

California School Climate Survey

Building Healthy Communities
East Oakland
2009-2010

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PREFACE

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

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

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts in general, and also made it possible for schools to add questions of their own choosing so that the survey could better meet local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school without repercussions.

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

Closing the Achievement Gap

In 2008–09, questions were added to provide better data to advance the efforts of schools to close the state's persistent racial/ethnic achievement gap. These questions, reported in Section IV, assess respect shown to students, equity and diversity, and cultural sensitivity.

Comparison with CHKS Results

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

SURVEY ADMINISTRATION AND SAMPLE

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

SURVEY CONTENT OVERVIEW

The questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the [Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition](#).

Questions are divided into three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for learning supports and for special education. These group-specific modules ask for program- and issue-specific information that might not be known to staff outside these groups, and are answered only by subsamples of all respondents. Tables 8.1 and 9.1 provide the numbers of staff who completed each of these modules.

Core Survey (Section 1)

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

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

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

- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health) (Tables 6.1–6.8);
- The nature, communication, and enforcement of rules and policies related to **discipline** (Tables 7.1–7.5); and
- Staff **professional development** needs (Tables 2.12–16, 3.10, and 4.10-4.13).

Learning Supports Module (LSM)

The Learning Supports Module (Tables 8.1–8.24) consists of 23 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school’s programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Special Education Supports Module (SESM)

The Special Education Supports Module (Tables 9.1–9.25) consists of 24 questions designed to be answered only by staff who have responsibilities for teaching or providing related support services to students with Individualized Education Programs (IEPs). It provides data to better understand issues involving (1) effectively meeting the needs of students with IEPs and (2) recruiting and retaining special education staff. The CDE Division of Special Education is providing special reports to districts that compare CSCS results reported by staff who have special education responsibilities to those reported by other staff.

THE REPORT

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

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

ASSESSING THE DATA

Care must be taken to fully understand the survey; the context within which the data were collected; and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the [*CHKS Guidebook to Data Use and Dissemination*](#).

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 60%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 1) reflect the characteristics of the staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Strategies for increasing participation are discussed in the following section.

Changes Between Surveys

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

Data Comparisons

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

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation; one of the most important is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school-improvement efforts that are undertaken in response. As discussed below, it is also important to discuss the results, and what should be done to address the identified needs, with staff. Staff must perceive that their voices are heard and valued.

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Request School Reports

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

Compare with Other Data Sources

CSCS results will be enriched if analyzed in the context of data from the CHKS and other sources, particularly in the context of identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include numbers and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Conduct Additional Analyses

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

Add Questions to Your Next Surveys

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

ACKNOWLEDGMENTS

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

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

- The CHKS *Data Use and Dissemination Guidebook* describes a step-by-step process for reviewing, analyzing, and disseminating your results as part of a data-driven decision making process for program improvement. Free call-in data use workshops for the CSCS are offered as well.
- A *Workbook on Improving School Climate and Closing the Achievement Gap* provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It provides examples of how to use the data to improve practice and policy within a special education program. A workshop accompanying this Workbook will be available in 2010.

ASSESSING THE DATA

Care must be taken to fully understand the survey, the context within which the data were collected, and the factors that can impact the quality, validity, and generalizability of the results. The following are a few of the key issues that should be kept in mind. A detailed discussion occurs in the *CHKS Data Use and Dissemination Guidebook*.

Representativeness

Among the most important factors affecting the quality of survey results is the level of staff participation. The validity and representativeness of the results will be adversely affected if the staff response rate is lower than 60%. One indication of the survey's representativeness is how accurately the characteristics of the sample (see Section 1) reflect the characteristics of the district's staff as indicated by personnel records. Even if the response rate is low, the results provide an indication of what those staff who did respond felt about the school and their experiences and behavior. Discussed below are strategies for increasing participation.

Changes Between Surveys

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

Comparison Data: Statewide Results

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

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation, but one of the most important is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to the district. To that end, it is important that staff are

informed about the results and any school-improvement efforts the district is undertaken in response. As discussed below, it is also important to discuss the results and what should be done with them. *Staff must perceive that their voice is heard and valued.*

NEXT STEPS

Receiving this report is a beginning step in the process of using data to improve school climate. The following describes further actions that you can take.

