



2020-21 LCAP SURVEY

Prepared for Pasadena Unified School District

June 2021

TABLE OF CONTENTS

- 3 /** [Introduction](#)
- 6 /** [Key Findings & Recommendations](#)
- 16 /** Section I: [Construct Composite Scores](#)
- 19 /** Section II: [Overall Satisfaction](#)
- 24 /** Section III: [School and District Culture](#)
- 39 /** Section IV: [Support for Sub-Populations](#)
- 45 /** Section V: [Student Engagement](#)
- 48 /** Section VI: [Parental Engagement](#)
- 58 /** Section VII: [School Safety](#)
- 62 /** Section III: [Staff Climate](#)
- 71 /** Section IX: [Respondent Characteristics](#)

INTRODUCTION

OVERVIEW

KEY OBJECTIVES

- Assess parent, staff, and student perceptions of Pasadena Unified School District's (PUSD) overall climate across key constructs aligning with the California LCAP state standards.

SURVEY ADMINISTRATION AND SURVEY SAMPLE

- Administered online in April and May 2021 using the Qualtrics platform
- Includes a total of 699 respondents to the survey following data cleaning
- Results are segmented in the data supplement by respondent role, school level, staff role, staff level, participation in special services, English Learning (EL, Not EL), English Learning (EL – New to US, EL – Not to US, Not EL), race or ethnicity, and English spoken at home.

RESPONDENT QUALIFICATIONS

- Must be either a current student enrolled at PUSD in grade 4 or higher, parent of child enrolled at PUSD, or staff member at PUSD

METHODOLOGY

- After data collection, Hanover identified and removed low-quality respondents.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis to focus on respondents who did express an opinion.
- Some response options have been abridged for clarity. A dagger symbol “†” designates an abbreviated response. Please see the accompanying data supplement for full response text.
- Data labels for values less than 4% are removed from some figures to improve legibility.

Constructs: The survey results are divided into main constructs and associated sub-constructs. The sub-constructs within each area are outlined in the following table.

| MAIN CONSTRUCT | SUB-CONSTRUCT |
|---------------------------------------|--|
| Student Engagement | • Student Engagement |
| School and District Climate | • Expectations • Social Climate • Learning Environment • Student Support |
| Support for Sub-Populations | • Support for English Learners • Support for Special Education Students • Support for Foster Youth |
| Parental Engagement | • Parent Involvement • Communication with Parents |
| Staff Climate | • Staff Engagement • Satisfaction with Leadership |
| Overall Satisfaction | • Overall Satisfaction |
| California State Standards | • California State Standards |
| Staffing and Professional Development | • Staffing and Professional Development |
| Administrator Evaluations | • Administrator Evaluations |
| Student Experiences with Bullying | • Student Experiences with Bullying |

KEY FINDINGS & RECOMMENDATIONS

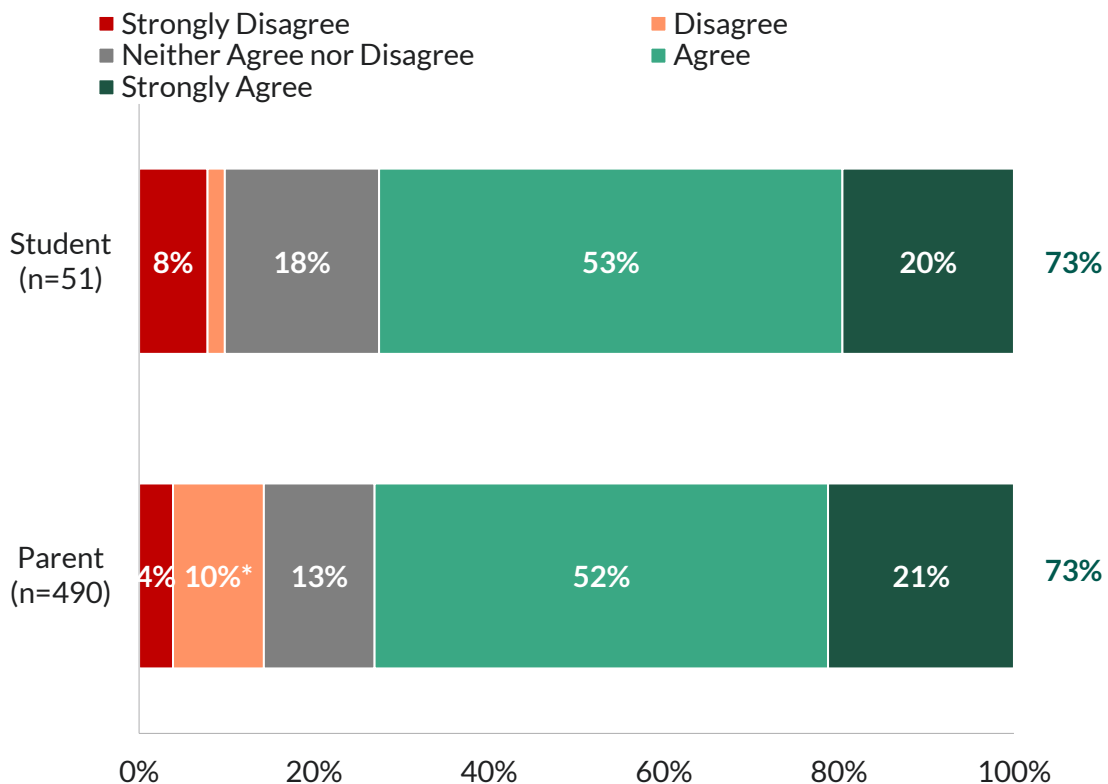
KEY FINDINGS: OVERALL SATISFACTION

Most students and parents have a positive perception of the quality of education they or their child receives and teachers at their school.

- Almost three-quarters (73%) of both students and parents say they “agree” or “strongly agree” their school is providing education to them or their child. Almost all staff members indicate strong familiarity with PUSD’s grading practices (86% very + extremely familiar). Additionally, nearly all students indicate they are “somewhat satisfied” or “completely satisfied” with teachers (85% parents, 83% students) and school level leadership (75% parents, 77% students).
- Parents and students who participate in English Learning (EL) programming have similar positive impressions of PUSD’s educational effectiveness as non-EL students or parents (74% EL vs. 73% non-EL).
- Student and parents most likely to have a positive impression of PUSD teachers include respondents who identify as Asian (94% somewhat + completely satisfied) or White/Non-Hispanic (91%), as well as respondents who participate in Special Education services (91%).

Please indicate how much you disagree or agree with the following statement:
I feel the school is effectively educating [me/my child].

[Top 2](#)



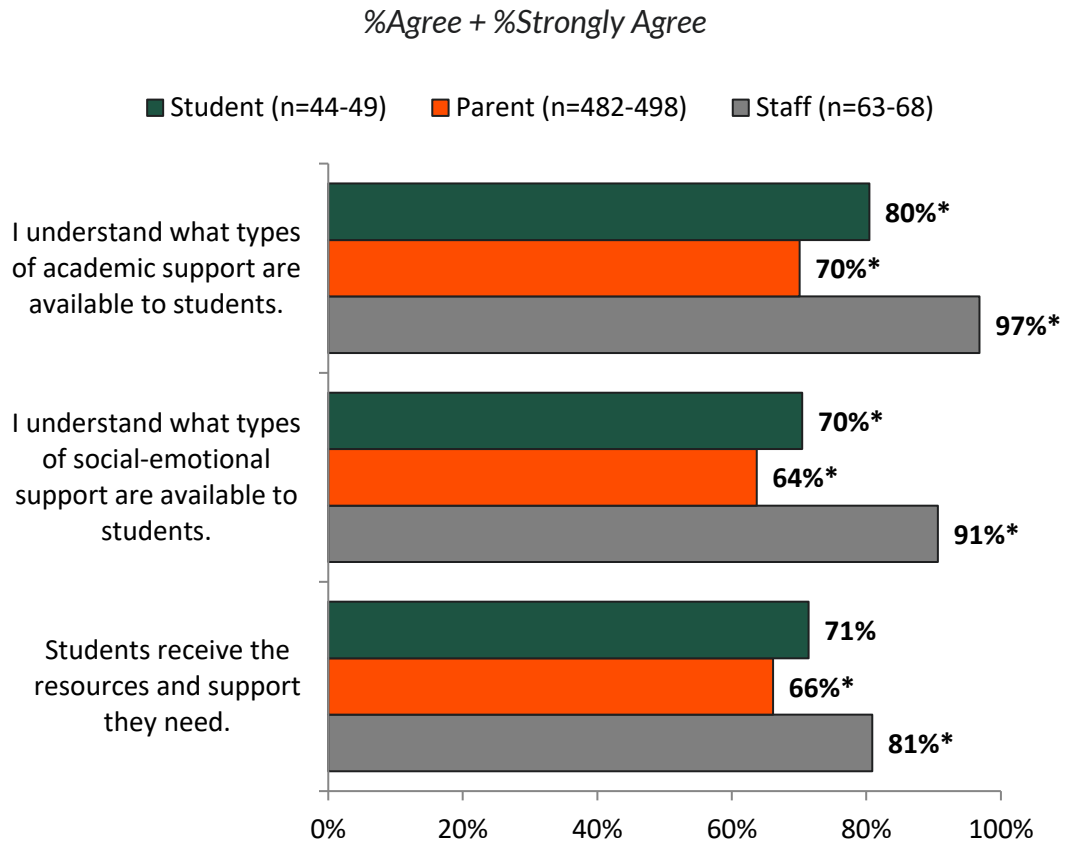
Note: Only students and parents received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

KEY FINDINGS: SCHOOL AND DISTRICT CLIMATE

Students, parents, and staff members believe PUSD provides a strong and rigorous academic environment with effective student supports.

- Respondents overall say PUSD wants students to succeed (90% agree + strongly agree), provide a well-rounded curriculum (75%), and sets high expectations for student achievement (75%), regardless of respondents' role (student, parent, staff), school level (elementary, middle high, other), or their participation in special programming.
- Students and parents are more confident in their understanding of the academic support services available to them (70%-80% agree + strongly agree) than the socio-emotional support services offered at PUSD (64-70%).
- Respondents less likely to say that students receive sufficient resources and support include parents overall (66% agree + strongly agree), respondents who identify as White/Not Hispanic (65%), and those affiliated with a Middle school (64%).

Please indicate how much you disagree or agree with the following statements about (your school/your child's school/schools in the district):



Note: Only students, parents, instructional staff, or administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

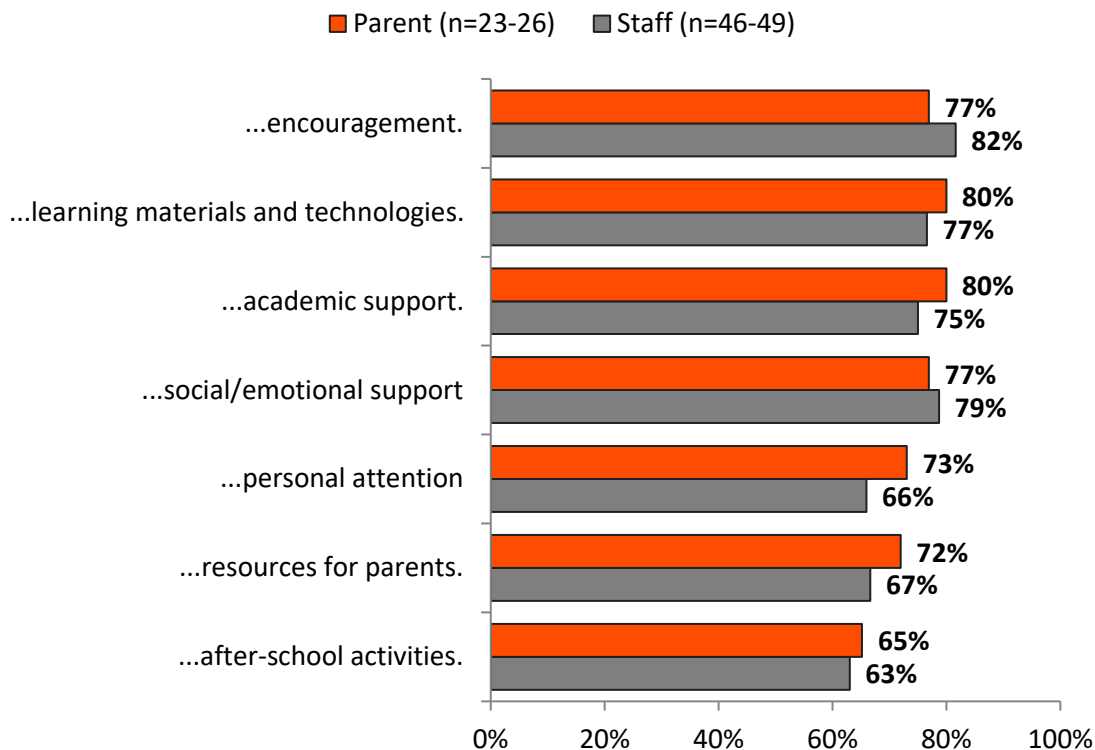
KEY FINDINGS: ENGLISH LEARNERS

Parents and students who participate in English Learning (EL) report greater appreciation for the academic and social environment offered at PUSD, including dedicated resources for EL participants.

- Respondents affiliated with English Learning who are New to the United States (EL-New) and not New to the United States (EL-Not New) indicate similar or more positive impressions than those not affiliated with EL on most metrics. These include understanding of academic resources (95% EL-New, 81% EL-Not New, 72% Not EL), believing students want to do well in school (92% EL-New, 89% EL-Not New, 91% Not EL), and satisfaction with teachers (90% EL, 84% Not EL).
- Students and parents affiliated with English Learning are more likely than those who report English is not spoken at their home and who are affiliated with English Learning to believe PUSD effectively educates them or their child (74% agree or strongly agree EL vs. 67% English not spoken at home/not-EL). Encouraging additional participation in EL programming will improve the experiences of students from these backgrounds.

Please indicate how much you disagree or agree with the following statements: *(My child's school/My school/The district) provides English learners with enough...*

%Agree + %Strongly Agree



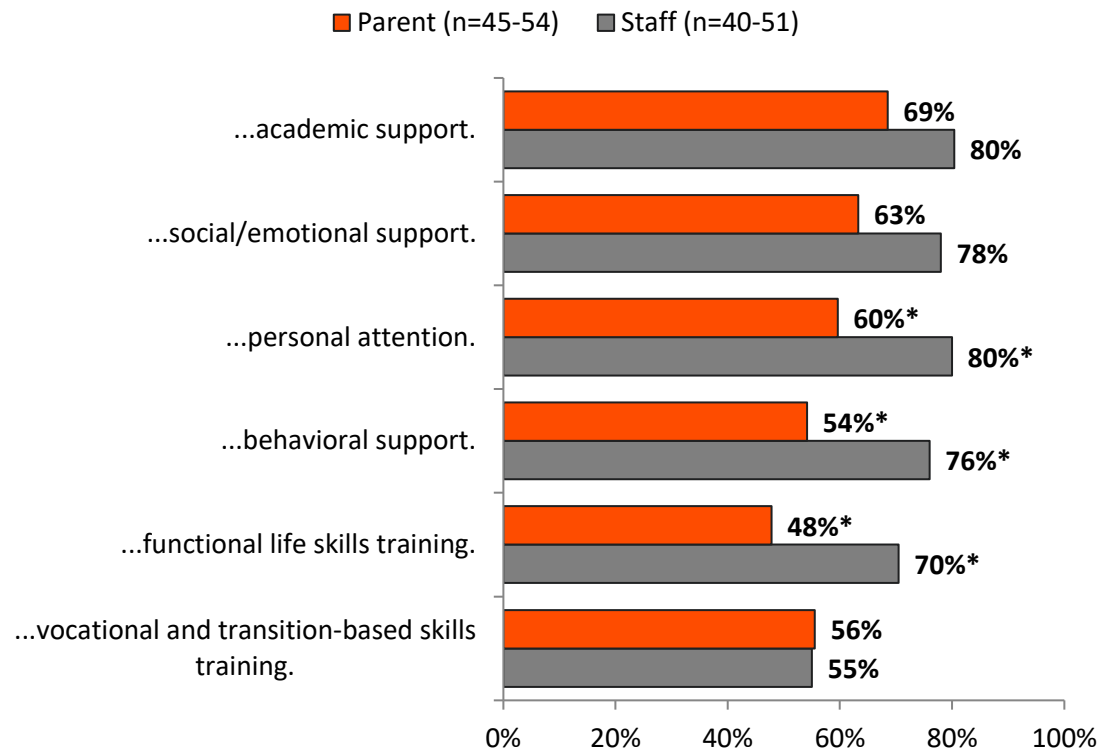
Note: Only parents or staff members affiliated with English Learning received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

KEY FINDINGS: SPECIAL EDUCATION

Both parents and staff members affiliated with special education services at PUSD identify room for improvement in special education, including additional parental resources and more dedicated after-school activities.

- Parent respondents affiliated with special education services are less likely than special education staff to positively affirm all special education items tested (3.98 staff composite score vs. 3.40 parents).
- Respondents affiliated with special education services are less likely to agree with most items tested, including less than one-half of parents who believe PUSD prepares special education students with enough functional life skills training (48% agree + strongly agree), and only one-half (52%) who say they understand what socio-emotional resources are available for them, their child, or students at their school.

