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Mission Promise Neighborhood (MPN) School Climate Survey:

Understanding the experiences of students
in San Francisco's Mission District

December 2014





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in San Francisco's Mission District

Prepared By:
Monica E. Lopez, MSW, PhD
Severin Saenz
Victoria Benson

Mission Promise Neighborhood
An Initiative of:
Mission Economic Development Agency
2301 Mission Street, Suite 301
San Francisco, CA 94110

www.medasf.org • www.missionpromise.org

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Mission Promise Neighborhood (MPN) School Climate Survey:

Understanding the experiences of students in San Francisco's Mission District

As part of the Promise Neighborhood grant, the United States Department of Education mandates that all Promise Neighborhood grantees administer an annual school climate survey at target middle and high schools. The purpose of this survey is to understand how the Promise Neighborhoods initiative may be impacting the experiences of students at target schools. The survey is also a means of capturing data on population-based indicators (GPRAs) mandated by the United States Department of Education, essential to tracking the impact of the initiative at a national level over time. Some of these indicators include school safety, consumption of fruits and vegetables, exercise habits and internet access.

In March of 2014, the Mission Promise Neighborhood School Climate Survey was administered at two Mission District schools, Everett Middle School and John O'Connell High School. Students were asked about their school environment, feelings of safety traveling to and from school, access to the Internet in and outside of school, and other issues related to their educational experience.

A total of 699 students responded to the survey. We achieved an 86 percent response rate at Everett MS and a 71 percent response rate at O'Connell HS. Administration of the survey was achieved with the collaboration of teachers, principals and school staff.

Participant Characteristics and Respondent Description

School (N: 699)	N (%)
Everett MS	377 (54%)
O'Connell HS	322 (46%)
Grade (N: 691)	N (%)
Sixth grade	127 (18%)
Seventh grade	128 (18%)
Eighth grade	114 (16%)
Ninth grade	73 (11%)
10th grade	79 (11%)
11th grade	82 (12%)
12th grade	88 (13%)
Gender (N: 689)	N (%)
Male	354 (51%)
Female	335 (49%)
Language (N: 699)	N (%)
Spanish	59 (8%)
Hispanic/Latino Origin (N: 680)	415 (60%)

School Safety

School safety is an important element of school climate. Research points to the negative effects of school and neighborhood violence on student academic achievement. Neighborhood violence, in particular, has been found to have detrimental effects on academic performance, and violence within schools has also been found to contribute to low attendance, increased behavioral incidents and reduced likelihood of high school graduation and college enrollment (Aizer 2009; Carrell and Hoekstra 2010; Delaney-Black et al. 2002; Gibson, Morris, and Beaver 2009; Ripski and Gregory 2009; Sharkey 2010).

Safety by School

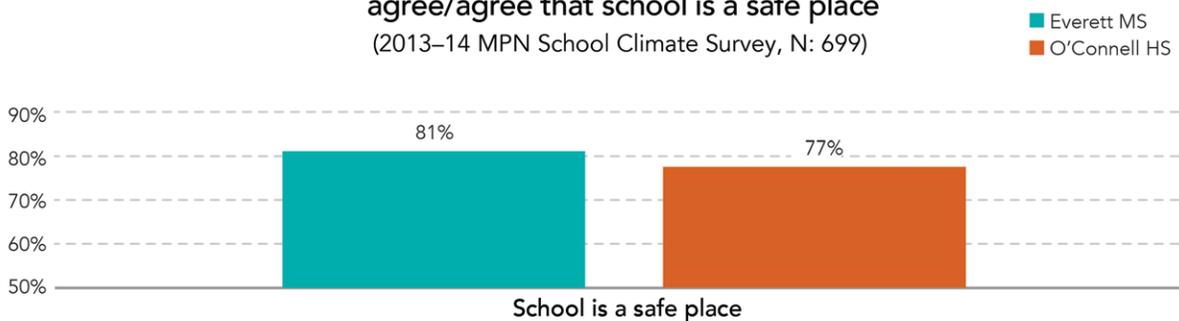
We asked students at our target middle school and high school to rate their level of agreement with the following statements: “this school is a safe place for students” and “I feel safe when traveling to and from school.” While most students strongly agreed/agreed with both of these statements, perceptions of safety varied by school. For example, middle school students felt safer traveling to and from school than high school students (84 percent vs. 73 percent respectively).

Safety by School

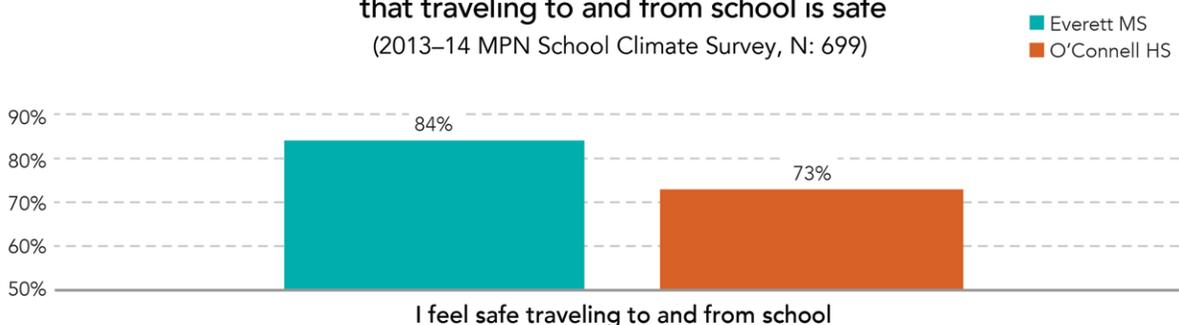
Safety	Everett MS N: 377	O’Connell HS N: 322	Overall N: 699
School is a safe place	302 (81%)	247 (77%)	549 (79%)
Feel safe traveling to and from school***	315 (84%)	236 (73%)	551 (79%)

Statistical significance *p<.05, **p<.01, ***p<.001

Percent of MPN students who strongly agree/agree that school is a safe place
(2013–14 MPN School Climate Survey, N: 699)



Percent of MPN students who strongly agree/agree that traveling to and from school is safe
(2013–14 MPN School Climate Survey, N: 699)



Safety by Gender

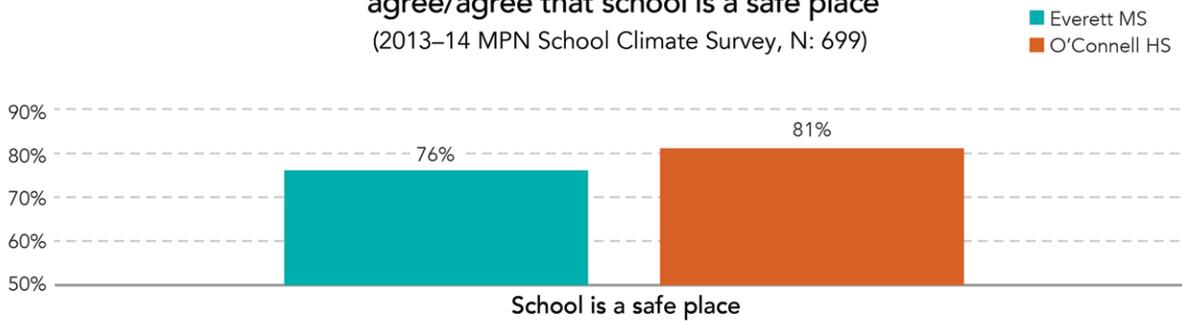
Perceptions of school safety varied by gender, with more males than females reporting feeling safe at school (81 percent vs. 76 percent, respectively). We found no difference by gender in perceptions of safety traveling to and from school.

