CALIFORNIA
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SURVEY SYSTEM

CALIFORNIA SCHOOL CLIMATE STAFF SURVEY

Perris Union High
2013-2014
Main Report

Health&Human Development Program AT WestEd

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

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PREFACE

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2013-14 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, CDE expanded the content to collect other data to guide school improvement efforts and also made it possible for schools to add questions of their own choosing so that the survey could better meet 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, as well as the CHKS, 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. Taken as a whole, the survey questions map to three pillars emphasized by many school reform efforts—rigor, relevance, and relationships. 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, and academic achievement among students, and well-being among both students and staff.

Local Control and Accountability Plan Support

CSCS (and Cal-SCHLS overall) data are valuable for meeting four of the eight state 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 were provided by CDE 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 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*).

The main survey consists of three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for learning supports and for special education. These group-specific modules ask for program- and issue-specific information that might not be known to staff outside these groups, and are answered only by subsamples of all respondents.

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:

[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.

- 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.

Learning Conditions Module (LCM)

The second section consists of a 33-question **Learning Conditions Module** that provides comparison data to key questions in the supplementary CHKS School Climate Module. This provides a more comprehensive assessment of overall school climate and related student and staff supports. The questions gauge five constructs:

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

Learning Supports Module (LSM)

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 you can elect to add to your 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 for each school level (elementary, middle, high, and nontraditional schools) must be viewed separately. In this Main Report, results are provided in tables with data from all school levels assessed. 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, by school level, 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

Guidebooks

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

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

- 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 from the California Healthy Kids Survey, the California School Climate Survey for staff, and the California School Parent Survey. 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.

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 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

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.

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 Conditions	X
C. Learning Supports	X
D. Special Education Supports	
E. 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	255	–	–	255	–

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†	26	–	–	26	–	A4.3
Sets high standards for academic performance for all†	22	–	–	22	–	A4.4
Nearly all adults believe every student can be a success	14	–	–	14	–	A5.7
Encourages opportunities for students to decide things†	13	–	–	13	–	A5.8
Is welcoming to and facilitates parent involvement	18	–	–	18	–	A4.25
Staff Working Environment						
Is a supportive and inviting place for staff to work†	24	–	–	24	–	A4.10
Promotes trust and collegiality among staff†	13	–	–	13	–	A4.13
Promotes personnel participation in decision making†	10	–	–	10	–	A4.15
Safety						
Is a safe place for staff†	21	–	–	21	–	A4.23
Is a safe place for students†	22	–	–	22	–	A4.22
Has sufficient resources to create a safe campus†	10	–	–	10	–	C3.2
Student Discipline and Support						
Handles discipline problems fairly†	11	–	–	11	–	A9.3
Provides adequate counseling and support services†	23	–	–	23	–	A9.5
Emphasizes helping students with social, emotional, behavioral problems†	8	–	–	8	–	C6.1
Positive Relationships						
Nearly all adults really care about every student	18	–	–	18	–	A5.3
Nearly all adults treat every student with respect	15	–	–	15	–	A6.5
Fosters an appreciation of student diversity and respect for each other†	20	–	–	20	–	A6.2
Has moderate/severe problem with harassment/bullying	38	–	–	38	–	A8.6
Student Behavior						
Nearly all/most students motivated to learn	32	–	–	32	–	A7.2
Nearly all/most students well-behaved	65	–	–	65	–	A7.5
Cutting classes or being truant moderate/severe problem	58	–	–	58	–	A7.4
Alcohol and drug use moderate/severe problem	64	–	–	64	–	A8.12

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	67	–	–	67	–
Teacher in grade 4 or below	0	–	–	0	–
Special education teacher	6	–	–	6	–
Administrator	3	–	–	3	–
Prevention staff nurse or health aide	0	–	–	0	–
Counselor or psychologist	3	–	–	3	–
Police, resource officer, or safety personnel	3	–	–	3	–
Paraprofessional, teacher assistant, or instructional aide	9	–	–	9	–
Other certificated staff	3	–	–	3	–
Other classified staff	11	–	–	11	–
Other service provider	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	35	–	–	35	–
Special education	76	–	–	76	–
English language learners	73	–	–	73	–
None of the above	16	–	–	16	–

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	10	–	–	10	–
1 to 2 years	7	–	–	7	–
3 to 5 years	20	–	–	20	–
6 to 10 years	39	–	–	39	–
Over 10 years	24	–	–	24	–

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	3	–	–	3	–
1 to 2 years	7	–	–	7	–
3 to 5 years	9	–	–	9	–
6 to 10 years	33	–	–	33	–
Over 10 years	48	–	–	48	–

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)	3	–	–	3	–
American Indian or Alaska Native	2	–	–	2	–
Asian or Pacific Islander	6	–	–	6	–
White (not Hispanic)	59	–	–	59	–
Hispanic or Latino/a	23	–	–	23	–
Other or multi-ethnic	7	–	–	7	–