Request School Reports

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

Compare with Other Data Sources

CSCS results will be enriched if analyzed in the context of data from the California Healthy Kids Survey and other sources, particularly in identifying consistent patterns or disconnects that need to be further explored. Other data typically collected in effectiveness studies of school climate include number and kinds of discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

Discuss with Students and Staff

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

Conduct Additional Analyses of The Dataset

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

Add Questions to Your Next Surveys

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

ACKNOWLEDGEMENTS

The CSCS was developed, and this report prepared for the district, by WestEd in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education (CDE). For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at <http://www.wested.org/cscs>.

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Summary Tables

Table S1

Positive Learning and Working Environment

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	35	42	33	24	44
Sets high standards for academic performance for all (T2.2)	30	41	27	17	31
Promotes academic success for all students (T2.3)	34	39	37	20	50
Encourage students to enroll in rigorous course (T4.9)	22	13			71
Emphasizes teaching lessons in ways relevant to students (T2.5)	32	29			45
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	28	34	34	18	25
Promotes trust and collegiality among staff (T2.9)	29	29			31
Provides the materials, resources, and training to do job effectively (T2.11)	27	25			38
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	18	17			21
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.17)	28	35	19	15	48
Is a safe place for staff (T2.18)	34	39	35	20	50
Has clean and well-maintained facilities and property (T2.19)	33	28			59
Is welcoming to and facilitates parent involvement (T2.20)	42	39			59

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school...	<i>Percent Selecting 'Nearly All Adults'</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Have close professional relationships with one another (T2.10)	24	25			21
Support and treat each other with respect (T2.8)	36	34			45
Feel a responsibility to improve the school (T2.7)	36	36			38

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

This school provides/encourages students...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Opportunities to decide things (T3.6)	16	21	14	8	19
Equal opportunity for classroom participation (T3.7)	42	39			59
Opportunities to "make a difference" (help others) (T3.9)	26	18			72
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	35	29			69

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

How many adults at this school...	<i>Percent Selecting Nearly All</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Caring Relationships					
Want every student to do their best (T3.4)	58	59	70	43	79
Acknowledge and pay attention to students (T3.2)	50	50	64	37	63
Really care about every student (T3.1)	51	54	63	37	60
High Expectations					
Listen to what students have to say (T3.3)	35	38	32	29	42
Believe every student can be a success (T3.5)	37	42	33	26	52

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly agree that this school...					
Fosters an appreciation of student diversity and respect for each other (T4.1)	33	41	22	22	51
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	45	40			72
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	27	26			36
Has staff examine their own cultural biases through professional development or other processes (T4.7)	18	16			31
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	47	46			52
Report that nearly all adults at this school...					
Treat all students fairly (T4.3)	34	41	27	24	42
Treat every student with respect (T4.4)	43	44			38

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

How many students at this school...	<i>Percent Selecting Most/Nearly All</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Are motivated to learn (T5.1)	48	63	44	31	43
Arrive at school alert and rested (T5.6)	44	56	40	31	43
Are healthy and physically fit (T5.7)	43	55	36	30	47
Are well-behaved (T5.4)	55	58	47	56	51

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

How much of a problem at this school is...	<i>Percent Rated Moderate or Severe Problem</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	70	55	87	84	64
Cutting classes or being truant (T5.2)	8	6			17
Depression or other mental health issues (T5.8)	42	25	60	55	47
Lack of respect of staff by students (T5.3)	22	24			10
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	29	13	45	49	17
Harassment or bullying (T6.1)	56	38	88	66	49
Physical fighting (T6.2)	40	26	67	54	17
Gang activity (T6.5)	2	0			14
Vandalism and graffiti (T6.3)	13	10			28
Theft (T6.4)	11	8			28
Weapons possession at school (T6.6)	2	1			7
Substance Use					
Alcohol and drug use (T6.7)	4	1			24

Table S8***Discipline and Counseling***

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Clearly communicates to students consequences of breaking rules (T7.1)	39	32			82
Handles discipline problems fairly (T7.2)	31	28			45
Provides adequate counseling and support services for students (T7.5)	19	16	37	8	35

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Table S9
Professional Development Needs

Perceive need for more PD in...	TD	ES	MS	HS	NT
	%	%	%	%	%
Instruction & School Environment					
Meeting academic standards (T2.12)	39	38			48
Evidence-based methods of instruction (T2.13)	44	42			59
Positive behavioral support and classroom management (T7.4)	49	46			66
Creating a positive school climate (T2.14)	49	51			41
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	47	47			45
Culturally relevant pedagogy for the school's student population (T4.12)	52	52			55
Serving English language learners (T4.13)	51	49			66
Closing the achievement gap (T4.10)	57	53			76
Providing Support Services					
Serving special education (IEP) students (T2.16)	67	66			72
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	65	64			72

