

California School Climate Survey

Building Healthy Communities
Central Santa Ana
2009-2010

This report was prepared by WestEd, a research, development, and service agency, under contract from The California Endowment. For contract information, contact:

Lori Miller Nascimento
Evaluation Manager
1000 N. Alameda Street
Los Angeles, CA 90012
lnascimento@calendow.org

Recommended citation:

California School Climate Survey: Central Santa Ana Building Health Communities Report, 2009-2010. WestEd Health & Human Development Program for The California Endowment.

PREFACE

This report provides the detailed results provided to teachers, administrators, and other school staff on each question in your 2009-10 administration of the *California School Climate Survey* (CSCS), presented in tables organized by topic.

The CSCS, along with the *California Healthy Kids Survey* (CHKS) and the *California School Parent Survey* (CSPS), is a service of the California Department of Education (CDE). These three surveys form the California School Climate, Healthy, and Learning Survey (Cal-SCHLS) System, the largest, most comprehensive effort in the nation to assess students, staff, and parents at the *local* level on a regular basis to provide key data on learning barriers, engagement, and supports. For additional information and resources, visit the survey website: cscs.wested.org.

SURVEY PURPOSE

The CSCS was developed for CDE by WestEd in 2004, to fulfill the requirement in the *No Child Left Behind Act* of 2001, Title IV, that schools conduct an anonymous teacher survey related to student drug use and violence. Recognizing the opportunity this requirement presented, CDE expanded the content to collect other data to guide school improvement efforts in general, and also made it possible for schools to add questions of their own choosing so that the survey could better meet local data needs. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school without repercussions.

The CSCS, as well as the CHKS, grew out of CDE's commitment to (1) helping schools promote the successful cognitive, social, and emotional development of all students; and (2) fostering positive school working environments, particularly to help address the growing problem of low teacher retention. This CSCS report provides perspective on the degree to which staff perceive that their school has a learning and working environment that is safe, supportive, caring, collegial, challenging, and engaging, with norms and standards that encourage academic success. Taken as a whole, the survey questions map to three pillars emphasized by many school reform efforts—rigor, relevance, and relationships. In conjunction with CHKS student data, CSCS data enriches a school's ability to create a positive school climate that promotes quality teaching, school connectedness and academic achievement among students, and well-being among both students and staff.

Closing the Achievement Gap

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

Comparison with CHKS Results

Another broad CSCS goal was to provide data from school staff that are comparable to student self-report information from the CHKS, to ascertain whether staff perceptions accurately reflect student behaviors and experiences. The [*Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition*](#) provides a crosswalk between CSCS and CHKS questions and discusses how the two surveys might be compared. To enhance both survey administration efficiency and data comparability, schools are encouraged to administer the surveys at the same time.

SURVEY ADMINISTRATION AND SAMPLE

Schools were provided by CDE with detailed survey planning and administration instructions (see the [Guidebook for the California School Climate Survey Part I: Administration, 2011-12 Edition](http://www.cscs.wested.org/training_support), available at www.cscs.wested.org/training_support). These guidelines call for the CSCS to be administered (usually online) in schools at the same time as the CHKS, among all staff in grades 5 and above.¹ Staff participation is totally voluntary, anonymous, and confidential. The tables in Section 1 (Sample Characteristics) provide the numbers of respondents who completed the survey; their roles at the school (e.g., teacher, administrator, counselor); the length of their employment at the school and in their positions; and their races/ethnicities.

SURVEY CONTENT OVERVIEW

The questions were selected with the assistance of an advisory committee to assess the key school climate variables that research and theory indicated are most associated with successful learning and teaching. Like most school climate surveys, it focuses on individual behaviors; patterns of communication and interactions; and professional and student supports. For a detailed discussion of the significance of each question, see the [Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition](#).

Questions are divided into three modules. The first Core section is answered by all staff. Two additional modules target staff with responsibilities for learning supports and for special education. These group-specific modules ask for program- and issue-specific information that might not be known to staff outside these groups, and are answered only by subsamples of all respondents. Tables 8.1 and 9.1 provide the numbers of staff who completed each of these modules.

