WORKBOOK FOR IMPROVING SCHOOL CLIMATE & CLOSING THE ACHIEVEMENT GAP

Using your California Healthy Kids & California School Climate Surveys
The California Healthy Kids Survey (CHKS) and the California School Climate Survey (CSCS) for staff provides schools and districts with valuable data; however, merely having data is not sufficient if it is not being used constructively for developing better schools and helping students to succeed academically. This is the impetus for developing a supplemental resource for the CHKS and CSCS, namely, the *Workbook for Improving School Climate & Closing the Achievement Gap*.

This publication is part of a California Department of Education (CDE) initiative whose goal is to address the persistent achievement gap thatplagues so many of our schools. The CDE defines the achievement gap as the disparity between white students and other ethnic groups, between English learners and native English speakers, between socio–economically disadvantaged and non–disadvantaged, and between students with disabilities as compared to students without disabilities. The success of this project is directly related to the exciting collaborative effort that brought several CDE offices and divisions together including Learning Support and Partnerships Division, Special Education Division, English Learner and Curriculum Support Division, and P–16 Division.

The Workbook was developed with the recognition that teachers and administrators have a “full plate,” and are implementing strategies to address the important needs of their students; therefore, we wanted to provide an easy to use resource that not only offers additional strategies, but also affirms the hard work and effort that many schools and districts have already invested toward improving the success of students.

The CDE recognizes that the achievement gap cannot be closed in one day; but by taking one step at a time toward creating a more positive school climate, we can work together to narrow it.

Sincerely,

Gordon Jackson, Assistant Superintendent
Learning Support and Partnerships Division
ACKNOWLEDGEMENTS

The Workbook for Improving School Climate & Closing the Achievement Gap is the result of a collaborative project involving WestEd and a number of divisions within the California Department of Education including the Learning Support and Partnerships Division, P–16 Division, English Learner and Curriculum Support Division, and Special Education Division. The goal of this project was to produce a valuable, user-friendly, strengths-based document acknowledging and supporting educators who are striving to provide the best for their students in an educational community with limited resources. It was also to provide additional purpose and use to the data collected from the California Healthy Kids Survey (CHKS) for students and the California School Climate Survey (CSCS) for staff.

The Workbook specifically recognizes the role that a positive school climate makes in closing the achievement gap and improving success for all. This document draws upon research supporting the findings that quality teaching and learning is maximized and that teachers and students have better opportunities to meet with success when a positive school climate exists.

What has been so rewarding for us is that during the process of developing this Workbook the team—brought together with wide ranging expertise from various programs, departments and organizations—worked in a strengths-based manner to develop a strengths-based product. It has been a highly collaborative, effective, thoughtful, respectful, and dedicated group that has been able to use the best of the group’s expertise to produce an encompassing and useful tool. Needless to say, the Workbook represents the efforts of a team that never waned in their commitment and passion to support all of California’s students and teachers in achieving success in school and beyond.

To all the members of this collaboration, a very heartfelt thanks for making this project so enjoyable for us and so meaningful for all the students and teachers of California who will reap the benefits of your efforts.

Thank you to All—

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This Workbook is a companion resource to the California Healthy Kids Survey (CHKS) and California School Climate Survey (CSCS) for staff. Its purpose is to use the data from these surveys to assist local efforts to support and strengthen special education, migrant education, and other educational services for culturally, linguistically, and ethnically diverse students. The Workbook is a practical guide for busy teachers and administrators to foster a positive school climate for staff and students, which in turn promotes positive academic outcomes for all students.

INTRODUCTION

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. We know that all children can learn to the same high levels, so we must confront and change those things that are holding groups of students back.

Towards that effort, in February 2007, State Superintendent of Public Instruction Jack O’Connell announced the Closing the Achievement Gap (CTAG) Initiative\(^1\) and charged the California P-16 Council\(^2\) 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 1) provide culturally relevant professional development for all school personnel; and 2) conduct a climate survey.

Following this recommendation a committee was established and charged with revising the existing California Healthy Kids Survey (CHKS) and the California School Climate Survey (CSCS) for staff to include specific questions that relate to the achievement gap. This resulted in the development and addition of CTAG, Special Education, and Migrant Education questions and/or modules to the California Healthy Kids Survey and the California School Climate Survey for staff. Both revised surveys, when used together and wisely, provide valuable information to teachers, schools, and districts so they can address school climate and culture in the context of closing the achievement gap. The development of the CTAG Workbook is in response to support that effort.

\(^1\) CTAG Initiative, a plan to identify ways the state can better assist counties, districts, and schools in closing California’s achievement gap.

\(^2\) The California P-16 Council is a high level, statewide assembly of educators from preschool, K-12, higher education, business, philanthropy, and community leaders appointed by Superintendent O’Connell and chaired by Dr. Barry Munitz. The Council is charged with developing strategies to better coordinate, integrate, and improve education for preschool through college students.
A Strengths-Based Approach/Framework

Teachers can not teach and students can not learn if either are tired, sick, hungry, distracted, scared, or absent. If we are to close the achievement gap we must recognize that 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. Longitudinal developmental resilience research finds that three inter-related protective factors (also known as developmental supports and opportunities) together in any single environment—home, school, or community—determine whether these needs are met. The three protective factors are as follows: 1) providing caring relationships; 2) communicating high expectation messages; and 3) providing opportunities for meaningful participation and contribution. 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.

Resilience: It’s HOW You Do What You Do

Resilience is the ability for successful adaptation in the face of trauma, adversity, and/or stress. Resilience and youth development, like other strengths-based approaches, is grounded in a theory of change supported by longitudinal developmental resilience research. One of the fundamental lessons to be drawn from resilience research is that schools that create environments rich in the three protective factors are more likely to report high levels of student engagement, school connectedness, better attendance, better performance, and to have lower rates of dropping out, alcohol, and other drug abuse, teen pregnancy, and delinquency than other schools. Resilience research goes beyond the WHAT and delves into the HOW.

How vs. 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

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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 materials.\textsuperscript{6} 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.\textsuperscript{7} In other words: It’s not WHAT you do; it’s HOW you do it.

\textbf{At the Core of the Theory}

The three inter-related protective factors at the core of the resilience theory are as follows: 1) providing caring relationships; 2) communicating high expectation messages; and 3) providing opportunities for meaningful participation and contribution. In an educational context, the presence of these three protective factors in school are what contribute to creating and sustaining a positive school climate—one that is optimal for fostering resilience—that is, it becomes one that mitigates and buffers 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 taps their resilient nature.\textsuperscript{8,9} 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 enhance-


ment of individual strengths contribute to a reduction in their health risk behaviors and an increase in all aspects of their healthy development and life success—physically, socially, emotionally, cognitively, and morally/spirituality. These are represented by the red sections surrounding the core.

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.\(^\text{10}\) 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.

HOW TO USE THIS WORKBOOK

This Workbook is designed as a strengths-based document to help classroom teachers, principals and other administrators, as well as district personnel to better understand and use the data that is available to them via the CHKS and the CSCS. The overall aim is to help schools improve school climate and close the achievement gap in California by reinforcing areas of strength as well as addressing areas of concern.

**Cycle of Action**

Just as classrooms, schools, or districts need to look at their processes if their data highlight issues in the school, it is equally important for schools and districts to recognize, acknowledge, and sustain processes that the data indicate are working. Classrooms, schools, and districts that find encouraging results should actively think about strengthening, expanding and promoting what they are doing and seek to replicate their actions.

The process of assessing where you are, maintaining, and then building upon what you are doing, and showcasing what you are doing is a continual process—a cycle of 4 actions:

» Focus on,
» Improve,
» Maintain, and
» Strengthen.

**Settings**

Readers are shown how to use results from their CHKS and CSCS Special question to identify needs. They are then offered suggestions or Next Steps on what they can do next. Next Steps are listed for 3 settings:

» Classroom,
» School, and
» District.

**Protective Factors**

A key part of these Next Steps are the actions or suggestions regarding the Protective Factors. There are 3 principle Protective Factors:

» CR—Caring Relationships,
» HE—High Expectations, and
» MP—Meaningful Participation.
READING YOUR RESULTS

The various CHKS and CSCS Reports display results in table format. Table results show the percentages of respondents answering along a Likert scale. Typically the response options were “Strongly agree,” “Agree,” “Disagree,” or even “Strongly Disagree”. On the tables that compare specific groups of staff with the general faculty the tables frequently compare those that only “Strongly Agree”.

Please be aware that:

» 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

It is up to the reader and each team, school, and district, to decide what the results mean and where they should start along the “Steps” continuum.

However there are 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.)
» Even if % are the same 50/50 there is need for discussion. Such as why do half the respondents “disagree”? Or perhaps specific staff and general staff both indicate that there is (or isn’t) an issue.

Whatever the responses, there are steps that each school or district can take to find out more, start discussions and to then:

» Focus on,
» Improve,
» Maintain, and
» Strengthen.
PROCESS

#1 SELECT SUBJECT
   • Select an area of interest—Closing The Achievement Gap overall, Special Education or Migrant Education.

#2 SELECT AREA
   • Choose a relevant Area of Focus.

#3 LOCATE DATA
   • Have your CHKS/CSCS Reports handy.*
   • Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
   • If you do not have the results handy answer the Self-Assessment question as a starting point.

#4 DISCUSS RESULTS
   • What do your results show?
   • Is there something that needs to be looked at further?
   • Start a discussion and ask more questions.

#5 CHOOSE SETTINGS
   • Select your setting: Classroom, School, or District.

#6 TAKE NEXT STEPS
   • Read through the Next Steps strategies.
   • Which of the strategies are most relevant/pertinent?
   • Which appear to be the most straightforward to address?
   • Which appear the most critical to address?

#7 FIND SUPPORT
   • Classroom strategies can be implemented easily by individuals or a small team.
   • School-wide or district-wide initiatives will need to consider gathering support; such as:
     • Develop a Task-force;
     • Present results;
     • Organize Focus Groups; or
     • Invite input from stakeholders.

#8 IMPLEMENT
   • Gather support, start with easy to implement steps.

*District Reports  CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest
School Level Reports  Ask your school principal if a copy is available at school. If not, your district CHKS coordinator can order a copy from WestEd for a nominal fee.
**RELATED REPORTS**

### Basic Reports

All districts receive:

- CHKS Main Report
- CHKS Key Findings
- CSCS Report

### Supplemental Reports

If districts complete **Closing the Achievement Gap** Module G, they receive:

- CHKS CTAG Report
- CSCS CTAG Report

If districts receive any of the above Special Reports, they also receive the **Workbook**:

If districts have students/staff involved in **Migrant Education**, they receive:

- CHKS Migrant Education Report
- CSCS Migrant Education Report

If districts have staff who serve students in **Special Education** with IEPs, they receive:

- CSCS Special Education Report

*School level reports are available from WestEd through the CHKS District Coordinator for a nominal fee.*
WORKBOOK FOR
IMPROVING SCHOOL CLIMATE &
CLOSING THE ACHIEVEMENT GAP

Using your California Healthy Kids & California School Climate Surveys

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In February 2007, State Superintendent of Public Instruction Jack O’Connell announced his intent to lead an effort to identify ways the state can better assist counties, districts, and schools in their efforts to close California’s achievement gap. While the U.S. Department of Education describes the achievement gap as the difference in academic performance between different ethnic groups, the California Department of Education (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.

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. 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.

School Climate

School climate refers to the conditions or quality of the teaching and learning environment—as created by the community of people involved, their values, beliefs, and interpersonal relationships, and the physical setting itself—that affect the subjective school experiences, attitudes, behaviors, and performance of both students and staff. A positive school climate is one that is supportive, safe, caring, challenging, and participatory for all.

School Climate and 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”...
determine the factors within schools that account for such success and that motivate teachers to teach and students to learn. CDE hopes to contribute to a deeper understanding of the important role that school climate plays in closing the achievement gap.

Over the past several years, research related to the academic achievement gap and rising concerns related to the outcomes for ethnically diverse students has led to revisions in California’s approach to data collection. The California Healthy Kids Survey (CHKS) and the California School Climate Survey (CSCS) for staff have been expanded to include questions focused specifically to address the interrelated issues for students from culturally, linguistically, and ethnically diverse backgrounds as well as those who may require specialized supports such as special education or migrant education services. This initiative has also broadened both state and district perspectives on how best to address working conditions which directly affect the teaching and learning environment for all students.

New Questions

In the 2008/09 school year, new questions specifically about cultural climate were added in an effort to collect data that contributes to a deeper understanding of the educational experience of underperforming students; informs continuous improvement of teaching, leadership, and organizational practices; and leads 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 separate module and districts can elect to adopt this module as an option. 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.

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.

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. 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.

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.

Conclusion

We know that students are more likely to do well in school if they feel supported and understood by their teachers and peers, and we know that teachers are more likely to be effective if they understand and can relate to the diverse cultures of students in their classrooms. These surveys make an invaluable contribution to our ongoing efforts to provide critical data to guide the fostering of the absolute best school climate for all teachers and students in our schools.

Districts and schools that did not conduct the CTAG module can still use this Workbook by focusing on the strategies in the CTAG section. This section is over-arching and provides steps that can support every school and district. In addition, Appendix 1 provides a list of questions from the basic CHKS and CSCS surveys that would be helpful to all districts regardless of whether they implemented the CTAG module. Districts receive the CHKS & CSCS CTAG Reports by completing the CTAG module (www.wested.org/chks/ctag).


**#1 SELECT SUBJECT**
- Select an area of interest—Closing The Achievement Gap overall, Special Education or Migrant Education.

**#2 SELECT AREA**
- Choose a relevant Area of Focus.

**#3 LOCATE DATA**
- Have your CHKS/CSCS Reports handy.*
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- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

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- Select your setting: Classroom, School, or District.

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- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straightforward to address?
- Which appear the most critical to address?

**#7 FIND SUPPORT**
- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

**#8 IMPLEMENT**
- Gather support, start with easy to implement steps.

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*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest
School Level Reports Ask your school principal if a copy is available at school. If not, your district CHKS coordinator can order a copy from WestEd for a nominal fee.
AREAS OF FOCUS

1. EQUITY OF EXPECTATIONS & SUPPORT

2. RACE: EQUITY & RESPECT

3. CULTURAL RELEVANCE: EDUCATION & CURRICULUM
EQUITY OF EXPECTATIONS & SUPPORT

The objective...
» **at the classroom level** is to address ways to increase student success.

» **at the school level** is to promote the equity of expectations and support amongst staff and to encourage and provide opportunities for them to work together towards creating a site and community that is supportive and healthy for all.

» **at the district level** is to address district policies and structures to improve learning and teaching within diverse and multicultural communities.

**LOCATE DATA**
- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

**School Level Reports** Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

**Self-Assessment Questions**

Expectations
» Are all students, regardless of culture, language, and ethnicity, expected to achieve?

Support and Encouragement
» Are all students supported in being successful?
» Are all students encouraged to be successful?
EQUITY OF EXPECTATIONS & SUPPORT

1 AREA OF FOCUS

EQUITY OF EXPECTATIONS & SUPPORT

Turn to Summary Table S1 of your CSCS CTAG Report.

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

Table S1

Positive Learning and Working Environment

<table>
<thead>
<tr>
<th>This School...</th>
<th>Percent Strongly Agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AA %</td>
</tr>
<tr>
<td>Is a supportive and inviting place for students to learn (T2.1)</td>
<td></td>
</tr>
<tr>
<td>Sets high standards for academic performance for all (T2.2)</td>
<td></td>
</tr>
<tr>
<td>Encourages students to enroll in rigorous courses (T4.9)</td>
<td></td>
</tr>
</tbody>
</table>

Key: AA=African American, AI/AN=American Indian or Alaska Native, A=Asian, PI=Pacific Islander, W=White, H/L=Hispanic or Latino/a, O/ME=Other or Multi-ethnic

Compare this to the student responses in Tables G2 and G3 of your CHKS CTAG Report.

G2

Teachers and other adults encourage me to work hard in school so I can be successful in college or at the job I choose.

