

# CALIFORNIA SCHOOL STAFF SURVEY



## Travis Unified 2019-2020 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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Recommended citation:

Travis Unified School District. *California School Staff Survey, 2019-2020: Main Report*. San Francisco: WestEd Health and Justice Program for the California Department of Education.

Date prepared: 26 Nov 2019  
CDS code: 48705650000000

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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 2019-20 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](http://calschls.org)), including *Helpful Resources for Local Control and Accountability Plans* ([calschls.org/docs/lcap\\_cal\\_schls.pdf](http://calschls.org/docs/lcap_cal_schls.pdf)). The California Safe and Supportive Schools website ([californiaS3.wested.org](http://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 CSSS survey questions were selected with the assistance of an advisory committee to assess the key variables that research and theory indicated as most associated with successful learning and teaching, particularly in regard to school climate. Like most school climate surveys, it focuses on individual behaviors, patterns of communication and interactions, and professional and student supports.

### Core Section (Section A)

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

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

- The level of **problems the school experiences** that are related to 14 student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development needs**.

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

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

### **Student Supports Questions (Section B)**

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

### **Supplemental Modules**

In addition, 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**

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](https://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](http://CalSCHLS.org) contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS and CSSS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level ([calschls.org/resources/factsheets/](http://calschls.org/resources/factsheets/)).
- *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](http://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](http://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](http://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](http://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](http://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](http://calschls.org/about).
- CDE's **California Safe and Supportive Schools** website ([CaliforniaS3.wested.org](http://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](http://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 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](mailto:CalSCHLS@wested.org).

## **Compare Results with Other Data**

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

- **Student and Parent Surveys.** If your school district has administered the CalSCHLS parent surveys, obtain these results and your student results and compare them to those provided by staff. It is important to determine how consistent are the perceptions and experiences of students, staff, and parents. To facilitate these comparisons, the CalSCHLS Item Crosswalk ([calschls.org/resources/#resources\\_and\\_tools](https://calschls.org/resources/#resources_and_tools)) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer the companion parent surveys, urge them to do so next time.
- **Other Data.** Examine how the results compare with other data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.
- **Statewide Results.** The latest aggregated data from all CSSS administrations over a two-year period can be downloaded from the website ([calschls.org/reports-data/#aggregated\\_calschls\\_reports](https://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/](https://calschls.org/reports-data/search-lea-reports/)). A comparison to statewide and district results can provide some context to your results, but the most important consideration is what your own staff results say about your schools and your staff's experiences and needs.

## **Request School Reports**

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

## **Data Workshop**

To assist in your review of the survey results, you can request your CalSCHLS 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 Regional Center (888.841.7536) or email [calschls@wested.org](mailto:calschls@wested.org).

## **Request Additional Reports and Data**

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available 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](https://calschls.org/reports-data)). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

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

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

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



## Exhibit 1

### Major School-Related Domains and Constructs Assessed by CalSCHLS Surveys

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

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

## **ACKNOWLEDGMENTS**

The CSSS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. Special recognition to Cindy Zheng, at WestEd, who oversees the generation of CalSCHLS reports and data quality.

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# Survey Module Administration

**Table 1**

***CSSS Survey Modules Administered***

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

# Section A. Core Module

## 1. Survey Sample

**Table A1.1**

***Core Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	246	158	33	41	14

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

## 2. Summary of Key Survey Indicators

**Table A2.1**

***Key Indicators of School Climate and Student Well-Being***

	All %	ES %	MS %	HS %	NT %	Table
<b>School Supports for Students</b>						
Caring adult relationships <sup>†</sup>	47	47	44	44	72	A5.1
High expectations-adults in school <sup>†</sup>	52	52	45	49	77	A5.1
Opportunities for meaningful student participation <sup>†</sup>	33	32	22	34	62	A5.1
Promotion of parent involvement <sup>†</sup>	36	38	16	34	57	A5.1
Student learning environment <sup>†</sup>	41	42	24	42	65	A4.1
Facilities upkeep <sup>†</sup>	24	25	7	23	54	A4.1
Social emotional supports at school <sup>†</sup>	32	34	14	32	56	A6.1
Provides adequate counseling and support services <sup>†</sup>	30	26	20	44	62	A8.2
Anti-bullying climate <sup>†</sup>	32	33	25	29	46	A6.1
<b>School Supports for Staff</b>						
Staff working environment <sup>†</sup>	32	33	18	28	63	A4.1
Staff collegiality <sup>†</sup>	36	40	19	27	64	A4.1
<b>School Safety</b>						
Is a safe place for staff <sup>†</sup>	34	32	20	38	77	A4.1
Is a safe place for students <sup>†</sup>	34	32	20	41	69	A4.1
Has sufficient resources to create a safe campus <sup>†</sup>	22	25	33	7	20	B3.1
<b>Fairness, Rule Clarity, and Respect for Diversity</b>						
Fairness and rule clarity <sup>†</sup>	35	36	25	36	47	A6.1
Respect for diversity <sup>†</sup>	35	36	20	35	51	A6.1
<b>Student Behavior</b>						
Student readiness to learn <sup>†</sup>	12	13	1	18	4	A6.1
Cutting classes or being truant moderate/severe problem	7	3	0	25	23	A6.13
Harassment/bullying moderate/severe problem	22	15	38	42	8	A7.2
<b>Substance Use and Mental Health</b>						
Alcohol and drug use moderate/severe problem	11	0	3	36	77	A7.8
Tobacco use moderate/severe problem	8	0	0	31	54	A7.9
Vaping/e-cigarette use moderate/severe problem	14	0	7	53	77	A7.10
Student depression moderate/severe problem	39	30	38	65	69	A7.1

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

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

### 3. Demographics

**Table A3.1**

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

	All %	ES %	MS %	HS %	NT %
Teacher in grade 4 or below	32	49	0	0	7
Teacher in grade 5 or above	28	16	61	41	43
Special education teacher	10	10	12	7	7
Administrator	5	4	3	5	7
Prevention staff, nurse, or health aide	0	0	0	0	0
Counselor, psychologist	4	0	3	15	14
Police, resource officer, or safety personnel	1	0	0	5	0
Paraprofessional, teacher assistant, or instructional aide	5	5	9	0	14
Other certificated staff	6	6	0	12	0
Other classified staff	10	10	6	15	7
Other service provider	5	5	6	2	7

*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	6	16	20	14
Special education	74	71	88	75	79
English language learners	57	55	53	65	57
None of the above	15	15	13	20	14

*Question A.2: Do you provide services to the following types of students? (Mark All That Apply.)*

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

**Table A3.3*****Length of Employment at School***

	All %	ES %	MS %	HS %	NT %
Less than one year	13	14	9	20	0
1 to 2 years	11	10	6	17	21
3 to 5 years	26	32	12	12	29
6 to 10 years	14	14	21	12	7
Over 10 years	35	30	52	39	43

*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 one year	7	9	3	5	0
1 to 2 years	7	6	3	12	14
3 to 5 years	18	19	9	20	21
6 to 10 years	12	13	9	12	7
Over 10 years	56	53	76	51	57

*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)	5	3	3	5	29
American Indian or Alaska Native	0	1	0	0	0
Asian or Pacific Islander	6	8	9	0	0
White (not Hispanic)	68	70	75	68	29
Hispanic or Latino/a	10	10	6	13	14
Other or Multi-ethnic	11	10	6	15	29

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

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

**Table A3.6*****Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services***

	All %	ES %	MS %	HS %	NT %
Yes	40	40	20	42	77
No	60	60	80	58	23

*Question A.114: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?*

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



## 4. School Supports for Students and Staff

**Table A4.1**

*Summary of Indicators for Positive Learning and Working Environment*

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
<b>School Supports for Students</b>						
Student learning environment <sup>†</sup>	41	42	24	42	65	A4.2
Is a supportive and inviting place for students to learn	44	43	27	51	77	A4.2
Sets high standards for academic performance for all	41	45	20	41	38	A4.2
Emphasizes teaching lessons in ways relevant to students	33	38	17	21	62	A4.2
Facilities upkeep	24	25	7	23	54	A4.13
<b>School Supports for Staff</b>						
Staff working environment <sup>†</sup>	32	33	18	28	63	A4.4
Is a supportive and inviting place for staff to work	38	40	27	33	62	A4.4
Promotes trust and collegiality among staff	34	37	20	23	62	A4.4
Promotes participation in school decision making	27	29	7	26	54	A4.4
Provides adequate employment benefits	10	9	7	8	31	A4.9
Provides resources and training to do job effectively	27	28	17	18	62	A4.4
Provides resources and training to work with special education students	16	16	10	10	54	A4.11
Uses objective data for school improvement decisions	37	41	13	29	77	A4.6
Staff collegiality <sup>†</sup>	36	40	19	27	64	A4.5
Have close professional relationships with one another	32	36	20	15	62	A4.5
Feel a responsibility to improve the school	36	39	13	33	69	A4.5
<b>School Safety</b>						
Is a safe place for staff	34	32	20	38	77	A4.4
Is a safe place for students	34	32	20	41	69	A4.2

