

California School Climate Survey

San Ramon Valley Unified
2011-2012
Migrant Education Report

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

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PREFACE

This report provides detailed results related to migrant education for each question in the district's 2011-12 administration of the *California School Climate Survey (CSCS)* to teachers, administrators, and other school staff, presented in tables organized by topic. The tables compare the results reported by staff who provide services to students under the migrant education program (MEP) compared to all other staff. To help in understanding and interpreting these results, review these findings along with the *CSCS Survey Content Guidebook* (cscs.wested.org), *Workbook*, and other tools described below.

Results of this student survey should be compared to those obtained from migrant education students in the companion report of the *California Healthy Kids Survey (CHKS)*, which was administered at the same time. It is important to determine how consistent MEP staff perceptions are to student self-report of their behaviors and experiences. The CSCS Survey Content Guidebook provides a cross-walk between the surveys' questions to facilitate such comparison.

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

This migrant education program report is provided to you courtesy of the CDE Migrant, Indian and International Education Office (MIIEO) to help your district better identify, understand, and address the specific needs of MEP students and staff, as well as meet the requirements of the forthcoming state MEP plan. They were funded in response to the gaps in data identified by the state's 2007 *Comprehensive Needs Assessment* of its migrant education program.

SURVEY PURPOSE

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

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

Closing the Achievement Gap

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

Comparison with CHKS Results

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

SURVEY CONTENT OVERVIEW

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

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

Core Survey (Section 1)

All staff answer the questions in the first part of the survey. It provides background information about the characteristics of the staff respondents that completed the survey (Tables 1.1-1.6), including whether they provide service to migrant students. This information was used to categorize staff for this report. The following describes the main domains assessed:

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

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

Learning Supports Module (LSM)

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

Special Education Supports Module (SESM)

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

SURVEY ADMINISTRATION AND SAMPLE

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

THE REPORT

The tables are organized into nine topical areas, as outlined in the Table of Contents. Summary tables at the beginning of the report (identified by the letter “S” before the table number), provide key indicators in each area for a quick overview. The results side-by-side for the three traditional school types — elementary (grades 1-6), middle (grades 7-8), and high schools (grades 9-12) — as well as for nontraditional continuation schools that serve students at risk of school failure (ungraded, with 16 years being the earliest age of admittance).² The tables are especially useful for examining differences in school climate perceptions among migrant education staff between the major types of schools. Percentages are rounded off to the nearest whole number.

ADDRESSING THE NEEDS OF OTHER GROUPS AND CLOSING THE ACHIEVEMENT GAP

This supplementary migrant education report is part of a larger effort to expand both the CHKS and CSCS to provide better data for identifying and meeting the needs of underperforming subgroups of students among California’s diverse population of students, particularly in closing the achievement gap

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

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

(CTAG) that has long persisted between white students and non-Asian minorities. Other supplementary reports are being prepared examining how survey results vary among students based on their race/ethnicity, whether they are participating in the migrant education program, and whether they report indicators of poor mental health (depression risk or suicide contemplation). Each report is designed to support special state programs.

AIDS TO UNDERSTANDING AND USING THE DATA

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

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

ASSESSING THE DATA

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

Representativeness

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

Comparison Data: Statewide Results

Comparing district results to other local, regional, and state data provides a broader context with which to assess the local situation. They can help you determine whether your district results are unique or may be part of a larger trend. All district migrant education reports are being posted publicly on the CSCS website, as well as aggregated (combined) results for each Regional Migrant Education Center area and statewide. All district migrant education reports are also available through the Migrant Student Information Network (MSIN). Ultimately, however, the most fundamental concern should not be how you compare with others but your own satisfaction with the survey results and what they tell you about the functioning of the migrant education program in your district.

IMPROVING PARTICIPATION

The *CSCS Survey Administration Guidebook* provides strategies for improving voluntary participation, but one of the most important is raising awareness among staff of the value of the survey to the school and the value of staff input. To that end, it is important that staff are informed about the results and any

school-improvement efforts the district is undertaken in response. As discussed below, it is also important to discuss the results and what should be done with them. *Staff must perceive that their voice is heard and valued.*

NEXT STEPS

Receiving this report is just a beginning step in the process of using data to improve the migrant education program. Recipients are urged to send copies of the report to the director of their Regional Migrant Education Center (RMEC), and to review the findings with the RMEC director to identify the most significant results and their program implications. The following describes further actions that you can take.

Request School Reports

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

Compare with Other Data Sources

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

Discuss with Staff

Discuss the results with staff to explore their meaning in more depth. Obtain their input into how the school and the migrant education program might be improved. This is especially important because it communicates to staff that you value the input into how to improve the school climate and programs, and may help improve participation in the next survey.

Conduct Additional Analyses of The Dataset

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

Add Questions to your Next CSCS

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

ACKNOWLEDGEMENTS

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

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Summary Tables

Table S1
Positive Learning and Working Environment

| This school... | Percent Strongly Agreeing | | | | | | | |
|--|---------------------------|------|-------|------|-------|------|-------|------|
| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
| Learning Environment | | | | | | | | |
| Is a supportive and inviting place for students to learn (T2.1) | 69 | 70 | 62 | 80 | 82 | 80 | 67 | 44 |
| Sets high standards for academic performance for all (T2.2) | 81 | 78 | 77 | 87 | 82 | 79 | 82 | 65 |
| Promotes academic success for all students (T2.3) | 67 | 68 | 62 | 80 | 91 | 72 | 59 | 42 |
| Emphasizes helping students academically when they need it (T2.4) | 67 | 68 | 77 | 79 | 73 | 77 | 61 | 41 |
| Encourages students to enroll in rigorous courses (T4.9) | 60 | 40 | 23 | 24 | 64 | 45 | 73 | 61 |
| Emphasizes teaching lessons in ways relevant to students (T2.5) | 50 | 55 | 46 | 67 | 64 | 61 | 45 | 29 |
| Working Environment | | | | | | | | |
| Is a supportive and inviting place for staff to work (T2.8) | 64 | 57 | 77 | 68 | 73 | 63 | 55 | 33 |
| Promotes trust and collegiality among staff (T2.11) | 51 | 51 | 62 | 58 | 82 | 61 | 34 | 29 |
| Promotes participation in school decision making (T2.13) | 34 | 36 | 54 | 44 | 55 | 41 | 18 | 16 |
| Works to minimize paper work (T2.14) | 22 | 24 | 23 | 26 | 36 | 31 | 15 | 12 |
| Provides adequate benefits to support continued employment (T2.15) | 30 | 23 | 46 | 26 | 50 | 25 | 15 | 15 |
| Provides the materials, resources, and training to do job effectively (T2.16) | 44 | 42 | 50 | 46 | 64 | 53 | 33 | 25 |
| Provides relevant paraprofessional training (T2.20) | 18 | 14 | 23 | 20 | 29 | 9 | 14 | 6 |
| Provides the materials, resources, and training to work with special education (IEP) students (T2.21) | 35 | 32 | 54 | 35 | 55 | 43 | 19 | 16 |
| Provides complete state adopted instructional materials for students with IEPs (T2.23) | 33 | 29 | 46 | 37 | 43 | 26 | 24 | 17 |
| Uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions (T2.7) | 38 | 50 | 46 | 56 | 45 | 50 | 30 | 40 |
| Safety, Facilities, and Parental Outreach | | | | | | | | |
| Is a safe place for students (T2.24) | 67 | 63 | 85 | 80 | 82 | 60 | 53 | 36 |
| Is a safe place for staff (T2.25) | 67 | 68 | 85 | 77 | 82 | 70 | 53 | 50 |
| Has clean and well-maintained facilities and property (T2.26) | 65 | 66 | 77 | 69 | 82 | 72 | 53 | 55 |
| Is welcoming to and facilitates parent involvement (T2.27) | 64 | 66 | 85 | 77 | 73 | 68 | 52 | 44 |
| Encourages parents to be active partners in educating their child (T2.28) | 59 | 59 | 77 | 78 | 91 | 57 | 39 | 29 |

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

Table S2
Staff Collegiality and Sense of Mission

| How many adults at this school... | Percent Selecting "Nearly All Adults" | | | | | | | |
|---|---------------------------------------|------|-------|------|-------|------|-------|------|
| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
| Have close professional relationships with one another (T2.12) | 36 | 45 | 46 | 53 | 45 | 48 | 27 | 27 |
| Support and treat each other with respect (T2.10) | 48 | 57 | 62 | 62 | 73 | 68 | 33 | 37 |
| Feel a responsibility to improve the school (T2.9) | 43 | 54 | 38 | 66 | 82 | 55 | 30 | 32 |
| Work hard to ensure a safe and supportive learning environment (T2.6) | | | | | | | | |

