

# Equity, Diversity, and Inclusion in the Eau Claire Area School District

## 2024 Annual Report

Initial Report: September 16, 2024  
Revised Report: September 23, 2024\*



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**\*Revised report as of 09/23/2024**

- Corrected data tables
  - [Total Suspensions, by demographics and year](#) (pg. 23)
- Updated data tables with information not available at the time of the initial report
  - [Annual Pupil Nondiscrimination Complaints, by Year](#) (pg. 16)
  - [Annual Pupil Non-Discrimination Complaint Types, by Type and by Year](#) (pg. 16)

**Translation in Hmong & Spanish**

If you would like assistance in the translation of this report or if you have questions about this report, please call Blia Schwahn for Hmong translation at 715-852-6764 and Kresly Rodriguez Martinez at 715-225-3333.

Yog koj xav tau tus neeg Hmoob txhais tsab ntawv no ua lus Hmoob rau koj los yog koj muaj lus nug txog diam ntawv qhia no, hu rau Blia Schwahn 715-852-6850.

Si desea que una persona hispana le traduzca esta carta en español o si tiene preguntas sobre esta reporte, llame a Kresly Rodriguez Martinez al 715-225-3333.

**Non-Discrimination Statement**

Eau Claire Area School District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, immigration status, creed, pregnancy, marital or parental status, sexual orientation, gender identity or gender expression, or physical, mental, emotional or learning disability.

**Nondiscrimination on the Basis of Sex in Education Programs or Activities**

The Board of the Eau Claire Area School District prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The full notice of nondiscrimination is located at <https://go.boarddocs.com/wi/ecasd/Board.nsf/Public>.

# From the Superintendent

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Michael Johnson, Superintendent of Schools

ECASD Students, Families, Staff, and Community Members,

We are very pleased to present our third annual Equity Report in the ECASD. We plan on utilizing this as a communication tool and learning document that will evolve over time. The ECASD is committed to increasing equity among students, staff, and the community through anti-racist and anti-bias policy, practice, and procedures. This commitment will be the lens through which the School Board and the District's Results and Operational Expectations policies are viewed.

We are using data-driven practices to inform how we intentionally engage our educational systems of support to impact all students' academic, social, and emotional needs. Equity work is not simply to benefit our historically underrepresented populations; it is something we all must do to welcome each student and family, where all experiences are honored and valued.

Our professional development model is geared to meet staff where they are, reflect upon their learning, and grow to improve all outcomes for our students, families, and staff. While I have been an educator for over thirty years, I am reminded of my own equity journey--when we know better, we do better for each student.

In partnership,

Michael Johnson  
Superintendent

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A classroom at Roosevelt Elementary (2023)

## Our Mission

To inspire and prepare our students to live creative, fulfilling, and responsible lives.

~~ Equity for Each Student: Access • Opportunity • Success ~~

## Introduction

*Educational equity means every student has access to the resources and educational rigor they need at the right moment in their education across social identities and in a manner that: 1) overcomes historical patterns of social injustice, 2) allows each student to see themselves in their school/classroom, and 3) where their group identities are not correlated predictors of their academic & social/emotional success or engagement.*

### **The value and importance of equity, diversity, and inclusion (EDI) for all students, families, and staff in our district.**

The Eau Claire Area School District (ECASD) is committed to ensuring that *each* student receives the high-quality education they deserve. Using a mindset of Equity, Diversity, and Inclusion (EDI) is one way in which we can be intentional in meeting the academic, social, emotional, and behavioral needs of our students. The evolving demographics of our students, families, and our surrounding community speaks to this imperative.

Schools are uniquely situated as places that can transform lives, and the EDI efforts we undertake to address the patterns of academic, behavioral, social, and emotional learning disparities that we've seen in the student outcomes requires intentionality and courage.

### **Purpose of the Equity Annual Report**

The District is committed to increasing equity among students, staff, and the community through anti-racist and anti-bias policies, practices, and procedures. This commitment will be the mindset through which the District's Results (R's) and Operational Expectations (OE) policies are viewed (Eau Claire School Board, 2022). This annual report meets the Eau Claire School Boards "Operational Expectation 2: Equity Commitment" ([OE-2](#)) to publish for the district and the community an annual update as to the progress of goals in the equity work plan. In addition, this annual report is in alignment with the [ECASD's Equity Statement](#), adopted in March 2021.

More importantly, this annual report serves to inform our key partners including students, families, community members, and staff about the intentional efforts made by the district to address systemic inequities, which have often disproportionately impacted students from historically underserved and underrepresented populations. The purpose behind these EDI efforts has always been to create the best learning environment for all our students so that they are successful. We acknowledge that there is also a lot of effort from each of our schools throughout the district to address their unique populations and needs, as well, and we recognize and honor the dedication of our teachers, staff members, and school leaders in these efforts.

# Explanation and Overview of this Report

This annual equity report provides information regarding our district-wide efforts in equity, diversity, and inclusion over the prior year. The data sets in the next section are included to provide context and rationale as to the urgency of the efforts necessary to meet the educational needs of **each** our students.

Student Demographic Data	WISEdash Secure, Wisconsin Department of Public Instruction <a href="https://wisedash.dpi.wi.gov/">https://wisedash.dpi.wi.gov/</a> ECASD Student Ethnic Report <a href="https://www.ecasd.us/District/About/District-Information">https://www.ecasd.us/District/About/District-Information</a> ECASD Data Warehouse <a href="https://www.ecasd.us/District/Departments/Assessment">https://www.ecasd.us/District/Departments/Assessment</a> WISEdash Secure & WISEDASH Public, Wisconsin Department of Public Instruction <a href="https://wisedash.dpi.wi.gov/">https://wisedash.dpi.wi.gov/</a>
Staff Demographic Data	Equal Opportunity Commission Staff Information Report (2024). ECASD Human Resources Office, <a href="https://www.ecasd.us/District/Departments/Human-Resources">https://www.ecasd.us/District/Departments/Human-Resources</a>
Student Outcomes	WISEdash Secure & WISEDASH Public, Wisconsin Department of Public Instruction <a href="https://wisedash.dpi.wi.gov/">https://wisedash.dpi.wi.gov/</a> Wisconsin Department of Public Instructions (DPI) District Report Card, <a href="https://dpi.wi.gov/accountability/report-cards">https://dpi.wi.gov/accountability/report-cards</a>
Climate Data	Student Climate Survey, ECASD Equity, Diversity, & Inclusion Department, <a href="https://www.ecasd.us/District/About/Equity">https://www.ecasd.us/District/About/Equity</a> , March 2024 Staff Climate Survey, ECASD Equity, Diversity, & Inclusion Department, <a href="https://www.ecasd.us/District/About/Equity">https://www.ecasd.us/District/About/Equity</a> , March 2024 Family Climate Survey, ECASD Equity, Diversity, & Inclusion Department, <a href="https://www.ecasd.us/District/About/Equity">https://www.ecasd.us/District/About/Equity</a> , March 2024 Youth Risk & Behavioral Survey (YRBS), <a href="https://dpi.wi.gov/sspw/yrbs">https://dpi.wi.gov/sspw/yrbs</a> , July 2023
Organizational Data	Tiered Fidelity Inventory-TFI, ECASD Student Services (Algonzine, et. Al, 2019)
Reports	ECASD Pupil Nondiscrimination Self-Study, May 2023 Youth Risk & Behavior Survey 2023, <a href="https://dpi.wi.gov/sspw/yrbs">https://dpi.wi.gov/sspw/yrbs</a> , July 2024

## Select Definition of Terms (in alphabetical order)

Explore additional terms and definitions on our website at: <https://www.ecasd.us/District/About/Equity>.

**Culturally & Linguistically Responsive** – Culturally & Linguistically Responsive Practices is a student-centered framework for teaching and pedagogy that calls for intentional validation, purposeful affirmation, building authentic relationships with students and families, and bridging learning with a student’s culture, language, interests, and experiences. (Hollie, 2018) (Nguyen & Commins, 2020).

**Diversity** – The range of human differences, which encompass all different characteristics, identities, and backgrounds that make one person or group different from one another. There are many kinds of diversity, based on race, gender, sexual orientation, class, age, country of origin, education, religion, geography, physical, or cognitive abilities. Valuing diversity means recognizing differences between people, acknowledging that these differences are a valued asset, and striving for diverse representation as a critical step towards equity. (National Education Association, 2021)

**Educational Equity** – Educational equity means every student has access to the resources and educational rigor they need at the right moment in their education across social identities and in a manner that: 1) overcomes historical patterns of social injustice, 2) allows each student to see themselves in their school/classroom, and 3) where their group identities are not correlated predictors of their academic, social/emotional, and behavioral success.

**Equitable Practices** – The policies, activities, curricula, pedagogy, habits, and actions that schools and educators do that intentionally consider the needs, backgrounds, cultures, abilities, and languages of the students and families we serve.

**Ethnicity** – A socially constructed grouping of people based on culture, tribe, language, national heritage, and/or religion. It is often used interchangeably with race and/or national origin, but should be instead considered as an overlapping, rather than identical, category. (National Education Association, 2021)

**Historically Underrepresented** (*also ...Underserved; ...Underrecognized*) – groups of people whose identity is a federal, state, or locally identified protected class and/or have historically faced institutional discrimination, historic underrepresentation, or negative systematic social privilege/power.

**Identity** (*also Social Identity*) – All groups that a person considers they are a part of including, but not limited to race, ethnicity, gender, sexual identity, gender identity, socioeconomic status, ability status, language, religion, and marital status. Aspects of culture also combine to provide a sense of identity, a history of how a person or group experiences interactions through society. (Wisconsin DPI, 2022)

**Inclusion** – Being included within a group or structure. More than simply diversity and quantitative representation, inclusion involves authentic and empowered participation, with a true sense of belonging and full access to opportunities. (National Education Association, 2021)

**Race** – A socially constructed grouping of people based on physical characteristics and variation. (National Education Association, 2021)

# Equity Statement

In March 2021, the district adopted an Equity Statement, which serves as the Preamble to our Board Policies. It is through our mission, vision, values, and equity statement that our policies are filtered through.

The Eau Claire Area School District (ECASD) is committed to eliminating the systemic racism present in our society and schools while building an equitable and inclusive school community. The ECASD acknowledges the historical pervasiveness in the events in our state and nation and we must create real and sustainable action to change the inequities present in our local systems. Our predominantly White privileged perspective, culture, and system is failing our students and families of color. We will increase equity, access, and opportunity by dismantling systemic barriers to full participation for our marginalized students. In doing so, the ECASD is committed to anti-racist and anti-oppression work, racial justice and equity, and system-wide change to mitigate the inequities we have allowed to happen.

## EQUITY STATEMENT & COMMITMENT



### Our Shared Understanding

The ECASD understands that oppression is manifested in racism, sexism, homophobia, heterosexism, transphobia, ageism, ableism, and other forms of systemic and social exclusion. We understand that there are similarities, intersections, and differences between these and other forms of oppression and the ways in which they manifest themselves. In particular, patterns of racism against Black and Indigenous People of Color have permeated our society and our public schools. As noted in a report by The Civil Rights Project<sup>1</sup>, Black high school students in Wisconsin are suspended at a higher rate than anywhere else in the country, and Wisconsin has the second-highest disparity in suspension rates between White and Black elementary school students. For years in the ECASD, we fostered organizational policies and practices that created an achievement gap, leaving behind our students-of-color compared to their White peers. Examples and measures include lower test scores, less access to advanced coursework, less participation in extracurricular activities, and lower graduation rates. Conversely, the ECASD has over-identified students-of-color who are more likely to have disciplinary referrals and more likely to be identified as needing special education services. We acknowledge the systems of power that grant privilege and access unequally such that inequity and injustice result, and we are committed to dismantling these systems.

### Our Commitment

The Core Values of the ECASD are honesty, respect, responsibility, compassion, courage, and justice, and we recognize that these core values have not been equitably applied to all students. As we move forward, we will adhere to these core values and use our collective privilege to end systems of oppression. We will ensure our students-of-color and other marginalized students feel safe, welcomed, included, valued, represented, and supported in our school community with equitable access and opportunities for success.



The ECASD will explicitly recognize, examine, and address the systemic manifestations of oppression and racism in our district, in all aspects of its governance policies, processes, practices, and outcomes. The ECASD will use a lens of equity in all decision-making and at all levels, where equity means ensuring opportunities for learning and experiences for all students and especially for students who have been historically marginalized.



The ECASD will invite, support, and collaborate with marginalized populations in our district and surrounding communities, and create relationships and allyship based on respect, inclusion, trust, consistency, and accountability. We welcome the ways this diversity will deepen our shared understanding of the applications of our work, and we will work to amplify and prioritize these authentic voices. The ECASD will invite, support, and collaborate with marginalized populations in our district and surrounding communities, and create relationships and allyship based on respect, inclusion, trust, consistency, and accountability. We welcome the ways this diversity will deepen our shared understanding of the applications of our work, and we will work to amplify and prioritize these authentic voices.



The ECASD as a predominantly White system of administrators and educators, will make changes in the core organizational structures, institutional practices, and professional behaviors/actions of all privileged voices within our system; knowing that White people are the beneficiaries of racial inequality. We recognize that the responsibility of being part of the solution requires us all to hold ourselves accountable. We will add our voices to the collective call to action to ensure optimum organizational effectiveness and accountability to students we serve.



The ECASD will begin a continuous and ongoing process of professional development for all ECASD administrators, leaders, educators, and staff to consider the significance of individual racial identities and privilege when it comes to engaging in equity work. Personal growth and self-reflection are a practice of unlearning and relearning, which is both a career-long and life-long process. All staff need to be aware of the multiple identities represented in our district and their unique perspectives, experiences, and needs.



The ECASD will seek out and increase hiring of a diverse staff, including active recruitment of underrepresented groups and more equitable hiring practices, so that the diversity in our district staff and leadership is reflective of the diversity of the students we serve.



The ECASD will create school culture and climate where discriminatory or oppressive behaviors are not tolerated. Simultaneously, the ECASD is committed to purposeful and proactive strategies and changes to facilitate a shift in organizational culture to ensure that issues of oppression will be addressed, and clear mechanisms will be identified to actively engage and interact throughout the process.

As we move forward in our shared understanding and district commitments, we understand that genuine growth in this work related to equity, diversity, and inclusion will push us, will be challenging, and it may be uncomfortable. We work towards change not to feel better, but to do better. We understand that if we are not helping to dismantle oppressive systems then we are complicit in them. We commit to real conversations, real action, and real change. And we commit to moving forward and ensuring that we are true to our values and to positive change and growth.

# By the Numbers: Demographics & Data

The data tables below highlight demographic data to illuminate a more complete and complex understanding of the students and families we serve throughout the District. As our district works to “...explicitly recognize, examine, and address the systemic manifestations of *oppression* and *racism* in our District (emphasis added)” (Eau Claire Area School District, 2021), we will monitor student outcomes, based on the following identities, when the appropriate demographic data is available. Please note, this is not meant to be an exhaustive list of identities that will be monitored but instead serves as a starting point as other identities are considered.

- Race/ethnicity
- Gender (Male, Female, & Non-Binary)
- Economic disadvantage (based on reported household income and annual self-reported eligibility for free/reduced lunch)
- Disability/Ability (Students with Disabilities – SwD) & (Students without Disabilities – SwoD)
- English Language Learners (EL) *also Multi-lingual Learners*
- Homeless Status. Students experiencing homelessness and eligible for services through McKinney-Vento.
- LGBTQ

## Student Demographics

### Overall Data

**Introduction.** Wisconsin DPI recommends reviewing demographic trends in classes and programs with disaggregated demographic data based on race/ethnicity, sex, national origin, and disability, whenever possible. The district continues to expand beyond the state agency’s reporting recommendations to include the expanded list of student identities listed above, whenever the data is available.

Students and families self-report their demographics and have the option to choose all relevant demographic identities that apply to the student. The data definitions align with the reporting standards from the Wisconsin Department of Public Instructions (DPI), which are detailed at <https://dpi.wi.gov/wise/data-elements/race>.

Note that starting in the 2022-23 school year, the Wisconsin Department of Public Instruction (DPI) began accepting *Non-Binary* as a reporting option. ECASD also began making this option available for students & families to self-report their gender identity, as well.

Table. Student Enrollment, 3-Year Trend, Disaggregated by Identity

TOTAL ENROLLMENT (TFS)	2020-21	2021-22	2022-23	2023-24	4-yr % Change (+/-)
<b>Racial Demographics (TFS)</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
<b>All Students of Color</b>	24.63%	25.07%	26.23%	26.70%	8.40%
Amer. Indian & Native Am.	0.63%	0.53%	0.60%	0.56%	-11.11%
Asian & Pacific Islander	10.08%	10.07%	10.22%	10.13%	0.00%
Black or African American	2.55%	2.42%	2.58%	2.51%	-1.57%
Hispanic	6.17%	6.24%	6.61%	7.02%	13.78%
White	75.37%	74.93%	73.77%	73.30%	-2.75%
Two or More	5.20%	5.81%	6.22%	6.48%	24.62%
<b>Gender Identity (TFS)</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
Female	48.00%	48.39%	48.27%	48.55%	
Male	52.00%	51.61%	51.46%	51.36%	
Nonbinary			0.28%	0.31%	
<b>Free/Reduced Lunch Eligible</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
Not Eligible	59.80%	59.60%	61.88%	59.50%	
Eligible	40.20%	40.40%	38.12%	40.50%	
<b>Students with Disabilities</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
SwD	85.31%	84.62%	83.99%	82.45%	
SwD	14.69%	15.38%	16.01%	17.55%	19.47%
<b>English Language Learners</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
English Proficient	95.88%	95.70%	95.64%	95.04%	
English Learners	4.12%	4.30%	4.36%	4.96%	20.39%
<b>Students experiencing Homelessness</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
	2.25%	2.40%	2.67%	2.94%	30.67%
<b>LGBTQ</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	
(2022-23 was first year students could voluntarily self-report in the ECASD Student Climate Survey) Grades 6-12 Only			8.04%	8.48%	

### INSIGHTS FROM THE DATA

Over the past four (4) school years...

- ...the school district (PK-12) has experienced an 8.40% growth in the proportion of all students who identify as a student-of-color. Among those student populations, Hispanic and Multi-Racial students account for the fastest growth in our overall student demographics (13.78% and 24.62%, respectively).
- ...the proportion of students eligible for EL services remains below 5% of the total student population. However, it is of note that the proportion of students in this population has increased by approximately 20% during the time period from the data table.
- ...the proportion of students with disabilities has increased by 19.47% during this period.
- ...the percentage of students experiencing homelessness has increased each year and has seen an overall increase of 30.67% during that period.



## Race/Ethnicity & Other Student Identities

Students and families self-report their demographics and have the option to choose all relevant demographic identities that apply to the student. The data definitions used in the ECASD align with the reporting standards from the Wisconsin Department of Public Instructions (DPI), which are detailed at <https://dpi.wi.gov/wise/data-elements/race>. The following data tables illustrate different intersections of identity related to race/ethnicity.

### INSIGHTS FROM THE DATA

- A number of schools have seen trends that indicate noticeable changes in student racial/ethnic demographics over the past four school years, including Eau Claire Virtual, Lakeshore, Longfellow, McKinley Charter, Memorial High, North High, Prairie Ridge Early Learning, Putnam Heights, Roosevelt, and South.
- The proportion of economic disadvantage among the population of all students-of-color (63.16%) is distinctly higher than among the overall student population (40.50%).
- The proportion of male students receiving Special Education services is much higher (21.14%) than the proportion of female students receiving Special Education services (12.62%).
- A high proportion of economically disadvantaged students are also students with disabilities (26.64%).
- Among the population of students experiencing homelessness, a high proportion identify as a student-of-color (54.23%) and identify as a student with a disability (26.65%).
- Given the pattern of data insights from the prior bullet points regarding students-of-color, addressing the needs of this population has the potential to make the biggest positive impact on many other intersecting identities.
- Data from the Student Climate Survey shows that a higher proportion of female students identify as LGBTQ than male students. This has implications for some of the findings published in the latest YRBS showing that female students and LGBTQ students experienced more violence, signs of poor mental health, and suicidal thoughts and behaviors than their male, cisgender, and heterosexual peers. Given this intersection, directly addressing the needs of LGBTQ students may also lead to much better outcomes for female students, as well.

Table. Percentage of students-of-color, by attending school and by year. (Source: WISEdash Secure, 2024)

SCHOOL	2020-21	2021-22	2022-23	2023-24	Sparkline Trend (not to scale)
Chippewa Valley Montessori Charter School	12.24%	10.54%	11.59%	12.13%	
Davey Elementary	19.83%	17.46%	20.22%	22.44%	
DeLong Middle	26.00%	26.22%	28.89%	28.80%	
Eau Claire Virtual School	30.43%	39.38%	32.26%	24.11%	
Flynn Elementary	24.24%	23.50%	27.23%	28.09%	
Lakeshore Elementary	25.30%	30.67%	31.71%	34.45%	
Locust Lane Elementary	30.10%	31.68%	30.87%	30.34%	
Longfellow Elementary	46.12%	44.44%	50.58%	50.76%	
Manz Elementary	27.34%	26.63%	29.53%	26.84%	
McKinley Charter School	27.67%	30.97%	43.26%	37.23%	
Meadowview Elementary	22.19%	20.42%	21.37%	25.31%	
Memorial High	20.26%	21.76%	22.81%	24.84%	
North High	23.27%	24.08%	24.61%	26.59%	
Northstar Middle	25.69%	24.15%	24.75%	23.25%	
Northwoods Elementary	24.72%	23.40%	24.84%	26.53%	
Prairie Ridge Early Learning Combined	20.08%	25.16%	26.56%	25.20%	
Early Learning	35.38%	38.33%	42.37%	35.99%	
Eau Claire Community Sites	13.54%	17.11%	18.04%	18.55%	
Putnam Heights Elementary	26.17%	22.44%	21.63%	19.43%	
Robbins Elementary	27.98%	28.35%	28.71%	27.90%	
Roosevelt Elementary	26.00%	21.59%	21.96%	20.34%	
Second Avenue School	33.33%	30.00%	25.00%	38.89%	
Sherman Elementary	33.54%	32.03%	33.06%	32.24%	
South Middle	24.85%	24.60%	25.54%	27.02%	
<b>TOTAL</b>	<b>24.63%</b>	<b>25.07%</b>	<b>26.23%</b>	<b>26.70%</b>	

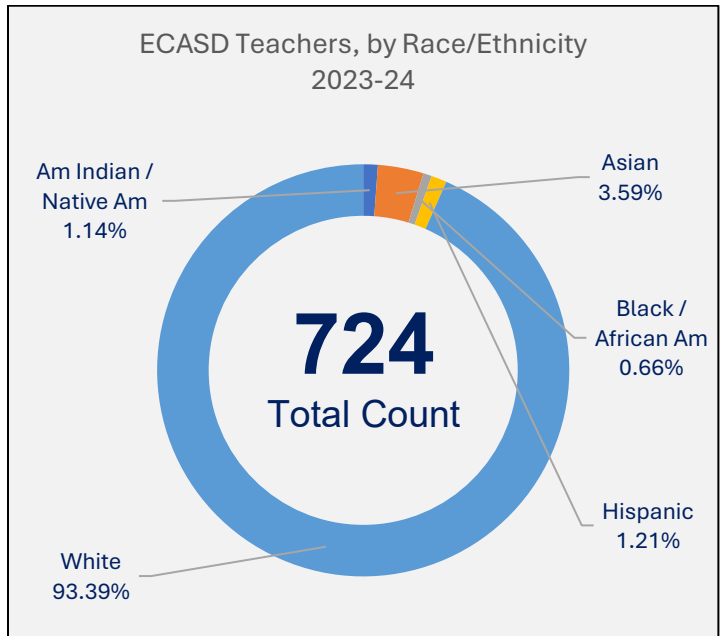
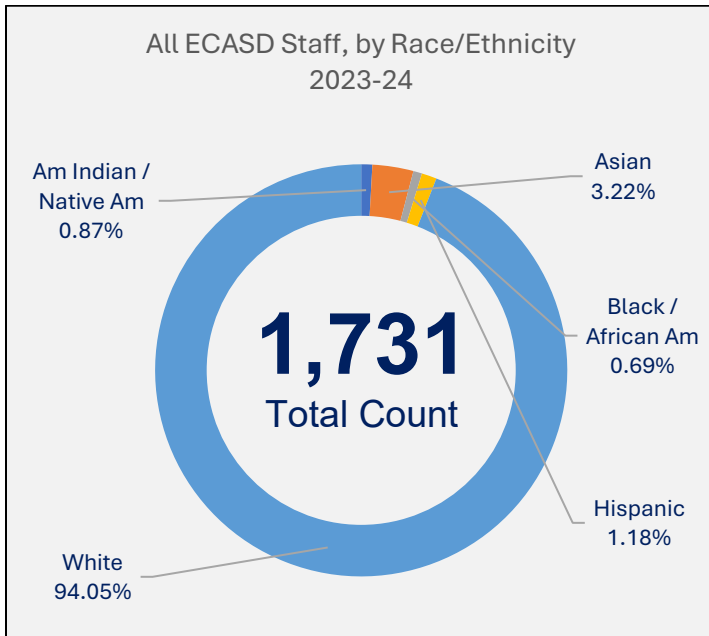
## Intersectionality

The term “intersectionality” was first introduced by Kimberlé Crenshaw in 1989 to the field of legal studies as a way to describe how interlocking systems of privilege and oppression affected those who were most marginalized. Contemporary use of “intersectionality” serves as a sociological analytical framework that seeks to understand the interaction of various social identities held by a person or a group (e.g. race, class, religion, gender, etc.) and how those interactions define power and marginalization for that individual or those groups on the privilege continuum. (Smooth, 2013) The table below provides highlights of some of the *intersectional demographics* of our district’s students. Note: (!) indicates data that warrants increased awareness.

<p><b>Race/Ethnicity in 2023-24</b></p> <p>Among all students who self-identified as a student-of-color... (26.70% of the student population)</p>	<ul style="list-style-type: none"> <li>48.84%</li> <li>50.91%</li> <li>0.24%</li> <li>63.16%</li> <li>17.76%</li> <li>17.80%</li> <li>4.14%</li> <li>12.40%</li> </ul>	<p>identified as Female</p> <p>identified as Male</p> <p>identified as Non-binary</p> <p>were eligible for Free/Reduced Lunch (!)</p> <p>were receiving services for a documented disability</p> <p>were receiving services as an English Language Learner (!)</p> <p>were eligible for services for students experiencing homelessness of those secondary students identified as LGBTQ</p>
<p><b>Gender Identity in 2023-24</b></p> <p>Among all students who identified as Female... (48.55% of student population)</p>	<ul style="list-style-type: none"> <li>48.84%</li> <li>39.11%</li> <li>12.62%</li> <li>4.34%</li> <li>14.42%</li> </ul>	<p>identified as a student-of-color</p> <p>were eligible for Free/Reduced Lunch</p> <p>were receiving services for a documented disability</p> <p>were receiving services as an English Language Learner (ELL)</p> <p>of those secondary students identified as LGBTQ</p>
<p><b>Gender Identity in 2023-24</b></p> <p>Among all students who identified as Male... (51.36% of student population)</p>	<ul style="list-style-type: none"> <li>50.91%</li> <li>39.06%</li> <li>21.14%</li> <li>5.53%</li> <li>5.63%</li> </ul>	<p>identified as a student-of-color</p> <p>were eligible for Free/Reduced Lunch</p> <p>were receiving services for a documented disability (!)</p> <p>were receiving services as an English Language Learner (ELL)</p> <p>of those secondary students identified as LGBTQ</p>
<p><b>Gender Identity in 2023-24</b></p> <p>Among all students who identified as Non-binary... (0.31% of student population)</p>	<ul style="list-style-type: none"> <li>19.44%</li> <li>47.22%</li> <li>13.89%</li> </ul>	<p>identified as a student-of-color</p> <p>were eligible for Free/Reduced Lunch (!)</p> <p>were receiving services for a documented disability</p>
<p><b>Economic Disadvantage in 2023-24</b></p> <p>Among all students who were eligible for Free/Reduced Lunch (i.e. Economically Disadvantaged)... (40.50% of student population)</p>	<ul style="list-style-type: none"> <li>48.56%</li> <li>51.04%</li> <li>0.40%</li> <li>43.08%</li> <li>24.64%</li> <li>10.21%</li> <li>7.21%</li> </ul>	<p>identified as Female</p> <p>identified as Male</p> <p>identified as Non-Binary</p> <p>identified as a student-of-color (!)</p> <p>were receiving services for a documented disability (!)</p> <p>were receiving services as an English Language Learner (ELL) (!)</p> <p>were eligible for services for students experiencing homelessness</p>
<p><b>Students with Disabilities in 2023-24</b></p> <p>Among all students with disabilities... (17.55% of student population)</p>	<ul style="list-style-type: none"> <li>36.27%</li> <li>63.46%</li> <li>0.27%</li> <li>27.91%</li> <li>56.75%</li> <li>5.04%</li> </ul>	<p>identified as Female</p> <p>identified as Male (!)</p> <p>identified as Non-Binary</p> <p>identified as a student-of-color</p> <p>were eligible for Free/Reduced Lunch (!)</p> <p>were receiving services as an English Language Learner (ELL)</p>
<p><b>Students Experiencing Homelessness in 2023-24</b></p> <p>Among all students who experienced homelessness... (2.94% of student population)</p>	<ul style="list-style-type: none"> <li>47.87%</li> <li>51.86%</li> <li>54.23%</li> <li>100.00%</li> <li>11.28%</li> <li>26.65%</li> </ul>	<p>identified as Female</p> <p>identified as Male</p> <p>identified as a student-of-color (!)</p> <p>were eligible for Free/Reduced Lunch (McKinney-Vento eligibility)</p> <p>were receiving services as an English Language Learner (ELL) (!)</p> <p>were receiving services for a documented disability (!)</p>
<p><b>Students Receiving EL Services in 2023-24</b></p> <p>Among all students eligible for EL services... (4.98% of student population)</p>	<ul style="list-style-type: none"> <li>42.67%</li> <li>57.33%</li> <li>82.37%</li> <li>17.44%</li> <li>2.78%</li> </ul>	<p>identified as Female</p> <p>identified as Male</p> <p>were eligible for Free/Reduced Lunch (!)</p> <p>were receiving services for a documented disability</p> <p>were eligible for services for students experiencing homelessness</p>
<p><b>LGBTQ in 2023-24 (Secondary Grades)</b></p> <p>Among all secondary students who self-identified as LGBTQ on the latest Student Climate Survey (2024)... (8.51% of all respondents)</p>	<ul style="list-style-type: none"> <li>51.51%</li> <li>21.73%</li> <li>17.71%</li> <li>25.96%</li> </ul>	<p>identified as Female (!)</p> <p>identified as Male</p> <p>identified as Non-Binary</p> <p>identified as a student-of-color</p>

## Staff Demographics

The data tables below provide a high-level overview of available demographic information regarding our ECASD employees from the 2023-24 school year.



**All Staff, by Race/Ethnicity (2022-23 & 2023-24)**

Self-Reported Demographics by Race/Ethnicity

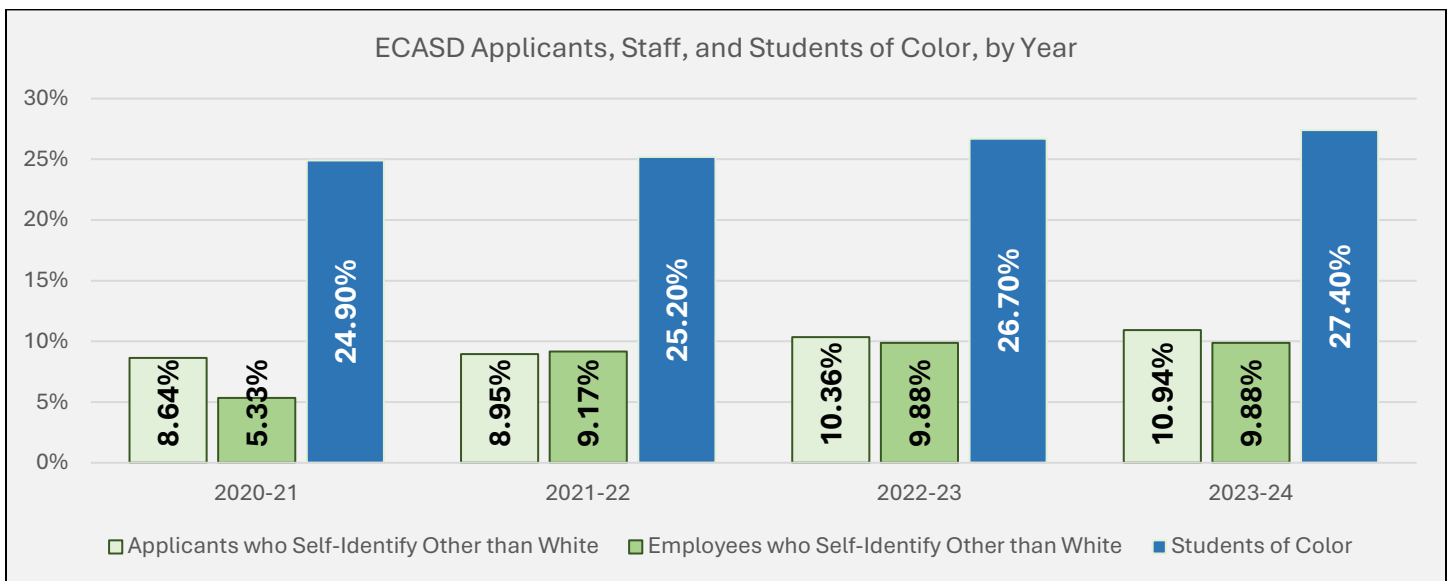
	2022-23 ECASD	2022-23 State	2023-24 ECASD	2023-24 State
Am. Indian / Native Am.	0.86%	0.43%	1.10%	0.43%
Asian & Pacific Islander	3.19%	1.13%	3.47%	1.10%
Black / African American	0.68%	4.13%	0.64%	4.43%
Hispanic	1.17%	3.58%	1.17%	4.03%
Two or More Races	0.00%	0.54%	0.00%	0.59%
White	93.31%	90.18%	90.18%	89.34%

**Classroom Teachers, by Race/Ethnicity (2022-23 & 2023-24)**

Self-Reported Demographics by Race & Ethnicity

	2022-23 ECASD	2022-23 State	2023-24 ECASD	2023-24 State
Am. Indian / Native Am.	0.50%	0.32%	0.83%	0.31%
Asian & Pacific Islander	1.88%	0.93%	1.52%	1.06%
Black / African American	0.38%	1.93%	0.41%	1.99%
Hispanic	0.63%	2.62%	0.41%	2.99%
Two or More Races	0.00%	0.47%	0.00%	0.49%
White	96.37%	93.66%	94.86%	93.16%

Source(s): ECASD Equal Employment Opportunity (EEO) Report 2023-24 & Wisconsin DPI Public Staff FTE 2022-23 & 2023-24



Source: ECASD Human Resources Department (2024); OE-6 Board Monitoring Report (2024)

# Key Performance Indicators (KPI)

As a district, we are committed to “...identifying and addressing systemic inequities...” (Eau Claire Area School District, 2021), which refers to our use of data to understand patterns so that we can make informed decisions that meet the needs of each of our students. The Key Performance Indicators (KPI) that assist our district in monitoring and taking action on these patterns include:

KEY PERFORMANCE INDICATOR (KPI)	PROGRESS SUMMARY & DESCRIPTION
Academic Performance	Eleven (11) out of 16 academic indicators show reasonable progress being made in student academic achievement. However, additional attention should be paid to supporting students-of-color, SwD, and economically disadvantaged students.
Enrollment in Courses	There are positive 3-year trends in the enrollment of most student populations in AP courses, Dual Enrollment, and CTE courses. However, additional attention should be paid to the enrollment of SwD in these courses. In addition, economically disadvantaged students and Male students are disproportionately underrepresented in AP courses, as well.
Climate Survey	The Student Climate Survey data suggest that all student populations are concerned about harassment and discrimination toward students-of-color and toward LGBTQ students, and significant attention should be paid to address the school climate experienced by LGBTQ students throughout all grade levels. In the Family Climate Survey, responses from the families of students-of-color indicated higher rates of positive responses when compared to “all respondents.” Staff Climate Survey responses showed increases in belonging and wellness. See Climate Survey section for a more detailed summary.
Annual Pupil Nondiscrimination	Total complaints increased last year from 94 to 121 (22-23 & 23-24, respectively). Race, sex, sexual orientation, and disability remain the top categories of harassment/discrimination complaints. Notably, concerns about ancestry, national origin, and parental status were identified last year, too.
Disproportionality in Special Ed.	The data suggested some slow, positive progress in our district’s response to Racial Disproportionality from 2020-21 through 2022-23. However, the data indicated that an increase in Racial Dispro occurred during the 2023-24 school year.
Attendance	Attendance rates across the board increased among all populations between 2022-23 through 2023-24. The highest increases in attendance rates were seen among students experiencing homelessness (9% increase from prior year); followed by Nonbinary students (4.8% increase from prior year); and American Indian/Native students (4.7% increase from prior year).
Graduation Rates	Each year among the four (4) most recent student cohorts (2020-21 through 2023-24), the 4-year graduation rates have improved among students-of-color, economically disadvantaged students, and students experiencing homelessness. Special attention should continue to be paid to the graduation of students experiencing homelessness. However, the prior school year saw a dramatic increase in graduation rates among these students (from 44% in 2022-23 to 78% in 2023-24), which should be celebrated.
In & Out of School Suspension	From 2022-23 to 2023-24, there was positive progress in addressing the suspension rates of students who identify as American Indian/Native American, Black, Hispanic, nonbinary, economically disadvantaged, and students experiencing homelessness. While progress is most certainly warranted, students who identify as Black, students with disability, and students experiencing homelessness continue to experience disproportionately higher rates of disciplinary suspension.

