CALIFORNIA school climate SURVEY

Migrant Education Report
Pajaro Valley Unified
Spring 2009

Migrant Education Report

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HEALTH AND HUMAN DEVELOPMENT

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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), *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: www.wested.org/chks and 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.[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

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).[2] 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

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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.

gap (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

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Learning Environment								
Is a supportive and inviting place for students to learn (T2.1)	30	33	30	31	33	35	25	26
Sets high standards for academic performance for all (T2.2)	28	33	42	46	34	24	12	26
Promotes academic success for all students (T2.3)	30	28	35	35	32	18	22	26
Encourage students to enroll in rigorous course (T4.9)	17	19	5	4	15	6	29	53
Emphasizes teaching lessons in ways relevant to students (T2.5)	19	25	22	27	22	18	15	32
Working Environment								
Is a supportive and inviting place for staff to work (T2.6)	34	33	22	27	53	35	28	37
Promotes trust and collegiality among staff (T2.9)	29	21	17	23	47	25	24	16
Provides the materials, resources, and training to do job effectively (T2.11)	10	18	7	27	18	7	4	17
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	8	13	10	15	14	6	0	11
Safety, Facilities, and Parental Outreach								
Is a safe place for students (T2.17)	28	33	17	35	47	41	18	22
Is a safe place for staff (T2.18)	32	38	15	31	51	47	28	37
Has clean and well-maintained facilities and property (T2.19)	18	22	13	15	34	29	7	21
Is welcoming to and facilitates parent involvement (T2.20)	25	34	18	35	29	29	25	37

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

Table S2
Staff Collegiality and Sense of Mission

How many adults at this school…	*Percent Selecting 'Nearly All Adults'*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Have close professional relationships with one another (T2.10)	21	25	25	23	33	24	9	28
Support and treat each other with respect (T2.8)	37	35	36	27	48	35	31	44
Feel a responsibility to improve the school (T2.7)	32	32	44	27	44	29	10	33

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

This school provides/encourages students…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Opportunities to decide things (T3.6)	9	25	13	35	6	13	9	26
Equal opportunity for classroom participation (T3.7)	23	37	27	46	27	19	16	37
Opportunities to "make a difference" (help others) (T3.9)	18	24	12	19	9	6	33	42
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	28	41	17	31	32	38	35	58

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

How many adults at this school…	*Percent Selecting Nearly All*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Caring Relationships								
Want every student to do their best (T3.4)	54	48	56	58	70	41	40	39
Acknowledge and pay attention to students (T3.2)	44	46	51	54	55	47	29	33
Really care about every student (T3.1)	45	51	54	62	52	47	33	39
High Expectations								
Listen to what students have to say (T3.3)	33	37	46	42	41	29	18	33
Believe every student can be a success (T3.5)	35	36	47	42	42	35	18	28

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 %
Strongly agree that this school…								
Fosters an appreciation of student diversity and respect for each other (T4.1)	29	31	32	24	32	31	24	37
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	32	30	27	31	33	19	35	37
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	13	16	12	8	15	19	12	26
Has staff examine their own cultural biases through professional development or other processes (T4.7)	5	10	8	4	2	13	4	16
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	21	19	27	15	18	25	19	21
Report that nearly all adults at this school…								
Treat all students fairly (T4.3)	35	32	47	35	42	29	19	28
Treat every student with respect (T4.4)	38	35	42	35	45	41	29	28

Table S6
Student Learning Readiness and Motivation

	Percent Selecting Most/Nearly All							
How many students at this school…	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Are motivated to learn (T5.1)	46	46	52	50	52	35	37	56
Arrive at school alert and rested (T5.6)	44	48	45	46	52	63	35	44
Are healthy and physically fit (T5.7)	45	57	38	50	49	65	46	61
Are well-behaved (T5.4)	63	74	60	65	63	69	66	94

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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*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Engagement Indicators/Disruptive Behavior								
Disruptive behavior (T5.5)	67	55	63	46	61	60	78	63
Cutting classes or being truant (T5.2)	37	30	7	4	18	12	79	74
Depression or other mental health issues (T5.8)	37	17	36	8	28	12	44	32
Lack of respect of staff by students (T5.3)	35	30	31	23	36	29	38	37
Violence, Conflict, and Crime								
Racial/ethnic conflict among students (T4.2)	17	11	12	4	17	0	21	26
Harassment or bullying (T6.1)	56	41	64	46	57	31	49	42
Physical fighting (T6.2)	32	27	24	23	28	25	44	37
Gang activity (T6.5)	54	30	25	0	61	35	69	58
Vandalism and graffiti (T6.3)	53	39	38	19	48	24	72	74
Theft (T6.4)	37	32	22	19	38	13	49	68
Weapons possession at school (T6.6)	10	13	2	0	8	12	16	32
Substance Use								
Alcohol and drug use (T6.7)	31	22	0	0	26	6	62	58

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)	30	46	22	38	45	56	21	47
Handles discipline problems fairly (T7.2)	28	38	13	35	48	38	21	42
Provides adequate counseling and support services for students (T7.5)	21	27	10	12	29	29	19	42

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Table S9
Professional Development Needs