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	26	–	–	26	–	A4.3
Sets high standards for academic performance for all	22	–	–	22	–	A4.4
Promotes academic success for all students	24	–	–	24	–	A4.5
Emphasizes helping students academically when they need it	26	–	–	26	–	A4.6
Emphasizes teaching lessons in ways relevant to students	19	–	–	19	–	A4.7
Working Environment						
Is a supportive and inviting place for staff to work	24	–	–	24	–	A4.10
Promotes trust and collegiality among staff	13	–	–	13	–	A4.13
Promotes participation in school decision making	10	–	–	10	–	A4.15
Works to minimize paper work	15	–	–	15	–	A4.16
Provides adequate benefits to support continued employment	16	–	–	16	–	A4.17
Provides the materials, resources, and training to do job effectively	28	–	–	28	–	A4.18
Provides relevant paraprofessional training	9	–	–	9	–	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	16	–	–	16	–	A4.20
Provides complete state adopted instructional materials for students with IEPs	13	–	–	13	–	A4.21
Uses objective data in making school improvement decisions	13	–	–	13	–	A4.9
Safety, Facilities, and Parental Outreach						
Is a safe place for students	22	–	–	22	–	A4.22
Is a safe place for staff	21	–	–	21	–	A4.23
Has clean and well-maintained facilities and property	34	–	–	34	–	A4.24
Is welcoming to and facilitates parent involvement	18	–	–	18	–	A4.25
Encourages parents to be active partners in educating their child	13	–	–	13	–	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	8	–	–	8	–	A4.14
Support and treat each other with respect	13	–	–	13	–	A4.12
Feel a responsibility to improve the school	11	–	–	11	–	A4.11
Work hard to ensure a safe and supportive learning environment	18	–	–	18	–	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	26	–	–	26	–
Agree	65	–	–	65	–
Disagree	5	–	–	5	–
Strongly disagree	2	–	–	2	–
Not applicable	2	–	–	2	–

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	22	–	–	22	–
Agree	58	–	–	58	–
Disagree	14	–	–	14	–
Strongly disagree	4	–	–	4	–
Not applicable	1	–	–	1	–

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	24	–	–	24	–
Agree	56	–	–	56	–
Disagree	15	–	–	15	–
Strongly disagree	4	–	–	4	–
Not applicable	1	–	–	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	26	–	–	26	–
Agree	56	–	–	56	–
Disagree	13	–	–	13	–
Strongly disagree	3	–	–	3	–
Not applicable	2	–	–	2	–

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	19	–	–	19	–
Agree	62	–	–	62	–
Disagree	13	–	–	13	–
Strongly disagree	2	–	–	2	–
Not applicable	5	–	–	5	–

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	18	–	–	18	–
Most adults	51	–	–	51	–
Some adults	25	–	–	25	–
Few adults	3	–	–	3	–
Almost none	2	–	–	2	–

Question A.43: How many of the 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	13	–	–	13	–
Agree	57	–	–	57	–
Disagree	18	–	–	18	–
Strongly disagree	5	–	–	5	–
Not applicable	6	–	–	6	–

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	24	–	–	24	–
Agree	51	–	–	51	–
Disagree	16	–	–	16	–
Strongly disagree	8	–	–	8	–
Not applicable	2	–	–	2	–

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	11	–	–	11	–
Most adults	39	–	–	39	–
Some adults	37	–	–	37	–
Few adults	11	–	–	11	–
Almost none	2	–	–	2	–

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	13	–	–	13	–
Most adults	51	–	–	51	–
Some adults	27	–	–	27	–
Few adults	8	–	–	8	–
Almost none	2	–	–	2	–

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	13	–	–	13	–
Agree	50	–	–	50	–
Disagree	25	–	–	25	–
Strongly disagree	11	–	–	11	–
Not applicable	2	–	–	2	–

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	8	–	–	8	–
Most adults	38	–	–	38	–
Some adults	37	–	–	37	–
Few adults	14	–	–	14	–
Almost none	3	–	–	3	–

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	10	–	–	10	–
Agree	52	–	–	52	–
Disagree	25	–	–	25	–
Strongly disagree	10	–	–	10	–
Not applicable	3	–	–	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	15	–	–	15	–
Agree	50	–	–	50	–
Disagree	22	–	–	22	–
Strongly disagree	6	–	–	6	–
Not applicable	7	–	–	7	–

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	16	–	–	16	–
Agree	52	–	–	52	–
Disagree	20	–	–	20	–
Strongly disagree	11	–	–	11	–
Not applicable	1	–	–	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	28	–	–	28	–
Agree	52	–	–	52	–
Disagree	16	–	–	16	–
Strongly disagree	4	–	–	4	–
Not applicable	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	9	–	–	9	–
Agree	38	–	–	38	–
Disagree	16	–	–	16	–
Strongly disagree	8	–	–	8	–
Not applicable	29	–	–	29	–

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

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

Special Education Supports

Table A4.20

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	16	–	–	16	–
Agree	42	–	–	42	–
Disagree	24	–	–	24	–
Strongly disagree	9	–	–	9	–
Not applicable	9	–	–	9	–

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	13	–	–	13	–
Agree	40	–	–	40	–
Disagree	19	–	–	19	–
Strongly disagree	9	–	–	9	–
Not applicable	18	–	–	18	–

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	22	–	–	22	–
Agree	64	–	–	64	–
Disagree	11	–	–	11	–
Strongly disagree	3	–	–	3	–
Not applicable	1	–	–	1	–

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	21	–	–	21	–
Agree	64	–	–	64	–
Disagree	10	–	–	10	–
Strongly disagree	3	–	–	3	–
Not applicable	2	–	–	2	–

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	34	–	–	34	–
Agree	53	–	–	53	–
Disagree	9	–	–	9	–
Strongly disagree	3	–	–	3	–
Not applicable	1	–	–	1	–

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	18	–	–	18	–
Agree	64	–	–	64	–
Disagree	13	–	–	13	–
Strongly disagree	3	–	–	3	–
Not applicable	2	–	–	2	–

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	13	–	–	13	–
Agree	62	–	–	62	–
Disagree	18	–	–	18	–
Strongly disagree	3	–	–	3	–
Not applicable	3	–	–	3	–

