CALIFORNIA
cal-schls
SURVEY SYSTEM

# CALIFORNIA SCHOOL CLIMATE STAFF SURVEY

## Fallbrook Union Elementary
## 2014-2015
## Main Report

Health&Human Development Program AT WestEd

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 Coordinated School Health and Safety Office. For contract information, contact:

Hilva Chan
California Department of Education
Coordinated School Health and Safety Office
1430 N Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:
Fallbrook Union Elementary School District. *California School Climate Staff Survey, 2014-15: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 9 Sep 2015
CDS code: 37681140000000

# Contents


**Page**

**List of Tables** **iii**

**PREFACE** **ix**

**Survey Administration** **1**

**Section A. Core Module (All Staff)** **2**

1. Survey Sample . . . . . 2
2. Summary of Key Survey Indicators . . . . . 3
3. Demographics . . . . . 4
4. Learning and Working Environment . . . . . 6
    - Student Learning Environment . . . . . 8
    - Staff Working Environment . . . . . 10
    - General Staff Supports . . . . . 13
    - Special Education Supports . . . . . 14
    - Perceived School Safety . . . . . 15
    - Facilities . . . . . 16
    - Parent Involvement . . . . . 17
5. Student Developmental Supports and Opportunities . . . . . 18
    - Caring Relationships . . . . . 19
    - High Expectations . . . . . 20
    - Opportunities for Meaningful Participation . . . . . 21
6. Learning Conditions . . . . . 24
    - Supports for Learning . . . . . 26
    - Fair, Respectful, and Orderly Environment . . . . . 27
    - Clarity of Rules and Expectations . . . . . 29
    - Positive Peer Relations . . . . . 30
    - Social Emotional Supports, Conflict Management, and Bullying Prevention . . . . . 31
    - Respect for Diversity . . . . . 35
7. Respect, Equity, and Cultural Sensitivity . . . . . 36
    - Tolerance Among Students . . . . . 37
    - Treating Students Fairly and Respectfully . . . . . 38
    - Cultural Sensitivity . . . . . 39
    - Instructional Equity . . . . . 40
8. Learning Readiness and Engagement . . . . . 41

Learning Motivation and Truancy . . . 42
General Behavior . . . 43
9. Student Health and Risk Behavior . . . 44
Perceived Physical and Mental Health . . . 45
Bullying and Fighting . . . 46
Delinquency . . . 46
Substance Use . . . 48
10. Discipline and Counseling . . . 49
11. Professional Development Needs . . . 52
Instruction and School Environment . . . 53
Addressing Needs of Diverse Populations . . . 54
Providing Support Services . . . 55

**Section B. Learning Supports Module** **57**
1. Module Sample . . . 57
2. Summary of Indicators . . . 58
3. Discipline, Safety, and Behavior Management . . . 60
4. Substance Use and Risk Behavior . . . 63
5. Physical Health and Special Needs . . . 65
6. Youth Development and Social-Emotional Health . . . 66

**Section C. Special Education Supports Module (Not Administered)** **67**

**Section D. Military Connected Schools** **68**
1. Module Sample . . . 68
2. Summary of Indicators . . . 69
3. School Military Connections and Supports . . . 70
4. Student Personal Strengths and Family Pride . . . 72
5. Lack of Appreciation and Discrimination . . . 73
6. Military Student Needs . . . 74
7. School Supports and Services for Military Students . . . 75
8. Staff Professional Development Needs . . . 79

# List of Tables


**Page**

**Survey Administration** **1**
1 CSCS Survey Modules Administered . . . . . 1

**Section A. Core Module (All Staff)** **2**

1. Survey Sample **2**
A1.1 Core Module Sample . . . . . 2

2. Summary of Key Survey Indicators **3**
A2.1 Key Indicators of School Climate and Student Behavior . . . . . 3

3. Demographics **4**
A3.1 Role (Job) at School . . . . . 4
A3.2 Special Population Service Providers . . . . . 4
A3.3 Length of Employment at School . . . . . 5
A3.4 Overall Length of Employment in Position . . . . . 5
A3.5 Race/Ethnicity of Respondents . . . . . 5

4. Learning and Working Environment **6**
A4.1 Summary of Indicators for Positive Learning and Working Environment . . . . . 6
A4.2 Summary of Indicators for Staff Collegiality and Sense of Mission . . . . . 7

Student Learning Environment . . . . . 8
A4.3 Learning Environment is Supportive and Inviting . . . . . 8
A4.4 Sets High Standards for Academic Performance for All Students . . . . . 8
A4.5 Promotes Academic Success for All Students . . . . . 8
A4.6 Emphasizes Academic Help When Needed . . . . . 9
A4.7 Teaches Lessons Relevant to Students . . . . . 9
A4.8 Adults At School Ensure Safe and Supportive Environment . . . . . 9
A4.9 School Uses Objective Data in Decision Making . . . . . 10

Staff Working Environment . . . . . 10
A4.10 Supportive and Inviting Place to Work . . . . . 10
A4.11 Staff Feel Responsibility to Improve School . . . . . 11
A4.12 Staff Support and Treat Each Other with Respect . . . . . 11
A4.13 Promotes Staff Trust and Collegiality . . . . . 11
A4.14 Staff Have Close Professional Relationships . . . . . 12
A4.15 Staff Participate in Decision-Making . . . . . 12
A4.16 Works to Minimize Paper Work . . . . . 12
A4.17 Provides Adequate Benefits . . . . . 13

General Staff Supports . . . . . 13
A4.18 Provides Staff Resources and Training to Do Job Effectively . . . . . 13
A4.19 Provides Relevant Paraprofessional Training . . . . . 14

Special Education Supports . . . 14
A4.20 Provides Resources and Training to Work with Special Education (IEP) Students . . 14
A4.21 Provides Complete State Adopted Instructional Materials for Students with IEPs . . . 15

Perceived School Safety . . . 15
A4.22 Safe Place for Students . . . 15
A4.23 Safe Place for Staff . . . 16

Facilities . . . 16
A4.24 Clean and Well-Maintained Facilities and Property . . . 16

Parent Involvement . . . 17
A4.25 Encourages Parental Involvement . . . 17
A4.26 Encourages Parental Partnership in Child's Education . . . 17

5. Student Developmental Supports and Opportunities **18**
A5.1 Summary of Indicators for Opportunities for Meaningful Student Participation . . . 18
A5.2 Summary of Indicators for Positive Staff-Student Relationships and High Expectations 18

Caring Relationships . . . 19
A5.3 Adults Really Care About All Students . . . 19
A5.4 Adults Acknowledge and Pay Attention to Students . . . 19
A5.5 Adults Listen to What Students Have to Say . . . 20

High Expectations . . . 20
A5.6 Adults Want All Students to Do Their Best . . . 20
A5.7 Adults Believe Every Student Can Be a Success . . . 21

Opportunities for Meaningful Participation . . . 21
A5.8 Encourages Decision Opportunities for Students . . . 21
A5.9 Gives Equal Opportunity for Classroom Participation . . . 22
A5.10 Gives Equal Access to Extracurricular and Enrichment Activities . . . 22
A5.11 Gives Opportunities to Make A Difference (Help Others) . . . 23

6. Learning Conditions **24**
A6.1 Summary of Indicators of School Learning Conditions . . . 24
A6.1 Summary of Indicators of School Learning Conditions - Continued . . . 25

Supports for Learning . . . 26
A6.2 Learning Support at School . . . 26

Fair, Respectful, and Orderly Environment . . . 27
A6.3 Fair Environment at School . . . 27
A6.4 Respectful and Orderly Environment at School . . . 28

Clarity of Rules and Expectations . . . 29
A6.5 Clarity of Rules and Expectations at School . . . 29

Positive Peer Relations . . . 30
A6.6 Positive Peer Relations at School . . . 30

Social Emotional Supports, Conflict Management, and Bullying Prevention . . . 31
A6.7 Social Emotional Supports at School . . . 31
A6.8 Conflict Management at School . . . 32
A6.9 Bullying Prevention at School . . . 33
A6.9 Bullying Prevention at School - Continued . . . 34

Respect for Diversity . . . 35
A6.10 Respect for Diversity at School . . . 35

7. Respect, Equity, and Cultural Sensitivity **36**
A7.1 Summary of Indicators for Respect, Equity, and Cultural Sensitivity . . . 36

Tolerance Among Students . . . 37
A7.2 Fosters Appreciation for Student Diversity and Mutual Respect . . . 37
A7.3 Racial/Ethnic Conflict Among Students is a Problem . . . 37

Treating Students Fairly and Respectfully . . . 38
A7.4 Staff Treat All Students Fairly . . . 38
A7.5 Staff Treat All Students with Respect . . . 38

Cultural Sensitivity . . . 39
A7.6 Students' Cultural Beliefs and Practices Respected . . . 39
A7.7 Uses Culturally Relevant Instructional Materials . . . 39
A7.8 Staff Examine Their Cultural Biases . . . 39

Instructional Equity . . . 40
A7.9 Closing the Achievement Gap is a High Priority . . . 40
A7.10 Encourages Equity in Rigorous Course Enrollment . . . 40
A7.11 Support Provided for Teaching Culturally and Linguistically Diverse Students . . . 40

8. Learning Readiness and Engagement **41**
A8.1 Summary of Indicators for Student Learning Readiness and Engagement . . . 41

Learning Motivation and Truancy . . . 42
A8.2 Students Are Motivated to Learn . . . 42
A8.3 School Motivates Students to Learn . . . 42
A8.4 Cutting Class or Truancy is a Problem . . . 42

General Behavior . . . 43
A8.5 Students Are Well-Behaved . . . 43
A8.6 Disruptive Student Behavior is a Problem . . . 43
A8.7 Lack of Respect of Staff by Students is a Problem . . . 43

9. Student Health and Risk Behavior **44**
A9.1 Summary of Indicators for Student Physical and Mental Health . . . 44
A9.2 Summary of Indicators for Student Risk Behavior . . . 44

Perceived Physical and Mental Health . . . 45
A9.3 Students Arrive at School Alert and Rested . . . 45
A9.4 Students Are Healthy and Physically Fit . . . 45
A9.5 Student Depression or Other Mental Health Issues are a Problem . . . 45

Bullying and Fighting . . . 46
A9.6 Harassment or Bullying Among Students is a Problem . . . 46
A9.7 Physical Fighting Between Students is a Problem . . . 46

Delinquency . . . 46
A9.8 Vandalism (Including Graffiti) is a Problem . . . 46
A9.9 Theft is a Problem . . . 47
A9.10 Gang-Related Activity is a Problem . . . 47
A9.11 Weapons Possession is a Problem . . . 47

Substance Use . . . 48
A9.12 Student Alcohol and Drug Use is a Problem . . . 48
A9.13 Student Tobacco Use is a Problem . . . 48

10. Discipline and Counseling **49**
A10.1 Summary of Indicators for Discipline and Counseling . . . 49
A10.2 Clearly Communicates Consequences of Breaking Rules . . . 50
A10.3 Handles Discipline Problems Fairly . . . 50
A10.4 Handles Student Discipline and Behavioral Problems Effectively . . . 50
A10.5 Provides Adequate Counseling and Support for Students . . . 51

11. Professional Development Needs **52**
A11.1 Summary of Indicators for Professional Development (PD) Needs . . . 52

Instruction and School Environment . . . 53
A11.2 Need PD in Meeting Academic Standards . . . 53
A11.3 Need PD in Instructional Methods . . . 53
A11.4 Need PD on Positive Behavior Support and Classroom Management . . . 53
A11.5 Need PD in Creating a Positive School Climate . . . 54

Addressing Needs of Diverse Populations . . . 54
A11.6 Need PD on Working with Diverse Populations . . . 54
A11.7 Need PD on Culturally Relevant Pedagogy . . . 54
A11.8 Need PD on Serving English Language Learners . . . 55
A11.9 Need PD on Closing the Achievement Gap . . . 55

Providing Support Services . . . 55
A11.10 Need PD for Serving Special Education (IEP) Students . . . 55

A11.11 Need PD on Meeting Social, Emotional, and Developmental Needs of Youth . . . . . 56

**Section B. Learning Supports Module** **57**

1. Module Sample **57**
B1.1 Learning Supports Module Sample . . . . . 57

2. Summary of Indicators **58**
B2.1 Summary of Indicators of School Learning Supports . . . . . 58
B2.1 Summary of Indicators of School Learning Supports - Continued . . . . . 59

3. Discipline, Safety, and Behavior Management **60**
B3.1 Discipline Practice at School . . . . . 60
B3.2 Supports for Safety at School . . . . . 61
B3.3 Behavior Management at School . . . . . 62