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

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

## Student Learning Environment

**Table A4.2**

***Student Learning Environment Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Student learning environment</b>					
<i>Average reporting “Strongly agree”</i>	41	42	24	42	65
<b><i>This school... is a supportive and inviting place for students to learn.</i></b>					
Strongly agree	44	43	27	51	77
Agree	54	55	67	49	23
Disagree	1	1	7	0	0
Strongly disagree	0	1	0	0	0
<b><i>sets high standards for academic performance for all students.</i></b>					
Strongly agree	41	45	20	41	38
Agree	52	51	63	49	54
Disagree	6	5	10	10	8
Strongly disagree	1	0	7	0	0
<b><i>promotes academic success for all students.</i></b>					
Strongly agree	44	45	23	46	69
Agree	51	50	67	46	31
Disagree	4	3	7	8	0
Strongly disagree	1	1	3	0	0
<b><i>emphasizes helping students academically when they need it.</i></b>					
Strongly agree	45	47	27	46	69
Agree	47	46	63	46	31
Disagree	7	7	7	8	0
Strongly disagree	0	0	3	0	0

*Question A.6-9: This school... is a supportive and inviting place for students to learn.... sets high standards for academic performance for all students... promotes academic success for all students... emphasizes helping students academically when they need it.*

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

**Table A4.2*****Student Learning Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>This school emphasizes teaching lessons in ways relevant to students.</b>					
Strongly agree	33	38	17	21	62
Agree	60	60	70	62	38
Disagree	6	3	13	15	0
Strongly disagree	0	0	0	3	0
<b>This school is a safe place for students.</b>					
Strongly agree	34	32	20	41	69
Agree	54	54	70	49	31
Disagree	11	14	7	8	0
Strongly disagree	1	1	3	3	0
<b>This school motivates students to learn.</b>					
Strongly agree	39	38	17	45	69
Agree	57	58	79	45	31
Disagree	4	3	3	11	0
Strongly disagree	0	0	0	0	0
<b>Teachers go out of their way to help students.</b>					
Strongly agree	47	47	41	45	69
Agree	50	51	55	50	31
Disagree	2	1	3	3	0
Strongly disagree	0	0	0	3	0

*Question A.11, 29, 43, 74: This school emphasizes teaching lessons in ways relevant to students... This school is a safe place for students... This school motivates students to learn... Teachers go out of their way to help students.*

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

**Table A4.3*****Disruptive Student Behavior is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	4	3	3	6	8
Mild problem	34	27	45	46	62
Moderate problem	45	48	38	46	31
Severe problem	17	22	14	3	0

*Question A.95: How much of a problem at this school is disruptive student behavior?*

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

## Staff Working Environment

**Table A4.4**

***Staff Working Environment Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Staff working environment</b>					
<i>Average reporting “Strongly agree”</i>	32	33	18	28	63
<b><i>This school... is a supportive and inviting place for staff to work.</i></b>					
Strongly agree	38	40	27	33	62
Agree	50	51	47	51	38
Disagree	9	7	23	10	0
Strongly disagree	3	3	3	5	0
<b><i>promotes trust and collegiality among staff.</i></b>					
Strongly agree	34	37	20	23	62
Agree	50	49	60	54	38
Disagree	13	12	17	18	0
Strongly disagree	3	3	3	5	0
<b><i>provides the materials, resources, and training needed to do your job effectively.</i></b>					
Strongly agree	27	28	17	18	62
Agree	45	48	43	38	23
Disagree	20	19	27	26	8
Strongly disagree	8	5	13	18	8
<b><i>is a safe place for staff.</i></b>					
Strongly agree	34	32	20	38	77
Agree	52	51	73	51	23
Disagree	12	15	3	8	0
Strongly disagree	2	2	3	3	0

*Question A.12-14, 30: This school... is a supportive and inviting place for staff to work... promotes trust and collegiality among staff... provides the materials, resources, and training (professional development) needed to do your job effectively... is a safe place for staff.*

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

**Table A4.4*****Staff Working Environment Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>This school promotes personnel participation in decision-making that affects school practices and policies.</b>					
Strongly agree	27	29	7	26	54
Agree	60	60	63	61	46
Disagree	11	9	23	13	0
Strongly disagree	2	1	7	0	0

*Question A.42: 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 A4.5**  
**Staff Collegiality Scale Questions**

	All %	ES %	MS %	HS %	NT %
<b>Staff collegiality</b>					
<i>Average reporting “Strongly agree”</i>	36	40	19	27	64
<b><i>In this school, adults...</i></b>					
<b>have close professional relationships with one another.</b>					
Strongly agree	32	36	20	15	62
Agree	50	45	60	62	38
Disagree	17	16	20	23	0
Strongly disagree	1	2	0	0	0
<b>support and treat each other with respect.</b>					
Strongly agree	41	45	23	33	62
Agree	47	44	63	46	38
Disagree	11	9	13	21	0
Strongly disagree	2	3	0	0	0
<b>feel a responsibility to improve this school.</b>					
Strongly agree	36	39	13	33	69
Agree	56	55	77	51	31
Disagree	7	5	7	15	0
Strongly disagree	1	1	3	0	0

*Question A.39-41: In this school, adults... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.*

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

**Table A4.6*****School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	41	13	29	77
Agree	56	56	60	63	23
Disagree	6	2	23	8	0
Strongly disagree	1	1	3	0	0

*Question A.46: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.*

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

**Table A4.7*****Lack of Respect of Staff by Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	30	31	31	24	38
Mild problem	41	41	28	51	38
Moderate problem	24	21	38	24	23
Severe problem	5	8	3	0	0

*Question A.98: 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.*



## General Staff Supports

**Table A4.8**

***Works to Minimize Paper Work***

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	20	7	24	31
Agree	47	47	53	39	54
Disagree	29	29	33	32	15
Strongly disagree	5	5	7	5	0

*Question A.47: This school takes steps to minimize paper work.*

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

**Table A4.9**

***Provides Adequate Benefits***

	All %	ES %	MS %	HS %	NT %
Strongly agree	10	9	7	8	31
Agree	44	42	33	55	54
Disagree	35	40	37	26	8
Strongly disagree	11	9	23	11	8

*Question A.48: 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.*

**Table A4.10**

***Provides Relevant Paraprofessional Training***

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	14	3	14	31
Agree	61	61	57	64	62
Disagree	21	22	33	8	8
Strongly disagree	5	3	7	14	0

*Question A.49: This school provides relevant training for paraprofessionals.*

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

## Special Education Supports

**Table A4.11**

***Provides Resources and Training Needed to Work with Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	16	10	10	54
Agree	50	49	48	62	31
Disagree	27	28	31	26	15
Strongly disagree	6	7	10	3	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 A4.12**

***Provides Complete State Adopted Instructional Materials for Students with IEPs***

	All %	ES %	MS %	HS %	NT %
Strongly agree	21	24	3	23	23
Agree	62	61	59	63	77
Disagree	12	12	28	6	0
Strongly disagree	5	3	10	9	0

*Question A.50: This school provides complete state adopted instructional materials for students with IEPs.*

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

## Facilities Upkeep

**Table A4.13**

***Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	25	7	23	54
Agree	41	43	17	49	46
Disagree	25	27	33	18	0
Strongly disagree	10	5	43	10	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.*

