

# CALIFORNIA SCHOOL CLIMATE STAFF SURVEY



## Jacoby Creek Elementary 2015-2016 Main Report

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

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

Recommended citation:

Jacoby Creek Elementary School District. *California School Climate Staff Survey, 2015-16: Main Report*. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

Date prepared: 19 Apr 2016  
CDS code: 12628930000000

# Contents

	<b>Page</b>
<b>List of Tables</b>	<b>iii</b>
<b>PREFACE</b>	<b>viii</b>
<b>Survey Module Administration</b>	<b>1</b>
<b>Section A. Core Module (All Staff)</b>	<b>2</b>
1. Survey Sample . . . . .	2
2. Summary of Key Survey Indicators . . . . .	3
3. Demographics . . . . .	4
4. Learning and Working Environment . . . . .	6
Student Learning Environment . . . . .	8
Staff Working Environment . . . . .	10
General Staff Supports . . . . .	13
Special Education Supports . . . . .	14
Perceived School Safety . . . . .	15
Facilities . . . . .	16
Parent Involvement . . . . .	17
5. Student Developmental Supports and Opportunities . . . . .	20
Caring Relationships . . . . .	21
High Expectations . . . . .	22
Opportunities for Meaningful Participation . . . . .	23
6. Learning Conditions . . . . .	26
Supports for Learning . . . . .	28
Fair, Respectful, and Orderly Environment . . . . .	29
Clarity of Rules and Expectations . . . . .	31
Positive Peer Relations . . . . .	32
Social Emotional Supports, Conflict Management, and Bullying Prevention . . . . .	33
Respect for Diversity . . . . .	37
7. Respect, Equity, and Cultural Sensitivity . . . . .	38
Tolerance Among Students . . . . .	39
Treating Students Fairly and Respectfully . . . . .	40
Cultural Sensitivity . . . . .	41
Instructional Equity . . . . .	42
8. Learning Readiness and Engagement . . . . .	43

Learning Motivation and Truancy . . . . .	44
General Behavior . . . . .	45
9. Student Health and Risk Behavior . . . . .	46
Perceived Physical and Mental Health . . . . .	47
Bullying and Fighting . . . . .	48
Delinquency . . . . .	48
Substance Use . . . . .	50
10. Discipline and Counseling . . . . .	51
11. Professional Development Needs . . . . .	54
Instruction and School Environment . . . . .	55
Addressing Needs of Diverse Populations . . . . .	56
Providing Support Services . . . . .	57
<b>Section B. Learning Supports Module</b>	<b>59</b>
1. Module Sample . . . . .	59
2. Summary of Indicators . . . . .	60
3. Discipline, Safety, and Behavior Management . . . . .	62
4. Substance Use and Risk Behavior . . . . .	65
5. Physical Health and Special Needs . . . . .	67
6. Youth Development and Social-Emotional Health . . . . .	68
<b>Section C. Special Education Supports Module</b>	<b>69</b>
<b>Section D. Military Connected Schools Module</b>	<b>70</b>

# List of Tables

	Page
<b>Survey Module Administration</b>	<b>1</b>
1    CSCS Survey Modules Administered . . . . .	1
<b>Section A. Core Module (All Staff)</b>	<b>2</b>
1. Survey Sample	2
A1.1    Core Module Sample . . . . .	2
2. Summary of Key Survey Indicators	3
A2.1    Key Indicators of School Climate and Student Behavior . . . . .	3
3. Demographics	4
A3.1    Role (Job) at School . . . . .	4
A3.2    Special Population Service Providers . . . . .	4
A3.3    Length of Employment at School . . . . .	5
A3.4    Overall Length of Employment in Position . . . . .	5
A3.5    Race/Ethnicity of Respondents . . . . .	5
4. Learning and Working Environment	6
A4.1    Summary of Indicators for Positive Learning and Working Environment . . . . .	6
A4.2    Summary of Indicators for Staff Collegiality and Sense of Mission . . . . .	7
Student Learning Environment . . . . .	8
A4.3    Learning Environment is Supportive and Inviting . . . . .	8
A4.4    Sets High Standards for Academic Performance for All Students . . . . .	8
A4.5    Promotes Academic Success for All Students . . . . .	8
A4.6    Emphasizes Academic Help When Needed . . . . .	9
A4.7    Teaches Lessons Relevant to Students . . . . .	9
A4.8    Adults At School Ensure Safe and Supportive Environment . . . . .	9
A4.9    School Uses Objective Data in Decision Making . . . . .	10
Staff Working Environment . . . . .	10
A4.10    Supportive and Inviting Place to Work . . . . .	10
A4.11    Staff Feel Responsibility to Improve School . . . . .	11
A4.12    Staff Support and Treat Each Other with Respect . . . . .	11
A4.13    Promotes Staff Trust and Collegiality . . . . .	11
A4.14    Staff Have Close Professional Relationships . . . . .	12
A4.15    Staff Participate in Decision-Making . . . . .	12
A4.16    Works to Minimize Paper Work . . . . .	12
A4.17    Provides Adequate Benefits . . . . .	13
General Staff Supports . . . . .	13
A4.18    Provides Staff Resources and Training to Do Job Effectively . . . . .	13
A4.19    Provides Relevant Paraprofessional Training . . . . .	14

Special Education Supports . . . . .	14
A4.20 Provides Resources and Training to Work with Special Education (IEP) Students . . .	14
A4.21 Provides Complete State Adopted Instructional Materials for Students with IEPs . . .	15
Perceived School Safety . . . . .	15
A4.22 Safe Place for Students . . . . .	15
A4.23 Safe Place for Staff . . . . .	16
Facilities . . . . .	16
A4.24 Clean and Well-Maintained Facilities and Property . . . . .	16
Parent Involvement . . . . .	17
A4.25 School Encourages Parental Involvement . . . . .	17
A4.26 School Encourages Parental Partnership in Child’s Education . . . . .	17
A4.27 Teachers Communicate with Parents about Academic Expectations . . . . .	18
A4.28 Parents Feel Welcome to Participate at School . . . . .	18
A4.29 School Staff Take Parents’ Concerns Seriously . . . . .	19
<b>5. Student Developmental Supports and Opportunities</b>	<b>20</b>
A5.1 Summary of Indicators for Opportunities for Meaningful Student Participation . . . .	20
A5.2 Summary of Indicators for Positive Staff-Student Relationships and High Expectations	20
Caring Relationships . . . . .	21
A5.3 Adults Really Care About All Students . . . . .	21
A5.4 Adults Acknowledge and Pay Attention to Students . . . . .	21
A5.5 Adults Listen to What Students Have to Say . . . . .	22
High Expectations . . . . .	22
A5.6 Adults Want All Students to Do Their Best . . . . .	22
A5.7 Adults Believe Every Student Can Be a Success . . . . .	23
Opportunities for Meaningful Participation . . . . .	23
A5.8 Encourages Decision Opportunities for Students . . . . .	23
A5.9 Gives Equal Opportunity for Classroom Participation . . . . .	24
A5.10 Gives Equal Access to Extracurricular and Enrichment Activities . . . . .	24
A5.11 Gives Opportunities to Make A Difference (Help Others) . . . . .	25
<b>6. Learning Conditions</b>	<b>26</b>
A6.1 Summary of Indicators of School Learning Conditions . . . . .	26
A6.1 Summary of Indicators of School Learning Conditions - Continued . . . . .	27
Supports for Learning . . . . .	28
A6.2 Supports for Learning at School . . . . .	28
Fair, Respectful, and Orderly Environment . . . . .	29
A6.3 Fair Environment at School . . . . .	29
A6.4 Respectful and Orderly Environment at School . . . . .	30

