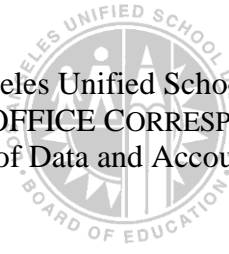


Los Angeles Unified School District
INTER-OFFICE CORRESPONDENCE
Office of Data and Accountability



INFORMATIVE

August 17, 2016

TO: Members, Board of Education
Michelle King, Superintendent

FROM: *Cynthia*
Cynthia Lim, Executive Director
Office of Data and Accountability

SUBJECT: RESULTS OF THE 2015-16 SCHOOL EXPERIENCE SURVEY

This informative presents the results of the annual LAUSD School Experience Survey (SES), which was administered to students, parents, and school staff during the 2016 Spring Semester. The survey was developed with input from 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) waiver from parts of the federal No Child Left Behind Act. The survey asked respondents about the opportunities they have to learn and be leaders at their schools, how welcoming and collaborative they view their school environment, the safety of the campus, and the level of parent engagement. Parents, school staff, and grade 3-12 students at primary centers, elementary, middle, and high schools, special education centers, and continuation schools completed surveys either on paper or online. Charter schools were also given the opportunity to participate.

Findings are reported under the following categories: 1) Response Rates, 2) College Preparedness, 3) High Quality Instruction, 4) Access to Technology, 5) School Climate, 6) Social and Emotional Learning, and 7) School Safety and Discipline.

Highlights

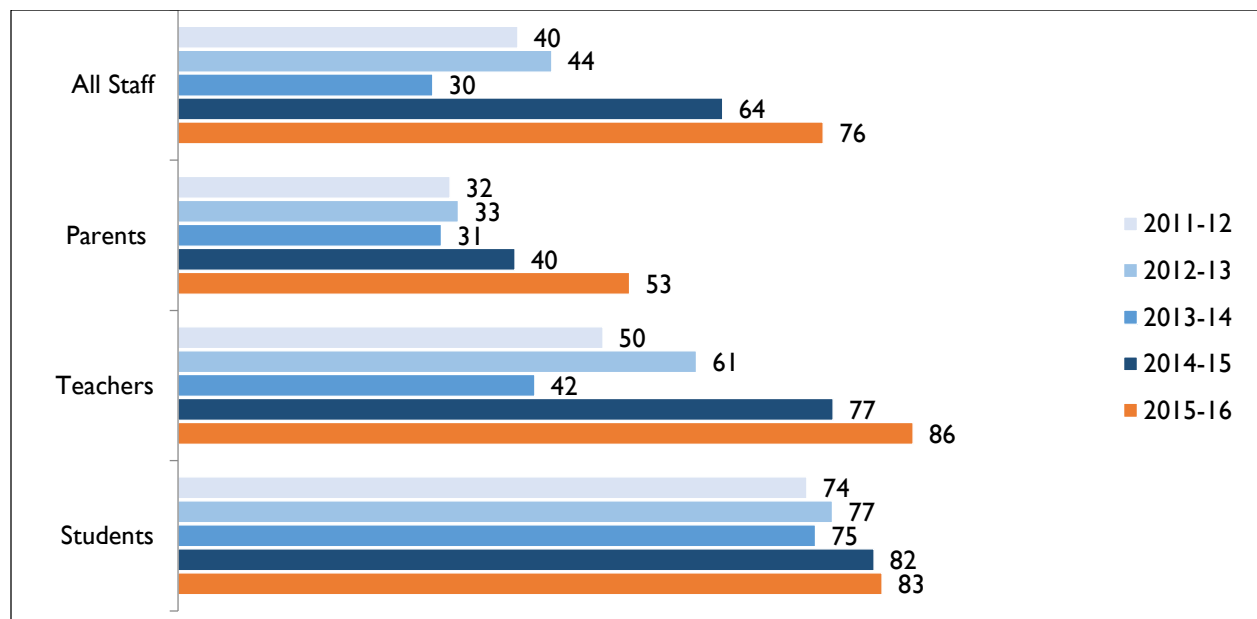
- This year's survey had the largest numbers of teachers, other school staff, and parents responding in the history of the School Experience Survey: 53% of parents, 83% of students, 86% of teachers, and 76% of school staff.
- The percentage of 12th grade students planning to complete a four-year college degree or beyond increased from 63% to 76% over the past two years. There was also greater awareness of college preparation needs and A-G course requirements among teachers and parents, while this rate decreased slightly for students over two years.
- The vast majority of teachers across elementary (94%), middle (90%), and high schools (89%) agreed that teachers at their schools have changed their instructional practice as a result of the implementation of the new California Standards.
- Over 90% of parents agreed that their children's schools have high expectations and provide high quality instruction.

- Most teachers said that they are comfortable supporting instruction with the use of technology at elementary (79%), middle (84%), and high schools (87%). Roughly half of students reported using the Internet once a week or more to find information for assignments.
- The percentage of teachers who agreed that “teaching social and emotional skills is happening school-wide” increased across all grade levels. The increase was largest at high schools, where agreement nearly doubled from 18% to 35% in two years.
- Over 90% of parents said that their children were safe on school grounds. Students agreed at lower rates at elementary (85%), middle (65%), and high schools (63%).

Response Rates

Exhibit 1 shows that participation rates on the survey among students, parents, and school staff increased from school years 2011-12 to 2015-16, with the highest rates across all stakeholders in 2015-16. Teachers had the highest participation rate of any group at 86%. Parent participation increased by 13 percentage points from 2014-15, resulting in a participation rate of 53% in 2015-16. Response rates for teachers and all school staff more than doubled from 2013-14 to 2015-16. Student participation rates also increased, but at a slower pace.

Exhibit 1. Response Rates by Stakeholder Group, 2011-12 to 2015-16 (Percent)



In terms of raw numbers, the counts of school staff and parents who participated in 2015-16 increased substantially over 2014-15 (Exhibit 2). In the 2015-16 school year, the largest numbers of teachers, other school staff, and parents responded in the history of the School Experience Survey. The trend graphs highlight the increases in the number of school staff and parents participating over time, as well as a slight decrease in students despite their increased response rate due to declining enrollment.

Exhibit 2. Number of Survey Participants, 2011-12 to 2015-16

Group	2011-12	2012-13	2013-14	2014-15	2015-16	Trend
Students	339,321	326,685	303,907	324,094	311,802	
Teachers	13,948	15,007	12,964	19,772	22,308	
All Other Staff	6,960	7,983	5,686	13,978	19,268	
Parents	175,966	157,344	139,689	186,225	231,365	
Total	536,195	507,019	462,246	544,069	584,743	

The survey was administered only to students in grades 3 through 12 at traditional public schools and affiliated charter schools,¹ with students in elementary schools taking the elementary version of the survey and students in middle and high schools taking the secondary version.² There were 758 schools with students who participated in the School Experience Survey. Comparisons across grade levels and subgroups in this report are intended to highlight differences among students' responses to the survey. The counts and percentages of students by subgroups are shown in Exhibit 3. The vast majority of students who participated in the School Experience Survey were socioeconomically disadvantaged (78%) or Latino (73%).

Exhibit 3. Student Demographics for the 2015-16 School Experience Survey, Grades 3 - 12

Subgroups by Program	Count	%	Subgroups by Ethnicity	Count	%	Grade Levels	Count	%
English Learners	62,067	20%	African American	24,033	8%	Elementary (3-5/6)	123,878	40%
Socioeconomically Disadvantaged	243,697	78%	Asian	12,729	4%	Middle (6-8)	84,128	27%
Students with Disabilities	35,744	11%	Latino	228,691	73%	High (9-12)	103,520	33%
Foster Youth	5,164	2%	White	28,274	9%	Total	311,526	100%
All Students	311,526	100%	Other	17,799	6%			
			Total	311,526	100%			

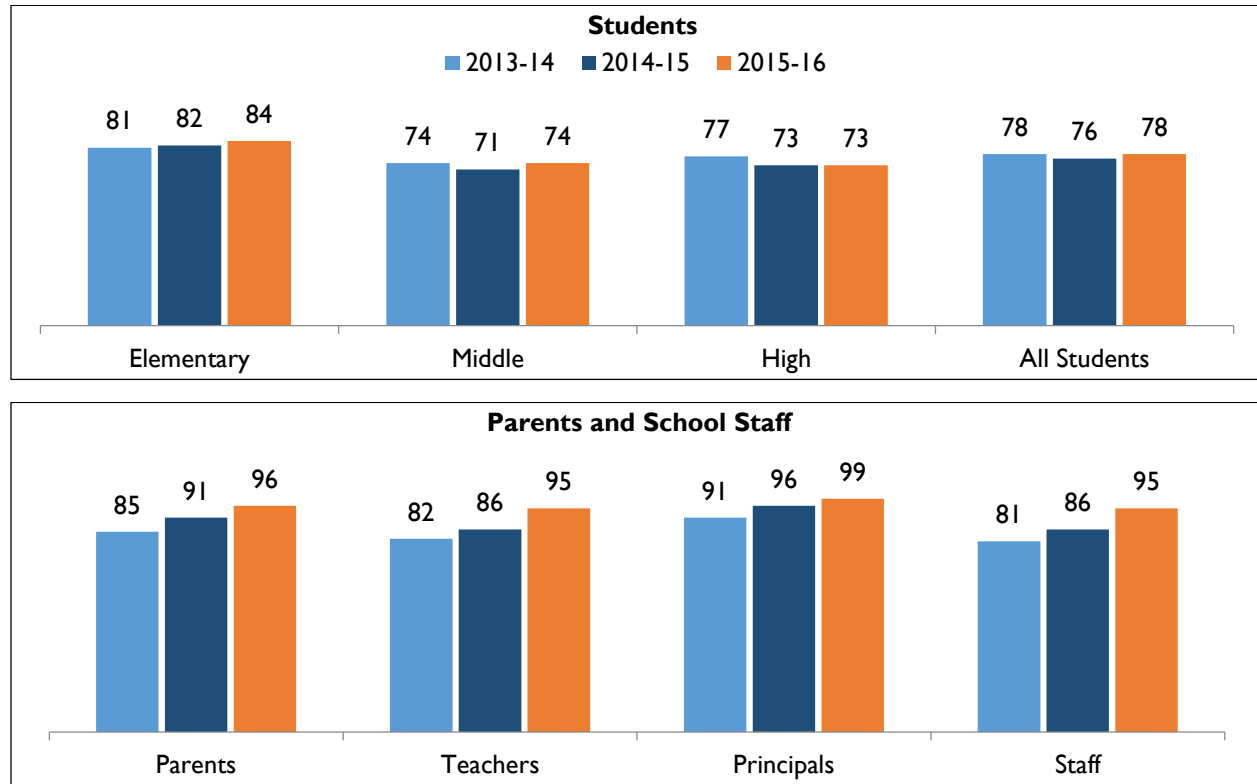
¹ The School Experience Survey was not administered at early education centers or adult schools, and was optional at independent charter schools. This report excludes results from independent charter schools.

² 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.

College Preparedness

To address the goal of college and career preparedness, all respondents were asked if they agreed with the statement “Adults at this school expect students to attend college.” Among students, agreement increased slightly for elementary and middle schools, and remained steady compared to 2014-15 for high schools. Rates of agreement increased to at least 95% amongst all adult groups (parents, teachers, principals, and staff) (Exhibit 4).

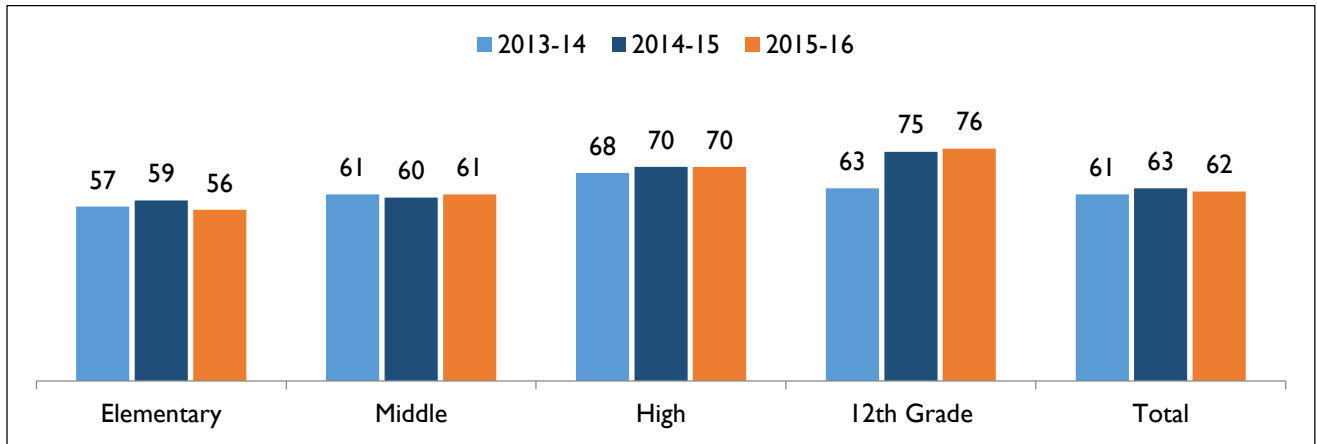
Exhibit 4. Percentage of Respondents Who Agreed that Most Adults at School Expect Students to Go to College³



In addition, while 78% of students believed that adults had college expectations for them, the percentage of students who expected to complete a four-year degree or beyond was lower, ranging from 56% in elementary to 70% in high school in 2015-16 (Exhibit 5). However, the percentage of 12th grade students expecting to complete a four-year degree or higher increased from 63% to 76% in the past two years.

