California School Climate Survey

Lake Tahoe Unified
2008-2009
Migrant Education Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office, with support from the CDE Migrant, Indian, and International Education Office. For contract information, contact:
Hilva Chan
California Department of Education
Safe and Healthy Kids Program Office
1430 N. Street
Sacramento, CA 95814
hchan@cde.ca.gov

Recommended citation:
[District/COE Name]. *California School Climate Survey, 2008-09: Migrant Education Report.* San Francisco: WestEd Health and Human Development Program for the California Department of Education.

PREFACE

This report provides detailed results related to migrant education for each question in the district's 2008-09 administration of the *California School Climate Survey* (CSCS) to teachers, administrators, and other school staff, presented in tables organized by topic. The tables compare the results reported by staff who provide services to students under the migrant education program (MEP) compared to all other staff. To help in understanding and interpreting these results, review these findings along with the *CSCS Survey Content Guidebook* (cscs.wested.org), *Workbook,* and other tools described below.

Results of this student survey should be compared to those obtained from migrant education students in the companion report of the *California Healthy Kids Survey (CHKS)*, which was administered at the same time. It is important to determine how consistent MEP staff perceptions are to student self-report of their behaviors and experiences. The CSCS Survey Content Guidebook provides a cross-walk between the surveys' questions to facilitate such comparison.

The CSCS, along with its companion *California Healthy Kids Survey*, administered at the same time to students, is a service of the California Department of Education (CDE). For additional information and resources, visit the survey websites: chks.wested.org and cscs.wested.org.

This migrant education program report is provided to you courtesy of the CDE Migrant, Indian and International Education Office (MIIEO) to help your district better identify, understand, and address the specific needs of MEP students and staff, as well as meet the requirements of the forthcoming state MEP plan. They were funded in response to the gaps in data identified by the state's 2007 *Comprehensive Needs Assessment* of its migrant education program.

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The CSCS was developed by WestEd in 2004 for the CDE Safe and Healthy Kids Program Office to fulfill the requirement in the *No Child Left Behind Act* (NCLB) 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 data to guide school improvement efforts in general, and also made it possible for districts 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 communicate honestly their perceptions about the school without repercussions. The data are provided to districts to guide their own efforts to improve schools and better meet the needs of students and staff.

The CSCS (as well as the CHKS) grew out of CDE's commitment to helping schools promote the successful cognitive, social, and emotional development of all students. Equally of concern is fostering positive school working environments, particularly to help address the growing problem of teacher retention. The CSCS report provides a perspective on the degree to which staff perceive their schools have safe, supportive, caring, collegial, challenging, and engaging learning and working environments with norms and standards that encourage academic success. Taken as a whole, the survey questions map to the three pillars emphasized by many school reform efforts — Rigor, Relevance, and Relationships. In conjunction with CHKS student data, the CSCS enriches a school's ability to create a positive school climate that promotes quality teaching, school connectedness and academic achievement, 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 (the CTAG Initiative). These questions, reported in Section IV assess the respect shown to students, equity and diversity, and cultural sensitivity.

Comparison with CHKS Results

Another broad goal was to provide data from school staff comparable to student self-report information from the CHKS, so that districts can ascertain whether staff perceptions accurately reflect student behaviors and experiences. The *CSCS Guidebook to the Survey Questions* provides a crosswalk between CSCS and CHKS questions and discusses how they might be compared.

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 *CSCS Survey Content Guidebook*.

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 *special education*. These group-specific modules ask for more program- and issue-specific information that might not be known to other staff. Keep in mind that these two modules are answered only by sub-samples of all respondents. Tables 8.1 and 9.1 provide the number of staff who completed each of these modules.

Core Survey (Section 1)

All staff answer the questions in the first part of the survey. It provides background information about the characteristics of the staff respondents that completed the survey (Tables 1.1-1.6), including whether they provide service to migrant students. This information was used to categorize staff for this report. The following describes the main domains assessed:

- How supportive and inviting is the learning and working environment in general (Tables 2.1 and 2.6);
- School norms and standards that promote achievement, including the rigor and relevance of instruction, shared sense of responsibility for school improvement, (Tables 2.2-2.5, 2.7);
- Supports, professional respect, and collegiality within the working environment, factors that surveys of California teachers has shown to be key to teacher retention, as well as facilities maintenance and parent involvement (Tables 2.5-2.10, 2.19-2.20);
- Staff and student safety (Tables 2.17-2.18);
- Student developmental supports — caring staff-student relationships, high expectations, and opportunities for meaningful participation and decision making— in the school environment that resilience research has linked to school (and life) success (Tables 3.1-3.10);
- Equity, respect, and cultural sensitivity, 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);

- The level of problems the school experiences 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 discipline-related rules/policies (Tables 7.1-7.5); and
- Staff professional development needs (Tables 2.12-16; 3.10, 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 "practitioners" who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess the level of student programs, supports, services, and teacher professional development. The results can be compared to the level of 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 IEPs. It provides data to better understand issues involving: (1) effectively meeting the needs of student with IEPs; and (2) recruiting, training, and retaining special education staff. The CDE Division of Special Education is providing special reports to districts that compare all the CSCS results as reported by staff with special education responsibilities versus other staff.

