California School Climate Survey

Ceres Unified
2010-2011
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

This report provides the detailed results provided to teachers, administrators, and other school staff on each question in your 2010-11 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic.

The CSCS, along with 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, Healthy, 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 learning barriers, engagement, and supports. For additional information and resources, visit the survey website: cscs.wested.org.

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts in general, and also made it possible for schools to add questions of their own choosing so that the survey could better meet local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school without repercussions.

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

Closing the Achievement Gap

In 2008–09, questions were added to provide better data to advance the efforts of schools to close the state's persistent racial/ethnic achievement gap. These questions, reported in Section IV, assess respect shown to students, equity and diversity, and cultural sensitivity.

Comparison with CHKS Results

Another broad CSCS goal was to provide data from school staff that are comparable to student self-report information from the CHKS, to ascertain whether staff perceptions accurately reflect student behaviors and experiences. The *Guidebook for the California School Climate Survey Part II: Survey Content, 2010-11 Edition* provides a crosswalk between CSCS and CHKS questions and discusses how the two surveys might be compared. To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

SURVEY ADMINISTRATION AND SAMPLE

Schools were provided by CDE with detailed survey planning and administration instructions (see the *Guidebook for the California School Climate Survey Part I: Administration, 2010-11 Edition*, available at www.cscs.wested.org/training_support). These guidelines call for the CSCS to be administered (usually online) in schools at the same time as the CHKS, among all staff in grades 5 and above.[1] Staff participation is totally voluntary, anonymous, and confidential. The tables in Section 1 (Sample Characteristics) provide the numbers of respondents who completed the survey; 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.

SURVEY CONTENT OVERVIEW

The questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the *Guidebook for the California School Climate Survey Part II: Survey Content, 2010-11 Edition*.

Questions are divided into three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for learning supports and for special education. These group-specific modules ask for program- and issue-specific information that might not be known to staff outside these groups, and are answered only by subsamples of all respondents. Tables 8.1 and 9.1 provide the numbers of staff who completed each of these modules.

Core Survey (Section 1)

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 (Tables 1.1–1.6) and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general (Tables 2.1 and 2.6);
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement (Tables 2.2–2.5 and 2.7);
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention (Tables 2.5–2.10 and 2.19–2.20);
- Staff and student **safety** (Tables 2.17–2.18);
- **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 (Tables 3.1–3.10);
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap (Tables 4.1–4.13);
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved (Tables 5.1–5.8);

[1] In some instances, the survey is administered on paper.

- 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) (Tables 6.1–6.8);
- The nature, communication, and enforcement of rules and policies related to **discipline** (Tables 7.1–7.5); and
- Staff **professional development** needs (Tables 2.12–16, 3.10, and 4.10-4.13).

Learning Supports Module (LSM)

The Learning Supports Module (Tables 8.1–8.24) consists of 23 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).

Special Education Supports Module (SESM)

The Special Education Supports Module (Tables 9.1–9.25) consists of 24 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. The CDE Division of Special Education is providing special reports to districts that compare CSCS results reported by staff who have special education responsibilities to those reported by other staff.

THE REPORT

If the survey is administered online, all results for the district are provided immediately over the Internet, in question order, as bar charts. Results for each school level (elementary, middle, and high school) must be viewed separately. In this Main Report, results are provided in tables with data from all school levels assessed. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and continuation (ungraded, with 16 years being the earliest age of admittance), as appropriate.[2]

The tables are organized into nine topical sections, as outlined in the Table of Contents, and provide, by grade level, the percentages of staff responding to each response option for each question. Percentages are rounded off to the nearest whole number. Summary tables at the beginning of the report, identified by the letter "S" before the table number, provide key indicators in each area and group the data together for a quick overview. For each key finding in a summary table, a reference is provided to the table where the detailed results can be found.

Supplemental Reports

All school districts that participate in the CSCS receive reports that break down their results by comparing special education staff to general education staff and, if appropriate, comparing migrant education program staff to other staff. By request, the data can also be disaggregated by the race/ethnicity of respondents or by another group comparison (an additional fee applies).

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

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the *Guidebook for the California School Climate Survey Part II: Survey Content, 2010-11 Edition*, there are several other guides, workshops, and other aids to help schools understand and use survey results. Two are particularly important.

- The *CHKS Guidebook to Data Use and Dissemination* (*http://chks.wested.org/using_results*) describes a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Although written for use with student data, the guidelines apply equally as well to staff survey data. Free call-in data use workshops are offered as well.
- *The Workbook for Improving School Climate and Closing the Achievement Gap: Using Your California Healthy Kids and California School Climate Survey* (http://cscs.wested.org/about/ctag) provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It helps identify key findings and strategies that address the identified needs. A workshop accompanying this workbook is also available. (www.chks.wested.org/using results/publications).

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* .

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 1) 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 in the following section.

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: www.cscs.wested.org/reports

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation; one of the most important is raising awareness among staff of the value of the survey to the

school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school-improvement efforts that are undertaken in response. As discussed below, it is also important to discuss the results, and what should be done to address the identified needs, with staff. Staff must perceive that their voices are heard and valued.