## Academic Performance

Academic performance data from the prior year is not immediately available. However, this KPI utilizes the same data and insights found in the latest “[R-2 Academic Performance](#)” report (school years 2018-19 through 2022-23), which is accessible on BoardDocs and provides disaggregated data based on race/ethnicity, students with disabilities, English Language learners, and economic disadvantage (eligible for free/reduced lunch). Please reference the latest [R-2 Academic Performance](#) report for details.

**INSIGHTS FROM THE DATA** i

- Eleven (11) out of 16 academic indicators from the R-2 report indicates reasonable progress being made in student academic achievement.
- The overall data indicates some overall progress, and the disaggregated data supports the conclusion that some progress in academic achievement is also being seen among different student populations--namely, in Indicator 3 in both Math & ELA for all student demographics, as well as Indicator 2 in Social Studies. More monitoring is needed in Indicator 4 for both Math & ELA to meet the needs of different demographic groups.

**Reasonable Progress:** To clearly define and articulate progress toward key performance indicators, the Teaching and Learning Department applies two criteria. The department considers reasonable progress of the goals as data trending in the positive direction or when three of the five years of data meet the goal statement. If there are less than two years of data available, the department determines that there is not sufficient data to determine reasonable progress.

Reasonable Progress Key		
Not Yet Making Progress	No Conclusion	Making Reasonable Progress
✘	-	✔

**R-2.1:** Students will “...achieve at individually appropriate and challenging levels, at or above grade level standards where applicable, across the following discipline(s)...” including EL, Math, Science, Social Studies, Physical Education, as well as Fine Arts, Global World Languages, and Career/Technical Education.

**ENGLISH LANGUAGE ARTS (ELA)**

- Indicator 1: The Accountability Report Card ELA Student Achievement Score will be used as a key performance indicator to measure student progress in English Language Arts.
- Indicator 2: The Accountability Report Card 3rd Grade English Language Arts Student Achievement score will be used as a key performance indicator to measure student progress in English Language Arts.
- Indicator 3: The Accountability Report Card Growth value-added score will be used as a key performance indicator to measure progress in ELA.
- Indicator 4: The Forward Exam will be used as a key performance indicator to measure student progress in English Language Arts.
- Indicator 5: The ACT (11<sup>th</sup> grade) will be used as a key performance indicator to measure student progress in English Language Arts.

Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
✓	✗	✓	✓	✓

**MATH**

- Indicator 1: The Accountability Report Card Math Student Achievement score will be used as a key performance indicator to measure student progress in Math.
- Indicator 2: The 8th Grade Math score will be used as a key performance indicator to measure student progress in Math.
- Indicator 3: The Accountability Report Card Growth score will be used as a key performance indicator to measure student progress in Math.
- Indicator 4: The Forward Exam will be used as a key performance indicator to measure student progress in Math.
- Indicator 5: The ACT (11<sup>th</sup> grade) will be used as a key performance indicator to measure student progress in Mathematics.

Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
✗	✓	✓	✓	✓

**SCIENCE**

- Indicator 1: The Forward Exam key will be used as a key performance indicator to measure student progress in Science.
- Indicator 2: The ACT will be used as a key performance indicator to measure student progress in Science.

Indicator 1	Indicator 2
✗	✗

**SOCIAL STUDIES**

- Indicator 1: The Forward Exam will be used as a key performance indicator to measure student progress in Social Studies.
- Indicator 2: The Wisconsin Civics Exam will be used as a key performance indicator to measure student progress in Social Studies.

Indicator 1	Indicator 2
✗	✓

**PHYSICAL EDUCATION**

- Indicator 1: The Forward Exam will be used as a key performance indicator to measure student progress in Social Studies.

Indicator 1
✓

**FINE ARTS, GLOBAL WORLD LANGUAGES, AND CAREER & TECHNICAL EDUCATION**

- Indicator 1: The number students who have enrolled and completed more than two courses in Fine Arts, World Languages, or Career and Technical Education will be used as a key performance indicator to measure appropriate and challenging levels in Fine Arts, Global World Languages and Career and Technical Education.

Indicator 1
✓

# Enrollment in Courses & Programs (Ensuring Equal/Equitable Access)

## INSIGHTS FROM THE DATA



- Disaggregated data shows a positive year-over-year trend in the enrollment in AP courses among students who identify as Asian & Pacific Islander and Hispanic.
- A multi-year trend demonstrated an enrollment gap between female and male students enrolled in STEM courses. While the data suggests that the gap has just begun to turn around during the 2023-24 school year, attention will continue to be paid to this trend to see if positive progress continues.
- Overall, students-of-color and male students are disproportionately underrepresented in AP courses.
- There is a trend illustrating that Hispanic students continue to become a larger proportion of students receiving EL services, demonstrating the rationale behind the district's continued efforts to provide intentional resources to ensure equal access to education for these students and their families.
- The data indicates progress in the participation rates in dual enrollment courses among all student populations.
- A student population to direct attention to is regarding students with disabilities. Namely, how will our universal curriculum create the conditions where our students with disabilities can be successful and meet their individual academic goals. Ensuring continued progress to develop and implement a guaranteed and viable universal curriculum that is responsive to the needs of historically underserved and underrepresented students may support the equitable enrollment in appropriate courses among these populations.

College credit opportunities in the district include AP courses, where students can earn post-secondary education credits by completing the course and successful scores on the associated exam. Dual Enrollment and Start College Now courses are additional opportunities where students take college level courses during their enrollment as a high school student.

*Wisconsin DPI recommends reviewing enrollment trends in classes and programs with disaggregated demographic data based on race/ethnicity, sex, national origin, and disability, whenever possible. When comparing enrollment data with disaggregated data in class/program enrollment, DPI suggests that a 5% disparity be considered significant. For small percentages, a representation of less than half of the overall enrollment of that population will also be considered significant, but caution should be taken to interpret data with small values. (Pupil Nondiscrimination Self-Assessment Report).*

The data points in **RED** font identify populations that are negatively represented by at least 5% disparity when compared to overall enrollment OR more than half representation of the overall enrollment. The data points in **YELLOW** font identify populations that are positively represented by at least 5%.

% of Students Enrolled in AP Courses, by demographic & year	AP Courses			
	2020-21	2021-22	2022-23	2023-24
American Indian	0.00%	0.13%	0.35%	0.32%
Asian & Pacific Islander	2.94%	7.25%	7.33%	10.40%
Black/African American	2.21%	1.71%	1.51%	1.38%
Hispanic	2.94%	3.56%	4.07%	4.56%
White	87.50%	83.93%	83.24%	79.19%
Two or More	4.41%	3.43%	3.49%	4.14%
Stu. w/o Disabilities	99.26%	99.74%	99.30%	98.83%
Stu. w/ Disabilities	0.74%	0.26%	0.70%	1.17%
Econ Disadvantaged	16.18%	19.37%	19.56%	22.19%
Not Econ Disadvantaged	83.82%	80.63%	80.44%	77.81%
Female	68.38%	55.34%	57.74%	54.56%
Male	31.62%	44.66%	42.03%	44.90%
Nonbinary			0.23%	0.53%

% of Students Enrolled in Dual Enrollment, by demographic & year	Dual Enrollment Courses			
	2020-21	2021-22	2022-23	2023-24
American Indian	0.21%	0.34%	0.67%	0.27%
Asian & Pacific Islander	7.42%	9.08%	9.27%	9.83%
Black/African American	2.06%	2.37%	2.78%	2.75%
Hispanic	5.77%	4.75%	5.48%	7.88%
White	82.47%	78.80%	77.74%	74.84%
Two or More	2.06%	4.66%	4.05%	4.43%
Stu. w/o Disabilities	96.49%	95.25%	93.59%	93.80%
Stu. w/ Disabilities	3.51%	4.75%	6.41%	6.20%
Econ Disadvantaged	19.79%	34.18%	30.10%	34.01%
Not Econ Disadvantaged	80.21%	65.82%	69.90%	65.99%
Female	52.16%	47.33%	52.53%	51.82%
Male	47.84%	52.67%	47.05%	48.01%
Nonbinary			0.42%	0.18%

% of Students Enrolled in CTE Courses, by demographic & year	CTE Courses			
	2020-21	2021-22	2022-23	2023-24
American Indian	0.00%	0.00%	0.00%	0.77%
Asian & Pacific Islander	8.50%	4.82%	7.57%	7.20%
Black/African American	1.70%	0.00%	1.32%	2.96%
Hispanic	4.37%	4.82%	4.61%	6.17%
White	82.28%	87.95%	80.92%	78.79%
Two or More	3.16%	2.41%	5.59%	4.11%
Stu. w/o Disabilities	95.39%	87.95%	92.76%	86.63%
Stu. w/ Disabilities	4.61%	12.05%	7.24%	13.37%
Econ Disadvantaged	21.43%	43.90%	25.68%	36.96%
Not Econ Disadvantaged	78.57%	56.10%	74.32%	63.04%
Female	41.50%	36.14%	37.83%	37.28%
Male	58.50%	63.86%	62.17%	62.08%
Nonbinary	0.00%	0.00%	0.00%	0.64%

CTE Courses
Important note:
Data regarding CTE course enrollment should be interpreted with caution. Yearly data collection changed during this period, and interpretations regarding year-to-year comparisons or year-to-year trends cannot be made from this dataset.

% of Students Enrolled in Arts Courses—Music, by demographic & year	Participation in Music Courses (Arts)			
	2020-21	2021-22	2022-23	2023-24
American Indian	0.25%	0.40%	0.43%	0.43%
Asian & Pacific Islander	9.42%	10.21%	9.53%	10.29%
Black/African American	2.12%	2.29%	2.03%	1.88%
Hispanic	5.85%	6.07%	6.60%	6.96%
White	77.98%	76.57%	76.70%	75.69%
Two or More	4.40%	4.45%	4.70%	4.74%
Stu. w/o Disabilities	91.12%	87.05%	86.37%	86.16%
Stu. w/ Disabilities	8.88%	12.95%	13.63%	13.84%
Econ Disadvantaged	30.78%	37.19%	35.29%	37.38%
Not Econ Disadvantaged	69.22%	62.81%	64.71%	62.62%
Female	51.18%	49.37%	49.05%	51.09%
Male	48.82%	50.63%	50.35%	48.14%
Nonbinary			0.60%	0.77%

% of Students Enrolled in Arts Courses—Visual Arts, by demographic & year	Participation in Visual Arts Courses (Arts)			
	2020-21	2021-22	2022-23	2023-24
American Indian	0.66%	0.33%	0.69%	0.59%
Asian & Pacific Islander	9.72%	9.66%	9.41%	8.56%
Black/African American	2.55%	2.99%	2.77%	2.45%
Hispanic	6.34%	6.67%	7.01%	8.02%
White	75.80%	75.25%	74.69%	74.90%
Two or More	4.93%	5.11%	5.42%	5.48%
Stu. w/o Disabilities	86.76%	84.29%	84.64%	84.49%
Stu. w/ Disabilities	13.24%	15.71%	15.36%	15.51%
Econ Disadvantaged	36.77%	43.43%	41.05%	39.88%
Not Econ Disadvantaged	63.23%	56.57%	58.95%	60.12%
Female	53.67%	53.76%	54.52%	53.91%
Male	46.33%	46.24%	44.78%	45.25%
Nonbinary			0.69%	0.83%

% of Students Enrolled in STEM Courses, by demographic & year	Students Enrolled in STEM Courses			
	2020-21	2021-22	2022-23	2023-24
American Indian	0.33%	0.31%	0.80%	0.57%
Asian & Pacific Islander	8.80%	7.99%	8.46%	11.10%
Black/African American	2.12%	1.45%	2.97%	1.59%
Hispanic	3.56%	5.29%	5.49%	6.80%
White	81.85%	80.50%	78.17%	76.10%
Two or More	3.34%	4.46%	4.11%	3.85%
Stu. w/o Disabilities	99.89%	99.27%	92.34%	91.73%
Stu. w/ Disabilities	0.11%	0.73%	7.66%	8.27%
Econ Disadvantaged	25.28%	23.44%	30.17%	31.03%
Not Econ Disadvantaged	74.72%	76.56%	69.83%	68.97%
Female	46.21%	45.95%	43.09%	43.60%
Male	53.56%	54.05%	56.57%	55.95%
Nonbinary	0.22%	0.00%	0.34%	0.45%

% of Students Enrolled in English Learner (EL), by demographic & year	English Language Learner (EL) Program			
	2020-21	2021-22	2022-23	2023-24
American Indian	0.00%	0.21%	0.21%	0.19%
Asian & Pacific Islander	74.12%	71.82%	68.21%	63.3%
Black/African American	0.66%	1.06%	1.47%	1.30%
Hispanic	23.46%	24.58%	27.16%	30.17%
White	1.32%	1.69%	1.68%	3.72%
Two or More	0.44%	0.64%	1.26%	1.30%
Stu. w/o Disabilities	83.33%	81.78%	81.26%	81.56%
Stu. w/ Disabilities	16.67%	18.22%	18.11%	18.44%
Econ Disadvantaged	77.69%	83.23%	83.71%	82.94%
Not Econ Disadvantaged	22.31%	16.77%	16.29%	17.06%
Female	42.32%	41.95%	43.16%	42.46%
Male	57.68%	58.05%	56.84%	57.54%
Nonbinary	0.00%	0.00%	0.00%	0.0%

The College Board defines STEM courses to include:

- Math as AP courses in Calculus AB, Calculus BC, Computer Science Principles, Computer Science A, and Statistics
- Science as AP courses in Biology, Chemistry, Environmental Science, Physics 1, Physics 2, Physics B, Physics C: Electricity and Magnetism, and Physics C: Mechanics

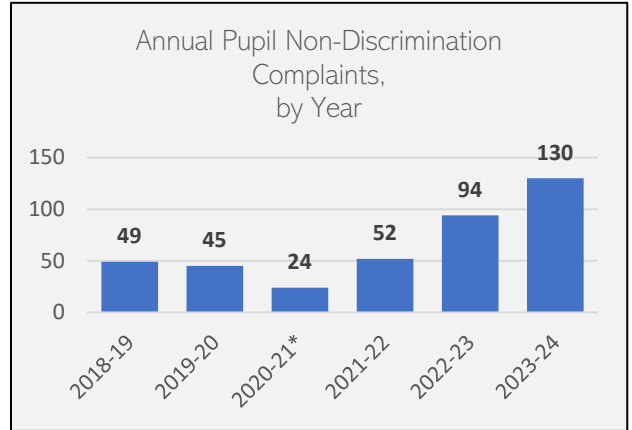
# Annual Pupil Nondiscrimination Reports

Each year, districts are required to submit a compliance report to the Wisconsin Department of Public Instruction (DPI) outlining the total number of student discrimination and harassment complaints received each year.

## INSIGHTS FROM THE DATA

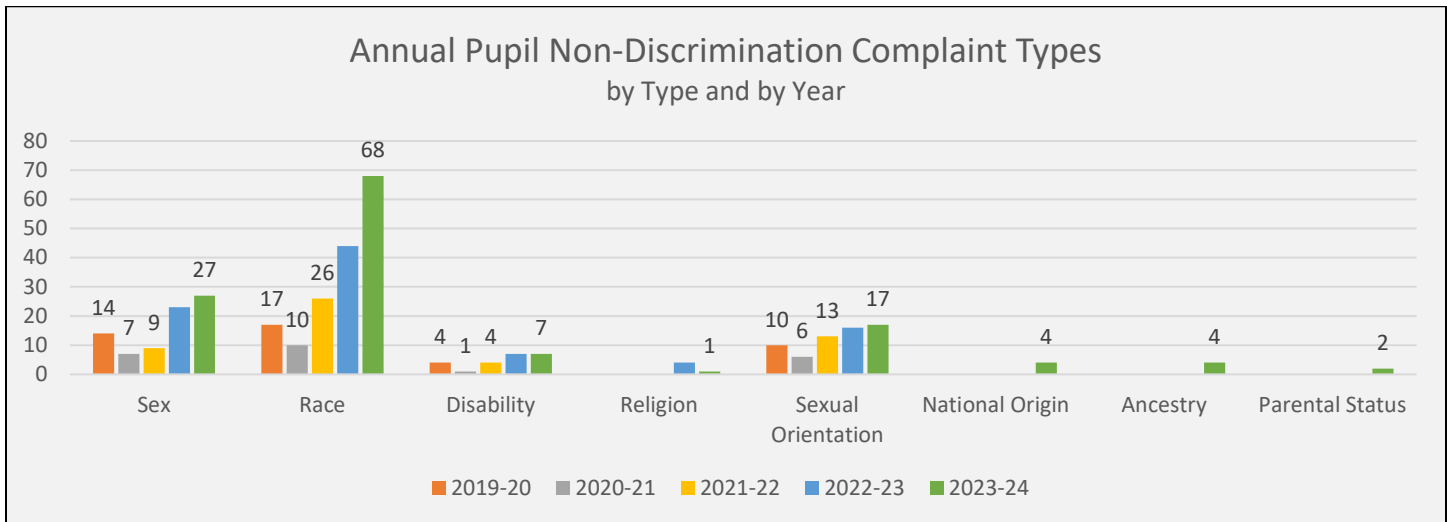
- The total number of complaints increased from 2022-23 through 2023-24 by 28.7% (94 to 121, respectively). This trend is consistent with an increased awareness of the reporting procedures and documentation. At the same time, the data informs the continued urgency to address and prevent harassment & discrimination.
- Race, sex, sexual orientation, and disability are the primary forms of harassment & discrimination, which is consistent with historical patterns.
- New complaints related to protected classes of national origin, ancestry, and pregnancy/parental/marital status emerged last year, and while there isn't enough data to suggest a trend, this will certainly be an area to watch closely.

The District recognizes that discrimination and harassment is often *underreported* in schools. Over the past two school years, intentional EDI Training focused on developing the skills for staff members to address racist, homophobic, and harassing behavior. One component of this training was to communicate the importance of appropriately reporting and responding to instances of harassment, based on a protected class (i.e. race/ethnicity, sexual orientation, gender, etc.). The 80.1% increase (54 to 94) in the total number of Annual Pupil Non-Discrimination Complaints between the 2021-22 and 2022-23 school year, as well as the 38.3% increase (94 to 130) between the 2022-23 and 2023-24 school year is a predictable result of the District's attempt to create a culture of reporting, which will allow us to more accurately understand the prevalence of these behaviors so we can more appropriately address them. At the same time, attention will continue to be paid to responding to the increasing reports of Pupil Nondiscrimination complaints and concerns.



Note that the data from 2020-21 school year should be interpreted with caution given the impact of COVID-19 and the implementation of virtual learning during this year.

In addition, this dataset reflects the *number of complaint types* (formal, informal, etc.) and *does not represent the number of unique students* reporting harassment or discrimination.





## Climate Survey – Safe & Supportive Learning Environment

The District distributes four (4) distinct survey questionnaires during each spring term to get feedback on how the District is doing in a number of key areas. These surveys including 1) a Student Climate Survey—Elementary; 2) a Student Climate Survey—Secondary; 3) a Family Climate Survey; and 4) a Staff Climate survey. Detailed data tables found in [Appendix A](#) of this report.

### INSIGHTS FROM THE DATA-Climate Surveys



#### Student Climate Survey—Elementary: Grades 3-5 (11 questions)

- Data from students who identify as nonbinary is a relatively small cell size (31 respondents or 1.6% of all respondents). However, there is an internally consistent trend that suggests a pattern of negative disproportionality in their perception of their school climate. For instance, feelings of safety (see question 8) is significantly disproportionate when compared to *All Respondents*. In addition, this population's perceptions about student-to-student contact and trusted adult relationships are also disproportionately negative (see questions 5, 7, 8, & 9).
  - #5 – Teachers treat me with respect (All Respondents=88.8%; Nonbinary=77.4%)
  - #7 – I get along with other students (All Respondents=81.5%; Nonbinary=64.5%)
  - #8 – I feel safe at school (All Respondents=67.7%; Nonbinary=67.7%)

#### Student Climate Survey—Secondary: Grades 6-12 (48 questions)








- Students perceive teachers having high expectations of them, as well as a perception that teachers and adults are available to talk, when needed and that there are opportunities to engage or participate in class.
- The data show that the student-to-student relationships and the perception of positive student interactions are decreasing over time. Building trust, respect, and community among students will require attention to build a safe and supportive learning environment. (See questions 10, 11, 17, 19, 20, 21, and 41).
- Disaggregated data suggests that all student populations are concerned about bullying, harassment, and discrimination that target LGBTQ students.
- A notable trend shows an increased concern about teasing, harassment, and bullying based on race/ethnicity, disability, and LGBTQ status, which is consistent with the data from the Annual Pupil Nondiscrimination complaint types (see Annual Pupil Nondiscrimination section on pg. 16 above).

#### Family Climate Survey (37 questions)

- Family perceptions of schools are particularly positive in the sub-domains of *emotional safety* and *how schools support student-to-student relationships*.
- On a number of measures, the family members of BIPOC students responded with higher positive responses when compared to *All Respondents*. For instance, over the last 3 years, the data indicates that a higher proportion of families-of-color feel comfortable talking to someone at the school about their child's behavior than the data for *All Respondents* (see question 7). This pattern appears to be found in some form throughout the different sub-domains of the Family Climate Survey. This might suggest that the intentional attention and professional learning has helped to cultivate an environment where families feel more connected to the staff at their child's school.
- Areas of concern that show increased urgency among families include their perception of racist conflict, physical fighting, and bullying at school (see questions 15-18).

#### Staff Climate Survey (77 questions)

- Positive increases in staff perceptions were found in the sub-domain "Parent/Guardian & Families" suggesting that over the past 3 school years, staff perceive an increase in the quality of family engagement and family participation in schools.
- There is a positive trend in staff perceptions regarding their sense of belonging and community at their school/building (see questions 14-15).
- It is notable that the perception of *LGBTQ staff* is consistently and negatively disproportionate when compared to *All Respondents*, as well as to other demographic populations. Because of this consistent disproportionality throughout the Staff Climate Survey, it suggests that additional efforts should be taken to identify what a safe and inclusive workplace looks like for staff who identify as LGBTQ.
- Another very promising sub-domain relates to communication between the district and the staff/schools. These positive trends are seen in questions related to *shared decision making* and *staff agency*.
- When staff are asked about student climate, their perception is much more positive than what is reflected in the Student Climate Survey data (see questions 29-37).
- Staff responses suggest that there is a generally positive perception about the instructional environment. However, a notable outlier is regarding the staff's perception about programs and resources available to support students with disabilities.

 <b>STUDENT CLIMATE SURVEY 3-YEAR TREND (Secondary)</b> 2021-22 through 2023-24 Combined Percentage of Positive Responses & By Demographics (Grades 6-12)				3-Yr Trend Line
<b>ENGAGEMENT: CULTURAL &amp; LINGUISTIC COMPETENCE</b>				Spark Line (not to scale)
	2021-22	2022-23	2023-24	
1 → All students are treated the same, regardless of whether their parents are rich or poor.				
		3		
All Respondents (Grades 6-12)	<b>66.8%</b>	<b>64.9%</b>	<b>59.6%</b>	
Students of Color	66.1%	61.7%	55.8%	
LGBTQ Students		<b>55.5%</b>	<b>47.7%</b>	
Female		63.8%	55.7%	
Male		<b>68.4%</b>	<b>65.8%</b>	
Nonbinary		<b>50.0%</b>	<b>36.5%</b>	

2023-24 Responses (Numeric)					2023-24 Responses (Graphic)					2023-24 Response Rate	2023-24 Statistical Info				
Do Not Know	Strongly Disagree	Disagree	Agree	Strongly Agree							Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean
11.5%	8.2%	20.7%	43.9%	15.7%	11.5%	8.2%	20.7%	43.9%	15.7%	3603	3.44	4.00	1.19	0.02	The avg. response is Agree
13.1%	9.1%	22.1%	39.3%	16.5%	13.1%	9.1%	22.1%	39.3%	16.5%	950	3.37	4.00	1.52	0.05	The avg. response is Disagree
11.9%	11.3%	29.1%	36.9%	10.8%	11.9%	11.3%	29.1%	36.9%	10.8%	497	3.23	3.00	1.40	0.06	The avg. response is Disagree
8.9%	9.2%	26.3%	42.8%	12.9%	8.9%	9.2%	26.3%	42.8%	12.9%	1775	3.42	4.00	1.37	0.03	The avg. response is Agree
12.5%	6.8%	15.0%	46.4%	19.4%	12.5%	6.8%	15.0%	46.4%	19.4%	1899	3.53	4.00	1.50	0.03	The avg. response is Agree
23.5%	11.8%	28.2%	30.6%	5.9%	23.5%	11.8%	28.2%	30.6%	5.9%	94	2.84	3.00	1.46	0.15	The avg. response is Disagree

- Question from the Climate Survey.** Each climate survey asked a variety of self-perception questions that related to a number of domains and sub-domains. For more details on the domains/subdomains, see the description of each Climate Survey below.
- Available demographics.** Each climate survey asked for different demographic information from the respondents (based on a number of factors, including age-appropriateness, audience, and intended use of information). The data for “All Respondents” is bolded and is used for internal comparison between demographics in each question.
- Year.** The annual climate survey takes place in the Spring. Historically, the surveys were conducted in May or June. However, in collaboration with Teaching & Learning, the climate surveys were conducted in March starting in the 2023-24 school year in order to align and coordinate its timing with other academic assessments (i.e. Forward, STAR, ACT, etc.).
- Positive Responses.** The data points shown in the table indicate “positive responses,” which is a combined percentage of “Strongly Agree” and “Agree.” For comparison purposes, reverse calculations for appropriate questions combine percentages of “Strongly Disagree” and “Disagree.”
  - Data in **RED font** represents a (-5%) disproportionality when compared to the data of “All Respondents” in each question.
  - In the “*Student Climate Survey—Secondary*,” **YELLOW font** represents a (+5) disproportionality when compared to the data of “All Respondents” in each question.
- All Responses.** Response data is represented in two tables that represent the same data set. One table is a numeric table and another table is a stacked horizontal bar chart. Both tables are provided for transparency and for ease of comparison.
- RED Exclamation Point.** These icons indicate data trends that deserve close attention. Most of these icons correspond with year-over-year data trends that suggest decreasing positive trends **AND/OR** suggest significant disproportionality when compared to “All Respondents.”
- Mean Average.** The mean average is a numeric representation of the ordinal Likert responses. A scale of 1-4 generally corresponds with: 1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree (or its equivalent). Using a standardized scale score, the Mean Average is interpreted to generally represent one of the four responses in the four-point Likert scale (or its equivalent).

## Racial Disproportionality in Special Education

Wisconsin DPI is responsible for ensuring that districts are accountable for recognizing and taking action when students-of-color are identified as students with disabilities at substantially higher rates than their peers. While all children who require special education services should certainly be appropriately identified and supported, this must be balanced with ensuring that no child is inappropriately identified for special education services. Regarding the Eau Claire Area School District, the District’s identification of “Racial Disproportionality in Special Education” means that for three consecutive years, the District has a risk ratio of 2.0 or greater for a racial/ethnic group for a disability category and meet [other criteria in this definition](#). Risk ratios are calculated by dividing the *risk for a racial group for students with disabilities / risk for comparison group for students with disabilities* (where a comparison group being the remaining racial/ethnic categories).

Racial/ethnic categories are defined by the Wisconsin DPI using the following categories: Hispanic, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. See DPI’s [Data Elements website](#) for more details on racial/ethnic categories. Learn more about Special Education disproportionality by visiting DPI’s [Significant Disproportionality in Special Education](#) website.

Table. Specific Disability Category and Risk Ratio by Race/Ethnicity: Change Over Prior 4-years

Specific Disability Category	Racial Identity	Risk Ratio (2020-21)	Risk Ratio (2021-22)	Risk Ratio (2022-23)	Risk Ratio (2023-24)
Emotional Behavioral	Black or African American	3.0247	3.5343	2.847	3.5793
Specific Learning	Black or African American	2.5125	2.2823	2.1447	2.3136

### INSIGHTS FROM THE DATA-Racial Disproportionality in Special Education

The data continues to indicate an overrepresentation of Black or African American students identified as having “[Emotional/Behavioral](#)” disabilities, as well as Black or African American students identified as having “[Specific Learning](#)” disabilities.

#### Response to Disproportionality

A root cause analysis and a needs assessment concluded that the district will need to break the data down even further to better understand the trends that will inform how our district will better serve both students with disabilities and students from underrepresented racial/ethnic categories in order to bring this overrepresentation into parity. These strategies and/or actions include:

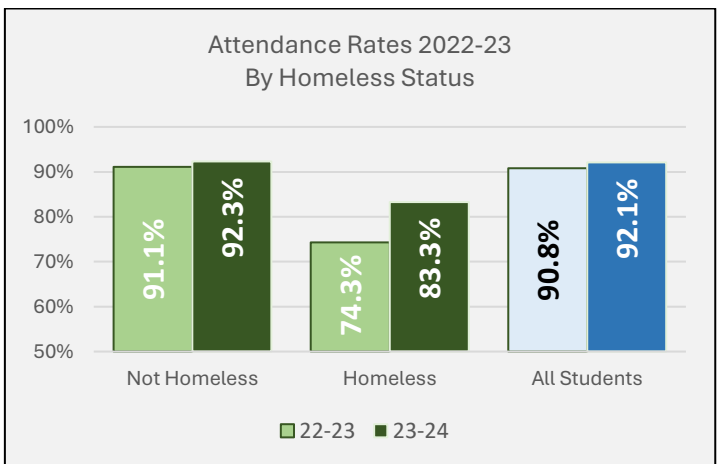
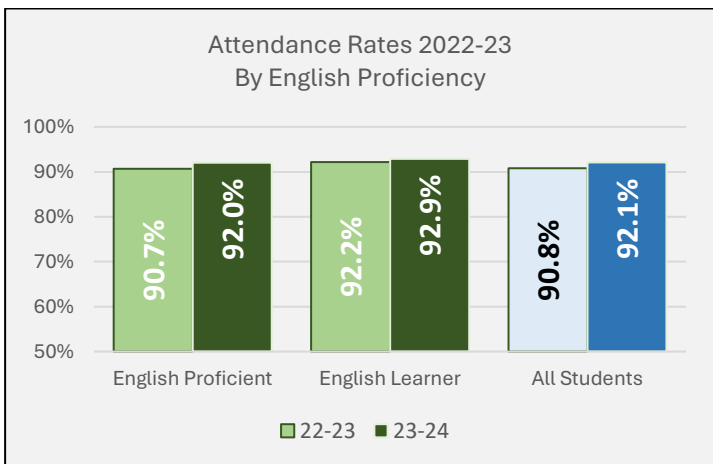
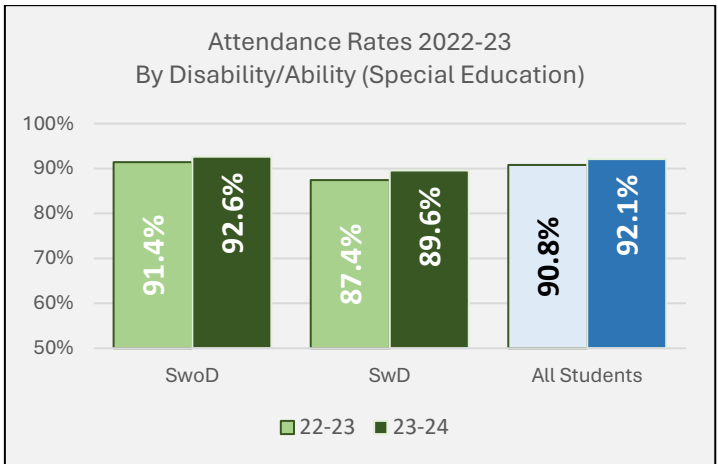
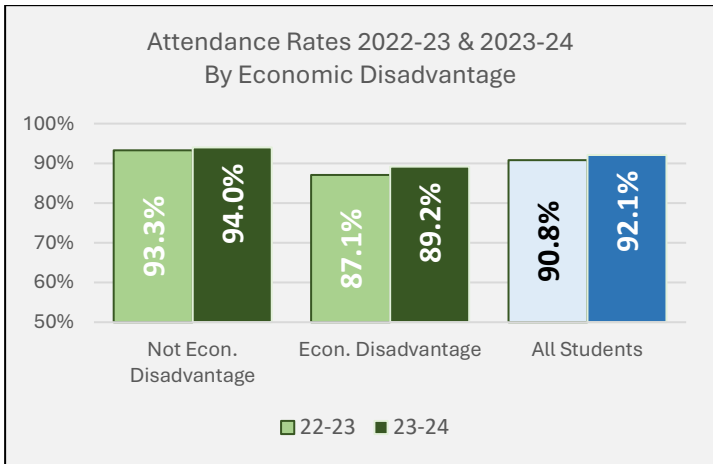
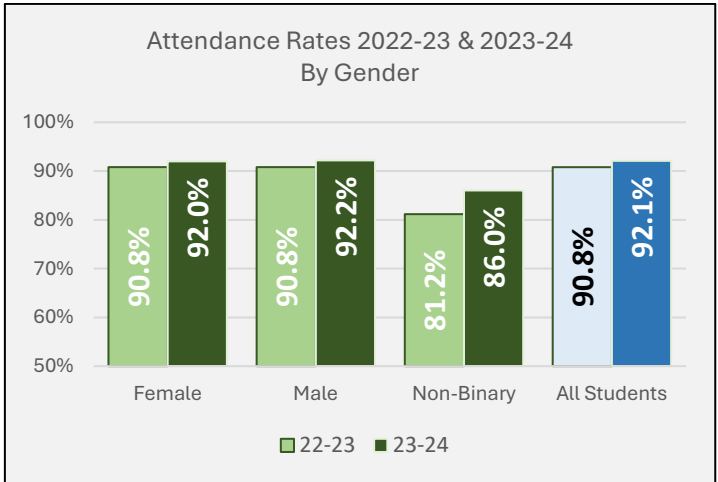
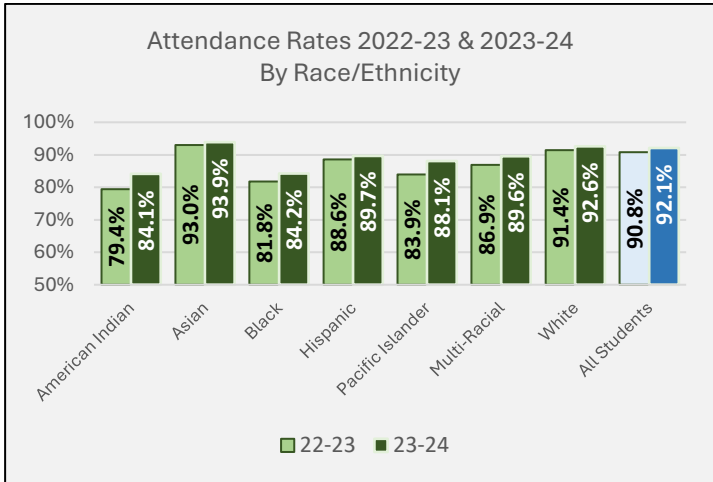
- More in-depth root cause analysis at building level, in addition to the district level
  - Deeper analysis of policy, practices, and procedures to further identify contributing factors
- Further developing and refining a district organizational structure to coordinate and support the implementation of an EMLSS system in each building through the braiding of academic, social-emotional, and behavior support in all aspects of ECASD’s EMLSS framework.
- Operationalize the District EMLSS Framework through the implementation of the District’s strategic plan
- Apply the safe and supportive learning environment framework to our ECASD Instructional Framework
  - Implementation of the ECASD Equity Action Plan
  - Intentional focus on inclusive practices
- Roll out of the K-12 universal SEL Screener
- Attendance at the disproportionality conference in Green Bay at the end of June to better understand the research and apply the strategies that will impact change.

# Attendance

Attendance rates are calculated by taking the “actual days of attendance” divided by the “possible days of attendance.” The data tables below disaggregate attendance rates for the past two years through various social identities for comparison.

**INSIGHTS FROM THE DATA – Attendance**

- Year-over-year attendance rates across all demographics increased from the 2022-23 school year to the 2023-24 school year. This positive year-over-year change in the overall and disaggregated attendance rates is correlated with an intentional focus throughout the district to removing barriers to student attendance (e.g. transportation, case management, follow up, proactive engagement, etc.).
- One of the largest increases in attendance rates between the two school years was from students experiencing homelessness (9.0% increase). This growth in the attendance rate among this population comes during a year when additional staffing and support personnel were allocated to intentionally support this population of students at both the elementary and secondary levels.



