

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of Associate Superintendent, Support Services
Office of Data and Accountability

INFORMATIVE

August 4, 2017

TO: Members, Board of Education
Michelle King, Ed.D., Superintendent

FROM: Vivian Ekchian, Associate Superintendent

Oscar Lafarga, Executive Director
Office of Data and Accountability

SUBJECT: RESULTS OF THE 2016-17 SCHOOL EXPERIENCE SURVEY

This informative presents the results of the annual LAUSD School Experience Survey (SES) administered to students, parents, and school staff during the 2017 spring semester. The survey was developed with input from students, parents, teachers, labor partners, and other stakeholders. Questions were added to the survey in 2014-15 and 2015-16 as a result of LAUSD's participation in the California Office to Reform Education (CORE) and further refined for the 2016-17 administration. School staff and students in grades 3-12 at elementary, middle, and high schools,¹ primary centers, special education centers, and continuation schools completed surveys online. Parents had the choice of completing the survey either online or on paper. Parents and staff from Early Education Centers (EEC) were also invited to take part in the SES in 2016-17.

For this informative, findings are reported under the following categories: 1) Response Rates, 2) College Preparedness, 3) Academic Support, 4) School Climate, and 5) Social and Emotional Learning.

In summer 2017, a dashboard displaying the SES results will be available on the District website. This will allow school and local district stakeholders to review the School Experience Survey (SES) results by schools and student groups. The three major domains highlighted in the school level School Experience Survey (SES) dashboard include: Academics, Student Engagement and School Climate.

Highlights

- School Experience Survey participation rates were the highest ever for parents (58%), teachers (91%), and school staff (86%). The students' rate remained the same as last year (83%).

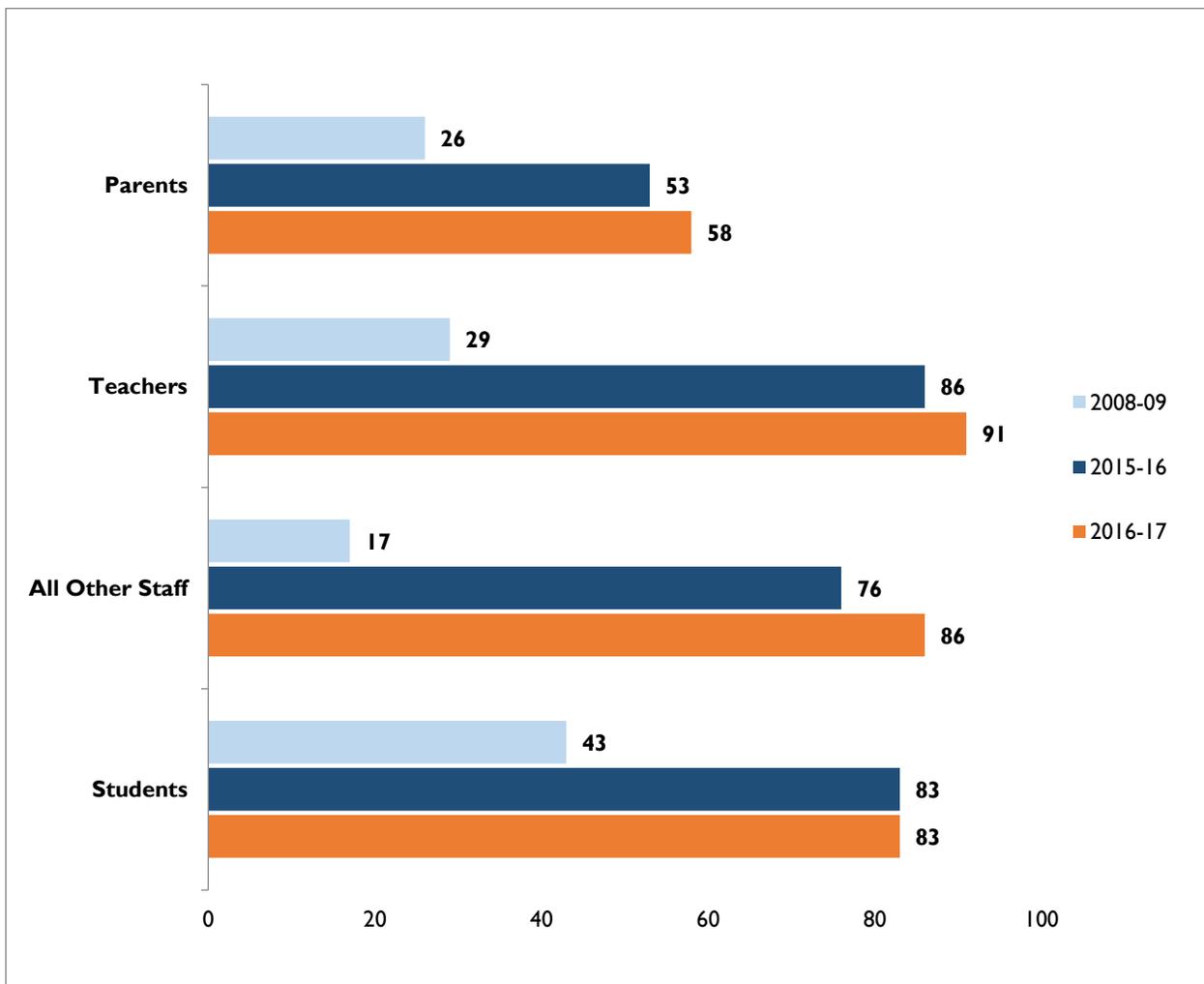
¹ Note: Independent charter schools' participation was optional and few opted in to survey participation; thus, results from participating independent charter schools are not included in this report.

- The percent of students who know which A-G courses are needed to get into college is the highest ever, with 66% of middle students and 77% of high school students reporting they know the requirements.
- High school students' knowledge about their A-G course sequence was further linked to their actual A-G completion data. Students who perceive that adults at school expect students to go to college report greater knowledge of their A-G courses.
- At least 88% of teachers from each schooling level are confident in their abilities to integrate technology into their instruction, and at least 85% of the students from each schooling level know how to use the Internet to get information.
- The percent of parents who access the Internet using a computer or other device at least once per week is the highest ever for all 3 school levels (elementary: 91%; middle: 91%; high school: 88%) and so is the percentage reporting that their children used technology at least once per week to complete assignments (elementary: 63%; middle: 86%; high school: 91%).
- The percentage rates of middle and high school students reporting being happy at school, feeling close to people at school, and feeling like a part of the school were the highest ever, with 71% of middle school students indicating happiness, 72% feeling close to people, and 72% feeling like they are a part of their school while 63% of high school students were happy, 66% felt close to people, and 66% felt like they were a part of their school.
- Schools were perceived to be safe places by at least 83% of students, 87% of parents and 94% of school staff.
- At least 85% of students from each schooling level recognized staff efforts to create a positive school environment. Staff were more positive than students when asked whether "Adults at this school recognize students who are kind and helpful." There was 97% vs. 88% agreement between elementary staff vs. students, respectively; 96% vs. 75% between middle school staff vs. students, respectively; and 95% vs. 71% high school staff vs. students, respectively. When asked if discipline was fair, there was 82% vs. 53% agreement between elementary staff vs. students, respectively; 76% vs. 50% between middle school staff vs. students, respectively; and 77% vs. 51% high school staff vs. students, respectively.
- Staff were largely positive with respect to trust and collegiality among one another (at least 82% agreement across each schooling level); participation in decision-making (at least 82% across each schooling level); and feeling comfortable talking with school leadership about issues and concerns (at least 79% agreement across each schooling level).
- At least 79% of parents reported feeling like they were partners in school decisions regarding their children and 89% would recommend their child's school.

Response Rates

Exhibit 1 shows the participation rates on the School Experience Surveys among students, parents, and school staff from the first year the surveys were administered (baseline year 2008-09) compared to the 2015-16 and 2016-17 administrations of the surveys. Response rates for all stakeholder groups grew from 2008-09 to 2016-17 (parent rates increased from 26% to 58%, teacher rates increased from 29% to 91%, and all other staff² rates increased from 17% to 86%). Student response rates increased from 43% in 2008-09 to 83% in 2016-17. Between 2015-16 and 2016-17, response rates remained steady with the largest increases occurring in the all other staff group in which response rates went up by 10 percentage points.

Exhibit 1. Comparisons of SES Participation Rate Percentages by Stakeholder Group: 2008-09, 2015-16 and 2016-17



² All other staff includes principals, assistant principals, clerical staff, coaches, teachers' assistants, plant managers, cafeteria workers, librarians, etc.

As can be seen in Exhibit 2, the numbers of school staff and parents who responded to the survey in 2016-17 also increased substantially since 2008-09 due primarily to efforts on the part of school-based staff to encourage survey participation. In the 2016-17 school year, more teachers, all other staff, and parents responded to the School Experience Survey than have ever responded previously; however, due to the decrease in student enrollment, the number of student participants has declined.

Exhibit 2. Number of Survey Participants: 2008-09, 2015-16, and 2016-17

Group	2008-09	2015-16	2016-17
Students	230,983	311,802	305,017
Teachers	7,754	22,308	26,628
All Other Staff	4,382	19,268	21,958
Parents	75,949	231,365	246,179
Total	319,068	584,743	599,782

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

Exhibit 3. Student Demographics for the 2016-17 School Experience Survey⁵

Student Groups by Program	Count	%	Student Groups by Ethnicity/Race	Count	%	Schooling Levels	Count	%
English Learners	54,220	18%	African American	22,072	7%	Elementary (Grades K-5/6)	120,772	40%
Socioeconomically Disadvantaged	245,703	81%	Asian	12,021	4%	Middle (Grades 6-8)	86,094	28%
Students with Disabilities	34,078	11%	Latino	231,158	76%	High (Grades 9-12)	98,144	32%
Foster Youth	1,208	0.4%	White	27,679	9%	Total	305,010	100%
			Other	12,080	4%			

³ The School Experience Survey was not administered at adult schools and was optional at independent charter schools.

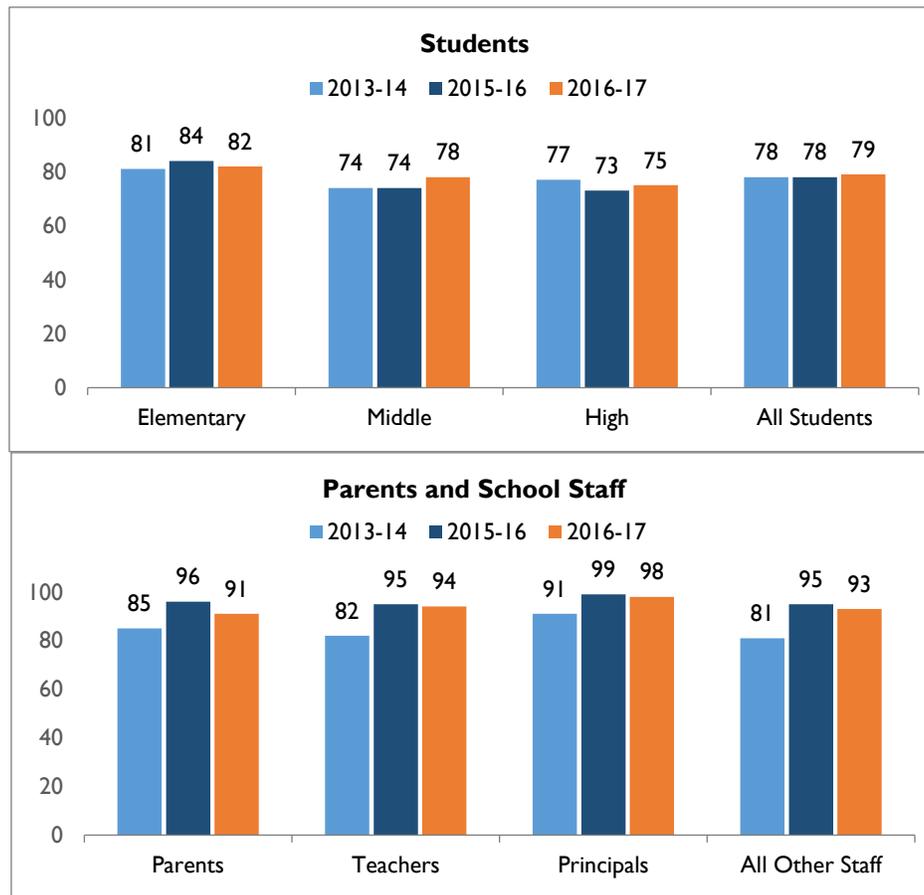
⁴ Elementary schools with K-6 configurations administered elementary surveys to all students. Sixth grade students at middle schools or at span schools (i.e. having a K-12 or 6-12 configuration) took the secondary survey.

⁵ NOTE: All percentages in this report have been rounded to the nearest whole number. Therefore, due to rounding, percentages for categories such as “Student Groups by Program” may not add up to exactly 100%.

College Preparedness

The link between expectations for college attendance and postsecondary educational status has been well established.⁶ To address this relationship, all respondents were asked if they agreed with the statement, “Most adults at this school expect students to attend college.” Among all students, agreement moved only slightly from 78% to 79% between the first year this question was asked on the SES (2013-14) and the 2016-17 administration year. Rates of agreement increased to at least 95% among all adult groups (parents, teachers, principals, and all other staff) in 2015-16, but decreased among all adult groups in 2016-17 (Exhibit 4).

Exhibit 4. Respondents Who Agreed that Most Adults at School Expect Students to Go to College:⁷ 2013-14, 2015-16, and 2016-17⁸



⁶ Brenner & Mistry, 2007; Gregory & Huang, 2013

⁷ In this report, the phrase “agreed with” refers to the percentage of elementary students who selected “agree a little” or “agree a lot” and the percentage of secondary students who selected “agree” or “strongly agree.”

⁸ Throughout this report, the two primary baselines used for comparative purposes to the 2016-17 SES results will be the year that a survey item was *first* administered (e.g., 2008-09) as well as last year’s (2015-16) SES administration of the item being reported. Because some items were introduced *after* the very first SES back in 2008-09, the comparison baselines may differ from one item to the next.

To address the goal of college and career preparedness, all students were asked to name the highest level of education they planned to complete. Exhibit 5 shows the future plans for secondary students. Both the “2-year college” and “4-year college or beyond” rates increased as students’ schooling level increased, from 63% of both categories for middle school to 72% for high school students. With respect to 12th graders, 80% reported planning to go to college.

For the 2016-17 administration, the School Experience Survey asked respondents for the first time whether they planned to graduate from high school. There were 1,024 (about 1%) middle school students and 839 (about 1%) high school students who answered that they would *not* complete their high school education. Of all the 12th grade high school students who responded, 137 students indicated that they would not complete high school. These students’ response to this question is notable because the Secondary Student Survey was administered only a few months before the Class of 2017 graduation ceremony.

