

Summary of the LCFF/LCAP survey:

Introduction:

The LCFF/LCAP survey was developed by a DAC subcommittee charged with collecting input concerning LCFF/LCAP from their membership. It was decided by the DAC executive team to reach out to all SSC members across the district to seek input. Approximately 477 SSC members participated in the survey. The survey was open to all SSC members from the first week in December through the end of January 2014. The survey was offered in both Spanish and English.

The construction of the survey was based on the 8 State Priorities called out by the state in the LCAP. The data will also be broken down in this report based on those priorities.

Respondent Breakdown:

By number of school within the cluster:

Kearny 64
San Diego 43
Morse 38
Lincoln 27
Madison 26
Serra 26
Hoover 24
Henry 22
Clairemont 21
Mira Mesa 20
Scripps Ranch 20
Point Loma 19
Mission Bay 18
Crawford 14
La Jolla 7
University City 7
Atypical (home/hospital, iHigh, Mt. Everest) 1

By Geography (total 405, since unable to determine location of certain programs)

North of I-8 236 (58%)
South of I-8 169 (42%)

By Title I population (total 424)

Schools w/ 75% or greater FRM 187 (44%)
Schools w/ <75% FRM 237 (56%)

By school type (total 425)

Elementary 249 (59%)
Middle 80 (19%)
High 69 (16%)
Atypical (non-standard grade configuration or other designation) 27 (6%)

The List of Who Didn't Participate in the Survey

of sites with 75% or more Title I population is 29

of sites under 75% FRL is 28

of sites by grade configuration:

38 elementary sites
7 middle school sites
8 high schools
4 atypical (mostly K-8)

of sites that didn't respond by geographic location:

28 North of I-8
28 South of I-8

By Cluster (% sites in given cluster not participating):

1 school in Morse Cluster (8%)
1 school from Clairemont Cluster (12.5%)
1 school from Scripps Ranch (17%)
1 school from Mission Bay (17%)
2 schools from University City (40%)
3 schools from La Jolla (60%)
3 ... Serra (38%)
3 ... Pt. Loma (33%)
4 ... Henry (36%)
4 ... Madison (33%)
5 ... Kearny (31%)
5 ... Mira Mesa (56%)
5 ... Lincoln (36%)
5 ... Hoover (38%)
6 ... Crawford (60%)
11 ... San Diego High (50%)

Percent of Respondents based on role within the School Site Council:

Parent	36.7%
Teacher	33.9%
Principal	12.7%
Other Staff	11.2%
Student	1.7%
Community member	3.9%

The 8 State Priorities:

The survey was based on the eight state priorities. Please see the survey for a breakdown of the results. A summary of the results that includes the free responses are below.

Measuring Student Achievement:

All the assessment measures were deemed important. There was overwhelming support from SSC members for assessments that evaluate College and Career Readiness. Since this is an end game measure, the district would need to develop assessments to measure progress on this goal as students move through their education experience from kindergarten to graduation.

Within the free responses, there was also support for writing assessments and stress on the importance of benchmarks. It was suggested that data be analyzed based on student cohorts as opposed to comparing last year's 11th graders to this year's 11th graders and on student growth during the year.

Parent Involvement:

The survey results indicate that the school site is key to parent engagement and involvement. There is overwhelming support for engagement of the site administrator with parents. It must be a conversation rather than an information session in order to build true parent engagement.

Parent access to their child's attendance and progress in real time was also rated as important. The SSC was seen as key to parent engagement, but unfortunately many already feel that the site administrator doesn't truly involve the SSC in true decision making. This is very frightening since the move to LCFF appears to have removed the SSC binding vote with use of LCFF dollars. The stakeholders that have stated involvement in site decision making is key are seeing it chipped away by the new district/state policy of advisement. This is going the opposite direction of the stakeholders' desires.

As far as the best venues for gathering input, the district advisory groups were rated highly. Cluster Councils and the Congress received support, but it appears that not everyone is aware of them. Work may need to be done to build these groups to determine viability and effectiveness. School site PTAs were seen as an organization that can easily get important information out to parents without the need to educate members in detail as is the case with the advisory groups.

The summary of the free response questions are as follows under Parent Involvement:**What Does Ideal Parent Involvement Look Like to You at the Site Level?**

There were 313 responses to this opened ended question. The responses were provided both as an assessment of what it currently looked like at the site level and what the ideal should look like. In assessing the responses provided it was clear that the preponderance of responses closely tracked to the importance responses in question 5.

The five most weighted responses in weighted order were:

1. More parents need to be involved in formal student/school support organizations and attend these meetings.
2. Parents need to be directly involved in their student's education.
3. The site needs to work to provide and open and welcoming environment for parents with open and factual communications.
4. Facilitate the ability to have more parents as classroom volunteers.