<table>
<thead>
<tr>
<th></th>
<th>AI/AN</th>
<th>NH/PI</th>
<th>Asian</th>
<th>AA</th>
<th>H/L</th>
<th>White</th>
<th>Other</th>
<th>Mix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Disagree</td>
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<tr>
<td>Neither disagree nor agree</td>
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<td>Agree</td>
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<td>Strongly agree</td>
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</tbody>
</table>

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic
G3

The teachers and other adults work hard to help me with my schoolwork when I need it.

<table>
<thead>
<tr>
<th></th>
<th>AI/AN</th>
<th>NH/PI</th>
<th>Asian</th>
<th>AA</th>
<th>H/L</th>
<th>White</th>
<th>Other</th>
<th>Mix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<td>Disagree</td>
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Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

DISCUSS RESULTS

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.
EQUITY OF EXPECTATIONS & SUPPORT

1 AREA OF FOCUS

CHOOSE SETTINGS
• Select your setting: Classroom, School, or District.

TAKE NEXT STEPS
• Read through the Next Steps strategies.
• Which of the strategies are most relevant/pertinent?
• Which appear to be the most straightforward to address?
• Which appear the most critical to address?

OK now what to do?
Here are some Next Steps you can take to either:

• FOCUS ON and IMPROVE the current situation (if you found that there are gaps around expectations or support at your school), or

• MAINTAIN and STRENGTHEN the situation (if you found that gaps were minimal or support was apparent).

We’ve divided these steps into sections for:

• CLASSROOM
• SCHOOL
• DISTRICT

We’ve also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.
EQUITY OF EXPECTATIONS & SUPPORT
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • CLASSROOM

The objective at the classroom level is to address ways to increase student success.

<table>
<thead>
<tr>
<th>Check applicable:</th>
<th>STRATEGIES FOR CLASSROOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Done</td>
<td>To Do</td>
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</table>

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

<table>
<thead>
<tr>
<th>Check applicable:</th>
<th>LINKS TO RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Done</td>
<td>To Do</td>
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<tr>
<td>☐</td>
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</tbody>
</table>
EQUITY OF EXPECTATIONS & SUPPORT
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • SCHOOL

The objective at the school level is to promote the equity of expectations and support amongst staff and to encourage and provide opportunities for them to work together towards creating a site and community that is supportive and healthy for all.

**Check applicable:**

**Done**  **To Do**  **STRATEGIES FOR SCHOOLS**

☐ ☐ The principal should lead the call to “value all students” as a commitment and not just a mantra (CR, HE)

☐ ☐ Use data to drive decisions and promote high expectations for students and teachers (HE)

☐ ☐ Ensure that classrooms are conducive to positive interaction—space to move, activities which ask for interaction (MP)

☐ ☐ Encourage varying forms of assessment and ask that staff develop a range of competencies in students (MP, HE)

☐ ☐ Promote student involvement is all aspects of the school. This action serves to create a sense of importance and empowerment and recognizes that all students are part of the school community (MP)

☐ ☐ Increase student involvement from Student Committees to Staff–Parent–Student groups and to School–Community groups (MP)

☐ ☐ Incorporate topics/activities which allow all students to achieve and be acknowledged (MP, HE)

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

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

---

**Protective Factors:**

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

---

**Check applicable:**

**Done**  **To Do**  **LINKS TO RESOURCES**

☐ ☐ Schools Moving Up ( Archived Webinar)—Closing the Learning Gap: Steps That Work
  [www.schoolsmovingup.net/cs/smu/view/e/3368](http://www.schoolsmovingup.net/cs/smu/view/e/3368)
EQUITY OF EXPECTATIONS & SUPPORT
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE

AREA OF FOCUS
EQUITY OF EXPECTATIONS & SUPPORT

Protective ... policies 
and structures to 
improve learning 
and teaching 
within diverse 
and multicultural 
communities.

Check applicable:

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</thead>
<tbody>
<tr>
<td><strong>Done</strong></td>
<td><strong>To Do</strong></td>
</tr>
</tbody>
</table>

**STRATEGIES FOR DISTRICTS**

- Develop policies that focus instruction on a broad range of learning styles and multiple intelligences that build 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)
- Develop strengths-based assessments (CR, HE, MP)
- Develop systems for immediate intervention in assisting struggling students (CR, HE, MP)
- Discipline in a manner that does not isolate and punish but holds students accountable to others and themselves such as in restorative justice approaches like teen/peer courts and peer mediation (HE, MP)
- Create opportunities for students to interact with local businesses in meaningful ways (MP)
- Develop school-business partnerships (MP)

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

Check applicable:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Done</strong></td>
<td><strong>To Do</strong></td>
</tr>
</tbody>
</table>

**LINKS TO RESOURCES**

- The Achievement Gap Initiative at Harvard University Mission is to help raise achievement for all children [www.agi.harvard.edu](http://www.agi.harvard.edu)

---

**Protective Factors:**
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
To help you plan what you do next we have included the following two Planning and Implementation charts.

**THINGS WE WANT TO DO (FOCUS ON & IMPROVE)**

<table>
<thead>
<tr>
<th>Next Steps to Increase Equity of Expectations &amp; Support</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**THINGS WE ARE DOING (MAINTAIN & STRENGTHEN)**

<table>
<thead>
<tr>
<th>Next Steps to Increase Equity of Expectations &amp; Support</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**FIND SUPPORT**

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

**IMPLEMENT**

- Gather support, start with easy to implement steps.
The objective...
- at the classroom level is to address ways to increase practices that include, nurture, educate, and support all students.
- at the school level is to address school related practices and policies to challenge staff assumptions about race.
- at the district level is to address district policies and structures to authentically communicate the value of everyone and to promote the inclusion of all.

LOCATE DATA
- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

*District Reports  CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

School Level Reports  Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

Self-Assessment Question(s)
Equitable participation
- Do all students feel they’re treated equitably, as it relates to classroom participation or discussion?

Caring environment
- Do all students feel that the school “cares” about them?
RACE: EQUITY & RESPECT

Turn to Summary Table S5 of your CSCS CTAG Report.

» If needed feel free to look at Table S8 of the CSCS CTAG Report, G7 and G8 of the CHKS CTAG Report, and your CHKS Main Report Table A3.10.3 (Resilience and Youth Development by Ethnicity).

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

### Table S5. Respect, Equity, Cultural Sensitivity, and the Achievement Gap

<table>
<thead>
<tr>
<th>Strongly agree that this school...</th>
<th>AA %</th>
<th>AI/AN %</th>
<th>A/PI %</th>
<th>W %</th>
<th>H/L %</th>
<th>O/ME %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fosters an appreciation of student diversity and respect for each other (T4.1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Emphasizes showing respect for all students’ cultural beliefs and practices (T4.5)</td>
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<td></td>
</tr>
</tbody>
</table>

Key: AA=African American, AI/AN=American Indian or Alaska Native, A=Asian, PI=Pacific Islander, W=White, H/L=Hispanic or Latino/a, O/ME=Other or Multi-ethnic

Compare this to the student responses in Tables G1 and G9 of your CHKS CTAG Report.

### G1. Teachers and other adults at this school treat all students with respect.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>AI/AN</th>
<th>NH/PI</th>
<th>Asian</th>
<th>AA</th>
<th>H/L</th>
<th>White</th>
<th>Other</th>
<th>Mix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Neither disagree nor agree</td>
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<td></td>
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<tr>
<td>Agree</td>
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<tr>
<td>Strongly agree</td>
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</tr>
</tbody>
</table>

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic
G9. There is a lot of tension in this school between different cultures, races, or ethnicities.

<table>
<thead>
<tr>
<th></th>
<th>AI/AN</th>
<th>NH/PI</th>
<th>Asian</th>
<th>AA</th>
<th>H/L</th>
<th>White</th>
<th>Other</th>
<th>Mix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Disagree</td>
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<td>Neither disagree nor</td>
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<td>Agree</td>
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<td>Strongly agree</td>
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</tbody>
</table>

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

Turn to Summary Table S4 of your CSCS CTAG Report

Table S4

<table>
<thead>
<tr>
<th>How many adults at this school...</th>
<th>AA</th>
<th>AI/AN</th>
<th>A/PI</th>
<th>W</th>
<th>H/L</th>
<th>O/ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring Relationships</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Want every student to do their best (T3.4)</td>
<td></td>
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</tr>
<tr>
<td>Acknowledge and pay attention to students (T3.2)</td>
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<tr>
<td>Really care about every student (T3.1)</td>
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</tr>
</tbody>
</table>

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic
Compare this to the student responses in Table A3.10.2 of your CHKS CTAG Report

Table A3.10.2. Summary of External Assets by race/ethnicity

<table>
<thead>
<tr>
<th>Percent of students scoring High in Assets (%)</th>
<th>AI/AN</th>
<th>NH/PI</th>
<th>Asian</th>
<th>AA</th>
<th>H/L</th>
<th>White</th>
<th>Other</th>
<th>Mix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Environment</strong></td>
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<tr>
<td>Caring Relationships: Adult in School</td>
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<tr>
<td>High Expectations: Adult in School</td>
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<tr>
<td>Meaningful Participation</td>
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<tr>
<td><strong>Community Environment</strong></td>
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<tr>
<td>Total Assets</td>
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<tr>
<td>Caring Relationships: Adult in Community</td>
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<tr>
<td>High Expectations: Adult in Community</td>
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<td>Meaningful Participation</td>
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<tr>
<td><strong>School Connectedness Scale</strong></td>
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</tbody>
</table>

Questions: At my school, there is a teacher or some other adult… (A16) who really cares about me; (A18) who notices when I’m not there; (A20) who listens to me when I have something to say.

Key: AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic or Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

Cells are empty if there are less than 25 respondents.

External assets have been renamed Protective Factors for 2009-10.

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

Discuss Results
- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.
OK now what to do?
Here are some Next Steps you can take to either:

» **FOCUS ON** and **IMPROVE** the current situation (if you found that respondents believed that equity, treatment, or respect is an issue), or

» **MAINTAIN** and **STRENGTHEN** the situation (if you found that all respondents believed the school was an inclusive, safe, and caring environment).

We’ve divided these steps into sections for:

» **CLASSROOM**
» **SCHOOL**
» **DISTRICT**

We’ve also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.
The objective at the classroom level is to address ways to increase practices that include, nurture, educate, and support all students.

### RACE: EQUITY & RESPECT

### RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • CLASSROOM

#### STRATEGIES FOR CLASSROOMS

<table>
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<tr>
<th>Check applicable:</th>
<th>STRATEGIES FOR CLASSROOMS</th>
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</tbody>
</table>

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

#### LINKS TO RESOURCES

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| ☐ | ☐ | The Linguistically Diverse Classroom [www.voicesineducation.org](www.voicesineducation.org)

### Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
RACE: EQUITY & RESPECT
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • SCHOOL

2

The objective at the school level is to address school related practices and policies to challenge staff assumptions about race.

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<thead>
<tr>
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<th>STRATEGIES FOR SCHOOLS</th>
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<tr>
<td>Done To Do</td>
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<tr>
<td>☐ ☐</td>
<td>Review data to reveal patterns of inequity for students (e.g. suspensions, expulsions, disproportionately, and other disciplinary issues) (MP)</td>
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<tr>
<td>☐ ☐</td>
<td>Establish peer helping/tutoring and cross-age mentoring/tutoring programs (MP)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Institute mentoring by teachers, other adults in school, older high school and college students, and community volunteers who reflect that cultural, linguistic, and ethnic composition of the students(CR)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Create focus groups of students, 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 recommendations (CR)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Provide new teacher mentoring and organize teacher support (CR)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Create “dialogue nights” where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, MP)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Be cognizant of staffing that reflects the students and the community (CR)</td>
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</tbody>
</table>

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

<table>
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<tr>
<th>Check applicable:</th>
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<td>Done To Do</td>
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</tr>
<tr>
<td>☐ ☐</td>
<td>Cesar E. Chavez High School: High Expectations, Empowerment, and Excellence, School Improvement, Climate &amp; Culture; Gonzalez, Saul 04/22/2009 <a href="http://www.schoolsmovingup.net/cs/smu/view/e/3675">www.schoolsmovingup.net/cs/smu/view/e/3675</a></td>
</tr>
</tbody>
</table>

Protective Factors:
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
**RACE: EQUITY & RESPECT**

**RECOGNIZE, STRENGTHEN, EXPAND, & SHARE**

**DISTRICT**

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<th>STRATEGIES FOR DISTRICTS</th>
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<td><strong>To Do</strong></td>
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- Become cognizant of the possible unintended consequences of policies and procedures that impact racial harmony.
- Frequently assess practices of disproportionality in such areas as special education and gifted education (CR, HE, MP)
- Provide interpreters, transportation, and childcare for events to increase parental participation (CR, MP)
- Adopt material and curriculum that reflect the race, ethnicity, and culture of the students (CR, MP)
- Hire administration and staff that reflects the population served (CR)
- Become a clearinghouse for learning activities that take place outside of school—and give youth school credit for these (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)

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

**LINKS TO RESOURCES**

<table>
<thead>
<tr>
<th>Check applicable:</th>
<th><strong>PROGRAMS</strong></th>
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<td><strong>To Do</strong></td>
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<tr>
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</tbody>
</table>

- Programs that promote equity, access, participation for all students in AZ, CA, and NV.
  - [www.equityallianceatusu.org](http://www.equityallianceatusu.org)

- Student Well-being and the Academic Progress of Schools
  - School Improvement Climate & Culture; Hanson, Tom
  - 12/10/2003
  - [www.schoolsmovingup.net/cs/smu/view/e/62](http://www.schoolsmovingup.net/cs/smu/view/e/62)

**Protective Factors:**

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
To help you plan what you do next we have included the following two Planning and Implementation charts.

<table>
<thead>
<tr>
<th>THINGS WE WANT TO DO (FOCUS ON &amp; IMPROVE)</th>
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</table>

<table>
<thead>
<tr>
<th>THINGS WE ARE DOING (MAINTAIN &amp; STRENGTHEN)</th>
<th>Date</th>
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</tbody>
</table>
The objective:

» at the classroom level is to address ways to increase student engagement.

» at the school level is to address school related practices and policies to enhance culturally responsive practices.

» at the district level is to address district policies and structures to maintain a focus on culturally responsive and relevant education, awareness, and perspective.

LOCATE DATA

• Have your CHKS/CSCS Reports handy.*
• Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
• If you do not have the results handy answer the Self-Assessment question as a starting point.

*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

School Level Reports Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

Self-Assessment Question(s)

Educational Relevance

» Do students of color feel their education is relevant?

Lessons and curriculum

» Do students see their race as part of the curriculum?

» Do teachers provide lessons that are relevant to their students?
Table S1. Positive Learning and Working Environment

<table>
<thead>
<tr>
<th>This school...</th>
<th>Percent Strongly Agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasizes teaching lessons in ways relevant to students (T2.5)</td>
<td></td>
</tr>
</tbody>
</table>

Key: AA=African American, AI/AN=American Indian or Alaska Native, A=Asian, PI=Pacific Islander, W=White, H/L=Hispanic or Latino/a, O/ME=Other or Multi-ethnic

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

<table>
<thead>
<tr>
<th>This school...</th>
<th>Percent Strongly Agreeing</th>
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</thead>
<tbody>
<tr>
<td>Emphasizes using instructional materials that reflect the cultural or ethnicity of its students (T4.6)</td>
<td></td>
</tr>
</tbody>
</table>

Key: AA=African American, AI/AN=American Indian or Alaska Native, A=Asian, PI=Pacific Islander, W=White, H/L=Hispanic or Latino/a, O/ME=Other or Multi-ethnic

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.
G4. *Teachers show how classroom lessons are important and helpful to me in real life.*

<table>
<thead>
<tr>
<th></th>
<th>AI/AN</th>
<th>NH/PI</th>
<th>Asian</th>
<th>AA</th>
<th>H/L</th>
<th>White</th>
<th>Other</th>
<th>Mix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<td></td>
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<tr>
<td>Disagree</td>
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<td></td>
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<td></td>
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<tr>
<td>Neither disagree nor agree</td>
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<td>Agree</td>
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<td></td>
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<tr>
<td>Strongly agree</td>
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</tr>
</tbody>
</table>

**Key:** AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic/Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

G9. *There is a lot of tension in this school between different cultures, races, or ethnicities.*

<table>
<thead>
<tr>
<th></th>
<th>AI/AN</th>
<th>NH/PI</th>
<th>Asian</th>
<th>AA</th>
<th>H/L</th>
<th>White</th>
<th>Other</th>
<th>Mix</th>
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</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Disagree</td>
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<tr>
<td>Neither disagree nor agree</td>
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<tr>
<td>Agree</td>
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<td></td>
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<tr>
<td>Strongly agree</td>
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**Key:** AI/AN=American Indian or Alaska Native, NH/PI=Native Hawaiian or Pacific Islander, Asian=Asian, AA=African American, H/L=Hispanic/Latino/a, White=White, Other=Other not listed, Mix=Multi-ethnic

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

**DISCUSS RESULTS**

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.
CULTURAL RELEVANCE: EDUCATION & CURRICULUM

Area of Focus

Choose Settings

- Select your setting: Classroom, School, or District.

