California School Climate Survey

Corning UHSD
2009-2010
Migrant Education Report

Summary Tables

Table S1
Positive Learning and Working Environment

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Learning Environment								
Is a supportive and inviting place for students to learn (T2.1)	63	44					63	39
Sets high standards for academic performance for all (T2.2)	34	20					37	18
Promotes academic success for all students (T2.3)	57	27					53	26
Encourage students to enroll in rigorous course (T4.9)	21	24					21	24
Emphasizes teaching lessons in ways relevant to students (T2.5)	51	37					47	32
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	63	41					60	37
Promotes trust and collegiality among staff (T2.9)	54	32					53	26
Provides the materials, resources, and training to do job effectively (T2.11)	37	37					37	32
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	29	20					31	16
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.17)	49	32					50	32
Is a safe place for staff (T2.18)	60	32					63	32
Has clean and well-maintained facilities and property (T2.19)	57	56					60	55
Is welcoming to and facilitates parent involvement (T2.20)	31	32					33	29

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting 'Nearly All Adults'*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Have close professional relationships with one another (T2.10)	34	29					30	29
Support and treat each other with respect (T2.8)	49	44					47	45
Feel a responsibility to improve the school (T2.7)	37	37					30	34

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

This school provides/encourages students…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Opportunities to decide things (T3.6)	20	10					20	8
Equal opportunity for classroom participation (T3.7)	49	38					50	35
Opportunities to "make a difference" (help others) (T3.9)	46	29					43	26
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	57	49					63	47

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

How many adults at this school…	*Percent Selecting Nearly All*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Caring Relationships								
Want every student to do their best (T3.4)	69	50					67	49
Acknowledge and pay attention to students (T3.2)	60	41					60	39
Really care about every student (T3.1)	60	41					63	39
High Expectations								
Listen to what students have to say (T3.3)	40	29					37	29
Believe every student can be a success (T3.5)	43	20					43	19

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly agree that this school…								
Fosters an appreciation of student diversity and respect for each other (T4.1)	43	25					43	26
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	49	32					50	32
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	16	10					19	8
Has staff examine their own cultural biases through professional development or other processes (T4.7)	26	5					31	5
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	32	12					34	13
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	46	34					47	34
Treat every student with respect (T4.4)	46	34					47	34

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All							
How many students at this school…	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Are motivated to learn (T5.1)	54	29					63	32
Arrive at school alert and rested (T5.6)	65	51					73	55
Are healthy and physically fit (T5.7)	66	54					77	55
Are well-behaved (T5.4)	77	63					90	66

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Engagement Indicators/Disruptive Behavior								
Disruptive behavior (T5.5)	31	44					20	42
Cutting classes or being truant (T5.2)	20	15					13	11
Depression or other mental health issues (T5.8)	35	28					24	24
Lack of respect of staff by students (T5.3)	23	20					13	16
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	34	27					27	21
Harassment or bullying (T6.1)	34	45					23	43
Physical fighting (T6.2)	26	27					17	21
Gang activity (T6.5)	51	58					43	54
Vandalism and graffiti (T6.3)	20	30					10	27
Theft (T6.4)	20	15					10	11
Weapons possession at school (T6.6)	6	5					3	5
Substance Use								
Alcohol and drug use (T6.7)	71	73					67	71

Table S8
Discipline and Counseling

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Clearly communicates to students consequences of breaking rules (T7.1)	46	34					40	29
Handles discipline problems fairly (T7.2)	49	17					47	13
Provides adequate counseling and support services for students (T7.5)	57	50					57	46

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table S9
Professional Development Needs

Perceive need for more PD in…	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Instruction & School Environment								
Meeting academic standards (T2.12)	17	37					20	39
Evidence-based methods of instruction (T2.13)	37	37					43	37
Positive behavioral support and classroom management (T7.4)	23	37					27	37
Creating a positive school climate (T2.14)	31	44					37	45
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	40	44					43	45
Culturally relevant pedagogy for the school's student population (T4.12)	37	37					40	37
Serving English language learners (T4.13)	31	41					30	45
Closing the achievement gap (T4.10)	51	35					60	35
Providing Support Services								
Serving special education (IEP) students (T2.16)	37	50					40	50
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	40	49					43	50