Please indicate how much you disagree or agree with the following statements: *(My child's school/My school/The district) provides special education students with enough...*
 %Agree + %Strongly Agree



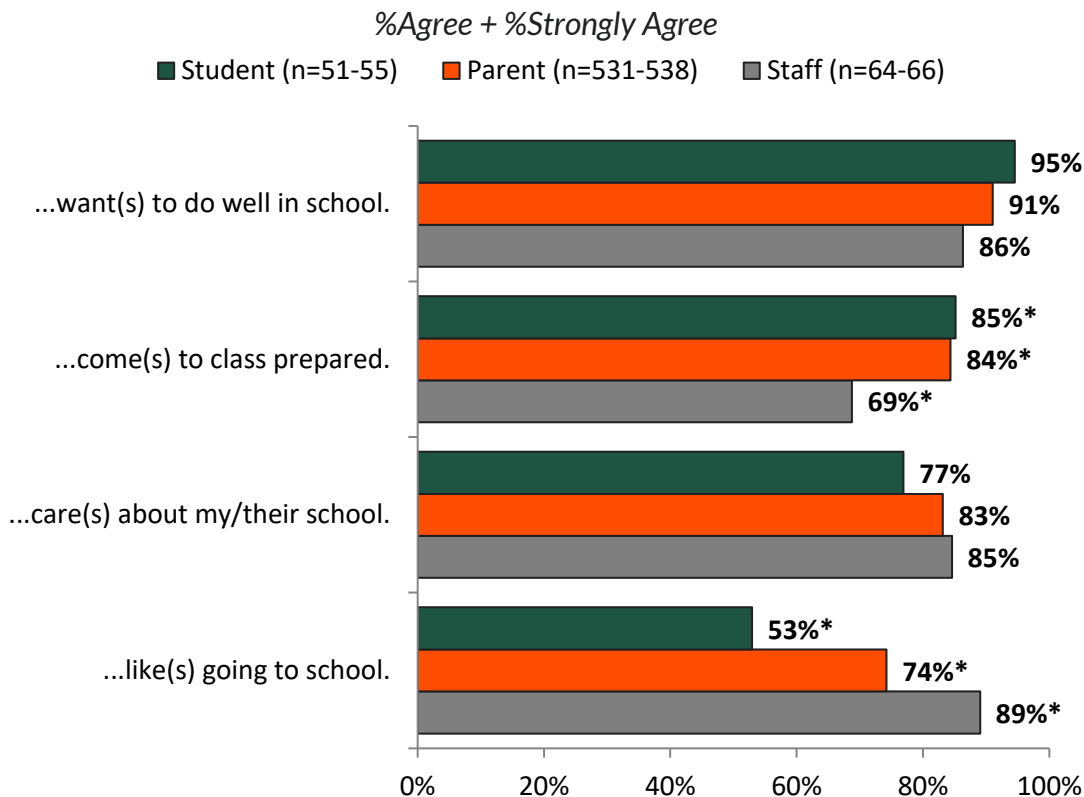
Note: Only parents or staff members affiliated with Special Education received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

KEY FINDINGS: STUDENT ENGAGEMENT

Most respondents believe that students want to do well in school (91% agree + strongly agree), although stakeholders' perceptions of student preparedness differ.

- While most students and parents say they or their child come to class prepared (84-85% agree + strongly agree), staff members are much less likely to agree with this sentiment (69%).
- Students and parents who report their family does not speak English at home are less likely than respondents whose family speaks English at home to say they or their children come to class prepared (77% not English at home vs. 84% English at home).
- Furthermore, parents, and staff members affiliated with English Learning (EL) are less likely than non-EL respondents to say they, their children, or their students come to class prepared (69% English Learning vs. 84% non-EL).

Please indicate how much you disagree or agree with the following statements:
(I/My child/Students at my school)...



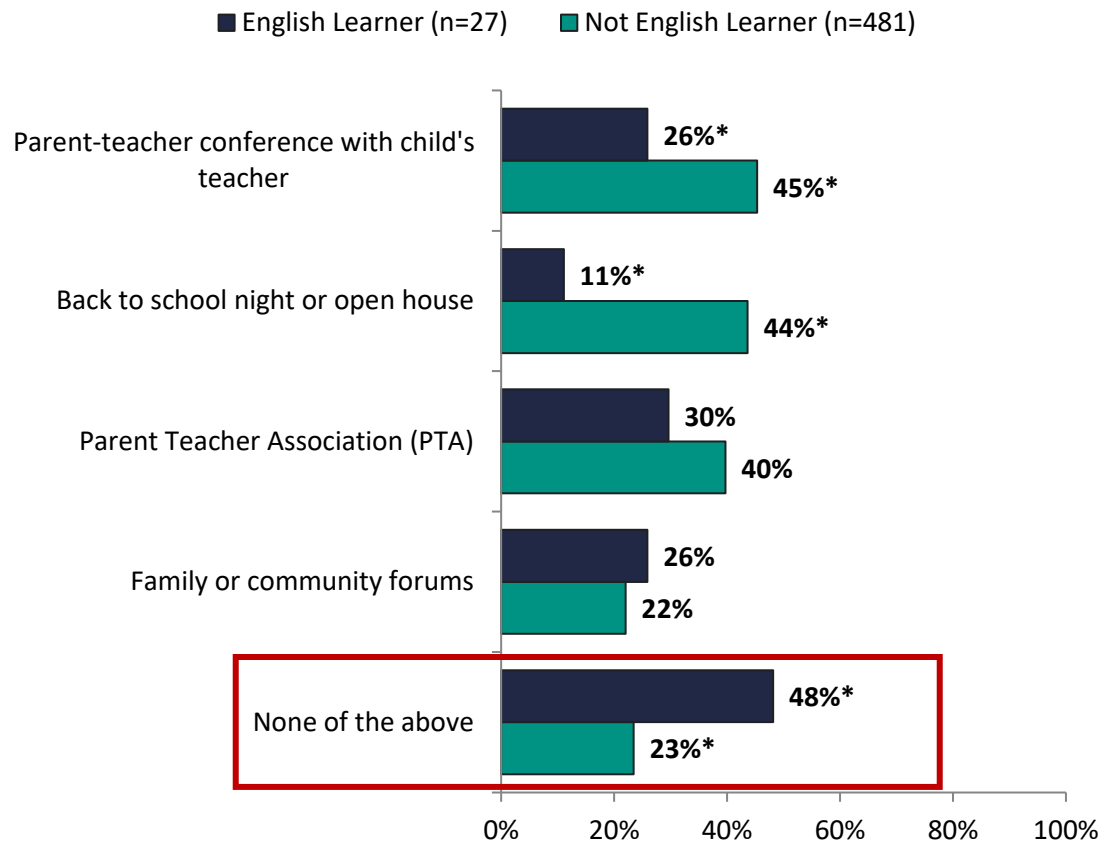
Note: Only students, parents, school instructional staff, and school administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

KEY FINDINGS: PARENTAL ENGAGEMENT & COMMUNICATION

Most parents believe PUSD pro-actively encourages parental involvement in their children’s education at school and effectively communicates.

- More than three-quarters of parents and staff members agree that parents at PUSD schools are highly involved (78% parents, 78% staff). Additionally, most parents indicate PUSD encourages them to be involved in their children’s education (78%).
- The most common ways parents report participating in PUSD activities include parent-teacher conferences (44%), back-to-school nights (42%), and PTA meetings (39%).
- Nearly all parents believe their child’s school keeps them well-informed about activities (85% agree + strongly agree). Additionally, a smaller, but sizeable majority, report their child’s teacher keeps them updated about their child’s progress (66%).
- Parents of EL children are less likely than non-EL parents to say they participated in at least one PUSD-sponsored event in the past year (52% EL parent vs. 72% non-EL parent). Additionally, EL parents are more likely to suggest parent participation will increase if communication is offered in the family’s primary language (31% EL parent vs. 9% non-EL parent).

Which parent or community activity(ies) have you participated in this year? Please select all that apply.



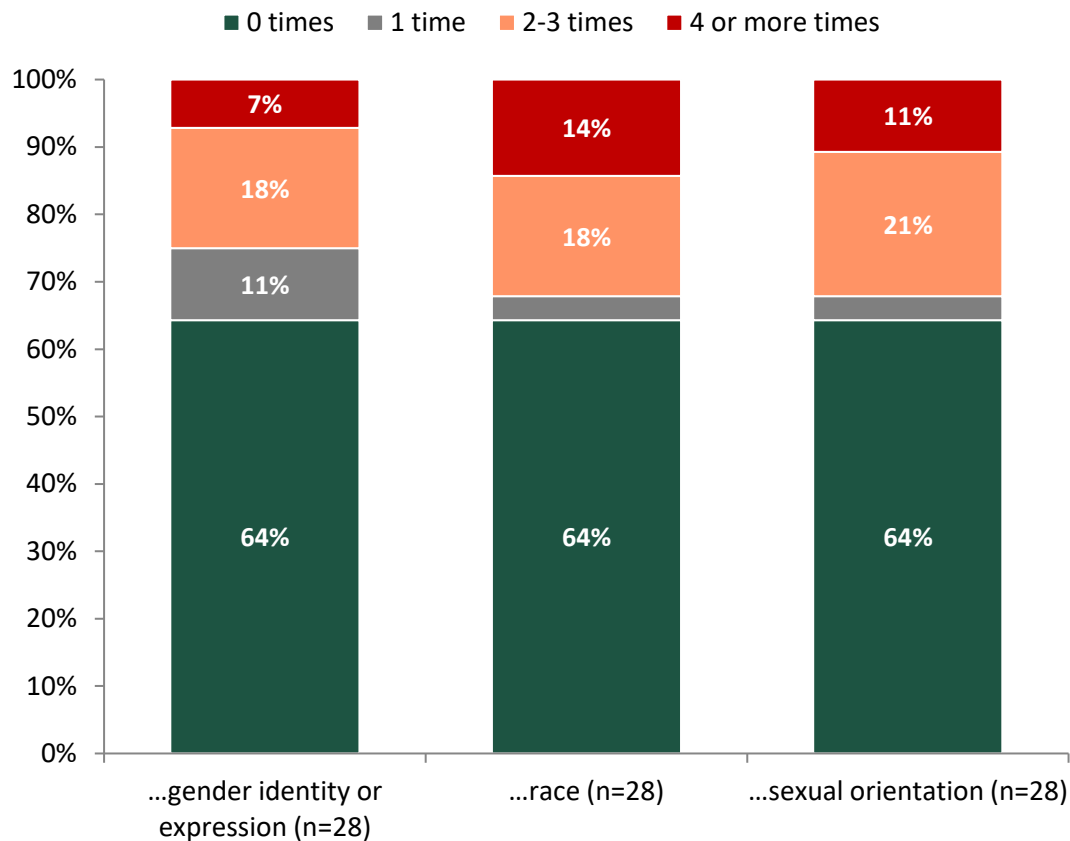
Note: Only parents received the above question. An asterisk (*) indicates a statistically significant difference with at least one group.

KEY FINDINGS: STUDENT SAFETY

While nearly all students, parents, and staff members say students feel safe at PUSD schools, a sizeable minority indicate bullying is a problem at their school.

- Less than one-half of all respondents “agree” or “strongly agree” with the statement bullying is not an issue at PUSD (41%), including a significant minority of students who disagree with this statement (16% strongly disagree, 30% disagree + strongly disagree).
- About three-quarters of parents (78% agree + strongly agree) and two-thirds of students (66% agree + strongly agree) believe that school rules at PUSD are fair. Additionally, respondents affiliated with EL and not affiliated with EL have similar impressions of school rules at PUSD (76 EL vs. 77% non-EL).
- While few high school students say they personally have faced bullying verbally (18%) or physically (18%), about one-third report hearing another student make negative comments or slurs about another student based on gender, race, or sexual orientation (36%).
- High school students are equally likely to report hearing PUSD staff members and students intervene stop harassment of students in all listed forms, including gender identity or expression (43% one or more times staff vs. 39% other students), sexual orientation (39% staff vs. 36% other students), or race (43% staff vs. 36% other students).

How often do you hear students make negative comments or use slurs based on other students'...



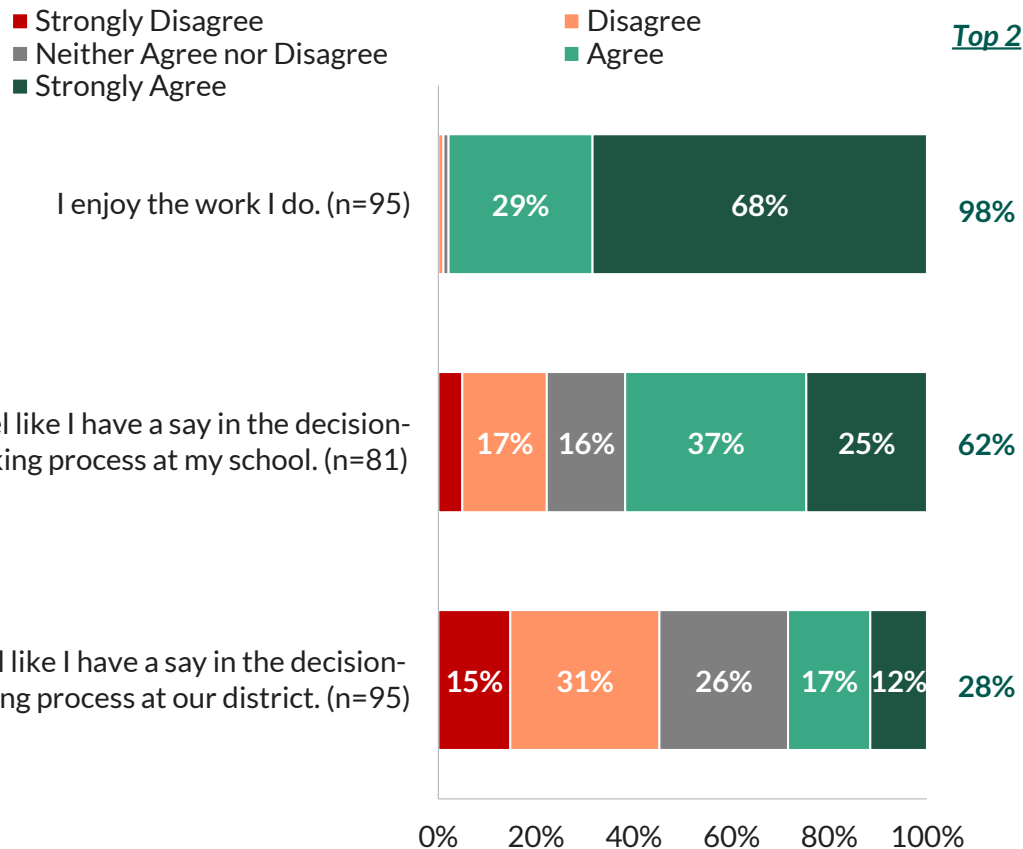
Note: Only high school students received the above questions.

KEY FINDINGS: STAFF CULTURE

While most staff members believe they are supported and treated fairly by their schools, many seek additional professional development and involvement in decision-making at the district level.

- Staff members universally affirm they enjoy the work they do (98% agree + strongly agree) and are satisfied with the leadership at their school (87%). Additionally, more than three-quarters believe PUSD provides a supportive environment for staff (77%).
- Fewer staff voice support for district leadership, including only one-half of staff who say they are “somewhat satisfied” or “completely satisfied” with district-level leadership (50%) and less than one-half who believe the district communicates effectively with them (44% agree + strongly agree). Additionally, few staff believe they have a say in decision-making within the district (28% agree + strongly agree).
- About two-thirds of staff members positively affirm PUSD effectively recruits (68%) and retains (66%) high-quality staff members. Additionally, about two-thirds of staff report having enough quality professional development (66%).

Please indicate how much you disagree or agree with the following statements:



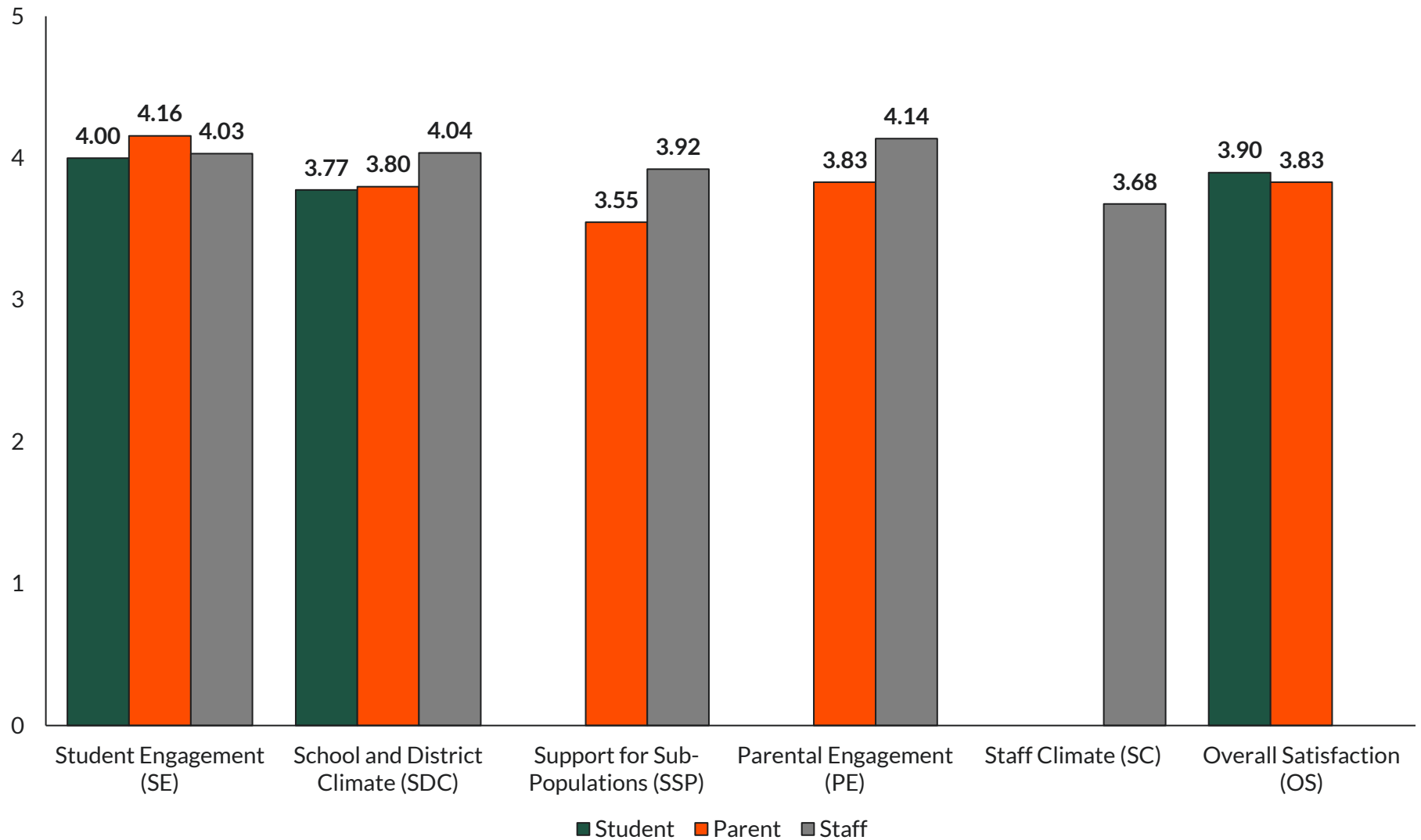
Note: Only staff members received the above question.

