



MISSION PROMISE  
COMUNIDAD PROMESA DE LA MISSION  
NEIGHBORHOOD

# 2014 TO 2016 MISSION PROMISE NEIGHBORHOOD SCHOOL CLIMATE SURVEY

UNDERSTANDING THE EXPERIENCES OF STUDENTS IN SAN FRANCISCO'S MISSION DISTRICT



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## 684

Middle school and high school students took part in 2016 in our third annual School Climate Survey, answering various questions ranging from school safety to internet access.

# UNDERSTANDING THE EXPERIENCES OF STUDENTS IN SAN FRANCISCO'S MISSION DISTRICT

Mission Promise Neighborhood (MPN) is a community initiative working to support Mission students and their parents from cradle to college to career. A fundamental aspect of MPN's work is to collect and analyze data to inform existing strategies and programs. The purpose of this survey is to understand how the Promise Neighborhood initiative impacts the experiences of students at MPN target schools. The survey also allows us to capture data on population-based indicators mandated by the United States Department of Education, essential to tracking the impact of the initiative at a national level over time. Some of these indicators include school safety, consumption of fruits and vegetables, exercise habits and internet access.

In April 2016, the third annual Mission Promise Neighborhood School Climate Survey was administered at Everett Middle School and John O'Connell High School. Administration of the survey was achieved with the collaboration of Family Success Coaches, teachers, principals and school staff. A total of 684 students responded to questions about their school environment, feelings of safety and connectedness, access to the Internet both at home and in school, and other issues related to their educational experience.

## SCHOOL POPULATION CHARACTERISTICS

	Everett MS (6-8)	John O'Connell HS (9-12)
Latino	56%	53%
English learner	36%	20%
Socio-economically disadvantaged	69%	64%
Total enrolled	533	319
Response rate	88%	69%

Source: SFUSD SARC 2015-16.

**74%**  
of Latino students report they feel good when they learn something new, even when it is hard.

**71%**  
of Latino students report they are learning good study skills and habits at school (64% non-Latino).

## PARTICIPANT CHARACTERISTICS AND RESPONDENT DESCRIPTION

	2014		2015		2016	
Everett MS	54%	377	57%	400	68%	467
O'Connell HS	46%	322	43%	299	32%	217
Total		699		699		684
<b>Grade</b>						
Sixth grade	--		20%		25%	168
Seventh grade	--		19%		22%	146
Eighth grade	--		16%		20%	134
Ninth grade	--		12%		8%	54
Tenth grade	--		9%		10%	67
Eleventh grade	--		13%		5%	34
Twelfth grade	--		7%		9%	58
<b>Gender</b>						
Male	--		51%		50%	321
Female	--		49%		51%	327
<b>Language</b>						
Spanish (all others English)	--		16%		16%	109
<b>Ethnicity</b>						
Latino	--		50%		49%	333
White	--		12%		14%	97
Asian	--		9%		10%	68
African American	--		8%		8%	56
Other*	--		3%		4%	25

\* Native Hawaiian, Pacific Islander, American Indian or Alaska Native.

In 2016, MPN school-based partners' work focused on three domains: Parent Education and Leadership Development (Parents for Public Schools, Mission Graduates and Making Connections); Extended Learning (Mission Graduates, Jamestown Community Center and Urban Services/YMCA); and Mental Health Consultation and Mental Health Services (Instituto Familiar de La Raza and UCSF HEARTS).

Additionally, MPN Family Success Coaches have been providing support to families at target schools and participating in school-led efforts.

## SAFETY AND CLIMATE

Students were asked to rate their agreement with a variety of statements about safety and climate at their school. The table below displays students who **agreed/strongly agreed** for each statement. While reports of school safety and positive climate have fallen for Everett Middle School over the years, John O'Connell has seen a rebound in most safety and climate items this past school year.

Combined school data (always in purple banner)	2014	2015	2016
School is a safe place	79%	60%	68%
I feel safe traveling to and from school	79%	73%	75%
I am learning good study skills and habits at school	74%	68%	67%
Teachers and staff at this school treat students with respect	77%	71%	72%
What I am learning at school is interesting and fun	60%	54%	50%
I feel good when I learn something new, even when it is hard	73%	68%	69%
I try hard to make sure that I do well at school	87%	83%	82%
I have friends that I can talk to at this school	93%	90%	89%

Everett MS	2014	2015	2016
School is a safe place	81%	71%	70%
I feel safe traveling to and from school	84%	81%	77%
I am learning good study skills and habits at school	83%	75%	69%
Teachers and staff at this school treat students with respect	81%	73%	73%
What I am learning at school is interesting and fun	70%	61%	51%
I feel good when I learn something new, even when it is hard	75%	71%	69%
I try hard to make sure that I do well at school	92%	87%	84%
I have friends that I can talk to at this school	97%	94%	92%



**70%**  
of boys say they do not feel safe when traveling to and from school compared to 3.7% of girls.

**55%**  
of girls say that cyber-bullying affects their feelings of safety at school, while only 31.5% of boys felt the same way.

John O'Connell HS	2014	2015	2016
School is a safe place	77%	45%	63%
I feel safe traveling to and from school	73%	64%	69%
I am learning good study skills and habits at school	63%	60%	63%
Teachers and staff at this school treat students with respect	73%	68%	68%
What I am learning at school is interesting and fun	47%	45%	47%
I feel good when I learn something new, even when it is hard	70%	66%	70%
I try hard to make sure that I do well at school	80%	77%	77%
I have friends that I can talk to at this school	90%	86%	84%

## BULLYING

Bullying was added to the survey in 2015. Student concern about bullying has held steady from 2015 to 2016.

	2015 Strongly Agree/Agree	2016 Strongly Agree/Agree
Bullying of myself or my peers affects my feelings about whether the school is a safe place for students	49%	51%
When I experience bullying or hear about it from my peers, I tell an adult at school	31%	29%
Cyber-bullying of myself or my peers affects my feelings about whether the school is a safe place for students	40%	39%

## SOCIAL SUPPORT

Students were asked to rate their agreement with a variety of statements about the support they receive from adults at their school. The table below displays students who agreed/strongly agreed for each statement. Differences were observed by school with Everett students generally feeling more positive about the support from adults at their school, particularly that there is an adult who makes sure that they are doing well and believes in their success. However, John O’Connell has seen great gains, with perception of adult support rebounding in 2016 past 2014 levels.

There is at least one adult at my school ...	2014	2015	2016
who makes sure I am doing well	76%	68%	73%
who I can talk to about my ideas	64%	56%	65%
who can help me with my problems	68%	60%	68%
who I can really count on	65%	61%	68%
who believes in me	73%	69%	74%

There is at least one adult at Everett MS ...	2014	2015	2016
who makes sure I am doing well	83%	72%	74%
who I can talk to about my ideas	67%	59%	65%
who can help me with my problems	75%	67%	70%
who I can really count on	73%	67%	69%
who believes in me	78%	73%	74%

There is at least one adult at John O'Connell HS ...	2014	2015	2016
who makes sure I am doing well	68%	61%	71%
who I can talk to about my ideas	61%	53%	63%
who can help me with my problems	60%	52%	63%
who I can really count on	56%	52%	67%
who believes in me	68%	64%	73%

## TRUANCY

School connectedness has been associated with school attendance. The more connected and engaged students are at school, the less likely they are to be absent or truant. Over the years, we see that fewer students are chronically absent, and a greater number never skipped or have only done so one or two times.

