California School Climate Survey

Burbank Unified
2009-2010
Main 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. 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

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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: chks.wested.org 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.

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[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.

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

Tom Herman, Administrator
Safe and Healthy Kids Program Office, California Department of Education

Summary Tables

Table S1
Positive Learning and Working Environment

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	52	62	45	42	75
Sets high standards for academic performance for all (T2.2)	52	67	49	39	38
Promotes academic success for all students (T2.3)	46	58	42	31	63
Encourage students to enroll in rigorous course (T4.9)	26	12	32	45	4
Emphasizes teaching lessons in ways relevant to students (T2.5)	35	39	36	28	42
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	34	30	27	42	61
Promotes trust and collegiality among staff (T2.9)	26	20	24	28	54
Provides the materials, resources, and training to do job effectively (T2.11)	20	23	25	13	21
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	19	16	25	15	25
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.17)	50	56	42	52	52
Is a safe place for staff (T2.18)	50	54	46	51	50
Has clean and well-maintained facilities and property (T2.19)	42	43	44	33	63
Is welcoming to and facilitates parent involvement (T2.20)	47	54	43	41	48

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting 'Nearly All Adults'*				
	TD %	ES %	MS %	HS %	NT %
Have close professional relationships with one another (T2.10)	23	28	17	15	48
Support and treat each other with respect (T2.8)	30	30	28	24	70
Feel a responsibility to improve the school (T2.7)	31	36	26	21	71

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

This school provides/encourages students…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Opportunities to decide things (T3.6)	16	21	10	12	25
Equal opportunity for classroom participation (T3.7)	43	49	37	39	54
Opportunities to "make a difference" (help others) (T3.9)	29	17	28	46	38
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	36	33	34	42	33

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

How many adults at this school…	*Percent Selecting Nearly All*				
	TD %	ES %	MS %	HS %	NT %
Caring Relationships					
Want every student to do their best (T3.4)	53	59	49	43	78
Acknowledge and pay attention to students (T3.2)	44	54	38	30	79
Really care about every student (T3.1)	43	57	37	24	79
High Expectations					
Listen to what students have to say (T3.3)	35	42	30	19	79
Believe every student can be a success (T3.5)	36	43	32	20	79

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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)	39	49	32	32	42
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	40	46	36	31	54
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	15	14	15	16	13
Has staff examine their own cultural biases through professional development or other processes (T4.7)	7	7	6	8	13
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	24	33	17	19	25
Report that nearly all adults at this school…					
Treat all students fairly (T4.3)	35	43	28	22	71
Treat every student with respect (T4.4)	36	44	30	22	74

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All				
How many students at this school…	TD %	ES %	MS %	HS %	NT %
Are motivated to learn (T5.1)	64	81	62	53	22
Arrive at school alert and rested (T5.6)	61	76	59	53	22
Are healthy and physically fit (T5.7)	69	78	64	64	61
Are well-behaved (T5.4)	78	87	76	75	52

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

How much of a problem at this school is…	*Percent Rated Moderate or Severe Problem*				
	TD %	ES %	MS %	HS %	NT %
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	46	32	56	51	58
Cutting classes or being truant (T5.2)	11	0	5	28	39
Depression or other mental health issues (T5.8)	17	8	17	22	50
Lack of respect of staff by students (T5.3)	22	11	29	27	38
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	16	6	17	29	13
Harassment or bullying (T6.1)	29	17	44	28	35
Physical fighting (T6.2)	11	4	21	9	17
Gang activity (T6.5)	4	0	2	6	21
Vandalism and graffiti (T6.3)	10	1	12	15	33
Theft (T6.4)	14	1	14	26	33
Weapons possession at school (T6.6)	1	0	0	1	17
Substance Use					
Alcohol and drug use (T6.7)	14	0	5	33	67

