CALIFORNIA
cal-schls
SURVEY SYSTEM

CALIFORNIA SCHOOL CLIMATE STAFF SURVEY

Martinez Unified
2016-2017
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:

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PREFACE

HYPERLINK FEATURE

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

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2016-17 administration of the *California School Staff Survey* (CSSS), presented in tables organized by topic.

The CSSS, along with its companion student and parent surveys—the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1 presents the major school-related domains and constructs assessed by Cal-SCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement. For additional information and resources, visit the survey websites: csss.wested.org and cal-schls.wested.org.

SURVEY PURPOSE

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

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

Local Control and Accountability Plan Support

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

SURVEY ADMINISTRATION AND SAMPLE

Schools are provided with detailed survey planning and administration instructions. CDE guidelines call for the CSSS to be administered online at the same time as the CHKS, among all staff in grades 5 and above.[1] Staff participation is totally voluntary, anonymous, and confidential. The tables in the Survey Sample and Demographics sections of this report provide the numbers of respondents who completed the core module; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities. The number of respondents who completed each additional module is also provided at the beginning of the set of tables for that module.

SURVEY CONTENT OVERVIEW

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

Core Survey (Section A)

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

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

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

- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved;
- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health);
- The nature, communication, and enforcement of rules and policies related to **discipline**; and
- Staff **professional development** needs.

The same questions asked of students in the CHKS School Climate Module are included in the CSSS so that staff and student results can be compared. These results are reported in Section 6 (Learning Conditions). The questions provide additional data on five key constructs:

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

Learning Supports Module

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

Supplemental Modules

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

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

- The **Military Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

The tables are organized into topical sections, as outlined in the Table of Contents. They provide the percentages of staff responding to each response option for each question. Percentages are rounded off to the nearest whole number. Summary tables at the beginning of the sections provide a quick overview to key indicators, with a reference to the table where the detailed results can be found.

Supplemental Reports

On request, custom reports can be prepared that disaggregate the survey data and compare the results based on the characteristics of respondents (e.g., race/ethnicity), job responsibilities (e.g., special education compared to general education staff), or based on how staff responded to a particular question (e.g., whether they agreed or disagreed that the school had a supportive and inviting learning environment).

UNDERSTANDING THE DATA

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

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 70%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 3) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed below.

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

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

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

Conduct Additional Analyses of Dataset

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of staff and across schools within a district. You can also request an analysis by Cal-SCHLS staff as a custom service.

Add Questions to Your Next Surveys

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

Hold Data Workshop

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

Exhibit 1

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

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

ACKNOWLEDGMENTS

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

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Survey Module Administration

Table 1

CSSS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. Learning Supports	X
C. Special Education Supports	
D. Military Connected Schools	
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	201	81	50	61	9

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†	61	74	56	44	75	A4.3
Sets high standards for academic performance for all†	42	65	34	18	25	A4.4
Nearly all adults believe every student can be a success	43	62	30	25	75	A5.7
Encourages opportunities for students to decide things†	13	18	8	11	0	A5.8
Is welcoming to and facilitates parent involvement	49	63	46	34	38	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work†	46	56	40	33	88	A4.10
Promotes trust and collegiality among staff†	40	48	34	31	50	A4.13
Promotes personnel participation in decision making†	27	40	18	11	63	A4.15
Safety						
Is a safe place for staff†	53	57	55	46	50	A4.23
Is a safe place for students†	52	59	48	44	50	A4.22
Has sufficient resources to create a safe campus†	20	21	20	18		B3.2
Student Discipline and Support						
Handles discipline problems fairly†	34	44	26	26	38	A10.3
Provides adequate counseling and support services†	32	26	32	33	88	A10.5
Emphasizes helping students with social, emotional, behavioral problems†	28	33	20	18		B6.1
Positive Relationships						
Nearly all adults really care about every student	57	79	48	28	100	A5.3
Nearly all adults treat every student with respect	46	64	34	30	63	A7.5
Fosters an appreciation of student diversity and respect for each other†	35	43	30	25	50	A7.2
Has moderate/severe problem with harassment/bullying	26	14	46	26	13	A9.6
Student Behavior						
Nearly all/most students motivated to learn	69	80	78	52	25	A8.2
Nearly all/most students well-behaved	86	83	90	87	75	A8.5
Cutting classes or being truant moderate/severe problem	12	5	0	22	88	A8.4
Alcohol and drug use moderate/severe problem	21	0	6	52	88	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	53	16	82	79	43
Teacher in grade 4 or below	26	65	0	0	0
Special education teacher	10	6	10	13	14
Administrator	4	1	8	3	14
Prevention staff, nurse, or health aide	0	0	0	0	0
Counselor or psychologist	6	3	6	8	14
Police, resource officer, or safety personnel	0	0	0	0	0
Paraprofessional, teacher assistant, or instructional aide	2	4	0	0	0
Other certificated staff	3	5	0	0	14
Other classified staff	4	8	2	0	0
Other service provider	1	1	0	0	0

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

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

Table A3.2

Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	10	9	12	11	0
Special education	78	56	92	93	100
English language learners	79	77	78	84	88
None of the above	9	15	10	2	0

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

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

Table A3.3

Length of Employment at School

	All %	ES %	MS %	HS %	NT %
Less than 1 year	15	12	12	18	25
1 to 2 years	12	11	14	10	13
3 to 5 years	22	23	28	13	25
6 to 10 years	9	7	8	12	13
Over 10 years	43	46	38	47	25

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	4	1	4	5	13
1 to 2 years	5	8	4	3	0
3 to 5 years	15	16	16	13	0
6 to 10 years	17	15	18	18	25
Over 10 years	59	60	57	60	63