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*					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	13	–	–	13	–	A5.8
Equal opportunity for classroom participation	21	–	–	21	–	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	32	–	–	32	–	A5.10
Opportunities to make a difference (help others)	28	–	–	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"*					Table
	All %	ES %	MS %	HS %	NT %	
Caring Relationships						
Really care about every student	18	–	–	18	–	A5.3
Acknowledge and pay attention to students	16	–	–	16	–	A5.4
Listen to what students have to say	12	–	–	12	–	A5.5
High Expectations						
Want every student to do their best	20	–	–	20	–	A5.6
Believe every student can be a success	14	–	–	14	–	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	18	–	–	18	–
Most adults	55	–	–	55	–
Some adults	20	–	–	20	–
Few adults	6	–	–	6	–
Almost none	1	–	–	1	–

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	16	–	–	16	–
Most adults	58	–	–	58	–
Some adults	21	–	–	21	–
Few adults	4	–	–	4	–
Almost none	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	12	–	–	12	–
Most adults	51	–	–	51	–
Some adults	31	–	–	31	–
Few adults	4	–	–	4	–
Almost none	2	–	–	2	–

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	20	–	–	20	–
Most adults	63	–	–	63	–
Some adults	14	–	–	14	–
Few adults	2	–	–	2	–
Almost none	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	14	–	–	14	–
Most adults	49	–	–	49	–
Some adults	32	–	–	32	–
Few adults	4	–	–	4	–
Almost none	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	–	–	13	–
Agree	50	–	–	50	–
Disagree	26	–	–	26	–
Strongly disagree	3	–	–	3	–
Not applicable	8	–	–	8	–

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	21	–	–	21	–
Agree	63	–	–	63	–
Disagree	7	–	–	7	–
Strongly disagree	2	–	–	2	–
Not applicable	6	–	–	6	–

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	32	–	–	32	–
Agree	54	–	–	54	–
Disagree	8	–	–	8	–
Strongly disagree	3	–	–	3	–
Not applicable	3	–	–	3	–

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	28	–	–	28	–
Agree	57	–	–	57	–
Disagree	9	–	–	9	–
Strongly disagree	4	–	–	4	–
Not applicable	3	–	–	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. Respect, Equity, and Cultural Sensitivity

Table A6.1

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†	20	–	–	20	–	A6.2
Emphasizes showing respect for all students' cultural beliefs and practices†	19	–	–	19	–	A6.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students†	14	–	–	14	–	A6.7
Has staff examine their own cultural biases through professional development or other processes†	10	–	–	10	–	A6.8
Encourages equity in rigorous course enrollment†	33	–	–	33	–	A6.10
Considers closing the racial/ethnic achievement gap a high priority†	17	–	–	17	–	A6.9
Provides the supports needed for teaching culturally and linguistically diverse students†	12	–	–	12	–	A6.11
Treat all students fairly‡	15	–	–	15	–	A6.4
Treat every student with respect‡	15	–	–	15	–	A6.5

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 A6.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	20	–	–	20	–
Agree	62	–	–	62	–
Disagree	13	–	–	13	–
Strongly disagree	3	–	–	3	–
Not applicable	2	–	–	2	–

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 A6.3

Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	34	–	–	34	–
Mild problem	51	–	–	51	–
Moderate problem	14	–	–	14	–
Severe problem	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 A6.4

Staff Treat All Students Fairly

	All %	ES %	MS %	HS %	NT %
Nearly all adults	15	–	–	15	–
Most adults	52	–	–	52	–
Some adults	28	–	–	28	–
Few adults	4	–	–	4	–
Almost none	1	–	–	1	–

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 A6.5

Staff Treat All Students with Respect

	All %	ES %	MS %	HS %	NT %
Nearly all adults	15	–	–	15	–
Most adults	53	–	–	53	–
Some adults	29	–	–	29	–
Few adults	3	–	–	3	–
Almost none	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 A6.6

Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	19	–	–	19	–
Agree	65	–	–	65	–
Disagree	11	–	–	11	–
Strongly disagree	3	–	–	3	–
Not applicable	3	–	–	3	–

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 A6.7

Uses Culturally Relevant Instructional Materials

	All %	ES %	MS %	HS %	NT %
Strongly agree	14	–	–	14	–
Agree	47	–	–	47	–
Disagree	23	–	–	23	–
Strongly disagree	7	–	–	7	–
Not applicable	10	–	–	10	–

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 A6.8

Staff Examine Their Cultural Biases

	All %	ES %	MS %	HS %	NT %
Strongly agree	10	–	–	10	–
Agree	38	–	–	38	–
Disagree	33	–	–	33	–
Strongly disagree	10	–	–	10	–
Not applicable	8	–	–	8	–

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 A6.9

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	–	–	17	–
Agree	48	–	–	48	–
Disagree	23	–	–	23	–
Strongly disagree	5	–	–	5	–
Not applicable	7	–	–	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 A6.10

Encourages Equity in Rigorous Course Enrollment

	All %	ES %	MS %	HS %	NT %
Strongly agree	33	–	–	33	–
Agree	56	–	–	56	–
Disagree	5	–	–	5	–
Strongly disagree	3	–	–	3	–
Not applicable	3	–	–	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 A6.11

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	12	–	–	12	–
Agree	52	–	–	52	–
Disagree	28	–	–	28	–
Strongly disagree	2	–	–	2	–
Not applicable	6	–	–	6	–

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.