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Discipline and Safety								
Has sufficient resources to create a safe campus (T8.17)	50	38					62	27
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	12	8					8	9
Collaborates well with law enforcement organizations (T8.13)	67	54					62	45
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	53	38					58	27
Enforces zero tolerance policies (T8.15)	29	25					33	10
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	17	15					23	18
Effectively handles student discipline and behavioral problems (T8.16)	35	31					33	18
Substance Use								
Considers substance abuse prevention an important goal (T8.21)	35	23					25	18
Has sufficient resources to address substance use prevention needs (T8.24)	47	8					54	9
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)	47	46					50	45
Collaborates well with community organizations to address substance use or other problems (T8.3)	17	31					8	18
Youth Development and Health								
Provides adequate health services for students (T8.7)	13	0					9	0
Provides healthy food choices for students (T8.8)	25	23					33	18
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	47	23					50	18

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

To what extent does this school…	*Percent Selecting "A Lot"*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Provide services for studies with disabilities or other special needs (T8.11)	35	31					50	36
Foster youth development, resilience, or asset promotion (T8.5)	41	15					33	9
Provide opportunities for physical education and activity (T8.10)	71	69					83	73
Provide conflict resolution or behavior management instruction (T8.20)	18	8					8	9
Provide character education (T8.6)	35	15					33	9
Provides alcohol or drug use prevention instruction (T8.22)	35	23					33	27
Provide tobacco use prevention instruction (T8.23)	29	15					25	18
Provide harassment or bullying prevention (T8.19)	6	8					0	9
Provide nutritional instruction (T8.9)	29	25					25	20

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Barriers to Effective Service Delivery								
Works to reduce instructional interruptions (T9.6)	33	31					32	26
Works to minimize paperwork (T9.7)	25	24					21	19
Effectively schedules mandated activities (T9.8)	25	28					21	26
Integration and Collaboration Special-General Education								
Integrates special education into daily operations (T9.9)	42	24					42	19
Encourages general and special ed teaming (T9.10)	29	28					26	22
Provides sufficient time to collaborate on service delivery (T9.11)	26	21					22	15
Views services to students with IEPs as a shared staff responsibility (T9.12)	29	24					26	22
Promotes participation in school decision making (T9.13)	33	18					26	15
Student Expectations and Supports								
Sets high expectations for students with IEPs (T9.14)	21	14					21	11
Supports culturally and linguistically diverse students with IEPs (T9.15)	17	11					21	12
Supports alternative modes of communication (T9.16)	13	18					16	19
Provides complete state adopted instructional materials for students with IEPs (T9.17)	22	21					22	19
Provides sufficient resources for special ed programs and services (T9.18)	21	21					16	19
Personnel Supports								
Provides positive working environment (T9.19)	29	31					26	26
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	29	38					26	33
Provides relevant paraprofessional training (T9.21)	21	17					21	15
Has a climate that encourages continued service (T9.22)	33	31					32	26
Provides adequate access to technology (T9.23)	29	28					26	22
Has good communication with personnel to support students with IEPs (T9.24)	33	21					32	15
Offers adequate compensation to support continued employment (T9.25)	26	21					22	15

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

I. Sample Characteristics

Table 1.1
Survey Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	35	41					30	38

Table 1.2
Role (Job) at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Teacher in grade 5 or above	59	46					59	45
Teacher in grade 4 or below	0	0					0	0
Special education teacher	0	12					0	11
Administrator	18	5					17	5
Prevention staff nurse or health aide	3	2					3	3
Counselor or psychologist	6	7					7	5
Police, resource officer, or safety personnel	0	2					0	3
Paraprofessional, teacher assistant, or instructional aide	6	17					3	18
Other certificated staff (e.g., librarian)	9	2					10	3
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	3	12					3	13

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Migrant education students	100	0					100	0
Special education	86	97					87	97
English language learners	94	55					97	52

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 1.4
Length of Employment at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than one year	0	7					0	8
1 to 2 years	6	10					7	11
3 to 5 years	14	29					17	29
6 to 10 years	29	24					23	24
Over 10 years	51	29					53	29