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)	1	1	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian or Pacific Islander	5	3	6	7	0
White (not Hispanic)	79	81	83	70	88
Hispanic or Latino/a	8	8	6	11	0
Other or multi-ethnic	8	8	4	12	13

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

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	*Percent Strongly Agreeing*					Table
	All %	ES %	MS %	HS %	NT %	
Learning Environment						
Is a supportive and inviting place for students to learn	61	74	56	44	75	A4.3
Sets high standards for academic performance for all	42	65	34	18	25	A4.4
Promotes academic success for all students	45	60	38	30	50	A4.5
Emphasizes helping students academically when they need it	43	53	40	28	63	A4.6
Emphasizes teaching lessons in ways relevant to students	48	55	46	39	50	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	46	56	40	33	88	A4.10
Promotes trust and collegiality among staff	40	48	34	31	50	A4.13
Promotes participation in school decision making	27	40	18	11	63	A4.15
Works to minimize paper work	23	21	27	20	50	A4.16
Provides adequate benefits to support continued employment	19	20	16	15	50	A4.17
Provides the materials, resources, and training to do job effectively	35	30	46	30	63	A4.18
Provides relevant paraprofessional training	10	15	6	7	13	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	14	10	20	11	38	A4.20
Provides complete state adopted instructional materials for students with IEPs	19	22	20	15	25	A4.21
Uses objective data in making school improvement decisions	33	33	33	31	50	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	52	59	48	44	50	A4.22
Is a safe place for staff	53	57	55	46	50	A4.23
Has clean and well-maintained facilities and property	37	36	58	23	25	A4.24
Is welcoming to and facilitates parent involvement	49	63	46	34	38	A4.25
Encourages parents to be active partners in educating their child	35	55	24	18	38	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	30	45	22	11	63	A4.14
Support and treat each other with respect	46	63	44	22	75	A4.12
Feel a responsibility to improve the school	46	65	32	28	75	A4.11
Work hard to ensure a safe and supportive learning environment	56	73	46	38	75	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	61	74	56	44	75
Agree	39	25	44	54	25
Disagree	1	1	0	2	0
Strongly disagree	0	0	0	0	0
Not applicable	0	0	0	0	0

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

Table A4.4

Sets High Standards for Academic Performance for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	65	34	18	25
Agree	50	35	56	61	75
Disagree	9	0	10	20	0
Strongly disagree	1	0	0	2	0
Not applicable	0	0	0	0	0

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

Table A4.5

Promotes Academic Success for All Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	60	38	30	50
Agree	50	38	60	57	50
Disagree	5	1	2	13	0
Strongly disagree	0	0	0	0	0
Not applicable	0	0	0	0	0

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

Table A4.6

Emphasizes Academic Help When Needed

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	53	40	28	63
Agree	53	46	58	61	38
Disagree	5	1	2	11	0
Strongly disagree	0	0	0	0	0
Not applicable	0	0	0	0	0

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

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

Table A4.7

Teaches Lessons Relevant to Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	55	46	39	50
Agree	48	43	50	56	38
Disagree	4	1	4	5	13
Strongly disagree	0	0	0	0	0
Not applicable	1	1	0	0	0

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

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

Table A4.8

Adults At School Ensure Safe and Supportive Environment

	All %	ES %	MS %	HS %	NT %
Nearly all adults	56	73	46	38	75
Most adults	36	25	48	44	13
Some adults	8	2	4	16	13
Few adults	1	0	2	2	0
Almost none	0	0	0	0	0

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

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

Table A4.9

School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	33	33	31	50
Agree	59	54	63	64	50
Disagree	6	9	2	5	0
Strongly disagree	0	0	0	0	0
Not applicable	2	4	2	0	0

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

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

Staff Working Environment

Table A4.10

Supportive and Inviting Place to Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	46	56	40	33	88
Agree	47	43	50	56	0
Disagree	6	1	10	7	13
Strongly disagree	2	0	0	5	0
Not applicable	0	0	0	0	0

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

Table A4.11

Staff Feel Responsibility to Improve School

	All %	ES %	MS %	HS %	NT %
Nearly all adults	46	65	32	28	75
Most adults	34	28	42	36	25
Some adults	18	6	24	31	0
Few adults	2	0	2	3	0
Almost none	1	0	0	2	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	46	63	44	22	75
Most adults	43	32	46	57	25
Some adults	11	5	10	20	0
Few adults	1	0	0	2	0
Almost none	0	0	0	0	0

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

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

Table A4.13

Promotes Staff Trust and Collegiality

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	48	34	31	50
Agree	52	46	56	59	38
Disagree	8	6	10	7	13
Strongly disagree	1	0	0	3	0
Not applicable	0	0	0	0	0

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

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

Table A4.14

Staff Have Close Professional Relationships

	All %	ES %	MS %	HS %	NT %
Nearly all adults	30	45	22	11	63
Most adults	49	46	54	51	38
Some adults	19	9	22	33	0
Few adults	2	0	2	5	0
Almost none	0	0	0	0	0

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

Table A4.15

Staff Participate in Decision-Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	40	18	11	63
Agree	56	49	63	61	38
Disagree	13	8	14	20	0
Strongly disagree	3	1	2	7	0
Not applicable	2	3	2	2	0

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

Table A4.16

Works to Minimize Paper Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	21	27	20	50
Agree	54	46	61	62	38
Disagree	15	22	6	13	13
Strongly disagree	1	1	0	0	0
Not applicable	7	10	6	5	0

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	19	20	16	15	50
Agree	57	58	63	51	50
Disagree	16	10	16	26	0
Strongly disagree	7	10	2	8	0
Not applicable	2	3	2	0	0