Safety by Gender

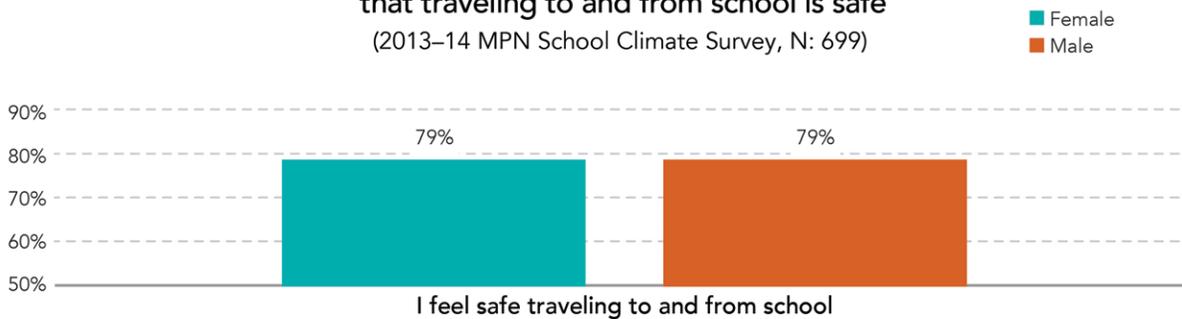
Safety	Female N: 335	Male N: 354
School is a safe place*	254 (76%)	287 (81%)
Feel safe traveling to and from school	264 (79%)	278 (79%)

Statistical significance *p<.05, **p<.01, ***p<.001

Percent of MPN students who strongly agree/agree that school is a safe place
(2013–14 MPN School Climate Survey, N: 699)



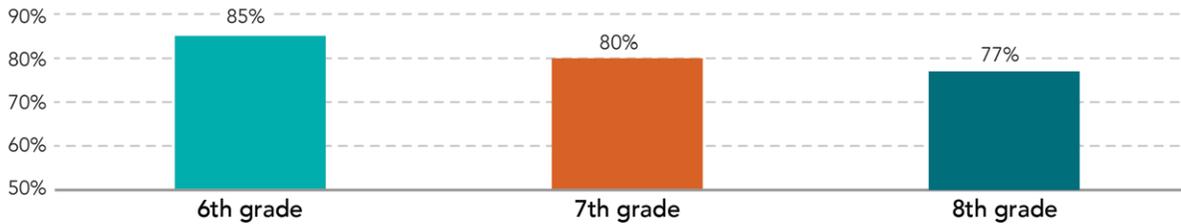
Percent of MPN students who strongly agree/agree that traveling to and from school is safe
(2013–14 MPN School Climate Survey, N: 699)



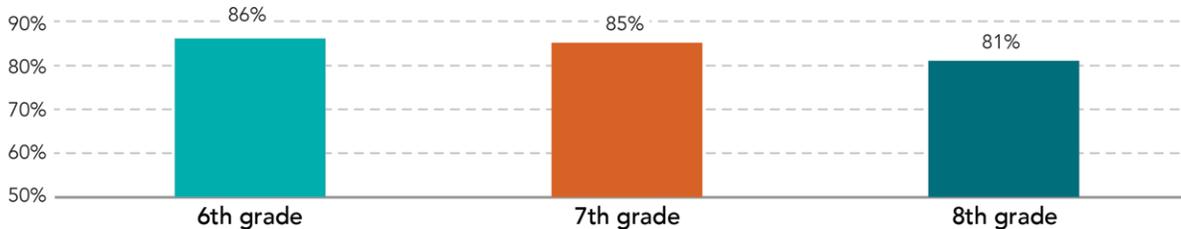
Safety by Grade

We found differences in perceptions of safety among students by grade, with perceptions of safety decreasing as students moved up in grade. For example, perceptions of school safety in middle school were higher among sixth-graders than eighth-graders (85 percent vs. 77 percent, respectively), as were perceptions of safety traveling to and from school (86 percent vs. 81 percent, respectively).

Percent of MPN middle school students who strongly agree/agree that school is a safe place
(2013–14 MPN School Climate Survey, N: 377)

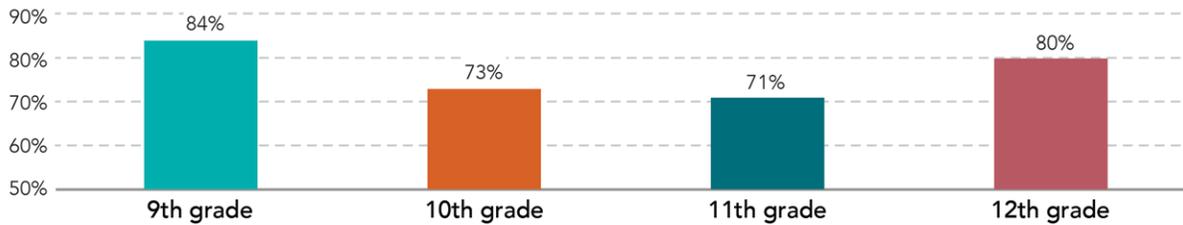


Percent of MPN middle school students who strongly agree/agree that traveling to and from school is safe
(2013–14 MPN School Climate Survey, N: 377)

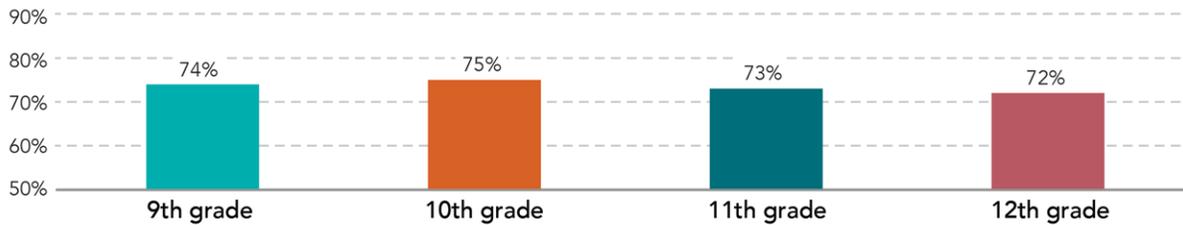


The pattern is similar among high school students, with 84 percent of freshmen reporting that their school is safe compared to just 80 percent of seniors. Perceptions of school safety are lowest among high school sophomores and juniors (73 percent and 71 percent, respectively). We observed no notable differences by grade in terms of perceived safety traveling to and from school.

Percent of MPN high school students who strongly agree/agree that school is a safe place
(2013–14 MPN School Climate Survey, N: 322)



Percent of MPN high school students who strongly agree/agree that traveling to and from school is safe
(2013–14 MPN School Climate Survey, N: 322)



According to our school climate survey, most MPN students feel safe both at school and traveling to and from school. Even though differences were found when data were disaggregated by school, gender and grade, the percentage of students feeling safe did not drop below 70 percent. Our survey also found that transition grades both at the middle and high school felt the safest at school, and that perceptions of safety decreased as students moved up in grade. This finding begs a deeper exploration of what may be contributing factors.

Exercise and Diet

Regular exercise and a healthy diet promote overall health and well-being. Moderate exercise, at least 60 minutes a day, decreases the risk of heart disease, Type 2 diabetes, and some types of cancer (Klem et al., 1997). Research shows that physically active children tend to perform better in school as physical activity promotes better cognitive performance and classroom behavior (Trost, 2009).

We surveyed MPN students about their exercise habits by asking how many days per week they were physically active for at least one hour. Dietary habits were assessed by asking students to recall their intake of fruits, vegetables and juice in the last 24 hours.

Exercise and Diet by School

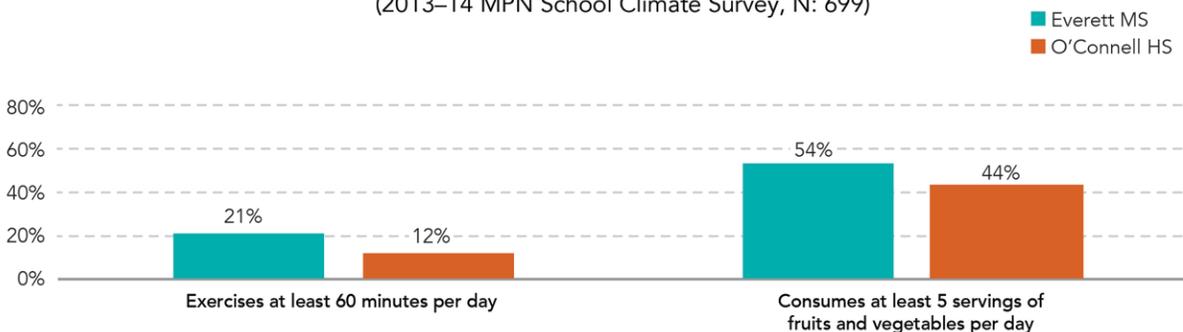
Differences in exercise levels and diet were found by school. Just 21 percent of middle school students reported being physically active for at least one hour every day of the week, compared to only 12 percent of high school students. We also found that middle school students were consuming more servings of fruits and vegetables than high school students; 54 percent of Everett MS students and 44 percent of O’Connell HS students had consumed at least five servings of fruits and vegetables.

