



**WHAT TEACHERS AND OTHER STAFF TELL US ABOUT
CALIFORNIA SCHOOLS:**

**STATEWIDE RESULTS OF THE 2004-06
CALIFORNIA SCHOOL CLIMATE SURVEY**

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A report prepared for the California Department of Education
Safe and Healthy Kids Program Office
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FOREWORD

The release of the first findings from the California School Climate Survey (CSCS) represents the largest set of data ever compiled relating to staff perceptions of the teaching and learning environments at California’s public schools. While not representative of all schools in California, these results provide important data pointing to the need for a continued focus on high school reform and improving the learning environment and supports for all students.

This report comes at a time when the California Department of Education is ramping up its efforts to close the persistent achievement gap that exists between our white students and our students of color, as well as gaps with our English learners, poor students, and students with disabilities. The existing School Climate Survey and its companion California Healthy Kids Survey (CHKS) are two tools we will be using to help us in this effort. We are incorporating new, pointed questions about cultural climate in these surveys to attain a better understanding of the environment in our schools and the supports our students need to achieve. I encourage all districts to make participation in these surveys a high priority.

We know that students are more likely to do well in school if they feel supported and understood by their teachers and peers, and we know that teachers are more likely to be effective if they understand and can relate to the diverse cultures of students in their classroom. These surveys will make an invaluable contribution to our ongoing efforts to provide critical data to guide the fostering of the absolute best learning environment in our classrooms.

— Jack O’Connell, State Superintendent of Public Instruction

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— Gregory Austin, Project Director, WestEd

ABBREVIATIONS AND DEFINITIONS

CDE	California Department of Education
API	Academic Performance Index (a weighted, composite measure of a school’s academic performance based on annual student subject-specific scores on California standards-based tests and other indicators)
CHKS	California Healthy Kids Survey
CS	Continuation High School (a nontraditional school for youth who have not been succeeding in traditional high schools because of academic or behavioral problems)
CSCS	California School Climate Survey
ES	Elementary School (grades K-6, as well as K-8 schools)
HS	High School (grades 9-12)
MS	Middle School (grades 7-8, excluding K-8 schools)
NCLB	No Child Left Behind Act of 2001
Practitioners	School staff who answered the questions on the survey intended only for staff with responsibilities involving counseling, prevention (e.g., substance use, violence, bullying), safety, and health
Traditional School	Comprehensive elementary, middle, or high school, in contrast to a nontraditional continuation school

EXECUTIVE SUMMARY

This report summarizes the first two years of data (2004-06) collected from teachers, administrators, and other staff by the California Department of Education's on-line *California School Climate Survey* (CSCS). Districts administer the survey to school staff (grades 5 and above) every two years along with the companion *California Healthy Kids Survey* (CHKS) administered to students in the same schools. The main purposes of the survey are to:

- Fulfill the requirement of the *No Child Left Behind Act* (NCLB) of 2001 that schools conduct an anonymous teacher survey of the incidence, prevalence, and attitudes related to drug use and violence; and
- Collect data to help (a) guide local school improvement efforts; (b) promote the successful cognitive, social, and emotional development of all the state's youth; and (c) close the race/ethnicity achievement gap.

The CSCS gathers information from school staff that, in conjunction with CHKS, enriches a school's ability to foster a positive learning and teaching environment that promotes student achievement *and* well-being.

Because the schools in this report were not selected to be representative of the state, and many had low staff participation rates, the findings must be considered preliminary. Nevertheless, the data were derived from 67,901 staff in 4,136 schools in 535 districts across the state — making this the largest study ever conducted of staff *perceptions* of school climate in California. Although staff perceptions may differ from those of an independent observer, they reflect a reality that is important to understand and that can influence both staff and student performance. Schools need to compare CSCS and CHKS data to determine the degree of convergence (or divergence) between staff and student perceptions.

Differences Among Traditional Schools. In comparing traditional (comprehensive) elementary, middle, and high schools, four overall findings stand out:

- There is a consistent decline from elementary to high school across indicators of a positive learning *and* teaching environment (e.g., caring staff-student relations, achievement standards and expectations, and meaningful student participation in school).
- There is a concomitant decline in indicators of student motivation to learn, attendance, and other behaviors that facilitate learning.
- There is a dramatic increase from elementary to high school in the perceived severity of problems that the schools experience related to student risk behaviors, health, and safety (e.g., substance use, vandalism, theft, weapons possession, violence, gang activity). Conversely, perceived school safety dramatically declines.
- In stark contrast to this pattern of increasing challenges, there is a marked decline from elementary to high school in services and policies that address the

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behavioral and health problems students experience and that form barriers to learning.

School Climate and Academic Achievement. Across school types, there was a strong association at the school level between positive school climate factors and student academic performance, as measured by the Academic Performance Index. As average school API scores increased, so did the percentage of schools that were categorized as having high levels (most positive) on summary scales assessing School Norms and Standards, Staff-Student Relationships, Student Behaviors that Facilitate Learning, School Safety (including lack of violence and victimization), and Substance Use (low problem levels). However, the percentage of schools scoring high on an overall Positive Learning and Working Environment scale did not reach half for elementary schools (47%), declined to 28% for middle schools, and reached only 18% for high schools.

The Need for High School Reform. The findings highlight the need for high school reform, revealing not only the challenges high schools face, but also their need to better address those challenges. For example:

- Less than half of high school staff felt most or nearly all students were motivated to learn. Only 40% strongly agreed their high school is a supportive and inviting place for students to learn.
- Only about one-third strongly agreed that nearly all adults at the school really care about students, and that their high school sets high standards for academic performance, promotes academic success for all students, is a safe place for students, and is a supportive and inviting place for staff to work.
- Only about one-quarter reported nearly all adults believe every student can be a success and feel a responsibility to improve the school.
- The nonacademic barriers to learning that high schools report are formidable. Around half reported that student truancy, disruptive behavior, and alcohol and drug use are moderate-to-severe problems for the school. Thirty to forty percent similarly identified student harassment, vandalism, theft, depression, gang activity, and racial/ethnic conflict.
- Yet only about one-quarter to one-fifth of respondents strongly agreed that their school provided adequate counseling and effective behavioral referral services, had sufficient resources for safety, and handled discipline and behavior problems effectively. Only about one-tenth strongly agreed that the school had sufficient substance use prevention resources and provided adequate professional development regarding the social, emotional, and developmental needs of youth.

Continuation Schools. More staff at continuation high schools than at traditional high schools perceived their schools as having positive learning and teaching environments. They also reported that continuation schools provided more learning supports to meet greater student needs. But the sufficiency of these efforts is also called into question, given the high level of student problems reported by CS staff – problems continuation schools inherited at least in part because services and supports are even lower in the traditional school system.

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Staff Working Conditions. Improving school climates for students requires improving climates for staff as well. Only about one-third to one-half of staff (again, with the lowest percentage in high schools) strongly agreed that their school was a supportive and inviting place to work.

Conclusion. Overall, CSCS staff data indicate that as students age and the barriers to learning that both schools and students face begin climbing, traditional schools have increasingly less positive climates for both students and staff. They are perceived as becoming less caring, less supportive, and less fair; as having lower academic standards, norms, and expectations; and providing fewer services and programs to address student health and behavioral problems that impede learning, especially violence and substance use.

In order to serve both these frustrated staff and their students, efforts to improve low-performing schools, especially high schools, need to not only address issues of curriculum, instruction, and governance, but also to foster positive school environments that engage students in learning and provide the kinds of supports that reduce the health and behavioral problems which, in turn, impede students' readiness and ability to receive the benefits of instructional improvements.

INTRODUCTION

This report contains tables summarizing the first two years of data collected from teachers, administrators, counselors, and other school staff between fall 2004 and spring 2006 by the new online *California School Climate Survey* (CSCS). The CSCS was developed for the California Department of Education (CDE), Safe and Healthy Kids Program Office, to fulfill the *No Child Left Behind Act* (NCLB) of 2001 Title IV requirement that schools conduct an anonymous teacher survey of incidences, prevalence, and attitudes related to drug use and violence. Recognizing the opportunity this survey presented, CDE expanded the content to also collect data to guide school improvement efforts in general, making it possible for districts to add questions of their own choosing to meet other local school data needs.¹ Above all else, the CSCS grew out of CDE's commitment to school accountability and reform; to promoting the successful cognitive, social, and emotional development of all the state's youth; and to closing the race/ethnicity achievement gap.

In compliance with NCLB, districts must administer the CSCS every two years along with its companion *California Healthy Kids Survey* (CHKS), which is administered to students at the same time. The CSCS gathers information from school staff that, in conjunction with CHKS student data, enriches a school's ability to: (a) foster a positive learning and teaching environment that promotes youth academic achievement and well-being; and (b) understand and address the impact of student risk behaviors on learning. It includes a wide range of questions about key learning conditions, barriers, and supports. The items primarily assess the level to which staff perceive their school to have the following five conditions:

- 1) a positive, safe learning environment;
- 2) norms and standards that encourage academic success;
- 3) positive staff-student and intra-staff relationships;
- 4) student behaviors and conditions that facilitate learning, including readiness and motivation to learn, versus conditions that pose a problem to the school; and
- 5) services and programs that address student nonacademic barriers to learning.

Because the results are confidential and are not used to rate schools, the survey provides staff with an opportunity to communicate their honest perceptions about the school without concern of repercussions for themselves or the school. The data are provided to districts to guide their own efforts to improve schools and better meet the needs of students and staff.

This Introduction summarizes the survey's content, administration procedures, and sampling plan. In the tables that follow, the results are reported for 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 because of academic or behavioral problems (ungraded, with 16 years being the earliest age of admittance).² In the tables, the percentages are rounded off to the nearest full percent. The Key Findings section provides an overview by topic on how the data vary across these four school types, how results are related across tables, and the implications of these results.

¹ The survey was developed under contract by WestEd with the assistance of Duerr Evaluation Resources. There is no charge for conducting the survey but a fee is applied for adding custom questions or any data analysis that districts request.

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

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The tables are organized topically into the following eleven sections, with references to table numbers in the Key Findings discussion:

1. sample characteristics
2. school norms and standards
3. staff-student relationships and academic expectations
4. student behaviors that facilitate learning
5. school safety and violence
6. student substance use
7. equity and diversity
8. discipline, counseling, and health services
9. services and policies reported by practitioners
10. summary tables of key results across topics and by scales
11. school climate and academic performance

Following the tables, there is a matrix that lists by number each question on the survey and the table in which that question's findings are located in the report. It also provides references to companion questions on the CHKS.

Survey Content

What do we mean by school climate?

School climate is a broad term with different dimensions. Most commonly it refers to the conditions or quality of the learning environment — as created by the community of people involved, their values, beliefs, and interpersonal relationships, and the physical setting itself — that affect the subjective school experiences, attitudes, behaviors, and performance of both students and staff. A growing body of research attests that school climate factors can influence the cognitive, social, and psychological development of students directly and also indirectly as they influence school administrators, teachers, and other staff.³ They have been related to school connectedness and learning engagement (academic aspirations), student attendance, classroom behavior, discipline problems, suspension rates, and academic performance, including standardized test scores.⁴ As Jones et al. (2008) concluded, echoing Klem and Connell (2004):

Regardless of how it has been defined over the years, to a greater or less extent, all research on school climate finds a positive correlation between better school climate and increased student learning and achievement.

School-climate researchers emphasize the capacity of schools to make a difference in helping students to succeed. As evidence, they point to high-achieving schools that manage to “beat the odds,” doing better than other similarly challenged schools, many of them located in the most racially segregated and economically depressed urban areas. The goal of this research

³ Anderson 1982; Haynes, Emmons, and Ben-Avie 1997; Hoy and Sabo 1998; Perkins 2006; Roach et al. 2004; Silins and Murray-Harvey 2000; Stewart 2003; Welsh et al. 1999; Wilcox and Clayton 2001.

⁴ Benninga et al. 2003; Berkowitz and Bier 2005; Brand et al. 2003; Cohen 2006; Cohen and Pickeral 2007; Furlong et al. 2004; Luiselli, Putnam, and Handler 2005; Plucker 1998; Sherblom, Marshall, and Sherblom 2006.

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is to determine the factors within schools that account for such success and that motivate teachers to teach and students to learn.⁵

Most school improvement initiatives primarily address school structure and instruction. They tend to ignore school climate factors and nonacademic barriers to learning that may make a significant difference in determining whether all students are ready, able, and motivated to learn in the first place — and thereby fully benefit from improvements in curriculum and instruction (Perkins 2006). The National Research Council pointed out the following in its seminal report on *Engaging Schools* (2004):

Research on motivation and engagement is essential to understanding some of the most fundamental and vexing challenges of school reform. ...Increasing motivation and engagement is unlikely to be accomplished by simple policy prescriptions, such as raising standards, promoting accountability, or increasing school funding.

The fundamental challenge to school reform, the Council stresses, is to create a set of circumstances in which students take pleasure in and see the value of learning, and have the supports they need to be able to learn. Equally important is how engaged and supported are teachers. “The same motivation principles that apply to student engagement are relevant to teachers as well,” the Council concluded.

