

# California School Climate Survey

Burbank Unified  
2009-2010  
Special Education Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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# PREFACE

This report provides detailed results related to special education 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. The tables provide the results reported by staff who provide special education services to students with Individualized Education Programs (IEPs) compared to all other staff. Section IX of the report contains the results from those staff that completed the survey's Special Education Supports Module (SESM). To help in understanding and interpreting these results, review these findings along with the *CSCS Survey Content Guidebook* ([cscs.wested.org](http://cscs.wested.org)), *Workbook*, and other tools described below.

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](http://chks.wested.org) and [cscs.wested.org](http://cscs.wested.org).

## **MEETING THE NEEDS OF STUDENTS WITH IEPs**

In 2007, California implemented a renewed Strategic Action Plan broadly aimed at examining practices related to teacher recruitment, training, and retention of teachers in special education. It became clear that in order to improve special education services to students with IEPs at the local level, more data was needed. To address this need, the CDE Division of Special Education funded the addition of a Special Education Supports Module (SESM) to the CSCS and the preparation of this report. To raise general public awareness of the needs of students with IEPs, and the staff that provide them services, state-level reports are also being prepared. These reports will provide a better understanding of how well schools are implementing programs and services for students with IEPs in fulfillment of the Strategic Action Plan as well as the requirements of No Child Left Behind.

## **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 SESM includes questions on educational and credentialing levels of the respondents and assesses for main areas:

- **Barriers to Effective Service Delivery.** Three questions assess whether the school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs), minimize paper work, and effectively schedule legally mandated special education activities.
- **Integration and Collaboration between Special and General Education.** Five questions assess the level to which the school integrates special education into its daily operations, encourages teaming between general and special education personnel, provides sufficient time for collaboration in service delivery, views service to students with IEPs as a shared responsibility among all staff, and promotes personnel participation in decision-making.
- **Expectations and Supports for Special Populations.** Five questions assess the level to which the school sets high expectations for students with IEPs; provides them, as needed, effective cultural and linguistic supports, alternative modes of communication, and complete state adopted instructional materials, and has sufficient resources to support special education programs and services.
- **Personnel Supports.** Seven questions assess a range of supports to special education staff: whether the school provides a positive working environment, relevant training for paraprofessionals, and adequate access to technology; whether it acknowledges their responsibilities and encourages them to continue in their roles; and whether it offers adequate compensation.

## ***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.<sup>1</sup> 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 staff in the Special Education column came from all staff who took the survey and indicated that they provided services at any level, to Special Education students.

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<sup>1</sup> In some instances, the survey is also administered on paper.

## **THE REPORT**

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

## **ADDRESSING THE NEEDS OF OTHER GROUPS AND CLOSING THE ACHIEVEMENT GAP**

This special education report is part of a larger effort to expand both the CHKS and CSCS to provide better data for identifying and meeting the needs of underperforming subgroups of students among California’s diverse population of students, particularly in closing the achievement gap (CTAG) that has long persisted between white students and non-Asian minorities. Other supplementary reports are being prepared examining how survey results vary among students based on their race/ethnicity, whether they are participating in the migrant education program, and whether they report indicators of poor mental health (depression risk or suicide contemplation). Each report is designed to support special state programs.

## **AIDS TO UNDERSTANDING AND USING THE DATA**

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

- The CHKS *Data Use and Dissemination Guidebook* describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops 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

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<sup>2</sup> For reporting purposes, K-8 schools are coded as elementary.

records. Compare the response rate for the SESM to the known number of staff involved in the special education program. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Discussed below are strategies for increasing participation.

### **Comparison Data: Statewide Results**

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

### ***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 just a beginning step in the process of using data to improve the special education program. Recipients are urged to send copies of the report to the director of their regional Special Education Local Plan Area (SELPA), and to review the findings with the SELPA director to identify the most significant results and their program implications. The following describes further actions that you can take.

#### **Request School Reports**

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

#### **Compare with Other Data Sources**

CSCS results will be enriched if analyzed in the context of data from 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 Staff**

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

#### **Conduct Additional Analyses of The Dataset**

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

### **Add Questions to Your Next 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***

<b>This school...</b>	<i>Percent Strongly Agreeing</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
<b>Learning Environment</b>								
Is a supportive and inviting place for students to learn (T2.1)	48	61	57	69	46	42	34	60
Sets high standards for academic performance for all (T2.2)	46	65	58	79	46	58	34	50
Promotes academic success for all students (T2.3)	41	58	50	69	41	46	24	47
Encourage students to enroll in rigorous course (T4.9)	26	28	11	14	32	33	40	57
Emphasizes teaching lessons in ways relevant to students (T2.5)	31	44	38	40	32	50	21	45
<b>Working Environment</b>								
Is a supportive and inviting place for staff to work (T2.6)	32	39	28	33	26	29	33	60
Promotes trust and collegiality among staff (T2.9)	25	28	21	19	24	26	21	45
Provides the materials, resources, and training to do job effectively (T2.11)	19	24	20	26	24	29	9	21
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	20	18	16	17	25	25	15	17
<b>Safety, Facilities, and Parental Outreach</b>								
Is a safe place for students (T2.17)	49	53	54	59	42	42	49	57
Is a safe place for staff (T2.18)	50	51	53	56	48	38	48	57
Has clean and well-maintained facilities and property (T2.19)	37	51	34	53	45	39	25	50
Is welcoming to and facilitates parent involvement (T2.20)	43	55	50	60	40	54	37	50

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table S2*****Staff Collegiality and Sense of Mission***

<b>How many adults at this school...</b>	<i>Percent Selecting 'Nearly All Adults'</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Have close professional relationships with one another (T2.10)	22	24	29	26	18	17	10	27
Support and treat each other with respect (T2.8)	30	31	33	26	27	29	18	37
Feel a responsibility to improve the school (T2.7)	28	37	34	40	24	33	16	30

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

<b>This school provides/encourages students...</b>	<i>Percent Strongly Agreeing</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Opportunities to decide things (T3.6)	15	18	23	19	11	8	7	23
Equal opportunity for classroom participation (T3.7)	39	50	48	51	34	46	31	55
Opportunities to "make a difference" (help others) (T3.9)	26	35	11	24	22	46	43	53
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	31	45	28	40	29	50	36	57