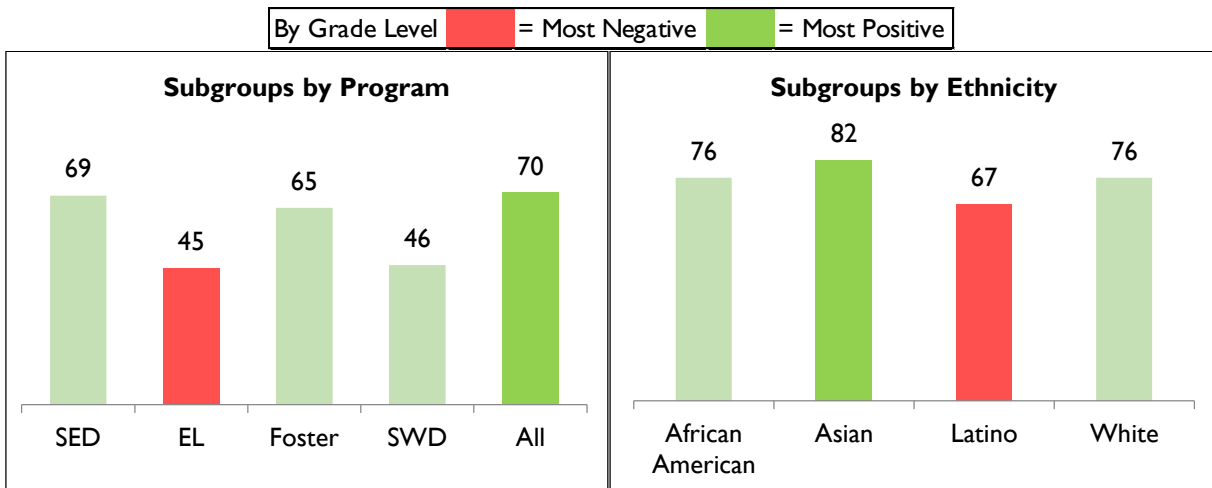
³ In this report, the phrase “agreed with” refers to the percentage of elementary students who selected “agree a little” or “agree a lot” and secondary students who selected “agree” or “strongly agree”.

Exhibit 5. Percentage of Students Who Planned to Complete a Four-Year Degree or Beyond



Analyzing the data by student program and ethnic subgroups revealed substantial differences among students, shown in Exhibit 6.⁴ The subgroups by program include: socioeconomically disadvantaged (SED), English learners (EL), foster youth (Foster), and students with disabilities (SWD). Subgroups by program are shown with all students as a reference point because they are not mutually exclusive groups; ethnic groups were compared to one another. English learners and students with disabilities had much lower expectations for completing college than their peers did. Only 45% of English learners and 46% of students with disabilities planned to complete college, compared to 70% of students overall. By ethnicity, Latino students had lower (67%) expectations for completing college than Asian students did (82%).

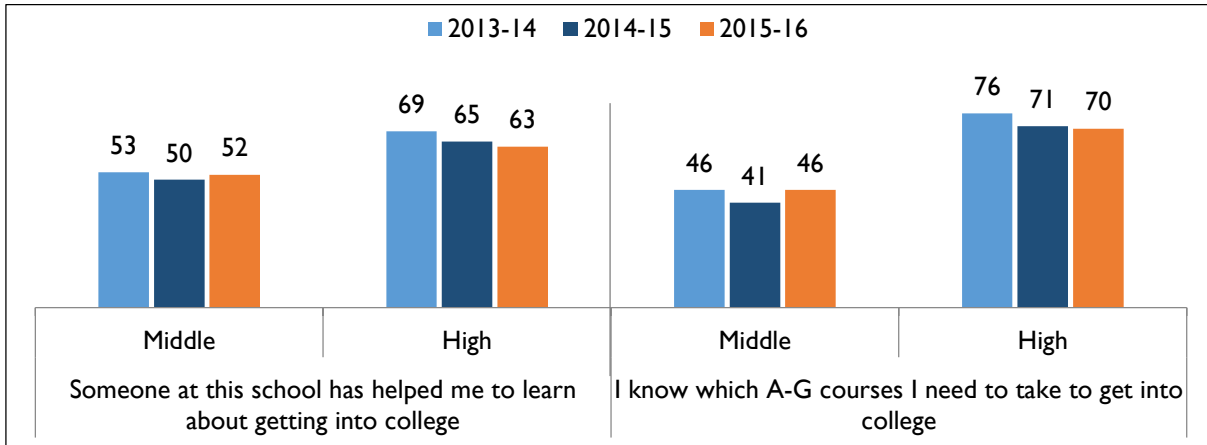
Exhibit 6. Percentage of High School Students Who Planned to Complete a Four-Year Degree or Beyond by Subgroups (2015-16)



⁴ The most positive and most negative responses are highlighted if there is a 5 percentage or more point difference.

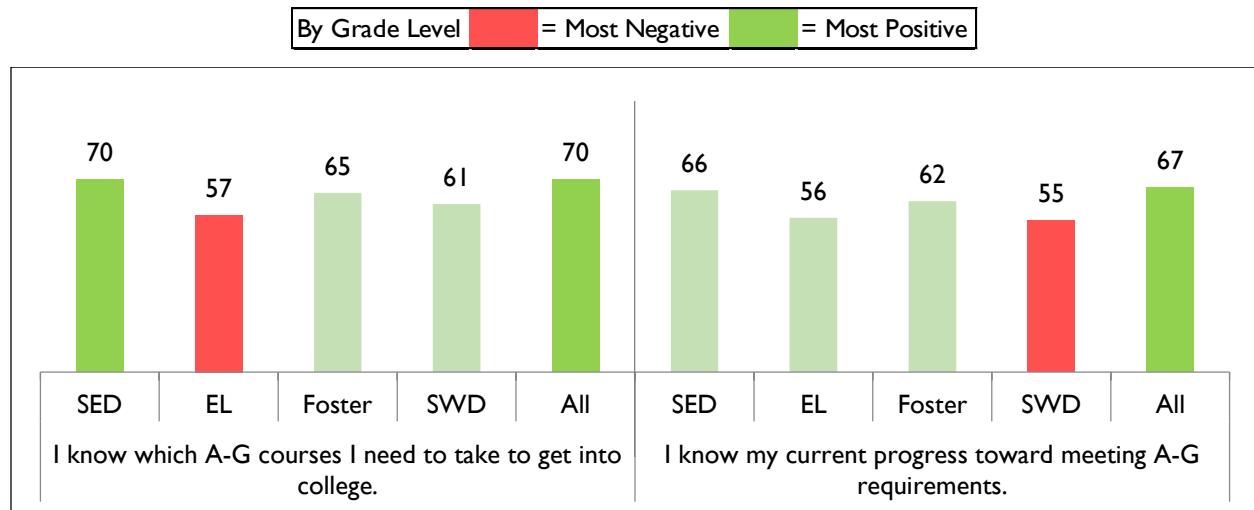
Students were asked if school staff helped them “learn about getting into college” and if they knew the A-G courses they “need to take to get into college.” High school students agreed more often than middle school students did on both items. Over three years, agreement among middle school students remained steady. However, agreement among high school students decreased by 6 percentage points on each item (Exhibit 7).

Exhibit 7. Percentage of Students Who Agreed that They Receive A-G Supports at School



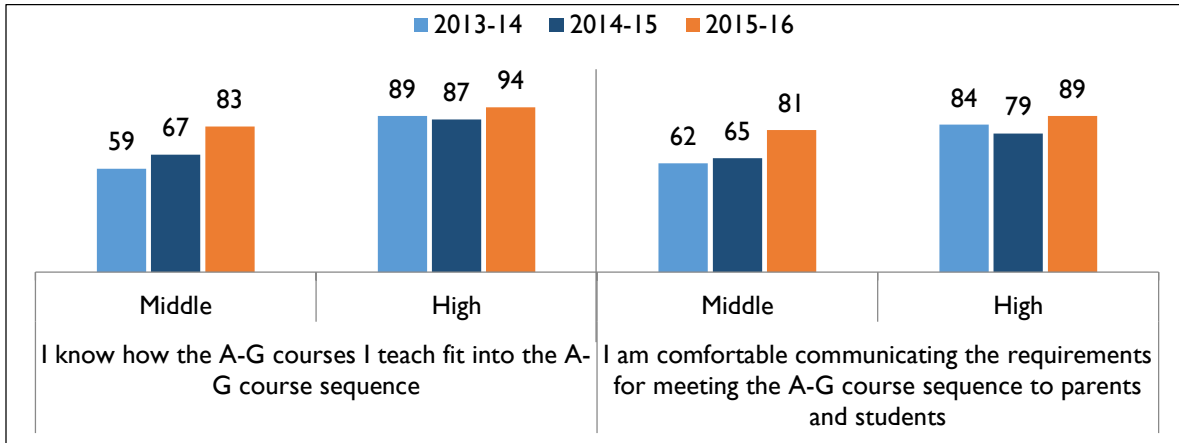
When broken out by subgroup, English learners and students with disabilities were less aware of the A-G courses needed to get into college, as well as their progress toward meeting A-G requirements, than their peers (Exhibit 8).

Exhibit 8. Percentage of High School Students with Awareness of A-G Requirements by Program Subgroups (2015-16)



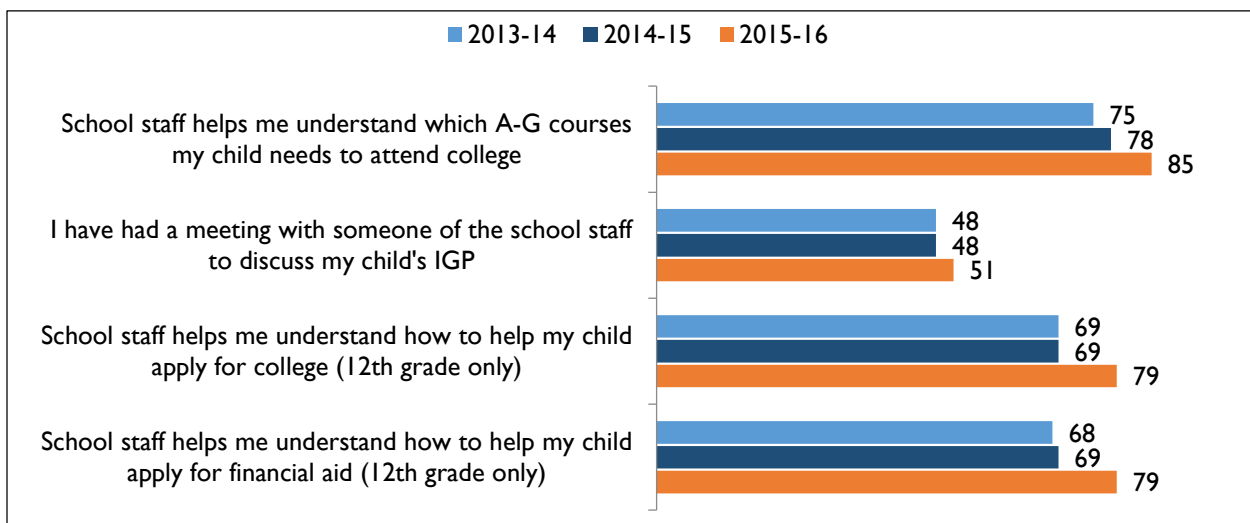
Middle and high school teachers both showed increases in their own understanding of how their courses fit within the A-G course sequence and their comfort in communicating A-G course requirements to students and parents (Exhibit 9). Over 80% of middle and high school teachers agreed with either statement. The gains made among middle school teachers were much higher than those of high school teachers.

Exhibit 9. Percentage of Teachers Who Agreed with Questions about Supporting A-G Attainment



There were substantial increases in parents’ agreement about receiving A-G and college planning support from last year to this year. The rate of agreement with the survey item “School staff helps me understand which A-G courses my child needs to attend college” increased by 7 percentage points, and the rates of agreement on receiving support for college applications and financial aid both increased by 10 percentage points. More than half of parents (51%) reported meeting with school staff to discuss their children’s Individual Graduation Plan (IGP), a 3 percentage point increase from last year (Exhibit 10).

Exhibit 10. Percentage of High School Parents Who Agreed with Questions about Receiving College Planning Support, 2013-14 to 2015-16



High Quality Instruction

Respondents were asked about implementation of the California Standards or the quality of instruction at schools. The California Standards, based on the Common Core State Standards, were first adopted by the State Board of Education in August of 2010, with a multi-year transition plan for training and test development. Standards-aligned assessments developed by the Smarter Balanced Assessment Consortium for English Language Arts and Mathematics were fully implemented in the 2014-15 school year.⁵

The English Language Arts standards emphasize building students’ academic vocabulary, promoting the use of critical thinking, using text-based evidence, and increasing content knowledge through nonfiction. The Mathematics standards focus instructional time towards deeper understanding of specific topics, improving the coherence of topics across grades, and ensuring that students have conceptual frameworks that they can apply to new problems.⁶ Instructional shifts have also been made in Science and Social Studies to enhance the use of critical thinking and technical content.