Perceive need for more PD in…	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Instruction & School Environment								
Meeting academic standards (T2.12)	32	46	24	31	32	50	39	63
Evidence-based methods of instruction (T2.13)	40	49	36	35	36	56	49	63
Positive behavioral support and classroom management (T7.4)	44	43	53	31	38	63	44	42
Creating a positive school climate (T2.14)	43	43	51	31	33	56	44	47
Addressing Needs of Diverse Populations								
Working with diverse racial, ethnic, or cultural groups (T4.11)	35	34	41	15	31	56	34	39
Culturally relevant pedagogy for the school's student population (T4.12)	41	49	49	38	34	63	41	47
Serving English language learners (T4.13)	47	60	49	42	48	69	46	79
Closing the achievement gap (T4.10)	61	66	64	54	57	88	60	67
Providing Support Services								
Serving special education (IEP) students (T2.16)	57	48	63	38	58	63	51	47
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	58	67	59	58	57	69	60	79

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

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Discipline and Safety								
Has sufficient resources to create a safe campus (T8.17)	9	10	13	17	9	20	7	0
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	26	17	13	0	29	30	33	18
Collaborates well with law enforcement organizations (T8.13)	13	10	4	17	15	20	20	0
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	17	24	4	50	29	30	17	9
Enforces zero tolerance policies (T8.15)	6	14	5	0	3	20	10	18
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	22	21	9	33	29	20	27	10
Effectively handles student discipline and behavioral problems (T8.16)	9	17	4	0	9	30	14	18
Substance Use								
Considers substance abuse prevention an important goal (T8.21)	6	30	4	14	6	50	10	18
Has sufficient resources to address substance use prevention needs (T8.24)	17	17	17	33	21	10	14	9
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)	15	28	4	33	31	30	7	18
Collaborates well with community organizations to address substance use or other problems (T8.3)	34	41	22	33	40	40	41	45
Youth Development and Health								
Provides adequate health services for students (T8.7)	37	44	32	33	35	56	40	36
Provides healthy food choices for students (T8.8)	17	21	26	29	17	30	13	10
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	4	11	9	0	6	20	0	10

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

To what extent does this school…	*Percent Selecting "A Lot"*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Provide services for studies with disabilities or other special needs (T8.11)	19	29	48	67	9	33	13	9
Foster youth development, resilience, or asset promotion (T8.5)	11	28	17	13	11	45	7	27
Provide opportunities for physical education and activity (T8.10)	7	29	9	17	9	56	4	18
Provide conflict resolution or behavior management instruction (T8.20)	6	18	15	0	3	33	3	18
Provide character education (T8.6)	14	41	27	67	14	56	7	18
Provides alcohol or drug use prevention instruction (T8.22)	58	61	41	83	74	78	55	36
Provide tobacco use prevention instruction (T8.23)	9	21	18	0	3	44	3	18
Provide harassment or bullying prevention (T8.19)	6	14	14	33	6	11	0	9
Provide nutritional instruction (T8.9)	11	33	14	17	14	56	3	20

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

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

This school…	*Percent Strongly Agreeing*							
	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Barriers to Effective Service Delivery								
Works to reduce instructional interruptions (T9.6)	22	26	24	23	25	27	20	29
Works to minimize paperwork (T9.7)	12	12	13	8	15	7	8	21
Effectively schedules mandated activities (T9.8)	19	19	11	17	24	13	18	29
Integration and Collaboration Special-General Education								
Integrates special education into daily operations (T9.9)	28	30	29	14	31	40	24	29
Encourages general and special ed teaming (T9.10)	22	21	19	14	22	13	25	38
Provides sufficient time to collaborate on service delivery (T9.11)	9	16	8	14	17	13	0	21
Views services to students with IEPs as a shared staff responsibility (T9.12)	16	16	16	14	17	13	13	21
Promotes participation in school decision making (T9.13)	14	23	14	29	17	13	13	29
Student Expectations and Supports								
Sets high expectations for students with IEPs (T9.14)	16	21	13	23	21	20	10	21
Supports culturally and linguistically diverse students with IEPs (T9.15)	11	16	16	14	15	13	3	21
Supports alternative modes of communication (T9.16)	9	16	14	14	11	13	5	21
Provides complete state adopted instructional materials for students with IEPs (T9.17)	13	20	16	21	19	13	3	29
Provides sufficient resources for special ed programs and services (T9.18)	9	16	8	14	13	13	5	21
Personnel Supports								
Provides positive working environment (T9.19)	23	20	18	21	28	20	21	21
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	18	23	16	21	28	20	8	29
Provides relevant paraprofessional training (T9.21)	5	17	5	23	9	13	3	17
Has a climate that encourages continued service (T9.22)	20	20	19	14	23	20	16	29
Provides adequate access to technology (T9.23)	17	18	24	14	19	13	8	29
Has good communication with personnel to support students with IEPs (T9.24)	12	23	14	14	19	20	3	36
Offers adequate compensation to support continued employment (T9.25)	6	11	5	7	13	7	0	21

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	MTD	TD	MES	ES	MMS	MS	MHS	HS