Since the beginning of the school year, how many times have you cut school?	2014	2015	2016
0 times	61%	67%	66%
1-2 times	12%	11%	15%
A few times	17%	12%	12%
Once a month	2%	3%	2%
Once a week	2%	2%	3%
More than once a week	6%	5%	3%

Since the beginning of the school year, how many times have you cut school at Everett MS?	2014	2015	2016
0 times	75%	77%	71%
1-2 times	10%	11%	15%
A few times	10%	6%	9%
Once a month	1%	2%	1%
Once a week	1%	2%	2%
More than once a week	4%	3%	2%

Since the beginning of the school year, how many times have you cut school at John O'Connell HS?	2014	2015	2016
0 times	45%	54%	55%
1-2 times	16%	12%	14%
A few times	24%	19%	18%
Once a month	3%	4%	4%
Once a week	4%	3%	4%
More than once a week	8%	8%	5%

**70%**  
 Girls say they have an adult at school they can talk to about their ideas (61% boys).

The rate of chronic absenteeism increases with grade, such that 12th-grade students have a higher rate (17%) than ninth-grade students (8%).

## SUPPORT FOR ACADEMICS AT HOME

We asked students if their parents talk to them about school or college. The majority of students reported that their parents care about their grades, think that attending college is important, and encourage them to pursue a college education.

Overall, more Everett students than O'Connell students reported having conversations with their parents about college. In addition, more middle school than high school students reported that graduating from high school and going to college was important to their parents.

	2014	2015	2016
For my parents, getting good grades is important	95%	93%	92%
For my parents, finishing high school is important	96%	94%	82%
For my parents, going to college after high school is important	90%	89%	86%
My parents talk to me about the importance of going to college	81%	79%	77%
I am confident that I will attend college	81%	78%	79%

**70%**

of Latino student say that they have an adult at school who believes in them.

**56%**

of Latino students think that what they are learning at school is interesting and fun (45% non-Latino).



Everett MS	2014	2015	2016
For my parents, getting good grades is important	97%	96%	94%
For my parents, finishing high school is important	96%	96%	95%
For my parents, going to college after high school is important	94%	92%	92%
My parents talk to me about the importance of going to college	83%	83%	80%
I am confident that I will attend college	86%	84%	82%

John O'Connell HS	2014	2015	2016
For my parents, getting good grades is important	92%	89%	89%
For my parents, finishing high school is important	95%	92%	86%
For my parents, going to college after high school is important	86%	84%	80%
My parents talk to me about the importance of going to college	77%	74%	69%
I am confident that I will attend college	76%	70%	73%

More Latino students have plans to work after graduating (73%) than non-Latino students (56%).

## COLLEGE AND CAREER PLANS

Students were asked about their plans after high school, if they plan on attending college and if they plan on working. There has been little change in the overall number of students who plan on attending college after school, both at the high school or middle school. High school and middle school students have similar plans after high school, but not for “no plans” and “work full time.”

	2014	2015	2016
Attend a four-year college full time	56%	49%	54%
Attend a two-year college or vocational/technical school full time	14%	12%	15%
Attend a four-year or two-year college	68%	68%	69%

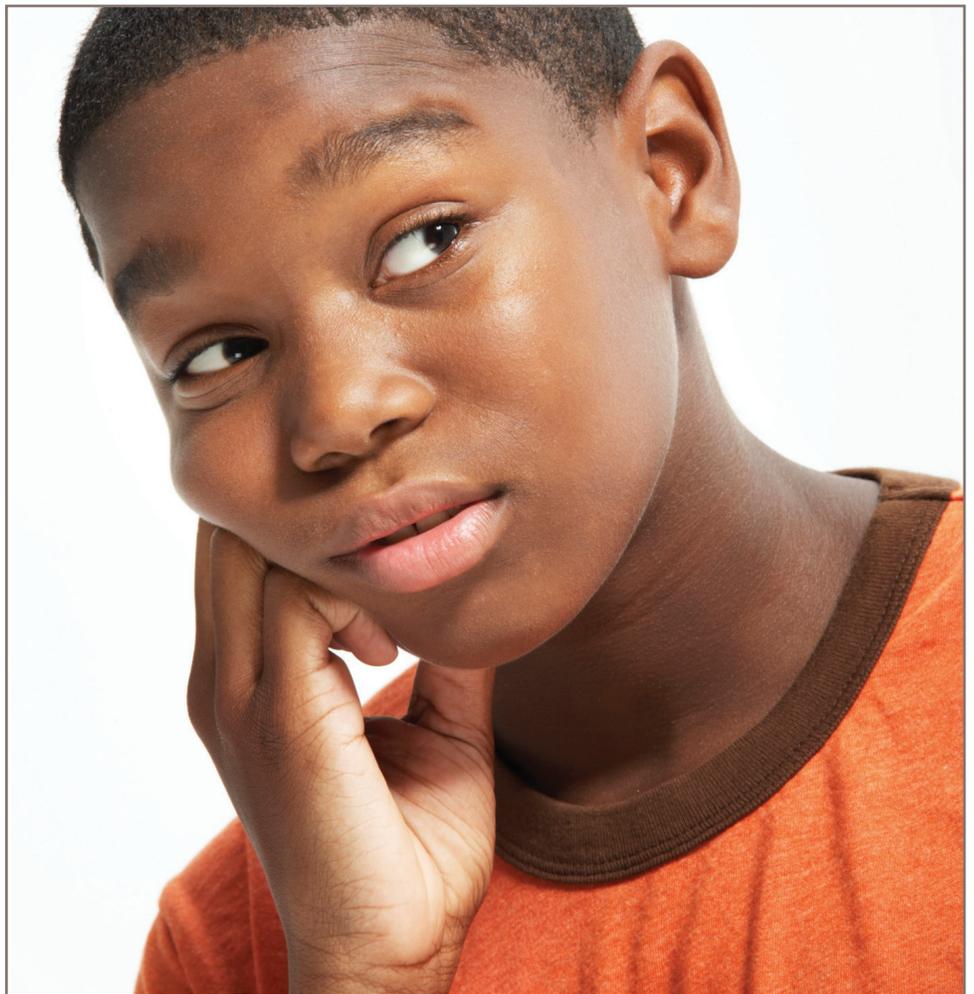
**83%**

of girls are confident they will go to college compared to 76% of boys.

There were no differences between boys and girls, Latino vs. Non-Latino students in their plans to go to a two- or four-year college full time.

**73%**

of students who plan on attending college, plan to work either full or part time while they study.



<b>Everett MS</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Attend a four-year college full time	54%	54%	54%
Attend a two-year college or vocational/technical school, apprenticeship	13%	11%	14%
Work and go to school	N/A	N/A	49%
Work full time	7%	7%	49%
Does not have plans after high school	23%	25%	26%

<b>John O'Connell HS</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Attend a four-year college full time	58%	47%	54%
Attend a two-year college or vocational/technical school, apprenticeship	16%	13%	17%
Work and go to school	N/A	22%	53%
Work full time	0%	5%	20%
Does not have plans after high school	10%	18%	7%

\*Note: In 2014 and 2015, college and career plans were asked as a single question, where students could select that they plan to a) attend a four-year college full time, b) attend two-year college full time, c) work full time or d) work full time and go to school. In 2016, these questions were disaggregated, so that students were asked one question about their academic plans and a second question about their employment plans.

More Latino students identified needing to help at home, not having the money to pay for school and level of English as barriers to college.



## BARRIERS TO ATTENDING COLLEGE

From a list of options, students were asked to identify factors that they felt may prevent them from attending college. Although it has gone down a bit from 2015, the cost of attending college is consistently identified as a barrier a majority of students across years and across schools.

