

California School Climate Survey

Statewide 2008-2010
What Teachers and Other
Staff Tell Us About Our
Schools

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PREFACE

This report provides the results reported by teachers, administrators, and other school staff between fall 2008 and spring 2010 in local administrations of the *California School Climate Survey* (CSCS). It updates the previous report on 2004-06 results, which contains a detailed introductory discussion of the implications of the survey results (Austin & Bailey, 2008). To help in understanding and interpreting these results, the *Guidebook for the California School Climate Survey, Part II: Survey Content, 2011-12 Edition* discusses each question and its significance. It can be downloaded from the survey website:

http://cscs.wested.org/training_support.

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, Health, 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.

This preface provides information on the survey purpose, content, and administration, the characteristics of the survey sample, data limitations, and tools to help in using the data.¹ It is followed by an executive summary of Key Findings.

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 to better meet local data needs. The CSCS 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. Because the results are anonymous and confidential, the survey provides staff with an opportunity to honestly communicate their perceptions about the school without repercussions.

This CSCS report provides staff perspective on the degree to which California schools have learning and working environments that are 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 the Cal-SCHLS student and parent surveys, CSCS data enrich 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.

¹ For additional information and resources, visit the Cal-SCHLS system website: cal-schls.wested.org, or call the toll-free survey helpline at 888.841.7536.

Closing the Achievement Gap and Addressing the Needs of Special Populations

Another important purpose of the survey is to provide better data to advance the efforts of schools to close the state's persistent racial/ethnic achievement gap and meet the needs of underserved or high-risk students. In 2008-09, questions were added to the survey that address issues of equity, diversity, and cultural sensitivity, and that help assess the needs of staff who provide services to students in the Migrant Education, ELL, and Special Education programs (see Section 9). Based on these items, CDE funded the preparation of a series of special supplementary CSCS reports that each participating district received (as appropriate) examining differences related to migrant and special education, as well as racial/ethnic subgroup differences, that are available on the survey website. Aggregated statewide reports are also available for each of these topics.

Extending the survey's focus on special populations, a module of questions has also been developed that assesses staff perceptions of the needs of students in families that are serving in the *military*. Companion modules are also available for the student and parent surveys.

Comparison with CHKS Results

Another broad CSCS goal is to provide data from school staff that are comparable to student self-report information from the CHKS. This enables schools to ascertain how consistent are staff perceptions compared to student self-report of their 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.

SURVEY ADMINISTRATION

Survey 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.² Staff participation is totally voluntary, anonymous, and confidential.

Who takes the survey?

During the period 2004 through 2010, CDE required LEAs to administer both the CSCS and CHKS at least once every two years, in close proximity, if they received any funding under Title IV of *No Child Left Behind* or the state Tobacco-Use Prevention Education (TUPE) program. Minimally, the CSCS sample had to consist of all certificated staff in grades 5 through 12, as well as all other personnel in the areas of health, prevention, and safety, from among all schools participating in the CHKS. This is necessary to obtain a large enough sample to have confidence that the results are truly representative (i.e., valid and not biased) and to maintain anonymity. Other (e.g., classified) staff are also welcome to take the survey at the district's discretion. ***Staff participation, however, is voluntary.*** Staff are not required to take the survey.

When and how is the survey administered?

A district coordinator plans, schedules, and monitors the CSCS. To keep costs and effort to a minimum, staff normally complete the survey online.³ Schools were provided with detailed survey planning and administration instructions (see the [*Guidebook for the California School*](#)

² In some instances, the survey is administered on paper.

³ Printed versions with scannable answer forms are also available.

Climate Survey Part I: Administration, 2011-12 Edition, available at cscs.wested.org/training_support). Cal-SCHLS staff also provided coordinators with *Survey Instructions* to distribute to each staff member. The online survey must be completed in one session, at the end of which results are submitted.

THE SURVEY SAMPLE

The tables in Section 1 (Sample Characteristics) provide the numbers of respondents who completed the survey in the state during 2008-10, 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. As shown in Table 1.1, the data were provided by 670 districts that administered the survey to almost 94,000 staff members between fall 2008 and spring 2010 in 4,844 schools. Of these, about 38,000 were in elementary schools, just over 25,000 in middle and high schools, and almost 3,000 in non-traditional (continuation) high schools. The school sample included 547 elementary, 389 middle, 316 high, and 246 continuation schools.

The roles performed by the respondents were very similar in elementary, middle, and high schools (Table 1.2). Across traditional schools, about 80% of respondents were teachers (about 10% of them special education teachers) and 5% administrators. The percentage of counselors and psychologists was higher in middle and high schools (5% and 6%) than elementary (2%), as would be expected. The continuation school sample had proportionally fewer teachers and more administrators and counselors. This reflects both the needs of these schools and their smaller size (thus fewer teachers). Only 1%-2% in each school level were prevention staff, nurses, or health aides.

Reflecting the diversity of California's student population and its needs, 34% of staff reported that they provided services to migrant students and 92% to English Language Learners. Although only 10% identified themselves as special education teachers, 74% reported that they provided services to special education students.

SURVEY CONTENT OVERVIEW

The survey questions were selected with the assistance of an expert 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](http://cscs.wested.org/training_support) (at http://cscs.wested.org/training_support).

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-targeted modules ask for program- and issue-related 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** are the learning and working environments in general (Tables 2.1, 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, 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 2.8–2.10, 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);
- 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) — Section 2

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 (Section 6) and CHKS results.

Special Education Supports Module (SESM) — Section 3

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.

Supplementary Military-Connected Schools Module

In addition, a supplementary module is available to assess staff perceptions of the conditions for learning and school climate in schools that serve large proportions of students from military families (<http://cal-schls.wested.org>).

THE REPORT

In this report, weighted statewide results are provided in tables by four school levels: elementary (grades 1–6), middle (grades 7–8), and high (grades 9–12).⁴ The tables are organized into nine topical sections, as outlined in the Table of Contents, and provide 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.

Companion Reports

As noted, reports are also available on the CSCS website providing statewide results for the same period of 2008-10 disaggregated based on staff responsibilities for migrant education, , special education, as well as racial/ethnic background of students and staff.

DATA CONSIDERATIONS

The school sample used in this report was not randomly selected to reflect the state. Rather, it is composed of those schools that conducted the survey during this period and are not necessarily representative of all California schools, or of the staff within the schools. Moreover, although the average staff response (participation) rate has been improving since 2004-06, in many schools it is still disappointingly low.

Despite these limitations, this report is still based on a very large sample from a diversity of school systems with no evidence of a systematic bias. Aggregated and weighted to the state level, such a large (diverse) sample gives confidence that the results are reasonably representative. There is little reason to discount the value of the data for the main focus of this report: examining what California teachers and other staff feel about their schools and students overall.

