

2017-2018 SCHOOL CLIMATE SURVEY ANALYSIS

Prepared for Laguna Beach Unified School District

May 2018



In the following report, Hanover Research presents results of the 2017-2018 School Climate Survey administered to students, parents, and school staff affiliated with Laguna Beach Unified School District.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research presents findings from an analysis of the 2017-2018 School Climate Survey, administered on behalf of Laguna Beach Unified School District (LBUSD). The survey gauges responding parents', students', and school staff members' perceptions of support for diversity, student-staff relationships, staff support, and student engagement within their school. The analysis reflects responses from 1,668 students, 404 parents, and 219 school staff affiliated with LBUSD schools.

In addition to presenting overall results, Hanover compares responses by respondent role, 2) by race, and by school. In this report, the **Key Findings** section highlights major trends from the survey results at the aggregate level and across segmentations whenever applicable, while the **Supporting Figures** section presents charts and figures displaying results for each survey question.

An accompanying data supplement presents results for all closed-ended questions and reproduces open-ended responses verbatim. Please note that sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., staff only), and we exclude "Don't Know" responses to ensure meaningful interpretation of key survey trends.

RECOMMENDATIONS

- **LBUSD may benefit from implementing a culturally-sensitive anti-bullying program.** Stakeholders feel that bullying is a cause for concern in the schools, and American Indian/Alaska Native and Black/African American students experience the most harassment. Respondents indicate that the current approach that LBUSD is taking in regards to bullying can be improved. Specifically, Hanover could conduct a best practices report on implementing an anti-bullying program or conduct a benchmarking study of how districts similar to LBUSD manage bullying in schools.
- **LBUSD should investigate what additional professional development would be most helpful for staff to support them in addressing student bullying.** A minority of staff report that they have sufficient or quality professional development to help them address bullying. Follow-up research such as a targeted survey or focus groups could shed light on what specific resources teachers feel would be most helpful to them in addressing student bullying.
- **LBUSD should further investigate how to better prepare students for life after high school.** In a new question added to this year's survey, about half of students agree that teachers at their school prepare them for life after high school. Follow-up research such as in-depth interviews or focus groups could provide additional insight regarding student perceptions of preparedness.

KEY FINDINGS

SUPPORT FOR DIVERSITY

- **Nearly half (46%) of students report that they experienced direct bullying or harassment on campus at least once this school year.** In addition, 26 percent report that they experienced cyberbullying from students at their school at least once this school year. Students report that they are most likely to be harassed based on their physical appearance.
- **There are stakeholder differences in reports of bullying.** Fifty-six percent of parents/guardians, 48 percent of students, and 39 percent of staff agree or strongly agree that bullying is a problem at their school (Figure 1.8). Further, fewer parents/guardians (27%) and students (29%) feel that students are very or completely comfortable reporting bullying to adults at school in comparison to school staff (42%) (Figure 1.13).
- **School staff are more likely to agree that their school takes measures to address bullying, compared to parents/guardians and students.** Gaps range from six percent to 37 percent for the item, “Teachers praise or reward students who show respectful behaviors” (91% staff, 54% students) (Figure 1.19).
- **Minority students report experiencing the most harassment.** Thirteen percent of American Indian/Alaska Native students report experiencing direct bullying or harassment on campus seven or more times within the current school year (Figure 1.10), and they are the racial/ethnic group with the largest percentage of students reporting that many incidents. They also comprise the racial/ethnic group with the smallest percent (13%) of students to feel very or completely comfortable reporting bullying to adults at their school (Figure 1.14). Similarly, in comparison to all other racial/ethnic groups, a larger percent of Black/African American students (ranging from 6 to 15%) report that students at their school always or often experience harassment based on all of the physical, personal, and social characteristics assessed in the survey (Figure 1.3).
 - Black/African American students are the least likely to agree or strongly agree that at their school, students with diverse backgrounds: fit in (57%), are respected by other students (58%), have adults that they can turn to for emotional support (61%) or guidance (69%), are treated fairly by staff (63%), and are safe (67%) (Figure 1.6).
 - Twenty-two percent of Black/African American students report that they would not feel comfortable talking about bullying to any adults at school listed in the survey, the group with the largest percentage to report this (Figure 1.17).
 - Fewer Black/African American students report feeling comfortable reporting bullying to each school adult listed in the survey compared to other groups (ranging from 2% to 49%) (Figure 1.17).

STUDENT RELATIONSHIPS WITH STAFF

- **Staff have more positive impressions of their relationships with students than do parents/guardians and students.** Larger percentages of staff agree or strongly agree with all but one of the items assessing positive student relationships than do parents/guardians and students, with gaps ranging from 12 percent to 39 percent (Figure 1.22). Overall, four in ten respondents report that students are very or extremely comfortable talking to staff about their social and emotional concerns (Figure 1.21).
- **About half of students respond to survey items in ways that suggest an environment of personalized and student-centered learning.** Student respondents agree or strongly agree that teachers at their school: make efforts to get to know them personally (42%), know how they learn best (44%), give them a say in the learning activities that they work on (47%), listen to their suggestions and recommendations (51%), and prepare them for life after high school (51%) (Figure 1.23).

SUPPORT FOR STAFF

- **Around half of staff agree or strongly agree that their school provides sufficient and quality professional development to help them address student bullying.** A majority (58%) of staff indicate that outside speakers are available to help them address bullying; less than half of staff indicate that other resources or supports are available (Figure 1.26).

STUDENT ENGAGEMENT

- **Approximately half of all respondents agree or strongly agree that students like going to school.** In particular, 35 percent of students report that they like going to school (Figure 1.28). Moreover, 50 percent of students agree or strongly agree that they enjoy learning, and a little over half (53%) say they are motivated to learn (Figure 1.28).
 - Gaps exist between staff and the other two stakeholder groups on most measures of student engagement, with higher percentages of staff generally agreeing. These differences range between 2 percent and 51 percent (Figure 1.28).

SUPPORTING FIGURES

SUPPORT FOR DIVERSITY

Figure 1.1: Thinking about the current school year, how often have you/your child experienced harassment at school based on your/their...

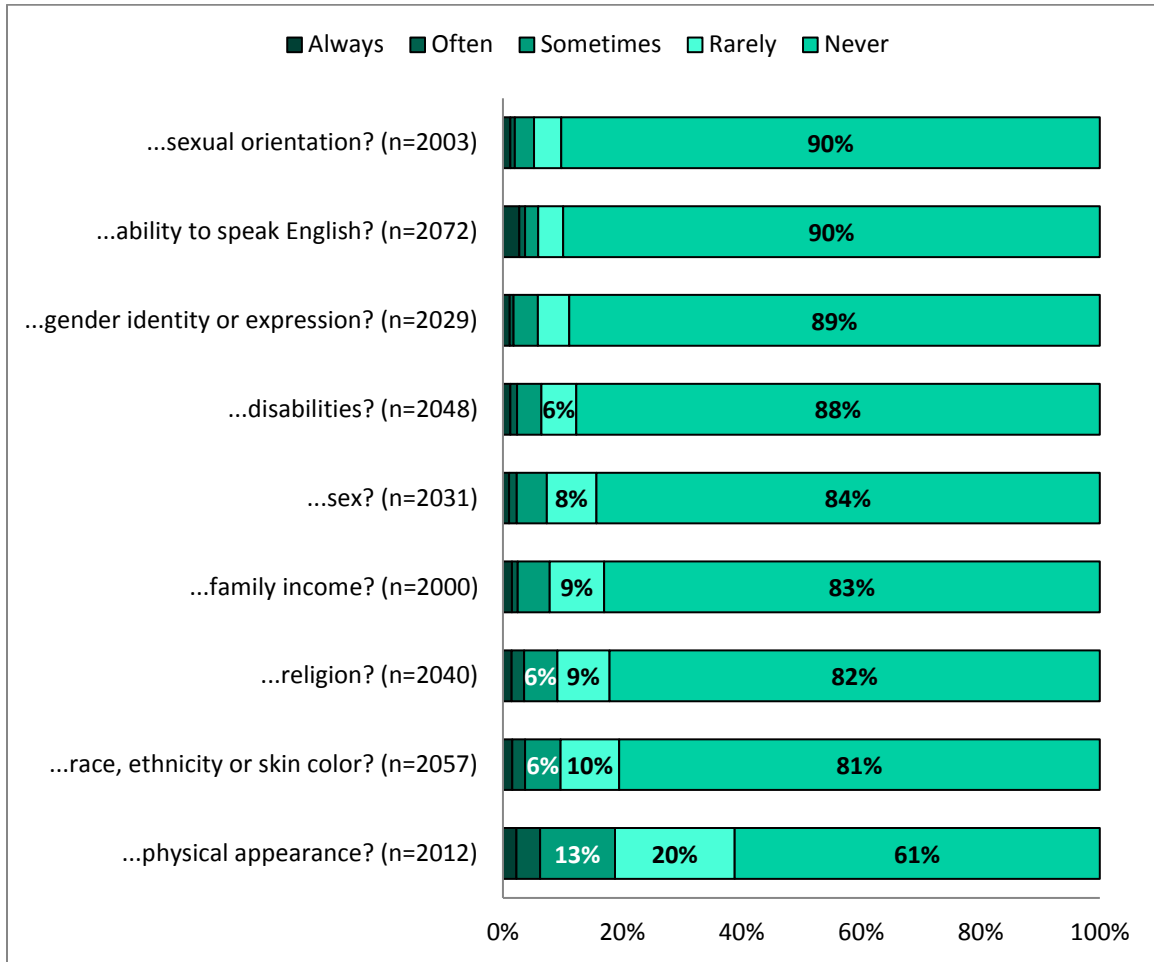
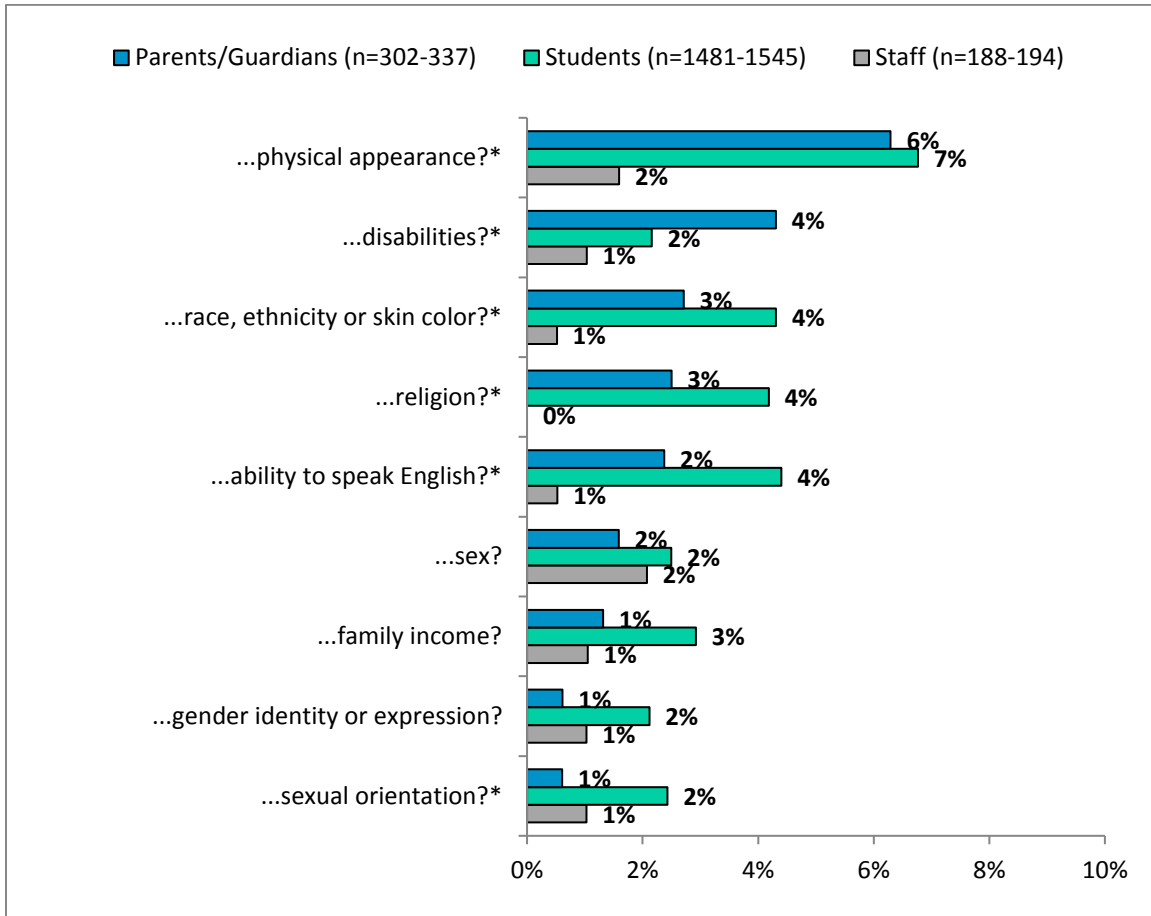


Figure 1.2: Thinking about the current school year, how often have you/your child experienced harassment at school based on your/their... (by Role)

Responses of "Often" or "Always"



Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

Figure 1.3: Thinking about the current school year, how often have you/your child experienced harassment at school based on your/their... (by Race/Ethnicity)

Responses of “Often” or “Always”

	WHITE (N=1452-1499)	HISPANIC/ LATINA(O) (N=178-186)	ASIAN (N=170-175)	BLACK OR AFRICAN AMERICAN (N=46-49)	AMERICAN INDIAN OR ALASKA NATIVE (N=40-43)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (N=32-34)	OTHER (N=140-148)	PREFER NOT TO RESPOND (N=140-150)
...gender identity or expression?*	1%	2%	2%	6%	5%	0%	4%	4%
...sexual orientation?*	1%	2%	2%	8%	7%	0%	2%	5%
...sex?*	1%	2%	2%	8%	7%	6%	5%	5%
...disabilities?	2%	1%	3%	6%	7%	0%	2%	4%
...family income?*	2%	4%	2%	9%	9%	3%	3%	4%
...religion?*	3%	4%	5%	10%	10%	3%	5%	7%
...race, ethnicity or skin color?*	2%	7%	8%	13%	5%	3%	6%	5%
...ability to speak English?*	2%	4%	2%	13%	7%	3%	8%	8%
...physical appearance?*	5%	8%	8%	15%	10%	6%	9%	9%

Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

Figure 1.4: At my (child's) school, students from diverse backgrounds...

