California School Climate Survey

Imperial Unified
2009-2010
Main Report

This report was prepared for the district by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education, Safe and Healthy Kids Program Office. For contract information, contact:

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PREFACE

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

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

SURVEY PURPOSE

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

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

Closing the Achievement Gap

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

Comparison with CHKS Results

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

SURVEY CONTENT OVERVIEW

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

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

Core Survey (Section 1)

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

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

Learning Supports Module (LSM)

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

Special Education Supports Module (SESM)

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

SURVEY ADMINISTRATION AND SAMPLE

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

THE REPORT

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

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

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

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

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

AIDS TO UNDERSTANDING AND USING THE DATA

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

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

ASSESSING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Comparison Data: Statewide Results

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

IMPROVING PARTICIPATION

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

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

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

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

Conduct Additional Analyses of The Dataset

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

Add Questions to Your Next Surveys

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

ACKNOWLEDGEMENTS

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

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Summary Tables

Table S1
Positive Learning and Working Environment

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	59	71	42	47	
Sets high standards for academic performance for all (T2.2)	67	77	58	56	
Promotes academic success for all students (T2.3)	55	60	33	53	
Encourage students to enroll in rigorous course (T4.9)	37	26	8	59	
Emphasizes teaching lessons in ways relevant to students (T2.5)	43	49	25	41	
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	43	49	8	45	
Promotes trust and collegiality among staff (T2.9)	28	31	8	28	
Provides the materials, resources, and training to do job effectively (T2.11)	31	42	0	25	
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	26	32	8	22	
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.17)	46	60	0	44	
Is a safe place for staff (T2.18)	46	53	8	48	
Has clean and well-maintained facilities and property (T2.19)	40	54	0	32	
Is welcoming to and facilitates parent involvement (T2.20)	41	44	8	44	

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting 'Nearly All Adults'*				
	TD %	ES %	MS %	HS %	NT %
Have close professional relationships with one another (T2.10)	20	23	0	16	
Support and treat each other with respect (T2.8)	26	26	0	28	
Feel a responsibility to improve the school (T2.7)	34	31	25	34	

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

This school provides/encourages students…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Opportunities to decide things (T3.6)	18	20	8	19	
Equal opportunity for classroom participation (T3.7)	43	54	33	28	
Opportunities to "make a difference" (help others) (T3.9)	22	29	0	22	
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	33	43	17	28	

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

How many adults at this school…	*Percent Selecting Nearly All*				
	TD %	ES %	MS %	HS %	NT %
Caring Relationships					
Want every student to do their best (T3.4)	62	60	58	63	
Acknowledge and pay attention to students (T3.2)	46	46	42	44	
Really care about every student (T3.1)	52	49	50	53	
High Expectations					
Listen to what students have to say (T3.3)	41	40	33	40	
Believe every student can be a success (T3.5)	43	41	42	41	

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

	TD %	ES %	MS %	HS %	NT %
Strongly agree that this school…					
Fosters an appreciation of student diversity and respect for each other (T4.1)	44	46	42	41	
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	44	54	33	34	
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	21	18	25	25	
Has staff examine their own cultural biases through professional development or other processes (T4.7)	16	15	0	22	
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	28	20	25	35	
Report that nearly all adults at this school…					
Treat all students fairly (T4.3)	40	46	17	38	
Treat every student with respect (T4.4)	43	43	25	44	

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All				
How many students at this school…	TD %	ES %	MS %	HS %	NT %
Are motivated to learn (T5.1)	46	69	50	25	
Arrive at school alert and rested (T5.6)	48	51	75	38	
Are healthy and physically fit (T5.7)	49	54	67	38	
Are well-behaved (T5.4)	69	71	75	61	

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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*				
	TD %	ES %	MS %	HS %	NT %
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	40	34	58	44	
Cutting classes or being truant (T5.2)	11	6	0	19	
Depression or other mental health issues (T5.8)	12	6	0	25	
Lack of respect of staff by students (T5.3)	16	9	8	28	
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	2	0	8	3	
Harassment or bullying (T6.1)	23	6	67	28	
Physical fighting (T6.2)	15	0	50	19	
Gang activity (T6.5)	7	0	17	13	
Vandalism and graffiti (T6.3)	10	3	25	13	
Theft (T6.4)	9	9	8	9	
Weapons possession at school (T6.6)	4	0	8	6	
Substance Use					
Alcohol and drug use (T6.7)	17	0	8	41	

