California School Climate Survey

Special Education Report
Fontana Unified
2010-2011

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PREFACE

This report provides the detailed results related to Special Education on each question in the 2010-11 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.

MEETING THE NEEDS OF STUDENTS WITH IEPS

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

SURVEY PURPOSE

The 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, 2010-11 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, 2010-11 Edition,* 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, 2010-11 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);

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

- **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);

- 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

If the survey is administered online, all results for the district are provided immediately over the Internet, in question order, as bar charts. Results for each school level (elementary, middle, and high school) must be viewed separately. In this Main Report, results are provided in tables with data from all school levels assessed. The usual school levels are elementary (grades 1–6), middle (grades 7–8), high (grades 9–12), and continuation (ungraded, with 16 years being the earliest age of admittance), as appropriate.[2]

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

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

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.

Supplemental Reports

All school districts that participate in the CSCS receive reports that break down their results by comparing special education staff to general education staff and, if appropriate, comparing migrant education program staff to other staff. By request, the data can also be disaggregated by the race/ethnicity of respondents or by another group comparison (an additional fee applies).

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the *Guidebook for the California School Climate Survey Part II: Survey Content, 2010-11 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*) 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) 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

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Summary Tables

Table S1
Positive Learning and Working Environment

This school…	Percent Strongly Agreeing							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Learning Environment								
Is a supportive and inviting place for students to learn (T2.1)	26	28					26	28
Sets high standards for academic performance for all (T2.2)	20	22					20	22
Promotes academic success for all students (T2.3)	24	28					24	28
Encourages students to enroll in rigorous courses (T4.9)	34	35					34	35
Emphasizes teaching lessons in ways relevant to students (T2.5)	21	23					21	23
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	21	18					21	18
Promotes trust and collegiality among staff (T2.9)	18	16					18	16
Provides the materials, resources, and training to do job effectively (T2.12)	12	17					12	17
Provides the materials, resources, and training to work with special education (IEP) students (T2.16)	11	13					11	13
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.18)	24	24					24	24
Is a safe place for staff (T2.19)	28	24					28	24
Has clean and well-maintained facilities and property (T2.20)	12	14					12	14
Is welcoming to and facilitates parent involvement (T2.21)	24	24					24	24

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	Percent Selecting 'Nearly All Adults'							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Have close professional relationships with one another (T2.10)	12	18					12	18
Support and treat each other with respect (T2.8)	20	24					20	24
Feel a responsibility to improve the school (T2.7)	18	18					18	18

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

This school provides/encourages students…	Percent Strongly Agreeing							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Opportunities to decide things (T3.6)	12	19					12	19
Equal opportunity for classroom participation (T3.7)	24	29					24	29
Opportunities to make a difference (help others) (T3.9)	24	29					24	29
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	30	34					30	34

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

How many adults at this school…	Percent Selecting Nearly All							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Caring Relationships								
Acknowledge and pay attention to students (T3.2)	24	22					24	22
Really care about every student (T3.1)	26	27					26	27
Listen to what students have to say (T3.3)	18	21					18	21
High Expectations								
Want every student to do their best (T3.4)	31	30					31	30
Believe every student can be a success (T3.5)	21	25					21	25

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

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly agree that this school…								
Fosters an appreciation of student diversity and respect for each other (T4.1)	22	23					22	23
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	26	23					26	23
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	16	18					16	18
Has staff examine their own cultural biases through professional development or other processes (T4.7)	10	10					10	10
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	14	18					14	18
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	18	24					18	24
Treat every student with respect (T4.4)	19	26					19	26

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All							
How many students at this school…	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Are motivated to learn (T5.1)	32	34					32	34
Arrive at school alert and rested (T5.6)	36	43					36	43
Are healthy and physically fit (T5.7)	44	45					44	45
Are well-behaved (T5.4)	60	56					60	56

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

How much of a problem at this school is…	Percent Rated Moderate or Severe Problem							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Engagement Indicators/Disruptive Behavior								
Disruptive behavior (T5.5)	65	65					65	65
Cutting classes or being truant (T5.2)	65	59					65	59
Depression or other mental health issues (T5.8)	27	20					27	20
Lack of respect of staff by students (T5.3)	47	47					47	47
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	36	37					36	37
Harassment or bullying (T6.1)	41	37					41	37
Physical fighting (T6.2)	39	34					39	34
Gang activity (T6.5)	50	41					50	41
Vandalism and graffiti (T6.3)	56	46					56	46
Theft (T6.4)	39	37					39	37
Weapons possession at school (T6.6)	17	13					17	13
Substance Use								
Alcohol and drug use (T6.7)	63	49					63	49