# Graduation Rates

Graduation rates are calculated based on the student cohort year. A student is assigned to a graduation rate cohort based on two factors: 1) school year of the student’s first high school enrollment period in Wisconsin, and 2) student’s grade level placement at the time of that first high school enrollment period. This report provides two different visualizations for the reader to review graduation rates. This first set of tables in [Visualization 1](#) will provide graduation rates by Student Cohort for the four (4) most recent student cohorts.

**INSIGHTS FROM THE DATA – Graduation Rates** i

- The data suggests that there has been some improvement across the prior four years in the student graduation rates, especially amongst students-of-color, male students, economically disadvantaged, and students experiencing homelessness.
- There has been notable success in increasing the graduation rates of students who are experiencing homelessness. For example, over the prior two school years, 42.9% of homeless 12<sup>th</sup> graders graduated in 2022-23 compared to 76.9% of homeless 12<sup>th</sup> graders who graduated recently in 2023-24.

## Graduation Rates – Visualization 1

Table 1. Graduation Rates for Student Cohort 2024

COHORT 2023-24				
SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24
<b>GRADUATION RATE</b>				4-Year
<b>All students</b>				<b>87.90%</b>
Am. Indian / Native Am.*				*
Asian & Pac. Islander				95.9%
Black or African Am.				73.3%
Hispanic				85.7%
White				89.2%
Two or More				75.0%
Female				86.8%
Male				88.8%
Nonbinary*				*
Not Econ Disadvantage				92.5%
Econ Disadvantage				80.3%
SwD				93.6%
SwD				58.4%
Eng Proficient				88.5%
Not Eng Proficient (EL)				71.9%
Not Homeless				88.1%
Homeless				80.0%

Table 2. Graduation Rates for Student Cohort 2023

COHORT 2022-23				
SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24
<b>GRADUATION RATE</b>			4-Year	5-Year
<b>All students</b>			<b>89.4%</b>	<b>92.9%</b>
Am. Indian / Native Am.*			*	*
Asian & Pac. Islander			90.0%	95.0%
Black or African Am.			75.0%	78.6%
Hispanic			74.5%	80.9%
White			92.3%	94.8%
Two or More			79.1%	88.4%
Female			90.7%	93.5%
Male			88.2%	92.3%
Nonbinary*			*	*
Not Econ Disadvantage			96.2%	97.4%
Econ Disadvantage			76.9%	84.6%
SwD			93.6%	95.9%
SwD			61.0%	71.6%
Eng Proficient			90.0%	93.1%
Not Eng Proficient (EL)			58.8%	82.4%
Not Homeless			90.9%	93.7%
Homeless			42.3%	57.9%

Table 3. Graduation Rates for Student Cohort 2022

COHORT 2021-22				
SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24
<b>GRADUATION RATE</b>		4-Year	5-Year	6-Year
<b>All students</b>		<b>87.70%</b>	<b>91.0%</b>	<b>92.6%</b>
Am. Indian / Native Am.*		*	*	*
Asian & Pac. Islander		86.6%	89.6%	90.9%
Black or African Am.		63.2%	78.9%	83.3%
Hispanic		76.7%	79.1%	86.0%
White		90.1%	93.1%	93.9%
Two or More		79.5%	84.6%	87.2%
Female		90.1%	93.7%	95.0%
Male		85.6%	88.6%	90.5%
Nonbinary*			*	*
Not Econ Disadvantage		93.9%	95.8%	96.8%
Econ Disadvantage		76.1%	82.0%	84.8%
SwD		91.1%	93.8%	94.6%
SwD		60.0%	68.9%	76.7%
Eng Proficient		88.1%	81.2%	92.8%
Not Eng Proficient (EL)		75.0%	82.6%	87.0%
Not Homeless		88.6%	91.7%	93.2%
Homeless		40.0%	46.2%	50.0%

Table 4. Graduation Rates for Student Cohort 2021

COHORT 2020-21				
SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24
<b>GRADUATION RATE</b>	4-Year	5-Year	6-Year	7-Year
<b>All students</b>	<b>86.6%</b>	<b>90.6%</b>	<b>91.8%</b>	<b>92.6%</b>
Am. Indian / Native Am.*	*	*	*	*
Asian & Pac. Islander	85.5%	87.2%	91.0%	92.3%
Black or African Am.	63.2%	70.6%	70.6%	70.6%
Hispanic	73.5%	82.4%	85.3%	85.3%
White	89.4%	92.8%	93.6%	94.4%
Two or More	70.6%	78.8%	78.8%	78.8%
Female	87.6%	90.7%	91.0%	92.0%
Male	85.5%	90.5%	92.5%	93.3%
Nonbinary*			*	*
Not Econ Disadvantage	91.9%	94.8%	95.6%	96.3%
Econ Disadvantage	74.7%	81.2%	83.2%	84.3%
SwD	90.8%	93.3%	93.6%	94.0%
SwD	53.8%	69.7%	77.8%	82.0%
Eng Proficient	86.8%	90.5%	91.7%	92.6%
Not Eng Proficient (EL)	75.0%	93.8%	93.8%	93.8%
Not Homeless	87.6%	91.0%	92.2%	93.1%
Homeless	28.6%	55.6%	55.6%	55.6%

## Graduation Rates – Visualization 2

This second set of tables in [Visualization 2](#) also provides the graduation rates for the four (4) most recent student cohorts. Each table provides information about what the graduation rates were during a given school year. For instance, in 2021-22, the 4-year graduation rates for *All Students* was 87.7% (see Table 1), and during this same year, the 5-year graduation rate for *All Students* was 90.60% (see Table 2).

Table 1. 4-Year Graduation Rates for Prior Four (4) School Years

Comparing 4-Year Graduation Rates, by Year				
SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24
<b>All students</b>	<b>86.6%</b>	<b>87.7%</b>	<b>89.4%</b>	<b>87.9%</b>
Am. Indian / Native Am.*	*	*	*	*
Asian & Pac. Islander	85.5%	86.6%	90.0%	95.9%
Black or African Am.	63.2%	63.2%	75.0%	73.3%
Hispanic	73.5%	76.7%	74.5%	85.7%
White	89.4%	90.1%	92.3%	89.2%
Two or More	70.6%	79.5%	79.1%	75.0%
Female	87.6%	90.1%	90.7%	86.8%
Male	85.5%	85.6%	88.2%	88.8%
Nonbinary*			*	*
Not Econ Disadvantage	91.9%	93.9%	96.2%	92.5%
Econ Disadvantage	74.7%	76.1%	76.9%	80.3%
SwoD	90.8%	91.1%	93.6%	93.6%
SwD	53.8%	60.0%	61.0%	58.4%
Eng Proficient	86.8%	88.1%	90.0%	88.5%
Not Eng Proficient (EL)	75.0%	75.0%	58.8%	71.9%
Not Homeless	87.6%	88.6%	90.9%	88.1%
Homeless	28.6%	40.0%	42.3%	80.0%

Table 2. 5-Year Graduation Rates for Prior Four (4) School Years

Comparing 5-Year Graduation Rates, by Year				
SCHOOL YEAR	2020-21	2021-22	2022-23	2023-24
<b>All students</b>		<b>90.60%</b>	<b>91%</b>	<b>92.9%</b>
Am. Indian / Native Am.*		*	*	*
Asian & Pac. Islander		87.2%	89.6%	95.0%
Black or African Am.		70.6%	78.9%	78.6%
Hispanic		82.4%	79.1%	80.9%
White		92.8%	93.1%	94.8%
Two or More		78.8%	84.6%	88.4%
Female		90.7%	93.7%	93.5%
Male		90.5%	88.6%	92.3%
Nonbinary*			*	*
Not Econ Disadvantage		94.8%	95.8%	97.4%
Econ Disadvantage		81.2%	82.0%	84.6%
SwoD		93.3%	93.8%	95.9%
SwD		69.7%	68.9%	71.6%
Eng Proficient		90.5%	81.2%	93.1%
Not Eng Proficient (EL)		93.8%	82.6%	82.4%
Not Homeless		91.0%	91.7%	93.7%
Homeless		55.6%	46.2%	57.9%

Table 3. 6-Year Graduation Rates for Prior Four (4) School Years

Comparing 6-Year Graduation Rates, by Year				
	2020-21	2021-22	2022-23	2023-24
<b>All students</b>			<b>91.80%</b>	<b>92.60%</b>
Am. Indian / Native Am.*			*	*
Asian & Pac. Islander			91.0%	90.9%
Black or African Am.			70.6%	83.3%
Hispanic			85.3%	86.0%
White			93.6%	93.9%
Two or More			78.8%	87.2%
Female			91.0%	95.0%
Male			92.5%	90.5%
Nonbinary*			*	*
Not Econ Disadvantage			95.6%	96.8%
Econ Disadvantage			83.2%	84.8%
SwoD			93.6%	94.6%
SwD			77.8%	76.7%
Eng Proficient			91.7%	92.8%
Not Eng Proficient (EL)			93.8%	87.0%
Not Homeless			92.2%	93.2%
Homeless			55.6%	50.0%

Table 4. 7-Year Graduation Rates for Prior Four (4) School Years

Comparing 7-Year Graduation Rates, by Year				
	2020-21	2021-22	2022-23	2023-24
<b>All students</b>				<b>92.6%</b>
Am. Indian / Native Am.*				*
Asian & Pac. Islander				92.3%
Black or African Am.				70.6%
Hispanic				85.3%
White				94.4%
Two or More				78.8%
Female				92.0%
Male				93.3%
Nonbinary*				*
Not Econ Disadvantage				96.3%
Econ Disadvantage				84.3%
SwoD				94.0%
SwD				82.0%
Eng Proficient				92.6%
Not Eng Proficient (EL)				93.8%
Not Homeless				93.1%
Homeless				55.6%

Source: WISEdash Secure  
\*Cell sizes are too small to display

## Notable Graduation Data

% of Graduating Seniors who Have Experienced Homelessness, by Year

	% of Seniors Experiencing Homelessness who Graduated
2020-21	23.1%
2021-22	33.3%
2022-23	42.9%
2023-24	76.9%

## In-School & Out of School Suspension

The following charts and data tables provide a comparison between the proportion of students suspended disaggregated by group identity compared to their respective population size in the ECASD student population. For the purposes of this report, *In School Suspensions & Out of School Suspensions* are combined in the charts below.

### INSIGHTS FROM THE DATA – Suspension Rates

- From 2022-23 to 2023-24, there was some positive progress in addressing the suspension rates of students who identify as American Indian/Native American, Black, Hispanic, nonbinary, economically disadvantaged, and students experiencing homelessness.
- Although some progress is demonstrated in the data, students who identify as Black, students with disability, and students experiencing homelessness continue to experience disproportionately higher rates of disciplinary suspensions.

In this report, disproportion is calculated with the following formula:  $\text{Disproportion} = (S - P) / P$ , where S=Suspension Rate, P=Student Population. A disproportion of zero (0) means that the suspension rates is equal to the proportion of students in that population. An (!) indicates a disproportion of 1.00 or higher, meaning that the suspension rate is at least 100% (or twice as high) or higher when compared to the student population.

### Total Suspensions, by demographics and year

	2022-23				2023-24			
	Suspension Rate	Student Population	Disproportion		Suspension Rate	Student Population	Disproportion	
Am. Indian / Native Am.	1.49%	0.60%	1.48	!	0.72%	0.56%	0.28	
Asian & Pacific Islander	3.27%	10.22%	-0.68		2.64%	10.13%	-0.74	
Black / African American	12.20%	2.58%	3.73	!	11.51%	2.51%	3.59	!
Hispanic	12.50%	6.61%	0.89		11.75%	7.02%	0.67	
White	59.23%	73.77%	-0.20		65.23%	73.30%	-0.11	
Two or More Races	11.31%	6.22%	0.82		8.87%	6.48%	0.37	
Female	31.55%	48.27%	-0.35		32.38%	48.55%	-0.33	
Male	67.26%	51.46%	0.31		67.38%	51.36%	0.31	
Nonbinary	1.19%	0.28%	3.25	!	0.24%	0.31%	-0.23	
Not Econ. Disadvantage	26.19%	61.88%	-0.58		24.29%	59.50%	-0.59	
Econ. Disadvantage	73.81%	38.12%	0.94		75.71%	40.50%	0.87	
SwoD	49.56%	83.99%	-0.41		45.52%	82.45%	-0.45	
SwD	50.44%	16.01%	2.15	!	54.48%	17.55%	2.10	!
English Proficient	97.32%	95.64%	0.02		97.14%	95.04%	0.02	
English Learners	2.68%	4.36%	-0.39		2.86%	4.96%	-0.42	
Students not Homeless	90.18%	97.33%	-0.07		92.86%	97.06%	-0.04	
Homeless Students	9.82%	2.67%	2.68	!	7.14%	2.94%	1.43	!

Source: WISEdash Secure (2024)

# Our Foundation: Systems & Frameworks

Our District’s commitment to equity, diversity, and inclusion explicitly recognizes, examines, and addresses the systemic manifestations of oppression and racism in our District, as well as in all aspects of our governance policies, processes, practices, and outcomes. We recognize that the success of our District’s EDI efforts relies on the degree to which EDI is formally embedded throughout our District. To that end, we have intentionally sought ways to design equity into our systems and daily practice. These are the inputs that drive our outcomes (key performance indicators). The following systemic practices, which include the design and implementation of our Equitable Multi-Level Systems of Support (E-MLSS), our Instructional Framework, and Positive Behavioral Interventions and Supports (PBIS).

## Equitable Multi-Level Systems of Support

The ECASD Equitable Multi-Level Systems of Support (E-MLSS) framework serves as a comprehensive framework that informs the work of all ECASD teachers and staff members, and it sets forth a holistic vision of an integrated and coherent system of academic, behavioral, social, and emotional supports to ensure equitable success for **every** learner. In short, E-MLSS is a systemic equity framework (Wisconsin DPI, 2023).

At the core of E-MLSS, **equity** for each student serves as the foundation of the framework in order to meet the **diverse** and unique academic needs of our students. With elements such as a strong universal level of support in the use of a guaranteed viable curriculum, high-quality instruction, strategic use of data, collaboration among key partners, and engagement with our families, we can ensure that **inclusion** is attainable for each student to be successful in our schools.

## Instructional Framework

**How** we teach in the Eau Claire Area School District is just as important as **what** we teach. Informed by the ECASD Teaching & Learning Strategic Plan and completed in August 2022 with implementation having taken place across the District during the Fall 2022 term, the instructional framework serves as an interrelated set of systems that when implemented with fidelity provides high quality instruction within a supportive learning environment across all classrooms and schools.

In alignment with the E-MLSS, the instructional framework was designed with equity, diversity, and inclusion from the start and these systems include expectations for:

- what students will learn
- instructional strategies and practices to guide student learning and assessment, and
- professional learning to address identified needs

## Positive Behavior Interventions and Supports (PBIS)

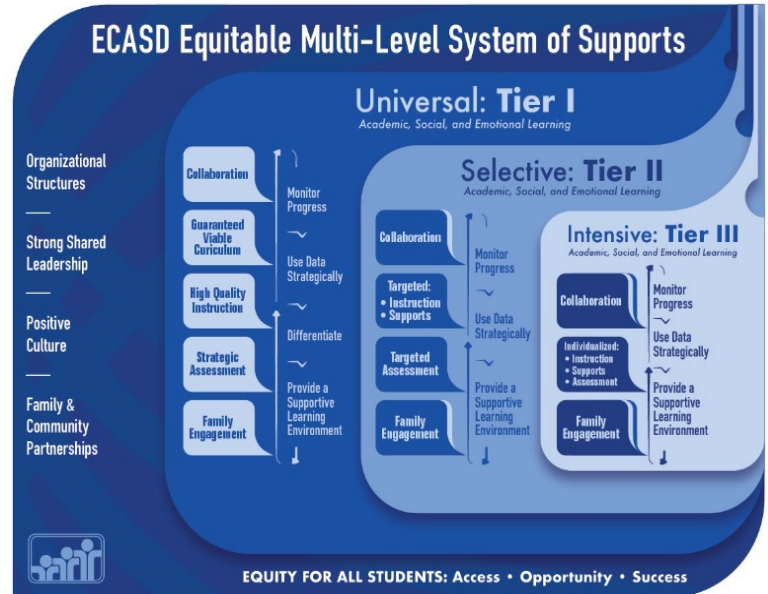


Students at Robbins Elementary (2023)

Creating safe, predictable, and equitable learning environments is at the core of academic success for our students. PBIS serves as a systemic framework that informs behavior intervention practices that are culturally responsive and culturally appropriate for **all** our students.

ECASD continues to use Positive Behavior Interventions and Supports (PBIS) as the framework to guide the implementation of our social, emotional and behavioral systems. Within the framework, there is a tool called the Tiered Fidelity Inventory (TFI) which uses a series of rubrics to measure how schools are implementing the core features of this framework. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and Tier 3: Intensive SWPBIS Features). Generally, any tier scored at 70% or higher will start to produce positive outcomes for students. When a school reaches 70% or higher at a given tier, they are considered “at fidelity.” The tables below provide our latest self-reported scores from each ECASD school regarding their current progress toward full implementation throughout the three tiers of PBIS.

ECASD continues to use the 2.1 version of the Tiered Fidelity Inventory as the updated version (3.0) has not been released as of yet. Teams have been working to increase the focus on equity, mental health, and classroom implementation of PBIS in an effort to continue growing systems and increasing outcomes for students.



ECASD Equitable Multi-Level Systems of Support Framework (2022)



### ECASD Elementary School(s) TFI Tier I & Tier II Scale Score (2022-23)

School Name	Tier 1 Percentage Implemented	Tier 2 Percentage Implemented	Tier 3 Percentage Implemented
CV Montessori Charter	87%	73%	N/A
Flynn Elementary	90%	88%	21%
Lakeshore Elementary	73%	77%	N/A
Locust Lane Elementary	73%	88%	N/A
Longfellow Elementary	70%	62%	62%
Manz Elementary	80%	77%	N/A
Meadowview Elementary	77%	---	N/A
Northwoods Elementary	97%	92%	94%
Putnam Heights Elementary	90%	85%	N/A
Robbins Elementary	73%	85%	N/A
Roosevelt Elementary	77%	88%	N/A
Sam Davey Elementary	90%	73%	35%
Sherman Elementary	97%	100%	N/A

### ECASD Middle School(s) TFI Tier I & Tier II) Scale Score

School Name	Tier 1 Percentage Implemented	Tier 2 Percentage Implemented	Tier 3 Percentage Implemented
Delong Middle School	93%	77%	32%
Northstar Middle School	77%	77%	53%
South Middle School	77%	65%	N/A

### ECASD High School(s) TFI Tier I & Tier II) Scale Score

School Name	Tier 1 Percentage Implemented	Tier 2 Percentage Implemented	Tier 3 Percentage Implemented
McKinley Charter School	100%	81%	N/A
Memorial High School	73%	69%	N/A
North High School	60%	65%	21%



A classroom at North High School (2023)

# EDI Strategic Action Plan 2023-24 through 2027-28

This three-year plan closed on June 2023 and a process to develop a new EDI Strategic Plan will take place over the course of the 2023-24 school year. The process to do so will include using the Fall 2023 semester to review the summative progress over the course of the 3-year plan and to gather feedback from students, families, staff, and other key partners on how this progress informs our new EDI action items moving forward through the next five years (2023-24 through 2027-28). It is anticipated that the Spring 2024 semester will be used to finalize the updated EDI Strategic Action Plan.

**Consideration 1.** The first consideration in an EDI Strategic Action Plan will be to build upon existing strategic plans. Namely, the Teaching & Learning Strategic Plan already sets into motion a variety of efforts that align with the Equity Statement, and building upon this framework will minimize confusion and maximize implementation of the actions outlined in the revised EDI Strategic Action Plan. Moreover, this coordination of strategic plans will ensure the appropriate resources are allocated and aligned to meet the District’s strategic direction.

**Consideration 2.** The EDI Strategic Action Plan will focus heavily on normalizing and embedding equitable and culturally responsive practices into normative practices throughout the District and schools.

**Consideration 3.** There is a critical mass of staff, students, families, and community members who are committed to supporting the Board’s Equity Statement. As such, developing systems that ensure these committed individuals have opportunities to participate and engage in the planning and implementation of these equitable practices is a high priority.

Based on the outcomes and the key performance metrics that were highlighted in this report, the planning process continues with articulating the following EDI Strategic Priorities. Please note, throughout the planning process, these Strategic Priorities may be subject to revisions for clarity.

Teaching & Learning Strategic Priorities	EDI Strategic Priorities	<b>Collaboration</b>	Establish collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement.
		<b>Guaranteed &amp; Viable Curriculum</b>	Develop high-leverage, evidenced-based teaching practices, delivered through an agreed-upon instructional framework for inclusive, well-managed supportive learning environments.
		<b>High Quality Instruction</b>	Create a guaranteed & viable curriculum that gives students access to the same essential learning regardless of who is teaching the class and can be taught in the time allotted.
		<b>Strategic Assessment</b>	Use data to determine if students have met standards and benchmarks. Monitor progress toward post-secondary readiness including academic, social, and emotional preparedness demonstrated via knowledge, skills, and habits.
		<b>Family &amp; Community Engagement</b>	Embrace, engage, and empower families through respectful relationships, information & resources, and building cultural bridges.
		<b>Positive Culture &amp; Climate</b>	Creating a safe and supportive learning environment ensuring that students, families, staff, and visitors are supported, connected, respected, and included (climate)—and ensuring that our daily practices and actions (culture) reflect that.
		<b>Personnel Readiness</b>	Recruiting, retaining, supporting, and preparing a highly qualified staff that is not only representative of the students and families we serve but also prepared to engage in equitable and culturally responsive practices through their respective roles and responsibilities.
		<b>Organizational Readiness</b>	Ensuring that our resources, policies, practices, and systems are in alignment to meet our Equity Statement and Equity Strategic Action Plan.

## Goals

In alignment with our Teaching & Learning and our EDI Strategic Priorities, the following are identified as specific goals that will guide our process of continual improvement toward meeting our EDI commitment. Ongoing feedback from students, families, school leaders, employees, and other key partners will inform additional goals and objectives as this plan evolves.

### Progress on Prior Year's Goals

**1-Year Goals.** By June 30, 2024, the District will...

2023-24 Goal Statement	Progress	Progress Narrative & Description
<p>...actively reach out to our families, students, and staff to host feedback sessions on how the District can meet our EDI commitment, which will inform the action items within our EDI Strategic Priorities.</p>	<p>Completed &amp; Ongoing</p>	<p>Community outreach sessions were completed in the 2023-24 school year with ECASD SENSE PTA; ECASD Hmong PTA; ECASD Equity Steering Committee; City of Eau Claire’s EDI Lead; City of Eau Claire’s BIPOC Steering Committee; Eau Claire Chamber of Commerce DEI Taskforce; as well as session with families interested in supporting Black &amp; Bi-racial students. Moreover, outreach and Q&amp;A sessions were organized with GSA student organizations at both high schools, at the Hmong American Peem Tsheej Club at both high schools; and with BIPOC and underrepresented staff/employees.</p> <p>A new Staff of Color <i>Employee Resource Group</i> hosted a series of four (4) “racial stress &amp; healing” sessions, led by a licensed mental health clinician. These closed group sessions served as a therapeutic place to share and validate the unique experiences of staff of color, while also identifying healthy strategies and skills to support them in their workplace.</p> <p>The district partnered with 4-H of Western Wisconsin to pilot a program “Juntos” that hosted Spanish-speaking families to share information about how to support their child’s success through school. These eight sessions were all delivered in Spanish and introduced families to district administrators, school leaders, and district resources. Moreover, these sessions also served as opportunities for the families to discuss their needs and provided feedback on how the district can continue to support them and their children.</p> <p>New Employee Orientation sessions include an exit ticket and the feedback from new employees has been overwhelmingly positive. For instance, data from last year’s New Employee Orientation indicated that 94% of respondents (168 new employees) responded positively to the question, “the content of this session (Equity, Diversity, and Inclusion in the ECASD) was important to my work as an employee in the Eau Claire Area School District.</p>
<p>...Develop resources to help our families, students, and community understand and support our District’s EDI efforts and our commitment.</p>	<p>Completed &amp; Ongoing</p>	<p>The district published a glossary of EDI terms and definitions on its public website. These can be found at this website: <a href="http://www.ecasd.us/District/About/Equity/Terms-Definitions-Equity,-Diversity,-and-Inclusion">www.ecasd.us/District/About/Equity/Terms-Definitions-Equity,-Diversity,-and-Inclusion</a>.</p> <p>Resources for expanded learning about supporting different student populations was shared and linked on the public website, as well and can be found at this website: <a href="https://www.ecasd.us/District/About/Equity/EDI-Resources">https://www.ecasd.us/District/About/Equity/EDI-Resources</a>.</p> <p>An EDI Guide for Educators &amp; School Leaders was developed as a foundational resource for all schools and families.</p>

<p>...Update and implement a climate survey tool and update our procedures to help our students, families, and schools understand how to use this data.</p>	<p>Completed</p>	<p>A new 11-question Student Climate Survey for grades 3-5 was adopted and implemented in March 2024. This adopted survey comes from the Center on Positive Behavior Intervention &amp; Supports (PBIS) and was originally developed for use among students in grades 3-6.</p> <p>Upon adoption of the new climate survey tool, dashboards were created in Qualtrics for each school/building, allowing their Leadership Teams to immediately access, disaggregate, and utilize each of the Climate Survey responses from their respective school/building (Family, Staff, and Student Climate Survey).</p>
<p>...Show an overall increase in positive response rates as well as in any available disaggregated response rates in our three Climate Surveys among our students, staff, and families.</p>	<p>Completed</p>	<p>Staff responses showed an increase in trust, belonging, and connectedness among colleagues. Responses also indicate an increased perception of being more culturally &amp; linguistically responsive to student needs. A notable trend was the increased perception of quality family engagement among almost all respondents, as well as among most demographic populations.</p> <p>Student responses showed increased perceptions of student-to-teacher connectedness (see questions # 6-7 in Student Climate Survey—Secondary).</p> <p>Family responses showed positive responses in nearly all questions and subtopics measured by the Family Climate Survey. Families whose children identify as a student-of-color indicated consistently higher rates of positive perceptions of the school climate when compared to <i>All Respondents</i>.</p>
<p>...Revise and implement an updated version of the Gender Support Plan and Toolkit, based on feedback that will be collected from students, families, Principals, Pupil Services staff, and other key partners.</p>	<p>Completed</p>	<p>The Gender Support Plan (GSP) was updated to include a toolkit with resources, recommendations, and guidelines to assist Student Services staff and building administrators to meet the needs of students. A copy of the GSP can be found on the ECASD website at: <a href="https://www.ecasd.us/District/About/Equity">https://www.ecasd.us/District/About/Equity</a></p> <p>Procedures for name changes and yearbook names were updated and refined, based on feedback from staff, families, and students.</p> <p>Moreover, ongoing coaching and consultation was provided to Student Services staff about the new GSP tools and toolkit as the revisions were implemented.</p>

## Goal Statements

### **1-Year Goals.** By June 30, 2026, the District will...

#### Creating a Welcoming Student Climate

- The district will meet with the Equity Steering Committee, high school GSA's, and community partners to share climate survey data, collect feedback, and develop strategic actions that will cultivate a safe and supportive learning environment among LGBTQ students. The metric for success will be to use the Student Climate Survey and positive responses from LGBTQ students will increase by at least 5% from the 2023-24 school year in questions 2 (Baseline: 31.2%), 20 (Baseline: 47.5%), and 26 (Baseline: 16.9%).
- The district will develop and deliver professional learning and resources to support schools when addressing discrimination and harassment complaints related to race, sex, sexual orientation, and disability. The metric for success will be to see a reduction of total Pupil Nondiscrimination Complaints to at least below 100 (a 17.4% reduction from 2023-24 levels).

#### Identifying & Interrupting Systemic Inequities

- Working with multiple key partners, the district will develop a plan that addresses our racial disproportionality in special education. This plan will include district-level and school-level actions.
- The district will utilize the Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2007) with teachers to assist them in their self-reflection of becoming more culturally & linguistically responsive. Through the 2023-24 school year, this tool will be piloted in preparation for wider implementation. The metric for success will be that a group of at least 20 teachers will participate
  - Target: A group of at least 20 teachers will participate in a pilot for the use of the Culturally Responsive Teaching Self-Efficacy Scale

### Building Allyship & Collaboration with Marginalized Populations

- The district will continue its partnership with community stakeholders throughout the City to address “school connectedness” among historically underserved communities.
- Using data from the most recent DPI Family Engagement Survey in Special Education (not yet published nor available as of the date of this report), the district will implement targeted interventions to increase the engagement of families whose children are receiving special education services. Learn more about Indicator #8 at: <https://dpi.wi.gov/sped/about/state-performance-plan/indicators/8-parent-involvement>.

### Professional Development & Learning

- In partnership with the Equity Steering Committee, the district will develop a guide which identifies the beliefs, knowledge, and skills needed to be a culturally responsive educator and leader, which in turn will serve as the basis for EDI professional learning.
- (Duplicated from above because it intersects with this dimension of our Equity Statement) The district will develop and deliver professional learning and resources to support schools when addressing discrimination and harassment complaints related to race, sex, sexual orientation, and disability. The metric for success will be to see a reduction of total Pupil Nondiscrimination Complaints to at least below 100 (a 17.4% reduction from 2023-24 levels).
- (Duplicated from above because it intersects with this dimension of our Equity Statement) The district will utilize the Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2007) with teachers to assist them in their self-reflection of becoming more culturally & linguistically responsive. Through the 2023-24 school year, this tool will be piloted in preparation for wider implementation. The metric for success will be that a group of at least 20 teachers will participate and provide feedback on the use of the scale for the Tiered Fidelity Inventory (TFI).

### Recruiting & Retaining Staff

- The District has an effective way to communicate with staff dropped from 83% to 79%. The District will monitor how they are communicating with staff and find ways to increase effectiveness.
- The District involves stakeholders at appropriate times to make decisions; while there was an increase (31% to 34%), the District will strive to include more voices.
- Staff have informal opportunities to influence what happens within the school; while there was an increase (30% to 38%), district-wide, we have room to grow.

### Creating a Respectful Culture & Climate

- The District will develop at least one (1) resource or tool that support schools, building leaders, and teachers as they work with students from refugee families.

### **5-year Goals.** By June 30, 2029, the District will...

- Update our school planning procedures, documentation, and practices to improve our use of equitable and culturally responsive practices in reflection and action.
- Address the Racial Disproportionality in Special Education and overrepresentation of Black students identified in both “Emotional/Behavioral” and “Specific Learning” disability categories, and as a result, will no longer be formally on notice by the Wisconsin DPI.
- Establish a professional learning system that uses a combination of peer-to-peer instruction, virtual instruction, and professional learning to enrich our equitable practices and ensure these practices are visible and embedded throughout our schools, classrooms, and District buildings.
- Establish an assessment process that more closely monitors both formative and summative measures on the District’s climate and culture, in order to provide opportunities to take strategic action to address and redress negative school climate patterns.
- Increase positive metrics of belonging among LGBTQ, Black & African American, and Hispanic students.
- Implement a systemic plan to support strategies that address bullying, cyberbullying, harassment, and discrimination among students.
- Develop a process and protocol that will filter key decision-making processes to more intentionally include equity and culturally responsive practices.
- Develop a system where disaggregated progress monitoring tools and procedures will be developed for school leaders and school teams to more closely assess and monitor progress on behavior and equity metrics.

### **10-year Goals.** By June 30, 2034, the District will...

- Academic metrics (Forward, ACT, ACT ASPIRE) will reflect 80% of all students meeting Proficient or Advanced, due to fidelity of the Teaching & Learning Strategic Plan and EDI Strategic Priorities.
- Revise and implement Tier 3 services with resources and supports for students who qualify for EL, Special Education, and Alternative Education pathways.

### **20-Year Goals.** By June 30, 2043, the District will...

- Increase the number of available All-Gender facilities for students and staff throughout the District buildings.
- Will demonstrate parity or a positive proportion of at least 80% or above in KPI metrics across gender, race, sex, and sexual orientation.
- Will reflect fidelity rates of over 95% implementation in our systems (i.e. E-MLSS, PBIS, Instructional Framework, etc.).

# Highlighted Successes and Ongoing Work

We recognize that while district-led efforts to infuse EDI into our systems and practices is a vital and powerful way to infuse transformational change that is systemic, structural, and sustainable, we also know that each school is unique in its staff and student population. In consideration of that, we recognize and honor the efforts made by so many of our teachers, staff, and families to lead a variety of equity, diversity, and inclusion efforts that support our students at their respective schools. The following table below highlights some of the successes and ongoing efforts that our individual schools, teachers, parents, and families are doing together to initiate equity, diversity, and inclusion efforts. We acknowledge that this list of highlighted successes is not comprehensive of all the efforts taking place across the district.



Graduates of Memorial High School (2023)



## Creating a Welcoming Student Climate

### Summary of School Efforts & Initiatives

In 2023-2024, to assist in creating a welcoming student climate, Early Learning developed a land acknowledgement statement to recognize indigenous peoples of our region including the land Prairie Ridge sits upon. Early Learning also created gender fluid bathrooms and celebrated national heritage months. Some examples of how elementary schools created a welcoming student environment are by welcoming each student as they arrive to school and to the classroom, changing artwork to represent all student in a building, offering multi-cultural nights for families, and surveying families about their family structure, interests, cultural celebrations and communication preferences. At the secondary levels, some ways of creating a welcoming student climate were achieved by greeting each student at the door by name, building intentional relationships through student leaders and adults and creating EDI clubs.



## Identifying & Interrupting Systemic Inequities

### Summary of School Efforts & Initiatives

In 2023-2024, schools worked to identify and interrupt systemic inequities by strengthening the Universal (Tier I) systems; by being more purposeful when looking at data, focusing on marginalized populations while using a culturally responsive lens; and creating intentional professional learning opportunities such as Trauma Informed Practices, Culturally Responsive Practices in Schools and Power of Perception.

### Data Systems

The district has invested resources to improve the user interphase in our Data Warehouse and Qualtrics platforms to ensure that schools and PLC's have access to timely data that is disaggregated.



## Building Allyship & Collaboration

Summary of School Efforts & Initiatives	In 2023-2024, schools worked to build allyship and collaboration with marginalized populations by hosting diverse family/community education nights, offering club opportunities for marginalized populations, inviting families/speakers of marginalized populations into schools, utilizing Student Success Advocates to help marginalized students be successful in schools as well as exploring post-secondary educational opportunities, and strengthening SEL opportunities within the school day.
Juntos Family Nights	In partnership with 4-H, the EL department, and Family Services, Spanish speaking families were invited to participate in a weekly session over a period of 8 weeks to do the following: <ol style="list-style-type: none"> <li>1. Provide information to parents about navigating schools</li> <li>2. Building relationships with parents/families and staff</li> <li>3. Collecting feedback on their experiences and needs</li> </ol> This pilot program took place from April through May at South Middle School, which was chosen as the site to use because of its relatively high Hispanic student population when compared to other schools in the district.
Parent Teacher Associations (PTA)	The district met with the Hmong PTA and with SENSE PTA to share district data, goals, and current efforts to support students from historically underserved populations. These sessions also provided the opportunity to collect information from parents and families, which informed the EDI training, programming, and ongoing initiatives.
City of Eau Claire BIPOC Steering Committee	Given that the District is a microcosm of the larger community, the district partnered with the City of Eau Claire and other agencies to address issues of inequity through a number of initiatives. Over the course of the prior year, Student Services was able to secure an MCH grant to address school connectedness through a pilot mentoring program. Moreover, representatives from the district also participated on the City’s BIPOC Steering Committee, which was a year-long effort to provide recommendations to the City regarding how it can cultivate a more welcoming and inclusive community in their City Operations, as well as throughout the community.