Clarity of Rules and Expectations . . . . .	31
A6.5 Clarity of Rules and Expectations at School . . . . .	31
Positive Peer Relations . . . . .	32
A6.6 Positive Peer Relations at School . . . . .	32
Social Emotional Supports, Conflict Management, and Bullying Prevention . . . . .	33
A6.7 Social Emotional Supports at School . . . . .	33
A6.8 Conflict Management at School . . . . .	34
A6.9 Bullying Prevention at School . . . . .	35
A6.9 Bullying Prevention at School - Continued . . . . .	36
Respect for Diversity . . . . .	37
A6.10 Respect for Diversity at School . . . . .	37
<b>7. Respect, Equity, and Cultural Sensitivity</b>	<b>38</b>
A7.1 Summary of Indicators for Respect, Equity, and Cultural Sensitivity . . . . .	38
Tolerance Among Students . . . . .	39
A7.2 Fosters Appreciation for Student Diversity and Mutual Respect . . . . .	39
A7.3 Racial/Ethnic Conflict Among Students is a Problem . . . . .	39
Treating Students Fairly and Respectfully . . . . .	40
A7.4 Staff Treat All Students Fairly . . . . .	40
A7.5 Staff Treat All Students with Respect . . . . .	40
Cultural Sensitivity . . . . .	41
A7.6 Students' Cultural Beliefs and Practices Respected . . . . .	41
A7.7 Uses Culturally Relevant Instructional Materials . . . . .	41
A7.8 Staff Examine Their Cultural Biases . . . . .	41
Instructional Equity . . . . .	42
A7.9 Closing the Achievement Gap is a High Priority . . . . .	42
A7.10 Encourages Equity in Rigorous Course Enrollment . . . . .	42
A7.11 Support Provided for Teaching Culturally and Linguistically Diverse Students . . . . .	42
<b>8. Learning Readiness and Engagement</b>	<b>43</b>
A8.1 Summary of Indicators for Student Learning Readiness and Engagement . . . . .	43
Learning Motivation and Truancy . . . . .	44
A8.2 Students Are Motivated to Learn . . . . .	44
A8.3 School Motivates Students to Learn . . . . .	44
A8.4 Cutting Class or Truancy is a Problem . . . . .	44
General Behavior . . . . .	45
A8.5 Students Are Well-Behaved . . . . .	45
A8.6 Disruptive Student Behavior is a Problem . . . . .	45

A8.7	Lack of Respect of Staff by Students is a Problem . . . . .	45
<b>9.</b>	<b>Student Health and Risk Behavior</b>	<b>46</b>
A9.1	Summary of Indicators for Student Physical and Mental Health . . . . .	46
A9.2	Summary of Indicators for Student Risk Behavior . . . . .	46
	Perceived Physical and Mental Health . . . . .	47
A9.3	Students Arrive at School Alert and Rested . . . . .	47
A9.4	Students Are Healthy and Physically Fit . . . . .	47
A9.5	Student Depression or Other Mental Health Issues are a Problem . . . . .	47
	Bullying and Fighting . . . . .	48
A9.6	Harassment or Bullying Among Students is a Problem . . . . .	48
A9.7	Physical Fighting Between Students is a Problem . . . . .	48
	Delinquency . . . . .	48
A9.8	Vandalism (Including Graffiti) is a Problem . . . . .	48
A9.9	Theft is a Problem . . . . .	49
A9.10	Gang-Related Activity is a Problem . . . . .	49
A9.11	Weapons Possession is a Problem . . . . .	49
	Substance Use . . . . .	50
A9.12	Student Alcohol and Drug Use is a Problem . . . . .	50
A9.13	Student Tobacco Use is a Problem . . . . .	50
<b>10.</b>	<b>Discipline and Counseling</b>	<b>51</b>
A10.1	Summary of Indicators for Discipline and Counseling . . . . .	51
A10.2	Clearly Communicates Consequences of Breaking Rules . . . . .	52
A10.3	Handles Discipline Problems Fairly . . . . .	52
A10.4	Handles Student Discipline and Behavioral Problems Effectively . . . . .	52
A10.5	Provides Adequate Counseling and Support for Students . . . . .	53
<b>11.</b>	<b>Professional Development Needs</b>	<b>54</b>
A11.1	Summary of Indicators for Professional Development (PD) Needs . . . . .	54
	Instruction and School Environment . . . . .	55
A11.2	Need PD in Meeting Academic Standards . . . . .	55
A11.3	Need PD in Instructional Methods . . . . .	55
A11.4	Need PD on Positive Behavior Support and Classroom Management . . . . .	55
A11.5	Need PD in Creating a Positive School Climate . . . . .	56
	Addressing Needs of Diverse Populations . . . . .	56
A11.6	Need PD on Working with Diverse Populations . . . . .	56
A11.7	Need PD on Culturally Relevant Pedagogy . . . . .	56
A11.8	Need PD on Serving English Language Learners . . . . .	57
A11.9	Need PD on Closing the Achievement Gap . . . . .	57



Providing Support Services . . . . .	57
A11.10 Need PD for Serving Special Education (IEP) Students . . . . .	57
A11.11 Need PD on Meeting Social, Emotional, and Developmental Needs of Youth . . . . .	58
<b>Section B. Learning Supports Module</b>	<b>59</b>
1. Module Sample	<b>59</b>
B1.1 Learning Supports Module Sample . . . . .	59
2. Summary of Indicators	<b>60</b>
B2.1 Summary of Indicators of School Learning Supports . . . . .	60
B2.1 Summary of Indicators of School Learning Supports - Continued . . . . .	61
3. Discipline, Safety, and Behavior Management	<b>62</b>
B3.1 Discipline Practice at School . . . . .	62
B3.2 Supports for Safety at School . . . . .	63
B3.3 Behavior Management at School . . . . .	64
4. Substance Use and Risk Behavior	<b>65</b>
B4.1 Substance Use Prevention . . . . .	65
B4.1 Substance Use Prevention - Continued . . . . .	66
5. Physical Health and Special Needs	<b>67</b>
B5.1 Physical Health and Special Needs . . . . .	67
6. Youth Development and Social-Emotional Health	<b>68</b>
B6.1 Youth Development and Social-Emotional Health at School . . . . .	68
<b>Section C. Special Education Supports Module (Not Administered)</b>	<b>69</b>
<b>Section D. Military Connected Schools Module (Not Administered)</b>	<b>70</b>

# PREFACE

## NEW FEATURE

The list of content sections and table names at the beginning of the digital report have been hyperlinked to the tables. Click on the title of a content section or a table and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results provided by teachers, administrators, and other school staff on each question in your 2015-16 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic.

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. The surveys provide a wealth of information to guide school improvement efforts and Local Control and Accountability Plans (LCAP), particularly in regard to the state priorities of enhancing school climate, pupil engagement, and parent involvement. For additional information and resources, visit the survey websites: [cscs.wested.org](http://cscs.wested.org) and [cal-schls.wested.org](http://cal-schls.wested.org).

## SURVEY PURPOSE

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

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

## *Local Control and Accountability Plan Support*

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

## **SURVEY ADMINISTRATION AND SAMPLE**

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

## **SURVEY CONTENT OVERVIEW**

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

### *Core Survey (Section A)*

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

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

---

<sup>1</sup>In some instances, the survey is administered on paper.

