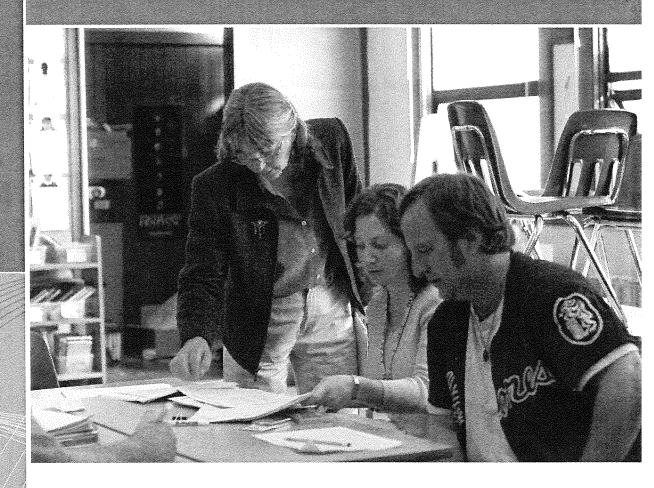


# CALIFORNIA SCHOOL CLIMATE STAFF SURVEY



Kentfield 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:

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#### **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 and cal-schls.wested.org.

#### **SURVEY PURPOSE**

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

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

#### Local Control and Accountability Plan Support

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

#### SURVEY ADMINISTRATION AND SAMPLE

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

#### SURVEY CONTENT OVERVIEW

The survey questions were selected with the assistance of an advisory committee to assess the key 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>&</sup>lt;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 <u>californias3.wested.org/resources/S3</u>\_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.

#### 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.

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	46	********	46		_

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
Student Learning Environment					<u> </u>	
Is a supportive and inviting place for students to learn <sup>†</sup>	60		60			A4.3
	71		71			A4.4
Sets high standards for academic performance for all <sup>†</sup>		. December of the second second	55		Be an its file and the classic process may be transfer	A5.7
Nearly all adults believe every student can be a success	55		CHINA COMPANIA CONTROL CONTROL	2000 AND - 2,000 - 100 ) - 2000 (00		
Encourages opportunities for students to decide things <sup>†</sup>	21		21			A5.8
Is welcoming to and facilitates parent involvement	43		43			A4.25
Staff Working Environment	2.57		27			
Is a supportive and inviting place for staff to work <sup>†</sup>	37		37	without the second seco		A4.10
Promotes trust and collegiality among staff <sup>†</sup>	43		43			A4.13
Promotes personnel participation in decision making <sup>†</sup>	28		28			A4.15
Safety						
Is a safe place for staff <sup>†</sup>	48		48			A4.23
Is a safe place for students <sup>†</sup>	50		50			A4.22
Has sufficient resources to create a safe campus <sup>†</sup>	43		43			B3.2
Student Discipline and Support						
Handles discipline problems fairly <sup>†</sup>	28		28			A10.3
Provides adequate counseling and support services <sup>†</sup>	67	_	67			A10.5
Emphasizes helping students with social, emotional, behavioral problems <sup>†</sup>	43	Manager	43	-		B6.1
Positive Relationships						
Nearly all adults really care about every student	69		69	******		A5.3
Nearly all adults treat every student with respect	57		57			A7.5
Fosters an appreciation of student diversity and respect for each other <sup>†</sup>	31		31	Politika kina kana a da di Pomo di mbanana		A7.2
Has moderate/severe problem with harassment/bullying	21	des academici di es (b) cami bina	21	enchanos municipale famou am mala ameno c	inne til hankila ocens annske min e of ferti s	A9.6
Student Behavior						
Nearly all/most students motivated to learn	87		87	-		A8.2
Nearly all/most students well-behaved	95		95			A8.5
Cutting classes or being truant moderate/severe problem	0		0			A8.4
Alcohol and drug use moderate/severe problem	0		0			A9.12

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

# 3. Demographics

Table A3.1

Role (Job) at School

	All	ES	MS	HS	NT
	%	%	%	%	%
Teacher in grade 5 or above	67	_	67		and the second s
Teacher in grade 4 or below	0		0		
Special education teacher	4		4		
Administrator	4		4	- 10 m -	and the state of t
Prevention staff, nurse, or health aide	2	The same run is aff a same annual run in same annua	2		
Counselor or psychologist	4	termet and frameworks of substituting the first from first a substitution for first summitted and frameworks a	4		
Police, resource officer, or safety personnel	0		0	de Committe e et de Stellende e en Committe e et de la committe e et de la committe e et de la committe e et d	er Bar i samely gold of an end gold of the figure of the first of the
Paraprofessional, teacher assistant, or instructional aide	7		7		
Other certificated staff	2	makes.	2		<u></u>
Other classified staff	9		9	e Paryamangin Ji kati mani ada kadamata magad damani damada da pad	
Other service provider	0		0		

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

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

Table A3.2 Special Population Service Providers

	All %	ES %	MS %	HS %	NT %
Migrant education	4		4		
Special education	74		74		
English language learners	85	_	85		_
None of the above	13	_	13		

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	9		9		
1 to 2 years	0		0	****	
3 to 5 years	11		11		
6 to 10 years	41		41		
Over 10 years	39	er between bloom with the side of the second second bloom bl	39		

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	70	-7 <i>C</i>	7	-/ <i>U</i> 	——————————————————————————————————————
1 to 2 years	0		0		
3 to 5 years	7	*****	7		*****
6 to 10 years	17	_	17	_	
Over 10 years	70	<del> </del>	70		And the state of t

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
	<u> </u>	%	<u>%</u>	<u>%</u>	<u>%</u>
African American (not Hispanic)	0	_	0	_	
American Indian or Alaska Native	0		0		
Asian or Pacific Islander	0	_	0	-	
White (not Hispanic)	89		89	_	
Hispanic or Latino/a	4		4	******	_
Other or multi-ethnic	7		7		

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

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

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

# 4. Learning and Working Environment

Table A4.1 Summary of Indicators for Positive Learning and Working Environment

	Per	cent S	trongly	Agree	eing	
This school	All %	ES %	MS %	HS %	NT %	Table
Learning Environment						
Is a supportive and inviting place for students to learn	60	-	60		*****	A4.3
Sets high standards for academic performance for all	71	_	71			A4.4
Promotes academic success for all students	33	_	33			A4.5
Emphasizes helping students academically when they need it	67		67			A4.6
Emphasizes teaching lessons in ways relevant to students	38		38			A4.7
Working Environment						
Is a supportive and inviting place for staff to work	37		37		_	A4.10
Promotes trust and collegiality among staff	43		43			A4.13
Promotes participation in school decision making	28		28			A4.15
Works to minimize paper work	13		13			A4.16
Provides adequate benefits to support continued employment	21		21			A4.17
Provides the materials, resources, and training to do job effectively	43		43			A4.18
Provides relevant paraprofessional training	10		10	nad and also an anti-sin and a sin and a		A4.19
Provides the materials, resources, and training to work with special education (IEP) students	26	_	26			A4.20
Provides complete state adopted instructional materials for students with IEPs	20		20			A4.21
Uses objective data in making school improvement decisions	18		18			A4.9
Safety, Facilities, and Parental Outreach	had in a ha. 15 a shadi'n ninhida ini ninhida a na da shadi a ha, da shadi	ental laborate de l'allacen enteriore del neu five and and and a sec		a farancia e e e e e e e e e e e e e e e e e e e	delementale viewe elektrik embekirische delek i der fan	
Is a safe place for students	50		50			A4.22
Is a safe place for staff	48		48			A4.23
Has clean and well-maintained facilities and property	45		45			A4.24
Is welcoming to and facilitates parent involvement	43		43			A4.25
Encourages parents to be active partners in educating their child	43		43		TOTAL TOTAL IN A PART OF A TOTAL TOTAL IN THE STATE OF TH	A4.26