Table S8
Discipline and Counseling

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Clearly communicates to students consequences of breaking rules (T7.1)	44	54	8	41	
Handles discipline problems fairly (T7.2)	39	49	8	34	
Provides adequate counseling and support services for students (T7.5)	23	23	8	32	

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Table S9
Professional Development Needs

Perceive need for more PD in…	TD %	ES %	MS %	HS %	NT %
Instruction & School Environment					
Meeting academic standards (T2.12)	32	26	50	34	
Evidence-based methods of instruction (T2.13)	49	49	58	50	
Positive behavioral support and classroom management (T7.4)	48	51	67	39	
Creating a positive school climate (T2.14)	49	51	83	34	
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	55	51	75	53	
Culturally relevant pedagogy for the school's student population (T4.12)	51	54	75	39	
Serving English language learners (T4.13)	46	46	67	44	
Closing the achievement gap (T4.10)	54	57	75	47	
Providing Support Services					
Serving special education (IEP) students (T2.16)	56	60	64	53	
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	59	66	92	45	

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

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.17)	23	43	29	6	
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	10	14	29	0	
Collaborates well with law enforcement organizations (T8.13)	45	64	57	22	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	31	62	14	11	
Enforces zero tolerance policies (T8.15)	18	43	0	6	
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	13	29	0	6	
Effectively handles student discipline and behavioral problems (T8.16)	18	36	0	12	
Substance Use					
Considers substance abuse prevention an important goal (T8.21)	34	46	43	18	
Has sufficient resources to address substance use prevention needs (T8.24)	18	43	14	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)	21	43	14	6	
Collaborates well with community organizations to address substance use or other problems (T8.3)	28	50	29	6	
Youth Development and Health					
Provides adequate health services for students (T8.7)	8	21	0	0	
Provides healthy food choices for students (T8.8)	13	29	14	0	
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	13	21	0	6	

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

To what extent does this school…	*Percent Selecting "A Lot"*				
	TD %	ES %	MS %	HS %	NT %
Provide services for studies with disabilities or other special needs (T8.11)	49	57	57	41	
Foster youth development, resilience, or asset promotion (T8.5)	18	29	29	6	
Provide opportunities for physical education and activity (T8.10)	50	50	71	44	
Provide conflict resolution or behavior management instruction (T8.20)	13	14	29	6	
Provide character education (T8.6)	21	14	43	18	
Provides alcohol or drug use prevention instruction (T8.22)	10	21	0	6	
Provide tobacco use prevention instruction (T8.23)	11	14	14	6	
Provide harassment or bullying prevention (T8.19)	15	21	14	12	
Provide nutritional instruction (T8.9)	8	14	14	0	

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

This school…	*Percent Strongly Agreeing*				
	TD %	ES %	MS %	HS %	NT %
Barriers to Effective Service Delivery					
Works to reduce instructional interruptions (T9.6)	34	43	11	25	
Works to minimize paperwork (T9.7)	15	17	0	8	
Effectively schedules mandated activities (T9.8)	31	35	33	17	
Integration and Collaboration Special-General Education					
Integrates special education into daily operations (T9.9)	41	52	11	35	
Encourages general and special ed teaming (T9.10)	25	35	22	8	
Provides sufficient time to collaborate on service delivery (T9.11)	14	13	0	8	
Views services to students with IEPs as a shared staff responsibility (T9.12)	22	22	22	13	
Promotes participation in school decision making (T9.13)	20	17	22	13	
Student Expectations and Supports					
Sets high expectations for students with IEPs (T9.14)	27	26	22	21	
Supports culturally and linguistically diverse students with IEPs (T9.15)	22	26	11	17	
Supports alternative modes of communication (T9.16)	20	17	11	21	
Provides complete state adopted instructional materials for students with IEPs (T9.17)	25	30	22	13	
Provides sufficient resources for special ed programs and services (T9.18)	15	17	11	8	
Personnel Supports					
Provides positive working environment (T9.19)	27	26	22	21	
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	25	26	22	17	
Provides relevant paraprofessional training (T9.21)	16	13	11	13	
Has a climate that encourages continued service (T9.22)	22	22	22	13	
Provides adequate access to technology (T9.23)	24	17	22	21	
Has good communication with personnel to support students with IEPs (T9.24)	19	13	22	13	
Offers adequate compensation to support continued employment (T9.25)	22	17	44	13	