Core Survey (Section 1)

All staff answer the questions in the first part of the survey, which provides background information about the characteristics of the staff respondents who completed the survey (Tables 1.1–1.6) and assesses the following main domains:

- How **supportive and inviting** the learning and working environment is in general (Tables 2.1 and 2.6);
- School **norms and standards** that promote achievement, including the rigor and relevance of instruction, and a shared sense of responsibility for school improvement (Tables 2.2–2.5 and 2.7);
- **Staff supports, professional respect, and collegiality** within the working environment, factors that surveys of California teachers have shown to be key to teacher retention (Tables 2.5–2.10 and 2.19–2.20);
- Staff and student **safety** (Tables 2.17–2.18);
- **Student developmental supports** in the school environment—caring staff/student relationships, high expectations, and opportunities for meaningful participation and decision-making—that resilience research has linked to school and life success (Tables 3.1–3.10);
- **Equity**, respect, and cultural sensitivity, which are particularly germane for closing the achievement gap (Tables 4.1–4.13);
- Student **behaviors that facilitate learning**, including the degree to which students are ready and motivated to learn and are well-behaved (Tables 5.1–5.8);

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

- The level of **problems the school experiences** that are related to fourteen student behaviors or conditions (e.g., truancy, violence, bullying, substance use, mental health, and physical health) (Tables 6.1–6.8);
- The nature, communication, and enforcement of rules and policies related to **discipline** (Tables 7.1–7.5); and
- Staff **professional development** needs (Tables 2.12–16, 3.10, and 4.10-4.13).

Learning Supports Module (LSM)

The Learning Supports Module (Tables 8.1–8.24) consists of 23 questions that are answered only by staff who provide services or instruction related to health, prevention, discipline, safety, or counseling. These questions assess a school’s programs, policies, supports, and services that address nonacademic barriers to learning and promote healthy youth development. The results can be compared to the level of student need as indicated by staff perceptions of problems (from the first section of the CSCS) and student report (from the CHKS).

Special Education Supports Module (SESM)

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

THE REPORT

The tables are organized into nine topical sections, as outlined in the Table of Contents, and provide, by grade level, the percentages of staff responding to each response option for each question. Percentages are 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.

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the [*Guidebook for the California School Climate Survey Part II: Survey Content, 2011-12 Edition*](#), there are several other guides, workshops, and other aids to help schools understand and use survey results. Two are particularly important.

- The [*CHKS Guidebook to Data Use and Dissemination*](http://chks.wested.org/using_results) (http://chks.wested.org/using_results) describes a step-by-step process for reviewing, analyzing, and disseminating survey results as part of a data-driven decision-making process for program improvement. Although written for use with student data, the guidelines apply equally as well to staff survey data. Free call-in data use workshops are offered as well.
- [*The Workbook for Improving School Climate and Closing the Achievement Gap: Using Your California Healthy Kids and California School Climate Survey*](http://cscs.wested.org/about/ctag) (<http://cscs.wested.org/about/ctag>) provides a practical guide to using the data in the framework of improving academic achievement and well-being among all students and closing the achievement gap. It helps identify key findings and strategies that address the identified needs. A workshop accompanying this workbook is also available. (www.chks.wested.org/using_results/publications).

ASSESSING THE DATA

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

Representativeness

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

Changes Between Surveys

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

Data Comparisons

Comparing results to other local, county, and state data provides a broader context with which to assess the local situation. This can help you determine whether local changes are unique or may be part of a broader trend. Ultimately, however, the most fundamental concern should be what the survey results say about your schools and what improvements need to be made. Results from all schools in the state that conducted the CSCS may be downloaded from the CSCS website: www.cscs.wested.org/reports

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation; one of the most important is raising awareness among staff of the value of the survey to the school and the value of staff perceptions to school improvement efforts. To that end, it is important that staff are informed about the results and any school-improvement efforts that are undertaken in response. As discussed below, it is also important to discuss the results, and what should be done to address the identified needs, with staff. Staff must perceive that their voices are heard and valued.

NEXT STEPS

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

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Students and Staff

Discuss the results with both students and staff to explore the meaning of the results in more depth and to obtain their input into how the school might better meet the needs identified. This is especially important because it communicates to staff that you value their input, and it may help improve participation in the next survey. Cal-SCHLS staff can provide information on conducting structured group *Listening to Students* fishbowls designed to explore with students, with staff observers, the meaning of survey results and obtain their input on how to address the needs identified by the survey.

Conduct Additional Analyses

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

Add Questions to Your Next Surveys

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

ACKNOWLEDGMENTS

The CSCS and this report were developed by WestEd, under contract from The California Endowment. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at www.cscs.wested.org/

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

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>.