Table S8
Discipline and Counseling

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Clearly communicates to students consequences of breaking rules (T7.1)	40	44	32	37	71
Handles discipline problems fairly (T7.2)	35	40	25	32	63
Provides adequate counseling and support services for students (T7.5)	27	18	40	23	38

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Table S9
Professional Development Needs

Perceive need for more PD in…	TD %	ES %	MS %	HS %	NT %
Instruction & School Environment					
Meeting academic standards (T2.12)	27	20	31	30	33
Evidence-based methods of instruction (T2.13)	38	35	45	35	29
Positive behavioral support and classroom management (T7.4)	42	36	49	41	46
Creating a positive school climate (T2.14)	33	28	43	26	38
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	32	28	36	34	25
Culturally relevant pedagogy for the school's student population (T4.12)	34	28	40	33	35
Serving English language learners (T4.13)	38	34	42	38	38
Closing the achievement gap (T4.10)	46	42	52	44	46
Providing Support Services					
Serving special education (IEP) students (T2.16)	49	52	57	37	42
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	42	39	45	41	46

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

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.17)	33	38	36	25	20
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	20	15	16	28	40
Collaborates well with law enforcement organizations (T8.13)	45	46	45	41	50
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	37	33	35	42	50
Enforces zero tolerance policies (T8.15)	31	35	23	28	50
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	22	21	19	22	40
Effectively handles student discipline and behavioral problems (T8.16)	24	32	9	25	40
Substance Use					
Considers substance abuse prevention an important goal (T8.21)	22	28	23	10	22
Has sufficient resources to address substance use prevention needs (T8.24)	20	24	23	16	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)	25	28	23	19	40
Collaborates well with community organizations to address substance use or other problems (T8.3)	22	20	27	16	30
Youth Development and Health					
Provides adequate health services for students (T8.7)	18	21	21	16	0
Provides healthy food choices for students (T8.8)	13	15	14	9	10
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	24	24	18	13	80

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

To what extent does this school…	*Percent Selecting "A Lot"*				
	TD %	ES %	MS %	HS %	NT %
Provide services for studies with disabilities or other special needs (T8.11)	54	55	51	56	50
Foster youth development, resilience, or asset promotion (T8.5)	17	13	14	23	30
Provide opportunities for physical education and activity (T8.10)	64	70	63	59	50
Provide conflict resolution or behavior management instruction (T8.20)	21	31	14	9	30
Provide character education (T8.6)	23	45	12	3	20
Provides alcohol or drug use prevention instruction (T8.22)	12	19	7	9	10
Provide tobacco use prevention instruction (T8.23)	13	19	7	13	10
Provide harassment or bullying prevention (T8.19)	20	25	16	9	40
Provide nutritional instruction (T8.9)	12	9	19	9	0

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

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Barriers to Effective Service Delivery					
Works to reduce instructional interruptions (T9.6)	28	29	22	34	24
Works to minimize paperwork (T9.7)	13	13	14	16	0
Effectively schedules mandated activities (T9.8)	28	27	31	25	38
Integration and Collaboration Special-General Education					
Integrates special education into daily operations (T9.9)	41	41	41	40	35
Encourages general and special ed teaming (T9.10)	29	31	31	28	24
Provides sufficient time to collaborate on service delivery (T9.11)	12	10	13	12	19
Views services to students with IEPs as a shared staff responsibility (T9.12)	21	25	20	17	20
Promotes participation in school decision making (T9.13)	17	20	14	17	19
Student Expectations and Supports					
Sets high expectations for students with IEPs (T9.14)	27	32	26	17	47
Supports culturally and linguistically diverse students with IEPs (T9.15)	17	15	19	13	31
Supports alternative modes of communication (T9.16)	20	16	20	23	19
Provides complete state adopted instructional materials for students with IEPs (T9.17)	24	24	25	20	38
Provides sufficient resources for special ed programs and services (T9.18)	14	16	13	14	13
Personnel Supports					
Provides positive working environment (T9.19)	25	30	20	22	44
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	24	26	25	19	38
Provides relevant paraprofessional training (T9.21)	11	11	6	14	25
Has a climate that encourages continued service (T9.22)	26	29	23	23	38
Provides adequate access to technology (T9.23)	22	21	26	18	31
Has good communication with personnel to support students with IEPs (T9.24)	19	23	14	17	25
Offers adequate compensation to support continued employment (T9.25)	14	15	13	16	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	362	134	109	95	24