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

| This school provides/encourages students... | Percent Strongly Agreeing | | | | | | | |
|--|---------------------------|------|-------|------|-------|------|-------|------|
| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
| Opportunities to decide things (T3.6) | 30 | 35 | 31 | 47 | 73 | 36 | 13 | 13 |
| Equal opportunity for classroom participation (T3.7) | 58 | 59 | 54 | 68 | 91 | 65 | 48 | 37 |
| Opportunities to make a difference (help others) (T3.9) | 55 | 46 | 54 | 47 | 82 | 60 | 45 | 34 |
| Equal opportunity to participate in extracurricular and enrichment activities (T3.8) | 57 | 56 | 38 | 59 | 91 | 66 | 55 | 43 |

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

| How many adults at this school... | Percent Selecting "Nearly All" | | | | | | | |
|--|--------------------------------|------|-------|------|-------|------|-------|------|
| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
| Caring Relationships | | | | | | | | |
| Acknowledge and pay attention to students (T3.2) | 63 | 68 | 85 | 79 | 82 | 74 | 47 | 43 |
| Really care about every student (T3.1) | 66 | 71 | 85 | 81 | 82 | 76 | 52 | 51 |
| Listen to what students have to say (T3.3) | 43 | 59 | 62 | 72 | 45 | 61 | 33 | 32 |
| High Expectations | | | | | | | | |
| Want every student to do their best (T3.4) | 68 | 75 | 85 | 83 | 64 | 83 | 63 | 53 |
| Believe every student can be a success (T3.5) | 41 | 58 | 77 | 70 | 27 | 63 | 30 | 33 |

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

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|--|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly agree that this school... | | | | | | | | |
| Fosters an appreciation of student diversity and respect for each other (T4.1) | 59 | 59 | 77 | 71 | 64 | 63 | 48 | 32 |
| Emphasizes showing respect for all students' cultural beliefs and practices (T4.5) | 57 | 62 | 77 | 71 | 73 | 66 | 42 | 41 |
| Emphasizes using instructional materials that reflect the culture or ethnicity of its students (T4.6) | 29 | 26 | 23 | 33 | 45 | 28 | 24 | 14 |
| Has staff examine their own cultural biases through professional development or other processes (T4.7) | 28 | 22 | 31 | 27 | 36 | 25 | 21 | 10 |
| Considers closing the racial/ethnic achievement gap a high priority (T4.8) | 43 | 33 | 23 | 36 | 45 | 30 | 48 | 28 |
| Provides the supports needed for teaching culturally and linguistically diverse students (T4.14) | 30 | 32 | 38 | 41 | 45 | 37 | 19 | 13 |
| Report that nearly all adults at this school... | | | | | | | | |
| Treat all students fairly (T4.3) | 47 | 61 | 77 | 75 | 55 | 64 | 30 | 31 |
| Treat every student with respect (T4.4) | 49 | 62 | 69 | 75 | 64 | 64 | 34 | 38 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|--|--|---------|----------|---------|----------|---------|----------|---------|
| How many students at this school... | <i>Percent Selecting "Most/Nearly All"</i> | | | | | | | |
| Are motivated to learn (T5.1) | 91 | 93 | 100 | 96 | 82 | 96 | 91 | 90 |
| Arrive at school alert and rested (T5.7) | 69 | 85 | 100 | 97 | 55 | 94 | 61 | 58 |
| Are healthy and physically fit (T5.8) | 88 | 90 | 77 | 91 | 100 | 95 | 88 | 87 |
| Are well-behaved (T5.5) | 97 | 94 | 92 | 92 | 100 | 96 | 97 | 96 |
| This school... | <i>Percent Strongly Agreeing</i> | | | | | | | |
| Motivates students to learn (T5.2) | 55 | 55 | 69 | 70 | 73 | 59 | 42 | 24 |

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

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> | | | | | | | |
|---|---|------|-------|------|-------|------|-------|------|
| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
| Engagement Indicators/Disruptive Behavior | | | | | | | | |
| Disruptive behavior (T5.6) | 21 | 20 | 23 | 16 | 36 | 19 | 16 | 27 |
| Cutting classes or being truant (T5.3) | 16 | 7 | 0 | 1 | 0 | 0 | 28 | 20 |
| Depression or other mental health issues (T5.9) | 27 | 19 | 0 | 3 | 18 | 9 | 39 | 50 |
| Lack of respect of staff by students (T5.4) | 9 | 9 | 8 | 7 | 9 | 10 | 10 | 11 |
| Violence, Conflict, and Crime | | | | | | | | |
| Racial/ethnic conflict among students (T4.2) | 9 | 5 | 0 | 1 | 0 | 3 | 16 | 13 |
| Harassment or bullying (T6.1) | 20 | 20 | 0 | 3 | 27 | 22 | 26 | 50 |
| Physical fighting (T6.2) | 4 | 3 | 0 | 0 | 0 | 3 | 7 | 8 |
| Gang activity (T6.5) | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Vandalism and graffiti (T6.3) | 4 | 2 | 0 | 0 | 0 | 1 | 6 | 7 |
| Theft (T6.4) | 25 | 10 | 0 | 0 | 18 | 3 | 40 | 32 |
| Weapons possession at school (T6.6) | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 1 |
| Substance Use | | | | | | | | |
| Alcohol and drug use (T6.7) | 21 | 15 | 0 | 0 | 0 | 1 | 35 | 48 |
| Tobacco use (T6.8) | 5 | 7 | 0 | 0 | 0 | 0 | 10 | 23 |

Table S8***Discipline and Counseling***

| This school... | <i>Percent Strongly Agreeing</i> | | | | | | | |
|--|----------------------------------|------|-------|------|-------|------|-------|------|
| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
| Clearly communicates to students consequences of breaking rules (T7.1) | 45 | 47 | 54 | 55 | 64 | 52 | 33 | 31 |
| Handles discipline problems fairly (T7.2) | 42 | 46 | 54 | 54 | 55 | 53 | 31 | 25 |
| Effectively handles student discipline and behavioral problems (T7.3) | 39 | 43 | 54 | 53 | 55 | 46 | 25 | 22 |
| Provides adequate counseling and support services for students (T7.5) | 52 | 48 | 77 | 51 | 64 | 66 | 36 | 26 |

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

Table S9
Professional Development Needs

| Perceive need for more PD in... | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|--|-------|------|-------|------|-------|------|-------|------|
| Instruction & School Environment | | | | | | | | |
| Meeting academic standards (T2.17) | 25 | 21 | 15 | 18 | 36 | 29 | 22 | 22 |
| Evidence-based methods of instruction (T2.18) | 40 | 32 | 38 | 27 | 45 | 33 | 36 | 36 |
| Positive behavioral support and classroom management (T7.4) | 38 | 32 | 15 | 30 | 36 | 33 | 45 | 34 |
| Creating a positive school climate (T2.19) | 41 | 25 | 15 | 18 | 36 | 25 | 52 | 37 |
| Addressing Needs of Diverse Populations | | | | | | | | |
| Working with diverse racial, ethnic, or cultural groups (T4.11) | 50 | 35 | 31 | 29 | 73 | 30 | 48 | 52 |
| Culturally relevant pedagogy for the school's student population (T4.12) | 59 | 35 | 54 | 29 | 55 | 29 | 61 | 52 |
| Serving English language learners (T4.13) | 59 | 37 | 54 | 34 | 45 | 38 | 64 | 43 |
| Closing the achievement gap (T4.10) | 57 | 40 | 23 | 27 | 55 | 41 | 70 | 59 |
| Providing Support Services | | | | | | | | |
| Serving special education (IEP) students (T2.22) | 64 | 44 | 38 | 44 | 82 | 39 | 67 | 50 |
| Meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion) (T3.10) | 53 | 40 | 46 | 32 | 55 | 42 | 55 | 50 |

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

Table S10

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

| This school... | <i>Percent Strongly Agreeing</i> | | | | | | | |
|---|----------------------------------|---------|----------|---------|----------|---------|----------|---------|
| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
| Discipline and Safety | | | | | | | | |
| Has sufficient resources to create a safe campus (T8.16) | 47 | 47 | 83 | 52 | 40 | 46 | 37 | 39 |
| Seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches (T8.17) | 14 | 10 | 0 | 12 | 20 | 9 | 16 | 9 |
| Collaborates well with law enforcement organizations (T8.13) | 47 | 42 | 50 | 47 | 100 | 46 | 32 | 27 |
| Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension (T8.14) | 24 | 31 | 40 | 30 | 40 | 45 | 16 | 21 |
| Enforces zero tolerance policies (T8.15) | 28 | 29 | 80 | 30 | 20 | 45 | 16 | 14 |
| Considers sanctions for student violation of rules/policies on case-by-case basis with a wide range of options (T8.12) | 31 | 33 | 67 | 40 | 40 | 39 | 17 | 15 |
| Substance Use | | | | | | | | |
| Considers substance abuse prevention an important goal (T8.20) | 20 | 20 | 33 | 21 | 0 | 23 | 21 | 13 |
| Has sufficient resources to address substance use prevention needs (T8.23) | 32 | 32 | 60 | 43 | 40 | 33 | 22 | 14 |
| 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 | 22 | 20 | 21 | 40 | 25 | 16 | 18 |
| Collaborates well with community organizations to address substance use or other problems (T8.3) | 31 | 31 | 57 | 35 | 20 | 36 | 25 | 17 |
| Youth Development and Health | | | | | | | | |
| Provides adequate health services for students (T8.7) | 23 | 16 | 50 | 21 | 20 | 17 | 16 | 8 |
| Provides healthy food choices for students (T8.8) | 24 | 20 | 50 | 22 | 40 | 21 | 11 | 16 |
| Emphasizes helping students with their social, emotional, and behavioral problems (T8.4) | 37 | 31 | 83 | 37 | 20 | 41 | 26 | 11 |

