

INTER-OFFICE CORRESPONDENCE
Los Angeles Unified School District

TO: Members, Board of Education

DATE: October 21, 2014

FROM: Ramon C. Cortines
Superintendent

SUBJECT: RESULTS OF 2013-14 SCHOOL EXPERIENCE SURVEYS

Attached is a summary of the sixth annual School Experience Survey that was administered Districtwide to students, parents, teachers and school site staff. These surveys provide valuable information regarding their perceptions of college preparedness, rigor of coursework and opportunities to learn, school climate and safety, and access to technology. While the survey responses pointed out areas where we are doing well, there are also areas where we need improvement.

Throughout the last school year, we have focused on college and career readiness through the Common Core State Standards, and responses from the surveys tells us that we are on the right track. More middle and high school students are aware of the A-G requirements for graduation, and the majority of students report a high frequency of writing, explaining their thinking, and connecting concepts to the real-world.

Students are also generally positive about school climate, with over 60% of students reporting that adults knew their names, cared about them, listened to them, and that adults were fair to people of all backgrounds.

We placed an increased emphasis on questions regarding social emotional growth this year as social emotional factors will be included as part of a school's School Quality Improvement Index (SQII) in the 2015-16 school year. Most students rated themselves highlight in social awareness, self-management, resilience and self-efficacy in this baseline year.

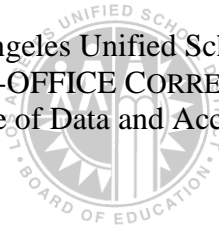
The surveys also point out areas where we need to improve. Though students overall are positive about school climate, African-American students were least likely to agree that adults are fair to people of all backgrounds.

We also need to teach our students the social emotional skills necessary for success in college and life. Though most students rated themselves highly in social-emotional factors, Latino students were more likely to rate themselves lower on growth mindset items. Over 85% of teachers and principals responded that these skills are teachable; however a much smaller percentage agreed that this instruction is happening on a programmatic basis school wide.

We have much to learn from the perceptions of our students, parents, teachers and staff. The surveys reinforce our belief that all stakeholders are recognized and valued and that their voices are heard.

c: ESC Superintendents
Executive Staff
Principals

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



INFORMATIVE

October 21, 2014

TO: Members, Board of Education
Ramon C. Cortines, Superintendent

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

SUBJECT: RESULTS OF THE 2013-14 SCHOOL EXPERIENCE SURVEY

This informative presents the results of the sixth annual LAUSD's School Experience Survey (SES) which was administered spring 2014, with participation from students, parents, and school staff. The survey was developed with input from parents, teachers, unions, and other stakeholders. The surveys asked respondents about the opportunities they have to learn and be leaders at their schools, how welcoming and collaborative they view the environment, the cleanliness and safety of the campus, and parent engagement. Parents, staff, and grade 3-12 students at all regular elementary, middle, and high schools, as well as at primary centers, special education centers, continuation schools, and 32 charter schools completed surveys about their experiences at their schools either on paper or online.

The report is organized around the following themes: 1) College Preparedness, 2) Common Core State Standards, 3) Classroom Environment, 4) English learners, 5) School Climate, 6) Social Emotional Growth, 7) School Safety, and 8) Access to Technology.

Highlights:

College Preparedness

- More students were aware of A-G requirements for graduation this year than last, with middle and high school students showing an increase of 8% from 2012-13 to 2013-14.
- All stakeholders perceive that adults have high expectations that students will attend college.

Common Core State Standards

- Most teachers (77%) felt that they were prepared to implement the CCSS with students overall. However, teachers felt less prepared to implement CCSS with students with disabilities or with integrating technology into Common Core instruction.
- Elementary students reported the greatest agreement in doing work designed to help them master the CCSS, such as writing (92%) and discussing solutions in math (88%), compared to middle and high school students.

English Learners

- More English learners affirmed that they knew what they needed to do to become Fluent English Proficient (RFEP), an increase from student perceptions last year.
- High school English learners' were more positive than non-ELs with respect to teacher support in understanding new vocabulary words, making learning interesting, and noticing if they are having trouble learning something.

School Climate

- Students were generally positive about school factors. Over 60% of students agreed that adults knew their names, cared about them, listened to them and that adults were fair to people from all backgrounds.
- Across all schooling levels, African-American students were least likely to agree that 'Adults at this school are fair to people of all backgrounds.'
- The majority of students and staff reported being proud of their school. School pride was highest among principals (99%), compared to 82% among teachers. Among African-American students, 66% reported school pride, compared to 75% for Latino and 77% for White students.
- More principals at all levels responded that parents are partners than did the parents themselves, and teachers were the least likely to agree at the elementary and middle school levels.

Social-Emotional

- New questions were added this year regarding social-emotional skills.
- Most students rated themselves highly in social awareness, self-management, resilience and self-efficacy.
- Latino students were more likely to rate themselves lower on growth mindset items, compared to White and Asian students.
- When teachers and principals were asked if socio-emotional skills are teachable, over 85% agree; however, a much smaller percentage agreed that this instruction is happening on a programmatic basis school wide.

School Safety

- More students and parents feel that students are safe on school grounds in 2014 than they did in 2013.
- The total percentage of students who agreed that 'Bullying is a problem at my school,' has decreased by 11% from 2010-11 to 2013-14.

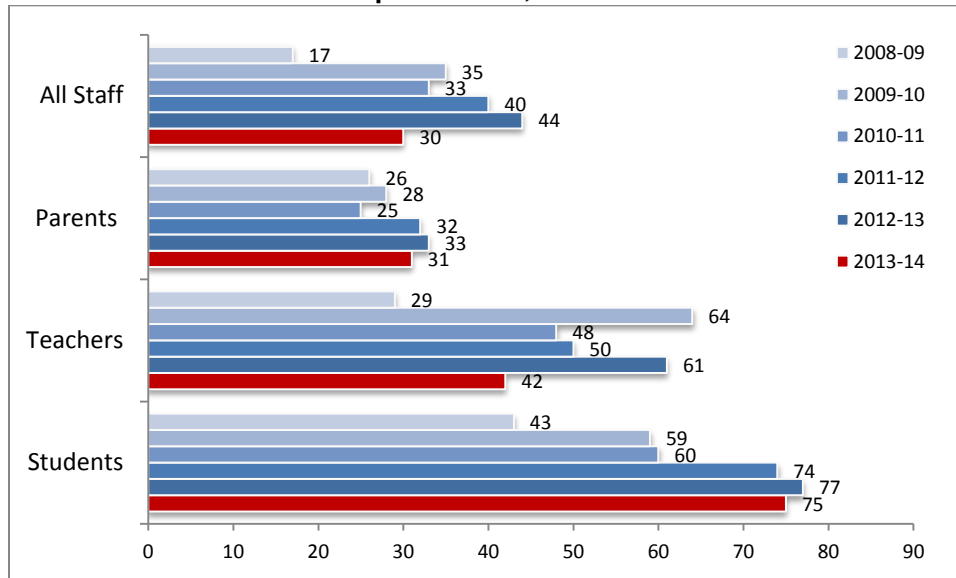
Access to Technology

- Internet use among LAUSD parents increased by 11%, and daily use increased by 8%.
- The percentage of parents who prefer to receive school communication by e-mail remains below 50%.

Response Rates

Exhibit 1 shows that participation rates on the survey among students, parents and school staff increased from spring 2009 to spring 2014, however all respondent rates fell slightly between spring 2013 and spring 2014. Nonetheless, student response rates improved by 32 percentage points since the survey was initiated, for teachers by 13%, for all staff by 13% and for parents, the response rate improved by 5 percentage points since 2009.

Exhibit I. Response Rates, 2008-09 to 2013-14



The absolute numbers of students, staff and parents who responded to the survey in 2013-14 decreased slightly from 2012-13 which may be a function of the District's decreasing enrollments and more charter schools opting out of survey participation.

