items on the survey either were adapted from existing instruments (such as the Organizational Health Inventory or the Employee Opinion Survey) or developed specifically to address portions of EL-4. In total, the survey included items measuring nine areas of the work environment: *Collegial Leadership, Employee Affiliation, District Administration, Training and Development, Policies and Procedures, Facility Satisfaction, Benefits Satisfaction, Behavioral Environment,* an

Table 2. With the exception of Facility Satisfaction, staff provided fair to positive ratings for all other climate areas measured on the survey in 2009-2010.

	Overall Climate	Collegial Leadership	Employee Affiliation	District Administration	Training and Development	Policies and Procedures	Facility Satisfaction	Benefits Satisfaction	Behavioral Environment	Reasonable Expectations
Administrator	2.92	3.11	3.14	2.57	2.79	3.23	2.45	3.00	3.45	2.75
Classified	2.93	3.08	3.04	2.67	2.70	3.10	2.48	2.90	3.48	2.94
Professional	2.92	3.22	3.13	2.53	2.90	2.91	2.40	2.80	3.41	3.01

Note. The means for the Behavioral Environment items were converted to a four-point scale for consistent comparison with other subscales.

Results for the items in each subscale are presented in Tables 3 through 11. Survey item numbers are indicated in each table. Items for all subscales except Behavioral Environment were rated on a scale from 1 (Strongly Disagree) to 4 (Strongly Agree). Behavioral Environment items were rated on a scale from 1 (Never Happens) to 5 (Happens Daily). Respondents also had the option to select "Don't know/NA" for any item that either did not apply to them or for which they did not have enough information to provide a response. In the tables that follow, indicates a meaningful increase and indicates a meaningful decrease from the prior year.[3] In 2009—2010, several items were added and removed from the Collegial Leadership, District Administration, and Behavioral Environment scales; thus, overall subscale averages are not available for these subscales in prior years.

COLLEGIAL LEADERSHIP

Collegial Leadership refers to the ways in which supervisors manage their work groups. Central office staff responded to 15 items designed to gauge the extent to which supervisors treat staff with openness, egalitarianism, and friendliness; set clear expectations and standards for performance; and offer useful feedback. Collegial Leadership averages oh64(s)12(u)-4(p)-4(s)2(c)4(ale)-

Table 3. Despite some fluctuation from the prior year for some items, staff across all job categories rated Collegial Leadership positively in 2009—2010.

Collegial Leadership	Administrator			Classified			Professional		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
1. The workload is divided fairly among the people in work group.	-	2.93	2.79	-	2.96	2.84	-	2.99	2.92

3. My work group operates
without cloe 3-5(3-81aau(t c)Td ( )Tj EM6-5(3-81aau71.64 5f852 -1.2p5(k)lic6(ii5(id)o)2(.*(2.)6(92)]TJ 0 658)Tj 0.3
work group.2.2.92229

TRAINING AND DEVELOPMENT

Staff indicated their level of satisfaction with the types and amount of professional development opportunities offered to and required of them. In general, reports of satisfaction with *Training and Development* by staff in each category are in the fair range (Table 5).

Table 5. Staff across all job categories rated Training and Development in the fair range in 2009—2010, and Administrators reported significantly less satisfaction with the types of professional development offered to them.

Training and Development	Administrator			Classified			Professional		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
24. I am satisfied with the types of professional development (learning/ training) offered to me.	-	2.97	2.68	-	2.79	2.59	-	2.85	2.76
25. I am satisfied with the amount of professional development (learning/training) required of me.	-	3.05	2.89	-	2.88	2.80	-	3.01	3.04
Training and Development subscale	-	3.01	2.79	-	2.84	2.70	-	2.93	2.90

POLICIES AND PROCEDURES

Staff also reported their knowledge of the procedures for reporting sexual harassment and filing a complaint. On average, Administrative and Classified employees agreed that they know how to report sexual harassment and how to file a complaint (Table 6.) Professional staff were significantly less likely to agree with these items.

Table 6. Administrators and Classified employees agreed they know how to report sexual harassment and how to file a complaint, while Professional employees were significantly less likely to agree.

Policies and Procedures	Administrator			Classified			Professional		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
16. I know the procedure for reporting sexual harassment.	3.30	3.13	3.21[P]	3.04	3.00	3.13[P]	3.03	3.00	2.91
20. I know the procedures for filing a complaint.	3.22	3.12	3.24[CP]	2.92	2.92	3.06	2.85	2.82	2.90
Policies and Procedures subscale	3.26	3.12	3.23[P]	2.98	2.95	3.10[P]	2.94	2.91	2.91

DISTRICT ADMINISTRATION

District Administration indicates the level of staff satisfaction with leadership opportunities for professional advancement, and the transfer of information between work

BEHAVIORAL ENVIRONMENT

Central office staff responded to items regarding the prevalence of certain negative behavior in their work areas (Table 10). Unlike the items on the previous subscales, a *low* average response score (less than 2.0) is desirable for these items; thus, decreases from year to year are desirable.[4] Overall, responses were in the desired range, below 2.0, indicating a positive behavioral environment for all employee categories. However, Administrators reported significantly greater occurrence of bullying and disrespect for supervisors and workers, and Professional staff reported

Behavioral Environment