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I. Sample Characteristics

Table 1.1
Survey Sample

	TD	ES	MS	HS	NT
Number of Respondents	80	34	12	31	

Table 1.2
Role (Job) at School

	TD %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	59	23	92	87	
Teacher in grade 4 or below	26	60	0	0	
Special education teacher	4	6	8	0	
Administrator	5	6	0	3	
Prevention staff nurse or health aide	1	3	0	0	
Counselor or psychologist	4	0	0	10	
Police, resource officer, or safety personnel	0	0	0	0	
Paraprofessional, teacher assistant, or instructional aide	0	0	0	0	
Other certificated staff (e.g., librarian)	2	3	0	3	
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	0	0	0	0	

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD %	ES %	MS %	HS %	NT %
Migrant education students	77	64	92	83	
Special education	73	58	92	80	
English language learners	97	100	92	97	

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

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Table 1.4
Length of Employment at School

	TD %	ES %	MS %	HS %	NT %
Less than one year	4	3	0	6	
1 to 2 years	9	3	17	13	
3 to 5 years	20	18	25	19	
6 to 10 years	25	26	42	16	
Over 10 years	43	50	17	45	

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

Table 1.5
Overall Length of Employment in Position

	TD %	ES %	MS %	HS %	NT %
Less than one year	1	0	0	3	
1 to 2 years	5	0	8	9	
3 to 5 years	12	11	8	16	
6 to 10 years	26	20	50	19	
Over 10 years	56	69	33	53	

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

Table 1.6
Race/Ethnicity of Respondents

	TD %	ES %	MS %	HS %	NT %
African American (Not Hispanic)	1	3	0	0	
American Indian or Alaska Native	1	0	0	3	
Asian or Pacific Islander	0	0	0	0	
White (Not Hispanic)	51	54	58	47	
Hispanic or Latino/a	38	31	33	44	
Other or Multi-ethnic	9	11	8	6	

Question 5: What is your race/ethnicity?

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II. The Learning and Working Environment

Student Learning Environment

Table 2.1

Learning Environment is Supportive and Inviting

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	59	71	42	47	
Agree	40	29	50	53	
Disagree	1	0	8	0	
Strongly Disagree	0	0	0	0	
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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	67	77	58	56	
Agree	32	20	42	44	
Disagree	1	3	0	0	
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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	55	60	33	53	
Agree	44	40	67	44	
Disagree	1	0	0	3	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	42	44	25	41	
Agree	52	50	67	53	
Disagree	6	6	8	6	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

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

Table 2.5
Teaches Lessons Relevant to Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	43	49	25	41	
Agree	51	49	75	47	
Disagree	6	3	0	13	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	43	49	8	45	
Agree	44	40	50	52	
Disagree	10	11	25	3	
Strongly Disagree	2	0	17	0	
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

	TD %	ES %	MS %	HS %	NT %
Nearly All	34	31	25	34	
Most	43	43	50	44	
Some	22	23	25	22	
Few	1	3	0	0	
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

	TD %	ES %	MS %	HS %	NT %
Nearly All	26	26	0	28	
Most	44	43	42	50	
Some	28	26	58	22	
Few	2	6	0	0	
Almost None	0	0	0	0	

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

Table 2.9
Promotes Staff Trust and Collegiality

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	28	31	8	28	
Agree	45	43	17	59	
Disagree	21	20	50	13	
Strongly Disagree	6	6	25	0	
Not Applicable	0	0	0	0	

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

Table 2.10
Staff have Close Professional Relationships

	TD %	ES %	MS %	HS %	NT %
Nearly All	20	23	0	16	
Most	40	43	50	38	
Some	37	29	50	44	
Few	4	6	0	3	
Almost None	0	0	0	0	

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

General Staff Supports and Professional Development

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	31	42	0	25	
Agree	56	48	67	66	
Disagree	13	9	33	9	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