Table 1.2
Role (Job) at School

	TD %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	57	10	85	91	50
Teacher in grade 4 or below	25	68	0	0	0
Special education teacher	10	8	12	10	8
Administrator	2	3	1	0	8
Prevention staff nurse or health aide	1	1	0	0	4
Counselor or psychologist	2	0	1	3	13
Police, resource officer, or safety personnel	0	0	0	0	4
Paraprofessional, teacher assistant, or instructional aide	6	9	2	0	29
Other certificated staff (e.g., librarian)	3	8	0	0	0
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	3	5	2	0	8

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD %	ES %	MS %	HS %	NT %
Migrant education students	13	12	12	17	14
Special education	73	61	81	81	81
English language learners	86	94	82	84	71

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

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Table 1.4
Length of Employment at School

	TD %	ES %	MS %	HS %	NT %
Less than one year	5	7	6	3	0
1 to 2 years	7	5	3	16	4
3 to 5 years	22	16	24	25	25
6 to 10 years	20	12	21	24	42
Over 10 years	46	59	47	32	29

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	3	1	1	4
1 to 2 years	6	4	5	8	8
3 to 5 years	18	13	20	22	17
6 to 10 years	18	15	13	24	33
Over 10 years	57	65	61	44	38

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	3	0	4
American Indian or Alaska Native	0	0	0	0	4
Asian or Pacific Islander	3	5	3	0	4
White (Not Hispanic)	81	82	80	81	78
Hispanic or Latino/a	9	9	7	9	9
Other or Multi-ethnic	6	5	7	9	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	52	62	45	42	75
Agree	46	37	54	56	17
Disagree	1	1	0	2	8
Strongly Disagree	0	0	1	0	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	52	67	49	39	38
Agree	45	32	50	54	54
Disagree	3	1	1	6	8
Strongly Disagree	0	0	0	1	0
Not Applicable	0	0	0	0	0

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

Table 2.3
Promotes Academic Success for All Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	46	58	42	31	63
Agree	49	41	53	59	29
Disagree	5	1	5	10	8
Strongly Disagree	0	0	0	0	0
Not Applicable	0	0	0	0	0

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	50	54	50	37	83
Agree	44	41	47	54	13
Disagree	5	4	4	9	4
Strongly Disagree	0	1	0	0	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	35	39	36	28	42
Agree	58	55	57	64	50
Disagree	6	4	6	7	8
Strongly Disagree	0	0	0	0	0
Not Applicable	1	1	0	1	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	34	30	27	42	61
Agree	53	56	60	46	30
Disagree	10	10	10	10	4
Strongly Disagree	3	4	3	2	0
Not Applicable	0	0	0	0	4

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	31	36	26	21	71
Most	49	44	50	60	25
Some	17	15	23	16	0
Few	3	5	1	3	4
Almost None	0	0	0	0	0

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

Table 2.8
Staff Support and Treat Each Other With Respect

	TD %	ES %	MS %	HS %	NT %
Nearly All	30	30	28	24	70
Most	53	51	50	64	30
Some	16	16	23	11	0
Few	1	3	0	1	0
Almost None	0	0	0	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	26	20	24	28	54
Agree	57	64	55	55	42
Disagree	11	11	16	9	0
Strongly Disagree	5	5	5	7	0
Not Applicable	1	0	1	0	4