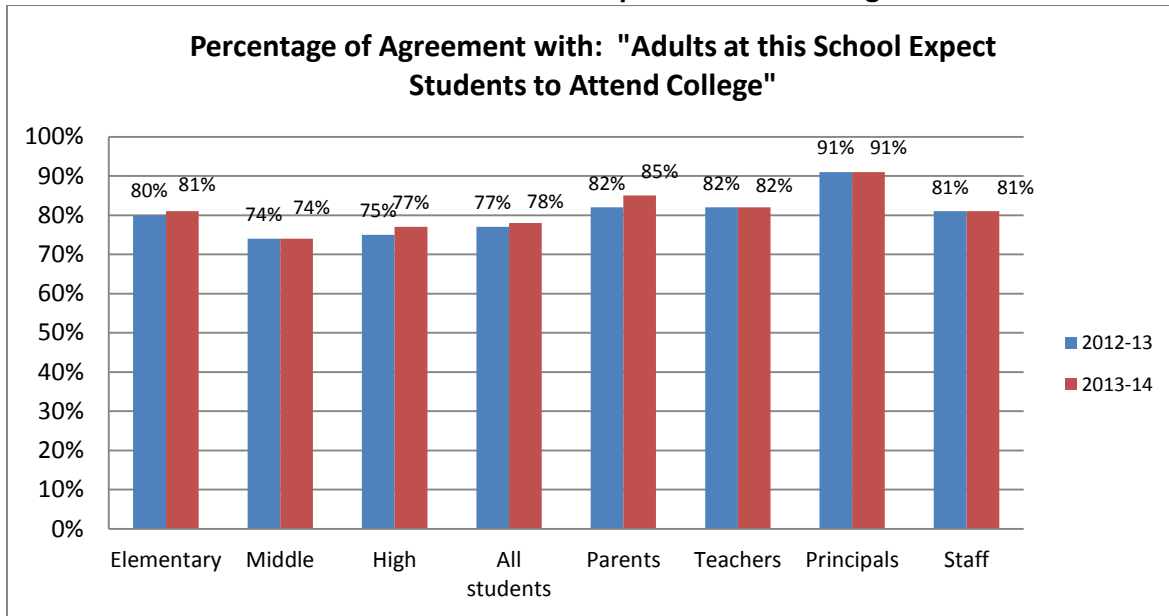
Exhibit 2: Number of Survey Participants 2008-09 to 2013-14

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Students	230,982	278,634	281,147	339,321	326,685	303,907
Teachers	7,754	19,200	15,035	13,948	15,007	12,964
All other staff	4,382	5,838	5,280	6,960	7,983	5,686
Parents	75,949	109,820	136,861	175,966	157,344	139,689
Total	319,067	413,492	438,323	536,195	506,019	462,246

College Preparedness

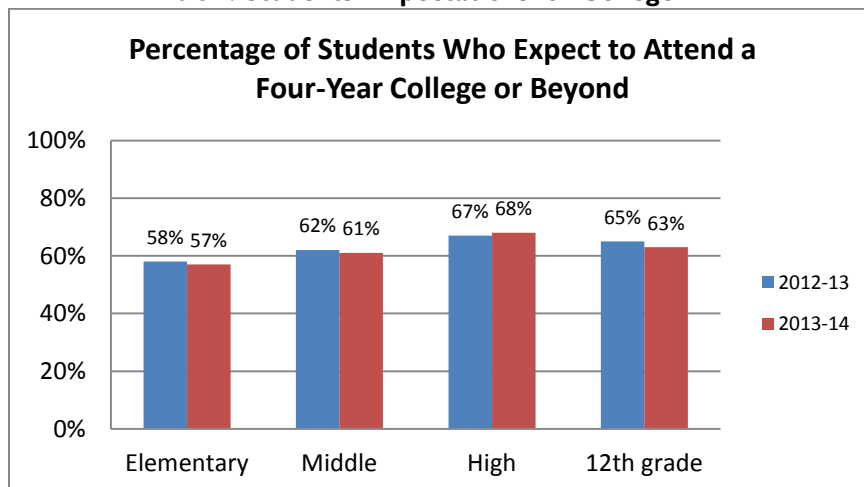
To address the goal of college and career preparedness, we asked all respondents if they agreed with the statement, “Adults at this school expect students to go to college.” Rates of agreement about adult expectations were steady over the past two school years with principals (91%) most in agreement and middle school students (74%) less so.

Exhibit 3. Adults’ Expectations for College



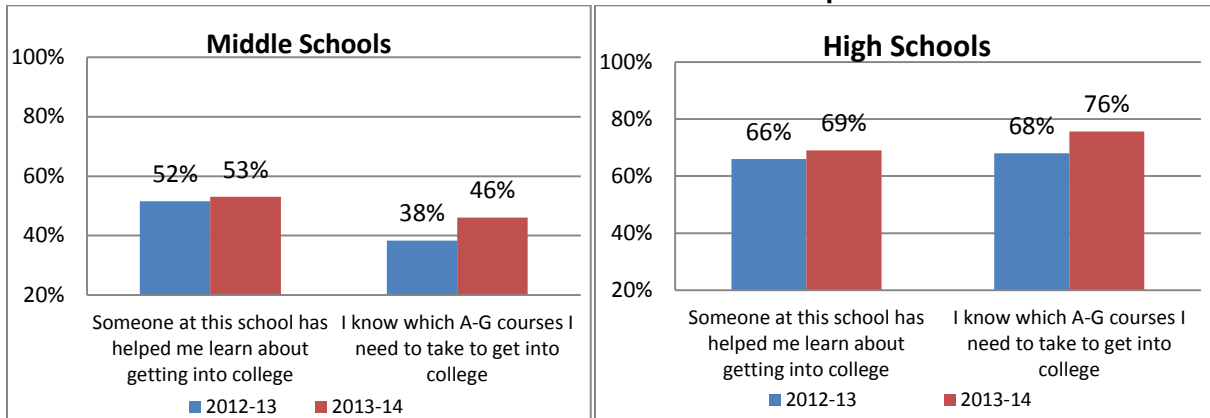
In addition, although 78% of students believe that adults have college expectations for them, the percentage of students that expect to go to a 4-year college or beyond ranged from 57% at elementary to 68% at high school.

Exhibit 4. Students’ Expectations for College



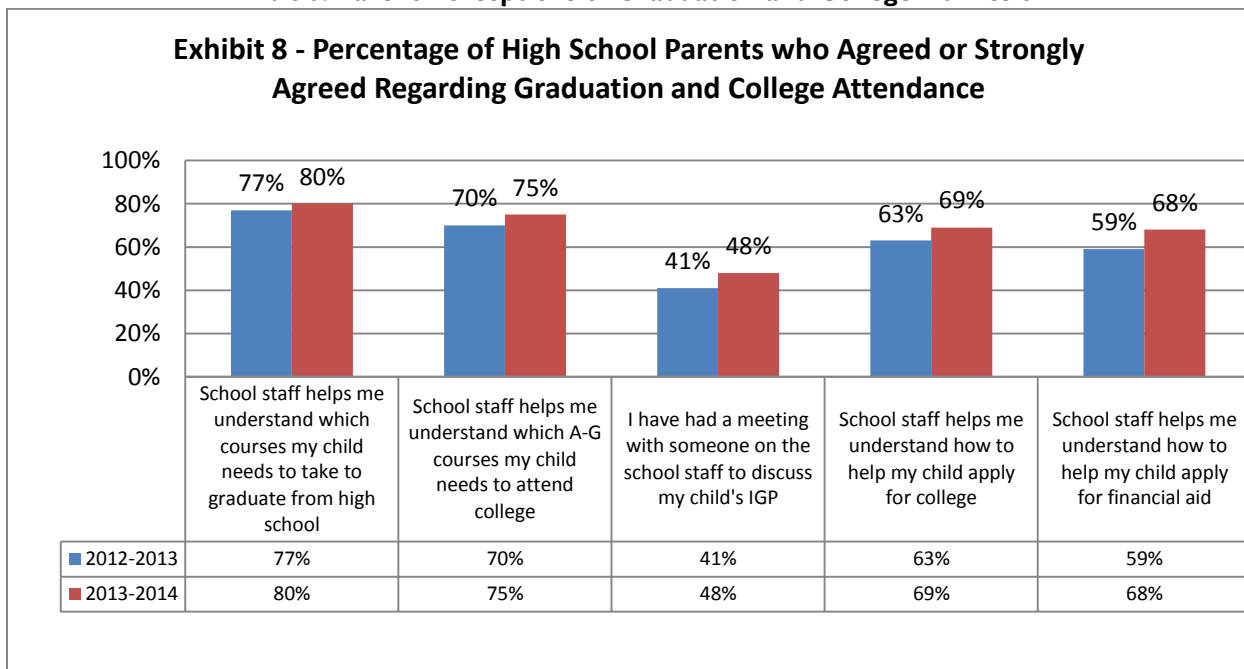
Middle and high school students seemed more aware of A-G requirements for graduation this year than last, with both levels showing an increase of 8% from 2012-13 to 2013-14.

Exhibit 5. Students' Awareness of A-G Requirements



Parents also report increased levels of school support provided to them in understanding courses needed for graduation and college as well as how to apply for college. From 2013 to 2014, the percent of parents who reported attending an Individual Graduation Plan (IGP) meeting increased by 7%.

Exhibit 6. Parent Perceptions of Graduation and College Admission



Although parents show an increase in understanding the steps needed for graduation and college admission, teacher responses regarding their own understanding of how their courses fit within the A-G sequence did not increase, and their comfort in communicating A-G requirements to students and parents remained steady.