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

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.17)	12	16	7	2	22
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	10	10	0	9	26
Collaborates well with law enforcement organizations (T8.13)	14	11	7	20	26
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	15	13	21	11	26
Enforces zero tolerance policies (T8.15)	11	7	14	5	32
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	17	16	10	18	22
Effectively handles student discipline and behavioral problems (T8.16)	17	16	17	11	30
Substance Use					
Considers substance abuse prevention an important goal (T8.21)	12	13	10	2	30
Has sufficient resources to address substance use prevention needs (T8.24)	8	10	3	4	17
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems (e.g., a Student Assistance Program) (T8.2)	19	14	28	16	30
Collaborates well with community organizations to address substance use or other problems (T8.3)	12	5	14	16	26
Youth Development and Health					
Provides adequate health services for students (T8.7)	11	10			15
Provides healthy food choices for students (T8.8)	10	9			17
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	16	13			31

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

To what extent does this school...	<i>Percent Selecting "A Lot"</i>				
	TD %	ES %	MS %	HS %	NT %
Provide services for studies with disabilities or other special needs (T8.11)	32	30	38	40	14
Foster youth development, resilience, or asset promotion (T8.5)	19	16	11	27	24
Provide opportunities for physical education and activity (T8.10)	33	28	41	29	45
Provide conflict resolution or behavior management instruction (T8.20)	30	26	48	17	38
Provide character education (T8.6)	24	16	21	19	59
Provides alcohol or drug use prevention instruction (T8.22)	4	4	4	0	14
Provide tobacco use prevention instruction (T8.23)	6	6	3	0	23
Provide harassment or bullying prevention (T8.19)	13	13	7	18	14
Provide nutritional instruction (T8.9)	9	13	0	2	23

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

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

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

I. Sample Characteristics

Table 1.1
Survey Sample

	TD	ES	MS	HS	NT
Number of Respondents	843	350	128	263	101

Table 1.2
Role (Job) at School

	TD	ES	MS	HS	NT
	%	%	%	%	%
Teacher in grade 5 or above	28	23			55
Teacher in grade 4 or below	52	61			0
Special education teacher	0	0			0
Administrator	5	3	10	2	17
Prevention staff nurse or health aide	1	2	2	1	0
Counselor or psychologist	3	2	8	2	4
Police, resource officer, or safety personnel	0	0	0	1	0
Paraprofessional, teacher assistant, or instructional aide	3	2	7	2	0
Other certificated staff (e.g., librarian)	10	9	5	12	15
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	2	2	2	2	6

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD	ES	MS	HS	NT
	%	%	%	%	%
Migrant education students	15	14			26
Special education	61	58			87
English language learners	91	91			91

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	22	15	34	27	17
1 to 2 years	19	13	33	18	25
3 to 5 years	29	34	13	29	31
6 to 10 years	14	14	20	10	17
Over 10 years	16	24	0	16	10

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	9	10			4
1 to 2 years	12	12			11
3 to 5 years	25	22			43
6 to 10 years	18	17			25
Over 10 years	36	39			18

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

Table 1.6***Race/Ethnicity of Respondents***

	TD	ES	MS	HS	NT
	%	%	%	%	%
African American (Not Hispanic)	18	15			34
American Indian or Alaska Native	0	0			0
Asian or Pacific Islander	8	8			7
White (Not Hispanic)	51	52			41
Hispanic or Latino/a	11	11			10
Other or Multi-ethnic	12	13			7

Question 5: What is your race/ethnicity?

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

II. The Learning and Working Environment

Student Learning Environment

Table 2.1

Learning Environment is Supportive and Inviting

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	35	42	33	24	44
Agree	54	54	56	58	44
Disagree	9	3	10	15	10
Strongly Disagree	2	1	2	2	2
Not Applicable	0	0	0	0	0

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

Table 2.2

Sets High Standards for Academic Performance for All Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	30	41	27	17	31
Agree	49	53	47	46	50
Disagree	17	6	22	31	13
Strongly Disagree	4	1	5	6	6
Not Applicable	0	0	0	0	0

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

Table 2.3
Promotes Academic Success for All Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	34	39	37	20	50
Agree	48	53	45	45	42
Disagree	16	7	17	29	8
Strongly Disagree	2	1	2	6	0
Not Applicable	0	0	0	0	0