Table A4.2
Summary of Indicators for Staff Collegiality and Sense of Mission

How many adults at this school	•					
	All %	ES %	MS %	HS %	NT %	Table
Have close professional relationships with one another	33		33			A4.14
Support and treat each other with respect	50		50	A Service security and Color Color Color Color Security and Services		A4.12
Feel a responsibility to improve the school	40	and the second second	40	eg a contraction and a contract for the contract of the contra	***************************************	A4.11
Work hard to ensure a safe and supportive learning environment	57		57			A4.8

## **Student Learning Environment**

Table A4.3

Learning Environment is Supportive and Inviting

	All	ES	MS	HS	NT
	%	%	<u>%</u>	<u> </u>	%
Strongly agree	<b>50</b>		6U		
Agree	40		40		**************************************
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

	$\mathop{\rm All}_{\mathscr{N}_0}$	ES %	MS %	$^{ m HS}_{\%}$	NT %
Strongly agree	71		71		
Agree	26		26		
Disagree	2		2		
Strongly disagree	0		0		******
Not applicable	0	_	0		

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

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

Table A4.5

Promotes Academic Success for All Students

	All	ES	MS	HS	NT
	%	%	%	$% \frac{1}{2}\left( -\frac{1}{2}\left( -\frac{1}{2}$	%
Strongly agree	33		33		
Agree	57	_	57		
Disagree	10		10		-
Strongly disagree	0		0		
Not applicable	0	prima	0		

Question A.8: The school promotes academic success for all students.

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

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

Table A4.6
Emphasizes Academic Help When Needed

	All	ES	MS	HS	NT oz
Strongly agree	67		67	——————————————————————————————————————	
Agree	29		29	_	
Disagree	5		5		
Strongly disagree	0		0		
Not applicable	0	n e entra l'està solutifica supere d'instillumentamen e surre e d'impere	0		

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

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

Table A4.7

Teaches Lessons Relevant to Students

	All	ES	MS	HS	NT
	%	%	%	%	%
Strongly agree	38	_	38		
Agree	52	words.	52	viente.	_
Disagree	2		2		_
Strongly disagree	2	_	2		
Not applicable	5	******	5	en fra galada, en fragosia que fra gala en fra fibri	

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	57		57		consistence in the construction of the constru
Most adults	38		38	_	_
Some adults	2	_	2		
Few adults	2		2		_
Almost none	0	(galandersen) er en gliggele i delet (fil), galance pård (fil) er en fil ytte fill er en fil ytte fillen er fi Terrensen	0		and a continuous and a contract of the contrac

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.

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

Table A4.9
School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	18		18		
Agree	50	manus.	50	_	
Disagree	15	_	15		_
Strongly disagree	8	_	8	_	
Not applicable	10		10		water

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	37		37	_	
Agree	44	*****	44	#000.6mm	ADMITTAL
Disagree	20		20		
Strongly disagree	0		0		
Not applicable	0	me delle em coci e cociate), ci en decomendade em dele	0		

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

Table A4.11
Staff Feel Responsibility to Improve School

V3 1 2 1	All	ES %	MS %	HS %	NT %
Nearly all adults	40		40		
Most adults	45		45		-
Some adults	10		10		
Few adults	2		2	****	_
Almost none	2	ar egi yangi J., magalan, mar a Jil ji ji yangi ji ji ja ji dan daga yangi dan katika manak	2	ovita is sint esemble esemble propriores common esemble esemble.	

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	50		50		
Most adults	40		40		
Some adults	7		7	_	
Few adults	2		2	_	
Almost none	0		0		managa wa wanana managa kanana wa 1909

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	43		43		
Agree	33		33		-
Disagree	19		19		
Strongly disagree	5		5		
Not applicable	0		0		

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

Table A4.14
Staff Have Close Professional Relationships

	All	ES	MS	HS	NT
NT 1 11 1 1.	<u> </u>	%0	<u>%0</u>	90	90
Nearly all adults	33		33		
Most adults	52		52		*****
Some adults	12	_	12		
Few adults	2		2	_	_
Almost none	0	- 1 may 1, may 1	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
	$^{\circ}\!\!/_{\!\scriptscriptstyle O}$	%	<u>%</u>	%	-%
Strongly agree	28	-	28		_
Agree	50	_	50		
Disagree	10		10		-
Strongly disagree	10		10		
Not applicable	3	mendelijde menende menjelekstyr metaleks in jerijelijd in deleksteren dels meldende	3		

Question A.71: This school promotes personnel participation in decision-making that affects school practices and policies.

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

Table A4.16
Works to Minimize Paper Work

	All %	ES %	MS %	HS %	NT %
Strongly agree	13		13		
Agree	65	200000	65		
Disagree	18		18		
Strongly disagree	0		0	********	and,
Not applicable	5		5	oods of animality constitution and the constitution	

Question A.76: This school takes steps to minimize paper work.

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

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

Table A4.17

Provides Adequate Benefits

	All %	ES %	MS %	HS %	NT %
Strongly agree	21		21		
Agree	58		58		water.
Disagree	16	_	16		
Strongly disagree	3		3		_
Not applicable	3		3		

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		<u>%</u> _	<u>%</u> 43		<u>%</u>
Strongly agree	40		40		
Agree Disagree			17		
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.

Table A4.19
Provides Relevant Paraprofessional Training

	All	ES	MS	HS	NT
	%	%	%	%	%
Strongly agree	10		10		
Agree	45		45		
Disagree	20	_	20	_	
Strongly disagree	3		3		
Not applicable	23		23	***************************************	Approximation of the control of the

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
	<i>‰</i>	%	%	%	%
Strongly agree	26		26		
Agree	50		50		
Disagree	14		14		
Strongly disagree	0		0	_	entriese
Not applicable	10		10		

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

Table A4.21
Provides Complete State Adopted Instructional Materials for Students with IEPs

	All	ES %	MS	HS	NT %
Strongly agree	20		20		
Agree	50	*****	50	_	
Disagree	15		15		
Strongly disagree	0	_	0		
Not applicable	15	The state of the s	15		-

 $\label{thm:question} \textit{Question A.79: This school provides complete state adopted instructional materials for students with IEPs.}$ 

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	50		50		
Agree	48	_	48		SAME.
Disagree	0		0		
Strongly disagree	2	_	2		
Not applicable	0		0	weeken.	

