

# California School Climate Survey

Goleta Union Elementary  
2008-2009  
Migrant Education 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, with support from the CDE Migrant, Indian, and International Education Office. For contract information, contact:

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# PREFACE

This report provides detailed results related to migrant education for each question in the district's 2008-09 administration of the *California School Climate Survey (CSCS)* to teachers, administrators, and other school staff, presented in tables organized by topic. The tables compare the results reported by staff who provide services to students under the migrant education program (MEP) compared to all other staff. To help in understanding and interpreting these results, review these findings along with the *CSCS Survey Content Guidebook* ([cscs.wested.org](http://cscs.wested.org)), *Workbook*, and other tools described below.

Results of this student survey should be compared to those obtained from migrant education students in the companion report of the *California Healthy Kids Survey (CHKS)*, which was administered at the same time. It is important to determine how consistent MEP staff perceptions are to student self-report of their behaviors and experiences. The CSCS Survey Content Guidebook provides a cross-walk between the surveys' questions to facilitate such comparison.

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](http://chks.wested.org) and [cscs.wested.org](http://cscs.wested.org).

This migrant education program report is provided to you courtesy of the CDE Migrant, Indian and International Education Office (MIIEO) to help your district better identify, understand, and address the specific needs of MEP students and staff, as well as meet the requirements of the forthcoming state MEP plan. They were funded in response to the gaps in data identified by the state's 2007 *Comprehensive Needs Assessment* of its migrant education program.

## **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), including whether they provide service to migrant students. This information was used to categorize staff for this report. The following describes the main domains assessed:

- 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 (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 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 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 IEPs. It provides data to better understand issues involving: (1) effectively meeting the needs of student with IEPs; and (2) recruiting, training, 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.<sup>1</sup> 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***

The tables are organized into nine topical areas, as outlined in the Table of Contents. Summary tables at the beginning of the report (identified by the letter “S” before the table number), provide key indicators in each area for a quick overview. The results 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 nontraditional continuation schools that serve students at risk of school failure (ungraded, with 16 years being the earliest age of admittance).<sup>2</sup> The tables are especially useful for examining differences in school climate perceptions among migrant education staff between the major types of schools. Percentages are rounded off to the nearest whole number.

## ***ADDRESSING THE NEEDS OF OTHER GROUPS AND CLOSING THE ACHIEVEMENT GAP***

This supplementary migrant education report is part of a larger effort to expand both the CHKS and CSCS to provide better data for identifying and meeting the needs of underperforming subgroups of students among California’s diverse population of students, particularly in closing the achievement gap

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

<sup>2</sup> For reporting purposes, K-8 schools are coded as elementary.

(CTAG) that has long persisted between white students and non-Asian minorities. Other supplementary reports are being prepared examining how survey results vary among students based on their race/ethnicity, whether they are participating in the migrant education program, and whether they report indicators of poor mental health (depression risk or suicide contemplation). Each report is designed to support special state programs.

## ***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 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 migrant 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.

### **Comparison Data: Statewide Results**

Comparing district results to other local, regional, and state data provides a broader context with which to assess the local situation. They can help you determine whether your district results are unique or may be part of a larger trend. All district migrant education reports are being posted publicly on the CSCS website, as well as aggregated (combined) results for each Regional Migrant Education Center area and statewide. All district migrant education reports are also available through the Migrant Student Information Network (MSIN). Ultimately, however, the most fundamental concern should not be how you compare with others but your own satisfaction with the survey results and what they tell you about the functioning of the migrant education program in your district.