Despite the evidence of its importance, school climate or culture remains, in the words of Jerald (2006), “the hidden curriculum” and “possibly the least discussed element in practical conversations about how to improve student achievement.” Through the CSCS and the discussion of its results, CDE hopes to address this oversight and contribute to a deeper understanding of the role of school climate in contributing to the academic performance of California youth. The CSCS seeks, in a relatively short survey, to provide a broad range of data to help guide the implementation of effective school reform.

What information does the survey provide?

There are many ways to measure school climate. The elements that comprise it are complex, ranging from the quality of teacher interactions to noise levels in hallways, physical structure, safety, size, etc. (Frieberg 1998). Because of the desire to keep the CSCS short (in part to encourage staff participation), it cannot assess all the school climate factors that have been related to student achievement, well-being, and school improvement. To gather information on the learning environment, the CSCS (as do most school climate surveys) focuses on individual behaviors and patterns of communication and interactions. To fulfill NCLB requirements, it provides data on substance abuse, violence, and other risk behaviors that have been shown to be barriers to learning. Two other goals were to collect data that are not otherwise available to schools and that could be compared to the student information provided by the California Healthy Kids Survey.

Most of the questions on the survey fall into one of three categories, asking staff to indicate: (1) how much they agreed that a statement characterized their school; (2) the proportion of

⁵ Esposito 1999; Hoy et al. 2002; McEvoy and Walter 2000; Reynolds and Creemers 1990; Silins and Murray-Harvey 2000; Johnson et al. 2007; Kelley et al. 2005; Welsh 2001.

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staff that did or felt a certain thing (all, most, some, etc.); or (3) how much of some service, program, or practice occurred at school (a lot, some, etc.). All staff answer 43 questions that assess eight, key school climate domains:

- Academic norms, standards, expectations, and priorities — whether the learning environment promotes student achievement;
- How positive, supportive, and collaborative the working environment is for staff;
- Caring staff-student relationships and the opportunities for meaningful participation by students — two of the three environmental conditions or developmental supports that, along with high expectations, resilience research has linked to school success;
- Staff and student safety;
- Student behaviors that facilitate learning, including how much students are ready and motivated to learn and are well-behaved;
- The level of problems experienced related to fourteen student behaviors;
- The nature, communication, and enforcement of school rules/policies; and
- The availability of health and counseling services for students.

The survey also contains 22 questions that are answered only by “practitioners” who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess the level of student programs, supports, services, and teacher professional development. The results can be compared to the level of need as indicated by staff perceptions (from the first section of the CSCS) and student perceptions (from the CHKS).

Two factors measured by the CSCS appear particularly important in the research for promoting achievement, working in concert: (1) a sense of the school as *a caring, supportive community* characterized by *positive staff-student relationships*; and (2) a culture rooted in *high achievement expectations and standards*. It is argued that students who have such a high sense of community may be more motivated to abide by the norms and values emphasized by the school and thus perform and behave better (Battistich, Schaps and Wilson 2004; Schaps 2003; Zins et al. 2004). But as Lee and Smith (1999) argue, without a clear school-wide cultural emphasis on academic excellence among school staff, fostering a sense of community in itself is not enough to produce academic achievement gains among students. Thus, school climate research focuses on teacher expectations for student performance and how these expectations affect students’ own perceptions of their capability and their achievement (Brookover et al. 1979, 1982). Combined, caring relationships and high expectations, along with quality pedagogy, appear to be the linchpins of a positive school climate that promotes achievement. They are also two of the three environmental assets (the third being opportunities for meaningful student participation) that resilience research has identified are most associated with positive youth development and well-being.

Survey Administration

When and how is the survey administered?

LEAs are required to administer both the CSCS and CHKS at least once every two years, in close proximity. The district CHKS coordinator plans, schedules, and monitors the CSCS. To keep costs and local effort to a minimum, staff complete the survey online.⁶ CHKS staff provide coordinators with *Survey Instructions* to distribute to each staff member. The survey must be completed in one session, at the end of which results are submitted.

Who takes the survey?

Minimally, the survey sample must consist of all certificated staff in grades 5 through 12, as well as all other personnel in the areas of health, prevention, and safety, from among all schools participating in the CHKS (approximately 7,000 schools in over 800 districts). This is necessary to obtain a large enough sample to have confidence that the results are truly representative (i.e., valid and not biased) and to maintain anonymity. Other (e.g., classified) staff are also welcome to take the survey at the district's discretion. ***Staff participation, however, is voluntary.*** Staff are not required to take the survey.

Who has access to the data?

The individual district results are intended primarily for the district's own use to guide program decision-making and school improvement efforts. Districts and schools are not being assessed by the state based on these results. District coordinators are provided unique passwords for viewing their aggregated results online by four school levels, as used in this report: elementary (through grade 6), middle (grades 7-8), high schools (grades 9-12), and non-traditional (e.g., continuation high schools). The district may share the password with other personnel who need access to the results. NCLB does require that the district make the results publicly available. In addition, all the results are aggregated in a statewide database available for analysis under conditions that preserve the confidentiality of the data.⁷

The Report Sample

As shown in Table 1.1, the data were provided by 535 districts that administered the survey to 67,901 staff members between fall 2004 and spring 2006 in 4,136 schools. The school sample included 2,484 elementary, 731 middle, 594 high, and 327 continuation schools.

The roles performed by the respondents were very similar in elementary, middle, and high schools (Table 1.2). Across traditional schools, about 80% of respondents were teachers and 5% administrators. The percentage of counselors and psychologists was higher in middle and high schools (4-5%) than elementary (2%). The continuation school sample had fewer teachers (69%) and more administrators (10%) and counselors (7%). This reflects both the needs of these schools and their smaller size (thus fewer teachers). Only 1-2 percent in each school level were prevention staff, nurses, or health aides.

⁶ Printed versions with scannable answer forms are also available.

⁷ Researchers interested in analyzing the dataset should contact their local CHKS technical assistance center by calling 888.841.7536. A written Memorandum of Understanding specifying the conditions under which data will be analyzed must be agreed upon with CDE and WestEd.

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Regarding length of employment (Table 1.3), half or more of staff had been at their schools for six or more years. Roughly one quarter had taught only 2 years or less.

Data Limitations

The data in this report are not necessarily representative of all California schools, or of the staff within the schools. The school sample was not randomly selected to reflect the state. Rather, it is composed of those schools that initially conducted the survey during this period. Moreover, the average staff response (participation) rate was disappointing — ranging from 39% (high schools) to 48% (elementary) among traditional schools. In part, this reflects that this was the first time the survey was administered and staff participation is voluntary. Since then, staff participation rates have improved, although they remain problematic. One purpose of this report is to raise awareness of the value of this survey among staff to encourage higher participation. Despite these limitations, this report is still based on a large sample with no evidence of a systematic bias. Aggregated to the state level, such a large sample gives confidence that the results are reasonably representative. There is little reason to discount the value of the data for the main focus of this report: examining differences in school climate perceptions between the four major types of schools within the state.

These findings reflect the *perceptions* of staff, not necessarily *the* reality of schools. Many staff may have reasons to make their school look good, others to paint an overly negative picture. The perceptions of staff may be very different from those of students — or from an independent observer of the school. Additional analysis is needed to compare staff and student perceptions, as well as differences between categories of staff. Nevertheless, staff perceptions reflect *a reality* that is important and can influence both staff and student performance. Schools need to compare CSCS and CHKS data to determine the degree of convergence (or lack of) between staff and student perceptions.

Questions the CSCS Can Help Answer

- Does the school provide a fair, inviting, and supportive learning environment?
- Are students given high expectations for academic success?
- Are students ready and motivated to learn?
- Do staff have positive, caring relationships with students?
- Is school a safe place for students and staff?
- Do staff feel responsible for improving the school? Is school an inviting place to work, and are staff supportive and respectful of each other?
- Do schools collaborate with their community?
- How much of an issue for the school are risk behaviors and problems? What learning barriers are schools facing?
- Do school policies, services, and resources address student problems and needs?

KEY FINDINGS

Overview

Among traditional (or comprehensive) schools, there is a consistent decline across indicators of a positive learning and teaching environment from elementary school (ES) through middle school (MS) and high school (HS). The staff data suggest that, as students age, their schools become less caring, less supportive, and less fair; have lower academic standards, norms, and expectations; and offer fewer opportunities for meaningful student participation.

There is a concomitant decline between elementary and high school in the percentages for indicators of student behaviors that facilitate learning, and a pronounced rise in the level of perceived problems that the school experiences related to student risk behaviors, safety, and health (e.g., substance use and violence). Reflecting this, perceived school safety dramatically declines.

Inconsistent with this rise in student problem severity, services and programs that address these student needs decline between elementary and high school. High schools also report the lowest percentages for handling discipline clearly, effectively, and fairly.

Nontraditional continuation high schools (CS) stand apart in many respects from traditional high schools. Continuation staff report greater challenges from student academic and nonacademic behavior, as would be expected given that their students are at high risk of failing school and dropping out because of academic or behavioral problems. They also perceive their school learning and teaching environment to be much more positive than do high school staff overall, at percentages close to those of elementary schools.

Across school types, there was a positive association at the school level between positive school climate factors and student academic performance, as measured by the Academic Performance Index (API).

Learning Standards and Norms

Tables 2.1-3 reveal the percentages of staff strongly agreeing that their school was characterized by three, key positive learning environment indicators: that it was a ***supportive/inviting place for students to learn***; it ***sets high academic standards***; and it ***promotes academic success for all students***. For all three indicators, the strong agreement percentages steadily declined between elementary and high schools (from 57%-62% ES to 32%-40% HS, depending on the question). Similarly, percentages indicating that nearly all adults ***felt a responsibility to improve the school*** declined from 45% ES to 23% HS (Table 2.4).⁸

Among continuation schools, the percentages were much higher than among high schools for supportive/inviting learning environment, promoting academic success, and staff responsibility to improve school. However, the percentage was lower for setting high

⁸ See also Summary Table 10.1.

standards. This likely reflects the challenges continuation schools face in keeping students in school and helping them make up for lost credits.

Staff Working Conditions and Norms

The same pattern of declining results by school type is evident for the staff's working environment. The most positive responses, and thus presumably highest staff satisfaction, were found in elementary and continuation schools, which reported similar results. Percentages strongly agreeing that the school was a *supportive/inviting place for staff to work* declined from 49% in ES to 35% in HS, before rebounding in CS (48%) (Table 2.5). Percentages reporting nearly all adults at the school *supported and treated each other with respect* declined from 50% ES to 34% HS (Table 2.6).⁹ In addition, except in elementary schools, less than half of staff strongly agreed the school was *safe for staff*, as discussed further below (Table 5.2).

Meaningful Student Participation

Giving youth opportunities to participate in meaningful decision-making and activities in school helps engage their motivation to learn and promotes resilience and achievement (Benard 2004; Jennings 2003). Ignoring students' needs to have some power and control undermines their development of a sense of belonging to the school and may result in disconnection from it — a disconnection that the National Longitudinal Study of Adolescent Health has found plays a significant role in poor school attendance and involvement in problem behaviors (Resnick et al. 1997; Bonny et al. 2000). Michael Rutter's seminal school effectiveness research identified active student participation "in all sorts of things that went on in the school" as one of the characteristics of schools with low levels of school failure and delinquency. Students "were treated as responsible people and they reacted accordingly," Rutter et al. (1979) concluded. In the High/Scope Project, student-driven learning (having the power to plan their own activities) — even at ages 3 and 4 — was identified as the critical characteristic of students in high-risk environments who, twenty years later as adults, had graduated from high school; had avoided poverty, teen pregnancy, and drug abuse; and were more likely to own their home (Weikart and Schweinhart 1997).

Staff were asked two questions related to meaningful student participation. One is whether the school encourages opportunities for students to *decide things* like class activities, which is also asked for students on the CHKS. Table 2.8 shows that the percentages are very low. The highest strong agreement was again in elementary schools, but only at 17%. In contrast to the results summarized so far, the differences across other school types were small: only 10-12% of middle, high, and continuation staff strongly agreed such student decision-making occurred.

A second question (Table 2.9) asks about how many students are involved in *extracurricular activities or enrichment opportunities*. Involvement in extracurricular activities is a common indicator of commitment or connectedness to school (Libbey 2004). The percentages of staff responding that this applied to nearly all or most students was highest in HS, but at only

⁹ See also Summary Table 10.2.

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38%, followed by ES at 35%, and MS at 30%. What stands out even more is the markedly lower percentage for CS – only 8%.¹⁰

These results are very consistent with those derived from student self-report on the CHKS Opportunities for Meaningful Participation scale (CHKS 2007). This suggests that one of the most challenging areas schools face is providing increased opportunities for students to contribute to the school community through decision making, which has been linked to level of engagement in learning. The pronounced drop in involvement in enrichment and extracurricular activities among CS begs the question of whether more of these kinds of opportunities would help increase the likelihood that these high-risk students might engage in learning and remain in school (Austin et al. 2008).