Take Next Steps

- Read through the Next Steps strategies
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straightforward to address?
- Which appear the most critical to address?

OK now what to do?

Here are some Next Steps you can take to either:

- **FOCUS ON** and **IMPROVE** the current situation (if you found that students did not feel engaged at school), or
- **MAINTAIN** and **STRENGTHEN** the situation (if you found that students of all races/ethnicities believed their education is relevant and meaningful).

We’ve divided these steps into sections for:

- **CLASSROOM**
- **SCHOOL**
- **DISTRICT**

We’ve also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.
The objective at the classroom level is to address ways to increase student engagement.

### STRATEGIES FOR CLASSROOMS

<table>
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<th>Check applicable:</th>
<th>STRATEGIES FOR CLASSROOMS</th>
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<tbody>
<tr>
<td>Done</td>
<td>To Do</td>
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<tr>
<td>Learn about the culture of the students you teach, through formal or informal education (CR, MP)</td>
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<tr>
<td>Make cultural awareness part of the teaching strategy (CR, MP)</td>
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<tr>
<td>Contextualize the content of the curriculum to students’ experiences (CR, MP)</td>
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</tr>
<tr>
<td>Encourage students to see how what they learn can improve their lives (CR, HE, MP)</td>
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</tr>
<tr>
<td>Ensure pictures in the classroom reflect the ethnic makeup of the class.</td>
<td></td>
</tr>
<tr>
<td>Teach about racial respect and tolerance (CR, MP)</td>
<td></td>
</tr>
<tr>
<td>Invite persons of different racial backgrounds to be a part of the education (e.g. parents, local community members, etc.) (CR, MP)</td>
<td></td>
</tr>
<tr>
<td>Expose the classroom to racial diversity (MP)</td>
<td></td>
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<tr>
<td>Give students a choice of assignments and books to read (MP)</td>
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</tr>
<tr>
<td>Ask questions that encourage self-reflection, critical thinking, and dialogue—especially around salient social and personal issues (MP)</td>
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</tbody>
</table>

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

### LINKS TO RESOURCES

Minority Student Achievement Network (MSAN) is a national coalition of multiracial, suburban–urban school districts that seek solutions to gaps in their district

[www.msan.wceruw.org](http://www.msan.wceruw.org)
The objective at the school level is to address school related practices and policies to enhance culturally responsive practices.

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

<table>
<thead>
<tr>
<th>Check if applicable:</th>
<th>STRATEGIES FOR SCHOOLS</th>
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<tr>
<td>Done</td>
<td>To Do</td>
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<tr>
<td></td>
<td>Embed the need for racial tolerance in everything the school does (MP)</td>
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<tr>
<td></td>
<td>Provide ongoing culturally relevant and responsive training for all school personnel (MP)</td>
</tr>
<tr>
<td></td>
<td>Establish peer helping/tutoring and cross-age mentoring/tutoring programs (MP)</td>
</tr>
<tr>
<td></td>
<td>Provide community service learning (MP)</td>
</tr>
<tr>
<td></td>
<td>Engage students—especially those on the margin—in a school climate improvement task force (MP)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
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<table>
<thead>
<tr>
<th>Check applicable:</th>
<th>LINKS TO RESOURCES</th>
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<tr>
<td></td>
<td>Teaching Tolerance is a project of the Southern Poverty Law Center</td>
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<td></td>
<td><a href="http://www.tolerance.org">www.tolerance.org</a></td>
</tr>
</tbody>
</table>

Protective Factors:
- **CR** = Caring Relationships
- **HE** = High Expectations
- **MP** = Meaningful Participation
The objective at the district level is to address district policies and structures to maintain a focus on culturally responsive and relevant education, awareness, and perspective.

**STRATEGIES FOR DISTRICTS**

- Adopt materials, texts, and curriculum that reflects the community served (CR)
- Provide ongoing culturally relevant and responsive training for all school personnel (MP)
- Create “dialogue nights” where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, MP)
- Hold a student focus group with community agencies to explore your Resilience and Youth Development Module (RYDM) community data (CR, HE, MP)
- Form youth advocacy groups around school/community issues. They give students the opportunity to examine local ordinances and learn how to become involved in systemic change (MP)

For more suggestions on creating a positive climate go to Appendix 4: Protective Factor Strategies.

**LINKS TO RESOURCES**

- Data Use and Teacher Collaboration: One School’s Success Story; Gulden, Michael 01/30/2008
  [www.schoolsmovingup.net/cs/smu/view/e/2405](http://www.schoolsmovingup.net/cs/smu/view/e/2405)
- Ideas in Action: Central Union High School; Jones, Emma 01/16/2008
  [www.schoolsmovingup.net/cs/smu/view/e/2390](http://www.schoolsmovingup.net/cs/smu/view/e/2390)
- Ideas in Action: Baldwin Academy; Wilson, Bonnie 12/05/2007
  [www.schoolsmovingup.net/cs/smu/view/e/2387](http://www.schoolsmovingup.net/cs/smu/view/e/2387)

**Protective Factors:**

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
To help you plan what you do next we have included the following two Planning and Implementation charts.

### FIND SUPPORT
- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

### IMPLEMENT
- Gather support, start with easy to implement steps.

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<tr>
<th>THINGS WE WANT TO DO (FOCUS ON &amp; IMPROVE)</th>
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<td>Next Steps to Improve Cultural Awareness</td>
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<td>Next Steps to Improve Cultural Awareness</td>
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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
WORKBOOK FOR IMPROVING SCHOOL CLIMATE & CLOSING THE ACHIEVEMENT GAP

Using your California Healthy Kids & California School Climate Surveys

SPECIAL EDUCATION SECTION
Focus Area 4. Personnel Supports ................................................................. C32
Locate Data .................................................................................................... C32
Discuss Results ............................................................................................... C35
Choose Settings, Take Next Steps ................................................................. C36
Recognize, Strengthen, Expand, & Share Classroom ..................................... C37
Recognize, Strengthen, Expand, & Share School ............................................ C38
Recognize, Strengthen, Expand, & Share District ........................................... C39
Find Support, Implement ............................................................................... C40

Additional Selected Resources & Websites .................................................. C41
INTRODUCTION

The 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.”¹ 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.² 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.³ 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.

Diversity, Highly Qualified Personnel & Sustained Reform

Over the past several years, research related to the academic achievement gap and rising concerns related to the outcomes for ethnically diverse students has led to revisions in California’s approach to data collection. The California Healthy Kids Survey (CHKS) and the California School Climate Survey (CSCS) for staff have been expanded to include questions focused specifically to address the interrelated issues for students from culturally, linguistically, and ethnically diverse backgrounds as well as those who may require specialized supports such as special education or migrant education services. This initiative has also broadened both state and district perspectives on how best to address working conditions which directly affect the teaching and learning environment for all students.

While California has made significant progress in data-collection through the Healthy Kids Initiative, individuals at the district and school site level need support to use these data in ways that will have meaningful impact on student outcomes.

¹ Individuals with Disabilities Education Improvement Act of 2004, PL 108-446, U.S.C.
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.

The Research Categories for the Special Education Support Module

The special education supports module which is included at the end of the main CSCS survey is comprised of a total of 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 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.

Based on Futernick’s research, questions tied to these research categories were organized
into the Special Education Supports Module and included as an addendum to the California School Climate Survey (CSCS).
#1 SELECT SUBJECT
- Select an area of interest—Closing The Achievement Gap overall, Special Education or Migrant Education.

#2 SELECT AREA
- Choose a relevant Area of Focus.

#3 LOCATE DATA
- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

#4 DISCUSS RESULTS
- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.

#5 CHOOSE SETTINGS
- Select your setting: Classroom, School, or District.

#6 TAKE NEXT STEPS
- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straightforward to address?
- Which appear the most critical to address?

#7 FIND SUPPORT
- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

#8 IMPLEMENT
- Gather support, start with easy to implement steps.

---

*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

School Level Reports Ask your school principal if a copy is available at school. If not, your district CHKS coordinator can order a copy from WestEd for a nominal fee.
AREAS OF FOCUS

1. BARRIERS TO EFFECTIVE SERVICE DELIVERY

2. INTEGRATION & COLLABORATION

3. STUDENT EXPECTATIONS & SUPPORTS

4. PERSONNEL SUPPORTS
The objective:

» at the classroom level is to address ways to increase levels of engagement of all students to lessons and activities being conducted.

» at the school level is to address school related practices and policies to enhance student engagement to the school setting and to enhance staff expertise in contributing to this engagement.

» at the district level is to address district policies and structures to increase student engagement to their school and community settings.

LOCATE DATA

- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Table in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

School Level Reports Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

Self-Assessment Questions

Bureaucratic Barriers

Do special education staff feel that there are bureaucratic barriers to effective service delivery?

Administration Support

Is there a difference between special and general education staff regarding the level of support provided them to work effectively?
Turn to Table 9.6 and 9.7 of your CSCS SE Report

» Take a minute to look at the responses of special education staff to the questions below to see if this particular topic seems to be an issue or not.

» Focus on your school level (e.g. Elementary School (ES), Middle School (MS), High School (HS), or Non-Traditional (NT) such as Continuation).

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different yetar, there may be differences in the survey questions and numbering.

### Table 9.6

**Works to Reduce Instructional Interruptions**

<table>
<thead>
<tr>
<th></th>
<th>TD %</th>
<th>ES %</th>
<th>MS %</th>
<th>HS %</th>
<th>NT %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
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<tr>
<td>Disagree</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
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</tr>
</tbody>
</table>

*Question 3.06: This school works to reduce interruptions to instruction for students with Individual Education Programs (IEPs). Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional*

### Table 9.7

**Works to Minimize Paperwork**

<table>
<thead>
<tr>
<th></th>
<th>TD %</th>
<th>ES %</th>
<th>MS %</th>
<th>HS %</th>
<th>NT %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Agree</td>
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<td></td>
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<tr>
<td>Disagree</td>
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<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
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<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*Question 3.07: This school takes steps to minimize required paperwork. Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional*
BARRIERS TO EFFECTIVE SERVICE DELIVERY

Next, we want to see if these barriers exist for all staff. Turn to Table S1 of your CSCS SE Report. This time however compare how the special education staff have responded in comparison with general staff. This will provide an indication of whether this is an issue with special education staff, general staff, or all staff.

Table S1
Positive Learning and Working Environment

<table>
<thead>
<tr>
<th>This school...</th>
<th>Percent Strongly Agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides the materials, resources, and training to do job effectively (T2.11)</td>
<td></td>
</tr>
<tr>
<td>Provides the materials, resources, and training to work with special education (IEP) students (T2.15)</td>
<td></td>
</tr>
</tbody>
</table>

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

DISCUSS RESULTS
- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.
BARRIERS TO EFFECTIVE SERVICE DELIVERY

Choose Settings
- Select your setting: Classroom, School, or District.

Take Next Steps
- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straightforward to address?
- Which appear the most critical to address?

OK now what to do?
Here are some Next Steps you can take to either:

» **FOCUS ON** and **IMPROVE** the current situation (if you found that staff feel they do not receive adequate support), or

» **MAINTAIN** and **STRENGTHEN** the situation (if you found that all staff feel supported).

We’ve divided these steps into sections for:

» **CLASSROOM**
» **SCHOOL**
» **DISTRICT**

We’ve also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.
# BARRIERS TO EFFECTIVE SERVICE DELIVERY

## RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • CLASSROOM

**Check applicable:**

<table>
<thead>
<tr>
<th>Done</th>
<th>To Do</th>
</tr>
</thead>
</table>

**STRATEGIES FOR CLASSROOMS**

- List interruptions that are problematic to instructional time (e.g. speech therapist services for selected students, etc.). Use these as a starting point in discussions with faculty and administration.

- Explain concerns to related service providers and solicit support and ideas for reducing interruptions to instruction.

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

- Seek delegation of paperwork to someone else.

- Maintain a written schedule of related service provision times for each student.

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

- Suggest in-class supports for several students related to ongoing in-class activities vs. pullout services.

- Develop a plan for communicating with parents, other teachers, paraprofessionals, your site administrator, and your students regarding classroom interruptions.

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

## LINKS TO RESOURCES

- Individuals with Disabilities Education Act: [www.cpacinc.org/pdfs/IEPs%20Team.pdf](http://www.cpacinc.org/pdfs/IEPs%20Team.pdf)

- National Dissemination Center for Children with Disabilities [www.nichcy.org](http://www.nichcy.org)


**Protective Factors:**

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
The objective at the school level is to address school related practices and policies to enhance student engagement to the school setting and to enhance staff expertise in contributing to this engagement.

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

**LINKS TO RESOURCES**

- IEP Meeting Strategies: [www.ped.state.nm.us/seo/iep/f6.meeting.prep.pdf](http://www.ped.state.nm.us/seo/iep/f6.meeting.prep.pdf)
- Tips for Meeting Management: [www.humanresources.about.com/od/meetingmanagement/a/meetings_work.htm](http://www.humanresources.about.com/od/meetingmanagement/a/meetings_work.htm)
- How To Make Meetings Work in a Culturally Diverse Group: [www.casagordita.com/diverse.htm](http://www.casagordita.com/diverse.htm)
- LD Online (7 Habits of Highly Effective IEP Teams) [www.ldonline.org/article/seven_habits_of_highly_effective_IEP_teams](http://www.ldonline.org/article/seven_habits_of_highly_effective_IEP_teams)
## Barriers to Effective Service Delivery

### Area of Focus

The objective at the district level is to address district policies and structures to increase student engagement to their school and community settings.

<table>
<thead>
<tr>
<th>Check applicable:</th>
<th>STRATEGIES FOR DISTRICTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Seek comparisons from various school sites in your district to see if issue is district-wide or if some sites have developed effective alternatives. (CR)</td>
</tr>
<tr>
<td></td>
<td>Seek input from other school sites (regional/state) regarding how the issue is resolved/alleviated. (MP)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>Develop policy guidelines to reduce interruptions. (CR, MP)</td>
</tr>
<tr>
<td></td>
<td>Build into contracts time for meetings that are held outside contract hours. (CR)</td>
</tr>
<tr>
<td></td>
<td>Develop central schedule for selected meetings. (CR)</td>
</tr>
<tr>
<td></td>
<td>Work to standardize forms across districts. (CR)</td>
</tr>
<tr>
<td></td>
<td>Develop district policies on acceptable instruction time interruptions. (CR)</td>
</tr>
</tbody>
</table>

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

### Protective Factors:

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

### Links to Resources

- Provides examples or case studies of “what works” including specifics on what a Californian district has done to solve scheduling issues; e.g., San Jose USD (SEIS):
  - www.seis.org
- LA USD (Welligent):
  - www.welligent.com
## 1 AREA OF FOCUS

### BARRIERS TO EFFECTIVE SERVICE DELIVERY

To help you plan what you do next we have included the following two Planning & Implementation charts.

<table>
<thead>
<tr>
<th>THINGS WE WANT TO DO (FOCUS ON &amp; IMPROVE)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Next Steps to Increase Effectiveness of Service Delivery</strong></td>
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</table>

<table>
<thead>
<tr>
<th>THINGS WE ARE DOING (MAINTAIN &amp; STRENGTHEN)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Next Steps to Increase Effectiveness of Service Delivery</strong></td>
<td></td>
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</tbody>
</table>

### FIND SUPPORT

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

### IMPLEMENT

- Gather support, start with easy to implement steps.
The objective:

» **at the classroom level** is to address consultation and collaboration amongst general education and special education personnel with a special focus on team teaching and assessing teacher behavior management styles.

