CALIFORNIA SCHOOL STAFF SURVEY

Barnard Elementary

2018-2019

Main Report

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PREFACE

HYPERLINK FEATURE

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

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

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

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

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

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

SURVEY PURPOSE

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

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

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

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

Core Section (Section A)

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

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

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

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

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

Student Supports Questions (Section B)

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

Supplemental Modules

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

- The **Special Education Supports Module** consists of 12 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs, and (2) recruiting and retaining special education staff. Districts can request custom reports that compare CSSS results reported by staff who have special education responsibilities to those reported by other staff.
- The **Military-Connected Schools Module** allows schools to gather the views of staff about their schools related to the educational and other needs of students who have parents connected to the military, in order to foster more military-friendly and supportive school climates.

THE REPORT

Results are provided in tables with data from all school levels assessed presented separately. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and

nontraditional (ungraded, such as continuation high schools with 16 years being the earliest age of admittance).

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

Supplemental Reports

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

UNDERSTANDING THE DATA

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

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

Representativeness

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

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

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

RESOURCES

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

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

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

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

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

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

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

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

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

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

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

NEXT STEPS

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

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

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

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

Compare Results with Other Data

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

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

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

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

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

Request School Reports

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

Data Workshop

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

Request Additional Reports and Data

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

Disaggregated Reports

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

Additional Analysis of Data

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

Add Questions to Your Next Surveys

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

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

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

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

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

ACKNOWLEDGMENTS

Survey Module Administration

Table 1

CSSS Survey Modules Administered

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

Section A. Core Module

1. Survey Sample

Table A1.1

Core Module Sample

	All
Number of respondents	26

2. Summary of Key Survey Indicators

Table A2.1

Key Indicators of School Climate and Student Behavior

	All %	Table
Student Learning Environment		
Is a supportive and inviting place for students to learn[†]	68	A4.3
Sets high standards for academic performance for all[†]	76	A4.4
Believe every student can be a success[†]	63	A5.7
Encourages opportunities for students to decide things[†]	48	A5.9
Career pathways opportunities[†]	33	A5.13
Is welcoming to and facilitates parent involvement	64	A4.25
Staff Working Environment		
Is a supportive and inviting place for staff to work[†]	64	A4.10
Promotes trust and collegiality among staff[†]	72	A4.13
Promotes personnel participation in decision making[†]	58	A4.15
Safety		
Is a safe place for staff[†]	60	A4.23
Is a safe place for students[†]	60	A4.22
Has sufficient resources to create a safe campus[†]	75	B3.2
Student Discipline and Support		
Handles discipline problems fairly[†]	68	A10.3
Provides adequate counseling and support services[†]	36	A10.4
Emphasizes helping students with social, emotional, behavioral problems[†]	75	B6.1
Positive Relationships		
Really care about every student[†]	58	A5.3
Fosters an appreciation of student diversity and respect for each other[†]	60	A7.2
Has moderate/severe problem with harassment/bullying	9	A9.6
Student Behavior		
Students are motivated to learn[†]	48	A8.2
Cutting classes or being truant moderate/severe problem	5	A8.4
Alcohol and drug use moderate/severe problem	0	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 %
Teacher in grade 4 or below	68
Teacher in grade 5 or above	8
Special education teacher	8
Administrator	4
Prevention staff, nurse, or health aide	4
Counselor, psychologist	4
Police, resource officer, or safety personnel	0
Paraprofessional, teacher assistant, or instructional aide	0
Other certificated staff	0
Other classified staff	8
Other service provider	4

Question A.1: What is your role(s) at this school? (Mark All That Apply.)
Notes: Cells are empty if there are less than 5 respondents. Total percentages may exceed 100% for "mark all that apply" items.

Table A3.2

Special Population Service Providers

	All %
Migrant education	15
Special education	62
English language learners	81
None of the above	19

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 %
Less than 1 year	15
1 to 2 years	15
3 to 5 years	31
6 to 10 years	31
Over 10 years	8

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 %
Less than 1 year	4
1 to 2 years	15
3 to 5 years	15
6 to 10 years	23
Over 10 years	42

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 %
African American (not Hispanic)	4
American Indian or Alaska Native	0
Asian or Pacific Islander	38
White (not Hispanic)	35
Hispanic or Latino/a	12
Other or Multi-ethnic	12

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

Table A3.6

Responsible for Health, Prevention, Discipline, Counseling, or Safety-Related Services

	All %
Yes	35
No	65

Question A.113: Do you have responsibilities for services or instruction related to health, prevention, discipline, counseling, and/or safety?
Note: Cells are empty if there are less than 5 respondents.