4. Substance Use and Risk Behavior **63**
B4.1 Substance Use Prevention . . . . . 63
B4.1 Substance Use Prevention - Continued . . . . . 64

5. Physical Health and Special Needs **65**
B5.1 Physical Health and Special Needs . . . . . 65

6. Youth Development and Social-Emotional Health **66**
B6.1 Youth Development and Social-Emotional Health at School . . . . . 66

**Section C. Special Education Supports Module (Not Administered)** **67**

**Section D. Military Connected Schools** **68**

1. Module Sample **68**
D1.1 Military Connected Schools Module Sample . . . . . 68

2. Summary of Indicators **69**
D2.1 Summary of Indicators of Military Connected Schools . . . . . 69

3. School Military Connections and Supports **70**
D3.1 School Military Connections . . . . . 70
D3.2 Perception of Supports for Military Students . . . . . 71

4. Student Personal Strengths and Family Pride **72**
D4.1 Additional Strengths Due to Family Circumstances . . . . . 72
D4.2 Family Pride . . . . . 72

5. Lack of Appreciation and Discrimination **73**
D5.1 Lack of Appreciation and Discrimination Towards Military Students . . . . . 73

6. Military Student Needs **74**
D6.1 Educational, Financial, and Emotional Needs among Military Students . . . . . 74

7. School Supports and Services for Military Students **75**
D7.1 School Supports for Military Students . . . . . 75
D7.1 School Supports for Military Students – Continued . . . . . 76
D7.1 School Supports for Military Students – Continued . . . . . 77
D7.2 Additional School Services for Military Students . . . . . 78
D7.3 Needs More Support Staff for Military Students and Families . . . . . 78

8. Staff Professional Development needs **79**
D8.1 Professional Development Needed for Supporting Military Students . . . . . 79
D8.1 Professional Development Needed for Supporting Military Students – Continued . . 80
D8.1 Professional Development Needed for Supporting Military Students – Continued . . 81

# PREFACE

**NEW THIS YEAR**

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table 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 2014-15 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic. In 2013-14, the content of the survey was significantly revised to enhance the value of its data for guiding the Local Control and Accountability Plan (LCAP) process, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement.

The CSCS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Survey* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on school climate and culture, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. For additional information and resources, visit the survey websites: cscs.wested.org and cal-schls.wested.org.

### *SURVEY PURPOSE*

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

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

### Local Control and Accountability Plan Support

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

### Closing the Achievement Gap

Several questions specifically provide better data to advance efforts to close the state's persistent racial/ethnic achievement gap. These questions include assessment of respect shown to students, equity and diversity, and cultural sensitivity.

### Comparison with CHKS Results

Another broad CSCS goal is to provide data from school staff that are comparable to student self-report information from the CHKS, to ascertain whether staff perceptions accurately reflect student behaviors and experiences. The *Guidebook to the California School Climate Survey Part II: Survey Content* (cscs.wested.org/resources/cscs_guidebook_2_content.pdf) discusses how the CSCS and CHKS surveys might be compared, and an item crosswalk is posted on the website.[1] To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

## *SURVEY ADMINISTRATION AND SAMPLE*

Schools are provided with detailed survey planning and administration instructions (see the *Guidebook to the California School Climate Survey Part I: Administration, 2011-12 Edition* available at *cscs.wested.org/resources/cscs_guidebook_1_admin.pdf*). CDE guidelines call for the CSCS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.[2] Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

## *SURVEY CONTENT OVERVIEW*

The survey questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the *Guidebook to the California School Climate Survey Part II: Survey Content, 2011-12 Edition* (*cscs.wested.org/resources/cscs_guidebook_2_content.pdf*).

[1] Crosswalks between all three Cal-SCHLS surveys for the school climate questions are included in *Making Sense of School Climate* (available at californias3.wested.org/tools).

[2] In some instances, the survey is administered on paper.

### Core Survey (Section A)

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

- How **supportive and inviting** the learning and working environment is in general;
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement;
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention;
- Staff and student **safety**;
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success;
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap;
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development** needs.

In 2013-14, the same questions asked of students in the CHKS School Climate Module were added to the CSCS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data on five key constructs.

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

### Learning Supports Module

The **Learning Supports Module** consists of 22 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school's programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as

indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

### Supplemental Modules

In addition, two supplementary modules are available that districts can elect to add to the survey. For information, call the toll-free Cal-SCHLS Helpline at 888.841.7536.

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSCS 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), as appropriate.[3]

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded off to the nearest whole number. Summary tables at the beginning of each section 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).

## *AIDS TO UNDERSTANDING AND USING THE DATA*

In addition to the *Guidebook to the California School Climate Survey Part II: Survey Content, 2011-12 Edition* (*cscs.wested.org/resources/cscs_guidebook_2_content.pdf*), there are several other guides, workshops, and other aids to help schools understand and use survey results. Two are particularly important.

- The *CHKS Guidebook to Data Use and Dissemination* (chks.wested.org/using_results) describes a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Although written for use with

[3]For reporting purposes, K–8 schools are coded as elementary.

student data, the guidelines apply equally as well to staff survey data. Free call-in data use workshops are offered as well.

- The *Workbook for Improving School Climate: Using Your California School Climate Health & Learning Surveys Data* (cscs.wested.org/using_results/publications) helps school communities interpret and use data. Worksheets help users walk through survey findings and identify the needs to be addressed to create supportive school climates, enhance stakeholder engagement, and improve student achievement.

- *Making Sense of School Climate* provides an overview of eight important dimensions of school climate and outlines the items on each of the three Cal-SCHLS surveys that assess constructs in each dimension.

### *ASSESSING 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. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (chks.wested.org/using_results).

#### 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 60%. 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 local, 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 schools in the state that conducted the CSCS may be downloaded from the CSCS website: cscs.wested.org/reports.

### *IMPROVING PARTICIPATION*

The *CSCS Survey Administration Guidebook* (cscs.wested.org/resources/cscs_guidebook_1_admin.pdf) provides strategies for improving voluntary staff participation. One of the most important is raising

awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school-improvement efforts that are undertaken in response. Staff must perceive that their voices are heard and valued.

### *NEXT STEPS*

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

#### Request School Reports

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

#### Compare with Other Data Sources

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

#### Discuss with Students and Staff

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

#### Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district.

#### Add Questions to Your Next Surveys

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

#### School Climate by Design Action Planning Workshop

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

***ACKNOWLEDGMENTS***

The CSCS was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from CDE. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at cscs.wested.org.

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

Tom Herman, Administrator
Coordinated School Health and Safety Office, California Department of Education

# Survey Administration

**Table 1**

***CSCS Survey Modules Administered***

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

# Section A. Core Module (All Staff)

## 1. Survey Sample

**Table A1.1**
***Core Module Sample***

| | All | ES | MS | HS | NT[A] |
|---|---|---|---|---|---|
| Number of respondents | 313 | 215 | 72 | – | 1 |

*Note: [A]NT includes continuation, community day, and other alternative school types.*

# 2. Summary of Key Survey Indicators

**Table A2.1**

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

| | All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **Student Learning Environment** | | | | | | |
| Is a supportive and inviting place for students to learn† | 53 | 57 | 37 | – | | A4.3 |
| Sets high standards for academic performance for all† | 55 | 63 | 31 | – | | A4.4 |
| Nearly all adults believe every student can be a success | 53 | 56 | 39 | – | | A5.7 |
| Encourages opportunities for students to decide things† | 29 | 34 | 14 | – | | A5.8 |
| Is welcoming to and facilitates parent involvement | 50 | 55 | 37 | – | | A4.25 |
| **Staff Working Environment** | | | | | | |
| Is a supportive and inviting place for staff to work† | 43 | 46 | 38 | – | | A4.10 |
| Promotes trust and collegiality among staff† | 41 | 46 | 31 | – | | A4.13 |
| Promotes personnel participation in decision making† | 27 | 31 | 15 | – | | A4.15 |
| **Safety** | | | | | | |
| Is a safe place for staff† | 48 | 53 | 37 | – | | A4.23 |
| Is a safe place for students† | 44 | 48 | 30 | – | | A4.22 |
| Has sufficient resources to create a safe campus† | 33 | 36 | 25 | – | | B3.2 |
| **Student Discipline and Support** | | | | | | |
| Handles discipline problems fairly† | 32 | 33 | 23 | – | | A10.3 |
| Provides adequate counseling and support services† | 33 | 28 | 48 | – | | A10.5 |
| Emphasizes helping students with social, emotional, behavioral problems† | 34 | 35 | 23 | – | | B6.1 |
| **Positive Relationships** | | | | | | |
| Nearly all adults really care about every student | 62 | 66 | 46 | – | | A5.3 |
| Nearly all adults treat every student with respect | 56 | 61 | 39 | – | | A7.5 |
| Fosters an appreciation of student diversity and respect for each other† | 43 | 48 | 30 | – | | A7.2 |
| Has moderate/severe problem with harassment/bullying | 27 | 23 | 41 | – | | A9.6 |
| **Student Behavior** | | | | | | |
| Nearly all/most students motivated to learn | 58 | 59 | 49 | – | | A8.2 |
| Nearly all/most students well-behaved | 64 | 64 | 59 | – | | A8.5 |
| Cutting classes or being truant moderate/severe problem | 4 | 3 | 7 | – | | A8.4 |
| Alcohol and drug use moderate/severe problem | 2 | 0 | 9 | – | | A9.12 |

*Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Strongly Agree."*

# 3. Demographics

**Table A3.1**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Teacher in grade 5 or above | 27 | 18 | 53 | – | |
| Teacher in grade 4 or below | 35 | 45 | 0 | – | |
| Special education teacher | 8 | 8 | 10 | – | |
| Administrator | 5 | 6 | 1 | – | |
| Prevention staff nurse or health aide | 2 | 2 | 1 | – | |
| Counselor or psychologist | 3 | 3 | 4 | – | |
| Police, resource officer, or safety personnel | 2 | 2 | 3 | – | |
| Paraprofessional, teacher assistant, or instructional aide | 10 | 6 | 25 | – | |
| Other certificated staff | 3 | 4 | 3 | – | |
| Other classified staff | 8 | 9 | 6 | – | |
| Other service provider | 2 | 2 | 3 | – | |

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

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

**Table A3.2**

***Special Population Service Providers***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Migrant education | 47 | 45 | 56 | – | |
| Special education | 75 | 73 | 89 | – | |
| English language learners | 65 | 66 | 68 | – | |
| None of the above | 13 | 11 | 8 | – | |

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

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

**Table A3.3**

***Length of Employment at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Less than 1 year | 17 | 19 | 11 | – | |
| 1 to 2 years | 17 | 14 | 21 | – | |
| 3 to 5 years | 23 | 24 | 21 | – | |
| 6 to 10 years | 12 | 10 | 15 | – | |
| Over 10 years | 32 | 33 | 32 | – | |

*Question A.3: How many years have you worked, in any position, at this school?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A3.4**

***Overall Length of Employment in Position***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Less than 1 year | 10 | 11 | 7 | – | |
| 1 to 2 years | 9 | 10 | 6 | – | |
| 3 to 5 years | 18 | 15 | 24 | – | |
| 6 to 10 years | 17 | 16 | 19 | – | |
| Over 10 years | 46 | 48 | 44 | – | |

*Question A.4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A3.5**

***Race/Ethnicity of Respondents***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| African American (not Hispanic) | 2 | 2 | 3 | – | |
| American Indian or Alaska Native | 0 | 0 | 0 | – | |
| Asian or Pacific Islander | 4 | 2 | 7 | – | |
| White (not Hispanic) | 70 | 72 | 64 | – | |
| Hispanic or Latino/a | 19 | 18 | 21 | – | |
| Other or multi-ethnic | 6 | 5 | 6 | – | |

