WORKBOOK FOR
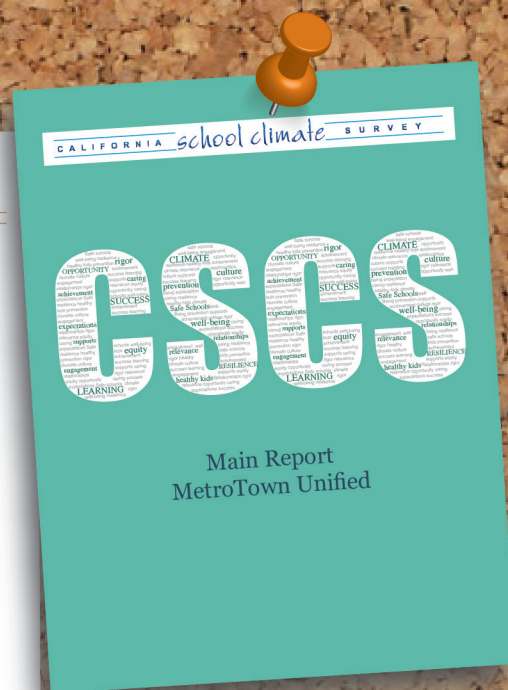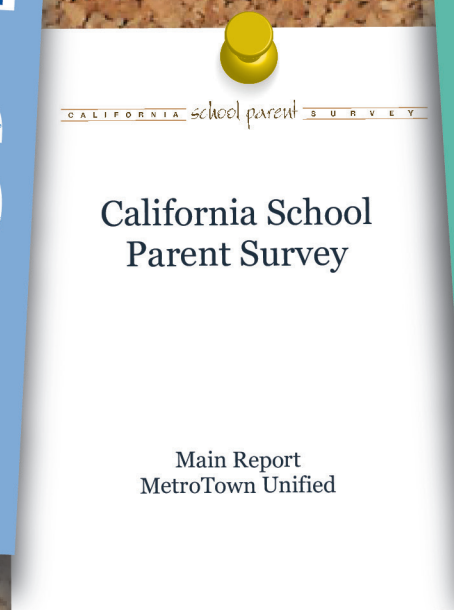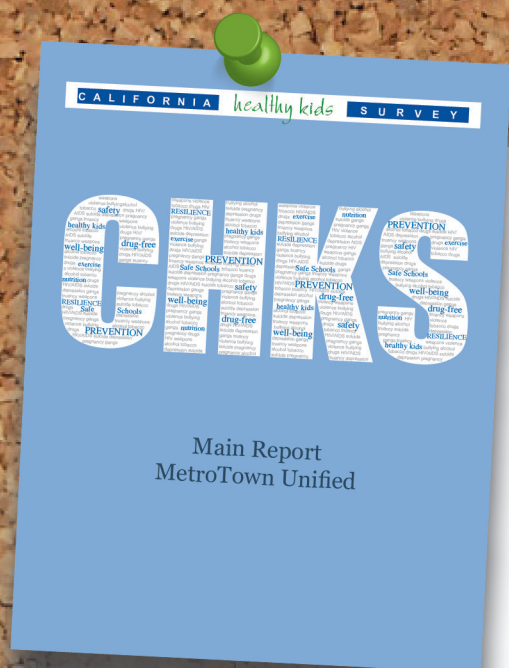## IMPROVING SCHOOL CLIMATE

Using your California School Climate Health & Learning Surveys Data

CALIFORNIA *healthy kids* SURVEY

CHKS

Main Report
MetroTown Unified

CALIFORNIA *school parent* SURVEY

California School
Parent Survey

Main Report
MetroTown Unified

CALIFORNIA *school climate* SURVEY

CSCS

Main Report
MetroTown Unified

2ND EDITION | 2012

California Department of EDUCATION

WestEd

CONTENTS

PREFACE TO THE SECOND EDITION

This Workbook is a companion resource to the California School Climate Health and Learning Survey System (Cal–SCHLS) which includes the California Healthy Kids Survey (CHKS), the California School Climate Survey for staff(CSCS), and the California School Parent Surve (CSPS). The CHKS, CSCS, and the CSPS contain a wealth of data that can be used to inform decisions meant to foster school improvement efforts, improve school climate, and enhance student engagement and performance and staff job satisfaction and retention. The impetus for this practical tool was the growing understanding that school community members sometimes experience difficulty distilling the key findings from their CHKS and CSCS data.

The original Workbook—Workbook for Improving School Climate and Closing the Achievement Gap—focused on the needs of students and staff from culturally and ethnically diverse background and the needs of students and staff involved in migrant education and special education. To expand the usability of the workbook we have added a School Climate focus in two areas: 1) Supports and Engagement; and 2) School Safety and Substance Use. Within in the area of Supports and Engagement we have identified three sub–areas: 1) Caring Relationships and High Expectations; 2) Opportunities for Meaningful Participation; and 3) School Connectedness. Within the area of School Safety and Substance Use we have identified three sub–areas: 1) Violence and Safety Perceptions; 2) Victimization; and 3) Substance Use.

Working with school staff throughout California, this Workbook was developed and then refined over time. It is meant to help members of school communities use the data from these valuable surveys to create supportive school climates that enhance professional outcomes for staff, academic and social–emotional outcomes for students, and involvement outcomes for parents. In particular, this workbook is designed to assist local community members in their efforts to close the racial/ethnic achievement gap and to strengthen special education, migrant education, and other educational services for culturally, linguistically, and ethnically diverse students.

INTRODUCTION

WHAT IS SCHOOL CLIMATE

School climate is a broad term that commonly describes a variety of dimensions that characterize the "spirit" of the school. Most commonly, school climate refers to the conditions or quality of the learning environment, which are created and maintained by the values, beliefs, interpersonal relationships, and the physical setting shared by individuals within the school community. The elements that comprise a school's climate are diverse, ranging from the quality of teacher–student interactions to characteristics of the school's physical and organizational structure, as well as perceived safety, and teaching and learning practices.[1] Communities in schools with positive climates value diversity of all types (e.g., race, ethnicity, language, sexual orientation, religion), encourage shared experiences and purpose, promote transparent and unbiased norms and expectations, and provide numerous opportunities for growth and achievement.[2] For more information on the dimensions of school climate, please refer to this Workbook's companion text, *"Making Sense of School Climate: Using the California School Climate Health and Learning (Cal–SCHLS) Survey System to Inform Your School Improvement Efforts."*

WHY SCHOOL CLIMATE MATTERS

A growing body of research provides support for the impact of school climate factors on student academic, behavioral, and social–emotional outcomes. Students' perceptions of positive school climate are related to a variety of school adjustment indicators, including academic motivation and school connectedness, attitudes toward learning, and conflict resolution skills.[3] Students who attend schools with positive climates engage in fewer risk–taking and violent behaviors[4], have fewer discipline referrals and school suspensions[5], and report feeling safer at school and more willing to report potential

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1   Cohen, J., McCabe, L., Michelli, N. M., & Pickeral, T. (2009, January). School climate: Research, policy, teacher education and practice. *Teachers' College Record, 111*, 180–213.

Freiberg, H. J. (1998). Measuring school climate: Let me count the ways. *Educational Leadership, 56(1)*, 22–26.

O'Malley, M.D. (2011). *The California School Climate Survey (CSCS): Dimensionality and Staff Perceptual Differences across Group Identity and School Level* (Doctoral dissertation). Retrieved from: http://www.library.ucsb.edu/research/db/102

2   O'Malley, M.D., & Eklund, K. (2012). Promoting Healthy Working and Learning Environments. In Brock, S. & Jimerson, S. (Eds.), *Best Practices in Crisis Prevention and Intervention in the Schools,* 2nd Ed. Bethesda, MD: NASP.

3   Battistich, V., Solomon, D., Kim, D., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performance: A multilevel analysis. *American Educational Research Journal, 32*, 627–658. doi:10.1177/0022427808322621

Brand, S., Felner, R. D., Seitsinger, A., Burns, A., & Bolton, N. (2008). A large–scale study of the assessment of the social environment of middle and secondary schools: The validity and utility of teachers' ratings of school climate, cultural pluralism, and safety problems for understanding school effects and school improvement. *Journal of School Psychology, 46*, 507–535. doi:10.1016/j.jsp.2007.12.001

Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement. *Journal of School Health, 74*, 262–273. doi:10.1111/j.1746–1561.2004.tb08283.x PMid:15493703

Roeser, R. W., Eccles, J. S., & Sameroff, A. J. (1998). Academic and emotional functioning in early adolescence: Longitudinal relations, patterns, and prediction by experience in middle school. *Development and psychopathology, 10*, 321–352. doi:10.1017/S0954579498001631

Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal, 38*, 437–460. doi:10.3102/00028312038002437

Waters, S. K., Cross, D. S., & Runions, K. (2009). Social and ecological structures supporting adolescent connectedness to school: A theoretical model. *Journal of School Health, 79*, 516–524. doi:10.1111/j.1746–1561.2009.00443.x

4   Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., … Udry, J. R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study of Adolescent Health. *The Journal of the American Medical Association, 278*, 795–878. PMid:9635227

5   Nelson, J. R., Martella, R. M., & Marchand–Martella, N. (2002). Maximizing student learning: The effects of comprehensive school–based program for preventing problem behaviors. *Journal of Emotional and Behavioral Disorders, 10*, 136–148. doi:10.1177/10634266020100030201

Welsh, W. N. (2001). Effect of student and school factors on five measures of school disorder. *Justice Quarterly, 18*, 911–948. doi:10.1080/07418820100095131

threats to safety.[6] Moreover, children who perceive positive climates at their schools achieve higher scores on measures of academic achievement—including tests in language, reading, and math, and overall grade point average.[7]

Staff members also benefit from positive school climates. Teachers who perceive that they work in a positive school climate are more willing to implement new curricula and interventions.[8] What is more, these teachers report higher rates of job satisfaction and lower rates of burnout and they tend to stay in the teaching profession. [9]

MISSING IN SCHOOL REFORM

While evidence is mounting that positive school climates are related to improvements in student outcomes, school climate continues to be a missing element in efforts to improve student academic performance and well–being. School climate or culture remains, in the words of Jerald (2006), "the hidden curriculum" and "possibly the least discussed element in practical conversations about how to improve student achievement." School reform strategies have primarily focused on improving academic curriculum, instruction, and governance. While such changes are undoubtedly essential for turning around low–performing schools, they are typically insufficient due to the fact that they largely ignore the school climate and related learning barriers that impede student motivation and academic engagement.

ASSESSING DATA RELATED TO CLOSING THE ACHIEVEMENT GAP, MIGRANT EDUCATION & SPECIAL EDUCATION

As part of the state's efforts to close the achievement gap, another purpose of this workbook is to assist schools in understanding their data related to race and ethnicity as well as migrant education and special education status. The achievement gap between white students and other ethnic groups as well as between English learners and native English speakers, socioeconomically disadvantaged and non–disadvantaged students, and students with disabilities compared to students without disabilities is a pervasive issue in many, if not all, of California's schools (www.closingtheachievementgap. org). The achievement gap is a fact that California simply cannot afford to accept—morally, economically, or socially.

6   Syvertsen, A. K., Flanagan, C., & Stout, M. D. (2009). Code of silence: Students' perceptions of school climate and willingness to intervene in a peer's dangerous plan. *Journal of Educational Psychology, 101*, 219–232. doi:10.1037/a0013246   PMid:19840228

Welsh, W. N. (2001). Effect of student and school factors on five measures of school disorder. *Justice Quarterly, 18*, 911–948. doi:10.1080/07418820100095131

7   Brand, S., Felner, R., Shim, M., Seitsinger, A., & Dumas, T. (2003). Middle school improvement and reform: Development and validation of a school–level assessment of climate, cultural pluralism, and school safety. *Journal of Educational Psychology, 95*, 570–588. doi:10.1037/0022–0663.95.3.570

Willms, J. D., & Somer, M. (2001). Family, classroom, and school effects on children's educational outcomes in Latin America. *School Effectiveness and School Improvement, 12*, 409–445. doi:10.1076/sesi.12.4.409.3445

8   Beets, M. W., Flay, B. R., Vuchinich, S., Acock, A. C., Li, K., & Allred, C. (2008). School climate and teachers' beliefs and attitudes association with implementation of the Positive Action Program: A diffusion of innovations model. *Prevention Science, 9*, 264–275. doi:10.1007/s11121–008–0100–2 PMid:18780182

Gregory, A., Henry, D. B., & Schoeny, M. E. (2007). School climate and implementation of a preventive intervention. *American Journal of Community Psychology, 40*, 250–260. doi:10.1007/s10464–007–9142–z PMid:17917806

9   Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education, 24,* 1349–1363. doi:10.1016/j.tate.2007.06.005:10.1016/j.tate.2007.06.005

Lee, V., Dedrick, R., & Smith, J. (1991). The effect of social organization of schools on teachers' efficacy and satisfaction. *Sociology of Education, 64*, 190–208. doi:10.2307/2112851

Taylor, D. L., & Tashakkori, A. (1995). Design participation and school climate as predictors of job satisfaction and teachers' sense of efficacy. *Journal of Experimental Education, 63*, 217–230. doi:10.1080/00220973.1995.9943810

Kelly, S. (2004). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *The Journal of Experimental Education, 72*, 195–220. doi:10.3200/JEXE.72.3

Loeb, S., Darling–Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education, 80,* 44–70. doi:10.1207/s15327930pje8003_4

A STRENGTHS-BASED APPROACH/FRAMEWORK

Underlying CDE's approach to school climate improvement is the growing body of research demonstrating the importance of a strength–based or developmental approach. Successful teaching and learning cannot occur unless basic environmental supports and opportunities are in place to create positive school climates that meet the developmental needs of teachers and students. All individuals, both young and old, have basic human needs which include, but are not limited to, the needs for safety, love and belonging, respect, power, challenge and mastery.[10] Research has found that meeting these developmental needs is essential for fostering resilience, the ability for successful adaptation in the face of trauma, adversity, and/or stress.[11] Longitudinal developmental resilience research finds that the presence of three inter–related developmental supports and opportunities (also know as protective factors) together in any single environment—whether school, home, community, or peer group—play a critical role in determining whether these needs are met. The three protective factors are:

1. Providing caring relationships;
2. Communicating high expectation messages; and
3. Providing opportunities for meaningful participation and contribution.[12, 13]

> " Research has shown that students who are engaged in high school ... have greater satisfaction with school, are more likely to pursue higher education, and are less likely to drop out. "

RESILIENCE: IT'S HOW YOU DO WHAT YOU DO

One of the fundamental lessons to be drawn from resilience research is that schools that create environments rich in these three developmental supports are more likely to report higher levels of student engagement, school connectedness, better attendance and performance, and to have lower rates of dropping out, alcohol, and other drug abuse, teen pregnancy, and delinquency than other schools. Michael Rutter, in his classic research into effective schools in high poverty communities, found that "turnaround schools"—schools that were successfully able to narrow the achievement gap for students in high poverty areas were those that created a school climate rich in these three protective factors.[14] Resilience research goes beyond the WHAT and delves into the HOW.

FOCUS ON HOW, NOT WHAT

In many situations, school reform strategies primarily focus on improving academic curriculum, programs, and materials. While such changes are often essential, they are also often not sufficient in themselves. Reform or school improvement efforts, as well as teacher education and practice in general, largely ignore the school climate and the related learning barriers that can impede students' motivation and ability to benefit from any improvements in curriculum, programs, or

10   Maslow, A. (1943). A theory of human motivation. Psychological Review, 50, 370–396.

11   Benard, B. (1991). Fostering resiliency in kids: Protective factors in the family, school and community. Portland, OR: Western Center for Drug–Free Schools and Communities.

12   Benard, B. (2003). Turnaround teachers and schools. In B. Williams (Ed.), Closing the achievement gap (2nd ed.) (pp. 115–137). Alexandria, VA: Association for Supervision and Curriculum Development.

13   Rutter, M. (1979). Protective factors in children's responses to stress and disadvantaged. In M.W. Kent & J. E. Rolf (Eds.), Primary prevention of psychopathology: Social competence in children (pp.49–74). Oxford, UK: Blackwell.

14   Benard, B. (2004). Resiliency: What we have learned. San Francisco, CA: WestEd.

materials.[15] Too often efforts that focus on curriculum, programs, and materials ignore the role of other information that can be simultaneously communicated in the classroom by HOW the teacher teaches rather than WHAT a teacher teaches. Thus, changing curriculum, programs, materials, or specific subject content may improve what is taught in a classroom, but may not alter what is learned.[16] In other words: It's not WHAT you do; it's HOW you do it. Key to improving how we teach is purposefully striving to ensure that teaching provides these three fundamental developmental supports.

AT THE CORE OF THE THEORY

In an educational context, the presence of these three developmental supports in school contribute to creating and sustaining a positive school climate—one that is optimal for fostering resilience. They promote school connectedness and, thus, learning engagement. They mitigate and buffer the negative effect that trauma, stress, and adversities such as poverty, racism, violence, alcohol and drug abuse, and physical and mental illness may have on individuals and their ability and motivation to learn.[17, 18] This, in turn, contributes to the healthy and successful development and emergence of children's and adults' personal developmental competencies and strengths, such as social competence, ability to problem–solve, autonomy (sense of self), and sense of purpose and future. The flow of the theory continues: the enhancement of individual strengths contribute to a reduction in their health risk behaviors and an increase in school connectedness and all aspects of their healthy development and life success—physically, socially, emotionally, cognitively, and morally/spirituality.

This strengths–based developmental theory of change underlies most effective prevention and educational interventions. Continued research supports the application of this theory not only as it relates to young people from high–risk environments but also to all people regardless of age, gender, ethnicity, or geographic setting.[19] It is imperative for our young people's healthy development and school and life success, that schools address school climate by providing educational environments that motivate and engage children and adults in meeting their developmental needs in positive ways.

To guide the development of a strength–based, developmentally supportive, school climate this guidebook includes worksheets for examining specific indicators of caring relationships, high expectations, and meaningful participation. In addition, listed in Appendix 3 are strategies that can be implemented that will promote these supports. Users should also refer to the discussion of the developmental supports in the Cal–SCHLS School Climate Content Guide and the Work Works Briefs located on the Cal–SCHLS website (cal–schls.wested.org).

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15   Cohen, J., McCabe, E. M., Mitchelli, N, M., and Pickeral, T. (2009) Teachers College Record Volume 111, Number 1, January 2009, pp. 180–213

16   Yero, J. L. (2002). Teaching in mind: How teacher thinking shapes education. Hamilton, MT: Mindflight Publishing.

17   Benard, B. (2004). Resiliency: What we have learned. San Francisco, CA: WestEd.

18   Werner, E., & Smith, R. (2001). Journey from childhood to midlife: Risk, resilience, and recovery. Ithaca, NY: Cornell University Press.

19   Masten, A. & Coatsworth, D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. American Psychologist, 53, 205–220.

CLOSING THE ACHIEVEMENT GAP

In February 2007, State Superintendent of Public Instruction announced that the California Department of Education (CDE) would lead an effort to identify ways the state can better assist counties, districts, and schools in their efforts to close the state's persistent, troubling achievement gap. While the U.S. Department of Education describes the achievement gap as the difference in academic performance between different ethnic groups, the CDE defines it as the disparity between white students and other ethnic groups, between English learners and native English speakers, between socioeconomically disadvantaged and non–disadvantaged, and between students with disabilities as compared to students without disabilities. CDE recognizes and values the role of a positive school climate in closing the achievement gap.

> **School climate research has identified high–achieving schools located in the most racially segregated and economically depressed urban areas that managed to "beat the odds"…**

A school's culture and climate need to reflect and be responsive to the diverse racial, cultural backgrounds, and needs of its student and teacher populations. Research has shown that a caring, engaging, and protective school environment is beneficial socially, emotionally, and academically.[20,21,22] There is still much improvement that can be made in schools to enhance school climate. Students and teachers, whether because of color, race, ethnicity, or physical or mental challenges, often feel alienated from the norms and behaviors of the school culture or put off by teaching and learning practices that "do not reflect my background and where I come from." To communicate and do an effective job of teaching so learning can be maximized for students, California's educators need to have a cultural understanding of themselves, the students they teach, and the communities that house them.

As part of this initiative, the California P–16 Council was charged to provide recommendations on what the State can do differently to assist local education agencies in closing the achievement gap. The P–16 Council identified and recommended that "School Culture and Climate" be an area of focus in addressing the achievement gap. This recommendation was based on the understanding that a school's culture and climate, and ultimately a student's learning and a teacher's teaching, occurs within the context of the values, beliefs, and rituals of the school, community, and larger society. With respect to culture and climate, the P–16 Council specifically recommended that schools and districts conduct a climate survey.

In response, in the 2008/09 school year, new questions specifically about cultural climate were added to the CHKS and CSCS in an effort to collect data that: (1) contribute to a deeper understanding of the educational experience of underperforming students; (2) inform continuous improvement of teaching, leadership, and organizational practices; and (3) lead to new insights, awareness, and future actions that ultimately extend policies and practices that work for all and/or eliminate those that disaffect certain groups. Ten CTAG questions were added to the CHKS in a supplementary module that districts can elect to adopt this module as an option. The most relevant were then added to the supplementary CHKS School Climate Module developed for CDE's Safe and Supportive Schools grant. As schools engage with their CHKS and CSCS data they will garner a better understanding of the current environment in their school and identify areas where they can focus to provide or sustain the developmental supports and opportunities all students and staff need to create a school climate that promotes achievement and fosters educational success for all.

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20   Benard, B. (2004). *Resiliency: What we have learned*. San Francisco, CA: WestEd.

21   Cohen, J., McCabe, E. M., Mitchelli, N, M., and Pickeral, T. (2009) *Teachers College Record Volume 111*, Number 1, January 2009, pp. 180–213

22   Rutter, M. (1979). Protective factors in children's responses to stress and disadvantaged. In M.W. Kent & J. E. Rolf (Eds.), *Primary prevention of psychopathology: Social competence in children* (pp.49–74). Oxford, UK: Blackwell.

To begin that process, school personnel who are directly responsible for student achievement need to: 1) review and analyze the data, and 2) plan and hold strategic meetings so that all teachers can engage in data–driven conversations regarding teaching and learning conditions that support student achievement. Moving from data collection to strategic action is contingent upon schools having access to meaningful support and committing to a sustained reform effort.

THE THREE AREAS OF FOCUS RELATED TO CTAG

CDE has identified three areas of focus related to closing the achievement gap in the context of school climate: 1) Equity of Expectations and Support; 2) Race: Equity and Respect; 3) Cultural Relevance: Education and Curriculum. The CHKS and CSCS have measures for all three.

1. **EQUITY OF EXPECTATIONS AND SUPPORT**—Students who report caring and supportive interpersonal relationships in school have more positive academic attitudes and values, are more satisfied with school, attend school more frequently, learn more, and report that they are more engaged in academic work. Conveying positive high expectations and strong support messages in a classroom and school environment occurs at several levels. The most obvious and powerful is at the *belief* level, where the teacher and other school staff communicate the message that the student has everything he or she needs to be successful. Through relationships that convey this deep belief, students can learn to believe in themselves and in their futures.

