



CRAIG CITY SCHOOL DISTRICT

Family Engagement Data Profile

In spring 2025, the Alaska Association of School Boards administered the Alaska School Climate and Connectedness Survey (SCCS). This profile summarizes 2025 SCCS survey results from the families, school staff members, and students in the Craig City School District who completed the survey. To explore these results in more detail, [visit the district's Panorama dashboard](#).

Due to changes in the SCCS, **results from 2025 should not be compared with previous years**. Administration of the SCCS before 2025 included a set of five response options that included "Neither agree nor disagree." This year, respondents no longer had this neutral option, instead choosing among "Strongly agree," "Agree," "Disagree," and "Strongly disagree." As a result, most results are more favorable than in previous years.

Below, we highlight key themes from survey findings. More detail appears in the pages that follow. Throughout, we use quantifiers to make meaning of survey results: **almost all** means at least 90 percent of respondents, while **most** means at least 75 percent but less than 90 percent.

Family Engagement

- Across all items, almost all or most families, staff members, and students agreed that their school welcomes them, their elders, and involves families in activities and decision-making.

Schools Partnering with Families

- Almost all or most families agreed that their school engages families through relationships, partnership, and communication. However, fewer families agreed that their school asks for their input about their child's schooling and shares ideas.
- More than two-thirds of staff members agreed that their school prioritizes family partnership and that their school dedicates resources and training to family-school partnership.

Staff Member and Family Partnership

- Most staff members agreed that they know skills for family engagement. Between one-third and one-half agreed that they implement family engagement strategies, share ideas with families, and ask families for input.

- Almost all or most families agreed that they often engage with their child about their child’s schooling. Fewer families agreed that they connect activities at home to activities in school.

Cultural Connectedness

- Across all but one item, almost all or most families, staff members, and students agreed that their school takes steps to connect to their culture.