Table S8
Discipline and Counseling

This school…	Percent Strongly Agreeing							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Clearly communicates to students consequences of breaking rules (T7.1)	27	27					27	27
Handles discipline problems fairly (T7.2)	18	18					18	18
Provides adequate counseling and support services for students (T7.5)	24	23					24	23

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Table S9
Professional Development Needs

Perceive need for more PD in…	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Instruction & School Environment								
Meeting academic standards (T2.13)	36	33					36	33
Evidence-based methods of instruction (T2.14)	44	48					44	48
Positive behavioral support and classroom management (T7.4)	41	34					41	34
Creating a positive school climate (T2.15)	48	44					48	44
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	39	37					39	37
Culturally relevant pedagogy for the school's student population (T4.12)	38	40					38	40
Serving English language learners (T4.13)	45	39					45	39
Closing the achievement gap (T4.10)	54	62					54	62
Providing Support Services								
Serving special education (IEP) students (T2.17)	50	44					50	44
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	50	47					50	47

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

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

This school…	*Percent Strongly Agreeing*							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Discipline and Safety								
Has sufficient resources to create a safe campus (T8.16)	9	14					9	14
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.17)	15	11					15	11
Collaborates well with law enforcement organizations (T8.13)	23	11					23	11
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	24	6					24	6
Enforces zero tolerance policies (T8.15)	16	11					16	11
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	12	3					12	3
Substance Use								
Considers substance abuse prevention an important goal (T8.20)								
Has sufficient resources to address substance use prevention needs (T8.23)	6	6					6	6
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)	11	12					11	12
Collaborates well with community organizations to address substance use or other problems (T8.3)	7	5					7	5
Youth Development and Health								
Provides adequate health services for students (T8.7)	11	9					11	9
Provides healthy food choices for students (T8.8)	6	9					6	9
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	8	3					8	3

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

To what extent does this school…	Percent Selecting "A Lot"							
	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Provide services for students with disabilities or other special needs (T8.11)	11	14					11	14
Foster youth development, resilience, or asset promotion (T8.5)	15	9					15	9
Provide opportunities for physical education and activity (T8.10)	7	11					7	11
Provide conflict resolution or behavior management instruction (T8.19)	6	9					6	9
Provide character education (T8.6)	15	20					15	20
Provides alcohol or drug use prevention instruction (T8.21)	51	50					51	50
Provide tobacco use prevention instruction (T8.22)	6	9					6	9
Provide harassment or bullying prevention (T8.18)	8	11					8	11
Provide nutritional instruction (T8.9)	8	14					8	14

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

Table S12

Special Education Services and Supports (Special Education Supports Module)

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

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

I. Sample Characteristics

Table 1.1
Survey Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	300	97					300	97

Table 1.2
Role (Job) at School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Teacher in grade 5 or above	67	97					67	97
Teacher in grade 4 or below	0	0					0	0
Special education teacher	15	1					15	1
Administrator	4	0					4	0
Prevention staff nurse or health aide	0	0					0	0
Counselor or psychologist	8	0					8	0
Police, resource officer, or safety personnel	0	0					0	0
Paraprofessional, teacher assistant, or instructional aide	2	1					2	1
Other certificated staff (e.g., librarian)	2	2					2	2
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	4	0					4	0

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Migrant education students	42	23					42	23
Special education	100	0					100	0
English language learners	94	97					94	97

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

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

Table 1.4
Length of Employment at School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Less than 1 year	8	13					8	13
1 to 2 years	11	11					11	11
3 to 5 years	24	24					24	24
6 to 10 years	21	20					21	20
Over 10 years	36	32					36	32

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

Table 1.5
Overall Length of Employment in Position

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Less than 1 year	3	5					3	5
1 to 2 years	4	1					4	1
3 to 5 years	17	24					17	24
6 to 10 years	22	17					22	17
Over 10 years	55	52					55	52

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

Table 1.6
Race/Ethnicity of Respondents

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
African American (not Hispanic)	6	4					6	4
American Indian or Alaska Native	1	1					1	1
Asian or Pacific Islander	3	5					3	5
White (not Hispanic)	63	56					63	56
Hispanic or Latino/a	22	26					22	26
Other or multi-ethnic	4	8					4	8

Question 5: What is your race/ethnicity?