	2015	2016
Not having enough money to pay for school	48%	39%
Not having worked hard in school	23%	26%
Not having enough information about how to apply	22%	17%
Not having attended a good high school	12%	11%
Needing to help at home	11%	14%
Not speaking English well	9%	11%

<b>Everett MS</b>	<b>2015</b>	<b>2016</b>
Not having enough money to pay for school	41%	34%
Not having worked hard in school	18%	25%
Not having enough information about how to apply	24%	18%
Not having attended a good high school	11%	10%
Needing to help at home	10%	14%
Not speaking English well	10%	12%

<b>John O'Connell HS</b>	<b>2015</b>	<b>2016</b>
Not having enough money to pay for school	58%	51%
Not having worked hard in school	30%	29%
Not having enough information about how to apply	19%	14%
Not having attended a good high school	13%	15%
Needing to help at home	13%	14%
Not speaking English well	9%	10%



## KNOWLEDGE ABOUT FACTORS INFLUENCING LIKELIHOOD OF COLLEGE ATTENDANCE

Students were presented with a predetermined set of factors associated with college eligibility and asked to rate each according to how important these factors were in determining their chances of attending the college of their choice. Overall, students felt that getting good grades was the most important determining factor, followed by a high score on the SAT/ACT, A-G requirements and a strong letter of recommendation. Fewer students placed emphasis on AP Courses and financial aid than the previous year.

	2015 Very/ somewhat likely	2015 Don't know/ never	2016 Very/ somewhat likely	2016 Don't know/ never
Completing A-G requirements	82%	16%	81%	17%
Taking AP courses	77%	13%	67%	25%
A high score on the SAT/ACT	82%	13%	83%	13%
Finding out about financial aid	76%	12%	67%	24%
Strong letters of recommendation	87%	7%	81%	14%
Volunteering/ extracurricular activities	82%	6%	68%	18%
Doing well in sports	70%	4%	52%	17%
Good grades	98%	1%	94%	4%

Everett MS	2015 Very/ somewhat likely	2015 Don't know/ never	2016 Very/ somewhat likely	2016 Don't know/ never
Completing A-G requirements	99%	1%	95%	4%
Taking AP courses	76%	21%	86%	13%
A high score on the SAT/ACT	73%	25%	78%	20%
Finding out about financial aid	74%	21%	68%	27%
Strong letters of recommendation	73%	17%	65%	27%
Volunteering/ extracurricular activities	84%	9%	81%	14%
Doing well in sports	82%	6%	71%	17%
Good grades	75%	5%	54%	17%

Latino students rely more on public transportation and walking to get to school than their non-Latino peers.

As students get older, they use more independent forms of getting to school, such as public transportation.



John O'Connell HS	2015 Very/ somewhat likely	2015 Don't know/ never	2016 Very/ somewhat likely	2016 Don't know/ never
Completing A-G requirements	97%	1%	92%	4%
Taking AP courses	98%	3%	76%	13%
A high score on the SAT/ACT	93%	3%	86%	10%
Finding out about financial aid	81%	3%	64%	21%
Strong letters of recommendation	81%	6%	73%	19%
Volunteering/ extracurricular activities	90%	5%	80%	12%
Doing well in sports	83%	5%	63%	19%
Good grades	64%	4%	46%	18%

## GETTING TO SCHOOL

In 2016, MPN for the first time asked how students travel to school because the length and safety of a student's commute can affect attendance. Most students take public transportation across both schools. More students in high school report walking than in middle school, and the percentage of students arriving by car decreases from middle to high school.

Everett MS	2016
Muni, BART or other public transportation	47%
Walk	12%
Car or other vehicle	39%
Bike or skateboard	2%

John O'Connell HS	2016
Muni, BART or other public transportation	47%
Walk	25%
Car or other vehicle	27%
Bike or Skateboard	2%



## INTERNET CONNECTION

Internet access at home and school is an important priority for MPN: the internet solution is to connect families to low-cost Internet and computing devices. At target schools, SFUSD policies provide devices and connectivity to students at school and professional development through MPN partners provides teachers support embedding technology in their curriculum. In the last 3 years we have seen a steady increase in internet access for students, particularly at home.

	2014	2015	2016
High-speed access at home (e.g., broadband, Comcast)	76%	84%	95%
Access at school	95%	91%	96%
Access both at school and at home	88%	86%	92%

Everett MS	2014	2015	2016
High-speed access at home (e.g., broadband, Comcast)	75%	86%	95%
Access at school	92%	86%	95%
Access both at school and at home	85%	81%	91%

John O’Connell HS	2014	2015	2016
High-speed access at home (e.g., broadband, Comcast)	77%	81%	94%
Access at school	99%	97%	99%
Access both at school and at home	93%	92%	94%



## INTERNET ACCESS AT HOME THROUGH A COMPUTING DEVICE

Questions about computing devices used to access the internet were also included because of the impact a home computer (desktop/laptop) has on student academics. Students were asked to select all the ways they have access to the internet at home in a typical week. Access to a home computer and access to a Wi-Fi enabled mobile device have remained at similar rates over the past three years; however, the rate of access through the use of a digital reader or tablet has increased by 12 percent since 2014. Across all years, most students typically access the internet through the use of a Wi-Fi enabled mobile device.

During a typical week, I have access to the internet at home through ...	2014	2015	2016
My home computer (desktop/laptop)	65%	61%	67%
Digital reader or tablet (iPad, kindle, other tablet)	40%	45%	52%
Wi-Fi or 3G/4G mobile device (smartphone)	75%	74%	78%

During a typical week, I have access to the internet at home through ... Everett MS	2014	2015	2016
My home computer (desktop/laptop)	60%	59%	67%
Digital reader or tablet (iPad, kindle, other tablet)	45%	51%	59%
Wi-Fi or 3G/4G mobile device (smartphone)	68%	74%	80%

During a typical week, I have access to the internet at home through ... John O'Connell HS	2014	2015	2016
My home computer (desktop/laptop)	71%	64%	68%
Digital reader or tablet (iPad, kindle, other tablet)	35%	37%	37%
Wi-Fi or 3G/4G mobile device (smartphone)	79%	74%	75%

## INTERNET ACCESS AT SCHOOL THROUGH A COMPUTING DEVICE

Students were asked about how they access the internet at school. We see an upward trend for all methods except for utilizing library computers. We particularly see an increasing use of computers in an academic class, which grew 12% since 2014. Use of smartphones also continues to grow; in 2015 and 2016, smartphones were the second-most-common method of internet access at school.

During a typical week, I have access to the internet at school ...	2014	2015	2016
During school computer lab or computer class	56%	52%	62%
During an academic class (not computer lab or class)	25%	28%	40%
Through school library computers/tablet	60%	45%	53%
Using my smartphone	45%	50%	56%

During a typical week, I have access to the internet at Everett MS ...	2014	2015	2016
During school computer lab or computer class	74%	46%	58%
During an academic class (not computer lab or class)	23%	27%	40%
Through school library computers/tablet	73%	34%	49%
Using my smartphone	62%	39%	49%



During a typical week, I have access to the internet at John O'Connell HS ...	2014	2015	2016
During school computer lab or computer class	74%	62%	70%
During an academic class (not computer lab or class)	23%	29%	41%
Through school library computers/tablet	73%	59%	62%
Using my smartphone	62%	63%	71%

## EXERCISE AND DIET

Students were surveyed about their exercise and eating habits. Since 2014, there has been a steady, but modest, increase in the number of students getting at least 60 minutes a day of exercise.

Exercised at least 60 minutes a day during the past week	2014	2015	2016
0 days	6%	10%	7%
1-2 days	22%	20%	18%
3-4 days	33%	28%	29%
5-6 days	22%	23%	25%
Exercises at least 60 minutes every day	17%	19%	22%

\*Note: 36.5 percent of students report eating five or more fruits and vegetables each day. Due to survey method error, we have data on diet only from 2016.