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

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

| To what extent does this school... | <i>Percent Selecting "A Lot"</i> | | | | | | | |
|--|----------------------------------|------|-------|------|-------|------|-------|------|
| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
| Provide services for students with disabilities or other special needs (T8.11) | 68 | 76 | 83 | 75 | 80 | 83 | 59 | 70 |
| Foster youth development, resilience, or asset promotion (T8.5) | 32 | 32 | 50 | 34 | 60 | 44 | 18 | 17 |
| Provide opportunities for physical education and activity (T8.10) | 60 | 69 | 33 | 67 | 100 | 90 | 58 | 59 |
| Provide conflict resolution or behavior management instruction (T8.19) | 34 | 38 | 67 | 56 | 40 | 36 | 22 | 14 |
| Provide character education (T8.6) | 50 | 58 | 67 | 70 | 80 | 64 | 35 | 38 |
| Provides alcohol or drug use prevention instruction (T8.21) | 21 | 11 | 17 | 11 | 40 | 12 | 18 | 9 |
| Provide tobacco use prevention instruction (T8.22) | 18 | 12 | 0 | 11 | 40 | 10 | 18 | 11 |
| Provide harassment or bullying prevention (T8.18) | 39 | 48 | 67 | 58 | 40 | 56 | 29 | 27 |
| Provide nutritional instruction (T8.9) | 23 | 12 | 33 | 9 | 20 | 14 | 21 | 11 |

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

Table S12

Special Education Services and Supports (Special Education Supports Module)

| This school... | <i>Percent Strongly Agreeing</i> | | | | | | | |
|--|----------------------------------|------|-------|------|-------|------|-------|------|
| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
| Barriers to Effective Service Delivery | | | | | | | | |
| Works to reduce instructional interruptions (T9.2) | 33 | 43 | 56 | 46 | 38 | 57 | 22 | 25 |
| Effectively schedules mandated activities (T9.3) | 31 | 45 | 63 | 52 | 25 | 50 | 22 | 27 |
| Integration and Collaboration Special-General Education | | | | | | | | |
| Integrates special education into daily operations (T9.4) | 30 | 53 | 44 | 58 | 38 | 65 | 22 | 34 |
| Encourages general and special ed teaming (T9.5) | 30 | 48 | 44 | 54 | 38 | 55 | 22 | 32 |
| Provides sufficient time to collaborate on service delivery (T9.6) | 23 | 29 | 33 | 31 | 25 | 42 | 17 | 14 |
| Views services to students with IEPs as a shared staff responsibility (T9.7) | 31 | 43 | 38 | 49 | 50 | 52 | 22 | 27 |
| Student Expectations and Supports | | | | | | | | |
| Supports alternative modes of communication (T9.8) | 31 | 36 | 50 | 37 | 25 | 49 | 26 | 21 |
| Provides sufficient resources for special ed programs and services (T9.9) | 31 | 33 | 50 | 36 | 38 | 45 | 22 | 19 |
| Personnel Supports | | | | | | | | |
| Provides positive working environment (T9.10) | 40 | 48 | 67 | 54 | 38 | 65 | 30 | 22 |
| Has a climate that encourages continued service (T9.11) | 33 | 41 | 56 | 46 | 25 | 49 | 26 | 25 |
| Provides adequate access to technology (T9.12) | 25 | 30 | 33 | 31 | 25 | 40 | 22 | 21 |
| Has good communication with personnel to support students with IEPs (T9.13) | 33 | 32 | 50 | 34 | 50 | 44 | 22 | 14 |

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

I. Sample Characteristics

Table 1.1
Survey Sample

| | MTD | TD | MES | ES | MMS | MS | MHS | HS |
|-----------------------|-----|-----|-----|-----|-----|-----|-----|-----|
| Number of Respondents | 58 | 490 | 13 | 227 | 11 | 118 | 33 | 135 |

Table 1.2
Role (Job) at School

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|--|----------|---------|----------|---------|----------|---------|----------|---------|
| Teacher in grade 5 or above | 59 | 46 | 8 | 11 | 82 | 75 | 70 | 78 |
| Teacher in grade 4 or below | 12 | 27 | 54 | 58 | 0 | 0 | 0 | 1 |
| Special education teacher | 0 | 9 | 0 | 10 | 0 | 8 | 0 | 7 |
| Administrator | 3 | 5 | 0 | 4 | 9 | 5 | 3 | 5 |
| Prevention staff nurse or health aide | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Counselor or psychologist | 9 | 3 | 8 | 0 | 9 | 7 | 9 | 4 |
| Police, resource officer, or safety personnel | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 1 |
| Paraprofessional, teacher assistant, or instructional aide | 5 | 6 | 8 | 9 | 0 | 3 | 6 | 3 |
| Other certificated staff (e.g., librarian) | 9 | 5 | 15 | 7 | 18 | 4 | 3 | 4 |
| Other classified staff (e.g., janitorial, secretarial or clerical, food service) | 5 | 3 | 8 | 4 | 0 | 1 | 6 | 4 |

Question 1: What is your role at this school?

Table 1.3
Special Population Service Providers

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Migrant education students | 100 | 0 | 100 | 0 | 100 | 0 | 100 | 0 |
| Special education | 91 | 75 | 92 | 66 | 82 | 83 | 94 | 82 |
| English language learners | 97 | 85 | 100 | 86 | 91 | 83 | 97 | 85 |

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

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

Table 1.4
Length of Employment at School

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Less than 1 year | 19 | 11 | 15 | 8 | 9 | 10 | 24 | 15 |
| 1 to 2 years | 14 | 9 | 8 | 7 | 9 | 8 | 18 | 12 |
| 3 to 5 years | 38 | 39 | 46 | 37 | 45 | 33 | 33 | 46 |
| 6 to 10 years | 19 | 22 | 31 | 29 | 18 | 21 | 12 | 13 |
| Over 10 years | 10 | 20 | 0 | 18 | 18 | 27 | 12 | 15 |

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

Table 1.5
Overall Length of Employment in Position

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Less than 1 year | 5 | 4 | 0 | 4 | 9 | 2 | 6 | 4 |
| 1 to 2 years | 7 | 6 | 15 | 2 | 0 | 9 | 6 | 10 |
| 3 to 5 years | 29 | 21 | 31 | 19 | 36 | 15 | 27 | 30 |
| 6 to 10 years | 34 | 30 | 38 | 36 | 18 | 25 | 39 | 24 |
| Over 10 years | 24 | 40 | 15 | 40 | 36 | 50 | 21 | 32 |

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

Table 1.6
Race/Ethnicity of Respondents

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| African American (not Hispanic) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian or Pacific Islander | 11 | 6 | 25 | 8 | 0 | 1 | 9 | 10 |
| White (not Hispanic) | 80 | 85 | 75 | 86 | 82 | 93 | 81 | 77 |
| Hispanic or Latino/a | 4 | 4 | 0 | 3 | 9 | 2 | 3 | 8 |
| Other or multi-ethnic | 5 | 4 | 0 | 3 | 9 | 3 | 6 | 5 |

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

II. The Learning and Working Environment

Student Learning Environment

Table 2.1
Learning Environment is Supportive and Inviting

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 69 | 70 | 62 | 80 | 82 | 80 | 67 | 44 |
| Agree | 31 | 29 | 38 | 20 | 18 | 19 | 33 | 53 |
| Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 81 | 78 | 77 | 87 | 82 | 79 | 82 | 65 |
| Agree | 16 | 20 | 15 | 12 | 18 | 19 | 15 | 31 |
| Disagree | 2 | 1 | 0 | 0 | 0 | 1 | 3 | 3 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 2 | 0 | 8 | 0 | 0 | 0 | 0 | 1 |

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

Table 2.3
Promotes Academic Success for All Students

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 67 | 68 | 62 | 80 | 91 | 72 | 59 | 42 |
| Agree | 32 | 29 | 31 | 19 | 9 | 28 | 41 | 47 |
| Disagree | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 7 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 4 |
| Not Applicable | 2 | 0 | 8 | 0 | 0 | 0 | 0 | 1 |

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

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

Table 2.4
Emphasizes Academic Help When Needed

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 67 | 68 | 77 | 79 | 73 | 77 | 61 | 41 |
| Agree | 33 | 29 | 23 | 20 | 27 | 23 | 39 | 53 |
| Disagree | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 5 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

Table 2.5
Teaches Lessons Relevant to Students

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 50 | 55 | 46 | 67 | 64 | 61 | 45 | 29 |
| Agree | 43 | 40 | 46 | 31 | 36 | 37 | 45 | 58 |
| Disagree | 5 | 4 | 0 | 2 | 0 | 1 | 9 | 9 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| Not Applicable | 2 | 1 | 8 | 0 | 0 | 0 | 0 | 1 |

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

Table 2.6
Adults At School Ensure Safe and Supportive Environment

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All Adults | | | | | | | | |
| Most Adults | | | | | | | | |
| Some Adults | | | | | | | | |
| Few Adults | | | | | | | | |
| Almost None | | | | | | | | |

Question 79: How many of the adults at this school work hard to ensure a safe and supportive learning environment?