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

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

Table 2.12
Need PD in Meeting Academic Standards

	TD %	ES %	MS %	HS %	NT %
Yes	32	26	50	34	
No	62	71	42	59	
Not Applicable	6	3	8	6	

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

Table 2.13
Need PD in Instructional Methods

	TD %	ES %	MS %	HS %	NT %
Yes	49	49	58	50	
No	48	51	42	44	
Not Applicable	4	0	0	6	

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

Table 2.14
Need PD in Creating a Positive School Climate

	TD %	ES %	MS %	HS %	NT %
Yes	49	51	83	34	
No	50	49	17	63	
Not Applicable	1	0	0	3	

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

Special Education Supports and Professional Development

Table 2.15
Provides Resources Needed to Work With Special Education Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	26	32	8	22	
Agree	52	44	58	63	
Disagree	16	21	25	9	
Strongly Disagree	0	0	0	0	
Not Applicable	6	3	8	6	

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

Table 2.16
Need PD for Serving Special Education (IEP) Students

	TD %	ES %	MS %	HS %	NT %
Yes	56	60	64	53	
No	41	40	27	44	
Not Applicable	4	0	9	3	

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

Perceived School Safety

Table 2.17
Safe Place for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	46	60	0	44	
Agree	50	40	83	53	
Disagree	2	0	8	3	
Strongly Disagree	1	0	8	0	
Not Applicable	0	0	0	0	

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

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

Table 2.18
Safe Place for Staff

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	46	53	8	48	
Agree	50	44	83	48	
Disagree	4	3	8	3	
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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	40	54	0	32	
Agree	49	34	83	58	
Disagree	11	11	17	10	
Strongly Disagree	0	0	0	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	41	44	8	44	
Agree	57	53	83	56	
Disagree	2	3	8	0	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

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

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1
Adults Really Care About All Students

	TD %	ES %	MS %	HS %	NT %
Nearly All	52	49	50	53	
Most	40	40	33	47	
Some	7	11	17	0	
Few	0	0	0	0	
Almost None	0	0	0	0	

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

Table 3.2
Adults Acknowledge and Pay Attention to Students

	TD %	ES %	MS %	HS %	NT %
Nearly All	46	46	42	44	
Most	44	40	42	53	
Some	10	14	17	3	
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

	TD %	ES %	MS %	HS %	NT %
Nearly All	41	40	33	40	
Most	40	40	50	40	
Some	18	20	8	20	
Few	1	0	8	0	
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

	TD %	ES %	MS %	HS %	NT %
Nearly All	62	60	58	63	
Most	35	37	42	34	
Some	2	3	0	3	
Few	0	0	0	0	
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

	TD %	ES %	MS %	HS %	NT %
Nearly All	43	41	42	41	
Most	41	44	33	44	
Some	16	15	25	16	
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?

Opportunities for Meaningful Participation

Table 3.6
Encourages Decision Opportunities for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	18	20	8	19	
Agree	55	63	42	53	
Disagree	24	14	50	28	
Strongly Disagree	0	0	0	0	
Not Applicable	2	3	0	0	

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

Table 3.7
Gives Equal Opportunity for Classroom Participation

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	43	54	33	28	
Agree	54	43	67	66	
Disagree	2	0	0	6	
Strongly Disagree	0	0	0	0	
Not Applicable	1	3	0	0	

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

Table 3.8
Gives Equal Access to Extracurricular and Enrichment Activities

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	33	43	17	28	
Agree	45	34	42	63	
Disagree	17	17	42	9	
Strongly Disagree	0	0	0	0	
Not Applicable	5	6	0	0	

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

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

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	22	29	0	22	
Agree	51	46	55	59	
Disagree	22	20	45	19	
Strongly Disagree	0	0	0	0	
Not Applicable	5	6	0	0	

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

Professional Development Needs

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

	TD %	ES %	MS %	HS %	NT %
Yes	59	66	92	45	
No	37	31	8	52	
Not Applicable	4	3	0	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?

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1

Fosters Appreciation for Student Diversity and Mutual Respect

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	44	46	42	41	
Agree	49	46	42	56	
Disagree	6	6	17	3	
Strongly Disagree	0	0	0	0	
Not Applicable	1	3	0	0	

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

Table 4.2

Racial/Ethnic Conflict Among Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	68	91	67	41	
Mild Problem	29	9	25	56	
Moderate Problem	1	0	8	0	
Severe Problem	1	0	0	3	

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

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	TD %	ES %	MS %	HS %	NT %
Nearly All	40	46	17	38	
Most	46	43	58	50	
Some	13	11	25	13	
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