# MPN PARTNERS

MPN is a collective impact initiative. This means that partners work together through reinforced activities toward a common agenda. We have a shared measurement process that was developed on the Salesforce platform to collect individual and family information. We also share a referral tool to provide families with a seamless transition from one service to the next.

Partners come together regularly in action teams as well as quarterly learning meetings. We have created a data plan to monitor and review progress toward service and population-level results.

## EARLY LEARNING

Children’s Council of San Francisco  
Felton Institute: Family Service Agency of San Francisco  
First 5 San Francisco  
Good Samaritan Family Resource Center  
Mission Neighborhood Centers  
Mission Neighborhood Health Center  
Nurse Midwives of San Francisco General Hospital  
SFUSD Early Education Department  
Support for Families  
Tandem, Partners in Early Learning  
UCSF Infant-Parent Program

## K-12

Department of Children, Youth, and their Families  
Instituto Familiar de la Raza  
Jamestown Community Center  
Mission Graduates  
Parents for Public Schools  
San Francisco Office of Financial Empowerment  
San Francisco Office of the Mayor  
San Francisco Unified School District  
Seven Tepees  
Streetside Stories  
UCSF HEARTS Program

## HOUSING

Causa Justa :: Just Cause  
Council of Community Housing Organizations  
Mission Economic Development Agency

## FAMILY ECONOMIC SUCCESS

Mission Economic Development Agency  
San Francisco Department of Technology  
San Francisco Office of Economic and Workforce Development  
San Francisco Treasurer’s Office of Financial Empowerment  
United Way of the Bay Area

## UNIVERSAL

John W. Gardner Center  
La Raza Centro Legal  
Refugee Transitions  
San Francisco Department of Public Health

## MPN ADVISORY BOARD

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David Campos, *San Francisco District 9 Supervisor*

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# Supplemental Analyses by School

## Sub-Population Analyses and Trends

Everett Middle School & John O'Connell High School

### Everett Middle School

## Safety and Climate

Feelings of Safety and Respect have held steady since 2015, however there is an overall downtrend for most items across the three years.



### Differences by Gender

Very few differences in perception of safety and climate were observed by gender. The only significant difference was to the degree to which boys and girls agree/disagree that



teachers and staff treat students with respect. While an equal proportion of male and female students agree that teachers treat them with respect, more male students disagreed. Students who identified as neither male nor female reported less respect from teachers and staff.

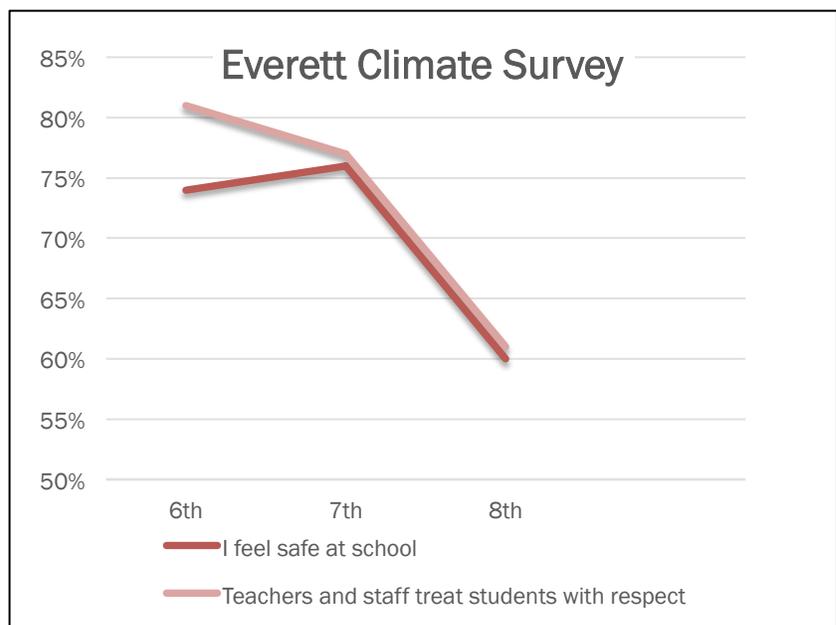
Teachers and staff treat students with respect			
	Female	Male	Did Not Specify (n=23)
Strongly Agree/Agree	75%	74%	52%
Neutral	22%	16%	30%
Disagree/Strongly Disagree	4%	11%	17%

### Differences by Race/Ethnicity

There were few differences by race or ethnicity, except for a few differences for Latino students. Latino students report feeling safer at school (74%) than their Non-Latino peers (68%). They also report that what they are learning is interesting and fun (59%) more than their Non-Latino peers (45%).

### Differences by Grade

Differences in perceptions of safety and climate were seen by grade for a number of items. Perceptions of school curriculum being interesting and fun varied by grade, such that 6<sup>th</sup> grade students agreed (57%) more than 8<sup>th</sup> grade students (36%).



# Bullying

## Differences by Gender

No differences were seen by gender, except for the degree to which cyber bullying impacts feelings of safety at school. Over half of female students and students who did not identify as male or female feel that cyber bullying impacts their feelings of safety at school.

Cyber bullying of self/peers affects feelings about whether the school is a safe place			
	Female	Male	Did Not Specify (n=23)
Strongly Agree/Agree	57%	34%	52%
Neutral	32%	42%	29%
Disagree/Strongly Disagree	11%	11%	19%

## Differences by Race/Ethnicity

No differences by race/ethnicity reach significance.

## Differences by Grade

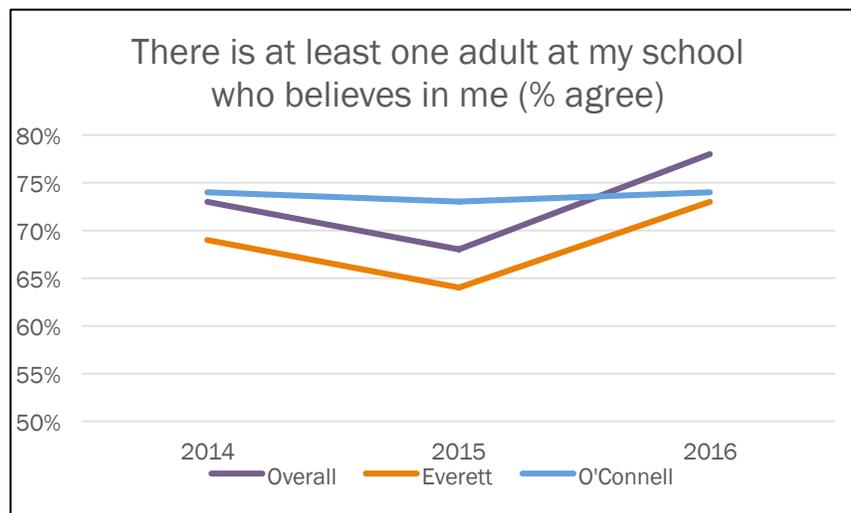
Younger students report feeling more impacted by bullying at school, and more 6<sup>th</sup> grade students report that they would tell an adult about bullying (50%) than 8th grade students (27%).

Bullying of myself or my peers affects my feelings about whether the school is a safe place for students			
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Strongly Agree/Agree	64%	62%	42%
Neutral	27%	27%	46%
Disagree/Strongly Disagree	9%	10%	11%



# Social Support

Feelings of social support at Everett have held relatively steady, and although many items decreased slightly in 2015, reports of social support have or are rebounding in 2016.



## Differences by Gender

No differences by gender reached significance.