7. Learning Readiness and Engagement

Table A7.1

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†	32	–	–	32	–	A7.2
Are well-behaved†	65	–	–	65	–	A7.5
This school...						
Motivates students to learn‡	12	–	–	12	–	A7.3
How much of a problem at this school is...						
Disruptive behavior§	55	–	–	55	–	A7.6
Cutting classes or being truant§	58	–	–	58	–	A7.4
Lack of respect of staff by students§	46	–	–	46	–	A7.7

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 A7.2

Students Are Motivated to Learn

	All %	ES %	MS %	HS %	NT %
Nearly all	3	–	–	3	–
Most	29	–	–	29	–
Some	55	–	–	55	–
Few	12	–	–	12	–
Almost none	1	–	–	1	–

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 A7.3

School Motivates Students to Learn

	All %	ES %	MS %	HS %	NT %
Strongly agree	12	–	–	12	–
Agree	68	–	–	68	–
Disagree	16	–	–	16	–
Strongly disagree	3	–	–	3	–
Not applicable	1	–	–	1	–

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

Table A7.4

Cutting Class or Truancy is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	5	–	–	5	–
Mild problem	37	–	–	37	–
Moderate problem	36	–	–	36	–
Severe problem	22	–	–	22	–

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 A7.5

Students Are Well-Behaved

	All %	ES %	MS %	HS %	NT %
Nearly all	6	–	–	6	–
Most	59	–	–	59	–
Some	29	–	–	29	–
Few	6	–	–	6	–
Almost none	1	–	–	1	–

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 A7.6

Disruptive Student Behavior is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	5	–	–	5	–
Mild problem	40	–	–	40	–
Moderate problem	36	–	–	36	–
Severe problem	19	–	–	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 A7.7

Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	12	–	–	12	–
Mild problem	42	–	–	42	–
Moderate problem	33	–	–	33	–
Severe problem	13	–	–	13	–

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.

8. Student Health and Risk Behavior

Table A8.1

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†	39	–	–	39	–	A8.3
Are healthy and physically fit†	45	–	–	45	–	A8.4
Depression or other mental health issues are moderate/severe problems	41	–	–	41	–	A8.5

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

Table A8.2

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‡	38	–	–	38	–	A8.6
Physical fighting‡	21	–	–	21	–	A8.7
Gang activity‡	7	–	–	7	–	A8.10
Vandalism and graffiti‡	19	–	–	19	–	A8.8
Theft‡	29	–	–	29	–	A8.9
Weapons possession at school‡	5	–	–	5	–	A8.11
Substance Use						
Alcohol and drug use‡	64	–	–	64	–	A8.12
Tobacco use‡	33	–	–	33	–	A8.13

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

Perceived Physical and Mental Health

Table A8.3

Students Arrive at School Alert and Rested

	All %	ES %	MS %	HS %	NT %
Nearly all	2	–	–	2	–
Most	37	–	–	37	–
Some	48	–	–	48	–
Few	12	–	–	12	–
Almost none	1	–	–	1	–

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 A8.4

Students Are Healthy and Physically Fit

	All %	ES %	MS %	HS %	NT %
Nearly all	4	–	–	4	–
Most	41	–	–	41	–
Some	52	–	–	52	–
Few	3	–	–	3	–
Almost none	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 A8.5

Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	13	–	–	13	–
Mild problem	46	–	–	46	–
Moderate problem	35	–	–	35	–
Severe problem	6	–	–	6	–

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 A8.6

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	9	–	–	9	–
Mild problem	52	–	–	52	–
Moderate problem	31	–	–	31	–
Severe problem	7	–	–	7	–

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 A8.7

Physical Fighting Between Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	20	–	–	20	–
Mild problem	59	–	–	59	–
Moderate problem	19	–	–	19	–
Severe problem	1	–	–	1	–

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 A8.8

Vandalism (Including Graffiti) is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	36	–	–	36	–
Mild problem	45	–	–	45	–
Moderate problem	16	–	–	16	–
Severe problem	2	–	–	2	–

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 A8.9

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	24	–	–	24	–
Mild problem	47	–	–	47	–
Moderate problem	23	–	–	23	–
Severe problem	6	–	–	6	–

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 A8.10

Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	50	–	–	50	–
Mild problem	43	–	–	43	–
Moderate problem	7	–	–	7	–
Severe problem	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 A8.11

Weapons Possession is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	57	–	–	57	–
Mild problem	38	–	–	38	–
Moderate problem	4	–	–	4	–
Severe problem	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 A8.12

Student Alcohol and Drug Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	7	–	–	7	–
Mild problem	29	–	–	29	–
Moderate problem	46	–	–	46	–
Severe problem	18	–	–	18	–

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 A8.13

Student Tobacco Use is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	23	–	–	23	–
Mild problem	44	–	–	44	–
Moderate problem	28	–	–	28	–
Severe problem	5	–	–	5	–

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.

9. Discipline and Counseling

Table A9.1

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	17	–	–	17	–	A9.2
Handles discipline problems fairly	11	–	–	11	–	A9.3
Effectively handles student discipline and behavioral problems	10	–	–	10	–	A9.4
Provides adequate counseling and support services for students	23	–	–	23	–	A9.5

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

Table A9.2

Clearly Communicates Consequences of Breaking Rules

	All %	ES %	MS %	HS %	NT %
Strongly agree	17	–	–	17	–
Agree	48	–	–	48	–
Disagree	22	–	–	22	–
Strongly disagree	13	–	–	13	–
Not applicable	1	–	–	1	–

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 A9.3

Handles Discipline Problems Fairly

	All %	ES %	MS %	HS %	NT %
Strongly agree	11	–	–	11	–
Agree	48	–	–	48	–
Disagree	22	–	–	22	–
Strongly disagree	16	–	–	16	–
Not applicable	3	–	–	3	–

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

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

Table A9.4

Handles Student Discipline and Behavioral Problems Effectively

	All %	ES %	MS %	HS %	NT %
Strongly agree	10	–	–	10	–
Agree	46	–	–	46	–
Disagree	26	–	–	26	–
Strongly disagree	15	–	–	15	–
Not applicable	3	–	–	3	–