## ***IMPROVING PARTICIPATION***

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary 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 input. 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 just a beginning step in the process of using data to improve the migrant education program. Recipients are urged to send copies of the report to the director of their Regional Migrant Education Center (RMEC), and to review the findings with the RMEC director to identify the most significant results and their program implications. 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 other sources, particularly in identifying consistent patterns. 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 Staff**

Discuss the results with staff to explore their meaning in more depth. Obtain their input into how the school and the migrant education program might be improved. This is especially important because it communicates to staff that you value the input into how to improve the school climate and programs, and may help improve participation in the next 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 CSCS**

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***

<b>This school...</b>	<i>Percent Strongly Agreeing</i>							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
<b>Learning Environment</b>								
Is a supportive and inviting place for students to learn (T2.1)	72	70	72	70				
Sets high standards for academic performance for all (T2.2)	59	58	59	58				
Promotes academic success for all students (T2.3)	69	57	69	57				
Encourage students to enroll in rigorous course (T4.9)	22	19	22	19				
Emphasizes teaching lessons in ways relevant to students (T2.5)	41	49	41	49				
<b>Working Environment</b>								
Is a supportive and inviting place for staff to work (T2.6)	65	62	65	62				
Promotes trust and collegiality among staff (T2.9)	66	56	66	56				
Provides the materials, resources, and training to do job effectively (T2.11)	38	34	38	34				
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	25	20	25	20				
<b>Safety, Facilities, and Parental Outreach</b>								
Is a safe place for students (T2.17)	63	62	63	62				
Is a safe place for staff (T2.18)	66	62	66	62				
Has clean and well-maintained facilities and property (T2.19)	66	64	66	64				
Is welcoming to and facilitates parent involvement (T2.20)	59	65	59	65				

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High



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

<b>How many adults at this school...</b>	<i>Percent Selecting 'Nearly All Adults'</i>							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Have close professional relationships with one another (T2.10)	35	40	35	40				
Support and treat each other with respect (T2.8)	58	53	58	53				
Feel a responsibility to improve the school (T2.7)	55	45	55	45				

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

<b>This school provides/encourages students...</b>	<i>Percent Strongly Agreeing</i>							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Opportunities to decide things (T3.6)	41	36	41	36				
Equal opportunity for classroom participation (T3.7)	44	51	44	51				
Opportunities to "make a difference" (help others) (T3.9)	44	35	44	35				
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	50	47	50	47				

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

<b>How many adults at this school...</b>	<i>Percent Selecting Nearly All</i>							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
<b>Caring Relationships</b>								
Want every student to do their best (T3.4)	52	73	52	73				
Acknowledge and pay attention to students (T3.2)	55	64	55	64				
Really care about every student (T3.1)	58	60	58	60				
<b>High Expectations</b>								
Listen to what students have to say (T3.3)	42	47	42	47				
Believe every student can be a success (T3.5)	48	45	48	45				

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
<b>Strongly agree that this school...</b>								
Fosters an appreciation of student diversity and respect for each other (T4.1)	75	57	75	57				
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	72	54	72	54				
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	19	15	19	15				
Has staff examine their own cultural biases through professional development or other processes (T4.7)	16	3	16	3				
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	50	28	50	28				
<b>Report that nearly all adults at this school...</b>								
Treat all students fairly (T4.3)	48	49	48	49				
Treat every student with respect (T4.4)	55	55	55	55				

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

<b>How many students at this school...</b>	<i>Percent Selecting Most/Nearly All</i>							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Are motivated to learn (T5.1)	65	85	65	85				
Arrive at school alert and rested (T5.6)	68	76	68	76				
Are healthy and physically fit (T5.7)	58	82	58	82				
Are well-behaved (T5.4)	81	81	81	81				

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**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							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
<b>Engagement Indicators/Disruptive Behavior</b>								
Disruptive behavior (T5.5)	34	33	34	33				
Cutting classes or being truant (T5.2)	0	3	0	3				
Depression or other mental health issues (T5.8)	13	12	13	12				
Lack of respect of staff by students (T5.3)	13	13	13	13				
<b>Violence, Conflict, and Crime</b>								
Racial/ethnic conflict among students (T4.2)	6	1	6	1				
Harassment or bullying (T6.1)	23	24	23	24				
Physical fighting (T6.2)	16	3	16	3				
Gang activity (T6.5)	6	4	6	4				
Vandalism and graffiti (T6.3)	3	10	3	10				
Theft (T6.4)	3	3	3	3				
Weapons possession at school (T6.6)	0	0	0	0				
<b>Substance Use</b>								
Alcohol and drug use (T6.7)	0	0	0	0				