» **at the school level** is to address master scheduling and planning.

» **at the district level** is to address training and structures related to time needs and collaborative induction for special education and general education personnel.

---

**LOCATE DATA**

- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Table in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

---

**Self-Assessment Questions**

Do special education staff feel they are an integral part of the larger school-body?

Is there a significant difference in perceptions between special and general education staff regarding the effectiveness of integration and collaboration efforts amongst staff?

---

*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

School Level Reports Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.
Turn to Table 9.9–9.12 of your CSCS SE Report

» Look first of all at the responses of special education staff to see if this particular topic seems to be an issue or not. Do more special education staff “Strongly Agree/Agree” or “Disagree/Strongly Disagree”?

» Focus on your school level (e.g. Elementary School (ES), Middle School (MS), High School (HS), or Non-Traditional (NT) such as Continuation).

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

### Table 9.9

**Integrates Special Ed into Daily Operations**

<table>
<thead>
<tr>
<th>TD</th>
<th>ES</th>
<th>MS</th>
<th>HS</th>
<th>NT</th>
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<tbody>
<tr>
<td>%</td>
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<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

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

*Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional*

### Table 9.10

**Encourages General and Special Ed Teaming**

<table>
<thead>
<tr>
<th>TD</th>
<th>ES</th>
<th>MS</th>
<th>HS</th>
<th>NT</th>
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<tbody>
<tr>
<td>%</td>
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<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Applicable

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

*Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional*
### Table 9.11

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

<table>
<thead>
<tr>
<th></th>
<th>TD</th>
<th>ES</th>
<th>MS</th>
<th>HS</th>
<th>NT</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
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<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
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</table>

*Question 3.09: This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs. Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional*

### Table 9.12

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

<table>
<thead>
<tr>
<th></th>
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<th>ES</th>
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<th>HS</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
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<tr>
<td>Agree</td>
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<td>Disagree</td>
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<td>Strongly Disagree</td>
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</tbody>
</table>

*Question 3.22: This school views service to students with IEPs as a shared responsibility among all staff. Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional*
Now we want to see if this is an issue with special education staff, general education staff, or all staff. Turn to Table S2 of your CSCS SE Report.

Table S2
Staff Collegiality and Sense of Mission

<table>
<thead>
<tr>
<th>How many adults at this school...</th>
<th>Percent Selecting “Nearly All Adults”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SETD %</td>
</tr>
<tr>
<td>Have close professional relationships with one another (T2.10)</td>
<td></td>
</tr>
<tr>
<td>Support and treat each other with respect (T2.8)</td>
<td></td>
</tr>
<tr>
<td>Feel a responsibility to improve the school (T2.7)</td>
<td></td>
</tr>
</tbody>
</table>

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

DISCUSS RESULTS
- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.
CHOOSE SETTINGS
- Select your setting: Classroom, School, or District.

TAKE NEXT STEPS
- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straightforward to address?
- Which appear the most critical to address?

OK now what to do?
Here are some Next Steps you can take to either:

- FOCUS ON and IMPROVE the current situation (if you found that staff feel they do not collaborate well), or
- MAINTAIN and STRENGTHEN the situation (if you found that all staff believed they do collaborate effectively).

We’ve divided these steps into sections for:

- CLASSROOM
- SCHOOL
- DISTRICT

We’ve also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.
INTEGRATION & COLLABORATION
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • CLASSROOM

The objective at the classroom level is to address consultation and collaboration amongst general education and special education personnel with a special focus on team teaching and assessing teacher behavior management styles.

### STRATEGIES FOR CLASSROOMS

<table>
<thead>
<tr>
<th>Check applicable:</th>
<th>STRATEGIES FOR CLASSROOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐</td>
<td>Conduct a school-wide survey regarding special education and general education roles and responsibilities, teachers, and Para-Professionals. (CR, MP)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Clearly define roles for team-teaching. (CR, MP)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Assess classroom management profile. Discuss similarities and differences among all staff who serve students with IEPs.</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Participate in collaborative planning time between general and special education staff.</td>
</tr>
</tbody>
</table>

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

### LINKS TO RESOURCES

<table>
<thead>
<tr>
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<th>To Do</th>
<th>LINKS TO RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐</td>
<td>Teachers’ section of National Research Center on Learning Disabilities: <a href="http://www.nrcld.org/topics/teachers.html">www.nrcld.org/topics/teachers.html</a></td>
<td></td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Response To Interventions and Cultural Considerations (IRIS Podcast): <a href="http://www.iris.peabody.vanderbilt.edu/resource_podcast/episode_05_Baca.html">www.iris.peabody.vanderbilt.edu/resource_podcast/episode_05_Baca.html</a></td>
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<tr>
<td>☐ ☐</td>
<td>National Center for Culturally Responsive Education Systems: <a href="http://www.nccrest.org">www.nccrest.org</a></td>
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<td>Equity Alliance at ASU: <a href="http://www.equityallianceatasu.org/ea/learning-carousel">www.equityallianceatasu.org/ea/learning-carousel</a></td>
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</tr>
</tbody>
</table>

**Protective Factors:**
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
The objective at the school level is to address master scheduling and planning.

STRATEGIES FOR SCHOOLS

- Check applicable:
  - Done
  - To Do

  - Develop a cohesive Master Schedule which includes time for collaborative planning between general and special education staff. (CR)
  - Schedule same planning period for special education and general education staff for common planning (e.g. co-teaching). (CR)
  - Expand/continue to expand collaboration within your school-community, including students. (CR, MP)
  - Make personal contact with other staff every day. (CR)
  - Organize teacher support groups. (CR)
  - Create structures so teachers have more time for collegial decision-making and planning. (CR)
  - Provide time, venue, and agenda for staff collaboration. (MP)

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

LINKS TO RESOURCES

- Review special education Stories from the Front Line CTA:
  - [www.cta.org/issues/idea/Special_Ed_Stories.html](http://www.cta.org/issues/idea/Special_Ed_Stories.html)

- Teachers’ section of National Research Center on Learning Disabilities:
  - [www.nrclrd.org/topics/administrators.html](http://www.nrclrd.org/topics/administrators.html)

- Expand Student Participation on IEP:

- Building collaborative special education relationships between home and school:
  - [www.onthesameteam.org](http://www.onthesameteam.org)

Protective Factors:
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
The objective at the district level is to address training and structures related to time needs and collaborative induction for special education and general education personnel.

### Check applicable:

<table>
<thead>
<tr>
<th>STRATEGIES FOR DISTRICTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize Induction with all Beginning Teachers BTSA. (CR)</td>
</tr>
<tr>
<td>Address teaming/collaboration. (CR, MP)</td>
</tr>
<tr>
<td>Provide time for collaborative training. (CR)</td>
</tr>
</tbody>
</table>

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

### Links to Resources

<table>
<thead>
<tr>
<th>LINKS TO RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ section of National Research Center on Learning Disabilities: <a href="http://www.nrcld.org/topics/administrators.html">www.nrcld.org/topics/administrators.html</a></td>
</tr>
<tr>
<td>Ventura County CAREs: <a href="http://www.vcoe.org/hth/Resources/VenturaCountyCAREs/tabid/1618/Default.aspx">www.vcoe.org/hth/Resources/VenturaCountyCAREs/tabid/1618/Default.aspx</a></td>
</tr>
</tbody>
</table>

**Protective Factors:**

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
**AREA OF FOCUS**

2

**INTEGRATION & COLLABORATION**

To help you plan what you do next we have included the following two Planning and Implementation charts.

---

**FIND SUPPORT**
- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

**IMPLEMENT**
- Gather support, start with easy to implement steps.

---

<table>
<thead>
<tr>
<th>THINGS WE WANT TO DO (FOCUS ON &amp; IMPROVE)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Steps to Improve Integration and Collaboration</td>
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<table>
<thead>
<tr>
<th>THINGS WE ARE DOING (MAINTAIN &amp; STRENGTHEN)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Steps to Improve Integration and Collaboration</td>
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</tbody>
</table>

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C23: INTEGRATION & COLLABORATION
The objective:

- **at the classroom level** is to address instructional strategies, differentiated instruction, supports and accommodations, teacher data collection and analysis (teacher action research), classroom management, and conduct classroom meetings to promote high expectations for all students.

- **at the school level** is to address training for supports and accommodations, service delivery models, Response to Intervention (RTI), and technology.

- **at the district level** is to address policies and trainings to set target expectations for graduation, modified assessments, and access to complete state adopted materials.

**LOCATE DATA**

- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Table in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

**School Level Reports** Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

**Self-Assessment Questions**

Does the school set high expectations for student with IEPs?

Is there a difference between special and general education staff regarding academic expectations for students with disabilities?
Turn to Table 9.14 and 9.18 of your CPCS SE Report

» What do special education staff think about Student Expectations?
» How has your staff responded? Strongly agree? Agree, Disagree or even Strongly Disagree? This will provide an indication of whether this is an issue or not at your school.
» If you need more information you can also look at Tables 9.15, 9.16 and 9.17. You may also want to look at Table A6.7 of your CHKS Main Report (Harassment Physical/Mental Disability).

Note: The below survey questions are from the 2008/2009 CHKS and CPCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

Table 9.14
High Expectations for Students with IEPs

<table>
<thead>
<tr>
<th></th>
<th>TD %</th>
<th>ES %</th>
<th>MS %</th>
<th>HS %</th>
<th>NT %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Agree</td>
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</tr>
<tr>
<td>Disagree</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
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</tbody>
</table>

*Question 3.14: This school sets high expectations for students with IEPs.*
*Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional*
STUDENT EXPECTATIONS & SUPPORTS

Table 9.18

Provides Sufficient Resources for Special Ed Programs and Services

<table>
<thead>
<tr>
<th></th>
<th>TD %</th>
<th>ES %</th>
<th>MS %</th>
<th>HS %</th>
<th>NT %</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
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<tr>
<td>Agree</td>
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<tr>
<td>Disagree</td>
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<tr>
<td>Strongly Disagree</td>
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<tr>
<td>Not Applicable</td>
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</tbody>
</table>

Question 3.23: This school has sufficient resources to support special education programs and services.
Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional

Turn to Table S1 of your CSCS SE Report to see if this is an issue for only special education staff or for all staff.

Have a look at the responses—separated by special education staff and general staff—for the following questions.

Table S1

Positive Learning and Working Environment

<table>
<thead>
<tr>
<th>This school...</th>
<th>SETD %</th>
<th>TD %</th>
<th>SEES %</th>
<th>ES %</th>
<th>SEMS %</th>
<th>MS %</th>
<th>SEHS %</th>
<th>HS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is a supportive and inviting place for students to</td>
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<tr>
<td>learn (T2.1)</td>
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<td></td>
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<td></td>
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<tr>
<td>Sets high standards for academic performance for</td>
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<td></td>
<td></td>
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<tr>
<td>all (T2.2)</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Promotes academic success for all students (T2.3)</td>
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</tr>
</tbody>
</table>

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

DISCUSS RESULTS
- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.
STUDENT EXPECTATIONS & SUPPORTS

3

AREA OF FOCUS
C27 ''''''''''''''''' STUDENT EXPECTATIONS & SUPPORTS

CHOOSE SETTINGS
• Select your setting: Classroom, School, or District.

TAKE NEXT STEPS
• Read through the Next Steps strategies.
• Which of the strategies are most relevant/pertinent?
• Which appear to be the most straightforward to address?
• Which appear the most critical to address?

OK now what to do?
Here are some Next Steps you can take to either:

• FOCUS ON and IMPROVE the current situation (if you found that special education staff feel that the school doesn’t set high expectations or supports for students with IEPs and if there appears to be a difference between general and special education staff responses), or

• MAINTAIN and STRENGTHEN the situation (if you found that all staff believe all students have high expectations placed upon them and receive adequate supports).

We’ve divided these steps into sections for:

• CLASSROOM
• SCHOOL
• DISTRICT

We’ve also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.
The objective at the classroom level is to address instructional strategies, differentiated instruction, supports and accommodations, teacher data collection and analysis (teacher action research), classroom management, and conduct classroom meetings to promote high expectations for all students.

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

---

**Check applicable:**

<table>
<thead>
<tr>
<th>Done</th>
<th>To Do</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

**STRATEGIES FOR CLASSROOMS**

- Individualize teaching and learning. (CR, HE)
- Utilize small group work. (CR)
- Engage students in setting their own goals. (MP)
- Differentiate instruction and goals. (HE)
- Provide training on supports & accommodations. (CR)
- Document effectiveness of on-going training in coaching, modeling, teaming, and co-teaching. (CR, HE)
- Use praise and highlight successes. (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)
- Conduct classroom meetings. (MP)

---

**LINKS TO RESOURCES**

- Teaching Special Kids: Online Resources for Teachers: [www.education-world.com/a_curr/curr139.shtml](http://www.education-world.com/a_curr/curr139.shtml)
- Universal Design/Access: [www.cast.org/index.html](http://www.cast.org/index.html)
- AAC Resources: [www.specialed.about.com/od/augmentativecommunication/a/UseACC.htm](http://www.specialed.about.com/od/augmentativecommunication/a/UseACC.htm)

---

**Protective Factors:**

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
## AREA OF FOCUS

### STUDENT EXPECTATIONS & SUPPORTS

**RECOGNIZE, STRENGTHEN, EXPAND, & SHARE **

### STRATEGIES FOR SCHOOLS

<table>
<thead>
<tr>
<th>Check if applicable:</th>
<th>STRATEGIES FOR SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>Train all teachers on appropriate service delivery models in the Least Restrictive Environment (LRE). (HE)</td>
</tr>
<tr>
<td>✔️</td>
<td>Engage in school-wide dialogue about co-teaching and high expectations for all students. (CR, HE)</td>
</tr>
<tr>
<td>✔️</td>
<td>Response To Interventions—Maintain Strong Tier 1.</td>
</tr>
<tr>
<td>✔️</td>
<td>Train teachers to use technology for all students and use an online system to identify assistive tech resources (e.g. SELPA). (CR)</td>
</tr>
<tr>
<td>✔️</td>
<td>Have teachers and other school adults model the language of success to all students—“When you graduate…” and “When you go to college…” (HE)</td>
</tr>
<tr>
<td>✔️</td>
<td>Make visits to college campuses available to all students, not just a select few. (HE)</td>
</tr>
<tr>
<td>✔️</td>
<td>Challenge the myths held about certain groups of children and youth—especially those who are poor, non-white, and non-English-speaking.</td>
</tr>
<tr>
<td>✔️</td>
<td>Focus on curriculum that is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives. (HE)</td>
</tr>
</tbody>
</table>

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

### LINKS TO RESOURCES

<table>
<thead>
<tr>
<th>Done</th>
<th>To Do</th>
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<tbody>
<tr>
<td>✔️</td>
<td>Read, distribute and submit Special Education Success Stories: <a href="http://www.wickedlocal.com/ghs-newservicenews/x676138662">www.wickedlocal.com/ghs-newservicenews/x676138662</a></td>
</tr>
</tbody>
</table>

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**Protective Factors:**

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

---

The objective at the school level is to address training for supports and accommodations, service delivery models, Response to Intervention (RTI), and technology.
### STUDENT EXPECTATIONS & SUPPORTS

RECOGNIZE, STRENGTHEN, EXPAND, & SHARE  DISTRRICT

<table>
<thead>
<tr>
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For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

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<th>Done</th>
<th>To Do</th>
<th>LINKS TO RESOURCES</th>
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</thead>
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<tr>
<td>☐</td>
<td>☐</td>
<td>Peer Review of Special Education Services:  <a href="http://www.seattleschools.org/area/strategicplan/special_ed_summary.pdf">www.seattleschools.org/area/strategicplan/special_ed_summary.pdf</a></td>
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<tr>
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<td>Webinars and Resources:  <a href="http://www.cacompcenter.org/cs/cacc/print/htdocs/cacc/cma.htm">www.cacompcenter.org/cs/cacc/print/htdocs/cacc/cma.htm</a></td>
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**Protective Factors:**
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
To help you plan what you do next we have included the following two Planning and Implementation charts.