Exhibit 5. Highest Level of Education Secondary Students Plan to Complete: 2016-17

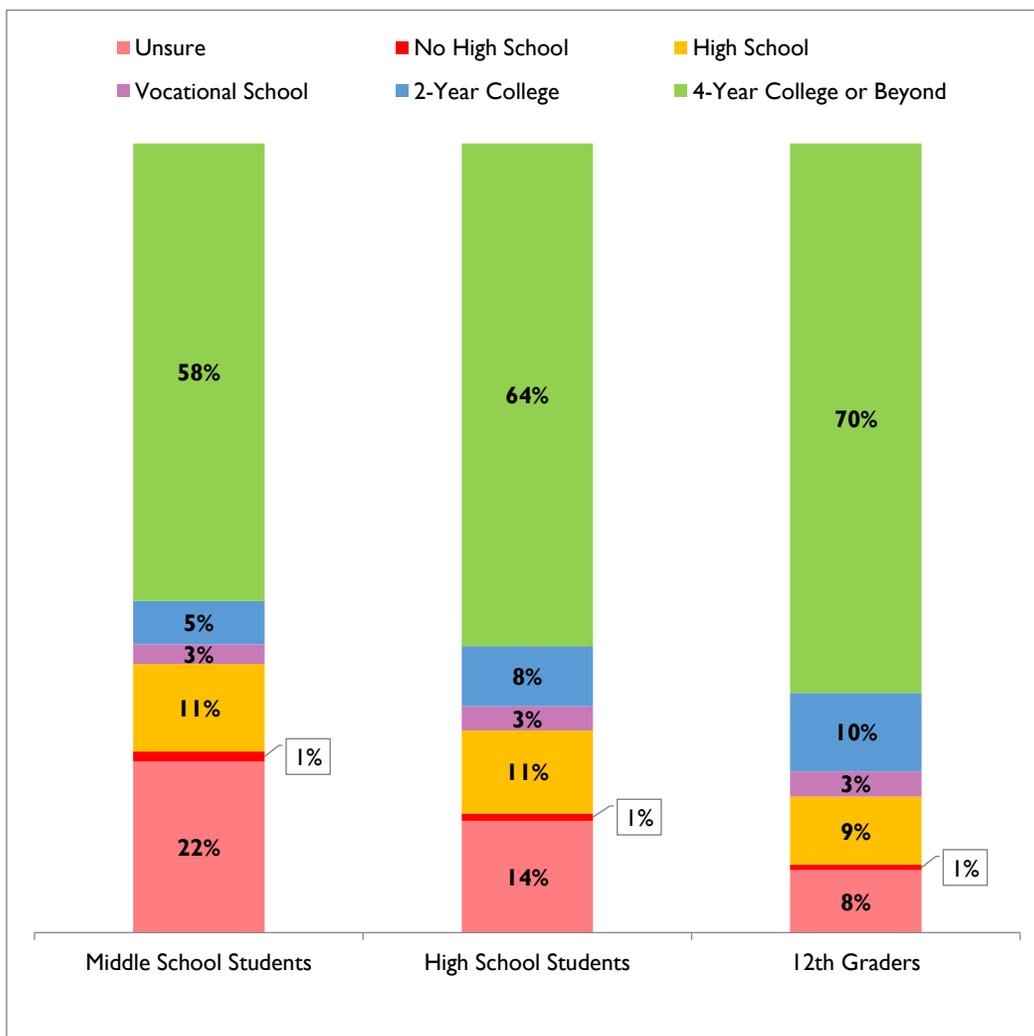
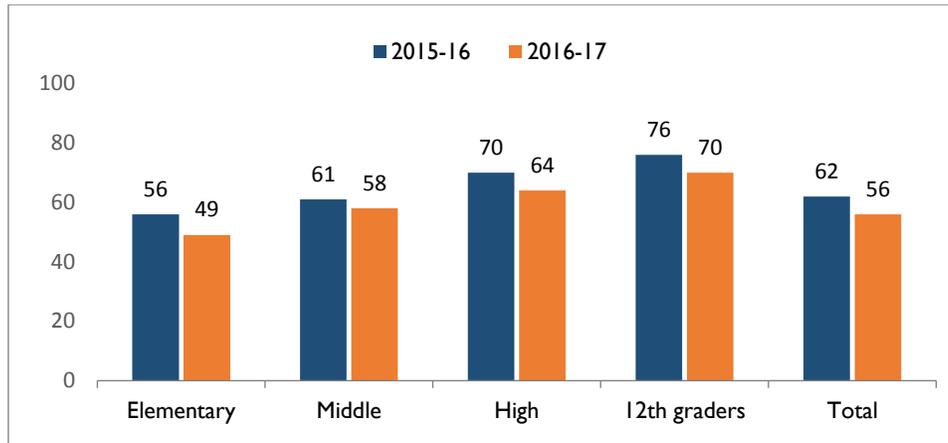


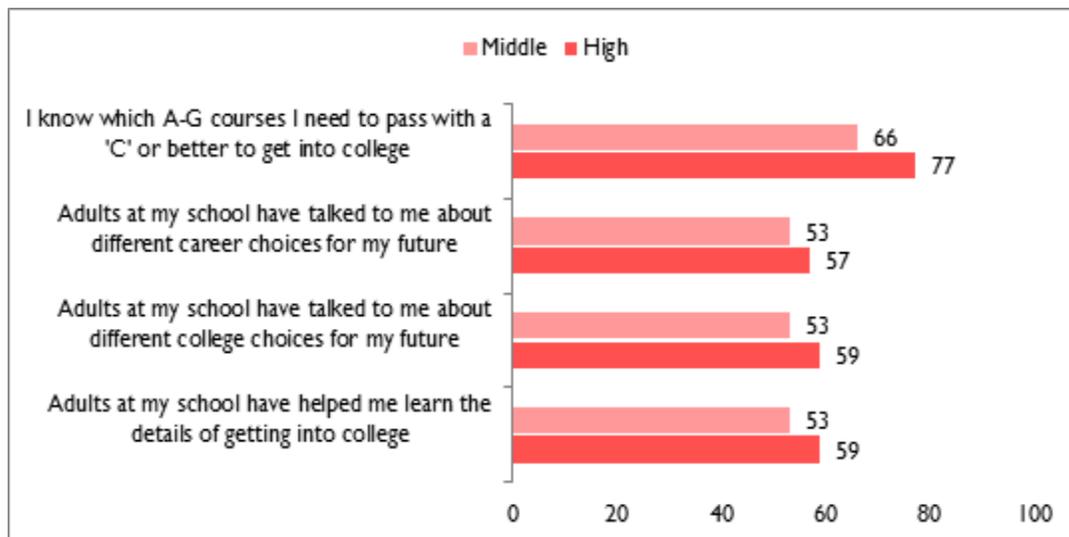
Exhibit 6 shows the percentage of students who plan to complete a four-year college degree or beyond. The results for this question were lower for all school levels compared to last year including 12th graders. We included 12th graders in this analysis as they are most likely to have concrete plans for college.

Exhibit 6. Students Who Planned to Complete a Four-Year Degree or Beyond: 2015-16 to 2016-17



Secondary students were also asked about their school experiences and expectations for college. As can be seen in Exhibit 7, approximately three-fourths of the high school students and two-thirds of the middle school students know what A-G classes they need to take and pass to get into college. Between 50% and 60% of the secondary students indicated that adults at the school had talked to them about future college and career choices and details about getting into college.

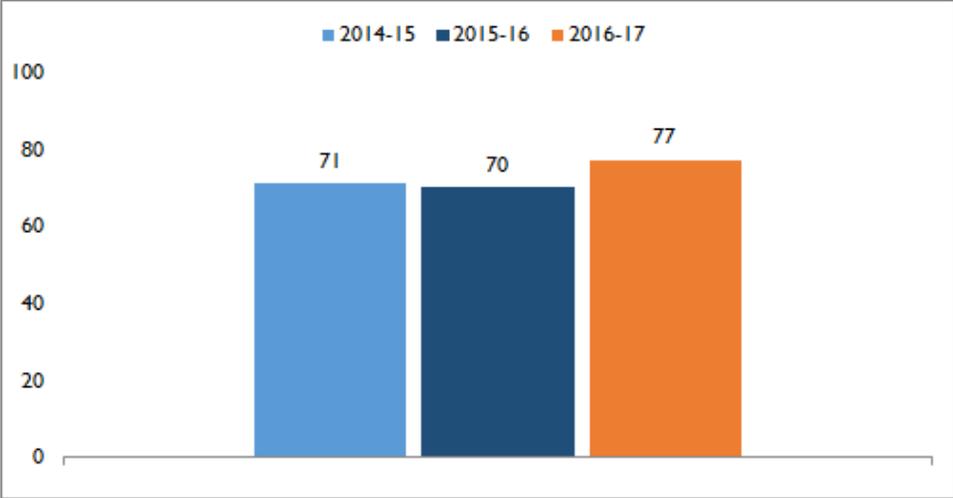
Exhibit 7. Secondary Students Who Agreed with the Following Statements about College and Career: 2016-17



Note: At the secondary level, response options "agree" and "strongly agree" were combined.

Secondary students commonly start accruing A-G credits in 9th grade. Exhibit 8 shows the percentages of high school students who indicated that they know which A-G courses they need to take to get into college. There has been a 6 percentage point increase since the 2014-15 administration (which was the first year this item was presented on the SES).

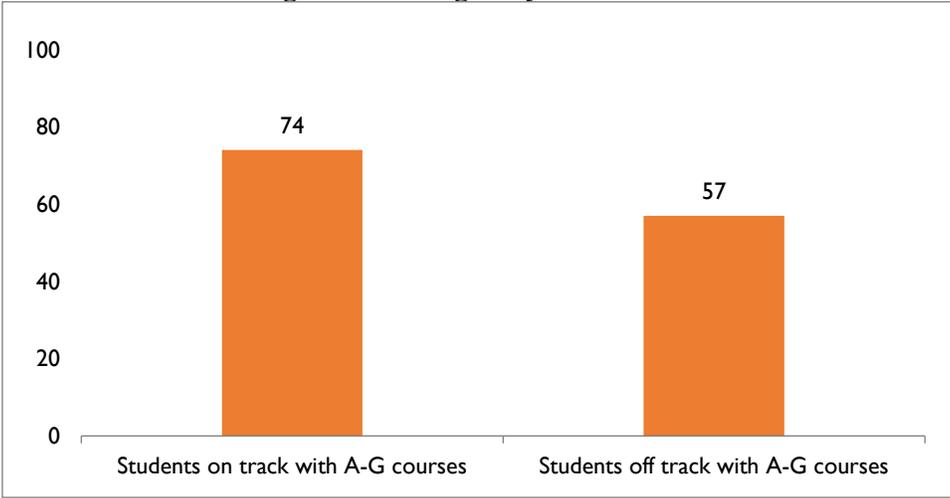
Exhibit 8. High School Students Who Agreed That They Know Which A-G Courses They Need to Take to Get into College: 2016-17



Note: At the secondary level, response options “agree” and “strongly agree” were combined.

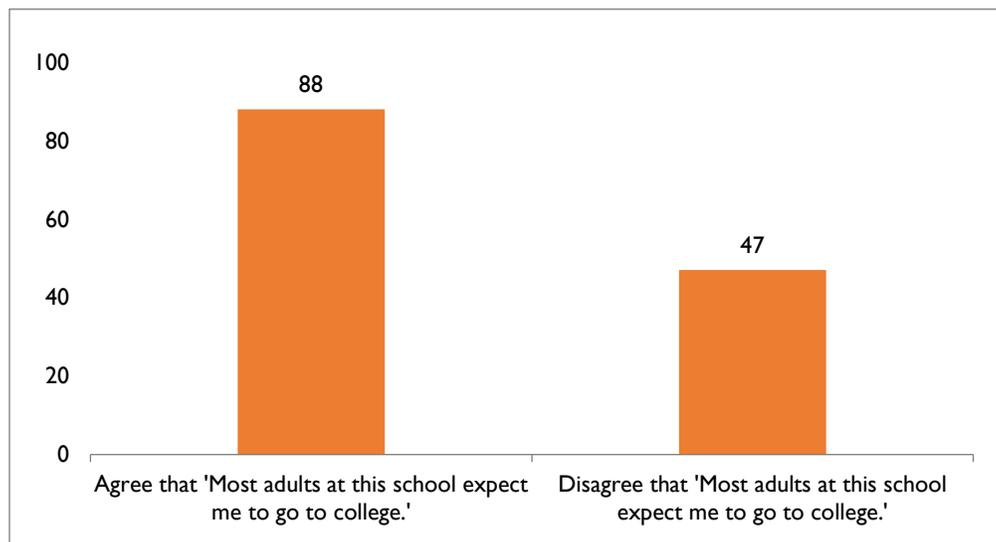
The 2016-17 SES data regarding high school students’ knowledge about their A-G course sequence was further linked to their actual A-G completion data. As of May 2017, 74% of students who agreed that they know “which A-G course they need to take to get into college” are actually on track to complete their A-G requirements. In contrast, the A-G on track rate for those who have little to no knowledge on their A-G course sequence is only 57%, resulting in a gap of 17 percentage points between these two groups of students (see Exhibit 9).

Exhibit 9. High School Students who Agreed with the Statement, “I know which A-G courses I need to take to get into college” by A-G “On-Track” Status: 2016-17



Among all school survey items, the question that has the strongest relationship with high school students' knowledge regarding A-G courses is whether adults at school expect students to go to college. Exhibit 10 shows that students who feel most adults at their school expect them to go to college are much more likely to know which A-G courses they need than those who do not feel the same. While 88% of high school students who perceive that adults at their school expect them to go to college know what A-G courses they need, only 47% of students who do not perceive that adults at their school expect them to go to college know what A-G courses they need. Thus, a 41 percentage point gap exists between these two groups.

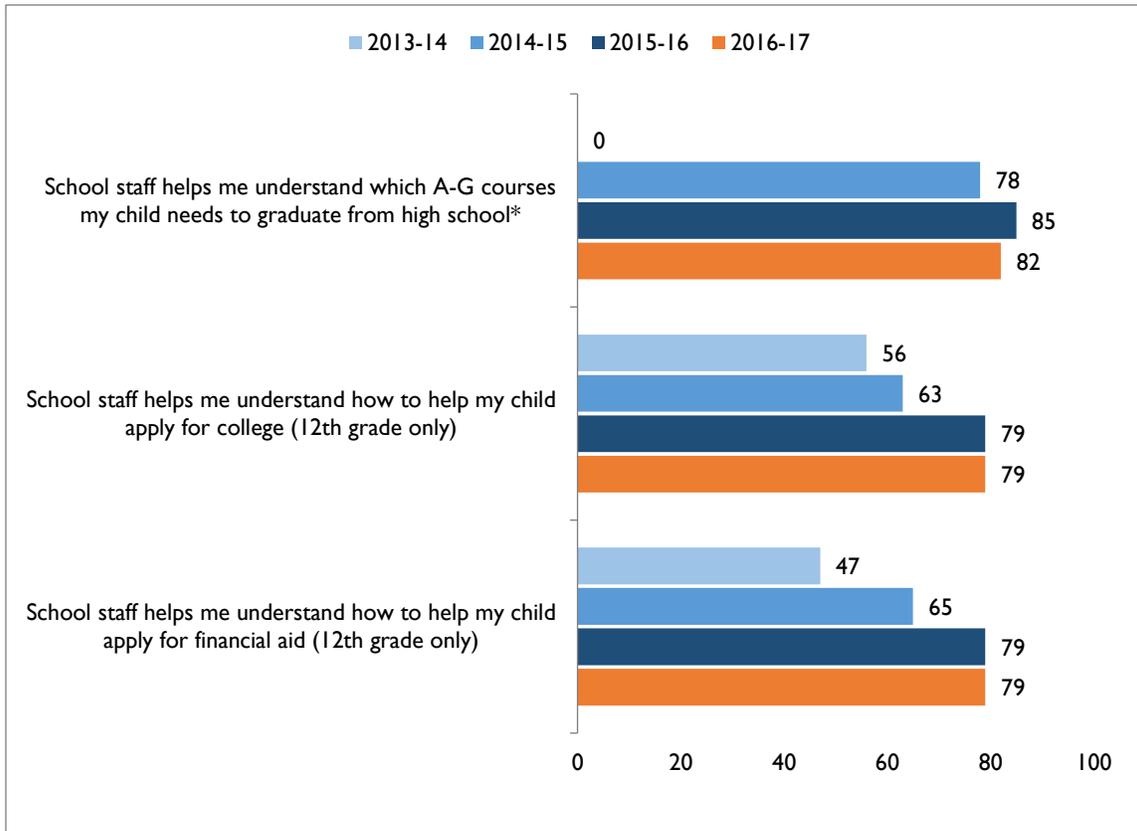
Exhibit 10. Relationship between High School Students' Knowledge of A-G Requirements and Perception that Adults Expect Them to go to College: 2016-17



High school parents were also asked if staff at their child's school helped them to understand which A-G courses students needed to graduate from high school. Compared to the results of 2014-15, there was a 4 percentage point increase in the percent of parents who indicated that school staff were helpful in explaining which A-G courses were needed for graduation; however, there was a 3 percentage point decrease in comparison to last year's results. Similarly, while Exhibit 11 shows notable increases between 2013-14 (baseline) and 2016-17 in the support received by parents of 12th graders with respect to completing college and financial aid applications, there were no changes in these percentages compared to last year⁹.

⁹ We had marked increases in the number of parents participating in the SES Parent Survey between 2014-15 and 2016-17; thus, recent changes to percent agreement could simply reflect the view of a larger (e.g., more representative) percentage of LAUSD parents overall rather than actual changes in opinions over time.

Exhibit 11. Parents Who Agreed with the Following Statements about School Staff: 2013-14 to 2016-17



*Note: This question was not asked in 2013-14

Academic Support

Academic (as well as social and informational) support has been shown to have a positive effect on student learning.¹⁰ Academic support is crucial in preparing students for college and career readiness.¹¹ This section provides highlights from key items relating to academic support. Results are reported separately for each of the following three surveys: Elementary Students, Secondary Students, and School Staff.

