

INTER-OFFICE CORRESPONDENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of Data and Accountability

INFORMATIVE

DATE: April 30, 2018

TO: Members, Board of Education
Vivian Ekhian, Interim Superintendent

FROM: Oscar Lafarga, Executive Director

**SUBJECT: RESULTS OF THE 2017-18 SCHOOL EXPERIENCE SURVEY:
"SCHOOL CLIMATE" QUESTIONS**

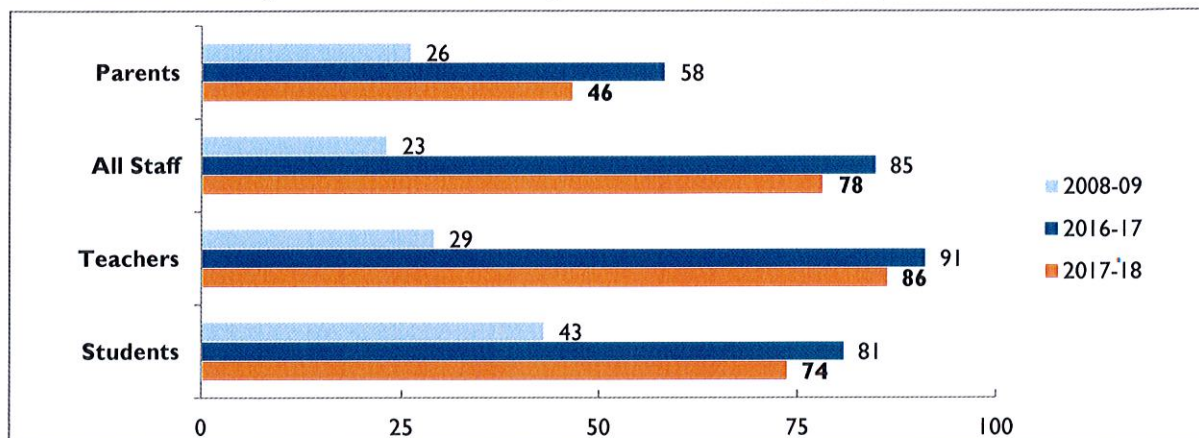
This informative presents the results of the annual LAUSD School Experience Survey *School Climate* questions administered to students, parents, and school staff during the fall semester of the 2017-18 school year. Surveys were completed online by school staff and students in grades 4¹ through 12 at elementary, middle, and high schools, primary centers, special education centers, and continuation schools. Parents had the choice of completing the survey either online or on paper.

For this informative, results are reported under the following categories: 1) Response Rates, 2) Connectedness, 3) School Climate, 4) Opportunities for Participation, 5) Teacher Satisfaction, 6) Parent Engagement, 7) Expectations for Behavior, 8) Safety, 9) Bullying, and 10) Resource Availability.² School staff and parents talked about how they perceived the school climate for students and for themselves.

Response Rates

Exhibit 1 shows the participation rates on the School Experience Surveys among parents, students, teachers, and all school staff from the first year the surveys were administered (baseline year 2008-09) compared to the 2016-17 and 2017-18 administrations of the surveys. While response rates for all stakeholder groups grew from 2008-09 to 2017-18, response rates decreased in 2017-18 compared to 2016-17. The change in the Survey administration window from spring (as was the norm for previous administrations) to fall likely explains this variance. As schools learn to adjust to the new timeframe for the annual Survey, participation rates will increase.

Exhibit 1. Comparisons of SES Participation Rate Percentages by Stakeholder Group.



¹ In past years, surveys were administered to students in grades 3 through 12. Grade 3 no longer participates.

² Where possible we included the first year the question and scale were included on the survey and the last two years for a three-year comparison. If the question and/or scale were changed, we only reported 2017-18.

Exhibit 2 presents the number of Survey participants.³

Exhibit 2. Number of Survey Participants.

Group	2008-09	2016-17	2017-18
Students	230,983	298,927	239,202
Teachers	7,754	26,308	23,895
All Staff	12,136	49,958	44,167
Parents	75,949	246,179	198,064

The survey was administered to students in grades 4 through 12 at traditional public schools and affiliated charter schools,⁴ with students in elementary schools taking the Elementary Student Survey and students in middle and high schools taking the Secondary Student Survey.⁵ Comparisons across school levels in this report are intended to highlight differences in students' perceptions of their school experiences. Student demographic data is displayed in Exhibit 3.

