HANOVER RESEARCH

DISTRICT LCAP REPORT

Prepared for Colton Joint Unified School District

December 2019

EXECUTIVE SUMMARY

INTRODUCTION

In this report, Hanover Research analyzes and summarizes the results from the 2019 CJUSD LCAP Survey. In total, 4,089 respondents completed the survey and provided quality survey responses. The report includes results from 2,977 students, 368 parents, and 744 staff members.

THE REPORT CONTAINS THE FOLLOWING SECTIONS:

Executive Summary and Key Findings. We summarize the methodology of the study, provide recommendations, and present high-level key findings.

Section I: Construct Composite Scores. The survey asked questions on the following core constructs: academic environment; satisfaction; social environment; and stakeholder engagement. In this section, we provide high-level construct scores for each stakeholder group.

Section II: Item-level Scores. For each construct, we present item by item results. While respondents answered each item on a five-point scale, we present top two results for ease of interpretation. See the accompanying data supplement for the full set of results.

Section III: Custom Questions. For each custom question, we present item by item results. While respondents answered each item on a five-point scale, we present top two results for ease of interpretation. See the accompanying data supplement for the full set of results.

Section IV: Demographics. We summarize respondents' characteristics, including school location and grade level.

Colton Joint Unified School District (CJUSD)
https://www.colton.k12.ca.us
Colton, CA

Goals

1) To gather feedback from stakeholders

2) Identify areas of improvement

3) Collect data point to inform future LCAP goals and planning

Approach

Online survey of students, parents, staff, and community in November/December 2019.

METHODOLOGY

- **Methodology:** The survey was fielded online using the Qualtrics software platform in November/December 2019 to staff, students, and parents at CJUSD. After data collection, Hanover identified and removed low-quality respondents. Throughout the report, statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

- **Constructs:** The survey results are divided into three main constructs and associated sub-constructs. For example, the main constructs are academic environment, social environment, and stakeholder engagement. Within each main construct there are sub-constructs, as outlined in the following table. CJUSD also included a few custom questions about career and technical education in the district.

<table>
<tr><th>Academic Environment</th><th>Stakeholder Engagement</th></tr>
<tr><td rowspan="3">Expectations
Learning Environment
Student Support
Student Engagement
English Learners
Foster Youth
Special Education</td><td>Communication with Parents
Parent Involvement</td></tr>
<tr><td>Social Environment</td></tr>
<tr><td>Social Climate</td></tr>
</table>

KEY FINDINGS

STRENGTHS

- **Respondents are satisfied with district teachers and staff and believe they support students.** 70% of all respondents agree that students receive the resources and support they need, and 73% of parents and students are satisfied with district teachers, overall. Furthermore, most respondents agree that teachers and staff:
  - Use technology to teach 83%
  - Encourage students on a regular basis 77%
  - Try to make class interesting 72%
  - Help students when they don't understand something 72%
- **Respondents indicate that district schools support students' academic achievement.** Over two-thirds agree that district schools:
  - Want students to succeed 88%
  - Set high expectations for student achievement 77%
  - Provide well-rounded curriculum 72%
  - Prepares students for success in college or a career 76%
- **Parents are satisfied with district schools communication and involvement.** Most parents say that district schools:
  - Encourage parental involvement 73%
  - Offer parents a say in the decision-making process at their child's school 62%
  - Effectively communicate with parents regarding their child's progress 72%

KEY FINDINGS

AREAS FOR IMPROVEMENT

- **Students rate their school's social climate less favorably than other areas surveyed.** Less than half of students agree that students at their school get along with each other and respect each other's differences (47%) or that students respect the teachers and staff (46%). Bullying is a concern for many respondents with less than a third saying that bullying is **not** a problem at their school (28%).
    - Another concern relates to issues of fairness. Only half of students agree that school rules are fair, and less than half (46%) indicate that students are treated fairly. *These two items have shown a decrease in comparison to the 2018 LCAP survey.*
- **Respondents (particularly students) are concerned with the cleanliness of district schools.** Less than half of respondents (42%) agree that their (or their child's) school is clean. While 68% of parents believe that their child's school is clean, only 48% of staff and 37% of students indicate the same.
- **Staff and parents believe that special student populations could be provided with more after-school activities.** Overall, only about half of parents and teachers agree that their school provides foster youth (56%), English learners (46%), and special education students (44%) with enough after-school activities.
- **Most respondents are not aware of the Career and Technical Education (CTE) Pathways program at their (or their child's) school.** Only 25% of parents and students are aware of the CTE Pathways programs. Furthermore, only 15% of high school students participate (*or have a child that participates*) in the CTE pathways program.

KEY FINDINGS

CHANGE FROM 2018 TO 2019

Year-to-Year Strengths

- District schools offer(s) parents a say in the decision-making process at my school (+5% agreement)
  - The school keeps parents well informed about events and activities (+5% agreement)
    - Parental participation in parent-teacher conferences (+9% selection)
      - Parental participation in school or class events (+7% selection)
        - Parents volunteering at their child's school (+6% selection)
          - Parental participation in the PTA (+5% selection)
  - Parents receiving communication from their child(s) teacher(s) (+8% selection)
    - Parents receiving communication from social media (+8% selection)

Note: The list above includes statistically significant differences of at least 5%.

KEY FINDINGS

CHANGE FROM 2018 TO 2019

Year-to-Year Areas for Improvement

- Students like going to school (-5% agreement)
- Students respect the teachers and staff (-7% agreement)
- All students are treated fairly (-5% agreement)
- School rules are fair (-5% agreement)
- My [child's] school is clean (-6% agreement)
- Awareness of CTE Pathways program at schools (-6% selection)

Note: The list above includes statistically significant differences of at least 5%.

RECOMMENDATIONS (1/2)

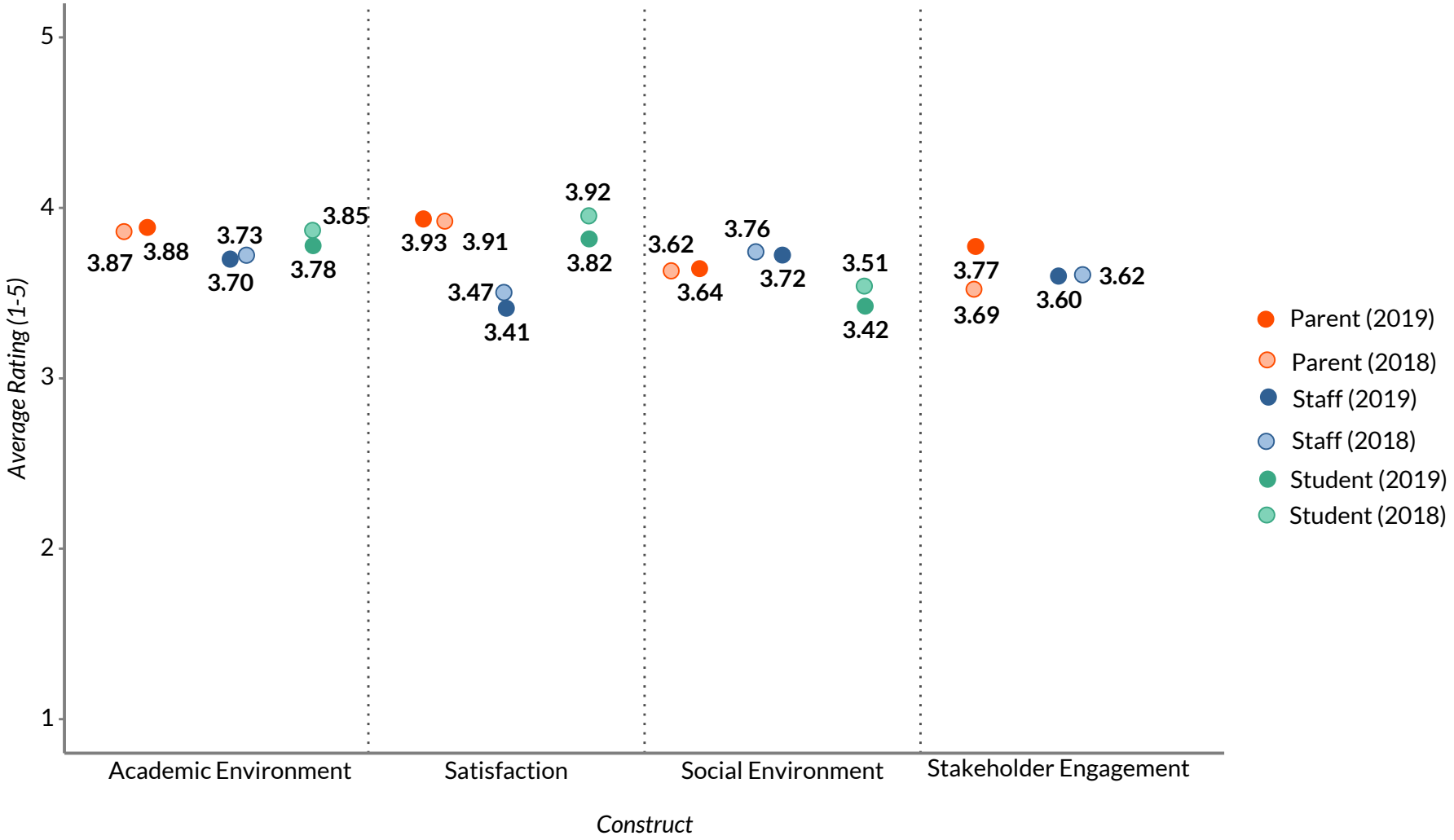
- **Work to enhance maintenance operations in district schools.** Less than half of respondents agree that their (or their child's) school is clean, and this represents a decline since the 2018 LCAP survey. In particular, Bloomington HS, Colton MS, Colton HS, and Terrace Hills MS receive the lowest cleanliness ratings. Some ways to improve the cleanliness of district schools include:
  - Ensuring that each school's maintenance department has their staffing and resource needs met,
  - Instituting a systematic approach to monitoring staff efficiency and school cleanliness conditions, and
  - Educating students, teachers, and administrators about the things they can do to support a clean environment.
- **Continue prioritizing anti-bullying efforts within district schools**. Bullying is a concern among parents, students, and staff. In light of this, consider devoting additional resources aimed at preventing bullying and making students aware of the support available and the procedures in place in the event of bullying. This was a concern that was raised in last year's LCAP survey as well.
- **Engage students in discussions about fairness and respect.** Another decline (when compared to last year's LCAP survey) involves the issues of fairness and respect—respondents are less likely to agree that students respect teachers/staff, that all students are treated fairly, and that school rules are fair. As a first step, consider hosting "Town Hall" discussions in district schools. These "Town Hall" discussions can be used to:
  - Identify students' specific concerns with school rules,
  - Provide students the opportunity to make their voices heard, and
  - Foster a spirit of dialogue that results in greater trust between students, teachers, and administrators.

RECOMMENDATIONS (2/2)

- **Provide additional after-school activities for special student populations.** Respondents (particularly staff) believe that district schools are not providing enough after-school activities for special education students, English learners, and foster youth. This was a concern that was raised in last year's LCAP survey as well.
- **Increase awareness of CJUSD's CTE Pathways programs.** Since only a quarter of all respondents are aware of the CTE Pathways program offered at their (or their child's) school and since overall awareness has decreased since the 2018 LCAP survey, work to increase parents' and students' awareness of CJUSD's CTE Pathways program. Awareness is lower in middle schools than in high schools, and among CJUSD's high schools, Slover Mountain High School has the lowest overall awareness. Possible strategies to increase awareness could include:
  - Periodically incorporating information about CTE Pathways programs into student announcements and in official school communication to parents.
  - Reminding students about the CTE Pathways programs during academic advising with school counselors.
  - Sending students personalized invitations for specific CTE pathways based on their' stated interests and course history.
- **Offer more CTE Pathways options for students to choose from.** Less than half of all respondents indicate that the CTE Pathways program has enough pathway options from which to choose from. Consider conducting another survey to identify new pathways options for students.

SECTION I: CONSTRUCT COMPOSITE SCORES

OVERALL CONSTRUCT SCORECARD



SUBCONSTRUCT SCORECARD

	Parent	Staff	Student
Expectations (AE)	3.78	3.89	3.91
Learning Environment (AE)	3.61	3.31	3.37
Student Support (AE)	3.82	4.01	3.86
English Learners (AE)	3.74	3.71	
Student Engagement (AE)	4.33	3.60	3.95
Foster Youth (AE)		3.80	
Special Education (AE)	3.93	3.70	
Overall Satisfaction (SA)	3.93		3.82
Satisfaction with Leadership (SA)		3.41	
Social Climate (SO)	3.64	3.72	3.42
Communication with Parents (EN)	3.78		
Parental Involvement (EN)	3.77	3.76	
Staff Engagement (EN)		3.48	

Main Constructs: Academic Environment (AE); Satisfaction (SA); Social Environment (SO); Stakeholder Engagement (EN)

On a 1-5 scale, with 5 being the most positive value. Darker cells indicate more positive values, while lighter cells indicate more negative values.

SECTION II: ITEM BY ITEM CONSTRUCT RESULTS

ACADEMIC ENVIRONMENT

ACADEMIC ENVIRONMENT: SUMMARY OF RESULTS (1/2)

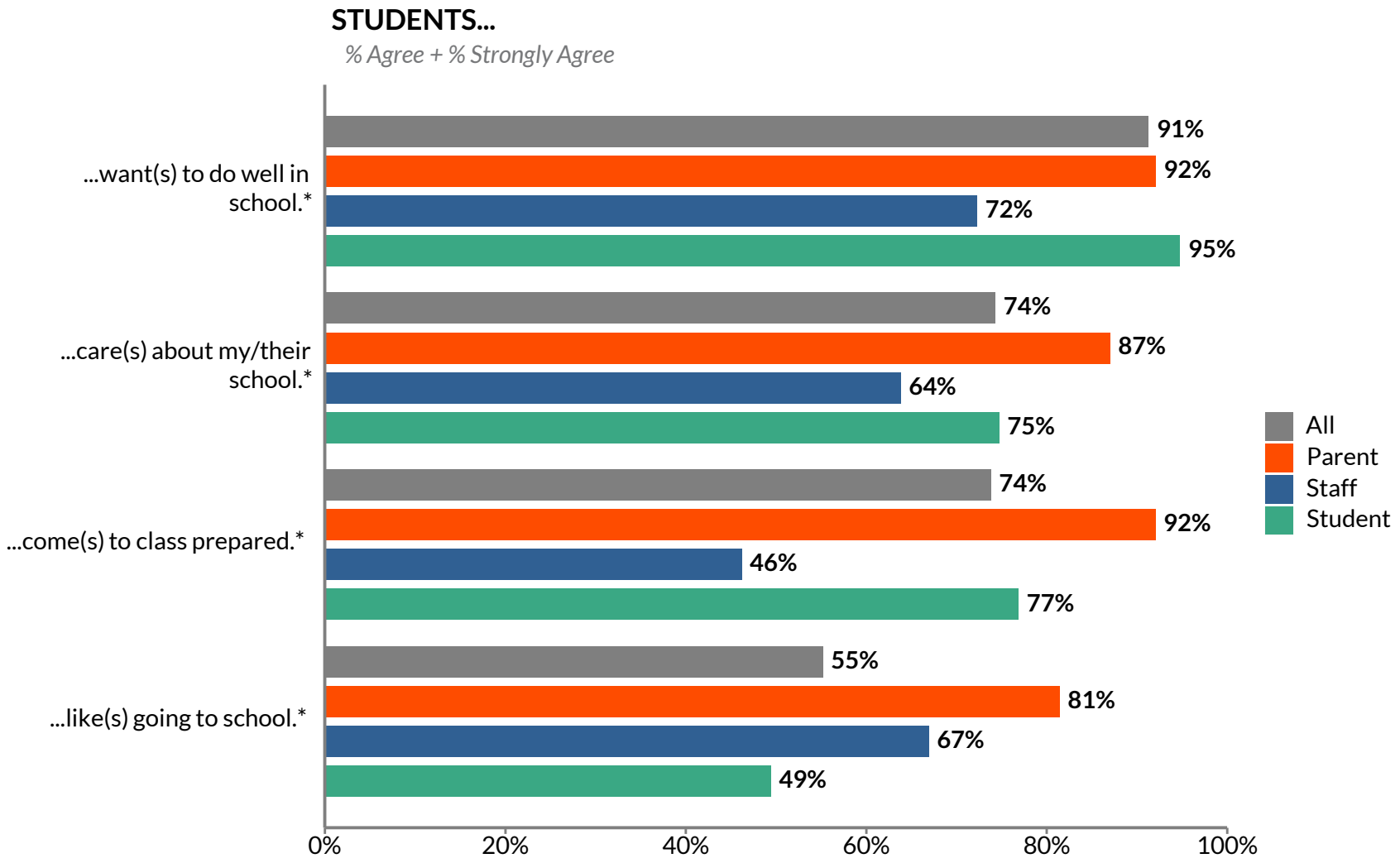
- **Nearly all respondents believe that district schools supports student academic achievement.** 88% of all respondents agree that district schools want students to succeed. Furthermore, most respondents agree that the district sets high expectations for student achievement (77%), prepares students for success in college/career (76%), and provides a well-rounded curriculum (72%). Also, many respondents agree that teachers and staff use technology to teach (83%), encourage collaboration among students (80%), and encourage critical thinking (79%).
    - However, relatively fewer respondents agree that the district offers challenging classes (64%).
- **Respondents believe that students are receiving the support that they need to succeed in school.** 76% of respondents indicate that they understand the types of academic support that is available to students, and 70% of respondents believe that students receive the resources and support they need.
    - Parents are less likely to agree that they understand the types of social-emotional support that are available to students, with only half of parents (50%) agreeing compared to 69% for all respondents.
- **Most respondents believe that district schools are supporting special education, English learners, and foster youth populations.** Between 78% and 80% of respondents agree that district schools are providing each group with adequate encouragement. Between 72% and 80% of all respondents believe that district schools are providing each group with adequate academic support. Some areas for improvement include after-school activities and resources for parents (only 44% to 65% of respondents believe that district schools provide adequate services in these areas).

ACADEMIC ENVIRONMENT: SUMMARY OF RESULTS (2/2)

- **Most respondents believe that students want to do well in school, although stakeholders' perceptions of student preparedness and enjoyment differ.** 91% of all respondents agree that students want to do well in school. However, while 81% of parents and 67% of staff agree that students like going to school, only 49% of students believe this–*the overall result is a decrease since the 2018 LCAP survey*. Additionally, while 92% of parents and 77% of students agree that students come to class prepared, only 46% of staff indicate the same.