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	23	28	17	15	48
Most	46	48	47	46	35
Some	27	22	34	30	13
Few	4	2	2	8	4
Almost None	0	0	0	0	0

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

General Staff Supports and Professional Development

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	20	23	25	13	21
Agree	59	62	58	54	63
Disagree	16	14	14	20	17
Strongly Disagree	4	1	3	13	0
Not Applicable	1	1	1	1	0

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	27	20	31	30	33
No	67	73	63	66	58
Not Applicable	6	8	6	4	8

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

	TD %	ES %	MS %	HS %	NT %
Yes	38	35	45	35	29
No	56	58	50	60	63
Not Applicable	6	8	6	4	8

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

	TD %	ES %	MS %	HS %	NT %
Yes	33	28	43	26	38
No	64	68	55	71	63
Not Applicable	3	4	3	3	0

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	19	16	25	15	25
Agree	49	53	47	48	42
Disagree	22	22	22	23	25
Strongly Disagree	4	2	4	7	0
Not Applicable	5	7	3	6	8

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	49	52	57	37	42
No	45	41	39	58	50
Not Applicable	6	8	5	5	8

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	50	56	42	52	52
Agree	45	42	51	45	30
Disagree	4	1	6	2	17
Strongly Disagree	1	1	2	1	0
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	50	54	46	51	50
Agree	45	44	49	46	38
Disagree	4	2	5	2	13
Strongly Disagree	1	0	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	42	43	44	33	63
Agree	47	53	39	52	38
Disagree	8	1	13	14	0
Strongly Disagree	2	2	5	1	0
Not Applicable	0	1	0	0	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	47	54	43	41	48
Agree	49	42	50	57	48
Disagree	4	4	6	2	4
Strongly Disagree	0	0	1	0	0
Not Applicable	0	0	1	0	0

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	43	57	37	24	79
Most	49	37	53	69	17
Some	7	6	10	7	4
Few	0	1	0	0	0
Almost None	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

	TD %	ES %	MS %	HS %	NT %
Nearly All	44	54	38	30	79
Most	48	38	52	64	17
Some	8	8	10	6	4
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	42	30	19	79
Most	48	46	48	60	8
Some	17	12	22	21	13
Few	0	0	0	1	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	53	59	49	43	78
Most	42	36	46	54	13
Some	5	5	5	3	9
Few	0	0	0	0	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	36	43	32	20	79
Most	47	44	46	59	13
Some	16	11	21	20	4
Few	2	2	1	1	4
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	16	21	10	12	25
Agree	56	61	61	43	67
Disagree	23	14	26	38	8
Strongly Disagree	2	1	2	3	0
Not Applicable	3	4	2	3	0

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	43	49	37	39	54
Agree	53	45	61	56	46
Disagree	3	3	3	4	0
Strongly Disagree	0	0	0	0	0
Not Applicable	1	3	0	1	0

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	36	33	34	42	33
Agree	47	43	51	49	42
Disagree	13	18	13	7	13
Strongly Disagree	1	1	2	1	0
Not Applicable	2	4	0	0	13

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	29	17	28	46	38
Agree	55	52	58	53	63
Disagree	10	18	12	1	0
Strongly Disagree	1	2	2	0	0
Not Applicable	5	12	1	0	0

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	42	39	45	41	46
No	52	52	49	56	54
Not Applicable	6	9	6	3	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	39	49	32	32	42
Agree	52	44	57	59	42
Disagree	7	5	8	8	13
Strongly Disagree	1	1	3	1	0
Not Applicable	1	1	0	0	4

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	67	37	29	33
Mild Problem	39	27	47	42	54
Moderate Problem	13	5	11	26	13
Severe Problem	3	1	6	3	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	43	28	22	71
Most	52	46	56	65	21
Some	12	9	17	13	4
Few	1	1	0	0	4
Almost None	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