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

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

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

### *Learning Supports Module*

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

### *Supplemental Modules*

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

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

## THE REPORT

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

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

### *Supplemental Reports*

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

## AIDS TO UNDERSTANDING AND USING THE DATA

Among the tools available to help in understanding and using the survey results, especially for LCAP implementation and monitoring, *Making Sense of School Climate* provides a discussion of all the Cal-SCHLS survey items that relate to school climate (download [californias3.wested.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](http://californias3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)).

## 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.

### *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](https://cscs.wested.org/reports).

## **IMPROVING PARTICIPATION**

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

## **NEXT STEPS**

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

### *Request School Reports*

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

### *Compare with Other Data Sources*

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

### *Discuss with Students and Staff*

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

### *Conduct Additional Analyses of Dataset*

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

### *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.

### *Hold School Climate by Design Action Planning Workshop*

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

## **ACKNOWLEDGMENTS**

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

**Table 1**

*CSCS Survey Modules Administered*

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



# Section A. Core Module (All Staff)

## 1. Survey Sample

**Table A1.1**

***Core Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	36	36	–	–	–

*Note: <sup>A</sup>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
<b>Student Learning Environment</b>						
Is a supportive and inviting place for students to learn <sup>†</sup>	74	74	–	–	–	A4.3
Sets high standards for academic performance for all <sup>†</sup>	84	84	–	–	–	A4.4
Nearly all adults believe every student can be a success	58	58	–	–	–	A5.7
Encourages opportunities for students to decide things <sup>†</sup>	29	29	–	–	–	A5.8
Is welcoming to and facilitates parent involvement	87	87	–	–	–	A4.25
<b>Staff Working Environment</b>						
Is a supportive and inviting place for staff to work <sup>†</sup>	61	61	–	–	–	A4.10
Promotes trust and collegiality among staff <sup>†</sup>	50	50	–	–	–	A4.13
Promotes personnel participation in decision making <sup>†</sup>	55	55	–	–	–	A4.15
<b>Safety</b>						
Is a safe place for staff <sup>†</sup>	80	80	–	–	–	A4.23
Is a safe place for students <sup>†</sup>	71	71	–	–	–	A4.22
Has sufficient resources to create a safe campus <sup>†</sup>	31	31	–	–	–	B3.2
<b>Student Discipline and Support</b>						
Handles discipline problems fairly <sup>†</sup>	48	48	–	–	–	A10.3
Provides adequate counseling and support services <sup>†</sup>	13	13	–	–	–	A10.5
Emphasizes helping students with social, emotional, behavioral problems <sup>†</sup>	46	46	–	–	–	B6.1
<b>Positive Relationships</b>						
Nearly all adults really care about every student	71	71	–	–	–	A5.3
Nearly all adults treat every student with respect	58	58	–	–	–	A7.5
Fosters an appreciation of student diversity and respect for each other <sup>†</sup>	48	48	–	–	–	A7.2
Has moderate/severe problem with harassment/bullying	19	19	–	–	–	A9.6
<b>Student Behavior</b>						
Nearly all/most students motivated to learn	100	100	–	–	–	A8.2
Nearly all/most students well-behaved	100	100	–	–	–	A8.5
Cutting classes or being truant moderate/severe problem	6	6	–	–	–	A8.4
Alcohol and drug use moderate/severe problem	3	3	–	–	–	A9.12

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “Strongly Agree.”

### 3. Demographics

**Table A3.1**

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

	All %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	19	19	–	–	–
Teacher in grade 4 or below	22	22	–	–	–
Special education teacher	3	3	–	–	–
Administrator	6	6	–	–	–
Prevention staff, nurse, or health aide	0	0	–	–	–
Counselor or psychologist	6	6	–	–	–
Police, resource officer, or safety personnel	0	0	–	–	–
Paraprofessional, teacher assistant, or instructional aide	17	17	–	–	–
Other certificated staff	6	6	–	–	–
Other classified staff	19	19	–	–	–
Other service provider	3	3	–	–	–

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

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

**Table A3.2**

***Special Population Service Providers***

	All %	ES %	MS %	HS %	NT %
Migrant education	6	6	–	–	–
Special education	54	54	–	–	–
English language learners	26	26	–	–	–
None of the above	46	46	–	–	–

*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	22	22	–	–	–
1 to 2 years	8	8	–	–	–
3 to 5 years	25	25	–	–	–
6 to 10 years	11	11	–	–	–
Over 10 years	33	33	–	–	–

*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	17	17	–	–	–
1 to 2 years	8	8	–	–	–
3 to 5 years	19	19	–	–	–
6 to 10 years	6	6	–	–	–
Over 10 years	50	50	–	–	–

*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)	0	0	–	–	–
American Indian or Alaska Native	0	0	–	–	–
Asian or Pacific Islander	0	0	–	–	–
White (not Hispanic)	92	92	–	–	–
Hispanic or Latino/a	6	6	–	–	–
Other or multi-ethnic	3	3	–	–	–

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

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

## 4. Learning and Working Environment

**Table A4.1**

*Summary of Indicators for Positive Learning and Working Environment*

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
<b>Learning Environment</b>						
Is a supportive and inviting place for students to learn	74	74	–	–	–	A4.3
Sets high standards for academic performance for all	84	84	–	–	–	A4.4
Promotes academic success for all students	52	52	–	–	–	A4.5
Emphasizes helping students academically when they need it	52	52	–	–	–	A4.6
Emphasizes teaching lessons in ways relevant to students	42	42	–	–	–	A4.7
<b>Working Environment</b>						
Is a supportive and inviting place for staff to work	61	61	–	–	–	A4.10
Promotes trust and collegiality among staff	50	50	–	–	–	A4.13
Promotes participation in school decision making	55	55	–	–	–	A4.15
Works to minimize paper work	30	30	–	–	–	A4.16
Provides adequate benefits to support continued employment	29	29	–	–	–	A4.17
Provides the materials, resources, and training to do job effectively	40	40	–	–	–	A4.18
Provides relevant paraprofessional training	16	16	–	–	–	A4.19
Provides the materials, resources, and training to work with special education (IEP) students	27	27	–	–	–	A4.20
Provides complete state adopted instructional materials for students with IEPs	35	35	–	–	–	A4.21
Uses objective data in making school improvement decisions	43	43	–	–	–	A4.9
<b>Safety, Facilities, and Parental Outreach</b>						
Is a safe place for students	71	71	–	–	–	A4.22
Is a safe place for staff	80	80	–	–	–	A4.23
Has clean and well-maintained facilities and property	39	39	–	–	–	A4.24
Is welcoming to and facilitates parent involvement	87	87	–	–	–	A4.25
Encourages parents to be active partners in educating their child	87	87	–	–	–	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	43	43	–	–	–	A4.14
Support and treat each other with respect	58	58	–	–	–	A4.12
Feel a responsibility to improve the school	63	63	–	–	–	A4.11
Work hard to ensure a safe and supportive learning environment	68	68	–	–	–	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	74	74	–	–	–
Agree	26	26	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

*Question A.6: This school is a supportive and inviting place for students to learn.*

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

**Table A4.4**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	84	84	–	–	–
Agree	13	13	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–

*Question A.7: This school sets high standards for academic performance for all students.*

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

**Table A4.5**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	52	52	–	–	–
Agree	45	45	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–

*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	52	52	–	–	–
Agree	45	45	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–

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

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

**Table A4.7*****Teaches Lessons Relevant to Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	42	42	–	–	–
Agree	48	48	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	6	6	–	–	–

*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	68	68	–	–	–
Most adults	29	29	–	–	–
Some adults	3	3	–	–	–
Few adults	0	0	–	–	–
Almost none	0	0	–	–	–

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

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



**Table A4.9*****School Uses Objective Data in Decision Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	43	43	–	–	–
Agree	40	40	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	13	13	–	–	–