Positive Staff-Student Relationships: Caring Relations, High Expectations, and Fair Treatment

Caring adult relationships and supportive high expectations for achievement are two other environmental assets, along with meaningful participation, that research has shown to be associated with youth resilience and positive academic, behavioral, developmental, and health outcomes. They are among the most frequently cited characteristics of schools that are engaging and successful (Benard 2004; CHKS 2006). Hanson, Austin, and Lee-Bayha (2005) found that California student test scores (SAT-9) improved over a one-year period in relationship to the level to which students reported caring relationships and high expectations at school. High expectations has long been a mantra of the school improvement movement, but a growing body of research has also found that positive, caring student relationships with teachers and other school staff — often discussed as personalization — play a critical role in connecting students to school, motivating them to learn, and determining how well they respond to instructional improvements (for example, Akey 2006; Battistich et al. 1997; Bryk and Schneider 2002; Esposito 1999; Klem and Connell 2004; National Research Council 2004; Newell, Van Ryzin and Mark 2007; Perkins 2006; Ryan and Patrick 2001; Quinn et al. 2006; Quint 2006; Ryan and Patrick 2001; Wentzel 1997; Zins et al. 2004). In regard to closing the achievement gap, poor teacher/student relationships have been identified in the research on factors contributing to poor academic performance among racial/ethnic minorities (Bennett et al. 2004; Davis and Pokomy 2004; Smith 2005; Wimberly 2002).

Caring relations and high expectations appear to work in concert in motivating students to learn and improving performance. One without the other is less effective, as discussed in the Introduction. In an evaluation of a comprehensive school reform project, Akey (2006) concluded that supportive teacher relationships, academic expectations, and high quality pedagogy combined to enhance engagement and academic competence, which, in turn, lead to higher achievement. Psychometric analyses (Hanson and Kim 2007), and student focus groups conducted by WestEd (Benard and Slade 2008), point to one factor underlying this relationship: students perceive supportive high-expectations messages as indications that teachers care about them.

¹⁰ See also Summary Table 10.1.

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CSCS staff data suggest that, as students age, traditional schools become less caring and have lower academic expectations — a finding consistent with student self-report on similar measures on the CHKS (2008).

Drawing on the questions asked of students in the CHKS, the CSCS assesses caring relationships with students (staff care about students, acknowledge/pay attention to them, and listen to them), and high expectations by staff (wanting students to do their best, believing they can succeed).¹¹ Related to caring, staff were also asked about treating students fairly.

Tables 3.1-6 show staff perceptions on six positive indicators of caring relationships and high expectations. For each, the percentages of traditional school staff reporting that the indicator applied to *nearly all* adults at the school only exceeded fifty percent in elementary schools (and not for all indicators) and then steadily declined, in most cases by about half, in high schools.¹²

- **Caring Relationships.** Three questions were derived from the CHKS Caring Relationships scale asked of students. Endorsement that nearly all adults *really care about all students* declined from 61% in ES to 32% in HS (Table 3.1). Percentages were almost exactly the same for *acknowledging and paying attention to students* (Table 3.2). Percentages were lower in all schools for *listening to what students have to say*, but still declined by half from 45% in ES to 20% in HS (Table 3.3), a decline consistent with the results for decision-making opportunities reported below.
- **Fair Treatment.** Also related to caring, similar results were found for nearly all adults *treating students fairly*. Percentages declined by half, from 47% in ES to 22% in HS (Table 3.4).¹³
- **High Expectations.** Percentages were much higher for nearly all adults *wanting all students to do their best*, but still declined from 70% ES to 42% HS (Table 3.5). These results are very consistent with those for strongly agreeing that the school set high academic standards (Table 2.2). Percentages were much lower for *believing that every student can be a success*, at 44% to 19%, respectively (Tables 3.6). These two questions are also part of the CHKS High Expectations Scale asked of students.

Summarizing high school results, only about one-fifth of staff reported that nearly all adults at the school treated students fairly, listened to what they had to say, or believed every student can be a success. Only about one-third reported that staff acknowledged/paid attention to students or really cared about them. The highest rating out of all six of these indicators was only 42%, for nearly all adults wanting all students to do their best.

The implications of these markedly higher percentages reported at all school levels for wanting students to do their best, as opposed to believing they can succeed, warrant further

¹¹ These are the same three variables that constitute the CHKS student Caring Adult Relationships scale and two of the three variables on the High Expectations scale.

¹² See also Summary Table 10.3.

¹³ See also Table 8.2 for the results for handling discipline problems fairly, which also declined between elementary and high school.

study. Can we turn around low-performing students and schools if we don't believe that all students can succeed? Is it just a coincidence that these belief-in-students percentages are so similar to those for nearly all staff feeling a responsibility to improve the school (see Table 2.4)?

Comparing continuation to traditional high school staff, the differences are stark. The percentages for all six of these positive indicators are markedly higher in CS — about double those of high school, at levels close to, and often equivalent to, those in elementary schools. Six-in-ten continuation staff reported that nearly all adults wanted all students to do their best, acknowledge/pay attention to students, and really care about them.

These differences can be seen even more starkly in Table 10.11, in which all six of these items are combined into a scale for Positive Staff-Student Relationships. The percentages of staff indicating that their school had high levels on this scale steadily declined by half between elementary and high school, from 50% to 22%, before rebounding to 47% in CS.

Student Motivation and Readiness to Learn

For indicators of high student motivation and readiness to learn, we see the same decline between elementary and high school, but contrary to the results for positive norms and relationships, we see a further decline in rates in continuation schools.

If we are to improve academic performance, having highly motivated or engaged students is essential (Akey 2006; Battin-Pearson et al. 2000; Klem and Connell 2004; National Research Council 2004). Table 4.1 reveals that the percentage of staff reporting that most or nearly all students are *motivated to learn* dropped markedly from 71% in elementary school to 49% in high school, and then to 30% in continuation school. Moreover, only 3-4% of secondary schools marked that nearly all students were motivated. Declines in student engagement and motivation after elementary school have been long documented in the literature (Eccles et al. 1997). These CSCS declines in staff perception of student motivation also correspond to the declines in student self-report of school connectedness on the CHKS (2008).

Three questions relating to physical and mental readiness to learn show the same pattern:

- The percentage of staff who felt that nearly all or most students *arrived at school alert and rested* dropped from 69% in ES and 62% in MS to 48% of HS and 31% of CS (Table 4.2).
- There were smaller differences across school types for reporting that nearly all or most students were *healthy and physically fit*, but the declining pattern between elementary (61%) and high school (51%) persisted (Table 4.3).
- The percentage indicating that student *depression or other mental health problems* was a moderate-to-severe problem at the school rose from 13% in ES to 31% in HS and 51% in CS (Table 4.4). This is among the largest differences in problem severity rates between HS and CS (along with drug and tobacco use) out of 14 problem indicators.¹⁴

¹⁴ See also Summary Tables 10.4 and 10.5.

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Evidence suggests that investments in children's physical and mental health promote learning over the school years and have profound effects on school readiness and early learning. Students in elementary school through high school perform better academically when they are physically active (Hanson, Austin, and Lee-Bayha 2003, Hanson et al. 2004). Analysis of CHKS data has shown that, among California secondary schools overall, the percentages of students in a school who routinely engaged in physical activity and do not report depression risk (feeling so sad or hopeless for two weeks or more that they couldn't do a normal activity) is associated with higher subsequent gains in standardized math, reading, and language SAT-9 scores over a one-year period (Hanson, Austin and Lee-Bayha 2004).

Indicators of Engagement: Disruptive Behavior and Truancy

Three behavioral measures provide further insight into aspects of engagement and learning readiness: how well behaved, disruptive, and truant students are. Consistent with the results for perceived learning motivation, good student behavior declined, and disruptive behavior and cutting classes/truancy increased between elementary and high school and was higher still in continuation schools.

- Only about 10% of staff across the four school types reported that nearly all students were *well behaved*. Among traditional schools, the great majority selected nearly all or most, with a relatively small range of 81% in ES to 77% in HS. The percentage dropped noticeably in CS to 60% (Table 4.5).¹⁵
- Among ES and MS, out of 14 student behaviors, *disruptive behavior* among students was top-rated as a moderate-to-severe problem to the school, and in HS it was second only to truancy. Staff considering *disruptive behavior* among students to be a moderate-to-severe problem at the school was lowest in ES at 38% and highest in CS at 55%. In contrast to the results for being well behaved, the perception of disruptive behavior as a moderate-to-severe problem was higher in middle school than high school (56% MS vs. 49% in HS) (Table 4.6).¹⁶ This may be because as students age, general disruptive behavior becomes less of an issue as compared to more serious forms of violence and substance use at school. This finding is discussed below.
- Truancy was a minimal problem in elementary school, with only 8% of respondents indicating *cutting classes or being truant* was a moderate-to-severe problem, but percentages then rose dramatically to 56% in HS and to 63% in CS (Table 4.7).¹⁷

Perceived Safety, Crime, and Violence

Physical and psychological safety have also been identified as essential for good learning and teaching (Bluestein 2001; Bowen and Bowen 1999; Dwyer and Osher 2000; Klinger 2000; Learning First Alliance 2001; Lintoot 2004). Violence, bullying, and harassment affect not just the individual students who are victimized but also the entire school environment. In

¹⁵ See also Summary Table 10.4.

¹⁶ See also Summary Table 10.5.

¹⁷ See also Summary Table 10.5.

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California schools, subsequent increases in test scores among both low- and high-performing schools have been smaller in schools with high levels of property theft and vandalism, safety concerns, and weapon possession (Hanson, Austin, and Lee-Bayha 2004).

Among elementary schools, about half of staff strongly agreed that their school was a *safe place for students* (53%) and *for staff* (54%). Percentages then steadily declined — to 37% for students and 44% for staff among MS, and to 34% and 41%, respectively, among HS. They rebounded among CS, to a mid-range 43% for students and 45% for staff (above MS, but less than ES). Among both ES and CS, percentages with respect to perceived student and staff safety were similar, but MS and HS staff reported that school was safer for staff than for students (Tables 5.1-5.2).¹⁸ These results are markedly consistent with student self reports for feeling safe or very safe at school in grades 7, 9, and 11 (with percentages slightly higher in 7th grade and lower in 9th) (CHKS 2008).

Staff were also asked to rate how great a problem seven student behaviors or problems related to violence, crime, or bullying were to the school (Tables 5.3 – 5.9). The following summarizes the results for each being a moderate or severe problem (see also Summary Table 10.5). Problem severity tended to rise as students aged, peaking in high school. The exceptions are the two relatively less serious indicators of harassment and fighting, which peaked in MS. This is consistent with the general indicator of disruptive behavior being higher in MS than HS. Continuation school rates were lower than high school for five of the seven indicators, consistent with the higher perceived safety rating in CS. (The two exceptions are gang activity and weapons possession, the second of which is very low in both HS and CS.) As discussed next, this also contrasts to the higher perception of substance use as problem in continuation than traditional high schools. This pattern may be related to the state requirement (Ed Code) that youth expelled from traditional high schools for violent or criminal activities be referred to community day rather than continuation schools.

Turning to specific behaviors, percentages for moderate-to-severe problems were as follows:

- **Harassment or Bullying.** By far, middle schools reported the highest percentages for harassment or bullying, at 51%, compared to 25% of ES and 38% of HS, with continuation schools in the mid-range at 32%. Overall, this was the violence-related problem that received the highest percentages among traditional schools (Table 5.3).
- **Fighting.** Physical fighting among students at school was considered a moderate-to-severe problem by only 13% of ES staff, doubling to 28% of MS. It then leveled off to 27% in HS and dropped to 20% in CS (Table 5.4).
- **Staff Abuse.** Physical or verbal abuse of staff was a relatively minor problem, selected by only 6% of ES, 16%-17% of MS and HS, and 24% of CS (Table 5.5).
- **Vandalism and Theft.** Vandalism/graffiti and theft had similar percentages within each grade level but both rose as students aged. They were selected by 15% and 11% of ES, respectively, rising to 34% and 27% of MS, similar to the percentages for fighting in these schools. However, they then rose to 37% and

¹⁸ See also Summary Table 10.1.

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36% for HS. They dropped to 33% and 22% in CS, about the same level as in MS. (Tables 5.6 and 5.7)

- **Gang Activity.** Gang activity showed the greatest range across schools. It was cited by a negligible 5% in ES, then increased to 23% in MS and 29% in HS. It then jumped again to 43% in continuation schools, the highest percentage of any of these violence-related problems (Table 5.8).
- **Carrying Weapons.** Weapons possession at school received the lowest percentages overall, despite it being such a high-profile public concern, with a relatively small range across school types. The highest percentages were only 8% in HS and 10% in continuation school (Table 5.9).¹⁹

Substance Use

It is estimated that each year substance abuse costs schools at least \$41 billion dollars in truancy, special education, and disciplinary problems; disruption; teacher turnover; and property damage (CASA 2001). Evidence drawn from years of research has shown that adolescent substance use is closely connected with academic success. Adolescents who use drugs have been found to have reduced attention spans, lower investment in homework, lower grades and test scores, more negative attitudes toward school, increased absenteeism, and higher dropout rates. Hanson, Austin, and Lee-Bayha (2004) found that California schools with large numbers of students who reported ever being intoxicated or using substances, being intoxicated at school, or being offered drugs at school exhibited smaller gains in test scores than other schools. It is increasingly evident that positive school climates are associated with lower student substance use at the school level (Eitel and Eitel 2004; Kumar et al. 2002; O'Malley et al. 2006; Welsh et al. 2000).

