2016-17 SCHOOL CLIMATE SURVEY ANALYSIS

Prepared for Laguna Beach Unified School District

May 2017

In the following report, Hanover Research presents results of the 2016-17 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 2016-17 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 1,562 students, 290 parents, and 217 school staff affiliated with LBUSD schools.

In addition to presenting overall results, Hanover compares responses 1) by respondent role (i.e., students vs. parents vs. school staff) and 2) by race within respondent role (for parents and students). 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.

KEY FINDINGS

SUPPORT FOR DIVERSITY

- **A plurality of students in LBUSD have experienced bullying, with students in racial minority groups among the most likely to have been cyberbullied.** Overall, one-third of respondents see bullying as a problem at their school (33%). Within the past year, nearly one-third of students have experienced cyberbullying (29%) and about half have been bullied on campus (49%) at least once. Among students, Native Hawaiians/Other Pacific Islanders (23%) and Blacks/African Americans (17%) are more likely than Asians (6%) and Whites (6%) to have experienced cyberbullying seven times or more within the past year.
  - Respondents indicate that students are most likely to be harassed based on their physical appearance (21% often or always), with students (23%) and parents (19%) more likely than staff (8%) to feel that this happens often or always.
  - Race, ethnicity, or skin color is the second most frequent characteristic students experience harassment based on (11% often or always), with White students (8%) less likely than students of most other races (13-26%) to report that students experience frequent race-based harassment.

- **Staff are generally supportive of diversity and responsive to bullying, but such tendencies are less common among students.**
  - Most respondents agree that their school takes **bullying** accusations seriously (80%) and has rules in place to address bullying (73%). They also report that teachers stand up for those who are bullied (69%). However, fewer agree that teachers discuss bullying in the classroom (52%) or that students stand up for those who are bullied (51%). Among students, those with a Native Hawaiian/Other Pacific Islander background are typically least likely to hold positive views of their school's approach to bullying.
  - Respondents also indicate that students from **diverse backgrounds** are safe at school (86%), welcomed (88%), treated fairly (85%), and respected (85%) by school staff. They are less likely to agree that students with diverse backgrounds are welcomed (74%) or respected (71%) by other students, or that they fit in with other students (69%). White students are generally more likely to agree with each of these items than students of other races.

- **Many students are not comfortable reporting bullying to school staff.** Less than a quarter of respondents (22%) indicate that students are very or completely comfortable reporting bullying to staff. Staff (48%) tend to perceive higher comfort levels than parents (29%) or students (17%), and Hispanic/Latina(o) students (9%) report significantly lower comfort levels than White students (17%). Students are most comfortable reporting bullying to counselors (61%) or teachers (50%) compared to other adults at school. Among students, those with a Native Hawaiian/Other Pacific Islander background are most likely to report not being comfortable talking to any of the available adults at their school (29%).

STUDENT RELATIONSHIPS WITH STAFF

- **Students feel safe and supported at school, but do not feel comfortable communicating concerns to school staff.** Most students, staff, and parents agree that students feel safe at school (83%-94%), counseling services are available (79%-93%), and staff care about (75%-97%) and are committed (75%-96%) to helping students. However, students are less likely to agree that they have time in their day to discuss concerns with school staff (44%) or that they feel comfortable discussing social and emotional concerns with staff (37%). In addition, relatively few students (46%) report that their teachers make an effort to get to know them, perhaps pointing to one source of the discomfort discussing social and emotional concerns with staff.

SUPPORT FOR STAFF

- **Staff may benefit from additional support and resources to address bullying and promote tolerance.** Only about half of the staff surveyed agree that their school provides sufficient (51%), high quality (53%) professional development to help staff address bullying. Most staff indicate that outside speakers or conferences (62%) comprise the bulk of available support to address bullying. In addition, a relatively small majority of staff agree that their school provides a safe platform for minority voices to be heard (62%) or sufficiently addresses issues of tolerance (61%). This suggests the need for additional professional development opportunities to help staff address bullying. It also indicates that LBUSD could better support an appreciation for diversity and tolerance within its schools.

- **Staff generally indicate that their school administrators are effective and their school is a supportive environment.** Staff are particularly likely to report that their school supports innovative and creative teaching practices (87%) and fosters support for diversity within the school community (71%). They also report that administrators treat staff professionally (74%), communicate a strong vision for the school (71%), and manage the school budget responsibly (71%).
  - **However, staff performance reviews could be improved.** Compared to administrators' other roles and contributions, staff are less likely to agree that school administrators provide frequent (56%) or constructive (63%) performance feedback.

STUDENT ENGAGEMENT

- **Most respondents perceive strong student engagement at LBUSD schools, although the students themselves are least likely to do so.** Nearly all respondents agree that students have friends at school (92%), and at least two-thirds indicate that students try to produce quality school work (71%) and come to class prepared (67%). However, less than half report that students like going to school (47%). Students are generally less likely than staff and parents to agree with most engagement questions, and are least likely to report that they enjoy learning (48%) or like going to school (36%).

SUPPORTING FIGURES

SUPPORT FOR DIVERSITY

Figure 1.1: How often do students at your school experience harassment based on their...

Legend: ■ Never ■ Rarely □ Sometimes ■ Often ■ Always

	Never	Rarely	Sometimes	Often	Always
...ability to speak English?	54%	26%	12%	5%	
...sex?	51%	28%	14%	5%	
...religion?	49%	28%	16%	5%	
...family income?	50%	26%	16%	6%	
...disabilities?	45%	29%	17%	7%	
...sexual orientation?	46%	25%	21%	6%	
...gender identity or expression?	41%	28%	21%	8%	
...race, ethnicity or skin color?	37%	30%	22%	8%	
...physical appearance?	20%	27%	32%	15%	6%
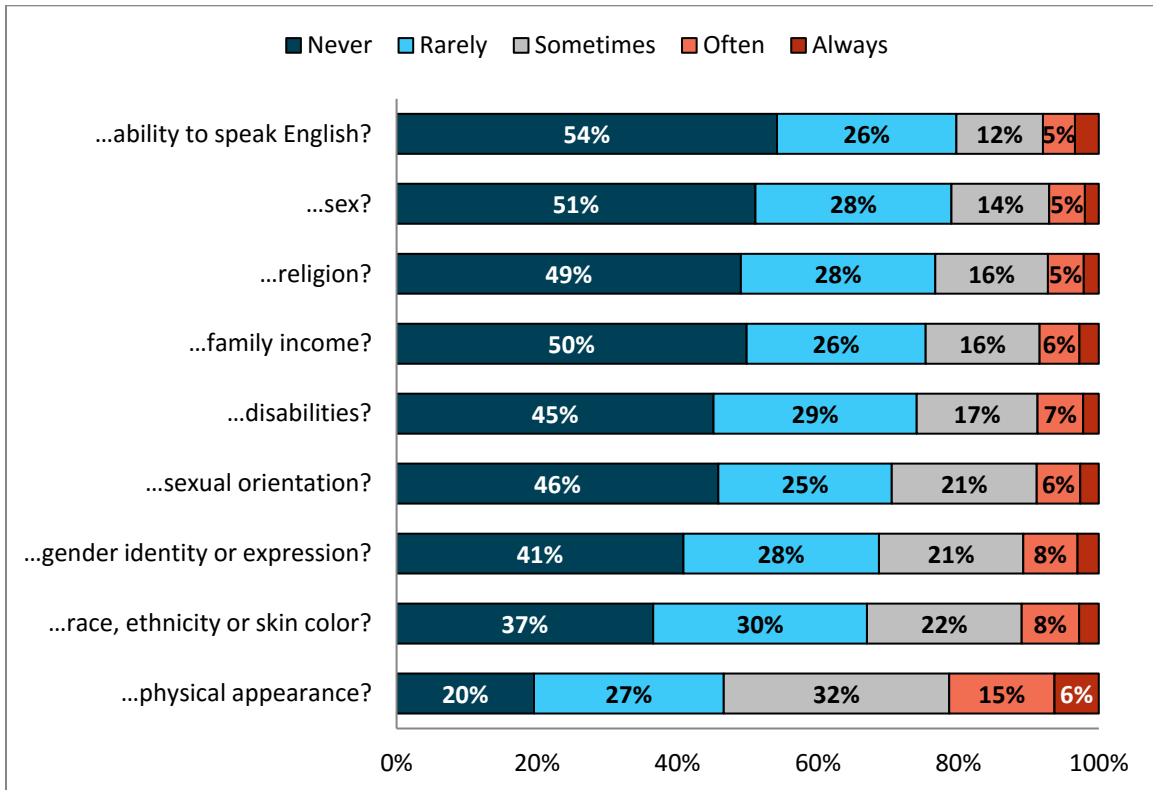
n=1,401-1,676

**Figure 1.2: How often do students at your school experience harassment based on their…
(by Role)**

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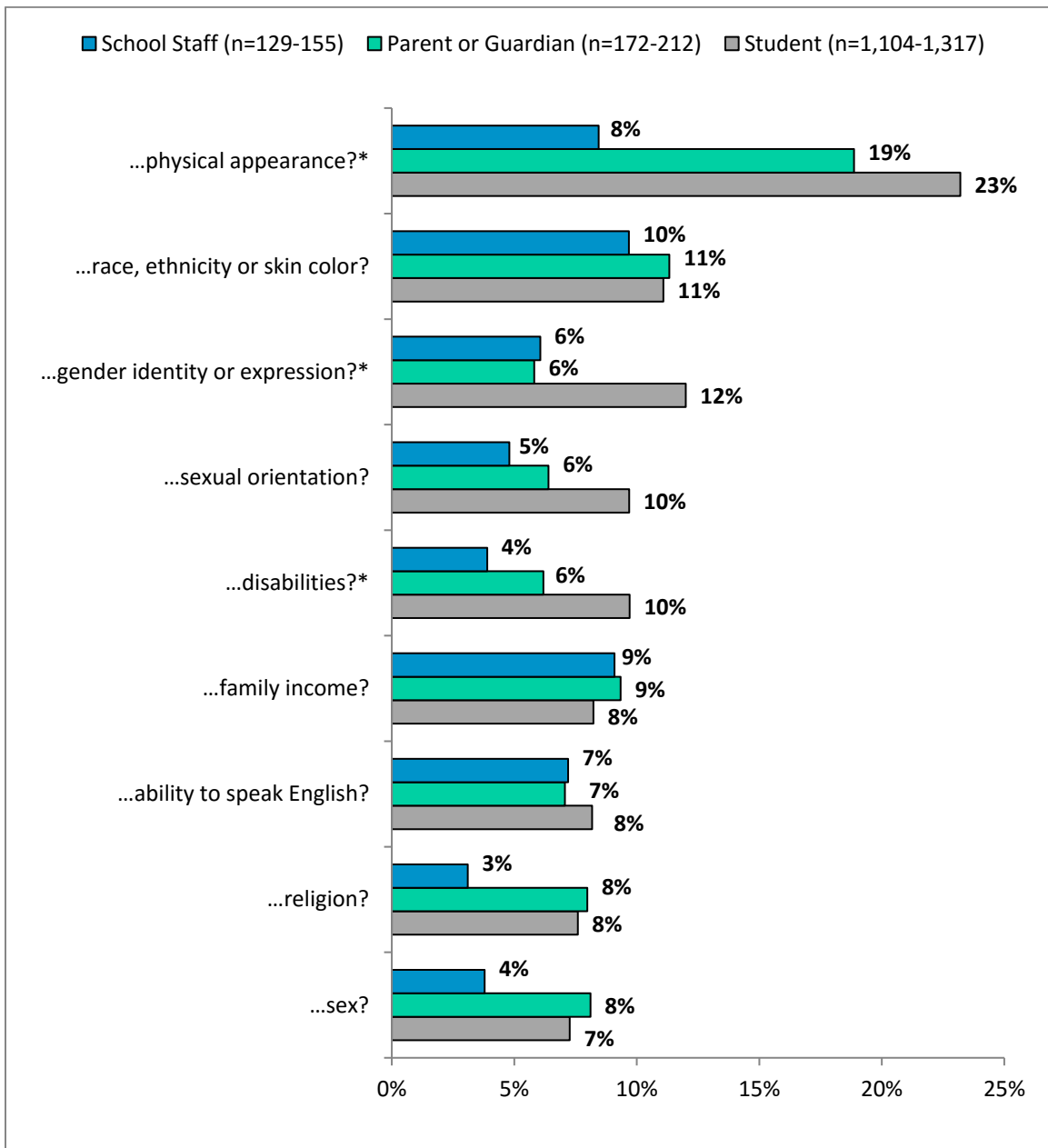
Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

Figure 1.3: How often do students at your school experience harassment based on their…
(Students only, by Race/Ethnicity)

Responses of "Often" or "Always"