4. Learning and Working Environment

Table A4.1

Summary of Indicators for Positive Learning and Working Environment

This school...	Percent Responding "Strongly Agree" All %	Table
Learning Environment		
Is a supportive and inviting place for students to learn	68	A4.3
Sets high standards for academic performance for all	76	A4.4
Promotes academic success for all students	72	A4.5
Emphasizes helping students academically	68	A4.6
Emphasizes teaching lessons in ways relevant to students	56	A4.7
Working Environment		
Is a supportive and inviting place for staff to work	64	A4.10
Promotes trust and collegiality among staff	72	A4.13
Promotes participation in school decision making	58	A4.15
Works to minimize paper work	38	A4.16
Provides adequate benefits to support cont. employment	42	A4.17
Provides the materials, resources, and training to do job effectively	60	A4.18
Provides relevant paraprofessional training	41	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	40	A4.20
Provides complete state adopted instructional materials for students with IEPs	33	A4.21
Uses objective data in making school improv. decisions	58	A4.9
Safety, Facilities, and Parental Outreach		
Is a safe place for students	60	A4.22
Is a safe place for staff	60	A4.23
Has clean and well-maintained facilities and property	48	A4.24
Is welcoming to and facilitates parent involvement	64	A4.25
Encourages parents to be active partners in educating their child	63	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

In this school, adults...	Percent Responding "Strongly Agree" All %	Table
Have close professional relationships with one another	50	A4.14
Support and treat each other with respect	58	A4.12
Feel a responsibility to improve the school	54	A4.11
Work hard to ensure a safe and supportive learning environment	58	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 %
Strongly agree	68
Agree	32
Disagree	0
Strongly disagree	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 %
Strongly agree	76
Agree	24
Disagree	0
Strongly disagree	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 %
Strongly agree	72
Agree	20
Disagree	8
Strongly disagree	0

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

Table A4.6

Emphasizes Academic Help When Needed

	All %
Strongly agree	68
Agree	32
Disagree	0
Strongly disagree	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 %
Strongly agree	56
Agree	44
Disagree	0
Strongly disagree	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 %
Strongly agree	58
Agree	38
Disagree	4
Strongly disagree	0

Question A.42: In this school, adults... work hard to ensure a safe and supportive learning environment.
Note: Cells are empty if there are less than 5 respondents.

Table A4.9

School Uses Objective Data in Decision Making

	All %
Strongly agree	58
Agree	42
Disagree	0
Strongly disagree	0

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

Staff Working Environment

Table A4.10

Supportive and Inviting Place to Work

	All %
Strongly agree	64
Agree	24
Disagree	4
Strongly disagree	8

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 %
Strongly agree	54
Agree	42
Disagree	4
Strongly disagree	0

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

Table A4.12

Staff Support and Treat Each Other with Respect

	All %
Strongly agree	58
Agree	33
Disagree	8
Strongly disagree	0

Question A.40: In this school, adults... support and treat each other with respect.
Note: Cells are empty if there are less than 5 respondents.

Table A4.13

Promotes Staff Trust and Collegiality

	All %
Strongly agree	72
Agree	20
Disagree	4
Strongly disagree	4

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 %
Strongly agree	50
Agree	38
Disagree	8
Strongly disagree	4

Question A.39: In this school, adults... have close professional relationships with one another.
Note: Cells are empty if there are less than 5 respondents.

Table A4.15

Staff Participate in Decision-Making

	All %
Strongly agree	58
Agree	25
Disagree	17
Strongly disagree	0

Question A.43: This school promotes personnel participation in decision-making that affects school practices and policies.
Note: Cells are empty if there are less than 5 respondents.

Table A4.16

Works to Minimize Paper Work

	All %
Strongly agree	38
Agree	54
Disagree	8
Strongly disagree	0

Question A.48: This school takes steps to minimize paper work.
Note: Cells are empty if there are less than 5 respondents.

Table A4.17

Provides Adequate Benefits

	All %
Strongly agree	42
Agree	46
Disagree	8
Strongly disagree	4

Question A.49: This school provides adequate benefits (e.g., salary, fringe benefits, and retirement options) to support my continued employment.
Note: Cells are empty if there are less than 5 respondents.

General Staff Supports

Table A4.18

Provides Staff Resources and Training to Do Job Effectively

	All %
Strongly agree	60
Agree	28
Disagree	8
Strongly disagree	4

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 %
Strongly agree	41
Agree	50
Disagree	9
Strongly disagree	0

Question A.50: This school provides relevant training for paraprofessionals.
Note: Cells are empty if there are less than 5 respondents.

Special Education Supports

Table A4.20

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

	All %
Strongly agree	40
Agree	40
Disagree	12
Strongly disagree	8

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 %
Strongly agree	33
Agree	46
Disagree	17
Strongly disagree	4

Question A.51: This school provides complete state adopted instructional materials for students with IEPs.
Note: Cells are empty if there are less than 5 respondents.