	TD %	ES %	MS %	HS %	NT %
Nearly All	36	44	30	22	74
Most	52	44	57	66	17
Some	12	11	13	12	4
Few	0	0	0	0	4
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	40	46	36	31	54
Agree	51	47	52	61	33
Disagree	7	4	9	7	8
Strongly Disagree	2	2	3	1	0
Not Applicable	1	2	0	0	4

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	15	14	15	16	13
Agree	54	56	53	53	57
Disagree	24	22	25	27	17
Strongly Disagree	3	2	5	2	0
Not Applicable	4	6	3	2	13

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	7	6	8	13
Agree	38	33	38	44	46
Disagree	42	43	44	40	33
Strongly Disagree	5	4	6	6	0
Not Applicable	7	13	5	1	8

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	24	33	17	19	25
Agree	46	40	40	56	58
Disagree	21	15	32	19	13
Strongly Disagree	3	2	6	3	0
Not Applicable	6	9	6	4	4

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	26	12	32	45	4
Agree	33	16	40	47	29
Disagree	9	7	12	6	21
Strongly Disagree	1	2	1	0	0
Not Applicable	31	63	15	1	46

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	46	42	52	44	46
No	48	51	44	49	50
Not Applicable	6	8	5	6	4

Question 49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas….closing the achievement gap.

Table 4.11
Need PD on Working with Diverse Populations

	TD %	ES %	MS %	HS %	NT %
Yes	32	28	36	34	25
No	64	66	60	64	75
Not Applicable	4	6	5	2	0

Question 46: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas….working with diverse racial, ethnic, or cultural groups?

Table 4.12
Need PD on Culturally Relevant Pedagogy

	TD %	ES %	MS %	HS %	NT %
Yes	34	28	40	33	35
No	60	62	53	65	65
Not Applicable	6	10	6	2	0

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	38	34	42	38	38
No	57	60	54	57	58
Not Applicable	5	6	5	5	4

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	3	7	1	1	0
Most	61	74	61	52	22
Some	34	19	38	42	61
Few	2	0	0	5	17
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	53	90	52	15	9
Mild Problem	35	10	43	57	52
Moderate Problem	10	0	5	22	39
Severe Problem	2	0	0	6	0

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	52	20	27	29
Mild Problem	44	37	51	46	33
Moderate Problem	15	8	19	20	17
Severe Problem	7	3	9	7	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	5	5	3	6	13
Most	73	82	73	69	39
Some	19	11	23	23	35
Few	2	2	1	2	13
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	10	16	5	9	4
Mild Problem	44	52	39	40	38
Moderate Problem	37	28	46	39	38
Severe Problem	9	4	10	11	21

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	4	8	5	0	0
Most	57	68	54	53	22
Some	35	23	39	39	65
Few	4	1	2	8	13
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?

Table 5.7
Students Are Healthy and Physically Fit

	TD %	ES %	MS %	HS %	NT %
Nearly All	6	12	5	1	4
Most	63	66	60	63	57
Some	29	22	34	34	26
Few	2	0	2	2	13
Almost None	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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	34	54	29	22	0
Mild Problem	49	38	55	56	50
Moderate Problem	16	8	15	20	46
Severe Problem	1	0	2	2	4

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	17	30	3	16	13
Mild Problem	54	53	53	56	52
Moderate Problem	26	15	38	26	35
Severe Problem	3	2	6	2	0

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	40	59	28	29	38
Mild Problem	49	38	51	62	46
Moderate Problem	10	4	17	9	13
Severe Problem	1	0	4	0	4

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	47	82	28	31	8
Mild Problem	43	18	61	54	58
Moderate Problem	8	1	12	10	25
Severe Problem	2	0	0	5	8

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	47	79	29	29	33
Mild Problem	39	21	57	45	33
Moderate Problem	11	1	13	19	29
Severe Problem	2	0	1	7	4

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	72	98	70	49	25
Mild Problem	25	2	28	44	54
Moderate Problem	3	0	2	6	17
Severe Problem	0	0	0	0	4