Exhibit 7. Teacher Understanding of the A-G Sequence

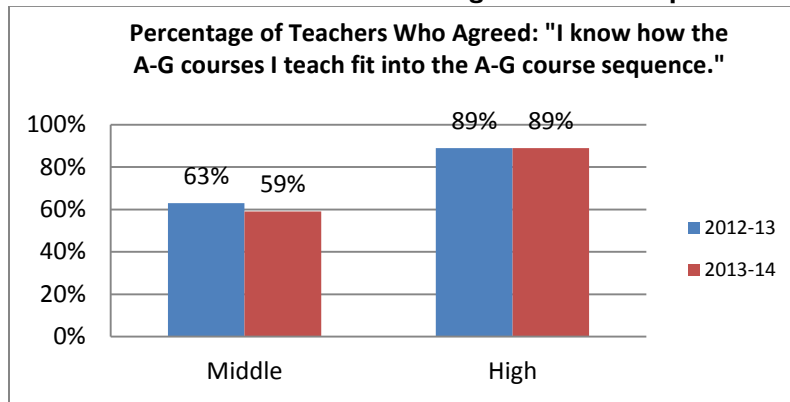
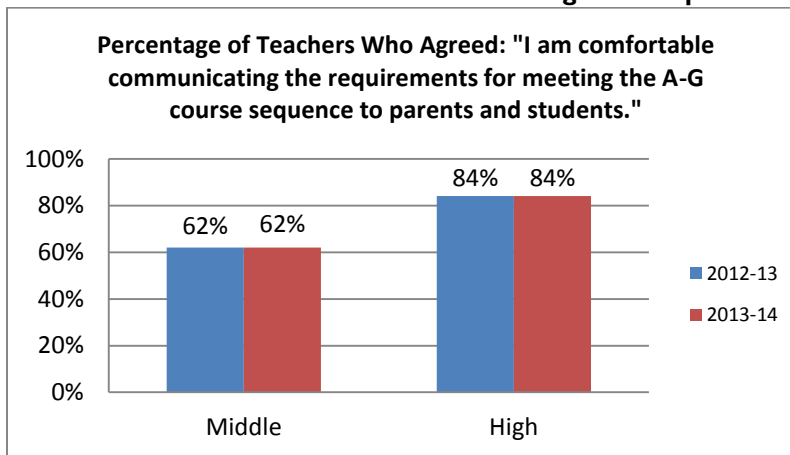


Exhibit 8. Teacher Comfort in Communicating A-G Requirements

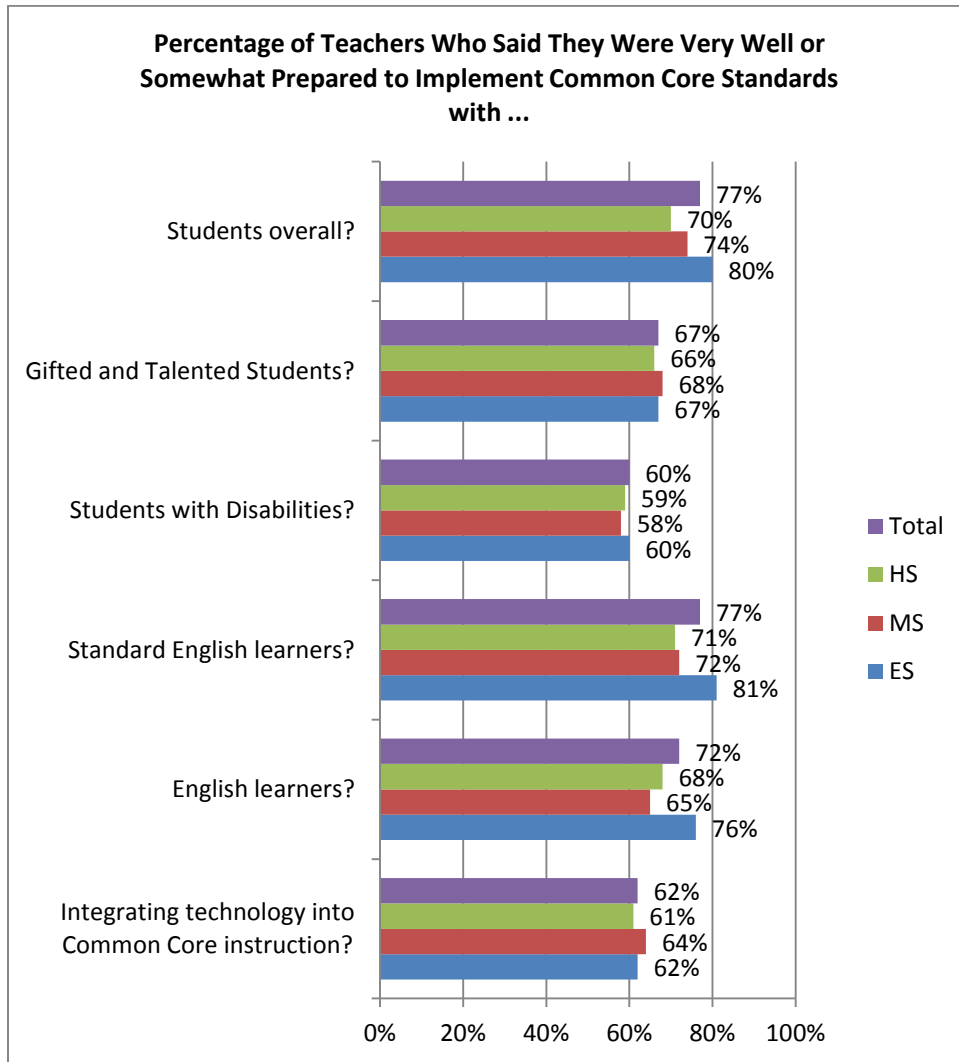


Common Core State Standards (CCSS)

The Common Core State Standards give us a clear set of learning goals that show what students should know and be able to do by the end of each grade in English Language Arts and Math. These real-world standards will require students to read more non-fiction, read challenging texts more closely so they can make sense of what they read and draw their own conclusions. The standards also require students to engage in more writing and use evidence gathered texts to support what they write. In Mathematics, students are expected to talk about and prove their understanding of texts and math concepts, and to use math in real-world situations.

In 2013-14, teachers were asked how prepared they felt to teach the CCSS to a variety of student sub-groups. As can be noted in Exhibit 9, 77% of teachers felt that they were prepared to implement the CCSS with students overall. However, teachers feel less well prepared to implement the CCSS with students with disabilities (59%), and less well prepared to integrate technology into Common Core instruction (61%). A greater percentage of elementary teachers stated that they were prepared to implement the CCSS with English learners (76%), Standard English learners (81%), and students overall (80%)

Exhibit 9. Teacher Perceptions of Common Core State Standards



Students were asked about the type of work they do in class that will prepare them to be successful with the higher-level thinking skills required by the Common Core State Standards. Elementary students report the highest frequency of writing, working together to edit writing and connecting what they read to real life people and situations in English Language Arts, compared to middle and high school students.

In Mathematics, Science and Social Science, elementary students reported a higher frequency in engaging in tasks aligned to the Common Core State Standards, (e.g., writing how they solved math problems, making and testing hypotheses, connecting what they are learning to things happening in the world right now), compared to middle and high school students.

Exhibit I0. How frequently do you engage in activities contributing to your learning Common Core State Standards activities?

	Elementary	Middle	High School
<i>In English Language Arts...</i>			
...we do a lot of writing.	92%	79%	75%
...we work together to edit our writing to make it better.	87%	68%	66%
...we connect what we read to real life people and situations.	81%	67%	68%
<i>In Mathematics...</i>			
...we write sentences to explain how we solve math problems.	89%	66%	52%
...we discuss possible solutions to math problems with other students.	88%	73%	67%
...my teacher shows us how math is used in everyday life.	87%	68%	56%
<i>In Science...</i>			
...we make hypotheses and test them.	70%	64%	59%
...my teacher shows us how science can help us understand the world around us.	84%	74%	67%
<i>In Social Studies (history, geography, government, economics)...</i>			
...my teacher asks us to think critically about why certain events took place.	85%	70%	64%
...my teacher connects what we are learning with things that are happening in the world now.	83%	74%	69%

Classroom environment

This section provides information about student perceptions regarding classroom behavior, teacher respect for students and the teacher’s role in motivating the learning in his/her classroom(s).

Overall, ‘students behaving well in classes’ received the lowest percent of agreement (52%) and teacher belief in student ability received the highest percent of agreement (85%). Elementary students were more likely to agree that their teachers treated them with respect (91%), followed by students in Options schools. Elementary students were also more in agreement that their teacher helped them when they were having trouble or with understanding and learning new vocabulary words, compared to secondary students.