Perceived School Safety

Table A4.22

Safe Place for Students

	All %
Strongly agree	60
Agree	32
Disagree	8
Strongly disagree	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 %
Strongly agree	60
Agree	36
Disagree	4
Strongly disagree	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 %
Strongly agree	48
Agree	52
Disagree	0
Strongly disagree	0

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

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

Parent Involvement

Table A4.25

School Encourages Parent Involvement

	All %
Strongly agree	64
Agree	36
Disagree	0
Strongly disagree	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 %
Strongly agree	63
Agree	38
Disagree	0
Strongly disagree	0

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

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

Table A4.27

Teachers Communicate with Parents about Academic Expectations

	All %
Strongly agree	48
Agree	48
Disagree	4
Strongly disagree	0

Question A.87: Teachers at this school communicate with parents about what their children are expected to learn in class.
Note: Cells are empty if there are less than 5 respondents.

Table A4.28

Parents Feel Welcome to Participate at School

	All %
Strongly agree	52
Agree	48
Disagree	0
Strongly disagree	0

Question A.88: Parents feel welcome to participate at this school.
Note: Cells are empty if there are less than 5 respondents.

Table A4.29

School Staff Take Parents' Concerns Seriously

	All %
Strongly agree	52
Agree	43
Disagree	4
Strongly disagree	0

Question A.89: School staff take parents' concerns seriously.
Note: Cells are empty if there are less than 5 respondents.

5. Student Developmental Supports and Opportunities

Table A5.1

Summary of Indicators for Opportunities for Meaningful Student Participation

This school provides/encourages students...	Percent Responding "Strongly Agree" All %	Table
Opportunities to decide things	48	A5.9
Equal opportunity for classroom participation	50	A5.10
Equal opportunity to participate in extracurricular and enrichment activities	52	A5.11
Opportunities to make a difference (help others)	52	A5.12

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

Table A5.2

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

In this school, adults...	Percent Responding "Strongly Agree" All %	Table
Caring Relationships		
Really care about every student	58	A5.3
Acknowledge and pay attention to students	58	A5.4
Listen to what students have to say	63	A5.5
High Expectations		
Want every student to do their best	65	A5.6
Believe every student can be a success	63	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 %
Strongly agree	58
Agree	38
Disagree	0
Strongly disagree	4

Question A.33: In this school, adults... really care about every student.
Note: Cells are empty if there are less than 5 respondents.

Table A5.4

Adults Acknowledge and Pay Attention to Students

	All %
Strongly agree	58
Agree	42
Disagree	0
Strongly disagree	0

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

Table A5.5

Adults Listen to What Students Have to Say

	All %
Strongly agree	63
Agree	38
Disagree	0
Strongly disagree	0

Question A.36: In this school, adults... listen to what students have to say.
Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A5.6

Adults Want All Students to Do Their Best

	All %
Strongly agree	65
Agree	35
Disagree	0
Strongly disagree	0

Question A.35: In this school, adults... want every student to do their best.
Note: Cells are empty if there are less than 5 respondents.

Table A5.7

Adults Believe Every Student Can Be a Success

	All %
Strongly agree	63
Agree	33
Disagree	4
Strongly disagree	0

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

Table A5.8

School Has High Expectations for All Students

	All %
Strongly agree	68
Agree	28
Disagree	4
Strongly disagree	0

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

Opportunities for Meaningful Participation

Table A5.9

Encourages Decision Opportunities for Students

	All %
Strongly agree	48
Agree	44
Disagree	8
Strongly disagree	0

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

Table A5.10

Gives Equal Opportunity for Classroom Participation

	All %
Strongly agree	50
Agree	50
Disagree	0
Strongly disagree	0

Question A.17: This school gives all students equal opportunity to participate in classroom discussions or activities.
Note: Cells are empty if there are less than 5 respondents.

Table A5.11

Gives Equal Access to Extracurricular and Enrichment Activities

	All %
Strongly agree	52
Agree	44
Disagree	4
Strongly disagree	0

Question A.18: This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.
Note: Cells are empty if there are less than 5 respondents.

Table A5.12

Gives Opportunities to Make A Difference (Help Others)

	All %
Strongly agree	52
Agree	44
Disagree	4
Strongly disagree	0

Question A.19: This school gives students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning).
Note: Cells are empty if there are less than 5 respondents.