What is less clear is *why* substance use and school achievement are related. One explanation is that substance use *contributes* to academic difficulties. Early onset of substance use in particular has been associated with lower school performance over time (e.g., Fleming et al. 2005). Another explanation is that students become more likely to engage in unhealthy behaviors such as substance use as a *consequence* of the frustration and estrangement associated with poor school performance. A third explanation is that substance use and poor academic performance represent just one aspect of a more generalized tendency toward deviance and unconventionality. The research literature provides empirical support for each of these explanations, indicating that substance use and academic performance are complementary or reciprocal – each influences the other (Hanson, Austin and Lee-Bayha 2003; Hanson et al. 2004). Regardless of the causal relationship, heavy substance use is a fundamental barrier to learning. Substance use interventions need to be a part of efforts to turn around low-performing schools in which high levels of use are evident.

Not surprisingly, as students age, staff perceive that substance use poses a greater problem to the school. Use of alcohol, tobacco, and drugs were perceived by staff in elementary schools as negligible problems; only 1% reported each to be a moderate or severe (Tables 6.1-3). Even in middle schools, only 7-11% selected this option. However, the percentages rose

¹⁹ See also Summary Table 10.5.

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dramatically in high school and, especially, continuation schools: for alcohol use to 49% in HS and 58% in CS; drug use to 49% and 69%, respectively; and for tobacco to 35% and 62%. The percentages indicating that alcohol and drug use were insignificant problems were about four times higher in middle than high schools. Among both HS and CS, alcohol and drug use were more likely to be perceived as moderate/severe problems than all seven of the violence-related indicators. For continuation schools, drug use was the top-rated problem. All three substance-use indicators were in the top four of the 14 problem indicators. For high schools, alcohol and drug use were in the top three.²⁰

Although tobacco use was perceived as less of a problem than alcohol and drug use by high school staff, it was rated higher than alcohol in continuation schools, and the percentage increase between HS and CS was greater for tobacco than either other substance. Recent CHKS student data underscore this large increase for tobacco use in continuation schools, indicating that tobacco use is now a clear marker among adolescents for risk of involvement for substance use; poor school attendance, grades, and connectedness; and for school violence (Austin et al. 2007).

Diversity and Racial/Ethnic Conflict

Two questions on the survey assess conditions related to racial/ethnic relations. Over four-in-ten staff in elementary and continuation schools (46% and 43%, respectively) strongly agreed their school “*fosters an appreciation for student diversity and respect*,” dropping to three-in-ten in middle and high schools (31% and 28%) (Table 7.1).²¹ The percentage indicating that *racial/ethnic conflict* was a moderate-to-severe problem was very low in ES (7%), but it steadily rose to 28% in HS (Table 7.2).²² Thus, there is a negative correlation between promotion of diversity appreciation and the level of perceived racial/ethnic problems, a finding relevant to the state’s effort to close the racial/ethnic achievement gap. Lack of respect and acceptance for diversity are among the school factors that have been found to affect achievement of poor children of color, along with low expectations and poor teacher/student relationships (Smith 2005).

Programs and Policies

How do schools compare in regard to their programs, services, resources, and policies to address the needs of students and eliminate, or at least reduce, student health and behavioral problems that are barriers to learning? Data to help answer this question come primarily from the second part of the CSCS, the 22 questions answered only by staff with responsibilities for prevention, safety, counseling, or health. About one-half of all staff in elementary and middle schools answered these questions, one-third in high schools, and over half in continuation schools (see Table 9.1-22).²³ These “practitioners” are asked three types of questions assessing how much they agreed that a particular service was provided, the

²⁰ See also Summary Table 10.5.

²¹ See also Summary Table 10.1.

²² See also Summary Table 10.5.

²³ These questions were answered by almost 14,000 respondents in ES, 8,000 in MS, 6,000 in HS, and 1,500 in CS. These are higher percentages than would be expected from respondents roles at the school as shown in Table 1.2 because many teachers wear multiple hats and have responsibilities in these areas.

degree to which it is provided (a lot, some, etc.), and the sufficiency of the resources available. All staff are also asked five degree-of-agreement questions about discipline, health, and student support services (see Tables 8.1-5). Overall, the perceptions of both groups (practitioners and all staff) were very consistent. The percentages in Summary Tables 10.6 and 10.7 reveal how many staff strongly agreed that a service, program, or policy was in place. Summary Table 10.8 gives the percentages of staff who felt a lot of a service occurred at the school. Across these high-indicator tables (percentages for strongly agree and a lot of service provision), several general patterns emerge:

- The lowest percentages tend to occur in high schools, and the highest in elementary and continuation schools.²⁴ With a few exceptions, services decline between elementary and middle school, and especially between middle and high school, even though reported problem prevalence increases. Out of 27 questions, percentages increased between ES and MS on only six indicators: counseling, law-enforcement collaboration, suspensions for substance use, seeking to maintain a secure campus, special education, and physical education. Most of these increases are relatively small, with the exception of physical education. In only one case out of 27 was there an increase between middle and high schools – a two-percentage point gain in seeking to maintain a secure campus.
- In all school types, the percentages for services related to health and nutrition were the lowest. In contrast, efforts to maintain discipline tended to receive among the highest endorsements across schools.
- Services related to substance use prevention or intervention tended to rank relatively low. This is especially true in high schools, even though student substance use ranked high in problem severity by high school staff.

Most striking and worrisome about the findings overall is the disconnect between need and response in traditional high schools. Both the CHKS student data and CSCS staff perceptions of problem severity revealed that, in the very grades when the most serious risk behaviors — especially violence and substance use — are increasing markedly in the traditional school system, services and resources to address these problems decline.

Yet across all school levels, percentages are arguably low on indicators related to the adequacy or sufficiency of services (e.g., counseling, safety, substance use, and youth development training). Even for continuation schools, which reported the highest levels of services, questions can be raised as to whether they are sufficient for meeting the degree of student need, given the high levels of risk behaviors and problems reported by students on the CHKS and the ratings given to these behaviors by staff.

Counseling Services

The percentages of all staff strongly agreeing that the school *provided adequate counseling and support services* for students were fairly similar across traditional schools, ranging from

²⁴ For example, HS practitioners reported the lowest percentages for strongly agreeing there occurred 10 of 13 services and for the school providing a lot of 7 of 9 services (Summary Tables 10.7 and 10.8). CS had the highest strong agreement percentages for 8 of the 13 services.

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19% in ES to 25% in MS before dropping to 23% in HS. CS was highest at 30%, no doubt reflecting the greater need for such services among CS students (Table 8.3).

Risk Behavior Intervention Services

Similar to the results for counseling, about one-fifth of practitioners in all three types of traditional schools, and 28% in continuation schools, strongly agreed that the school provided “effective *confidential support and referral services* for students needing help due to substance abuse, violence or other problems (e.g., a Student Assistance Program).” This question was designed to ascertain the degree to which schools have intervention programs to help students whose behavior places them at risk of school failure, dependency, and other problems (Table 9.1).

To be effective, intervention services must be based on close collaboration with community organizations that can provide the kind of services that students need, but are beyond the mission and expertise of school staff. One-fifth (21%) of ES and CS practitioners, dropping to 16% of MS and 14% of HS, strongly agreed that the school *collaborated well with community organizations* to help address substance use or other problems (Table 9.2). This is a much lower percentage than that for collaborating with law enforcement (Table 9.11, as discussed below).

Youth Development

Mirroring the pattern in staff perceptions of the presence of developmental assets in their school environments, ES and CS practitioners were generally the most likely, and HS the least likely, to respond positively about the amount of youth development services provided. Over one-fourth in ES (28%) and CS (26%) answered that the school *fostered a lot of youth development, resilience or asset promotion*, about 1.7 times higher than reported in HS (15%) (Table 9.3). Percentages were similar for providing a lot of *character education*, a related indicator, but they were higher in ES (37%) and lower in HS (11%) (Table 9.4).

However, only 7-12% of practitioners across school types strongly agreed that the school “provides *adequate professional development* for staff regarding social, emotional and developmental needs of youth” (Table 9.5). This ranked lowest in terms of agreement out of the 13 questions in Table 10.7 for all school types — except among ES, where it ranked second lowest.

Health Services

Across school types, only 14%-19% of staff strongly agreed that the school provided *adequate health services* for students.

Nutrition

The lowest service-provision percentages were given for nutrition indicators. Only 8%-14% strongly agreed that *healthy food choices* were available (8%-14%). With both measures, the lowest rates were in HS and CS (Tables 8.4-8.5). Similarly, only about 10% of practitioners overall selected that a lot of *nutritional instruction* occurred. The majority of staff in all school types indicated that at least some nutritional instruction occurred, but this instruction was lowest in HS (56%) and CS (55%) (Table 9.6).

Physical Education

Physical education or activity peaked in MS, with 72% reporting a lot occurred. Percentages dropped to just over half among HS (55%) and to only 26% among CS (Table 9.7).

Special Education

The percentage of practitioners reporting that their schools provided a lot of services for students with disabilities or other special needs rose from 56% in ES to 60% in HS, and then dropped by almost half to 34% among CS (Table 9.8). This is one of the few service-related questions in which the percentage increased as students aged and was lower in CS than HS.

Discipline Policies and Procedures

Not only all staff, but also all practitioners agreed that high schools were the least likely, and elementary and continuations schools the most likely to communicate rules clearly and discipline fairly and effectively. Of these three questions, the lowest percentages in all school levels were for handling discipline and behavior problems effectively.

- One-third of HS staff (34%) strongly agreed that the *school communicates clearly the consequences of breaking rules*, which is considered essential for effective discipline and order. The percentage rose in ES and MS to 44% and 43%, respectively, and peaked in CS at 50% (Table 8.1).
- Among all staff, percentages were about 1.5 times higher in ES and CS for strongly agreeing staff *handled discipline problems fairly* (40% and 43%) than they were in MS and HS (33% and 26%) (Table 8.2).
- Similarly, among practitioners, 29% in ES and CS strongly agreed that the school *handled discipline and behavior problems effectively*, 1.6 times the percentage of HS practitioners (18%), with MS again in the mid-range at 24% (Table 9.9).

There appeared to be a preference among respondents for endorsement of punitive or enforcement-related options as compared to more flexible and therapeutic approaches to student problems. The three most-agreed-upon options of the 13 service and policy questions were for punishment- or enforcement-related approaches, with percentages generally highest in CS and lowest in HS (Table 10.7).

- Leading the list, around four-in-ten staff across all schools strongly agreed that the school *collaborated well with law enforcement*, with the lowest rate in ES (36%) and the highest in CS (43%) (Table 9.11). Compared to collaborating well with community organizations to address substance use or other problems, percentages for law-enforcement collaboration were over 1.5 times higher among ES, over 2.5 times higher among MS and HS, and about 2 times higher among CS.
- Similarly, 40% of MS and CS staff strongly agreed that their students were punished by at least an out-of-school *suspension for first time violations of alcohol/drug policies*, compared to 34% in HS (Table 9.12). These percentages are 1.5 to 2 times higher than for strongly agreeing that services were provided for students needing help due to substance abuse or violence.

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- About one-third of staff and practitioners across schools strongly agreed that the school enforced **zero tolerance** policies. The exception to this was HS, where one-quarter of staff strongly agreed (Table 9.13).
- Lower percentages were reported for strongly agreeing that the school showed **flexibility in handling violation sanctions** (“on a case-by-case basis with a wide range of options”). These percentages declined from three-in-ten practitioners in ES and CS (29-30%) to 16% in HS (Table 9.10). This drop by almost half between ES and HS is the widest difference in this series of discipline questions across school types (see Table 10.7).

Research has consistently shown that zero tolerance can be counterproductive, and can actually undermine the fostering of a positive school climate. Further, zero tolerance has not been associated with higher perceived school safety (Skiba 2001; McNeely, Nonnemaker, and Blum 2002; Verdugo 2000). McNeely, Nonnemaker, and Blum (2002) also report that the overall level of school connectedness is lower in schools that temporarily expel students for relatively minor infractions such as possessing alcohol, compared to schools with more lenient discipline policies.

Safety Promotion

About one-fifth of practitioners, with the exception of 29% in ES, thought their school had **sufficient resources** to create a safe campus (Table 9.14). Few schools engaged in “lock-down” procedures. Only 6% of ES, and topping out at 15% of CS, strongly agreed that the school sought to **maintain a secure campus** through such means as metal detectors, guards, or personal searches (Table 9.15).

Bullying and Conflict Prevention

As noted, half of middle school staff reported the harassment was a moderate-to-severe problem at the school, by far the highest of all school types, followed by high schools, and then elementary schools at 25%. Here again we find a disconnect between need and program delivery. Practitioners reported the highest rates for providing a lot of **harassment or bullying prevention** occurred in elementary school at 25%; MS ranked next, at 19%; and the lowest rate occurred in HS at 10% (Table 9.16). A similar pattern was found for the school providing a lot of **conflict resolution or behavior management**, with percentages dropping from 30% in ES, to 23% in MS, and 19% in HS) (Table 9.17).

