



Main Report

Livermore Valley Unified

2009-2010

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HEALTH AND HUMAN DEVELOPMENT

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PREFACE

This report provides the detailed results for each question in the district’s 2009-10 administration of the *California School Climate Survey* (CSCS) to teachers, administrators, and other school staff, presented in tables organized by topic. To help in understanding and interpreting these results, the ***CSCS Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results. It can be downloaded from the survey website: cscs.wested.org.

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: www.wested.org/chks and cscs.wested.org.

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), and assesses the following domains:

- 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 (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 student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Special Education Supports Module (SESM)

The Special Education Supports Module (Tables 9.1-9.25) consists of 24 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving: (1) effectively meeting the needs of student with IEPs; and (2) recruiting 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

Districts receive their survey results in two forms. If administered online, they first receive the results immediately over the Internet, as bar charts in question order. In this form, results for each school category (elementary, middle, high school) must be viewed separately. The enclosed Main Report consists of tables organized by topic in which results are presented 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 continuation schools (ungraded, with 16 years being the earliest age of admittance).² The tables are especially useful for examining differences in school climate perceptions between the major types of schools.

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

Depending on the nature of the districts' enrollment and module administration it may also receive several supplemental CHKS reports. All districts that participate in the CSCS will receive reports that break down their CSCS results reported by special education staff compared to general education. In addition, districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate. As noted, if the district also elected to administer the supplementary CHKS “CTAG” module, it will also receive all CHKS and CSCS results broken down by racial/ethnic categories of students and staff. CSCS reports that compare results between special education staff and general education are also being provided.

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

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

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 for the CSCS 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 special 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.

Changes Between Surveys

Many factors may account for changes in results from administration to administration besides real changes in behavior, attitudes, or experiences among staff. A change could be due to differences over time in the characteristics or size of the sample who completed the survey, or changes in the questions, or differences in the time period in which the survey was administered.

Comparison Data: Statewide Results

Comparing district results to other CSCS local, county, and state data provides a broader context with which to assess the local situation. They can help you determine whether local changes are unique or may be part of a broader trend in the state. Ultimately, however, your most fundamental concern should not be how you compare to others but your satisfaction with your own survey results and whether your positive school-climate indicators are improving. Results from all districts in the state that conducted the CSCS in the two years of 2004-06 are reported by Austin and Bailey (2008) and may be downloaded from the CSCS website: cscs.wested.org.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff 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 perceptions to the district. 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 a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Request School Reports

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

Compare with Other Data Sources

CSCS results will be enriched if analyzed in the context of data from the California Healthy Kids Survey and other sources, particularly in identifying consistent patterns or disconnects that need to be further explored. 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 Students and Staff

Discuss the results with both students and staff to explore their meaning in more depth and obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input and may help improve participation in the next survey. Survey staff can provide information on conducting structured group “listening” discussions of the data with youth focused on obtaining their input on how to address the needs identified by the 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 Surveys

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

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>.

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Summary Tables

Table S1

Positive Learning and Working Environment

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	44	56	33	39	50
Sets high standards for academic performance for all (T2.2)	38	63	30	24	14
Promotes academic success for all students (T2.3)	37	52	34	25	43
Encourage students to enroll in rigorous course (T4.9)	21	12	24	31	0
Emphasizes teaching lessons in ways relevant to students (T2.5)	28	40	26	19	21
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	30	31	32	23	57
Promotes trust and collegiality among staff (T2.9)	24	28	25	17	43
Provides the materials, resources, and training to do job effectively (T2.11)	14	17	14	9	21
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	9	9	11	8	14
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.17)	37	52	33	28	21
Is a safe place for staff (T2.18)	41	48	43	36	21
Has clean and well-maintained facilities and property (T2.19)	32	45	30	21	25
Is welcoming to and facilitates parent involvement (T2.20)	36	50	35	25	23

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school...	<i>Percent Selecting 'Nearly All Adults'</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Have close professional relationships with one another (T2.10)	20	28	21	9	29
Support and treat each other with respect (T2.8)	31	32	36	22	57
Feel a responsibility to improve the school (T2.7)	29	37	33	16	43

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

This school provides/encourages students...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Opportunities to decide things (T3.6)	13	24	7	7	14
Equal opportunity for classroom participation (T3.7)	36	49	29	30	29
Opportunities to "make a difference" (help others) (T3.9)	24	29	22	23	7
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	30	27	28	35	21

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

How many adults at this school...	<i>Percent Selecting Nearly All</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Caring Relationships					
Want every student to do their best (T3.4)	58	73	60	43	57
Acknowledge and pay attention to students (T3.2)	47	66	51	24	50
Really care about every student (T3.1)	49	64	54	27	64
High Expectations					
Listen to what students have to say (T3.3)	35	51	42	15	29
Believe every student can be a success (T3.5)	37	55	39	19	29