Elementary Students

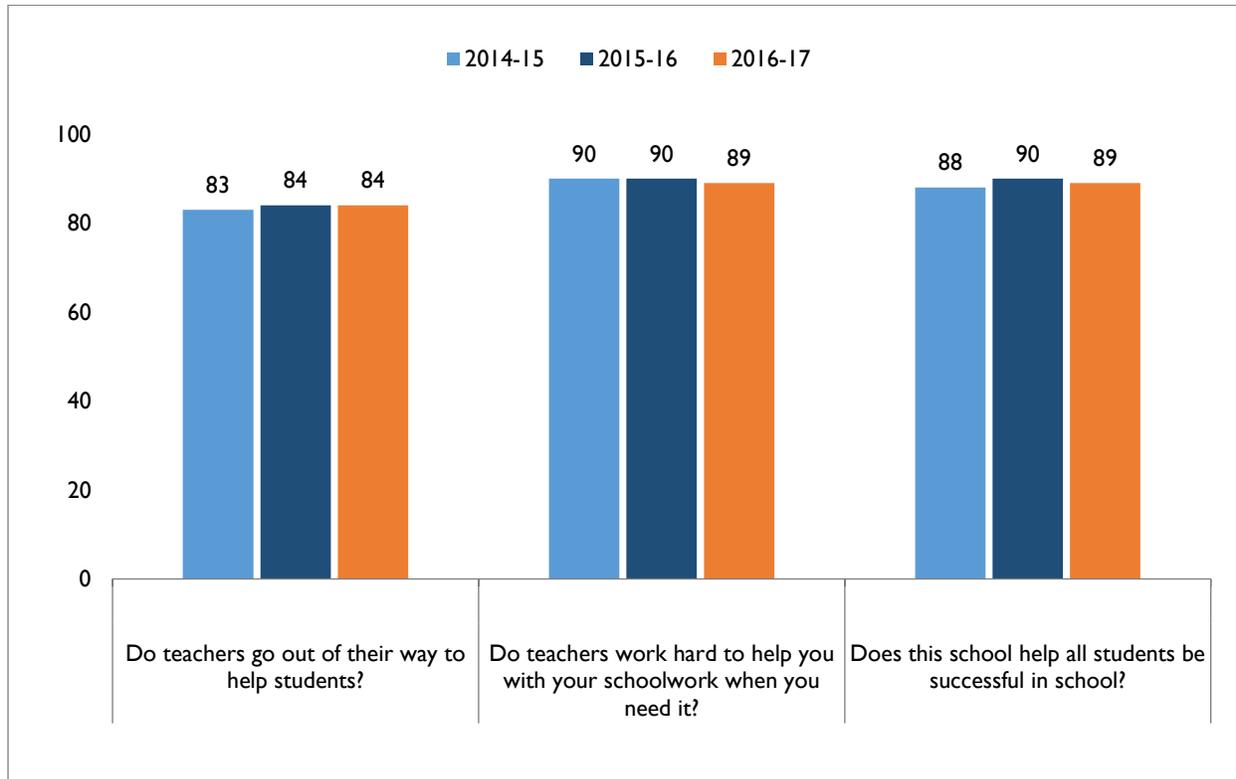
Exhibit 12 shows the responses of elementary students when asked a series of questions relating to academic support. As noted below, 84% of elementary students in 2016-17 agreed that “teachers go out of their way to help students.” This percentage has remained relatively stable since 2014-15. Similarly, the percent agreement that “teachers work hard to help students with their school

¹⁰ Tennant, et al., 2015

¹¹ Venezia & Jaeger, 2013

work when they need it” and that “this school helps all students be successful” has remained stable since 2014-15, with 89% of elementary students agreeing with these statements in 2016-17.

**Exhibit 12. Academic Support as Perceived by Elementary Students:
2014-15¹² to 2016-17**



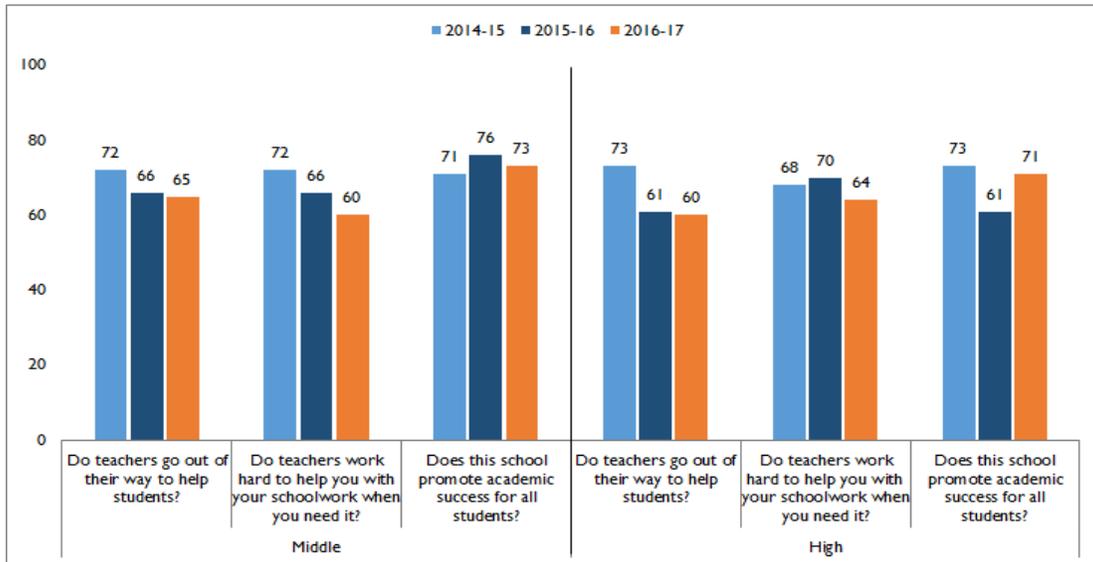
Note: At the elementary level, response options “yes, most of the time” and “yes, all of the time” were combined.

Secondary Students

As can be observed in Exhibit 13, between the 2014-15 and 2016-17 SES administrations, there was a decrease in the percent of middle and high school students who agreed that teachers went out of their way to help students (down 7 and 13 percentage points respectively for both groups). Over that same period of time, there was also a decrease in the percent of both middle school (down 12 points from 72% to 60%) and high school (down 4 points from 68% to 64%) students who agreed that teachers worked hard to help students with their schoolwork when they needed it. In terms of these students’ perception that their school promoted academic success for all students, middle school agreement went up from 71% in 2014-15 to 73% in 2016-17, and high school agreement went down from 73% to 71% during those same years.

¹² 2014-15 was the first year these items appeared on the SES.

**Exhibit 13. Academic Support as Perceived by Secondary Students:
2014-15 to 2016-17**

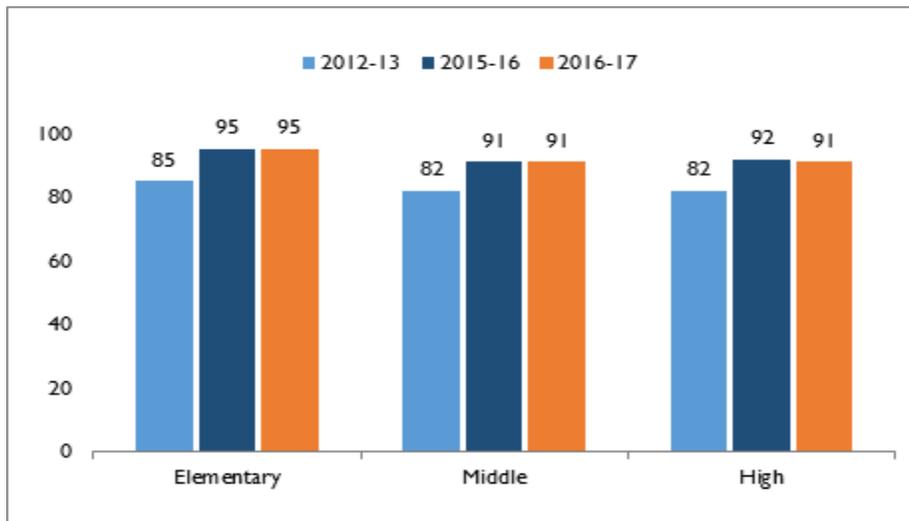


Note: At the secondary level, response options “agree” and “strongly agree” were combined.

School Staff

School staff were also asked a series of questions about academic support at school. Nearly all the school staff across elementary, middle and high school levels agreed that their school promoted academic success for all students. Compared to results from baseline year 2012-13, the percentage of school staff who agreed with the statement, “This school promotes academic success for all students” went up 10 percentage points to 95% for elementary and up 9 percentage points to 91% for middle and high school in 2016-17.

Exhibit 14. Staff Who Agreed that Their School Promotes Academic Success for All Students: 2012-13, 2015-16, and 2016-17

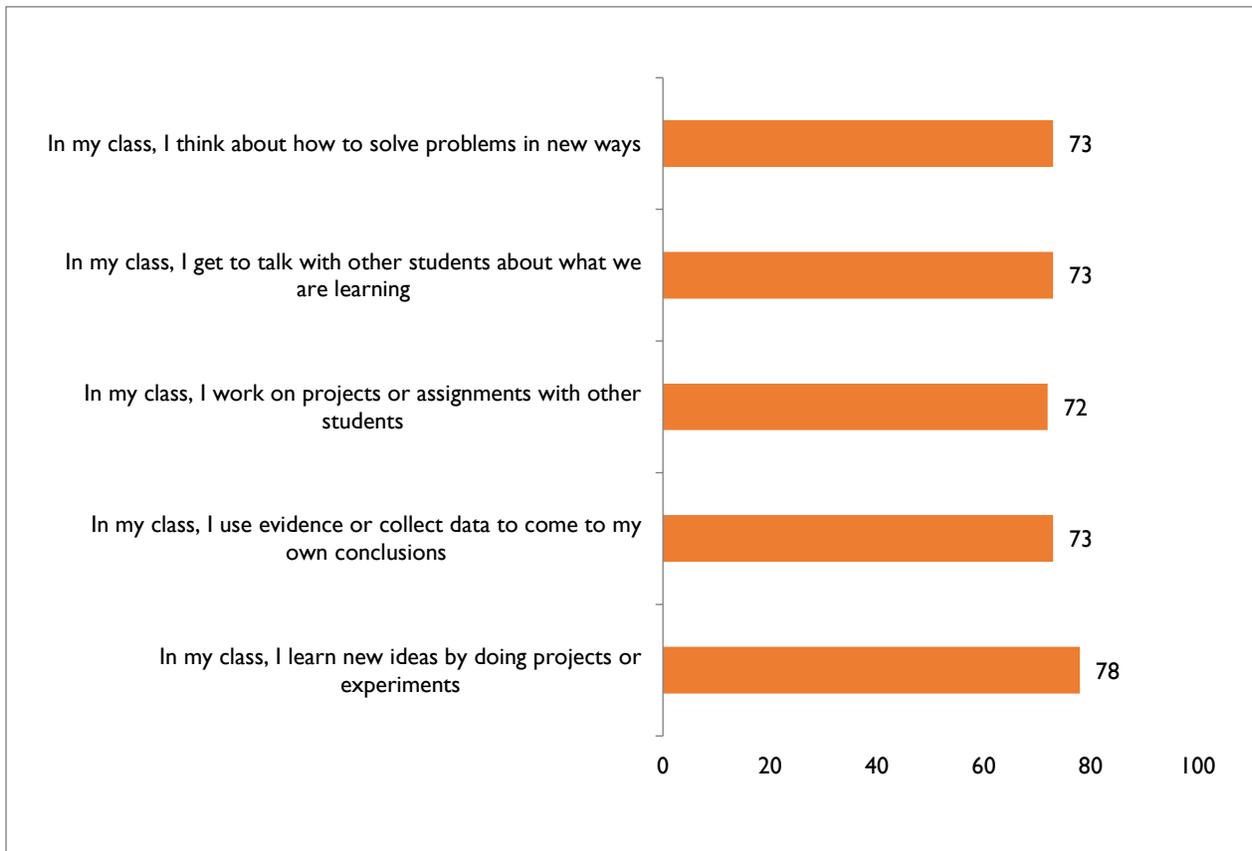


Note: this question was first asked in 2012-13.

Cognitive Engagement

In addition to school academic support, opportunity for students' cognitive engagement is an essential element in promoting academic success.¹³ To measure cognitive engagement, students were asked about their learning experience in the classroom. The questions presented in Exhibit 15 were asked for the first time in 2016-17, and the percent agreement for the cognitive engagement questions ranged from 72% to 78% for elementary school students.

Exhibit 15. Elementary Students Who Agreed with Cognitive Engagement Statements: 2016-17

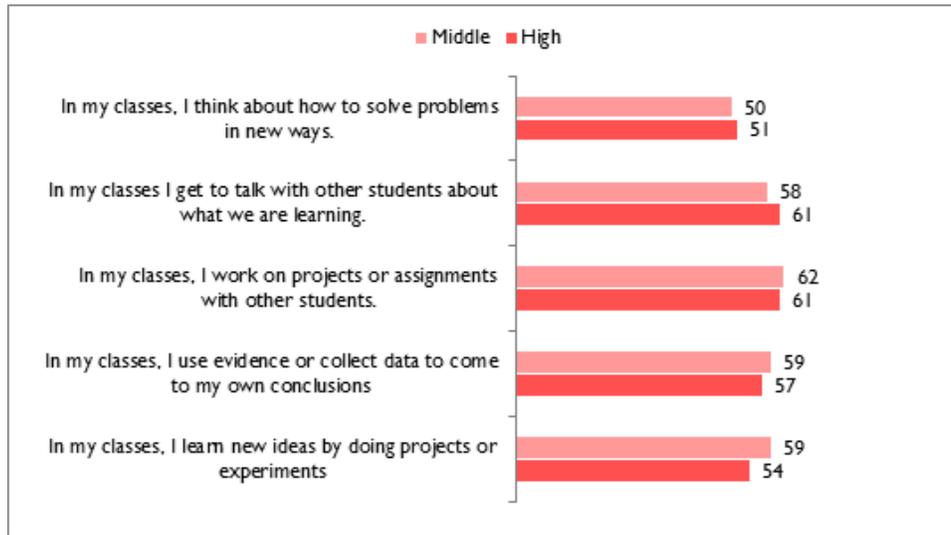


Note: At the elementary level, response options "yes, most of the time" and "yes, all of the time" were combined.

Regarding secondary students, Exhibit 16 shows that middle and high school students were similar in their views regarding opportunities for cognitive engagement and the percent agreement was lowest for learning how to solve problems in new ways (middle school: 50% and high school: 51%) and highest for working on projects or assignments with other students (middle school: 62% and high school: 61%).

¹³ Harbour, Evanovich, Sweigart, & Hughes, 2015

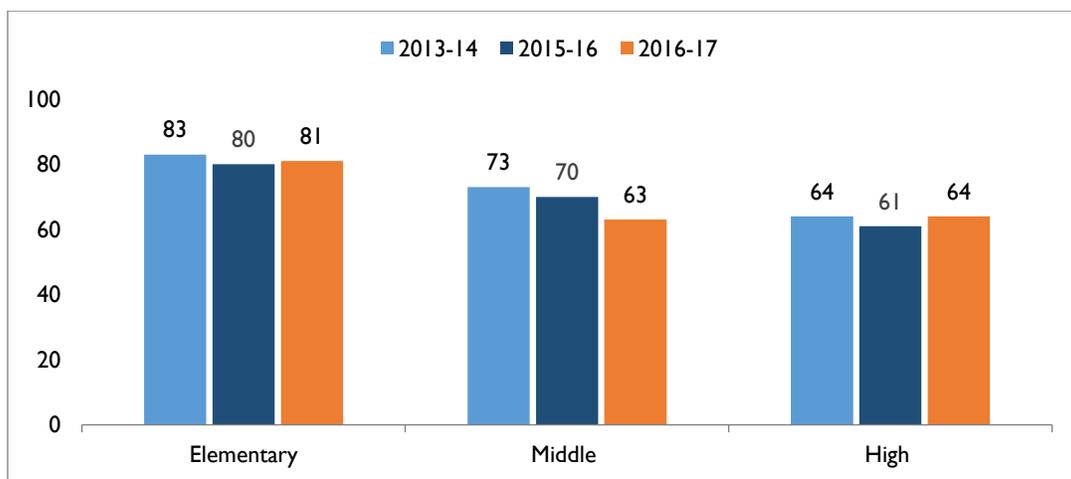
Exhibit 16. Secondary Students Who Agreed with Cognitive Engagement Statements: 2016-17



School Staff Communication with Parents

There was a marked decrease (73% in 2013-14 down to 63% in 2016-17) in the percentage of middle school parents reporting that teachers let them know about their children’s academic progress on a frequent basis. Elementary and high school parents’ response to the same item yielded a slight increase compared to last year (up 1 and 3 percentage points, respectively) as shown in Exhibit 17. Elementary parents reported the most frequent progress reporting from teachers while high school parents reported the least frequent progress reporting.