## 5. Student Developmental Supports and Opportunities

**Table A5.1**

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

	Percent Responding “Strongly Agree”					Table
	All %	ES %	MS %	HS %	NT %	
<b>Caring Adult Relationships<sup>†</sup></b>	47	47	44	44	72	A5.2
Adults really care about every student	48	48	43	44	69	A5.2
Adults acknowledge and pay attention to students	50	49	47	49	77	A5.2
Adults listen to what students have to say	44	43	43	43	69	A5.2
<b>High Expectations-Adults in School<sup>†</sup></b>	52	52	45	49	77	A5.3
Adults want every student to do their best	58	56	53	59	77	A5.3
Adults believe every student can be a success	47	48	37	39	77	A5.3
<b>Opportunities for Meaningful Student Participation<sup>†</sup></b>	33	32	22	34	62	A5.4
Opportunities to decide things	24	26	3	23	62	A5.4
Equal opportunity for classroom participation	44	46	31	33	85	A5.4
Equal opportunity to participate in extracurricular activities	31	28	27	38	54	A5.4
Opportunities to “make a difference”	32	29	27	41	46	A5.4
<b>Promotion of Parent Involvement<sup>†</sup></b>	36	38	16	34	57	A5.5
School is welcoming to and facilitates parent involvement	40	43	13	38	62	A5.5
Encourages parents to be active partners in schooling	37	41	13	30	62	A5.5
School communicates about student learning expectation	33	34	25	33	38	A5.5
Parents feel welcome to participate at this school	30	33	7	31	54	A5.5
<b>Career Pathways</b>						
Students provided with career pathway information	15	14	3	21	42	A5.6

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

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

## Caring Relationships

**Table A5.2**

***Caring Relationships Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Caring relationships</b>					
<i>Average reporting “Strongly agree”</i>	47	47	44	44	72
<b><i>In this school, adults... really care about every student.</i></b>					
Strongly agree	48	48	43	44	69
Agree	48	48	53	51	31
Disagree	3	3	3	5	0
Strongly disagree	0	1	0	0	0
<b><i>acknowledge and pay attention to students.</i></b>					
Strongly agree	50	49	47	49	77
Agree	46	49	47	44	23
Disagree	3	2	7	8	0
Strongly disagree	0	0	0	0	0
<b><i>listen to what students have to say.</i></b>					
Strongly agree	44	43	43	43	69
Agree	51	53	47	51	31
Disagree	5	4	10	5	0
Strongly disagree	0	0	0	0	0

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

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

## High Expectations

**Table A5.3**

***High Expectations Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>High expectations-adults in school</b>					
<i>Average reporting “Strongly agree”</i>	52	52	45	49	77
<b><i>In this school, adults...</i></b>					
<b>want every student to do their best.</b>					
Strongly agree	58	56	53	59	77
Agree	41	43	43	36	23
Disagree	2	1	3	5	0
Strongly disagree	0	0	0	0	0
<b>believe that every student can be a success.</b>					
Strongly agree	47	48	37	39	77
Agree	48	49	53	50	23
Disagree	5	3	10	11	0
Strongly disagree	0	0	0	0	0

*Question A.35, 37: In this school, adults... want every student to do their best... believe that every student can be a success.*

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

## Opportunities for Meaningful Participation

**Table A5.4**

***Opportunities for Meaningful Student Participation Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Opportunities for meaningful student participation</b>					
<i>Average reporting “Strongly agree”</i>	33	32	22	34	62
<b><i>This school...</i></b>					
<b>encourages opportunities for students to decide things like class activities or rules.</b>					
Strongly agree	24	26	3	23	62
Agree	58	61	63	54	31
Disagree	17	13	30	23	8
Strongly disagree	0	0	3	0	0
<b>gives all students equal opportunity to participate in classroom discussions or activities.</b>					
Strongly agree	44	46	31	33	85
Agree	52	52	59	62	15
Disagree	3	1	10	5	0
Strongly disagree	0	1	0	0	0
<b>gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.</b>					
Strongly agree	31	28	27	38	54
Agree	51	48	60	56	46
Disagree	16	21	13	5	0
Strongly disagree	2	3	0	0	0
<b>gives students opportunities to “make a difference” by helping other people, the school, or the community.</b>					
Strongly agree	32	29	27	41	46
Agree	52	50	63	51	46
Disagree	16	21	10	8	8
Strongly disagree	0	1	0	0	0

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

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

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

## Promotion of Parent Involvement

**Table A5.5**

***Promotion of Parent Involvement Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Promotion of parent involvement</b>					
<i>Average reporting “Strongly agree”</i>	36	38	16	34	57
<b>This school is welcoming to and facilitates parent involvement.</b>					
Strongly agree	40	43	13	38	62
Agree	55	55	63	54	38
Disagree	6	2	23	8	0
Strongly disagree	0	0	0	0	0
<b>This school encourages parents to be active partners in educating their child.</b>					
Strongly agree	37	41	13	30	62
Agree	56	55	70	54	38
Disagree	7	4	13	16	0
Strongly disagree	0	0	3	0	0
<b>Teachers at this school communicate with parents about what their children are expected to learn in class.</b>					
Strongly agree	33	34	25	33	38
Agree	63	64	75	53	54
Disagree	4	2	0	14	8
Strongly disagree	0	0	0	0	0
<b>Parents feel welcome to participate at this school.</b>					
Strongly agree	30	33	7	31	54
Agree	65	66	72	61	46
Disagree	5	1	21	8	0
Strongly disagree	0	0	0	0	0

*Question A.31, 45, 86, 87: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.*

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

**Table A5.5*****Promotion of Parent Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>School staff take parents' concerns seriously.</b>					
Strongly agree	40	41	21	37	69
Agree	58	56	75	58	31
Disagree	3	2	4	5	0
Strongly disagree	0	0	0	0	0

*Question A.88: School staff take parents' concerns seriously.*

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

## Career Pathways

**Table A5.6*****Provides Students With Information or Experiences to Learn About Careers***

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	14	3	21	42
Agree	53	52	53	53	58
Disagree	27	32	23	18	0
Strongly disagree	5	1	20	8	0

*Question A.51: 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”					Table
	All %	ES %	MS %	HS %	NT %	
<b>Learning Supports</b>						
Social emotional supports at school <sup>†</sup>	32	34	14	32	56	A6.2
Student readiness to learn <sup>†</sup>	12	13	1	18	4	A6.3
Instructional equity <sup>†</sup>	34	34	20	40	45	A6.6
Anti-bullying climate <sup>†</sup>	32	33	25	29	46	A6.12
<b>Fairness, Rule Clarity, and Respect for Diversity</b>						
Fairness and rule clarity <sup>†</sup>	35	36	25	36	47	A6.4
Respect for diversity <sup>†</sup>	35	36	20	35	51	A6.5
Tension between different cultural/racial/ethnic groups	7	6	7	8	8	A6.9
<b>Positive Peer Relations</b>						
Student peer relationships <sup>†</sup>	21	24	8	26	4	A6.11

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

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

## Supports for Learning and Student Academic Engagement

**Table A6.2**

***Social Emotional Supports Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Social emotional supports at school</b>					
<i>Average reporting "Strongly agree"</i>	32	34	14	32	56
<b>This school encourages students to feel responsible for how they act.</b>					
Strongly agree	33	36	20	32	23
Agree	57	55	67	57	69
Disagree	7	7	7	8	8
Strongly disagree	3	2	7	3	0
<b>Students are often given rewards for being good.</b>					
Strongly agree	31	34	13	22	62
Agree	60	59	73	59	38
Disagree	9	7	13	19	0
Strongly disagree	0	0	0	0	0
<b>This school encourages students to understand how others think and feel.</b>					
Strongly agree	29	34	3	24	54
Agree	64	65	72	57	46
Disagree	7	1	21	19	0
Strongly disagree	0	0	3	0	0
<b>Students are taught that they can control their own behavior.</b>					
Strongly agree	33	32	21	38	69
Agree	59	64	59	51	31
Disagree	6	3	17	11	0
Strongly disagree	1	1	3	0	0

*Question A.68-71: 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 A6.2*****Social Emotional Supports Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>This school helps students resolve conflicts with one another.</b>					
Strongly agree	32	32	10	38	69
Agree	60	64	69	46	31
Disagree	8	3	21	16	0
Strongly disagree	0	1	0	0	0
<b>This school encourages students to care about how others feel.</b>					
Strongly agree	34	35	14	35	62
Agree	60	62	69	51	38
Disagree	6	3	17	14	0
Strongly disagree	0	0	0	0	0

*Question A.72, 73: 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 A6.3**  
**Student Readiness to Learn Scale Questions**