Substance Use Prevention

Across substance use prevention indicators, the highest provision rates occurred among CS, followed closely by ES. HS had the lowest rates, despite student reports of the pronounced increase that occurs in substance use and staff reports of the pronounced increase in the severity this use poses to the school. That CS percentages are not appreciably different from ES, even though the seriousness of the problem is so much greater among CS students and schools, raises important questions about the sufficiency of these services as well. These limitations in prevention services are consistent with the previously reported results for intervention services and community collaboration in addressing substance use and other problems (Tables 9.1 and 9.2).

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- For strongly agreeing that *substance abuse prevention is an important goal*, percentages were about 1.5 times higher in ES (29%) and CS (32%) than in MS (22%) and HS (18%) (Table 9.19).
- Consistent with these differences, 17% of ES and 19% of CS staff responded that their school provided a lot of alcohol and drug *prevention instruction* — amounts that were over 1.5 times higher than that of HS (11%) (Table 9.20).
- ES were the most likely, and HS were the least likely, at half the percentage of ES (10% vs. 22%), to strongly agree that they had *sufficient resources* to address substance use prevention needs. Even in CS the percentage was almost half that of ES, at 13% (Tables 9.22). At all school levels, these percentages were lower than those for having sufficient resources to maintain a safe campus. In the case of high schools, they were lower by half.

Summary Scales

To help summarize the data, Tables 10.9-14 show the percentages of schools that scored high, medium, and low levels on six summary scales that were based on a factor analysis of the questions asked of all staff. Twenty-four items formed an overall scale on *Positive Learning and Working Environment* (Table 10.9). These questions further broke down into three subscales of six-to-nine items each: (1) *School Norms and Standards* (academic standards, learning and teacher supports, and parent and teacher involvement); (2) *Positive Staff-Student Relationships* (caring relations, high expectations, and fairness); and (3) *Student Behaviors that Facilitate Learning* (e.g., learning readiness, motivation, positive behavior, and attendance) (Tables 10.10-12).

Less than half (47%) of elementary schools scored high on having a Positive Learning and Working Environment. This number declined to 28% MS and 17% HS (Table 10.9). For traditional schools, results were very similar for the three subscales (Tables 10.10-12).

For continuation high schools, the picture is more complex. Only 15% scored high on the overall Positive Learning and Working Environment scale. However, there was more variance across subscales, consistent with the patterns we have seen across individual questions. For the positive Norms/Standards and Relationships scales, results for CS were markedly higher than those for HS. In contrast, the CS score for Student Facilitative Behaviors was much lower. CS staff have more negative perceptions than HS staff of student motivation, readiness, attendance, and behavior. The very low scores on this subscale account for the lower ratings for continuation schools than high schools on the total Positive Environment scale.

Nine questions form a *School Safety Scale* (Table 10.13). Only in elementary schools did over half of staff score in the high range on this measure of overall school safety (55%). The percentage dropped to 26% in MS and then to 21% in HS, but rose to 30% in CS.

Table 10.14 summarizes the scale results for a three-question scale on *Alcohol, Tobacco, and Drug Use* as a source of problems for the school. The schools that scored high, meaning that ATOD use was *not* perceived as a problem, dropped from 91% in ES to 29% in MS and only

6% in HS. The percentages for scoring low (i.e., highest problem severity) rose from 5% in ES to 84% in HS.

School Climate and Academic Performance

To examine the relationship between positive school climate and student achievement, the schools in the CSCS sample were categorized as scoring high, medium, and low in their state 2005 Academic Performance Index (API).²⁵ Table 11.1 provides the percentages of schools in each of these three performance levels that scored *high* (most positive) on each of the six summary scales described above. These results are also illustrated in Figures 11.1 and 11.2. As API scores increased, so did the proportion of schools that were high on each of these scales. This adds further evidence that efforts to improve school performance will be enhanced by attending to improving the variables assessed by the CSCS. The largest difference across scales between high and low API categories was associated with Student Facilitative Behavior. That is, of all six scales, it had the lowest percentages in the low API category and the highest percentages in the high API category. This underscores the importance of promoting student engagement, readiness, and positive behavior, as measured by this scale, as part of school improvement efforts.

This pattern held across scales among the traditional schools, with the variation between the top and bottom third of API schools much greater for elementary than high schools. This reflects the overall decline in positive schools climate indicators in high schools previously noted in this report. The biggest contrast among the scales in the API comparison was for substance use. Less than 10% of schools in each of the three API levels were in the top third for low levels of substance use as a problem to the school, providing further support for the association between substance use and achievement in high schools.

Conclusion

Given the limitations of the sample and respondent response rates, these CSCS results need to be considered preliminary, warranting confirmation in the future. Nevertheless, this is the largest set of staff data on school climate factors ever made available in California, and the results reveal several patterns that have critical implications for school improvement. As students age, their schools have increasingly less positive learning environments. Schools become less caring, less supportive, and less fair, and have lower academic standards, norms, and expectations. Finally, schools provide fewer services to meet the very kinds of student health and behavioral barriers to learning that staff report pose increasingly severe problems for their schools. The results also demonstrate a consistent association between these positive school climate factors and student academic performance as measured by the API. This adds to the growing body of research on the importance of paying attention to school climate in turning around low-performing schools.

High Schools. In recent years, the traditional high school in California and the nation has become the target of sweeping reform efforts to counter poor academic performance and

²⁵ The API is a composite measure of a school's academic performance and the cornerstone of the state's accountability system. It is a weighted index based on a school's annual student subject-specific scores on California standards-based tests and other indicators.

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graduation rates. In his 2004 “State of Education” address, California Superintendent of Public Instruction Jack O’Connell detailed the state’s struggles at the secondary level, emphasizing that the majority of high school students “simply are not reaching the academic levels needed to succeed in the workplace, in college, or as effective citizens.”²⁶ As Walcott, Owens-West, and Makkonen (2005) concluded, “Most California high schools.... are failing to meet the needs of the state’s burgeoning and increasingly complex student population.” These CSCS results add the voice of high school teachers and other staff in confirmation of the complexity of the challenges their schools face and their failure to address them.

Reflecting this, between elementary and high school, staff perceptions that most or nearly all students are motivated to learn declined by one-third, and the perception that truancy is a problem increased seven-fold. Here staff and student data are consistent, as CHKS (2008) data show that truancy almost triples between 7th and 11th grade, and high levels of school connectedness decline by almost half between 5th and 9th grade (from 59% to 33%).

Some possible explanations for this decline include:

- Only 40% of staff strongly agreed that their high school is a supportive and inviting place for students to learn and reported that nearly all adults want all students to do their best.
- Only about one-third strongly agreed that: (1) their high school sets high standards for academic performance, promotes academic success for all students, is a safe place for students, and is a supportive and inviting place for staff to work; and (2) also reported that nearly all adults really cared about students and acknowledge and pay attention to them.
- Only about one-fifth reported nearly all adults listen to what students have to say and believe every student can be a success.
- Only one-tenth strongly agreed the classroom provides opportunities for student decision-making.

The nonacademic barriers to learning among high school students are formidable. Half of staff reported that alcohol use and drug use were moderate-to-severe problems for the school, exceeded only by truancy and disruptive behavior. Thirty to forty percent so identified harassment, vandalism, theft, depression, gang activity, and racial/ethnic conflict. Yet learning supports and programs designed to address these barriers consistently decline between elementary and high school:

- Only about one-fifth to one-quarter of high school staff strongly agreed their school had adequate counseling, effective behavioral referral services, or sufficient resources for safety, or handled discipline and behavior problems effectively.
- Only about one-tenth answered “a lot” for the school providing character education, substance use prevention instruction, harassment prevention, and nutritional instruction.

²⁶ Available online at www.cde.ca.gov/eo/in/se/yr04stateofed.asp

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- Only one-tenth strongly agreed that the school had sufficient resources for substance use prevention, and less than one-tenth strongly agreed that the school provided adequate professional development that focused on the social, emotional, and developmental needs of youth.

Elementary and Middle Schools. If the data in this report especially underscore the need for high school reform, they also show considerable need for improvement of the state's elementary and middle schools. In elementary schools:

- Less than half of staff reported that nearly all adults at the school treat students fairly, listen to what they have to say, believe they can be a success, or feel a responsibility to improve the school.
- Just over half strongly agreed that the school was a safe place for students.
- Only one-sixth strongly agreed that the school encourages opportunities for students to decide things like class activities – an opportunity that research links to engaging students in school.
- In middle schools, all indicators of a positive environment and student engagement are, across the board, lower than in elementary schools. Just over one-third strongly agreed that the school is safe for students. Less than one-third of staff reported that nearly all adults believe that every student can be a success, or that they feel a responsibility to improve the school. There was an increase in all indicators of the severity of student behavior problems, with percentages often doubling or more. With only a few exceptions, middle school programs and resources to address student needs declined compared to elementary schools.

Continuation Schools. Staff in continuation high schools perceived their school learning and teaching environment as much more positive than staff in traditional high school staff, and generally reported higher levels of services and programs to address their higher level of student problems and barriers to learning. Yet even here, the sufficiency of these efforts in the face of the need is open to question, as explored in more depth in Austin et al. (2008).

Staff Working Conditions. Finally, we cannot hope to improve school climates for students until we improve school climates for teachers and other staff. Only about one-third to one-half of staff — again with the lowest percentage in high schools — strongly agreed that the school was a supportive and inviting place to work, that it was also a safe place for staff, and that nearly all their colleagues supported and treated each other with respect.

To improve our schools, we need to not only address issues of curriculum, instruction, and governance, but also foster positive environments that support and engage students in learning (and teachers in teaching). Environments that are safe; that are caring, participatory, and communicate high expectations; and that address the health and behavioral problems that impede the readiness and ability of students to receive the benefits of instructional improvements must be a top priority. California's most important resources deserve no less. These results show California schools, especially high schools, have a long way to go in meeting this goal but also provide us with data to guide that effort.

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TABLES

I. SAMPLE CHARACTERISTICS

TABLE 1.1
Survey Sample

	Total	ES	MS	HS	CS
Number of Districts	535	430	324	263	215
Number of Schools	4,136	2,484	731	594	327
Number of Respondents	67,901	28,307	15,133	21,926	2,535
Average Respondents per School	16.4	11.4	20.7	36.9	7.8
Average Response Rate per School (%)	46.1	48.0	40.8	38.7	57.6

TABLE 1.2
Role (Job) at School

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Teacher	78.8	78.9	80.4	78.9	68.7
Administrator	5.4	5.9	5.0	4.4	9.7
Prevention staff, nurse or health aide	1.8	2.2	1.4	1.4	2.4
Counselor or psychologist	3.4	2.0	3.6	4.8	6.7
Police, resource officer or safety personnel	0.6	0.3	0.8	0.9	1.9
Other certificated staff (e.g., librarian)	3.0	3.8	2.4	2.5	2.2
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	8.6	8.4	7.6	8.8	14.2

Question 1, "What is your role at this school?"

TABLE 1.3
Length of Employment at School

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
<1 year	12.9	12.6	12.5	14.1	14.1
1 to 2 years	12.3	12.2	12.2	12.3	13.4
3 to 5 years	22.8	22.1	22.7	24.1	23.3
6 to 10 years	23.8	25.5	22.8	22.3	21.6
Over 10 years	28.2	27.7	29.8	27.2	27.6

Question 2, "How many years have you worked, in any position, at this school?"

II. SCHOOL NORMS AND STANDARDS

Student Learning Environment

TABLE 2.1
Supportive and Inviting Learning Environment for Students

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	51.3	61.7	46.6	40.4	54.7
Agree	44.1	35.2	47.7	53.8	40.1
Disagree	3.7	2.3	4.6	4.8	3.9
Strongly Disagree	1.0	0.8	1.1	1.0	1.3

Question 3, "The school is a supportive and inviting place for students to learn."

TABLE 2.2
High Standards for Academic Performance for All Students

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	47.4	61.4	43.7	33.8	29.4
Agree	43.5	34.6	46.8	51.7	53.2
Disagree	7.7	3.3	8.0	12.5	15.3
Strongly Disagree	1.3	0.8	1.5	1.9	2.1

Question 4, "The school sets high standards for academic performance for all."

TABLE 2.3
Promotes Academic Success for All Students

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	45.2	57.3	41.9	31.6	43.0
Agree	45.8	37.6	48.4	54.5	48.1
Disagree	7.8	4.3	8.5	12.2	7.5
Strongly Disagree	1.2	0.8	1.2	1.6	1.3

Question 5, "The school promotes academic success for all students."²⁷

TABLE 2.4
Staff Feel Responsibility to Improve School

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	34.9	44.6	31.6	23.2	43.4
Most	40.9	38.0	42.3	44.8	33.7
Some	19.8	14.4	21.2	26.1	17.7
Few	3.9	2.6	4.3	5.2	4.4
Almost None	0.5	0.3	0.6	0.7	0.7

Question 24, "How many adults at this school feel a responsibility to improve this school?"