It is also important to keep in mind that the findings reflect the *perceptions* of staff. Many staff may have reasons to make their school look good; others, to paint an overly negative picture. The perceptions of staff may be very different from those of students — underscoring the importance of comparing student and staff survey results — or from an independent observer of the school. Nevertheless, staff perceptions reflect *a reality* that is important and can influence both staff and student performance.

⁴ For reporting purposes, K–8 schools are coded as elementary.

Improving Participation

One purpose of this report is to raise awareness of the survey's value to encourage higher staff participation. The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary staff participation. One of the most important is 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.

AIDS TO UNDERSTANDING AND USING THE DATA

In addition to the survey content guidebook, there are several other documents available 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 well to staff survey data. Free call-in data use workshops are offered as well.
- [The Workbook for Improving School Climate: Using Your California Healthy Kids and California School Climate Survey](http://chks.wested.org/using_results/publications) provides a practical guide to identifying key findings and using results in the framework of improving academic achievement, school climate, and well-being among all students. It also helps identify strategies that address the identified needs. It helps schools compare student and staff report data as well as drill deeper and explore subgroup differences, especially in regards to race/ethnicity and ME, SE status. A workshop accompanying this workbook is available on request. (http://chks.wested.org/using_results/publications).

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KEY FINDINGS

OVERVIEW

Overall, the results are very consistent with those reported in 2004-06 (Austin & Bailey, 2008). As found four years ago, among traditional (or comprehensive) schools, there is a consistent decline from elementary school (ES) through middle school (MS) and high school (HS) across indicators of a positive learning and teaching environment. Staff data support student data indicating that, as students age:

- Schools become less safe, supportive, caring, and fair; they have lower academic standards, norms, and expectations; and they offer fewer opportunities for meaningful participation.
- They have less clean and well-maintained facilities and are less welcoming of parents.
- Indicators of positive staff relations with students, high expectations for them, and opportunities for them to decide things generally decline by half between elementary and high school. The working environment for staff also declines, becoming less supportive, safe, and collegial at the same time as challenges they have to address related to student behavior increase.

HIGH SCHOOLS

By high school, current data showed that only about one-third of staff strongly agreed that the school is a supportive and inviting place for students to learn or staff to work, that they set high standards for academic performance, promote academic success for all students, are safe for students and staff, welcoming to parents, and foster an appreciation of student diversity and respect for each other.

Similarly, only about one-third reported that nearly all high school staff really care about students and acknowledge and pay attention to them. About one-fourth or less reported nearly all staff listen to what student have to say, believe every student can be a success, treat all students fairly, and treat every student with respect.

Between elementary and high school, there is also a pronounced rise in the level of perceived problems that the school experiences related to student risk behaviors, violence, and health. Yet over the same grades, there is a decline in the services and programs that address these student needs, and high school staff report the lowest percentages for handling discipline clearly, effectively, and fairly.

- The nonacademic barriers to learning that high schools report are formidable. Around half of staff reported that student truancy, disruptive behavior, and alcohol and drug use are moderate-to-severe problems for the school. Thirty to forty percent similarly identified student harassment/bullying, vandalism, theft, gang activity, racial/ethnic conflict, and depression or other mental health issues.

- In contrast, only about one-fifth of respondents strongly agreed that their high school provided adequate counseling and support services, effective behavioral referral services, and had sufficient resources for safety.
- Only about one-sixth strongly agreed the school considers substance abuse prevention an important goal – despite its high ranking as a problem in the high schools, provides conflict resolution or behavior management instruction, handled discipline and behavior problems effectively, and emphasized helping students with their social, emotional, and behavioral problems.
- Only about one-tenth strongly agreed that the school had sufficient substance use prevention resources and that they provided a lot of AOD prevention instruction.
- Similarly, only about one-tenth reported high schools provided a lot of other health related supports such as youth development (declining from 23% in ES), character education (38% in ES), nutritional instruction, and strongly agreed they provided healthy food choices and adequate health services.

ELEMENTARY SCHOOLS

It should be noted, however, that there is still considerable room for improvement among California’s elementary schools as well.

- Only just over half of staff (52%-57%) strongly agreed that their elementary school was a supportive and inviting place for students to learn, promote academic success for all students, and is a safe place for students and staff, and is welcoming to parents.
- 40% to 50% strongly agreed it was a supportive and inviting place for staff to work and that it promoted collegiality, had clean and well-maintained facilities, fostered an appreciation of student diversity and respect, and treated students fairly and with respect.
- About one-third strongly agreed they had the materials, resources, and training needed to do their job effectively.
- About one-quarter strongly agreed the school emphasizes helping students with their social, emotional, and behavioral problems; had sufficient resources to create a safe campus; effectively handled student discipline; and also provided that it provided a lot of youth development.
- One-fifth strongly agreed the school provided adequate health services and healthy food choices for students, and considered substance use prevention an important goal and had had sufficient resources to address needs.

CONTINUATION HIGH SCHOOLS

Nontraditional continuation high schools (CS) stand apart in many respects from traditional high schools. Continuation school staff report greater challenges related to student academic and nonacademic behavior, as would be expected given that their students are at high risk of failing school and dropping out because of academic or behavioral problems. But they also perceive their school learning and teaching environment to be much more positive than do high school staff overall — safer, more supportive, more collegial, cleaner; more caring, challenging, and

participatory for students, with higher levels of service that meet their needs; and more welcoming of parents — at percentages close to those of elementary schools.

TRENDS SINCE 2004-06

Although overall the results in 2008-10 are very similar to those of 2004-06, there are several variations in some indicators that suggest improvements have occurred in school climate during this period, perhaps as a result to the attention that has started to be directed toward it. Among the major differences across the traditional schools:

- The percentage of staff strongly agreeing that their school was a supportive and inviting place for students to learn rose 4-6 percentage points in each of the traditional school levels (although still declining from 62% in ES to 40% in HS).
- **Working environment.** The percentage reporting that the school was a supportive and inviting place for staff to work also rose in all school levels, by 5 points in MS and 4 points in HS. However, collegiality among staff (nearly all staff support and treat each other with respect), declined by 5 to 8 points (Table 2.8)
- **Student participation in decisions.** Strong agreement that the school provided opportunities for students to decide things rose in all grade levels, by ten points in ES (Table 6.3).
- **Safety.** Perceived safety for students remained stable but rose for staff in MS and HS, by four points.

Student Behavior. There were also some shifts in the indicators of staff concerns about student behavior in secondary schools. The percentage reporting that most/nearly all students were **well-behaved** declined by 7-8 points in MS and HS (Table 5.4). Consistent with this, there were increases in moderate-to-severe problem assessment for **disruptive behavior** by 2-3 points at both school levels; for **harassment/bullying** by 3 points among MS (to 54%). Results were mixed for **truancy**, increasing by 4 points in MS but decreasing by 6 points in HS.

