California School Climate Survey

Eastside Union Elementary
2009-2010
Main Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:
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Recommended citation:
[District/COE Name]. *California School Climate Survey, 2009-10. Main Report.* San Francisco: WestEd Health and Human Development Program for the California Department of Education.

PREFACE

This report provides the detailed results for each question in the district's 2009-10 administration of the *California School Climate Survey* (CSCS) to teachers, administrators, and other school staff, presented in tables organized by topic. To help in understanding and interpreting these results, the ***CSCS Survey Content Guidebook*** provides a detailed explanation of each question and its significance (why it was asked) and the potential implications of the results. It can be downloaded from the survey website: cscs.wested.org.

The CSCS, along with its companion *California Healthy Kids Survey*, administered at the same time to students, is a service of the California Department of Education (CDE). For additional information and resources, visit the survey websites: chks.wested.org and cscs.wested.org.

SURVEY PURPOSE

The CHKS and CSCS form the largest, most comprehensive effort in the nation to assess *local* students and staff on a regular basis to provide key data on learning barriers, engagement, and supports. The CSCS was developed by WestEd in 2004 for the CDE Safe and Healthy Kids Program Office to fulfill the requirement in the *No Child Left Behind Act* (NCLB) of 2001 Title IV that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect data to guide school improvement efforts in general, and also made it possible for districts to add questions of their own choosing so that the survey could better meet local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to communicate honestly their perceptions about the school without repercussions. The data are provided to districts to guide their own efforts to improve schools and better meet the needs of students and staff.

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

Closing the Achievement Gap

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

Comparison with CHKS Results

Another broad goal was to provide data from school staff comparable to student self-report information from the CHKS, so that districts can ascertain whether staff perceptions accurately reflect student behaviors and experiences. The *CSCS Guidebook to the Survey Questions* provides a crosswalk between CSCS and CHKS questions and discusses how they might be compared.

SURVEY CONTENT OVERVIEW

The questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the *CSCS Survey Content Guidebook*.

Questions are divided into three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for *learning supports* and *special education*. These group-specific modules ask for more program- and issue-specific information that might not be known to other staff. Keep in mind that these two modules are answered only by sub-samples of all respondents. Tables 8.1 and 9.1 provide the number of staff who completed each of these modules.

Core Survey (Section 1)

All staff answer the questions in the first part of the survey. It provides background information about the characteristics of the staff respondents that completed the survey (Tables 1.1-1.6), and assesses the following domains:

- How supportive and inviting is the learning and working environment in general (Tables 2.1 and 2.6);
- School norms and standards that promote achievement, including the rigor and relevance of instruction, shared sense of responsibility for school improvement, (Tables 2.2-2.5, 2.7);
- Supports, professional respect, and collegiality within the working environment, factors that surveys of California teachers has shown to be key to teacher retention, as well as facilities maintenance and parent involvement (Tables 2.5-2.10, 2.19-2.20);
- Staff and student safety (Tables 2.17-2.18);
- Student developmental supports — caring staff-student relationships, high expectations, and opportunities for meaningful participation and decision making— in the school environment that resilience research has linked to school (and life) success (Tables 3.1-3.10);
- Equity, respect, and cultural sensitivity, particularly germane for closing the achievement gap (4.1-4.13);
- Student behaviors that facilitate learning, including the degree to which students are ready and motivated to learn and are well-behaved (Tables 5.1-5.8);
- The level of problems the school experiences related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health) (Tables 6.1-6.8);
- The nature, communication, and enforcement of discipline-related rules/policies (Tables 7.1-7.5); and
- Staff professional development needs (Tables 2.12-16; 3.10, 4.10-4.13).

Learning Supports Module (LSM)

The Learning Supports Module (Tables 8.1-8.24) consists of 23 questions that are answered only by "practitioners" who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess the level of student programs, supports, services, and teacher professional development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Special Education Supports Module (SESM)

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

Survey Administration and Sample

The CSCS is an online survey administered in the same schools at the same time as the CHKS among all staff in grades 5 and above.[1] Schools administered the survey following detailed instructions provided by CDE. Staff participation was totally voluntary, anonymous, and confidential. The tables in Section 1 (Sample Characteristics) provide the number of respondents who completed the survey, their roles at the school (e.g., teacher, administrator, counselor), length of employment at the school and in their position, and their race/ethnicity.