## Professional Learning & Development

Summary of School Efforts & Initiatives	In 2023-2024, schools worked with community groups and EDI committees to offer meaningful and impactful professional learning opportunities. System Leaders had multiple trainings around EDI. Book groups were offered, such as <a href="#">Culturally Responsive Teaching for Multilingual Learners</a> , <a href="#">Culturally Responsive Teaching and the Brain</a> , <a href="#">What Happened to You</a> , and others.
Building Equitable Systems	<p>This four-day training teaches participating teams to understand the role that identity plays in the development and operation of their system, how to examine their existing structures for places where organizational culture may disengage parts of the community served, and learn how to increase access, representation, ownership in the systems to achieve high quality outcomes for all.</p> <p>Each session began with a check in and a chance to troubleshoot questions or needs from participants. There were a number of identity and skill building activities that leaders were able to take back and work with their existing leadership teams to implement within a data driven continuous improvement cycle.</p> <p>The “between sessions” work was intended to be “plug and play.” Using their school’s own data and information, Leadership Teams developed action plans at the end of each training day with the opportunity to take the content they learned and the action plan they develop and apply it to their school operation.</p>



# Recruit & Retain a Representative Staff

<p>Summary of School Efforts &amp; Initiatives</p>	<p>In 2023-2024, schools worked to recruit and retain representative staff by interviewing and selecting a variety of candidates from different backgrounds to increase representation in buildings. Schools connected with diverse community groups when positions become available in the ECASD. Schools also created positive and supportive work environments where all members feel included.</p>
<p>Targeted Recruitment Efforts</p>	<p>To boost our recruitment and retention of diverse candidates, the district’s Human Resources department invested in a new job posting subscription called National Association of HBCU Students and Alumni, also known as NAHSA. The mission of The National Association of HBCU Students and Alumni is to connect HBCU (Historically Black Colleges and Universities) members worldwide in sharing platforms, ideas and resources. Their focus is providing representation of the HBCU voice in areas where our insight can be most impactful.</p>



# Creating a Respectful Culture & Climate

<p>Summary of School Efforts &amp; Initiatives</p>	<p>In 2023-2024, some examples of how schools worked to create a respectful culture and climate are by creating space for vulnerable conversations during meetings, being solution and problem solving focused, and being cognizant of deficit-based language. Schools would also address oppressive and/or discriminatory behaviors right away, with students and staff. Some schools also conducted a pulse survey multiple times a year, focusing on cultural competence, and used that information to identify areas of improvement.</p>
<p>Racial Stress &amp; Trauma Processing Sessions</p>	<p>During the 2023-24 school year, staff-of-color were invited to attend the “Racial Trauma Healing Sessions,” led by Dr. Stacey Jackson, a clinical Psychologist who specializes in racialized trauma. Through these four sessions, staff processed how their racial experiences as an educator impacted their professional and personal lives and discussed strategies to manage the associated stress and trauma. Participation was fully voluntary and active sharing was optional. Exit ticket feedback data showed that 100% of participants found the sessions valuable (N=20).</p>



# References & Resources

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## Resources

- Equity Website, Eau Claire Area School District. <https://www.ecasd.us/District/About/Equity>
- Positive Behavioral Intervention & Supports (PBIS). [www.pbis.org](http://www.pbis.org)
- Wisconsin's Equitable Multi-Level Systems of Support. <https://dpi.wi.gov/rti>

## Appendix A. Climate Survey Reports

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Student Climate Survey-Secondary (Grades 6-12), pg. 35

Student Climate Survey-Elementary (Grades 3-5), pg. 39

Family Climate Survey, pg. 40

Staff Climate Survey, pg. 42

KEY  
 • RED font = Disproportionate (by -5%) when compared to All Respondents  
 • ↑ = Data trend to watch

STUDENT CLIMATE SURVEY 3-YEAR TREND (Secondary) 2021-22 through 2023-24				3-Yr Trend Line	2023-24 Responses (Numeric)					2023-24 Responses (Graphic)					2023-24 Response Rate	2023-24 Statistical Info					
Combined Percentage of Positive Responses & By Demographics (Grades 6-12)					Spark Line (not to scale)	Do Not Know	Strongly Disagree	Disagree	Agree	Strongly Agree						Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean	
ENGAGEMENT: CULTURAL & LINGUISTIC COMPETENCE				2021-22		2022-23	2023-24														
1 All students are treated the same, regardless of whether their parents are rich or poor.																					
All Respondents (Grades 6-12)				66.8%	64.9%	59.6%		11.5%	8.2%	20.7%	43.9%	15.7%		3603	3.44	4.00	1.19	0.02	The avg. response is Agree		
Students of Color				66.1%	61.7%	55.8%		13.1%	9.1%	22.1%	39.3%	16.5%		950	3.37	4.00	1.52	0.05	The avg. response is Disagree		
LGBTQ Students				55.5%	47.7%			11.9%	11.3%	29.1%	36.9%	10.8%		497	3.23	3.00	1.40	0.06	The avg. response is Disagree		
Female				63.8%	55.7%			8.9%	9.2%	26.3%	42.8%	12.9%		1775	3.42	4.00	1.37	0.03	The avg. response is Agree		
Male				68.4%	65.8%			12.5%	6.8%	15.0%	46.4%	19.4%		1899	3.53	4.00	1.50	0.03	The avg. response is Agree		
Nonbinary				50.0%	36.5%			23.5%	11.8%	28.2%	30.6%	5.9%		94	2.84	3.00	1.46	0.15	The avg. response is Disagree		
2 Students are treated equally well no matter their sex, race, religion, ...gender...sexual orientation...and other protected class).																					
All Respondents (Grades 6-12)				53.9%	53.0%	48.4%		10.9%	11.9%	28.9%	36.3%	12.1%		3603	3.27	3.00	1.15	0.02	The avg. response is Disagree		
Students of Color				53.6%	49.3%	45.8%		12.1%	13.2%	28.9%	32.3%	13.5%		950	3.22	3.00	1.46	0.05	The avg. response is Disagree		
LGBTQ Students				40.2%	31.2%			8.2%	21.5%	39.0%	24.5%	6.7%		497	3.00	3.00	1.26	0.06	The avg. response is Disagree		
Female				52.0%	43.8%			9.3%	12.9%	33.9%	34.4%	9.5%		1775	3.22	3.00	1.32	0.03	The avg. response is Disagree		
Male				57.1%	54.8%			11.8%	10.2%	23.3%	39.6%	15.2%		1899	3.36	4.00	1.45	0.03	The avg. response is Disagree		
Nonbinary				28.6%	27.1%			10.6%	20.0%	42.4%	24.7%	2.4%		94	2.88	3.00	1.26	0.13	The avg. response is Disagree		
3 My school uses instructional materials (i.e. textbooks, handouts) that reflect my cultural background, ethnicity, and identity.																					
All Respondents (Grades 6-12)				68.8%	61.3%	59.2%		25.1%	4.1%	11.6%	44.7%	14.5%		3603	3.20	4.00	1.43	0.02	The avg. response is Disagree		
Students of Color				63.7%	55.5%	55.4%		22.7%	6.1%	15.8%	44.0%	11.4%		950	3.15	4.00	1.57	0.05	The avg. response is Disagree		
LGBTQ Students				55.0%	53.8%			22.3%	7.2%	16.7%	40.8%	13.0%		497	3.15	3.00	1.55	0.07	The avg. response is Disagree		
Female				63.1%	61.8%			22.5%	3.7%	12.0%	49.5%	12.3%		1775	3.25	4.00	1.55	0.04	The avg. response is Disagree		
Male				61.6%	58.4%			26.8%	3.9%	10.9%	41.1%	17.3%		1899	3.18	4.00	1.64	0.04	The avg. response is Disagree		
Nonbinary				52.0%	50.6%			18.8%	14.1%	16.5%	40.0%	10.6%		94	3.09	3.00	1.55	0.16	The avg. response is Disagree		
4 Teachers and adults at my school treat all students respectfully.																					
All Respondents (Grades 6-12)				67.6%	70.2%	69.9%		8.5%	6.8%	15.7%	49.0%	19.9%		3603	3.65	4.00	1.13	0.02	The avg. response is Agree		
Students of Color				69.8%	70.3%	69.1%		9.7%	6.2%	15.1%	48.5%	20.5%		950	3.64	4.00	1.51	0.05	The avg. response is Agree		
LGBTQ Students				65.5%	60.1%			9.1%	9.5%	21.3%	46.9%	13.2%		497	3.46	4.00	1.40	0.06	The avg. response is Agree		
Female				67.0%	66.6%			7.8%	7.6%	18.1%	51.6%	14.9%		1775	3.58	4.00	1.37	0.03	The avg. response is Agree		
Male				74.5%	72.5%			8.2%	5.6%	13.7%	47.3%	25.2%		1899	3.76	4.00	1.46	0.03	The avg. response is Agree		
Nonbinary				59.2%	61.2%			14.1%	9.4%	15.3%	52.9%	8.2%		94	3.32	4.00	1.50	0.15	The avg. response is Disagree		
5 People from different cultural backgrounds, races, and ethnicities get along at this school.																					
All Respondents (Grades 6-12)				78.2%	75.1%	71.6%		12.9%	4.2%	11.2%	52.8%	18.8%		3603	3.60	4.00	1.21	0.02	The avg. response is Agree		
Students of Color				73.8%	69.0%	66.8%		14.0%	4.7%	14.4%	45.0%	18.9%		950	3.53	4.00	1.55	0.05	The avg. response is Agree		
LGBTQ Students				70.5%	64.9%			12.1%	8.5%	14.5%	49.7%	15.2%		497	3.47	4.00	1.47	0.07	The avg. response is Agree		
Female				73.0%	69.8%			12.1%	3.8%	14.3%	55.3%	14.6%		1775	3.56	4.00	1.43	0.03	The avg. response is Agree		
Male				78.4%	74.8%			12.9%	4.0%	8.3%	50.9%	23.8%		1899	3.69	4.00	1.53	0.04	The avg. response is Agree		
Nonbinary				63.3%	58.8%			12.9%	10.6%	17.6%	51.8%	7.1%		94	3.29	4.00	1.47	0.15	The avg. response is Disagree		
ENGAGEMENT: RELATIONSHIPS				2021-22	2022-23	2023-24	Spark Line (not to scale)	Do Not Know	Strongly Disagree	Disagree	Agree	Strongly Agree			Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean		
6 Teachers and adults at school are available when I need to talk with them.																					
All Respondents (Grades 6-12)				73.4%	75.9%	74.3%		10.8%	3.6%	11.4%	55.3%	19.0%		3603	3.68	4.00	1.15	0.02	The avg. response is Agree		
Students of Color				72.4%	72.2%			12.5%	3.9%	10.9%	56.0%	16.7%		950	3.61	4.00	1.52	0.05	The avg. response is Agree		
LGBTQ Students				70.8%	70.9%			9.1%	4.8%	15.2%	52.9%	18.0%		497	3.66	4.00	1.43	0.06	The avg. response is Agree		
Female				72.2%	72.3%			10.4%	3.9%	13.4%	57.1%	15.2%		1775	3.63	4.00	1.41	0.03	The avg. response is Agree		
Male				81.0%	77.2%			11.0%	2.8%	9.0%	53.9%	23.3%		1899	3.76	4.00	1.49	0.03	The avg. response is Agree		
Nonbinary				68.4%	61.2%			10.6%	4.7%	23.5%	51.8%	9.4%		94	3.45	4.00	1.45	0.15	The avg. response is Agree		
7 If I am not at school, there is a teacher or another adult who will notice my absence.																					
All Respondents (Grades 6-12)				78.4%	77.9%	76.0%		14.3%	3.2%	6.5%	51.2%	24.7%		3603	3.69	4.00	1.28	0.02	The avg. response is Agree		
Students of Color				78.0%	73.7%	70.8%		18.7%	3.8%	6.6%	48.6%	22.2%		950	3.52	4.00	1.65	0.05	The avg. response is Agree		
LGBTQ Students				72.6%	72.7%			14.1%	5.0%	8.2%	52.5%	20.2%		497	3.60	4.00	1.53	0.07	The avg. response is Agree		
Female				76.8%	77.1%			13.3%	2.7%	6.9%	56.5%	20.6%		1775	3.68	4.00	1.49	0.04	The avg. response is Agree		
Male				80.6%	76.4%			14.1%	3.3%	6.1%	46.5%	29.9%		1899	3.75	4.00	1.59	0.04	The avg. response is Agree		
Nonbinary				70.4%	65.9%			21.2%	3.5%	9.4%	57.6%	8.2%		94	3.28	4.00	1.58	0.16	The avg. response is Disagree		
8 It is easy to talk with teachers at this school.																					
All Respondents (Grades 6-12)				58.4%	65.6%	63.9%		10.4%	7.1%	18.5%	47.9%	16.0%		3874	3.52	4.00	1.16	0.02	The avg. response is Agree		
Students of Color				57.9%	60.9%	62.0%		10.7%	8.6%	18.6%	47.2%	14.8%		950	3.47	4.00	1.17	0.04	The avg. response is Agree		
LGBTQ Students				61.2%	58.1%			8.7%	10.2%	23.0%	44.7%	13.4%		497	3.44	4.00	1.11	0.05	The avg. response is Agree		
Female				61.5%	58.5%			10.1%	8.2%	23.1%	46.8%	11.7%		1775	3.42	4.00	1.12	0.03	The avg. response is Agree		
Male				72.1%	70.7%			10.0%	5.7%	13.7%	49.9%	20.8%		1899	3.66	4.00	1.16	0.03	The avg. response is Agree		
Nonbinary				53.1%	49.4%			12.9%	11.8%	25.9%	41.2%	8.2%		94	3.20	3.00	1.16	0.12	The avg. response is Disagree		
9 My teachers make me feel good about myself.																					
All Respondents (Grades 6-12)				60.7%	64.5%	62.1%		17.6%	6.4%	13.9%	47.5%	14.6%		3603	3.75	4.00	1.31	0.02	The avg. response is Disagree		
Students of Color				60.3%	61.6%	60.7%		19.9%	7.5%	11.9%	48.1%	12.6%		950	3.26	4.00	1.57	0.05	The avg. response is Disagree		
LGBTQ Students				58.7%	55.8%			20.8%	7.4%	16.1%	44.9%	10.8%		497	3.18	4.00	1.52	0.07	The avg. response is Disagree		
Female				61.7%	59.9%			18.2%	6.6%	15.3%	48.8%	11.1%		1775	3.28	4.00	1.49	0.04	The avg. response is Disagree		
Male				69.4%	66.4%			15.7%	5.7%	12.3%	48.0%	18.4%		1899	3.48	4.00	1.54	0.04	The avg. response is Agree		
Nonbinary				52.0%	47.1%			29.4%	7.1%	16.5%	38.8%	8.2%		94	2.89	3.00	1.59	0.16	The avg. response is Disagree		
10 Students respect one another.																					
All Respondents (Grades 6-12)				49.4%	48.1%	43.1%		12.2%	15.3%	29.3%	37.2%	5.9%		3603	3.09	3.00	1.11	0.02	The avg. response is Disagree		
Students of Color				48.9%	44.6%	40.8%		16.3%	14.5%	28.3%	34.5%	6.3%		950	3.00	3.00	1.41	0.05	The avg. response is Disagree		
LGBTQ Students				34.3%	29.9%			7.8%	25.0%	36.2%	26.9%	3.0%		497	2.91	3.00	1.21	0.05	The avg. response is Disagree		
Female				44.0%	37.5%			10.9%	17.1%	34.9%	34.1%	3.4%		1775	3.03	3.00	1.25	0.03	The avg. response		

	LGBTQ Students	58.2%	60.3%		4.6%	12.4%	22.8%	37.7%	22.6%		497	3.61	4.00	1.42	0.06	The avg. response is Agree
	Female	65.5%	76.0%		5.6%	7.8%	19.7%	45.1%	21.9%		1775	3.70	4.00	1.38	0.03	The avg. response is Agree
	Male	61.9%	61.4%		8.2%	11.6%	18.8%	38.4%	23.0%		1899	3.56	4.00	1.48	0.03	The avg. response is Agree
	Nonbinary	67.4%	55.3%		8.2%	16.5%	20.0%	40.0%	15.3%		94	3.38	3.50	1.50	0.15	The avg. response is Disagree
14	At this school, students have lots of chances to help decide things like class activities and rules.															
	All Respondents (Grades 6-12)	58.9%	60.4%	59.9%	11.6%	8.6%	19.9%	44.0%	15.9%		3603	3.44	4.00	1.20	0.02	The avg. response is Agree
	Students of Color	63.7%	63.4%	64.4%	12.8%	7.1%	15.7%	49.4%	15.1%		950	3.47	4.00	1.51	0.05	The avg. response is Agree
	LGBTQ Students	53.9%	51.8%		9.5%	11.3%	27.3%	40.1%	11.7%		497	3.33	3.00	1.38	0.06	The avg. response is Disagree
	Female	62.2%	60.8%		10.1%	7.3%	21.9%	45.7%	15.1%		1775	3.48	4.00	1.41	0.03	The avg. response is Agree
	Male	60.1%	60.3%		12.4%	9.2%	18.1%	42.9%	17.4%		1899	3.44	4.00	1.48	0.03	The avg. response is Agree
	Nonbinary	54.1%	50.6%		11.8%	15.3%	22.4%	43.5%	7.1%		94	3.19	3.00	1.44	0.15	The avg. response is Disagree
15	There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.															
	All Respondents (Grades 6-12)	88.7%	88.0%	88.4%	7.6%	1.9%	4.1%	52.1%	34.3%		3603	4.04	4.00	1.07	0.02	The avg. response is Agree
	Students of Color	88.1%	86.1%	84.9%	8.2%	2.5%	4.3%	53.1%	31.9%		950	3.98	4.00	1.53	0.05	The avg. response is Agree
	LGBTQ Students	86.8%	84.4%		7.4%	2.6%	5.6%	54.7%	29.7%		497	3.97	4.00	1.45	0.07	The avg. response is Agree
	Female	89.7%	89.4%		5.8%	1.1%	3.7%	54.9%	34.5%		1775	4.11	4.00	1.39	0.03	The avg. response is Agree
	Male	87.5%	84.5%		8.6%	2.4%	4.5%	49.0%	35.5%		1899	4.00	4.00	1.50	0.03	The avg. response is Agree
	Nonbinary	81.6%	80.0%		9.4%	3.5%	7.1%	58.8%	21.2%		94	3.79	4.00	1.54	0.16	The avg. response is Agree
16	I have lots of chances to be part of class discussion or activities.															
	All Respondents (Grades 6-12)	83.6%	82.6%	81.4%	9.3%	2.3%	7.0%	57.7%	23.7%		3603	3.84	4.00	1.10	0.02	The avg. response is Agree
	Students of Color	82.8%	78.8%	78.9%	10.7%	2.7%	7.6%	58.8%	20.1%		950	3.75	4.00	1.51	0.05	The avg. response is Agree
	LGBTQ Students	82.2%	80.3%		8.0%	2.8%	8.9%	57.9%	22.3%		497	3.84	4.00	1.43	0.06	The avg. response is Agree
	Female	83.7%	82.6%		7.6%	2.1%	7.8%	60.4%	22.1%		1775	3.87	4.00	1.39	0.03	The avg. response is Agree
	Male	83.1%	81.6%		9.9%	2.3%	6.2%	55.3%	26.3%		1899	3.86	4.00	1.48	0.03	The avg. response is Agree
	Nonbinary	76.5%	75.3%		15.3%	4.7%	4.7%	64.7%	10.6%		94	3.51	4.00	1.56	0.16	The avg. response is Agree
SAFETY: EMOTIONAL SAFETY					2021-22	2022-23	2023-24									
	All Respondents (Grades 6-12)	56.8%	54.6%	48.0%	15.8%	10.7%	25.5%	41.4%	6.6%		3603	3.12	3.00	1.18	0.02	The avg. response is Disagree
	Students of Color	54.1%	49.2%	45.3%	20.4%	10.3%	24.0%	38.8%	6.4%		950	3.01	3.00	1.46	0.05	The avg. response is Disagree
	LGBTQ Students	40.0%	35.1%		15.2%	17.8%	31.9%	32.3%	2.8%		497	2.90	3.00	1.30	0.06	The avg. response is Disagree
	Female	52.2%	42.0%		15.0%	12.7%	30.3%	38.3%	3.7%		1775	3.03	3.00	1.32	0.03	The avg. response is Disagree
	Male	59.7%	55.5%		15.9%	7.9%	20.6%	45.9%	9.6%		1899	3.25	4.00	1.45	0.03	The avg. response is Agree
	Nonbinary	29.6%	32.9%		16.5%	20.0%	30.6%	32.9%	0.0%		94	2.80	3.00	1.32	0.14	The avg. response is Disagree
17	Students at this school get along well with each other.															
	All Respondents (Grades 6-12)	56.8%	54.6%	48.0%	15.8%	10.7%	25.5%	41.4%	6.6%		3603	3.12	3.00	1.18	0.02	The avg. response is Disagree
	Students of Color	54.1%	49.2%	45.3%	20.4%	10.3%	24.0%	38.8%	6.4%		950	3.01	3.00	1.46	0.05	The avg. response is Disagree
	LGBTQ Students	40.0%	35.1%		15.2%	17.8%	31.9%	32.3%	2.8%		497	2.90	3.00	1.30	0.06	The avg. response is Disagree
	Female	52.2%	42.0%		15.0%	12.7%	30.3%	38.3%	3.7%		1775	3.03	3.00	1.32	0.03	The avg. response is Disagree
	Male	59.7%	55.5%		15.9%	7.9%	20.6%	45.9%	9.6%		1899	3.25	4.00	1.45	0.03	The avg. response is Agree
	Nonbinary	29.6%	32.9%		16.5%	20.0%	30.6%	32.9%	0.0%		94	2.80	3.00	1.32	0.14	The avg. response is Disagree
18	At this school, students talk about the importance of understanding their own feelings and the feelings of others.															
	All Respondents (Grades 6-12)	39.1%	37.9%	33.3%	16.9%	18.5%	31.3%	27.2%	6.0%		3603	2.87	3.00	1.16	0.02	The avg. response is Disagree
	Students of Color	41.4%	38.8%	35.1%	21.4%	15.8%	27.8%	28.6%	6.4%		950	2.83	3.00	1.42	0.05	The avg. response is Disagree
	LGBTQ Students	28.1%	22.3%		11.7%	28.6%	37.3%	18.9%	3.5%		497	2.74	3.00	1.20	0.05	The avg. response is Disagree
	Female	35.8%	30.5%		14.6%	17.3%	37.6%	26.8%	3.7%		1775	2.88	3.00	1.26	0.03	The avg. response is Disagree
	Male	42.5%	37.2%		18.6%	19.0%	25.2%	28.9%	8.2%		1899	2.89	3.00	1.41	0.03	The avg. response is Disagree
	Nonbinary	21.4%	16.5%		16.5%	25.9%	41.2%	12.9%	3.5%		94	2.61	3.00	1.24	0.13	The avg. response is Disagree
19	I am happy to be at this school.															
	All Respondents (Grades 6-12)	66.1%	64.4%	61.1%	14.1%	10.8%	14.3%	44.9%	16.1%		3603	3.38	4.00	1.27	0.02	The avg. response is Disagree
	Students of Color	63.7%	61.0%	58.8%	18.0%	10.0%	13.2%	44.5%	14.3%		950	3.27	4.00	1.57	0.05	The avg. response is Disagree
	LGBTQ Students	55.0%	50.3%		14.8%	14.8%	20.2%	38.8%	11.5%		497	3.18	3.00	1.46	0.07	The avg. response is Disagree
	Female	61.9%	59.0%		14.3%	11.3%	15.4%	46.7%	12.3%		1775	3.31	4.00	1.46	0.03	The avg. response is Disagree
	Male	69.7%	65.4%		13.1%	9.1%	12.5%	45.1%	20.3%		1899	3.50	4.00	1.53	0.04	The avg. response is Agree
	Nonbinary	46.9%	40.0%		16.5%	16.5%	27.1%	29.4%	10.6%		94	3.01	3.00	1.48	0.15	The avg. response is Disagree
20	I feel like I am part of this school.															
	All Respondents (Grades 6-12)	66.3%	64.6%	62.8%	15.0%	8.0%	14.2%	48.3%	14.5%		3603	3.39	4.00	1.26	0.02	The avg. response is Disagree
	Students of Color	59.6%	57.1%	56.9%	19.1%	8.7%	15.3%	44.6%	12.3%		950	3.22	4.00	1.55	0.05	The avg. response is Disagree
	LGBTQ Students	50.7%	47.5%		16.1%	15.0%	21.5%	39.0%	8.5%		497	3.09	3.00	1.43	0.06	The avg. response is Disagree
	Female	62.2%	61.2%		15.1%	7.9%	15.8%	51.0%	10.2%		1775	3.33	4.00	1.44	0.03	The avg. response is Disagree
	Male	70.4%	67.5%		14.2%	7.0%	11.3%	48.1%	19.4%		1899	3.51	4.00	1.53	0.04	The avg. response is Agree
	Nonbinary	40.8%	33.0%		16.3%	21.2%	30.6%	28.2%	4.7%		94	2.86	3.00	1.37	0.14	The avg. response is Disagree
SAFETY: PHYSICAL SAFETY					2021-22	2022-23	2023-24									
	All Respondents (Grades 6-12)	39.6%	34.5%	29.8%	23.2%	7.1%	22.7%	33.2%	13.8%		3603	2.77	3.00	1.23	0.02	The avg. response is Disagree
	Students of Color															

		2021-22	2022-23	2023-24	Spark Line (not to scale)					Do Not Know Strongly Disagree Disagree Agree Strongly Agree					1775 2.72 3.00 1.30 0.03 The avg. response is Disagree							
	Female	30.9%	25.4%			19.7%	5.6%	19.7%	35.9%	19.0%		19.7%	6.6%	19.7%	35.9%	19.0%	1775	2.72	3.00	1.30	0.03	The avg. response is Disagree
	Male	33.7%	30.1%			23.1%	9.6%	20.4%	27.1%	19.7%		23.1%	9.6%	20.4%	27.1%	19.7%	1899	2.74	3.00	1.42	0.03	The avg. response is Disagree
	Nonbinary	15.3%	15.3%			11.8%	3.5%	11.8%	36.5%	36.5%		11.8%	3.5%	36.5%	36.5%	94	2.59	2.00	1.20	0.12	The avg. response is Strongly Disagree	
SAFETY: SUBSTANCE ABUSE		2021-22	2022-23	2023-24	Spark Line (not to scale)					Do Not Know Strongly Disagree Disagree Agree Strongly Agree					Mean Median Standard Deviation Standard Error Interpretation of the Mean							
27 It is easy for students to use/try alcohol or drugs at school or at school-sponsored events.		Reverse Scoring Used to Calculate "Positive Response"																				
	All Respondents (Grades 6-12)	33.3%	43.6%	36.3%		30.8%	14.9%	21.3%	31.7%	11.2%		30.8%	14.9%	21.3%	31.7%	11.2%	3603	2.78	3.00	1.45	0.02	The avg. response is Disagree
	Students of Color	29.9%	38.6%	33.6%		34.1%	14.8%	18.7%	21.1%	11.3%		34.1%	14.8%	18.7%	21.1%	11.3%	950	2.69	2.00	1.60	0.05	The avg. response is Disagree
	LGBTQ Students	37.2%	34.9%			29.7%	10.4%	24.5%	23.0%	12.4%		29.7%	10.4%	24.5%	23.0%	12.4%	497	2.74	3.00	1.51	0.07	The avg. response is Disagree
	Female	42.6%	33.7%			30.7%	11.7%	22.0%	24.2%	11.4%		30.7%	11.7%	22.0%	24.2%	11.4%	1775	2.73	3.00	1.51	0.04	The avg. response is Disagree
	Male	46.7%	39.4%			30.1%	18.5%	20.9%	19.2%	11.3%		30.1%	18.5%	20.9%	19.2%	11.3%	1899	2.86	3.00	1.62	0.04	The avg. response is Disagree
	Nonbinary	31.6%	37.7%			31.8%	9.4%	28.2%	22.4%	8.2%		31.8%	9.4%	28.2%	22.4%	8.2%	94	2.75	3.00	1.56	0.16	The avg. response is Disagree
SAFETY: EMERGENCY READINESS & MANAGEMENT		2021-22	2022-23	2023-24	Spark Line (not to scale)					Do Not Know Strongly Disagree Disagree Agree Strongly Agree					Mean Median Standard Deviation Standard Error Interpretation of the Mean							
28 I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.																						
	All Respondents (Grades 6-12)	84.1%	86.0%	82.9%		7.9%	2.6%	6.6%	54.2%	28.7%		7.9%	2.6%	6.6%	54.2%	28.7%	3603	3.93	4.00	1.08	0.02	The avg. response is Agree
	Students of Color	82.5%	82.3%	80.3%		10.0%	2.8%	6.8%	52.0%	28.3%		10.0%	2.8%	6.8%	52.0%	28.3%	950	3.86	4.00	1.55	0.05	The avg. response is Agree
	LGBTQ Students	86.5%	85.0%			5.9%	3.3%	5.9%	58.6%	26.5%		5.9%	3.3%	5.9%	58.6%	26.5%	497	3.97	4.00	1.40	0.06	The avg. response is Agree
	Female	86.6%	84.2%			6.4%	2.0%	7.4%	58.5%	25.7%		6.4%	2.0%	7.4%	58.5%	25.7%	1775	3.95	4.00	1.38	0.03	The avg. response is Agree
	Male	86.4%	82.8%			8.7%	2.7%	5.8%	50.0%	32.7%		8.7%	2.7%	5.8%	50.0%	32.7%	1899	3.95	4.00	1.49	0.03	The avg. response is Agree
	Nonbinary	80.6%	83.5%			8.2%	3.5%	4.7%	61.2%	22.4%		8.2%	3.5%	4.7%	61.2%	22.4%	94	3.86	4.00	1.53	0.16	The avg. response is Agree
29 If I hear about a threat to school or student safety, I would report it to an adult at school.																						
	All Respondents (Grades 6-12)	66.9%	76.4%	75.9%		14.4%	2.8%	6.9%	47.2%	28.7%		14.4%	2.8%	6.9%	47.2%	28.7%	3603	3.73	4.00	1.30	0.02	The avg. response is Agree
	Students of Color	66.4%	72.6%	73.1%		17.3%	3.3%	6.4%	45.5%	27.6%		17.3%	3.3%	6.4%	45.5%	27.6%	950	3.63	4.00	1.66	0.05	The avg. response is Agree
	LGBTQ Students	74.7%	76.4%			13.9%	2.8%	6.9%	47.9%	28.4%		13.9%	2.8%	6.9%	47.9%	28.4%	497	3.74	4.00	1.57	0.07	The avg. response is Agree
	Female	79.5%	78.9%			12.7%	1.8%	6.6%	50.8%	28.1%		12.7%	1.8%	6.6%	50.8%	28.1%	1775	3.80	4.00	1.52	0.04	The avg. response is Agree
	Male	74.8%	74.3%			14.8%	3.5%	7.4%	44.4%	29.9%		14.8%	3.5%	7.4%	44.4%	29.9%	1899	3.71	4.00	1.60	0.04	The avg. response is Agree
	Nonbinary	74.8%	74.3%			14.1%	3.5%	7.1%	50.6%	24.7%		14.1%	3.5%	7.1%	50.6%	24.7%	94	3.68	4.00	1.64	0.17	The avg. response is Agree
ENVIRONMENT: PHYSICAL ENVIRONMENT		2021-22	2022-23	2023-24	Spark Line (not to scale)					Do Not Know Strongly Disagree Disagree Agree Strongly Agree					Mean Median Standard Deviation Standard Error Interpretation of the Mean							
30 The bathrooms in this school are clean.																						
	All Respondents (Grades 6-12)	37.0%	33.5%	31.5%		8.5%	29.6%	30.4%	27.5%	4.0%		8.5%	29.6%	30.4%	27.5%	4.0%	3603	2.89	3.00	1.03	0.02	The avg. response is Disagree
	Students of Color	40.0%	30.9%	29.3%		10.2%	28.4%	32.1%	25.9%	4.4%		10.2%	28.4%	32.1%	25.9%	4.4%	950	2.84	3.00	1.27	0.04	The avg. response is Disagree
	LGBTQ Students	31.1%	33.4%			8.0%	29.1%	29.5%	29.9%	3.5%		8.0%	29.1%	29.5%	29.9%	3.5%	497	2.92	3.00	1.24	0.06	The avg. response is Disagree
	Female	35.3%	30.6%			6.2%	28.9%	34.4%	27.6%	3.0%		6.2%	28.9%	34.4%	27.6%	3.0%	1775	2.92	3.00	1.18	0.03	The avg. response is Disagree
	Male	33.2%	32.8%			10.0%	30.0%	27.2%	27.6%	5.1%		10.0%	30.0%	27.2%	27.6%	5.1%	1899	2.88	3.00	1.28	0.03	The avg. response is Disagree
	Nonbinary	25.5%	30.6%			9.4%	30.6%	29.4%	28.2%	2.4%		9.4%	30.6%	29.4%	28.2%	2.4%	94	2.84	3.00	1.28	0.13	The avg. response is Disagree
31 The temperature inside this school is comfortable all year round.																						
	All Respondents (Grades 6-12)	46.5%	44.2%	47.7%		8.3%	15.6%	28.4%	39.0%	8.7%		8.3%	15.6%	28.4%	39.0%	8.7%	3603	3.22	3.00	1.08	0.02	The avg. response is Disagree
	Students of Color	49.0%	45.6%	47.6%		10.4%	14.7%	26.2%	39.4%	9.3%		10.4%	14.7%	26.2%	39.4%	9.3%	950	3.24	3.00	1.41	0.05	The avg. response is Disagree
	LGBTQ Students	39.1%	39.3%			8.0%	30.7%	32.0%	32.0%	6.3%		8.0%	30.7%	32.0%	32.0%	6.3%	497	3.10	3.00	1.29	0.09	The avg. response is Disagree
	Female	37.1%	39.0%			6.6%	19.5%	34.8%	34.2%	4.8%		6.6%	19.5%	34.8%	34.2%	4.8%	1775	3.11	3.00	1.23	0.03	The avg. response is Disagree
	Male	52.2%	57.4%			9.2%	11.7%	21.7%	44.9%	12.4%		9.2%	11.7%	21.7%	44.9%	12.4%	1899	3.40	4.00	1.40	0.03	The avg. response is Disagree
	Nonbinary	29.6%	31.8%			9.4%	24.7%	34.1%	24.7%	7.1%		9.4%	24.7%	34.1%	24.7%	7.1%	94	2.95	3.00	1.35	0.14	The avg. response is Disagree
32 The school's outside spaces are kept clean.																						
	All Respondents (Grades 6-12)	60.8%	65.9%	55.9%		10.7%	11.3%	22.1%	46.5%	9.4%		10.7%	11.3%	22.1%	46.5%	9.4%	3603	3.33	4.00	1.13	0.02	The avg. response is Disagree
	Students of Color	60.3%	64.0%	53.7%		13.5%	12.3%	20.5%	44.0%	9.7%		13.5%	12.3%	20.5%	44.0%	9.7%	950	3.24	3.00	1.46	0.05	The avg. response is Disagree
	LGBTQ Students	63.7%	47.5%			11.3%	13.9%	27.3%	40.3%	7.2%		11.3%	13.9%	27.3%	40.3%	7.2%	497	3.18	3.00	1.36	0.06	The avg. response is Disagree
	Female	66.4%	56.2%			9.8%	12.1%	22.8%	48.1%	7.1%		9.8%	12.1%	22.8%	48.1%	7.1%	1775	3.30	4.00	1.34	0.03	The avg. response is Disagree
	Male	66.5%	58.0%			10.8%	10.3%	20.9%	46.0%	11.9%		10.8%	10.3%	20.9%	46.0%	11.9%	1899	3.38	4.00	1.41	0.03	The avg. response is Disagree
	Nonbinary	57.1%	41.2%			9.4%	18.8%	30.6%	38.8%	2.4%		9.4%	18.8%	30.6%	38.8%	2.4%	94	3.06	3.00	1.33	0.14	The avg. response is Disagree
33 I am proud of how this school looks on the outside.																						
	All Respondents (Grades 6-12)	44.9%	59.9%	51.7%		17.3%	11.2%	19.8%	41.0%	10.7%		17.3%	11.2%	19.8%	41.0%	10.7%	3603	3.17	4.00	1.27	0.02	The avg. response is Disagree
	Students of Color	46.1%	61.0%	52.0%		21.3%	10.7%	16.0%	41.3%	10.7%		21.3%	10.7%	16.0%	41.3%	10.7%	950	3.19	4.00	1.55	0.05	The avg. response is Disagree
	LGBTQ Students	52.5%	44.5%			17.8%	14.3%	23.4%	36.4%	8.0%		17.8%	14.3%	23.4%	36.4%	8.0%	497	3.03	3.00	1.43	0.06	The avg. response is Disagree
	Female	59.2%	49.2%			18.1%	11.2%	21.4%	41.6%	7.6%		18.1%	11.2%	21.4%	41.6%	7.6%	1775	3.09	3.00	1.43	0.03	The avg. response is Disagree
	Male	63.0%	55.5%			15.9%	10.8%	17.8%	41.6%	13.8%		15.9%	10.8%	17.8%	41.6%	13.8%	1899	3.27	4.00	1.50	0.03	The avg. response is Disagree
	Nonbinary	48.0%	37.6%			14.1%	15.3%	32.9%	31.8%	5.9%		14.1%	15.3%	32.9%	31.8%	5.9%	94	3.00	3.00	1.40	0.14	The avg. response is Disagree
34 Broken things at this school get fixed quickly.																						
	All Respondents (Grades 6-12)	43.9%	41.5%	40.5%		21.0%	13.2%	25.3%	32.7%	7.8%		21.0%	13.2%	25.3%	32.7%	7.8%	3603	2.93	3.00	1.27	0.02	The avg. response is Disagree
	Students of Color	41.4%	40.5%	37.6%		27.2%	12.2%	23.1%	30.0%	7.6%		27.2%	12.2%	23.1%	30.0%	7.6%	950	2.79	3.00	1.49	0.05	The avg. response is Disagree
	LGBTQ Students	34.9%	35.6%			17.6%	18.7%	28.2%	29.3%	6.3%		17.6%	18.7%	28.2%	29.3%	6.3%	497	2.88	3.00	1.37	0.06	The avg. response is Disagree