²⁷ See also Table 3.5 (Adults Believe Every Student Can Be a Success)

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Staff Working Environment

TABLE 2.5
Supportive and Inviting Place to Work

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	42.2	48.5	40.0	34.7	48.0
Agree	45.3	41.4	46.1	50.6	41.3
Disagree	9.6	7.8	10.8	11.5	7.8
Strongly Disagree	2.8	2.3	3.2	3.2	2.9

Question 9, "The school is a supportive and inviting place for staff to work."

TABLE 2.6
Adults Support and Treat Each Other With Respect

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	43.0	49.9	41.3	33.5	54.0
Most	44.1	39.5	44.6	51.2	33.9
Some	10.7	8.8	11.5	12.7	8.8
Few	2.0	1.6	2.3	2.2	3.0
Almost None	0.3	0.2	0.3	0.4	0.2

Question 23, "How many adults at this school support and treat each other with respect?"

Parental Involvement

TABLE 2.7
Fails to Involve Most Parents

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	3.5	3.3	4.0	3.4	4.9
Agree	14.8	10.1	16.9	18.7	22.9
Disagree	46.1	39.8	48.4	52.2	50.5
Strongly Disagree	35.6	46.9	30.7	25.6	21.7

Question 6, "The school fails to involve most parents in school events or activities."

Opportunities for Meaningful Student Participation

TABLE 2.8
Encourages Decision Opportunities for Students

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	13.1	17.4	9.7	9.8	11.5
Agree	59.5	63.8	56.0	56.9	53.3
Disagree	24.7	16.9	30.9	30.1	30.2
Strongly Disagree	2.7	1.8	3.4	3.2	5.0

Question 13, "The school encourages opportunities for students to decide things like class activities or rules."²⁸

²⁸ CHKS student comparison: "At school I help decide things like class activities or rules."

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TABLE 2.9
Students Are Involved in Extracurricular Activities or Enrichment Opportunities

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	4.9	6.8	3.7	3.6	1.8
Most	28.9	28.2	26.4	34.6	6.5
Some	51.1	48.6	56.1	53.2	32.9
Few	12.9	14.4	12.7	8.2	36.2
Almost None	2.2	2.0	1.1	0.5	22.6

Question 29, "Based on your experience, how many students at this school are involved in extracurricular activities or enrichment opportunities?"²⁹

²⁹ CHKS student comparison: "At school I do interesting activities."

III. STAFF/STUDENT RELATIONSHIPS AND EXPECTATIONS³⁰

Caring Relationships

TABLE 3.1
Adults Really Care About All Students

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	47.9	60.5	44.3	32.2	58.6
Most	42.3	33.6	44.7	53.4	32.0
Some	8.5	5.0	9.4	12.6	7.1
Few	1.2	0.7	1.4	1.5	2.0
Almost None	0.2	0.2	0.2	0.2	0.3

Question 17, "How many adults at this school really care about all students?"³¹

TABLE 3.2
Adults Acknowledge and Pay Attention to Students

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	48.1	61.0	44.0	32.3	59.7
Most	42.8	33.6	45.5	54.5	32.1
Some	8.2	4.8	9.4	11.9	6.7
Few	0.9	0.5	1.1	1.2	1.4
Almost None	0.1	0.1	0.1	0.1	0.1

Question 18, "How many adults at this school acknowledge and pay attention to students?"³²

TABLE 3.3
Adults Listen to What Students Have to Say

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	33.5	45.4	28.8	19.5	45.8
Most	47.6	43.1	49.3	53.4	38.6
Some	16.8	10.3	19.4	24.1	12.9
Few	1.9	1.1	2.3	2.7	2.4
Almost None	0.2	0.1	0.2	0.2	0.2

Question 20, "How many adults at this school listen to what students have to say?"³³

³⁰See also Tables 9.2-9.4 for additional information about the developmental supports and assets provided by the school.

³¹CHKS student comparison: "At my school, there is a teacher or some other adult who really cares about me."

³²CHKS student comparison: "At my school, there is a teacher or some other adult who notices when I'm not there."

³³CHKS student comparison: "At my school, there is a teacher or some other adult who listens to me when I have something to say."

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Equitable Treatment

**TABLE 3.4
Adults Treat All Students Fairly**

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	35.5	46.7	32.2	21.8	45.9
Most	50.0	44.3	51.4	57.7	41.0
Some	12.5	8.0	14.0	17.7	10.8
Few	1.8	0.9	2.1	2.5	2.1
Almost None	0.2	0.1	0.2	0.3	0.2

Question 22, "How many adults at this school treat all students fairly?"³⁴
See also: Question 8, "This school handles discipline problems fairly?"

High Expectations

**TABLE 3.5
Adults Want All Students to Do Their Best**

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	57.4	69.7	55.1	42.0	64.3
Most	34.9	26.3	36.7	46.0	27.2
Some	6.8	3.6	7.2	10.8	7.0
Few	0.8	0.4	0.9	1.2	1.4
Almost None	0.1	0.1	0.1	0.1	0.1

Question 19, "How many adults at this school want all students to do their best?"³⁵

**TABLE 3.6
Adults Believe That Every Student Can Be a Success**

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	32.1	43.5	28.2	18.5	40.7
Most	46.3	43.5	47.4	50.3	38.3
Some	18.2	11.3	20.4	25.9	16.5
Few	3.0	1.5	3.5	4.5	4.0
Almost None	0.4	0.2	0.5	0.7	0.4

Question 21, "How many adults at this school believe that every student can be a success?"³⁶

³⁴ CHKS student comparison: "The teachers at this school treat students fairly."

³⁵ CHKS student comparison: "At my school, there is a teacher or some other adult who always wants me to do my best."

³⁶ CHKS student comparison: "At my school, there is a teacher or some other adult who believes that I will be a success."

IV. STUDENT ENGAGEMENT AND BEHAVIORS THAT FACILITATE LEARNING

Student Readiness and Motivation to Learn

TABLE 4.1
Students Are Motivated to Learn

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	6.4	10.3	4.1	3.2	3.4
Most	52.3	61.0	50.1	45.5	26.2
Some	34.4	25.4	37.4	42.5	49.7
Few	6.4	3.2	7.9	8.1	17.7
Almost None	0.5	0.2	0.7	0.6	2.9

Question 27, "Based on your experience, how many students at this school are motivated to learn?"

TABLE 4.2
Students Arrive at School Alert and Rested

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	4.8	7.3	4.4	2.2	2.3
Most	54.7	62.0	57.6	46.2	29.1
Some	33.6	27.0	32.2	41.6	46.7
Few	6.4	3.6	5.4	9.2	19.0
Almost None	0.5	0.2	0.3	0.8	2.9

Question 26, "Based on your experience, how many students at this school arrive at school alert and rested?"

TABLE 4.3
Students Are Healthy and Physically Fit

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	5.3	6.9	4.8	3.6	3.5
Most	50.6	54.3	51.0	47.8	32.7
Some	37.9	34.0	38.0	41.9	46.9
Few	5.7	4.5	5.7	6.2	14.5
Almost None	0.4	0.3	0.4	0.5	2.4

Question 25, "Based on your experience, how many students at this school are healthy and physically fit?"³⁷

TABLE 4.4
Student Depression or Other Mental Health Issues are a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	28.4	41.2	25.0	15.7	11.7
Mild Problem	49.8	46.3	53.7	53.5	37.1
Moderate Problem	19.1	11.1	19.3	27.2	38.4
Severe Problem	2.7	1.4	1.9	3.6	12.8

Question 37, "How much of a problem is student depression or other mental health problems?"³⁸

³⁷ Compare with CHKS student data on physical health.

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Attendance and Behavior

**TABLE 4.5
Students Are Well-Behaved**

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Nearly All	10.6	12.4	8.6	9.7	10.8
Most	66.9	68.6	66.7	66.9	49.0
Some	19.1	16.9	20.4	19.8	28.9
Few	3.1	1.9	3.9	3.2	9.6
Almost None	0.3	0.1	0.4	0.4	1.7

Question 28, "Based on your experience, how many students at this school are well-behaved?"³⁹

**TABLE 4.6
Disruptive Student Behavior is a Problem**

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	10.3	13.6	6.4	8.4	13.0
Mild Problem	43.6	48.7	37.5	42.6	32.4
Moderate Problem	35.0	30.4	40.5	36.9	37.1
Severe Problem	11.1	7.3	15.7	12.2	17.5

Question 35, "How much of a problem is disruptive student behavior?"

**TABLE 4.7
Cutting Class or Truancy is a Problem**

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	38.2	65.4	35.4	7.7	11.9
Mild Problem	33.4	26.3	44.3	36.4	24.8
Moderate Problem	19.7	7.0	16.3	37.1	34.9
Severe Problem	8.6	1.4	4.0	18.8	28.5

Question 39, "How much of a problem is cutting classes or being truant?"⁴⁰

³⁸CHKS student comparison: "During the past 12 months, did you ever feel so sad or hopeless almost everyday for two weeks or more than you stopped doing some usual activities?"

³⁹ See also the information on student violence, Section V. Table 5.3 provides data on verbal or physical abuse of school staff by students. Section VII deals with disciplinary policies and Tables 9.12-16 with violence prevention.

⁴⁰ CHKS student comparison: "During the past 12 months, how many times did you skip school or cut classes?"

V. SCHOOL SAFETY AND VIOLENCE

Perceived School Safety

TABLE 5.1
Safe Place for Students

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	42.8	53.0	36.8	33.6	42.9
Agree	50.5	42.8	54.7	58.1	49.3
Disagree	5.6	3.7	7.2	6.9	6.3
Strongly Disagree	1.1	0.6	1.2	1.4	1.4

Question 15, "The school is a safe place for students."⁴¹

TABLE 5.2
Safe Place for Staff

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	47.2	53.9	44.1	40.7	44.8
Agree	47.0	41.5	49.1	52.8	47.7
Disagree	4.7	3.8	5.4	5.2	5.8
Strongly Disagree	1.1	0.7	1.3	1.3	1.7

Question 16, "The school is a safe place for staff."

Student Violence and Bullying⁴²

TABLE 5.3
Harassment or Bullying Among Students is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	15.0	20.2	7.2	12.6	24.1
Mild Problem	49.9	54.8	42.0	49.7	43.9
Moderate Problem	29.3	21.6	41.1	31.8	26.1
Severe Problem	5.7	3.4	9.7	5.9	5.9

Question 33, "How much of a problem is harassment or bullying among students?"⁴³

TABLE 5.4
Physical Fighting Between Students is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	31.2	41.5	22.3	22.6	40.5
Mild Problem	47.9	45.8	49.5	50.7	39.9
Moderate Problem	17.6	11.1	23.7	22.2	16.7
Severe Problem	3.2	1.6	4.4	4.5	2.9

Question 34, "How much of a problem is physical fighting between students?"⁴⁴

⁴¹ CHKS student comparison: "I feel safe in my school"; A87, "How safe do you feel when you are at school?"

⁴² Section IX provides data on disciplinary policies and violence prevention.

⁴³ CHKS student comparison: "During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?"

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TABLE 5.5
Student Verbal or Physical Abuse of School Staff is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	56.6	70.8	50.5	43.4	45.0
Mild Problem	31.1	23.6	33.7	39.2	31.5
Moderate Problem	9.6	4.7	12.2	13.5	16.9
Severe Problem	2.7	1.0	3.6	3.9	6.6

Question 38, "How much of a problem is verbal or physical abuse of school staff by students?"

Delinquency

TABLE 5.6
Vandalism (including Graffiti) is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	32.6	49.1	22.2	18.5	28.0
Mild Problem	40.6	36.1	44.3	44.1	38.8
Moderate Problem	20.2	11.7	25.1	27.7	23.5
Severe Problem	6.6	3.1	8.4	9.7	9.7

Question 42, "How much of a problem is vandalism (including graffiti)?"⁴⁵

TABLE 5.7
Theft is a problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	34.7	52.8	25.4	16.9	37.6
Mild Problem	42.7	36.6	47.9	47.5	40.8
Moderate Problem	18.5	9.0	22.1	28.7	17.8
Severe Problem	4.1	1.6	4.6	7.0	3.9

Question 43, "How much of a problem is theft?"⁴⁶

TABLE 5.8
Gang-Related Activity is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	53.5	78.6	41.3	32.0	26.3
Mild Problem	28.6	16.4	36.1	39.2	30.7
Moderate Problem	14.1	4.2	18.1	22.6	29.7
Severe Problem	3.9	0.8	4.5	6.2	13.3

Question 40, "How much of a problem is gang-related activity?"⁴⁷

⁴⁴ CHKS student comparison: "During the past 12 months, how many times on school property have you been in a physical fight? ... been afraid of being beaten up? ...been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?"

⁴⁵ CHKS student comparison: "During the past 12 months, how many times on school property have you damaged school property on purpose?"

⁴⁶ CHKS student comparison: "During the past 12 months, how many times on school property have you had your property stolen or deliberately damaged, such as your car, clothing, or books?"