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

Table A4.23
Safe Place for Staff

	All	ES	MS	HS %	NT
Strongly agree	48	, , , , , , , , , , , , , , , , , , ,	48	_	_
Agree	48		48	_	
Disagree	2	_	2		
Strongly disagree	0		0	_	_
Not applicable	2	erica e (film) e en European e (filmen e en filmen e en de l'ann	2		

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

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

#### **Facilities**

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

	All	ES	MS	HS	NT
	%	-	%	%	<u></u>
Strongly agree	45	_	45		
Agree	48		48	_	
Disagree	5	etionina.	5	name of the same o	water
Strongly disagree	2		2		******
Not applicable	0		0		

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

### **Parent Involvement**

Table A4.25
School Encourages Parental Involvement

	All %	ES %	MS %	HS %	NT %
Strongly agree	43		43	*****	
Agree	55		55	_	_
Disagree	0		0		
Strongly disagree	0	_	0	_	
Not applicable	2		2		

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

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

Table A4.26
School Encourages Parental Partnership in Child's Education

	All	ES	MS	HS	NT
Strongly agree	43	<u> </u>	43	<u> </u>	7 <i>c</i>
Agree	55		55		
Disagree	0	-	0		_
Strongly disagree	0		0		
Not applicable	3	The second of th	3		

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

Table A4.27

Teachers Communicate with Parents about Academic Expectations

	All %	ES %	MS %	HS %	NT %
Strongly agree	35		35		
Agree	55	_	55		_
Disagree	5	_	5		
Strongly disagree	0		0		
Not applicable	5		5	historianianian ili ematri di ceram um coccurante edita	

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	45	<u> </u>	45	- % -	<u> </u>
Agree	53	_	53		_
Disagree	3		3		
Strongly disagree	0		0	_	
Not applicable	0	Tomas	0		

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

Table A4.29
School Staff Take Parents' Concerns Seriously

	A11 %	ES %	MS %	HS %	NT %
Strongly agree	50		50		
Agree	50		50		
Disagree	0		0	_	
Strongly disagree	0		0		
Not applicable	0		0	in de algebracke (1) figure (1) f	

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

## 5. Student Developmental Supports and Opportunities

Table A5.1 Summary of Indicators for Opportunities for Meaningful Student Participation

	Per					
This school provides/encourages students	All %	ES %	MS %	HS %	NT %	Table
Opportunities to decide things	21		21		_	A5.8
Equal opportunity for classroom participation	45	-	45			A5.9
Equal opportunity to participate in extracurricular and enrichment activities	55		55			A5.10
Opportunities to make a difference (help others)	64		64	-		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

		Percent Responding "Nearly All Adults"					
How many adults at this school	All %	ES %	MS %	HS %	NT %	Table	
Caring Relationships							
Really care about every student	69		69			A5.3	
Acknowledge and pay attention to students	71		71			A5.4	
Listen to what students have to say	45	elemente e confesione de la confesione d	45	3 ( - 1,47 ( ) p   1	Accessed	A5.5	
High Expectations					edermen and in a planting over a little dead dead and dea		
Want every student to do their best	74	orana.	74			A5.6	
Believe every student can be a success	55	and the second s	55			A5.7	

## **Caring Relationships**

Table A5.3

Adults Really Care About All Students

	All %	ES %	MS %	HS %	NT %
Nearly all adults	69		69		****
Most adults	29		29	_	_
Some adults	2	_	2		
Few adults	0	_	0		_
Almost none	0	na en a calibra e manera a concessión accompanyo accompanyo accompanyo accompanyo accompanyo accompanyo accomp Intelligian	0	da zerondosomosti amenido (1994). El sede (1996) (independence de familia (1994).	***************************************

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	71	atrans.	71		
Most adults	26	-	26		
Some adults	2		2		_
Few adults	0	_	0		
Almost none	0		0	-	

Question A.34: How many adults at this school acknowledge and pay attention to students?

Table A5.5

Adults Listen to What Students Have to Say

	All	ES	MS	HS	NT oz.
Nearly all adults	45	- 70 -	45		
Most adults	52	_	52		
Some adults	2	_	2		
Few adults	0	******	0	*******	
Almost none	0		0		enterman i suur militarideenteen en eti usaan keesta keelteemin (hineel) en een 

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	74		74		
Most adults	24		24		
Some adults	2		2	****	
Few adults	0		0		
Almost none	0		0		

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

Table A5.7

Adults Believe Every Student Can Be a Success

	All %	ES %	MS %	HS %	NT %
Nearly all adults	55		55		
Most adults	40		40	_	
Some adults	5	_	5		
Few adults	0	*****	0		
Almost none	0		0		and the second s

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	21		21		
Agree	62	_	62		
Disagree	10		10		-
Strongly disagree	2	-	2	_	
Not applicable	5	de en company en	5		and the second s

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
	%	<u></u>	<u></u>	%	<u></u>
Strongly agree	45		45		
Agree	45	*****	45	-	
Disagree	5	*****	5		
Strongly disagree	0		0	_	_
Not applicable	5		5		

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
	%	%	%	%	<u></u>
Strongly agree	55	_	55		<u></u>
Agree	36		36		_
Disagree	7		7		
Strongly disagree	0		0	PARTIE.	_
Not applicable	2	******	2		

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

Table A5.11
Gives Opportunities to Make A Difference (Help Others)

	All %	ES %	MS %	HS %	NT %
Strongly agree	64		64	*****	
Agree	31		31		
Disagree	5		5	*****	_
Strongly disagree	0		0		
Not applicable	0	richael in no se colonia (1965). Se ciònne e l'Emberradi in the mis en	0		

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

# 6. Learning Conditions

Table A6.1 Summary of Indicators of School Learning Conditions

	Per	cent S	trongly	Agree	eing	
	All %	ES %	MS %	HS %	NT %	Table
Learning Supports		<del>1002-1001111111111</del>	MINISTER CONTRACTOR			
Teachers go out of their way to help students	58		58		-	A6.2
Classes challenge students	60		60			A6.2
Fair, Respectful and Orderly Environment		et vide et deue te dele him militare i destrum d'est de				
Adults at this school treat all students with respect	43		43			A6.3
The school rules are fair	50		50			A6.3
Students in this school are well-behaved	40		40	-	-	A6.4
The rules in the school are too strict	0	and an amount measure and analysis one	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
Clarity of Rules and Expectations	eterne terret den formande de de terret de la competencia de la competencia de la competencia de la competencia			errend erroren unannen armaden mu		
Rules in this school are made clear to students	15	_	15			A6.5
Students know how they are expected to act	40		40	-		A6.5
Students know what the rules are	38	and the second control of the second	38	Amenica de Ministra e en entre de Amenica de America de America de America de America de America de America de		A6.5
This school makes it clear how students are expected to act	38		38			A6.5
Positive Peer Relations	The second secon			energia procedente projection delle	t marija a sa sjan ka jelija kaj garaka jejemneja mejoj kiloj pa je	
Students enjoy spending time together during school activities	42	******	42	_		A6.6
Students enjoy collaborating on projects in class	40		40			A6.6
Students care about one another	23		23			A6.6
Students treat each other with respect	10	e consideración con en entreta e e en en entre	10			A6.6
Students get along well with one another	23		23	Andrews		A6.6

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

	Per	cent Si	rongly	Agree	ing	
	All %	ES %	MS %	HS %	NT %	Table
Social Emotional Supports, Conflict Management, and Bullying Prevention						
This school encourages students to feel responsible for how they act	35	_	35	_		A6.7
Students are often given rewards for being good	20		20	and an angle of the second filled by the second and the second second second second second second second second		A6.7
This school encourages students to understand how others think and feel	40		40	web with the second		A6.7
Students are taught that they can control their own behavior	38		38			A6.7
This school helps students solve conflicts with one another	40	-	40		_	A6.8
This school encourages students to care about how others feel	51	particular de plus d'Alexandre de después d'Alexandre de l'Alexandre de l'Alexand	51	-		A6.8
Teachers here make it clear to students that bullying is not tolerated	60		60	-		A6.9
If a student was bullied, he or she would tell a teachers or staff at school	25		25			A6.9
Students tell teachers when other students are being bullied	25		25	ha a l'antig a de a conseil de conseil de a conseil de la conseil de la conseil de la conseil de la conseil de		A6.9
If a student tells teacher that someone is bullying her/him, the teacher will do something to help	53	emine et et emmana in et finne, iman	53	enned and one of travels before ex-		A6.9
Students here try to stop bullying when they see it happening	13	en ( reger general) ( remain grafting general) en en el f	13	*****		A6.9
Respect for Diversity	The second					
There is a lot of tension between people of different cultures, races, or ethnicities	3		3			A6.10
Students respect each others' differences	8		8			A6.10
Adults in school respect differences in students	45		45		_	A6.10
Teachers show that it is important for students of different races and cultures to get along with each other	38		38	eremented of antifet encoded development		A6.10