- **While most respondents believe that schools maintain their physical resources and provide up-to-date technology, less than half believe that their (or their child's) school is clean.** 42% of all respondents (68% parents; 48% staff; 37% students) agree that their (or their child's) school is clean–*this is a decrease since the 2018 LCAP survey*. **Fewer than 25% of respondents agree that the following district schools are clean:**
  - Bloomington High School (21%)
  - Colton Middle School (19%)
  - Terrace Hills Middle School (18%)
  - Colton High School (17%)

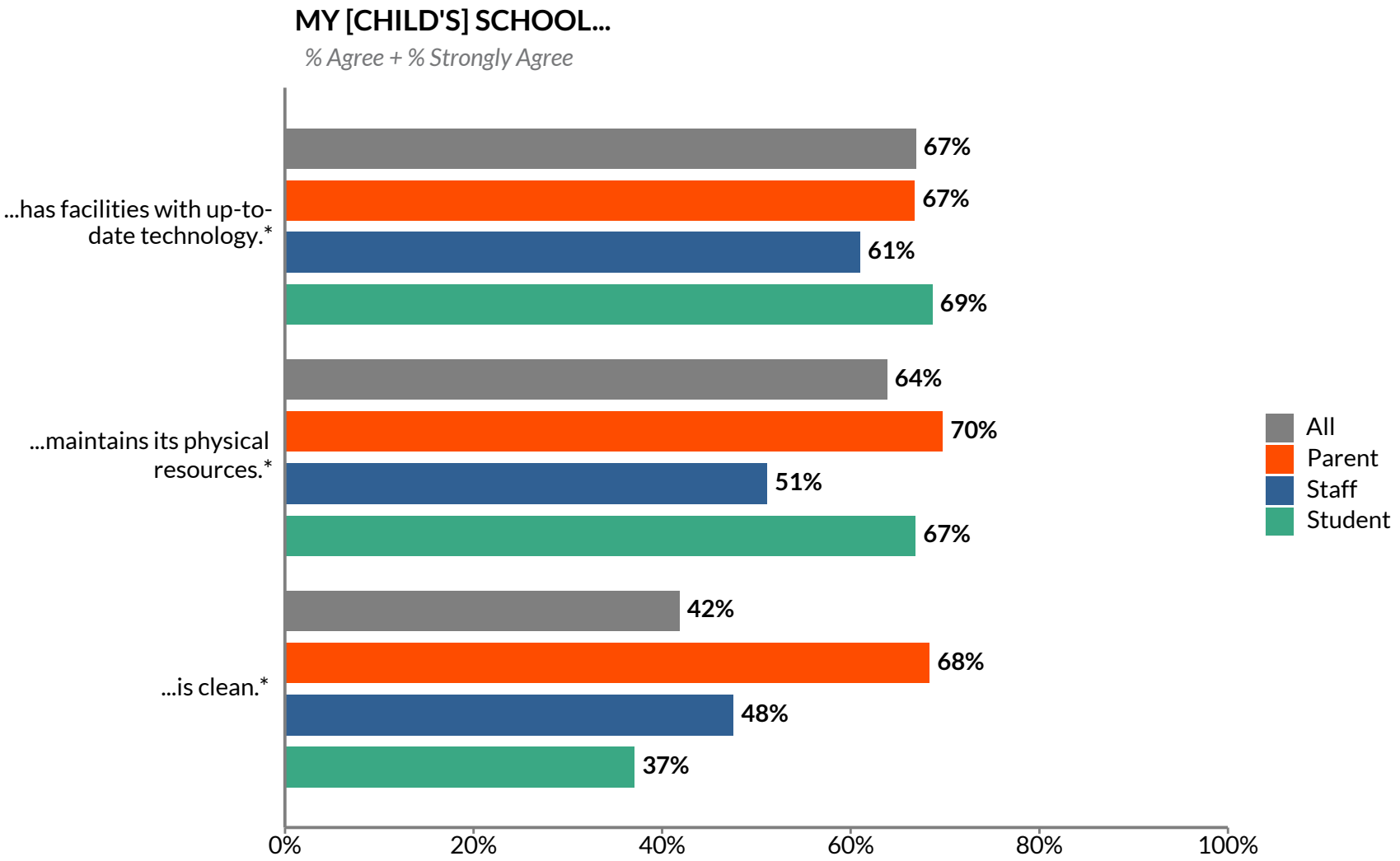
STUDENT ENGAGEMENT



Sample Size: All (3,670-3,849); Parent (363-367); Staff (553-556); Student (2,751-2,929)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

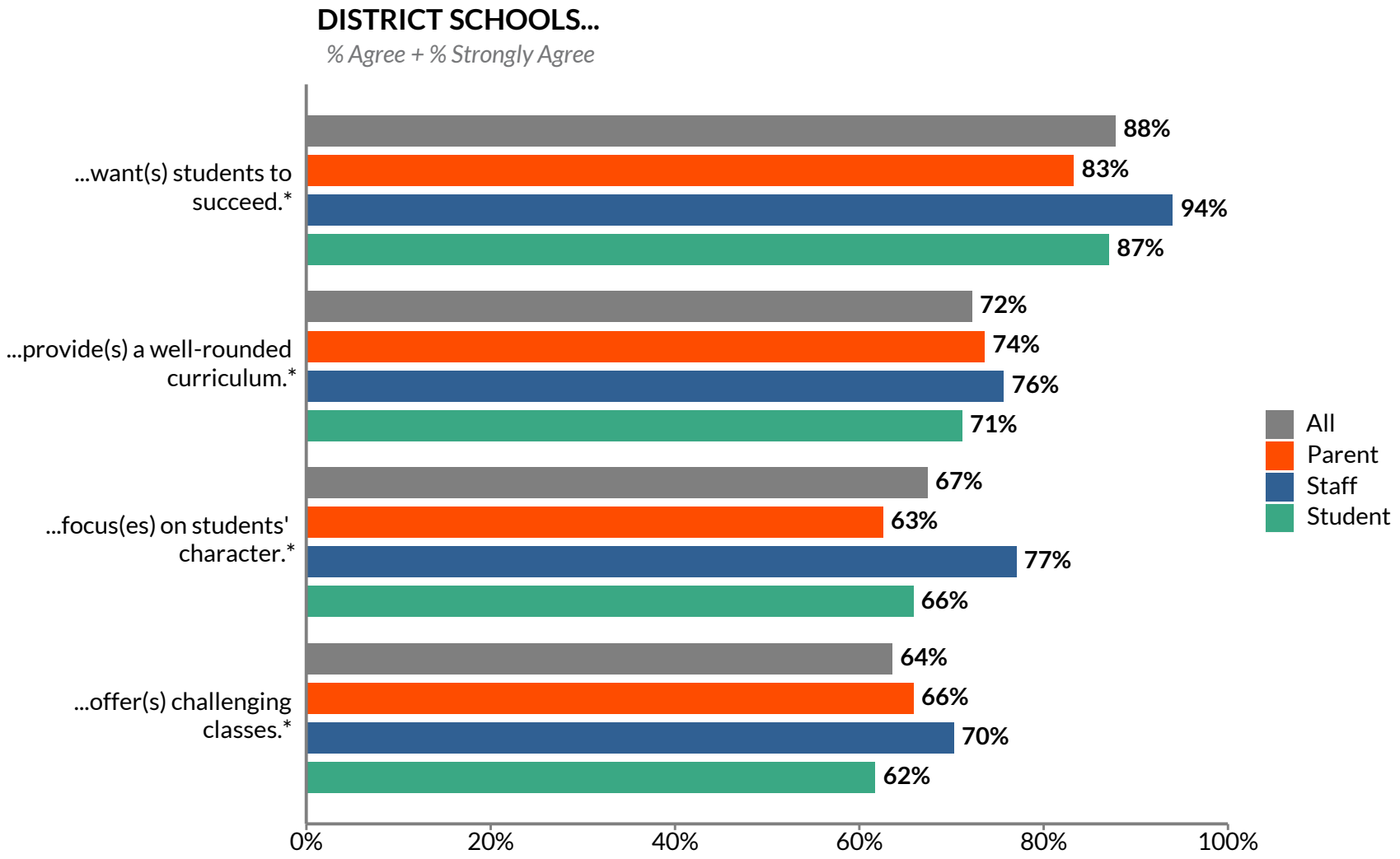
LEARNING ENVIRONMENT



Sample Size: All (3,126-3,827); Parent (314-357); Staff (657-675); Student (2,155-2,795)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

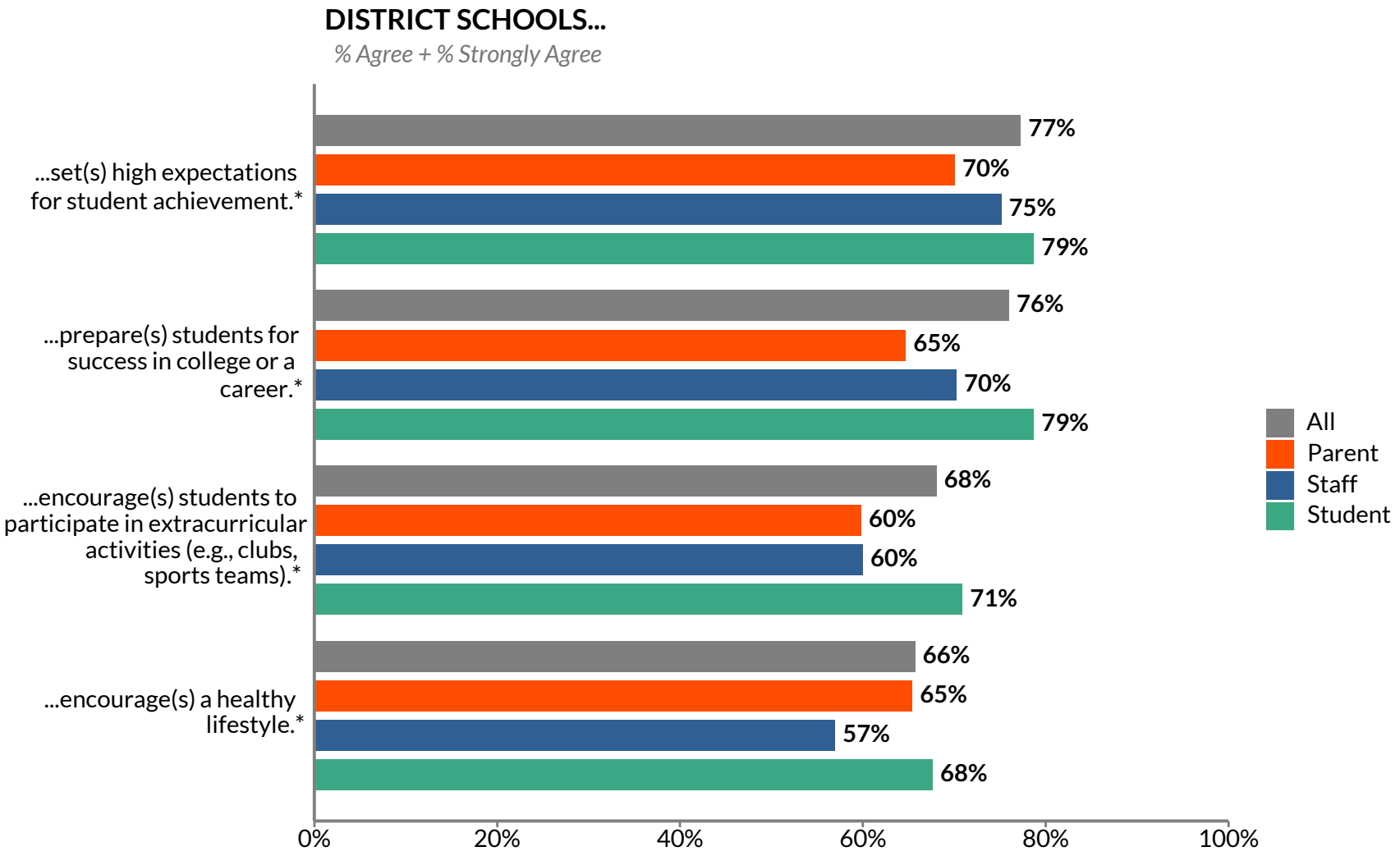
EXPECTATIONS



Sample Size: All (3,243-3,757); Parent (340-365); Staff (572-583); Student (2,303-2,809)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

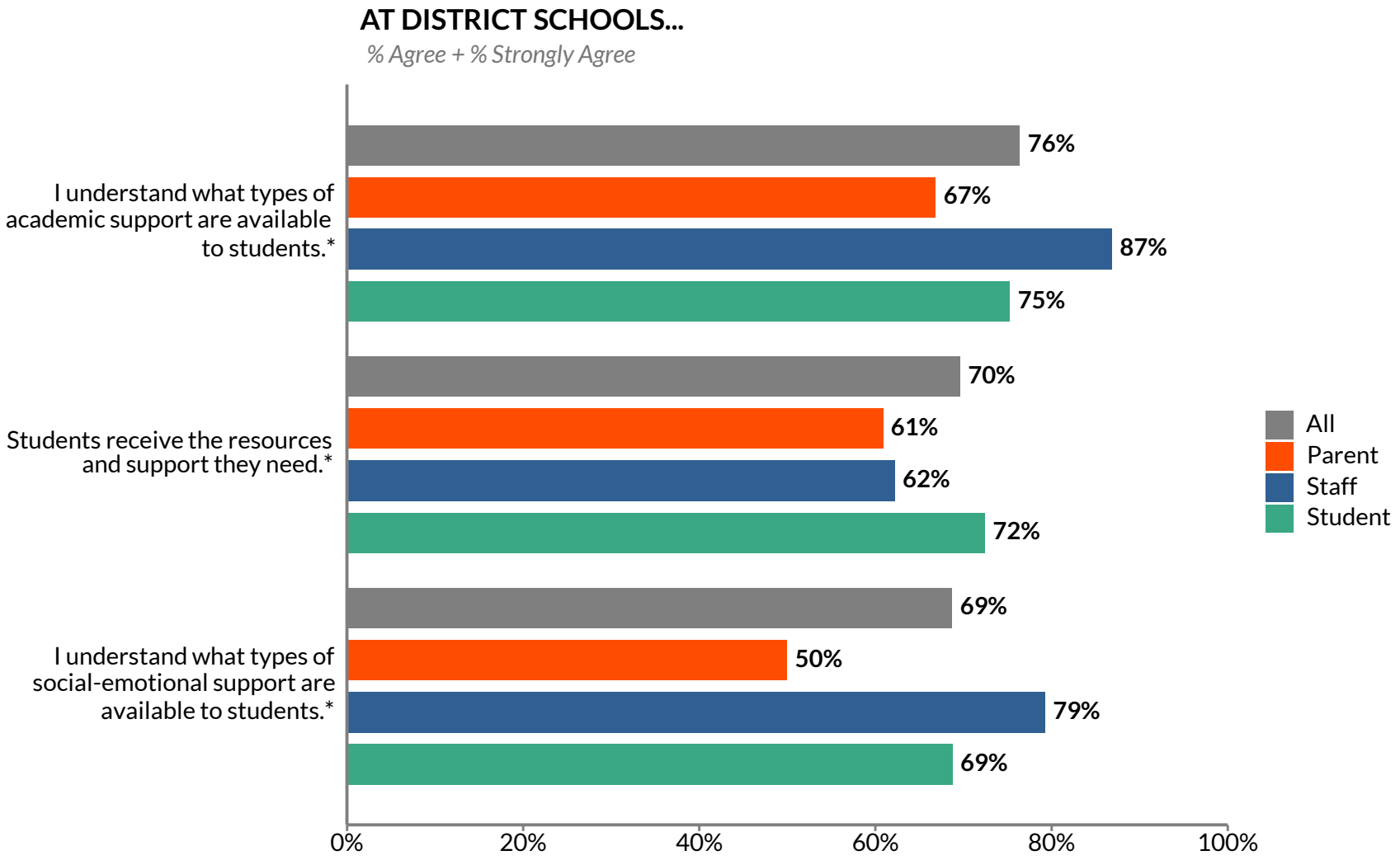
EXPECTATIONS



Sample Size: All (3,504-3,612); Parent (337-354); Staff (570-583); Student (2,593-2,675)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

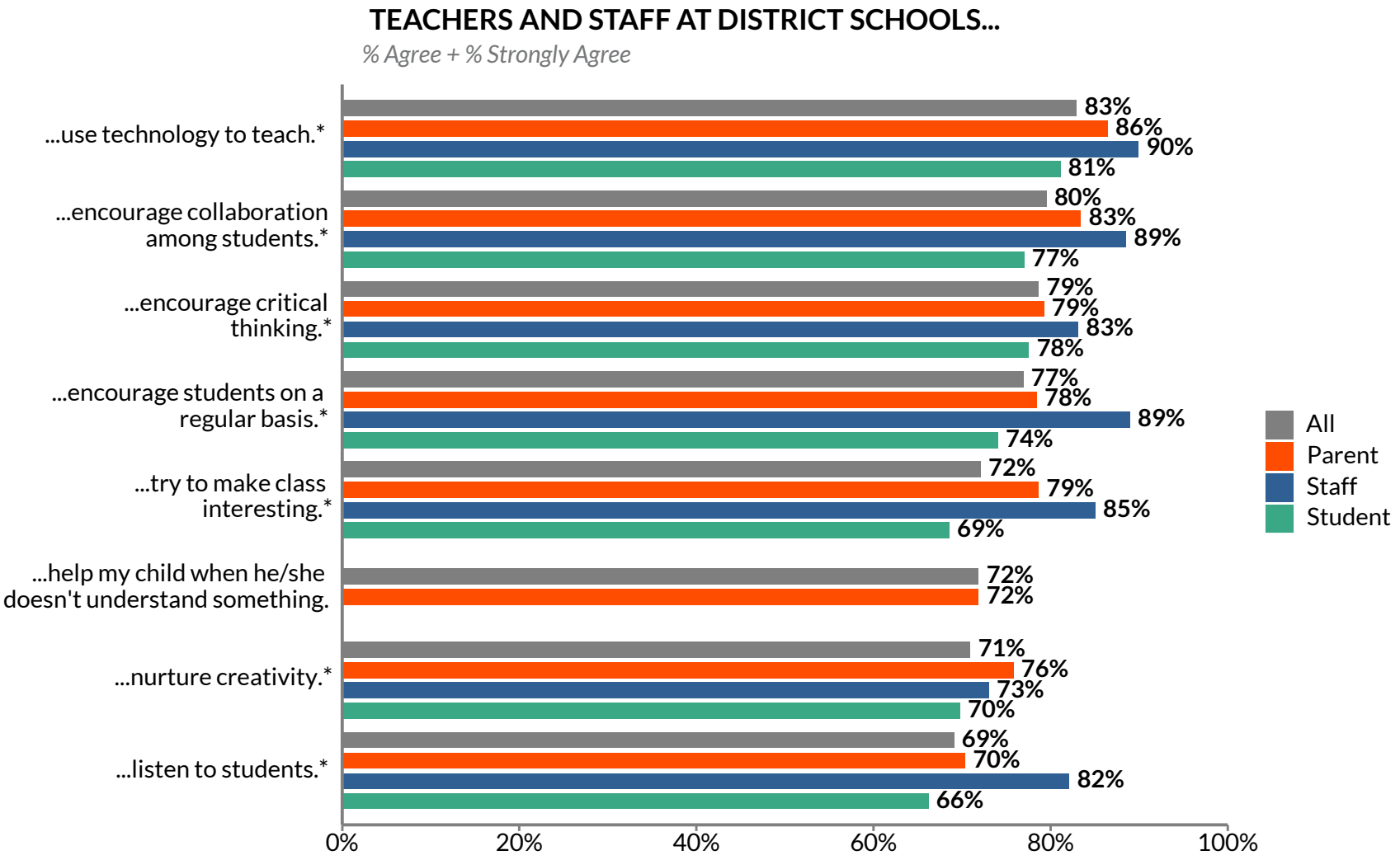
STUDENT SUPPORT



Sample Size: All (3,057-3,474); Parent (314-340); Staff (549-577); Student (2,193-2,557)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

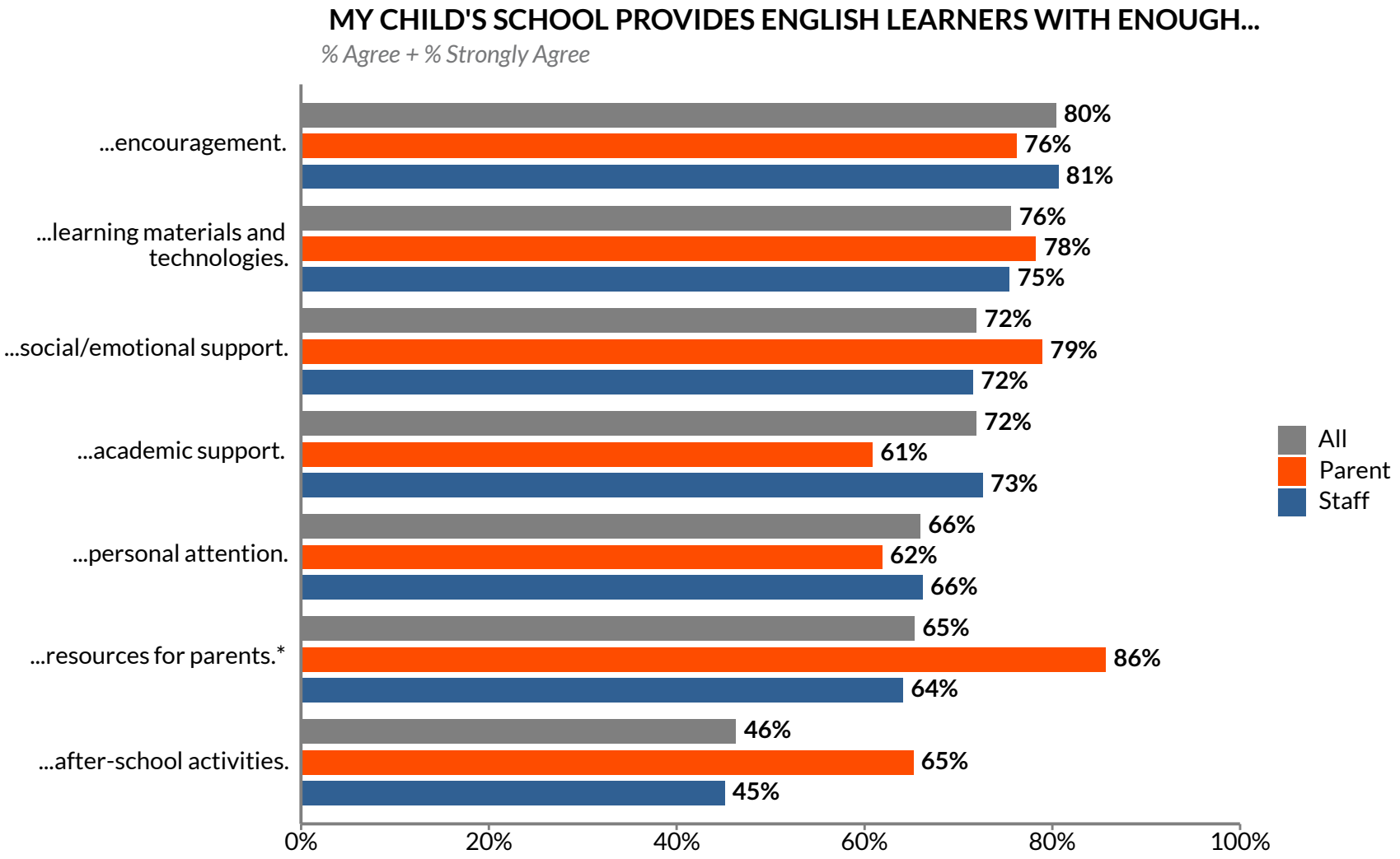
STUDENT SUPPORT



Sample Size: All (352-3,691); Parent (332-352); Staff (0-580); Student (0-2,783)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