Exercise and Diet by School

Physical Activity and Diet	Everett MS N: 377	O’Connell HS N: 322	Total N: 699
Exercises at least 60 minutes per day, every day**	77 (21%)	38 (12%)	115 (17%)
Consumes at least five servings of fruits and vegetables per day**	203 (54%)	140 (44%)	343 (49%)

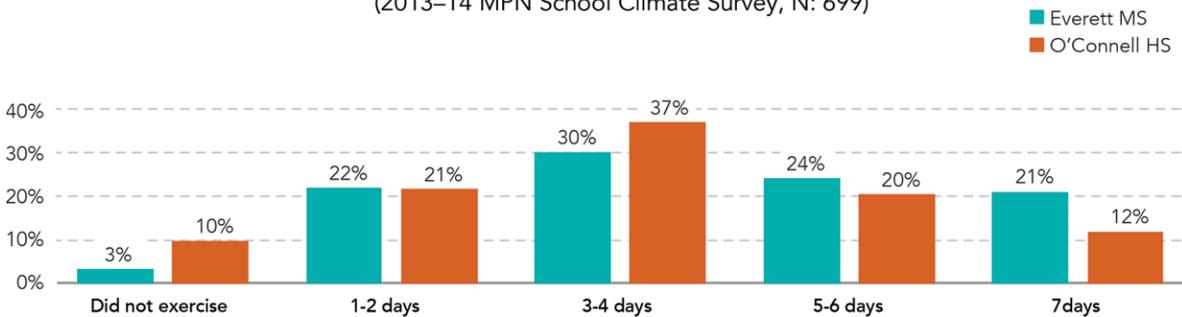
Statistical significance *p<.05, **p<.01, ***p<.001

MPN student self-reported exercise and dietary habits
(2013–14 MPN School Climate Survey, N: 699)



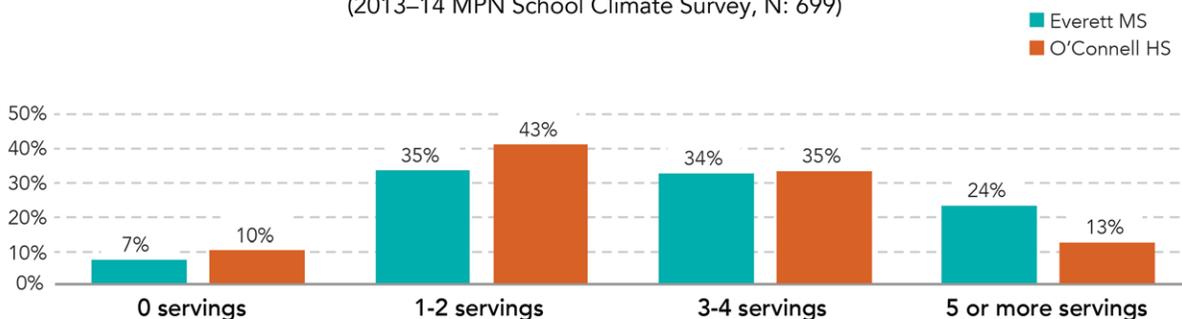
By examining a distribution of student responses, we see that the highest percentage of middle and high school students exercises three to four days a week. Fewer students are sedentary; three percent of middle school students and 10 percent of high school students report that they do not exercise.

Exercise habits of MPN students
(2013–14 MPN School Climate Survey, N: 699)



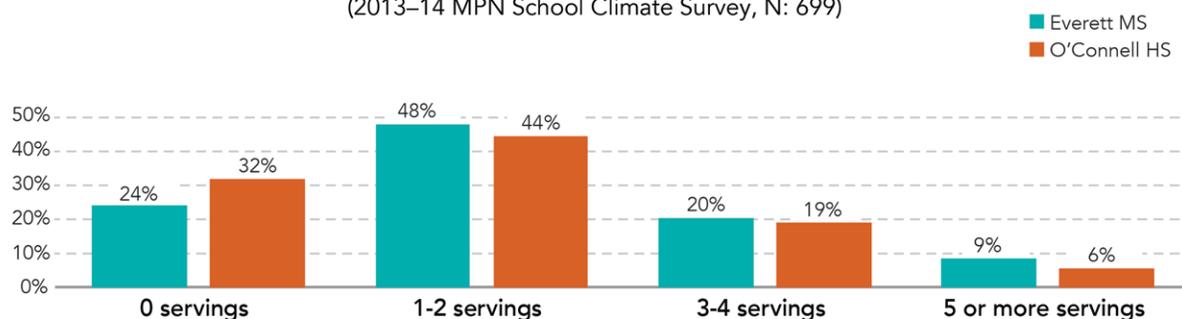
We also examined the dietary habits of students by looking at the distribution of their responses to the diet questions. MPN students are mostly consuming between one to four daily servings of fruits. Fewer students are consuming five or more daily servings of fruits (24 percent middle school and 13 percent high school).

Daily servings of fruit consumed by MPN students
(2013–14 MPN School Climate Survey, N: 699)



MPN students are mostly drinking one to two servings of juice per day (48 percent middle school and 44 percent high school); conversely, 24 percent of middle school and 32 percent of high school students did not report drinking any juice. Overall, more MPN students are consuming fruits than are drinking juice.

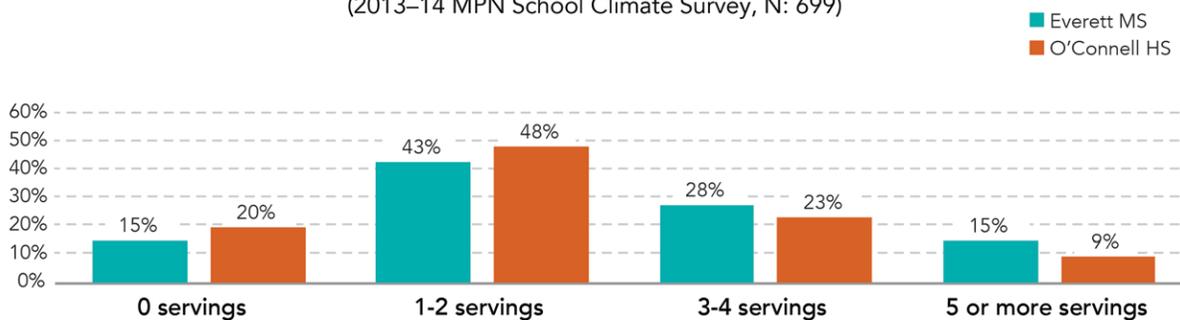
Daily servings of juice consumed MPN students
(2013–14 MPN School Climate Survey, N: 699)



MPN students are mostly consuming one to two servings of vegetables per day (43 percent middle school and 48 percent high school); however, fewer high school students reported eating any vegetables. In our survey, 20 percent of high school students and 15 percent of middle school students reported consuming zero vegetables.

Daily servings of vegetables consumed by MPN students

(2013–14 MPN School Climate Survey, N: 699)



Exercise and Diet by Gender

Differences in level of physical activity were also found by gender, with more male students (26 percent) engaging in daily physical activity than female students (seven percent). There were no significant statistical differences by gender in terms of consumption of fruits and vegetables.