	All %	ES %	MS %	HS %	NT %
<b>Student readiness to learn</b>					
<i>Average reporting “Strongly agree”</i>	12	13	1	18	4
<b>Students are healthy and physically fit.</b>					
Strongly agree	12	13	0	18	0
Agree	70	72	80	63	46
Disagree	18	15	20	18	46
Strongly disagree	0	0	0	0	8
<b>Students arrive at school alert and rested.</b>					
Strongly agree	9	11	3	8	0
Agree	60	64	63	58	15
Disagree	29	24	33	29	77
Strongly disagree	2	1	0	5	8
<b>Students are motivated to learn.</b>					
Strongly agree	12	14	0	14	8
Agree	70	70	70	70	69
Disagree	17	15	27	16	23
Strongly disagree	1	1	3	0	0
<b>Students in this school are well-behaved.</b>					
Strongly agree	14	14	0	30	8
Agree	65	60	86	68	69
Disagree	20	25	14	3	23
Strongly disagree	1	1	0	0	0

*Question A.61-63, 77: Students are healthy and physically fit... Students arrive at school alert and rested... Students are motivated to learn... Students in this school are well-behaved.*

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

## Fairness, Rule Clarity, and Respect for Diversity

**Table A6.4**

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

	All %	ES %	MS %	HS %	NT %
<b>Fairness and rule clarity</b>					
<i>Average reporting “Strongly agree”</i>	35	36	25	36	47
<b>This school clearly communicates to students the consequences of breaking school rules.</b>					
Strongly agree	33	34	17	38	46
Agree	47	45	70	36	54
Disagree	14	15	7	21	0
Strongly disagree	6	7	7	5	0
<b>This school handles discipline problems fairly.</b>					
Strongly agree	28	28	13	36	38
Agree	53	53	70	36	62
Disagree	14	13	13	21	0
Strongly disagree	5	5	3	8	0
<b>Adults at this school treat all students with respect.</b>					
Strongly agree	43	43	39	38	62
Agree	51	52	54	49	38
Disagree	6	6	4	11	0
Strongly disagree	1	0	4	3	0
<b>The school rules are fair.</b>					
Strongly agree	46	50	31	35	62
Agree	50	48	62	57	38
Disagree	4	2	7	8	0
Strongly disagree	0	0	0	0	0

*Question A.27, 28, 75, 76: This school clearly communicates to students the consequences of breaking school rules... This school handles discipline problems fairly... 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**  
***Fairness and Rule Clarity Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Rules in this school are made clear to students.</b>					
Strongly agree	32	32	24	34	38
Agree	60	62	62	53	62
Disagree	7	6	14	11	0
Strongly disagree	1	1	0	3	0
<b>This school clearly informs students what will happen if they break school rules.</b>					
Strongly agree	27	23	31	36	31
Agree	55	56	52	50	69
Disagree	14	17	14	11	0
Strongly disagree	4	5	3	3	0
<b>Students know what the rules are.</b>					
Strongly agree	33	37	24	24	46
Agree	62	61	62	65	54
Disagree	4	2	10	8	0
Strongly disagree	1	0	3	3	0
<b>This school makes it clear how students are expected to act.</b>					
Strongly agree	39	40	24	39	54
Agree	55	56	66	47	46
Disagree	5	4	7	8	0
Strongly disagree	1	0	3	5	0

*Question A.82-85: Rules in this school are made clear to students... This school clearly informs students what will happen if they break school rules... 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.*

**Table A6.5*****Respect for Diversity Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Respect for diversity</b>					
<i>Average reporting “Strongly agree”</i>	35	36	20	35	51
<b>Students in this school respect each other’s differences.</b>					
Strongly agree	24	24	13	27	38
Agree	67	68	73	62	54
Disagree	8	7	13	11	8
Strongly disagree	0	1	0	0	0
<b>Adults in this school respect differences in students.</b>					
Strongly agree	40	42	23	37	69
Agree	57	56	70	58	31
Disagree	3	2	7	5	0
Strongly disagree	0	0	0	0	0
<b>Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.</b>					
Strongly agree	39	41	24	42	46
Agree	57	57	69	47	46
Disagree	4	2	7	11	8
Strongly disagree	0	0	0	0	0

*Question A.58-60: 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.*

## Instructional Equity

**Table A6.6**

***Instructional Equity Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Instructional equity</b>					
<i>Average reporting “Strongly agree”</i>	34	34	20	40	45
<b><i>This school...</i></b>					
<b>encourages students to enroll in rigorous courses, regardless of their race, ethnicity, or nationality.</b>					
Strongly agree	23	22	7	41	25
Agree	53	53	67	49	25
Disagree	21	22	20	10	42
Strongly disagree	4	3	7	0	8
<b>emphasizes using instructional materials that reflect the culture or ethnicity of its students.</b>					
Strongly agree	18	17	10	21	46
Agree	57	61	53	47	38
Disagree	23	20	33	32	8
Strongly disagree	2	1	3	0	8
<b>has staff examine their own cultural biases through professional development or other processes.</b>					
Strongly agree	28	26	13	44	38
Agree	51	55	50	33	54
Disagree	20	18	33	21	8
Strongly disagree	1	1	3	3	0
<b>considers closing the racial/ethnic achievement gap a high priority.</b>					
Strongly agree	26	26	10	36	23
Agree	51	51	50	49	62
Disagree	22	22	33	13	15
Strongly disagree	2	1	7	3	0

*Question A.20-23: This school... encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority.*

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



**Table A6.6**

***Instructional Equity Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>has high expectations for all students, regardless of their race, ethnicity, or nationality.</b>					
Strongly agree	52	54	34	56	62
Agree	42	42	55	33	38
Disagree	5	3	10	10	0
Strongly disagree	0	1	0	0	0
<b>fosters an appreciation of student diversity and respect for each other.</b>					
Strongly agree	46	48	33	45	62
Agree	47	48	50	42	38
Disagree	6	3	13	13	0
Strongly disagree	1	1	3	0	0
<b>emphasizes showing respect for all students' cultural beliefs and practices.</b>					
Strongly agree	42	42	37	41	62
Agree	50	52	50	46	38
Disagree	8	6	13	13	0
Strongly disagree	0	0	0	0	0

*Question A.24-26: This school... has high expectations for all students, regardless of their race, ethnicity, or nationality... fosters an appreciation of student diversity and respect for each other... emphasizes showing respect for all students' cultural beliefs and practices.*

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

**Table A6.7*****Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	43	40	34	62
Agree	46	47	47	45	38
Disagree	9	8	10	18	0
Strongly disagree	2	1	3	3	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 A6.8*****Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	22	3	26	62
Agree	54	58	48	50	23
Disagree	22	20	45	21	8
Strongly disagree	2	1	3	3	8

*Question A.44: This school provides the supports needed for teaching culturally and linguistically diverse students.*

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

**Table A6.9*****Cultural/Racial/Ethnic Tension***

	All %	ES %	MS %	HS %	NT %
<b>There is a lot of tension between people of different cultures, races, or ethnicities.</b>					
Strongly agree	7	6	7	8	8
Agree	13	11	3	31	8
Disagree	48	46	73	44	31
Strongly disagree	32	37	17	17	54

*Question A.57: There is a lot of tension in this school between people of different cultures, races, or ethnicities.*

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

**Table A6.10*****Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	75	85	59	42	92
Mild problem	19	13	34	36	8
Moderate problem	6	2	7	22	0
Severe problem	0	0	0	0	0

*Question A.96: 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.*

## Student Peer Relationships

**Table A6.11**

***Student Peer Relationships Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Student peer relationships</b>					
<i>Average reporting “Strongly agree”</i>	21	24	8	26	4
<b>Students enjoy spending time together during school activities.</b>					
Strongly agree	28	32	17	29	8
Agree	69	66	77	66	85
Disagree	3	1	7	5	8
Strongly disagree	0	0	0	0	0
<b>Students care about one another.</b>					
Strongly agree	23	26	7	33	8
Agree	73	72	80	67	92
Disagree	4	3	13	0	0
Strongly disagree	0	0	0	0	0
<b>Students treat each other with respect.</b>					
Strongly agree	16	19	0	22	0
Agree	75	72	90	64	100
Disagree	9	9	10	14	0
Strongly disagree	0	0	0	0	0
<b>Student get along well with one another.</b>					
Strongly agree	17	20	7	19	0
Agree	79	76	87	81	100
Disagree	4	4	7	0	0
Strongly disagree	0	0	0	0	0

*Question A.64-67: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Student get along well with one another.*