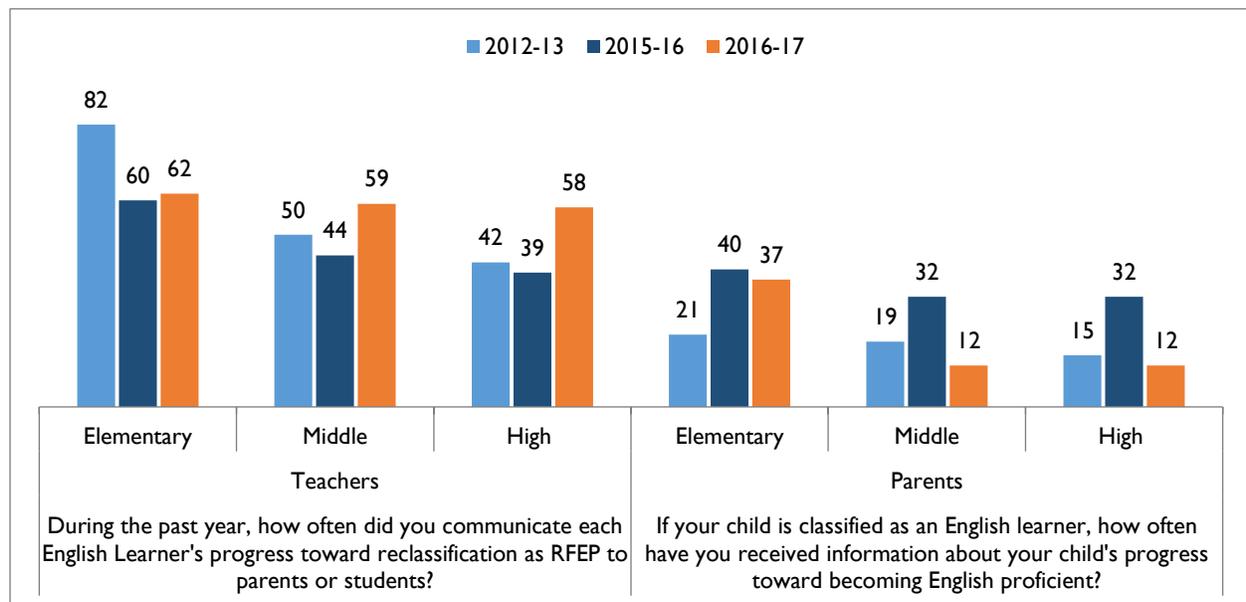
Exhibit 17. Parents Who Said Teachers Let Them Know about Their Children’s Progress “Often” or “Very Often:” 2013-14, 2015-16, and 2016-17



Teachers and parents of English learners were asked how frequently they share or receive information about students' progress towards *Reclassification as Fluent English Proficient* (RFEP). Exhibit 18 shows that only 37% of elementary parents, 12% of middle school parents, and 12% of high school parents received information about their child's progress at least twice a year in 2016-17. This represents a sharp drop from 2015-16 for middle and high school parents (from 32% to 12%). Among parents, receiving information about English learners was most frequent at elementary schools.

In contrast to parent reports, teachers reported more frequent sharing of information about English learners' progress in 2016-17 than they did the prior year. This could be explained by possible different interpretations of the question by the two stakeholder groups. For example, the communications parents are receiving are perhaps not clearly distinguished from other communications or perhaps teachers are not providing information as frequently as parents would like.

Exhibit 18. Teachers Who Provided Information and Parents Who Received Information about English Learners' Progress at Least Twice During the School Year: 2012-13, 2015-16, and 2016-17

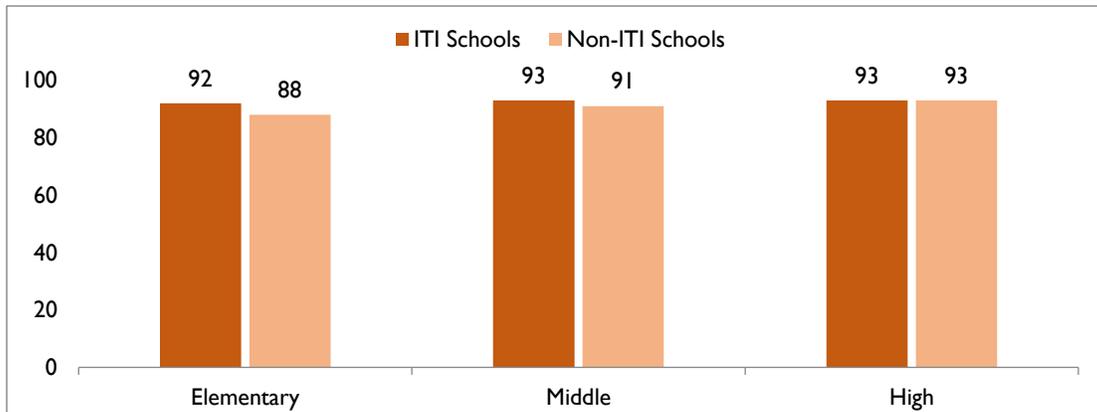


Access to Technology

Technology has become an integral part of our schools from instruction to test taking to taking this survey. The District continues to work towards ensuring that all students are computer literate and prepared for a technology-oriented society. The Instructional Technology Initiative (ITI) was launched in 2013-14 to ensure that all students have access to 21st century technology. In 2016-17, 103 LAUSD schools were designated as ITI schools. These schools have specific instructional technology plans, and students at these schools are provided with one-to-one mobile computing devices (e.g., Chromebooks and iPads) for use in the classroom and at home. It bears noting that many other schools also have access to these devices and increasing numbers of schools are designated as ITI schools every year.

Teachers were asked about their use of technology in instruction. As shown in Exhibit 19, teachers were confident in their abilities to integrate technology into their instruction. At the elementary school level, ITI teachers (92%) were more likely than non-ITI teachers (88%) to report being confident with technology integration in the classroom. At the middle school level, the results were similar (ITI 93% vs. non-ITI 91%) while at the high school level, the percentage rates were the same (93%).

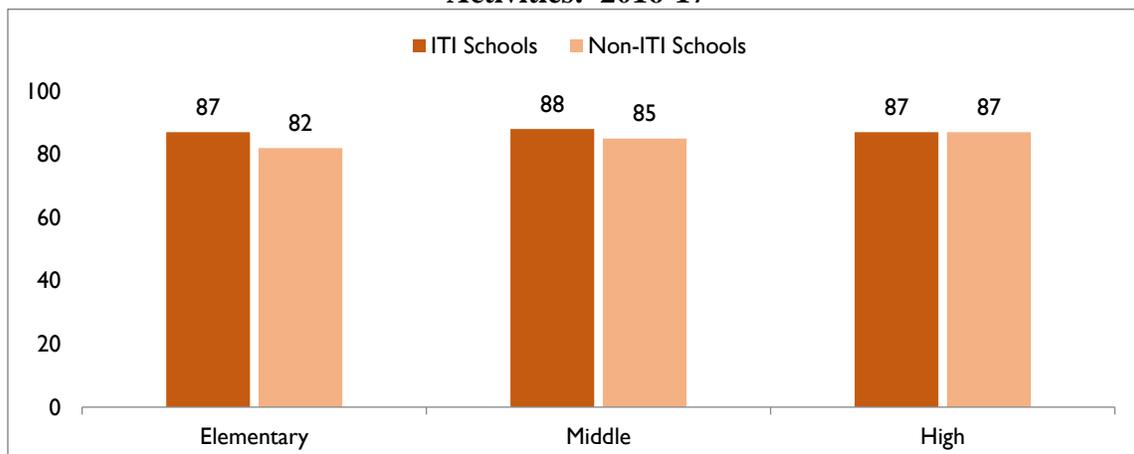
Exhibit 19. Teachers Who Felt Confident Integrating Technology into their Instruction: 2016-17



Note: Survey response options “agree” and “strongly agree” were combined to represent percentage of teachers who were confident integrating technology into their instruction.

Over 80% of the teachers felt confident using digital tools to personalize learning activities (Exhibit 20). Teachers at the elementary and middle school levels were more confident in ITI schools. There was a 5 percentage point difference in elementary school and a 3 percentage point difference in middle school. At the high school level, there was no difference.

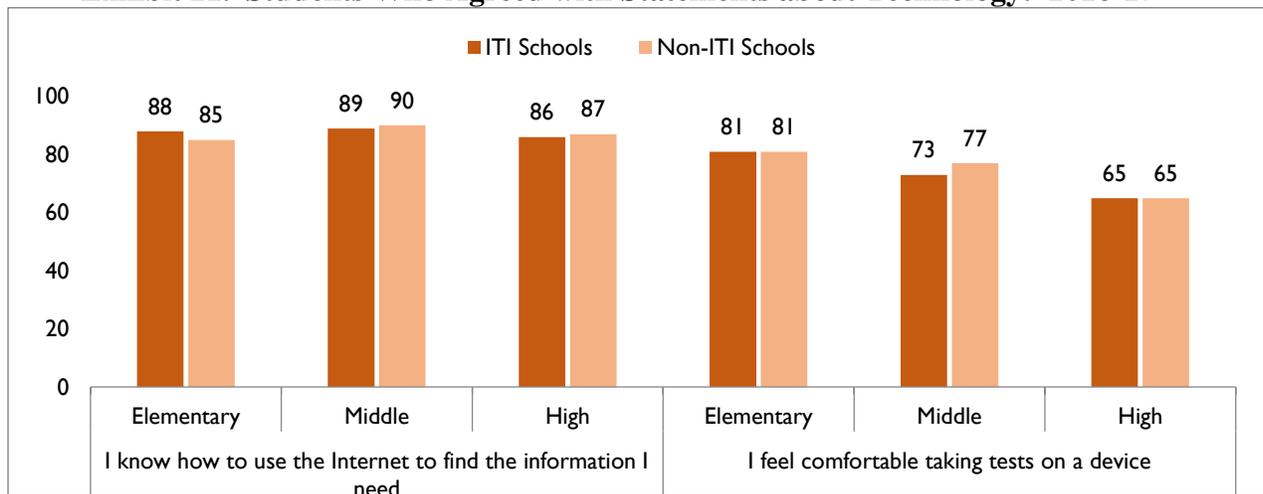
Exhibit 20. Teachers Who Felt Confident Using Digital Tools to Personalize Learning Activities: 2016-17



Note: Survey response options “agree” and “strongly agree” were combined to represent percentage of teachers who were confident using digital tools to personalize learning.

Students were also asked about their use of technology (Exhibit 21). Close to 90% of students indicated that they know how to use the Internet to find information. Knowledge about how to use the Internet was high at all three levels and at both ITI and non-ITI schools. Elementary students (81%) were most comfortable taking tests on devices such as an iPad, lap top, or desk top computer whereas high school students (65%) felt the least comfortable doing so. At the elementary and high school levels there was no difference between ITI and non-ITI schools. At the middle school level, there was a 4 percentage point difference favoring non-ITI schools.

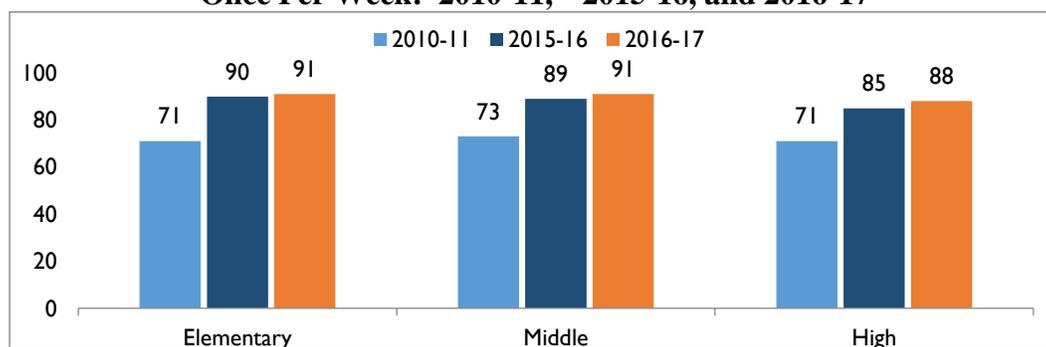
Exhibit 21. Students Who Agreed with Statements about Technology: 2016-17¹⁴



Note: At the elementary level, response options “agree a little” and “agree a lot” were combined and at the secondary level, “agree” and “agree strongly” were combined.

Parents were also asked about their use and their child’s use of technology (Exhibits 22 to 23). The vast majority of parents reported accessing the Internet weekly in 2015-16 and 2016-17. There was a slight increase over the last two years; however, there was a large increase in parents reporting Internet access since this question was first asked back in 2010-11.

Exhibit 22. Parents Who Access the Internet Using a Computer or Other Device at Least Once Per Week: 2010-11,¹⁵ 2015-16, and 2016-17



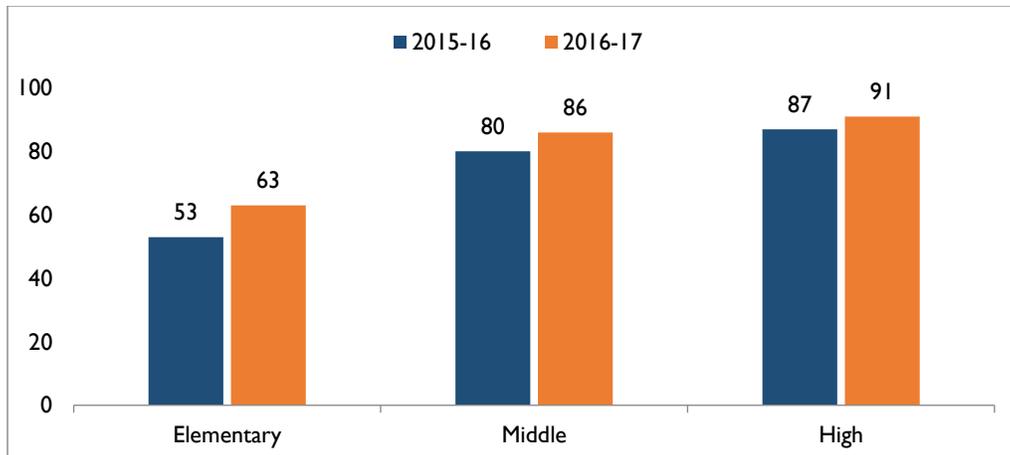
Note: Survey response options “weekly” and “daily” were combined.

¹⁴ These questions were new in 2016-17.

¹⁵ This question was first asked on the 2010-11 survey.

At all three school levels, parents indicated that their child’s use of technology to complete assignments outside of school had increased from 2015-16 to 2016-17. They increased 10 percentage points in elementary school, 6 percentage points in middle school, and 4 percentage points in high school. High school students were most likely to use technology to complete assignments followed by middle school students. Elementary students were least likely to use technology; however, they showed the largest gain (up 10 percentage points) since 2015-16.

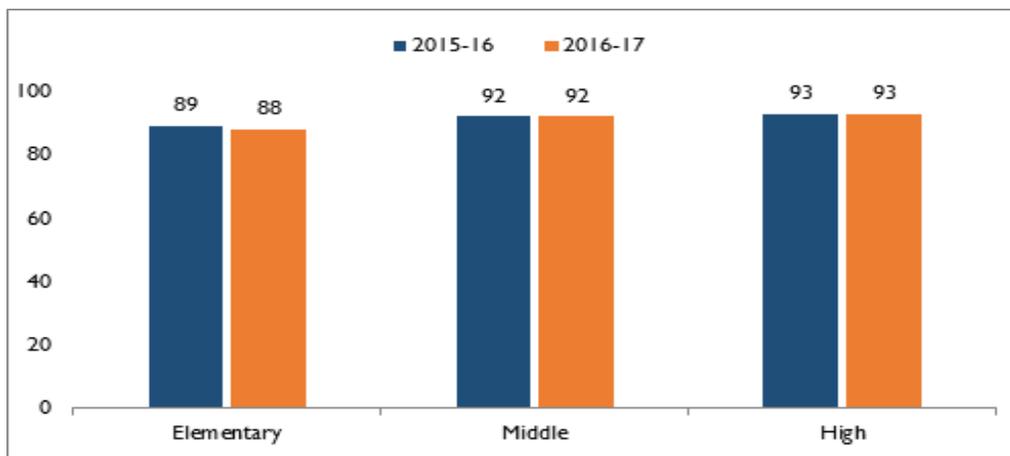
Exhibit 23. Parents Who Reported That Their Child Used Technology at Least Once Per Week to Complete Assignments Outside of School: 2015-16 and 2016-17



Note: Survey response options “weekly” and “daily” were combined. This question first appeared on the survey in 2015-16.