Exhibit 3. Student Demographics for the 2017-18 School Experience Survey.⁶

Grade	# of Participating Students	% of ALL Participants
Grade 4	35,519	15%
Grade 5	35,864	15%
Grade 6	28,996	12%
Grade 7	26,874	11%
Grade 8	26,460	11%
Grade 9	24,292	10%
Grade 10	22,192	9%
Grade 11	19,875	8%
Grade 12	19,130	8%

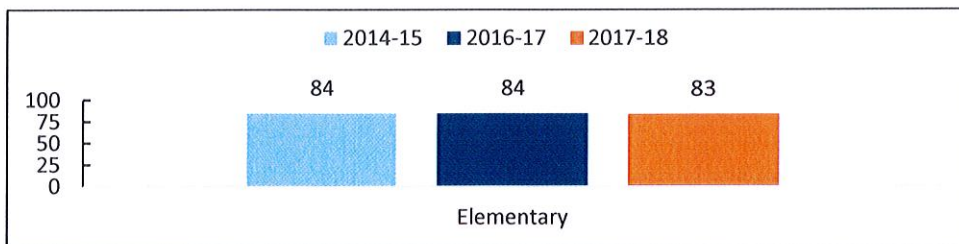
Student Group ⁷	# of Participating Students	% of ALL Participants
African American	17,386	7%
Asian	9,277	4%
Latino	180,691	76%
White	22,220	9%
Other	9,628	4%
English learners	36,146	15%
Socio-economically disadvantaged	198,157	83%
Students with disabilities	26,738	11%
Foster youth	2,300	1%

KEY RESULTS

Connectedness

The *Connectedness* construct asked students if they are happy to be at their school. Exhibit 4 displays that elementary students' agreement decreased by 1 percentage point from the previous year; although, the rate remains high. Exhibit 5 compares responses from middle and high school students over three years. There was a 3-percentage point increase in agreement from last year for both middle and high school students and a 10-percentage point increase from 2014-15.

Exhibit 4. Percentage of Elementary Students Who Felt Happy at their School.



Note: Response options "yes, most of the time" and "yes, all of the time" were combined.

³ The lower number of students in 2017-18 can be attributed to a number of factors including 3rd graders no longer participating in the Survey, schools adjusting to the new fall administration window, and to a decline in enrollment.

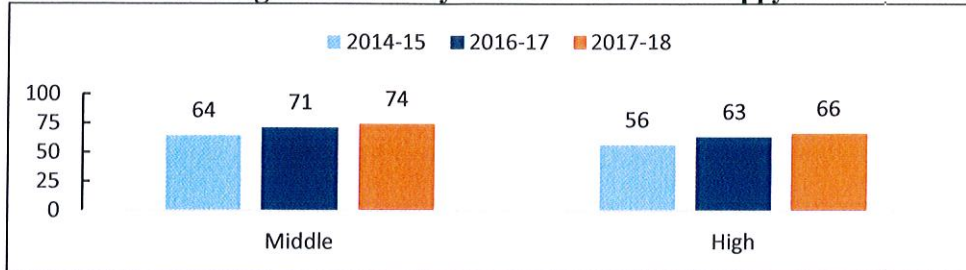
⁴ The School Experience Survey was not administered at adult schools and was optional at independent charter schools.

⁵ Elementary schools with K-6 configurations administered elementary surveys to all students. Sixth grade students at middle schools or at span schools (e.g., having a K-12 or 6-12 configuration) took the secondary survey.

⁶ All percentages in this report have been rounded to the nearest whole number.

⁷ Students may be included in more than one student group.

Exhibit 5. Percentage of Secondary Students Who Felt Happy at their School.

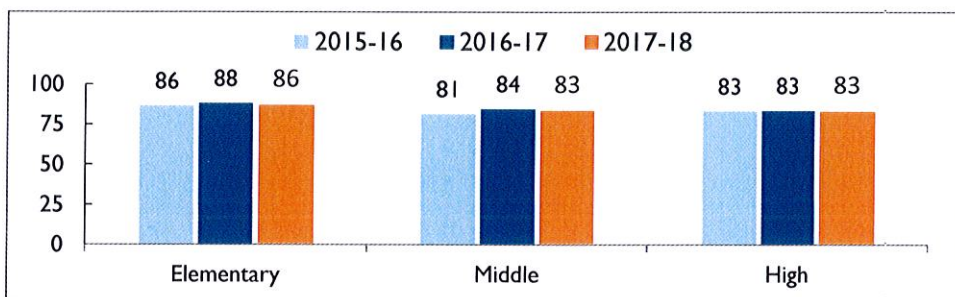


Note: Response options “agree” and “strongly agree” were combined.

School Climate

We asked staff members for their perceptions regarding their school climate. Exhibit 6 shows that across the board, in 2017-18, a majority (more than 80%) of staff members agreed that the school where they work promotes trust and collegiality among staff. These percentages show the same pattern over the last three academic years with no response group differing markedly.