The Report

Districts receive their survey results in two forms. If administered online, they first receive the results immediately over the Internet, as bar charts in question order. In this form, results for each school category (elementary, middle, high school) must be viewed separately. The enclosed Main Report consists of tables organized by topic in which results are presented side-by-side for the three traditional school types — elementary (grades 1-6), middle (grades 7-8), and high schools (grades 9-12) — as well as for continuation schools (ungraded, with 16 years being the earliest age of admittance).[2] The tables are especially useful for examining differences in school climate perceptions between the major types of schools.

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

Depending on the nature of the districts' enrollment and module administration it may also receive several supplemental CHKS reports. All districts that participate in the CSCS will receive reports that break down their CSCS results reported by special education staff compared to general education. In addition, districts that participate in CDE's Migrant Education Program (MEP) are qualified to receive reports that compare CHKS results as well as CSCS for students/staff that participate in the MEP versus those that do not participate. As noted, if the district also elected to administer the supplementary CHKS "CTAG" module, it will also receive all CHKS and CSCS results broken down by racial/ethnic categories of students and staff. CSCS reports that compare results between special education staff and general education are also being provided.

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

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

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

ASSESSING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Comparison Data: Statewide Results

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

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation, but one of the most important is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to the district. To that end, it is important that staff are informed about the results and any school-improvement efforts the district is undertaken in response. As

discussed below, it is also important to discuss the results and what should be done with them. *Staff must perceive that their voice is heard and valued.*

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

Conduct Additional Analyses of The Dataset

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

Add Questions to Your Next Surveys

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

ACKNOWLEDGEMENTS

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

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Summary Tables

Table S1
Positive Learning and Working Environment

This school…	Percent Strongly Agreeing				
	TD %	ES %	MS %	HS %	NT %
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	30	30	33		
Sets high standards for academic performance for all (T2.2)	28	30	17		
Promotes academic success for all students (T2.3)	24	23	33		
Encourage students to enroll in rigorous course (T4.9)	11	13	0		
Emphasizes teaching lessons in ways relevant to students (T2.5)	29	33	0		
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	24	23	33		
Promotes trust and collegiality among staff (T2.9)	22	23	17		
Provides the materials, resources, and training to do job effectively (T2.11)	9	10	0		
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	7	8	0		
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.17)	30	33	17		
Is a safe place for staff (T2.18)	35	38	17		
Has clean and well-maintained facilities and property (T2.19)	28	30	17		
Is welcoming to and facilitates parent involvement (T2.20)	28	30	17		

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting 'Nearly All Adults'*				
	TD %	ES %	MS %	HS %	NT %
Have close professional relationships with one another (T2.10)	15	18	0		
Support and treat each other with respect (T2.8)	28	33	0		
Feel a responsibility to improve the school (T2.7)	28	33	0		

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

This school provides/encourages students…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Opportunities to decide things (T3.6)	15	18	0		
Equal opportunity for classroom participation (T3.7)	39	45	0		
Opportunities to "make a difference" (help others) (T3.9)	13	15	0		
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	13	15	0		

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

How many adults at this school…	*Percent Selecting Nearly All*				
	TD %	ES %	MS %	HS %	NT %
Caring Relationships					
Want every student to do their best (T3.4)	49	51	33		
Acknowledge and pay attention to students (T3.2)	35	38	17		
Really care about every student (T3.1)	35	38	17		
High Expectations					
Listen to what students have to say (T3.3)	28	30	17		
Believe every student can be a success (T3.5)	36	38	17		

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

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)	20	23	0		
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	20	20	17		
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	17	20	0		
Has staff examine their own cultural biases through professional development or other processes (T4.7)	7	8	0		
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	17	20	0		
Report that nearly all adults at this school…					
Treat all students fairly (T4.3)	33	35	17		
Treat every student with respect (T4.4)	27	31	0		

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All				
How many students at this school…	TD %	ES %	MS %	HS %	NT %
Are motivated to learn (T5.1)	39	45	0		
Arrive at school alert and rested (T5.6)	41	40	50		
Are healthy and physically fit (T5.7)	44	46	33		
Are well-behaved (T5.4)	54	60	17		