Parents were asked how comfortable they felt supporting their child’s use of technology at home. As displayed in Exhibit 24, this rate was high for both years across all three levels.

Exhibit 24. Parents Who Felt Comfortable Supporting their Child’s Use of Technology at Home: 2015-16¹⁶ and 2016-17



Note: Survey response options “somewhat confident” and “very confident” were combined.

¹⁶ This question first appeared on the survey in 2015-16.

School Climate

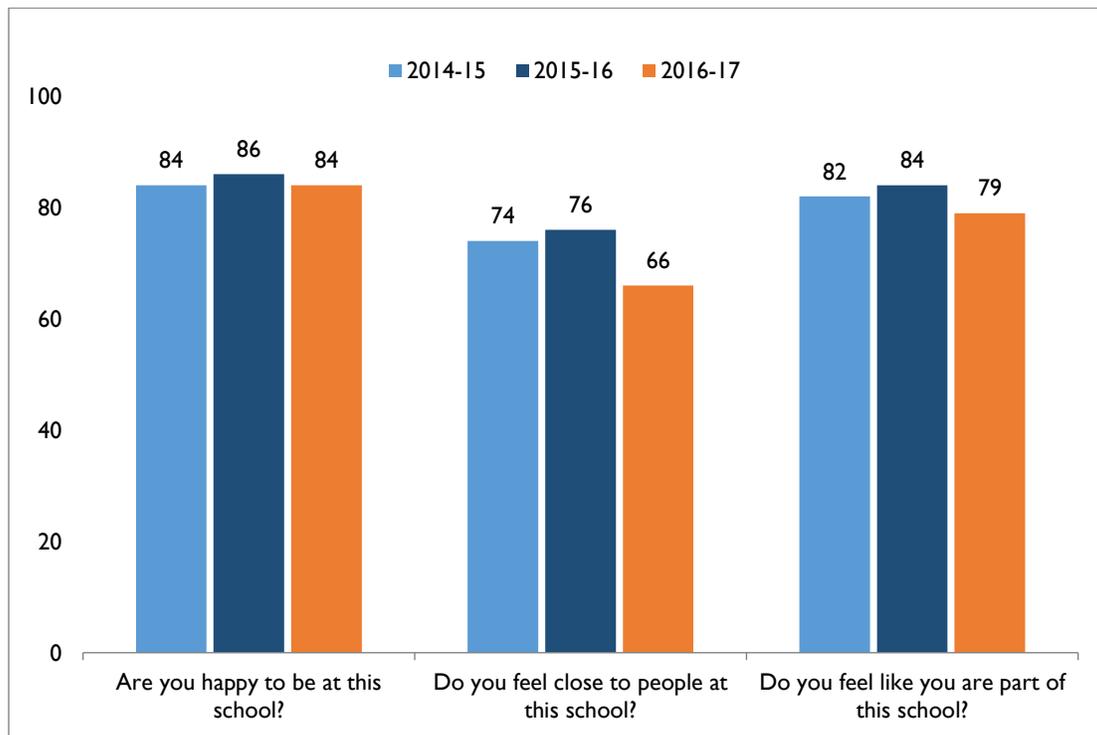
The domain entitled School Climate contains five areas: *Connectedness*, *Parent Involvement*, *Safety*, *Expectations for Behavior*, and *Bullying*. School staff and parents talked about how they perceived the school climate for students and for themselves.

Connectedness

Students who experience school connectedness believe teachers care about their learning, believe that education matters, like school, have friends at school, and believe that discipline is fair.¹⁷ In addition, when students feel connected to school, they are less likely to skip school or be involved in fighting, bullying, and vandalism.¹⁸ Students are also more likely to succeed academically and graduate.¹⁹

As can be noted in Exhibit 25, in 2016-17, elementary school students were generally happy to be at school (84%), felt close to people at their school (66%), and felt like they were a part of their school (79%). There has been a slight decrease from 2015-16 to 2016-17 on all three items.

**Exhibit 25. Elementary Students Who Feel Connected to Their School:
2014-15²⁰ to 2016-17**



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

¹⁷ Grover, Limber, & Boberiene, 2015

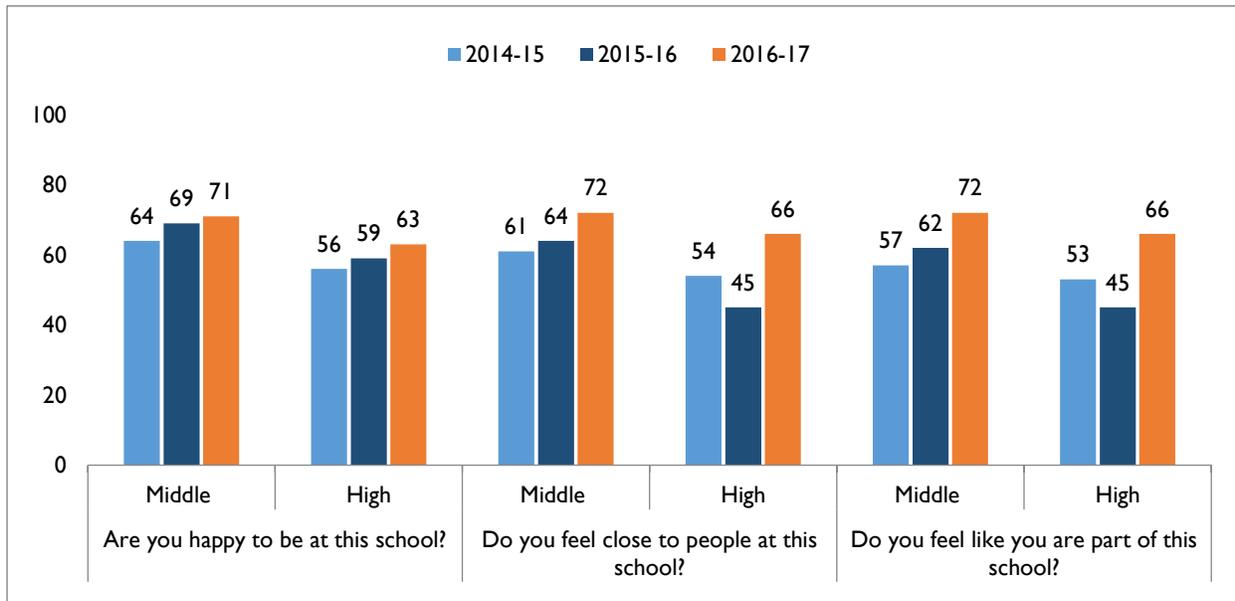
¹⁸ Kutsyuruba, Klinger, & Hussain, 2015

¹⁹ Grover et al., 2015

²⁰ This question first appeared on the survey in 2014-15.

Middle and high school students experienced an upward trend from 2014-15 to 2016-17 with respect to being happy at school as did middle school students with respect to feeling close to people at school and feeling like a part of the school. High school students experienced a dip in 2015-16 but experienced an increase since 2014-15.

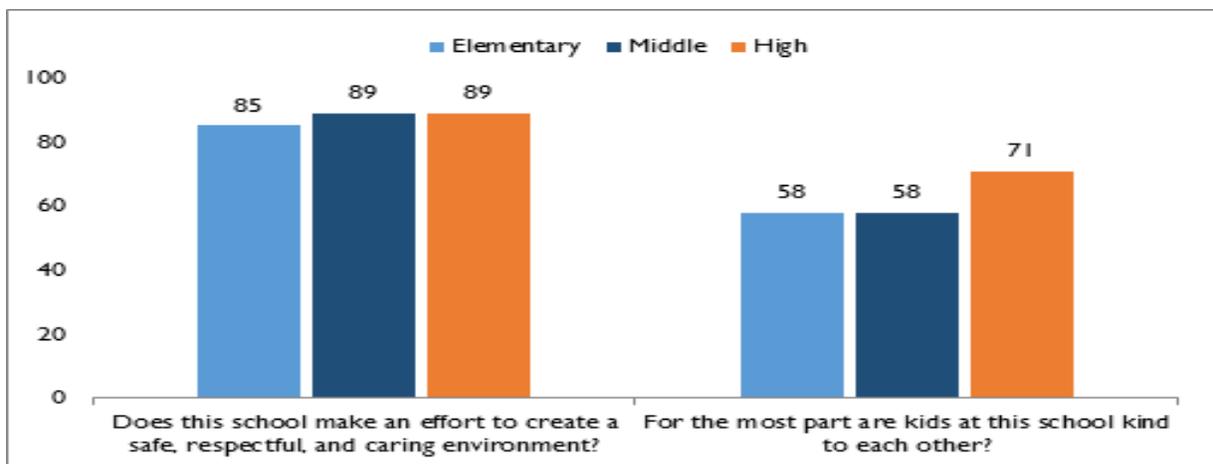
Exhibit 26. Secondary Students Who Feel Connected to Their School: 2014-15 to 2016-17



Note: Response options "agree" and "strongly agree" were combined. This question first appeared on the survey in 2014-15.

Exhibit 27 shows that all three groups (elementary: 85%; middle: 89%; and high school: 89%) recognized staff efforts to create a positive environment. Only 58% of the elementary and middle school students agreed that students at their school were kind to one another, while 71% of students in high school agreed that students were kind to one another.

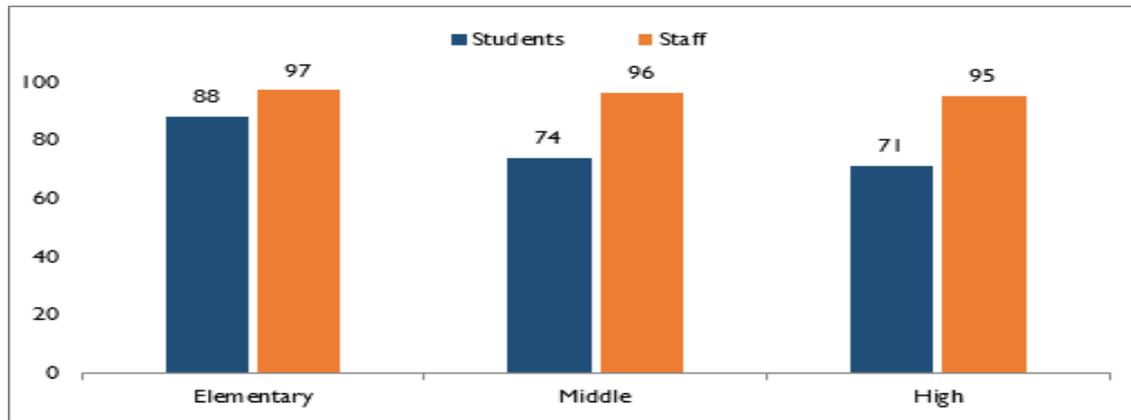
Exhibit 27. Students Reporting Caring and Kindness: 2016-17



Note: At the elementary level, response options "yes, most of the time" and "yes, all of the time" were combined. At the secondary level, response options "agree" and "strongly agree" were combined.

School staff responses to the survey item, “Adults at this school recognize students who are kind and helpful.” were higher than corresponding student responses in elementary (9 percentage point difference), middle (22 point difference), and high school (24 point difference).

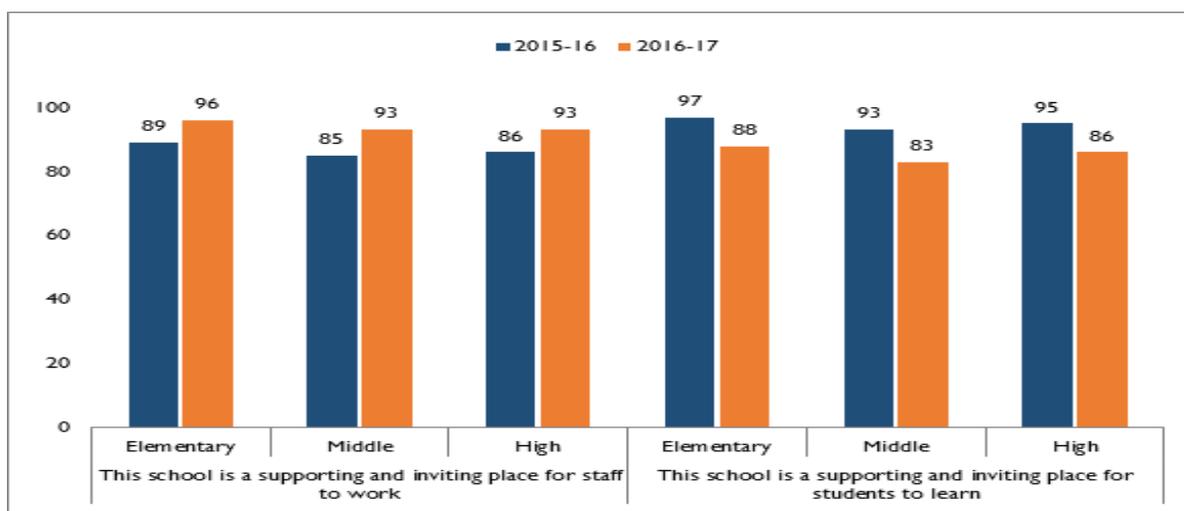
Exhibit 28. Student and Staff Perceptions of “Adults at this school recognize students who are kind and helpful:” 2016-17



Note: At the elementary level, response options “yes, most of the time” and “yes, all of the time” were combined. For secondary students and for all staff, response options “agree” and “strongly agree” were combined.

School staff perceptions of a positive school climate has been shown to correlate negatively with suspensions/expulsion rates and positively with academic achievement.²¹ Exhibit 29 shows that staff at all schooling levels reported that their school was a supporting and inviting place for staff to work and students to learn. In 2016-17, staff reported at least 93% agreement that their school was supportive and inviting for staff and at least 83% agreement that their school was supportive and inviting for students. Staff reported an increase from 2015-16 to 2016-17 at all three levels for staff whereas they reported a decrease at all three levels for students.

Exhibit 29. Staff Perceptions of Schools as Supportive and Inviting: 2015-16 and 2016-17

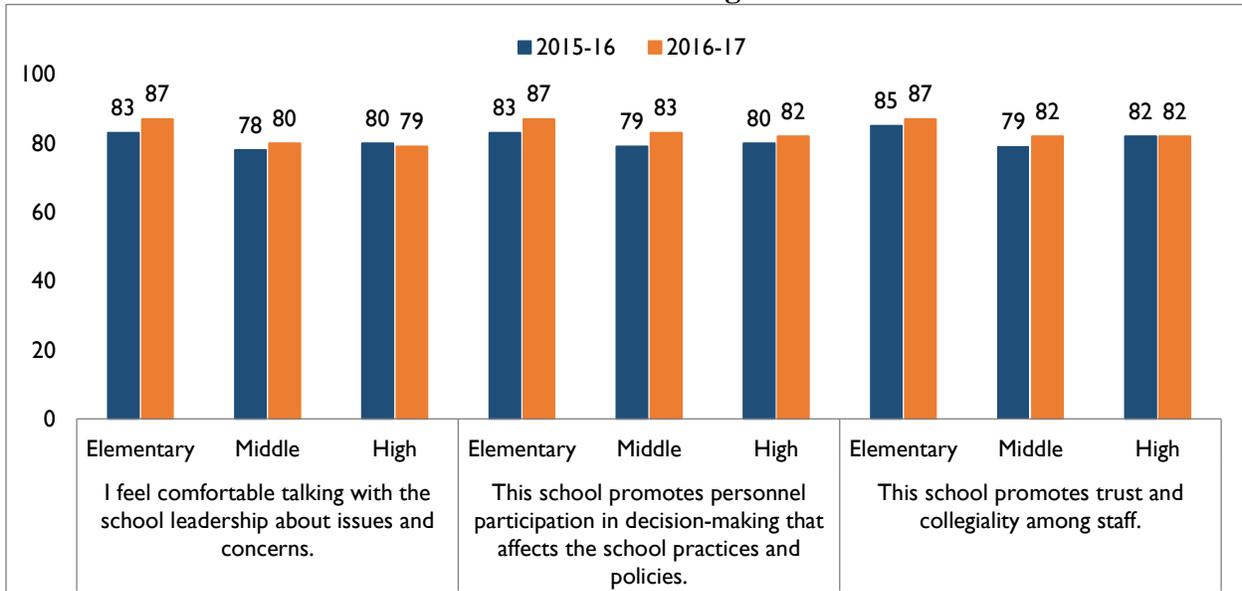


Note: Response options “agree” and “strongly agree” were combined.

