

# California School Climate Survey

Sacramento  
2012-2013  
Main Report

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

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# PREFACE

This report provides the detailed results provided to teachers, administrators, and other school staff on each question in your 2012-13 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](http://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](http://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.<sup>1</sup> 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);

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<sup>1</sup> 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***

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

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.

### **Supplemental Reports**

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

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

## ***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](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](http://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](http://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 was developed, and this report was prepared, by WestEd, in collaboration with Duerr Evaluation Resources, under contract from CDE. For more survey information, call the toll-free helpline at 888.841.7536, or visit the website at [www.cscs.wested.org/](http://www.cscs.wested.org/)

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## Summary Tables

**Table S1**

***Positive Learning and Working Environment***

This school...	Percent Strongly Agreeing				
	TD %	ES %	MS %	HS %	NT %
<b>Learning Environment</b>					
Is a supportive and inviting place for students to learn (T2.1)	26			26	
Sets high standards for academic performance for all (T2.2)	34			34	
Promotes academic success for all students (T2.3)	31			31	
Emphasizes helping students academically when they need it (T2.4)	33			33	
Encourages students to enroll in rigorous courses (T4.9)	35			35	
Emphasizes teaching lessons in ways relevant to students (T2.5)	20			20	
<b>Working Environment</b>					
Is a supportive and inviting place for staff to work (T2.8)	18			18	
Promotes trust and collegiality among staff (T2.11)	14			14	
Promotes participation in school decision making (T2.13)	21			21	
Works to minimize paper work (T2.14)	22			22	
Provides adequate benefits to support continued employment (T2.15)	7			7	
Provides the materials, resources, and training to do job effectively (T2.16)	11			11	
Provides relevant paraprofessional training (T2.20)	9			9	
Provides the materials, resources, and training to work with special education (IEP) students (T2.21)	7			7	
Provides complete state adopted instructional materials for students with IEPs (T2.23)	5			5	
Uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions (T2.7)	14			14	
<b>Safety, Facilities, and Parental Outreach</b>					
Is a safe place for students (T2.24)	29			29	
Is a safe place for staff (T2.25)	34			34	
Has clean and well-maintained facilities and property (T2.26)	16			16	
Is welcoming to and facilitates parent involvement (T2.27)	18			18	
Encourages parents to be active partners in educating their child (T2.28)	6			6	

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



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

<b>How many adults at this school...</b>	<i>Percent Selecting "Nearly All Adults"</i>				
	<b>TD</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Have close professional relationships with one another (T2.12)	8			8	
Support and treat each other with respect (T2.10)	17			17	
Feel a responsibility to improve the school (T2.9)	16			16	
Work hard to ensure a safe and supportive learning environment (T2.6)	8			8	

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

<b>This school provides/encourages students...</b>	<i>Percent Strongly Agreeing</i>				
	<b>TD</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Opportunities to decide things (T3.6)	11			11	
Equal opportunity for classroom participation (T3.7)	26			26	
Opportunities to make a difference (help others) (T3.9)	25			25	
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	31			31	

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

<b>How many adults at this school...</b>	<i>Percent Selecting "Nearly All"</i>				
	<b>TD</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Caring Relationships</b>					
Acknowledge and pay attention to students (T3.2)	21			21	
Really care about every student (T3.1)	19			19	
Listen to what students have to say (T3.3)	16			16	
<b>High Expectations</b>					
Want every student to do their best (T3.4)	31			31	
Believe every student can be a success (T3.5)	19			19	

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
	%	%	%	%	%
<b>Strongly agree that this school...</b>					
Fosters an appreciation of student diversity and respect for each other (T4.1)	22			22	
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	23			23	
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	8			8	
Has staff examine their own cultural biases through professional development or other processes (T4.7)	8			8	
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	10			10	
Provides the supports needed for teaching culturally and linguistically diverse students (T4.14)	17			17	
<b>Report that nearly all adults at this school...</b>					
Treat all students fairly (T4.3)	19			19	
Treat every student with respect (T4.4)	21			21	