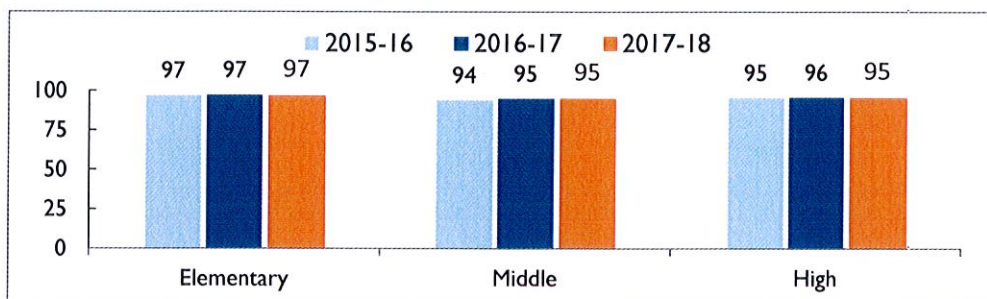
Exhibit 6. Percentage of Staff Who Agreed with the Statement, “This school promotes trust and collegiality among staff.”



Note: Response options “agree” and “strongly agree” were combined.

Nearly all staff (95% or more) agreed that the school is a supportive and inviting place for students to learn (see Exhibit 7).

Exhibit 7. Percentage of Staff Who Agreed with the Statement, “This school is a supportive and inviting place for students to learn.”



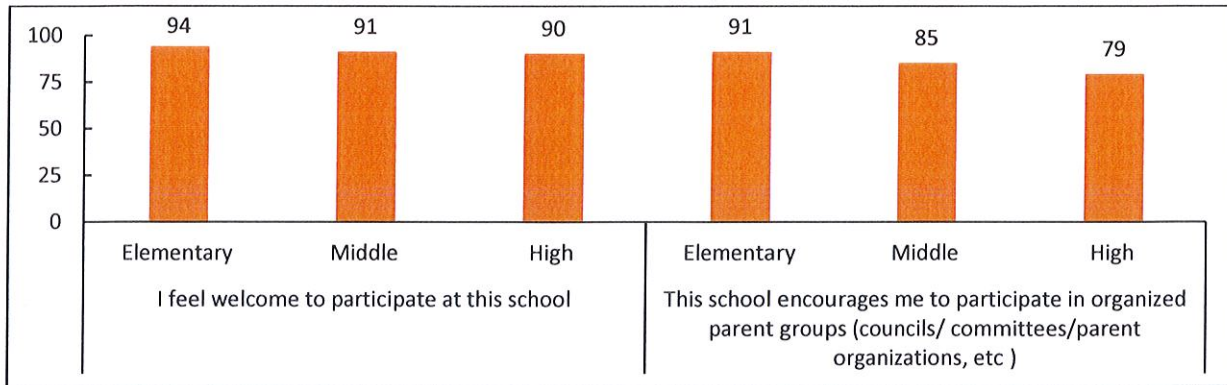
Note: Response options “agree” and “strongly agree” were combined.

Parent Engagement

Parents were asked if they felt welcome to participate at their child’s school and if they are encouraged to participate in parent groups. A greater percentage of elementary parents agreed than did middle and high school parents (94% vs. 91% and 90% respectively) regarding the statement “I feel welcome to participate at this school.” When asked if they were encouraged to participate in organized parent groups, the difference between

elementary, middle, and high school parents was much more evident. Exhibit 8 shows that the percentage of elementary parent agreement was 12-percentage points higher than the high school parent agreement and the percentage of middle school parent agreement was 6-percentage points higher than the high school parent agreement.

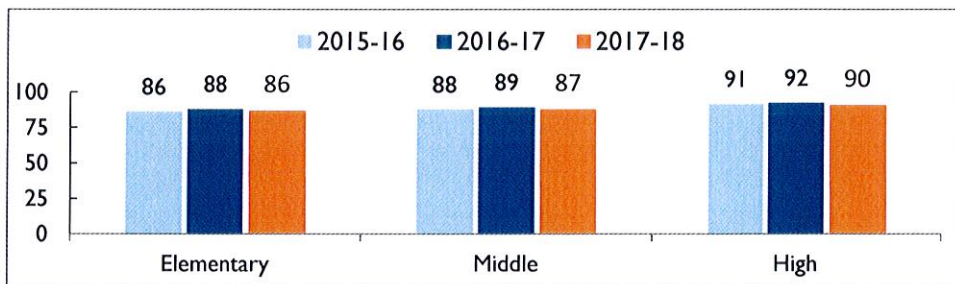
Exhibit 8. Percentage of Parents Who Felt Welcome to Participate at the School and Who Were Encouraged to Participate in Organized Parent Groups.