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	86	100	79	76	75
Mild Problem	13	0	21	23	8
Moderate Problem	1	0	0	0	8
Severe Problem	1	0	0	1	8

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	57	99	50	17	8
Mild Problem	29	1	46	51	25
Moderate Problem	12	0	5	29	46
Severe Problem	2	0	0	3	21

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	65	100	72	20	25
Mild Problem	25	0	27	57	25
Moderate Problem	9	0	1	21	46
Severe Problem	1	0	0	2	4

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	40	44	32	37	71
Agree	44	44	44	48	25
Disagree	12	9	16	13	4
Strongly Disagree	4	4	7	2	0
Not Applicable	0	0	0	0	0

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	35	40	25	32	63
Agree	48	45	52	52	29
Disagree	13	12	16	13	4
Strongly Disagree	4	4	7	3	0
Not Applicable	0	0	0	0	4

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	28	29	19	29	54
Agree	47	50	46	46	38
Neither Agree nor Disagree	20	17	24	24	4
Disagree	5	4	11	1	0
Strongly Disagree	0	0	0	0	4

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	42	36	49	41	46
No	53	58	46	56	50
Not Applicable	5	6	6	3	4

Question 45: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas….positive behavioral support and classroom management?

Table 7.5
Provides Adequate Counseling and Support for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	27	18	40	23	38
Agree	47	43	45	54	50
Disagree	20	29	13	20	8
Strongly Disagree	5	8	2	3	4
Not Applicable	1	2	0	1	0

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	143	56	45	32	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	25	28	23	19	40
Agree	41	37	52	34	40
Neither Agree nor Disagree	21	26	18	19	20
Disagree	12	9	7	28	0
Strongly Disagree	0	0	0	0	0

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

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	22	20	27	16	30
Agree	41	45	44	38	20
Neither Agree nor Disagree	29	34	22	28	30
Disagree	8	2	7	16	20
Strongly Disagree	1	0	0	3	0

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	24	24	18	13	80
Agree	45	41	57	47	10
Neither Agree nor Disagree	18	22	14	19	10
Disagree	11	11	7	19	0
Strongly Disagree	3	2	5	3	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	17	13	14	23	30
Some	59	60	62	52	60
Not Much	21	23	21	23	0
Not At All	4	4	2	3	10

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	23	45	12	3	20
Some	49	38	60	59	30
Not Much	18	11	28	13	30
Not At All	9	6	0	25	20

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	18	21	21	16	0
Agree	51	52	50	53	40
Neither Agree nor Disagree	15	10	19	13	30
Disagree	14	15	7	16	30
Strongly Disagree	2	2	2	3	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	13	15	14	9	10
Agree	49	49	55	34	70
Neither Agree nor Disagree	15	13	9	28	10
Disagree	19	21	20	22	0
Strongly Disagree	4	2	2	6	10

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	12	9	19	9	0
Some	54	66	40	50	70
Not Much	30	23	35	38	20
Not At All	4	2	7	3	10

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD %	ES %	MS %	HS %	NT %
A Lot	64	70	63	59	50
Some	33	28	35	34	50
Not Much	3	2	2	6	0
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	54	55	51	56	50
Some	42	43	47	38	30
Not Much	4	2	2	6	20
Not At All	0	0	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	22	21	19	22	40
Agree	51	57	58	31	50
Neither Agree nor Disagree	19	16	19	31	0
Disagree	6	4	5	16	0
Strongly Disagree	1	2	0	0	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	45	46	45	41	50
Agree	46	46	48	50	30
Neither Agree nor Disagree	5	7	5	3	0
Disagree	4	0	2	6	20
Strongly Disagree	0	0	0	0	0

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

Table 8.14
Suspends for First-time Substance Use Violations

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	37	33	35	42	50
Agree	35	22	47	42	30
Neither Agree nor Disagree	23	44	12	10	0
Disagree	3	0	2	6	10
Strongly Disagree	2	0	5	0	10

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	31	35	23	28	50
Agree	43	44	43	44	30
Neither Agree nor Disagree	15	17	18	13	0
Disagree	9	4	11	16	10
Strongly Disagree	2	0	5	0	10

Question 2.07: This school enforces zero tolerance policies.