Exhibit 11. Student Perceptions of Classroom Environment

	Elementary	Middle	High	Options	Total
My teacher makes learning interesting	88%	60%	59%	67%	71%
Students in my class are well behaved	52%	46%	51%	64%	52%
My teacher treats me with respect	91%	71%	74%	85%	80%
My teacher believes I can do well in class	94%	80%	78%	89%	85%
My teacher notices if I am having trouble learning something	87%	62%	58%	72%	71%
My teacher helps me understand and learn new vocabulary words	91%	67%	63%	70%	75%

Most parents affirmed their belief that their child’s school provided high quality instruction to their children (See Exhibit 12). Similarly, the majority stated that their child’s teacher informed them about their child’s academic progress. However, the percentages of high school parents who agreed that teachers talked to them about course expectations (48%) and how they could help their children at home (43%) were much lower than those reported at the middle and elementary school levels.

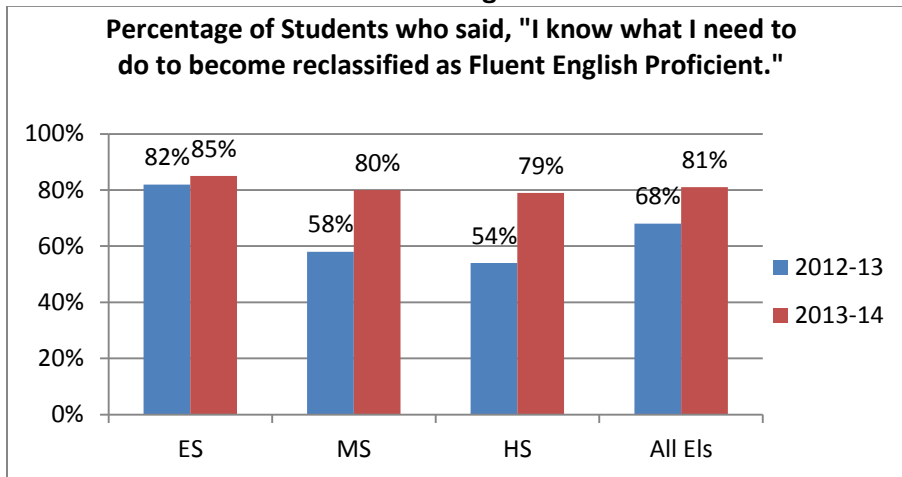
Exhibit 12. Parent Perceptions of Quality of Instruction

2013-14	Elementary	Middle	High	Total
This school provides high quality instruction to my child.	79%	81%	77%	83%
My child’s teacher(s):				
...inform(s) me about my child’s academic progress	83%	72%	61%	78%
...talk(s) with me about what my child is expected to learn in class	78%	58%	48%	70%
... talk(s) with me about how I can help my child learn at home	75%	51%	43%	67%

English Learners

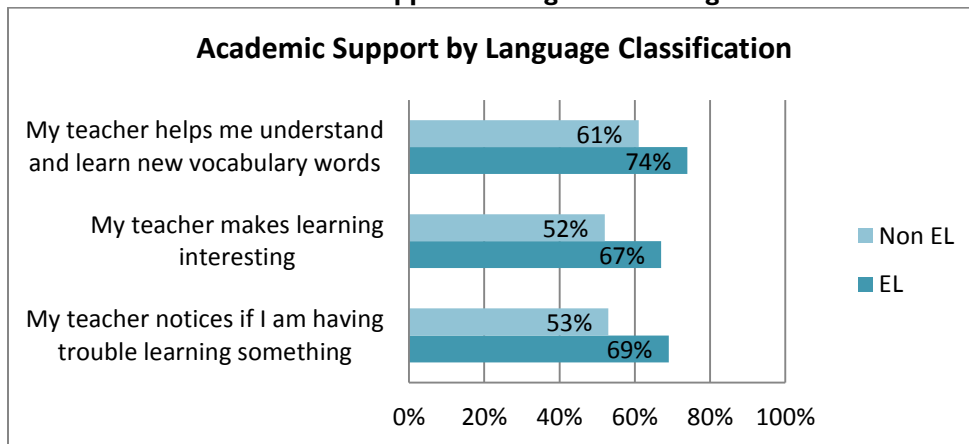
The majority of English Learners (85% of elementary, 80% of middle school and 79% of high school) affirmed that they knew what they needed to do to become Fluent English Proficient (RFEP). This represents a large increase from student perceptions last year. (See Exhibit 13.)

Exhibit 13. ELs Knowledge of Reclassification



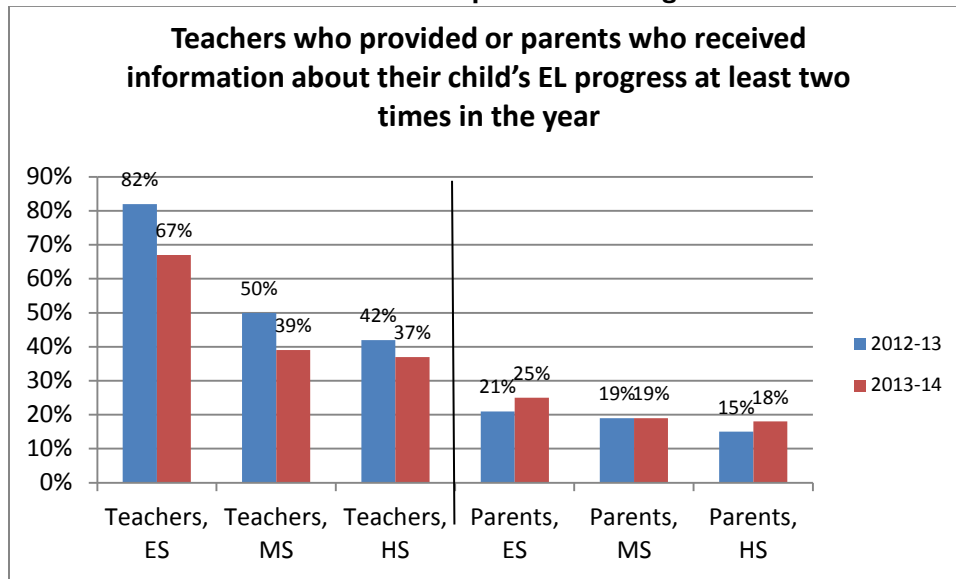
When high school students' responses were examined across language classifications, English learners' percent agreement was higher than non-ELs with respect to teacher support in understanding new vocabulary words, making learning interesting, and noticing if they are having trouble learning something.

Exhibit 14. Teacher Support for High School English Learners



The percentage of teachers who reported that they communicated EL progress to students or parents at least two times last year decreased from the previous year. However, teacher's perceptions of providing information did not match parent perceptions in terms of receiving that information (See Exhibit 15).

Exhibit 15. Teacher and Parent Reports of EL Progress Communication

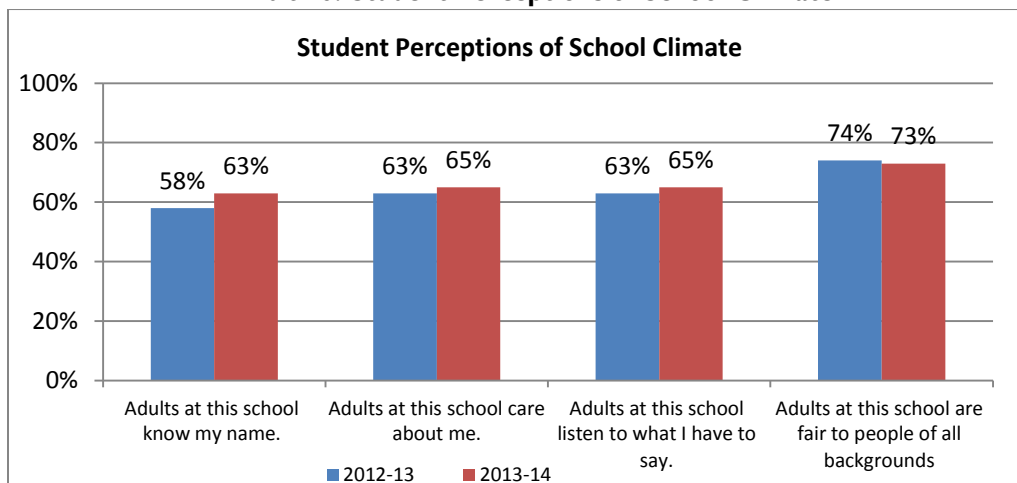


School Climate

School culture and climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Students were asked to reflect on how adults interact with them at school. Exhibit 16 illustrates how student perceptions of school climate have changed from 2012-13 to 2013-14. The percentage of students that agreed that adults know their names, care about them, and listen to them increased from the previous year. The percentage of students that agreed that adults are fair to people from all backgrounds decreased slightly from the previous year.

Exhibit 16. Student Perceptions of School Climate



When broken down by school level and ethnicity, there were noticeable differences in responses to the question regarding fairness to people of all backgrounds. Across all schooling levels, African-American students were least likely to agree that ‘Adults at this school are fair to people of all backgrounds.’