Racial/ethnic conflict also declined in high schools by 6 points.

Service Delivery. Overall, there were also some promising results indicating increases in services, programs, and policies designed to address the needs of students.

- **Health.** The recent emphasis on adolescent health problems and their connection to academic achievement seems to have had an effect. The percentage reporting the most/nearly all students are healthy and physically fit rose in all school levels, by 5-9 points. (Table 5.7) In addition, in all grade levels increases of 5-6 points occurred for strongly agreeing the school provides healthy food choices (Table 8.8). For providing “a lot” of nutritional instruction, there was a 2-5 point increase (Table 8.9).
- **Counseling.** Strong agreement that the school provides adequate counseling and support services for students rose in all grade levels, by six points in HS (Table 7.5)
- **Discipline.** A positive movement away from harsh punishment is evident. Across school levels there were declines of 4-7 points for enforcing zero tolerance policies and punishing first-time violations of AOD policies by at least an out-of-school suspension (Tables 8.14 and 8.15).

- **Community prevention collaboration.** Among HS, a four point increase occurred in strong agreement that the school collaborates well with community organizations to address substance use or other problems.
- **Service Bullying Prevention.** Reflecting the rise in perception that harassment/bullying was a problem, the percentage for providing “a lot” of harassment/bullying prevention increased by five points in middle school.
- **AOD Prevention.** In a less encouraging finding, there was a decline in 4 points for providing “a lot” of AOD prevention in ES and a decline of 2-4 points across school levels for tobacco prevention (Tables 8.22-23)

As shown in the 2004-06 CSCS report, across school types, there was a positive association at the school level between positive school climate factors and student academic performance, as measured by the Academic Performance Index (API).

Summary Tables

Table S1
Positive Learning and Working Environment

This school...	<i>Percent Strongly Agreeing</i>				
	State %	ES %	MS %	HS %	NT %
Learning Environment					
Is a supportive and inviting place for students to learn (T2.1)	46	57	39	36	55
Sets high standards for academic performance for all (T2.2)	46	60	42	31	29
Promotes academic success for all students (T2.3)	44	56	41	31	48
Encourage students to enroll in rigorous course (T4.9)	27	17	27	42	12
Emphasizes teaching lessons in ways relevant to students (T2.5)	35	44	33	24	36
Working Environment					
Is a supportive and inviting place for staff to work (T2.6)	39	47	35	31	44
Promotes trust and collegiality among staff (T2.9)	33	40	30	25	40
Provides the materials, resources, and training to do job effectively (T2.11)	26	33	24	18	28
Provides the materials, resources, and training to work with special education (IEP) students (T2.15)	19	22	19	16	21
Safety, Facilities, and Parental Outreach					
Is a safe place for students (T2.17)	43	53	36	34	52
Is a safe place for staff (T2.18)	45	54	40	38	52
Has clean and well-maintained facilities and property (T2.19)	35	42	34	26	41
Is welcoming to and facilitates parent involvement (T2.20)	41	52	36	31	44

Key: State=Total State, 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>				
	State %	ES %	MS %	HS %	NT %
Have close professional relationships with one another (T2.10)	26	35	22	15	37
Support and treat each other with respect (T2.8)	36	45	32	26	50
Feel a responsibility to improve the school (T2.7)	35	46	30	23	49

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

This school provides/encourages students...	<i>Percent Strongly Agreeing</i>				
	State %	ES %	MS %	HS %	NT %
Opportunities to decide things (T3.6)	19	27	16	13	20
Equal opportunity for classroom participation (T3.7)	40	50	34	30	45
Opportunities to "make a difference" (help others) (T3.9)	28	27	25	34	29
Equal opportunity to participate in extracurricular and enrichment activities (T3.8)	35	34	32	40	28

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

How many adults at this school...	<i>Percent Selecting Nearly All</i>				
	State %	ES %	MS %	HS %	NT %
Caring Relationships					
Want every student to do their best (T3.4)	56	68	50	43	68
Acknowledge and pay attention to students (T3.2)	45	58	37	31	64
Really care about every student (T3.1)	46	60	38	33	64
High Expectations					
Listen to what students have to say (T3.3)	35	48	28	22	54
Believe every student can be a success (T3.5)	36	49	29	23	52

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

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly agree that this school...					
Fosters an appreciation of student diversity and respect for each other (T4.1)	38	46	32	31	45
Emphasizes showing respect for all students' cultural beliefs and practices (T4.5)	40	48	35	32	48
Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6)	19	21	18	16	18
Has staff examine their own cultural biases through professional development or other processes (T4.7)	13	14	14	11	14
Considers closing the racial/ethnic achievement gap a high priority (T4.8)	30	35	28	25	29
Report that nearly all adults at this school...					
Treat all students fairly (T4.3)	37	50	31	24	48
Treat every student with respect (T4.4)	39	51	33	25	52

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

How many students at this school...	<i>Percent Selecting Most/Nearly All</i>				
	State	ES	MS	HS	NT
	%	%	%	%	%
Are motivated to learn (T5.1)	57	69	53	45	30
Arrive at school alert and rested (T5.6)	61	70	63	48	31
Are healthy and physically fit (T5.7)	63	66	64	60	46
Are well-behaved (T5.4)	72	78	67	70	61

Key: State=Total State, 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>				
	State	ES	MS	HS	NT
	%	%	%	%	%
Engagement Indicators/Disruptive Behavior					
Disruptive behavior (T5.5)	49	39	59	51	56
Cutting classes or being truant (T5.2)	25	6	24	50	55
Depression or other mental health issues (T5.8)	21	12	21	31	47
Lack of respect of staff by students (T5.3)	29	17	37	36	30
Violence, Conflict, and Crime					
Racial/ethnic conflict among students (T4.2)	15	5	21	22	15
Harassment or bullying (T6.1)	36	26	54	35	27
Physical fighting (T6.2)	20	11	31	24	13
Gang activity (T6.5)	18	5	22	30	41
Vandalism and graffiti (T6.3)	26	12	31	38	31
Theft (T6.4)	23	10	27	37	21
Weapons possession at school (T6.6)	5	1	5	8	7
Substance Use					
Alcohol and drug use (T6.7)	22	1	16	50	68

Table S8***Discipline and Counseling***

This school...	<i>Percent Strongly Agreeing</i>				
	State	ES	MS	HS	NT
	%	%	%	%	%
Clearly communicates to students consequences of breaking rules (T7.1)	41	48	41	32	49
Handles discipline problems fairly (T7.2)	35	42	32	26	46
Provides adequate counseling and support services for students (T7.5)	27	23	30	29	40