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly agree that this school...					
Fosters an appreciation of student diversity and respect for each other (T4.1)	31	37	38	19	36
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	34	39	40	22	50
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	11	18	7	9	7
Has staff examine their own cultural biases through professional development or other processes (T4.7)	7	12	6	4	0
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	26	32	27	22	14
Report that nearly all adults at this school...					
Treat all students fairly (T4.3)	35	44	40	20	36
Treat every student with respect (T4.4)	36	45	42	20	50

Table S6***Student Learning Readiness and Motivation***

	<i>Percent Selecting Most/Nearly All</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
How many students at this school...					
Are motivated to learn (T5.1)	65	77	63	59	21
Arrive at school alert and rested (T5.6)	66	77	72	58	14
Are healthy and physically fit (T5.7)	76	80	74	77	50
Are well-behaved (T5.4)	80	82	80	84	43

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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...	<i>Percent Rated Moderate or Severe Problem</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	46	35	49	48	86
Cutting classes or being truant (T5.2)	22	5	10	40	79
Depression or other mental health issues (T5.8)	18	5	19	27	43
Lack of respect of staff by students (T5.3)	27	13	27	36	71
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	13	3	14	21	25
Harassment or bullying (T6.1)	34	21	48	36	29
Physical fighting (T6.2)	22	7	32	29	14
Gang activity (T6.5)	19	1	23	29	43
Vandalism and graffiti (T6.3)	15	4	17	20	64
Theft (T6.4)	19	1	20	35	23
Weapons possession at school (T6.6)	2	0	1	4	7
Substance Use					
Alcohol and drug use (T6.7)	24	0	8	53	79

Table S8***Discipline and Counseling***

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Clearly communicates to students consequences of breaking rules (T7.1)	37	46	43	24	43
Handles discipline problems fairly (T7.2)	31	39	37	16	43
Provides adequate counseling and support services for students (T7.5)	19	16	17	21	50

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

Table S9
Professional Development Needs

Perceive need for more PD in...	TD	ES	MS	HS	NT
	%	%	%	%	%
Instruction & School Environment					
Meeting academic standards (T2.12)	26	26	29	26	7
Evidence-based methods of instruction (T2.13)	33	36	33	32	29
Positive behavioral support and classroom management (T7.4)	32	35	39	26	21
Creating a positive school climate (T2.14)	31	36	29	25	43
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	34	33	30	38	36
Culturally relevant pedagogy for the school's student population (T4.12)	36	30	34	44	29
Serving English language learners (T4.13)	40	42	34	42	50
Closing the achievement gap (T4.10)	44	40	40	52	36
Providing Support Services					
Serving special education (IEP) students (T2.16)	42	54	37	36	36
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	39	36	39	41	50

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

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

This school...	<i>Percent Strongly Agreeing</i>				
	TD %	ES %	MS %	HS %	NT %
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.17)	18	25	13	18	10
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	3	3	3	5	0
Collaborates well with law enforcement organizations (T8.13)	31	25	34	30	50
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	21	14	31	23	10
Enforces zero tolerance policies (T8.15)	15	14	16	15	20
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	15	21	23	5	10
Effectively handles student discipline and behavioral problems (T8.16)	13	18	19	5	10
Substance Use					
Considers substance abuse prevention an important goal (T8.21)	11	11	10	8	30
Has sufficient resources to address substance use prevention needs (T8.24)	9	14	9	8	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)	11	9	16	8	20
Collaborates well with community organizations to address substance use or other problems (T8.3)	11	7	9	8	40
Youth Development and Health					
Provides adequate health services for students (T8.7)	9	11	10	0	30
Provides healthy food choices for students (T8.8)	9	11	13	3	10
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	12	26	9	3	10

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

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

To what extent does this school...	<i>Percent Selecting "A Lot"</i>				
	TD %	ES %	MS %	HS %	NT %
Provide services for studies with disabilities or other special needs (T8.11)	56	51	69	55	40
Foster youth development, resilience, or asset promotion (T8.5)	16	14	23	8	30
Provide opportunities for physical education and activity (T8.10)	52	38	84	50	10
Provide conflict resolution or behavior management instruction (T8.20)	9	19	9	3	0
Provide character education (T8.6)	28	47	44	3	0
Provides alcohol or drug use prevention instruction (T8.22)	3	3	7	0	0
Provide tobacco use prevention instruction (T8.23)	4	5	6	3	0
Provide harassment or bullying prevention (T8.19)	13	14	31	0	0
Provide nutritional instruction (T8.9)	8	8	13	8	0