### Things We Want to Do (Focus on & Improve)

<table>
<thead>
<tr>
<th>Next Steps to Set High Expectations for Students with IEPs</th>
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</table>

### Things We Are Doing (Maintain & Strengthen)

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<th>Next Steps to Set High Expectations for Students with IEPs</th>
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</tbody>
</table>

**Find Support**
- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

**Implement**
- Gather support, start with easy to implement steps.
The objective:

» **at the classroom level** is to address working with families, staff, and technology trainings.

» **at the school level** is to address training for paraprofessionals, facilitating mentoring supports, and building community partnerships.

» **at the district level** is to address induction supports, establishing board policies to support new and veteran teachers (e.g., classroom assignments, and developing written materials outlining personnel supports).

**LOCATE DATA**

- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Table in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

*District Reports CHKS reports can be accessed at: [www.wested.org/cs/chks/print/docs/chks_bsearch.html](http://www.wested.org/cs/chks/print/docs/chks_bsearch.html). CSCS reports can be accessed on the previous website or at: [http://cscs.wested.org/reports/search](http://cscs.wested.org/reports/search). Alternatively these reports can be accessed through CDE Data Quest: [http://dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest)

**School Level Reports** Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

**Self-Assessment Questions**

Do special education staff at your school feel they are adequately supported by the school?

Is there a difference between special and general education staff regarding perceived levels of staff support?
Turn to Table 9.19, 9.20, and 9.22 of your CSCS SE Report.

» Take a minute to look first of all at the responses of special education staff to the survey questions below to see if this particular topic seems to be an issue or not.

» How has your staff responded? Strongly agree? Agree, Disagree or even Strongly Disagree? This will provide an indication of whether this is an issue or not at your school.

» If you need more information look at the responses to these questions 9.21, 9.23, 9.24, 9.25.

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

Table 9.19

<table>
<thead>
<tr>
<th>Has Positive Working Environment for Staff Serving Students with IEPs</th>
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</thead>
<tbody>
<tr>
<td>TD %</td>
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<tr>
<td>------</td>
</tr>
<tr>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Disagree</td>
</tr>
<tr>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

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

Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional
### Table 9.20

**Acknowledges Responsibilities of Staff Serving Students with IEPs**

<table>
<thead>
<tr>
<th></th>
<th>TD %</th>
<th>ES %</th>
<th>MS %</th>
<th>HS %</th>
<th>NT %</th>
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</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
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<td>Not Applicable</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Question 3.12: This school acknowledges the responsibilities for staff who serve students with IEPs.  
Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional*

### Table 9.22

**Climate Encourages Continued Service**

<table>
<thead>
<tr>
<th></th>
<th>TD %</th>
<th>ES %</th>
<th>MS %</th>
<th>HS %</th>
<th>NT %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Question 3.17: This school has a climate that encourages me to continue in my role of service to students with IEPs.  
Key: TD=Total District, ES=Elementary, MS=Middle, HS=High, NT=Non Traditional*
PERSONNEL SUPPORTS

Again how do these compare to the responses of general education staff? Turn to Table S1 of your CSCS SE Report.

Table S1
Positive Learning and Working Environment

<table>
<thead>
<tr>
<th>This school...</th>
<th>Percent Strongly Agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SETD</td>
</tr>
<tr>
<td>Is a supportive and inviting place for staff to work (T2.6)</td>
<td></td>
</tr>
<tr>
<td>Promotes trust and collegiality among staff (T2.9)</td>
<td></td>
</tr>
</tbody>
</table>

Key: SE=Special Education, TD=Total District, ES=Elementary, MS=Middle, HS=High

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

DISCUSS RESULTS
- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.
OK now what to do?
Here are some Next Steps you can take to either:

» FOCUS ON and IMPROVE the current situation (if you found that special education staff feel they are not adequately supported by the school).

» MAINTAIN and STRENGTHEN the situation (if you found that special education staff feel they are adequately supported), or

We’ve divided these steps into sections for:

» CLASSROOM
» SCHOOL
» DISTRICT

We’ve also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.
PERSONNEL SUPPORTS
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • CLASSROOM

The objective at the classroom level is to address working with families, staff, and technology trainings.

Check applicable:

Done    To Do

STRATEGIES FOR CLASSROOMS

☐    ☐
Participate in BTSA and mentoring opportunities. (MP)

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

☐    ☐
Engage in technology support training. (MP)

☐    ☐
Develop consultation skills for working effectively with paraprofessionals and other staff. (MP)

☐    ☐
Develop cultural competency skills for dealing with a wide range of diverse populations. (MP)

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

Check applicable:

Done    To Do

LINKS TO RESOURCES

☐    ☐
Access Para-professionals Training Manuals: www.nrcpara.org/training

☐    ☐
Radio TICAL: A Collaborative Principal: In and Out of Program Improvement and His Recipe for Success (Redding, CA): www.portical.org/podcasts/?p=226

☐    ☐

Protective Factors:

• CR = Caring Relationships
• HE = High Expectations
• MP = Meaningful Participation
The objective at the school level is to address training for paraprofessionals, facilitating mentoring supports, and building community partnerships.

**PERSONNEL SUPPORTS**

**RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • SCHOOL**

**STRATEGIES FOR SCHOOLS**

- Provide informal or formal mentoring of new staff. (CR)
- Train principals to supervise and evaluate special education personnel: partner with district office/SELP. (CR)
- Develop specific strategies for building community partnerships. (CR)
- Provide an ongoing training schedule. (CR)
- Provide principal training on group dynamics & collaborative strategies. (CR)
- Use sample vignettes/videos to demonstrate effective practice. (CR)
- Create structures so teachers have more time for collegial decision-making and planning. (CR)

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

**LINKS TO RESOURCES**

- Access Para-professionals Training Manuals: www.nrcpara.org/training

**Protective Factors:**

- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
4 AREA OF FOCUS

PERSONNEL SUPPORTS
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • DISTRICT

Check applicable:
Done To Do

STRATEGIES FOR DISTRICTS

☐ ☐ Provide introductory meetings for all new staff regarding support available via district. (CR)

☐ ☐ Review Board policies for new and veteran teacher assignments. (CR)

☐ ☐ Provide lists of available technology and support options for 1-1 mentoring. (CR)

☐ ☐ Have district implement and evaluate formal paraprofessional training. (CR)

☐ ☐ Assure that district has written policies for communication with all school personnel. (CR)

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

Check applicable:
Done To Do

LINKS TO RESOURCES

☐ ☐ Review California District strategies for paraprofessional training:
 www.ctc.ca.gov/educator-prep/para
 www.nectac.org/topics/personnel/paraprof.asp

☐ ☐ The Working Group Report on Special Education in the Santa Monica-Malibu Unified School District 4/23/09. This report provides an in depth example of how a district has worked to build a culture of inclusion, ensure equitable access, recruit and retain excellent staff, improve communication systems and programs of instruction.

The objective at the district level is to address induction supports, establishing board policies to support new and veteran teachers (e.g. classroom assignments, and developing written materials outlining personnel supports).

Protective Factors:
• CR = Caring Relationships
• HE = High Expectations
• MP = Meaningful Participation
**PERSONNEL SUPPORTS**

To help you plan what you do next we have included the following two Planning and Implementation charts.

<table>
<thead>
<tr>
<th>THINGS WE WANT TO DO (FOCUS ON &amp; IMPROVE)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Steps to Increase and Sustain Personnel Supports</td>
<td></td>
</tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THINGS WE ARE DOING (MAINTAIN &amp; STRENGTHEN)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next Steps to Increase and Sustain Personnel Supports</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

**FIND SUPPORT**
- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

**IMPLEMENT**
- Gather support, start with easy to implement steps.
Selected Resources


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.

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.ncrpara.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

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
WORKBOOK FOR IMPROVING SCHOOL CLIMATE & CLOSING THE ACHIEVEMENT GAP

Using your California Healthy Kids & California School Climate Surveys

MIGRANT EDUCATION SECTION
# CONTENTS

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<th>Page</th>
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</thead>
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<td>Process</td>
<td>D3</td>
</tr>
<tr>
<td>Areas of Focus</td>
<td>D4</td>
</tr>
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<td><strong>Focus Area 1. Engagement</strong></td>
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<td>Locate Data</td>
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<td>Choose Settings, Take Next Steps</td>
<td>D8</td>
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<td>Recognize, Strengthen, Expand, &amp; Share Classroom</td>
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<td>Recognize, Strengthen, Expand, &amp; Share School</td>
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<td>Recognize, Strengthen, Expand, &amp; Share District</td>
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<td>Find Support, Implement</td>
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<td><strong>Focus Area 2. Health</strong></td>
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<tr>
<td>Discuss Results</td>
<td>D15</td>
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<td>Choose Settings, Take Next Steps</td>
<td>D16</td>
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<td>Recognize, Strengthen, Expand, &amp; Share Classroom</td>
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<td>Recognize, Strengthen, Expand, &amp; Share School</td>
<td>D18</td>
</tr>
<tr>
<td>Recognize, Strengthen, Expand, &amp; Share District</td>
<td>D19</td>
</tr>
<tr>
<td>Find Support, Implement</td>
<td>D20</td>
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<tr>
<td><strong>Additional Selected Resources &amp; Websites</strong></td>
<td>D21</td>
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</tbody>
</table>
INTRODUCTION

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, including better means to identify migrant youth. The data available identified several indicators 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.

The CNA was able to gather data related to concerns clustered under the general heading “Areas of Intervention.” Two of these four areas relate directly to the data compiled via the CHKS and CSCS:

» Engagement in the school community
» Health

Engagement in the School Community

Research has shown that students who are engaged in high school with such activities as student government, student organizations, and athletics have greater satisfaction with school, are more likely to pursue higher education, and are less likely to drop out. Additionally, positive and supportive relationships with adults in the school community contribute to students’ sense of belonging and self-esteem—both critical elements to dropout prevention.

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.

Because direct measures of migrant students’ engagement with the school community do not exist, the High School Work Group and the Management Team explored alternative sources to quantify such experiences. The California Health Kids Survey (CHKS) emerged as a potential source because it is administered anonymously to a large number of high school students throughout the state.

To identify migrant students, the CHKS uses the responses of migrant-like students - self-identified Hispanic or Latino/Latina students who report moving at least once during the past 12 months and who attend a school with a high migrant student population.

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

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.
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.

The Migrant Education Report disaggregates results by migrant education students compared to general population students for LEAs. This way schools, districts, and counties are able to compare and ascertain if a discrepancy exists in their locality for migrant education students.
**PROCESS**

1. **SELECT SUBJECT**
   - Select an area of interest—*Closing The Achievement Gap overall, Special Education or Migrant Education*.

2. **SELECT AREA**
   - Choose a relevant Area of Focus.

3. **LOCATE DATA**
   - Have your CHKS/CSCS Reports handy.*
   - Enter the results from the CHKS/CSCS into the relevant blank Tables in this Workbook.
   - If you do not have the results handy answer the Self-Assessment question as a starting point.

4. **DISCUSS RESULTS**
   - What do your results show?
   - Is there something that needs to be looked at further?
   - Start a discussion and ask more questions.

5. **CHOOSE SETTINGS**
   - Select your setting: Classroom, School, or District.

6. **TAKE NEXT STEPS**
   - Read through the Next Steps strategies.
   - Which of the strategies are most relevant/pertinent?
   - Which appear to be the most straightforward to address?
   - Which appear the most critical to address?

7. **FIND SUPPORT**
   - Classroom strategies can be implemented easily by individuals or a small team.
   - School-wide or district-wide initiatives will need to consider gathering support; such as:
     - Develop a Task-force;
     - Present results;
     - Organize Focus Groups; or
     - Invite input from stakeholders.

8. **IMPLEMENT**
   - Gather support, start with easy to implement steps.

---

*District Reports* CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

School Level Reports Ask your school principal if a copy is available at school. If not, your district CHKS coordinator can order a copy from WestEd for a nominal fee.
The objective:

- **at the classroom level** is to address ways to increase levels of engagement of all students in lessons and activities being conducted.
- **at the school level** is to address school related practices and policies to enhance student engagement in the school setting and to enhance staff expertise in contributing to this engagement.
- **at the district level** is to address district policies and structures to increase student engagements in their school and community settings.

**LOCATE DATA**

- Have your CHKS/CSCS Reports handy.*
- Enter the results from the CHKS/CSCS into the relevant blank Table in this Workbook.
- If you do not have the results handy answer the Self-Assessment question as a starting point.

*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

**School Level Reports** Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

**Self-Assessment Questions**

**Protective Factors**

- Do migrant education students report lower levels of engagement/connectedness in school and/or community than other students?
- Are migrant education students encouraged to participate in the full range of school-community activities?

**Professional Development**

- Do staff feel they have adequate Professional Development that focuses on the needs of migrant education students and/or staff?
Table A3.1

Summary of External Assets

<table>
<thead>
<tr>
<th>Percent of students scoring</th>
<th>Migrant Education Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 7</td>
</tr>
<tr>
<td>High (H), Moderate (M), and Low (L) in Assets (%)</td>
<td>H</td>
</tr>
</tbody>
</table>

School Environment

- Total Assets
- Caring Relationships: Adult in School
- High Expectations: Adult in School
- Meaningful Participation

School Connectedness Scale

External Assets have been renamed Protective Factors for 2009-10.

Table A3.1

Summary of External Assets

<table>
<thead>
<tr>
<th>Percent of students scoring</th>
<th>Non-Migrant Education Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 7</td>
</tr>
<tr>
<td></td>
<td>H</td>
</tr>
</tbody>
</table>

School Environment

- Total Assets
- Caring Relationships: Adult in School
- High Expectations: Adult in School
- Meaningful Participation

School Connectedness Scale

External Assets have been renamed Protective Factors for 2009-10.
Professional Development—Turn to Tables 4.13 and 3.10 of your CSCS ME Report

» If needed, feel free to look at the answers of migrant education staff in Table 2.14, 2.6, 2.11, and 2.14.

Table 4.13
Need PD on Serving English Language Learners

<table>
<thead>
<tr>
<th></th>
<th>MTD</th>
<th>TD</th>
<th>MES</th>
<th>ES</th>
<th>MMS</th>
<th>MS</th>
<th>MHS</th>
<th>HS</th>
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<tbody>
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<td></td>
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</tbody>
</table>

Question 48: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....serving English Language Learners.

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

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

<table>
<thead>
<tr>
<th></th>
<th>MTD</th>
<th>TD</th>
<th>MES</th>
<th>ES</th>
<th>MMS</th>
<th>MS</th>
<th>MHS</th>
<th>HS</th>
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<tbody>
<tr>
<td>Yes</td>
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<tr>
<td>Not Applicable</td>
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</tbody>
</table>

Question 51: Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas....meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion? 

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

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.
ENGAGEMENT

1 AREA OF FOCUS

CHOOSE SETTINGS
- Select your setting: Classroom, School, or District.

TAKE NEXT STEPS
- Read through the Next Steps strategies
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straightforward to address?
- Which appear the most critical to address?

OK now what to do?
Here are some Next Steps you can take to either:

» FOCUS ON and IMPROVE the current situation (if you found varying levels of engagement between migrant education and general education students), or

» MAINTAIN and STRENGTHEN the situation (if you found that all students report high levels of engagement and participation in the school).

We’ve divided these steps into sections for:

» CLASSROOM
» SCHOOL
» DISTRICT

We’ve also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue
The objective at the classroom level is to address ways to increase levels of engagement of all students to lessons and activities being conducted.