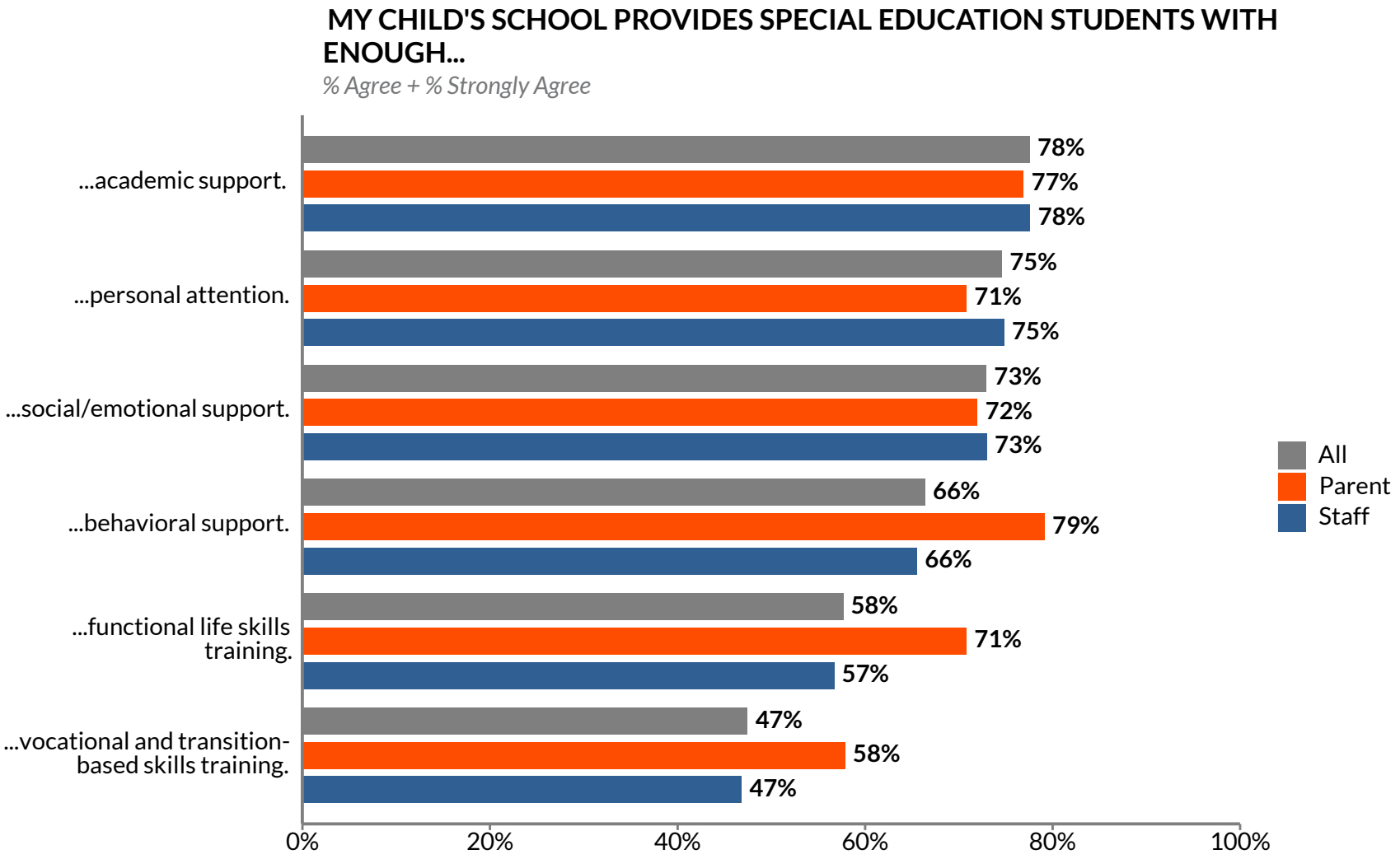
ENGLISH LEARNERS



Sample Size: All (375-399); Parent (19-23); Staff (354-376)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

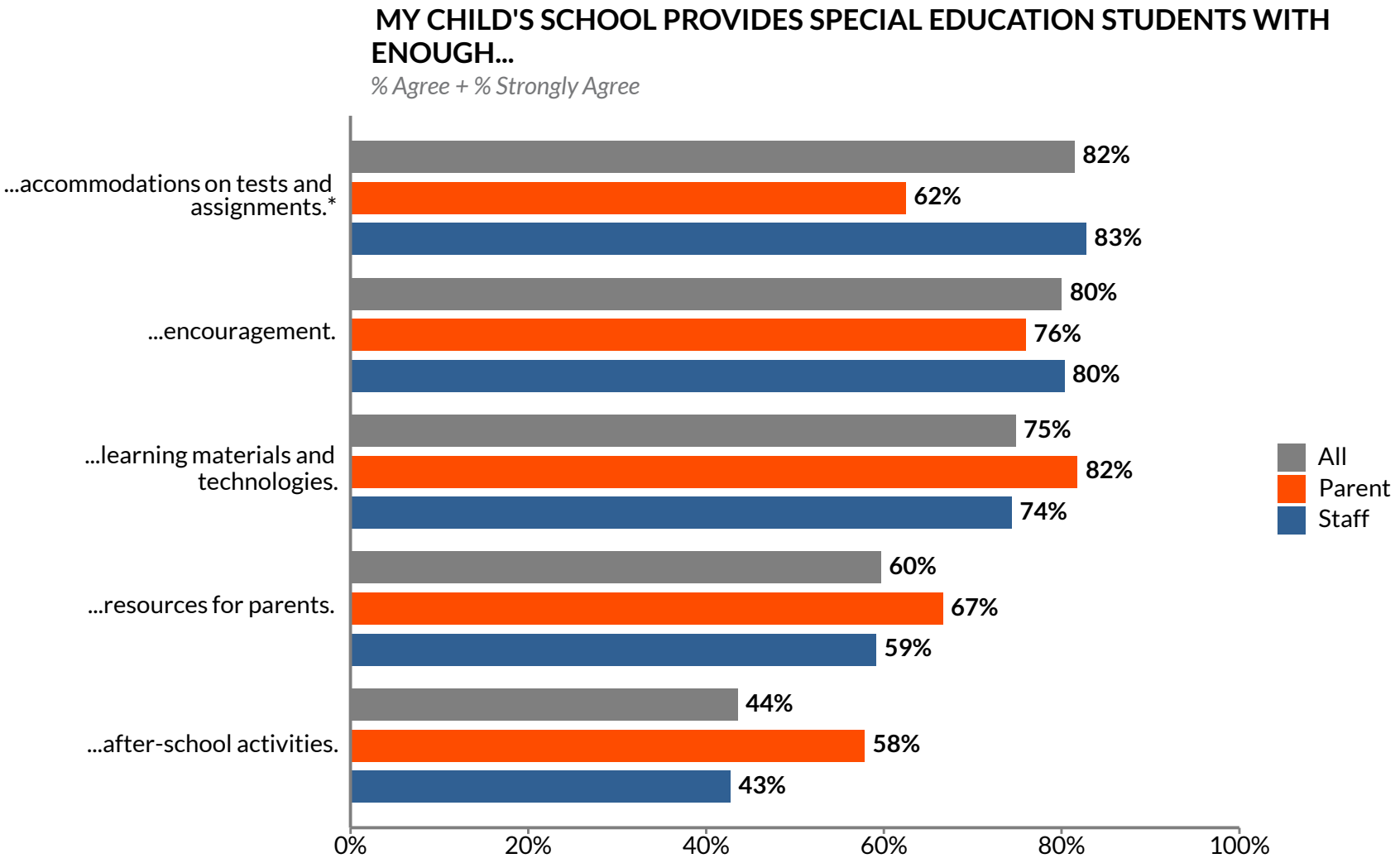
SPECIAL EDUCATION



Sample Size: All (337-388); Parent (19-26); Staff (318-362)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

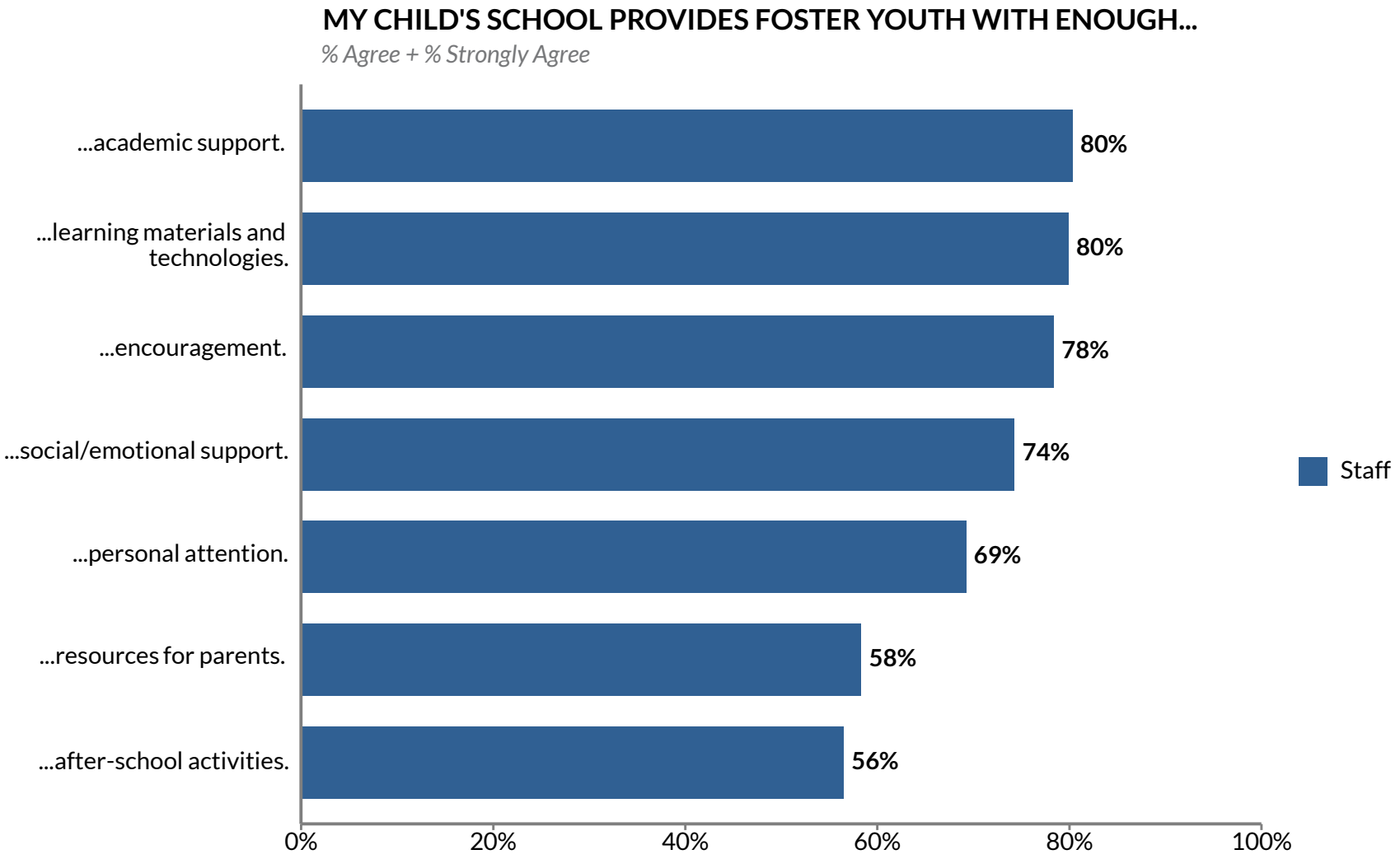
SPECIAL EDUCATION



Sample Size: All (345-381); Parent (19-25); Staff (321-356)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

FOSTER YOUTH



Sample Size: Staff (156-189)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

SOCIAL ENVIRONMENT

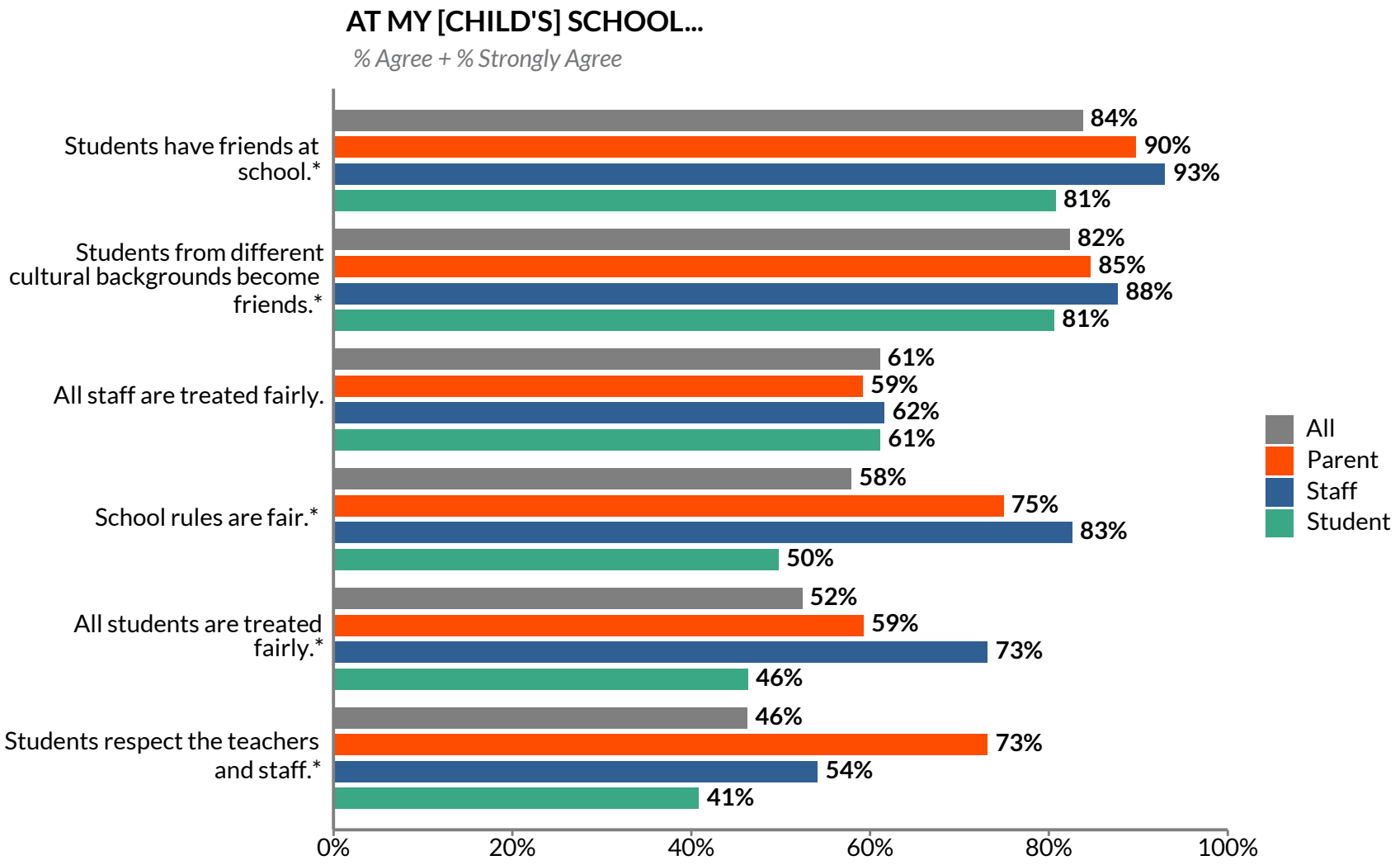
SOCIAL ENVIRONMENT: SUMMARY OF RESULTS

- **While most respondents believe that students make friends at school, they are less likely to believe that students get along with one another and respect teachers and staff.** 84% of all respondents agree that students have friends at school, and 82% agree that students from different cultural backgrounds become friends. That being said, only 47% of all respondents (and 42% of students) agree that students get along with each other and respect each other's differences, and only 46% of all respondents (54% of staff and 41% of students) agree that students respect their teachers and staff –*this is a decrease since the 2018 LCAP survey*.

- **Parents and staff are more likely than students to agree that their (or their child's) school is characterized by fairness.** Although most respondents (between 59%-61% of each respondent group) agree that staff at their school are treated fairly, parents and staff are more likely than students to agree that school rules are fair (58% overall; 75% parents; 83% staff; 50% students)–*this is a decrease since the 2018 LCAP survey*. Additionally, parents and staff are more likely than students to agree that all students are treated fairly (52% overall; 59% parents; 73% staff; 46% students)–*this is a decrease since the 2018 LCAP survey*.

- **Respondents indicate that bullying is a problem at their schools.** Only 26% of parents, 28% of students, and 29% of staff agree that bullying is **not** a problem at their school. Additionally, only 57% of all respondents (52% of students) agree that students feel safe at school, and 59% of all respondents (53% of students) agree that students feel comfortable talking to school staff.