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

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

How much of a problem at this school is…	*Percent Rated Moderate or Severe Problem*				
	TD %	ES %	MS %	HS %	NT %
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	57	50	100		
Cutting classes or being truant (T5.2)	20	15	50		
Depression or other mental health issues (T5.8)	16	15	17		
Lack of respect of staff by students (T5.3)	43	38	83		
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	26	18	83		
Harassment or bullying (T6.1)	48	43	83		
Physical fighting (T6.2)	33	25	83		
Gang activity (T6.5)	13	10	33		
Vandalism and graffiti (T6.3)	11	10	17		
Theft (T6.4)	17	15	33		
Weapons possession at school (T6.6)	4	5	0		
Substance Use					
Alcohol and drug use (T6.7)	0	0	0		

Table S8
Discipline and Counseling

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Clearly communicates to students consequences of breaking rules (T7.1)	31	28	50		
Handles discipline problems fairly (T7.2)	30	30	33		
Provides adequate counseling and support services for students (T7.5)	20	18	33		

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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	50		
Evidence-based methods of instruction (T2.13)	47	49	33		
Positive behavioral support and classroom management (T7.4)	59	55	83		
Creating a positive school climate (T2.14)	61	60	67		
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	62	59	83		
Culturally relevant pedagogy for the school's student population (T4.12)	60	54	100		
Serving English language learners (T4.13)	63	60	83		
Closing the achievement gap (T4.10)	72	70	83		
Providing Support Services					
Serving special education (IEP) students (T2.16)	67	63	100		
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	73	69	100		

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

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.17)	18	21			
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	5	0			
Collaborates well with law enforcement organizations (T8.13)	30	35			
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	29	28			
Enforces zero tolerance policies (T8.15)	27	26			
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	27	26			
Effectively handles student discipline and behavioral problems (T8.16)	5	5			
Substance Use					
Considers substance abuse prevention an important goal (T8.21)	18	21			
Has sufficient resources to address substance use prevention needs (T8.24)	14	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)	10	6			
Collaborates well with community organizations to address substance use or other problems (T8.3)	14	16			
Youth Development and Health					
Provides adequate health services for students (T8.7)	18	21			
Provides healthy food choices for students (T8.8)	14	16			
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	9	11			

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

To what extent does this school…	*Percent Selecting "A Lot"*				
	TD %	ES %	MS %	HS %	NT %
Provide services for studies with disabilities or other special needs (T8.11)	33	39			
Foster youth development, resilience, or asset promotion (T8.5)	24	22			
Provide opportunities for physical education and activity (T8.10)	41	37			
Provide conflict resolution or behavior management instruction (T8.20)	18	21			
Provide character education (T8.6)	27	26			
Provides alcohol or drug use prevention instruction (T8.22)	10	11			
Provide tobacco use prevention instruction (T8.23)	14	16			
Provide harassment or bullying prevention (T8.19)	18	21			
Provide nutritional instruction (T8.9)	14	16			

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

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

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I. Sample Characteristics

Table 1.1
Survey Sample

	TD	ES	MS	HS	NT
Number of Respondents	46	40	6		

Table 1.2
Role (Job) at School

	TD %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	22	18	50		
Teacher in grade 4 or below	67	77	0		
Special education teacher	4	5	0		
Administrator	7	3	33		
Prevention staff nurse or health aide	0	0	0		
Counselor or psychologist	0	0	0		
Police, resource officer, or safety personnel	0	0	0		
Paraprofessional, teacher assistant, or instructional aide	0	0	0		
Other certificated staff (e.g., librarian)	4	3	17		
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	0	0	0		

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD %	ES %	MS %	HS %	NT %
Migrant education students	42	40	60		
Special education	53	48	100		
English language learners	100	100	100		

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	9	5	33		
1 to 2 years	13	10	33		
3 to 5 years	28	30	17		
6 to 10 years	20	23	0		
Over 10 years	30	33	17		

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	0	0	0		
1 to 2 years	4	5	0		
3 to 5 years	28	25	50		
6 to 10 years	26	28	17		
Over 10 years	41	43	33		

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)	5	5	0		
American Indian or Alaska Native	2	3	0		
Asian or Pacific Islander	0	0	0		
White (Not Hispanic)	65	62	83		
Hispanic or Latino/a	14	16	0		
Other or Multi-ethnic	14	14	17		

Question 5: What is your race/ethnicity?