Table 1.2
Role (Job) at School

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Teacher in grade 5 or above	55	53	20	15	68	88	72	74
Teacher in grade 4 or below	17	25	57	62	0	0	0	0
Special education teacher	7	9	8	0	6	18	7	16
Administrator	8	5	8	12	6	0	7	0
Prevention staff nurse or health aide	1	0	0	0	2	0	1	0
Counselor or psychologist	8	0	0	0	8	0	13	0
Police, resource officer, or safety personnel	0	2	0	0	0	0	0	0
Paraprofessional, teacher assistant, or instructional aide	2	3	0	0	5	6	0	5
Other certificated staff (e.g., librarian)	5	5	7	12	6	0	3	0
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	3	3	2	0	2	0	4	11

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	100	0	100	0
Special education	79	45	67	33	82	54	85	55
English language learners	98	88	98	100	97	85	97	64

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	9	19	12	13	9	35	8	11
1 to 2 years	21	13	17	17	24	6	21	16
3 to 5 years	26	27	22	38	26	29	29	16
6 to 10 years	22	15	32	25	18	12	18	5
Over 10 years	22	26	18	8	23	18	24	53

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	4	10	7	8	3	13	2	5
1 to 2 years	11	14	13	19	13	0	8	21
3 to 5 years	12	29	12	35	11	38	15	16
6 to 10 years	29	13	35	15	22	13	30	11
Over 10 years	44	35	33	23	52	38	45	47

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)	2	0	3	0	0	0	2	0
American Indian or Alaska Native	2	2	0	0	0	0	5	5
Asian or Pacific Islander	3	3	3	0	0	6	6	5
White (Not Hispanic)	65	73	60	77	72	69	64	79
Hispanic or Latino/a	21	14	28	19	19	13	17	5
Other or Multi-ethnic	8	8	5	4	9	13	8	5

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	30	33	30	31	33	35	25	26
Agree	63	63	58	58	61	65	69	74
Disagree	6	3	8	8	3	0	6	0
Strongly Disagree	2	2	3	4	3	0	0	0
Not Applicable	0	0	0	0	0	0	0	0

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

Table 2.2

Sets High Standards for Academic Performance for All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	28	33	42	46	34	24	12	26
Agree	52	58	48	50	55	65	53	58
Disagree	18	9	10	4	9	12	32	16
Strongly Disagree	2	0	0	0	2	0	3	0
Not Applicable	0	0	0	0	0	0	0	0

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

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

Table 2.3
Promotes Academic Success for All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	30	28	35	35	32	18	22	26
Agree	55	66	52	58	62	76	49	68
Disagree	14	6	12	8	5	6	25	5
Strongly Disagree	2	0	2	0	2	0	3	0
Not Applicable	0	0	0	0	0	0	0	0

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	30	37	32	31	29	31	27	53
Agree	60	56	49	58	71	69	60	37
Disagree	9	8	17	12	0	0	12	11
Strongly Disagree	1	0	2	0	0	0	1	0
Not Applicable	0	0	0	0	0	0	0	0

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	19	25	22	27	22	18	15	32
Agree	63	56	58	62	64	59	66	47
Disagree	11	16	15	8	8	24	12	21
Strongly Disagree	4	2	5	4	5	0	3	0
Not Applicable	2	2	0	0	2	0	4	0

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

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	34	33	22	27	53	35	28	37
Agree	48	48	53	54	39	53	51	37
Disagree	13	16	14	12	8	12	16	26
Strongly Disagree	5	3	12	8	0	0	4	0
Not Applicable	1	0	0	0	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	32	32	44	27	44	29	10	33
Most	40	46	36	58	35	53	48	28
Some	24	19	15	12	21	18	36	33
Few	3	3	3	4	0	0	4	6
Almost None	1	0	2	0	0	0	1	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	37	35	36	27	48	35	31	44
Most	43	52	46	62	43	53	40	39
Some	18	10	17	8	8	6	26	17
Few	2	3	2	4	2	6	1	0
Almost None	1	0	0	0	0	0	1	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	29	21	17	23	47	25	24	16
Agree	46	63	53	62	41	69	45	58
Disagree	19	13	20	12	11	6	25	21
Strongly Disagree	6	3	10	4	2	0	6	5
Not Applicable	1	0	0	0	0	0	0	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	21	25	25	23	33	24	9	28
Most	41	46	42	58	44	35	38	39
Some	33	25	27	15	19	35	49	33
Few	4	3	5	4	3	6	3	0
Almost None	1	0	0	0	0	0	1	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	10	18	7	27	18	7	4	17
Agree	51	54	55	50	55	67	43	44
Disagree	31	23	33	23	23	27	40	22
Strongly Disagree	8	3	5	0	3	0	13	11
Not Applicable	0	2	0	0	0	0	0	6

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	32	46	24	31	32	50	39	63
No	58	48	73	65	58	50	48	26
Not Applicable	9	6	3	4	9	0	13	11

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	40	49	36	35	36	56	49	63
No	49	44	64	62	48	44	37	26
Not Applicable	10	6	0	4	16	0	13	11

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	43	43	51	31	33	56	44	47
No	55	57	47	69	65	44	53	53
Not Applicable	2	0	2	0	2	0	3	0

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

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

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	8	13	10	15	14	6	0	11
Agree	41	41	37	27	45	44	39	58
Disagree	36	25	37	31	29	31	43	16
Strongly Disagree	10	6	10	4	6	13	12	5
Not Applicable	6	14	5	23	6	6	6	11