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

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

General Staff Supports

Table A4.18

Provides Staff Resources and Training to Do Job Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	30	46	30	63
Agree	51	53	42	61	25
Disagree	12	15	12	7	13
Strongly disagree	2	3	0	3	0
Not applicable	0	0	0	0	0

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

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

Table A4.19

Provides Relevant Paraprofessional Training

	All %	ES %	MS %	HS %	NT %
Strongly agree	10	15	6	7	13
Agree	34	33	39	35	13
Disagree	22	27	24	17	0
Strongly disagree	9	11	8	7	0
Not applicable	25	14	22	35	75

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	14	10	20	11	38
Agree	55	49	54	64	50
Disagree	27	33	26	21	13
Strongly disagree	3	4	0	3	0
Not applicable	2	5	0	0	0

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

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

Table A4.21

Provides Complete State Adopted Instructional Materials for Students with IEPs

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	22	20	15	25
Agree	35	29	35	44	25
Disagree	24	24	24	23	38
Strongly disagree	5	5	0	8	0
Not applicable	16	19	20	10	13

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	52	59	48	44	50
Agree	46	40	48	52	50
Disagree	2	1	4	2	0
Strongly disagree	0	0	0	0	0
Not applicable	1	0	0	2	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	53	57	55	46	50
Agree	44	42	41	48	50
Disagree	3	1	4	5	0
Strongly disagree	1	0	0	2	0
Not applicable	0	0	0	0	0

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

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

Facilities

Table A4.24

Clean and Well-Maintained Facilities and Property

	All %	ES %	MS %	HS %	NT %
Strongly agree	37	36	58	23	25
Agree	49	50	34	61	38
Disagree	12	13	8	13	25
Strongly disagree	2	1	0	3	13
Not applicable	0	0	0	0	0

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

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

Parent Involvement

Table A4.25

School Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	49	63	46	34	38
Agree	47	35	48	61	50
Disagree	4	1	6	3	13
Strongly disagree	0	0	0	0	0
Not applicable	1	1	0	2	0

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

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

Table A4.26

School Encourages Parental Partnership in Child's Education

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	55	24	18	38
Agree	53	41	71	56	38
Disagree	11	4	2	25	25
Strongly disagree	1	0	2	0	0
Not applicable	1	0	0	2	0

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

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

Table A4.27

Teachers Communicate with Parents about Academic Expectations

	All %	ES %	MS %	HS %	NT %
Strongly agree	30	43	25	19	25
Agree	59	52	65	66	50
Disagree	9	3	8	16	25
Strongly disagree	1	0	2	0	0
Not applicable	1	3	0	0	0

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

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

Table A4.28

Parents Feel Welcome to Participate at School

	All %	ES %	MS %	HS %	NT %
Strongly agree	31	49	26	13	29
Agree	63	47	68	78	57
Disagree	4	1	4	5	14
Strongly disagree	0	0	0	0	0
Not applicable	3	3	2	3	0

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

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

Table A4.29

School Staff Take Parents' Concerns Seriously

	All %	ES %	MS %	HS %	NT %
Strongly agree	41	52	40	26	63
Agree	57	47	60	69	38
Disagree	1	0	0	3	0
Strongly disagree	0	0	0	0	0
Not applicable	1	1	0	2	0

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

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

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

This school provides/encourages students...	*Percent Strongly Agreeing*					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	13	18	8	11	0	A5.8
Equal opportunity for classroom participation	45	52	47	31	63	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	38	30	40	43	63	A5.10
Opportunities to make a difference (help others)	35	33	28	41	50	A5.11

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

Table A5.2

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

How many adults at this school...	*Percent Responding "Nearly All Adults"*					Table
	All %	ES %	MS %	HS %	NT %	
Caring Relationships						
Really care about every student	57	79	48	28	100	A5.3
Acknowledge and pay attention to students	56	75	56	26	88	A5.4
Listen to what students have to say	44	63	32	26	63	A5.5
High Expectations						
Want every student to do their best	67	84	65	41	100	A5.6
Believe every student can be a success	43	62	30	25	75	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	57	79	48	28	100
Most adults	39	20	46	62	0
Some adults	5	1	4	10	0
Few adults	1	0	2	0	0
Almost none	0	0	0	0	0

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

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	56	75	56	26	88
Most adults	39	22	32	69	13
Some adults	6	2	12	5	0
Few adults	0	0	0	0	0
Almost none	0	0	0	0	0

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

Table A5.5

Adults Listen to What Students Have to Say

	All %	ES %	MS %	HS %	NT %
Nearly all adults	44	63	32	26	63
Most adults	45	32	52	57	25
Some adults	12	5	16	16	13
Few adults	0	0	0	0	0
Almost none	0	0	0	0	0

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

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

High Expectations

Table A5.6

Adults Want All Students to Do Their Best

	All %	ES %	MS %	HS %	NT %
Nearly all adults	67	84	65	41	100
Most adults	29	15	31	49	0
Some adults	5	1	4	10	0
Few adults	0	0	0	0	0
Almost none	0	0	0	0	0

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

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

Table A5.7

Adults Believe Every Student Can Be a Success

	All %	ES %	MS %	HS %	NT %
Nearly all adults	43	62	30	25	75
Most adults	46	37	56	51	25
Some adults	11	1	12	25	0
Few adults	1	0	2	0	0
Almost none	0	0	0	0	0

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

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

Opportunities for Meaningful Participation

Table A5.8

Encourages Decision Opportunities for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	13	18	8	11	0
Agree	64	73	46	62	100
Disagree	20	8	42	21	0
Strongly disagree	1	0	2	2	0
Not applicable	3	3	2	3	0

Question A.16: This school encourages opportunities for students to decide things like class activities or rules.
Note: Cells are empty if there are less than 5 respondents.