Exhibit 11 shows student agreement with statements about instructional shifts in English Language Arts, Mathematics, Science, and Social Studies. Overall, the level of agreement has been consistent across the years from 2013-14 to 2015-16, with some exceptions. Comparing across subjects, students agreed most with “In English Language Arts, we do a lot of writing.” Students tended to agree less with “In Science, we make hypotheses and test them.”

Agreement was highest at elementary schools and lowest at high schools across subjects. Elementary students had decreased rates of agreement over time across subjects. All grade levels agreed less with “In Science, we make hypotheses and test them” in 2015-16 than they did in 2013-14.

Exhibit 11. Percentage of Students Who Agreed with Statements about the California Standards

Percentage of Students Who Agreed with:		2013-14	2014-15	2015-16	3-Year Change
In English Language Arts , we do a lot of writing.	Elementary	92	87	88	-4
	Middle	79	79	81	1
	High	75	76	76	1
In Mathematics , we write sentences to explain how we solve math problems.	Elementary	89	87	87	-2
	Middle	66	69	73	6
	High	52	49	54	3
In Science , we make hypotheses and test them.	Elementary	70	61	59	-10
	Middle	64	58	61	-3
	High	59	54	56	-3
In Social Studies , my teacher asks us to think critically about why certain events took place.	Elementary	85	80	80	-4
	Middle	70	70	73	3
	High	64	65	66	2

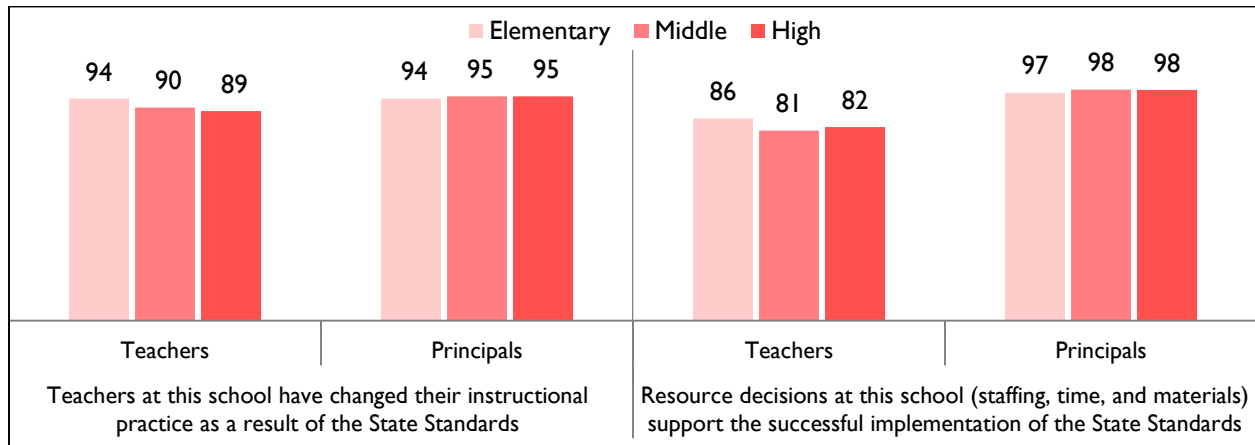
Note: Due to rounding, the “3-Year Change” column does not always reflect differences in the chart.

⁵ To find more information on the rollout of the California Standards, visit <http://www.cde.ca.gov/re/cc/ccssfaqs.asp>.

⁶ To find more information on these instructional shifts, visit <http://www.corestandards.org/other-resources/>.

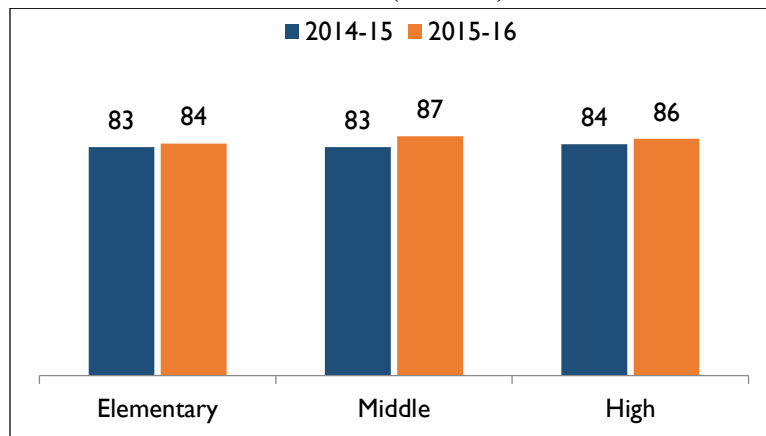
When teachers were asked if they had changed their instruction as a result of the California Standards, teachers at elementary schools agreed at a higher rate (94%) than teachers at high schools (89%) (Exhibit 12). There were larger differences between teachers and principals when asked whether resource decisions at their schools supported the implementation of the California Standards. Teachers agreed at higher rates at elementary schools (86%) than at middle (81%) or high schools (82%).

Exhibit 12. Teacher and Principal Agreement on Questions Related to the California Standards in 2015-16 (Percent)



Students were asked about instructional supports that promote a positive learning environment within the classroom. Exhibit 13 shows that more than 80% of students agreed that their teachers “go out of their way to help students” across elementary, middle, and high schools. There were slight increases across grade levels compared to the prior year.

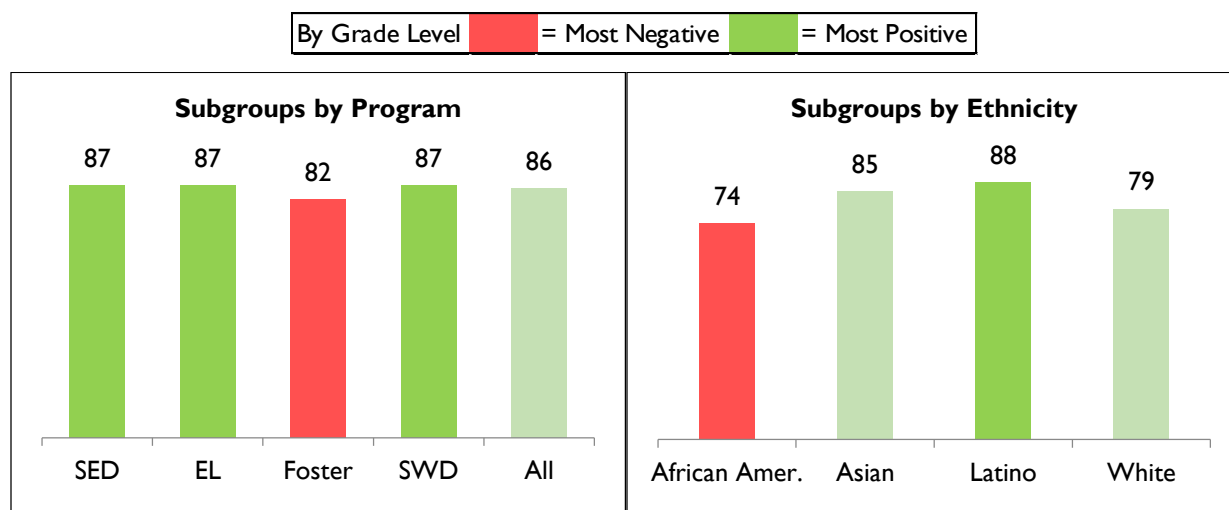
Exhibit 13. Percentage of Students Who Agreed that Teachers Go Out of Their Way to Help Students (2015-16)⁷



⁷ The “Neither agree nor disagree” category was removed in order to compare elementary and secondary results.

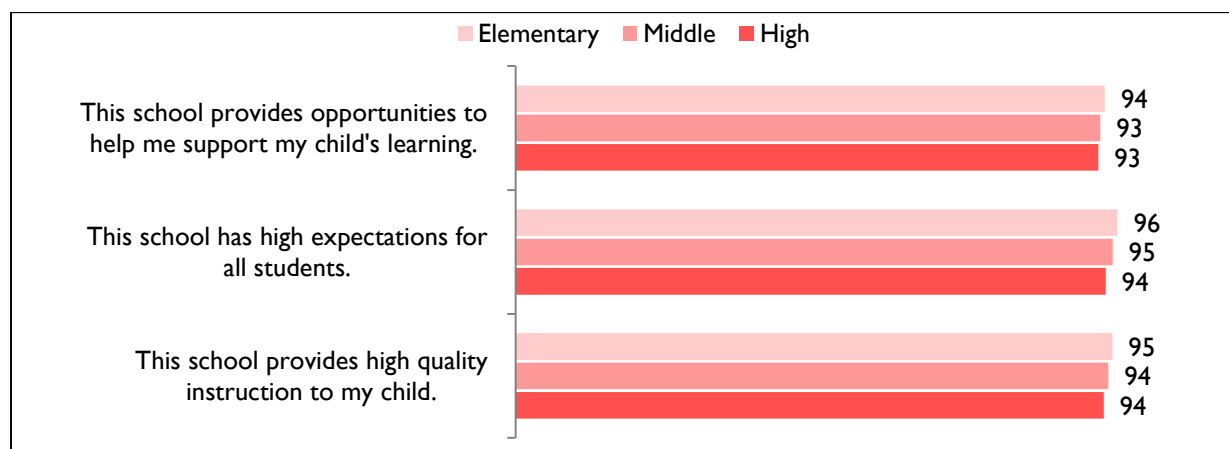
Responses by subgroups about teachers going out of their way to help students showed some differences among high school students (Exhibit 14). High school foster youth agreed less often (82%) than students overall did. Socioeconomically disadvantaged students, English learners, and students with disabilities agreed slightly more often than students did overall. High school African American students (74%) were much less likely than Latino students (88%) to agree that teachers go out of their way to help students.

Exhibit 14. Percentage of High School Students Who Agreed that Teachers Go Out of Their Way to Help Students by Subgroup and Ethnicity (2015-16)



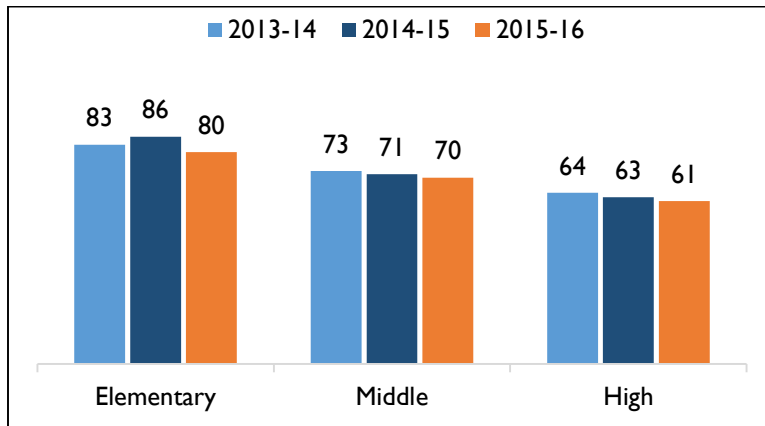
Parents were asked about the quality of instruction and learning climates in their children’s schools. The vast majority of parents agreed that their children’s schools provide high quality instruction, have high expectations for all students, and provide opportunities for parents to support their children’s learning (Exhibit 15). Over 90% of parents agreed with these statements across elementary, middle, and high school levels.

Exhibit 15. Percentage of Parents Who Agreed with Questions about Schools Providing High Quality Instruction, High Expectations, and Supports (2015-16)



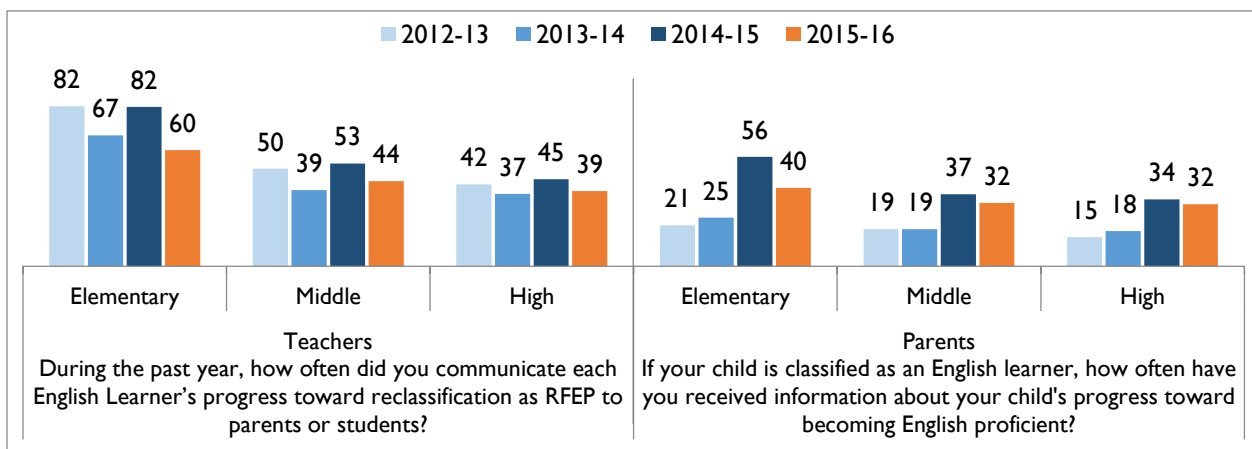
There was a slight decrease in the percentage of parents reporting that their children’s teachers let them know about their children’s progress on a frequent basis, as shown in Exhibit 16. This slight decrease was consistent over time for middle and high schools. Elementary parents reported the most frequent progress reporting from teachers (80%) in 2015-16, while high school parents reported the least frequent progress reporting (61%).