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

## Anti-Bullying Climate

**Table A6.12**

***Anti-Bullying Climate Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Anti-bullying climate</b>					
<i>Average reporting “Strongly agree”</i>	32	33	25	29	46
<b>Teachers here make it clear to students that bullying is not tolerated.</b>					
Strongly agree	48	47	53	41	69
Agree	49	52	37	54	23
Disagree	3	1	7	5	8
Strongly disagree	0	0	3	0	0
<b>If a student was bullied, he or she would tell one of the teachers or staff at school.</b>					
Strongly agree	26	28	13	21	38
Agree	65	68	60	63	54
Disagree	8	4	23	16	0
Strongly disagree	1	0	3	0	8
<b>Students tell teachers when other students are being bullied.</b>					
Strongly agree	23	25	10	21	38
Agree	66	70	63	55	62
Disagree	10	5	23	24	0
Strongly disagree	0	0	3	0	0
<b>If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.</b>					
Strongly agree	44	44	43	38	62
Agree	54	55	53	54	38
Disagree	2	1	3	8	0
Strongly disagree	0	0	0	0	0

*Question A.52-55: 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... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.*

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

**Table A6.12*****Anti-Bullying Climate Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
<b>Students here try to stop bullying when they see it happening.</b>					
Strongly agree	21	23	7	22	23
Agree	57	63	43	47	54
Disagree	22	13	50	31	23
Strongly disagree	0	1	0	0	0

*Question A.56: Students here try to stop bullying when they see it happening.*

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

## Truancy

**Table A6.13*****Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	65	81	62	17	31
Mild problem	28	17	38	58	46
Moderate problem	7	3	0	25	23
Severe problem	0	0	0	0	0

*Question A.99: 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.*

## 7. Student Health Risks and Prevention

### Mental Health

**Table A7.1**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	15	18	21	5	0
Mild problem	45	51	41	30	31
Moderate problem	28	25	21	35	46
Severe problem	12	5	17	30	23

*Question A.97: 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 A7.2**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	17	20	7	8	38
Mild problem	60	65	55	50	54
Moderate problem	21	14	34	42	8
Severe problem	1	1	3	0	0

*Question A.93: 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 A7.3*****Physical Fighting Between Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	41	50	7	22	85
Mild problem	47	41	76	62	15
Moderate problem	11	10	17	16	0
Severe problem	0	0	0	0	0

*Question A.94: 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 A7.4*****Vandalism (Including Graffiti) is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	72	77	66	51	85
Mild problem	27	22	34	41	15
Moderate problem	2	1	0	8	0
Severe problem	0	0	0	0	0

*Question A.102: How much of a problem at this school is vandalism (including graffiti)?*

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

**Table A7.5*****Theft is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	66	73	45	50	77
Mild problem	30	26	41	36	23
Moderate problem	4	1	10	11	0
Severe problem	1	0	3	3	0

*Question A.103: How much of a problem at this school is theft?*

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



**Table A7.6*****Gang-Related Activity is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	90	99	83	58	92
Mild problem	10	1	17	42	8
Moderate problem	0	0	0	0	0
Severe problem	0	0	0	0	0

*Question A.100: How much of a problem at this school is gang-related activity?*

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

**Table A7.7*****Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	93	99	83	75	100
Mild problem	7	1	17	25	0
Moderate problem	0	0	0	0	0
Severe problem	0	0	0	0	0

*Question A.101: 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 A7.8**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	77	99	62	19	15
Mild problem	13	1	34	44	8
Moderate problem	9	0	3	36	54
Severe problem	1	0	0	0	23

*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 A7.9**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	78	99	64	28	23
Mild problem	14	1	36	42	23
Moderate problem	8	0	0	28	54
Severe problem	0	0	0	3	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.*

**Table A7.10**

***Student Vaping is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	72	97	55	8	8
Mild problem	14	3	38	39	15
Moderate problem	8	0	3	31	46
Severe problem	6	0	3	22	31

*Question A.92: How much of a problem at this school is student vaping or e-cigarette use?*

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

## Substance Use Prevention Policies

**Table A7.11**

***School Bans Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
No	1	2	0	0	0
Yes	89	87	89	97	92
Don't know	10	11	11	3	8

*Question A.89: Does your school have a policy that bans tobacco use and vaping on school property and at school sponsored events?*

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

**Table A7.12**

***School Enforces Policies Banning Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	39	33	40	33
Agree	55	52	67	53	67
Disagree	7	9	0	7	0
Strongly disagree	0	0	0	0	0

*Question A.119: This school consistently enforces policies banning tobacco use/vaping on school property.*

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

## 8. Discipline and Counseling

**Table A8.1**

***Disciplinary Harshness Scale Questions***

	All %	ES %	MS %	HS %	NT %
<b>Disciplinary harshness</b>					
<i>Average reporting “Strongly agree” or “Agree”</i>	17	15	18	25	4
<b>The rules in this school are too strict.</b>					
Strongly agree	4	2	7	11	0
Agree	6	8	0	8	0
Disagree	55	53	69	50	62
Strongly disagree	35	37	24	32	38
<b>It is easy for students to get kicked out of class or get suspended.</b>					
Strongly agree	2	1	4	8	0
Agree	9	10	4	13	0
Disagree	46	40	61	47	69
Strongly disagree	43	49	32	32	31
<b>Students get in trouble for breaking small rules.</b>					
Strongly agree	3	1	0	8	8
Agree	17	17	17	21	0
Disagree	65	66	72	55	69
Strongly disagree	15	15	10	16	23
<b>Teachers are very strict here.</b>					
Strongly agree	2	2	0	3	0
Agree	23	20	39	29	8
Disagree	66	71	57	53	62
Strongly disagree	9	7	4	16	31

*Question A.78-81: The rules in this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.*

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

**Table A8.2*****Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	26	20	44	62
Agree	42	41	47	46	31
Disagree	21	26	27	8	0
Strongly disagree	6	7	7	3	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.*

## 9. Professional Development Needs

**Table A9.1**

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

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
<b>Instruction and School Environment</b>						
Meeting academic standards	30	27	25	41	38	A9.2
Evidence-based methods of instruction	33	34	18	46	31	A9.3
Positive behavioral support and classroom management	41	43	38	40	31	A9.4
Creating a positive school climate	37	34	38	51	31	A9.5
<b>Addressing Needs of Diverse Populations</b>						
Working with diverse racial, ethnic, or cultural groups	32	31	21	42	38	A9.6
Culturally relevant pedagogy for the school's student population	35	37	24	38	31	A9.7
Serving English language learners	32	27	38	51	23	A9.8
Closing the achievement gap	41	40	34	57	31	A9.9
<b>Providing Support Services</b>						
Serving special education (IEP) students	53	52	52	63	42	A9.10
Meeting the social, emotional, and developmental needs of youth	61	63	52	57	69	A9.11

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

## Instruction and School Environment

**Table A9.2**

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

	All %	ES %	MS %	HS %	NT %
Yes	30	27	25	41	38
No	70	73	75	59	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?... meeting academic standards.*

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

**Table A9.3**

***Need PD in Instructional Methods***

	All %	ES %	MS %	HS %	NT %
Yes	33	34	18	46	31
No	67	66	82	54	69

*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?... evidence-based methods of instruction.*

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

**Table A9.4**

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

	All %	ES %	MS %	HS %	NT %
Yes	41	43	38	40	31
No	59	57	62	60	69

*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?... positive behavioral support and classroom management.*

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

**Table A9.5*****Need PD in Creating a Positive School Climate***

	All %	ES %	MS %	HS %	NT %
Yes	37	34	38	51	31
No	63	66	62	49	69

*Question A.113: 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 A9.6*****Need PD on Working with Diverse Populations***

	All %	ES %	MS %	HS %	NT %
Yes	32	31	21	42	38
No	68	69	79	58	62

*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?... working with diverse racial, ethnic, or cultural groups.*

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

**Table A9.7*****Need PD on Culturally Relevant Pedagogy***

	All %	ES %	MS %	HS %	NT %
Yes	35	37	24	38	31
No	65	63	76	62	69

*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?... culturally relevant pedagogy for the school's student population.*

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



**Table A9.8*****Need PD on Serving English Language Learners***

	All %	ES %	MS %	HS %	NT %
Yes	32	27	38	51	23
No	68	73	62	49	77

*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?... serving English Language Learners.*

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

**Table A9.9*****Need PD on Closing the Achievement Gap***

	All %	ES %	MS %	HS %	NT %
Yes	41	40	34	57	31
No	59	60	66	43	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?... closing the achievement gap.?*

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

## Providing Support Services

**Table A9.10**

***Need PD for Serving Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Yes	53	52	52	63	42
No	47	48	48	37	58

*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?... serving special education (IEP) students.*