Career Pathways

Table A5.13

Provides Students With Information or Experiences to Learn About Careers

	All %
Strongly agree	33
Agree	50
Disagree	17
Strongly disagree	0

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

6. Learning Conditions

Table A6.1

Summary of Indicators of School Learning Conditions

	Percent Responding "Strongly Agree"	
	All %	Table
Learning Supports		
Teachers go out of their way to help students	57	A6.2
Fair, Respectful and Orderly Environment		
Adults at this school treat all students with respect	57	A6.3
The school rules are fair	57	A6.3
Students in this school are well-behaved	39	A6.4
The rules in the school are too strict	17	A6.4
It is easy for students to get kicked out of class or get suspended	17	A6.4
Students get in trouble for breaking small rules	22	A6.4
Teachers are very strict here	23	A6.4
Clarity of Rules and Expectations		
Rules in this school are made clear to students	52	A6.5
Students know what the rules are	43	A6.5
This school makes it clear how students are expected to act	43	A6.5
Positive Peer Relations		
Students enjoy spending time together during school activities	48	A6.6
Students care about one another	48	A6.6
Students treat each other with respect	43	A6.6
Students get along well with one another	45	A6.6

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

Table A6.1

Summary of Indicators of School Learning Conditions - Continued

	Percent Responding "Strongly Agree"	Table
	All %	
Social Emotional Supports, Conflict Management, and Bullying Prevention		
This school encourages students to feel responsible for how they act	57	A6.7
Students are often given rewards for being good	43	A6.7
This school encourages students to understand how others think and feel	52	A6.7
Students are taught that they can control their own behavior	57	A6.7
This school helps students resolve conflicts with one another	52	A6.8
This school encourages students to care about how others feel	52	A6.8
Teachers here make it clear to students that bullying is not tolerated	65	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	57	A6.9
Students tell teachers when other students are being bullied	59	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	61	A6.9
Students here try to stop bullying when they see it happening	43	A6.9
Respect for Diversity		
There is a lot of tension between people of different cultures, races, or ethnicities	39	A6.10
Students respect each others' differences	43	A6.10
Adults in school respect differences in students	48	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	48	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 %
Teachers go out of their way to help students.	
Strongly agree	57
Agree	35
Disagree	9
Strongly disagree	0

Question A.75: Teachers go out of their way to help students.
Note: Cells are empty if there are less than 5 respondents.

Fair, Respectful, and Orderly Environment

Table A6.3

Fair Environment at School

	All %
Adults at this school treat all students with respect.	
Strongly agree	57
Agree	35
Disagree	9
Strongly disagree	0
The school rules are fair.	
Strongly agree	57
Agree	43
Disagree	0
Strongly disagree	0

Question A.76, 77: Adults at this school treat all students with respect... The school rules are fair.
Note: Cells are empty if there are less than 5 respondents.

Table A6.4

Respectful and Orderly Environment at School

	All %
Students in this school are well-behaved.	
Strongly agree	39
Agree	61
Disagree	0
Strongly disagree	0
The rules in the school are too strict.	
Strongly agree	17
Agree	4
Disagree	70
Strongly disagree	9
It is easy for students to get kicked out of class or get suspended.	
Strongly agree	17
Agree	4
Disagree	52
Strongly disagree	26
Students get in trouble for breaking small rules.	
Strongly agree	22
Agree	17
Disagree	57
Strongly disagree	4
Teachers are very strict here.	
Strongly agree	23
Agree	14
Disagree	59
Strongly disagree	5

Question A.78-82: Students in this school are well-behaved... The rules in the school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

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

Clarity of Rules and Expectations

Table A6.5

Clarity of Rules and Expectations at School

	All %
Rules in this school are made clear to students.	
Strongly agree	52
Agree	39
Disagree	9
Strongly disagree	0
Students know what the rules are.	
Strongly agree	43
Agree	48
Disagree	9
Strongly disagree	0
This school makes it clear how students are expected to act.	
Strongly agree	43
Agree	52
Disagree	4
Strongly disagree	0

Question A.83, 85, 86: Rules in this school are made clear to students... Students know what the rules are...
This school makes it clear how students are expected to act.
Note: Cells are empty if there are less than 5 respondents.

Positive Peer Relations

Table A6.6

Positive Peer Relations at School

	All %
Students enjoy spending time together during school activities.	
Strongly agree	48
Agree	52
Disagree	0
Strongly disagree	0
Students care about one another.	
Strongly agree	48
Agree	48
Disagree	4
Strongly disagree	0
Students treat each other with respect.	
Strongly agree	43
Agree	57
Disagree	0
Strongly disagree	0
Students get along well with one another.	
Strongly agree	45
Agree	55
Disagree	0
Strongly disagree	0

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

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

Social Emotional Supports, Conflict Management, and Bullying Prevention

Table A6.7

Social Emotional Supports at School

	All %
This school encourages students to feel responsible for how they act.	
Strongly agree	57
Agree	43
Disagree	0
Strongly disagree	0
Students are often given rewards for being good.	
Strongly agree	43
Agree	52
Disagree	4
Strongly disagree	0
This school encourages students to understand how others think and feel.	
Strongly agree	52
Agree	43
Disagree	4
Strongly disagree	0
Students are taught that they can control their own behavior.	
Strongly agree	57
Agree	43
Disagree	0
Strongly disagree	0

Question A.69-72: This school encourages students to feel responsible for how they act... Students are often given rewards for being good... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior.