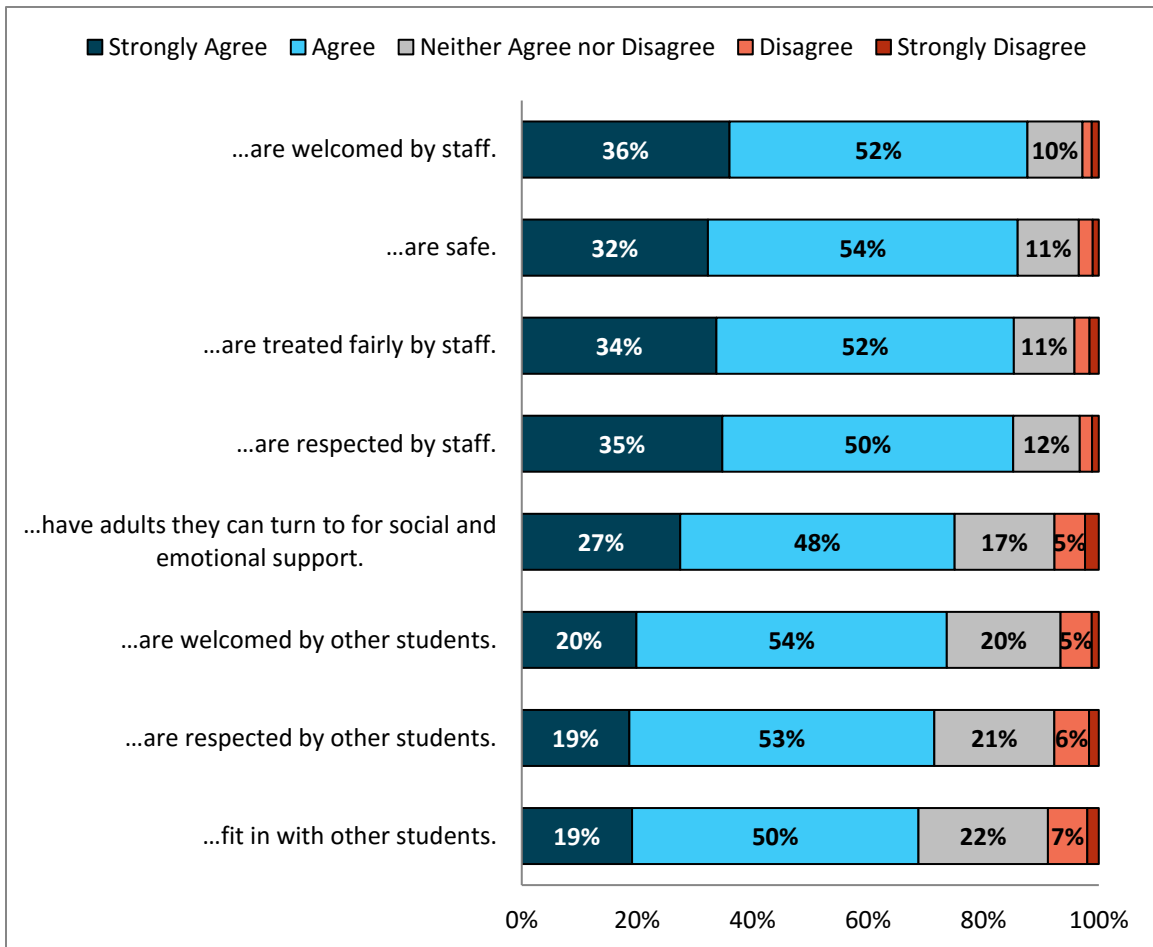|	AMERICAN INDIAN OR ALASKA NATIVE (N=37-43)	ASIAN (N=110-142)	BLACK OR AFRICAN AMERICAN (N=43-50)	HISPANIC/ LATINA(O) (N=119-147)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (N=24-34)	WHITE (N=776-921)	OTHER (N=129-155)	PREFER NOT TO RESPOND (N=70-86)
…physical appearance?	29%	22%	27%	19%	26%	21%	30%	23%
…race, ethnicity or skin color?*	23%	17%	26%	16%	13%	8%	15%	13%
…gender identity or expression?	13%	8%	13%	13%	14%	11%	13%	11%
…sexual orientation?*	14%	11%	12%	8%	25%	9%	12%	11%
…disabilities?*	17%	9%	17%	6%	21%	9%	15%	10%
…family income?*	13%	6%	16%	13%	21%	7%	12%	10%
…ability to speak English?*	12%	11%	13%	13%	12%	6%	9%	11%
…sex?	8%	6%	7%	5%	4%	7%	11%	12%
…religion?*	23%	6%	17%	4%	7%	6%	12%	12%

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 school, students from diverse backgrounds…

Legend: ■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree
…are welcomed by staff.	36%	52%	10%	
…are safe.	32%	54%	11%	
…are treated fairly by staff.	34%	52%	11%	
…are respected by staff.	35%	50%	12%	
…have adults they can turn to for social and emotional support.	27%	48%	17%	5%
…are welcomed by other students.	20%	54%	20%	5%
…are respected by other students.	19%	53%	21%	6%
…fit in with other students.	19%	50%	22%	7%

n=1,628-1,805

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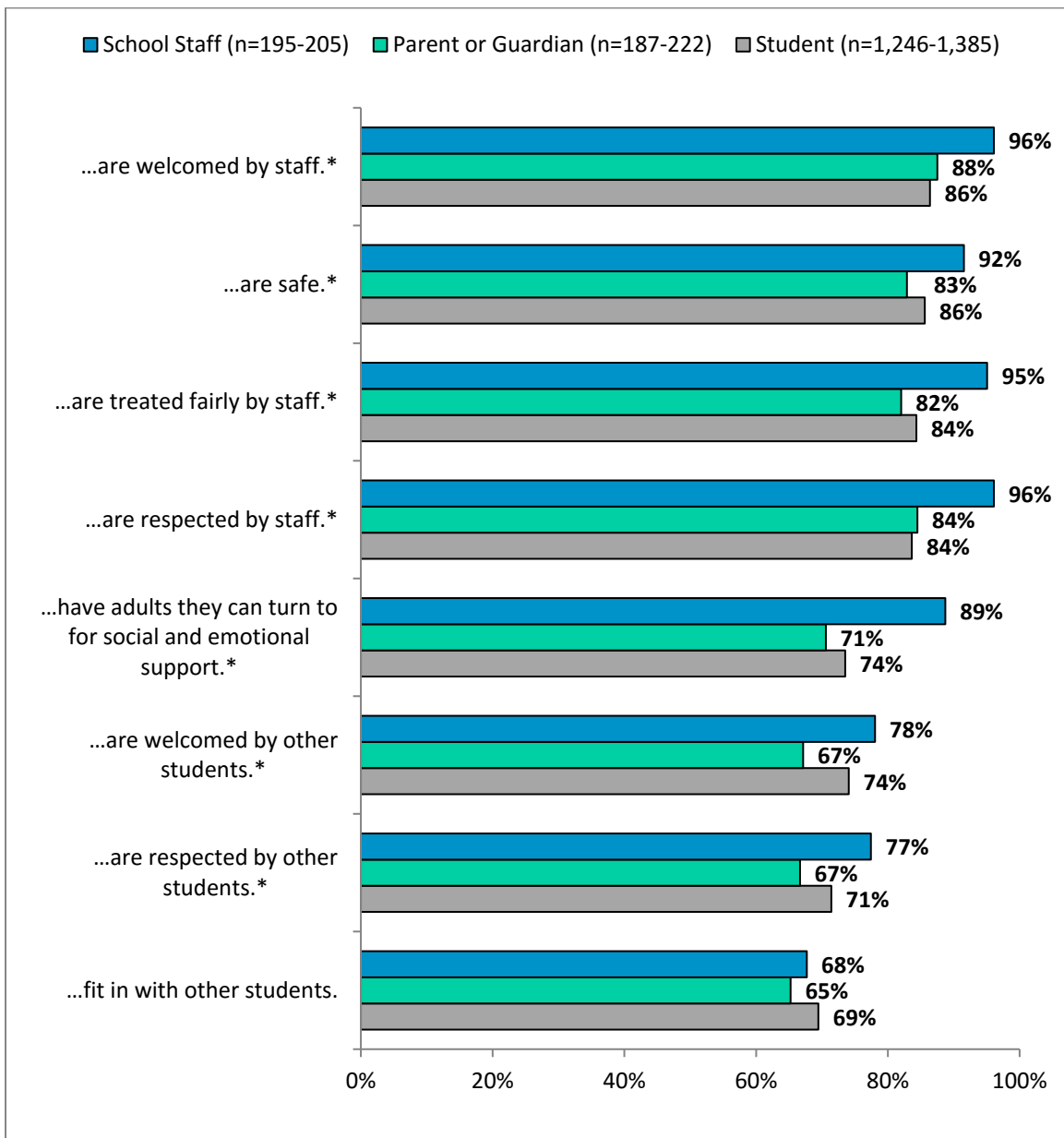
Responses of "Agree" or "Strongly Agree"

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 school, students from diverse backgrounds… (Students only, by Race/Ethnicity)

Responses of "Agree" or "Strongly Agree"

	AMERICAN INDIAN OR ALASKA NATIVE (N=41-45)	ASIAN (N=139-157)	BLACK OR AFRICAN AMERICAN (N=47-52)	HISPANIC/ LATINA(O) (N=141-155)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (N=30-34)	WHITE (N=867-964)	OTHER (N=147-165)	PREFER NOT TO RESPOND (N=88-108)
…are welcomed by staff.*	80%	82%	72%	83%	67%	89%	80%	79%
…are safe.*	80%	83%	65%	84%	79%	89%	81%	77%
…are treated fairly by staff.*	84%	80%	71%	80%	71%	87%	77%	79%
…are respected by staff.*	72%	79%	68%	78%	58%	86%	77%	79%
…have adults they can turn to for social and emotional support.*	66%	67%	62%	70%	57%	76%	73%	66%
…are welcomed by other students.*	64%	68%	47%	69%	53%	76%	68%	73%
…are respected by other students.*	63%	65%	46%	66%	56%	75%	68%	64%
…fit in with other students.*	58%	63%	55%	62%	58%	72%	67%	68%

Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.
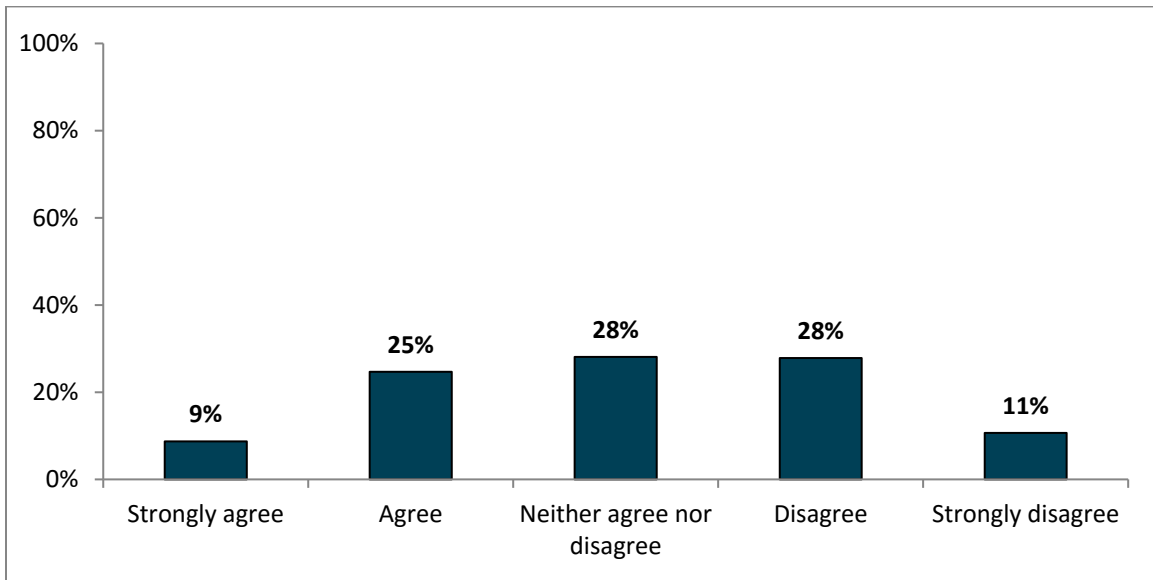
Figure 1.7: To what extent do you agree or disagree that bullying is a problem at your school?