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

<b>How many adults at this school...</b>	<i>Percent Selecting Nearly All</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
<b>Caring Relationships</b>								
Want every student to do their best (T3.4)	53	53	59	59	49	48	43	43
Acknowledge and pay attention to students (T3.2)	41	52	52	57	35	48	25	40
Really care about every student (T3.1)	41	49	55	59	35	42	21	30
<b>High Expectations</b>								
Listen to what students have to say (T3.3)	31	41	42	41	25	50	15	27
Believe every student can be a success (T3.5)	33	41	42	43	28	46	15	30

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
<b>Strongly agree that this school...</b>								
Fosters an appreciation of student diversity and respect for each other (T4.1)	35	46	49	48	28	46	27	43
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	37	45	46	46	33	46	25	43
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	12	20	14	16	13	21	8	33
Has staff examine their own cultural biases through professional development or other processes (T4.7)	5	12	3	12	6	8	4	17
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	22	27	36	30	16	21	13	30
<b>Report that nearly all adults at this school...</b>								
Treat all students fairly (T4.3)	31	41	42	45	27	29	15	37
Treat every student with respect (T4.4)	33	42	42	47	29	33	18	30

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

<b>How many students at this school...</b>	<i>Percent Selecting Most/Nearly All</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Are motivated to learn (T5.1)	61	70	83	79	61	67	46	67
Arrive at school alert and rested (T5.6)	59	64	79	71	59	58	48	63
Are healthy and physically fit (T5.7)	68	71	83	71	66	58	55	83
Are well-behaved (T5.4)	77	82	88	85	74	83	73	80

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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							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
<b>Engagement Indicators/Disruptive Behavior</b>								
Disruptive behavior (T5.5)	50	38	33	31	56	54	60	30
Cutting classes or being truant (T5.2)	12	10	0	0	5	4	28	27
Depression or other mental health issues (T5.8)	18	15	7	9	17	17	24	17
Lack of respect of staff by students (T5.3)	24	18	9	13	29	29	31	17
<b>Violence, Conflict, and Crime</b>								
Racial/ethnic conflict among students (T4.2)	16	15	4	9	15	21	30	27
Harassment or bullying (T6.1)	31	26	17	16	45	42	27	30
Physical fighting (T6.2)	10	14	1	7	21	21	6	17
Gang activity (T6.5)	3	4	0	0	2	0	6	7
Vandalism and graffiti (T6.3)	13	5	1	0	14	4	18	10
Theft (T6.4)	15	11	1	0	15	8	25	27
Weapons possession at school (T6.6)	2	1	0	0	0	0	1	0
<b>Substance Use</b>								
Alcohol and drug use (T6.7)	16	12	0	0	5	4	35	27

**Table S8**  
**Discipline and Counseling**

This school...	Percent Strongly Agreeing							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Clearly communicates to students consequences of breaking rules (T7.1)	38	44	45	41	32	33	30	52
Handles discipline problems fairly (T7.2)	33	39	39	40	24	29	27	43
Provides adequate counseling and support services for students (T7.5)	26	30	14	22	39	46	16	37

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**Table S9**  
**Professional Development Needs**

Perceive need for more PD in...	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
<b>Instruction &amp; School Environment</b>								
Meeting academic standards (T2.12)	27	26	21	18	28	42	31	27
Evidence-based methods of instruction (T2.13)	39	34	36	33	44	50	41	23
Positive behavioral support and classroom management (T7.4)	44	36	38	32	47	54	45	33
Creating a positive school climate (T2.14)	32	34	24	34	44	39	25	28
<b>Addressing Needs of Diverse Populations</b>								
Working with diverse racial, ethnic, or cultural groups (T4.11)	30	35	26	30	31	54	34	33
Culturally relevant pedagogy for the school's student population (T4.12)	33	35	26	30	34	63	39	21
Serving English language learners (T4.13)	39	35	36	31	37	58	43	27
Closing the achievement gap (T4.10)	46	45	46	36	48	67	46	40
<b>Providing Support Services</b>								
Serving special education (IEP) students (T2.16)	51	44	53	50	55	63	45	20
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	44	37	39	38	47	39	45	33

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

This school...	Percent Strongly Agreeing							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
<b>Discipline and Safety</b>								
Has sufficient resources to create a safe campus (T8.17)	29	43	30	53	39	27	17	50
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	22	15	23	0	12	27	25	38
Collaborates well with law enforcement organizations (T8.13)	39	60	35	68	45	45	29	75
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	35	41	34	32	34	36	33	71
Enforces zero tolerance policies (T8.15)	29	35	34	37	21	27	25	38
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	17	35	16	32	16	27	8	63
Effectively handles student discipline and behavioral problems (T8.16)	19	36	29	39	6	18	13	63
<b>Substance Use</b>								
Considers substance abuse prevention an important goal (T8.21)	21	24	29	28	21	27	8	14
Has sufficient resources to address substance use prevention needs (T8.24)	17	28	19	33	24	18	9	38
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)	23	30	26	32	24	18	8	50
Collaborates well with community organizations to address substance use or other problems (T8.3)	20	25	22	16	26	27	4	50
<b>Youth Development and Health</b>								
Provides adequate health services for students (T8.7)	18	21	18	26	22	20	17	13
Provides healthy food choices for students (T8.8)	12	15	11	22	15	9	8	13
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	22	28	23	26	15	27	8	25

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

To what extent does this school...	Percent Selecting "A Lot"							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Provide services for studies with disabilities or other special needs (T8.11)	52	58	53	58	53	45	46	88
Foster youth development, resilience, or asset promotion (T8.5)	15	23	12	16	13	18	13	50
Provide opportunities for physical education and activity (T8.10)	58	78	59	89	63	64	50	88
Provide conflict resolution or behavior management instruction (T8.20)	13	38	21	47	9	30	0	38
Provide character education (T8.6)	17	38	38	58	9	18	0	13
Provides alcohol or drug use prevention instruction (T8.22)	9	20	18	21	3	18	4	25
Provide tobacco use prevention instruction (T8.23)	10	20	18	21	3	18	8	25
Provide harassment or bullying prevention (T8.19)	16	28	21	32	16	18	4	25
Provide nutritional instruction (T8.9)	9	18	9	11	16	27	4	25