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

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Barriers to Effective Service Delivery					
Works to reduce instructional interruptions (T9.6)	26	28	32	21	13
Works to minimize paperwork (T9.7)	10	11	6	12	13
Effectively schedules mandated activities (T9.8)	23	29	30	12	25
Integration and Collaboration Special-General Education					
Integrates special education into daily operations (T9.9)	34	40	41	23	25
Encourages general and special ed teaming (T9.10)	22	25	29	14	25
Provides sufficient time to collaborate on service delivery (T9.11)	11	13	13	8	25
Views services to students with IEPs as a shared staff responsibility (T9.12)	20	19	26	16	25
Promotes participation in school decision making (T9.13)	12	17	11	7	25
Student Expectations and Supports					
Sets high expectations for students with IEPs (T9.14)	17	28	16	8	13
Supports culturally and linguistically diverse students with IEPs (T9.15)	8	9	11	4	13
Supports alternative modes of communication (T9.16)	10	12	14	7	0
Provides complete state adopted instructional materials for students with IEPs (T9.17)	18	19	27	12	13
Provides sufficient resources for special ed programs and services (T9.18)	11	9	15	9	14
Personnel Supports					
Provides positive working environment (T9.19)	25	28	37	13	25
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	22	22	38	12	13
Provides relevant paraprofessional training (T9.21)	6	7	10	2	13
Has a climate that encourages continued service (T9.22)	20	24	22	14	25
Provides adequate access to technology (T9.23)	18	17	27	12	13
Has good communication with personnel to support students with IEPs (T9.24)	16	18	24	10	0
Offers adequate compensation to support continued employment (T9.25)	8	4	10	9	13

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

I. Sample Characteristics

Table 1.1
Survey Sample

	TD	ES	MS	HS	NT
Number of Respondents	331	114	88	115	14

Table 1.2
Role (Job) at School

	TD	ES	MS	HS	NT
	%	%	%	%	%
Teacher in grade 5 or above	48	16	53	79	21
Teacher in grade 4 or below	18	52	0	0	0
Special education teacher	11	14	11	8	7
Administrator	5	4	6	3	14
Prevention staff nurse or health aide	0	0	0	0	0
Counselor or psychologist	1	0	2	0	14
Police, resource officer, or safety personnel	1	0	0	1	7
Paraprofessional, teacher assistant, or instructional aide	6	3	10	4	7
Other certificated staff (e.g., librarian)	4	6	3	3	14
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	8	6	17	3	14

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD	ES	MS	HS	NT
	%	%	%	%	%
Migrant education students	38	29	40	42	77
Special education	81	75	86	81	100
English language learners	91	90	89	92	100

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

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

Table 1.4
Length of Employment at School

	TD	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	7	4	9	8	21
1 to 2 years	9	12	6	7	14
3 to 5 years	34	30	40	31	43
6 to 10 years	28	29	24	32	14
Over 10 years	22	25	22	22	7

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

Table 1.5
Overall Length of Employment in Position

	TD	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	2	0	1	4	14
1 to 2 years	4	5	4	2	14
3 to 5 years	21	16	21	23	36
6 to 10 years	27	26	30	28	14
Over 10 years	46	53	43	43	21

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

Table 1.6
Race/Ethnicity of Respondents

	TD	ES	MS	HS	NT
	%	%	%	%	%
African American (Not Hispanic)	1	0	1	1	0
American Indian or Alaska Native	1	0	2	2	0
Asian or Pacific Islander	4	4	10	1	0
White (Not Hispanic)	83	83	73	90	93
Hispanic or Latino/a	5	6	6	3	7
Other or Multi-ethnic	5	6	8	3	0

Question 5: What is your race/ethnicity?

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

II. The Learning and Working Environment

Student Learning Environment

Table 2.1

Learning Environment is Supportive and Inviting

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	44	56	33	39	50
Agree	53	42	63	56	43
Disagree	3	1	3	3	7
Strongly Disagree	1	2	0	1	0
Not Applicable	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	38	63	30	24	14
Agree	53	34	63	62	64
Disagree	8	4	4	14	21
Strongly Disagree	1	0	2	1	0
Not Applicable	0	0	0	0	0

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

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

Table 2.3
Promotes Academic Success for All Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	37	52	34	25	43
Agree	54	46	60	58	43
Disagree	7	2	6	13	14
Strongly Disagree	1	0	0	3	0
Not Applicable	0	0	1	0	0

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	39	47	37	32	50
Agree	54	48	59	58	43
Disagree	5	4	3	8	7
Strongly Disagree	1	1	1	3	0
Not Applicable	0	0	0	0	0