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

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

Table A9.5

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	–	–	23	–
Agree	46	–	–	46	–
Disagree	21	–	–	21	–
Strongly disagree	7	–	–	7	–
Not applicable	2	–	–	2	–

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

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

10. Professional Development Needs

Table A10.1

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	–	–	40	–	A10.2
Evidence-based methods of instruction	40	–	–	40	–	A10.3
Positive behavioral support and classroom management	35	–	–	35	–	A10.4
Creating a positive school climate	46	–	–	46	–	A10.5
Addressing Needs of Diverse Populations						
Working with diverse racial, ethnic, or cultural groups	32	–	–	32	–	A10.6
Culturally relevant pedagogy for the school's student population	34	–	–	34	–	A10.7
Serving English language learners	36	–	–	36	–	A10.8
Closing the achievement gap	43	–	–	43	–	A10.9
Providing Support Services						
Serving special education (IEP) students	51	–	–	51	–	A10.10
Meeting the social, emotional, and developmental needs of youth	52	–	–	52	–	A10.11

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

Instruction and School Environment

Table A10.2

Need PD in Meeting Academic Standards

	All %	ES %	MS %	HS %	NT %
Yes	40	–	–	40	–
No	46	–	–	46	–
Not applicable	15	–	–	15	–

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 A10.3

Need PD in Instructional Methods

	All %	ES %	MS %	HS %	NT %
Yes	40	–	–	40	–
No	43	–	–	43	–
Not applicable	17	–	–	17	–

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

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

Table A10.4

Need PD on Positive Behavior Support and Classroom Management

	All %	ES %	MS %	HS %	NT %
Yes	35	–	–	35	–
No	52	–	–	52	–
Not applicable	14	–	–	14	–

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 A10.5

Need PD in Creating a Positive School Climate

	All %	ES %	MS %	HS %	NT %
Yes	46	–	–	46	–
No	48	–	–	48	–
Not applicable	6	–	–	6	–

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 A10.6

Need PD on Working with Diverse Populations

	All %	ES %	MS %	HS %	NT %
Yes	32	–	–	32	–
No	61	–	–	61	–
Not applicable	8	–	–	8	–

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 A10.7

Need PD on Culturally Relevant Pedagogy

	All %	ES %	MS %	HS %	NT %
Yes	34	–	–	34	–
No	55	–	–	55	–
Not applicable	12	–	–	12	–

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 A10.8

Need PD on Serving English Language Learners

	All %	ES %	MS %	HS %	NT %
Yes	36	–	–	36	–
No	52	–	–	52	–
Not applicable	12	–	–	12	–

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 A10.9

Need PD on Closing the Achievement Gap

	All %	ES %	MS %	HS %	NT %
Yes	43	–	–	43	–
No	43	–	–	43	–
Not applicable	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 A10.10

Need PD for Serving Special Education (IEP) Students

	All %	ES %	MS %	HS %	NT %
Yes	51	–	–	51	–
No	36	–	–	36	–
Not applicable	12	–	–	12	–

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 A10.11

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

	All %	ES %	MS %	HS %	NT %
Yes	52	–	–	52	–
No	40	–	–	40	–
Not applicable	8	–	–	8	–

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 Conditions Module

1. Module Sample

Table B1.1

Learning Conditions Module Sample

	All	ES	MS	HS	NT
Number of respondents	224	–	–	224	–

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

2. Summary of Indicators of School Learning Conditions

Table B2.1

Summary of Indicators of School Learning Conditions (Percent Responding "Strongly Agree")

	All %	ES %	MS %	HS %	NT %	Table
Learning Supports						
Teachers go out of their way to help students	11	–	–	11	–	B3.1
Classes challenge students	11	–	–	11	–	B3.1
Fair, Respectful and Orderly Environment						
Adults at this school treat all students with respect	9	–	–	9	–	B4.1
The school rules are fair	17	–	–	17	–	B4.1
Students in this school are well-behaved	7	–	–	7	–	B4.2
The rules in the school are too strict	2	–	–	2	–	B4.2
It is easy for students to get kicked out of class or get suspended	3	–	–	3	–	B4.2
Students get in trouble for breaking small rules	2	–	–	2	–	B4.2
Teachers are very strict here	2	–	–	2	–	B4.2
Clarity of Rules and Expectations						
Rules in this school are made clear to students	11	–	–	11	–	B5.1
Students know how they are expected to act	12	–	–	12	–	B5.1
Students know what the rules are	11	–	–	11	–	B5.1
This school makes it clear how students are expected to act	12	–	–	12	–	B5.1

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

Table B2.1

Summary of Indicators of School Learning Conditions (Percent Responding "Strongly Agree") - Continued

	All %	ES %	MS %	HS %	NT %	Table
Positive Peer Relations						
Students enjoy spending time together during school activities	16	–	–	16	–	B6.1
Students enjoy collaborating on projects in class	13	–	–	13	–	B6.1
Students care about one another	9	–	–	9	–	B6.1
Students treat each other with respect	7	–	–	7	–	B6.1
Students get along well with one another	9	–	–	9	–	B6.1
Social Emotional Supports, Conflict Management, and Bullying Prevention						
This school encourages students to feel responsible for how they act	8	–	–	8	–	B7.1
Students are often given rewards for being good	9	–	–	9	–	B7.1
This school encourages students to understand how others think and feel	8	–	–	8	–	B7.1
Students are taught that they can control their own behavior	7	–	–	7	–	B7.1
This school helps students solve conflicts with one another	7	–	–	7	–	B7.2
This school encourages students to care about how others feel	8	–	–	8	–	B7.2
Teachers here make it clear to students that bullying is not tolerated	17	–	–	17	–	B7.3
If a student was bullied, he or she would tell a teachers or staff at school	8	–	–	8	–	B7.3
Students tell teachers when other students are being bullied	5	–	–	5	–	B7.3
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	19	–	–	19	–	B7.3
Students here try to stop bullying when they see it happening	6	–	–	6	–	B7.3
Respect for Diversity						
There is a lot of tension between people of different cultures, races, or ethnicities	1	–	–	1	–	B8.1
Students respect each others' differences	9	–	–	9	–	B8.1
Adults in school respect differences in students	13	–	–	13	–	B8.1
Teachers show that it is important for students of different races and cultures to get along with each other	12	–	–	12	–	B8.1