n=1,734

Figure 1.8: To what extent do you agree or disagree that bullying is a problem at your 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.
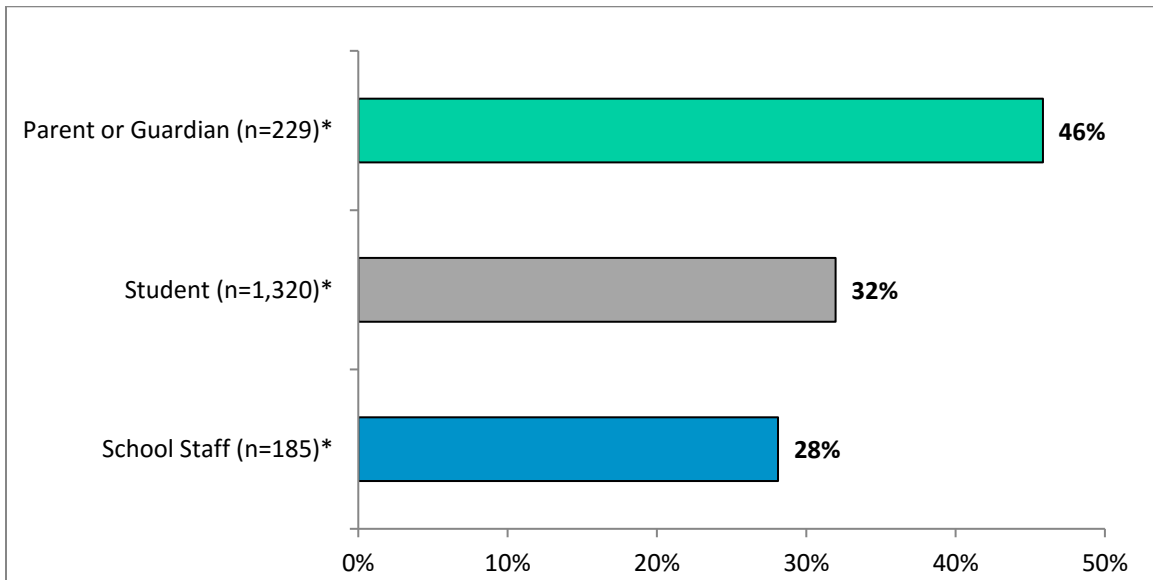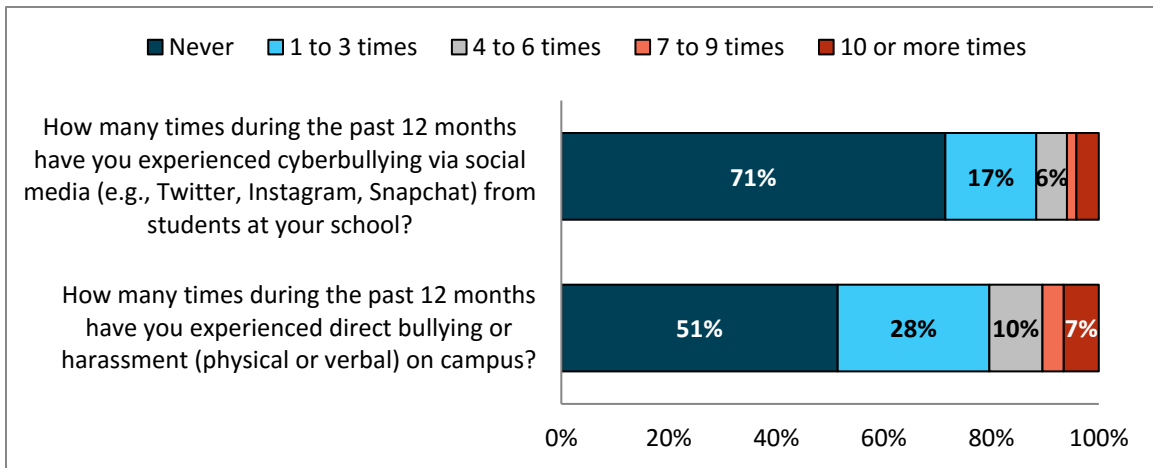
Figure 1.9: Frequency of Students' Experiences with Bullying and Cyberbullying

■Never ■1 to 3 times ■4 to 6 times ■7 to 9 times ■10 or more times

How many times during the past 12 months have you experienced cyberbullying via social media (e.g., Twitter, Instagram, Snapchat) from students at your school?
71% | 17% | 6%

How many times during the past 12 months have you experienced direct bullying or harassment (physical or verbal) on campus?
51% | 28% | 10% | 7%

0% 20% 40% 60% 80% 100%

n=1,313-1,315
Note: Only students answered these questions.

Figure 1.10: Frequency of Students' Experiences with Bullying and Cyberbullying (by Race/Ethnicity)

Responses of 7 or more times

■How many times during the past 12 months have you experienced cyberbullying via social media (e.g., Twitter, Instagram, Snapchat) from students at your school?
■How many times during the past 12 months have you experienced direct bullying or harassment (physical or verbal) on campus?

Native Hawaiian or Other Pacific Islander (n=30-34): 23% / 18%
Black or African American (n=48-49): 17% / 12%
American Indian or Alaska Native (n=43-45): 12% / 9%
White (n=933-937): 6% / 10%
Asian (n=137-139): 6% / 9%
Hispanic/Latina(o) (n=140-142): 2% / 8%
Other (n=140-158): 11% / 21%
Prefer not to respond (n=93-94): 11% / 17%
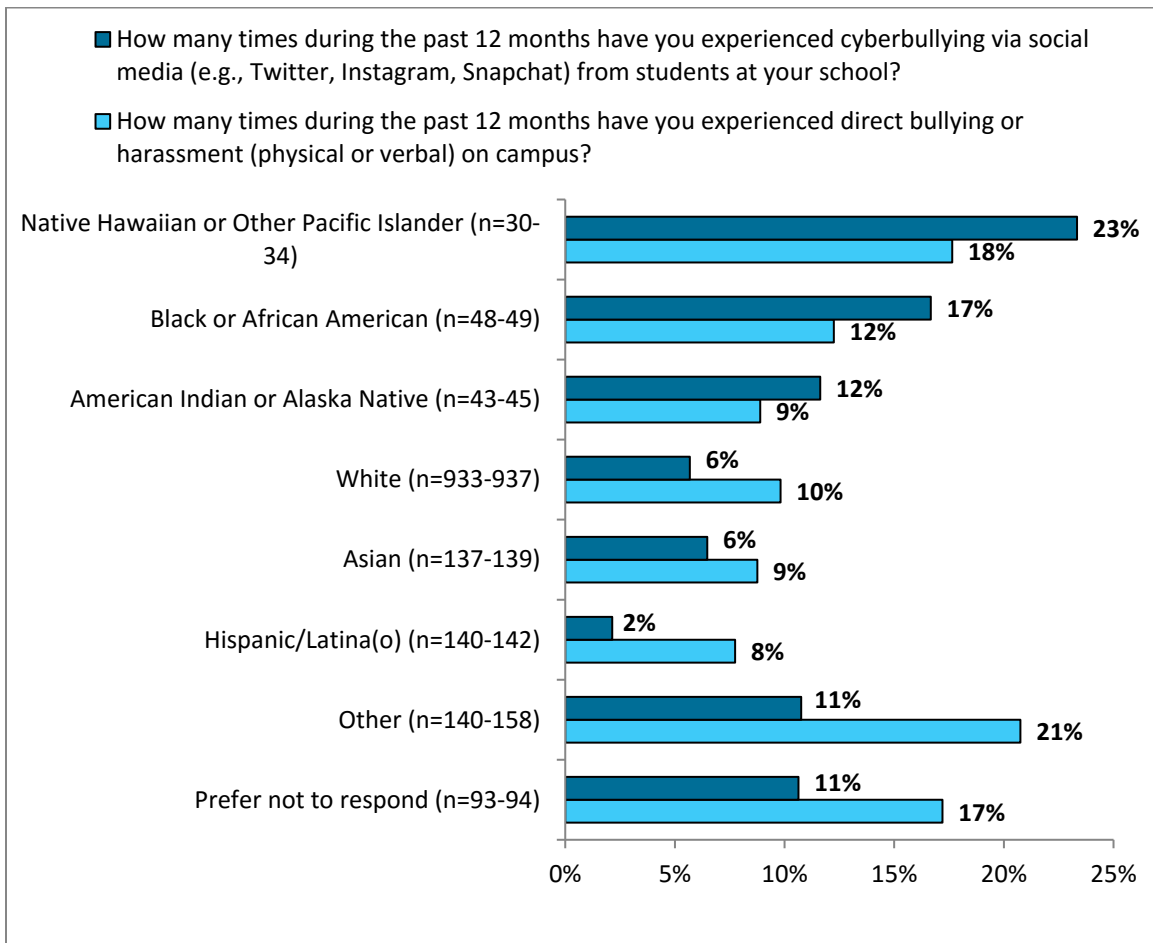
0% 5% 10% 15% 20% 25%

Figure 1.11: To what extent are students comfortable reporting bullying to adults at your school?
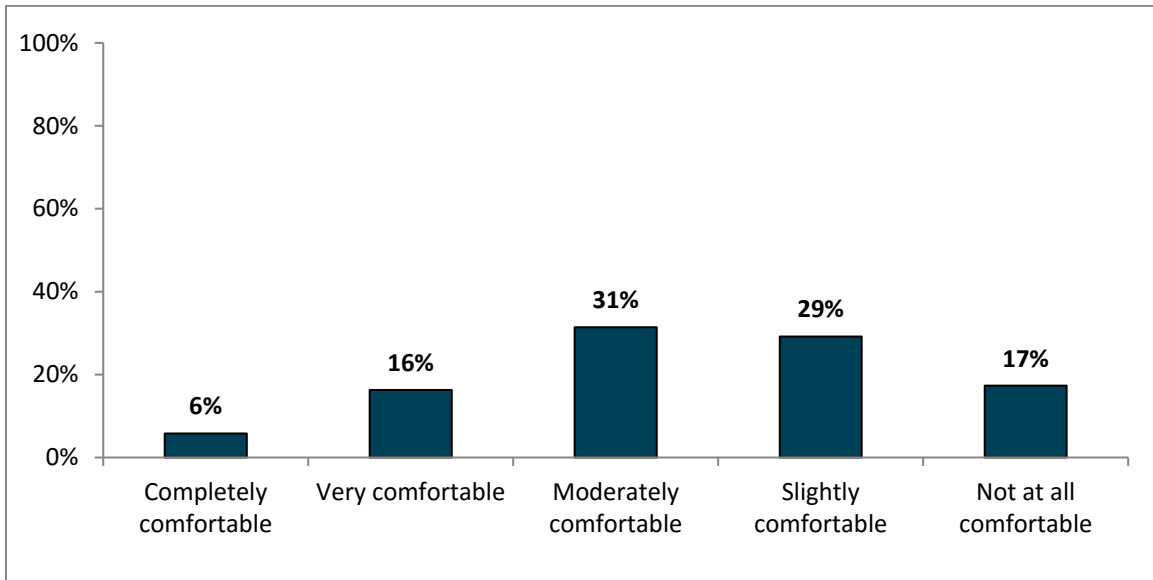
n=1,505

Figure 1.12: To what extent are students comfortable reporting bullying to adults at your school? (by Role)

Responses of "Very Comfortable" or "Completely Comfortable"
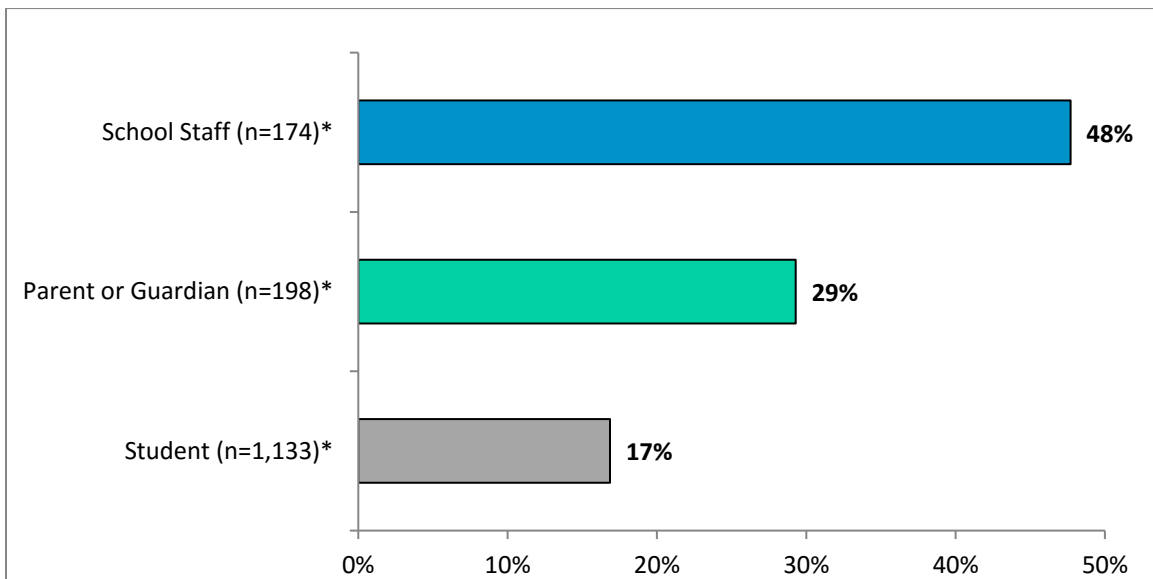
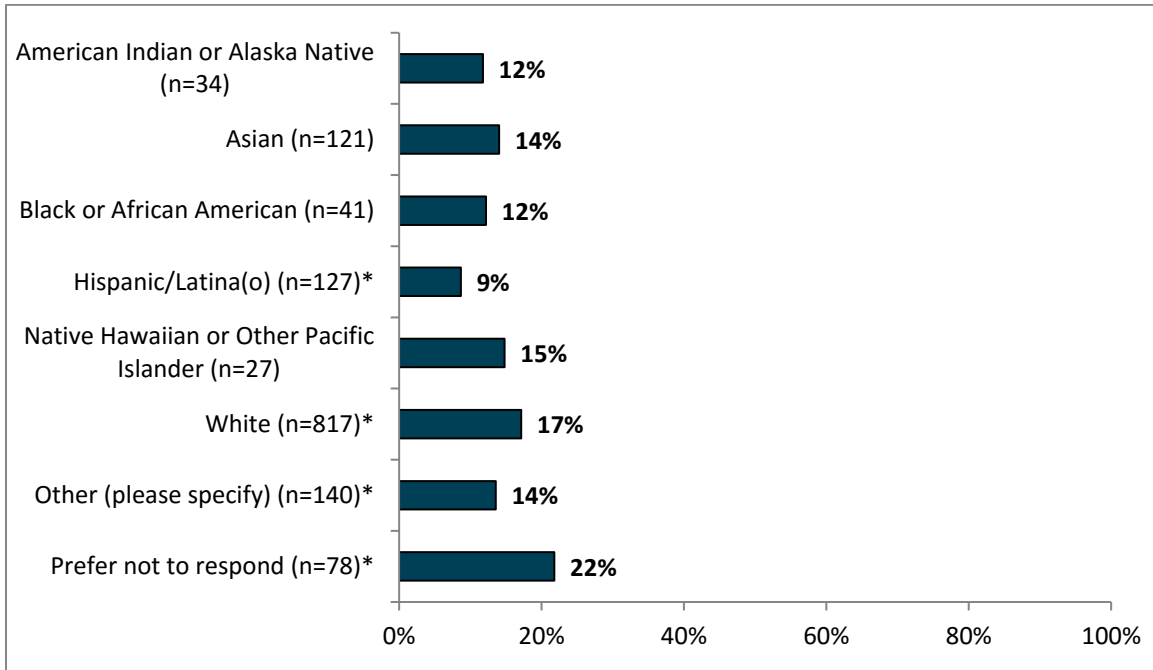Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

Figure 1.13: To what extent are students comfortable reporting bullying to adults at your school? (Students only, by Race/Ethnicity)

Responses of "Very Comfortable" or "Completely Comfortable"

Race/Ethnicity	Percentage
American Indian or Alaska Native (n=34)	12%
Asian (n=121)	14%
Black or African American (n=41)	12%
Hispanic/Latina(o) (n=127)*	9%
Native Hawaiian or Other Pacific Islander (n=27)	15%
White (n=817)*	17%
Other (please specify) (n=140)*	14%
Prefer not to respond (n=78)*	22%

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: Adults at School Who Students are Comfortable Talking to if Bullied

Adult	Percentage
Counselor	59%
Teacher	52%
School psychologist	21%
Administrator	19%
Nurse	12%
School social worker	12%
None of the above	16%
Other, please specify	14%

n=1,703
Note: Only parents and students answered this question.