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	24	32	9	25	40
Agree	51	47	58	47	50
Neither Agree nor Disagree	12	15	9	13	0
Disagree	11	4	16	16	10
Strongly Disagree	3	2	7	0	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	33	38	36	25	20
Agree	49	50	57	41	30
Neither Agree nor Disagree	8	7	5	9	30
Disagree	8	5	0	22	20
Strongly Disagree	1	0	2	3	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	20	15	16	28	40
Agree	37	7	61	53	40
Neither Agree nor Disagree	20	41	9	6	0
Disagree	15	20	9	13	20
Strongly Disagree	8	17	5	0	0

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	20	25	16	9	40
Some	51	57	58	38	30
Not Much	25	15	23	44	20
Not At All	5	4	2	9	10

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	21	31	14	9	30
Some	48	44	57	41	50
Not Much	27	23	29	34	20
Not At All	4	2	0	16	0

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

Substance Abuse Prevention

Table 8.21
Considers Substance Abuse Prevention an Important Goal

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	22	28	23	10	22
Agree	40	36	45	42	33
Neither Agree nor Disagree	26	34	20	23	22
Disagree	11	2	11	23	22
Strongly Disagree	1	0	0	3	0

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

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	12	19	7	9	10
Some	63	70	67	50	50
Not Much	23	11	26	38	30
Not At All	1	0	0	3	10

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	13	19	7	13	10
Some	60	72	60	44	50
Not Much	24	9	28	41	30
Not At All	3	0	5	3	10

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	20	24	23	16	0
Agree	48	52	55	32	44
Neither Agree nor Disagree	14	19	16	10	0
Disagree	16	6	5	39	56
Strongly Disagree	1	0	2	3	0

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	305	107	96	85	17

Table 9.2
Highest Degree Level Achieved

	TD	ES	MS	HS	NT
Associate	1	0	2	0	6
Bachelors	52	55	51	54	24
Masters	43	39	46	42	59
Doctorate	1	0	1	2	0
None	3	6	0	1	12

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	TD	ES	MS	HS	NT
Multiple Subjects	48	86	37	15	35
Single Subjects	42	6	56	72	35
Education Specialist Instruction	5	3	5	9	0
Pupil Personnel Services	1	0	1	1	6
Administrative Services {CK}	0	0	0	0	0
Other Related Services	1	1	0	0	12
Other (e.g., Adapted PE)	0	0	0	1	0
None	3	5	1	1	12

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

Table 9.4
Highest Credential or Permit for Current Position

	TD	ES	MS	HS	NT
Professional Clear (level 2)	88	92	89	86	69
Preliminary (level 1)	7	2	10	11	6
Provisional Internship Credential	0	0	0	1	0
Provisional Internship Permit	0	0	0	1	0
Short Term Staff Permit	0	0	0	1	0
Other (e.g., waver)	1	1	1	0	6
High School Diploma/GED	3	5	0	0	19

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	71	66	69	80	59
Resource Specialist Classroom	15	18	16	8	18
Special Education (SE) Self-Contained/Special Day Class	9	9	9	9	12
Pull-out Program for Specialized Service	3	4	4	1	6
Learning Center	0	0	0	0	0
Other	2	4	1	1	6

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	28	29	22	34	24
Agree	53	46	60	52	71
Disagree	14	16	15	13	6
Strongly Disagree	2	4	0	1	0
Not Applicable	3	5	3	0	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	13	13	14	16	0
Agree	43	38	39	48	71
Disagree	23	27	22	19	18
Strongly Disagree	12	14	16	8	0
Not Applicable	9	9	9	8	12