*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	61	61	–	–	–
Agree	35	35	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

*Question A.12: This school is a supportive and inviting place for staff to work.*

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

**Table A4.11*****Staff Feel Responsibility to Improve School***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	63	63	–	–	–
Most adults	30	30	–	–	–
Some adults	7	7	–	–	–
Few adults	0	0	–	–	–
Almost none	0	0	–	–	–

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

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

**Table A4.12*****Staff Support and Treat Each Other with Respect***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	58	58	–	–	–
Most adults	29	29	–	–	–
Some adults	13	13	–	–	–
Few adults	0	0	–	–	–
Almost none	0	0	–	–	–

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

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

**Table A4.13*****Promotes Staff Trust and Collegiality***

	All %	ES %	MS %	HS %	NT %
Strongly agree	50	50	–	–	–
Agree	50	50	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

**Table A4.14*****Staff Have Close Professional Relationships***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	43	43	–	–	–
Most adults	43	43	–	–	–
Some adults	13	13	–	–	–
Few adults	0	0	–	–	–
Almost none	0	0	–	–	–

*Question A.40: How many adults at this school have close professional relationships with one another?*

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

**Table A4.15*****Staff Participate in Decision-Making***

	All %	ES %	MS %	HS %	NT %
Strongly agree	55	55	–	–	–
Agree	35	35	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	6	6	–	–	–

*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	30	30	–	–	–
Agree	40	40	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	3	3	–	–	–
Not applicable	17	17	–	–	–

*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	29	29	–	–	–
Agree	39	39	–	–	–
Disagree	19	19	–	–	–
Strongly disagree	3	3	–	–	–
Not applicable	10	10	–	–	–

*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	40	40	–	–	–
Agree	50	50	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–
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	16	16	–	–	–
Agree	42	42	–	–	–
Disagree	26	26	–	–	–
Strongly disagree	3	3	–	–	–
Not applicable	13	13	–	–	–

*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	27	27	–	–	–
Agree	43	43	–	–	–
Disagree	17	17	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	13	13	–	–	–

*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	35	35	–	–	–
Agree	19	19	–	–	–
Disagree	23	23	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	23	23	–	–	–

*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	71	71	–	–	–
Agree	29	29	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

**Table A4.23**  
***Safe Place for Staff***

	All %	ES %	MS %	HS %	NT %
Strongly agree	80	80	–	–	–
Agree	20	20	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

## Facilities

**Table A4.24**  
***Clean and Well-Maintained Facilities and Property***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	39	–	–	–
Agree	32	32	–	–	–
Disagree	23	23	–	–	–
Strongly disagree	6	6	–	–	–
Not applicable	0	0	–	–	–

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

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

## Parent Involvement

**Table A4.25**

***School Encourages Parental Involvement***

	All %	ES %	MS %	HS %	NT %
Strongly agree	87	87	–	–	–
Agree	13	13	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

**Table A4.26**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	87	87	–	–	–
Agree	10	10	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
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.*



**Table A4.27*****Teachers Communicate with Parents about Academic Expectations***

	All %	ES %	MS %	HS %	NT %
Strongly agree	59	59	–	–	–
Agree	38	38	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–

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

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

**Table A4.28*****Parents Feel Welcome to Participate at School***

	All %	ES %	MS %	HS %	NT %
Strongly agree	86	86	–	–	–
Agree	14	14	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

**Table A4.29**

***School Staff Take Parents' Concerns Seriously***

	All %	ES %	MS %	HS %	NT %
Strongly agree	62	62	–	–	–
Agree	38	38	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

## 5. Student Developmental Supports and Opportunities

**Table A5.1**

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

This school provides/encourages students...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Opportunities to decide things	29	29	–	–	–	A5.8
Equal opportunity for classroom participation	65	65	–	–	–	A5.9
Equal opportunity to participate in extracurricular and enrichment activities	65	65	–	–	–	A5.10
Opportunities to make a difference (help others)	26	26	–	–	–	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 %	
<b>Caring Relationships</b>						
Really care about every student	71	71	–	–	–	A5.3
Acknowledge and pay attention to students	74	74	–	–	–	A5.4
Listen to what students have to say	55	55	–	–	–	A5.5
<b>High Expectations</b>						
Want every student to do their best	81	81	–	–	–	A5.6
Believe every student can be a success	58	58	–	–	–	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	71	71	–	–	–
Most adults	29	29	–	–	–
Some adults	0	0	–	–	–
Few adults	0	0	–	–	–
Almost none	0	0	–	–	–

*Question A.33: How many adults at this school really care about every student?*

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

**Table A5.4**

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

	All %	ES %	MS %	HS %	NT %
Nearly all adults	74	74	–	–	–
Most adults	26	26	–	–	–
Some adults	0	0	–	–	–
Few adults	0	0	–	–	–
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	55	55	–	–	–
Most adults	45	45	–	–	–
Some adults	0	0	–	–	–
Few adults	0	0	–	–	–
Almost none	0	0	–	–	–

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

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

## High Expectations

**Table A5.6*****Adults Want All Students to Do Their Best***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	81	81	–	–	–
Most adults	19	19	–	–	–
Some adults	0	0	–	–	–
Few adults	0	0	–	–	–
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	58	58	–	–	–
Most adults	35	35	–	–	–
Some adults	6	6	–	–	–
Few adults	0	0	–	–	–
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	29	29	–	–	–
Agree	52	52	–	–	–
Disagree	6	6	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	13	13	–	–	–

*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	65	65	–	–	–
Agree	29	29	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
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	65	65	–	–	–
Agree	29	29	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
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	26	26	–	–	–
Agree	52	52	–	–	–
Disagree	16	16	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	6	6	–	–	–

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

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



## 6. Learning Conditions

**Table A6.1**

*Summary of Indicators of School Learning Conditions*

	<i>Percent Strongly Agreeing</i>					Table
	All %	ES %	MS %	HS %	NT %	
<b>Learning Supports</b>						
Teachers go out of their way to help students	69	69	–	–	–	A6.2
Classes challenge students	48	48	–	–	–	A6.2
<b>Fair, Respectful and Orderly Environment</b>						
Adults at this school treat all students with respect	55	55	–	–	–	A6.3
The school rules are fair	69	69	–	–	–	A6.3
Students in this school are well-behaved	38	38	–	–	–	A6.4
The rules in the school are too strict	0	0	–	–	–	A6.4
It is easy for students to get kicked out of class or get suspended	0	0	–	–	–	A6.4
Students get in trouble for breaking small rules	0	0	–	–	–	A6.4
Teachers are very strict here	0	0	–	–	–	A6.4
<b>Clarity of Rules and Expectations</b>						
Rules in this school are made clear to students	59	59	–	–	–	A6.5
Students know how they are expected to act	57	57	–	–	–	A6.5
Students know what the rules are	52	52	–	–	–	A6.5
This school makes it clear how students are expected to act	62	62	–	–	–	A6.5
<b>Positive Peer Relations</b>						
Students enjoy spending time together during school activities	64	64	–	–	–	A6.6
Students enjoy collaborating on projects in class	52	52	–	–	–	A6.6
Students care about one another	52	52	–	–	–	A6.6
Students treat each other with respect	34	34	–	–	–	A6.6
Students get along well with one another	41	41	–	–	–	A6.6