Exercise and Diet by Gender

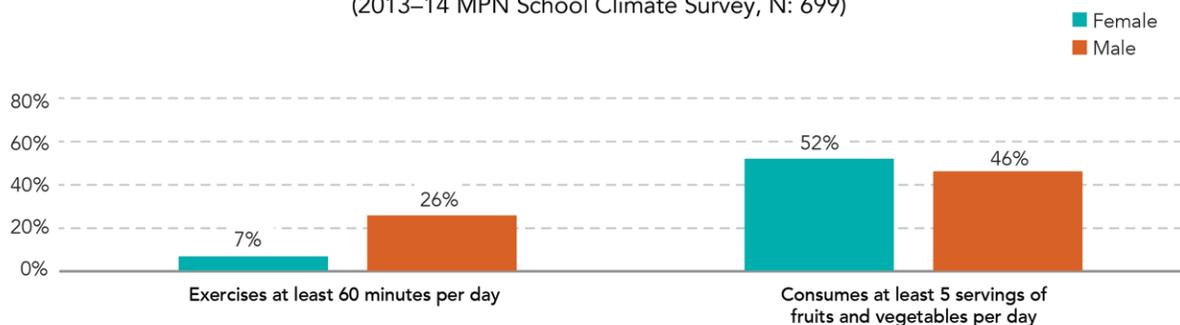
Physical Activity and Diet	Female N: 335	Male N: 354
Exercises at least 60 minutes per day ***	23 (7%)	90 (26%)
Consumes at least five servings of fruits and vegetables	175 (52%)	164 (46%)

Statistical significance * $p < .05$, ** $p < .01$, *** $p < .001$



MPN student self-reported exercise and dietary habits

(2013–14 MPN School Climate Survey, N: 699)



While few MPN students are exercising on a daily basis, most students are exercising three or more times per week. High school students are less active than middle school students and females overall are exercising less than males. In terms of diet, we find that close to half of MPN students are consuming five or more combined servings of fruits and vegetables. More than half of students are eating at least three servings of fruits, fewer than half are eating as many vegetables, and nearly one-third are drinking as many servings of juice per day. High school students are eating fewer fruits and vegetables and drinking more juice than middle school students.

College and Career Aspirations

The value of a college education cannot be underestimated. In general, higher levels of education are associated with better employment opportunities, higher income, increased social support and higher social standing (Greenstone et al., 2013). There are also health-related benefits associated with educational attainment. For instance, level of educational attainment has been found to be strongly correlated with well-being and health status, even when controlling for income (Telfair & Shelton, 2012). Academic aspirations have also been found to influence the level of academic achievement of students, with higher aspirations being correlated with higher levels of educational attainment (Rothon et al., 2010).

To assess the college and career aspirations of MPN students, we asked them about their plans after graduating from high school. Additionally, we asked students to rate their level of agreement or disagreement with the statement “I am confident that I will attend college” to assess how confident they felt about their likelihood of attending college.

College and Career Aspirations by School

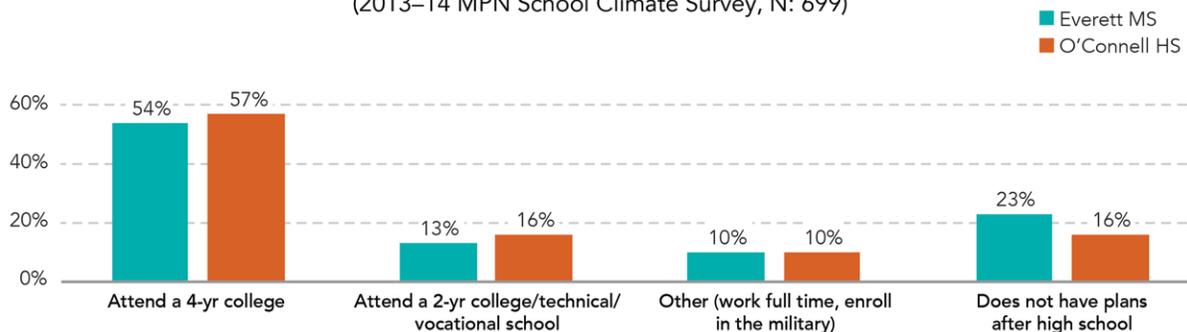
We disaggregated these data by school to explore whether there were any observable differences by school. Surprisingly, we found no statistically significant differences by school on this measure. More than half of our survey respondents reported that they planned to attend a four-year college after graduation. A smaller percentage reported planning to attend a two-year college or technical/vocational school. While most students were confident about their prospects of attending college, middle school students were more confident than high school students about attending college (86 percent vs. 76 percent, respectively).

College and Career Aspirations by School

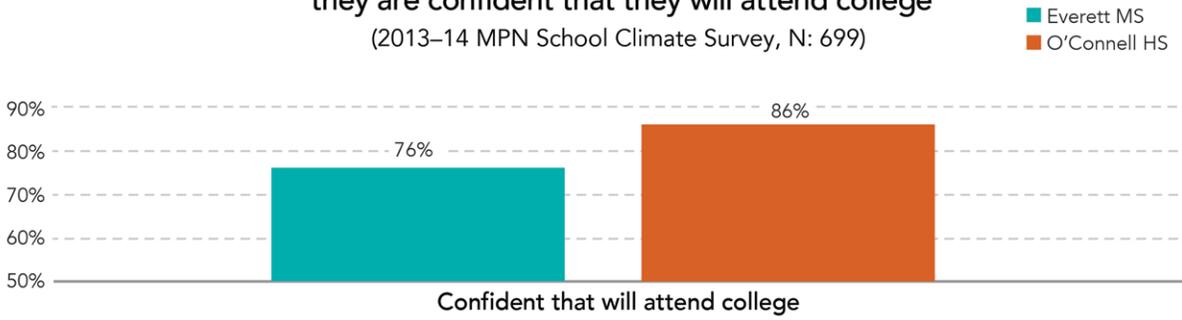
College and Career Aspirations After High School	Everett MS N: 377	O’Connell HS N: 322	Total N: 699
Attend a four-year college	195 (54%)	178 (57%)	373 (56%)
Attend a two-year college or technical/vocational school	48 (13%)	49 (16%)	97 (14%)
Other (work full time, enroll in the military)	37 (10%)	32 (10%)	69 (10%)
Does not have plans after high school	84 (23%)	50 (16%)	134 (20%)
Confident that Will Attend College***	320 (86%)	243 (76%)	563 (81%)

Statistical significance *p<.05, **p<.01, ***p<.001

College and career aspirations of MPN students
(2013–14 MPN School Climate Survey, N: 699)



Percent of MPN students who strongly agree/agree they are confident that they will attend college
(2013–14 MPN School Climate Survey, N: 699)



College and Career Aspirations by Gender

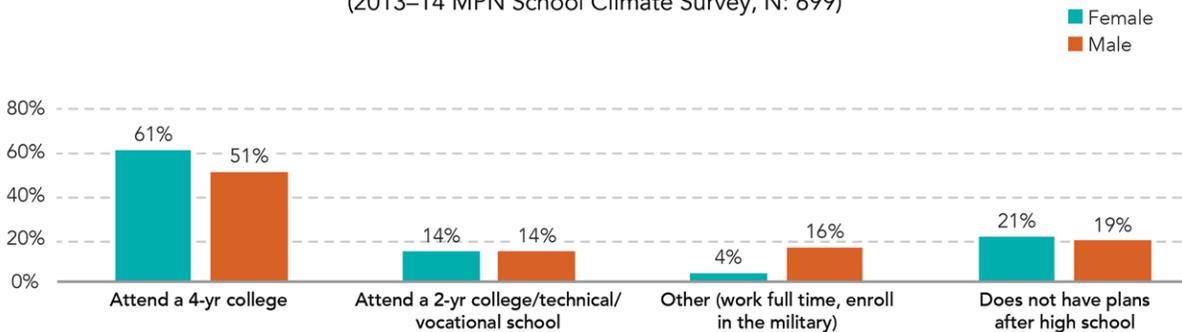
We disaggregated these data and found significant differences by gender. For instance, we found that more females planned to attend a four-year college after high school than males (61 percent vs. 51 percent, respectively); however, females and males were equally confident about their prospects of attending college.

College and Career Aspirations by Gender

College and Career Aspirations After High School***	Female N: 335	Male N: 354
Attend a four-year college**	195 (61%)	176 (51%)
Attend a two-year college or technical/vocational school	46 (14%)	48 (14%)
Other (work full time, enroll in the military)	14 (4%)	53 (16%)
Does not have plans after high school	66 (21%)	66 (19%)
Confident that Will Attend College	272 (81%)	282 (81%)

Statistical significance *p<.05, **p<.01, ***p<.001

College and career aspirations of MPN students (2013–14 MPN School Climate Survey, N: 699)





College and Career Aspirations by Latino Origin

We examined these data by Latino origin to explore whether there were any differences by ethnicity and found that fewer Latinos than non-Latinos planned to attend college (51 percent vs. 62 percent, respectively). Latinos were also found to be less confident about their prospects of attending college than non-Latinos (78 percent vs. 86 percent, respectively).