SURVEY ADMINISTRATION AND SAMPLE

The CSCS is an online survey administered in the same schools at the same time as the CHKS among all staff in grades 5 and above.[1] Schools administered the survey following detailed instructions provided by CDE. Staff participation was totally voluntary, anonymous, and confidential. The tables in Section 1 (Sample Characteristics) provide the number of respondents who completed the survey, their roles at the school (e.g., teacher, administrator, counselor), length of employment at the school and in their position, and their race/ethnicity.

THE REPORT

The tables are organized into nine topical areas, as outlined in the Table of Contents. Summary tables at the beginning of the report (identified by the letter "S" before the table number), provide key indicators in each area for a quick overview. The results side-by-side for the three traditional school types — elementary (grades 1-6), middle (grades 7-8), and high schools (grades 9-12) — as well as for nontraditional continuation schools that serve students at risk of school failure (ungraded, with 16 years being the earliest age of admittance).[2] The tables are especially useful for examining differences in school climate perceptions among migrant education staff between the major types of schools. Percentages are rounded off to the nearest whole number.

ADDRESSING THE NEEDS OF OTHER GROUPS AND CLOSING THE ACHIEVEMENT GAP

This supplementary migrant education report is part of a larger effort to expand both the CHKS and CSCS to provide better data for identifying and meeting the needs of underperforming subgroups of students among California's diverse population of students, particularly in closing the achievement gap

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

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

(CTAG) that has long persisted between white students and non-Asian minorities. Other supplementary reports are being prepared examining how survey results vary among students based on their race/ethnicity, whether they are participating in the migrant education program, and whether they report indicators of poor mental health (depression risk or suicide contemplation). Each report is designed to support special state programs.

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the ***CSCS Survey Content Guidebook***, there are several other guides, workshops, and other aids to help you understand and use survey results. These are described and made available on the survey website. Two are particularly important.

- The CHKS ***Data Use and Dissemination Guidebook*** describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops are offered as well.
- A ***Workbook on Improving School Climate and Closing the Achievement Gap*** 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 provides examples of how to use the data to improve practice and policy within a migrant education program. A workshop accompanying this Workbook will be available in 2010.

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 detailed discussion occurs in the *CHKS Data Use and Dissemination Guidebook*.

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 district's 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. Discussed below are strategies for increasing participation.

Comparison Data: Statewide Results

Comparing district results to other local, regional, and state data provides a broader context with which to assess the local situation. They can help you determine whether your district results are unique or may be part of a larger trend. All district migrant education reports are being posted publicly on the CSCS website, as well as aggregated (combined) results for each Regional Migrant Education Center area and statewide. All district migrant education reports are also available through the Migrant Student Information Network (MSIN). Ultimately, however, the most fundamental concern should not be how you compare with others but your own satisfaction with the survey results and what they tell you about the functioning of the migrant education program in your district.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary participation, but one of the most important is raising awareness among staff of the value of the survey to the school and the value of staff input. To that end, it is important that staff are informed about the results and any

school-improvement efforts the district is undertaken in response. As discussed below, it is also important to discuss the results and what should be done with them. *Staff must perceive that their voice is heard and valued.*

NEXT STEPS

Receiving this report is just a beginning step in the process of using data to improve the migrant education program. Recipients are urged to send copies of the report to the director of their Regional Migrant Education Center (RMEC), and to review the findings with the RMEC director to identify the most significant results and their program implications. 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 other sources, particularly in identifying consistent patterns. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Staff

Discuss the results with staff to explore their meaning in more depth. Obtain their input into how the school and the migrant education program might be improved. This is especially important because it communicates to staff that you value the input into how to improve the school climate and programs, and may help improve participation in the next survey.

Conduct Additional Analyses of The Dataset

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

Add Questions to your Next CSCS

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.