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

Table A6.8

Conflict Management at School

	All %
This school helps students resolve conflicts with one another.	
Strongly agree	52
Agree	43
Disagree	4
Strongly disagree	0
This school encourages students to care about how others feel.	
Strongly agree	52
Agree	43
Disagree	4
Strongly disagree	0

Question A.73, 74: This school helps students resolve conflicts with one another... This school encourages students to care about how others feel.

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

Table A6.9

Bullying Prevention at School

	All %
Teachers here make it clear to students that bullying is not tolerated.	
Strongly agree	65
Agree	26
Disagree	4
Strongly disagree	4
If a student was bullied, he or she would tell one of the teachers or staff at school.	
Strongly agree	57
Agree	35
Disagree	9
Strongly disagree	0
Students tell teachers when other students are being bullied.	
Strongly agree	59
Agree	32
Disagree	9
Strongly disagree	0

Question A.53-55: Teachers here make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied.

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

Table A6.9

Bullying Prevention at School - Continued

	All %
If a student tells teacher that someone is bullying her/him, the teacher will do something to help.	
Strongly agree	61
Agree	30
Disagree	9
Strongly disagree	0
Students here try to stop bullying when they see it happening.	
Strongly agree	43
Agree	48
Disagree	9
Strongly disagree	0

Question A.56, 57: If a student tells a teacher that someone is bullying her or him, the teacher will do something to help... Students here try to stop bullying when they see it happening.

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

Respect for Diversity

Table A6.10

Respect for Diversity at School

	All %
There is a lot of tension between people of different cultures, races, or ethnicities.	
Strongly agree	39
Agree	9
Disagree	35
Strongly disagree	17
Students respect each others' differences.	
Strongly agree	43
Agree	52
Disagree	4
Strongly disagree	0
Adults in school respect differences in students.	
Strongly agree	48
Agree	52
Disagree	0
Strongly disagree	0
Teachers show that it is important for students of different races and cultures to get along with each other.	
Strongly agree	48
Agree	52
Disagree	0
Strongly disagree	0

Question A.58-61: There is a lot of tension in this school between people of different cultures, races, or ethnicities... Students in this school respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults in this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

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

7. Respect, Equity, and Cultural Sensitivity

Table A7.1

Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	Table
Fosters an appreciation of student diversity and respect for each other[†]	60	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices[†]	67	A7.5
Emphasizes using instructional materials that reflect the culture or ethnicity of its students[†]	52	A7.6
Has staff examine their own cultural biases through professional development or other processes[†]	40	A7.7
Encourages equity in rigorous course enrollment[†]	43	A7.9
Considers closing the racial/ethnic achievement gap a high priority[†]	44	A7.8
Provides the supports needed for teaching culturally and linguistically diverse students[†]	46	A7.10
Treat all students fairly[‡]	58	A7.4

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

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

Tolerance Among Students

Table A7.2

Fosters Appreciation for Student Diversity and Mutual Respect

	All %
Strongly agree	60
Agree	40
Disagree	0
Strongly disagree	0

Question A.25: This school fosters an appreciation of student diversity and respect for each other.
Note: Cells are empty if there are less than 5 respondents.

Table A7.3

Racial/Ethnic Conflict Among Students is a Problem

	All %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

Question A.95: How much of a problem at this school is racial/ethnic conflict among students?
Note: Cells are empty if there are less than 5 respondents.