2. **RACE: EQUITY AND RESPECT**—In a study of an economically diverse sample of middle school African–American adolescents, Wong, Eccles, & Sameroff found that students who experienced racial discrimination from teachers or peers showed declines in grades and academic self–concepts and made more friends who were not interested in school and displayed problem behaviors.[23] Conversely, a school that actively promotes respect and encourages its students to value education and learn, often report that students across the board are more engaged in academic work. Smith lists lack of respect and acceptance for diversity, low expectations, and poor teacher/student relationships as school factors that affect achievement of children of color.[24]

3. **CULTURAL RELEVANCE: EDUCATION AND CURRICULUM**—School success is enhanced when students feel connected to school and are engaged in their learning. Unfortunately there are too many students in school who do not feel connected or engaged in their schools because the curriculum that they are exposed to has little or no relevance in their lives. To increase student engagement and participation in schools for students from culturally, linguistically and ethnically diverse backgrounds, teachers should: 1) examine the linguistic and cultural assumptions underlying the curriculum, activities, and instructional strategies; 2) consider cultural and educational backgrounds and approaches to learning when trying to understand and explain student behavior; and 3) attempt to learn more about ways that other cultures structure their children's educational experiences and explore ways that languages and cultures are similar and different.

   To compare your data across ethnicities, please read the directions in How to Use this Workbook on page 17.

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23   Wong, C.A., Eccles, S., and Sameroff, A. (2003). The influence of ethnic discrimination and ethnic identification on African American adolescents' school and socioemotional adjustment. *Journal of Personality, 71*(6): 1197–1232.

24   Smith,C. (2005). School factors that contribute to the underachievement of students of color and what culturally competent school leaders can do. *Educational Leadership and Administration 17*, 21–33.

SELECTED WEBSITES

Closing the Achievement Gap—Achieving Success for All Students The website is part of the California Department of Education's statewide initiative to close the achievement gap by supporting the work of policymakers, educators, and communities.
www.closingtheachievementgap.org

Concerned Black Men National Organization Concerned Black Men's vision was to fill the void of positive black male role models in many communities by providing mentors and programs that affirmed the care and discipline that all youth need, while providing opportunities for academic and career enrichment.
www.cbmnational.org/resources/resources

Disproportionality in CA Public Schools A series of web pages related to disproportionate representation of students, by race and ethnicity, receiving special education services available on the California Department of Education, Special Education Division web site. These web pages organize information and resources for local education agencies (LEAs).
www.cde.ca.gov/sp/se/qa/disproportionality.asp

The Institute for Research and Reform in Education (IRRE) The Institute for Research and Reform in Education (IRRE) partners with districts and schools to help all students develop the academic strengths they need for good jobs and post–secondary education.
www.irre.org

National Education Association (NEA) NEA advocates for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.
www.nea.org/home/AchievementGaps.html

National Education Association Foundation The NEA Foundation, through the unique strength of its partnership with educators, advances student achievement by investing in public education that will prepare each of America's children to learn and thrive in a rapidly changing world.
www.neafoundation.org/closingthegap_resources.htm

National Governor's Association (NGA) National Governors Association is a bipartisan organization of the nation's governors that promotes visionary state leadership, shares best practices and speaks with a unified voice on national policy.
www.subnet.nga.org/educlear/achievement/index.html

The Vanderbilt Achievement Gap Project Of the Vanderbilt Achievement Gap Project's many planned endeavors, two are already underway: a monthly lecture series highlighting both research and practice, and a summer institute for young black males.
www.peabody.vanderbilt.edu/x7557.xml

ADDRESSING NEEDS OF MIGRANT EDUCATION STUDENTS

The California Department of Education's 2007 California Migrant Education Program Comprehensive Needs Assessment (CNA) stressed the importance of having better data on the needs of migrant students related to health and learning readiness and engagement. The data available identified several indicators of engagement and health in which migrant youth appear to be in greater need of services than students statewide. As a result, health and engagement indicators are being included in the new state plan for the Migrant Education Program.

ENGAGEMENT

To better understand the experiences of migrant high school students, the High School Work Group from the CNA, hypothesized that migrant students who are not engaged in school would experience lower satisfaction with school than would the general student population. The workgroup expressed the concern as follows: "Migrant high school students who are not engaged in their high school community do not graduate."

The CNA recommended two areas of interest regarding Engagement in the School Community

1. Assist schools in integrating migrant students into the general student population by encouraging participation in clubs, organizations, and athletics, including providing financial support for materials and equipment.

2. Facilitate parent–teacher interaction and teacher professional development that focus on the needs of migrant students and the importance of their participation in the school community.

HEALTH

The CNA also highlighted the unmet health (mental and physical) of many migrant education students. Migrant students' unmet health needs become more prominent as students get older because they are ineligible for health services and increased self–reliance is expected of older students. Also present in many adolescents is the need for psychosocial support and counseling, including suicide prevention and intervention. Migrant students have unmet health needs that interfere with their academic success, such as psychosocial and chronic health conditions.

In particular the CNA recommended compiling results aimed at the following:

1. Determining the percentage of migrant students reporting unmet health needs on the CHKS.

2. Determining the percentage of migrant students reporting unmet psychosocial needs on the CHKS.

MIGRANT REPORTS

In order to better identify the needs of migrant students, questions were added to the CHKS and CSCS to identify migrant students and migrant education program staff. On the CHKS, obtaining accurate student self–reports of MEP status posed challenges. The final question asks secondary students: "In the past three years, have you been part of the Migrant Education Program or did your family move to find work in agriculture." The survey also asks students whether they

live in migrant housing, as part of a general living–arrangements question.[25] On the CSCS, staff are asked to identify whether they have responsibilities for "migrant education" (in addition to identifying the specific roles they perform in the school, such as teacher, administrator, counselor etc.). Schools that have sufficient number of students and staff who respond positively to these questions receive reports that compare their CHKS and CSCS results by students/staff who are "migrant program connected" compared to all other students and staff (non–migrant).

For districts that receive these reports, this workbook can be used to help identify the needs of schools with high migrant populations by using the columns to compare the results between the migrant staff/students and others in these reports. The worksheets can be modified to compare student and staff data based on migrant status or your can use the specially designed template in Appendix 1.

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25   Prior to adding this question, use of the CHKS data to assess the needs of migrant students had to rely on a "migrant–like" construct. The 2007 state needs assessment had to use data from three questions: selecting students who reported themselves as Hispanic, had moved more than once in the past 12 months, and attended a high school with a high migrant population. The new question does not totally eliminate the "migrant–like" nature of student self–identification, but it provides the most accurate data possible at this time. The 2007 Needs Assessment observed that lack of migrant–youth identifiers limited the value of many datasets in California.

ADDRESSING NEEDS OF MIGRANT EDUCATION STUDENTS
ADDITIONAL SELECTED RESOURCES & WEBSITES

SELECTED RESOURCES

Comprehensive Needs Assessment Report This report examines the most pressing academic needs of migrant students. The study is organized according to several critical areas of concern including pre–school, reading, mathematics, high school graduation, and out–of–school youth.
www.cde.ca.gov/sp/me/mt/cnareport.asp

SELECTED WEBSITES

The Migrant Student Information Network (MSIN) Intranet The MSIN is an Intranet site for exclusive use by migrant staff. It requires a password to log on and provides information like an electronic file cabinet to statewide migrant education staff regarding program requirements and documents within the California Migrant Education Program.
www.msin.webexone.com

California Department of Education—Migrant Education Provides information and background on the migrant education program in California; includes migrant education forms and a directory of offices providing services.
www.cde.ca.gov/sp/me/mt

California Migrant Education Program The Migrant Education Portal was created to support the development and delivery of high–quality, sustainable, video–enhanced professional development resources. The portal supports Migrant Education programs and services with access to content–based resources in addition to communications, resource sharing, and program management tools.
www.calmigranted.org

US Department of Education—Migrant Education The mission of the Office of Migrant Education (OME) is to provide excellent leadership, technical assistance, and financial support to improve the educational opportunities and academic success of migrant children, youth, agricultural workers and fishers, and their families.
www.ed.gov/about/offices/list/oese/ome/index.html

Cesar E. Chavez Foundation The Foundation has been engaged in effective, high quality programming based on the belief that by applying Cesar's vital legacy and universal values, we can uplift and empower our most disadvantaged communities to address their own needs and concerns.
www.cesarechavez.org

UCLA Statewide Migrant Student Leadership Institute The UCLA Student Leadership Institute provides tenth and eleventh grade migrant students the opportunity to participate in a rigorous, five–week, residential, academic program emphasizing leadership. In addition, the students receive information on college admission requirements and financial assistance. www.centerk.gseis.ucla.edu/msli.htm

Mini–Corps Program The Mini–Corps Program provides tutoring to migratory students to give them the academic and social support they need to succeed in their course work and stay in school. The tutors come from a migrant family background and are full–time college students who are pursuing teaching credentials.
www.bcoe.butte.k12.ca.us/minicorps

ESCORT Eastern Stream Center on Resources and Training provides professional development and technical assistance to ensure success for all students. Eastern Stream staff have expertise in teaching strategies for students from at–risk environments, such as migrant youth, low–performing readers, English language learners, and students with disabilities.
www.escort.org/

The Migrant Student Information Exchange (MSIX) This site allows States to share educational and health information on migrant children who travel from State to State and who as a result, have student records in multiple States' information systems.

https://msix.ed.gov/

Migrant Health Promotion This site builds on community strengths to improve health in farmworker and border communities. Their programs provide peer health education, increase access to health resources and bring community members together with health providers, employers and policymakers to create positive changes.

www.migranthealth.org

National Alliance for Migrant Health This organization's goal is to improve health for all by using the Hispanic experience as a way to design a better system for health prevention and care. Activities include: consumer and provider education, community programs, technology resources, help lines, teen theatre, policy development, advocacy, and research.

www.hispanichealth.org

Federal Migrant Education Resource Center The MERC Web site provides migrant educators with resources and information to create a community of practitioners for the tasks of program administration and implementation.

www.mercweb.org

Several worksheets specifically aid in reviewing staff data around special education–related topics. Recent amendments to the Individuals with Disabilities Education Act (IDEA) were designed to ensure that services to students with disabilities provide "a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living."[26] The amendments were designed to align with the No Child Left Behind Act (NCLB) which focuses on accountability and use of evidence–based practices for all students.[27] Other key provisions of IDEA also require that all children be served by staff who are highly qualified and that local education agencies demonstrate ability to recruit, hire, train, and retain highly qualified special education teachers.

In 2007 California implemented a renewed Strategic Action Plan which was broadly aimed at examining practices related to teacher recruitment, training, and retention of teachers in special education and focus was placed on recent data–gathering efforts related to: a) school climate, b) administrative support, and c) working conditions. One pivotal study published by Futernick, *A Possible Dream: Retaining California Teachers So All Students Learn*, focused on retention of teachers in California schools.[28] Futernick's research suggested a number of factors negatively impact teaching and learning conditions for students with Individualized Education Programs (IEPs). These issues were especially notable with regard to students served in inner cities with highly diverse student populations and those in high poverty areas. Many teachers reported that they initially entered the field of education because they dreamed of "making a difference" however, many ended up leaving due to the realities of a workplace where conditions did not support their dream.

> **Specific IDEA regulations require states to assure that LEAs "take measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education and related services."**

DIVERSITY, HIGHLY QUALIFIED PERSONNEL & SUSTAINED REFORM

Specific IDEA regulations require states to assure that LEAs "take measurable steps to recruit, hire, train and retain highly qualified personnel to provide special education and related services." To demonstrate the standard of "measurable steps," personnel who are directly responsible for implementing programs and services need to review and analyze the data. Next, strategic meetings with key players need to be planned so that all vested parties can engage in data–driven conversations regarding working conditions and coordinated school planning and improvement efforts. Moving from data collection to strategic action is contingent upon schools having access to meaningful support and committing to a sustained reform effort.

CSCS SPECIAL EDUCATION SUPPORT MODULE

To provide data to guide improvements in special education programs and services, a Special Education Supports Module (SESM) was included at the end of the main CSCS survey containing twenty–four questions. This module is designed for staff who have responsibilities for teaching or providing related support services to students with IEPs. The first four items deal with demographic information related to educational and credentialing levels of the respondents. Futernick's research study suggested that many special education teachers enter the profession under–qualified and many who are qualified leave the field prematurely. Additionally the survey asks respondents to characterize the primary service setting

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26   Individuals with Disabilities Education Improvement Act of 2004, PL 108–446, U.S.C.

27   No Child Left Behind Act of 2001, PL107–110, U.S.C.

28   Futernick, K. (2007). *A possible dream: Retaining California's teachers so all students learn*. Sacramento: California State University.

in which they serve students with IEPs.

The remaining twenty questions are based on Futernick's research categories. While noting that many of the factors related to retention for teachers in general and special education are the same, there are specific school conditions that are uniquely problematic for teachers of special education. Specifically, he noted that inadequate system supports, bureaucratic impediments, lack of collegial supports, and inadequate compensation are critical to teachers of students in special education programs.

» Inadequate system supports—lack of adequate district support or mentorship, lack of planning and collaboration time, inadequate teaching materials, inadequate working space, poor paraprofessional supports, inadequate in–service training opportunities

» Bureaucratic impediments—excessive paperwork, unnecessary meetings, multiple disruptions during instructional time, lack of access to technology or other resources

» Inadequate or dysfunctional collegial supports—lack of a shared vision and shared responsibility for inclusive services, adversarial parent/family interactions, lack of expectations and skills for collaborative practice

» Inadequate compensation—low pay, extra time demands, additional credentialing requirements

Futernick made recommendations that ongoing local data collection strategies be instituted and that information collected be used to address retention strategies. Further he offered general recommendations to:

» reduce unnecessary burdens imposed by IEPs and related paperwork,

» cultivate better collegial supports for special educators, and

» expand programs that support novice special educators.

The SESM is designed to provide data to guide efforts to implement these recommendations. The Special Education Section of this workbook contains worksheets for key questions on the SESM. Based on staff self report of having responsibilities for providing services to students in special education (IEPs), all districts that administer the CSCS receive a supplemental report in which the staff survey results are disaggregated between special ed and general ed staff. All the worksheets that have questions from the staff survey can be used to help identify key differences between these two groups.

DISPROPORTIONALITY

Despite years of efforts to combat it, the trend toward overrepresentation of students of color identified to receive special education services in the United States, and California in particular, continues. The California Department of Education (CDE) issues a list of districts with data suggesting that minority youth are disproportionately represented in their special education programs, and requires that these districts undergo a special self–review of policies, procedures and practices.

Part of the self–review process requires that Local Education Agencies (LEAs) determine what issues are leading to disproportionate representation. The data from the California School Climate Survey (CSCS) and the Special Education Supports Module (SESM) can assist a district in identifying some of the key underlying issues. In addition, the SESM can aid a district in selecting key data points to inform their corrective action plans.

ADDRESSING THE NEEDS OF SPECIAL EDUCATION STUDENTS
ADDITIONAL SELECTED RESOURCES & WEBSITES

SELECTED RESOURCES

Brown, D., Pryzwansky, W.B., & Schulte, A.C. (2001). *Psychological consultation: Introduction to theory and practice*. Boston: Allyn & Bacon.

Chen, D., McLean, M., Corso, R., & Bruns, D. (2001). *Working together in EI: Cultural considerations in helping relationships and service utilization*. (Technical Report No. 11). (electronic version). Champaign–Urbana, IL: Culturally and Linguistically Appropriate Services for Early Childhood Research (CLAS) Institute.

Churchill, L.R., Mulholland, R., & Cepello, M. (2008). *A Practical Guide for Special Education Professionals*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Cipani, E. (2004). *Classroom management for all teachers: Twelve plans for evidence–based practice*. Reston, VA: Council for Exceptional Children.

Dettemer,P., Thurston, L. & Dyck, N. (2005). *Consultation, collaboration, and teamwork for students with special needs*. Boston: Pearson Education Inc.

Friend, M. & Cook, L. (2003). *Interactions: Collaboration skills for school professionals*. Boston: Allyn and Bacon.

Johns. B.H., Crowley, E.P., & Guetzloe, E. (2002). *Effective curriculum for students with emotional and behavioral disorders*. Denver, CO: Love Publishing Company.

Jones, V.F., & Jones, L.S. (2001). *Comprehensive classroom management: Creating communities of support and solving problems*. Boston: Allyn & Bacon.

Kampwirth, T. (2003). *Collaborative consultation in the schools: Effective practices for students with learning and behavior problems*. Columbus, OH: Merrill Prentice Hall.

Turnbull, E., Rothstein–Fisch, C., Greenfiled, P.S., & Wuiroz, B. (2001). *Bridging cultures between home and school: A guide for teachers*. Mahwah, NJ: Erlbaum.

SELECTED WEBSITES

ADD–Attention Deficit Disorder Website is a resource site on ADD/ADHD
www.add.about.com/health/add/library/weekly/aa012598.htm

California Association of Resource Specialists Plus This site is the CA State Resource Specialist Plus (CARS+) organization site. The organization's sole purpose is to represent the unique needs of resource specialists and other special education teachers (for writing IEP goals and objectives to standards).
www.carsplus.org

Collaborative Teaching: Special Education for Inclusive Classrooms This site presents an online textbook that discusses topics of collaboration between general and special education teachers.
www.parrotpublishing.com

Council for Exceptional Children (CEC) This site provides links to ERIC digests, related Internet resources and discussion groups on the topic of how general and special education teachers can work together efficiently.
www.cec.sped.org

Inclusion: School as a Caring Community This site presents specific scenarios that describe how special needs students are included in general education classes and how their teachers work together to provide for the educational needs of all students.
www.ualberta.ca/~jpdasddc/inclusion/schoolcaring/intro.htm

IDEA 2004 (PL 108–446)
www.copyright.gov/legislation/pl108–446.html#306

Individual Education Planning: A Handbook for Developing and Implementing IEPs This website expands on the information provided in the document, Individual Education Planning: A Handbook for Developing and Implementing IEPs.
www.edu.gov.mb.ca/metks4/instruct/specedu/iep/index.html

LD Online Seven habits of highly effective IEP teams
www.ldonline.org/ld_indepth/iep/seven_habits.html

National Association of State Directors of Special Education Web Site on IDEA
www.aph.org/advisory/nasdse.html

National Association of School Psychologists This site provides information on public policy and legislative issues.
www.nasponline.org/advocacy/index.aspx

National Association of State Directors of Special Education This site provides information on implementing the Response to Intervention model.
www.nasdse.org

National Center for the Dissemination of Disability Research This site performs research, technical assistance and demonstration activities focusing on the dissemination and utilization of disability research.
www.ncddr.org

National Information Center for Children and Youth with Disabilities (NICHCY) This site is a central source of information on disabilities, IDEA, NCLB, and research–based information on effective educational practices.
www.nichcy.org

National Resource Center for Paraprofessionals This site provides links, articles, and a bibliography on training and managing paraprofessionals.
www.nrcpara.org

Roles for Education Paraprofessionals in Effective Schools This site describes elements of good professional practice, clear definitions of roles and responsibilities of paraprofessionals, on–going professional development, and profiles of effective programs.
www.ed.gov/pubs/Paraprofessionals

U.S. Department of Health and Human Services Trends in Foster Care and Adoption FY 2002 – FY 2007 (2008)
www.acf.hhs.gov/programs/cb/stats_research/afcars/trends.htm

WestEd—A Promising Alternative for Identifying Students With Learning Disabilities, San Francisco This site provides information for an alternative way to identify students with learning disabilities.
www.wested.org/cs/we/view/feat/48

Wrights Law This site provides reliable information about special education law and advocacy for children with disabilities.
www.wrightslaw.com

HOW TO USE THIS WORKBOOK

GETTING STARTED

To use this Workbook, you will need to locate your Cal–SCHL survey reports: 1) the California Healthy Kids Survey (CHKS) Main Report; and 2) the California School Climate Survey (CSCS) Main Report. All districts that administer the surveys receive Main Reports for these two surveys. Both of these reports are publicly available on www.chks.wested.org or http://dq.cde.ca.gov/dataquest. For school level reports, contact your district office or your school administrator.

In addition, some districts may have elected to administer the California School Parent Survey (CSPS). If your district or school has given the CSPS, you will need to locate the CSPS Main Report. For CSPS reports, contact your district office or your school administrator.

Finally, all districts receive CSCS reports disaggregating the results for staff with special education responsibilities compared with others. If you intend to use the Special Education section of this Workbook please locate your CSCS Main Report: Special Education. Those districts with sufficiently high numbers of student and staff respondents indicating their involvement with Migrant Education will receive CHKS and CSCS reports disaggregating data based on migrant status. If you intend to compare results between Migrant and Non–Migrant education respondents you will need to locate the CHKS Main Report: Migrant Education and CSCS Main Report: Migrant Education. The Migrant and Special Education reports are publicly available on www.chks.wested.org or http://dq.cde.ca.gov/dataquest. Many districts and schools also receive or request supplementary reports that disaggregate their results by subgroups (e.g., race/ethnicity; males vs. females) so that they can compare across groups. If you intend to look at your data across race/ethnicity you will need to locate the CHKS Main Report: Ethnicity and CSCS Main Report: Ethnicity. For these reports, contact your district office or your school administrator.

THE STEPS OF USING THIS WORKBOOK

This process for using this Workbook is based on the concepts of cognitive dissonance and constructivist learning theory. Human beings often hold contradictory ideas in their minds without realizing it and they often have assumptions or beliefs that they have not consciously articulated. Learning occurs when people identify what they know or believe before they take in new information. Often the new information will contradict their current beliefs creating cognitive dissonance. Learning is the process whereby human beings adjust their understandings to account for the new information. To

DATA CONSIDERATIONS

CHKS Guidebook for the California Healthy Kids Survey part II: Data use and dissemination (2011–12 edition) (chks.wested.org/resources/chks_guidebook_3_datause.pdf) provides a step–by–step action plan for reviewing survey results including data–related issues to take into consideration, especially in determining if the change in results over time is meaningful. Below are some basic considerations to keep in mind when reviewing your data:

- » Small numbers of respondents have greater "margin of error."
- » The data is just one snap–shot of staff responses.
- » The results should be used as a starting point for discussion around certain issues/themes.

Some general things people can look for:

- » Do more respondents agree (strongly agree/agree) than disagree (strongly disagree/disagree)? (e.g. 70% to 30%)
- » Are the responses for a specific group of staff different than the general staff? (e.g. Special education staff 50% strongly agree but only 20% for general education staff.)

For more in–depth training, the Cal–SCHLS technical assistance centers offer a free data use workshop.

that end, this workbook is organized around helping people identify their current beliefs or understandings before they examine the data. Steps 1 and 2 have people making predictions about what they think the data will show. Steps 3 and 4 have them compare their predictions with the actual data. Step 5 is to articulate what they learned. What follows is an example of how to work through the process for each question. The examples, like the worksheets that follow, are for examining the student (CHKS) and staff (CSCS) data. To examine parent, ethnicity, migrant education or special education, please refer to the worksheets in the appendices.