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

Table 2.5
Teaches Lessons Relevant to Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	28	40	26	19	21
Agree	60	50	59	68	71
Disagree	8	6	10	10	0
Strongly Disagree	2	3	1	1	7
Not Applicable	2	1	3	2	0

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

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

Staff Working Environment

Table 2.6

Supportive and Inviting Place to Work

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	30	31	32	23	57
Agree	50	46	52	53	36
Disagree	15	16	10	19	0
Strongly Disagree	6	7	6	5	7
Not Applicable	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	29	37	33	16	43
Most	48	46	45	53	50
Some	19	15	17	27	7
Few	2	1	3	3	0
Almost None	1	1	2	1	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	31	32	36	22	57
Most	44	43	38	52	36
Some	22	23	20	24	7
Few	2	1	4	3	0
Almost None	1	1	1	0	0

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

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

Table 2.9
Promotes Staff Trust and Collegiality

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	24	28	25	17	43
Agree	48	46	51	48	50
Disagree	20	15	17	27	7
Strongly Disagree	8	12	7	8	0
Not Applicable	0	0	0	0	0

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

Table 2.10
Staff have Close Professional Relationships

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	20	28	21	9	29
Most	39	39	34	42	50
Some	35	30	37	40	21
Few	5	3	6	8	0
Almost None	1	1	2	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14	17	14	9	21
Agree	56	51	56	61	64
Disagree	23	28	19	23	7
Strongly Disagree	6	4	8	6	0
Not Applicable	2	0	3	1	7

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

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

Table 2.12
Need PD in Meeting Academic Standards

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	26	26	29	26	7
No	59	67	45	64	43
Not Applicable	15	7	26	10	50

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 areasmeeting academic standards?

Table 2.13
Need PD in Instructional Methods

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	33	36	33	32	29
No	50	58	37	56	21
Not Applicable	16	6	30	11	50

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 areasevidence-based methods of instruction?

Table 2.14
Need PD in Creating a Positive School Climate

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	31	36	29	25	43
No	64	62	62	69	43
Not Applicable	6	2	9	6	14

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 areascreating a positive school climate?

Special Education Supports and Professional Development

Table 2.15

Provides Resources Needed to Work With Special Education Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	9	9	11	8	14
Agree	49	42	45	56	57
Disagree	26	35	23	21	14
Strongly Disagree	6	5	6	8	0
Not Applicable	10	8	15	8	14

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	42	54	37	36	36
No	46	39	45	56	29
Not Applicable	12	8	18	9	36

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	37	52	33	28	21
Agree	56	45	60	62	71
Disagree	5	2	7	8	0
Strongly Disagree	1	1	0	2	7
Not Applicable	0	0	0	0	0

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

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

Table 2.18
Safe Place for Staff

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	41	48	43	36	21
Agree	52	42	53	58	71
Disagree	5	6	2	6	7
Strongly Disagree	2	4	1	1	0
Not Applicable	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	32	45	30	21	25
Agree	56	48	60	61	67
Disagree	9	6	8	14	8
Strongly Disagree	2	1	1	3	0
Not Applicable	1	0	1	1	0

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	36	50	35	25	23
Agree	51	42	55	57	54
Disagree	9	5	10	12	0
Strongly Disagree	2	3	0	1	8
Not Applicable	2	0	0	5	15

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

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1

Adults Really Care About All Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	49	64	54	27	64
Most	46	32	39	65	36
Some	5	3	4	8	0
Few	0	0	1	0	0
Almost None	1	1	1	0	0

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

Table 3.2

Adults Acknowledge and Pay Attention to Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	47	66	51	24	50
Most	48	31	45	66	50
Some	6	3	4	10	0
Few	0	0	0	0	0
Almost None	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	35	51	42	15	29
Most	47	37	42	58	64
Some	16	11	15	23	7
Few	2	1	2	3	0
Almost None	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	58	73	60	43	57
Most	36	25	34	48	29
Some	6	2	7	8	14
Few	0	0	0	1	0
Almost None	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	37	55	39	19	29
Most	46	37	45	53	57
Some	15	7	15	25	7
Few	2	1	1	3	7
Almost None	0	0	0	0	0

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

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

Opportunities for Meaningful Participation

Table 3.6

Encourages Decision Opportunities for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	13	24	7	7	14
Agree	60	61	61	60	50
Disagree	18	11	16	26	21
Strongly Disagree	2	2	2	3	0
Not Applicable	6	3	14	3	14

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	36	49	29	30	29
Agree	56	46	62	60	64
Disagree	3	4	2	4	0
Strongly Disagree	1	1	0	2	0
Not Applicable	4	1	7	4	7

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

Table 3.8

Gives Equal Access to Extracurricular and Enrichment Activities

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	30	27	28	35	21
Agree	49	39	57	53	43
Disagree	16	26	13	9	21
Strongly Disagree	3	5	1	2	7
Not Applicable	2	3	1	1	7