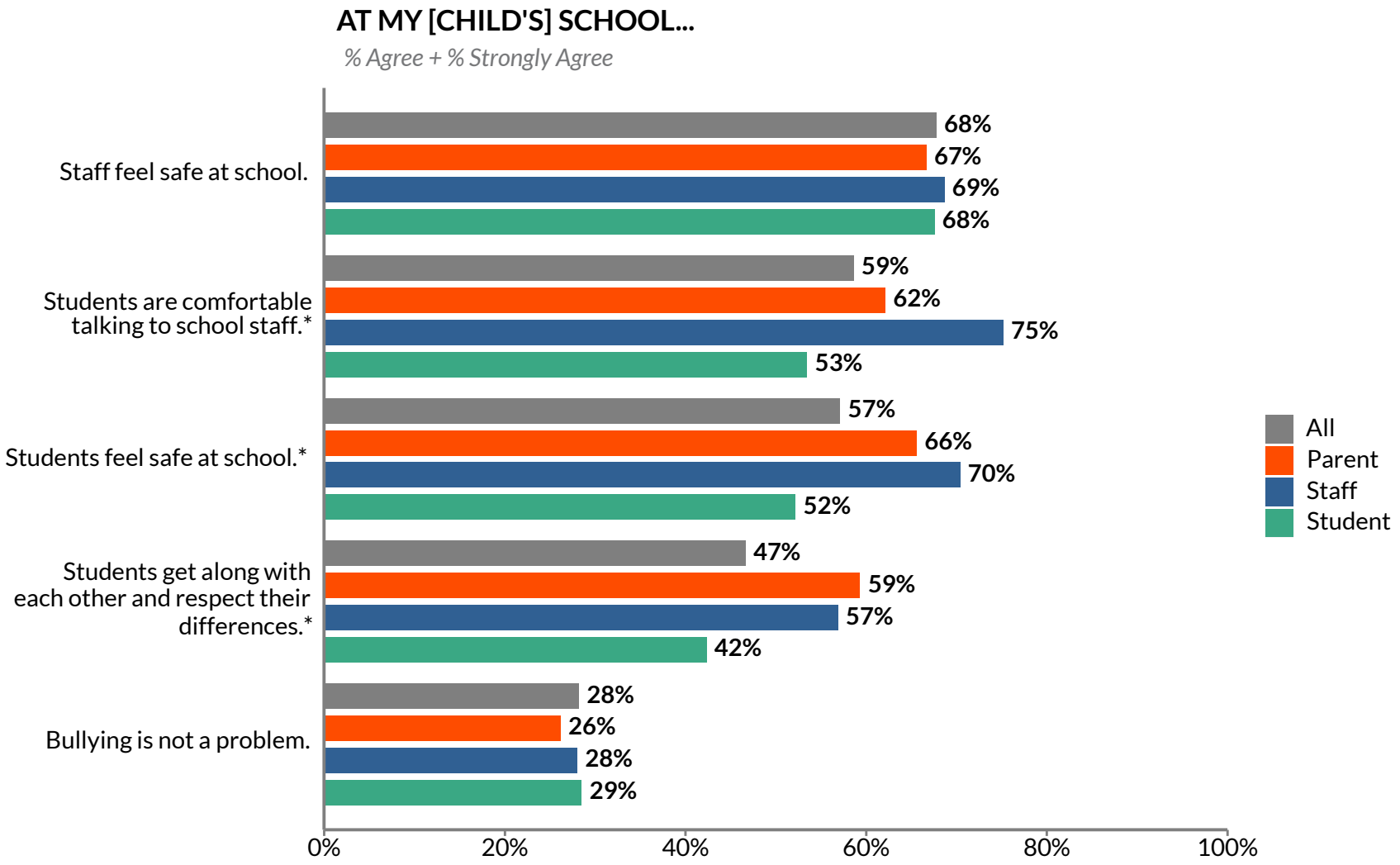
SOCIAL CLIMATE



Sample Size: All (3,369-3,821); Parent (282-355); Staff (659-673); Student (2,425-2,793)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

SOCIAL CLIMATE



Sample Size: All (2,597-3,578); Parent (246-349); Staff (656-667); Student (1,684-2,575)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

STAKEHOLDER ENGAGEMENT

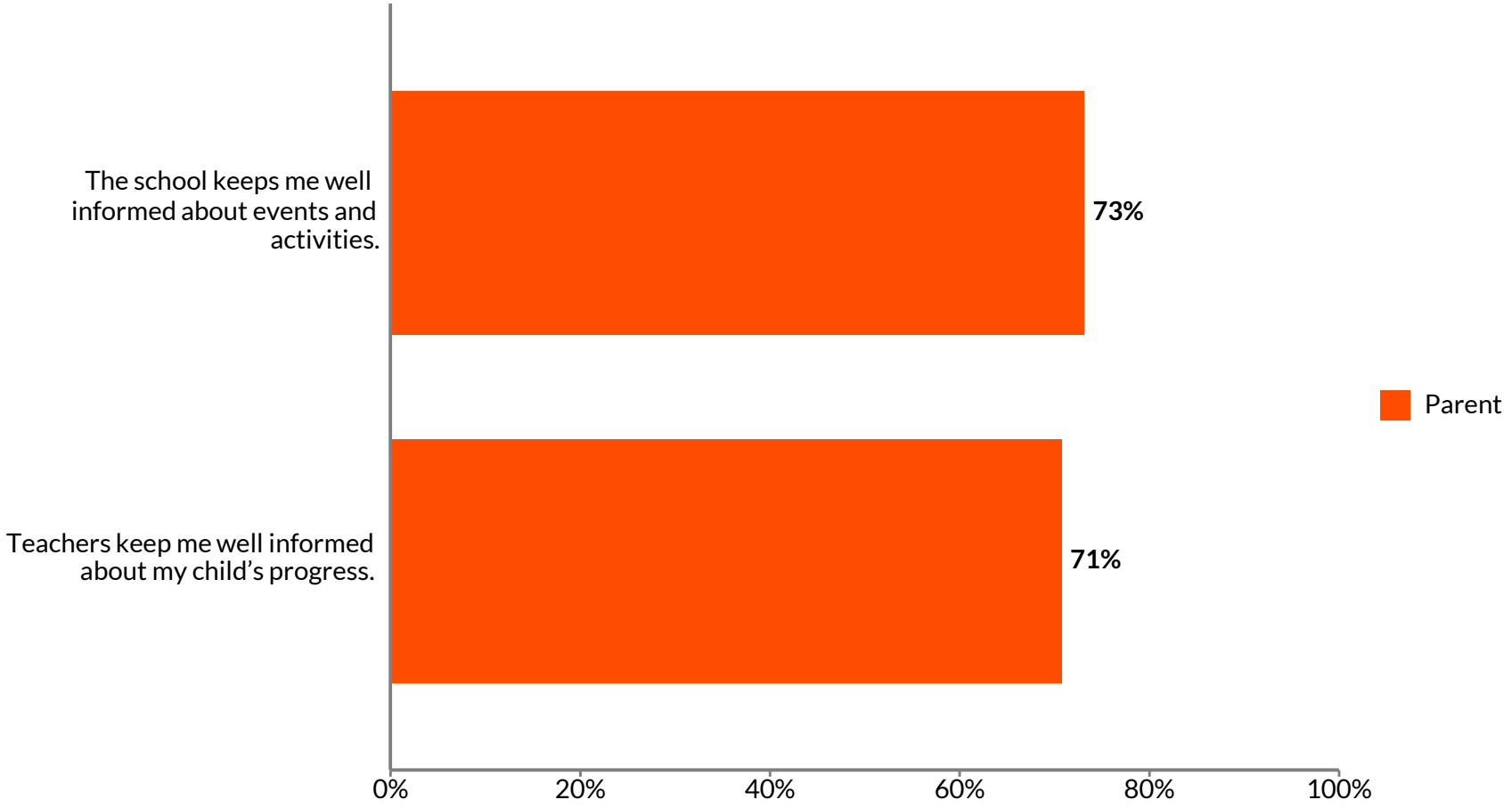
STAKEHOLDER ENGAGEMENT: SUMMARY OF RESULTS

- **Parents are satisfied with the communication they receive from their child's school.** 73% of parents agree that their child's school keeps them well informed about events and activities –*this is an increase since the 2018 LCAP survey*, and 71% indicate that their child's teacher(s) keep them well informed about their child's progress. Additionally, 82% of parents agree that they are able to communicate with teachers/staff when needed.
    - Parents indicate that they receive most of their information about their child's school from communication sent to them from the school (64%), communication with their child's teacher (45%), and social media (39%).
    - Parents prefer to receive information about their child's school through text messages (69%), emails (49%), or phone calls (40%). Only 11% indicate a preference for in-person meetings.
- **Respondents believe that district schools encourage parental involvement, and most parents attend one or more events at their child's school.** 73% of parents and 76% of staff agree that district schools encourage parental involvement. However, parents are more likely than staff (68% vs. 50%) to agree that district schools have parents that are highly involved. Most parents indicate that they have participated in a parent-teacher conference (74%) and/or a back to school night/open house (72%). 55% of parents indicate that offering more convenient times for participation would help parents become more involved.
- **District staff enjoy their work, but many do not believe that they have a say in school-level or district-level decision-making.** 90% of staff agree that they enjoy their work. That being said, only 47% agree that they feel like they have a say in the decision-making process at their school, and only 28% would say the same about decision-making at the district level.

COMMUNICATION WITH PARENTS

PLEASE INDICATE HOW MUCH YOU DISAGREE OR AGREE WITH THE FOLLOWING STATEMENTS:

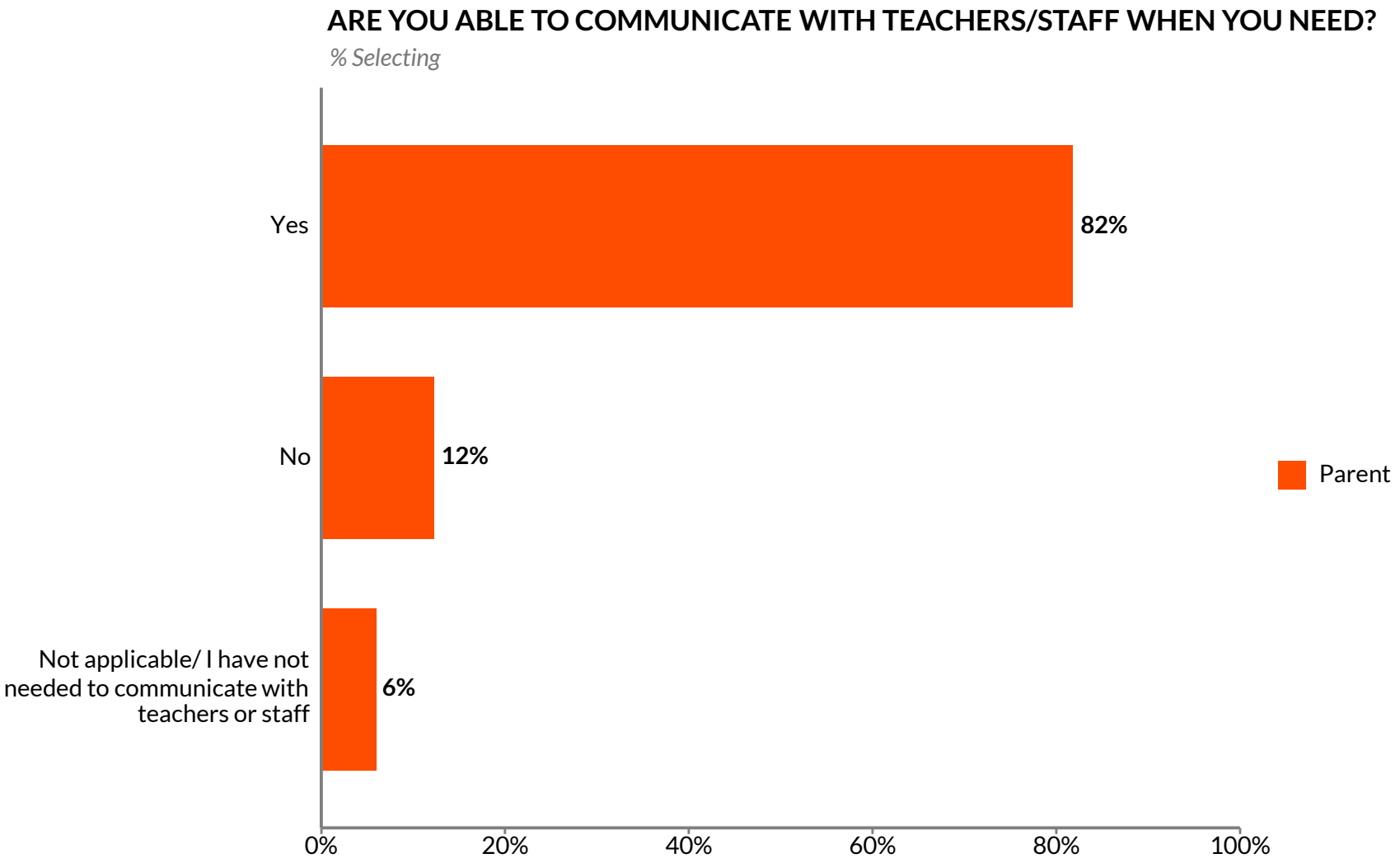
% Agree + % Strongly Agree



Sample Size: Parent (365-366)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

COMMUNICATION WITH PARENTS



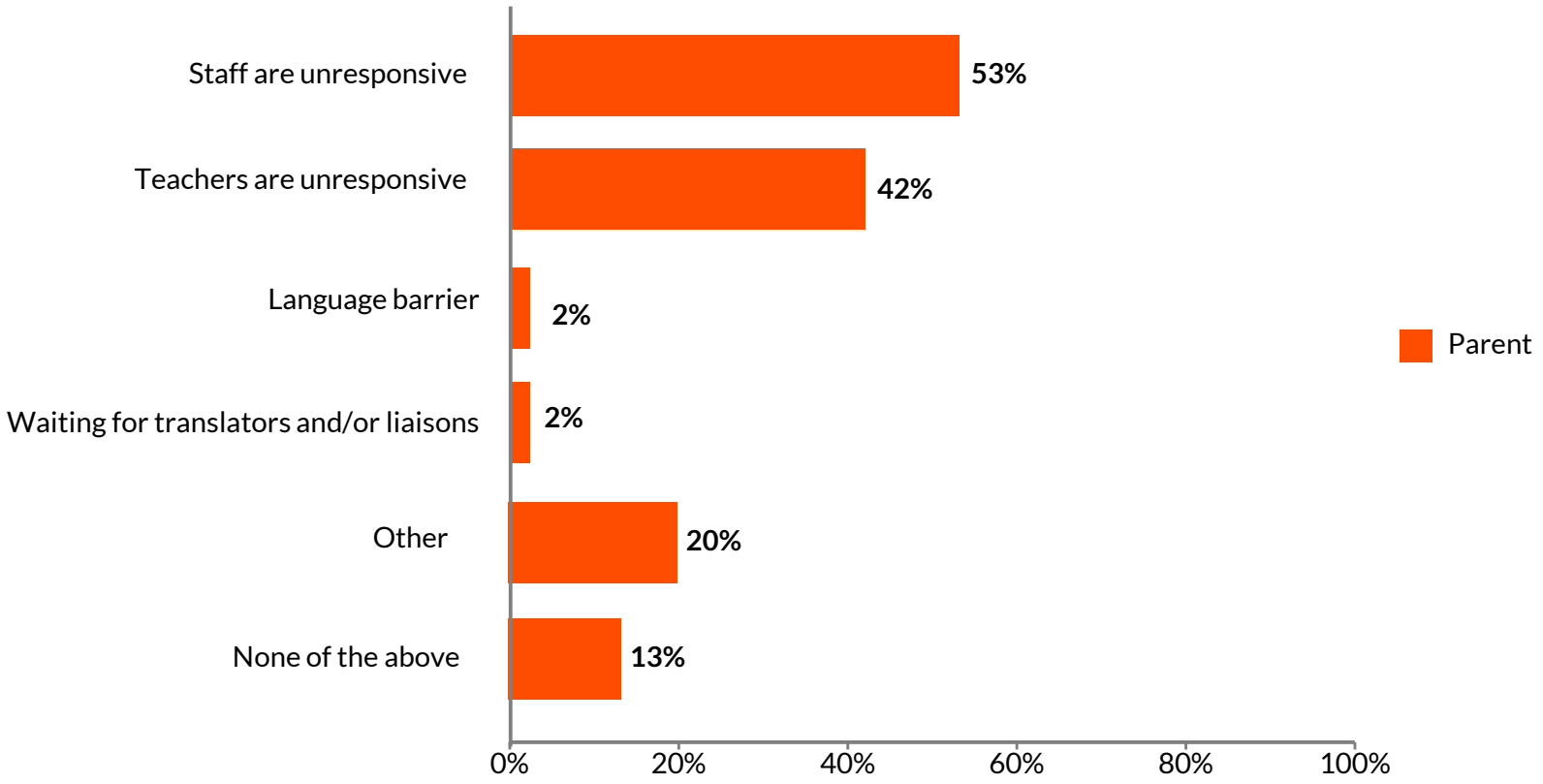
Sample Size: Parent (368)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

COMMUNICATION WITH PARENTS

WHY WERE YOU UNABLE TO COMMUNICATE WITH TEACHERS AND STAFF WHEN NECESSARY?

% Selecting



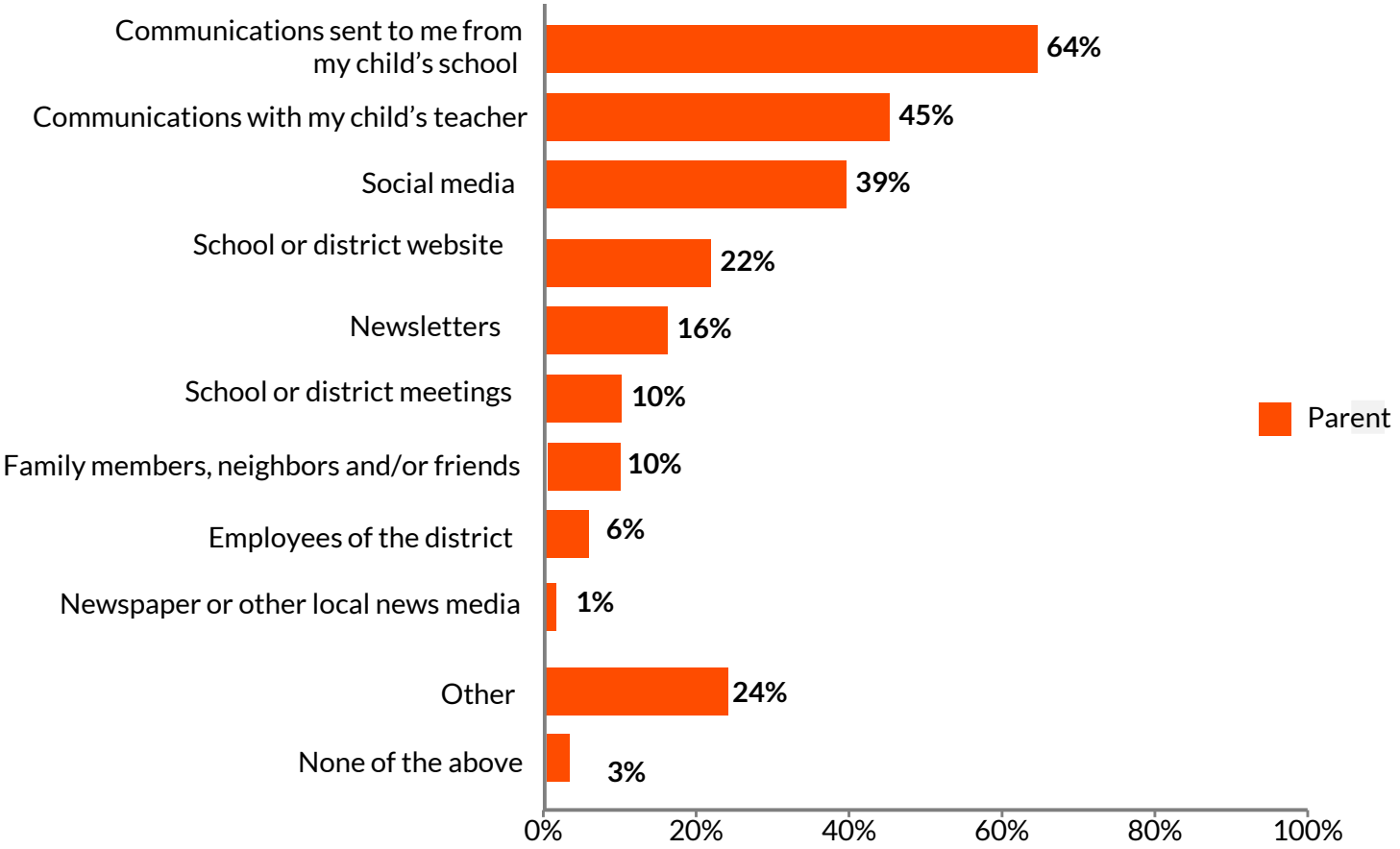
Sample Size: Parent (45)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

COMMUNICATION WITH PARENTS

HOW DO YOU RECEIVE MOST OF YOUR INFORMATION ABOUT YOUR CHILD'S SCHOOL?