RECOMMENDATIONS

- **Continue emphasizing a strong academic environment that supports and encourages student success and well-being, especially for students in the special education program.** Most respondents, including parents and students, rate PUSD’s academic offerings most positively and indicate broad satisfaction in existing student supports. However, students who participate in special programming, especially those affiliated with special education services, indicate a less positive impression of existing offerings dedicated to their needs. Identifying opportunities to strengthen the impressions of special education services among its participants, including expanded emphasis on functional life skills training.
- **Identify opportunities for school staff, particularly instructional staff, to become involved in the district planning process, such as creating a standing committee of instructors to increase communication to district leaders.** Survey results suggest a significant gap in positive impressions of school leadership and district leadership among staff members, and a feeling of disconnect with the direction and decision-making in the district. PUSD should create additional pathways for the increased involvement of instructional and non-instructional staff in district decisions, such as development of a standing committee across district schools or more frequent outreach to school staff around district-wide curricular decisions. Developing a working group will help identify issues and potential solutions, and allow all voices that are typically not involved in decision-making to be heard.
- **To further increase the satisfaction of parents of students in English Learner programming and their participation in school events, provide additional informational materials for parents by mail and in a variety of languages.** Survey results indicate participants in English Learning have the most positive impressions of the district across most core aspects compared to respondents who do not participate in English Learning and do not speak English at home. However, parents of children who are identified as English Learners are less likely to say they participate in school activities, and would prefer communication offered in the language of their family. Providing resources and materials in outreach to families in multiple languages will help better inform parents and encourage more participation among this audience.
- **To improve student safety and reduce student bullying, facilitate the development of an “equity mindset” in students.** A sizeable minority of parents, students, and staff members view bullying as a problem at PUSD schools. Possible solutions include providing teachers and staff with professional development on recognizing the signs of bullying and addressing it, or integrating anti-bullying lessons into classrooms for students. Additionally, ensuring student exposure in a structured academic environment to discussing sensitive issues, and building an “equity mindset” can reduce harassment and bullying due to gender identity, race/ethnicity, or sexual orientation, and build a more inclusive environment.

SECTION I: CONSTRUCT COMPOSITE SCORES

OVERALL CONSTRUCT SCORECARD – CORE CONSTRUCTS



Note: The Average Rating goes from Strongly Disagree/Completely Dissatisfied(1) to Strongly Agree/Completely Satisfied (5).

OVERALL CONSTRUCT SCORECARD – CORE CONSTRUCTS

| | Parent | Staff | Student |
|--|--------|-------|---------|
| Student Engagement (SE) | 4.16 | 4.03 | 4.00 |
| Expectations (SDC) | 3.86 | 4.23 | 3.90 |
| Social Climate (SDC) | 3.88 | 4.07 | 3.72 |
| Learning Environment (SDC) | 3.58 | 3.54 | 3.65 |
| Student Support (SDC) | 3.88 | 4.30 | 3.83 |
| Support for English Learners (SSP) | 3.70 | 3.85 | -- |
| Support for Special Education (SSP) | 3.40 | 3.98 | -- |
| Support for Foster Youth (SSP) | -- | 3.93 | -- |
| Parental Involvement (PE) | 3.82 | 4.14 | -- |
| Communication with Parents (PE) | 3.84 | -- | -- |
| Staff Engagement (SC) | -- | 3.69 | -- |
| Satisfaction with Leadership (SC) | -- | 3.67 | -- |
| Overall Satisfaction (OS) | 3.83 | -- | 3.90 |
| California State Standards (AC) | -- | 3.74 | -- |
| Student Experiences with Bullying (AC) | -- | -- | 3.73 |
| Staffing and Professional Development (AC) | -- | 3.78 | -- |
| Administrator Evaluation (AC) | -- | 3.89 | -- |

Note: The Average Rating goes from Strongly Disagree/Completely Dissatisfied(1) to Strongly Agree/Completely Satisfied (5). Darker cells indicate more positive values, while lighter cells indicate more negative values. Cells in grey were not asked of that respondent population. The main constructs include: Student Engagement (SE), School and District Climate (SDC), Support for Sub-Populations (SSP), Parental Engagement (PE), Social Climate (SC), Overall Satisfaction (OS), and Additional Constructs (AC).

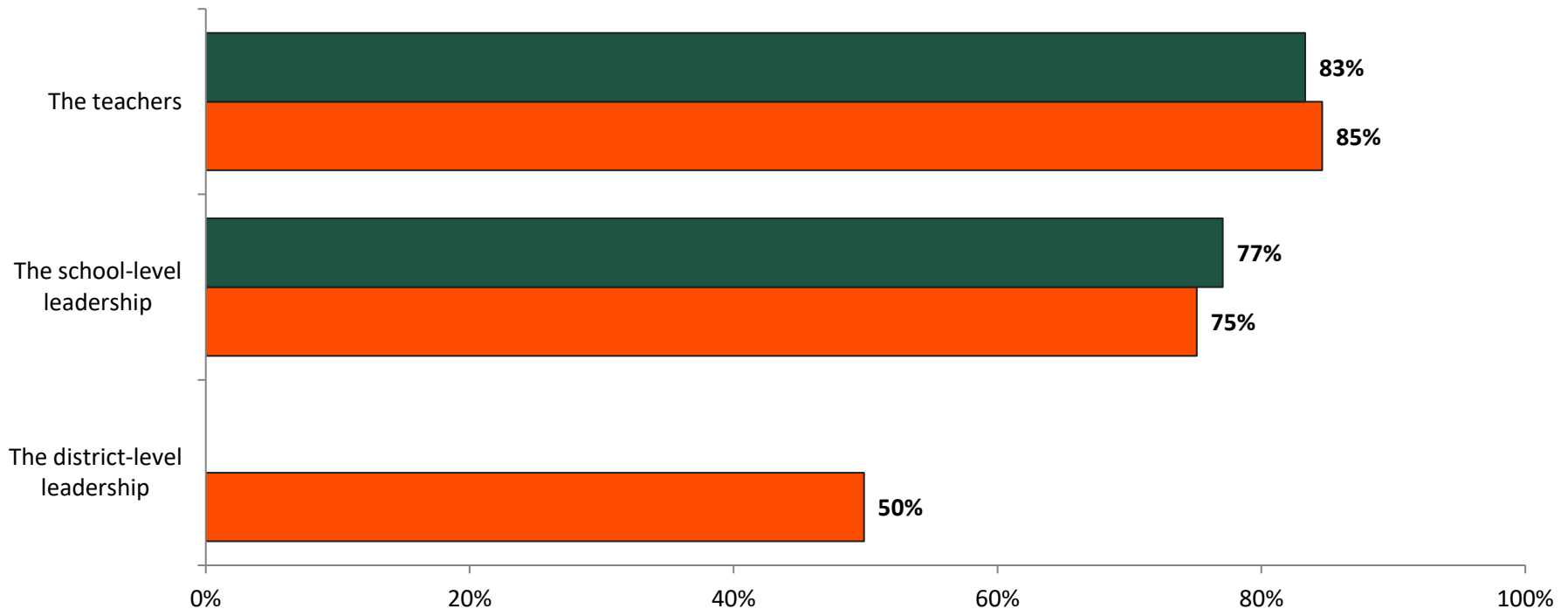
SECTION II: OVERALL SATISFACTION

SCHOOL AND DISTRICT SATISFACTION – BY ROLE

Please indicate your level of satisfaction with the following aspects of (your school/your child's school and the district more broadly):

%Somewhat Satisfied + %Completely Satisfied

■ Student (n=48) ■ Parent (n=441-481)

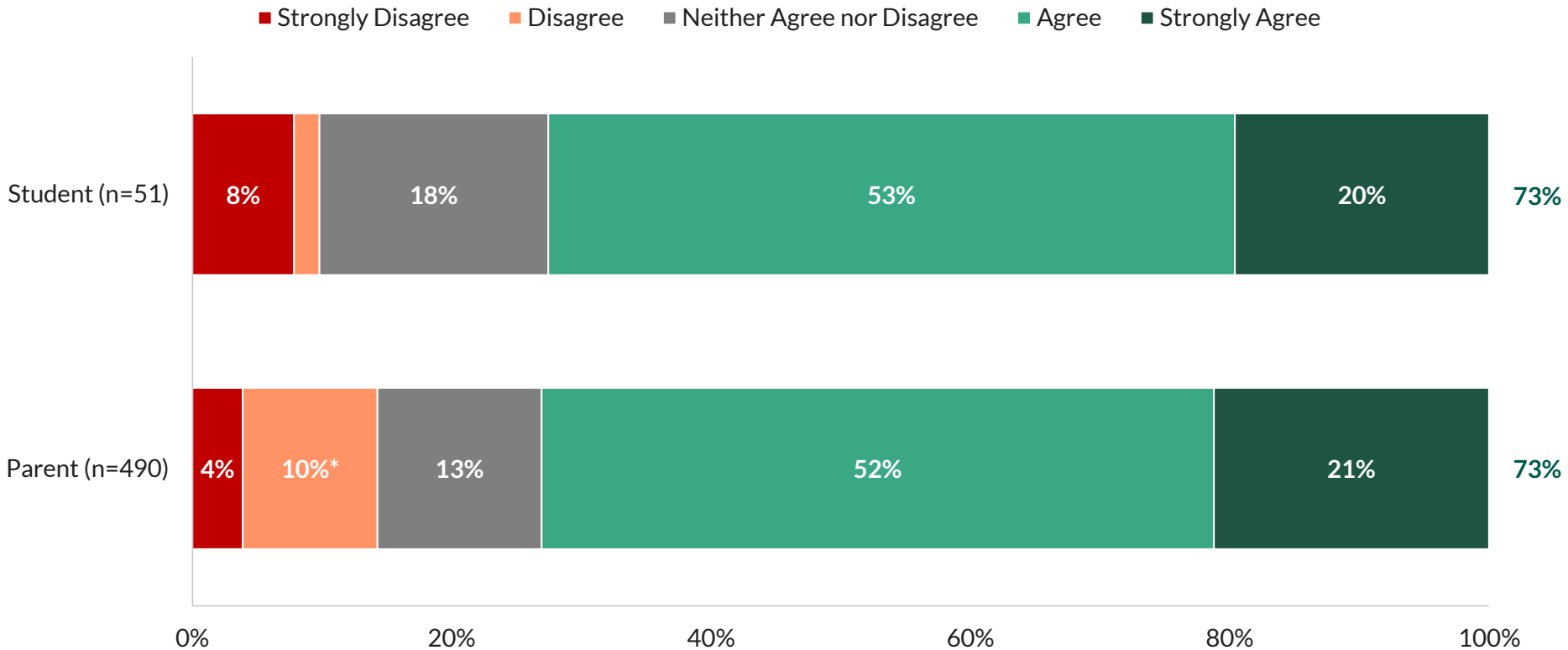


Note: Only students and parents received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SCHOOL AND DISTRICT SATISFACTION – BY ROLE

Please indicate how much you disagree or agree with the following statement:
I feel the school is effectively educating [me/my child].

[Top 2](#)



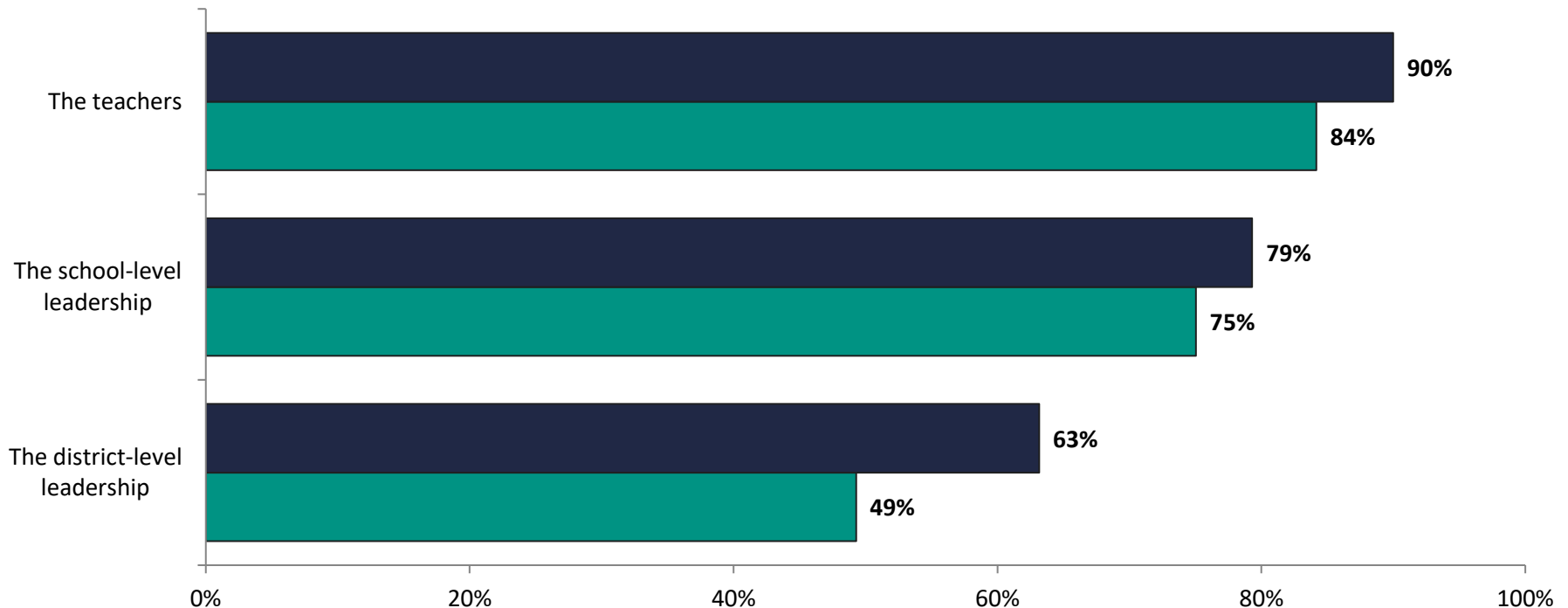
Note: Only students and parents received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SCHOOL AND DISTRICT SATISFACTION – BY ENGLISH LEARNER

Please indicate your level of satisfaction with the following aspects of (your school/your child's school and the district more broadly):

%Somewhat Satisfied + %Completely Satisfied

■ English Learner (n=19-30) ■ Not English Learner (n=422-499)



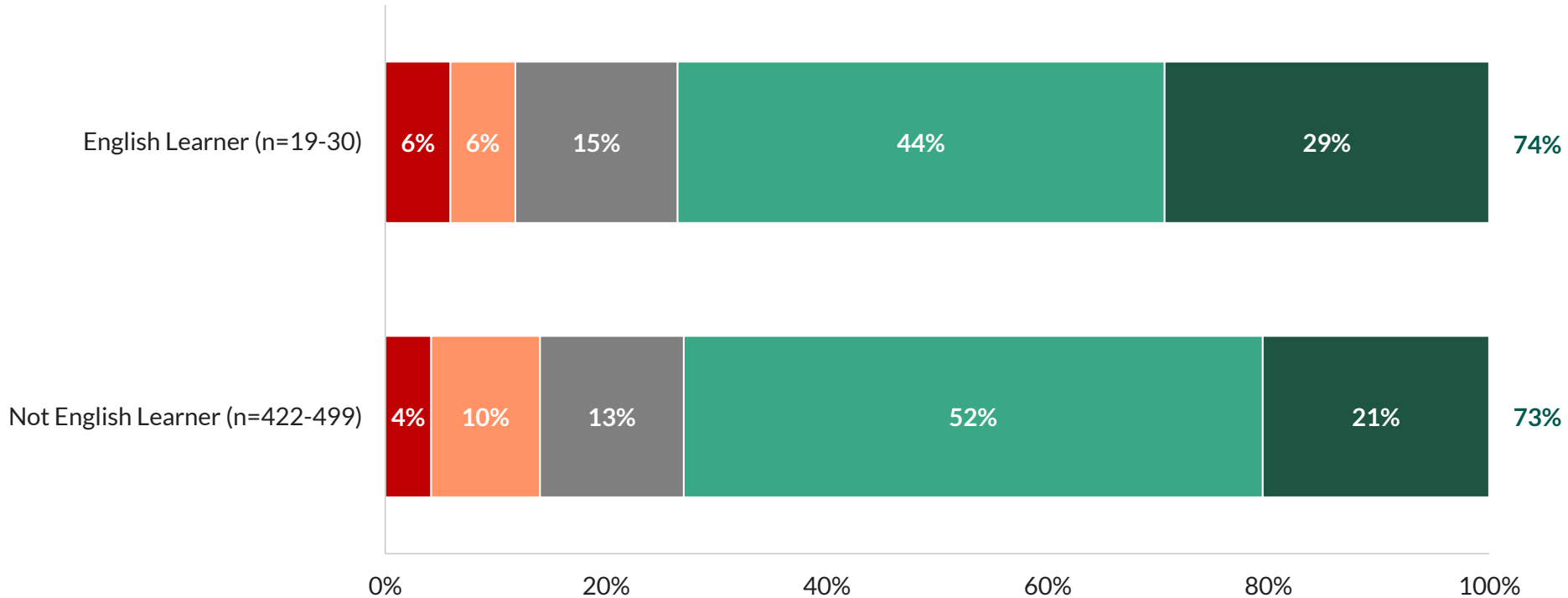
Note: Only students and parents received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SCHOOL AND DISTRICT SATISFACTION – BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statement:
I feel the school is effectively educating [me/my child].

[Top 2](#)

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



Note: Only students and parents received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

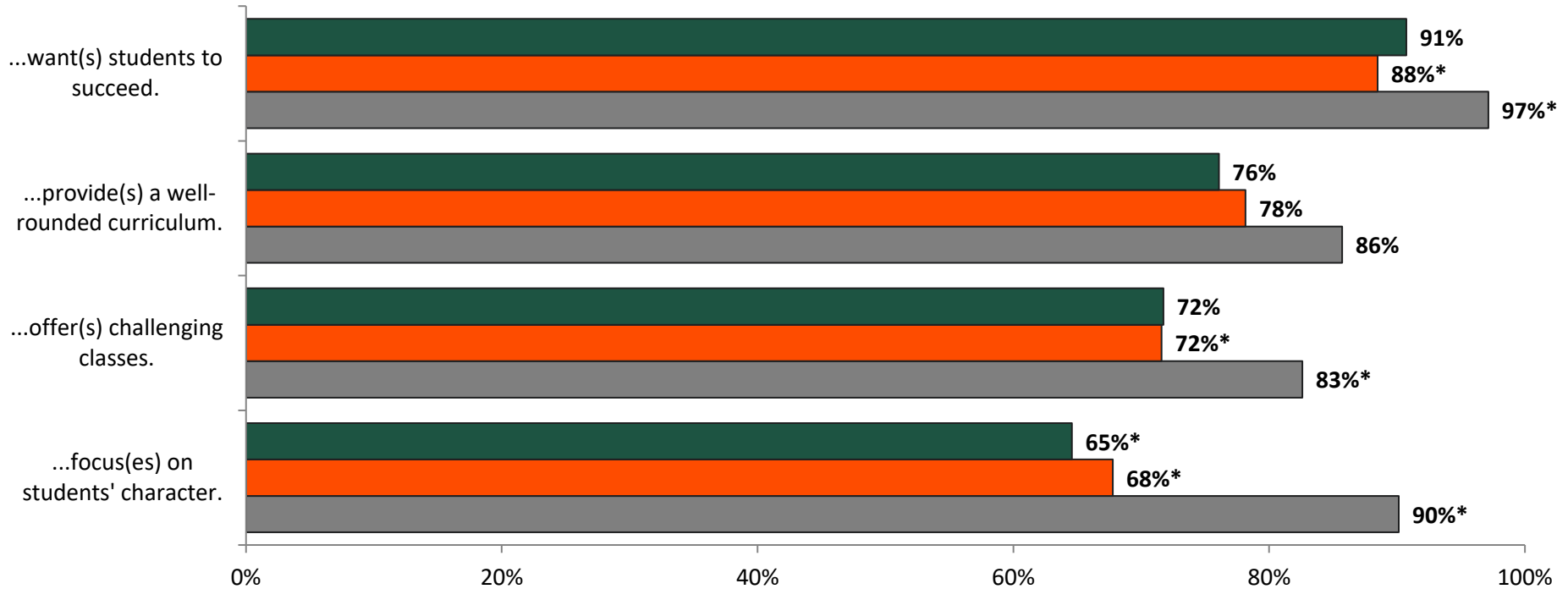
SECTION III: SCHOOL AND DISTRICT CLIMATE

EXPECTATIONS – BY ROLE

Please indicate how much you disagree or agree with the following statements:
(My school/My child's school/Our schools)...