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	43	39			66
Agree	52	55			31
Disagree	5	5			3
Strongly Disagree	1	1			0
Not Applicable	0	0			0

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

Table 2.5
Teaches Lessons Relevant to Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	32	29			45
Agree	54	55			48
Disagree	13	15			7
Strongly Disagree	0	0			0
Not Applicable	1	1			0

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

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	28	34	34	18	25
Agree	50	47	54	53	50
Disagree	18	16	12	22	23
Strongly Disagree	4	3	0	7	2
Not Applicable	0	1	0	0	0

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

Table 2.7
Staff Feel Responsibility to Improve School

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	36	36			38
Most	42	41			48
Some	19	20			14
Few	3	3			0
Almost None	0	0			0

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

Table 2.8
Staff Support and Treat Each Other With Respect

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	36	34			45
Most	46	48			38
Some	17	17			17
Few	1	1			0
Almost None	0	0			0

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

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

Table 2.9
Promotes Staff Trust and Collegiality

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	29	29			31
Agree	53	54			52
Disagree	13	13			14
Strongly Disagree	4	4			3
Not Applicable	1	1			0

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

Table 2.10
Staff have Close Professional Relationships

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	24	25			21
Most	44	42			52
Some	29	30			24
Few	3	2			3
Almost None	0	0			0

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

General Staff Supports and Professional Development

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	27	25			38
Agree	57	59			48
Disagree	13	14			7
Strongly Disagree	3	2			7
Not Applicable	1	1			0

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

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

Table 2.12
Need PD in Meeting Academic Standards

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	39	38			48
No	53	57			34
Not Applicable	7	5			17

Question 43: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....meeting academic standards?

Table 2.13
Need PD in Instructional Methods

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	44	42			59
No	49	53			24
Not Applicable	7	5			17

Question 44: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....evidence-based methods of instruction?

Table 2.14
Need PD in Creating a Positive School Climate

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	49	51			41
No	47	46			52
Not Applicable	4	4			7

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

Special Education Supports and Professional Development

Table 2.15

Provides Resources Needed to Work With Special Education Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18	17			21
Agree	40	39			45
Disagree	29	29			28
Strongly Disagree	7	8			3
Not Applicable	6	7			3

Question 15: This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.

Table 2.16

Need PD for Serving Special Education (IEP) Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	67	66			72
No	26	27			21
Not Applicable	8	8			7

Question 50: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas.....serving special education (IEP) students?

Perceived School Safety

Table 2.17

Safe Place for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	28	35	19	15	48
Agree	56	57	56	60	38
Disagree	14	5	25	22	13
Strongly Disagree	2	1	0	3	2
Not Applicable	0	1	0	0	0

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

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

Table 2.18
Safe Place for Staff

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	34	39	35	20	50
Agree	55	54	52	64	40
Disagree	10	6	13	13	8
Strongly Disagree	1	1	0	2	2
Not Applicable	0	1	0	0	0

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

Facilities

Table 2.19
Clean and Well-maintained Facilities and Property

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33	28			59
Agree	49	50			41
Disagree	15	17			0
Strongly Disagree	4	4			0
Not Applicable	0	0			0

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	42	39			59
Agree	52	54			41
Disagree	5	5			0
Strongly Disagree	1	1			0
Not Applicable	1	1			0

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

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1

Adults Really Care About All Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	51	54	63	37	60
Most	39	40	27	44	38
Some	9	6	7	17	2
Few	1	0	3	2	0
Almost None	0	0	0	0	0

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

Table 3.2

Adults Acknowledge and Pay Attention to Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	50	50	64	37	63
Most	40	44	31	42	31
Some	10	6	5	20	6
Few	0	0	0	1	0
Almost None	0	0	0	0	0

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	35	38	32	29	42
Most	43	46	47	33	50
Some	19	14	18	31	8
Few	3	1	3	8	0
Almost None	0	0	0	0	0

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

High Expectations

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	58	59	70	43	79
Most	31	35	25	35	19
Some	10	7	3	21	2
Few	1	0	2	2	0
Almost None	0	0	0	0	0

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	37	42	33	26	52
Most	41	46	43	35	35
Some	19	11	20	32	13
Few	3	1	3	6	0
Almost None	0	0	0	1	0

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

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

Opportunities for Meaningful Participation

Table 3.6

Encourages Decision Opportunities for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	16	21	14	8	19
Agree	49	58	37	44	46
Disagree	30	16	42	44	27
Strongly Disagree	3	1	7	3	6
Not Applicable	2	4	0	0	2

Question 16: The school encourages opportunities for students to decide things like class activities or rules.

