LCAP Priorities Survey Analysis
Prepared for Escondido Union High School District

April 2018

Introduction

- In this slide deck, Hanover Research (Hanover) presents results from Escondido Union High School District's (EUHSD) Local Control and Accountability Plan (LCAP) Priorities Survey. The survey asks students, parents or guardians, certified staff members, classified staff members, administrators, and community members how EUHSD should prioritize various actions and services related to the following LCAP goals:
  - Goal 1: Academic Achievement
  - Goal 2: Effective Instruction and Leadership
  - Goal 3: Support to Students
  - Goal 4: Engaged Parents
  - Goal 5: Safe and Respectful Environments

Key Findings

GOAL 1: ACADEMIC ACHIEVEMENT

- With respect to student achievement, respondents advise EUHSD to prioritize:
  - **Preparing students for college** (ranked top "1" or "2" among six actions or services by 59% of respondents);
  - **Preparing students to enter the workforce** (39%); and
  - **Setting high expectations for all students** (33%).

GOAL 2: EFFECTIVE INSTRUCTION AND LEADERSHIP

- To support effective instruction and leadership, respondents indicate that EUHSD should focus most on:
  - **Recruiting and retaining high quality teachers** (ranked top "1" or "2" among six actions or services by 52% of respondents);
  - **Supporting teachers to differentiate instruction to meet students' unique needs** (39%); and
  - **Supporting teachers to have strong subject knowledge** (37%).

Key Findings

GOAL 3: SUPPORT TO STUDENTS

- According to respondents, EUHSD should assist students by ensuring:
  - **All students receive the support they need** (ranked top "1" or "2" among eight actions or services by 46% of respondents); and
  - **Students are given extra help if they are struggling with class material** (35%).

GOAL 4: ENGAGED PARENTS

- To develop and maintain partnerships with parents, respondents suggest that EUHSD:
  - **Provide regular two-way communication on students' academic performance** (ranked top "1," "2," or "3" among 10 actions or services by 58% of respondents);
  - **Provide regular two-way communication on students' behavior issues** (47%);
  - **Hold information sessions to help parents prepare students for college** (45%); and
  - **Provide additional opportunities for parents to support their child's learning environment** (41%).

HR | K-12 EDUCATION

Note: Community members did not answer items related to Goal 3. Neither students nor community members answered items related to Goal 4.

Key Findings

GOAL 4: ENGAGED PARENTS

- **While encouraging teachers to remain accessible to parents, EUHSD should assist teachers in making communication with parents more impactful**. Although 75% of respondents agree or strongly agree that parents are able to communicate with teachers when needed, only 53% feel that teachers communicate with parents effectively.

GOAL 5: SAFE AND RESPECTFUL ENVIRONMENTS

- **EUHSD should intensify efforts to promote positive student behavior in order to strengthen students' relationships with their peers and their teachers.** Respondents view the environment at EUHSD schools positively, in general, with at least 70% finding them well-maintained (77%), welcoming (77%), safe (70%), and clean (70%). However, respondents offer less enthusiastic opinions when asked whether students respect teachers and each other, with only 50%-56% agreeing or strongly agreeing. Perhaps relatedly, only 52% think EUHSD schools have implemented Positive Behavior Interventions and Supports effectively.

Note: Neither students nor community members answered items related to Goal 4. Community members did not answer Goal 5 items asking about student and teacher behavior and relationships.

Key Findings

OVERALL SATISFACTION

- **While maintaining the high quality of the district's academics, EUHSD should offer additional social support to students and engage more with their parents.** Roughly three-quarters of respondents are somewhat satisfied or extremely satisfied with the quality of education (77%), in general, and the quality of teaching (73%) and academic support provided to students (76%), in particular. In contrast, only 61% consider the social support provided to students satisfactory, and fewer than half (47%) are somewhat satisfied or extremely satisfied with parent engagement.

K-12 EDUCATION

Goal 1: Academic Achievement

Which of the following actions and services related to student achievement do you believe are more important for EUHSD to prioritize? Please rank the following options, using "1" for your highest priority, "2" for your second highest priority, "3" for your third highest priority, etc.
(Percentage of respondents who rank an item "1" or "2")