## Differences by Race/Ethnicity

White students report slightly more support than their Non-White peers, with 70% saying that there is an adult at school that they can talk to about their ideas, versus 65% of Non-White students. 83% of White students said that they have an adult at school who believes in them, compared to 71% of Non-White peers. However, 90% of African American students say that they have someone at school who make sure they are doing well, as compared to 73% of their Non-African American peers.

## Differences by Grade

No differences by grade reached significance.



# Truancy Risk and Chronic Absenteeism\*

Truancy Risk was calculated as an aggregated measure of the number of times a student reported missing school. “Low Risk” is defined as 0-2 times a year, “At Risk” is defined as a few times-once per month, and “Chronically Absent” is defined as missing school or class at least once a week.

## Differences by Gender

Male and female students reported no difference in rates of chronic absenteeism (3% for both);

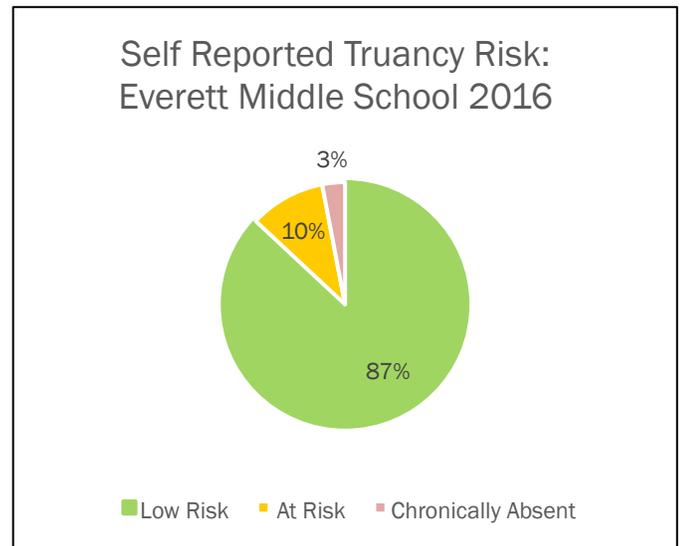
however, male students reported more at-risk absences than female students (12% and 7% respectively). Students who did not not identified as a male or female reported substantially higher rates of at-risk absences (60%).

## Differences by Race/Ethnicity

Asian students reported disproportionally high rates of chronic absenteeism (17%) compared to peers (2%). There no other significant differences by race/ethnicity.

## Differences by Grade

No significant differences were observed by grade.



\*Chronic Absenteeism is defined by SFUSD/CORE as students with an attendance rate of 90% or less. Students must have been enrolled a minimum of 45 days, excused and unexcused absences are included.



# Support for Academics at Home

Items on support for academics in the home have not had any significant increases or decreases.

### Differences by Gender

No significant differences were observed by gender.

### Differences by Race/Ethnicity

While similar proportions of Latino and Non-Latino students reported feeling confident that they will attend college, Latino students were more likely to report a lack of confidence. White students were significantly more likely to endorse feeling confident about going to college than Non-White students.

I am confident I will attend college				
	Latino	Non-Latino	White	Non-White
Strongly Agree/Agree	79%	85%	90%	80%
Neutral	15%	12%	9%	14%
Disagree/Strongly Disagree	7%	3%	1%	6%

Fewer Asian students report that good grades and graduating high school is important to their parents than Non-Asian peers (81% to 96%).

### Differences by Grade

No significant differences were observed by grade.

For my parents, getting good grades is important		
	Asian	Non-Asian
Strongly Agree/Agree	81%	95%
Neutral	14%	4%
Disagree/Strongly Disagree	5%	1%



# College and Career Plans

## Differences by Gender

No differences were observed by gender.

## Differences by Race/Ethnicity

While equal rates of Latino students and Non-Latino students reported not knowing their plans after high school, more Latino students reported planning to attend a two-year rather than a four-year college (19%) than Non-Latino peers (9%). Latino students were slightly less likely to report that they do **not** plan on attending college (2%) than Non-Latino peers (5%). On the other hand, White students were more likely to report plans to attend a four-year college (62%) than a 2-year college (2%) than Non-White peers (52% and 17% respectively). Latino students are more likely to have plans to work right after graduating from high school than their Non-Latino peers.

Plans to work right after graduating from high school		
	Latino	Non-Latino
Full Time	25%	15%
Part Time	49%	41%
No plans to work	3%	7%
Don't Know	24%	37%

## Differences by Grade

No differences were observed by grade.



# Factors Influencing College Attendance

## Differences by Gender

Very few differences were observed by gender. The only significant difference was the rate at which students identified volunteering and extra-curricular activities as important to helping them get to college. More female students (77%) than male students (64%) felt those two factors were important.

## Differences by Race/Ethnicity

Similarly, there were very few differences observed by race/ethnicity. The only difference observed was the rate at which students identified volunteering and extra-curricular activities as important to helping them get to college. More White students (81%) than Non-White students (68%) thought that volunteering and extra-curricular activities were important in helping them get into college.

## Differences by Grade

Very few differences were observed by grade. The only difference was related to knowledge and importance of financial aid to college attendance. Older students appear to be more knowledgeable about financial aid than younger students.

Finding out about financial aid			
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Important	57%	72%	67%
Not Important	9%	6%	11%
Don't Know	35%	22%	22%



# Barriers to College

## Differences by Gender

No differences were observed by gender.

## Differences by Race/Ethnicity

Differences by population among identified barriers to college were seen among Latino,

Percent of students who identified _____ as a barrier to attending college						
	Latino	Non-Latino	African American	Non-African American	White	Non-White
Not speaking English well	19%	5%	NS	NS	0%	14%
Not having worked hard enough in school	28%	20%	40%	22%	10%	27%
Not having enough money to pay for school	41%	26%	NS	NS	20%	36%
Needing to help at home	18%	10%	27%	13%	3%	16%

African American and White students.

\*NS: Not Significant

## Differences by Grade

More 8<sup>th</sup> grade students identify not having enough money to pay for college as a barrier to attending (35% compared to 26%).



# Internet Access at School and at home

## Differences by Gender

No differences observed by gender.

## Differences by Race/Ethnicity

Fewer Latino students report being able to access the internet through a desktop/laptop computer at home (50%) as compared to Non-Latino peers (77%). More (91%) White students report accessing the internet through a computer than Non-White peers (58%). There were no differences in students' access to the internet through a Wi-Fi enabled device except for White students. 87% of White students reported accessing the internet with through a smartphone, compared to 74% of Non-White students. 100% of White students report having internet access at home, while 94% of Non-White students reported having access at home. White students are more likely to report having high-speed internet (i.e. broadband, DSL) at home (90%) than Non-White students (74%). There were no differences in internet access at school by race/ethnicity.

## Differences by Grade

There were no differences by grade, except that a higher percentage of older students reported using a smartphone at home than younger students – 83% of 8<sup>th</sup> graders report using a smartphone to get online at home, compared to 69% of 6<sup>th</sup> grade students.