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

# 4. Learning and Working Environment

**Table A4.1**

***Summary of Indicators for Positive Learning and Working Environment***

| This school... | *Percent Strongly Agreeing* All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **Learning Environment** | | | | | | |
| Is a supportive and inviting place for students to learn | 53 | 57 | 37 | – | | A4.3 |
| Sets high standards for academic performance for all | 55 | 63 | 31 | – | | A4.4 |
| Promotes academic success for all students | 53 | 57 | 39 | – | | A4.5 |
| Emphasizes helping students academically when they need it | 48 | 49 | 44 | – | | A4.6 |
| Emphasizes teaching lessons in ways relevant to students | 42 | 46 | 28 | – | | A4.7 |
| **Working Environment** | | | | | | |
| Is a supportive and inviting place for staff to work | 43 | 46 | 38 | – | | A4.10 |
| Promotes trust and collegiality among staff | 41 | 46 | 31 | – | | A4.13 |
| Promotes participation in school decision making | 27 | 31 | 15 | – | | A4.15 |
| Works to minimize paper work | 16 | 17 | 10 | – | | A4.16 |
| Provides adequate benefits to support continued employment | 15 | 16 | 12 | – | | A4.17 |
| Provides the materials, resources, and training to do job effectively | 24 | 24 | 21 | – | | A4.18 |
| Provides relevant paraprofessional training | 15 | 17 | 9 | – | | A4.19 |
| Provides the materials, resources, and training to work with special education (IEP) students | 16 | 17 | 15 | – | | A4.20 |
| Provides complete state adopted instructional materials for students with IEPs | 17 | 20 | 7 | – | | A4.21 |
| Uses objective data in making school improvement decisions | 40 | 44 | 32 | – | | A4.9 |
| **Safety, Facilities, and Parental Outreach** | | | | | | |
| Is a safe place for students | 44 | 48 | 30 | – | | A4.22 |
| Is a safe place for staff | 48 | 53 | 37 | – | | A4.23 |
| Has clean and well-maintained facilities and property | 50 | 53 | 46 | – | | A4.24 |
| Is welcoming to and facilitates parent involvement | 50 | 55 | 37 | – | | A4.25 |
| Encourages parents to be active partners in educating their child | 45 | 49 | 29 | – | | A4.26 |

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

**Table A4.2**

***Summary of Indicators for Staff Collegiality and Sense of Mission***

| How many adults at this school... | *Percent Responding "Nearly All Adults"* | | | | | Table |
|---|---|---|---|---|---|---|
| | All % | ES % | MS % | HS % | NT % | |
| Have close professional relationships with one another | 39 | 40 | 30 | – | | A4.14 |
| Support and treat each other with respect | 54 | 57 | 41 | – | | A4.12 |
| Feel a responsibility to improve the school | 50 | 52 | 37 | – | | A4.11 |
| Work hard to ensure a safe and supportive learning environment | 61 | 64 | 50 | – | | A4.8 |

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

# Student Learning Environment

**Table A4.3**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 53 | 57 | 37 | – | |
| Agree | 45 | 41 | 59 | – | |
| Disagree | 1 | 1 | 3 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 1 | 0 | 1 | – | |

*Question A.6: This school is a supportive and inviting place for students to learn.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A4.4**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 55 | 63 | 31 | – | |
| Agree | 42 | 37 | 61 | – | |
| Disagree | 1 | 0 | 4 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 1 | 0 | 3 | – | |

*Question A.7: This school sets high standards for academic performance for all students.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A4.5**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 53 | 57 | 39 | – | |
| Agree | 43 | 39 | 54 | – | |
| Disagree | 3 | 3 | 4 | – | |
| Strongly disagree | 1 | 0 | 1 | – | |
| Not applicable | 1 | 0 | 1 | – | |

*Question A.8: The school promotes academic success for all students.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A4.6**

***Emphasizes Academic Help When Needed***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 48 | 49 | 44 | – | |
| Agree | 47 | 46 | 49 | – | |
| Disagree | 4 | 4 | 4 | – | |
| Strongly disagree | 1 | 1 | 1 | – | |
| Not applicable | 1 | 0 | 1 | – | |

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

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

**Table A4.7**

***Teaches Lessons Relevant to Students***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 42 | 46 | 28 | – | |
| Agree | 51 | 47 | 65 | – | |
| Disagree | 3 | 3 | 4 | – | |
| Strongly disagree | 1 | 0 | 0 | – | |
| Not applicable | 3 | 3 | 3 | – | |

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

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

**Table A4.8**

***Adults At School Ensure Safe and Supportive Environment***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 61 | 64 | 50 | – | |
| Most adults | 34 | 32 | 44 | – | |
| Some adults | 4 | 4 | 6 | – | |
| Few adults | 0 | 0 | 0 | – | |
| Almost none | 0 | 0 | 0 | – | |

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

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

**Table A4.9**

***School Uses Objective Data in Decision Making***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 40 | 44 | 32 | – | |
| Agree | 49 | 46 | 53 | – | |
| Disagree | 4 | 4 | 4 | – | |
| Strongly disagree | 1 | 1 | 0 | – | |
| Not applicable | 6 | 5 | 10 | – | |

*Question A.75: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.*

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

# Staff Working Environment

**Table A4.10**

***Supportive and Inviting Place to Work***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 43 | 46 | 38 | – | |
| Agree | 47 | 46 | 45 | – | |
| Disagree | 9 | 7 | 17 | – | |
| Strongly disagree | 1 | 1 | 0 | – | |
| Not applicable | 1 | 0 | 0 | – | |

*Question A.12: This school is a supportive and inviting place for staff to work.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A4.11**

***Staff Feel Responsibility to Improve School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 50 | 52 | 37 | – | |
| Most adults | 38 | 35 | 47 | – | |
| Some adults | 12 | 12 | 16 | – | |
| Few adults | 0 | 0 | 0 | – | |
| Almost none | 0 | 0 | 0 | – | |

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

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

**Table A4.12**

***Staff Support and Treat Each Other with Respect***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 54 | 57 | 41 | – | |
| Most adults | 36 | 35 | 41 | – | |
| Some adults | 9 | 7 | 16 | – | |
| Few adults | 1 | 1 | 1 | – | |
| Almost none | 0 | 0 | 0 | – | |

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

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

**Table A4.13**

***Promotes Staff Trust and Collegiality***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 41 | 46 | 31 | – | |
| Agree | 46 | 44 | 51 | – | |
| Disagree | 10 | 8 | 15 | – | |
| Strongly disagree | 2 | 1 | 3 | – | |
| Not applicable | 1 | 0 | 0 | – | |

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

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

**Table A4.14**

***Staff Have Close Professional Relationships***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 39 | 40 | 30 | – | |
| Most adults | 42 | 43 | 40 | – | |
| Some adults | 17 | 15 | 29 | – | |
| Few adults | 2 | 1 | 1 | – | |
| Almost none | 0 | 0 | 0 | – | |

*Question A.40: How many adults at this school have close professional relationships with one another?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A4.15**

***Staff Participate in Decision-Making***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 27 | 31 | 15 | – | |
| Agree | 53 | 53 | 56 | – | |
| Disagree | 13 | 12 | 19 | – | |
| Strongly disagree | 4 | 2 | 7 | – | |
| Not applicable | 2 | 2 | 3 | – | |

*Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A4.16**

***Works to Minimize Paper Work***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 16 | 17 | 10 | – | |
| Agree | 44 | 43 | 46 | – | |
| Disagree | 28 | 27 | 35 | – | |
| Strongly disagree | 5 | 6 | 3 | – | |
| Not applicable | 7 | 8 | 6 | – | |

*Question A.76: This school takes steps to minimize paper work.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A4.17**

***Provides Adequate Benefits***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 15 | 16 | 12 | – | |
| Agree | 44 | 43 | 47 | – | |
| Disagree | 26 | 27 | 25 | – | |
| Strongly disagree | 10 | 8 | 15 | – | |
| Not applicable | 4 | 5 | 1 | – | |

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

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

# General Staff Supports

**Table A4.18**

***Provides Staff Resources and Training to Do Job Effectively***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 24 | 24 | 21 | – | |
| Agree | 52 | 49 | 63 | – | |
| Disagree | 21 | 24 | 14 | – | |
| Strongly disagree | 2 | 2 | 0 | – | |
| Not applicable | 1 | 0 | 1 | – | |

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

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

**Table A4.19**

***Provides Relevant Paraprofessional Training***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 15 | 17 | 9 | – | |
| Agree | 45 | 44 | 46 | – | |
| Disagree | 18 | 20 | 15 | – | |
| Strongly disagree | 6 | 4 | 10 | – | |
| Not applicable | 17 | 15 | 21 | – | |

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

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

# Special Education Supports

**Table A4.20**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 16 | 17 | 15 | – | |
| Agree | 47 | 45 | 56 | – | |
| Disagree | 25 | 27 | 21 | – | |
| Strongly disagree | 3 | 3 | 1 | – | |
| Not applicable | 8 | 9 | 6 | – | |

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

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

**Table A4.21**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 17 | 20 | 7 | – | |
| Agree | 44 | 41 | 53 | – | |
| Disagree | 15 | 15 | 21 | – | |
| Strongly disagree | 8 | 7 | 9 | – | |
| Not applicable | 16 | 17 | 10 | – | |

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

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

# Perceived School Safety

**Table A4.22**

***Safe Place for Students***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 44 | 48 | 30 | – | |
| Agree | 52 | 47 | 66 | – | |
| Disagree | 4 | 4 | 3 | – | |
| Strongly disagree | 1 | 0 | 1 | – | |
| Not applicable | 0 | 0 | 0 | – | |

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

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

**Table A4.23**

***Safe Place for Staff***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 48 | 53 | 37 | – | |
| Agree | 46 | 44 | 53 | – | |
| Disagree | 3 | 2 | 7 | – | |
| Strongly disagree | 1 | 0 | 3 | – | |
| Not applicable | 1 | 1 | 0 | – | |

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

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

# Facilities

**Table A4.24**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 50 | 53 | 46 | – | |
| Agree | 47 | 45 | 49 | – | |
| Disagree | 3 | 2 | 4 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 0 | 0 | 0 | – | |

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

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

# Parent Involvement

**Table A4.25**

***Encourages Parental Involvement***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 50 | 55 | 37 | – | |
| Agree | 46 | 42 | 55 | – | |
| Disagree | 3 | 2 | 6 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 1 | 1 | 3 | – | |

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

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

**Table A4.26**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 45 | 49 | 29 | – | |
| Agree | 50 | 47 | 62 | – | |
| Disagree | 3 | 2 | 7 | – | |
| Strongly disagree | 0 | 1 | 0 | – | |
| Not applicable | 1 | 2 | 1 | – | |

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

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

# 5. Student Developmental Supports and Opportunities

**Table A5.1**

***Summary of Indicators for Opportunities for Meaningful Student Participation***

| This school provides/encourages students... | *Percent Strongly Agreeing* All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| Opportunities to decide things | 29 | 34 | 14 | – | | A5.8 |
| Equal opportunity for classroom participation | 51 | 55 | 37 | – | | A5.9 |
| Equal opportunity to participate in extracurricular and enrichment activities | 27 | 22 | 31 | – | | A5.10 |
| Opportunities to make a difference (help others) | 38 | 38 | 28 | – | | A5.11 |

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

**Table A5.2**

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

| How many adults at this school... | *Percent Responding "Nearly All Adults"* All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **Caring Relationships** | | | | | | |
| Really care about every student | 62 | 66 | 46 | – | | A5.3 |
| Acknowledge and pay attention to students | 61 | 63 | 49 | – | | A5.4 |
| Listen to what students have to say | 48 | 51 | 34 | – | | A5.5 |
| **High Expectations** | | | | | | |
| Want every student to do their best | 70 | 72 | 57 | – | | A5.6 |
| Believe every student can be a success | 53 | 56 | 39 | – | | A5.7 |

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

# Caring Relationships

**Table A5.3**

***Adults Really Care About All Students***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 62 | 66 | 46 | – | |
| Most adults | 34 | 30 | 49 | – | |
| Some adults | 3 | 3 | 4 | – | |
| Few adults | 1 | 0 | 1 | – | |
| Almost none | 0 | 0 | 0 | – | |

*Question A.33: How many adults at this school really care about every student?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A5.4**

***Adults Acknowledge and Pay Attention to Students***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 61 | 63 | 49 | – | |
| Most adults | 35 | 34 | 46 | – | |
| Some adults | 3 | 3 | 4 | – | |
| Few adults | 1 | 0 | 1 | – | |
| Almost none | 0 | 0 | 0 | – | |

*Question A.34: How many adults at this school acknowledge and pay attention to students?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A5.5**

***Adults Listen to What Students Have to Say***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 48 | 51 | 34 | – | |
| Most adults | 43 | 42 | 53 | – | |
| Some adults | 7 | 7 | 10 | – | |
| Few adults | 1 | 0 | 3 | – | |
| Almost none | 0 | 0 | 0 | – | |

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

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

# High Expectations

**Table A5.6**

***Adults Want All Students to Do Their Best***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 70 | 72 | 57 | – | |
| Most adults | 27 | 25 | 37 | – | |
| Some adults | 3 | 3 | 6 | – | |
| Few adults | 0 | 0 | 0 | – | |
| Almost none | 0 | 0 | 0 | – | |