Table A5.9

Gives Equal Opportunity for Classroom Participation

	All %	ES %	MS %	HS %	NT %
Strongly agree	45	52	47	31	63
Agree	53	46	51	66	38
Disagree	1	0	2	2	0
Strongly disagree	0	0	0	0	0
Not applicable	2	2	0	2	0

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

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

Table A5.10

Gives Equal Access to Extracurricular and Enrichment Activities

	All %	ES %	MS %	HS %	NT %
Strongly agree	38	30	40	43	63
Agree	50	53	44	52	38
Disagree	10	13	16	3	0
Strongly disagree	1	1	0	0	0
Not applicable	2	4	0	2	0

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

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

Table A5.11

Gives Opportunities to Make A Difference (Help Others)

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	33	28	41	50
Agree	52	53	52	52	38
Disagree	10	7	16	7	13
Strongly disagree	1	1	2	0	0
Not applicable	3	5	2	0	0

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

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

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	Percent Strongly Agreeing					
	All %	ES %	MS %	HS %	NT %	Table
Learning Supports						
Teachers go out of their way to help students	46	59	44	23	100	A6.2
Classes challenge students	24	38	23	7	38	A6.2
Fair, Respectful and Orderly Environment						
Adults at this school treat all students with respect	37	53	27	20	75	A6.3
The school rules are fair	45	62	35	30	63	A6.3
Students in this school are well-behaved	17	20	23	10	0	A6.4
The rules in the school are too strict	1	1	0	0	0	A6.4
It is easy for students to get kicked out of class or get suspended	0	0	0	0	0	A6.4
Students get in trouble for breaking small rules	1	0	2	0	0	A6.4
Teachers are very strict here	2	1	4	0	0	A6.4
Clarity of Rules and Expectations						
Rules in this school are made clear to students	34	45	33	17	50	A6.5
Students know how they are expected to act	35	48	31	18	50	A6.5
Students know what the rules are	39	51	35	25	63	A6.5
This school makes it clear how students are expected to act	36	47	28	23	63	A6.5
Positive Peer Relations						
Students enjoy spending time together during school activities	44	60	46	21	38	A6.6
Students enjoy collaborating on projects in class	37	55	29	22	25	A6.6
Students care about one another	31	48	17	22	25	A6.6
Students treat each other with respect	17	23	10	15	25	A6.6
Students get along well with one another	21	23	17	20	25	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	31	41	31	16	50	A6.7
Students are often given rewards for being good	24	30	38	7	25	A6.7
This school encourages students to understand how others think and feel	22	41	10	5	38	A6.7
Students are taught that they can control their own behavior	30	51	19	10	50	A6.7
This school helps students solve conflicts with one another	26	41	17	12	38	A6.8
This school encourages students to care about how others feel	28	47	17	12	38	A6.8
Teachers here make it clear to students that bullying is not tolerated	51	76	40	28	50	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	23	37	21	10	13	A6.9
Students tell teachers when other students are being bullied	18	29	17	3	25	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	46	58	40	31	75	A6.9
Students here try to stop bullying when they see it happening	12	21	6	7	13	A6.9
Respect for Diversity						
There is a lot of tension between people of different cultures, races, or ethnicities	4	6	4	0	0	A6.10
Students respect each others' differences	22	31	10	17	38	A6.10
Adults in school respect differences in students	51	60	43	41	75	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	44	64	35	23	50	A6.10

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

Supports for Learning

Table A6.2

Supports for Learning at School

	All %	ES %	MS %	HS %	NT %
Teachers go out of their way to help students					
Strongly agree	46	59	44	23	100
Agree	49	39	48	68	0
Disagree	4	0	6	8	0
Strongly disagree	0	0	0	0	0
Not applicable	1	1	2	0	0
Classes challenge students					
Strongly agree	24	38	23	7	38
Agree	69	59	73	80	63
Disagree	4	1	4	8	0
Strongly disagree	2	0	0	5	0
Not applicable	1	1	0	0	0

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	37	53	27	20	75
Agree	56	46	65	66	25
Disagree	7	1	8	15	0
Strongly disagree	0	0	0	0	0
Not applicable	0	0	0	0	0
The school rules are fair					
Strongly agree	45	62	35	30	63
Agree	50	37	54	65	38
Disagree	4	0	10	5	0
Strongly disagree	0	0	0	0	0
Not applicable	1	1	0	0	0

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

Table A6.4

Respectful and Orderly Environment at School

	All %	ES %	MS %	HS %	NT %
Students in this school are well-behaved					
Strongly agree	17	20	23	10	0
Agree	72	64	69	82	100
Disagree	10	16	8	7	0
Strongly disagree	1	0	0	2	0
Not applicable	0	0	0	0	0
The rules in the school are too strict					
Strongly agree	1	1	0	0	0
Agree	4	1	10	2	0
Disagree	61	55	56	74	63
Strongly disagree	34	42	33	25	38
Not applicable	1	1	0	0	0
It is easy for students to get kicked out of class or get suspended					
Strongly agree	0	0	0	0	0
Agree	5	1	13	5	0
Disagree	63	51	67	77	63
Strongly disagree	30	44	21	18	38
Not applicable	2	4	0	0	0
Students get in trouble for breaking small rules					
Strongly agree	1	0	2	0	0
Agree	17	15	21	16	13
Disagree	59	52	58	69	50
Strongly disagree	23	32	19	15	38
Not applicable	1	1	0	0	0
Teachers are very strict here					
Strongly agree	2	1	4	0	0
Agree	21	26	23	15	0
Disagree	60	53	63	66	75
Strongly disagree	17	17	10	20	25
Not applicable	1	3	0	0	0