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

This school...	Percent Strongly Agreeing							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Clearly communicates to students consequences of breaking rules (T7.1)	59	49	59	49				
Handles discipline problems fairly (T7.2)	59	47	59	47				
Provides adequate counseling and support services for students (T7.5)	34	18	34	18				

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

<b>Perceive need for more PD in...</b>	<b>MTD %</b>	<b>TD %</b>	<b>MES %</b>	<b>ES %</b>	<b>MMS %</b>	<b>MS %</b>	<b>MHS %</b>	<b>HS %</b>
<b>Instruction &amp; School Environment</b>								
Meeting academic standards (T2.12)	19	32	19	32				
Evidence-based methods of instruction (T2.13)	19	33	19	33				
Positive behavioral support and classroom management (T7.4)	19	29	19	29				
Creating a positive school climate (T2.14)	20	21	20	21				
<b>Addressing Needs of Diverse Populations</b>								
Working with diverse racial, ethnic, or cultural groups (T4.11)	20	28	20	28				
Culturally relevant pedagogy for the school's student population (T4.12)	20	28	20	28				
Serving English language learners (T4.13)	30	42	30	42				
Closing the achievement gap (T4.10)	33	47	33	47				
<b>Providing Support Services</b>								
Serving special education (IEP) students (T2.16)	43	44	43	44				
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	37	41	37	41				

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table S10**

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

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

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

<b>To what extent does this school...</b>	<i>Percent Selecting "A Lot"</i>							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Provide services for students with disabilities or other special needs (T8.11)	0	0						
Foster youth development, resilience, or asset promotion (T8.5)	0	0						
Provide opportunities for physical education and activity (T8.10)	0	0						
Provide conflict resolution or behavior management instruction (T8.20)	0	0						
Provide character education (T8.6)	0	0						
Provides alcohol or drug use prevention instruction (T8.22)	0	0						
Provide tobacco use prevention instruction (T8.23)	0	0						
Provide harassment or bullying prevention (T8.19)	0	0						
Provide nutritional instruction (T8.9)	0	0						

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table S12**

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

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

## I. Sample Characteristics

**Table 1.1**  
*Survey Sample*

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents	32	70	32	70				

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Teacher in grade 5 or above	16	34	16	34				
Teacher in grade 4 or below	26	31	26	31				
Special education teacher	0	0	0	0				
Administrator	3	8	3	8				
Prevention staff nurse or health aide	16	1	16	1				
Counselor or psychologist	10	1	10	1				
Police, resource officer, or safety personnel	0	0	0	0				
Paraprofessional, teacher assistant, or instructional aide	6	20	6	20				
Other certificated staff (e.g., librarian)	10	6	10	6				
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	19	10	19	10				

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Migrant education students	100	0	100	0				
Special education	94	90	94	90				
English language learners	100	78	100	78				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High



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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than one year	3	11	3	11				
1 to 2 years	6	7	6	7				
3 to 5 years	34	29	34	29				
6 to 10 years	19	23	19	23				
Over 10 years	38	30	38	30				

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Less than one year	3	4	3	4				
1 to 2 years	9	7	9	7				
3 to 5 years	13	20	13	20				
6 to 10 years	19	31	19	31				
Over 10 years	56	38	56	38				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
African American (Not Hispanic)	0	1	0	1				
American Indian or Alaska Native	0	1	0	1				
Asian or Pacific Islander	3	3	3	3				
White (Not Hispanic)	72	77	72	77				
Hispanic or Latino/a	16	11	16	11				
Other or Multi-ethnic	9	6	9	6				

*Question 5: What is your race/ethnicity?*

Key: M=Migrant, 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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	72	70	72	70				
Agree	28	29	28	29				
Disagree	0	0	0	0				
Strongly Disagree	0	1	0	1				
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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	59	58	59	58				
Agree	41	41	41	41				
Disagree	0	1	0	1				
Strongly Disagree	0	0	0	0				
Not Applicable	0	0	0	0				