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

Table S9
Professional Development Needs

Perceive need for more PD in...	State	ES	MS	HS	NT
	%	%	%	%	%
Instruction & School Environment					
Meeting academic standards (T2.12)	29	28	31	29	29
Evidence-based methods of instruction (T2.13)	37	35	40	37	33
Positive behavioral support and classroom management (T7.4)	38	37	42	37	36
Creating a positive school climate (T2.14)	38	33	44	40	38
Addressing Needs of Diverse Populations					
Working with diverse racial, ethnic, or cultural groups (T4.11)	35	32	38	36	33
Culturally relevant pedagogy for the school's student population (T4.12)	37	33	40	39	38
Serving English language learners (T4.13)	42	41	44	41	43
Closing the achievement gap (T4.10)	49	47	52	50	46
Providing Support Services					
Serving special education (IEP) students (T2.16)	49	51	51	46	40
Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10)	51	49	56	49	54

Key: State=Total State, 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>				
	State %	ES %	MS %	HS %	NT %
Discipline and Safety					
Has sufficient resources to create a safe campus (T8.17)	23	27	22	20	21
Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.18)	12	7	17	13	15
Collaborates well with law enforcement organizations (T8.13)	36	34	37	38	41
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14)	31	30	34	27	35
Enforces zero tolerance policies (T8.15)	26	30	27	21	29
Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12)	24	28	24	16	27
Effectively handles student discipline and behavioral problems (T8.16)	23	27	23	17	30
Substance Use					
Considers substance abuse prevention an important goal (T8.21)	20	22	22	15	30
Has sufficient resources to address substance use prevention needs (T8.24)	15	18	17	11	10
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems (e.g., a Student Assistance Program) (T8.2)	21	19	24	20	29
Collaborates well with community organizations to address substance use or other problems (T8.3)	19	21	18	18	21
Youth Development and Health					
Provides adequate health services for students (T8.7)	18	21	19	14	14
Provides healthy food choices for students (T8.8)	17	19	18	12	12
Emphasizes helping students with their social, emotional, and behavioral problems (T8.4)	22	25	23	17	35

Key: State=Total State, 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>				
	State %	ES %	MS %	HS %	NT %
Provide services for studies with disabilities or other special needs (T8.11)	53	52	54	57	32
Foster youth development, resilience, or asset promotion (T8.5)	20	23	21	14	24
Provide opportunities for physical education and activity (T8.10)	58	51	70	59	36
Provide conflict resolution or behavior management instruction (T8.20)	24	26	29	18	21
Provide character education (T8.6)	26	38	23	11	20
Provides alcohol or drug use prevention instruction (T8.22)	13	12	14	12	17
Provide tobacco use prevention instruction (T8.23)	12	12	12	11	14
Provide harassment or bullying prevention (T8.19)	20	25	24	9	15
Provide nutritional instruction (T8.9)	13	15	11	12	10

Key: State=Total State, 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>				
	State %	ES %	MS %	HS %	NT %
Barriers to Effective Service Delivery					
Works to reduce instructional interruptions (T9.6)	28	32	29	23	37
Works to minimize paperwork (T9.7)	14	16	14	12	13
Effectively schedules mandated activities (T9.8)	30	35	28	25	35
Integration and Collaboration Special-General Education					
Integrates special education into daily operations (T9.9)	37	41	37	30	41
Encourages general and special ed teaming (T9.10)	27	33	26	20	34
Provides sufficient time to collaborate on service delivery (T9.11)	15	17	14	12	24
Views services to students with IEPs as a shared staff responsibility (T9.12)	23	28	21	18	32
Promotes participation in school decision making (T9.13)	20	24	20	14	27
Student Expectations and Supports					
Sets high expectations for students with IEPs (T9.14)	23	30	22	16	27
Supports culturally and linguistically diverse students with IEPs (T9.15)	17	21	17	12	22
Supports alternative modes of communication (T9.16)	18	20	19	14	14
Provides complete state adopted instructional materials for students with IEPs (T9.17)	24	30	23	16	24
Provides sufficient resources for special ed programs and services (T9.18)	16	19	16	12	20
Personnel Supports					
Provides positive working environment (T9.19)	27	34	25	21	33
Acknowledges responsibilities of staff serving students with IEPs (T9.20)	25	31	23	19	30
Provides relevant paraprofessional training (T9.21)	12	16	11	9	11
Has a climate that encourages continued service (T9.22)	25	30	23	19	31
Provides adequate access to technology (T9.23)	23	27	23	18	26
Has good communication with personnel to support students with IEPs (T9.24)	21	24	20	16	26
Offers adequate compensation to support continued employment (T9.25)	17	20	15	15	19

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

I. Sample Characteristics

Table 1.1
Survey Sample

	State	ES	MS	HS	NT
Number of Districts	670	547	389	316	246
Number of Schools	4,844	3,033	823	675	313
Number of Respondents	93,659	37,802	25,956	27,031	2,869

Table 1.2
Role (Job) at School

	State %	ES %	MS %	HS %	NT %
Teacher in grade 5 or above	53	28	70	70	65
Teacher in grade 4 or below	19	46	1	0	3
Special education teacher	8	7	8	9	6
Administrator	5	6	5	4	9
Prevention staff nurse or health aide	1	2	1	1	1
Counselor or psychologist	4	2	5	6	6
Police, resource officer, or safety personnel	0	0	0	0	1
Paraprofessional, teacher assistant, or instructional aide	3	3	4	3	3
Other certificated staff (e.g., librarian)	5	6	5	3	3
Other classified staff (e.g., janitorial, secretarial or clerical, food service)	6	5	6	6	8

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

	State %	ES %	MS %	HS %	NT %
Migrant education students	34	28	34	41	33
Special education	74	65	79	82	80
English language learners	92	94	91	91	90

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

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

Table 1.4
Length of Employment at School

	State	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	9	9	11	7	15
1 to 2 years	11	10	12	10	12
3 to 5 years	23	22	24	24	29
6 to 10 years	23	22	23	24	20
Over 10 years	34	36	30	35	24

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

Table 1.5
Overall Length of Employment in Position

	State	ES	MS	HS	NT
	%	%	%	%	%
Less than one year	3	4	3	3	3
1 to 2 years	6	6	7	6	6
3 to 5 years	18	17	18	18	18
6 to 10 years	24	23	25	23	23
Over 10 years	49	51	47	49	51

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

	State	ES	MS	HS	NT
	%	%	%	%	%
African American (Not Hispanic)	4	2	7	2	5
American Indian or Alaska Native	1	1	1	1	1
Asian or Pacific Islander	6	6	7	6	4
White (Not Hispanic)	68	69	64	72	73
Hispanic or Latino/a	15	16	15	13	12
Other or Multi-ethnic	6	5	7	6	5

Question 5: What is your race/ethnicity?