Note: Response options "most of the time" and "yes, always" were combined.

Staff were asked if they are treated with respect by parents and if they think parents are partners with the school in decision making. Exhibit 9 displays that staff felt that parents treated them with respect with high school staff expressing the most agreement. These percentages have remained relatively stable over three years for all school levels.

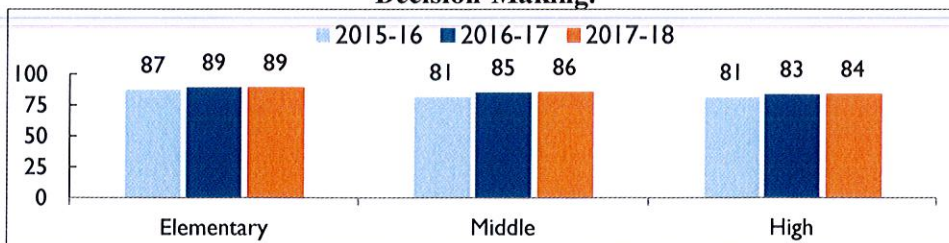
Exhibit 9. Percentage of Staff Who Felt that Parents Treat them with Respect.



Note: Response options "agree" and "strongly agree" were combined.

Staff was asked about their level of agreement with the statement, "At this school parents are partners with the school in decisions made about their children's education." Exhibit 10 displays that elementary school staff agreed with this statement more than did the middle or high school staff. The percentages have slightly increased over three years for all school levels.

Exhibit 10. Percentage of Staff Who Felt that Parents Were their Partners in School Decision-Making.

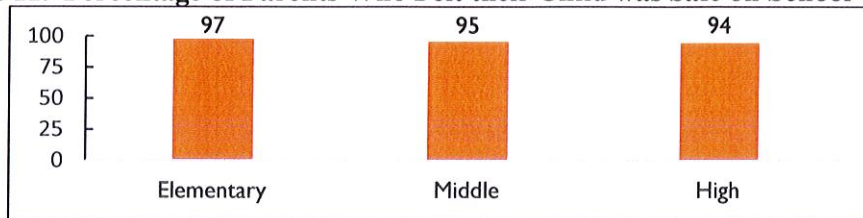


Note: Response options "agree" and "strongly agree" were combined.

Safety

Los Angeles Unified Schools were perceived to be safe places by students, parents and staff. The vast majority (over 84%) of students in elementary, middle, and high school reported feeling safe at school, continuing the trend of previous years. Similarly, most (93% and above) staff members agreed that they felt safe at school during the day, continuing the trend of the last 3 years. Parents were asked if they felt that their child was safe on school grounds. Nearly all felt their child was safe at school although the rate varied slightly depending on school level (see Exhibit 11).

Exhibit 11. Percentage of Parents Who Felt their Child was Safe on School Grounds.

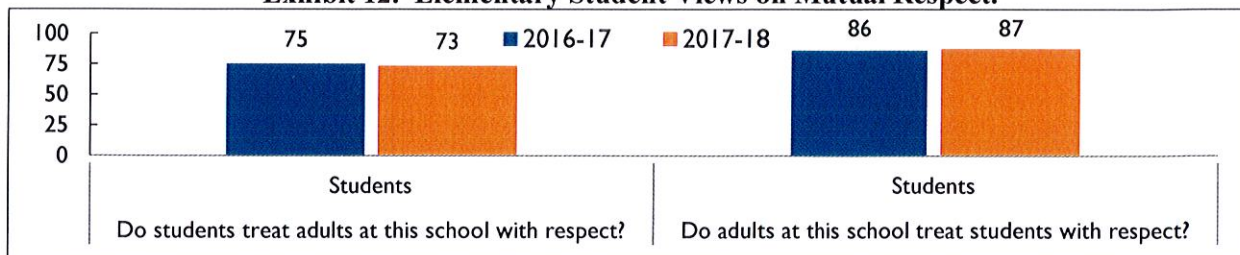


Note: Response options “most of the time” and “yes, always” were combined.

Expectations for Behavior

The Expectations for Behavior construct included questions about adults respecting students and students respecting adults at their schools as well as questions about whether students understood how they were expected to behave. Elementary students felt more positive about adult respect toward students than they did about student respect toward adults (see Exhibit 12).