### **Supports for Learning**

Table A6.2
Supports for Learning at School

	All %	ES %	MS %	HS %	NT %
Teachers go out of their way to help students					
Strongly agree	58	_	58		-
Agree	40		40		
Disagree	3	and the section of th	3		
Strongly disagree	0		0		
Not applicable	0		0		
Classes challenge students					
Strongly agree	60		60		
Agree	38		38		
Disagree	0		0		
Strongly disagree	0		0		
Not applicable	3		3		- CONTROL OF STREET AND STREET AND STREET AND STREET

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

### Fair, Respectful, and Orderly Environment

Table A6.3

Fair Environment at School

	All %	ES %	MS %	HS %	NT %
Adults at this school treat all students with respect	70			70	70
Strongly agree	43		43		
Agree	53		53		*****
Disagree	5	•	5		
Strongly disagree	0		0	SECTION STATE OF STAT	
Not applicable	0	-Company of the constituter was removed universities	0	ab mag ni mahaban ilaga gamang ligan yanga Pengananan ghan	
The school rules are fair					i la commencia e como como como como como como como co
Strongly agree	50		50		
Agree	43		43		
Disagree	8		8		
Strongly disagree	0		0		
Not applicable	0		0	, C.	

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

Table A6.4
Respectful and Orderly Environment at School

	All %	ES %	MS %	HS %	NT %
Students in this school are well-behaved				aanommeeneksiinemmuunu	
Strongly agree	40	_	40		-
Agree	53		53		
Disagree	8		8	- describe account of a serve of assert or male or a consequence of assert	ner (vere en el en les est eller en en de eller en en de eller en en eller en en eller en en eller en en eller
Strongly disagree	0		0		
Not applicable	0		0	recovering to the state agents the set on the set of a state of the consensation	r gan fig y 1994, ng 60 ng hungahi y nahangahi y Managan
The rules in the school are too strict			manusan juurusaan oleen ja kaluun juurusaan oleen o		
Strongly agree	0	onomi	0		Name
Agree	5		5		
Disagree	58		58		
Strongly disagree	38		38		
Not applicable	0		0		
It is easy for students to get kicked out of class or get suspended					
Strongly agree	0		0		and the second s
Agree	3		3		
Disagree	55	overbanchov sa dovolnosous solar monasuus	55		
Strongly disagree	40		40		
Not applicable	3	_	3	durine	
Students get in trouble for breaking small rules					
Strongly agree	0		0		****
Agree	15		15		
Disagree	49	-	49	_	
Strongly disagree	36		36		
Not applicable	0		0		-
Teachers are very strict here					
Strongly agree	0		0		
Agree	15		15		
Disagree	56		56		
Strongly disagree	26		26		
Not applicable	3		3		

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.

### **Clarity of Rules and Expectations**

Table A6.5

Clarity of Rules and Expectations at School

	All		All ES MS	MS	HS	NT
	%	%	%	%	%	
Rules in this school are made clear to students						
Strongly agree	15		15			
Agree	58		58			
Disagree	18		18	Minimum		
Strongly disagree	10	women	10			
Not applicable	0		0			
Students know how they are expected to act						
Strongly agree	40	********	40	_		
Agree	50		50			
Disagree	8		8			
Strongly disagree	3		3	And the second s		
Not applicable	0		0			
Students know what the rules are						
Strongly agree	38	_	38	_		
Agree	53		53	_		
Disagree	8		8			
Strongly disagree	3		3		***************************************	
Not applicable	0		0	<del></del>		
This school makes it clear how students are expected to act					incommendation and the commendation and the field to the	
Strongly agree	38	-	38			
Agree	50		50			
Disagree	5		5	MARINE		
Strongly disagree	8		8	commence can be recommended to the control of the c		
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 Poor Polations at School

Positive Peer Relations at School	All	ES	MS	HS	NT
	%	%	%	%	%
Students enjoy spending time together during school activities					
Strongly agree	42		42	-	
Agree	58	***************************************	58	and the second s	
Disagree	0		0		
Strongly disagree	0	-	0		***************************************
Not applicable	0		0		
Students enjoy collaborating on projects in class	e van helde vid vide et et liede de litte de la besk (ved videolegen de et a bide stet)		en de transférie audité : 1111 fondes délibérations de l'échains de l'échains de l'échains de l'échains de l'é		CONTRACTOR OF THE PROPERTY OF
Strongly agree	40	-	40		
Agree	53		53		
Disagree	3	_	3		
Strongly disagree	0		0		ACTIONS AND ADDRESS OF THE PARTY OF THE PART
Not applicable	5		5		
Students care about one another					
Strongly agree	23		23		
Agree	73		73	_	
Disagree	5		5	and the second production of the second seco	
Strongly disagree	0		0		
Not applicable	0		0		
Students treat each other with respect	maggygggggggggggggggggggggggggggggggggg	ann ann ann an gar ag gaitheil an bardag ag ann ag di dhagailean	d from the annual that I hap a set is a substantially had a solid substantial to the set of the set	e collision from a contra stillar han hannest editoribution bette filment	had man (1964) and (1964) and (1964) and (1964) and (1964)
Strongly agree	10		10		_
Agree	83		83		
Disagree	8		8		
Strongly disagree	0		0		
Not applicable	0	****	0		
Students get along well with one another	erit alle de la commence en este alle mention de la commence de la commence de la commence de la commence de l	okanyar (n. (n. ) (laminus) (laminus) (laminus) arabit amarik arabit (laminus) arabit (l	have made a second a collection of the second and t		
Strongly agree	23	-	23		
Agree	70		70		
Disagree	8		8		
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.

# Social Emotional Supports, Conflict Management, and Bullying Prevention

Table A6.7
Social Emotional Supports at School

	All	ES	MS	HS	NT
	%	%	%	%	%
This school encourages students to feel responsible for how they act					
Strongly agree	35		35		
Agree	63		63		
Disagree	3		3		
Strongly disagree	0	******	0	_	
Not applicable	0		0		
Students are often given rewards for being good			,		
Strongly agree	20		20		
Agree	45		45	- Carrier Control of C	
Disagree	25	of Coll and and I Solida Standilla I and South Standilla Solida Standilla Standilla Standilla Solida Standilla Solida Standilla Standilla Standilla Solida Standilla Solida Standilla Solida Standilla Solida Standilla Standilla Standilla Solida Standilla Solida Standilla Solida Standilla Solida Standilla Standilla Standilla Solida Standilla Solida Standilla Standilla Standilla Solida Standilla Solida Standilla Solida Standilla Solida Standilla S	25		and the state of the base of the state of th
Strongly disagree	3		3		
Not applicable	8		8	indianda de la cidad de decidad de se des de se deserva y florida de se de 	
This school encourages students to understand how others think and feel					
Strongly agree	40	_	40	******	******
Agree	53		53		
Disagree	3		3		a para cana (an y ang manayamanana) a a f
Strongly disagree	5		5		nee la rémanda mallande comprése la vier-re
Not applicable	0	***************************************	0		
Students are taught that they can control their own behavior					
Strongly agree	38		38		
Agree	48		48		
Disagree	8		8		
Strongly disagree	8		8		
Not applicable	0		0		ganger

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.