KEY  
 • RED font = Disproportionate (by -5%) when compared to All Respondents




**STUDENT CLIMATE SURVEY (Elementary)**

2023-24

**Combined Percentage of Positive Responses & By Demographics (Grades 3-5)**

	2023-24	2023-24 Responses (Numeric)				2023-24 Responses (Graphic)				2023-24 Response Rate	2023-24 Statistical Info								
		Never	Some times	Often	Always	Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error		Interpretation of the Mean								
<b>1 I like school.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>64.5%</b>	5.4%	30.1%	42.4%	22.1%		1970	<b>2.81</b>	<b>3.00</b>	<b>0.84</b>	<b>0.02</b>		<b>The avg. response is Often</b>						
Students of Color	60.1%	5.4%	34.5%	35.9%	24.2%		499	2.79	3.00	0.87	0.04	The avg. response is Often							
Female	70.0%	2.2%	27.8%	45.3%	24.7%		939	2.92	3.00	0.78	0.03	The avg. response is Often							
Male	59.3%	8.3%	32.5%	39.4%	19.8%		908	2.71	3.00	0.88	0.03	The avg. response is Often							
Nonbinary	64.5%	3.2%	32.3%	51.6%	12.9%		31	2.74	3.00	0.73	0.13	The avg. response is Often							
<b>2 I feel like I do well in school.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>76.6%</b>	3.2%	20.1%	47.5%	29.2%		1970	<b>3.03</b>	<b>3.00</b>	<b>0.79</b>	<b>0.02</b>		<b>The avg. response is Often</b>						
Students of Color	71.3%	3.2%	25.5%	46.7%	24.6%		499	2.93	3.00	0.79	0.04	The avg. response is Often							
Female	77.6%	3.0%	19.4%	47.8%	29.8%		939	3.04	3.00	0.78	0.03	The avg. response is Often							
Male	76.7%	3.1%	20.3%	47.8%	28.9%		908	3.02	3.00	0.78	0.03	The avg. response is Often							
Nonbinary	61.3%	3.2%	35.5%	38.7%	22.6%		31	2.81	3.00	0.83	0.15	The avg. response is Often							
<b>3 My school wants me to do well.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>93.8%</b>	1.0%	5.3%	14.1%	79.7%		1970	<b>3.72</b>	<b>4.00</b>	<b>0.60</b>	<b>0.01</b>		<b>The avg. response is Always</b>						
Students of Color	91.2%	1.2%	7.6%	15.6%	75.6%		499	3.66	4.00	0.67	0.03	The avg. response is Always							
Female	94.4%	0.5%	5.1%	13.3%	81.0%		939	3.75	4.00	0.57	0.02	The avg. response is Always							
Male	93.1%	1.4%	5.5%	14.9%	78.2%		908	3.70	4.00	0.64	0.02	The avg. response is Always							
Nonbinary	90.3%	0.0%	9.7%	16.1%	74.2%		31	3.65	4.00	0.66	0.12	The avg. response is Always							
<b>4 My school has clear expectations or rules for behavior.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>90.7%</b>	1.9%	7.5%	22.4%	68.2%		1970	<b>3.57</b>	<b>4.00</b>	<b>0.71</b>	<b>0.02</b>		<b>The avg. response is Always</b>						
Students of Color	88.2%	2.8%	9.0%	21.8%	66.3%		499	3.52	4.00	0.77	0.03	The avg. response is Always							
Female	92.3%	1.2%	6.5%	19.7%	72.6%		939	3.64	4.00	0.66	0.02	The avg. response is Always							
Male	89.0%	2.5%	8.5%	25.1%	63.9%		908	3.50	4.00	0.76	0.03	The avg. response is Always							
Nonbinary	83.9%	0.0%	16.1%	29.0%	54.8%		31	3.39	4.00	0.76	0.14	The avg. response is Always							
<b>5 Teachers treat me with respect.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>88.8%</b>	1.4%	9.7%	25.3%	63.6%		1970	<b>3.51</b>	<b>4.00</b>	<b>0.73</b>	<b>0.02</b>		<b>The avg. response is Always</b>						
Students of Color	88.2%	1.4%	10.4%	26.3%	61.9%		499	3.49	4.00	0.74	0.03	The avg. response is Always							
Female	91.5%	1.0%	7.6%	22.4%	69.1%		939	3.60	4.00	0.67	0.02	The avg. response is Always							
Male	86.7%	2.0%	11.3%	27.4%	59.3%		908	3.44	4.00	0.77	0.03	The avg. response is Always							
Nonbinary	77.4%	0.0%	22.6%	35.5%	41.9%		31	3.19	3.00	0.79	0.14	The avg. response is Often							
<b>6 Good behavior is noticed at my school.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>74.5%</b>	3.1%	22.4%	44.7%	29.7%		1970	<b>3.01</b>	<b>3.00</b>	<b>0.80</b>	<b>0.02</b>		<b>The avg. response is Often</b>						
Students of Color	71.1%	2.4%	26.5%	41.9%	29.3%		499	2.98	3.00	0.81	0.04	The avg. response is Often							
Female	76.0%	2.6%	21.4%	45.5%	30.6%		939	3.04	3.00	0.79	0.03	The avg. response is Often							
Male	73.0%	3.4%	23.6%	43.9%	29.1%		908	2.99	3.00	0.81	0.03	The avg. response is Often							
Nonbinary	58.1%	6.5%	35.5%	41.9%	16.1%		31	2.68	3.00	0.83	0.15	The avg. response is Often							
<b>7 I get along with other students.</b>																			
<b>All Respondents (Grades 6-12)</b>	<b>81.5%</b>	1.2%	17.3%	47.5%	34.0%		1970	<b>3.14</b>	<b>3.00</b>	<b>0.74</b>	<b>0.02</b>		<b>The avg. response is Often</b>						
Students of Color	76.2%	0.8%	23.0%	40.9%	35.3%		499	3.11	3.00	0.78	0.03	The avg. response is Often							
Female	81.7%	0.9%	17.5%	45.4%	36.3%		939	3.17	3.00	0.74	0.02	The avg. response is Often							
Male	81.8%	1.3%	16.9%	50.1%	31.7%		908	3.12	3.00	0.72	0.02	The avg. response is Often							
Nonbinary	64.5%	6.5%	29.0%	45.2%	19.4%		31	2.77	3.00	0.84	0.15	The avg. response is Often							
<b>8 I feel safe at school.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>82.7%</b>	4.4%	12.9%	26.4%	56.2%		1970	<b>3.35</b>	<b>4.00</b>	<b>0.87</b>	<b>0.02</b>		<b>The avg. response is Always</b>						
Students of Color	80.2%	6.0%	13.8%	24.2%	55.9%		499	3.30	4.00	0.92	0.04	The avg. response is Always							
Female	84.0%	3.3%	12.7%	25.5%	58.6%		939	3.39	4.00	0.83	0.03	The avg. response is Always							
Male	82.0%	5.3%	12.7%	26.1%	55.9%		908	3.33	4.00	0.89	0.03	The avg. response is Always							
Nonbinary	67.7%	9.7%	22.6%	32.3%	35.5%		31	2.94	3.00	1.00	0.18	The avg. response is Often							
<b>9 Students treat each other well.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>65.5%</b>	2.8%	31.6%	47.1%	18.4%		1970	<b>2.81</b>	<b>3.00</b>	<b>0.76</b>	<b>0.02</b>		<b>The avg. response is Often</b>						
Students of Color	63.3%	3.0%	33.7%	41.3%	22.0%		499	2.82	3.00	0.80	0.04	The avg. response is Often							
Female	65.9%	2.2%	31.8%	48.1%	17.8%		939	2.81	3.00	0.74	0.02	The avg. response is Often							
Male	66.2%	3.3%	30.5%	46.7%	19.5%		908	2.82	3.00	0.78	0.03	The avg. response is Often							
Nonbinary	45.2%	6.5%	48.4%	25.8%	19.4%		31	2.58	2.00	0.89	0.16	The avg. response is Often							
<b>10 There is an adult at my school who will help me if I need it.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>89.8%</b>	1.6%	8.6%	20.6%	69.2%		1970	<b>3.57</b>	<b>4.00</b>	<b>0.72</b>	<b>0.02</b>		<b>The avg. response is Always</b>						
Students of Color	86.4%	2.2%	11.4%	19.6%	66.7%		499	3.51	4.00	0.78	0.04	The avg. response is Always							
Female	91.7%	1.0%	7.3%	18.3%	73.4%		939	3.64	4.00	0.66	0.02	The avg. response is Always							
Male	88.1%	2.1%	9.8%	22.4%	65.7%		908	3.52	4.00	0.76	0.03	The avg. response is Always							
Nonbinary	80.6%	0.0%	19.4%	32.3%	48.4%		31	3.29	3.00	0.78	0.14	The avg. response is Always							
<b>11 Students in my class behave so that teachers can teach.</b>																			
<b>All Respondents (Grades 3-5)</b>	<b>48.7%</b>	6.5%	44.8%	39.6%	9.1%		1970	<b>2.51</b>	<b>2.00</b>	<b>0.75</b>	<b>0.02</b>		<b>The avg. response is Often</b>						
Students of Color	45.5%	7.6%	46.9%	37.3%	8.2%		499	2.46	2.00	0.75	0.03	The avg. response is Sometimes							
Female	47.0%	6.3%	46.8%	37.9%	9.1%		939	2.50	2.00	0.75	0.02	The avg. response is Sometimes							
Male	51.3%	6.5%	42.2%	42.3%	9.0%		908	2.54	3.00	0.75	0.02	The avg. response is Often							
Nonbinary	25.8%	12.9%	61.3%	16.1%	9.7%		31	2.23	2.00	0.80	0.14	The avg. response is Sometimes							

**KEY**  
 • RED font = Disproportionate (by 5%) when compared to All Respondents  
 • ↑ = Data trend to watch

 <b>FAMILY CLIMATE SURVEY 3-YR TREND</b> 2021-22 through 2023-24 Combined Percentage of Positive Responses & By Demographics			3-Yr Trend Line	2023-24 Responses (Numeric)					2023-24 Responses (Graphic)				2023-24 Response Rate	2023-24 Statistical Info								
<b>ENGAGEMENT: CULTURAL &amp; LINGUISTIC COMPETENCE</b>			2021-22	2022-23	2023-24	Spark Line (not to scale)	Do Not Know	Strongly Disagree	Disagree	Agree	Strongly Agree	[Bar Chart]				Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean		
1	The school uses instructional materials (e.g., textbooks, handouts) that reflect the cultural background, ethnicity, and identity of all students.	All Parent/Guardian Respondents My child is a student of color	63.9% 65.8%	59.8% 68.9%	61.4% 68.9%		30.9% 20.5%	3.1% 1.9%	4.6% 8.7%	26.0% 34.8%	35.3% 34.2%	30.9% 20.5%	3.6% 8.7%	26.0% 34.8%	35.3% 34.2%	1033 161	2.32 2.60	3.00 3.00	1.69 1.64	0.05 0.12	The avg. response is Strongly Disagree The avg. response is Disagree	
2	This school communicates how important it is to respect the practices of my culture and background.	All Parent/Guardian Respondents My child is a student of color	76.2% 74.5%	66.9% 75.9%	67.1% 72.0%		21.6% 17.4%	4.6% 3.7%	6.7% 6.8%	23.5% 25.5%	43.6% 46.6%	21.6% 17.4%	6.7% 6.8%	23.5% 25.5%	43.6% 46.6%	1033 161	2.63 2.80	3.00 3.00	1.58 1.68	0.05 0.12	The avg. response is Disagree The avg. response is Disagree	
3	This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses).	All Parent/Guardian Respondents My child is a student of color	56.9% 50.0%	49.8% 58.8%	56.6% 65.4%		29.3% 19.2%	7.6% 7.7%	6.6% 7.7%	23.7% 19.2%	32.8% 46.2%	29.3% 19.2%	7.6% 7.7%	6.6% 7.7%	23.7% 19.2%	32.8% 46.2%	198 26	3.23 3.65	4.00 4.00	1.66 1.40	0.12 0.10	The avg. response is Disagree The avg. response is Agree
<b>RELATIONSHIPS</b>			2021-22	2022-23	2023-24	Spark Line (not to scale)	Do Not Know	Strongly Disagree	Disagree	Agree	Strongly Agree	[Bar Chart]				Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean		
4	This school helps me figure out what social and emotional skills my child needs to develop (e.g., self-control, problem solving, or getting along with others).	All Parent/Guardian Respondents My child is a student of color	65.5% 69.1%	71.3% 76.4%	72.9% 77.0%		5.4% 5.0%	8.8% 6.8%	12.9% 11.2%	28.2% 25.5%	44.7% 51.6%	5.4% 5.0%	8.8% 6.8%	12.9% 11.2%	28.2% 25.5%	44.7% 51.6%	1033 161	2.98 3.12	3.00 3.00	1.19 1.51	0.04 0.11	The avg. response is Disagree The avg. response is Disagree
5	At this school, my child feels they belong.	All Parent/Guardian Respondents My child is a student of color	81.7% 80.5%	83.0% 90.1%	82.9% 88.8%		1.7% 0.6%	6.1% 4.3%	9.3% 6.2%	26.4% 29.8%	56.4% 59.0%	1.7% 0.6%	6.1% 4.3%	9.3% 6.2%	26.4% 29.8%	56.4% 59.0%	1033 161	3.30 3.42	4.00 4.00	0.99 1.39	0.03 0.10	The avg. response is Disagree The avg. response is Agree
6	This school encourages me to be an active partner in educating my child.	All Parent/Guardian Respondents My child is a student of color	77.0% 78.5%	81.7% 86.8%	84.3% 88.2%		1.5% 1.2%	6.3% 3.1%	7.9% 7.5%	28.1% 23.6%	56.2% 64.6%	7.9% 7.5%	6.3% 3.1%	7.9% 7.5%	28.1% 23.6%	56.2% 64.6%	1033 161	3.31 3.47	4.00 4.00	0.96 1.42	0.03 0.10	The avg. response is Disagree The avg. response is Agree
7	I feel comfortable talking to someone at this school about my child's behavior.	All Parent/Guardian Respondents My child is a student of color	82.3% 80.5%	85.9% 87.7%	86.6% 90.1%		3.0% 2.5%	3.8% 3.7%	6.6% 3.7%	20.6% 17.4%	66.0% 72.7%	3.0% 2.5%	3.8% 3.7%	6.6% 3.7%	20.6% 17.4%	66.0% 72.7%	1033 161	3.43 3.54	4.00 4.00	0.98 1.47	0.03 0.11	The avg. response is Agree The avg. response is Agree
<b>SCHOOL PARTICIPATION</b>			2021-22	2022-23	2023-24	Spark Line (not to scale)	Do Not Know	Strongly Disagree	Disagree	Agree	Strongly Agree	[Bar Chart]				Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean		
8	This school has quality programs for my child's talents, gifts, or special needs.	All Parent/Guardian Respondents My child is a student of color	63.0% 61.1%	68.5% 74.5%	70.4% 75.2%		12.8% 11.8%	6.8% 5.0%	10.1% 8.1%	32.7% 31.7%	37.7% 43.5%	12.8% 11.8%	6.8% 5.0%	10.1% 8.1%	32.7% 31.7%	37.7% 43.5%	1033 161	2.76 2.90	3.00 3.00	1.36 1.58	0.04 0.12	The avg. response is Disagree The avg. response is Disagree
9	This school promptly responds to my phone calls, messages, or e-mails.	All Parent/Guardian Respondents My child is a student of color	84.6% 87.2%	86.8% 89.2%	86.4% 89.4%		3.5% 1.2%	4.6% 5.0%	5.5% 4.3%	22.7% 24.8%	63.6% 64.6%	3.5% 1.2%	4.6% 5.0%	5.5% 4.3%	22.7% 24.8%	63.6% 64.6%	1033 161	3.38 3.47	4.00 4.00	1.02 1.43	0.03 0.11	The avg. response is Disagree The avg. response is Agree
<b>EMOTIONAL SAFETY</b>			2021-22	2022-23	2023-24	Spark Line (not to scale)	Do Not Know	Strongly Disagree	Disagree	Agree	Strongly Agree	[Bar Chart]				Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean		
10	At this school, the staff really cares about my child.	All Parent/Guardian Respondents My child is a student of color	84.6% 84.6%	86.7% 87.7%	87.0% 89.4%		3.2% 3.1%	4.1% 4.3%	5.7% 3.1%	20.6% 22.4%	66.4% 67.1%	3.2% 3.1%	4.1% 4.3%	5.7% 3.1%	20.6% 22.4%	66.4% 67.1%	1033 161	3.43 3.46	4.00 4.00	0.99 1.48	0.03 0.11	The avg. response is Agree The avg. response is Agree
11	This school is a friendly place overall.	All Parent/Guardian Respondents My child is a student of color	85.4% 85.9%	87.7% 89.6%	87.8% 91.9%		1.7% 0.0%	3.8% 2.5%	6.7% 5.6%	22.0% 21.7%	65.8% 70.2%	1.7% 0.0%	3.8% 2.5%	6.7% 5.6%	22.0% 21.7%	65.8% 70.2%	1033 161	3.46 3.60	4.00 4.00	0.90 1.38	0.03 0.10	The avg. response is Agree The avg. response is Agree
12	Staff at this school care about what families think.	All Parent/Guardian Respondents My child is a student of color	74.6% 78.5%	78.5% 83.5%	80.5% 84.5%		5.0% 4.3%	5.4% 3.7%	9.0% 7.5%	25.8% 22.4%	54.8% 62.1%	5.0% 4.3%	5.4% 3.7%	9.0% 7.5%	25.8% 22.4%	54.8% 62.1%	1033 161	3.20 3.34	4.00 4.00	1.13 1.50	0.04 0.11	The avg. response is Disagree The avg. response is Disagree
13	The school asks for my input and feedback throughout the school year.	All Parent/Guardian Respondents My child is a student of color	63.3% 69.1%	72.6% 81.1%	72.7% 72.7%		3.3% 5.0%	7.9% 5.6%	16.1% 16.8%	32.0% 23.0%	40.7% 49.7%	3.3% 5.0%	7.9% 5.6%	16.1% 16.8%	32.0% 23.0%	40.7% 49.7%	1033 161	2.99 3.07	3.00 3.00	1.09 1.49	0.03 0.11	The avg. response is Disagree The avg. response is Disagree
<b>SAFETY</b>			2021-22	2022-23	2023-24	Spark Line (not to scale)	Do Not Know	Strongly Disagree	Disagree	Agree	Strongly Agree	[Bar Chart]				Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean		
14	My child is safe at this school.	All Parent/Guardian Respondents My child is a student of color	83.4% 85.9%	81.0% 85.4%	85.8% 93.2%		2.5% 0.6%	4.5% 3.1%	7.2% 3.1%	29.1% 35.4%	56.6% 57.8%	2.5% 0.6%	4.5% 3.1%	7.2% 3.1%	29.1% 35.4%	56.6% 57.8%	1033 161	3.33 3.47	4.00 4.00	0.97 1.37	0.03 0.10	The avg. response is Disagree The avg. response is Agree
15	Racist conflict among students is a problem at this school.	All Parent/Guardian Respondents My child is a student of color	50.7% 52.3%	44.2% 43.4%	45.1% 45.3%		37.5% 24.2%	32.1% 27.3%	13.0% 18.0%	10.7% 17.4%	6.7% 13.0%	37.5% 24.2%	32.1% 27.3%	13.0% 18.0%	10.7% 17.4%	6.7% 13.0%	1033 161	1.17 1.68	1.00 1.00	1.23 1.39	0.04 0.10	The avg. response is Do Not Know or Strongly Disagree The avg. response is Do Not Know or Strongly Disagree
16	Physical fighting between students is a problem at this school.	All Parent/Guardian Respondents My child is a student of color	50.1% 59.7%	45.2% 55.7%	44.5% 49.1%		30.2% 28.0%	30.8% 30.4%	13.7% 30.4%	15.4% 18.6%	9.9% 6.8%	30.2% 28.0%	30.8% 30.4%	13.7% 18.6%	15.4% 16.1%	9.9% 6.8%	1033 161	1.44 1.43	1.00 1.00	1.32 1.26	0.04 0.09	The avg. response is Do Not Know or Strongly Disagree The avg. response is Do Not Know or Strongly Disagree
17	Bullying is a problem at this school.	All Parent/Guardian Respondents My child is a student of color	39.7% 48.3%	36.6% 46.8%	36.7% 38.7%		29.5% 25.8%	20.8% 22.6%	15.9% 16.1%	22.0% 25.2%	11.8% 10.3%	29.5% 25.8%	20.8% 22.6%	15.9% 16.1%	22.0% 25.2%	11.8% 10.3%	1009 155	1.66 1.72	1.00 1.00	1.40 1.40	0.04 0.10	The avg. response is Do Not Know or Strongly Disagree The avg. response is Do Not Know or Strongly Disagree
18	Cyber bullying is a problem at this school.	All Parent/Guardian Respondents My child is a student of color	34.7% 43.4%	34.3% 44.3%	34.6% 40.6%		46.5% 43.2%	26.3% 28.4%	8.3% 12.3%	11.4% 9.0%	7.5% 7.1%	46.5% 43.2%	26.3% 28.4%	8.3% 12.3%	11.4% 9.0%	7.5% 7.1%	1009 155	1.07 1.08	1.00 1.00	1.30 1.21	0.04 0.09	The avg. response is Do Not Know or Strongly Disagree The avg. response is Do Not Know or Strongly Disagree
19	At this school, how much of a problem is student drug use?	All Parent/Guardian Respondents My child is a student of color	44.6% 50.3%	46.8% 58.7%	46.8% 54.8%		Do Not Know 33.5%	Not a Problem 47.1%	Small Problem 7.7%	Somewhat a Problem 5.2%	Large Problem 6.5%	35.8% 33.5%	41.4% 47.1%	5.4% 7.7%	8.7% 5.2%	8.7% 6.5%	1009 155	2.13 2.04	2.00 2.00	1.24 1.26	0.04 0.09	The avg. response is Not a Problem The avg. response is Not a Problem
20	At this school, how much of a problem is student use of electronic cigarettes?	All Parent/Guardian Respondents My child is a student of color	43.2% 51.0%	45.4% 56.2%	45.7% 54.2%		33.3% 29.7%	41.6% 48.4%	4.1% 5.2%	8.5% 11.0%	12.5% 11.0%	33.3% 29.7%	41.6% 48.4%	4.1% 5.2%	8.5% 11.0%	12.5% 11.0%	1009 155	2.25 2.19	2.00 2.00	1.33 1.39	0.04 0.10	The avg. response is Not a Problem The avg. response is Not a Problem
21	At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)?	All Parent/Guardian Respondents My child is a student of color	48.7% 56.6%	49.2% 57.7%	49.9% 60.0%		38.2% 30.3%	43.6% 51.0%	6.2% 8.4%	6.9% 5.2%	5.1% 4.5%	38.2% 30.3%	43.6% 51.0%	6.2% 8.4%	6.9% 5.2%	5.1% 4.5%	1009 155	1.97 2.02	2.00 2.00	1.08 1.18	0.03 0.09	The avg. response is Not a Problem The avg. response is Not a Problem
22	At this school, how much of a problem is student alcohol use?	All Parent/Guardian Respondents My child is a student of color	Do Not Know	Not a Problem	Small Problem	Somewhat a Problem	Large Problem	[Bar Chart]				Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean						



	All Parent/Guardian Respondents	48.4%	49.6%	49.2%		40.6%	44.0%	5.2%	6.1%	4.1%		1009	1.89	2.00	1.03	0.03	The avg. response is Not a Problem	
	My child is a student of color	57.2%	59.2%	60.6%		32.3%	52.9%	7.7%	2.6%	4.5%		155	1.94	2.00	1.13	0.08	The avg. response is Not a Problem	
23	This school effectively notifies my family in the case of a school-wide emergency.	All Parent/Guardian Respondents	85.8%	80.1%	80.4%		13.0%	2.2%	4.4%	22.8%	57.6%		1005	3.10	4.00	1.37	0.04	The avg. response is Disagree
	My child is a student of color	92.3%	86.0%	85.2%		12.9%	0.6%	1.3%	22.6%	62.6%		155	3.21	4.00	1.71	0.13	The avg. response is Disagree	
24	This school takes effective measures to ensure the safety of my child.	All Parent/Guardian Respondents	87.7%	85.1%	84.2%		6.5%	3.8%	5.6%	24.5%	59.7%		1005	3.27	4.00	1.15	0.04	The avg. response is Disagree
	My child is a student of color	86.7%	87.5%	89.7%		4.5%	3.2%	2.6%	18.7%	71.0%		155	3.48	4.00	1.59	0.12	The avg. response is Agree	
25	This school has made it clear to my child what they should do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.	All Parent/Guardian Respondents	84.0%	84.2%	83.7%		13.3%	1.3%	1.7%	20.5%	63.2%		1005	3.19	4.00	1.37	0.04	The avg. response is Disagree
	My child is a student of color	84.6%	87.0%	85.8%		12.3%	1.3%	0.6%	19.4%	66.5%		155	3.26	4.00	1.71	0.13	The avg. response is Disagree	
<b>PHYSICAL ENVIRONMENT</b>		2021-22	2022-23	2023-24	<b>Spark Line (not to scale)</b>	<b>Do Not Know</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>		<b>Mean (Scale: 1-4)</b>	<b>Median (Scale: 1-4)</b>	<b>Standard Deviation</b>	<b>Standard Error</b>	<b>Interpretation of the Mean</b>		
26	This school looks clean and pleasant.	All Parent/Guardian Respondents	89.9%	93.2%	92.1%		2.0%	2.4%	3.4%	20.5%	71.6%		991	3.57	4.00	0.84	0.03	The avg. response is Agree
	My child is a student of color	94.4%	92.8%	94.1%		2.6%	0.7%	2.6%	18.4%	75.7%		152	3.64	4.00	1.57	0.12	The avg. response is Agree	
27	The school building is clean and well-maintained.	All Parent/Guardian Respondents	89.2%	90.9%	91.5%		2.2%	1.9%	4.3%	19.6%	71.9%		991	3.57	4.00	0.84	0.03	The avg. response is Agree
	My child is a student of color	93.7%	90.3%	93.4%		2.6%	0.7%	3.3%	17.8%	75.7%		152	3.63	4.00	1.58	0.12	The avg. response is Agree	
28	I believe attending school every day is important for my child to do well in their classes.	All Parent/Guardian Respondents	95.4%	96.5%	96.6%		0.4%	0.9%	2.1%	11.2%	85.4%		991	3.80	4.00	0.55	0.02	The avg. response is Agree
	My child is a student of color	94.4%	95.4%	96.1%		0.7%	0.7%	2.6%	6.8%	89.5%		152	3.84	4.00	1.56	0.11	The avg. response is Agree	
29	This school has high expectations for my child.	All Parent/Guardian Respondents	80.1%	81.5%	84.3%		2.8%	3.6%	9.3%	33.2%	51.1%		991	3.26	4.00	0.97	0.03	The avg. response is Disagree
	My child is a student of color	85.2%	84.6%	89.5%		3.3%	1.3%	5.9%	34.2%	55.3%		152	3.37	3.00	1.53	0.11	The avg. response is Disagree	
30	There are programs and resources at this school to support students with special needs or disabilities.	All Parent/Guardian Respondents	43.7%	63.4%	64.4%		28.2%	2.9%	4.5%	17.8%	46.6%		991	2.52	3.00	1.71	0.05	The avg. response is Strongly Disagree
	My child is a student of color	57.7%	71.3%	63.8%		30.3%	2.0%	3.9%	17.1%	46.7%		152	2.48	3.00	1.85	0.14	The avg. response is Strongly Disagree	
31	My child has enough healthy food choices at this school.	All Parent/Guardian Respondents	56.6%	63.5%	65.6%		12.9%	8.0%	13.5%	29.4%	36.2%		991	2.68	3.00	1.37	0.04	The avg. response is Disagree
	My child is a student of color	57.7%	74.9%	68.4%		13.2%	3.9%	14.5%	28.9%	39.5%		152	2.78	3.00	1.63	0.12	The avg. response is Disagree	
32	This school has enough programs that develop my child's social and emotional skills (e.g., self-control, problem solving, or getting along with others).	All Parent/Guardian Respondents	56.6%	72.2%	73.8%		10.5%	4.4%	11.3%	32.8%	41.0%		991	2.89	3.00	1.28	0.04	The avg. response is Disagree
	My child is a student of color	62.7%	77.9%	77.6%		9.2%	4.6%	8.6%	30.9%	46.7%		152	3.01	3.00	1.62	0.12	The avg. response is Disagree	
<b>DISCIPLINE &amp; COMMUNICATION</b>		2021-22	2022-23	2023-24	<b>Spark Line (not to scale)</b>	<b>Do Not Know</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>		<b>Mean (Scale: 1-4)</b>	<b>Median (Scale: 1-4)</b>	<b>Standard Deviation</b>	<b>Standard Error</b>	<b>Interpretation of the Mean</b>		
33	When my child does something good at school, I usually hear about it from the school.	All Parent/Guardian Respondents	51.4%	61.5%	60.7%		4.2%	14.6%	20.4%	33.8%	26.9%		991	2.65	3.00	1.15	0.04	The avg. response is Disagree
	My child is a student of color	64.8%	76.4%	69.1%		4.6%	9.9%	16.4%	32.2%	36.8%		152	2.87	3.00	1.52	0.11	The avg. response is Disagree	
34	The school communicates policies and procedures clearly to my family.	All Parent/Guardian Respondents	79.6%	84.9%	85.7%		1.6%	4.3%	8.4%	32.7%	53.0%		991	3.31	4.00	0.91	0.03	The avg. response is Disagree
	My child is a student of color	82.4%	87.7%	84.9%		2.6%	4.6%	7.9%	28.9%	55.9%		152	3.31	3.00	1.55	0.11	The avg. response is Disagree	
35	The school effectively communicates progress, goals, and initiatives to my family.	All Parent/Guardian Respondents	73.8%	80.0%	82.3%		1.5%	6.0%	10.2%	34.0%	48.3%		991	3.22	3.00	0.96	0.03	The avg. response is Disagree
	My child is a student of color	78.9%	82.1%	86.2%		2.0%	3.9%	7.9%	32.9%	53.3%		152	3.32	3.00	1.52	0.11	The avg. response is Disagree	
36	School rules are applied equally to my child.	All Parent/Guardian Respondents	46.8%	75.9%	75.8%		13.6%	4.5%	6.1%	18.8%	57.0%		991	3.01	4.00	1.43	0.05	The avg. response is Disagree
	My child is a student of color	59.2%	84.6%	84.2%		9.2%	3.9%	2.6%	18.4%	65.8%		152	3.28	4.00	1.70	0.13	The avg. response is Disagree	
37	School discipline is fair to my child.	All Parent/Guardian Respondents	48.1%	73.5%	73.9%		17.1%	4.9%	4.1%	19.4%	54.5%		991	2.89	4.00	1.52	0.05	The avg. response is Disagree
	My child is a student of color	56.3%	79.0%	76.3%		15.1%	5.3%	3.3%	17.1%	59.2%		152	3.00	3.00	1.77	0.13	The avg. response is Disagree	

**KEY**  
 • RED font = Disproportionate (by -5%) when compared to All Respondents  
 • † = Data trend to watch

STAFF CLIMATE SURVEY 3-YEAR TREND 2021-22 through 2023-24 Combined Percentage of Positive Responses & By Demographics				3-Yr Trend Line	2023-24 Responses (Numeric)				2023-24 Responses (Graphic)				2023-24 Response Rate	2023-24 Statistical Info							
ENGAGEMENT: CULTURAL & LINGUISTIC COMPETENCE				2021-22	2022-23	2023-24	Spark Line (not to scale)	Strongly Disagree	Disagree	Agree	Strongly Agree	[Bar Chart]					Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean
<b>1</b> At this school or building, all students are treated equally, regardless of whether their families are rich or poor.																					
<b>All Respondents</b> 86.0% 84.5% 88.3%																					
Person of Color 83.3% 76.1% 87.5%																					
LGBTQ Staff 83.8% 78.0%																					
Female 83.6% 88.6%																					
Male 86.3% 88.8%																					
Student Services (SPED, ELL, TAG, Migrant Educator, etc.) 85.4% 84.8% 88.4%																					
1-3 Years 85.0% 86.3% 88.5%																					
4-9 Years 86.3% 79.8% 86.2%																					
10-19 Years 90.8% 88.0% 91.6%																					
20 or more Years 82.1% 83.3% 87.6%																					
Certified, Non-Affiliated, Administration Staff 85.1% 83.6% 86.2%																					
Hourly Staff 87.8% 86.9% 93.3%																					
<b>2</b> This school or building encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background.																					
<b>All Respondents</b> 86.2% 86.9% 88.3%																					
Person of Color 91.3% 81.8% 95.0%																					
LGBTQ Staff 75.0% 57.1%																					
Female 84.8% 87.9%																					
Male 93.4% 94.7%																					
Student Services (SPED, ELL, TAG, Migrant Educator, etc.) 86.5% 86.1% 86.9%																					
1-3 Years 84.8% 84.2% 87.5%																					
4-9 Years 85.5% 86.4% 88.5%																					
10-19 Years 85.1% 91.9% 91.2%																					
20 or more Years 92.5% 90.0% 87.1%																					
Certified, Non-Affiliated, Administration Staff 85.9% 87.2% 86.9%																					
Hourly Staff 85.3% 85.7% 91.9%																					
<b>3</b> This school or building provides instructional materials that reflect our students' cultural background, ethnicity and identity.																					
<b>All Respondents</b> 81.6% 83.1% 85.0%																					
Person of Color 71.4% 73.2% 84.4%																					
LGBTQ Staff 64.7% 65.3%																					
Female 83.4% 85.8%																					
Male 81.8% 84.8%																					
Student Services (SPED, ELL, TAG, Migrant Educator, etc.) 81.7% 80.3% 83.8%																					
1-3 Years 80.3% 82.0% 84.9%																					
4-9 Years 76.9% 82.9% 84.1%																					
10-19 Years 85.2% 87.7% 85.4%																					
20 or more Years 90.0% 81.1% 87.1%																					
Certified, Non-Affiliated, Administration Staff 80.6% 81.4% 82.5%																					
Hourly Staff 83.1% 88.8% 91.6%																					
<b>4</b> This school or building emphasizes showing respect for all students' cultural beliefs and practices.																					
<b>All Respondents</b> 91.7% 91.4% 93.9%																					
Person of Color 91.7% 83.0% 89.6%																					
LGBTQ Staff 92.3% 88.2%																					
Female 90.3% 94.5%																					
Male 93.7% 94.2%																					
Student Services (SPED, ELL, TAG, Migrant Educator, etc.) 91.5% 91.7% 93.7%																					
1-3 Years 90.9% 88.6% 93.7%																					
4-9 Years 92.3% 94.5% 94.1%																					
10-19 Years 93.5% 95.4% 96.6%																					
20 or more Years 90.1% 89.6% 90.8%																					
Certified, Non-Affiliated, Administration Staff 91.1% 91.3% 92.8%																					
Hourly Staff 93.1% 91.7% 96.5%																					
<b>5</b> This school or building provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages & cultures.																					
<b>All Respondents</b> 66.6% 62.7% 65.5%																					
Person of Color 60.0% 61.9% 68.2%																					
LGBTQ Staff 65.6% 54.5%																					
Female 58.8% 63.6%																					
Male 75.0% 74.1%																					
Student Services (SPED, ELL, TAG, Migrant Educator, etc.) 66.1% 60.7% 64.9%																					
1-3 Years 66.0% 63.5% 65.9%																					
4-9 Years 60.9% 57.1% 62.1%																					
10-19 Years 70.2% 68.2% 66.7%																					
20 or more Years 76.0% 64.0% 70.0%																					
Certified, Non-Affiliated, Administration Staff 63.7% 59.4% 59.7%																					
Hourly Staff 71.4% 74.0% 81.1%																					
<b>6</b> This school or building provides effective supports for students needing alternative modes of communication (e.g., manual signs, computer-based devices, Braille).																					
<b>All Respondents</b> 88.4% 87.8% 89.9%																					
Person of Color 86.4% 84.6% 92.9%																					
LGBTQ Staff 87.5% 76.1%																					
Female 85.8% 90.9%																					
Male 94.7% 89.6%																					
Student Services (SPED, ELL, TAG, Migrant Educator, etc.) 85.5% 84.4% 89.1%																					
1-3 Years 85.7% 88.1% 89.2%																					
4-9 Years 87.1% 85.0% 89.8%																					
10-19 Years 93.0% 89.8% 89.2%																					
20 or more Years 92.3% 90.1% 94.3%																					
Certified, Non-Affiliated, Administration Staff 87.6% 86.9% 87.1%																					
Hourly Staff 89.4% 90.4% 96.1%																					