Exhibit 16. Percentage of Parents Who Said Teachers Let Them Know about Their Children’s Progress “Often” or “Very Often”



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 17 shows that 60% of elementary teachers, 44% of middle school teachers, and 39% of high school teachers communicated English learners’ progress at least twice a year in 2015-16. Among parents, communicating and receiving information about English learners was most frequent at elementary schools and least frequent at high schools. In a trend similar to that in Exhibit 16 above, teachers and parents reported less frequent sharing of information about English learners’ progress in 2015-16 than they did the prior year.

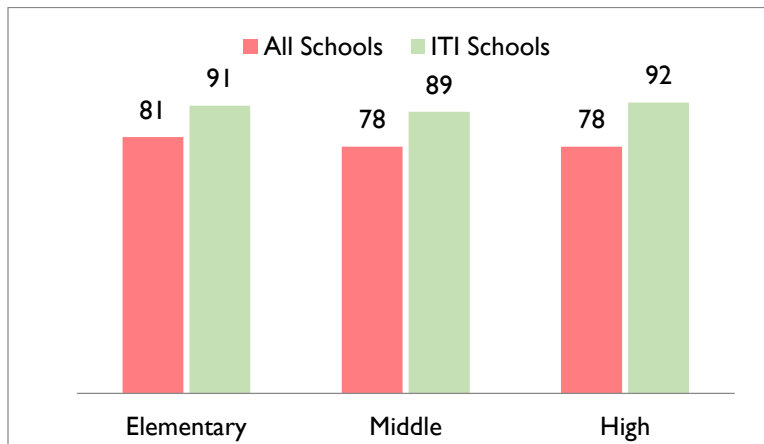
Exhibit 17. Percentage of Teachers Who Provided Information, and Parents Who Received Information, about English Learners’ Progress at Least Twice During the School Year



Access to Technology

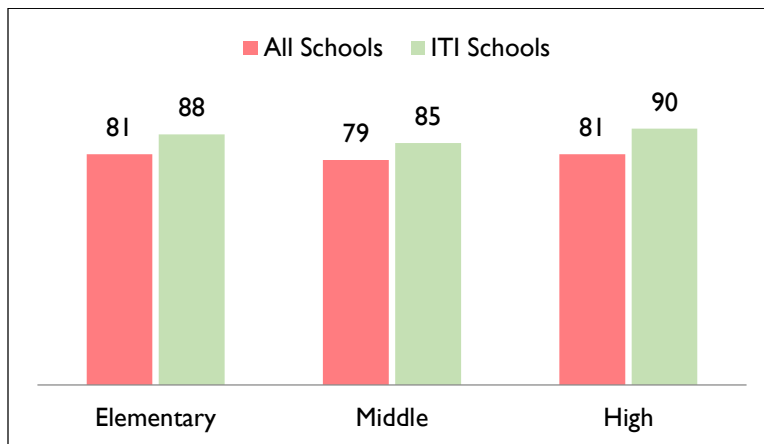
The District continues to ensure that all students are computer literate and prepared for a technology-oriented society. Ninety-two schools in the Instructional Technology Initiative (ITI) participated in the School Experience Survey.⁸ Students at these schools were provided with one-to-one mobile devices. All ITI schools were required to have instructional technology plans. Other schools could volunteer to attend ITI sessions and work with the LAUSD's ITI support staff to develop plans. Roughly 90% of staff at ITI schools said that their schools had technology plans. This was much higher than the rate at all schools, which was around 80% (Exhibit 18).

Exhibit 18. Comparison of ITI Schools and District Schools on Percentage of Staff Who Agreed with "Our school has a technology plan." (2015-16)



Roughly 80% of school staff felt that they had the technology they needed at their schools to do their jobs well. Again, these rates were higher at the ITI schools, shown in Exhibit 19.

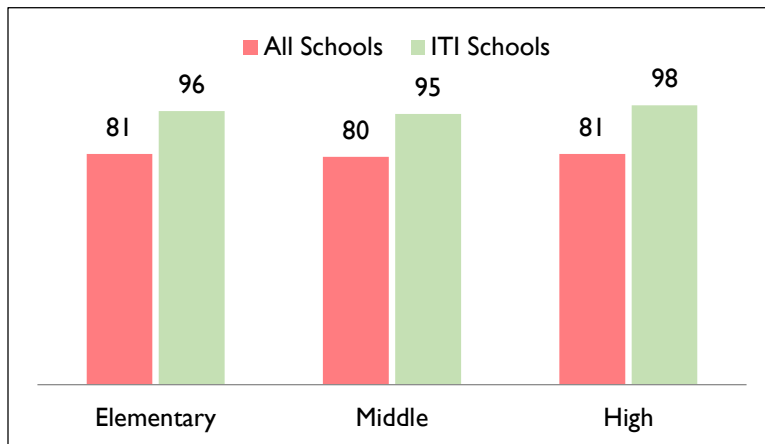
Exhibit 19. Comparison of ITI Schools and All Schools on Percentage of Staff Who Agreed with "I have the technology I need at this school to do my job well." (2015-16)



⁸ The total number of ITI schools, including independent charter schools and magnet centers, is 103. Some of these charter schools did not participate in the School Experience Survey, and magnet center results were combined with their school campuses unless they had unique school codes issued from the California Department of Education.

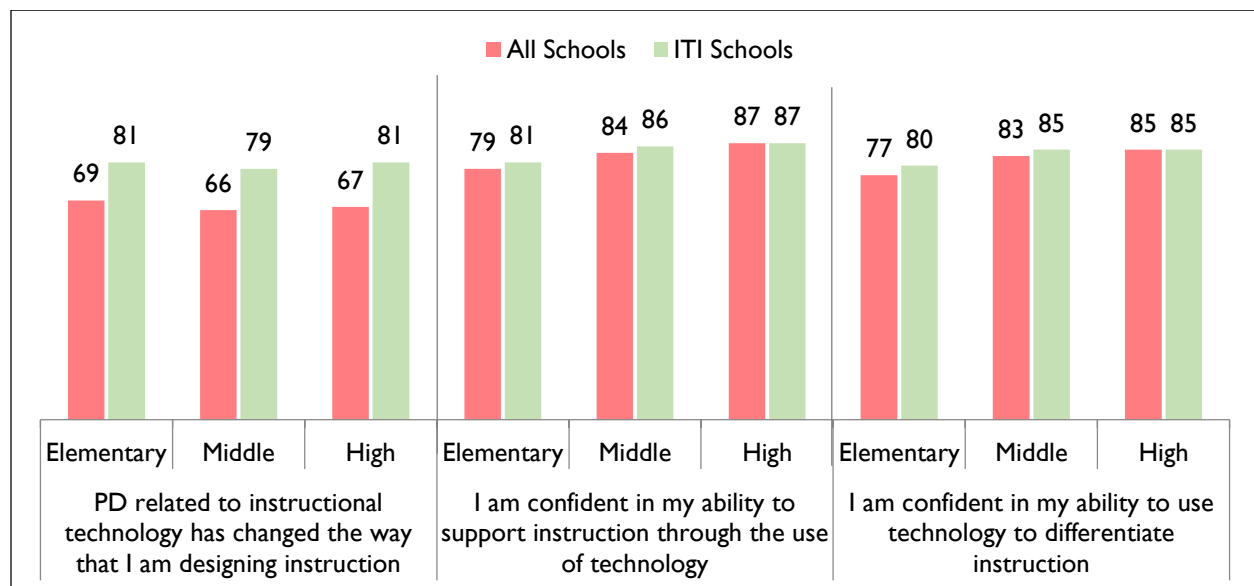
Approximately 80% of all staff felt that their students had sufficient access to the Internet and over 95% at ITI schools felt students had sufficient access. See Exhibit 20.

Exhibit 20. Comparison of ITI Schools and All Schools on Percentage of Staff Who Agreed with "Students at this school have sufficient access to the Internet using a computer, tablet, or other device." (2015-16)



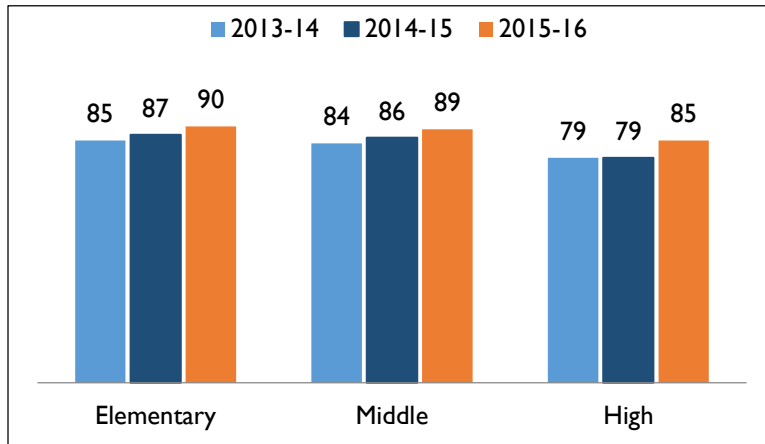
Teachers were asked about their use of technology in instruction. As shown in Exhibit 21, roughly two-thirds of teachers felt that the professional development (PD) they received on instructional technology had changed the way they designed instruction. ITI teachers were more likely to agree with this than all teachers across elementary, middle, and high school levels. Over 75% of teachers were confident in their abilities to support instruction through technology and to use technology to differentiate instruction. High school teachers felt more confident than elementary or middle school teachers.

Exhibit 21. Percentage of Teachers Who Agreed with Statements About Using Technology in the Classroom (2015-16)



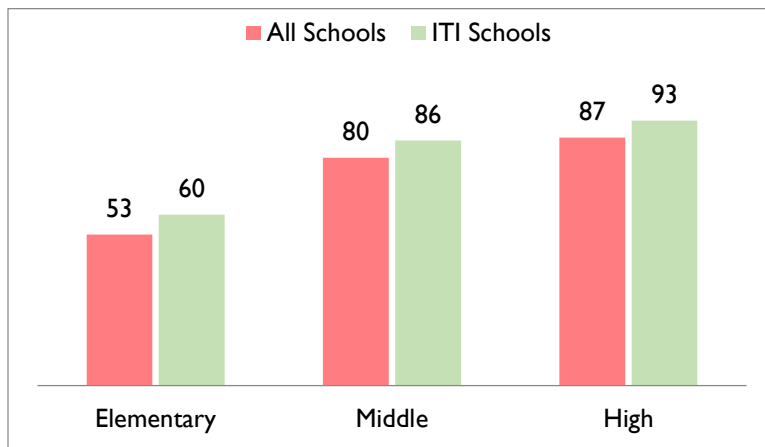
Parents were asked about their own use of the Internet, their children’s use of technology inside and outside of school, and their ability to offer technical support to their children. Exhibit 22 shows a steady increase of Internet use by parents over three years. In 2015-16, 85% or more of parents across grade levels said that they used the Internet once a week or more.

Exhibit 22. Percentage of Parents Who Access the Internet Once a Week or More



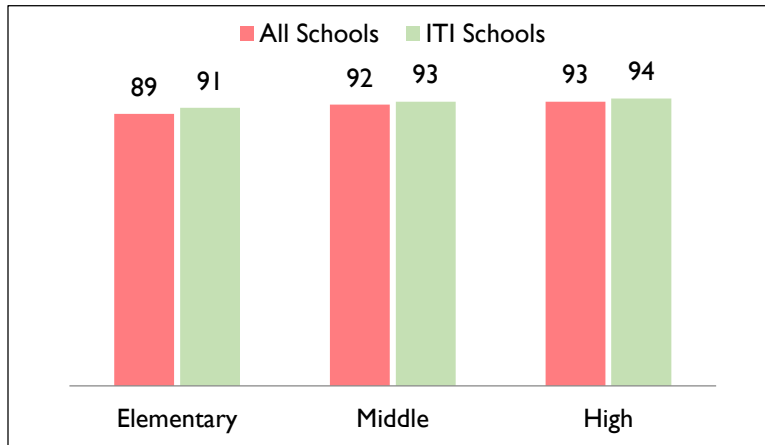
Parents indicated that approximately half of elementary students (53%) were using technology at home to complete school assignments. Students were far more likely to use technology in middle (80%) and high school (87%) levels. This same pattern was true for the ITI schools, but slightly higher across grade levels (Exhibit 23).