Figure 1.15: Adults at School Who Students are Comfortable Talking to if Bullied (by Role)
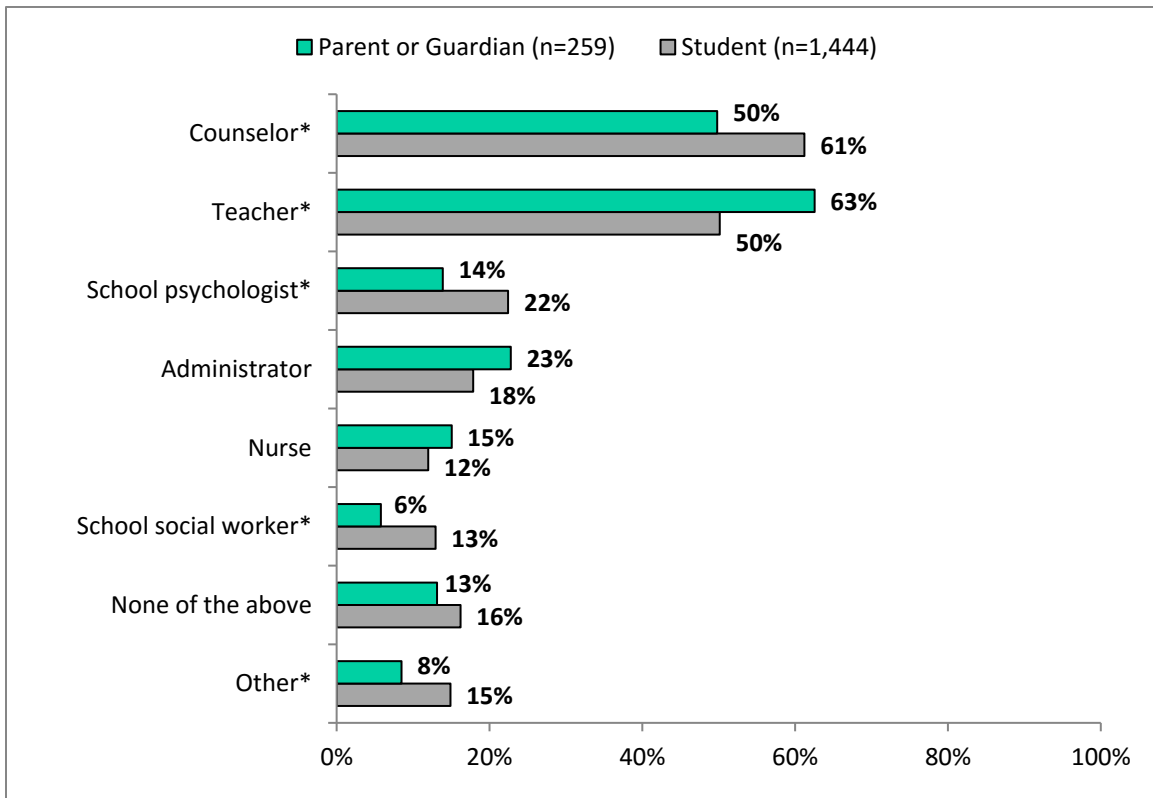
Note: Asterisks (*) indicate significant differences between groups. Please see the data supplement to examine these differences in more detail.

Figure 1.16: Adults at School who Students are Comfortable Talking to if Bullied (Students only, by Race/Ethnicity)

	AMERICAN INDIAN OR ALASKA NATIVE (N=45)	ASIAN (N=161)	BLACK OR AFRICAN AMERICAN (N=52)	HISPANIC/ LATINA(O) (N=159)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (N=34)	WHITE (N=1,027)	OTHER (N=178)	PREFER NOT TO RESPOND (N=113)
Counselor*	60%	59%	65%	67%	50%	64%	61%	52%
Teacher*	56%	52%	44%	44%	35%	52%	47%	48%
School psychologist*	18%	22%	21%	21%	12%	24%	16%	23%
Administrator	16%	17%	13%	20%	6%	18%	15%	22%
None of the above*	16%	19%	17%	16%	29%	15%	18%	23%
Other, please specify*	18%	14%	23%	16%	21%	13%	28%	21%
Nurse	9%	10%	17%	14%	9%	12%	12%	13%
School social worker*	7%	9%	10%	11%	3%	13%	14%	18%

Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.
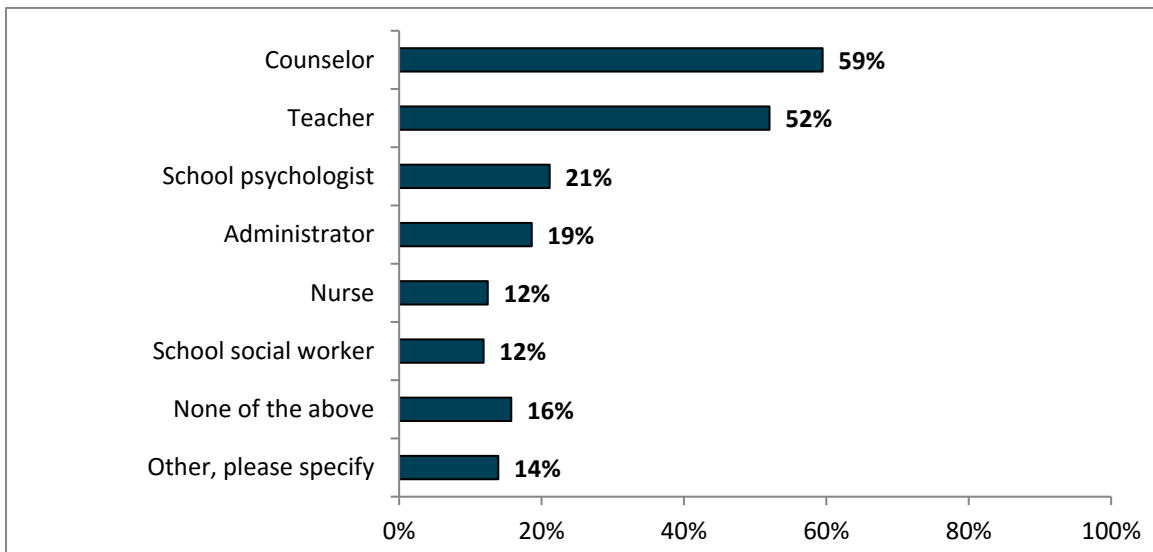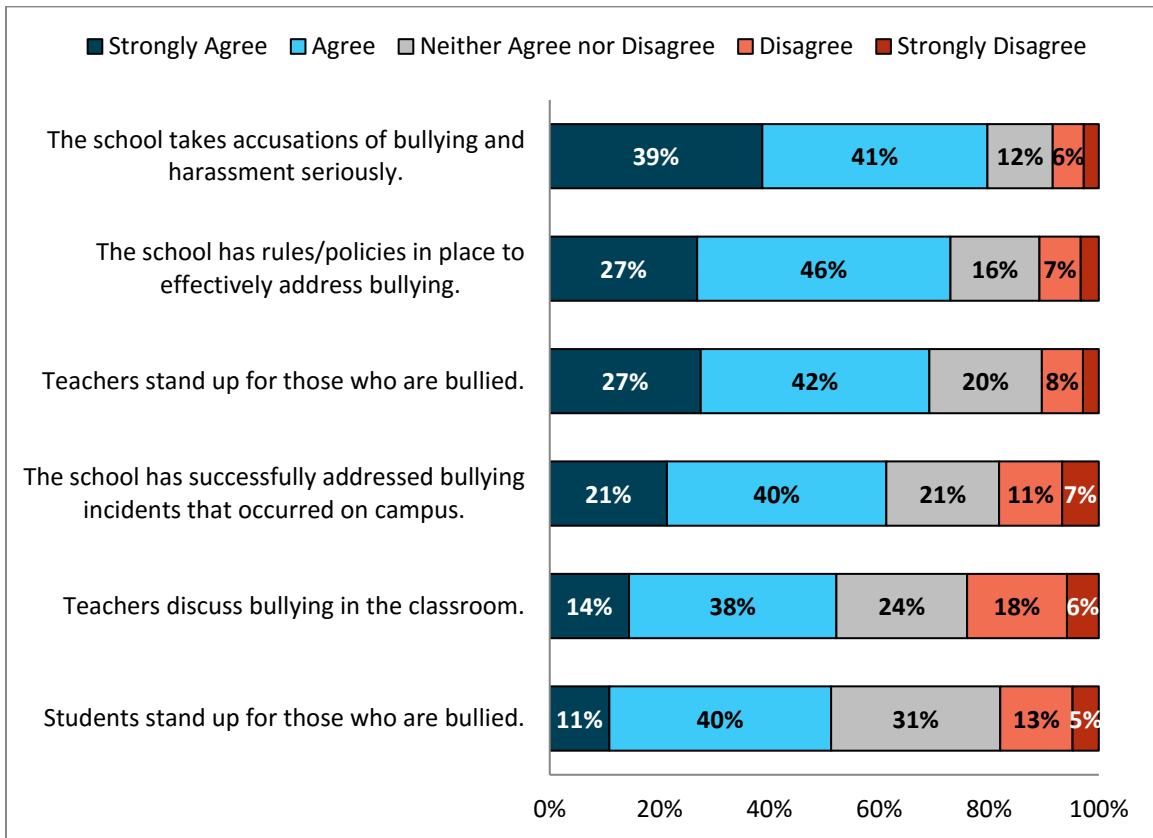
Figure 1.17: Impressions of School's Approach to Dealing with Bullying

Legend: Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The school takes accusations of bullying and harassment seriously.	39%	41%	12%	6%	
The school has rules/policies in place to effectively address bullying.	27%	46%	16%	7%	
Teachers stand up for those who are bullied.	27%	42%	20%	8%	
The school has successfully addressed bullying incidents that occurred on campus.	21%	40%	21%	11%	7%
Teachers discuss bullying in the classroom.	14%	38%	24%	18%	6%
Students stand up for those who are bullied.	11%	40%	31%	13%	5%