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

Table 2.7
School Uses Objective Data in Decision Making

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 38 | 50 | 46 | 56 | 45 | 50 | 30 | 40 |
| Agree | 55 | 43 | 38 | 36 | 55 | 46 | 64 | 51 |
| Disagree | 2 | 2 | 0 | 2 | 0 | 1 | 3 | 4 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Not Applicable | 5 | 5 | 15 | 6 | 0 | 3 | 3 | 4 |

Question 74: 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 64 | 57 | 77 | 68 | 73 | 63 | 55 | 33 |
| Agree | 31 | 37 | 15 | 29 | 27 | 33 | 39 | 56 |
| Disagree | 5 | 5 | 8 | 4 | 0 | 3 | 6 | 10 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 2.9
Staff Feel Responsibility to Improve School

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 43 | 54 | 38 | 66 | 82 | 55 | 30 | 32 |
| Most | 38 | 36 | 38 | 27 | 18 | 39 | 45 | 49 |
| Some | 19 | 9 | 23 | 6 | 0 | 5 | 24 | 17 |
| Few | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Table 2.10
Staff Support and Treat Each Other with Respect

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 48 | 57 | 62 | 62 | 73 | 68 | 33 | 37 |
| Most | 45 | 36 | 23 | 33 | 27 | 28 | 61 | 52 |
| Some | 7 | 6 | 15 | 5 | 0 | 4 | 6 | 10 |
| Few | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 2.11
Promotes Staff Trust and Collegiality

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 51 | 51 | 62 | 58 | 82 | 61 | 34 | 29 |
| Agree | 39 | 42 | 23 | 37 | 18 | 36 | 53 | 57 |
| Disagree | 11 | 6 | 15 | 5 | 0 | 3 | 13 | 13 |
| Strongly Disagree | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 2.12
Staff have Close Professional Relationships

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 36 | 45 | 46 | 53 | 45 | 48 | 27 | 27 |
| Most | 50 | 41 | 38 | 37 | 45 | 42 | 58 | 49 |
| Some | 14 | 13 | 15 | 10 | 9 | 9 | 15 | 21 |
| Few | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 3 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 2.13
Staff Participate in Decision-making

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 34 | 36 | 54 | 44 | 55 | 41 | 18 | 16 |
| Agree | 47 | 49 | 15 | 45 | 36 | 49 | 64 | 58 |
| Disagree | 12 | 11 | 15 | 7 | 0 | 9 | 15 | 21 |
| Strongly Disagree | 3 | 2 | 8 | 1 | 9 | 1 | 0 | 5 |
| Not Applicable | 3 | 2 | 8 | 4 | 0 | 0 | 3 | 0 |

Question 70: This school promotes personnel participation in decision-making that affects school practices and policies.

Table 2.14
Works to Minimize Paper Work

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 22 | 24 | 23 | 26 | 36 | 31 | 15 | 12 |
| Agree | 47 | 43 | 38 | 47 | 64 | 53 | 45 | 29 |
| Disagree | 21 | 23 | 23 | 18 | 0 | 15 | 27 | 41 |
| Strongly Disagree | 5 | 7 | 8 | 5 | 0 | 0 | 6 | 16 |
| Not Applicable | 5 | 3 | 8 | 4 | 0 | 1 | 6 | 2 |

Question 75: This school takes steps to minimize paper work.

Table 2.15
Provides Adequate Benefits

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 30 | 23 | 46 | 26 | 50 | 25 | 15 | 15 |
| Agree | 54 | 53 | 38 | 50 | 40 | 53 | 67 | 59 |
| Disagree | 12 | 14 | 15 | 14 | 10 | 14 | 12 | 16 |
| Strongly Disagree | 2 | 5 | 0 | 6 | 0 | 2 | 3 | 8 |
| Not Applicable | 2 | 4 | 0 | 4 | 0 | 7 | 3 | 1 |

Question 76: 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 44 | 42 | 50 | 46 | 64 | 53 | 33 | 25 |
| Agree | 40 | 45 | 17 | 43 | 36 | 41 | 52 | 51 |
| Disagree | 14 | 10 | 33 | 8 | 0 | 4 | 12 | 20 |
| Strongly Disagree | 2 | 2 | 0 | 3 | 0 | 1 | 3 | 4 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 25 | 21 | 15 | 18 | 36 | 29 | 22 | 22 |
| No | 60 | 65 | 77 | 69 | 64 | 63 | 53 | 61 |
| Not Applicable | 16 | 14 | 8 | 14 | 0 | 8 | 25 | 18 |

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 2.18
Need PD in Instructional Methods

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 40 | 32 | 38 | 27 | 45 | 33 | 36 | 36 |
| No | 41 | 55 | 46 | 60 | 45 | 56 | 39 | 49 |
| Not Applicable | 19 | 13 | 15 | 12 | 9 | 12 | 24 | 15 |

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 2.19
Need PD in Creating a Positive School Climate

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 41 | 25 | 15 | 18 | 36 | 25 | 52 | 37 |
| No | 59 | 71 | 85 | 77 | 64 | 69 | 48 | 62 |
| Not Applicable | 0 | 4 | 0 | 5 | 0 | 5 | 0 | 1 |

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?

Table 2.20
Provides Relevant Paraprofessional Training

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 18 | 14 | 23 | 20 | 29 | 9 | 14 | 6 |
| Agree | 43 | 41 | 31 | 48 | 43 | 45 | 48 | 29 |
| Disagree | 12 | 16 | 23 | 18 | 0 | 9 | 10 | 16 |
| Strongly Disagree | 2 | 2 | 8 | 1 | 0 | 2 | 0 | 3 |
| Not Applicable | 24 | 27 | 15 | 13 | 29 | 35 | 28 | 46 |

Question 77: 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 35 | 32 | 54 | 35 | 55 | 43 | 19 | 16 |
| Agree | 39 | 48 | 15 | 46 | 36 | 44 | 50 | 56 |
| Disagree | 19 | 13 | 23 | 12 | 9 | 10 | 22 | 20 |
| Strongly Disagree | 4 | 3 | 0 | 3 | 0 | 1 | 6 | 4 |
| Not Applicable | 4 | 3 | 8 | 4 | 0 | 3 | 3 | 4 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 64 | 44 | 38 | 44 | 82 | 39 | 67 | 50 |
| No | 36 | 51 | 62 | 50 | 18 | 55 | 33 | 47 |
| Not Applicable | 0 | 5 | 0 | 6 | 0 | 6 | 0 | 3 |

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

Table 2.23

Provides Complete State Adopted Instructional Materials for Students with IEPs

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 33 | 29 | 46 | 37 | 43 | 26 | 24 | 17 |
| Agree | 47 | 46 | 46 | 43 | 57 | 49 | 45 | 51 |
| Disagree | 8 | 10 | 0 | 7 | 0 | 8 | 14 | 16 |
| Strongly Disagree | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 3 |
| Not Applicable | 12 | 12 | 8 | 11 | 0 | 17 | 17 | 13 |

Question 78: This school provides complete state adopted instructional materials for students with IEPs.