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

**Table 2.3**  
***Promotes Academic Success for All Students***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	69	57	69	57				
Agree	31	38	31	38				
Disagree	0	1	0	1				
Strongly Disagree	0	3	0	3				
Not Applicable	0	1	0	1				

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

**Table 2.4**  
***Emphasizes Academic Help When Needed***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	72	65	72	65				
Agree	28	32	28	32				
Disagree	0	1	0	1				
Strongly Disagree	0	1	0	1				
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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	41	49	41	49				
Agree	41	38	41	38				
Disagree	3	6	3	6				
Strongly Disagree	0	1	0	1				
Not Applicable	16	5	16	5				

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

## Staff Working Environment

**Table 2.6**

***Supportive and Inviting Place to Work***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	65	62	65	62				
Agree	32	32	32	32				
Disagree	0	3	0	3				
Strongly Disagree	3	4	3	4				
Not Applicable	0	0	0	0				

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

**Table 2.7**

***Staff Feel Responsibility to Improve School***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	55	45	55	45				
Most	32	40	32	40				
Some	13	12	13	12				
Few	0	3	0	3				
Almost None	0	0	0	0				

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

**Table 2.8**

***Staff Support and Treat Each Other With Respect***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	58	53	58	53				
Most	35	37	35	37				
Some	6	9	6	9				
Few	0	1	0	1				
Almost None	0	0	0	0				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 2.9**  
**Promotes Staff Trust and Collegiality**

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	66	56	66	56				
Agree	28	36	28	36				
Disagree	0	3	0	3				
Strongly Disagree	3	5	3	5				
Not Applicable	3	0	3	0				

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

**Table 2.10**  
**Staff have Close Professional Relationships**

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	35	40	35	40				
Most	45	43	45	43				
Some	16	13	16	13				
Few	0	4	0	4				
Almost None	3	0	3	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**

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	38	34	38	34				
Agree	53	56	53	56				
Disagree	9	8	9	8				
Strongly Disagree	0	1	0	1				
Not Applicable	0	1	0	1				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 2.12**  
***Need PD in Meeting Academic Standards***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	19	32	19	32				
No	32	43	32	43				
Not Applicable	48	25	48	25				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	19	33	19	33				
No	29	39	29	39				
Not Applicable	52	28	52	28				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	20	21	20	21				
No	57	64	57	64				
Not Applicable	23	15	23	15				

*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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	25	20	25	20				
Agree	34	51	34	51				
Disagree	19	20	19	20				
Strongly Disagree	3	3	3	3				
Not Applicable	19	7	19	7				

*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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	43	44	43	44				
No	27	40	27	40				
Not Applicable	30	16	30	16				

*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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	63	62	63	62				
Agree	34	38	34	38				
Disagree	3	0	3	0				
Strongly Disagree	0	0	0	0				
Not Applicable	0	0	0	0				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 2.18**  
***Safe Place for Staff***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	66	62	66	62				
Agree	34	38	34	38				
Disagree	0	0	0	0				
Strongly Disagree	0	0	0	0				
Not Applicable	0	0	0	0				

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

## Facilities

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	66	64	66	64				
Agree	31	35	31	35				
Disagree	0	1	0	1				
Strongly Disagree	3	0	3	0				
Not Applicable	0	0	0	0				

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

## Parent Involvement

**Table 2.20**  
***Encourages Parental Involvement***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	59	65	59	65				
Agree	38	29	38	29				
Disagree	0	0	0	0				
Strongly Disagree	0	0	0	0				
Not Applicable	3	5	3	5				

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



### III. Student Developmental Supports and Opportunities

#### Caring Relationships

**Table 3.1**

*Adults Really Care About All Students*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	58	60	58	60				
Most	35	34	35	34				
Some	6	5	6	5				
Few	0	0	0	0				
Almost None	0	1	0	1				

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

**Table 3.2**

*Adults Acknowledge and Pay Attention to Students*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	55	64	55	64				
Most	42	29	42	29				
Some	3	6	3	6				
Few	0	0	0	0				
Almost None	0	0	0	0				