**Protective Factors:**
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

<table>
<thead>
<tr>
<th>Check applicable:</th>
<th>STRATEGIES FOR CLASSROOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Done</td>
<td>To Do</td>
</tr>
<tr>
<td></td>
<td>Actively construct activities which focus on the skills/knowledge of migrant student population (e.g., culture, language, etc.) and places the migrant education student as the focus of the lesson/activity (MP)</td>
</tr>
<tr>
<td></td>
<td>Create lessons/activities that illuminate the skills accessed by mobile migrant education students, e.g., awareness of varying cultures, languages, community support (MP)</td>
</tr>
<tr>
<td></td>
<td>Make one-to-one time with students (CR)</td>
</tr>
<tr>
<td></td>
<td>Make personal contact with students every day—something as simple as a hello or a smile (CR)</td>
</tr>
<tr>
<td></td>
<td>Pay attention and actively listen to students (CR)</td>
</tr>
<tr>
<td></td>
<td>Learn the names of students and their life contexts (CR)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
</tr>
<tr>
<td></td>
<td>Have teachers and other school adults model the language of success to all students—“When you graduate…,” and “When you go to college….” (HE)</td>
</tr>
<tr>
<td></td>
<td>Make visits to college campuses available to all students, not just a select few (HE)</td>
</tr>
<tr>
<td></td>
<td>Give students more opportunities to respond to questions (MP)</td>
</tr>
<tr>
<td></td>
<td>Ask students their opinions on issues and classroom problems (MP)</td>
</tr>
<tr>
<td></td>
<td>Ask questions that encourage self-reflection, critical thinking, and dialogue—especially around salient social and personal issues (MP)</td>
</tr>
<tr>
<td></td>
<td>Make learning more hands-on (MP)</td>
</tr>
</tbody>
</table>

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.
ENGAGEMENT
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • SCHOOL

The objective at the school level is to address school related practices and policies to enhance student engagement to the school setting and to enhance staff expertise in contributing to this engagement.

<table>
<thead>
<tr>
<th>Check applicable:</th>
<th>STRATEGIES FOR SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Done To Do</td>
<td></td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Set up peer support networks in the classroom/school to help new students acclimatize and increase awareness of all services/programs available to them (CR, MP)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>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)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>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)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Institute mentoring by teachers, other adults in school, older high school and college students, and community volunteers (CR)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Create focus groups of students, 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)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Challenge the myths held about certain groups of children and youth—especially those who are poor, non-white, and non-English-speaking (HE)</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Establish peer helping/tutoring and cross-age mentoring/tutoring programs (MP)</td>
</tr>
</tbody>
</table>

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

Protective Factors:
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation

<table>
<thead>
<tr>
<th>Done To Do</th>
<th>LINKS TO RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ ☐</td>
<td>Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools (Aida Walqui) WestEd [<a href="http://www.wested.org/cs/we/view/rs/564">www.wested.org/cs/we/view/rs/564</a>]</td>
</tr>
<tr>
<td>☐ ☐</td>
<td>Bridging Cultures Between Home and School Institute (WestEd) [<a href="http://www.wested.org/cs/we/view/serv/94">www.wested.org/cs/we/view/serv/94</a>]</td>
</tr>
</tbody>
</table>

D10 · ENGAGEMENT
ENGAGEMENT
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • DISTRICT

1 AREA OF FOCUS

The objective at the district level is to address district policies and structures to increase student engagement to their school and community settings.

Check applicable:

Done To Do

STRATEGIES FOR DISTRICTS

- 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 (CR)
- Welcome community volunteers into the school who can work one-on-one and in small groups with youth, thus increasing substantially the number of adults in close relationship with youth (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)
- 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 Resilience and Youth Development Module (RYDM) community data (CR, HE, MP)

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

LINKS TO RESOURCES

Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools (Aida Walqui) WestEd
www.wested.org/cs/we/view/rs/564

Bridging Cultures Between Home and School Institute (WestEd)
www.wested.org/cs/we/view/serv/94

Quality Teaching for English Learners: High Challenge and High Support Schools Moving Up ( Archived Webinar)
www.schoolsmovingup.net/cs/smu/view/e/3095

Protective Factors:
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
To help you plan what you do next we have included the following two Planning and Implementation charts.

**THINGS WE WANT TO DO (FOCUS ON & IMPROVE)**

<table>
<thead>
<tr>
<th>Next Steps to Increase Student Engagement</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**FIND SUPPORT**

- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

**IMPLEMENT**

- Gather support, start with easy to implement steps.

**THINGS WE ARE DOING (MAINTAIN & STRENGTHEN)**

<table>
<thead>
<tr>
<th>Next Steps to Increase Student Engagement</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

D12 · ENGAGEMENT
The objective:
» at the classroom level is to address ways to increase awareness of all students to current mental and physical health services available.
» at the school level is to address school related practices and policies to enhance involvement and awareness of all students in healthy lifestyles and access to health services.
» at the district level is to address district policies and structures to address awareness and/or use of health services available to students. This may also include raising awareness to students’ families.

LOCATE DATA
• Have your CHKS/CSCS Reports handy.*
• Enter the results from the CHKS/CSCS into the relevant blank Table in this Workbook.
• If you do not have the results handy answer the Self-Assessment question as a starting point.

*District Reports CHKS reports can be accessed at: www.wested.org/cs/chks/print/docs/chks_bsearch.html. CSCS reports can be accessed on the previous website or at: http://cscs.wested.org/reports/search. Alternatively these reports can be accessed through CDE Data Quest: http://dq.cde.ca.gov/dataquest

School Level Reports Ask your school Principal for the school level report or contact your CHKS District Coordinator and request a copy of the school district report for a nominal fee.

Self-Assessment Questions
Mental Health
» Do migrant education students report higher levels of unmet mental health needs than other students?

Physical Health
» Do migrant education students report higher levels of unmet physical health needs than other students?
Turn to Table A4.3, A7.1, & A7.2, of your CHKS ME Report

» If needed, feel free to look at the answers of migrant education students in Table 6.7 & 6.10.

Note: The below survey questions are from the 2008/2009 CHKS and CSCS reports. If you are looking at reports from a different year, there may be differences in the survey questions and numbering.

### Table A7.2

**Frequency of Sad and Hopeless Feelings, Past 12 Months**

<table>
<thead>
<tr>
<th></th>
<th>Grade 7 Migrant %</th>
<th>Grade 7 Non-Migrant %</th>
<th>Grades 9, 11 Migrant %</th>
<th>Grades 9, 11 Non-Migrant %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Question HS A.123/MS A.105: 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?*

### Physical Health

» If needed, feel free to look at the answers of migrant education students in Table 4.3.

### Table A7.1

**Eating of Breakfast**

<table>
<thead>
<tr>
<th></th>
<th>Grade 7 Migrant %</th>
<th>Grade 7 Non-Migrant %</th>
<th>Grades 9, 11 Migrant %</th>
<th>Grades 9, 11 Non-Migrant %</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Yes</td>
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<td></td>
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</tbody>
</table>

*Question HS A.34/MS A.33: Did you eat breakfast today?*
### Table A4.3

**Current AOD Use, Past 30 Days**

<table>
<thead>
<tr>
<th>Drug Type</th>
<th>Grade 7 Migrant %</th>
<th>Grade 7 Non-Migrant %</th>
<th>Grades 9, 11 Migrant %</th>
<th>Grades 9, 11 Non-Migrant %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol (at least one drink)</td>
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<tr>
<td>Marijuana</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inhalants</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cocaine</td>
<td></td>
<td></td>
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<tr>
<td>Methamphetamine or any amphetamines</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Ecstasy, LSD or other psychedelics</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other illegal drug or pill</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Any of the above AOD Use</td>
<td></td>
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<tr>
<td>Two or more drugs at the same time</td>
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</tbody>
</table>

*Question HS A.63, 65-71/MS A.52,54-56: During the past 30 days, on how many days did you use…? no=not asked of middle school students*

For additional CHKS and CSCS questions for this focus area, refer to Appendix 1.

**Discuss Results**

- What do your results show?
- Is there something that needs to be looked at further?
- Start a discussion and ask more questions.
OK now what to do?

Here are some Next Steps you can take to either:

- **FOCUS ON** and **IMPROVE** the current situation (if you found that health discrepancies are apparent), or

- **MAINTAIN** and **STRENGTHEN** the situation (if you found that the current reported physical and mental health indicators are positive for all students).

We’ve divided these steps into sections for:

- **CLASSROOM**
- **SCHOOL**
- **DISTRICT**

We’ve also placed 2 columns of checkboxes next to each one so you can identify which you are already doing (and want to continue doing) and those that might need more attention.

**CHOOSE SETTINGS**
- Select your setting: Classroom, School, or District.

**TAKE NEXT STEPS**
- Read through the Next Steps strategies.
- Which of the strategies are most relevant/pertinent?
- Which appear to be the most straightforward to address?
- Which appear the most critical to address?
HEALTH
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • CLASSROOM

The objective at the classroom level is to address ways to increase awareness of all students to current health services available both mental and physical.

Check applicable:

<table>
<thead>
<tr>
<th>STRATEGIES FOR CLASSROOMS</th>
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<tbody>
<tr>
<td>Done</td>
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</tbody>
</table>

Consciously watch how and what you say to your class (CR, MP)

Ask for or offer to be a mentor/team teacher (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)

Learn all students names and something about them (CR)

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

Have students team-up with bilingual students, If there is a language issue. Check on progress (MP)

Make sure your body gestures convey your intentions (e.g. smile, eye contact, nod, etc.), If there is a language issue (CR, MP)

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

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

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

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

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

Protective Factors:
- CR = Caring Relationships
- HE = High Expectations
- MP = Meaningful Participation
HEALTH
RECOGNIZE, STRENGTHEN, EXPAND, & SHARE • SCHOOL

The objective at the school level is to address school related practices and policies to enhance involvement and awareness of all students in healthy lifestyles and access to health services.

Protective Factors:
• CR = Caring Relationships
• HE = High Expectations
• MP = Meaningful Participation

STRATEGIES FOR SCHOOLS

☐ ☐ 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? etc.) (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)

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

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

☐ ☐ 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)

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

☐ ☐ Encourage community groups involved in physical activity/health into the school (MP)

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.

LINKS TO RESOURCES

☐ ☐ 9th—12th grade guide that provides students with an understanding of local health concerns of migrant workers

## HEALTH

### AREA OF FOCUS

### D19 HEALTH

#### Protective Factors:
- **CR** = Caring Relationships
- **HE** = High Expectations
- **MP** = Meaningful Participation

#### Check applicable:

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<tr>
<td><strong>Done</strong></td>
<td><strong>To Do</strong></td>
<td></td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td><strong>STRATEGIES FOR DISTRICTS</strong></td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>Provide information to all students about access to mental health care. Find out why they haven’t been taking advantage of health care and plan around the issues (e.g. time schedule issue? Language issue? Lack of prior experience? Financial issue? etc.) (MP)</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>Host a parent information session (at appropriate time) around mental health care (CR, MP)</td>
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<td>Seek a community-liaison officer/volunteer to make sure all communities are aware of services (CR, MP)</td>
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<td>[ ]</td>
<td>[ ]</td>
<td>Form youth advocacy groups around issues like mental health and physical health (e.g. nutrition, alcohol, tobacco, etc.). They give students the opportunity to examine local ordinances and learn how to become involved in systemic change (MP)</td>
</tr>
<tr>
<td>[ ]</td>
<td>[ ]</td>
<td>Engage in a neighborhood mapping project that gets youth actively engaged in identifying community assets which offer pro-youth resources, services, and facilities (HE, MP)</td>
</tr>
</tbody>
</table>

For more suggestions on creating a positive climate look back at the CTAG Next Steps and/or go to Appendix 4: Protective Factor Strategies.
To help you plan what you do next we have included the following two Planning and Implementation charts.

### Things We Want to Do (Focus on & Improve)

<table>
<thead>
<tr>
<th>Next Steps to Improve Health Services</th>
<th>Date</th>
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### Things We Are Doing (Maintain & Strengthen)

<table>
<thead>
<tr>
<th>Next Steps to Improve Health Services</th>
<th>Date</th>
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</tbody>
</table>

**Find Support**
- Classroom strategies can be implemented easily by individuals or a small team.
- School-wide or district-wide initiatives will need to consider gathering support; such as:
  - Develop a Task-force;
  - Present results;
  - Organize Focus Groups; or
  - Invite input from stakeholders.

**Implement**
- Gather support, start with easy to implement steps.
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
# APPENDIX 1: RELATED QUESTIONS

This section of the appendices outlines some of the questions in the Supplemental CTAG, SEM 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 www.wested.org/chks.

## Closing The Achievement Gap Report

### 1. Equity of Expectations and Support

<table>
<thead>
<tr>
<th>Caring environment</th>
<th>CHKS 16</th>
<th>CHKS 17</th>
<th>CHKS 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many adults at this school… really care about all students?</td>
<td>… who really cares about me.</td>
<td>… who notices when I’m not there.</td>
<td>… who listens when I have something to say.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expectations</th>
<th>CSCS 7</th>
<th>CTAG 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school sets high standards for academic performance for all students.</td>
<td>Teachers and other adults encourage students to work hard in school so they can be successful in college or at the job they choose.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support and Encouragement</th>
<th>CTAG 3</th>
<th>CTAG 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teachers and other adults…</td>
<td>… work hard to help students with their schoolwork when they need it.</td>
<td>Teacher give all students a chance to take part in classroom discussions or activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CSCS 8</th>
<th>CSCS 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>… promotes academic success for all students.</td>
<td>… emphasizes helping students academically when they need it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many adults at this school…</th>
<th>CSCS 33</th>
<th>CSCS 35</th>
<th>CSCS 37</th>
</tr>
</thead>
<tbody>
<tr>
<td>… really care about all students?</td>
<td>… want all students to do their best?</td>
<td>… believe that every student can be a success?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At my school there is a teacher or some other adult…</th>
<th>CHKS 17</th>
<th>CHKS 19</th>
<th>CHKS 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>… who tells me when I do a good job.</td>
<td>… who always wants me to do my best.</td>
<td>… who believes that I will be a success.</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Race: Equity & Respect

<table>
<thead>
<tr>
<th>Racial harmony or tension</th>
<th>CSCS 24</th>
<th>CSCS 25</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school…</td>
<td>… fosters an appreciation of student diversity and respect for each other.</td>
<td>… emphasizes showing respect for all students’ cultural beliefs and practice.</td>
</tr>
</tbody>
</table>
### Staff perceptions of respect

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCS 24</td>
<td>...fosters an appreciation of student diversity and respect for each other.</td>
</tr>
<tr>
<td>CSCS 25</td>
<td>...emphasizes showing respect for all students’ cultural beliefs and practice.</td>
</tr>
<tr>
<td>CSCS 27</td>
<td>...handles discipline problems fairly.</td>
</tr>
<tr>
<td>CSCS 38</td>
<td>...treat all students fairly?</td>
</tr>
<tr>
<td>CSCS 39</td>
<td>...treat every student with respect?</td>
</tr>
</tbody>
</table>

### Student perceptions of respect

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTAG 1</td>
<td>Teachers and other adults at this school treat you with respect.</td>
</tr>
<tr>
<td>CTAG 5</td>
<td>Teachers give me a chance to take part in classroom discussions or activities.</td>
</tr>
<tr>
<td>CTAG 7</td>
<td>At this school, all students are treated fairly when they break school rules.</td>
</tr>
<tr>
<td>CTAG 8</td>
<td>You have been disrespected or mistreated by an adult at this school because of your race, ethnicity, or nationality.</td>
</tr>
<tr>
<td>CHKS 14</td>
<td>The teachers at this school treat students fairly.</td>
</tr>
</tbody>
</table>

### 3. Cultural Relevance: Education & Curriculum

#### Educational relevance

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCS 11</td>
<td>This school emphasizes teaching lessons in ways relevant to students.</td>
</tr>
<tr>
<td>CTAG 4</td>
<td>Teachers show how classroom lessons are important and helpful to students in real life.</td>
</tr>
</tbody>
</table>

#### Cultural relevance of lessons and curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCS 21</td>
<td>This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.</td>
</tr>
<tr>
<td>CTAG 6</td>
<td>The books and lessons in your classes include examples of your race or ethnic background.</td>
</tr>
</tbody>
</table>
1. Bureaucratic Barriers to Effective Service Delivery

<table>
<thead>
<tr>
<th>Bureaucratic Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESM 6</strong></td>
</tr>
<tr>
<td><strong>SESM 7</strong></td>
</tr>
<tr>
<td><strong>SESM 10</strong></td>
</tr>
</tbody>
</table>