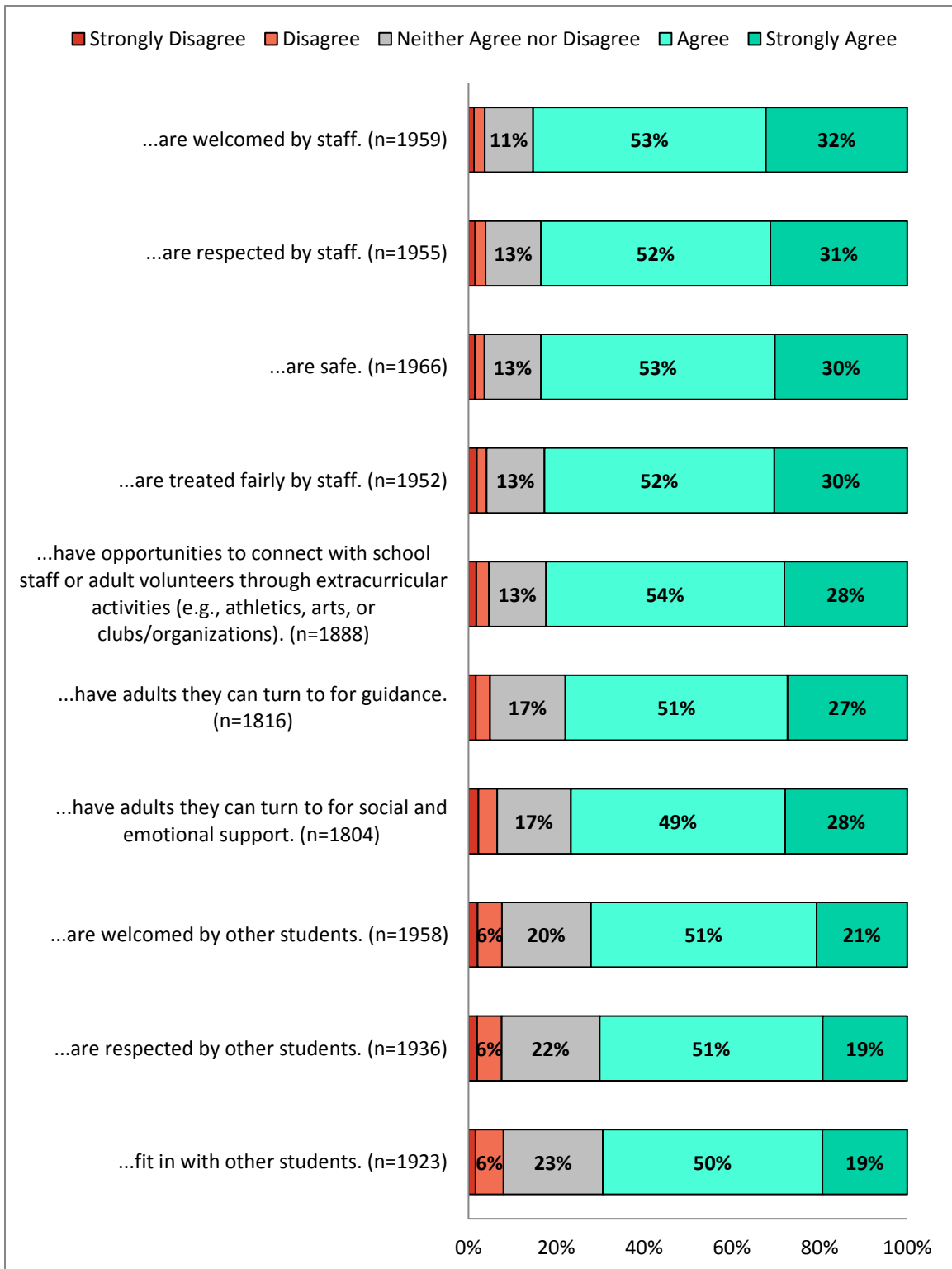
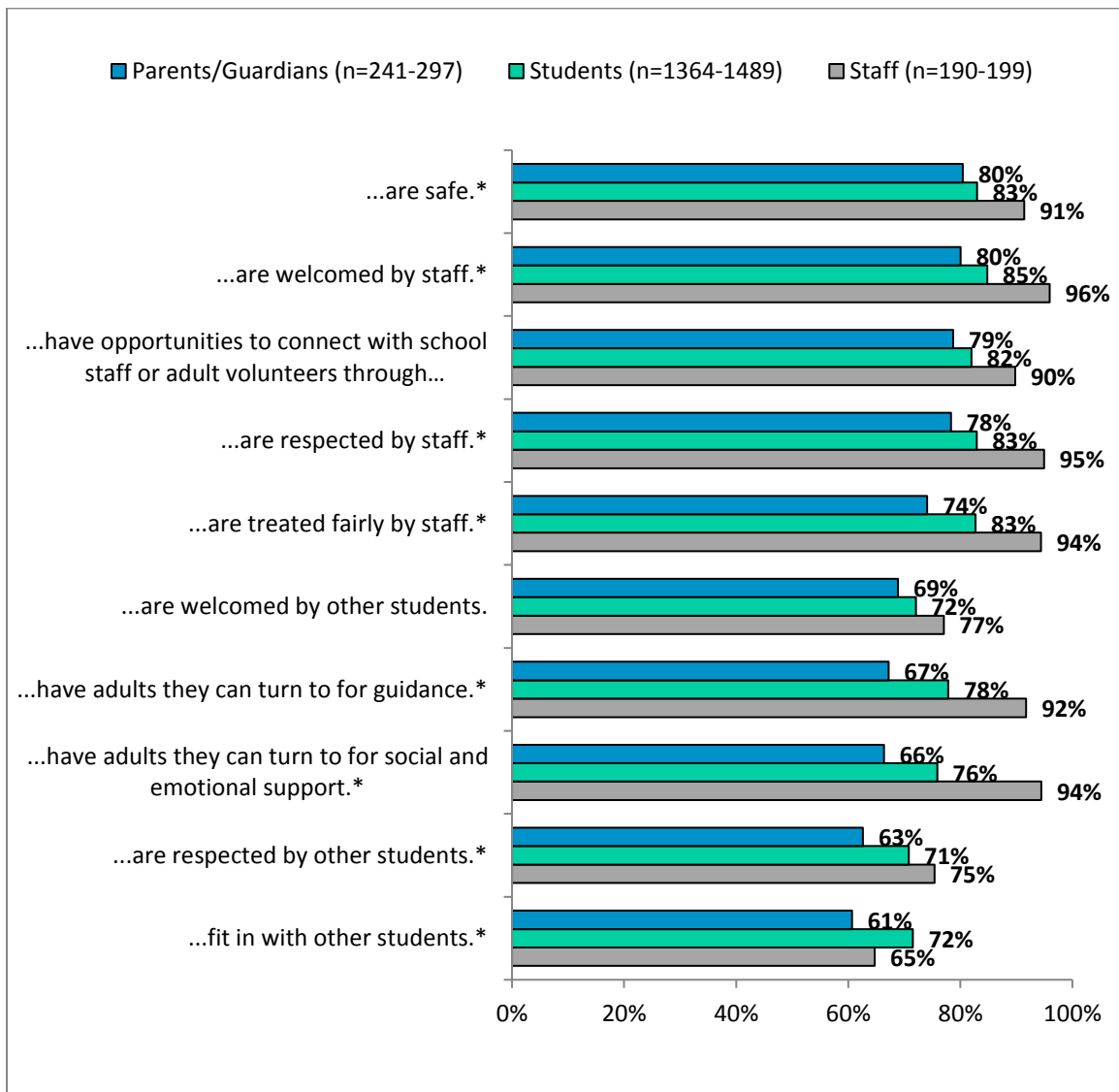


Figure 1.5: At my (child's) school, students from diverse backgrounds... (by Role)
Responses of "Agree" or "Strongly Agree"



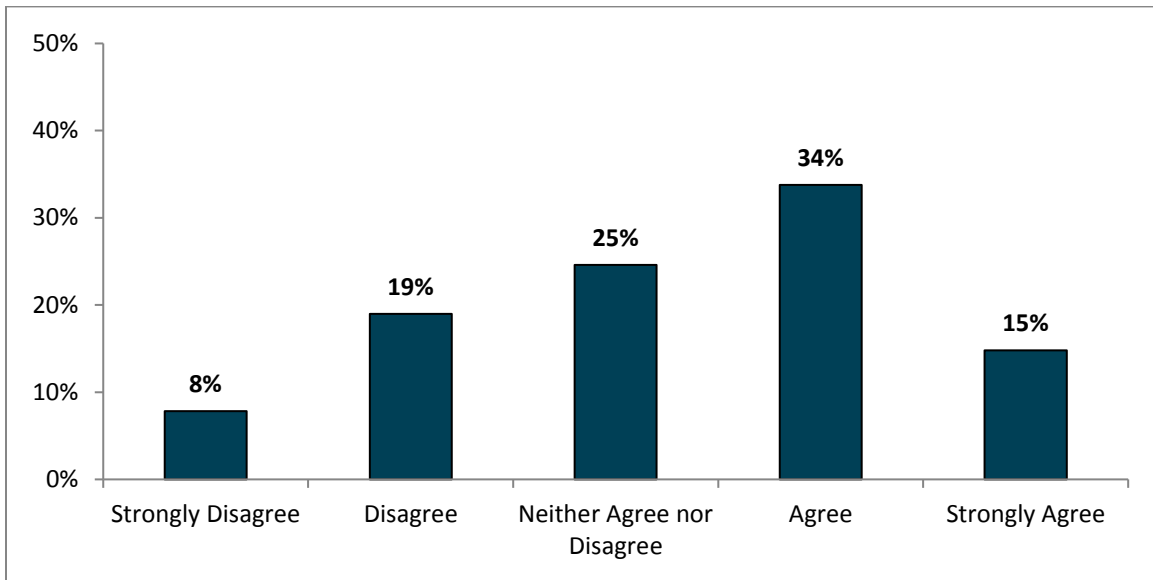
Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

Figure 1.6: At my (child’s) school, students from diverse backgrounds... (by Race/Ethnicity)
Responses of “Agree” or “Strongly Agree”

	WHITE (N=1312-1447)	HISPANIC/ LATINA(O) (N=161-183)	ASIAN (N=157-172)	BLACK OR AFRICAN AMERICAN (N=44-49)	AMERICAN INDIAN OR ALASKA NATIVE (N=38-44)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (N=30-35)	OTHER (N=133-144)	PREFER NOT TO RESPOND (N=139-154)
...fit in with other students.*	71%	64%	66%	57%	73%	64%	69%	59%
...are respected by other students.*	72%	65%	67%	58%	64%	70%	67%	59%
...are welcomed by other students.*	74%	71%	67%	65%	73%	70%	69%	57%
...have adults they can turn to for social and emotional support.*	78%	70%	76%	61%	77%	88%	72%	68%
...have adults they can turn to for guidance.*	80%	74%	80%	69%	71%	71%	76%	71%
...have opportunities to connect with school staff or adult volunteers through extracurricular activities.*	84%	83%	83%	75%	78%	81%	83%	73%
...are treated fairly by staff.*	85%	80%	80%	63%	71%	71%	81%	71%
...are safe.*	85%	78%	80%	67%	79%	78%	79%	77%
...are respected by staff.*	85%	77%	81%	68%	77%	76%	84%	72%
...are welcomed by staff.*	87%	83%	83%	67%	81%	82%	88%	75%

Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

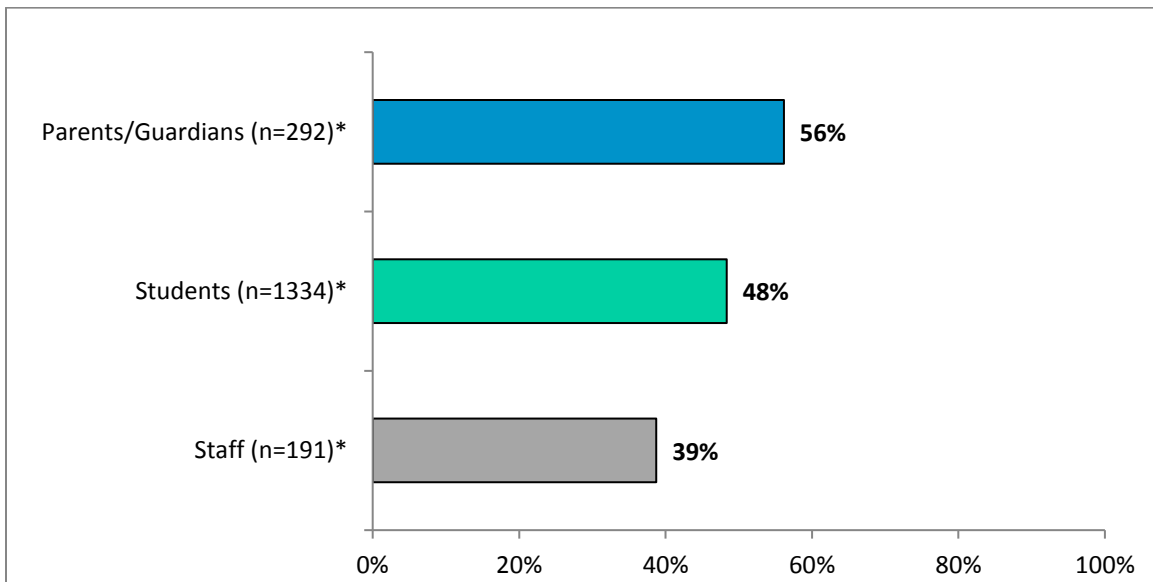
Figure 1.7: To what extent do you agree or disagree that bullying is a problem at your (child’s) school?