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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	30	30	33		
Agree	57	55	67		
Disagree	4	5	0		
Strongly Disagree	9	10	0		
Not Applicable	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	28	30	17		
Agree	61	58	83		
Disagree	9	10	0		
Strongly Disagree	2	3	0		
Not Applicable	0	0	0		

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

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Table 2.3
Promotes Academic Success for All Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	24	23	33		
Agree	63	63	67		
Disagree	7	8	0		
Strongly Disagree	7	8	0		
Not Applicable	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	27	26	33		
Agree	60	59	67		
Disagree	7	8	0		
Strongly Disagree	7	8	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	29	33	0		
Agree	49	44	83		
Disagree	9	8	17		
Strongly Disagree	9	10	0		
Not Applicable	4	5	0		

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	24	23	33		
Agree	52	53	50		
Disagree	13	13	17		
Strongly Disagree	11	13	0		
Not Applicable	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	28	33	0		
Most	35	28	83		
Some	26	28	17		
Few	2	3	0		
Almost None	9	10	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	28	33	0		
Most	46	40	83		
Some	17	18	17		
Few	4	5	0		
Almost None	4	5	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	22	23	17		
Agree	39	35	67		
Disagree	24	25	17		
Strongly Disagree	15	18	0		
Not Applicable	0	0	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	15	18	0		
Most	46	43	67		
Some	28	28	33		
Few	7	8	0		
Almost None	4	5	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	9	10	0		
Agree	50	45	83		
Disagree	33	35	17		
Strongly Disagree	9	10	0		
Not Applicable	0	0	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	50		
No	61	63	50		
Not Applicable	0	0	0		

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	47	49	33		
No	53	51	67		
Not Applicable	0	0	0		

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	61	60	67		
No	39	40	33		
Not Applicable	0	0	0		

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

Special Education Supports and Professional Development

Table 2.15
Provides Resources Needed to Work With Special Education Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	7	8	0		
Agree	33	28	67		
Disagree	36	36	33		
Strongly Disagree	18	21	0		
Not Applicable	7	8	0		

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	63	100		
No	30	35	0		
Not Applicable	2	3	0		

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	30	33	17		
Agree	54	55	50		
Disagree	9	5	33		
Strongly Disagree	4	5	0		
Not Applicable	2	3	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	35	38	17		
Agree	52	50	67		
Disagree	9	8	17		
Strongly Disagree	4	5	0		
Not Applicable	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	28	30	17		
Agree	54	50	83		
Disagree	4	5	0		
Strongly Disagree	11	13	0		
Not Applicable	2	3	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	28	30	17		
Agree	59	55	83		
Disagree	4	5	0		
Strongly Disagree	9	10	0		
Not Applicable	0	0	0		

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

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1
Adults Really Care About All Students

	TD %	ES %	MS %	HS %	NT %
Nearly All	35	38	17		
Most	50	45	83		
Some	15	18	0		
Few	0	0	0		
Almost None	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	35	38	17		
Most	50	48	67		
Some	15	15	17		
Few	0	0	0		
Almost None	0	0	0		

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

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

Table 3.3
Adults Listen to What Students Have to Say

	TD %	ES %	MS %	HS %	NT %
Nearly All	28	30	17		
Most	48	50	33		
Some	24	20	50		
Few	0	0	0		
Almost None	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	49	51	33		
Most	40	38	50		
Some	11	10	17		
Few	0	0	0		
Almost None	0	0	0		

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

Table 3.5
Adults Believe Every Student Can Be a Success

	TD %	ES %	MS %	HS %	NT %
Nearly All	36	38	17		
Most	42	41	50		
Some	20	18	33		
Few	0	0	0		
Almost None	2	3	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	15	18	0		
Agree	48	48	50		
Disagree	22	18	50		
Strongly Disagree	9	10	0		
Not Applicable	7	8	0		

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

Table 3.7
Gives Equal Opportunity for Classroom Participation

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	39	45	0		
Agree	50	45	83		
Disagree	7	5	17		
Strongly Disagree	2	3	0		
Not Applicable	2	3	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	13	15	0		
Agree	24	23	33		
Disagree	37	33	67		
Strongly Disagree	20	23	0		
Not Applicable	7	8	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	13	15	0		
Agree	35	33	50		
Disagree	28	25	50		
Strongly Disagree	20	23	0		
Not Applicable	4	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	73	69	100		
No	27	31	0		
Not Applicable	0	0	0		