**Administration Support**

| **CSCS 14** | ...provides the materials, resources, and training (professional development) needed to do your job effectively. |
| **CSCS 15** | ...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. |

2. 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. |

**Staff at this school**

| **CSCS 40** | ...have close professional relationships with one another? |
| **CSCS 41** | ...support and treat each other with respect? |
| **CSCS 42** | ...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 |

3. Expectations and Supports

<table>
<thead>
<tr>
<th><strong>Student Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SESM 14</strong></td>
</tr>
<tr>
<td><strong>SESM</strong></td>
</tr>
<tr>
<td><strong>CSCS 7</strong></td>
</tr>
<tr>
<td><strong>CSCS 8</strong></td>
</tr>
<tr>
<td><strong>CSCS 9</strong></td>
</tr>
</tbody>
</table>
### 4. Personnel Supports

#### Student Supports

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCS 35</td>
<td>How many adults at this school… want all students to do their best?</td>
</tr>
<tr>
<td>CPCS 37</td>
<td>…believe that every student can be a success?</td>
</tr>
<tr>
<td><strong>Student Supports</strong></td>
<td></td>
</tr>
<tr>
<td>SESM 23</td>
<td>This school has sufficient resources to support special education programs and services.</td>
</tr>
<tr>
<td>SESM 15</td>
<td>This school provides effective supports for teaching culturally and linguistically diverse students with IEPs.</td>
</tr>
<tr>
<td>SESM 16</td>
<td>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).</td>
</tr>
<tr>
<td>SESM 18</td>
<td>This school provides complete state adopted instructional materials for students with IEPs.</td>
</tr>
<tr>
<td><strong>CPCS 35</strong></td>
<td>How many adults at this school…</td>
</tr>
<tr>
<td>CPCS 33</td>
<td>…really care about all students?</td>
</tr>
<tr>
<td>CPCS 38</td>
<td>…treat all students fairly?</td>
</tr>
<tr>
<td>CPCS 39</td>
<td>…treat every student with respect?</td>
</tr>
<tr>
<td><strong>To what extent does this school…</strong></td>
<td></td>
</tr>
<tr>
<td>CPCS 22</td>
<td>…provide services for students with disabilities or other special needs?</td>
</tr>
<tr>
<td>CPCS 10</td>
<td>…provides adequate counseling and support services for students.</td>
</tr>
<tr>
<td><strong>This school…</strong></td>
<td></td>
</tr>
<tr>
<td>CPCS 6</td>
<td>…is a supportive and inviting place for students to learn.</td>
</tr>
<tr>
<td>CPCS 24</td>
<td>…fosters an appreciation of student diversity and respect for each other.</td>
</tr>
</tbody>
</table>

#### Staff Supports—SE staff

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESM 11</td>
<td>This school provides a positive working environment for staff who serve students with IEPs.</td>
</tr>
<tr>
<td>SESM 12</td>
<td>This school acknowledges the responsibilities for staff who serve students with IEPs.</td>
</tr>
<tr>
<td>SESM 17</td>
<td>This school has a climate that encourages me to continue in my role of service to students with IEPs.</td>
</tr>
<tr>
<td>SESM 13</td>
<td>This school provides relevant training for paraprofessionals.</td>
</tr>
<tr>
<td>SESM 19</td>
<td>This school provides adequate access to technology for staff who serve students with IEPs.</td>
</tr>
<tr>
<td>SESM 20</td>
<td>This school has good communication with district personnel to support students with IEPs.</td>
</tr>
<tr>
<td>SESM 21</td>
<td>This school offers adequate compensation (e.g., salary, fringe benefits and retirement) to support my continued employment at this school.</td>
</tr>
<tr>
<td><strong>This school…</strong></td>
<td></td>
</tr>
<tr>
<td>CPCS 12</td>
<td>…is a supportive and inviting place for staff to work.</td>
</tr>
<tr>
<td>CPCS 13</td>
<td>…promotes trust and collegiality among staff.</td>
</tr>
</tbody>
</table>
### 1. Engagement

<table>
<thead>
<tr>
<th>Code</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCS 12</td>
<td>The school is a supportive and inviting place for staff to work.</td>
</tr>
<tr>
<td>CPCS 14</td>
<td>This school provides the materials, resources, and training (professional development) needed to do your job effectively.</td>
</tr>
<tr>
<td>CPCS 33</td>
<td>…really care about every student?</td>
</tr>
<tr>
<td>CPCS 34</td>
<td>…acknowledge and pay attention to students?</td>
</tr>
<tr>
<td>CPCS 35</td>
<td>…want every student to do their best?</td>
</tr>
<tr>
<td>CPCS 36</td>
<td>…listen to what students have to say?</td>
</tr>
<tr>
<td>CPCS 37</td>
<td>…believe that every student can be a success?</td>
</tr>
<tr>
<td>CPCS 46</td>
<td>Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas…</td>
</tr>
<tr>
<td>CPCS 47</td>
<td>…working with diverse racial, ethnic, or cultural groups?</td>
</tr>
<tr>
<td>CPCS 48</td>
<td>…culturally relevant pedagogy for the school’s student population?</td>
</tr>
<tr>
<td>CPCS 52</td>
<td>Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas…</td>
</tr>
<tr>
<td>CPCS 55</td>
<td>…creating a positive school climate?</td>
</tr>
<tr>
<td>CHKS 11</td>
<td>Based on your experience, how many students at this school are motivated to learn?</td>
</tr>
<tr>
<td>CHKS 12</td>
<td>I feel close to people at this school.</td>
</tr>
<tr>
<td>CHKS 13</td>
<td>I am happy to be at this school.</td>
</tr>
<tr>
<td>CHKS 14</td>
<td>I feel like I am part of this school.</td>
</tr>
<tr>
<td>CHKS 15</td>
<td>The teachers at this school treat students fairly.</td>
</tr>
<tr>
<td>CHKS 16</td>
<td>At my school, there is a teacher or some other adult…</td>
</tr>
<tr>
<td>CHKS 17</td>
<td>…who really cares about me.</td>
</tr>
<tr>
<td>CHKS 18</td>
<td>…who tells me when I do a good job.</td>
</tr>
<tr>
<td>CHKS 19</td>
<td>…who notices when I’m not there.</td>
</tr>
<tr>
<td>CHKS 20</td>
<td>…who always wants me to do my best.</td>
</tr>
<tr>
<td>CHKS 21</td>
<td>…who listens to me when I have something to say.</td>
</tr>
<tr>
<td>CHKS 22</td>
<td>…who believes that I will be a success.</td>
</tr>
<tr>
<td>CHKS 23</td>
<td>At school,…</td>
</tr>
<tr>
<td>CHKS 24</td>
<td>…I do interesting activities.</td>
</tr>
<tr>
<td>CHKS 25</td>
<td>…I help decide things like class activities or rules.</td>
</tr>
<tr>
<td>CHKS 26</td>
<td>…I do things that make a difference.</td>
</tr>
</tbody>
</table>
### 2. Health

<table>
<thead>
<tr>
<th>CHKS 15</th>
<th>I feel safe in my school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHKS 34</td>
<td>Did you eat breakfast today?</td>
</tr>
<tr>
<td></td>
<td>During the past 30 days, on how many days did you use…</td>
</tr>
<tr>
<td>CHKS 63</td>
<td>… at least one drink of alcohol?</td>
</tr>
<tr>
<td>CHKS 64</td>
<td>… five or more drinks of alcohol in a row, that is, within a couple of hours?</td>
</tr>
<tr>
<td>CHKS 65</td>
<td>… marijuana (pot, weed, grass, hash, bud)?</td>
</tr>
<tr>
<td>CHKS 66</td>
<td>… inhalants (things you sniff, huff, or breathe to get “high”)?</td>
</tr>
<tr>
<td>CHKS 67</td>
<td>… cocaine (any form, coke, crack, rock, base, snort)?</td>
</tr>
<tr>
<td>CHKS 68</td>
<td>… methamphetamine or amphetamines (meth, speed, crystal, crank, ice)?</td>
</tr>
<tr>
<td>CHKS 69</td>
<td>… ecstasy, LSD or other psychedelics (acid, mescaline, peyote, mushrooms)?</td>
</tr>
<tr>
<td>CHKS 70</td>
<td>… any other illegal drug or pill to get “high”?</td>
</tr>
<tr>
<td>CHKS 71</td>
<td>… two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?</td>
</tr>
<tr>
<td>CHKS 119</td>
<td>How safe do you feel when you are at school?</td>
</tr>
<tr>
<td>CHKS 123</td>
<td>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?</td>
</tr>
<tr>
<td>CHKS 124</td>
<td>During the past 12 months, did you ever seriously consider attempting suicide?</td>
</tr>
<tr>
<td>CSCS 29</td>
<td>This school is a safe place for students.</td>
</tr>
<tr>
<td>CSCS 51</td>
<td>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)?</td>
</tr>
<tr>
<td>CSCS 53</td>
<td>Based on your experience, how many students at this school…</td>
</tr>
<tr>
<td></td>
<td>… are healthy and physically fit?</td>
</tr>
<tr>
<td>CSCS 54</td>
<td>… arrive at school alert and rested?</td>
</tr>
<tr>
<td></td>
<td>How much of a problem at this school is…</td>
</tr>
<tr>
<td>CSCS 57</td>
<td>… student alcohol and drug use?</td>
</tr>
<tr>
<td>CSCS 58</td>
<td>… student tobacco use?</td>
</tr>
<tr>
<td>CSCS 63</td>
<td>… student depression and other mental health problems?</td>
</tr>
</tbody>
</table>
## APPENDIX 2: CROSSWALK OF QUESTIONS

This section of the appendices lists questions from the CSCS and displays how they relate to questions on the CHKS. CHKS questions will be listed as follows: Middle School (MS)/High School (HS). The list contains only those questions that can be compared across surveys. For a comprehensive list of all CHKS & CSCS questions, download the surveys from www.wested.org/chks.