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	42	47	42	47				
Most	52	47	52	47				
Some	6	4	6	4				
Few	0	1	0	1				
Almost None	0	0	0	0				

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

## High Expectations

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	52	73	52	73				
Most	48	23	48	23				
Some	0	3	0	3				
Few	0	1	0	1				
Almost None	0	0	0	0				

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	48	45	48	45				
Most	48	46	48	46				
Some	3	9	3	9				
Few	0	0	0	0				
Almost None	0	0	0	0				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

## Opportunities for Meaningful Participation

**Table 3.6**

***Encourages Decision Opportunities for Students***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	41	36	41	36				
Agree	44	53	44	53				
Disagree	0	3	0	3				
Strongly Disagree	0	1	0	1				
Not Applicable	16	8	16	8				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	44	51	44	51				
Agree	44	42	44	42				
Disagree	0	0	0	0				
Strongly Disagree	0	1	0	1				
Not Applicable	13	6	13	6				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	50	47	50	47				
Agree	34	33	34	33				
Disagree	3	12	3	12				
Strongly Disagree	0	1	0	1				
Not Applicable	13	7	13	7				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	44	35	44	35				
Agree	34	55	34	55				
Disagree	6	6	6	6				
Strongly Disagree	0	1	0	1				
Not Applicable	16	3	16	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.***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	37	41	37	41				
No	33	40	33	40				
Not Applicable	30	19	30	19				

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

## IV. Respect, Cultural Sensitivity, and the Achievement Gap

### Tolerance Among Students

**Table 4.1**  
*Fosters Appreciation for Student Diversity and Mutual Respect*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	75	57	75	57				
Agree	22	39	22	39				
Disagree	3	1	3	1				
Strongly Disagree	0	1	0	1				
Not Applicable	0	1	0	1				

*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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	58	77	58	77				
Mild Problem	35	22	35	22				
Moderate Problem	6	1	6	1				
Severe Problem	0	0	0	0				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	48	49	48	49				
Most	48	48	48	48				
Some	3	3	3	3				
Few	0	0	0	0				
Almost None	0	0	0	0				

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

**Table 4.4**

***Staff Treat Students with Respect***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	55	55	55	55				
Most	42	40	42	40				
Some	3	5	3	5				
Few	0	0	0	0				
Almost None	0	0	0	0				

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

## Cultural Sensitivity

**Table 4.5**

***Students Cultural Beliefs and Practices Respected***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	72	54	72	54				
Agree	22	42	22	42				
Disagree	6	1	6	1				
Strongly Disagree	0	1	0	1				
Not Applicable	0	1	0	1				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 4.6**  
***Use Culturally Relevant Instructional Materials***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	19	15	19	15				
Agree	41	58	41	58				
Disagree	16	14	16	14				
Strongly Disagree	0	1	0	1				
Not Applicable	25	12	25	12				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	3	16	3				
Agree	32	42	32	42				
Disagree	29	30	29	30				
Strongly Disagree	0	1	0	1				
Not Applicable	23	24	23	24				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	50	28	50	28				
Agree	25	45	25	45				
Disagree	19	12	19	12				
Strongly Disagree	0	1	0	1				
Not Applicable	6	14	6	14				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 4.9*****Encourages All Students to Take Rigorous Courses***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	19	22	19				
Agree	31	30	31	30				
Disagree	6	3	6	3				
Strongly Disagree	0	0	0	0				
Not Applicable	41	49	41	49				

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

## Professional Development Needs

**Table 4.10*****Need PD on Closing the Achievement Gap***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	33	47	33	47				
No	33	35	33	35				
Not Applicable	33	19	33	19				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	20	28	20	28				
No	53	55	53	55				
Not Applicable	27	17	27	17				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	20	28	20	28				
No	50	55	50	55				
Not Applicable	30	17	30	17				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	30	42	30	42				
No	43	41	43	41				
Not Applicable	27	17	27	17				