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

Conduct Additional Analyses

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

Add Questions to Your Next Surveys

Determine what additional information is needed from staff to guide school improvement efforts and add questions to your next CSCS or CHKS. Both surveys were designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

ACKNOWLEDGMENTS

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

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Summary Tables

Table S1
Positive Learning and Working Environment

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	44	48	41	35	
Sets high standards for academic performance for all (T2.2)	51	58	41	41	
Promotes academic success for all students (T2.3)	46	53	42	27	
Encourages students to enroll in rigorous courses (T4.9)	26	19	38	40	
Emphasizes teaching lessons in ways relevant to students (T2.5)	34	38	36	23	
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	35	38	36	25	
Promotes trust and collegiality among staff (T2.9)	26	29	25	15	
Provides the materials, resources, and training to do job effectively (T2.12)	31	32	30	28	
Provides the materials, resources, and training to work with special education (IEP) students (T2.16)	21	20	22	22	
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.18)	32	35	33	22	
Is a safe place for staff (T2.19)	38	40	42	27	
Has clean and well-maintained facilities and property (T2.20)	43	46	33	45	
Is welcoming to and facilitates parent involvement (T2.21)	32	36	27	23	

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting 'Nearly All Adults'*				
	TD %	ES %	MS %	HS %	NT %
Have close professional relationships with one another (T2.10)	25	27	27	18	
Support and treat each other with respect (T2.8)	35	37	40	24	
Feel a responsibility to improve the school (T2.7)	32	38	24	20	

Table S3
Opportunities for Meaningful Student Participation (Student Developmental Supports)

This school provides/encourages students…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Opportunities to decide things (T3.6)	17	20	13	12	
Equal opportunity for classroom participation (T3.7)	36	42	35	18	
Opportunities to make a difference (help others) (T3.9)	21	20	21	25	
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	29	27	35	27	

Table S4
Positive Staff-Student Relationships and High Expectations (Student Developmental Supports)

How many adults at this school…	*Percent Selecting Nearly All*				
	TD %	ES %	MS %	HS %	NT %
Caring Relationships					
Acknowledge and pay attention to students (T3.2)	43	50	37	27	
Really care about every student (T3.1)	46	51	42	33	
Listen to what students have to say (T3.3)	33	39	28	20	
High Expectations					
Want every student to do their best (T3.4)	55	62	47	43	
Believe every student can be a success (T3.5)	36	42	27	25	

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table S5
Respect, Equity, Cultural Sensitivity, and the Achievement Gap

	TD %	ES %	MS %	HS %	NT %
Strongly agree that this school…					
Fosters an appreciation of student diversity and respect for each other (T4.1)	29	32	28	18	
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	30	34	28	20	
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	16	17	19	12	
Has staff examine their own cultural biases through professional development or other processes (T4.7)	10	11	13	5	
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	23	25	22	17	
Report that nearly all adults at this school…					
Treat all students fairly (T4.3)	39	44	36	27	
Treat every student with respect (T4.4)	41	45	38	33	

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All				
How many students at this school…	TD %	ES %	MS %	HS %	NT %
Are motivated to learn (T5.1)	44	51	44	24	
Arrive at school alert and rested (T5.6)	52	58	59	25	
Are healthy and physically fit (T5.7)	52	57	50	39	
Are well-behaved (T5.4)	59	60	73	41	

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Table S7
Student Behaviors Perceived as Posing a Problem at the School

How much of a problem at this school is…	*Percent Rated Moderate or Severe Problem*				
	TD %	ES %	MS %	HS %	NT %
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	63	61	63	71	
Cutting classes or being truant (T5.2)	25	14	22	63	
Depression or other mental health issues (T5.8)	19	17	17	28	
Lack of respect of staff by students (T5.3)	41	37	42	55	
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	17	18	13	17	
Harassment or bullying (T6.1)	55	54	56	55	
Physical fighting (T6.2)	32	34	22	38	
Gang activity (T6.5)	42	26	63	69	
Vandalism and graffiti (T6.3)	28	21	46	32	
Theft (T6.4)	30	24	38	38	
Weapons possession at school (T6.6)	7	4	11	10	
Substance Use					
Alcohol and drug use (T6.7)	18	11	20	40	

Table S8
Discipline and Counseling

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Clearly communicates to students consequences of breaking rules (T7.1)	35	36	45	23	
Handles discipline problems fairly (T7.2)	26	26	34	18	
Provides adequate counseling and support services for students (T7.5)	22	20	31	17	

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Table S9
Professional Development Needs

Perceive need for more PD in…	TD %	ES %	MS %	HS %	NT %
Instruction & School Environment					
Meeting academic standards (T2.13)	31	32	27	32	
Evidence-based methods of instruction (T2.14)	35	33	37	38	
Positive behavioral support and classroom management (T7.4)	37	39	32	33	
Creating a positive school climate (T2.15)	36	36	38	33	
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	33	35	29	33	
Culturally relevant pedagogy for the school's student population (T4.12)	35	34	33	41	
Serving English language learners (T4.13)	42	42	38	47	
Closing the achievement gap (T4.10)	47	47	36	58	
Providing Support Services					
Serving special education (IEP) students (T2.17)	43	43	41	44	
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	43	46	38	42	

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Table S10
Implementation of Learning Supports (Health, Safety, and Discipline)

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.16)	20	18	23	23	
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.17)	4	6	0	4	
Collaborates well with law enforcement organizations (T8.13)	29	25	46	25	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	25	27	27	20	
Enforces zero tolerance policies (T8.15)	18	18	19	17	
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	15	15	24	9	
Substance Use					
Considers substance abuse prevention an important goal (T8.20)					
Has sufficient resources to address substance use prevention needs (T8.23)	11	12	15	6	
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems (e.g., a Student Assistance Program) (T8.2)	15	16	23	7	
Collaborates well with community organizations to address substance use or other problems (T8.3)	13	12	15	16	
Youth Development and Health					
Provides adequate health services for students (T8.7)	15	19		7	
Provides healthy food choices for students (T8.8)	12	18	8	3	
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	7	5	12	7	

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Table S11
Level of Student Services Provided (Learning Supports Module)

To what extent does this school…	*Percent Selecting "A Lot"*				
	TD %	ES %	MS %	HS %	NT %
Provide services for students with disabilities or other special needs (T8.11)	13	17	12	7	
Foster youth development, resilience, or asset promotion (T8.5)	13	15	21	3	
Provide opportunities for physical education and activity (T8.10)	3	0	4	10	
Provide conflict resolution or behavior management instruction (T8.19)	15	17	12	14	
Provide character education (T8.6)	13	14	15	7	
Provides alcohol or drug use prevention instruction (T8.21)	50	46	72	43	
Provide tobacco use prevention instruction (T8.22)	10	9	12	10	
Provide harassment or bullying prevention (T8.18)	14	18	8	7	
Provide nutritional instruction (T8.9)	8	6	17	3	