STUDENT SUPPORT & ENGAGEMENT				2021-22	2022-23	2023-24	Spark Line (not to scale)	Strongly Disagree	Disagree	Agree	Strongly Agree		Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean		
7	Demographics	Staff at this school/building teach students strategies to manage emotions.																	
		All Respondents	87.9%	87.9%	92.1%		1.1%	6.8%	57.4%	34.7%	6.8%	57.4%	34.7%	923	3.26	3.00	0.63	0.02	The avg. response is Strongly Agree
		Person of Color	81.0%	79.1%	91.5%		0.0%	8.5%	57.4%	34.0%	18.0%	52.0%	34.0%	50	3.26	3.00	0.98	0.14	The avg. response is Strongly Agree
		LGBTQ Staff	91.7%	86.0%			4.0%	10.0%	52.0%	34.0%	6.9%	55.4%	37.1%	51	3.16	3.00	0.88	0.12	The avg. response is Agree
		Female	87.3%	92.5%			1.0%	6.5%	55.4%	37.1%	6.1%	67.3%	26.1%	759	3.29	3.00	0.95	0.03	The avg. response is Strongly Agree
		Male	90.1%	93.3%			0.6%	6.1%	67.3%	26.1%	6.2%	56.9%	38.3%	179	3.19	3.00	1.01	0.08	The avg. response is Agree
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	87.2%	85.4%	93.1%		0.7%	6.2%	56.9%	36.3%	7.1%	53.3%	37.3%	438	3.29	3.00	0.86	0.04	The avg. response is Strongly Agree
		1-3 Years	84.0%	87.2%	90.6%		1.1%	8.3%	53.3%	37.3%	8.1%	62.4%	29.6%	490	3.27	3.00	1.03	0.05	The avg. response is Strongly Agree
		4-9 Years	89.6%	88.2%	92.0%		0.9%	7.1%	62.4%	29.6%	5.5%	56.2%	36.3%	240	3.21	3.00	0.95	0.06	The avg. response is Agree
		10-19 Years	90.2%	91.9%	92.5%		2.1%	5.5%	56.2%	36.3%	7.7%	67.7%	31.2%	150	3.27	3.00	0.84	0.07	The avg. response is Strongly Agree
		20 or more Years	92.1%	85.0%	98.9%		0.0%	1.1%	67.7%	31.2%	7.3%	57.9%	33.6%	101	3.30	3.00	1.01	0.10	The avg. response is Strongly Agree
		Certified, Non-Affiliated, Administration Staff	88.4%	88.0%	91.5%		1.2%	7.3%	57.9%	33.6%	5.7%	56.2%	37.4%	301	3.30	3.00	1.22	0.07	The avg. response is Strongly Agree
		Hourly Staff	85.9%	87.6%	93.6%		0.8%	5.7%	56.2%	37.4%				680	3.24	3.00	0.85	0.03	The avg. response is Agree
		8	Demographics	Staff at this school/building teach positive conflict resolution strategies to students.															
All Respondents	87.1%			85.8%	89.0%		0.9%	10.1%	56.1%	32.9%	10.1%	56.1%	32.9%	912	3.21	3.00	0.65	0.02	The avg. response is Agree
Person of Color	79.2%			75.0%	84.4%		0.0%	15.6%	51.1%	33.3%	16.0%	50.0%	32.0%	50	3.18	3.00	1.16	0.16	The avg. response is Agree
LGBTQ Staff	88.9%			82.0%			2.0%	16.0%	50.0%	32.0%	8.5%	55.0%	34.8%	51	3.12	3.00	0.86	0.12	The avg. response is Agree
Female	84.2%			89.6%			0.8%	9.5%	55.0%	34.6%	8.4%	62.5%	27.5%	759	3.23	3.00	0.99	0.04	The avg. response is Agree
Male	90.2%			90.0%			0.6%	9.4%	62.5%	27.5%	8.8%	58.0%	35.5%	179	3.17	3.00	1.13	0.08	The avg. response is Agree
Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	86.0%			84.2%	90.5%		0.7%	8.8%	55.0%	35.5%	12.2%	61.5%	35.4%	438	3.25	3.00	0.88	0.04	The avg. response is Strongly Agree
1-3 Years	83.3%			84.0%	86.9%		0.9%	12.2%	51.5%	35.4%	10.2%	60.0%	28.4%	490	3.21	3.00	1.08	0.05	The avg. response is Agree
4-9 Years	88.8%			86.5%	88.4%		1.3%	10.2%	60.0%	28.4%	7.5%	58.2%	34.2%	240	3.16	3.00	0.99	0.06	The avg. response is Agree
10-19 Years	90.0%			89.4%	92.5%		0.0%	7.5%	58.2%	34.2%	8.4%	66.3%	29.2%	150	3.27	3.00	0.79	0.06	The avg. response is Strongly Agree
20 or more Years	90.7%			85.7%	95.5%		1.1%	3.4%	66.3%	29.2%	11.5%	55.8%	31.8%	101	3.24	3.00	1.18	0.12	The avg. response is Agree
Certified, Non-Affiliated, Administration Staff	86.1%			86.1%	87.6%		0.9%	11.5%	55.8%	31.8%	6.7%	56.9%	35.6%	301	3.27	3.00	1.19	0.07	The avg. response is Strongly Agree
Hourly Staff	89.1%			84.9%	92.5%		0.7%	6.7%	56.9%	35.6%				680	3.18	3.00	0.95	0.04	The avg. response is Agree
9	Demographics			Staff at this school/building ask students for input when establishing rules.															
		All Respondents	76.9%	76.5%	79.9%		1.7%	18.4%	56.2%	23.7%	18.4%	56.2%	23.7%	806	3.02	3.00	0.70	0.02	The avg. response is Agree
		Person of Color	69.6%	70.5%	79.1%		0.0%	20.9%	51.2%	27.9%	38.3%	46.8%	14.9%	50	3.07	3.00	1.26	0.18	The avg. response is Agree
		LGBTQ Staff	68.6%	61.7%			0.0%	38.3%	46.8%	14.9%	18.8%	55.9%	24.0%	51	2.77	3.00	1.01	0.14	The avg. response is Agree
		Female	75.2%	79.9%			1.3%	18.8%	55.9%	24.0%	17.8%	55.0%	24.0%	759	3.03	3.00	1.31	0.05	The avg. response is Agree
		Male	79.6%	79.5%			2.7%	17.8%	55.5%	24.0%	20.6%	54.7%	23.6%	179	3.01	3.00	1.34	0.10	The avg. response is Agree
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	75.0%	76.1%	78.3%		1.1%	20.6%	54.7%	23.6%	18.9%	53.3%	23.5%	438	3.01	3.00	1.30	0.06	The avg. response is Agree
		1-3 Years	74.2%	74.3%	78.8%		2.3%	18.9%	55.3%	23.5%	17.7%	59.6%	20.7%	490	3.00	3.00	1.35	0.06	The avg. response is Agree
		4-9 Years	76.8%	76.1%	80.3%		0.8%	18.2%	55.8%	27.3%	18.2%	53.8%	27.3%	240	2.99	3.00	1.30	0.08	The avg. response is Agree
		10-19 Years	79.8%	77.9%	81.1%		0.8%	18.2%	55.8%	27.3%	17.5%	56.3%	26.3%	150	3.08	3.00	1.20	0.10	The avg. response is Agree
		20 or more Years	80.2%	82.6%	82.5%		0.0%	17.5%	56.3%	26.3%	17.4%	55.9%	25.1%	101	3.09	3.00	1.39	0.14	The avg. response is Agree
		Certified, Non-Affiliated, Administration Staff	77.3%	77.0%	80.9%		1.7%	17.4%	55.9%	25.1%	21.2%	57.2%	19.7%	301	2.95	3.00	1.48	0.09	The avg. response is Agree
		Hourly Staff	75.5%	75.0%	76.9%		1.9%	21.2%	57.2%	19.7%				680	3.04	3.00	1.19	0.05	The avg. response is Agree
		10	Demographics	Staff do a good job helping parents and families to support their children's learning at home.															
All Respondents	87.1%			89.2%	91.6%		0.8%	7.6%	63.8%	27.8%	7.6%	63.8%	27.8%	871	3.19	3.00	0.59	0.02	The avg. response is Agree
Person of Color	85.0%			84.4%	97.8%		0.0%	2.2%	64.4%	33.3%	16.7%	64.4%	33.3%	50	3.31	3.00	1.12	0.16	The avg. response is Strongly Agree
LGBTQ Staff	91.4%			83.3%			0.0%	16.7%	58.3%	25.0%	7.6%	62.3%	29.2%	51	3.08	3.00	0.96	0.14	The avg. response is Agree
Female	87.6%			91.5%			0.9%	7.6%	62.3%	29.2%	5.8%	71.0%	22.4%	759	3.20	3.00	1.12	0.04	The avg. response is Agree
Male	92.9%			93.5%			0.6%	5.8%	71.0%	22.6%	8.1%	62.4%	28.5%	179	3.15	3.00	1.19	0.09	The avg. response is Agree
Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	86.2%			86.9%	90.9%		1.0%	8.1%	62.4%	28.5%	7.2%	58.8%	32.6%	438	3.18	3.00	1.10	0.05	The avg. response is Agree
1-3 Years	86.7%			89.2%	91.4%		1.4%	7.2%	58.8%	32.6%	7.9%	63.4%	27.6%	490	3.23	3.00	1.21	0.05	The avg. response is Agree
4-9 Years	84.0%			89.6%	91.7%		0.5%	7.9%	71.8%	19.9%	9.0%	63.4%	27.6%	240	3.11	3.00	1.06	0.07	The avg. response is Agree
10-19 Years	85.6%			88.7%	91.0%		0.0%	9.0%	63.4%	27.6%	6.6%	69.2%	24.2%	150	3.19	3.00	1.13	0.09	The avg. response is Agree
20 or more Years	96.4%			89.0%	93.4%		0.0%	6.6%	69.2%	24.2%	8.3%	64.0%	26.6%	101	3.18	3.00	1.08	0.11	The avg. response is Agree
Certified, Non-Affiliated, Administration Staff	87.5%			88.8%	90.6%		1.1%	8.3%	64.0%	26.6%	5.6%	63.4%	31.0%	301	3.25	3.00	1.45	0.08	The avg. response is Strongly Agree
Hourly Staff	86.4%			90.6%	94.4%		0.0%	5.6%	63.4%	31.0%				680	3.16	3.00	0.96	0.04	The avg. response is Agree
11	Demographics			Staff do a good job helping parents and families understand when their child needs to learn social, emotional, and character skills.															
		All Respondents	77.8%	83.6%	88.0%		1.3%	10.7%	62.0%	26.0%	10.7%	62.0%	26.0%	858	3.13	3.00	0.63	0.02	The avg. response is Agree
		Person of Color	85.7%	83.3%	88.3%		0.0%	10.4%	58.3%	31.3%	13.7%	58.3%	23.5%	50	3.21	3.00	0.88	0.12	The avg. response is Agree
		LGBTQ Staff	91.2%	84.3%			2.0%	13.7%	60.8%	23.5%	10.8%	60.8%	28.8%	51	3.06	3.00	0.68	0.09	The avg. response is Agree
		Female	82.6%	87.7%			1.5%	10.8%	60.9%	26.8%	8.3%	63.1%	25.1%	759	3.13	3.00	1.19	0.04	The avg. response is Agree
		Male	85.7%	91.0%			0.6%	8.3%	66.0%	25.0%	9.3%	63.1%	25.1%	179	3.15	3.00	1.19	0.09	The avg. response is Agree
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	77.9%	82.2%	89.2%		1.5%	9.3%	63.1%	25.1%	10.2%	58.7%	29.2%	438	3.14	3.00	1.09	0.05	The avg. response is Agree
		1-3 Years	77.4%	83.7%	87.9%		1.9%	10.2%	58.7%	29.2%	12.4%	67.1%	19.0%	490	3.15	3.00	1.20	0.05	The avg. response is Agree
		4-9 Years	74.2%	85.2%	86.2%		1.4%	12.4%	67.1%	19.0%	9.0%	65.4%	25.6%	240	3.04	3.00	1.16	0.07	The avg. response is Agree
		10-19 Years	81.1%	82.3%	91.0%		0.0%	9.0%	65.4%	25.6%	11.5%	60.7%	27.4%	150	3.17	3.00	1.14	0.09	The avg. response is Agree
		20 or more Years	81.8%	82.0%	88.1%		0.0%	11.9%	60.7%	27.4%	11.1%	61.5%	25.8%	101	3.15	3.00	1.31	0.13	The avg. response is Agree
		Certified, Non-Affiliated, Administration Staff	76.9%	82.4%	87.3%		1.6%	11.1%	61.5%	25.8%	9.7%	63.3%	26.6%	301	3.16	3.00	1.40	0.08	The avg. response is Agree
		Hourly Staff	79.2%	87.7%	89.9%		0.4%	9.7%	63.3%	26.6%				680	3.11	3.00	1.07	0.04	The avg. response is Agree
		12	Demographics	If a student has done something well or makes improvement, staff contact their parent/guardian.															
All Respondents	81.3%			84.0%	86.3%		1.0%	12.6%	62.7%	23.6%	12.6%	62.7%	23.6%	767	3.09	3.00	0.63	0.02	The avg. response is Agree
Person of Color	83.3%			80.5%	88.4%		0.0%	11.6%	65.1%	23.3%	19.5%	68.3%	12.2%	50	3.12	3.00	1.22	0.17	The avg. response is Agree
LGBTQ Staff	83.9%			80.5%			0.0%	19.5%	68.3%	12.2%	11.7%	62.5%	24.5%	51	2.93	3.00	1.28	0.18	The avg. response is Agree
Female	85.6%			87.0%			1.3%	11.7%	62.5%	24.5%	15.2%	65.2%	19.6%	759	3.10	3.00	1.38	0.05	The avg. response is Agree

		2021-22	2022-23	2023-24	Spark Line (not to scale)	Strongly Disagree	Disagree	Agree	Strongly Agree		Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	90.0%	90.5%	93.8%		1.3%	4.9%	64.1%	29.7%		438	3.22	3.00	1.20	0.06	The avg. response is Agree
	1-3 Years	89.5%	88.3%	93.8%		0.7%	5.5%	62.6%	31.3%		490	3.24	3.00	1.25	0.06	The avg. response is Agree
	4-9 Years	91.8%	90.8%	89.9%		1.0%	9.1%	64.4%	25.5%		240	3.14	3.00	1.21	0.08	The avg. response is Agree
	10-19 Years	90.5%	90.3%	94.1%		0.7%	5.1%	57.4%	36.8%		150	3.30	3.00	1.12	0.09	The avg. response is Strongly Agree
	20 or more Years	96.7%	92.9%	96.8%		0.0%	3.2%	66.7%	30.1%		101	3.27	3.00	1.01	0.10	The avg. response is Strongly Agree
	Certified, Non-Affiliated, Administration Staff	91.9%	89.6%	92.9%		0.8%	6.3%	62.3%	30.5%		301	3.25	3.00	1.48	0.09	The avg. response is Agree
Hourly Staff	89.7%	91.0%	94.3%		0.4%	5.3%	63.4%	30.8%		680	3.23	3.00	1.00	0.04	The avg. response is Agree	
<b>TEAMWORK &amp; SENSE OF COMMUNITY</b>		2021-22	2022-23	2023-24	Spark Line (not to scale)	Strongly Disagree	Disagree	Agree	Strongly Agree		Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean	
Demographics	<b>14 At this school/building the staff get along with each other.</b>										957	3.16	3.00	0.75	0.02	The avg. response is Agree
	All Respondents	82.3%	84.2%	85.3%		3.4%	11.3%	51.5%	33.8%		50	3.11	3.00	1.07	0.15	The avg. response is Agree
	Person of Color	78.3%	84.4%	87.2%		6.4%	6.4%	57.4%	29.8%		51	3.08	3.00	0.88	0.12	The avg. response is Agree
	LGBTQ Staff	81.9%	83.8%	81.9%		3.9%	12.2%	51.5%	32.3%		759	3.12	3.00	0.88	0.03	The avg. response is Agree
	Female	81.9%	83.8%	81.9%		3.9%	12.2%	51.5%	32.3%		179	3.37	3.00	0.91	0.07	The avg. response is Strongly Agree
	Male	80.5%	81.1%	85.2%		1.2%	5.2%	49.4%	44.2%		438	3.14	3.00	0.84	0.04	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	80.5%	81.1%	85.2%		3.7%	11.1%	52.7%	32.5%		490	3.16	3.00	0.89	0.04	The avg. response is Agree
	1-3 Years	81.0%	84.2%	85.2%		3.8%	11.1%	50.7%	34.4%		240	3.11	3.00	0.83	0.05	The avg. response is Agree
	4-9 Years	83.5%	87.7%	85.1%		2.6%	12.3%	56.2%	28.9%		150	3.17	3.00	0.95	0.08	The avg. response is Agree
	10-19 Years	75.6%	80.3%	85.6%		5.5%	8.9%	48.6%	37.0%		101	3.22	3.00	0.94	0.09	The avg. response is Agree
	20 or more Years	92.5%	81.9%	85.6%		1.0%	13.4%	48.5%	37.1%		301	3.16	3.00	0.91	0.05	The avg. response is Agree
	Certified, Non-Affiliated, Administration Staff	82.8%	85.2%	85.0%		3.8%	11.3%	50.8%	34.2%		680	3.15	3.00	0.88	0.03	The avg. response is Agree
	Hourly Staff	80.9%	81.3%	85.9%		2.7%	11.3%	53.3%	32.6%							
	Staff Info	<b>15 At this school/building there is a feeling of trust among the staff.</b>										946	2.96	3.00	0.86	0.03
All Respondents		71.1%	73.0%	75.8%		7.4%	16.8%	48.1%	27.7%		50	3.04	3.00	1.05	0.15	The avg. response is Agree
Person of Color		62.5%	71.7%	81.3%		8.3%	10.4%	50.0%	31.3%		51	2.94	3.00	0.97	0.14	The avg. response is Agree
LGBTQ Staff		71.1%	74.0%	71.1%		8.0%	18.0%	46.0%	28.0%		759	2.95	3.00	0.99	0.04	The avg. response is Agree
Female		69.4%	75.5%	69.4%		7.4%	17.2%	48.8%	26.7%		179	3.09	3.00	1.04	0.08	The avg. response is Agree
Male		84.0%	80.7%	74.4%		5.8%	13.5%	46.2%	34.5%		438	2.97	3.00	0.99	0.05	The avg. response is Agree
Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		69.2%	71.8%	76.8%		6.6%	16.5%	49.6%	27.2%		490	3.00	3.00	1.01	0.05	The avg. response is Agree
1-3 Years		71.7%	73.0%	77.9%		6.8%	15.3%	48.6%	29.3%		240	2.84	3.00	0.94	0.06	The avg. response is Agree
4-9 Years		73.2%	76.1%	71.6%		9.3%	19.1%	50.0%	21.6%		150	3.01	3.00	1.08	0.09	The avg. response is Agree
10-19 Years		66.1%	67.9%	79.6%		7.7%	12.7%	50.0%	29.6%		101	2.97	3.00	1.04	0.10	The avg. response is Agree
20 or more Years		71.6%	72.9%	70.1%		5.2%	24.7%	38.1%	32.0%		301	3.01	3.00	1.02	0.06	The avg. response is Agree
Certified, Non-Affiliated, Administration Staff		72.2%	72.6%	74.4%		8.3%	17.3%	46.4%	28.0%		680	2.94	3.00	1.00	0.04	The avg. response is Agree
Hourly Staff		67.7%	74.1%	79.0%		5.2%	15.7%	52.1%	26.9%							
<b>COMMUNICATION &amp; AGENCY</b>		2021-22	2022-23	2023-24	Spark Line (not to scale)	Strongly Disagree	Disagree	Agree	Strongly Agree		Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean	
Demographics	<b>16 The District involves stakeholders at appropriate times to make decisions.</b>										684	2.46	2.00	0.84	0.03	The avg. response is Disagree
	All Respondents	40.4%	45.2%	49.2%		13.1%	37.7%	42.2%	6.9%		50	2.56	2.00	1.39	0.20	The avg. response is Agree
	Person of Color	44.4%	58.3%	61.1%		16.7%	22.2%	58.0%	11.1%		51	2.29	2.00	1.28	0.18	The avg. response is Disagree
	LGBTQ Staff	46.0%	49.8%	41.9%		12.4%	37.8%	43.4%	6.4%		759	2.47	2.00	1.34	0.05	The avg. response is Disagree
	Female	45.5%	52.3%	45.5%		12.1%	35.6%	42.4%	9.4%		179	2.50	2.00	1.31	0.10	The avg. response is Disagree
	Male	39.7%	51.2%	52.3%		13.5%	34.2%	43.1%	9.3%		438	2.50	2.00	1.38	0.07	The avg. response is Disagree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	49.2%	54.3%	54.6%		11.5%	33.9%	44.1%	10.5%		490	2.57	2.00	1.43	0.06	The avg. response is Disagree
	1-3 Years	38.4%	40.3%	42.7%		14.6%	42.7%	38.8%	3.9%		240	2.35	2.00	1.24	0.08	The avg. response is Disagree
	4-9 Years	37.1%	45.5%	50.4%		14.9%	34.7%	44.6%	5.8%		150	2.43	2.00	1.22	0.10	The avg. response is Disagree
	10-19 Years	28.6%	30.0%	42.2%		13.3%	44.6%	39.8%	2.4%		101	2.31	2.00	1.11	0.11	The avg. response is Disagree
	20 or more Years	41.8%	43.3%	47.2%		13.8%	38.9%	41.0%	6.3%		301	2.67	2.00	1.48	0.09	The avg. response is Disagree
	Certified, Non-Affiliated, Administration Staff	33.3%	52.0%	57.0%		10.4%	32.6%	47.4%	9.6%		680	2.40	2.00	1.20	0.05	The avg. response is Disagree
	Hourly Staff															
	Staff Info	<b>17 Staff at this school/building have many informal opportunities to influence what happens within the school/District.</b>										801	2.44	2.00	0.84	0.03
All Respondents		34.6%	38.5%	47.0%		12.8%	40.2%	38.8%	8.2%		50	2.55	2.00	1.21	0.17	The avg. response is Agree
Person of Color		38.9%	39.5%	57.5%		7.5%	35.0%	52.5%	5.0%		51	2.36	2.00	1.16	0.16	The avg. response is Disagree
LGBTQ Staff		40.5%	44.4%	40.5%		12.7%	40.4%	39.2%	7.7%		759	2.44	2.00	1.21	0.04	The avg. response is Disagree
Female		46.2%	50.3%	46.2%		12.2%	37.4%	40.8%	9.5%		179	2.49	2.00	1.22	0.09	The avg. response is Disagree
Male		32.5%	38.0%	49.1%		11.4%	39.5%	38.0%	11.1%		438	2.51	2.00	1.28	0.06	The avg. response is Disagree
Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		41.1%	42.8%	51.9%		13.2%	34.9%	41.4%	10.5%		490	2.51	2.00	1.32	0.06	The avg. response is Disagree
1-3 Years		30.8%	32.8%	39.5%		13.7%	46.8%	34.1%	5.4%		240	2.34	2.00	1.11	0.07	The avg. response is Disagree
4-9 Years		30.4%	36.8%	48.9%		10.7%	40.5%	41.2%	7.6%		150	2.46	2.00	1.10	0.09	The avg. response is Disagree
10-19 Years		31.5%	38.4%	41.1%		12.2%	46.7%	35.6%	5.6%		101	2.34	2.00	1.03	0.10	The avg. response is Disagree
20 or more Years		33.4%	36.9%	45.8%		13.6%	40.5%	38.5%	7.3%		301	2.57	2.00	1.42	0.08	The avg. response is Disagree
Certified, Non-Affiliated, Administration Staff		32.9%	43.8%	50.5%		10.3%	39.2%	39.7%	10.8%		680	2.40	2.00	1.08	0.04	The avg. response is Disagree
Hourly Staff																
Demographics		<b>18 At this school/building, students are given the opportunity to take part in decision making.</b>										801	2.85	3.00	0.80	0.03
	All Respondents	57.0%	60.1%	70.2%		4.0%	25.8%	59.4%	10.8%		50	2.79	3.00	1.24	0.18	The avg. response is Agree
	Person of Color	57.9%	64.1%	74.4%		2.4%	31.7%	56.1%	9.8%		51	2.70	2.00	1.25	0.18	The avg. response is Agree
	LGBTQ Staff	63.6%	57.1%	63.6%		4.8%	38.1%	45.2%	11.9%		759	2.86	3.00	1.32	0.05	The avg. response is Agree
	Female	64.4%	71.9%	64.4%		3.5%	26.2%	60.5%	9.8%		179	2.82	3.00	1.30	0.10	The avg. response is Agree
	Male	64.8%	69.4%	64.8%		4.9%	25.7%	55.6%	13.9%		438	2.88	3.00	1.34	0.06	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	57.5%	64.7%	70.6%												

		2021-22				2022-23				2023-24				Spark Line (not to scale)				Strongly Disagree				Disagree				Agree				Strongly Agree				Mean (Scale: 1-4)				Median (Scale: 1-4)				Standard Deviation				Standard Error				Interpretation of the Mean			
20	This school/building provides students with opportunities to take a lead role in organizing programs and activities.	All Respondents	69.9%	74.4%	78.2%	2.4%	19.3%	62.1%	16.1%			829	3.05	3.00	0.82	0.03	The avg. response is Agree																																				
		Person of Color	66.7%	80.5%	90.0%	0.0%	10.0%	75.0%	15.0%			50	3.19	3.00	1.29	0.18	The avg. response is Agree																																				
		LGBTQ Staff	88.2%	66.7%	6.4%	2.2%	31.1%	62.2%	4.4%			51	2.74	3.00	1.05	0.15	The avg. response is Agree																																				
		Female	72.6%	76.7%	2.6%	20.7%	61.2%	15.5%			759	3.04	3.00	1.32	0.05	The avg. response is Agree																																					
		Male	80.7%	83.0%	1.4%	15.6%	63.1%	19.9%			179	3.10	3.00	1.37	0.10	The avg. response is Agree																																					
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	66.8%	76.1%	80.6%	2.3%	17.1%	64.3%	16.2%			438	3.07	3.00	1.35	0.06	The avg. response is Agree																																				
		1-3 Years	71.9%	76.6%	80.9%	2.2%	16.9%	61.6%	19.3%			490	3.15	3.00	1.44	0.07	The avg. response is Agree																																				
		4-9 Years	64.9%	73.5%	76.4%	3.0%	20.6%	63.3%	13.1%			240	2.97	3.00	1.24	0.08	The avg. response is Agree																																				
		10-19 Years	65.0%	77.3%	73.2%	3.1%	23.6%	61.4%	11.8%			150	2.95	3.00	1.19	0.10	The avg. response is Agree																																				
		20 or more Years	80.2%	65.6%	78.3%	1.2%	20.5%	62.7%	15.7%			101	2.98	3.00	1.27	0.13	The avg. response is Agree																																				
		Certified, Non-Affiliated, Administration Staff	68.7%	72.1%	76.2%	2.4%	21.4%	60.1%	16.1%			301	3.21	3.00	1.60	0.09	The avg. response is Agree																																				
		Hourly Staff	71.8%	82.2%	84.3%	2.5%	13.2%	68.0%	16.2%			680	3.00	3.00	1.19	0.05	The avg. response is Agree																																				
		21	Students are encouraged to get involved in extra-curricular activities.	All Respondents	89.5%	91.6%	92.1%	1.2%	6.7%	57.6%	34.5%			897	3.39	3.00	0.77	0.03	The avg. response is Strongly Agree																																		
Person of Color	85.0%			89.7%	97.6%	0.0%	2.4%	69.0%	28.6%			50	3.48	3.00	1.00	0.14	The avg. response is Strongly Agree																																				
LGBTQ Staff	88.2%			89.1%	0.0%	10.9%	60.9%	28.3%			51	3.29	3.00	0.97	0.14	The avg. response is Strongly Agree																																					
Female	90.8%			92.1%	1.4%	6.5%	59.6%	32.5%			759	3.39	3.00	1.20	0.04	The avg. response is Strongly Agree																																					
Male	95.5%			93.6%	0.0%	6.4%	49.0%	44.6%			179	3.45	3.00	1.16	0.09	The avg. response is Strongly Agree																																					
Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	86.6%			88.9%	90.7%	1.4%	7.9%	57.2%	33.5%			438	3.36	3.00	1.23	0.06	The avg. response is Strongly Agree																																				
1-3 Years	87.8%			90.8%	91.5%	1.0%	7.5%	56.0%	35.5%			490	3.42	3.00	1.27	0.06	The avg. response is Strongly Agree																																				
4-9 Years	88.7%			89.6%	93.2%	2.9%	3.9%	60.9%	32.4%			240	3.34	3.00	1.17	0.08	The avg. response is Strongly Agree																																				
10-19 Years	89.6%			95.5%	90.7%	0.0%	9.3%	54.3%	36.4%			150	3.44	3.00	1.06	0.09	The avg. response is Strongly Agree																																				
20 or more Years	95.4%			94.3%	94.4%	0.0%	5.6%	62.2%	32.2%			101	3.30	3.00	1.11	0.11	The avg. response is Strongly Agree																																				
Certified, Non-Affiliated, Administration Staff	89.4%			91.2%	92.1%	1.3%	6.6%	55.4%	36.7%			301	3.39	3.00	1.48	0.09	The avg. response is Strongly Agree																																				
Hourly Staff	90.0%			93.0%	92.3%	0.9%	6.8%	63.8%	28.5%			680	3.39	3.00	1.02	0.04	The avg. response is Strongly Agree																																				
22	I feel like I belong at my school or building.			All Respondents	84.8%	86.6%	87.6%	6.4%	8.0%	46.5%	41.1%			954	3.25	3.00	0.78	0.03	The avg. response is Agree																																		
		Person of Color	79.2%	80.9%	87.2%	0.0%	6.4%	46.8%	40.4%			50	3.21	3.00	1.12	0.16	The avg. response is Agree																																				
		LGBTQ Staff	85.8%	71.1%	82.0%	8.0%	10.0%	52.0%	30.0%			51	3.04	3.00	0.95	0.13	The avg. response is Agree																																				
		Female	85.8%	87.7%	4.6%	7.7%	48.2%	39.5%			759	3.23	3.00	0.92	0.03	The avg. response is Agree																																					
		Male	88.1%	89.7%	2.3%	8.0%	37.4%	52.3%			179	3.41	4.00	0.89	0.07	The avg. response is Strongly Agree																																					
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	85.0%	84.5%	87.6%	4.2%	8.2%	48.1%	39.5%			438	3.23	3.00	0.90	0.04	The avg. response is Agree																																				
		1-3 Years	84.8%	86.5%	86.8%	5.3%	8.0%	47.5%	39.3%			490	3.21	3.00	0.95	0.04	The avg. response is Agree																																				
		4-9 Years	82.8%	88.8%	86.0%	5.1%	8.9%	50.4%	35.6%			240	3.17	3.00	0.87	0.06	The avg. response is Agree																																				
		10-19 Years	85.6%	86.4%	92.4%	2.8%	4.8%	39.3%	53.1%			150	3.43	4.00	0.94	0.08	The avg. response is Strongly Agree																																				
		20 or more Years	87.6%	82.9%	88.4%	1.1%	10.5%	43.2%	45.3%			101	3.33	3.00	1.05	0.10	The avg. response is Strongly Agree																																				
		Certified, Non-Affiliated, Administration Staff	83.3%	86.0%	87.4%	4.4%	8.2%	45.8%	41.6%			301	3.24	3.00	0.95	0.05	The avg. response is Agree																																				
		Hourly Staff	87.4%	88.0%	88.0%	4.5%	7.6%	48.1%	39.9%			680	3.25	3.00	0.93	0.04	The avg. response is Agree																																				
		23	I feel satisfied with the recognition I get for doing a good job.	All Respondents	64.8%	68.9%	71.6%	7.8%	20.6%	43.3%	28.3%			960	2.93	3.00	0.90	0.03	The avg. response is Agree																																		
Person of Color	66.7%			77.8%	74.5%	6.4%	19.1%	36.2%	38.3%			50	3.10	3.00	1.12	0.16	The avg. response is Agree																																				
LGBTQ Staff	47.4%			55.1%	14.3%	30.6%	34.7%	20.4%			51	2.61	3.00	1.08	0.15	The avg. response is Agree																																					
Female	66.4%			71.0%	7.6%	21.4%	44.0%	27.1%			759	2.92	3.00	0.98	0.04	The avg. response is Agree																																					
Male	77.1%			77.8%	5.1%	17.0%	42.6%	35.2%			179	3.09	3.00	0.92	0.07	The avg. response is Agree																																					
Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	61.2%			68.3%	70.7%	7.0%	22.2%	44.7%	26.0%			438	2.91	3.00	0.96	0.05	The avg. response is Agree																																				
1-3 Years	63.6%			73.0%	72.1%	8.0%	19.9%	42.1%	30.0%			490	2.95	3.00	1.00	0.05	The avg. response is Agree																																				
4-9 Years	62.3%			64.0%	68.2%	9.0%	22.7%	45.5%	22.7%			240	2.84	3.00	0.98	0.06	The avg. response is Agree																																				
10-19 Years	67.2%			64.7%	73.8%	6.9%	19.3%	40.7%	33.1%			150	3.01	3.00	1.02	0.08	The avg. response is Agree																																				
20 or more Years	70.1%			69.8%	73.7%	5.1%	21.2%	47.5%	26.3%			101	2.95	3.00	0.92	0.09	The avg. response is Agree																																				
Certified, Non-Affiliated, Administration Staff	63.1%			67.8%	71.5%	6.7%	20.9%	42.3%	29.1%			301	2.93	3.00	1.03	0.06	The avg. response is Agree																																				
Hourly Staff	66.1%			71.6%	71.9%	8.0%	20.1%	45.5%	26.4%			680	2.94	3.00	0.97	0.04	The avg. response is Agree																																				
24	I feel comfortable discussing questions, worries, and/or frustrations with my supervisor or Principal.			All Respondents	74.1%	74.7%	80.2%	7.8%	12.0%	37.5%	42.8%			967	3.16	3.00	0.92	0.03	The avg. response is Agree																																		
		Person of Color	69.6%	78.7%	76.6%	6.4%	17.0%	25.5%	51.1%			50	3.21	3.00	1.20	0.17	The avg. response is Agree																																				
		LGBTQ Staff	73.7%	64.0%	18.0%	18.0%	32.0%	32.0%			51	2.78	3.00	1.15	0.16	The avg. response is Agree																																					
		Female	72.6%	80.2%	8.3%	11.4%	38.2%	42.1%			759	3.15	3.00	1.00	0.04	The avg. response is Agree																																					
		Male	82.9%	86.2%	2.9%	10.9%	35.1%	51.1%			179	3.37	4.00	0.88	0.07	The avg. response is Strongly Agree																																					
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	72.2%	76.1%	78.3%	8.6%	13.1%	38.7%	39.6%			438	3.10	3.00	1.01	0.05	The avg. response is Agree																																				
		1-3 Years	76.2%	79.4%	81.6%	6.5%	11.9%	38.7%	42.9%			490	3.20	3.00	0.97	0.04	The avg. response is Agree																																				
		4-9 Years	68.6%	69.0%	77.1%	9.7%	13.1%	39.0%	38.1%			240	3.06	3.00	1.01	0.07	The avg. response is Agree																																				
		10-19 Years	75.8%	73.5%	81.0%	8.8%	10.2%	33.3%	47.6%			150	3.21	3.00	1.02	0.08	The avg. response is Agree																																				
		20 or more Years	76.0%	71.7%	80.0%	8.0%	12.0%	34.0%	46.0%			101	3.18	3.00	0.98	0.10	The avg. response is Agree																																				
		Certified, Non-Affiliated, Administration Staff	73.3%	74.0%	79.4%	8.5%	12.1%	33.3%	46.0%			301	3.13	3.00	0.95	0.06	The avg. response is Agree																																				
		Hourly Staff	73.5%	76.9%	82.2%	6.2%	11.6%	46.9%	35.3%			680	3.18	3.00	1.01	0.04	The avg. response is Agree																																				
		25	This school or building inspires me to do the very best at my job.	All Respondents	76.1%	80.5%	84.5%	3.2%	12.2%	46.2%	38.3%			961	3.20	3.00	0.78	0.03	The avg. response is Agree																																		
Person of Color	82.6%			78.7%	88.0%	4.0%	8.0%	42.0%	46.0%			50	3.30	3.00	0.79	0.11	The avg. response is Strongly Agree																																				
LGBTQ Staff	74.4%			74.5%	5.9%	19.6%	49.0%	25.5%			51	2.94	3.00	0.83	0.12	The avg. response is Agree																																					
Female	80.8%			85.1%	3.2%	11.7%	46.4%	38.7%			759	3.21	3.00	0.87	0.03	The avg. response is Agree																																					
Male	79.7%			86.2%	1.7%	12.1%	46.0%	40.2%			179	3.25	3.00	0.90	0.07	The avg. response is Agree																																					
Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	74.1%			79.8%	85.4%	3.1%	11.5%	47.7%	37.8%			438	3.21	3.00	0.90	0.04	The avg. response is Agree																																				
1-3 Years	75.8%			83.5%	85.4%	3																																															