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

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

3. Learning Supports

Table B3.1

Learning Support at School

	All %	ES %	MS %	HS %	NT %
Teachers go out of their way to help students					
Strongly agree	11	–	–	11	–
Agree	65	–	–	65	–
Disagree	18	–	–	18	–
Strongly disagree	2	–	–	2	–
Not applicable	4	–	–	4	–
Classes challenge students					
Strongly agree	11	–	–	11	–
Agree	62	–	–	62	–
Disagree	17	–	–	17	–
Strongly disagree	7	–	–	7	–
Not applicable	3	–	–	3	–

Question B.21, 22: Teachers go out of their way to help students... Classes challenge students.
Note: Cells are empty if there are less than 5 respondents.

4. Fair, Respectful, and Orderly Environment

Table B4.1

Fair Environment at School

	All %	ES %	MS %	HS %	NT %
Adults at this school treat all students with respect					
Strongly agree	9	–	–	9	–
Agree	61	–	–	61	–
Disagree	25	–	–	25	–
Strongly disagree	4	–	–	4	–
Not applicable	1	–	–	1	–
The school rules are fair					
Strongly agree	17	–	–	17	–
Agree	68	–	–	68	–
Disagree	9	–	–	9	–
Strongly disagree	4	–	–	4	–
Not applicable	2	–	–	2	–

Question B.23, 24: 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 B4.2

Respectful and Orderly Environment at School

	All %	ES %	MS %	HS %	NT %
Students in this school are well-behaved					
Strongly agree	7	–	–	7	–
Agree	63	–	–	63	–
Disagree	21	–	–	21	–
Strongly disagree	7	–	–	7	–
Not applicable	2	–	–	2	–
The rules in the school are too strict					
Strongly agree	2	–	–	2	–
Agree	8	–	–	8	–
Disagree	53	–	–	53	–
Strongly disagree	32	–	–	32	–
Not applicable	4	–	–	4	–
It is easy for students to get kicked out of class or get suspended					
Strongly agree	3	–	–	3	–
Agree	22	–	–	22	–
Disagree	52	–	–	52	–
Strongly disagree	20	–	–	20	–
Not applicable	4	–	–	4	–
Students get in trouble for breaking small rules					
Strongly agree	2	–	–	2	–
Agree	25	–	–	25	–
Disagree	51	–	–	51	–
Strongly disagree	18	–	–	18	–
Not applicable	4	–	–	4	–
Teachers are very strict here					
Strongly agree	2	–	–	2	–
Agree	12	–	–	12	–
Disagree	64	–	–	64	–
Strongly disagree	18	–	–	18	–
Not applicable	4	–	–	4	–

Question B.25-29: 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

5. Clarity of Rules and Expectations

Table B5.1

Clarity of Rules and Expectations at School

	All %	ES %	MS %	HS %	NT %
Rules in this school are made clear to students					
Strongly agree	11	–	–	11	–
Agree	61	–	–	61	–
Disagree	19	–	–	19	–
Strongly disagree	8	–	–	8	–
Not applicable	1	–	–	1	–
Students know how they are expected to act					
Strongly agree	12	–	–	12	–
Agree	66	–	–	66	–
Disagree	14	–	–	14	–
Strongly disagree	7	–	–	7	–
Not applicable	1	–	–	1	–
Students know what the rules are					
Strongly agree	11	–	–	11	–
Agree	66	–	–	66	–
Disagree	15	–	–	15	–
Strongly disagree	6	–	–	6	–
Not applicable	2	–	–	2	–
This school makes it clear how students are expected to act					
Strongly agree	12	–	–	12	–
Agree	58	–	–	58	–
Disagree	23	–	–	23	–
Strongly disagree	6	–	–	6	–
Not applicable	1	–	–	1	–

Question B.30-33: 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.

6. Positive Peer Relations

Table B6.1

Positive Peer Relations at School

	All %	ES %	MS %	HS %	NT %
Students enjoy spending time together during school activities					
Strongly agree	16	–	–	16	–
Agree	73	–	–	73	–
Disagree	5	–	–	5	–
Strongly disagree	1	–	–	1	–
Not applicable	4	–	–	4	–
Students enjoy collaborating on projects in class					
Strongly agree	13	–	–	13	–
Agree	66	–	–	66	–
Disagree	11	–	–	11	–
Strongly disagree	2	–	–	2	–
Not applicable	8	–	–	8	–
Students care about one another					
Strongly agree	9	–	–	9	–
Agree	80	–	–	80	–
Disagree	7	–	–	7	–
Strongly disagree	1	–	–	1	–
Not applicable	2	–	–	2	–
Students treat each other with respect					
Strongly agree	7	–	–	7	–
Agree	72	–	–	72	–
Disagree	17	–	–	17	–
Strongly disagree	2	–	–	2	–
Not applicable	2	–	–	2	–
Students get along well with one another					
Strongly agree	9	–	–	9	–
Agree	79	–	–	79	–
Disagree	8	–	–	8	–
Strongly disagree	1	–	–	1	–
Not applicable	3	–	–	3	–

Question B.10-14: 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.