<table>
<thead>
<tr>
<th>School Climate Survey 2008/09 Item</th>
<th>Related CHKS 2008/09 Elementary Item</th>
<th>Related CHKS 2008/09 Secondary Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02. Do you provide services to the following types of students? Migrant education students, Special education, English language learners.</td>
<td></td>
<td>A10. In the past three years, were you part of the Migrant Education Program or did your family move to find work in agriculture?</td>
</tr>
<tr>
<td>05. What is your race or ethnicity?</td>
<td></td>
<td>A6-8. How do you describe yourself?</td>
</tr>
<tr>
<td>06. This school is a supportive and inviting place for students to learn.</td>
<td>Elem14-19, Total School Assets Scale&lt;br&gt;Elem10-13, 29, School Connectedness Scale.</td>
<td>A15-20, Total School Assets Scale&lt;br&gt;MS10-14/Al1-15, School Connectedness Scale</td>
</tr>
<tr>
<td>07. This school sets high standards for academic performance for all students.</td>
<td></td>
<td>CTAG G1. Teachers and other adults encourage students to work hard in school so they can be successful in college or at the job they choose.</td>
</tr>
<tr>
<td>08. This school promotes academic success for all students.</td>
<td>Elem16. Do the teachers and other grown-ups at school tell you when you do a good job? (HE)&lt;br&gt;Elem19. Do the teachers and other grown-ups at school believe that you can do a good job? (HE)&lt;br&gt;Elem17. How well do in school? (HE)&lt;br&gt;Elem21. Plan to go to college? (HE)</td>
<td>MS A16/HS A17. At my school, there is a teacher or some other adult who tells me when I do a good job. (HE)&lt;br&gt;MS A18/HS A19. At my school, there is a teacher or some other adult who always wants me to do my best. (HE)&lt;br&gt;MS A20/HS A21. At my school, there is a teacher or some other adult who believes that I will be a success. (HE)&lt;br&gt;MS A107/HS A124. During the past 12 months, describe your grades?&lt;br&gt;B2. I plan to graduate from high school.&lt;br&gt;B3. I plan to go to college.</td>
</tr>
<tr>
<td>09. This school emphasizes helping students academically when they need it.</td>
<td>Elem44. Do you know where to go for help with a problem?</td>
<td>CTAG G2. The teachers and other adults work hard to help students with their schoolwork when they need it.</td>
</tr>
<tr>
<td>10. This school provides adequate counseling and support services for students.</td>
<td></td>
<td>B4. I know where to go for help with a problem.&lt;br&gt;C14. How likely would a student find help at school to stop/reduce AOD use?</td>
</tr>
<tr>
<td>School Climate Survey 2008/09 Item</td>
<td>Related CHKS 2008/09 Elementary Item</td>
<td>Related CHKS 2008/09 Secondary Item</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>11. This school emphasizes teaching lessons in ways relevant to students.</td>
<td>CTAG G3. Teachers show how classroom lessons are important and helpful to students in real life.</td>
<td></td>
</tr>
<tr>
<td>16. This school encourages opportunities for students to decide things like class activities or rules.</td>
<td>Elem14. Do you help make class rules or choose things to do at school? (MP)</td>
<td>MS 22/HS A23. I help decide things like class activities or rules. (MP)</td>
</tr>
<tr>
<td>17. This school gives all students equal opportunity to participate in classroom discussions or activities.</td>
<td>CTAG G4. Teachers give all students a chance to take part in classroom discussions or activities. (MP)</td>
<td></td>
</tr>
<tr>
<td>21. This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.</td>
<td>CTAG G5. The books and lessons in your classes include examples of your race or ethnic background.</td>
<td>CTAG G5. The books and lessons in your classes include examples of your race or ethnic background.</td>
</tr>
<tr>
<td>22. This school has staff examine their own cultural biases through professional development or other processes.</td>
<td>CTAG G7. Teachers and other adults at this school treat you with respect.</td>
<td>CTAG G8. You have been disrespected or mistreated by an adult at this school because of your race, ethnicity, or nationality.</td>
</tr>
<tr>
<td>24. This school fosters an appreciation of student diversity and respect for each other.</td>
<td>MS A95/HS A113. In the past 12 months, how many times on school property harassed or bullied about your race/ethnicity?</td>
<td></td>
</tr>
<tr>
<td>25. This school emphasizes showing respect for all students’ cultural beliefs and practice.</td>
<td>CTAG G9. There is a lot of tension in this school between different cultures, races, or ethnicities.</td>
<td></td>
</tr>
<tr>
<td>27. This school handles discipline problems fairly.</td>
<td>MS A13/HS A14. The teachers at this school treat students fairly.</td>
<td>CTAG G6. At this school, all students are treated fairly when they break school rules.</td>
</tr>
<tr>
<td>28. This school effectively handles student discipline and behavioral problems.</td>
<td>CTAG G6. At this school, all students are treated fairly when they break school rules.</td>
<td></td>
</tr>
<tr>
<td>29. This school is a safe place for students.</td>
<td>Elem29. Do you feel safe at school?</td>
<td>MS A 101/HS A120. How safe do you feel when you are at school?</td>
</tr>
<tr>
<td>32. This school has clean and well-maintained facilities and property.</td>
<td>CTAG G10. The schoolyard and buildings are clean and in good condition.</td>
<td></td>
</tr>
<tr>
<td>33. How many adults at this school really care about all students?</td>
<td>Elem15. At my school, there is a teacher or some other adult…who really cares about me. (CR)</td>
<td>MS A15/HS A16. At my school, there is a teacher or some other adult…who really cares about me. (CR)</td>
</tr>
<tr>
<td>34. How many adults at this school acknowledge and pay attention to student?</td>
<td>Elem18. …who listens to me when I have something to say. (CR)</td>
<td>MS A17/HS A18. …who notices when I’m not there. (CR)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS A19/HS A20. …who listens when I have something to say. (CR)</td>
</tr>
<tr>
<td>School Climate Survey 2008/09 Item</td>
<td>Related CHKS 2008/09 Elementary Item</td>
<td>Related CHKS 2008/09 Secondary Item</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| 35. How many adults at this school want all students to do their best? | Elem16. Do the teachers and other grown-ups at school tell you when you do a good job? (HE)  
Elem19. Do the teachers and other grown-ups at school believe that you can do a good job? (HE) | A17. At my school, there is a teacher or some other adult who tells me when I do a good job. (HE)  
A19. At my school, there is a teacher or some other adult who always wants me to do my best. (HE)  
A21. At my school, there is a teacher or some other adult who believes that I will be a success. (HE) |
| 36. How many adults at this school listen to what students have to say? | Caring Relations Scale (see previous)  
Elem15  
Elem18 | Caring Relations Scale (see previous)  
A16  
A18  
A20 |
| 37. How many adults at this school believe that every student can be a success? | High Expectation Scale (see previous)  
Elem16.  
Elem19. | High Expectation Scale (see previous)  
A17.  
A19.  
A21. |
| 38. How many adults at this school treat all students fairly? | | A14. The teachers at this school treat students fairly. |
| 39. How many adults at this school treat every student with respect? | | CTAG G7. Teachers and other adults at this school treat you with respect.  
CTAG G8. You have been disrespected or mistreated by an adult at this school because of your race, ethnicity, or nationality. |
| 53. Based on your experience, how many students at this school are healthy and physically fit? | Elem7. Eat breakfast this morning?  
Elem51. Days/week exercise, dance or play sports? | E4-9. 24-hour food recall; eating nutritious foods.  
MS A33/HS A34. Did you eat breakfast today?  
E1-3. Exercise past 7 days (aerobic activities, light physical activity, strengthening exercises) |
| 55. Based on your experience, how many students at this school are motivated to learn? | Goals and Aspirations Scale  
Elem46. Do you try to do your best?  
Elem21. Do you plan to go to college or some other school after high school?  
Elem47. Do you have goals and plans for the future? | Goals and Aspirations Scale  
B1. I have goals and plans for the future  
B2. I plan to graduate from high school.  
B3. I plan to go to college or some other school after high school. |
<table>
<thead>
<tr>
<th>School Climate Survey 2008/09 Item</th>
<th>Related CHKS 2008/09 Elementary Item</th>
<th>Related CHKS 2008/09 Secondary Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>57. How much of a problem at this school is student alcohol and drug use?</td>
<td>Elem33. Ever drink beer, wine or other alcohol? Elem40. In past month, drink any beer, wine or other alcohol?</td>
<td>MS A37, 52/HS A37, 53. During your life, times you used or tried one full drink of alcohol? been very drunk or sick after drinking alcohol? MS 52,53, 58/HS A63, 64, 73. During past 30 days, on how many days did you use at least one drink of alcohol? …Use five or more drinks in a row? …Drink on school property?</td>
</tr>
<tr>
<td></td>
<td>Elem34-36. Ever sniffed something through your nose to get high; smoked any marijuana; used alcohol or an illegal drug like marijuana before school or at school?</td>
<td>MS A38-41/HS A38-52. During life, how many times have you used inhalants, marijuana, cocaine etc. (includes medications) MS A43,44/HS A54, 55. During life, times “high” from drugs? drunk/high at school? MS A54-56, 59/HS A65-69, 74. Past 30 days, how many days use marijuana, inhalants, cocaine, methamphetamine, LSD? Smoke marijuana at school? MS A89/HS A107 past 12 months, times on school property have you been offered, sold or given and illegal drug?</td>
</tr>
<tr>
<td>59. How much of a problem at this school is harassment or bullying among students?</td>
<td>Elem23. During the past year, how many times have you spread mean rumors or lies about other kids at school? Elem25. Do other kids at school spread mean rumors about you? Elem50. Have other kids at your school ever teased you about what you body looks like?</td>
<td>MS A85-87/HS A103-105. Past 12 months, times, on school property, have you had mean rumors or lies spread about you, had sexual jokes, comments, or gestures made to you, been made fun of because of your looks of the way you talk? MS A95-100/HS A113-118. Past 12 months, times on school property were you harassed or bullied about your race/ethnicity, religion, gender, sexual preference, disability, other reason.</td>
</tr>
<tr>
<td>60. How much of a problem at this school is physical fighting between students?</td>
<td>Elem24. Do other kids hit or push you at school when they are not just playing around?</td>
<td>MS A82-84/HS A100-102. Past 12 months, times on school property been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around, been afraid of being beaten up,, been in a physical fight?</td>
</tr>
<tr>
<td>62. How much of a problem at this school is racial/ethnic conflict among students?</td>
<td></td>
<td>MS A95/HS A113. Past 12 months, times on school property harassed or bullied about your race/ethnicity</td>
</tr>
<tr>
<td>School Climate Survey 2008/09 Item</td>
<td>Related CHKS 2008/09 Elementary Item</td>
<td>Related CHKS 2008/09 Secondary Item</td>
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<tr>
<td>63. How much of a problem at this school is student depression or other mental health problems?</td>
<td></td>
<td>MS A106/HS A123. During the past 12 months, did you ever feel so sad and hopeless almost everyday for two weeks or more that you stopped doing some usual activities?</td>
</tr>
<tr>
<td>66. How much of a problem at this school is gang related activity?</td>
<td></td>
<td>MS A104/HS A121. Do you consider yourself a member of a gang?</td>
</tr>
<tr>
<td>67. How much of a problem at this school is weapons possession?</td>
<td>Elem26, 27. Past year, ever bring a gun or knife to school? …see another kid with a gun or knife at school?</td>
<td>MS A91-94/HS A110-112. Past 12 months, times at school you carried a gun, carried any other weapon, been threatened or injured with a weapon, seen someone carrying a gun, knife, or other weapon?</td>
</tr>
<tr>
<td>68. How much of a problem at this school is vandalism (including graffiti)?</td>
<td></td>
<td>MS A90/HS A108. Past 12 months, times damaged school property on purpose?</td>
</tr>
<tr>
<td>69. How much of a problem at this school is theft?</td>
<td></td>
<td>MS A88/HS A106. Past 12 months, times at school had property stolen/damaged?</td>
</tr>
<tr>
<td><strong>Learning Supports Module Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSM 4. This school has sufficient resources to create a safe campus.</td>
<td></td>
<td>MS A101/HS A120. How safe do you feel when you are at school?</td>
</tr>
<tr>
<td>LSM 5. This school has sufficient resources to address substance use prevention needs.</td>
<td></td>
<td>C14. How likely would a student find help at school to stop/reduce AOD use?</td>
</tr>
<tr>
<td>LSM 7. This school punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.</td>
<td></td>
<td>C15. How likely will a student be suspended if caught at school using or possessing drugs?</td>
</tr>
<tr>
<td>LSM 8. This school enforces zero tolerance policies.</td>
<td></td>
<td>C15. How likely will a student be suspended if caught at school using or possessing drugs?</td>
</tr>
<tr>
<td>LSM 9. This school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.</td>
<td></td>
<td>Compare with prevalence of weapons possession at school, A110-112.</td>
</tr>
<tr>
<td>LSM 10. This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program).</td>
<td></td>
<td>C14. How likely would a student find help at school to stop/reduce AOD use?</td>
</tr>
</tbody>
</table>
APPENDIX 3: COMPILATION OF LINKS

This section of the appendices lists all links from the Workbook.

Closing The Achievement Gap

» Schools Moving Up (Archived Webinar)—Promising Practices for African American and Hispanic Students
  www.schoolsmovingup.net/cs/smu/view/e/61

» Schools Moving Up (Archived Webinar)—Closing the Learning Gap: Steps That Work
  www.schoolsmovingup.net/cs/smu/view/e/3368

» The Achievement Gap Initiative at Harvard University Mission is to help raise achievement for all children
  www.agi.harvard.edu

» Closing the Achievement Gap
  Latino Educational Opportunity Reports 2007
  African American Educational Opportunity Reports 2007
  www.closingtheachievementgap.org/cs/ctag/print/htdocs/research_library.htm

» New Horizons for Education: Multicultural Education
  www.newhorizons.org/strategies/multicultural/front_multicultural.htm#a

» The Linguistically Diverse Classroom
  www.voicesineducation.org

» Addressing Racial Disparities in High-Achieving Suburban Schools NCREL report by Ronal Ferguson

» Cesar E. Chavez High School: High Expectations, Empowerment, and Excellence, School Improvement, Climate & Culture; Gonzalez, Saul 04/22/2009
  www.schoolsmovingup.net/cs/smu/view/e/3675

» Programs that promote equity, access, participation for all students in AZ, CA, and NV.
  www.equityallianceatasu.org

» Student Well-being and the Academic Progress of Schools
  School Improvement Climate & Culture; Hanson, Tom 12/10/2003
  www.schoolsmovingup.net/cs/smu/view/e/62

» Minority Student Achievement Network (MSAN) is a national coalition of multiracial, suburban–urban school districts that seek solutions to gaps in their district
  www.msan.wceruw.org
» Teaching Tolerance is a project of the Southern Poverty Law Center
www.tolerance.org

» Data Use and Teacher Collaboration: One School’s Success Story; Gulden, Michael
01/30/2008
www.schoolsmovingup.net/cs/smu/view/e/2405

» Ideas in Action: Central Union High School; Jones, Emma 01/16/2008
www.schoolsmovingup.net/cs/smu/view/e/2390

» Ideas in Action: Baldwin Academy; Wilson, Bonnie 12/05/2007
www.schoolsmovingup.net/cs/smu/view/e/2387

» Closing the Achievement Gap—Achieving Success for All Students
www.closingtheachievementgap.org

» Concerned Black Men National Organization
www.cbmnational.org/resources/resources

» The Institute for Research and Reform in Education (IRRE)
www.irre.org

» National Education Association (NEA)
www.nea.org/home/AchievementGaps.html

» National Education Association Foundation
www.neafoundation.org/closingthegap_resources.htm

» National Governor’s Association (NGA)
www.subnet.nga/educlear/achievement/index.html

» The Vanderbilt Achievement Gap Project
www.peabody.vanderbilt.edu/x7557.xml

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**Special Education**

» Individuals with Disabilities Education Act:
www.cpacinc.org/pdfs/IEPs%20Team.pdf

» National Dissemination Center for Children with Disabilities
www.nichcy.org

» Individual Education Planning: A Handbook for Developing and Implementing IEPs

» IEP Meeting Strategies:
www.ped.state.nm.us/seo/iep/f6.meeting.prep.pdf
» Tips for Meeting Management:
www.humanresources.about.com/od/meetingmanagement/a/meetings_work.htm

» How To Make Meetings Work in a Culturally Diverse Group:
www.casagordita.com/diverse.htm

» LD Online (7 Habits of Highly Effective IEP Teams)
www.ldonline.org/article/seven_habits_of_highly_effective_IEP_teams

» Provides examples or case studies of “what works” including specifics on what a Californian district has done to solve scheduling issues; e.g., San Jose USD (SEIS):
www.seis.org

» LA USD (Welligen):
www.welligen.com

» Teachers’ section of National Research Center on Learning Disabilities:
www.nrclrd.org/topics/teachers.html

» Response To Interventions and Cultural Considerations (IRIS Podcast):
www.iris.peabody.vanderbilt.edu/resource_podcast/episode_05_Baca.html

» National Center for Culturally Responsive Education Systems:
www.nccrest.org

» Case Study: Response To Interventions: Data-based Decision-Making:

» Equity Alliance at ASU:
www.equityallianceatasu.org/ea/learning-carousel

» Review special education Stories from the Front Line CTA:
www.cta.org/issues/idea/Special_Ed_Stories.html

» Teachers’ section of National Research Center on Learning Disabilities:
www.nrclrd.org/topics/administrators.html

» Expand Student Participation on IEP:
www.onthecommteam.org/who_invited_him.html

» Building collaborative special education relationships between home and school:
www.onthecommteam.org

» Teachers’ section of National Research Center on Learning Disabilities:
www.nrclrd.org/topics/administrators.html

» Ventura County CAREs:
www.vcoe.org/hth/Resources/VenturaCountyCAREs/tabid/1618/Default.aspx

» Equity Alliance: Webinar 5/28/09. Building Inclusive Schools:
www.equityallianceatasu.org/webinar/052809
» Teaching Special Kids: Online Resources for Teachers:  
www.education-world.com/a_curr/curr139.shtml

» Introduce Strategies : High Expectations:  
www.education-world.com/a_admin/columnists/bell/bell003.shtml

» Universal Design/Access:  
www.cast.org/index.html

» AAC Resources:  
www.specialed.about.com/od/augmentativecommunication/a/UseACC.htm

» Read, distribute and submit Special Education Success Stories:  
www.wickedlocal.com/ghs-newsservice/news/x676138662

» Ten Strategies for Creating a Classroom Culture of High Expectations:  

» Peer Review of Special Education Services:  
www.seattleschools.org/area/strategicplan/special_ed_summary.pdf

» Webinars and Resources:  
www.cacompcenter.org/cs/cacc/print/htdocs/cacc/cma.htm

» Access and incorporate National Instructional Materials Accessibility Standard (NIMAS)  
National Instructional Materials Access Center (NIMAC):  
www.nimas.cast.org/about/resources/sea_sped

» Seek funding to maintain systems/programs via ARRA  Stimulus Funds: Q & A:  

» Access Para-professionals Training Manuals:  
www.nrcpara.org/training

» Radio TICAL: A Collaborative Principal: In and Out of Program Improvement and His Recipe for Success (Redding, CA):  
www.portical.org/podcasts/?p=226

» Asking the Right Questions: A School Change Toolkit, Guiding School Change through Inquiry: A Systemic Reform Support System:  
www.mcrel.org/toolkit

» Access Para–professionals Training Manuals:  
www.nrcpara.org/training

» Tools for School-Improvement Planning:  
www.annenberginstitute.org/Tools/tools/index.php
» Review California District strategies for paraprofessional training:
  www.ctc.ca.gov/educator-prep/para
  www.nectac.org/topics/personnel/paraprof.asp

» The Working Group Report on Special Education in the Santa Monica-Malibu Unified School District 4/23/09

» ADD-Attention Deficit Disorder
  www.add.about.com/health/add/library/weekly/aa012598.htm

» California Association of Resource Specialists Plus
  www.carsplus.org

» Collaborative Teaching: Special Education for Inclusive Classrooms
  www.parrotpublishing.com

» Council for Exceptional Children (CEC)
  www.cec.sped.org

» Inclusion: School as a Caring Community
  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

» 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
  www.nasponline.org/advocacy/index.aspx

» National Association of State Directors of Special Education
  www.nasdse.org

Migrant Education

» Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools (Aida Walqui) WestEd
  www.wested.org/cs/we/view/rs/564

» Bridging Cultures Between Home and School Institute (WestEd)
  www.wested.org/cs/we/view/serv/94
» Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools (Aida Walqui) WestEd
www.wested.org/cs/we/view/rs/564

» Bridging Cultures Between Home and School Institute (WestEd)
www.wested.org/cs/we/view/serv/94

» Quality Teaching for English Learners: High Challenge and High Support Schools Moving Up (Archived Webinar)
www.schoolsmovingup.net/cs/smu/view/e/3095

» 9th—12th grade guide that provides students with an understanding of local health concerns of migrant workers

» The Migrant Student Information Network (MSIN) Intranet
www.msin.webexone.com

» California Department of Education—Migrant Education
www.cde.ca.gov/sp/me(mt

» California Migrant Education Program
www.calmigrant.org

» US Department of Education—Migrant Education
www.ed.gov/about/offices/list/osee/ome/index.html

» Cesar E. Chavez Foundation
www.cesarechavez.org

» UCLA Statewide Migrant Student Leadership Institute
www.centerk.gseis.ucla.edu/msli.htm

» Mini-Corps Program
www.bcoe.butte.k12.ca.us/minicorps

» Eastern Stream Center on Resources and Training (ESCORT)
www.escort.org/

» The Migrant Student Information Exchange (MSIX)
https://msix.ed.gov/

» Migrant Health Promotion
www.migranthealth.org

» National Alliance for Migrant Health
www.hispanichealth.org

» Federal Migrant Education Resource Center
www.mercweb.org
APPENDIX 4: PROTECTIVE FACTOR STRATEGIES

The following is a summary list of all Protective Factor strategies recommended in this Workbook. This list can provide additional examples of how Caring Relationships, High Expectations and opportunities for Meaningful Participation can be developed and enhanced in the Classroom, School and at the District.

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)
School
» 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)

» 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 see 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)