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

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

Clarity of Rules and Expectations

Table A6.5

Clarity of Rules and Expectations at School

	All %	ES %	MS %	HS %	NT %
Rules in this school are made clear to students					
Strongly agree	34	45	33	17	50
Agree	58	48	60	73	38
Disagree	5	4	4	7	13
Strongly disagree	2	3	2	2	0
Not applicable	1	0	0	2	0
Students know how they are expected to act					
Strongly agree	35	48	31	18	50
Agree	60	47	67	74	50
Disagree	4	5	2	5	0
Strongly disagree	1	0	0	3	0
Not applicable	0	0	0	0	0
Students know what the rules are					
Strongly agree	39	51	35	25	63
Agree	55	45	56	69	25
Disagree	6	4	8	7	13
Strongly disagree	0	0	0	0	0
Not applicable	0	0	0	0	0
This school makes it clear how students are expected to act					
Strongly agree	36	47	28	23	63
Agree	54	47	65	59	25
Disagree	10	5	7	18	13
Strongly disagree	0	0	0	0	0
Not applicable	0	0	0	0	0

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

Positive Peer Relations

Table A6.6

Positive Peer Relations at School

	All %	ES %	MS %	HS %	NT %
Students enjoy spending time together during school activities					
Strongly agree	44	60	46	21	38
Agree	55	40	54	74	63
Disagree	1	0	0	3	0
Strongly disagree	1	0	0	2	0
Not applicable	0	0	0	0	0
Students enjoy collaborating on projects in class					
Strongly agree	37	55	29	22	25
Agree	57	40	71	68	63
Disagree	3	0	0	7	13
Strongly disagree	0	0	0	0	0
Not applicable	3	5	0	3	0
Students care about one another					
Strongly agree	31	48	17	22	25
Agree	66	49	79	78	75
Disagree	2	3	4	0	0
Strongly disagree	0	0	0	0	0
Not applicable	1	1	0	0	0
Students treat each other with respect					
Strongly agree	17	23	10	15	25
Agree	72	69	79	70	75
Disagree	10	8	10	13	0
Strongly disagree	0	0	0	0	0
Not applicable	1	1	0	2	0
Students get along well with one another					
Strongly agree	21	23	17	20	25
Agree	75	73	79	74	75
Disagree	4	3	4	5	0
Strongly disagree	0	0	0	0	0
Not applicable	1	1	0	2	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	31	41	31	16	50
Agree	55	53	56	61	38
Disagree	11	6	13	15	13
Strongly disagree	3	0	0	8	0
Not applicable	0	0	0	0	0
Students are often given rewards for being good					
Strongly agree	24	30	38	7	25
Agree	48	51	58	31	75
Disagree	23	16	4	51	0
Strongly disagree	2	1	0	5	0
Not applicable	3	1	0	7	0
This school encourages students to understand how others think and feel					
Strongly agree	22	41	10	5	38
Agree	66	57	71	73	63
Disagree	11	1	17	22	0
Strongly disagree	1	0	2	0	0
Not applicable	1	1	0	0	0
Students are taught that they can control their own behavior					
Strongly agree	30	51	19	10	50
Agree	56	43	67	67	38
Disagree	11	4	10	20	13
Strongly disagree	1	0	2	2	0
Not applicable	2	3	2	2	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	26	41	17	12	38
Agree	60	57	63	65	38
Disagree	12	3	17	18	25
Strongly disagree	1	0	2	2	0
Not applicable	2	0	2	3	0
This school encourages students to care about how others feel					
Strongly agree	28	47	17	12	38
Agree	59	48	63	68	63
Disagree	10	3	17	17	0
Strongly disagree	1	0	2	2	0
Not applicable	2	3	2	2	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	51	76	40	28	50
Agree	43	23	48	66	50
Disagree	4	0	10	3	0
Strongly disagree	1	0	2	0	0
Not applicable	2	1	0	3	0
If a student was bullied, he or she would tell one of the teachers or staff at school					
Strongly agree	23	37	21	10	13
Agree	61	57	67	61	75
Disagree	14	5	13	28	13
Strongly disagree	1	0	0	2	0
Not applicable	1	1	0	0	0
Students tell teachers when other students are being bullied					
Strongly agree	18	29	17	3	25
Agree	63	67	67	55	50
Disagree	17	1	17	37	25
Strongly disagree	1	0	0	3	0
Not applicable	2	3	0	2	0

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

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

Table A6.9

Bullying Prevention at School - Continued

	All %	ES %	MS %	HS %	NT %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help					
Strongly agree	46	58	40	31	75
Agree	50	39	56	64	25
Disagree	2	1	4	2	0
Strongly disagree	1	0	0	2	0
Not applicable	2	3	0	2	0
Students here try to stop bullying when they see it happening					
Strongly agree	12	21	6	7	13
Agree	52	56	50	48	50
Disagree	32	21	42	40	25
Strongly disagree	2	0	2	3	13
Not applicable	2	3	0	2	0

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

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

Respect for Diversity

Table A6.10

Respect for Diversity at School

	All %	ES %	MS %	HS %	NT %
There is a lot of tension between people of different cultures, races, or ethnicities					
Strongly agree	4	6	4	0	0
Agree	6	0	8	11	0
Disagree	51	47	58	51	50
Strongly disagree	36	43	25	34	50
Not applicable	4	4	4	3	0
Students respect each others' differences					
Strongly agree	22	31	10	17	38
Agree	71	65	79	75	50
Disagree	6	3	10	7	13
Strongly disagree	0	0	0	0	0
Not applicable	1	1	0	2	0
Adults in school respect differences in students					
Strongly agree	51	60	43	41	75
Agree	45	38	47	58	25
Disagree	4	3	9	2	0
Strongly disagree	1	0	2	0	0
Not applicable	0	0	0	0	0
Teachers show that it is important for students of different races and cultures to get along with each other					
Strongly agree	44	64	35	23	50
Agree	52	33	60	70	50
Disagree	4	3	2	7	0
Strongly disagree	0	0	0	0	0
Not applicable	1	1	2	0	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.