Key: State=Total State, 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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	46	57	39	36	55
Agree	49	40	53	59	42
Disagree	4	2	6	4	3
Strongly Disagree	1	1	1	1	1
Not Applicable	0	0	0	0	0

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

Table 2.2

Sets High Standards for Academic Performance for All Students

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	46	60	42	31	29
Agree	45	36	48	55	55
Disagree	7	3	7	12	13
Strongly Disagree	1	0	2	2	2
Not Applicable	0	0	1	0	0

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

Table 2.3
Promotes Academic Success for All Students

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	44	56	41	31	48
Agree	48	40	50	57	46
Disagree	6	4	7	10	5
Strongly Disagree	1	0	2	2	1
Not Applicable	0	0	1	0	0

Question 8: The school promotes academic success for all students

Table 2.4
Emphasizes Academic Help When Needed

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	46	54	43	37	54
Agree	48	41	50	55	42
Disagree	5	4	6	6	3
Strongly Disagree	1	1	1	1	1
Not Applicable	0	0	1	0	0

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

Table 2.5
Teaches Lessons Relevant to Students

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	35	44	33	24	36
Agree	54	47	56	61	51
Disagree	8	6	8	10	8
Strongly Disagree	1	1	1	2	1
Not Applicable	2	2	2	3	4

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

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

Staff Working Environment

Table 2.6
Supportive and Inviting Place to Work

	State %	ES %	MS %	HS %	NT %
Strongly Agree	39	47	35	31	44
Agree	45	41	46	51	42
Disagree	11	9	12	12	11
Strongly Disagree	5	3	6	6	3
Not Applicable	0	0	0	0	0

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

Table 2.7
Staff Feel Responsibility to Improve School

	State %	ES %	MS %	HS %	NT %
Nearly All	35	46	30	23	49
Most	42	37	45	45	36
Some	19	14	20	27	11
Few	4	2	5	5	4
Almost None	0	0	1	1	1

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

	State %	ES %	MS %	HS %	NT %
Nearly All	36	45	32	26	50
Most	45	41	47	51	36
Some	16	13	17	19	11
Few	3	2	3	4	2
Almost None	0	0	0	0	0

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

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

Table 2.9
Promotes Staff Trust and Collegiality

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	33	40	30	25	40
Agree	47	44	48	51	44
Disagree	15	12	17	18	12
Strongly Disagree	5	3	5	7	3
Not Applicable	0	0	0	0	1

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

Table 2.10
Staff have Close Professional Relationships

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	26	35	22	15	37
Most	42	42	43	42	39
Some	27	20	29	36	20
Few	4	3	5	6	4
Almost None	0	0	0	1	1

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	26	33	24	18	28
Agree	52	52	54	52	52
Disagree	17	12	16	23	15
Strongly Disagree	4	2	4	6	4
Not Applicable	1	1	1	1	1

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

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

Table 2.12
Need PD in Meeting Academic Standards

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	29	28	31	29	29
No	59	61	57	57	56
Not Applicable	12	10	12	14	15

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	37	35	40	37	33
No	51	54	48	48	51
Not Applicable	12	11	11	14	16

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	38	33	44	40	38
No	58	63	52	56	58
Not Applicable	4	4	5	4	4

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

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

Special Education Supports and Professional Development

Table 2.15

Provides Resources Needed to Work With Special Education Students

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	19	22	19	16	21
Agree	46	45	48	46	42
Disagree	22	21	22	24	23
Strongly Disagree	5	4	5	6	5
Not Applicable	7	7	6	8	10

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	49	51	51	46	40
No	41	39	39	45	46
Not Applicable	9	10	9	8	13

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	43	53	36	34	52
Agree	49	42	51	56	41
Disagree	7	4	10	7	5
Strongly Disagree	2	1	3	2	2
Not Applicable	0	0	0	0	0

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

Table 2.18
Safe Place for Staff

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	45	54	40	38	52
Agree	47	41	49	54	40
Disagree	6	4	8	6	7
Strongly Disagree	2	1	3	2	2
Not Applicable	0	0	0	0	0

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

Facilities

Table 2.19
Clean and Well-maintained Facilities and Property

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	35	42	34	26	41
Agree	47	45	48	50	45
Disagree	13	10	13	18	9
Strongly Disagree	4	3	4	6	4
Not Applicable	0	0	0	0	0

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

Parent Involvement

Table 2.20
Encourages Parental Involvement

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	41	52	36	31	44
Agree	49	41	53	57	48
Disagree	7	5	9	9	6
Strongly Disagree	1	1	2	2	1
Not Applicable	1	0	1	1	1

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

Key: State=Total State, 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

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	46	60	38	33	64
Most	44	35	50	53	30
Some	9	5	11	13	5
Few	1	0	1	1	1
Almost None	0	0	0	0	0

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

Table 3.2

Adults Acknowledge and Pay Attention to Students

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	45	58	37	31	64
Most	45	36	51	55	30
Some	9	5	11	13	6
Few	1	0	1	1	1
Almost None	0	0	0	0	0

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

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	35	48	28	22	54
Most	47	42	50	53	36
Some	16	9	20	23	9
Few	1	1	2	2	1
Almost None	0	0	0	0	0

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

High Expectations

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	56	68	50	43	68
Most	37	28	42	46	27
Some	7	4	8	10	4
Few	0	0	1	1	1
Almost None	0	0	0	0	0

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

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	36	49	29	23	52
Most	45	41	48	51	35
Some	16	9	20	23	11
Few	2	1	2	3	2
Almost None	0	0	0	0	0

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

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

Opportunities for Meaningful Participation

Table 3.6

Encourages Decision Opportunities for Students

	State %	ES %	MS %	HS %	NT %
Strongly Agree	19	27	16	13	20
Agree	53	54	53	51	52
Disagree	20	13	24	26	18
Strongly Disagree	3	2	3	4	4
Not Applicable	5	5	5	7	6

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

	State %	ES %	MS %	HS %	NT %
Strongly Agree	40	50	34	30	45
Agree	52	44	56	59	48
Disagree	4	2	5	5	2
Strongly Disagree	1	0	1	1	0
Not Applicable	4	3	4	5	4

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

	State %	ES %	MS %	HS %	NT %
Strongly Agree	35	34	32	40	28
Agree	45	41	48	49	37
Disagree	14	17	14	8	18
Strongly Disagree	3	3	3	2	5
Not Applicable	3	4	2	2	12

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

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

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	28	27	25	34	29
Agree	48	44	48	53	49
Disagree	17	20	20	10	14
Strongly Disagree	3	3	4	2	3
Not Applicable	4	6	4	2	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.