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

**Table A9.11**

***Need PD on Meeting Social, Emotional, and Developmental Needs of Youth***

	All %	ES %	MS %	HS %	NT %
Yes	61	63	52	57	69
No	39	37	48	43	31

*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?... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion).*

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

# Section B. Learning Supports Module

## 1. Module Sample

**Table B1.1**

***Learning Supports Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	89	58	6	15	10

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

## 2. Summary of Indicators

**Table B2.1**

***Summary of Indicators of School Learning Supports***

	All %	ES %	MS %	HS %	NT %	Table
<b>Discipline, Safety, and Behavior Management</b>						
Collaborates well with law enforcement organizations <sup>‡</sup>	43	45	33	33	50	B3.1
Punishes first-time violations of alcohol or other drug policies <sup>‡</sup>	27	30	0	33	11	B3.1
Enforces zero tolerance policies <sup>‡</sup>	22	25	33	20	0	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis <sup>‡</sup>	28	30	17	14	44	B3.1
Has sufficient resources to create a safe campus <sup>‡</sup>	22	25	33	7	20	B3.2
Seeks to maintain a secure campus <sup>‡</sup>	3	2	0	13	0	B3.2
Provides harassment or bullying prevention <sup>†</sup>	32	39	17	13	30	B3.3
Provides conflict resolution or behavior management instruction <sup>†</sup>	34	36	33	13	56	B3.3
<b>Substance Use and Risk Behavior</b>						
Considers substance abuse prevention an important goal <sup>‡</sup>	24	25	17	20	33	B4.1
Collaborates well with community organizations to address substance use or other problems <sup>‡</sup>	15	14	0	20	22	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems <sup>‡</sup>	20	24	17	7	20	B4.1
Provides alcohol or drug use prevention instruction <sup>†</sup>	8	7	17	7	10	B4.1
Provides tobacco use/vaping prevention instruction <sup>†</sup>	8	7	17	7	10	B4.1
Has sufficient resources to address substance use prevention needs <sup>‡</sup>	14	17	0	7	11	B4.1

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

<sup>†</sup>Percent responding “A lot.”

<sup>‡</sup>Percent responding “Strongly agree.”

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

	All %	ES %	MS %	HS %	NT %	Table
<b>Physical Health and Special Needs</b>						
Provides healthy food choices for students <sup>‡</sup>	22	29	17	13	0	B5.1
Provides adequate health services for students <sup>‡</sup>	28	30	33	14	33	B5.1
Provides opportunities for physical education and activity <sup>†</sup>	43	42	50	47	40	B5.1
Provides nutritional instruction <sup>†</sup>	12	14	0	7	11	B5.1
Provides services for students with disabilities or other special needs <sup>†</sup>	52	55	50	40	50	B5.1
<b>Youth Development and Social-Emotional Supports</b>						
Fosters youth development, resilience, or asset promotion <sup>†</sup>	36	43	33	13	30	B6.1
Provides character education <sup>†</sup>	51	59	33	7	89	B6.1
Emphasizes helping students with social, emotional, and behavioral problems <sup>‡</sup>	35	39	17	20	50	B6.1
Restorative practices <sup>‡</sup>	26	32	17	7	30	B6.1
Trauma-informed practices <sup>‡</sup>	31	33	17	7	60	B6.1

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

<sup>†</sup>Percent responding “A lot.”

<sup>‡</sup>Percent responding “Strongly agree.”

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

**Table B3.1**

***Discipline Practice at School***

	All %	ES %	MS %	HS %	NT %
<b>Collaborates well with law enforcement organizations</b>					
Strongly agree	43	45	33	33	50
Agree	52	48	50	67	50
Disagree	6	7	17	0	0
Strongly disagree	0	0	0	0	0
<b>Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension</b>					
Strongly agree	27	30	0	33	11
Agree	60	59	100	67	33
Disagree	13	11	0	0	56
Strongly disagree	0	0	0	0	0
<b>Enforces zero tolerance policies</b>					
Strongly agree	22	25	33	20	0
Agree	50	50	67	53	33
Disagree	23	21	0	27	44
Strongly disagree	5	4	0	0	22
<b>Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options</b>					
Strongly agree	28	30	17	14	44
Agree	65	64	67	79	44
Disagree	7	5	17	7	11
Strongly disagree	0	0	0	0	0

*Question 116, 120-122: This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.*

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

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

	All %	ES %	MS %	HS %	NT %
<b>Has sufficient resources to create a safe campus</b>					
Strongly agree	22	25	33	7	20
Agree	57	51	50	80	60
Disagree	18	23	17	7	10
Strongly disagree	3	2	0	7	10
<b>Seeks to maintain a secure campus</b>					
Strongly agree	3	2	0	13	0
Agree	30	19	33	47	67
Disagree	29	37	33	13	0
Strongly disagree	38	42	33	27	33

*Question 117, 123: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.*

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

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

	All %	ES %	MS %	HS %	NT %
<b>Provides harassment or bullying prevention</b>					
A lot	32	39	17	13	30
Some	54	52	33	60	70
Not much	14	9	50	27	0
Not at all	0	0	0	0	0
<b>Provides conflict resolution or behavior management instruction</b>					
A lot	34	36	33	13	56
Some	49	53	17	53	44
Not much	16	11	50	33	0
Not at all	0	0	0	0	0

*Question 137, 139: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?*

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



## 4. Substance Use and Risk Behavior

**Table B4.1**

***Substance Use Prevention***

	All %	ES %	MS %	HS %	NT %
<b>Considers substance abuse prevention an important goal</b>					
Strongly agree	24	25	17	20	33
Agree	56	57	50	67	33
Disagree	16	16	33	0	33
Strongly disagree	3	2	0	13	0
<b>Collaborates well with community organizations to address substance use or other problems</b>					
Strongly agree	15	14	0	20	22
Agree	68	68	50	67	78
Disagree	17	18	50	13	0
Strongly disagree	0	0	0	0	0
<b>Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems</b>					
Strongly agree	20	24	17	7	20
Agree	64	56	67	93	70
Disagree	11	15	17	0	0
Strongly disagree	5	6	0	0	10

*Question 115, 124, 125: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.*

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

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

	All %	ES %	MS %	HS %	NT %
<b>Provides alcohol or drug use prevention instruction</b>					
A lot	8	7	17	7	10
Some	53	47	50	67	70
Not much	33	38	33	20	20
Not at all	6	7	0	7	0
<b>Provides tobacco use/vaping prevention instruction</b>					
A lot	8	7	17	7	10
Some	44	33	50	60	70
Not much	36	41	33	33	20
Not at all	12	19	0	0	0
<b>Has sufficient resources to address substance use prevention needs</b>					
Strongly agree	14	17	0	7	11
Agree	67	69	67	71	44
Disagree	17	14	33	14	33
Strongly disagree	2	0	0	7	11

*Question 118, 135, 136: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?*

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

## 5. Physical Health and Special Needs

**Table B5.1**

***Physical Health and Special Needs***

	All %	ES %	MS %	HS %	NT %
<b>Provides healthy food choices for students</b>					
Strongly agree	22	29	17	13	0
Agree	60	57	50	67	70
Disagree	9	9	17	7	10
Strongly disagree	9	5	17	13	20
<b>Provides adequate health services for students</b>					
Strongly agree	28	30	33	14	33
Agree	56	54	50	71	44
Disagree	12	12	17	0	22
Strongly disagree	5	4	0	14	0
<b>Provides opportunities for physical education and activity</b>					
A lot	43	42	50	47	40
Some	55	56	50	47	60
Not much	2	2	0	7	0
Not at all	0	0	0	0	0
<b>Provides nutritional instruction</b>					
A lot	12	14	0	7	11
Some	55	46	50	73	78
Not much	31	36	50	20	11
Not at all	2	4	0	0	0
<b>Provides services for students with disabilities or other special needs</b>					
A lot	52	55	50	40	50
Some	39	36	50	47	40
Not much	9	9	0	13	10
Not at all	0	0	0	0	0

*Question 126, 127, 133, 134, 140: 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.*