Table A6.8

Conflict Management at School

	All	ES	MS	HS	NT
	%	%	%	%	%
This school helps students solve conflicts with one another					
Strongly agree	40		40		
Agree	50		50		
Disagree	3		3	-	manual and a second
Strongly disagree	8		8		adimenta
Not applicable	0		0		
This school encourages students to care about how others feel	Татин он то	одине завиди се по осто по осто поделе об то осто осто осто	and personal restaurant and constrained experiences.	отполни с наполно от	usuus eriva valan elekti ku majapan eriva valan
Strongly agree	51	_	51		waren
Agree	46	and the second residence of the second secon	46	man and the side of the side o	
Disagree	3		3		
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.

Table A6.9

Bullying Prevention at School

	All %	ES %	MS %	HS %	NT %
Teachers here make it clear to students that bullying is not tolerated					
Strongly agree	60	***********	60	******	_
Agree	35		35		-
Disagree	0		0	**************************************	
Strongly disagree	3		3		
Not applicable	3		3		
If a student was bullied, he or she would tell one of the teachers or staff at school				Art chapter of the former for the competition of the state of the state of the competition is considered to the state of t	Andrews & could be affected and if the following the set and
Strongly agree	25		25		_
Agree	65	erre Se es des régionementes partir coloridation de la colorida de Selection de la Colorida de Selection de Se Coloridad de Selection d	65	olini k.e.s.com kriminiklem volkinikland kindeparlomaskim Akkeelmi 	
Disagree	5	- Control of the Cont	5		Andreas de la contraction de l
Strongly disagree	5	THE REST OF THE PROPERTY OF TH	5	enera a a a tradicio energia de parte energia de la compansión de la compa	**************************************
Not applicable	0	THE PARTY OF THE P	0		
Students tell teachers when other students are being bullied			n marakan an ir gradinin adalah padah Karangan (Karangan) (Karangan (Karangan) (Karangan (Karangan) (Karangan	ang kang kanan kang kanan ang mang mang kanan ang mang ang paggalan ana mangkan kanan ang kanan ang kanan ang	
Strongly agree	25	_	25		
Agree	58		58		and the second
Disagree	13		13		
Strongly disagree	5		5		
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.

Table A6.9

Bullying Prevention at School - Continued

	All	ES	MS	HS	NT
	%	<i></i> %	%	%	%
If a student tells teacher that someone is bullying her/him, the teacher will do something to help					
Strongly agree	53		53	_	
Agree	45		45		
Disagree	3		3		
Strongly disagree	0		0		
Not applicable	0		0	alemania.	
Students here try to stop bullying when they see it happening	al personal and de same an encourage a contract and a contract and a contract and a contract and a contract an	a eas a suimb france i en muero un france fabrill (dend) in	от тем пососо в Станова по мосте <b>мо</b> чено пососо в С	arradi arkin amu er armadenni breva varendar ambezan	anne e e e e e e e e e e e e e e e e e e
Strongly agree	13	abasida.	13		owners
Agree	63		63		
Disagree	25		25		
Strongly disagree	0		0		
Not applicable	0	_	0		

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

### **Respect for Diversity**

Table A6.10

Respect for Diversity at School

	All	ES	MS	HS	NT
	%	%	%	%	%
There is a lot of tension between people of different cultures, races, or ethnicities					
Strongly agree	3		3		., .,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Agree	33		33		
Disagree	48		48	_	
Strongly disagree	15		15		_
Not applicable	3		3		
Students respect each others' differences					
Strongly agree	8		8		
Agree	60	-	60		
Disagree	25	dimen	25		
Strongly disagree	5		5		_
Not applicable	3		3		
Adults in school respect differences in students	e de se pages de finas propagas e para de el provincio depr		and the second place and the second person for particular and the second second second second second second se		
Strongly agree	45	_	45	<del>-</del>	
Agree	45		45		
Disagree	8	accusaciones de comitos de comito	8		_
Strongly disagree	0		0	diditions	
Not applicable	3		3		
Teachers show that it is important for students of different races and cultures to get along with each other					
Strongly agree	38	_	38		
Agree	48	_	48		
Disagree	8		8		_
Strongly disagree	0		0		
Not applicable	8		8		

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

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

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

# 7. Respect, Equity, and Cultural Sensitivity

Table A7.1
Summary of Indicators for Respect, Equity, and Cultural Sensitivity

	All %	ES %	MS %	HS %	NT %	Table
Fosters an appreciation of student diversity and respect for each other <sup>†</sup>	31		31			A7.2
Emphasizes showing respect for all students' cultural beliefs and practices <sup>†</sup>	37		37			A7.6
Emphasizes using instructional materials that reflect the culture or ethnicity of its students <sup>†</sup>	10		10	necessarian en esta e y jornes per el melhani.	and the second s	A7.7
Has staff examine their own cultural biases through professional development or other processes <sup>†</sup>	12		12		ja gamanidigana silajahina danada a dina 13 danad i	A7.8
Encourages equity in rigorous course enrollment <sup>†</sup>	19		19		and many (and make (file at a superior of and	A7.10
Considers closing the racial/ethnic achievement gap a high priority <sup>†</sup>	7		7	NAMES OF THE PARTY		A7.9
Provides the supports needed for teaching culturally and linguistically diverse students <sup>†</sup>	10		10			A7.11
Treat all students fairly <sup>‡</sup>	52		52			A7.4
Treat every student with respect <sup>‡</sup>	57	_	57	_		A7.5

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

### **Tolerance Among Students**

Table A7.2 Fosters Appreciation for Student Diversity and Mutual Respect

	All %	ES %	MS %	HS %	NT %
Strongly agree	31		31		
Agree	48		48		****
Disagree	14		14		
Strongly disagree	7		7	_	-
Not applicable	0		0		_

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

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

Table A7.3 Racial/Ethnic Conflict Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	40		40		_
Mild problem	50		50		
Moderate problem	10	_	10		
Severe problem	0		0		

Question A.63: How much of a problem at this school is racial/ethnic conflict among students?

### **Treating Students Fairly and Respectfully**

Table A7.4
Staff Treat All Students Fairly

	All	ES MS	MS	HS	NT
	%	%	%	%	%
Nearly all adults	52		52		
Most adults	40		40	_	
Some adults	5	-	5	_	_
Few adults	0	_	0		
Almost none	2		2		

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	57		57		-
Most adults	36		36		_
Some adults	5		5	_	
Few adults	0		0		
Almost none	2		2	-	The second of the plants of the second of th

Question A.39: How many adults at this school treat every student with respect?

### **Cultural Sensitivity**

Table A7.6
Students' Cultural Beliefs and Practices Respected

	All %	ES %	MS %	HS %	NT %
Strongly agree	37		37		
Agree	49		49		
Disagree	10	_	10		
Strongly disagree	5		5		
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	10		10	OMBRESS.	Newson
Agree	40		40		_
Disagree	40	Name	40		******
Strongly disagree	0	_	0		_
Not applicable	10		10		and Lyngscyl deliberate and stratefoliography and affects a decide all of an including below.