Treating Students Fairly and Respectfully

Table A7.4

Staff Treat All Students Fairly

	All %
Strongly agree	58
Agree	38
Disagree	4
Strongly disagree	0

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

Cultural Sensitivity

Table A7.5

Students' Cultural Beliefs and Practices Respected

	All %
Strongly agree	67
Agree	33
Disagree	0
Strongly disagree	0

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

Table A7.6

Uses Culturally Relevant Instructional Materials

	All %
Strongly agree	52
Agree	44
Disagree	4
Strongly disagree	0

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

Table A7.7

Staff Examine Their Cultural Biases

	All %
Strongly agree	40
Agree	44
Disagree	12
Strongly disagree	4

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

Instructional Equity

Table A7.8

Closing the Achievement Gap is a High Priority

	All %
Strongly agree	44
Agree	48
Disagree	8
Strongly disagree	0

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

Table A7.9

Encourages Equity in Rigorous Course Enrollment

	All %
Strongly agree	43
Agree	39
Disagree	17
Strongly disagree	0

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 A7.10

Support Provided for Teaching Culturally and Linguistically Diverse Students

	All %
Strongly agree	46
Agree	46
Disagree	4
Strongly disagree	4

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

8. Learning Readiness and Engagement

Table A8.1

Summary of Indicators for Student Learning Readiness and Engagement

	All %	Table
Students at this school are motivated to learn[†]	48	A8.2
This school motivates students to learn[†]	58	A8.3
Disruptive behavior is a problem at this school[‡]	18	A8.5
Cutting classes or being truant is a problem at this school[‡]	5	A8.4
Lack of respect of staff by students is a problem at this school[‡]	9	A8.6

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

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

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

Learning Motivation and Truancy

Table A8.2

Students Are Motivated to Learn

	All %
Strongly agree	48
Agree	43
Disagree	9
Strongly disagree	0

Question A.64: Students at this school are motivated to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A8.3

School Motivates Students to Learn

	All %
Strongly agree	58
Agree	42
Disagree	0
Strongly disagree	0

Question A.44: This school motivates students to learn.
Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Cutting Class or Truancy is a Problem

	All %
Insignificant problem	86
Mild problem	9
Moderate problem	5
Severe problem	0

Question A.98: How much of a problem at this school is cutting classes or being truant?
Note: Cells are empty if there are less than 5 respondents.

General Behavior

Table A8.5

Disruptive Student Behavior is a Problem

	All %
Insignificant problem	36
Mild problem	45
Moderate problem	14
Severe problem	5

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

Table A8.6

Lack of Respect of Staff by Students is a Problem

	All %
Insignificant problem	64
Mild problem	27
Moderate problem	9
Severe problem	0

Question A.97: How much of a problem at this school is lack of respect of staff by students?
Note: Cells are empty if there are less than 5 respondents.

9. Student Health and Risk Behavior

Table A9.1

Summary of Indicators for Student Physical and Mental Health

	All %	Table
Perceived Physical and Mental Health		
Students arrive at school alert and rested[†]	35	A9.3
Students are healthy and physically fit[†]	39	A9.4
Depression or other mental health issues[‡]	14	A9.5

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

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

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

Table A9.2

Summary of Indicators for Student Risk Behavior

How much of a problem at this school is...	All %	Table
Violence, Conflict, and Crime		
Harassment or bullying[‡]	9	A9.6
Physical fighting[‡]	0	A9.7
Gang activity[‡]	0	A9.10
Vandalism and graffiti[‡]	9	A9.8
Theft[‡]	0	A9.9
Weapons possession at school[‡]	0	A9.11
Substance Use		
Alcohol and drug use[‡]	0	A9.12
Tobacco use[‡]	0	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 %
Strongly agree	35
Agree	52
Disagree	9
Strongly disagree	4

Question A.63: Students arrive at school alert and rested.
Note: Cells are empty if there are less than 5 respondents.

Table A9.4

Students Are Healthy and Physically Fit

	All %
Strongly agree	39
Agree	61
Disagree	0
Strongly disagree	0

Question A.62: Students are healthy and physically fit.
Note: Cells are empty if there are less than 5 respondents.

Table A9.5

Student Depression or Other Mental Health Issues are a Problem

	All %
Insignificant problem	59
Mild problem	27
Moderate problem	14
Severe problem	0

Question A.96: How much of a problem at this school is student depression or other mental health problems?
Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A9.6

Harassment or Bullying Among Students is a Problem

	All %
Insignificant problem	55
Mild problem	36
Moderate problem	9
Severe problem	0

Question A.92: How much of a problem at this school is harassment or bullying among students?
Note: Cells are empty if there are less than 5 respondents.

Table A9.7

Physical Fighting Between Students is a Problem

	All %
Insignificant problem	77
Mild problem	23
Moderate problem	0
Severe problem	0

Question A.93: How much of a problem at this school is physical fighting between students?
Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A9.8

Vandalism (Including Graffiti) is a Problem

	All %
Insignificant problem	82
Mild problem	9
Moderate problem	5
Severe problem	5

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

Table A9.9

Theft is a Problem

	All %
Insignificant problem	73
Mild problem	27
Moderate problem	0
Severe problem	0

Question A.102: How much of a problem at this school is theft?
Note: Cells are empty if there are less than 5 respondents.

Table A9.10

Gang-Related Activity is a Problem

	All %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

Question A.99: How much of a problem at this school is gang-related activity?
Note: Cells are empty if there are less than 5 respondents.