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
<b>How many students at this school...</b>	<i>Percent Selecting "Most/Nearly All"</i>				
Are motivated to learn (T5.1)	41			41	
Arrive at school alert and rested (T5.7)	45			45	
Are healthy and physically fit (T5.8)	98			98	
Are well-behaved (T5.5)	39			39	
<b>This school...</b>	<i>Percent Strongly Agreeing</i>				
Motivates students to learn (T5.2)	5			5	

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

<b>How much of a problem at this school is...</b>	<i>Percent Rated Moderate or Severe Problem</i>				
	<b>TD</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Engagement Indicators/Disruptive Behavior</b>					
Disruptive behavior (T5.6)	37			37	
Cutting classes or being truant (T5.3)	42			42	
Depression or other mental health issues (T5.9)	19			19	
Lack of respect of staff by students (T5.4)	48			48	
<b>Violence, Conflict, and Crime</b>					
Racial/ethnic conflict among students (T4.2)	61			61	
Harassment or bullying (T6.1)	22			22	
Physical fighting (T6.2)	47			47	
Gang activity (T6.5)	55			55	
Vandalism and graffiti (T6.3)	10			10	
Theft (T6.4)	26			26	
Weapons possession at school (T6.6)	36			36	
<b>Substance Use</b>					
Alcohol and drug use (T6.7)	34			34	
Tobacco use (T6.8)	69			69	

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

<b>This school...</b>	<i>Percent Strongly Agreeing</i>				
	<b>TD</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Clearly communicates to students consequences of breaking rules (T7.1)	18			18	
Handles discipline problems fairly (T7.2)	12			12	
Effectively handles student discipline and behavioral problems (T7.3)	14			14	
Provides adequate counseling and support services for students (T7.5)	33			33	

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

<b>Perceive need for more PD in...</b>	<b>TD</b>	<b>ES</b>	<b>MS</b>	<b>HS</b>	<b>NT</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Instruction &amp; School Environment</b>					
Meeting academic standards (T2.17)	19			19	
Evidence-based methods of instruction (T2.18)	40			40	
Positive behavioral support and classroom management (T7.4)	53			53	
Creating a positive school climate (T2.19)	68			68	
<b>Addressing Needs of Diverse Populations</b>					
Working with diverse racial, ethnic, or cultural groups (T4.11)	49			49	
Culturally relevant pedagogy for the school's student population (T4.12)	58			58	
Serving English language learners (T4.13)	64			64	
Closing the achievement gap (T4.10)	65			65	
<b>Providing Support Services</b>					
Serving special education (IEP) students (T2.22)	63			63	
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	67			67	

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

<b>This school...</b>	<i>Percent Strongly Agreeing</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
<b>Discipline and Safety</b>					
Has sufficient resources to create a safe campus (T8.16)	25			25	
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.17)	9			9	
Collaborates well with law enforcement organizations (T8.13)	31			31	
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	8			8	
Enforces zero tolerance policies (T8.15)	9			9	
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	14			14	
<b>Substance Use</b>					
Considers substance abuse prevention an important goal (T8.20)	14			14	
Has sufficient resources to address substance use prevention needs (T8.23)	17			17	
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)	25			25	
Collaborates well with community organizations to address substance use or other problems (T8.3)	17			17	
<b>Youth Development and Health</b>					
Provides adequate health services for students (T8.7)	14			14	
Provides healthy food choices for students (T8.8)	3			3	
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	22			22	

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)***

<b>To what extent does this school...</b>	<i>Percent Selecting "A Lot"</i>				
	TD	ES	MS	HS	NT
	%	%	%	%	%
Provide services for students with disabilities or other special needs (T8.11)	22			22	
Foster youth development, resilience, or asset promotion (T8.5)	6			6	
Provide opportunities for physical education and activity (T8.10)	53			53	
Provide conflict resolution or behavior management instruction (T8.19)	39			39	
Provide character education (T8.6)	8			8	
Provides alcohol or drug use prevention instruction (T8.21)	9			9	
Provide tobacco use prevention instruction (T8.22)	6			6	
Provide harassment or bullying prevention (T8.18)	15			15	
Provide nutritional instruction (T8.9)	11			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)***