ACKNOWLEDGEMENTS

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

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

Phil Lafontaine, Director, English Learner and Curriculum Support Division
Migrant, Indian, and International Education Office, California Department of Education

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)	24	36	56	43	22	37	6	19
Sets high standards for academic performance for all (T2.2)	18	35	44	36	11	42	6	16
Promotes academic success for all students (T2.3)	24	27	56	30	13	29	13	10
Encourage students to enroll in rigorous course (T4.9)	21	17	33	5	11	26	19	29
Emphasizes teaching lessons in ways relevant to students (T2.5)	15	20	33	24	0	19	13	3
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	26	27	56	31	22	37	13	3
Promotes trust and collegiality among staff (T2.9)	26	24	44	30	22	33	19	6
Provides the materials, resources, and training to do job effectively (T2.11)	18	18	67	25	0	14	0	10
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	6	11	22	16	0	10	0	3
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.17)	18	27	56	38	11	23	0	6
Is a safe place for staff (T2.18)	24	31	56	39	22	37	6	6
Has clean and well-maintained facilities and property (T2.19)	21	25	44	35	33	21	0	7
Is welcoming to and facilitates parent involvement (T2.20)	26	33	67	44	11	30	13	3

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)	18	21	33	26	13	26	13	3
Support and treat each other with respect (T2.8)	24	30	44	35	13	44	19	3
Feel a responsibility to improve the school (T2.7)	18	33	33	45	13	33	13	10

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)	9	15	33	15	0	19	0	6
Equal opportunity for classroom participation (T3.7)	21	29	44	31	0	26	19	23
Opportunities to "make a difference" (help others) (T3.9)	21	18	44	11	11	28	13	13
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	21	14	33	7	11	14	19	26

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)	44	47	56	62	44	40	38	26
Acknowledge and pay attention to students (T3.2)	26	35	44	46	22	31	19	13
Really care about every student (T3.1)	24	40	44	53	22	35	13	19
High Expectations								
Listen to what students have to say (T3.3)	9	28	22	35	0	24	6	16
Believe every student can be a success (T3.5)	12	28	33	35	11	26	0	13

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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)	18	27	44	33	0	31	13	13
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	18	28	33	35	11	28	13	13
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	9	8	33	7	0	7	0	6
Has staff examine their own cultural biases through professional development or other processes (T4.7)	6	6	22	6	0	10	0	3
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	15	19	22	26	13	24	13	6
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	16	33	44	45	13	27	0	13
Treat every student with respect (T4.4)	15	29	33	41	13	26	6	6

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)	36	58	44	64	38	52	31	33
Arrive at school alert and rested (T5.6)	52	62	56	69	63	57	44	37
Are healthy and physically fit (T5.7)	64	62	78	68	75	52	50	47
Are well-behaved (T5.4)	61	72	78	82	50	69	56	47

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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*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Engagement Indicators/Disruptive Behavior								
Disruptive behavior (T5.5)	67	48	44	27	75	62	75	87
Cutting classes or being truant (T5.2)	42	21	0	0	13	10	81	94
Depression or other mental health issues (T5.8)	36	24	11	18	38	27	50	42
Lack of respect of staff by students (T5.3)	48	30	22	3	38	44	69	74
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	62	32	11	8	78	61	81	65
Harassment or bullying (T6.1)	73	51	44	28	88	70	81	77
Physical fighting (T6.2)	50	30	11	12	33	37	81	74
Gang activity (T6.5)	62	38	22	16	44	49	94	87
Vandalism and graffiti (T6.3)	44	36	22	34	11	26	75	68
Theft (T6.4)	41	20	11	8	11	22	75	57
Weapons possession at school (T6.6)	24	4	0	0	0	5	50	13
Substance Use								
Alcohol and drug use (T6.7)	47	25	0	0	33	26	81	90

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)	29	27	56	34	22	33	19	10
Handles discipline problems fairly (T7.2)	21	21	33	30	22	14	13	13
Provides adequate counseling and support services for students (T7.5)	18	13	44	11	0	14	13	23

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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)	27	38	22	31	25	33	31	58
Evidence-based methods of instruction (T2.13)	39	41	22	32	50	36	44	58
Positive behavioral support and classroom management (T7.4)	30	38	33	42	25	31	31	50
Creating a positive school climate (T2.14)	45	41	33	36	63	34	44	61
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	55	40	44	36	75	43	50	58
Culturally relevant pedagogy for the school's student population (T4.12)	61	42	44	34	75	48	63	65
Serving English language learners (T4.13)	61	43	44	45	75	34	63	61
Closing the achievement gap (T4.10)	42	54	22	55	50	43	50	71
Providing Support Services								
Serving special education (IEP) students (T2.16)	45	49	44	54	50	38	44	58
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	61	57	56	59	50	52	69	57