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

Table 1.5
Overall Length of Employment in Position

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than one year	0	2					0	3
1 to 2 years	6	7					7	8
3 to 5 years	17	17					20	16
6 to 10 years	26	34					20	34
Over 10 years	51	39					53	39

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
African American (Not Hispanic)	0	0					0	0
American Indian or Alaska Native	0	5					0	5
Asian or Pacific Islander	0	0					0	0
White (Not Hispanic)	88	93					86	92
Hispanic or Latino/a	6	2					7	3
Other or Multi-ethnic	6	0					7	0

Question 5: What is your race/ethnicity?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

II. The Learning and Working Environment

Student Learning Environment

Table 2.1
Learning Environment is Supportive and Inviting

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	63	44					63	39
Agree	37	56					37	61
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0
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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	34	20					37	18
Agree	57	71					57	74
Disagree	9	10					7	8
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.3
Promotes Academic Success for All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	57	27					53	26
Agree	43	73					47	74
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	54	34					50	32
Agree	46	66					50	68
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

Table 2.5
Teaches Lessons Relevant to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	51	37					47	32
Agree	46	56					50	61
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0
Not Applicable	3	7					3	8

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	63	41					60	37
Agree	37	54					40	58
Disagree	0	2					0	3
Strongly Disagree	0	2					0	3
Not Applicable	0	0					0	0

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

Table 2.7
Staff Feel Responsibility to Improve School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	37	37					30	34
Most	51	46					60	47
Some	11	15					10	16
Few	0	2					0	3
Almost None	0	0					0	0

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	49	44					47	45
Most	43	44					43	42
Some	9	10					10	11
Few	0	2					0	3
Almost None	0	0					0	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.9
Promotes Staff Trust and Collegiality

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	54	32					53	26
Agree	40	66					40	71
Disagree	6	0					7	0
Strongly Disagree	0	2					0	3
Not Applicable	0	0					0	0

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

Table 2.10
Staff have Close Professional Relationships

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	34	29					30	29
Most	51	44					57	42
Some	14	27					13	29
Few	0	0					0	0
Almost None	0	0					0	0

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

General Staff Supports and Professional Development

Table 2.11
School Provides Staff Resources and PD to Do Job Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	37	37					37	32
Agree	54	51					60	55
Disagree	9	12					3	13
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.12
Need PD in Meeting Academic Standards

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	17	37					20	39
No	60	41					57	37
Not Applicable	23	22					23	24

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 2.13
Need PD in Instructional Methods

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	37	37					43	37
No	40	39					33	39
Not Applicable	23	24					23	24

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 2.14
Need PD in Creating a Positive School Climate

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	31	44					37	45
No	66	51					63	50
Not Applicable	3	5					0	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 2.15
Provides Resources Needed to Work With Special Education Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	20					31	16
Agree	44	61					45	63
Disagree	9	10					10	11
Strongly Disagree	6	0					0	0
Not Applicable	12	10					14	11

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

Table 2.16
Need PD for Serving Special Education (IEP) Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	37	50					40	50
No	49	45					47	45
Not Applicable	14	5					13	5

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 2.17
Safe Place for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	49	32					50	32
Agree	49	63					47	63
Disagree	3	5					3	5
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 2.18
Safe Place for Staff

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	60	32					63	32
Agree	40	66					37	66
Disagree	0	2					0	3
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

Facilities

Table 2.19
Clean and Well-maintained Facilities and Property

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	57	56					60	55
Agree	37	34					40	34
Disagree	6	10					0	11
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	31	32					33	29
Agree	66	66					63	68
Disagree	3	2					3	3
Strongly Disagree	0	0					0	0
Not Applicable	0	0					0	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1
Adults Really Care About All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	60	41					63	39
Most	31	49					33	50
Some	6	10					3	11
Few	3	0					0	0
Almost None	0	0					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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	60	41					60	39
Most	37	56					40	58
Some	3	2					0	3
Few	0	0					0	0
Almost None	0	0					0	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 3.3
Adults Listen to What Students Have to Say

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	40	29					37	29
Most	49	51					53	50
Some	11	17					10	18
Few	0	2					0	3
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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	69	50					67	49
Most	26	48					30	49
Some	6	3					3	3
Few	0	0					0	0
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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	43	20					43	19
Most	49	55					53	57
Some	9	23					3	24
Few	0	0					0	0
Almost None	0	3					0	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Opportunities for Meaningful Participation