%Agree + %Strongly Agree

■ Student (n=46-51) ■ Parent (n=506-530) ■ Staff (n=69-71)



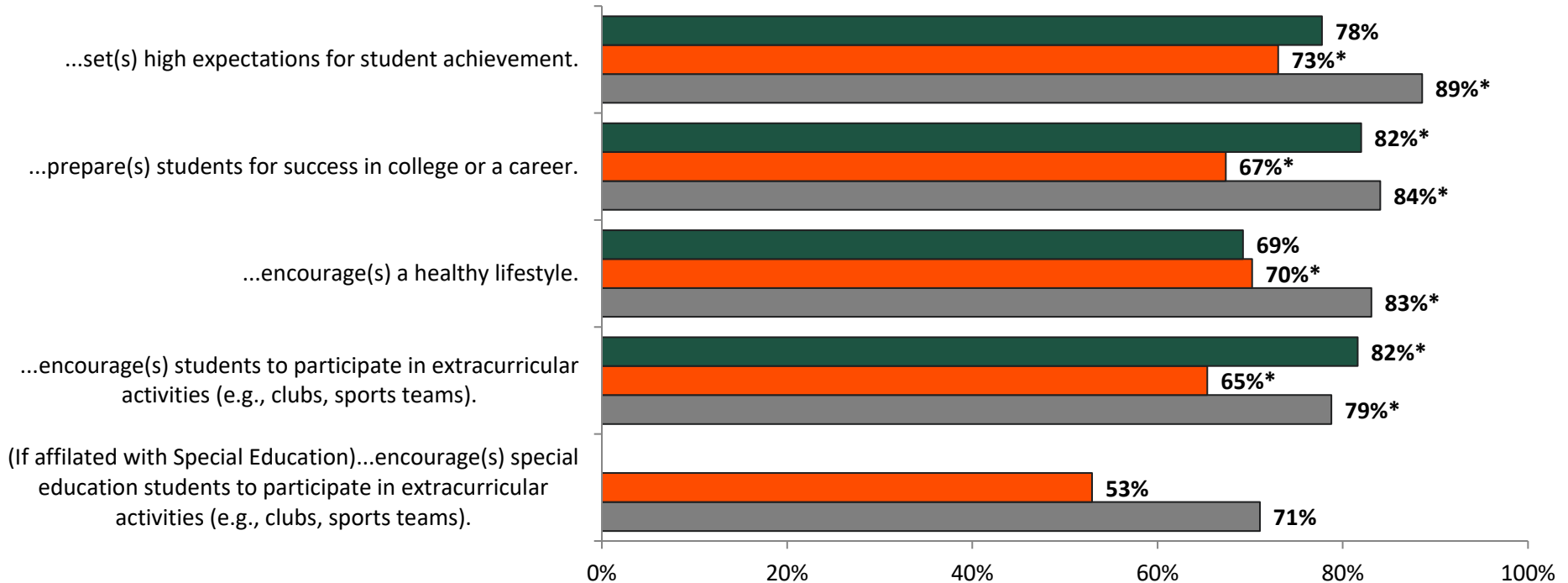
Note: Only students, parents, school instructional staff, and school administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

EXPECTATIONS – BY ROLE

Please indicate how much you disagree or agree with the following statements:
(My school/My child's school/Our schools)...

%Agree + %Strongly Agree

■ Student (n=49-54) ■ Parent (n=52-514) ■ Staff (n=38-71)

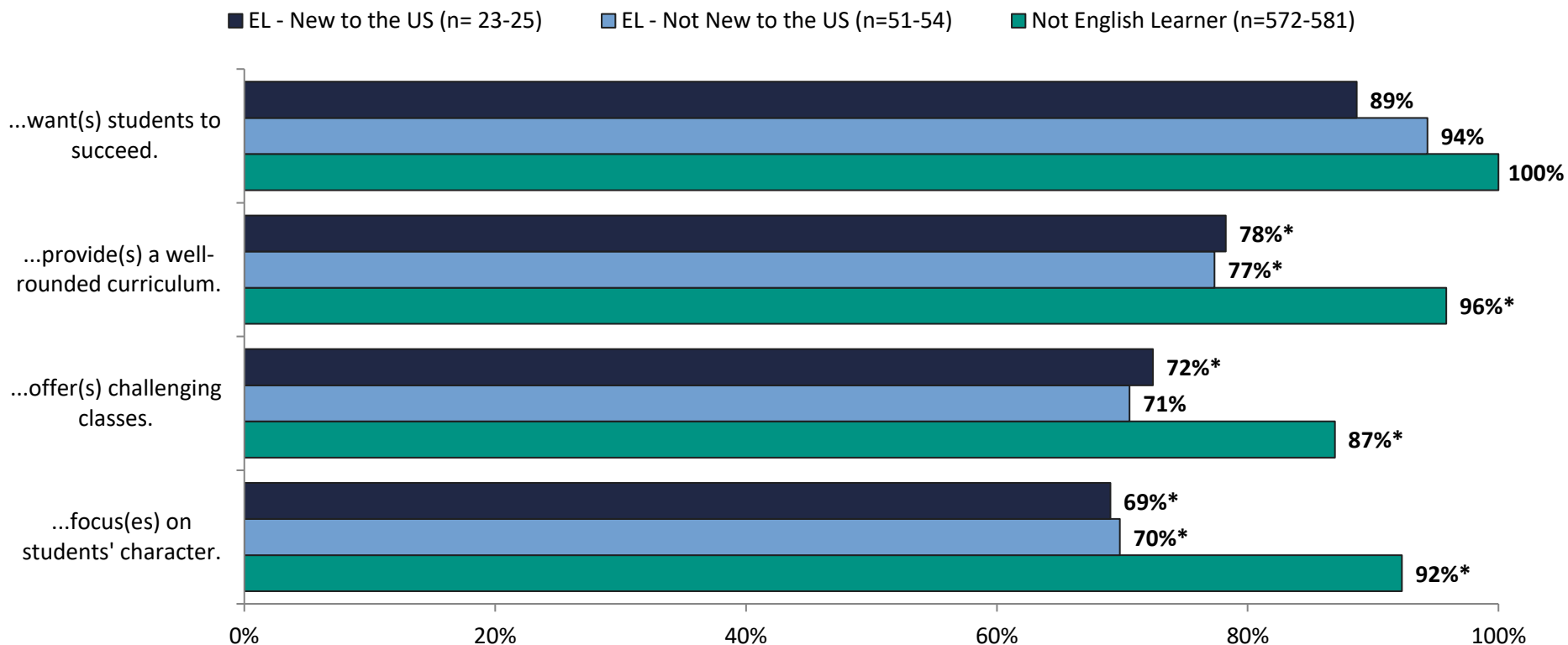


Note: Only students, parents, school instructional staff, and school administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

EXPECTATIONS – BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statements:
(My school/My child's school/Our schools)...

%Agree + %Strongly Agree



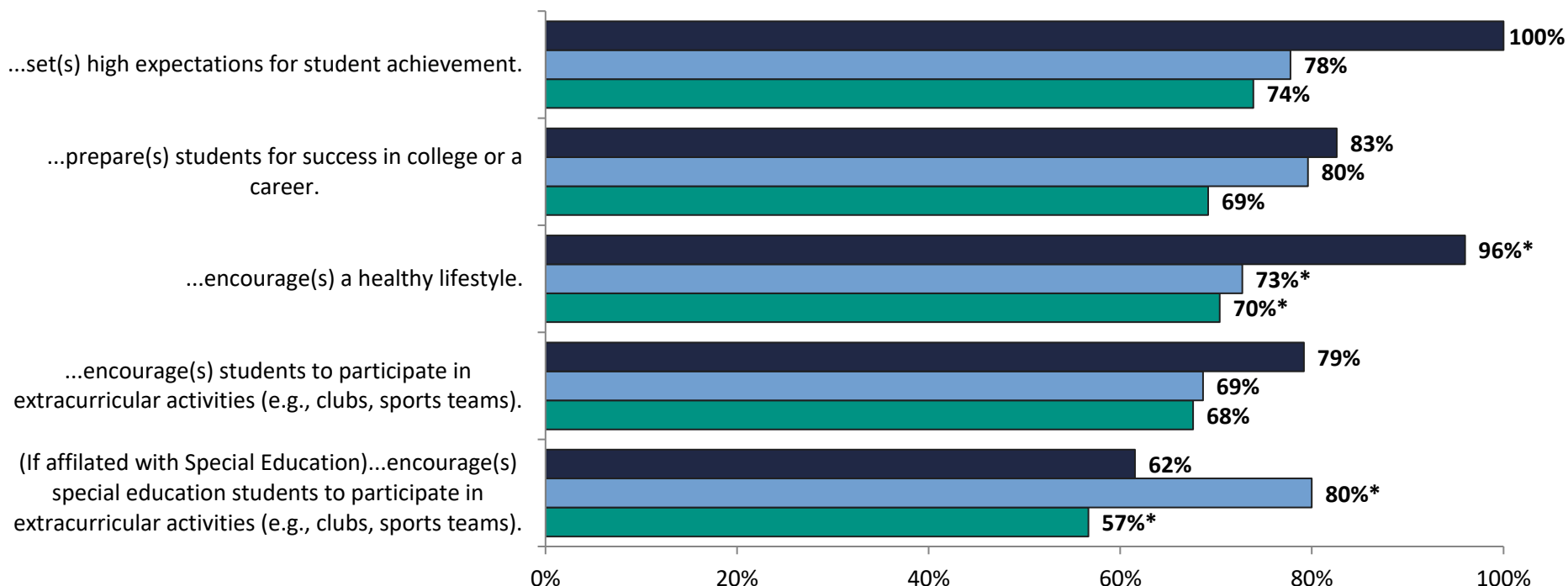
Note: Only students, parents, school instructional staff, and school administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

EXPECTATIONS – BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statements:
(My school/My child's school/Our schools)...

%Agree + %Strongly Agree

■ EL - New to the US (n= 13-25) ■ EL - Not New to the US (n=20-55) ■ Not English Learner (n=60-559)

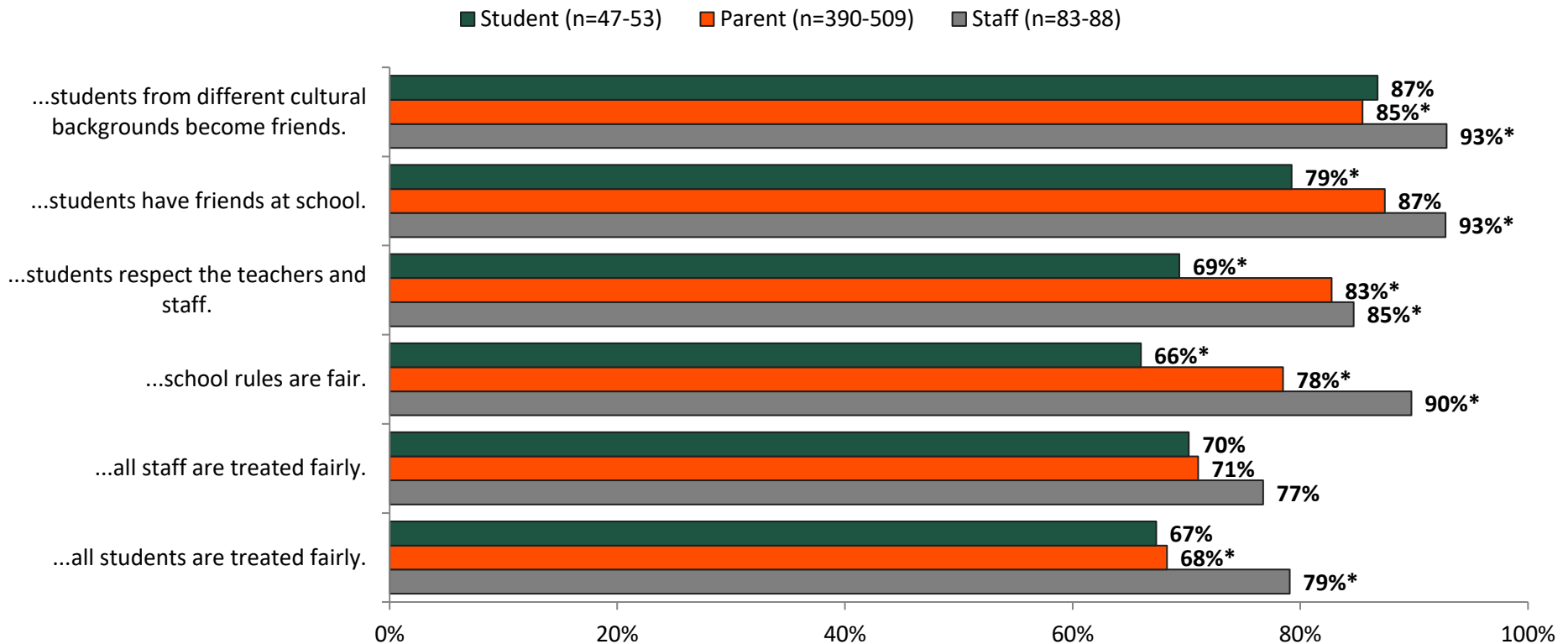


Note: Only students, parents, school instructional staff, and school administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SOCIAL CLIMATE – BY ROLE

Please indicate how much you disagree or agree with the following statements:
(At my school/At my child's school)...

%Agree + %Strongly Agree



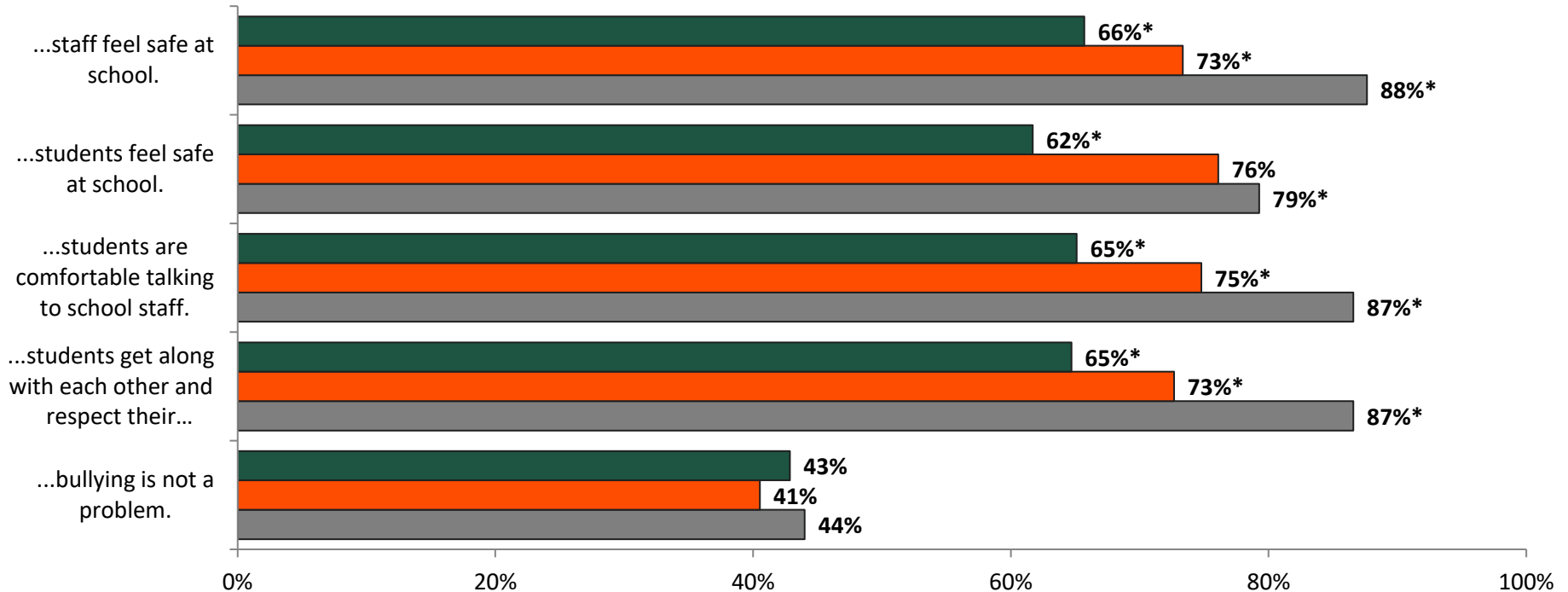
Note: Only students, parents, and school staff members received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SOCIAL CLIMATE – BY ROLE

Please indicate how much you disagree or agree with the following statements:
(At my school/At my child's school)...