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

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†	35	43	30	25	50	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices†	39	49	30	28	75	A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students†	11	12	10	10	13	A7.7
Has staff examine their own cultural biases through professional development or other processes†	8	6	12	3	25	A7.8
Encourages equity in rigorous course enrollment†	20	5	18	44	0	A7.10
Considers closing the racial/ethnic achievement gap a high priority†	15	19	14	8	38	A7.9
Provides the supports needed for teaching culturally and linguistically diverse students†	16	23	12	7	38	A7.11
Treat all students fairly‡	42	58	28	30	63	A7.4
Treat every student with respect‡	46	64	34	30	63	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	35	43	30	25	50
Agree	57	54	54	64	50
Disagree	7	2	12	8	0
Strongly disagree	2	0	4	3	0
Not applicable	0	0	0	0	0

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

Table A7.3

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	57	73	50	46	25
Mild problem	36	26	42	41	63
Moderate problem	7	1	8	11	13
Severe problem	1	0	0	2	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	42	58	28	30	63
Most adults	46	40	52	51	38
Some adults	12	2	20	20	0
Few adults	0	0	0	0	0
Almost none	0	0	0	0	0

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

Table A7.5

Staff Treat All Students with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	46	64	34	30	63
Most adults	46	33	52	57	38
Some adults	8	2	12	13	0
Few adults	1	0	2	0	0
Almost none	0	0	0	0	0

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

Cultural Sensitivity

Table A7.6

Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	49	30	28	75
Agree	53	46	56	62	25
Disagree	7	4	10	10	0
Strongly disagree	1	0	4	0	0
Not applicable	1	1	0	0	0

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

Table A7.7

Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	11	12	10	10	13
Agree	51	58	40	50	63
Disagree	30	19	42	35	25
Strongly disagree	3	3	4	2	0
Not applicable	5	8	4	3	0

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

Table A7.8

Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	8	6	12	3	25
Agree	32	34	30	30	38
Disagree	46	39	48	57	25
Strongly disagree	7	5	8	8	13
Not applicable	8	16	2	2	0

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

Instructional Equity

Table A7.9

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	15	19	14	8	38
Agree	40	48	31	37	50
Disagree	34	18	49	45	13
Strongly disagree	4	3	4	7	0
Not applicable	7	14	2	3	0

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

Table A7.10

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	5	18	44	0
Agree	28	16	32	43	0
Disagree	12	8	20	8	25
Strongly disagree	4	3	6	3	0
Not applicable	37	69	24	2	75

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

Table A7.11

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	23	12	7	38
Agree	51	53	49	50	50
Disagree	28	19	35	37	13
Strongly disagree	2	0	2	3	0
Not applicable	4	6	2	3	0

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

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	ES %	MS %	HS %	NT %	Table
How many students at this school						
Are motivated to learn†	69	80	78	52	25	A8.2
Are well-behaved†	86	83	90	87	75	A8.5
This school...						
Motivates students to learn‡	36	56	24	20	38	A8.3
How much of a problem at this school is...						
Disruptive behavior§	47	53	51	36	38	A8.6
Cutting classes or being truant§	12	5	0	22	88	A8.4
Lack of respect of staff by students§	17	19	14	18	13	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	9	11	12	3	0
Most	61	69	66	49	25
Some	29	20	20	43	75
Few	2	0	2	3	0
Almost none	1	0	0	2	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	36	56	24	20	38
Agree	60	44	73	70	63
Disagree	3	0	0	8	0
Strongly disagree	1	0	2	2	0
Not applicable	0	0	0	0	0

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

Table A8.4

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	55	77	68	22	0
Mild problem	33	19	32	57	13
Moderate problem	7	1	0	15	38
Severe problem	6	4	0	7	50

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	12	7	14	18	0
Most	74	75	76	69	75
Some	14	16	10	11	25
Few	1	1	0	2	0
Almost none	0	0	0	0	0

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

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

Table A8.6

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	11	10	6	15	13
Mild problem	43	37	43	49	50
Moderate problem	39	44	45	30	25
Severe problem	8	9	6	7	13

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	39	41	44	33	38
Mild problem	44	41	42	49	50
Moderate problem	14	14	14	13	13
Severe problem	4	5	0	5	0

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

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

9. Student Health and Risk Behavior

Table A9.1

Summary of Indicators for Student Physical and Mental Health

	All %	ES %	MS %	HS %	NT %	Table
Perceived Physical and Mental Health						
Arrive at school alert and rested†	75	85	86	59	25	A9.3
Are healthy and physically fit†	79	89	88	66	38	A9.4
Depression or other mental health issues are moderate/severe problems	32	17	36	38	100	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‡	26	14	46	26	13	A9.6
Physical fighting‡	12	7	24	10	0	A9.7
Gang activity‡	1	1	2	0	0	A9.10
Vandalism and graffiti‡	4	2	4	5	0	A9.8
Theft‡	3	1	0	8	0	A9.9
Weapons possession at school‡	2	1	2	2	0	A9.11
Substance Use						
Alcohol and drug use‡	21	0	6	52	88	A9.12
Tobacco use‡	7	0	6	10	63	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	5	6	6	3	0
Most	70	79	80	56	25
Some	23	14	14	38	50
Few	3	1	0	3	25
Almost none	0	0	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	10	9	16	7	0
Most	70	80	72	59	38
Some	21	11	12	34	63
Few	0	0	0	0	0
Almost none	0	0	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	17	23	20	7	0
Mild problem	52	59	44	56	0
Moderate problem	25	15	32	31	38
Severe problem	7	2	4	7	63