Table 3.6
Encourages Decision Opportunities for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	20	10					20	8
Agree	63	63					60	66
Disagree	9	17					10	16
Strongly Disagree	0	0					0	0
Not Applicable	9	10					10	11

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

Table 3.7
Gives Equal Opportunity for Classroom Participation

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	49	38					50	35
Agree	46	53					43	54
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0
Not Applicable	6	10					7	11

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	57	49					63	47
Agree	37	41					37	42
Disagree	3	7					0	8
Strongly Disagree	0	0					0	0
Not Applicable	3	2					0	3

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	46	29					43	26
Agree	54	61					57	63
Disagree	0	5					0	5
Strongly Disagree	0	0					0	0
Not Applicable	0	5					0	5

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.

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	40	49					43	50
No	51	44					50	42
Not Applicable	9	7					7	8

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?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1
Fosters Appreciation for Student Diversity and Mutual Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	43	25					43	26
Agree	51	63					50	61
Disagree	6	5					7	5
Strongly Disagree	0	3					0	3
Not Applicable	0	5					0	5

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

Table 4.2
Racial/Ethnic Conflict Among Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	20	20					23	21
Mild Problem	46	54					50	58
Moderate Problem	29	22					27	16
Severe Problem	6	5					0	5

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	46	34					47	34
Most	49	51					50	50
Some	6	15					3	16
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 Students with Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	46	34					47	34
Most	46	51					47	50
Some	9	12					7	13
Few	0	2					0	3
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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	49	32					50	32
Agree	46	61					43	61
Disagree	6	5					7	5
Strongly Disagree	0	0					0	0
Not Applicable	0	2					0	3

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 4.6
Use Culturally Relevant Instructional Materials

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	10					19	8
Agree	69	59					67	61
Disagree	13	12					11	11
Strongly Disagree	0	0					0	0
Not Applicable	3	20					4	21

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	26	5					31	5
Agree	53	54					48	53
Disagree	18	20					17	18
Strongly Disagree	3	2					3	3
Not Applicable	0	20					0	21

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	32	12					34	13
Agree	50	59					45	58
Disagree	15	17					17	16
Strongly Disagree	0	0					0	0
Not Applicable	3	12					3	13

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 4.9
Encourages All Students to Take Rigorous Courses

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	21	24					21	24
Agree	59	54					69	58
Disagree	12	10					7	8
Strongly Disagree	0	0					0	0
Not Applicable	9	12					3	11

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	51	35					60	35
No	34	45					27	43
Not Applicable	14	20					13	22

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	40	44					43	45
No	57	49					57	47
Not Applicable	3	7					0	8

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	37	37					40	37
No	49	41					47	39
Not Applicable	14	22					13	24

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	31	41					30	45
No	57	44					60	39
Not Applicable	11	15					10	16

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	9	0					10	0
Most	46	29					53	32
Some	37	56					37	55
Few	9	12					0	11
Almost None	0	2					0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	29	33					33	34
Mild Problem	51	53					53	55
Moderate Problem	17	13					13	8
Severe Problem	3	3					0	3

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	31	15					37	16
Mild Problem	46	66					50	68
Moderate Problem	20	7					13	5
Severe Problem	3	12					0	11

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 5.4
How Many Students Well-Behaved

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	14	5					17	5
Most	63	59					73	61
Some	17	27					10	24
Few	6	7					0	8
Almost None	0	2					0	3

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

Table 5.5
Disruptive Student Behavior is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	9	7					10	5
Mild Problem	60	49					70	53
Moderate Problem	26	32					17	32
Severe Problem	6	12					3	11

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	12	0					13	0
Most	53	51					60	55
Some	26	37					23	34
Few	9	7					3	8
Almost None	0	5					0	3

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	6	2					7	3
Most	60	51					70	53
Some	29	37					23	37
Few	3	7					0	8
Almost None	3	2					0	0

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	18	13					21	14
Mild Problem	47	60					55	62
Moderate Problem	26	20					21	16
Severe Problem	9	8					3	8