7. Social Emotional Supports, Conflict Management, and Bullying Prevention

Table B7.1

Social Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
This school encourages students to feel responsible for how they act					
Strongly agree	8	–	–	8	–
Agree	57	–	–	57	–
Disagree	25	–	–	25	–
Strongly disagree	6	–	–	6	–
Not applicable	4	–	–	4	–
Students are often given rewards for being good					
Strongly agree	9	–	–	9	–
Agree	38	–	–	38	–
Disagree	40	–	–	40	–
Strongly disagree	9	–	–	9	–
Not applicable	4	–	–	4	–
This school encourages students to understand how others think and feel					
Strongly agree	8	–	–	8	–
Agree	49	–	–	49	–
Disagree	32	–	–	32	–
Strongly disagree	5	–	–	5	–
Not applicable	6	–	–	6	–
Students are taught that they can control their own behavior					
Strongly agree	7	–	–	7	–
Agree	56	–	–	56	–
Disagree	26	–	–	26	–
Strongly disagree	6	–	–	6	–
Not applicable	5	–	–	5	–

Question B.15-18: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.
Note: Cells are empty if there are less than 5 respondents.

Table B7.2

Conflict Management at School

	All %	ES %	MS %	HS %	NT %
This school helps students solve conflicts with one another					
Strongly agree	7	–	–	7	–
Agree	64	–	–	64	–
Disagree	21	–	–	21	–
Strongly disagree	4	–	–	4	–
Not applicable	5	–	–	5	–
This school encourages students to care about how others feel					
Strongly agree	8	–	–	8	–
Agree	63	–	–	63	–
Disagree	21	–	–	21	–
Strongly disagree	5	–	–	5	–
Not applicable	4	–	–	4	–

Question B.19, 20: 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 B7.3

Bullying Prevention at School

	All %	ES %	MS %	HS %	NT %
Teachers here make it clear to students that bullying is not tolerated					
Strongly agree	17	–	–	17	–
Agree	64	–	–	64	–
Disagree	13	–	–	13	–
Strongly disagree	2	–	–	2	–
Not applicable	3	–	–	3	–
If a student was bullied, he or she would tell one of the teachers or staff at school					
Strongly agree	8	–	–	8	–
Agree	51	–	–	51	–
Disagree	34	–	–	34	–
Strongly disagree	4	–	–	4	–
Not applicable	3	–	–	3	–
Students tell teachers when other students are being bullied					
Strongly agree	5	–	–	5	–
Agree	49	–	–	49	–
Disagree	37	–	–	37	–
Strongly disagree	4	–	–	4	–
Not applicable	4	–	–	4	–

Question B.1-3: 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 B7.3

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	19	–	–	19	–
Agree	66	–	–	66	–
Disagree	9	–	–	9	–
Strongly disagree	1	–	–	1	–
Not applicable	5	–	–	5	–
Students here try to stop bullying when they see it happening					
Strongly agree	6	–	–	6	–
Agree	48	–	–	48	–
Disagree	34	–	–	34	–
Strongly disagree	4	–	–	4	–
Not applicable	8	–	–	8	–

Question B.4-5: 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.

8. Respect for Diversity

Table B8.1

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	1	–	–	1	–
Agree	13	–	–	13	–
Disagree	59	–	–	59	–
Strongly disagree	20	–	–	20	–
Not applicable	7	–	–	7	–
Students respect each others' differences					
Strongly agree	9	–	–	9	–
Agree	69	–	–	69	–
Disagree	17	–	–	17	–
Strongly disagree	3	–	–	3	–
Not applicable	3	–	–	3	–
Adults in school respect differences in students					
Strongly agree	13	–	–	13	–
Agree	70	–	–	70	–
Disagree	10	–	–	10	–
Strongly disagree	3	–	–	3	–
Not applicable	4	–	–	4	–
Teachers show that it is important for students of different races and cultures to get along with each other					
Strongly agree	12	–	–	12	–
Agree	72	–	–	72	–
Disagree	7	–	–	7	–
Strongly disagree	3	–	–	3	–
Not applicable	6	–	–	6	–

Question B.6-9: 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 (for example, gender, race, culture, sexual orientation)... Adults in this school respect differences in students (for example, 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.

Section C. Learning Supports Module

1. Module Sample

Table C1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT
Number of respondents	230	–	–	230	–

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

2. Summary of Indicators of School Learning Supports

Table C2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Collaborates well with law enforcement organizations‡	19	–	–	19	–	C3.1
Punishes first-time violations of alcohol or other drug policies‡	10	–	–	10	–	C3.1
Enforces zero tolerance policies‡	5	–	–	5	–	C3.1
Considers sanctions for student violation of rules/policies on case-by-case basis‡	7	–	–	7	–	C3.1
Has sufficient resources to create a safe campus‡	10	–	–	10	–	C3.2
Seeks to maintain a secure campus‡	7	–	–	7	–	C3.2
Provides harassment or bullying prevention†	16	–	–	16	–	C3.3
Provides conflict resolution or behavior management instruction†	12	–	–	12	–	C3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal‡	8	–	–	8	–	C4.1
Collaborates well with community organizations to address substance use or other problems‡	8	–	–	8	–	C4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems‡	7	–	–	7	–	C4.1
Provides alcohol or drug use prevention instruction†	9	–	–	9	–	C4.1
Provides tobacco use prevention instruction†	8	–	–	8	–	C4.1
Has sufficient resources to address substance use prevention needs‡	5	–	–	5	–	C4.1