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

Perceived School Safety

Table 2.24
Safe Place for Students

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 67 | 63 | 85 | 80 | 82 | 60 | 53 | 36 |
| Agree | 33 | 35 | 15 | 19 | 18 | 39 | 47 | 57 |
| Disagree | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 5 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 2.25
Safe Place for Staff

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 67 | 68 | 85 | 77 | 82 | 70 | 53 | 50 |
| Agree | 32 | 30 | 15 | 22 | 18 | 28 | 44 | 47 |
| Disagree | 2 | 1 | 0 | 0 | 0 | 2 | 3 | 2 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Facilities

Table 2.26
Clean and Well-Maintained Facilities and Property

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 65 | 66 | 77 | 69 | 82 | 72 | 53 | 55 |
| Agree | 35 | 29 | 23 | 25 | 18 | 27 | 47 | 38 |
| Disagree | 0 | 3 | 0 | 4 | 0 | 0 | 0 | 4 |
| Strongly Disagree | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 2 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Parent Involvement

Table 2.27
Encourages Parental Involvement

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 64 | 66 | 85 | 77 | 73 | 68 | 52 | 44 |
| Agree | 36 | 32 | 15 | 22 | 27 | 30 | 48 | 52 |
| Disagree | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |

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

Table 2.28
Encourages Parental Partnership in Child's Education

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 59 | 59 | 77 | 78 | 91 | 57 | 39 | 29 |
| Agree | 36 | 38 | 23 | 21 | 0 | 42 | 55 | 64 |
| Disagree | 3 | 2 | 0 | 0 | 9 | 1 | 3 | 6 |
| Strongly Disagree | 2 | 0 | 0 | 0 | 0 | 1 | 3 | 0 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Question 73: This school encourages parents to be active partners in educating their child.

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

III. Student Developmental Supports and Opportunities

Caring Relationships

Table 3.1
Adults Really Care About All Students

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 66 | 71 | 85 | 81 | 82 | 76 | 52 | 51 |
| Most | 33 | 26 | 15 | 18 | 18 | 23 | 45 | 42 |
| Some | 2 | 3 | 0 | 2 | 0 | 1 | 3 | 7 |
| Few | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Almost None | 0 | 0 | 0 | 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 63 | 68 | 85 | 79 | 82 | 74 | 47 | 43 |
| Most | 37 | 29 | 15 | 18 | 18 | 26 | 53 | 52 |
| Some | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 4 |
| Few | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 43 | 59 | 62 | 72 | 45 | 61 | 33 | 32 |
| Most | 48 | 33 | 31 | 25 | 55 | 35 | 55 | 47 |
| Some | 9 | 8 | 8 | 3 | 0 | 4 | 12 | 20 |
| Few | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Almost None | 0 | 0 | 0 | 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***

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 68 | 75 | 85 | 83 | 64 | 83 | 63 | 53 |
| Most | 32 | 23 | 15 | 16 | 36 | 17 | 38 | 41 |
| Some | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 5 |
| Few | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 41 | 58 | 77 | 70 | 27 | 63 | 30 | 33 |
| Most | 48 | 34 | 23 | 27 | 64 | 34 | 55 | 49 |
| Some | 10 | 7 | 0 | 3 | 9 | 3 | 15 | 16 |
| Few | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Opportunities for Meaningful Participation

Table 3.6

Encourages Decision Opportunities for Students

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 30 | 35 | 31 | 47 | 73 | 36 | 13 | 13 |
| Agree | 46 | 46 | 62 | 44 | 18 | 49 | 50 | 48 |
| Disagree | 19 | 12 | 0 | 3 | 9 | 12 | 31 | 28 |
| Strongly Disagree | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 6 |
| Not Applicable | 5 | 5 | 8 | 6 | 0 | 3 | 6 | 5 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 58 | 59 | 54 | 68 | 91 | 65 | 48 | 37 |
| Agree | 37 | 36 | 38 | 28 | 9 | 34 | 45 | 53 |
| Disagree | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 3 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 5 | 3 | 8 | 3 | 0 | 0 | 6 | 6 |

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

Table 3.8

Gives Equal Access to Extracurricular and Enrichment Activities

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 57 | 56 | 38 | 59 | 91 | 66 | 55 | 43 |
| Agree | 36 | 36 | 38 | 31 | 9 | 31 | 45 | 49 |
| Disagree | 4 | 5 | 8 | 5 | 0 | 2 | 0 | 5 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 4 | 3 | 15 | 5 | 0 | 1 | 0 | 1 |

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

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

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 55 | 46 | 54 | 47 | 82 | 60 | 45 | 34 |
| Agree | 31 | 44 | 23 | 43 | 9 | 35 | 42 | 55 |
| Disagree | 12 | 6 | 15 | 5 | 9 | 2 | 12 | 10 |
| Strongly Disagree | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| Not Applicable | 2 | 3 | 8 | 4 | 0 | 3 | 0 | 0 |

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

Professional Development Needs

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 53 | 40 | 46 | 32 | 55 | 42 | 55 | 50 |
| No | 47 | 55 | 54 | 60 | 45 | 53 | 45 | 49 |
| Not Applicable | 0 | 5 | 0 | 8 | 0 | 5 | 0 | 1 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 59 | 59 | 77 | 71 | 64 | 63 | 48 | 32 |
| Agree | 40 | 38 | 23 | 27 | 36 | 33 | 48 | 61 |
| Disagree | 0 | 3 | 0 | 1 | 0 | 3 | 0 | 5 |
| Strongly Disagree | 2 | 1 | 0 | 0 | 0 | 1 | 3 | 1 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 48 | 64 | 62 | 80 | 36 | 67 | 45 | 34 |
| Mild Problem | 43 | 31 | 38 | 19 | 64 | 31 | 39 | 53 |
| Moderate Problem | 9 | 4 | 0 | 1 | 0 | 3 | 16 | 11 |
| Severe Problem | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 47 | 61 | 77 | 75 | 55 | 64 | 30 | 31 |
| Most | 48 | 36 | 23 | 23 | 45 | 36 | 61 | 59 |
| Some | 5 | 3 | 0 | 2 | 0 | 0 | 9 | 8 |
| Few | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

Table 4.4

Staff Treat All Students with Respect

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 49 | 62 | 69 | 75 | 64 | 64 | 34 | 38 |
| Most | 51 | 34 | 31 | 22 | 36 | 34 | 66 | 54 |
| Some | 0 | 4 | 0 | 3 | 0 | 2 | 0 | 7 |
| Few | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

Cultural Sensitivity

Table 4.5

Students' Cultural Beliefs and Practices Respected

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 57 | 62 | 77 | 71 | 73 | 66 | 42 | 41 |
| Agree | 36 | 35 | 23 | 27 | 27 | 29 | 45 | 54 |
| Disagree | 3 | 3 | 0 | 1 | 0 | 4 | 6 | 4 |
| Strongly Disagree | 2 | 1 | 0 | 0 | 0 | 1 | 3 | 1 |
| Not Applicable | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |

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

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

Table 4.6
Uses Culturally Relevant Instructional Materials

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 29 | 26 | 23 | 33 | 45 | 28 | 24 | 14 |
| Agree | 41 | 45 | 46 | 43 | 36 | 48 | 42 | 44 |
| Disagree | 19 | 19 | 23 | 12 | 18 | 18 | 18 | 30 |
| Strongly Disagree | 0 | 2 | 0 | 1 | 0 | 2 | 0 | 3 |
| Not Applicable | 10 | 9 | 8 | 10 | 0 | 5 | 15 | 9 |

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

Table 4.7
Staff Examine Their Cultural Biases

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 28 | 22 | 31 | 27 | 36 | 25 | 21 | 10 |
| Agree | 22 | 32 | 15 | 32 | 27 | 39 | 24 | 26 |
| Disagree | 36 | 32 | 46 | 26 | 27 | 27 | 36 | 48 |
| Strongly Disagree | 5 | 5 | 0 | 3 | 9 | 3 | 6 | 10 |
| Not Applicable | 9 | 9 | 8 | 12 | 0 | 7 | 12 | 7 |

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

Instructional Equity

Table 4.8
Closing the Achievement Gap is a High Priority

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 43 | 33 | 23 | 36 | 45 | 30 | 48 | 28 |
| Agree | 36 | 42 | 54 | 38 | 27 | 44 | 33 | 47 |
| Disagree | 16 | 15 | 15 | 13 | 18 | 15 | 15 | 19 |
| Strongly Disagree | 2 | 2 | 0 | 2 | 9 | 2 | 0 | 2 |
| Not Applicable | 3 | 9 | 8 | 12 | 0 | 9 | 3 | 4 |

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

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

Table 4.9
Encourages All Students to Take Rigorous Courses

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 60 | 40 | 23 | 24 | 64 | 45 | 73 | 61 |
| Agree | 19 | 24 | 0 | 16 | 27 | 33 | 24 | 33 |
| Disagree | 0 | 3 | 0 | 3 | 0 | 2 | 0 | 4 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Not Applicable | 21 | 33 | 77 | 58 | 9 | 19 | 3 | 1 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 57 | 40 | 23 | 27 | 55 | 41 | 70 | 59 |
| No | 36 | 50 | 62 | 62 | 45 | 50 | 24 | 33 |
| Not Applicable | 7 | 10 | 15 | 11 | 0 | 8 | 6 | 8 |

Question 49: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....closing the achievement gap?