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	51	49	56	49	54
No	42	44	38	45	41
Not Applicable	7	7	6	6	6

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	38	46	32	31	45
Agree	51	46	54	56	48
Disagree	9	6	11	10	5
Strongly Disagree	2	1	2	2	1
Not Applicable	1	1	1	1	1

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

Table 4.2

Racial/Ethnic Conflict Among Students is a Problem

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	47	68	34	31	45
Mild Problem	38	26	44	47	40
Moderate Problem	13	5	19	18	13
Severe Problem	2	1	3	4	2

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

	State %	ES %	MS %	HS %	NT %
Nearly All	37	50	31	24	48
Most	49	41	53	56	42
Some	13	8	15	18	9
Few	1	1	2	2	1
Almost None	0	0	0	0	0

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

Table 4.4

Staff Treat Students with Respect

	State %	ES %	MS %	HS %	NT %
Nearly All	39	51	33	25	52
Most	47	40	50	54	39
Some	13	8	16	18	8
Few	1	1	1	2	1
Almost None	0	0	0	0	0

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

Cultural Sensitivity

Table 4.5

Students Cultural Beliefs and Practices Respected

	State %	ES %	MS %	HS %	NT %
Strongly Agree	40	48	35	32	48
Agree	50	45	53	55	45
Disagree	8	5	9	10	4
Strongly Disagree	1	1	2	2	2
Not Applicable	1	1	1	1	1

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

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

Table 4.6
Use Culturally Relevant Instructional Materials

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	19	21	18	16	18
Agree	51	51	51	50	51
Disagree	21	18	22	23	22
Strongly Disagree	2	2	2	3	2
Not Applicable	7	7	6	8	7

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	13	14	14	11	14
Agree	38	37	41	37	38
Disagree	34	33	33	38	33
Strongly Disagree	6	5	6	7	7
Not Applicable	9	11	7	8	9

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	30	35	28	25	29
Agree	46	43	47	47	45
Disagree	16	13	17	18	14
Strongly Disagree	3	2	3	4	4
Not Applicable	6	7	4	5	9

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

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

Table 4.9
Encourages All Students to Take Rigorous Courses

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	27	17	27	42	12
Agree	34	21	43	47	20
Disagree	11	9	15	7	21
Strongly Disagree	2	2	3	2	5
Not Applicable	26	51	12	3	42

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	49	47	52	50	46
No	42	45	40	41	44
Not Applicable	8	8	8	9	10

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	35	32	38	36	33
No	59	62	56	58	60
Not Applicable	6	6	6	6	7

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	37	33	40	39	38
No	54	57	52	52	53
Not Applicable	9	9	8	9	9

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	42	41	44	41	43
No	51	52	49	51	46
Not Applicable	7	7	7	8	11

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	7	10	5	3	3
Most	50	58	49	42	27
Some	36	28	38	44	51
Few	6	3	7	10	17
Almost None	1	0	1	1	2

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	43	74	35	10	13
Mild Problem	32	20	41	39	32
Moderate Problem	18	5	19	34	33
Severe Problem	7	1	5	16	22

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	32	45	23	23	31
Mild Problem	39	37	40	41	39
Moderate Problem	19	13	23	25	21
Severe Problem	9	4	14	11	8

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

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

Table 5.4
How Many Students Well-Behaved

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	9	12	7	8	8
Most	63	66	60	62	53
Some	24	20	27	26	29
Few	4	2	6	4	9
Almost None	0	0	1	0	2

Question 56: Based on your experience, how many students at this school are well-behaved?

Table 5.5
Disruptive Student Behavior is a Problem

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	11	14	6	10	12
Mild Problem	41	46	35	39	32
Moderate Problem	34	30	37	36	39
Severe Problem	15	9	21	16	16

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	6	9	5	3	4
Most	55	61	58	46	27
Some	33	27	31	43	51
Few	6	3	5	8	16
Almost None	0	0	0	1	2

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

Table 5.7
Students Are Healthy and Physically Fit

	State	ES	MS	HS	NT
	%	%	%	%	%
Nearly All	9	11	7	6	7
Most	55	55	57	54	38
Some	32	30	31	35	43
Few	4	3	5	4	10
Almost None	0	0	0	0	2

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	33	48	27	18	15
Mild Problem	47	40	52	51	38
Moderate Problem	18	10	18	26	35
Severe Problem	3	2	3	4	12

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	14	19	6	14	27
Mild Problem	49	54	40	51	46
Moderate Problem	29	22	40	29	23
Severe Problem	7	4	14	6	5

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	34	47	22	25	46
Mild Problem	46	42	47	51	41
Moderate Problem	17	10	25	20	11
Severe Problem	3	1	6	4	2

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	38	58	25	21	33
Mild Problem	37	30	43	41	36
Moderate Problem	18	9	22	26	21
Severe Problem	7	3	9	12	10

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

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

Table 6.4
Theft is a Problem

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	37	57	27	18	34
Mild Problem	40	33	46	45	44
Moderate Problem	18	8	21	28	16
Severe Problem	5	2	7	9	5

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

Table 6.5
Gang-Related Activity is a Problem

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	53	80	41	30	27
Mild Problem	29	15	38	40	33
Moderate Problem	13	4	17	22	28
Severe Problem	5	1	5	8	13

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

Table 6.6
Weapons Possession is a Problem

	State	ES	MS	HS	NT
	%	%	%	%	%
Insignificant Problem	73	91	66	55	64
Mild Problem	22	8	28	36	29
Moderate Problem	4	1	5	7	6
Severe Problem	1	0	1	1	1

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

	State %	ES %	MS %	HS %	NT %
Insignificant Problem	49	93	34	10	10
Mild Problem	28	6	50	40	22
Moderate Problem	17	1	14	39	35
Severe Problem	6	0	2	11	33

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

	State %	ES %	MS %	HS %	NT %
Insignificant Problem	61	95	57	23	15
Mild Problem	28	5	36	51	28
Moderate Problem	10	1	6	23	38
Severe Problem	2	0	1	3	19

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

	State %	ES %	MS %	HS %	NT %
Strongly Agree	41	48	41	32	49
Agree	41	39	41	46	39
Disagree	11	9	12	14	7
Strongly Disagree	5	3	6	7	4
Not Applicable	1	0	1	1	0

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

Table 7.2
Handles Discipline Problems Fairly

	State %	ES %	MS %	HS %	NT %
Strongly Agree	35	42	32	26	46
Agree	46	43	46	49	40
Disagree	13	10	14	16	9
Strongly Disagree	6	4	7	7	4
Not Applicable	1	1	1	2	0

