

# California School Climate Survey

Building Healthy Communities  
Coachella Valley  
2009-2010

This report was prepared by WestEd, a research, development, and service agency, under contract from The California Endowment. For contract information, contact:

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# PREFACE

This report provides the detailed results provided to teachers, administrators, and other school staff on each question in your 2009-10 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic.

The CSCS, along with the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS), is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Healthy, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on learning barriers, engagement, and supports. For additional information and resources, visit the survey website: [cscs.wested.org](http://cscs.wested.org).

## **SURVEY PURPOSE**

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* 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 other data to guide school improvement efforts in general, and also made it possible for schools 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 honestly communicate their perceptions about the school without repercussions.

The CSCS, as well as the CHKS, grew out of CDE's commitment to (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. Taken as a whole, the survey questions map to three pillars emphasized by many school reform efforts—rigor, relevance, and relationships. In conjunction with CHKS student data, CSCS data enriches a school's ability to create a positive school climate that promotes quality teaching, school connectedness and academic achievement among students, 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. These questions, reported in Section IV, assess respect shown to students, equity and diversity, and cultural sensitivity.

## **Comparison with CHKS Results**

Another broad CSCS goal was to provide data from school staff that are comparable to student self-report information from the CHKS, to ascertain whether staff perceptions accurately reflect student behaviors and experiences. The [\*Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition\*](#) provides a crosswalk between CSCS and CHKS questions and discusses how the two surveys might be compared. To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

## **SURVEY ADMINISTRATION AND SAMPLE**

Schools were provided by CDE with detailed survey planning and administration instructions (see the [Guidebook for the California School Climate Survey Part I: Administration, 2011-12 Edition](http://www.cscs.wested.org/training_support), available at [www.cscs.wested.org/training\\_support](http://www.cscs.wested.org/training_support)). These guidelines call for the CSCS to be administered (usually online) in schools at the same time as the CHKS, among all staff in grades 5 and above.<sup>1</sup> Staff participation is totally voluntary, anonymous, and confidential. The tables in Section 1 (Sample Characteristics) provide the numbers of respondents who completed the survey; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities.

## **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 [Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition](#).

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 for special education. These group-specific modules ask for program- and issue-specific information that might not be known to staff outside these groups, and are answered only by subsamples of all respondents. Tables 8.1 and 9.1 provide the numbers of staff who completed each of these modules.

### **Core Survey (Section 1)**

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents who completed the survey (Tables 1.1–1.6) and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general (Tables 2.1 and 2.6);
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement (Tables 2.2–2.5 and 2.7);
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention (Tables 2.5–2.10 and 2.19–2.20);
- Staff and student **safety** (Tables 2.17–2.18);
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success (Tables 3.1–3.10);
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap (Tables 4.1–4.13);
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved (Tables 5.1–5.8);

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

- The level of **problems the school experiences** that are 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 rules and policies related to **discipline** (Tables 7.1–7.5); and
- Staff **professional development** needs (Tables 2.12–16, 3.10, and 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 staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school’s programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth 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 students with IEPs and (2) recruiting and retaining special education staff. The CDE Division of Special Education is providing special reports to districts that compare CSCS results reported by staff who have special education responsibilities to those reported by other staff.

## ***THE REPORT***

The tables are organized into nine topical sections, as outlined in the Table of Contents, and provide, by grade level, the percentages of staff responding to each response option for each question. 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.

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

In addition to the [\*Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition\*](#), there are several other guides, workshops, and other aids to help schools understand and use survey results. Two are particularly important.

- The [\*CHKS Guidebook to Data Use and Dissemination\*](http://chks.wested.org/using_results) ([http://chks.wested.org/using\\_results](http://chks.wested.org/using_results)) describes a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Although written for use with student data, the guidelines apply equally as well to staff survey data. Free call-in data use workshops are offered as well.
- [\*The Workbook for Improving School Climate and Closing the Achievement Gap: Using Your California Healthy Kids and California School Climate Survey\*](http://cscs.wested.org/about/ctag) (<http://cscs.wested.org/about/ctag>) 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 helps identify key findings and strategies that address the identified needs. A workshop accompanying this workbook is also available. ([www.chks.wested.org/using\\_results/publications](http://www.chks.wested.org/using_results/publications)).

## **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 more detailed discussion of these topics can be found in the [\*CHKS Guidebook to Data Use and Dissemination\*](#).

### **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 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. Strategies for increasing participation are discussed in the following section.