Table 4.11
Need PD on Working with Diverse Populations

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 50 | 35 | 31 | 29 | 73 | 30 | 48 | 52 |
| No | 48 | 58 | 69 | 65 | 27 | 58 | 48 | 43 |
| Not Applicable | 2 | 7 | 0 | 6 | 0 | 12 | 3 | 5 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 59 | 35 | 54 | 29 | 55 | 29 | 61 | 52 |
| No | 34 | 55 | 38 | 61 | 45 | 60 | 30 | 39 |
| Not Applicable | 7 | 10 | 8 | 10 | 0 | 12 | 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 59 | 37 | 54 | 34 | 45 | 38 | 64 | 43 |
| No | 38 | 56 | 46 | 61 | 55 | 53 | 30 | 51 |
| Not Applicable | 3 | 6 | 0 | 5 | 0 | 8 | 6 | 7 |

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?

Table 4.14
Support Provided for Teaching Culturally and Linguistically Diverse Students

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 30 | 32 | 38 | 41 | 45 | 37 | 19 | 13 |
| Agree | 53 | 51 | 54 | 48 | 45 | 49 | 56 | 57 |
| Disagree | 11 | 12 | 8 | 7 | 9 | 9 | 13 | 23 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 |
| Not Applicable | 7 | 3 | 0 | 3 | 0 | 3 | 13 | 4 |

Question 72: 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 21 | 25 | 31 | 31 | 27 | 23 | 15 | 20 |
| Most | 71 | 68 | 69 | 65 | 55 | 73 | 76 | 70 |
| Some | 5 | 6 | 0 | 4 | 18 | 4 | 3 | 9 |
| Few | 3 | 1 | 0 | 0 | 0 | 0 | 6 | 1 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Question 55: Based on your experience, how many students at this school are motivated to learn?

Table 5.2

School Motivates Students to Learn

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 55 | 55 | 69 | 70 | 73 | 59 | 42 | 24 |
| Agree | 43 | 44 | 23 | 29 | 27 | 41 | 58 | 73 |
| Disagree | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Not Applicable | 2 | 0 | 8 | 0 | 0 | 0 | 0 | 1 |

Question 71: This school motivates students to learn.

Table 5.3

Cutting Class or Truancy is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 49 | 69 | 92 | 93 | 73 | 81 | 25 | 23 |
| Mild Problem | 35 | 24 | 8 | 7 | 27 | 19 | 47 | 58 |
| Moderate Problem | 11 | 6 | 0 | 0 | 0 | 0 | 19 | 17 |
| Severe Problem | 5 | 1 | 0 | 0 | 0 | 0 | 9 | 3 |

Question 65: How much of a problem at this school is cutting classes or being truant?

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

General Behavior

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 57 | 60 | 69 | 66 | 64 | 62 | 48 | 47 |
| Mild Problem | 34 | 31 | 23 | 28 | 27 | 28 | 42 | 42 |
| Moderate Problem | 7 | 8 | 8 | 6 | 9 | 9 | 6 | 9 |
| Severe Problem | 2 | 1 | 0 | 1 | 0 | 1 | 3 | 2 |

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

Table 5.5
Students Are Well-Behaved

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 22 | 28 | 15 | 25 | 36 | 28 | 21 | 35 |
| Most | 74 | 66 | 77 | 68 | 64 | 68 | 76 | 61 |
| Some | 3 | 5 | 8 | 6 | 0 | 4 | 3 | 4 |
| Few | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 5.6
Disruptive Student Behavior is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 20 | 25 | 15 | 28 | 9 | 22 | 23 | 21 |
| Mild Problem | 59 | 56 | 62 | 56 | 55 | 59 | 61 | 52 |
| Moderate Problem | 20 | 17 | 23 | 14 | 36 | 17 | 13 | 23 |
| Severe Problem | 2 | 2 | 0 | 2 | 0 | 2 | 3 | 4 |

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

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

Perceived Physical and Mental Health

Table 5.7
Students Arrive at School Alert and Rested

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 9 | 21 | 15 | 30 | 18 | 20 | 3 | 8 |
| Most | 60 | 64 | 85 | 68 | 36 | 74 | 58 | 50 |
| Some | 26 | 13 | 0 | 2 | 45 | 6 | 30 | 36 |
| Few | 5 | 2 | 0 | 0 | 0 | 0 | 9 | 5 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

Question 54: 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Nearly All | 19 | 25 | 15 | 30 | 36 | 21 | 15 | 20 |
| Most | 69 | 65 | 62 | 61 | 64 | 74 | 73 | 67 |
| Some | 12 | 9 | 23 | 9 | 0 | 4 | 12 | 13 |
| Few | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Almost None | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Question 53: 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 36 | 43 | 69 | 65 | 27 | 39 | 26 | 11 |
| Mild Problem | 38 | 38 | 31 | 32 | 55 | 52 | 35 | 39 |
| Moderate Problem | 18 | 14 | 0 | 3 | 18 | 8 | 23 | 37 |
| Severe Problem | 9 | 5 | 0 | 0 | 0 | 1 | 16 | 13 |

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

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

VI. Perceived Student Risk Behavior

Student Fighting and Bullying

Table 6.1
Harassment or Bullying Among Students is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 29 | 27 | 62 | 43 | 9 | 11 | 19 | 10 |
| Mild Problem | 52 | 53 | 38 | 55 | 64 | 67 | 55 | 40 |
| Moderate Problem | 18 | 18 | 0 | 2 | 27 | 20 | 23 | 44 |
| Severe Problem | 2 | 2 | 0 | 0 | 0 | 2 | 3 | 6 |

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

Table 6.2
Physical Fighting Between Students is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 65 | 66 | 69 | 76 | 64 | 72 | 63 | 42 |
| Mild Problem | 31 | 31 | 31 | 24 | 36 | 25 | 30 | 50 |
| Moderate Problem | 4 | 3 | 0 | 0 | 0 | 3 | 7 | 8 |
| Severe Problem | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Delinquency

Table 6.3
Vandalism (Including Graffiti) is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 71 | 79 | 92 | 91 | 82 | 75 | 58 | 60 |
| Mild Problem | 25 | 19 | 8 | 8 | 18 | 24 | 35 | 34 |
| Moderate Problem | 4 | 2 | 0 | 0 | 0 | 1 | 6 | 7 |
| Severe Problem | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Table 6.4
Theft is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 47 | 64 | 85 | 88 | 64 | 67 | 23 | 25 |
| Mild Problem | 27 | 26 | 15 | 11 | 18 | 30 | 37 | 42 |
| Moderate Problem | 20 | 8 | 0 | 0 | 18 | 3 | 30 | 25 |
| Severe Problem | 5 | 2 | 0 | 0 | 0 | 0 | 10 | 7 |

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

Table 6.5
Gang-Related Activity is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 96 | 96 | 100 | 100 | 100 | 98 | 94 | 94 |
| Mild Problem | 2 | 3 | 0 | 0 | 0 | 2 | 3 | 6 |
| Moderate Problem | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |
| Severe Problem | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 6.6
Weapons Possession is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 96 | 97 | 100 | 99 | 100 | 98 | 93 | 92 |
| Mild Problem | 2 | 3 | 0 | 0 | 0 | 2 | 3 | 8 |
| Moderate Problem | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 1 |
| Severe Problem | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

Substance Use

Table 6.7
Student Alcohol and Drug Use is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 43 | 69 | 100 | 100 | 64 | 78 | 13 | 14 |
| Mild Problem | 36 | 16 | 0 | 0 | 36 | 21 | 52 | 38 |
| Moderate Problem | 16 | 12 | 0 | 0 | 0 | 1 | 26 | 41 |
| Severe Problem | 5 | 3 | 0 | 0 | 0 | 0 | 10 | 8 |

Question 57: How much of a problem at this school is student alcohol and drug use?

Table 6.8
Student Tobacco Use is a Problem

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-----------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Insignificant Problem | 61 | 78 | 100 | 100 | 82 | 91 | 35 | 35 |
| Mild Problem | 34 | 14 | 0 | 0 | 18 | 9 | 55 | 42 |
| Moderate Problem | 4 | 7 | 0 | 0 | 0 | 0 | 6 | 23 |
| Severe Problem | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 0 |

Question 58: How much of a problem at this school is tobacco use?

VII. Discipline & Counseling

Table 7.1
Clearly Communicates Consequences of Breaking Rules

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 45 | 47 | 54 | 55 | 64 | 52 | 33 | 31 |
| Agree | 47 | 43 | 46 | 40 | 36 | 43 | 52 | 49 |
| Disagree | 3 | 8 | 0 | 4 | 0 | 5 | 6 | 18 |
| Strongly Disagree | 5 | 1 | 0 | 0 | 0 | 1 | 9 | 3 |
| Not Applicable | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 7.2
Handles Discipline Problems Fairly

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 42 | 46 | 54 | 54 | 55 | 53 | 31 | 25 |
| Agree | 49 | 45 | 46 | 40 | 45 | 43 | 53 | 54 |
| Disagree | 4 | 7 | 0 | 4 | 0 | 3 | 6 | 14 |
| Strongly Disagree | 4 | 1 | 0 | 0 | 0 | 2 | 6 | 3 |
| Not Applicable | 2 | 2 | 0 | 2 | 0 | 0 | 3 | 4 |

Question 27: This school handles discipline problems fairly.