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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)	6	14	0	13	0	30	13	9
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	0	0	0	0	0	0	0	0
Collaborates well with law enforcement organizations (T8.13)	31	25	67	21	20	36	25	36
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	31	17	67	26	40	10	13	18
Enforces zero tolerance policies (T8.15)	19	17	67	22	20	20	0	18
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	7	15	0	22	0	20	13	9
Effectively handles student discipline and behavioral problems (T8.16)	13	14	0	19	20	8	13	18
Substance Use								
Considers substance abuse prevention an important goal (T8.21)	25	8	33	10	40	18	13	0
Has sufficient resources to address substance use prevention needs (T8.24)	6	10	33	14	0	20	0	0
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)	6	8	0	10	20	20	0	0
Collaborates well with community organizations to address substance use or other problems (T8.3)	25	15	67	25	20	18	13	0
Youth Development and Health								
Provides adequate health services for students (T8.7)	14	18	0	21	33	29	0	0
Provides healthy food choices for students (T8.8)	0	4	0	7	0	0	0	0
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	0	7	0	14	0	0	0	0

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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)	33	48	0	50	50	73	38	45
Foster youth development, resilience, or asset promotion (T8.5)	7	12	0	17	0	0	13	9
Provide opportunities for physical education and activity (T8.10)	80	57	100	58	75	82	75	45
Provide conflict resolution or behavior management instruction (T8.20)	27	18	33	24	25	27	25	9
Provide character education (T8.6)	20	9	0	13	50	18	13	0
Provides alcohol or drug use prevention instruction (T8.22)	13	8	0	6	25	18	13	9
Provide tobacco use prevention instruction (T8.23)	13	6	0	7	25	9	13	9
Provide harassment or bullying prevention (T8.19)	20	10	33	7	25	36	13	0
Provide nutritional instruction (T8.9)	7	5	0	6	0	9	13	0

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

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	34	162	9	73	9	42	16	31

Table 1.2
Role (Job) at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Teacher in grade 5 or above	47	43	0	21	44	71	75	81
Teacher in grade 4 or below	9	32	33	56	0	0	0	0
Special education teacher	0	0	0	0	0	0	0	0
Administrator	6	4	0	4	11	5	6	0
Prevention staff nurse or health aide	0	1	0	0	0	2	0	3
Counselor or psychologist	3	2	0	1	11	2	0	3
Police, resource officer, or safety personnel	0	1	0	0	0	0	0	3
Paraprofessional, teacher assistant, or instructional aide	18	7	44	14	11	2	6	3
Other certificated staff (e.g., librarian)	3	5	11	6	0	2	0	3
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	15	9	11	10	22	14	13	3

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	100	0	100	0
Special education	85	70	56	59	89	72	100	86
English language learners	97	91	100	93	89	89	100	97

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	6	9	11	7	11	17	0	3
1 to 2 years	18	6	44	7	11	10	6	0
3 to 5 years	12	36	0	47	0	14	25	26
6 to 10 years	24	16	11	14	22	14	31	32
Over 10 years	41	34	33	26	56	45	38	39

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	3	3	0	1	11	7	0	0
1 to 2 years	12	6	33	5	11	7	0	6
3 to 5 years	15	16	22	18	0	14	19	6
6 to 10 years	18	13	11	12	11	12	25	16
Over 10 years	53	63	33	63	67	60	56	71

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	1	0	0	0	0	0	3
American Indian or Alaska Native	0	1	0	1	0	0	0	0
Asian or Pacific Islander	3	1	11	3	0	0	0	0
White (Not Hispanic)	76	90	44	82	89	95	88	94
Hispanic or Latino/a	12	7	33	14	11	5	0	0
Other or Multi-ethnic	9	1	11	0	0	0	13	3

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	24	36	56	43	22	37	6	19
Agree	68	59	44	54	67	60	81	68
Disagree	6	4	0	3	11	2	6	10
Strongly Disagree	3	1	0	0	0	0	6	3
Not Applicable	0	0	0	0	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	18	35	44	36	11	42	6	16
Agree	62	52	56	55	78	56	56	45
Disagree	15	12	0	8	0	2	31	35
Strongly Disagree	3	1	0	0	0	0	6	3
Not Applicable	3	0	0	0	11	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	24	27	56	30	13	29	13	10
Agree	64	60	44	62	75	60	69	57
Disagree	0	13	0	8	0	12	0	30
Strongly Disagree	9	1	0	0	0	0	19	3
Not Applicable	3	0	0	0	13	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	32	34	56	39	22	37	25	16
Agree	56	57	44	53	67	63	56	61
Disagree	6	7	0	5	0	0	13	19
Strongly Disagree	3	2	0	3	0	0	6	3
Not Applicable	3	0	0	0	11	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	15	20	33	24	0	19	13	3
Agree	62	60	56	62	56	48	69	76
Disagree	21	17	11	12	33	21	19	21
Strongly Disagree	0	1	0	1	0	2	0	0
Not Applicable	3	2	0	0	11	10	0	0

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	26	27	56	31	22	37	13	3
Agree	53	53	33	57	78	58	50	57
Disagree	12	13	11	11	0	2	19	30
Strongly Disagree	9	6	0	1	0	2	19	10
Not Applicable	0	0	0	0	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	18	33	33	45	13	33	13	10
Most	58	41	44	41	75	48	56	32
Some	15	22	22	14	13	19	13	45
Few	6	3	0	1	0	0	13	10
Almost None	3	1	0	0	0	0	6	3