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	24	29	22	23	7
Agree	55	47	52	65	50
Disagree	14	15	19	8	29
Strongly Disagree	2	3	2	2	7
Not Applicable	5	6	5	3	7

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

Professional Development Needs

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	39	36	39	41	50
No	53	59	50	52	29
Not Applicable	8	4	11	8	21

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

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1

Fosters Appreciation for Student Diversity and Mutual Respect

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	31	37	38	19	36
Agree	57	53	55	62	50
Disagree	11	10	7	16	7
Strongly Disagree	1	0	0	3	7
Not Applicable	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	45	75	38	22	42
Mild Problem	42	22	48	57	33
Moderate Problem	13	2	14	21	25
Severe Problem	0	1	0	0	0

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

Treating Students Fairly and Respectfully

Table 4.3

Staff Treat All Students Fairly

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	35	44	40	20	36
Most	50	46	45	58	50
Some	14	8	13	20	14
Few	1	2	0	1	0
Almost None	0	0	1	0	0

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

Table 4.4

Staff Treat Students with Respect

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	36	45	42	20	50
Most	50	46	39	62	43
Some	14	9	18	16	7
Few	1	0	1	2	0
Almost None	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	34	39	40	22	50
Agree	55	51	56	59	43
Disagree	9	10	4	12	0
Strongly Disagree	2	0	0	4	7
Not Applicable	1	0	0	2	0

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

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

Table 4.6
Use Culturally Relevant Instructional Materials

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11	18	7	9	7
Agree	47	48	46	47	43
Disagree	27	24	32	27	14
Strongly Disagree	2	2	2	3	0
Not Applicable	13	8	13	14	36

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

Table 4.7
Staff Examine Their Cultural Biases

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	7	12	6	4	0
Agree	34	27	38	34	50
Disagree	41	39	37	48	29
Strongly Disagree	7	6	7	8	0
Not Applicable	11	16	12	5	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	26	32	27	22	14
Agree	50	46	54	49	57
Disagree	17	14	16	23	7
Strongly Disagree	2	4	0	3	0
Not Applicable	5	4	3	3	21

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

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21	12	24	31	0
Agree	40	12	54	59	14
Disagree	6	4	8	4	21
Strongly Disagree	2	3	2	1	14
Not Applicable	31	70	12	5	50

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	44	40	40	52	36
No	44	54	39	41	21
Not Applicable	11	5	20	7	43

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 areasclosing the achievement gap.

Table 4.11
Need PD on Working with Diverse Populations

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	34	33	30	38	36
No	58	63	56	59	29
Not Applicable	7	4	13	3	36

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 areasworking with diverse racial, ethnic, or cultural groups?

Table 4.12
Need PD on Culturally Relevant Pedagogy

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	36	30	34	44	29
No	49	60	43	48	14
Not Applicable	15	10	24	8	57

Question 47: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....culturally relevant pedagogy for the school's student population.

Table 4.13
Need PD on Serving English Language Learners

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	40	42	34	42	50
No	49	54	45	50	21
Not Applicable	11	4	21	8	29

Question 48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas.....serving English Language Learners.

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1

Students Are Motivated to Learn

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	6	11	4	3	0
Most	59	66	58	56	21
Some	31	21	35	35	57
Few	4	2	2	5	21
Almost None	0	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	45	85	50	9	7
Mild Problem	33	11	40	51	14
Moderate Problem	17	5	9	33	29
Severe Problem	5	0	1	7	50

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

General Behavior

Table 5.3

Lack of Respect of Staff by Students is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	34	56	27	21	14
Mild Problem	39	32	46	44	14
Moderate Problem	23	10	21	33	50
Severe Problem	4	3	6	3	21

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

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

Table 5.4
How Many Students Well-Behaved

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	8	11	6	7	7
Most	72	70	74	78	36
Some	19	18	20	16	43
Few	1	1	0	0	14
Almost None	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	8	14	3	7	7
Mild Problem	46	50	48	45	7
Moderate Problem	37	30	38	41	50
Severe Problem	9	5	11	8	36

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

Perceived Physical and Mental Health

Table 5.6
Students Arrive at School Alert and Rested

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	6	10	7	3	0
Most	60	68	65	54	14
Some	30	19	27	39	57
Few	4	4	1	3	29
Almost None	0	0	0	0	0

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

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

Table 5.7
Students Are Healthy and Physically Fit

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	6	10	6	3	7
Most	70	70	69	73	43
Some	23	19	26	23	36
Few	1	2	0	0	7
Almost None	0	0	0	0	7