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

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

**Table A5.7**

***Adults Believe Every Student Can Be a Success***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 53 | 56 | 39 | – | |
| Most adults | 40 | 37 | 50 | – | |
| Some adults | 7 | 6 | 10 | – | |
| Few adults | 0 | 0 | 1 | – | |
| Almost none | 0 | 0 | 0 | – | |

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

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

# Opportunities for Meaningful Participation

**Table A5.8**

***Encourages Decision Opportunities for Students***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 29 | 34 | 14 | – | |
| Agree | 57 | 55 | 65 | – | |
| Disagree | 8 | 6 | 14 | – | |
| Strongly disagree | 1 | 0 | 3 | – | |
| Not applicable | 5 | 5 | 4 | – | |

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

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

**Table A5.9**

***Gives Equal Opportunity for Classroom Participation***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 51 | 55 | 37 | – | |
| Agree | 42 | 39 | 55 | – | |
| Disagree | 1 | 1 | 0 | – | |
| Strongly disagree | 1 | 0 | 1 | – | |
| Not applicable | 5 | 4 | 7 | – | |

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

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

**Table A5.10**

***Gives Equal Access to Extracurricular and Enrichment Activities***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 27 | 22 | 31 | – | |
| Agree | 48 | 48 | 51 | – | |
| Disagree | 18 | 20 | 15 | – | |
| Strongly disagree | 5 | 6 | 1 | – | |
| Not applicable | 3 | 4 | 1 | – | |

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

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

**Table A5.11**

***Gives Opportunities to Make A Difference (Help Others)***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 38 | 38 | 28 | – | |
| Agree | 49 | 48 | 61 | – | |
| Disagree | 10 | 12 | 7 | – | |
| Strongly disagree | 0 | 0 | 1 | – | |
| Not applicable | 2 | 2 | 3 | – | |

*Question A.19: This school gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning).*

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

# 6. Learning Conditions

**Table A6.1**

***Summary of Indicators of School Learning Conditions***

| | *Percent Strongly Agreeing* | | | | | |
|---|---|---|---|---|---|---|
| | All % | ES % | MS % | HS % | NT % | Table |
| **Learning Supports** | | | | | | |
| Teachers go out of their way to help students | 45 | 49 | 31 | – | | A6.2 |
| Classes challenge students | 39 | 44 | 22 | – | | A6.2 |
| **Fair, Respectful and Orderly Environment** | | | | | | |
| Adults at this school treat all students with respect | 41 | 43 | 32 | – | | A6.3 |
| The school rules are fair | 53 | 56 | 39 | – | | A6.3 |
| Students in this school are well-behaved | 15 | 15 | 9 | – | | A6.4 |
| The rules in the school are too strict | 4 | 3 | 4 | – | | A6.4 |
| It is easy for students to get kicked out of class or get suspended | 2 | 2 | 3 | – | | A6.4 |
| Students get in trouble for breaking small rules | 3 | 2 | 6 | – | | A6.4 |
| Teachers are very strict here | 1 | 1 | 3 | – | | A6.4 |
| **Clarity of Rules and Expectations** | | | | | | |
| Rules in this school are made clear to students | 42 | 45 | 31 | – | | A6.5 |
| Students know how they are expected to act | 44 | 47 | 33 | – | | A6.5 |
| Students know what the rules are | 45 | 49 | 31 | – | | A6.5 |
| This school makes it clear how students are expected to act | 47 | 50 | 35 | – | | A6.5 |
| **Positive Peer Relations** | | | | | | |
| Students enjoy spending time together during school activities | 44 | 48 | 27 | – | | A6.6 |
| Students enjoy collaborating on projects in class | 41 | 44 | 26 | – | | A6.6 |
| Students care about one another | 27 | 32 | 8 | – | | A6.6 |
| Students treat each other with respect | 16 | 19 | 3 | – | | A6.6 |
| Students get along well with one another | 19 | 20 | 10 | – | | A6.6 |

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

**Table A6.1**

***Summary of Indicators of School Learning Conditions - Continued***

| | *Percent Strongly Agreeing* | | | | | |
|---|---|---|---|---|---|---|
| | All % | ES % | MS % | HS % | NT % | Table |
| **Social Emotional Supports, Conflict Management, and Bullying Prevention** | | | | | | |
| This school encourages students to feel responsible for how they act | 49 | 55 | 34 | – | | A6.7 |
| Students are often given rewards for being good | 40 | 43 | 29 | – | | A6.7 |
| This school encourages students to understand how others think and feel | 41 | 46 | 26 | – | | A6.7 |
| Students are taught that they can control their own behavior | 51 | 57 | 34 | – | | A6.7 |
| This school helps students solve conflicts with one another | 44 | 49 | 28 | – | | A6.8 |
| This school encourages students to care about how others feel | 46 | 53 | 29 | – | | A6.8 |
| Teachers here make it clear to students that bullying is not tolerated | 62 | 64 | 56 | – | | A6.9 |
| If a student was bullied, he or she would tell a teachers or staff at school | 29 | 32 | 16 | – | | A6.9 |
| Students tell teachers when other students are being bullied | 27 | 31 | 10 | – | | A6.9 |
| If a student tells teacher that someone is bullying her/him, the teacher will do something to help | 53 | 54 | 51 | – | | A6.9 |
| Students here try to stop bullying when they see it happening | 20 | 21 | 13 | – | | A6.9 |
| **Respect for Diversity** | | | | | | |
| There is a lot of tension between people of different cultures, races, or ethnicities | 5 | 3 | 6 | – | | A6.10 |
| Students respect each others' differences | 23 | 25 | 9 | – | | A6.10 |
| Adults in school respect differences in students | 52 | 57 | 34 | – | | A6.10 |
| Teachers show that it is important for students of different races and cultures to get along with each other | 50 | 54 | 34 | – | | A6.10 |

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

# Supports for Learning

**Table A6.2**
***Learning Support at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Teachers go out of their way to help students** | | | | | |
| Strongly agree | 45 | 49 | 31 | – | |
| Agree | 50 | 49 | 55 | – | |
| Disagree | 2 | 0 | 7 | – | |
| Strongly disagree | 1 | 1 | 3 | – | |
| Not applicable | 2 | 2 | 3 | – | |
| **Classes challenge students** | | | | | |
| Strongly agree | 39 | 44 | 22 | – | |
| Agree | 53 | 48 | 68 | – | |
| Disagree | 3 | 2 | 4 | – | |
| Strongly disagree | 0 | 0 | 1 | – | |
| Not applicable | 5 | 6 | 4 | – | |

*Question A.100, 101: Teachers go out of their way to help students... Classes challenge students.*
*Note: Cells are empty if there are less than 5 respondents.*

# Fair, Respectful, and Orderly Environment

**Table A6.3**

***Fair Environment at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Adults at this school treat all students with respect** | | | | | |
| Strongly agree | 41 | 43 | 32 | – | |
| Agree | 51 | 51 | 53 | – | |
| Disagree | 6 | 4 | 15 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 1 | 2 | 0 | – | |
| **The school rules are fair** | | | | | |
| Strongly agree | 53 | 56 | 39 | – | |
| Agree | 43 | 40 | 52 | – | |
| Disagree | 3 | 1 | 9 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 2 | 3 | 0 | – | |

*Question A.102, 103: Adults at this school treat all students with respect... The school rules are fair.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A6.4**

***Respectful and Orderly Environment at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Students in this school are well-behaved** | | | | | |
| Strongly agree | 15 | 15 | 9 | – | |
| Agree | 59 | 59 | 61 | – | |
| Disagree | 22 | 24 | 24 | – | |
| Strongly disagree | 3 | 2 | 4 | – | |
| Not applicable | 1 | 1 | 1 | – | |
| **The rules in the school are too strict** | | | | | |
| Strongly agree | 4 | 3 | 4 | – | |
| Agree | 6 | 6 | 6 | – | |
| Disagree | 55 | 54 | 60 | – | |
| Strongly disagree | 33 | 34 | 30 | – | |
| Not applicable | 2 | 3 | 0 | – | |
| **It is easy for students to get kicked out of class or get suspended** | | | | | |
| Strongly agree | 2 | 2 | 3 | – | |
| Agree | 10 | 8 | 12 | – | |
| Disagree | 46 | 47 | 49 | – | |
| Strongly disagree | 37 | 38 | 34 | – | |
| Not applicable | 5 | 5 | 3 | – | |
| **Students get in trouble for breaking small rules** | | | | | |
| Strongly agree | 3 | 2 | 6 | – | |
| Agree | 18 | 20 | 15 | – | |
| Disagree | 51 | 50 | 53 | – | |
| Strongly disagree | 26 | 26 | 24 | – | |
| Not applicable | 3 | 3 | 2 | – | |
| **Teachers are very strict here** | | | | | |
| Strongly agree | 1 | 1 | 3 | – | |
| Agree | 25 | 26 | 22 | – | |
| Disagree | 56 | 56 | 62 | – | |
| Strongly disagree | 14 | 14 | 12 | – | |
| Not applicable | 3 | 4 | 1 | – | |

*Question A.104-108: Students in this school are well-behaved... The rules in the school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.*

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

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

# Clarity of Rules and Expectations

**Table A6.5**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Rules in this school are made clear to students** | | | | | |
| Strongly agree | 42 | 45 | 31 | – | |
| Agree | 49 | 47 | 57 | – | |
| Disagree | 6 | 4 | 10 | – | |
| Strongly disagree | 2 | 2 | 1 | – | |
| Not applicable | 1 | 2 | 0 | – | |
| **Students know how they are expected to act** | | | | | |
| Strongly agree | 44 | 47 | 33 | – | |
| Agree | 50 | 48 | 57 | – | |
| Disagree | 5 | 3 | 10 | – | |
| Strongly disagree | 1 | 1 | 0 | – | |
| Not applicable | 1 | 1 | 0 | – | |
| **Students know what the rules are** | | | | | |
| Strongly agree | 45 | 49 | 31 | – | |
| Agree | 50 | 46 | 61 | – | |
| Disagree | 4 | 3 | 6 | – | |
| Strongly disagree | 1 | 1 | 1 | – | |
| Not applicable | 0 | 1 | 0 | – | |
| **This school makes it clear how students are expected to act** | | | | | |
| Strongly agree | 47 | 50 | 35 | – | |
| Agree | 46 | 44 | 51 | – | |
| Disagree | 6 | 5 | 12 | – | |
| Strongly disagree | 1 | 1 | 1 | – | |
| Not applicable | 0 | 0 | 0 | – | |

*Question A.109-112: Rules in this school are made clear to students... Students know how they are expected to act... Students know what the rules are... This school makes it clear how students are expected to act.*
*Note: Cells are empty if there are less than 5 respondents.*

# Positive Peer Relations

**Table A6.6**

***Positive Peer Relations at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Students enjoy spending time together during school activities** | | | | | |
| Strongly agree | 44 | 48 | 27 | – | |
| Agree | 54 | 51 | 67 | – | |
| Disagree | 1 | 0 | 6 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 0 | 1 | 0 | – | |
| **Students enjoy collaborating on projects in class** | | | | | |
| Strongly agree | 41 | 44 | 26 | – | |
| Agree | 48 | 49 | 54 | – | |
| Disagree | 3 | 2 | 7 | – | |
| Strongly disagree | 0 | 0 | 1 | – | |
| Not applicable | 7 | 5 | 10 | – | |
| **Students care about one another** | | | | | |
| Strongly agree | 27 | 32 | 8 | – | |
| Agree | 66 | 63 | 77 | – | |
| Disagree | 5 | 4 | 12 | – | |
| Strongly disagree | 1 | 0 | 3 | – | |
| Not applicable | 1 | 1 | 0 | – | |
| **Students treat each other with respect** | | | | | |
| Strongly agree | 16 | 19 | 3 | – | |
| Agree | 69 | 69 | 75 | – | |
| Disagree | 13 | 10 | 18 | – | |
| Strongly disagree | 1 | 1 | 4 | – | |
| Not applicable | 1 | 1 | 0 | – | |
| **Students get along well with one another** | | | | | |
| Strongly agree | 19 | 20 | 10 | – | |
| Agree | 74 | 73 | 78 | – | |
| Disagree | 7 | 6 | 10 | – | |
| Strongly disagree | 0 | 0 | 1 | – | |
| Not applicable | 0 | 1 | 0 | – | |