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	17	13					20	14
Mild Problem	49	43					57	43
Moderate Problem	23	43					20	41
Severe Problem	11	3					3	3

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	20	20					23	21
Mild Problem	54	54					60	58
Moderate Problem	23	27					17	21
Severe Problem	3	0					0	0

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	40	23					47	24
Mild Problem	40	48					43	49
Moderate Problem	11	28					7	24
Severe Problem	9	3					3	3

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

Table 6.4
Theft is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	37	28					40	27
Mild Problem	43	58					50	62
Moderate Problem	17	15					10	11
Severe Problem	3	0					0	0

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

Table 6.5
Gang-Related Activity is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	11	0					13	0
Mild Problem	37	43					43	46
Moderate Problem	34	38					37	41
Severe Problem	17	20					7	14

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

Table 6.6
Weapons Possession is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	54	53					53	51
Mild Problem	40	43					43	43
Moderate Problem	6	5					3	5
Severe Problem	0	0					0	0

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	6	5					7	5
Mild Problem	23	22					27	24
Moderate Problem	51	51					60	55
Severe Problem	20	22					7	16

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	6	10					7	8
Mild Problem	40	40					43	41
Moderate Problem	40	40					47	43
Severe Problem	14	10					3	8

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

VII. Discipline & Counseling

Table 7.1
Consequences of Breaking Rules Communicated Clearly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	46	34					40	29
Agree	46	51					50	55
Disagree	6	5					7	5
Strongly Disagree	3	7					3	8
Not Applicable	0	2					0	3

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

Table 7.2
Handles Discipline Problems Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	49	17					47	13
Agree	46	54					47	55
Disagree	6	22					7	24
Strongly Disagree	0	5					0	5
Not Applicable	0	2					0	3

Question 27: The school handles discipline problems fairly.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	43	15					43	11
Agree	51	49					50	53
Neither Agree nor Disagree	6	27					7	26
Disagree	0	7					0	8
Strongly Disagree	0	2					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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	23	37					27	37
No	63	51					60	53
Not Applicable	14	12					13	11

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	57	50					57	46
Agree	37	40					37	43
Disagree	0	8					0	8
Strongly Disagree	3	3					3	3
Not Applicable	3	0					3	0

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	18	13					13	11

Counseling and Intervention Services

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	47	46					50	45
Agree	53	46					50	45
Neither Agree nor Disagree	0	8					0	9
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	17	31					8	18
Agree	44	46					46	55
Neither Agree nor Disagree	28	15					38	18
Disagree	11	8					8	9
Strongly Disagree	0	0					0	0

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

Youth Development

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	47	23					50	18
Agree	47	62					50	64
Neither Agree nor Disagree	6	15					0	18
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0

Question 2.14: This school emphasizes helping students with their social, emotional, and behavioral problems?

Table 8.5
Fosters Youth Development, Resilience, or Asset Promotion

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	41	15					33	9
Some	47	77					67	82
Not Much	6	8					0	9
Not At All	6	0					0	0

Question 2.15: To what extent does this school foster youth development, resilience, or asset promotion?

Table 8.6
Provides Character Education

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	35	15					33	9
Some	59	38					58	45
Not Much	6	46					8	45
Not At All	0	0					0	0

Question 2.21: To what extent does this school provide character education?

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	0					9	0
Agree	50	58					55	50
Neither Agree nor Disagree	19	17					9	20
Disagree	19	25					27	30
Strongly Disagree	0	0					0	0

Question 2.12: The school provides adequate health services for students.

Table 8.8
Provides Healthy Food Choices for Student

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	25	23					33	18
Agree	69	54					67	55
Neither Agree nor Disagree	6	0					0	0
Disagree	0	15					0	18
Strongly Disagree	0	8					0	9

Question 2.13: The school provides students with healthy food choices.

Table 8.9
Provides Nutritional Instruction to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	29	25					25	20
Some	71	42					75	50
Not Much	0	33					0	30
Not At All	0	0					0	0

Question 2.16: To what extent does this school provide nutritional instruction?