n=1,817

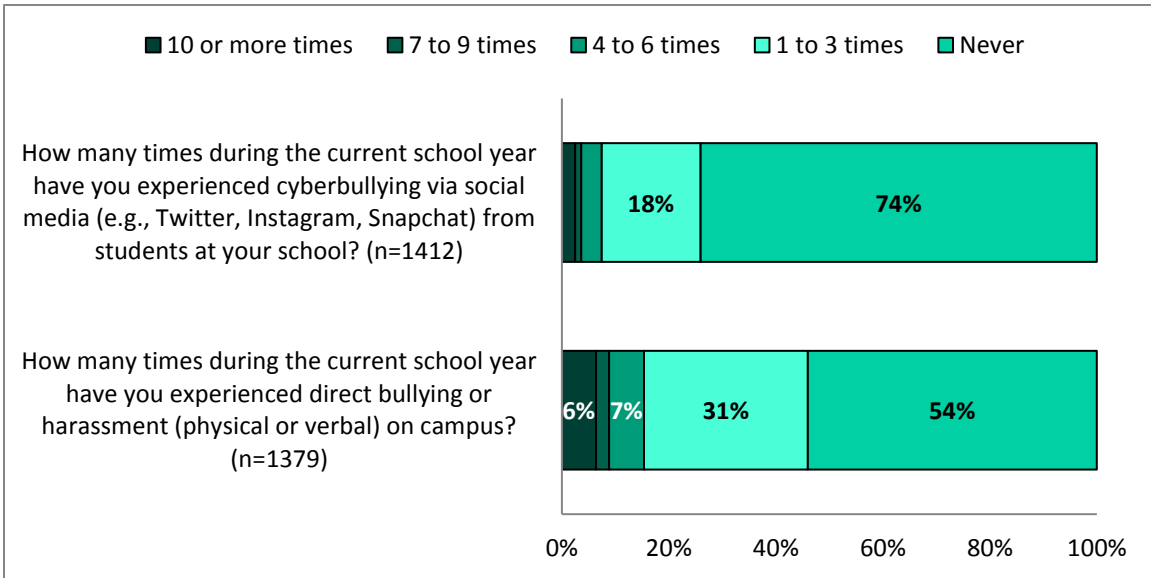
Figure 1.8: To what extent do you agree or disagree that bullying is a problem at your (child’s) school? (by Role)

Responses of “Agree” or “Strongly Agree”



Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

Figure 1.9: Students' Reported Frequency of Experiences with Bullying and Cyberbullying



Note: Only students answered these questions.

Figure 1.10: Students' Reported Frequency of Experiences with Bullying (Students Only, by Race/Ethnicity)

Responses of 7 or more times

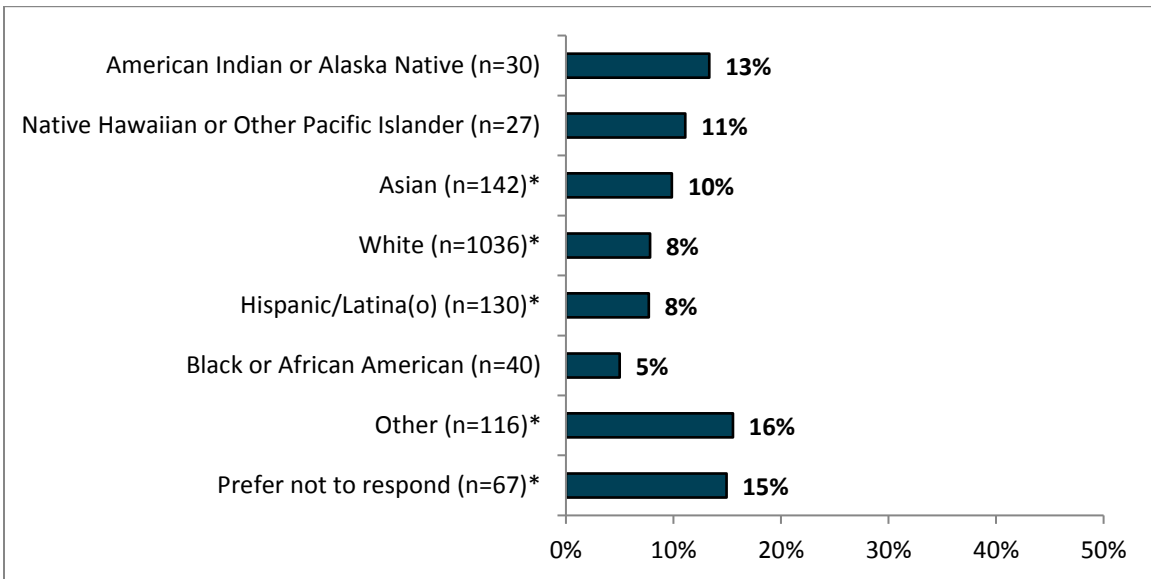


Figure 1.11: Students' Reported Frequency of Experiences with Cyberbullying (Students Only, by Race/Ethnicity)
Responses of 7 or more times

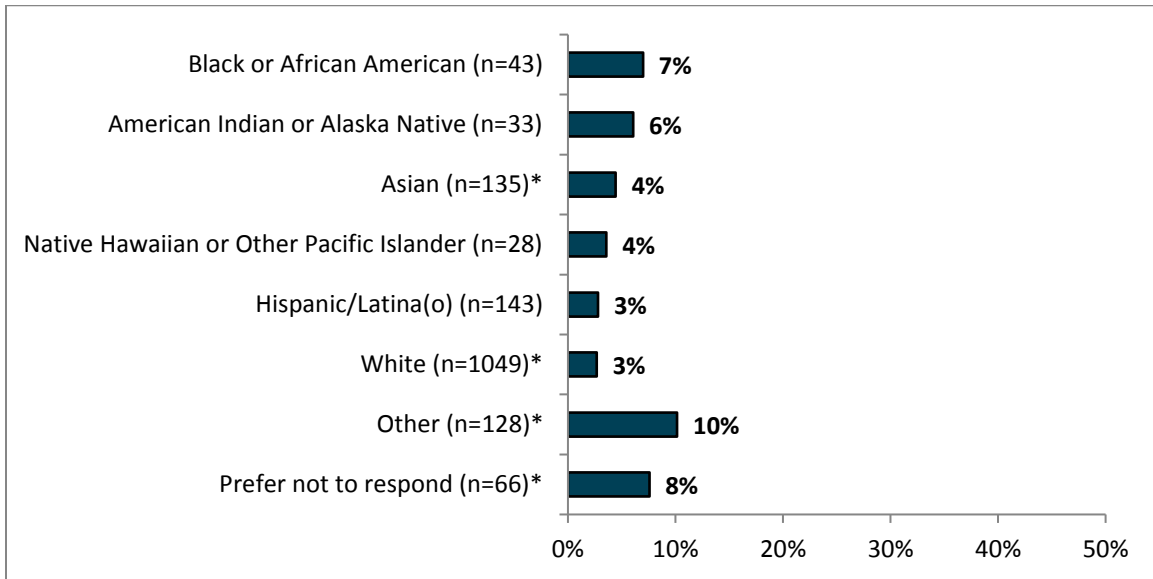
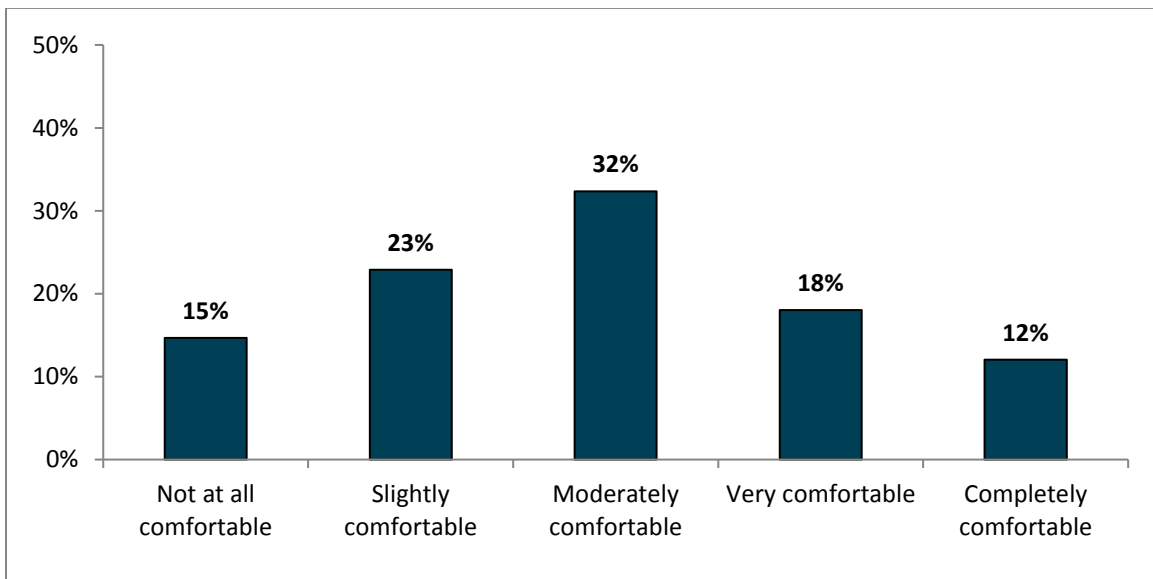


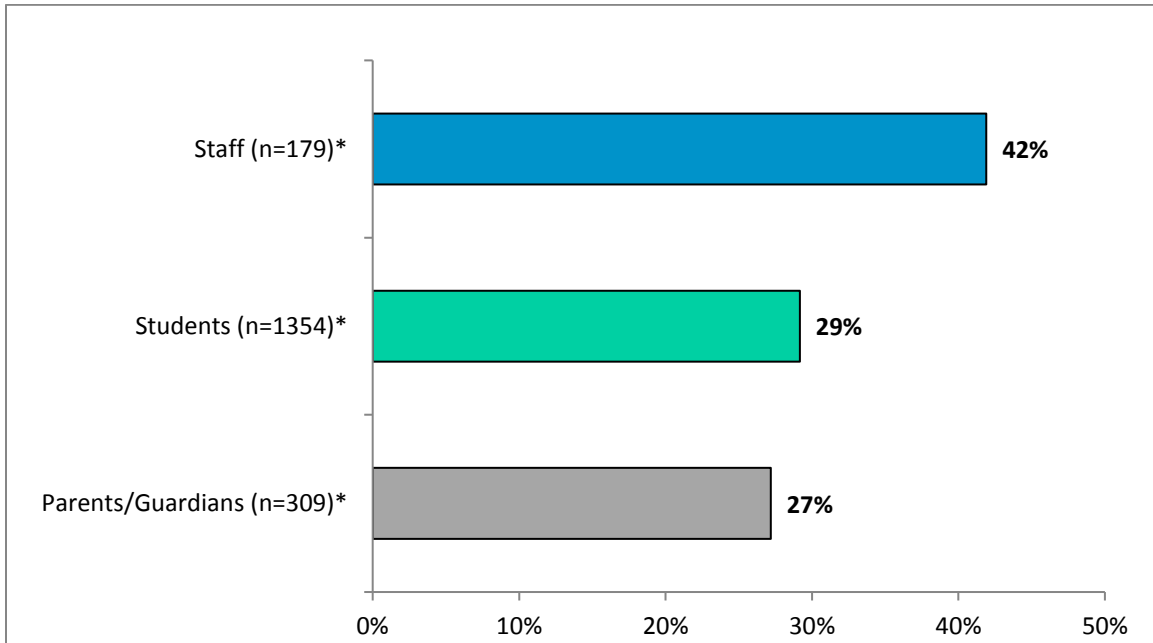
Figure 1.12: To what extent are you/is your child/are students comfortable reporting bullying to adults at your (child's) school?



n=1,842

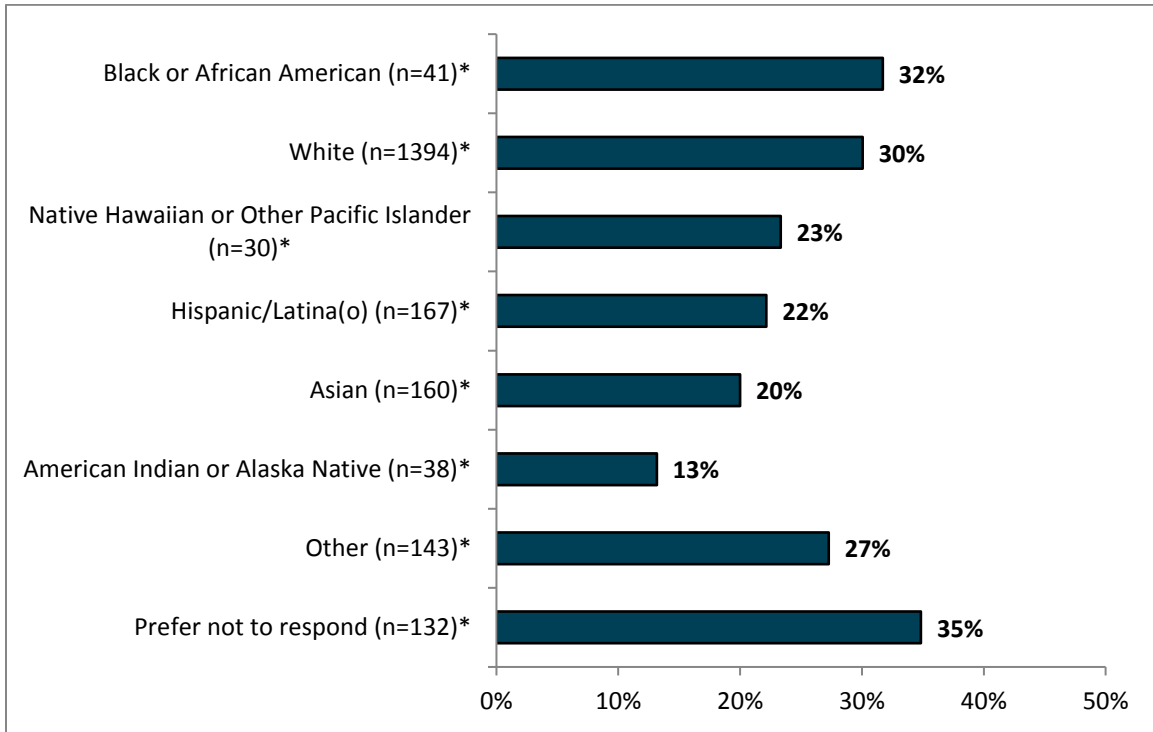
Figure 1.13: To what extent are you/is your child/are students comfortable reporting bullying to adults at your (child's) school? (by Role)