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

II. The Learning and Working Environment

Student Learning Environment

Table 2.1

Learning Environment is Supportive and Inviting

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	28					26	28
Agree	63	61					63	61
Disagree	8	9					8	9
Strongly Disagree	3	2					3	2
Not Applicable	0	0					0	0

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

Table 2.2

Sets High Standards for Academic Performance for All Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	20	22					20	22
Agree	59	60					59	60
Disagree	15	14					15	14
Strongly Disagree	5	4					5	4
Not Applicable	0	0					0	0

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

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

Table 2.3
Promotes Academic Success for All Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	28					24	28
Agree	57	60					57	60
Disagree	14	9					14	9
Strongly Disagree	4	3					4	3
Not Applicable	1	0					1	0

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

Table 2.4
Emphasizes Academic Help When Needed

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	29	32					29	32
Agree	60	59					60	59
Disagree	8	5					8	5
Strongly Disagree	3	3					3	3
Not Applicable	0	1					0	1

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

Table 2.5
Teaches Lessons Relevant to Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	21	23					21	23
Agree	61	63					61	63
Disagree	12	10					12	10
Strongly Disagree	4	2					4	2
Not Applicable	2	1					2	1

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

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	21	18					21	18
Agree	46	55					46	55
Disagree	19	15					19	15
Strongly Disagree	14	11					14	11
Not Applicable	0	0					0	0

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

Table 2.7
Staff Feel Responsibility to Improve School

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	18	18					18	18
Most	46	45					46	45
Some	27	32					27	32
Few	7	5					7	5
Almost None	2	0					2	0

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

Table 2.8
Staff Support and Treat Each Other with Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	20	24					20	24
Most	46	50					46	50
Some	27	20					27	20
Few	5	5					5	5
Almost None	2	0					2	0

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

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

Table 2.9
Promotes Staff Trust and Collegiality

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	18	16					18	16
Agree	42	53					42	53
Disagree	26	18					26	18
Strongly Disagree	14	12					14	12
Not Applicable	1	1					1	1

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

Table 2.10
Staff have Close Professional Relationships

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	12	18					12	18
Most	40	34					40	34
Some	39	39					39	39
Few	8	9					8	9
Almost None	1	0					1	0

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

Table 2.11
Staff Participate in Decision-making

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	9	9					9	9
Agree	45	44					45	44
Disagree	23	24					23	24
Strongly Disagree	21	18					21	18
Not Applicable	3	5					3	5

Question 70: This school promotes personnel participation in decision-making that affects school practices and policies.

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

General Staff Supports and Professional Development

Table 2.12

Provides Staff Resources and PD to Do Job Effectively

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	17					12	17
Agree	50	51					50	51
Disagree	27	23					27	23
Strongly Disagree	11	8					11	8
Not Applicable	1	1					1	1

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

Table 2.13

Need PD in Meeting Academic Standards

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	36	33					36	33
No	50	60					50	60
Not Applicable	15	7					15	7

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

Table 2.14

Need PD in Instructional Methods

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	44	48					44	48
No	44	48					44	48
Not Applicable	12	4					12	4

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?

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

Table 2.15
Need PD in Creating a Positive School Climate

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	48	44					48	44
No	47	54					47	54
Not Applicable	4	2					4	2

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 2.16
Provides Resources Needed to Work With Special Education (IEP) Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	13					11	13
Agree	47	41					47	41
Disagree	30	24					30	24
Strongly Disagree	9	6					9	6
Not Applicable	3	15					3	15

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

Table 2.17
Need PD for Serving Special Education (IEP) Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	50	44					50	44
No	44	37					44	37
Not Applicable	6	19					6	19

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?