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	12		12		
Agree	52		52	_	
Disagree	21		21		_
Strongly disagree	7		7		
Not applicable	na varanteen kan kan kan kan kan kan kan kan kan ka		7		

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.

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

### **Instructional Equity**

Table A7.9

Closing the Achievement Gap is a High Priority

	All %	ES %	MS %	HS %	NT %
Strongly agree	7		7		
Agree	27		27		_
Disagree	46		46		
Strongly disagree	12	-	12	-	
Not applicable	7	PER A PERSON CONTROL VICTOR STATE OF PERSONS ASSESSMENT	7	TO THE RESIDENCE OF THE PROPERTY OF THE SECURITY OF THE SEC	anne un examentar e conoce e problèmica (e e a a biblio collider à

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	19		19		
Agree	26		26	_	
Disagree	2		2	*****	_
Strongly disagree	2		2	_	
Not applicable	50		50	with the second	

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	10		10		
Agree	40		40	-	
Disagree	35		35		
Strongly disagree	10		10		_
Not applicable	5		5		n in en

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.

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

### 8. Learning Readiness and Engagement

Table A8.1
Summary of Indicators for Student Learning Readiness and Engagement

<i>y</i>	Al	All ES		MS	HS	NT	Table
	%	%	)	%	%	%	
How many students at this school							
Are motivated to learn <sup>†</sup>	8	7		87		_	A8.2
Are well-behaved <sup>†</sup>	9	5		95			A8.5
This school							
Motivates students to learn <sup>‡</sup>	4	4		44			A8.3
How much of a problem at this school is							
Disruptive behavior§	1	8	_	18	_	****	A8.6
Cutting classes or being truant§	g gagaga gaga na maga mana manga mangan mananan mangan mangan mangan mangan mangan mangan mangan mangan mangan	0		0			A8.4
Lack of respect of staff by students§		3		3			A8.7

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

### **Learning Motivation and Truancy**

**Table A8.2** 

Students Are Motivated to Learn

	All	ES %	MS %	HS %	NT %
Nearly all	44		44		
Most	44	_	44		
Some	10		10		
Few	0		0		
Almost none	3		3		

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	44	_	44		
Agree	54		54		
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	87	Annables	87		
Mild problem	13		13	_	_
Moderate problem	0		0		_
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.

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

#### **General Behavior**

Table A8.5
Students Are Well-Behaved

muchs are wen-behaven	All %	ES %	MS %	HS %	NT %
Nearly all	36		36		
Most	59		59	MONAGO	
Some	5		5	_	
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	13	<u>%</u> –	13	<u> </u>	<u> </u>
Mild problem	70		70		
Moderate problem	18		18		
Severe problem	0		0		-to-oth

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	58		58		
Mild problem	40		40	_	
Moderate problem	3		3	****	_
Severe problem	0		0		

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

### 9. Student Health and Risk Behavior

Table A9.1
Summary of Indicators for Student Physical and Mental Health

	All %	ES %	MS %	HS %	NT %	Table
Perceived Physical and Mental Health						
Arrive at school alert and rested <sup>†</sup>	92		92		NAME OF THE PERSON	A9.3
Are healthy and physically fit <sup>†</sup>	97		97			A9.4
Depression or other mental health issues are moderate/severe problems	21		21	-		A9.5

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

Table A9.2
Summary of Indicators for Student Risk Behavior

How much of a problem at this school is	All	ES	MS	HS	NT	Table
	%	%	%	%	%	
Violence, Conflict, and Crime						
Harassment or bullying <sup>‡</sup>	21	-	21	_		A9.6
Physical fighting <sup>‡</sup>	0	-	0	Marine .		A9.7
Gang activity <sup>‡</sup>	0		0			A9.10
Vandalism and graffiti <sup>‡</sup>	0	-	0	and the second s		A9.8
Theft <sup>‡</sup>	0	phone in the second of the sec	0		www.	A9.9
Weapons possession at school <sup>‡</sup>	0		0			A9.11
Substance Use	e are ne recurrenció a se are nem di uniferiore de diamentari					SIL FO
Alcohol and drug use <sup>‡</sup>	0		0			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
	<u>%</u>	%	<u>%</u>	%	%
Nearly all	31		31		
Most	62	Andread	62	_	
Some	8		8		_
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	54	_	54		
Most	44		44		
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	13	entide	13		
Mild problem	67		67		
Moderate problem	15		15		
Severe problem	5		5		

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.

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

#### **Bullying and Fighting**

Table A9.6

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	3	THE COURT OF THE COURT AND COURT AND COURT OF THE COURT O	3		
Mild problem	77	_	77		_
Moderate problem	21		21	_	
Severe problem	0		0		andra any amin'ny tanàna mandritry ny taona mandritry ny taona 2001–2014. Ilay kaominina dia kaomini

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	93		93		
Mild problem	8		8	-	winese
Moderate problem	0	attended.	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	88		88	and the second s	
Mild problem	13	_	13	_	
Moderate problem	0		0	_	
Severe problem	0	Annual Control of the	0	Management of the Control of the Con	

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.

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

Table A9.9

Theft is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	75		75		
Mild problem	25	_	25		
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	100		100		
Mild problem	0		0		
Moderate problem	0		0		
Severe problem	0		0		

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

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

Table 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?

#### **Substance Use**

Table A9.12
Student Alcohol and Drug Use 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.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	92	gang bengan pulan si ani akan dan dan dan dan dan dan dan dan dan d	92	and the second s	
Mild problem	8		8	_	
Moderate problem	0		0	-	
Severe problem	0		0		

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

# 10. Discipline and Counseling

Table A10.1
Summary of Indicators for Discipline and Counseling

	Per					
This school		ES %	MS %	HS %	NT %	Table
Clearly communicates to students consequences of breaking rules	19		19			A10.2
Handles discipline problems fairly	28		28			A10.3
Effectively handles student discipline and behavioral problems	24	un tan 1791 ata da	24			A10.4
Provides adequate counseling and support services for students	67		67	en e	ded autonomonio e de l'omprovibulière ( e	A10.5

Table A10.2

Clearly Communicates Consequences of Breaking Rules

	All	ES	MS	HS	NT
	%	%	%	%	%
Strongly agree	19	_	19		
Agree	50		50	_	
Disagree	21	<del></del>	21		_
Strongly disagree	10	_	10	_	_
Not applicable	0	www.htm	0	en en secient sectes sour los entre en	

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	28		28		
Agree	43	_	43		
Disagree	18	_	18		_
Strongly disagree	13	_	13		
Not applicable	0	ean Marambhanalan ann a-Mhlachath an Amhain de an Amhail an Airm an Amhail an Airm an Airm an Airm an Airm an Airm an Airm a	0	manene film von skiene remokraf er velle i her er bevenne i filmene filmenete <del>material</del>	

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
	$\gamma_{c}$	%	%	%	%
Strongly agree	24		24		
Agree	41	_	41	-	_
Disagree	27		27		
Strongly disagree	7		7		
Not applicable	0		0		

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

Table A10.5

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	67		67		
Agree	31	_	31	-	****
Disagree	0		0		-
Strongly disagree	2		2		_
Not applicable	0	andra o Alimei o Son attorno por imperio calcinia Marcello Circina	0	grafilmendemmer (gen i f. commelen (de f.C.T. d'Albér prisonine d'Albér 	ence - management and an artist of the contract