% Selecting



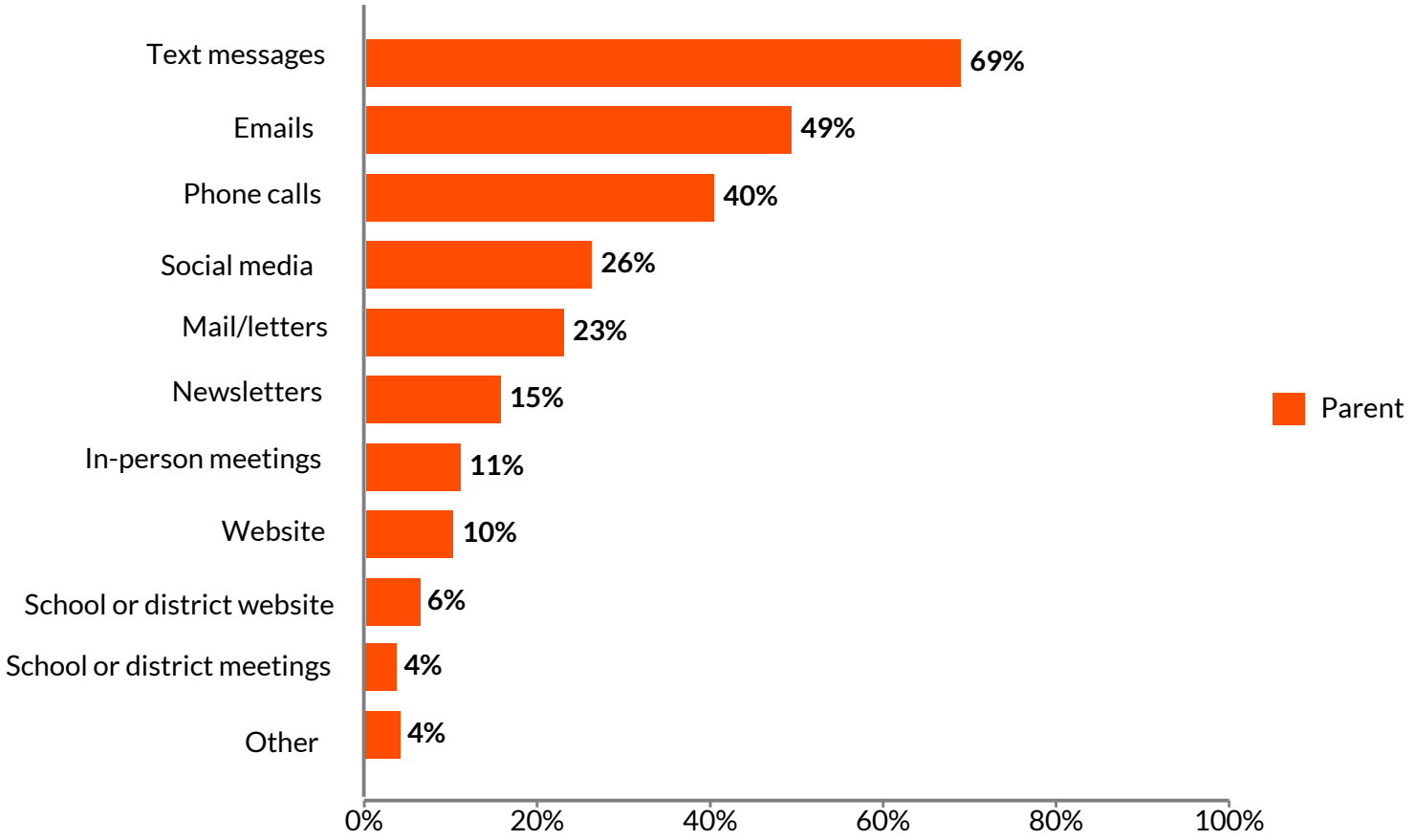
Sample Size: Parent (368)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

COMMUNICATION WITH PARENTS

HOW WOULD YOU PREFER YOUR CHILD'S SCHOOL TO PROVIDE INFORMATION TO YOU? PLEASE SELECT UP TO THREE OPTIONS.

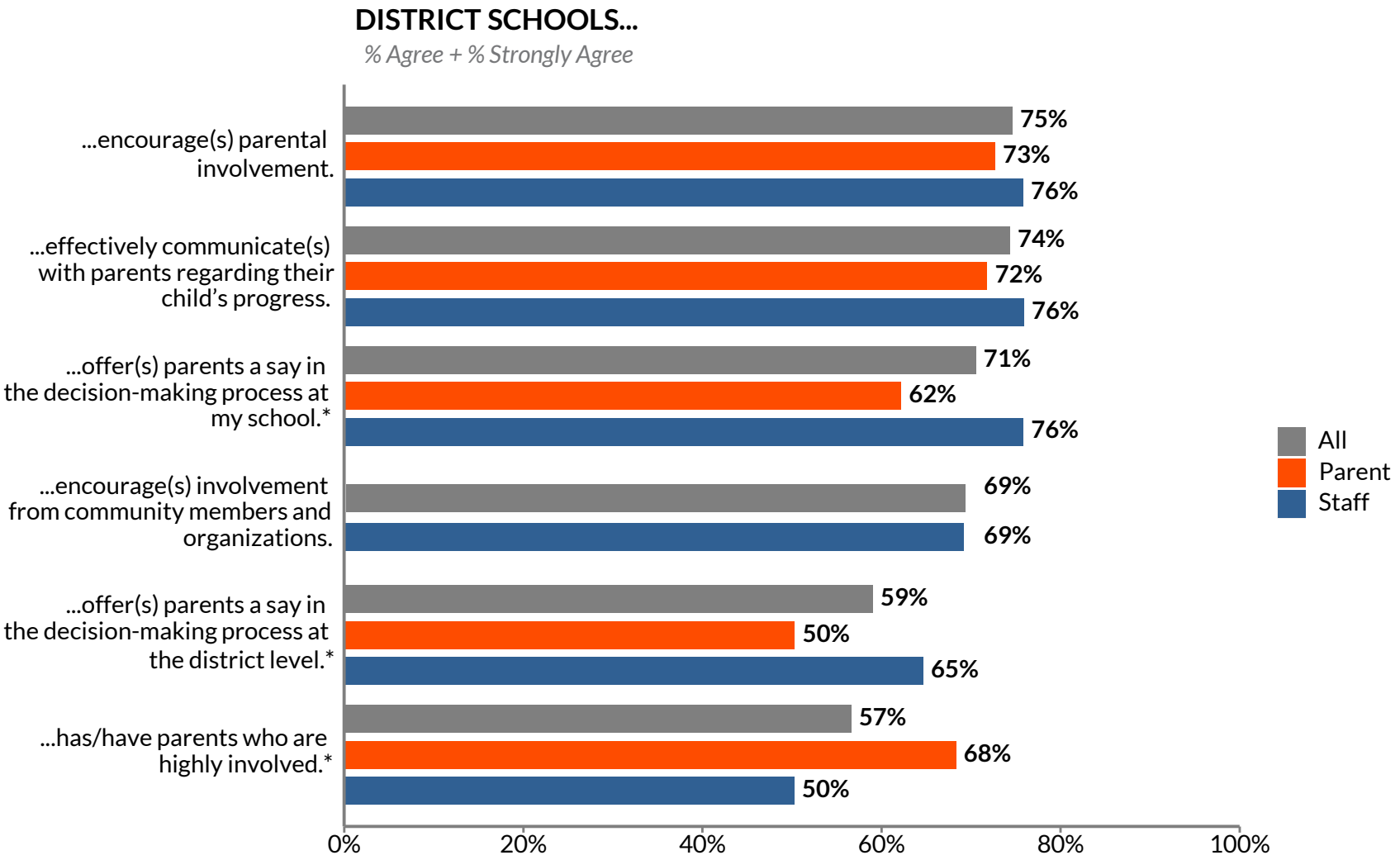
% Selecting



Sample Size: Parent (368)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

PARENTAL INVOLVEMENT



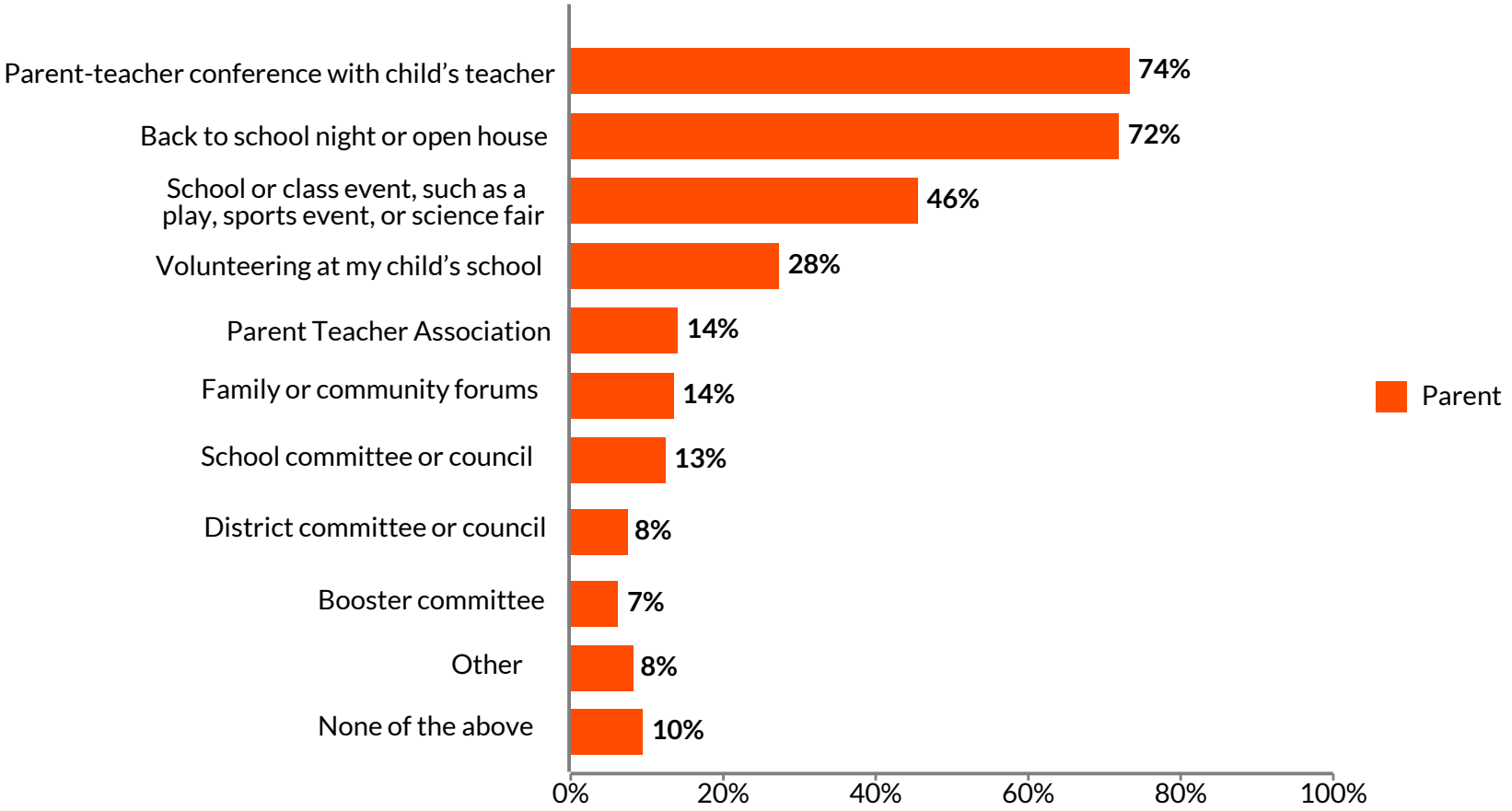
Sample Size: All (558-935); Parent (0-362); Staff (484-575)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

PARENTAL INVOLVEMENT

WHICH PARENT OR COMMUNITY ACTIVITY(IES) HAVE YOU PARTICIPATED IN THIS YEAR?

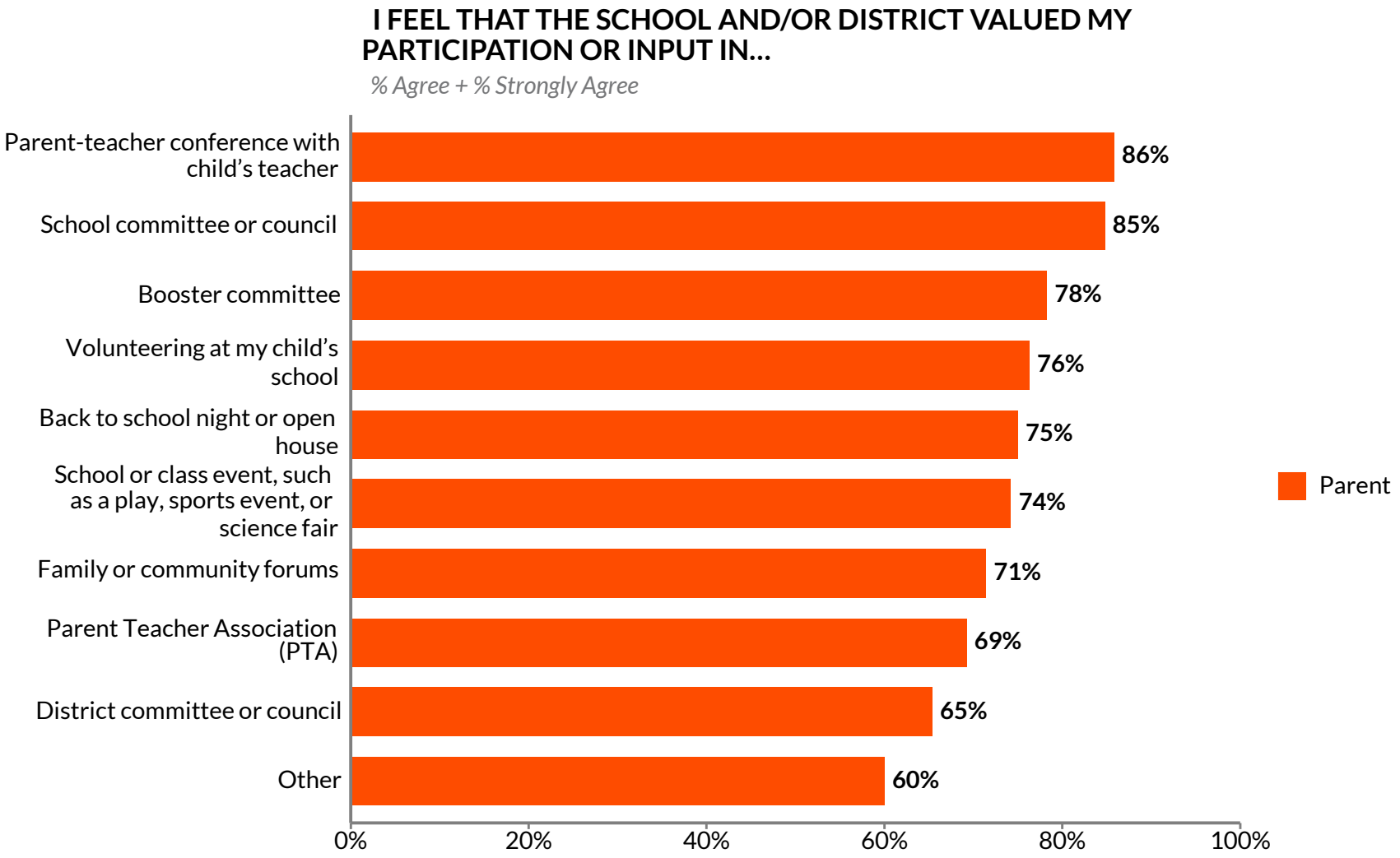
% Selecting



Sample Size: Parent (368)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

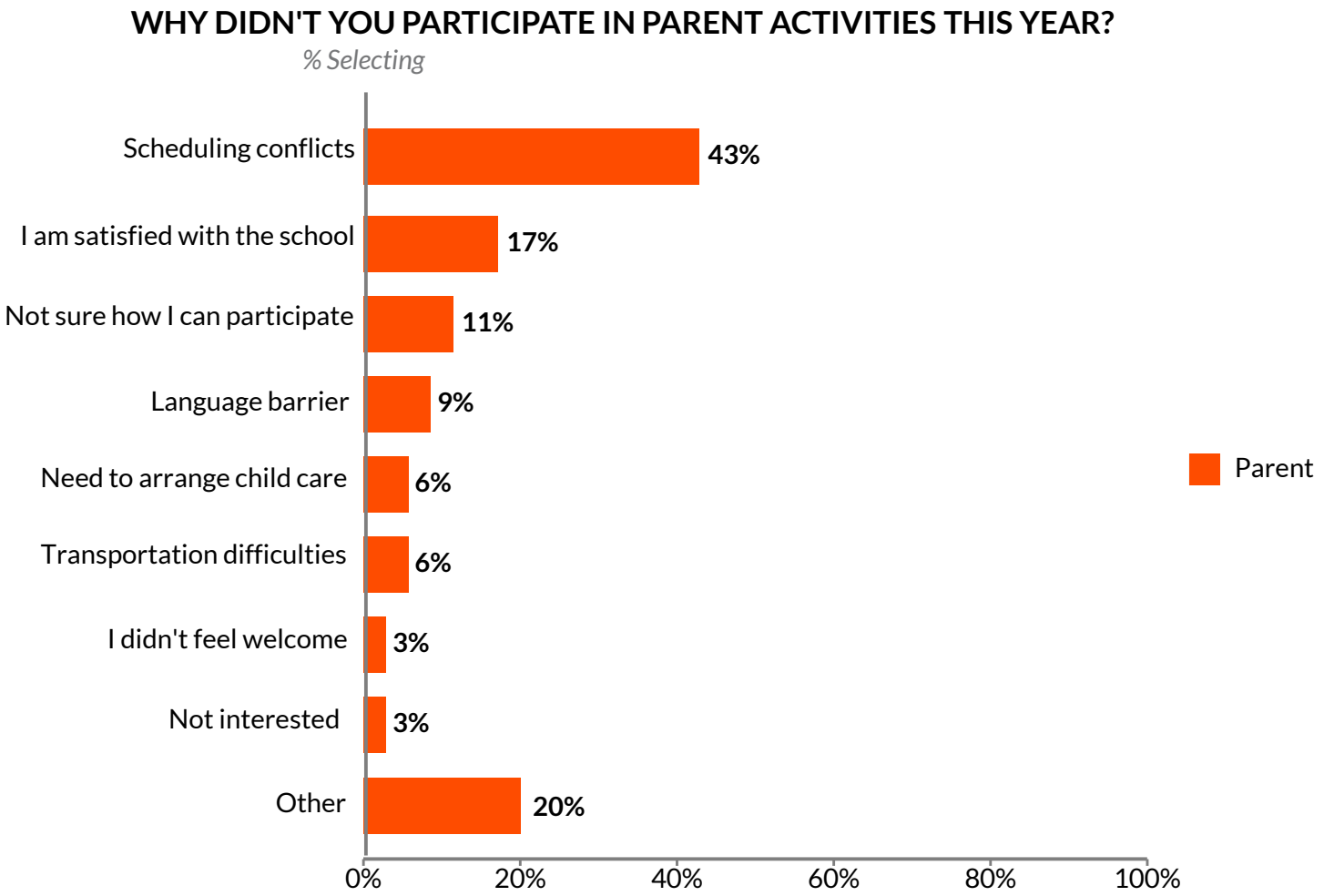
PARENTAL INVOLVEMENT



Sample Size: Parent (20-268)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