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

Table C2.1

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‡	7	–	–	7	–	C5.1
Provides adequate health services for students‡	7	–	–	7	–	C5.1
Provides opportunities for physical education and activity†	44	–	–	44	–	C5.1
Provides nutritional instruction†	4	–	–	4	–	C5.1
Provides services for students with disabilities or other special needs†	42	–	–	42	–	C5.1
Youth Development and Social-Emotional Health						
Fosters youth development, resilience, or asset promotion†	11	–	–	11	–	C6.1
Provides character education†	9	–	–	9	–	C6.1
Emphasizes helping students with social, emotional, and behavioral problems‡	8	–	–	8	–	C6.1

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 C3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement organizations					
Strongly agree	19	–	–	19	–
Agree	47	–	–	47	–
Neither agree nor disagree	20	–	–	20	–
Disagree	10	–	–	10	–
Strongly disagree	3	–	–	3	–
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	10	–	–	10	–
Agree	39	–	–	39	–
Neither agree nor disagree	22	–	–	22	–
Disagree	19	–	–	19	–
Strongly disagree	9	–	–	9	–
Enforces zero tolerance policies					
Strongly agree	5	–	–	5	–
Agree	23	–	–	23	–
Neither agree nor disagree	30	–	–	30	–
Disagree	22	–	–	22	–
Strongly disagree	19	–	–	19	–
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options					
Strongly agree	7	–	–	7	–
Agree	42	–	–	42	–
Neither agree nor disagree	30	–	–	30	–
Disagree	16	–	–	16	–
Strongly disagree	4	–	–	4	–

Question C2, 5-7: 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 C3.2

Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	10	–	–	10	–
Agree	41	–	–	41	–
Neither agree nor disagree	18	–	–	18	–
Disagree	26	–	–	26	–
Strongly disagree	4	–	–	4	–
Seeks to maintain a secure campus					
Strongly agree	7	–	–	7	–
Agree	38	–	–	38	–
Neither agree nor disagree	20	–	–	20	–
Disagree	22	–	–	22	–
Strongly disagree	13	–	–	13	–

Question C3, 8: 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 C3.3

Behavior Management at School

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	16	–	–	16	–
Some	53	–	–	53	–
Not much	24	–	–	24	–
Not at all	7	–	–	7	–
Provides conflict resolution or behavior management instruction					
A lot	12	–	–	12	–
Some	52	–	–	52	–
Not much	29	–	–	29	–
Not at all	8	–	–	8	–

Question C19, 21: 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 C4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	8	–	–	8	–
Agree	33	–	–	33	–
Neither agree nor disagree	34	–	–	34	–
Disagree	20	–	–	20	–
Strongly disagree	6	–	–	6	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	8	–	–	8	–
Agree	32	–	–	32	–
Neither agree nor disagree	42	–	–	42	–
Disagree	15	–	–	15	–
Strongly disagree	4	–	–	4	–
Provides effective confidential support and referral services for students needing help					
Strongly agree	7	–	–	7	–
Agree	39	–	–	39	–
Neither agree nor disagree	34	–	–	34	–
Disagree	14	–	–	14	–
Strongly disagree	5	–	–	5	–

Question C1, 9, 10: 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 C4.1

Substance Use Prevention - Continued

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	9	–	–	9	–
Some	48	–	–	48	–
Not much	36	–	–	36	–
Not at all	7	–	–	7	–
Provides tobacco use prevention instruction					
A lot	8	–	–	8	–
Some	45	–	–	45	–
Not much	38	–	–	38	–
Not at all	9	–	–	9	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	5	–	–	5	–
Agree	27	–	–	27	–
Neither agree nor disagree	29	–	–	29	–
Disagree	32	–	–	32	–
Strongly disagree	7	–	–	7	–

Question C4, 17, 18: 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 C5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides healthy food choices for students					
Strongly agree	7	–	–	7	–
Agree	41	–	–	41	–
Neither agree nor disagree	22	–	–	22	–
Disagree	20	–	–	20	–
Strongly disagree	9	–	–	9	–
Provides adequate health services for students					
Strongly agree	7	–	–	7	–
Agree	33	–	–	33	–
Neither agree nor disagree	36	–	–	36	–
Disagree	18	–	–	18	–
Strongly disagree	5	–	–	5	–
Provides opportunities for physical education and activity					
A lot	44	–	–	44	–
Some	46	–	–	46	–
Not much	10	–	–	10	–
Not at all	0	–	–	0	–
Provides nutritional instruction					
A lot	4	–	–	4	–
Some	48	–	–	48	–
Not much	39	–	–	39	–
Not at all	9	–	–	9	–
Provides services for students with disabilities or other special needs					
A lot	42	–	–	42	–
Some	47	–	–	47	–
Not much	10	–	–	10	–
Not at all	1	–	–	1	–

Question C11, 12, 15, 16, 22: 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 C6.1

Youth Development and Social-Emotional Health

	All %	ES %	MS %	HS %	NT %
Fosters youth development, resilience, or asset promotion					
A lot	11	–	–	11	–
Some	58	–	–	58	–
Not much	26	–	–	26	–
Not at all	5	–	–	5	–
Provides character education					
A lot	9	–	–	9	–
Some	41	–	–	41	–
Not much	30	–	–	30	–
Not at all	20	–	–	20	–
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	8	–	–	8	–
Agree	38	–	–	38	–
Neither agree nor disagree	29	–	–	29	–
Disagree	20	–	–	20	–
Strongly disagree	5	–	–	5	–

Question C13, 14, 20: 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 D. Special Education Supports Module

Not Administered

Section E. Military Connected Schools Module

Not Administered