### **Changes Between Surveys**

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

### **Data Comparisons**

Comparing results to other local, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all schools in the state that conducted the CSCS may be downloaded from the CSCS website: [www.cscs.wested.org/reports](http://www.cscs.wested.org/reports)

## **IMPROVING PARTICIPATION**

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation; 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 school improvement efforts. To that end, it is important that staff are informed about the results and any school-improvement efforts that are undertaken in response. As discussed below, it is also important to discuss the results, and what should be done to address the identified needs, with staff. Staff must perceive that their voices are 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 CHKS and other sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include numbers 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 the meaning of the results in more depth and to 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 it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

### **Conduct Additional Analyses**

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 a 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.

## **ACKNOWLEDGMENTS**

The CSCS and this report were developed by WestEd, under contract from The California Endowment. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at [www.cscs.wested.org/](http://www.cscs.wested.org/)

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

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

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- 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*.

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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](http://cscs.wested.org).

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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.*

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### **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**

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# Summary Tables

**Table S1**  
*Positive Learning and Working Environment*

<b>This school...</b>	<i>Percent Strongly Agreeing</i>				
	<b>TD</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Learning Environment</b>					
Is a supportive and inviting place for students to learn (T2.1)	48	52	51	31	
Sets high standards for academic performance for all (T2.2)	38	46	42	13	
Promotes academic success for all students (T2.3)	38	44	36	21	
Encourage students to enroll in rigorous course (T4.9)					
Emphasizes teaching lessons in ways relevant to students (T2.5)					
<b>Working Environment</b>					
Is a supportive and inviting place for staff to work (T2.6)	37	36	45	32	
Promotes trust and collegiality among staff (T2.9)					
Provides the materials, resources, and training to do job effectively (T2.11)					
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)					
<b>Safety, Facilities, and Parental Outreach</b>					
Is a safe place for students (T2.17)	42	45	44	33	
Is a safe place for staff (T2.18)	44	44	53	37	
Has clean and well-maintained facilities and property (T2.19)					
Is welcoming to and facilitates parent involvement (T2.20)					

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

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

<b>How many adults at this school...</b>	<i>Percent Selecting 'Nearly All Adults'</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Have close professional relationships with one another (T2.10)					
Support and treat each other with respect (T2.8)					
Feel a responsibility to improve the school (T2.7)					

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

<b>This school provides/encourages students...</b>	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Opportunities to decide things (T3.6)	12	12	19	8	
Equal opportunity for classroom participation (T3.7)					
Opportunities to "make a difference" (help others) (T3.9)					
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)					

**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>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
<b>Caring Relationships</b>					
Want every student to do their best (T3.4)	54	58	53	38	
Acknowledge and pay attention to students (T3.2)	41	45	45	24	
Really care about every student (T3.1)	43	47	47	29	
<b>High Expectations</b>					
Listen to what students have to say (T3.3)	33	37	33	16	
Believe every student can be a success (T3.5)	35	40	33	18	

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
<b>Strongly agree that this school...</b>					
Fosters an appreciation of student diversity and respect for each other (T4.1)	32	33	31	30	
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)					
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)					
Has staff examine their own cultural biases through professional development or other processes (T4.7)					
Considers closing the racial/ethnic achievement gap a high priority (T4.8)					
<b>Report that nearly all adults at this school...</b>					
Treat all students fairly (T4.3)	37	40	40	24	
Treat every student with respect (T4.4)					

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

<b>How many students at this school...</b>	<i>Percent Selecting Most/Nearly All</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Are motivated to learn (T5.1)	50	59	42	32	
Arrive at school alert and rested (T5.6)	52	57	46	40	
Are healthy and physically fit (T5.7)	45	44	45	44	
Are well-behaved (T5.4)	75	78	72	68	

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

<b>How much of a problem at this school is...</b>	<i>Percent Rated Moderate or Severe Problem</i>				
	<b>TD</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Engagement Indicators/Disruptive Behavior</b>					
Disruptive behavior (T5.5)	47	37	61	65	
Cutting classes or being truant (T5.2)					
Depression or other mental health issues (T5.8)	18	12	25	28	
Lack of respect of staff by students (T5.3)					
<b>Violence, Conflict, and Crime</b>					
Racial/ethnic conflict among students (T4.2)	6	3	11	13	
Harassment or bullying (T6.1)	28	24	48	28	
Physical fighting (T6.2)	16	12	25	20	
Gang activity (T6.5)					
Vandalism and graffiti (T6.3)					
Theft (T6.4)					
Weapons possession at school (T6.6)					
<b>Substance Use</b>					
Alcohol and drug use (T6.7)					