⁴⁷ CHKS student comparison: "Do you consider yourself a member of a gang?"

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TABLE 5.9
Weapons Possession is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	73.5	90.1	65.7	58.2	62.4
Mild Problem	22.0	8.8	28.9	34.2	28.1
Moderate Problem	3.9	0.9	4.8	6.7	8.4
Severe Problem	0.6	0.2	0.6	0.9	1.1

Question 41, "How much of a problem is weapons possession?"⁴⁸

⁴⁸ CHKS student comparison: "During the past 12 months, how many times on school property have you carried a gun? ...carried any other weapon, such as a knife or club? ...been threatened or injured with a weapon (gun, knife, club, etc.)? ...seen someone carrying a gun, knife, or other weapon?"

VI. STUDENT SUBSTANCE USE⁴⁹

TABLE 6.1
Student Alcohol Use is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	56.4	94.5	54.9	11.5	17.2
Mild Problem	23.5	4.4	37.8	39.1	24.5
Moderate Problem	16.5	0.8	6.8	41.3	39.3
Severe Problem	3.5	0.3	0.4	8.1	19.0

Question 30, "How much of a problem is student alcohol use?"

TABLE 6.2
Student Drug Use is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	52.3	93.0	43.8	8.9	12.2
Mild Problem	26.4	5.7	45.2	41.7	19.2
Moderate Problem	17.5	1.0	10.2	41.8	40.3
Severe Problem	3.8	0.3	0.8	7.6	28.3

Question 31, "How much of a problem is student drug use?"

TABLE 6.3
Student Tobacco Use is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	56.8	93.2	53.8	15.6	13.9
Mild Problem	27.5	5.7	38.9	49.1	23.8
Moderate Problem	13.4	0.8	6.9	31.3	40.0
Severe Problem	2.4	0.2	0.4	4.0	22.4

Question 32, "How much of a problem is tobacco use?"

⁴⁹ See also the information on substance abuse prevention in Section IX.

VII. EQUITY AND DIVERSITY

TABLE 7.1
Fosters Appreciation for Student Diversity and Respect

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	37.1	46.4	31.3	28.1	42.8
Agree	53.7	48.2	56.6	59.3	50.6
Disagree	8.0	4.7	10.6	10.9	5.8
Strongly Disagree	1.2	0.6	1.5	1.7	0.9

Question 14, "The school fosters an appreciation of student diversity and respect for each other"⁵⁰

TABLE 7.2
Racial/Ethnic Conflict Among Students is a Problem

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Insignificant Problem	43.0	61.7	33.5	25.2	38.8
Mild Problem	39.8	31.6	45.1	47.2	38.2
Moderate Problem	14.6	6.0	18.4	23.0	19.3
Severe Problem	2.6	0.7	3.0	4.7	3.7

Question 36, "How much of a problem is racial/ethnic conflict among students?"⁵¹

⁵⁰ CHKS student comparison: B6, "The teachers at this school treat students fairly."

⁵¹ CHKS student comparison: "During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? Your race, ethnicity, or national origin."

VIII. DISCIPLINE, COUNSELING, AND HEALTH SERVICES⁵²

TABLE 8.1
Consequences of Breaking Rules Communicated Clearly

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	40.8	44.2	43.0	33.5	50.4
Agree	43.1	43.1	39.1	46.5	38.1
Disagree	12.1	9.8	13.0	14.9	8.8
Strongly Disagree	4.0	2.9	4.8	5.1	2.7

Question 7, "The school clearly communicates to students the consequences of breaking school rules."

TABLE 8.2
Handles Discipline Problems Fairly

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	34.1	39.8	32.7	26.4	43.4
Agree	49.7	48.0	48.0	53.5	45.3
Disagree	12.5	9.7	14.4	15.3	8.7
Strongly Disagree	3.7	2.5	4.9	4.8	2.7

Question 8, "The school handles discipline problems fairly."

See also: Question 22, "How many adults at this school treat all students fairly?"⁵³

TABLE 8.3
Provides Adequate Counseling and Support for Students⁵⁴

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	22.1	19.3	24.7	23.0	30.1
Agree	48.3	45.8	48.6	52.0	43.2
Disagree	23.4	27.1	20.8	20.5	20.1
Strongly Disagree	6.2	7.8	6.0	4.4	6.6

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

TABLE 8.4
Provides Adequate Health Services for Students

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	17.0	19.0	17.4	14.3	14.1
Agree	54.9	54.2	56.5	56.2	43.6
Disagree	22.7	21.9	21.1	23.7	32.3
Strongly Disagree	5.4	4.9	5.0	5.8	10.0

Question 11, "The school provides adequate health services for students."

⁵² Section IX provides additional data on prevention and health programs at the school.

⁵³ CHKS student comparison: B6, "The teachers at this school treat students fairly."

⁵⁴ Table 9.1 addresses whether school provides support/referral for student help to deal with problems.

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TABLE 8.5
Provides Healthy Food Choices for Student

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	10.9	13.6	10.6	7.6	8.9
Agree	50.9	53.3	51.0	48.5	43.5
Disagree	28.7	25.6	28.7	32.1	34.7
Strongly Disagree	9.5	7.5	9.7	11.8	13.0

Question 12, "The school provides students with healthy food choices."

IX. SERVICES AND POLICIES REPORTED BY PRACTITIONERS

The following data were provided only by school staff who have responsibilities for counseling, health, safety, or prevention programs. We identify this sample as “practitioners.” A total of 29,365 staff responded to these questions, just under half of all respondents, with the lowest proportion (under one-third) in high school. By school type, the number of staff respondents are: 13,835 in ES; 7,896 in MS; 6,116 in HS; and 1,519 in CS.

Counseling and Intervention Services

TABLE 9.1
School Provides Effective Confidential Support and Referral Services for Students Needing Help (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	21.0	21.1	20.3	20.4	27.5
Agree	39.1	33.2	43.2	46.2	40.9
Neither Agree nor Disagree	27.6	34.1	24.5	20.7	17.0
Disagree	9.0	8.1	9.2	10.0	10.4
Strongly Disagree	3.2	3.5	2.8	2.7	4.2

Question 53, "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 9.2
School Collaborates Well with Community Organizations to Address Substance Use or Other Problems (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	18.2	21.2	16.1	13.8	21.1
Agree	41.2	39.6	41.1	43.8	43.1
Neither Agree nor Disagree	26.6	28.2	26.4	25.1	20.8
Disagree	11.9	9.6	13.7	14.8	11.7
Strongly Disagree	2.1	1.5	2.6	2.5	3.2

Question 45, "This school collaborates well with community organizations to help address substance use or other problems."

Youth Development

TABLE 9.3
School Fosters Youth Development, Resilience, or Asset Promotion (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
A Lot	23.3	28.4	21.4	15.3	25.9
Some	51.9	50.7	52.5	54.3	49.1
Not Much	20.2	16.7	21.6	25.7	19.4
Not At All	4.5	4.2	4.4	4.8	5.7

Question 57, "To what extent does this school foster youth development, resilience, or asset promotion?"

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TABLE 9.4
School Provides Character Education (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
A Lot	25.6	36.6	19.7	11.3	22.1
Some	43.5	43.7	45.8	41.3	44.8
Not Much	23.3	15.7	26.1	34.7	24.2
Not At All	7.5	4.1	8.4	12.7	8.9

Question 63, "To what extent does this school provide character education?"

TABLE 9.5
School Provides Adequate Professional Development for Staff Regarding Social, Emotional, and Developmental Needs of Youth (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	10.1	12.1	8.9	7.1	11.1
Agree	30.3	31.5	30.4	27.8	31.0
Neither Agree nor Disagree	25.0	25.0	25.0	25.3	24.3
Disagree	26.1	24.3	26.6	29.3	24.0
Strongly Disagree	8.5	7.0	9.1	10.4	9.5

Question 54, "This school provides adequate professional development opportunities for staff on how to deal with the social, emotional, and developmental needs of youth."

Health and Special Needs

TABLE 9.6
School Provides Nutritional Instruction to Students (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
A Lot	10.0	12.1	9.4	7.1	8.5
Some	51.4	54.0	49.8	48.7	46.9
Not Much	32.2	28.5	33.2	37.4	35.6
Not At All	6.4	5.3	7.6	6.8	9.0

Question 58, "To what extent does this school provide nutritional instruction?"

TABLE 9.7
School Provides Opportunities for Physical Education and Activity (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
A Lot	52.8	46.3	71.8	54.9	26.2
Some	37.8	42.6	24.5	38.2	45.2
Not Much	8.3	10.2	3.3	6.5	20.5
Not At All	1.0	0.9	0.3	0.4	8.1

Question 59, "To what extent does this school provide opportunities for physical education and activity?"

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TABLE 9.8
School Provides Services for Students with Disabilities or Other Special Needs (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
A Lot	56.6	56.3	58.5	59.9	33.9
Some	35.8	36.4	34.9	33.7	46.0
Not Much	6.7	6.5	6.0	5.7	16.2
Not At All	0.9	0.8	0.7	0.7	3.9

Question 65, "To what extent does this school provide services for students with disabilities or other special needs?"

Discipline Policies and Enforcement

TABLE 9.9
School Effectively Handles Student Discipline and Behavioral Problems (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	25.1	29.3	23.5	18.0	29.2
Agree	44.4	44.9	42.2	45.0	44.8
Neither Agree nor Disagree	12.2	10.5	12.8	14.7	11.7
Disagree	12.9	11.4	14.3	15.0	10.0
Strongly Disagree	5.5	3.8	7.2	7.3	4.3

Question 55, "This school effectively handles student discipline and behavior problems."

TABLE 9.10
School Sanctions Handled Case-by-Case (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	25.1	30.3	23.7	16.3	28.8
Agree	48.1	46.8	49.1	50.1	47.0
Neither Agree nor Disagree	17.2	16.3	16.6	19.6	15.0
Disagree	7.8	5.5	8.4	11.4	7.6
Strongly Disagree	1.8	1.1	2.2	2.6	1.6

Question 49, "This school considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options."

TABLE 9.11
School Collaborates Well With Law Enforcement (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	36.9	35.6	37.8	37.2	43.1
Agree	47.0	45.1	47.6	50.9	42.3
Neither Agree nor Disagree	12.0	15.0	10.5	8.4	9.3
Disagree	3.4	3.6	3.4	2.9	4.2
Strongly Disagree	0.7	0.6	0.7	0.7	1.1

Question 46, "This school collaborates well with law enforcement organizations."

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TABLE 9.12
Students Suspended for First-time Substance Use Violations (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	36.5	36.4	39.7	33.8	39.7
Agree	32.7	23.4	38.5	43.6	37.4
Neither Agree nor Disagree	26.2	38.0	16.0	15.9	14.3
Disagree	3.2	1.5	4.3	4.7	6.0
Strongly Disagree	1.4	0.7	1.6	2.1	2.7

Question 50, "This school punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension."

TABLE 9.13
School Enforces Zero Tolerance Policy (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	31.3	35.2	30.6	24.8	32.9
Agree	33.3	32.1	34.0	35.2	31.2
Neither Agree nor Disagree	19.6	21.4	16.5	18.9	20.0
Disagree	10.9	8.4	12.6	14.0	11.2
Strongly Disagree	4.8	2.9	6.3	7.1	4.8

Question 51, "This school enforces zero tolerance policies."

**Safety Promotion, Violence Prevention,
and Crisis Intervention**

TABLE 9.14
School Resources Sufficient to Create a Safe Campus (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	24.5	28.9	21.6	19.5	21.9
Agree	46.4	47.0	46.7	46.0	42.0
Neither Agree nor Disagree	14.1	13.4	14.4	14.8	14.9
Disagree	12.2	9.0	14.3	15.4	15.6
Strongly Disagree	2.8	1.6	3.0	4.3	5.5

Question 47, "This school has sufficient resources to create a safe campus."

TABLE 9.15
School Seeks to Maintain Secure Campus (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	8.6	6.1	9.0	11.4	15.3
Agree	17.2	6.4	21.1	31.2	27.0
Neither Agree nor Disagree	24.2	30.9	19.4	17.6	16.2
Disagree	20.7	19.7	22.6	21.2	20.2
Strongly Disagree	29.3	36.9	28.0	18.6	21.3

Question 52, "This school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches."

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TABLE 9.16
School Provides Harassment or Bullying Prevention (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
A Lot	19.4	25.1	19.3	9.9	16.0
Some	47.7	50.3	47.7	43.3	46.4
Not Much	26.0	20.1	25.9	36.5	27.9
Not At All	6.9	4.5	7.1	10.4	9.7

Question 64, "To what extent does this school provide harassment or bullying prevention?"

TABLE 9.17
School Provides Conflict Resolution or Behavior Management Instruction (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
A Lot	25.0	29.6	23.0	18.8	22.7
Some	48.6	48.0	48.6	49.9	47.2
Not Much	21.4	18.3	23.1	25.5	21.7
Not At All	5.0	4.1	5.4	5.8	8.3

Question 62, "To what extent does this school provide conflict resolution or behavior management instruction?"