Exhibit 23. Percentage of Parents Who Felt their Children Used Technology Once a Week or More to Do Assignments Outside of School (2015-16)



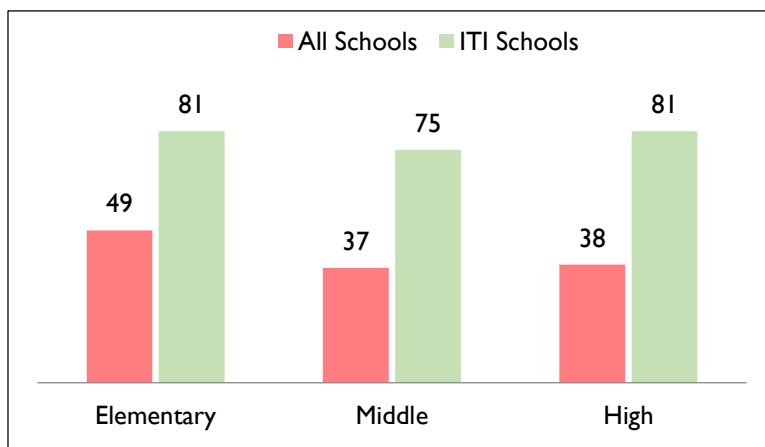
Finally, parents were asked if they were comfortable supporting their children’s use of technology at home. As seen in Exhibit 24, roughly 90% of parents felt comfortable helping their children use technology across grade levels at all schools. The parents of children at ITI schools agreed slightly more often.

Exhibit 24. Percentage of Parents Who Were Somewhat Comfortable or Very Comfortable Supporting Their Children’s Use of Technology at Home (2015-16)



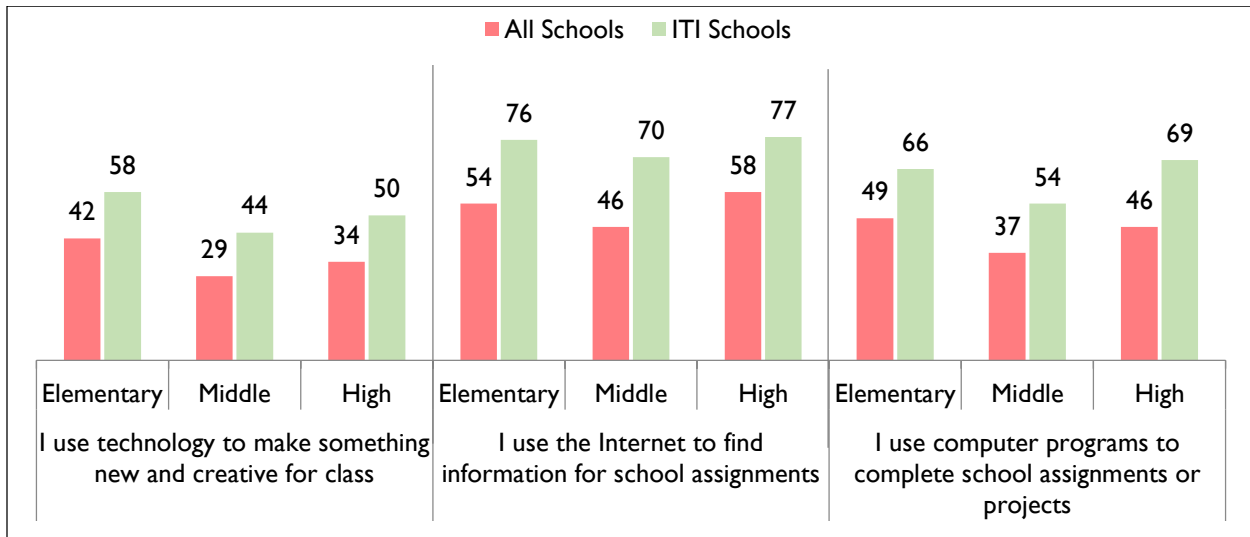
Students were asked about their use of computer equipment in school and the availability of equipment outside of school. As seen in Exhibit 25, students in ITI schools were more likely to receive their own computer or tablet to use during class at all grade levels. Less than half of the students in all schools had access to computers compared to over three-fourths in ITI schools. While the majority of ITI students received their own device to use at least once a week, 25% of middle school students at ITI sites did not. The gap was largest at high schools, where 81% of students received their own computer or tablet at an ITI school compared to 38% of students at all schools.

Exhibit 25. Percentage of Students Who Received Their Own Computer or Tablet to Use During Class Once a Week or More (2015-16)



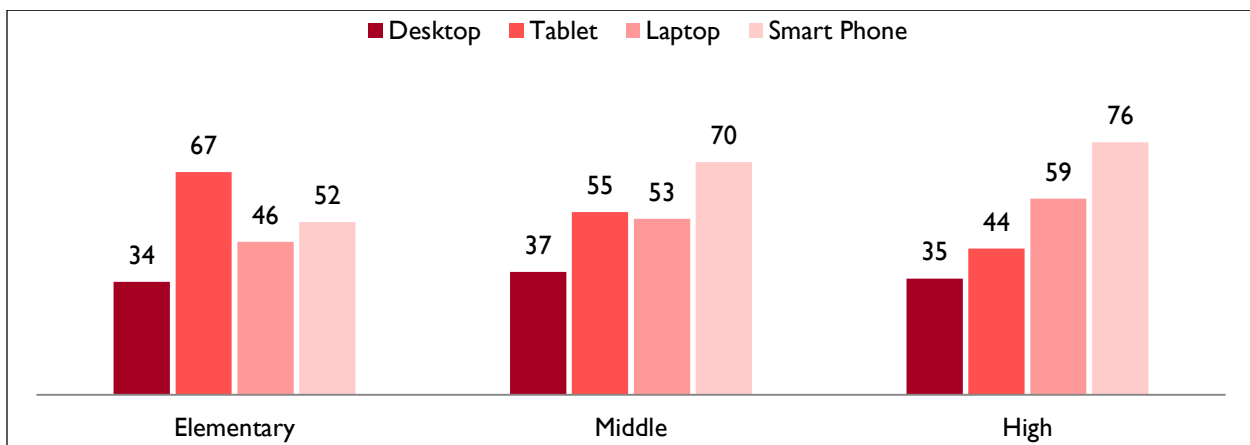
Students were asked how often they use technology in school on various school tasks (Exhibit 26). They were most likely to use the Internet to find information for school assignments. On all three questions high school and elementary school students used it more often than middle school students did. As can be seen in Exhibit 26, ITI schools had higher usage rates than all District schools. The same pattern of high school and elementary school students using it more often also appeared in ITI schools. Students in ITI schools were also more likely to use technology to find information for school assignments.

Exhibit 26. Percentage of Students Who Used Technology Once a Week or More for Various Classroom Activities (2015-16)



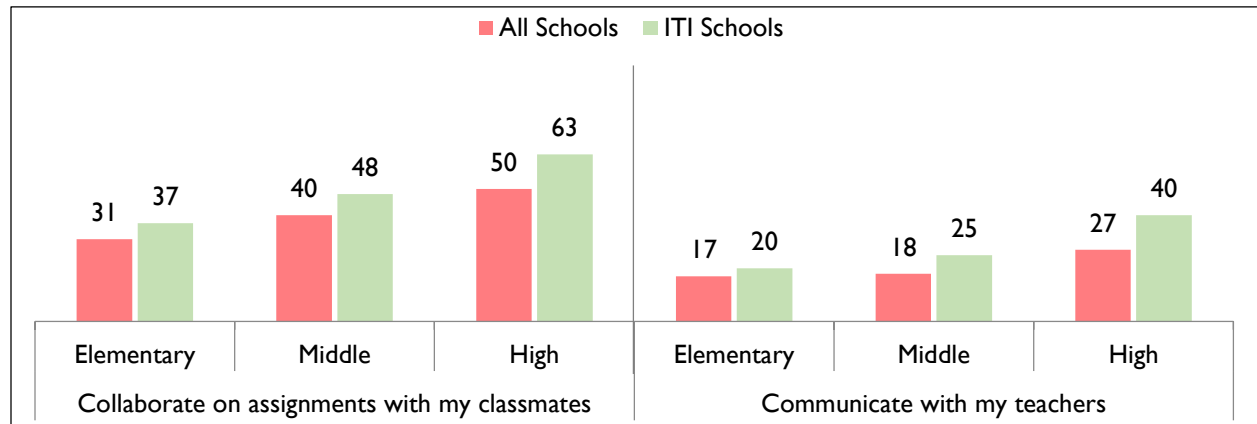
Students were also asked what devices were available for them to use at home (Exhibit 27). Elementary students were more likely to have a tablet than another type of device (67%). Smart phones were the most commonly available devices among secondary students, with 70% of middle school and 76% of high school students having one at home. Desktop computers were available at the lowest rates across the three levels.

Exhibit 27. Percentage of Students with the Following Devices at Home to Use (2015-16)



Students were asked if they used technology to collaborate with classmates or to communicate with teachers outside of school (Exhibit 28). High school students had the highest rates of collaboration on assignments with classmates (50%), followed by middle schools (40%), and elementary schools (31%). ITI students reported collaborating at higher rates, but followed this same pattern. Most students did not say they used technology to communicate with their teachers. High school ITI students had the highest rates at 40%.

Exhibit 28. Percentage of Students Who Use Technology Once a Week or More Outside of School to Collaborate with Classmates or Communicate with Teachers (2015-16)



School Climate

In 2014-15 and 2015-16, questions were added to the survey as part of the LAUSD’s participation in the California Office to Reform Education (CORE) waiver. These questions were developed to measure school climate and students’ social-emotional skills. This section discusses results of questions that measure the extent to which schools have positive and supportive climates.

In the 2015-16 survey, students at all levels reported a higher rate of agreement with “I feel like I am part of this school” (Exhibit 29) compared to the 2014-15 responses. A slightly higher percentage of elementary and middle students (84%) responded in agreement compared to high school students (82%).

Exhibit 29. Percentage of Students Who Agreed with “I feel like I am part of this school”

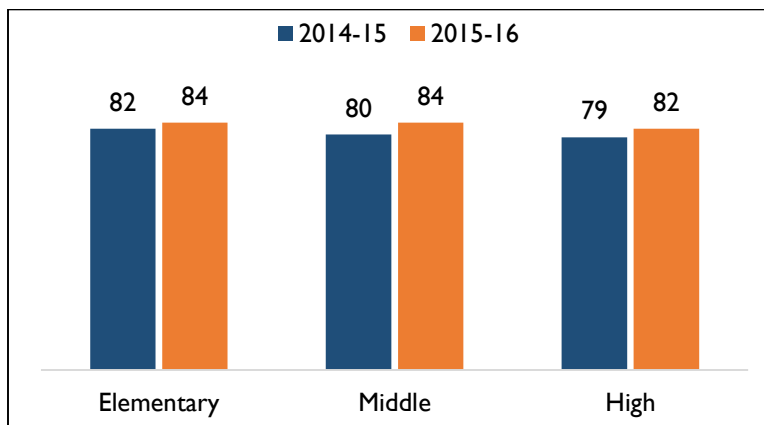
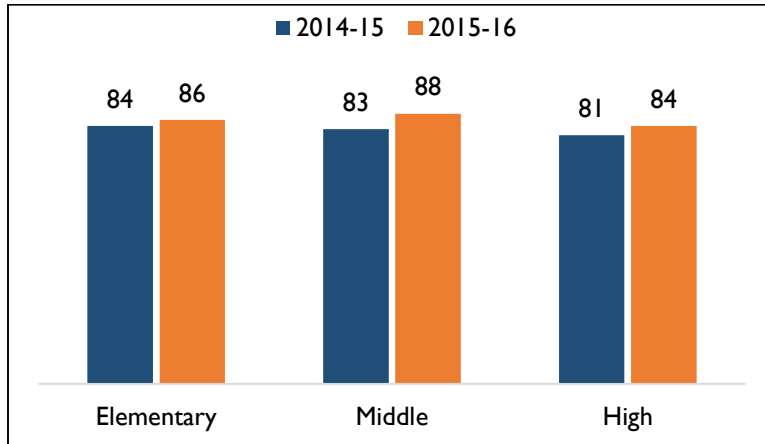


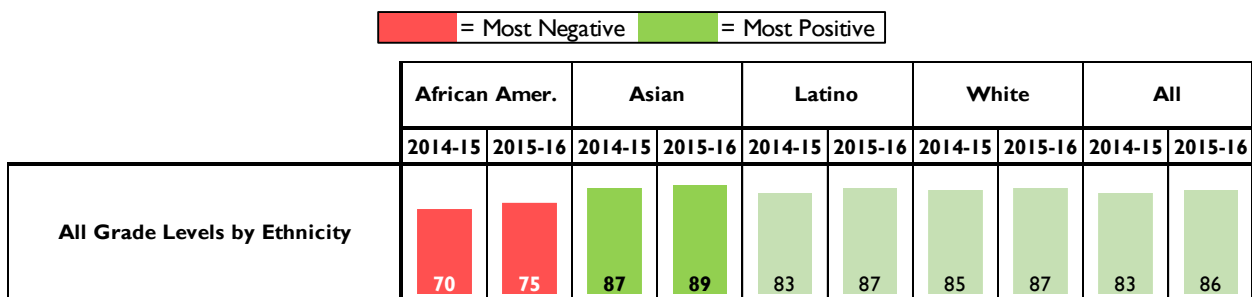
Exhibit 30 shows that the levels of agreement regarding being “happy to be at this school” were slightly higher than they were for the previous question across all grade levels. There was slight increase from the previous year in agreement regarding being “happy to be at this school,” across all grade levels.