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

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

# Social Emotional Supports, Conflict Management, and Bullying Prevention

**Table A6.7**

***Social Emotional Supports at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **This school encourages students to feel responsible for how they act** | | | | | |
| Strongly agree | 49 | 55 | 34 | – | |
| Agree | 43 | 39 | 50 | – | |
| Disagree | 6 | 5 | 12 | – | |
| Strongly disagree | 1 | 1 | 4 | – | |
| Not applicable | 0 | 1 | 0 | – | |
| **Students are often given rewards for being good** | | | | | |
| Strongly agree | 40 | 43 | 29 | – | |
| Agree | 51 | 50 | 56 | – | |
| Disagree | 7 | 6 | 13 | – | |
| Strongly disagree | 1 | 1 | 1 | – | |
| Not applicable | 0 | 1 | 0 | – | |
| **This school encourages students to understand how others think and feel** | | | | | |
| Strongly agree | 41 | 46 | 26 | – | |
| Agree | 52 | 49 | 59 | – | |
| Disagree | 6 | 4 | 13 | – | |
| Strongly disagree | 1 | 1 | 1 | – | |
| Not applicable | 0 | 1 | 0 | – | |
| **Students are taught that they can control their own behavior** | | | | | |
| Strongly agree | 51 | 57 | 34 | – | |
| Agree | 44 | 40 | 54 | – | |
| Disagree | 4 | 2 | 10 | – | |
| Strongly disagree | 0 | 0 | 1 | – | |
| Not applicable | 0 | 1 | 0 | – | |

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

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

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

**Table A6.8**

***Conflict Management at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **This school helps students solve conflicts with one another** | | | | | |
| Strongly agree | 44 | 49 | 28 | – | |
| Agree | 46 | 42 | 55 | – | |
| Disagree | 8 | 7 | 10 | – | |
| Strongly disagree | 1 | 1 | 3 | – | |
| Not applicable | 1 | 1 | 3 | – | |
| **This school encourages students to care about how others feel** | | | | | |
| Strongly agree | 46 | 53 | 29 | – | |
| Agree | 48 | 44 | 59 | – | |
| Disagree | 4 | 2 | 9 | – | |
| Strongly disagree | 1 | 1 | 3 | – | |
| Not applicable | 0 | 1 | 0 | – | |

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

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

**Table A6.9**

***Bullying Prevention at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Teachers here make it clear to students that bullying is not tolerated** | | | | | |
| Strongly agree | 62 | 64 | 56 | – | |
| Agree | 36 | 35 | 41 | – | |
| Disagree | 1 | 1 | 1 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 1 | 1 | 1 | – | |
| **If a student was bullied, he or she would tell one of the teachers or staff at school** | | | | | |
| Strongly agree | 29 | 32 | 16 | – | |
| Agree | 59 | 58 | 63 | – | |
| Disagree | 10 | 8 | 18 | – | |
| Strongly disagree | 1 | 0 | 1 | – | |
| Not applicable | 1 | 2 | 1 | – | |
| **Students tell teachers when other students are being bullied** | | | | | |
| Strongly agree | 27 | 31 | 10 | – | |
| Agree | 58 | 57 | 69 | – | |
| Disagree | 12 | 10 | 18 | – | |
| Strongly disagree | 1 | 0 | 1 | – | |
| Not applicable | 2 | 2 | 1 | – | |

*Question A.80-82: Teachers here make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.*

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

**Table A6.9**

***Bullying Prevention at School - Continued***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **If a student tells teacher that someone is bullying her/him, the teacher will do something to help** | | | | | |
| Strongly agree | 53 | 54 | 51 | – | |
| Agree | 43 | 44 | 46 | – | |
| Disagree | 2 | 1 | 1 | – | |
| Strongly disagree | 0 | 0 | 1 | – | |
| Not applicable | 1 | 2 | 0 | – | |
| **Students here try to stop bullying when they see it happening** | | | | | |
| Strongly agree | 20 | 21 | 13 | – | |
| Agree | 55 | 56 | 55 | – | |
| Disagree | 20 | 19 | 22 | – | |
| Strongly disagree | 2 | 1 | 6 | – | |
| Not applicable | 3 | 3 | 3 | – | |

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

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

# Respect for Diversity

**Table A6.10**

***Respect for Diversity at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **There is a lot of tension between people of different cultures, races, or ethnicities** | | | | | |
| Strongly agree | 5 | 3 | 6 | – | |
| Agree | 8 | 6 | 12 | – | |
| Disagree | 46 | 43 | 59 | – | |
| Strongly disagree | 36 | 42 | 19 | – | |
| Not applicable | 6 | 6 | 4 | – | |
| **Students respect each others' differences** | | | | | |
| Strongly agree | 23 | 25 | 9 | – | |
| Agree | 63 | 64 | 71 | – | |
| Disagree | 10 | 8 | 16 | – | |
| Strongly disagree | 1 | 0 | 3 | – | |
| Not applicable | 2 | 3 | 1 | – | |
| **Adults in school respect differences in students** | | | | | |
| Strongly agree | 52 | 57 | 34 | – | |
| Agree | 43 | 38 | 59 | – | |
| Disagree | 4 | 4 | 4 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 1 | 1 | 3 | – | |
| **Teachers show that it is important for students of different races and cultures to get along with each other** | | | | | |
| Strongly agree | 50 | 54 | 34 | – | |
| Agree | 46 | 42 | 59 | – | |
| Disagree | 3 | 2 | 7 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 1 | 2 | 0 | – | |

*Question A.85-88: There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.*

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

# 7. Respect, Equity, and Cultural Sensitivity

**Table A7.1**

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

| | All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| Fosters an appreciation of student diversity and respect for each other† | 43 | 48 | 30 | – | | A7.2 |
| Emphasizes showing respect for all students' cultural beliefs and practices† | 43 | 47 | 32 | – | | A7.6 |
| Emphasizes using instructional materials that reflect the culture or ethnicity of its students† | 14 | 12 | 13 | – | | A7.7 |
| Has staff examine their own cultural biases through professional development or other processes† | 10 | 12 | 8 | – | | A7.8 |
| Encourages equity in rigorous course enrollment† | 22 | 17 | 31 | – | | A7.10 |
| Considers closing the racial/ethnic achievement gap a high priority† | 31 | 35 | 21 | – | | A7.9 |
| Provides the supports needed for teaching culturally and linguistically diverse students† | 21 | 25 | 11 | – | | A7.11 |
| Treat all students fairly‡ | 54 | 58 | 36 | – | | A7.4 |
| Treat every student with respect‡ | 56 | 61 | 39 | – | | A7.5 |

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

†*Strongly agree that this school...* ‡*Report that nearly all adults at this school...*

# Tolerance Among Students

**Table A7.2**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 43 | 48 | 30 | – | |
| Agree | 50 | 47 | 58 | – | |
| Disagree | 5 | 3 | 11 | – | |
| Strongly disagree | 1 | 0 | 0 | – | |
| Not applicable | 1 | 1 | 1 | – | |

*Question A.24: This school fosters an appreciation of student diversity and respect for each other.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A7.3**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 67 | 75 | 39 | – | |
| Mild problem | 28 | 22 | 52 | – | |
| Moderate problem | 5 | 4 | 9 | – | |
| Severe problem | 0 | 0 | 0 | – | |

*Question A.63: How much of a problem at this school is racial/ethnic conflict among students?*
*Note: Cells are empty if there are less than 5 respondents.*

# Treating Students Fairly and Respectfully

**Table A7.4**

***Staff Treat All Students Fairly***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 54 | 58 | 36 | – | |
| Most adults | 38 | 37 | 49 | – | |
| Some adults | 8 | 5 | 13 | – | |
| Few adults | 0 | 0 | 1 | – | |
| Almost none | 0 | 0 | 0 | – | |

*Question A.38: How many adults at this school treat all students fairly?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A7.5**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all adults | 56 | 61 | 39 | – | |
| Most adults | 38 | 34 | 53 | – | |
| Some adults | 6 | 5 | 9 | – | |
| Few adults | 0 | 0 | 0 | – | |
| Almost none | 0 | 0 | 0 | – | |

*Question A.39: How many adults at this school treat every student with respect?*
*Note: Cells are empty if there are less than 5 respondents.*

# Cultural Sensitivity

**Table A7.6**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 43 | 47 | 32 | – | |
| Agree | 51 | 47 | 59 | – | |
| Disagree | 5 | 4 | 6 | – | |
| Strongly disagree | 1 | 0 | 1 | – | |
| Not applicable | 1 | 1 | 1 | – | |

*Question A.25: This school emphasizes showing respect for all students' cultural beliefs and practices.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A7.7**

***Uses Culturally Relevant Instructional Materials***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 14 | 12 | 13 | – | |
| Agree | 56 | 58 | 54 | – | |
| Disagree | 18 | 19 | 21 | – | |
| Strongly disagree | 2 | 2 | 1 | – | |
| Not applicable | 10 | 9 | 11 | – | |

*Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A7.8**

***Staff Examine Their Cultural Biases***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 10 | 12 | 8 | – | |
| Agree | 41 | 42 | 35 | – | |
| Disagree | 31 | 31 | 38 | – | |
| Strongly disagree | 3 | 4 | 1 | – | |
| Not applicable | 14 | 11 | 17 | – | |

*Question A.22: This school has staff examine their own cultural biases through professional development or other processes.*
*Note: Cells are empty if there are less than 5 respondents.*

# Instructional Equity

**Table A7.9**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 31 | 35 | 21 | – | |
| Agree | 46 | 42 | 56 | – | |
| Disagree | 11 | 11 | 15 | – | |
| Strongly disagree | 1 | 1 | 0 | – | |
| Not applicable | 11 | 10 | 7 | – | |

*Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A7.10**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 22 | 17 | 31 | – | |
| Agree | 31 | 22 | 58 | – | |
| Disagree | 10 | 11 | 8 | – | |
| Strongly disagree | 1 | 2 | 0 | – | |
| Not applicable | 36 | 48 | 3 | – | |

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

**Table A7.11**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 21 | 25 | 11 | – | |
| Agree | 56 | 51 | 70 | – | |
| Disagree | 13 | 14 | 12 | – | |
| Strongly disagree | 1 | 1 | 0 | – | |
| Not applicable | 9 | 9 | 8 | – | |

*Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.*
*Note: Cells are empty if there are less than 5 respondents.*

# 8. Learning Readiness and Engagement

**Table A8.1**

***Summary of Indicators for Student Learning Readiness and Engagement***

| | All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **How many students at this school** | | | | | | |
| Are motivated to learn† | 58 | 59 | 49 | – | | A8.2 |
| Are well-behaved† | 64 | 64 | 59 | – | | A8.5 |
| **This school...** | | | | | | |
| Motivates students to learn‡ | 42 | 47 | 25 | – | | A8.3 |
| **How much of a problem at this school is...** | | | | | | |
| Disruptive behavior§ | 53 | 54 | 57 | – | | A8.6 |
| Cutting classes or being truant§ | 4 | 3 | 7 | – | | A8.4 |
| Lack of respect of staff by students§ | 28 | 30 | 29 | – | | A8.7 |

*Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Most" or "Nearly all;" ‡Percent Responding "Strongly Agree;" §Percent Responding "Moderate problem" or "Severe problem."*

# Learning Motivation and Truancy

**Table A8.2**

***Students Are Motivated to Learn***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all | 5 | 5 | 4 | – | |
| Most | 53 | 54 | 45 | – | |
| Some | 38 | 39 | 45 | – | |
| Few | 3 | 2 | 6 | – | |
| Almost none | 1 | 1 | 0 | – | |

*Question A.56: Based on your experience, how many students at this school are motivated to learn?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A8.3**

***School Motivates Students to Learn***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 42 | 47 | 25 | – | |
| Agree | 54 | 52 | 65 | – | |
| Disagree | 3 | 1 | 9 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| Not applicable | 1 | 1 | 1 | – | |

*Question A.72: This school motivates students to learn.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A8.4**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 73 | 81 | 49 | – | |
| Mild problem | 23 | 16 | 44 | – | |
| Moderate problem | 4 | 3 | 7 | – | |
| Severe problem | 0 | 1 | 0 | – | |

*Question A.66: How much of a problem at this school is cutting classes or being truant?*
*Note: Cells are empty if there are less than 5 respondents.*

# General Behavior

**Table A8.5**

***Students Are Well-Behaved***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all | 8 | 6 | 7 | – | |
| Most | 56 | 58 | 52 | – | |
| Some | 30 | 31 | 35 | – | |
| Few | 5 | 6 | 6 | – | |
| Almost none | 0 | 0 | 0 | – | |

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

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

**Table A8.6**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 9 | 9 | 4 | – | |
| Mild problem | 37 | 37 | 38 | – | |
| Moderate problem | 38 | 38 | 38 | – | |
| Severe problem | 16 | 16 | 19 | – | |

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

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

**Table A8.7**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 32 | 31 | 23 | – | |
| Mild problem | 40 | 38 | 48 | – | |
| Moderate problem | 22 | 23 | 23 | – | |
| Severe problem | 7 | 7 | 6 | – | |

