

Equity, Diversity, and Inclusion (EDI) in the Eau Claire Area School District

2026 Annual Report

Monday, September 14, 2026

Progress Toward ECASD's Equity Commitment

ACCESS. OPPORTUNITY. SUCCESS.



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- City of Eau Claire EDI Commission
- NEOLA
- Power of Perception
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- UW-Eau Claire Psychology Department
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Translation in Hmong & Spanish

If you would like help with the interpretation, understanding, or have any questions regarding the content of this document, please reach out to your child's school. They can assist you.

Si desea ayuda con la interpretación, comprensión o respecto a cualquier pregunta que tenga sobre el contenido de este documento, comuníquese con la escuela de su hijo. Ellos pueden ayudarle.

Yog koj xav tau kev pab txhais cov ntawv no los yog tsis totaub thiab xav paub ntau tshaj no, koj hu rau peb cov txhais lus nyob tom koj tus menyuam lub tsev kawm ntawv. Lawv mam pab txhais rau koj.

Non-Discrimination Statement

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

Nondiscrimination on the Basis of Sex in Education Programs or Activities

The Board of the Eau Claire Area School District prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator.

From the Superintendent

“When we know better, we do better for each student.”

ECASD Students, Families, Staff, and Community Members,

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

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

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

In Partnership,

Michael Johnson, Superintendent

Introduction

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

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

Purpose of the Equity Annual Report

The District is committed to increasing equity among students, staff, and the community through anti-racist and anti-bias policies, practices, and procedures. This commitment provides an equity minded framework for interpreting and implementing the District’s Results (R) and Operational Expectation (OE) policies. (Eau Claire School Board, 2026). This annual report meets the Eau Claire School Board’s “Operational Expectation 2: Equity Commitment” ([OE-2](#)) to publish for the District and the community an annual update on progress toward the goals in the equity work plan. In addition, this annual report is in alignment with the [ECASD’s Equity Statement](#), adopted in 2021 and updated in 2026.

Educational Equity

Educational equity means every student has access to the resources and educational rigor they need at the right moment in their education across social identities and in a manner that (1) overcomes historical patterns of social injustice, (2) allows each student to see themselves reflected in their school and classroom, and (3) ensures that group identities are not predictive of academic, social-emotional, engagement, or other educational outcomes.

Terms & Definitions

Throughout this report, specific terms are used for shared understanding. Key Terms & Definitions related to the content of this report can be found on the ECASD Equity website at www.ecasd.us/our-district-26/equity.

Executive Summary – Equity Annual Report 2026

Key Performance Indicators (KPI)

To monitor the District’s progress in meeting our EDI commitment, eight key performance indicators (KPI) have been identified (see below). Each KPI is listed in the table below and an abbreviated summary of the available data is provided. Detailed information and rationale for the summative findings can be found in the report narrative and appendix.

KPI Executive Summary. Districtwide indicators improved in several areas such as in select academic performance, pupil nondiscrimination complaints, attendance rates, and graduation rates. However, progress remains uneven across outcomes as experienced by disaggregated student groups. Disparities were observed among students who identify as Students with Disabilities (SwD), Black students, students experiencing Homelessness, LGBTQ students, and Nonbinary students. The strongest evidence of systemic concern appears in discipline (suspensions), Racial Disproportionality in Special Education, student climate and sense of belonging, and enrollment/access to rigorous coursework.

KPI Executive Summary Table

	KEY PERFORMANCE INDICATOR (KPI)	PROGRESS & IMPROVEMENT	AREAS REQUIRING ATTENTION
1 	Academic Progress	- Many historically underserved student groups demonstrated meaningful gains (e.g. improvements observed for SwD, ML, Economically Disadvantaged, Hispanic, & Two or More races) - Academic performance improved in several core areas, particularly Mathematics and Social Studies (e.g. exceeding Math benchmark; improved 8th grade performance; & increased overall Social Studies proficiency). - Student participation in key educational experiences exceeded district benchmarks (e.g. Phys. Ed. to 99.5% and Fine Arts/World Lang./CTE to 96.2%)	- Achievement disparities remain significant across academic content areas (e.g. SwD, ML, Black & Economically Disadvantaged performed below district averages on Math, Science, & Social Studies.) - Science was the only academic content area identified as Failing to Make Reasonable Progress (e.g. Forward & ACT Science declined from prior year). - Not all indicators improved year-over-year (e.g. Fine Arts participation declined; some student groups saw declines on academic measures; several outcome gaps remain despite overall district progress)
2 	Enrollment in Courses & Programs	Enrollment patterns in music and visual arts suggest improved representation among several historically underrepresented student groups, though disparities remain.	Economically Disadvantaged & SwD continue to be underrepresented in course enrollment across metrics.
3 	Climate Surveys	- Across all four surveys, there is a strong sense that adults care about students - Data shows high confidence in school safety and emergency preparedness. 21 of inclusion and cultural respect.	- Student-to-student relationships are the most consistent concern across student, family, and staff surveys (e.g. data suggests families continue to be concerned about bullying, cyberbullying, racist conflict, and physical fighting) - Disproportionate gaps in sense of belonging among LGBTQ students across nearly all climate survey metrics. - Staff generally feel positive about students, families, and school climate but less positive about organizational communication, voice, and shared decision-making.
	Student Climate (Grades 3-5)	Reports show very positive responses regarding student-teacher relationships in school.	- Perceptions of classroom behavior remain the lowest scoring item. - Perceptions of student-to-student relationships remain an area of attention.
	Student Climate (Grades 6-12)	- Improvements in belonging & student connectedness to school were observed - Increase in perceptions of cultural respect and inclusion was observed - Strong improvements were seen across several safety indicators.	- Overall, student respect for one another remains an important area that needs attention. - Although incremental improvement has been demonstrated over time for all disaggregated student groups, LGBTQ students continue to report experiencing their school very

KPI Executive Summary Table

	KEY PERFORMANCE INDICATOR (KPI)	PROGRESS & IMPROVEMENT	AREAS REQUIRING ATTENTION
			differently and less positive than peers across measures.
	Family Climate	- Responses report strong confidence in safety and emergency communication. - Families of Students of Color frequently reported results equal to or higher than District averages.	- Families report lower perception of schools communicating positive student successes. - Perceptions of programs and supports for students with special needs/disabilities showed a notable year-over-year decrease.
	Staff Climate	- There were positive perceptions of safety, emergency preparedness, student support services. - Data showed that staff had strong confidence that schools were preparing students for future success.	Data demonstrated a need to address perceptions of trust between staff members. - Perceptions of staff voice and decision-making emerged as an area requiring attention. - Perceptions of a need for stronger behavior intervention systems to address student behavior and discipline.
4 	Annual Pupil Non-Discrimination	15% reduction in the total number of Annual Pupil Nondiscrimination complaints - For the first time in 5 years, race was not the most numerous protected class among pupil nondiscrimination complaints.	- Complaints of pupil nondiscrimination continued to involve sex, race, disability, and sexual orientation. - For the first time in 5 years, sex became the most numerous protected class among pupil nondiscrimination complaints.
5 	Disproportionality in Special Education	The District's identification for racial disproportionality in Discipline for "Out-of-School Suspensions <=10" from the prior year was no longer an identified category of disproportionality	Black students continue to be identified for racial disproportionality in at least one Special Education category, including Other Health Impairment in the most recent year. - Racial Disproportionality in Discipline for "All Removals" for Black students persists from the prior year to this past year
6 	Attendance Rates	Overall attendance remained relatively stable, increasing slightly from 92.8% to 92.9%. - Biggest increase in attendance rates was observed among students who identify as Nonbinary (85.1% to 89.6%). - Small increases were observed among students who identify as Hispanic (90.7% to 91.0%); Pacific Islanders (88.4% to 89.1%); Two or More Races (91.4% to 91.9%); and Economically Disadvantaged (90.3% to 90.7%).	Small decreases in attendance rates were observed for students who identify as Asian (94.5% to 93.9%); Black (87.8% to 87.1%); ML (93.4% to 92.7%) and students experiencing Homelessness (85.7% to 85.3%).
7 	Graduation Rates	4-year graduation rates for students experiencing Homelessness increased across each of the four cohort years from 42.3% in 2022-23 to 95.2% in 2025-26. 4-year graduation rates for the Class of 2026 saw a year-over-year increase of completions among students who identify as Hispanic (78.0% to 93.5%); Female (92.1% to 96.8%); Economically Disadvantaged (87.7% to 91.5%); ML (78.1% to 78.9%); SwD (68.2% to 77.8%); and students experiencing Homelessness (81.3% to 95.2%) - The 7-year graduation rate among the latest available graduation cohort for SwD is 81.8%.	Notable decreases in the 4-year graduation rate among the Class of 2026 were observed among students who identify as Black (84.6% to 76.9%) and Two or More Races (91.8% to 88.5%).
8 	In & Out-of-School Suspension	The share of suspended students decreased among students who identify as Hispanic (13.27% to 7.51%); ML (4.72% to 2.64%); and students experiencing Homelessness (8.85% to 7.51%).	Disproportion representation in suspensions persists for another school year among students who identify as Black (3.54); SwD (2.97); and students experiencing Homelessness (2.54).

Integrating EDI into all systems, policies, and procedures. To meet our commitment to Equity, Diversity, and Inclusion (EDI) in the Eau Claire Area School District, our primary strategy will be to ensure that EDI is integrated into all our district's normal operations and systems in an intentional and visible manner. The following summary is a general overview of the goals and strategies that are part of the EDI Action Plan. Refer to the "[EDI Action Plan](#)" section of this report to view the detailed goals.

Progress on 2025 Goals

The table below communicates the goals identified in the [2025 Equity Annual Report](#) with a progress report.

TIME	GOAL	HIGHLIGHTED PROGRESS
1 year	Integrating EDI into universal practices	- Districtwide training and participation on Standards Based Grading rollout resulted in its implementation starting in Fall 2026. - A focus on <i>differentiation</i> within high-quality instructional practices was embedded in High-Quality Instruction. - Adoption of NextPath Education as a more intuitive data warehouse tool to make it easier to view disaggregated data by student group. - Engaged in ongoing, districtwide calibration of Professional Learning Communities (PLCs) expectations and practices with Principals for the purpose of improving high-quality instruction and <i>differentiation</i> - Formal policy updates undergo an equity review before adoption
5 year	By 2028-29, Student Climate Surveys will show a 10% increase in positive responses or will reach 80% or higher mean within all survey themes, especially for students who identify as LGBTQ, Nonbinary, Black, and Hispanic (<i>benchmark year 2023-24</i>)	- Elementary: Between baseline and 2026, five of eleven questions remain below target. However, the overall average improvement for students was an increase of 1.7 average percentage points. Nonbinary student responses increased by 8.9 average percentage points. Student of Color responses increased by 3.1 average percentage points. - Secondary: Consistent year-over-year progress has been observed in each TOPIC. Since baseline year (2023-24), the most gains in the percentage points of positive responses came from the TOPICS <i>Physical Safety, Mental Health & Wellness; Physical Environment, and Emotional Safety</i>. - Family: Family respondents whose children identify as a student of color report equal to or higher percentage points of positive responses when compared to the overall responses. Perceptions regarding programs and supports for SwD is a persistent theme requiring attention. - Staff: Data show that staff had a very positive perception of safety, emergency preparedness, and available student support services at their schools. However, individual questions regarding bullying (68.4%), cyberbullying (63.2%), verbal abuse from students to staff (40.4%), as well as student physical fights or violence (65.2%) continue to reflect the lowest rates of positive responses.
10 year	By 2033-34, data will demonstrate increased academic performance metrics and will reflect that 80% of all students meet proficiency or higher. (<i>benchmark year 2023-24</i>)	- According to the latest R-2 report, there is progress in Math and ELA among disaggregated student groups. - However, Science growth and achievement among all student groups are areas for continued attention.
20 year	By 2043-44, the District will demonstrate equal representation across our KPIs or above 80% in applicable KPI metrics across gender, race, sex, disability, socioeconomic status, students experiencing Homelessness, and sexual orientation. (<i>benchmark year 2023-24</i>)	- Since the baseline year (2023-24), promising improvement in metrics have been observed in many KPIs, except for Suspension Disproportion among students who identify as Black, SwD, and students experiencing Homeless, as well as Racial Disproportionality in Special Education among Black students. - Improvement in all KPIs have been observed among SwD, but their achievement and growth in KPIs remain disproportionately lower than other student groups.

Updated annual goal statements (1-year) for the 2026-27 school year are identified in the "[EDI Action Plan](#)" section of this report.

Demographic Data Tables

As the ECASD works to “...explicitly recognize, examine, and address the systemic manifestations of *oppression* and *racism* in our district (emphasis added)” (Eau Claire Area School District, 2025), we will monitor student outcomes, based on the following identities, when the appropriate demographic data is available. The list below is not meant to be an exhaustive list of identities that will be monitored but instead serves as a starting point as other identities are used.

- **Race/ethnicity** (American Indian/Native American; Asian/Pacific Islander; Black; Hispanic; White; Two or More Races)
- **Gender** (Male, Female, & Nonbinary)
- **Economically Disadvantaged** (based on reported household income and annual self-reported eligibility for free/reduced lunch)
- **Disability/Ability** (Students with Disabilities – SwD) & (Students without Disabilities – SwoD)
- **Multilingual Learners (ML) also English Learners**
- **Homeless Status**. Students experiencing Homelessness who are eligible for services under the McKinney-Vento Act.
- **LGBTQ**. Secondary students (Grades 6-12) who identify as LGBTQ in the Student Climate Survey.

Wisconsin DPI recommends reviewing demographic trends in classes and programs with disaggregated demographic data based on race/ethnicity, sex, national origin, and disability, whenever possible. Students and families self-report their demographics and have the option to choose all relevant demographic identities that apply to them. The data definitions in this report align with the reporting standards from the Wisconsin Department of Public Instruction (DPI), which are detailed at <https://dpi.wi.gov/wise/data-elements/race>.

Key takeaways – 4-year demographic trends

- Students of Color increased from 26.2% to 28.2%
- Asian student enrollment has remained consistent over the 4-year reporting period from 10.22% to 10.23%
- Hispanic enrollment continues to experience steady increase each year
- Multilingual learners increased from 4.4% to 5.3%
- Students with disabilities increased from 16.2% to 18.5%
- Free/reduced lunch eligibility increased from 38.1% to 41.6%

4-Year Trend—Total Student Enrollment, by Year & By Identity.

TOTAL ENROLLMENT (TFS)	2022-23	2023-24	2024-25	2025-26	4-yr % Change (+/-)
	10,871	10,832	10,661	10,512	
Racial/Ethnic Identity (TFS)					
All Students of Color	26.23%	26.70%	27.76%	28.18%	1.95%
Amer. Indian & Native Am.	0.60%	0.56%	0.58%	0.63%	0.03%
Asian & Pacific Islander	10.22%	10.13%	10.19%	10.23%	0.01%
Black or African American	2.58%	2.51%	2.64%	2.52%	-0.06%
Hispanic	6.61%	7.02%	7.40%	7.49%	0.88%
White	73.77%	73.30%	72.24%	71.82%	-1.95%
Two or More	6.22%	6.48%	6.96%	7.32%	1.10%
Gender Identity (TFS)					
Female	48.27%	48.55%	48.41%	48.50%	0.23%
Male	51.46%	51.36%	51.23%	51.19%	-0.27%
Nonbinary	0.28%	0.31%	0.36%	0.31%	0.03%
Free/Reduced Lunch Eligible (TFS)					
Eligible	38.12%	40.50%	39.29%	41.6%	3.48%
Students with Disabilities (Oct 1)					
SwD	16.24%	17.33%	17.97%	18.47%	2.23%
Multilingual Learners					
Multilingual Learners	4.36%	4.96%	5.32%	5.33%	0.97%
Students experiencing Homelessness					
Homelessness	2.67%	2.94%	2.38%	2.78%	0.11%
LGBTQ					
Grades 6-12 Only (Student Climate Survey)	15.60%	12.82%	12.06%	11.55%	-4.05

Table. Student Enrollment, 4-Year Trend, Disaggregated (Third Friday in September–TFS or Oct 1 Snapshot)

*data not collected or unavailable

4-year Trend—% of Students of Color Enrolled, by Year & by School.

SCHOOL	2022-23	2023-24	2024-25	2025-26	4 Year Change
CV Montessori Charter School	11.59%	12.13%	15.61%	19.13%	7.54%
Davey Elementary	20.22%	22.44%	26.20%	24.15%	3.93%
DeLong Middle	28.89%	28.80%	28.89%	31.19%	2.30%
Eau Claire Virtual School	32.26%	24.11%	21.62%	23.31%	-8.95%
Flynn Elementary	27.23%	28.09%	28.28%	27.78%	0.55%
Lakeshore Elementary	31.71%	34.45%	34.60%	34.53%	2.82%
Locust Lane Elementary	30.87%	30.34%	30.74%	30.82%	-0.05%
Longfellow Elementary	50.58%	50.76%	54.11%	51.58%	1.00%
Manz Elementary	29.53%	26.84%	28.07%	28.41%	-1.12%
McKinley Charter School	43.26%	37.23%	34.72%	23.08%	-20.18%
Meadowview Elementary	21.37%	25.31%	27.13%	28.42%	7.05%
Memorial High	22.81%	24.84%	25.03%	25.45%	2.64%
North High	24.61%	26.59%	28.95%	28.68%	4.07%
Northstar Middle	24.75%	23.25%	22.96%	23.95%	-0.80%
Northwoods Elementary	24.84%	26.53%	27.06%	31.63%	6.79%
Prairie Ridge Early Learning Combined	26.56%	25.20%	26.64%	26.35%	-0.21%
Early Learning	42.37%	35.99%	46.22%	46.76%	4.39%
Eau Claire Community Sites	18.04%	18.55%	15.37%	16.99%	-1.05%
Putnam Heights Elementary	21.63%	19.43%	20.75%	21.70%	0.07%
Robbins Elementary	28.71%	27.90%	27.97%	29.40%	0.69%
Roosevelt Elementary	21.96%	20.34%	21.86%	21.43%	-0.53%
Second Avenue School	25.00%	38.89%	31.25%	35.00%	10.00%
Sherman Elementary	33.06%	32.24%	32.80%	32.77%	-0.29%
South Middle	25.54%	27.02%	28.23%	27.80%	2.26%
DISTRICTWIDE	26.23%	26.70%	27.76%	28.18%	1.95%

Table. Percentage of Students of Color, by school and by year. Third Friday of Sept. Snapshot (Source: WISEdash Secure, 2025)

4-year Trend—% of Students of Color Enrolled, by Year & by Level.

LEVEL	2022-23	2023-24	2024-25	2025-26	4 Year Change
PK-5 (Early Learning & Elementary)	27.10%	26.95%	28.51%	29.00%	1.90%
6-8 (Middle)	26.73%	26.67%	27.28%	28.15%	1.42%
9-12+ (High)	24.59%	26.26%	26.85%	26.92%	2.33%

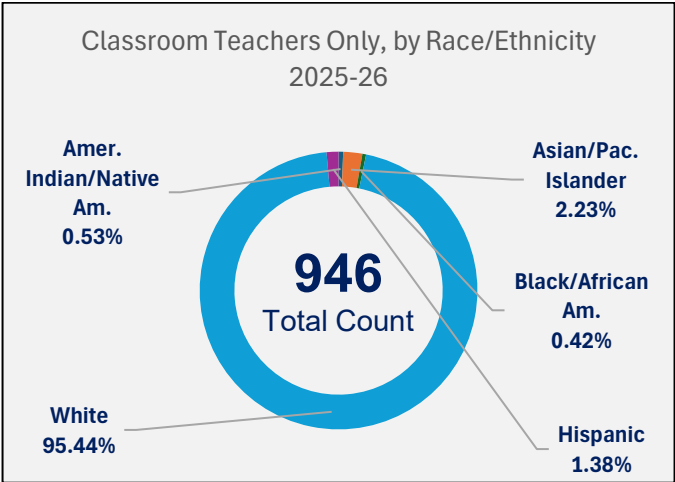
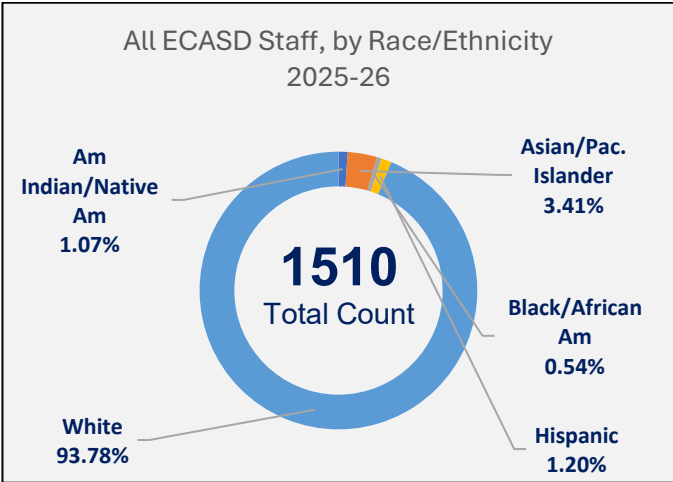
Table. Percentage of Students of Color, by attending level and by year. Third Friday of Sept. (Source: WISEdash Secure, 2025)

Staff Demographics

About the Data. The data tables below provide a high-level overview of available demographic information regarding our ECASD employees from the 2025-26 school year. Only voluntary, self-reported race/ethnicity demographic data is collected from staff. Detailed analysis and data for staff can be found in board report [OE-6 – Personnel Administration](#).

Key Takeaways

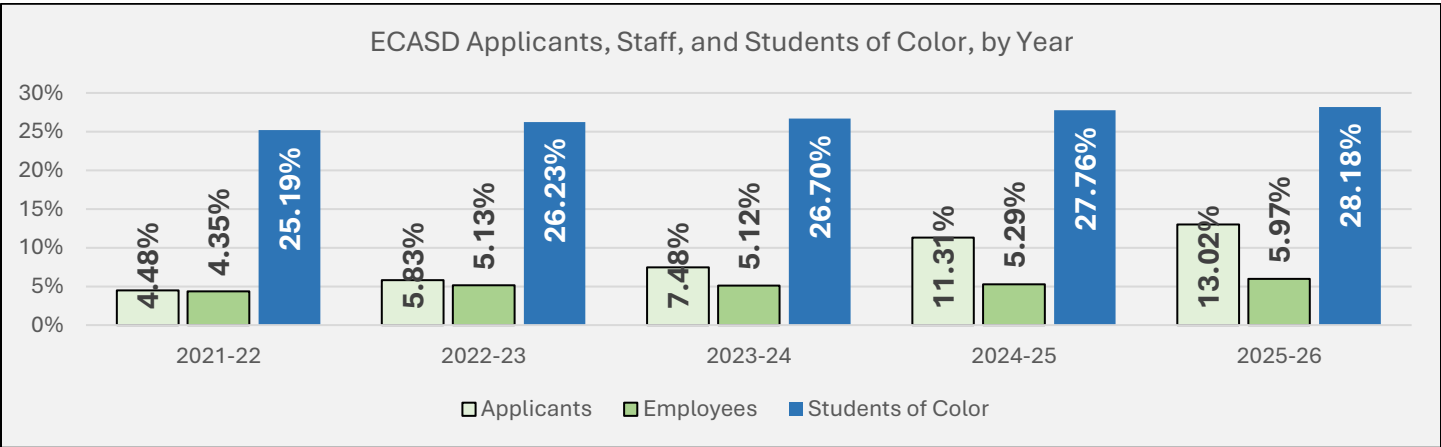
- ECASD has high representation of Asian staff members (3.38%) when compared to the state (1.31%).
- ECASD has low representation of Black/African American staff (0.53%) as well as Hispanic staff (1.19%) when compared to the state (4.75% & 4.36%, respectively)
- Over the reporting period, representation of staff members by race/ethnicity has increased in applicants (4.48% to 13.02%) and employees (4.35% to 5.97%) at the same time enrollment of Students of Color has increased from 25.19% to 28.18%.



All Staff, by Race/Ethnicity (2024-25 & 2025-26)				
Self-Reported Demographics by Race/Ethnicity				
	2024-25 ECASD	2024-25 State	2025-26 ECASD	2025-26 State
Am. Indian / Native Am.	1.13%	0.25%	1.06%	0.44%
Asian & Pacific Islander	3.57%	1.72%	3.38%	1.31%
Black / African American	0.48%	4.05%	0.53%	4.75%
Hispanic	0.12%	3.66%	1.19%	4.36%
Two or More Races	0.00%	0.61%	0.00%	0.71%
White	91.38%	90.15%	92.78%	88.43%

Classroom Teachers, by Race/Ethnicity (2024-25 & 2025-26)				
Self-Reported Demographics by Race & Ethnicity				
	2024-25 ECASD	2024-25 State	2025-26 ECASD	2025-26 State
Am. Indian / Native Am.	0.61%	0.41%	0.53%	0.31%
Asian & Pacific Islander	1.94%	1.25%	2.22%	1.09%
Black / African American	0.82%	4.46%	0.42%	2.27%
Hispanic	0.10%	3.63%	1.37%	3.09%
Two or More Races	0.00%	0.67%	0.00%	0.61%
White	96.52%	89.58%	95.03%	92.55%

Source(s): ECASD Equal Employment Opportunity (EEO) Report 2024-25 & Wisconsin DPI Public Staff FTE 2024-25 & 2025-26



Source: ECASD Human Resources Department (2025); OE-6 Board Monitoring Report (2025)

Our Foundation: Systems & Frameworks

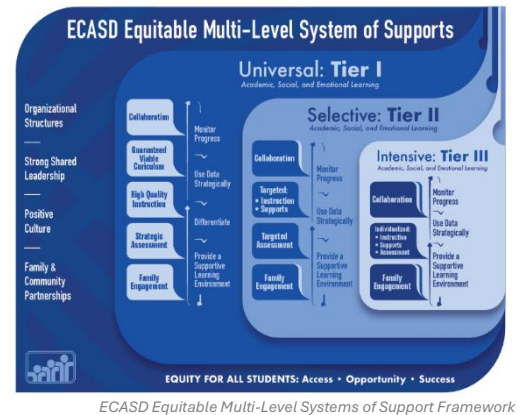
Our District's commitment to equity, diversity, and inclusion means that each student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income; this commitment actively works to overcome historical patterns of social injustice and fosters learning environments where each student can see themselves reflected in their school and classroom.

Our district's strategy is to ensure that equity, diversity, and inclusion is incorporated into our universal systems and universal operations in an intentional and visible manner in order to ensure that equitable practices are simply "how things are done." To that end, our district will continue to seek ways to design equity into our systems and daily practice. These are the inputs that drive our outcomes (key performance indicators). The following systemic practices are key to this success and include the design and implementation of our Equitable Multi-Level Systems of Support (E-MLSS), our Instructional Framework, Positive Behavioral Interventions and Supports (PBIS), as well as culturally and linguistically responsive practices (CLRP).

Equitable Multi-Level Systems of Support

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

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



Instructional Framework



How we teach in the Eau Claire Area School District is just as important as **what** we teach. Informed by the ECASD Teaching & Learning Strategic Plan, the instructional framework serves as an interrelated set of systems that when implemented provide high-quality instruction within a supportive learning environment across all classrooms and schools.

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

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

Positive Behavior Interventions and Supports (PBIS)

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

ECASD continues to use Positive Behavior Interventions and Supports (PBIS) as the framework to guide the implementation of our social, emotional and behavioral systems. Within the framework, there is a tool called the Tiered Fidelity Inventory (TFI) which uses a series of rubrics to measure how schools are implementing the core features of this framework. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and Tier 3: Intensive SWPBIS Features).



Culturally & Linguistically Responsive Practices

Culturally & Linguistically Responsive Practices (CLRP) means that educators will teach in a manner that builds on the strengths and prior knowledge of our students in order to make learning more relevant. Moreover, CLRP calls on teachers and educators to consider a student's culturally-influenced values and traditions to make learning more relevant.

Key Performance Indicators

KPI 1. Academic Performance

This KPI monitors academic performance and growth among our students. Examining academic indicators disaggregated by student groups helps identify potential patterns of systemic barriers and informs what areas of our universal curriculum may benefit from continuous improvement. Academic performance data from the prior year (2025-26) **is not immediately available**. However, this KPI utilizes the same data and insights found in the latest “[R-2 Academic Performance](#)” report (school years 2020-21 through 2024-2025), which is available on BoardDocs and provides disaggregated data.

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

ENGLISH LANGUAGE ARTS (ELA)

Highlighted Progress & Improvement

- Academic Value-Added score of Growth in ELA (Accountability Report Card) shows all disaggregated student groups in close proximity to 3.0, meaning they are meeting anticipated growth in their academic achievement.
- Forward Exams (Grades 3-8) show increases in the percentage of students meeting benchmark among these disaggregated student groups: Black; Hispanic; and Multilingual (ML).
- ACT results show increases in the percentage of students meeting benchmark in ELA among some student groups: Asian; Two or More Races; White; SwD; and Economically Disadvantaged.

Highlighted Areas Requiring Attention

- Forward Exam (Grades 3-8) show a need for attention to help students meet benchmark for ELA among the following student groups: Two or More races; SwD; and Economically Disadvantaged.
- ACT results show a need for attention to help students meet benchmark in ELA among the following student groups: Black; Hispanic; SwD; and Economically Disadvantaged.

R-2 Report Year ↓	Indicator 1 (Overall)	Indicator 2 (Overall)	Indicator 3 (Overall)	Indicator 4 (Overall)	Indicator 5 (Overall)
2023	✓	✗	✓	✓	✓
2024	✗	✓	✓	✓	✓
2025	✓	✓	✓	✗	✓

MATHEMATICS

Highlighted Progress & Improvement

- District Mathematics Achievement Score reached **71.6**, the highest level in five years and above the Board benchmark.
- 8th Grade Mathematics performance increased substantially from **58.3 to 73.4**.
- Mathematics growth gaps narrowed considerably, particularly for target student groups, Economically Disadvantaged students, and multilingual learners.

Highlighted Areas Requiring Attention

- Forward Exam mathematics proficiency declined slightly and remains well below the District’s 80% goal.
- Achievement gaps persist for SwD, ML students, and Economically Disadvantaged students.
- ACT Math outcomes indicate continued challenges in high school mathematics readiness which were experienced by several student groups, particularly SwD and Black students.

R-2 Report Year ↓	Indicator 1 (Overall)	Indicator 2 (Overall)	Indicator 3 (Overall)	Indicator 4 (Overall)	Indicator 5 (Overall)
2023	✗	✓	✓	✓	✓
2024	✓	✓	✓	✓	✓
2025	✓	✓	✓	✗	✓

SCIENCE

Highlighted Progress & Improvement

- Year over year improvement in the ACT Science was demonstrated by several student groups including students who are Two or More Races (40.0% to 43.9%), SwD (8.0% to 11.6%); White (50.7% to 52.0%); and Economically Disadvantaged students (28.4% to 29.4%).
- ML students demonstrated year-over-year improvement in the Forward Science test (12.2% to 16.2%)

Highlighted Areas Requiring Attention

- Both Forward and ACT overall Science scores declined from the previous year
- Disproportionate proficiency gaps persist for SwD, ML, Black, and Economically Disadvantaged students.
- Overall, the Science indicator was identified as “Failing to make Reasonable Progress”

R-2 Report Year ↓	Indicator 1 (Overall)	Indicator 2 (Overall)
2023	✗	✗
2024	✓	✓
2025	✗	✗

SOCIAL STUDIES

Highlighted Progress & Improvement

- Overall student achievement showed an increase (57.6% to 61.3%) in Forward Exam scores.
- Several student groups demonstrated notable gains including Two or More Races (50.4% to 60.7%); Economically Disadvantaged students (43.7% to 45.0%); and Black students (30.8% to 32.6%).
- Performance on the Wisconsin Civics Exam remained strong

R-2 Report Year ↓	Indicator 1 (Overall)	Indicator 2 (Overall)
2023	✖	✔
2024	✔	✖
2025	✔	✔

Highlighted Areas Requiring Attention

- Achievement gaps persist between student groups, including among SwD (23.2%); ML students (24.1%) and Black students (32.6%) when compared to the overall district average of 61.3%.
- Two student groups saw notable declines in Forward Exam proficiency including Am. Indian/Alaska Native (66.7% to 35.7%) and ML students (25.2% to 24.1%).

PHYSICAL EDUCATION

Highlighted Progress & Improvement

- Completion of Phys Ed credits remains very high (99.5% among all students)
- When disaggregated, ML students demonstrated one of the largest gains (50.0% to 99.2%) along with SwD (71.1% to 97.9%) and Economically Disadvantaged students (91.1% to 99.2%).

R-2 Report Year ↓	Indicator 1 (Overall)
2023	✔
2024	✔
2025	✔

Highlighted Areas Requiring Attention

- Black students (94.1%); SwD (97.9%); and ML students (96.3%) remain below the overall average (99.5%).

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

Highlighted Progress & Improvement

- Overall participation (96.2%) exceeded district benchmark (90%).
- Strong gains occurred in some student groups including SwD (45.4% to 82.6%); Two or More Races (75.8% to 95.9%); Hispanic students (87.5% to 98.0%); and ML students (84.8% to 100.0%).
- Overall CTE participation showed year-over-year increase from the prior two years of 33.0% to 90.1%.

R-2 Report Year ↓	Indicator 1 (Overall)
2023	✔
2024	✔
2025	✔

Highlighted Areas Requiring Attention

- Overall participation in Fine Arts declined from 63.5% to 54.9% over the past two years.
- Although still high, some student groups had lower participation rates than the overall average (96.2%) including Black students (83.3%); Two or More Races (95.9%); SwD (82.6%); and Economically Disadvantaged students (92.7%).

KPI 2. Enrollment in Courses & Programs

This KPI monitors how accessible and engaged students are in some key postsecondary preparation classes. Examining participation rates by student groups enrolled in these courses helps the District identify whether all students, regardless of their background, have equitable access to rigorous coursework. Moreover, equitable participation in these highlighted classes is also an indicator of how well our K-12 pathways are leading students toward successful postsecondary opportunities.

For this descriptive representation review, **a difference of five percentage points or more is flagged as a meaningful representation disparity.** This threshold is not a test of statistical significance. For small percentages, a representation of less than half of the overall enrollment of that population will also be considered significant, but caution should be taken to interpret data with small values. (Pupil Nondiscrimination Self-Assessment Report).

The data points in **RED** font identify populations that are underrepresented by at least 5% disparity when compared to overall enrollment OR more than half representation of the overall enrollment of the population. Note that the percentages in the tables represent each student group's share of total enrollment in the identified course category. They do not represent the percentage of students within that demographic group who enrolled.