Table 7.3
Handles Student Discipline and Behavioral Problems Effectively

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 39 | 43 | 54 | 53 | 55 | 46 | 25 | 22 |
| Agree | 49 | 44 | 46 | 39 | 45 | 46 | 53 | 52 |
| Neither Agree nor Disagree | 5 | 10 | 0 | 7 | 0 | 7 | 9 | 19 |
| Disagree | 5 | 1 | 0 | 0 | 0 | 2 | 9 | 4 |
| Strongly Disagree | 2 | 1 | 0 | 1 | 0 | 0 | 3 | 3 |

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

Table 7.4
Need PD on Positive Behavior Support and Classroom Management

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Yes | 38 | 32 | 15 | 30 | 36 | 33 | 45 | 34 |
| No | 52 | 59 | 77 | 62 | 64 | 61 | 39 | 55 |
| Not Applicable | 10 | 9 | 8 | 8 | 0 | 6 | 15 | 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 52 | 48 | 77 | 51 | 64 | 66 | 36 | 26 |
| Agree | 38 | 42 | 0 | 39 | 36 | 33 | 55 | 54 |
| Disagree | 10 | 8 | 23 | 9 | 0 | 0 | 9 | 15 |
| Strongly Disagree | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 4 |
| Not Applicable | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 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

| | MTD | TD | MES | ES | MMS | MS | MHS | HS |
|-----------------------|-----|-----|-----|-----|-----|----|-----|----|
| Number of Respondents | 32 | 230 | 7 | 100 | 5 | 58 | 20 | 66 |

Counseling and Intervention Services

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|-------|------|-------|------|-------|------|-------|------|
| Strongly Agree | 21 | 22 | 20 | 21 | 40 | 25 | 16 | 18 |
| Agree | 41 | 29 | 60 | 24 | 40 | 42 | 37 | 26 |
| Neither Agree nor Disagree | 38 | 45 | 20 | 51 | 20 | 31 | 47 | 52 |
| Disagree | 0 | 3 | 0 | 5 | 0 | 0 | 0 | 3 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|-------|------|-------|------|-------|------|-------|------|
| Strongly Agree | 31 | 31 | 57 | 35 | 20 | 36 | 25 | 17 |
| Agree | 34 | 32 | 14 | 40 | 80 | 31 | 30 | 21 |
| Neither Agree nor Disagree | 34 | 32 | 29 | 24 | 0 | 31 | 45 | 48 |
| Disagree | 0 | 3 | 0 | 1 | 0 | 2 | 0 | 8 |
| Strongly Disagree | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 6 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 37 | 31 | 83 | 37 | 20 | 41 | 26 | 11 |
| Agree | 43 | 52 | 0 | 53 | 80 | 51 | 47 | 54 |
| Neither Agree nor Disagree | 13 | 12 | 0 | 6 | 0 | 8 | 21 | 24 |
| Disagree | 7 | 5 | 17 | 4 | 0 | 0 | 5 | 10 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------|----------|---------|----------|---------|----------|---------|----------|---------|
| A Lot | 32 | 32 | 50 | 34 | 60 | 44 | 18 | 17 |
| Some | 57 | 52 | 50 | 55 | 40 | 46 | 65 | 58 |
| Not Much | 11 | 13 | 0 | 9 | 0 | 10 | 18 | 20 |
| Not At All | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 5 |

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

Table 8.6

Provides Character Education

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------|----------|---------|----------|---------|----------|---------|----------|---------|
| A Lot | 50 | 58 | 67 | 70 | 80 | 64 | 35 | 38 |
| Some | 43 | 38 | 33 | 29 | 20 | 36 | 53 | 55 |
| Not Much | 7 | 4 | 0 | 1 | 0 | 0 | 12 | 8 |
| Not At All | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 23 | 16 | 50 | 21 | 20 | 17 | 16 | 8 |
| Agree | 57 | 39 | 33 | 41 | 60 | 44 | 63 | 32 |
| Neither Agree nor Disagree | 7 | 30 | 0 | 26 | 0 | 23 | 11 | 43 |
| Disagree | 13 | 11 | 17 | 10 | 20 | 13 | 11 | 11 |
| Strongly Disagree | 0 | 3 | 0 | 2 | 0 | 2 | 0 | 6 |

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

Table 8.8
Provides Healthy Food Choices for Students

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 24 | 20 | 50 | 22 | 40 | 21 | 11 | 16 |
| Agree | 52 | 51 | 33 | 49 | 40 | 58 | 61 | 52 |
| Neither Agree nor Disagree | 21 | 16 | 17 | 13 | 20 | 15 | 22 | 19 |
| Disagree | 3 | 10 | 0 | 14 | 0 | 6 | 6 | 9 |
| Strongly Disagree | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 5 |

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

Table 8.9
Provides Nutritional Instruction to Students

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------|----------|---------|----------|---------|----------|---------|----------|---------|
| A Lot | 23 | 12 | 33 | 9 | 20 | 14 | 21 | 11 |
| Some | 57 | 58 | 50 | 58 | 40 | 53 | 63 | 63 |
| Not Much | 20 | 26 | 17 | 27 | 40 | 29 | 16 | 22 |
| Not At All | 0 | 4 | 0 | 6 | 0 | 4 | 0 | 3 |

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

Table 8.10
Provides Opportunities for Physical Education and Activity

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------|----------|---------|----------|---------|----------|---------|----------|---------|
| A Lot | 60 | 69 | 33 | 67 | 100 | 90 | 58 | 59 |
| Some | 40 | 27 | 67 | 32 | 0 | 10 | 42 | 38 |
| Not Much | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 3 |
| Not At All | 0 | 0 | 0 | 0 | 0 | 0 | 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------|----------|---------|----------|---------|----------|---------|----------|---------|
| A Lot | 68 | 76 | 83 | 75 | 80 | 83 | 59 | 70 |
| Some | 32 | 23 | 17 | 23 | 20 | 17 | 41 | 28 |
| Not Much | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 |
| Not At All | 0 | 0 | 0 | 0 | 0 | 0 | 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 31 | 33 | 67 | 40 | 40 | 39 | 17 | 15 |
| Agree | 52 | 46 | 33 | 42 | 60 | 50 | 56 | 55 |
| Neither Agree nor Disagree | 14 | 16 | 0 | 18 | 0 | 9 | 22 | 20 |
| Disagree | 3 | 4 | 0 | 1 | 0 | 2 | 6 | 9 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 47 | 42 | 50 | 47 | 100 | 46 | 32 | 27 |
| Agree | 50 | 42 | 50 | 45 | 0 | 39 | 63 | 42 |
| Neither Agree nor Disagree | 3 | 15 | 0 | 7 | 0 | 14 | 5 | 27 |
| Disagree | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 3 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 8.14
Suspends for First-Time Substance Use Violations

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 24 | 31 | 40 | 30 | 40 | 45 | 16 | 21 |
| Agree | 31 | 27 | 0 | 13 | 20 | 28 | 42 | 42 |
| Neither Agree nor Disagree | 34 | 38 | 40 | 57 | 20 | 25 | 37 | 27 |
| Disagree | 7 | 3 | 0 | 0 | 20 | 2 | 5 | 8 |
| Strongly Disagree | 3 | 0 | 20 | 0 | 0 | 0 | 0 | 2 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 28 | 29 | 80 | 30 | 20 | 45 | 16 | 14 |
| Agree | 34 | 37 | 20 | 35 | 60 | 36 | 32 | 42 |
| Neither Agree nor Disagree | 31 | 25 | 0 | 28 | 20 | 19 | 42 | 23 |
| Disagree | 3 | 6 | 0 | 7 | 0 | 0 | 5 | 9 |
| Strongly Disagree | 3 | 4 | 0 | 0 | 0 | 0 | 5 | 12 |

Question 2.07: This school enforces zero tolerance policies.