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

<b>This school...</b>	<i>Percent Strongly Agreeing</i>				
	<b>TD</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Clearly communicates to students consequences of breaking rules (T7.1)					
Handles discipline problems fairly (T7.2)					
Provides adequate counseling and support services for students (T7.5)	16	11	23	21	

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

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

Perceive need for more PD in...	TD	ES	MS	HS	NT
	%	%	%	%	%
<b>Instruction &amp; School Environment</b>					
Meeting academic standards (T2.12)					
Evidence-based methods of instruction (T2.13)					
Positive behavioral support and classroom management (T7.4)					
Creating a positive school climate (T2.14)					
<b>Addressing Needs of Diverse Populations</b>					
Working with diverse racial, ethnic, or cultural groups (T4.11)					
Culturally relevant pedagogy for the school's student population (T4.12)					
Serving English language learners (T4.13)					
Closing the achievement gap (T4.10)					
<b>Providing Support Services</b>					
Serving special education (IEP) students (T2.16)					
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)					

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

<b>This school...</b>	<i>Percent Strongly Agreeing</i>				
	TD %	ES %	MS %	HS %	NT %
<b>Discipline and Safety</b>					
Has sufficient resources to create a safe campus (T8.17)	24	28	30	10	
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	15	15	16	17	
Collaborates well with law enforcement organizations (T8.13)	31	32	35	22	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	29	35	16	17	
Enforces zero tolerance policies (T8.15)	32	38	21	21	
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	21	25	17	12	
Effectively handles student discipline and behavioral problems (T8.16)	21	26	11	10	
<b>Substance Use</b>					
Considers substance abuse prevention an important goal (T8.21)	26	29	28	15	
Has sufficient resources to address substance use prevention needs (T8.24)	17	24	11	3	
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)	22	25	16	18	
Collaborates well with community organizations to address substance use or other problems (T8.3)	19	22	25	7	
<b>Youth Development and Health</b>					
Provides adequate health services for students (T8.7)					
Provides healthy food choices for students (T8.8)					
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)					

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

<b>To what extent does this school...</b>	<i>Percent Selecting "A Lot"</i>				
	TD %	ES %	MS %	HS %	NT %
Provide services for studies with disabilities or other special needs (T8.11)	50	47	53	54	
Foster youth development, resilience, or asset promotion (T8.5)	19	20	26	16	
Provide opportunities for physical education and activity (T8.10)	38	21	79	56	
Provide conflict resolution or behavior management instruction (T8.20)	16	17	21	11	
Provide character education (T8.6)	14	16	16	8	
Provides alcohol or drug use prevention instruction (T8.22)	12	14	11	8	
Provide tobacco use prevention instruction (T8.23)	11	14	11	5	
Provide harassment or bullying prevention (T8.19)	15	17	11	13	
Provide nutritional instruction (T8.9)	10	11	5	10	

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

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

Key: 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	333	206	48	74	4

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

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Migrant education students					
Special education					
English language learners					

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	15	13	19	20	
1 to 2 years	18	20	17	14	
3 to 5 years	30	27	39	32	
6 to 10 years	19	21	16	15	
Over 10 years	17	19	9	18	

*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					
1 to 2 years					
3 to 5 years					
6 to 10 years					
Over 10 years					

*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)					
American Indian or Alaska Native					
Asian or Pacific Islander					
White (Not Hispanic)					
Hispanic or Latino/a					
Other or Multi-ethnic					

*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	48	52	51	31	
Agree	47	45	48	55	
Disagree	4	3	0	12	
Strongly Disagree	1	0	2	2	
Not Applicable	0	0	0	0	

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

**Table 2.2**

*Sets High Standards for Academic Performance for All Students*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	38	46	42	13	
Agree	49	48	38	56	
Disagree	11	4	17	28	
Strongly Disagree	2	1	3	3	
Not Applicable	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	38	44	36	21	
Agree	50	48	50	56	
Disagree	11	8	9	21	
Strongly Disagree	1	0	5	2	
Not Applicable	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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

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

## Staff Working Environment

**Table 2.6**  
***Supportive and Inviting Place to Work***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	37	36	45	32	
Agree	47	48	44	49	
Disagree	13	13	9	13	
Strongly Disagree	3	3	2	6	
Not Applicable	0	0	0	0	

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

**Table 2.7**  
***Staff Feel Responsibility to Improve School***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All					
Most					
Some					
Few					
Almost None					

*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					
Most					
Some					
Few					
Almost None					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Most					
Some					
Few					
Almost None					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
No					
Not Applicable					

*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					
No					
Not Applicable					

*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					
No					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
No					
Not Applicable					