Highlighted Progress & Improvement

- Each year demonstrates progress of more equitable representation in postsecondary preparation courses, especially in art courses.
- Across most reported courses, racial and ethnic representation has improved and is generally becoming more aligned to overall enrollment.

Highlighted Areas Requiring Attention

- Among each of the highlighted courses, disproportionality of representation among SwD persists.
- Students who are Economically Disadvantaged demonstrate increased participation but continue to be underrepresented.
- A notable pattern is the high proportion of ML students who also identify as Economically Disadvantaged.

% of Students Enrolled in AP Courses, by demographic & year	AP Courses			
	2022-23	2023-24	2024-25	2025-26
American Indian	0.35%	0.32%	0.11%	0.21%
Asian & Pacific Islander	7.33%	10.40%	11.63%	11.00%
Black/African American	1.51%	1.38%	1.83%	1.85%
Hispanic	4.07%	4.56%	3.98%	5.65%
White	83.24%	79.19%	78.36%	76.16%
Two or More	3.49%	4.14%	4.09%	5.14%
SwoD	99.30%	98.83%	98.39%	98.77%
SwD	0.70%	1.17%	1.61%	1.23%
Econ Disadvantaged	19.56%	22.19%	22.39%	25.26%
Not Econ Disadvantaged	80.44%	77.81%	77.61%	74.74%
Female	57.74%	54.56%	55.65%	55.70%
Male	42.03%	44.90%	43.81%	43.17%
Nonbinary	0.23%	0.53%	0.54%	1.13%

% of Students Enrolled in Dual Enrollment Courses, by demographic & year	Dual Enrollment Courses			
	2022-23	2023-24	2024-25	2025-26
American Indian	0.67%	0.27%	0.37%	0.33%
Asian & Pacific Islander	9.27%	9.83%	8.58%	10.59%
Black/African American	2.78%	2.75%	2.99%	2.73%
Hispanic	5.48%	7.88%	6.34%	7.11%
White	77.74%	74.84%	77.24%	73.78%
Two or More	4.05%	4.43%	4.48%	5.54%
SwoD	93.59%	93.80%	94.4%	88.17%
SwD	6.41%	6.20%	5.60%	11.83%
Econ Disadvantaged	30.10%	34.01%	31.34%	33.25%
Not Econ Disadvantaged	69.90%	65.99%	68.66%	66.75%
Female	52.53%	51.82%	51.12%	38.71%
Male	47.05%	48.01%	48.88%	60.96%
Nonbinary	0.42%	0.18%	0.00%	0.33%

Additional info found at [Dual Credit Board Presentation, April 2026](#)

% of Students Enrolled in Arts Courses—Music, by demographic & year	Participation in Music Courses (Arts)			
	2022-23	2023-24	2024-25	2025-26
American Indian	0.43%	0.43%	0.28%	0.66%
Asian & Pacific Islander	9.53%	10.29%	10.58%	10.78%
Black/African American	2.03%	1.88%	2.17%	2.29%
Hispanic	6.60%	6.96%	7.93%	7.34%
White	76.70%	75.69%	73.56%	71.02%
Two or More	4.70%	4.74%	5.48%	7.91%
SwoD	86.37%	86.16%	86.31%	92.59%
SwD	13.63%	13.84%	13.69%	7.41%
Econ Disadvantaged	35.29%	37.38%	39.09%	32.22%
Not Econ Disadvantaged	64.71%	62.62%	60.91%	67.78%
Female	49.05%	51.09%	51.61%	50.00%
Male	50.35%	48.14%	47.73%	49.26%
Nonbinary	0.60%	0.77%	0.66%	0.74%

% of Students Enrolled in Arts Courses—Visual Arts, by demographic & year	Participation in Visual Arts Courses (Arts)			
	2022-23	2023-24	2024-25	2025-26
American Indian	0.69%	0.59%	0.52%	0.77%
Asian & Pacific Islander	9.41%	8.56%	10.30%	10.39%
Black/African American	2.77%	2.45%	2.73%	2.42%
Hispanic	7.01%	8.02%	7.80%	7.55%
White	74.69%	74.90%	72.83%	71.00%
Two or More	5.42%	5.48%	5.83%	7.87%
SwoD	84.64%	84.49%	83.64%	86.57%
SwD	15.36%	15.51%	16.63%	13.43%
Econ Disadvantaged	41.05%	39.88%	42.55%	39.48%
Not Econ Disadvantaged	58.95%	60.12%	57.45%	60.52%
Female	54.52%	53.91%	54.44%	56.71%
Male	44.78%	45.25%	44.95%	42.48%
Nonbinary	0.69%	0.83%	0.61%	0.01%

% of Students Enrolled in STEM Courses, by demographic & year	Students Enrolled in STEM Courses*			
	2022-23	2023-24	2024-25	2025-26
American Indian	0.80%	0.57%	0.0%	0.0%
Asian & Pacific Islander	8.46%	11.10%	11.40%	11.67%
Black/African American	2.97%	1.59%	1.60%	1.26%
Hispanic	5.49%	6.80%	6.30%	2.84%
White	78.17%	76.10%	74.9%	80.44%
Two or More	4.11%	3.85%	5.40%	3.79%
SwoD	92.34%	91.73%	93.3%	99.05%
SwD	7.66%	8.27%	6.70%	0.95%
Econ Disadvantaged	30.17%	31.03%	25.3%	16.40%
Not Econ Disadvantaged	69.83%	68.97%	74.70%	83.60%
Female	43.09%	43.60%	45.6%	53.94%
Male	56.57%	55.95%	53.7%	44.48%
Nonbinary	0.34%	0.45%	0.7%	1.58%

* The College Board defines STEM courses to include:

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

% of Students Enrolled in Multilingual Learner (ML), by demographic & year	Multilingual Learner (ML) Program			
	2022-23	2023-24	2024-25	2025-26
American Indian	0.21%	0.19%	0.17%	0.17%
Asian & Pacific Islander	68.21%	63.30%	54.73%	50.0%
Black/African American	1.47%	1.30%	3.48%	2.85%
Hispanic	27.16%	30.17%	34.66%	37.42%
White	1.68%	3.72%	5.31%	4.19%
Two or More	1.26%	1.30%	1.66%	1.51%
SwoD	81.26%	81.56%	82.09%	78.52%
SwD	18.11%	18.44%	17.91%	21.48%
Econ Disadvantaged	83.71%	82.94%	81.76%	80.03%
Not Econ Disadvantaged	16.29%	17.06%	18.24%	19.97%
Female	43.16%	42.46%	42.45%	42.79%
Male	56.84%	57.54%	57.55%	57.21%
Nonbinary	0.00%	0.00%	0.00%	0.00%

Demographic data of Multilingual (ML) students should be interpreted with caution.

However, the most notable metric in the ML data table is the consistently high proportion of those students who also identify as Economically Disadvantaged.

KPI 3. Climate Survey – Safe & Supportive Learning Environment

The District distributes four (4) distinct survey questionnaires during each spring term to get feedback on how the District is doing in a number of key areas. These surveys include 1) a Student Climate Survey—Elementary; 2) a Student Climate Survey—Secondary; 3) a Family Climate Survey; and 4) a Staff Climate Survey. The Climate Surveys ask sets of questions related to a specific **TOPIC** (e.g. Cultural & Linguistic Competence; School Participation; Emergency Readiness; etc.). Each **TOPIC** includes 2-6 questions, and the results of those responses are summarized below. Detailed data tables can be found in the [Appendix](#) of this report.

Highlighted Progress & Improvement

- Across all four surveys, there is a strong sense that adults care about students
- Data shows high confidence in school safety and emergency preparedness.
- There are generally positive perceptions of inclusion and cultural respect.

Highlighted Areas Requiring Attention

- Student-to-student relationships are the most consistent concern across student, family, and staff surveys (e.g. data suggests families continue to be concerned about bullying, cyberbullying, racist conflict, and physical fighting)
- Disproportionate gaps in sense of belonging among LGBTQ students across nearly all climate survey metrics.
- Staff generally feel positive about students, families, and school climate but less positive about organizational communication, voice, and shared decision-making.

Findings & Trends. Based on the available data from the District’s Climate Surveys, the following patterns, trends, and findings were observed.

Student Climate Survey

Elementary Schools (Grades 3-5)

Highlighted Progress & Improvement

- Reports show very positive responses regarding student-teacher relationships in school.

Highlighted Areas Requiring Attention

- Perceptions of classroom behavior remain the lowest scoring item.
- Perceptions of student-to-student relationships remain an area of attention.

The response rate for the *Student Climate Survey – Elementary* was 78.07% of all students in grades 3-5 across the District. The 11-question survey included self-reported demographic information that asked students about their grade, gender, and race/ethnicity. The target is to see positive growth of at least 2 percentage points among each of the 11 questions and/or sustained positive responses above 80% from year-to-year. Five of the 11 questions did not meet that target from 2025 to 2026, which included “I like school” (63.1% to 62.9%); “I feel like I do well in school” (77.8% to 77.0%); “Good behavior is noticed at my school” (77.9% to 76.0%); “Students treat each other well” (72.2% to 73.0%) and “Students in my class behave so that teachers can teach” (55.6% to 56.6%).

Secondary Schools (Grades 6-12)

Highlighted Progress & Improvement

- Positive responses increased each year from the 2023-24 baseline across all 11 secondary climate TOPICS.
- The largest gains occurred in *Physical Safety, Mental Health & Wellness, Physical Environment, and Emotional Safety.*
- Nine of 11 TOPICS showed statistically significant year-over-year improvement from 2024-25 to 2025-26.

Highlighted Areas Requiring Attention

- Despite improvement, students’ perceptions of *Physical Safety, Bullying and Cyberbullying, Emotional Safety, and the Physical Environment* remain important areas for continued attention.
- High school students reported less-positive perceptions than middle school students across all measured TOPICS.
- Practical effect sizes for annual improvement were small, indicating that progress is measurable but not yet substantial.

The response rate for the *Student Climate Survey – Secondary* was 64.21% of all students in grades 6-12 across the District. The 48-question survey included self-reported demographic information that asked students about their school, grade, gender, race/ethnicity, and whether they identify as LGBTQ. The questions were subdivided into various TOPICS. The table below identifies the 11 TOPICS, as well as the percentage point change among that TOPIC between 2024-25 to 2025-26. All TOPICS saw growth in the percentage points of students who responded positively over this period (among *All Respondents*).

Climate Survey TOPIC	% point change since baseline (2023-24)	Climate Survey TOPIC	% point change since baseline (2023-24)
Cultural & Linguistic Competence	8.0%	Emergency Readiness	2.6%
Relationships	9.6%	Physical Environment	11.8%
School Participation	3.8%	Instructional Environment	5.8%
Emotional Safety	12.3%	Mental Health	11.7%
Physical Safety	15.7%	Discipline	6.4%
Bullying & Cyberbullying	8.5%		

Family Climate Survey

Highlighted Progress & Improvement

- Responses report strong confidence in safety and emergency communication.
- Student of Color families frequently reported results equal to or higher than district averages.

Highlighted Areas Requiring Attention

- Families report lower perception of schools communicating positive student successes.
- Perceptions of programs and supports for students with special needs/disabilities showed a notable year-over-year decrease.

The *Family Climate Survey* received 860 unique responses across the District. The 37-question survey asked respondents to identify their child's race/ethnicity. These questions were also subdivided into 13 TOPICS, which include the same TOPICS found in the secondary survey with *Substance Abuse* and *Physical Health* as the two additional TOPICS. Throughout the survey, most of the questions saw positive changes from the prior two years or saw a less than 2 percentage point negative change. The most notable negative change was in the question, "There are programs and resources at this school to support students with special needs or disabilities" (question 30), where all respondents had a 2.5 percentage point decrease (91.8% to 89.3%). However, when disaggregating the data to see how families whose children are Students of Color responded to this same question, a 6.4 percentage point decrease was observed (94.9% to 88.5%).

Staff Climate Survey

Highlighted Progress & Improvement

- Generally, there was a strong perception of safety, emergency preparedness, and student support services.
- Data showed that staff had strong confidence that schools were preparing students for future success.

Highlighted Areas Requiring Attention

- **Data demonstrated a need to address perceptions of trust among colleagues.**
- Perceptions of staff voice and decision-making emerged as an area requiring attention.
- Staff responses indicate a need for continued improvement of behavioral intervention and support systems for students.
- **Questions related to bullying (68.4%), cyberbullying (63.2%), verbal abuse of staff by students (40.4%), and physical altercations involving staff (65.2%) saw the lowest percentage points of positive responses.**

The response rate for the *Staff Climate Survey* was 70.36% of all active staff across the school district. The 77-question survey not only asked about demographics (race/ethnicity, gender, LGBTQ) but also asked for additional group information such as whether they served in a role that was categorized as Student Services, number of years in their position (1-3 yrs; 4-9 yrs; 10-19 yrs; and 20+ yrs), and their employment classification (Certified, Administrator, Nonaffiliated, and Hourly Staff). The survey was subdivided into 17 TOPICS. When looking at individual questions, the most notable questions to pay attention to would be the ones related to bullying (68.4% in 2026, #36); cyber bullying (63.2% in 2026, #37); physical altercations involving staff (65.2% in 2026, #34); and verbal abuse of staff (40.4% in 2026, #35). Among the different TOPICS, District Environment saw the most consistent decrease in positive responses (#63-64).

Climate Survey Statistical Analysis. In an effort to determine if the change in student climate perception is statistically significant or due to chance, a series of statistical tests were applied to the Secondary and Elementary Student Climate Survey data to answer a series of research questions. Statistical tests have not been applied to the Family nor Staff Climate Surveys. For more details on the statistical tests, descriptive tables, and the results, refer to the [Appendix](#).

In the Student Climate Survey-Secondary, where statistical tests were completed, the following research questions were posed. Upon completion of statistical analysis, the following findings were observed. Again, see [appendices](#) for statistical tables.

- Question 1. In the Climate Survey for **Secondary** students, among *All Respondents*, the year-over-year changes in positive responses of each TOPIC are statistically significant when comparing the data between the prior two school years (2024-25 & 2025-26)?
- a. Yes. **All TOPICS showed a positive change** in mean difference between the prior two years (2024-25 & 2025-26). However, only **9 of 11 TOPICS showed statistically significant change** between 2024-25 and 2025-26, including *Cultural & Linguistic Competence* ($p<0.001$); *Relationships* ($p<0.001$); *Physical Safety* ($p<0.001$); *Emotional Safety* ($p<0.001$); *Physical Environment* ($p=0.003$); *Bullying & Cyberbullying* ($p<0.001$); *Emergency Readiness* ($p=0.039$); *Instructional Environment* ($p=0.003$); and *Mental Health* ($p<0.001$).
- **2 of 11 TOPICS did not show statistically significant change**, including *School Participation* ($p = 0.057$) and *Discipline* ($p=0.37$).
 - The highest average positive change occurred in responses to the TOPICS of *Bullying & Cyberbullying* (mean difference=0.12) and *Physical Safety* (mean difference=0.12).
- Question 2. In the Climate Survey for **Secondary** students, is there a statistically significant difference in the perception of school climate between middle school (gr 6-8) and high school (Grades 9-12)?
- a. Yes. Generally, the responses between middle school students and high school students were statistically significant.
- b. Generally, middle school students responded with a more positive perception of school climate than high school students in all TOPICS.
- c. The widest difference in positive responses was in the TOPIC of *Physical Environment* (mean difference=0.30); *Cultural & Linguistic Competence* (mean difference=0.21); *Bullying & Cyberbullying* (mean difference=0.21); and *Instructional Environment* (mean difference=0.21).

In the student Climate Survey-Elementary, where statistical tests were completed, the following research question was posed. Upon completion of statistical analysis, the following findings were observed. Once more, see [appendices](#) for statistical tables.

- Question 3. In the Climate Survey for **Elementary** students, are demographic groups such as race/ethnicity (Students of Color & Not Students of Color; Am. Indian & Not Am. Indian; Asian & Not Asian; Black & Not Black; Hispanic & Not Hispanic; MENA & Not MENA; Pac. Islander & Not Pac. Islander) and/or gender (Female & Not Female; Male & Not Male; Nonbinary & Not Nonbinary) a statistically significant variable among the responses?
- a. When comparing by race as a variable, “American Indian & Not American Indian,” as well as “Hispanic & Not Hispanic” were the only two racial demographics that did not see any statistical significance between comparison groups.
 - b. When comparing “Black & Not Black” students, statistical significance was observed among 6 of the 11 questions. The data suggests that Black students in grades 3-5 have a slightly unique experience in school when compared to Not Black students (Student Climate Survey Questions 2, 3, 5, 6, 9, & 11).
 - c. When comparing by gender as a variable, “Female & Not Female,” as well as “Male & Not Male” saw a statistically significant difference in responses among the same questions (Student Climate Survey Questions 1, 2, 3, 4, 5, 8, 10, & 11). Again, this suggests that the perception of school climate slightly differs based on a student’s gender.

KPI 4. Annual Pupil Nondiscrimination Reports

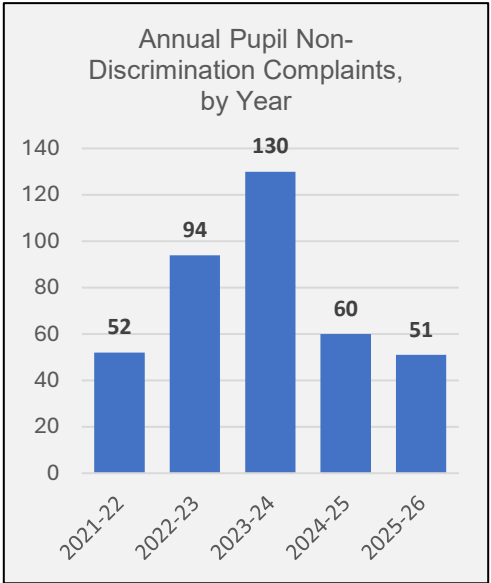
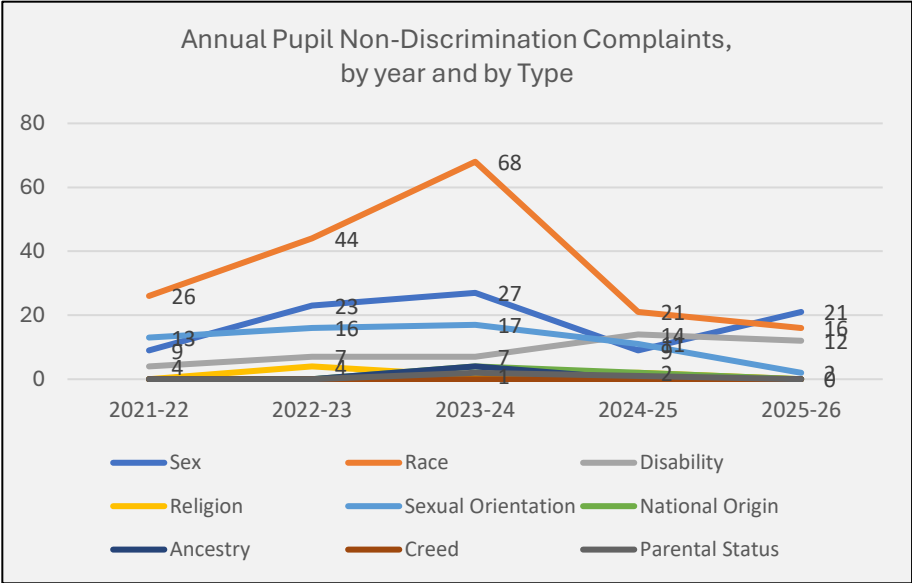
Each year, districts are required to submit a compliance report to the Wisconsin Department of Public Instruction (DPI) outlining the total number of student discrimination and harassment complaints received each year.

Highlighted Progress & Improvement

- **15% decrease in the total number of Annual Pupil Nondiscrimination complaints**
- For the first time in 5 years, race was not the most numerous protected class among pupil nondiscrimination complaints.

Highlighted Areas Requiring Attention

- Pupil nondiscrimination continues to persist based on sex, race, disability, and sexual orientation.
- For the first time in 5 years, sex became the most numerous protected class among pupil nondiscrimination complaints.



KPI 5. Disproportionality in Special Education

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

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

Highlighted Progress & Improvement

- The District's identification for racial disproportionality in Discipline for "Out-of-School Suspensions <=10" from the prior year was no longer an identified category of disproportionality

Highlighted Areas Requiring Attention

- Racial Disproportionality persists in Special Education in at least one category over the past five (5) years for students who identify as Black.**
- Racial Disproportionality in Discipline for "All Removals" for Black students persists from the prior year to this past year

Table. Identified Category and Risk Ratio by Race/Ethnicity: Change Over Prior 3-years

Group	Racial Identity	Risk Ratio (2022-23)	Risk Ratio (2023-24)	Risk Ratio (2024-25)
Identification: Other Health Imp.	Black/African Am. Students	2.335	2.0243	2.172
Discipline: All Suspensions	Black/African Am. Student with IEP	3.2289	2.4615	2.6197

Table. Disproportionality in Special Education – All monitored indicators & Change Over Prior 5 years

DISPROPORTIONALITY IN SPECIAL EDUCATION – Full JFN Table						
	School Year	2021	2022	2023	2024	2025
	Report Date	March 2022	March 2023	March 2024	March 2025	March 2026
Racial Disproportionality in Special Education - Overall						
Overall		--	--	--	--	--
Racial Disproportionality in Special Education - Specific Disability Categories						
Autism		--	--	--	--	--
Emotional Behavioral Disability		Yes (Blk)	Yes (Blk)	Yes (Blk)	--	--
Intellectual Disability		--	--	--	--	--
Specific Learning Disabilities		Yes (Blk)	Yes (Blk)	Yes (Blk)	--	--
Other Health Impairment		--	--	--	--	Yes (Blk)
Speech and Language		--	--	--	--	--
Racial Disproportionality in Special Education - Placement						
>40% Regular Classroom		--	--	--	--	--
Sep. School (KG 5-21)		--	--	--	--	--
Racial Disproportionality in Special Education - Discipline						
All Removals		--	--	--	Yes (Blk)	Yes (Blk)
In School > 10		--	--	--	--	--
In School <= 10		--	--	--	--	--
Out of School > 10		--	--	--	--	--
Out of School <=10		--	--	--	Yes (Blk)	--
Significant Discrepancy in Discipline						
Significant Discrepancy		--	--	--	--	--

Joint Federal Notification (JFN), 2021-2026

KPI 6. Attendance

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

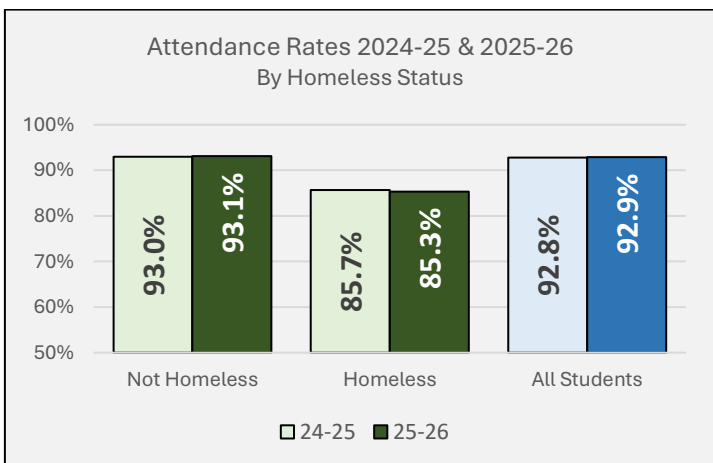
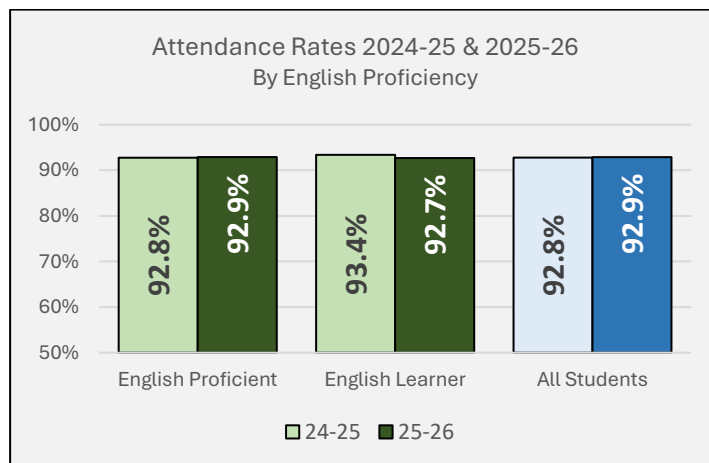
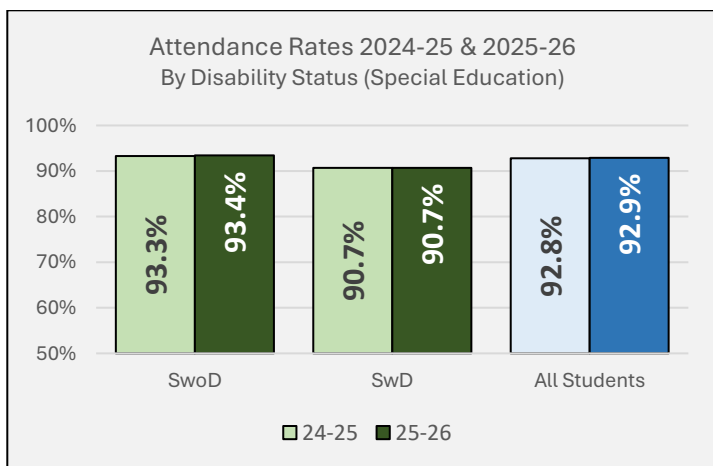
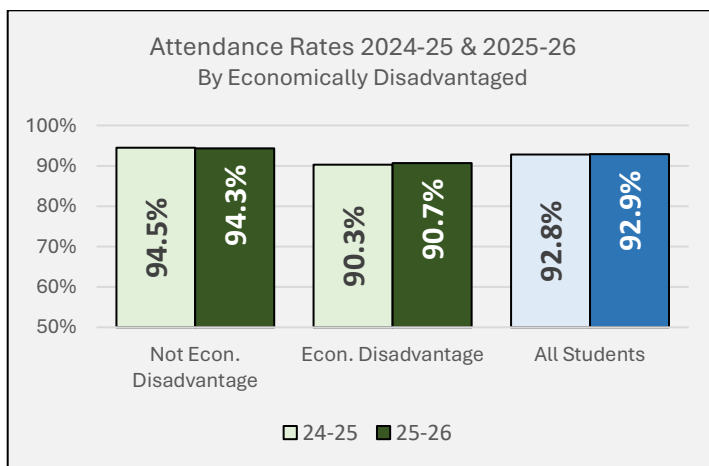
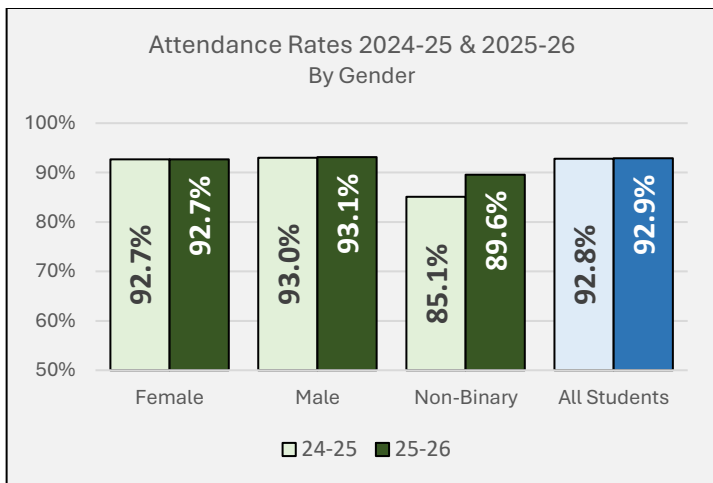
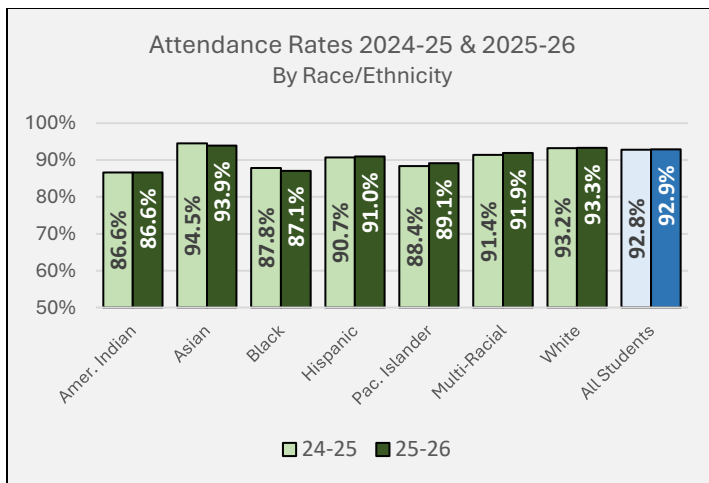
Highlighted Progress & Improvement

- Overall attendance rates increased from 92.8% to 92.9%.**
- Biggest increase in attendance rates was observed among students who identify as Nonbinary (85.1% to 89.6%).
- Small increases were observed among students who identify as Hispanic (90.7% to 91.0%); Pacific Islanders (88.4% to 89.1%); Two or More Races (91.4% to 91.9%); and Economically Disadvantaged (90.3% to 90.7%).

Highlighted Areas Requiring Attention

- Small decreases in attendance rates were observed for students who identify as Asian (94.5% to 93.9%); Black (87.8% to 87.1%); ML (93.4% to 92.7%) and students experiencing Homelessness (85.7% to 85.3%).

Overall attendance rates remained relatively stable, with slight year-to-year improvements (92.8% to 92.9%). Nonbinary students experienced the highest year-over-year attendance rate increase (85.1% to 89.6%). However, attendance rates decreased slightly for students who identify as Asian (94.5% to 93.9%); Black (87.8% to 87.1%); ML (93.4% to 92.7%); and students experiencing Homelessness (85.7% to 85.3%).



KPI 7. Graduation Rates

Graduation rates are calculated based on the student cohort year. A student is assigned to a graduation cohort based on two factors: 1) school year of the student's first high school enrollment period in Wisconsin, and 2) student's grade level placement at the time of that first high school enrollment period. The set of tables below provides the graduation rates for the four (4) most recent student cohorts.

Note that data on SwD should be interpreted with caution. Some of the students in these populations are eligible for continued enrollment in the District through age 21. A more accurate metric for SwD may be to consider their 7-year graduation rates.

Highlighted Progress & Improvement

- **Four-year graduation rates for students experiencing Homelessness increased across the four reported cohorts, reaching 95.2% in 2025-26.** +
- 4-year graduation rates for the Class of 2026 saw a year-over-year increases of graduation rates among students who identify as Hispanic (78.0% to 93.5%); Female (92.1% to 96.8%); Economically Disadvantaged (87.7% to 91.5%); ML (78.1% to 78.9%); SwD (68.2% to 77.8%); and students experiencing Homelessness (81.3% to 95.2%)
- The 7-year graduation rate among the latest available graduation cohort for SwD is 81.8%.

+Because subgroup cohort sizes are not displayed, year-to-year percentage point change should be interpreted cautiously.

Highlighted Areas Requiring Attention

- Decreases in the 4-year graduation rate among the Class of 2026 were observed among students who identify as Black (84.6% to 76.9%) and Two or More Races (91.8% to 88.5%). +

Four-year graduation rates have improved over the past two years among nearly all student demographic groups with some notable increases observed by students identifying as Hispanic (78.0% to 93.5%); students experiencing Homelessness (81.3% to 95.2%); and SwD (68.2% to 77.8%) over the past two years. Some student groups saw a decrease in 4-year graduation rates, including students who identify as Asian/Pacific Islanders (97.6% to 95.3%); Black (84.6% to 76.9%); and Two or More Races (91.8% to 88.5%).

Table 1. 4-Year Graduation Rates for Prior Four (4) Available Cohorts

4-Year Graduation Rates, by Cohort				
COHORT YEAR	2022-23	2023-24	2024-25	2025-26
All students	89.4%	88.0%	92.4%	95.3%
Am. Indian / Native Am.*	*	*	*	*
Asian & Pac. Islander	88.5%	93.3%	97.6%	95.3%
Black or African Am.	75.0%	76.7%	84.6%	76.9%
Hispanic	74.5%	85.7%	78.0%	93.5%
White	92.3%	89.2%	93.8%	96.8%
Two or More	79.1%	75.0%	91.8%	88.5%
Female	90.7%	87.0%	92.1%	96.8%
Male	88.2%	88.8%	93.4%	93.7%
Nonbinary*	*	*	*	*
Not Econ Disadvantage	96.2%	92.5%	95.5%	97.2%
Econ Disadvantage	76.9%	80.6%	87.7%	91.5%
SwoD	93.6%	93.6%	96.4%	97.8%
SwD	61.0%	59.1%	68.2%	77.8%
Eng Proficient	90.0%	88.7%	93.3%	95.7%
Multilingual Learner (ML)	58.8%	71.9%	78.1%	78.9%
Not Homeless	90.9%	88.3%	93.0%	95.3%
Homeless	42.3%	80.0%	81.3%	95.2%

Table 2. 5-Year Graduation Rates for Prior Four (4) Available Cohorts

5-Year Graduation Rates, by Cohort				
COHORT YEAR	2022-23	2023-24	2024-25	2025-26
All students	93.0%	93.9%	95.1%	
Am. Indian / Native Am.*	*			
Asian & Pac. Islander	96.6%	97.3%	98.8%	
Black or African Am.	78.6%	83.3%	92.6%	
Hispanic	83.0%	94.0%	91.5%	
White	94.8%	95.0%	95.2%	
Two or More	88.4%	77.5%	92.0%	
Female	93.8%	94.2%	95.4%	
Male	92.3%	93.6%	95.0%	
Nonbinary*	*	*	*	
Not Econ Disadvantage	97.4%	96.1%	96.5%	
Econ Disadvantage	85.0%	89.9%	91.7%	
SwoD	96.1%	96.7%	97.7%	
SwD	71.6%	79.4%	77.5%	
Eng Proficient	93.1%	94.3%	95.3%	
Multilingual Learner (ML)	88.2%	83.9%	90.6%	
Not Homeless	93.8%	94.0%	95.0%	
Homeless	57.9%	91.3%	100.0%	

Table 3. 6-Year Graduation Rates for Prior Four (4) Available Cohorts

6-Year Graduation Rates, by Cohort				
COHORT YEAR	2022-23	2023-24	2024-25	2025-26
All students	94.4%	95.0%		
Am. Indian / Native Am.*	*	*		
Asian & Pac. Islander	98.4%	98.7%		
Black or African Am.	78.6%	83.3%		
Hispanic	85.1%	94.0%		
White	95.9%	96.1%		
Two or More	90.7%	80.5%		
Female	95.3%	95.6%		
Male	93.5%	94.5%		
Nonbinary*	*	*		
Not Econ Disadvantage	97.4%	96.9%		
Econ Disadvantage	88.4%	91.5%		
SwoD	96.8%	96.9%		
SwD	77.5%	85.2%		
Eng Proficient	94.4%	95.4%		
Multilingual Learner (ML)	94.1%	83.9%		
Not Homeless	95.2%	95.0%		
Homeless	57.9%	95.7%		

Table 4. 7-Year Graduation Rates for Prior Four (4) Available Cohorts

7-Year Graduation Rates, by Cohort				
COHORT YEAR	2022-23	2023-24	2024-25	2025-26
All students	95.0%			
Am. Indian / Native Am.*	*			
Asian & Pac. Islander	98.3%			
Black or African Am.	82.1%			
Hispanic	85.1%			
White	96.4%			
Two or More	93.0%			
Female	96.1%			
Male	94.0%			
Nonbinary*	*			
Not Econ Disadvantage	98.0%			
Econ Disadvantage	89.1%			
SwoD	96.8%			
SwD	81.8%			
Eng Proficient	95.0%			
Multilingual Learner (ML)	94.1%			
Not Homeless	95.7%			
Homeless	63.2%			

Source: WISEdash Secure

KPI 8. In-School & Out-of-School-Suspensions

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

Share of Suspensions is calculated by looking at all students suspended during a given period (in this case across 1 school year) and identifying the proportion of all students in the population who identify in a specific group. The suspension representation disparity compares a student group's share of suspensions with its share of District enrollment. It should not be interpreted as a student-level risk ratio.