<b>This school...</b>	<i>Percent Strongly Agreeing</i>				
	TD %	ES %	MS %	HS %	NT %
<b>Barriers to Effective Service Delivery</b>					
Works to reduce instructional interruptions (T9.2)	8			8	
Effectively schedules mandated activities (T9.3)	13			13	
<b>Integration and Collaboration Special-General Education</b>					
Integrates special education into daily operations (T9.4)	14			14	
Encourages general and special ed teaming (T9.5)	5			5	
Provides sufficient time to collaborate on service delivery (T9.6)	5			5	
Views services to students with IEPs as a shared staff responsibility (T9.7)	10			10	
<b>Student Expectations and Supports</b>					
Supports alternative modes of communication (T9.8)	3			3	
Provides sufficient resources for special ed programs and services (T9.9)	3			3	
<b>Personnel Supports</b>					
Provides positive working environment (T9.10)	6			6	
Has a climate that encourages continued service (T9.11)	8			8	
Provides adequate access to technology (T9.12)	8			8	
Has good communication with personnel to support students with IEPs (T9.13)	8			8	

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	111			111	

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Teacher in grade 5 or above	69			69	
Teacher in grade 4 or below	0			0	
Special education teacher	9			9	
Administrator	2			2	
Prevention staff nurse or health aide	0			0	
Counselor or psychologist	4			4	
Police, resource officer, or safety personnel	0			0	
Paraprofessional, teacher assistant, or instructional aide	7			7	
Other certificated staff (e.g., librarian)	3			3	
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	10			10	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Migrant education students	37			37	
Special education	65			65	
English language learners	84			84	

*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 1 year	14			14	
1 to 2 years	14			14	
3 to 5 years	23			23	
6 to 10 years	22			22	
Over 10 years	26			26	

*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 1 year	9			9	
1 to 2 years	9			9	
3 to 5 years	13			13	
6 to 10 years	30			30	
Over 10 years	39			39	

*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)	3			3	
American Indian or Alaska Native	0			0	
Asian or Pacific Islander	14			14	
White (not Hispanic)	57			57	
Hispanic or Latino/a	16			16	
Other or multi-ethnic	11			11	

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	26			26	
Agree	61			61	
Disagree	10			10	
Strongly Disagree	2			2	
Not Applicable	1			1	

*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	34			34	
Agree	51			51	
Disagree	12			12	
Strongly Disagree	2			2	
Not Applicable	1			1	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	31			31	
Agree	53			53	
Disagree	11			11	
Strongly Disagree	4			4	
Not Applicable	1			1	

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

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33			33	
Agree	55			55	
Disagree	9			9	
Strongly Disagree	2			2	
Not Applicable	1			1	

*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	20			20	
Agree	57			57	
Disagree	17			17	
Strongly Disagree	1			1	
Not Applicable	6			6	

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

**Table 2.6**  
***Adults At School Ensure Safe and Supportive Environment***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All Adults	8			8	
Most Adults	33			33	
Some Adults	25			25	
Few Adults	5			5	
Almost None	28			28	

*Question 43: How many of the adults at this school work hard to ensure a safe and supportive learning environment?*

**Table 2.7**  
***School Uses Objective Data in Decision Making***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14			14	
Agree	66			66	
Disagree	15			15	
Strongly Disagree	3			3	
Not Applicable	1			1	

*Question 75: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.*

### Staff Working Environment

**Table 2.8**  
***Supportive and Inviting Place to Work***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18			18	
Agree	35			35	
Disagree	28			28	
Strongly Disagree	17			17	
Not Applicable	2			2	

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

**Table 2.9**  
***Staff Feel Responsibility to Improve School***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	16			16	
Most	36			36	
Some	37			37	
Few	9			9	
Almost None	1			1	