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	24	30	44	35	13	44	19	3
Most	52	48	33	49	75	51	50	45
Some	18	18	22	14	13	5	19	42
Few	6	4	0	3	0	0	13	10
Almost None	0	1	0	0	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	26	24	44	30	22	33	19	6
Agree	53	52	44	51	78	65	44	45
Disagree	12	15	0	14	0	0	25	35
Strongly Disagree	9	7	11	4	0	2	13	13
Not Applicable	0	1	0	1	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	18	21	33	26	13	26	13	3
Most	55	44	44	47	75	52	50	30
Some	15	29	11	22	13	19	19	60
Few	12	5	11	5	0	2	19	3
Almost None	0	1	0	0	0	0	0	3

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	18	18	67	25	0	14	0	10
Agree	38	53	22	52	67	63	31	39
Disagree	29	22	0	21	33	16	44	35
Strongly Disagree	15	6	11	3	0	5	25	16
Not Applicable	0	1	0	0	0	2	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	27	38	22	31	25	33	31	58
No	36	49	44	58	13	48	44	32
Not Applicable	36	13	33	11	63	19	25	10

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	39	41	22	32	50	36	44	58
No	33	46	56	56	13	45	31	32
Not Applicable	27	13	22	13	38	19	25	10

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	45	41	33	36	63	34	44	61
No	52	56	56	61	38	63	56	35
Not Applicable	3	2	11	3	0	2	0	3

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	6	11	22	16	0	10	0	3
Agree	44	41	56	42	56	43	31	33
Disagree	26	31	11	32	33	24	31	40
Strongly Disagree	18	8	0	4	0	7	38	20
Not Applicable	6	9	11	5	11	17	0	3

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	45	49	44	54	50	38	44	58
No	36	39	22	36	13	43	56	35
Not Applicable	18	12	33	9	38	19	0	6

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	18	27	56	38	11	23	0	6
Agree	65	57	44	58	78	67	69	42
Disagree	12	12	0	4	11	7	19	35
Strongly Disagree	6	5	0	0	0	2	13	16
Not Applicable	0	0	0	0	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	24	31	56	39	22	37	6	6
Agree	65	54	44	58	78	58	69	42
Disagree	3	9	0	3	0	0	6	35
Strongly Disagree	9	6	0	0	0	5	19	16
Not Applicable	0	0	0	0	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	21	25	44	35	33	21	0	7
Agree	41	44	22	35	44	60	50	40
Disagree	21	15	33	12	22	12	13	27
Strongly Disagree	18	15	0	16	0	7	38	23
Not Applicable	0	1	0	1	0	0	0	3

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	26	33	67	44	11	30	13	3
Agree	62	55	33	52	89	63	63	55
Disagree	6	10	0	3	0	7	13	35
Strongly Disagree	6	2	0	1	0	0	13	6
Not Applicable	0	0	0	0	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	24	40	44	53	22	35	13	19
Most	74	50	56	39	78	58	81	61
Some	3	9	0	8	0	7	6	16
Few	0	1	0	0	0	0	0	3
Almost None	0	0	0	0	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	26	35	44	46	22	31	19	13
Most	68	55	56	49	67	60	75	65
Some	6	10	0	5	11	10	6	23
Few	0	0	0	0	0	0	0	0
Almost None	0	0	0	0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	9	28	22	35	0	24	6	16
Most	68	53	67	53	78	60	63	48
Some	24	18	11	12	22	17	31	32
Few	0	1	0	0	0	0	0	3
Almost None	0	0	0	0	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	44	47	56	62	44	40	38	26
Most	50	41	44	31	44	52	56	42
Some	6	12	0	7	11	7	6	32
Few	0	0	0	0	0	0	0	0
Almost None	0	0	0	0	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	12	28	33	35	11	26	0	13
Most	76	53	67	51	67	52	88	58
Some	12	17	0	14	22	19	13	23
Few	0	2	0	0	0	2	0	6
Almost None	0	0	0	0	0	0	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	9	15	33	15	0	19	0	6
Agree	56	57	56	67	33	47	69	48
Disagree	21	17	0	13	44	21	19	29
Strongly Disagree	6	2	0	0	0	2	13	10
Not Applicable	9	8	11	6	22	12	0	6

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	21	29	44	31	0	26	19	23
Agree	65	56	56	55	56	55	75	65
Disagree	3	8	0	9	11	7	0	10
Strongly Disagree	3	1	0	0	0	2	6	0
Not Applicable	9	6	0	4	33	10	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	21	14	33	7	11	14	19	26
Agree	62	42	56	44	56	40	69	45
Disagree	9	32	11	34	22	30	0	26
Strongly Disagree	6	7	0	10	0	9	13	3
Not Applicable	3	4	0	5	11	7	0	0

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	21	18	44	11	11	28	13	13
Agree	59	51	56	48	56	47	63	65
Disagree	9	23	0	30	22	21	6	16
Strongly Disagree	9	4	0	4	0	2	19	3
Not Applicable	3	5	0	7	11	2	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.