Each table below provides disaggregated data about the Share of Suspensions across race/ethnicity; gender; Economic Disadvantage (eligibility for free/reduced lunch based on household income); disability (SwD); English proficiency (receiving ML services); and students experiencing Homelessness (eligible for McKinney-Vento services).

Disproportion is calculated with the following formula: $\text{Disproportion} = (S - P) / P$, where S=Share of Suspension, P=Student Population. A disproportion of zero (0) means that the share of suspension is equal to the proportion of students in that population. An (!) indicates a disproportion of 1.00 or higher, meaning that the group's share of suspensions is at least twice its share of the student population AND that there is large enough population size to make meaningful inferences.

Highlighted Progress & Improvement

- **The share of suspended students decreased** among students who identify as Hispanic (13.27% to 7.51%); ML (4.72% to 2.64%); and students experiencing Homeless (8.85% to 2.38%).

Highlighted Areas Requiring Attention

- **Disproportionate representation among suspended students persists** for students who identify as Black (Disproportion=3.54); SwD (Disproportion=2.97); and students experiencing Homelessness (Disproportion=2.54).

The share of suspensions improved among several student groups (see "Highlighted Progress & Improvement" above). However, disproportionate shares of suspension remain evident among students who identify as Black/African American (2.80 to 3.54) and SwD (2.36 to 2.97). This pattern, which has persisted before the two years displayed in the table below, is indicative of the need to address this issue throughout the District's disciplinary system.

Table. In & Out-of-School-Suspensions, by demographics & year

	2024-25				2025-26			
	Share of Suspensions	Student Population	Disproportion		Share of Suspensions	Student Population	Disproportion	
Am. Indian / Native Am.*	1.47%	0.58%	1.54*		0.97%	0.65%	0.50*	
Asian & Pacific Islander	1.77%	10.19%	-0.83		1.95%	10.24%	-0.81	
Black / African American	10.03%	2.64%	2.80	!	11.27%	2.48%	3.54	!
Hispanic	13.27%	7.40%	0.79		7.51%	7.49%	0.00	
White	63.42%	72.24%	-0.12		65.65%	71.82%	-0.09	
Two or More Races	10.03%	6.96%	0.44		12.66%	7.32%	0.73	
Female	33.33%	48.41%	-0.31		22.67%	48.47%	-0.53	
Male	66.08%	51.23%	0.29		77.19%	51.20%	0.51	
Nonbinary*	0.59%	0.36%	0.64*		0.14%	0.32%	-0.57*	
Not Econ. Disadvantage	26.25%	60.71%	-0.57		22.11%	60.49%	-0.63	
Econ. Disadvantage	73.75%	39.29%	0.88		77.89%	39.51%	0.97	
SwoD	41.30%	82.44%	-0.50		26.70%	81.53%	-0.67	
SwD	59.00%	17.56%	2.36	!	73.30%	18.47%	2.97	!
English Proficient	95.28%	94.68%	0.01		97.36%	94.64%	0.03	
Multilingual Learners (ML)	4.72%	5.32%	-0.11		2.64%	5.36%	-0.51	
Not Homeless	91.15%	97.62%	-0.07		92.49%	97.88%	-0.06	
Homeless	8.85%	2.38%	2.72	!	7.51%	2.12%	2.54	!

Source: WISEdash Secure (2026)

*Data should be interpreted with caution due to small student population size

EDI Action Plan 2025-26 through 2027-28

This EDI Action Plan will focus on integrating EDI practices into the universal practices across the District.

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

Progress Summary of 2025 Annual Goals

What did we say we would accomplish in the 2025-26 school year?

Last year, the Equity Annual Report 2025 identified the following annual goals. A progress summary is provided below.

1 year goal. Integrating EDI into universal practices

Within the past academic year, the District implemented a series of districtwide training and workgroups with the plan to implement Standards Based Grading (SBG) starting in Fall 2026.

Feldman (2019) supports SBG and suggests that it has promising applications to ensuring a more equitable grading system that reflects student mastery of knowledge and skills. Feldman argues that “traditional grading disproportionately punishes vulnerable students and rewards more advantaged students.” Feldman illustrates this argument by suggesting that when grades include behaviors, such as “effort” and “participation” it may introduce the potential for implicit biases.

At the same time, there are limitations to SBG. For one thing, the cited literature provides limited empirical evidence that SBG reduces achievement gaps or significantly improves long-term educational outcomes (Knight & Cooper, 2019). What appears to be more accurate in the literature illustrates that SBG has strong potential to be a more equitable and accurate *grading practice*, but there is a lack of evidence at this time that examines the practice of SBG with *equitable educational outcomes*.

To address these limitations, the Teaching & Learning department intentionally included dimensions of *differentiation* as part of the implementation process aligning SBG with high-quality instruction through the curricular content, the classroom context, and equitable assessment. Moreover, additional professional learning to norm the purpose and practice of Professional Learning Communities (PLCs) has been a key focus to ensure that student progress is monitored as a team.

Another tool to support universal use of equitable practices include the current adoption of a new data warehouse system, [Nextpath Education](#), for use starting in the 2026-27 school year. This new-to-district data warehouse system utilizes an intuitive user interface that more easily displays disaggregated data, based on available group demographics, as well as the opportunity to create some limited custom dashboards for easy-to-access information in a timely manner.

Finally, another example of how EDI has continued to be integrated into universal practices includes how district policies are reviewed. As policies are considered for review and/or updating, the Director of EDI utilizes an equity-minded framework that evaluates policies and practices across four dimensions: (1) *Impact & Burden*, where the policy is evaluated based on who benefits most and for whom the policy may create barriers, (2) *Language & Tone*, where avoiding deficit language and using updated terminology is considered, (3) *Data & Evidence*, taking into consideration the historical context of the policy if it is known, and (4) *Accessibility*, where the consideration of people with disabilities and people whose primary language is not English is

considered in relation the policies, as well as implementation of the procedures. Policy review formally takes place twice a year—recently in November and May of each school year.

Progress toward 5-year goal. By 2028-29, Student Climate Surveys will show a 10-percentage point increase in positive responses from the benchmark year or will reach 80% or higher average within all survey TOPICS, especially for students who identify as LGBTQ, Nonbinary, Black/African American, and Hispanic (benchmark year 2023-24).

Student Climate Survey-Elementary. Since the baseline year, 6 of the 11 questions have met the target which include “My school wants me to do well” (93.8% to 93.2%); “My school has clear expectations or rules for behavior” (90.7% to 92.3%); “Teachers treat me with respect” (88.8% to 92.3%); “I get along with other students” (81.5% to 83.8%); “I feel safe at school” (82.7% to 83.3%); and “There is an adult at my school who will help me if I need it” (89.8% to 87.1%).

Note, however, that when disaggregating by student group, responses from “I get along with other students” is not yet at target for students of color (76.2% to 79.9%) and for nonbinary students (64.5% to 73.9%). Similarly, when disaggregating by student group for the question “There is an adult at my school who will help me if I need it,” nonbinary student responses (80.6% to 73.9%) are not yet at target either.

Student Climate Survey-Secondary. Since the baseline year, there has been consistent growth from year-to-year among the average responses of *All Responses* of each TOPIC. The largest gains in positive responses came from the TOPICS: *Physical Safety* (35.5% to 51.2%=15.7 percentage point increase); *Mental Health & Wellness* (58.6% to 70.2%=11.6 percentage point increase); *Physical Environment* (52.6% to 64.4%=11.8 percentage point increase); and *Emotional Safety* (60.5% to 72.8%=12.3 percentage point increase).

Progress toward 10-year goal. By 2033-34, data will demonstrate increased academic performance metrics and will reflect that 80% of all students meet proficiency or higher. (benchmark year 2023-24)

According to the latest [R-2 Board Report](#), there is sustained progress in Math & ELA across multiple years; improved ACT performance across ELA, Math, and Science; and success in Social Studies proficiency and Civics outcomes. The board report also indicated that over time, SwD continue to experience achievement gaps; Science achievement has seen declining academic performance; and Economically Disadvantaged & ML students remain below state benchmarks.

Example from ELA suggests that although growth was observed, substantial achievement gaps remain for SwD (51.6 percentage point gap, ACT); Economically Disadvantaged students (18.6 percentage point gap, ACT); Students of Color (15.5 percentage point gap, ACT); and ML students (41 percentage point gap, ACT) continue to persist. While growth meets or exceeds its value-added growth score (3.0) among disaggregated student groups, the growth has not yet translated to achievement.

District Math Achievement scores (66.8 in 2020-21 to 71.6 in 2024-25) exceeded target (score of 70.0). Progress was also demonstrated in 8th grade math (58.3 in 2023-24 to 73.4 in 2024-25); Forward Exam proficiency (Grades 3-5 seeing improvement from 35.4% to 56.5%); and ACT Math proficiency (39.6% in 2020-21 to 49.3% in 2024-25).

Progress toward 20-year goal. By 2043-44, the District will demonstrate equal representation across our KPIs or above 80% in applicable KPI metrics across gender, race, sex, disability, socioeconomic status, students experiencing Homelessness, and sexual orientation. (benchmark year 2023-24)

Since the baseline year (2023-24), promising improvements in metrics have been observed in most KPIs, including in Academic Progress; Enrollment in Courses; Climate Surveys; Annual Pupil Nondiscrimination; Attendance Rates; and Graduation Rates. However, Disproportion of shares of suspensions persists among students who identify as Black (2.80 to 3.54); SwD (2.36 to 2.97); and students experiencing Homelessness (2.72 to 2.54). Moreover, SwD may have experienced positive growth in all KPIs. However, their achievement remains disproportionately lower than other student groups.

2026-27 Goals

In alignment with our Teaching & Learning, Student Services, Human Resources, Business Services, and EDI Strategic Priorities, the following are identified as specific goals that will guide our process of continual improvement toward meeting our district's equity commitment.

1-year Goals. By June 30, 2027, our goals will include...

Superintendent Goals

- The District will make progress in **reducing and eliminating gaps** among marginalized student groups, with an emphasis on support for SwD and Students of color and LGBTQ students.
- The District will continue its focus and continued development in **systemic change for equitable education** across all areas of the Board's Equity Statement.
- The District will continue to improve in their **proactive community engagement** and communication.

District Goals

- **Student Climate Surveys** for secondary students will show growth in responses across all Components and TOPICS for secondary students with at least 10 of the 11 TOPICS either demonstrating statistically significant increases from year to year **or** with positive responses above an average of 3.0.
- **Student Climate Surveys** among elementary-age students (Grades 3-5) will show growth in student perceptions of the school environment, including at least a 2-percentage point increase in questions 1, 2, 6, 9, & 11. Moreover, next year, at least 8 of 11 questions will meet our target of either positive growth **or** positive responses above 80%.
- **Disproportionality in Special Education** will improve whereby the overrepresentation of Black students with IEPs will decrease in School Suspensions and where the District's 2025-26 Risk Ratio will be below 2.0.
- The District will implement strategies to **recruit and retain highly qualified staff that is reflective of the students and community we serve**, where the percentage of all staff who identify as non-white alone will be at least 6.0% and where diverse applicants over the 2026-27 school year will account for at least 14.00%.

5-year goals. *Goal statements here are updated from prior Equity Annual Reports for clarity.* The benchmark year will be data from the 2023-24 school year. By June 30, 2029, our goals will include...

- The District will increase positive metrics of belonging among students who identify as LGBTQ, Black & African American, and Hispanic as indicated in the Student Climate Surveys. The metric for success will be a reduction in the gap between perceptions of school climate among these student populations when compared to *all respondents*.
- The District will make progress in implementing a systemic plan to ensure a safe, supportive and collaborative learning environment, which will result in decreases in the Annual Pupil Nondiscrimination complaints, as well as observing increases in the positive perception of school climate in the Student, Family, and Staff Climate Surveys. The metric for success will be to see a 2-percentage point increase each year in the TOPICS of bullying/cyberbullying and emotional safety until the responses of these populations are at parity when compared to *all respondents*.
- The District will embody a positive culture and climate among staff as indicated in the Staff Climate Survey. The goal will be to see 2-percentage point increase in questions related to the TOPICS of *Relationships*, *Decision Making*, and *Emotional Safety* to a point where responses in these three TOPICS meet the following metrics: 1) responses on the TOPIC of *Relationships* meet or exceed average responses at or above 80% across demographics, 2) responses on the TOPIC of *Decision Making* meet or exceed average responses at or above 60%, and 3) responses on the TOPIC of *Emotional Safety* meet or exceed average responses at or above 85%.
- The District will implement practices that will improve our comprehensive Special Education evaluations.
- The District will develop a system where disaggregated progress monitoring tools, protocols, and procedures will be developed for school leaders and school teams to more closely assess and monitor progress on equity metrics.

10-year Goals. *Goal statements here are updated from prior Equity Annual Reports for clarity.* The benchmark year will be data from the 2023-24 school year. By June 30, 2034, our goals will include ...

- Academic metrics (Forward, ACT, ACT ASPIRE) will reflect progress toward 80% of students meeting proficiency or above, supported by consistent implementation of the District's strategic priorities. The progress toward this goal will be outlined in detail within Board Report [R-2 –Academic Performance Monitoring](#).

20-Year Goals. *Goal statements here are updated from prior Equity Annual Reports for clarity.* The benchmark year will be data from the 2023-24 school year. By June 30, 2044, the District will demonstrate...

- Reduced disparities between student groups on each applicable KPI
- Equal representation or a positive proportion of at least 80% or above in KPI metrics across gender, race/ethnicity, sex, sexual orientation, disability, English proficiency, and students experiencing Homelessness.
- The District will reflect fidelity rates of over 95% implementation in our systems (i.e. E-MLSS, PBIS, Instructional Framework, etc.).
- District metrics will demonstrate that each student across the District will have increased access to a guaranteed, universal curriculum that is culturally & linguistically responsive.

References & Resources

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Resources

- Equity Website, Eau Claire Area School District. <https://www.ecasd.us/our-district-26/equity>.
- Positive Behavioral Intervention & Supports (PBIS). www.pbis.org
- Wisconsin's Multi-Level Systems of Support. <https://dpi.wi.gov/emlss>
- Family / Student Handbook. <https://www.ecasd.us/familiesandstudents/family-student-handbook>
- ECASD Board Policies. <https://go.boarddocs.com/wi/ecasd/Board.nsf/Public#>

Appendix

Data Sources

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

Student Demographic Data

- WISEdash Secure, Wisconsin Department of Public Instruction <https://wisedash.dpi.wi.gov/>
- ECASD Student Ethnic Report <https://www.ecasd.us/District/About/District-Information>
- ECASD Data Warehouse <https://www.ecasd.us/District/Departments/Assessment>
- WISEdash Secure & WISEDASH Public, Wisconsin Department of Public Instruction <https://wisedash.dpi.wi.gov/>

Staff Demographic Data

- Equal Opportunity Commission Staff Information Report (2026). ECASD Human Resources Office, <https://www.ecasd.us/District/Departments/Human-Resources>

Student Outcomes

- WISEdash Secure & WISEDASH Public, Wisconsin Department of Public Instruction <https://wisedash.dpi.wi.gov/>
- Wisconsin Department of Public Instruction (DPI) District Report Card, <https://dpi.wi.gov/accountability/report-cards>

Climate Data

- Student Climate Survey, ECASD Equity, Diversity, & Inclusion Department, www.ecasd.us/District/About/Equity, March 2026
- Staff Climate Survey, ECASD Equity, Diversity, & Inclusion Department, www.ecasd.us/District/About/Equity, March 2026
- Family Climate Survey, ECASD Equity, Diversity, & Inclusion Department, www.ecasd.us/District/About/Equity, March 2026
- Youth Risk & Behavioral Survey (YRBS), <https://dpi.wi.gov/sspw/yrbs>, July 2023
- National Center on Safe and Supportive Learning Environments Technical Assistance Center (January 2025). *Safe and Supportive Schools*. U.S. Department of Education. <https://safesupportivelearning.ed.gov>
- Center on PBIS. (January 2022). *School Climate Survey Suite*. <https://www.pbis.org/resource/school-climate-survey-suite>

Organizational Data

- Tiered Fidelity Inventory-TFI, ECASD Student Services (Algonzzine, et. Al, 2019)

Additional Reports & Data Tables

- ECASD Pupil Nondiscrimination Self-Study, May 2026
- Youth Risk & Behavior Survey 2023, <https://dpi.wi.gov/sspw/yrbs>, July 2024

Climate Survey Report – Abbreviated Statistical Analysis

About the Climate Surveys

The Eau Claire Area School District (ECASD) distributes four (4) distinct survey questionnaires during each spring term to capture feedback on how the District is doing in a number of key areas. These surveys include the:

- 1. Student Climate Survey for Elementary Students (Grades 3-5)
- 2. Student Climate Survey for Secondary Students (Grades 6-12)
- 3. Family Climate Survey
- 4. Staff Climate Survey

This section presents the climate survey findings and additional statistical analyses of the student surveys. This section is organized into three parts: 1) Research Question, 2) highlighted findings based on statistical analysis, and 3) associated data tables. Questions throughout each climate survey are organized into Components (Engagement, Environment, & Safety), which are thematic elements pertaining to school climate, and are then sub-divided even further into TOPICS, which are distinct categories within each Component.

Student Climate Survey for Elementary Students

This questionnaire is adapted from the Center on PBIS School Climate Survey Suite, using the *School Climate Survey: Elementary* tool. This climate survey has been normed and validated for use with students in grades 3-5. This 11-item survey uses a 4-point rating scale (from Never to Always) to measure “student perception of school climate along four dimensions: school connectedness, school safety, school orderliness, and peer and adult relationships.” (Center for PBIS, 2022, pg. 8)

Student Climate Survey for Secondary Students

Components & TOPICS. This questionnaire was adapted from the National Center on Safe and Supportive Learning Environments (NCSSLE) and has been normed and validated for use with students grades 5-12, but ECASD uses this survey for students in grades 6-12. These Components & TOPICS are aligned with the District’s Instructional Framework—Safe & Supportive Learning Environment.

COMPONENTS	Engagement	Environment	Safety
TOPICS	Cultural & Linguistic Competence	Physical Environment	Emotional Safety
	Relationships	Instructional Environment	Physical Safety
	School Participation	Wellness	Discipline
			Bullying / Cyberbullying
			Emergency Readiness



ECASD Instructional Framework-Safe & Supportive Learning Environment

Methodology (abbreviated).

The Climate Survey responses were collected using Qualtrics and results from the prior 4 years were downloaded as an SPSS file. The data was uploaded to *Jamovi* 2.6.21 for statistical analysis and the demographics, questions, and responses were coded into numeric form. Questions that required reverse coding was also re-coded to reflect positive responses. Three (3) primary questions were identified for more detailed statistical analysis, and the appropriate statistical tests were performed (see details below under each Question). These questions included:

- Question 1. In the **Student Climate Survey-Secondary**, among *All Respondents*, are the year-over-year changes in positive responses of each TOPIC statistically significant when comparing the data between the prior two school years (2024-25 & 2025-26)?
- Question 2. In the **Student Climate Survey-Secondary**, is there a statistically significant difference in the perception of school climate between respondents in middle school (gr 6-8) when compared to respondents in high school (Grades 9-12) in the most recent snapshot year (2025-26 only)?
- Question 3. In the **Student Climate Survey-Elementary**, during the latest school year (2025-26), are the mean differences in responses between comparison groups statistically significant? Comparison groups being students who identify as Students of Color (SOC) & Not SOC; Female & Not Female; Male & Not Male; and Nonbinary & Not Nonbinary; etc.?

Question 1

In the **Student Climate Survey-Secondary**, among *All Respondents*, are the year-over-year changes in positive responses of each TOPIC statistically significant when comparing the data between the prior two school years (2024-25 & 2025-26)?

Summative Answer

The most recent year-over-year change of responses among *All Respondents* in the Student Climate Survey-Secondary is statistically significant in 9 of the 11 TOPICS. The TOPICS of *Bullying & Cyberbullying* (mean difference=0.12) and *Physical Safety* (mean difference=0.12) saw the biggest positive change between the two prior years. Statistical tests are detailed in the Summative Findings heading below.

Methodology & Statistical Test Results

To address research question 1, a Reliability Analysis was first conducted to determine if the grouping of questions and the corresponding responses within each TOPIC were internally consistent. Results from this test showed that the questions measuring **each** TOPIC were statistically reliable. This means that there was a strong degree of consistency across the different questions within the grouping of questions for each TOPIC and therefore, the grouping of questions measured the same underlying construct (i.e. all questions related to *Cultural & Linguistic Competence* saw internally consistent responses).

The Reliability Analysis utilized Cronbach's α (alpha) to determine internal reliability. When Cronbach's α is equal to or higher than 0.80, this indicates that the grouping of questions is very much internally reliable. If the α is between 0.60 and 0.79, these groupings are still internally reliable to a lesser degree but is still useful for additional statistical tests. Any α below 0.60 or if a result is a negative number, the grouping of questions cannot be considered internally reliable, and its average should not be used in additional statistical tests. The data table below shows the results of the Reliability Analysis for each TOPIC. The results in the table show that each TOPIC is internally reliable to a degree that is statistically useful for additional tests that will follow.

Table. Reliability Analysis for each TOPIC

TOPIC	Cronbach's α
Cultural & Linguistic Competence	0.814
Relationships	0.851
School Participation	0.746
Emotional Safety	0.828
Physical Safety	0.819
Bullying & Cyberbullying	0.905

TOPIC	Cronbach's α
Emergency Readiness	0.614
Physical Environment	0.815
Instructional Environment	0.844
Mental Health & Wellness	0.648
Discipline	0.843
Substance Abuse	Not Enough Info

With the Reliability Analysis completed, the average of responses for each TOPIC was calculated and a One-Way ANOVA test was applied between the variables TOPIC Average & the prior 2 years (2024-25 and 2025-26). For example, Cultural & Linguistic Competence (TOPIC) was applied to the student responses during the 2024-25 and the 2025-26 school years. Statistical significance was evaluated using an alpha level of .05; results with $p < .05$ were considered statistically significant.

An effect size (d) quantifies the magnitude of a relationship or how big the mean differences are between two groups or variables. These statistical tests use Cohen's conventions of effect size, which are on a spectrum from 0.0-1.0 and are generally rated as: Small Effect Size (0.2), Medium Effect Size (0.5), and Large Effect Size (0.8).

Summative Findings

- All TOPICS showed a positive change** in mean difference between the prior two years (2024-25 & 2025-26).
 - However, only **9 of the 11 TOPICS showed statistically significant change** between 2024-25 and 2025-26, including *Cultural & Linguistic Competence* ($p < 0.001$); *Relationships* ($p < 0.001$); *Physical Safety* ($p < 0.001$); *Emotional Safety* ($p < 0.001$); *Bullying & Cyberbullying* ($p < 0.001$); *Emergency Readiness* ($p = 0.039$); *Physical Environment* ($p = 0.003$); *Instructional Environment* ($p = 0.003$); and *Mental Health* ($p < 0.001$).
 - Two of 11 TOPICS did not show statistically significant change**, including *School Participation* ($p = 0.057$) and *Discipline* ($p = 0.37$).
- The highest average positive change occurred in responses to the TOPICS of *Bullying & Cyberbullying* (mean difference=0.12) and *Physical Safety* (mean difference=0.12).

Statistical Data Analysis & Visuals

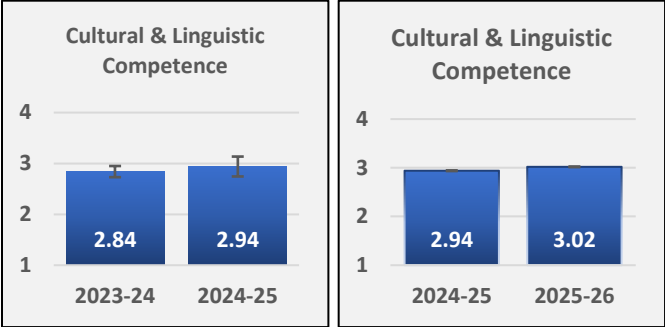
Table. One Way ANOVA test for each TOPIC comparing prior 2-year data. Descriptive tables included, as appropriate.

	Years 4-5	Cultural Linguistic Avg.	Relationship Avg.	School Participation Avg.	Physical Safety Avg.	Emotional Safety Avg.	Bullying Avg.	Emergency Readiness Avg.	Physical Environ. Avg.	Instructional Environment Avg.	Mental Health Avg.	Discipline Avg.
p-value (Yr. 4-5)		<.001	<.001	0.057	<.001	<.001	<.001	0.039	0.003	0.003	<.001	0.37
Mean Change		0.08	0.07	--	0.12	0.09	0.12	0.03	0.06	0.05	0.08	--
Cohen's d		-0.135	-0.139	--	-0.152	-0.145	-0.153	-0.0572	-0.0891	-0.0972	-0.113	--
N	4	1759	1876	--	2005	1997	1908	2517	2200	1783	1975	--
	5	1922	2009	--	2133	2126	2077	2709	2405	1920	2109	--
Mean (M)	4	2.94	2.93	--	2.42	2.75	2.53	3.23	2.63	2.84	2.72	--
	5	3.02	3.00	--	2.54	2.84	2.65	3.26	2.69	2.89	2.80	--
Std. Dev.	4	0.562	0.55	--	0.768	0.644	0.779	0.55	0.643	0.582	0.705	--
	5	0.568	0.522	--	0.778	0.623	0.779	0.552	0.609	0.567	0.691	--

Although nine TOPICS showed statistically significant improvement, all year-over-year effect sizes were small ($d < 0.2$). This indicates that the changes were consistently detectable across the large respondent samples but modest in practical magnitude. Note that the negative effect-size signs reflect the order in which the comparison groups were entered. The absolute value represents the magnitude of the difference.

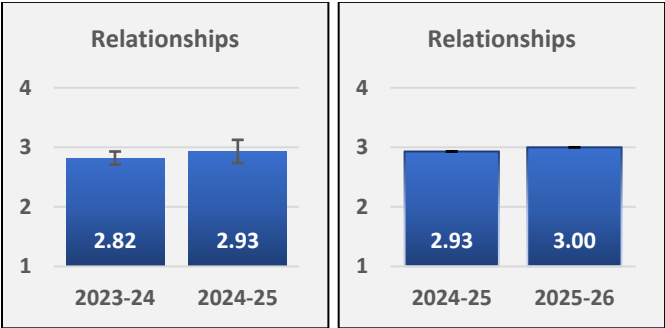
Cultural & Linguistic Competence.

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **statistically significant**. Students rated the TOPIC of *Cultural & Linguistic Competence* significantly higher in 2025-26 ($M = 3.02$, $SD = 0.568$) than in 2024-25 ($M = 2.94$, $SD = .562$), $F(1, 3679) = 16.6$, $p < .001$, $\eta^2 = .004$. The magnitude of the mean difference between years was small ($d = -0.135$).



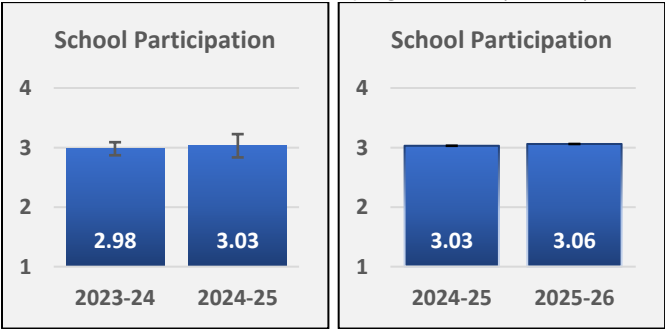
Relationships

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **statistically significant**. Students rated the TOPIC of *Relationships* significantly higher in 2025-26 ($M = 3.00$, $SD = 0.522$) than in 2024-25 ($M = 2.93$, $SD = .55$), $F(1, 3883) = 18.7$, $p < .001$, $\eta^2 = .005$. The magnitude of the mean difference between years was small ($d = -0.139$).



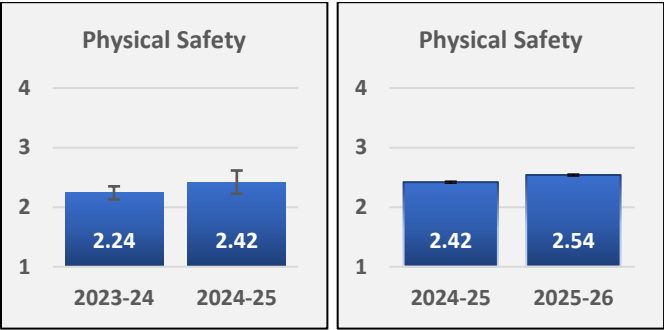
School Participation

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **not statistically significant**. Students rated the TOPIC of *School Participation* slightly higher in 2025-26 ($M = 3.06$, $SD = 0.518$) than in 2024-25 ($M = 3.03$, $SD = .531$). However, the difference was not statistically significant, $F(1, 4836) = 3.63$, $p = 0.057$, $\eta^2 = 0.001$.



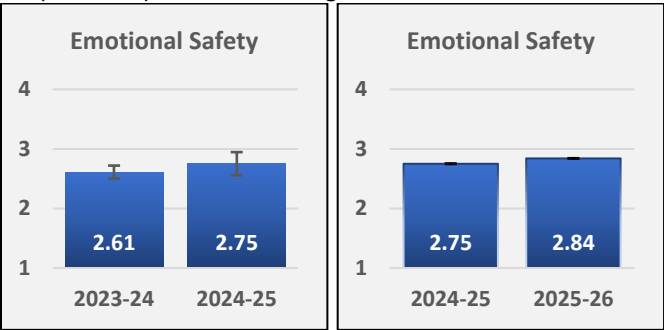
Physical Safety

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **statistically significant**. Students rated the TOPIC of *Physical Safety* significantly higher in 2025-26 ($M = 2.54, SD = .778$) than in 2024-25 ($M = 2.42, SD = .768$), $F(1, 4136) = 23.8, p < .001, \eta^2 = 0.006$. The magnitude of the mean difference between years was small ($d = -0.152$).



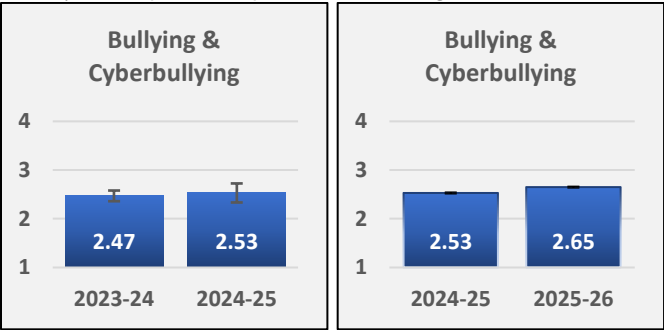
Emotional Safety

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **statistically significant**. Students rated the TOPIC of *Emotional Safety* significantly higher in 2025-26 ($M = 2.84, SD = .623$) than in 2024-25 ($M = 2.75, SD = .644$), $F(1, 4121) = 21.5, p < .001, \eta^2 = 0.005$. The magnitude of the mean difference between years was small ($d = -0.145$).



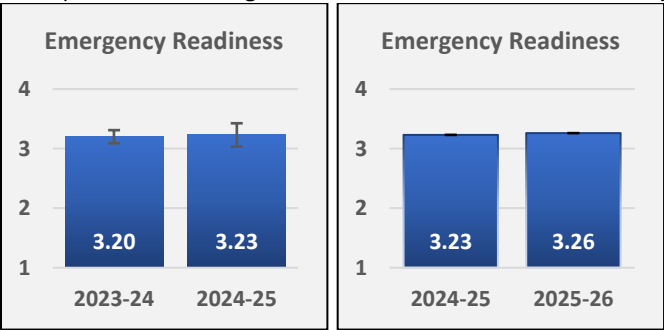
Bullying & Cyberbullying

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **statistically significant**. Students rated the TOPIC of *Bullying & Cyberbullying* significantly higher in 2025-26 ($M = 2.65, SD = .778$) than in 2024-25 ($M = 2.53, SD = .779$), $F(1, 3983) = 23.4, p < .001, \eta^2 = 0.006$. The magnitude of the mean difference between years was small ($d = -0.153$).