Gregory Austin, Ph.D.
CHKS/CSCS Director, WestEd

Tom Herman, Administrator
Safe and Healthy Kids Program Office, California Department of Education

Summary Tables

Table S1
Positive Learning and Working Environment

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	43	42	41	45	
Sets high standards for academic performance for all (T2.2)	43	43	45	40	
Promotes academic success for all students (T2.3)	43	41	42	45	
Encourage students to enroll in rigorous course (T4.9)					
Emphasizes teaching lessons in ways relevant to students (T2.5)					
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	32	31	32	32	
Promotes trust and collegiality among staff (T2.9)					
Provides the materials, resources, and training to do job effectively (T2.11)					
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)					
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.17)	33	34	32	33	
Is a safe place for staff (T2.18)	34	26	36	36	
Has clean and well-maintained facilities and property (T2.19)					
Is welcoming to and facilitates parent involvement (T2.20)					

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...	<i>Percent Selecting 'Nearly All Adults'</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Have close professional relationships with one another (T2.10)					
Support and treat each other with respect (T2.8)					
Feel a responsibility to improve the school (T2.7)					

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

This school provides/encourages students...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Opportunities to decide things (T3.6)	9	12	7	10	
Equal opportunity for classroom participation (T3.7)					
Opportunities to "make a difference" (help others) (T3.9)					
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)					

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

How many adults at this school...	<i>Percent Selecting Nearly All</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Caring Relationships					
Want every student to do their best (T3.4)	52	58	51	50	
Acknowledge and pay attention to students (T3.2)	42	51	37	43	
Really care about every student (T3.1)	40	46	38	40	
High Expectations					
Listen to what students have to say (T3.3)	30	40	26	29	
Believe every student can be a success (T3.5)	29	36	24	30	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly agree that this school...					
Fosters an appreciation of student diversity and respect for each other (T4.1)	30	30	28	32	
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)					
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)					
Has staff examine their own cultural biases through professional development or other processes (T4.7)					
Considers closing the racial/ethnic achievement gap a high priority (T4.8)					
Report that nearly all adults at this school...					
Treat all students fairly (T4.3)	30	35	26	32	
Treat every student with respect (T4.4)					

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

How many students at this school...	<i>Percent Selecting Most/Nearly All</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Are motivated to learn (T5.1)	43	53	40	41	
Arrive at school alert and rested (T5.6)	48	42	53	45	
Are healthy and physically fit (T5.7)	37	31	39	37	
Are well-behaved (T5.4)	69	74	66	69	

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

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

How much of a problem at this school is...	<i>Percent Rated Moderate or Severe Problem</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	58	51	67	52	
Cutting classes or being truant (T5.2)					
Depression or other mental health issues (T5.8)	26	18	24	34	
Lack of respect of staff by students (T5.3)					
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	9	5	8	11	
Harassment or bullying (T6.1)	42	30	52	36	
Physical fighting (T6.2)	29	22	30	33	
Gang activity (T6.5)					
Vandalism and graffiti (T6.3)					
Theft (T6.4)					
Weapons possession at school (T6.6)					
Substance Use					
Alcohol and drug use (T6.7)					

Table S8***Discipline and Counseling***

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Clearly communicates to students consequences of breaking rules (T7.1)					
Handles discipline problems fairly (T7.2)					
Provides adequate counseling and support services for students (T7.5)	22	13	24	24	

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

Table S9
Professional Development Needs

Perceive need for more PD in...	TD	ES	MS	HS	NT
	%	%	%	%	%
Instruction & School Environment					
Meeting academic standards (T2.12)					
Evidence-based methods of instruction (T2.13)					
Positive behavioral support and classroom management (T7.4)					
Creating a positive school climate (T2.14)					
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)					
Culturally relevant pedagogy for the school's student population (T4.12)					
Serving English language learners (T4.13)					
Closing the achievement gap (T4.10)					
Providing Support Services					
Serving special education (IEP) students (T2.16)					
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)					

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

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

This school...	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.17)	13	12	14	13	
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	11	5	5	22	
Collaborates well with law enforcement organizations (T8.13)	26	24	30	22	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	33	23	35	36	
Enforces zero tolerance policies (T8.15)	24	23	21	27	
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	20	16	21	20	
Effectively handles student discipline and behavioral problems (T8.16)	20	11	22	23	
Substance Use					
Considers substance abuse prevention an important goal (T8.21)	20	23	17	21	
Has sufficient resources to address substance use prevention needs (T8.24)	10	14	10	8	
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)	18	21	16	19	
Collaborates well with community organizations to address substance use or other problems (T8.3)	14	15	15	11	
Youth Development and Health					
Provides adequate health services for students (T8.7)					
Provides healthy food choices for students (T8.8)					
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)					