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Table S12
Special Education Services and Supports (Special Education Supports Module)

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Barriers to Effective Service Delivery					
Works to reduce instructional interruptions (T9.6)	21	23	23	12	
Works to minimize paperwork (T9.7)	9	9	9	9	
Effectively schedules mandated activities (T9.8)	26	29	26	14	
Integration and Collaboration Special-General Education					
Integrates special education into daily operations (T9.9)	32	34	32	26	
Encourages general and special ed teaming (T9.10)	21	22	21	21	
Provides sufficient time to collaborate on service delivery (T9.11)	10	10	11	9	
Views services to students with IEPs as a shared staff responsibility (T9.12)	18	18	19	14	
Promotes participation in school decision making (T9.13)	17	17	14	16	
Student Expectations and Supports					
Sets high expectations for students with IEPs (T9.14)	19	21	17	19	
Supports culturally and linguistically diverse students with IEPs (T9.15)	15	15	17	14	
Supports alternative modes of communication (T9.16)	15	15	21	12	
Provides complete state adopted instructional materials for students with IEPs (T9.17)	20	20	21	14	
Provides sufficient resources for special ed programs and services (T9.18)	17	19	15	14	
Personnel Supports					
Provides positive working environment (T9.19)	21	26	15	12	
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	21	23	15	21	
Provides relevant paraprofessional training (T9.21)	12	11	15	9	
Has a climate that encourages continued service (T9.22)	20	23	15	12	
Provides adequate access to technology (T9.23)	23	22	31	14	
Has good communication with personnel to support students with IEPs (T9.24)	19	21	19	12	
Offers adequate compensation to support continued employment (T9.25)	12	13	8	14	

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

I. Sample Characteristics

Table 1.1
Survey Sample

	TD	ES	MS	HS	NT
Number of Respondents	325	202	63	59	1

Table 1.2
Role (Job) at School

	TD %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	46	29	70	80	
Teacher in grade 4 or below	28	45	0	0	
Special education teacher	10	10	9	8	
Administrator	5	5	9	0	
Prevention staff nurse or health aide	0	0	0	0	
Counselor or psychologist	1	0	3	2	
Police, resource officer, or safety personnel	1	0	2	2	
Paraprofessional, teacher assistant, or instructional aide	3	2	5	3	
Other certificated staff (e.g., librarian)	2	2	0	0	
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	8	10	5	5	

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD %	ES %	MS %	HS %	NT %
Migrant education students	68	71	70	55	
Special education	82	81	84	84	
English language learners	96	97	93	95	

Question 2: Do you provide services to the following types of students?

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Table 1.4
Length of Employment at School

	TD %	ES %	MS %	HS %	NT %
Less than 1 year	9	8	11	7	
1 to 2 years	9	7	13	12	
3 to 5 years	30	29	21	39	
6 to 10 years	23	25	13	27	
Over 10 years	30	30	43	15	

Question 3: How many years have you worked, in any position, at this school?

Table 1.5
Overall Length of Employment in Position

	TD %	ES %	MS %	HS %	NT %
Less than 1 year	4	4	3	5	
1 to 2 years	5	3	5	10	
3 to 5 years	21	21	22	20	
6 to 10 years	22	21	16	32	
Over 10 years	49	52	55	32	

Question 4: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Table 1.6
Race/Ethnicity of Respondents

	TD %	ES %	MS %	HS %	NT %
African American (not Hispanic)	1	1	0	2	
American Indian or Alaska Native	2	3	2	2	
Asian or Pacific Islander	2	3	3	0	
White (not Hispanic)	74	74	77	72	
Hispanic or Latino/a	14	14	6	20	
Other or multi-ethnic	7	6	13	5	

Question 5: What is your race/ethnicity?

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II. The Learning and Working Environment

Student Learning Environment

Table 2.1
Learning Environment is Supportive and Inviting

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	44	48	41	35	
Agree	53	50	58	60	
Disagree	2	2	2	2	
Strongly Disagree	1	0	0	3	
Not Applicable	0	0	0	0	

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

Table 2.2
Sets High Standards for Academic Performance for All Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	51	58	41	41	
Agree	44	38	57	53	
Disagree	4	4	2	5	
Strongly Disagree	1	0	0	2	
Not Applicable	0	0	0	0	

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

Table 2.3
Promotes Academic Success for All Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	46	53	42	27	
Agree	47	40	53	65	
Disagree	6	7	5	5	
Strongly Disagree	1	0	0	3	
Not Applicable	0	0	0	0	

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

Table 2.4
Emphasizes Academic Help When Needed

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	44	48	48	29	
Agree	49	45	47	64	
Disagree	4	5	5	3	
Strongly Disagree	2	2	0	3	
Not Applicable	0	1	0	0	

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

Table 2.5
Teaches Lessons Relevant to Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	34	38	36	23	
Agree	57	53	63	65	
Disagree	5	5	2	7	
Strongly Disagree	1	1	0	3	
Not Applicable	3	5	0	2	

Question 11: This school emphasizes teaching lessons in ways relevant to students.