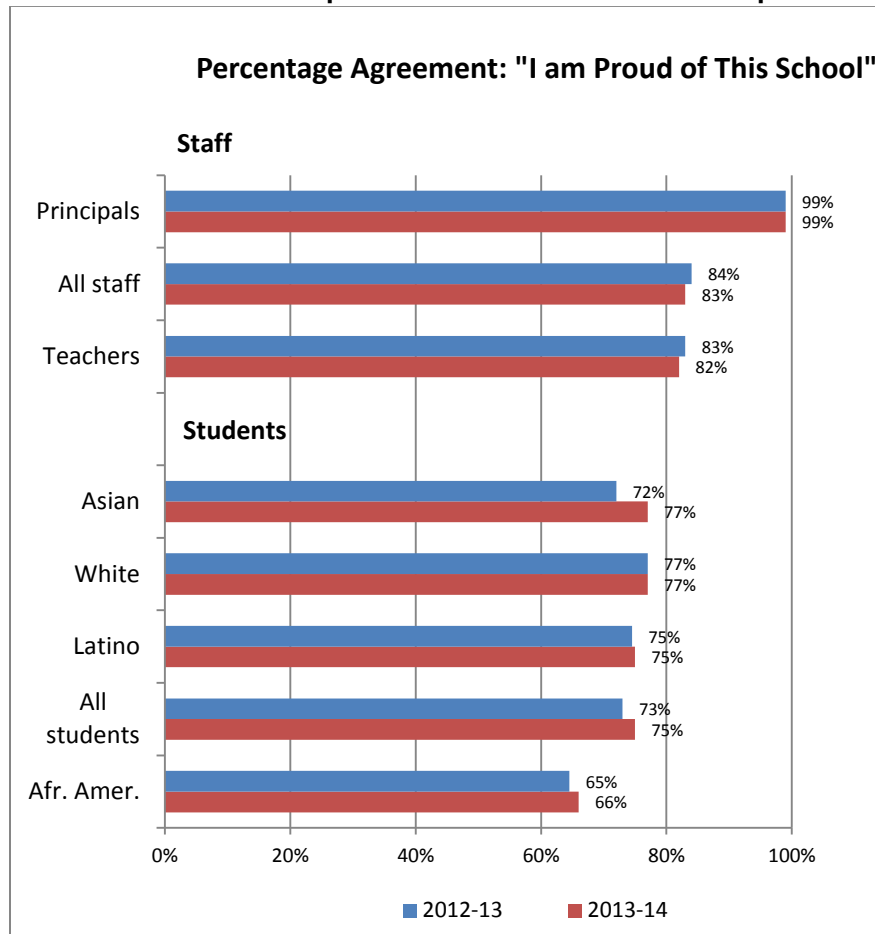
Exhibit 17. Student Perceptions of School Climate by Ethnicity

		Asian	African-American	Latino	White
Adults at this school know my name	Elementary	69%	77%	73%	79%
	Middle	50%	62%	52%	58%
	High School	59%	63%	57%*	69%
Adults at this school listen to what I have to say	Elementary	76%	69%	76%	78%
	Middle	63%	49%*	59%	58%
	High School	56%	52%*	53%	61%
Adults at this school are fair to people of all backgrounds	Elementary	81%	75%*	78%	84%
	Middle	71%	58%*	71%	73%
	High School	67%	59%*	70%	69%
Adults at this school care about me	Elementary	79%	78%	80%	83%
	Middle	59%	55%	57%	61%
	High School	60%	49%	58%	59%

**Differences between low and high percent agreement represent educationally meaningful and statistically significant differences.*

At all levels, there were slight increases in student perceptions of school pride. However, when compared against principal and staff’s responses, students were less proud of their school than the adults, particularly at the middle and high school levels. In addition, when broken down by ethnicity, African-American students reported less pride in their schools than other groups.

Exhibit 18. Perceptions of School Pride across Groups



Parent perceptions of school climate were positive about their child’s school. Elementary parents were most in agreement in all categories except regarding the school offering extra activities for students’ personal growth, where high school parents had the highest rate of agreement (87%).

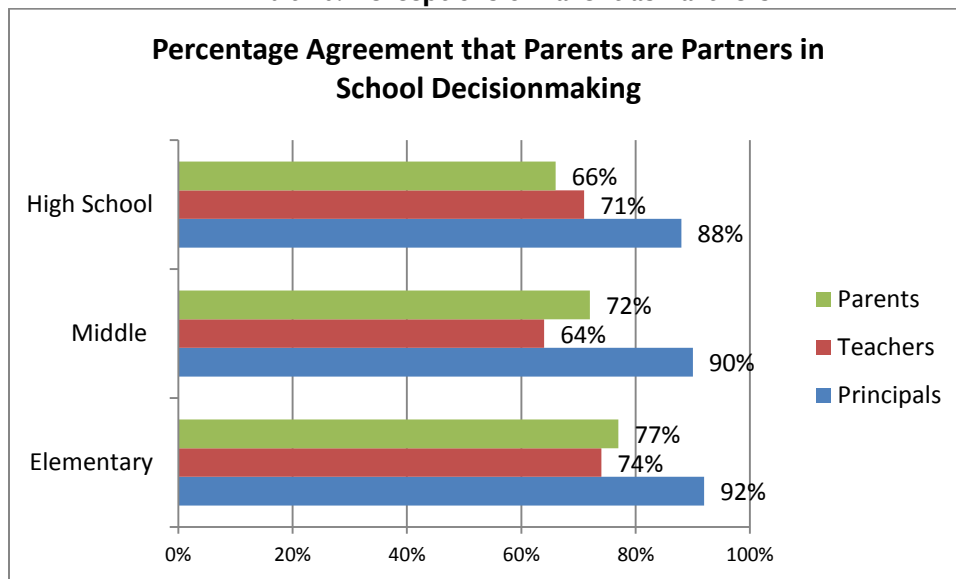
Eighty-nine percent of elementary parents felt welcome to participate at their child’s school, followed by 85% at middle and 89% at high school. The area of lowest agreement across all three levels was “School staff welcomes my suggestions,” with 73% of elementary parents in agreement and 68% at middle schools and 65% at high schools.

Exhibit 19. Parent Perceptions of School Climate

	Elementary	Middle	High
This school meets my child's social needs.	86%	81%	78%
This school offers extra activities for students' personal growth.	77%	84%	87%
My child's background is valued at this school.	80%	81%	77%
I feel welcome to participate at this school.	89%	85%	80%
School staff welcomes my suggestions.	73%	68%	65%

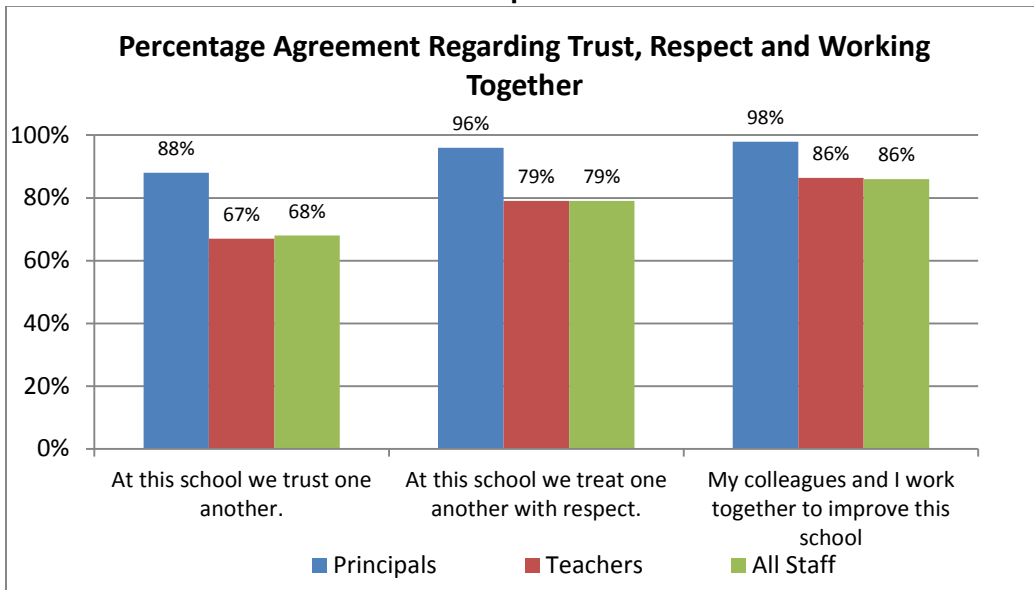
Exhibit 20 shows that parent respondents are generally more positive about their sense of being partners in school decision making at the elementary level than at middle or high school. In contrast, however, far more principals at all levels responded that parents are partners than the parents themselves, and teachers were the least likely to agree at the elementary and middle school levels.