Table A9.11

Weapons Possession is a Problem

	All %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

Question A.100: How much of a problem at this school is weapons possession?
Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A9.12

Student Alcohol and Drug Use is a Problem

	All %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

Question A.90: How much of a problem at this school is student alcohol and drug use?
Note: Cells are empty if there are less than 5 respondents.

Table A9.13

Student Tobacco Use is a Problem

	All %
Insignificant problem	100
Mild problem	0
Moderate problem	0
Severe problem	0

Question A.91: How much of a problem at this school is tobacco use?
Note: Cells are empty if there are less than 5 respondents.

10. Discipline and Counseling

Table A10.1

Summary of Indicators for Discipline and Counseling

This school...	Percent Strongly Agreeing	
	All %	Table
Clearly communicates to students consequences of breaking rules	64	A10.2
Handles discipline problems fairly	68	A10.3
Provides adequate counseling and support services for students	36	A10.4

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

Table A10.2

Rule Clarity

	All %
This school clearly communicates to students the consequences of breaking school rules.	
Strongly agree	64
Agree	28
Disagree	8
Strongly disagree	0
This school clearly informs students what will happen if they break school rules.	
Strongly agree	43
Agree	48
Disagree	9
Strongly disagree	0

Question A.27, 84: This school clearly communicates to students the consequences of breaking school rules...
This school clearly informs students what will happen if they break school rules.
Note: Cells are empty if there are less than 5 respondents.

Table A10.3

Handles Discipline Problems Fairly

	All %
Strongly agree	68
Agree	24
Disagree	4
Strongly disagree	4

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

Table A10.4

Provides Adequate Counseling and Support for Students

	All %
Strongly agree	36
Agree	40
Disagree	20
Strongly disagree	4

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 %	Table
Instruction and School Environment		
Meeting academic standards	52	A11.2
Evidence-based methods of instruction	52	A11.3
Positive behavioral support and classroom management	74	A11.4
Creating a positive school climate	55	A11.5
Addressing Needs of Diverse Populations		
Working with diverse racial, ethnic, or cultural groups	43	A11.6
Culturally relevant pedagogy for the school's student population	61	A11.7
Serving English language learners	70	A11.8
Closing the achievement gap	55	A11.9
Providing Support Services		
Serving special education (IEP) students	70	A11.10
Meeting the social, emotional, and developmental needs of youth	74	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 %
Yes	52
No	48

Question A.103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... meeting academic standards?
Note: Cells are empty if there are less than 5 respondents.

Table A11.3

Need PD in Instructional Methods

	All %
Yes	52
No	48

Question A.104: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... evidence-based methods of instruction?
Note: Cells are empty if there are less than 5 respondents.

Table A11.4

Need PD on Positive Behavior Support and Classroom Management

	All %
Yes	74
No	26

Question A.105: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... positive behavioral support and classroom management?
Note: Cells are empty if there are less than 5 respondents.

Table A11.5

Need PD in Creating a Positive School Climate

	All %
Yes	55
No	45

Question A.112: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... creating a positive school climate?

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

Addressing Needs of Diverse Populations

Table A11.6

Need PD on Working with Diverse Populations

	All %
Yes	43
No	57

Question A.106: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?

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

Table A11.7

Need PD on Culturally Relevant Pedagogy

	All %
Yes	61
No	39

Question A.107: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... culturally relevant pedagogy for the school's student population?

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

Table A11.8

Need PD on Serving English Language Learners

	All %
Yes	70
No	30

Question A.108: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... serving English Language Learners?

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

Table A11.9

Need PD on Closing the Achievement Gap

	All %
Yes	55
No	45

Question A.109: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... closing the achievement gap?

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

Providing Support Services

Table A11.10

Need PD for Serving Special Education (IEP) Students

	All %
Yes	70
No	30

Question A.110: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... serving special education (IEP) students?
Note: Cells are empty if there are less than 5 respondents.

Table A11.11

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

	All %
Yes	74
No	26

Question A.111: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?
Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All
Number of respondents	8