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	35	38	36	25	
Agree	49	44	55	63	
Disagree	13	15	8	8	
Strongly Disagree	2	3	0	3	
Not Applicable	0	0	2	0	

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

Table 2.7
Staff Feel Responsibility to Improve School

	TD %	ES %	MS %	HS %	NT %
Nearly All	32	38	24	20	
Most	42	38	48	53	
Some	22	21	27	17	
Few	4	3	2	8	
Almost None	0	0	0	2	

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

Table 2.8
Staff Support and Treat Each Other with Respect

	TD %	ES %	MS %	HS %	NT %
Nearly All	35	37	40	24	
Most	46	42	51	54	
Some	17	19	8	17	
Few	2	2	2	2	
Almost None	1	0	0	3	

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

Table 2.9
Promotes Staff Trust and Collegiality

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	26	29	25	15	
Agree	50	43	58	62	
Disagree	22	25	16	20	
Strongly Disagree	2	2	0	3	
Not Applicable	0	0	2	0	

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

Table 2.10
Staff have Close Professional Relationships

	TD %	ES %	MS %	HS %	NT %
Nearly All	25	27	27	18	
Most	40	39	41	43	
Some	30	30	31	28	
Few	5	5	2	7	
Almost None	1	0	0	3	

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

Table 2.11
Staff Participate in Decision-making

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	21	22	17	
Agree	49	48	47	57	
Disagree	19	21	17	17	
Strongly Disagree	8	7	11	8	
Not Applicable	3	4	3	2	

Question 70: This school promotes personnel participation in decision-making that affects school practices and policies.

General Staff Supports and Professional Development

Table 2.12
Provides Staff Resources and PD to Do Job Effectively

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	31	32	30	28	
Agree	54	52	61	52	
Disagree	13	13	8	15	
Strongly Disagree	2	1	2	5	
Not Applicable	1	1	0	0	

Question 14: This school provides the materials, resources, and training (professional development) needed to do your job effectively.

Table 2.13
Need PD in Meeting Academic Standards

	TD %	ES %	MS %	HS %	NT %
Yes	31	32	27	32	
No	58	58	64	55	
Not Applicable	11	11	9	13	

Question 43: 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?

Table 2.14
Need PD in Instructional Methods

	TD %	ES %	MS %	HS %	NT %
Yes	35	33	37	38	
No	54	56	54	48	
Not Applicable	11	12	10	13	

Question 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….evidence-based methods of instruction?

Table 2.15
Need PD in Creating a Positive School Climate

	TD %	ES %	MS %	HS %	NT %
Yes	36	36	38	33	
No	61	62	58	62	
Not Applicable	3	3	5	5	

Question 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….creating a positive school climate?

Special Education Supports and Professional Development

Table 2.16
Provides Resources Needed to Work With Special Education (IEP) Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	20	22	22	
Agree	47	46	55	45	
Disagree	23	23	20	23	
Strongly Disagree	4	4	0	7	
Not Applicable	6	7	3	3	

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

Table 2.17
Need PD for Serving Special Education (IEP) Students

	TD %	ES %	MS %	HS %	NT %
Yes	43	43	41	44	
No	48	48	50	46	
Not Applicable	9	9	9	10	

Question 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….serving special education (IEP) students?

Perceived School Safety

Table 2.18
Safe Place for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	32	35	33	22	
Agree	54	49	63	65	
Disagree	11	13	5	10	
Strongly Disagree	2	3	0	3	
Not Applicable	0	0	0	0	

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

Table 2.19
Safe Place for Staff

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	38	40	42	27	
Agree	56	54	56	63	
Disagree	4	4	2	7	
Strongly Disagree	2	2	0	3	
Not Applicable	0	0	0	0	

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

Facilities

Table 2.20
Clean and Well-Maintained Facilities and Property

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	43	46	33	45	
Agree	47	42	61	50	
Disagree	7	9	6	5	
Strongly Disagree	2	3	0	0	
Not Applicable	0	0	0	0	

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

Parent Involvement

Table 2.21
Encourages Parental Involvement

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	32	36	27	23	
Agree	57	51	70	60	
Disagree	9	10	3	15	
Strongly Disagree	2	2	0	2	
Not Applicable	1	1	0	0	

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1
Adults Really Care About All Students

	TD %	ES %	MS %	HS %	NT %
Nearly All	46	51	42	33	
Most	45	41	50	53	
Some	8	7	8	13	
Few	0	0	0	0	
Almost None	1	1	0	0	

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

Table 3.2
Adults Acknowledge and Pay Attention to Students

	TD %	ES %	MS %	HS %	NT %
Nearly All	43	50	37	27	
Most	49	44	58	55	
Some	8	6	5	18	
Few	1	1	0	0	
Almost None	0	0	0	0	

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

Table 3.3
Adults Listen to What Students Have to Say

	TD %	ES %	MS %	HS %	NT %
Nearly All	33	39	28	20	
Most	48	44	55	57	
Some	18	17	17	23	
Few	1	1	0	0	
Almost None	0	0	0	0	

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

High Expectations

Table 3.4
Adults Want All Students to Do Their Best

	TD %	ES %	MS %	HS %	NT %
Nearly All	55	62	47	43	
Most	39	33	48	52	
Some	5	5	5	3	
Few	0	0	0	2	
Almost None	0	0	0	0	

Question 35: How many adults at this school want all students to do their best?

Table 3.5
Adults Believe Every Student Can Be a Success

	TD %	ES %	MS %	HS %	NT %
Nearly All	36	42	27	25	
Most	46	42	47	58	
Some	17	15	23	17	
Few	1	0	3	0	
Almost None	0	0	0	0	

Question 37: How many adults at this school believe that every student can be a success?

Opportunities for Meaningful Participation

Table 3.6
Encourages Decision Opportunities for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	17	20	13	12	
Agree	50	50	48	53	
Disagree	25	22	33	29	
Strongly Disagree	3	2	5	3	
Not Applicable	5	6	2	3	

Question 16: This school encourages opportunities for students to decide things like class activities or rules.

Table 3.7
Gives Equal Opportunity for Classroom Participation

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	36	42	35	18	
Agree	57	51	62	72	
Disagree	3	1	3	7	
Strongly Disagree	0	0	0	0	
Not Applicable	4	5	0	3	

Question 17: This school gives all students equal opportunity to participate in classroom discussions or activities.