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	34	59	29	16	7
Mild Problem	49	36	52	58	50
Moderate Problem	17	5	18	26	36
Severe Problem	1	0	1	1	7

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	16	27	4	14	21
Mild Problem	50	52	48	50	50
Moderate Problem	30	20	42	32	21
Severe Problem	3	1	6	3	7

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

Table 6.2
Physical Fighting Between Students is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	30	49	20	17	57
Mild Problem	48	44	48	54	29
Moderate Problem	20	6	31	27	7
Severe Problem	2	1	1	2	7

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

Delinquency

Table 6.3
Vandalism (including Graffiti) is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	41	71	28	28	0
Mild Problem	43	25	55	53	36
Moderate Problem	13	4	13	18	43
Severe Problem	2	0	3	2	21

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

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

Table 6.4
Theft is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	40	72	27	20	38
Mild Problem	41	27	53	45	38
Moderate Problem	16	1	18	29	23
Severe Problem	3	0	2	6	0

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

Table 6.5
Gang-Related Activity is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	45	91	26	20	7
Mild Problem	37	8	51	51	50
Moderate Problem	17	1	20	26	43
Severe Problem	2	0	3	3	0

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

Table 6.6
Weapons Possession is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	75	97	71	60	50
Mild Problem	23	3	28	36	43
Moderate Problem	2	0	1	3	7
Severe Problem	0	0	0	1	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	48	99	42	8	14
Mild Problem	28	1	50	39	7
Moderate Problem	20	0	7	46	50
Severe Problem	4	0	1	8	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	54	97	63	12	7
Mild Problem	28	2	32	52	14
Moderate Problem	16	1	4	34	50
Severe Problem	2	0	0	3	29

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

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

VII. Discipline & Counseling

Table 7.1
Consequences of Breaking Rules Communicated Clearly

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	37	46	43	24	43
Agree	43	35	47	48	29
Disagree	13	12	7	20	14
Strongly Disagree	6	7	3	7	7
Not Applicable	1	0	0	1	7

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

Table 7.2
Handles Discipline Problems Fairly

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	31	39	37	16	43
Agree	49	44	48	56	36
Disagree	14	11	13	19	14
Strongly Disagree	6	6	2	8	7
Not Applicable	1	0	0	2	0

Question 27: The school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	27	37	32	15	21
Agree	43	38	48	43	50
Neither Agree nor Disagree	22	15	16	32	29
Disagree	8	11	4	9	0
Strongly Disagree	0	0	0	1	0

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	32	35	39	26	21
No	57	62	43	66	36
Not Applicable	11	4	18	8	43

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 areaspositive behavioral support and classroom management?

Table 7.5
Provides Adequate Counseling and Support for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	19	16	17	21	50
Agree	43	36	36	56	29
Disagree	29	37	38	15	14
Strongly Disagree	7	10	7	6	7
Not Applicable	2	1	3	2	0

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

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	123	41	32	40	10

Counseling and Intervention Services

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11	9	16	8	20
Agree	35	17	44	38	60
Neither Agree nor Disagree	40	63	31	31	20
Disagree	11	11	3	21	0
Strongly Disagree	3	0	6	3	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11	7	9	8	40
Agree	29	20	38	30	40
Neither Agree nor Disagree	41	59	41	33	0
Disagree	16	10	9	30	10
Strongly Disagree	3	5	3	0	10

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

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

Youth Development

Table 8.4

Emphasizes Helping Students with Social, Emotional, and Behavioral Problems

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	12	26	9	3	10
Agree	43	38	47	38	70
Neither Agree nor Disagree	27	24	25	36	10
Disagree	14	6	13	23	10
Strongly Disagree	3	6	6	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	16	14	23	8	30
Some	49	42	45	62	40
Not Much	28	31	29	28	10
Not At All	8	14	3	3	20

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

Table 8.6

Provides Character Education

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	28	47	44	3	0
Some	48	42	47	58	30
Not Much	21	8	6	38	50
Not At All	4	3	3	3	20

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

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	9	11	10	0	30
Agree	28	25	26	36	10
Neither Agree nor Disagree	29	28	45	23	10
Disagree	30	31	16	36	50
Strongly Disagree	4	6	3	5	0

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

Table 8.8
Provides Healthy Food Choices for Student

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	9	11	13	3	10
Agree	37	19	65	30	40
Neither Agree nor Disagree	24	36	6	28	20
Disagree	23	22	13	30	30
Strongly Disagree	8	11	3	10	0

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

Table 8.9
Provides Nutritional Instruction to Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	8	8	13	8	0
Some	50	34	58	60	40
Not Much	37	50	23	33	50
Not At All	5	8	6	0	10