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

**Table 2.10*****Staff Support and Treat Each Other with Respect***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	17			17	
Most	41			41	
Some	31			31	
Few	10			10	
Almost None	1			1	

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

**Table 2.11*****Promotes Staff Trust and Collegiality***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14			14	
Agree	30			30	
Disagree	35			35	
Strongly Disagree	20			20	
Not Applicable	2			2	

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

**Table 2.12*****Staff have Close Professional Relationships***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	8			8	
Most	25			25	
Some	48			48	
Few	17			17	
Almost None	2			2	

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

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

**Table 2.13**  
***Staff Participate in Decision-making***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21			21	
Agree	43			43	
Disagree	27			27	
Strongly Disagree	9			9	
Not Applicable	0			0	

*Question 71: This school promotes personnel participation in decision-making that affects school practices and policies.*

**Table 2.14**  
***Works to Minimize Paper Work***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	22			22	
Agree	57			57	
Disagree	11			11	
Strongly Disagree	4			4	
Not Applicable	6			6	

*Question 76: This school takes steps to minimize paper work.*

**Table 2.15**  
***Provides Adequate Benefits***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	7			7	
Agree	37			37	
Disagree	34			34	
Strongly Disagree	9			9	
Not Applicable	14			14	

*Question 77: This school provides adequate benefits (e.g. salary, fringe benefits and retirement options) to support my continued employment.*

## General Staff Supports and Professional Development

**Table 2.16**  
*Provides Staff Resources and PD to Do Job Effectively*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11			11	
Agree	48			48	
Disagree	30			30	
Strongly Disagree	9			9	
Not Applicable	2			2	

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

**Table 2.17**  
*Need PD in Meeting Academic Standards*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	19			19	
No	51			51	
Not Applicable	25			25	

*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....meeting academic standards?*

**Table 2.18**  
*Need PD in Instructional Methods*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	40			40	
No	47			47	
Not Applicable	13			13	

*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....evidence-based methods of instruction?*

**Table 2.19**  
***Need PD in Creating a Positive School Climate***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	68			68	
No	27			27	
Not Applicable	5			5	

*Question 53: 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?*

**Table 2.20**  
***Provides Relevant Paraprofessional Training***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	9			9	
Agree	47			47	
Disagree	29			29	
Strongly Disagree	11			11	
Not Applicable	5			5	

*Question 78: This school provides relevant training for paraprofessionals.*



## Special Education Supports and Professional Development

**Table 2.21**

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	7			7	
Agree	37			37	
Disagree	32			32	
Strongly Disagree	11			11	
Not Applicable	12			12	

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

**Table 2.22**

***Need PD for Serving Special Education (IEP) Students***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	63			63	
No	29			29	
Not Applicable	8			8	

*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.....serving special education (IEP) students?*

**Table 2.23**

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	5			5	
Agree	19			19	
Disagree	26			26	
Strongly Disagree	12			12	
Not Applicable	38			38	

*Question 79: This school provides complete state adopted instructional materials for students with IEPs.*

## Perceived School Safety

**Table 2.24**  
***Safe Place for Students***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	29			29	
Agree	55			55	
Disagree	10			10	
Strongly Disagree	4			4	
Not Applicable	2			2	

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

**Table 2.25**  
***Safe Place for Staff***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	34			34	
Agree	51			51	
Disagree	9			9	
Strongly Disagree	6			6	
Not Applicable	0			0	

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

## Facilities

**Table 2.26**  
***Clean and Well-Maintained Facilities and Property***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	16			16	
Agree	50			50	
Disagree	18			18	
Strongly Disagree	16			16	
Not Applicable	0			0	

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

## Parent Involvement

**Table 2.27**  
***Encourages Parental Involvement***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18			18	
Agree	61			61	
Disagree	15			15	
Strongly Disagree	5			5	
Not Applicable	2			2	

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

**Table 2.28**  
***Encourages Parental Partnership in Child's Education***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	6			6	
Agree	42			42	
Disagree	41			41	
Strongly Disagree	6			6	
Not Applicable	6			6	