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	61	57	56	59	50	52	69	57
No	27	39	11	37	38	40	31	43
Not Applicable	12	4	33	4	13	7	0	0

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	18	27	44	33	0	31	13	13
Agree	71	56	56	56	89	57	69	48
Disagree	9	14	0	11	11	7	13	35
Strongly Disagree	3	3	0	0	0	5	6	3
Not Applicable	0	0	0	0	0	0	0	0

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	15	36	44	58	11	5	0	6
Mild Problem	24	32	44	34	11	34	19	29
Moderate Problem	44	23	11	8	78	39	44	45
Severe Problem	18	9	0	0	0	22	38	19

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	16	33	44	45	13	27	0	13
Most	75	48	56	43	63	51	93	58
Some	9	17	0	12	25	22	7	26
Few	0	1	0	0	0	0	0	3
Almost None	0	0	0	0	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	15	29	33	41	13	26	6	6
Most	64	53	56	50	50	57	75	58
Some	21	15	11	9	38	17	19	32
Few	0	2	0	0	0	0	0	3
Almost None	0	0	0	0	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	18	28	33	35	11	28	13	13
Agree	68	57	67	54	78	58	63	58
Disagree	12	13	0	11	11	12	19	26
Strongly Disagree	3	2	0	0	0	2	6	3
Not Applicable	0	0	0	0	0	0	0	0

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	9	8	33	7	0	7	0	6
Agree	38	53	44	52	29	46	38	48
Disagree	31	31	11	32	43	32	38	42
Strongly Disagree	9	3	0	3	0	7	19	0
Not Applicable	13	6	11	6	29	7	6	3

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	6	6	22	6	0	10	0	3
Agree	27	34	44	35	0	29	33	32
Disagree	39	48	11	51	78	45	33	52
Strongly Disagree	15	7	11	4	0	7	27	10
Not Applicable	12	6	11	4	22	10	7	3

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	15	19	22	26	13	24	13	6
Agree	64	53	78	51	50	55	63	48
Disagree	9	19	0	14	25	14	6	35
Strongly Disagree	9	5	0	3	0	5	19	10
Not Applicable	3	4	0	6	13	2	0	0

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	17	33	5	11	26	19	29
Agree	50	35	11	28	56	36	69	58
Disagree	6	14	0	16	11	19	6	10
Strongly Disagree	3	4	0	4	0	7	6	3
Not Applicable	21	30	56	46	22	12	0	0

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	42	54	22	55	50	43	50	71
No	39	37	44	38	25	45	44	23
Not Applicable	18	9	33	7	25	12	6	6

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	55	40	44	36	75	43	50	58
No	39	54	44	61	25	48	44	39
Not Applicable	6	6	11	3	0	10	6	3

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	61	42	44	34	75	48	63	65
No	24	45	22	55	13	38	31	29
Not Applicable	15	12	33	11	13	14	6	6

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	61	43	44	45	75	34	63	61
No	30	48	33	51	13	54	38	35
Not Applicable	9	9	22	4	13	12	0	3

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	3	3	11	5	0	0	0	0
Most	33	55	33	58	38	52	31	33
Some	61	35	56	35	63	40	63	43
Few	3	6	0	0	0	7	6	23
Almost None	0	1	0	1	0	0	0	0

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	24	53	67	85	25	24	0	0
Mild Problem	33	26	33	15	63	67	19	6
Moderate Problem	18	11	0	0	13	10	31	42
Severe Problem	24	10	0	0	0	0	50	52

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	9	33	33	58	0	14	0	3
Mild Problem	42	37	44	40	63	42	31	23
Moderate Problem	33	20	22	3	25	30	44	45
Severe Problem	15	10	0	0	13	14	25	29

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	6	6	11	10	0	2	6	0
Most	55	67	67	73	50	67	50	47
Some	36	24	22	15	50	29	38	43
Few	3	4	0	3	0	2	6	10
Almost None	0	0	0	0	0	0	0	0

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	3	9	11	16	0	0	0	0
Mild Problem	30	43	44	56	25	38	25	13
Moderate Problem	58	33	44	25	75	33	56	58
Severe Problem	9	15	0	3	0	29	19	29

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	0	4	0	5	0	2	0	0
Most	52	58	56	64	63	55	44	37
Some	48	32	44	27	38	38	56	47
Few	0	6	0	4	0	5	0	17
Almost None	0	0	0	0	0	0	0	0