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

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

To what extent does this school...	<i>Percent Selecting "A Lot"</i>				
	TD %	ES %	MS %	HS %	NT %
Provide services for studies with disabilities or other special needs (T8.11)	50	40	58	46	
Foster youth development, resilience, or asset promotion (T8.5)	20	14	22	22	
Provide opportunities for physical education and activity (T8.10)	53	28	70	49	
Provide conflict resolution or behavior management instruction (T8.20)	16	16	19	12	
Provide character education (T8.6)	19	19	17	20	
Provides alcohol or drug use prevention instruction (T8.22)	11	14	10	10	
Provide tobacco use prevention instruction (T8.23)	12	19	9	10	
Provide harassment or bullying prevention (T8.19)	12	10	16	7	
Provide nutritional instruction (T8.9)	18	30	18	11	

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

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

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

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

I. Sample Characteristics

Table 1.1
Survey Sample

	TD	ES	MS	HS	NT
Number of Respondents	880	186	381	312	

Table 1.2
Role (Job) at School

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

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	TD	ES	MS	HS	NT
	%	%	%	%	%
Migrant education students					
Special education					
English language learners					

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

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

Table 1.4
Length of Employment at School

	TD	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	13	10	11	17	
1 to 2 years	11	8	9	14	
3 to 5 years	14	10	14	17	
6 to 10 years	26	31	29	20	
Over 10 years	36	41	36	32	

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

Table 1.5
Overall Length of Employment in Position

	TD	ES	MS	HS	NT
	%	%	%	%	%
Less than one year					
1 to 2 years					
3 to 5 years					
6 to 10 years					
Over 10 years					

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)					
American Indian or Alaska Native					
Asian or Pacific Islander					
White (Not Hispanic)					
Hispanic or Latino/a					
Other or Multi-ethnic					

Question 5: What is your race/ethnicity?

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

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	43	42	41	45	
Agree	48	52	50	44	
Disagree	6	6	7	5	
Strongly Disagree	3	0	2	6	
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	43	43	45	40	
Agree	44	49	43	44	
Disagree	10	8	10	11	
Strongly Disagree	3	0	1	6	
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	43	41	42	45	
Agree	46	49	49	40	
Disagree	8	10	7	8	
Strongly Disagree	3	0	2	7	
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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	32	31	32	32	
Agree	47	45	48	48	
Disagree	15	18	15	12	
Strongly Disagree	6	6	4	8	
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					
Most					
Some					
Few					
Almost None					

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					
Most					
Some					
Few					
Almost None					

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

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

Table 2.9
Promotes Staff Trust and Collegiality

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Most					
Some					
Few					
Almost None					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
No					
Not Applicable					

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					
No					
Not Applicable					

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					
No					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
No					
Not Applicable					

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	33	34	32	33	
Agree	52	57	53	49	
Disagree	11	8	13	10	
Strongly Disagree	4	1	3	8	
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	34	26	36	36	
Agree	54	61	53	50	
Disagree	8	10	9	7	
Strongly Disagree	4	3	2	7	
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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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	40	46	38	40	
Most	45	41	46	46	
Some	12	9	16	9	
Few	2	4	0	1	
Almost None	1	0	0	4	

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	42	51	37	43	
Most	44	35	49	44	
Some	11	12	14	7	
Few	1	2	0	2	
Almost None	1	0	0	4	

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	30	40	26	29	
Most	45	43	43	48	
Some	21	13	28	16	
Few	4	4	4	4	
Almost None	2	1	0	4	

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	52	58	51	50	
Most	37	31	40	36	
Some	9	10	9	9	
Few	0	1	0	0	
Almost None	2	1	0	4	

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	29	36	24	30	
Most	42	39	45	41	
Some	22	18	24	20	
Few	6	6	6	5	
Almost None	2	1	0	4	

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

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

Opportunities for Meaningful Participation

Table 3.6

Encourages Decision Opportunities for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	9	12	7	10	
Agree	48	54	47	47	
Disagree	35	29	39	34	
Strongly Disagree	7	5	7	9	
Not Applicable	0	0	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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
No					
Not Applicable					