Table 8.10
Provides Opportunities for Physical Education and Activity

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	71	69					83	73
Some	29	23					17	27
Not Much	0	8					0	0
Not At All	0	0					0	0

Question 2.17: 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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	35	31					50	36
Some	53	69					50	64
Not Much	6	0					0	0
Not At All	6	0					0	0

Question 2.23: 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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	17	15					23	18
Agree	67	62					62	55
Neither Agree nor Disagree	17	15					15	18
Disagree	0	8					0	9
Strongly Disagree	0	0					0	0

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

Table 8.13
Collaborates Well With Law Enforcement

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	67	54					62	45
Agree	33	46					38	55
Neither Agree nor Disagree	0	0					0	0
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0

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

Table 8.14
Suspends for First-time Substance Use Violations

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	53	38					58	27
Agree	35	54					25	64
Neither Agree nor Disagree	6	8					8	9
Disagree	6	0					8	0
Strongly Disagree	0	0					0	0

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	25					33	10
Agree	41	25					42	30
Neither Agree nor Disagree	6	8					0	10
Disagree	12	42					17	50
Strongly Disagree	12	0					8	0

Question 2.07: This school enforces zero tolerance policies.

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	31					33	18
Agree	59	15					58	18
Neither Agree nor Disagree	0	15					0	18
Disagree	6	23					8	27
Strongly Disagree	0	15					0	18

Question 2.10: This school effectively handles student discipline and behavioral problems.

Safety Promotion & Violence Prevention

Table 8.17
Resources Sufficient to Create a Safe Campus

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	50	38					62	27
Agree	39	62					31	73
Neither Agree nor Disagree	6	0					8	0
Disagree	6	0					0	0
Strongly Disagree	0	0					0	0

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

Table 8.18
Seeks to Maintain Secure Campus

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	12	8					8	9
Agree	53	38					58	27
Neither Agree nor Disagree	6	8					0	9
Disagree	18	38					25	45
Strongly Disagree	12	8					8	9

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 8.19
Provides Harassment or Bullying Prevention

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	6	8					0	9
Some	75	38					82	36
Not Much	19	46					18	45
Not At All	0	8					0	9

Question 2.22: To what extent does this school provide harassment or bullying prevention?

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	18	8					8	9
Some	53	54					58	45
Not Much	24	38					25	45
Not At All	6	0					8	0

Question 2.20: To what extent does this school provide conflict resolution or behavior management instruction?

Substance Abuse Prevention

Table 8.21
Considers Substance Abuse Prevention an Important Goal

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	35	23					25	18
Agree	47	62					50	64
Neither Agree nor Disagree	18	0					25	0
Disagree	0	15					0	18
Strongly Disagree	0	0					0	0

Question 2.11: This school considers substance abuse prevention an important goal.

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	35	23					33	27
Some	59	62					58	55
Not Much	6	15					8	18
Not At All	0	0					0	0

Question 2.18: To what extent does this school provide alcohol or drug use prevention instruction?

Table 8.23
Provides Tobacco Use Prevention Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	29	15					25	18
Some	65	62					67	55
Not Much	6	15					8	18
Not At All	0	8					0	9

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	47	8					54	9
Agree	41	69					38	73
Neither Agree nor Disagree	12	23					8	18
Disagree	0	0					0	0
Strongly Disagree	0	0					0	0

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	25	31					20	29

Table 9.2
Highest Degree Level Achieved

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Associate	0	10					0	10
Bachelors	76	61					80	59
Masters	8	16					10	17
Doctorate	8	0					5	0
None	8	13					5	14

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Multiple Subjects	30	10					17	11
Single Subjects	61	53					78	50
Education Specialist Instruction	4	0					6	0
Pupil Personnel Services	0	3					0	4
Administrative Services {CK}	0	0					0	0
Other Related Services	0	3					0	4
Other (e.g., Adapted PE)	0	0					0	0
None	4	30					0	32

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.4
Highest Credential or Permit for Current Position

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Professional Clear (level 2)	91	67					94	64
Preliminary (level 1)	4	4					6	4
Provisional Internship Credential	0	0					0	0
Provisional Internship Permit	0	0					0	0
Short Term Staff Permit	0	0					0	0
Other (e.g., waver)	4	4					0	4
High School Diploma/GED	0	26					0	28