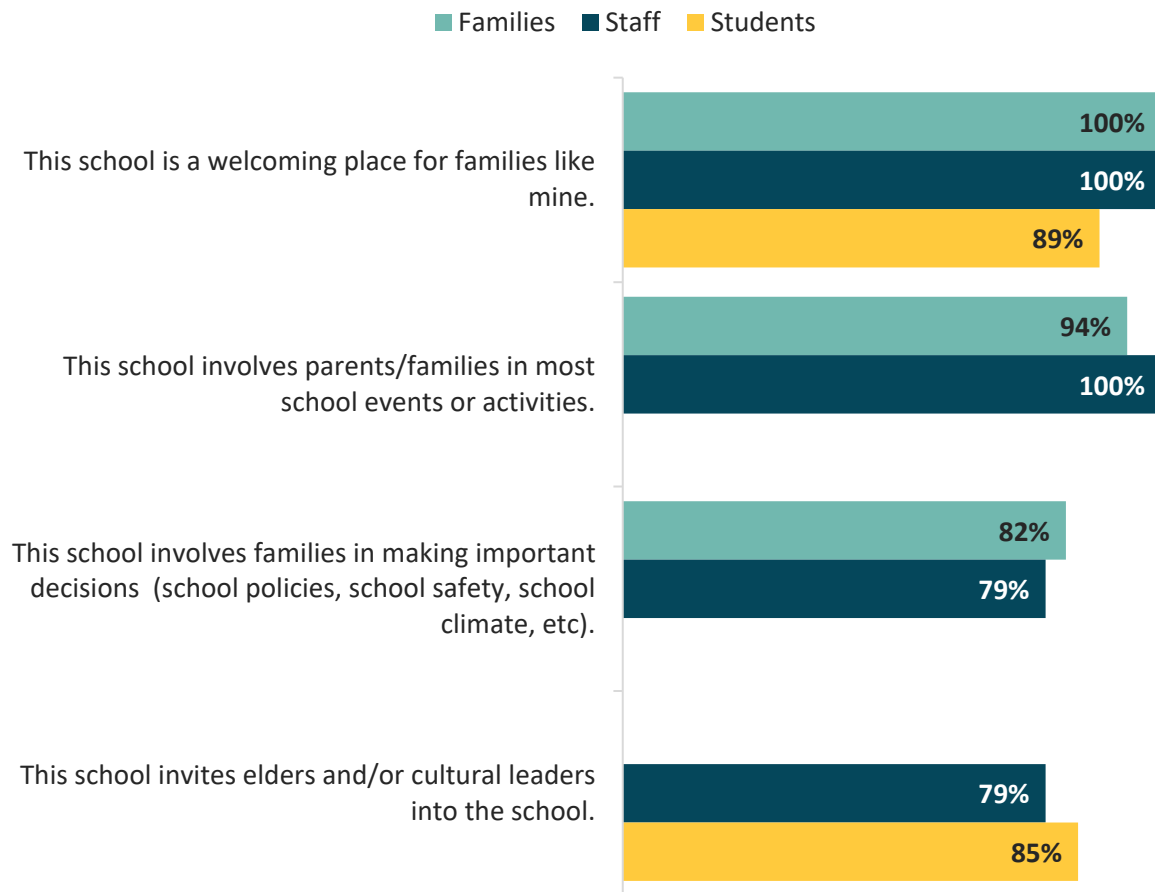
Survey Results

In Craig City School District, 17 families, 14 staff members, and 79 students in grades 6–12 completed the 2025 SCCS. Across survey items, we report the percentage of favorable responses, which includes responses of “Agree” and “Strongly agree.”

Family Engagement

- All families (100%) and staff members (100%), and most students (89%), agreed that their school is a welcoming place for families (figure 1).
- All staff members (100%) and almost all families (94%) agreed that their school involves families in school activities.
- Most families (82%) and staff members (79%) agreed that their school involves families in important decisions.
- Most students (85%) and staff members (79%) agreed that their school invites elders and cultural leaders into the school.

Figure 1. Percentage of favorable responses for family engagement items



Notes: The percentages represent responses of "Agree" and "Strongly agree." For families, these items are in Panorama under the topic: *school/family partnerships*; for staff members, under the topic: *school capacity for family/school partnership*; and for students, under the topic: *family and community involvement*. For staff members, the item "This school invites elders and/or cultural leaders into the school" is under the topic: *cultural connectedness*.

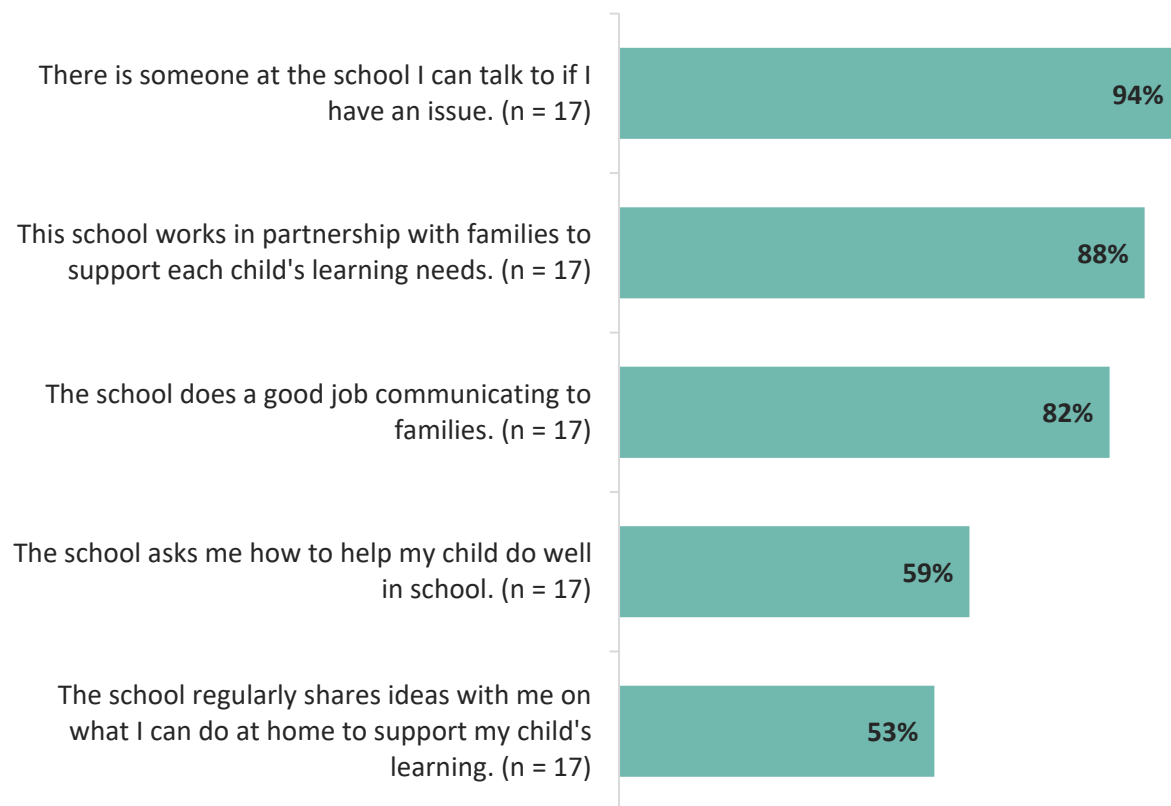
Sample sizes: "This school is a welcoming place for families like mine." Families n = 17; staff members n = 14; students n = 79. "This school involves parents/families in most school events or activities." Families n = 16; staff members n = 14. "This school involves families in making important decisions (school policies, school safety, school climate, etc.)." Families n = 17; staff members n = 14. "This school invites elders and/or cultural leaders into the school." Staff members n = 14; students n = 78.