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

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	52	38	84	50	10
Some	41	49	13	50	70
Not Much	7	14	3	0	20
Not At All	0	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	56	51	69	55	40
Some	34	38	22	38	50
Not Much	8	8	9	8	10
Not At All	1	3	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	15	21	23	5	10
Agree	49	42	48	50	70
Neither Agree nor Disagree	24	24	16	33	10
Disagree	10	13	13	8	0
Strongly Disagree	3	0	0	5	10

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	31	25	34	30	50
Agree	40	30	41	53	30
Neither Agree nor Disagree	21	38	16	15	0
Disagree	7	8	6	3	20
Strongly Disagree	1	0	3	0	0

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

Table 8.14
Suspends for First-time Substance Use Violations

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21	14	31	23	10
Agree	35	14	50	40	50
Neither Agree nor Disagree	36	70	19	25	10
Disagree	6	3	0	13	10
Strongly Disagree	2	0	0	0	20

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

Table 8.15
Enforces Zero Tolerance Policy

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	15	14	16	15	20
Agree	36	27	53	33	30
Neither Agree nor Disagree	25	41	9	23	30
Disagree	18	19	16	25	0
Strongly Disagree	5	0	6	5	20

Question 2.07: This school enforces zero tolerance policies.

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

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	13	18	19	5	10
Agree	46	44	59	33	60
Neither Agree nor Disagree	15	21	3	20	10
Disagree	20	9	19	30	20
Strongly Disagree	7	9	0	13	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18	25	13	18	10
Agree	56	55	53	55	70
Neither Agree nor Disagree	14	10	16	18	10
Disagree	11	8	16	10	10
Strongly Disagree	2	3	3	0	0

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

Table 8.18
Seeks to Maintain Secure Campus

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	3	3	3	5	0
Agree	14	5	9	23	30
Neither Agree nor Disagree	31	38	31	28	20
Disagree	23	14	34	23	20
Strongly Disagree	28	41	22	21	30

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

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

Table 8.19
Provides Harassment or Bullying Prevention

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	13	14	31	0	0
Some	50	57	47	50	40
Not Much	34	27	22	48	40
Not At All	3	3	0	3	20

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

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	9	19	9	3	0
Some	53	51	50	58	50
Not Much	30	22	31	35	40
Not At All	8	8	9	5	10

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11	11	10	8	30
Agree	35	31	42	35	30
Neither Agree nor Disagree	36	43	42	33	10
Disagree	16	14	3	25	30
Strongly Disagree	1	0	3	0	0

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

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

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	3	3	7	0	0
Some	49	43	53	49	60
Not Much	39	41	33	46	20
Not At All	9	14	7	5	20

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

Table 8.23
Provides Tobacco Use Prevention Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	4	5	6	3	0
Some	42	32	61	36	40
Not Much	44	46	26	59	30
Not At All	10	16	6	3	30

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	9	14	9	8	0
Agree	28	11	34	30	60
Neither Agree nor Disagree	41	70	28	35	0
Disagree	17	3	22	23	30
Strongly Disagree	5	3	6	5	10

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

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	248	83	63	93	9

Table 9.2
Highest Degree Level Achieved

	TD	ES	MS	HS	NT
Associate	3	4	5	0	11
Bachelors	51	52	48	55	22
Masters	40	42	40	38	44
Doctorate	1	0	2	2	0
None	5	2	6	5	22

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	TD	ES	MS	HS	NT
Multiple Subjects	46	85	39	20	13
Single Subjects	40	4	39	74	38
Education Specialist Instruction	4	5	6	2	0
Pupil Personnel Services	1	0	2	0	13
Administrative Services {CK}	1	1	0	0	13
Other Related Services	0	0	0	0	0
Other (e.g., Adapted PE)	1	1	2	0	0
None	7	4	13	3	25

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

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

Table 9.4
Highest Credential or Permit for Current Position

	TD	ES	MS	HS	NT
Professional Clear (level 2)	83	93	69	87	71
Preliminary (level 1)	8	4	13	9	0
Provisional Internship Credential	1	0	2	1	0
Provisional Internship Permit	1	1	2	0	0
Short Term Staff Permit	0	0	0	0	0
Other (e.g., waver)	2	0	5	1	0
High School Diploma/GED	5	3	11	2	29

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

Table 9.5
Primary Service Setting

	TD	ES	MS	HS	NT
General Education (GE) Classroom	64	65	52	74	50
Resource Specialist Classroom	14	13	17	13	25
Special Education (SE) Self-Contained/Special Day Class	13	15	16	10	0
Pull-out Program for Specialized Service	3	5	5	0	13
Learning Center	1	1	0	1	0
Other	4	1	10	2	13