Exhibit 20. Perceptions of Parent as Partners



Principals were more positive about school climate than other school-based staff. Exhibit 21 illustrates that the responses of the principals were higher on all questions than those of teachers and all staff combined. Most staff did agree that they work together to improve this school; mutual respect and trust, however, are not perceived to the same extent. Although principals agreed strongly with these statements, only 79% of the teachers agreed that there was mutual respect on their campuses and only 67% perceived mutual trust.

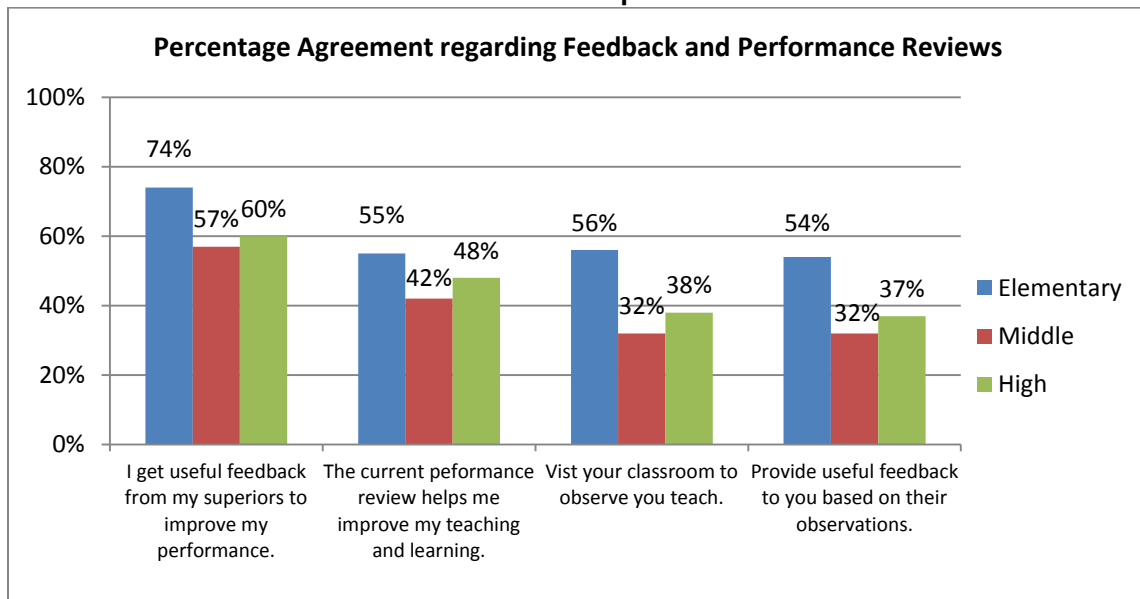
Exhibit 21. Staff Perceptions of School Climate



Teachers were asked about the utility of feedback from their supervisors and if they believed that the current performance review helped them improve their teaching. They were also asked how often their supervisor had visited their classroom to observe them teach and if their supervisor had provided useful feedback based on the observations.

As can be seen in Exhibit 22, elementary teachers were generally more positive about the overall usefulness of feedback (74%) versus middle (57%) and high school teachers (60%) and of the current performance evaluation (55% versus 42% and 48%).

Exhibit 22. Teacher Perceptions on Feedback



Principals were asked whether the professional development they received from the Educational Service Centers (ESC) helped improve their leadership and the usefulness of feedback they received from their supervisors. Exhibit 23 illustrates that a larger percentage of elementary than secondary principals agreed that the professional development they received from the ESC contributed to improving their leadership (83%) and the feedback they received from supervisors was useful (91%).

Exhibit 23. Professional Development and Feedback for Principals

	Elementary	Middle	High	Total
The professional development I receive from my Educational Service Center helps me improve my leadership.	83%	74%	65%	78%
I get useful feedback from my supervisors to improve my performance.	91%	82%	74%	86%

Social Emotional Growth

LAUSD is collaborating with seven other school districts in the California Office to Reform Education (CORE) waiver from various aspects of the Elementary and Secondary Education Act (ESEA- formerly NCLB). In the CORE waiver, social emotional factors will be part of a school’s School Quality Improvement Index (SQII) in the 2015-16 school year. The use of social emotional factors will develop a more holistic definition of student and school success. This is based on the belief that student success goes beyond academic test scores to include other factors such as:

- social awareness (being able to work effectively with a group on a project),
- self-management (arriving to class prepared, paying attention, following directions, allowing others to speak without interruption, and working independently with focus),
- resilience (perseverance and sustained interest in long term goals),
- self-efficacy (the belief that you can succeed in achieving a goal), and
- growth mindset (the belief that you can grow your talents with effort).

This year, questions related to student self-ratings of social awareness, self-management, resilience, self-efficacy and growth mindset were added to the survey.

Across all school levels, students rated themselves fairly high on measures of social awareness, self-management and resilience. Elementary students rated themselves higher than secondary students on those same constructs. When asked questions about growth mindset, 54% of elementary students agreed that with the sentence, “*I feel you have a certain amount of intelligence and you cannot really do much to change that,*” compared to 50% in middle school and 40% in high school. Across all schooling levels, students were least likely to agree with the statement, “My lower score on a test or quiz was due to *not being smart enough.*”

Exhibit 24. Student Self-Ratings of Social Emotional Skills

	Percentage of Students Who Agreed or Strongly Agreed			
	Elementary	Middle	High	Total
Social Awareness				
I can tell when people are getting angry or upset before they say anything.	86%	83%	83%	85%
I try to understand other people's points of view.	83%	79%	82%	81%
I know how my actions will make others feel.	83%	86%	80%	80%
Self-Management				
I study hard for tests and quizzes.	89%	71%	63%	76%
I come to class with my homework completed.	87%	73%	69%	77%
I pay attention in class	82%	71%	71%	76%
Resilience				
I finish whatever I start.	84%	71%	70%	76%
Even if I don't do well at first, I keep trying.	93%	80%	79%	85%
Even if I have difficulties or stress outside of school, I continue to work hard in school.	87%	71%	70%	77%
Self-Efficacy				
I have the ability to do well at school.	91%	84%	84%	87%
I believe that working hard will improve my future.	95%	89%	88%	91%
I feel that I have <u>less</u> ability to do well than other students at my school.	47%	42%	38%	43%
Growth Mindset				
I feel you have a certain amount of intelligence and you cannot really do much to change that.	54%	50%	40%	48%
My lower score on a test or quiz was due to <u>not studying hard enough</u> .	58%	66%	68%	64%
My lower score on a test or quiz was due to <u>not being smart enough</u> .	30%	28%	23%	27%
My lower score on a test or quiz was due to <u>something else that I could not control</u> .	35%	29%	26%	30%

When disaggregated by ethnicity, there were significant differences among ethnic groups related to questions about growth mindset. Elementary and middle school Latino students were more likely to attribute a lower score on a test or quiz due to not being smart enough, compared to White students. Across all three schooling levels, more Latino students reported that they felt they had less ability to do well than other students at their school, compared to White students. When asked for agreement with the statement, “*I feel you have a certain amount of intelligence and you cannot really do much to change that,*” 56% of elementary Latino and 55% of

elementary African-American students agreed or strongly agreed. In comparison, 43% of elementary Asian and 42% of elementary White students agreed.

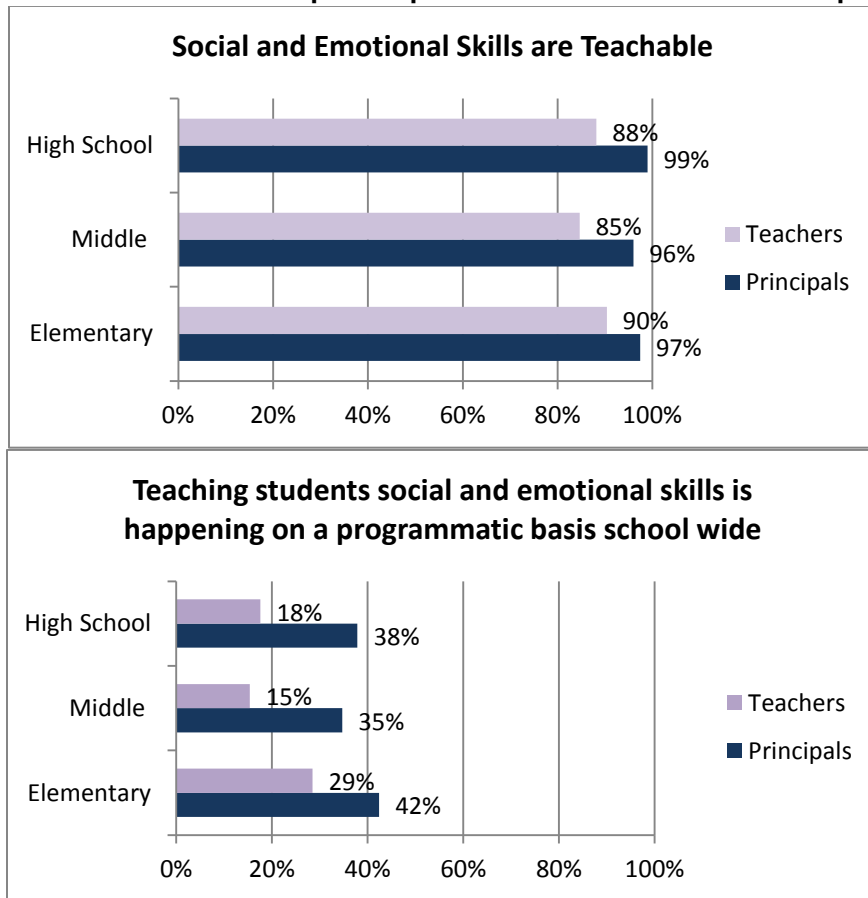
Exhibit 25. Student Self-Ratings of Growth Mindset by Ethnicity