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	57	48	63	38	58	63	51	47
No	38	41	32	38	35	38	46	47
Not Applicable	5	11	5	23	6	0	3	5

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	28	33	17	35	47	41	18	22
Agree	58	56	67	50	47	59	63	61
Disagree	10	8	8	8	5	0	15	17
Strongly Disagree	4	3	7	8	2	0	4	0
Not Applicable	1	0	2	0	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	32	38	15	31	51	47	28	37
Agree	58	55	65	58	46	53	63	53
Disagree	6	3	10	0	3	0	4	11
Strongly Disagree	4	5	8	12	0	0	4	0
Not Applicable	1	0	2	0	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	18	22	13	15	34	29	7	21
Agree	56	47	48	46	54	53	66	42
Disagree	20	19	32	31	6	12	21	11
Strongly Disagree	6	9	7	8	6	6	4	16
Not Applicable	1	3	0	0	0	0	1	11

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	25	34	18	35	29	29	25	37
Agree	55	48	52	50	57	47	57	47
Disagree	17	16	25	12	12	24	15	16
Strongly Disagree	3	2	5	4	2	0	1	0
Not Applicable	1	0	0	0	0	0	1	0

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

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1

Adults Really Care About All Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	45	51	54	62	52	47	33	39
Most	44	41	36	35	42	53	52	39
Some	9	8	10	4	5	0	10	22
Few	1	0	0	0	0	0	3	0
Almost None	1	0	0	0	2	0	1	0

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

Table 3.2

Adults Acknowledge and Pay Attention to Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	44	46	51	54	55	47	29	33
Most	46	43	41	35	41	47	56	50
Some	10	10	8	8	5	6	15	17
Few	0	2	0	4	0	0	0	0
Almost None	0	0	0	0	0	0	0	0

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

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

Table 3.3
Adults Listen to What Students Have to Say

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	33	37	46	42	41	29	18	33
Most	45	40	29	42	47	59	54	22
Some	20	22	24	12	13	12	25	44
Few	1	2	2	4	0	0	0	0
Almost None	1	0	0	0	0	0	3	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	54	48	56	58	70	41	40	39
Most	36	44	32	38	28	53	46	44
Some	9	8	12	4	2	6	13	17
Few	1	0	0	0	0	0	1	0
Almost None	0	0	0	0	0	0	0	0

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

Table 3.5
Adults Believe Every Student Can Be a Success

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	35	36	47	42	42	35	18	28
Most	42	44	27	46	45	47	51	39
Some	21	18	20	8	13	18	28	33
Few	3	2	5	4	0	0	3	0
Almost None	0	0	0	0	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	9	25	13	35	6	13	9	26
Agree	54	54	57	58	51	63	54	37
Disagree	29	16	25	4	31	19	29	32
Strongly Disagree	4	5	2	4	8	6	1	5
Not Applicable	5	0	3	0	5	0	6	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	23	37	27	46	27	19	16	37
Agree	66	57	67	50	67	75	64	53
Disagree	8	5	7	0	3	6	13	11
Strongly Disagree	0	2	0	4	0	0	0	0
Not Applicable	3	0	0	0	3	0	6	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	28	41	17	31	32	38	35	58
Agree	44	43	29	50	49	50	51	26
Disagree	22	14	42	15	15	13	12	16
Strongly Disagree	3	2	8	4	2	0	0	0
Not Applicable	2	0	3	0	2	0	1	0

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	18	24	12	19	9	6	33	42
Agree	48	56	43	50	35	69	61	53
Disagree	26	17	35	23	42	25	4	5
Strongly Disagree	6	2	5	4	12	0	1	0
Not Applicable	2	2	5	4	2	0	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.

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	58	67	59	58	57	69	60	79
No	38	33	36	42	40	31	36	21
Not Applicable	4	0	5	0	3	0	4	0

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

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

IV. Respect, Cultural Sensitivity, and the Achievement Gap

Tolerance Among Students

Table 4.1

Fosters Appreciation for Student Diversity and Mutual Respect

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	29	31	32	24	32	31	24	37
Agree	51	61	45	64	51	63	57	58
Disagree	15	5	18	4	12	6	13	5
Strongly Disagree	4	2	3	4	5	0	3	0
Not Applicable	2	2	2	4	0	0	3	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	45	49	54	58	40	50	40	37
Mild Problem	38	40	34	38	43	50	40	37
Moderate Problem	15	10	10	4	15	0	18	21
Severe Problem	2	2	2	0	2	0	3	5

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

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

Treating Students Fairly and Respectfully

Table 4.3
Staff Treat All Students Fairly

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	35	32	47	35	42	29	19	28
Most	48	51	34	58	44	59	63	39
Some	16	16	15	4	14	12	18	33
Few	1	2	3	4	0	0	0	0
Almost None	0	0	0	0	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	38	35	42	35	45	41	29	28
Most	45	48	41	54	41	47	50	39
Some	16	16	15	8	14	12	18	33
Few	2	2	2	4	0	0	3	0
Almost None	0	0	0	0	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	32	30	27	31	33	19	35	37
Agree	53	60	60	62	52	63	49	58
Disagree	10	6	7	0	9	19	12	5
Strongly Disagree	4	2	5	4	5	0	1	0
Not Applicable	2	2	2	4	2	0	3	0