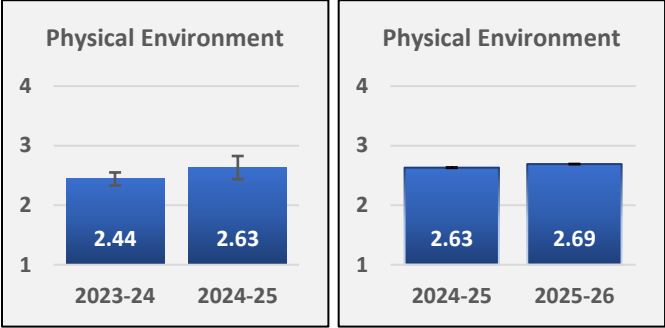
Emergency Readiness

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **statistically significant**. Students rated the TOPIC of *Emergency Readiness* higher in 2025-26 ($M = 3.26, SD = 0.552$) than in 2024-25 ($M = 3.23, SD = .55$), $F(1, 5224) = 4.27, p = .039, \eta^2 = 0.001$. The magnitude of the mean difference between years was small ($d = -0.0572$).



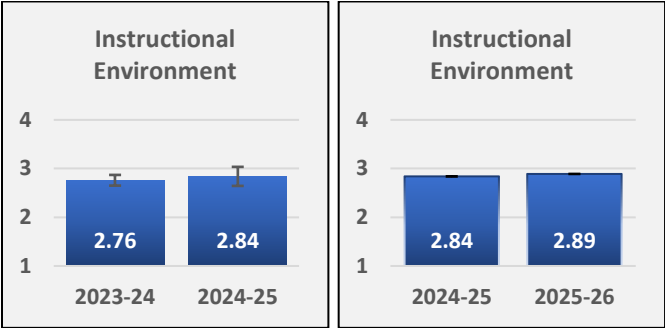
Physical Environment

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **statistically significant**. Students rated the TOPIC of *Physical Environment* significantly higher in 2025-26 ($M = 2.69, SD = .609$) than in 2024-25 ($M = 2.63, SD = .643$), $F(1, 4603) = 9.11, p = 0.003, \eta^2 = 0.002$. The magnitude of the mean difference between years was small ($d = -0.0891$).



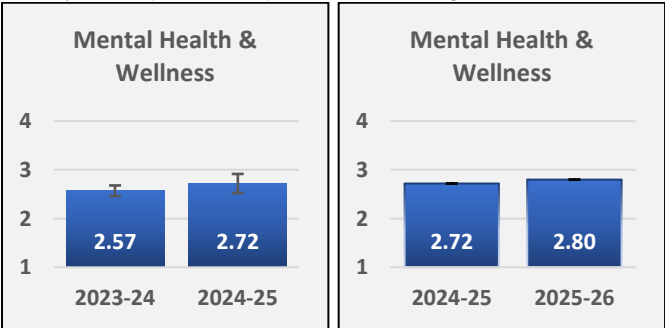
Instructional Environment

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **statistically significant**. Students rated the TOPIC of *Instructional Environment* significantly higher in 2025-26 ($M = 2.89, SD = .567$) than in 2024-25 ($M = 2.84, SD = .582$), $F(1, 3701) = 8.73, p = 0.003, \eta^2 = 0.002$. The magnitude of the mean difference between years was small ($d = -0.0972$).



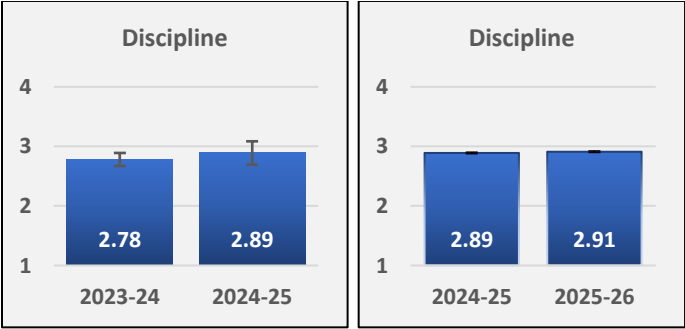
Mental Health & Wellness

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **statistically significant**. Students rated the TOPIC of *Mental Health & Wellness* significantly higher in 2025-26 ($M = 2.8, SD = .691$) than in 2024-25 ($M = 2.72, SD = .705$), $F(1, 4082) = 12.9, p < 0.001, \eta^2 = 0.003$. The magnitude of the mean difference between years was small ($d = -0.113$).



Discipline

The average increase in responses of this TOPIC from 2024-25 to 2025-26 is **not statistically significant**. Students rated the TOPIC of *Discipline* slightly higher in 2025-26 ($M = 2.91, SD = .604$) than in 2024-25 ($M = 2.89, SD = .61$). However, the difference was not statistically significant, $F(1, 3875) = 0.804, p = 0.37, \eta^2 = 0$.



Question 2

For the Student Climate – Secondary, is there a statistically significant difference in the perception of school climate between respondents in middle school (gr 6-8) when compared to respondents in high school (Grades 9-12) in the most recent snapshot year (2025-26 only)?

Summative Answer

Independent samples *t*-tests show that there is a statistically significant difference between the responses of middle school students (Grades 6-8) when compared to the responses of high school students (Grades 9-12) in each TOPIC. The TOPIC of *Physical Environment* (mean difference=0.30); *Cultural & Linguistic Competence* (mean difference=0.21); *Bullying & Cyberbullying* (mean difference=0.21); and *Instructional Environment* (mean difference=0.21) reflected the widest difference in responses between the two.

Methodology & Statistical Test Results

To examine the statistical significance between two independent populations (middle school students and high school students) on the Student Climate Survey for Secondary students, an independent samples *t*-test was conducted. Middle school (MS) and high school (HS) students were coded in the data set and were analyzed using each TOPIC as a dependent variable. The data table below provides the results of the initial analytical test.

Upon completion of the initial analytical test, any TOPIC that indicated a statistically significant result was further processed to display the descriptive data (group, response rate, mean, median, standard deviation, and the standard error). Only TOPICS that were found to be statistically significant are displayed in the Group Descriptives table.

Summative Findings

The Independent samples *t*-test and the group descriptives in the tables below reveal that **middle school students report a more positive school climate** on all TOPICS measured. The largest practical meaningful difference was in the TOPIC of *Physical Environment* (mean difference = 0.296, $p < 0.001$, $d = 0.501$, medium effect). *Cultural & Linguistic Competence* (mean difference = 0.206, $p < .001$, $d = 0.368$) and *Instructional Environment* (mean difference = 0.211, $p < .001$, $d = 0.379$) had a small-to-medium effect size. Differences across the remaining TOPICS were generally small, demonstrated by the effect size (d) being close to 0.2. Statistical tables are found below.

Statistical Data Analysis & Visuals

Independent Samples T-Test (Comparing Responses between Middle & High School)

		Statistic	df	p	Mean difference	SE difference		Effect Size
Cultural & Linguistic Competence	Student's t	8.03	1920	<.001	0.206	0.0256	Cohen's d	0.368
Relationships	Student's t	5.05	2007	<.001	0.118	0.0233	Cohen's d	0.227
School Participation	Student's t	5.14	2494	<.001	0.107	0.0208	Cohen's d	0.207
Emotional Safety	Student's t	5.00 ^a	2131	<.001	0.169	0.0338	Cohen's d	0.218
Physical Safety	Student's t	5.41	2124	<.001	0.146	0.0271	Cohen's d	0.237
Bullying & Cyberbullying	Student's t	6.33	2075	<.001	0.216	0.0341	Cohen's d	0.28
Emergency Readiness	Student's t	6.37 ^a	2707	<.001	0.135	0.0212	Cohen's d	0.247
Physical Environment	Student's t	12.13 ^a	2403	<.001	0.296	0.0244	Cohen's d	0.501
Instructional Environment	Student's t	8.26	1918	<.001	0.211	0.0255	Cohen's d	0.379
Mental Health & Wellness	Student's t	4.23 ^a	2107	<.001	0.128	0.0303	Cohen's d	0.186
Discipline	Student's t	6.16	1990	<.001	0.166	0.027	Cohen's d	0.278

Note. $H_a \mu_2 \neq \mu_3$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

TOPIC Descriptives

TOPIC	Group	N	Mean	Median	SD	SE
Cultural & Linguistic Competence	Middle	1058	3.11	3.20	0.547	0.0168
	High	864	2.90	3.00	0.572	0.0194
Relationships	Middle	1129	3.05	3.00	0.496	0.0148
	High	880	2.94	3.00	0.547	0.0184
School Participation	Middle	1392	3.10	3.00	0.489	0.0131
	High	1104	3.00	3.00	0.547	0.0165
Physical Safety	Middle	1196	2.61	2.50	0.798	0.0231
	High	937	2.45	2.50	0.742	0.0242
Emotional Safety	Middle	1191	2.90	3.00	0.601	0.0174
	High	935	2.76	2.75	0.642	0.021
Bullying	Middle	1161	2.74	2.75	0.789	0.0232
	High	916	2.53	2.50	0.75	0.0248
Emergency Readiness	Middle	1539	3.32	3.50	0.564	0.0144
	High	1170	3.19	3.00	0.526	0.0154
Physical Environment	Middle	1398	2.81	2.75	0.564	0.0151
	High	1007	2.51	2.50	0.626	0.0197
Instructional Environment	Middle	1051	2.99	3.00	0.56	0.0173
	High	869	2.78	2.83	0.554	0.0188
Mental Health & Wellness	Middle	1206	2.86	3.00	0.712	0.0205
	High	903	2.73	3.00	0.657	0.0219
Discipline	Middle	1113	2.98	3.00	0.61	0.0183
	High	879	2.81	3.00	0.583	0.0196

Question 3

In the **Student Climate Survey-Elementary**, during the latest school year (2025-26), are the mean differences in responses between comparison groups statistically significant? Comparison groups being students who identify as Students of Color (SOC) & Not SOC; Female & Not Female; Male & Not Male; and Nonbinary & Not Nonbinary; etc.?

Summative Answer

When comparing student groups by race, *American Indian* and *Hispanic* did not show any statistical significance between comparison groups (American Indian and Not American Indian; Hispanic and Not Hispanic). The comparison group with students who identify as *Black* & *Not Black* saw 6 of 11 questions with statistical significance between the two groups, the highest frequency among all other racial/ethnic comparison groups. Alternatively, when comparing student groups by gender, *Female* & *Not Female* as well as *Male* & *Not Male*, 8 of 11 questions showed statistically significant responses when comparing student groups.

Methodology

To examine the statistical significance between two independent populations (Students of Color and Not Students of Color, etc.) on the Student Climate Survey for Elementary students, a series of independent samples *t*-tests were conducted for each comparison group using only responses from the 2025-26 school year. Student responses to each demographic question were coded in the data set and were analyzed using each TOPIC as a dependent variable. The data table below provides the results of the initial analytical test.

Upon completion of the initial analytical test, any TOPIC that indicated a statistically significant result was further processed to display the descriptive data (group, response rate, mean, median, standard deviation, and the standard error). Only TOPICS that were found to be statistically significant are displayed in the Group Descriptives tables.

Summative Findings

As statistical significance is analyzed, the higher the frequency of differences in responses suggests that the experiences of that specific student group is different. What this means is that when comparing by race/ethnicity, students who identify as Black experience the same school in a slightly different manner than students who do not identify as Black. Across the board, Black students respond less positively when responding to all statistically significant questions, which happen to be related to *school connectedness* and *peer relationships*. While these experiences can be interpreted as *slightly* different, the magnitude (effect size) of these differences is rather small. These questions align with Zaretta Hammond's (2015) framework of Culturally Responsive Teaching as *Affirmation* and *Validation*, two key components of helping students develop a positive academic identity in school.

Moreover, when looking at comparison groups by gender, Female and Male students experience the same school environment differently, as well. Again, while these experiences are statistically significant, the magnitude of these differences is rather small. However, unlike the experiences of Black students, Female and Male students will vary in their responses, where in some questions, Female students answered more positively (#1, 3, 5, & 10), while they answered less positively in others (#2, 8, and 11).

Independent Samples T-Test - Students of Color & Not Students of Color

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	1.1	1639	0.271	0.04808	0.0437	Cohen's d	0.05859
ELEM02	Student's t	4.211	1639	<.001	0.16466	0.0391	Cohen's d	0.22427
ELEM03	Student's t	2.917 ^a	1639	0.004	0.09609	0.0329	Cohen's d	0.15534
ELEM04	Student's t	0.520 ^a	1639	0.603	0.01821	0.035	Cohen's d	0.02771
ELEM05	Student's t	-0.164	1639	0.87	-0.00591	0.0361	Cohen's d	-0.00873
ELEM06	Student's t	0.176	1639	0.86	0.00709	0.0402	Cohen's d	0.00938
ELEM07	Student's t	2.722	1639	0.007	0.10182	0.0374	Cohen's d	0.14497
ELEM08	Student's t	0.235	1639	0.814	0.01028	0.0437	Cohen's d	0.01251
ELEM09	Student's t	1.027 ^a	1639	0.305	0.03769	0.0367	Cohen's d	0.0547
ELEM10	Student's t	1.711 ^a	1639	0.087	0.07064	0.0413	Cohen's d	0.09109
ELEM11	Student's t	1.864	1639	0.063	0.07229	0.0388	Cohen's d	0.09924

Note. $H_a: \mu_2 \neq \mu_1$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Group Descriptives

	Group	N	Mean	Median	SD	SE
ELEM02	Not SOC	1128	3.05	3	0.741	0.0221
	SOC	513	2.88	3	0.718	0.0317
ELEM03	Not SOC	1128	3.74	4	0.585	0.0174
	SOC	513	3.64	4	0.687	0.0303
ELEM07	Not SOC	1128	3.19	3	0.69	0.0205
	SOC	513	3.09	3	0.729	0.0322

Independent Samples T-Test - American Indian & Not American Indian

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	0.6017	1758	0.547	0.05553	0.0923	Cohen's d	0.06765
ELEM02	Student's t	1.014	1758	0.311	0.08493	0.0838	Cohen's d	0.11402
ELEM03	Student's t	1.0933 ^a	1758	0.274	0.07773	0.0711	Cohen's d	0.12294
ELEM04	Student's t	1.0177	1758	0.309	0.07597	0.0746	Cohen's d	0.11444
ELEM05	Student's t	0.68	1758	0.497	0.05224	0.0768	Cohen's d	0.07647
ELEM06	Student's t	-0.2606	1758	0.794	-0.02219	0.0851	Cohen's d	-0.0293
ELEM07	Student's t	0.8247 ^a	1758	0.41	0.06593	0.0799	Cohen's d	0.09274
ELEM08	Student's t	0.4604	1758	0.645	0.04323	0.0939	Cohen's d	0.05177
ELEM09	Student's t	0.9753	1758	0.33	0.0759	0.0778	Cohen's d	0.10967
ELEM10	Student's t	0.0162	1758	0.987	0.00143	0.0882	Cohen's d	0.00182
ELEM11	Student's t	0.5507	1758	0.582	0.04542	0.0825	Cohen's d	0.06192

Note. $H_a: \mu_2 \neq \mu_1$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Independent Samples T-Test Asian & Not Asian

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	1.9449	1758	0.052	0.11631	0.0598	Cohen's d	0.14185
ELEM02	Student's t	2.3796	1758	0.017	0.12911	0.0543	Cohen's d	0.17356
ELEM03	Student's t	1.8379 ^a	1758	0.066	0.0847	0.0461	Cohen's d	0.13405
ELEM04	Student's t	0.0856	1758	0.932	0.00415	0.0484	Cohen's d	0.00625
ELEM05	Student's t	-1.7777 ^a	1758	0.076	-0.08851	0.0498	Cohen's d	-0.12966
ELEM06	Student's t	-0.1874	1758	0.851	-0.01035	0.0552	Cohen's d	-0.01367
ELEM07	Student's t	1.2819	1758	0.2	0.06645	0.0518	Cohen's d	0.0935
ELEM08	Student's t	-1.0889 ^a	1758	0.276	-0.0663	0.0609	Cohen's d	-0.07942
ELEM09	Student's t	-1.0305	1758	0.303	-0.05201	0.0505	Cohen's d	-0.07516
ELEM10	Student's t	-0.4109	1758	0.681	-0.02351	0.0572	Cohen's d	-0.02997
ELEM11	Student's t	0.7976	1758	0.425	0.04267	0.0535	Cohen's d	0.05817

Note. $H_a: \mu_2 \neq \mu_1$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Group Descriptives

	Group	N	Mean	Median	SD	SE
ELEM02	Not Asian	1546	3.01	3	0.75	0.0191
	Asian	214	2.88	3	0.699	0.0478

Independent Samples T-Test Black & Not Black

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	1.735	1758	0.083	0.1378	0.0794	Cohen's d	0.1681
ELEM02	Student's t	2.815 ^a	1758	0.005	0.2027	0.072	Cohen's d	0.2727
ELEM03	Student's t	2.126 ^a	1758	0.034	0.13	0.0612	Cohen's d	0.2059
ELEM04	Student's t	0.429	1758	0.668	0.0276	0.0643	Cohen's d	0.0415
ELEM05	Student's t	2.270 ^a	1758	0.023	0.15	0.0661	Cohen's d	0.2198
ELEM06	Student's t	1.275 ^a	1758	0.202	0.0935	0.0733	Cohen's d	0.1235
ELEM07	Student's t	3.385	1758	<.001	0.2324	0.0686	Cohen's d	0.3279
ELEM08	Student's t	1.847	1758	0.065	0.1493	0.0808	Cohen's d	0.1789
ELEM09	Student's t	2.279 ^a	1758	0.023	0.1526	0.0669	Cohen's d	0.2207
ELEM10	Student's t	1.587 ^a	1758	0.113	0.1205	0.0759	Cohen's d	0.1537
ELEM11	Student's t	2.76	1758	0.006	0.1957	0.0709	Cohen's d	0.2673

Note. $H_a: \mu_2 \neq \mu_1$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Group Descriptives

	Group	N	Mean	Median	SD	SE
ELEM02	Not Black	1646	3.01	3	0.738	0.0182
	Black	114	2.81	3	0.819	0.0767
ELEM03	Not Black	1646	3.71	4	0.619	0.0152
	Black	114	3.58	4	0.797	0.0747
ELEM05	Not Black	1646	3.55	4	0.67	0.0165
	Black	114	3.4	4	0.838	0.0785
ELEM07	Not Black	1646	3.16	3	0.702	0.0173
	Black	114	2.93	3	0.806	0.0755
ELEM09	Not Black	1646	2.89	3	0.685	0.0169
	Black	114	2.74	3	0.776	0.0727
ELEM11	Not Black	1646	2.63	3	0.726	0.0179
	Black	114	2.44	2	0.81	0.0758

Independent Samples T-Test – MENA & Not MENA

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	0.926	1758	0.354	0.1909	0.206	Cohen's d	0.2327
ELEM02	Student's t	2.345	1758	0.019	0.4381	0.187	Cohen's d	0.5889
ELEM03	Student's t	2.470 ^a	1758	0.014	0.3916	0.159	Cohen's d	0.6203
ELEM04	Student's t	1.61	1758	0.108	0.2683	0.167	Cohen's d	0.4044
ELEM05	Student's t	0.625	1758	0.532	0.1072	0.172	Cohen's d	0.157
ELEM06	Student's t	0.283	1758	0.777	0.0539	0.19	Cohen's d	0.0712
ELEM07	Student's t	1.539	1758	0.124	0.2747	0.178	Cohen's d	0.3865
ELEM08	Student's t	2.985 ^a	1758	0.003	0.6244	0.209	Cohen's d	0.7496
ELEM09	Student's t	2.206	1758	0.028	0.383	0.174	Cohen's d	0.5541
ELEM10	Student's t	1.961 ^a	1758	0.05	0.3859	0.197	Cohen's d	0.4924
ELEM11	Student's t	0.324	1758	0.746	0.0596	0.184	Cohen's d	0.0813

Note. $H_a: \mu_2 \neq \mu_1$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Group Descriptives

	Group	N	Mean	Median	SD	SE
ELEM02	Not MENA	1744	3	3	0.745	0.0178
	MENA	16	2.56	3	0.629	0.157
ELEM03	Not MENA	1744	3.7	4	0.627	0.015
	MENA	16	3.31	4	1.014	0.254
ELEM08	Not MENA	1744	3.31	4	0.83	0.0199
	MENA	16	2.69	3	1.138	0.285
ELEM09	Not MENA	1744	2.88	3	0.692	0.0166
	MENA	16	2.5	3	0.632	0.158
ELEM10	Not MENA	1744	3.51	4	0.782	0.0187
	MENA	16	3.13	3.5	0.957	0.239

Independent Samples T-Test Pacific Islanders & Not Pacific Islanders

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	0.62	1758	0.535	0.1279	0.206	Cohen's d	0.1558
ELEM02	Student's t	0.656	1758	0.512	0.1227	0.187	Cohen's d	0.1647
ELEM03	Student's t	0.877	1758	0.38	0.1393	0.159	Cohen's d	0.2204
ELEM04	Student's t	3.131	1758	0.002	0.5206	0.166	Cohen's d	0.7862
ELEM05	Student's t	0.257	1758	0.797	0.0442	0.172	Cohen's d	0.0646
ELEM06	Student's t	0.283	1758	0.777	0.0539	0.19	Cohen's d	0.0712
ELEM07	Student's t	-0.228	1758	0.82	-0.0407	0.179	Cohen's d	-0.0573
ELEM08	Student's t	0.571	1758	0.568	0.1198	0.21	Cohen's d	0.1435
ELEM09	Student's t	1.115	1758	0.265	0.1938	0.174	Cohen's d	0.2801
ELEM10	Student's t	0.999	1758	0.318	0.1967	0.197	Cohen's d	0.2508
ELEM11	Student's t	-1.732	1758	0.083	-0.3188	0.184	Cohen's d	-0.435

Note. $H_a: \mu_2 \neq \mu_1$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Group Descriptives

	Group	N	Mean	Median	SD	SE
ELEM04	Not Pac. Islander	1744	3.58	4	0.66	0.0158
	Pac. Islander	16	3.06	3	0.854	0.213

Independent Samples T-Test – Hispanic & Not Hispanic

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	-1.7428	1758	0.082	-0.172	0.0987	Cohen's d	-0.20972
ELEM02	Student's t	0.1219	1758	0.903	0.01093	0.0897	Cohen's d	0.01467
ELEM03	Student's t	-0.2967	1758	0.767	-0.02258	0.0761	Cohen's d	-0.0357
ELEM04	Student's t	-0.608	1758	0.543	-0.04858	0.0799	Cohen's d	-0.07316
ELEM05	Student's t	-1.9130 ^a	1758	0.056	-0.15712	0.0821	Cohen's d	-0.23021
ELEM06	Student's t	-0.8989	1758	0.369	-0.08189	0.0911	Cohen's d	-0.10817
ELEM07	Student's t	-1.2537	1758	0.21	-0.10723	0.0855	Cohen's d	-0.15086
ELEM08	Student's t	-1.7235	1758	0.085	-0.17305	0.1004	Cohen's d	-0.2074
ELEM09	Student's t	-0.9864	1758	0.324	-0.08215	0.0833	Cohen's d	-0.1187
ELEM10	Student's t	1.3094	1758	0.191	0.12355	0.0944	Cohen's d	0.15757
ELEM11	Student's t	-0.0403	1758	0.968	-0.00355	0.0883	Cohen's d	-0.00485

Note. $H_a: \mu_2 \neq \mu_1$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Independent Samples T-Test – Female & Not Female

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	-4.87 ^a	1674	<.001	-0.1924	0.0395	Cohen's d	-0.2381
ELEM02	Student's t	3.03	1674	0.002	0.1092	0.036	Cohen's d	0.1482
ELEM03	Student's t	-3.30 ^a	1674	<.001	-0.0995	0.0301	Cohen's d	-0.1616
ELEM04	Student's t	-4.26 ^a	1674	<.001	-0.1347	0.0316	Cohen's d	-0.2085
ELEM05	Student's t	-3.59 ^a	1674	<.001	-0.1175	0.0327	Cohen's d	-0.1755
ELEM06	Student's t	-1.5	1674	0.133	-0.0552	0.0367	Cohen's d	-0.0735
ELEM07	Student's t	-1.37 ^a	1674	0.171	-0.0466	0.0341	Cohen's d	-0.0669
ELEM08	Student's t	-4.84 ^a	1674	<.001	-0.1923	0.0397	Cohen's d	-0.2369
ELEM09	Student's t	1.81	1674	0.071	0.0606	0.0335	Cohen's d	0.0885
ELEM10	Student's t	-2.96 ^a	1674	0.003	-0.1121	0.0379	Cohen's d	-0.1448
ELEM11	Student's t	2.17	1674	0.03	0.0766	0.0354	Cohen's d	0.106

Note. $H_0: \mu_1 = \mu_2$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Group Descriptives

	Group	N	Mean	Median	SD	SE
ELEM01	Not Female	883	2.67	3	0.84	0.0283
	Female	793	2.87	3	0.771	0.0274
ELEM02	Not Female	883	3.06	3	0.75	0.0252
	Female	793	2.95	3	0.722	0.0256
ELEM03	Not Female	883	3.67	4	0.655	0.022
	Female	793	3.77	4	0.569	0.0202
ELEM04	Not Female	883	3.53	4	0.672	0.0226
	Female	793	3.67	4	0.616	0.0219
ELEM05	Not Female	883	3.5	4	0.71	0.0239
	Female	793	3.62	4	0.621	0.022
ELEM08	Not Female	883	3.24	3	0.863	0.029
	Female	793	3.43	4	0.751	0.0267
ELEM10	Not Female	883	3.47	4	0.808	0.0272
	Female	793	3.58	4	0.735	0.0261
ELEM11	Not Female	883	2.67	3	0.746	0.0251
	Female	793	2.59	3	0.696	0.0247

Independent Samples T-Test – Male & Not Male

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	-4.46 ^a	1674	<.001	-0.1763	0.0395	Cohen's d	-0.2179
ELEM02	Student's t	3.37	1674	<.001	0.1214	0.036	Cohen's d	0.1648
ELEM03	Student's t	-2.79 ^a	1674	0.005	-0.084	0.0301	Cohen's d	-0.1363
ELEM04	Student's t	-3.90 ^a	1674	<.001	-0.1232	0.0316	Cohen's d	-0.1906
ELEM05	Student's t	-3.08 ^a	1674	0.002	-0.1009	0.0327	Cohen's d	-0.1507
ELEM06	Student's t	-1.37	1674	0.171	-0.0502	0.0367	Cohen's d	-0.0669
ELEM07	Student's t	-1.10 ^a	1674	0.272	-0.0374	0.034	Cohen's d	-0.0537
ELEM08	Student's t	-4.37 ^a	1674	<.001	-0.1738	0.0397	Cohen's d	-0.2138
ELEM09	Student's t	1.92	1674	0.055	0.0641	0.0334	Cohen's d	0.0937
ELEM10	Student's t	-2.64 ^a	1674	0.008	-0.1001	0.0379	Cohen's d	-0.1292
ELEM11	Student's t	2	1674	0.046	0.0706	0.0353	Cohen's d	0.0977

Note. $H_0: \mu_1 = \mu_2$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Group Descriptives

	Group	N	Mean	Median	SD	SE
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ELEM01	Male	860	2.68	3	0.838	0.0286
	Not Male	816	2.85	3	0.777	0.0272
ELEM02	Male	860	3.07	3	0.746	0.0254
	Not Male	816	2.95	3	0.726	0.0254
ELEM03	Male	860	3.67	4	0.649	0.0221
	Not Male	816	3.76	4	0.58	0.0203
ELEM04	Male	860	3.53	4	0.665	0.0227
	Not Male	816	3.66	4	0.626	0.0219
ELEM05	Male	860	3.51	4	0.708	0.0242
	Not Male	816	3.61	4	0.627	0.0219
ELEM08	Male	860	3.25	3	0.864	0.0295
	Not Male	816	3.42	4	0.755	0.0264
ELEM10	Male	860	3.47	4	0.806	0.0275
	Not Male	816	3.57	4	0.74	0.0259
ELEM11	Male	860	2.67	3	0.747	0.0255
	Not Male	816	2.6	3	0.697	0.0244

Independent Samples T-Test - Nonbinary (NB) & Not Nonbinary

		Statistic	df	p	Mean difference	SE difference		Effect Size
ELEM01	Student's t	1.696	1674	0.09	0.2894	0.171	Cohen's d	0.356
ELEM02	Student's t	1.476	1674	0.14	0.2289	0.155	Cohen's d	0.31
ELEM03	Student's t	2.178 ^a	1674	0.03	0.2821	0.13	Cohen's d	0.4572
ELEM04	Student's t	1.515	1674	0.13	0.2064	0.136	Cohen's d	0.3181
ELEM05	Student's t	2.134	1674	0.033	0.3005	0.141	Cohen's d	0.448
ELEM06	Student's t	0.567	1674	0.571	0.0894	0.158	Cohen's d	0.119
ELEM07	Student's t	1.151	1674	0.25	0.1682	0.146	Cohen's d	0.2416
ELEM08	Student's t	1.951 ^a	1674	0.051	0.3345	0.171	Cohen's d	0.4097
ELEM09	Student's t	0.473	1674	0.636	0.068	0.144	Cohen's d	0.0993
ELEM10	Student's t	1.333	1674	0.183	0.2171	0.163	Cohen's d	0.2799
ELEM11	Student's t	-0.708	1674	0.479	-0.1076	0.152	Cohen's d	-0.1486

Note. $H_a: \mu_2 \neq \mu_1$

^a Levene's test is significant ($p < .05$), suggesting a violation of the assumption of equal variances

Group Descriptives

	Group	N	Mean	Median	SD	SE
ELEM03	Not NB	1653	3.72	4	0.613	0.0151
	Nonbinary	23	3.43	4	0.843	0.176
ELEM05	Not NB	1653	3.56	4	0.67	0.0165
	Nonbinary	23	3.26	3	0.752	0.157

How to Read the Climate Survey Data Tables

STUDENT CLIMATE SURVEY 3-YEAR TREND (Secondary) 2021-22 through 2024-25 Combined Percentage of Positive Responses & By Demographics (Grades 6-12)							
Generally, positive responses are combined percentages of "Strongly Agree" and "Agree." Questions highlighted in yellow are reverse scored and positive responses are combined percentages of "Strongly Disagree" & "Disagree."							
Component: ENGAGEMENT Topic: Cultural & Linguistic Competence							
1	Cultural and linguistic competence as it relates to education, is having an awareness of one's own cultural identity and an understanding about differences, and the ability to learn and build on the varying cultural and community norms of students and their families.	N	Mean	Median	Std. Dev.	P-value	Effect Size* (Cohen's D)
		2024-25	2,969	2.94	3.00	0.562	
	2023-24	2,222	2.84	3.00	0.615	<.001	-0.164
	Interpretation of the Statistical Data		The positive change from 2023-24 to 2024-25 school years on the topic of "Cultural & Linguistic Competence" <u>is</u> statistically significant. The effect size (Cohen's D) between the two prior years is considered small. The average response is Agree.				
			2021-22	2022-23	2023-24	2024-25	Prior 2 Yr Change
2	1 All students are treated the same, regardless of whether their parents are rich or poor.						
	All Respondents (Grades 6-12)		74.2%	72.9%	67.4%	71.3%	3.9%
	Students of Color		73.7%	70.4%	64.2%	68.6%	4.5%
	LGBTQ Students			62.0%	54.2%	60.4%	6.2%
	Female			70.4%	61.0%	66.7%	5.7%
	Male			77.5%	75.2%	76.8%	1.7%
3	Nonbinary			55.1%	47.7%	52.8%	5.1%

- Question from the Climate Survey.** Each climate survey asked a variety of self-perception questions that related to a number of Components and TOPICS. For additional details on the Components and TOPICS, refer to the descriptions of the Climate Surveys above.
- Available demographics.** Each climate survey asked for different demographic information from the respondents (based on a number of factors, including age-appropriateness, audience, and intended use of information). The data for "All Respondents" is bolded and is used for internal comparison between demographics in each question.
- Year.** The annual climate survey takes place in the Spring. Historically, the surveys were conducted in May or June. However, in collaboration with Teaching & Learning, the climate surveys were conducted in March starting in the 2023-24 school year in order to align and coordinate its timing with other academic assessments (i.e. Forward, STAR, ACT, etc.).
- Positive Responses.** The data points shown in the table indicate "positive responses," which is a combined percentage of "Strongly Agree" and "Agree." For comparison purposes, reverse calculations for appropriate questions combine percentages of "Strongly Disagree" and "Disagree."
 - Data in **RED font** represents a (-5%) disproportionality when compared to the data of "All Respondents" in each question.
- Change.** This data point displays a positive or negative change in percentage points between 2024-25 and 2025-26.
 - Data in **RED** represents a negative change
 - Data in **GREEN** represents a positive change
- Statistical Significance.** An Independent sample t-test measures whether the year-to-year change in responses within a TOPIC is statistically significant ($p < 0.05$). If it is, the statistical descriptives are included (p-value, mean, effect size, etc.).