²¹ Bear, Yang, Pell, & Gaskins, 2014

Finally, Exhibit 30 shows that staff felt comfortable talking with leadership, participated in decision making, and felt that the school promoted trust and collegiality among staff. In almost every case, staff views of the working climate improved from last year to this year.

Exhibit 30. Staff Views of Working Climate: 2016-17

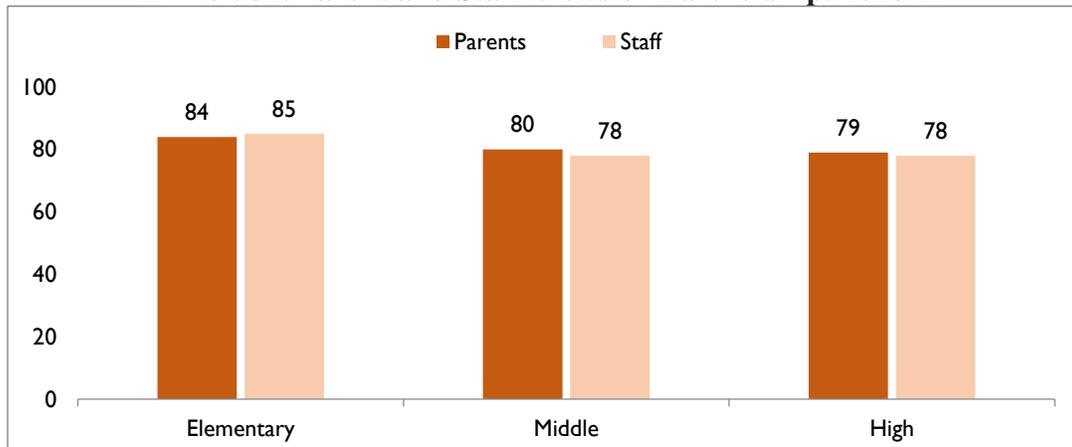


Note: Response options “agree” and “strongly agree” were combined.

Parent involvement

Parent involvement (e.g., monitoring student’s schoolwork and daily activities, communicating frequently with teachers, and participating at the school) has long been viewed as important for student achievement and their social emotional development.²² When asked about the extent to which parents were partners in school decisions regarding their children, staff and parents were largely in agreement.

Exhibit 31. Parent and Staff Views on Partnership: 2016-17

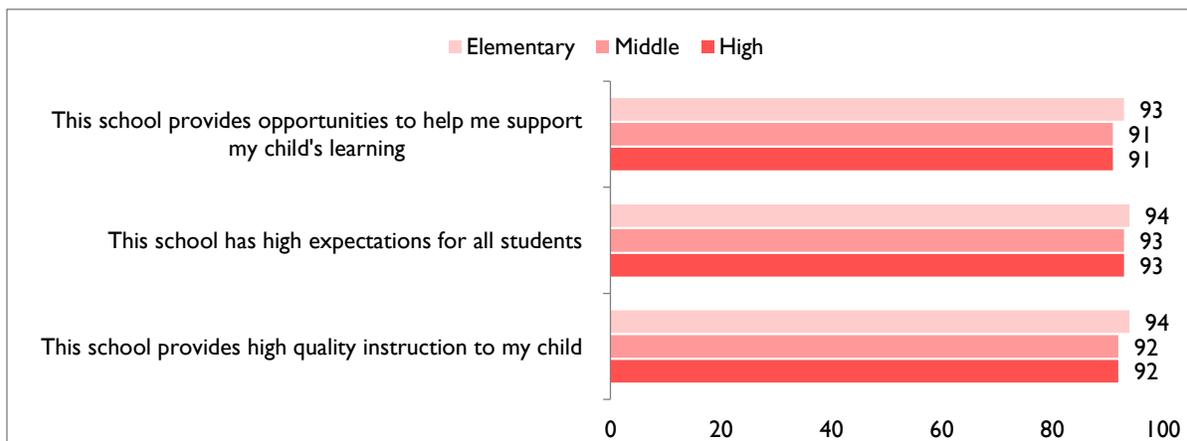


Note: Response options “agree” and “strongly agree” were combined.

²² Olmstead, 2013; Van Voorhis, Maier, Epstein, & Lloyd, 2013

As has been noted in the past, parents have felt generally positive about the schools in which their students are enrolled. For example, in 2015-16 we reported that over 90% of parents agreed that their child’s school has high expectations for their students and provides high quality instruction.²³ The same held true for 2016-17. Over 90% of the parents felt that their school provided them with opportunities to help them support their child’s learning, had high expectations for all students, and provided high quality instruction to their child. Due to decisions from program offices and CORE district stakeholders, a trend analysis was not attempted for parent survey responses as the number of response categories for parent survey questions changed over the past three years.

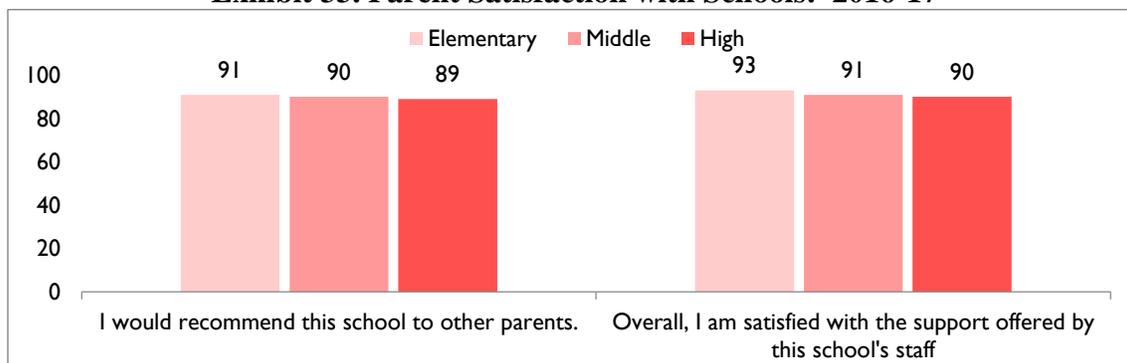
Exhibit 32. Parents Who Agreed with Questions about Schools Providing Opportunities for Support, High Expectations, and High Quality Instruction: 2016-17



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

When parents were asked if they would recommend their child’s school and if they were satisfied by the support provided by school staff, the percentages were similarly high. Exhibit 33 illustrates that at least 89% of all parents would recommend the school to others, and 90% of all parents felt satisfied with the school’s support.

Exhibit 33. Parent Satisfaction with Schools: 2016-17



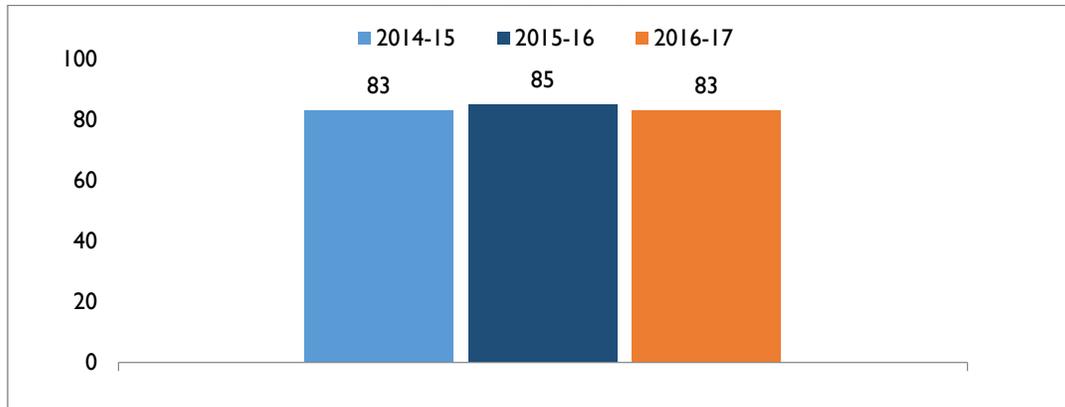
Note: Response options “agree” and “strongly agree” were combined.

²³ [Board Informative, August 2016](#)

Safety

Recent studies have shown that the quality of relationships between school staff, students, and parents can contribute to the safety of schools.²⁴ Since the first administration of the School Experience Survey in 2008-09, we have asked stakeholders to rate school campus safety. Exhibit 34 illustrates the trends in elementary students' responses over the past three years. Most of our elementary students feel safe at their schools. We could not compare secondary students over the years as the number of response categories changed from 2015-16 to 2016-17.

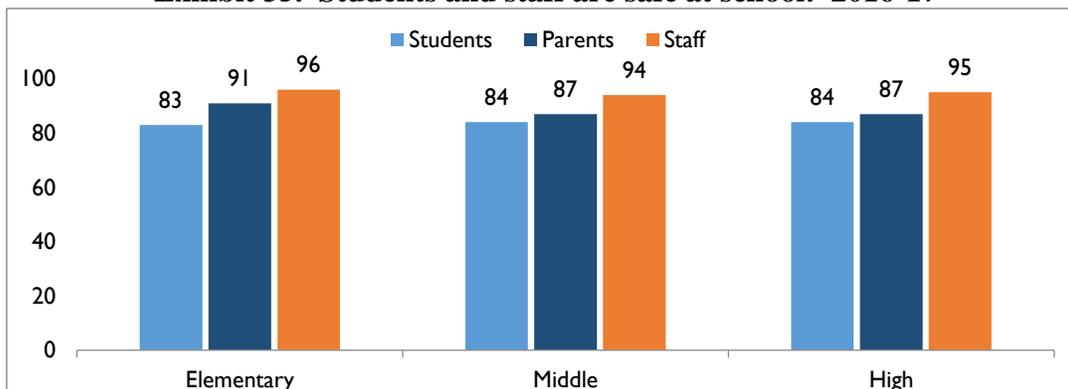
Exhibit 34. Elementary Students Who Felt Safe on School Grounds: 2014-15 to 2016-17



Note: At the elementary level, response options "yes, most of the time" and "yes, all of the time" were combined.

LAUSD schools were perceived to be safe places by students, parents and staff; although staff were generally more positive than parents and students. Ninety-six percent of elementary, 94% of middle and 95% of high school staff said that they felt safe at school. Among parents, the percent agreement with the statement "my child is safe at this school" was elementary (91%), middle (87%), and high (87%), and among students, the percent agreement with the statement "I feel safe at my school" was elementary (83%), middle (84%), and high (84%). The difference in perceptions between adults and students is noteworthy.

Exhibit 35. Students and staff are safe at school: 2016-17



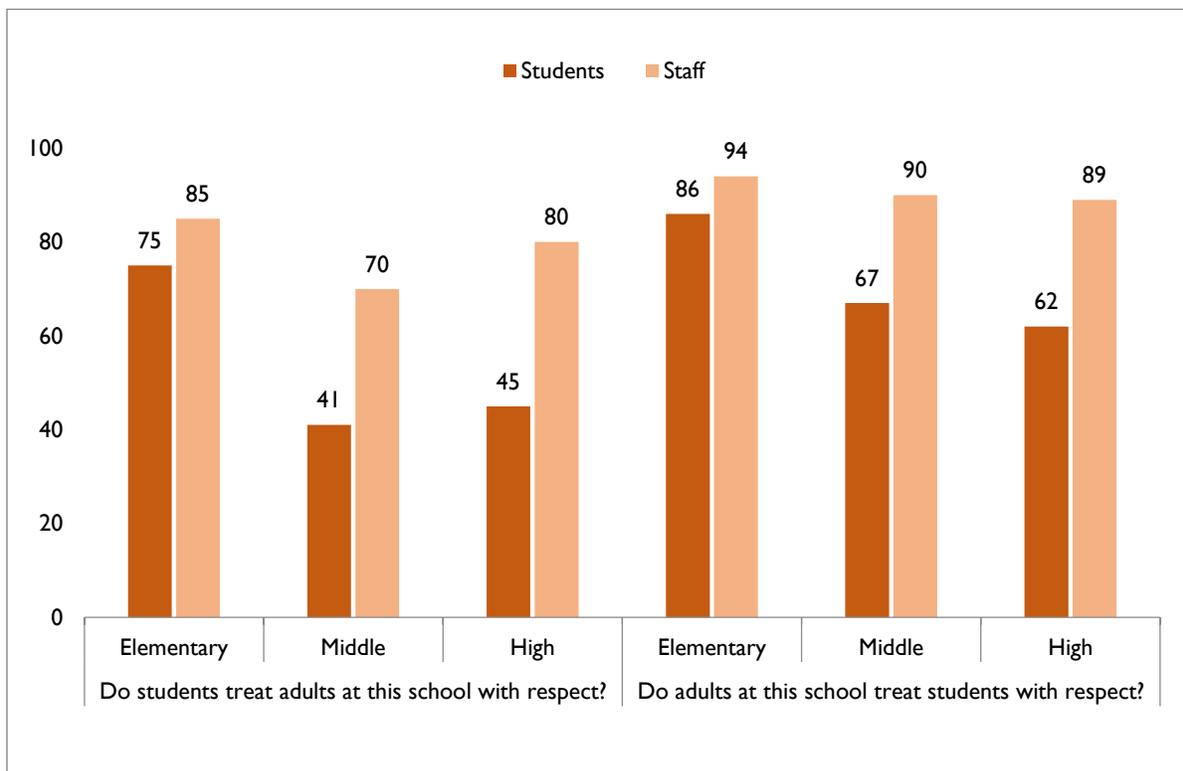
Note: For elementary students, response options "yes, most of the time" and "yes, all of the time" were combined. For secondary students, parents, and all staff, response options "agree" and "strongly agree" were combined.

²⁴ Bradshaw, Waasdorp, Debnam, & Johnson, 2014; Steinberg, Allensworth, & Johnson, 2015

Expectations for Behavior

The Expectations for Behavior construct asked questions about mutual respect, the fairness of discipline, and whether students understood how they were expected to behave. Exhibit 36 compares responses from students and staff. There was a difference in 10 percentage points between elementary student and staff agreement with the statement “do students treat adults at this school with respect” and a difference of 8 percentage points between elementary student and staff agreement with the question “do adults at this school treat students with respect?” The differences were even greater between students and staff in middle and high school groups. The difference in agreement between middle school students and staff for each question was 29 and 23 percentage points, respectively, and comparing high school students to staff, the differences were 35 and 27 percentage points.

Exhibit 36. Do Adults Treat Students with Respect and Do Students Treat Adults with Respect: 2016-17

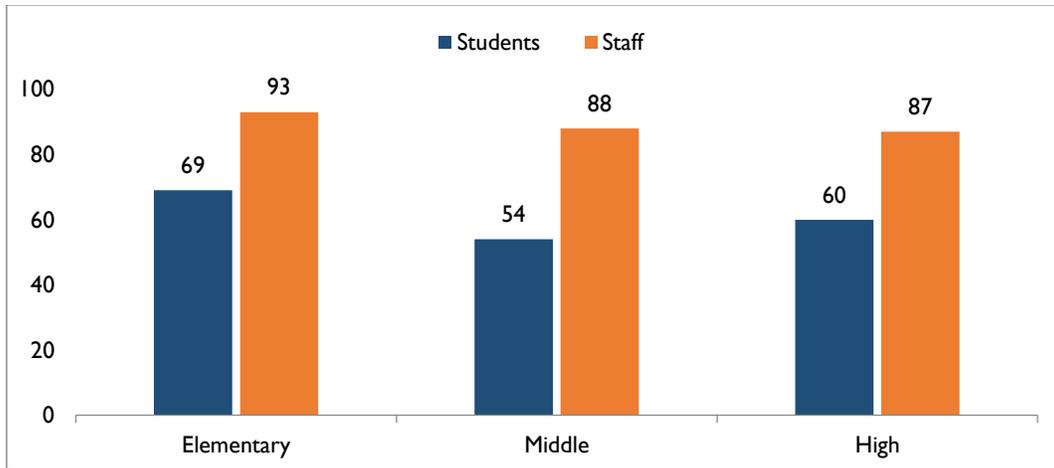


*Note: For elementary students, response options “yes, most of the time” and “yes, all of the time” were combined.
For secondary students and for all staff, response options “agree” and “strongly agree” were combined.*

As shown in Exhibit 37, students and staff had a difference of opinion regarding students’ knowledge of how they are expected to behave in school. For example, there was a 24 point difference between elementary students’ response and school staff’s response to the question, “Do students know how they are expected to act?” This difference of opinion between students and staff was true for secondary students as well with 54% of middle and 60% of high school students

agreeing that students knew expectations for behavior, while the percent agreement from staff was 88% and 87% for middle and high school, respectively.