		Certified, Non-Affiliated, Administration Staff	86.8%	89.4%	87.2%		2.5%	10.3%	42.6%	44.6%		301	3.20	3.00	1.01	0.06	The avg. response is Agree		
		Hourly Staff	86.9%	84.2%	89.5%		4.6%	6.0%	54.7%	34.7%		680	3.30	3.00	1.01	0.04	The avg. response is Strongly Agree		
27	Demographics	<b>I have the skills to manage almost any student behavior problem.</b>																	
		All Respondents	79.7%	80.0%	79.3%		3.1%	17.6%	48.2%	31.0%		957	3.12	3.00	0.83	0.03	The avg. response is Agree		
		Person of Color	82.6%	89.4%	77.6%		0.0%	22.4%	40.8%	36.7%		50	3.14	3.00	0.88	0.12	The avg. response is Agree		
		LGBTQ Staff	65.8%	68.0%			8.0%	24.0%	48.0%	20.0%		51	2.84	3.00	0.90	0.13	The avg. response is Agree		
		Female	78.4%	78.1%			3.5%	18.4%	49.2%	29.0%		759	3.09	3.00	0.96	0.03	The avg. response is Agree		
		Male	87.6%	88.5%			1.1%	10.3%	45.4%	43.1%		179	3.32	3.00	0.83	0.06	The avg. response is Strongly Agree		
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	80.8%	82.1%	78.4%		3.5%	18.1%	45.9%	32.5%		438	3.09	3.00	0.93	0.04	The avg. response is Agree		
		1-3 Years	73.3%	75.8%	76.2%		3.5%	20.3%	48.1%	28.1%		490	3.07	3.00	0.98	0.04	The avg. response is Agree		
		4-9 Years	80.9%	80.3%	81.1%		3.6%	15.3%	50.9%	30.2%		240	3.14	3.00	1.03	0.07	The avg. response is Agree		
		10-19 Years	89.6%	83.6%	81.6%		3.4%	15.0%	46.9%	34.7%		150	3.15	3.00	0.85	0.07	The avg. response is Agree		
		20 or more Years	81.9%	88.3%	86.0%		0.0%	14.0%	45.0%	41.0%		101	3.29	3.00	0.71	0.07	The avg. response is Strongly Agree		
		Certified, Non-Affiliated, Administration Staff	82.1%	80.1%	80.7%		2.1%	17.2%	46.8%	33.8%		301	3.08	3.00	1.11	0.06	The avg. response is Agree		
		Hourly Staff	73.4%	79.8%	75.8%		5.6%	18.6%	51.7%	24.2%		680	3.14	3.00	0.87	0.03	The avg. response is Agree		
28		Demographics	<b>I feel safe at this school/building.</b>																
			All Respondents	86.5%	84.6%	90.3%		2.3%	7.5%	49.1%	41.1%		966	3.29	3.00	0.70	0.02	The avg. response is Strongly Agree	
	Person of Color		87.5%	85.1%	91.8%		6.1%	2.0%	46.9%	44.9%		50	3.31	3.00	0.92	0.13	The avg. response is Strongly Agree		
	LGBTQ Staff		76.3%	75.5%			10.2%	14.3%	51.0%	24.5%		51	2.90	3.00	1.05	0.15	The avg. response is Agree		
	Female		85.0%	90.1%			2.4%	7.5%	50.1%	40.1%		759	3.28	3.00	0.79	0.03	The avg. response is Strongly Agree		
	Male		86.0%	93.7%			1.1%	5.2%	40.8%	52.9%		179	3.45	4.00	0.86	0.06	The avg. response is Strongly Agree		
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		84.4%	85.6%	89.8%		2.3%	7.9%	51.4%	38.4%		438	3.26	3.00	0.78	0.04	The avg. response is Strongly Agree		
	1-3 Years		84.1%	84.5%	89.9%		2.1%	8.1%	47.6%	42.2%		490	3.30	3.00	0.79	0.04	The avg. response is Strongly Agree		
	4-9 Years		89.3%	86.3%	90.3%		3.4%	6.4%	53.4%	36.9%		240	3.24	3.00	0.82	0.05	The avg. response is Agree		
	10-19 Years		85.7%	83.3%	91.9%		2.0%	6.1%	45.9%	45.9%		150	3.36	3.00	0.79	0.06	The avg. response is Strongly Agree		
	20 or more Years		88.5%	83.2%	89.8%		1.0%	9.2%	51.0%	38.8%		101	3.28	3.00	0.86	0.09	The avg. response is Strongly Agree		
	Certified, Non-Affiliated, Administration Staff		86.7%	82.4%	90.1%		2.1%	7.8%	48.1%	42.1%		301	3.27	3.00	0.79	0.05	The avg. response is Strongly Agree		
	Hourly Staff		84.9%	90.4%	90.6%		2.7%	6.7%	51.6%	39.1%		680	3.30	3.00	0.81	0.03	The avg. response is Strongly Agree		
<b>PHYSICAL SAFETY</b>			2021-22	2022-23	2023-24	<b>Spark Line (not to scale)</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>		<b>Mean (Scale: 1-4)</b>	<b>Median (Scale: 1-4)</b>	<b>Standard Deviation</b>	<b>Standard Error</b>	<b>Interpretation of the Mean</b>			
29	Demographics		<b>The following types of problems occur at this school/building often: physical conflicts among students.</b>																
		All Respondents	53.3%	52.3%	51.8%		8.9%	42.8%	37.0%	11.2%		903	2.59	2.00	0.91	0.03	The avg. response is Agree		
		Person of Color	54.5%	54.5%	54.5%		11.4%	43.2%	31.8%	13.6%		50	2.53	2.00	1.18	0.17	The avg. response is Agree		
		LGBTQ Staff	34.3%	38.8%			2.0%	36.7%	46.9%	14.3%		51	2.73	3.00	0.89	0.13	The avg. response is Agree		
		Female	47.4%	51.2%			9.1%	42.1%	37.1%	11.8%		759	2.60	2.00	1.14	0.04	The avg. response is Agree		
		Male	50.0%	55.8%			9.7%	46.1%	39.4%	4.8%		179	2.43	2.00	0.97	0.07	The avg. response is Disagree		
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	53.5%	47.4%	49.9%		10.2%	39.7%	36.1%	14.0%		438	2.61	2.00	1.14	0.05	The avg. response is Agree		
		1-3 Years	50.0%	47.8%	51.4%		9.2%	42.2%	36.7%	11.9%		490	2.61	2.00	1.13	0.05	The avg. response is Agree		
		4-9 Years	55.6%	43.4%	51.9%		7.2%	44.7%	35.6%	12.5%		240	2.63	2.00	1.17	0.08	The avg. response is Agree		
		10-19 Years	48.7%	53.2%	49.3%		8.8%	40.4%	41.2%	9.6%		150	2.57	2.00	1.07	0.09	The avg. response is Agree		
		20 or more Years	64.7%	48.9%	57.0%		11.8%	45.2%	35.5%	7.5%		101	2.41	2.00	1.01	0.10	The avg. response is Disagree		
		Certified, Non-Affiliated, Administration Staff	51.5%	46.6%	51.8%		9.0%	42.8%	36.7%	11.5%		301	2.59	2.00	1.23	0.07	The avg. response is Agree		
		Hourly Staff	57.8%	50.8%	51.8%		8.8%	43.0%	37.8%	10.4%		680	2.59	2.00	1.07	0.04	The avg. response is Agree		
30		Demographics	<b>The following types of problems occur at this school/building often: robbery or theft.</b>																
			All Respondents	78.5%	73.6%	80.2%		25.2%	55.0%	16.1%	3.7%		809	2.06	2.00	0.88	0.03	The avg. response is Disagree	
	Person of Color		100.0%	75.6%	82.5%		30.0%	52.5%	12.5%	5.0%		50	1.93	2.00	1.05	0.15	The avg. response is Disagree		
	LGBTQ Staff		60.0%	73.5%			20.4%	53.1%	22.4%	4.1%		51	2.10	2.00	0.86	0.12	The avg. response is Disagree		
	Female		76.0%	80.0%			27.0%	53.0%	16.7%	3.3%		759	2.05	2.00	1.13	0.04	The avg. response is Disagree		
	Male		67.3%	81.8%			18.9%	62.8%	14.9%	3.4%		179	2.03	2.00	0.99	0.07	The avg. response is Disagree		
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		77.8%	73.6%	81.4%		25.3%	56.1%	14.2%	4.4%		438	2.08	2.00	1.16	0.06	The avg. response is Disagree		
	1-3 Years		79.8%	74.4%	82.0%		27.8%	54.3%	14.0%	4.0%		490	2.03	2.00	1.12	0.05	The avg. response is Disagree		
	4-9 Years		77.5%	70.8%	79.3%		21.8%	57.5%	18.1%	2.6%		240	2.09	2.00	1.11	0.07	The avg. response is Disagree		
	10-19 Years		80.8%	78.6%	76.7%		26.7%	50.0%	19.2%	4.2%		150	2.06	2.00	1.13	0.09	The avg. response is Disagree		
	20 or more Years		73.6%	70.1%	78.9%		18.4%	60.5%	17.1%	3.9%		101	2.10	2.00	1.13	0.11	The avg. response is Disagree		
	Certified, Non-Affiliated, Administration Staff		76.2%	72.0%	78.4%		22.6%	55.8%	18.2%	3.4%		301	1.99	2.00	1.18	0.07	The avg. response is Disagree		
	Hourly Staff		82.5%	78.4%	84.8%		31.8%	52.9%	10.8%	4.5%		680	2.08	2.00	1.08	0.04	The avg. response is Disagree		
31	Demographics		<b>The following types of problems occur at this school/building often: vandalism.</b>																
			All Respondents	50.4%	49.1%	59.9%		18.2%	41.6%	28.8%	11.4%		889	2.38	2.00	0.97	0.03	The avg. response is Disagree	
		Person of Color	52.4%	53.5%	67.4%		23.9%	43.5%	26.1%	6.5%		50	2.15	2.00	1.02	0.14	The avg. response is Disagree		
		LGBTQ Staff	47.1%	52.0%			24.0%	28.0%	28.0%	20.0%		51	2.44	2.00	1.11	0.16	The avg. response is Disagree		
		Female	52.3%	62.1%			19.9%	42.2%	27.5%	10.4%		759	2.34	2.00	1.16	0.04	The avg. response is Disagree		
		Male	41.7%	56.7%			14.6%	42.1%	31.1%	12.2%		179	2.41	2.00	1.08	0.08	The avg. response is Disagree		
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	54.1%	49.7%	58.3%		17												



		Reverse Scoring Used to Reflect "Positive Responses"																					
40	Demographics	<b>Staff at this school/building experience negativity because of their race or ethnicity.</b>																					
		<b>All Respondents</b>				93.8%	88.2%	91.3%															
		Person of Color				90.9%	71.1%	71.1%															
		LGBTQ Staff					85.2%	77.1%															
		Female					88.5%	92.5%															
		Male					87.1%	87.9%															
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				93.7%	89.2%	92.7%															
		1-3 Years				93.9%	88.0%	91.7%															
		4-9 Years				91.2%	87.7%	90.9%															
		10-19 Years				97.3%	87.8%	89.2%															
		20 or more Years				93.8%	90.3%	93.9%															
		Certified, Non-Affiliated, Administration Staff				93.9%	87.0%	89.8%															
		Hourly Staff				93.4%	91.3%	94.7%															

		Reverse Scoring Used to Reflect "Positive Responses"																					
41	Demographics	<b>Staff at this school/building experience negativity because of their cultural background or religion.</b>																					
		<b>All Respondents</b>				93.1%	90.8%	91.8%															
		Person of Color				90.9%	79.1%	77.3%															
		LGBTQ Staff					92.6%	88.9%															
		Female					91.7%	92.2%															
		Male					88.5%	91.4%															
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				95.1%	89.1%	93.3%															
		1-3 Years				94.8%	90.5%	92.3%															
		4-9 Years				92.4%	89.5%	91.1%															
		10-19 Years				92.0%	93.8%	90.4%															
		20 or more Years				91.5%	90.9%	92.8%															
		Certified, Non-Affiliated, Administration Staff				92.1%	90.6%	90.3%															
		Hourly Staff				95.3%	91.5%	94.9%															

		Reverse Scoring Used to Reflect "Positive Responses"																					
42	Demographics	<b>Staff at this school/building experience negativity because of their physical or mental disability.</b>																					
		<b>All Respondents</b>				94.5%	92.6%	91.6%															
		Person of Color				100.0%	85.7%	85.4%															
		LGBTQ Staff					86.2%	77.5%															
		Female					92.1%	91.4%															
		Male					93.4%	95.7%															
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				93.4%	92.1%	92.6%															
		1-3 Years				95.2%	92.1%	91.7%															
		4-9 Years				92.7%	92.1%	90.4%															
		10-19 Years				96.4%	94.8%	90.8%															
		20 or more Years				93.8%	92.4%	95.7%															
		Certified, Non-Affiliated, Administration Staff				94.4%	93.4%	90.6%															
		Hourly Staff				94.6%	90.4%	93.7%															

		Reverse Scoring Used to Reflect "Positive Responses"																					
43	Demographics	<b>Staff at this school/building experience negativity because they identify as LGBTQ+.</b>																					
		<b>All Respondents</b>				93.8%	91.0%	92.1%															
		Person of Color				100.0%	82.1%	85.4%															
		LGBTQ Staff					75.9%	74.5%															
		Female					91.6%	93.2%															
		Male					89.1%	91.0%															
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				93.0%	91.2%	93.6%															
		1-3 Years				93.4%	88.9%	92.8%															
		4-9 Years				93.2%	91.0%	90.9%															
		10-19 Years				94.7%	96.8%	90.4%															
		20 or more Years				95.2%	91.8%	94.3%															
		Certified, Non-Affiliated, Administration Staff				94.0%	90.6%	90.9%															
		Hourly Staff				93.5%	92.4%	94.9%															

SUBSTANCE ABUSE - STUDENTS		2021-22	2022-23	2023-24	Spark Line (not to scale)	Not a Problem	Somewhat a Problem	Small Problem	Large Problem		Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean
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44	Demographics	<b>At this school/building, how much of a problem is student drug use?</b>														
		<b>All Respondents</b>				65.7%	63.8%	73.6%								
		Person of Color				85.0%	65.6%	80.0%								
		LGBTQ Staff					66.7%	72.7%								
		Female					70.1%	80.0%								
		Male					46.5%	55.7%								
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				68.1%	62.6%	74.6%								
		1-3 Years				69.2%	65.2%	76.2%								
		4-9 Years				63.4%	63.9%	69.4%								
		10-19 Years				69.3%	69.2%	76.1%								
		20 or more Years				55.1%	50.0%	67.9%								
		Certified, Non-Affiliated, Administration Staff				62.8%	61.9%	70.9%								
		Hourly Staff				72.0%	70.5%	81.6%								

45	Demographics	<b>At this school/building, how much of a problem is student use of tobacco (e.g., cigarettes, e-cigarettes, chew, cigars)?</b>													
		<b>All Respondents</b>				83.3%	62.5%	70.5%							
		Person of Color				89.5%	61.8%	85.3%							
		LGBTQ Staff					60.0%	70.5%							
		Female					67.9%	77.0%							
		Male					49.0%	51.3%							
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				81.6%	62.6%	72.6%							
		1-3 Years				85.8%	63.4%	74.6%							
		4-9 Years				84.2%	61.8%	65.4%							
		10-19 Years				84.0%	68.6%	71.6%							
		20 or more Years				72.1%	52.1%	61.7%							
		Certified, Non-Affiliated, Administration Staff				83.0%	61.0%	67.1%							
		Hourly Staff				84.5%	67.6%	79.6%							

46	Demographics	<b>At this school/building, how much of a problem is student alcohol use?</b>													
		<b>All Respondents</b>				79.7%	80.2%	87.9%							
		Person of Color				100.0%	82.8%	88.9%							
		LGBTQ Staff					82.8%	88.9%							
		Female					82.5%	91.8%							
		Male					71.8%	78.5%							
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				77.8%	80.4%	84.4%							
		1-3 Years				80.0%	83.3%	83.3%							
		4-9 Years				80.0%	83.3%	83.3%							
		10-19 Years				84.0%	7.8%	5.6%							
		20 or more Years				57.7%	20.8%	16.2%							
		Certified, Non-Affiliated, Administration Staff				77.8%	80.4%	84.4%							
		Hourly Staff				84.5%	67.6%	79.6%							



Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	78.7%	77.8%	89.7%		79.5%	10.3%	6.2%	4.1%		438	1.35	1.00	0.90	0.04	The avg. response is Not a Problem
	1-3 Years	94.2%	81.2%	87.8%		80.5%	7.3%	9.8%	2.4%		490	1.34	1.00	0.88	0.04	The avg. response is Not a Problem
	4-9 Years	79.0%	79.1%	87.7%		74.3%	13.5%	8.2%	4.1%		240	1.42	1.00	0.94	0.06	The avg. response is Not a Problem
	10-19 Years	85.4%	84.5%	92.9%		79.8%	13.1%	3.0%	4.0%		150	1.31	1.00	0.86	0.07	The avg. response is Not a Problem
	20 or more Years	67.1%	72.1%	81.9%		68.1%	13.9%	9.7%	8.3%		101	1.58	1.00	1.09	0.11	The avg. response is Not a Problem
	Certified, Non-Affiliated, Administration Staff	77.5%	79.4%	87.4%		74.7%	12.6%	8.6%	4.1%		301	1.28	1.00	0.85	0.05	The avg. response is Not a Problem
	Hourly Staff	83.7%	83.1%	89.4%		84.9%	4.5%	7.8%	2.8%		680	1.42	1.00	0.94	0.04	The avg. response is Not a Problem

Demographics	<b>47 This school/building has adequate resources and programs to address substance use prevention.</b>				Strongly Disagree	Disagree	Agree	Strongly Agree		509	2.78	3.00	0.73	0.03	The avg. response is Agree
	All Respondents				52.2%	54.4%	72.9%	11.4%		509	2.78	3.00	0.73	0.03	The avg. response is Agree
	Person of Color				58.3%	68.8%	69.6%	8.7%		50	2.78	0.00	1.46	0.21	The avg. response is Agree
	LGBTQ Staff				47.6%	55.2%		6.9%		51	2.55	2.00	1.39	0.19	The avg. response is Agree
	Female				56.4%	75.0%		12.9%		759	2.83	0.00	1.50	0.05	The avg. response is Agree
	Male				50.0%	69.2%		5.8%		179	2.67	2.00	1.39	0.10	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				50.3%	53.8%	70.6%	13.0%		438	2.75	0.00	1.47	0.07	The avg. response is Agree
	1-3 Years				53.7%	53.6%	72.8%	13.0%		490	2.82	1.50	1.50	0.07	The avg. response is Agree
	4-9 Years				44.8%	55.0%	74.8%	4.7%		240	2.71	1.00	1.44	0.09	The avg. response is Agree
	10-19 Years				57.4%	62.7%	66.2%	16.2%		150	2.72	0.00	1.49	0.12	The avg. response is Agree

**EMERGENCY READINESS**

Staff Info	<b>I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.</b>				Strongly Disagree	Disagree	Agree	Strongly Agree		972	3.36	3.00	0.61	0.02	The avg. response is Strongly Agree
	All Respondents				95.9%	95.8%	95.5%	41.6%		972	3.36	3.00	0.61	0.02	The avg. response is Strongly Agree
	Person of Color				95.8%	93.8%	91.7%	39.6%		50	3.29	3.00	0.93	0.13	The avg. response is Strongly Agree
	LGBTQ Staff				86.8%	92.2%		31.4%		51	3.20	3.00	0.69	0.10	The avg. response is Agree
	Female				95.4%	95.7%		41.6%		759	3.36	3.00	0.68	0.02	The avg. response is Strongly Agree
	Male				96.7%	96.1%		46.6%		179	3.40	3.00	0.69	0.05	The avg. response is Strongly Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				96.2%	96.6%	94.5%	36.6%		438	3.29	3.00	0.71	0.03	The avg. response is Strongly Agree
	1-3 Years				92.7%	94.3%	93.2%	35.6%		490	3.27	3.00	0.74	0.03	The avg. response is Strongly Agree
	4-9 Years				98.4%	97.6%	97.1%	47.3%		240	3.43	3.00	0.65	0.04	The avg. response is Strongly Agree
	10-19 Years				97.6%	95.5%	98.0%	52.3%		150	3.50	4.00	0.63	0.05	The avg. response is Strongly Agree

Demographics	<b>49 This school/building has a written plan that describes procedures to be performed in shootings, and I know what to do in the event of this emergency.</b>				Strongly Disagree	Disagree	Agree	Strongly Agree		937	3.38	3.00	0.59	0.02	The avg. response is Strongly Agree
	All Respondents				96.0%	91.0%	95.6%	42.8%		937	3.38	3.00	0.59	0.02	The avg. response is Strongly Agree
	Person of Color				90.5%	87.2%	95.8%	50.0%		50	3.46	3.00	0.89	0.13	The avg. response is Strongly Agree
	LGBTQ Staff				86.1%	95.9%		36.7%		51	3.31	3.00	0.89	0.12	The avg. response is Strongly Agree
	Female				90.5%	96.0%		43.1%		759	3.39	3.00	0.91	0.03	The avg. response is Strongly Agree
	Male				94.3%	97.1%		46.6%		179	3.43	3.00	0.81	0.06	The avg. response is Strongly Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				95.3%	92.7%	94.5%	38.0%		438	3.32	3.00	0.87	0.04	The avg. response is Strongly Agree
	1-3 Years				96.2%	89.1%	94.6%	40.2%		490	3.34	3.00	0.95	0.04	The avg. response is Strongly Agree
	4-9 Years				96.5%	93.8%	96.2%	45.7%		240	3.41	3.00	0.79	0.05	The avg. response is Strongly Agree
	10-19 Years				99.1%	89.2%	97.2%	49.7%		150	3.47	3.00	0.91	0.07	The avg. response is Strongly Agree

Employment Info	<b>50 This school/building has a written plan that clearly describes procedures to be performed in natural disasters, and I know what to do in the event of this emergency.</b>				Strongly Disagree	Disagree	Agree	Strongly Agree		944	3.39	3.00	0.57	0.02	The avg. response is Strongly Agree
	All Respondents				97.3%	96.5%	96.5%	43.2%		944	3.39	3.00	0.57	0.02	The avg. response is Strongly Agree
	Person of Color				95.2%	91.5%	95.7%	48.9%		50	3.45	3.00	1.00	0.14	The avg. response is Strongly Agree
	LGBTQ Staff				94.6%	95.8%		33.3%		51	3.27	3.00	0.98	0.14	The avg. response is Strongly Agree
	Female				96.3%	96.7%		43.9%		759	3.40	3.00	0.84	0.03	The avg. response is Strongly Agree
	Male				97.2%	98.3%		45.1%		179	3.43	3.00	0.75	0.06	The avg. response is Strongly Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				96.6%	96.8%	95.7%	38.0%		438	3.33	3.00	0.85	0.04	The avg. response is Strongly Agree
	1-3 Years				96.4%	96.5%	95.5%	39.2%		490	3.34	3.00	0.94	0.04	The avg. response is Strongly Agree
	4-9 Years				98.3%	97.5%	97.4%	46.8%		240	3.44	3.00	0.74	0.05	The avg. response is Strongly Agree
	10-19 Years				99.1%	95.4%	97.2%	53.1%		150	3.50	4.00	0.85	0.07	The avg. response is Strongly Agree

Demographics	<b>51 This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).</b>				Strongly Disagree	Disagree	Agree	Strongly Agree		963	3.32	3.00	0.64	0.02	The avg. response is Strongly Agree
	All Respondents				88.5%	88.6%	92.7%	40.9%		963	3.32	3.00	0.64	0.02	The avg. response is Strongly Agree
	Person of Color				75.0%	89.6%	93.6%	51.1%		50	3.45	3.00	1.02	0.14	The avg. response is Strongly Agree
	LGBTQ Staff				70.3%	90.0%		36.0%		51	3.22	3.00	0.86	0.12	The avg. response is Agree
	Female				87.3%	93.4%		42.2%		759	3.35	3.00	0.76	0.03	The avg. response is Strongly Agree
	Male				92.8%	94.9%		40.0%		179	3.34	3.00	0.78	0.06	The avg. response is Strongly Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				88.8%	90.5%	93.7%	38.5%		438	3.31	3.00	0.74	0.04	The avg. response is Strongly Agree
	1-3 Years				83.4%	82.4%	90.8%	38.4%		490	3.28	3.00	0.85	0.04	The avg. response is Strongly Agree
	4-9 Years				91.4%	94.1%	93.3%	44.4%		240	3.36	3.00	0.70	0.05	The avg. response is Strongly Agree
	10-19 Years				93.6%	93.3%	95.2%	48.3%		150	3.43	3.00	0.77	0.06	The avg. response is Strongly Agree

**PHYSICAL ENVIRONMENT**

Employment Info	<b>52 This school/building looks clean and pleasant.</b>				Strongly Disagree	Disagree	Agree	Strongly Agree		971	3.07	3.00	0.78	0.02	The avg. response is Agree
	All Respondents				83.3%	82.8%	82.1%	29.4%		971	3.07	3.00	0.78	0.02	The avg. response is Agree
	Person of Color				83.3%	87.5%	92.0%	42.0%		50	3.32	3.00	0.68	0.10	The avg. response is Strongly Agree
	LGBTQ Staff				89.5%	82.4%		31.4%		51	3.10	3.00	0.78	0.11	The avg. response is Agree
	Female				84.6%	82.7%		29.5%		759	3.08	3.00	0.81	0.03	The avg. response is Agree
	Male				78.1%	81.8%		33.0%		179	3.09	3.00	0.91	0.07	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)				81.7%	82.0%	82.9%	28.4%		438	3.07	3.00	0.83	0.04	The avg. response is Agree
	1-3 Years				88.3%	88.8%	86.4%	34.2%		490	3.17	3.00	0.79	0.04	The avg. response is Agree
	4-9 Years				81.8%	84.1%	79.0%	24.8%		240	3.00	3.00	0.80	0.05	The avg. response is Agree
	10-19 Years				86.5%	76.9%	78.0%	28.0%		150	2.99	3.00	0.84	0.07	The avg. response is Agree

				2021-22					2022-23					2023-24					Spark Line (not to scale)		Strongly Disagree				Disagree				Agree				Strongly Agree				Mean (Scale: 1-4)		Median (Scale: 1-4)		Standard Deviation		Standard Error		Interpretation of the Mean	
		Hourly Staff		82.9%	88.8%	84.7%		2.7%	12.6%	54.2%	30.6%		12.8%	54.2%	30.6%		680	3.04	3.00	0.87	0.03	The avg. response is Agree																								
<b>53</b>		<b>This school/building is an inviting work environment.</b>														<b>972</b>	<b>3.13</b>	<b>3.00</b>	<b>0.73</b>	<b>0.02</b>	The avg. response is Agree																									
	Demographics	<b>All Respondents</b>		<b>82.9%</b>	<b>85.1%</b>	<b>84.3%</b>		<b>2.8%</b>	<b>13.0%</b>	<b>52.8%</b>	<b>31.5%</b>		<b>13.0%</b>	<b>52.8%</b>	<b>31.5%</b>		<b>50</b>	<b>3.34</b>	<b>3.00</b>	<b>0.66</b>	<b>0.09</b>	The avg. response is Strongly Agree																								
		Person of Color		83.3%	93.8%	90.0%		0.0%	10.0%	46.0%	44.0%		10.0%	46.0%	44.0%		51	2.90	3.00	0.83	0.12	The avg. response is Agree																								
		LGBTQ Staff			84.6%	<b>72.5%</b>		5.9%	21.6%	49.0%	23.5%		21.6%	49.0%	23.5%		759	3.15	3.00	0.75	0.03	The avg. response is Agree																								
		Female			85.6%	85.8%		2.4%	11.8%	53.8%	32.1%		11.8%	53.8%	32.1%		179	3.09	3.00	0.89	0.07	The avg. response is Agree																								
		Male			82.4%	79.5%		4.0%	16.5%	46.6%	33.0%		16.5%	46.6%	33.0%		438	3.17	3.00	0.74	0.04	The avg. response is Agree																								
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)			80.3%	84.1%	86.7%		1.8%	11.5%	54.9%	31.7%		11.5%	54.9%	31.7%		490	3.17	3.00	0.81	0.04	The avg. response is Agree																							
		1-3 Years			85.0%	89.1%	86.1%		2.7%	11.2%	53.0%	33.1%		11.2%	53.0%	33.1%		240	3.10	3.00	0.76	0.05	The avg. response is Agree																							
		4-9 Years			83.2%	85.4%	82.8%		2.5%	14.6%	52.7%	30.1%		14.6%	52.7%	30.1%		150	3.14	3.00	0.80	0.07	The avg. response is Agree																							
		10-19 Years			81.0%	<b>79.1%</b>	82.6%		2.7%	14.8%	48.3%	34.2%		14.8%	48.3%	34.2%		101	3.10	3.00	0.73	0.07	The avg. response is Agree																							
		20 or more Years			79.2%	<b>78.3%</b>	81.2%		4.0%	14.9%	58.4%	22.8%		14.9%	58.4%	22.8%		301	3.21	3.00	0.74	0.04	The avg. response is Agree																							
		Certified, Non-Affiliated, Administration Staff			82.2%	83.0%	81.8%		3.4%	14.8%	50.5%	31.3%		14.8%	50.5%	31.3%		680	3.10	3.00	0.81	0.03	The avg. response is Agree																							
		Hourly Staff			83.4%	90.5%	89.9%		1.3%	8.8%	57.9%	32.0%		8.8%	57.9%	32.0%																														
<b>54</b>			<b>My teaching or work is hindered by poor heating, cooling, and/or lighting systems at this school/building.</b>														<b>960</b>	<b>1.99</b>	<b>2.00</b>	<b>0.75</b>	<b>0.02</b>	The avg. response is Disagree																								
		Demographics	<b>All Respondents</b>		<b>79.8%</b>	<b>77.6%</b>	<b>81.6%</b>		<b>24.0%</b>	<b>57.6%</b>	<b>14.1%</b>	<b>4.4%</b>		<b>24.0%</b>	<b>57.6%</b>	<b>14.1%</b>	<b>4.4%</b>		<b>50</b>	<b>2.04</b>	<b>2.00</b>	<b>0.78</b>	<b>0.11</b>	The avg. response is Disagree																						
			Person of Color		95.5%	89.4%	83.3%		16.7%	66.7%	12.5%	4.2%		16.7%	66.7%	12.5%	4.2%		51	1.96	2.00	0.66	0.09	The avg. response is Disagree																						
			LGBTQ Staff			81.1%	84.3%		21.6%	62.7%	13.7%	2.0%		21.6%	62.7%	13.7%	2.0%		759	2.00	2.00	0.79	0.03	The avg. response is Disagree																						
			Female			77.1%	81.2%		23.4%	57.9%	14.1%	4.7%		23.4%	57.9%	14.1%	4.7%		179	1.90	2.00	0.75	0.06	The avg. response is Disagree																						
			Male			80.4%	84.7%		28.4%	56.3%	12.5%	2.8%		28.4%	56.3%	12.5%	2.8%		438	2.04	2.00	0.80	0.04	The avg. response is Disagree																						
			Student Services (SPED, ELL, TAG, Migrant Educator, etc.)			77.7%	78.0%	79.9%		20.8%	59.1%	15.2%	4.9%		20.8%	59.1%	15.2%	4.9%		490	1.95	2.00	0.77	0.03	The avg. response is Disagree																					
			1-3 Years			81.3%	79.7%	82.6%		26.3%	56.3%	13.9%	3.5%		26.3%	56.3%	13.9%	3.5%		240	2.09	2.00	0.81	0.05	The avg. response is Disagree																					
			4-9 Years			78.8%	75.6%	78.6%		18.4%	60.3%	15.8%	5.6%		18.4%	60.3%	15.8%	5.6%		150	2.00	2.00	0.89	0.07	The avg. response is Disagree																					
	10-19 Years				79.3%	75.2%	79.9%		26.4%	53.5%	13.9%	6.3%		26.4%	53.5%	13.9%	6.3%		101	1.95	2.00	0.72	0.07	The avg. response is Disagree																						
	20 or more Years				78.5%	78.1%	85.9%		22.2%	63.6%	11.1%	3.0%		22.2%	63.6%	11.1%	3.0%		301	2.02	2.00	0.85	0.05	The avg. response is Disagree																						
	Certified, Non-Affiliated, Administration Staff				80.7%	76.3%	81.5%		24.7%	56.8%	14.6%	3.9%		24.7%	56.8%	14.6%	3.9%		680	1.98	2.00	0.77	0.03	The avg. response is Disagree																						
	Hourly Staff				77.3%	81.4%	81.6%		22.2%	59.4%	12.8%	5.6%		22.2%	59.4%	12.8%	5.6%																													
<b>55</b>			<b>My teaching or work is hindered by a lack of textbooks and basic supplies at this school/building.</b>														<b>918</b>	<b>1.92</b>	<b>2.00</b>	<b>0.69</b>	<b>0.02</b>	The avg. response is Disagree																								
	Demographics		<b>All Respondents</b>		<b>87.6%</b>	<b>83.8%</b>	<b>85.8%</b>		<b>25.5%</b>	<b>60.3%</b>	<b>11.2%</b>	<b>2.9%</b>		<b>25.5%</b>	<b>60.3%</b>	<b>11.2%</b>	<b>2.9%</b>		<b>50</b>	<b>2.04</b>	<b>2.00</b>	<b>0.81</b>	<b>0.11</b>	The avg. response is Disagree																						
			Person of Color		77.3%	79.5%	81.3%		18.8%	62.5%	14.6%	4.2%		18.8%	62.5%	14.6%	4.2%		51	2.12	2.00	0.85	0.12	The avg. response is Disagree																						
			LGBTQ Staff			72.2%	<b>73.5%</b>		18.4%	55.1%	22.4%	4.1%		18.4%	55.1%	22.4%	4.1%		759	1.90	2.00	0.81	0.03	The avg. response is Disagree																						
			Female			84.3%	86.4%		26.2%	60.2%	11.0%	2.7%		26.2%	60.2%	11.0%	2.7%		179	1.87	2.00	0.78	0.06	The avg. response is Disagree																						
			Male			81.9%	87.0%		27.8%	59.2%	11.2%	1.8%		27.8%	59.2%	11.2%	1.8%		438	2.02	2.00	0.81	0.04	The avg. response is Disagree																						
			Student Services (SPED, ELL, TAG, Migrant Educator, etc.)			83.4%	81.3%	82.3%		20.3%	62.1%	13.1%	4.5%		20.3%	62.1%	13.1%	4.5%		490	1.91	2.00	0.82	0.04	The avg. response is Disagree																					
			1-3 Years			87.3%	78.9%	85.9%		26.5%	59.4%	10.8%	3.3%		26.5%	59.4%	10.8%	3.3%		240	1.99	2.00	0.84	0.05	The avg. response is Disagree																					
			4-9 Years			86.1%	85.0%	82.1%		22.3%	59.8%	14.7%	3.1%		22.3%	59.8%	14.7%	3.1%		150	1.93	2.00	0.70	0.07	The avg. response is Disagree																					
		10-19 Years			89.3%	90.0%	84.9%		25.2%	59.7%	12.2%	2.9%		25.2%	59.7%	12.2%	2.9%		101	1.77	2.00	0.70	0.07	The avg. response is Disagree																						
		20 or more Years			89.0%	87.4%	95.7%		28.7%	67.0%	3.2%	1.1%		28.7%	67.0%	3.2%	1.1%		301	1.87	2.00	0.88	0.05	The avg. response is Disagree																						
		Certified, Non-Affiliated, Administration Staff			86.7%	82.6%	83.7%		25.8%	57.9%	13.3%	3.1%		25.8%	57.9%	13.3%	3.1%		680	1.94	2.00	0.79	0.03	The avg. response is Disagree																						
		Hourly Staff			89.3%	87.4%	91.3%		24.7%	66.5%	6.1%	2.7%		24.7%	66.5%	6.1%	2.7%																													
<b>56</b>			<b>My teaching or work is hindered by inadequate or outdated equipment or facilities at this school/building.</b>														<b>950</b>	<b>2.03</b>	<b>2.00</b>	<b>0.76</b>	<b>0.02</b>	The avg. response is Disagree																								
		Demographics	<b>All Respondents</b>		<b>76.2%</b>	<b>75.4%</b>	<b>80.0%</b>		<b>22.0%</b>	<b>58.0%</b>	<b>14.7%</b>	<b>5.3%</b>		<b>22.0%</b>	<b>58.0%</b>	<b>14.7%</b>	<b>5.3%</b>		<b>50</b>	<b>2.10</b>	<b>2.00</b>	<b>0.89</b>	<b>0.13</b>	The avg. response is Disagree																						
			Person of Color		86.4%	79.1%	79.2%		18.8%	60.4%	12.5%	8.3%		18.8%	60.4%	12.5%	8.3%		51	2.10	2.00	0.91	0.13	The avg. response is Disagree																						
			LGBTQ Staff			66.7%	<b>73.5%</b>		22.4%	51.0%	20.4%	6.1%		22.4%	51.0%	20.4%	6.1%		759	2.01	2.00	0.84	0.03	The avg. response is Disagree																						
			Female			76.8%	80.9%		23.6%	57.4%	13.4%	5.7%		23.6%	57.4%	13.4%	5.7%		179	1.97	2.00	0.78	0.06	The avg. response is Disagree																						
			Male			70.5%	77.3%		19.9%	57.4%	18.8%	4.0%		19.9%	57.4%	18.8%	4.0%		438	2.07	2.00	0.82	0.04	The avg. response is Disagree																						
			Student Services (SPED, ELL, TAG, Migrant Educator, etc.)			76.4%	74.0%	80.6%		18.5%	62.1%	13.7%	5.7%		18.5%	62.1%	13.7%	5.7%		490	1.99	2.00	0.84	0.04	The avg. response is Disagree																					
			1-3 Years			76.9%	77.7%	80.8%		25.4%	55.4%	14.2%	5.1%		25.4%	55.4%	14.2%	5.1%		240	2.14	2.00	0.81	0.05	The avg. response is Disagree																					
			4-9 Years			78.9%	72.9%	76.6%		16.2%	60.4%	17.0%	6.4%		16.2%	60.4%	17.0%	6.4%		150	2.04	2.00	0.88	0.07	The avg. response is Disagree																					
	10-19 Years				76.2%	76.5%	78.3%		23.1%	55.2%	16.1%	5.6%		23.1%	55.2%	16.1%	5.6%		101	1.98	2.00	0.69	0.07	The avg. response is Disagree																						
	20 or more Years				68.8%	71.4%	86.9%		18.2%	68.7%	10.1%	3.0%		18.2%	68.7%	10.1%	3.0%		301	2.02	2.00	0.87	0.05	The avg. response is Disagree																						
	Certified, Non-Affiliated, Administration Staff				74.0%	73.2%	78.5%		22.2%	56.3%	16.3%	5.2%		22.2%	56.3%	16.3%	5.2%		680	2.04	2.00	0.80	0.03	The avg. response is Disagree																						
	Hourly Staff				82.4%	81.8%	83.6%		21.4%	62.1%	11.1%	5.4%		21.4%	62.1%	11.1%	5.4%																													
<b>INSTRUCTIONAL ENVIRONMENT</b>				2021-22	2022-23	2023-24	<b>Spark Line (not to scale)</b>		<b>Strongly Disagree</b>				<b>Disagree</b>				<b>Agree</b>				<b>Strongly Agree</b>				Mean (Scale: 1-4)		Median (Scale: 1-4)		Standard Deviation		Standard Error		Interpretation of the Mean													
<b>57</b>			<b>The students in my class(es) come to class prepared with the appropriate supplies and books.</b>														<b>770</b>	<b>2.79</b>	<b>3.00</b>	<b>0.64</b>	<b>0.02</b>	The avg. response is Agree																								
	Demographics		<b>All Respondents</b>		<b>66.0%</b>	<b>68.1%</b>	<b>72.7%</b>		<b>3.1%</b>	<b>24.2%</b>	<b>63.5%</b>	<b>9.2%</b>		<b>19.0%</b>	<b>72.8%</b>	<b>8.2%</b>		<b>50</b>	<b>2.88</b>	<b>3.00</b>	<b>1.16</b>	<b>0.16</b>	The avg. response is Agree																							
			Person of Color		68.2%	67.6%	81.0%		8.7%	26.1%	56.5%	7.1%		8.7%	26.1%	56.5%	7.1%		51	2.65	3.00	1.08	0.15	The avg. response is Agree																						
			LGBTQ Staff			60.0%	<b>65.2%</b>		2.6%	23.6%	63.5																																			