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

## V. Learning Readiness and Engagement Indicators

### Learning Motivation and Truancy

**Table 5.1**

***Students Are Motivated to Learn***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	0	14	0	14				
Most	65	71	65	71				
Some	32	15	32	15				
Few	3	0	3	0				
Almost None	0	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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	74	86	74	86				
Mild Problem	26	12	26	12				
Moderate Problem	0	3	0	3				
Severe Problem	0	0	0	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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	48	52	48	52				
Mild Problem	39	35	39	35				
Moderate Problem	10	10	10	10				
Severe Problem	3	3	3	3				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 5.4**  
*How Many Students Well-Behaved*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	0	13	0	13				
Most	81	68	81	68				
Some	19	18	19	18				
Few	0	1	0	1				
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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	13	21	13	21				
Mild Problem	53	46	53	46				
Moderate Problem	25	29	25	29				
Severe Problem	9	4	9	4				

*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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	3	10	3	10				
Most	65	65	65	65				
Some	32	23	32	23				
Few	0	1	0	1				
Almost None	0	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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	0	13	0	13				
Most	58	69	58	69				
Some	42	18	42	18				
Few	0	0	0	0				
Almost None	0	0	0	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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	32	44	32	44				
Mild Problem	55	44	55	44				
Moderate Problem	10	12	10	12				
Severe Problem	3	0	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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	13	22	13	22				
Mild Problem	65	54	65	54				
Moderate Problem	16	24	16	24				
Severe Problem	6	0	6	0				

*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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	53	68	53	68				
Mild Problem	31	30	31	30				
Moderate Problem	16	3	16	3				
Severe Problem	0	0	0	0				

*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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	55	68	55	68				
Mild Problem	42	22	42	22				
Moderate Problem	3	9	3	9				
Severe Problem	0	1	0	1				

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 6.4**  
***Theft is a Problem***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	61	69	61	69				
Mild Problem	35	29	35	29				
Moderate Problem	3	3	3	3				
Severe Problem	0	0	0	0				

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

**Table 6.5**  
***Gang-Related Activity is a Problem***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	77	87	77	87				
Mild Problem	16	9	16	9				
Moderate Problem	6	4	6	4				
Severe Problem	0	0	0	0				

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

**Table 6.6**  
***Weapons Possession is a Problem***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	90	95	90	95				
Mild Problem	10	5	10	5				
Moderate Problem	0	0	0	0				
Severe Problem	0	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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	97	100	97	100				
Mild Problem	3	0	3	0				
Moderate Problem	0	0	0	0				
Severe Problem	0	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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	97	100	97	100				
Mild Problem	3	0	3	0				
Moderate Problem	0	0	0	0				
Severe Problem	0	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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	59	49	59	49				
Agree	34	45	34	45				
Disagree	6	5	6	5				
Strongly Disagree	0	0	0	0				
Not Applicable	0	1	0	1				

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

**Table 7.2**  
*Handles Discipline Problems Fairly*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	59	47	59	47				
Agree	31	48	31	48				
Disagree	9	3	9	3				
Strongly Disagree	0	0	0	0				
Not Applicable	0	3	0	3				

*Question 27: The school handles discipline problems fairly.*



**Table 7.3**  
***Handles Student Discipline and Behavioral Problems Effectively***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	56	40	56	40				
Agree	31	47	31	47				
Neither Agree nor Disagree	13	9	13	9				
Disagree	0	1	0	1				
Strongly Disagree	0	3	0	3				

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

**Table 7.4**  
***Need PD on Positive Behavior Support and Classroom Management***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	19	29	19	29				
No	39	52	39	52				
Not Applicable	42	19	42	19				

*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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	34	18	34	18				
Agree	53	63	53	63				
Disagree	6	11	6	11				
Strongly Disagree	3	5	3	5				
Not Applicable	3	3	3	3				

*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*

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents								

### Counseling and Intervention Services

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.10: 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*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.02: This school collaborates well with community organizations to help address substance use or other problems.*

## Youth Development

**Table 8.4**

***Emphasizes Helping Students with Social, Emotional, and Behavioral Problems***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.25: This school emphasizes helping students with their social, emotional, and behavioral problems?*