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	30	30	28	32	
Agree	55	57	55	55	
Disagree	11	10	14	8	
Strongly Disagree	4	2	3	5	
Not Applicable	0	0	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	62	79	61	54	
Mild Problem	29	16	31	35	
Moderate Problem	6	4	8	6	
Severe Problem	2	1	1	5	

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	30	35	26	32	
Most	49	49	50	47	
Some	18	13	22	15	
Few	2	2	2	2	
Almost None	2	1	0	4	

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					
Most					
Some					
Few					
Almost None					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
No					
Not Applicable					

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					
No					
Not Applicable					

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					
No					
Not Applicable					

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					
No					
Not Applicable					

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	3	5	3	2	
Most	40	48	37	39	
Some	44	44	48	40	
Few	10	3	12	13	
Almost None	2	0	0	6	

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					
Mild Problem					
Moderate Problem					
Severe Problem					

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					
Mild Problem					
Moderate Problem					
Severe Problem					

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	8	9	5	11	
Most	61	65	61	58	
Some	23	25	26	19	
Few	6	1	8	8	
Almost None	2	0	0	4	

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	8	11	5	11	
Mild Problem	34	37	28	38	
Moderate Problem	37	40	41	32	
Severe Problem	21	12	26	20	

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	3	3	2	3	
Most	45	39	51	42	
Some	41	50	38	39	
Few	9	7	9	11	
Almost None	2	1	0	5	

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

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

Table 5.7
Students Are Healthy and Physically Fit

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	3	4	1	4	
Most	34	27	38	33	
Some	49	55	47	49	
Few	12	11	14	10	
Almost None	2	3	0	4	

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	31	44	31	22	
Mild Problem	43	38	45	44	
Moderate Problem	22	15	22	26	
Severe Problem	4	3	2	8	

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	20	7	22	
Mild Problem	43	50	42	42	
Moderate Problem	31	25	39	26	
Severe Problem	10	4	13	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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	23	29	15	30	
Mild Problem	48	49	56	37	
Moderate Problem	23	19	25	23	
Severe Problem	6	3	5	10	

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

Delinquency

Table 6.3
Vandalism (including Graffiti) is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem					
Mild Problem					
Moderate Problem					
Severe Problem					

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

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

Table 6.4
Theft is a Problem

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem					
Mild Problem					
Moderate Problem					
Severe Problem					

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					
Mild Problem					
Moderate Problem					
Severe Problem					

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					
Mild Problem					
Moderate Problem					
Severe Problem					

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					
Mild Problem					
Moderate Problem					
Severe Problem					

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	58	96	58	35	
Mild Problem	32	3	36	46	
Moderate Problem	7	1	6	14	
Severe Problem	2	0	1	5	

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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					
Agree					
Neither Agree nor Disagree					
Disagree					
Strongly Disagree					

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					
No					
Not Applicable					

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	22	13	24	24	
Agree	46	32	51	49	
Disagree	24	39	20	19	
Strongly Disagree	8	16	5	8	
Not Applicable	0	0	0	0	

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

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	355	83	156	116	

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	18	21	16	19	
Agree	38	34	45	33	
Neither Agree nor Disagree	23	27	24	21	
Disagree	12	11	13	12	
Strongly Disagree	8	7	3	15	

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

Table 8.3
Collaborates Well with Community Organizations to Address Student Problems

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14	15	15	11	
Agree	33	37	37	26	
Neither Agree nor Disagree	24	30	21	23	
Disagree	21	13	22	24	
Strongly Disagree	9	5	4	17	

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

Youth Development

Table 8.4

Emphasizes Helping Students with Social, Emotional, and Behavioral Problems

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Neither Agree nor Disagree					
Disagree					
Strongly Disagree					

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	20	14	22	22	
Some	45	49	43	43	
Not Much	21	25	25	15	
Not At All	14	12	10	20	

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	19	19	17	20	
Some	35	44	33	32	
Not Much	30	23	36	27	
Not At All	16	14	14	20	

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

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

Health Services and Physical Activity

Table 8.7

Provides Adequate Health Services for Students

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Neither Agree nor Disagree					
Disagree					
Strongly Disagree					

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					
Agree					
Neither Agree nor Disagree					
Disagree					
Strongly Disagree					

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	18	30	18	11	
Some	49	60	49	42	
Not Much	23	7	29	27	
Not At All	9	4	4	20	