5. More parent collaboration in the decision making process at the site regarding student education.

What Does Ideal Parent Involvement Look Like to You at the District Level?

There were 278 responses to this opened ended question. 191 participants skipped the question.

The responses were provided both as an assessment of what parent involvement currently looks like at the district level and what the ideal should look like. Some key response components were: to serve in parent committees (DAC, PTA, Cluster meetings, PTA), to attend meetings, to actively participate in the decision-making process and to have access to information and training opportunities.

Proposals:

There were a few responses submitted as proposals: to match parents skill/expertise with role; parents should be invited to serve primarily, (and then consider community members), each board member should have a parent advisory committee composed of parents representing each cluster, and ideally, each school.

Conclusion:

In assessing the responses provided, it is clear that the respondents are somewhat or very familiar with the SDUSD system, since members of an SSC are more informed than the average parent. It would be interesting to analyze responses by profiling them; if we were to compare survey responses from different sub-groups, we would find information about what parents perceive as parent involvement according to their own subgroup experience.

The most weighted type of response to this question was in reference to what the ideal parent involvement should look like. Thus, the assumption was that current parent involvement at district level was neither tangible nor relevant (or ideal). A large proportion of participants choosing to skip the question may denote three different scenarios: being not familiar with the system, not considering parent involvement at the district level relevant, or being apathetic to the topic.

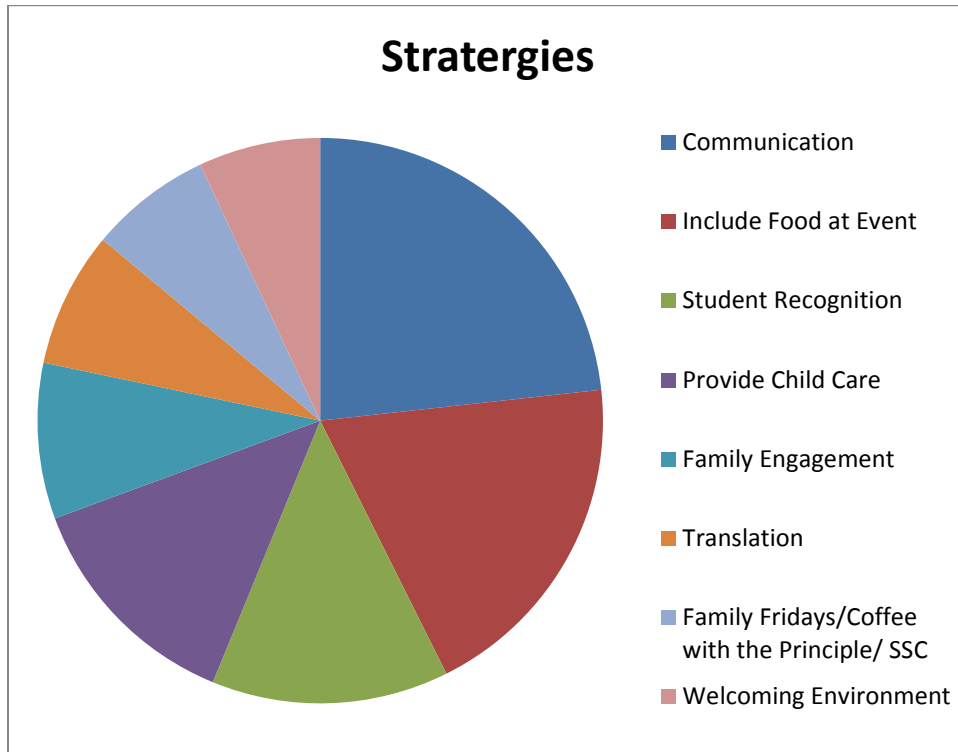
What are Some of the Successful Strategies that You have Seen that Increase Parent Involvement?

There were 292 responses to this question

Most mentioned Successful Strategies seen that increase parent involvements are:

- Communication
- Include Food at Event
- Student Recognition/Incentives
- Provide Child Care
- Family Engagement

Provide Translation
Family Fridays/Coffee with the Principle/ SSC
Provide a Welcoming Environment



Other Strategies included:

Non School hour meetings
Personal invitations from Teachers and Principals
Parent Classes
Parent Room
On Site Parent Liaison
Extra-Curricular Activities
On Line Parent Portal: Available child grades
Letting parents know the impact of their involvement in their child's academic success
Open Forums
Open Door Policy
Dads Club
Parent Shadowing Students
Surveys
Transportation to Events
Pairing Fund Raisers

Course Access:

Almost every priority under course access was deemed very important. The three most important were a student focused master schedule, access to a broad and challenging curriculum regardless of school boundary, and access to subjects beyond just math and language arts **across all grade levels**.