STEPS TO USING THIS WORKBOOK

STEP 1–PREDICTION STUDENT: BEFORE you look at your data, think about the students in your school and guess the percentage of their responses to the following questions. Example:

At your school, what percentage of the students in each grade says …

It is very much true/pretty much true that there is a teacher or some other adult who really cares about me.

Then color in the purple (i.e., dark–colored) columns below to represent the percentage you guessed. You are creating a bar graph. Example:
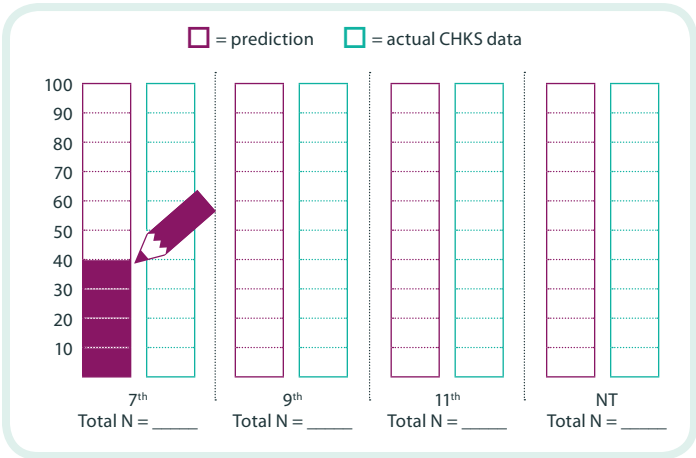
STEP 2–PREDICTION STAFF: BEFORE you look at your data, think about the and staff in your school and guess the percentage of their responses to the following questions. Example:

At your school, what percentage of the staff says …

Nearly all/most teachers really care about all students.

Then color in the purple (i.e., dark–colored) columns below to represent the percentage you guessed. You are creating a bar graph. Example:
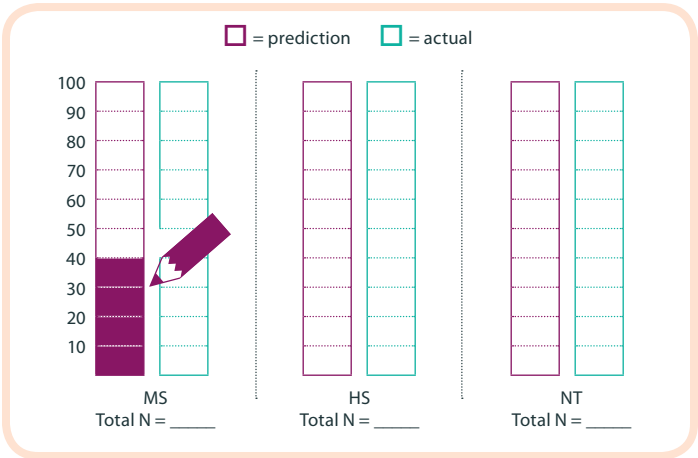
STEPS TO USING THIS WORKBOOK

STEP 3—ACTUAL STUDENT: Locate your CHKS Reports and look at the actual data for that question. Example:

Refer to Table A3.11 in the CHKS Main Report.

Table A3.12
School Protective Factors (Developmental Supports)

At my school, there is a teacher or some other adult…	Grade 7 %	Grade 9 %	Grade 11 %	NT %
who really cares about me (Caring Relationships)				
Not At All True	9	12	8	9
A Little True	25	28	22	29
Pretty Much True	37	38	35	35
Very Much True	29	21	34	27

Then color in the teal (i.e., light–colored) columns with your actual percentage. Example:
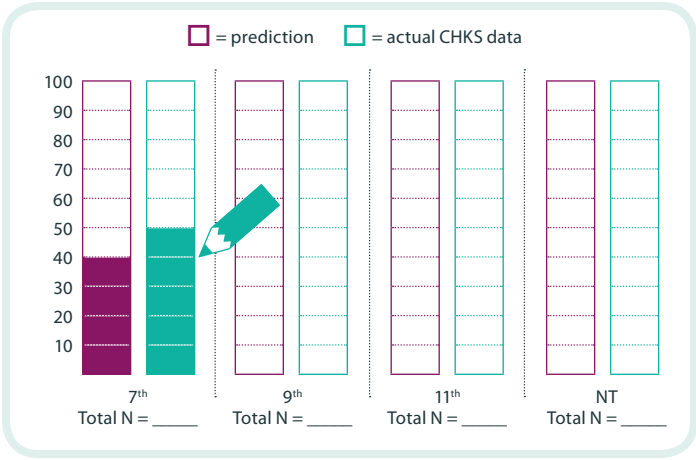
STEP 4—ACTUAL STAFF: Locate your CHKS Reports and look at the actual data for that question. Example:

Refer to Table 3.1 in the CSCS Main Report.

Table 3.1
Adults Really Care About All Students

|	TS %	ES %	MS %	HS %	NT %
Nearly All	63	79	61	41	54
Most	32	19	34	47	46
Some	5	2	5	11	0
Few	0	0	0	1	0
Almost None	0	0	0	0	0

Then color in the teal (i.e., light–colored) columns with your actual percentage. Example:
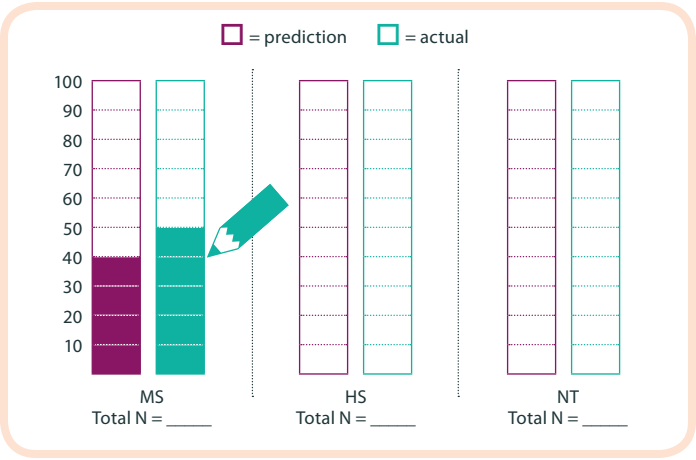
STEP 5—WHAT DID YOU LEARN? Compare your predictions with your data. Compare the student responses with the staff. What did you notice? What did you learn? What are your next steps?

Can you compare these results with results from the parent survey (CSPS)? Would it help to examine your data disaggregated by ethnicity? Do you want to compare the results for Migrant Education students and staff with non-migrant? Should you examine the staff results for Special Education? For additional questions see Appendix 4.

Do you need to create an action plan to strengthen or improve your results? If so, please refer to www.californias3.wested. org for resources on improving your school climate in each of the focus areas.

WORKSHEETS

The worksheets that follow represent three areas: School Climate: Supports and Engagement, School Safety and Substance Use; Respect for Diversity; and Health Related Barriers to Learning.

The questions selected for examination in each of these areas are intended to encapsulate how respondents feel about those areas. These are not the only questions that can be used to examine these four areas. In Appendix 4 there are additional questions, in Appendix 5 there is a crosswalk of similar questions, and in the remaining appendices there are additional blank tables. If you prefer, you can use the tables and list of questions to examine other aspects of your survey results.

Also, please note that the Workbook is organized around predicting and comparing student (CHKS) and staff (CSCS) data. This should be the starting point for your examination, but does not need to be the stopping point. If you have survey results from parent, ethnic, migrant education or special education, reports please refer to the worksheets in the appendices to supplement your data examination.

SCHOOL CLIMATE: SUPPORTS & ENGAGEMENT
CARING RELATIONSHIPS & HIGH EXPECTATIONS

Student
Refer to Table 3.11 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

It is very much true/pretty much true that there is a teacher or some other adult who really cares about me?

☐ = prediction ☐ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

Grade _____   Grade _____   Grade _____   Grade _____

Staff
Refer to Table 3.1 in the CSCS Main Report

At your school, what percentage of the staff says …

Nearly all/most teachers really care about all students?

☐ = prediction ☐ = actual

100
90
80
70
60
50
40
30
20
10

School Level _____   School Level _____   School Level _____

Student
Refer to Table A3.11 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

It is very much true/pretty much true that there is a teacher or some other adult who believes that I will be a success?

☐ = prediction ☐ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

Grade _____   Grade _____   Grade _____   Grade _____

Staff
Refer to Table 3.5 in the CSCS Main Report

At your school, what percentage of the staff says …

Nearly all/most adults believe every student can be a success?
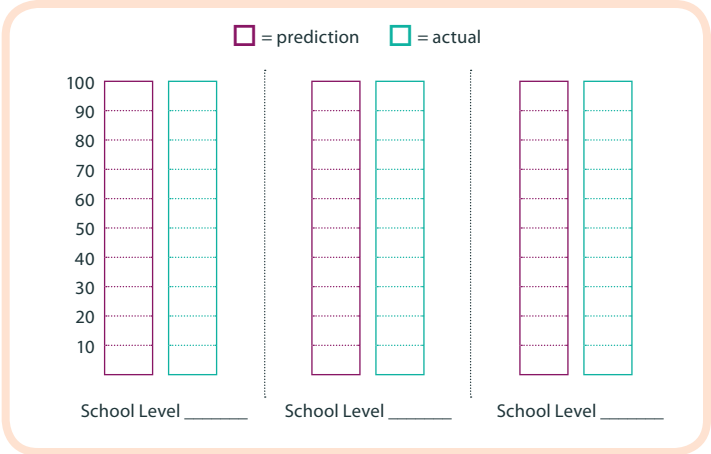
☐ = prediction ☐ = actual

100
90
80
70
60
50
40
30
20
10

School Level _____   School Level _____   School Level _____

For additional and related questions see Appendix 4 and 5 respectively.

SCHOOL CLIMATE: SUPPORTS & ENGAGEMENT
OPPORTUNITIES FOR MEANINGFUL PARTICIPATION

Student
Refer to Table A3.11 in the CHKS Main Report

At your school, what percentage of the
students in each grade says …

*It is very much true/pretty much true that I help
decide things like class rules or activities*

☐ = prediction   ☐ = actual CHKS data

| 100 |
| 90 |
| 80 |
| 70 |
| 60 |
| 50 |
| 40 |
| 30 |
| 20 |
| 10 |

Grade _____   Grade _____   Grade _____   Grade _____
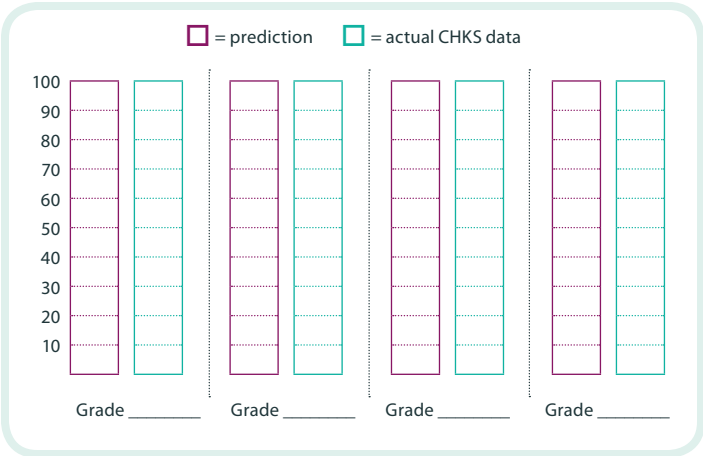
Staff
Refer to Table 3.6 in the CSCS Main Report

At your school, what percentage of the staff …

*Agree/strongly agree that this school
encourages opportunities for students to
decide things like class activities or rules?*

☐ = prediction   ☐ = actual

| 100 |
| 90 |
| 80 |
| 70 |
| 60 |
| 50 |
| 40 |
| 30 |
| 20 |
| 10 |

School Level _____   School Level _____   School Level _____

For additional and related questions see Appendix 4 and 5, respectively.

SCHOOL CLIMATE: SUPPORTS & ENGAGEMENT
CONNECTEDNESS

Student
Refer to Table A3.1 in the CHKS Main Report

At your school, what percentage of the students in each grade …

Scores high on the School Connectedness Scale ?

☐ = prediction   ☐ = actual CHKS data

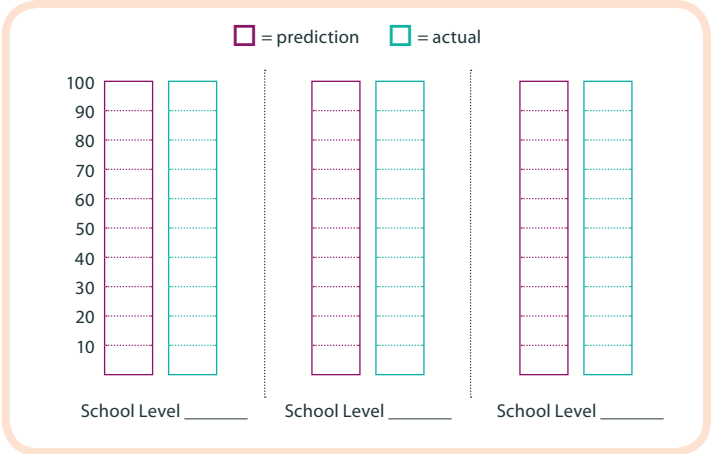|			
100			
90			
80			
70			
60			
50			
40			
30			
20			
10			

Grade _____   Grade _____   Grade _____   Grade _____

Staff
Refer to Table 5.1 in the CSCS Main Report

At your school, what percentage of the staff says …

Nearly all/most students at this school are motivated to learn?
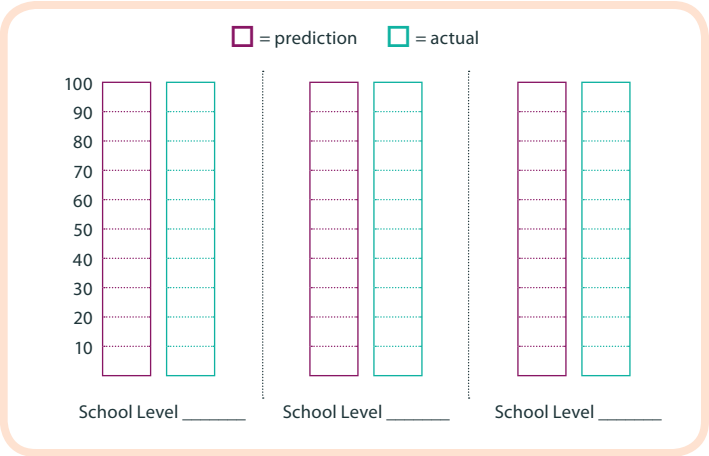
☐ = prediction   ☐ = actual

100		
90		
80		
70		
60		
50		
40		
30		
20		
10		

School Level _____   School Level _____   School Level _____

For additional and related questions see Appendix 4 and 5, respectively.

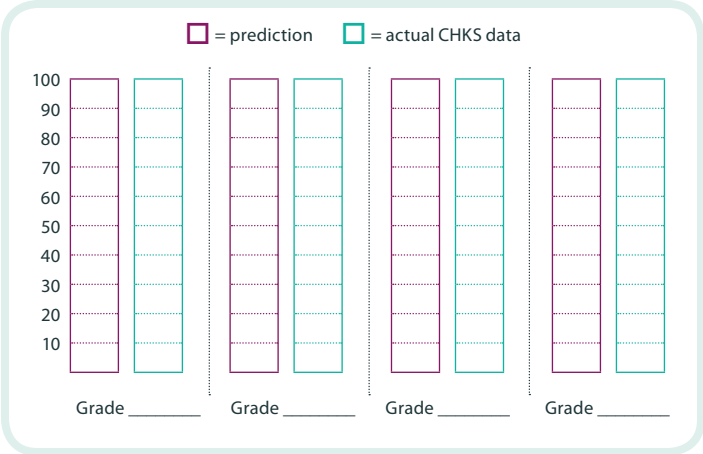# SCHOOL CLIMATE: SCHOOL SAFETY & SUBSTANCE USE
VIOLENCE & SAFETY PERCEPTIONS

Student
Refer to Table A6.2 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

They have been in a physical fight on school property during the past 12 months?

□ = prediction   □ = actual CHKS data

Grade _____   Grade _____   Grade _____   Grade _____

Staff
Refer to Table 6.2 in the CSCS Main Report

At your school, what percentage of the staff says …

Physical fighting between students is a moderate to severe problem at this school?

□ = prediction   □ = actual

School Level _____   School Level _____   School Level _____

Student
Refer to Table A6.10 in the CHKS Main Report

At your school, what percentage of the students in each grade …

Feels very safe/safe when they are at school?

□ = prediction   □ = actual CHKS data
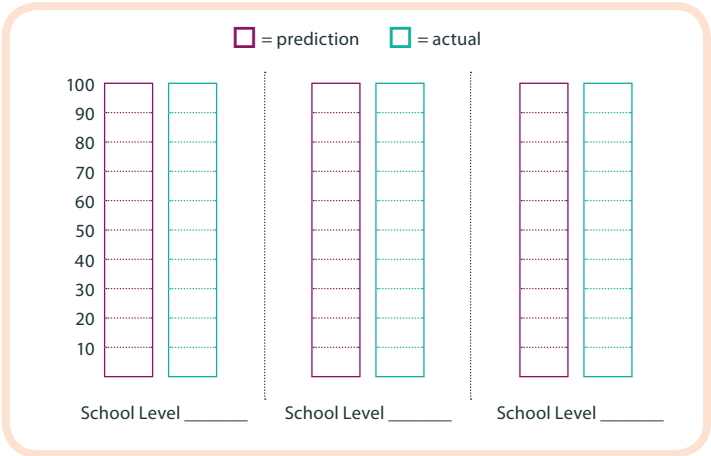
Grade _____   Grade _____   Grade _____   Grade _____

Staff
Refer to Table 2.18 in the CSCS Main Report

At your school, what percentage of the staff …

Agree/strongly agree that the school is a safe place for students?
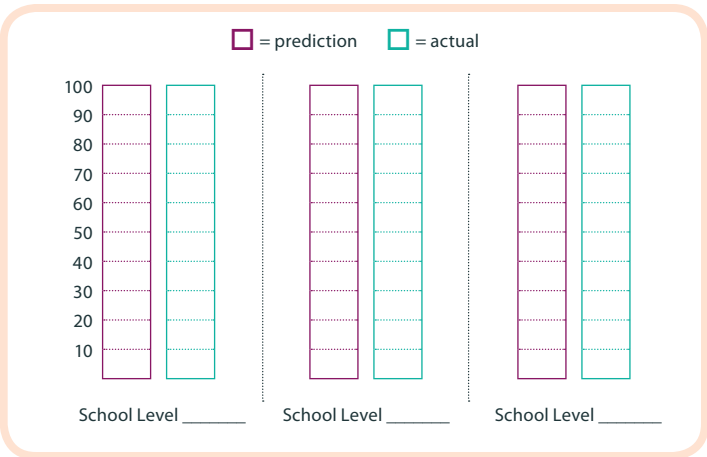
□ = prediction   □ = actual

School Level _____   School Level _____   School Level _____

For additional and related questions see Appendix 4 and 5, respectively.

SCHOOL CLIMATE: SCHOOL SAFETY & SUBSTANCE USE
VICTIMIZATION

Student
Refer to Table A6.7 Any Harassment in the CHKS Main Report

At your school, what percentage of the students in each grade says …

They have been harassed or bullied on school property during the past 12 months?

☐ = prediction   ☐ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

Grade _____   Grade _____   Grade _____   Grade _____
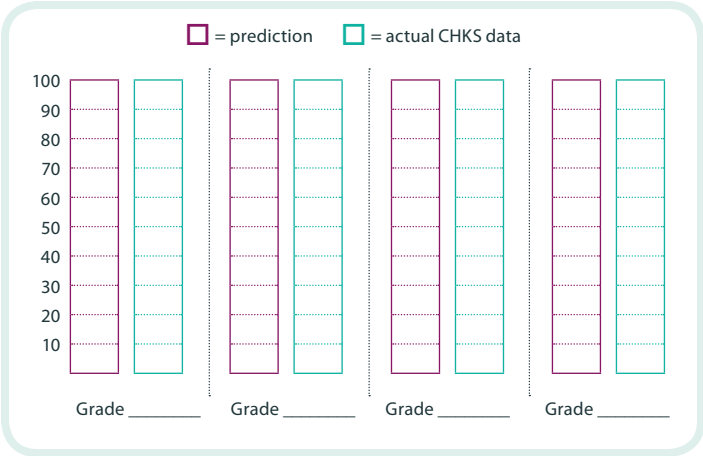
Staff
Refer to Table 6.1 in the CSCS Main Report

At your school, what percentage of the staff says …

Harassment or bullying among students is a moderate to severe problem at this school?

☐ = prediction   ☐ = actual

100
90
80
70
60
50
40
30
20
10

School Level _____   School Level _____   School Level _____
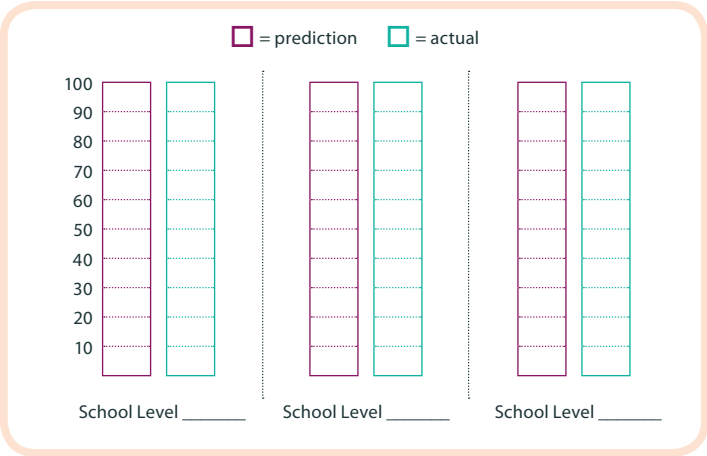
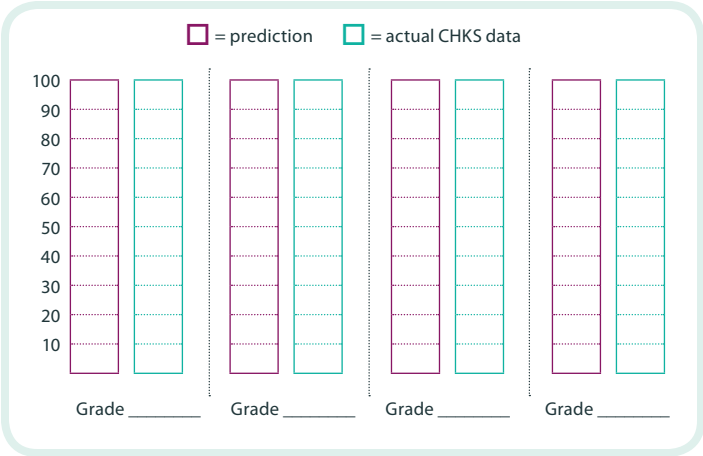### Student
Refer to Table A6.1 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

They have been made fun of because of their looks/way of talking?

☐ = prediction   ☐ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

Grade _____   Grade _____   Grade _____   Grade _____

Staff
Refer to Table 4.2 in the CSCS Main Report

At your school, what percentage of the staff says …

Racial/ethnic conflict among students is a moderate to severe problem at this school?