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

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	53	28	70	49	
Some	34	52	27	33	
Not Much	8	21	4	6	
Not At All	4	0	0	12	

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	50	40	58	46	
Some	34	41	34	29	
Not Much	11	19	6	13	
Not At All	5	0	3	12	

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	20	16	21	20	
Agree	44	48	51	31	
Neither Agree nor Disagree	15	21	10	19	
Disagree	14	14	15	13	
Strongly Disagree	7	2	3	17	

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	26	24	30	22	
Agree	44	45	42	46	
Neither Agree nor Disagree	17	21	18	13	
Disagree	8	9	9	6	
Strongly Disagree	5	2	2	13	

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	33	23	35	36	
Agree	33	23	47	20	
Neither Agree nor Disagree	22	50	10	19	
Disagree	7	4	5	12	
Strongly Disagree	5	0	3	12	

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	24	23	21	27	
Agree	31	37	38	18	
Neither Agree nor Disagree	17	25	15	14	
Disagree	16	16	14	18	
Strongly Disagree	12	0	11	23	

Question 2.07: This school enforces zero tolerance policies.

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

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	20	11	22	23	
Agree	37	49	33	33	
Neither Agree nor Disagree	10	7	14	6	
Disagree	16	25	14	12	
Strongly Disagree	18	9	17	27	

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	13	12	14	13	
Agree	44	50	48	35	
Neither Agree nor Disagree	14	14	15	12	
Disagree	19	21	22	15	
Strongly Disagree	9	3	1	25	

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	11	5	5	22	
Agree	28	5	33	36	
Neither Agree nor Disagree	20	36	26	2	
Disagree	18	16	23	14	
Strongly Disagree	22	38	13	25	

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	12	10	16	7	
Some	38	50	38	30	
Not Much	34	28	33	39	
Not At All	16	12	13	24	

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	16	16	19	12	
Some	37	43	40	30	
Not Much	32	31	28	39	
Not At All	15	10	14	19	

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	20	23	17	21	
Agree	31	32	35	26	
Neither Agree nor Disagree	27	38	25	23	
Disagree	15	7	19	16	
Strongly Disagree	6	0	4	15	

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

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

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	11	14	10	10	
Some	49	61	49	40	
Not Much	32	25	36	34	
Not At All	8	0	6	17	

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	12	19	9	10	
Some	44	51	44	38	
Not Much	36	30	39	35	
Not At All	9	0	7	17	

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	10	14	10	8	
Agree	35	46	34	30	
Neither Agree nor Disagree	26	27	30	20	
Disagree	21	12	24	23	
Strongly Disagree	7	2	2	19	

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

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

IX. Special Education Supports Module

Respondent Characteristics and Background

Table 9.1
Module Sample

	TD	ES	MS	HS	NT
Number of Respondents	0	0	0	0	

Table 9.2
Highest Degree Level Achieved

	TD	ES	MS	HS	NT
Associate					
Bachelors					
Masters					
Doctorate					
None					

Question 3.1: What is your highest degree level?

Table 9.3
Credential(s) Currently Held

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

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

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

Table 9.4
Highest Credential or Permit for Current Position

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

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

Table 9.5
Primary Service Setting

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

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

Barriers to Effective Service Delivery

Table 9.6

Works to Reduce Instructional Interruptions

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.7

Works to Minimize Paperwork

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.8
Effectively Schedules Mandated Activities

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Integration and Collaboration between Special and General Education

Table 9.9
Integrates Special Ed into Daily Operations

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.10
Encourages General and Special Ed Teaming

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.13
Promotes Participation in School Decision Making

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Expectations and Supports for Special Populations

Table 9.14
High Expectations for Students with IEPs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.17

Provides Complete State Adopted Instructional Materials for Students with IEPs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.18

Provides Sufficient Resources for Special Ed Programs and Services

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Personnel Supports

Table 9.19

Has Positive Working Environment for Staff Serving Students with IEPs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.20

Acknowledges Responsibilities of Staff Serving Students with IEPs

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.21

Provides Relevant Paraprofessional Training

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

Question 3.13: This school provides relevant training for paraprofessionals.

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

Table 9.22
Climate Encourages Continued Service

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.23
Provides Adequate Access to Technology

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

Table 9.24
Has Good Communication with District Personnel

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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

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

Table 9.25
Provides Adequate Compensation

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree					
Agree					
Disagree					
Strongly Disagree					
Not Applicable					

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