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	13	16	12	8	15	19	12	26
Agree	56	54	53	58	51	56	63	47
Disagree	24	24	28	23	26	25	18	26
Strongly Disagree	5	3	5	8	6	0	3	0
Not Applicable	3	3	2	4	2	0	4	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	5	10	8	4	2	13	4	16
Agree	32	29	28	27	35	25	30	32
Disagree	49	51	52	58	46	50	52	47
Strongly Disagree	11	5	8	4	12	6	12	5
Not Applicable	3	6	3	8	5	6	1	0

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

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	21	19	27	15	18	25	19	21
Agree	50	54	40	54	62	50	46	53
Disagree	20	22	23	19	15	25	22	26
Strongly Disagree	5	3	5	8	5	0	6	0
Not Applicable	4	2	5	4	0	0	6	0

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	17	19	5	4	15	6	29	53
Agree	32	24	17	15	38	31	43	26
Disagree	19	25	22	19	8	44	22	21
Strongly Disagree	4	2	2	4	9	0	0	0
Not Applicable	29	30	55	58	29	19	6	0

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	61	66	64	54	57	88	60	67
No	33	29	34	42	32	13	34	28
Not Applicable	6	5	2	4	11	0	6	6

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	35	34	41	15	31	56	34	39
No	62	65	58	81	65	44	62	61
Not Applicable	4	2	2	4	5	0	4	0

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

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

Table 4.12
Need PD on Culturally Relevant Pedagogy

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	41	49	49	38	34	63	41	47
No	53	48	49	58	60	38	50	47
Not Applicable	6	3	2	4	6	0	9	5

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	47	60	49	42	48	69	46	79
No	50	32	49	54	49	31	50	5
Not Applicable	3	8	2	4	3	0	4	16

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

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

V. Learning Readiness and Engagement Indicators

Learning Motivation and Truancy

Table 5.1
Students Are Motivated to Learn

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	4	5	7	12	3	0	1	0
Most	42	41	45	38	49	35	35	56
Some	41	44	37	46	38	47	44	33
Few	14	10	12	4	9	18	19	11
Almost None	0	0	0	0	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	28	45	58	92	30	18	1	11
Mild Problem	35	25	36	4	52	71	19	16
Moderate Problem	15	16	7	4	14	12	18	26
Severe Problem	23	14	0	0	5	0	62	47

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	25	27	29	38	30	12	19	26
Mild Problem	40	44	41	38	33	59	43	37
Moderate Problem	24	22	25	15	21	29	26	21
Severe Problem	11	8	5	8	15	0	12	16

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	12	11	12	19	6	0	15	11
Most	52	63	48	46	57	69	51	83
Some	33	24	37	35	32	25	31	6
Few	3	2	3	0	3	6	3	0
Almost None	1	0	0	0	2	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	8	3	8	4	6	7	9	0
Mild Problem	25	42	29	50	33	33	13	37
Moderate Problem	40	42	36	38	39	47	44	42
Severe Problem	27	13	27	8	22	13	34	21

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	2	5	0	12	3	0	1	0
Most	43	44	45	35	49	63	34	44
Some	46	47	48	50	40	38	51	44
Few	10	5	7	4	8	0	12	11
Almost None	1	0	0	0	0	0	1	0

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

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

Table 5.7
Students Are Healthy and Physically Fit

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Nearly All	3	14	0	23	3	6	4	6
Most	42	43	38	27	46	59	41	56
Some	50	40	55	46	46	35	50	39
Few	5	3	7	4	5	0	3	0
Almost None	1	0	0	0	0	0	1	0

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	21	35	24	36	23	47	18	21
Mild Problem	43	48	41	56	48	41	38	47
Moderate Problem	29	16	32	8	22	12	31	26
Severe Problem	8	2	3	0	6	0	13	5

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

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	6	5	3	8	5	0	9	5
Mild Problem	38	54	33	46	38	69	43	53
Moderate Problem	39	33	47	35	45	31	26	32
Severe Problem	18	8	17	12	12	0	22	11

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	19	24	32	38	17	6	10	11
Mild Problem	48	49	44	38	55	69	46	53
Moderate Problem	27	25	20	23	28	25	34	32
Severe Problem	5	2	3	0	0	0	10	5

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	19	22	34	42	20	6	6	11
Mild Problem	27	39	28	38	32	71	22	16
Moderate Problem	27	20	22	15	34	12	24	32
Severe Problem	26	19	16	4	14	12	49	42

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	21	29	32	42	23	27	7	11
Mild Problem	42	39	46	38	38	60	44	21
Moderate Problem	27	27	12	15	32	7	35	63
Severe Problem	10	5	10	4	6	7	13	5

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	18	31	44	65	6	12	7	5
Mild Problem	29	39	31	35	33	53	24	37
Moderate Problem	33	19	24	0	38	18	35	37
Severe Problem	21	11	2	0	23	18	34	21

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	54	59	76	88	62	53	28	26
Mild Problem	36	28	22	12	30	35	55	42
Moderate Problem	10	11	2	0	8	12	15	26
Severe Problem	1	2	0	0	0	0	1	5