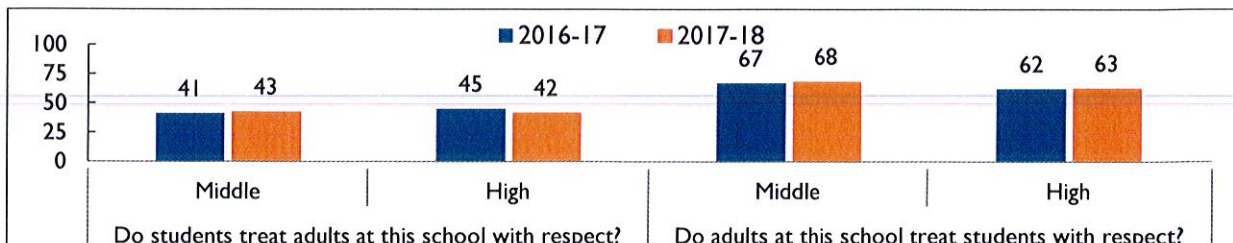
Exhibit 12. Elementary Student Views on Mutual Respect.



Note: For elementary students, response options “yes, most of the time” and “yes, all of the time” were combined.

Exhibit 13 compares responses from middle and high school students over two years regarding students respecting adults and vice versa. There were few differences between high school and middle school students with respect to either question. Similar to elementary students’ responses to these mutual respect questions, both middle and high school students also felt more positive about adult respect toward students than student respect toward adults.

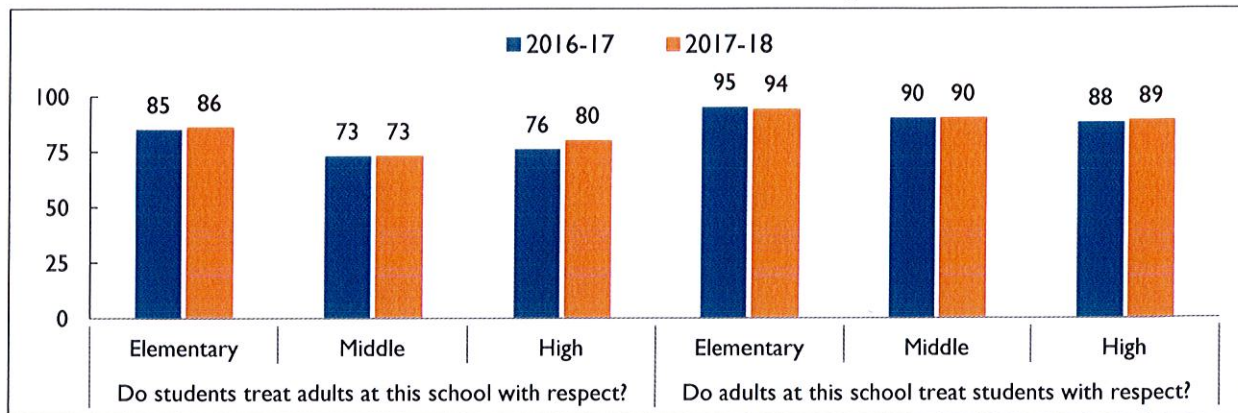
Exhibit 13. Secondary Student Views on Mutual Respect.



Note: For secondary students, response options “agree” and “strongly agree” were combined.

Exhibit 14 compares responses from elementary, middle and high school staff over two years. In 2017-18, there was a 13-point difference between middle and elementary school staff's agreement with the question "Do students treat adults at this school with respect?" and a 7-percentage point difference between middle and high school staff for the same question. These rates of agreement have largely stayed steady over two years.

Exhibit 14. Staff Views on Mutual Respect.

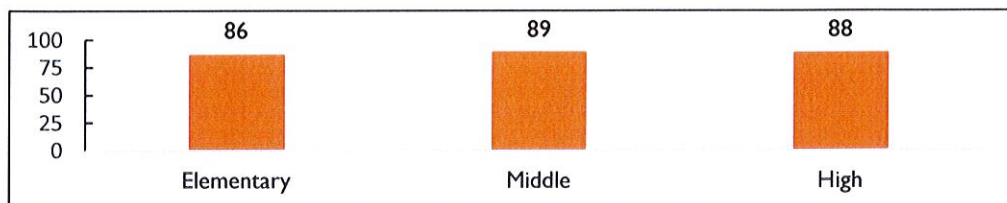


Note: for all staff, response options "agree" and "strongly agree" were combined.

Bullying

Students were asked if an adult at their school would help if they were being bullied. They were also asked whether specific types of bullying occurred at schools. The majority (over 85%) of students reported that an adult at school would help them (see Exhibit 16).

Exhibit 16. Percentage of Students, by School Level, Who Reported that an Adult at the School Would Help them if they were being Bullied.