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

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

# 9. Student Health and Risk Behavior

**Table A9.1**

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

| | All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **Perceived Physical and Mental Health** | | | | | | |
| Arrive at school alert and rested† | 62 | 64 | 54 | – | | A9.3 |
| Are healthy and physically fit† | 61 | 60 | 65 | – | | A9.4 |
| Depression or other mental health issues are moderate/severe problems | 21 | 23 | 17 | – | | A9.5 |

*Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Most" or "Nearly all."*

**Table A9.2**

***Summary of Indicators for Student Risk Behavior***

| How much of a problem at this school is... | All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **Violence, Conflict, and Crime** | | | | | | |
| Harassment or bullying‡ | 27 | 23 | 41 | – | | A9.6 |
| Physical fighting‡ | 10 | 9 | 13 | – | | A9.7 |
| Gang activity‡ | 4 | 3 | 9 | – | | A9.10 |
| Vandalism and graffiti‡ | 6 | 5 | 7 | – | | A9.8 |
| Theft‡ | 8 | 5 | 15 | – | | A9.9 |
| Weapons possession at school‡ | 1 | 1 | 3 | – | | A9.11 |
| **Substance Use** | | | | | | |
| Alcohol and drug use‡ | 2 | 0 | 9 | – | | A9.12 |
| Tobacco use‡ | 1 | 0 | 4 | – | | A9.13 |

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

# Perceived Physical and Mental Health

**Table A9.3**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all | 6 | 4 | 7 | – | |
| Most | 56 | 60 | 46 | – | |
| Some | 36 | 35 | 43 | – | |
| Few | 2 | 1 | 3 | – | |
| Almost none | 0 | 0 | 0 | – | |

*Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A9.4**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Nearly all | 8 | 6 | 3 | – | |
| Most | 54 | 54 | 62 | – | |
| Some | 36 | 38 | 33 | – | |
| Few | 2 | 3 | 1 | – | |
| Almost none | 0 | 0 | 0 | – | |

*Question A.54: Based on your experience, how many students at this school are healthy and physically fit?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A9.5**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 32 | 31 | 25 | – | |
| Mild problem | 48 | 46 | 58 | – | |
| Moderate problem | 17 | 18 | 16 | – | |
| Severe problem | 4 | 5 | 1 | – | |

*Question A.64: How much of a problem at this school is student depression or other mental health problems?*
*Note: Cells are empty if there are less than 5 respondents.*

# Bullying and Fighting

**Table A9.6**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 15 | 16 | 12 | – | |
| Mild problem | 57 | 61 | 48 | – | |
| Moderate problem | 24 | 21 | 35 | – | |
| Severe problem | 3 | 3 | 6 | – | |

*Question A.60: How much of a problem at this school is harassment or bullying among students?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A9.7**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 44 | 47 | 26 | – | |
| Mild problem | 46 | 44 | 61 | – | |
| Moderate problem | 10 | 9 | 13 | – | |
| Severe problem | 0 | 0 | 0 | – | |

*Question A.61: How much of a problem at this school is physical fighting between students?*
*Note: Cells are empty if there are less than 5 respondents.*

# Delinquency

**Table A9.8**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 67 | 73 | 47 | – | |
| Mild problem | 27 | 22 | 46 | – | |
| Moderate problem | 5 | 4 | 7 | – | |
| Severe problem | 1 | 1 | 0 | – | |

*Question A.69: How much of a problem at this school is vandalism (including graffiti)?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A9.9**

***Theft is a Problem***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 59 | 65 | 37 | – | |
| Mild problem | 33 | 29 | 48 | – | |
| Moderate problem | 7 | 4 | 15 | – | |
| Severe problem | 1 | 2 | 0 | – | |

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

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

**Table A9.10**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 78 | 86 | 49 | – | |
| Mild problem | 18 | 11 | 43 | – | |
| Moderate problem | 3 | 2 | 9 | – | |
| Severe problem | 0 | 1 | 0 | – | |

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

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

**Table A9.11**

***Weapons Possession is a Problem***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Insignificant problem | 92 | 95 | 81 | – | |
| Mild problem | 7 | 4 | 16 | – | |
| Moderate problem | 1 | 1 | 1 | – | |
| Severe problem | 1 | 1 | 1 | – | |

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

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

# Substance Use

**Table A9.12**

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

| | All<br>% | ES<br>% | MS<br>% | HS<br>% | NT<br>% |
|---|---|---|---|---|---|
| Insignificant problem | 76 | 92 | 26 | – | |
| Mild problem | 21 | 8 | 65 | – | |
| Moderate problem | 2 | 0 | 7 | – | |
| Severe problem | 0 | 0 | 1 | – | |

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

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

**Table A9.13**

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

| | All<br>% | ES<br>% | MS<br>% | HS<br>% | NT<br>% |
|---|---|---|---|---|---|
| Insignificant problem | 85 | 94 | 59 | – | |
| Mild problem | 14 | 6 | 37 | – | |
| Moderate problem | 1 | 0 | 4 | – | |
| Severe problem | 0 | 0 | 0 | – | |

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

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

# 10. Discipline and Counseling

**Table A10.1**

***Summary of Indicators for Discipline and Counseling***

| This school... | *Percent Strongly Agreeing* | | | | | Table |
|---|---|---|---|---|---|---|
| | All % | ES % | MS % | HS % | NT % | |
| Clearly communicates to students consequences of breaking rules | 40 | 40 | 39 | – | | A10.2 |
| Handles discipline problems fairly | 32 | 33 | 23 | – | | A10.3 |
| Effectively handles student discipline and behavioral problems | 24 | 25 | 20 | – | | A10.4 |
| Provides adequate counseling and support services for students | 33 | 28 | 48 | – | | A10.5 |

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

**Table A10.2**

***Clearly Communicates Consequences of Breaking Rules***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 40 | 40 | 39 | – | |
| Agree | 44 | 44 | 45 | – | |
| Disagree | 14 | 13 | 15 | – | |
| Strongly disagree | 2 | 2 | 0 | – | |
| Not applicable | 1 | 1 | 0 | – | |

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

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

**Table A10.3**

***Handles Discipline Problems Fairly***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 32 | 33 | 23 | – | |
| Agree | 49 | 48 | 55 | – | |
| Disagree | 14 | 12 | 20 | – | |
| Strongly disagree | 3 | 4 | 1 | – | |
| Not applicable | 2 | 2 | 1 | – | |

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

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

**Table A10.4**

***Handles Student Discipline and Behavioral Problems Effectively***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 24 | 25 | 20 | – | |
| Agree | 49 | 50 | 45 | – | |
| Disagree | 20 | 18 | 27 | – | |
| Strongly disagree | 6 | 6 | 7 | – | |
| Not applicable | 1 | 1 | 1 | – | |

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

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

**Table A10.5**

***Provides Adequate Counseling and Support for Students***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Strongly agree | 33 | 28 | 48 | – | |
| Agree | 50 | 52 | 42 | – | |
| Disagree | 14 | 17 | 8 | – | |
| Strongly disagree | 2 | 3 | 0 | – | |
| Not applicable | 1 | 1 | 1 | – | |

*Question A.10: This school provides adequate counseling and support services for students.*

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

# 11. Professional Development Needs

**Table A11.1**

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

| Perceive need for more PD in... | All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **Instruction and School Environment** | | | | | | |
| Meeting academic standards | 40 | 36 | 49 | – | | A11.2 |
| Evidence-based methods of instruction | 40 | 38 | 41 | – | | A11.3 |
| Positive behavioral support and classroom management | 38 | 33 | 51 | – | | A11.4 |
| Creating a positive school climate | 32 | 26 | 49 | – | | A11.5 |
| **Addressing Needs of Diverse Populations** | | | | | | |
| Working with diverse racial, ethnic, or cultural groups | 31 | 27 | 43 | – | | A11.6 |
| Culturally relevant pedagogy for the school's student population | 35 | 29 | 50 | – | | A11.7 |
| Serving English language learners | 38 | 35 | 48 | – | | A11.8 |
| Closing the achievement gap | 42 | 40 | 47 | – | | A11.9 |
| **Providing Support Services** | | | | | | |
| Serving special education (IEP) students | 53 | 51 | 61 | – | | A11.10 |
| Meeting the social, emotional, and developmental needs of youth | 51 | 48 | 61 | – | | A11.11 |

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

# Instruction and School Environment

**Table A11.2**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 40 | 36 | 49 | – | |
| No | 46 | 50 | 37 | – | |
| Not applicable | 15 | 15 | 14 | – | |

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

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

**Table A11.3**

***Need PD in Instructional Methods***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 40 | 38 | 41 | – | |
| No | 47 | 49 | 46 | – | |
| Not applicable | 13 | 13 | 13 | – | |

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

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

**Table A11.4**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 38 | 33 | 51 | – | |
| No | 53 | 56 | 41 | – | |
| Not applicable | 10 | 11 | 7 | – | |

*Question A.46: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... positive behavioral support and classroom management?*

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

**Table A11.5**

***Need PD in Creating a Positive School Climate***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 32 | 26 | 49 | – | |
| No | 64 | 70 | 50 | – | |
| Not applicable | 4 | 5 | 1 | – | |

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

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

# Addressing Needs of Diverse Populations

**Table A11.6**

***Need PD on Working with Diverse Populations***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 31 | 27 | 43 | – | |
| No | 63 | 66 | 54 | – | |
| Not applicable | 6 | 7 | 3 | – | |

*Question A.47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A11.7**

***Need PD on Culturally Relevant Pedagogy***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 35 | 29 | 50 | – | |
| No | 54 | 59 | 43 | – | |
| Not applicable | 11 | 11 | 7 | – | |

*Question A.48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table A11.8**

***Need PD on Serving English Language Learners***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 38 | 35 | 48 | – | |
| No | 48 | 52 | 42 | – | |
| Not applicable | 14 | 13 | 10 | – | |

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

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

**Table A11.9**

***Need PD on Closing the Achievement Gap***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 42 | 40 | 47 | – | |
| No | 45 | 48 | 40 | – | |
| Not applicable | 13 | 13 | 13 | – | |

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

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

## Providing Support Services

**Table A11.10**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 53 | 51 | 61 | – | |
| No | 38 | 40 | 34 | – | |
| Not applicable | 9 | 10 | 4 | – | |

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

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

**Table A11.11**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| Yes | 51 | 48 | 61 | – | |
| No | 44 | 45 | 36 | – | |
| Not applicable | 5 | 7 | 3 | – | |

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

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

# Section B. Learning Supports Module

## 1. Module Sample

**Table B1.1**
***Learning Supports Module Sample***

| | All | ES | MS | HS | NT[A] |
|---|---|---|---|---|---|
| Number of respondents | 103 | 66 | 30 | – | 1 |

*Note: [A]NT includes continuation, community day, and other alternative school types.*

# 2. Summary of Indicators

**Table B2.1**

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

| | All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **Discipline, Safety, and Behavior Management** | | | | | | |
| Collaborates well with law enforcement organizations‡ | 31 | 35 | 23 | – | | B3.1 |
| Punishes first-time violations of alcohol or other drug policies‡ | 14 | 14 | 10 | – | | B3.1 |
| Enforces zero tolerance policies‡ | 14 | 14 | 9 | – | | B3.1 |
| Considers sanctions for student violation of rules/policies on case-by-case basis‡ | 29 | 30 | 23 | – | | B3.1 |
| Has sufficient resources to create a safe campus‡ | 33 | 36 | 25 | – | | B3.2 |
| Seeks to maintain a secure campus‡ | 11 | 12 | 7 | – | | B3.2 |
| Provides harassment or bullying prevention† | 48 | 44 | 53 | – | | B3.3 |
| Provides conflict resolution or behavior management instruction† | 41 | 44 | 33 | – | | B3.3 |
| **Substance Use and Risk Behavior** | | | | | | |
| Considers substance abuse prevention an important goal‡ | 19 | 15 | 17 | – | | B4.1 |
| Collaborates well with community organizations to address substance use or other problems‡ | 18 | 21 | 13 | – | | B4.1 |
| Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems‡ | 22 | 23 | 17 | – | | B4.1 |
| Provides alcohol or drug use prevention instruction† | 13 | 10 | 17 | – | | B4.1 |
| Provides tobacco use prevention instruction† | 14 | 10 | 20 | – | | B4.1 |
| Has sufficient resources to address substance use prevention needs‡ | 21 | 21 | 20 | – | | B4.1 |

*Notes: Cells are empty if there are less than 5 respondents. †Percent responding "A lot;" ‡Percent responding "Strongly Agree."*