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

Perceived School Safety

Table 2.18
Safe Place for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	24					24	24
Agree	63	64					63	64
Disagree	9	10					9	10
Strongly Disagree	4	2					4	2
Not Applicable	1	0					1	0

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

Table 2.19
Safe Place for Staff

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	28	24					28	24
Agree	60	67					60	67
Disagree	7	6					7	6
Strongly Disagree	5	2					5	2
Not Applicable	1	0					1	0

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

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

Facilities

Table 2.20
Clean and Well-Maintained Facilities and Property

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	14					12	14
Agree	48	51					48	51
Disagree	25	21					25	21
Strongly Disagree	15	14					15	14
Not Applicable	1	0					1	0

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

Parent Involvement

Table 2.21
Encourages Parental Involvement

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	24					24	24
Agree	59	56					59	56
Disagree	12	11					12	11
Strongly Disagree	4	5					4	5
Not Applicable	1	3					1	3

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

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1

Adults Really Care About All Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	26	27					26	27
Most	54	59					54	59
Some	17	13					17	13
Few	2	1					2	1
Almost None	1	0					1	0

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

Table 3.2

Adults Acknowledge and Pay Attention to Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	24	22					24	22
Most	55	62					55	62
Some	19	14					19	14
Few	2	1					2	1
Almost None	1	0					1	0

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

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

Table 3.3
Adults Listen to What Students Have to Say

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	18	21					18	21
Most	50	52					50	52
Some	26	26					26	26
Few	5	2					5	2
Almost None	1	0					1	0

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

High Expectations

Table 3.4
Adults Want All Students to Do Their Best

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	31	30					31	30
Most	50	58					50	58
Some	17	11					17	11
Few	1	1					1	1
Almost None	1	0					1	0

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

Table 3.5
Adults Believe Every Student Can Be a Success

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	21	25					21	25
Most	47	49					47	49
Some	27	22					27	22
Few	5	4					5	4
Almost None	1	0					1	0

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

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

Opportunities for Meaningful Participation

Table 3.6

Encourages Decision Opportunities for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	19					12	19
Agree	51	46					51	46
Disagree	27	27					27	27
Strongly Disagree	7	3					7	3
Not Applicable	3	5					3	5

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

Table 3.7

Gives Equal Opportunity for Classroom Participation

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	29					24	29
Agree	65	61					65	61
Disagree	4	5					4	5
Strongly Disagree	3	2					3	2
Not Applicable	3	2					3	2

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

Table 3.8

Gives Equal Access to Extracurricular and Enrichment Activities

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	30	34					30	34
Agree	58	55					58	55
Disagree	7	9					7	9
Strongly Disagree	5	1					5	1
Not Applicable	0	1					0	1

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

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

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	29					24	29
Agree	56	59					56	59
Disagree	15	8					15	8
Strongly Disagree	4	1					4	1
Not Applicable	1	3					1	3

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

Professional Development Needs

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	50	47					50	47
No	44	50					44	50
Not Applicable	6	3					6	3

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

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1

Fosters Appreciation for Student Diversity and Mutual Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	23					22	23
Agree	59	62					59	62
Disagree	13	8					13	8
Strongly Disagree	4	5					4	5
Not Applicable	2	1					2	1

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

Table 4.2

Racial/Ethnic Conflict Among Students is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	14	15					14	15
Mild Problem	50	48					50	48
Moderate Problem	29	32					29	32
Severe Problem	7	5					7	5

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

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

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	18	24					18	24
Most	54	53					54	53
Some	25	20					25	20
Few	3	2					3	2
Almost None	1	0					1	0

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

Table 4.4
Staff Treat All Students with Respect

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	19	26					19	26
Most	55	46					55	46
Some	23	26					23	26
Few	3	3					3	3
Almost None	1	0					1	0

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

Cultural Sensitivity

Table 4.5
Students' Cultural Beliefs and Practices Respected

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	26	23					26	23
Agree	55	59					55	59
Disagree	14	9					14	9
Strongly Disagree	3	5					3	5
Not Applicable	1	3					1	3

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

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

Table 4.6
Uses Culturally Relevant Instructional Materials

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	16	18					16	18
Agree	51	55					51	55
Disagree	24	18					24	18
Strongly Disagree	4	7					4	7
Not Applicable	5	3					5	3

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

Table 4.7
Staff Examine Their Cultural Biases

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	10	10					10	10
Agree	35	39					35	39
Disagree	40	34					40	34
Strongly Disagree	11	8					11	8
Not Applicable	5	8					5	8

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

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	14	18					14	18
Agree	49	55					49	55
Disagree	26	16					26	16
Strongly Disagree	7	7					7	7
Not Applicable	4	4					4	4

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

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	34	35					34	35
Agree	48	54					48	54
Disagree	12	8					12	8
Strongly Disagree	3	3					3	3
Not Applicable	3	0					3	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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	54	62					54	62
No	37	35					37	35
Not Applicable	9	3					9	3

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

Table 4.11
Need PD on Working with Diverse Populations

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	39	37					39	37
No	55	58					55	58
Not Applicable	6	5					6	5

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?