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**Table S12**

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

<b>This school...</b>	<i>Percent Strongly Agreeing</i>							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
<b>Barriers to Effective Service Delivery</b>								
Works to reduce instructional interruptions (T9.6)	27	31	33	23	23	21	26	57
Works to minimize paperwork (T9.7)	11	19	14	10	13	21	10	35
Effectively schedules mandated activities (T9.8)	29	26	33	18	31	29	19	39
<b>Integration and Collaboration Special-General Education</b>								
Integrates special education into daily operations (T9.9)	41	38	48	30	40	50	35	52
Encourages general and special ed teaming (T9.10)	29	29	33	26	31	29	23	41
Provides sufficient time to collaborate on service delivery (T9.11)	11	13	13	5	11	21	8	22
Views services to students with IEPs as a shared staff responsibility (T9.12)	21	22	31	16	20	21	10	35
Promotes participation in school decision making (T9.13)	16	20	23	15	14	14	10	35
<b>Student Expectations and Supports</b>								
Sets high expectations for students with IEPs (T9.14)	26	28	36	25	26	29	10	35
Supports culturally and linguistically diverse students with IEPs (T9.15)	16	20	17	13	19	21	7	30
Supports alternative modes of communication (T9.16)	19	20	20	10	22	14	16	41
Provides complete state adopted instructional materials for students with IEPs (T9.17)	24	25	28	18	24	29	13	39
Provides sufficient resources for special ed programs and services (T9.18)	14	15	22	5	13	14	7	35
<b>Personnel Supports</b>								
Provides positive working environment (T9.19)	25	26	33	25	21	14	17	35
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	25	23	31	18	26	21	12	39
Provides relevant paraprofessional training (T9.21)	9	16	13	8	5	14	7	35
Has a climate that encourages continued service (T9.22)	25	26	31	25	23	21	18	35
Provides adequate access to technology (T9.23)	23	21	30	8	25	29	8	43
Has good communication with personnel to support students with IEPs (T9.24)	18	21	28	15	13	21	10	35
Offers adequate compensation to support continued employment (T9.25)	15	14	21	5	13	14	10	30

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High



## I. Sample Characteristics

**Table 1.1**  
*Survey Sample*

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	243	119	76	58	85	24	65	30

**Table 1.2**  
*Role (Job) at School*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Teacher in grade 5 or above	57	56	8	12	81	100	87	100
Teacher in grade 4 or below	20	35	64	72	0	0	0	0
Special education teacher	14	0	13	0	15	0	15	0
Administrator	2	1	4	2	1	0	0	0
Prevention staff nurse or health aide	1	0	1	0	0	0	0	0
Counselor or psychologist	3	0	0	0	1	0	4	0
Police, resource officer, or safety personnel	0	0	0	0	0	0	0	0
Paraprofessional, teacher assistant, or instructional aide	5	7	8	11	1	4	0	0
Other certificated staff (e.g., librarian)	2	3	8	7	0	0	0	0
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	3	3	5	4	2	0	0	0

*Question 1: What is your role at this school?*

**Table 1.3**  
*Special Population Service Providers*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Migrant education students	15	9	14	8	14	5	18	13
Special education	100	0	100	0	100	0	100	0
English language learners	82	98	91	98	78	100	82	94

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 1.4**  
***Length of Employment at School***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Less than one year	5	5	9	5	5	8	3	3
1 to 2 years	9	4	9	0	4	0	15	17
3 to 5 years	21	22	17	16	24	25	23	30
6 to 10 years	20	19	9	16	22	17	25	23
Over 10 years	44	50	55	64	46	50	34	27

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

**Table 1.5**  
***Overall Length of Employment in Position***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Less than one year	2	3	3	3	1	0	0	3
1 to 2 years	6	4	5	2	6	0	8	10
3 to 5 years	18	18	17	9	18	29	21	24
6 to 10 years	19	16	13	17	15	4	26	21
Over 10 years	55	59	62	69	60	67	45	41

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
African American (Not Hispanic)	2	0	0	0	4	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Pacific Islander	3	3	3	7	4	0	0	0
White (Not Hispanic)	81	81	85	78	78	88	80	83
Hispanic or Latino/a	8	10	8	10	7	8	11	7
Other or Multi-ethnic	7	6	4	5	8	4	9	10

*Question 5: What is your race/ethnicity?*

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

## II. The Learning and Working Environment

### Student Learning Environment

**Table 2.1**  
*Learning Environment is Supportive and Inviting*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	48	61	57	69	46	42	34	60
Agree	50	38	42	31	53	58	63	40
Disagree	2	1	1	0	0	0	3	0
Strongly Disagree	0	0	0	0	1	0	0	0
Not Applicable	0	0	0	0	0	0	0	0

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

**Table 2.2**  
*Sets High Standards for Academic Performance for All Students*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	46	65	58	79	46	58	34	50
Agree	51	32	41	21	53	42	58	43
Disagree	3	2	1	0	1	0	7	3
Strongly Disagree	0	1	0	0	0	0	0	3
Not Applicable	0	0	0	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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	41	58	50	69	41	46	24	47
Agree	53	39	49	31	54	50	64	47
Disagree	6	3	1	0	5	4	12	7
Strongly Disagree	0	0	0	0	0	0	0	0
Not Applicable	0	0	0	0	0	0	0	0

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

**Table 2.4**  
*Emphasizes Academic Help When Needed*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	49	54	54	55	48	54	33	47
Agree	47	39	42	40	49	38	58	43
Disagree	4	7	4	3	2	8	9	10
Strongly Disagree	0	1	0	2	0	0	0	0
Not Applicable	0	0	0	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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	31	44	38	40	32	50	21	45
Agree	61	51	57	53	61	46	67	55
Disagree	7	3	5	3	7	4	10	0
Strongly Disagree	0	0	0	0	0	0	0	0
Not Applicable	0	2	0	3	0	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	32	39	28	33	26	29	33	60
Agree	56	48	60	52	61	58	52	33
Disagree	10	9	8	12	11	8	12	7
Strongly Disagree	3	3	4	3	2	4	3	0
Not Applicable	0	1	0	0	0	0	0	0