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

**Table A6.1****Summary of Indicators of School Learning Conditions - Continued**

	<i>Percent Strongly Agreeing</i>					Table
	All %	ES %	MS %	HS %	NT %	
<b>Social Emotional Supports, Conflict Management, and Bullying Prevention</b>						
This school encourages students to feel responsible for how they act	52	52	–	–	–	A6.7
Students are often given rewards for being good	48	48	–	–	–	A6.7
This school encourages students to understand how others think and feel	59	59	–	–	–	A6.7
Students are taught that they can control their own behavior	48	48	–	–	–	A6.7
This school helps students solve conflicts with one another	45	45	–	–	–	A6.8
This school encourages students to care about how others feel	52	52	–	–	–	A6.8
Teachers here make it clear to students that bullying is not tolerated	72	72	–	–	–	A6.9
If a student was bullied, he or she would tell a teachers or staff at school	28	28	–	–	–	A6.9
Students tell teachers when other students are being bullied	24	24	–	–	–	A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	55	55	–	–	–	A6.9
Students here try to stop bullying when they see it happening	10	10	–	–	–	A6.9
<b>Respect for Diversity</b>						
There is a lot of tension between people of different cultures, races, or ethnicities	7	7	–	–	–	A6.10
Students respect each others' differences	34	34	–	–	–	A6.10
Adults in school respect differences in students	62	62	–	–	–	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	59	59	–	–	–	A6.10

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

## Supports for Learning

**Table A6.2**

***Supports for Learning at School***

	All %	ES %	MS %	HS %	NT %
<b>Teachers go out of their way to help students</b>					
Strongly agree	69	69	–	–	–
Agree	31	31	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Classes challenge students</b>					
Strongly agree	48	48	–	–	–
Agree	38	38	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–

*Question A.100, 101: Teachers go out of their way to help students... Classes challenge students.*

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

## Fair, Respectful, and Orderly Environment

**Table A6.3**

***Fair Environment at School***

	All %	ES %	MS %	HS %	NT %
<b>Adults at this school treat all students with respect</b>					
Strongly agree	55	55	–	–	–
Agree	45	45	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>The school rules are fair</b>					
Strongly agree	69	69	–	–	–
Agree	31	31	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

*Question A.102, 103: Adults at this school treat all students with respect... The school rules are fair.*

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

**Table A6.4*****Respectful and Orderly Environment at School***

	All %	ES %	MS %	HS %	NT %
<b>Students in this school are well-behaved</b>					
Strongly agree	38	38	–	–	–
Agree	62	62	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>The rules in the school are too strict</b>					
Strongly agree	0	0	–	–	–
Agree	0	0	–	–	–
Disagree	79	79	–	–	–
Strongly disagree	21	21	–	–	–
Not applicable	0	0	–	–	–
<b>It is easy for students to get kicked out of class or get suspended</b>					
Strongly agree	0	0	–	–	–
Agree	0	0	–	–	–
Disagree	59	59	–	–	–
Strongly disagree	38	38	–	–	–
Not applicable	3	3	–	–	–
<b>Students get in trouble for breaking small rules</b>					
Strongly agree	0	0	–	–	–
Agree	14	14	–	–	–
Disagree	69	69	–	–	–
Strongly disagree	17	17	–	–	–
Not applicable	0	0	–	–	–
<b>Teachers are very strict here</b>					
Strongly agree	0	0	–	–	–
Agree	36	36	–	–	–
Disagree	54	54	–	–	–
Strongly disagree	11	11	–	–	–
Not applicable	0	0	–	–	–

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

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

## Clarity of Rules and Expectations

**Table A6.5**

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

	All %	ES %	MS %	HS %	NT %
<b>Rules in this school are made clear to students</b>					
Strongly agree	59	59	–	–	–
Agree	41	41	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Students know how they are expected to act</b>					
Strongly agree	57	57	–	–	–
Agree	43	43	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Students know what the rules are</b>					
Strongly agree	52	52	–	–	–
Agree	48	48	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>This school makes it clear how students are expected to act</b>					
Strongly agree	62	62	–	–	–
Agree	38	38	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

*Question A.109-112: Rules in this school are made clear to students... Students know how they are expected to act... Students know what the rules are... This school makes it clear how students are expected to act.*

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

## Positive Peer Relations

**Table A6.6**

***Positive Peer Relations at School***

	All %	ES %	MS %	HS %	NT %
<b>Students enjoy spending time together during school activities</b>					
Strongly agree	64	64	–	–	–
Agree	36	36	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Students enjoy collaborating on projects in class</b>					
Strongly agree	52	52	–	–	–
Agree	45	45	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–
<b>Students care about one another</b>					
Strongly agree	52	52	–	–	–
Agree	48	48	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Students treat each other with respect</b>					
Strongly agree	34	34	–	–	–
Agree	66	66	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Students get along well with one another</b>					
Strongly agree	41	41	–	–	–
Agree	55	55	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

## Social Emotional Supports, Conflict Management, and Bullying Prevention

**Table A6.7**

***Social Emotional Supports at School***

	All %	ES %	MS %	HS %	NT %
<b>This school encourages students to feel responsible for how they act</b>					
Strongly agree	52	52	–	–	–
Agree	48	48	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Students are often given rewards for being good</b>					
Strongly agree	48	48	–	–	–
Agree	48	48	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>This school encourages students to understand how others think and feel</b>					
Strongly agree	59	59	–	–	–
Agree	38	38	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Students are taught that they can control their own behavior</b>					
Strongly agree	48	48	–	–	–
Agree	52	52	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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



**Table A6.8*****Conflict Management at School***

	All %	ES %	MS %	HS %	NT %
<b>This school helps students solve conflicts with one another</b>					
Strongly agree	45	45	–	–	–
Agree	55	55	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>This school encourages students to care about how others feel</b>					
Strongly agree	52	52	–	–	–
Agree	48	48	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

**Table A6.9*****Bullying Prevention at School***

	All %	ES %	MS %	HS %	NT %
<b>Teachers here make it clear to students that bullying is not tolerated</b>					
Strongly agree	72	72	–	–	–
Agree	28	28	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>If a student was bullied, he or she would tell one of the teachers or staff at school</b>					
Strongly agree	28	28	–	–	–
Agree	59	59	–	–	–
Disagree	14	14	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Students tell teachers when other students are being bullied</b>					
Strongly agree	24	24	–	–	–
Agree	59	59	–	–	–
Disagree	17	17	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

**Table A6.9*****Bullying Prevention at School - Continued***

	All %	ES %	MS %	HS %	NT %
<b>If a student tells teacher that someone is bullying her/him, the teacher will do something to help</b>					
Strongly agree	55	55	–	–	–
Agree	45	45	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Students here try to stop bullying when they see it happening</b>					
Strongly agree	10	10	–	–	–
Agree	52	52	–	–	–
Disagree	34	34	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–

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

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

## Respect for Diversity

**Table A6.10**

***Respect for Diversity at School***

	All %	ES %	MS %	HS %	NT %
<b>There is a lot of tension between people of different cultures, races, or ethnicities</b>					
Strongly agree	7	7	–	–	–
Agree	0	0	–	–	–
Disagree	38	38	–	–	–
Strongly disagree	52	52	–	–	–
Not applicable	3	3	–	–	–
<b>Students respect each others' differences</b>					
Strongly agree	34	34	–	–	–
Agree	62	62	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Adults in school respect differences in students</b>					
Strongly agree	62	62	–	–	–
Agree	38	38	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–
<b>Teachers show that it is important for students of different races and cultures to get along with each other</b>					
Strongly agree	59	59	–	–	–
Agree	38	38	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–

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

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

## 7. Respect, Equity, and Cultural Sensitivity

**Table A7.1**

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

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other <sup>†</sup>	48	48	–	–	–	A7.2
Emphasizes showing respect for all students' cultural beliefs and practices <sup>†</sup>	53	53	–	–	–	A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students <sup>†</sup>	27	27	–	–	–	A7.7
Has staff examine their own cultural biases through professional development or other processes <sup>†</sup>	24	24	–	–	–	A7.8
Encourages equity in rigorous course enrollment <sup>†</sup>	35	35	–	–	–	A7.10
Considers closing the racial/ethnic achievement gap a high priority <sup>†</sup>	23	23	–	–	–	A7.9
Provides the supports needed for teaching culturally and linguistically diverse students <sup>†</sup>	35	35	–	–	–	A7.11
Treat all students fairly <sup>‡</sup>	55	55	–	–	–	A7.4
Treat every student with respect <sup>‡</sup>	58	58	–	–	–	A7.5

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

<sup>†</sup>Strongly agree that this school... <sup>‡</sup>Report that nearly all adults at this school...