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

Table 4.12

Need PD on Culturally Relevant Pedagogy

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	38	40					38	40
No	52	56					52	56
Not Applicable	10	4					10	4

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

Table 4.13

Need PD on Serving English Language Learners

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	45	39					45	39
No	50	54					50	54
Not Applicable	6	7					6	7

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

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1
Students Are Motivated to Learn

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	1	2					1	2
Most	31	32					31	32
Some	53	47					53	47
Few	14	18					14	18
Almost None	1	1					1	1

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

Table 5.2
Cutting Class or Truancy is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	5	4					5	4
Mild Problem	30	37					30	37
Moderate Problem	39	40					39	40
Severe Problem	25	19					25	19

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

General Behavior

Table 5.3
Lack of Respect of Staff by Students is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	14	11					14	11
Mild Problem	40	42					40	42
Moderate Problem	27	38					27	38
Severe Problem	20	9					20	9

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

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

Table 5.4
Students Are Well-Behaved

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	2	4					2	4
Most	58	52					58	52
Some	35	40					35	40
Few	5	4					5	4
Almost None	0	0					0	0

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

Table 5.5
Disruptive Student Behavior is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	3	4					3	4
Mild Problem	32	31					32	31
Moderate Problem	39	47					39	47
Severe Problem	26	18					26	18

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

Perceived Physical and Mental Health

Table 5.6
Students Arrive at School Alert and Rested

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	1	4					1	4
Most	34	39					34	39
Some	49	38					49	38
Few	14	20					14	20
Almost None	1	0					1	0

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

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

Table 5.7
Students Are Healthy and Physically Fit

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Nearly All	3	7					3	7
Most	42	38					42	38
Some	48	50					48	50
Few	7	5					7	5
Almost None	1	0					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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	17	23					17	23
Mild Problem	55	57					55	57
Moderate Problem	22	19					22	19
Severe Problem	5	1					5	1

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

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1

Harassment or Bullying Among Students is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	9	15					9	15
Mild Problem	51	47					51	47
Moderate Problem	32	33					32	33
Severe Problem	9	4					9	4

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

Table 6.2

Physical Fighting Between Students is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	11	16					11	16
Mild Problem	50	49					50	49
Moderate Problem	34	24					34	24
Severe Problem	5	10					5	10

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

Delinquency

Table 6.3

Vandalism (Including Graffiti) is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	9	17					9	17
Mild Problem	35	37					35	37
Moderate Problem	36	30					36	30
Severe Problem	20	16					20	16

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

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

Table 6.4
Theft is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	14	19					14	19
Mild Problem	47	44					47	44
Moderate Problem	28	32					28	32
Severe Problem	11	5					11	5

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

Table 6.5
Gang-Related Activity is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	12	16					12	16
Mild Problem	38	42					38	42
Moderate Problem	37	21					37	21
Severe Problem	12	21					12	21

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

Table 6.6
Weapons Possession is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	30	38					30	38
Mild Problem	52	50					52	50
Moderate Problem	15	11					15	11
Severe Problem	2	1					2	1

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

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	5	11					5	11
Mild Problem	33	40					33	40
Moderate Problem	47	29					47	29
Severe Problem	16	20					16	20

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

Table 6.8
Student Tobacco Use is a Problem

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Insignificant Problem	21	32					21	32
Mild Problem	51	40					51	40
Moderate Problem	24	27					24	27
Severe Problem	3	2					3	2

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

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

VII. Discipline & Counseling

Table 7.1
Clearly Communicates Consequences of Breaking Rules

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	27	27					27	27
Agree	44	38					44	38
Disagree	16	23					16	23
Strongly Disagree	13	12					13	12
Not Applicable	1	0					1	0

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

Table 7.2
Handles Discipline Problems Fairly

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	18	18					18	18
Agree	47	48					47	48
Disagree	23	23					23	23
Strongly Disagree	11	10					11	10
Not Applicable	2	0					2	0

Question 27: This school handles discipline problems fairly.