%Agree + %Strongly Agree

■ Student (n=35-51) ■ Parent (n=349-477) ■ Staff (n=75-89)

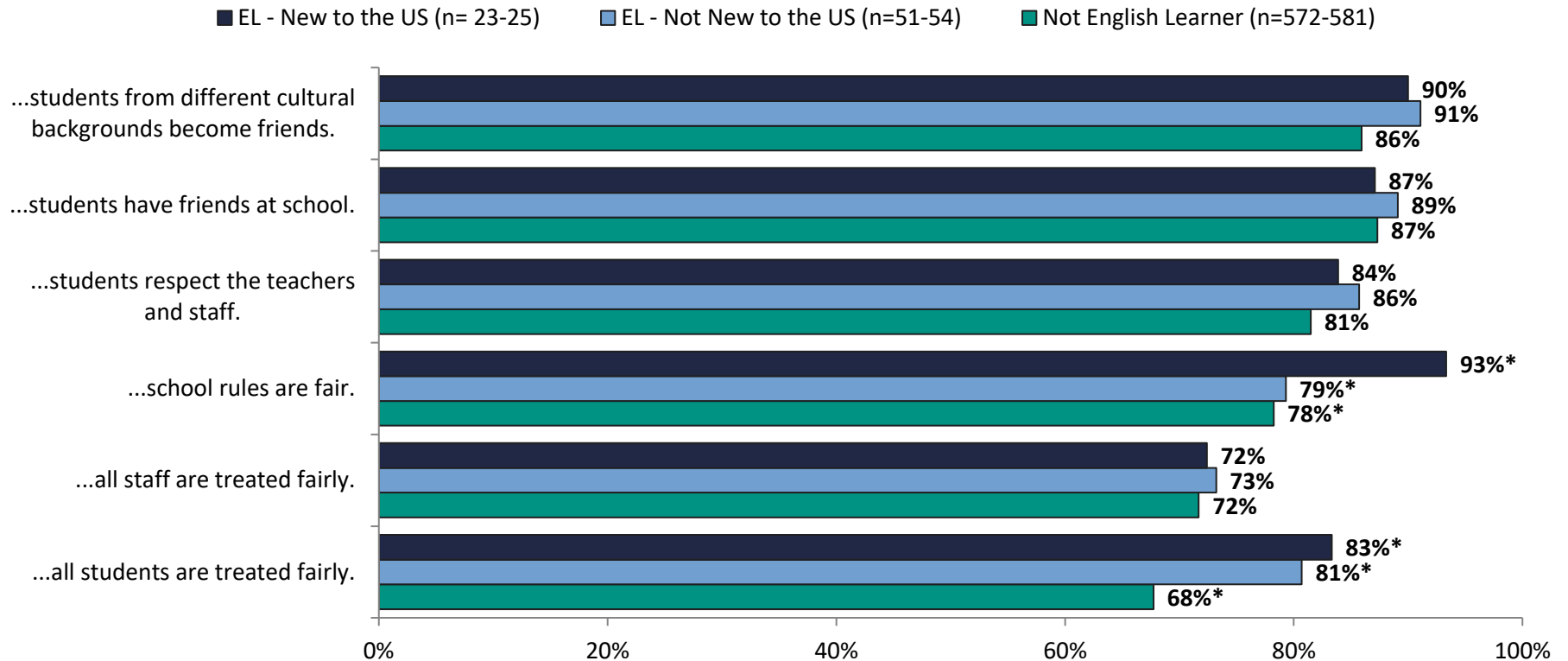


Note: Only students, parents, and school staff members received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SOCIAL CLIMATE – BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statements:
(At my school/At my child's school)...

%Agree + %Strongly Agree



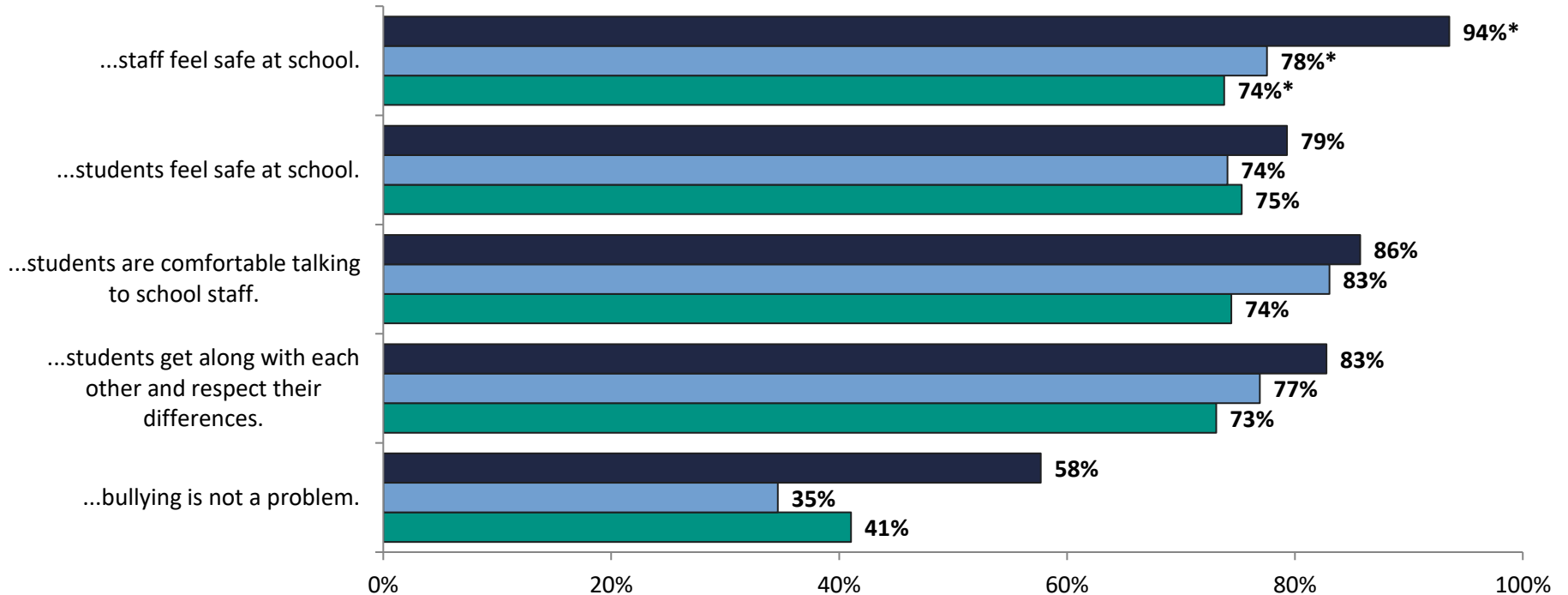
Note: Only students, parents, and school staff members received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SOCIAL CLIMATE – BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statements:
(My school/My child's school/Our schools)...

%Agree + %Strongly Agree

■ EL - New to the US (n= 26-31) ■ EL - Not New to the US (n=49-54) ■ Not English Learner (n=393-513)



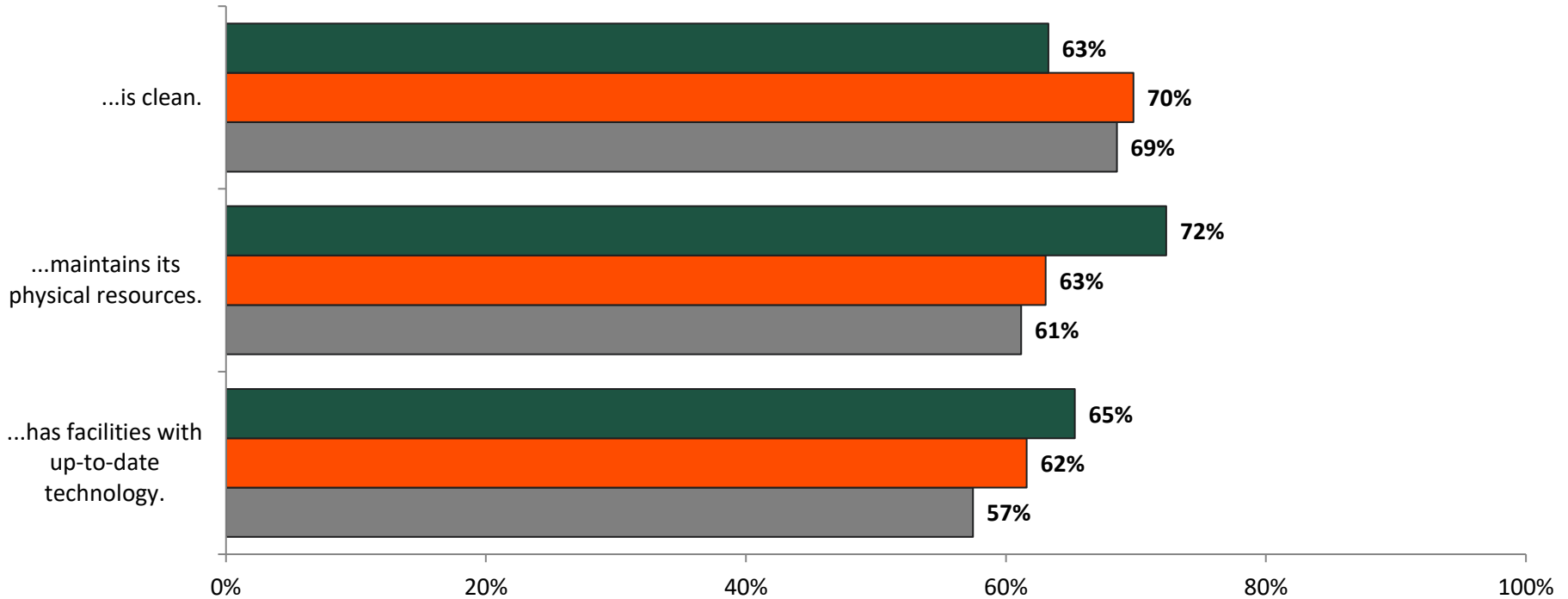
Note: Only students, parents, and school staff members received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

LEARNING ENVIRONMENT– BY ROLE

Please indicate how much you disagree or agree with the following statements:
(My school/My child's school)...

%Agree + %Strongly Agree

■ Student (n=47-49) ■ Parent (n=487-497) ■ Staff (n=85-89)

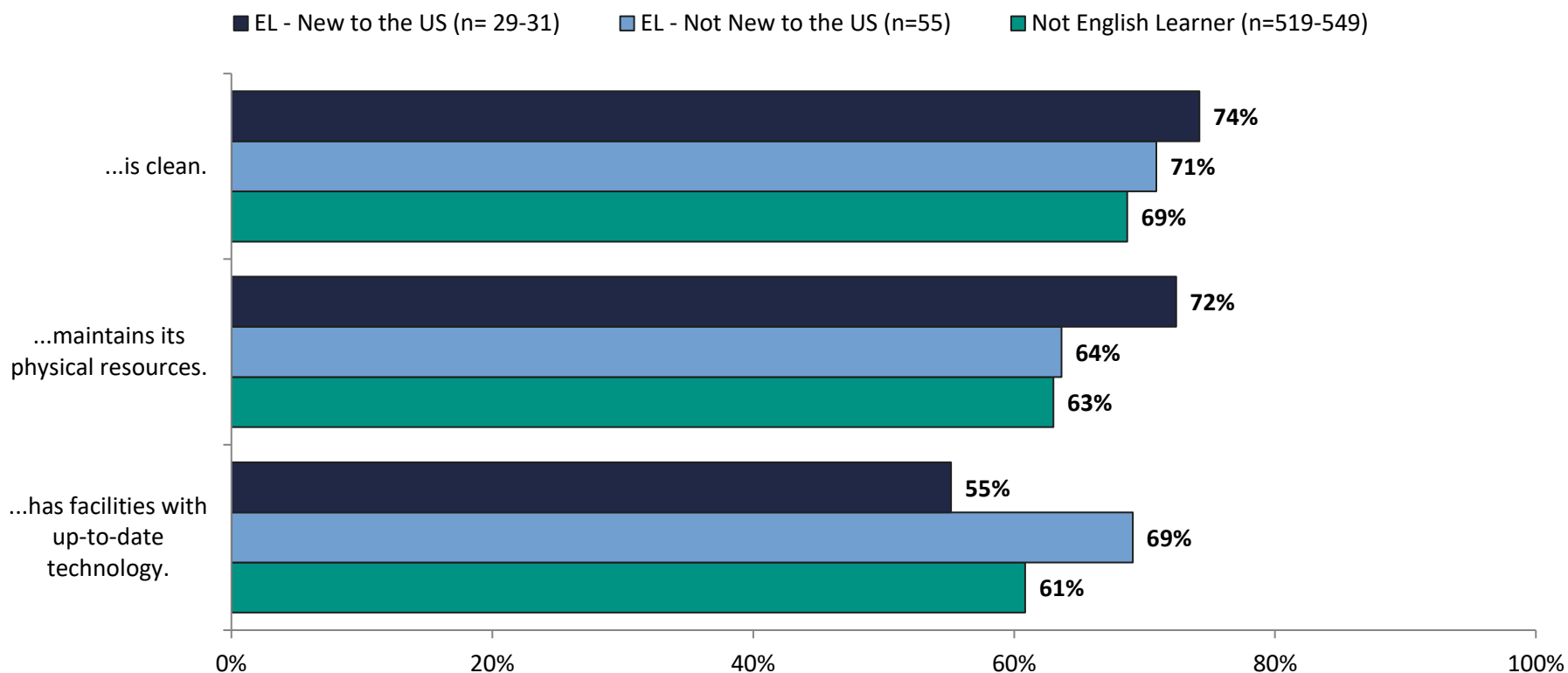


Note: Only students, parents, and school staff members received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

LEARNING ENVIRONMENT – BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statements:
(My school/My child's school)...

%Agree + %Strongly Agree



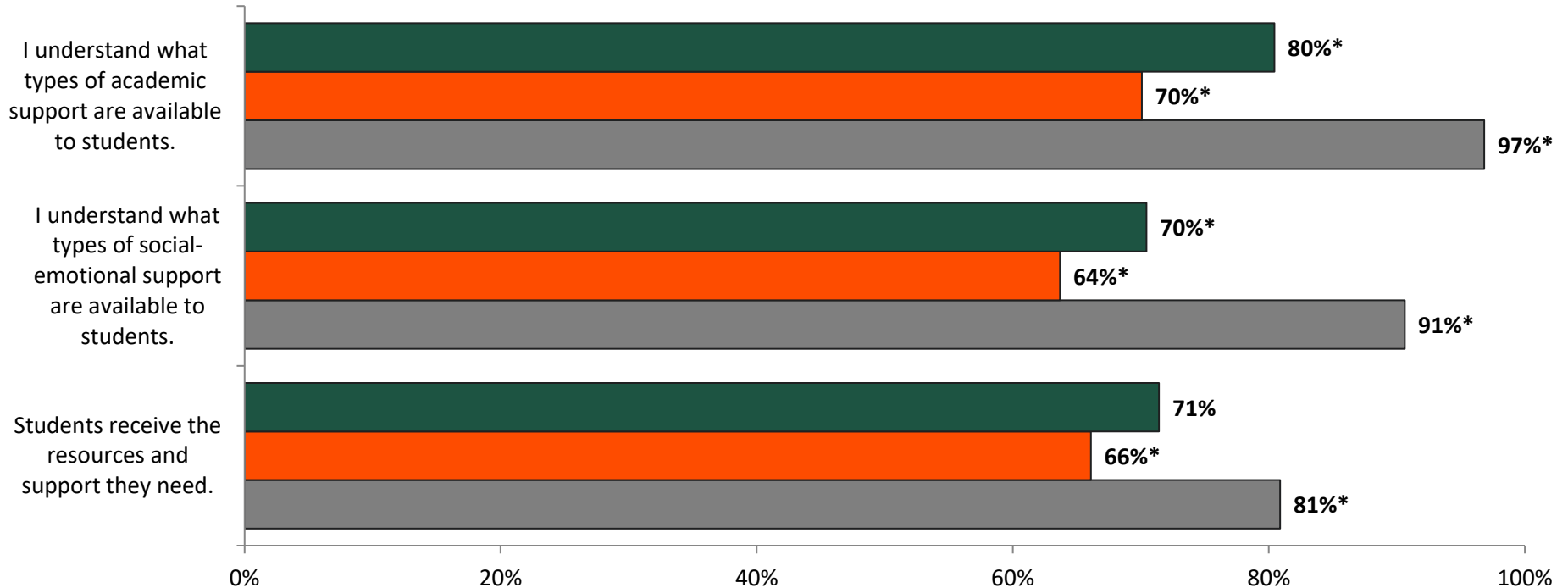
Note: Only students, parents, and school staff members received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

STUDENT SUPPORT – BY ROLE

Please indicate how much you disagree or agree with the following statements about (your school/your child's school/schools in the district):

%Agree + %Strongly Agree

■ Student (n=44-49) ■ Parent (n=482-498) ■ Staff (n=63-68)

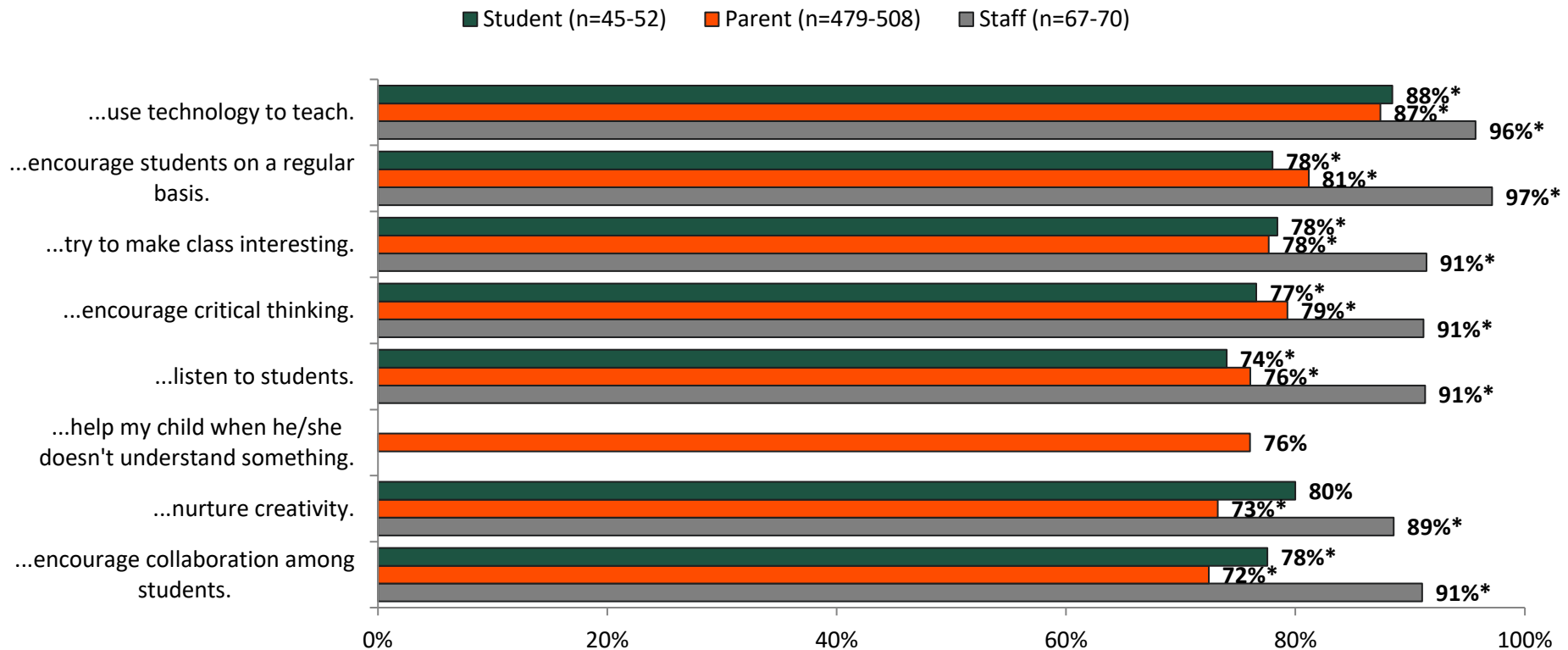


Note: Only students, parents, instructional staff, or administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

STUDENT SUPPORT – BY ROLE

Please indicate how much you disagree or agree with the following statements:
 (My teachers/My child's teachers/Teachers and staff at my school/Teachers and staff at our schools)...