Responses of "Very Comfortable" or "Completely Comfortable"



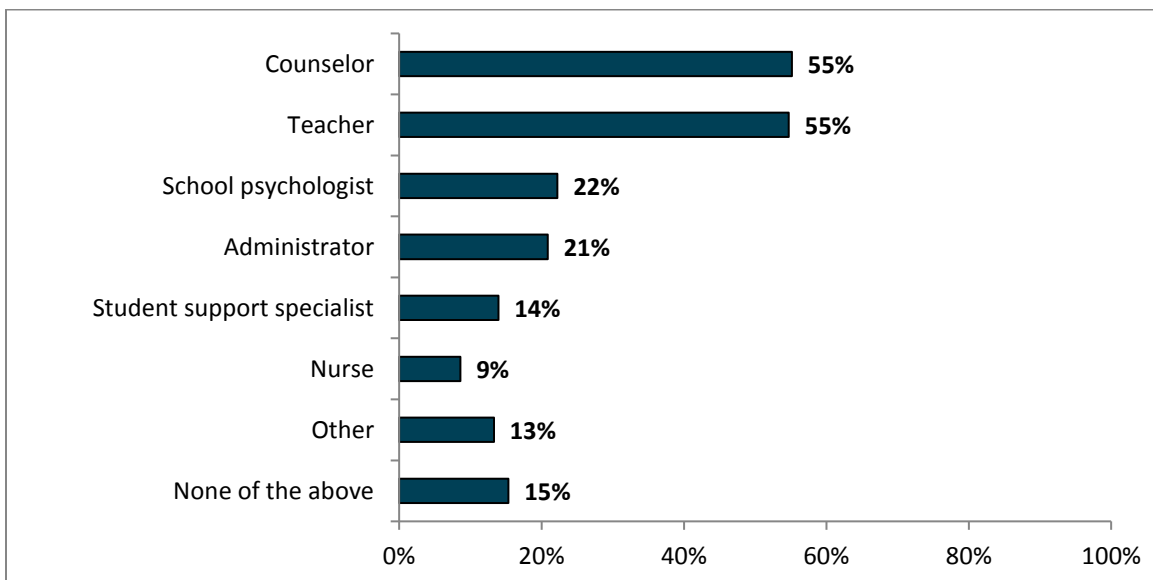
Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

Figure 1.14: To what extent are you/is your child/are students comfortable reporting bullying to adults at your (child’s) school? (by Race/Ethnicity)
Responses of “Very Comfortable” or “Completely Comfortable”



Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

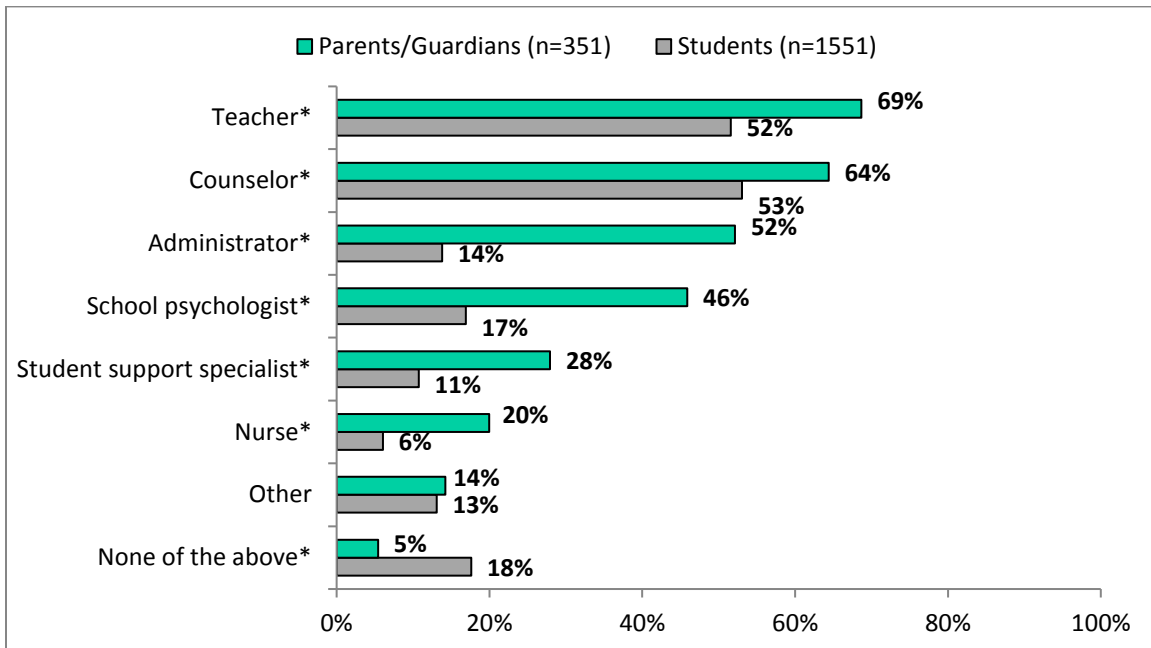
Figure 1.15: Adults at School Who You are/Your Child is Comfortable Talking to if Bullied



n=1,902

Note: Only parents and students answered this question. Respondents may select more than one option.

Figure 1.16: Adults at School Who You are/Your Child is Comfortable Talking to if Bullied (by Role)



Note: Asterisks (*) indicate significant differences between groups. Please see the data supplement to examine these differences in more detail.

Figure 1.17: Adults at School Who You are/Your Child is Comfortable Talking to if Bullied (by Race/Ethnicity)

	WHITE (N=1407)	HISPANIC/LATINA(O) (N=182)	ASIAN (N=181)	BLACK OR AFRICAN AMERICAN (N=49)	AMERICAN INDIAN OR ALASKA NATIVE (N=40)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (N=35)	OTHER (N=155)	PREFER NOT TO RESPOND (N=138)
Teacher*	57%	53%	60%	49%	53%	57%	52%	43%
Counselor*	57%	51%	57%	43%	45%	37%	55%	44%
School psychologist*	25%	20%	19%	24%	18%	26%	14%	14%
Administrator	22%	19%	17%	20%	18%	14%	17%	18%
Student support specialist*	15%	10%	13%	12%	5%	17%	9%	9%
Nurse*	9%	9%	4%	2%	8%	3%	9%	6%
Other*	13%	14%	11%	12%	13%	29%	26%	14%
None of the above*	14%	16%	14%	22%	15%	3%	14%	26%

Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

Figure 1.18: Impressions of School’s Approach to Dealing with Bullying

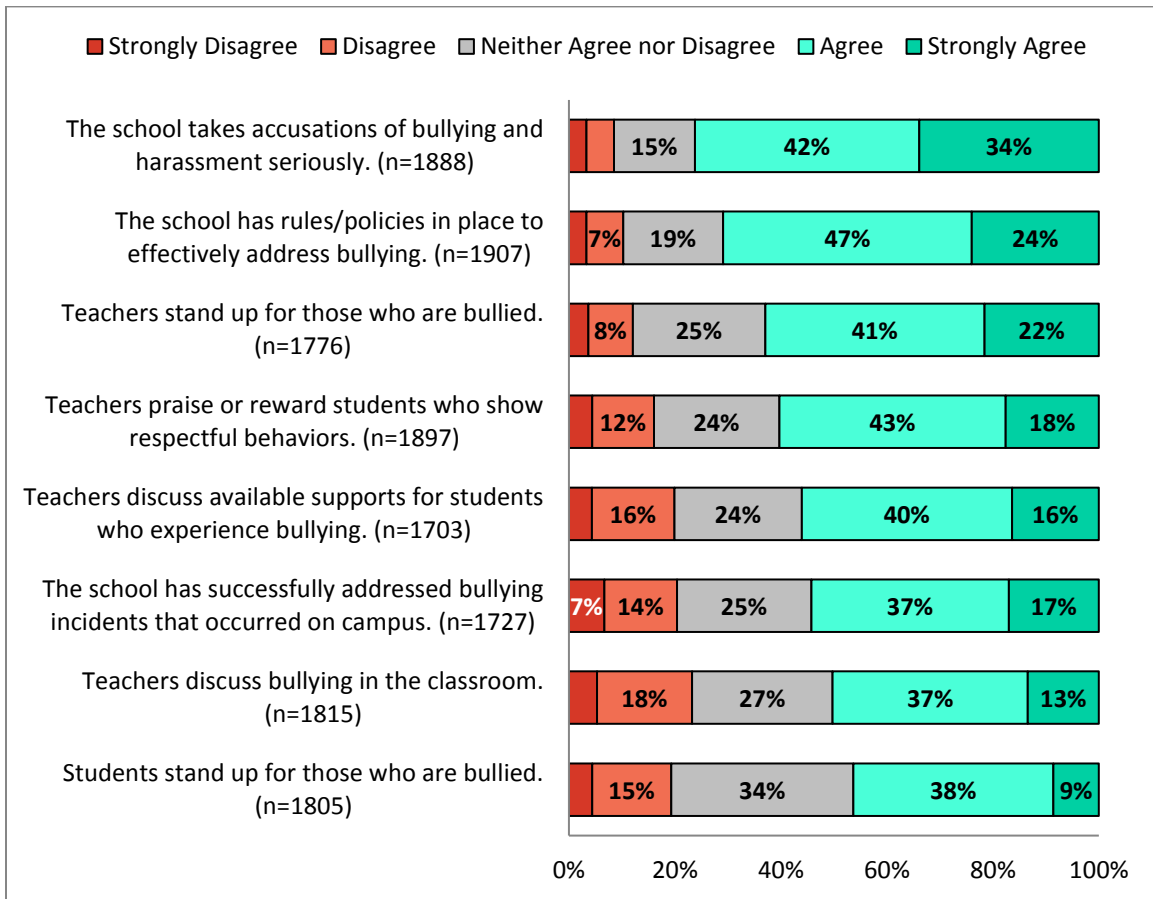
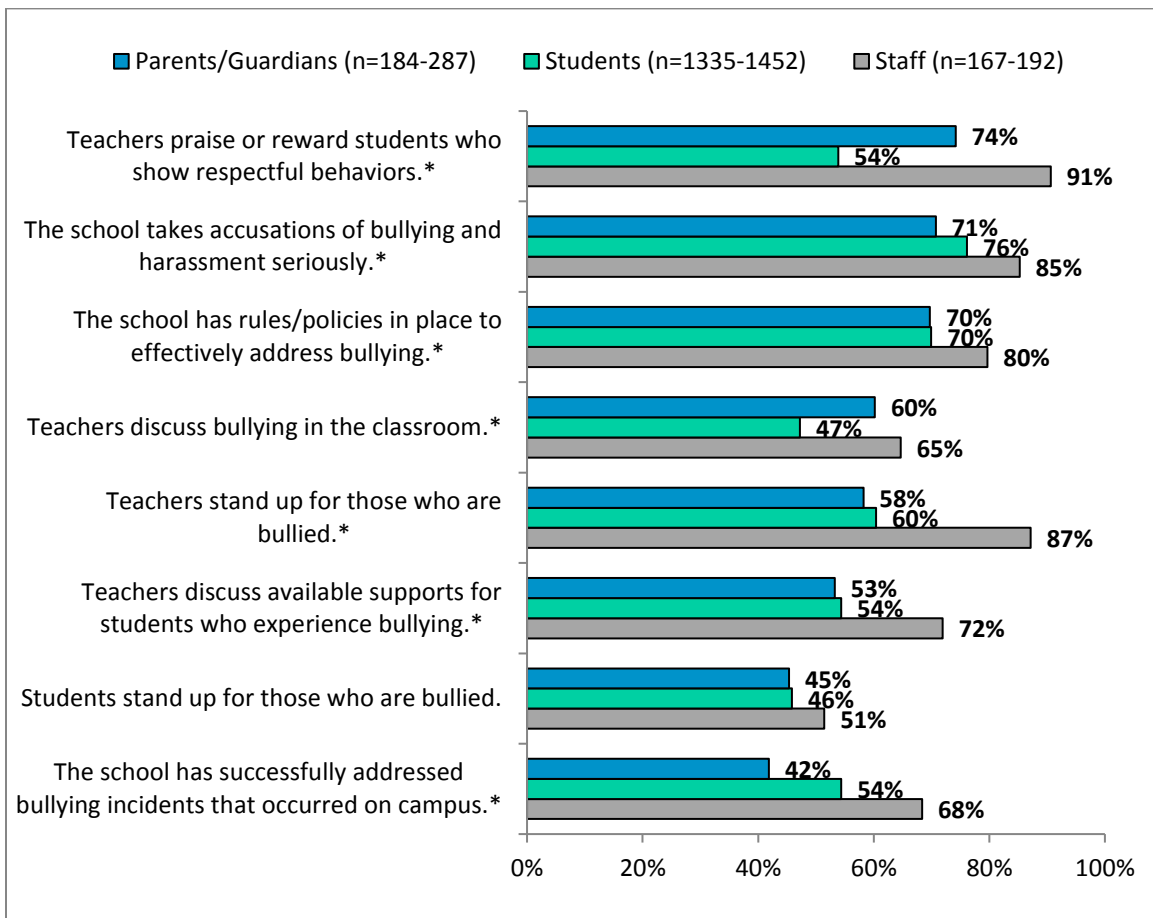