PARENTAL INVOLVEMENT



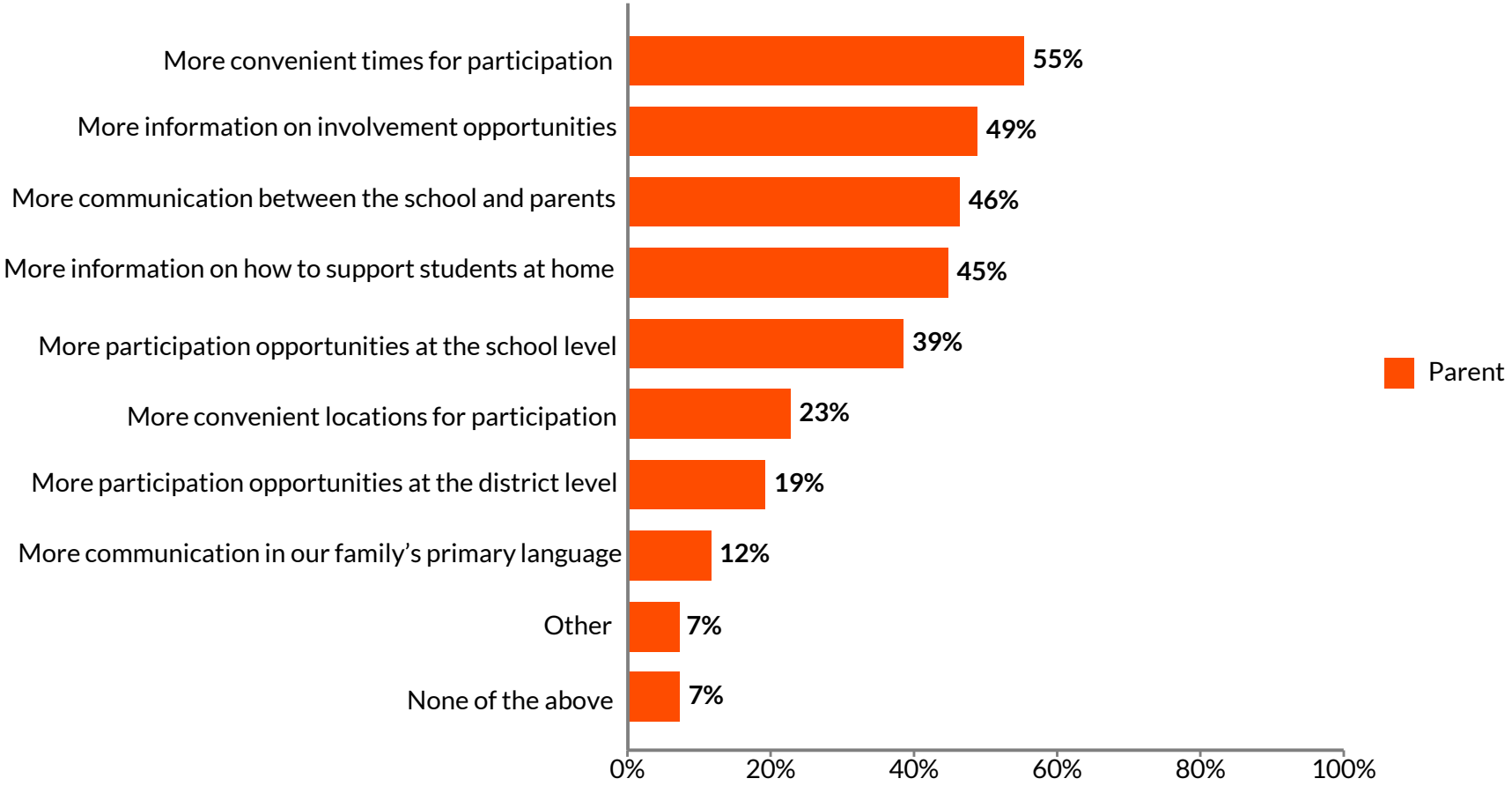
Sample Size: Parent (35)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

PARENTAL INVOLVEMENT

WHAT WOULD HELP PARENTS BECOME MORE INVOLVED IN CJUSD

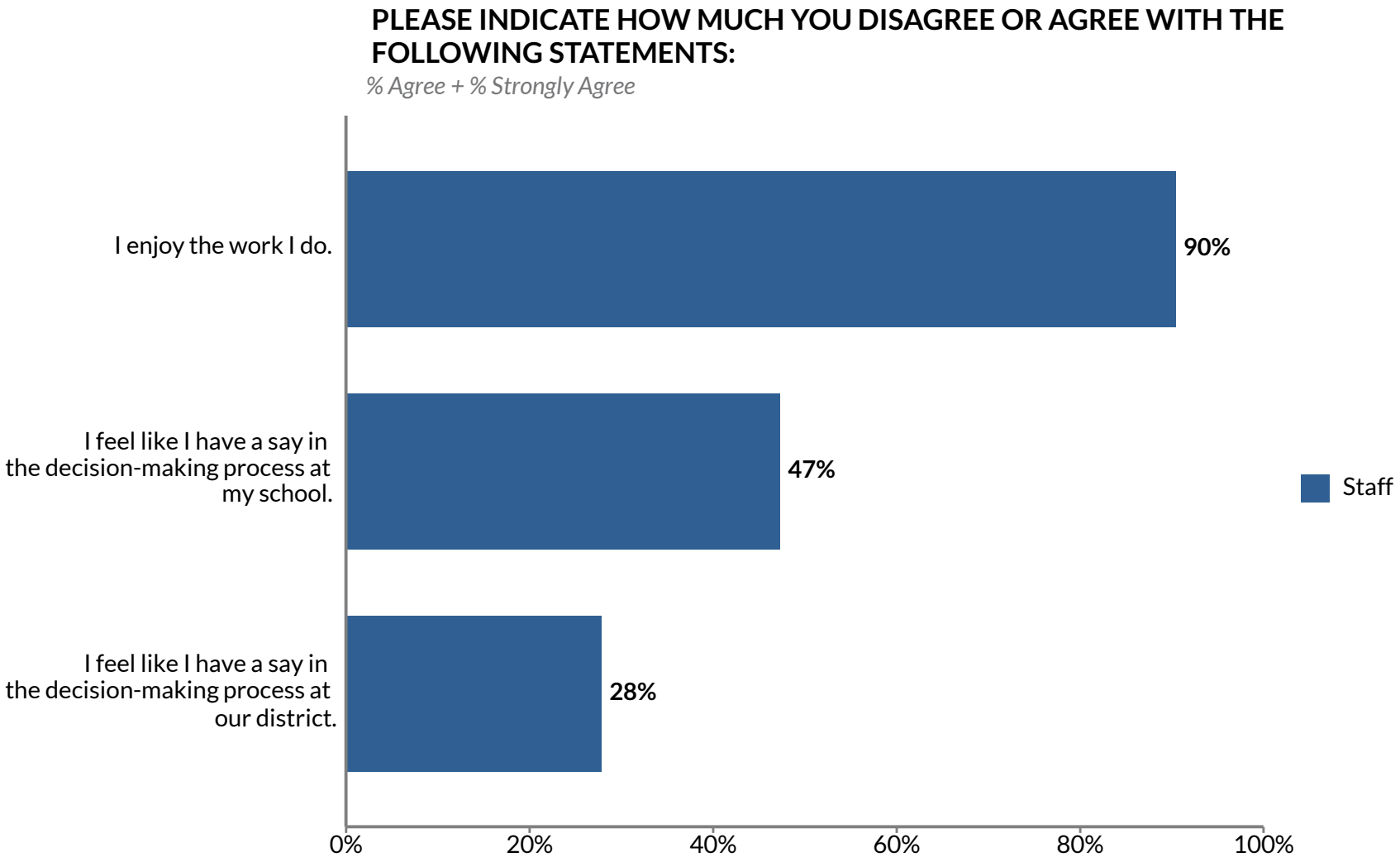
% Selecting



Sample Size: Parent (368)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

STAFF ENGAGEMENT



Sample Size: Staff (672-740)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

SATISFACTION

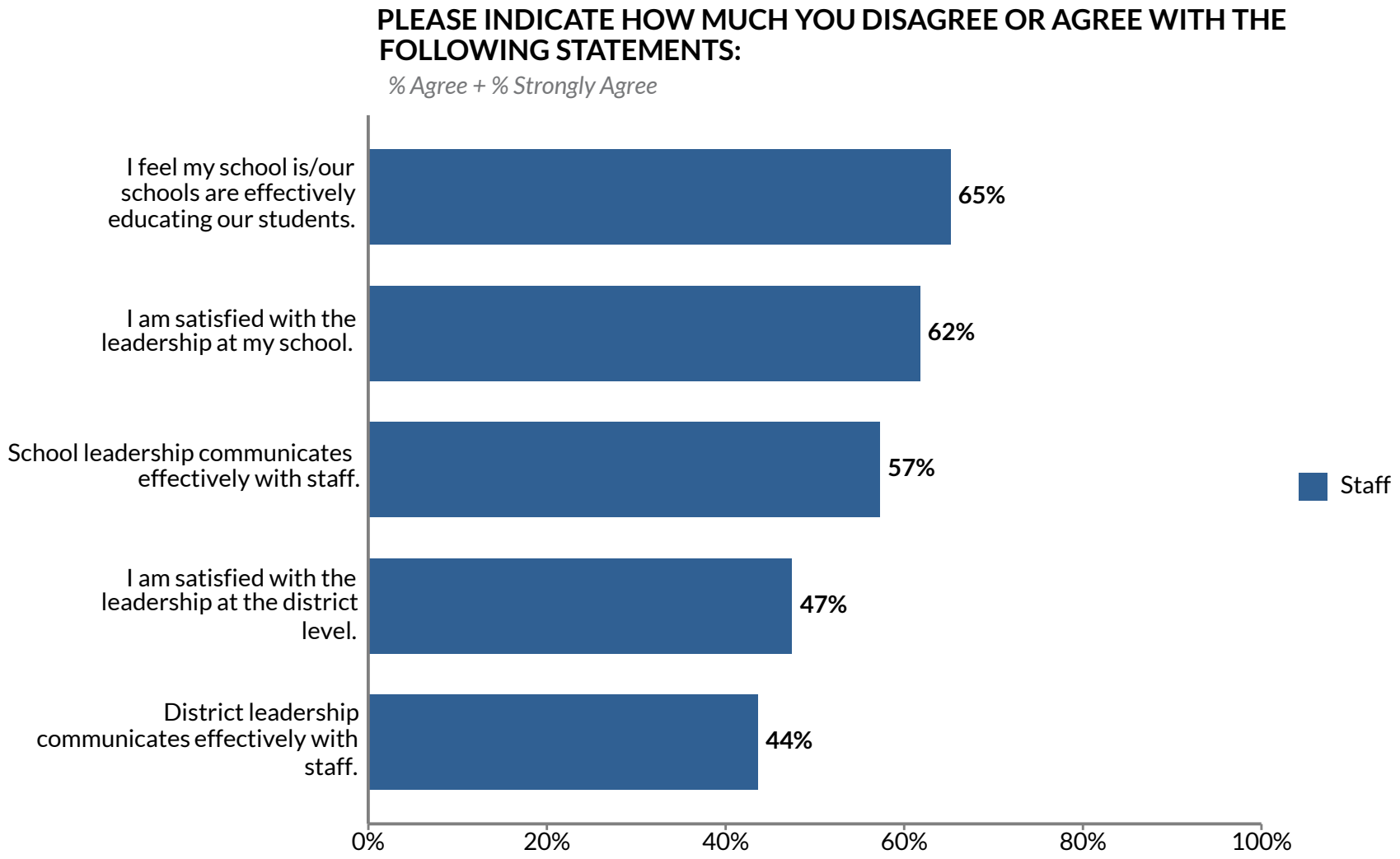
SATISFACTION: SUMMARY OF RESULTS

- **Most respondents agree that district schools are effectively educating students.** Parents and students are more likely than staff to agree that schools are effectively educating students (parents 76%, students 73%, staff 65%).

- **Respondents are generally satisfied with their (or their child's) teacher(s) and other school-level leadership, but are somewhat less likely to express satisfaction with district-level leadership**. 73% of respondents (84% parents; 72% students) are satisfied with teachers, and 67% of respondents are satisfied with school-level leadership (69% parents; 67% students). But, only 59% of parents are satisfied with district-level leadership.

- **Similarly, staff are satisfied with leadership and communication at the school-level, but they are less satisfied with leadership and communication at the district-level.** Staff are more satisfied with school leadership (62%) than district level leadership (47%) and believe that school leaders (57%) communicate more effectively than district leaders (44%).

SATISFACTION WITH LEADERSHIP



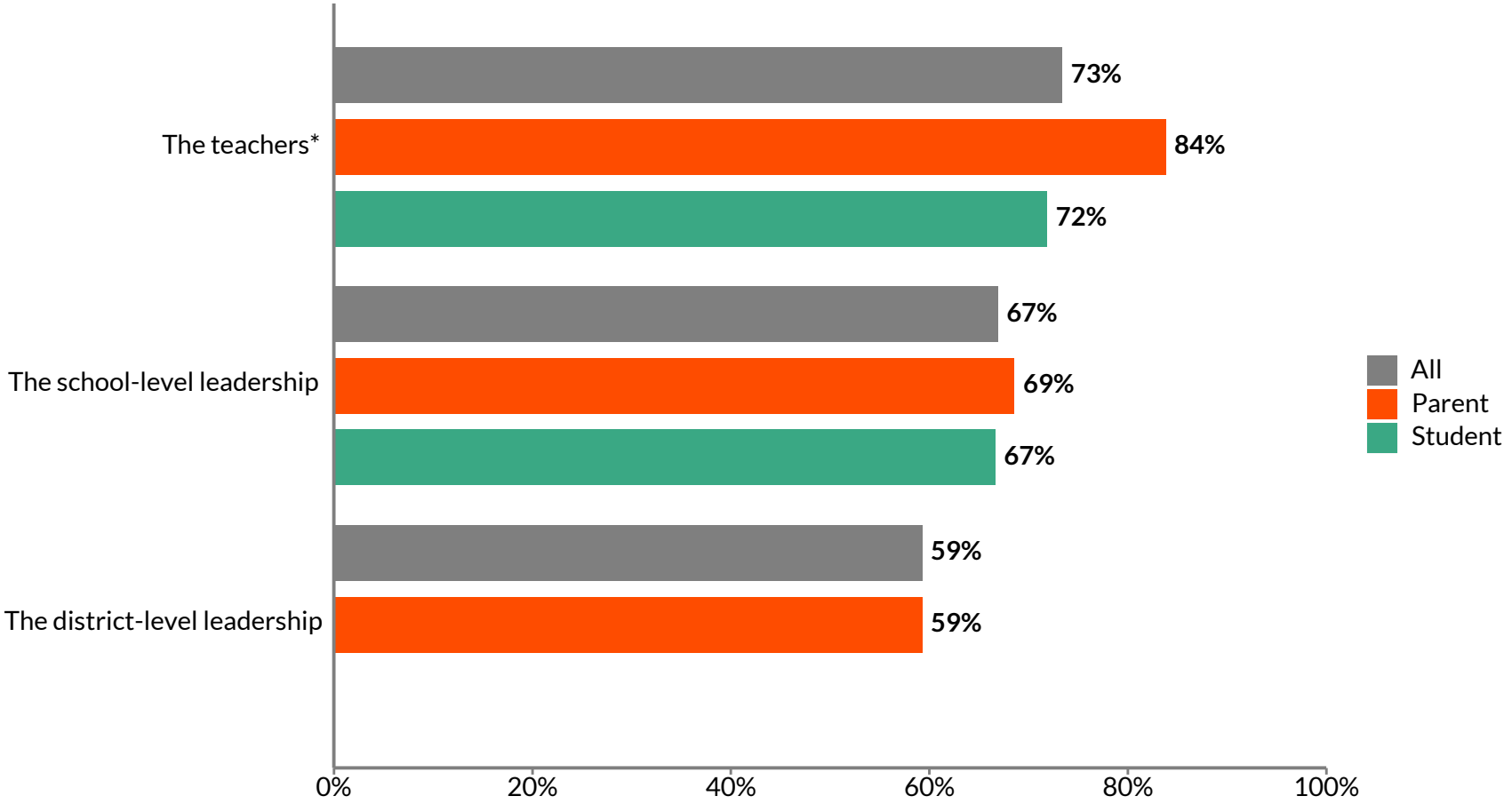
Sample Size: Staff (670-735)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

OVERALL SATISFACTION

SATISFACTION WITH ASPECTS OF MY [CHILD'S] SCHOOL [AND THE DISTRICT MORE BROADLY]:

% Somewhat Satisfied + % Completely Satisfied



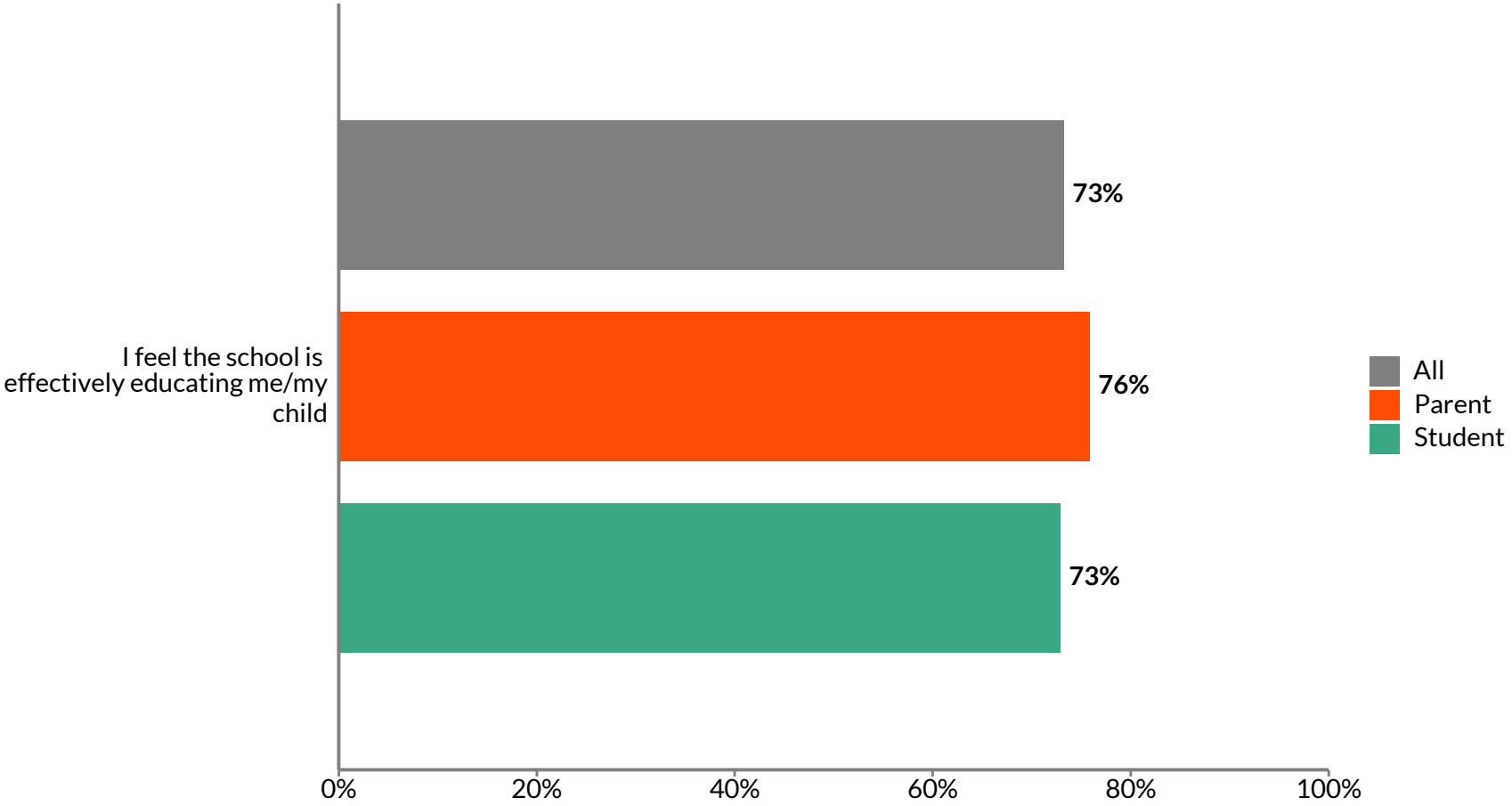
Sample Size: All (312-2,828); Parent (312-359); Student (0-2,469)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

OVERALL SATISFACTION

PLEASE INDICATE HOW MUCH YOU DISAGREE OR AGREE WITH THE FOLLOWING STATEMENT:

% Agree + % Strongly Agree



Sample Size: All (3,056-3,056); Parent (365-365); Student (2,691-2,691)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

SECTION III: CUSTOM QUESTIONS

CTE PATHWAYS CUSTOM QUESTIONS

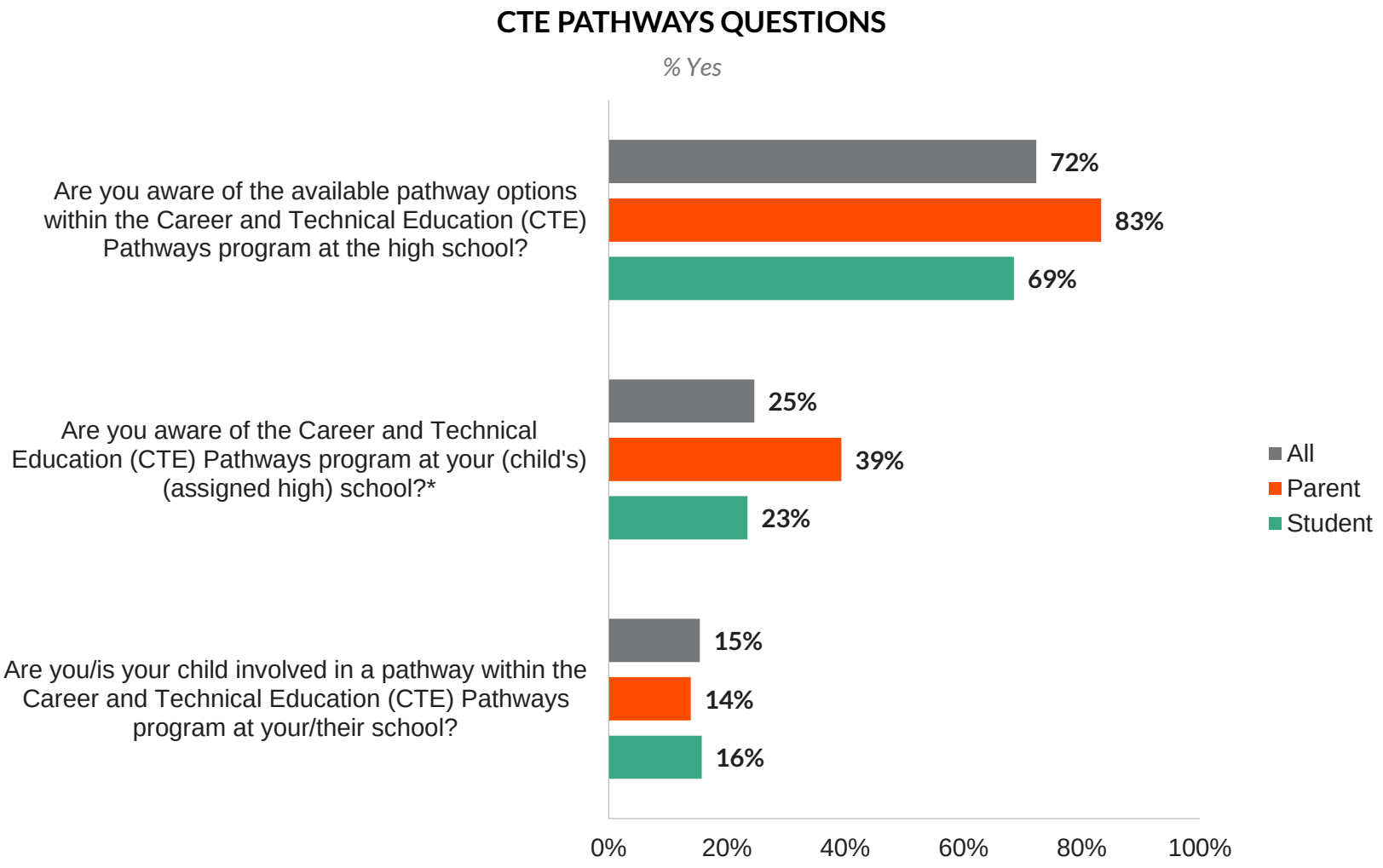
SATISFACTION: SUMMARY OF RESULTS

- **Many respondents are not aware of the Career and Technical Education (CTE) Pathways program at their (or their child's) school.** Only 25% of respondents (39% of parents and 23% of students) indicate that they are aware of the available pathway options at their school–*this is a decrease since the 2018 LCAP survey*.
  - Awareness is lower among middle school respondents than with high school respondents. Among high school respondents, awareness is lowest at Slover Mountain High School (just 25% are aware of the CTE pathways program).

