly all	3	1	0	9	0
Don't know/NA	16	14	22	23	8
face financial difficulties?					
Almost none	4	5	0	2	8
Few	15	16	6	17	8
Some	45	46	50	36	62
Most	3	4	11	0	0
Nearly all	1	1	0	4	0
Don't know/NA	31	29	33	40	23
have additional emotional and psychological needs?					
Almost none	3	4	0	0	0
Few	12	12	0	17	23
Some	52	55	67	43	38
Most	12	12	17	11	15
Nearly all	4	3	0	6	15
Don't know/NA	16	14	17	23	8

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 %
This school...					
provides a welcoming environment to military students and their families.					
Not at all true	0	0	0	0	8
Rarely true	2	2	0	2	0
Sometimes true	8	8	17	4	8
Usually true	88	89	78	91	85
Don't know/NA	2	1	6	2	0
makes additional efforts to help involve military parents.					
Not at all true	1	2	0	0	0
Rarely true	11	9	18	13	15
Sometimes true	21	22	35	13	23
Usually true	53	54	24	62	46
Don't know/NA	15	14	24	13	15
has visual displays, rituals, activities, art work, murals, and ceremonies to honor military families.					
Not at all true	11	10	24	6	15
Rarely true	15	11	41	17	15
Sometimes true	34	40	12	26	23
Usually true	32	31	6	43	38
Don't know/NA	8	7	18	9	8

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 %
This school...					
works with community organizations to help provide educational support to military students.					
Not at all true	4	5	6	0	8
Rarely true	13	12	29	13	15
Sometimes true	27	29	12	19	38
Usually true	36	33	18	57	31
Don't know/NA	19	21	35	11	8
works with community organizations to help provide after school activities and supports to military students.					
Not at all true	11	11	22	2	15
Rarely true	15	17	6	15	15
Sometimes true	26	27	33	21	23
Usually true	26	23	6	43	23
Don't know/NA	23	22	33	19	23
educates staff and students on what life is like for military families.					
Not at all true	9	6	11	15	15
Rarely true	23	22	44	19	31
Sometimes true	27	28	22	28	23
Usually true	28	32	11	23	15
Don't know/NA	12	11	11	15	15

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 %
This school...					
assists military students in transitions from school to school.					
Not at all true	4	5	0	0	8
Rarely true	9	9	0	13	8
Sometimes true	26	24	50	17	38
Usually true	42	43	17	51	31
Don't know/NA	20	19	33	19	15
works with military liaisons to take advantage of additional military educational resources.					
Not at all true	3	4	0	2	0
Rarely true	10	10	11	6	31
Sometimes true	24	25	28	17	31
Usually true	41	38	28	64	15
Don't know/NA	22	24	33	11	23

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 %
This school...					
has additional services for students whose parents are deployed.					
Not at all true	4	5	6	0	8
Rarely true	9	9	6	4	23
Sometimes true	26	27	28	28	8
Usually true	47	43	56	60	38
Don't know/NA	14	17	6	9	23
has additional services for students who experience loss and trauma.					
Not at all true	1	2	0	0	0
Rarely true	8	5	17	9	23
Sometimes true	22	22	22	24	15
Usually true	58	61	50	52	54
Don't know/NA	11	10	11	15	8

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 %
School needs more support staff to work with military families and students.					
Not at all true	8	8	11	9	0
Rarely true	13	13	22	11	15
Sometimes true	29	30	17	28	46
Usually true	24	24	17	28	23
Don't know/NA	25	25	33	26	15

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 %
I need professional development in order to...					
understand military culture.					
Not a need	47	51	39	36	46
A little need	28	29	28	28	15
A need	20	16	22	30	38
A major need	3	3	0	4	0
Don't know/NA	2	1	11	2	0
understand the effects of parental deployment cycles.					
Not a need	40	45	18	32	46
A little need	31	34	35	28	15
A need	23	18	29	32	38
A major need	4	3	6	6	0
Don't know/NA	2	1	12	2	0
learn how to work with military students who have experienced loss or other trauma in the family.					
Not a need	30	32	24	19	50
A little need	29	33	18	28	0
A need	31	27	41	40	25
A major need	7	5	6	11	25
Don't know/NA	3	2	12	2	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 %
I need professional development in order to...					
learn how to work with students whose parents are currently deployed.					
Not a need	34	38	22	26	38
A little need	33	36	33	26	15
A need	26	20	28	38	46
A major need	6	5	6	9	0
Don't know/NA	2	1	11	2	0
learn how to address the needs and circumstances of military parents.					
Not a need	35	38	28	26	38
A little need	34	38	17	32	23
A need	26	20	39	36	38
A major need	3	4	0	4	0
Don't know/NA	2	1	17	2	0
learn how to create a school climate that is welcoming to military students and families.					
Not a need	53	58	33	40	62
A little need	26	25	28	28	15
A need	17	14	28	19	23
A major need	3	2	0	6	0
Don't know/NA	2	0	11	6	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 %
I need professional development in order to...					
learn about community organizations that provide supports for military students and families.					
Not a need	33	35	22	30	38
A little need	30	31	22	30	23
A need	28	27	33	28	38
A major need	5	5	11	6	0
Don't know/NA	3	2	11	6	0
learn how to help parents deal with additional responsibilities during deployment.					
Not a need	32	32	39	26	46
A little need	32	36	22	28	15
A need	27	27	11	30	38
A major need	4	3	11	7	0
Don't know/NA	5	3	17	9	0
learn about the resources available to support military students and families.					
Not a need	28	29	22	23	38
A little need	32	34	22	30	23
A need	29	28	33	32	31
A major need	6	6	11	6	8
Don't know/NA	5	3	11	9	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
2018-19 CSSS Staff Survey Data Status

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

Notes: Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list.

2018-19 CSSS Staff Survey Data Status

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

Notes: Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list.

2018-19 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Travis Independent Study	
Vanden High	X

Notes: Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list.

2018-19 CSSS Staff Survey Data Status

Eligible Non-Traditional Schools[A]	Data Received
Travis Community Day	X
Travis Education Center	X

Notes: Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list. [A]*Non-traditional schools include continuation, community day, and other alternative school types.*