Table 3.8
Gives Equal Access to Extracurricular and Enrichment Activities

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	29	27	35	27	
Agree	49	44	60	53	
Disagree	17	20	5	17	
Strongly Disagree	3	4	0	3	
Not Applicable	2	3	0	0	

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

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table 3.9
Gives Opportunities to Make A Difference (Help Others)

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	20	21	25	
Agree	50	45	71	47	
Disagree	22	26	8	22	
Strongly Disagree	2	2	0	3	
Not Applicable	4	6	0	3	

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

Professional Development Needs

Table 3.10
Need PD on Meeting Social, Emotional, and Developmental Needs of Youth

	TD %	ES %	MS %	HS %	NT %
Yes	43	46	38	42	
No	47	46	55	45	
Not Applicable	9	9	8	13	

Question 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….meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1
Fosters Appreciation for Student Diversity and Mutual Respect

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	29	32	28	18	
Agree	56	53	61	63	
Disagree	10	9	11	10	
Strongly Disagree	3	3	0	7	
Not Applicable	2	2	0	2	

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

Table 4.2
Racial/Ethnic Conflict Among Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	38	40	36	33	
Mild Problem	45	42	52	50	
Moderate Problem	15	16	13	13	
Severe Problem	2	2	0	3	

Question 62: How much of a problem at this school is racial/ethnic conflict among students?

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	TD %	ES %	MS %	HS %	NT %
Nearly All	39	44	36	27	
Most	46	40	55	58	
Some	15	16	9	15	
Few	0	0	0	0	
Almost None	0	0	0	0	

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

Table 4.4
Staff Treat All Students with Respect

	TD %	ES %	MS %	HS %	NT %
Nearly All	41	45	38	33	
Most	47	44	56	48	
Some	12	11	6	18	
Few	0	0	0	0	
Almost None	0	0	0	0	

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

Cultural Sensitivity

Table 4.5
Students' Cultural Beliefs and Practices Respected

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	30	34	28	20	
Agree	56	50	63	70	
Disagree	9	10	8	7	
Strongly Disagree	2	4	0	2	
Not Applicable	2	3	2	2	

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

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table 4.6
Uses Culturally Relevant Instructional Materials

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	16	17	19	12	
Agree	50	46	53	62	
Disagree	24	26	22	20	
Strongly Disagree	3	4	0	2	
Not Applicable	7	8	6	5	

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

Table 4.7
Staff Examine Their Cultural Biases

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	10	11	13	5	
Agree	36	32	48	37	
Disagree	38	39	31	42	
Strongly Disagree	4	5	2	5	
Not Applicable	12	15	6	12	

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

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	23	25	22	17	
Agree	52	52	58	48	
Disagree	17	14	16	27	
Strongly Disagree	2	3	0	0	
Not Applicable	6	5	5	8	

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	26	19	38	40	
Agree	33	23	53	47	
Disagree	9	12	5	3	
Strongly Disagree	2	2	0	3	
Not Applicable	30	45	5	7	

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	TD %	ES %	MS %	HS %	NT %
Yes	47	47	36	58	
No	44	44	55	32	
Not Applicable	9	8	9	10	

Question 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….closing the achievement gap?

Table 4.11
Need PD on Working with Diverse Populations

	TD %	ES %	MS %	HS %	NT %
Yes	33	35	29	33	
No	60	59	65	60	
Not Applicable	7	7	6	7	

Question 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….working with diverse racial, ethnic, or cultural groups?

Table 4.12
Need PD on Culturally Relevant Pedagogy

	TD %	ES %	MS %	HS %	NT %
Yes	35	34	33	41	
No	56	57	56	49	
Not Applicable	9	9	11	10	

Question 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….culturally relevant pedagogy for the school's student population?

Table 4.13
Need PD on Serving English Language Learners

	TD %	ES %	MS %	HS %	NT %
Yes	42	42	38	47	
No	51	53	53	43	
Not Applicable	7	6	9	10	

Question 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….serving English Language Learners?

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1
Students Are Motivated to Learn

	TD %	ES %	MS %	HS %	NT %
Nearly All	5	6	3	2	
Most	40	45	41	22	
Some	47	43	52	56	
Few	8	7	3	17	
Almost None	1	0	2	3	

Question 55: Based on your experience, how many students at this school are motivated to learn?

Table 5.2
Cutting Class or Truancy is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	36	50	22	3	
Mild Problem	40	36	56	33	
Moderate Problem	18	12	22	37	
Severe Problem	6	2	0	27	

Question 65: How much of a problem at this school is cutting classes or being truant?

General Behavior

Table 5.3
Lack of Respect of Staff by Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	22	26	22	12	
Mild Problem	36	38	36	33	
Moderate Problem	30	25	36	38	
Severe Problem	12	12	6	17	

Question 64: How much of a problem at this school is lack of respect of staff by students?

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table 5.4
Students Are Well-Behaved

	TD %	ES %	MS %	HS %	NT %
Nearly All	5	6	5	3	
Most	54	55	68	37	
Some	36	36	25	46	
Few	5	4	2	12	
Almost None	0	0	0	2	

Question 56: Based on your experience, how many students at this school are well-behaved?

Table 5.5
Disruptive Student Behavior is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	3	4	3	2	
Mild Problem	34	35	34	27	
Moderate Problem	39	37	42	44	
Severe Problem	24	24	20	27	

Question 61: How much of a problem at this school is disruptive student behavior?

Perceived Physical and Mental Health

Table 5.6
Students Arrive at School Alert and Rested

	TD %	ES %	MS %	HS %	NT %
Nearly All	2	3	3	0	
Most	50	55	56	25	
Some	42	39	36	61	
Few	5	4	5	12	
Almost None	0	0	0	2	

Question 54: Based on your experience, how many students at this school arrive at school alert and rested?

Table 5.7
Students Are Healthy and Physically Fit

	TD %	ES %	MS %	HS %	NT %
Nearly All	5	7	5	0	
Most	47	51	45	39	
Some	46	43	47	54	
Few	2	1	2	5	
Almost None	1	0	2	2	

Question 53: Based on your experience, how many students at this school are healthy and physically fit?

Table 5.8
Student Depression or Other Mental Health Issues are a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	32	36	30	22	
Mild Problem	49	47	53	50	
Moderate Problem	17	16	16	23	
Severe Problem	2	2	2	5	

Question 63: How much of a problem at this school is student depression or other mental health problems?