n=1,602-1,749

Figure 1.18: Impressions of School's Approach to Dealing with Bullying (by Role)
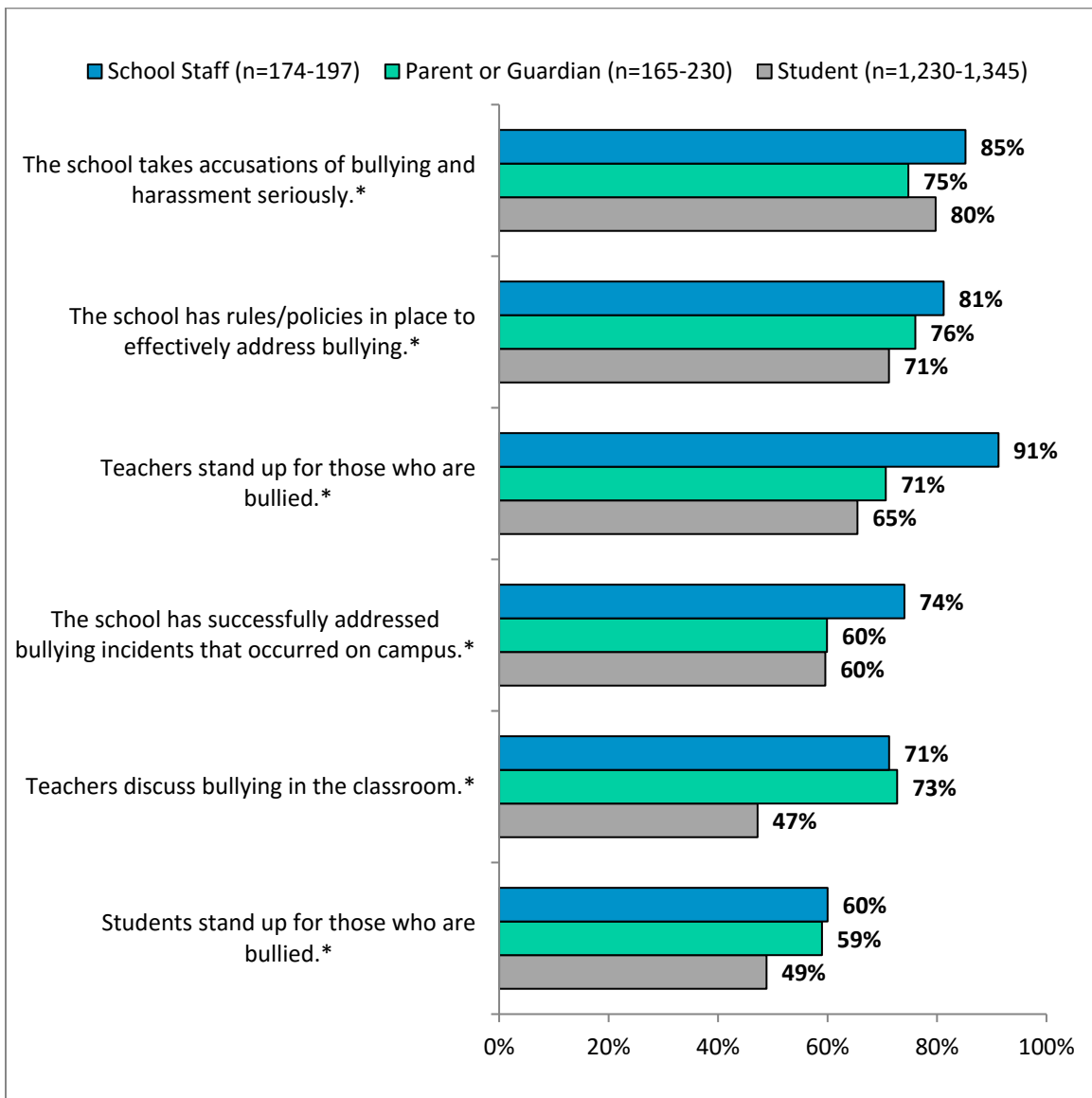
Responses of "Agree" or "Strongly Agree"

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

Figure 1.19: Impressions of School's Approach to Dealing with Bullying (Students only, by Race/Ethnicity)
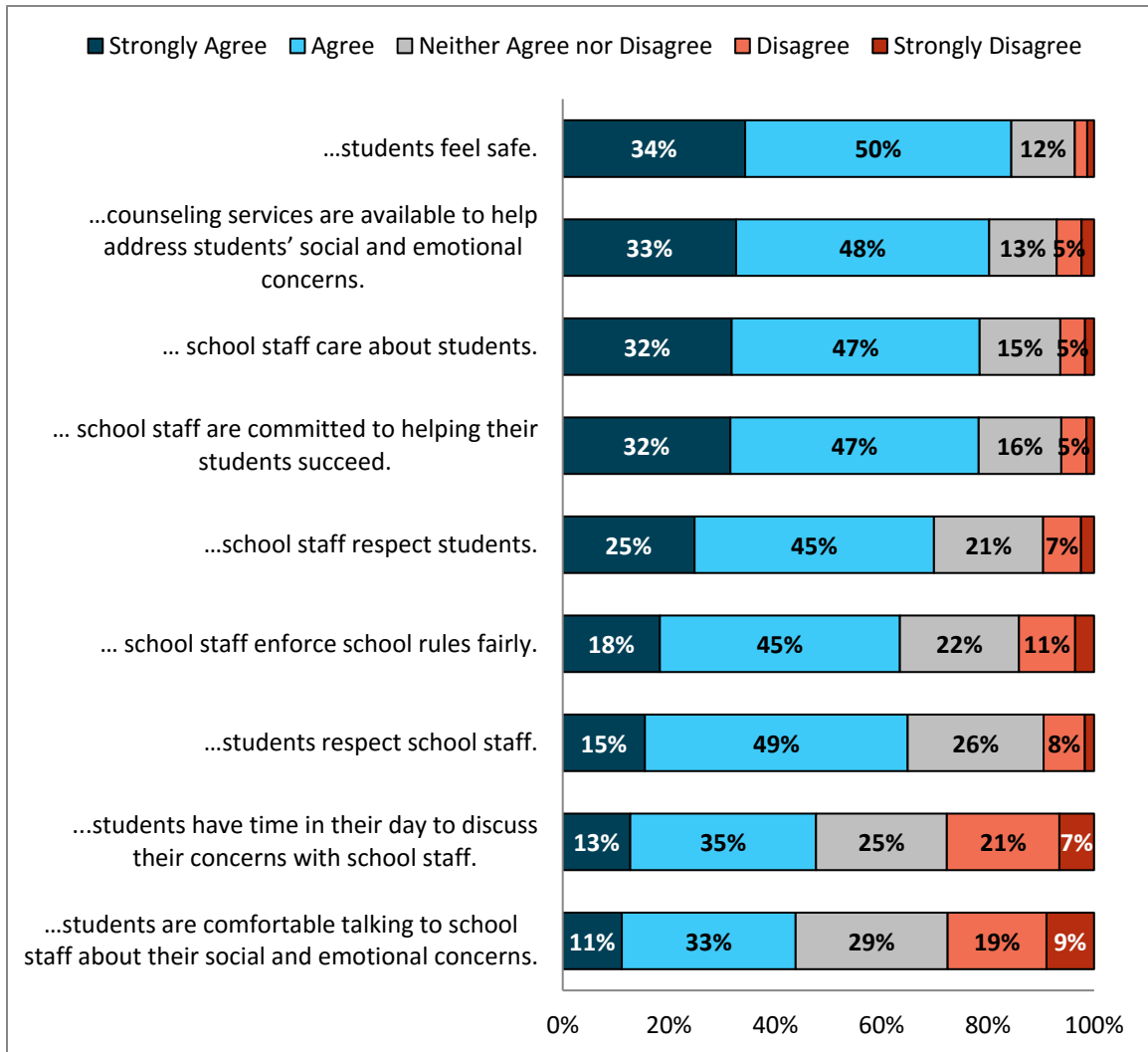
Responses of "Agree" or "Strongly Agree"

	AMERICAN INDIAN OR ALASKA NATIVE (N=36-40)	ASIAN (N=139-152)	BLACK OR AFRICAN AMERICAN (N=41-48)	HISPANIC/ LATINA(O) (N=136-150)	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (N=27-35)	WHITE (N=893-981)	OTHER (N=146-164)	PREFER NOT TO RESPOND (N=86-99)
The school takes accusations of bullying and harassment seriously.*	73%	77%	70%	81%	61%	82%	75%	74%
The school has rules/policies in place to effectively address bullying.*	78%	69%	58%	74%	44%	72%	73%	67%
Teachers stand up for those who are bullied.*	62%	59%	58%	66%	55%	67%	64%	61%
The school has successfully addressed bullying incidents that occurred on campus.*	64%	57%	46%	69%	56%	62%	49%	52%
Students stand up for those who are bullied.*	58%	40%	53%	50%	21%	50%	49%	42%
Teachers discuss bullying in the classroom.*	39%	44%	43%	50%	31%	47%	50%	44%

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 1.20: Student Interactions and Relationships with Staff
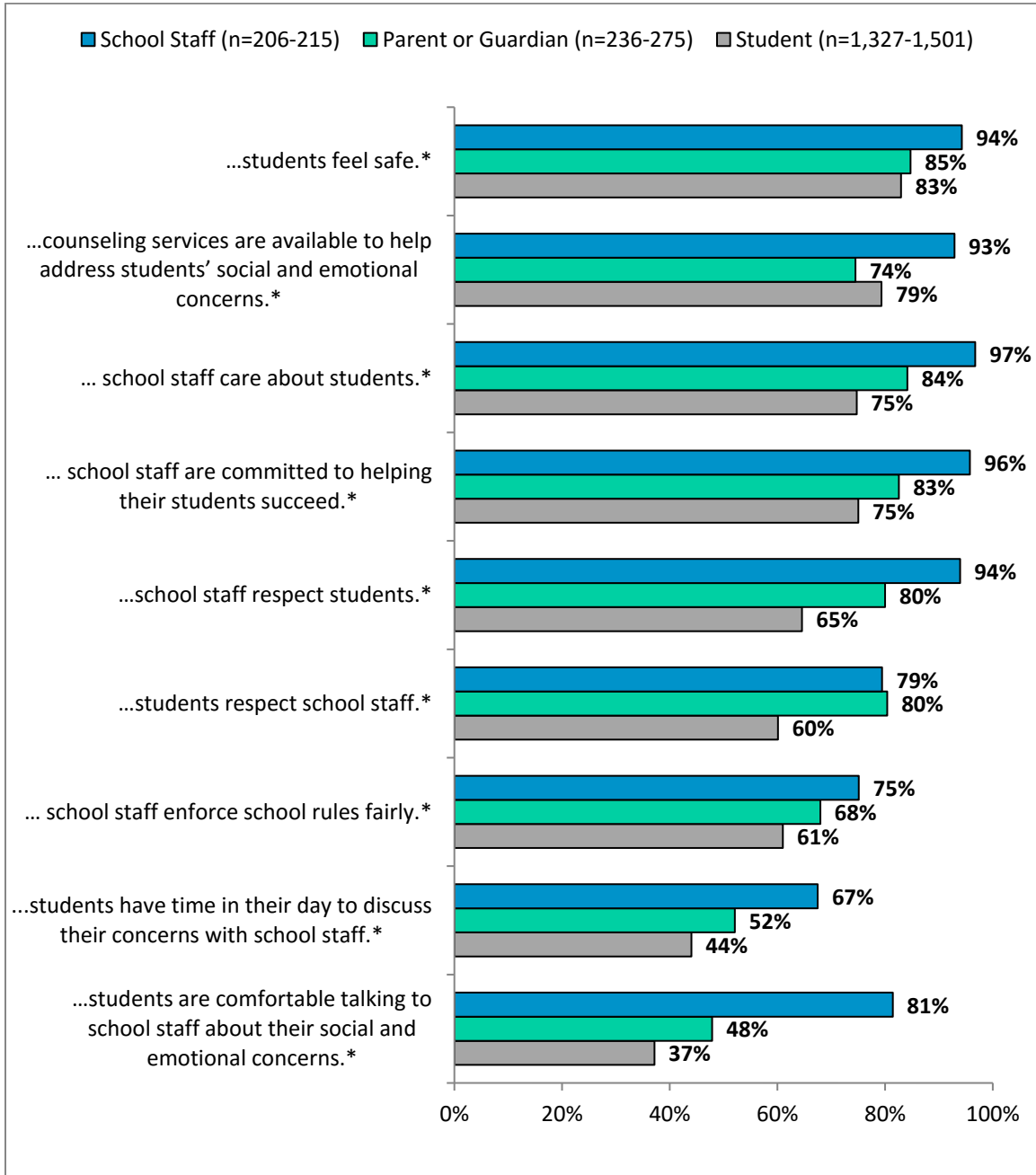
At my school…

Legend: ■ Strongly Agree ■ Agree □ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree
…students feel safe.	34%	50%	12%	
…counseling services are available to help address students' social and emotional concerns.	33%	48%	13%	5%
… school staff care about students.	32%	47%	15%	5%
… school staff are committed to helping their students succeed.	32%	47%	16%	5%
…school staff respect students.	25%	45%	21%	7%
… school staff enforce school rules fairly.	18%	45%	22%	11%
…students respect school staff.	15%	49%	26%	8%
…students have time in their day to discuss their concerns with school staff.	13%	35%	25%	21%	7%
…students are comfortable talking to school staff about their social and emotional concerns.	11%	33%	29%	19%	9%

n=1,773-1,988

Figure 1.21: Student Interactions and Relationships with Staff (by Role)

Responses of "Agree" or "Strongly Agree"

At my school…

■ School Staff (n=206-215) ■ Parent or Guardian (n=236-275) ■ Student (n=1,327-1,501)

…students feel safe.*
- 94%
- 85%
- 83%

…counseling services are available to help address students' social and emotional concerns.*
- 93%
- 74%
- 79%

… school staff care about students.*
- 97%
- 84%
- 75%

… school staff are committed to helping their students succeed.*
- 96%
- 83%
- 75%

…school staff respect students.*
- 94%
- 80%
- 65%

…students respect school staff.*
- 79%
- 80%
- 60%

… school staff enforce school rules fairly.*
- 75%
- 68%
- 61%

…students have time in their day to discuss their concerns with school staff.*
- 67%
- 52%
- 44%

…students are comfortable talking to school staff about their social and emotional concerns.*
- 81%
- 48%
- 37%