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

**Table 2.7**

***Staff Feel Responsibility to Improve School***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	28	37	34	40	24	33	16	30
Most	51	45	50	36	51	50	60	60
Some	18	14	14	17	25	17	19	10
Few	3	3	3	7	1	0	4	0
Almost None	0	0	0	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	30	31	33	26	27	29	18	37
Most	53	51	52	49	48	54	69	53
Some	16	16	12	21	25	17	12	10
Few	1	2	3	4	0	0	1	0
Almost None	0	0	0	0	0	0	0	0

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 2.9**  
**Promotes Staff Trust and Collegiality**

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	25	28	21	19	24	26	21	45
Agree	57	57	65	62	54	57	57	52
Disagree	12	10	8	16	18	9	12	3
Strongly Disagree	6	3	5	3	4	9	10	0
Not Applicable	0	1	0	0	1	0	0	0

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

**Table 2.10**  
**Staff have Close Professional Relationships**

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	22	24	29	26	18	17	10	27
Most	46	46	50	45	46	50	46	47
Some	27	27	20	26	34	33	33	23
Few	5	3	1	3	2	0	10	3
Almost None	0	0	0	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**

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	19	24	20	26	24	29	9	21
Agree	59	58	67	55	59	54	51	62
Disagree	17	14	13	16	14	13	24	10
Strongly Disagree	5	3	0	2	2	4	15	7
Not Applicable	1	1	0	2	1	0	1	0

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

**Table 2.12*****Need PD in Meeting Academic Standards***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	27	26	21	18	28	42	31	27
No	67	68	71	75	66	54	66	67
Not Applicable	6	7	8	7	6	4	3	7

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	39	34	36	33	44	50	41	23
No	55	59	56	60	51	46	55	73
Not Applicable	6	6	8	7	6	4	5	3

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	32	34	24	34	44	39	25	28
No	65	63	72	63	54	57	72	69
Not Applicable	3	3	4	4	2	4	3	3

*Question 52: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....creating a positive school climate?*

## Special Education Supports and Professional Development

**Table 2.15**

*Provides Resources Needed to Work With Special Education Students*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	20	18	16	17	25	25	15	17
Agree	51	45	61	43	48	42	45	57
Disagree	24	19	22	21	22	21	27	13
Strongly Disagree	4	3	1	3	4	4	9	3
Not Applicable	2	13	0	16	1	8	4	10

*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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	51	44	53	50	55	63	45	20
No	47	41	45	36	41	29	55	63
Not Applicable	2	15	3	14	4	8	0	17

*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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	49	53	54	59	42	42	49	57
Agree	47	39	46	36	51	50	48	40
Disagree	3	5	0	3	6	4	3	0
Strongly Disagree	0	3	0	2	1	4	0	3
Not Applicable	0	0	0	0	0	0	0	0

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



**Table 2.18**  
***Safe Place for Staff***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	50	51	53	56	48	38	48	57
Agree	47	43	47	38	46	58	49	40
Disagree	3	5	0	5	5	4	3	0
Strongly Disagree	0	1	0	0	1	0	0	3
Not Applicable	0	0	0	0	0	0	0	0

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

## Facilities

**Table 2.19**  
***Clean and Well-maintained Facilities and Property***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	37	51	34	53	45	39	25	50
Agree	51	41	63	40	36	48	57	40
Disagree	10	5	1	2	14	9	16	10
Strongly Disagree	2	3	1	3	5	4	1	0
Not Applicable	0	1	0	2	0	0	0	0

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

## Parent Involvement

**Table 2.20**  
***Encourages Parental Involvement***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	43	55	50	60	40	54	37	50
Agree	52	41	47	35	53	38	60	50
Disagree	4	3	3	5	6	4	3	0
Strongly Disagree	0	1	0	0	0	4	0	0
Not Applicable	0	0	0	0	1	0	0	0

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

### III. Student Developmental Supports and Opportunities

#### Caring Relationships

**Table 3.1**

*Adults Really Care About All Students*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	41	49	55	59	35	42	21	30
Most	52	42	39	33	55	46	73	60
Some	7	9	4	9	9	13	6	10
Few	0	0	1	0	0	0	0	0
Almost None	0	0	0	0	0	0	0	0

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

**Table 3.2**

*Adults Acknowledge and Pay Attention to Students*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	41	52	52	57	35	48	25	40
Most	52	38	43	31	55	39	69	53
Some	7	10	5	12	9	13	6	7
Few	0	0	0	0	0	0	0	0
Almost None	0	0	0	0	0	0	0	0

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

**Table 3.3*****Adults Listen to What Students Have to Say***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	31	41	42	41	25	50	15	27
Most	49	46	47	45	52	33	58	63
Some	20	13	11	14	24	17	25	10
Few	0	0	0	0	0	0	1	0
Almost None	0	0	0	0	0	0	0	0

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

## High Expectations

**Table 3.4*****Adults Want All Students to Do Their Best***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	53	53	59	59	49	48	43	43
Most	42	43	37	34	45	52	52	57
Some	5	3	4	7	6	0	4	0
Few	0	0	0	0	0	0	0	0
Almost None	0	0	0	0	0	0	0	0

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

**Table 3.5*****Adults Believe Every Student Can Be a Success***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	33	41	42	43	28	46	15	30
Most	48	45	46	41	49	33	59	60
Some	18	13	9	14	21	21	26	7
Few	2	2	3	2	1	0	0	3
Almost None	0	0	0	0	0	0	0	0

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

## Opportunities for Meaningful Participation

**Table 3.6**

***Encourages Decision Opportunities for Students***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	15	18	23	19	11	8	7	23
Agree	55	59	61	60	59	67	43	43
Disagree	27	16	15	12	28	17	43	27
Strongly Disagree	1	3	0	2	1	4	3	3
Not Applicable	2	5	1	7	1	4	3	3