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	28	27	31	25	38
Agree	55	59	53	54	50
Disagree	9	8	7	14	6
Strongly Disagree	2	1	4	2	0
Not Applicable	5	6	4	5	6

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	41	41	41	40	35
Agree	51	48	52	55	41
Disagree	6	8	4	4	12
Strongly Disagree	1	1	0	1	6
Not Applicable	2	2	3	0	6

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	29	31	31	28	24
Agree	52	50	55	53	41
Disagree	15	15	12	18	12
Strongly Disagree	1	0	2	0	6
Not Applicable	3	5	1	1	18

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	12	10	13	12	19
Agree	36	45	33	26	44
Disagree	39	36	38	47	25
Strongly Disagree	11	7	15	14	6
Not Applicable	2	3	1	1	6

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	21	25	20	17	20
Agree	53	51	53	54	60
Disagree	20	17	19	26	13
Strongly Disagree	4	4	5	2	0
Not Applicable	2	3	2	1	7

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

Table 9.13
Promotes Participation in School Decision Making

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	17	20	14	17	19
Agree	56	57	60	48	69
Disagree	17	17	15	22	6
Strongly Disagree	5	2	7	10	0
Not Applicable	4	5	4	4	6

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	27	32	26	17	47
Agree	59	54	63	64	47
Disagree	11	11	7	17	7
Strongly Disagree	1	1	1	1	0
Not Applicable	2	3	2	1	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	17	15	19	13	31
Agree	56	60	52	58	44
Disagree	19	15	21	20	19
Strongly Disagree	3	2	4	1	6
Not Applicable	6	8	3	7	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	20	16	20	23	19
Agree	49	45	62	46	19
Disagree	13	15	11	11	13
Strongly Disagree	3	2	0	6	6
Not Applicable	16	21	6	14	44

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	24	24	25	20	38
Agree	48	54	46	42	50
Disagree	17	13	16	25	6
Strongly Disagree	3	2	4	2	0
Not Applicable	8	7	9	10	6

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	14	16	13	14	13
Agree	56	56	63	46	56
Disagree	21	20	19	25	13
Strongly Disagree	5	3	2	10	6
Not Applicable	4	5	2	5	13

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	30	20	22	44
Agree	59	60	60	59	56
Disagree	11	5	14	17	0
Strongly Disagree	1	1	2	1	0
Not Applicable	3	5	4	1	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	24	26	25	19	38
Agree	53	52	49	58	56
Disagree	17	17	19	17	6
Strongly Disagree	3	2	3	5	0
Not Applicable	2	3	3	1	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	11	11	6	14	25
Agree	43	53	48	24	44
Disagree	25	20	29	27	19
Strongly Disagree	7	5	3	14	0
Not Applicable	15	11	14	20	13

Question 3.13: This school provides relevant training for paraprofessionals.

Table 9.22
Climate Encourages Continued Service

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	26	29	23	23	38
Agree	56	53	56	58	56
Disagree	12	12	14	12	0
Strongly Disagree	3	2	3	4	0
Not Applicable	4	5	4	4	6

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	22	21	26	18	31
Agree	49	55	51	41	44
Disagree	18	15	16	23	13
Strongly Disagree	4	2	1	10	6
Not Applicable	7	7	6	7	6

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

Table 9.24
Has Good Communication with District Personnel

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	19	23	14	17	25
Agree	51	50	62	39	56
Disagree	18	19	15	23	6
Strongly Disagree	3	1	3	4	6
Not Applicable	9	6	5	18	6

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

Table 9.25
Provides Adequate Compensation

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	14	15	13	16	13
Agree	49	49	50	47	50
Disagree	19	19	17	23	6
Strongly Disagree	10	7	12	10	25
Not Applicable	8	11	8	4	6

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