Schools Partnering with Families

Families

- Almost all families agreed that they have someone at the school to talk to if there is an issue (94%; figure 2).
- Most families agreed that their school works in partnership with families to support each child's learning needs (88%) and does a good job communicating with families (82%).
- Fewer families agreed that their school asks for their input (59%) and roughly half agreed that their school regularly shares ideas with them (53%).

Figure 2. Percentage of favorable responses from families on survey items related to school capacity for family-school partnership

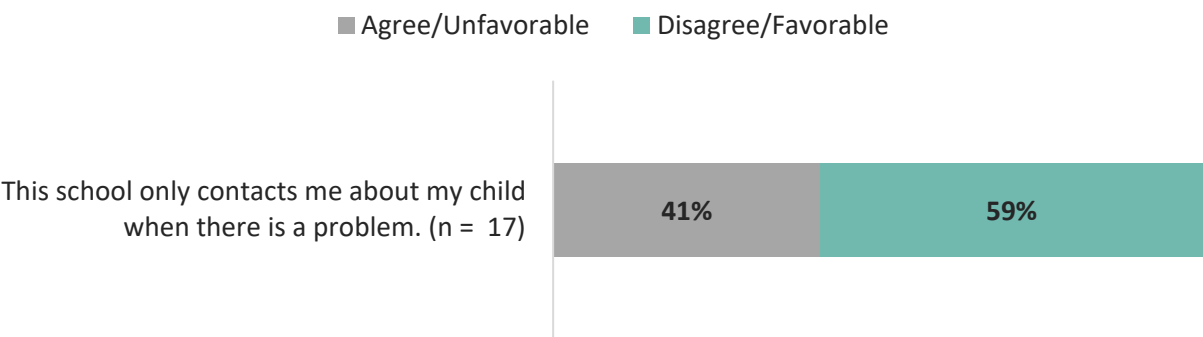


Note: The percentages represent responses of "Agree" and "Strongly agree." These items are in Panorama under the topic: *school/family partnership*.

Schools contacting families

- Less than half of families agreed that their school only contacts them about their child when there is a problem (41%), meaning that 59 percent of families indicated that their school contacts them about their child on a wider range of occasions (figure 3).