Question 27: The school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	30	37	27	24	40
Agree	44	43	44	46	44
Neither Agree nor Disagree	17	15	19	20	10
Disagree	7	5	9	9	5
Strongly Disagree	1	1	1	2	1

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

	State	ES	MS	HS	NT
	%	%	%	%	%
Yes	38	37	42	37	36
No	53	56	49	52	53
Not Applicable	9	8	9	11	11

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	27	23	30	29	40
Agree	46	43	47	49	39
Disagree	19	24	17	16	16
Strongly Disagree	6	9	5	4	5
Not Applicable	1	1	1	1	0

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

VIII. Learning Supports Module: Student Services and Policies

Module Respondents

Table 8.1
Module Sample

	State	ES	MS	HS	NT
Number of Respondents	38,049	15,645	10,308	10,595	1,502

Counseling and Intervention Services

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

	State %	ES %	MS %	HS %	NT %
Strongly Agree	21	19	24	20	29
Agree	40	33	43	47	45
Neither Agree nor Disagree	27	36	21	21	14
Disagree	9	9	10	9	6
Strongly Disagree	3	3	2	3	6

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

	State %	ES %	MS %	HS %	NT %
Strongly Agree	19	21	18	18	21
Agree	38	36	37	40	42
Neither Agree nor Disagree	28	31	29	25	19
Disagree	12	10	14	14	13
Strongly Disagree	2	2	2	3	5

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	22	25	23	17	35
Agree	46	46	46	46	43
Neither Agree nor Disagree	17	14	17	22	10
Disagree	12	13	11	13	9
Strongly Disagree	3	3	3	3	3

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

	State	ES	MS	HS	NT
	%	%	%	%	%
A Lot	20	23	21	14	24
Some	52	49	53	56	52
Not Much	22	20	23	25	19
Not At All	5	7	4	5	5

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

Table 8.6

Provides Character Education

	State	ES	MS	HS	NT
	%	%	%	%	%
A Lot	26	38	23	11	20
Some	44	43	45	44	44
Not Much	23	15	24	33	27
Not At All	7	4	8	11	9

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

Key: State=Total State, 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

	State %	ES %	MS %	HS %	NT %
Strongly Agree	18	21	19	14	14
Agree	43	43	44	43	33
Neither Agree nor Disagree	21	19	21	22	25
Disagree	15	15	13	16	20
Strongly Disagree	3	3	3	4	9

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

Table 8.8
Provides Healthy Food Choices for Student

	State %	ES %	MS %	HS %	NT %
Strongly Agree	17	19	18	12	12
Agree	44	45	41	45	32
Neither Agree nor Disagree	18	14	19	20	28
Disagree	16	15	17	17	19
Strongly Disagree	6	6	5	6	8

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

Table 8.9
Provides Nutritional Instruction to Students

	State %	ES %	MS %	HS %	NT %
A Lot	13	15	11	12	10
Some	50	51	49	49	47
Not Much	31	27	33	34	33
Not At All	6	6	7	5	10

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

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

Table 8.10
Provides Opportunities for Physical Education and Activity

	State	ES	MS	HS	NT
	%	%	%	%	%
A Lot	58	51	70	59	36
Some	35	39	26	35	43
Not Much	7	9	4	6	15
Not At All	1	1	0	0	5

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

	State	ES	MS	HS	NT
	%	%	%	%	%
A Lot	53	52	54	57	32
Some	39	40	39	36	54
Not Much	7	7	5	6	11
Not At All	1	1	1	1	3

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	24	28	24	16	27
Agree	48	47	46	50	53
Neither Agree nor Disagree	17	16	17	20	13
Disagree	9	8	9	11	6
Strongly Disagree	2	1	3	3	1

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

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

Table 8.13
Collaborates Well With Law Enforcement

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	36	34	37	38	41
Agree	46	44	46	48	45
Neither Agree nor Disagree	13	16	12	10	9
Disagree	4	5	4	3	3
Strongly Disagree	1	1	1	1	2

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

Table 8.14
Suspends for First-time Substance Use Violations

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	31	30	34	27	35
Agree	36	27	38	46	40
Neither Agree nor Disagree	26	40	16	16	11
Disagree	6	2	9	8	8
Strongly Disagree	2	1	3	3	5

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	26	30	27	21	29
Agree	35	35	33	36	34
Neither Agree nor Disagree	19	21	16	19	16
Disagree	14	11	16	17	15
Strongly Disagree	6	4	8	8	6

Question 2.07: This school enforces zero tolerance policies.

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

Table 8.16
Handles Discipline and Behavioral Problems Effectively

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23	27	23	17	30
Agree	45	46	44	46	48
Neither Agree nor Disagree	11	10	10	15	9
Disagree	13	13	13	15	9
Strongly Disagree	7	5	10	7	4

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23	27	22	20	21
Agree	48	49	47	48	52
Neither Agree nor Disagree	13	13	13	14	10
Disagree	13	10	15	15	15
Strongly Disagree	3	2	3	4	2

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

Table 8.18
Seeks to Maintain Secure Campus

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	12	7	17	13	15
Agree	22	9	28	36	27
Neither Agree nor Disagree	25	35	19	16	16
Disagree	20	19	19	21	24
Strongly Disagree	22	30	18	14	17

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

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

Table 8.19
Provides Harassment or Bullying Prevention

	State	ES	MS	HS	NT
	%	%	%	%	%
A Lot	20	25	24	9	15
Some	49	52	47	47	47
Not Much	24	18	23	34	27
Not At All	7	5	6	9	11

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

Table 8.20
Provides Conflict Resolution or Behavior Management Instruction

	State	ES	MS	HS	NT
	%	%	%	%	%
A Lot	24	26	29	18	21
Some	49	50	46	50	46
Not Much	22	19	21	26	23
Not At All	5	5	4	6	10

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	20	22	22	15	30
Agree	38	35	38	42	41
Neither Agree nor Disagree	28	34	25	24	16
Disagree	11	7	12	15	8
Strongly Disagree	3	2	3	4	4

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

Table 8.22
Provides Alcohol or Drug Use Prevention Instruction

	State	ES	MS	HS	NT
	%	%	%	%	%
A Lot	13	12	14	12	17
Some	55	55	55	54	54
Not Much	27	26	26	31	22
Not At All	5	6	5	4	7

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

Table 8.23
Provides Tobacco Use Prevention Instruction

	State	ES	MS	HS	NT
	%	%	%	%	%
A Lot	12	12	12	11	14
Some	53	53	54	52	53
Not Much	30	28	29	33	23
Not At All	6	7	5	5	10

Question 2.19: This school provides tobacco use prevention instruction.