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

Figure 1.22: Teachers' Knowledge and Understanding of Students
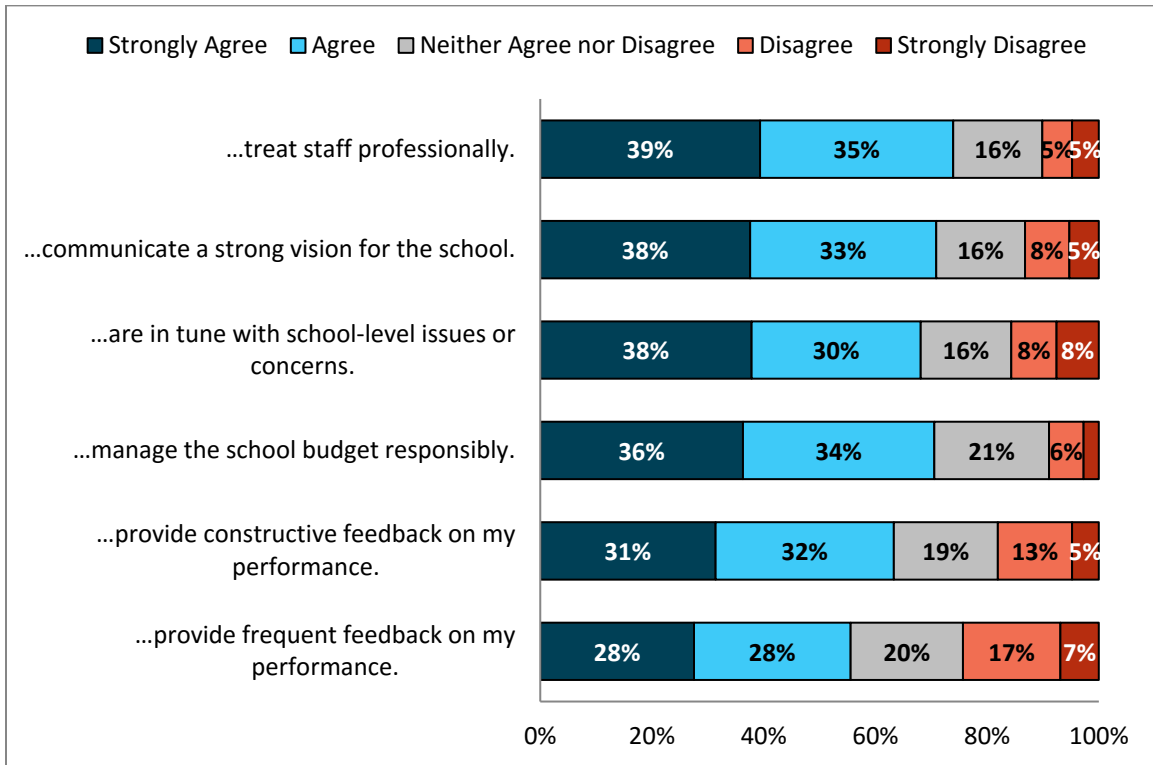
Teachers at my school…

Legend: ■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree
…encourage every student to contribute to class discussions.	25%	54%	15%	5%
…respect opinions from all students.	18%	45%	21%	11%
…listen to my suggestions and recommendations.	13%	40%	29%	14%
…give me a say in the learning activities I work on.	13%	35%	25%	21%
…know how I learn best.	13%	31%	30%	21%
…make an effort to get to know me personally.	11%	35%	30%	19%

n=1,415-1,484
Note: Only students answered this question.

SUPPORT FOR STAFF

Figure 1.23: Relationship between Administrators and School Staff

Administrators at my school…

Legend: ■ Strongly Agree ■ Agree ■ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
…treat staff professionally.	39%	35%	16%	5%	5%
…communicate a strong vision for the school.	38%	33%	16%	8%	5%
…are in tune with school-level issues or concerns.	38%	30%	16%	8%	8%
…manage the school budget responsibly.	36%	34%	21%	6%	
…provide constructive feedback on my performance.	31%	32%	19%	13%	5%
…provide frequent feedback on my performance.	28%	28%	20%	17%	7%

n=146-189
Note: Only school staff answered these questions.

Figure 1.24: School-Level Support for Staff

My school…

Legend: ■ Strongly Agree ■ Agree ▫ Neither Agree nor Disagree ■ Disagree ■ Strongly Disagree

…provides support for innovative and creative teaching practices.
- Strongly Agree: 45%
- Agree: 42%
- Neither Agree nor Disagree: 7%

…fosters support for diversity within the school community.
- Strongly Agree: 28%
- Agree: 43%
- Neither Agree nor Disagree: 15%
- Disagree: 11%

…provides a safe platform for minority voices to be heard.
- Strongly Agree: 23%
- Agree: 38%
- Neither Agree nor Disagree: 22%
- Disagree: 12%
- Strongly Disagree: 5%

…sufficiently addresses issues of tolerance.
- Strongly Agree: 23%
- Agree: 37%
- Neither Agree nor Disagree: 23%
- Disagree: 12%

…provides quality professional development opportunities to help staff address bullying among students.
- Strongly Agree: 19%
- Agree: 35%
- Neither Agree nor Disagree: 23%
- Disagree: 19%
- Strongly Disagree: 5%

…provides sufficient professional development opportunities to help staff address bullying among students.
- Strongly Agree: 19%
- Agree: 32%
- Neither Agree nor Disagree: 23%
- Disagree: 23%

n=157-193
Note: Only school staff answered these questions.

Figure 1.25: What resources and supports are available at your school to help staff address bullying?

Resource/Support	Percentage
Outside speakers or conferences	62%
Parent communication materials (e.g., articles, notifications, meetings)	49%
Staff discussion groups	46%
Student communication materials (e.g., articles, notifications, meetings)	43%
Internal trainings	33%
Lesson ideas	32%
Access to research articles	25%
Internal workshops	24%
Other	12%
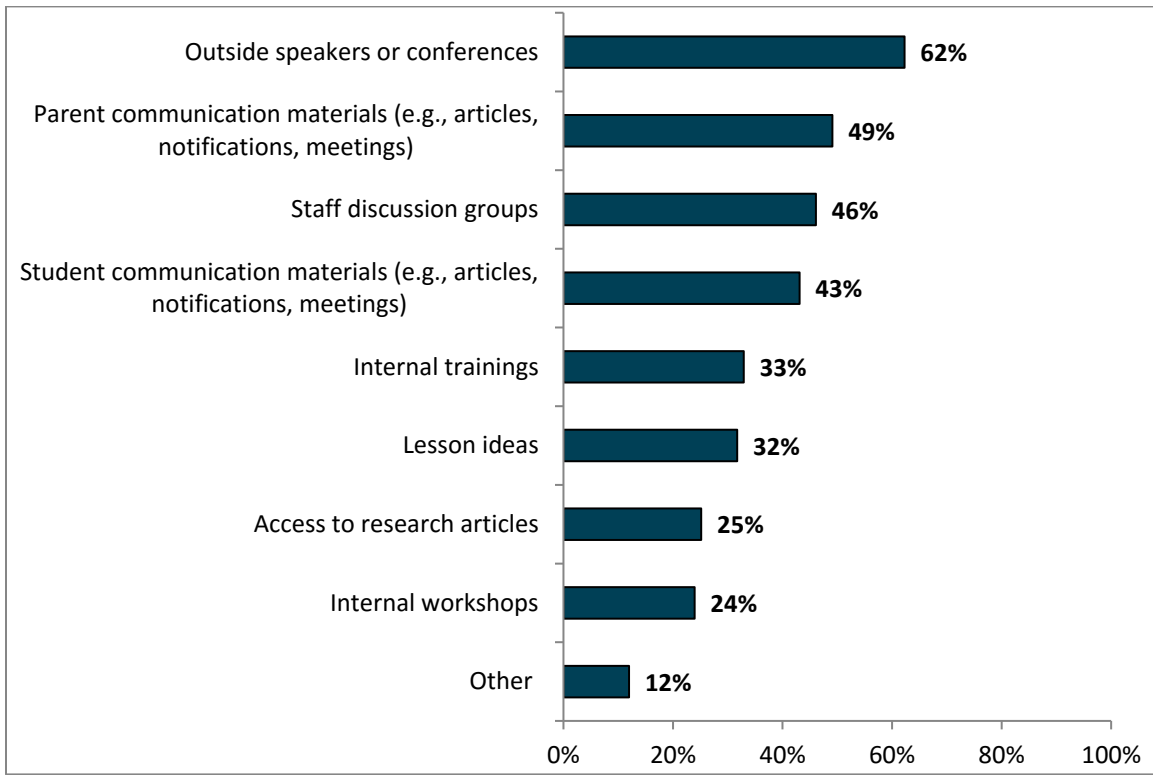
n=167
Note: Only school staff answered this question.

STUDENT ENGAGEMENT

Figure 1.26: Student Interest in and Enjoyment of School

Students at my school…
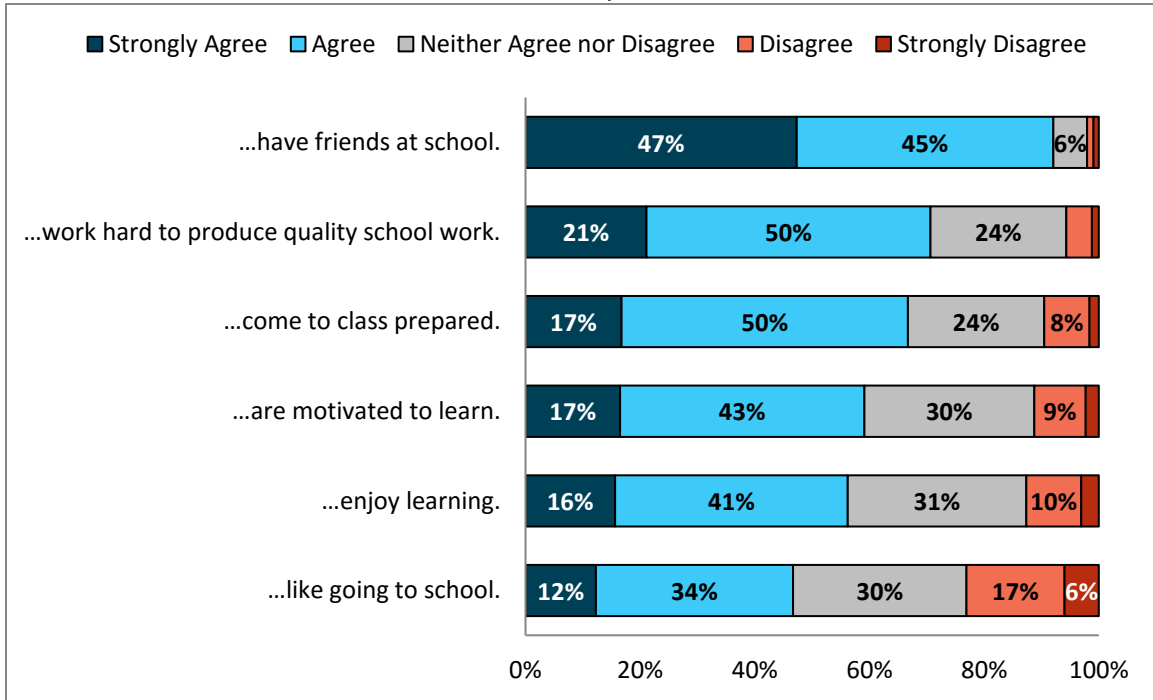
n=1,952-2,015

Figure 1.27: Student Interest in and Enjoyment of School (by Role)

Responses of "Agree" or "Strongly Agree"

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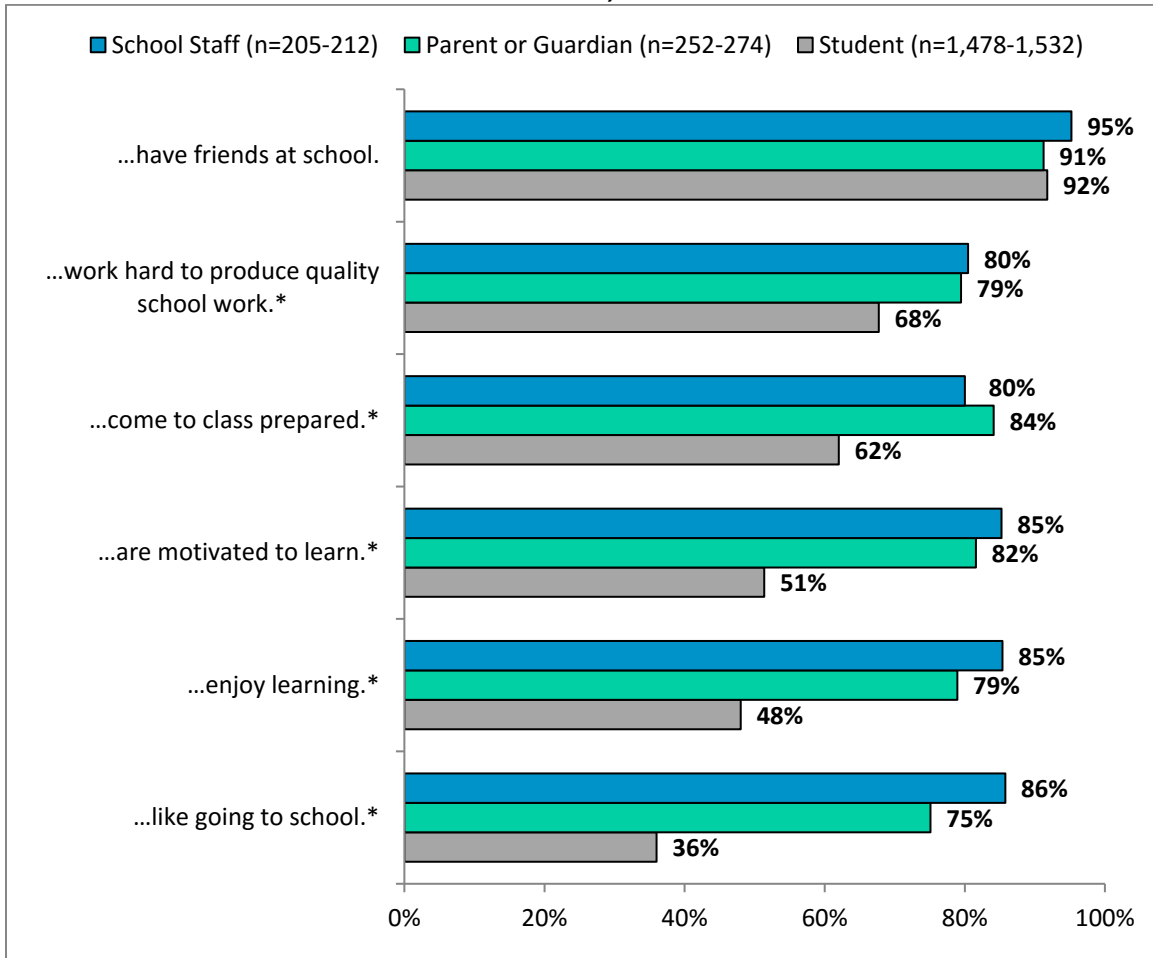
Note: Asterisks (*) indicate significant differences between at least two groups. Please see the data supplement to examine these differences in more detail.