Figure 3. Percentage of families who agreed about when their school contacts them

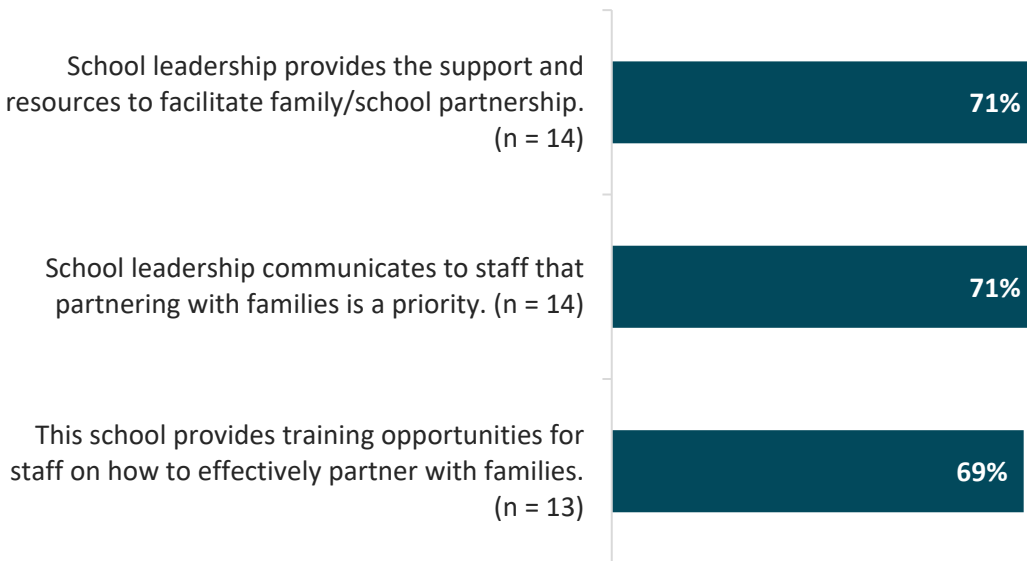


Note: The percentage represents responses of "Agree" and "Strongly agree." This item is in Panorama under the topic: school/family partnership.

Staff Members

- Roughly three-fourths of staff members agreed that school leadership provides the support and resources needed to facilitate family/school partnerships (71%) and communicates that family partnership is a priority (71%; figure 4).
- Over two-thirds of staff members agreed that their school offers training opportunities on how to effectively partner with families (69%).

Figure 4. Percentage of favorable responses from school staff members on survey items related to school capacity for family-school partnership



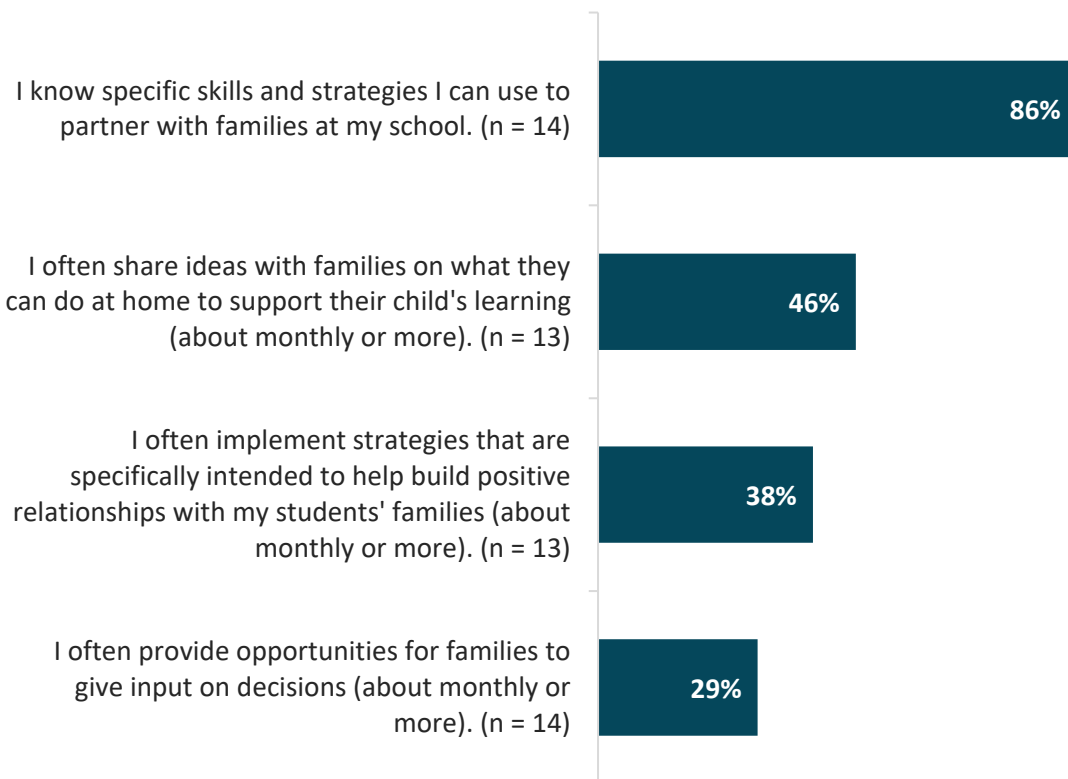
Note: The percentages represent responses of "Agree" and "Strongly agree." These items are in Panorama under the topic: *school capacity for family/school partnerships*.