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

# 11. Professional Development Needs

Table A11.1
Summary of Indicators for Professional Development (PD) Needs

Perceive need for more PD in	All %	ES %	MS %	HS %	NT %	Table
Instruction and School Environment	***************************************					
Meeting academic standards	39		39		_	A11.2
Evidence-based methods of instruction	51	THE PERSON NAMED IN COLUMN TWO	51	THE RESERVE OF THE PERSON OF T		A11.3
Positive behavioral support and classroom management	44		44			A11.4
Creating a positive school climate	41	antonio	41			A11.5
Addressing Needs of Diverse Populations			nur i rener e e e e e e e e e e e e e e e e e			
Working with diverse racial, ethnic, or cultural groups	49		49	_		A11.6
Culturally relevant pedagogy for the school's student population	39	<u></u>	39		<del></del>	A11.7
Serving English language learners	58		58		***************************************	A11.8
Closing the achievement gap	51		51		The second secon	A11.9
Providing Support Services						
Serving special education (IEP) students	54		54		_	A11.10
Meeting the social, emotional, and developmental needs of youth	44		44	•		A11.11

#### Instruction and School Environment

Table A11.2

Need PD in Meeting Academic Standards

	All	ES	MS	HS	NT
	%	%	%	%	%
Yes	39	_	39		
No	44		44		
Not applicable	17		17		

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
	%	%	%	%	$g_C$
Yes	51	_	51		
No	29	_	29		
Not applicable	20		20		

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	44		44		
No	44		44	NO.	
Not applicable	12		12	and hand of shall of safe of safe in The State of State o	

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
Vac	<u> </u>	<u> </u>	<u>%</u> 41		<u> </u>
ies	41	***************************************	41		
No	51		51		
Not applicable	7		7	-	

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	49		49	<del></del>	
No	37		37		_
Not applicable	15		15		

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

Table A11.7

Need PD on Culturally Relevant Pedagogy

	All	ES	MS	HS	NT
	%	%	%	%	%
Yes	39		39		*****
No	46		46	_	
Not applicable	15		15		

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	58		58		
No	33	_	33	_	
Not applicable	10		10		

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

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

Table A11.9

Need PD on Closing the Achievement Gap

	All	ES	MS	HS	NT
	%	%	%	%	%
Yes	51		51	_	
No	34		34		
Not applicable	15		15		

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	54		54	_	accessor
No	34	-	34		_
Not applicable	12		12		

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

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

	All	ES	MS	HS	NT
	%	%	%	%	%
Yes	44		44		_
No	46		46		
Not applicable	10		10	THE PROPERTY OF THE PROPERTY O	

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)?

## 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	7		7		

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
Discipline, Safety, and Behavior Management				**************************************		
Collaborates well with law enforcement organizations <sup>‡</sup>	43		43	_		B3.1
Punishes first-time violations of alcohol or other drug policies <sup>‡</sup>	14		14			B3.1
Enforces zero tolerance policies <sup>‡</sup>	17		17	_	_	B3.1
Considers sanctions for student violation of rules/policies on case-by-case basis <sup>‡</sup>	43		43		<del></del>	B3.1
Has sufficient resources to create a safe campus <sup>‡</sup>	43		43	one proposed and an explanation of the		B3.2
Seeks to maintain a secure campus <sup>‡</sup>	0	and the advisor of high trade and delegations	0			B3.2
Provides harassment or bullying prevention <sup>†</sup>	43		43			B3.3
Provides conflict resolution or behavior management instruction <sup>†</sup>	29		29	_		B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal <sup>‡</sup>	43		43	_	*******	B4.1
Collaborates well with community organizations to address substance use or other problems <sup>‡</sup>	43	_	43	-		B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems <sup>‡</sup>	57		57	www.		B4.1
Provides alcohol or drug use prevention instruction <sup>†</sup>	71		71			B4.1
Provides tobacco use prevention instruction <sup>†</sup>	57	_	57		_	B4.1
Has sufficient resources to address substance use prevention needs <sup>‡</sup>	43	# Officers	43		-	B4.1

Notes: Cells are empty if there are less than 5 respondents.  $^{\dagger}$ Percent responding "A lot;"  $^{\ddagger}$ Percent responding "Strongly Agree."

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

	All %	ES %	MS %	HS %	NT %	Table
Physical Health and Special Needs		A 2 A 5 A 5 A 5 A 5 A 5 A 5 A 5 A 5 A 5				
Provides healthy food choices for students <sup>‡</sup>	29		29	_	****	B5.1
Provides adequate health services for students <sup>‡</sup>	29	with the second consideration of the second consideration	29			B5.1
Provides opportunities for physical education and activity <sup>†</sup>	86		86			B5.1
Provides nutritional instruction <sup>†</sup>	0		0	-		B5.1
Provides services for students with disabilities or other special needs <sup>†</sup>	71	, and the same of	71			B5.1
Youth Development and Social-Emotional Health			El Larra Contraction of Miles and Miles and Miles			
Fosters youth development, resilience, or asset promotion <sup>†</sup>	57		57	-	-	B6.1
Provides character education <sup>†</sup>	57		57			B6.1
Emphasizes helping students with social, emotional, and behavioral problems <sup>‡</sup>	43		43			B6.1

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

## 3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Collaborates well with law enforcement	70	70	70	70	%
organizations					
Strongly agree	43		43		
Agree	43		43	_	
Neither agree nor disagree	0	*******	0		
Disagree	14		14	- Martin	
Strongly disagree	0		0		process
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	and Chairle (Chairle Chairle Chairle Ann ann guideach a Chàirle Chairle Ann an Airle Chairle Chairle Chairle C	Treatment (d. Confunction of Landscape) and A (2) 2) A Think (Confunction of Landscape) and A (2) A Confunction of Landscape (Landscape) and Landsca	and de far lament for de more muitades annuels de début à la le describé annuels annuels annuels annuels annue		en e
Strongly agree	14		14		encoin
Agree	43	Name of the second seco	43		
Neither agree nor disagree	29		29		
Disagree	14		14	1900 til til viste til til viste med med til til med til som til med til til med til til til til til til til m Hereditti	terre and come a till a make a his his his and make a his his his
Strongly disagree	0		0		
Enforces zero tolerance policies	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	e en de andras a les est le reconse en esta les d		***************************************	
Strongly agree	17		17		_
Agree	33		33		
Neither agree nor disagree	33	-	33	athline	
Disagree	0	Giran	0		
Strongly disagree	17		17		erent en seure d'est entre men en entre en en en
Considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options	Politic Trans (Ad Construent Americans) (2008)				
Strongly agree	43		43		
Agree	43		43		unifolium (18 a. g.), polium munifolium in formaçõe, and nome a g summente
Neither agree nor disagree	14	Newson	14		
Disagree	0		0		
Strongly disagree	0	*****	0		THE STATE OF THE S

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.

Table B3.2 Supports for Safety at School

	All	ES	MS	HS %	NT %
Has sufficient resources to create a safe campus	%	%	%	70	70
Strongly agree	43	***************************************	43		
Agree	57		57		
Neither agree nor disagree	0		0		generacy, logical grandfundratification at the delication of the d
Disagree	0		0		*****
Strongly disagree	0		0		
Seeks to maintain a secure campus	t mankers to American Artists - 1966 till 162 til American American Artists til				
Strongly agree	0	_	0		
Agree	0		0		_
Neither agree nor disagree	60		60	manufacture of the second of t	
Disagree	40		40		
Strongly disagree	0		0	- Contract of the Contract of	-

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.