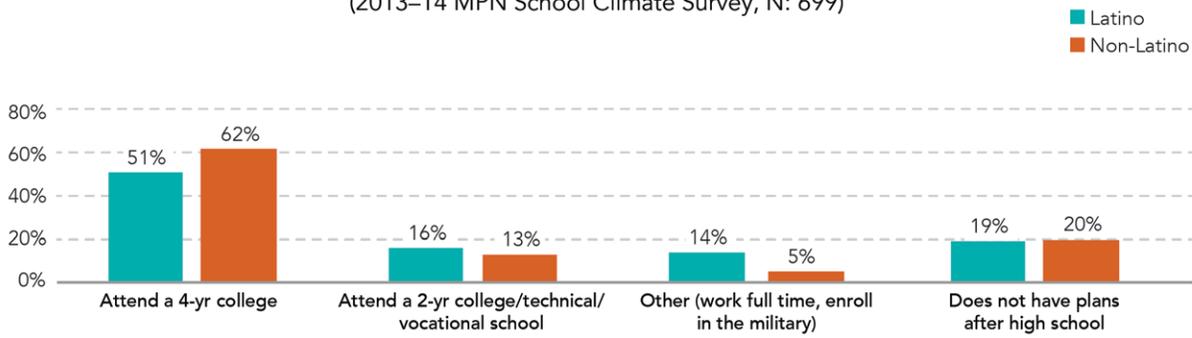
College and Career Aspirations by Latino Origin

College and Career Aspirations After High School**	Latino N: 415	Non-Latino N: 265
Attend a four-year college**	203 (51%)	160 (62%)
Attend a two-year college or technical/vocational school	63 (16%)	33 (13%)
Other (work full time, enroll in the military)	55 (14%)	13 (5%)
Does not have plans after high school	77 (19%)	52 (20%)
Confident that Will Attend College**	321 (78%)	227 (86%)

Statistical significance *p<.05, **p<.01, ***p<.001

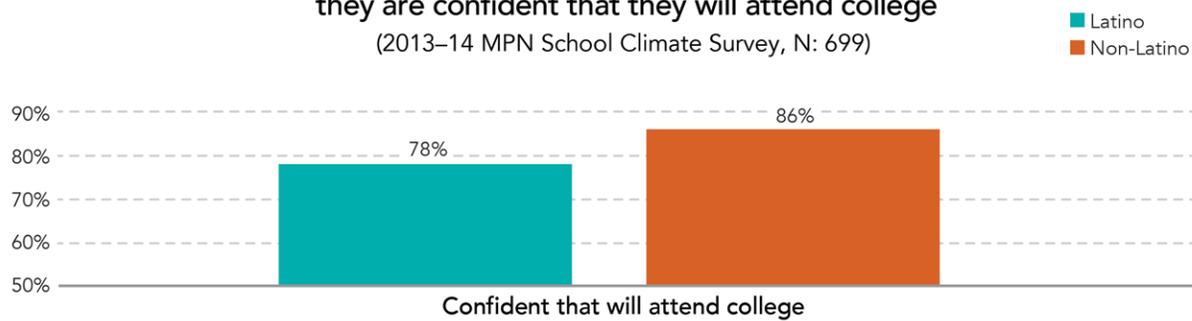
College and career aspirations of MPN students

(2013–14 MPN School Climate Survey, N: 699)



Percent of MPN students who strongly agree/agree they are confident that they will attend college

(2013–14 MPN School Climate Survey, N: 699)

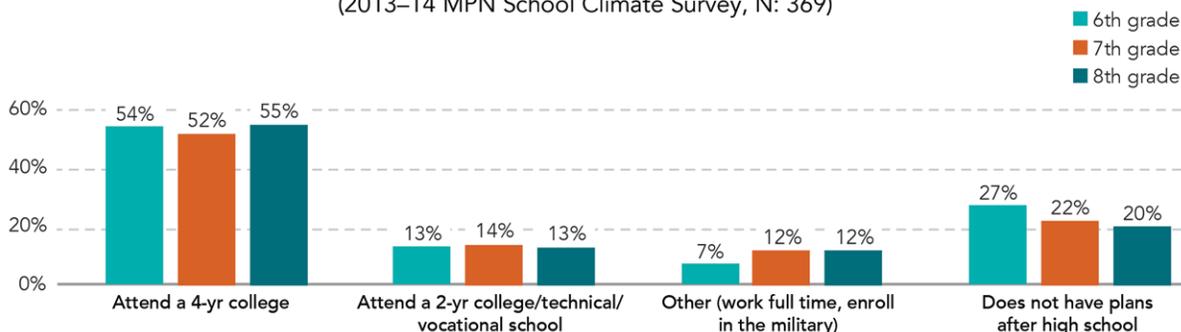


College and Career Aspirations by Grade

Academic aspirations differed slightly by grade, with higher grades having more certainty about their plans after graduation. At the middle school, 27 percent of sixth-graders reported no plans after high school graduation, compared to only 20 percent of eighth-graders.

College and career aspirations of MPN students

(2013–14 MPN School Climate Survey, N: 369)

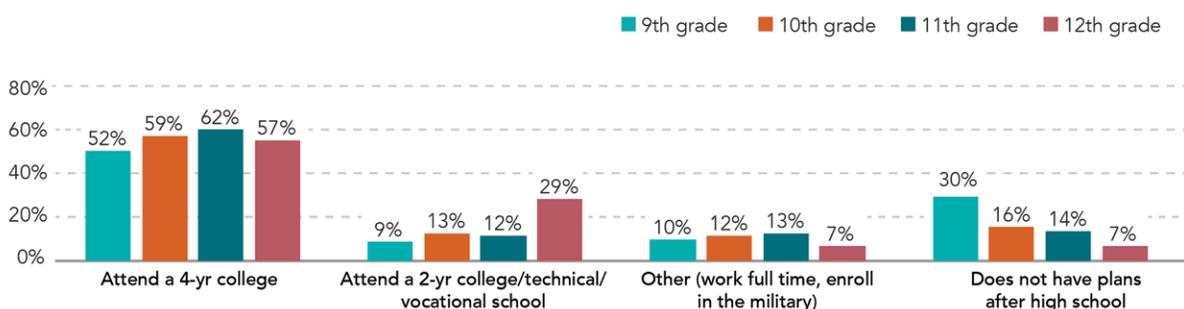


Differences in college and career aspirations by grade at the high school level are more poignant. For example, 30 percent of freshmen had no plans after graduation, compared to only seven percent of seniors. Also, fewer freshmen (nine percent) reported a two-year college as an option after graduation, as compared to seniors (29 percent).

More than half of high school students aspired to attend a four-year college, although data show that few actually do so. In 2012, data from the National Student Clearinghouse (NSC) showed that only 36 percent of O'Connell HS seniors actually enrolled in a four-year UC or CSU college after graduation.

College and career aspirations of MPN students

(2013–14 MPN School Climate Survey, N: 322)



Our survey found that more than two-thirds of MPN students plan to attend either a two-year or four-year college. Middle school students did not differ much from high school students in their college and career aspirations, but were found to be more confident in their prospects of attending college than high school students. Even though female and male students did not differ in their confidence in attending college, more female students planned to attend college after high school than males. Latinos were less confident about their ability to attend college than non-Latinos and fewer planned to attend a four-year college after high school.

Parental Support for College

Research demonstrates that parental engagement in schools improves student engagement and is a good marker for academic achievement (Pagliarulo McCarron & Kurotsuchi Inkelas, 2006). Parental encouragement and involvement has been found to be one of the best predictors of postsecondary educational aspirations, pointing to the importance of the home culture and messages from parents about college as main influencers of post-secondary attainment.

In our survey, we sought to examine the role of parents in encouraging their students to attend college by asking students about the messages received from them about the importance of college. In particular, we asked students to rate their level of agreement with the following two statements “for my parents, going to college after high school is important” and “my parents talk to me about the importance of going to college.” While these items appear very similar, the first item assesses whether students perceive their parents to value a college education. The second item assesses whether students are actually engaging in conversations with their parents about college.