%Agree + %Strongly Agree



Note: Only students, parents, instructional staff, or administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SOCIAL CLIMATE – BY ENGLISH LEARNER

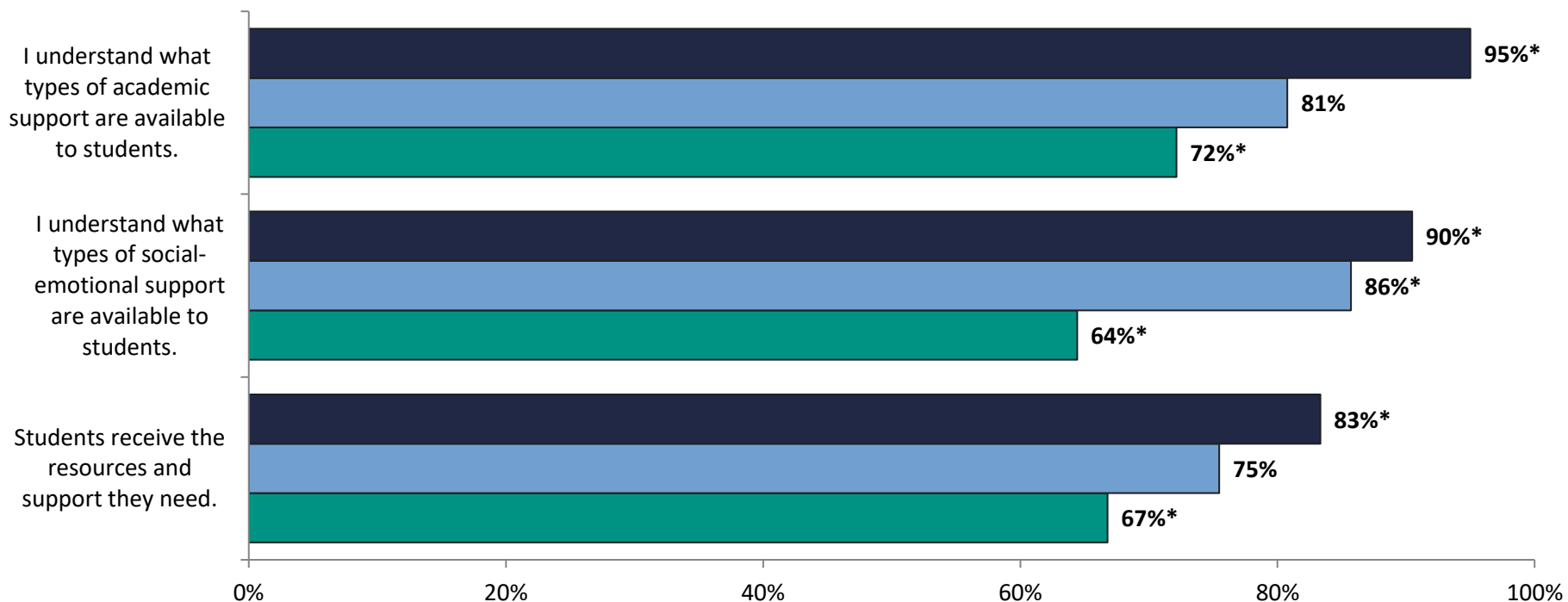
Please indicate how much you disagree or agree with the following statements:
(At my school/At my child's school)...

%Agree + %Strongly Agree

■ EL - New to the US (n= 20-24)

■ EL - Not New to the US (n=49-53)

■ Not English Learner (n=520-534)



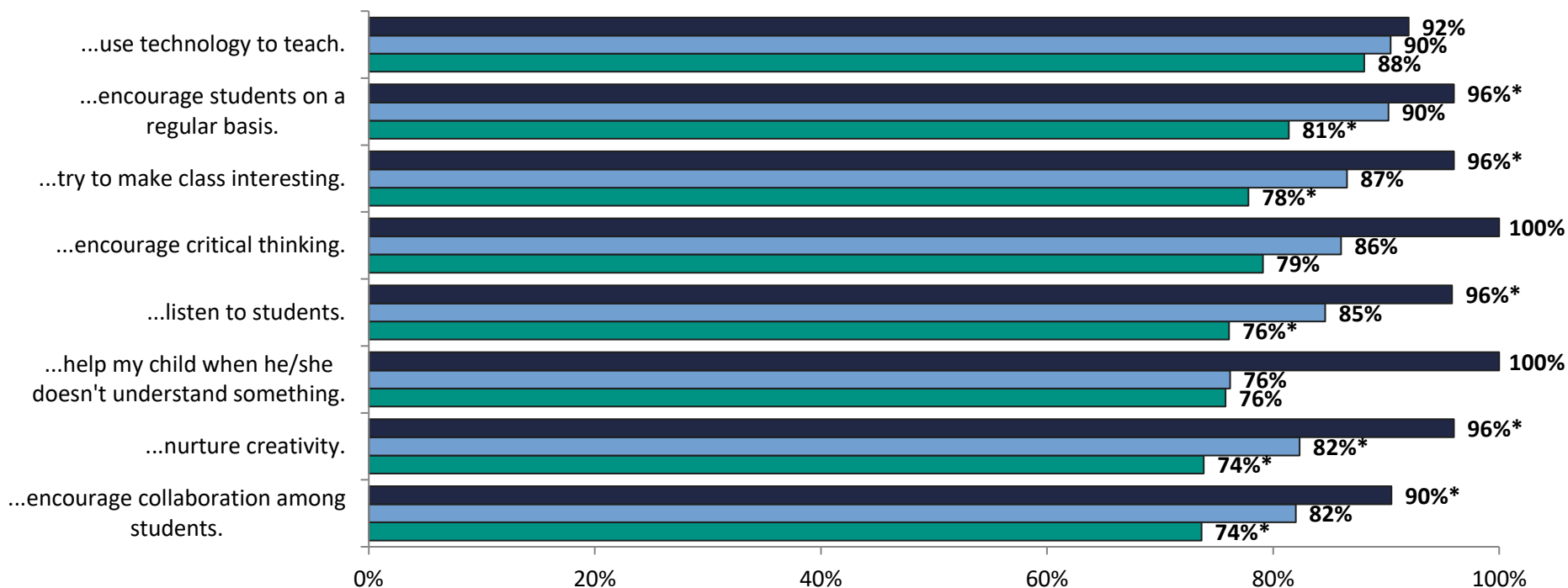
Note: Only students, parents, instructional staff, or administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SOCIAL CLIMATE – BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statements:
 (My teachers/My child's teachers/Teachers and staff at my school/Teachers and staff at our schools)...

%Agree + %Strongly Agree

■ EL - New to the US (n= 20-24) ■ EL - Not New to the US (n=49-53) ■ Not English Learner (n=520-534)



Note: Only students, parents, instructional staff, or administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

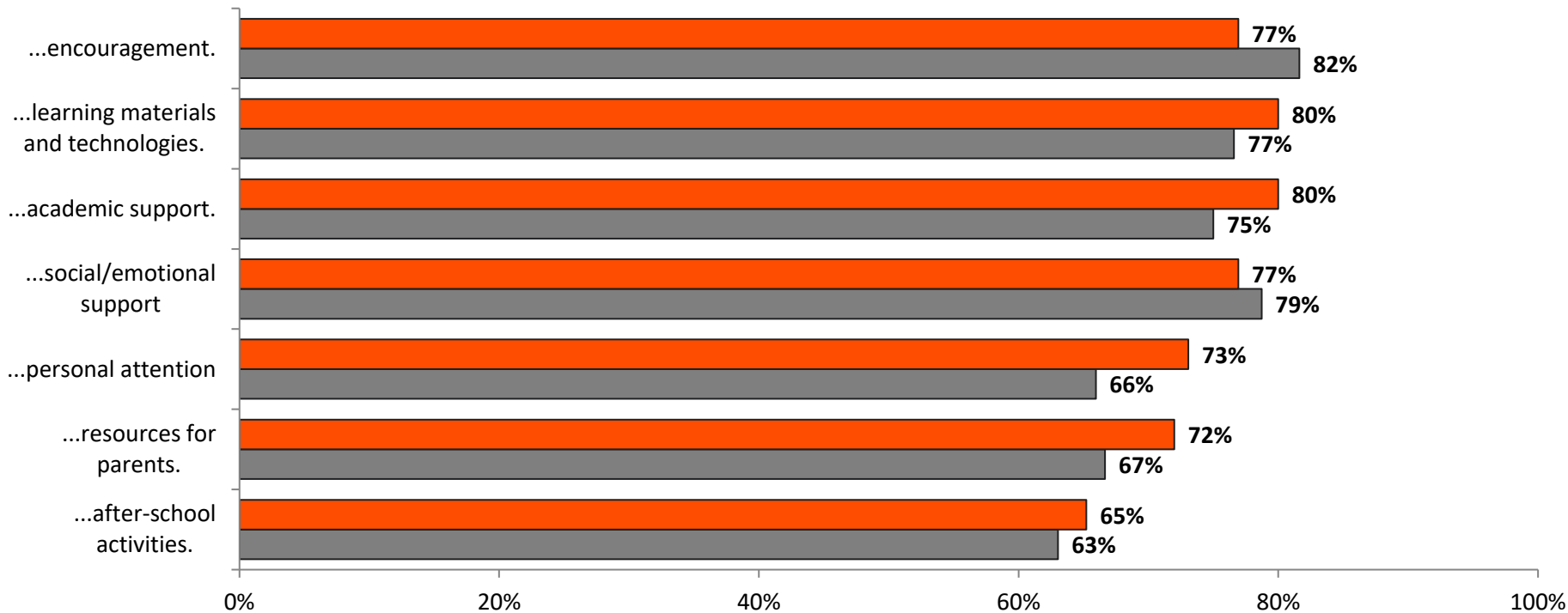
SECTION IV: SUPPORT FOR SUB-POPULATIONS

SUPPORT FOR ENGLISH LEARNERS – BY ROLE

Please indicate how much you disagree or agree with the following statements:
(My child's school/My school/The district) provides English learners with enough...

%Agree + %Strongly Agree

Parent (n=23-26) Staff (n=46-49)



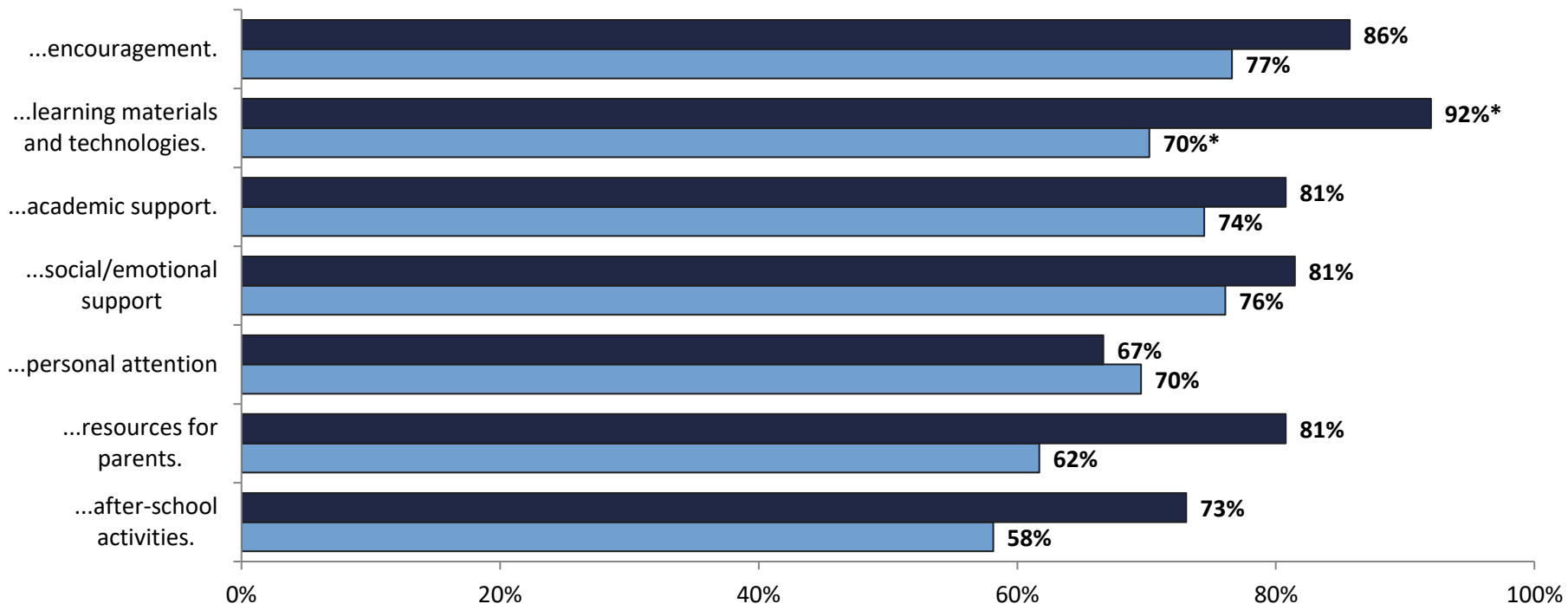
Note: Only parents or staff members affiliated with English Learning received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SUPPORT FOR ENGLISH LEARNERS— BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statements:
(My child's school/My school/The district) provides English learners with enough...

%Agree + %Strongly Agree

■ EL - New to the US (n= 25-28) ■ EL - Not New to the US (n=43-47)



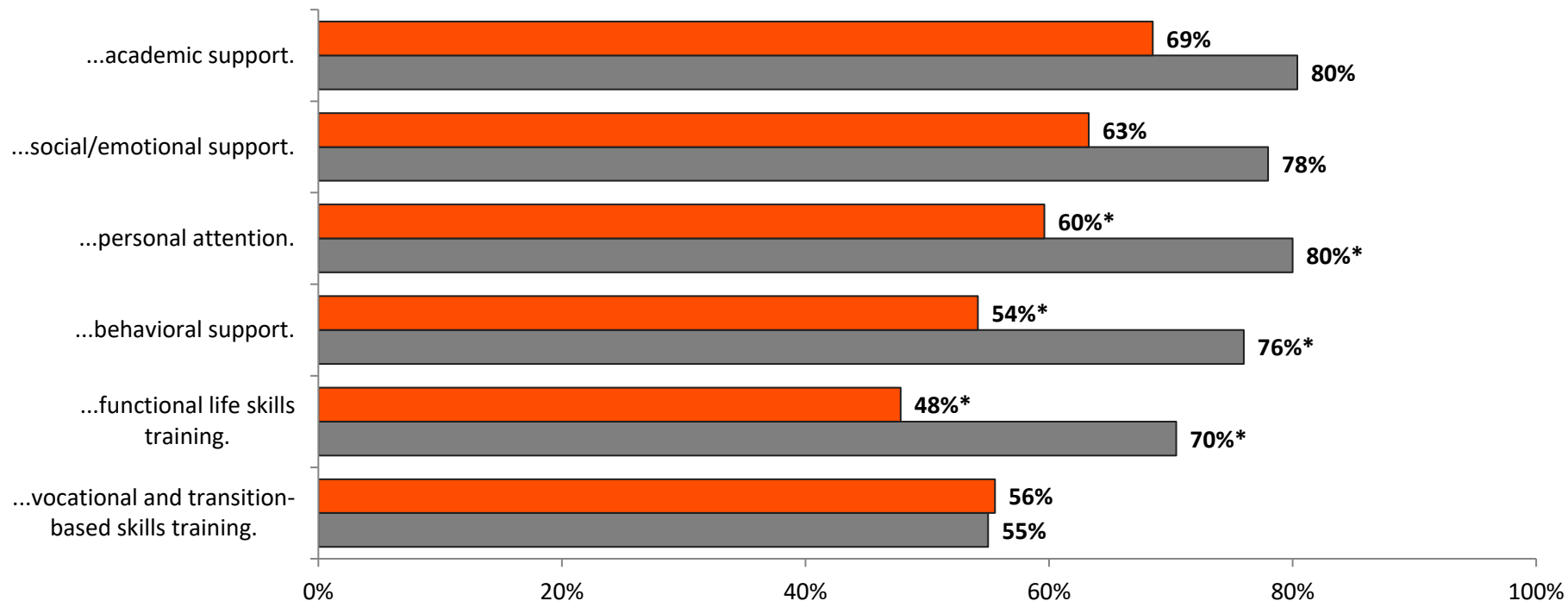
Note: Only parents or staff members affiliated with English Learning received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SUPPORT FOR SPECIAL EDUCATION – BY ROLE

Please indicate how much you disagree or agree with the following statements:
(My child's school/My school/The district) provides special education students with enough...

%Agree + %Strongly Agree

Parent (n=45-54) Staff (n=40-51)



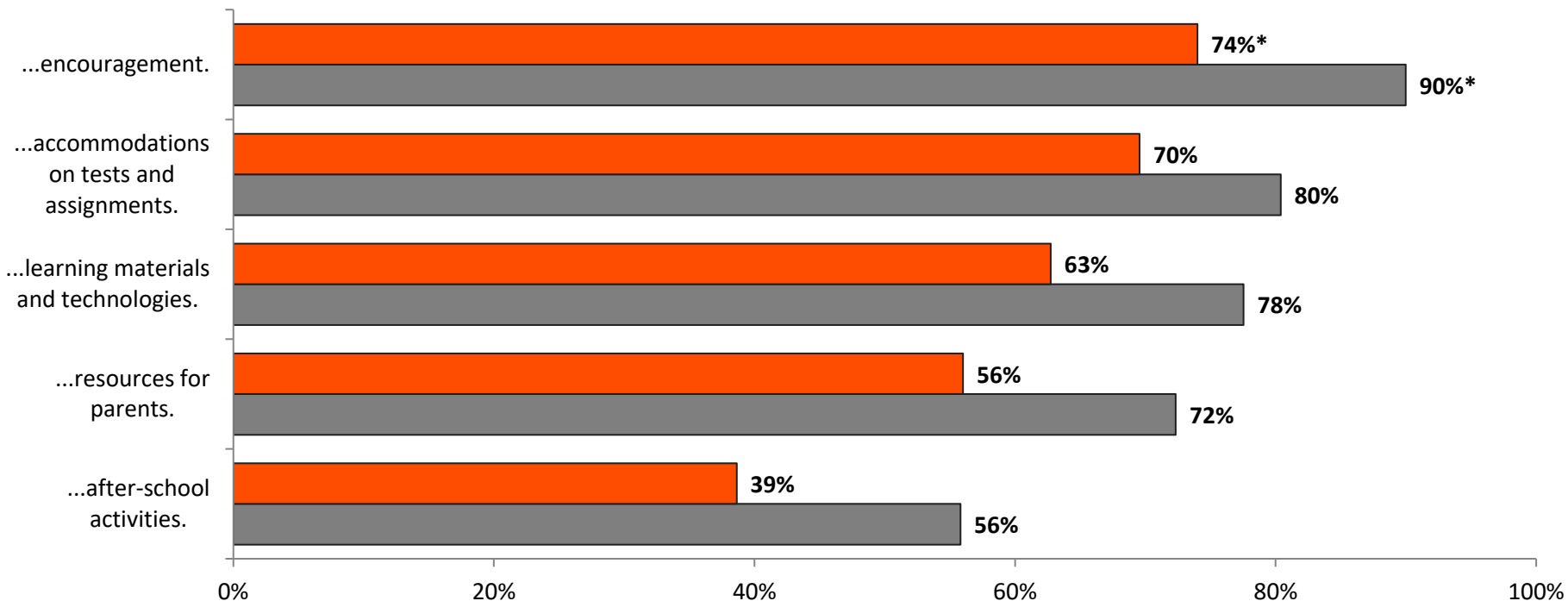
Note: Only parents or staff members affiliated with Special Education received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SUPPORT FOR SPECIAL EDUCATION – BY ROLE

Please indicate how much you disagree or agree with the following statements:
(My child's school/My school/The district) provides special education students with enough...