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	39	50	48	51	34	46	31	55
Agree	56	45	48	40	62	54	61	45
Disagree	4	2	3	4	4	0	6	0
Strongly Disagree	0	0	0	0	0	0	0	0
Not Applicable	1	3	1	5	0	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	31	45	28	40	29	50	36	57
Agree	48	45	42	45	53	46	54	40
Disagree	17	5	25	9	16	0	9	3
Strongly Disagree	1	2	1	2	1	4	1	0
Not Applicable	2	3	4	5	0	0	0	0

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

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	35	11	24	22	46	43	53
Agree	59	45	61	40	61	46	55	47
Disagree	11	9	19	17	14	4	1	0
Strongly Disagree	0	3	0	3	1	4	0	0
Not Applicable	3	8	9	16	1	0	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.***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	44	37	39	38	47	39	45	33
No	51	55	53	51	47	57	54	60
Not Applicable	5	8	8	11	6	4	1	7

*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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	35	46	49	48	28	46	27	43
Agree	56	44	47	40	61	42	60	57
Disagree	8	6	4	7	8	8	12	0
Strongly Disagree	1	2	0	2	2	4	1	0
Not Applicable	0	3	0	3	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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	44	47	71	61	36	38	27	33
Mild Problem	40	38	25	30	48	42	43	40
Moderate Problem	13	14	3	9	9	17	27	23
Severe Problem	3	2	1	0	6	4	3	3

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

## Treating Students Fairly and Respectfully

**Table 4.3**

***Staff Treat All Students Fairly***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	31	41	42	45	27	29	15	37
Most	53	50	50	41	53	67	67	60
Some	14	8	5	14	20	4	18	3
Few	1	0	3	0	0	0	0	0
Almost None	0	0	0	0	0	0	0	0

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

**Table 4.4**

***Staff Treat Students with Respect***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	33	42	42	47	29	33	18	30
Most	53	50	47	40	57	58	66	67
Some	13	8	11	12	14	8	16	3
Few	0	0	0	0	0	0	0	0
Almost None	0	0	0	0	0	0	0	0

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

## Cultural Sensitivity

**Table 4.5**

***Students Cultural Beliefs and Practices Respected***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	37	45	46	46	33	46	25	43
Agree	55	44	50	43	55	42	66	50
Disagree	7	7	3	5	9	8	7	7
Strongly Disagree	2	2	1	2	2	4	1	0
Not Applicable	0	3	0	4	0	0	0	0

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 4.6**  
***Use Culturally Relevant Instructional Materials***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	20	14	16	13	21	8	33
Agree	59	45	61	50	54	50	64	30
Disagree	25	22	24	19	26	21	26	30
Strongly Disagree	2	4	0	3	4	8	2	3
Not Applicable	2	8	1	12	4	0	2	3

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

**Table 4.7**  
***Staff Examine Their Cultural Biases***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	5	12	3	12	6	8	4	17
Agree	41	32	38	26	38	38	49	33
Disagree	43	40	43	43	45	42	40	40
Strongly Disagree	4	8	3	7	6	8	4	10
Not Applicable	6	8	13	12	5	4	1	0

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	27	36	30	16	21	13	30
Agree	48	40	41	39	42	33	61	43
Disagree	21	21	13	18	30	38	19	17
Strongly Disagree	3	3	1	4	5	8	4	0
Not Applicable	6	8	9	9	7	0	1	10

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



**Table 4.9*****Encourages All Students to Take Rigorous Courses***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	28	11	14	32	33	40	57
Agree	35	28	16	17	39	46	52	37
Disagree	10	7	8	5	13	8	6	7
Strongly Disagree	0	3	0	5	0	4	0	0
Not Applicable	29	34	66	59	16	8	1	0

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

## Professional Development Needs

**Table 4.10*****Need PD on Closing the Achievement Gap***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	46	45	46	36	48	67	46	40
No	50	45	49	54	49	25	48	53
Not Applicable	5	9	5	11	4	8	6	7

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	30	35	26	30	31	54	34	33
No	66	60	68	63	65	42	64	63
Not Applicable	4	5	5	7	5	4	1	3

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

**Table 4.12*****Need PD on Culturally Relevant Pedagogy***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	33	35	26	30	34	63	39	21
No	60	60	62	63	59	33	60	76
Not Applicable	7	5	12	7	7	4	1	3

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	39	35	36	31	37	58	43	27
No	58	56	59	62	60	33	55	60
Not Applicable	4	9	5	7	4	8	1	13

*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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	2	6	3	13	1	0	1	0
Most	59	64	80	66	60	67	45	67
Some	36	29	17	21	39	33	46	33
Few	3	1	0	0	0	0	7	0
Almost None	0	0	0	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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	51	58	92	88	53	50	12	23
Mild Problem	37	32	8	13	42	46	60	50
Moderate Problem	10	9	0	0	5	4	21	23
Severe Problem	2	1	0	0	0	0	7	3

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

### General Behavior

**Table 5.3**

*Lack of Respect of Staff by Students is a Problem*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	30	43	50	55	18	29	22	37
Mild Problem	46	39	41	33	54	42	46	47
Moderate Problem	16	13	7	9	20	17	22	13
Severe Problem	8	5	3	4	8	13	9	3

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

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 5.4**  
*How Many Students Well-Behaved*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	5	6	1	11	4	0	7	3
Most	72	76	87	75	71	83	66	77
Some	22	14	12	11	25	17	25	17
Few	1	4	0	4	1	0	1	3
Almost None	0	0	0	0	0	0	0	0

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

**Table 5.5**  
*Disruptive Student Behavior is a Problem*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	8	14	14	17	4	8	6	17
Mild Problem	42	48	53	52	40	38	34	53
Moderate Problem	40	32	28	29	45	50	46	23
Severe Problem	10	6	5	2	12	4	13	7

*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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	3	7	5	11	4	8	0	0
Most	57	57	74	61	55	50	48	63
Some	36	32	20	29	40	38	43	30
Few	4	3	1	0	1	4	9	7
Almost None	0	0	0	0	0	0	0	0

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

**Table 5.7**  
***Students Are Healthy and Physically Fit***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	6	7	11	14	6	0	1	0
Most	62	64	72	57	60	58	54	83
Some	30	26	17	29	33	38	42	17
Few	2	3	0	0	1	4	3	0
Almost None	0	0	0	0	0	0	0	0