RESPONDENT CHARACTERISTICS

Figure 1.28: Which of the following best describes your association with LBUSD?
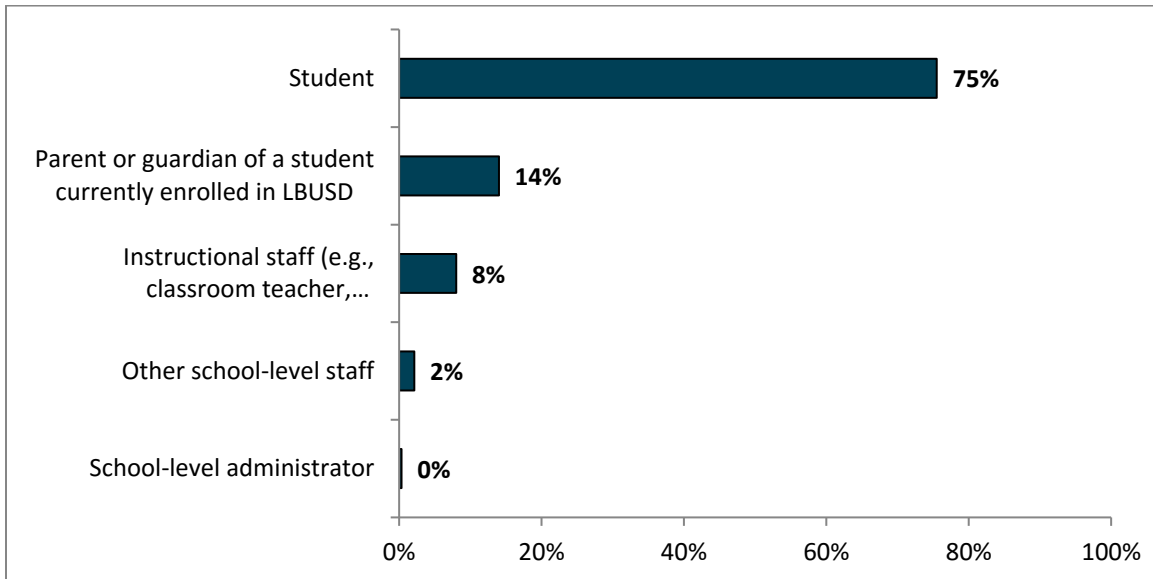
n=2,069

Figure 1.29: Respondent Group
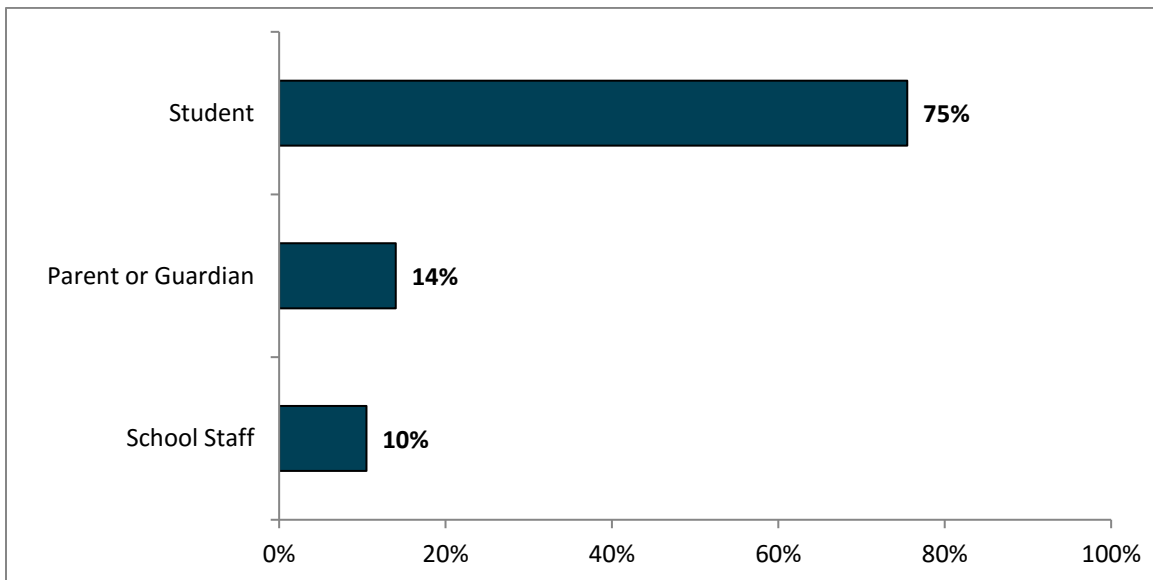
n=2,069

Figure 1.30: Student Grade Level

Grade	Percentage
Transitional Kindergarten	0%
Kindergarten	0%
Grade 1	1%
Grade 2	1%
Grade 3	1%
Grade 4	1%
Grade 5	13%
Grade 6	17%
Grade 7	13%
Grade 8	14%
Grade 9	13%
Grade 10	15%
Grade 11	7%
Grade 12	5%
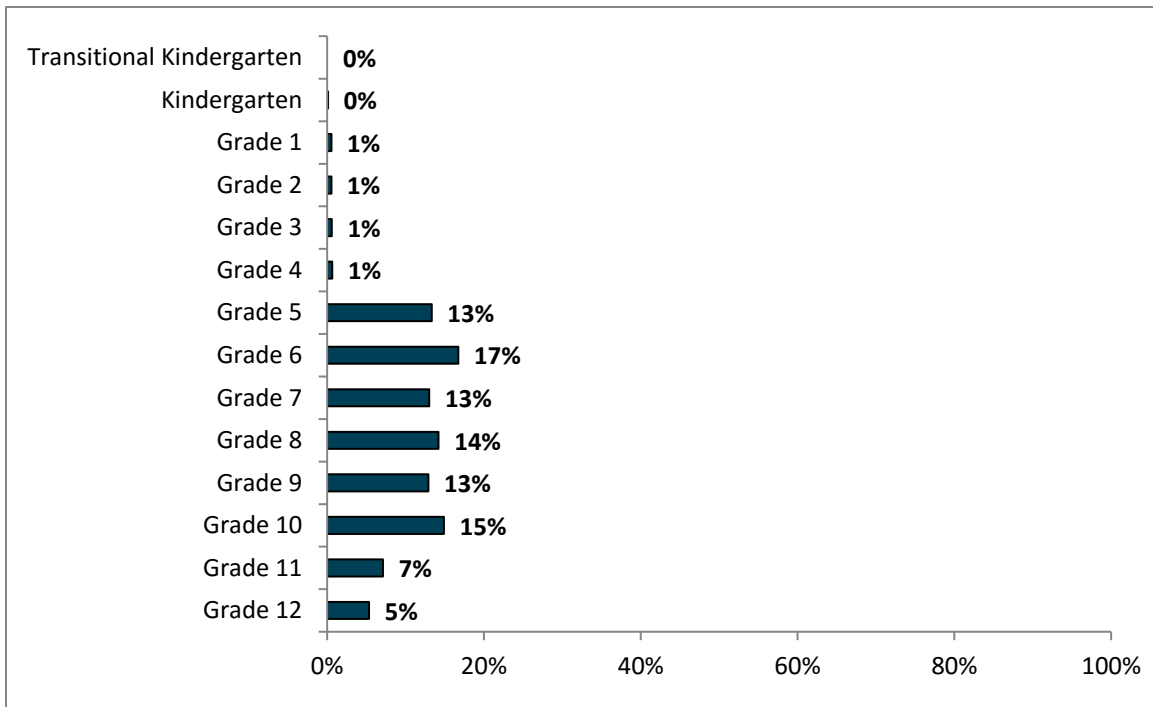
n=1,852
Note: Only students and parents answered this question.

Figure 1.31: Staff Grade Affiliation

Grade	Percentage
Transitional Kindergarten	6%
Kindergarten	15%
Grade 1	20%
Grade 2	20%
Grade 3	18%
Grade 4	20%
Grade 5	20%
Grade 6	23%
Grade 7	21%
Grade 8	22%
Grade 9	26%
Grade 10	29%
Grade 11	29%
Grade 12	28%
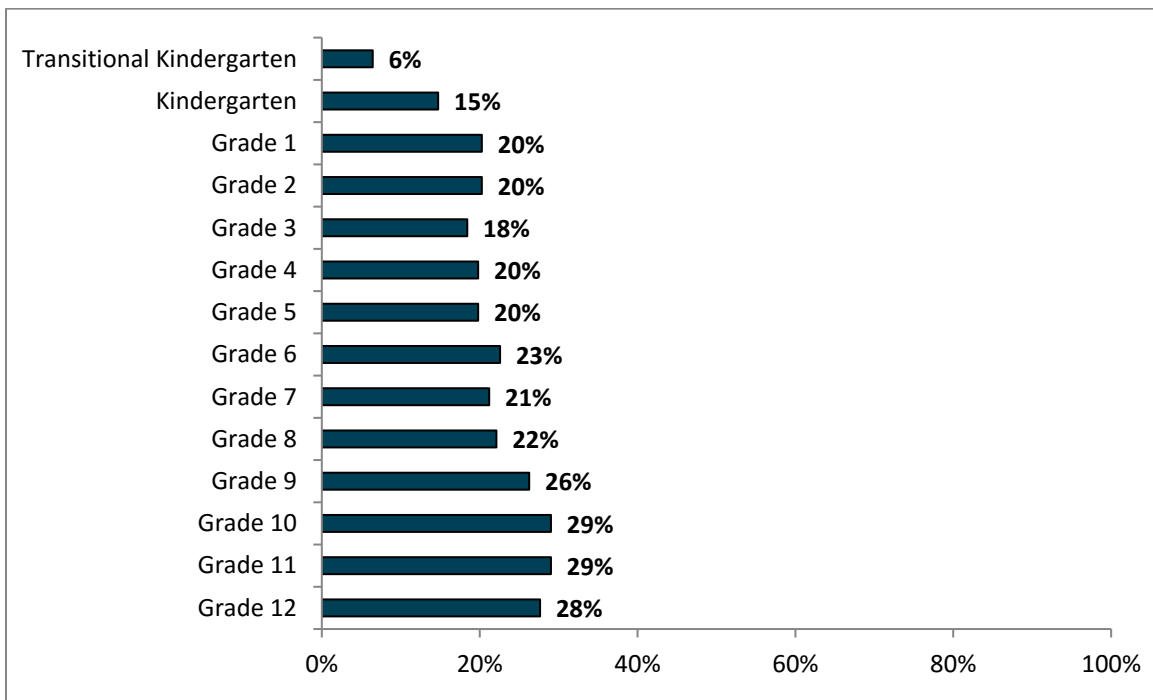
n=217
Note: Only school staff answered this question. Respondents could select multiple grades.