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

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

Table 5.7
Students Are Healthy and Physically Fit

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	0	8	0	12	0	2	0	0
Most	64	54	78	55	75	50	50	47
Some	33	33	22	28	25	45	44	40
Few	3	5	0	4	0	2	6	13
Almost None	0	0	0	0	0	0	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	24	56	36	13	7	0	10
Mild Problem	45	52	33	46	50	66	50	48
Moderate Problem	33	22	11	15	38	27	44	35
Severe Problem	3	3	0	3	0	0	6	6

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	3	9	11	18	0	0	0	3
Mild Problem	24	40	44	54	13	30	19	19
Moderate Problem	58	40	44	26	75	47	56	58
Severe Problem	15	12	0	1	13	23	25	19

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	6	25	22	41	0	7	0	3
Mild Problem	44	45	67	47	67	56	19	23
Moderate Problem	38	25	11	11	33	35	56	55
Severe Problem	12	5	0	1	0	2	25	19

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	18	28	44	45	22	12	0	3
Mild Problem	38	37	33	22	67	62	25	29
Moderate Problem	24	25	22	20	11	17	31	55
Severe Problem	21	11	0	14	0	10	44	13

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

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

Table 6.4
Theft is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	24	36	67	55	22	12	0	7
Mild Problem	35	44	22	36	67	66	25	37
Moderate Problem	21	18	11	8	0	20	38	50
Severe Problem	21	2	0	0	11	2	38	7

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	21	37	67	55	11	12	0	0
Mild Problem	18	25	11	28	44	39	6	13
Moderate Problem	32	28	22	14	44	41	31	55
Severe Problem	29	9	0	3	0	7	63	32

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	50	71	100	96	67	55	13	16
Mild Problem	26	26	0	4	33	40	38	71
Moderate Problem	21	3	0	0	0	2	44	13
Severe Problem	3	1	0	0	0	2	6	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	29	56	100	95	11	14	0	0
Mild Problem	24	20	0	5	56	60	19	10
Moderate Problem	26	18	0	0	33	24	38	61
Severe Problem	21	6	0	0	0	2	44	29

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	33	64	100	96	22	39	0	0
Mild Problem	30	24	0	4	56	56	33	41
Moderate Problem	21	10	0	0	22	5	33	45
Severe Problem	15	3	0	0	0	0	33	14

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

VII. Discipline & Counseling

Table 7.1
Consequences of Breaking Rules Communicated Clearly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	27	56	34	22	33	19	10
Agree	38	46	33	51	67	49	25	35
Disagree	21	17	11	12	11	12	31	32
Strongly Disagree	12	9	0	3	0	5	25	23
Not Applicable	0	1	0	0	0	2	0	0

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	21	21	33	30	22	14	13	13
Agree	47	49	67	56	56	56	31	32
Disagree	18	20	0	10	11	16	31	48
Strongly Disagree	12	9	0	4	0	12	25	6
Not Applicable	3	1	0	0	11	2	0	0

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	15	19	33	26	0	14	13	10
Agree	42	43	67	53	75	49	13	23
Neither Agree nor Disagree	36	24	0	16	25	19	63	42
Disagree	6	13	0	4	0	16	13	26
Strongly Disagree	0	1	0	0	0	2	0	0

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	30	38	33	42	25	31	31	50
No	45	54	44	55	25	52	56	43
Not Applicable	24	7	22	3	50	17	13	7

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	18	13	44	11	0	14	13	23
Agree	47	40	44	42	44	45	50	29
Disagree	18	35	0	35	44	31	13	39
Strongly Disagree	15	10	11	11	0	5	25	10
Not Applicable	3	2	0	1	11	5	0	0

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

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

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	17	69	4	34	5	11	8	12

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	6	8		10	20	20	0	0
Agree	50	24		20	60	30	50	45
Neither Agree nor Disagree	13	44		57	0	40	13	9
Disagree	25	17		10	20	10	25	27
Strongly Disagree	6	6		3	0	0	13	18

Question 2.10: 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	25	15		25	20	18	13	0
Agree	50	47		31	80	64	50	45
Neither Agree nor Disagree	19	24		34	0	18	25	9
Disagree	6	14		9	0	0	13	45
Strongly Disagree	0	0		0	0	0	0	0

Question 2.02: This school collaborates well with community organizations to help address substance use or other problems.