Climate Survey Detailed Results – For reference only

Student Climate Survey-Elementary

KEY

- **RED** = Disproportionate (by -5%) when compared to All Respondents **OR** Negative Movement
- **GREEN** = Positive Movement

STUDENT CLIMATE SURVEY – Elementary

2023-24 through 2025-26

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

**results should be interpreted with caution due to small sample size*

		2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
1	I like school.					
	All Respondents (Grades 3-5)	64.5%	63.1%	62.9%	1760	-0.2%
	Students of Color	60.1%	63.8%	59.6%	513	-4.1%
	Female	70.0%	68.1%	69.0%	793	0.9%
	Male	59.3%	68.1%	58.7%	860	-9.4%
	Nonbinary*	64.5%	34.6%	56.5%	23*	21.9%
2	I feel like I do well in school.					
	All Respondents (Grades 3-5)	76.6%	77.8%	77.0%	1760	-0.8%
	Students of Color	71.3%	72.3%	72.5%	513	0.2%
	Female	77.6%	75.6%	76.2%	793	0.6%
	Male	76.7%	75.6%	79.5%	860	4.0%
	Nonbinary*	61.3%	38.5%	60.9%	23*	22.4%
3	My school wants me to do well.					
	All Respondents (Grades 3-5)	93.8%	94.7%	93.2%	1760	-1.4%
	Students of Color	91.2%	92.8%	90.6%	513	-2.2%
	Female	94.4%	95.7%	94.6%	793	-1.1%
	Male	93.1%	95.7%	93.0%	860	-2.7%
	Nonbinary*	90.3%	84.6%	87.0%	23*	2.3%
4	My school has clear expectations or rules for behavior.					
	All Respondents (Grades 3-5)	90.7%	92.4%	92.3%	1760	0.0%
	Students of Color	88.2%	91.5%	90.3%	513	-1.2%
	Female	92.3%	94.5%	94.2%	793	-0.3%
	Male	89.0%	94.5%	91.7%	860	-2.8%
	Nonbinary*	83.9%	76.9%	91.3%	23*	14.4%
5	Teachers treat me with respect.					
	All Respondents (Grades 3-5)	88.8%	91.5%	92.3%	1760	0.8%
	Students of Color	88.2%	89.9%	94.0%	513	4.0%
	Female	91.5%	93.3%	94.8%	793	1.5%
	Male	86.7%	93.3%	91.2%	860	-2.2%
	Nonbinary*	77.4%	73.1%	82.6%	23*	9.5%
6	Good behavior is noticed at my school.					
	All Respondents (Grades 3-5)	74.5%	77.9%	76.0%	1760	-1.9%
	Students of Color	71.1%	75.0%	75.0%	513	0.0%
	Female	76.0%	78.9%	78.7%	793	-0.2%
	Male	73.0%	78.9%	75.0%	860	-3.9%
	Nonbinary*	58.1%	69.2%	69.6%	23*	0.3%
7	I get along with other students.					
	All Respondents (Grades 3-5)	81.5%	83.4%	83.8%	1760	0.3%
	Students of Color	76.2%	78.9%	79.9%	513	1.0%
	Female	81.7%	84.0%	84.5%	793	0.5%
	Male	81.8%	84.0%	85.5%	860	1.5%
	Nonbinary*	64.5%	57.7%	73.9%	23*	16.2%
8	I feel safe at school.					
	All Respondents (Grades 3-5)	82.7%	84.9%	83.3%	1760	-1.6%
	Students of Color	80.2%	83.1%	84.8%	513	1.7%
	Female	84.0%	87.7%	87.9%	793	0.2%
	Male	82.0%	87.7%	80.8%	860	-6.9%
	Nonbinary*	67.7%	50.0%	78.3%	23*	28.3%

9	Students treat each other well.					
	All Respondents (Grades 3-5)	65.5%	72.2%	73.0%	1760	0.7%
	Students of Color	63.3%	69.2%	70.6%	513	1.4%
	Female	65.9%	71.5%	72.0%	793	0.5%
	Male	66.2%	71.5%	75.5%	860	4.0%
	Nonbinary*	45.2%	73.1%	78.3%	23*	5.2%
10	There is an adult at my school who will help me if I need it.					
	All Respondents (Grades 3-5)	89.8%	89.5%	87.1%	1760	-2.4%
	Students of Color	86.4%	87.0%	86.4%	513	-0.7%
	Female	91.7%	91.2%	89.5%	793	-1.7%
	Male	88.1%	91.2%	86.0%	860	-5.2%
	Nonbinary*	80.6%	73.1%	73.9%	23*	0.8%
11	Students in my class behave so that teachers can teach.					
	All Respondents (Grades 3-5)	48.7%	55.6%	56.6%	1760	1.0%
	Students of Color	45.5%	57.2%	52.2%	513	-4.9%
	Female	47.0%	52.9%	54.5%	793	1.6%
	Male	51.3%	52.9%	59.8%	860	6.8%
	Nonbinary*	25.8%	42.3%	65.2%	23*	22.9%

Student Climate Survey-Secondary

KEY

- **RED** = Disproportionate (by -5%) when compared to All Respondents OR Negative Movement
- **GREEN** = Positive Movement

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

Generally, positive responses are combined percentages of "Strongly Agree" and "Agree."

Questions highlighted in yellow are reverse scored and positive responses are combined percentages of "Strongly Disagree" & "Disagree."

Component: ENGAGEMENT TOPIC: Cultural & Linguistic Competence					2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
Cultural and linguistic competence as it relates to education, is having an awareness of one’s own cultural identity and an understanding about differences, and the ability to learn and build on the varying cultural and community norms of students and their families.					N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's D)
2024-25					1759	2.94	3.00	0.562	0.001	-0.135
2025-26					1922	3.02	3.00	0.568		
Interpretation of the Statistical Data					The positive change from 2024-25 to 2025-26 school years on the TOPIC of <i>Cultural & Linguistic Competence</i> is statistically significant. The effect size (Cohen's <i>d</i>) between the two prior years is considered small. The average response is Agree.					
1 All students are treated the same, regardless of whether their parents are rich or poor.										
All Respondents (Grades 6-12)					72.9%	67.4%	71.3%	76.3%	2805	5.0%
Students of Color					70.4%	64.2%	68.6%	73.5%	827	4.9%
LGBTQ Students					62.0%	54.2%	60.4%	65.7%	324	5.4%
Female					70.4%	61.0%	66.7%	74.4%	1334	7.6%
Male					77.5%	75.2%	76.8%	78.8%	1351	2.0%
Nonbinary					55.1%	47.7%	52.8%	69.5%	59	16.7%
2 Students are treated equally well no matter their sex, race, religion, ...gender...sexual orientation...[and other protected class].										
All Respondents (Grades 6-12)					58.9%	54.3%	57.7%	66.1%	2802	8.3%
Students of Color					56.4%	52.1%	55.8%	62.8%	835	7.0%
LGBTQ Students					43.1%	34.0%	35.7%	49.1%	326	13.4%
Female					56.6%	48.3%	50.9%	63.0%	1334	12.1%
Male					64.6%	62.1%	66.1%	70.9%	1353	4.7%
Nonbinary					30.8%	30.3%	36.6%	47.4%	57	10.7%

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

3 My school uses instructional materials (i.e. textbooks, handouts) that reflect my cultural background, ethnicity, and identity.							
All Respondents (Grades 6-12)		81.0%	79.1%	83.6%	85.4%	2397	1.8%
Students of Color		74.4%	71.7%	78.8%	81.6%	749	2.8%
LGBTQ Students		74.4%	69.3%	74.3%	82.6%	264	8.3%
Female		80.9%	79.7%	83.0%	84.9%	1144	1.9%
Male		83.0%	79.8%	85.2%	86.0%	1165	0.8%
Nonbinary		66.2%	62.3%	66.1%	83.7%	43	17.6%
4 Teachers and adults at my school treat all students respectfully.							
All Respondents (Grades 6-12)		75.2%	75.4%	79.9%	80.5%	2931	0.6%
Students of Color		76.7%	76.5%	79.8%	78.8%	868	-1.0%
LGBTQ Students		70.0%	66.1%	74.8%	77.4%	332	2.6%
Female		71.3%	72.2%	78.4%	79.2%	1396	0.8%
Male		79.9%	79.0%	82.0%	82.3%	1416	0.3%
Nonbinary		63.7%	71.2%	67.1%	81.0%	58	13.9%
5 People from different cultural backgrounds, races, and ethnicities get along at this school.							
All Respondents (Grades 6-12)		85.2%	82.2%	87.4%	90.2%	2825	2.9%
Students of Color		78.8%	77.7%	84.6%	87.3%	840	2.7%
LGBTQ Students		81.5%	73.8%	80.3%	87.3%	314	7.0%
Female		83.1%	79.5%	86.2%	90.1%	1336	4.0%
Male		88.2%	85.8%	89.8%	91.2%	1370	1.4%
Nonbinary		72.9%	67.6%	75.4%	84.5%	58	9.1%
Component: ENGAGEMENT		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
TOPIC: Relationships							
Relationships are the positive connections between students, adults and peers that foster positive social interaction and establish a nurturing environment of trust and support in schools.		N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's D)
2024-25		1876	2.93	3.00	0.550	<0.001	-0.1271
2025-26		2009	3.00	3.00	0.522		
Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 school years on the TOPIC of Relationships is statistically significant. The effect size (Cohen's d) is considered small. The average response is Agree.					
6 Teachers and adults at school are available when I need to talk with them.							
All Respondents (Grades 6-12)		83.5%	83.3%	86.9%	88.5%	2848	1.6%
Students of Color		82.5%	83.2%	86.8%	87.7%	835	0.9%
LGBTQ Students		78.9%	78.0%	81.3%	83.5%	327	2.2%
Female		79.7%	80.7%	85.8%	86.8%	1364	1.0%
Male		88.0%	86.7%	88.8%	90.9%	1369	2.2%
Nonbinary		75.3%	68.4%	69.4%	89.3%	56	19.8%
7 If I am not at school, there is a teacher or another adult who will notice my absence.							
All Respondents (Grades 6-12)		88.7%	88.7%	90.0%	91.5%	2734	1.4%
Students of Color		86.6%	87.2%	88.3%	89.1%	791	0.9%
LGBTQ Students		83.2%	84.6%	86.0%	87.5%	305	1.6%
Female		87.0%	88.9%	89.6%	91.1%	1288	1.4%
Male		91.3%	89.0%	91.2%	92.1%	1335	0.9%
Nonbinary		82.1%	83.6%	77.9%	92.9%	56	14.9%
8 It is easy to talk with teachers at this school.							
All Respondents (Grades 6-12)		71.7%	71.4%	74.7%	78.4%	2879	3.7%
Students of Color		67.8%	69.5%	73.3%	77.7%	844	4.4%
LGBTQ Students		65.4%	63.7%	68.0%	68.6%	338	0.7%
Female		67.6%	65.1%	71.8%	75.4%	1364	3.6%
Male		78.1%	78.5%	78.6%	82.8%	1400	4.2%
Nonbinary		57.8%	56.8%	57.7%	65.5%	58	7.8%

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

9 My teachers make me feel good about myself.							
All Respondents (Grades 6-12)		75.4%	75.4%	80.6%	84.1%	2703	3.6%
Students of Color		74.7%	75.8%	81.5%	84.4%	775	2.9%
LGBTQ Students		70.2%	70.4%	75.8%	80.3%	294	4.4%
Female		71.9%	73.2%	79.1%	83.4%	1287	4.3%
Male		80.2%	78.7%	83.0%	85.4%	1313	2.4%
Nonbinary		66.2%	66.7%	68.8%	90.4%	52	21.6%
10 Students respect one another.							
All Respondents (Grades 6-12)		54.6%	49.1%	58.9%	65.6%	2767	6.7%
Students of Color		52.7%	48.8%	58.7%	61.2%	801	2.5%
LGBTQ Students		38.0%	32.5%	34.4%	43.6%	326	9.1%
Female		49.8%	41.9%	54.9%	63.6%	1311	8.7%
Male		62.2%	58.4%	65.7%	69.5%	1339	3.9%
Nonbinary		30.7%	21.8%	26.4%	41.1%	56	14.7%
11 Students like one another.							
All Respondents (Grades 6-12)		62.8%	55.9%	67.9%	73.6%	2618	5.7%
Students of Color		58.9%	55.3%	66.5%	68.6%	749	2.1%
LGBTQ Students		47.4%	38.9%	48.7%	54.4%	294	5.7%
Female		58.6%	48.9%	62.5%	69.9%	1241	7.4%
Male		69.5%	64.3%	75.7%	78.5%	1276	2.8%
Nonbinary		38.5%	34.8%	32.8%	63.8%	47	31.0%
Component: ENGAGEMENT		2022-23	2023-24	2024-25	2025-26	2025-26	
TOPIC: School Participation						Response Rate	2 Yr Change
A strong connection between staff, students, families, and the school setting create a positive climate as demonstrated by participation in school activities and governance, as well as the inclusion of the community at large into school activities.		N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's d)
2024-25		2342	3.03	3.00	0.531	0.570	
2025-26		2496	3.06	3.00	0.518		
Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 school years on the TOPIC of School Participation is not statistically significant. The average response is Agree.					
12 I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.							
All Respondents (Grades 6-12)		68.5%	66.4%	68.3%	69.6%	2920	1.2%
Students of Color		63.6%	63.1%	65.7%	66.5%	857	0.8%
LGBTQ Students		58.9%	58.3%	59.4%	57.6%	340	-1.7%
Female		74.3%	73.9%	73.3%	75.3%	1398	2.0%
Male		64.5%	61.6%	65.2%	65.2%	1403	0.0%
Nonbinary		57.9%	36.4%	48.6%	57.6%	59	9.0%
13 I regularly participate in extra-curricular activities offered through this school, such as, school clubs or organizations, musical groups, sport teams, student government, or any other extra-curricular activities.							
All Respondents (Grades 6-12)		67.6%	68.3%	70.8%	72.6%	2955	1.8%
Students of Color		63.4%	63.1%	67.9%	71.0%	865	3.1%
LGBTQ Students		60.4%	63.2%	66.6%	65.2%	339	-1.4%
Female		68.9%	70.9%	73.4%	74.5%	1417	1.1%
Male		66.8%	66.9%	69.2%	71.7%	1418	2.5%
Nonbinary		71.0%	60.3%	58.7%	71.2%	59	12.5%
14 At this school, students have lots of chances to help decide things like class activities and rules.							
All Respondents (Grades 6-12)		68.2%	67.8%	72.5%	74.6%	2815	2.1%
Students of Color		73.9%	73.9%	76.8%	79.2%	827	2.4%
LGBTQ Students		60.8%	57.3%	62.3%	68.1%	320	5.8%
Female		68.7%	67.6%	73.5%	75.7%	1343	2.2%
Male		68.8%	68.8%	72.5%	74.2%	1362	1.7%
Nonbinary		60.9%	57.3%	56.3%	77.8%	54	21.4%

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

15 There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.											
All Respondents (Grades 6-12)		93.9%	93.5%	95.3%	94.8%	2991	-0.5%				
Students of Color		92.9%	92.5%	94.6%	93.7%	886	-0.9%				
LGBTQ Students		91.8%	91.1%	92.6%	93.2%	339	0.6%				
Female		93.5%	94.9%	95.9%	95.8%	1437	-0.2%				
Male		94.8%	92.5%	95.7%	94.1%	1432	-1.6%				
Nonbinary		88.9%	88.3%	84.0%	95.1%	61	11.1%				
16 I have lots of chances to be part of class discussion or activities.											
All Respondents (Grades 6-12)		89.7%	89.8%	92.0%	93.1%	2917	1.1%				
Students of Color		87.5%	88.4%	91.0%	92.0%	862	1.0%				
LGBTQ Students		88.2%	87.3%	87.5%	92.1%	331	4.6%				
Female		90.1%	89.3%	93.3%	94.0%	1396	0.7%				
Male		90.3%	90.6%	92.0%	92.5%	1408	0.4%				
Nonbinary		83.3%	88.9%	73.3%	92.5%	53	19.1%				
Component: SAFETY TOPIC: Emotional Safety						2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
An experience in which one feels safe to express emotions, security, and confidence to take risks and feel challenged and excited to try something new.				N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's d)		
2024-25				1997	2.75	2.75	0.644	<0.001	-0.145		
2025-26				2126	2.84	3.00	0.623				
Interpretation of the Statistical Data				The positive change from 2024-25 to 2025-26 school years on the TOPIC of Emotional Safety is statistically significant. The effect size (Cohen's d) between the two prior years is considered small. The average Response is Agree.							
17 Students at this school get along well with each other.											
All Respondents (Grades 6-12)		63.5%	57.0%	68.7%	75.3%	2686	6.6%				
Students of Color		59.7%	56.9%	67.4%	72.8%	778	5.3%				
LGBTQ Students		46.5%	41.4%	48.8%	55.3%	300	6.6%				
Female		60.9%	49.4%	64.6%	73.9%	1268	9.3%				
Male		68.7%	66.0%	75.3%	78.3%	1313	3.0%				
Nonbinary		36.3%	39.4%	39.1%	58.8%	51	19.7%				
18 At this school, students talk about the importance of understanding their own feelings and the feelings of others.											
All Respondents (Grades 6-12)		44.4%	40.0%	47.7%	52.8%	2612	5.2%				
Students of Color		48.0%	44.6%	51.3%	53.5%	757	2.2%				
LGBTQ Students		31.5%	25.3%	27.0%	37.0%	311	9.9%				
Female		41.5%	35.7%	45.6%	51.6%	1245	6.0%				
Male		50.5%	45.7%	51.6%	55.4%	1256	3.8%				
Nonbinary		24.7%	19.7%	26.5%	37.7%	53	11.3%				
19 I am happy to be at this school.											
All Respondents (Grades 6-12)		74.4%	71.1%	77.2%	80.5%	2785	3.3%				
Students of Color		73.6%	71.8%	75.5%	78.3%	816	2.8%				
LGBTQ Students		63.6%	59.0%	64.8%	70.3%	313	5.5%				
Female		72.4%	68.9%	75.5%	80.6%	1312	5.2%				
Male		78.9%	75.2%	80.1%	81.4%	1368	1.3%				
Nonbinary		54.1%	47.9%	60.6%	68.5%	54	7.9%				
20 I feel like I am part of this school.											
All Respondents (Grades 6-12)		74.8%	73.9%	78.6%	82.5%	2722	3.9%				
Students of Color		69.4%	70.4%	74.0%	79.6%	796	5.6%				
LGBTQ Students		61.0%	56.6%	61.9%	68.7%	300	6.8%				
Female		73.0%	72.0%	78.2%	82.6%	1284	4.4%				
Male		79.7%	78.7%	80.7%	84.2%	1332	3.5%				
Nonbinary		50.0%	38.9%	50.7%	63.5%	52	12.7%				

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

Component: SAFETY TOPIC: Physical Safety		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
Physical safety refers to the protection of all stakeholders, including families, caregivers, students, school staff, and the community, from violence, theft, and exposure to weapons and threats, to establish a secure learning environment.		N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's d)
2024-25		2200	2.63	2.75	0.643	<0.001	-0.152
2025-26		2405	2.69	2.75	0.609		
Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 school years on the TOPIC of <i>Physical Safety</i> is statistically significant. The effect size (Cohen's <i>d</i>) between the two prior years is considered small. The average Response is Disagree. Note that because these questions are reverse scored, "Disagree" and "Strongly Disagree" are positive responses.					
21	Students at this school threaten to hurt other students. Reverse Scoring Used to Calculate "Positive Responses"						
	All Respondents (Grades 6-12)	44.6%	38.8%	49.3%	58.5%	2362	9.2%
	Students of Color	40.5%	37.9%	44.4%	53.1%	684	8.7%
	LGBTQ Students	34.9%	27.5%	34.2%	38.1%	265	3.9%
	Female	41.9%	34.1%	46.5%	57.9%	1100	11.4%
	Male	49.2%	44.4%	52.9%	60.4%	1161	7.5%
	Nonbinary	26.6%	28.4%	46.0%	44.0%	50	-2.0%
22	Students at this school steal, damage, or destroy other students' property. Reverse Scoring Used to Calculate "Positive Responses"						
	All Respondents (Grades 6-12)	35.2%	32.2%	40.9%	43.9%	2418	3.0%
	Students of Color	31.3%	31.7%	38.6%	36.3%	688	-2.3%
	LGBTQ Students	26.3%	28.3%	30.7%	33.9%	280	3.3%
	Female	32.4%	26.9%	38.5%	43.6%	1145	5.1%
	Male	40.2%	37.7%	43.3%	45.2%	1172	2.0%
	Nonbinary	15.3%	27.5%	42.0%	34.0%	47	-8.0%
Component: SAFETY TOPIC: Bullying/Cyberbullying & Harassment		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
Bullying is defined as a form of unwanted, aggressive behavior among school-age children of similar age that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time.		N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's d)
2024-25		1908	2.53	2.50	0.779	<0.001	-0.153
2025-26		2077	2.65	2.75	0.779		
Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 school years on the TOPIC of <i>Bullying & Cyberbullying</i> is statistically significant. The effect size (Cohen's <i>d</i>) between the two prior years is considered small. The average response is Disagree. Note that because these questions are reverse scored, "Disagree" and "Strongly Disagree" are positive responses.					
23	Students at this school are teased because of their race or ethnicity. Reverse Scoring Used to Calculate "Positive Responses"						
	All Respondents (Grades 6-12)	60.3%	56.4%	59.6%	64.1%	2454	4.5%
	Students of Color	46.9%	43.7%	49.4%	49.0%	715	-0.4%
	LGBTQ Students	48.8%	48.5%	43.3%	52.0%	279	8.7%
	Female	59.6%	54.9%	59.6%	64.3%	1151	4.7%
	Male	62.9%	58.1%	61.0%	65.2%	1202	4.3%
	Nonbinary	42.7%	53.4%	44.8%	55.1%	49	10.3%

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

24	Students at this school are teased because of their cultural background or religion.						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Respondents (Grades 6-12)	66.7%	63.8%	66.0%	69.6%	2434	3.6%
	Students of Color	55.4%	52.2%	55.4%	54.9%	710	-0.4%
	LGBTQ Students	56.0%	55.9%	49.8%	56.3%	268	6.5%
	Female	66.2%	62.7%	66.8%	71.8%	1131	5.0%
	Male	69.1%	65.6%	66.9%	69.0%	1205	2.0%
	Nonbinary	47.8%	60.0%	44.8%	61.7%	47	16.9%
25	Students at this school are teased because of their physical and mental disability.						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Respondents (Grades 6-12)	49.4%	42.0%	44.5%	53.1%	2554	8.6%
	Students of Color	42.6%	37.8%	40.8%	46.5%	731	5.7%
	LGBTQ Students	32.5%	22.8%	22.8%	31.3%	300	8.5%
	Female	45.9%	38.2%	40.5%	50.1%	1217	9.6%
	Male	55.5%	47.1%	50.2%	57.9%	1231	7.7%
	Nonbinary	21.4%	25.4%	27.1%	32.1%	53	4.9%
26	Students at this school are teased because they are LGBTQ+.						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Respondents (Grades 6-12)	39.2%	34.6%	38.3%	44.0%	2451	5.7%
	Students of Color	36.1%	33.1%	37.3%	35.2%	704	-2.1%
	LGBTQ Students	25.9%	18.8%	19.1%	23.1%	316	4.0%
	Female	38.3%	31.6%	35.7%	42.2%	1173	6.5%
	Male	43.1%	39.1%	42.5%	48.7%	1164	6.3%
	Nonbinary	16.0%	17.3%	27.1%	12.3%	57	-14.9%
Component: SAFETY		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
TOPIC: Substance Abuse							
Substance abuse encompasses a harmful pattern of use of alcohol, tobacco products, and illegal drugs; this includes the presence of substance use and trade within school and campus environments and during school-related activities.		N	Mean	Median	Std. Deviation		
2024-25		2052	2.89	3.00	0.913	<0.001	-0.104
2025-26		2245	2.99	3.00	0.925		
Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 on this question is statistically significant. The effect size (Cohen's d) between the two prior years is considered small. The average response is Agree.					
27	It is easy for students to use/try alcohol or drugs at school or at school-sponsored events.						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Respondents (Grades 6-12)	60.1%	52.4%	67.5%	71.2%	2245	3.7%
	Students of Color	56.5%	51.0%	63.6%	64.0%	628	0.5%
	LGBTQ Students	53.1%	49.7%	60.4%	64.5%	259	4.1%
	Female	55.8%	48.6%	66.1%	68.5%	1072	2.4%
	Male	65.8%	56.4%	69.1%	74.2%	1085	5.1%
	Nonbinary	47.7%	55.2%	59.3%	65.1%	43	5.9%
Component: SAFETY		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
TOPIC: Emergency Readiness & Management							
Communities and families expect schools and learning institutions to ensure their children and youth are safe in the face of an emergency, including violence, crime, natural disasters, epidemics, and accidents. It is critical for schools/institutions of higher education and communities to work together to develop plans that can be effectively implemented in the event of an emergency.		N	Mean	Median	Std. Deviation		
2024-25		2517	3.23	3.00	0.550	0.039	-0.0572
2025-26		2709	3.26	3.00	0.552		

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 school years on the TOPIC of <i>Emergency Readiness</i> is statistically significant. The effect size (Cohen's <i>d</i>) between the two prior years is considered small. The average response is Agree.					
28	I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g. violent person on campus) during the school day.						
	All Respondents (Grades 6-12)	92.0%	90.1%	92.0%	92.3%	2948	0.3%
	Students of Color	90.1%	89.2%	92.0%	92.8%	875	0.8%
	LGBTQ Students	90.0%	90.3%	90.7%	92.5%	335	1.8%
	Female	92.2%	89.9%	92.1%	92.6%	1406	0.5%
	Male	92.6%	90.6%	92.4%	92.2%	1424	-0.2%
	Nonbinary	84.9%	91.0%	85.5%	93.1%	58	7.6%
29	If I hear about a threat to school or student safety, I would report it to an adult at school.						
	All Respondents (Grades 6-12)	87.7%	88.6%	90.5%	91.6%	2784	1.1%
	Students of Color	86.8%	88.3%	87.4%	91.2%	797	3.9%
	LGBTQ Students	87.0%	88.7%	87.5%	91.4%	315	4.0%
	Female	88.8%	90.4%	93.4%	93.2%	1341	-0.2%
	Male	86.9%	87.2%	88.6%	90.2%	1333	1.7%
	Nonbinary	87.7%	87.7%	76.4%	98.2%	56	21.8%
Component: ENVIRONMENT TOPIC: Physical Environment		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
Physical environment refers to the level of upkeep, ambient noise, lighting, indoor air quality and/or thermal comfort of the school’s physical building and its location within the community.		N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's <i>d</i>)
2024-25		2200	2.63	2.75	0.643	0.003	-0.0891
2025-26		2405	2.69	2.75	0.609		
Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 school years on the TOPIC of <i>Physical Environment</i> is statistically significant. The effect size (Cohen's <i>d</i>) between the two prior years is considered small. The average Response is Agree.					
30	The bathrooms in this school are clean.					46.5%	46.5%
	All Respondents (Grades 6-12)	36.7%	34.4%	40.6%	39.1%	2900	-1.5%
	Students of Color	34.8%	32.6%	41.0%	36.9%	870	-4.1%
	LGBTQ Students	34.1%	36.3%	39.6%	39.1%	322	-0.5%
	Female	38.3%	32.6%	44.1%	43.5%	1385	-0.5%
	Male	36.6%	36.4%	37.6%	34.9%	1400	-2.8%
	Nonbinary	26.9%	33.8%	40.6%	38.2%	55	-2.4%
31	The temperature inside this school is comfortable all year round.						
	All Respondents (Grades 6-12)	47.4%	52.0%	55.9%	60.8%	2914	4.9%
	Students of Color	49.9%	54.3%	61.2%	64.1%	853	2.9%
	LGBTQ Students	38.2%	42.7%	46.5%	47.5%	339	1.0%
	Female	39.9%	41.8%	46.7%	52.0%	1393	5.4%
	Male	55.8%	63.2%	65.6%	70.1%	1399	4.5%
	Nonbinary	31.9%	35.1%	47.2%	60.7%	56	13.5%
32	The school's outside spaces are kept clean.						
	All Respondents (Grades 6-12)	72.3%	62.6%	76.2%	79.0%	2840	2.8%
	Students of Color	73.1%	62.0%	76.8%	78.6%	823	1.9%
	LGBTQ Students	69.2%	53.5%	70.5%	71.5%	326	1.0%
	Female	72.7%	61.2%	76.6%	79.9%	1351	3.3%
	Male	73.0%	65.0%	76.6%	78.6%	1367	2.0%
	Nonbinary	62.9%	45.5%	65.2%	74.6%	59	9.4%

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

33	I am proud of how this school looks on the outside.						
	All Respondents (Grades 6-12)	70.6%	62.5%	75.3%	82.9%	2695	7.6%
	Students of Color	73.3%	66.0%	77.3%	83.5%	794	6.2%
	LGBTQ Students	65.0%	54.1%	62.7%	78.0%	287	15.3%
	Female	70.3%	60.1%	75.5%	84.9%	1274	9.3%
	Male	72.8%	66.0%	76.6%	81.3%	1324	4.7%
	Nonbinary	58.0%	43.8%	50.8%	79.6%	49	28.7%
34	Broken things at this school get fixed quickly.						
	All Respondents (Grades 6-12)	51.9%	51.2%	56.5%	60.2%	2507	3.7%
	Students of Color	54.5%	51.6%	57.8%	58.7%	695	0.9%
	LGBTQ Students	44.5%	43.2%	41.3%	48.6%	288	7.3%
	Female	50.2%	50.4%	56.2%	60.8%	1167	4.6%
	Male	55.4%	53.4%	58.3%	60.3%	1242	2.0%
	Nonbinary	40.5%	37.1%	37.9%	60.0%	45	22.1%
Component: ENVIRONMENT							
TOPIC: Instructional Environment							
The instructional environment refers to the instructional, behavioral, and personal aspects of the classroom experience.		N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's d)
2024-25		1783	2.84	2.83	0.582	0.003	-0.0972
2025-26		1920	2.89	3.00	0.567		
Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 school years on the TOPIC of <i>Instructional Environment</i> is statistically significant. The effect size (Cohen's <i>d</i>) between the two prior years is considered small. The average Response is Agree.					
35	My teachers praise me when I work hard in school.						
	All Respondents (Grades 6-12)	69.2%	66.2%	71.0%	73.5%	2762	2.5%
	Students of Color	72.9%	68.9%	74.4%	76.7%	815	2.3%
	LGBTQ Students	64.5%	62.6%	68.3%	70.6%	316	2.3%
	Female	68.6%	63.4%	69.6%	73.3%	1311	3.7%
	Male	71.3%	69.8%	73.4%	74.4%	1342	0.9%
	Nonbinary	57.3%	58.1%	58.1%	74.5%	51	16.4%
36	My teachers give me individual attention when I need it.						
	All Respondents (Grades 6-12)	75.4%	76.7%	78.6%	80.7%	2716	2.1%
	Students of Color	74.3%	77.2%	78.5%	81.1%	782	2.6%
	LGBTQ Students	74.3%	76.3%	75.0%	75.3%	312	0.3%
	Female	75.0%	75.1%	78.4%	82.1%	1313	3.7%
	Male	77.1%	79.4%	80.0%	80.0%	1296	0.1%
	Nonbinary	69.0%	70.3%	67.1%	85.4%	48	18.3%
37	My teachers often connect what I am learning in class to life outside of the school.						
	All Respondents (Grades 6-12)	63.5%	63.3%	68.0%	71.0%	2644	3.0%
	Students of Color	68.1%	65.3%	68.9%	73.2%	750	4.3%
	LGBTQ Students	59.0%	58.6%	62.5%	67.7%	303	5.1%
	Female	61.8%	61.5%	68.3%	71.9%	1262	3.6%
	Male	66.0%	65.9%	69.3%	70.9%	1280	1.6%
	Nonbinary	59.3%	51.4%	51.5%	65.3%	49	13.8%
38	The topics I am learning in school are important to me.						
	All Respondents (Grades 6-12)	65.4%	63.0%	68.5%	70.7%	2728	2.2%
	Students of Color	70.4%	68.7%	71.0%	75.0%	796	4.0%
	LGBTQ Students	57.1%	59.0%	62.5%	65.8%	313	3.3%
	Female	65.4%	61.3%	69.2%	72.5%	1289	3.3%
	Male	67.1%	65.4%	69.4%	69.5%	1329	0.2%
	Nonbinary	58.1%	57.9%	48.6%	69.1%	55	20.5%

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

39	My teachers expect me to do my best all the time.									
	All Respondents (Grades 6-12)	90.9%	90.0%	91.4%	92.4%	2831	1.0%			
	Students of Color	90.0%	88.9%	90.5%	92.8%	833	2.3%			
	LGBTQ Students	89.0%	90.1%	89.7%	91.0%	335	1.3%			
	Female	91.5%	90.6%	92.1%	93.1%	1355	1.0%			
	Male	90.9%	89.8%	91.4%	91.9%	1355	0.5%			
	Nonbinary	83.3%	86.1%	78.1%	87.1%	62	9.0%			
Component: ENVIRONMENT TOPIC: Mental Health & Wellness					2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
The emotional and psychological well-being of individuals promotes healthy development, functioning and increases the capacity of individuals to live productive lives while striving towards reaching their full potential.		N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's d)			
2024-25		1975	2.72	3.00	0.705	<.001	-0.113			
2025-26		2109	2.80	3.00	0.691					
Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 school years on the TOPIC of <i>Mental Health & Wellness</i> is statistically significant. The effect size (Cohen's <i>d</i>) between the two prior years is considered small. The average Response is Agree.								
40	My teachers really care about me.									
	All Respondents (Grades 6-12)	75.4%	75.1%	80.9%	83.9%	2449	2.9%			
	Students of Color	76.3%	75.4%	81.4%	83.4%	706	2.0%			
	LGBTQ Students	70.6%	72.7%	74.6%	81.6%	266	6.9%			
	Female	71.9%	71.9%	80.9%	82.9%	1148	2.0%			
	Male	80.1%	78.9%	81.8%	85.0%	1203	3.3%			
	Nonbinary	66.7%	65.6%	65.2%	91.7%	48	26.5%			
41	Students at this school try to work out their disagreements with other students by talking to them.									
	All Respondents (Grades 6-12)	46.0%	42.0%	50.9%	56.6%	2486	5.7%			
	Students of Color	48.8%	44.5%	52.7%	58.4%	729	5.7%			
	LGBTQ Students	28.7%	23.5%	31.9%	37.4%	286	5.5%			
	Female	43.0%	37.1%	47.3%	56.0%	1169	8.7%			
	Male	52.1%	48.4%	56.1%	58.8%	1210	2.7%			
	Nonbinary	25.3%	15.6%	34.8%	44.9%	49	10.1%			
Component: SAFETY TOPIC: Discipline					2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
School discipline refers to the rules and strategies applied in school to manage student behavior and practices used to encourage self-discipline.		N	Mean	Median	Std. Deviation	P-value	Effect Size* (Cohen's d)			
2024-25		1885	2.89	3.00	0.610	0.370				
2025-26		1992	2.91	3.00	0.604					
Interpretation of the Statistical Data		The positive change from 2024-25 to 2025-26 school years on the TOPIC of <i>Discipline</i> is not statistically significant . The average Response is Agree.								
42	My teachers make it clear to me when I have misbehaved in class.									
	All Respondents (Grades 6-12)	90.4%	90.1%	91.9%	92.7%	2712	0.8%			
	Students of Color	90.0%	90.5%	90.9%	93.8%	820	2.9%			
	LGBTQ Students	87.0%	86.7%	89.3%	90.1%	304	0.9%			
	Female	90.7%	90.0%	92.0%	93.6%	1272	1.6%			
	Male	90.7%	90.8%	92.8%	92.6%	1333	-0.2%			
	Nonbinary	82.6%	84.6%	77.6%	91.4%	58	13.8%			

STUDENT CLIMATE SURVEY – Secondary

2022-23 through 2025-26

Combined Percentage of Positive Responses & by Demographics (Grades 6-12)

43	Adults working at this school reward students for positive behavior.						0.0%
	All Respondents (Grades 6-12)	69.3%	66.5%	73.0%	73.5%	2681	0.5%
	Students of Color	74.6%	71.8%	77.6%	75.5%	758	-2.2%
	LGBTQ Students	65.8%	60.2%	68.8%	71.5%	312	2.7%
	Female	69.6%	64.8%	72.5%	73.9%	1281	1.4%
	Male	70.6%	68.8%	73.8%	73.3%	1291	-0.5%
	Nonbinary	59.3%	57.1%	70.3%	82.7%	52	12.4%
44	Adults working at this school help students develop strategies to understand and manage their feelings and actions.						
	All Respondents (Grades 6-12)	69.1%	70.9%	76.9%	80.1%	2627	3.1%
	Students of Color	74.8%	76.5%	80.0%	82.2%	775	2.2%
	LGBTQ Students	58.8%	58.3%	61.6%	69.0%	300	7.4%
	Female	67.4%	68.6%	76.2%	79.9%	1235	3.8%
	Male	72.6%	74.4%	79.2%	81.3%	1286	2.1%
	Nonbinary	58.3%	52.2%	57.1%	76.4%	55	19.2%
45	School rules are applied equally to all students.						
	All Respondents (Grades 6-12)	66.9%	64.8%	69.9%	71.0%	2767	1.1%
	Students of Color	70.6%	70.1%	72.6%	73.4%	813	0.8%
	LGBTQ Students	60.9%	52.0%	56.3%	61.9%	310	5.7%
	Female	65.7%	63.5%	68.1%	71.1%	1304	3.0%
	Male	69.6%	68.4%	72.7%	71.9%	1347	-0.8%
	Nonbinary	54.7%	34.3%	54.2%	65.5%	55	11.3%
46	School discipline is fair.						
	All Respondents (Grades 6-12)	61.3%	60.1%	65.4%	67.3%	2527	1.9%
	Students of Color	62.0%	62.5%	66.2%	66.6%	727	0.4%
	LGBTQ Students	52.0%	48.8%	52.8%	62.2%	286	9.5%
	Female	60.6%	58.7%	63.6%	67.9%	1194	4.3%
	Male	64.2%	63.2%	68.6%	67.4%	1227	-1.2%
	Nonbinary	42.7%	37.3%	45.2%	66.7%	54	21.5%
ECASD Sustainability & Health		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
47	I understand the major environmental and sustainability challenges that face our world.						
	All Respondents (Grades 6-12)	93.3%	91.2%	93.1%	94.9%	2793	1.7%
	Students of Color	79.0%	91.5%	93.1%	94.9%	836	1.8%
	LGBTQ Students	87.0%	93.5%	91.6%	96.4%	331	4.8%
	Female	93.4%	91.7%	93.8%	95.2%	1317	1.4%
	Male	93.5%	90.7%	92.9%	94.6%	1364	1.6%
	Nonbinary	88.5%	91.0%	81.4%	93.2%	59	11.8%
48	I believe in creating a healthy lifestyle through outdoor recreation and sound nutrition.						
	All Respondents (Grades 6-12)	94.1%	93.9%	94.5%	96.1%	2804	1.6%
	Students of Color	78.7%	93.2%	93.6%	95.7%	842	2.1%
	LGBTQ Students	82.4%	92.8%	92.1%	94.7%	318	2.5%
	Female	95.4%	95.6%	95.9%	97.0%	1349	1.2%
	Male	93.7%	92.9%	94.0%	95.8%	1342	1.8%
	Nonbinary	88.1%	92.2%	86.6%	89.1%	55	2.5%

Family Climate Survey

KEY

- **RED** = Disproportionate (by -5%) when compared to All Respondents **OR** Negative Movement
- **GREEN** = Positive Movement

FAMILY CLIMATE SURVEY 4-YEAR TREND

2022-23 through 2025-26

Combined Percentage of Positive Responses & By Demographics

Generally, positive responses are combined percentages of "Strongly Agree" and "Agree."