- Only 15% of high school respondents actually participate (*or have a child that participates*) in a CTE Pathways program.

- Of high school respondents aware of the CTE Pathways program…
  - Over three-quarters of parents (83%) and over two-thirds of students (69%) say that they are aware of the available pathway options within the CTE Pathways program.
  - **Less than half of respondents feel that there are enough pathway options to choose from in the CTE Pathways program.** Half of students **(**50%) and less than half of parents (39%) say that they feel that there are enough pathway options from which to choose.

CTE PATHWAYS



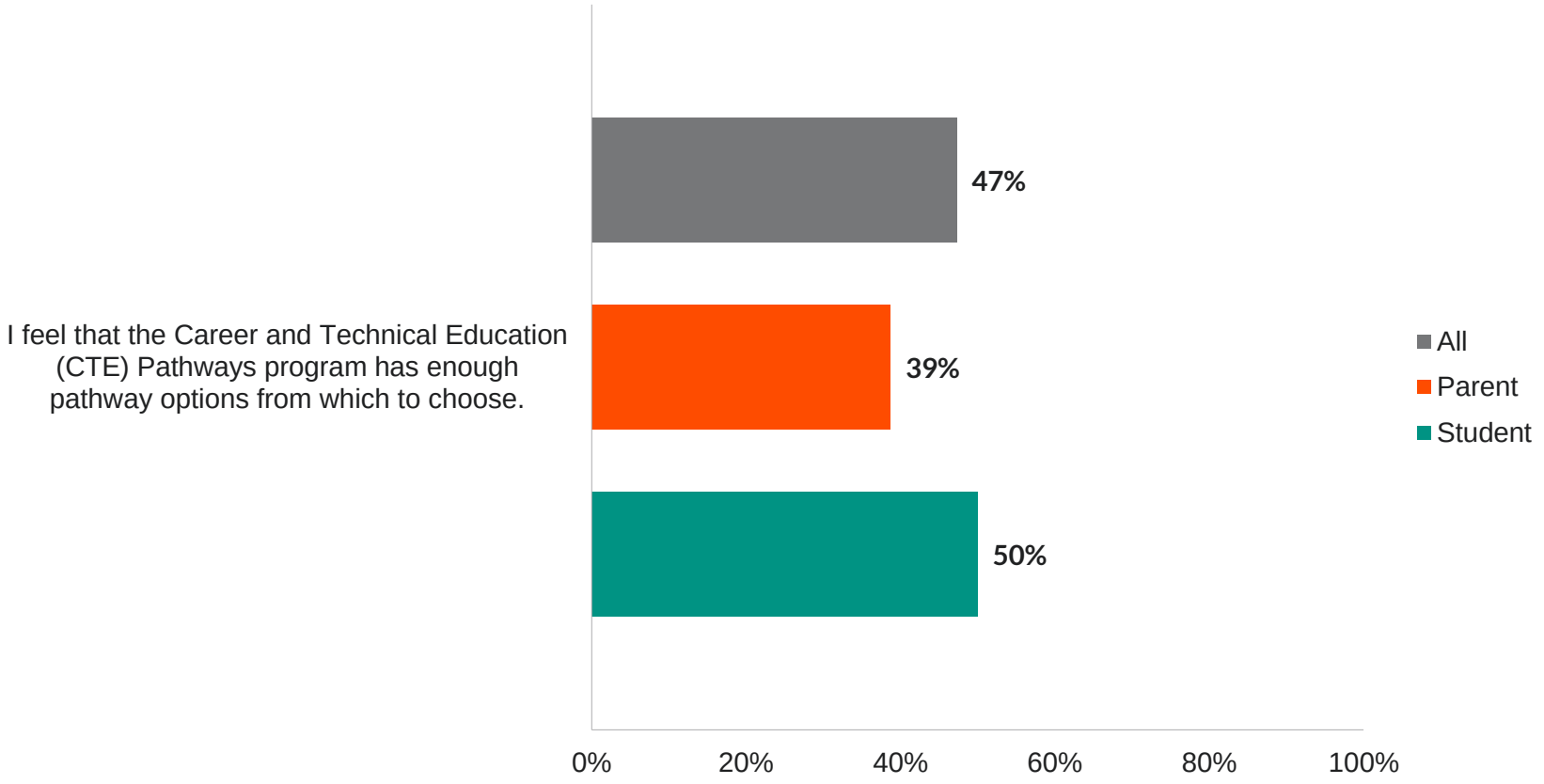
Sample Size: All (141-1,741); Parent (36-127); Student (105-1,614)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

CTE PATHWAY OPTIONS

PLEASE INDICATE THE EXTENT TO WHICH YOU DISAGREE WITH THE FOLLOWING STATEMENT.

% Agree + % Strongly Agree



Sample Size: All (129); Parent (31); Student (98)

Note: * indicates statistically significant difference between stakeholder groups at the 95% level.

SECTION IV: DEMOGRAPHICS

SCHOOL LOCATION

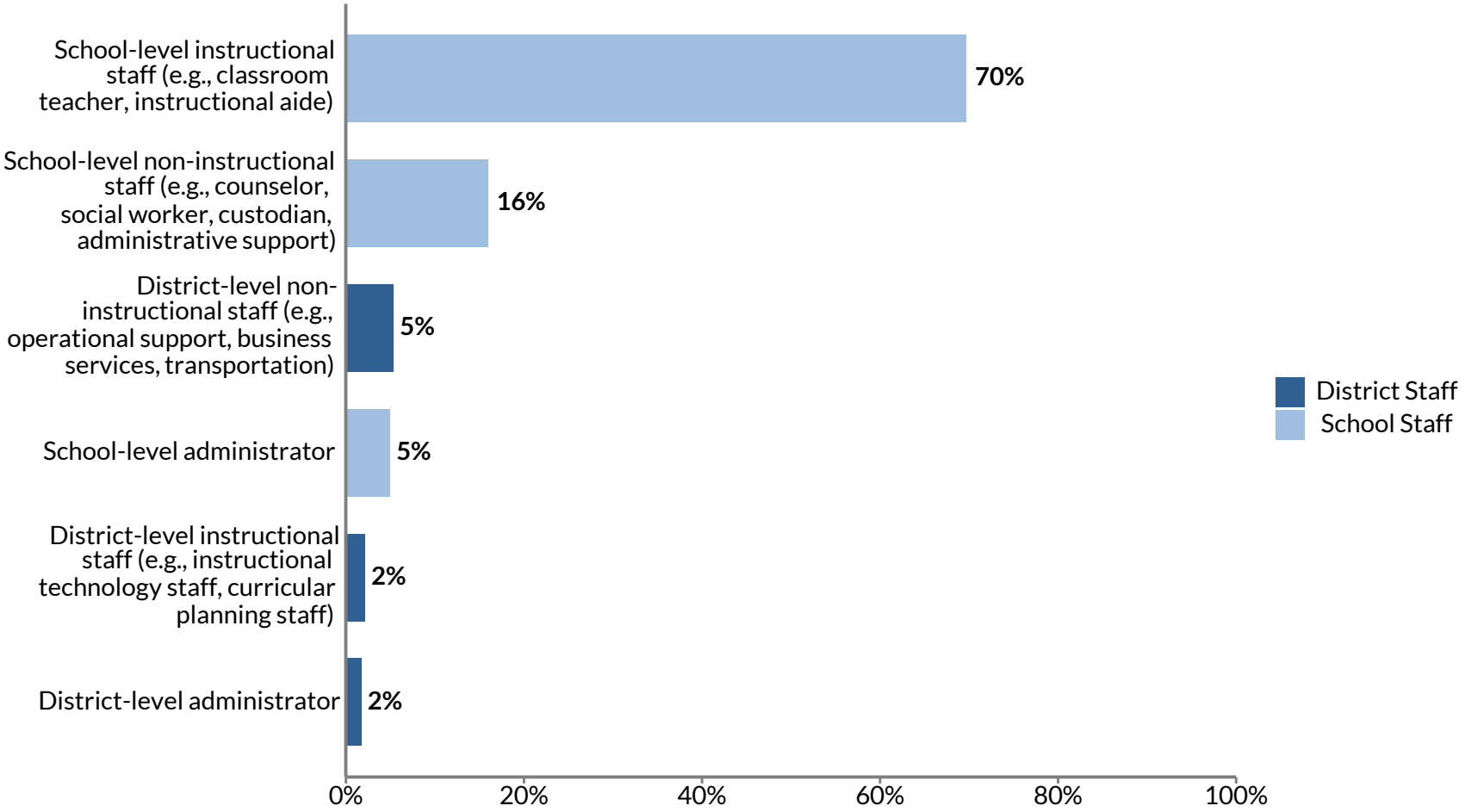
	Current School		
	Parent	Staff	Student
Terrace Hills Middle School	6%	7%	14%
Colton Middle School	4%	7%	15%
Ruth O. Harris Middle School	2%	4%	8%
Sycamore Hills Elementary School	2%	4%	7%
Terrace View Elementary School	14%	4%	5%
Bloomington High School	6%	7%	4%
Paul J. Rogers Elementary School	2%	3%	5%
Walter Zimmerman Elementary School	2%	3%	5%
Grand Terrace Elementary School	2%	3%	5%
Colton High School	4%	8%	3%
Joe Baca Middle School	2%	2%	5%
Ulysses S. Grant Elementary School	4%	3%	4%
Slover Mountain High School	0%	2%	4%
Michael D'Arcy Elementary School	2%	3%	4%
Cooley Ranch Elementary School	2%	5%	2%
Crestmore Elementary School	2%	4%	3%
Mary B. Lewis Elementary School	2%	3%	3%
Reche Canyon Elementary School	2%	4%	2%
Grand Terrace High School	8%	6%	0%
Gerald Smith Elementary School	7%	4%	0%
Abraham Lincoln Elementary School	2%	3%	0%
Washington High School	1%	3%	0%
Woodrow Wilson Elementary School	1%	3%	0%
Alice Birney Elementary School	1%	1%	0%
William McKinley Elementary School	2%	2%	0%
Jurupa Vista Elementary School	2%	1%	0%
Ruth Grimes Elementary School	3%	1%	0%
San Salvador Preschool		1%	0%
Adult Education		0%	0%
None of the above	11%	1%	3%

Sample Size: Parent (368); Staff (675); Student (2977)

STAFF ROLE

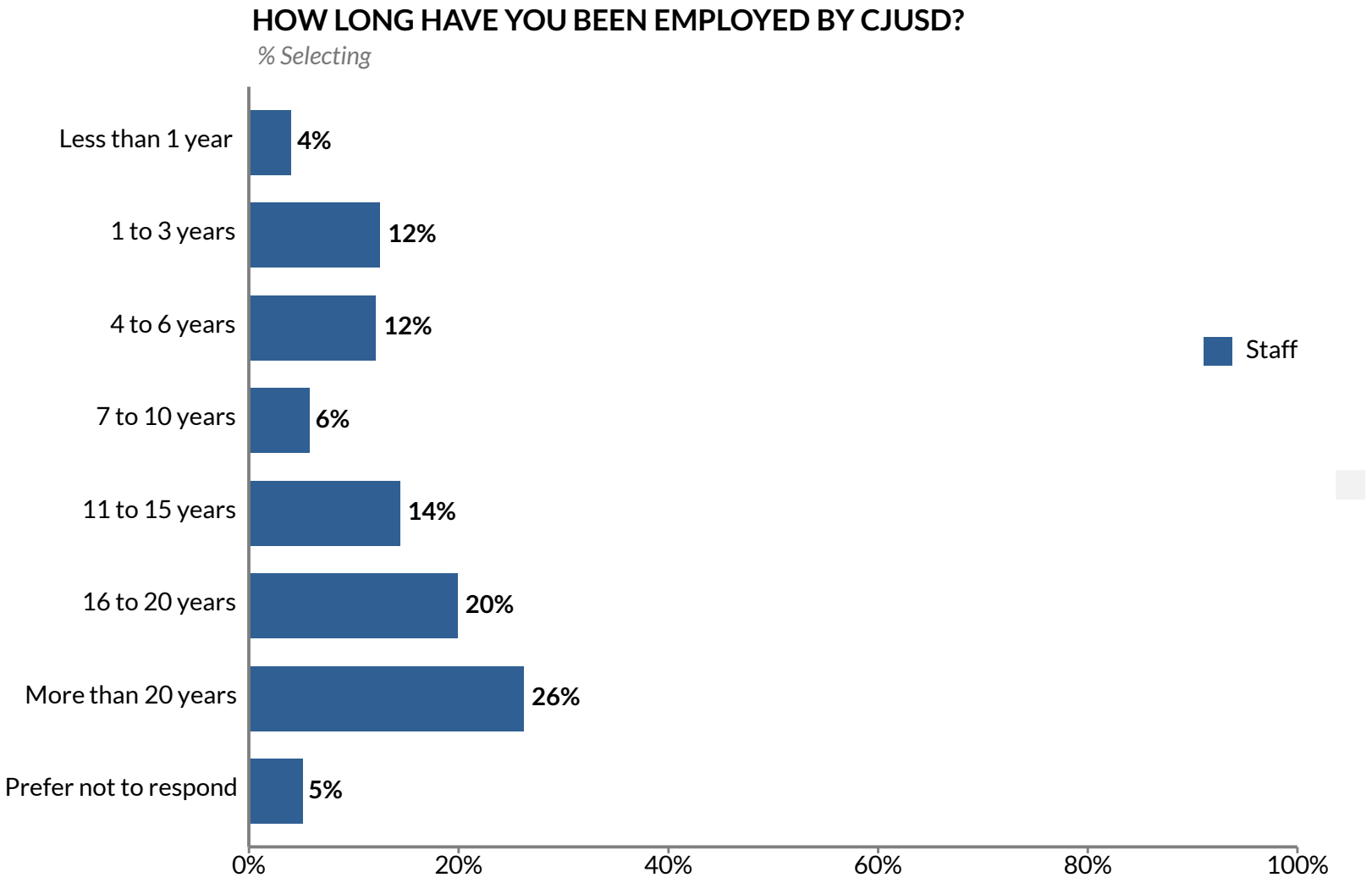
WHICH OF THE FOLLOWING BEST DESCRIBES YOUR ROLE IN CJUSD?

% Selecting



Sample Size: Staff (744)

STAFF TENURE

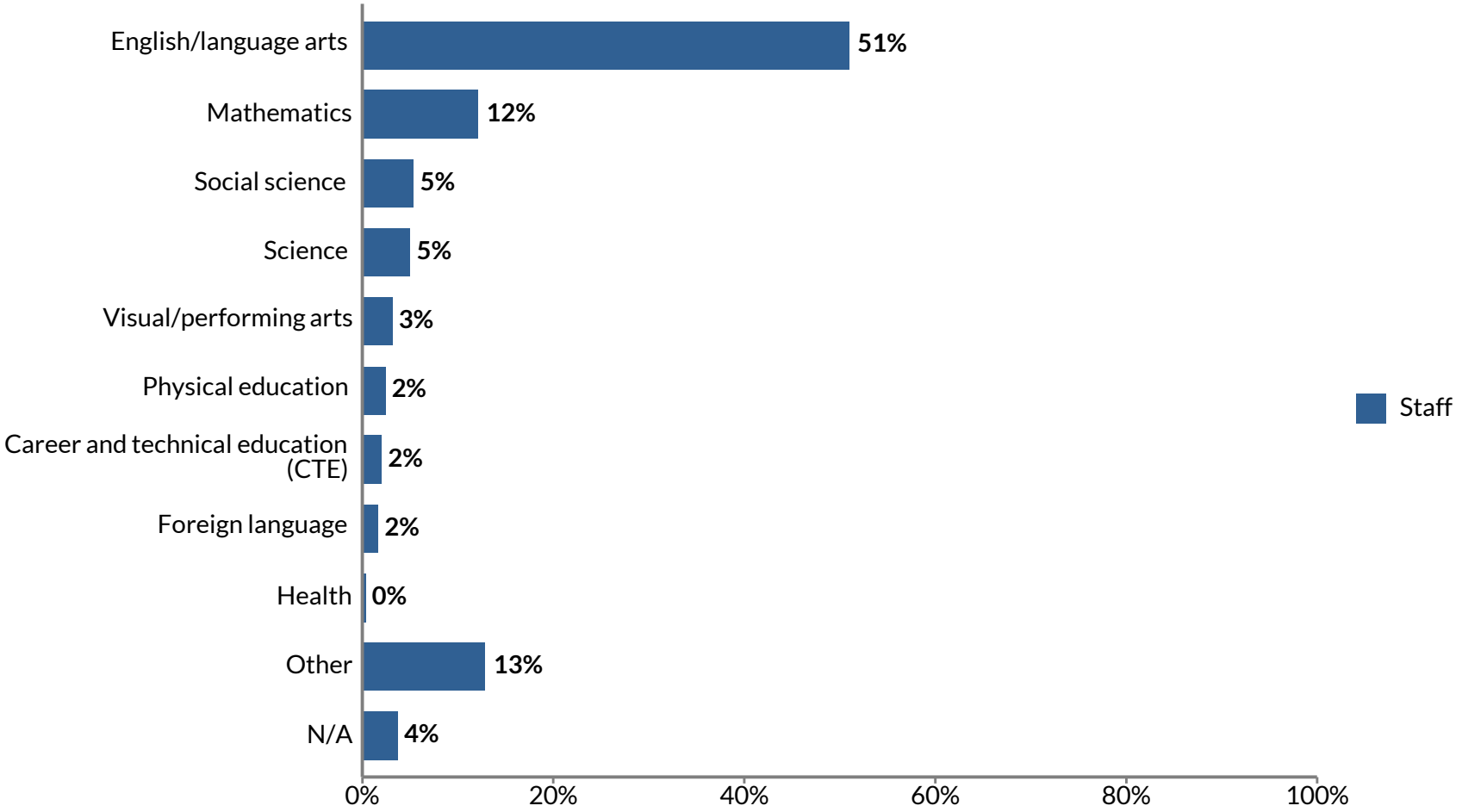


Sample Size: Staff (744)