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

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	29	44	47	63	30	25	15	37
Mild Problem	53	41	46	29	54	58	61	47
Moderate Problem	17	14	7	9	14	17	21	17
Severe Problem	2	1	0	0	2	0	3	0

*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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	13	26	26	35	2	4	12	27
Mild Problem	56	49	57	49	53	54	61	43
Moderate Problem	27	23	16	14	38	38	25	27
Severe Problem	3	3	1	2	7	4	1	3

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

**Table 6.2**  
*Physical Fighting Between Students is a Problem*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	36	48	55	63	27	29	25	37
Mild Problem	54	38	43	30	52	50	69	47
Moderate Problem	9	13	1	7	18	17	6	17
Severe Problem	2	1	0	0	4	4	0	0

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

### Delinquency

**Table 6.3**  
*Vandalism (including Graffiti) is a Problem*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	42	57	83	80	26	33	25	43
Mild Problem	45	38	16	20	60	63	57	47
Moderate Problem	11	3	1	0	14	4	12	7
Severe Problem	2	2	0	0	0	0	6	3

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

**Table 6.4**  
***Theft is a Problem***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	42	58	76	82	28	33	22	43
Mild Problem	43	31	23	18	56	58	52	30
Moderate Problem	13	8	1	0	14	8	19	17
Severe Problem	2	3	0	0	1	0	6	10

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

**Table 6.5**  
***Gang-Related Activity is a Problem***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	69	78	99	96	69	71	43	63
Mild Problem	28	18	1	4	28	29	51	30
Moderate Problem	3	4	0	0	2	0	6	7
Severe Problem	0	0	0	0	0	0	0	0

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

**Table 6.6**  
***Weapons Possession is a Problem***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	84	90	100	100	80	75	72	87
Mild Problem	15	9	0	0	20	25	27	13
Moderate Problem	0	1	0	0	0	0	0	0
Severe Problem	1	0	0	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	53	64	100	98	49	50	14	23
Mild Problem	31	25	0	2	46	46	51	50
Moderate Problem	13	10	0	0	5	4	31	27
Severe Problem	2	2	0	0	0	0	5	0

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	64	68	100	100	77	54	18	23
Mild Problem	26	23	0	0	23	42	58	57
Moderate Problem	9	9	0	0	0	4	21	20
Severe Problem	1	0	0	0	0	0	3	0

*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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	38	44	45	41	32	33	30	52
Agree	45	42	43	45	43	50	53	38
Disagree	13	9	9	9	17	13	15	7
Strongly Disagree	4	4	3	5	8	4	2	3
Not Applicable	0	0	0	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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	33	39	39	40	24	29	27	43
Agree	50	44	46	43	54	46	54	47
Disagree	13	12	12	12	15	17	16	7
Strongly Disagree	4	5	3	5	7	8	3	3
Not Applicable	0	1	0	0	0	0	0	0

*Question 27: The school handles discipline problems fairly.*

**Table 7.3**  
***Handles Student Discipline and Behavioral Problems Effectively***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	25	32	26	32	19	21	24	40
Agree	48	44	53	46	47	42	45	47
Neither Agree nor Disagree	21	18	17	18	22	29	30	10
Disagree	5	4	4	4	12	8	0	3
Strongly Disagree	0	1	0	0	0	0	0	0

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

**Table 7.4**  
***Need PD on Positive Behavior Support and Classroom Management***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	44	36	38	32	47	54	45	33
No	51	58	57	61	47	42	52	63
Not Applicable	4	6	5	7	6	4	3	3

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	30	14	22	39	46	16	37
Agree	45	50	41	45	46	42	52	57
Disagree	24	12	38	17	13	13	27	3
Strongly Disagree	4	6	7	10	2	0	3	3
Not Applicable	0	3	0	5	0	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*

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	103	40	37	19	34	11	24	8

### Counseling and Intervention Services

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	23	30	26	32	24	18	8	50
Agree	42	40	40	32	52	55	33	38
Neither Agree nor Disagree	21	23	23	32	18	18	25	0
Disagree	14	8	11	5	6	9	33	13
Strongly Disagree	0	0	0	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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	20	25	22	16	26	27	4	50
Agree	42	40	46	42	44	45	38	38
Neither Agree nor Disagree	27	33	30	42	21	27	33	13
Disagree	10	3	3	0	9	0	21	0
Strongly Disagree	1	0	0	0	0	0	4	0

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

## Youth Development

**Table 8.4**

*Emphasizes Helping Students with Social, Emotional, and Behavioral Problems*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	28	23	26	15	27	8	25
Agree	46	43	37	47	64	36	46	50
Neither Agree nor Disagree	17	20	26	16	9	27	21	13
Disagree	12	8	11	11	9	0	21	13
Strongly Disagree	3	3	3	0	3	9	4	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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	15	23	12	16	13	18	13	50
Some	59	58	55	68	65	55	57	38
Not Much	23	15	30	11	19	27	26	13
Not At All	3	5	3	5	3	0	4	0

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

**Table 8.6**

*Provides Character Education*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	17	38	38	58	9	18	0	13
Some	51	45	38	37	63	55	58	63
Not Much	20	13	15	5	28	27	17	0
Not At All	11	5	9	0	0	0	25	25

*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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	18	21	18	26	22	20	17	13
Agree	51	51	55	47	47	60	50	63
Neither Agree nor Disagree	13	18	6	16	19	20	13	13
Disagree	15	10	18	11	9	0	17	13
Strongly Disagree	3	0	3	0	3	0	4	0

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

**Table 8.8**

*Provides Healthy Food Choices for Student*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	15	11	22	15	9	8	13
Agree	52	41	57	33	52	64	33	38
Neither Agree nor Disagree	12	23	6	28	9	9	29	25
Disagree	21	15	23	17	21	18	25	13
Strongly Disagree	3	5	3	0	3	0	4	13

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

**Table 8.9**

*Provides Nutritional Instruction to Students*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	9	18	9	11	16	27	4	25
Some	51	63	56	84	44	27	46	63
Not Much	37	13	32	5	34	36	50	0
Not At All	3	8	3	0	6	9	0	13