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

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

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	20	23	0		
Agree	65	60	100		
Disagree	4	5	0		
Strongly Disagree	7	8	0		
Not Applicable	4	5	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	35	38	17		
Mild Problem	39	45	0		
Moderate Problem	15	8	67		
Severe Problem	11	10	17		

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	33	35	17		
Most	43	43	50		
Some	22	20	33		
Few	2	3	0		
Almost None	0	0	0		

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

Table 4.4
Staff Treat Students with Respect

	TD %	ES %	MS %	HS %	NT %
Nearly All	27	31	0		
Most	48	49	40		
Some	23	18	60		
Few	0	0	0		
Almost None	2	3	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	20	20	17		
Agree	67	68	67		
Disagree	7	5	17		
Strongly Disagree	7	8	0		
Not Applicable	0	0	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	17	20	0		
Agree	50	45	83		
Disagree	17	18	17		
Strongly Disagree	9	10	0		
Not Applicable	7	8	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	7	8	0		
Agree	20	15	50		
Disagree	57	58	50		
Strongly Disagree	13	15	0		
Not Applicable	4	5	0		

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

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	17	20	0		
Agree	59	53	100		
Disagree	15	18	0		
Strongly Disagree	7	8	0		
Not Applicable	2	3	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	11	13	0		
Agree	20	10	83		
Disagree	24	25	17		
Strongly Disagree	13	15	0		
Not Applicable	33	38	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	72	70	83		
No	28	30	17		
Not Applicable	0	0	0		

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	62	59	83		
No	38	41	17		
Not Applicable	0	0	0		

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

Table 4.12
Need PD on Culturally Relevant Pedagogy

	TD %	ES %	MS %	HS %	NT %
Yes	60	54	100		
No	38	44	0		
Not Applicable	2	3	0		

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

Table 4.13
Need PD on Serving English Language Learners

	TD %	ES %	MS %	HS %	NT %
Yes	63	60	83		
No	37	40	17		
Not Applicable	0	0	0		

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.

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

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	2	3	0		
Most	37	43	0		
Some	48	48	50		
Few	13	8	50		
Almost None	0	0	0		

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

Table 5.2
Cutting Class or Truancy is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	46	53	0		
Mild Problem	35	33	50		
Moderate Problem	17	13	50		
Severe Problem	2	3	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	13	15	0		
Mild Problem	43	48	17		
Moderate Problem	28	30	17		
Severe Problem	15	8	67		

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	2	3	0		
Most	52	58	17		
Some	35	30	67		
Few	11	10	17		
Almost None	0	0	0		

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

Table 5.5
Disruptive Student Behavior is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	7	8	0		
Mild Problem	37	43	0		
Moderate Problem	28	30	17		
Severe Problem	28	20	83		

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	2	3	0		
Most	39	38	50		
Some	46	48	33		
Few	13	13	17		
Almost None	0	0	0		

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

Table 5.7
Students Are Healthy and Physically Fit

	TD %	ES %	MS %	HS %	NT %
Nearly All	7	8	0		
Most	38	38	33		
Some	49	46	67		
Few	4	5	0		
Almost None	2	3	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	36	41	0		
Mild Problem	49	44	83		
Moderate Problem	13	13	17		
Severe Problem	2	3	0		

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	7	8	0		
Mild Problem	46	50	17		
Moderate Problem	28	25	50		
Severe Problem	20	18	33		

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	13	15	0		
Mild Problem	54	60	17		
Moderate Problem	20	15	50		
Severe Problem	13	10	33		

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	54	58	33		
Mild Problem	35	33	50		
Moderate Problem	7	5	17		
Severe Problem	4	5	0		

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	35	40	0		
Mild Problem	48	45	67		
Moderate Problem	15	13	33		
Severe Problem	2	3	0		

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	57	63	17		
Mild Problem	30	28	50		
Moderate Problem	11	8	33		
Severe Problem	2	3	0		

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	76	78	67		
Mild Problem	20	18	33		
Moderate Problem	4	5	0		
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	89	100	17		
Mild Problem	11	0	83		
Moderate Problem	0	0	0		
Severe Problem	0	0	0		