Table 3.7

Gives Equal Opportunity for Classroom Participation

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	42	39			59
Agree	52	53			41
Disagree	3	4			0
Strongly Disagree	0	0			0
Not Applicable	4	4			0

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

Table 3.8

Gives Equal Access to Extracurricular and Enrichment Activities

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	35	29			69
Agree	46	49			24
Disagree	16	18			7
Strongly Disagree	2	2			0
Not Applicable	2	2			0

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	26	18			72
Agree	38	41			21
Disagree	28	32			7
Strongly Disagree	3	4			0
Not Applicable	5	5			0

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

Professional Development Needs

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	65	64			72
No	30	32			21
Not Applicable	5	4			7

Question 51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1

Fosters Appreciation for Student Diversity and Mutual Respect

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33	41	22	22	51
Agree	54	50	58	58	47
Disagree	12	8	15	18	2
Strongly Disagree	2	1	5	2	0
Not Applicable	0	1	0	0	0

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

Table 4.2

Racial/Ethnic Conflict Among Students is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	32	51	18	10	37
Mild Problem	39	36	37	41	46
Moderate Problem	23	10	32	39	15
Severe Problem	7	3	13	10	2

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

Treating Students Fairly and Respectfully

Table 4.3

Staff Treat All Students Fairly

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	34	41	27	24	42
Most	48	43	60	50	42
Some	16	15	10	20	17
Few	2	1	3	4	0
Almost None	0	0	0	1	0

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

Table 4.4

Staff Treat Students with Respect

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	43	44			38
Most	44	42			55
Some	13	14			7
Few	0	0			0
Almost None	0	0			0

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

Cultural Sensitivity

Table 4.5

Students Cultural Beliefs and Practices Respected

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	45	40			72
Agree	48	52			24
Disagree	4	4			0
Strongly Disagree	1	1			3
Not Applicable	2	2			0

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

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

Table 4.6
Use Culturally Relevant Instructional Materials

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	27	26			36
Agree	52	51			54
Disagree	18	20			11
Strongly Disagree	1	1			0
Not Applicable	2	2			0

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

Table 4.7
Staff Examine Their Cultural Biases

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18	16			31
Agree	42	40			55
Disagree	28	31			10
Strongly Disagree	5	6			0
Not Applicable	7	7			3

Question 22: This school has staff examine their own cultural biases through professional development or other processes.

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	47	46			52
Agree	39	38			41
Disagree	13	14			7
Strongly Disagree	1	1			0
Not Applicable	1	1			0

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

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	22	13			71
Agree	19	18			25
Disagree	14	15			4
Strongly Disagree	5	6			0
Not Applicable	41	48			0

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	57	53			76
No	38	42			14
Not Applicable	5	4			10

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

Table 4.11
Need PD on Working with Diverse Populations

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	47	47			45
No	48	48			48
Not Applicable	5	5			7

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

Table 4.12
Need PD on Culturally Relevant Pedagogy

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	52	52			55
No	42	43			34
Not Applicable	6	5			10

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

Table 4.13
Need PD on Serving English Language Learners

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	51	49			66
No	44	47			24
Not Applicable	5	4			10

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

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1

Students Are Motivated to Learn

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	5	10	3	1	4
Most	42	53	41	30	38
Some	47	35	51	60	53
Few	5	3	5	8	4
Almost None	0	0	0	1	0

Question 55: Based on your experience, how many students at this school are motivated to learn?

Table 5.2

Cutting Class or Truancy is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	66	70			45
Mild Problem	26	24			38
Moderate Problem	7	5			17
Severe Problem	1	1			0

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

General Behavior

Table 5.3

Lack of Respect of Staff by Students is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	40	41			38
Mild Problem	37	35			52
Moderate Problem	17	18			10
Severe Problem	5	6			0

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

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

Table 5.4
How Many Students Well-Behaved

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	6	8	5	2	11
Most	49	51	42	53	40
Some	39	36	47	39	43
Few	6	6	5	6	6
Almost None	0	0	2	0	0

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

Table 5.5
Disruptive Student Behavior is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	7	14	0	0	11
Mild Problem	23	31	13	16	26
Moderate Problem	40	40	27	46	40
Severe Problem	30	16	60	38	23