		2021-22	2022-23	2023-24	Spark Line (not to scale)	Strongly Disagree	Disagree	Agree	Strongly Agree		Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean	
Employment Info	1-3 Years	70.7%	75.5%	80.9%		2.4%	16.8%	66.4%	14.4%		490	2.93	3.00	1.17	0.05	The avg. response is Agree
	4-9 Years	73.3%	71.2%	72.4%		2.3%	25.2%	65.4%	7.0%		240	2.77	3.00	1.03	0.07	The avg. response is Agree
	10-19 Years	77.5%	71.3%	82.9%		2.9%	14.3%	69.3%	13.6%		150	2.94	3.00	0.95	0.08	The avg. response is Agree
	20 or more Years	71.3%	70.5%	85.3%		2.1%	12.6%	77.9%	7.4%		101	2.91	3.00	0.86	0.09	The avg. response is Agree
	Certified, Non-Affiliated, Administration Staff	71.4%	69.4%	77.6%		2.2%	20.2%	66.7%	10.9%		301	2.96	3.00	1.32	0.08	The avg. response is Agree
	Hourly Staff	75.6%	84.6%	84.9%		2.9%	12.2%	71.0%	13.9%		680	2.86	3.00	0.93	0.04	The avg. response is Agree
	All Respondents	85.4%	85.0%	86.8%		3.1%	10.1%	57.9%	28.9%		940	3.13	3.00	0.71	0.02	The avg. response is Agree
	Person of Color	91.3%	86.7%	89.1%		4.3%	6.5%	65.2%	23.9%		50	3.09	3.00	1.08	0.15	The avg. response is Agree
	LGBTQ Staff	82.1%	81.6%			2.0%	16.3%	57.1%	24.5%		51	3.04	3.00	0.91	0.13	The avg. response is Agree

60 Teachers and staff at this school/building feel responsible to help each other do their best.																
Demographics	All Respondents	85.4%	85.0%	86.8%		3.1%	10.1%	57.9%	28.9%		940	3.13	3.00	0.71	0.02	The avg. response is Agree
	Person of Color	91.3%	86.7%	89.1%		4.3%	6.5%	65.2%	23.9%		50	3.09	3.00	1.08	0.15	The avg. response is Agree
	LGBTQ Staff	82.1%	81.6%			2.0%	16.3%	57.1%	24.5%		51	3.04	3.00	0.91	0.13	The avg. response is Agree
	Female	83.9%	86.6%			2.9%	10.5%	56.3%	30.3%		759	3.14	3.00	0.92	0.03	The avg. response is Agree
	Male	87.1%	90.7%			2.3%	7.0%	65.1%	25.6%		179	3.14	3.00	0.87	0.07	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	85.9%	83.0%	86.2%		3.6%	10.2%	58.6%	27.6%		438	3.10	3.00	0.93	0.04	The avg. response is Agree
	1-3 Years	85.9%	85.2%	85.6%		3.9%	10.5%	56.3%	29.2%		490	3.11	3.00	0.99	0.04	The avg. response is Agree
	4-9 Years	82.7%	85.6%	86.7%		3.0%	10.3%	60.9%	25.8%		240	3.09	3.00	0.86	0.06	The avg. response is Agree
	10-19 Years	85.4%	80.0%	85.4%		2.8%	11.1%	52.1%	34.0%		150	3.17	3.00	0.95	0.08	The avg. response is Agree
20 or more Years	89.1%	89.3%	93.9%		0.0%	6.1%	66.3%	27.6%		101	3.21	3.00	0.77	0.08	The avg. response is Agree	
Certified, Non-Affiliated, Administration Staff	84.4%	85.6%	86.3%		2.9%	10.8%	55.8%	30.5%		301	3.10	3.00	1.02	0.06	The avg. response is Agree	
Hourly Staff	86.9%	83.2%	87.9%		3.6%	8.5%	62.6%	25.3%		680	3.14	3.00	0.89	0.03	The avg. response is Agree	

61 Teachers and staff at this school/building feel it is a part of their job to prepare students to succeed in the community, college, or a career.																
Demographics	All Respondents	95.6%	96.1%	97.3%		0.7%	2.0%	59.6%	37.7%		904	3.34	3.00	0.55	0.02	The avg. response is Strongly Agree
	Person of Color	95.2%	93.3%	100.0%		0.0%	0.0%	59.1%	40.9%		50	3.41	3.00	1.21	0.17	The avg. response is Strongly Agree
	LGBTQ Staff	91.9%	95.7%			0.0%	4.3%	61.7%	34.0%		51	3.30	3.00	1.04	0.15	The avg. response is Strongly Agree
	Female	96.3%	97.8%			0.7%	1.4%	59.2%	38.6%		759	3.36	3.00	1.08	0.04	The avg. response is Strongly Agree
	Male	95.3%	97.1%			0.0%	2.9%	59.6%	37.4%		179	3.35	3.00	0.87	0.06	The avg. response is Strongly Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	94.6%	95.6%	97.5%		0.7%	1.7%	64.2%	33.3%		438	3.30	3.00	1.01	0.05	The avg. response is Strongly Agree
	1-3 Years	94.0%	95.7%	97.3%		0.7%	2.1%	60.2%	37.1%		490	3.34	3.00	1.16	0.05	The avg. response is Strongly Agree
	4-9 Years	95.0%	97.0%	96.0%		0.9%	3.1%	61.1%	35.0%		240	3.30	3.00	0.95	0.06	The avg. response is Strongly Agree
	10-19 Years	98.4%	96.9%	98.6%		0.0%	1.4%	54.9%	43.7%		150	3.42	3.00	0.92	0.08	The avg. response is Strongly Agree
20 or more Years	97.8%	95.1%	99.0%		1.0%	0.0%	60.6%	38.4%		101	3.36	3.00	0.71	0.07	The avg. response is Strongly Agree	
Certified, Non-Affiliated, Administration Staff	96.9%	96.3%	98.0%		0.6%	1.4%	57.1%	41.0%		301	3.24	3.00	1.30	0.07	The avg. response is Agree	
Hourly Staff	92.4%	95.8%	95.6%		0.8%	3.6%	66.3%	29.4%		680	3.38	3.00	0.86	0.03	The avg. response is Strongly Agree	

62 The programs and resources at this school/building are adequate to support students with special needs or disabilities.																
Demographics	All Respondents	71.7%	70.2%	71.4%		8.2%	20.5%	52.3%	19.1%		880	2.82	3.00	0.83	0.03	The avg. response is Agree
	Person of Color	90.5%	80.0%	80.0%		4.4%	15.6%	60.0%	20.0%		50	2.96	3.00	1.14	0.16	The avg. response is Agree
	LGBTQ Staff	58.3%	63.0%			19.6%	17.4%	47.8%	15.2%		51	2.59	3.00	1.21	0.17	The avg. response is Agree
	Female	70.5%	70.3%			8.3%	21.3%	50.6%	19.7%		759	2.82	3.00	1.16	0.04	The avg. response is Agree
	Male	74.7%	80.6%			3.1%	16.3%	63.8%	16.9%		179	2.94	3.00	1.11	0.08	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	66.9%	63.2%	68.0%		11.6%	20.3%	49.9%	18.2%		438	2.75	3.00	1.07	0.05	The avg. response is Agree
	1-3 Years	70.7%	69.4%	74.3%		7.8%	17.9%	52.5%	21.8%		490	2.88	3.00	1.20	0.05	The avg. response is Agree
	4-9 Years	71.4%	68.8%	62.8%		11.0%	26.1%	50.9%	11.9%		240	2.64	3.00	1.10	0.07	The avg. response is Agree
	10-19 Years	68.1%	71.9%	71.2%		7.9%	20.9%	50.4%	20.9%		150	2.84	3.00	1.10	0.09	The avg. response is Agree
20 or more Years	78.9%	77.7%	78.2%		3.4%	18.4%	57.5%	20.7%		101	2.95	3.00	1.23	0.12	The avg. response is Agree	
Certified, Non-Affiliated, Administration Staff	71.2%	68.6%	67.3%		9.0%	23.7%	49.5%	17.8%		301	2.98	3.00	1.32	0.08	The avg. response is Agree	
Hourly Staff	71.2%	75.0%	81.6%		6.0%	12.4%	59.2%	22.4%		680	2.76	3.00	1.09	0.04	The avg. response is Agree	

INSTRUCTIONAL REVIEW																
		2021-22	2022-23	2023-24	Spark Line (not to scale)	Strongly Disagree	Disagree	Agree	Strongly Agree		Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean	
Demographics	Every PK-12 program and/or department is evaluated through a review and analysis process with an equity lens.	73.3%	73.3%	79.2%		4.8%	15.9%	62.3%	16.9%		621	2.91	3.00	0.72	0.03	The avg. response is Agree
	Person of Color	78.9%	65.8%	73.0%		5.4%	21.6%	56.8%	16.2%		50	2.84	3.00	1.42	0.20	The avg. response is Agree
	LGBTQ Staff	65.2%	62.9%			8.6%	28.6%	63.5%	11.4%		51	2.66	2.00	1.41	0.20	The avg. response is Agree
	Female	72.6%	81.2%			4.3%	14.5%	63.5%	17.7%		759	2.95	3.00	1.53	0.06	The avg. response is Agree
	Male	72.9%	78.4%			4.8%	16.8%	64.0%	14.4%		179	2.88	3.00	1.45	0.11	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	73.8%	73.6%	79.3%		5.2%	15.5%	63.5%	15.9%		438	2.90	2.00	1.52	0.07	The avg. response is Agree
	1-3 Years	78.1%	77.9%	81.6%		4.2%	14.2%	61.9%	19.7%		490	2.97	3.00	1.54	0.07	The avg. response is Agree
	4-9 Years	67.8%	65.2%	76.0%		4.8%	19.2%	61.6%	14.4%		240	2.86	2.00	1.50	0.10	The avg. response is Agree
	10-19 Years	69.1%	78.5%	76.3%		7.2%	16.5%	60.8%	15.5%		150	2.85	2.00	1.50	0.12	The avg. response is Agree
20 or more Years	75.9%	67.6%	79.4%		4.4%	16.2%	67.6%	11.8%		101	2.87	3.00	1.46	0.15	The avg. response is Agree	
Certified, Non-Affiliated, Administration Staff	71.0%	71.6%	77.2%		5.2%	17.6%	60.4%	16.8%		301	3.00	0.00	1.56	0.09	The avg. response is Agree	
Hourly Staff	78.7%	80.4%	86.3%		3.6%	10.1%	69.1%	17.3%		680	2.89	3.00	1.45	0.06	The avg. response is Agree	

64 The District reviews and analyzes academic achievement results for all students to determine the effectiveness of academic resources, services purchased, and instructional strategies promoted to aid the delivery of content or improvement of instruction.																
Demographics	All Respondents	79.1%	77.4%	83.2%		3.2%	13.6%	68.8%	14.4%		626	2.94	3.00	0.64	0.03	The avg. response is Agree
	Person of Color	84.2%	71.1%	87.5%		0.0%	12.5%	59.4%	28.1%		50	3.16	3.00	1.61	0.23	The avg. response is Agree
	LGBTQ Staff	68.0%	64.5%			6.5%	29.0%	64.5%	0.0%		51	2.58	2.00	1.36	0.19	The avg. response is Agree
	Female	78.8%	83.1%			3.0%	14.0%	68.1%	15.0%		759	2.95	3.00	1.52	0.06	The avg. response is Agree
	Male	75.6%	84.0%			3.2%	12.8%	70.4%	13.6%		179	2.94	3.00	1.45	0.11	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	80.4%	76.6%	82.2%		4.1%	13.8%	68.0%	14.1%		438	2.92	3.00	1.52	0.07	The avg. response is Agree
	1-3 Years	80.2%	79.4%	83.1%		3.0%	14.0%	64.8%	18.							

66	This school provides quality counseling or other services to help students with social or emotional needs.																						
		<b>All Respondents</b>	<b>71.9%</b>	<b>73.7%</b>	<b>83.1%</b>					<b>3.6%</b>	<b>13.3%</b>	<b>57.8%</b>	<b>25.3%</b>			<b>894</b>	<b>3.05</b>	<b>3.00</b>	<b>0.73</b>	<b>0.02</b>	The avg. response is Agree		
		Person of Color	78.3%	80.0%	89.6%					4.2%	6.3%	70.8%	18.8%			50	3.04	3.00	0.88	0.12	The avg. response is Agree		
		LGBTQ Staff		78.4%	79.6%					8.2%	12.2%	51.0%	28.6%			51	3.00	3.00	1.03	0.14	The avg. response is Agree		
		Female		71.5%	83.0%					3.4%	13.6%	58.0%	25.0%			759	3.05	3.00	1.07	0.04	The avg. response is Agree		
		Male		81.7%	85.7%					3.1%	11.2%	59.0%	26.7%			179	3.09	3.00	1.15	0.09	The avg. response is Agree		
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		65.2%	73.5%	83.7%				3.5%	12.8%	61.8%	21.9%			438	3.02	3.00	1.10	0.05	The avg. response is Agree		
		1-3 Years		72.9%	77.2%	84.2%				3.6%	12.2%	55.2%	29.0%			490	3.10	3.00	1.16	0.05	The avg. response is Agree		
		4-9 Years		68.2%	66.1%	84.1%				3.2%	12.7%	62.7%	21.4%			240	3.02	3.00	1.06	0.07	The avg. response is Agree		
		10-19 Years		68.6%	74.2%	80.7%				3.6%	15.7%	58.6%	22.1%			150	2.99	3.00	1.03	0.08	The avg. response is Agree		
		20 or more Years		81.1%	75.8%	79.3%				4.3%	16.3%	57.6%	21.7%			101	2.97	3.00	1.11	0.11	The avg. response is Agree		
		Certified, Non-Affiliated, Administration Staff		71.0%	70.9%	79.7%				4.3%	16.0%	54.8%	24.9%			301	3.16	3.00	1.19	0.07	The avg. response is Agree		
		Hourly Staff		72.2%	81.5%	91.3%				1.9%	6.8%	65.2%	26.1%			680	3.00	3.00	1.07	0.04	The avg. response is Agree		
	67	This school prioritizes and provides the materials, resources, and training necessary for me to support students' social, emotional, and behavioral needs.																					
		<b>All Respondents</b>	<b>68.2%</b>	<b>68.2%</b>	<b>74.4%</b>					<b>4.5%</b>	<b>21.0%</b>	<b>58.1%</b>	<b>16.4%</b>			<b>904</b>	<b>2.86</b>	<b>3.00</b>	<b>0.73</b>	<b>0.02</b>	The avg. response is Agree		
		Person of Color	66.7%	81.8%	80.0%					2.0%	18.0%	60.0%	20.0%			50	2.98	3.00	0.68	0.10	The avg. response is Agree		
		LGBTQ Staff		52.8%	70.0%					8.0%	22.0%	50.0%	20.0%			51	2.82	3.00	0.93	0.13	The avg. response is Agree		
		Female		67.9%	74.0%					3.7%	22.3%	57.5%	16.5%			759	2.87	3.00	1.03	0.04	The avg. response is Agree		
		Male		71.3%	82.3%					4.9%	12.8%	65.2%	17.1%			179	2.95	3.00	1.06	0.08	The avg. response is Agree		
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		62.9%	68.4%	70.9%				5.3%	23.8%	56.5%	14.4%			438	2.80	3.00	0.95	0.05	The avg. response is Agree		
		1-3 Years		68.3%	69.0%	74.2%				5.6%	20.3%	55.5%	18.7%			490	2.87	3.00	1.09	0.05	The avg. response is Agree		
		4-9 Years		63.9%	60.7%	72.0%				3.2%	24.8%	59.6%	12.4%			240	2.81	3.00	1.04	0.07	The avg. response is Agree		
		10-19 Years		73.6%	74.8%	75.2%				3.5%	21.3%	58.2%	17.0%			150	2.89	3.00	0.98	0.08	The avg. response is Agree		
		20 or more Years		69.8%	71.9%	80.2%				4.2%	15.6%	66.7%	13.5%			101	2.90	3.00	0.91	0.09	The avg. response is Agree		
		Certified, Non-Affiliated, Administration Staff		67.4%	66.4%	74.2%				4.5%	21.3%	58.3%	15.9%			301	2.88	3.00	1.24	0.07	The avg. response is Agree		
		Hourly Staff		67.8%	74.0%	75.0%				4.7%	20.3%	57.4%	17.6%			680	2.86	3.00	0.93	0.04	The avg. response is Agree		
68		This school places a priority on addressing students' mental health needs.																					
		<b>All Respondents</b>	<b>72.3%</b>	<b>72.6%</b>	<b>78.2%</b>					<b>5.0%</b>	<b>16.8%</b>	<b>58.4%</b>	<b>19.7%</b>			<b>876</b>	<b>2.93</b>	<b>3.00</b>	<b>0.75</b>	<b>0.03</b>	The avg. response is Agree		
		Person of Color	71.4%	82.2%	83.0%					2.1%	14.9%	61.7%	21.3%			50	3.02	3.00	0.98	0.14	The avg. response is Agree		
		LGBTQ Staff		72.2%	77.1%					12.5%	10.4%	54.2%	22.9%			51	2.88	3.00	1.12	0.16	The avg. response is Agree		
		Female		71.6%	77.7%					5.0%	17.3%	57.1%	20.6%			759	2.93	3.00	1.14	0.04	The avg. response is Agree		
		Male		77.2%	82.0%					3.1%	14.9%	64.0%	18.0%			179	2.97	3.00	1.10	0.08	The avg. response is Agree		
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		65.1%	71.3%	77.1%				6.4%	16.5%	59.0%	18.1%			438	2.89	3.00	1.14	0.05	The avg. response is Agree		
		1-3 Years		73.9%	75.7%	79.8%				4.9%	15.3%	57.9%	21.9%			490	2.97	3.00	1.20	0.05	The avg. response is Agree		
		4-9 Years		68.4%	67.0%	75.0%				5.0%	20.0%	59.1%	15.9%			240	2.86	3.00	1.06	0.07	The avg. response is Agree		
		10-19 Years		71.7%	73.6%	75.9%				6.6%	17.5%	55.5%	20.4%			150	2.90	3.00	1.12	0.09	The avg. response is Agree		
		20 or more Years		77.1%	72.2%	82.0%				3.4%	14.6%	64.0%	18.0%			101	2.97	3.00	1.16	0.12	The avg. response is Agree		
		Certified, Non-Affiliated, Administration Staff		72.2%	70.1%	75.6%				5.5%	18.9%	56.3%	19.3%			301	3.02	3.00	1.33	0.08	The avg. response is Agree		
		Hourly Staff		69.8%	80.3%	84.9%				3.7%	11.4%	64.1%	20.8%			680	2.89	3.00	1.05	0.04	The avg. response is Agree		
	69	This school places a priority on teaching students strategies to manage their stress levels.																					
		<b>All Respondents</b>	<b>67.4%</b>	<b>66.9%</b>	<b>75.9%</b>					<b>3.1%</b>	<b>21.0%</b>	<b>58.8%</b>	<b>17.2%</b>			<b>873</b>	<b>2.90</b>	<b>3.00</b>	<b>0.70</b>	<b>0.02</b>	The avg. response is Agree		
		Person of Color	76.2%	75.0%	87.0%					0.0%	13.0%	63.0%	23.9%			50	3.11	3.00	1.03	0.15	The avg. response is Agree		
		LGBTQ Staff		64.9%	68.9%					11.1%	20.0%	48.9%	20.0%			51	2.78	3.00	1.24	0.17	The avg. response is Agree		
		Female		66.4%	75.5%					2.8%	21.7%	56.9%	18.6%			759	2.91	3.00	1.12	0.04	The avg. response is Agree		
		Male		66.9%	78.9%					1.9%	19.3%	66.5%	12.4%			179	2.89	3.00	1.05	0.08	The avg. response is Agree		
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		64.2%	67.7%	75.1%				3.8%	21.2%	57.9%	17.1%			438	2.88	3.00	1.09	0.05	The avg. response is Agree		
		1-3 Years		64.8%	69.9%	78.6%				2.5%	18.9%	58.3%	20.3%			490	2.96	3.00	1.15	0.05	The avg. response is Agree		
		4-9 Years		70.3%	61.6%	75.1%				3.8%	21.1%	62.9%	12.2%			240	2.84	3.00	1.10	0.07	The avg. response is Agree		
		10-19 Years		65.0%	72.4%	70.1%				5.1%	24.8%	52.6%	17.5%			150	2.82	3.00	1.09	0.09	The avg. response is Agree		
		20 or more Years		72.6%	60.2%	74.2%				1.1%	24.7%	60.7%	13.5%			101	2.87	3.00	1.11	0.11	The avg. response is Agree		
		Certified, Non-Affiliated, Administration Staff		64.3%	63.6%	73.5%				3.5%	23.0%	57.0%	16.5%			301	2.99	3.00	1.29	0.07	The avg. response is Agree		
		Hourly Staff		71.9%	76.9%	82.2%				2.0%	15.8%	63.2%	19.0%			680	2.86	3.00	1.04	0.04	The avg. response is Agree		
<b>DISCIPLINE PRACTICES</b>																			<b>Mean</b>	<b>Median</b>	<b>Standard</b>	<b>Standard</b>	<b>Interpretation of the Mean</b>
		<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>Spark Line</b> <small>(not to scale)</small>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>														
70	Staff at this school/building are clearly informed about school policies and procedures.																						
		<b>All Respondents</b>	<b>75.7%</b>	<b>74.4%</b>	<b>84.8%</b>					<b>2.2%</b>	<b>13.0%</b>	<b>65.0%</b>	<b>19.8%</b>			<b>948</b>	<b>3.02</b>	<b>3.00</b>	<b>0.65</b>	<b>0.02</b>	The avg. response is Agree		
		Person of Color	66.7%	80.4%	80.9%					2.1%	17.0%	70.2%	10.6%			50	2.89	3.00	0.90	0.13	The avg. response is Agree		
		LGBTQ Staff		64.1%	80.0%					6.0%	14.0%	66.0%	14.0%			51	2.88	3.00	0.82	0.11	The avg. response is Agree		
		Female		73.1%	86.0%					1.4%	12.7%	66.5%	19.5%			759	3.04	3.00	0.81	0.03	The avg. response is Agree		
		Male		79.1%	83.9%					2.9%	13.2%	59.2%	24.7%			179	3.06	3.00	0.86	0.06	The avg. response is Agree		
		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		77.4%	76.5%	85.1%				2.4%	12.6%	67.8%	17.3%			438	3.00	3.00	0.84	0.04	The avg. response is Agree		
		1-3 Years		72.6%	70.8%	83.2%				2.5%	14.2%	64.1%	19.1%			490	3.00	3.00	0.87	0.04	The avg. response is Agree		
		4-9 Years		75.6%	76.5%	84.7%				2.6%	12.8%	68.1%	16.6%			240	2.99	3.00	0.76	0.05	The avg. response is Agree		
		10-19 Years		78.9%	78.5%	88.9%				1.4%	11.7%	63.4%	23.4%			150	3.09	3.00	0.84	0.07	The avg. response is Agree		
		20 or more Years		80.6%	77.4%	89.7%				1.0%	9.3%	63.9%	25.8%			101	3.14	3.00	0.86	0.09	The avg. response is Agree		
		Certified, Non-Affiliated, Administration Staff		73.4%	72.8%	84.8%				2.1%	13.1%	61.7%	22.1%			301	2.95	3.00	0.88	0.05	The avg. response is Agree		
		Hourly Staff		80.5%	78.8%	84.9%				2.5%	12.6%	72.6%	12.3%			680	3.06	3.00	0.81	0.03	The avg. response is Agree		

		2021-22	2022-23	2023-24	Spark Line (not to scale)	Strongly Disagree	Disagree	Agree	Strongly Agree			Mean (Scale: 1-4)	Median (Scale: 1-4)	Standard Deviation	Standard Error	Interpretation of the Mean	
Emps	20 or more Years	52.8%	56.6%	64.3%		7.1%	28.6%	48.0%	16.3%		101	2.73	3.00	0.93	0.09	The avg. response is Agree	
	Certified, Non-Affiliated, Administration Staff	64.5%	57.1%	64.6%		7.2%	28.2%	45.6%	19.0%		301	2.78	3.00	1.24	0.07	The avg. response is Agree	
	Hourly Staff	60.6%	64.6%	67.8%		9.2%	23.0%	48.7%	19.2%		680	2.76	3.00	1.04	0.04	The avg. response is Agree	
<b>73 School discipline is fair.</b>																	
Demographics	All Respondents	64.6%	59.1%	68.5%		7.7%	23.8%	50.3%	18.2%		869	2.79	3.00	0.83	0.03	The avg. response is Agree	
	Person of Color	58.3%	57.1%	67.4%		6.5%	26.1%	52.2%	15.2%		50	2.76	3.00	1.07	0.15	The avg. response is Agree	
	LGBTQ Staff	64.7%	47.8%			13.0%	39.1%	37.0%	10.9%		51	2.46	2.00	1.10	0.15	The avg. response is Disagree	
	Female	58.1%	67.6%			7.4%	25.1%	50.1%	17.4%		759	2.78	3.00	1.16	0.04	The avg. response is Agree	
	Male	63.4%	75.0%			6.4%	18.6%	52.6%	22.4%		179	2.91	3.00	1.24	0.09	The avg. response is Agree	
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	59.3%	60.3%	68.2%		7.6%	24.2%	49.5%	18.7%		438	2.79	3.00	1.14	0.05	The avg. response is Agree	
	1-3 Years	64.1%	60.2%	69.7%		7.2%	23.1%	49.2%	20.5%		490	2.83	3.00	1.22	0.06	The avg. response is Agree	
	4-9 Years	66.3%	57.1%	64.3%		9.4%	26.3%	53.5%	10.8%		240	2.66	3.00	1.13	0.07	The avg. response is Agree	
	10-19 Years	64.5%	58.5%	69.3%		7.3%	23.4%	46.0%	23.4%		150	2.85	3.00	1.15	0.09	The avg. response is Agree	
	20 or more Years	62.8%	60.0%	71.1%		6.7%	22.2%	54.4%	16.7%		101	2.81	3.00	1.15	0.11	The avg. response is Agree	
	Certified, Non-Affiliated, Administration Staff	64.7%	56.7%	68.4%		7.4%	24.2%	50.2%	18.1%		301	2.78	3.00	1.32	0.08	The avg. response is Agree	
	Hourly Staff	63.9%	66.1%	68.7%		8.5%	22.8%	50.4%	18.3%		680	2.79	3.00	1.10	0.04	The avg. response is Agree	
	<b>74 This school/building effectively handles student discipline and behavior problems.</b>																
	Demographics	All Respondents	52.1%	46.4%	59.9%		10.6%	29.5%	45.0%	14.9%		902	2.64	3.00	0.86	0.03	The avg. response is Agree
		Person of Color	50.0%	45.5%	63.8%		6.4%	29.8%	48.9%	14.9%		50	2.72	3.00	1.01	0.14	The avg. response is Agree
		LGBTQ Staff	41.7%	49.0%			14.3%	36.7%	38.8%	10.2%		51	2.45	2.00	0.98	0.14	The avg. response is Disagree
		Female	46.8%	60.4%			10.5%	29.1%	45.4%	15.0%		759	2.65	3.00	1.11	0.04	The avg. response is Agree
		Male	49.7%	60.7%			7.7%	31.5%	44.0%	16.7%		179	2.70	3.00	1.04	0.08	The avg. response is Agree
Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		47.5%	50.0%	60.3%		9.1%	30.5%	44.3%	16.0%		438	2.67	3.00	1.08	0.05	The avg. response is Agree	
1-3 Years		52.7%	48.8%	64.3%		10.1%	25.6%	47.3%	17.0%		490	2.71	3.00	1.13	0.05	The avg. response is Agree	
4-9 Years		53.6%	43.6%	55.7%		10.0%	34.2%	43.4%	12.3%		240	2.58	3.00	1.08	0.07	The avg. response is Agree	
10-19 Years		48.8%	46.5%	55.9%		11.2%	32.9%	42.0%	14.0%		150	2.59	3.00	1.01	0.08	The avg. response is Agree	
20 or more Years		52.3%	43.9%	54.3%		13.8%	31.9%	42.6%	11.7%		101	2.52	3.00	1.06	0.11	The avg. response is Agree	
Certified, Non-Affiliated, Administration Staff		51.0%	42.6%	59.5%		11.2%	29.3%	44.7%	14.8%		301	2.67	3.00	1.20	0.07	The avg. response is Agree	
Hourly Staff		53.2%	57.1%	60.8%		9.2%	30.0%	45.8%	15.0%		680	2.63	3.00	1.04	0.04	The avg. response is Agree	
<b>75 Staff at this school/building work together to ensure an orderly environment.</b>																	
Demographics		All Respondents	78.1%	77.6%	84.0%		3.3%	12.7%	62.1%	21.9%		951	3.03	3.00	0.69	0.02	The avg. response is Agree
		Person of Color	83.3%	76.6%	86.0%		2.0%	12.0%	70.0%	16.0%		50	3.00	3.00	0.61	0.09	The avg. response is Agree
		LGBTQ Staff	71.1%	81.6%			4.1%	14.3%	63.3%	18.4%		51	2.96	3.00	0.90	0.13	The avg. response is Agree
		Female	77.4%	84.4%			3.3%	12.3%	62.6%	21.8%		759	3.03	3.00	0.85	0.03	The avg. response is Agree
		Male	79.1%	85.1%			1.7%	13.2%	60.9%	24.1%		179	3.07	3.00	0.83	0.06	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	76.5%	78.0%	86.7%		2.9%	10.5%	65.3%	21.4%		438	3.05	3.00	0.87	0.04	The avg. response is Agree	
	1-3 Years	81.4%	80.2%	85.7%		2.7%	11.6%	61.3%	24.4%		490	3.07	3.00	0.84	0.04	The avg. response is Agree	
	4-9 Years	78.0%	78.6%	84.0%		3.0%	13.0%	66.2%	17.7%		240	2.99	3.00	0.86	0.06	The avg. response is Agree	
	10-19 Years	73.4%	72.9%	79.3%		6.2%	14.5%	57.9%	21.4%		150	2.94	3.00	0.93	0.08	The avg. response is Agree	
	20 or more Years	75.3%	72.5%	82.8%		2.0%	15.2%	62.6%	20.2%		101	3.01	3.00	0.79	0.08	The avg. response is Agree	
	Certified, Non-Affiliated, Administration Staff	78.8%	77.0%	83.5%		3.0%	13.5%	60.4%	23.1%		301	3.00	3.00	0.94	0.05	The avg. response is Agree	
	Hourly Staff	76.6%	79.1%	85.3%		3.9%	10.9%	66.3%	18.9%		680	3.04	3.00	0.81	0.03	The avg. response is Agree	
	<b>COMMUNICATION</b>																
	<b>76 There is a system in place for staff to find critical ECASD information.</b>																
	Demographics	All Respondents	83.0%	84.0%	91.5%		1.9%	6.5%	75.6%	15.9%		887	3.06	3.00	0.55	0.02	The avg. response is Agree
		Person of Color	81.8%	86.0%	95.6%		0.0%	4.4%	80.0%	15.6%		50	3.11	3.00	1.03	0.15	The avg. response is Agree
		LGBTQ Staff	80.6%	93.0%			0.0%	7.0%	76.7%	16.3%		51	3.09	3.00	1.22	0.17	The avg. response is Agree
		Female	85.0%	92.3%			1.5%	6.2%	76.3%	16.0%		759	3.07	3.00	1.02	0.04	The avg. response is Agree
Male		81.7%	90.2%			3.7%	6.1%	73.2%	17.1%		179	3.04	3.00	1.03	0.08	The avg. response is Agree	
Student Services (SPED, ELL, TAG, Migrant Educator, etc.)		84.1%	84.3%	92.4%		1.8%	5.9%	77.6%	14.8%		438	3.05	3.00	1.05	0.05	The avg. response is Agree	
1-3 Years		86.0%	83.7%	92.2%		1.4%	6.4%	72.5%	19.7%		490	3.11	3.00	1.10	0.05	The avg. response is Agree	
4-9 Years		84.6%	83.9%	91.4%		2.3%	6.3%	81.1%	10.4%		240	3.00	3.00	0.93	0.06	The avg. response is Agree	
10-19 Years		78.3%	88.6%	88.9%		2.2%	8.9%	73.3%	15.6%		150	3.02	3.00	1.06	0.09	The avg. response is Agree	
20 or more Years		77.9%	79.6%	92.5%		3.2%	4.3%	80.6%	11.8%		101	3.01	3.00	0.97	0.10	The avg. response is Agree	
Certified, Non-Affiliated, Administration Staff		81.9%	83.5%	90.9%		2.2%	6.9%	74.1%	16.8%		301	3.06	3.00	1.13	0.07	The avg. response is Agree	
Hourly Staff		85.0%	85.5%	93.1%		1.1%	5.7%	79.3%	13.8%		680	3.05	3.00	0.99	0.04	The avg. response is Agree	
<b>77 The District Update is an effective way to communicate with staff.</b>																	
Demographics		All Respondents	85.4%	80.8%	81.8%		3.4%	14.9%	69.0%	12.8%		948	2.91	3.00	0.64	0.02	The avg. response is Agree
		Person of Color	91.3%	88.9%	89.1%		2.2%	8.7%	73.9%	15.2%		50	3.02	3.00	1.00	0.14	The avg. response is Agree
		LGBTQ Staff	67.6%	71.4%			4.1%	24.5%	61.2%	10.2%		51	2.78	3.00	0.86	0.12	The avg. response is Agree
		Female	83.6%	83.2%			2.7%	14.1%	69.6%	13.6%		759	2.94	3.00	0.76	0.03	The avg. response is Agree
		Male	72.7%	78.0%			5.4%	16.7%	66.1%	11.9%		179	2.85	3.00	0.96	0.07	The avg. response is Agree
	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	87.5%	82.8%	84.0%		3.6%	12.4%	71.8%	12.2%		438	2.93	3.00	0.86	0.04	The avg. response is Agree	
	1-3 Years	87.1%	74.8%	79.0%		3.6%	17.3%	64.9%	14.1%		490	2.90	3.00	0.90	0.04	The avg. response is Agree	
	4-9 Years	87.1%	87.6%	81.8%		3.0%	15.3%	71.6%	10.2%		240	2.89	3.00	0.70	0.05	The avg. response is Agree	
	10-19 Years	83.3%	86.8%	89.7%		2.7%	7.5%	76.0%	13.7%		150	3.01	3.00	0.74	0.06	The avg. response is Agree	
	20 or more Years	80.0%	80.4%	82.8%		4.0%	13.1%	71.7%	11.1%		101	2.90	3.00	0.74	0.07	The avg. response is Agree	
	Certified, Non-Affiliated, Administration Staff	84.4%	80.3%	81.1%		3.6%	15.3%	67.9%	13.2%		301	2.92	3.00	0.93	0.05	The avg. response is Agree	
	Hourly Staff	87.8%	82.2%	83.3%		2.8%	13.9%	71.5%	11.7%		680	2.91	3.00	0.76	0.03	The avg. response is Agree	