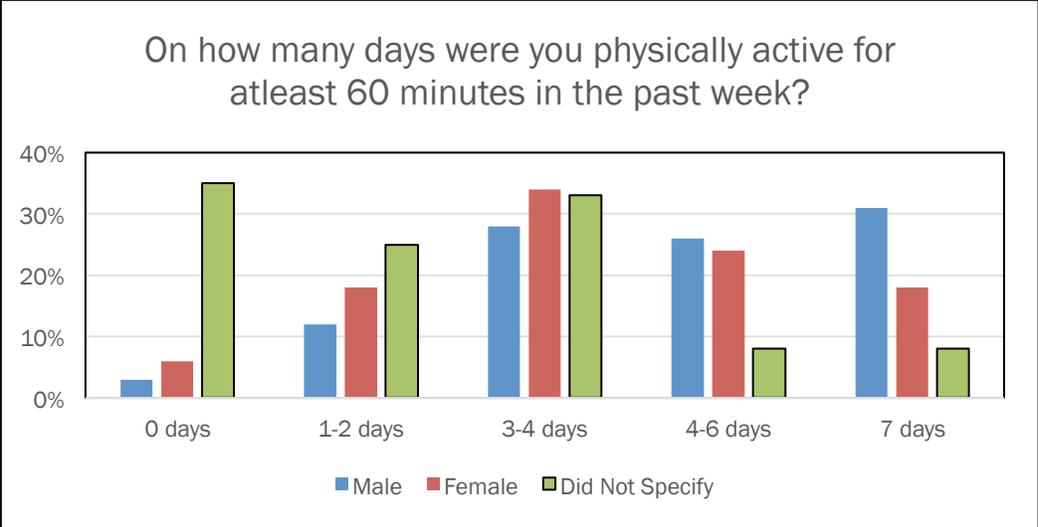
There were significant differences in the rates of internet access at school by grade. Sixth grade students report the lowest access (92%), compared to 7<sup>th</sup> grade students (99%) and 8<sup>th</sup> grade students (96%).



# Physical Activity and Diet

## Differences by Gender

Male students report more physical activity than female students.



## Differences by Race/Ethnicity

More White students report being physically active for at least 60 minutes at least 5 days a week (58%) than Non-White peers (46%). Many significant differences were seen by race/ethnicity for diet and consumption of fruits and vegetables.

Percent of students who eat/drink _____ at least one time per day				
	Latino	African American	White	Asian
Juice	28%	33%	9%	28%
Fruit	42%	13%	67%	51%
Green Salad	21%	31%	25%	19%
Other Vegetables	31%	40%	61%	35%



Percent of students who have not eaten _____ in the last week				
	Latino	African American	White	Asian
Juice	18%	40%	44%	25%
Fruit	5%	13%	2%	16%
Green Salad	39%	38%	25%	32%
Other Vegetables	14%	23%	6%	14%

### Differences by Grade

Younger students report lower rates of vegetable consumption, with 19% of 6<sup>th</sup> graders reporting they did not eat vegetables (besides carrots, green salad and potatoes) in the past week, versus 10% of 8<sup>th</sup> grade students.



# Housing Insecurity

Due to demographic changes, gentrification and displacement, housing insecurity is an increasing concern in the Mission District, and is considered to be at crisis-levels for some communities. Students were asked two questions: 1) if their families had moved in the past 12 months, and 2) how many times in the past year. Students who have moved more than one time in the past 12 months are considered “Housing Insecure.” 16% of students at Everett Middle School are considered Housing Insecure for this analyses.

### Differences by Gender and Grade

No differences were observed by gender or grade.

Rates of Housing Insecurity by Race/Ethnicity					
Latino	Non-Latino	African American	Non-African American	White	Non-White
20%	12%	35%	14%	6%	18%

### Differences by Race/Ethnicity

Latino students have a statistically higher rate of housing insecurity than their Non-Latino peers, as do African American students. White students have a statistically lower rate of housing instability than Non-White peers. No significant differences were seen for other racial/ethnic groups.

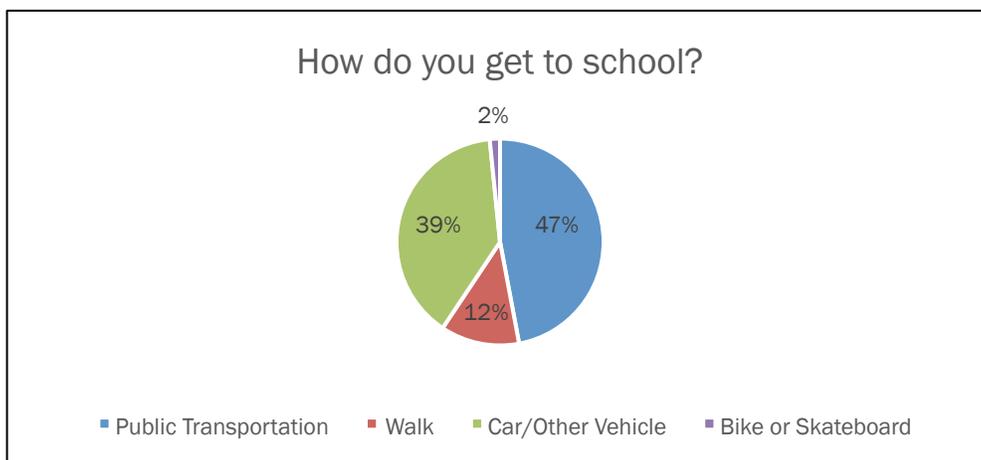
### Implications for Housing Insecurity

Housing insecurity is related to rates of chronic absenteeism, such that students living with housing insecurity have higher rates of at-risk absences (18% compared to 9%) and are more chronically absent (7% compared to 3%). These students also have lower rates of access to internet at home (92%) compared to 96%, however this did not reach statistical significance.



# Traveling to School

Most students take public transportation or are driven to school in a car or another vehicle.



## Differences by Gender & Grade

No differences observed by gender or grade.

## Differences by Race/Ethnicity

White students are driven to school in a car or other vehicle (49%) more often than Non-White students (37%) and on public transportation less (31% vs 51%). More White students report walking to school (19%) than Non-White peers (11%).

Truancy Risk and Transportation to School			
	Low Risk	At Risk	Chronically Absent
Public Transportation	48%	43%	33%
Walk	12%	11%	33%
Car or Other Vehicle	39%	46%	20%
Bike or Skateboard	1%	0%	13%

## Implications for Traveling to School

Students who walk self-report higher rates of chronic absenteeism than those who do not. Students who take public transportation or are driven to school have the lowest risk for truancy. The method of transportation to school did not appear to impact students' sense of safety while traveling to and from school.



# John O'Connell High School

## Safety and Climate

### Differences by Gender & Race/Ethnicity

No differences were observed by gender or race/ethnicity.

Teachers and staff at this school treat students with respect				
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Strongly Agree/Agree	56%	54%	65%	76%
Neutral	32%	22%	35%	20%
Disagree/Strongly Disagree	13%	4%	0%	3%

### Differences by Grade

Perception that teachers and staff treat students with respect varies by grade such that older students perceive higher rates of respect from teachers and staff than younger students. Students also report feeling safer traveling to and from school as they go up through the grades.



# Bullying

## Differences by Gender

51% of female students reported that cyber bullying of self/peers impacts their feelings about safety as school, compared to 25% of male students.