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

Table 7.3

Handles Student Discipline and Behavioral Problems Effectively

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	17	18					17	18
Agree	41	36					41	36
Neither Agree nor Disagree	24	30					24	30
Disagree	17	15					17	15
Strongly Disagree	1	1					1	1

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

Table 7.4

Need PD on Positive Behavior Support and Classroom Management

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Yes	41	34					41	34
No	48	58					48	58
Not Applicable	11	7					11	7

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

Table 7.5

Provides Adequate Counseling and Support for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	23					24	23
Agree	49	55					49	55
Disagree	18	15					18	15
Strongly Disagree	9	5					9	5
Not Applicable	1	1					1	1

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

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	146	37					146	37

Counseling and Intervention Services

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	12					11	12
Agree	45	35					45	35
Neither Agree nor Disagree	27	44					27	44
Disagree	13	3					13	3
Strongly Disagree	4	6					4	6

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

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	7	5					7	5
Agree	32	38					32	38
Neither Agree nor Disagree	29	32					29	32
Disagree	24	22					24	22
Strongly Disagree	8	3					8	3

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

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

Youth Development

Table 8.4

Emphasizes Helping Students with Social, Emotional, and Behavioral Problems

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	15	9					15	9
Agree	36	46					36	46
Neither Agree nor Disagree	30	34					30	34
Disagree	10	11					10	11
Strongly Disagree	8	0					8	0

Question 2.13: This school emphasizes helping students with their social, emotional, and behavioral problems.

Table 8.5

Fosters Youth Development, Resilience, or Asset Promotion

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	8	14					8	14
Some	60	46					60	46
Not Much	25	31					25	31
Not At All	7	9					7	9

Question 2.14: To what extent does this school foster youth development, resilience, or asset promotion?

Table 8.6

Provides Character Education

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	8	11					8	11
Some	41	29					41	29
Not Much	35	37					35	37
Not At All	16	23					16	23

Question 2.20: To what extent does this school provide character education?

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

Health Services and Physical Activity

Table 8.7

Provides Adequate Health Services for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	6	9					6	9
Agree	44	35					44	35
Neither Agree nor Disagree	26	29					26	29
Disagree	16	21					16	21
Strongly Disagree	7	6					7	6

Question 2.11: This school provides adequate health services for students.

Table 8.8

Provides Healthy Food Choices for Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	8	3					8	3
Agree	37	32					37	32
Neither Agree nor Disagree	25	32					25	32
Disagree	21	26					21	26
Strongly Disagree	9	6					9	6

Question 2.12: This school provides students with healthy food choices.

Table 8.9

Provides Nutritional Instruction to Students

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	7	11					7	11
Some	47	46					47	46
Not Much	37	34					37	34
Not At All	9	9					9	9

Question 2.15: To what extent does this school provide nutritional instruction?

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	51	50					51	50
Some	42	38					42	38
Not Much	7	12					7	12
Not At All	0	0					0	0

Question 2.16: To what extent does this school provide opportunities for physical education and activity?

Special Education

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

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	55	46					55	46
Some	37	54					37	54
Not Much	8	0					8	0
Not At All	1	0					1	0

Question 2.22: To what extent does this school provide services for students with disabilities or other special needs?

Discipline Policies and Enforcement

Table 8.12
Sanctions Handled Case-by-Case

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	3					12	3
Agree	52	41					52	41
Neither Agree nor Disagree	20	41					20	41
Disagree	11	12					11	12
Strongly Disagree	5	3					5	3

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

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

Table 8.13
Collaborates Well With Law Enforcement

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	23	11					23	11
Agree	51	76					51	76
Neither Agree nor Disagree	18	11					18	11
Disagree	5	3					5	3
Strongly Disagree	3	0					3	0

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

Table 8.14
Suspends for First-Time Substance Use Violations

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	24	6					24	6
Agree	44	46					44	46
Neither Agree nor Disagree	20	31					20	31
Disagree	3	17					3	17
Strongly Disagree	8	0					8	0

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

Table 8.15
Enforces Zero Tolerance Policy

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	16	11					16	11
Agree	26	26					26	26
Neither Agree nor Disagree	21	9					21	9
Disagree	22	34					22	34
Strongly Disagree	15	20					15	20

Question 2.07: This school enforces zero tolerance policies.