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	7	8	6	3	
Mild Problem	38	38	38	42	
Moderate Problem	42	41	44	43	
Severe Problem	13	13	13	12	

Question 59: How much of a problem at this school is harassment or bullying among students?

Table 6.2
Physical Fighting Between Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	18	22	13	10	
Mild Problem	50	45	66	52	
Moderate Problem	26	27	19	30	
Severe Problem	6	7	3	8	

Question 60: How much of a problem at this school is physical fighting between students?

Delinquency

Table 6.3
Vandalism (Including Graffiti) is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	29	39	5	22	
Mild Problem	43	40	49	47	
Moderate Problem	21	16	38	20	
Severe Problem	7	5	8	12	

Question 68: How much of a problem at this school is vandalism (including graffiti)?

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table 6.4
Theft is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	25	33	11	17	
Mild Problem	45	43	51	45	
Moderate Problem	23	18	32	30	
Severe Problem	7	7	6	8	

Question 69: How much of a problem at this school is theft?

Table 6.5
Gang-Related Activity is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	28	43	6	5	
Mild Problem	30	31	31	25	
Moderate Problem	33	23	47	49	
Severe Problem	9	3	16	20	

Question 66: How much of a problem at this school is gang-related activity?

Table 6.6
Weapons Possession is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	64	73	63	38	
Mild Problem	29	23	27	52	
Moderate Problem	6	4	11	7	
Severe Problem	1	0	0	3	

Question 67: How much of a problem at this school is weapons possession?

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	52	73	28	7	
Mild Problem	30	16	52	53	
Moderate Problem	16	10	19	33	
Severe Problem	2	1	2	7	

Question 57: How much of a problem at this school is student alcohol and drug use?

Table 6.8
Student Tobacco Use is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	58	75	48	13	
Mild Problem	33	19	44	67	
Moderate Problem	8	6	8	15	
Severe Problem	1	0	0	5	

Question 58: How much of a problem at this school is tobacco use?

VII. Discipline & Counseling

Table 7.1
Clearly Communicates Consequences of Breaking Rules

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	35	36	45	23	
Agree	45	39	48	60	
Disagree	14	19	3	10	
Strongly Disagree	5	6	3	5	
Not Applicable	1	1	0	2	

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

Table 7.2
Handles Discipline Problems Fairly

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	26	26	34	18	
Agree	50	47	52	58	
Disagree	18	20	13	17	
Strongly Disagree	5	6	2	5	
Not Applicable	1	0	0	2	

Question 27: This school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	23	25	29	12	
Agree	45	41	51	52	
Neither Agree nor Disagree	24	24	16	30	
Disagree	7	9	5	3	
Strongly Disagree	1	1	0	3	

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	TD %	ES %	MS %	HS %	NT %
Yes	37	39	32	33	
No	53	52	60	53	
Not Applicable	10	10	8	13	

Question 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….positive behavioral support and classroom management?

Table 7.5
Provides Adequate Counseling and Support for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	22	20	31	17	
Agree	48	44	61	47	
Disagree	21	23	6	31	
Strongly Disagree	9	13	2	5	
Not Applicable	1	2	0	0	

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	127	69	26	31	1

Counseling and Intervention Services

Table 8.2
Provides Effective Confidential Support and Referral Services for Students Needing Help

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	15	16	23	7	
Agree	37	36	38	34	
Neither Agree nor Disagree	35	33	35	41	
Disagree	10	11	4	14	
Strongly Disagree	3	5	0	3	

Question 2.09: This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., Student Assistance Program).

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	13	12	15	16	
Agree	39	35	38	48	
Neither Agree nor Disagree	31	38	27	23	
Disagree	13	12	15	10	
Strongly Disagree	4	4	4	3	

Question 2.01: This school collaborates well with community organizations to help address substance use or other problems among youth.

Youth Development

Table 8.4
Emphasizes Helping Students with Social, Emotional, and Behavioral Problems

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	13	15	21	3	
Agree	48	48	63	34	
Neither Agree nor Disagree	23	17	17	45	
Disagree	9	14	0	7	
Strongly Disagree	6	6	0	10	0

Question 2.13: This school emphasizes helping students with their social, emotional, and behavioral problems.

Table 8.5
Fosters Youth Development, Resilience, or Asset Promotion

	TD %	ES %	MS %	HS %	NT %
A Lot	8	6	17	3	
Some	60	59	65	57	
Not Much	26	27	17	30	
Not At All	7	8	0	10	

Question 2.14: To what extent does this school foster youth development, resilience, or asset promotion?

Table 8.6
Provides Character Education

	TD %	ES %	MS %	HS %	NT %
A Lot	14	18	8	7	
Some	51	50	46	60	
Not Much	28	24	38	30	
Not At All	7	8	8	3	

Question 2.20: To what extent does this school provide character education?

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	12	18	8	3	
Agree	49	46	62	47	
Neither Agree nor Disagree	20	17	23	27	
Disagree	13	12	8	17	
Strongly Disagree	5	6	0	7	

Question 2.11: This school provides adequate health services for students.

Table 8.8
Provides Healthy Food Choices for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	7	5	12	7	
Agree	44	35	65	47	
Neither Agree nor Disagree	19	20	12	23	
Disagree	24	32	8	17	
Strongly Disagree	7	9	4	7	

Question 2.12: This school provides students with healthy food choices.

Table 8.9
Provides Nutritional Instruction to Students

	TD %	ES %	MS %	HS %	NT %
A Lot	3	0	4	10	
Some	47	49	56	37	
Not Much	41	37	40	50	
Not At All	8	13	0	3	

Question 2.15: To what extent does this school provide nutritional instruction?

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD %	ES %	MS %	HS %	NT %
A Lot	50	46	72	43	
Some	40	46	24	40	
Not Much	6	8	4	3	
Not At All	3	0	0	13	

Question 2.16: To what extent does this school provide opportunities for physical education and activity?