*Question 74: This school encourages parents to be active partners in educating their child.*

### III. Student Developmental Supports and Opportunities

#### Caring Relationships

**Table 3.1**  
*Adults Really Care About All Students*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	19			19	
Most	58			58	
Some	20			20	
Few	2			2	
Almost None	0			0	

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

**Table 3.2**  
*Adults Acknowledge and Pay Attention to Students*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	21			21	
Most	59			59	
Some	17			17	
Few	3			3	
Almost None	0			0	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	16			16	
Most	52			52	
Some	30			30	
Few	3			3	
Almost None	0			0	

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

## High Expectations

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	31			31	
Most	53			53	
Some	15			15	
Few	1			1	
Almost None	0			0	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	19			19	
Most	53			53	
Some	25			25	
Few	3			3	
Almost None	0			0	

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

## Opportunities for Meaningful Participation

**Table 3.6**

***Encourages Decision Opportunities for Students***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	11			11	
Agree	44			44	
Disagree	30			30	
Strongly Disagree	7			7	
Not Applicable	8			8	

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

**Table 3.7**

***Gives Equal Opportunity for Classroom Participation***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	26			26	
Agree	55			55	
Disagree	8			8	
Strongly Disagree	1			1	
Not Applicable	9			9	

*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	31			31	
Agree	50			50	
Disagree	12			12	
Strongly Disagree	3			3	
Not Applicable	5			5	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	25			25	
Agree	51			51	
Disagree	14			14	
Strongly Disagree	5			5	
Not Applicable	5			5	

*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	67			67	
No	22			22	
Not Applicable	11			11	

*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....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	22			22	
Agree	54			54	
Disagree	21			21	
Strongly Disagree	3			3	
Not Applicable	1			1	

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

**Table 4.2**  
*Racial/Ethnic Conflict Among Students is a Problem*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	8			8	
Mild Problem	32			32	
Moderate Problem	37			37	
Severe Problem	24			24	

*Question 63: 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	19			19	
Most	53			53	
Some	23			23	
Few	5			5	
Almost None	0			0	

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

**Table 4.4**

***Staff Treat All Students with Respect***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	21			21	
Most	54			54	
Some	20			20	
Few	5			5	
Almost None	0			0	

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

## Cultural Sensitivity

**Table 4.5**

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23			23	
Agree	54			54	
Disagree	17			17	
Strongly Disagree	4			4	
Not Applicable	2			2	

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

**Table 4.6**  
***Uses Culturally Relevant Instructional Materials***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8			8	
Agree	34			34	
Disagree	39			39	
Strongly Disagree	6			6	
Not Applicable	13			13	

*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	8			8	
Agree	23			23	
Disagree	42			42	
Strongly Disagree	18			18	
Not Applicable	8			8	

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

## Instructional Equity

**Table 4.8**  
***Closing the Achievement Gap is a High Priority***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	10			10	
Agree	61			61	
Disagree	13			13	
Strongly Disagree	8			8	
Not Applicable	7			7	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	35			35	
Agree	45			45	
Disagree	15			15	
Strongly Disagree	2			2	
Not Applicable	3			3	

*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	65			65	
No	30			30	
Not Applicable	5			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....closing the achievement gap?*

**Table 4.11**  
***Need PD on Working with Diverse Populations***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	49			49	
No	40			40	
Not Applicable	11			11	

*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....working with diverse racial, ethnic, or cultural groups?*

**Table 4.12**  
***Need PD on Culturally Relevant Pedagogy***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	58			58	
No	37			37	
Not Applicable	5			5	

*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....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	64			64	
No	29			29	
Not Applicable	7			7	

*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....serving English Language Learners?*

**Table 4.14**  
***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17			17	
Agree	64			64	
Disagree	16			16	
Strongly Disagree	2			2	
Not Applicable	1			1	

*Question 73: This school provides the supports needed for teaching culturally and linguistically diverse students.*