		Percentage of Students Who Agreed or Strongly Agreed			
		Asian	African-American	Latino	White
Mindset					
My lower score on a test or quiz was due to not studying hard enough.	Elementary	56%	56%	59%	56%
	Middle	67%	65%	67%	64%
	High School	72%	64%	68%	66%
My lower score on a test or quiz was due to not being smart enough.	Elementary	20%	28%	32%	17%
	Middle	19%	23%	30%	18%
	High School	23%	19%	23%	18%
My lower score on a test or quiz was due to something else that I could not control.	Elementary	25%	34%	37%	26%
	Middle	24%	29%	29%	28%
	High School	29%	26%	25%	32%
I feel that I have less ability to do well than other students at my school.	Elementary	33%	45%	50%	32%
	Middle	34%	39%	45%	33%
	High School	36%	34%	39%	32%
I feel you have a certain amount of intelligence and you cannot really do much to change that.	Elementary	43%	55%	56%	42%
	Middle	39%	48%	52%	40%
	High School	38%	38%	41%	33%

**Differences between low and high percent agreement represent educationally meaningful and statistically significant differences.*

Teachers and principals were asked if social emotional skills were teachable, Over 85% agreed or strongly agreed; however, a much smaller percentage agreed that this instruction was happening on a programmatic basis school wide.

Exhibit 26. Teacher and Principal Perspectives on Social-emotional Competencies



School Safety

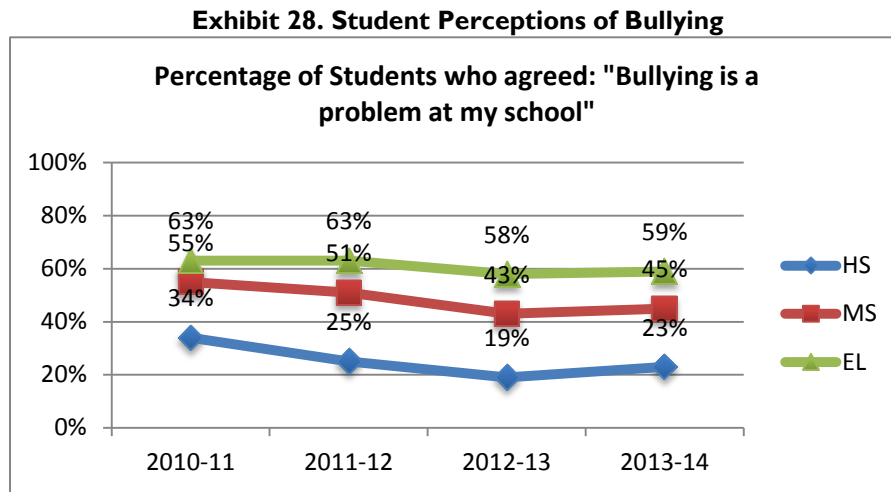
In 2014, a higher percentage of students, staff and parents reported feeling safe on school grounds, compared to the previous year. Most students (78%) and staff (85%) feel safe at school. In 2012-13, an average of 76% of all students said they feel safe on school grounds, and a larger percentage of parents (at least 81%) perceived that their children were safe at school. In 2013-14, 78% of all students felt safe and 85% of their parents agreed. Fewer elementary students agreed that they felt safe than they did last year (86% to 85%) and more middle (69% to 72%) and high school students (70% to 73%) agreed that they felt safe compared to last year.

Exhibit 27. Perceptions of Feeling Safe on School Grounds across Stakeholders

	2012-13	2013-14
All students	76%	78%
Elementary students	86%	85%
Middle school students	69%	72%
High school students	70%	73%
Staff	86%	89%
Parents (My child is safe on school grounds)	81%	85%

Bullying

Bullying remains a major issue in elementary and middle schools, although it has decreased somewhat since 2010-11. Recent increases in reports that bullying is a problem may be due to heightened awareness of ‘bullying’ at school sites. However, the total percentage of agreement of students who stated that ‘Bullying is a problem at my school,’ has decreased from 54% in 2010-11 to 43% in 2013-14.



In contrast, 38% of parents agreed that their child reported being bullied at his/her school, and 43% of staff reported that students bullied adults at their school.

Exhibit 29. Adult Comments on Bullying (2013-14)

	Elementary	Middle	High	Total
Parents				
My child told me that he or she has been bullied at school this year.	38%	40%	38%	31%
Staff				
Students threaten or bully adults at my school.	43%	65%	35%	49%

Bullying awareness seems evident in our schools and among our students, parents and staff. Three-fourths (75%) of students at all three levels stated that they knew who to talk to at their school to report bullying and 79% said that they would receive help if they reported bullying. Similarly, 82% of parents knew with whom to speak about bullying and felt their child’s school would be responsive to bullying. Seventy-five percent of school staff has received some training or materials on bullying and 90% say they address bullying that occurs at their school.

Exhibit 30. Help with Bullying (2013-14)

	Elementary	Middle	High	Total
Students				
I know who I could talk with at my school to report bullying.	75%	73%	63%	75%
If I told a teacher or other adult that I was being bullied, he or she would try to help me.	79%	89%	76%	71%
Parents				
I know who to speak with at school if I had a question or concern about bullying	82%	84%	80%	73%
My child's school would be responsive to reports of bullying	82%	84%	80%	73%
Staff				
I have received training, professional developments, and/or materials on preventing bullying.	75%	75%	76%	75%
I address bullying that occurs in my school.	90%	92%	87%	89%

School cleanliness

Students reported school cleanliness remained a problem in 2013-14. Bathrooms continue to be problematic with only between 33% and 41% of any student group agreeing that bathrooms were clean. Among school staff, at least 84% of principals affirmed that *the bathrooms at my school are clean*.

Exhibit 31. Perceptions of School Cleanliness

	Elementary	Middle	High
The bathrooms at my school are clean			
Students	33%	33%	41%
Staff	65%	63%	64%
Principals	84%	85%	84%
The area where I eat is clean			
Students	57%	47%	59%
Staff	70%	68%	73%
Principals	87%	97%	92%
The other areas of my school are clean			
Students	77%	58%	62%
Staff	68%	56%	60%
Principals	82%	81%	68%

Access to Technology

The increased use of technology by students is an important aspect of LAUSD’s overall mission and is an integral element in the Common Core State Standards, both through the skills students are expected to demonstrate, and through the manner by which they will be tested as to that mastery.

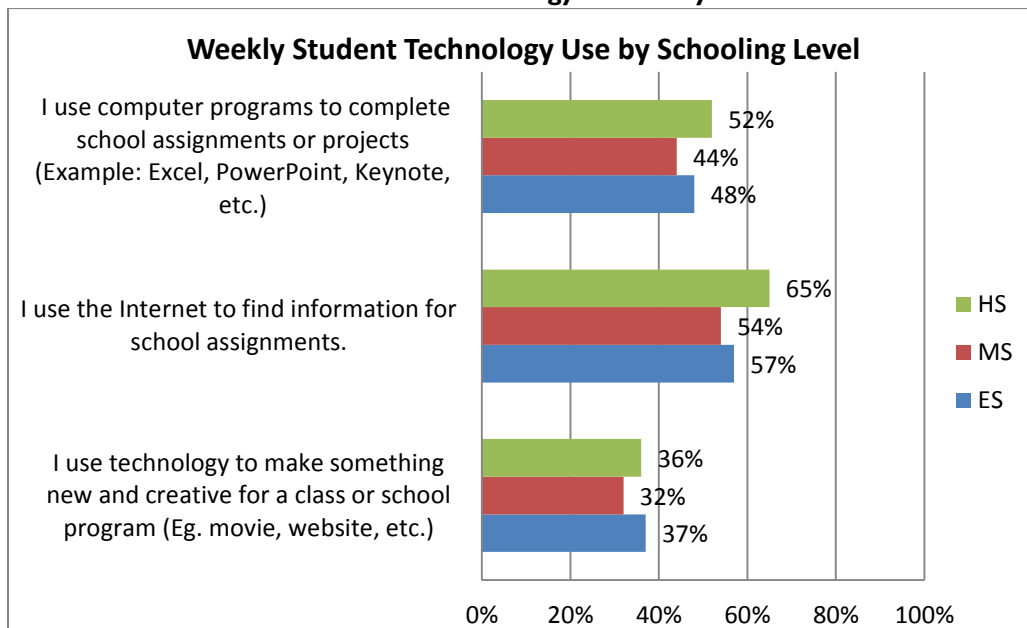
In 2013-14, students were asked how often they used computers, tablets or other electronic devices in their different subjects or classes. Overall, students at all levels reported the highest rate of use in English Language Arts classes.