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

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

Barriers to Effective Service Delivery

Table 9.6

Works to Reduce Instructional Interruptions

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	26	28	32	21	13
Agree	61	50	60	69	88
Disagree	8	15	3	5	0
Strongly Disagree	3	6	0	3	0
Not Applicable	3	1	5	2	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	10	11	6	12	13
Agree	52	41	60	55	75
Disagree	25	33	19	23	13
Strongly Disagree	6	11	2	5	0
Not Applicable	7	4	13	6	0

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

Table 9.8
Effectively Schedules Mandated Activities

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23	29	30	12	25
Agree	60	57	65	57	75
Disagree	8	9	2	14	0
Strongly Disagree	3	3	0	5	0
Not Applicable	6	3	3	13	0

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

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	34	40	41	23	25
Agree	57	44	52	71	75
Disagree	5	10	3	3	0
Strongly Disagree	1	4	0	0	0
Not Applicable	3	3	3	2	0

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

Table 9.10
Encourages General and Special Ed Teaming

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	22	25	29	14	25
Agree	57	58	48	60	75
Disagree	17	15	16	20	0
Strongly Disagree	3	1	2	5	0
Not Applicable	2	1	5	1	0

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11	13	13	8	25
Agree	33	36	37	23	75
Disagree	43	38	40	53	0
Strongly Disagree	10	14	3	11	0
Not Applicable	3	0	6	5	0

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	20	19	26	16	25
Agree	53	49	56	53	50
Disagree	19	23	11	20	25
Strongly Disagree	6	8	3	6	0
Not Applicable	3	0	3	5	0

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

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

Table 9.13
Promotes Participation in School Decision Making

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	12	17	11	7	25
Agree	54	57	56	50	63
Disagree	18	13	16	26	0
Strongly Disagree	9	12	6	8	0
Not Applicable	7	1	10	9	13

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17	28	16	8	13
Agree	60	58	60	61	63
Disagree	14	8	13	19	25
Strongly Disagree	4	5	3	5	0
Not Applicable	5	1	8	7	0

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

Table 9.15***Supports Culturally and Linguistically Diverse Students with IEPs***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8	9	11	4	13
Agree	55	50	59	54	75
Disagree	23	30	17	22	13
Strongly Disagree	3	5	2	2	0
Not Applicable	11	5	11	18	0

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

Table 9.16***Supports Alternative Modes of Communication***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	10	12	14	7	0
Agree	54	58	57	49	50
Disagree	9	8	5	14	0
Strongly Disagree	3	5	3	2	0
Not Applicable	23	17	21	28	50

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18	19	27	12	13
Agree	47	48	49	46	38
Disagree	14	17	11	13	25
Strongly Disagree	5	4	2	8	0
Not Applicable	15	12	11	20	25

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

Table 9.18***Provides Sufficient Resources for Special Ed Programs and Services***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11	9	15	9	14
Agree	51	44	52	55	71
Disagree	25	31	23	22	14
Strongly Disagree	7	11	5	5	0
Not Applicable	7	5	6	8	0

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

Personnel Supports

Table 9.19

Has Positive Working Environment for Staff Serving Students with IEPs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	25	28	37	13	25
Agree	62	62	49	70	75
Disagree	6	4	5	8	0
Strongly Disagree	5	6	5	3	0
Not Applicable	3	0	5	6	0

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	22	22	38	12	13
Agree	55	56	40	64	75
Disagree	16	16	13	19	13
Strongly Disagree	4	5	3	3	0
Not Applicable	3	1	6	2	0

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

Table 9.21

Provides Relevant Paraprofessional Training

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	6	7	10	2	13
Agree	36	33	38	36	38
Disagree	22	30	21	16	25
Strongly Disagree	9	17	5	5	0
Not Applicable	27	13	27	41	25

Question 3.13: This school provides relevant training for paraprofessionals.

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

Table 9.22
Climate Encourages Continued Service

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	20	24	22	14	25
Agree	61	58	62	64	50
Disagree	10	11	8	12	0
Strongly Disagree	4	7	2	4	0
Not Applicable	6	1	6	7	25

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

Table 9.23
Provides Adequate Access to Technology

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18	17	27	12	13
Agree	48	45	51	50	25
Disagree	16	22	8	15	38
Strongly Disagree	4	7	3	3	0
Not Applicable	14	9	11	20	25

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

Table 9.24
Has Good Communication with District Personnel

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	16	18	24	10	0
Agree	49	49	48	47	86
Disagree	12	20	10	7	14
Strongly Disagree	6	7	5	7	0
Not Applicable	17	7	14	29	0

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

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

Table 9.25
Provides Adequate Compensation

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8	4	10	9	13
Agree	53	51	51	57	38
Disagree	21	19	24	21	0
Strongly Disagree	7	14	5	3	0
Not Applicable	12	12	11	9	50

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