Exhibit 30. Percentage of Students Who Agreed with Feeling Happy to Be at School



However, when the question about happiness was further analyzed, differences by ethnicity surfaced. Across grade levels, African American students (75%) agreed at a much lower rate than did Asian students, who were the most likely to agree (89%) with being happy at school (Exhibit 31). However, there was an increase from the previous year in agreement regarding being “happy to be at this school,” across all ethnicities.

Exhibit 31. Percentage of Students Who Agreed with Feeling Happy to Be at School by Subgroup and Ethnicity in 2015-16



In the 2015-16 survey, most students across all levels agreed that they were being treated respectfully by teachers (Exhibit 32). The vast majority of elementary students (89%) felt that they were treated with respect, with slightly lower rates at middle school and high school (85%).

By ethnicity, African American students reported much lower rates of agreement across all grade levels. Asian students in elementary (91%) and middle schools (87%) had the highest levels of agreement, whereas Latino students had the highest rates across high schools (87%). In addition, there was also an increase from the previous year in agreement regarding being treated with respect by teachers across all ethnicities.

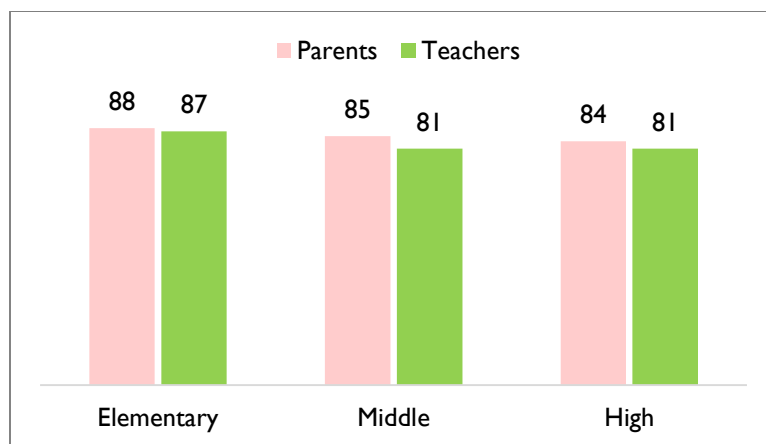
Exhibit 32. Percentage of Students Who Agreed with Questions about Being Treated with Respect by Teachers in 2015-16

By Grade Level ■ = Most Negative ■ = Most Positive

Grade Levels By Ethnicity	African Amer.		Asian		Latino		White		All	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Elementary	80	81	90	91	88	89	89	90	88	89
Middle	65	70	83	87	82	86	78	82	80	85
High	64	68	81	84	84	87	73	77	82	85

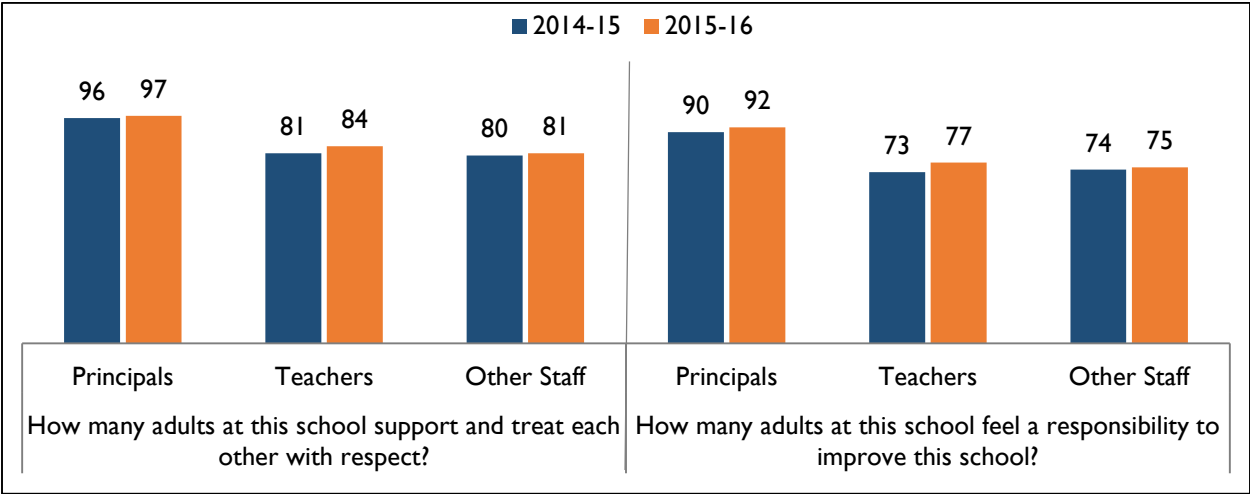
Parents and teachers were asked about their level of agreement with the statement that “parents are partners in school decision making.” Over 80% of both groups agreed with this statement; however, parents were more likely than teachers to perceive that parents were partners in school decision making at all grade levels (Exhibit 33).

Exhibit 33. Percentage of Teachers and Parents Who Agreed that Parents Are Partners in School Decision Making (2015-16)



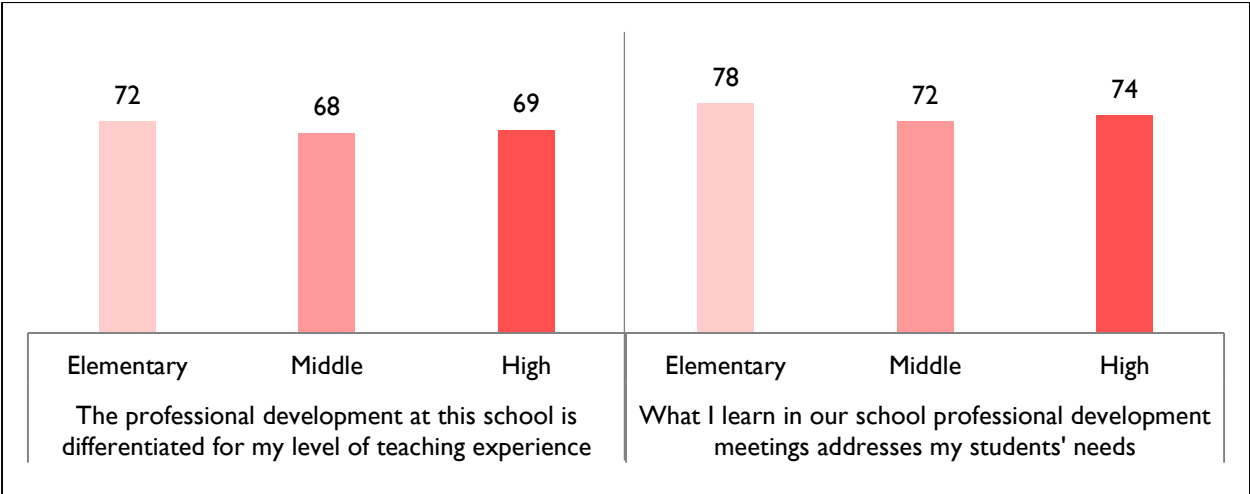
School staff were asked about the level of collegiality and shared responsibility among their colleagues. In 2015-16, the majority of principals, teachers, and other school staff agreed that nearly all or most of their schools’ staff “support and treat each other with respect” or “feel a responsibility to improve” their schools (Exhibit 34). Principals agreed at much higher rates than teachers and other school staff. In addition, there was also an increase from the previous year across all staff types.

Exhibit 34. Percentage of Staff Who Answered that Most or Nearly All Staff at Their Schools Show Respect or Feel Responsible to Improve Their Schools



Teachers were asked about the quality of professional development they received at their schools. Roughly two-thirds of elementary teachers agreed that professional development activities were differentiated and that professional development meetings addressed their students’ needs. Rates of agreement were higher at elementary schools and lower at middle and high schools for both statements (Exhibit 35).

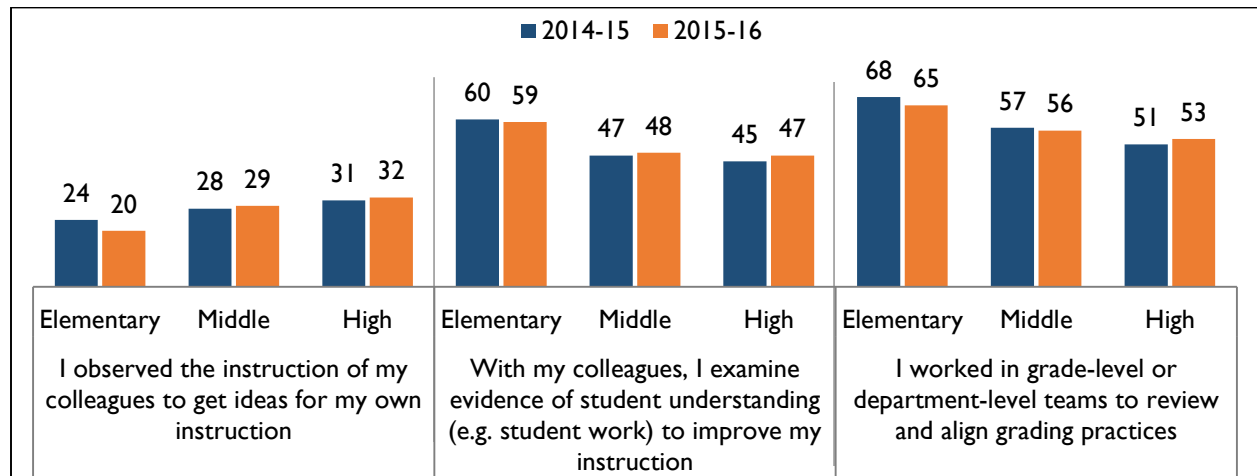
Exhibit 35. Percentage of Teachers Who Agreed with Questions about the Quality of Professional Development They Receive (2015-16)



In 2015-16, teachers were asked about their participation in collaborative learning experiences with their colleagues. Overall, observation of instruction was reported to a lesser degree than was

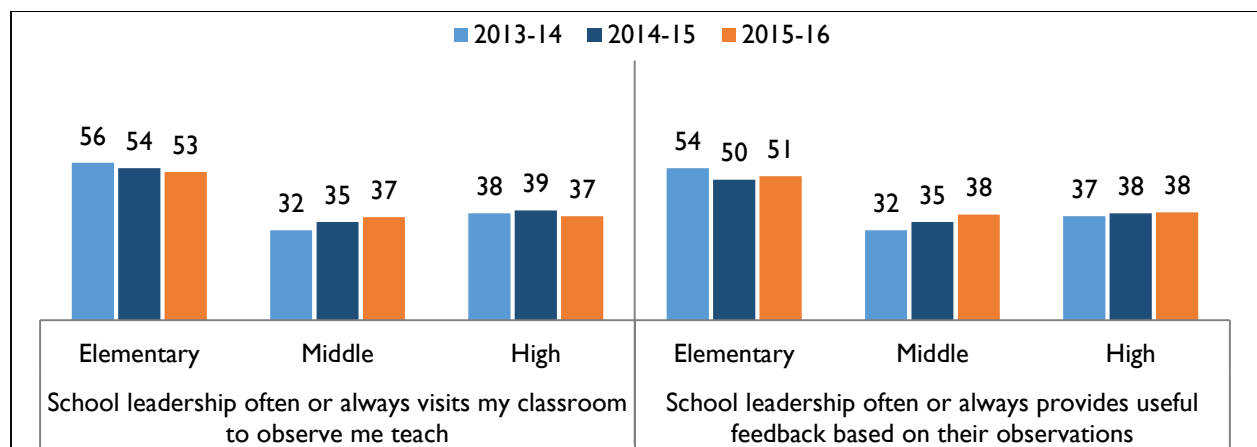
working with colleagues to examine evidence of student understanding or to align grading practices (Exhibit 36). A higher percentage of middle school and high school teachers responded that they often or always observed their colleagues than did elementary teachers. Most elementary teachers responded that they often or always worked with colleagues to examine student work or worked in teams to align grading practices. These rates were lower for middle school and high school teachers.

Exhibit 36. Percentage of Teachers Who Responded "Often" or "Always" about Participating in Collaborative Learning



Teachers were asked about the extent to which they receive useful feedback from school leadership. As can be seen in (Exhibit 37), the majority of secondary teachers tended not to agree that “school leadership provides useful feedback based on their observations,” or that school leadership frequently “visits my classroom to observe me teach.” Answers to these questions revealed similar trends when compared to the prior years. Middle school teachers had the lowest levels of agreement and elementary teachers had the highest levels of agreement, with slightly more than half of elementary teachers responding positively across both questions.