	STUDENT (N=978-1,048)	PARENT/ GUARDIAN (N=274-332)	CERTIFIED STAFF MEMBER (N=152-158)	CLASSIFIED STAFF MEMBER (N=30-35)	ADMINISTRATOR (N=20-23)	COMMUNITY MEMBER (N=10-14)
Provide a curriculum aligned to California state standards	22%	18%	20%	28%	13%	9%
Provide a rigorous curriculum and instruction materials*	21%	38%	42%	30%	35%	45%
Provide students with 21st century technology skills	27%	30%	28%	26%	33%	36%
Set high expectations for all students*	24%	45%	58%	54%	48%	20%
Prepare students to enter the workforce*	46%	25%	29%	19%	29%	50%
Prepare students for college*	62%	65%	29%	52%	52%	50%

Note: (*) indicates a statistically-significant difference between groups at the 95% confidence level

Goal 2: Effective Instruction and Leadership

Which of the following actions and services related to effective instruction and leadership do you believe are more important for EUSD to prioritize? Please rank the following options, using "1" for your highest priority, "2" for your second highest priority, "3" for your third highest priority, etc.
(Percentage of respondents who rank an item "1" or "2")

	STUDENT (N=959-981)	PARENT/ GUARDIAN (N=261-300)	CERTIFIED STAFF MEMBER (N=146-157)	CLASSIFIED STAFF MEMBER (N=26-30)	ADMINISTRATOR (N=20-22)	COMMUNITY MEMBER (N=10-13)
Develop leadership capacity at site and district levels to support teacher and staff development*	28%	24%	30%	48%	33%	17%
Promote a culture where teachers collaborate regularly*	25%	23%	45%	27%	57%	30%
Provide effective professional development opportunities*	31%	16%	20%	26%	20%	30%
Support teachers to differentiate instruction to meet students' unique needs*	38%	47%	32%	41%	32%	31%
Support teachers to have strong subject knowledge*	38%	41%	26%	21%	10%	58%
Recruit and retain high quality teachers*	45%	73%	53%	57%	57%	50%

Note: (*) indicates a statistically-significant difference between groups at the 95% confidence level

Goal 3: Student Support

Which of the following actions and services related to student support do you believe are more important for EUHSD to prioritize? Please rank the following options, using "1" for your highest priority, "2" for your second highest priority, "3" for your third highest priority, etc.
(Percentage of respondents who rank an item "1" or "2")

	STUDENT (N=908-957)	PARENT/ GUARDIAN (N=229-265)	CERTIFIED STAFF MEMBER (N=137-144)	CLASSIFIED STAFF MEMBER (N=23-26)	ADMINISTRATOR (N=18-21)
Students with attendance issues are given the support they need*	17%	8%	14%	16%	5%
Evidence-based supports and interventions are employed*	14%	18%	28%	17%	40%
Students are able to move more quickly when class material is easy for them*	21%	25%	15%	9%	0%
Students are able to meet with a school counselor when needed*	21%	31%	21%	23%	16%
Students are comfortable talking to at least one adult in school about social or emotional issues and concerns*	30%	21%	31%	35%	33%
Tutoring is available to students who need it*	26%	39%	18%	31%	22%
Students are given extra help if they are struggling with class material*	35%	44%	24%	20%	33%
All students receive the support they need*	43%	48%	54%	77%	52%

Note: Community members did not answer these items. (*) indicates a statistically-significant difference between groups at the 95% confidence level

Goal 4: Engaged Parents

Which of the following related to parent engagement do you believe are more important for EUHSD to prioritize? Please rank the following options, using "1" for your highest priority, "2" for your second highest priority, "3" for your third highest priority, etc.

(Percentage of respondents who rank an item "1," "2," or "3")

	PARENT/ GUARDIAN (N=190-225)	CERTIFIED STAFF MEMBER (N=127-133)	CLASSIFIED STAFF MEMBER (N=20-25)	ADMINISTRATOR (N=17-21)
Additional promotion/advertising of programs and opportunities available in the district	23%	21%	14%	5%
Providing translated academic materials and notices in parents' preferred language*	17%	33%	48%	29%
Providing translation services to parents*	19%	35%	14%	21%
Providing additional opportunities for parents to take part in school events	24%	22%	45%	35%
Providing additional opportunities for parents to participate in advisory committees and decision-making bodies*	25%	18%	39%	52%
Information sessions to help parents prepare students for the workforce*	33%	21%	27%	22%
Providing additional opportunities for parents to support their child's learning environment	44%	36%	46%	40%
Providing regular two-way communication on students' behavior issues	49%	47%	48%	30%
Information sessions to help parents prepare students for college*	58%	24%	35%	40%
Providing regular two-way communication on students' academic performance*	65%	52%	38%	42%

Note: Students and community members did not answer these items. (*) indicates a statistically-significant difference between groups at the 95% confidence level

HR K-12 EDUCATION