TABLE 9.18
School Has Well-understood Crisis Procedures (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	21.7	25.2	20.3	16.4	23.3
Agree	48.3	47.6	47.8	50.0	46.7
Neither Agree nor Disagree	16.2	15.4	16.8	17.2	16.2
Disagree	11.6	10.0	12.7	13.6	11.0
Strongly Disagree	2.2	1.8	2.4	2.8	2.8

Question 44, "This school has well-understood procedures to deal with crises."

Substance Abuse Prevention

TABLE 9.19
School Considers Substance Abuse Prevention an Important Goal (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	24.7	29.2	21.9	17.5	32.2
Agree	38.0	36.9	39.0	39.2	38.6
Neither Agree nor Disagree	25.2	26.2	25.2	24.9	17.5
Disagree	9.5	6.0	11.1	14.7	8.3
Strongly Disagree	2.5	1.7	2.8	3.6	3.3

Question 56, "This school considers substance abuse prevention an important goal."

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TABLE 9.20
School Provides Alcohol or Drug Use Prevention Instruction (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
A Lot	15.0	17.0	14.2	11.1	19.4
Some	57.5	58.5	58.0	56.0	54.3
Not Much	23.6	20.6	24.2	29.0	20.9
Not At All	3.9	3.8	3.7	3.8	5.4

Question 60, "To what extent does this school provide alcohol or drug use prevention instruction?"

TABLE 9.21
School Provides Tobacco Use Prevention Instruction (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
A Lot	15.1	16.4	14.0	13.0	17.1
Some	56.6	58.3	57.0	53.8	54.5
Not Much	24.2	21.3	25.1	28.9	22.0
Not At All	4.1	3.9	3.9	4.3	6.4

Question 61, "This school provides tobacco use prevention instruction."

TABLE 9.22
School Resources Sufficient for Substance Abuse Prevention Needs (Practitioners Only)

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Strongly Agree	16.5	21.8	14.1	9.6	12.8
Agree	39.0	40.3	40.8	36.4	32.6
Neither Agree nor Disagree	26.1	27.4	25.4	25.1	21.7
Disagree	15.7	9.2	17.0	24.2	25.3
Strongly Disagree	2.8	1.3	2.6	4.7	7.6

Question 48, "This school has sufficient resources to address substance use prevention needs."

X. SUMMARY TABLES

TABLE 10.1
School Norms, Standards, and Perceived Safety

Strongly agree that this school...	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Is a supportive and inviting place for students to learn ^a	51	62	47	40	55
Sets high standards for academic performance for all ^a	47	61	44	34	29
Promotes academic success for all students ^a	45	57	42	32	43
Is a safe place for students ^b	43	53	37	34	43
Is a safe place for staff ^b	47	54	44	41	45
Is a supportive and inviting place for staff to work ^a	42	49	40	35	48
Fosters appreciation for student diversity and respect ^a	37	46	31	28	43
Encourages opportunities for students to decide things like class activities ^a	13	17	10	10	12
Fails to involve most parents in school events and activities ^a	4	3	4	3	5

^aForms part of the School Norms and Standards Scale, Table 10.10

^bForms part of the School Safety Scale, Table 10.13

TABLE 10.2
Staff Behavior and Relationships

Nearly all adults at this school...	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Support and treat each other with respect ^a	43	50	41	34	54
Feel a responsibility to improve the school ^a	35	45	32	23	43

^aForms part of the School Norms and Standards Scale, Table 10.10

TABLE 10.3
Staff-Student Relationships and Expectations^a

Nearly all adults at this school...	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Want all students to do their best	57	70	55	42	64
Acknowledge and pay attention to students	48	61	44	32	60
Really care about all students	48	61	44	32	59
Treat all students fairly	36	47	32	22	46
Listen to what students have to say	34	45	29	20	46
Believe every student can be a success	32	44	28	19	41

^aForms the Positive Staff-Student Relationship Scale, Table 10.11

TABLE 10.4
Student Learning Readiness, Motivation, and Participation^a

Most/nearly all students...	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Are well-behaved	78	81	75	77	60
Arrive at school alert and rested	60	69	62	48	31
Are motivated to learn	59	71	54	49	30
Are healthy and physically fit	56	61	56	51	36
Are involved in extracurricular activities or enrichment opportunities	34	35	30	38	8

^aForms part of the scale on Student Behaviors that Facilitate Learning, Table 10.12

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TABLE 10.5
Student Behaviors Rated as of Moderate or Severe Problem at the School

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Disruptive behavior ^a	46	38	56	49	55
Cutting classes or being truant ^a	28	8	20	56	63
Depression or other mental health issues ^a	22	13	21	31	51
Racial/ethnic conflict among students ^a	17	7	21	28	23
Harassment or bullying ^b	35	25	51	38	32
Verbal or physical abuse of school staff by students ^b	12	6	16	17	24
Physical fighting ^b	21	13	28	27	20
Gang activity ^b	18	5	23	29	43
Vandalism and graffiti ^b	27	15	34	37	33
Theft ^b	23	11	27	36	22
Weapons possession at school ^b	5	1	5	8	10
Drug use ^c	21	1	11	49	69
Alcohol use ^c	20	1	7	49	58
Tobacco use ^c	16	1	7	35	62

^aForms part of the scale on Student Behaviors that Facilitate Learning, Table 10.12

^bForms part of the scale on School Safety, Table 10.13

^cForms the scale on Substance Use, Table 10.14

TABLE 10.6
Discipline Policies and Health-related Services

Strongly agree that this school...	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Clearly communicates to students consequences of breaking rules	41	44	43	34	50
Handles discipline problems fairly	34	40	33	26	43
Provides adequate counseling and support services for students	22	19	25	23	30
Provides adequate health services for students	17	19	17	14	14
Provides healthy food choices for students	11	14	11	8	9

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TABLE 10.7
Percentage Strongly Agreeing School Implements School Service, Program, or Policy
(Practitioners Only)

Strongly Agreeing that the school...	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Collaborates well with law enforcement organizations	37	36	38	37	43
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension	37	36	40	34	40
Enforces zero tolerance policies	31	35	31	25	33
Considers substance abuse prevention an important goal	25	29	22	18	32
Effectively handles student discipline and behavioral problems	25	29	24	18	29
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options	25	30	24	16	29
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)	21	21	20	20	28
Has well-understood procedures to deal with crises	22	25	20	16	23
Has sufficient resources to create a safe campus	25	29	22	20	22
Collaborates well with community organizations to address substance use or other problems	18	21	16	14	21
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches	9	6	9	11	15
Has sufficient resources to address substance use prevention needs	17	22	14	10	13
Provides adequate professional development for staff regarding social, emotional, and developmental needs of youth	10	12	9	7	11

TABLE 10.8
Level of Student Services: Percentage Reporting “A Lot” Provided (Practitioners Only)

The school...	Percent Selecting “A Lot”				
	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
Provides services for studies with disabilities or other special needs	57	56	59	60	34
Fosters youth development, resilience, or asset promotion	23	28	21	15	26
Provides opportunities for physical education and activity	53	46	72	55	26
Provides conflict resolution or behavior management instruction	25	30	23	19	23
Provides character education	26	37	29	11	22
Provides alcohol or drug use prevention instruction	15	17	14	11	19
Provides tobacco use prevention instruction	15	16	14	13	17
Provides harassment or bullying prevention	19	25	19	10	16
Provides nutritional instruction	10	12	9	7	9

Results by Scales

TABLE 10.9
Positive Learning and Working Environment Scale

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
High	32.3	47.4	27.9	17.2	15.4
Middle	34.9	33.5	36.6	35.4	37.9
Low	32.8	19.1	35.5	47.4	46.7

Alpha = .91

The composite of the 24 questions that make up three scales in Tables 10.10-10.12, for Staff/Student Relationships, Student Behaviors that Facilitate Learning, and School-level Norms and Standards.

TABLE 10.10
School-level Norms and Standards Scale

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
High	36.8	47.9	33.3	24.7	39.1
Middle	37.2	34.1	38.0	40.7	36.1
Low	26.0	18.0	28.8	34.6	24.7

Alpha = .72

Q3. School is a supportive and inviting place to learn

Q4. School sets high standards for academic performance for all students

Q5. School promotes academic success for all students

Q6. School fails to involve most parents in school events and activities

Q9. School is a supportive and inviting place for staff to work

Q13. School encourages opportunities for students to decide things like class activities or rules

Q14. School fosters an appreciation of student diversity and respect for each other

Q23. Adults support and treat each other with respect

Q24. Adults feel a responsibility to improve this school

TABLE 10.11
Positive Staff Student Relationships Scale

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
High	37.0	50.0	33.2	22.2	47.3
Middle	34.9	33.5	36.6	35.4	37.9
Low	32.8	19.1	35.5	47.4	46.7

Alpha = .93

Q17. Adults really care about students

Q18. Adults acknowledge and pay attention to students

Q19. Adults want all students to do their best

Q20. Adults listen to what students have to say

Q21. Adults believe that every student can be a success

Q22. Adults treat all students fairly

CALIFORNIA SCHOOL CLIMATE SURVEY, 2004-06

TABLE 10.12
Student Behaviors that Facilitate Learning Scale

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
High	36.0	52.1	31.5	20.6	7.2
Middle	35.8	32.2	38.8	39.2	26.0
Low	28.2	15.6	29.8	40.2	66.6

Alpha = .83

- Q25. Students are healthy and physically fit
- Q26. Students arrive at school alert and rested
- Q27. Students are motivated to learn
- Q28. Students are well-behaved
- Q29. Students are involved in extracurricular activities or enrichment opportunities
- Q35. A problem with disruptive student behavior
- Q36. A problem with racial/ethnic conflict among students
- Q37. A problem with student depression or other mental health problems
- Q39. A problem cutting classes or being truant

TABLE 10.13
Perceived School Safety Scale

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
High	36.9	54.9	25.6	21.4	30.0
Middle	29.9	30.6	27.5	31.7	29.9
Low	32.2	16.4	42.6	48.0	42.5

Alpha = .88

- Questions 15 and 16, "The school is a safe place for students/staff"
- Question 33, "How much of a problem is harassment or bullying among students"
- Question 34, "How much of a problem is physical fighting between students?"
- Question 38, "How much of a problem is verbal or physical abuse of school staff by students?"
- Question 40, "How much of a problem is gang-related activity"
- Question 41, "How much of a problem is weapons possession?"
- Question 42, "How much of a problem is vandalism (including graffiti)?"
- Question 43, "How much of a problem is theft"

TABLE 10.14
Student Alcohol, Tobacco, and Drug Use Scale

	Total (%)	ES (%)	MS (%)	HS (%)	CS (%)
High (less of a problem)	49.5	91.2	28.6	6.2	9.3
Middle	10.4	4.3	23.0	10.3	7.4
Low (more of a problem)	40.1	4.5	38.4	83.6	83.3

Alphe = .94

- Questions 30-32, "How much of a problem is student alcohol/drug/tobacco use?"

XI. SCHOOL CLIMATE AND ACADEMIC PERFORMANCE

TABLE 11.1
Relationship of Summary Scale Results to Academic Performance Index Scores

API Score Level	Overall Positive Environment* (% High)	Norms & Standards (% High)	Positive Staff-Student Relationships (% High)	Student Facilitative Behaviors (% High)	School Safety (% High)	ATOD Use Little Problem (% High)
All Schools						
High	56	51	52	67	58	73
Middle	32	37	38	33	40	56
Low	17	27	29	17	27	42
Elementary Schools						
High	66	59	61	77	64	96
Middle	41	45	48	42	45	91
Low	26	34	37	27	30	87
Middle Schools						
High	44	42	41	56	50	50
Middle	30	37	36	31	38	38
Low	13	22	25	13	23	31
High Schools						
High	28	32	29	40	48	7
Middle	16	23	22	20	32	5
Low	10	20	18	11	24	6
Continuation Schools						
Low**	13	39	45	6	38	3

*Combination of Norms/Standards, Staff-Student Relationships, and Student Facilitative Behavior

**No continuation schools were in the high and middle level of API performance in this sample.

FIGURE 11.1
Relationship between Percent High in Positive Learning/Working Environment Scales and the Level of API score (Low, Middle, High)

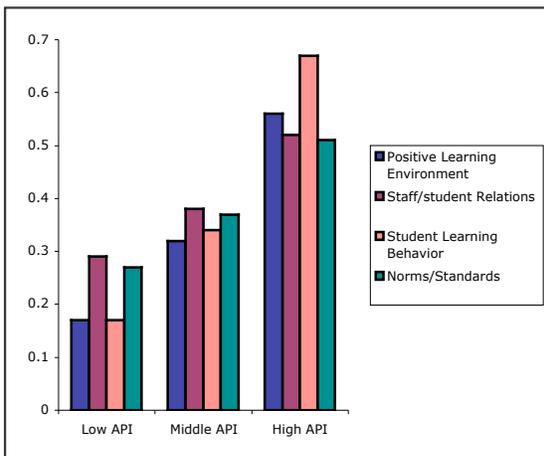


FIGURE 11.2
Relationship between Percent High on School Safety Scale and Low on ATOD Use Problem Scale and the Level of API score (Low, Middle, High)