## Tolerance Among Students

**Table A7.2**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	48	–	–	–
Agree	45	45	–	–	–
Disagree	3	3	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–

*Question A.24: This school fosters an appreciation of student diversity and respect for each other.*

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

**Table A7.3**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	94	94	–	–	–
Mild problem	6	6	–	–	–
Moderate problem	0	0	–	–	–
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 A7.4**

***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Nearly all adults	55	55	–	–	–
Most adults	42	42	–	–	–
Some adults	3	3	–	–	–
Few adults	0	0	–	–	–
Almost none	0	0	–	–	–

*Question A.38: How many adults at this school treat all students fairly?*

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

**Table A7.5**

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

	All %	ES %	MS %	HS %	NT %
Nearly all adults	58	58	–	–	–
Most adults	42	42	–	–	–
Some adults	0	0	–	–	–
Few adults	0	0	–	–	–
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 A7.6**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	53	53	–	–	–
Agree	47	47	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

*Question A.25: This school emphasizes showing respect for all students' cultural beliefs and practices.*

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

**Table A7.7**

***Uses Culturally Relevant Instructional Materials***

	All %	ES %	MS %	HS %	NT %
Strongly agree	27	27	–	–	–
Agree	43	43	–	–	–
Disagree	10	10	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	20	20	–	–	–

*Question A.21: This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.*

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

**Table A7.8**

***Staff Examine Their Cultural Biases***

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	24	–	–	–
Agree	34	34	–	–	–
Disagree	28	28	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	14	14	–	–	–

*Question A.22: This school has staff examine their own cultural biases through professional development or other processes.*

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



## Instructional Equity

**Table A7.9**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	23	23	–	–	–
Agree	37	37	–	–	–
Disagree	13	13	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	27	27	–	–	–

*Question A.23: This school considers closing the racial/ethnic achievement gap a high priority.*

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

**Table A7.10**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	35	–	–	–
Agree	23	23	–	–	–
Disagree	6	6	–	–	–
Strongly disagree	3	3	–	–	–
Not applicable	32	32	–	–	–

*Question A.20: This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.*

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

**Table A7.11**

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

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	35	–	–	–
Agree	42	42	–	–	–
Disagree	6	6	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	16	16	–	–	–

*Question A.73: This school provides the supports needed for teaching culturally and linguistically diverse students.*

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

## 8. Learning Readiness and Engagement

**Table A8.1**

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

	All %	ES %	MS %	HS %	NT %	Table
<b>How many students at this school</b>						
Are motivated to learn <sup>†</sup>	100	100	–	–	–	A8.2
Are well-behaved <sup>†</sup>	100	100	–	–	–	A8.5
<b>This school...</b>						
Motivates students to learn <sup>‡</sup>	58	58	–	–	–	A8.3
<b>How much of a problem at this school is...</b>						
Disruptive behavior <sup>§</sup>	19	19	–	–	–	A8.6
Cutting classes or being truant <sup>§</sup>	6	6	–	–	–	A8.4
Lack of respect of staff by students <sup>§</sup>	13	13	–	–	–	A8.7

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “Most” or “Nearly all;”

<sup>‡</sup>Percent Responding “Strongly Agree;” <sup>§</sup>Percent Responding “Moderate problem” or “Severe problem.”

## Learning Motivation and Truancy

**Table A8.2**

***Students Are Motivated to Learn***

	All %	ES %	MS %	HS %	NT %
Nearly all	17	17	–	–	–
Most	83	83	–	–	–
Some	0	0	–	–	–
Few	0	0	–	–	–
Almost none	0	0	–	–	–

*Question A.56: Based on your experience, how many students at this school are motivated to learn?*

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

**Table A8.3**

***School Motivates Students to Learn***

	All %	ES %	MS %	HS %	NT %
Strongly agree	58	58	–	–	–
Agree	39	39	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	3	3	–	–	–

*Question A.72: This school motivates students to learn.*

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

**Table A8.4**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	81	81	–	–	–
Mild problem	13	13	–	–	–
Moderate problem	6	6	–	–	–
Severe problem	0	0	–	–	–

*Question A.66: How much of a problem at this school is cutting classes or being truant?*

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

## General Behavior

**Table A8.5**

***Students Are Well-Behaved***

	All %	ES %	MS %	HS %	NT %
Nearly all	19	19	–	–	–
Most	81	81	–	–	–
Some	0	0	–	–	–
Few	0	0	–	–	–
Almost none	0	0	–	–	–

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

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

**Table A8.6**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	23	23	–	–	–
Mild problem	58	58	–	–	–
Moderate problem	16	16	–	–	–
Severe problem	3	3	–	–	–

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

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

**Table A8.7**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	55	55	–	–	–
Mild problem	32	32	–	–	–
Moderate problem	10	10	–	–	–
Severe problem	3	3	–	–	–

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

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

## 9. Student Health and Risk Behavior

**Table A9.1**

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

	All %	ES %	MS %	HS %	NT %	Table
<b>Perceived Physical and Mental Health</b>						
Arrive at school alert and rested <sup>†</sup>	94	94	–	–	–	A9.3
Are healthy and physically fit <sup>†</sup>	97	97	–	–	–	A9.4
Depression or other mental health issues are moderate/severe problems	17	17	–	–	–	A9.5

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “Most” or “Nearly all.”

**Table A9.2**

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

How much of a problem at this school is...	All %	ES %	MS %	HS %	NT %	Table
<b>Violence, Conflict, and Crime</b>						
Harassment or bullying <sup>‡</sup>	19	19	–	–	–	A9.6
Physical fighting <sup>‡</sup>	0	0	–	–	–	A9.7
Gang activity <sup>‡</sup>	3	3	–	–	–	A9.10
Vandalism and graffiti <sup>‡</sup>	0	0	–	–	–	A9.8
Theft <sup>‡</sup>	0	0	–	–	–	A9.9
Weapons possession at school <sup>‡</sup>	0	0	–	–	–	A9.11
<b>Substance Use</b>						
Alcohol and drug use <sup>‡</sup>	3	3	–	–	–	A9.12
Tobacco use <sup>‡</sup>	0	0	–	–	–	A9.13

Notes: Cells are empty if there are less than 5 respondents. <sup>‡</sup>Percent Responding “Moderate problem” or “Severe problem.”