## 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	5			5	
Most	36			36	
Some	45			45	
Few	13			13	
Almost None	1			1	

*Question 56: Based on your experience, how many students at this school are motivated to learn?*

**Table 5.2**

***School Motivates Students to Learn***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	5			5	
Agree	29			29	
Disagree	39			39	
Strongly Disagree	25			25	
Not Applicable	2			2	

*Question 72: This school motivates students to learn.*

**Table 5.3**

***Cutting Class or Truancy is a Problem***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	16			16	
Mild Problem	41			41	
Moderate Problem	28			28	
Severe Problem	14			14	

*Question 66: How much of a problem at this school is cutting classes or being truant?*

## General Behavior

**Table 5.4**  
***Lack of Respect of Staff by Students is a Problem***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	8			8	
Mild Problem	45			45	
Moderate Problem	37			37	
Severe Problem	11			11	

*Question 65: How much of a problem at this school is lack of respect of staff by students?*

**Table 5.5**  
***Students Are Well-Behaved***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	11			11	
Most	28			28	
Some	52			52	
Few	8			8	
Almost None	1			1	

*Question 57: Based on your experience, how many students at this school are well-behaved?*

**Table 5.6**  
***Disruptive Student Behavior is a Problem***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	21			21	
Mild Problem	42			42	
Moderate Problem	25			25	
Severe Problem	12			12	

*Question 62: How much of a problem at this school is disruptive student behavior?*

## Perceived Physical and Mental Health

**Table 5.7**  
***Students Arrive at School Alert and Rested***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	6			6	
Most	40			40	
Some	40			40	
Few	15			15	
Almost None	0			0	

*Question 55: Based on your experience, how many students at this school arrive at school alert and rested?*

**Table 5.8**  
***Students Are Healthy and Physically Fit***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	63			63	
Most	35			35	
Some	2			2	
Few	0			0	
Almost None	0			0	

*Question 54: Based on your experience, how many students at this school are healthy and physically fit?*

**Table 5.9**  
***Student Depression or Other Mental Health Issues are a Problem***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	24			24	
Mild Problem	57			57	
Moderate Problem	13			13	
Severe Problem	7			7	

*Question 64: 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	37			37	
Mild Problem	41			41	
Moderate Problem	21			21	
Severe Problem	1			1	

*Question 60: 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	7			7	
Mild Problem	47			47	
Moderate Problem	39			39	
Severe Problem	8			8	

*Question 61: 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	49			49	
Mild Problem	42			42	
Moderate Problem	8			8	
Severe Problem	2			2	

*Question 69: How much of a problem at this school is vandalism (including graffiti)?*



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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	31			31	
Mild Problem	43			43	
Moderate Problem	21			21	
Severe Problem	5			5	

*Question 70: 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	15			15	
Mild Problem	30			30	
Moderate Problem	36			36	
Severe Problem	19			19	

*Question 67: 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	22			22	
Mild Problem	42			42	
Moderate Problem	22			22	
Severe Problem	13			13	

*Question 68: 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	14			14	
Mild Problem	51			51	
Moderate Problem	31			31	
Severe Problem	3			3	

*Question 58: 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	12			12	
Mild Problem	19			19	
Moderate Problem	51			51	
Severe Problem	18			18	

*Question 59: How much of a problem at this school is tobacco use?*

## VII. Discipline & Counseling

**Table 7.1**  
***Clearly Communicates Consequences of Breaking Rules***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18			18	
Agree	54			54	
Disagree	18			18	
Strongly Disagree	10			10	
Not Applicable	1			1	

*Question 26: This 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	12			12	
Agree	52			52	
Disagree	24			24	
Strongly Disagree	11			11	
Not Applicable	1			1	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14			14	
Agree	46			46	
Neither Agree nor Disagree	30			30	
Disagree	9			9	
Strongly Disagree	1			1	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Yes	53			53	
No	29			29	
Not Applicable	18			18	

*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....positive behavioral support and classroom management?*