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

Youth Development

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	7		14	0	0	0	0
Agree	43	54		57	33	57	33	50
Neither Agree nor Disagree	14	25		14	33	43	0	0
Disagree	43	11		14	33	0	67	50
Strongly Disagree	0	4		0	0	0	0	0

Question 2.25: 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	7	12		17	0	0	13	9
Some	57	53		48	67	78	38	45
Not Much	36	33		31	33	22	50	45
Not At All	0	2		3	0	0	0	0

Question 2.14: 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	20	9		13	50	18	13	0
Some	40	47		45	25	45	25	36
Not Much	40	31		35	25	27	63	36
Not At All	0	13		6	0	9	0	27

Question 2.20: 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	14	18		21	33	29	0	0
Agree	14	50		57	0	43	0	0
Neither Agree nor Disagree	29	14		14	67	14	0	0
Disagree	43	11		7	0	14	100	50
Strongly Disagree	0	7		0	0	0	0	50

Question 2.23: 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	0	4		7	0	0	0	0
Agree	57	46		50	33	57	67	100
Neither Agree nor Disagree	14	14		7	33	29	0	0
Disagree	29	32		29	33	14	33	0
Strongly Disagree	0	4		7	0	0	0	0

Question 2.24: 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	7	5		6	0	9	13	0
Some	60	48		45	50	55	50	45
Not Much	33	41		35	50	36	38	55
Not At All	0	6		13	0	0	0	0

Question 2.15: 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	80	57		58	75	82	75	45
Some	13	38		39	25	18	13	45
Not Much	7	5		3	0	0	13	9
Not At All	0	0		0	0	0	0	0

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	33	48		50	50	73	38	45
Some	53	41		47	25	27	50	45
Not Much	13	11		3	25	0	13	9
Not At All	0	0		0	0	0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	7	15		22	0	20	13	9
Agree	60	48		47	100	30	38	64
Neither Agree nor Disagree	13	23		25	0	30	13	0
Disagree	13	11		6	0	20	25	18
Strongly Disagree	7	3		0	0	0	13	9

Question 2.06: 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	31	25		21	20	36	25	36
Agree	63	61		64	80	55	63	45
Neither Agree nor Disagree	0	10		12	0	9	0	9
Disagree	0	3		3	0	0	0	9
Strongly Disagree	6	0		0	0	0	13	0

Question 2.03: 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	31	17		26	40	10	13	18
Agree	44	30		16	60	50	50	55
Neither Agree nor Disagree	19	48		58	0	30	25	9
Disagree	0	3		0	0	10	0	9
Strongly Disagree	6	2		0	0	0	13	9

Question 2.07: 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	19	17		22	20	20	0	18
Agree	38	35		41	80	50	25	18
Neither Agree nor Disagree	13	23		25	0	30	13	0
Disagree	19	15		9	0	0	38	36
Strongly Disagree	13	9		3	0	0	25	27

Question 2.08: 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	13	14		19	20	8	13	18
Agree	38	42		52	60	50	13	27
Neither Agree nor Disagree	19	14		16	20	17	25	0
Disagree	19	24		13	0	25	25	45
Strongly Disagree	13	6		0	0	0	25	9

Question 2.12: 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	6	14		13	0	30	13	9
Agree	50	55		61	60	50	50	18
Neither Agree nor Disagree	13	8		10	20	20	0	0
Disagree	25	23		16	20	0	25	73
Strongly Disagree	6	0		0	0	0	13	0

Question 2.04: 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	0	0		0	0	0	0	0
Agree	38	11		13	40	0	50	27
Neither Agree nor Disagree	25	26		28	20	20	25	0
Disagree	19	26		31	20	40	0	9
Strongly Disagree	19	37		28	20	40	25	64

Question 2.09: 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	20	10		7	25	36	13	0
Some	47	46		53	75	55	25	36
Not Much	27	37		37	0	9	50	45
Not At All	7	8		3	0	0	13	18

Question 2.21: 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	27	18		24	25	27	25	9
Some	60	65		62	75	73	50	73
Not Much	13	8		3	0	0	25	9
Not At All	0	10		10	0	0	0	9

Question 2.19: 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	25	8		10	40	18	13	0
Agree	25	48		45	40	55	13	45
Neither Agree nor Disagree	31	26		35	20	9	38	9
Disagree	13	14		10	0	9	25	27
Strongly Disagree	6	5		0	0	9	13	18

Question 2.13: 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	13	8		6	25	18	13	9
Some	27	63		74	25	64	13	27
Not Much	53	28		19	50	18	63	64
Not At All	7	2		0	0	0	13	0

Question 2.17: 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	13	6		7	25	9	13	9
Some	40	62		73	50	73	25	27
Not Much	33	29		20	25	18	50	64
Not At All	13	3		0	0	0	13	0

Question 2.18: 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	6	10		14	0	20	0	0
Agree	50	32		31	80	30	38	27
Neither Agree nor Disagree	25	35		41	0	30	38	9
Disagree	13	21		14	20	20	13	55
Strongly Disagree	6	2		0	0	0	13	9

Question 2.05: This school has sufficient resources to address substance use prevention needs.