Parental Support for College by School

We disaggregated the data by school and found significant differences between middle school and high school students. For example, more middle school than high school students reported that their parents placed importance on attending college after high school (94 percent vs. 86 percent, respectively). Similarly, more middle school than high school students reported that their parents talked to them about the importance of going to college (83 percent vs. 77 percent, respectively). There were no significant differences observed on either of these two items by gender or Latino origin.

Parental Support for College by School

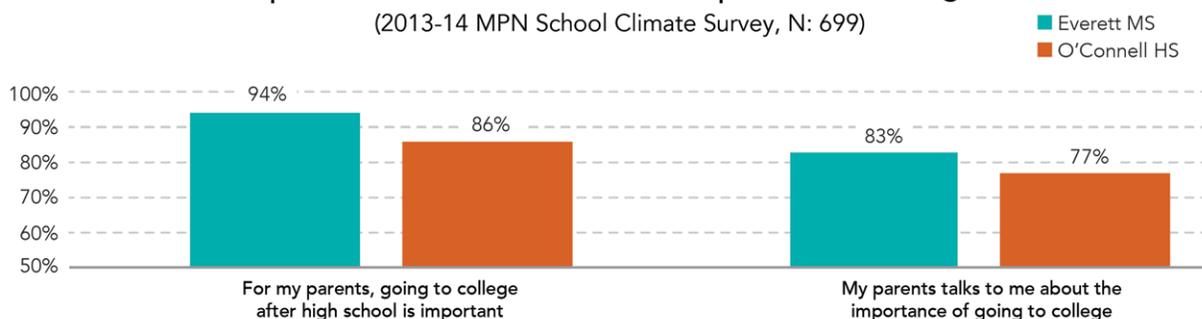
Parental Support for College	Everett MS N: 377	O’Connell HS N: 322	Overall N: 699
For my parents, going to college after high school is important***	349 (94%)	275 (86%)	624 (90%)
My parents talk to me about the importance of going to college*	311 (83%)	247 (77%)	558 (81%)

Statistical significance * $p < .05$, ** $p < .01$, *** $p < .001$



Percent of MPN students who strongly agree/agree that their parents talk to them about the importance of college

(2013-14 MPN School Climate Survey, N: 699)



Most MPN students perceive their parents as valuing a college education; however, fewer are engaging in conversations with their parents about the importance of college. While possible explanations for these findings are beyond the scope of this study, it is plausible that parents may lack the information necessary to have conversations with their children about the importance of college. As research suggests, parental involvement in education is often constrained for parents with low family income and low socioeconomic status, which is a characteristic of most students attending our MPN target schools (Rowan-Kenyon, Bell, & Perna, 2008). Another constraint may be the expectations that parents may have about their role in the educational experience of their children. For instance, parents may perceive these conversations to be within the domain of educators and not something they are able to lead or have the ability to lead.

Internet Access

The Internet has become a tool for learning, studying, applying to higher education and finding jobs. Internet access is therefore essential to participate in critical aspects of our modern society. Lack of access, on the other hand, translates into increasing disadvantage and disparity, particularly for those who are already on the margin, like low-income populations, ethnic minorities and immigrants.

Our survey asked students about their internet access at home and at school via a list of computing devices. At home, students had the choice of such devices as desktops or laptops, tablets, smartphones, game systems and MP3 players. Students were also asked if they had a high-speed broadband internet connection at home. At school, students were asked about their internet access at school via a computer class or lab, an academic course, their school's library, a tablet and a 3G/4G mobile device. Internet access was determined by access to any of these types of technologies at home and at school. We also combined these measures to assess the number of students who had access to the Internet both at home and at school.

Internet Access by School

Almost all MPN students reported having access to the Internet at school and home. Internet access both at school and home was significantly higher for high school students than for middle school students (93 percent vs. 85 percent, respectively).

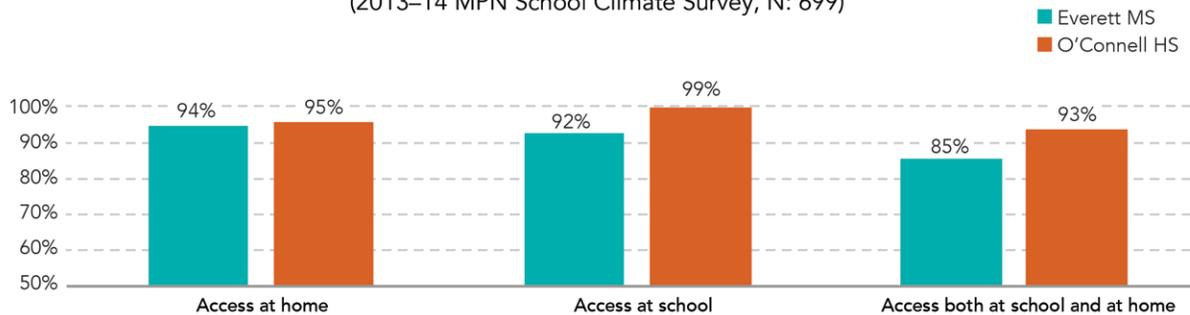
Internet Access by School

Access to Internet at Home and School	Everett MS N: 377	O'Connell HS N: 322	Overall N: 699
Access at home	346 (94%)	305 (95%)	651 (94%)
Access at school***	332 (92%)	316 (99%)	648 (95%)
Access both at school and at home***	315 (85%)	299 (93%)	614 (88%)

Statistical significance *p<.05, **p<.01, ***p<.001

Percent of MPN students with access to the Internet at school and home

(2013–14 MPN School Climate Survey, N: 699)



While most students report having access to the Internet at home, fewer report having access to high-speed internet or to a computing device. In our survey, 75 percent of middle school and 77 percent of high school students reported access to high-speed internet at home. Just 71 percent of high school students reported using a desktop/laptop to access the Internet at home, compared to 60 percent of middle school students. Smartphones provide internet access for 79 percent of high school students and 68 percent of middle school students; unfortunately, these devices have limitations in terms of their use for school-related projects or research.

Internet Access at Home by School

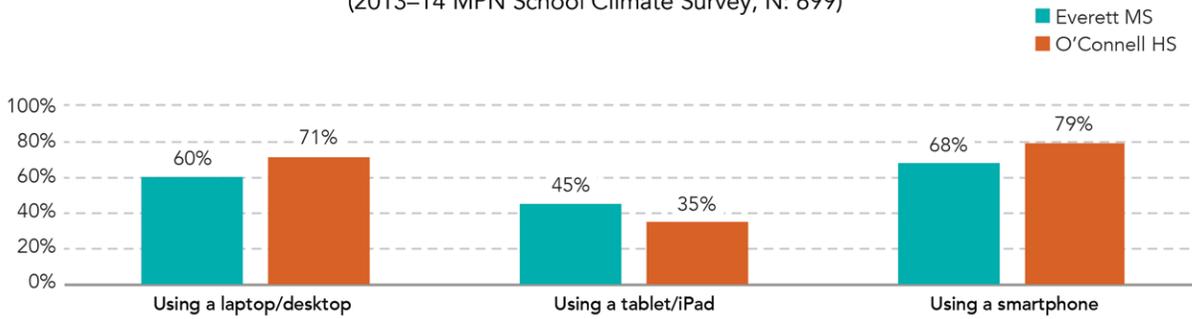
Access to High-Speed Internet	Everett MS N: 377	O'Connell HS N: 322	Overall N: 699
Access to High-Speed Internet at Home	278 (75%)	248 (77%)	526 (76%)

How MPN Students Access the Internet at Home

Using a laptop/desktop**	226 (60%)	227 (71%)	453 (65%)
Using a tablet/iPad**	168 (45%)	112 (35%)	280 (40%)
Using a smartphone**	257 (68%)	255 (79%)	512 (73%)

Statistical significance *p<.05, **p<.01, ***p<.001

How MPN students access the Internet at home (2013–14 MPN School Climate Survey, N: 699)



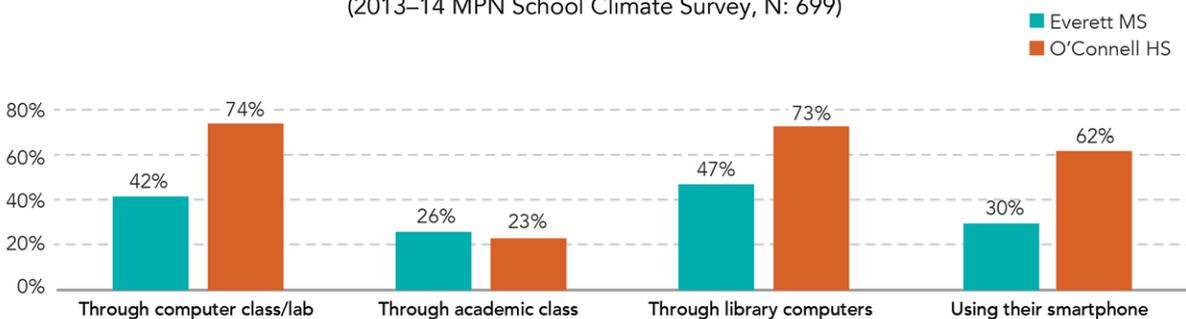
How students access the Internet at school also differs by school. For example, 74 percent of high school students access the Internet through computer classes, compared to 42 percent of middle school students. Smartphones are another way in which high school students are accessing the Internet; 62 percent of high school students report using their smartphones to access the Internet at school, compared to only 30 percent of middle school students. Few students overall have access to the Internet in their academic classes.