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

Table 9.5
Primary Service Setting

	MTD	TD	MES	ES	MMS	MS	MHS	HS
General Education (GE) Classroom	63	41					58	41
Resource Specialist Classroom	25	28					32	30
Special Education (SE) Self-Contained/Special Day Class	0	14					0	15
Pull-out Program for Specialized Service	4	3					5	4
Learning Center	0	0					0	0
Other	8	14					5	11

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	33	31					32	26
Agree	54	66					63	70
Disagree	4	3					0	4
Strongly Disagree	0	0					0	0
Not Applicable	8	0					5	0

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	25	24					21	19
Agree	58	59					68	63
Disagree	8	7					5	7
Strongly Disagree	0	3					0	4
Not Applicable	8	7					5	7

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.8
Effectively Schedules Mandated Activities

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	25	28					21	26
Agree	54	55					58	59
Disagree	0	7					0	4
Strongly Disagree	0	0					0	0
Not Applicable	21	10					21	11

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	42	24					42	19
Agree	46	76					53	81
Disagree	4	0					0	0
Strongly Disagree	0	0					0	0
Not Applicable	8	0					5	0

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

Table 9.10
Encourages General and Special Ed Teaming

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	28					26	22
Agree	54	55					63	59
Disagree	8	14					5	15
Strongly Disagree	0	0					0	0
Not Applicable	8	3					5	4

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	26	21					22	15
Agree	39	45					44	48
Disagree	26	24					28	26
Strongly Disagree	0	3					0	4
Not Applicable	9	7					6	7

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	24					26	22
Agree	58	45					63	44
Disagree	4	24					5	26
Strongly Disagree	0	0					0	0
Not Applicable	8	7					5	7

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	33	18					26	15
Agree	46	61					53	65
Disagree	13	11					16	12
Strongly Disagree	0	4					0	0
Not Applicable	8	7					5	8

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
High Expectations for Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	21	14					21	11
Agree	63	59					68	59
Disagree	8	17					5	19
Strongly Disagree	0	0					0	0
Not Applicable	8	10					5	11

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

Table 9.15
Supports Culturally and Linguistically Diverse Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	17	11					21	12
Agree	58	64					58	65
Disagree	8	7					11	4
Strongly Disagree	4	0					0	0
Not Applicable	13	18					11	19

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	18					16	19
Agree	38	50					42	52
Disagree	21	4					21	4
Strongly Disagree	4	0					0	0
Not Applicable	25	29					21	26

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	21					22	19
Agree	39	45					39	44
Disagree	13	10					17	11
Strongly Disagree	4	0					0	0
Not Applicable	22	24					22	26

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	21	21					16	19
Agree	54	59					63	59
Disagree	0	10					0	11
Strongly Disagree	8	0					5	0
Not Applicable	17	10					16	11

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Personnel Supports

Table 9.19

Has Positive Working Environment for Staff Serving Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	31					26	26
Agree	58	55					63	59
Disagree	4	7					5	7
Strongly Disagree	0	0					0	0
Not Applicable	8	7					5	7

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

Table 9.20

Acknowledges Responsibilities of Staff Serving Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	38					26	33
Agree	50	41					58	44
Disagree	8	14					11	15
Strongly Disagree	4	0					0	0
Not Applicable	8	7					5	7

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

Table 9.21

Provides Relevant Paraprofessional Training

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	21	17					21	15
Agree	46	45					53	48
Disagree	4	21					0	19
Strongly Disagree	4	0					0	0
Not Applicable	25	17					26	19

Question 3.13: This school provides relevant training for paraprofessionals.

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

Table 9.22
Climate Encourages Continued Service

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	33	31					32	26
Agree	58	55					63	59
Disagree	0	7					0	7
Strongly Disagree	0	0					0	0
Not Applicable	8	7					5	7

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	28					26	22
Agree	33	38					37	41
Disagree	8	14					11	15
Strongly Disagree	4	0					0	0
Not Applicable	25	21					26	22

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	33	21					32	15
Agree	42	52					47	56
Disagree	8	10					11	11
Strongly Disagree	4	0					0	0
Not Applicable	13	17					11	19

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

Table 9.25
Provides Adequate Compensation

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	26	21					22	15
Agree	35	45					44	48
Disagree	13	21					6	22
Strongly Disagree	0	0					0	0
Not Applicable	26	14					28	15

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