## Perceived Physical and Mental Health

**Table A9.3**

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

	All %	ES %	MS %	HS %	NT %
Nearly all	16	16	–	–	–
Most	77	77	–	–	–
Some	6	6	–	–	–
Few	0	0	–	–	–
Almost none	0	0	–	–	–

*Question A.55: Based on your experience, how many students at this school arrive at school alert and rested?*

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

**Table A9.4**

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

	All %	ES %	MS %	HS %	NT %
Nearly all	29	29	–	–	–
Most	68	68	–	–	–
Some	3	3	–	–	–
Few	0	0	–	–	–
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 A9.5**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	27	27	–	–	–
Mild problem	57	57	–	–	–
Moderate problem	13	13	–	–	–
Severe problem	3	3	–	–	–

*Question A.64: How much of a problem at this school is student depression or other mental health problems?*

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

## Bullying and Fighting

**Table A9.6**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	19	19	–	–	–
Mild problem	61	61	–	–	–
Moderate problem	19	19	–	–	–
Severe problem	0	0	–	–	–

*Question A.60: How much of a problem at this school is harassment or bullying among students?*

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

**Table A9.7**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	68	68	–	–	–
Mild problem	32	32	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	0	0	–	–	–

*Question A.61: How much of a problem at this school is physical fighting between students?*

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

## Delinquency

**Table A9.8**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	90	90	–	–	–
Mild problem	10	10	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	0	0	–	–	–

*Question A.69: How much of a problem at this school is vandalism (including graffiti)?*

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

**Table A9.9*****Theft is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	74	74	–	–	–
Mild problem	26	26	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	0	0	–	–	–

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

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

**Table A9.10*****Gang-Related Activity is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	97	97	–	–	–
Mild problem	0	0	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	3	3	–	–	–

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

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

**Table A9.11*****Weapons Possession is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	100	100	–	–	–
Mild problem	0	0	–	–	–
Moderate problem	0	0	–	–	–
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 A9.12**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	68	68	–	–	–
Mild problem	29	29	–	–	–
Moderate problem	3	3	–	–	–
Severe problem	0	0	–	–	–

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

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

**Table A9.13**

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

	All %	ES %	MS %	HS %	NT %
Insignificant problem	94	94	–	–	–
Mild problem	6	6	–	–	–
Moderate problem	0	0	–	–	–
Severe problem	0	0	–	–	–

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

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

## 10. Discipline and Counseling

**Table A10.1**

*Summary of Indicators for Discipline and Counseling*

This school...	Percent Strongly Agreeing					Table
	All %	ES %	MS %	HS %	NT %	
Clearly communicates to students consequences of breaking rules	55	55	–	–	–	A10.2
Handles discipline problems fairly	48	48	–	–	–	A10.3
Effectively handles student discipline and behavioral problems	39	39	–	–	–	A10.4
Provides adequate counseling and support services for students	13	13	–	–	–	A10.5

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

**Table A10.2**  
***Clearly Communicates Consequences of Breaking Rules***

	All %	ES %	MS %	HS %	NT %
Strongly agree	55	55	–	–	–
Agree	45	45	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

**Table A10.3**  
***Handles Discipline Problems Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	48	48	–	–	–
Agree	52	52	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

**Table A10.4**  
***Handles Student Discipline and Behavioral Problems Effectively***

	All %	ES %	MS %	HS %	NT %
Strongly agree	39	39	–	–	–
Agree	61	61	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
Not applicable	0	0	–	–	–

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

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

**Table A10.5**  
***Provides Adequate Counseling and Support for Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	13	13	–	–	–
Agree	43	43	–	–	–
Disagree	37	37	–	–	–
Strongly disagree	7	7	–	–	–
Not applicable	0	0	–	–	–

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

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

## 11. Professional Development Needs

**Table A11.1**

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

Perceive need for more PD in...	All %	ES %	MS %	HS %	NT %	Table
<b>Instruction and School Environment</b>						
Meeting academic standards	26	26	–	–	–	A11.2
Evidence-based methods of instruction	19	19	–	–	–	A11.3
Positive behavioral support and classroom management	19	19	–	–	–	A11.4
Creating a positive school climate	16	16	–	–	–	A11.5
<b>Addressing Needs of Diverse Populations</b>						
Working with diverse racial, ethnic, or cultural groups	19	19	–	–	–	A11.6
Culturally relevant pedagogy for the school's student population	10	10	–	–	–	A11.7
Serving English language learners	6	6	–	–	–	A11.8
Closing the achievement gap	23	23	–	–	–	A11.9
<b>Providing Support Services</b>						
Serving special education (IEP) students	39	39	–	–	–	A11.10
Meeting the social, emotional, and developmental needs of youth	35	35	–	–	–	A11.11

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

## Instruction and School Environment

**Table A11.2**

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

	All %	ES %	MS %	HS %	NT %
Yes	26	26	–	–	–
No	42	42	–	–	–
Not applicable	32	32	–	–	–

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

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

**Table A11.3**

***Need PD in Instructional Methods***

	All %	ES %	MS %	HS %	NT %
Yes	19	19	–	–	–
No	48	48	–	–	–
Not applicable	32	32	–	–	–

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

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

**Table A11.4**

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

	All %	ES %	MS %	HS %	NT %
Yes	19	19	–	–	–
No	58	58	–	–	–
Not applicable	23	23	–	–	–

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

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

**Table A11.5*****Need PD in Creating a Positive School Climate***

	All %	ES %	MS %	HS %	NT %
Yes	16	16	–	–	–
No	74	74	–	–	–
Not applicable	10	10	–	–	–

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

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

## Addressing Needs of Diverse Populations

**Table A11.6*****Need PD on Working with Diverse Populations***

	All %	ES %	MS %	HS %	NT %
Yes	19	19	–	–	–
No	61	61	–	–	–
Not applicable	19	19	–	–	–

*Question A.47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas... working with diverse racial, ethnic, or cultural groups?*

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

**Table A11.7*****Need PD on Culturally Relevant Pedagogy***

	All %	ES %	MS %	HS %	NT %
Yes	10	10	–	–	–
No	68	68	–	–	–
Not applicable	23	23	–	–	–

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

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

**Table A11.8*****Need PD on Serving English Language Learners***

	All %	ES %	MS %	HS %	NT %
Yes	6	6	–	–	–
No	58	58	–	–	–
Not applicable	35	35	–	–	–

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

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

**Table A11.9*****Need PD on Closing the Achievement Gap***

	All %	ES %	MS %	HS %	NT %
Yes	23	23	–	–	–
No	52	52	–	–	–
Not applicable	26	26	–	–	–

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

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

## Providing Support Services

**Table A11.10*****Need PD for Serving Special Education (IEP) Students***

	All %	ES %	MS %	HS %	NT %
Yes	39	39	–	–	–
No	39	39	–	–	–
Not applicable	23	23	–	–	–

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

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



**Table A11.11**

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

	All %	ES %	MS %	HS %	NT %
Yes	35	35	–	–	–
No	48	48	–	–	–
Not applicable	16	16	–	–	–

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

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

# Section B. Learning Supports Module

## 1. Module Sample

**Table B1.1**

*Learning Supports Module Sample*

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	13	13	–	–	–

*Note:* <sup>A</sup>NT includes continuation, community day, and other alternative school types.