	TD %	ES %	MS %	HS %	NT %
Nearly All	43	43	25	44	
Most	44	40	67	44	
Some	13	17	8	13	
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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	44	54	33	34	
Agree	51	43	58	59	
Disagree	4	0	8	6	
Strongly Disagree	0	0	0	0	
Not Applicable	1	3	0	0	

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

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

Table 4.6
Use Culturally Relevant Instructional Materials

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	18	25	25	
Agree	49	53	33	53	
Disagree	23	24	33	22	
Strongly Disagree	0	0	0	0	
Not Applicable	6	6	8	0	

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

Table 4.7
Staff Examine Their Cultural Biases

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	16	15	0	22	
Agree	28	29	25	31	
Disagree	48	47	75	44	
Strongly Disagree	0	0	0	0	
Not Applicable	7	9	0	3	

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

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	28	20	25	35	
Agree	56	60	58	52	
Disagree	14	14	17	13	
Strongly Disagree	1	3	0	0	
Not Applicable	1	3	0	0	

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

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	37	26	8	59	
Agree	26	17	17	41	
Disagree	10	9	42	0	
Strongly Disagree	0	0	0	0	
Not Applicable	28	49	33	0	

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

Professional Development Needs

Table 4.10
Need PD on Closing the Achievement Gap

	TD %	ES %	MS %	HS %	NT %
Yes	54	57	75	47	
No	44	43	25	50	
Not Applicable	2	0	0	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

	TD %	ES %	MS %	HS %	NT %
Yes	55	51	75	53	
No	44	49	25	44	
Not Applicable	1	0	0	3	

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

Table 4.12
Need PD on Culturally Relevant Pedagogy

	TD %	ES %	MS %	HS %	NT %
Yes	51	54	75	39	
No	48	46	25	58	
Not Applicable	1	0	0	3	

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

Table 4.13
Need PD on Serving English Language Learners

	TD %	ES %	MS %	HS %	NT %
Yes	46	46	67	44	
No	49	54	33	47	
Not Applicable	5	0	0	9	

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

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1
Students Are Motivated to Learn

	TD %	ES %	MS %	HS %	NT %
Nearly All	4	3	8	3	
Most	43	66	42	22	
Some	54	31	50	75	
Few	0	0	0	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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	51	74	67	19	
Mild Problem	38	20	33	61	
Moderate Problem	11	6	0	19	
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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	38	51	25	28	
Mild Problem	46	40	67	44	
Moderate Problem	12	6	8	22	
Severe Problem	4	3	0	6	

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

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

Table 5.4
How Many Students Well-Behaved

	TD %	ES %	MS %	HS %	NT %
Nearly All	5	3	8	6	
Most	64	69	67	55	
Some	30	26	25	39	
Few	1	3	0	0	
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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	10	11	0	9	
Mild Problem	50	54	42	47	
Moderate Problem	33	31	50	31	
Severe Problem	7	3	8	13	

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

Perceived Physical and Mental Health

Table 5.6
Students Arrive at School Alert and Rested

	TD %	ES %	MS %	HS %	NT %
Nearly All	4	3	8	3	
Most	44	49	67	34	
Some	50	46	25	59	
Few	2	3	0	3	
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

	TD %	ES %	MS %	HS %	NT %
Nearly All	6	9	0	6	
Most	43	46	67	31	
Some	48	43	33	59	
Few	2	3	0	0	
Almost None	1	0	0	3	

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

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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	39	54	50	19	
Mild Problem	49	40	50	56	
Moderate Problem	11	6	0	22	
Severe Problem	1	0	0	3	

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	15	23	0	6	
Mild Problem	62	71	33	66	
Moderate Problem	18	3	50	25	
Severe Problem	5	3	17	3	

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

Table 6.2
Physical Fighting Between Students is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	28	49	0	13	
Mild Problem	57	51	50	69	
Moderate Problem	13	0	42	19	
Severe Problem	1	0	8	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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	51	77	33	28	
Mild Problem	39	20	42	59	
Moderate Problem	9	3	25	9	
Severe Problem	1	0	0	3	

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

Table 6.4
Theft is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	44	63	33	28	
Mild Problem	48	29	58	63	
Moderate Problem	9	9	8	9	
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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	57	91	33	31	
Mild Problem	35	9	50	56	
Moderate Problem	6	0	8	13	
Severe Problem	1	0	8	0	