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

Perceived Physical and Mental Health

Table 5.6
Students Arrive at School Alert and Rested

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	3	5	2	0	6
Most	41	51	38	31	36
Some	46	41	50	51	45
Few	9	3	10	17	9
Almost None	1	0	0	2	4

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

Table 5.7
Students Are Healthy and Physically Fit

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	4	7	3	1	4
Most	39	48	32	29	43
Some	48	41	53	56	45
Few	8	4	10	13	9
Almost None	1	0	2	1	0

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	18	32	7	7	11
Mild Problem	40	44	33	38	43
Moderate Problem	32	20	38	43	40
Severe Problem	10	5	22	12	6

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	11	17	2	5	13
Mild Problem	34	44	10	29	38
Moderate Problem	42	34	45	51	40
Severe Problem	14	4	43	15	9

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

Table 6.2
Physical Fighting Between Students is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	21	36	0	7	34
Mild Problem	39	39	33	38	49
Moderate Problem	31	23	43	41	15
Severe Problem	9	3	23	13	2

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

Delinquency

Table 6.3
Vandalism (including Graffiti) is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	50	53			31
Mild Problem	37	36			41
Moderate Problem	12	10			24
Severe Problem	1	1			3

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

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

Table 6.4
Theft is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	50	53			34
Mild Problem	39	39			38
Moderate Problem	10	8			24
Severe Problem	1	0			3

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

Table 6.5
Gang-Related Activity is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	78	85			38
Mild Problem	20	15			48
Moderate Problem	1	0			7
Severe Problem	1	0			7

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

Table 6.6
Weapons Possession is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	84	88			64
Mild Problem	14	12			29
Moderate Problem	2	1			7
Severe Problem	0	0			0

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	83	94			21
Mild Problem	13	5			55
Moderate Problem	4	1			21
Severe Problem	1	0			3

Question 57: How much of a problem at this school is student alcohol and drug use?

Table 6.8
Student Tobacco Use is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	59	94	56	19	36
Mild Problem	27	4	37	53	32
Moderate Problem	11	2	7	22	21
Severe Problem	3	1	0	5	11

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

VII. Discipline & Counseling

Table 7.1
Consequences of Breaking Rules Communicated Clearly

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	39	32			82
Agree	43	48			14
Disagree	13	14			4
Strongly Disagree	5	6			0
Not Applicable	1	1			0

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

Table 7.2
Handles Discipline Problems Fairly

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	31	28			45
Agree	47	47			45
Disagree	17	20			3
Strongly Disagree	5	4			7
Not Applicable	1	1			0

Question 27: The school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	25	22			38
Agree	48	48			45
Neither Agree nor Disagree	20	22			10
Disagree	7	7			7
Strongly Disagree	1	1			0

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	49	46			66
No	45	49			21
Not Applicable	6	5			14

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

Table 7.5
Provides Adequate Counseling and Support for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	19	16	37	8	35
Agree	40	41	32	37	54
Disagree	28	28	23	39	4
Strongly Disagree	13	13	8	16	6
Not Applicable	0	1	0	0	0

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	364	160	61	95	48

Counseling and Intervention Services

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	19	14	28	16	30
Agree	41	35	62	34	48
Neither Agree nor Disagree	25	32	7	32	17
Disagree	12	14	3	18	4
Strongly Disagree	2	6	0	0	0

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

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	12	5	14	16	26
Agree	30	21	41	38	30
Neither Agree nor Disagree	36	50	21	31	17
Disagree	20	20	21	16	26
Strongly Disagree	2	4	3	0	0

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

Youth Development

Table 8.4

Emphasizes Helping Students with Social, Emotional, and Behavioral Problems

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	16	13			31
Agree	48	48			46
Neither Agree nor Disagree	10	9			15
Disagree	19	22			8
Strongly Disagree	6	8			0

Question 2.14: This school emphasizes helping students with their social, emotional, and behavioral problems?

Table 8.5

Fosters Youth Development, Resilience, or Asset Promotion

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	19	16	11	27	24
Some	44	42	46	37	57
Not Much	32	36	36	34	14
Not At All	5	6	7	2	5

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

Table 8.6

Provides Character Education

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	24	16	21	19	59
Some	44	54	38	45	18
Not Much	20	19	24	19	18
Not At All	13	10	17	17	5

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

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

Health Services and Physical Activity

Table 8.7

Provides Adequate Health Services for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11	10			15
Agree	16	14			23
Neither Agree nor Disagree	28	25			38
Disagree	33	37			15
Strongly Disagree	13	14			8

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

Table 8.8

Provides Healthy Food Choices for Student

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	10	9			17
Agree	29	23			58
Neither Agree nor Disagree	16	17			8
Disagree	27	29			17
Strongly Disagree	18	22			0

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

Table 8.9

Provides Nutritional Instruction to Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	9	13	0	2	23
Some	36	42	34	24	41
Not Much	40	34	52	51	23
Not At All	14	10	14	22	14

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

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	33	28	41	29	45
Some	49	56	52	46	32
Not Much	18	16	7	24	23
Not At All	0	0	0	0	0

Question 2.17: To what extent does this school provide opportunities for physical education and activity?