Internet Access During the School Day

How MPN Students Access the Internet at School	Everett MS N: 377	O'Connell HS N: 322	Overall N: 699
Through computer class/lab***	156 (42%)	237 (74%)	392 (56%)
Through academic class	95 (26%)	75 (23%)	171 (25%)
Using library computers***	176 (47%)	235 (73%)	411 (60%)
Using their smartphone***	112 (30%)	199 (62%)	311 (45%)

Statistical significance * $p < .05$, ** $p < .01$, *** $p < .001$

How MPN students access the Internet at school (2013–14 MPN School Climate Survey, N: 699)



Most MPN students have access to the Internet at home and school. At home, most students access the Internet using their smartphones or personal computers. Even though nearly all students report access to the Internet at home only two-thirds have access to a high-speed broadband connection. Nearly 100 percent of students report internet access at school; however, middle school students have fewer opportunities to access the Internet during the academic day when compared to high school students. Another interesting finding is the increasing importance of the smartphone as an internet computing device. Overall, smartphones are the most common way in which students are accessing the Internet both at home and at school, whether these devices provide the kind of utility necessary to bridge the digital divide and improve academic outcomes of students remains to be seen.

School Connectedness

Research has found that students are more likely to engage in healthy behaviors and succeed academically when they feel connected to their school (CDC, 2009). A sense of safety, adult support, positive peer relationships and a commitment to education are factors that contribute to school connectedness.

To assess school connectedness at MPN target schools, we constructed scales that capture these factors. School Climate and Social Support capture elements specific to the school environment and interpersonal relationships within the school. The School Climate scale encompasses a number of aspects of schooling; including safety, social relations, and academic engagement; while the Social Support scale encompasses perceptions of support or specific supportive behaviors from adults at school that enhance students' functioning and/or may buffer them from adverse outcomes. We also wanted to understand the degree to which parents were committed to and supported students' schooling behaviors and aspirations, specifically around college going. For this we created a Home College-Going Culture scale to measure the degree to which students felt that their parents were supportive of their education. Home College-Going Culture refers to the environment, attitudes, and practices at home that encourage students to obtain the information, tools and perspective to enhance access to and success in post-secondary education.

Items included in our scales were adapted from studies exploring the academic experiences of immigrant students, as well as from the SFUSD Student Satisfaction Survey and the California Healthy Kids Survey (CHKS).

School Climate (eight-item scale, $\alpha.862$)

Five-point Likert scale, one to five, with higher numbers denoting increasing positive school climate.

Students were asked their level of agreement or disagreement with a number of statements regarding their school environment, including safety, friendships, relationships between students and school staff, the learning environment and feelings about learning.

Social Support (five-item scale, $\alpha.897$)

Four-point Likert scale, one to four, with higher numbers denoting increasing availability of social support.

Students were asked their level of agreement or disagreement with statements regarding the availability of social and emotional support at school, including the availability of adults on whom they could count for social and emotional support.

Home College-Going Culture (five-item scale, $\alpha.876$)

Five-point Likert scale, one to five, with higher numbers denoting the increasing presence of a college-going culture.

Students were asked their level of agreement or disagreement with statements regarding messages from their parents about college, as well as their sense of confidence about their ability to attend college.



School Climate, Social Support and Home College-Going Culture by School

Scales	Everett MS N: 377	O'Connell HS N: 322
School Climate*** (one to five, higher scores denote increasingly positive school climate) mean, SD	4.2 (0.6)	3.9 (0.5)
Social Support*** (one to four, higher scores denote higher levels of social support) mean, SD	3.1 (0.7)	2.8 (0.8)
Home College-Going Culture*** (one to five, higher scores denote higher levels of home college-going culture) mean, SD	4.6 (0.7)	4.4 (0.7)
Statistical significance *p<.05, **p<.01, ***p<.001		

Significant differences were found by school in school climate, social support and home college-going culture. An analysis of variance found that middle school students rated their school higher on School Climate than high school students (mean 4.2 vs. 3.9, $p < .001$). Middle school students also rated the level of Social Support at their school higher than high school students (mean 3.1 vs. 2.8, $p < .001$). Higher levels of Home College-Going Culture were also found in middle school students when compared to high school students (mean 4.6 vs. 4.4, $P < .001$). No significant differences were found by gender or Latino origin.

Findings from our survey suggest that high school and middle school students experience school differently. Middle school students report a greater sense of school connectedness than high school students, as measured by higher scores in our School Climate, Social Support and Home College-Going Culture scales. While difficult to ascertain the factors behind these differences, our findings point to the need for additional supports for high school students.



Addendum: Survey Breakdown by Category

Student Responses by School

	Everett MS N: 377	O'Connell HS N: 322	Overall N: 699
Safety			
School is a safe place	302 (81%)	247 (77%)	549 (79%)
Feel safe traveling to and from school***	315 (84%)	236 (73%)	551 (79%)
Feel at safe at school and traveling to and from school**	267 (72%)	200 (62%)	467 (67%)
Exercised at least 60 minutes during the past week***			
0 days	12 (3%)	31 (10%)	43 (6%)
1-2 days	80 (22%)	69 (22%)	149 (22%)
3-4 days	110 (30%)	118 (37%)	228 (33%)
5-6 days	88 (24%)	65 (20%)	153 (22%)
Exercises at least 60 minutes every day **	77 (21%)	38 (12%)	115 (17%)
Consumes 5 or more servings of fruits and vegetables daily**			
Daily servings of juice*			
0 servings	87 (24%)	101 (31%)	188 (27%)
1-2 servings	174 (48%)	141 (44%)	315 (46%)
3-4 servings	74 (20%)	60 (19%)	134 (20%)
5 or more servings	31 (9%)	18 (6%)	49 (7%)
Daily servings of fruits**			
0 servings	27 (7%)	32 (10%)	59 (9%)
1-2 servings	129 (35%)	136 (43%)	265 (36%)
3-4 servings	126 (34%)	110 (35%)	236 (34%)
5 or more servings	89 (24%)	40 (13%)	129 (19%)
Daily servings of vegetables***			
0 servings	55 (15%)	62 (20%)	117 (17%)
1-2 servings	174 (43%)	141 (48%)	315 (45%)
3-4 servings	74 (28%)	60 (23%)	134 (25%)
5 or more servings	54 (15%)	29 (9%)	83 (12%)

*p<.05, **p<.01, ***p<.001

Student Responses by School

College and Career Aspirations After High School

Attend a four-year college	195 (54%)	178 (57%)	373 (56%)
Attend a two-year college or technical/vocational school	48 (13%)	49 (16%)	97 (14%)
Other (work full time, enroll in the military)	37 (10%)	32 (10%)	69 (10%)
Does not have plans after high school	84 (23%)	50 (16%)	134 (20%)
Confident that Will Attend College***	320 (86%)	243 (76%)	563 (81%)

Parental Support for College

For my parents, my going to college after high school is important***	349 (94%)	275 (86%)	624 (90%)
My parents talks to me about the importance of going to college*	311 (83%)	247 (77%)	558 (81%)