## 2. Summary of Indicators

**Table B2.1**

*Summary of Indicators of School Learning Supports*

	All %	ES %	MS %	HS %	NT %	Table
<b>Discipline, Safety, and Behavior Management</b>						
Collaborates well with law enforcement organizations <sup>‡</sup>	38	38	–	–	–	B3.1
Punishes first-time violations of alcohol or other drug policies <sup>‡</sup>	46	46	–	–	–	B3.1
Enforces zero tolerance policies <sup>‡</sup>	23	23	–	–	–	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis <sup>‡</sup>	46	46	–	–	–	B3.1
Has sufficient resources to create a safe campus <sup>‡</sup>	31	31	–	–	–	B3.2
Seeks to maintain a secure campus <sup>‡</sup>	8	8	–	–	–	B3.2
Provides harassment or bullying prevention <sup>†</sup>	62	62	–	–	–	B3.3
Provides conflict resolution or behavior management instruction <sup>†</sup>	62	62	–	–	–	B3.3
<b>Substance Use and Risk Behavior</b>						
Considers substance abuse prevention an important goal <sup>‡</sup>	23	23	–	–	–	B4.1
Collaborates well with community organizations to address substance use or other problems <sup>‡</sup>	15	15	–	–	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems <sup>‡</sup>	23	23	–	–	–	B4.1
Provides alcohol or drug use prevention instruction <sup>†</sup>	8	8	–	–	–	B4.1
Provides tobacco use prevention instruction <sup>†</sup>	8	8	–	–	–	B4.1
Has sufficient resources to address substance use prevention needs <sup>‡</sup>	31	31	–	–	–	B4.1

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “A lot;” <sup>‡</sup>Percent responding “Strongly Agree.”

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

	All %	ES %	MS %	HS %	NT %	Table
<b>Physical Health and Special Needs</b>						
Provides healthy food choices for students <sup>‡</sup>	38	38	–	–	–	B5.1
Provides adequate health services for students <sup>‡</sup>	23	23	–	–	–	B5.1
Provides opportunities for physical education and activity <sup>†</sup>	92	92	–	–	–	B5.1
Provides nutritional instruction <sup>†</sup>	45	45	–	–	–	B5.1
Provides services for students with disabilities or other special needs <sup>†</sup>	69	69	–	–	–	B5.1
<b>Youth Development and Social-Emotional Health</b>						
Fosters youth development, resilience, or asset promotion <sup>†</sup>	50	50	–	–	–	B6.1
Provides character education <sup>†</sup>	54	54	–	–	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems <sup>‡</sup>	46	46	–	–	–	B6.1

Notes: Cells are empty if there are less than 5 respondents. <sup>†</sup>Percent responding “A lot;” <sup>‡</sup>Percent responding “Strongly Agree.”

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

**Table B3.1**

***Discipline Practice at School***

	All %	ES %	MS %	HS %	NT %
<b>Collaborates well with law enforcement organizations</b>					
Strongly agree	38	38	–	–	–
Agree	54	54	–	–	–
Neither agree nor disagree	8	8	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
<b>Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension</b>					
Strongly agree	46	46	–	–	–
Agree	38	38	–	–	–
Neither agree nor disagree	15	15	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
<b>Enforces zero tolerance policies</b>					
Strongly agree	23	23	–	–	–
Agree	46	46	–	–	–
Neither agree nor disagree	23	23	–	–	–
Disagree	8	8	–	–	–
Strongly disagree	0	0	–	–	–
<b>Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options</b>					
Strongly agree	46	46	–	–	–
Agree	46	46	–	–	–
Neither agree nor disagree	8	8	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Has sufficient resources to create a safe campus</b>					
Strongly agree	31	31	–	–	–
Agree	62	62	–	–	–
Neither agree nor disagree	8	8	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
<b>Seeks to maintain a secure campus</b>					
Strongly agree	8	8	–	–	–
Agree	0	0	–	–	–
Neither agree nor disagree	38	38	–	–	–
Disagree	31	31	–	–	–
Strongly disagree	23	23	–	–	–

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

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

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

	All %	ES %	MS %	HS %	NT %
<b>Provides harassment or bullying prevention</b>					
A lot	62	62	–	–	–
Some	38	38	–	–	–
Not much	0	0	–	–	–
Not at all	0	0	–	–	–
<b>Provides conflict resolution or behavior management instruction</b>					
A lot	62	62	–	–	–
Some	31	31	–	–	–
Not much	8	8	–	–	–
Not at all	0	0	–	–	–

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

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

## 4. Substance Use and Risk Behavior

**Table B4.1**

***Substance Use Prevention***

	All %	ES %	MS %	HS %	NT %
<b>Considers substance abuse prevention an important goal</b>					
Strongly agree	23	23	–	–	–
Agree	15	15	–	–	–
Neither agree nor disagree	54	54	–	–	–
Disagree	8	8	–	–	–
Strongly disagree	0	0	–	–	–
<b>Collaborates well with community organizations to address substance use or other problems</b>					
Strongly agree	15	15	–	–	–
Agree	31	31	–	–	–
Neither agree nor disagree	46	46	–	–	–
Disagree	8	8	–	–	–
Strongly disagree	0	0	–	–	–
<b>Provides effective confidential support and referral services for students needing help</b>					
Strongly agree	23	23	–	–	–
Agree	23	23	–	–	–
Neither agree nor disagree	46	46	–	–	–
Disagree	8	8	–	–	–
Strongly disagree	0	0	–	–	–

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

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



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

	All %	ES %	MS %	HS %	NT %
<b>Provides alcohol or drug use prevention instruction</b>					
A lot	8	8	–	–	–
Some	69	69	–	–	–
Not much	23	23	–	–	–
Not at all	0	0	–	–	–
<b>Provides tobacco use prevention instruction</b>					
A lot	8	8	–	–	–
Some	62	62	–	–	–
Not much	31	31	–	–	–
Not at all	0	0	–	–	–
<b>Has sufficient resources to address substance use prevention needs</b>					
Strongly agree	31	31	–	–	–
Agree	46	46	–	–	–
Neither agree nor disagree	23	23	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–

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

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

## 5. Physical Health and Special Needs

**Table B5.1**

***Physical Health and Special Needs***

	All %	ES %	MS %	HS %	NT %
<b>Provides healthy food choices for students</b>					
Strongly agree	38	38	–	–	–
Agree	54	54	–	–	–
Neither agree nor disagree	8	8	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
<b>Provides adequate health services for students</b>					
Strongly agree	23	23	–	–	–
Agree	46	46	–	–	–
Neither agree nor disagree	31	31	–	–	–
Disagree	0	0	–	–	–
Strongly disagree	0	0	–	–	–
<b>Provides opportunities for physical education and activity</b>					
A lot	92	92	–	–	–
Some	8	8	–	–	–
Not much	0	0	–	–	–
Not at all	0	0	–	–	–
<b>Provides nutritional instruction</b>					
A lot	45	45	–	–	–
Some	45	45	–	–	–
Not much	9	9	–	–	–
Not at all	0	0	–	–	–
<b>Provides services for students with disabilities or other special needs</b>					
A lot	69	69	–	–	–
Some	31	31	–	–	–
Not much	0	0	–	–	–
Not at all	0	0	–	–	–

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

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

## 6. Youth Development and Social-Emotional Health

**Table B6.1**

*Youth Development and Social-Emotional Health at School*

	All %	ES %	MS %	HS %	NT %
<b>Fosters youth development, resilience, or asset promotion</b>					
A lot	50	50	–	–	–
Some	33	33	–	–	–
Not much	8	8	–	–	–
Not at all	8	8	–	–	–
<b>Provides character education</b>					
A lot	54	54	–	–	–
Some	46	46	–	–	–
Not much	0	0	–	–	–
Not at all	0	0	–	–	–
<b>Emphasizes helping students with social, emotional, and behavioral problems</b>					
Strongly agree	46	46	–	–	–
Agree	38	38	–	–	–
Neither agree nor disagree	8	8	–	–	–
Disagree	8	8	–	–	–
Strongly disagree	0	0	–	–	–

*Question 13, 14, 20 (Section 2): This school... emphasizes helping students with their social, emotional, and behavioral problems... To what extent does this school... foster youth development, resilience, or asset promotion... provide character education.*

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

# Section C. Special Education Supports Module

*Not Administered*

# Section D. Military Connected Schools Module

*Not Administered*