Exhibit 32. Weekly Technology Use by Content Area

<i>How often do you use computers, tablets, or other electronic devices in the following subjects or classes? (At least once a week)</i>	ES	MS	HS	OPTIONS	TOTAL
English language arts, reading/writing	68%	34%	33%	56%	47%
Mathematics	67%	32%	29%	47%	45%
Science	46%	30%	28%	44%	36%
Social Studies (history, government, geography, etc.)	46%	27%	27%	51%	35%
Arts/Music	38%	21%	26%	37%	29%

Students were also asked how they used technology in school. As can be observed in Exhibit 33, the use of the internet for school assignments was most prevalent, with high school students most likely to engage in the use of technology at least once a week.

Exhibit 33. How Technology is Used by Students

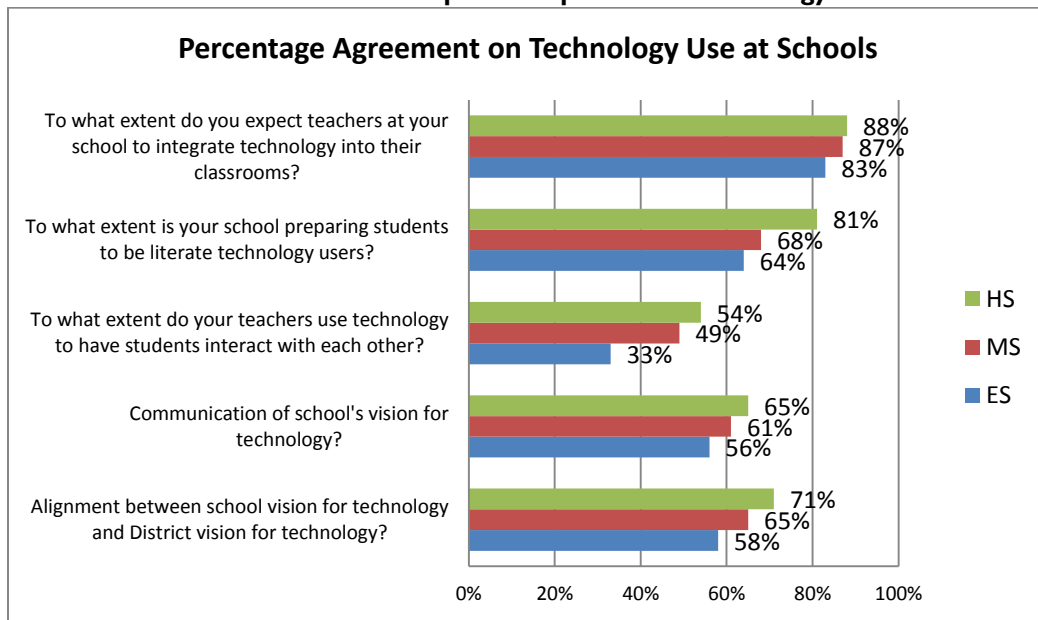


Principals were asked about the integration of technology into classroom instruction, the preparation of students as technologically literate, and their school’s vision for integrating technology.

Exhibit 34 shows that across all three levels, principals agreed that they expected teachers to integrate technology in their classrooms. Eighty-one percent (81%) of high school principals affirmed that they were preparing students to be literate in technology, compared to 68% of middle school and 64% of elementary principals. High school principals were also more likely to agree that they communicated the school’s vision for technology and that there was alignment between the school’s vision and the District’s vision for technology.

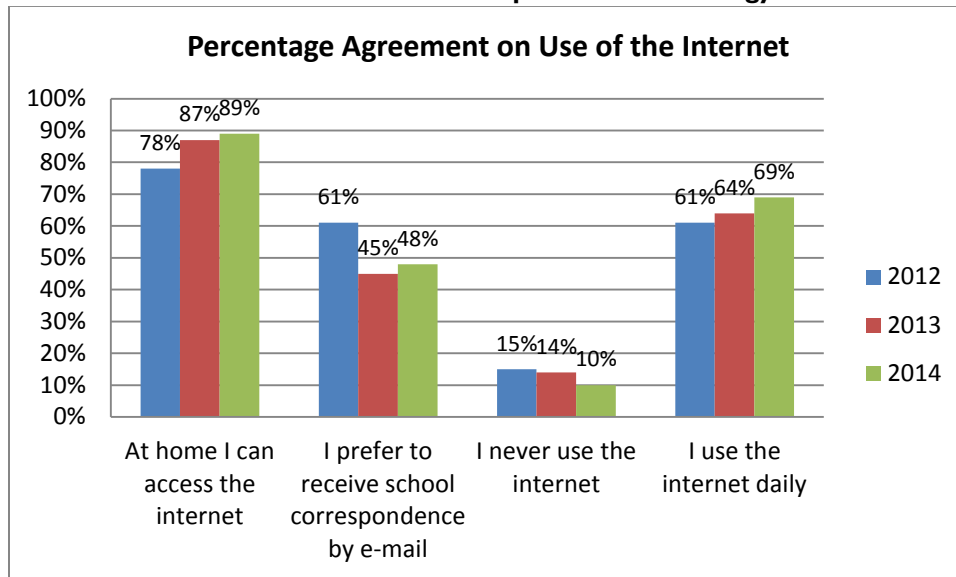
The area with lowest agreement across the three schooling levels was in response to the question regarding teachers’ use of technology to have students interact with each other. Among elementary principals, 33% agreed, compared to 49% at middle schools and 54% at high school.

Exhibit 34. Principal Perceptions on Technology



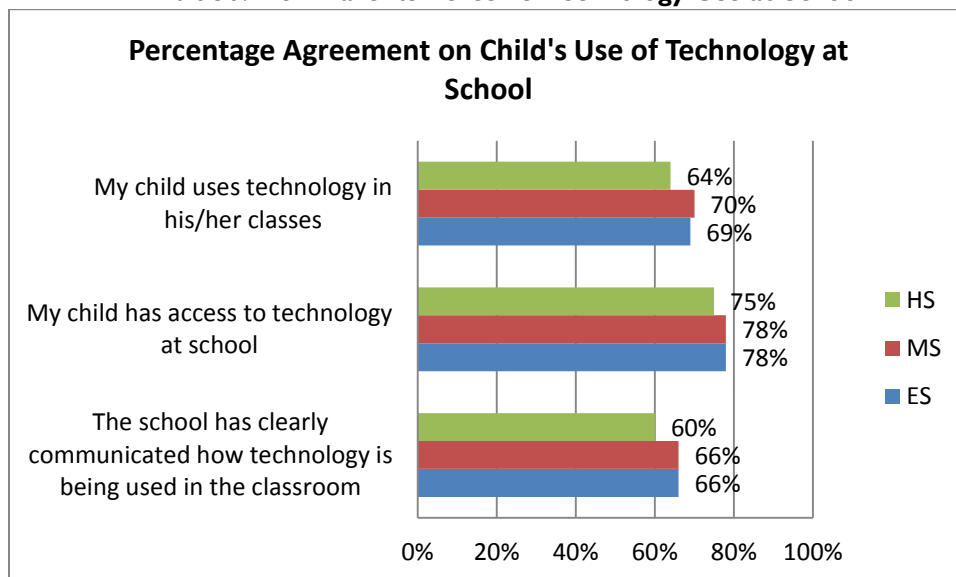
With respect to parents, Exhibit 35 demonstrates that LAUSD parents increased their internet use compared to last year. Parental access to the internet has increased by 11%, and daily use has increased by 8%. At the same time, the percentage of parents who prefer to receive school communication by e-mail remains below 50%.

Exhibit 35. Parent Perceptions of Technology



Finally, parents gave their perspectives on their children’s technology use at school, and their responses are in line with the computer use reported by students. High school students report the least weekly use and parents’ views indicate that high school students use technology less frequently than do middle or elementary school students.

Exhibit 36. How Parents Perceive Technology Use at School



Individual school reports and LAUSD summaries of the School Experience Survey will be available on LAUSD.net in November. For additional information regarding the School Experience Survey, please contact Kathy Hayes at (213) 241-5600.

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