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

Safety Promotion & Violence Prevention

Table 8.16

Sufficient Resources to Create a Safe Campus

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	9	14					9	14
Agree	37	43					37	43
Neither Agree nor Disagree	16	11					16	11
Disagree	27	32					27	32
Strongly Disagree	11	0					11	0

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

Table 8.17

Seeks to Maintain Secure Campus

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	15	11					15	11
Agree	41	43					41	43
Neither Agree nor Disagree	19	17					19	17
Disagree	15	26					15	26
Strongly Disagree	10	3					10	3

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

Table 8.18

Provides Harassment or Bullying Prevention

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	11	14					11	14
Some	54	40					54	40
Not Much	29	34					29	34
Not At All	6	11					6	11

Question 2.21: To what extent does this school provide harassment or bullying prevention?

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

Table 8.19

Provides Conflict Resolution or Behavior Management Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	15	20					15	20
Some	55	37					55	37
Not Much	23	31					23	31
Not At All	7	11					7	11

Question 2.19: To what extent does this school provide conflict resolution or behavior management instruction?

Substance Abuse Prevention

Table 8.20

Considers Substance Abuse Prevention an Important Goal

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	9					11	9
Agree	35	40					35	40
Neither Agree nor Disagree	32	31					32	31
Disagree	15	14					15	14
Strongly Disagree	8	6					8	6

Question 2.10: This school considers substance abuse prevention an important goal.

Table 8.21

Provides Alcohol or Drug Use Prevention Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	6	9					6	9
Some	46	49					46	49
Not Much	38	34					38	34
Not At All	9	9					9	9

Question 2.17: To what extent does this school provide alcohol or drug use prevention instruction?

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

Table 8.22

Provides Tobacco Use Prevention Instruction

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
A Lot	6	9					6	9
Some	42	39					42	39
Not Much	40	45					40	45
Not At All	11	6					11	6

Question 2.18: This school provides tobacco use prevention instruction.

Table 8.23

Resources Sufficient for Substance Use Prevention Needs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	6	6					6	6
Agree	20	31					20	31
Neither Agree nor Disagree	23	23					23	23
Disagree	32	29					32	29
Strongly Disagree	18	11					18	11

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

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

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Number of Respondents	265	72					265	72

Table 9.2
Highest Degree Level Achieved

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Associate	3	0					3	0
Bachelor's	33	33					33	33
Master's	59	60					59	60
Doctorate	3	6					3	6
None	2	1					2	1

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Multiple subjects	21	24					21	24
Single subjects	71	86					71	86
Education Specialist Instruction	19	4					19	4
Pupil Personnel Services	11	3					11	3
Administrative Services	10	10					10	10
Other related services	5	3					5	3
Other (e.g., Adapted PE)	3	3					3	3
None	2	0					2	0

Question 3.2: What credential(s) do you currently hold?

(Mark all that apply.)

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

Table 9.4
Highest Credential or Permit for Current Position

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
Professional Clear (level 2)	87	82					87	82
Preliminary (level 1)	8	17					8	17
Provisional Internship Credential	2	1					2	1
Provisional Internship Permit	0	0					0	0
Short-Term Staff Permit	0	0					0	0
Other (e.g., waiver)	1	0					1	0
High school diploma/GED	3	0					3	0

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

Table 9.5
Primary Service Setting

	SETD	TD	SEES	ES	SEMS	MS	SEHS	HS
General Education (GE) Classroom	56	86					56	86
Resource Specialist Classroom	22	6					22	6
Special Education (SE) Self-Contained/Special Day Class	17	6					17	6
Pull-Out Program for Specialized Service	2	1					2	1
Learning Center	0	0					0	0
Other	4	1					4	1

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

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

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	10					12	10
Agree	62	66					62	66
Disagree	19	13					19	13
Strongly Disagree	6	1					6	1
Not Applicable	2	10					2	10

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

Table 9.7
Works to Minimize Paperwork

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	7	10					7	10
Agree	44	45					44	45
Disagree	25	23					25	23
Strongly Disagree	17	1					17	1
Not Applicable	6	20					6	20