☐ = prediction   ☐ = actual

100
90
80
70
60
50
40
30
20
10

School Level _____   School Level _____   School Level _____

For additional and related questions see Appendix 4 and 5, respectively.

SCHOOL CLIMATE: SCHOOL SAFETY & SUBSTANCE USE
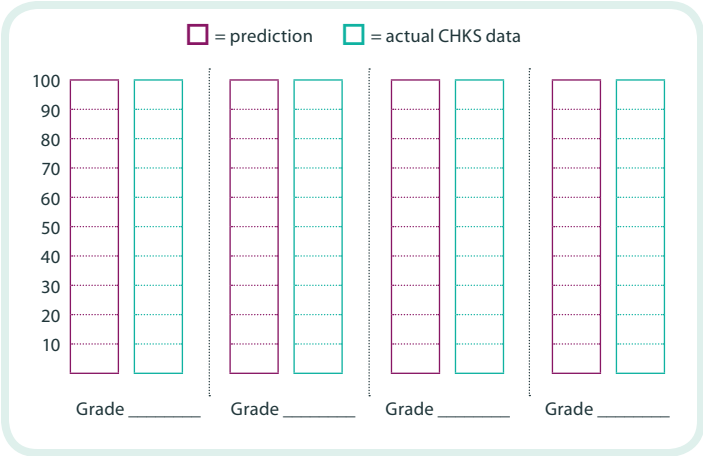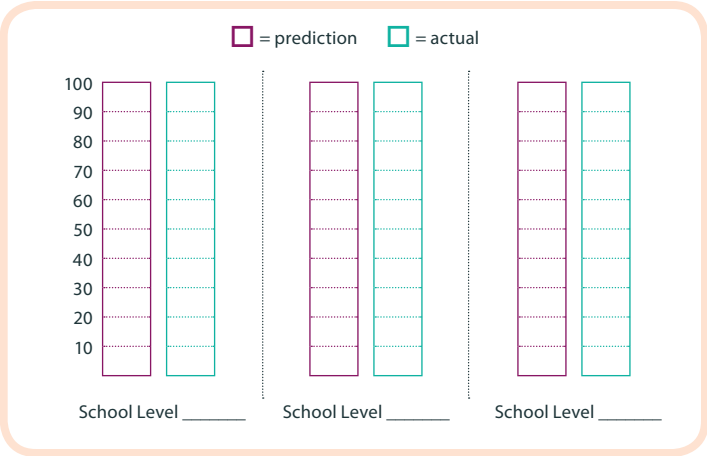## SUBSTANCE USE AT SCHOOL

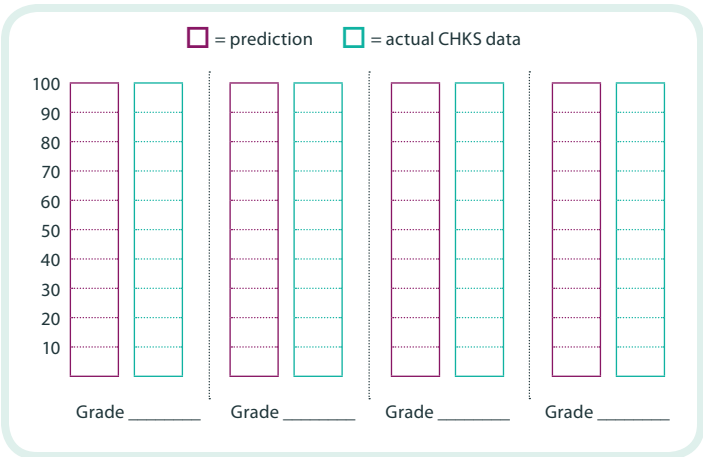### Student
Refer to Table A4.12 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

They have engaged in any alcohol, marijuana, or illegal drug use on school property during the past 30 days?

□ = prediction □ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

Grade _____ Grade _____ Grade _____ Grade _____

Staff
Refer to Table 6.7 in the CSCS Main Report

At your school, what percentage of the staff says …

Alcohol and drug use is a moderate to severe problem at this school?

□ = prediction □ = actual

100
90
80
70
60
50
40
30
20
10

School Level _____ School Level _____ School Level _____

Student
Refer to Table A5.4 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

They smoked cigarettes on school property during the past 30 days?

□ = prediction □ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

Grade _____ Grade _____ Grade _____ Grade _____

Staff
Refer to Table 6.8 in the CSCS Main Report

At your school, what percentage of the staff says …

Tobacco use is a moderate to severe problem at this school?

□ = prediction □ = actual

100
90
80
70
60
50
40
30
20
10

School Level _____ School Level _____ School Level _____
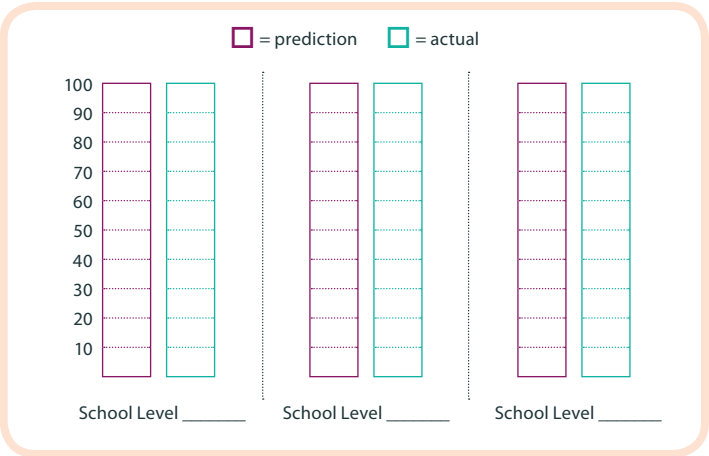
For additional and related questions see Appendix 4 and 5, respectively.

RESPECT FOR DIVERSITY

Student
Refer to Table SC*2 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

Agree/strongly agree that their class lessons include examples of their racial, ethnic, or cultural background?

☐ = prediction   ☐ = actual CHKS data

100 90 80 70 60 50 40 30 20 10

Grade _____   Grade _____   Grade _____   Grade _____
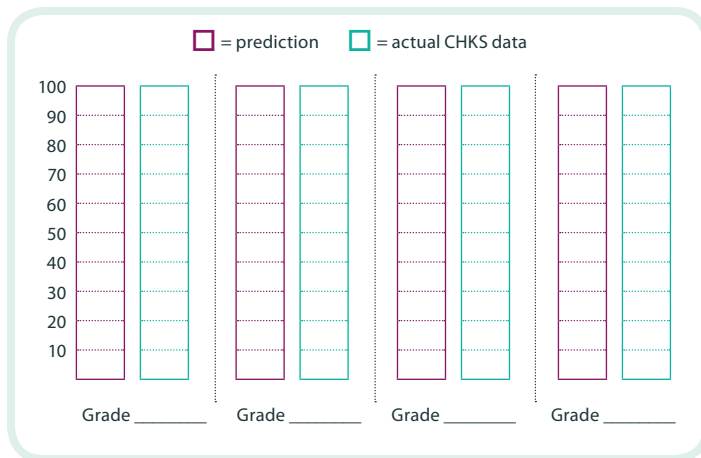
Staff
Refer to Table 4.5 in the CSCS Main Report

At your school, what percentage of the staff says …

Agree/strongly agree that this school emphasizes showing respect for all students' cultural beliefs and practices?

☐ = prediction   ☐ = actual

100 90 80 70 60 50 40 30 20 10

School Level _____   School Level _____   School Level _____

Student
Refer to Table SC*4 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

Agree/strongly agree that there is a lot of tension in this school between different cultures, races, or ethnicities?
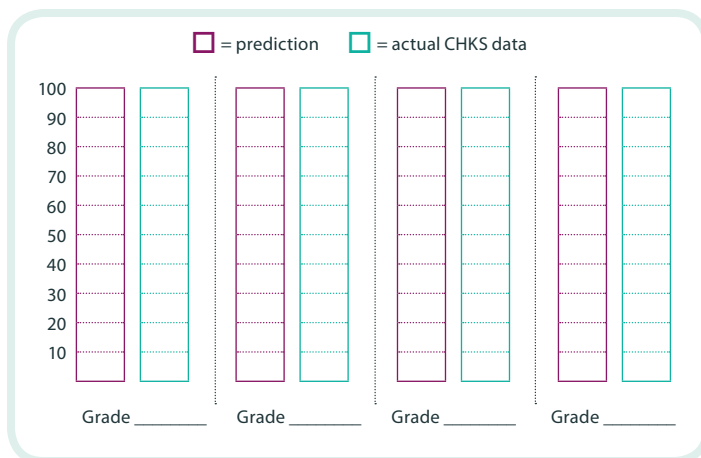
☐ = prediction   ☐ = actual CHKS data

100 90 80 70 60 50 40 30 20 10

Grade _____   Grade _____   Grade _____   Grade _____

Staff
Refer to Table 4.2 in the CSCS Main Report

At your school, what percentage of the staff says …

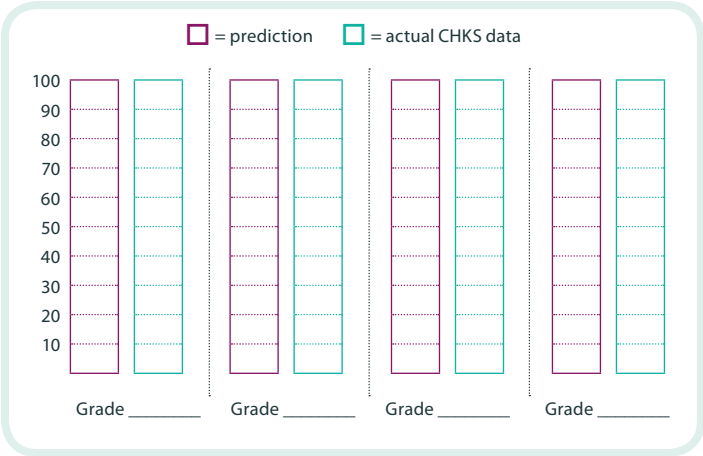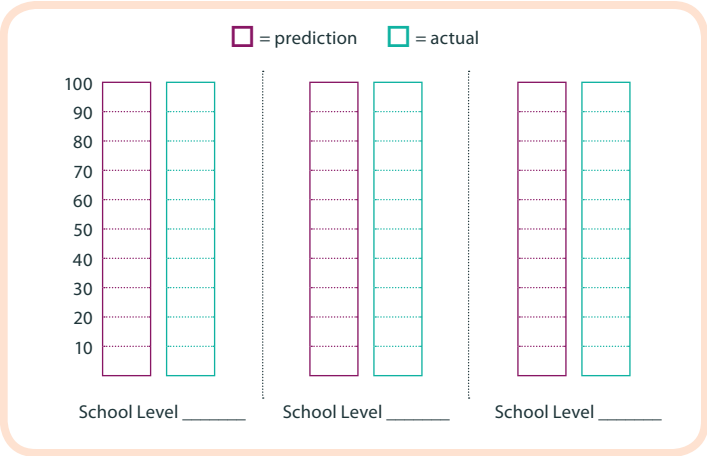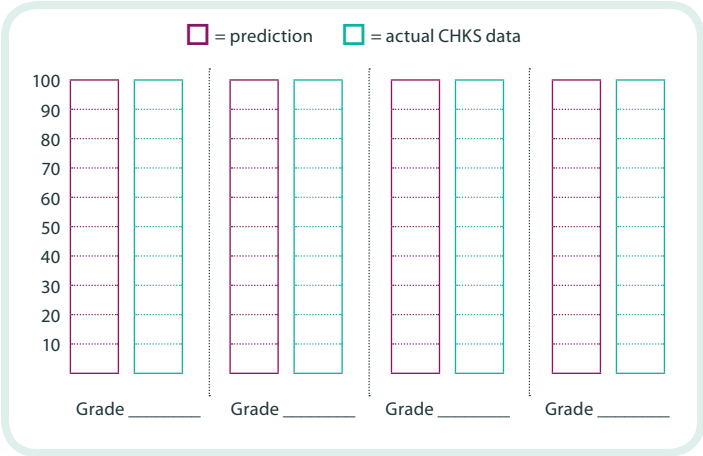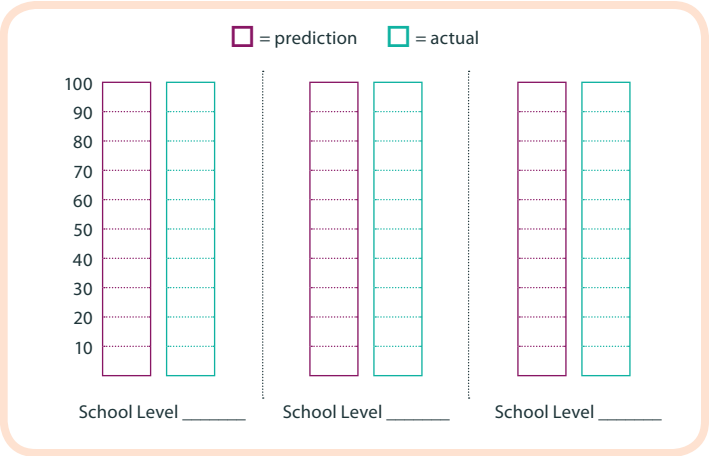*Racial/ethnic conflict among students is a moderate to severe problem at this school?*

☐ = prediction   ☐ = actual

100 90 80 70 60 50 40 30 20 10

School Level _____   School Level _____   School Level _____
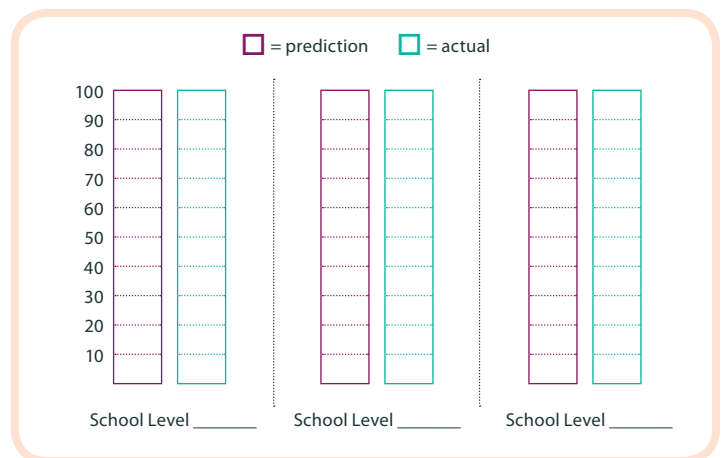
*SC refers to the School Climate Module of the California Healthy Kids Survey. If your district or school did not elect to give this module, you will not be able to reference these tables.

For additional and related questions see Appendix 4 and 5, respectively.
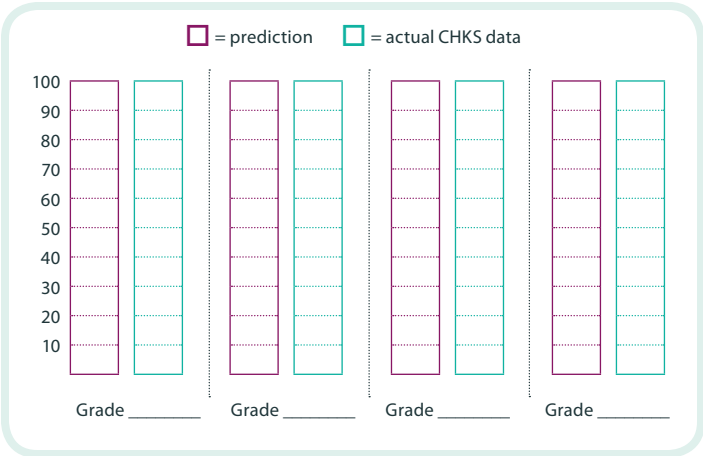
HEALTH RELATED BARRIERS TO LEARNING

Student
Refer to Table A7.2 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

They felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities, during the past 12 months?

□ = prediction □ = actual CHKS data

Grade _____ Grade _____ Grade _____ Grade _____
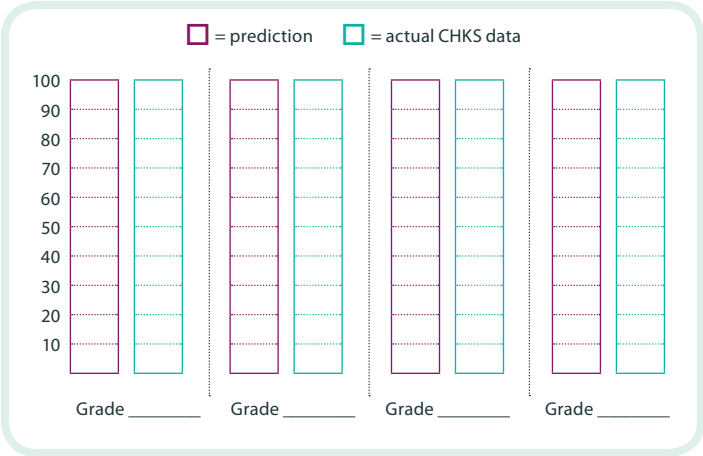
Staff
Refer to Table 5.8 in the CSCS Main Report

At your school, what percentage of the staff says …

Student depression or other mental health problems are a moderate to severe problem?

□ = prediction □ = actual

School Level _____ School Level _____ School Level _____
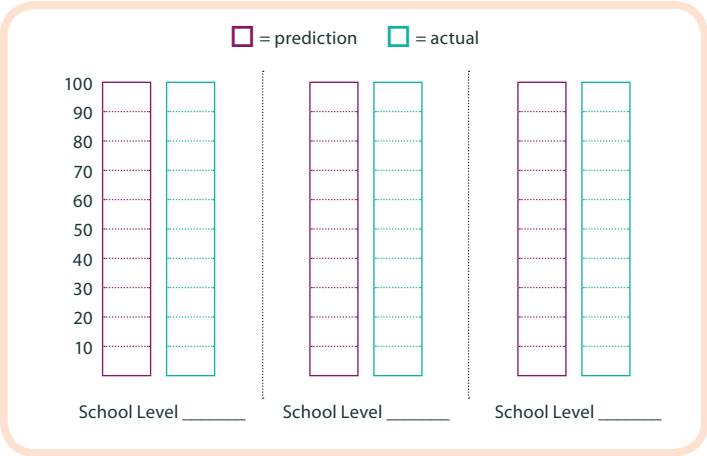
Student
Refer to Table A7.3 in the CHKS Main Report

At your school, what percentage of the students in each grade says …

They seriously considered attempting suicide, during the past 12 months?

□ = prediction □ = actual CHKS data

Grade _____ Grade _____ Grade _____ Grade _____
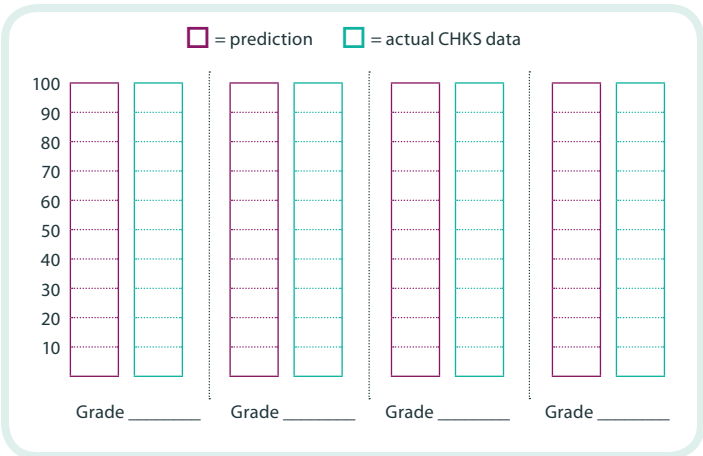
Staff
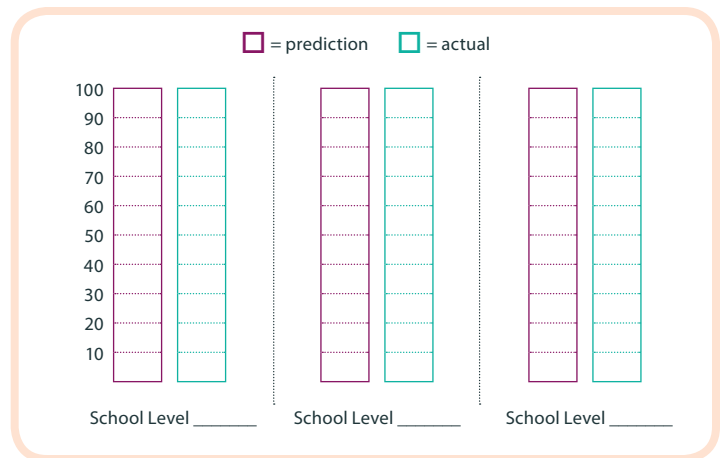### Refer to Table 8.4 in the CSCS Main Report

At your school, what percentage of the staff says …

Agree/strongly agree that this school emphasizes helping students with their social, emotional, and behavioral problems?

□ = prediction □ = actual

School Level _____ School Level _____ School Level _____
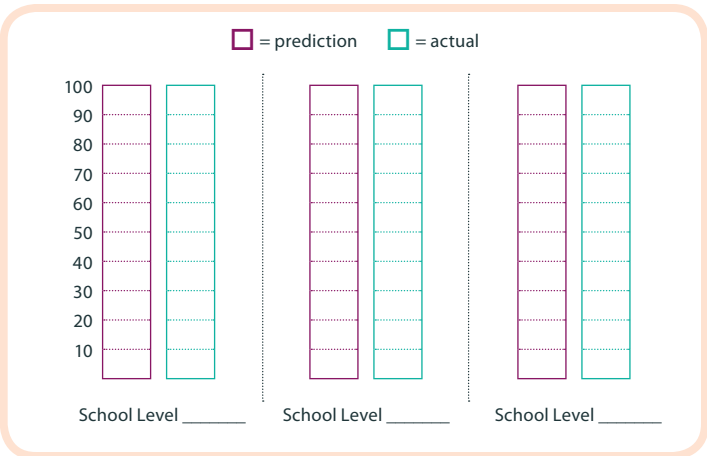
For additional and related questions see Appendix 4 and 5, respectively.

STAFF CLIMATE
BUILDING A POSITIVE SCHOOL CLIMATE FOR STAFF

The questions selected for examination in the staff climate area are intended to encapsulate how respondents feel about there working environment. These are not the only questions that can be used, please see appendices 4 and 5 for additional and related questions.

Staff
Refer to Table 2.6 in the CSCS Main Report

At your school, what percentage of the staff …

Agree/strongly agree that this school is a supportive and inviting place for staff to work?