Table B3.3

Behavior Management at School

	All	ES	MS	HS	NT
	%	%	%	%	%
Provides harassment or bullying prevention					
A lot	43		43		_
Some	57		57	_	
Not much	0		0		
Not at all	0		0		
Provides conflict resolution or behavior management instruction					
A lot	29		29		_
Some	71		71		
Not much	0		0	Manage .	-
Not at all	0	Management	0		

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

#### 4. Substance Use and Risk Behavior

Table B4.1

ubstance Use Prevention	All	ES	MS	HS	NT
	%	%	%	<u>%</u>	%
Considers substance abuse prevention an important goal					
Strongly agree	43		43		
Agree	29	ecentric .	29		
Neither agree nor disagree	29		29	-	
Disagree	0		0		_
Strongly disagree	0		0		
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	43		43		_
Agree	43		43		
Neither agree nor disagree	0	Anna Santania (1.4 Anna 1.4 A	0		
Disagree	14		14		
Strongly disagree	0		0		
Provides effective confidential support and referral services for students needing help	ookuuseen oo ka	manana mammala para pada kumana pama na ceside	maya biyaya dagan ayal samiida aya abib ahiya mada beeney		named it had a distinct the child about the behavior. The
Strongly agree	57		57		
Agree	43		43		
Neither agree nor disagree	0		0		_
Disagree	0		0	****	
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.

Table B4.1
Substance Use Prevention - Continued

austance Use Frevention - Commueu	All	ES	MS	HS	NT
	% %	% %	%	%	%
Provides alcohol or drug use prevention instruction					
A lot	71	*****	71		_
Some	29	_	29		_
Not much	0		0		
Not at all	0		0		
Provides tobacco use prevention instruction					
A lot	57		57		
Some	43		43		_
Not much	0		0		annum.
Not at all	0		0		
Has sufficient resources to address substance use prevention needs					
Strongly agree	43		43		
Agree	43		43		-
Neither agree nor disagree	14		14	****	
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.

## 5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All	ES	MS	HS	NT
	%	%	%	%	%
Provides healthy food choices for students					
Strongly agree	29		29		
Agree	71		71	eman.	
Neither agree nor disagree	0		0		
Disagree	0		0		
Strongly disagree	0		0		
Provides adequate health services for students					
Strongly agree	29		29		
Agree	57		57		
Neither agree nor disagree	14		14		******
Disagree	0		0		
Strongly disagree	0	*****	0		
Provides opportunities for physical education and activity					
A lot	86		86		
Some	14		14	_	
Not much	0	_	0		
Not at all	0		0	outpute.	
Provides nutritional instruction					
A lot	0		0	_	
Some	86	****	86		
Not much	14		14	A THE STATE	
Not at all	0		0	and the second s	
Provides services for students with disabilities or other special needs					
A lot	71	_	71		_
Some	29		29		
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?

## 6. Youth Development and Social-Emotional Health

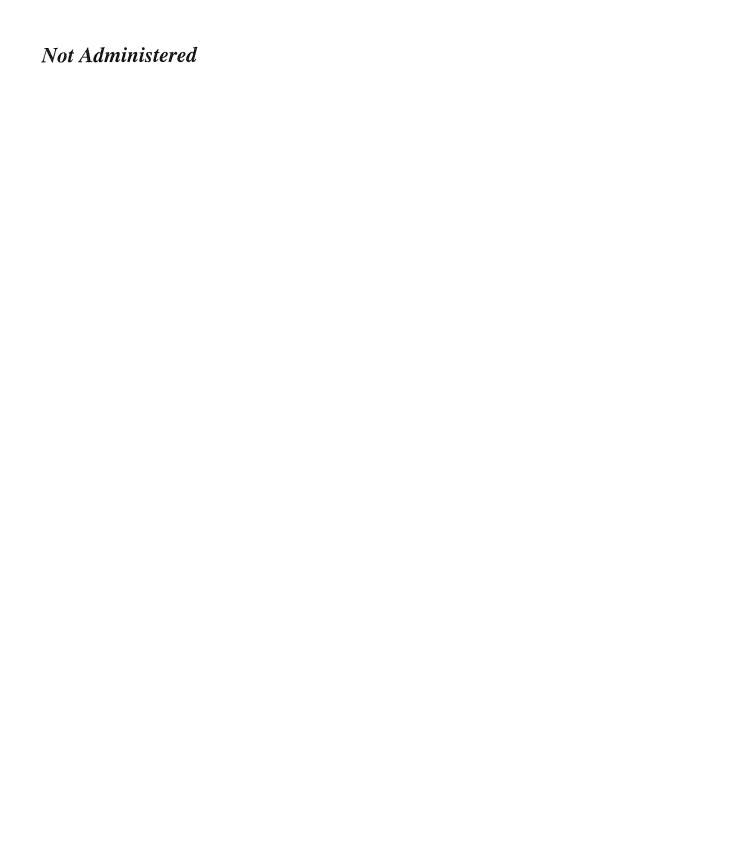
Table B6.1

Youth Development and Social-Emotional Health at School

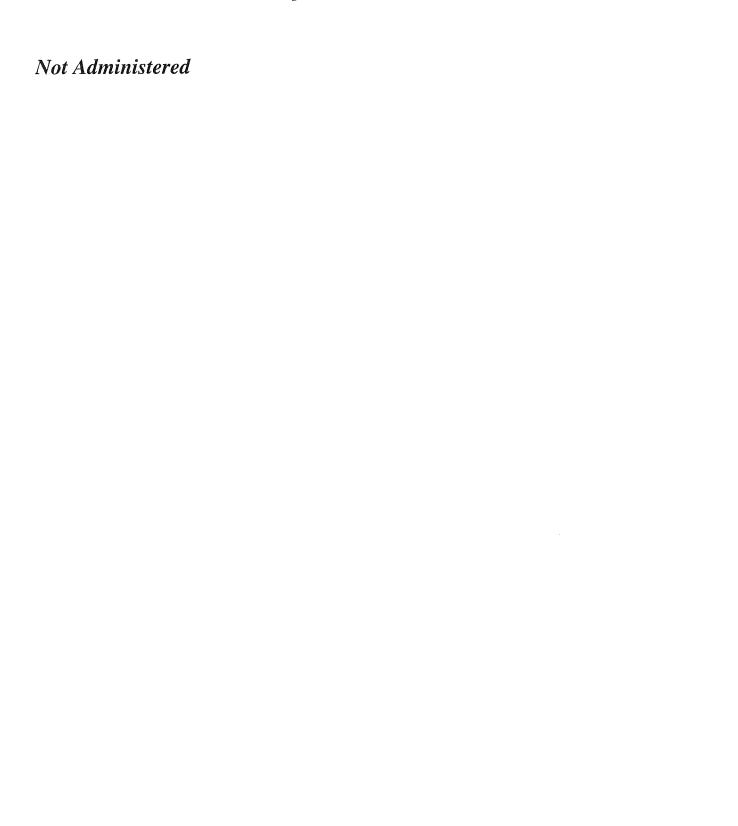
	All %	ES %	MS %	HS %	NT %
Fosters youth development, resilience, or asset promotion					
A lot	57		57		
Some	29		29		
Not much	14		14		
Not at all	0		0		
Provides character education					
A lot	57		57		
Some	43		43		
Not much	0		0		
Not at all	0		0	-man	
Emphasizes helping students with social, emotional and behavioral problems	<b>l</b> ,				
Strongly agree	43		43		
Agree	57		57		
Neither agree nor disagree	0		0		
Disagree	0		0		sundy
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.

# Section C. Special Education Supports Module



# **Section D. Military Connected Schools Module**



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