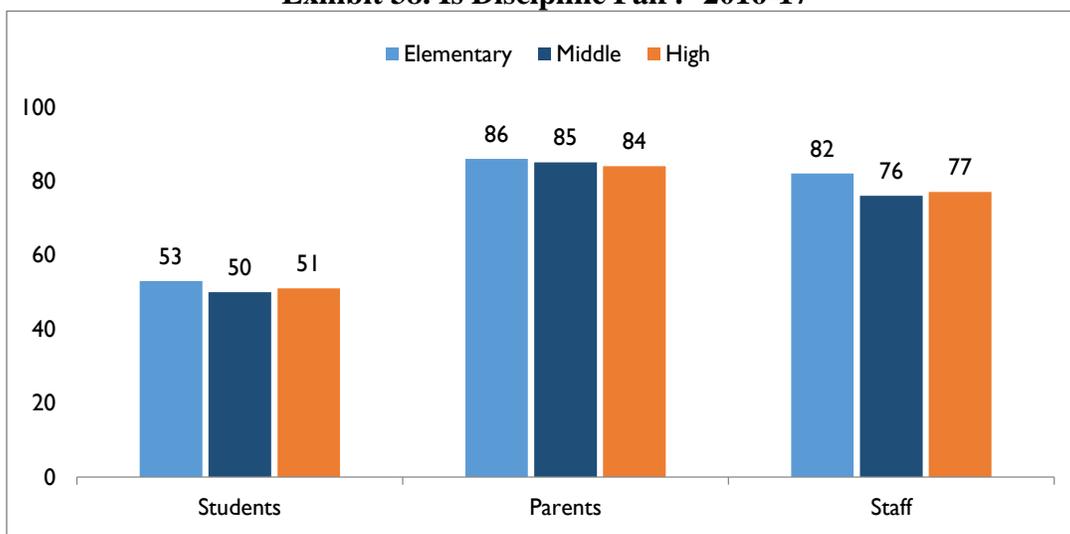
Exhibit 37. Do Elementary Students Know How They Are Expected to Act: 2016-17



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

Finally, when stakeholders were asked whether school discipline was fair, Exhibit 38 shows that adult perceptions of fairness exceeded those of students by as much as 36 percentage points. Only about half of all students from each schooling level agreed that they were treated fairly when they broke school rules, while the percent agreement ranged from 82%, 76%, and 77% for elementary, middle and high school staff, respectively. Interestingly, parents’ perceptions of fairness were higher than those of school staff, differing by as much as 9 percentage points for middle school parents when compared to middle school staff.

Exhibit 38. Is Discipline Fair? 2016-17



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

Bullying

Bullying poses one of the greatest health risks to children, youth, and young adults in U.S. society.²⁵ Overall, 12% of elementary students reported being victims of bullying at least two or more times in the past 12 months, with 18% of the middle school students and 13% of high school students reporting victimization.

Exhibit 39. Students Reported Being Victims of Bullying: 2016-17

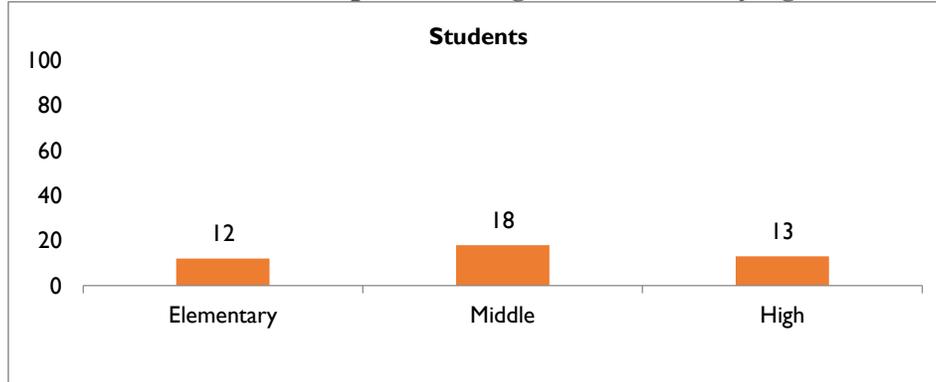
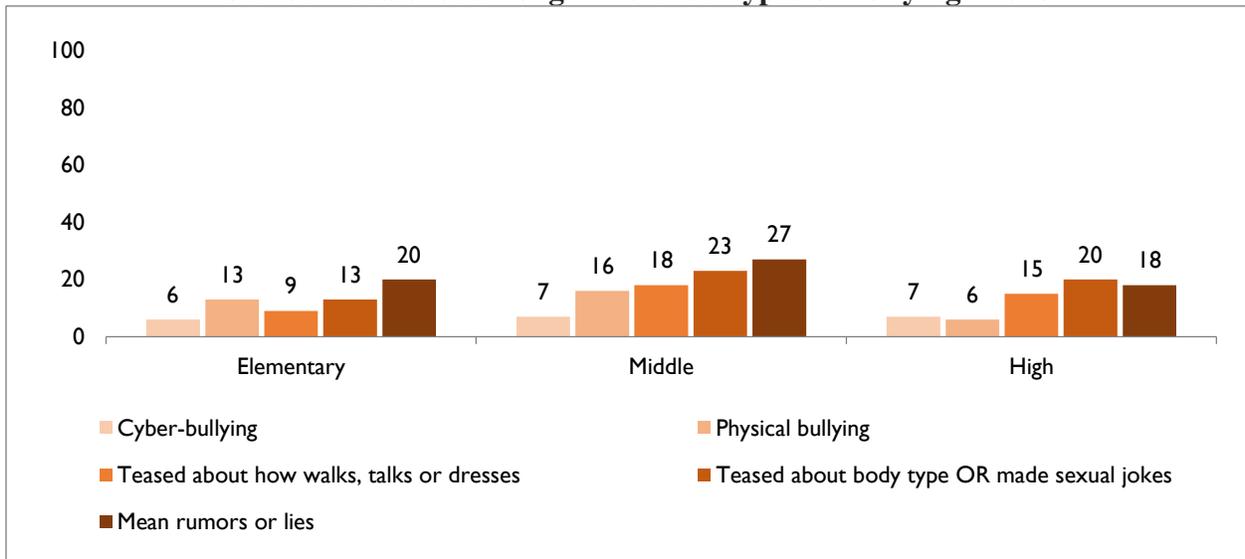


Exhibit 40 shows that the most common type of bullying experienced by students two or more times during the past 12 months was being the victim of someone spreading ‘mean rumors or lies’ about them (elementary, 20%; middle, 27%; and high school, 18%) and the least common was cyber-bullying (elementary, 6%; middle, 7%; and high school, 7%). Middle school students tend to experience bullying (suffering physical bullying [16%]; teased about walk, talk or dress [18%]; teased about body type or target of sexual jokes [23%]; and mean rumors or lies [27%]) more so than do elementary or high school students.

Exhibit 40. Prevalence among Difference Types of Bullying: 2016-17



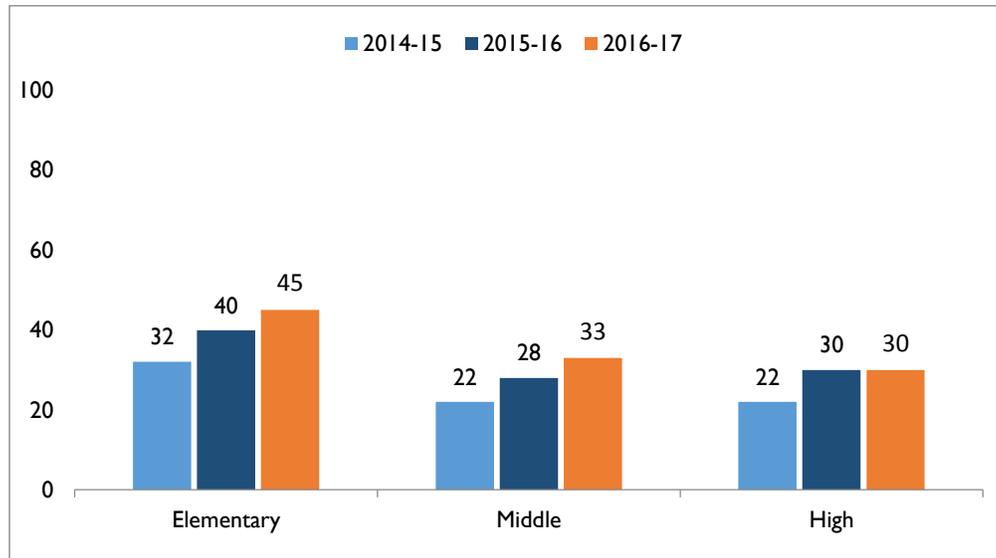
²⁵ American Educational Research Association [AERA], 2013.

Social and Emotional Learning (SEL)

Behavioral engagement (defined as effort and perseverance in learning) and emotional engagement (defined as sense of belonging) have been shown to significantly predict reading performance.²⁶ To get a more holistic view of school performance, non-cognitive skills were examined. Student Engagement is made up of 5 domains: Self-Efficacy, Self-Management, Growth Mindset, Self-Awareness, and Opportunities for Participation and Leadership. In 2014-15, as part of LAUSD's participation in the California Office to Reform Education (CORE), questions on the first four constructs were added to the student survey allowing us to view differences across three years. The last construct consists of new questions to the survey in 2016-17.

For the past three years, teachers were asked if teaching social and emotional learning was happening schoolwide. Each year, there was an increase in elementary and middle school (Exhibit 41). In high school, there was an increase from 2014-15 to 2015-16, but then it leveled off. More elementary teachers reported this happening than secondary teachers in all three years.

Exhibit 41. Teachers Who Felt that Teaching Students Social and Emotional Skills is Happening Schoolwide: 2014-15 to 2016-17

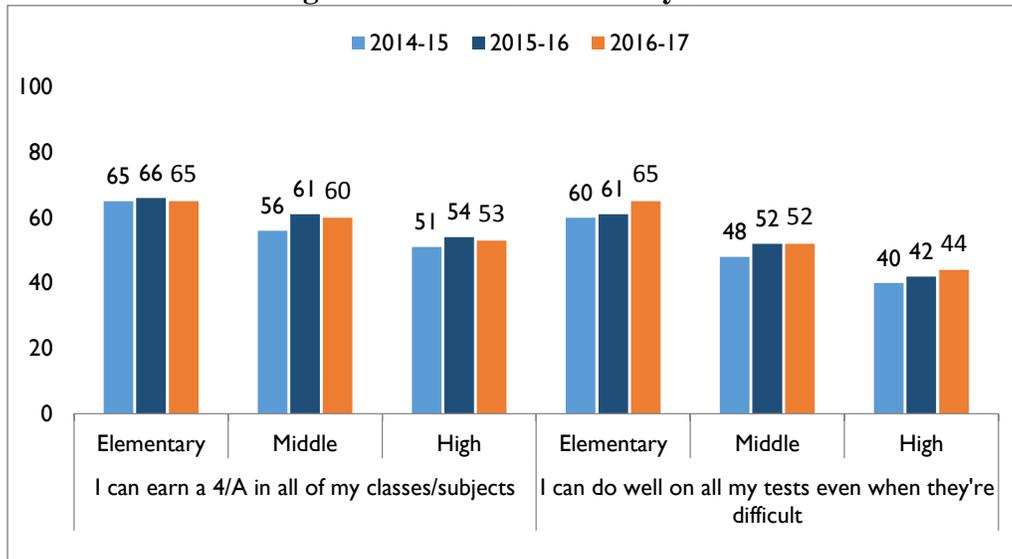


Self-Efficacy

The Self-Efficacy Construct consists of four questions (*I can earn a 4/an A in all my classes/subjects, I can do well on all my tests even when they're difficult, I can master the hardest topics in my classes/subjects, and I can meet all the learning goals my teachers set*). Elementary students felt more efficacious than secondary students across the three years (see Exhibits 42 and 43). Elementary students showed a gain from 2015-16 to 2016-17 on three of the four questions whereas middle and high school students showed few gains and dropped from 2015-16 to 2016-17 on two of the four questions.

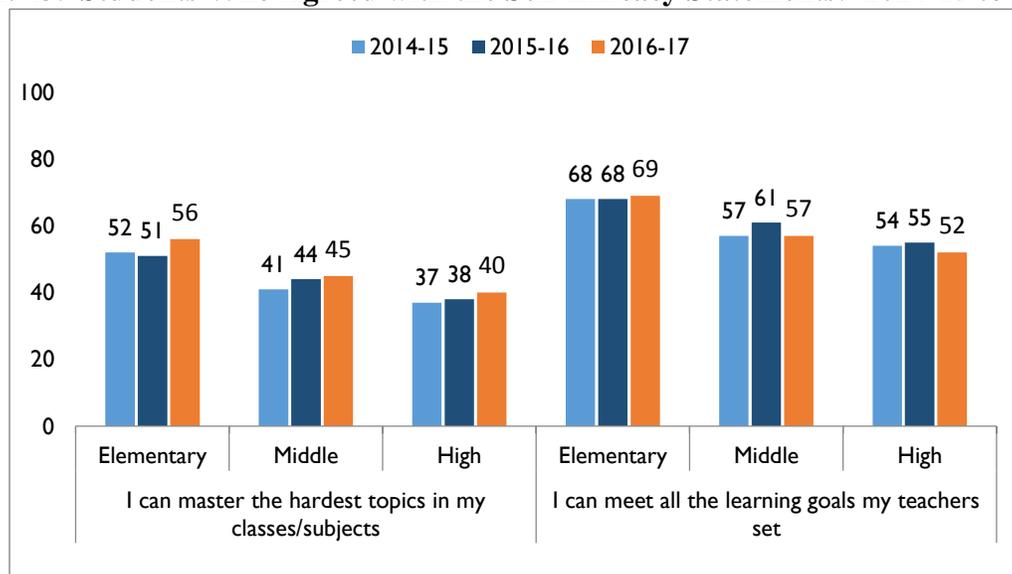
²⁶ Lee, 2014

Exhibit 42. Students Who Agreed with the Self-Efficacy Statements: 2014-15 to 2016-17



Note: Response options "mostly confident" and "completely confident" were combined.

Exhibit 43. Students Who Agreed with the Self-Efficacy Statements: 2014-15 to 2016-17



Note: Response options "mostly confident" and "completely confident" were combined.

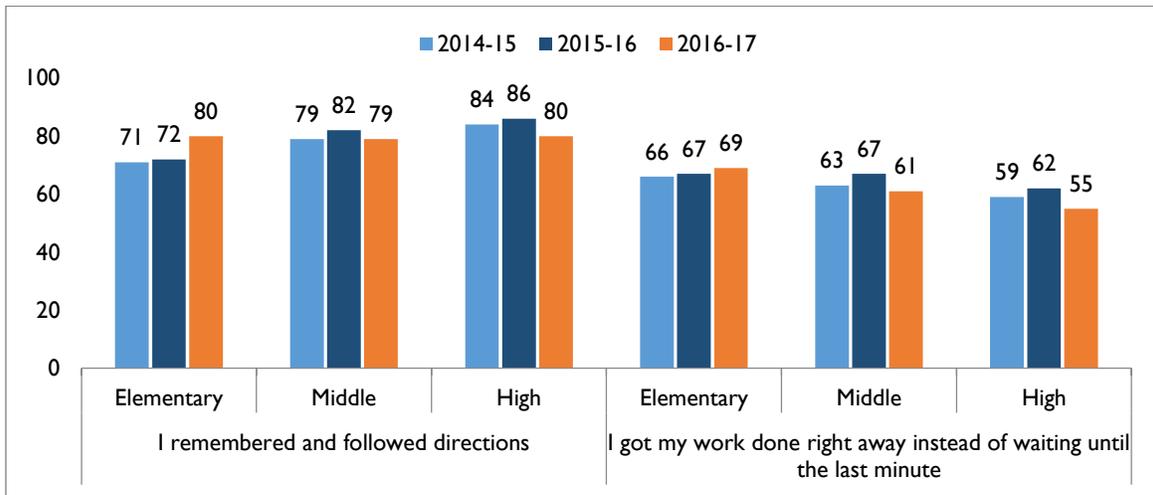
Self-Management

The Self-Management Construct consists of four questions (*I remembered and followed directions, I got my work done right away instead of waiting until the last minute, I paid attention even when there were distractions, and I stayed calm even when others bothered or criticized me*).²⁷ Students indicated that they had good self-management skills over the three years. In 2016-17, elementary students reported improvements on three of the four questions; however, middle and high school

²⁷ The last two questions had a slightly different wording in 2014-15 but the intent appeared to be the same.