Special Education

Table 8.11
Provides Services for Students with Disabilities or Other Special Needs

	TD %	ES %	MS %	HS %	NT %
A Lot	48	43	62	50	
Some	44	48	35	43	
Not Much	6	7	4	7	
Not At All	1	1	0	0	

Question 2.22: To what extent does this school provide services for students with disabilities or other special needs?

Discipline Policies and Enforcement

Table 8.12
Sanctions Handled Case-by-Case

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	15	15	24	9	
Agree	52	48	64	50	
Neither Agree nor Disagree	22	27	8	25	
Disagree	7	6	4	13	
Strongly Disagree	3	4	0	3	

Question 2.05: This school considers sanctions for student violations of rules/policies on a case-by-case basis with a wide range of options.

Table 8.13
Collaborates Well With Law Enforcement

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	29	25	46	25	
Agree	46	41	50	53	
Neither Agree nor Disagree	20	26	4	16	
Disagree	3	3	0	6	
Strongly Disagree	2	4	0	0	

Question 2.02: This school collaborates well with law enforcement organizations.

Table 8.14
Suspends for First-Time Substance Use Violations

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	27	27	20	
Agree	41	33	50	50	
Neither Agree nor Disagree	25	31	19	17	
Disagree	5	4	4	7	
Strongly Disagree	4	4	0	7	

Question 2.06: This school punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.

Table 8.15
Enforces Zero Tolerance Policy

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	18	18	19	17	
Agree	42	38	46	47	
Neither Agree nor Disagree	27	26	27	30	
Disagree	6	10	0	3	
Strongly Disagree	6	7	8	3	

Question 2.07: This school enforces zero tolerance policies.

Safety Promotion & Violence Prevention

Table 8.16
Sufficient Resources to Create a Safe Campus

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	20	18	23	23	
Agree	52	54	46	55	
Neither Agree nor Disagree	14	13	15	13	
Disagree	12	13	15	3	
Strongly Disagree	2	1	0	6	

Question 2.03: This school has sufficient resources to create a safe campus.

Table 8.17
Seeks to Maintain Secure Campus

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	4	6	0	4	
Agree	32	28	44	32	
Neither Agree nor Disagree	21	24	8	29	
Disagree	25	24	28	21	
Strongly Disagree	18	19	20	14	

Question 2.08: This school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Table 8.18
Provides Harassment or Bullying Prevention

	TD %	ES %	MS %	HS %	NT %
A Lot	13	17	12	7	
Some	50	52	44	50	
Not Much	33	27	44	37	
Not At All	4	5	0	7	

Question 2.21: To what extent does this school provide harassment or bullying prevention?

Table 8.19
Provides Conflict Resolution or Behavior Management Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	13	14	15	7	
Some	58	56	58	62	
Not Much	22	17	27	24	
Not At All	8	13	0	7	

Question 2.19: To what extent does this school provide conflict resolution or behavior management instruction?

Substance Abuse Prevention

Table 8.20
Considers Substance Abuse Prevention an Important Goal

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	15	19	15	7	
Agree	31	33	31	27	
Neither Agree nor Disagree	34	31	31	43	
Disagree	15	10	23	20	
Strongly Disagree	4	6	0	3	

Question 2.10: This school considers substance abuse prevention an important goal.

Table 8.21
Provides Alcohol or Drug Use Prevention Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	10	9	12	10	
Some	57	57	54	59	
Not Much	32	34	31	28	
Not At All	2	0	4	3	

Question 2.17: To what extent does this school provide alcohol or drug use prevention instruction?

Table 8.22
Provides Tobacco Use Prevention Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	15	17	12	14	
Some	60	56	62	68	
Not Much	21	23	27	14	
Not At All	3	5	0	4	

Question 2.18: This school provides tobacco use prevention instruction.

Table 8.23
Resources Sufficient for Substance Use Prevention Needs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	11	12	15	6	
Agree	37	38	35	34	
Neither Agree nor Disagree	36	38	27	41	
Disagree	13	10	23	13	
Strongly Disagree	2	1	0	6	

Question 2.04: This school has sufficient resources to address substance use prevention needs.

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	263	163	54	45	1

Table 9.2
Highest Degree Level Achieved

	TD	ES	MS	HS	NT
Associate	1	1	4	0	
Bachelor's	68	70	59	73	
Master's	24	22	33	20	
Doctorate	2	2	0	4	
None	4	5	4	2	

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	TD	ES	MS	HS	NT
Multiple subjects	55	73	33	14	
Single subjects	39	17	69	84	
Education Specialist Instruction	14	14	11	16	
Pupil Personnel Services	2	2	4	2	
Administrative Services	12	12	13	7	
Other related services	5	6	4	2	
Other (e.g., Adapted PE)	2	3	0	2	
None	7	7	9	2	

Question 3.2: What credential(s) do you currently hold?
(Mark all that apply.)

Table 9.4
Highest Credential or Permit for Current Position

	TD	ES	MS	HS	NT
Professional Clear (level 2)	82	85	76	76	
Preliminary (level 1)	10	6	13	18	
Provisional Internship Credential	2	1	2	2	
Provisional Internship Permit	1	1	2	0	
Short-Term Staff Permit	1	1	0	2	
Other (e.g., waiver)	1	1	2	0	
High school diploma/GED	4	5	6	2	

Question 3.3: What is the highest level of the credential or permit for your current position?

Table 9.5
Primary Service Setting

	TD	ES	MS	HS	NT
General Education (GE) Classroom	64	62	65	73	
Resource Specialist Classroom	15	16	17	9	
Special Education (SE) Self-Contained/Special Day Class	11	10	11	14	
Pull-Out Program for Specialized Service	5	8	0	0	
Learning Center	1	1	0	0	
Other	4	3	7	5	

Question 3.4: What best describes the PRIMARY service setting for students with IEPs that you serve?