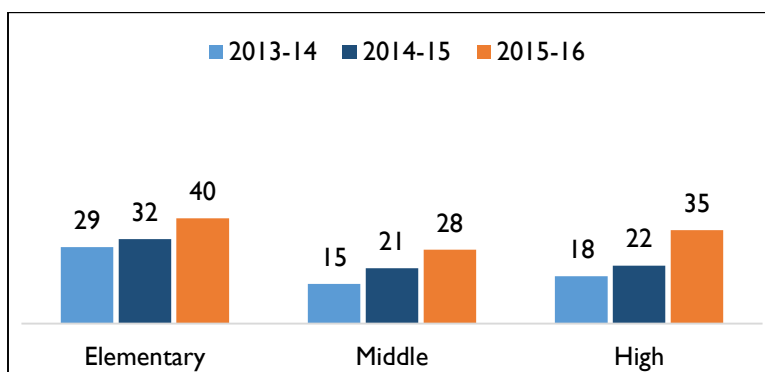
Exhibit 37. Percentage of Teachers Who Agreed with Questions about School Leadership



Social and Emotional Learning

For the past three years, teachers were asked about the extent to which “teaching social and emotional skills is happening school-wide.” In 2015-16, teachers agreed with this statement at higher rates than they did in prior years across elementary, middle, and high schools (Exhibit 38) although the rate was still below 50%. The percentage of agreement from teachers was highest at elementary schools, where 40% agreed with this statement in 2015-16. Agreement grew the most among high school teachers, rising from 22% to 35% in one year.

Exhibit 38. Percentage of Teachers Who Agreed that Teaching Students Social and Emotional Skills is Happening School-Wide



The 2014-15 and 2015-16 surveys included questions on social and emotional learning, sometimes referred to as non-cognitive skills due to LAUSD’s participation in the California Office to Reform Education (CORE) waiver. These questions were organized into four topics: self-management, growth mindset, self-efficacy, and social awareness.

Self-Management

Most students reported having good self-management behaviors, such as coming to class prepared or following directions. Exhibit 39 shows in the “All” column that elementary students agreed slightly less often with either item than middle or high school students did. High school students agreed most often, with 86% stating that they “came to class prepared” or “remembered and followed directions.”

Across all grade levels, there were large differences among program subgroups. English learners and students with disabilities were compared against their peers to highlight the magnitude of differences in self-management. These two subgroups agreed far less often with either statement than their peers did, with a difference of 10 percentage points or more on each item and at all grade levels.

There were also large differences among ethnicities. African American students agreed with these statements much less often than Asian or White students did, and agreed least often out of all ethnic groups in most cases. Latino students were also less likely to agree with either statement than Asian or White students were.

Exhibit 39. Percentage of Students Who Agreed with Self-Management Questions across All Grade Levels by Subgroup and Ethnicity (2015-16)

By Grade Level ■ = Most Negative ■ = Most Positive

	Subgroups by Program					All
	School Type	EL	Non-EL	SWD	Non-SWD	
I came to class prepared	Elementary	69	81	67	79	78
	Middle	72	86	72	86	84
	High	76	88	76	87	86
I remembered and followed directions	Elementary	61	77	60	74	72
	Middle	69	84	68	84	82
	High	76	87	75	87	86

	Subgroups by Ethnicity				
	School Type	African Amer.	Asian	Latino	White
I came to class prepared	Elementary	72	90	75	90
	Middle	81	94	75	94
	High	85	91	85	91
I remembered and followed directions	Elementary	67	84	70	84
	Middle	78	93	80	92
	High	83	91	85	90

Growth Mindset

Survey items about growth mindset asked students if they believed they could become smarter and learn new things. Survey items in this section were worded in such a way that students had to disagree in order to show that they had growth mindsets. For example, students who disagreed with “Challenging myself will not make me any smarter” believed that challenges could make them smarter. Similarly, disagreeing with “There are some things I am not capable of learning” indicated that students felt they could learn anything. Exhibit 40 shows that most students did not agree with either statement, indicating that they had growth mindsets.

Only 26% of elementary students agreed that challenges would not make them smarter and only 23% agreed that there were some things they could not learn. Agreement was even lower at high schools, where 15% or fewer students agreed with either statement.

By subgroup, some students agreed much more often with these statements. English learners and students with disabilities agreed with either statement much more often than their grade-level peers did at every grade level. Latino students at elementary and middle schools agreed at much higher rates than Asian and White students did in most cases.

Exhibit 40. Percentage of Students Who Agreed with Questions about Growth Mindset across All Grade Levels (2015-16)

By Grade Level 34 = Most Negative 23 = Most Positive

		Subgroups by Program					All
School Type		EL	Non-EL	SWD	Non-SWD		
Challenging myself will not make me any smarter	Elementary	34	23	31	26	26	
	Middle	33	17	30	19	20	
	High	29	12	24	13	15	
There are some things I am not capable of learning	Elementary	29	20	28	22	23	
	Middle	30	17	28	17	19	
	High	25	13	24	13	14	

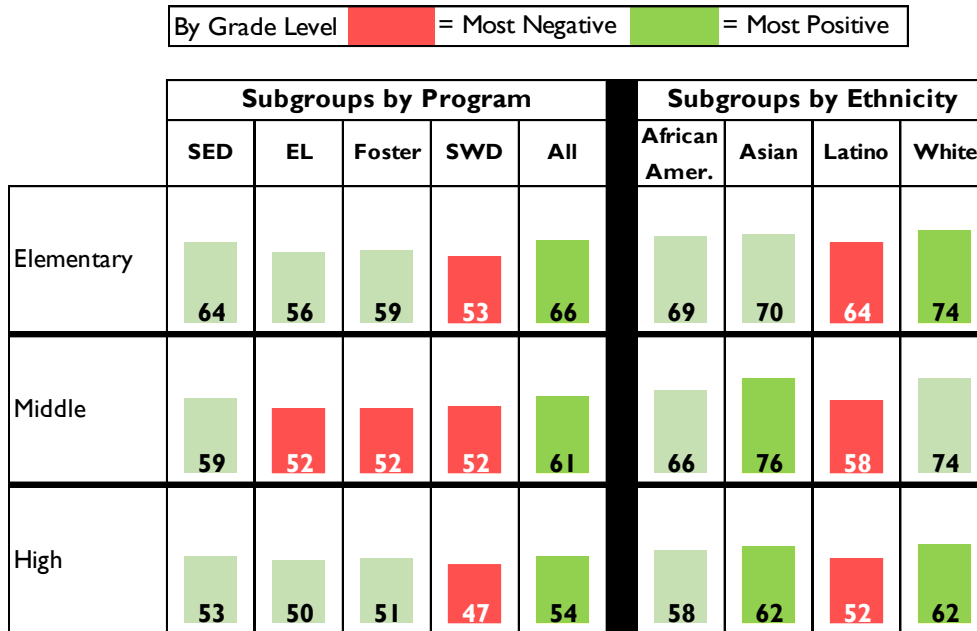
		Subgroups by Ethnicity			
School Type		African Amer.	Asian	Latino	White
Challenging myself will not make me any smarter	Elementary	26	16	28	16
	Middle	19	12	22	13
	High	14	10	15	11
There are some things I am not capable of learning	Elementary	24	15	24	15
	Middle	18	12	20	13
	High	14	13	14	14

Self-Efficacy

Self-efficacy items asked students to consider the extent to which they could meet goals and overcome obstacles. Two-thirds or fewer students agreed with “I can earn an A in all my classes” (See “All” column in Exhibit 41). Elementary students agreed more often with this statement than did middle or high school students.

There were differences among subgroups and ethnic groups. Students with disabilities agreed less often than did students overall at every grade level. English learners showed a similar pattern, but with a smaller gap in results. Latino students had the lowest rates of agreement compared to other ethnicities, with rates at least 10 percentage points lower across grade levels compared to White students.

**Exhibit 41. Percentage of Students Who Agreed with “I Can Earn an ‘A’ in All My Classes”
(2015-16)**

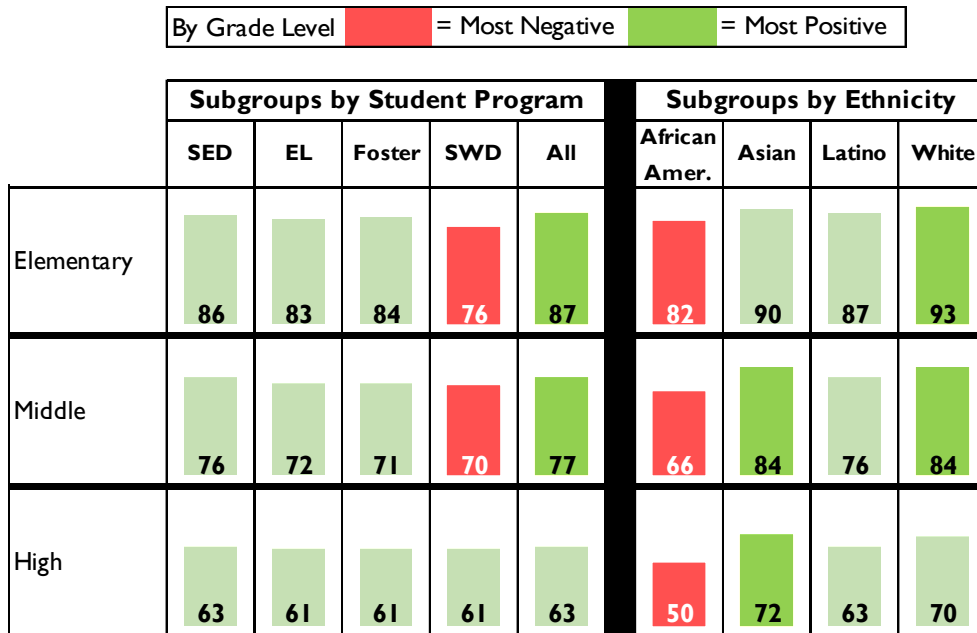


Social Awareness

Students responded at high levels of agreement on questions relating to social awareness. One of the questions asked students “How much did you care about other people’s feelings?” Responses were categorized as favorable if students responded that they cared “quite a bit” or a “tremendous amount” about other people’s feelings (Exhibit 42). Elementary students responded the most favorably followed by middle school students and high school students.

Students with disabilities at elementary and middle schools responded favorably at much lower rates than did their peers. African American students responded favorably at far lower rates than did Asian, Latino, or White students across grade levels. The largest gap was between African American students and Asian students in high schools.

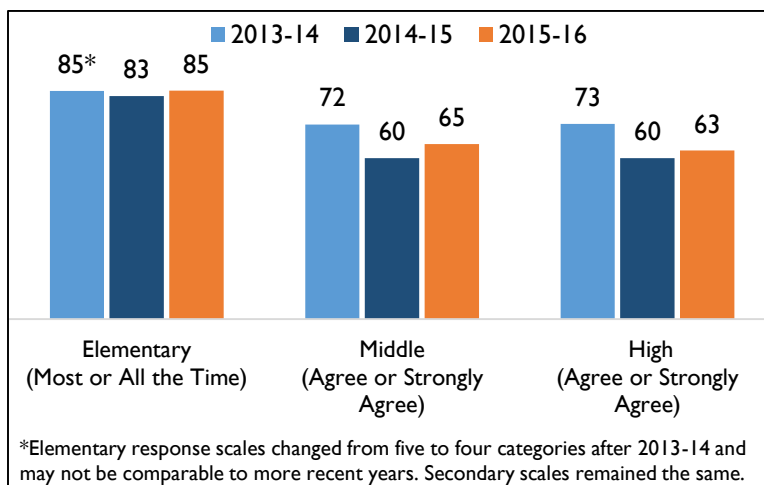
Exhibit 42. Percentage of Students Who Responded Favorably to “How Much Did You Care About Other People’s Feelings?” (2015-16)



School Safety and Discipline

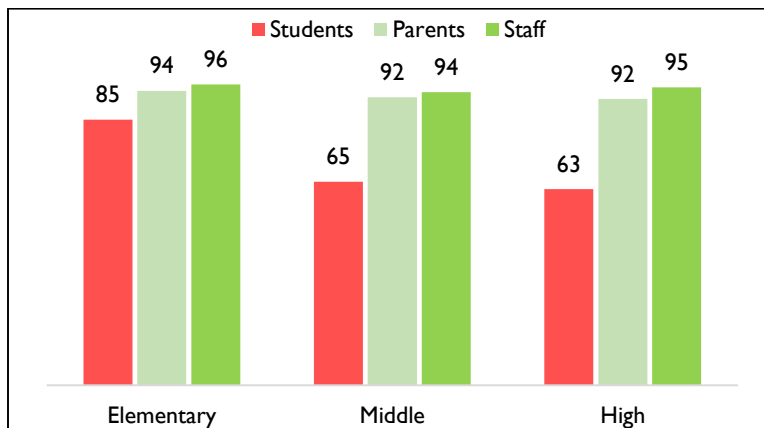
The School Experience Survey has asked stakeholders to rate their feelings of safety on school campus for several years. Exhibit 43 shows the trends in students’ responses over the past three years. Positive response rates for feeling safe have been similar for elementary students over time, but decreased more than 10 percentage points for secondary students in 2014-15 and recovered only slightly in 2015-16. Elementary students have consistently felt safe most or all of the time at rates above 80%. Secondary students had lower rates of feeling safe, with 65% of middle school students and 63% of high school students agreeing that they felt safe in 2015-16.