Note: Response options "yes, most of the time" and "yes, all of the time" were combined for elementary students and "agree" and "agree strongly" were combined for secondary students.

African-American students were less likely than their peers in other subgroups to report that a teacher or other adult at school would help (see Exhibit 17).

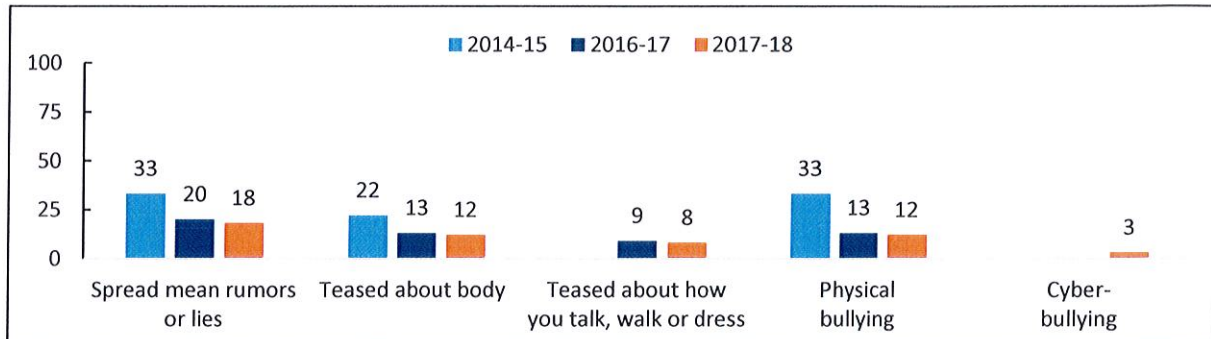
Exhibit 17. Students, by Subgroup, Reporting that an Adult at the School Would Help them if they were being Bullied.

Bullying	Level	Race/Ethnicity				Subgroup			
		% African American	% Asian	% Latino	% White	% English Learners (LEP)	% Socio-economically Disadvantaged	% Students w/ Disabilities	% Foster Youth
If I told a teacher or other adult at my school that another student was bullying me, he or she would try to help me	ES	79%	87%	87%	88%	82%	86%	79%	84%
	MS	82%	90%	89%	89%	86%	89%	85%	85%
	HS	81%	88%	89%	87%	87%	88%	85%	85%

Note: Response options "yes, most of the time" and "yes, all of the time" were combined for elementary students and "agree" and "agree strongly" were combined for secondary students.

Exhibit 18 shows a slight decrease in bullying since 2016-17 at the elementary level. Although the decrease was small there was a large decrease since 2014-15. Cyber-bullying was the lowest of these reported behaviors at 3%.

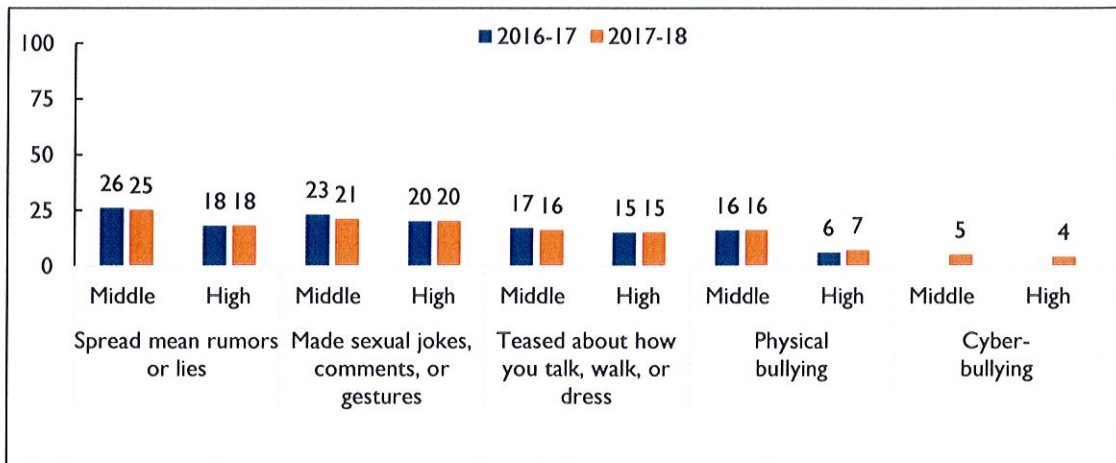
Exhibit 18. Prevalence among Difference Types of Bullying at the Elementary Level.



Note: Response options "yes, most of the time" and "yes, all of the time" were combined.