**Table B2.1**

***Summary of Indicators of School Learning Supports - Continued***

| | All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **Physical Health and Special Needs** | | | | | | |
| Provides healthy food choices for students‡ | 20 | 25 | 0 | – | | B5.1 |
| Provides adequate health services for students‡ | 20 | 22 | 10 | – | | B5.1 |
| Provides opportunities for physical education and activity† | 76 | 82 | 63 | – | | B5.1 |
| Provides nutritional instruction† | 13 | 15 | 10 | – | | B5.1 |
| Provides services for students with disabilities or other special needs† | 71 | 74 | 60 | – | | B5.1 |
| **Youth Development and Social-Emotional Health** | | | | | | |
| Fosters youth development, resilience, or asset promotion† | 34 | 30 | 38 | – | | B6.1 |
| Provides character education† | 58 | 58 | 53 | – | | B6.1 |
| Emphasizes helping students with social, emotional, and behavioral problems‡ | 34 | 35 | 23 | – | | B6.1 |

*Notes: Cells are empty if there are less than 5 respondents. †Percent responding "A lot;" ‡Percent responding "Strongly Agree."*

# 3. Discipline, Safety, and Behavior Management

**Table B3.1**

***Discipline Practice at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Collaborates well with law enforcement organizations** | | | | | |
| Strongly agree | 31 | 35 | 23 | – | |
| Agree | 49 | 36 | 70 | – | |
| Neither agree nor disagree | 17 | 27 | 0 | – | |
| Disagree | 2 | 2 | 3 | – | |
| Strongly disagree | 1 | 0 | 3 | – | |
| **Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension** | | | | | |
| Strongly agree | 14 | 14 | 10 | – | |
| Agree | 30 | 24 | 47 | – | |
| Neither agree nor disagree | 46 | 60 | 17 | – | |
| Disagree | 7 | 2 | 20 | – | |
| Strongly disagree | 3 | 0 | 7 | – | |
| **Enforces zero tolerance policies** | | | | | |
| Strongly agree | 14 | 14 | 9 | – | |
| Agree | 26 | 32 | 17 | – | |
| Neither agree nor disagree | 35 | 39 | 22 | – | |
| Disagree | 15 | 12 | 26 | – | |
| Strongly disagree | 10 | 3 | 26 | – | |
| **Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options** | | | | | |
| Strongly agree | 29 | 30 | 23 | – | |
| Agree | 41 | 32 | 60 | – | |
| Neither agree nor disagree | 27 | 35 | 13 | – | |
| Disagree | 2 | 3 | 0 | – | |
| Strongly disagree | 1 | 0 | 3 | – | |

*Question 2, 5-7 (Section 2): This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.*
*Note: Cells are empty if there are less than 5 respondents.*

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

**Table B3.2**

***Supports for Safety at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Has sufficient resources to create a safe campus** | | | | | |
| Strongly agree | 33 | 36 | 25 | – | |
| Agree | 49 | 47 | 57 | – | |
| Neither agree nor disagree | 13 | 14 | 11 | – | |
| Disagree | 4 | 3 | 7 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |
| **Seeks to maintain a secure campus** | | | | | |
| Strongly agree | 11 | 12 | 7 | – | |
| Agree | 17 | 9 | 40 | – | |
| Neither agree nor disagree | 26 | 35 | 10 | – | |
| Disagree | 29 | 32 | 23 | – | |
| Strongly disagree | 17 | 12 | 20 | – | |

*Question 3, 8 (Section 2): This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.*

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

**Table B3.3**

***Behavior Management at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Provides harassment or bullying prevention** | | | | | |
| A lot | 48 | 44 | 53 | – | |
| Some | 45 | 52 | 30 | – | |
| Not much | 7 | 3 | 17 | – | |
| Not at all | 0 | 0 | 0 | – | |
| **Provides conflict resolution or behavior management instruction** | | | | | |
| A lot | 41 | 44 | 33 | – | |
| Some | 45 | 44 | 43 | – | |
| Not much | 13 | 11 | 20 | – | |
| Not at all | 1 | 0 | 3 | – | |

*Question 19, 21 (Section 2): To what extent does this school... provide conflict resolution or behavior management instruction... provide harassment or bullying prevention.*

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

# 4. Substance Use and Risk Behavior

**Table B4.1**

***Substance Use Prevention***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Considers substance abuse prevention an important goal** | | | | | |
| Strongly agree | 19 | 15 | 17 | – | |
| Agree | 43 | 38 | 60 | – | |
| Neither agree nor disagree | 34 | 44 | 17 | – | |
| Disagree | 3 | 3 | 3 | – | |
| Strongly disagree | 1 | 0 | 3 | – | |
| **Collaborates well with community organizations to address substance use or other problems** | | | | | |
| Strongly agree | 18 | 21 | 13 | – | |
| Agree | 40 | 29 | 60 | – | |
| Neither agree nor disagree | 35 | 44 | 17 | – | |
| Disagree | 6 | 6 | 7 | – | |
| Strongly disagree | 1 | 0 | 3 | – | |
| **Provides effective confidential support and referral services for students needing help** | | | | | |
| Strongly agree | 22 | 23 | 17 | – | |
| Agree | 40 | 33 | 57 | – | |
| Neither agree nor disagree | 31 | 41 | 10 | – | |
| Disagree | 6 | 3 | 13 | – | |
| Strongly disagree | 1 | 0 | 3 | – | |

*Question 1, 9, 10 (Section 2): This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.*

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

**Table B4.1**

***Substance Use Prevention - Continued***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Provides alcohol or drug use prevention instruction** | | | | | |
| A lot | 13 | 10 | 17 | – | |
| Some | 51 | 44 | 63 | – | |
| Not much | 32 | 40 | 20 | – | |
| Not at all | 4 | 6 | 0 | – | |
| **Provides tobacco use prevention instruction** | | | | | |
| A lot | 14 | 10 | 20 | – | |
| Some | 46 | 44 | 53 | – | |
| Not much | 34 | 40 | 23 | – | |
| Not at all | 5 | 6 | 3 | – | |
| **Has sufficient resources to address substance use prevention needs** | | | | | |
| Strongly agree | 21 | 21 | 20 | – | |
| Agree | 34 | 27 | 50 | – | |
| Neither agree nor disagree | 38 | 45 | 23 | – | |
| Disagree | 5 | 5 | 7 | – | |
| Strongly disagree | 1 | 2 | 0 | – | |

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

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

# 5. Physical Health and Special Needs

**Table B5.1**

***Physical Health and Special Needs***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Provides healthy food choices for students** | | | | | |
| Strongly agree | 20 | 25 | 0 | – | |
| Agree | 50 | 48 | 63 | – | |
| Neither agree nor disagree | 16 | 15 | 13 | – | |
| Disagree | 13 | 11 | 20 | – | |
| Strongly disagree | 2 | 2 | 3 | – | |
| **Provides adequate health services for students** | | | | | |
| Strongly agree | 20 | 22 | 10 | – | |
| Agree | 57 | 51 | 73 | – | |
| Neither agree nor disagree | 20 | 25 | 10 | – | |
| Disagree | 2 | 2 | 3 | – | |
| Strongly disagree | 2 | 2 | 3 | – | |
| **Provides opportunities for physical education and activity** | | | | | |
| A lot | 76 | 82 | 63 | – | |
| Some | 24 | 18 | 37 | – | |
| Not much | 0 | 0 | 0 | – | |
| Not at all | 0 | 0 | 0 | – | |
| **Provides nutritional instruction** | | | | | |
| A lot | 13 | 15 | 10 | – | |
| Some | 48 | 52 | 40 | – | |
| Not much | 30 | 26 | 40 | – | |
| Not at all | 8 | 8 | 10 | – | |
| **Provides services for students with disabilities or other special needs** | | | | | |
| A lot | 71 | 74 | 60 | – | |
| Some | 28 | 26 | 37 | – | |
| Not much | 1 | 0 | 3 | – | |
| Not at all | 0 | 0 | 0 | – | |

*Question 11, 12, 15, 16, 22 (Section 2): This school... provides adequate health services for students... provides students with healthy food choices. To what extent does this school... provide nutritional instruction... provide opportunities for physical education and activity... provide services for students with disabilities or other special needs?*
*Note: Cells are empty if there are less than 5 respondents.*

# 6. Youth Development and Social-Emotional Health

**Table B6.1**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Fosters youth development, resilience, or asset promotion** | | | | | |
| A lot | 34 | 30 | 38 | – | |
| Some | 52 | 54 | 48 | – | |
| Not much | 13 | 14 | 14 | – | |
| Not at all | 1 | 2 | 0 | – | |
| **Provides character education** | | | | | |
| A lot | 58 | 58 | 53 | – | |
| Some | 37 | 39 | 37 | – | |
| Not much | 4 | 2 | 10 | – | |
| Not at all | 1 | 2 | 0 | – | |
| **Emphasizes helping students with social, emotional, and behavioral problems** | | | | | |
| Strongly agree | 34 | 35 | 23 | – | |
| Agree | 49 | 48 | 57 | – | |
| Neither agree nor disagree | 12 | 11 | 13 | – | |
| Disagree | 6 | 6 | 7 | – | |
| Strongly disagree | 0 | 0 | 0 | – | |

*Question 13, 14, 20 (Section 2): This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.*
*Note: Cells are empty if there are less than 5 respondents.*

# Section C. Special Education Supports Module

*Not Administered*

# Section D. Military Connected Schools

## 1. Module Sample

**Table D1.1**

***Military Connected Schools Module Sample***

| | All | ES | MS | HS | NT[A] |
|---|---|---|---|---|---|
| Number of respondents | 278 | 191 | 67 | – | 1 |

*Note: [A]NT includes continuation, community day, and other alternative school types.*

# 2. Summary of Indicators

**Table D2.1**

***Summary of Indicators of Military Connected Schools***

| | All % | ES % | MS % | HS % | NT % | Table |
|---|---|---|---|---|---|---|
| **Students from Military Families** | | | | | | |
| There are military students in school or staff teaches/has contact with military students | 87 | 87 | 85 | – | | D3.1 |
| **Military Student Needs** | | | | | | |
| Additional educational needs† | 25 | 26 | 25 | – | | D6.1 |
| Financial difficulties† | 25 | 22 | 31 | – | | D6.1 |
| Additional emotional and psychological needs† | 25 | 25 | 24 | – | | D6.1 |
| **School Supports for Military Students/Families** | | | | | | |
| Services for students whose parents are deployed‡ | 38 | 41 | 25 | – | | D7.2 |
| Services for students who experience loss and trauma‡ | 52 | 55 | 44 | – | | D7.2 |
| School helps provide after school activities‡ | 35 | 38 | 13 | – | | D7.1 |
| Provide education on what life is like for military families‡ | 29 | 31 | 13 | – | | D7.1 |
| **Staff Professional Development Needs** | | | | | | |
| Work with military students who have experienced loss in the family# | 32 | 29 | 38 | – | | D8.1 |
| Work with students whose parents are deployed# | 27 | 24 | 36 | – | | D8.1 |
| Address the needs of military parents# | 28 | 25 | 38 | – | | D8.1 |
| Create a welcoming school climate for military students/families# | 16 | 12 | 25 | – | | D8.1 |

*Notes: Cells are empty if there are less than 5 respondents. †Percent responding "Most" or "Nearly all;" ‡Percent responding "Usually true;" #Percent responding "A need" or "A major need."*

# 3. School Military Connections and Supports

**Table D3.1**

***School Military Connections***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **Do you have students in your school who have at least one parent who is serving in the military?** | | | | | |
| No | 6 | 6 | 4 | – | |
| Yes | 85 | 87 | 82 | – | |
| I am not sure | 9 | 7 | 13 | – | |
| **Do you teach or have contact with military students?** | | | | | |
| No | 12 | 12 | 12 | – | |
| Yes | 79 | 81 | 70 | – | |
| I am not sure | 9 | 6 | 18 | – | |

*Question 1, 2 (Section D): Do you have students in your school who have at least one parent who is serving in the military?... Do you teach or have contact with military students?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table D3.2**

***Perception of Supports for Military Students at School***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***Based on your experience, how many military students...*** | | | | | |
| **feel supported by their peers?** | | | | | |
| Almost none | 0 | 0 | 0 | – | |
| Few | 2 | 2 | 3 | – | |
| Some | 14 | 10 | 38 | – | |
| Most | 30 | 32 | 17 | – | |
| Nearly all | 40 | 40 | 38 | – | |
| Don't know/NA | 13 | 16 | 3 | – | |
| **feel supported by their teachers?** | | | | | |
| Almost none | 0 | 0 | 0 | – | |
| Few | 1 | 1 | 4 | – | |
| Some | 11 | 9 | 22 | – | |
| Most | 29 | 28 | 33 | – | |
| Nearly all | 51 | 52 | 37 | – | |
| Don't know/NA | 9 | 11 | 4 | – | |