□ = prediction   □ = actual   □ = additional comparison

100
90
80
70
60
50
40
30
20
10
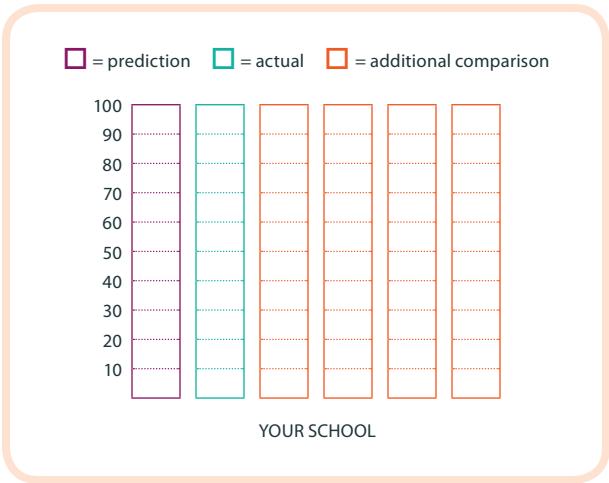
YOUR SCHOOL

Staff
Refer to Table 2.7 in the CSCS Main Report

At your school, what percentage of the staff says …

Nearly all or most adults at this school feel a responsibility to improve this school?

= prediction   = actual   = additional comparison

100
90
80
70
60
50
40
30
20
10
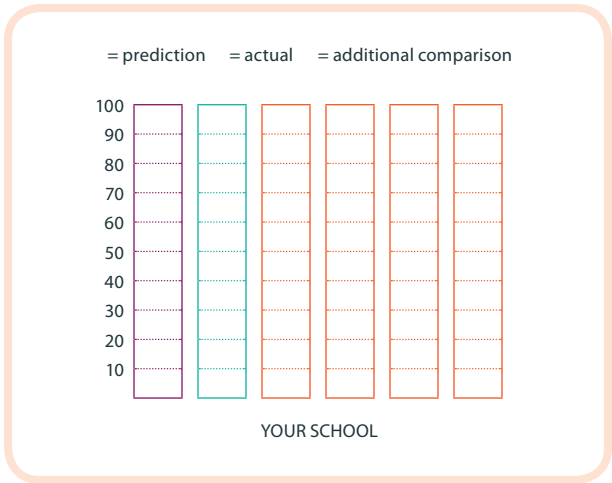
YOUR SCHOOL

Staff
Refer to Table 2.10 in the CSCS Main Report

At your school, what percentage of the staff says …

Nearly all/most staff have close professional relationships?

□ = prediction   □ = actual   □ = additional comparison

100
90
80
70
60
50
40
30
20
10
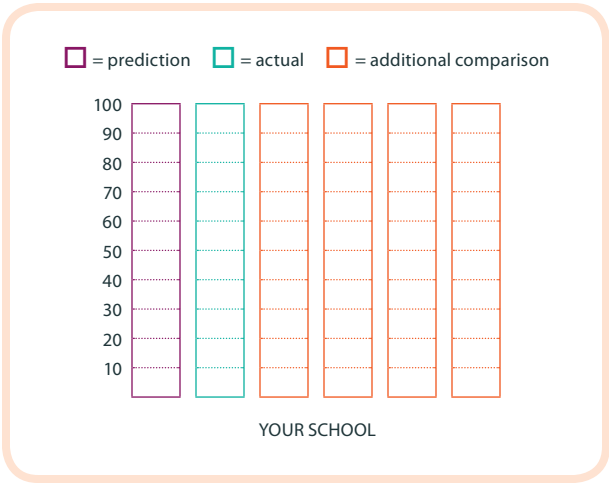
YOUR SCHOOL

Staff
Refer to Table 2.8 in the CSCS Main Report

At your school, what percentage of the staff says …

Nearly all/most adults at this school support and treat each other with respect?

□ = prediction   □ = actual   □ = additional comparison

100
90
80
70
60
50
40
30
20
10

YOUR SCHOOL
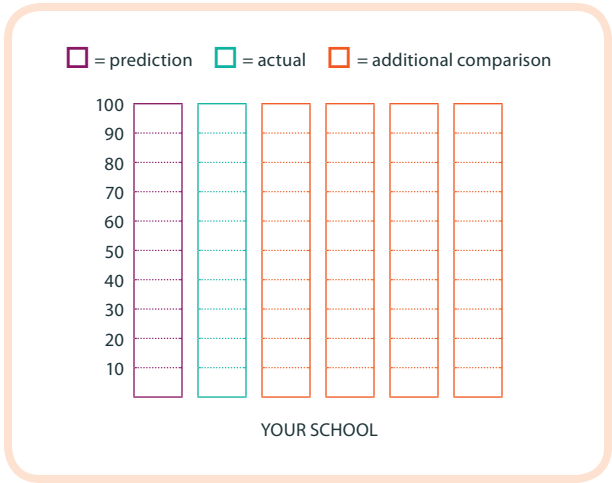
SPECIAL EDUCATION
DIRECTIONS FOR COMPLETING SPECIAL EDUCATION SECTION

The questions selected for examination in the staff climate area are intended to encapsulate how respondents feel about there working environment as relates to Special Education. These are not the only questions that can be used, please see appendices 4 and 5 for additional and related questions.

STEP 1—PREDICTION STAFF: BEFORE you look at your data, think about the staff in your school that work in special education programs and that do not work in special education programs. Predict/Guess the percentage of the responses to survey questions. Example:

<div align="center">

At your school, what percentage of the staff says …

Nearly all/most teachers really care about all students?

</div>

Then color in the purple columns below to represent the percentage you guessed. You are creating a bar graph.
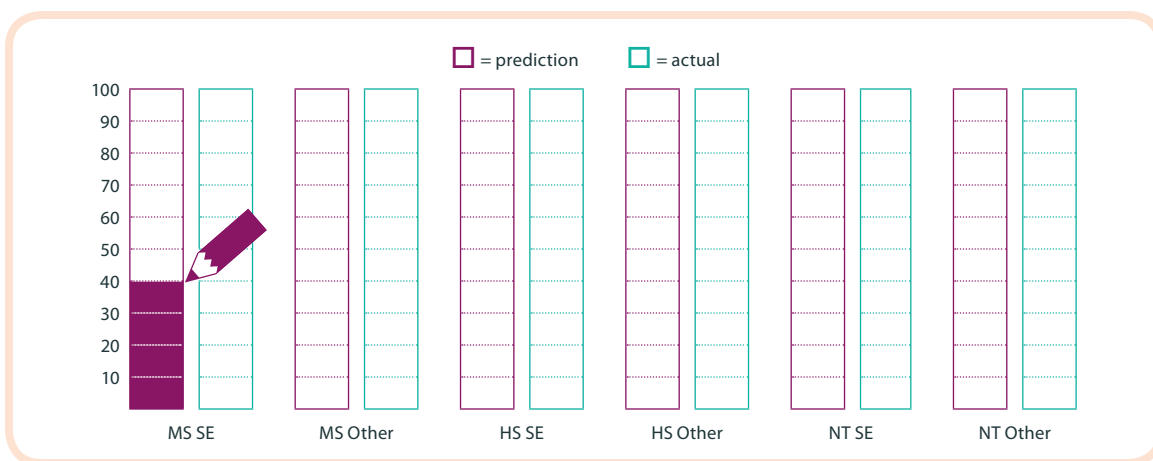
STEP 2—ACTUAL STAFF: Locate your CSCS Report disaggregated by Special Education and look at the actual data for that question. Then color in the green columns with your actual percentage.
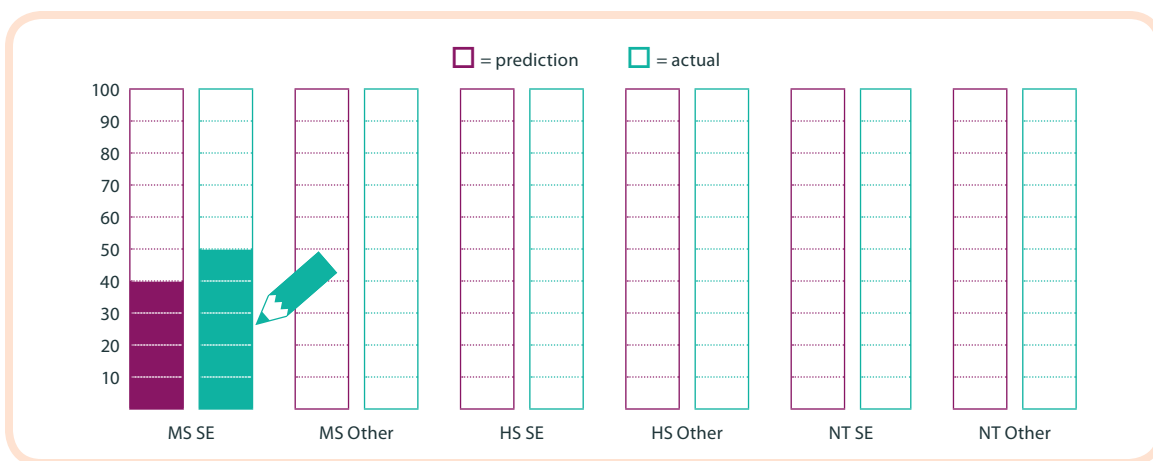
STEP 3—COMPARE your predictions with your data. Compare the student responses with the staff. What did you notice? What are your strengths? What are your needs?

STEP 4—CREATE AN ACTION PLAN to address your needs.

Staff
Refer to Table S1 in the CSCS SE Report

At your school, what percentage of the staff says …

This school provides the materials, resources, and training to do my job effectively?
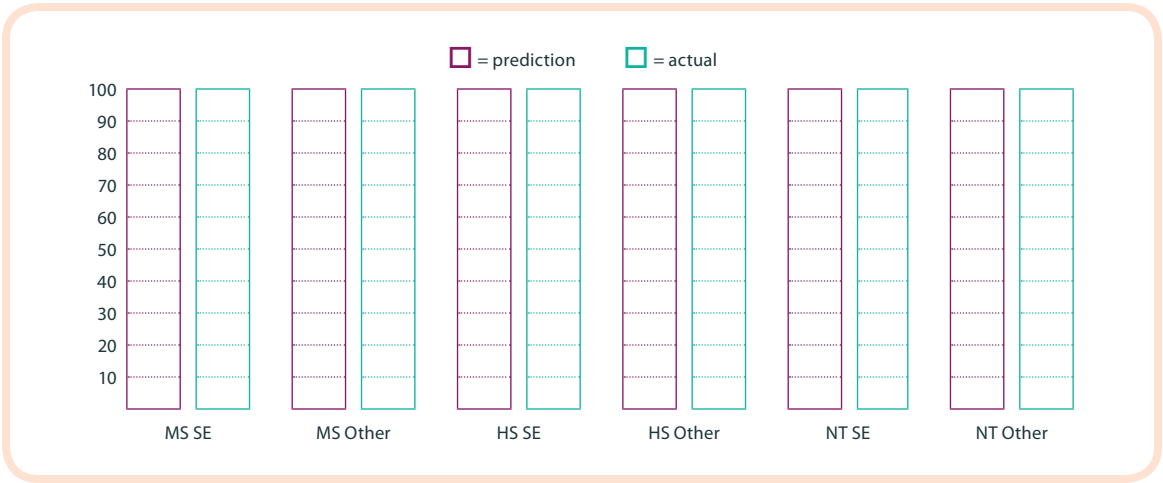
Staff
Refer to Table S1 in the CSCS SE Report

At your school, what percentage of the staff says…

This school provides that materials, resources, and training to work with special education (IEP) students?
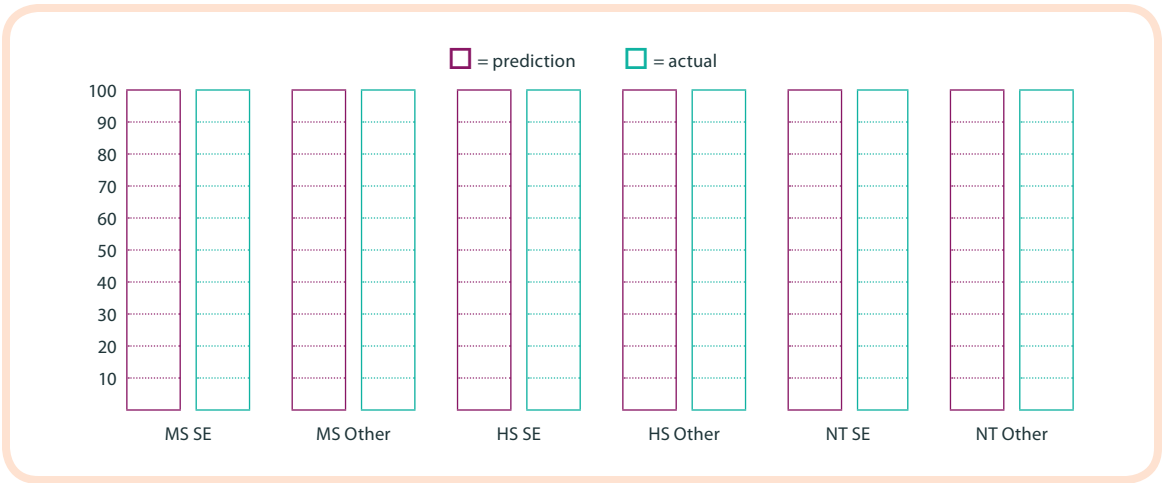
Staff
Refer to Table 9.9 in the CSCS SE Report

At your school, what percentage of the staff …

Agrees/strongly agrees that this school integrates Special Ed into its daily operations?
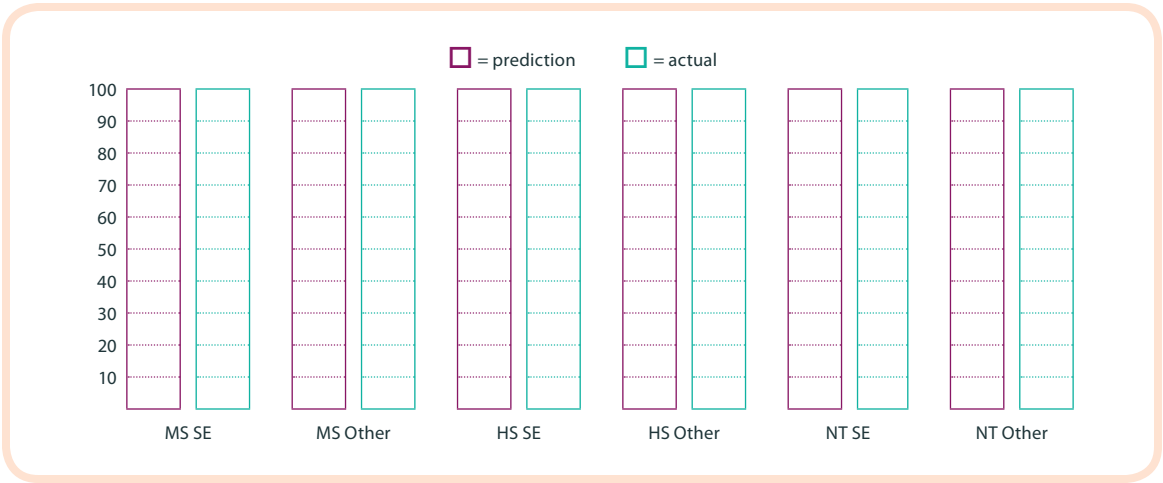
Staff
Refer to Table 9.10 in the CSCS SE Report

At your school, what percentage of the staff says…

Agrees/strongly agrees that this school encourages teaming between General and Special Ed personnel?
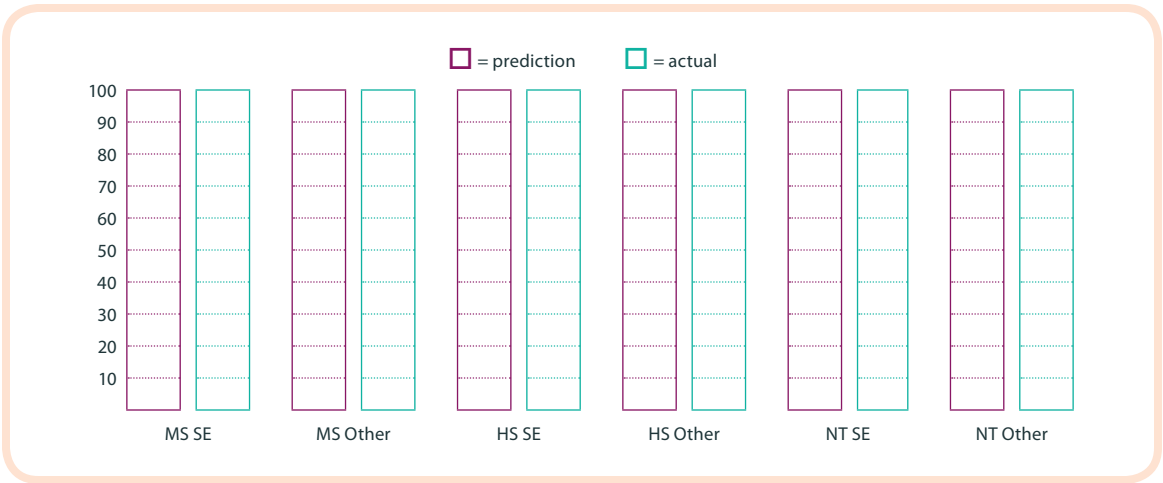
Staff
Refer to Table 9.14 in the CSCS SE Report

At your school, what percentage of the staff …

Agrees/strongly agrees that this school sets high expectations for students with IEPs?

☐ = prediction ☐ = actual

MS SE	MS Other	HS SE	HS Other	NT SE	NT Other
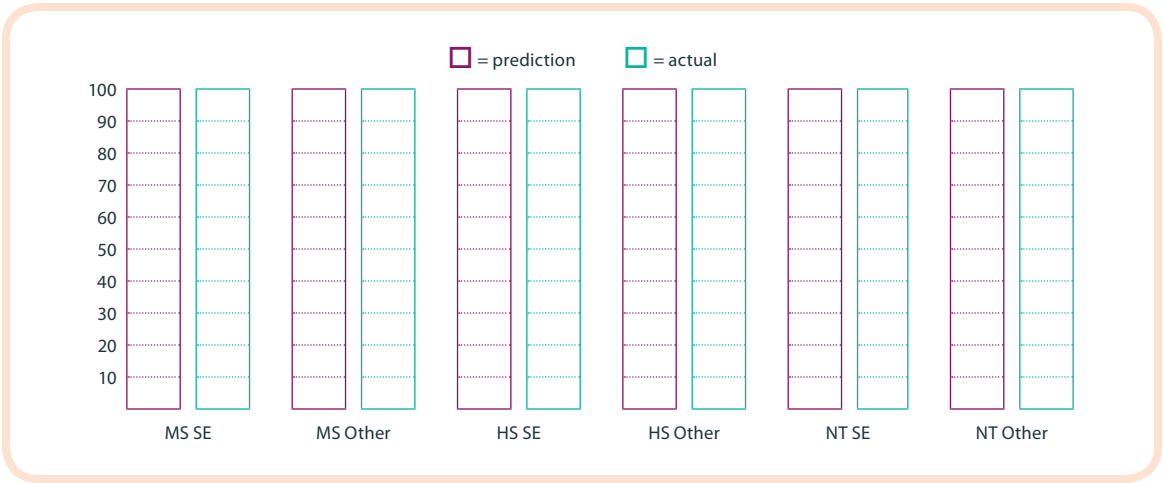
Staff
Refer to Table 9.18 in the CSCS SE Report

At your school, what percentage of the staff …

Agrees/strongly agrees that this school has sufficient resources to support Special Ed programs and services?

☐ = prediction ☐ = actual

MS SE	MS Other	HS SE	HS Other	NT SE	NT Other
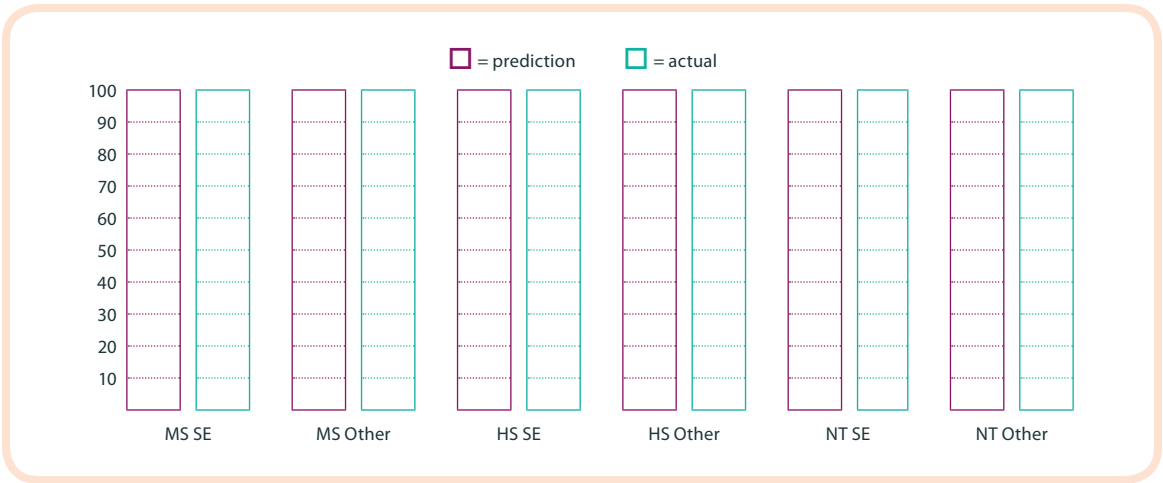
Staff
Refer to Table 9.19 in the CSCS SE Report

At your school, what percentage of the staff …

Agrees/strongly agrees that this school provides a positive working environment for staff who serve students with IEPs?

□ = prediction   □ = actual

MS SE   MS Other   HS SE   HS Other   NT SE   NT Other
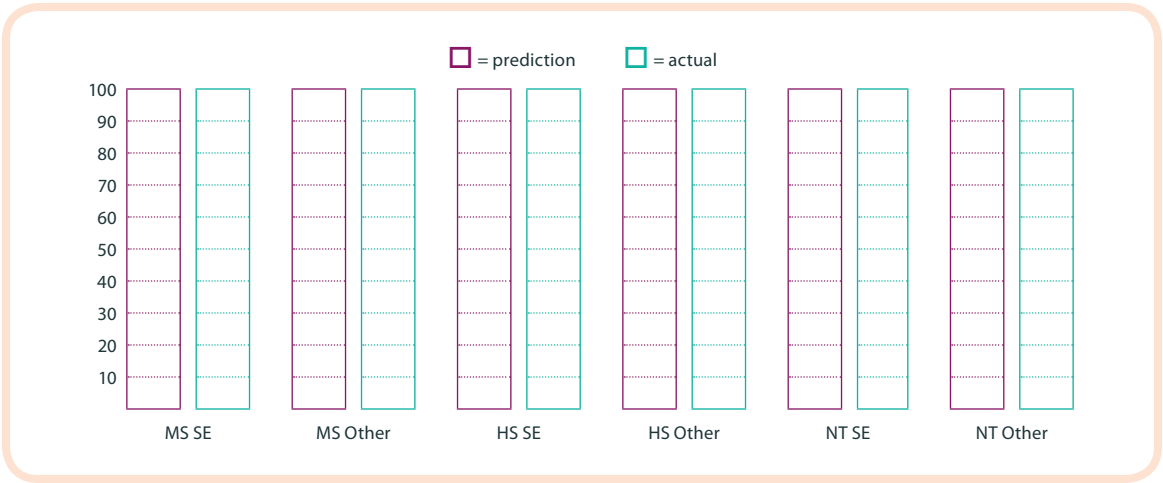
Staff
Refer to Table 9.20 in the CSCS SE Report

At your school, what percentage of the staff …

Agrees/strongly agrees that this school acknowledges the responsibilities for staff who serve students with IEPs?