Figure 1.19: Impressions of School’s Approach to Dealing with Bullying (by Role)
Responses of “Agree” or “Strongly Agree”



Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

Figure 1.20: Impressions of School’s Approach to Dealing with Bullying (by Race/Ethnicity)
Responses of “Agree” or “Strongly Agree”

	WHITE (N=1287-1442)	HISPANIC/ LATINA(O) (N=161-180)	ASIAN (N=144-169)	BLACK OR AFRICAN AMERICAN (N=43-47)	AMERICAN INDIAN OR ALASKA NATIVE (N=37-43)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (N=29-34)	OTHER (N=124-143)	PREFER NOT TO RESPOND (N=132-152)
Students stand up for those who are bullied.	47%	41%	45%	44%	44%	56%	45%	40%
Teachers discuss bullying in the classroom.	49%	55%	55%	49%	43%	50%	46%	48%
The school has successfully addressed bullying incidents that occurred on campus.*	55%	60%	48%	42%	56%	43%	48%	41%
Teachers discuss available supports for students who experience bullying.*	55%	58%	52%	42%	55%	53%	53%	55%
Teachers praise or reward students who show respectful behaviors.	61%	57%	60%	57%	49%	61%	53%	57%
Teachers stand up for those who are bullied.*	63%	59%	65%	53%	46%	41%	53%	57%
The school has rules/policies in place to effectively	72%	74%	73%	58%	65%	69%	66%	61%

address bullying.*								
The school takes accusations of bullying and harassment seriously.*	77%	76%	77%	69%	57%	56%	77%	61%

Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

STUDENT RELATIONSHIPS WITH STAFF

Figure 1.21: Student Interactions and Relationships with Staff

At my (child's) school...

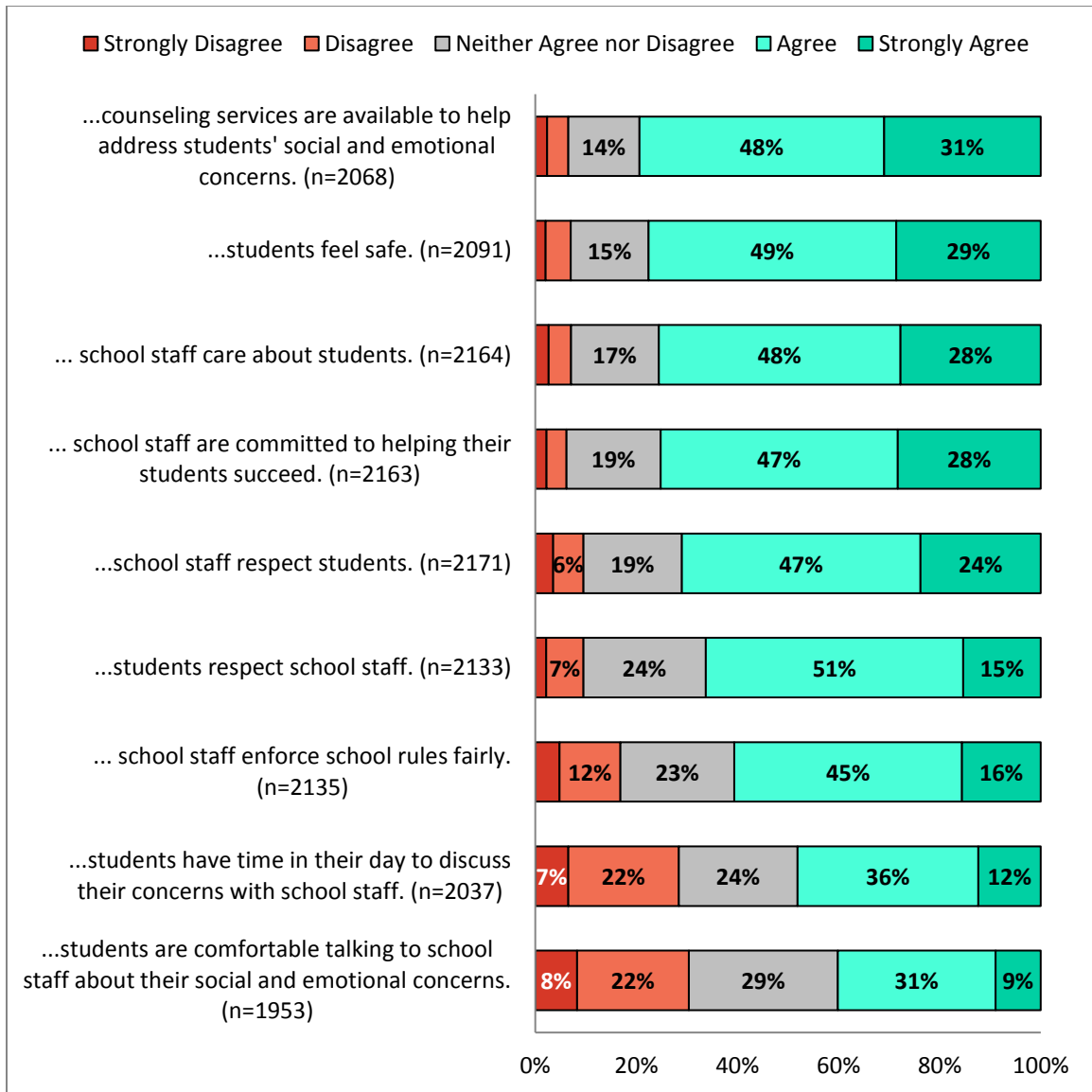
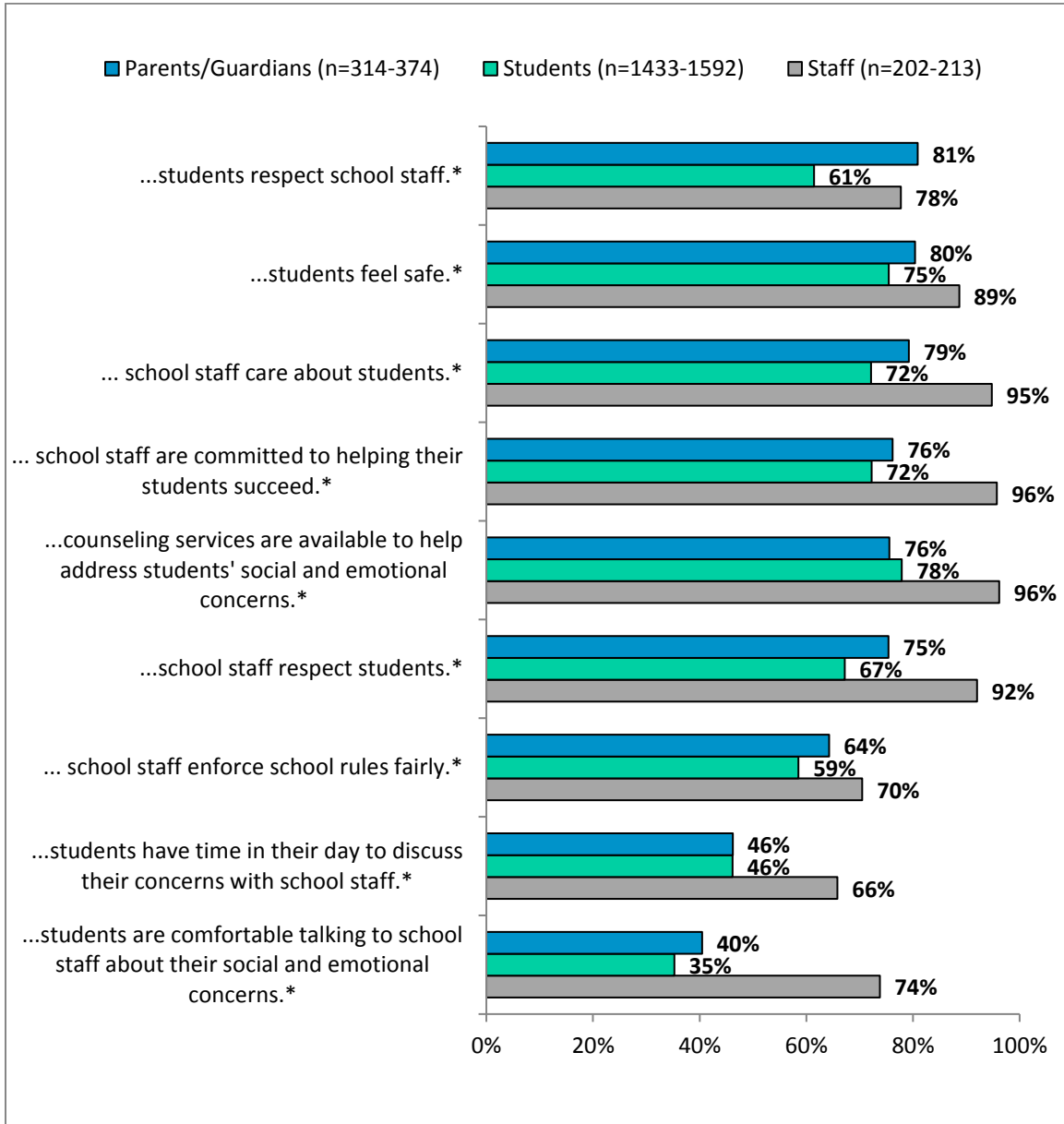


Figure 1.22: Student Interactions and Relationships with Staff (by Role)

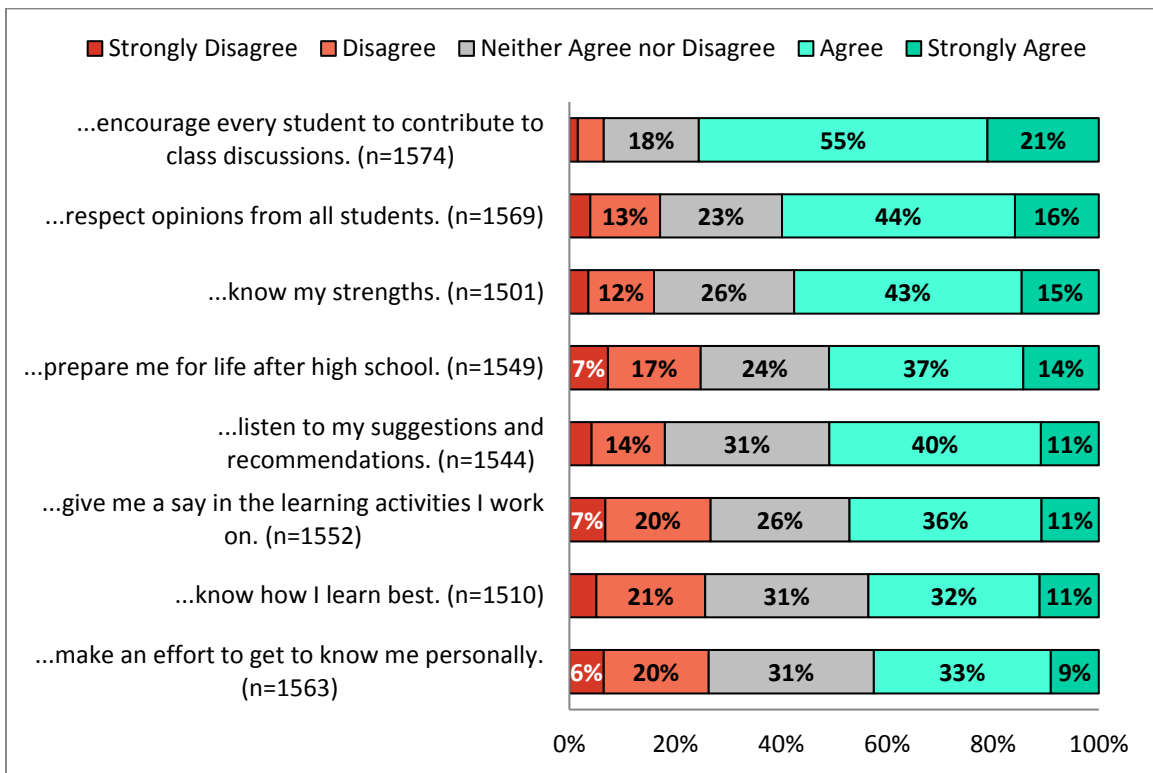
Responses of “Agree” or “Strongly Agree”

At my (child’s) school...



Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

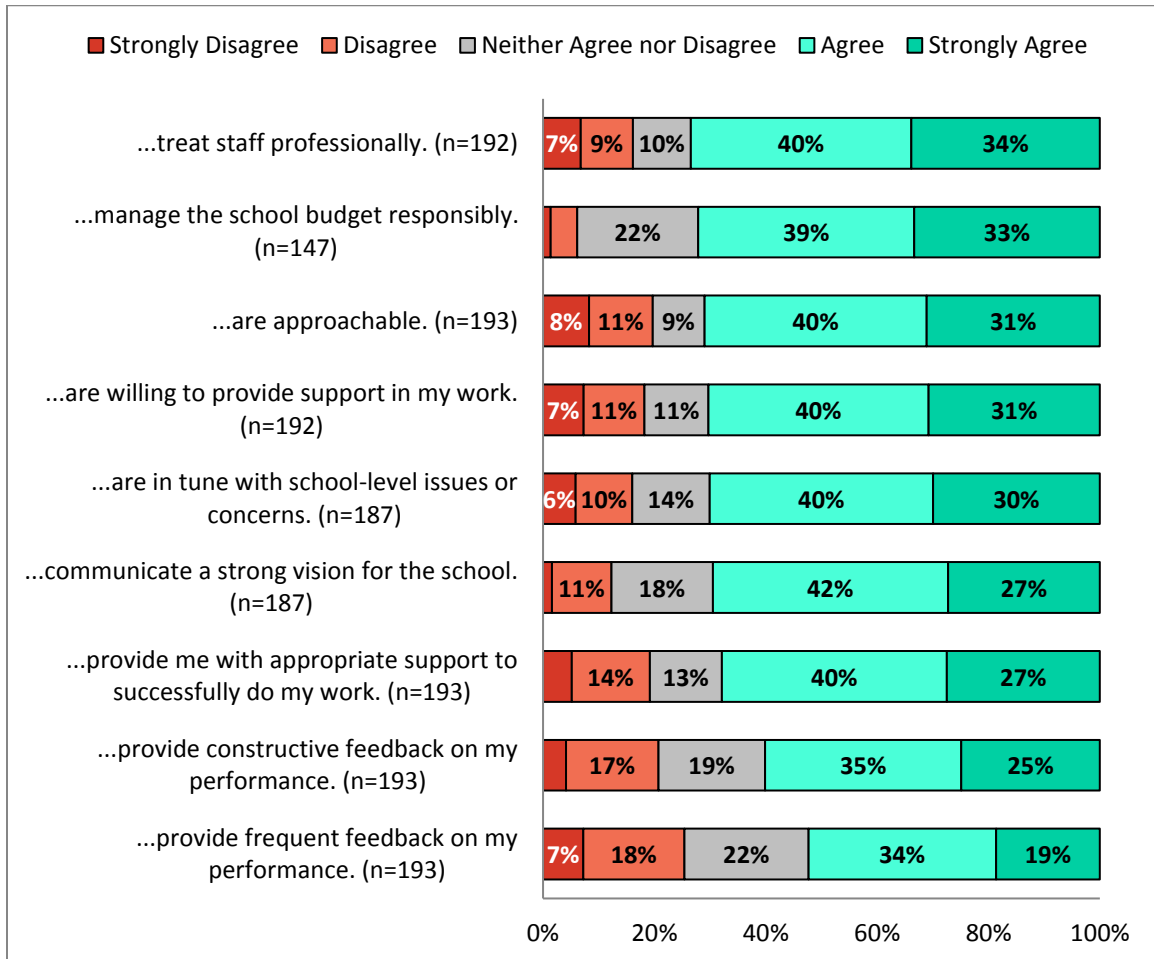
Figure 1.23: Teachers' Knowledge and Understanding of Students (Students Only)
Teachers at my school...



Note: Only students answered this question.

SUPPORT FOR STAFF

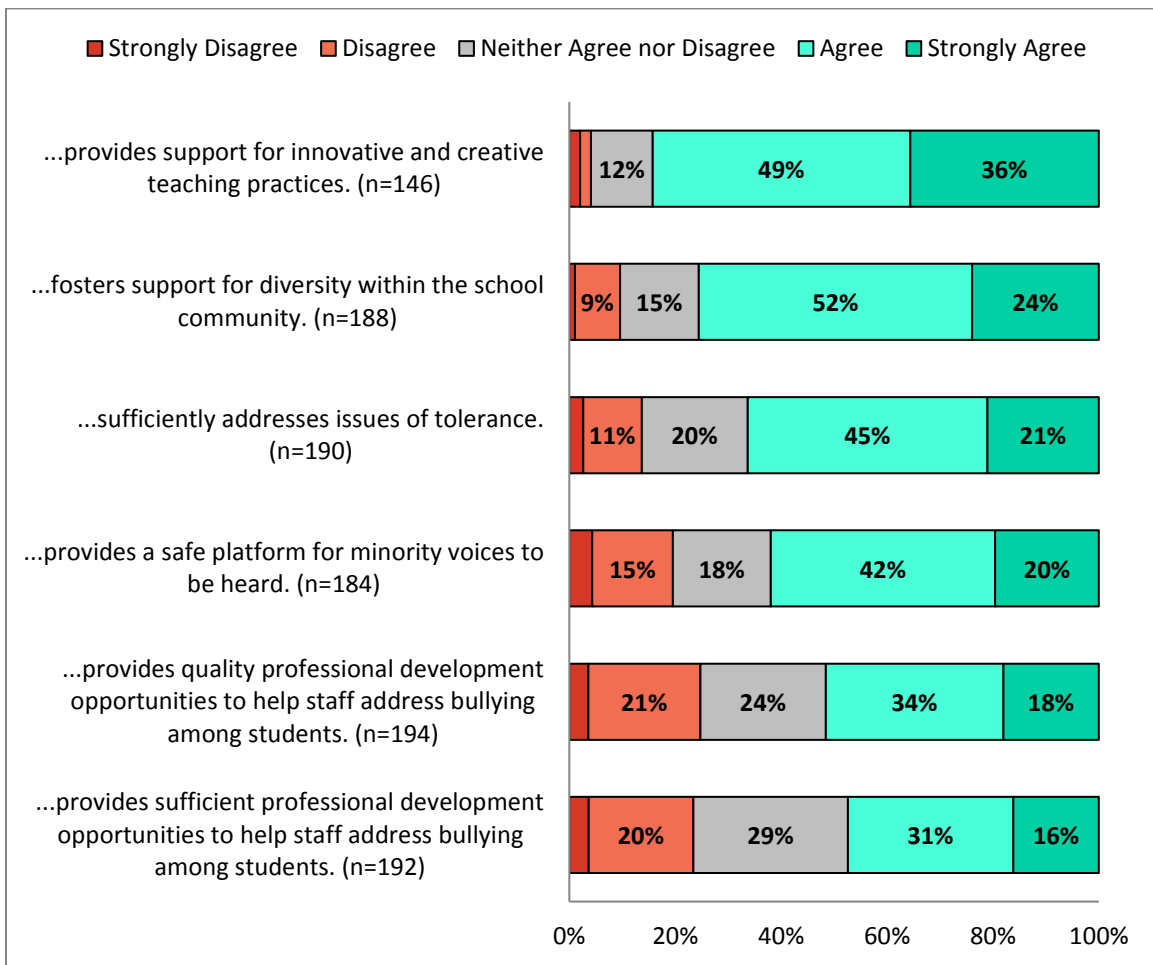
Figure 1.24: Relationship between Administrators and School Staff (Staff Only)
Administrators at my school...



Note: Only school staff answered these questions.

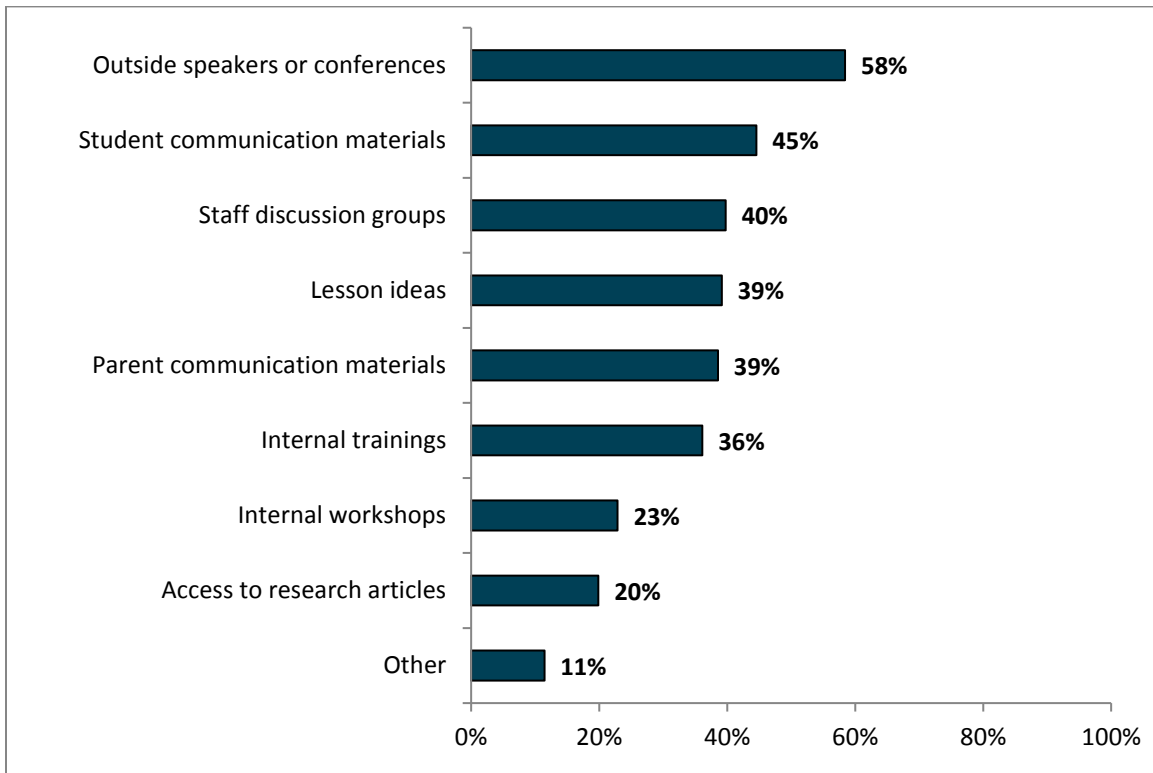
Figure 1.25: School-Level Support for Staff (Staff Only)

My school...



Note: Only school staff answered these questions.

Figure 1.26: What resources and supports are available at your school to help staff address bullying? (Staff Only)



n=166

Note: Only school staff answered this question.

STUDENT ENGAGEMENT

Figure 1.27: Student Interest in and Enjoyment of School

Students at my (child's) school...

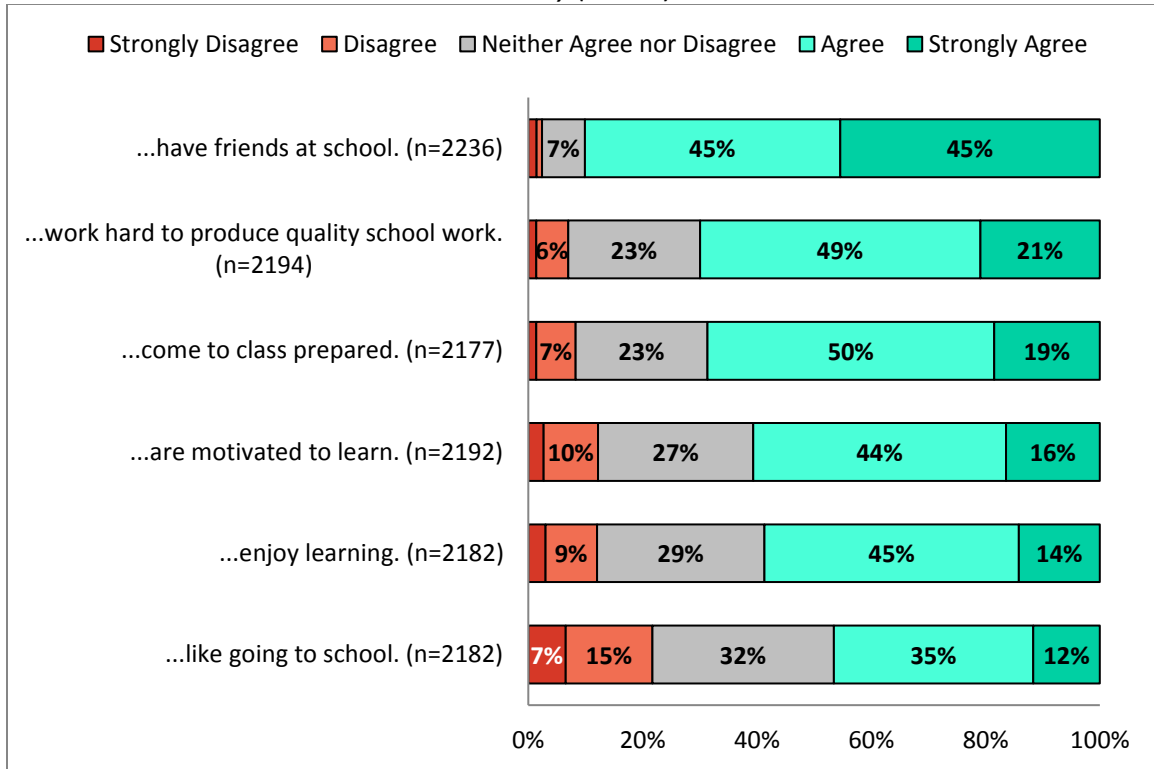
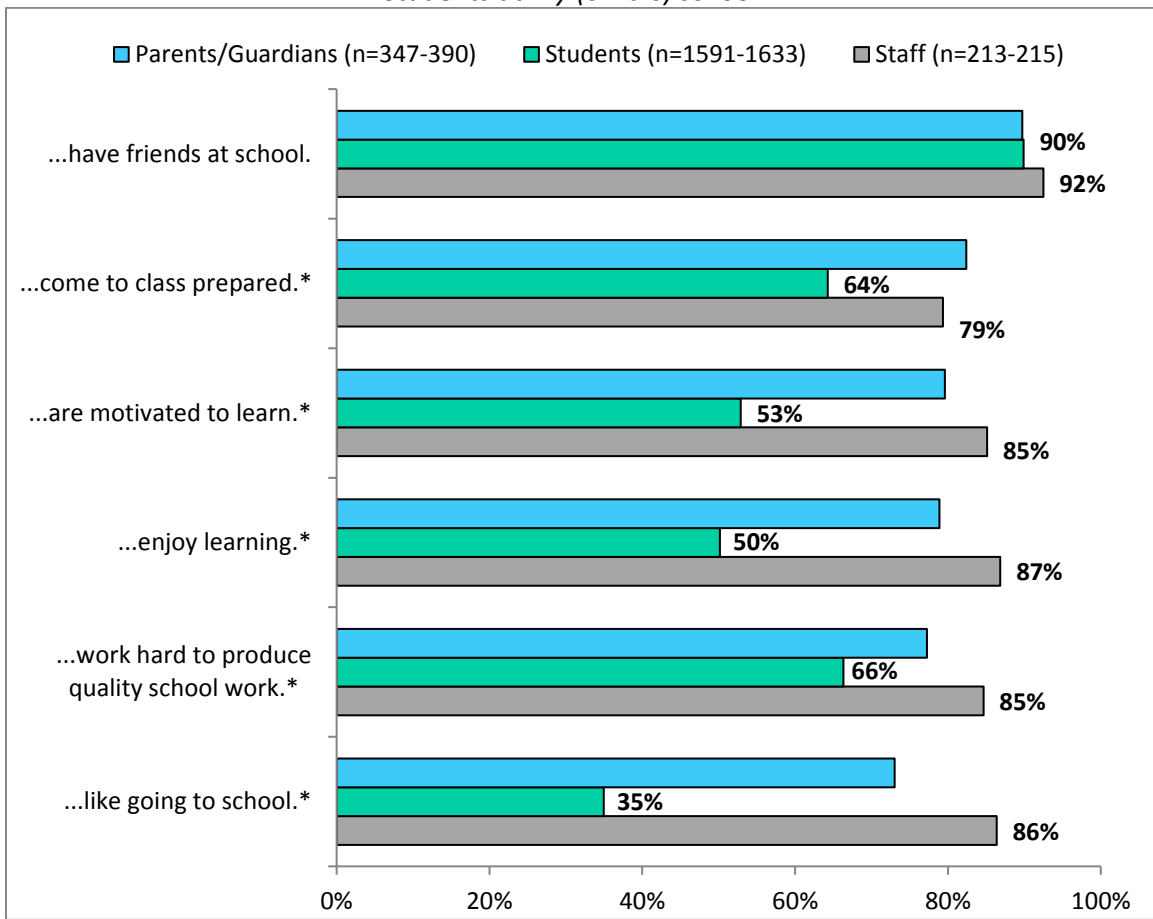