*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	42	45	44	33	
Agree	52	52	47	58	
Disagree	4	3	6	7	
Strongly Disagree	1	0	3	2	
Not Applicable	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	44	44	53	37	
Agree	50	50	42	54	
Disagree	4	5	2	5	
Strongly Disagree	2	1	3	4	
Not Applicable	0	0	0	0	

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

## Facilities

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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	47	47	29	
Most	43	43	36	52	
Some	11	9	16	13	
Few	2	1	2	5	
Almost None	0	0	0	1	

*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	41	45	45	24	
Most	46	44	44	57	
Some	10	9	9	15	
Few	2	1	2	3	
Almost None	0	0	0	1	

*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	33	37	33	16	
Most	44	44	38	51	
Some	19	15	27	24	
Few	4	4	3	7	
Almost None	0	0	0	1	

*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	54	58	53	38	
Most	36	34	36	41	
Some	9	7	9	17	
Few	1	1	2	2	
Almost None	0	0	0	1	

*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	35	40	33	18	
Most	38	37	36	45	
Some	22	19	25	28	
Few	4	3	6	4	
Almost None	1	0	0	4	

*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	12	12	19	8	
Agree	55	59	37	56	
Disagree	27	24	38	28	
Strongly Disagree	6	5	6	8	
Not Applicable	0	0	0	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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
No					
Not Applicable					

*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	32	33	31	30	
Agree	56	62	50	44	
Disagree	9	4	13	20	
Strongly Disagree	3	1	6	6	
Not Applicable	0	0	0	0	

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

**Table 4.2**

*Racial/Ethnic Conflict Among Students is a Problem*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	74	83	63	59	
Mild Problem	20	15	27	28	
Moderate Problem	5	3	6	10	
Severe Problem	1	0	5	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***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	37	40	40	24	
Most	47	48	33	53	
Some	13	10	24	17	
Few	3	3	3	3	
Almost None	1	0	0	3	

*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					
Most					
Some					
Few					
Almost None					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
No					
Not Applicable					

*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					
No					
Not Applicable					

*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					
No					
Not Applicable					

*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					
No					
Not Applicable					

*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	7	7	13	2	
Most	44	52	30	30	
Some	39	35	41	50	
Few	9	6	16	16	
Almost None	1	0	2	2	

*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					
Mild Problem					
Moderate Problem					
Severe Problem					

*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					
Mild Problem					
Moderate Problem					
Severe Problem					

*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	11	11	17	7	
Most	64	67	55	61	
Some	22	20	20	26	
Few	3	1	8	6	
Almost None	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	13	8	5	
Mild Problem	43	50	31	30	
Moderate Problem	34	29	42	42	
Severe Problem	13	8	19	22	

*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	4	5	3	
Most	48	53	41	37	
Some	41	37	49	48	
Few	6	5	3	10	
Almost None	1	0	2	1	

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	4	4	5	3	
Most	41	40	41	41	
Some	44	44	42	47	
Few	10	10	13	8	
Almost None	1	1	0	1	

*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	38	48	27	17	
Mild Problem	44	39	48	55	
Moderate Problem	16	11	22	24	
Severe Problem	2	1	3	3	

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

## VI. Perceived Student Risk Behavior

### Student Fighting and Bullying

**Table 6.1**  
*Harassment or Bullying Among Students is a Problem*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	16	18	14	14	
Mild Problem	55	59	38	58	
Moderate Problem	24	20	40	23	
Severe Problem	5	4	8	5	

*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	31	34	25	26	
Mild Problem	53	54	49	54	
Moderate Problem	14	12	21	15	
Severe Problem	2	0	5	5	

*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					
Mild Problem					
Moderate Problem					
Severe Problem					

*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					
Mild Problem					
Moderate Problem					
Severe Problem					

*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					
Mild Problem					
Moderate Problem					
Severe Problem					

*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					
Mild Problem					
Moderate Problem					
Severe Problem					

*Question 67: How much of a problem at this school is weapons possession?*

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



## Substance Use

**Table 6.7**  
***Student Alcohol and Drug Use is a Problem***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem					
Mild Problem					
Moderate Problem					
Severe Problem					

*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	81	97	73	45	
Mild Problem	15	2	24	44	
Moderate Problem	3	0	3	9	
Severe Problem	1	1	0	1	

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Neither Agree nor Disagree					
Disagree					
Strongly Disagree					

*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					
No					
Not Applicable					

*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	16	11	23	21	
Agree	40	31	55	57	
Disagree	30	38	18	18	
Strongly Disagree	14	20	5	3	
Not Applicable	0	0	0	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	127	79	15	31	2