□ = prediction   □ = actual

MS SE   MS Other   HS SE   HS Other   NT SE   NT Other
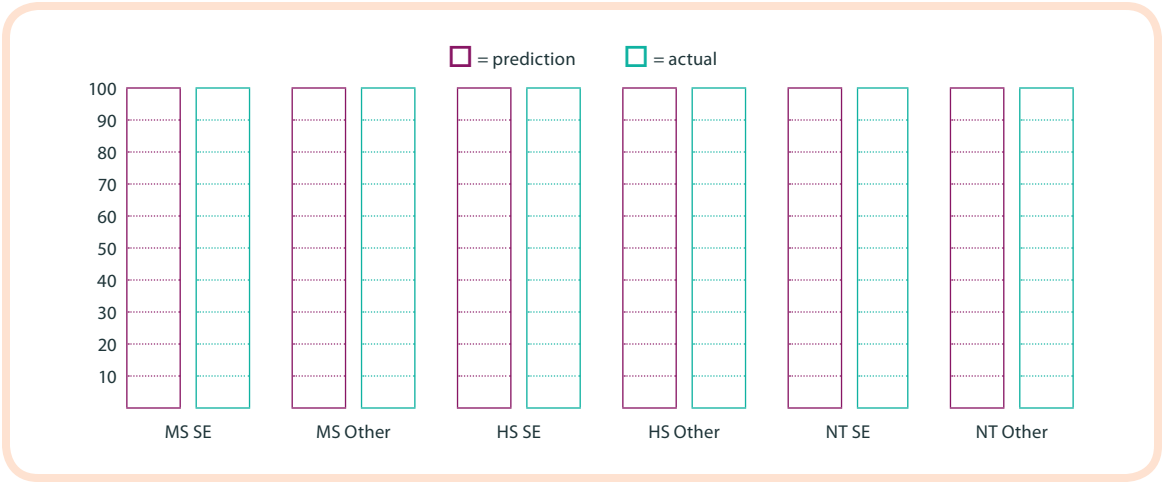
APPENDICES

APPENDIX 1: COMPARISON GROUP TEMPLATES
SUPPORTS & ENGAGEMENT

ADDITIONAL COMPARISON–SUPPORTS & ENGAGEMENT: If you have CHKS and CSCS Reports, you can use the blank bar graphs to compare additional data on student and staff supports and engagement.

Student

At your school, what percentage of the students in each grade says …
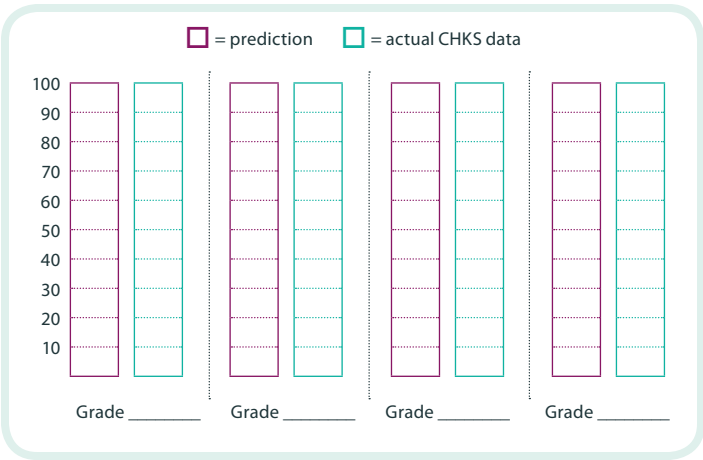
_____

(question)

☐ = prediction ☐ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

Grade _____ Grade _____ Grade _____ Grade _____

Staff

At your school, what percentage of the staff says …

_____

(question)

☐ = prediction ☐ = actual

100
90
80
70
60
50
40
30
20
10

School Level _____ School Level _____ School Level _____

Student

At your school, what percentage of the students in each grade says …

_____

(question)

☐ = prediction ☐ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

Grade _____ Grade _____ Grade _____ Grade _____

Staff

At your school, what percentage of the staff says …

_____

(question)

☐ = prediction ☐ = actual

100
90
80
70
60
50
40
30
20
10

School Level _____ School Level _____ School Level _____
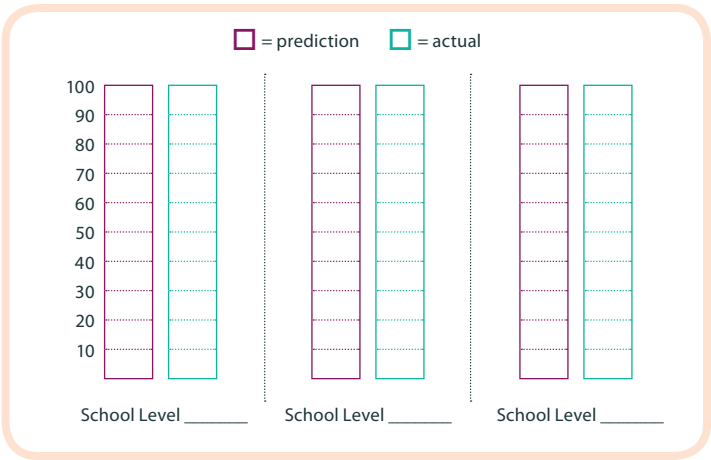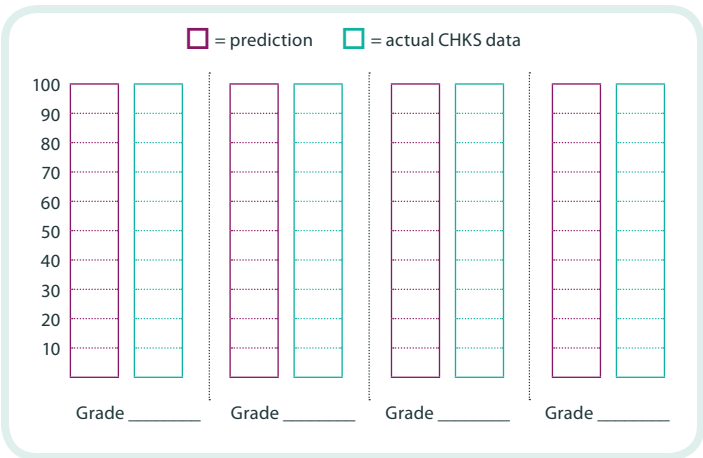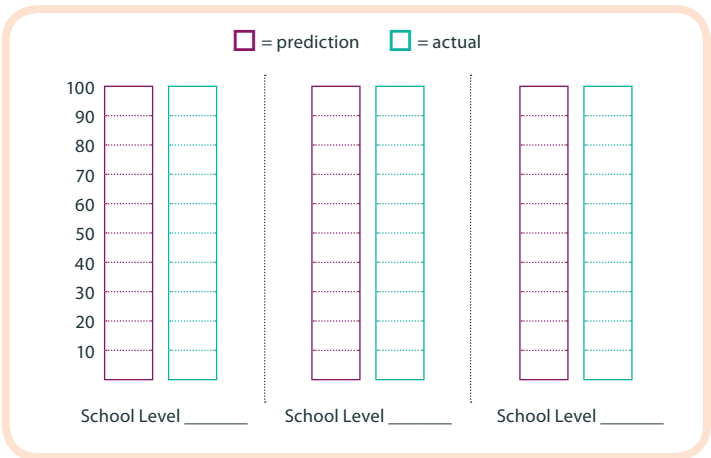
COMPARISON GROUP TEMPLATES
WORKSHEET FOR RACIAL/ETHNIC COMPARISONS

ADDITIONAL COMPARISON—CLOSING THE ACHIEVEMENT GAP/COMPARING ACROSS ETHNICITIES: If you have CHKS and CSCS Reports with data disaggregated by ethnicity, you can use the blank bar graphs to examine your data on students/staff who self–identify with a selected racial/ethnic group.

Student

At your school, what percentage of the students in each ethnic group says …
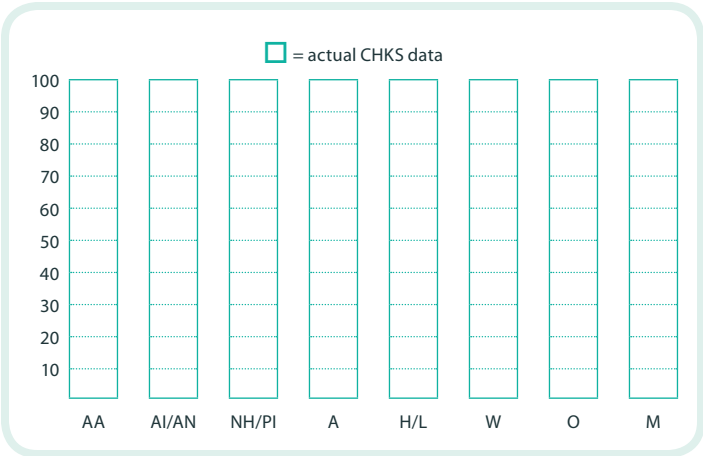
_____

(question)

□ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

AA | AI/AN | NH/PI | A | H/L | W | O | M

CHKS Ethnic Groups: AA = African American; AI/AN = American Indian/Alaska Native; NH/PI = Native Hawaiian/Pacific Islander; A = Asian; H/L = Hispanic/Latino; W = White; O = Other; M = Multi–ethnic

Staff

At your school, what percentage of the staff in each ethnic group says …

_____

(question)

□ = actual CSCS data

100
90
80
70
60
50
40
30
20
10

AA | AI/AN | A/PI | White | H/L | O/ME
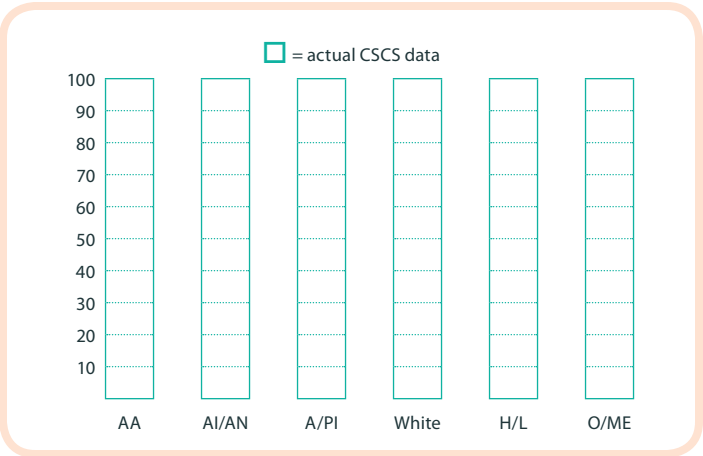
CSCS Ethnic Groups: AA = African American; AI/AN = American Indian/Alaska Native; A/PI = Asian/Pacific Islander; W = White; H/L = Hispanic/Latino; O/ME = Other/Multi–ethnic

Student

At your school, what percentage of the students in each ethnic group says …
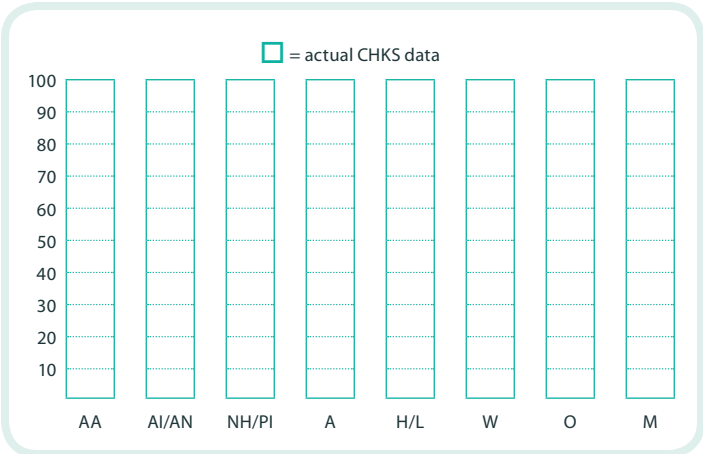
_____

(question)

□ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

AA | AI/AN | NH/PI | A | H/L | W | O | M

CHKS Ethnic Groups: AA = African American; AI/AN = American Indian/Alaska Native; NH/PI = Native Hawaiian/Pacific Islander; A = Asian; H/L = Hispanic/Latino; W = White; O = Other; M = Multi–ethnic

Staff

At your school, what percentage of the staff in each ethnic group says …

_____

(question)

□ = actual CSCS data

100
90
80
70
60
50
40
30
20
10

AA | AI/AN | A/PI | White | H/L | O/ME
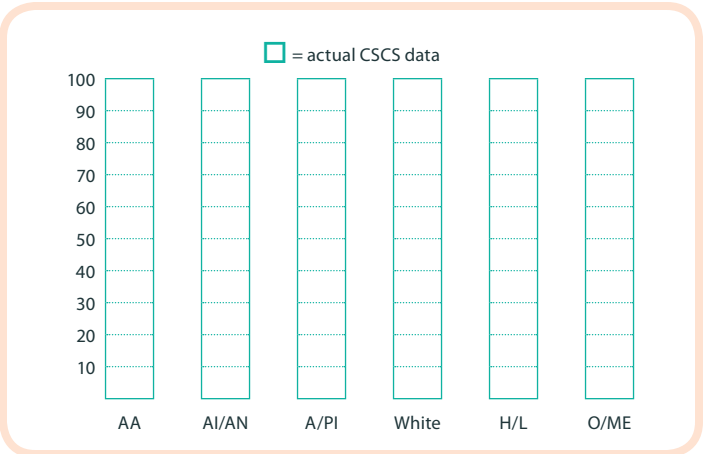
CSCS Ethnic Groups: AA = African American; AI/AN = American Indian/Alaska Native; A/PI = Asian/Pacific Islander; W = White; H/L = Hispanic/Latino; O/ME = Other/Multi–ethnic

COMPARISON GROUP TEMPLATES
MIGRANT EDUCATION

ADDITIONAL COMPARISON—MIGRANT EDUCATION: If you have CHKS and CSCS Reports disaggregated by Migrant Education status, you can use the blank bar graphs to examine how students enrolled and staff teaching in migrant education programs responded to any questions as compared to students and staff not involved in migrant education programs.

Student

At your school, what percentage
of the migrant students says …
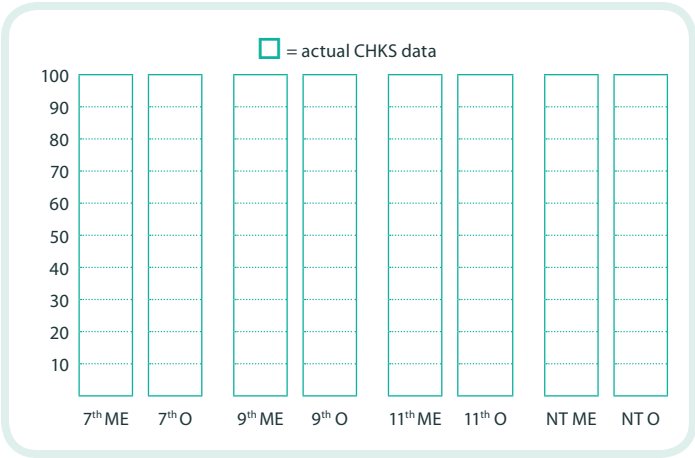
_____
(question)

☐ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

7th ME 7th O 9th ME 9th O 11th ME 11th O NT ME NT O

Staff

At your school, what percentage |of
the migrant staff says …

_____
(question)

☐ = actual CSCS data

100
90
80
70
60
50
40
30
20
10

MS ME MS O HS ME HS O NT ME NT O

Student

At your school, what percentage
of the non–migrant students says …

_____
(question)

☐ = actual CHKS data

100
90
80
70
60
50
40
30
20
10

7th ME 7th O 9th ME 9th O 11th ME 11th O NT ME NT O
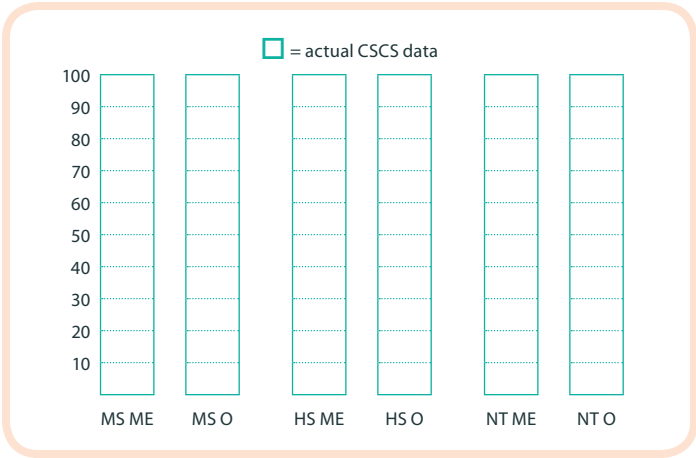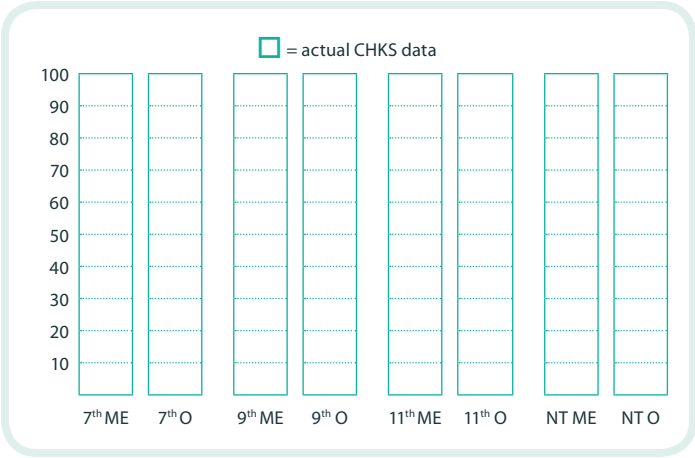
Staff

At your school, what percentage |of
the non–migrant staff says …

_____
(question)

☐ = actual CSCS data

100
90
80
70
60
50
40
30
20
10

MS ME MS O HS ME HS O NT ME NT O
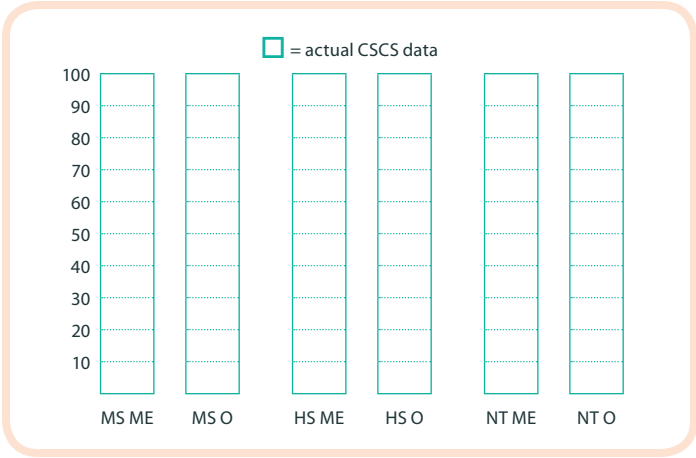
ADDITIONAL COMPARISON—SPECIAL EDUCATION: If you have CSCS Reports disaggregated by Special Education status, you can use the blank bar graphs to examine how staff that work in special education programs responded to the questions as compared to staff that do not work in special education programs.

Staff

At your school, what percentage of the staff says …

_____

(question)

□ = prediction   □ = actual

MS SE	MS Other	HS SE	HS Other	NT SE	NT Other

Staff

At your school, what percentage of the staff says …

_____

(question)

□ = prediction   □ = actual

MS SE	MS Other	HS SE	HS Other	NT SE	NT Other
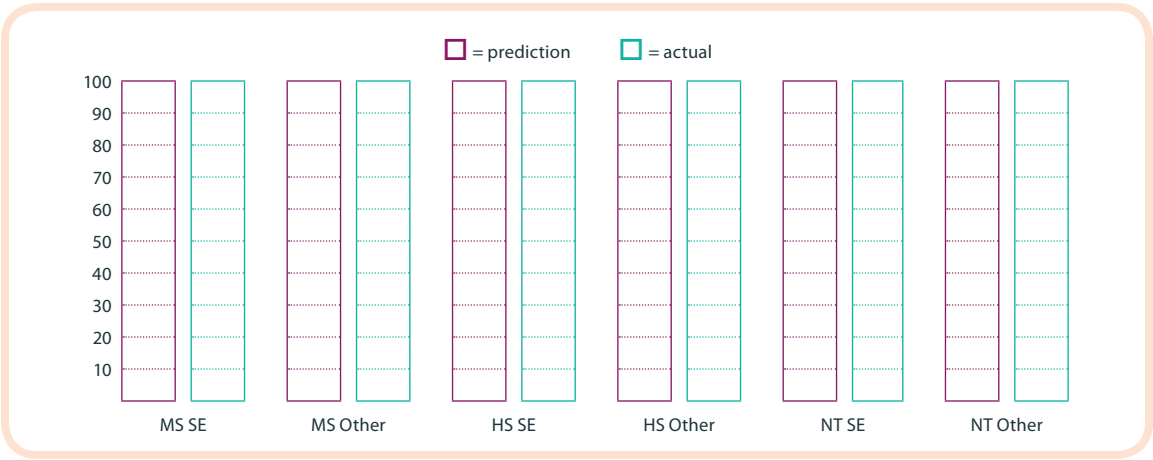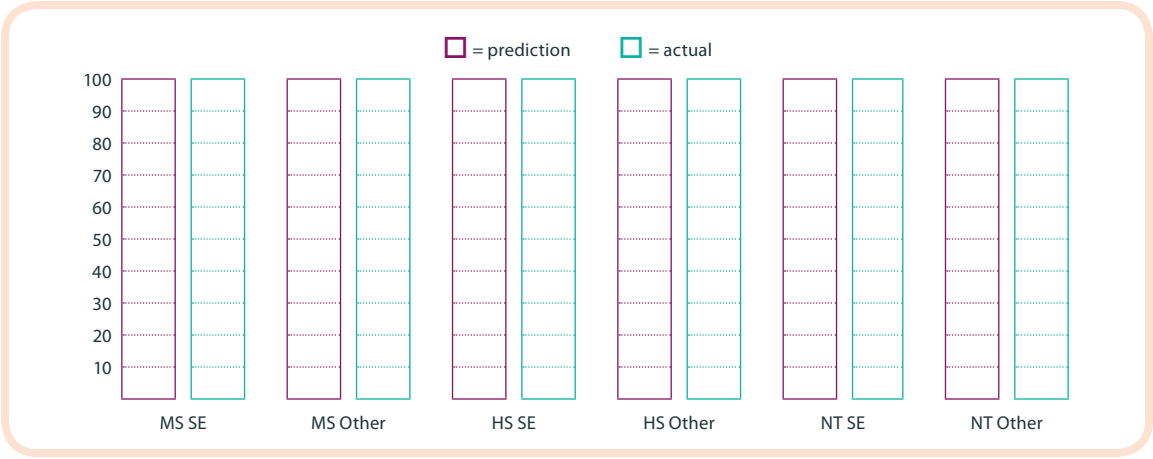
APPENDIX 2: PARENT SURVEY TEMPLATES

ADDITIONAL COMPARISON—CALIFORNIA SCHOOL PARENT SURVEY (CSPS): Locate your CSPS Main Report. Use the blank bar graphs to look at parent survey questions that are similar to the student and staff surveys.