Exhibit 43. Percentage of Students Who Felt Safe on School Grounds, 2013-14 to 2015-16



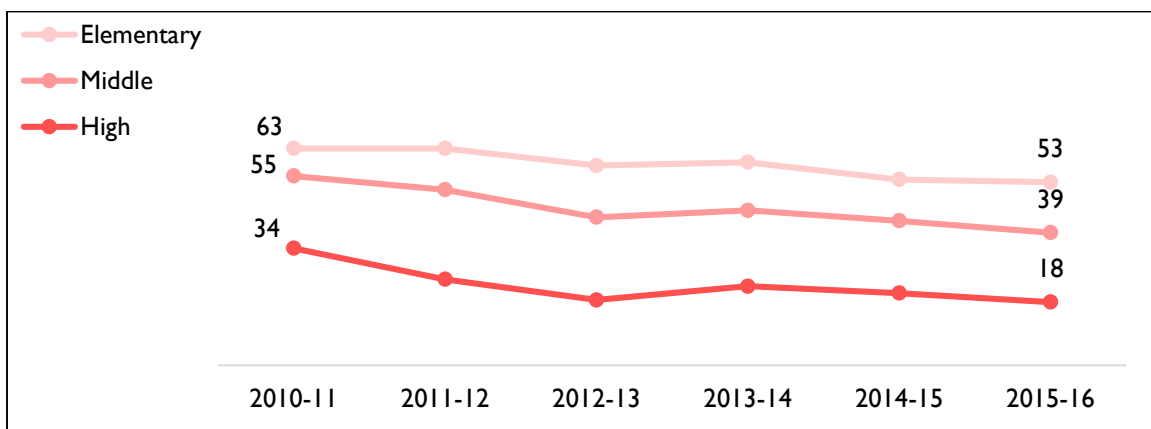
Students, parents, and staff were asked about how safe they felt or felt that their children were on school grounds. As shown in Exhibit 44, students agreed at lower rates that they were safe on school grounds than parents or staff did. Over 90% of parents agreed that their children were safe on school grounds at all grade levels. School staff agreed that they themselves were safe on school grounds at even higher rates, 94% or higher. Due to changes in survey questions, comparisons to prior years are not available. However, trends were similar in 2012-13 and 2013-14; parents and staff felt that school grounds were safe more often than students did.

Exhibit 44. Perceptions of Feeling Safe at School across Stakeholders in 2015-16 (Percent)



Stakeholders were also asked about the prevalence of bullying at schools. When asked to respond to “Bullying is a problem at my school,” students at elementary schools agreed more than half the time (53%) in 2015-16 (Exhibit 45). Agreement was lower at middle schools (39%) and lowest at high schools (18%). These rates have decreased consistently across grade levels since the 2010-11 school year. High school students were almost half as likely to agree that bullying was a problem in 2015-16 as they were in 2010-11.

Exhibit 45. Percentage of Students Who Agreed with “Bullying is a problem at my school,” 2010-11 to 2015-16



There were some differences across student subgroups in agreement that bullying was a problem, highlighted in Exhibit 46. English learners agreed at higher rates that bullying was a problem than did students overall across grade levels. Comparing across ethnicities, African American students were much more likely to report that bullying was a problem than other ethnic groups across all grade levels. Gaps among ethnic subgroups were largest at elementary schools.

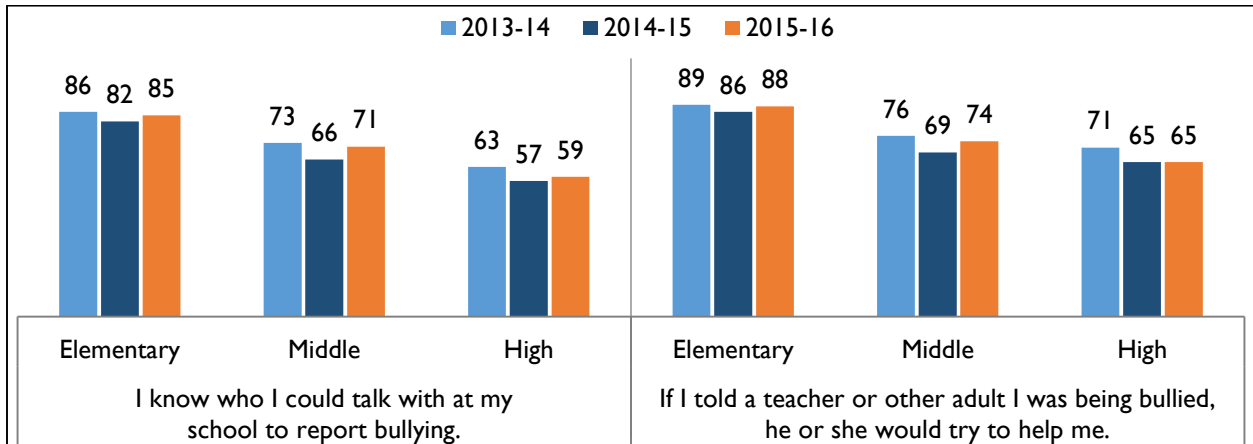
Exhibit 46. Percentage of Students Who Agreed with “Bullying is a problem at my school” by Subgroups in 2015-16

		Subgroups by Student Program					Subgroups by Ethnicity			
		SED	EL	Foster	SWD	All	African Amer.	Asian	Latino	White
Elementary		56	59	56	52	53	61	43	55	39
Middle		40	49	43	48	39	45	34	39	34
High		19	28	23	26	18	24	18	18	20

Exhibit 47 shows the results of students agreeing with statements about being able to get help with bullying. The majority of students agreed over the past three years with “I know who I could talk with at my school to report bullying.” While 80% or more of elementary students agreed with this statement all three years, middle school and high school students agreed at much lower rates.

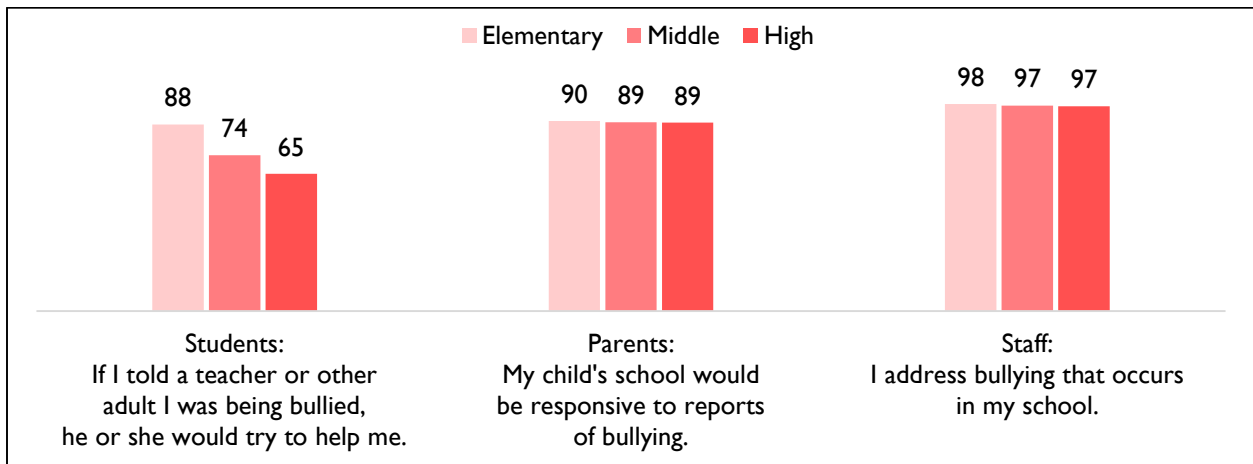
Students were also asked if adults at their school would try to help them if they said they were being bullied. Rates of agreement were slightly higher on this item than for knowing whom to talk with to report bullying. Agreement was highest at elementary schools and lowest at high schools. Agreement dropped in 2014-15 on both items and recovered or held steady in 2015-16.

Exhibit 47. Percentage of Students Who Said They Would Receive Help with Bullying



Parents and school staff were asked to respond to statements about providing supports to students who experience bullying, shown in Exhibit 48. Parents responded to “My child’s school would be responsive to reports of bullying” and staff responded to “I address bullying that occurs in my school.” Parents agreed at rates near or at 90% and staff agreed at rates at or above 97% across grade levels. These rates of agreement were much higher than for students who agreed that an adult on campus would help them, particularly at middle and high schools.

Exhibit 48. Percentage of Students, Parents, and Staff Who Agreed They Would Receive or Provide Help with Bullying Issues in 2015-16



Students were additionally asked a series of questions about specific problematic behaviors or acts of violence that they have experienced at school. Students were asked:

During the past 12 months, how many times on school property have you ...

- Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?
- Been afraid of being beaten up?
- Had mean rumors or lies spread about you?
- Had sexual jokes, comments, or gestures made to you?
- Been made fun of because of your looks or the way you talk?
- Had your property stolen, or deliberately damaged, such as your car, clothing, or books?

The results of these questions were combined into an overall rate of problematic or violent acts, shown in Exhibit 49. Elementary students had slightly different answer options from middle and high school students as indicated in the table, reducing comparability across grades. Although not shown, the majority of students reported zero problematic or violent acts: 62% of elementary students, 69% of middle school students, and 79% of high school students.

Bullying or violence was experienced by 22% of elementary students most or all of the time. Problematic behaviors or violence was experienced by 17% of middle school students two or more times in the last year compared to 12% of high school students. By subgroups, English learners (highlighted as the highest rate), foster youth, and students with disabilities reported bullying acts at higher rates than all students did in elementary schools. Students with disabilities were also more likely to report frequent acts of bullying in middle schools.

Across ethnicities, African American students reported the highest rates of bullying acts across grade levels. African American students in elementary schools reported that bullying acts were occurring most or all of the time at twice the rate of White students (28% compared to 14%).

Exhibit 49. Average Rate of Students Who Reported Persistent Problematic or Violence Acts in 2015-16 by Subgroups (Percent)

By Grade Level ■ = Most Negative ■ = Most Positive

Frequency of Acts of Bullying Reported by Students (Average)	Subgroups by Program					Subgroups by Ethnicity			
	SED	EL	Foster	SWD	All	African Amer.	Asian	Latino	White
Elementary: Most or All of the Time	24 ■	30 ■	27 ■	28 ■	22 ■	28 ■	15 ■	23 ■	14 ■
Middle: 2 or More Times in the Last Year	17 ■	19 ■	20 ■	22 ■	17 ■	23 ■	16 ■	16 ■	19 ■
High: 2 or More Times in the Last Year	12 ■	16 ■	14 ■	15 ■	12 ■	16 ■	11 ■	11 ■	13 ■

School staff were asked if various types of bullying, harassment, or disrespectful behaviors were moderate or severe problems at their schools. These data are shown across two years in Exhibit 50. There were improvements in staff reporting that any of the behaviors were moderate or severe problems in 2015-16, with declines across all grade levels compared to 2014-15. Out of all problematic behaviors, disruptive behavior was most frequently cited as being a moderate or severe problem. All behaviors listed in Exhibit 50 were more problematic at middle schools than they were at elementary or high schools.

Exhibit 50. Staff Perceptions on Severity of Student Problems at their Schools in 2014-15 and 2015-16 (Percent)

Reported as a Moderate or Severe Problem	Elementary		Middle		High	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Disruptive behavior	39%	33%	54%	47%	46%	39%
Lack of respect of staff	20%	15%	41%	32%	32%	26%
Harassment or bullying	21%	16%	37%	29%	20%	17%
Physical fighting	12%	9%	23%	17%	13%	12%
Racial/ethnic conflict	6%	5%	13%	10%	9%	8%

In terms of fairness and discipline, students were asked if “All students are treated fairly when they break school rules” (Exhibit 51). Elementary students had different answer options from middle and high school students, indicated in the table below. Among elementary students, 65% said that students were treated fairly when they broke school rules. High school students agreed slightly less often than middle school students did (53% compared to 56%).

Among subgroups, students with disabilities in elementary schools agreed less often than all elementary students did (60% compared to 65%). Comparing across ethnicities, African American students were much less likely than their Asian or White peers were to say that all students are treated fairly when they break school rules. This was consistent across elementary, middle, and high schools.

Exhibit 51. Students Who Said That All Students Are Treated Fairly When They Break School Rules in 2015-16 by Subgroups (Percent)

By Grade Level ■ = Most Negative ■ = Most Positive

Students Are Treated Fairly When They Break School Rules	Subgroups by Program					Subgroups by Ethnicity			
	SED	EL	Foster	SWD	All	African Amer.	Asian	Latino	White
Elementary: Most or All of the Time	64	61	65	60	65	59	70	65	70
Middle: Agree or Strongly Agree	55	57	53	54	56	48	61	56	56
High: Agree or Strongly Agree	54	57	53	54	53	42	55	54	51

School level reports are available on the LAUSD website at:
<http://achieve.lausd.net/schoolexperiencesurvey>, along with an Excel file of results by school.

For additional information, please contact me or Julie Kane at (213) 241-2460.