Questions highlighted in yellow are reverse scored and positive responses are combined percentages of "Strongly Disagree" & "Disagree."

Component: ENGAGEMENT		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
TOPIC: Cultural & Linguistic Competence							
1	The school uses instructional materials (e.g., textbooks, handouts) that reflect the cultural background, ethnicity, and identity of all students.						
	All Parent/Guardian Respondents	86.5%	88.8%	89.5%	87.7%	551	-1.8%
	My child is a student of color	83.9%	86.7%	86.8%	82.7%	139	-4.0%
2	This school communicates how important it is to respect the practices of my culture and background.						
	All Parent/Guardian Respondents	83.7%	85.6%	87.5%	87.8%	631	0.3%
	My child is a student of color	87.5%	87.2%	85.9%	89.5%	152	3.5%
3	This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background (e.g., honor level courses, gifted courses, AP or IB courses).						
	All Parent/Guardian Respondents	72.7%	80.0%	81.5%	69.9%	103	-11.6%
	My child is a student of color	80.0%	81.0%	84.6%	84.0%	25	-0.6%
Component: ENGAGEMENT		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
TOPIC: Relationships							
4	This school helps me figure out what social and emotional skills my child needs to develop (e.g., self-control, problem solving, or getting along with others).						
	All Parent/Guardian Respondents	75.5%	77.1%	81.5%	81.5%	724	0.0%
	My child is a student of color	82.2%	81.0%	85.7%	86.1%	158	0.4%
5	At this school, my child feels they belong.						
	All Parent/Guardian Respondents	84.1%	84.3%	87.7%	87.0%	755	-0.7%
	My child is a student of color	91.8%	89.4%	87.0%	88.6%	166	1.5%
6	This school encourages me to be an active partner in educating my child.						
	All Parent/Guardian Respondents	82.8%	85.6%	86.4%	86.2%	754	-0.2%
	My child is a student of color	88.5%	89.3%	89.2%	90.9%	164	1.6%
7	I feel comfortable talking to someone at this school about my child's behavior.						
	All Parent/Guardian Respondents	87.8%	89.3%	91.0%	89.7%	750	-1.3%
	My child is a student of color	91.6%	92.4%	92.5%	92.7%	164	0.2%
Component: ENGAGEMENT		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
TOPIC: School Participation							
8	This school has quality programs for my child's talents, gifts, or special needs.						
	All Parent/Guardian Respondents	78.4%	80.7%	83.3%	81.4%	679	-1.9%
	My child is a student of color	83.2%	85.2%	90.0%	85.9%	149	-4.1%
9	This school promptly responds to my phone calls, messages, or e-mails.						
	All Parent/Guardian Respondents	89.7%	89.5%	91.5%	91.6%	738	0.1%
	My child is a student of color	91.3%	90.6%	93.0%	93.3%	164	0.2%
Component: ENGAGEMENT		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
TOPIC: Emotional Safety							
10	At this school, the staff really cares about my child.						
	All Parent/Guardian Respondents	89.4%	89.9%	93.1%	92.1%	743	-1.0%
	My child is a student of color	91.6%	92.3%	94.0%	94.5%	163	0.5%
11	This school is a friendly place overall.						
	All Parent/Guardian Respondents	89.8%	89.4%	92.6%	91.5%	752	-1.1%
	My child is a student of color	92.7%	91.9%	92.8%	93.9%	164	1.1%
12	Staff at this school care about what families think.						
	All Parent/Guardian Respondents	84.4%	84.8%	87.6%	86.3%	721	-1.4%
	My child is a student of color	90.3%	88.3%	91.7%	88.5%	157	-3.1%
13	The school asks for my input and feedback throughout the school year.						
	All Parent/Guardian Respondents	74.9%	75.2%	78.9%	79.3%	725	0.4%
	My child is a student of color	84.7%	76.5%	84.4%	85.0%	153	0.5%
Component: SAFETY		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
TOPIC: Physical Safety							
14	My child is safe at this school.						
	All Parent/Guardian Respondents	83.7%	88.0%	91.2%	91.0%	745	-0.2%
	My child is a student of color	90.0%	93.8%	93.8%	92.6%	162	-1.2%

FAMILY CLIMATE SURVEY 4-YEAR TREND
2022-23 through 2025-26

Combined Percentage of Positive Responses & By Demographics

15	Racist conflict among students is a problem at this school.						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Parent/Guardian Respondents	71.3%	72.1%	72.0%	75.8%	466	3.7%
	My child is a student of color	60.5%	59.8%	63.8%	68.9%	119	5.2%
16	Physical fighting between students is a problem at this school.						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Parent/Guardian Respondents	62.5%	63.8%	69.6%	72.5%	523	2.9%
	My child is a student of color	75.2%	68.1%	74.1%	76.5%	115	2.4%
Component: SAFETY TOPIC: Bullying & Cyberbullying		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
17	Bullying is a problem at this school.						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Parent/Guardian Respondents	50.1%	52.0%	55.2%	59.6%	534	4.4%
	My child is a student of color	61.0%	52.2%	61.8%	64.8%	108	3.0%
18	Cyber bullying is a problem at this school.						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Parent/Guardian Respondents	63.6%	64.6%	69.6%	75.0%	392	5.4%
	My child is a student of color	73.6%	71.6%	75.6%	78.5%	79	2.9%
Component: SAFETY TOPIC: Substance Abuse		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
19	At this school, how much of a problem is student drug use?						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Parent/Guardian Respondents	69.7%	72.8%	76.4%	81.1%	503	4.7%
	My child is a student of color	81.9%	82.5%	78.7%	84.3%	102	5.6%
20	At this school, how much of a problem is student use of electronic cigarettes?						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Parent/Guardian Respondents	64.2%	68.5%	73.2%	79.1%	507	5.9%
	My child is a student of color	76.4%	77.1%	76.7%	79.8%	104	3.1%
21	At this school, how much of a problem is student use of tobacco (e.g., cigarettes, chew, cigars)? (Reverse Scoring Used to Calculate "Positive Responses")						
	All Parent/Guardian Respondents	76.9%	80.6%	83.9%	86.7%	482	2.8%
	My child is a student of color	82.9%	86.1%	83.3%	86.1%	101	2.9%
22	At this school, how much of a problem is student alcohol use?						
	Reverse Scoring Used to Calculate "Positive Responses"						
	All Parent/Guardian Respondents	79.5%	82.8%	84.6%	89.0%	472	4.4%
	My child is a student of color	85.6%	89.5%	86.1%	92.0%	100	5.9%
Component: SAFETY TOPIC: Emergency Management		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
23	This school notifies my family in the case of a school-wide emergency.						
	All Parent/Guardian Respondents	92.4%	92.4%	95.1%	95.1%	693	-0.1%
	My child is a student of color	95.6%	97.8%	95.5%	96.6%	147	1.1%
24	This school takes effective measures to ensure the safety of my child.						
	All Parent/Guardian Respondents	89.8%	90.0%	93.7%	93.6%	718	-0.1%
	My child is a student of color	94.1%	93.9%	95.2%	96.1%	154	0.9%
25	This school has made it clear to my child what they should do if there is an emergency, natural disaster, or a dangerous situation during the school day.						
	All Parent/Guardian Respondents	95.7%	96.6%	97.8%	97.0%	675	-0.8%
	My child is a student of color	96.7%	97.8%	97.8%	97.9%	144	0.1%
Component: ENVIRONMENT TOPIC: Physical Environment		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
26	This school looks clean and pleasant.						
	All Parent/Guardian Respondents	94.9%	94.0%	94.9%	94.3%	722	-0.6%
	My child is a student of color	95.3%	96.6%	96.5%	98.1%	154	1.5%
27	The school building is clean and well-maintained.						
	All Parent/Guardian Respondents	93.5%	93.6%	94.8%	94.8%	716	0.1%
	My child is a student of color	94.6%	95.9%	96.5%	97.4%	153	0.8%

FAMILY CLIMATE SURVEY 4-YEAR TREND
2022-23 through 2025-26

Combined Percentage of Positive Responses & By Demographics

Component: ENVIRONMENT TOPIC: Instructional Environment		2022- 23	2023- 24	2024- 25	2025- 26	2025-26 Response Rate	2 Yr Change
28	I believe attending school every day is important for my child to do well in their classes.						
	All Parent/Guardian Respondents	96.9%	97.0%	97.0%	96.8%	726	-0.2%
	My child is a student of color	96.9%	96.7%	97.6%	96.1%	154	-1.5%
29	This school has high expectations for my child.						
	All Parent/Guardian Respondents	84.0%	86.7%	88.7%	87.9%	704	-0.8%
	My child is a student of color	87.8%	92.5%	92.5%	93.7%	142	1.2%
Component: ENVIRONMENT TOPIC: Physical Health		2022- 23	2023- 24	2024- 25	2025- 26	2025-26 Response Rate	2 Yr Change
30	There are programs and resources at this school to support students with special needs or disabilities.						
	All Parent/Guardian Respondents	88.5%	89.6%	91.8%	89.3%	540	-2.6%
	My child is a student of color	90.8%	91.5%	94.9%	88.5%	122	-6.3%
31	My child has enough healthy food choices at this school.						
	All Parent/Guardian Respondents	72.9%	75.3%	75.8%	75.4%	647	-0.4%
	My child is a student of color	85.9%	78.8%	79.8%	82.5%	137	2.6%
Component: ENVIRONMENT TOPIC: Mental Health		2022- 23	2023- 24	2024- 25	2025- 26	2025-26 Response Rate	2 Yr Change
32	This school has enough programs that develop my child's social and emotional skills (e.g., self-control, problem solving, or getting along with others).						
	All Parent/Guardian Respondents	81.0%	82.4%	84.3%	85.0%	647	0.7%
	My child is a student of color	86.9%	85.5%	88.0%	85.4%	137	-2.6%
Component: ENVIRONMENT TOPIC: Discipline & Communication		2022- 23	2023- 24	2024- 25	2025- 26	2025-26 Response Rate	2 Yr Change
33	When my child does something good at school, I usually hear about it from the school.						
	All Parent/Guardian Respondents	63.0%	63.4%	66.1%	68.9%	701	2.8%
	My child is a student of color	78.8%	72.4%	79.7%	75.2%	149	-4.6%
34	The school communicates policies and procedures clearly to my family.						
	All Parent/Guardian Respondents	85.8%	87.1%	90.5%	88.8%	716	-1.6%
	My child is a student of color	90.5%	87.2%	93.3%	89.5%	152	-3.8%
35	The school effectively communicates progress, goals, and initiatives to my family.						
	All Parent/Guardian Respondents	80.7%	83.6%	85.7%	84.9%	720	-0.8%
	My child is a student of color	84.2%	87.9%	93.3%	87.0%	154	-6.3%
36	School rules are applied equally to my child.						
	All Parent/Guardian Respondents	86.8%	87.7%	90.7%	88.6%	648	-2.1%
	My child is a student of color	93.8%	92.8%	93.4%	88.8%	134	-4.6%
37	School discipline is fair to my child.						
	All Parent/Guardian Respondents	87.4%	89.1%	91.0%	89.0%	634	-2.0%
	My child is a student of color	90.6%	89.9%	94.1%	90.3%	134	-3.8%

KEY

- **RED** = Disproportionate (by -5%) when compared to All Respondents **OR** Negative Movement
- **GREEN** = Positive Movement

STAFF CLIMATE SURVEY**2022-23 through 2025-26****Combined Percentage of Positive Responses & By Demographics**

Component: ENGAGEMENT							
TOPIC: Cultural & Linguistic Competence							
		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
1	At this school or building, all students are treated equally, regardless of whether their families are rich or poor.						
Demographics	All Respondents	84.5%	88.3%	90.6%	91.3%	1012	0.7%
	Person of Color	76.1%	87.5%	89.6%	94.4%	54	4.9%
	LGBTQ Staff	83.8%	78.0%	88.4%	88.1%	59	-0.2%
	Female	83.6%	88.6%	90.2%	91.7%	803	1.4%
	Male	86.3%	88.8%	93.8%	91.1%	169	-2.7%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	84.8%	88.4%	88.5%	90.5%	475	2.0%
	1-3 Years	86.3%	88.5%	90.3%	93.6%	423	3.3%
	4-9 Years	79.8%	86.2%	90.0%	89.1%	339	-1.0%
	10-19 Years	88.0%	91.6%	92.9%	91.5%	153	-1.4%
	20 or more Years	83.3%	87.6%	90.0%	88.7%	97	-1.3%
	Certified, Non-Affiliated, Administration Staff	83.6%	86.2%	91.3%	92.6%	692	1.3%
	Hourly Staff	86.9%	93.3%	89.2%	88.4%	320	-0.7%
2	This school or building encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background.						
Demographics	All Respondents	86.9%	88.3%	90.4%	90.5%	643	0.1%
	Person of Color	81.8%	95.0%	88.2%	97.5%	40	9.3%
	LGBTQ Staff	75.0%	57.1%	83.3%	94.6%	37	11.3%
	Female	84.8%	87.9%	90.1%	89.7%	485	-0.4%
	Male	93.4%	94.7%	91.8%	96.2%	130	4.4%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	86.1%	86.9%	89.7%	91.9%	310	2.3%
	1-3 Years	84.2%	87.5%	90.9%	93.4%	273	2.5%
	4-9 Years	86.4%	88.5%	89.0%	88.8%	214	-0.3%
	10-19 Years	91.9%	91.2%	90.9%	87.4%	95	-3.5%
	20 or more Years	90.0%	87.1%	90.9%	88.5%	61	-2.4%
	Certified, Non-Affiliated, Administration Staff	87.2%	86.9%	89.6%	89.7%	447	0.1%
	Hourly Staff	85.7%	91.9%	92.2%	92.3%	196	0.2%
3	This school or building provides instructional materials that reflect our students' cultural background, ethnicity and identity.						
Demographics	All Respondents	83.1%	85.0%	90.9%	91.3%	913	0.4%
	Person of Color	73.2%	84.4%	95.0%	96.2%	52	1.2%
	LGBTQ Staff	64.7%	65.3%	79.5%	84.5%	58	5.0%
	Female	83.4%	85.8%	90.3%	91.8%	731	1.4%
	Male	81.8%	84.8%	94.3%	91.0%	145	-3.3%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	80.3%	83.8%	90.5%	93.3%	436	2.8%
	1-3 Years	82.0%	84.9%	90.3%	92.0%	377	1.8%
	4-9 Years	82.9%	84.1%	90.7%	91.8%	305	1.1%
	10-19 Years	87.7%	85.4%	93.1%	90.5%	147	-2.6%
	20 or more Years	81.1%	87.1%	91.2%	88.1%	84	-3.1%
	Certified, Non-Affiliated, Administration Staff	81.4%	82.5%	89.1%	89.6%	636	0.5%
	Hourly Staff	88.8%	91.6%	95.0%	95.3%	277	0.3%
4	This school or building emphasizes showing respect for all students' cultural beliefs and practices.						
Demographics	All Respondents	91.4%	93.9%	95.0%	96.6%	1026	1.5%
	Person of Color	83.0%	89.6%	94.1%	100.0%	54	5.9%
	LGBTQ Staff	92.3%	88.2%	97.7%	96.7%	61	-1.0%
	Female	90.3%	94.5%	94.7%	96.8%	818	2.1%
	Male	93.7%	94.2%	98.5%	97.1%	170	-1.4%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	91.7%	93.7%	93.6%	97.3%	481	3.7%
	1-3 Years	88.6%	93.7%	95.9%	97.0%	429	1.0%
	4-9 Years	94.5%	94.1%	93.4%	96.8%	345	3.4%
	10-19 Years	95.4%	96.6%	96.1%	96.1%	155	0.0%
	20 or more Years	89.6%	90.8%	93.8%	94.8%	97	1.1%
	Certified, Non-Affiliated, Administration Staff	91.3%	92.8%	94.6%	96.7%	701	2.1%
	Hourly Staff	91.7%	96.5%	96.0%	96.3%	325	0.3%

STAFF CLIMATE SURVEY

2022-23 through 2025-26

Combined Percentage of Positive Responses & By Demographics

5	This school or building provides effective resources and training for teaching students with Individualized Education Programs (IEPs) across different languages & cultures.										
Demographics	All Respondents	62.7%	65.5%	69.8%	76.3%	902	6.5%				
	Person of Color	61.9%	68.2%	66.0%	86.0%	50	20.0%				
	LGBTQ Staff	65.6%	54.5%	67.4%	60.0%	55	-7.4%				
	Female	58.8%	63.6%	68.7%	75.6%	718	6.9%				
	Male	75.0%	74.1%	75.2%	81.8%	154	6.6%				
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	60.7%	64.9%	66.4%	74.3%	447	7.9%				
	1-3 Years	63.5%	65.9%	70.4%	79.2%	380	8.8%				
	4-9 Years	57.1%	62.1%	63.2%	72.8%	305	9.6%				
	10-19 Years	68.2%	66.7%	79.3%	73.7%	137	-5.6%				
	20 or more Years	64.0%	70.0%	71.0%	80.0%	80	9.0%				
	Certified, Non-Affiliated, Administration Staff	59.4%	59.7%	65.3%	71.8%	628	6.5%				
	Hourly Staff	74.0%	81.1%	79.7%	86.5%	274	6.8%				
6	This school or building provides effective supports for students needing alternative modes of communication (e.g., manual signs, computer-based devices, Braille).										
Demographics	All Respondents	87.8%	89.9%	92.6%	94.2%	929	1.6%				
	Person of Color	84.6%	92.9%	89.4%	94.1%	51	4.8%				
	LGBTQ Staff	87.5%	76.1%	81.6%	87.0%	54	5.5%				
	Female	85.8%	90.9%	92.1%	94.6%	743	2.5%				
	Male	94.7%	89.6%	96.5%	96.0%	151	-0.5%				
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	84.4%	89.1%	91.0%	93.1%	449	2.1%				
	1-3 Years	88.1%	89.2%	92.0%	94.8%	384	2.8%				
	4-9 Years	85.0%	89.8%	93.6%	94.6%	312	1.0%				
	10-19 Years	89.8%	89.2%	91.2%	91.3%	149	0.1%				
	20 or more Years	90.1%	94.3%	95.6%	95.2%	84	-0.4%				
	Certified, Non-Affiliated, Administration Staff	86.9%	87.1%	91.7%	94.0%	635	2.3%				
	Hourly Staff	90.4%	96.1%	94.4%	94.6%	294	0.2%				
Component: ENGAGEMENT											
TOPIC: Student Support & Engagement											
						2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
7	Staff at this school/building teach students strategies to manage emotions.										
Demographics	All Respondents	87.9%	92.1%	91.4%	94.0%	997	2.6%				
	Person of Color	79.1%	91.5%	91.1%	92.2%	51	1.0%				
	LGBTQ Staff	91.7%	86.0%	95.2%	89.8%	59	-5.4%				
	Female	87.3%	92.5%	91.0%	93.7%	795	2.7%				
	Male	90.1%	93.3%	93.8%	97.0%	166	3.2%				
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	85.4%	93.1%	91.0%	93.7%	475	2.7%				
	1-3 Years	87.2%	90.6%	90.9%	94.9%	414	4.1%				
	4-9 Years	88.2%	92.0%	90.7%	92.6%	339	2.0%				
	10-19 Years	91.9%	92.5%	91.3%	92.7%	151	1.4%				
	20 or more Years	85.0%	98.9%	96.1%	96.8%	93	0.7%				
	Certified, Non-Affiliated, Administration Staff	88.0%	91.5%	91.0%	93.9%	689	2.9%				
	Hourly Staff	87.6%	93.6%	92.2%	94.2%	308	1.9%				
8	Staff at this school/building teach positive conflict resolution strategies to students.										
Demographics	All Respondents	85.8%	89.0%	91.4%	92.0%	984	0.6%				
	Person of Color	75.0%	84.4%	90.7%	92.5%	53	1.8%				
	LGBTQ Staff	88.9%	82.0%	95.1%	89.5%	57	-5.6%				
	Female	84.2%	89.6%	91.5%	91.7%	785	0.2%				
	Male	90.2%	90.0%	92.2%	93.9%	165	1.8%				
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	84.2%	90.5%	89.7%	91.3%	469	1.6%				
	1-3 Years	84.0%	86.9%	92.2%	94.3%	406	2.1%				
	4-9 Years	86.5%	88.4%	89.7%	89.6%	335	-0.2%				
	10-19 Years	89.4%	92.5%	89.8%	90.1%	151	0.3%				
	20 or more Years	85.7%	95.5%	94.7%	93.5%	92	-1.3%				
	Certified, Non-Affiliated, Administration Staff	86.1%	87.6%	91.3%	91.1%	676	-0.2%				
	Hourly Staff	84.9%	92.5%	91.5%	93.8%	308	2.4%				

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9 Staff at this school/building ask students for input when establishing rules.							
Demographics	All Respondents	76.5%	79.9%	81.0%	85.9%	874	4.9%
	Person of Color	70.5%	79.1%	73.7%	80.4%	46	6.8%
	LGBTQ Staff	68.6%	61.7%	76.9%	71.7%	53	-5.2%
	Female	75.2%	79.9%	79.6%	86.0%	699	6.4%
	Male	79.6%	79.5%	87.3%	87.4%	143	0.1%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	76.1%	78.3%	79.4%	86.4%	413	7.0%
	1-3 Years	74.3%	78.8%	79.6%	87.0%	346	7.4%
	4-9 Years	76.1%	80.3%	78.4%	82.4%	301	4.0%
	10-19 Years	77.9%	81.1%	82.9%	89.0%	145	6.1%
	20 or more Years	82.6%	82.5%	91.7%	89.0%	82	-2.6%
	Certified, Non-Affiliated, Administration Staff	77.0%	80.9%	82.6%	85.9%	631	3.3%
	Hourly Staff	75.0%	76.9%	77.4%	86.0%	243	8.6%
Component: ENGAGEMENT TOPIC: Parent/Guardian Participation							
		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
10 Staff do a good job helping parents and families to support their children's learning at home.							
Demographics	All Respondents	89.2%	91.6%	93.1%	93.4%	925	0.3%
	Person of Color	84.4%	97.8%	97.4%	96.2%	52	-1.2%
	LGBTQ Staff	91.4%	83.3%	100.0%	89.7%	58	-10.3%
	Female	87.6%	91.5%	92.2%	93.8%	736	1.6%
	Male	92.9%	93.5%	96.8%	93.5%	155	-3.2%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	86.9%	90.9%	92.1%	94.6%	427	2.5%
	1-3 Years	89.2%	91.4%	91.7%	94.0%	382	2.3%
	4-9 Years	89.6%	91.7%	95.8%	94.6%	312	-1.2%
	10-19 Years	88.7%	91.0%	91.8%	91.4%	140	-0.4%
	20 or more Years	89.0%	93.4%	93.6%	90.1%	91	-3.5%
	Certified, Non-Affiliated, Administration Staff	88.8%	90.6%	92.9%	93.6%	669	0.7%
	Hourly Staff	90.6%	94.4%	93.4%	93.0%	256	-0.5%
11 Staff do a good job helping parents and families understand when their child needs to learn social, emotional, and character skills.							
Demographics	All Respondents	83.6%	88.0%	88.5%	89.9%	913	1.5%
	Person of Color	83.3%	89.6%	86.0%	95.7%	46	9.6%
	LGBTQ Staff	91.2%	84.3%	92.1%	83.6%	55	-8.5%
	Female	82.6%	87.7%	88.4%	90.5%	724	2.1%
	Male	85.7%	91.0%	89.7%	89.7%	155	-0.1%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	82.2%	89.2%	85.7%	91.1%	418	5.4%
	1-3 Years	83.7%	87.9%	88.6%	92.3%	375	3.6%
	4-9 Years	85.2%	86.2%	90.2%	89.0%	309	-1.2%
	10-19 Years	82.3%	91.0%	85.6%	87.2%	141	1.6%
	20 or more Years	82.0%	88.1%	87.5%	87.5%	88	0.0%
	Certified, Non-Affiliated, Administration Staff	82.4%	87.3%	89.4%	89.9%	663	0.5%
	Hourly Staff	87.7%	89.9%	86.3%	90.0%	250	3.7%
12 If a student has done something well or makes improvement, staff contact their parent/guardian.							
Demographics	All Respondents	84.0%	86.3%	89.4%	91.2%	849	1.7%
	Person of Color	80.5%	88.4%	86.8%	93.9%	49	7.0%
	LGBTQ Staff	83.9%	80.5%	91.7%	84.3%	51	-7.4%
	Female	85.6%	87.0%	89.7%	92.6%	672	2.9%
	Male	78.3%	84.8%	87.7%	87.2%	149	-0.5%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	85.1%	87.1%	90.2%	91.2%	388	1.0%
	1-3 Years	84.0%	84.9%	88.2%	93.0%	345	4.8%
	4-9 Years	82.4%	85.6%	89.4%	90.0%	289	0.6%
	10-19 Years	85.7%	89.2%	92.6%	88.5%	131	-4.0%
	20 or more Years	85.2%	90.0%	90.0%	91.7%	84	1.7%
	Certified, Non-Affiliated, Administration Staff	83.5%	85.9%	90.2%	91.8%	638	1.6%
	Hourly Staff	86.3%	87.5%	87.1%	89.1%	211	2.0%

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13	This school/building communicates with parents/guardians in a timely and ongoing basis.											
Demographics	All Respondents	89.9%	93.2%	93.7%	95.2%	931	1.4%					
	Person of Color	86.0%	93.3%	91.7%	98.0%	51	6.4%					
	LGBTQ Staff	91.4%	89.6%	97.4%	92.7%	55	-4.7%					
	Female	89.2%	93.0%	93.8%	95.5%	738	1.8%					
	Male	91.2%	93.5%	92.7%	95.5%	157	2.9%					
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	90.5%	93.8%	93.3%	95.8%	425	2.5%					
	1-3 Years	88.3%	93.8%	91.5%	96.6%	380	5.0%					
	4-9 Years	90.8%	89.9%	95.7%	94.0%	319	-1.6%					
	10-19 Years	90.3%	94.1%	96.8%	93.1%	144	-3.7%					
	20 or more Years	92.9%	96.8%	93.5%	96.6%	88	3.1%					
	Certified, Non-Affiliated, Administration Staff	89.6%	92.9%	94.7%	95.9%	677	1.2%					
	Hourly Staff	91.0%	94.3%	91.4%	93.3%	254	1.9%					
Component: ENGAGEMENT												
TOPIC: Relationships (Colleagues)												
						2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change	
14	At this school/building the staff get along with each other.											
Demographics	All Respondents	84.2%	85.3%	85.0%	87.1%	1028	2.1%					
	Person of Color	84.4%	87.2%	86.0%	90.4%	52	4.3%					
	LGBTQ Staff	79.5%	78.0%	88.6%	79.0%	62	-9.6%					
	Female	81.9%	83.8%	84.1%	86.8%	818	2.7%					
	Male	91.5%	93.6%	91.0%	89.4%	170	-1.6%					
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	81.1%	85.2%	82.8%	84.6%	475	1.8%					
	1-3 Years	84.2%	85.2%	85.1%	88.3%	428	3.2%					
	4-9 Years	87.7%	85.1%	85.5%	86.7%	346	1.2%					
	10-19 Years	80.3%	85.6%	83.6%	84.0%	156	0.4%					
	20 or more Years	81.9%	85.6%	85.0%	87.8%	98	2.8%					
	Certified, Non-Affiliated, Administration Staff	85.2%	85.0%	84.9%	88.9%	703	4.0%					
	Hourly Staff	81.3%	85.9%	85.0%	83.1%	325	-1.9%					
15	At this school/building there is a feeling of trust among the staff.											
Demographics	All Respondents	73.0%	75.8%	76.0%	79.0%	1012	2.9%					
	Person of Color	71.7%	81.3%	76.1%	86.8%	53	10.7%					
	LGBTQ Staff	71.1%	74.0%	81.4%	70.5%	61	-10.9%					
	Female	69.4%	75.5%	75.2%	78.8%	805	3.5%					
	Male	84.0%	80.7%	83.1%	83.7%	166	0.7%					
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	71.8%	76.8%	73.2%	77.0%	466	3.8%					
	1-3 Years	73.0%	77.9%	78.2%	81.0%	421	2.8%					
	4-9 Years	76.1%	71.6%	74.0%	76.8%	340	2.7%					
	10-19 Years	67.9%	79.6%	72.0%	77.3%	154	5.3%					
	20 or more Years	72.9%	70.1%	77.5%	80.4%	97	2.9%					
	Certified, Non-Affiliated, Administration Staff	72.6%	74.4%	76.0%	79.7%	693	3.6%					
	Hourly Staff	74.1%	79.0%	76.0%	77.4%	319	1.4%					
Component: ENGAGEMENT												
TOPIC: Decision Making												
						2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change	
16	The District involves stakeholders at appropriate times to make decisions.											
Demographics	All Respondents	45.2%	49.2%	56.4%	54.4%	737	-2.0%					
	Person of Color	58.3%	61.1%	48.6%	64.1%	39	15.5%					
	LGBTQ Staff	48.0%	41.9%	73.1%	55.9%	34	-17.2%					
	Female	46.0%	49.8%	54.9%	52.9%	569	-2.0%					
	Male	45.5%	52.3%	69.2%	66.9%	136	-2.2%					
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	51.2%	52.3%	57.5%	55.7%	325	-1.8%					
	1-3 Years	54.3%	54.6%	59.9%	61.0%	272	1.1%					
	4-9 Years	40.3%	42.7%	57.9%	52.9%	259	-5.0%					
	10-19 Years	45.5%	50.4%	49.1%	44.4%	124	-4.7%					
	20 or more Years	30.0%	42.2%	50.7%	52.4%	82	1.7%					
	Certified, Non-Affiliated, Administration Staff	43.3%	47.2%	56.5%	53.6%	569	-2.9%					
	Hourly Staff	52.0%	57.0%	56.1%	57.1%	168	1.1%					