Parent

At your school, what percentage of the parents says …
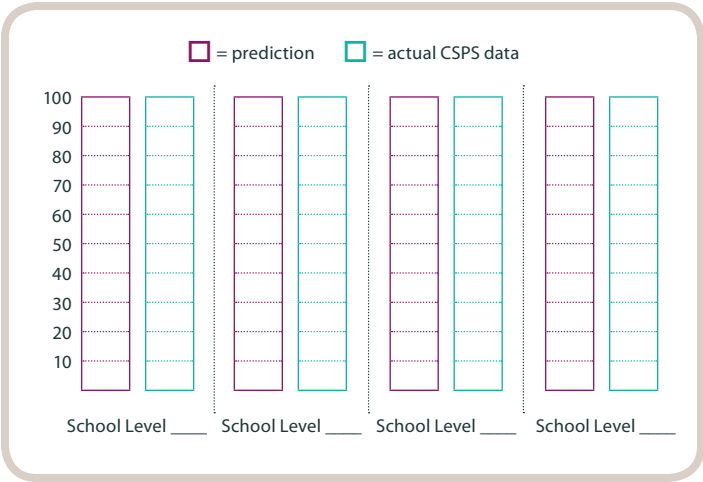
_____
(question)

□ = prediction □ = actual CSPS data

100
90
80
70
60
50
40
30
20
10

School Level ____ School Level ____ School Level ____ School Level ____

Parent

At your school, what percentage of the parents says …

_____
(question)

□ = prediction □ = actual CSPS data

100
90
80
70
60
50
40
30
20
10

School Level ____ School Level ____ School Level ____ School Level ____

Parent

At your school, what percentage of the parents says …

_____
(question)

□ = prediction □ = actual CSPS data

100
90
80
70
60
50
40
30
20
10

School Level ____ School Level ____ School Level ____ School Level ____

Parent

At your school, what percentage of the parents says …

_____
(question)

□ = prediction □ = actual CSPS data

100
90
80
70
60
50
40
30
20
10

School Level ____ School Level ____ School Level ____ School Level ____
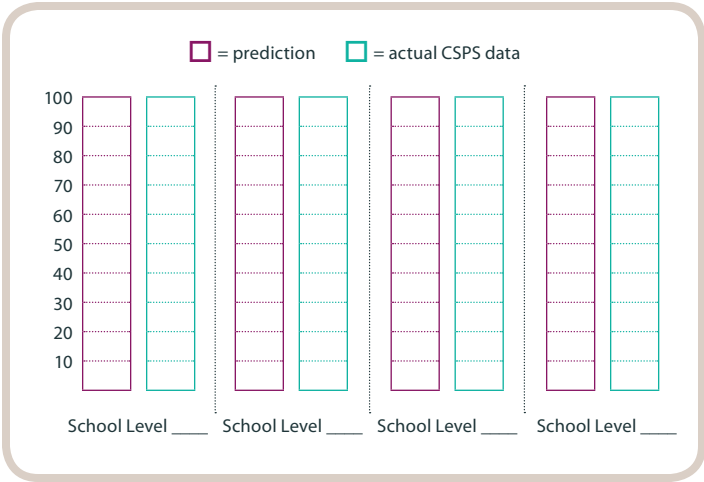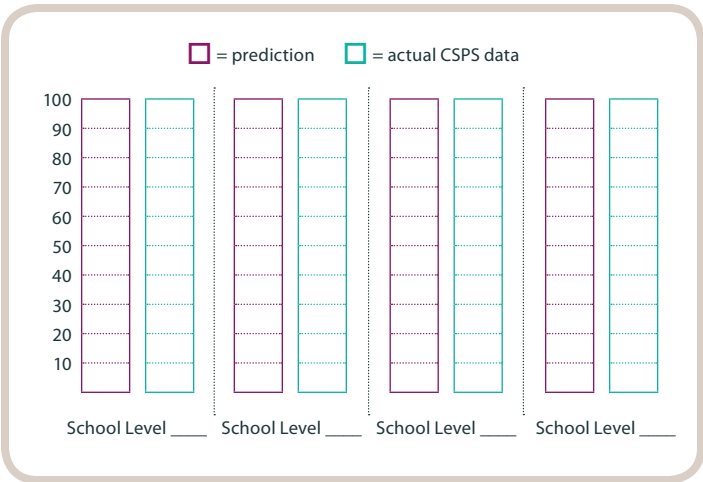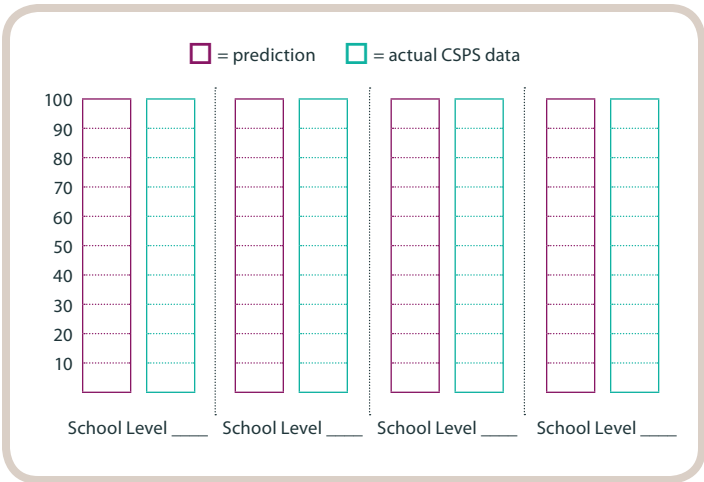
The following is a summary list of recommended strategies that can be implemented to enhance Caring Relationships, High Expectations, and Opportunities for Meaningful Participation at the classroom, school, and/or district levels.

CARING RELATIONSHIPS

CLASSROOM

- » Ask for or offer to be a mentor/team teacher (CR, MP)

- » Build a sense of community in the school and classroom that is committed to all students being invited, valued, and included (CR)

- » Consciously watch how and what you say to your class. Being aware of the positive way you are communicating makes it easier to continue these actions (CR, MP)

- » Create focus groups of teachers and other adult staff to discuss these findings and explore their ideas for making the school climate and policies more supportive of their work. Act on teacher recommendations (CR).

- » Create small groups of staff who can work as a team to be available to students (CR)

- » If there is a language issue make sure your body gestures convey your intentions i.e. smile, eye contact, nod (CR, MP)

- » Keep an open door policy with students. Allow them to come to you for advice/concerns. If need be select a specific time/day when you can be reached. If language is an issue have a bilingual teacher be available for the next scheduled meeting (CR)

- » Keep an open door policy with students. Allow them to come to you for advice/concerns. If need be select a specific time/day when you can be reached. If language is an issue have a bilingual teacher be available for the next scheduled meeting (CR)

- » Learn the names of students and their life contexts (CR)

- » Make one–to–one time with students (CR)

- » Make personal contact with students every day—something as simple as a hello or a smile (CR)

- » Pay attention and actively listen to students (CR)

- » Remind/thank service providers often for keeping to schedule and minimizing disruptions (CR)

- » Take time to chat with all students outside the classroom (CR)

- » Use team–teaching (CR)

- » Be available to students by having an open–door policy where students feel comfortable dropping in if they need help or just want to talk (CR)

SCHOOL

- » Create a school climate task force consisting of students, teachers, and other adults in the school who continually assess the quality of the school environment (CR)

- » Create focus groups of teachers and other adult staff to discuss these findings and explore their ideas for making the school climate and policies more supportive of their work. Act on teacher recommendations (CR)

- » Create structures so teachers have more time for collegial decision–making and planning (CR)

» Institute mentoring by teachers, other adults in school, older high school and college students, and community volunteers (CR)

» Organize school–wide retreats (CR)

» Organize teacher support groups (CR)

» Provide new teacher mentoring (CR)

» Read resilience research and literature (CR, HE, MP)

» Set up peer support networks in the classroom/school to help new students to acclimatize and be aware if all services/programs available to them (CR, MP)

» Share success stories and give updates on resilience research and literature during staff meetings (CR, HE, MP)

» Talk with all students to see how they access care/support. Highlight what is being done in your grade, subject or area to the rest of the school (CR, MP)

» Thank administrators and staff often for implementing strategies to minimize disruptions (CR)

» Use migrant education and new–to–school students to the schools as focus groups for gauging current ability of school to increase all students awareness of and access to all services/programs (CR, MP)

DISTRICT

» Analyze issues to see if there are statewide patterns (CR)

» Ask WestEd to compare other districts responses to the same items and/or ask WestEd to search for sites that have alleviated this issue (CR)

» Build into contracts time for meetings that are held outside contract hours (CR)

» Continue to survey (CSCS SESM) to assess effectiveness (CR, HE, MP)

» Create district–wide staff support groups (CR)

» Create mentoring programs that connect community adults to students in your school—increasing substantially the number of adults in the community who learn about young peoples' lives and their challenges as well as youths' incredible strengths and capacities (CR)

» Develop central schedule for selected meetings (CR)

» Develop district policies on acceptable instruction time, interruptions (CR)

» Document the effectiveness of policy implementation (CR)

» Educate school community and district personnel about the protective role of caring relationships—and why attention to supporting the "health of the helper" is important in healthy youth development and successful learning (CR)

» Establish schools or school–within–a–school (CR)

» Form collaborations with other districts on recommendations for CA standardization of paperwork (CR, MP)

» Invite community agencies to create either onsite or offsite afterschool programs (CR)

» Invite community volunteers to read to students in classrooms and over the PA system – a great way to promote caring and support along with literacy! (CR)

» Publish an article in a statewide newsletter (e.g. Special Edge) honoring "IDEAS that work." (CR, MP)

» Reduce the teacher–student ratio through cooperative learning and inviting in older peer helpers, family, and community volunteer (CR)

- » Review CSCS results and Special Education Report results for all schools in your district. Do results differ? Is there a school that is displaying strong collaboration amongst staff? If so reach out to this school, find out what they are doing and allow them to promote what they do via district training (CR, MP)

- » Seek comparisons from various school sites in your district to se if issue is district–wide or if some sites have developed effective alternatives (CR)

- » Welcome community volunteers into the school who can work one–on–one and in small groups with the youth, thus increasing substantially the number of adults in close relationship with youth (CR)

- » Work to standardize forms across districts (CR)

- » Create "dialogue nights" where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, HE, MP)

- » Hold a student focus group with community agencies to explore RYDM community data (CR, HE, MP)

- » Host a parent information session (at appropriate time) around mental health care (CR, MP)

- » Seek a community–liaison officer/volunteer to make sure all communities are aware of services (CR, MP)

HIGH EXPECTATIONS

CLASSROOM

- » Brag and encourage them (HE)

- » Differentiate instruction and goals (HE)

- » Document effectiveness of ongoing training in coaching modeling, teaming, co–teaching (CR, HE)

- » Give students encouraging messages like, "You can make it; You have everything it takes to achieve your dreams, and I'll be there to support you." (HE)

- » Highlight successes (HE)

- » Individualize teaching and learning (CR, HE)

- » Make visits to college campuses available to all students, not just a select few (HE)

- » Teachers and other school adults can model the language of success to all students—"When you graduate…," and "When you go to college…" (HE)

- » Train all teachers in simple methods for data collection; analysis; and appropriate assessment of content (HE)

- » Use praise (HE)

SCHOOL

- » Challenge the myths held about certain groups of children and youth—especially those who are poor, non–white, and non–English–speaking (HE)

- » Engage in schoolwide dialogue about co–teaching and high expectations for all students (CR, HE)

- » Focus on curriculum that is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives (HE)

- » Make visits to college campuses available to all students, not just a select few (HE)

- » Plan trainings in resilience, youth development, and assets to help change deeply held beliefs about students' capacities (HE)

- » Provide training on supports & accommodations (HE)

» Read resilience research and literature (CR, HE, MP)

» Share success stories and give updates on resilience research and literature during staff meetings (CR, HE, MP)

» Teachers and other school adults can model the language of success to all students – "When you graduate…," and "When you go to college…" (HE)

» Train all teachers on appropriate service delivery models in the LRE (HE)

DISTRICT

» Access and adapt assessment to better suit Special Education California Modified Assessment (HE)

» Continue to survey (CSCS SESM) to assess effectiveness (CR, HE, MP)

» Create "dialogue nights" where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, HE, MP)

» Develop district policies to assure access to complete state adopted materials for all teachers, students (HE)

» Focus instruction on a broad range of learning styles and multiple intelligences, that builds from student strengths, interests, and experiences, and that is participatory and facilitative (HE)

» Focus student assessment on multiple intelligences, utilize authentic assessments, and foster self–reflection (HE)

» Gather data on graduation rates, set targets for subgroups including Special Education (HE)

» Group students in a heterogeneous manner, promoting cooperation, shared responsibility, and a sense of belonging (HE)

» Hold a student focus group with community agencies to explore RYDM community data (CR, HE, MP)

MEANINGFUL PARTICIPATION

CLASSROOM

» Actively construct activities which focus on the skills/knowledge of migrant student population (culture, language) and places the migrant education student as the focus of the lesson/activity (MP)

» Actively target students on the margins to be included in all class and aware of all extra curricular activities (MP)

» Ask for or offer to be a mentor/team teacher (CR, MP)

» Ask questions that encourage self–reflection, critical thinking, and dialogue—especially around salient social and personal issues (MP)

» Ask students their opinions on issues and classroom problems (MP)

» Clearly define roles for team teaching (CR, MP)

» Conduct a school–wide survey to Special Education and General Education roles and responsibilities, teachers and Para–Professionals (CR, MP)

» Conduct Classroom Meetings (MP)

» Consciously watch how and what you say to your class. Being aware of the positive way you are communicating makes it easier to continue these actions (CR, MP)

» Create lessons/activities that illuminate the skills accessed by mobile migrant education students, i.e. awareness of varying cultures, languages, community support (MP)

» Engage in technology support training (MP)

» Engage students in setting their own goals as part of unit of work (MP)

» Give students more opportunities to respond to questions (MP)

» If there is a language issue have students team–up with bilingual students. Check on progress (MP)

» Incorporate peer help in a range of subjects including health, biology and during extra curricula activities (MP)

» Make learning more hands–on (MP)

» Seek training opportunities to work with effectively with families & staff (CR, MP)

» Talk with people to see what the issues are re paperwork & scheduling (MP)

SCHOOL

» Actively ensure that all students have information and access to all school activities (MP)

» Actively target students on the margins to be included in all school extra curricular activities (MP)

» Document the effectiveness of alternative options (MP)

» Encourage community groups involved in physical activity/health into the school. Provide them and their activities as presence (MP)

» Engage students—especially those on the margin—in a school climate improvement task force (MP)

» Establish peer helping/tutoring and cross–age mentoring/tutoring programs (MP)

» Expand/continue to expand collaboration within your school–community, including students (CR, MP)

» Hold meetings with key stakeholders to review strategies for coordinating meetings and paperwork (MP)

» Provide information to all students about access to school counseling and support. Find out why they haven't been taking part and plan around the issues e.g. Time schedule issue? Language issue? Lack of prior experience? Financial issue? (MP)

» Provide nutritional information, alcohol and drug use education materials in multiple languages for parents/guardians as well as students (MP)

» Provide time, venue and agenda for staff collaboration (MP)

» Raise the issue at a staff meeting and allow brainstorming session on alternatives that includes all staff (MP)

» Read resilience research and literature (CR, HE, MP)

» Set up peer support networks in the classroom/school to help new students to acclimatize and be aware if all services/programs available to them (CR, MP)

» Share success stories and give updates on resilience research and literature during staff meetings (CR, HE, MP)

» Support, promote and expect collaboration between Special Education and General Education (CR, MP)

» Talk with all students to see how they access care/support. Highlight what is being done in your grade, subject or area to the rest of the school (CR, MP)

» Use focus groups to ascertain why a group is not involved in some/all activities i.e. awareness, time, money, transport (MP)

» Use migrant education and new–to–school students to the schools as focus groups for gauging current ability of school to increase all students awareness of and access to all services/programs (CR, MP)

» Use the data and present how well your school is doing to parents/community (MP)

DISTRICT

» A neighborhood mapping project gets youth actively engaged in identifying community assets which offer pro–youth resources, services and facilities (HE, MP)

» Actively engage and create Special Education teams district–wide (CR, MP)

» Address teaming/ collaboration (CR, MP)

» Continue to survey (CSCS SESM) to assess effectiveness (CR, HE, MP)

» Create "dialogue nights" where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, HE, MP)

» Develop policy guidelines to reduce interruptions (CR, MP)

» Form collaborations with other districts on recommendations for CA standardization of paperwork (CR, MP)

» Form youth advocacy groups around issues like mental health and physical health (nutrition, alcohol, tobacco, etc). They give students the opportunity to examine local ordinances and learn how to become involved in systemic change (MP)

» Hold a student focus group with community agencies to explore RYDM community data (CR, HE, MP)

» Host a parent information session (at appropriate time) around mental health care (CR, MP)

» Promote what is occurring at your school–sites to a wider audience, via listservs, newsletters etc. (CR, MP)

» Provide information to all students about access to mental health care. Find out why they haven't been taking part and plan around the issues e.g. time schedule issue? Language issue? Lack of prior experience? Financial issue? (MP)

» Publish an article in a statewide newsletter (e.g. Special Edge) honoring "IDEAS that work." (CR, MP)

» Review CSCS results and Special Education Report results for all schools in your district. Do results differ? Is there a school that is displaying strong collaboration amongst staff? If so reach out to this school, find out what they are doing and allow them to promote what they do via district training (CR, MP)

» Seek a community–liaison officer/volunteer to make sure all communities are aware of services (CR, MP)

» Seek input from other school sites (regional/state) regarding how issue is resolved/alleviated (MP)

APPENDIX 4: RELATED QUESTIONS

- CHKS—California Healthy Kids Survey (Core Module A)
- CSCS—California School Climate Survey (Core Module)
- CTAG—CHKS Closing The Achievement Gap Module
- SESM—CSCS Special Education Supports Module
- LSM—Learning Supports Module

This section of the appendices outlines some of the questions in the Supplemental CTAG, SESM and ME Reports that relate to each areas of focus. All questions for the CHKS are from the high school survey. For a comprehensive list of all CHKS & CSCS questions, download the surveys from chks.wested.org and cscs.wested.org.

CLOSING THE ACHIEVEMENT GAP REPORT—EQUITY OF EXPECTATIONS AND SUPPORT

	Caring Environment
CSCS 33	How many adults at this school really care about all students?
CHKS 16	At my school there is a teacher or some other adult who really cares about me.
CHKS 18	At my school there is a teacher or some other adult who notices when I'm not there.
CHKS 20	At my school there is a teacher or some other adult who listens when I have something to say.
	Expectations
CSCS 7	This school sets high standards for academic performance for all students.
CTAG 2	Teachers and other adults encourage students to work hard in school so they can be successful in college or at the job they choose.
	Support and Encouragement
CTAG 3	The teachers and other adults work hard to help students with their schoolwork when they need it.
CTAG 4	Teacher give al students a chance to take part in classroom discussions or activities.
CSCS 8	This school promotes academic success for all students.
CSCS 9	This school emphasizes helping students academically when they need it.
CSCS 33	How many adults at this school really care about all students?
CSCS 35	How many adults at this school want all students to do their best?
CSCS 37	How many adults at this school believe that every student can be a success?
CHKS 17	At my school there is a teacher or some other adult who tells me when I do a good job.
CHKS 19	At my school there is a teacher or some other adult who always wants me to do my best.
CHKS 21	At my school there is a teacher or some other adult who believes that I will be a success.

CLOSING THE ACHIEVEMENT GAP REPORT—RACE: EQUITY & RESPECT

	Racial harmony or tension
CSCS 24	This school fosters an appreciation of student diversity and respect for each other.
CSCS 25	This school emphasizes showing respect for all students' cultural beliefs and practice.
CSCS 62	How much of a problem at this school is racial/ethnic conflict among students?
CHKS 113	In the past 12 months how many times on school property were you harassed or bullied about your race/ethnicity?
CTAG 9	There is a lot of tension in this school between different cultures, races, or ethnicities.

	Staff perceptions of respect
CSCS 24	This school fosters an appreciation of student diversity and respect for each other.
CSCS 25	This school emphasizes showing respect for all students' cultural beliefs and practice.
CSCS 27	This school handles discipline problems fairly.
CSCS 38	How many adults at this school treat all students fairly?
CSCS 39	How many adults at this school treat every student with respect?
	Student perceptions of respect
CTAG 1	Teachers and other adults at this school treat you with respect.
CTAG 5	Teachers give me a chance to take part in classroom discussions or activities.
CTAG 7	At this school, all students are treated fairly when they break school rules.
CTAG 8	You have been disrespected or mistreated by an adult at this school because of your race, ethnicity, or nationality.
CHKS 14	The teachers at this school treat students fairly.

CLOSING THE ACHIEVEMENT GAP REPORT—CULTURAL RELEVANCE: EDUCATION & CURRICULUM

	Educational relevance
CSCS 11	This school emphasizes teaching lessons in ways relevant to students.
CTAG 4	Teachers show how classroom lessons are important and helpful to students in real life.
	Cultural relevance of lessons and curriculum
CSCS 21	This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
CTAG 6	The books and lessons in your classes include examples of your race or ethnic background.

SPECIAL EDUCATION REPORT—BUREAUCRATIC BARRIERS TO EFFECTIVE SERVICE DELIVERY

	Bureaucratic Barriers
SESM 6	This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).
SESM 7	This school takes steps to minimize required paperwork.
SESM 10	This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).
	Administration Support
CSCS 14	This school provides the materials, resources, and training (professional development) needed to do your job effectively.
CSCS 15	This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.
CSCS 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.