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

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

Table 9.8
Effectively Schedules Mandated Activities

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	17	17					17	17
Agree	67	63					67	63
Disagree	9	7					9	7
Strongly Disagree	6	1					6	1
Not Applicable	2	11					2	11

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

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	22	13					22	13
Agree	60	79					60	79
Disagree	12	1					12	1
Strongly Disagree	4	0					4	0
Not Applicable	2	7					2	7

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

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

Table 9.10

Encourages General and Special Ed Teaming

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	13	10					13	10
Agree	41	51					41	51
Disagree	34	31					34	31
Strongly Disagree	11	3					11	3
Not Applicable	2	4					2	4

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

Table 9.11

Provides Sufficient Time to Collaborate on Service Delivery

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	7	13					7	13
Agree	38	40					38	40
Disagree	35	33					35	33
Strongly Disagree	17	10					17	10
Not Applicable	3	4					3	4

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

Table 9.12

Views Service to Students with IEPs as Shared Staff Responsibility

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	12					11	12
Agree	58	64					58	64
Disagree	18	16					18	16
Strongly Disagree	11	1					11	1
Not Applicable	2	7					2	7

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

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

Table 9.13
Promotes Participation in School Decision-Making

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	9	12					9	12
Agree	47	51					47	51
Disagree	24	21					24	21
Strongly Disagree	15	9					15	9
Not Applicable	5	7					5	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
Sets High Expectations for Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	10	13					10	13
Agree	57	61					57	61
Disagree	22	14					22	14
Strongly Disagree	7	0					7	0
Not Applicable	4	12					4	12

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

Table 9.15
Supports Culturally and Linguistically Diverse Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	10					11	10
Agree	52	49					52	49
Disagree	22	20					22	20
Strongly Disagree	7	7					7	7
Not Applicable	8	14					8	14

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

Table 9.16
Supports Alternative Modes of Communication

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	13	13					13	13
Agree	53	55					53	55
Disagree	12	4					12	4
Strongly Disagree	6	4					6	4
Not Applicable	15	23					15	23

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).

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

Table 9.17

Provides Complete State-Adopted Instructional Materials for Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	13					12	13
Agree	53	54					53	54
Disagree	15	12					15	12
Strongly Disagree	6	1					6	1
Not Applicable	15	19					15	19

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

Table 9.18

Provides Sufficient Resources for Special Ed Programs and Services

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	8	12					8	12
Agree	48	53					48	53
Disagree	25	15					25	15
Strongly Disagree	13	4					13	4
Not Applicable	6	16					6	16

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

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

Personnel Supports

Table 9.19

Has Positive Working Environment for Staff Serving Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	13					12	13
Agree	60	61					60	61
Disagree	18	14					18	14
Strongly Disagree	8	1					8	1
Not Applicable	3	10					3	10

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

Table 9.20

Acknowledges Responsibilities of Staff Serving Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	13	13					13	13
Agree	58	60					58	60
Disagree	20	14					20	14
Strongly Disagree	8	1					8	1
Not Applicable	2	11					2	11

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

Table 9.21

Provides Relevant Paraprofessional Training

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	8	10					8	10
Agree	37	49					37	49
Disagree	20	7					20	7
Strongly Disagree	11	0					11	0
Not Applicable	24	33					24	33

Question 3.13: This school provides relevant training for paraprofessionals.

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

Table 9.22

Climate Encourages Continued Service to Students with IEPs

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	11	11					11	11
Agree	62	61					62	61
Disagree	15	10					15	10
Strongly Disagree	7	1					7	1
Not Applicable	5	16					5	16

role of service to students with IEPs.

Table 9.23

Provides Adequate Access to Technology

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	12	10					12	10
Agree	56	59					56	59
Disagree	17	9					17	9
Strongly Disagree	7	4					7	4
Not Applicable	8	17					8	17

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

Table 9.24

Has Good Communication with District Personnel

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	10	12					10	12
Agree	49	50					49	50
Disagree	15	18					15	18
Strongly Disagree	12	3					12	3
Not Applicable	14	17					14	17

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

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

Table 9.25
Provides Adequate Compensation

	SETD %	TD %	SEES %	ES %	SEMS %	MS %	SEHS %	HS %
Strongly Agree	10	10					10	10
Agree	43	62					43	62
Disagree	24	19					24	19
Strongly Disagree	18	4					18	4
Not Applicable	6	4					6	4

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

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