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

Table 6.6
Weapons Possession is a Problem

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	87	100	92	69	
Mild Problem	10	0	0	25	
Moderate Problem	4	0	8	6	
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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	50	97	33	6	
Mild Problem	33	3	58	53	
Moderate Problem	17	0	8	41	
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

	TD %	ES %	MS %	HS %	NT %
Insignificant Problem	62	97	67	25	
Mild Problem	30	3	25	59	
Moderate Problem	7	0	8	16	
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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	44	54	8	41	
Agree	41	34	50	50	
Disagree	12	11	25	9	
Strongly Disagree	2	0	17	0	
Not Applicable	0	0	0	0	

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

Table 7.2
Handles Discipline Problems Fairly

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	39	49	8	34	
Agree	43	43	42	47	
Disagree	15	9	33	16	
Strongly Disagree	2	0	17	0	
Not Applicable	1	0	0	3	

Question 27: The school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	35	43	0	38	
Agree	45	46	25	53	
Neither Agree nor Disagree	17	11	58	9	
Disagree	2	0	17	0	
Strongly Disagree	0	0	0	0	

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	TD %	ES %	MS %	HS %	NT %
Yes	48	51	67	39	
No	49	49	33	55	
Not Applicable	2	0	0	6	

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

Table 7.5
Provides Adequate Counseling and Support for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	23	23	8	32	
Agree	52	34	58	68	
Disagree	21	37	25	0	
Strongly Disagree	4	6	8	0	
Not Applicable	0	0	0	0	

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	40	14	7	18	

Counseling and Intervention Services

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	21	43	14	6	
Agree	51	29	71	59	
Neither Agree nor Disagree	15	21	0	18	
Disagree	8	0	0	18	
Strongly Disagree	5	7	14	0	

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

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	28	50	29	6	
Agree	40	29	29	56	
Neither Agree nor Disagree	25	14	29	33	
Disagree	8	7	14	6	
Strongly Disagree	0	0	0	0	

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

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

Youth Development

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	13	21	0	6	
Agree	62	50	71	71	
Neither Agree nor Disagree	13	7	14	18	
Disagree	10	14	14	6	
Strongly Disagree	3	7	0	0	

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

Table 8.5
Fosters Youth Development, Resilience, or Asset Promotion

	TD %	ES %	MS %	HS %	NT %
A Lot	18	29	29	6	
Some	56	50	57	59	
Not Much	23	21	14	29	
Not At All	3	0	0	6	

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

Table 8.6
Provides Character Education

	TD %	ES %	MS %	HS %	NT %
A Lot	21	14	43	18	
Some	59	57	57	59	
Not Much	13	21	0	12	
Not At All	8	7	0	12	

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	8	21	0	0	
Agree	46	43	71	40	
Neither Agree nor Disagree	27	21	0	40	
Disagree	16	7	29	20	
Strongly Disagree	3	7	0	0	

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

Table 8.8
Provides Healthy Food Choices for Student

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	13	29	14	0	
Agree	36	36	29	41	
Neither Agree nor Disagree	23	21	29	18	
Disagree	23	7	29	35	
Strongly Disagree	5	7	0	6	

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

Table 8.9
Provides Nutritional Instruction to Students

	TD %	ES %	MS %	HS %	NT %
A Lot	8	14	14	0	
Some	62	64	57	59	
Not Much	18	14	0	29	
Not At All	13	7	29	12	

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD %	ES %	MS %	HS %	NT %
A Lot	50	50	71	44	
Some	42	43	29	50	
Not Much	3	0	0	0	
Not At All	5	7	0	6	

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

Special Education

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

	TD %	ES %	MS %	HS %	NT %
A Lot	49	57	57	41	
Some	46	36	43	53	
Not Much	5	7	0	6	
Not At All	0	0	0	0	

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

Discipline Policies and Enforcement

Table 8.12
Sanctions Handled Case-by-Case

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	13	29	0	6	
Agree	65	57	86	61	
Neither Agree nor Disagree	13	14	0	17	
Disagree	10	0	14	17	
Strongly Disagree	0	0	0	0	

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

Table 8.13
Collaborates Well With Law Enforcement

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	45	64	57	22	
Agree	45	29	14	72	
Neither Agree nor Disagree	3	7	0	0	
Disagree	8	0	29	6	
Strongly Disagree	0	0	0	0	

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

Table 8.14
Suspends for First-time Substance Use Violations

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	31	62	14	11	
Agree	41	15	29	67	
Neither Agree nor Disagree	18	23	29	11	
Disagree	10	0	29	11	
Strongly Disagree	0	0	0	0	

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

Table 8.15
Enforces Zero Tolerance Policy

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	18	43	0	6	
Agree	35	21	43	39	
Neither Agree nor Disagree	25	29	29	22	
Disagree	23	7	29	33	
Strongly Disagree	0	0	0	0	

Question 2.07: This school enforces zero tolerance policies.