**Table 7.5**  
***Provides Adequate Counseling and Support for Students***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33			33	
Agree	45			45	
Disagree	16			16	
Strongly Disagree	6			6	
Not Applicable	1			1	

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

## VIII. Learning Supports Module: Student Services and Policies

### Module Respondents

**Table 8.1**  
*Module Sample*

	TD	ES	MS	HS	NT
Number of Respondents	36			36	

### 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	25			25	
Agree	56			56	
Neither Agree nor Disagree	11			11	
Disagree	8			8	
Strongly Disagree	0			0	

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

**Table 8.3**  
*Collaborates Well with Community Organizations to Address Student Problems*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17			17	
Agree	56			56	
Neither Agree nor Disagree	11			11	
Disagree	14			14	
Strongly Disagree	3			3	

*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	22			22	
Agree	50			50	
Neither Agree nor Disagree	14			14	
Disagree	14			14	
Strongly Disagree	0			0	

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

**Table 8.5**

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	6			6	
Some	61			61	
Not Much	33			33	
Not At All	0			0	

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

**Table 8.6**

***Provides Character Education***

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	8			8	
Some	36			36	
Not Much	50			50	
Not At All	6			6	

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

## Health Services and Physical Activity

**Table 8.7**

***Provides Adequate Health Services for Students***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14			14	
Agree	44			44	
Neither Agree nor Disagree	28			28	
Disagree	14			14	
Strongly Disagree	0			0	

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

**Table 8.8**

***Provides Healthy Food Choices for Students***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	3			3	
Agree	51			51	
Neither Agree nor Disagree	31			31	
Disagree	11			11	
Strongly Disagree	3			3	

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

**Table 8.9**

***Provides Nutritional Instruction to Students***

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	11			11	
Some	53			53	
Not Much	36			36	
Not At All	0			0	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	53			53	
Some	42			42	
Not Much	6			6	
Not At All	0			0	

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

## Special Education

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	22			22	
Some	58			58	
Not Much	19			19	
Not At All	0			0	

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

## Discipline Policies and Enforcement

**Table 8.12*****Sanctions Handled Case-by-Case***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14			14	
Agree	50			50	
Neither Agree nor Disagree	28			28	
Disagree	8			8	
Strongly Disagree	0			0	

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



**Table 8.13**  
***Collaborates Well With Law Enforcement***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	31			31	
Agree	50			50	
Neither Agree nor Disagree	11			11	
Disagree	8			8	
Strongly Disagree	0			0	

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

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8			8	
Agree	42			42	
Neither Agree nor Disagree	22			22	
Disagree	14			14	
Strongly Disagree	14			14	

*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	9			9	
Agree	38			38	
Neither Agree nor Disagree	22			22	
Disagree	25			25	
Strongly Disagree	6			6	

*Question 2.07: This school enforces zero tolerance policies.*

## Safety Promotion & Violence Prevention

**Table 8.16**  
*Sufficient Resources to Create a Safe Campus*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	25			25	
Agree	47			47	
Neither Agree nor Disagree	8			8	
Disagree	19			19	
Strongly Disagree	0			0	

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

**Table 8.17**  
*Seeks to Maintain Secure Campus*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	9			9	
Agree	41			41	
Neither Agree nor Disagree	9			9	
Disagree	26			26	
Strongly Disagree	15			15	

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

**Table 8.18**  
*Provides Harassment or Bullying Prevention*

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	15			15	
Some	59			59	
Not Much	26			26	
Not At All	0			0	

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

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

**Table 8.19*****Provides Conflict Resolution or Behavior Management Instruction***

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	39			39	
Some	47			47	
Not Much	14			14	
Not At All	0			0	

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

## Substance Abuse Prevention

**Table 8.20*****Considers Substance Abuse Prevention an Important Goal***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14			14	
Agree	44			44	
Neither Agree nor Disagree	31			31	
Disagree	11			11	
Strongly Disagree	0			0	

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

**Table 8.21*****Provides Alcohol or Drug Use Prevention Instruction***

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	9			9	
Some	49			49	
Not Much	43			43	
Not At All	0			0	