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	Table
Discipline, Safety, and Behavior Management		
Collaborates well with law enforcement organizations[‡]	75	B3.1
Punishes first-time violations of alcohol or other drug policies[‡]	75	B3.1
Enforces zero tolerance policies[‡]	88	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis[‡]	75	B3.1
Has sufficient resources to create a safe campus[‡]	75	B3.2
Seeks to maintain a secure campus[‡]	50	B3.2
Provides harassment or bullying prevention[†]	75	B3.3
Provides conflict resolution or behavior management instruction[†]	75	B3.3
Substance Use and Risk Behavior		
Considers substance abuse prevention an important goal[‡]	63	B4.1
Collaborates well with community organizations to address substance use or other problems[‡]	75	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems[‡]	75	B4.1
Provides alcohol or drug use prevention instruction[†]	38	B4.1
Provides tobacco use prevention instruction[†]	38	B4.1
Has sufficient resources to address substance use prevention needs[‡]	75	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 %	Table
Physical Health and Special Needs		
Provides healthy food choices for students[‡]	63	B5.1
Provides adequate health services for students[‡]	75	B5.1
Provides opportunities for physical education and activity[†]	88	B5.1
Provides nutritional instruction[†]	50	B5.1
Provides services for students with disabilities or other special needs[†]	50	B5.1
Youth Development and Social-Emotional Supports		
Fosters youth development, resilience, or asset promotion[†]	50	B6.1
Provides character education[†]	75	B6.1
Emphasizes helping students with social, emotional, and behavioral problems[‡]	75	B6.1
Restorative practices[‡]	63	B6.1
Trauma-informed practices[‡]	63	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 %
Collaborates well with law enforcement organizations	
Strongly agree	75
Agree	25
Disagree	0
Strongly disagree	0
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	
Strongly agree	75
Agree	0
Disagree	0
Strongly disagree	25
Enforces zero tolerance policies	
Strongly agree	88
Agree	0
Disagree	0
Strongly disagree	13
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options	
Strongly agree	75
Agree	13
Disagree	0
Strongly disagree	13

Question 115, 118-120: This school... collaborates well with law enforcement organizations... considers sanctions for student violations of rules and policies on a case-by-case basis with a wide range of options... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.
Note: Cells are empty if there are less than 5 respondents.

Table B3.2

Supports for Safety at School

	All %
Has sufficient resources to create a safe campus	
Strongly agree	75
Agree	25
Disagree	0
Strongly disagree	0
Seeks to maintain a secure campus	
Strongly agree	50
Agree	13
Disagree	13
Strongly disagree	25

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

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

Table B3.3

Behavior Management at School

	All %
Provides harassment or bullying prevention	
A lot	75
Some	25
Not much	0
Not at all	0
Provides conflict resolution or behavior management instruction	
A lot	75
Some	25
Not much	0
Not at all	0

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

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

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %
Considers substance abuse prevention an important goal	
Strongly agree	63
Agree	25
Disagree	13
Strongly disagree	0
Collaborates well with community organizations to address substance use or other problems	
Strongly agree	75
Agree	25
Disagree	0
Strongly disagree	0
Provides effective confidential support and referral services for students needing help	
Strongly agree	75
Agree	25
Disagree	0
Strongly disagree	0

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

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

Table B4.1

Substance Use Prevention - Continued

	All %
Provides alcohol or drug use prevention instruction	
A lot	38
Some	38
Not much	13
Not at all	13
Provides tobacco use prevention instruction	
A lot	38
Some	38
Not much	13
Not at all	13
Has sufficient resources to address substance use prevention needs	
Strongly agree	75
Agree	13
Disagree	0
Strongly disagree	13

Question 117, 133, 134: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction... tobacco use prevention instruction.

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

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %
Provides healthy food choices for students	
Strongly agree	63
Agree	38
Disagree	0
Strongly disagree	0
Provides adequate health services for students	
Strongly agree	75
Agree	25
Disagree	0
Strongly disagree	0
Provides opportunities for physical education and activity	
A lot	88
Some	13
Not much	0
Not at all	0
Provides nutritional instruction	
A lot	50
Some	50
Not much	0
Not at all	0
Provides services for students with disabilities or other special needs	
A lot	50
Some	50
Not much	0
Not at all	0

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

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

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %
Provide supports that foster youth development, resilience, social-emotional learning or asset promotion	
A lot	50
Some	38
Not much	0
Not at all	13
Provides character education	
A lot	75
Some	25
Not much	0
Not at all	0
Emphasizes helping students with social, emotional, and behavioral problems	
Strongly agree	75
Agree	25
Disagree	0
Strongly disagree	0
Uses restorative practices to help resolve conflicts	
Strongly agree	63
Agree	38
Disagree	0
Strongly disagree	0

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

Table B6.1

Youth Development and Social-Emotional Health at School – Continued

	All %
Provides counseling or other ways to help students with their social-emotional needs	
Strongly agree	75
Agree	25
Disagree	0
Strongly disagree	0
Implements trauma-informed practices	
Strongly agree	63
Agree	38
Disagree	0
Strongly disagree	0
Provides instructional help to build social-emotional competencies	
A lot	75
Some	25
Not much	0
Not at all	0

Question 128, 129, 139: This school... provides counseling or other ways to help students with their social-emotional needs... implements trauma-informed practices. To what extent does this school provide students... instructional help to build social-emotional competencies.

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

Section C. Special Education Supports Module

Not Administered

Section D. Military Connected Schools Module

Not Administered