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

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

# 4. Student Personal Strengths and Family Pride

**Table D4.1**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **How many military students have additional strengths due to their family circumstances?** | | | | | |
| Almost none | 0 | 0 | 2 | – | |
| Few | 5 | 7 | 2 | – | |
| Some | 45 | 41 | 61 | – | |
| Most | 18 | 21 | 4 | – | |
| Nearly all | 15 | 12 | 20 | – | |
| Don't know/NA | 17 | 19 | 10 | – | |

*Question 8 (Section D): Based on your experience, how many military students... have additional strengths due to their family circumstances?*
*Note: Cells are empty if there are less than 5 respondents.*

**Table D4.2**

***Family Pride***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **How many military students are proud of their parents and families' contributions to our country's security?** | | | | | |
| Almost none | 3 | 3 | 3 | – | |
| Few | 4 | 4 | 0 | – | |
| Some | 8 | 7 | 21 | – | |
| Most | 22 | 24 | 14 | – | |
| Nearly all | 52 | 49 | 52 | – | |
| Don't know/NA | 12 | 13 | 10 | – | |

*Question 12 (Section D): Based on your experience, how many military students... are proud of their parents and families' contributions to our country's security?*
*Note: Cells are empty if there are less than 5 respondents.*

# 5. Lack of Appreciation and Discrimination

**Table D5.1**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***Based on your experience, how many military students...*** | | | | | |
| **feel that others may not appreciate their families' sacrifice for the nation?** | | | | | |
| Almost none | 20 | 21 | 8 | – | |
| Few | 15 | 15 | 16 | – | |
| Some | 23 | 20 | 37 | – | |
| Most | 6 | 7 | 4 | – | |
| Nearly all | 10 | 6 | 24 | – | |
| Don't know/NA | 26 | 31 | 12 | – | |
| **feel that others may discriminate against them because they are military students?** | | | | | |
| Almost none | 42 | 45 | 29 | – | |
| Few | 19 | 15 | 37 | – | |
| Some | 8 | 9 | 6 | – | |
| Most | 2 | 2 | 0 | – | |
| Nearly all | 8 | 4 | 19 | – | |
| Don't know/NA | 21 | 25 | 10 | – | |
| **feel isolated in the school?** | | | | | |
| Almost none | 43 | 47 | 28 | – | |
| Few | 22 | 19 | 38 | – | |
| Some | 8 | 7 | 8 | – | |
| Most | 1 | 2 | 0 | – | |
| Nearly all | 7 | 4 | 17 | – | |
| Don't know/NA | 19 | 22 | 9 | – | |

*Question 9-11 (Section D): Based on your experience, how many military students... feel that others may not appreciate their families' sacrifice for the nation?... feel that others may discriminate against them because they are military students?... feel isolated in the school?*
*Note: Cells are empty if there are less than 5 respondents.*

# 6. Military Student Needs

**Table D6.1**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***Based on your experience, how many military students...*** | | | | | |
| **have additional educational needs?** | | | | | |
| Almost none | 3 | 2 | 0 | – | |
| Few | 11 | 10 | 14 | – | |
| Some | 47 | 45 | 57 | – | |
| Most | 10 | 12 | 6 | – | |
| Nearly all | 15 | 14 | 20 | – | |
| Don't know/NA | 14 | 17 | 4 | – | |
| **face financial difficulties?** | | | | | |
| Almost none | 2 | 1 | 2 | – | |
| Few | 7 | 6 | 12 | – | |
| Some | 44 | 44 | 46 | – | |
| Most | 11 | 13 | 0 | – | |
| Nearly all | 14 | 10 | 31 | – | |
| Don't know/NA | 23 | 26 | 10 | – | |
| **have additional emotional and psychological needs?** | | | | | |
| Almost none | 3 | 2 | 0 | – | |
| Few | 8 | 7 | 12 | – | |
| Some | 51 | 52 | 58 | – | |
| Most | 11 | 12 | 4 | – | |
| Nearly all | 15 | 13 | 20 | – | |
| Don't know/NA | 13 | 14 | 6 | – | |

*Question 5-7 (Section D): Based on your experience, how many military students... have additional educational needs?... face financial difficulties?... have additional emotional and psychological needs?*
*Note: Cells are empty if there are less than 5 respondents.*

# 7. School Supports and Services for Military Students

**Table D7.1**

***School Supports for Military Students***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***This school...*** | | | | | |
| **provides a welcoming environment to military students and their families.** | | | | | |
| Not at all true | 1 | 0 | 0 | – | |
| Rarely true | 1 | 1 | 0 | – | |
| Sometimes true | 5 | 7 | 0 | – | |
| Usually true | 83 | 84 | 88 | – | |
| Don't know/NA | 11 | 9 | 13 | – | |
| **makes additional efforts to help involve military parents.** | | | | | |
| Not at all true | 2 | 2 | 0 | – | |
| Rarely true | 4 | 3 | 6 | – | |
| Sometimes true | 17 | 17 | 13 | – | |
| Usually true | 52 | 55 | 31 | – | |
| Don't know/NA | 26 | 22 | 50 | – | |
| **has visual displays, rituals, activities, art work, murals, and ceremonies to honor military families.** | | | | | |
| Not at all true | 14 | 14 | 6 | – | |
| Rarely true | 13 | 11 | 19 | – | |
| Sometimes true | 24 | 25 | 31 | – | |
| Usually true | 32 | 34 | 13 | – | |
| Don't know/NA | 17 | 15 | 31 | – | |

*Question 13, 16, 17 (Section D): This school... provides a welcoming environment to military students and their families... makes additional efforts to help involve military parents... has visual displays (e.g., bulletin boards, pictures), rituals, activities, art work, murals, and ceremonies to honor military families.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table D7.1**

***School Supports for Military Students – Continued***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***This school...*** | | | | | |
| **works with community organizations to help provide educational support to military students.** | | | | | |
| Not at all true | 4 | 4 | 0 | – | |
| Rarely true | 8 | 7 | 6 | – | |
| Sometimes true | 17 | 18 | 6 | – | |
| Usually true | 38 | 40 | 19 | – | |
| Don't know/NA | 34 | 31 | 69 | – | |
| **works with community organizations to help provide after school activities and supports to military students.** | | | | | |
| Not at all true | 5 | 5 | 0 | – | |
| Rarely true | 6 | 7 | 6 | – | |
| Sometimes true | 18 | 19 | 13 | – | |
| Usually true | 35 | 38 | 13 | – | |
| Don't know/NA | 35 | 31 | 69 | – | |
| **educates staff and students on what life is like for military families.** | | | | | |
| Not at all true | 11 | 10 | 13 | – | |
| Rarely true | 16 | 15 | 19 | – | |
| Sometimes true | 24 | 27 | 19 | – | |
| Usually true | 29 | 31 | 13 | – | |
| Don't know/NA | 20 | 17 | 38 | – | |

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

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

**Table D7.1**

***School Supports for Military Students – Continued***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***This school...*** | | | | | |
| **assists military students in transitions from school to school.** | | | | | |
| Not at all true | 5 | 6 | 0 | – | |
| Rarely true | 10 | 12 | 6 | – | |
| Sometimes true | 20 | 22 | 6 | – | |
| Usually true | 26 | 25 | 13 | – | |
| Don't know/NA | 38 | 35 | 75 | – | |
| **works with military liaisons to take advantage of additional military educational resources.** | | | | | |
| Not at all true | 5 | 5 | 0 | – | |
| Rarely true | 8 | 8 | 6 | – | |
| Sometimes true | 19 | 21 | 13 | – | |
| Usually true | 31 | 34 | 6 | – | |
| Don't know/NA | 36 | 32 | 75 | – | |

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

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

**Table D7.2**

***Additional School Services for Military Students***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***This school...*** | | | | | |
| **has additional services for students whose parents are deployed.** | | | | | |
| Not at all true | 4 | 4 | 0 | – | |
| Rarely true | 5 | 5 | 0 | – | |
| Sometimes true | 14 | 16 | 6 | – | |
| Usually true | 38 | 41 | 25 | – | |
| Don't know/NA | 38 | 34 | 69 | – | |
| **has additional services for students who experience loss and trauma.** | | | | | |
| Not at all true | 0 | 0 | 0 | – | |
| Rarely true | 4 | 4 | 0 | – | |
| Sometimes true | 14 | 15 | 6 | – | |
| Usually true | 52 | 55 | 44 | – | |
| Don't know/NA | 30 | 26 | 50 | – | |

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

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

**Table D7.3**

***Needs More Support Staff for Military Students and Families***

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| **School needs more support staff to work with military families and students.** | | | | | |
| Not at all true | 6 | 6 | 0 | – | |
| Rarely true | 11 | 12 | 0 | – | |
| Sometimes true | 26 | 27 | 31 | – | |
| Usually true | 18 | 20 | 0 | – | |
| Don't know/NA | 38 | 35 | 69 | – | |

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

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

# 8. Staff Professional Development Needs

**Table D8.1**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***I need professional development in order to...*** | | | | | |
| **understand military culture.** | | | | | |
| Not a need | 41 | 46 | 30 | – | |
| A little need | 36 | 35 | 38 | – | |
| A need | 14 | 11 | 23 | – | |
| A major need | 3 | 3 | 4 | – | |
| Don't know/NA | 6 | 5 | 6 | – | |
| **understand the effects of parental deployment cycles.** | | | | | |
| Not a need | 36 | 43 | 19 | – | |
| A little need | 34 | 32 | 40 | – | |
| A need | 18 | 14 | 28 | – | |
| A major need | 4 | 3 | 6 | – | |
| Don't know/NA | 8 | 7 | 8 | – | |
| **learn how to work with military students who have experienced loss or other trauma in the family.** | | | | | |
| Not a need | 28 | 32 | 17 | – | |
| A little need | 33 | 31 | 40 | – | |
| A need | 25 | 24 | 30 | – | |
| A major need | 6 | 5 | 8 | – | |
| Don't know/NA | 8 | 8 | 6 | – | |

*Question 24-26 (Section D): I need professional development in order to... understand military culture... understand the effects of parental deployment cycles... learn how to work with military students who have experienced loss or other trauma in the family.*
*Note: Cells are empty if there are less than 5 respondents.*

**Table D8.1**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***I need professional development in order to...*** | | | | | |
| **learn how to work with students whose parents are currently deployed.** | | | | | |
| Not a need | 30 | 33 | 21 | – | |
| A little need | 36 | 35 | 38 | – | |
| A need | 21 | 18 | 30 | – | |
| A major need | 5 | 5 | 6 | – | |
| Don't know/NA | 7 | 8 | 6 | – | |
| **learn how to address the needs and circumstances of military parents.** | | | | | |
| Not a need | 29 | 33 | 19 | – | |
| A little need | 36 | 35 | 37 | – | |
| A need | 22 | 20 | 33 | – | |
| A major need | 5 | 5 | 6 | – | |
| Don't know/NA | 7 | 7 | 6 | – | |
| **learn how to create a school climate that is welcoming to military students and families.** | | | | | |
| Not a need | 46 | 49 | 38 | – | |
| A little need | 32 | 32 | 30 | – | |
| A need | 12 | 8 | 21 | – | |
| A major need | 3 | 3 | 4 | – | |
| Don't know/NA | 7 | 7 | 8 | – | |

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

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

**Table D8.1**

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

| | All % | ES % | MS % | HS % | NT % |
|---|---|---|---|---|---|
| ***I need professional development in order to...*** | | | | | |
| **learn about community organizations that provide supports for military students and families.** | | | | | |
| Not a need | 31 | 34 | 23 | – | |
| A little need | 34 | 33 | 36 | – | |
| A need | 22 | 21 | 26 | – | |
| A major need | 5 | 5 | 8 | – | |
| Don't know/NA | 7 | 8 | 8 | – | |
| **learn how to help parents deal with additional responsibilities during deployment.** | | | | | |
| Not a need | 27 | 29 | 23 | – | |
| A little need | 36 | 36 | 40 | – | |
| A need | 23 | 21 | 26 | – | |
| A major need | 5 | 5 | 6 | – | |
| Don't know/NA | 8 | 9 | 6 | – | |
| **learn about the resources available to support military students and families.** | | | | | |
| Not a need | 24 | 26 | 19 | – | |
| A little need | 37 | 36 | 37 | – | |
| A need | 27 | 26 | 29 | – | |
| A major need | 7 | 6 | 8 | – | |
| Don't know/NA | 6 | 6 | 8 | – | |

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

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