### 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	22	25	16	18	
Agree	26	18	37	38	
Neither Agree nor Disagree	37	45	21	28	
Disagree	12	8	21	18	
Strongly Disagree	3	4	5	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	19	22	25	7	
Agree	32	31	30	32	
Neither Agree nor Disagree	31	30	25	41	
Disagree	13	13	15	12	
Strongly Disagree	5	4	5	7	

*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					
Agree					
Neither Agree nor Disagree					
Disagree					
Strongly Disagree					

*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	19	20	26	16	
Some	48	44	37	58	
Not Much	26	26	26	26	
Not At All	8	10	11	0	

*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	14	16	16	8	
Some	47	48	47	37	
Not Much	30	26	26	45	
Not At All	9	9	11	11	

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

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

## Health Services and Physical Activity

**Table 8.7**

***Provides Adequate Health Services for Students***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Neither Agree nor Disagree					
Disagree					
Strongly Disagree					

*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					
Agree					
Neither Agree nor Disagree					
Disagree					
Strongly Disagree					

*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	10	11	5	10	
Some	42	38	58	46	
Not Much	35	36	26	36	
Not At All	12	15	11	8	

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	38	21	79	56	
Some	39	45	21	33	
Not Much	18	25	0	10	
Not At All	5	8	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	50	47	53	54	
Some	37	41	37	28	
Not Much	10	9	5	15	
Not At All	3	3	5	3	

*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	21	25	17	12	
Agree	39	36	39	51	
Neither Agree nor Disagree	25	26	28	20	
Disagree	12	12	6	15	
Strongly Disagree	3	2	11	2	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	31	32	35	22	
Agree	49	44	45	66	
Neither Agree nor Disagree	17	19	15	12	
Disagree	2	3	5	0	
Strongly Disagree	1	2	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	29	35	16	17	
Agree	32	26	47	39	
Neither Agree nor Disagree	32	33	21	37	
Disagree	5	3	16	7	
Strongly Disagree	1	2	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***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	32	38	21	21	
Agree	22	23	11	24	
Neither Agree nor Disagree	27	25	26	36	
Disagree	11	11	16	10	
Strongly Disagree	8	3	26	10	

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

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



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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21	26	11	10	
Agree	41	40	42	43	
Neither Agree nor Disagree	15	15	11	20	
Disagree	13	12	21	15	
Strongly Disagree	9	7	16	13	

*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	24	28	30	10	
Agree	39	39	20	48	
Neither Agree nor Disagree	23	21	35	23	
Disagree	10	7	10	20	
Strongly Disagree	4	5	5	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	15	15	16	17	
Agree	18	11	26	32	
Neither Agree nor Disagree	24	25	26	20	
Disagree	21	22	26	17	
Strongly Disagree	22	27	5	15	

*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	15	17	11	13	
Some	48	52	58	29	
Not Much	27	23	16	45	
Not At All	10	8	16	13	

*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	16	17	21	11	
Some	52	53	47	53	
Not Much	22	22	16	26	
Not At All	9	8	16	11	

*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	26	29	28	15	
Agree	39	39	33	43	
Neither Agree nor Disagree	26	26	28	28	
Disagree	7	5	6	15	
Strongly Disagree	1	1	6	0	

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	12	14	11	8	
Some	61	63	58	54	
Not Much	23	19	26	32	
Not At All	4	4	5	5	

*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	11	14	11	5	
Some	57	58	58	53	
Not Much	23	22	16	32	
Not At All	8	6	16	11	

*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	17	24	11	3	
Agree	29	30	21	30	
Neither Agree nor Disagree	33	31	32	38	
Disagree	20	13	32	30	
Strongly Disagree	2	2	5	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	0	0	0	0	0

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

	TD	ES	MS	HS	NT
Associate					
Bachelors					
Masters					
Doctorate					
None					

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

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

	TD	ES	MS	HS	NT
Multiple Subjects					
Single Subjects					
Education Specialist Instruction					
Pupil Personnel Services					
Administrative Services {CK}					
Other Related Services					
Other (e.g., Adapted PE)					
None					

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

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

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

	TD	ES	MS	HS	NT
Professional Clear (level 2)					
Preliminary (level 1)					
Provisional Internship Credential					
Provisional Internship Permit					
Short Term Staff Permit					
Other (e.g., waver)					
High School Diploma/GED					

*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					
Resource Specialist Classroom					
Special Education (SE) Self-Contained/Special Day Class					
Pull-out Program for Specialized Service					
Learning Center					
Other					

*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***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

*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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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