%Agree + %Strongly Agree

Parent (n=44-51) Staff (n=43-51)



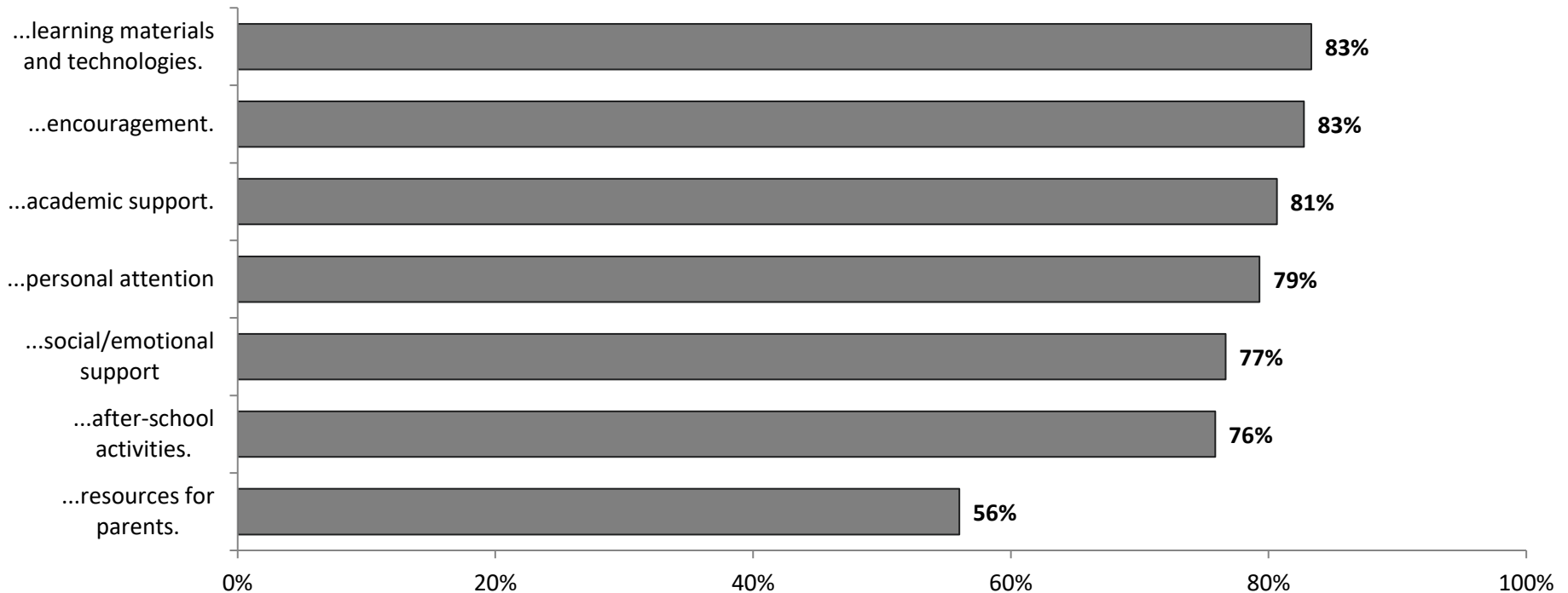
Note: Only parents or staff members affiliated with Special Education received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

SUPPORT FOR FOSTER YOUTH – BY ROLE

Please indicate how much you disagree or agree with the following statements:
(My child's school/My school/The district) provides foster youth with enough...

%Agree + %Strongly Agree

■ Staff (n=25-31)



Note: Only parents or staff members affiliated with Foster Youth received the above question. For full results see the accompanying data supplement.

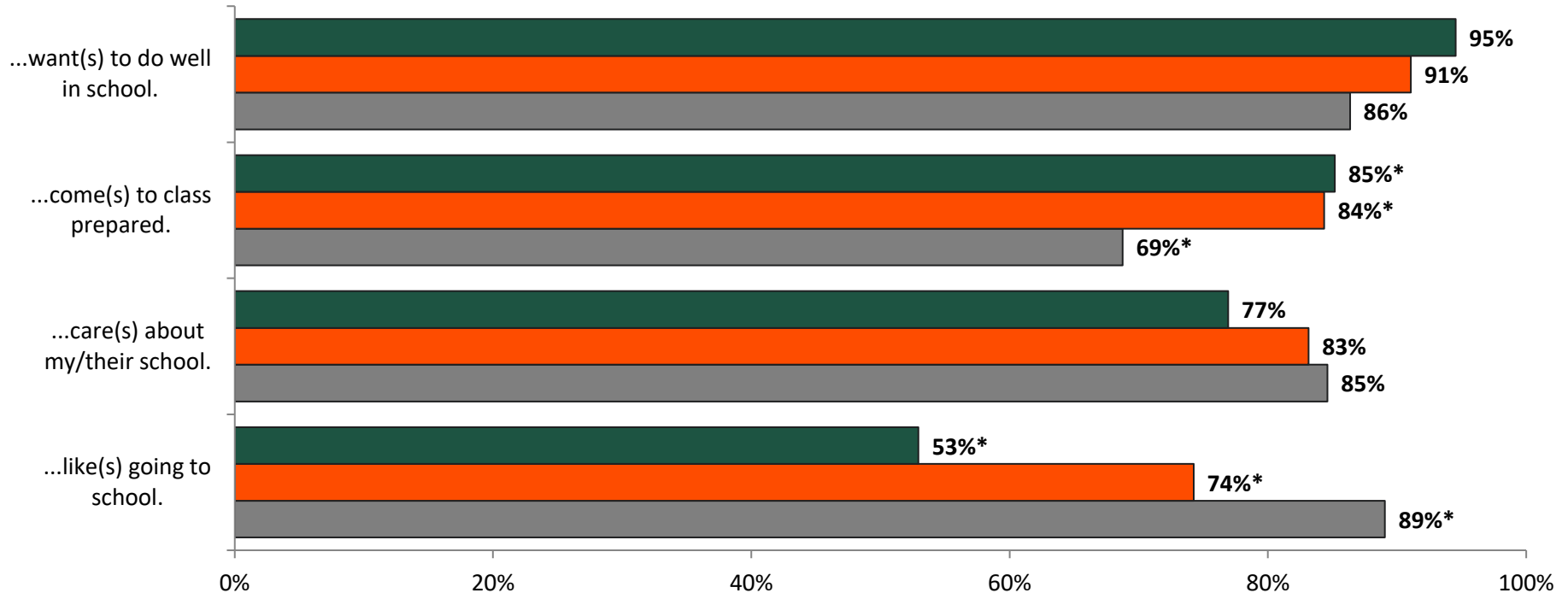
SECTION V: STUDENT ENGAGEMENT

STUDENT ENGAGEMENT – BY ROLE

Please indicate how much you disagree or agree with the following statements:
(I/My child/Students at my school)...

%Agree + %Strongly Agree

■ Student (n=51-55) ■ Parent (n=531-538) ■ Staff (n=64-66)



Note: Only students, parents, school instructional staff, and school administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

STUDENT ENGAGEMENT – BY ENGLISH LEARNER

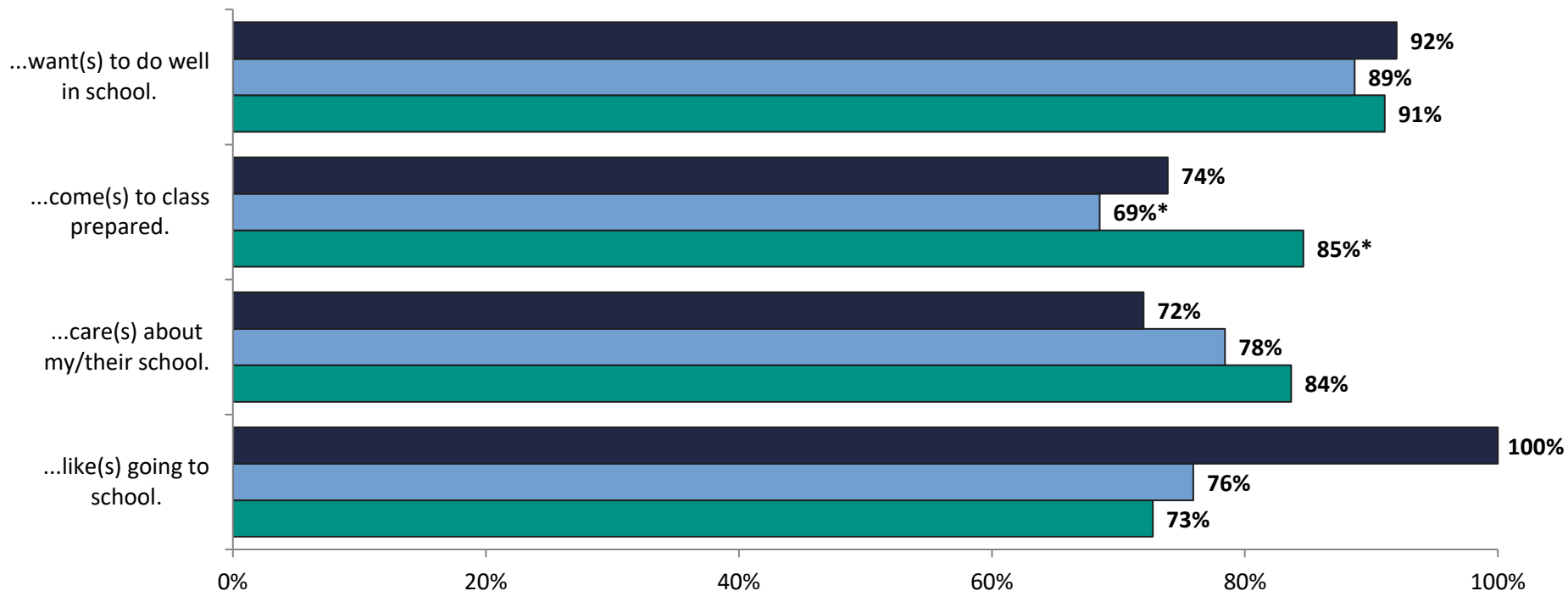
Please indicate how much you disagree or agree with the following statements:
(I/My child/Students at my school)...

%Agree + %Strongly Agree

■ EL - New to the US (n= 23-25)

■ EL - Not New to the US (n=51-54)

■ Not English Learner (n=572-581)



Note: Only students, parents, school instructional staff, and school administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

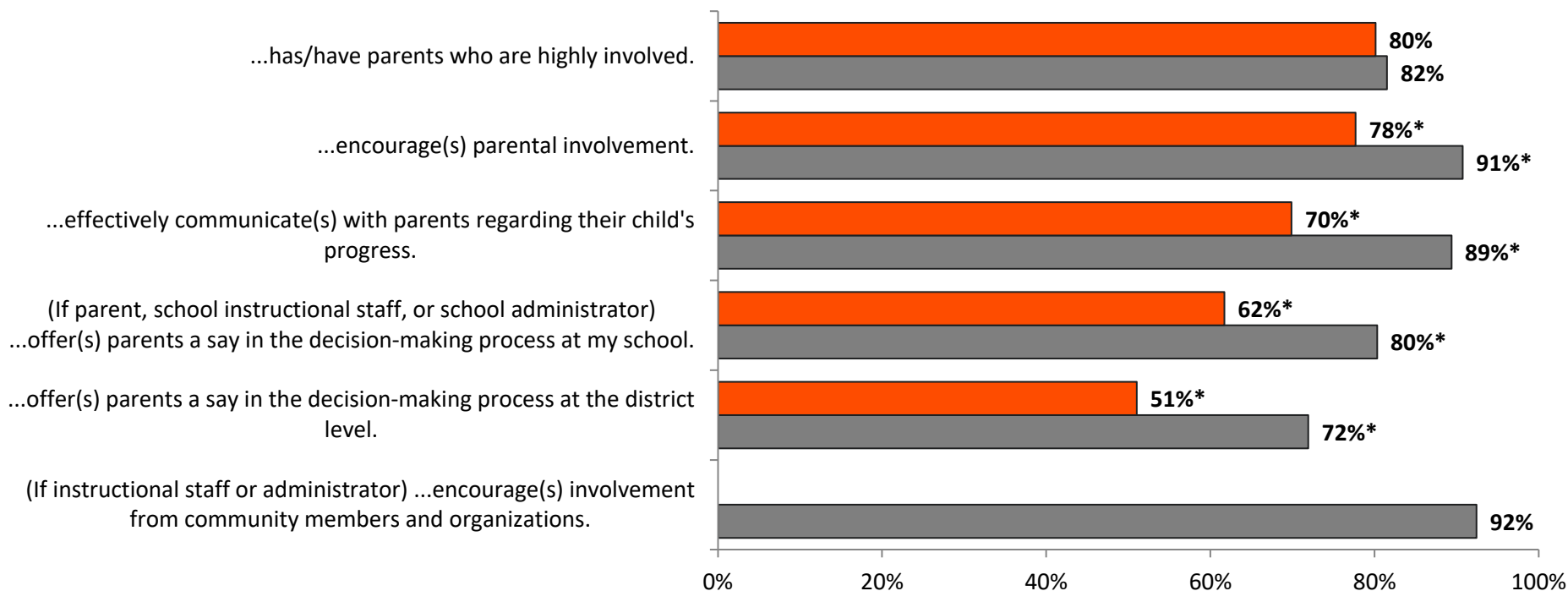
SECTION VI: PARENTAL ENGAGEMENT

PARENTAL INVOLVEMENT – BY ROLE

(If parent, instructional staff, or administrator) Please indicate how much you disagree or agree with the following statements:
(My child's school/My school/Our schools)...

%Agree + %Strongly Agree

Parent (n=44-51) Staff (n=43-51)



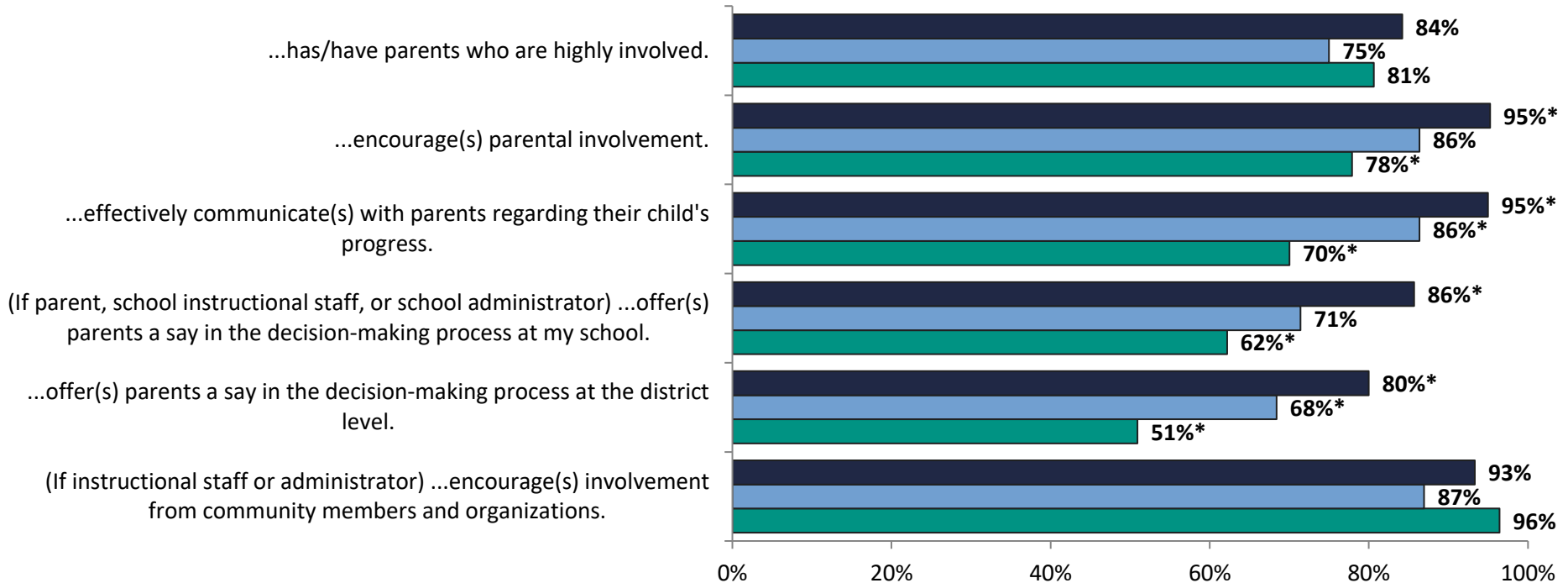
Note: Only parents, instructional staff, and administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

PARENTAL INVOLVEMENT – BY ENGLISH LEARNER

(If parent, instructional staff, or administrator) Please indicate how much you disagree or agree with the following statements:
(My child's school/My school/Our schools)...