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

**Table 8.10**  
***Provides Opportunities for Physical Education and Activity***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	58	78	59	89	63	64	50	88
Some	39	20	38	11	34	36	46	0
Not Much	3	3	3	0	3	0	4	13
Not At All	0	0	0	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	52	58	53	58	53	45	46	88
Some	43	40	44	42	44	55	46	13
Not Much	5	3	3	0	3	0	8	0
Not At All	0	0	0	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	17	35	16	32	16	27	8	63
Agree	53	45	57	58	63	45	38	13
Neither Agree nor Disagree	22	13	19	11	19	18	38	13
Disagree	7	5	5	0	3	9	17	13
Strongly Disagree	1	3	3	0	0	0	0	0

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

**Table 8.13**  
***Collaborates Well With Law Enforcement***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	39	60	35	68	45	45	29	75
Agree	53	30	59	21	48	45	58	25
Neither Agree nor Disagree	5	5	5	11	6	0	4	0
Disagree	3	5	0	0	0	9	8	0
Strongly Disagree	0	0	0	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	35	41	34	32	34	36	33	71
Agree	39	23	29	11	47	45	46	29
Neither Agree nor Disagree	19	33	37	58	9	18	13	0
Disagree	4	0	0	0	3	0	8	0
Strongly Disagree	2	3	0	0	6	0	0	0

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

**Table 8.15**  
***Enforces Zero Tolerance Policy***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	35	34	37	21	27	25	38
Agree	45	38	49	37	42	45	46	38
Neither Agree nor Disagree	11	25	11	26	15	27	8	25
Disagree	13	0	6	0	15	0	21	0
Strongly Disagree	2	3	0	0	6	0	0	0

*Question 2.07: This school enforces zero tolerance policies.*

**Table 8.16**  
***Handles Discipline and Behavioral Problems Effectively***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	19	36	29	39	6	18	13	63
Agree	55	41	49	44	63	45	54	25
Neither Agree nor Disagree	10	15	14	17	6	18	13	13
Disagree	13	5	6	0	19	9	21	0
Strongly Disagree	3	3	3	0	6	9	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	43	30	53	39	27	17	50
Agree	52	40	57	37	55	64	46	25
Neither Agree nor Disagree	8	10	5	11	3	9	13	0
Disagree	9	8	8	0	0	0	21	25
Strongly Disagree	2	0	0	0	3	0	4	0

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

**Table 8.18**  
***Seeks to Maintain Secure Campus***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	15	23	0	12	27	25	38
Agree	39	33	9	5	64	55	50	63
Neither Agree nor Disagree	19	23	40	42	9	9	8	0
Disagree	14	18	17	26	9	9	17	0
Strongly Disagree	6	13	11	26	6	0	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: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High



**Table 8.19**  
***Provides Harassment or Bullying Prevention***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	16	28	21	32	16	18	4	25
Some	49	55	56	58	59	55	29	63
Not Much	30	13	18	11	25	18	54	13
Not At All	5	5	6	0	0	9	13	0

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

**Table 8.20**  
***Provides Conflict Resolution or Behavior Management Instruction***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	13	38	21	47	9	30	0	38
Some	51	41	48	37	59	50	42	38
Not Much	32	15	27	16	31	20	46	0
Not At All	4	5	3	0	0	0	13	25

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	21	24	29	28	21	27	8	14
Agree	41	37	37	33	48	36	38	57
Neither Agree nor Disagree	24	32	31	39	15	36	29	0
Disagree	12	8	3	0	15	0	21	29
Strongly Disagree	1	0	0	0	0	0	4	0

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

**Table 8.22**  
***Provides Alcohol or Drug Use Prevention Instruction***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	9	20	18	21	3	18	4	25
Some	60	70	68	74	66	73	46	63
Not Much	29	10	15	5	31	9	46	13
Not At All	2	0	0	0	0	0	4	0

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

**Table 8.23**  
***Provides Tobacco Use Prevention Instruction***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	10	20	18	21	3	18	8	25
Some	58	65	71	74	56	73	42	50
Not Much	28	15	12	5	34	9	46	25
Not At All	4	0	0	0	6	0	4	0

*Question 2.19: This school provides tobacco use prevention instruction.*

**Table 8.24**  
***Resources Sufficient for Substance Abuse Prevention Needs***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	17	28	19	33	24	18	9	38
Agree	47	49	56	44	48	73	30	38
Neither Agree nor Disagree	16	10	19	17	18	9	13	0
Disagree	17	13	6	6	6	0	43	25
Strongly Disagree	2	0	0	0	3	0	4	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*

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	225	80	66	41	83	13	63	22

**Table 9.2**  
*Highest Degree Level Achieved*

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Associate	1	1	0	0	2	0	0	0
Bachelors	49	60	55	56	49	62	49	68
Masters	45	38	38	41	47	38	46	32
Doctorate	1	0	0	0	1	0	3	0
None	4	1	8	2	0	0	2	0

*Question 3.1: What is your highest degree level?*

**Table 9.3**  
*Credential(s) Currently Held*

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Multiple Subjects	43	60	83	90	31	71	18	9
Single Subjects	44	37	5	8	60	29	66	87
Education Specialist Instruction	7	0	5	0	6	0	13	0
Pupil Personnel Services	1	0	0	0	1	0	2	0
Administrative Services {CK}	0	0	0	0	0	0	0	0
Other Related Services	1	0	2	0	0	0	0	0
Other (e.g., Adapted PE)	0	0	0	0	0	0	2	0
None	3	2	6	3	1	0	0	4

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

**Table 9.4**  
**Highest Credential or Permit for Current Position**

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Professional Clear (level 2)	85	96	89	98	88	100	84	91
Preliminary (level 1)	9	1	3	0	11	0	13	4
Provisional Internship Credential	0	0	0	0	0	0	2	0
Provisional Internship Permit	0	0	0	0	0	0	2	0
Short Term Staff Permit	0	1	0	0	0	0	0	4
Other (e.g., waver)	1	1	0	2	1	0	0	0
High School Diploma/GED	4	0	8	0	0	0	0	0