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	23	23	12	
Agree	65	61	72	70	
Disagree	9	12	4	7	
Strongly Disagree	3	1	2	9	
Not Applicable	2	2	0	2	

Question 3.06: This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).

Table 9.7
Works to Minimize Paperwork

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	9	9	9	9	
Agree	51	42	68	60	
Disagree	28	35	17	19	
Strongly Disagree	7	9	4	5	
Not Applicable	5	5	2	7	

Question 3.07: This school takes steps to minimize required paperwork.

Table 9.8
Effectively Schedules Mandated Activities

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	26	29	26	14	
Agree	62	58	70	70	
Disagree	8	9	4	7	
Strongly Disagree	1	1	0	2	
Not Applicable	3	3	0	7	

Question 3.10: This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	32	34	32	26	
Agree	57	56	60	56	
Disagree	9	8	8	14	
Strongly Disagree	2	1	0	5	
Not Applicable	0	1	0	0	

Question 3.05: This school integrates special education into its daily operations.

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative

Table 9.10
Encourages General and Special Ed Teaming

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	22	21	21	
Agree	54	52	55	56	
Disagree	21	20	23	21	
Strongly Disagree	4	5	2	2	
Not Applicable	1	1	0	0	

Question 3.08: This school encourages teaming between general and special education personnel.

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	10	10	11	9	
Agree	37	39	34	35	
Disagree	40	37	49	40	
Strongly Disagree	10	11	6	14	
Not Applicable	2	3	0	2	

Question 3.09: This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs.

Table 9.12
Views Service to Students with IEPs as Shared Staff Responsibility

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	18	18	19	14	
Agree	60	60	54	67	
Disagree	18	19	21	14	
Strongly Disagree	2	1	2	2	
Not Applicable	2	1	4	2	

Question 3.22: This school views service to students with IEPs as a shared responsibility among all staff.

Table 9.13
Promotes Participation in School Decision-Making

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	17	17	14	16	
Agree	54	54	51	60	
Disagree	21	20	29	16	
Strongly Disagree	5	6	2	7	
Not Applicable	3	4	4	0	

Question 3.24: This school promotes personnel participation in decision-making that affects school practices and policies.

Expectations and Supports for Special Populations

Table 9.14
Sets High Expectations for Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	19	21	17	19	
Agree	62	59	66	63	
Disagree	14	15	15	7	
Strongly Disagree	2	2	0	7	
Not Applicable	3	3	2	5	

Question 3.14: This school sets high expectations for students with IEPs.

Table 9.15
Supports Culturally and Linguistically Diverse Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	15	15	17	14	
Agree	54	50	64	56	
Disagree	21	25	11	19	
Strongly Disagree	3	3	2	7	
Not Applicable	6	7	6	5	

Question 3.15: This school provides effective supports for teaching culturally and linguistically diverse students with IEPs.

Table 9.16
Supports Alternative Modes of Communication

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	15	15	21	12	
Agree	54	51	62	56	
Disagree	9	10	6	9	
Strongly Disagree	2	3	0	2	
Not Applicable	19	21	11	21	

Question 3.16: This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).

Table 9.17
Provides Complete State-Adopted Instructional Materials for Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	20	20	21	14	
Agree	56	54	62	60	
Disagree	12	14	6	12	
Strongly Disagree	2	3	0	5	
Not Applicable	10	9	11	9	

Question 3.18: This school provides complete state adopted instructional materials for students with IEPs.

Table 9.18
Provides Sufficient Resources for Special Ed Programs and Services

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	17	19	15	14	
Agree	55	47	67	67	
Disagree	19	24	13	10	
Strongly Disagree	4	4	0	7	
Not Applicable	5	7	4	2	

Question 3.23: This school has sufficient resources to support special education programs and services.

Personnel Supports

Table 9.19
Has Positive Working Environment for Staff Serving Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	26	15	12	
Agree	63	60	70	67	
Disagree	11	10	13	14	
Strongly Disagree	2	2	2	5	
Not Applicable	2	3	0	2	

Question 3.11: This school provides a positive working environment for staff who serve students with IEPs.

Table 9.20
Acknowledges Responsibilities of Staff Serving Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	23	15	21	
Agree	60	58	64	63	
Disagree	13	14	17	9	
Strongly Disagree	3	3	2	5	
Not Applicable	3	3	2	2	

Question 3.12: This school acknowledges the responsibilities for staff who serve students with IEPs.

Table 9.21
Provides Relevant Paraprofessional Training

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	12	11	15	9	
Agree	49	49	50	47	
Disagree	20	19	17	28	
Strongly Disagree	3	2	4	5	
Not Applicable	16	18	13	12	

Question 3.13: This school provides relevant training for paraprofessionals.

Table 9.22
Climate Encourages Continued Service to Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	20	23	15	12	
Agree	63	59	69	72	
Disagree	10	11	10	9	
Strongly Disagree	3	3	2	5	
Not Applicable	4	5	4	2	

Question 3.17: This school has a climate that encourages me to continue in my role of service to students with IEPs.

Table 9.23
Provides Adequate Access to Technology

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	23	22	31	14	
Agree	58	58	54	67	
Disagree	10	10	8	12	
Strongly Disagree	1	1	2	0	
Not Applicable	8	8	6	7	

Question 3.19: This school provides adequate access to technology for staff who serve students with IEPs.

Table 9.24
Has Good Communication with District Personnel

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	19	21	19	12	
Agree	60	58	62	63	
Disagree	11	11	9	14	
Strongly Disagree	2	3	0	2	
Not Applicable	9	8	9	9	

Question 3.20: This school has good communication with district personnel to support students with IEPs.

Table 9.25
Provides Adequate Compensation

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	12	13	8	14	
Agree	55	51	62	63	
Disagree	17	19	13	14	
Strongly Disagree	6	8	2	7	
Not Applicable	10	10	15	2	

Question 3.21: This school offers adequate benefits (e.g. salary, fringe, and retirement options) to support my continued employment at this school.

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Continuation/Community Day/Alternative