SPECIAL EDUCATION REPORT—INTEGRATION AND COLLABORATION

SESM 5	This school integrates special education into its daily operations
SESM 8	This school encourages teaming between general and special education personnel.
SESM 9	This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs.
SESM 22	This school views service to students with IEPs as a shared responsibility among all staff.
SESM 24	This school promotes personnel participation in decision–making that affects school practices and policies.
CSCS 40	Staff at this school have close professional relationships with one another?
CSCS 41	Staff at this school support and treat each other with respect?
CSCS 42	Staff at this school feel a responsibility to improve this school?
CSCS 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

SPECIAL EDUCATION REPORT—EXPECTATIONS AND SUPPORTS

	Student Expectations
SESM 14	This school sets high expectations for students with IEPs.
CSCS 7	This school sets high standards for academic performance for all students.
CSCS 8	This school promotes academic success for all students.
CSCS 9	This schoolemphasizes helping students academically when they need it.
CSCS 35	How many adults at this school want all students to do their best?
CSCS 37	How many adults at this school believe that every student can be a success?
	Student Supports
SESM 23	This school has sufficient resources to support special education programs and services.
SESM 15	This school provides effective supports for teaching culturally and linguistically diverse students with IEPs
SESM 16	This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer–based devices, picture exchange systems, Braille).
SESM 18	This school provides complete state adopted instructional materials for students with IEPs.
CSCS 33	How many adults at this school really care about all students?
CSCS 38	How many adults at this school treat all students fairly?
CSCS 39	How many adults at this school treat every student with respect?
CSCS 22	To what extent does this school provide services for students with disabilities or other special needs?
CSCS 10	To what extent does this school provide adequate counseling and support services for students.
CSCS 6	This school is a supportive and inviting place for students to learn.
CSCS 24	This school fosters an appreciation of student diversity and respect for each other.

SPECIAL EDUCATION REPORT—PERSONNEL SUPPORTS

	Staff Supports—SE staff
SESM 11	This school provides a positive working environment for staff who serve students with IEPs.
SESM 12	This school acknowledges the responsibilities for staff who serve students with IEPs.
SESM 17	This school has a climate that encourages me to continue in my role of service to students with IEPs.
SESM 13	This school provides relevant training for paraprofessionals.
SESM 19	This school provides adequate access to technology for staff who serve students with IEPs.
SESM 20	This school has good communication with district personnel to support students with IEPs.
SESM 21	This school offers adequate compensation (e.g. salary, fringe benefits and retirement) to support my continued employment at this school.
CSCS 12	This school is a supportive and inviting place for staff to work.
CSCS 13	This school promotes trust and collegiality among staff.

CSCS 12	The school is a supportive and inviting place for staff to work.
CSCS 14	This school provides the materials, resources, and training (professional development) needed to do your job effectively.
CSCS 33	How many adults at this school really care about every student?
CSCS 34	How many adults at this school acknowledge and pay attention to students?
CSCS 35	How many adults at this school want every student to do their best?
CSCS 36	How many adults at this school listen to what students have to say?
CSCS 37	How many adults at this school believe that every student can be a success?
CSCS 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?
CSCS 47	…culturally relevant pedagogy for the school's student population?
CSCS 48	…serving English Language Learners?
CSCS 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?
CSCS 55	Based on your experience, how many students at this school are motivated to learn?
CHKS 11	I feel close to people at this school.
CHKS 12	I am happy to be at this school.
CHKS 13	I feel like I am part of this school.
CHKS 14	The teachers at this school treat students fairly.
CHKS 16	At my school, there is a teacher or some other adult who really cares about me.
CHKS 17	At my school, there is a teacher or some other adult who tells me when I do a good job.
CHKS 18	At my school, there is a teacher or some other adult who notices when I'm not there.
CHKS 19	At my school, there is a teacher or some other adult who always wants me to do my best.
CHKS 20	At my school, there is a teacher or some other adult who listens to me when I have something to say.
CHKS 21	At my school, there is a teacher or some other adult who believes that I will be a success.
CHKS 22	At school, I do interesting activities.
CHKS 23	At school, I help decide things like class activities or rules.
CHKS 24	At school, I do things that make a difference.

CHKS 15	I feel safe in my school.
CHKS 34	Did you eat breakfast today?
CHKS 63	During the past 30 days, on how many days did you have at least one drink of alcohol?
CHKS 64	During the past 30 days, on how many days did you have five or more drinks of alcohol in a row, that is, within a couple of hours?
CHKS 65	During the past 30 days, on how many days did you use marijuana (pot, weed, grass, hash, bud)?
CHKS 66	During the past 30 days, on how many days did you use inhalants (things you sniff, huff, or breathe to get "high")?
CHKS 67	During the past 30 days, on how many days did you use cocaine (any form, coke, crack, rock, base, snort)?
CHKS 68	During the past 30 days, on how many days did you use methamphetamine or amphetamines (meth, speed, crystal, crank, ice)?
CHKS 69	During the past 30 days, on how many days did you use ecstasy, LSD or other psychedelics (acid, mescaline, peyote, mushrooms)?
CHKS 70	During the past 30 days, on how many days did you use any other illegal drug or pill to get "high"?
CHKS 71	During the past 30 days, on how many days did you use two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?
CHKS 119	How safe do you feel when you are at school?
CHKS 123	During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?
CHKS 124	During the past 12 months, did you ever seriously consider attempting suicide?
CSCS 29	This school is a safe place for students.
CSCS 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)?
CSCS 53	Based on your experience, how many students at this school are healthy and physically fit?
CSCS 54	Based on your experience, how many students at this school arrive at school alert and rested?
CSCS 57	How much of a problem at this school is student alcohol and drug use?
CSCS 58	How much of a problem at this school is student tobacco use?
CSCS 63	How much of a problem at this school is student depression and other mental health problems?

APPENDIX 5: CAL–SCHLS ITEM "CROSSWALKS"

This section of the appendices lists questions from each of the Cal–SCHLS surveys. Each table is organized such that it is anchored by one of the three surveys, with comparisons made to items on the remaining two surveys.

CHKS–ANCHORED CROSSWALK

Table Number		
CHKS	Staff (CSCS)/ Parent (CSPS)	Item Wording
A 2.7		During the past 12 months, about how many times did you skip school or cut classes?
	Staff 5.2	How much of a problem at this school is cutting classes or being truant?
A 3.10		Teachers at this school treat students fairly.
	Staff 4.3	How many adults at this school treat all students fairly?
A 3.10		I feel safe in my school.
	Staff 2.18	The school is a safe place for students.
	Parent 2.3	This school is a safe place for my child.
A3.11		At my school there is a teacher of some other adult who really cares about me.
	Staff 3.1	How many adults at this school really care about every student?
A3.11		At my school, there is a teacher or some other adult who notices if I am not there.
	Staff 3.2	How many adults at this school acknowledge and pay attention to students?
A3.11		At my school, there is a teacher or some other adult who listens when I have something to say.
	Staff 3.3	How many adults at this school listen to what students have to say?
A3.11		At my school, there is a teacher or some other adult who always wants me to do my best.
	Staff 3.4	How many adults at this school want all students to do their best?
A3.11		At my school, there is a teacher or some other adult who believes that I will be a success.
	Staff 3.5	How many adults at this school believe that every student can be a success?
A3.11		I help decide things like class rules or activities.
	Staff 3.6	This school encourages opportunities for students to decide things like class activities or rules.
A3.11		I do things that make a difference at school.
	Staff 3.9	This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
	Parent 2.13	(Same)

A 4.13		During your life, how many times have you been drunk on alcohol or high on drugs on school property?
	Staff 6.7	How much of a problem at this school is student alcohol and drug use?
	Parent 4.1	Based on your experience, how much of a problem at this school is student alcohol and drug use?
A 5.4		During the past 30 days, on how many days on school property did you smoke cigarettes?
	Staff 6.8	How much of a problem at this school is tobacco use?
A 6.2		During the past 12 months, how many times on school property have you been in a physical fight?
	Staff 6.2	How much of a problem at this school is physical fighting between students?
	Parent 4.3	Based on your experience, how much of a problem at this school is physical fighting between students?
A 6.3		During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books?
		During the past 12 months, how many times on school property have you damaged school property on purpose?
	Staff 6.3	How much of a problem at this school is vandalism (including graffiti)?
	Parent 4.8	Based on your experience, how much of a problem at this school is vandalism (including graffiti)?
A 6.3		During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books?
	Staff 6.4	How much of a problem at this school is theft?
A 6.4		During the past 12 months, how many times on school property have you carried a gun?
		During the past 12 months, how many times on school property have you carried any other weapon?
	Staff 6.6	How much of a problem at this school is weapons possession?
	Parent 4.7	Based on your experience, how much of a problem at this school is weapons possession?
A 6.7		During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (Any of six harassment reasons reported)
	Staff 6.1	How much of a problem at this school is harassment or bullying among students?
	Parent 4.2	Based on your experience, how much of a problem at this school is harassment or bullying among students?
A 6.8		Do you consider yourself a member of a gang?
	Staff 6.5	How much of a problem at this school is gang–related activity?
	Parent 4.6	Based on your experience how much of a problem at this school is gang related activity?
A 6.10		How safe do you feel when you are at school?
	Staff 2.19	The school is a safe place for staff.
A 7.1		Did you eat breakfast today?
	Staff 5.7	Based on your experience, how many students at this school are healthy and physically fit?

A 7.2		During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?
	Staff 5.8	How much of a problem at this school is student depression or other mental health problems?
A 7.3		During the past 12 months, did you ever seriously consider attempting suicide?
	Staff 5.8	How much of a problem at this school is student depression or other mental health problems?
SC 1		Adults at this school treat all students with respect.
	Staff 4.4	How many adults at this school treat every student with respect?
	Parent 2.4	This school treats all students with respect.
SC 2		My class lessons include examples of my racial, ethnic, or cultural background.
	Staff 4.6	This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
	Parent 2.12	This school provides instructional materials that reflect my child's culture, ethnicity and identity.
SC 3		I have been disrespected by an adult at this school because of my race, ethnicity, or culture.
	Staff 4.5	This school emphasizes showing respect for all students' cultural beliefs and practices.
SC 4		There is a lot of tension in this school between people of different cultures, races, or ethnicities.
	Staff 4.2	How much of a problem at this school is racial/ethnic conflict among students?
	Parent 4.4	Based on your experience, how much of a problem at this school is racial/ethnic conflict among students?
SC 6		My teachers work hard to help me with my schoolwork when I need it.
	Staff 3.4	This school emphasizes helping students academically when they need it.
SC 7		Teachers show how classroom lessons are helpful to students in real life.
	Staff 2.5	This school emphasizes teaching lessons in ways relevant to students.
	Parent 2.13	This school provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.
	Parent 2.5	This school provides quality programs for my child's talents, gifts, or special needs.
SC 8		Teachers give students a chance to take part in classroom discussions or activities.
	Staff 3.7	This school gives all students equal opportunity to participate in classroom discussions or activities.
	Parent 2.14	This school gives my child opportunities to participate in classroom activities.
SC 9		Students at this school are motivated to learn.
	Staff 5.1	Based on your experience, how many students at this school are motivated to learn?
SC 10		The school promotes academic success for all students.
	Staff 2.3	(same)
	Parent 2.1	(same)
SC 11		This school is a supportive and inviting place for students to learn.
	Staff 2.1	(same)
	Parent 2.2	This school is an inviting place for students to learn.

SC 12		All students are treated fairly when they break the rules.
	Staff 7.2	The school handles discipline problems fairly.
	Parent 2.4	This school enforces school rules equally for my child and all students.
SC 13		This school clearly informs students what would happen if they break school rules.
	Staff 7.1	The school clearly communicates to students the consequences of breaking school rules.
	Parent 2.8	This school clearly tells students in advance what will happen if they break school rules.
SC 14		The schoolyard and buildings are clean and in good condition.
	Staff 2.20	This school has clean and well–maintained facilities and property.
SC 15		Students at this school are well behaved.
	Staff 5.4	Based on your experience, how many students at this school are well–behaved?
SC 16		I have participated in the following career–related activities at this school. (Mark all that apply.)
		Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments
		Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others)
		Paid or unpaid internship or apprenticeship at a company
		None of the above or don't know
	Parent 2.5	This school provides quality programs for my child's talents, gifts, or special needs.

CSCS–ANCHORED CROSSWALK

CSCS	Table Number Student(CHKS)/ Parent (CSPS)	Item Wording
2.1		This school is a supportive and inviting place for students to learn.
	Student SC11	(same)
	Parent 2.2	This school is an inviting place for students to learn.
2.3		The school promotes academic success for all students.
	Student SC10	(same)
	Parent 2.1	(same)
2.4		This school emphasizes helping students academically when they need it.
	Student SC6	My teachers work hard to help me with my schoolwork when I need it.

2.5		This school emphasizes teaching lessons in ways relevant to students.
	Student SC7	Teachers show how classroom lessons are helpful to students in real life.
	Student SC17	I have participated in the following career–related activities at this school. (Mark all that apply.)
		Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments
		Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others)
		Paid or unpaid internship or apprenticeship at a company
		None of the above or don't know
	Parent 2.15	This school provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.
	Parent 2.5	This school provides quality programs for my child's talents, gifts, or special needs.
2.6		This school is a supportive and inviting place to work.
	Parent 4.5	Based on your experience, how much of a problem at this school is lack of respect of staff by students?
2.19		The school Is a safe place for students.
	Student A3.10	I feel safe in my school.
	Parent 2.3	This school is a safe place for my child.
2.18		The school is a safe place for staff.
	Student A6.10	How safe do you feel when you are at school?
2.20		This school has clean and well–maintained facilities and property.
	Student SC14	The schoolyard and buildings are clean and in good condition.
2.21		This school is welcoming to and facilitates parent involvement.
	Parent 3.2	This school allows input and welcomes parents' contributions.
	Parent 3.5	This school encourages me to be an active partner with the school in educating my child.
3.1		How many adults at this school really care about every student?
	Student A3.11	At my school there is a teacher of some other adult who really cares about me.
3.2		How many adults at this school acknowledge and pay attention to students?
	Student A3.11	At my school, there is a teacher or some other adult who notices if I am not there.
3.3		How many adults at this school listen to what students have to say?
	Student A3.11	At my school, there is a teacher or some other adult who listens when I have something to say.
3.4		How many adults at this school want all students to do their best?
	Student A3.11	At my school, there is a teacher or some other adult who always wants me to do my best.
3.5		How many adults at this school believe that every student can be a success?
	Student A3.11	At my school, there is a teacher or some other adult who believes that I will be a success.
3.6		This school encourages opportunities for students to decide things like class activities or rules.
	Student A3.11	I help decide things like class rules or activities.
3.7		This school gives all students equal opportunity to participate in classroom discussions or activities.
	Student SC8	Teachers give students a chance to take part in classroom discussions or activities.
	Parent 2.4	This school gives my child opportunities to participate in classroom activities.

3.9		This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
	Student 3.11	I do things that make a difference at school.
	Parent 2.9	This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
4.1		The school fosters an appreciation of student diversity and respect for each other.
	Parent 2.8	This school communicates the importance of respecting all cultural beliefs and practices.
4.2		How much of a problem at this school is racial/ethnic conflict among students?
	Student SC4	There is a lot of tension in this school between people of different cultures, races, or ethnicities.
	Parent 4.4	Based on your experience, how much of a problem at this school is racial/ethnic conflict among students?
4.3		How many adults at this school treat all students fairly?
	Student A3.10	Teachers at this school treat students fairly
4.4		How many adults at this school treat every student with respect?
	Student SC1	Adults at this school treat all students with respect.
	Parent 2.4	This school treats all students with respect.
4.5		This school emphasizes showing respect for all students' cultural beliefs and practices.
	Student SC3	I have been disrespected by an adult at this school because of my race, ethnicity, or culture.
4.6		This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
	Student SC2	My class lessons include examples of my racial, ethnic, or cultural background.
	Parent 2.12	This school provides instructional materials that reflect my child's culture, ethnicity and identity.
4.9		This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
	Parent 2.11	This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.
5.1		Based on your experience, how many students at this school are motivated to learn?
	Student SC9	Students at this school are motivated to learn.
5.2		How much of a problem at this school is cutting classes or being truant?
	Student A2.7	During the past 12 months, about how many times did you skip school or cut classes?
5.4		Based on your experience, how many students at this school are well–behaved?
	Student SC15	Students at this school are well behaved.
5.7		Based on your experience, how many students at this school are healthy and physically fit?
	Student A7.1	Did you eat breakfast today?
5.8		How much of a problem at this school is student depression or other mental health problems?
	Student A7.2	During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?
	Student A7.3	During the past 12 months, did you ever seriously consider attempting suicide?

6.1		How much of a problem at this school is harassment or bullying among students?
	Student A6.7	During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (Any of six harassment reasons reported)
	Parent 4.2	Based on your experience, how much of a problem at this school is harassment or bullying among students?
6.2		How much of a problem at this school is physical fighting between students?
	Student A6.2	During the past 12 months, how many times on school property have you been in a physical fight?
	Parent 4.3	Based on your experience, how much of a problem at this school is physical fighting between students?
6.2		How much of a problem at this school is physical fighting between students?
	Student A6.2	During the past 12 months, how many times on school property have you been in a physical fight?
	Parent 4.3	Based on your experience, how much of a problem at this school is physical fighting between students?
6.3		How much of a problem at this school is vandalism (including graffiti)?
	Student 6.3	During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books? During the past 12 months, how many times on school property have you damaged school property on purpose?
	Parent 4.8	Based on your experience, how much of a problem at this school is vandalism (including graffiti)?
6.4		How much of a problem at this school is theft?
	Student A6.3	During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books?
6.5		How much of a problem at this school is gang–related activity?
	Student A6.8	Do you consider yourself a member of a gang?
	Parent 4.6	Based on your experience how much of a problem at this school is gang related activity?
6.6		How much of a problem at this school is weapons possession?
	Student A6.4	During the past 12 months, how many times on school property have you carried a gun? During the past 12 months, how many times on school property have you carried any other weapon?
	Parent 4.7	Based on your experience, how much of a problem at this school is weapons possession?
6.7		How much of a problem at this school is student alcohol and drug use?
	Student A4.13	During your life, how many times have you been drunk on alcohol or high on drugs on school property?
	Parent 4.1	Based on your experience, how much of a problem at this school is student alcohol and drug use?
6.8		How much of a problem at this school is tobacco use?
	Student A5.4	During the past 30 days, on how many days on school property did you smoke cigarettes?
7.1		The school clearly communicates to students the consequences of breaking school rules.
	Student SC13	This school clearly informs students what would happen if they break school rules.
	Parent 2.8	This school clearly tells students in advance what will happen if they break school rules.

7.2		The school handles discipline problems fairly.
	Student SC12	All students are treated fairly when they break the rules.
	Parent 2.9	This school enforces school rules equally for my child and all students.
7.5		This school provides adequate counseling and support services for students.
	Parent 2.6	This school provides quality counseling or other ways to help students with social or emotional needs.
8.2		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).
	Parent 2.6	This school provides quality counseling or other ways to help students with social or emotional needs.
8.8		The school provides students with healthy food choices.
	Parent 2.7	(Same)

CSPS–ANCHORED CROSSWALK

	Table Number	
CSPS	Staff (CSCS)/ Student (CHKS)	Item Wording
2.1		The school promotes academic success for all students.
	Staff 2.3	(same)
	Student SC10	(same)
2.2		This school is an inviting place for students to learn.
	Staff 2.1	This school is a supportive and inviting place for students to learn.
	Student SC11	(same)
2.3		This school is a safe place for my child.
	Staff 2.18	The school Is a safe place for students.
	Student A3.10	I feel safe in my school.
2.4		This school treats all students with respect.
	Staff 4.4	How many adults at this school treat every student with respect?
	Student SC1	Adults at this school treat all students with respect.
2.5		This school provides quality programs for my child's talents, gifts, or special needs.
	Staff 2.5	This school emphasizes teaching lessons in ways relevant to students.
	Student SC7	Teachers show how classroom lessons are helpful to students in real life.
	Student SC16	I have participated in the following career–related activities at this school. (Mark all that apply.)
		Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments
		Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others)
		Paid or unpaid internship or apprenticeship at a company
		D)None of the above or don't know

2.6		This school provides quality counseling or other ways to help students with social or emotional needs.
	Staff 7.5	This school provides adequate counseling and support services for students.
	Staff 8.2	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)
2.7		The school provides students with healthy food choices.
	Staff 8.8	(same)
2.8		This school clearly tells students in advance what will happen if they break school rules.
	Staff 7.1	The school clearly communicates to students the consequences of breaking school rules.
	Student SC13	This school clearly informs students what would happen if they break school rules.
2.9		This school enforces school rules equally for my child and all students.
	Staff 7.2	The school handles discipline problems fairly.
	Student SC12	All students are treated fairly when they break the rules.
2.10		This school communicates the importance of respecting all cultural beliefs and practices.
	Staff 4.1	The school fosters an appreciation of student diversity and respect for each other.
2.11		This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.
	Staff 4.9	This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
2.12		This school provides instructional materials that reflect my child's culture, ethnicity and identity.
	Staff 4.6	This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
	Student SC2	My class lessons include examples of my racial, ethnic, or cultural background.
2.13		This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
	Staff 3.9	This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
	Student A3.11	I do things that make a difference at school.
2.14		This school gives my child opportunities to participate in classroom activities.
	Staff 3.7	This school gives all students equal opportunity to participate in classroom discussions or activities.
	Student SC8	Teachers give students a chance to take part in classroom discussions or activities.
2.15		This school provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.
	Staff 2.5	This school emphasizes teaching lessons in ways relevant to students.
	Student SC7	Teachers show how classroom lessons are helpful to students in real life.
	Student SC16	I have participated in the following career–related activities at this school. (Mark all that apply.)
		Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments
		Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others)
		Paid or unpaid internship or apprenticeship at a company
		None of the above or don't know

3.2		This school allows input and welcomes parents' contributions.
	Staff 2.21	This school is welcoming to and facilitates parent involvement.
3.5		This school encourages me to be an active partner with the school in educating my child.
	Staff 2.21	This school is welcoming to and facilitates parent involvement.
3.1		Based on your experience, how much of a problem at this school is student alcohol and drug use?
	Staff 6.7	How much of a problem at this school is student alcohol and drug use?
	Student A4.13	During your life, how many times have you been drunk on alcohol or high on drugs on school property?
3.2		Based on your experience, how much of a problem at this school is harassment or bullying among students?
	Staff 6.1	How much of a problem at this school is harassment or bullying among students?
	Student A6.7	During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (Any of six harassment reasons reported)
4.3		Based on your experience, how much of a problem at this school is physical fighting between students?
	Staff 6.2	How much of a problem at this school is physical fighting between students?
	Student A6.2	During the past 12 months, how many times on school property have you been in a physical fight?
4.4		Based on your experience, how much of a problem at this school is racial/ethnic conflict among students?
	Staff 4.2	How much of a problem at this school is racial/ethnic conflict among students?
	Student SC4	There is a lot of tension in this school between people of different cultures, races, or ethnicities.
4.5		Based on your experience, how much of a problem at this school is lack of respect of staff by students?
	Staff 2.6	This school is a supportive and inviting place to work.
4.6		Based on your experience how much of a problem at this school is gang related activity?
	Staff 6.5	How much of a problem at this school is gang–related activity?
	Student A6.8	Do you consider yourself a member of a gang?
4.7		Based on your experience, how much of a problem at this school is weapons possession?
	Staff 6.6	How much of a problem at this school is weapons possession?
	Student 6.4	During the past 12 months, how many times on school property have you carried a gun?
		During the past 12 months, how many times on school property have you carried any other weapon?
4.8		Based on your experience, how much of a problem at this school is vandalism (including graffiti)?
	Staff 6.3	How much of a problem at this school is vandalism (including graffiti)?
	Student A6.3	During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books?
		During the past 12 months, how many times on school property have you damaged school property on purpose?