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

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Insignificant Problem	36	51	93	96	20	44	6	0
Mild Problem	32	27	7	4	54	50	32	42
Moderate Problem	25	17	0	0	25	6	46	42
Severe Problem	6	5	0	0	2	0	16	16

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	64	62	97	100	63	56	35	16
Mild Problem	29	32	3	0	33	44	48	63
Moderate Problem	7	6	0	0	3	0	17	21
Severe Problem	0	0	0	0	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	30	46	22	38	45	56	21	47
Agree	49	41	63	42	43	38	42	42
Disagree	16	8	10	12	11	6	28	5
Strongly Disagree	4	5	5	8	2	0	6	5
Not Applicable	1	0	0	0	0	0	3	0

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	28	38	13	35	48	38	21	42
Agree	51	44	63	38	41	50	49	47
Disagree	17	13	17	19	11	13	24	5
Strongly Disagree	4	5	7	8	0	0	4	5
Not Applicable	1	0	0	0	0	0	3	0

Question 27: The school handles discipline problems fairly.

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

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	21	33	10	31	38	29	15	37
Agree	44	45	50	38	46	59	35	42
Neither Agree nor Disagree	24	16	23	19	14	12	34	16
Disagree	10	6	15	12	2	0	13	5
Strongly Disagree	2	0	2	0	0	0	3	0

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Yes	44	43	53	31	38	63	44	42
No	50	56	46	69	54	38	49	53
Not Applicable	6	2	2	0	8	0	7	5

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	21	27	10	12	29	29	19	42
Agree	44	45	22	38	53	59	54	42
Disagree	25	22	45	35	14	12	19	16
Strongly Disagree	11	6	22	15	5	0	7	0
Not Applicable	1	0	2	0	0	0	0	0

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

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

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	91	29	23	6	35	10	29	11

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	15	28	4	33	31	30	7	18
Agree	39	41	65	50	34	50	27	27
Neither Agree nor Disagree	21	21	13	17	23	10	20	36
Disagree	16	10	4	0	11	10	30	18
Strongly Disagree	9	0	13	0	0	0	17	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	34	41	22	33	40	40	41	45
Agree	44	48	35	33	46	60	48	45
Neither Agree nor Disagree	15	7	26	17	14	0	7	9
Disagree	5	3	13	17	0	0	3	0
Strongly Disagree	1	0	4	0	0	0	0	0

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

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

Youth Development

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	4	11	9	0	6	20	0	10
Agree	21	21	22	0	17	30	20	20
Neither Agree nor Disagree	17	21	13	33	31	20	7	10
Disagree	42	43	39	67	37	20	53	60
Strongly Disagree	15	4	17	0	9	10	20	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	11	28	17	13	11	45	7	27
Some	42	47	29	63	46	45	43	27
Not Much	25	16	21	0	31	9	23	36
Not At All	17	6	21	25	11	0	20	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	14	41	27	67	14	56	7	18
Some	52	41	55	17	43	44	60	45
Not Much	27	19	14	17	37	0	23	36
Not At All	7	0	5	0	6	0	10	0

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

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

Health Services and Physical Activity

Table 8.7
Provides Adequate Health Services for Students

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	37	44	32	33	35	56	40	36
Agree	48	48	41	50	53	33	47	64
Neither Agree nor Disagree	13	7	23	17	12	11	10	0
Disagree	2	0	5	0	0	0	3	0
Strongly Disagree	0	0	0	0	0	0	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	17	21	26	29	17	30	13	10
Agree	50	52	48	43	54	70	43	40
Neither Agree nor Disagree	10	10	9	14	14	0	7	10
Disagree	21	14	13	14	14	0	33	30
Strongly Disagree	2	3	4	0	0	0	3	10

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	11	33	14	17	14	56	3	20
Some	58	41	50	33	46	33	83	50
Not Much	28	26	27	50	40	11	10	30
Not At All	3	0	9	0	0	0	3	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	7	29	9	17	9	56	4	18
Some	51	25	50	33	49	22	54	18
Not Much	36	36	27	50	40	22	39	36
Not At All	7	11	14	0	3	0	4	27

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	19	29	48	67	9	33	13	9
Some	39	46	43	17	43	44	30	55
Not Much	31	21	10	17	46	22	30	27
Not At All	11	4	0	0	3	0	27	9

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	22	21	9	33	29	20	27	10
Agree	48	46	35	17	57	50	40	60
Neither Agree nor Disagree	24	25	52	50	14	30	17	10
Disagree	4	4	0	0	0	0	13	10
Strongly Disagree	2	4	4	0	0	0	3	10

Question 2.06: This school considers sanctions for student violations of rules/policies on case-by-case basis with a wide range of options.

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

Table 8.13
Collaborates Well With Law Enforcement

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	10	4	17	15	20	20	0
Agree	47	41	30	33	68	50	37	36
Neither Agree nor Disagree	10	28	22	0	3	30	10	36
Disagree	24	17	35	50	15	0	23	18
Strongly Disagree	5	3	9	0	0	0	10	9

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	17	24	4	50	29	30	17	9
Agree	37	55	30	50	46	60	30	55
Neither Agree nor Disagree	27	7	57	0	14	10	17	9
Disagree	13	14	4	0	9	0	27	27
Strongly Disagree	5	0	4	0	3	0	10	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	6	14	5	0	3	20	10	18
Agree	21	21	5	0	23	20	27	27
Neither Agree nor Disagree	30	17	38	33	34	10	20	18
Disagree	19	28	10	17	20	50	23	9
Strongly Disagree	24	21	43	50	20	0	20	27

Question 2.08: This school enforces zero tolerance policies.