Staff Member and Family Partnership

Staff Members

- Most staff members agreed that they know specific skills and strategies to partner with families (86%; figure 5).
- Roughly half of staff members agreed that they often share ideas with families on what they can do to support learning at home (46%).
- Roughly one-third of staff members agreed that they often implement strategies to build relationships (38%) and often provide families with opportunities to give input on decisions (29%).

Figure 5. Percentage of favorable responses from school staff members on survey items related to staff capacity for family-school partnership

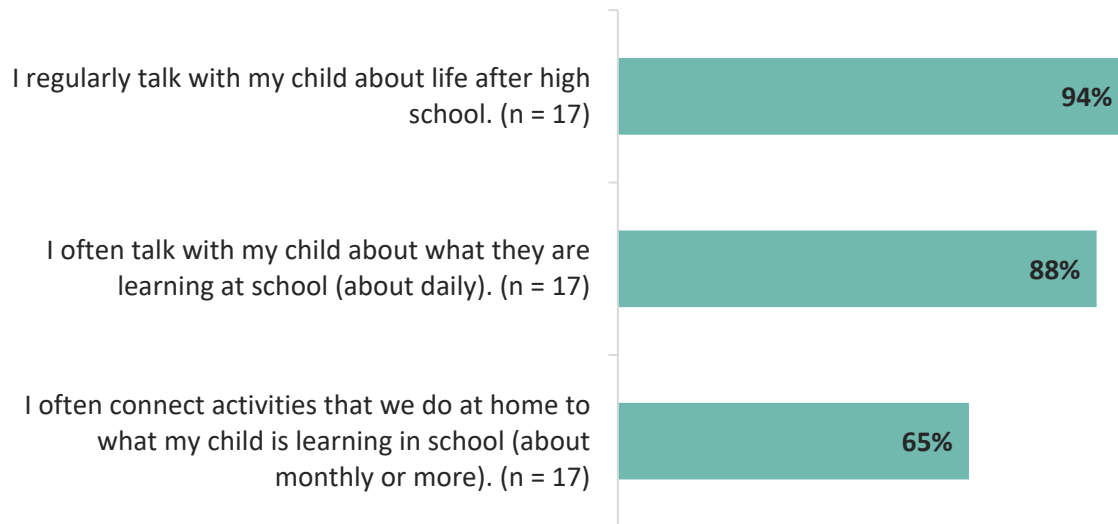


Note: The percentages represent responses of "Agree" and "Strongly agree." These items are in Panorama under the topic: *staff capacity for family/school partnerships*.

Families

- Almost all families agreed that they regularly talk with their child about life after high school (94%), and most families agreed that they often talk with their child about what they are learning in school (88%; figure 6).
- Fewer families, nearly two-thirds, agreed that they often connect activities at home to what their child is learning in school (65%).