**Table 8.5**

***Fosters Youth Development, Resilience, or Asset Promotion***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	0	0						
Some	0	0						
Not Much	0	0						
Not At All	0	0						

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

**Table 8.6**

***Provides Character Education***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	0	0						
Some	0	0						
Not Much	0	0						
Not At All	0	0						

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

## Health Services and Physical Activity

**Table 8.7**

*Provides Adequate Health Services for Students*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.23: The school provides adequate health services for students.*

**Table 8.8**

*Provides Healthy Food Choices for Student*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.24: The school provides students with healthy food choices.*

**Table 8.9**

*Provides Nutritional Instruction to Students*

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	0	0						
Some	0	0						
Not Much	0	0						
Not At All	0	0						

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	0	0						
Some	0	0						
Not Much	0	0						
Not At All	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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	0	0						
Some	0	0						
Not Much	0	0						
Not At All	0	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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.06: 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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.03: This school collaborates well with law enforcement organizations.*

**Table 8.14**  
***Suspends for First-time Substance Use Violations***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.07: 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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.08: This school enforces zero tolerance policies.*

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.12: This school effectively handles student discipline and behavioral problems.*

### Safety Promotion & Violence Prevention

**Table 8.17**  
***Resources Sufficient to Create a Safe Campus***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.04: This school has sufficient resources to create a safe campus.*

**Table 8.18**  
***Seeks to Maintain Secure Campus***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.09: This school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.*

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

**Table 8.19**  
***Provides Harassment or Bullying Prevention***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	0	0						
Some	0	0						
Not Much	0	0						
Not At All	0	0						

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

**Table 8.20**  
***Provides Conflict Resolution or Behavior Management Instruction***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	0	0						
Some	0	0						
Not Much	0	0						
Not At All	0	0						

*Question 2.19: 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***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.13: This school considers substance abuse prevention an important goal.*



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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	0	0						
Some	0	0						
Not Much	0	0						
Not At All	0	0						

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

**Table 8.23**  
***Provides Tobacco Use Prevention Instruction***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	0	0						
Some	0	0						
Not Much	0	0						
Not At All	0	0						

*Question 2.18: This school provides tobacco use prevention instruction.*

**Table 8.24**  
***Resources Sufficient for Substance Abuse Prevention Needs***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	0	0						
Agree	0	0						
Neither Agree nor Disagree	0	0						
Disagree	0	0						
Strongly Disagree	0	0						

*Question 2.05: 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*

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Number of Respondents								

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

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Associate								
Bachelors								
Masters								
Doctorate								
None								

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

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

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

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

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

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

**Table 9.5**  
**Primary Service Setting**

	MTD	TD	MES	ES	MMS	MS	MHS	HS
General Education (GE) Classroom								
Resource Specialist Classroom								
Special Education (SE) Self-Contained/Special Day Class								
Pull-out Program for Specialized Service								
Learning Center								
Other								

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

## Barriers to Effective Service Delivery

**Table 9.6**  
***Works to Reduce Instructional Interruptions***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.7**  
***Works to Minimize Paperwork***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.8**  
***Effectively Schedules Mandated Activities***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

### Integration and Collaboration between Special and General Education

**Table 9.9**  
***Integrates Special Ed into Daily Operations***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.10**  
***Encourages General and Special Ed Teaming***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.11**  
***Provides Sufficient Time to Collaborate on Service Delivery***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.13**

***Promotes Participation in School Decision Making***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Expectations and Supports for Special Populations**

**Table 9.14**

***High Expectations for Students with IEPs***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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



**Table 9.17**

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.18**

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

## Personnel Supports

**Table 9.19**

***Has Positive Working Environment for Staff Serving Students with IEPs***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.20**

***Acknowledges Responsibilities of Staff Serving Students with IEPs***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.21**

***Provides Relevant Paraprofessional Training***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

Key: M=Migrant, TD=Total District, ES=Elementary, MS=Middle, HS=High

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.23**  
***Provides Adequate Access to Technology***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

**Table 9.24**  
***Has Good Communication with District Personnel***

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree								
Agree								
Disagree								
Strongly Disagree								
Not Applicable								

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