## 6. Youth Development and Social-Emotional Supports

**Table B6.1**

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

	All %	ES %	MS %	HS %	NT %
<b>Provide supports that foster youth development, resilience, social-emotional learning, or asset promotion</b>					
A lot	36	43	33	13	30
Some	55	48	67	67	70
Not much	7	5	0	20	0
Not at all	2	4	0	0	0
<b>Provides character education</b>					
A lot	51	59	33	7	89
Some	35	33	33	53	11
Not much	13	7	33	33	0
Not at all	1	0	0	7	0
<b>Emphasizes helping students with social, emotional, and behavioral problems</b>					
Strongly agree	35	39	17	20	50
Agree	55	53	67	67	40
Disagree	7	9	17	0	0
Strongly disagree	3	0	0	13	10
<b>Uses restorative practices to help resolve conflicts</b>					
Strongly agree	26	32	17	7	30
Agree	65	67	50	67	60
Disagree	8	2	33	20	10
Strongly disagree	1	0	0	7	0

*Question 128, 129, 132, 138: 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 %
<b>Provides counseling or other ways to help students with their social-emotional needs</b>					
Strongly agree	31	32	17	27	40
Agree	60	58	67	73	50
Disagree	6	7	17	0	0
Strongly disagree	3	4	0	0	10
<b>Implements trauma-informed practices</b>					
Strongly agree	31	33	17	7	60
Agree	60	58	67	79	40
Disagree	9	9	17	14	0
Strongly disagree	0	0	0	0	0
<b>Provides instructional help to build social-emotional competencies</b>					
A lot	39	41	33	20	60
Some	52	54	50	60	30
Not much	9	6	17	20	10
Not at all	0	0	0	0	0

*Question 130, 131, 141: 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 <sup>A</sup>
Number of respondents	156	104	20	23	9

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

## 2. Summary of Indicators

**Table C2.1**

*Summary of Special Education Services and Supports*

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
<b>Barriers to Effective Service Delivery</b>						
Works to reduce instructional interruptions	33	37	25	26	33	C3.1
Effectively schedules mandated activities	30	33	20	22	44	C3.2
<b>Integration and Collaboration Special-General Education</b>						
Integrates special education into daily operations	41	41	55	26	44	C4.1
Encourages general and special education teaming	32	35	40	17	22	C4.2
Provides sufficient time to collaborate on service delivery	10	9	0	17	22	C4.3
Views service to students with IEPs as shared responsibility	24	26	5	26	33	C4.4
<b>Student Expectations and Supports</b>						
Supports alternative modes of communication	17	19	10	13	11	C5.1
Provides sufficient resources for special education programs	13	14	5	17	11	C5.2
<b>Personnel Supports</b>						
Has positive environment for staff serving students with IEPs	22	24	10	17	33	C6.1
Climate encourages continued service to students with IEPs	23	24	15	22	22	C6.2
Provides adequate access to technology	19	22	5	17	22	C6.3
Has good communication with district personnel	18	20	0	22	33	C6.4

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

### 3. Barriers to Effective Service Delivery

**Table C3.1**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	37	25	26	33
Agree	60	56	65	70	67
Disagree	4	4	10	4	0
Strongly disagree	3	4	0	0	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	30	33	20	22	44
Agree	59	60	65	52	56
Disagree	6	4	5	17	0
Strongly disagree	3	2	0	9	0
Not applicable	2	1	10	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	41	41	55	26	44
Agree	55	54	45	70	56
Disagree	3	3	0	4	0
Strongly disagree	1	2	0	0	0
Not applicable	0	0	0	0	0

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

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

**Table C4.2**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	35	40	17	22
Agree	55	51	55	70	67
Disagree	12	13	5	9	11
Strongly disagree	1	1	0	4	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	10	9	0	17	22
Agree	38	37	35	39	67
Disagree	31	35	35	17	11
Strongly disagree	18	17	20	26	0
Not applicable	3	3	10	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	24	26	5	26	33
Agree	61	58	80	57	67
Disagree	10	13	5	9	0
Strongly disagree	4	3	10	9	0
Not applicable	1	1	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	17	19	10	13	11
Agree	59	59	60	52	67
Disagree	12	11	15	17	11
Strongly disagree	4	2	5	13	0
Not applicable	8	9	10	4	11

*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	14	5	17	11
Agree	53	50	45	65	78
Disagree	23	27	30	4	11
Strongly disagree	10	8	20	13	0
Not applicable	1	1	0	0	0

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

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

## 6. Personnel Supports

**Table C6.1**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	22	24	10	17	33
Agree	61	60	55	65	67
Disagree	12	10	30	9	0
Strongly disagree	5	4	5	9	0
Not applicable	1	2	0	0	0

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

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

**Table C6.2**

*Climate Encourages Continued Service to Students with IEPs*

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	24	15	22	22
Agree	65	63	70	61	78
Disagree	8	9	10	4	0
Strongly disagree	5	4	5	13	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	19	22	5	17	22
Agree	58	54	65	61	78
Disagree	15	17	20	9	0
Strongly disagree	5	3	10	13	0
Not applicable	3	4	0	0	0

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

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

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	18	20	0	22	33
Agree	48	49	35	48	67
Disagree	19	21	25	17	0
Strongly disagree	10	8	25	9	0
Not applicable	5	3	15	4	0

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

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

## Section D. Military-Connected Schools

### 1. Module Sample

**Table D1.1**

***Military-Connected Schools Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	220	143	27	37	13

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

## 2. Summary of Indicators

**Table D2.1**

*Summary of Indicators of Military-Connected Schools*

	All %	ES %	MS %	HS %	NT %	Table
<b>Students from Military Families</b>						
There are military students in school or staff teaches/has contact with military students	98	98	100	100	92	D3.1
<b>Military Student Needs</b>						
Additional educational needs <sup>†</sup>	15	17	4	17	15	D6.1
Financial difficulties <sup>†</sup>	7	7	0	8	15	D6.1
Additional emotional and psychological needs <sup>†</sup>	17	15	19	22	15	D6.1
<b>School Supports for Military Students/Families</b>						
Services for students whose parents are deployed <sup>‡</sup>	54	45	69	86	31	D7.2
Services for students who experience loss and trauma <sup>‡</sup>	65	56	77	89	77	D7.2
School helps provide after school activities <sup>‡</sup>	32	28	27	61	8	D7.1
Provide education on what life is like for military families <sup>‡</sup>	30	27	23	50	8	D7.1
<b>Staff Professional Development Needs</b>						
Work with military students who have experienced loss in the family <sup>#</sup>	35	36	38	35	23	D8.1
Work with students whose parents are deployed <sup>#</sup>	29	30	27	33	15	D8.1
Address the needs of military parents <sup>#</sup>	27	29	23	30	15	D8.1
Create a welcoming school climate for military students/families <sup>#</sup>	15	13	15	22	8	D8.1

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

<sup>†</sup>Percent responding “Most” or “Nearly all.”

<sup>‡</sup>Percent responding “Usually true.”

<sup>#</sup>Percent responding “A need” or “A major need.”

### 3. School Military Connections and Supports

**Table D3.1**

***School Military Connections***

	All %	ES %	MS %	HS %	NT %
<b>Do you have students in your school who have at least one parent or guardian who is serving in the military?</b>					
No	1	1	4	0	0
Yes	97	97	96	100	92
Don't know	1	1	0	0	8
<b>Do you teach or have contact with students from military families?</b>					
No	2	3	0	0	0
Yes	96	94	100	100	92
Don't know	2	2	0	0	8

*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 students from military families (military students)?*

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



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

	All %	ES %	MS %	HS %	NT %
<b><i>Based on your experience, how many military students...</i></b>					
<b>feel supported by their peers?</b>					
Almost none	1	0	0	6	0
Few	2	2	4	0	0
Some	8	5	15	17	8
Most	36	32	50	36	38
Nearly all	43	51	15	28	46
Don't know/NA	11	9	15	14	8
<b>feel supported by their teachers?</b>					
Almost none	1	0	0	6	0
Few	1	1	0	0	0
Some	7	4	15	11	8
Most	26	24	27	33	23
Nearly all	58	64	42	42	69
Don't know/NA	7	6	15	8	0

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

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

## 4. Student Personal Strengths and Family Pride

**Table D4.1**

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

	All %	ES %	MS %	HS %	NT %
<b>How many military students have additional strengths due to their family circumstances?</b>					
Almost none	1	1	0	3	0
Few	4	4	0	3	15
Some	46	45	58	42	46
Most	28	29	19	33	15
Nearly all	7	8	0	8	0
Don't know/NA	15	14	23	11	23

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

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

**Table D4.2**

***Family Pride***

	All %	ES %	MS %	HS %	NT %
<b>How many military students are proud of their parents and families' contributions to our country's security?</b>					
Almost none	2	2	0	3	0
Few	1	1	0	0	8
Some	10	8	19	14	0
Most	23	19	27	36	23
Nearly all	49	58	31	28	54
Don't know/NA	14	12	23	19	15