## Differences by Race/Ethnicity

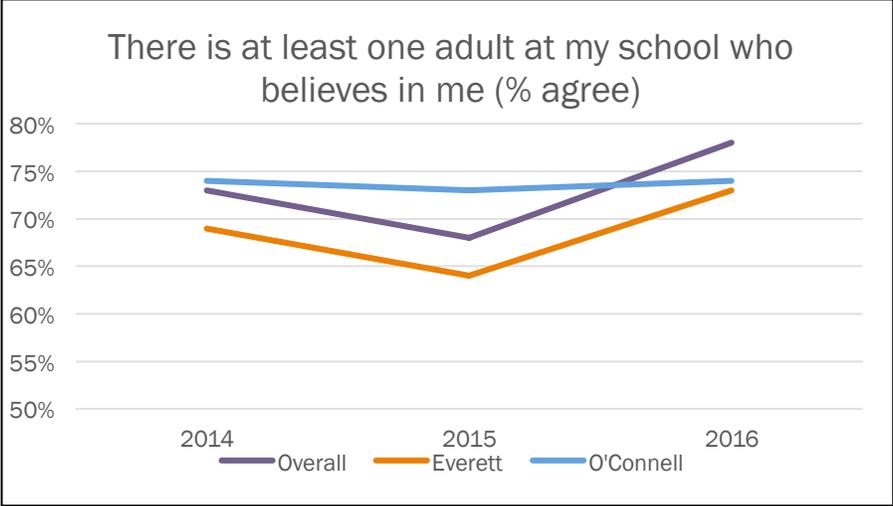
Latino students reported that bullying of self/peers has less of an impact of their sense of safety at school compared to their Non-Latino peers. 42% of Latino students reported that it impacted them (compared to 61% of Non-Latino peers), and 14% said that it had no impact on their sense of safety (compared to 10% of Non-Latino peers).

## Differences by Grade

No differences were observed by grade.



# Social Support



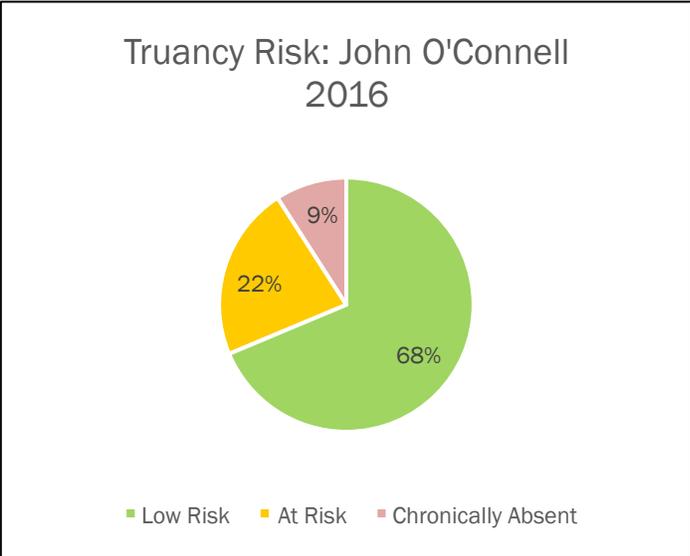
### Differences by gender

More female students (72%) than male students (55%) report that they have an adult at school that they can talk to about their ideas.

### Differences by Race/Ethnicity & Grade

No differences were observed by race/ethnicity or grade.

# Truancy Risk and Chronic Absenteeism\*



Truancy Risk was calculated as an aggregated measure of the number of times a student reported missing school. “Low Risk” is defined as 0-2 times per year, “At Risk” is defined as a few times-once per month, and “Chronically Absent” is defined as missing school or class at least once per week.



### Differences by Gender

Male students have a higher rate of chronic absenteeism than female students, however female students demonstrate more at-risk absences.

Truancy Risk		
	Female	Male
Low Risk	65%	72%
At Risk	28%	18%
Chronically Absent	8%	10%

### Differences by Race/Ethnicity

Latino students reported lower rates of chronic absenteeism (7%) than peers (13%); however, this approached but did not reach statistical significance.

### Differences by Grade

Chronic absenteeism across grades approaches, but does not reach significance. The rate of chronic absenteeism increases with grade, such that 12<sup>th</sup> grade students have a higher rate (17%) than 9<sup>th</sup> grade students (8%). 10<sup>th</sup> grade students report more at-risk absences (28%) compared to versus 19% for 6<sup>th</sup> grade and 17% for 12<sup>th</sup> grade.

\*Chronic Absenteeism is defined by SFUSD/CORE as students with an attendance rate of 90% or less. Students must have been enrolled a minimum of 45 days, excused and unexcused absences are included.



# Support for Academics at Home

I am confident I will attend college			
	Female	Male	Did Not Specify (n=9)
Strongly Agree/Agree	79%	70%	44%
Neutral	17%	27%	11%
Disagree/Strongly Disagree	3%	5%	44%

## Differences by Gender

Female students reported higher levels of confidence and stronger parental expectations than male students. 93% of female students say that finishing high school is important to their parents, while 81% of male students agree. 91% of female students say that going to college is important to their parents, while 68% of male students agree.

For my parents, getting good grades in school is important			
	Female	Male	Did Not Specify (n=9)
Strongly Agree/Agree	94%	85%	77%
Neutral	4%	14%	0%
Disagree/Strongly Disagree	2%	1%	22%



### Differences by Race/Ethnicity

69% of Non-White students reported that their parents talk with them about the importance of going to college, while 57% of White students report the same. Higher rates of confidence about attending college are seen among Latino students (77%) versus their Non-Latino peers (67%), and less than 2% of Latino students report that they do **not** feel confident, versus 12% Non-Latino students.

For my parents, finishing high school is important		
	White	Non-White
Strongly Agree/Agree	71%	86%
Neutral	14%	12%
Disagree/Strongly Disagree	14%	2%

### Differences by Grade

No differences were observed by grade.



# College and Career Plans

## Differences by Gender

No differences were seen by gender except for plans for college following high school. More female students plan to attend a four-year college than male students.

What do you plan to do right after graduating high school?			
	Female	Male	Did Not Specify (n=8)
Plan to attend 4-year college full time	63%	48%	25%
Plan to attend 2-year college full time	15%	20%	0%
Technical / Vocational School / Apprenticeship	1%	0%	0%
I do not plan to attend college right after High school	5%	7%	25%
I don't know	16%	25%	50%

## Differences by Race/Ethnicity

No differences were observed in students' plans to attend college by race/ethnicity; however, differences were seen in students' plans to work following high school. Latino students report more plans to work full or part time than Non-Latino peers, and Asian students report fewer plans to work than Non-Asian peers.

Plans to work right after graduating from high school					
	Latino	Non-Latino		Asian	Non-Asian
Full Time	24%	18%		9%	22%
Part Time	51%	39%		32%	48%
No	2%	13%		9%	6%
Don't Know	26%	31%		48%	24%



## Differences by Grade

Differences observed by grade indicate that students' plans for school solidify as they get closer to graduation.

What do you plan to do right after graduating high school?				
	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Plan to attend four-year college full time	54%	60%	50%	51%
Plan to attend two-year college full time	10%	14%	3%	35%
Technical / Vocational School / Apprenticeship	2%	0%	0%	0%
I do not plan to attend college right after high school	10%	6%	13%	2%
I don't know	25%	20%	34%	12%



# Factors Influencing College Attendance

## Differences by Gender

More female students than male students find a variety of factors important for college.

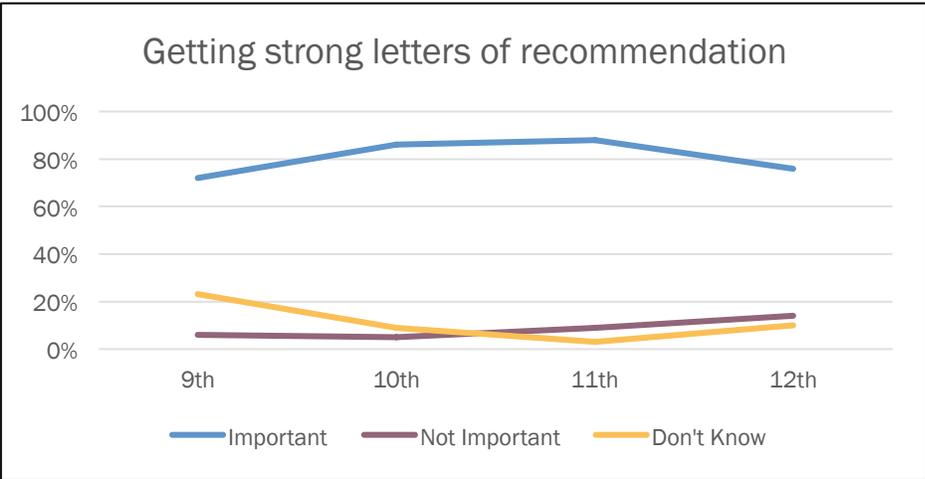
## Differences by Race/Ethnicity

More Latino students (91%) than Non-Latino (81%) students report that completing A-G requirements is important to attending college. No other differences are observed by race/ethnicity.