Safety Promotion & Violence Prevention

Table 8.16
Sufficient Resources to Create a Safe Campus

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 47 | 47 | 83 | 52 | 40 | 46 | 37 | 39 |
| Agree | 47 | 47 | 17 | 45 | 60 | 48 | 53 | 48 |
| Neither Agree nor Disagree | 7 | 4 | 0 | 1 | 0 | 4 | 11 | 9 |
| Disagree | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 3 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Table 8.17
Seeks to Maintain Secure Campus

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 14 | 10 | 0 | 12 | 20 | 9 | 16 | 9 |
| Agree | 28 | 12 | 0 | 8 | 20 | 9 | 37 | 20 |
| Neither Agree nor Disagree | 34 | 32 | 80 | 38 | 40 | 36 | 21 | 23 |
| Disagree | 14 | 18 | 0 | 16 | 20 | 17 | 16 | 22 |
| Strongly Disagree | 10 | 27 | 20 | 27 | 0 | 28 | 11 | 25 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------|----------|---------|----------|---------|----------|---------|----------|---------|
| A Lot | 39 | 48 | 67 | 58 | 40 | 56 | 29 | 27 |
| Some | 54 | 46 | 33 | 42 | 60 | 42 | 59 | 59 |
| Not Much | 7 | 5 | 0 | 0 | 0 | 2 | 12 | 14 |
| Not At All | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------|----------|---------|----------|---------|----------|---------|----------|---------|
| A Lot | 34 | 38 | 67 | 56 | 40 | 36 | 22 | 14 |
| Some | 45 | 39 | 33 | 37 | 60 | 55 | 44 | 33 |
| Not Much | 17 | 18 | 0 | 6 | 0 | 9 | 28 | 42 |
| Not At All | 3 | 4 | 0 | 1 | 0 | 0 | 6 | 11 |

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***

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 20 | 20 | 33 | 21 | 0 | 23 | 21 | 13 |
| Agree | 37 | 27 | 0 | 22 | 80 | 37 | 37 | 26 |
| Neither Agree nor Disagree | 30 | 44 | 50 | 53 | 20 | 38 | 26 | 40 |
| Disagree | 13 | 6 | 17 | 2 | 0 | 2 | 16 | 16 |
| Strongly Disagree | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 5 |

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

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------|----------|---------|----------|---------|----------|---------|----------|---------|
| A Lot | 21 | 11 | 17 | 11 | 40 | 12 | 18 | 9 |
| Some | 50 | 56 | 33 | 53 | 60 | 68 | 53 | 53 |
| Not Much | 29 | 28 | 50 | 29 | 0 | 20 | 29 | 33 |
| Not At All | 0 | 4 | 0 | 7 | 0 | 0 | 0 | 5 |

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

Table 8.22
Provides Tobacco Use Prevention Instruction

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|------------|----------|---------|----------|---------|----------|---------|----------|---------|
| A Lot | 18 | 12 | 0 | 11 | 40 | 10 | 18 | 11 |
| Some | 50 | 50 | 50 | 46 | 60 | 65 | 47 | 46 |
| Not Much | 32 | 31 | 50 | 34 | 0 | 25 | 35 | 33 |
| Not At All | 0 | 7 | 0 | 9 | 0 | 0 | 0 | 10 |

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

Table 8.23
Resources Sufficient for Substance Use Prevention Needs

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|----------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 32 | 32 | 60 | 43 | 40 | 33 | 22 | 14 |
| Agree | 43 | 35 | 0 | 30 | 60 | 42 | 50 | 37 |
| Neither Agree nor Disagree | 18 | 27 | 40 | 27 | 0 | 22 | 17 | 31 |
| Disagree | 7 | 5 | 0 | 0 | 0 | 4 | 11 | 14 |
| Strongly Disagree | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 5 |

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

| | MTD | TD | MES | ES | MMS | MS | MHS | HS |
|-----------------------|-----|-----|-----|-----|-----|----|-----|-----|
| Number of Respondents | 40 | 390 | 9 | 179 | 8 | 97 | 23 | 108 |

Barriers to Effective Service Delivery

Table 9.2
Works to Reduce Instructional Interruptions

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|-------|------|-------|------|-------|------|-------|------|
| Strongly Agree | 33 | 43 | 56 | 46 | 38 | 57 | 22 | 25 |
| Agree | 53 | 51 | 22 | 46 | 63 | 42 | 61 | 67 |
| Disagree | 10 | 3 | 22 | 3 | 0 | 0 | 9 | 5 |
| Strongly Disagree | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Not Applicable | 5 | 2 | 0 | 3 | 0 | 1 | 9 | 1 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|-------|------|-------|------|-------|------|-------|------|
| Strongly Agree | 31 | 45 | 63 | 52 | 25 | 50 | 22 | 27 |
| Agree | 51 | 43 | 25 | 40 | 38 | 34 | 65 | 56 |
| Disagree | 8 | 8 | 0 | 2 | 25 | 15 | 4 | 12 |
| Strongly Disagree | 3 | 1 | 0 | 1 | 0 | 0 | 4 | 3 |
| Not Applicable | 8 | 3 | 13 | 5 | 13 | 1 | 4 | 2 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 30 | 53 | 44 | 58 | 38 | 65 | 22 | 34 |
| Agree | 58 | 42 | 33 | 37 | 50 | 35 | 70 | 58 |
| Disagree | 5 | 3 | 11 | 4 | 0 | 0 | 4 | 4 |
| Strongly Disagree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Not Applicable | 8 | 2 | 11 | 1 | 13 | 0 | 4 | 3 |

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

Table 9.5
Encourages General and Special Ed Teaming

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 30 | 48 | 44 | 54 | 38 | 55 | 22 | 32 |
| Agree | 53 | 45 | 33 | 37 | 50 | 41 | 61 | 61 |
| Disagree | 15 | 6 | 22 | 7 | 0 | 3 | 17 | 7 |
| Strongly Disagree | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 |
| Not Applicable | 3 | 1 | 0 | 1 | 13 | 1 | 0 | 1 |

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

Table 9.6
Provides Sufficient Time to Collaborate on Service Delivery

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 23 | 29 | 33 | 31 | 25 | 42 | 17 | 14 |
| Agree | 48 | 43 | 22 | 47 | 63 | 42 | 52 | 36 |
| Disagree | 18 | 20 | 22 | 16 | 13 | 15 | 17 | 32 |
| Strongly Disagree | 10 | 6 | 11 | 3 | 0 | 1 | 13 | 18 |
| Not Applicable | 3 | 2 | 11 | 3 | 0 | 0 | 0 | 1 |

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

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

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 31 | 43 | 38 | 49 | 50 | 52 | 22 | 27 |
| Agree | 51 | 46 | 38 | 43 | 25 | 40 | 65 | 58 |
| Disagree | 15 | 5 | 25 | 3 | 25 | 5 | 9 | 8 |
| Strongly Disagree | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 5 |
| Not Applicable | 3 | 3 | 0 | 3 | 0 | 3 | 4 | 2 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 31 | 36 | 50 | 37 | 25 | 49 | 26 | 21 |
| Agree | 56 | 45 | 38 | 46 | 50 | 41 | 65 | 48 |
| Disagree | 8 | 6 | 13 | 5 | 13 | 2 | 4 | 11 |
| Strongly Disagree | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 2 |
| Not Applicable | 5 | 12 | 0 | 11 | 13 | 8 | 4 | 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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 31 | 33 | 50 | 36 | 38 | 45 | 22 | 19 |
| Agree | 59 | 50 | 25 | 50 | 50 | 42 | 74 | 58 |
| Disagree | 10 | 9 | 25 | 8 | 13 | 7 | 4 | 13 |
| Strongly Disagree | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 2 |
| Not Applicable | 0 | 5 | 0 | 3 | 0 | 4 | 0 | 7 |

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

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

Personnel Supports

Table 9.10
Has Positive Working Environment for Staff Serving Students with IEPs

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 40 | 48 | 67 | 54 | 38 | 65 | 30 | 22 |
| Agree | 48 | 46 | 11 | 40 | 63 | 33 | 57 | 67 |
| Disagree | 8 | 4 | 11 | 3 | 0 | 2 | 9 | 7 |
| Strongly Disagree | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 |
| Not Applicable | 5 | 2 | 11 | 2 | 0 | 0 | 4 | 4 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 33 | 41 | 56 | 46 | 25 | 49 | 26 | 25 |
| Agree | 58 | 52 | 33 | 46 | 75 | 49 | 61 | 64 |
| Disagree | 10 | 4 | 11 | 3 | 0 | 0 | 13 | 8 |
| Strongly Disagree | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 1 |
| Not Applicable | 0 | 2 | 0 | 2 | 0 | 1 | 0 | 2 |

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

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 25 | 30 | 33 | 31 | 25 | 40 | 22 | 21 |
| Agree | 55 | 50 | 67 | 53 | 50 | 40 | 52 | 54 |
| Disagree | 8 | 10 | 0 | 9 | 0 | 5 | 13 | 18 |
| Strongly Disagree | 0 | 2 | 0 | 3 | 0 | 1 | 0 | 1 |
| Not Applicable | 13 | 8 | 0 | 5 | 25 | 13 | 13 | 7 |

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

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

Table 9.13
Has Good Communication with District Personnel

| | MTD % | TD % | MES % | ES % | MMS % | MS % | MHS % | HS % |
|-------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Strongly Agree | 33 | 32 | 50 | 34 | 50 | 44 | 22 | 14 |
| Agree | 44 | 52 | 13 | 52 | 50 | 45 | 52 | 59 |
| Disagree | 13 | 8 | 13 | 6 | 0 | 6 | 17 | 11 |
| Strongly Disagree | 3 | 2 | 13 | 1 | 0 | 1 | 0 | 3 |
| Not Applicable | 8 | 8 | 13 | 7 | 0 | 3 | 9 | 12 |

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