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

**Table 9.5**  
**Primary Service Setting**

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
General Education (GE) Classroom	67	79	64	68	68	79	74	96
Resource Specialist Classroom	15	13	17	20	15	21	11	0
Special Education (SE) Self-Contained/Special Day Class	12	2	11	5	11	0	13	0
Pull-out Program for Specialized Service	4	1	5	2	5	0	2	0
Learning Center	0	0	0	0	0	0	0	0
Other	2	4	3	5	1	0	0	4

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

## Barriers to Effective Service Delivery

**Table 9.6**  
*Works to Reduce Instructional Interruptions*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	27	31	33	23	23	21	26	57
Agree	54	52	44	50	58	71	56	39
Disagree	16	11	16	18	18	0	16	4
Strongly Disagree	2	1	5	3	0	0	2	0
Not Applicable	2	5	3	8	3	7	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*

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	19	14	10	13	21	10	35
Agree	43	43	38	38	38	50	50	43
Disagree	25	16	27	28	25	7	24	4
Strongly Disagree	14	7	14	15	19	0	11	0
Not Applicable	6	15	8	10	6	21	5	17

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

**Table 9.8**  
***Effectively Schedules Mandated Activities***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	26	33	18	31	29	19	39
Agree	56	53	55	65	53	57	61	35
Disagree	9	10	8	8	9	0	13	17
Strongly Disagree	2	2	0	3	5	0	2	4
Not Applicable	4	9	5	8	3	14	5	4

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	41	38	48	30	40	50	35	52
Agree	53	46	45	53	54	36	61	39
Disagree	4	10	5	13	5	0	2	9
Strongly Disagree	1	1	0	3	0	0	2	0
Not Applicable	1	5	2	3	1	14	0	0

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

**Table 9.10**  
***Encourages General and Special Ed Teaming***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	29	33	26	31	29	23	41
Agree	54	46	52	45	53	64	59	36
Disagree	13	18	11	21	14	0	16	23
Strongly Disagree	1	0	0	0	2	0	0	0
Not Applicable	2	6	3	8	0	7	2	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	13	13	5	11	21	8	22
Agree	33	41	43	48	30	50	27	22
Disagree	41	35	38	33	41	21	47	48
Strongly Disagree	13	8	5	10	18	0	16	9
Not Applicable	1	4	2	5	0	7	2	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	21	22	31	16	20	21	10	35
Agree	52	54	48	55	51	64	59	39
Disagree	22	15	17	16	23	0	26	26
Strongly Disagree	4	4	2	8	6	0	3	0
Not Applicable	1	5	2	5	0	14	2	0

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	16	20	23	15	14	14	10	35
Agree	56	56	60	53	58	71	48	48
Disagree	18	15	13	23	18	0	25	13
Strongly Disagree	7	1	2	3	8	0	13	0
Not Applicable	3	9	3	8	3	14	3	4

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	28	36	25	26	29	10	35
Agree	60	57	52	58	64	57	67	57
Disagree	12	9	11	10	9	0	20	9
Strongly Disagree	1	1	0	3	1	0	2	0
Not Applicable	1	5	2	5	0	14	2	0

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



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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	16	20	17	13	19	21	7	30
Agree	58	52	61	58	51	57	66	39
Disagree	18	20	13	20	24	7	18	26
Strongly Disagree	3	1	2	3	5	0	2	0
Not Applicable	5	7	8	8	1	14	8	4

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	19	20	20	10	22	14	16	41
Agree	51	45	48	40	59	79	48	41
Disagree	12	15	11	23	13	0	13	5
Strongly Disagree	2	4	0	5	0	0	7	5
Not Applicable	16	16	20	23	6	7	16	9

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	25	28	18	24	29	13	39
Agree	48	48	56	51	42	64	48	26
Disagree	17	18	8	21	19	0	25	26
Strongly Disagree	3	3	2	3	5	0	2	4
Not Applicable	8	8	6	8	9	7	12	4

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	14	15	22	5	13	14	7	35
Agree	57	53	56	56	62	71	50	35
Disagree	21	21	16	28	23	0	25	26
Strongly Disagree	6	3	2	5	3	0	13	0
Not Applicable	3	9	5	5	0	14	5	4

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	25	26	33	25	21	14	17	35
Agree	60	57	61	58	59	64	63	48
Disagree	11	10	3	8	15	7	17	17
Strongly Disagree	1	1	0	3	2	0	2	0
Not Applicable	2	6	3	8	2	14	2	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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	25	23	31	18	26	21	12	39
Agree	53	53	53	50	47	64	63	43
Disagree	18	15	13	25	22	0	20	9
Strongly Disagree	3	2	2	3	4	0	5	4
Not Applicable	1	6	2	5	1	14	0	4

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

**Table 9.21**

***Provides Relevant Paraprofessional Training***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	9	16	13	8	5	14	7	35
Agree	41	47	59	45	44	71	22	30
Disagree	28	16	17	25	34	0	32	13
Strongly Disagree	7	5	5	5	4	0	17	9
Not Applicable	14	16	6	18	14	14	23	13

*Question 3.13: This school provides relevant training for paraprofessionals.*

**Table 9.22*****Climate Encourages Continued Service***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	25	26	31	25	23	21	18	35
Agree	56	53	56	48	54	64	62	48
Disagree	13	10	8	18	16	0	15	4
Strongly Disagree	3	2	2	3	4	0	3	4
Not Applicable	3	9	3	8	3	14	2	9

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	23	21	30	8	25	29	8	43
Agree	50	47	55	55	51	50	47	26
Disagree	17	20	9	25	18	7	24	22
Strongly Disagree	5	2	2	3	1	0	12	4
Not Applicable	6	10	5	10	5	14	8	4

*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***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	18	21	28	15	13	21	10	35
Agree	54	45	53	46	62	64	44	26
Disagree	19	16	16	26	18	0	26	13
Strongly Disagree	3	3	0	3	4	0	3	4
Not Applicable	7	15	3	10	4	14	16	22

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

**Table 9.25**  
***Provides Adequate Compensation***

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	15	14	21	5	13	14	10	30
Agree	50	46	54	40	47	64	48	43
Disagree	18	22	14	28	19	7	22	26
Strongly Disagree	11	7	3	13	14	0	14	0
Not Applicable	6	11	8	15	6	14	5	0

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