## Differences by Grade

There was a significant increase in the importance of “finding out about financial aid” between 9<sup>th</sup> and 12<sup>th</sup> grade with 55% of 9<sup>th</sup> graders identifying financial aid as important as compared to 81% of 12<sup>th</sup> graders. Differences were also seen by grade in the importance of “Getting Strong Letters of Recommendation”, such that 10<sup>th</sup> and 11<sup>th</sup> grade students find it most important, and 12<sup>th</sup> grade students find them least important.

Importance for College Attendance		
	Male	Female
Taking AP Courses	55%	76%
Completing A-G Requirements	83%	94%
Volunteering/Extra Curricular activities	52%	76%
Finding out about financial aid	65%	84%
Letters of Recommendation	72%	91%
Getting a high score on SAT/ACT	68%	85%



# Barriers to College

## Differences by Gender

More female students identified not having enough money for college as a barrier than male students (64% to 35%), and also identified needing to help at home as a barrier to attending college (19% compared to 8% of male students).

## Differences by Race/Ethnicity

Percentage of students who identified _____ as a barrier to attending college						
	Latino	Non-Latino	African American	Non-African American	White	Non-White
Not having enough money for college	53%	41%	NS	NS	NS	NS
Not having worked hard enough in school	31%	21%	NS	NS	NS	NS
Not having gone to a good high school	10%	19%	NS	NS	57%	12%
Needing to help at home	17%	8%	0%	15%	NS	NS

Most differences in rates of identified barriers were seen for Latino students.

\*NS : Not Significant

## Differences by Grade

More 10<sup>th</sup> grade students identified “Not Speaking English well” (17%) than any other grade (compared to 9% of 9<sup>th</sup> grade students and 3% of both 11<sup>th</sup> and 12<sup>th</sup> grade students). The identification of “Not having enough money to pay for college” as a barrier increased across the grades such that 30% of 9<sup>th</sup> graders identified this as a barrier, compared to 64% of 12<sup>th</sup> graders.



# Internet Access at Home and School

## Differences by Gender

78% of female students report accessing the internet at home through a laptop or desktop, compared to 57% of male students. No other differences were observed by gender.

## Differences by Race/Ethnicity

African American students report lower rates of using laptop/desktop to get online at home (46%) than Non-African American students (68%). There was no difference for Latino, White or Asian students.

Latino students report using a smartphone to get online (78%) more so than their peers (66%). African American students report lower rates of internet connectivity, reporting using a smart phone less than their peers (46% compared to 76%) combined with lower rates of internet access at home (84% compared to 96%). No other differences were observed for White, Latino or Asian students.

## Differences by Grade

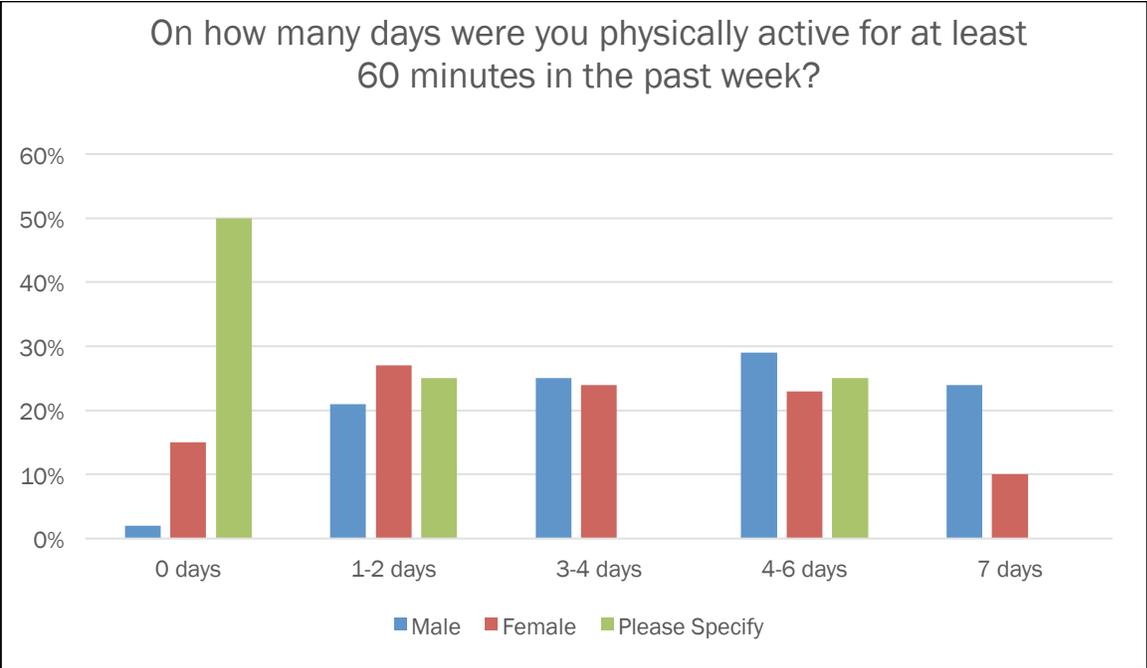
No differences were observed by grade.



# Physical Activity & Diet

## Differences by Gender

More female students (15%) report getting no physical activity in the past week than male (2%), and more male students report getting seven days of exercise (24%) than female (10%). More male students report that they did not eat green salad in the past week (47%) than female students (31%) or other vegetables, at 25% and 10% respectively.



## Differences by Race/Ethnicity

The only differences in physical activity and diet were observed among Asian students. More Asian students report exercising at least 5 days a week (50%) than Non-Asian peers (41%), and 47% reported eating vegetables (other than carrots, potatoes or green salad) at least daily compared to 24% for Non-Asian peers.

## Differences by Grade

No differences were observed by grade.



# Housing Insecurity

Due to demographic changes, gentrification and displacement, housing insecurity is an increasing concern in the Mission District, and is considered to be at crisis-levels for some communities. Students were asked two questions: 1) If their families have moved in the past 12 months, and 2) how many times in the past year. Students who have moved more than one time in the past 12 months are considered “Housing Insecure.” 22% of John O’Connell students reported having moved more than one time in the past 12 months. Students with housing insecurity were not different from peers in Truancy Risk, nor were they different in access to internet at home.

## Differences by Gender

No differences observed by gender.

## Differences by Race/Ethnicity

No differences observed for Latino students, African American students or White students. Asian students had significantly lower rates of housing insecurity (10% to 25%) than Non-Asian peers.

## Differences by Grade

No differences observed by grade.



# Traveling to and from School

## Differences by Gender

Male students walk to school more than girls (32% and 19%) and female students arrive at school by car more than male students (34% and 21%).

## Differences by Race/Ethnicity

More Latino students report walking to school (33%) than their peers (13%), and fewer travel to school by car (23% and 34% respectively).

## Differences by Grade

No differences were observed by grade.

## Implications

There were no differences in truancy risk, or feelings of safety traveling to and from school based on students' method of transportation.