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	18	36	0	12	
Agree	54	50	43	59	
Neither Agree nor Disagree	15	14	14	18	
Disagree	10	0	29	12	
Strongly Disagree	3	0	14	0	

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

Safety Promotion & Violence Prevention

Table 8.17
Resources Sufficient to Create a Safe Campus

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	23	43	29	6	
Agree	45	29	43	56	
Neither Agree nor Disagree	23	21	14	28	
Disagree	10	7	14	11	
Strongly Disagree	0	0	0	0	

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

Table 8.18
Seeks to Maintain Secure Campus

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	10	14	29	0	
Agree	28	36	14	28	
Neither Agree nor Disagree	20	21	14	17	
Disagree	15	7	14	22	
Strongly Disagree	28	21	29	33	

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

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

Table 8.19
Provides Harassment or Bullying Prevention

	TD %	ES %	MS %	HS %	NT %
A Lot	15	21	14	12	
Some	56	43	57	65	
Not Much	23	29	29	18	
Not At All	5	7	0	6	

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

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	13	14	29	6	
Some	64	64	29	76	
Not Much	18	14	29	18	
Not At All	5	7	14	0	

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

Substance Abuse Prevention

Table 8.21
Considers Substance Abuse Prevention an Important Goal

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	34	46	43	18	
Agree	34	38	0	47	
Neither Agree nor Disagree	18	15	29	18	
Disagree	13	0	29	18	
Strongly Disagree	0	0	0	0	

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

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	10	21	0	6	
Some	69	71	57	71	
Not Much	13	0	29	18	
Not At All	8	7	14	6	

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

Table 8.23
Provides Tobacco Use Prevention Instruction

	TD %	ES %	MS %	HS %	NT %
A Lot	11	14	14	6	
Some	66	79	43	63	
Not Much	13	0	29	19	
Not At All	11	7	14	13	

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	18	43	14	0	
Agree	35	29	29	44	
Neither Agree nor Disagree	35	29	29	39	
Disagree	13	0	29	17	
Strongly Disagree	0	0	0	0	

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

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	62	25	10	24	

Table 9.2
Highest Degree Level Achieved

	TD	ES	MS	HS	NT
Associate	0	0	0	0	
Bachelors	42	44	30	42	
Masters	58	56	70	58	
Doctorate	0	0	0	0	
None	0	0	0	0	

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

	TD	ES	MS	HS	NT
Multiple Subjects	50	96	40	8	
Single Subjects	47	4	60	83	
Education Specialist Instruction	0	0	0	0	
Pupil Personnel Services	3	0	0	8	
Administrative Services {CK}	0	0	0	0	
Other Related Services	0	0	0	0	
Other (e.g., Adapted PE)	0	0	0	0	
None	0	0	0	0	

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

Table 9.4
Highest Credential or Permit for Current Position

	TD	ES	MS	HS	NT
Professional Clear (level 2)	90	96	90	83	
Preliminary (level 1)	8	4	10	13	
Provisional Internship Credential	2	0	0	4	
Provisional Internship Permit	0	0	0	0	
Short Term Staff Permit	0	0	0	0	
Other (e.g., waver)	0	0	0	0	
High School Diploma/GED	0	0	0	0	

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

Table 9.5
Primary Service Setting

	TD	ES	MS	HS	NT
General Education (GE) Classroom	72	74	56	77	
Resource Specialist Classroom	11	9	22	5	
Special Education (SE) Self-Contained/Special Day Class	14	9	22	18	
Pull-out Program for Specialized Service	2	4	0	0	
Learning Center	2	4	0	0	
Other	0	0	0	0	

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

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	34	43	11	25	
Agree	59	48	78	71	
Disagree	7	9	11	4	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