Figure 6. Percentage of favorable responses from families on survey items related to student support at home

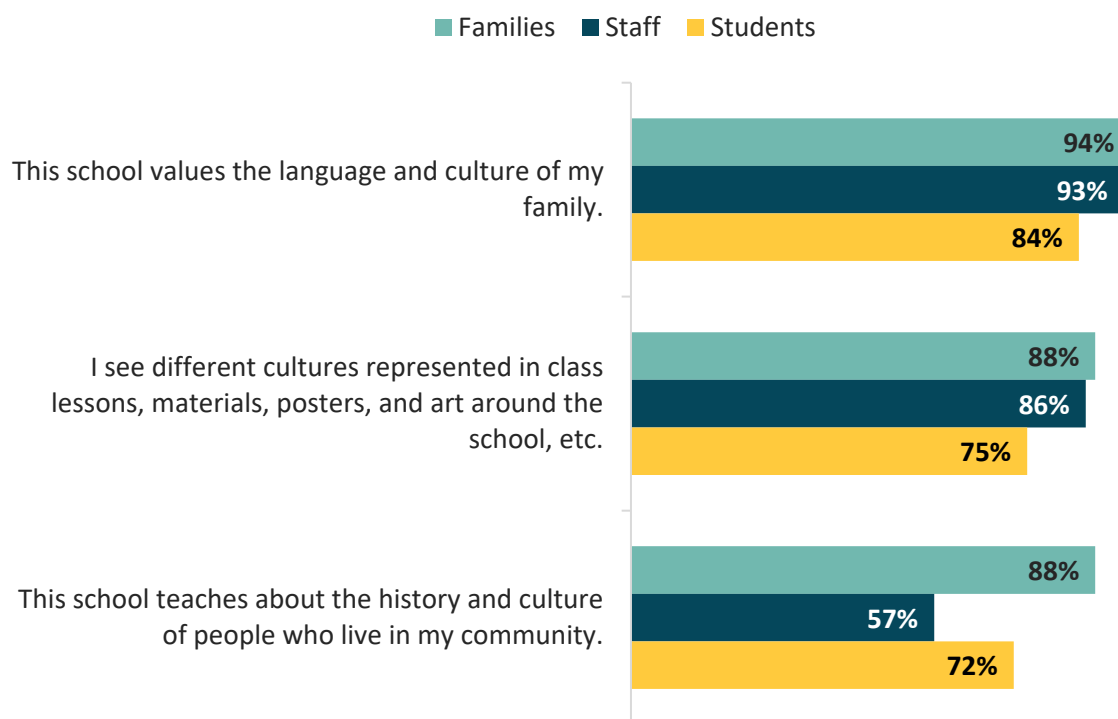


Note: The percentages represent responses of "Agree" and "Strongly agree." These items are in Panorama under the topic: *student support at home*.

Cultural Connectedness

- Nearly all families (94%) and staff members (93%), and most students (84%), agreed that their school values the language and culture of their family/families (figure 7).
- Most families (88%), staff members (86%), and students (75%) agreed that they see different cultures represented in the classroom.
- Most families (88%) and nearly three-fourths of students (72%) agreed that their school teaches about the history and culture of people who live in their community. However, fewer staff members, over half, agreed (57%).

Figure 7. Percentage of favorable responses on survey items related to cultural connectedness



Notes: The percentages represent responses of "Agree" and "Strongly agree." These items are in Panorama under the topic: *cultural connectedness*.

For staff members, the comparable survey item to "This school teaches about the history and culture of people who live in my community" was: "This school uses instructional materials that reflect the culture or ethnicity of its students."

Sample sizes: "This school values the language and culture of my family." Families n = 17; staff members n = 14; students n = 77. "I see different cultures represented in class lessons, materials, posters, and art around the school, etc." Families n = 16; staff members n = 14; students n = 79. "This school teaches about the history and culture of people who live in my community." Families n = 16; staff members n = 14; students n = 79.