Figure 1.32: School Affiliation
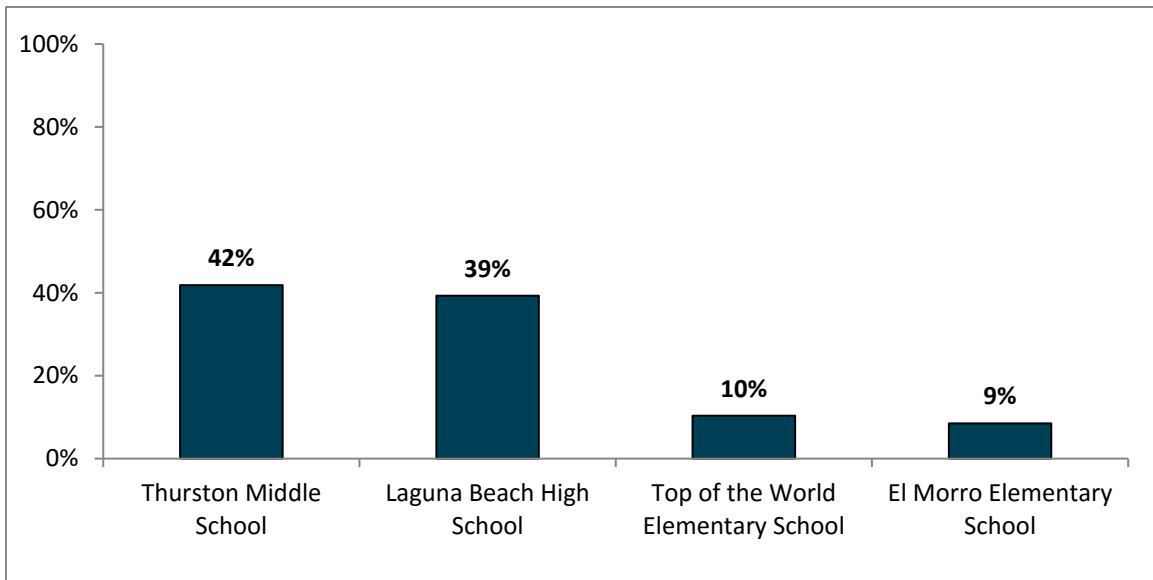
n=2,069

Figure 1.33: Does your child qualify for any of the following services this school year?
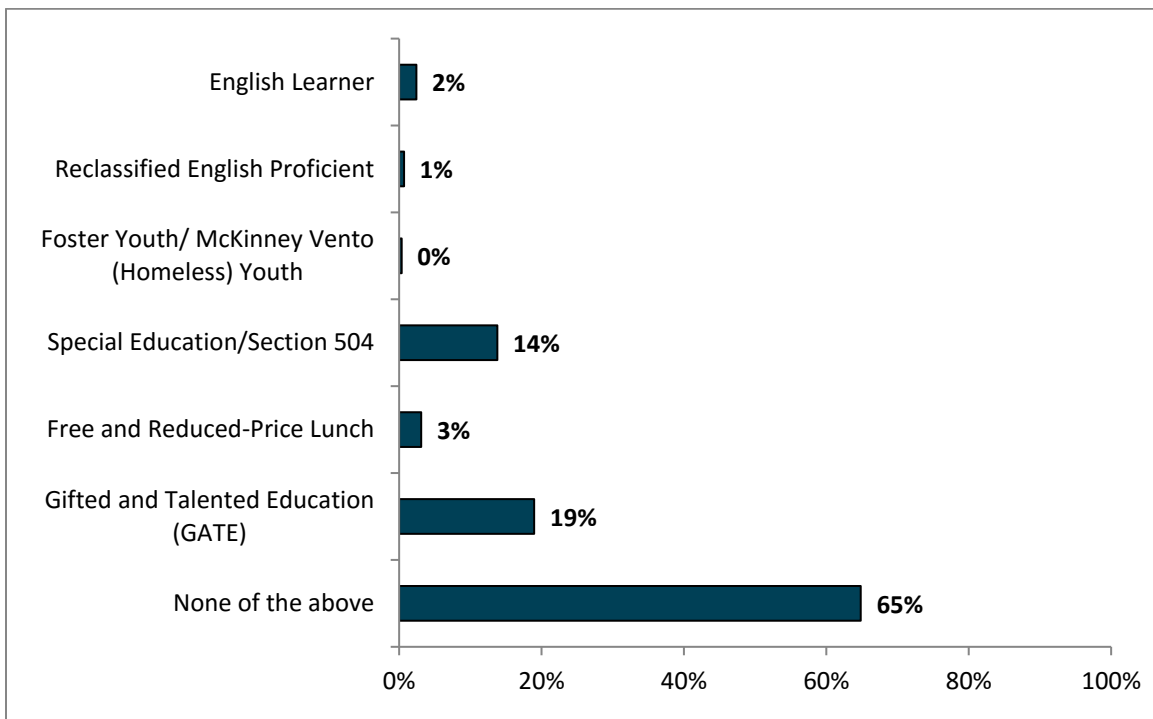
n=290
Note: Only parents answered this question. They could select more than one service.

Figure 1.34: Race/Ethnicity

White **73%**
Asian **11%**
Hispanic/Latina(o) **10%**
Black or African American **3%**
American Indian or Alaska Native **3%**
Native Hawaiian or Other Pacific Islander **2%**
Other (please specify) **11%**
Prefer not to respond **9%**

0%   20%   40%   60%   80%   100%
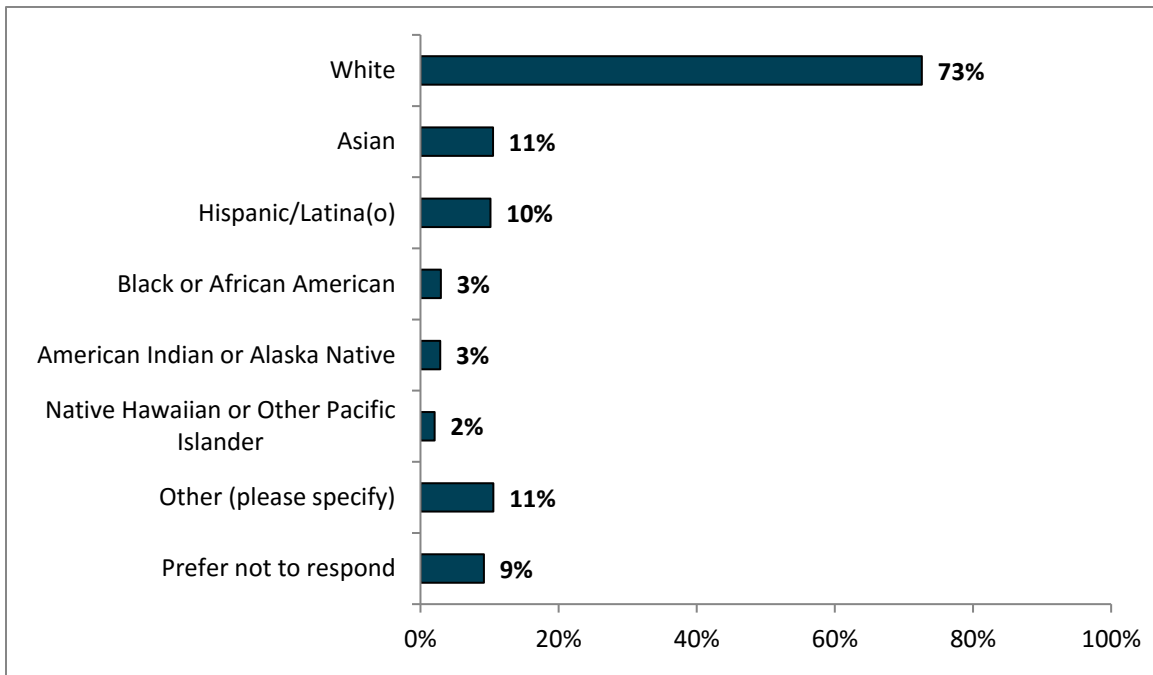
n=1,894

Figure 1.35: Religion

Christianity **43%**
Judaism **6%**
Buddhism **2%**
Islam **1%**
Hinduism **1%**
Sikhism **0%**
Other (please specify) **10%**
Unaffiliated **29%**
Prefer not to respond **14%**

0%   20%   40%   60%   80%   100%
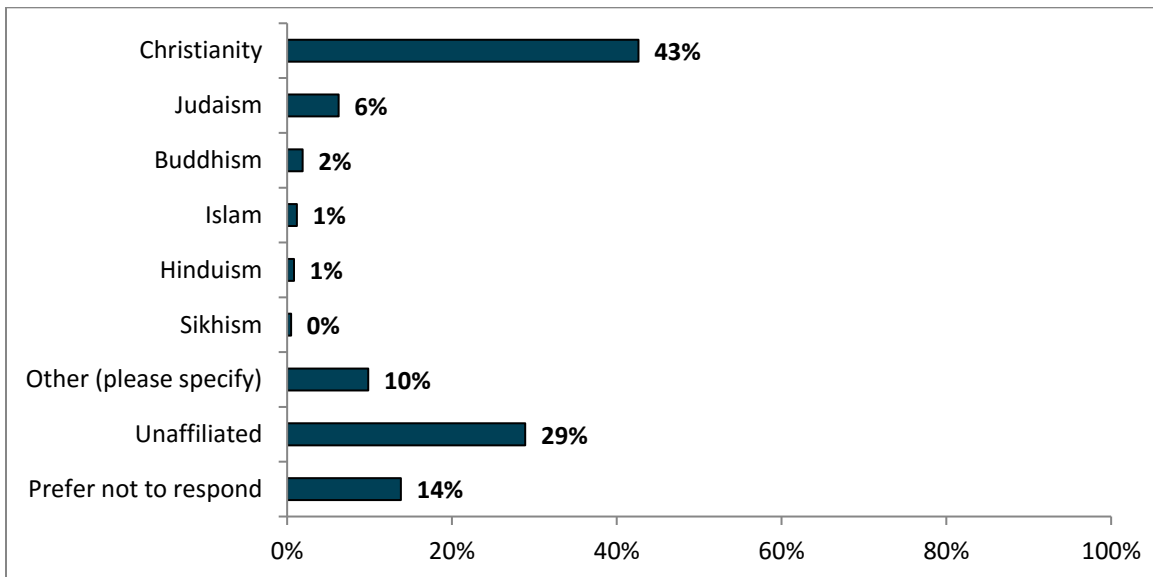
n=1,696
Note: Only parents and students answered this question.

Figure 1.36: Sex
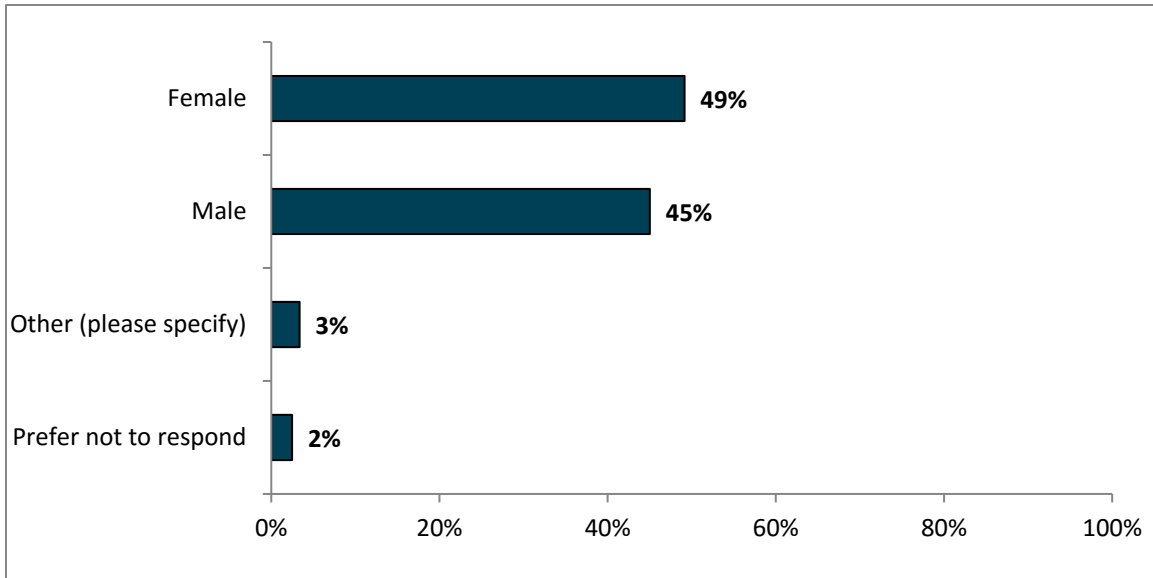
n=1,695
Note: Only parents and students answered this question.

Figure 1.37: Gender Identity
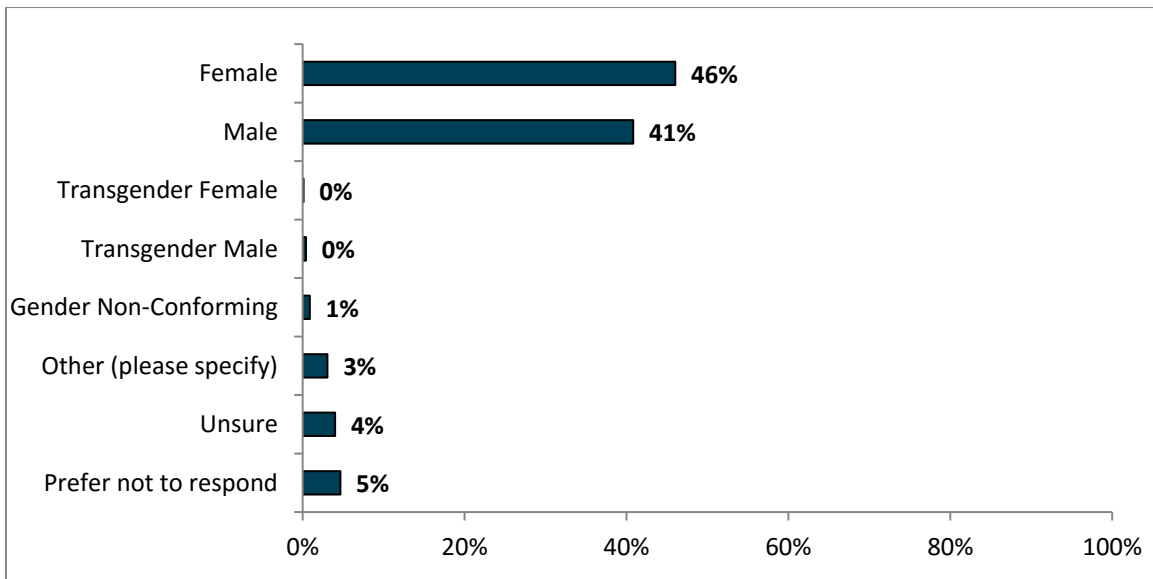
n=1,697
Note: Only parents and students answered this question.

PROJECT EVALUATION FORM

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CAVEAT

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