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	20	30	6	15	38
Mild problem	55	57	48	59	50
Moderate problem	23	14	38	23	13
Severe problem	3	0	8	3	0

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

Table A9.7

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	44	52	14	54	75
Mild problem	44	41	62	36	25
Moderate problem	11	6	20	10	0
Severe problem	2	1	4	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	68	68	88	48	88
Mild problem	29	30	8	48	13
Moderate problem	3	2	4	3	0
Severe problem	1	0	0	2	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	68	69	80	56	75
Mild problem	29	30	20	36	25
Moderate problem	3	1	0	8	0
Severe problem	0	0	0	0	0

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

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

Table A9.10

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	92	99	96	82	75
Mild problem	7	0	2	18	25
Moderate problem	0	0	0	0	0
Severe problem	1	1	2	0	0

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

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

Table A9.11

Weapons Possession is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	94	98	92	92	88
Mild problem	5	1	6	7	13
Moderate problem	1	0	2	2	0
Severe problem	1	1	0	0	0

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

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

Substance Use

Table A9.12

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	60	100	56	15	13
Mild problem	20	0	38	33	0
Moderate problem	17	0	6	46	38
Severe problem	4	0	0	7	50

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

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

Table A9.13

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	70	100	78	31	13
Mild problem	23	0	16	59	25
Moderate problem	6	0	6	10	38
Severe problem	1	0	0	0	25

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	33	42	26	26	38	A10.2
Handles discipline problems fairly	34	44	26	26	38	A10.3
Effectively handles student discipline and behavioral problems	29	38	20	22	38	A10.4
Provides adequate counseling and support services for students	32	26	32	33	88	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	33	42	26	26	38
Agree	50	48	52	51	50
Disagree	14	6	20	20	13
Strongly disagree	3	4	2	2	0
Not applicable	1	0	0	2	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	34	44	26	26	38
Agree	55	49	54	61	63
Disagree	9	4	18	10	0
Strongly disagree	2	1	2	2	0
Not applicable	1	1	0	2	0

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

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

Table A10.4

Handles Student Discipline and Behavioral Problems Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	29	38	20	22	38
Agree	53	51	54	55	50
Disagree	15	6	24	18	13
Strongly disagree	3	2	2	3	0
Not applicable	2	2	0	2	0

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

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

Table A10.5

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	32	26	32	33	88
Agree	44	43	48	44	13
Disagree	22	28	14	21	0
Strongly disagree	3	2	6	0	0
Not applicable	1	0	0	2	0

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

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

11. Professional Development Needs

Table A11.1

Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment						
Meeting academic standards	27	28	30	23	25	A11.2
Evidence-based methods of instruction	32	39	34	21	25	A11.3
Positive behavioral support and classroom management	34	34	48	25	25	A11.4
Creating a positive school climate	31	24	46	28	25	A11.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	41	41	48	39	13	A11.6
Culturally relevant pedagogy for the school's student population	39	41	44	34	38	A11.7
Serving English language learners	42	39	52	39	25	A11.8
Closing the achievement gap	49	50	52	48	25	A11.9
Providing Support Services						
Serving special education (IEP) students	52	49	62	49	38	A11.10
Meeting the social, emotional, and developmental needs of youth	59	66	64	51	25	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	27	28	30	23	25
No	63	60	62	69	63
Not applicable	10	12	8	8	13

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	32	39	34	21	25
No	59	49	58	72	63
Not applicable	9	11	8	7	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	34	34	48	25	25
No	61	59	50	70	63
Not applicable	5	6	2	5	13

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	31	24	46	28	25
No	66	72	50	69	75
Not applicable	4	4	4	3	0

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

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

Addressing Needs of Diverse Populations

Table A11.6

Need PD on Working with Diverse Populations

	All %	ES %	MS %	HS %	NT %
Yes	41	41	48	39	13
No	56	54	50	59	88
Not applicable	3	5	2	2	0

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

Table A11.7

Need PD on Culturally Relevant Pedagogy

	All %	ES %	MS %	HS %	NT %
Yes	39	41	44	34	38
No	55	53	50	61	63
Not applicable	6	6	6	5	0

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	42	39	52	39	25
No	51	53	40	54	75
Not applicable	8	9	8	7	0

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	49	50	52	48	25
No	44	41	42	47	75
Not applicable	7	9	6	5	0

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	52	49	62	49	38
No	43	43	34	48	63
Not applicable	6	9	4	3	0

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	59	66	64	51	25
No	35	28	32	43	75
Not applicable	6	6	4	7	0