Exhibit 19 shows that the most common type of bullying experienced by secondary students during the past 12 months was being the victim of someone spreading "mean rumors or lies" about them and the least common was cyber bullying. Middle school students tended to experience more bullying than high school students.

Exhibit 19. Prevalence among Difference Types of Bullying at the Secondary Level.



Note: Response options "2 or 3 times" or "4 or more times" were combined.

Exhibit 20 displays the data by subgroups. Except for cyber bullying in high school, African-American students were most likely to report being bullied across all school levels.

Exhibit 20. Prevalence of Bullying by 2017-18 Student Demographics.

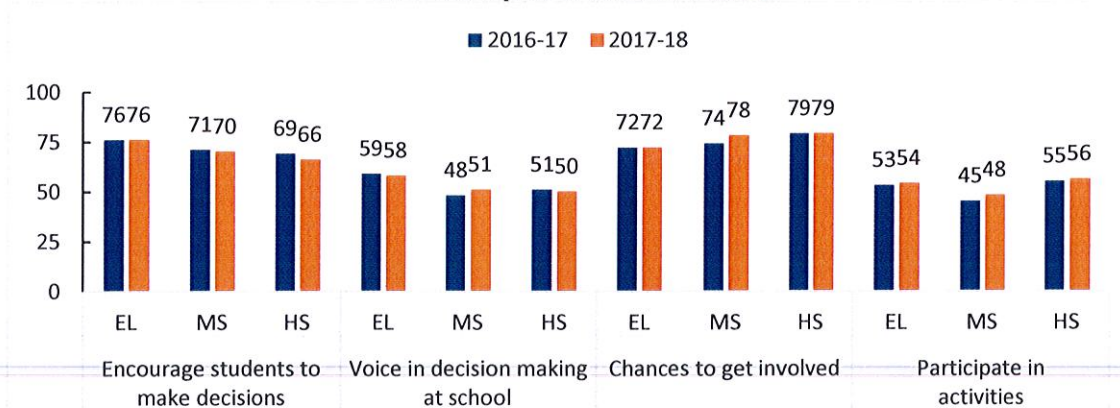
Types of Bullying	Level	Race/Ethnicity				Subgroup			
		% African American	% Asian	% Latino	% White	% English Learners	% Socio-economically Disadvantaged	% Students w/ Disabilities	% Foster Youth
Spread mean rumors or lies	ES	28%	10%	18%	11%	27%	19%	26%	23%
	MS	31%	24%	24%	26%	27%	25%	28%	32%
	HS	22%	16%	17%	20%	18%	18%	20%	21%
Teased about body (ES) / Sexual jokes, comments, or gestures (MS/HS)	ES	22%	7%	12%	8%	18%	13%	19%	16%
	MS	29%	24%	19%	26%	16%	20%	20%	23%
	HS	28%	21%	18%	27%	12%	19%	17%	21%
Teased about how you talk, walk, or dress	ES	16%	6%	8%	6%	14%	9%	16%	14%
	MS	25%	16%	14%	19%	16%	15%	20%	20%
	HS	22%	17%	13%	20%	15%	14%	16%	16%
Physical bullying	ES	22%	8%	12%	8%	18%	13%	20%	20%
	MS	22%	15%	16%	15%	19%	16%	22%	22%
	HS	8%	6%	7%	7%	9%	7%	11%	7%
Cyber bullying	ES	5%	2%	4%	2%	7%	4%	9%	5%
	MS	6%	5%	5%	5%	7%	5%	7%	7%
	HS	5%	4%	4%	6%	4%	4%	6%	6%

Note: Response options “yes, most of the time” and “yes, all of the time” were combined for elementary and “2 or 3 times” and “4 or more times” was combined for secondary.

Opportunities for Participation

Schools can offer students opportunities to get involved in extra-curricular activities to encourage involvement in the school, learn new skills, have fun, and meet new people. While a majority (72% and above) of students indicated that their school provides adequate chances to get involved, only about half (48% to 56%) of students indicated that they actually participate in the offered activities (see Exhibit 21).

Exhibit 21. Percentage of Students, by School Level, Who Agreed with Statements Regarding Opportunity for Participation at their School.



Note: At the elementary level, response options “yes, most of the time” and “yes, all of the time” were combined and at the secondary level, response options “agree” and “agree strongly” were combined. These questions were new to the survey in 2016-17.

Exhibit 22 presents results disaggregated by subgroups.

Exhibit 22. Opportunities for Participation by 2017-18 Student Demographics.