Table 8.24
Resources Sufficient for Substance Abuse Prevention Needs

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	15	18	17	11	10
Agree	37	38	38	35	34
Neither Agree nor Disagree	27	32	24	25	22
Disagree	17	11	19	23	27
Strongly Disagree	3	2	3	6	7

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

	State	ES	MS	HS	NT
Number of Districts	670				
Number of Schools	5451	3254	880	746	512
Number of Respondents	60,469	23,020	18,129	17,517	1,803

Table 9.2

Highest Degree Level Achieved

	State	ES	MS	HS	NT
Associate	2	2	2	2	2
Bachelors	40	42	40	38	39
Masters	53	52	53	55	52
Doctorate	2	1	2	3	2
None	3	3	2	3	4

Question 3.1: What is your highest degree level?

Table 9.3

Credential(s) Currently Held

	State	ES	MS	HS	NT
Multiple Subjects	51	82	45	16	32
Single Subjects	36	4	41	69	54
Education Specialist Instruction	4	3	5	5	3
Pupil Personnel Services	3	2	3	3	4
Administrative Services {CK}	0	1	0	0	0
Other Related Services	2	2	2	1	2
Other (e.g., Adapted PE)	0	0	1	0	0
None	4	4	4	4	5

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

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

Table 9.4
Highest Credential or Permit for Current Position

	State	ES	MS	HS	NT
Professional Clear (level 2)	85	87	84	83	85
Preliminary (level 1)	9	7	9	10	7
Provisional Internship Credential	1	1	1	2	2
Provisional Internship Permit	0	0	0	0	0
Short Term Staff Permit	0	0	0	0	0
Other (e.g., waver)	2	2	3	1	2
High School Diploma/GED	3	3	3	4	5

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

Table 9.5
Primary Service Setting

	State	ES	MS	HS	NT
General Education (GE) Classroom	65	61	67	68	64
Resource Specialist Classroom	13	13	13	12	15
Special Education (SE) Self-Contained/Special Day Class	10	9	11	11	4
Pull-out Program for Specialized Service	5	10	2	2	6
Learning Center	1	2	1	1	1
Other	5	5	5	6	10

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

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

Barriers to Effective Service Delivery

Table 9.6

Works to Reduce Instructional Interruptions

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	28	32	29	23	37
Agree	55	54	53	58	46
Disagree	11	10	12	12	7
Strongly Disagree	3	2	3	4	2
Not Applicable	3	2	3	4	8

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	14	16	14	12	13
Agree	48	47	48	50	50
Disagree	22	24	21	21	18
Strongly Disagree	7	6	7	8	4
Not Applicable	9	7	9	9	15

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

Table 9.8
Effectively Schedules Mandated Activities

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	30	35	28	25	35
Agree	54	51	55	57	47
Disagree	8	8	9	9	10
Strongly Disagree	3	2	3	3	2
Not Applicable	5	4	5	6	6

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	37	41	37	30	41
Agree	52	49	52	58	41
Disagree	7	7	7	8	9
Strongly Disagree	2	1	2	2	4
Not Applicable	2	2	2	2	5

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

Table 9.10
Encourages General and Special Ed Teaming

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	27	33	26	20	34
Agree	51	49	52	54	45
Disagree	16	13	15	19	13
Strongly Disagree	4	3	5	4	3
Not Applicable	3	2	2	3	6

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

Table 9.11
Provides Sufficient Time to Collaborate on Service Delivery

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	15	17	14	12	24
Agree	39	41	38	37	35
Disagree	33	31	35	35	25
Strongly Disagree	10	8	11	13	11
Not Applicable	3	3	3	3	5

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23	28	21	18	32
Agree	54	51	55	55	52
Disagree	15	15	15	17	8
Strongly Disagree	5	4	5	6	2
Not Applicable	3	3	3	4	6

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

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

Table 9.13
Promotes Participation in School Decision Making

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	20	24	20	14	27
Agree	53	53	51	54	55
Disagree	17	15	19	18	9
Strongly Disagree	6	5	7	8	3
Not Applicable	5	4	4	6	5

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23	30	22	16	27
Agree	57	56	57	59	53
Disagree	13	9	14	16	14
Strongly Disagree	3	2	4	4	2
Not Applicable	4	3	4	5	4

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

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17	21	17	12	22
Agree	52	53	51	53	48
Disagree	19	16	21	21	19
Strongly Disagree	4	3	5	5	3
Not Applicable	8	7	7	9	8

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***

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	18	20	19	14	14
Agree	47	45	47	51	34
Disagree	12	11	13	12	17
Strongly Disagree	3	2	4	4	3
Not Applicable	20	21	18	18	32

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***

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	24	30	23	16	24
Agree	49	49	49	49	51
Disagree	14	11	15	15	13
Strongly Disagree	3	2	3	5	3
Not Applicable	10	8	10	14	9

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***

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	16	19	16	12	20
Agree	50	49	49	51	48
Disagree	21	21	21	22	19
Strongly Disagree	7	6	6	8	5
Not Applicable	6	5	7	7	8

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	27	34	25	21	33
Agree	56	53	57	59	55
Disagree	10	8	12	12	6
Strongly Disagree	3	2	4	4	2
Not Applicable	3	2	3	5	3

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	25	31	23	19	30
Agree	53	51	54	54	51
Disagree	15	13	15	18	11
Strongly Disagree	4	2	5	5	3
Not Applicable	3	3	2	5	4

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

Table 9.21

Provides Relevant Paraprofessional Training

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	12	16	11	9	11
Agree	43	44	44	42	41
Disagree	19	20	20	18	18
Strongly Disagree	5	4	6	5	4
Not Applicable	20	15	19	25	26

Question 3.13: This school provides relevant training for paraprofessionals.

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

Table 9.22
Climate Encourages Continued Service

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	25	30	23	19	31
Agree	56	54	56	59	52
Disagree	12	10	13	13	9
Strongly Disagree	4	2	5	4	2
Not Applicable	4	4	3	5	7

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	23	27	23	18	26
Agree	51	51	49	52	56
Disagree	14	12	16	15	9
Strongly Disagree	4	3	4	6	3
Not Applicable	8	7	8	9	6

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

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	21	24	20	16	26
Agree	50	51	50	50	50
Disagree	14	13	14	14	11
Strongly Disagree	4	3	5	5	3
Not Applicable	11	8	11	15	10

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

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

Table 9.25
Provides Adequate Compensation

	State	ES	MS	HS	NT
	%	%	%	%	%
Strongly Agree	17	20	15	15	19
Agree	49	48	48	50	48
Disagree	16	15	17	16	16
Strongly Disagree	9	7	10	9	8
Not Applicable	10	9	10	10	9

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