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May 2008
Educational Leadership

The Relationship between California's Community Day Schools Facility
and Facility Condition with Measures of Academic Readiness,
Academic Achievement, and Resiliency

Abstract



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California's Community Day Schools (CDSs), an alternative education school, is one of the fastest growing types of schools within the State. Current legislation exempts CDSs from laws and regulations established to ensure that school facilities meet basic standards and conditions. The purpose of this study was to examine the effect of CDS facility type and condition on measures of academic readiness, academic achievement, and resiliency. Based upon the research, seven questions were developed that examined the difference between CDS facility type on measures of CDS facility condition academic readiness, academic achievement, and resiliency. Also examined were the relationships between CDS facility conditions with measures of academic readiness, academic achievement, and resiliency. Statistical analysis included MANOVAS and Canonical Correlations.

The results indicated that CDSs that operate in an industrial area have lower facility ratings and the students who attend these schools report fewer opportunities to meaningfully participate at school. Additionally, the educational appropriateness and school site suitability were significantly related to a student's perception of his/her ability to meaningfully participate at school. While significant results were found caution is

warranted when generalizing to the population due to the limited amount of variance for all statistical procedures.