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17 Staff at this school/building have many informal opportunities to influence what happens within the school/District.							
Demographics	All Respondents	38.5%	47.0%	48.7%	47.1%	867	-1.6%
	Person of Color	39.5%	57.5%	47.9%	58.5%	41	10.6%
	LGBTQ Staff	40.5%	44.4%	59.5%	38.6%	44	-20.8%
	Female	36.9%	46.9%	46.4%	45.7%	683	-0.7%
	Male	46.2%	50.3%	62.2%	57.6%	151	-4.6%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	38.0%	49.1%	50.2%	47.4%	386	-2.7%
	1-3 Years	42.8%	51.9%	49.8%	52.5%	341	2.7%
	4-9 Years	32.8%	39.5%	43.5%	42.3%	300	-1.1%
	10-19 Years	36.8%	48.9%	49.6%	40.1%	137	-9.4%
	20 or more Years	38.4%	41.1%	56.4%	52.8%	89	-3.6%
	Certified, Non-Affiliated, Administration Staff	36.9%	45.8%	49.7%	49.4%	644	-0.3%
	Hourly Staff	43.8%	50.5%	46.0%	40.4%	223	-5.7%
18 At this school/building, students are given the opportunity to take part in decision-making.							
Demographics	All Respondents	60.1%	70.2%	71.8%	72.4%	822	0.6%
	Person of Color	58.1%	65.9%	77.5%	73.7%	38	-3.8%
	LGBTQ Staff	63.6%	57.1%	64.9%	66.7%	51	1.8%
	Female	58.5%	70.3%	71.6%	72.2%	643	0.6%
	Male	64.8%	69.4%	78.3%	77.2%	149	-1.1%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	64.7%	70.6%	71.7%	74.5%	376	2.7%
	1-3 Years	60.3%	72.0%	72.7%	74.6%	327	1.9%
	4-9 Years	56.7%	67.5%	63.6%	68.1%	282	4.5%
	10-19 Years	64.2%	67.8%	74.1%	74.1%	135	0.0%
	20 or more Years	61.4%	71.8%	86.3%	75.6%	78	-10.7%
	Certified, Non-Affiliated, Administration Staff	57.4%	69.3%	72.6%	71.5%	603	-1.2%
	Hourly Staff	70.6%	72.8%	69.8%	74.9%	219	5.1%
19 Administrators involve staff in decision-making.							
Demographics	All Respondents	65.1%	72.2%	76.2%	69.7%	954	-6.5%
	Person of Color	64.1%	74.4%	75.6%	84.8%	46	9.2%
	LGBTQ Staff	60.5%	54.3%	78.0%	53.8%	52	-24.2%
	Female	64.4%	71.9%	74.9%	70.6%	759	-4.3%
	Male	69.5%	77.2%	88.2%	70.3%	158	-17.9%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	68.8%	70.1%	73.2%	64.1%	432	-9.0%
	1-3 Years	66.3%	70.2%	77.2%	70.3%	384	-6.9%
	4-9 Years	62.2%	70.4%	72.8%	66.3%	323	-6.6%
	10-19 Years	66.4%	78.3%	75.2%	71.8%	149	-3.4%
	20 or more Years	65.7%	75.8%	83.1%	75.5%	98	-7.6%
	Certified, Non-Affiliated, Administration Staff	64.5%	73.9%	79.5%	74.9%	685	-4.6%
	Hourly Staff	67.2%	67.5%	68.9%	56.5%	269	-12.3%
Component: ENGAGEMENT TOPIC: Student Empowerment & Agency							
		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
20 This school/building provides students with opportunities to take a lead role in organizing programs and activities.							
Demographics	All Respondents	74.4%	78.2%	81.2%	76.1%	796	-5.1%
	Person of Color	80.5%	90.0%	86.1%	85.7%	42	-0.4%
	LGBTQ Staff	88.2%	66.7%	78.9%	63.8%	47	-15.1%
	Female	72.6%	76.7%	78.8%	75.7%	622	-3.1%
	Male	80.7%	83.0%	92.3%	79.0%	143	-13.3%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	76.1%	80.6%	82.7%	78.2%	363	-4.5%
	1-3 Years	76.6%	80.9%	85.4%	81.1%	322	-4.3%
	4-9 Years	73.5%	76.4%	76.7%	74.0%	273	-2.7%
	10-19 Years	77.3%	73.2%	77.0%	70.4%	125	-6.6%
	20 or more Years	65.6%	78.3%	82.1%	72.4%	76	-9.7%
	Certified, Non-Affiliated, Administration Staff	72.1%	76.2%	81.0%	76.3%	579	-4.6%
	Hourly Staff	82.2%	84.3%	82.0%	75.6%	217	-6.4%

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21 Students are encouraged to get involved in extra-curricular activities.							
Demographics	All Respondents	91.6%	92.1%	94.2%	94.0%	837	-0.2%
	Person of Color	89.7%	97.6%	92.1%	100.0%	49	7.9%
	LGBTQ Staff	88.2%	89.1%	100.0%	94.2%	52	-5.8%
	Female	90.8%	92.1%	93.3%	93.7%	654	0.4%
	Male	95.5%	93.6%	98.4%	96.7%	152	-1.7%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	88.9%	90.7%	94.5%	93.7%	399	-0.7%
	1-3 Years	90.8%	91.5%	93.4%	93.9%	343	0.5%
	4-9 Years	89.6%	93.2%	93.0%	93.1%	288	0.1%
	10-19 Years	95.5%	90.7%	96.3%	94.5%	127	-1.8%
	20 or more Years	94.3%	94.4%	98.6%	97.5%	79	-1.1%
	Certified, Non-Affiliated, Administration Staff	91.2%	92.1%	95.3%	95.4%	584	0.1%
	Hourly Staff	93.0%	92.3%	91.9%	90.9%	253	-0.9%
Component: SAFETY TOPIC: Emotional Safety							
		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
22 I feel like I belong at my school or building.							
Demographics	All Respondents	86.6%	87.6%	89.2%	88.5%	1037	-0.7%
	Person of Color	80.9%	87.2%	92.3%	90.6%	53	-1.7%
	LGBTQ Staff	71.1%	82.0%	95.1%	75.4%	61	-19.7%
	Female	85.8%	87.7%	88.8%	88.5%	824	-0.3%
	Male	88.1%	89.7%	94.1%	91.9%	172	-2.2%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	84.5%	87.6%	89.6%	86.2%	479	-3.4%
	1-3 Years	86.5%	86.8%	88.5%	87.3%	434	-1.1%
	4-9 Years	88.8%	86.0%	88.0%	88.8%	348	0.8%
	10-19 Years	86.4%	92.4%	91.3%	89.8%	157	-1.5%
	20 or more Years	82.9%	88.4%	92.7%	90.8%	98	-1.9%
	Certified, Non-Affiliated, Administration Staff	86.0%	87.4%	88.2%	88.0%	707	-0.2%
	Hourly Staff	88.0%	88.0%	91.2%	89.7%	330	-1.5%
23 I feel satisfied with the recognition I get for doing a good job.							
Demographics	All Respondents	68.9%	71.6%	73.0%	72.7%	1031	-0.2%
	Person of Color	77.8%	74.5%	82.5%	86.8%	53	4.3%
	LGBTQ Staff	47.4%	55.1%	81.8%	66.7%	63	-15.2%
	Female	66.4%	71.0%	72.1%	72.6%	811	0.5%
	Male	77.1%	77.8%	83.2%	76.4%	178	-6.8%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	68.3%	70.7%	70.7%	70.8%	476	0.1%
	1-3 Years	73.0%	72.1%	74.0%	75.8%	438	1.8%
	4-9 Years	64.0%	68.2%	69.4%	70.1%	345	0.7%
	10-19 Years	64.7%	73.8%	71.2%	69.5%	154	-1.7%
	20 or more Years	69.8%	73.7%	81.3%	73.4%	94	-7.8%
	Certified, Non-Affiliated, Administration Staff	67.8%	71.5%	74.0%	74.2%	698	0.2%
	Hourly Staff	71.6%	71.9%	71.0%	69.7%	333	-1.4%
24 I feel comfortable discussing questions, worries, and/or frustrations with my supervisor or Principal.							
Demographics	All Respondents	74.7%	80.2%	80.3%	79.4%	1043	-0.9%
	Person of Color	78.7%	76.6%	82.5%	92.5%	53	10.0%
	LGBTQ Staff	73.7%	64.0%	86.4%	70.5%	61	-15.9%
	Female	72.6%	80.2%	78.8%	79.5%	823	0.6%
	Male	82.9%	86.2%	88.3%	82.3%	181	-6.0%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	76.1%	78.3%	80.3%	78.4%	481	-1.9%
	1-3 Years	79.4%	81.6%	81.3%	82.3%	440	1.0%
	4-9 Years	69.0%	77.1%	78.7%	76.8%	349	-1.9%
	10-19 Years	73.5%	81.0%	77.8%	76.3%	156	-1.5%
	20 or more Years	71.7%	80.0%	84.0%	80.6%	98	-3.3%
	Certified, Non-Affiliated, Administration Staff	74.0%	79.4%	80.9%	80.4%	710	-0.5%
	Hourly Staff	76.9%	82.2%	79.1%	77.2%	333	-1.9%

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25 This school or building inspires me to do the very best at my job.							
Demographics	All Respondents	80.5%	84.5%	86.4%	88.0%	1031	1.6%
	Person of Color	78.7%	88.0%	90.2%	96.2%	53	6.0%
	LGBTQ Staff	74.4%	74.5%	88.6%	82.0%	61	-6.7%
	Female	80.8%	85.1%	86.7%	88.6%	816	1.9%
	Male	79.7%	86.2%	89.7%	86.9%	175	-2.8%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	79.8%	85.4%	86.8%	87.7%	472	0.9%
	1-3 Years	83.5%	85.4%	86.8%	89.6%	434	2.8%
	4-9 Years	78.8%	83.3%	83.6%	88.1%	345	4.5%
	10-19 Years	80.6%	83.1%	87.4%	83.4%	157	-4.0%
	20 or more Years	73.6%	85.4%	90.4%	87.4%	95	-3.0%
	Certified, Non-Affiliated, Administration Staff	79.1%	83.7%	86.2%	87.8%	699	1.6%
	Hourly Staff	84.1%	86.4%	86.7%	88.3%	332	1.6%
26 People at this school or building care about me as a person.							
Demographics	All Respondents	88.0%	87.9%	89.6%	91.7%	1012	2.1%
	Person of Color	87.0%	85.7%	88.6%	94.2%	52	5.6%
	LGBTQ Staff	85.7%	81.6%	92.9%	86.7%	60	-6.2%
	Female	87.4%	87.9%	89.0%	91.4%	805	2.4%
	Male	90.9%	88.9%	95.5%	92.8%	167	-2.7%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	85.8%	89.7%	90.2%	91.1%	460	0.9%
	1-3 Years	86.1%	87.2%	89.3%	93.1%	423	3.9%
	4-9 Years	92.6%	86.0%	88.3%	90.2%	338	1.9%
	10-19 Years	86.0%	93.8%	92.7%	92.3%	156	-0.4%
	20 or more Years	87.6%	87.0%	90.1%	89.5%	95	-0.6%
	Certified, Non-Affiliated, Administration Staff	89.4%	87.2%	89.3%	91.6%	692	2.3%
	Hourly Staff	84.2%	89.5%	90.1%	91.9%	320	1.8%
27 I have the skills to manage almost any student behavior problem.							
Demographics	All Respondents	80.0%	79.3%	83.9%	85.9%	988	2.0%
	Person of Color	89.4%	77.6%	64.6%	83.0%	53	18.4%
	LGBTQ Staff	65.8%	68.0%	74.4%	82.0%	61	7.5%
	Female	78.4%	78.1%	82.7%	85.4%	785	2.6%
	Male	87.6%	88.5%	90.8%	91.0%	166	0.1%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	82.1%	78.4%	82.8%	87.7%	470	4.8%
	1-3 Years	75.8%	76.2%	81.5%	84.2%	404	2.7%
	4-9 Years	80.3%	81.1%	81.3%	83.3%	342	2.1%
	10-19 Years	83.6%	81.6%	90.6%	92.1%	151	1.5%
	20 or more Years	88.3%	86.0%	92.3%	93.4%	91	1.1%
	Certified, Non-Affiliated, Administration Staff	80.1%	80.7%	85.2%	86.7%	691	1.5%
	Hourly Staff	79.8%	75.8%	81.0%	84.2%	297	3.1%
28 I feel safe at this school/building.							
Demographics	All Respondents	84.6%	90.3%	93.8%	93.9%	1052	0.2%
	Person of Color	85.1%	91.8%	92.0%	98.1%	54	6.1%
	LGBTQ Staff	76.3%	75.5%	90.2%	88.7%	62	-1.5%
	Female	85.0%	90.1%	93.3%	93.9%	831	0.5%
	Male	86.0%	93.7%	98.5%	96.1%	179	-2.4%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	85.6%	89.8%	92.4%	92.9%	482	0.5%
	1-3 Years	84.5%	89.9%	95.3%	94.6%	443	-0.7%
	4-9 Years	86.3%	90.3%	92.3%	92.6%	351	0.3%
	10-19 Years	83.3%	91.9%	92.2%	93.7%	158	1.5%
	20 or more Years	83.2%	89.8%	92.6%	96.0%	100	3.4%
	Certified, Non-Affiliated, Administration Staff	82.4%	90.1%	93.8%	93.8%	714	0.1%
	Hourly Staff	90.4%	90.6%	93.8%	94.1%	338	0.3%

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Component: SAFETY							
TOPIC: Physical Safety							
		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
29	The following types of problems occur at this school/building often: physical conflicts among students. (Reverse Scoring Used to Calculate "Positive Responses")						
Demographics	All Respondents	52.3%	51.8%	62.3%	62.5%	929	0.2%
	Person of Color	54.5%	54.5%	66.7%	54.2%	48	-12.5%
	LGBTQ Staff	34.3%	38.8%	57.9%	67.9%	56	10.0%
	Female	47.4%	51.2%	61.0%	61.6%	732	0.6%
	Male	50.0%	55.8%	70.6%	64.8%	162	-5.8%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	47.4%	49.9%	63.8%	59.4%	438	-4.4%
	1-3 Years	47.8%	51.4%	61.2%	60.6%	378	-0.6%
	4-9 Years	43.4%	51.9%	64.4%	62.1%	322	-2.3%
	10-19 Years	53.2%	49.3%	55.9%	64.1%	142	8.2%
	20 or more Years	48.9%	57.0%	71.8%	70.1%	87	-1.7%
	Certified, Non-Affiliated, Administration Staff	46.6%	51.8%	61.1%	65.4%	641	4.2%
	Hourly Staff	50.8%	51.8%	64.9%	56.3%	288	-8.6%
30	The following types of problems occur at this school/building often: robbery or theft. Reverse Scoring Used to Calculate "Positive Responses"						
Demographics	All Respondents	73.6%	80.2%	85.0%	80.6%	897	-4.4%
	Person of Color	75.6%	82.5%	87.5%	83.3%	48	-4.2%
	LGBTQ Staff	60.0%	73.5%	81.8%	73.2%	56	-8.6%
	Female	76.0%	80.0%	85.8%	82.7%	709	-3.1%
	Male	67.3%	81.8%	83.2%	72.1%	154	-11.1%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	73.6%	81.4%	84.7%	81.7%	399	-3.0%
	1-3 Years	74.4%	82.0%	86.2%	81.6%	376	-4.6%
	4-9 Years	70.8%	79.3%	85.6%	78.4%	306	-7.1%
	10-19 Years	78.6%	76.7%	79.6%	82.0%	133	2.3%
	20 or more Years	70.1%	78.9%	85.7%	81.7%	82	-4.0%
	Certified, Non-Affiliated, Administration Staff	72.0%	78.4%	82.6%	80.0%	620	-2.6%
	Hourly Staff	78.4%	84.8%	89.9%	81.9%	277	-7.9%
31	The following types of problems occur at this school/building often: vandalism. Reverse Scoring Used to Calculate "Positive Responses"						
Demographics	All Respondents	49.1%	59.9%	67.3%	64.0%	974	-3.3%
	Person of Color	53.5%	67.4%	74.3%	74.0%	50	-0.3%
	LGBTQ Staff	47.1%	52.0%	58.5%	64.9%	57	6.4%
	Female	52.3%	62.1%	69.2%	68.0%	762	-1.3%
	Male	41.7%	56.7%	62.5%	48.3%	172	-14.2%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	49.7%	58.9%	67.5%	65.0%	440	-2.5%
	1-3 Years	53.3%	67.5%	74.1%	70.6%	405	-3.5%
	4-9 Years	46.4%	53.8%	63.1%	58.9%	331	-4.2%
	10-19 Years	50.8%	55.6%	59.5%	59.3%	145	-0.1%
	20 or more Years	38.5%	45.1%	58.1%	60.2%	93	2.1%
	Certified, Non-Affiliated, Administration Staff	46.7%	57.7%	63.5%	64.1%	661	0.6%
	Hourly Staff	56.2%	65.1%	74.7%	63.6%	313	-11.1%
32	The following types of problems occur at this school/building often: student possession of weapons. Reverse Scoring Used to Calculate "Positive Responses"						
Demographics	All Respondents	88.5%	91.7%	96.4%	95.8%	900	-0.7%
	Person of Color	91.9%	92.5%	97.4%	93.6%	47	-3.8%
	LGBTQ Staff	83.3%	79.1%	97.2%	94.1%	51	-3.1%
	Female	88.4%	91.6%	96.9%	96.5%	714	-0.4%
	Male	87.3%	94.1%	95.9%	92.9%	155	-3.0%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	88.0%	88.1%	96.4%	95.5%	421	-0.9%
	1-3 Years	89.0%	90.0%	96.7%	95.8%	382	-0.9%
	4-9 Years	86.9%	94.7%	95.9%	95.1%	305	-0.8%
	10-19 Years	95.2%	91.1%	95.5%	95.5%	133	0.0%
	20 or more Years	81.1%	93.9%	98.5%	98.8%	80	0.3%
	Certified, Non-Affiliated, Administration Staff	88.0%	91.3%	95.3%	95.8%	613	0.4%
	Hourly Staff	90.2%	92.7%	98.7%	95.8%	287	-2.9%

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33	The following types of problems occur at this school/building often: sexual assault or dating violence. Reverse Scoring Used to Calculate "Positive Responses"							
Demographics	All Respondents	91.3%	96.2%	96.9%	94.9%	845	-1.9%	
	Person of Color	84.2%	94.7%	94.7%	93.3%	45	-1.4%	
	LGBTQ Staff	91.3%	92.3%	97.2%	93.9%	49	-3.3%	
	Female	91.9%	96.7%	96.6%	95.9%	686	-0.7%	
	Male	87.6%	95.7%	99.1%	90.9%	132	-8.2%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	89.8%	96.2%	96.2%	95.1%	388	-1.1%	
	1-3 Years	91.7%	95.7%	96.9%	95.3%	365	-1.5%	
	4-9 Years	89.7%	97.2%	97.9%	93.7%	285	-4.2%	
	10-19 Years	96.9%	95.7%	95.8%	96.6%	119	0.8%	
	20 or more Years	84.8%	97.2%	95.2%	94.7%	76	-0.5%	
	Certified, Non-Affiliated, Administration Staff	90.7%	96.2%	95.7%	94.3%	580	-1.4%	
	Hourly Staff	93.1%	96.1%	99.1%	96.2%	265	-2.9%	
34	The following types of problems occur at this school/building often: physical abuse of teachers or staff. Reverse Scoring Used to Calculate "Positive Responses"							
Demographics	All Respondents	61.1%	65.2%	63.8%	65.2%	936	1.4%	
	Person of Color	63.6%	70.5%	75.8%	74.5%	51	-1.2%	
	LGBTQ Staff	53.6%	60.0%	62.2%	66.7%	60	4.5%	
	Female	58.4%	62.0%	60.4%	63.0%	745	2.6%	
	Male	71.6%	80.3%	79.8%	74.8%	159	-5.0%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	55.0%	59.3%	62.4%	59.5%	437	-2.9%	
	1-3 Years	65.4%	67.1%	69.9%	71.4%	399	1.5%	
	4-9 Years	52.2%	59.8%	58.3%	58.3%	314	-0.1%	
	10-19 Years	62.2%	60.5%	53.5%	64.2%	137	10.7%	
	20 or more Years	62.8%	75.3%	65.8%	62.8%	86	-3.0%	
	Certified, Non-Affiliated, Administration Staff	62.1%	67.9%	62.9%	66.5%	641	3.5%	
	Hourly Staff	58.3%	58.3%	65.5%	62.4%	295	-3.1%	
35	The following types of problems occur at this school/building often: student verbal abuse of teachers or staff. Reverse Scoring Used to Calculate "Positive Responses"							
Demographics	All Respondents	31.3%	33.5%	38.8%	40.4%	968	1.6%	
	Person of Color	34.8%	45.7%	51.4%	46.2%	52	-5.3%	
	LGBTQ Staff	19.4%	34.7%	35.0%	42.6%	61	7.6%	
	Female	30.2%	33.9%	37.6%	40.4%	764	2.8%	
	Male	37.5%	34.1%	48.0%	41.9%	167	-6.1%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	26.2%	28.6%	38.9%	35.3%	459	-3.6%	
	1-3 Years	35.5%	33.8%	42.4%	46.4%	399	4.0%	
	4-9 Years	23.9%	30.8%	33.5%	35.1%	328	1.6%	
	10-19 Years	33.1%	33.6%	33.1%	34.2%	149	1.2%	
	20 or more Years	29.0%	38.5%	45.8%	43.5%	92	-2.4%	
	Certified, Non-Affiliated, Administration Staff	30.9%	34.1%	37.1%	42.0%	662	4.9%	
	Hourly Staff	32.3%	32.0%	42.2%	36.9%	306	-5.2%	
Component: SAFETY								
TOPIC: Bullying & Harassment								
		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change	
36	I think that bullying is a frequent problem at this school/building. Reverse Scoring Used to Calculate "Positive Responses"							
Demographics	All Respondents	52.5%	60.9%	65.9%	68.4%	889	2.5%	
	Person of Color	60.5%	65.0%	66.7%	72.3%	47	5.7%	
	LGBTQ Staff	38.2%	52.1%	59.0%	66.0%	53	7.1%	
	Female	55.7%	62.6%	67.8%	70.0%	710	2.2%	
	Male	43.0%	55.8%	63.4%	63.4%	145	0.0%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	49.0%	61.2%	64.2%	65.8%	404	1.7%	
	1-3 Years	50.7%	58.5%	63.9%	67.9%	374	4.0%	
	4-9 Years	52.1%	62.7%	65.6%	66.3%	300	0.8%	
	10-19 Years	61.7%	65.0%	68.4%	74.6%	134	6.3%	
	20 or more Years	47.1%	61.9%	72.6%	67.9%	81	-4.7%	
	Certified, Non-Affiliated, Administration Staff	54.6%	61.0%	66.9%	69.4%	620	2.5%	
	Hourly Staff	46.2%	60.6%	64.0%	66.2%	269	2.2%	

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37	I think that cyberbullying is a frequent problem among students at this school/building. Reverse Scoring Used to Calculate "Positive Responses"							
Demographics	All Respondents	48.0%	56.3%	63.4%	63.2%	696	-0.2%	
	Person of Color	55.6%	66.7%	74.3%	73.2%	41	-1.1%	
	LGBTQ Staff	44.8%	50.0%	58.8%	67.4%	43	8.6%	
	Female	54.5%	61.4%	66.7%	67.8%	549	1.1%	
	Male	30.8%	41.3%	50.9%	45.5%	121	-5.5%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	50.6%	58.4%	69.6%	66.5%	310	-3.2%	
	1-3 Years	52.6%	60.9%	66.8%	67.2%	287	0.5%	
	4-9 Years	47.1%	50.3%	59.1%	62.8%	242	3.7%	
	10-19 Years	52.3%	58.5%	64.2%	59.8%	107	-4.4%	
	20 or more Years	27.9%	44.9%	58.9%	51.7%	60	-7.3%	
	Certified, Non-Affiliated, Administration Staff	45.7%	51.8%	59.4%	61.3%	509	1.9%	
	Hourly Staff	56.0%	69.2%	74.1%	68.4%	187	-5.6%	
38	Students at this school/building would feel comfortable reporting a bullying incident to a teacher or other staff.							
Demographics	All Respondents	82.6%	87.4%	91.5%	91.6%	881	0.1%	
	Person of Color	75.6%	88.1%	92.3%	88.9%	45	-3.4%	
	LGBTQ Staff	70.3%	76.6%	79.5%	84.0%	50	4.5%	
	Female	84.3%	87.7%	91.2%	92.7%	700	1.6%	
	Male	77.5%	88.9%	92.6%	89.3%	149	-3.3%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	84.5%	88.7%	92.0%	92.2%	410	0.2%	
	1-3 Years	79.8%	87.8%	91.4%	92.6%	367	1.2%	
	4-9 Years	81.0%	82.7%	88.8%	89.1%	302	0.2%	
	10-19 Years	89.6%	91.3%	93.6%	92.5%	134	-1.1%	
	20 or more Years	86.2%	91.4%	95.7%	94.9%	78	-0.8%	
	Certified, Non-Affiliated, Administration Staff	82.7%	87.3%	91.9%	91.1%	616	-0.8%	
	Hourly Staff	82.6%	87.8%	90.6%	92.8%	265	2.2%	
39	Staff at this school/building always stop bullying when they see it.							
Demographics	All Respondents	82.3%	86.1%	87.8%	88.1%	915	0.3%	
	Person of Color	73.8%	77.8%	84.1%	88.7%	53	4.6%	
	LGBTQ Staff	75.7%	77.6%	90.0%	80.4%	56	-9.6%	
	Female	81.6%	87.4%	87.4%	89.1%	727	1.7%	
	Male	83.0%	84.0%	89.7%	84.9%	152	-4.8%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	81.6%	87.2%	88.8%	90.1%	436	1.3%	
	1-3 Years	83.6%	88.0%	89.0%	89.7%	387	0.7%	
	4-9 Years	78.1%	82.7%	84.1%	88.3%	307	4.2%	
	10-19 Years	87.5%	81.9%	88.7%	84.8%	138	-3.9%	
	20 or more Years	79.8%	92.0%	91.5%	85.5%	83	-6.0%	
	Certified, Non-Affiliated, Administration Staff	81.6%	85.9%	87.5%	86.5%	637	-1.0%	
	Hourly Staff	84.3%	86.7%	88.4%	91.7%	278	3.3%	
40	Staff at this school/building experience negativity because of their race or ethnicity. Reverse Scoring Used to Calculate "Positive Responses"							
Demographics	All Respondents	88.2%	91.3%	93.2%	94.1%	812	0.9%	
	Person of Color	71.1%	71.1%	100.0%	87.8%	49	-12.2%	
	LGBTQ Staff	85.2%	77.1%	90.6%	83.0%	47	-7.6%	
	Female	88.5%	92.5%	93.6%	94.4%	658	0.7%	
	Male	87.1%	87.9%	92.9%	93.0%	129	0.1%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	89.2%	92.7%	93.4%	94.7%	380	1.3%	
	1-3 Years	88.0%	91.7%	94.2%	94.6%	355	0.5%	
	4-9 Years	87.7%	90.9%	91.8%	92.9%	269	1.1%	
	10-19 Years	87.8%	89.2%	92.0%	95.0%	119	3.0%	
	20 or more Years	90.3%	93.9%	94.5%	94.2%	69	-0.3%	
	Certified, Non-Affiliated, Administration Staff	87.0%	89.8%	92.2%	93.7%	552	1.4%	
	Hourly Staff	91.3%	94.7%	95.0%	95.0%	260	0.0%	

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41	Staff at this school/building experience negativity because of their cultural background or religion. Reverse Scoring Used to Calculate "Positive Responses"								
Demographics	All Respondents	90.8%	91.8%	93.7%	95.2%	833	1.5%		
	Person of Color	79.1%	77.3%	100.0%	93.9%	49	-6.1%		
	LGBTQ Staff	92.6%	88.9%	91.2%	87.5%	48	-3.7%		
	Female	91.7%	92.2%	93.8%	95.9%	676	2.0%		
	Male	88.5%	91.4%	94.2%	93.9%	131	-0.3%		
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	89.1%	93.3%	94.6%	95.4%	395	0.8%		
	1-3 Years	90.5%	92.3%	93.4%	96.7%	364	3.3%		
	4-9 Years	89.5%	91.1%	92.6%	93.9%	277	1.3%		
	10-19 Years	93.8%	90.4%	95.1%	94.3%	122	-0.8%		
	20 or more Years	90.9%	92.8%	96.5%	94.3%	70	-2.2%		
	Certified, Non-Affiliated, Administration Staff	90.6%	90.3%	93.2%	94.3%	564	1.2%		
	Hourly Staff	91.5%	94.9%	94.8%	97.0%	269	2.2%		
42	Staff at this school/building experience negativity because of their physical or mental disability. Reverse Scoring Used to Calculate "Positive Responses"								
Demographics	All Respondents	92.6%	91.6%	94.6%	94.7%	832	0.1%		
	Person of Color	85.7%	85.4%	96.7%	93.9%	49	-2.8%		
	LGBTQ Staff	86.2%	77.5%	87.5%	83.3%	48	-4.2%		
	Female	92.1%	91.4%	94.6%	94.8%	673	0.2%		
	Male	93.4%	95.7%	95.2%	95.5%	133	0.3%		
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	92.1%	92.6%	93.7%	94.4%	395	0.8%		
	1-3 Years	92.1%	91.7%	92.8%	94.1%	358	1.3%		
	4-9 Years	92.1%	90.4%	95.7%	94.6%	276	-1.2%		
	10-19 Years	94.8%	90.8%	96.1%	95.2%	124	-0.9%		
	20 or more Years	92.4%	95.7%	98.3%	97.3%	74	-1.0%		
	Certified, Non-Affiliated, Administration Staff	93.4%	90.6%	94.3%	94.1%	561	-0.2%		
	Hourly Staff	90.4%	93.7%	95.2%	95.9%	271	0.7%		
43	Staff at this school/building experience negativity because they identify as LGBTQ+. Reverse Scoring Used to Calculate "Positive Responses"								
Demographics	All Respondents	91.0%	92.1%	93.8%	94.5%	816	0.7%		
	Person of Color	82.1%	85.4%	100.0%	95.6%	45	-4.4%		
	LGBTQ Staff	75.9%	74.5%	77.5%	76.9%	52	-0.6%		
	Female	91.6%	93.2%	95.1%	94.9%	661	-0.2%		
	Male	89.1%	91.0%	92.2%	94.6%	130	2.4%		
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	91.2%	93.6%	94.2%	95.3%	384	1.1%		
	1-3 Years	88.9%	92.8%	93.2%	93.9%	358	0.7%		
	4-9 Years	91.0%	90.9%	93.5%	93.8%	273	0.2%		
	10-19 Years	96.8%	90.4%	96.0%	96.7%	120	0.6%		
	20 or more Years	91.8%	94.3%	94.5%	96.9%	65	2.4%		
	Certified, Non-Affiliated, Administration Staff	90.6%	90.9%	93.3%	94.0%	552	0.7%		
	Hourly Staff	92.4%	94.9%	94.8%	95.5%	264	0.7%		
Component: SAFETY									
TOPIC: Substance Abuse-Student									
				2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
44	At this school/building, how much of a problem is student drug use?								
Demographics	All Respondents	63.8%	73.6%	83.7%	83.0%	790	-0.7%		
	Person of Color	65.6%	80.0%	90.6%	91.9%	37	1.3%		
	LGBTQ Staff	66.7%	72.7%	83.3%	86.4%	44	3.0%		
	Female	70.1%	80.0%	86.3%	86.3%	633	0.0%		
	Male	46.5%	55.7%	72.6%	70.1%	134	-2.5%		
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	62.6%	74.6%	84.0%	85.4%	362	1.4%		
	1-3 Years	65.2%	76.2%	86.2%	86.3%	328	0.1%		
	4-9 Years	63.9%	69.4%	81.8%	80.1%	272	-1.7%		
	10-19 Years	69.2%	76.1%	87.4%	84.7%	111	-2.7%		
	20 or more Years	50.0%	67.9%	71.7%	77.2%	79	5.5%		
	Certified, Non-Affiliated, Administration Staff	61.9%	70.9%	81.0%	81.0%	575	0.0%		
	Hourly Staff	70.5%	81.6%	89.7%	88.4%	215	-1.3%		

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45 At this school/building, how much of a problem is student use of tobacco (e.g., cigarettes, e-cigarettes, chew, cigars)?							
Demographics	All Respondents	62.5%	70.5%	81.9%	82.1%	801	0.2%
	Person of Color	61.8%	85.3%	100.0%	84.2%	38	-15.8%
	LGBTQ Staff	60.0%	70.5%	84.6%	80.9%	47	-3.8%
	Female	67.9%	77.0%	84.0%	86.1%	638	2.0%
	Male	49.0%	51.3%	71.8%	66.9%	139	-4.9%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	62.6%	72.6%	83.0%	85.2%	364	2.2%
	1-3 Years	63.4%	74.6%	84.9%	86.0%	335	1.1%
	4-9 Years	61.8%	65.4%	79.2%	79.0%	271	-0.2%
	10-19 Years	68.6%	71.6%	83.2%	80.9%	115	-2.3%
	20 or more Years	52.1%	61.7%	73.3%	78.8%	80	5.4%
	Certified, Non-Affiliated, Administration Staff	61.0%	67.1%	78.8%	79.9%	577	1.1%
	Hourly Staff	67.6%	79.6%	88.7%	87.9%	224	-0.7%
46 At this school/building, how much of a problem is student alcohol use?							
Demographics	All Respondents	80.2%	87.9%	92.3%	91.7%	745	-0.6%
	Person of Color	82.8%	88.9%	96.8%	91.4%	35	-5.3%
	LGBTQ Staff	82.8%	88.9%	97.1%	90.9%	44	-6.2%
	Female	82.5%	91.8%	93.7%	93.8%	599	0.1%
	Male	71.8%	78.5%	84.7%	84.0%	125	-0.7%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	77.8%	89.7%	92.5%	94.8%	345	2.3%
	1-3 Years	81.2%	87.8%	93.2%	93.9%	314	0.7%
	4-9 Years	79.1%	87.7%	92.4%	89.8%	254	-2.6%
	10-19 Years	84.5%	92.9%	93.2%	89.8%	108	-3.4%
	20 or more Years	72.1%	81.9%	85.5%	91.3%	69	5.8%
	Certified, Non-Affiliated, Administration Staff	79.4%	87.4%	91.1%	90.1%	534	-1.0%
	Hourly Staff	83.1%	89.4%	94.7%	95.7%	211	1.0%
47 This school/building has adequate resources and programs to address substance use prevention.							
Demographics	All Respondents	54.4%	72.9%	79.2%	81.3%	509	2.1%
	Person of Color	68.8%	69.6%	78.3%	85.2%	27	6.9%
	LGBTQ Staff	47.6%	55.2%	82.1%	69.2%	26	-12.9%
	Female	56.4%	75.0%	80.7%	82.0%	388	1.2%
	Male	50.0%	69.2%	73.7%	81.9%	105	8.2%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	51.8%	70.8%	81.3%	82.3%	231	1.0%
	1-3 Years	53.6%	72.8%	79.8%	83.3%	215	3.4%
	4-9 Years	55.0%	74.8%	81.3%	78.3%	175	-3.0%
	10-19 Years	62.7%	66.2%	75.9%	84.6%	65	8.8%
	20 or more Years	47.3%	77.8%	75.6%	79.6%	54	4.0%
	Certified, Non-Affiliated, Administration Staff	49.5%	70.6%	75.9%	79.9%	359	4.0%
	Hourly Staff	70.5%	80.0%	87.1%	84.7%	150	-2.4%
Component: SAFETY							
TOPIC: Emergency Readiness							
					2022-23	2023-24	2024-25
					2025-26	2025-26 Response Rate	2 Yr Change
48 I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.							
Demographics	All Respondents	95.8%	95.5%	95.6%	96.8%	1050	1.2%
	Person of Color	93.8%	91.7%	93.6%	96.4%	55	2.7%
	LGBTQ Staff	86.8%	92.2%	97.7%	93.8%	64	-4.0%
	Female	95.4%	95.7%	95.6%	96.6%	829	1.0%
	Male	96.7%	96.1%	97.8%	97.8%	178	0.0%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	96.6%	94.5%	95.8%	97.5%	483	1.8%
	1-3 Years	94.3%	93.2%	94.1%	95.3%	444	1.2%
	4-9 Years	97.6%	97.1%	97.1%	99.1%	349	2.1%
	10-19 Years	95.5%	98.0%	96.1%	95.5%	157	-0.6%
	20 or more Years	97.2%	99.0%	97.6%	97.0%	100	-0.6%
	Certified, Non-Affiliated, Administration Staff	96.6%	96.2%	97.0%	96.8%	712	-0.2%
	Hourly Staff	93.7%	93.9%	92.7%	96.7%	338	4.0%