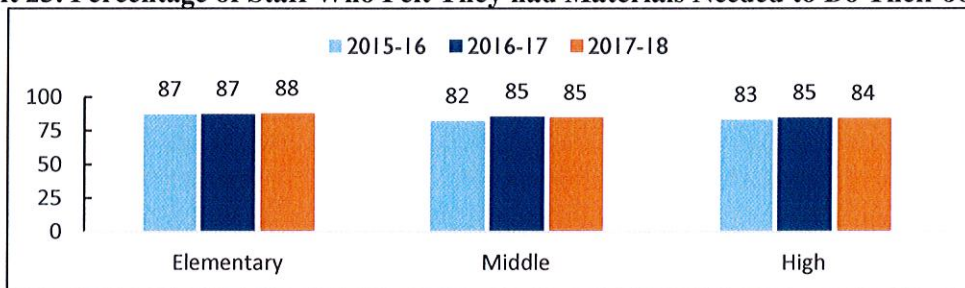
Opportunity for Participation	Level	Race/Ethnicity				Subgroup			
		% African American	% Asian	% Latino	% White	% English Learners	% Socio-economically Disadvantaged	% Students w/ Disabilities	% Foster Youth
Encourage students to make decision	ES	73%	80%	75%	77%	66%	75%	67%	72%
	MS	63%	69%	71%	65%	66%	70%	67%	67%
	HS	59%	66%	67%	61%	68%	67%	66%	63%
Voice in decision making at school	ES	53%	60%	58%	61%	54%	57%	53%	57%
	MS	47%	52%	52%	46%	51%	51%	50%	50%
	HS	43%	52%	51%	47%	55%	51%	52%	48%
Chances to get involved	ES	68%	75%	72%	74%	68%	71%	67%	69%
	MS	74%	77%	78%	76%	74%	78%	73%	74%
	HS	76%	82%	78%	81%	76%	78%	74%	71%
Participate in activities	ES	57%	48%	55%	50%	56%	55%	52%	55%
	MS	52%	49%	47%	49%	50%	47%	47%	46%
	HS	61%	68%	54%	61%	49%	55%	48%	51%

Note: Elementary and secondary student questions were worded differently and had different response scales and number of response points so it is not appropriate to compare the two groups; however, high school and middle school students are the same and thus can be compared here. At the elementary level, response options “yes, most of the time” and “yes, all of the time” were combined and at the secondary level, response options “agree” and “agree strongly” were combined. These questions were new to the survey in 2016-17.

Resource Availability

Staff were asked if they have the materials they need to do their job well. Over 80% of the staff responded that they felt this was true over the last three years at all three levels (see Exhibit 23). Elementary staff expressed a slightly higher rate.

Exhibit 23. Percentage of Staff Who Felt They had Materials Needed to Do Their Job Well.

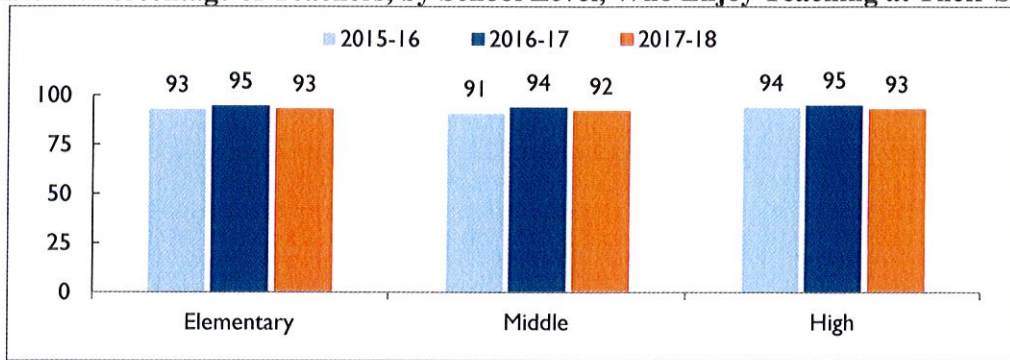


Note: Response options “agree” and “strongly agree” were combined.

Teacher Satisfaction

Rates were consistently high over the last three years on the percentage of teachers who enjoyed teaching at their schools (see Exhibit 24). There was a slight increase from 2015-16 to 2016-17 and a slight decrease from 2016-17 but all rates were over 90% for each school level.

Exhibit 24. Percentage of Teachers, by School Level, Who Enjoy Teaching at Their School.



Note: Response options "agree" and "strongly agree" were combined.

For more information about this Board Informative, please contact the Research & Reporting Branch in the Office of Data and Accountability at (213) 241-5600.

- c: Alma Pena-Sanchez
- David Holmquist
- Dr. Frances Gipson
- Nicole Elam-Ellis
- Jefferson Crain
- Diane Pappas