Figure 1.28: Student Interest in and Enjoyment of School (by Role)

Responses of “Agree” or “Strongly Agree”

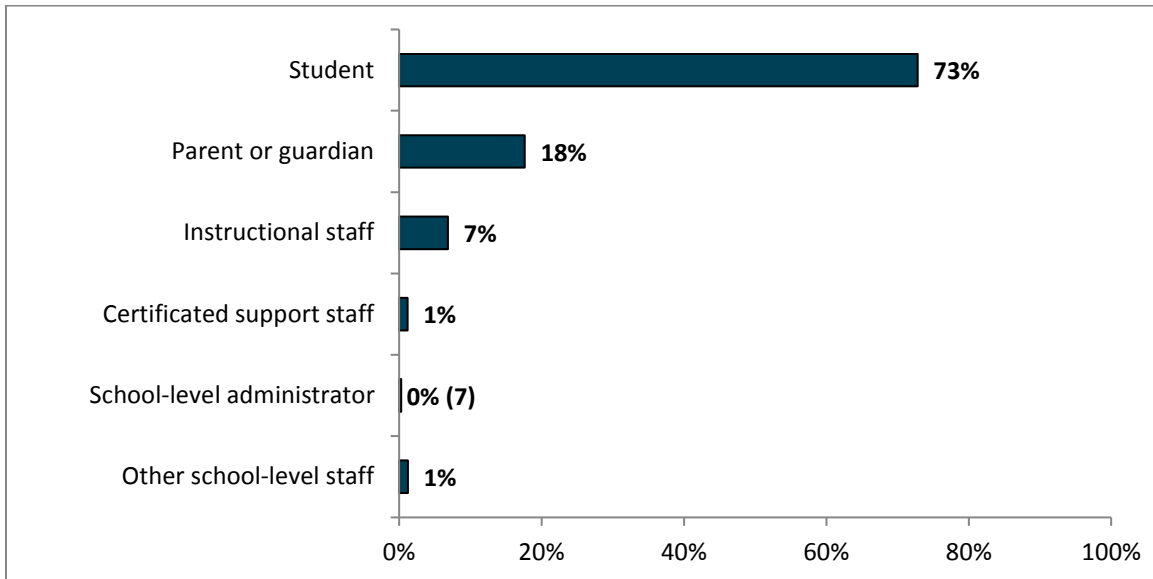
Students at my (child’s) school...



Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

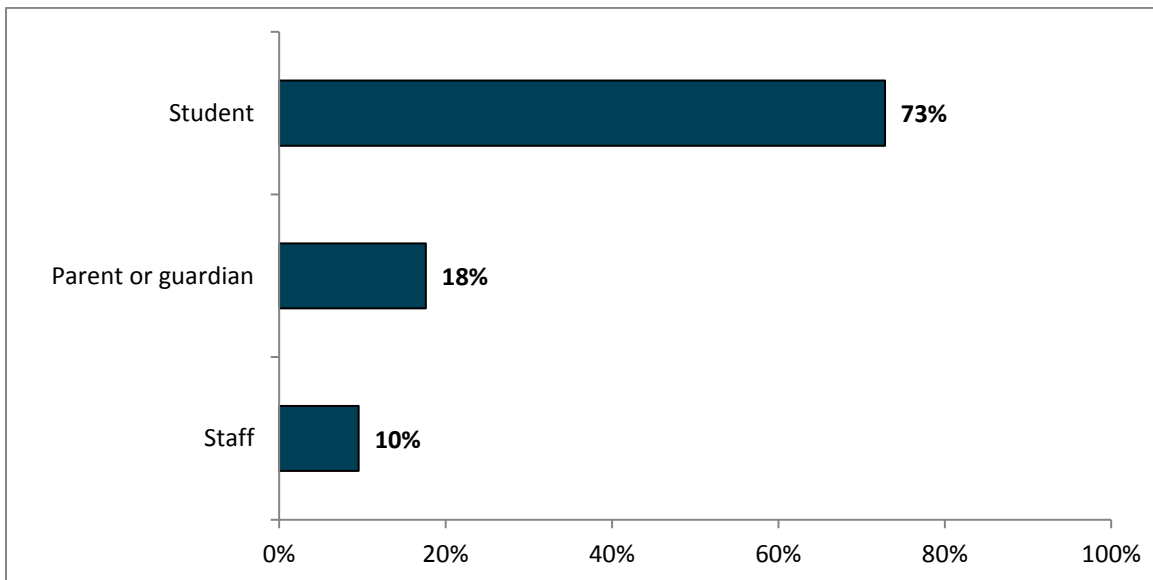
RESPONDENT CHARACTERISTICS

Figure 1.29: Which of the following best describes your association with LBUSD?



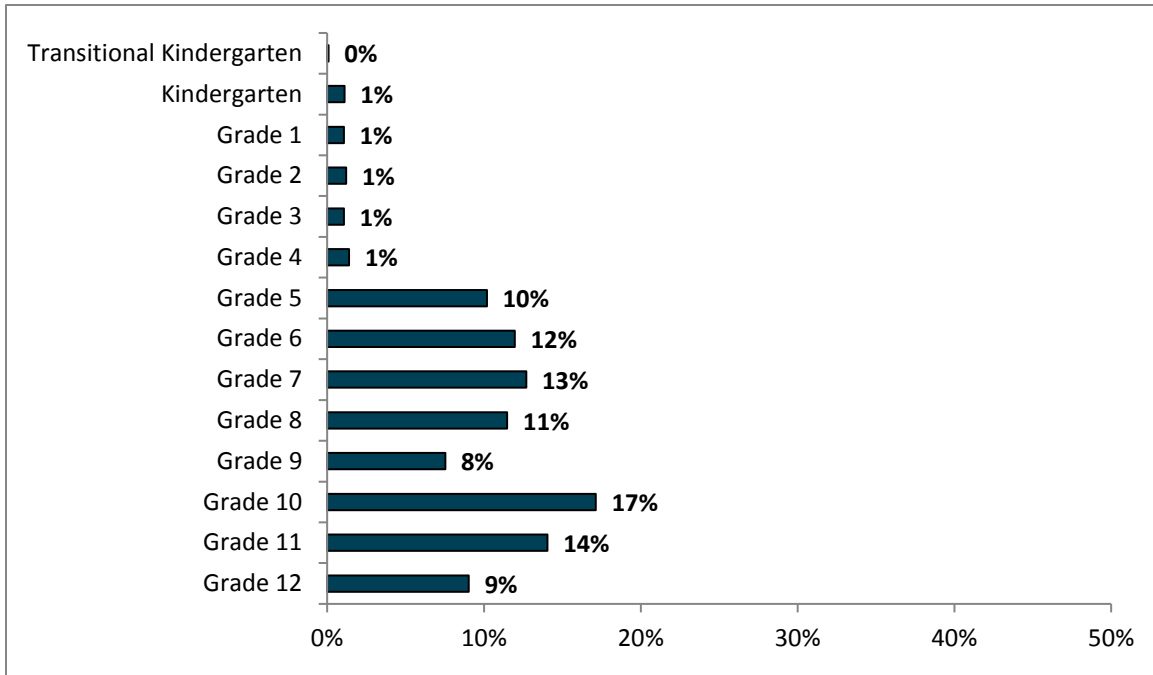
n=2,291

Figure 1.30: Respondent Group



n=2,291

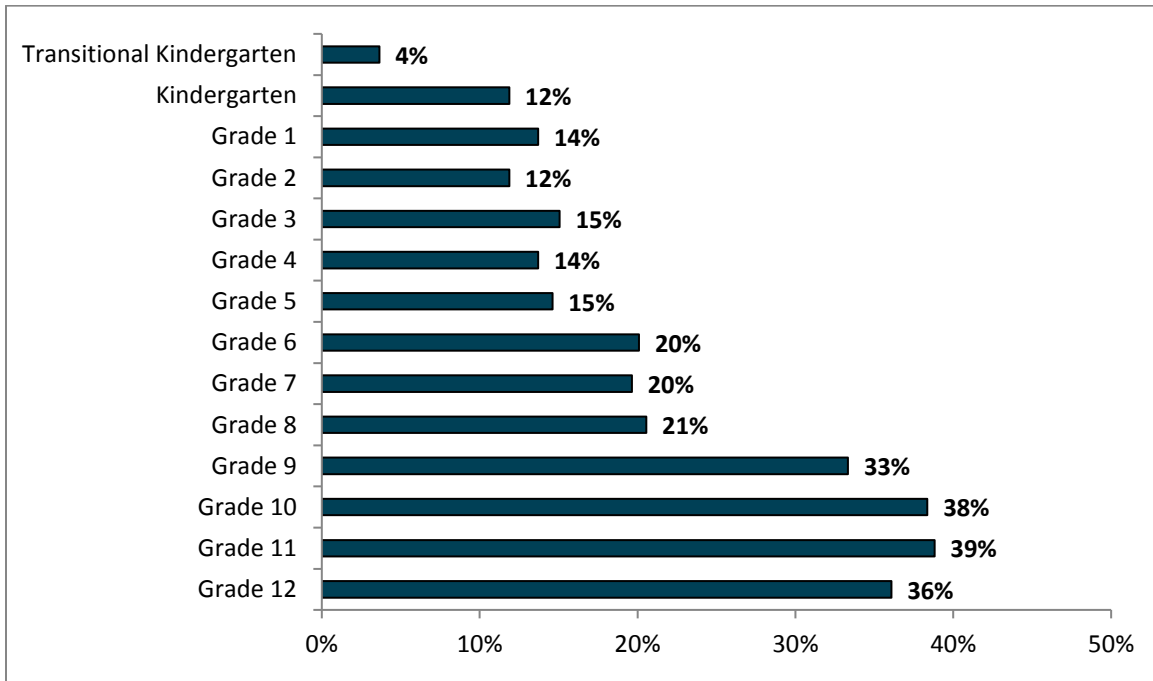
Figure 1.31: Student Grade Level (Parents and Students Only)



n=2,072

Note: Only students and parents answered this question.