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49 This school/building has a written plan that describes procedures to be performed in shootings, and I know what to do in the event of this emergency.							
Demographics	All Respondents	91.0%	95.6%	94.9%	96.1%	1014	1.1%
	Person of Color	87.2%	95.8%	95.3%	100.0%	52	4.7%
	LGBTQ Staff	86.1%	95.9%	95.5%	91.9%	62	-3.5%
	Female	90.5%	96.0%	95.0%	96.1%	802	1.2%
	Male	94.3%	97.1%	97.0%	96.5%	171	-0.5%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	92.7%	94.5%	97.1%	96.4%	469	-0.8%
	1-3 Years	89.1%	94.6%	94.1%	95.3%	426	1.2%
	4-9 Years	93.8%	96.2%	96.2%	97.0%	337	0.9%
	10-19 Years	89.2%	97.2%	94.4%	96.0%	151	1.7%
	20 or more Years	94.1%	96.8%	96.3%	96.0%	100	-0.2%
	Certified, Non-Affiliated, Administration Staff	90.4%	96.3%	95.7%	95.8%	695	0.2%
	Hourly Staff	92.8%	94.0%	93.4%	96.6%	319	3.2%
50 This school/building has a written plan that clearly describes procedures to be performed in natural disasters, and I know what to do in the event of this emergency.							
Demographics	All Respondents	96.5%	96.5%	95.8%	96.9%	1027	1.1%
	Person of Color	91.5%	95.7%	95.7%	98.1%	52	2.4%
	LGBTQ Staff	94.6%	95.8%	93.2%	89.1%	64	-4.1%
	Female	96.3%	96.7%	95.9%	96.9%	811	1.0%
	Male	97.2%	98.3%	97.0%	97.7%	173	0.7%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	96.8%	95.7%	96.9%	96.6%	474	-0.3%
	1-3 Years	96.5%	95.5%	94.9%	95.2%	433	0.2%
	4-9 Years	97.5%	97.4%	96.6%	98.5%	343	2.0%
	10-19 Years	95.4%	97.2%	96.0%	98.0%	151	2.0%
	20 or more Years	96.3%	98.0%	97.5%	97.0%	100	-0.5%
	Certified, Non-Affiliated, Administration Staff	96.5%	97.3%	96.6%	96.4%	703	-0.2%
	Hourly Staff	96.6%	94.7%	94.2%	97.8%	324	3.7%
51 This school or school district provides effective training in safety procedures to staff (e.g., lockdown training or fire drills).							
Demographics	All Respondents	88.6%	92.7%	90.7%	94.1%	1046	3.3%
	Person of Color	89.6%	93.6%	91.8%	98.2%	55	6.3%
	LGBTQ Staff	70.3%	90.0%	88.6%	88.9%	63	0.3%
	Female	87.3%	93.4%	90.5%	94.4%	824	3.9%
	Male	92.8%	94.9%	93.4%	92.7%	179	-0.7%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	90.5%	93.7%	94.0%	95.0%	482	1.1%
	1-3 Years	82.4%	90.8%	87.6%	92.7%	440	5.1%
	4-9 Years	94.1%	93.3%	93.3%	95.1%	350	1.9%
	10-19 Years	93.3%	95.2%	93.0%	95.5%	156	2.5%
	20 or more Years	92.5%	97.0%	95.2%	94.0%	100	-1.2%
	Certified, Non-Affiliated, Administration Staff	88.4%	93.5%	92.4%	93.6%	706	1.2%
	Hourly Staff	89.3%	91.0%	87.5%	95.0%	340	7.5%
Component: ENVIRONMENT							
TOPIC: Physical Environment							
		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
52 This school/building looks clean and pleasant.							
Demographics	All Respondents	82.8%	82.1%	84.6%	87.8%	1060	3.2%
	Person of Color	87.5%	92.0%	90.9%	98.2%	55	7.3%
	LGBTQ Staff	89.5%	82.4%	88.6%	98.4%	64	9.8%
	Female	84.6%	82.7%	84.3%	87.2%	836	2.9%
	Male	78.1%	81.8%	91.2%	93.4%	181	2.2%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	82.0%	82.9%	82.5%	87.3%	489	4.9%
	1-3 Years	88.8%	86.4%	90.5%	93.8%	450	3.3%
	4-9 Years	84.1%	79.0%	81.9%	83.8%	352	1.9%
	10-19 Years	76.9%	78.0%	76.7%	85.4%	158	8.7%
	20 or more Years	67.6%	74.2%	75.9%	79.0%	100	3.1%
	Certified, Non-Affiliated, Administration Staff	80.4%	80.9%	85.0%	89.6%	719	4.5%
	Hourly Staff	88.8%	84.7%	83.8%	84.2%	341	0.3%

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53	This school/building is an inviting work environment.							
Demographics	All Respondents	85.1%	84.3%	89.2%	91.2%	1051	2.0%	
	Person of Color	93.8%	90.0%	88.7%	94.4%	54	5.8%	
	LGBTQ Staff	84.6%	72.5%	86.0%	88.7%	62	2.7%	
	Female	85.6%	85.8%	88.8%	92.0%	829	3.2%	
	Male	82.4%	79.5%	94.1%	90.6%	181	-3.5%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	84.1%	86.7%	89.2%	92.1%	483	2.9%	
	1-3 Years	89.1%	86.1%	89.7%	93.5%	445	3.8%	
	4-9 Years	85.4%	82.8%	87.8%	90.0%	350	2.2%	
	10-19 Years	79.1%	82.6%	88.9%	89.9%	158	1.0%	
	20 or more Years	78.3%	81.2%	91.4%	87.8%	98	-3.6%	
	Certified, Non-Affiliated, Administration Staff	83.0%	81.8%	88.8%	91.6%	713	2.8%	
	Hourly Staff	90.5%	89.9%	90.0%	90.5%	338	0.6%	
54	My teaching or work is hindered by poor heating, cooling, and/or lighting systems at this school/building. Reverse Scoring Used to Calculate "Positive Responses"							
Demographics	All Respondents	77.6%	81.6%	84.7%	86.3%	1038	1.7%	
	Person of Color	88.4%	83.3%	85.7%	88.5%	52	2.8%	
	LGBTQ Staff	81.1%	84.3%	79.1%	92.2%	64	13.1%	
	Female	77.1%	81.2%	85.1%	86.8%	818	1.7%	
	Male	80.4%	84.7%	86.7%	84.3%	178	-2.4%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	78.0%	79.9%	84.4%	88.5%	478	4.1%	
	1-3 Years	79.7%	82.6%	84.0%	86.0%	435	1.9%	
	4-9 Years	75.6%	78.6%	85.8%	88.5%	348	2.7%	
	10-19 Years	75.2%	79.9%	87.3%	87.2%	156	-0.1%	
	20 or more Years	78.1%	85.9%	80.2%	78.8%	99	-1.5%	
	Certified, Non-Affiliated, Administration Staff	76.3%	81.5%	84.0%	86.8%	711	2.8%	
	Hourly Staff	81.4%	81.6%	86.0%	85.3%	327	-0.7%	
55	My teaching or work is hindered by a lack of textbooks and basic supplies at this school/building. Reverse Scoring Used to Calculate "Positive Responses"							
Demographics	All Respondents	83.8%	85.8%	87.9%	83.6%	987	-4.3%	
	Person of Color	79.5%	81.3%	82.1%	80.4%	51	-1.7%	
	LGBTQ Staff	72.2%	73.5%	84.6%	82.5%	63	-2.1%	
	Female	84.3%	86.4%	88.2%	84.5%	779	-3.7%	
	Male	81.9%	87.0%	88.0%	81.5%	168	-6.4%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	81.3%	82.3%	88.2%	81.8%	461	-6.4%	
	1-3 Years	78.9%	85.9%	87.9%	82.2%	410	-5.7%	
	4-9 Years	85.6%	82.1%	87.6%	84.8%	335	-2.8%	
	10-19 Years	90.6%	84.9%	88.6%	83.2%	149	-5.4%	
	20 or more Years	87.4%	95.7%	87.2%	86.0%	93	-1.2%	
	Certified, Non-Affiliated, Administration Staff	82.6%	83.7%	85.2%	81.0%	694	-4.2%	
	Hourly Staff	87.4%	91.3%	93.6%	89.8%	293	-3.9%	
56	My teaching or work is hindered by inadequate or outdated equipment or facilities at this school/building. Reverse Scoring Used to Calculate "Positive Responses"							
Demographics	All Respondents	75.4%	80.0%	83.3%	83.3%	1013	0.0%	
	Person of Color	79.1%	79.2%	100.0%	83.7%	49	-16.3%	
	LGBTQ Staff	66.7%	73.5%	79.1%	81.3%	64	2.2%	
	Female	76.8%	80.9%	84.2%	84.8%	800	0.6%	
	Male	70.5%	77.3%	82.2%	78.7%	174	-3.5%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	74.0%	80.6%	84.9%	84.2%	468	-0.7%	
	1-3 Years	77.7%	80.8%	86.6%	84.3%	420	-2.3%	
	4-9 Years	72.9%	76.6%	79.8%	83.4%	343	3.6%	
	10-19 Years	76.5%	78.3%	84.8%	84.6%	156	-0.2%	
	20 or more Years	71.4%	86.9%	75.0%	76.6%	94	1.6%	
	Certified, Non-Affiliated, Administration Staff	73.2%	78.5%	82.0%	82.3%	700	0.3%	
	Hourly Staff	81.8%	83.6%	86.2%	85.6%	313	-0.6%	

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Component: ENVIRONMENT							
TOPIC: Instructional Environment							
		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
57 The students in my class(es) come to class prepared with the appropriate supplies and books.							
Demographics	All Respondents	68.1%	72.7%	79.7%	82.0%	795	2.3%
	Person of Color	67.6%	81.0%	80.5%	87.8%	49	7.3%
	LGBTQ Staff	60.0%	65.2%	71.4%	77.4%	53	5.9%
	Female	69.1%	73.8%	80.6%	82.4%	615	1.9%
	Male	65.3%	74.0%	80.4%	86.3%	146	5.9%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	66.0%	72.5%	78.6%	78.6%	392	0.0%
	1-3 Years	69.3%	72.1%	81.0%	83.9%	310	2.8%
	4-9 Years	65.1%	73.4%	75.5%	78.8%	278	3.3%
	10-19 Years	69.4%	72.7%	84.0%	84.9%	126	1.0%
	20 or more Years	68.5%	73.6%	79.1%	81.5%	81	2.4%
	Certified, Non-Affiliated, Administration Staff	68.0%	71.9%	78.5%	82.7%	589	4.2%
	Hourly Staff	68.4%	75.3%	82.6%	80.1%	206	-2.5%
58 Once we start a new program at this school/building, follow up happens to ensure the implementation is on track.							
Demographics	All Respondents	55.1%	71.6%	80.0%	78.7%	854	-1.3%
	Person of Color	72.5%	76.7%	82.5%	95.7%	46	13.2%
	LGBTQ Staff	60.6%	56.8%	86.1%	66.0%	47	-20.2%
	Female	55.9%	73.7%	80.3%	79.0%	673	-1.3%
	Male	52.1%	67.8%	79.1%	79.7%	148	0.6%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	56.6%	72.3%	79.8%	82.3%	389	2.5%
	1-3 Years	59.1%	74.3%	82.7%	83.3%	342	0.6%
	4-9 Years	50.9%	67.2%	73.3%	76.8%	293	3.5%
	10-19 Years	59.8%	72.0%	82.9%	72.3%	130	-10.6%
	20 or more Years	45.8%	70.6%	82.7%	76.4%	89	-6.3%
	Certified, Non-Affiliated, Administration Staff	51.1%	69.3%	78.3%	75.6%	631	-2.7%
	Hourly Staff	70.7%	79.3%	84.9%	87.4%	223	2.5%
59 The programs and resources at this school/building are adequate to support students' learning.							
Demographics	All Respondents	72.9%	79.6%	84.1%	83.7%	946	-0.4%
	Person of Color	80.4%	80.4%	83.7%	80.4%	51	-3.3%
	LGBTQ Staff	71.4%	71.1%	85.0%	70.5%	61	-14.5%
	Female	72.5%	80.1%	83.7%	83.5%	752	-0.2%
	Male	78.0%	83.2%	86.6%	89.9%	158	3.3%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	70.8%	76.9%	82.7%	83.0%	454	0.4%
	1-3 Years	75.5%	80.9%	85.4%	86.7%	391	1.3%
	4-9 Years	71.2%	72.4%	81.2%	82.6%	321	1.3%
	10-19 Years	71.3%	82.9%	83.9%	76.4%	144	-7.5%
	20 or more Years	70.5%	85.3%	85.9%	86.7%	90	0.8%
	Certified, Non-Affiliated, Administration Staff	69.4%	77.6%	81.3%	80.5%	678	-0.8%
	Hourly Staff	84.6%	84.9%	90.2%	91.8%	268	1.6%
60 Teachers and staff at this school/building feel responsible to help each other do their best.							
Demographics	All Respondents	85.0%	86.8%	88.0%	91.5%	1014	3.5%
	Person of Color	86.7%	89.1%	88.5%	94.3%	53	5.9%
	LGBTQ Staff	82.1%	81.6%	86.4%	85.2%	61	-1.1%
	Female	83.9%	86.6%	87.7%	91.9%	807	4.3%
	Male	87.1%	90.7%	92.3%	91.7%	169	-0.6%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	83.0%	86.2%	87.7%	90.7%	472	3.0%
	1-3 Years	85.2%	85.6%	88.0%	91.8%	425	3.7%
	4-9 Years	85.6%	86.7%	86.8%	92.0%	338	5.3%
	10-19 Years	80.0%	86.1%	89.6%	89.5%	153	-0.1%
	20 or more Years	89.3%	93.9%	88.8%	91.8%	98	3.1%
	Certified, Non-Affiliated, Administration Staff	85.6%	86.3%	87.8%	91.7%	700	3.9%
	Hourly Staff	83.2%	87.9%	88.3%	91.1%	314	2.7%

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61	Teachers and staff at this school/building feel it is a part of their job to prepare students to succeed in the community, college, or a career.						
		All Respondents	96.1%	97.3%	96.1%	97.4%	
Demographics		Person of Color	93.3%	100.0%	95.8%	100.0%	51
		LGBTQ Staff	91.9%	95.7%	97.6%	100.0%	58
		Female	96.3%	97.8%	96.9%	97.3%	776
		Male	95.3%	97.1%	96.9%	98.8%	165
Staff Info		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	95.6%	97.5%	96.6%	97.6%	459
		1-3 Years	95.7%	97.3%	96.5%	96.3%	408
		4-9 Years	97.0%	96.0%	96.0%	97.6%	328
		10-19 Years	96.9%	98.6%	96.0%	98.7%	152
		20 or more Years	95.1%	99.0%	94.9%	100.0%	91
		Certified, Non-Affiliated, Administration Staff	96.3%	98.0%	96.2%	98.1%	691
		Hourly Staff	95.8%	95.6%	96.0%	95.8%	288
62	The programs and resources at this school/building are adequate to support students with special needs or disabilities.						
		All Respondents	70.2%	71.4%	72.1%	75.3%	964
Demographics		Person of Color	80.0%	80.0%	67.4%	78.4%	51
		LGBTQ Staff	58.3%	63.0%	67.5%	58.3%	60
		Female	70.5%	70.3%	70.3%	75.9%	775
		Male	74.7%	80.6%	82.4%	76.6%	158
Staff Info		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	63.2%	68.0%	69.3%	74.1%	471
		1-3 Years	69.4%	74.3%	74.5%	81.1%	403
		4-9 Years	66.8%	62.8%	67.3%	69.2%	325
		10-19 Years	71.9%	71.2%	74.0%	73.6%	144
		20 or more Years	77.7%	78.2%	71.1%	73.9%	92
		Certified, Non-Affiliated, Administration Staff	68.6%	67.3%	68.6%	70.9%	671
		Hourly Staff	75.0%	81.6%	79.5%	85.3%	293
Component: ENVIRONMENT							
TOPIC: District Environment							
					2022-23	2023-24	2024-25
					2025-26	2025-26 Response Rate	2 Yr Change
63	Every PK-12 program and/or department is evaluated through a review and analysis process with an equity lens.						
		All Respondents	73.3%	79.2%	84.8%	84.0%	670
Demographics		Person of Color	65.8%	73.0%	83.3%	97.1%	34
		LGBTQ Staff	65.2%	62.9%	79.3%	72.5%	40
		Female	72.6%	81.2%	85.3%	84.7%	530
		Male	72.9%	78.4%	87.6%	84.7%	118
Staff Info		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	73.6%	79.3%	85.6%	86.1%	316
		1-3 Years	77.9%	81.6%	86.1%	85.9%	290
		4-9 Years	65.2%	76.0%	83.0%	82.1%	218
		10-19 Years	78.5%	76.3%	87.7%	82.5%	97
		20 or more Years	67.6%	79.4%	80.0%	84.6%	65
		Certified, Non-Affiliated, Administration Staff	71.6%	77.2%	83.3%	82.2%	511
		Hourly Staff	80.4%	86.3%	89.5%	89.9%	159
64	The District reviews and analyzes academic achievement results for all students to determine the effectiveness of academic resources, services purchased, and instructional strategies promoted to aid the delivery of content or improvement of instruction.						
		All Respondents	77.4%	83.2%	88.2%	86.0%	724
Demographics		Person of Color	71.1%	87.5%	84.8%	84.6%	39
		LGBTQ Staff	68.0%	64.5%	86.7%	81.6%	38
		Female	78.8%	83.1%	88.6%	86.7%	578
		Male	75.6%	84.0%	89.6%	87.6%	121
Staff Info		Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	76.6%	82.2%	89.3%	85.5%	352
		1-3 Years	79.4%	83.1%	88.6%	85.7%	301
		4-9 Years	76.2%	81.9%	88.6%	85.5%	234
		10-19 Years	81.7%	82.2%	87.9%	84.8%	112
		20 or more Years	67.2%	88.0%	85.5%	90.9%	77
		Certified, Non-Affiliated, Administration Staff	76.3%	80.9%	87.0%	86.2%	545
		Hourly Staff	81.7%	91.7%	91.8%	85.5%	179

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Component: ENVIRONMENT							
TOPIC: Student Wellness							
		2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change
65 This school/building places a priority on students' health needs.							
Demographics	All Respondents	86.6%	90.9%	92.1%	92.8%	978	0.7%
	Person of Color	93.5%	88.4%	91.5%	98.0%	51	6.5%
	LGBTQ Staff	81.1%	85.1%	97.5%	87.1%	62	-10.4%
	Female	86.9%	90.8%	92.5%	93.7%	779	1.2%
	Male	88.0%	94.4%	92.9%	93.8%	162	1.0%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	84.9%	90.6%	91.6%	92.6%	460	1.0%
	1-3 Years	88.7%	89.8%	92.7%	92.5%	415	-0.2%
	4-9 Years	82.7%	91.9%	91.6%	92.8%	334	1.3%
	10-19 Years	87.5%	90.4%	89.0%	92.1%	139	3.1%
	20 or more Years	86.3%	94.6%	96.1%	95.6%	90	-0.5%
	Certified, Non-Affiliated, Administration Staff	85.7%	90.6%	92.1%	93.3%	675	1.2%
	Hourly Staff	89.3%	91.5%	92.1%	91.7%	303	-0.4%
66 This school provides quality counseling or other services to help students with social or emotional needs.							
Demographics	All Respondents	73.7%	83.1%	85.6%	88.6%	958	3.0%
	Person of Color	80.0%	89.6%	88.4%	93.9%	49	5.5%
	LGBTQ Staff	78.4%	79.6%	89.5%	94.5%	55	5.1%
	Female	71.5%	83.0%	85.3%	88.6%	771	3.3%
	Male	81.7%	85.7%	89.8%	90.3%	155	0.6%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	73.5%	83.7%	83.2%	87.8%	450	4.6%
	1-3 Years	77.2%	84.2%	88.9%	92.8%	403	3.9%
	4-9 Years	66.1%	84.1%	82.0%	85.8%	330	3.7%
	10-19 Years	74.2%	80.7%	81.7%	82.7%	139	1.1%
	20 or more Years	75.8%	79.3%	86.7%	89.5%	86	2.9%
	Certified, Non-Affiliated, Administration Staff	70.9%	79.7%	82.5%	87.8%	670	5.2%
	Hourly Staff	81.5%	91.3%	92.1%	90.6%	288	-1.5%
67 This school prioritizes and provides the materials, resources, and training necessary for me to support students' social, emotional, and behavioral needs.							
Demographics	All Respondents	68.2%	74.4%	77.4%	80.5%	972	3.0%
	Person of Color	81.8%	80.0%	76.0%	92.3%	52	16.3%
	LGBTQ Staff	52.8%	70.0%	78.6%	78.7%	61	0.1%
	Female	67.9%	74.0%	77.0%	80.8%	775	3.7%
	Male	71.3%	82.3%	83.1%	82.6%	161	-0.5%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	68.4%	70.9%	76.7%	78.9%	465	2.2%
	1-3 Years	69.0%	74.2%	77.4%	82.4%	403	5.0%
	4-9 Years	60.7%	72.0%	76.2%	78.5%	331	2.3%
	10-19 Years	74.8%	75.2%	76.9%	76.4%	148	-0.5%
	20 or more Years	71.9%	80.2%	81.8%	85.6%	90	3.7%
	Certified, Non-Affiliated, Administration Staff	66.4%	74.2%	74.8%	79.1%	684	4.3%
	Hourly Staff	74.0%	75.0%	83.3%	83.7%	288	0.4%
68 This school places a priority on addressing students' mental health needs.							
Demographics	All Respondents	72.6%	78.2%	81.5%	83.7%	942	2.2%
	Person of Color	82.2%	83.0%	83.0%	100.0%	49	17.0%
	LGBTQ Staff	72.2%	77.1%	92.7%	83.6%	55	-9.0%
	Female	71.6%	77.7%	80.6%	84.0%	748	3.3%
	Male	77.2%	82.0%	88.7%	84.3%	159	-4.4%
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	71.3%	77.1%	79.8%	83.1%	444	3.3%
	1-3 Years	75.7%	79.8%	84.9%	87.4%	382	2.5%
	4-9 Years	67.0%	75.0%	76.2%	82.5%	331	6.2%
	10-19 Years	73.6%	75.9%	81.5%	77.6%	143	-3.9%
	20 or more Years	72.2%	82.0%	80.5%	81.4%	86	0.9%
	Certified, Non-Affiliated, Administration Staff	70.1%	75.6%	80.1%	82.8%	674	2.7%
	Hourly Staff	80.3%	84.9%	84.5%	85.8%	268	1.3%

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69	This school places a priority on teaching students strategies to manage their stress levels.							
Demographics	All Respondents	66.9%	75.9%	79.0%	81.4%	932	2.4%	
	Person of Color	75.0%	87.0%	79.2%	89.8%	49	10.6%	
	LGBTQ Staff	64.9%	68.9%	80.5%	82.5%	57	2.0%	
	Female	66.4%	75.5%	79.1%	81.5%	747	2.5%	
	Male	66.9%	78.9%	81.0%	83.2%	149	2.3%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	67.7%	75.1%	77.9%	82.1%	441	4.2%	
	1-3 Years	69.9%	78.6%	79.5%	84.5%	388	5.0%	
	4-9 Years	61.6%	75.1%	75.6%	80.6%	319	5.0%	
	10-19 Years	72.4%	70.1%	79.3%	74.3%	140	-5.0%	
	20 or more Years	60.2%	74.2%	86.1%	82.4%	85	-3.8%	
	Certified, Non-Affiliated, Administration Staff	63.6%	73.5%	76.8%	79.5%	662	2.6%	
	Hourly Staff	76.9%	82.2%	83.6%	86.3%	270	2.7%	
Component: SAFETY TOPIC: Discipline								
2022-232023-242024-252025-26						2025-26 Response Rate	2 Yr Change	
70	Staff at this school/building are clearly informed about school policies and procedures.							
Demographics	All Respondents	74.4%	84.8%	86.6%	89.9%	1026	3.3%	
	Person of Color	80.4%	80.9%	83.0%	88.5%	52	5.5%	
	LGBTQ Staff	64.1%	80.0%	92.9%	86.7%	60	-6.2%	
	Female	73.1%	86.0%	87.1%	90.6%	812	3.5%	
	Male	79.1%	83.9%	87.4%	88.6%	176	1.2%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	76.5%	85.1%	87.8%	90.9%	474	3.2%	
	1-3 Years	70.8%	83.2%	86.8%	89.7%	428	2.9%	
	4-9 Years	76.5%	84.7%	85.7%	87.9%	346	2.1%	
	10-19 Years	78.5%	86.9%	84.9%	91.0%	155	6.0%	
	20 or more Years	77.4%	89.7%	90.4%	95.9%	97	5.5%	
	Certified, Non-Affiliated, Administration Staff	72.8%	84.8%	86.5%	90.0%	702	3.5%	
	Hourly Staff	78.8%	84.9%	86.6%	89.5%	324	2.9%	
71	Staff at this school/building recognize students for positive behavior.							
Demographics	All Respondents	93.6%	93.9%	94.7%	94.8%	997	0.1%	
	Person of Color	88.6%	94.0%	91.5%	98.1%	53	6.6%	
	LGBTQ Staff	91.7%	89.8%	100.0%	91.7%	60	-8.3%	
	Female	93.7%	94.6%	93.9%	95.8%	792	1.9%	
	Male	92.4%	93.6%	97.7%	92.2%	167	-5.5%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	93.4%	92.9%	95.5%	94.7%	470	-0.9%	
	1-3 Years	91.6%	92.9%	93.7%	94.9%	415	1.3%	
	4-9 Years	93.0%	93.5%	93.9%	93.7%	334	-0.2%	
	10-19 Years	96.1%	97.3%	97.6%	96.1%	152	-1.5%	
	20 or more Years	98.0%	94.9%	97.5%	95.8%	96	-1.7%	
	Certified, Non-Affiliated, Administration Staff	94.0%	93.3%	95.0%	95.2%	684	0.2%	
	Hourly Staff	92.4%	95.4%	94.1%	93.9%	313	-0.2%	
72	School rules are applied equally to all students.							
Demographics	All Respondents	59.1%	65.5%	67.6%	70.8%	982	3.1%	
	Person of Color	62.2%	65.2%	77.5%	90.6%	53	13.1%	
	LGBTQ Staff	47.1%	44.7%	56.4%	63.6%	55	7.2%	
	Female	58.2%	64.9%	66.9%	70.2%	781	3.2%	
	Male	63.6%	70.5%	76.4%	76.7%	163	0.3%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	60.6%	65.5%	66.3%	69.1%	463	2.8%	
	1-3 Years	60.5%	68.2%	71.1%	76.2%	407	5.0%	
	4-9 Years	57.9%	62.7%	63.6%	65.1%	338	1.5%	
	10-19 Years	59.2%	62.6%	57.5%	64.7%	150	7.2%	
	20 or more Years	56.6%	64.3%	78.4%	78.2%	87	-0.2%	
	Certified, Non-Affiliated, Administration Staff	57.1%	64.6%	69.0%	72.0%	672	3.0%	
	Hourly Staff	64.6%	67.8%	64.9%	68.1%	310	3.2%	

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73	School discipline is fair.											
Demographics	All Respondents	59.1%	68.5%	69.0%	73.4%	959	4.4%					
	Person of Color	57.1%	67.4%	69.0%	92.0%	50	23.0%					
	LGBTQ Staff	64.7%	47.8%	51.3%	75.9%	54	24.6%					
	Female	58.1%	67.6%	69.2%	73.0%	762	3.7%					
	Male	63.4%	75.0%	72.8%	79.4%	160	6.6%					
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	60.3%	68.2%	67.8%	73.1%	453	5.2%					
	1-3 Years	60.2%	69.7%	71.8%	77.3%	397	5.6%					
	4-9 Years	57.1%	64.3%	64.4%	68.9%	331	4.5%					
	10-19 Years	58.5%	69.3%	64.1%	66.7%	144	2.6%					
	20 or more Years	60.0%	71.1%	77.8%	83.9%	87	6.1%					
	Certified, Non-Affiliated, Administration Staff	56.7%	68.4%	70.6%	76.3%	662	5.7%					
	Hourly Staff	66.1%	68.7%	65.7%	67.0%	297	1.3%					
74	This school/building effectively handles student discipline and behavior problems.											
Demographics	All Respondents	46.4%	59.9%	60.8%	66.8%	969	5.9%					
	Person of Color	45.5%	63.8%	70.0%	83.7%	49	13.7%					
	LGBTQ Staff	41.7%	49.0%	55.0%	63.2%	57	8.2%					
	Female	46.8%	60.4%	59.6%	66.4%	771	6.8%					
	Male	49.7%	60.7%	70.6%	72.0%	161	1.4%					
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	50.0%	60.3%	59.9%	66.5%	457	6.6%					
	1-3 Years	48.8%	64.3%	65.1%	71.7%	406	6.6%					
	4-9 Years	43.6%	55.7%	56.8%	61.5%	330	4.7%					
	10-19 Years	46.5%	55.9%	53.3%	62.5%	144	9.2%					
	20 or more Years	43.9%	54.3%	64.5%	70.8%	89	6.3%					
	Certified, Non-Affiliated, Administration Staff	42.6%	59.5%	62.1%	69.1%	670	7.0%					
	Hourly Staff	57.1%	60.8%	58.2%	61.5%	299	3.4%					
75	Staff at this school/building work together to ensure an orderly environment.											
Demographics	All Respondents	77.6%	84.0%	83.8%	88.2%	1032	4.4%					
	Person of Color	76.6%	86.0%	92.5%	96.2%	52	3.7%					
	LGBTQ Staff	71.1%	81.6%	85.4%	90.3%	62	5.0%					
	Female	77.4%	84.4%	82.7%	88.8%	816	6.1%					
	Male	79.1%	85.1%	91.9%	86.9%	175	-5.0%					
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	78.0%	86.7%	83.2%	88.9%	477	5.6%					
	1-3 Years	80.2%	85.7%	85.6%	90.2%	437	4.6%					
	4-9 Years	78.6%	84.0%	81.9%	86.9%	344	5.0%					
	10-19 Years	72.9%	79.3%	79.7%	85.7%	154	6.0%					
	20 or more Years	72.5%	82.8%	86.7%	87.6%	97	0.9%					
	Certified, Non-Affiliated, Administration Staff	77.0%	83.5%	84.7%	88.9%	705	4.3%					
	Hourly Staff	79.1%	85.3%	81.9%	86.5%	327	4.6%					
Component: ENGAGEMENT												
TOPIC: Communication												
						2022-23	2023-24	2024-25	2025-26	2025-26 Response Rate	2 Yr Change	
76	There is a system in place for staff to find critical ECASD information.											
Demographics	All Respondents	84.0%	91.5%	91.5%	93.8%	979	2.3%					
	Person of Color	86.0%	95.6%	91.7%	95.8%	48	4.2%					
	LGBTQ Staff	80.6%	93.0%	97.5%	91.2%	57	-6.3%					
	Female	85.0%	92.3%	91.4%	94.4%	769	3.0%					
	Male	81.7%	90.2%	94.7%	92.4%	171	-2.3%					
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	84.3%	92.4%	91.4%	94.8%	445	3.5%					
	1-3 Years	83.7%	92.2%	91.1%	94.1%	410	3.0%					
	4-9 Years	83.9%	91.4%	92.4%	93.8%	323	1.4%					
	10-19 Years	88.6%	88.9%	93.3%	92.0%	150	-1.3%					
	20 or more Years	79.6%	92.5%	87.3%	94.8%	96	7.4%					
	Certified, Non-Affiliated, Administration Staff	83.5%	90.9%	91.9%	94.2%	687	2.2%					
	Hourly Staff	85.5%	93.1%	90.5%	92.8%	292	2.4%					

STAFF CLIMATE SURVEY
2022-23 through 2025-26
Combined Percentage of Positive Responses & By Demographics

77	The District Update is an effective way to communicate with staff.							
Demographics	All Respondents	80.8%	81.8%	84.1%	84.5%	1013	0.4%	
	Person of Color	88.9%	89.1%	83.7%	92.3%	52	8.6%	
	LGBTQ Staff	67.6%	71.4%	73.8%	78.0%	59	4.2%	
	Female	83.6%	83.2%	85.3%	84.5%	799	-0.8%	
	Male	72.7%	78.0%	83.2%	84.3%	172	1.1%	
Staff Info	Student Services (SPED, ELL, TAG, Migrant Educator, etc.)	82.8%	84.0%	84.7%	85.3%	456	0.6%	
	1-3 Years	74.8%	79.0%	81.2%	84.9%	425	3.8%	
	4-9 Years	87.6%	81.8%	86.8%	80.9%	335	-5.9%	
	10-19 Years	86.8%	89.7%	89.0%	88.3%	154	-0.7%	
	20 or more Years	80.4%	82.8%	82.9%	88.9%	99	6.0%	
	Certified, Non-Affiliated, Administration Staff	80.3%	81.1%	83.3%	84.8%	699	1.5%	
	Hourly Staff	82.2%	83.3%	85.7%	83.8%	314	-1.9%	