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	64	24	20	17	3

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‡	25	25	20	24		B3.1
Punishes first-time violations of alcohol or other drug policies‡	13	0	26	18		B3.1
Enforces zero tolerance policies‡	13	9	25	6		B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis‡	24	29	20	13		B3.1
Has sufficient resources to create a safe campus‡	20	21	20	18		B3.2
Seeks to maintain a secure campus‡	5	8	5	0		B3.2
Provides harassment or bullying prevention†	22	29	20	12		B3.3
Provides conflict resolution or behavior management instruction†	22	30	20	12		B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal‡	13	4	10	18		B4.1
Collaborates well with community organizations to address substance use or other problems‡	17	21	10	12		B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems‡	20	17	15	18		B4.1
Provides alcohol or drug use prevention instruction†	11	4	20	12		B4.1
Provides tobacco use prevention instruction†	9	4	20	6		B4.1
Has sufficient resources to address substance use prevention needs‡	9	8	10	12		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‡	13	21	10	6		B5.1
Provides adequate health services for students‡	11	8	15	12		B5.1
Provides opportunities for physical education and activity†	67	71	80	59		B5.1
Provides nutritional instruction†	11	13	15	6		B5.1
Provides services for students with disabilities or other special needs†	53	50	40	65		B5.1
Youth Development and Social-Emotional Health						
Fosters youth development, resilience, or asset promotion†	30	42	15	18		B6.1
Provides character education†	17	29	15	6		B6.1
Emphasizes helping students with social, emotional, and behavioral problems‡	28	33	20	18		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	25	25	20	24	
Agree	50	38	70	47	
Neither agree nor disagree	20	29	10	24	
Disagree	5	8	0	6	
Strongly disagree	0	0	0	0	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	13	0	26	18	
Agree	37	17	42	59	
Neither agree nor disagree	43	79	32	12	
Disagree	5	0	0	6	
Strongly disagree	3	4	0	6	
Enforces zero tolerance policies					
Strongly agree	13	9	25	6	
Agree	40	48	30	44	
Neither agree nor disagree	32	30	45	25	
Disagree	15	13	0	25	
Strongly disagree	0	0	0	0	
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	24	29	20	13	
Agree	56	38	70	69	
Neither agree nor disagree	21	33	10	19	
Disagree	0	0	0	0	
Strongly disagree	0	0	0	0	

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

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	20	21	20	18	
Agree	63	50	75	65	
Neither agree nor disagree	11	13	5	18	
Disagree	6	17	0	0	
Strongly disagree	0	0	0	0	
Seeks to maintain a secure campus					
Strongly agree	5	8	5	0	
Agree	14	8	16	18	
Neither agree nor disagree	27	33	26	12	
Disagree	38	29	47	47	
Strongly disagree	16	21	5	24	

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	22	29	20	12	
Some	52	50	50	53	
Not much	23	17	25	35	
Not at all	3	4	5	0	
Provides conflict resolution or behavior management instruction					
A lot	22	30	20	12	
Some	44	48	45	35	
Not much	29	17	30	47	
Not at all	5	4	5	6	

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	13	4	10	18	
Agree	25	17	30	29	
Neither agree nor disagree	42	67	40	18	
Disagree	17	8	20	29	
Strongly disagree	3	4	0	6	
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	17	21	10	12	
Agree	28	25	35	24	
Neither agree nor disagree	42	46	45	41	
Disagree	8	0	10	18	
Strongly disagree	5	8	0	6	
Provides effective confidential support and referral services for students needing help					
Strongly agree	20	17	15	18	
Agree	45	42	50	53	
Neither agree nor disagree	25	38	25	12	
Disagree	6	0	10	12	
Strongly disagree	3	4	0	6	

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	11	4	20	12	
Some	35	26	45	29	
Not much	38	35	30	53	
Not at all	16	35	5	6	
Provides tobacco use prevention instruction					
A lot	9	4	20	6	
Some	33	21	45	29	
Not much	42	42	30	59	
Not at all	16	33	5	6	
Has sufficient resources to address substance use prevention needs					
Strongly agree	9	8	10	12	
Agree	34	21	55	18	
Neither agree nor disagree	39	54	30	35	
Disagree	13	8	5	29	
Strongly disagree	5	8	0	6	

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	13	21	10	6	
Agree	48	42	60	41	
Neither agree nor disagree	25	25	20	29	
Disagree	9	8	5	18	
Strongly disagree	5	4	5	6	
Provides adequate health services for students					
Strongly agree	11	8	15	12	
Agree	31	46	35	6	
Neither agree nor disagree	31	29	25	41	
Disagree	23	13	25	35	
Strongly disagree	3	4	0	6	
Provides opportunities for physical education and activity					
A lot	67	71	80	59	
Some	28	29	15	41	
Not much	5	0	5	0	
Not at all	0	0	0	0	
Provides nutritional instruction					
A lot	11	13	15	6	
Some	54	54	60	50	
Not much	35	33	25	44	
Not at all	0	0	0	0	
Provides services for students with disabilities or other special needs					
A lot	53	50	40	65	
Some	41	42	50	35	
Not much	6	8	10	0	
Not at all	0	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.

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

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	30	42	15	18	
Some	48	50	50	53	
Not much	20	8	30	29	
Not at all	2	0	5	0	
Provides character education					
A lot	17	29	15	6	
Some	47	38	55	41	
Not much	27	25	20	41	
Not at all	9	8	10	12	
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	28	33	20	18	
Agree	48	54	55	41	
Neither agree nor disagree	17	8	15	35	
Disagree	3	4	5	0	
Strongly disagree	3	0	5	6	

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 Module

Not Administered

Appendix

2016-17 CSSS Staff Survey Data Status

Eligible Elementary Schools	Data Received
John Muir Elementary	X
John Swett Elementary	X
Las Juntas Elementary	X
Morello Park Elementary	X

Notes: Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.

2016-17 CSSS Staff Survey Data Status

Eligible Intermediate/Middle/Junior High Schools	Data Received
Martinez Junior High	X

Notes: Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.

2016-17 CSSS Staff Survey Data Status

Eligible High Schools	Data Received
Alhambra Senior High	X

Notes: Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.

2016-17 CSSS Staff Survey Data Status

Non-Traditional School[A]	Data Received
Vicente Martinez High	X

Notes: Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list. [A]Non-traditional schools include continuation, community day, and other alternative school types.

2016-17 CSSS Staff Survey Data Status

Other Eligible Schools (Alternative Schools of Choice/K-8/K-12 Schools)	Data Received
Briones (Alternative)	

Notes: Eligible schools listed are based on CBEDS 2016-17 public school and 2015-16 enrollment data files. Directly funded charter schools have been excluded from the list.