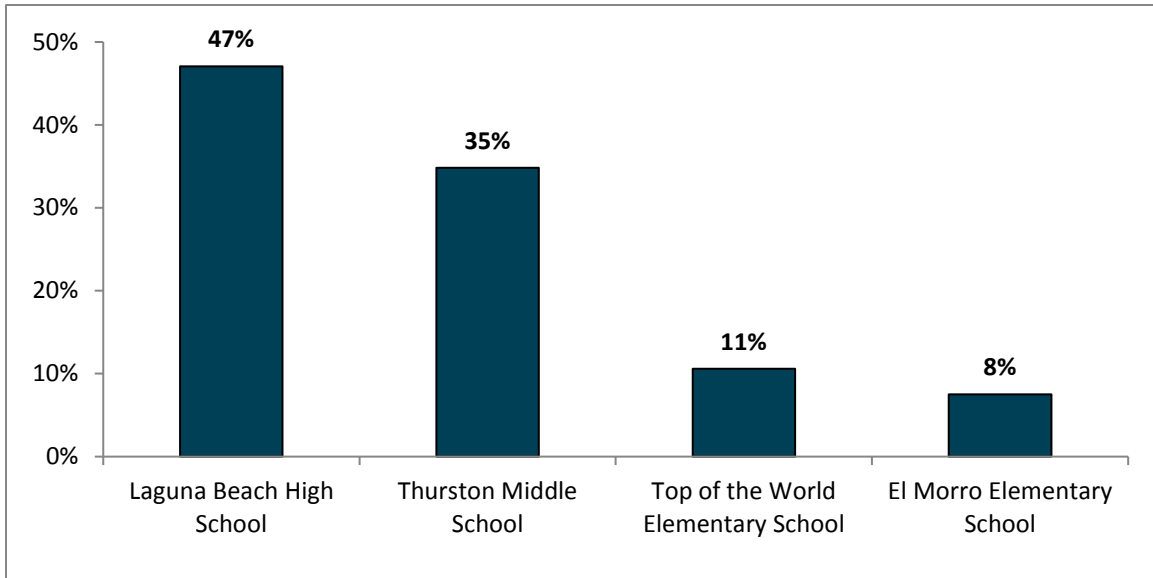
Figure 1.32: Staff Grade Affiliation (Staff Only)



n=219

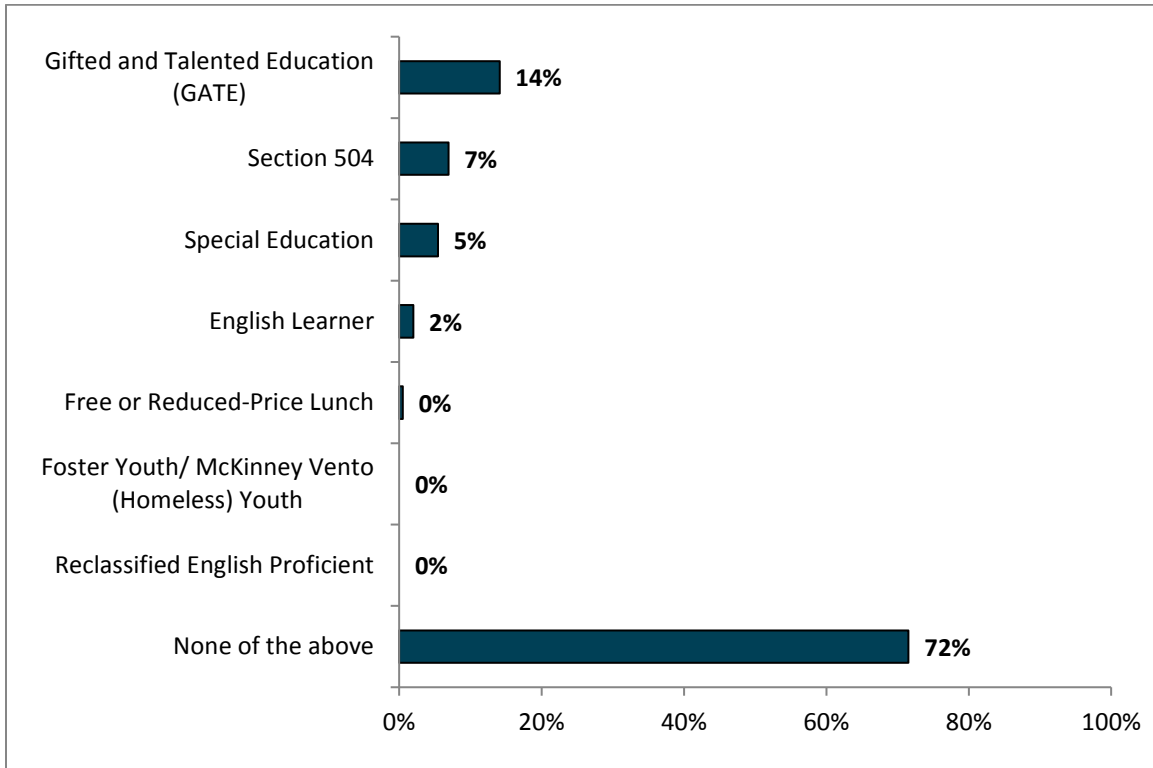
Note: Only school staff answered this question. Respondents could select multiple grades.

Figure 1.33: School Affiliation



n=2,291

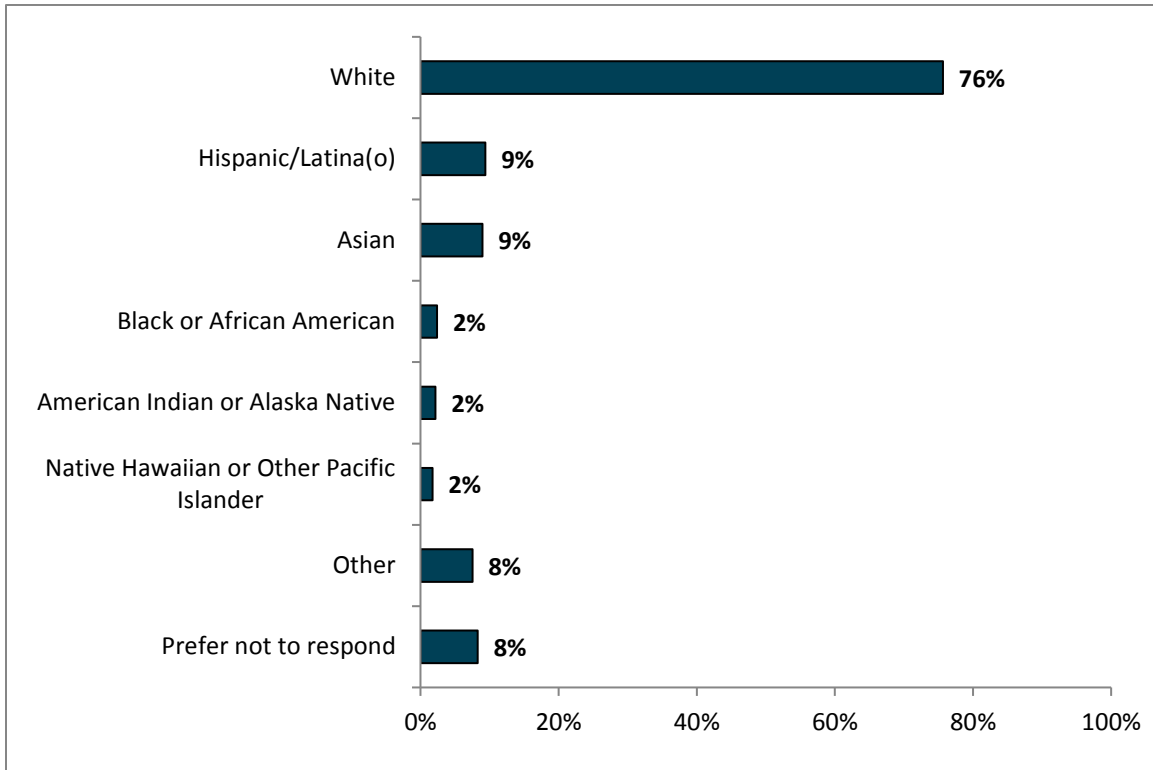
Figure 1.34: Does your child qualify for any of the following services this school year? (Parents Only)



n=404

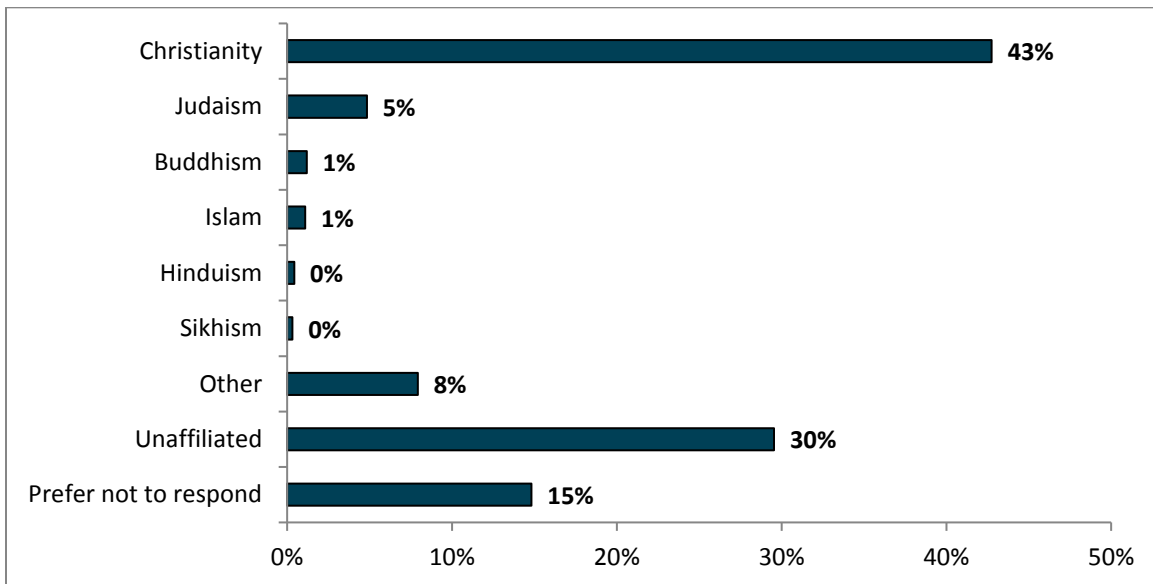
Note: Only parents answered this question. They could select more than one service.

Figure 1.35: Race/Ethnicity



n=2,072

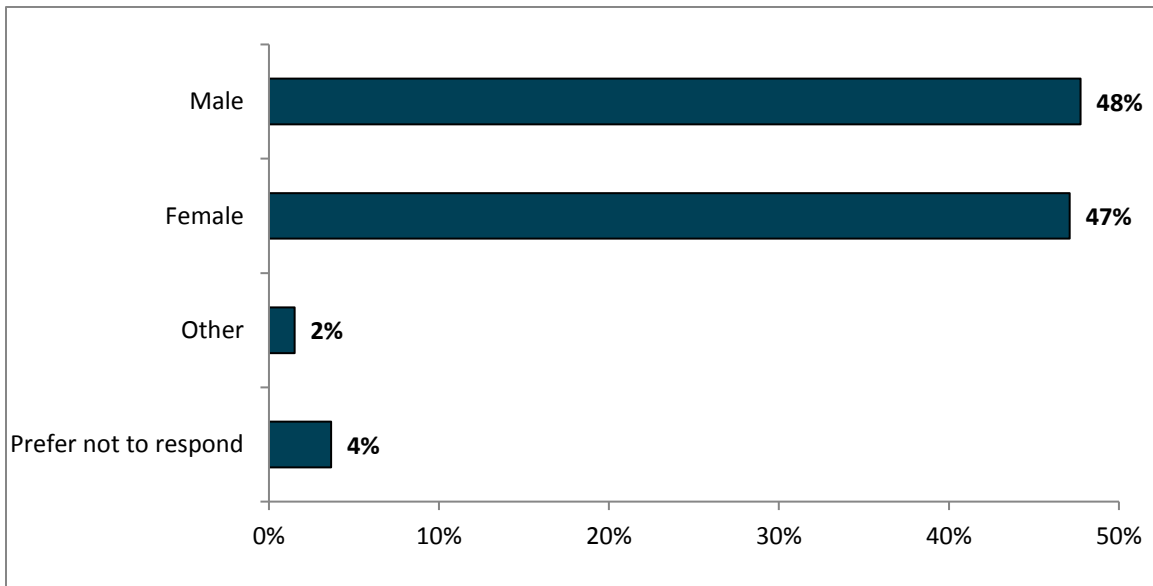
Figure 1.36: Religion (Parents and Students Only)



n=1,841

Note: Only parents and students answered this question.

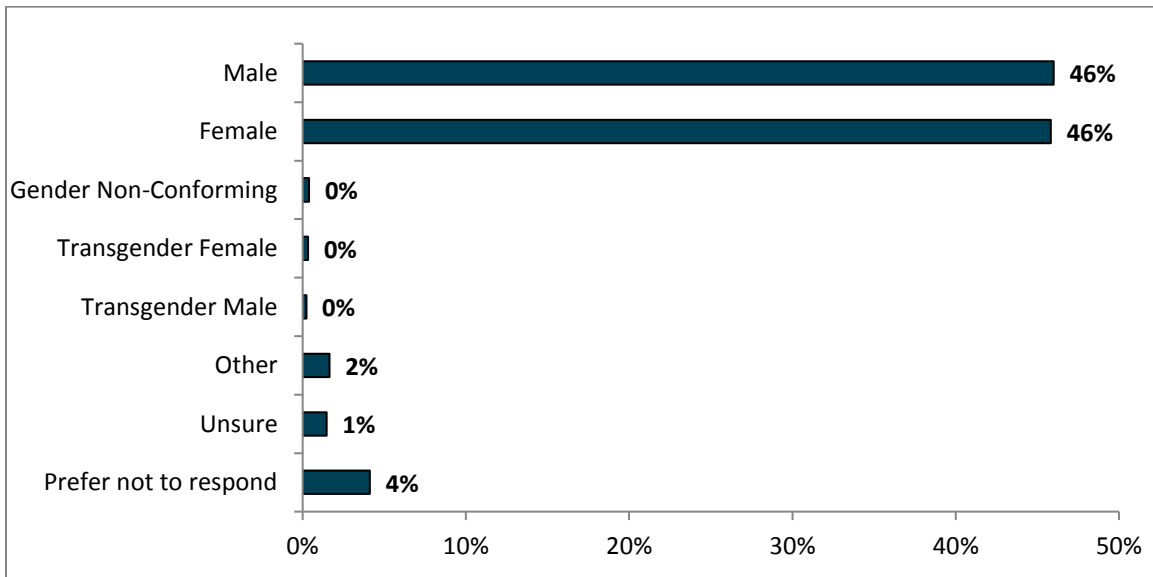
Figure 1.37: Sex (Parents and Students Only)



n=1,858

Note: Only parents and students answered this question.

Figure 1.38: Gender Identity (Parents and Students Only)



n=1,772

Note: Only parents and students answered this question.

PROJECT EVALUATION FORM

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