Special Education

Table 8.11
Provides Services for Students with Disabilities or Other Special Needs

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	32	30	38	40	14
Some	44	45	34	43	55
Not Much	19	21	14	14	32
Not At All	5	4	14	2	0

Question 2.23: To what extent does this school provide services for students with disabilities or other special needs?

Discipline Policies and Enforcement

Table 8.12
Sanctions Handled Case-by-Case

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17	16	10	18	22
Agree	44	37	59	41	57
Neither Agree nor Disagree	20	21	14	27	13
Disagree	16	21	14	14	9
Strongly Disagree	3	5	3	0	0

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

Table 8.13
Collaborates Well With Law Enforcement

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14	11	7	20	26
Agree	43	45	31	38	61
Neither Agree nor Disagree	34	32	48	40	13
Disagree	9	13	14	2	0
Strongly Disagree	0	0	0	0	0

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

Table 8.14
Suspends for First-time Substance Use Violations

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	15	13	21	11	26
Agree	32	21	52	31	43
Neither Agree nor Disagree	40	56	21	42	9
Disagree	9	8	3	7	22
Strongly Disagree	4	1	3	9	0

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

Table 8.15
Enforces Zero Tolerance Policy

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11	7	14	5	32
Agree	21	11	38	18	36
Neither Agree nor Disagree	29	32	28	36	5
Disagree	28	38	10	30	18
Strongly Disagree	11	11	10	11	9

Question 2.07: This school enforces zero tolerance policies.

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

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17	16	17	11	30
Agree	32	34	28	30	35
Neither Agree nor Disagree	18	13	17	27	17
Disagree	23	24	34	16	17
Strongly Disagree	10	13	3	16	0

Question 2.10: This school effectively handles student discipline and behavioral problems.

Safety Promotion & Violence Prevention

Table 8.17
Resources Sufficient to Create a Safe Campus

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	12	16	7	2	22
Agree	35	30	48	26	57
Neither Agree nor Disagree	15	16	7	22	9
Disagree	27	30	24	35	4
Strongly Disagree	11	8	14	15	9

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

Table 8.18
Seeks to Maintain Secure Campus

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	10	10	0	9	26
Agree	23	7	48	20	43
Neither Agree nor Disagree	23	26	21	27	9
Disagree	21	24	21	20	17
Strongly Disagree	22	32	10	24	4

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

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

Table 8.19
Provides Harassment or Bullying Prevention

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	13	13	7	18	14
Some	43	54	31	25	55
Not Much	33	25	45	40	27
Not At All	11	7	17	18	5

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

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	30	26	48	17	38
Some	53	56	41	63	38
Not Much	15	15	7	17	24
Not At All	3	3	3	2	0

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

Substance Abuse Prevention

Table 8.21
Considers Substance Abuse Prevention an Important Goal

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	12	13	10	2	30
Agree	28	16	41	33	35
Neither Agree nor Disagree	45	55	31	48	30
Disagree	11	9	17	12	4
Strongly Disagree	4	6	0	5	0

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

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	4	4	4	0	14
Some	44	31	50	56	55
Not Much	37	43	32	36	23
Not At All	15	21	14	8	9

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

Table 8.23
Provides Tobacco Use Prevention Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	6	6	3	0	23
Some	41	33	41	55	41
Not Much	36	39	45	30	23
Not At All	17	22	10	15	14

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8	10	3	4	17
Agree	25	21	45	15	35
Neither Agree nor Disagree	31	44	14	26	17
Disagree	26	17	28	41	26
Strongly Disagree	9	8	10	13	4

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

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	38	0	0	0	38

Table 9.2
Highest Degree Level Achieved

	TD	ES	MS	HS	NT
Associate	0				0
Bachelors	50				50
Masters	28				28
Doctorate	6				6
None	17				17