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

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	17	4	0	9	30	14	18
Agree	34	40	33	57	43	50	24	27
Neither Agree nor Disagree	26	20	25	14	26	20	31	9
Disagree	23	17	29	29	20	0	17	27
Strongly Disagree	9	7	8	0	3	0	14	18

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	9	10	13	17	9	20	7	0
Agree	36	41	17	33	46	60	41	36
Neither Agree nor Disagree	23	28	43	33	26	20	3	27
Disagree	26	14	22	0	17	0	38	27
Strongly Disagree	5	7	4	17	3	0	10	9

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	26	17	13	0	29	30	33	18
Agree	45	34	35	43	54	40	41	27
Neither Agree nor Disagree	13	28	22	14	9	30	11	27
Disagree	13	21	26	43	9	0	11	27
Strongly Disagree	2	0	4	0	0	0	4	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	6	14	14	33	6	11	0	9
Some	32	46	45	50	30	67	17	36
Not Much	44	29	23	17	55	11	55	36
Not At All	18	11	18	0	9	11	28	18

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	6	18	15	0	3	33	3	18
Some	43	50	30	67	46	44	52	36
Not Much	41	25	45	17	40	22	34	36
Not At All	10	7	10	17	11	0	10	9

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	6	30	4	14	6	50	10	18
Agree	27	23	13	14	26	30	40	27
Neither Agree nor Disagree	28	13	33	0	31	10	23	18
Disagree	26	23	33	43	26	10	20	27
Strongly Disagree	13	10	17	29	11	0	7	9

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

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

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
A Lot	58	61	41	83	74	78	55	36
Some	37	32	55	17	20	22	41	45
Not Much	6	7	5	0	6	0	3	18
Not At All	0	0	0	0	0	0	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	9	21	18	0	3	44	3	18
Some	56	46	41	67	54	33	76	36
Not Much	33	25	36	17	40	22	21	36
Not At All	2	7	5	17	3	0	0	9

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	17	17	17	33	21	10	14	9
Agree	44	41	35	50	52	60	41	27
Neither Agree nor Disagree	19	31	30	17	15	20	14	45
Disagree	17	10	9	0	12	10	31	18
Strongly Disagree	2	0	9	0	0	0	0	0

Question 2.05: This school has sufficient resources to address substance use prevention needs.

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

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	143	45	41	16	52	15	45	14

Table 9.2
Highest Degree Level Achieved

	MTD	TD	MES	ES	MMS	MS	MHS	HS
Associate	1	2	2	0	0	7	0	0
Bachelors	40	64	39	63	37	80	44	50
Masters	53	33	56	38	50	13	56	50
Doctorate	2	0	0	0	6	0	0	0
None	4	0	2	0	8	0	0	0

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	54	51	90	88	55	40	20	21
Single Subjects	33	40	3	6	31	47	64	71
Education Specialist Instruction	2	7	5	6	2	7	0	7
Pupil Personnel Services	4	0	0	0	2	0	11	0
Administrative Services {CK}	0	0	0	0	0	0	0	0
Other Related Services	4	2	3	0	4	7	5	0
Other (e.g., Adapted PE)	0	0	0	0	0	0	0	0
None	3	0	0	0	6	0	0	0

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)	80	75	75	81	82	71	82	69
Preliminary (level 1)	14	16	20	13	12	21	11	15
Provisional Internship Credential	2	7	3	0	0	7	4	15
Provisional Internship Permit	1	2	3	6	0	0	0	0
Short Term Staff Permit	1	0	0	0	0	0	2	0
Other (e.g., waver)	2	0	0	0	4	0	0	0
High School Diploma/GED	1	0	0	0	2	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

	MTD	TD	MES	ES	MMS	MS	MHS	HS
General Education (GE) Classroom	60	53	53	53	54	57	73	46
Resource Specialist Classroom	14	19	18	13	18	21	5	23
Special Education (SE) Self-Contained/Special Day Class	13	12	15	0	16	14	10	23
Pull-out Program for Specialized Service	4	9	5	20	4	0	2	8
Learning Center	0	0	0	0	0	0	0	0
Other	9	7	10	13	8	7	10	0

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

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

Barriers to Effective Service Delivery

Table 9.6
Works to Reduce Instructional Interruptions

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	26	24	23	25	27	20	29
Agree	57	58	55	46	52	67	59	57
Disagree	13	16	16	31	19	7	5	14
Strongly Disagree	6	0	5	0	2	0	12	0
Not Applicable	2	0	0	0	2	0	5	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	12	12	13	8	15	7	8	21
Agree	42	45	42	50	40	60	38	21
Disagree	25	29	26	42	32	20	18	29
Strongly Disagree	10	5	13	0	2	7	18	7
Not Applicable	12	10	5	0	11	7	20	21