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

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

## 5. Lack of Appreciation and Discrimination

**Table D5.1**

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

	All %	ES %	MS %	HS %	NT %
<b><i>Based on your experience, how many military students...</i></b>					
<b>feel that others may not appreciate their families' sacrifice for the nation?</b>					
Almost none	24	25	15	22	38
Few	17	20	8	14	8
Some	25	24	23	31	15
Most	5	2	12	6	15
Nearly all	1	1	0	0	0
Don't know/NA	29	27	42	28	23
<b>feel that others may discriminate against them because they are military students?</b>					
Almost none	50	53	46	39	62
Few	15	17	8	17	8
Some	11	7	19	19	8
Most	1	1	0	3	0
Nearly all	0	1	0	0	0
Don't know/NA	22	22	27	22	23
<b>feel isolated in the school?</b>					
Almost none	45	49	23	31	77
Few	23	22	23	31	0
Some	12	9	23	17	8
Most	1	1	0	3	0
Nearly all	0	0	0	0	0
Don't know/NA	19	17	31	19	15

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

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

## 6. Military Student Needs

**Table D6.1**

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

	All %	ES %	MS %	HS %	NT %
<b>Based on your experience, how many military students...</b>					
<b>have additional educational needs?</b>					
Almost none	5	4	0	11	8
Few	9	8	4	14	15
Some	54	57	73	37	31
Most	11	12	4	17	0
Nearly all	5	6	0	0	15
Don't know/NA	17	14	19	20	31
<b>face financial difficulties?</b>					
Almost none	5	4	0	6	15
Few	14	14	15	17	0
Some	44	47	46	33	31
Most	5	4	0	8	8
Nearly all	2	3	0	0	8
Don't know/NA	31	27	38	36	38
<b>have additional emotional and psychological needs?</b>					
Almost none	3	2	0	6	8
Few	9	6	12	11	31
Some	56	61	50	50	31
Most	13	12	19	17	8
Nearly all	4	4	0	6	8
Don't know/NA	15	15	19	11	15

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

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

## 7. School Supports and Services for Military Students

**Table D7.1**

*School Supports for Military Students*

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>provides a welcoming environment to military students and their families.</b>					
Not at all true	0	0	0	0	0
Rarely true	0	0	4	0	0
Sometimes true	5	4	4	5	15
Usually true	93	94	88	95	85
Don't know/NA	2	2	4	0	0
<b>makes additional efforts to help involve military parents.</b>					
Not at all true	1	1	0	3	0
Rarely true	7	5	15	6	15
Sometimes true	21	25	23	8	8
Usually true	61	62	42	69	62
Don't know/NA	10	7	19	14	15
<b>has visual displays, rituals, activities, art work, murals, and ceremonies to honor military families.</b>					
Not at all true	9	7	19	11	8
Rarely true	20	19	38	11	15
Sometimes true	31	35	12	25	46
Usually true	36	33	31	53	31
Don't know/NA	4	7	0	0	0

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

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

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

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>works with community organizations to provide educational support to military students.</b>					
Not at all true	3	3	8	0	8
Rarely true	12	12	19	6	15
Sometimes true	23	23	15	25	38
Usually true	43	40	35	64	31
Don't know/NA	18	22	23	6	8
<b>works with community organizations to provide after school activities and support military students.</b>					
Not at all true	11	10	23	6	23
Rarely true	13	16	8	6	15
Sometimes true	20	21	15	17	31
Usually true	32	28	27	61	8
Don't know/NA	22	24	27	11	23
<b>educates staff and students on what life is like for military families.</b>					
Not at all true	12	10	35	6	15
Rarely true	19	18	31	19	0
Sometimes true	30	36	8	19	54
Usually true	30	27	23	50	8
Don't know/NA	9	10	4	6	23

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

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

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

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>assists military students in transitions between schools.</b>					
Not at all true	2	1	8	0	8
Rarely true	11	13	12	5	0
Sometimes true	23	25	12	19	31
Usually true	44	40	35	57	62
Don't know/NA	20	20	35	19	0
<b>works with military liaisons to take advantage of additional military educational resources.</b>					
Not at all true	4	4	8	0	15
Rarely true	7	6	12	3	15
Sometimes true	20	23	15	14	23
Usually true	48	45	38	72	31
Don't know/NA	21	23	27	11	15

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

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

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

	All %	ES %	MS %	HS %	NT %
<b><i>This school...</i></b>					
<b>has additional services for students whose parents are deployed.</b>					
Not at all true	2	2	0	0	15
Rarely true	9	11	8	3	8
Sometimes true	21	25	19	5	23
Usually true	54	45	69	86	31
Don't know/NA	14	17	4	5	23
<b>has additional services for students who experience loss and trauma.</b>					
Not at all true	1	1	0	0	15
Rarely true	7	8	12	3	0
Sometimes true	17	23	8	8	0
Usually true	65	56	77	89	77
Don't know/NA	9	12	4	0	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 %
<b>School needs more support staff to work with military families and students.</b>					
Not at all true	7	8	0	6	15
Rarely true	12	13	12	8	8
Sometimes true	31	30	27	42	15
Usually true	29	28	35	31	23
Don't know/NA	21	20	27	14	38

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

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



## 8. Staff Professional Development Needs

**Table D8.1**

***Professional Development Needed for Supporting Military Students***

	All %	ES %	MS %	HS %	NT %
<b><i>I need professional development in order to...</i></b>					
<b>understand military culture.</b>					
Not a need	46	49	42	38	54
A little need	31	29	31	35	31
A need	16	15	27	16	0
A major need	5	5	0	5	8
Don't know/NA	3	2	0	5	8
<b>understand the effects of deployment cycles.</b>					
Not a need	42	45	38	30	50
A little need	32	30	38	35	33
A need	19	18	23	24	0
A major need	5	5	0	5	8
Don't know/NA	2	2	0	5	8
<b>learn how to work with military students who have experienced loss or other trauma in the family.</b>					
Not a need	29	30	15	35	31
A little need	33	32	42	24	38
A need	27	28	35	24	15
A major need	8	8	4	11	8
Don't know/NA	3	1	4	5	8

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

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

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

	All %	ES %	MS %	HS %	NT %
<b><i>I need professional development in order to...</i></b>					
<b>learn how to work with students who have a parent currently deployed.</b>					
Not a need	36	38	31	31	46
A little need	32	31	38	31	31
A need	22	21	27	25	8
A major need	7	8	0	8	8
Don't know/NA	3	1	4	6	8
<b>learn how to address the needs and circumstances of military parents.</b>					
Not a need	36	39	23	38	38
A little need	32	30	50	27	38
A need	22	22	19	27	8
A major need	6	7	4	3	8
Don't know/NA	4	3	4	5	8
<b>learn how to create a school climate that is welcoming to military students and families.</b>					
Not a need	51	55	31	50	54
A little need	31	30	46	25	31
A need	12	11	15	19	0
A major need	2	2	0	3	8
Don't know/NA	3	1	8	3	8

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

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

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

	All %	ES %	MS %	HS %	NT %
<b><i>I need professional development in order to...</i></b>					
<b>learn about community organizations that provide support for military students and families.</b>					
Not a need	31	32	23	39	23
A little need	36	36	42	31	38
A need	22	22	27	19	23
A major need	6	6	0	8	8
Don't know/NA	4	4	8	3	8
<b>learn how to help parents deal with additional responsibilities during deployment.</b>					
Not a need	32	33	19	39	31
A little need	36	37	42	25	54
A need	22	23	27	25	0
A major need	5	5	0	6	8
Don't know/NA	4	2	12	6	8
<b>learn about the resources available to support military students and families.</b>					
Not a need	29	28	19	42	23
A little need	35	37	42	19	46
A need	25	25	27	25	15
A major need	8	7	4	11	8
Don't know/NA	4	3	8	3	8

*Question 30-32 (Section D): I need professional development in order to... learn about community organizations that provide support 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

## 2019-20 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 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2019-20 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 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2019-20 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Travis Independent Study	
Vanden High	X

*Notes: Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list.*

## 2019-20 CSSS Staff Survey Data Status

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

*Notes: Eligible schools listed are based on CBEDS 2019-20 public school and 2018-19 enrollment data files. Directly funded charter schools have been excluded from the list. <sup>A</sup>Non-traditional schools include continuation, community day, and other alternative school types.*