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	TD	ES	MS	HS	NT
Multiple Subjects	6				6
Single Subjects	69				69
Education Specialist Instruction	0				0
Pupil Personnel Services	0				0
Administrative Services {CK}	0				0
Other Related Services	13				13
Other (e.g., Adapted PE)	0				0
None	13				13

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

Table 9.4
Highest Credential or Permit for Current Position

	TD	ES	MS	HS	NT
Professional Clear (level 2)	59				59
Preliminary (level 1)	12				12
Provisional Internship Credential	6				6
Provisional Internship Permit	0				0
Short Term Staff Permit	0				0
Other (e.g., waver)	6				6
High School Diploma/GED	18				18

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

Table 9.5
Primary Service Setting

	TD	ES	MS	HS	NT
General Education (GE) Classroom	33				33
Resource Specialist Classroom	20				20
Special Education (SE) Self-Contained/Special Day Class	0				0
Pull-out Program for Specialized Service	33				33
Learning Center	0				0
Other	13				13

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

Barriers to Effective Service Delivery

Table 9.6

Works to Reduce Instructional Interruptions

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14				14
Agree	43				43
Disagree	14				14
Strongly Disagree	14				14
Not Applicable	14				14

Question 3.06: This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).

Table 9.7

Works to Minimize Paperwork

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	7				7
Agree	36				36
Disagree	36				36
Strongly Disagree	14				14
Not Applicable	7				7

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

Table 9.8
Effectively Schedules Mandated Activities

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	29				29
Agree	43				43
Disagree	7				7
Strongly Disagree	7				7
Not Applicable	14				14

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

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	29				29
Agree	36				36
Disagree	21				21
Strongly Disagree	7				7
Not Applicable	7				7

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

Table 9.10
Encourages General and Special Ed Teaming

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14				14
Agree	36				36
Disagree	21				21
Strongly Disagree	14				14
Not Applicable	14				14

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	15				15
Agree	15				15
Disagree	54				54
Strongly Disagree	8				8
Not Applicable	8				8

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23				23
Agree	62				62
Disagree	8				8
Strongly Disagree	0				0
Not Applicable	8				8

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

Table 9.13
Promotes Participation in School Decision Making

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23				23
Agree	46				46
Disagree	23				23
Strongly Disagree	0				0
Not Applicable	8				8

Question 3.24: This school promotes personnel participation in decision-making that affects school practices and policies.

Expectations and Supports for Special Populations

Table 9.14
High Expectations for Students with IEPs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14				14
Agree	57				57
Disagree	14				14
Strongly Disagree	7				7
Not Applicable	7				7

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	29				29
Agree	21				21
Disagree	36				36
Strongly Disagree	7				7
Not Applicable	7				7

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14				14
Agree	29				29
Disagree	29				29
Strongly Disagree	7				7
Not Applicable	21				21

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21				21
Agree	29				29
Disagree	29				29
Strongly Disagree	7				7
Not Applicable	14				14

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	15				15
Agree	23				23
Disagree	46				46
Strongly Disagree	8				8
Not Applicable	8				8

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

Personnel Supports

Table 9.19

Has Positive Working Environment for Staff Serving Students with IEPs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21				21
Agree	50				50
Disagree	14				14
Strongly Disagree	7				7
Not Applicable	7				7

Question 3.11: This provides a positive working environment for staff who serve students with IEPs..

Table 9.20

Acknowledges Responsibilities of Staff Serving Students with IEPs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21				21
Agree	43				43
Disagree	21				21
Strongly Disagree	7				7
Not Applicable	7				7

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

Table 9.21

Provides Relevant Paraprofessional Training

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14				14
Agree	50				50
Disagree	7				7
Strongly Disagree	14				14
Not Applicable	14				14

Question 3.13: This school provides relevant training for paraprofessionals.

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

Table 9.22
Climate Encourages Continued Service

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	29				29
Agree	29				29
Disagree	29				29
Strongly Disagree	7				7
Not Applicable	7				7

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

Table 9.23
Provides Adequate Access to Technology

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23				23
Agree	46				46
Disagree	15				15
Strongly Disagree	8				8
Not Applicable	8				8

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

Table 9.24
Has Good Communication with District Personnel

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23				23
Agree	31				31
Disagree	23				23
Strongly Disagree	0				0
Not Applicable	23				23

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

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

Table 9.25
Provides Adequate Compensation

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23				23
Agree	31				31
Disagree	23				23
Strongly Disagree	0				0
Not Applicable	23				23

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