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

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

Table 9.8
Effectively Schedules Mandated Activities

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	19	19	11	17	24	13	18	29
Agree	53	48	54	42	59	67	46	29
Disagree	15	26	22	33	11	20	13	29
Strongly Disagree	8	2	11	8	2	0	13	0
Not Applicable	6	5	3	0	4	0	10	14

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

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	28	30	29	14	31	40	24	29
Agree	53	52	47	57	51	40	59	64
Disagree	15	14	18	14	16	20	10	7
Strongly Disagree	2	2	3	7	0	0	5	0
Not Applicable	2	2	3	7	2	0	2	0

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

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

Table 9.10
Encourages General and Special Ed Teaming

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	22	21	19	14	22	13	25	38
Agree	54	53	59	71	48	53	53	31
Disagree	18	21	19	14	24	20	13	31
Strongly Disagree	5	2	3	0	4	7	8	0
Not Applicable	2	2	0	0	2	7	3	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	16	8	14	17	13	0	21
Agree	29	34	39	36	23	40	28	21
Disagree	43	36	39	50	50	40	35	21
Strongly Disagree	18	14	13	0	8	7	35	36
Not Applicable	2	0	0	0	2	0	3	0

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	16	16	14	17	13	13	21
Agree	58	48	54	57	60	53	58	36
Disagree	18	27	24	29	17	27	16	29
Strongly Disagree	6	9	5	0	4	7	11	14
Not Applicable	2	0	0	0	2	0	3	0

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

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

Table 9.13
Promotes Participation in School Decision Making

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	14	23	14	29	17	13	13	29
Agree	53	59	49	50	55	67	47	57
Disagree	24	9	24	14	21	13	29	0
Strongly Disagree	6	9	8	7	0	7	11	14
Not Applicable	4	0	5	0	6	0	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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	16	21	13	23	21	20	10	21
Agree	60	60	66	62	60	67	54	57
Disagree	18	16	18	15	15	7	23	21
Strongly Disagree	3	2	3	0	2	7	5	0
Not Applicable	3	0	0	0	2	0	8	0

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

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

Table 9.15
Supports Culturally and Linguistically Diverse Students with IEPs

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	11	16	16	14	15	13	3	21
Agree	59	55	57	43	57	73	59	43
Disagree	17	25	19	36	15	13	21	29
Strongly Disagree	8	0	5	0	6	0	13	0
Not Applicable	5	5	3	7	6	0	5	7

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

Table 9.16
Supports Alternative Modes of Communication

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	9	16	14	14	11	13	5	21
Agree	53	33	57	36	54	40	41	21
Disagree	15	26	14	29	15	20	18	29
Strongly Disagree	5	7	5	7	0	7	10	7
Not Applicable	18	19	11	14	20	20	26	21

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

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

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

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	13	20	16	21	19	13	3	29
Agree	50	39	54	29	47	60	45	21
Disagree	20	27	22	29	19	27	24	29
Strongly Disagree	8	2	3	7	9	0	13	0
Not Applicable	9	11	5	14	6	0	16	21

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	9	16	8	14	13	13	5	21
Agree	43	30	35	21	47	47	42	21
Disagree	29	37	35	50	28	33	26	29
Strongly Disagree	16	12	22	7	9	7	21	21
Not Applicable	3	5	0	7	4	0	5	7

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

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

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	23	20	18	21	28	20	21	21
Agree	62	52	71	50	59	60	54	43
Disagree	9	18	8	14	7	20	15	21
Strongly Disagree	5	2	3	7	4	0	10	0
Not Applicable	1	7	0	7	2	0	0	14

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	18	23	16	21	28	20	8	29
Agree	57	43	66	29	53	67	51	29
Disagree	17	25	16	36	13	13	26	29
Strongly Disagree	7	5	3	7	4	0	15	7
Not Applicable	1	5	0	7	2	0	0	7

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	5	17	5	23	9	13	3	17
Agree	41	29	46	31	40	47	33	8
Disagree	27	24	38	23	26	20	21	25
Strongly Disagree	8	7	5	0	2	13	18	8
Not Applicable	18	22	5	23	23	7	26	42

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	20	20	19	14	23	20	16	29
Agree	54	50	54	57	51	60	53	29
Disagree	19	16	24	14	19	13	16	21
Strongly Disagree	6	7	3	7	4	7	13	7
Not Applicable	2	7	0	7	2	0	3	14

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	17	18	24	14	19	13	8	29
Agree	54	34	51	29	57	40	50	29
Disagree	17	30	14	36	15	33	24	21
Strongly Disagree	6	9	5	14	4	7	11	7
Not Applicable	6	9	5	7	4	7	8	14

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	12	23	14	14	19	20	3	36
Agree	43	39	43	43	47	47	32	21
Disagree	23	27	24	36	21	33	24	14
Strongly Disagree	9	0	11	0	4	0	16	0
Not Applicable	13	11	8	7	9	0	26	29

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

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

Table 9.25
Provides Adequate Compensation

	MTD %	TD %	MES %	ES %	MMS %	MS %	MHS %	HS %
Strongly Agree	6	11	5	7	13	7	0	21
Agree	28	36	30	36	32	47	18	29
Disagree	35	27	32	43	30	27	45	14
Strongly Disagree	24	18	32	7	15	13	32	29
Not Applicable	6	7	0	7	11	7	5	7

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

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