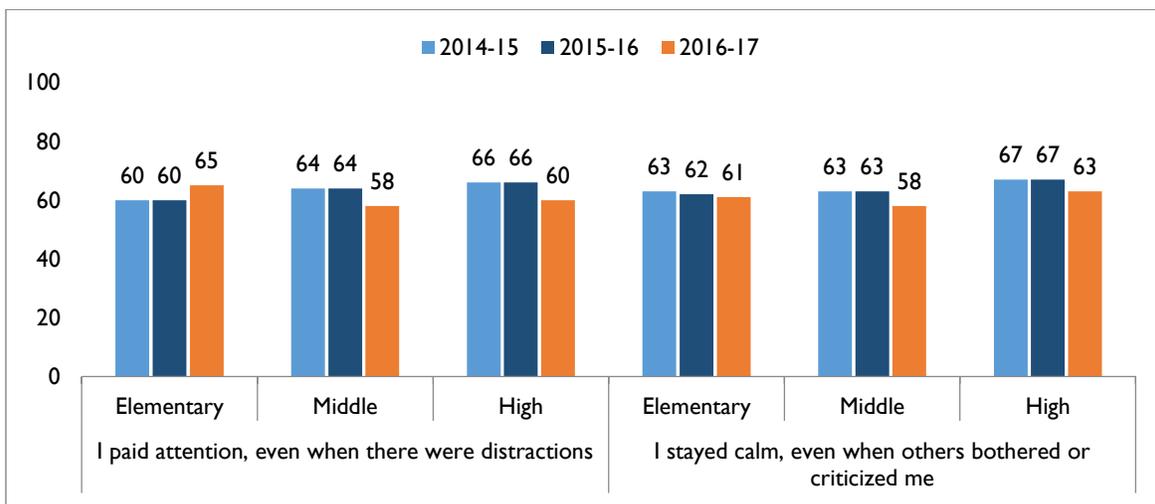
students reported decreases. A larger percentage (+8 percentage points) of elementary students reported that they “remembered and followed directions” compared to last year’s SES administration.

Exhibit 44. Students Who Agreed with the Self-Management Statements: 2014-15 to 2016-17



Note: Response options “often” and “almost all of the time” were combined.

Exhibit 45. Students Who Agreed with Self-Management Statements: 2014-15 to 2016-17



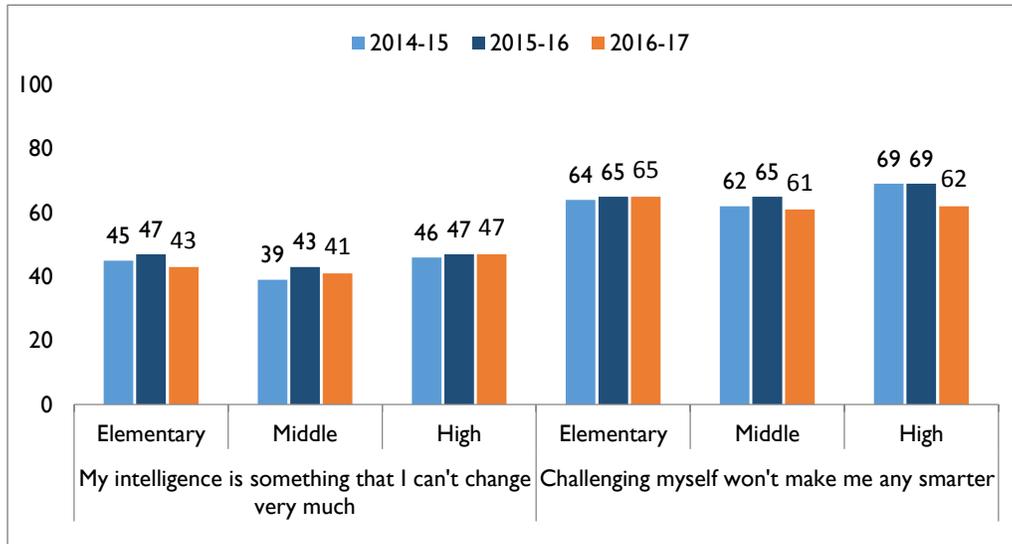
Note: Response options “often” and “almost all of the time” were combined.

Growth Mindset

The Growth Mindset Construct consists of the following four questions: *My intelligence is something that I can’t change very much, Challenging myself won’t make me any smarter, There are some things I am not capable of learning, and If I am not naturally smart in a subject, I will never do well in it.* A student’s growth mindset is based on self-perception of abilities that can play a key role in motivation and achievement. Survey items in this section were worded negatively so that students had to disagree in order to show that they had a growth mindset. For example, students who disagreed with “Challenging myself will not make me any smarter”

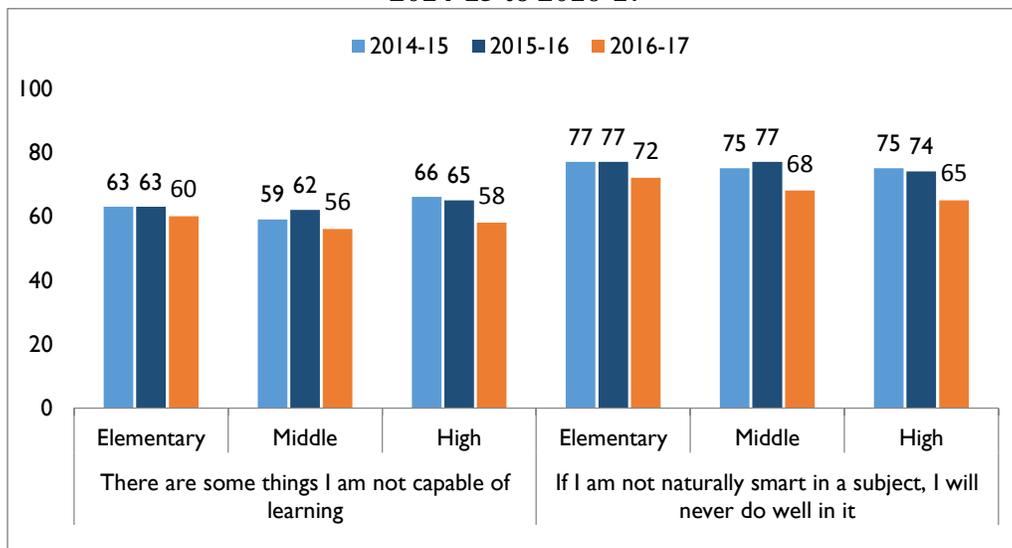
believed that challenges could make them smarter. Exhibit 46 shows that over half of the students on three of the four items did not agree with any of these statements, indicating that they had a growth mindset.

Exhibit 46. Percentage of Students Who Disagreed with the Growth Mindset Statements: 2014-15 to 2016-17



Note: Response options "not at all true" and "a little true" were combined.

Exhibit 47. Percentage of Students Who Disagreed with the Growth Mindset Statements: 2014-15 to 2016-17



Note: Response options "not at all true" and "a little true" were combined.

Social-Awareness

Social emotional learning has been characterized as the processes through which students “acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain

positive relationships, and make responsible decisions.”²⁸ Social awareness has been defined as the extent to which students can define their feelings, stand up for themselves without putting others down, be respectful of others’ views, get along with students different from them, compliment others’ accomplishments and care about others’ feelings.

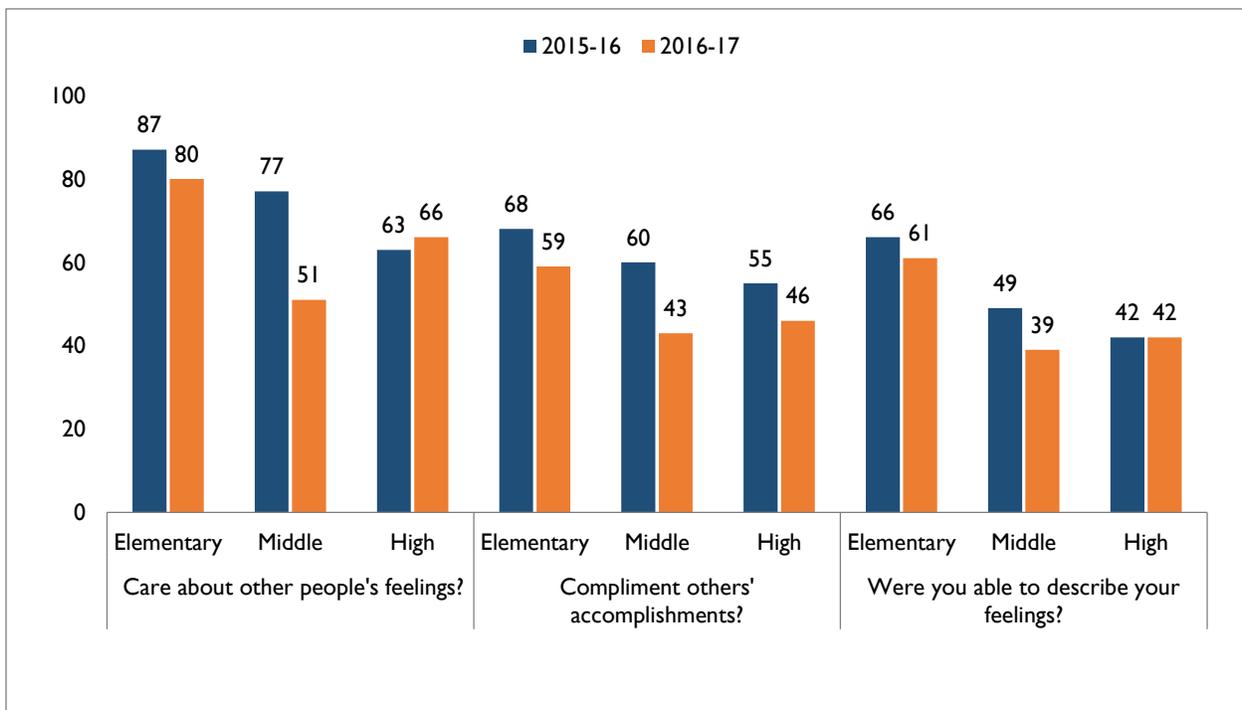
Exhibit 48 presents student percent of agreement on the following Social Emotional Learning questions:

- *During the past 30 days, how much did you care about other people's feelings?*
- *During the past 30 days, how often did you compliment others' accomplishments?*
- *During the past 30 days, how clearly were you able to describe your feelings?*

As can be noted below, there was a general decrease in how elementary school students responded to the Social Awareness questions between 2015-16 and 2016-17. For every question, there was a lower percent in agreement in 2016-17 than there was in 2015-16. High school students showed more variability in increases or decreases in percentage agreement.

Middle school students experienced the largest drop in Social Awareness. In 2015-16, the category with the highest agreement was how much students cared about other people’s feelings, but the agreement dropped by 26 percentage points among middle school students in 2016-17. Regarding describing one’s feelings, 49% of the middle school students felt that they could describe their feelings clearly in 2015-16 whereas this dropped by 10 percentage points in 2016-17.

Exhibit 48. Student Agreement on Social Awareness Questions: 2015-16 and 2016-17



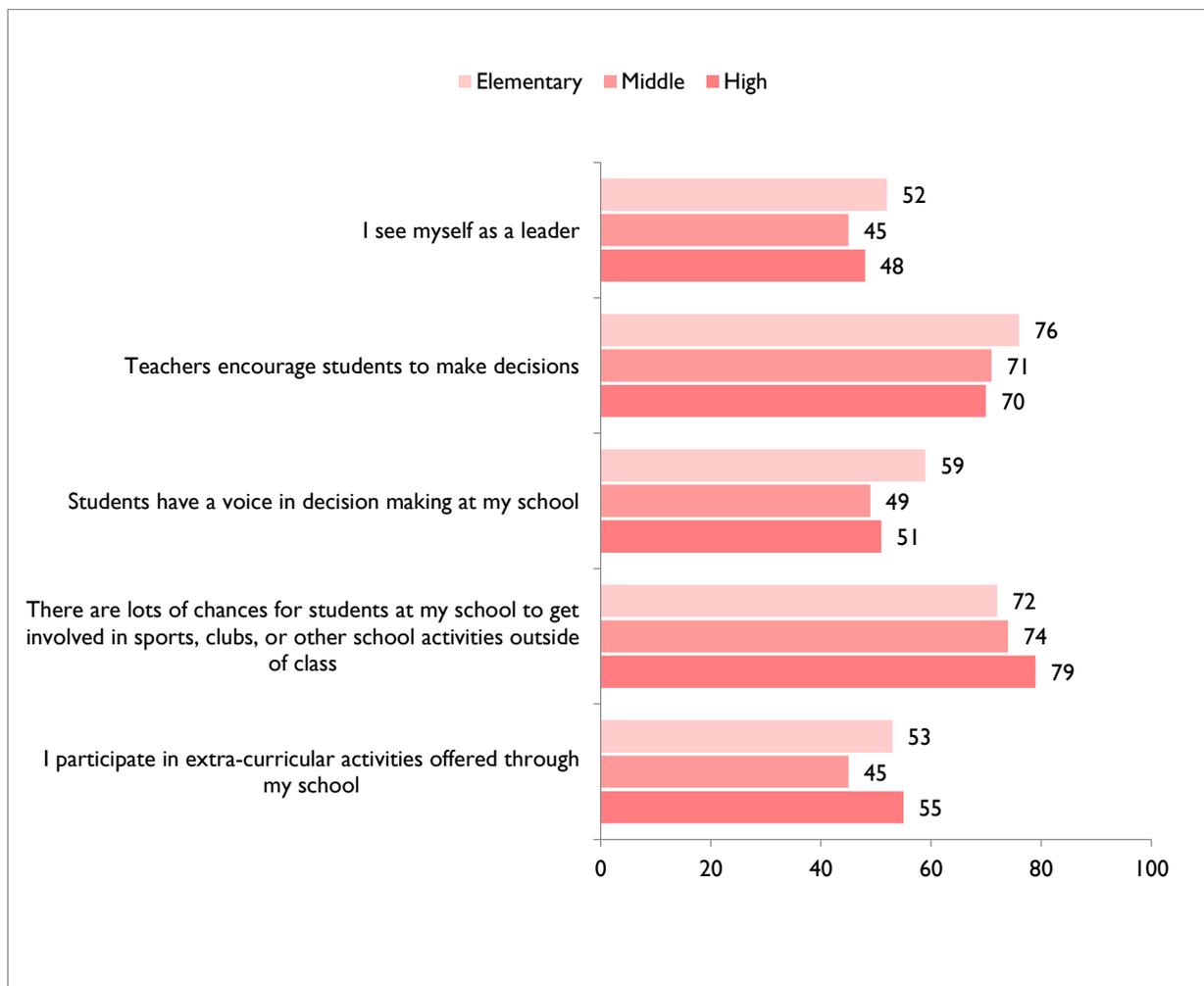
Note: The top two positive response options were combined for each question.

²⁸ Hamedani & Darling-Hammond, 2015 (p.1)

*Opportunities for Participation and Leadership*²⁹

Schools can teach and provide opportunities for students to learn leadership skills. This can occur in and out of the classroom. 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. Students should have equal opportunities to get involved in their schools. Approximately three-fourths of the students indicated that teachers encouraged them to make decisions at all three levels. Only about half saw themselves as leaders and felt they had a voice in decision making at their school. Not surprisingly, there were more chances to get involved in school activities at the high school level than the middle school level. Even though approximately three-fourths of the students felt there were opportunities available, only half actually participated.

Exhibit 49. Students Who Agreed with Opportunity for Participation and Leadership Statements: 2016-17



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.

²⁹ Elementary and secondary student questions were worded differently and had different response scales so it is not appropriate to compare the two groups; however, high school and middle school students can be compared here.

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

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