FOCUS

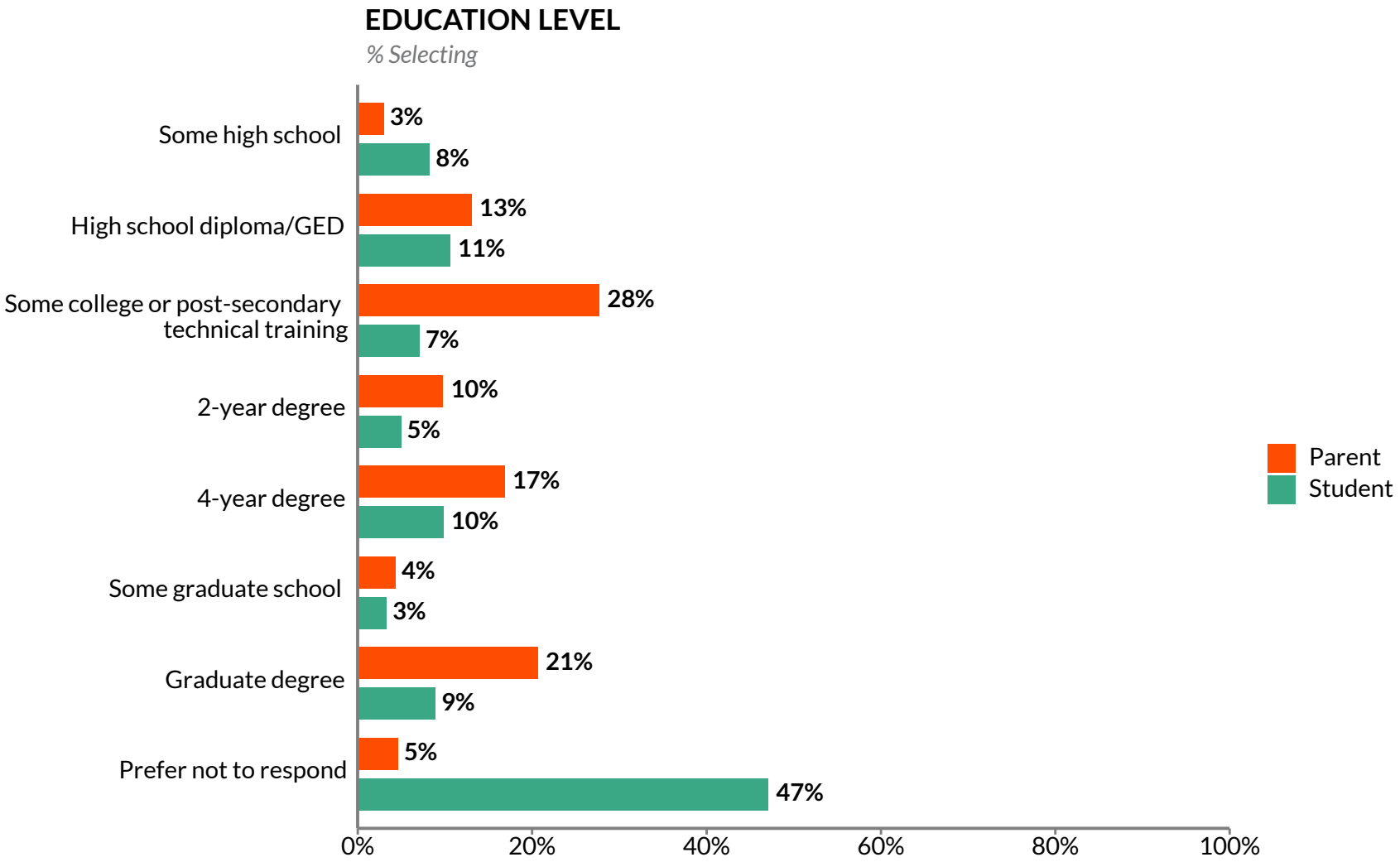
WHICH IS YOUR CONTENT AREA OF FOCUS?

% Selecting



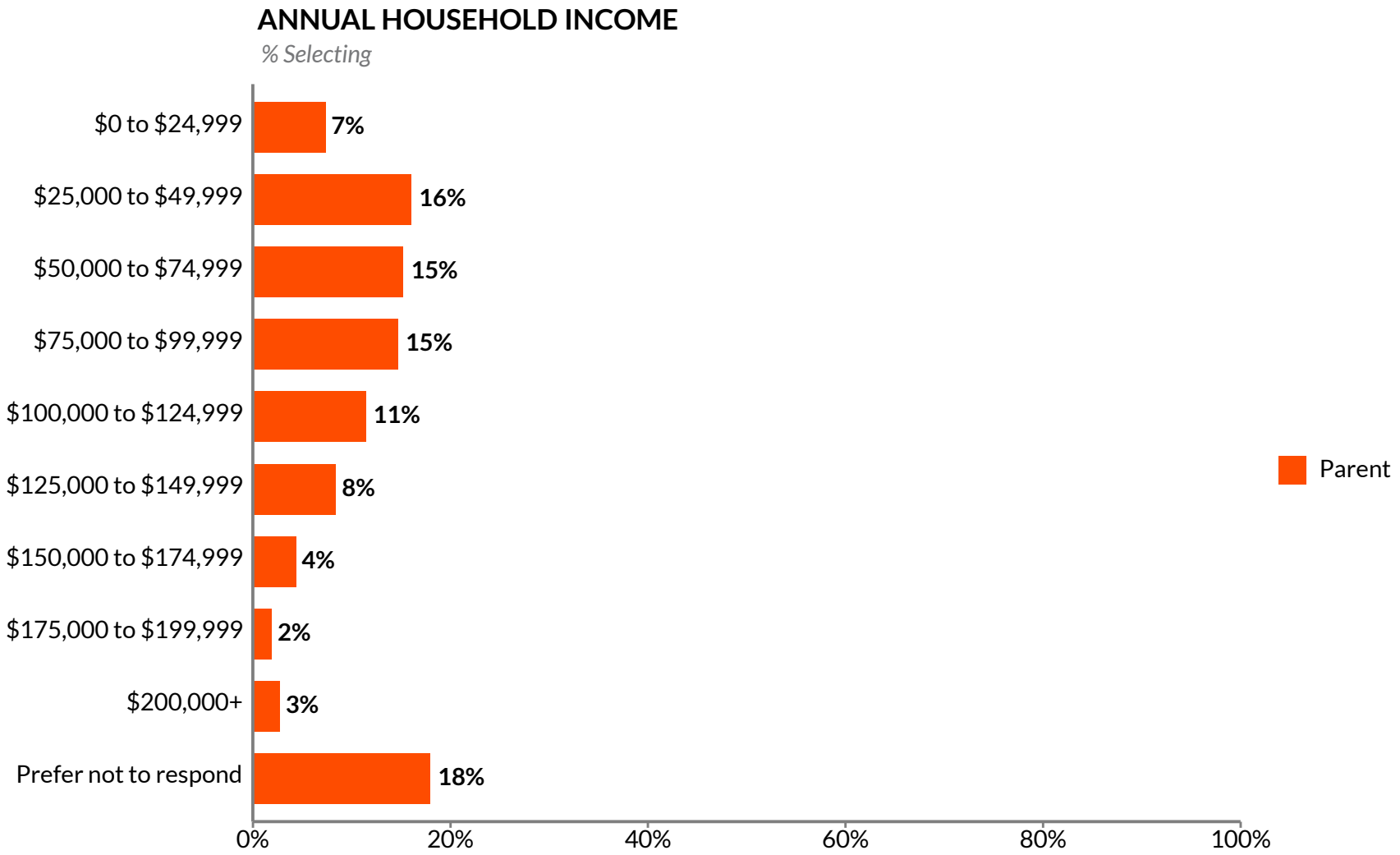
Sample Size: Staff (535)

EDUCATION LEVEL



Sample Size: Parent (368); Student (2820)

INCOME



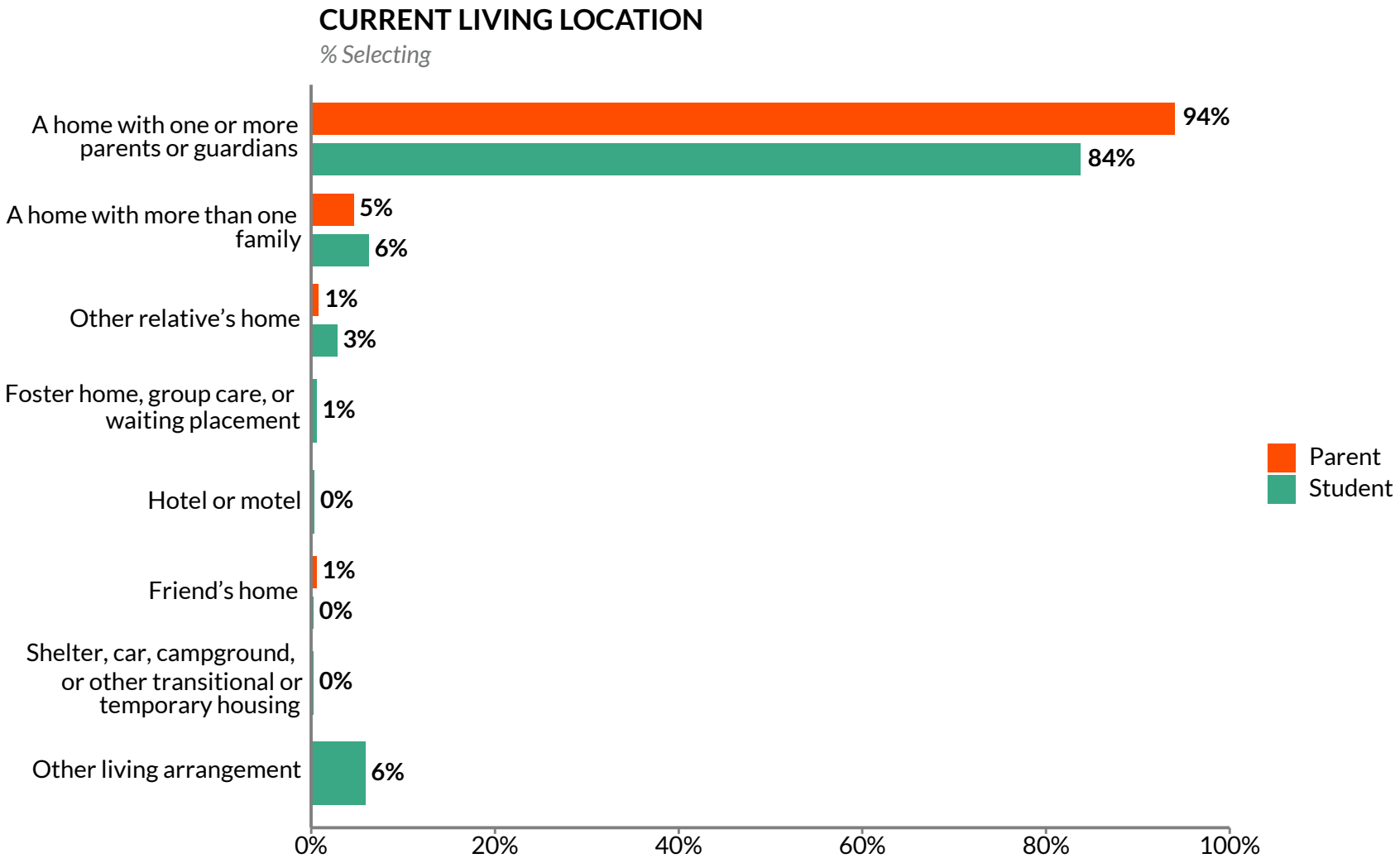
Sample Size: Parent (368)

LANGUAGE

	Parent	Student
Selected Choice - English	89%	82%
Selected Choice - Spanish	32%	54%
Selected Choice - Prefer not to respond	5%	7%
Selected Choice - Other	2%	6%
Other - Text	1%	6%
Selected Choice - French	0%	1%
Selected Choice - Tagalog	1%	1%
Selected Choice - Arabic	1%	1%
Selected Choice - German	1%	1%
Selected Choice - Italian	0%	1%
Selected Choice - Russian	0%	1%
Selected Choice - Vietnamese	1%	1%
Selected Choice - Korean		1%
Selected Choice - Cantonese	0%	0%
Selected Choice - Portuguese		0%
Selected Choice - Mandarin	0%	0%

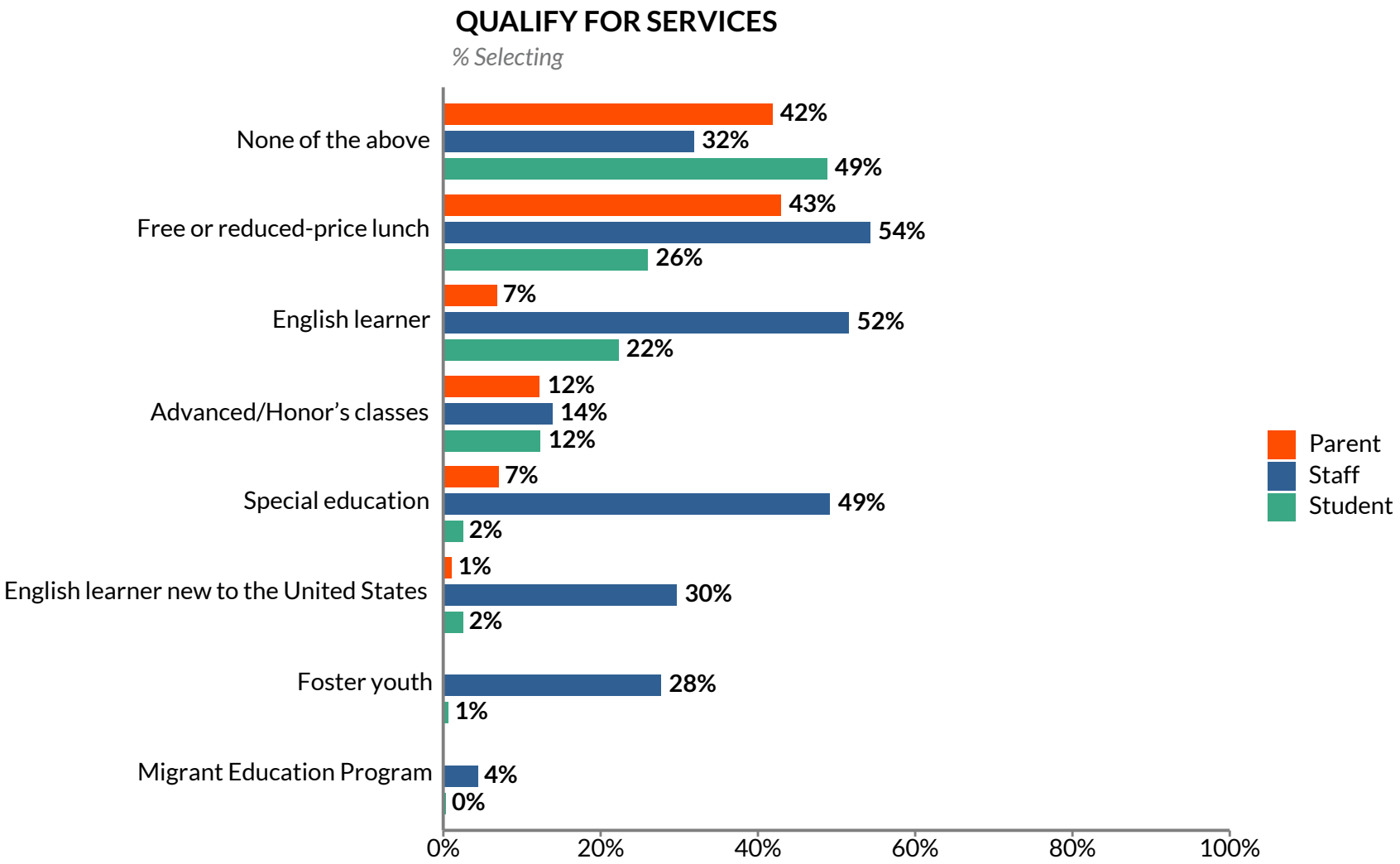
Sample Size: Parent (368); Student (2,889)

LIVING SITUATION



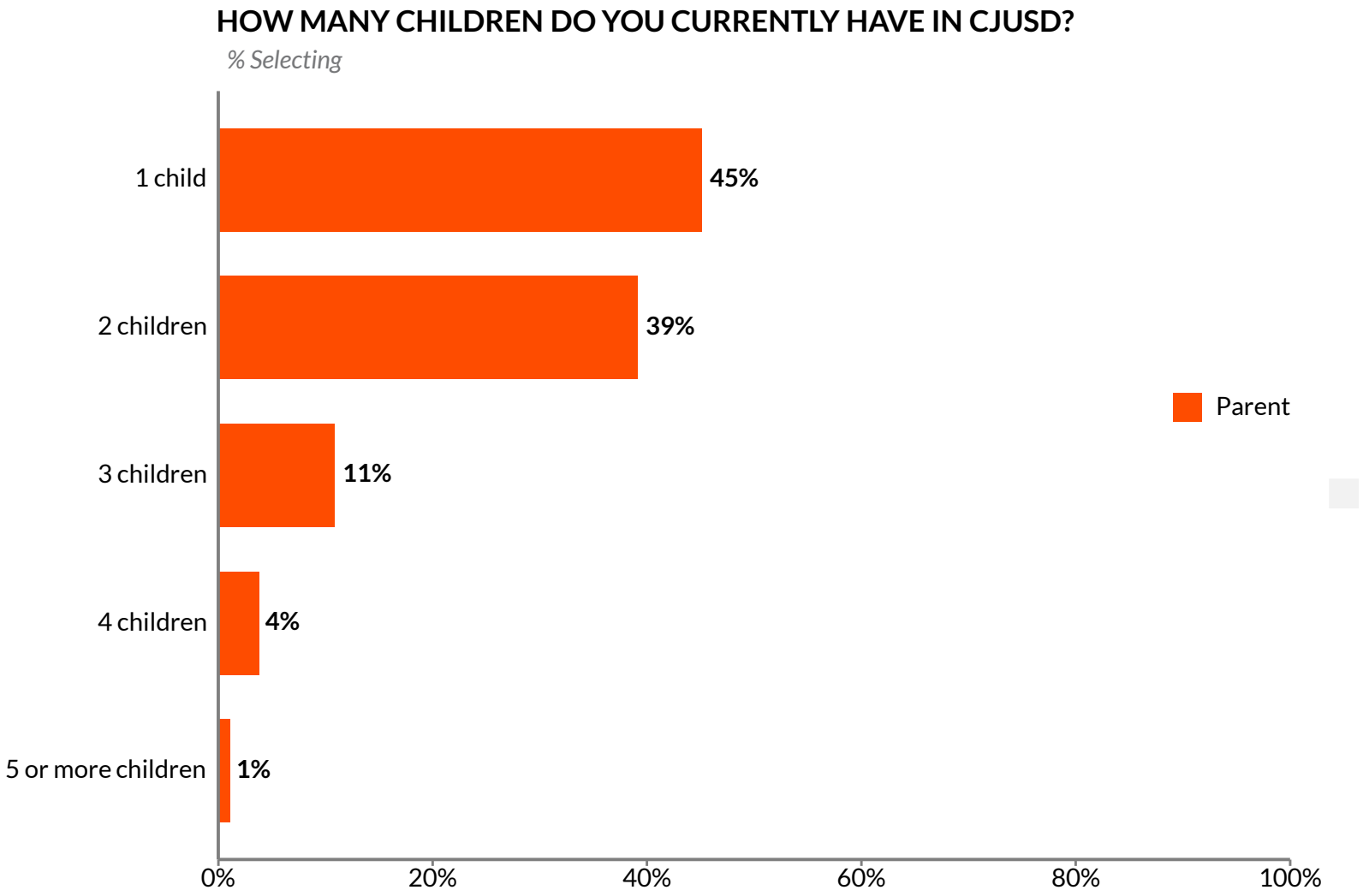
Sample Size: Parent (368); Student (2977)

PROGRAM PARTICIPATION



Sample Size: Parent (368); Staff (744); Student (2,977)

CHILD COUNT



Sample Size: Parent (368)