In the free form section, many respondents called out the need for better access to Advanced Studies classes (AP, IB, and GATE) and to CTE classes. Many also stressed the need for enrichment classes such as foreign language, art, music, and PE **across all grade levels**.

Other Student Outcomes:

All the priorities listed in the survey were deemed very important. The standout priority was to be sure that each student makes at least one year's growth every year.

Other indicators that should be considered when evaluating student performance include Daily Attendance during calendared school days, student dropout rate, and especially, High School graduation rates.

The summary of the free response questions under Other Student Outcomes are as follows:

What Other Areas Do You See as Important in Defining Student Outcomes?

There were a total of 184 responses to this free form question.

The five most weighted responses in weighted order were:

1. Evaluate difficulties in a student's life outside of school and offer supports to them.
2. Assess and if needed work to improve the level of parent involvement.
3. Evaluate the student's preparedness for adult life.
4. Provide students access to CTE classes and actual career experience as well as accelerating learning that could lead to early graduation.
5. Assess that students have access to a broad and challenging curriculum across all grade levels.

What other indicators (may include but it is not limited to other exams) could the district use to evaluate students' progress?

There were a total of 144 respondents to this question.

The six most weighted responses in weighted order were:

1. Benchmark testing
2. The use of the report card with actual letter grade vice the Proficient/Non-Proficient method of grading
3. Ensure parents and staffs are actively engaged in the learning process
4. Understanding how behaviors and emotional apathy affect student learning
5. Ensuring those students who have Special Needs are adequately supported in achieving their expected milestones according to IEP's or 504 plans
6. More frequent student assessments focusing on the principle that the learning process has/and is taking place.

Basic Services:

The respondents overwhelmingly believe that the key to student achievement is access to quality instruction (94.3%) and access to a safe school and classroom environment (91.7%). Many other items in this section of the survey were deemed very important as well such as allocating state and federal funds directly to schools (77.9%), access to quality guidance when making educational decisions (78.1%), providing quality subs when needed (74.7%), access to standards aligned materials (75.8%) and decreasing turnover of quality teachers (73.1%). The other common response found in the free response was the need for sites to be able to make their own decisions on how to best serve students.

Implementation of Common Core:

With regards to implementing common core, the survey results indicate that in order to make it accessible to all students there must be support for struggling students during school hours like through push in and pull out support. Also, the development of relevant assessments is needed.

Student Engagement:

Overall, providing opportunities to students outside the classroom whether it is after school activities or internships was deemed important to keep students engaged. Also, it was deemed important that students have access to technology (73.9%) and libraries (63.1%) to keep them engaged.

The summary of the free response questions under Student Engagement are as follows:

In your opinion, what road blocks prevent students from participating fully in their education?

There were a total of 236 responses to this free form question.

The four most weighted responses were:

QUALITY TEACHING:

- There is a strong need for quality teaching.
- There needs to be high expectations for all students.
- School is the most stable place in some students' lives.
- Class sizes and behavior issues. Classes are too large. Classes end up with several students with behavior problems, requiring a disproportionate amount of the teacher's time. We need smaller classes, and/or a more effective way to deal with chronically disruptive students.

SCHOOL CONNECTION (STUDENTS)

- There is a strong need for informed counselors that reach out to all students. There is a lack of information about available programs and a lack of understanding about the path to college/ career.
- Students do not feel part of the school community
- Peer pressure
- Bored, lack of options, old uninspiring curriculum

- Red tape and excessive compilation of paperwork to determine what has already been determined at the beginning of the school year.
- Academic instruction is not engaging, differentiated, or relevant; and is not centered on results-based learning for all students.
- Schools not demanding that all students learn.

FUNDING:

- Allocation of resources
- Supports to advance students are important.
- Early literacy is important.

FAMILY ISSUES

- Poverty
- A parent's education level limits the support parents can offer their children.
- Low income families can't afford special things for their children.
- Transporting students too far from home limits parent involvement.

School Climate:

Safety is the number one concern of the respondents. It is very important that school sites be safe (84%). They would also like to see site plans that address the safety of all children (84.4%) and include in the plan expected behavior of children and adults (70.3%). This should also include an anti-bullying policy. Schools should also be required to contact parents in a timely manner regarding repeat occurrences of low academic achievement, behavioral issues, and missed attendance (79.2%). Other themes that wove through the additional comments were developing a school contract with all parties, focusing on the good things students do, and reviewing the out of school suspension policy.

Conclusion:

This document represents the responses of 477 SSC members and the hard work and analysis by several DAC executives and subcommittee members. We hope the survey and its analysis guide the district as they develop the LCAP.