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

**Table 8.22**  
***Provides Tobacco Use Prevention Instruction***

	TD	ES	MS	HS	NT
	%	%	%	%	%
A Lot	6			6	
Some	47			47	
Not Much	42			42	
Not At All	6			6	

*Question 2.18: To what extent does this school provides tobacco use prevention instruction.*

**Table 8.23**  
***Resources Sufficient for Substance Use Prevention Needs***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17			17	
Agree	42			42	
Neither Agree nor Disagree	14			14	
Disagree	28			28	
Strongly Disagree	0			0	

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

## IX. Special Education Supports Module

### Respondent Characteristics and Background

**Table 9.1**  
*Module Sample*

	TD	ES	MS	HS	NT
Number of Respondents	64			64	

### Barriers to Effective Service Delivery

**Table 9.2**  
*Works to Reduce Instructional Interruptions*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8			8	
Agree	58			58	
Disagree	25			25	
Strongly Disagree	6			6	
Not Applicable	3			3	

*Question 3.02: This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).*

**Table 9.3**  
*Effectively Schedules Mandated Activities*

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	13			13	
Agree	57			57	
Disagree	17			17	
Strongly Disagree	6			6	
Not Applicable	6			6	

*Question 3.05: 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 9.4**

***Integrates Special Ed into Daily Operations***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14			14	
Agree	59			59	
Disagree	17			17	
Strongly Disagree	5			5	
Not Applicable	5			5	

*Question 3.01: This school integrates special education into its daily operations.*

**Table 9.5**

***Encourages General and Special Ed Teaming***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	5			5	
Agree	46			46	
Disagree	32			32	
Strongly Disagree	10			10	
Not Applicable	8			8	

*Question 3.03: This school encourages teaming between general and special education personnel.*

**Table 9.6**

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	5			5	
Agree	19			19	
Disagree	58			58	
Strongly Disagree	19			19	
Not Applicable	0			0	

*Question 3.04: This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs.*

**Table 9.7*****Views Service to Students with IEPs as Shared Staff Responsibility***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	10			10	
Agree	51			51	
Disagree	30			30	
Strongly Disagree	6			6	
Not Applicable	3			3	

*Question 3.11: This school views service to students with IEPs as a shared responsibility among all staff.*

## Expectations and Supports for Special Populations

**Table 9.8*****Supports Alternative Modes of Communication***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	3			3	
Agree	37			37	
Disagree	34			34	
Strongly Disagree	8			8	
Not Applicable	18			18	

*Question 3.07: 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 9.9*****Provides Sufficient Resources for Special Ed Programs and Services***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	3			3	
Agree	44			44	
Disagree	37			37	
Strongly Disagree	6			6	
Not Applicable	10			10	

*Question 3.12: This school has sufficient resources to support special education programs and services.*

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

## Personnel Supports

**Table 9.10**

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

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	6			6	
Agree	59			59	
Disagree	24			24	
Strongly Disagree	8			8	
Not Applicable	3			3	

*Question 3.06: This school provides a positive working environment for staff who serve students with IEPs.*

**Table 9.11**

***Climate Encourages Continued Service to Students with IEPs***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8			8	
Agree	52			52	
Disagree	30			30	
Strongly Disagree	6			6	
Not Applicable	5			5	

*Question 3.08: This school has a climate that encourages me to continue in my role of service to students with IEPs.*

**Table 9.12**

***Provides Adequate Access to Technology***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8			8	
Agree	38			38	
Disagree	37			37	
Strongly Disagree	10			10	
Not Applicable	8			8	

*Question 3.09: This school provides adequate access to technology for staff who serve students with IEPs.*



**Table 9.13**  
***Has Good Communication with District Personnel***

	TD	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	8			8	
Agree	42			42	
Disagree	31			31	
Strongly Disagree	3			3	
Not Applicable	16			16	

*Question 3.10: This school has good communication with district personnel to support students with IEPs.*