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

Table 6.8
Student Tobacco Use is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	93	100	50		
Mild Problem	7	0	50		
Moderate Problem	0	0	0		
Severe Problem	0	0	0		

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

VII. Discipline & Counseling

Table 7.1
Consequences of Breaking Rules Communicated Clearly

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	31	28	50		
Agree	51	54	33		
Disagree	13	13	17		
Strongly Disagree	2	3	0		
Not Applicable	2	3	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	30	30	33		
Agree	48	50	33		
Disagree	15	13	33		
Strongly Disagree	4	5	0		
Not Applicable	2	3	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	22	21	33		
Agree	40	41	33		
Neither Agree nor Disagree	24	23	33		
Disagree	11	13	0		
Strongly Disagree	2	3	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	59	55	83		
No	41	45	17		
Not Applicable	0	0	0		

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	20	18	33		
Agree	33	28	67		
Disagree	22	25	0		
Strongly Disagree	24	28	0		
Not Applicable	2	3	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	22	19			

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	10	6			
Agree	43	44			
Neither Agree nor Disagree	24	28			
Disagree	10	6			
Strongly Disagree	14	17			

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	14	16			
Agree	18	16			
Neither Agree nor Disagree	45	47			
Disagree	14	11			
Strongly Disagree	9	11			

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

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

Youth Development

Table 8.4
Emphasizes Helping Students with Social, Emotional, and Behavioral Problems

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	9	11			
Agree	45	42			
Neither Agree nor Disagree	18	21			
Disagree	14	11			
Strongly Disagree	14	16			

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	24	22			
Some	38	33			
Not Much	24	28			
Not At All	14	17			

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	27	26			
Some	50	47			
Not Much	14	16			
Not At All	9	11			

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

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	18	21			
Agree	23	26			
Neither Agree nor Disagree	36	32			
Disagree	18	16			
Strongly Disagree	5	5			

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	14	16			
Agree	27	26			
Neither Agree nor Disagree	23	26			
Disagree	36	32			
Strongly Disagree	0	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	14	16			
Some	36	32			
Not Much	36	37			
Not At All	14	16			

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD %	ES %	MS %	HS %	NT %
A Lot	41	37			
Some	41	42			
Not Much	18	21			
Not At All	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	33	39			
Some	52	44			
Not Much	14	17			
Not At All	0	0			

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

Discipline Policies and Enforcement

Table 8.12
Sanctions Handled Case-by-Case

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	27	26			
Agree	36	37			
Neither Agree nor Disagree	23	26			
Disagree	14	11			
Strongly Disagree	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	30	35			
Agree	52	50			
Neither Agree nor Disagree	9	10			
Disagree	4	0			
Strongly Disagree	4	5			

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

Table 8.14
Suspends for First-time Substance Use Violations

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	29	28			
Agree	29	22			
Neither Agree nor Disagree	33	39			
Disagree	10	11			
Strongly Disagree	0	0			

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

Table 8.15
Enforces Zero Tolerance Policy

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	27	26			
Agree	32	32			
Neither Agree nor Disagree	9	11			
Disagree	27	26			
Strongly Disagree	5	5			

Question 2.07: This school enforces zero tolerance policies.

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	5	5			
Agree	64	63			
Neither Agree nor Disagree	5	5			
Disagree	23	21			
Strongly Disagree	5	5			

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	18	21			
Agree	41	37			
Neither Agree nor Disagree	14	16			
Disagree	23	21			
Strongly Disagree	5	5			

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	5	0			
Agree	14	11			
Neither Agree nor Disagree	23	26			
Disagree	27	26			
Strongly Disagree	32	37			

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	18	21			
Some	41	42			
Not Much	18	11			
Not At All	23	26			

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	18	21			
Some	41	42			
Not Much	23	16			
Not At All	18	21			

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	18	21			
Agree	32	37			
Neither Agree nor Disagree	32	26			
Disagree	14	11			
Strongly Disagree	5	5			

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	10	11			
Some	29	33			
Not Much	52	44			
Not At All	10	11			

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	14	16			
Some	27	32			
Not Much	50	42			
Not At All	9	11			