Access to Internet at Home and School

Access to internet at home	346 (94%)	305 (95%)	651 (94%)
Access to internet at school***	332 (92%)	316 (99%)	648 (95%)
Access to internet at home and at school***	315 (85%)	299 (93%)	614 (88%)
Access to High-Speed Internet at Home	278 (75%)	248 (77%)	526 (76%)

How MPN Students Access the Internet at Home

Laptop/desktop**	226 (60%)	227 (71%)	453 (65%)
Tablet/iPad**	168 (45%)	112 (35%)	280 (40%)
Smartphone**	257 (68%)	255 (79%)	512 (73%)

How MPN Students Access the Internet at School

Through computer class/lab***	156 (42%)	237 (74%)	392 (56%)
Through academic class	95 (26%)	75 (23%)	171 (25%)
Through library computers***	176 (47%)	235 (73%)	411 (60%)
Using their smartphone***	112 (30%)	199 (62%)	311 (45%)

Student Mobility

Has moved residences in the last 12 months*	49 (13%)	62 (20%)	111 (16%)
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*p<.05, **p<.01, ***p<.001

Student Responses by Gender

	Female N: 335	Male N: 354
Safety		
School is a safe place*	254 (76%)	287 (81%)
Feel safe traveling to and from school	264 (79%)	278 (79%)
Feel at safe at school and traveling to and from school	220 (66%)	239 (68%)
Physical Activity and Diet		
Exercises at least 60 minutes per day***	23 (7%)	90 (26%)
Consumes at least five servings of fruits and vegetables	175 (52%)	164 (46%)
College and Career Aspirations After High School***		
Attend a four-year college**	195 (61%)	176 (51%)
Attend a two-year college or technical/vocational school	46 (14%)	48 (14%)
Other (work full time, enroll in the military)	14 (4%)	53 (16%)
Does not have plans after high school	66 (21%)	66 (19%)
Confident that Will Attend College	272 (81%)	282 (81%)
Parental Support for College		
For my parents, my going to college after high school is important	305 (91%)	312 (89%)
My parents talks to me about the importance of going to college	275 (82%)	277 (79%)
Access to Internet at Home and School		
Access to internet at home	340 (94%)	305 (95%)
Access to internet at school	312 (94%)	331 (95%)
Access to internet home and at school	299 (90%)	307 (87%)
Access to High-Speed Internet at Home	257 (78%)	267 (76%)
Student Mobility		
Has moved residences in the last 12 months	57 (17%)	52 (15%)

*p<.05, **p<.01, ***p<.001

Student Responses by Latino Origin

	Latino N: 415	Non-Latino N: 265
Safety		
School is a safe place	331 (80%)	204 (78%)
Feel safe traveling to and from school	332 (80%)	207 (78%)
Feel at safe at school and traveling to and from school	285 (69%)	172 (65%)
Physical Activity and Diet		
Exercises at least 60 minutes per day	61 (15%)	48 (18%)
Consumes at least five servings of fruits and vegetables	199 (48%)	133 (50%)
College and Career Aspirations After High School**		
Attend a four-year college**	203 (51%)	160 (62%)
Attend a two-year college or technical/vocational school	63 (16%)	33 (13%)
Other (work full time, enroll in the military)	55 (14%)	13 (5%)
Does not have plans after high school	77 (19%)	52 (20%)
Confident that Will Attend College	321 (78%)	227 (86%)
Parental Support for College		
For my parents, my going to college after high school is important	236 (89%)	371 (90%)
My parents talks to me about the importance of going to college	336 (82%)	207 (79%)
Access to Internet at Home and School		
Access to internet at home	388 (94%)	250 (96%)
Access to internet at school	388 (95%)	245 (95%)
Access to internet at home and school	368 (89%)	233 (88%)
Access to High-Speed Internet at Home	312 (76%)	207 (79%)
Student Mobility		
Has moved residences in the last 12 months	61 (15%)	46 (18%)

*p<.05, **p<.01, ***p<.001

Student Responses by Grade — Middle School

	Sixth Grade N: 127	Seventh Grade N: 128	Eighth Grade N: 118
Safety			
School is a safe place*	108 (85%)	99 (80%)	88 (77%)
Feel safe traveling to and from school	109 (86%)	107 (85%)	92 (81%)
Feel at safe at school and traveling to and from school	94 (74%)	90 (73%)	76 (67%)
Physical Activity and Diet			
Exercises at least 60 minutes per day	93 (73%)	98 (77%)	81 (71%)
Consumes at least five servings of fruits and vegetables	70 (55%)	68 (53%)	61 (53%)
College and Career Aspirations After High School			
Attend a four-year college	67 (54%)	65 (52%)	60 (55%)
Attend a two-year college or technical/vocational school	16 (13%)	17 (14%)	14 (13%)
Other (work full time, enroll in the military)	8 (7%)	15 (12%)	13 (12%)
Does not have plans after high school	33 (27%)	27 (22%)	22 (20%)
Confident that Will Attend College	114 (91%)	108 (86%)	91 (81%)
Parental Support for College			
For my parents, my going to college after high school is important	121 (96%)	119 (94%)	103 (91%)
My parents talks to me about the importance of going to college	106 (84%)	109 (86%)	90 (80%)
Access to Internet at Home and School			
Access to internet at home	115 (93%)	118 (94%)	107 (95%)
Access to internet at school	107 (85%)	114 (94%)	105 (96%)
Access to internet at home and school**	99 (78%)	108 (86%)	102 (90%)
Access to High-Speed Internet at Home*	97 (80%)	93 (73%)	87 (77%)
Student Mobility			
Has moved residences in the last 12 months	15 (12%)	12 (9%)	21 (19%)

*p<.05, **p<.01, ***p<.001

Student Responses by Grade — High School

	Ninth Grade N: 73	10th Grade N: 79	11th Grade N: 82	12th Grade N: 88
Safety				
School is a safe place*	61 (84%)	58 (73%)	58 (71%)	70 (80%)
Feel safe traveling to and from school	54 (74%)	59 (75%)	60 (73%)	63 (72%)
Feel at safe at school and traveling to and from school	46 (63%)	49 (62%)	48 (59%)	57 (65%)
Physical Activity and Diet				
Exercises at least 60 minutes per day	11 (15%)	7 (9%)	9 (11%)	11 (13%)
Consumes at least five servings of fruits and vegetables	32 (44%)	37 (47%)	35 (43%)	36 (41%)
College and Career Aspirations After High School**				
Attend a four-year college	37 (52%)	45 (59%)	48 (62%)	48 (57%)
Attend a two-year college or technical/vocational school	6 (9%)	10 (13%)	9 (12%)	24 (29%)
Other (work full time, enroll in the military)	7 (10%)	9 (12%)	10 (13%)	6 (7%)
Does not have plans after high school	21 (30%)	12 (16%)	11 (14%)	6 (7%)
Confident that Will Attend College	54 (74%)	55 (70%)	62 (77%)	72 (82%)
Parental Support for College				
For my parents, my going to college after high school is important	64 (88%)	65 (83%)	70 (85%)	76 (86%)
My parents talks to me about the importance of going to college	54 (74%)	58 (74%)	66 (82%)	69 (78%)
Access to Internet at Home and School				
Access to internet at home	70 (86%)	74 (95%)	79 (96%)	82 (93%)
Access to internet at school	71 (99%)	77 (99%)	80 (99%)	88 (100%)
Access to internet at home and school	68 (93%)	72 (91%)	77 (94%)	82 (93%)
Access to High-Speed Internet at Home	52 (71%)	58 (73%)	69 (84%)	69 (78%)
Student Mobility				
Has moved residences in the last 12 months	13 (18%)	14 (18%)	17 (22%)	18 (21%)

*p<.05, **p<.01, ***p<.001

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Suggested Citation: Lopez, M., Saenz, S., Benson V. (2014) *Mission Promise Neighborhood School Climate Survey: Understanding the experiences of students in San Francisco's Mission District*. Mission Economic Development Agency, San Francisco, CA.

Mission Promise Neighborhood School Climate Survey:

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U.S. Department of Education Promise Neighborhood Initiative Grant # U215N120046



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NEIGHBORHOOD

MEDA • Mission Promise Neighborhood
2301 Mission St., Suite 301
San Francisco, CA 94110
MEDA: (415) 282-3334; MPN: (866) 379-7758

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