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

Table 9.7
Works to Minimize Paperwork

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	15	17	0	8	
Agree	68	74	78	67	
Disagree	10	9	11	13	
Strongly Disagree	3	0	11	4	
Not Applicable	3	0	0	8	

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

Table 9.8
Effectively Schedules Mandated Activities

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	31	35	33	17	
Agree	66	65	67	74	
Disagree	2	0	0	4	
Strongly Disagree	0	0	0	0	
Not Applicable	2	0	0	4	

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

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	41	52	11	35	
Agree	50	43	67	57	
Disagree	9	4	22	9	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

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

Table 9.10
Encourages General and Special Ed Teaming

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	35	22	8	
Agree	64	61	56	79	
Disagree	8	4	11	13	
Strongly Disagree	2	0	11	0	
Not Applicable	0	0	0	0	

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	14	13	0	8	
Agree	58	65	44	63	
Disagree	24	22	33	25	
Strongly Disagree	3	0	22	0	
Not Applicable	2	0	0	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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	22	22	22	13	
Agree	66	74	56	71	
Disagree	12	4	22	17	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

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

Table 9.13
Promotes Participation in School Decision Making

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	20	17	22	13	
Agree	66	74	44	75	
Disagree	10	0	33	13	
Strongly Disagree	2	4	0	0	
Not Applicable	2	4	0	0	

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

Expectations and Supports for Special Populations

Table 9.14
High Expectations for Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	27	26	22	21	
Agree	64	65	67	71	
Disagree	7	4	11	8	
Strongly Disagree	2	4	0	0	
Not Applicable	0	0	0	0	

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

Table 9.15
Supports Culturally and Linguistically Diverse Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	22	26	11	17	
Agree	63	48	78	79	
Disagree	12	22	11	4	
Strongly Disagree	0	0	0	0	
Not Applicable	3	4	0	0	

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

Table 9.16
Supports Alternative Modes of Communication

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	20	17	11	21	
Agree	71	78	67	75	
Disagree	5	4	11	4	
Strongly Disagree	0	0	0	0	
Not Applicable	3	0	11	0	

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

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

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	30	22	13	
Agree	66	65	78	71	
Disagree	7	4	0	13	
Strongly Disagree	0	0	0	0	
Not Applicable	2	0	0	4	

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

Table 9.18
Provides Sufficient Resources for Special Ed Programs and Services

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	15	17	11	8	
Agree	75	83	67	75	
Disagree	8	0	22	13	
Strongly Disagree	0	0	0	0	
Not Applicable	2	0	0	4	

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

Personnel Supports

Table 9.19
Has Positive Working Environment for Staff Serving Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	27	26	22	21	
Agree	69	74	67	75	
Disagree	3	0	11	4	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

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

Table 9.20
Acknowledges Responsibilities of Staff Serving Students with IEPs

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	25	26	22	17	
Agree	66	74	33	79	
Disagree	7	0	33	4	
Strongly Disagree	2	0	11	0	
Not Applicable	0	0	0	0	

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

Table 9.21
Provides Relevant Paraprofessional Training

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	16	13	11	13	
Agree	50	61	22	57	
Disagree	17	13	56	9	
Strongly Disagree	2	0	0	4	
Not Applicable	16	13	11	17	

Question 3.13: This school provides relevant training for paraprofessionals.

Table 9.22
Climate Encourages Continued Service

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	22	22	22	13	
Agree	73	78	67	79	
Disagree	3	0	11	4	
Strongly Disagree	0	0	0	0	
Not Applicable	2	0	0	4	

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

Table 9.23
Provides Adequate Access to Technology

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	24	17	22	21	
Agree	69	78	67	71	
Disagree	7	4	11	8	
Strongly Disagree	0	0	0	0	
Not Applicable	0	0	0	0	

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

Table 9.24
Has Good Communication with District Personnel

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	19	13	22	13	
Agree	73	87	56	75	
Disagree	7	0	22	8	
Strongly Disagree	0	0	0	0	
Not Applicable	2	0	0	4	

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

Table 9.25
Provides Adequate Compensation

	TD %	ES %	MS %	HS %	NT %
Strongly Agree	22	17	44	13	
Agree	64	74	22	75	
Disagree	8	4	33	4	
Strongly Disagree	2	0	0	4	
Not Applicable	3	4	0	4	

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