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	14	17			
Agree	24	22			
Neither Agree nor Disagree	33	33			
Disagree	24	22			
Strongly Disagree	5	6			

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	36	32			

Table 9.2
Highest Degree Level Achieved

	TD	ES	MS	HS	NT
Associate	0	0			
Bachelors	64	63			
Masters	33	34			
Doctorate	3	3			
None	0	0			

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	TD	ES	MS	HS	NT
Multiple Subjects	89	94			
Single Subjects	11	6			
Education Specialist Instruction	0	0			
Pupil Personnel Services	0	0			
Administrative Services {CK}	0	0			
Other Related Services	0	0			
Other (e.g., Adapted PE)	0	0			
None	0	0			

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)	95	97			
Preliminary (level 1)	5	3			
Provisional Internship Credential	0	0			
Provisional Internship Permit	0	0			
Short Term Staff Permit	0	0			
Other (e.g., waver)	0	0			
High School Diploma/GED	0	0			

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

Table 9.5
Primary Service Setting

	TD	ES	MS	HS	NT
General Education (GE) Classroom	67	71			
Resource Specialist Classroom	17	16			
Special Education (SE) Self-Contained/Special Day Class	3	3			
Pull-out Program for Specialized Service	6	6			
Learning Center	0	0			
Other	8	3			

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	16			
Agree	47	45			
Disagree	25	23			
Strongly Disagree	14	16			
Not Applicable	0	0			

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

Table 9.7
Works to Minimize Paperwork

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	11	13			
Agree	40	37			
Disagree	23	20			
Strongly Disagree	26	30			
Not Applicable	0	0			

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	19	16			
Agree	53	52			
Disagree	19	23			
Strongly Disagree	8	10			
Not Applicable	0	0			

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	17	20			
Agree	57	50			
Disagree	20	23			
Strongly Disagree	3	3			
Not Applicable	3	3			

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	17	17			
Agree	49	43			
Disagree	20	23			
Strongly Disagree	14	17			
Not Applicable	0	0			

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	11	13			
Agree	28	23			
Disagree	36	35			
Strongly Disagree	25	29			
Not Applicable	0	0			

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

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	17	20			
Agree	49	43			
Disagree	26	27			
Strongly Disagree	9	10			
Not Applicable	0	0			

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

Table 9.13
Promotes Participation in School Decision Making

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	9	10			
Agree	45	41			
Disagree	33	34			
Strongly Disagree	6	7			
Not Applicable	6	7			

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	17	20			
Agree	46	43			
Disagree	23	20			
Strongly Disagree	9	10			
Not Applicable	6	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	11	13			
Agree	40	40			
Disagree	31	27			
Strongly Disagree	9	10			
Not Applicable	9	10			

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	18	21			
Agree	36	32			
Disagree	21	25			
Strongly Disagree	9	11			
Not Applicable	15	11			

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	17	20			
Agree	34	30			
Disagree	26	27			
Strongly Disagree	9	10			
Not Applicable	14	13			

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	11	13			
Agree	46	40			
Disagree	26	27			
Strongly Disagree	9	10			
Not Applicable	9	10			

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	17	19			
Agree	53	48			
Disagree	17	16			
Strongly Disagree	14	16			
Not Applicable	0	0			

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

Table 9.20
Acknowledges Responsibilities of Staff Serving Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	14	13			
Agree	53	52			
Disagree	19	19			
Strongly Disagree	14	16			
Not Applicable	0	0			

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

Table 9.21
Provides Relevant Paraprofessional Training

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	9	10			
Agree	26	23			
Disagree	26	20			
Strongly Disagree	17	20			
Not Applicable	23	27			

Question 3.13: This school provides relevant training for paraprofessionals.

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Table 9.22
Climate Encourages Continued Service

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	17	17			
Agree	43	40			
Disagree	26	27			
Strongly Disagree	9	10			
Not Applicable	6	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	12	14			
Agree	44	38			
Disagree	29	34			
Strongly Disagree	6	7			
Not Applicable	9	7			

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	14	17			
Agree	40	33			
Disagree	20	23			
Strongly Disagree	11	13			
Not Applicable	14	13			

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

Table 9.25
Provides Adequate Compensation

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	17	17			
Agree	51	53			
Disagree	11	10			
Strongly Disagree	3	3			
Not Applicable	17	17			

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

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