%Agree + %Strongly Agree

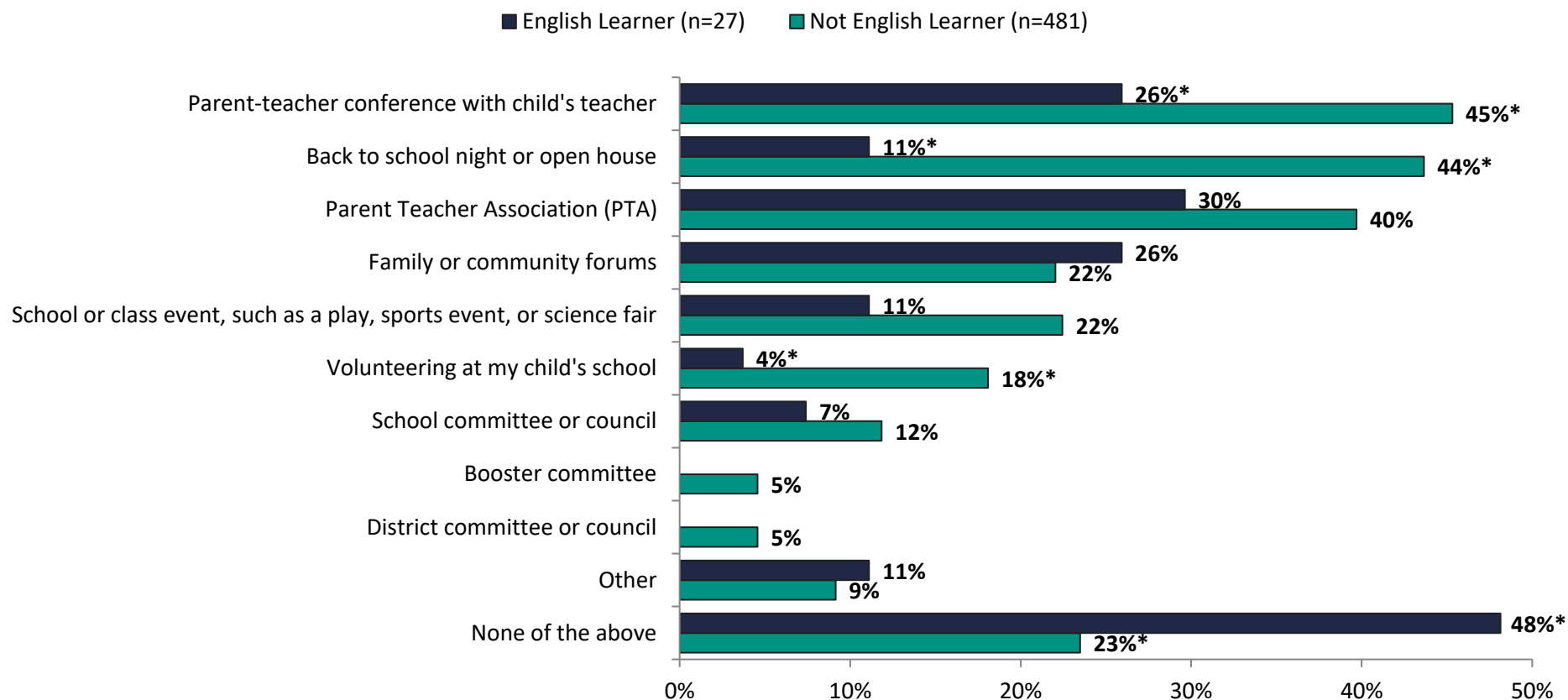
■ EL - New to the US (n= 15-21) ■ EL - Not New to the US (n=23-44) ■ Not English Learner (n=28-507)



Note: Only parents, instructional staff, and administrators received the above question. An asterisk (*) indicates a statistically significant difference with at least one group. For full results see the accompanying data supplement.

PARENTAL INVOLVEMENT – BY ENGLISH LEARNER

Which parent or community activity(ies) have you participated in this year? *Please select all that apply.*

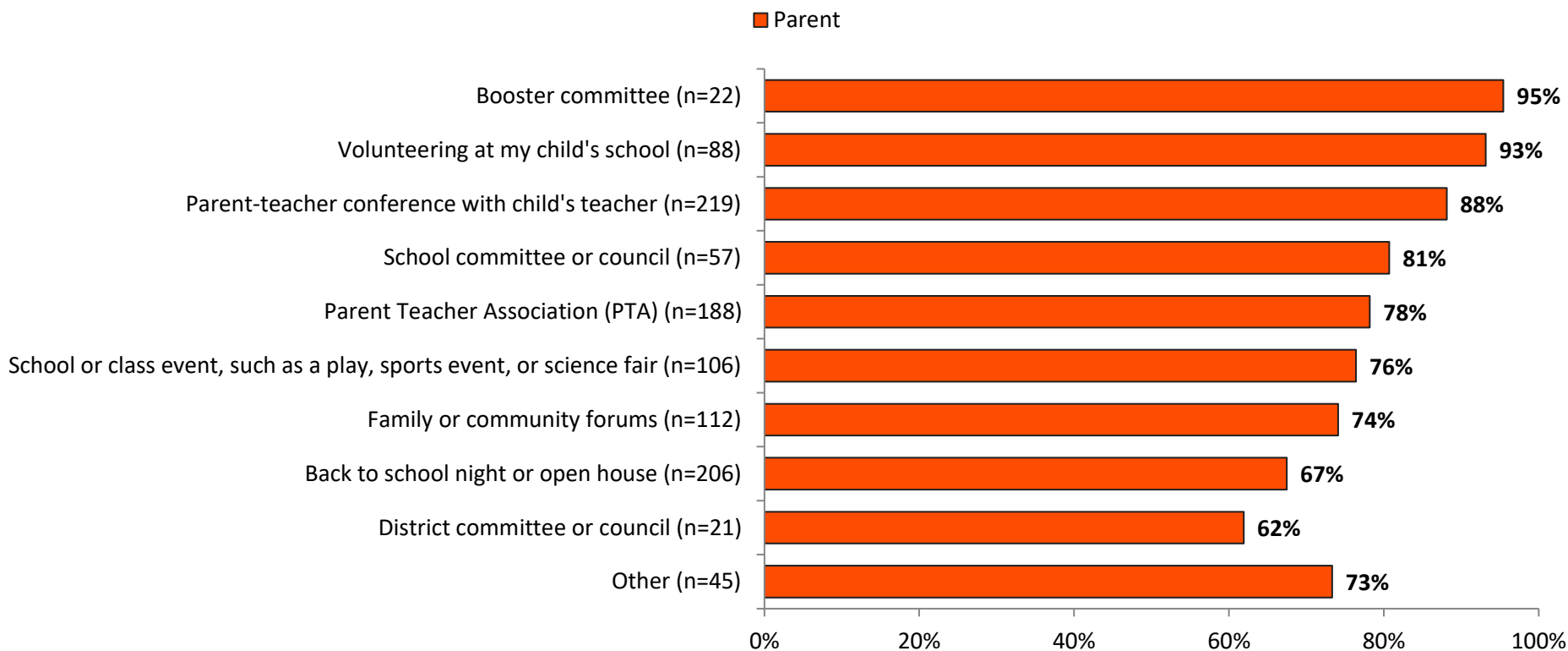


Note: Only parents received the above question. An asterisk (*) indicates a statistically significant difference with at least one group.

PARENT PARTICIPATION – BY ROLE

Please indicate how much you disagree or agree with the following statements:
I feel that the school and/or district valued my participation or input in:

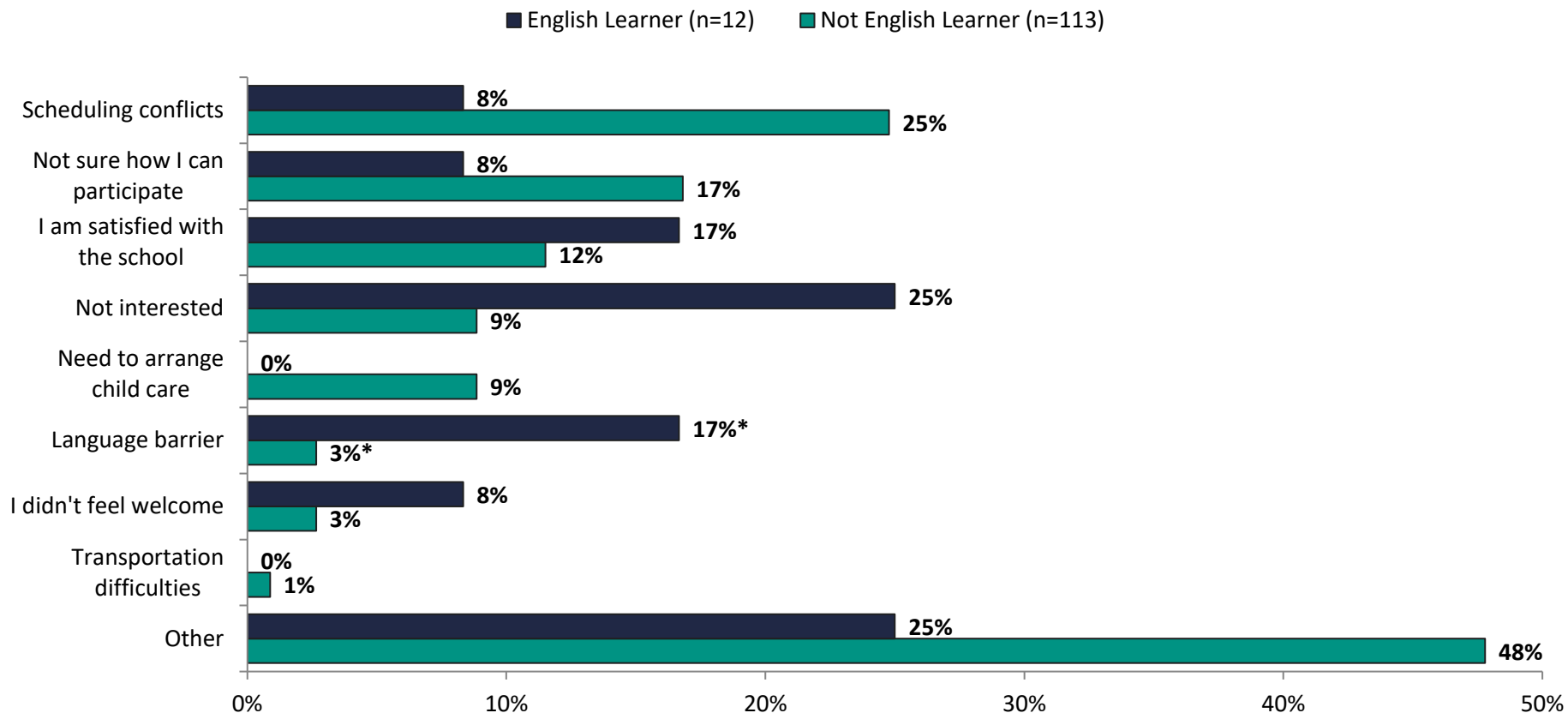
%Agree + %Strongly Agree



Note: Only parents who participated in each specific activity were asked the received the above question. For full results see the accompanying data supplement.

BARRIERS TO PARTICIPATION – BY ENGLISH LEARNER

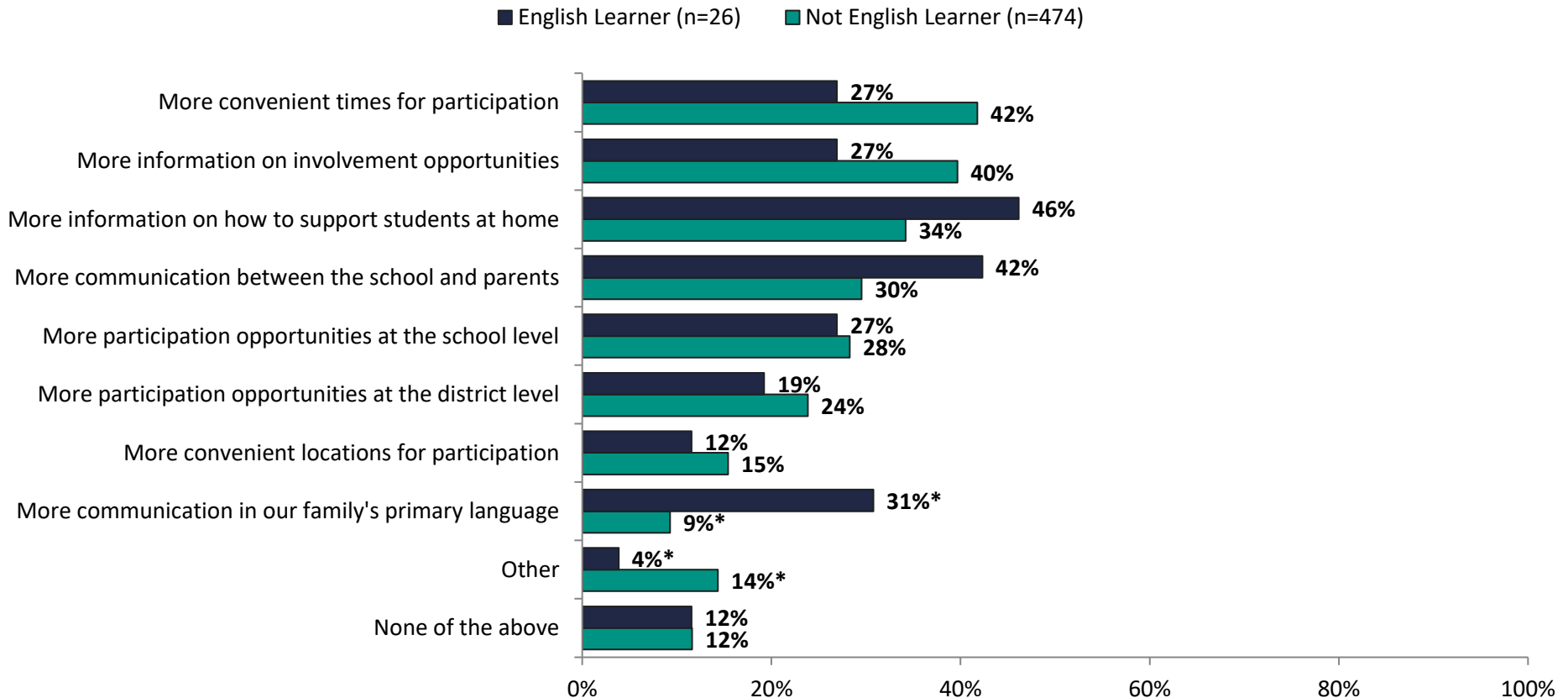
Why didn't you participate in parent activities this year? *Please select all that apply.*



Note: Only parents who did not participate in any activities received the above question. An asterisk (*) indicates a statistically significant difference with at least one group.

INCREASING PARENTAL PARTICIPATION – BY ENGLISH LEARNER

What would help parents become more involved in PUSD? *Please select all that apply.*

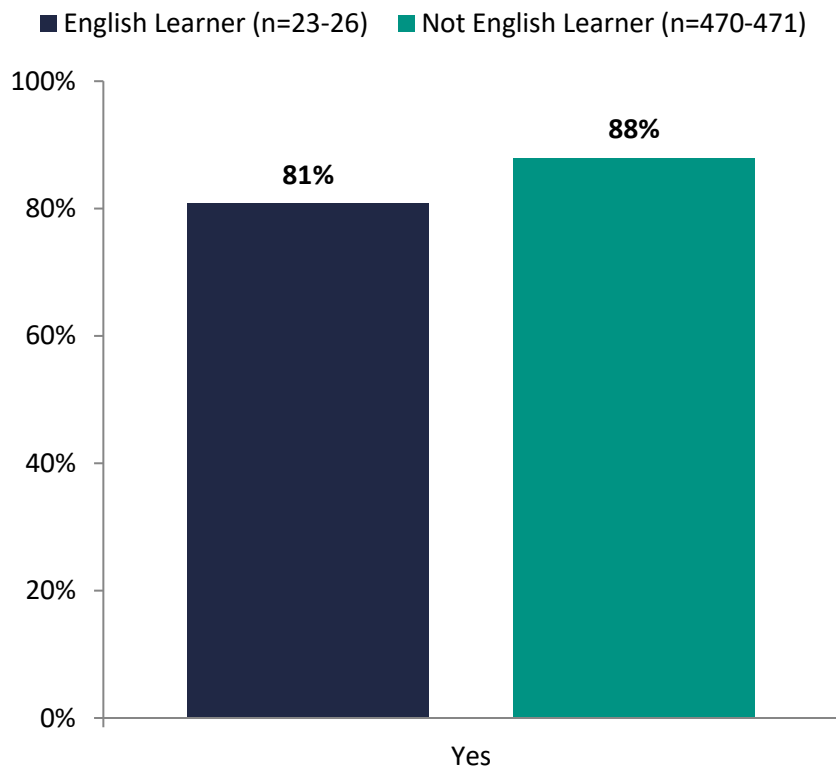


Note: Only parents received the above question. An asterisk (*) indicates a statistically significant difference with at least one group.

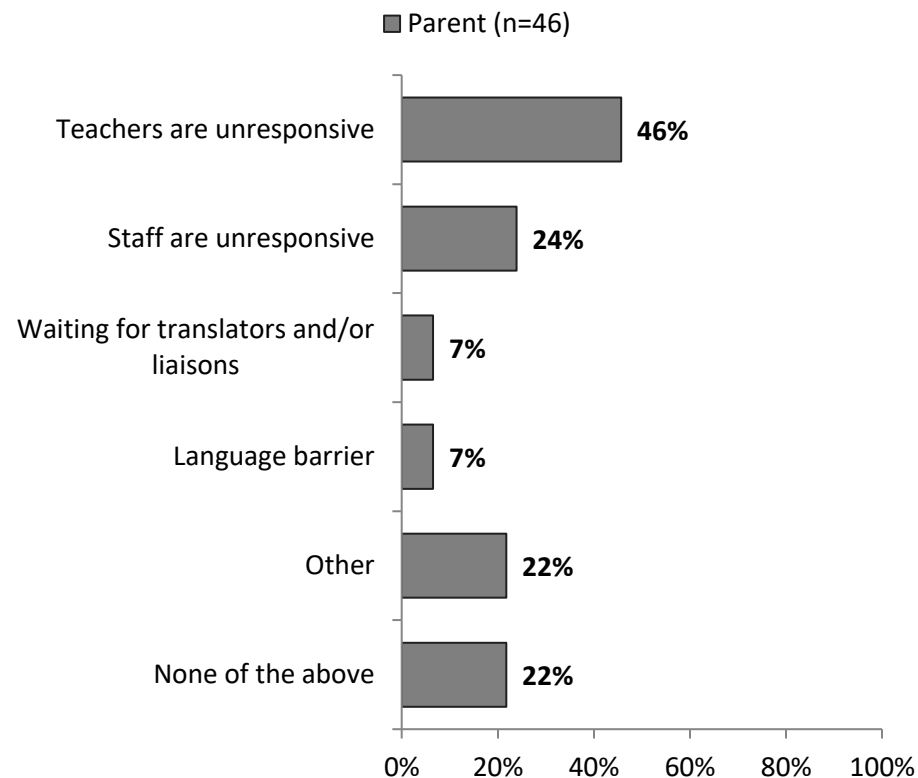
COMMUNICATION WITH PARENTS – BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statements:

%Agree + %Strongly Agree



Why were you unable to communicate with teachers and staff when necessary? Please select all that apply.



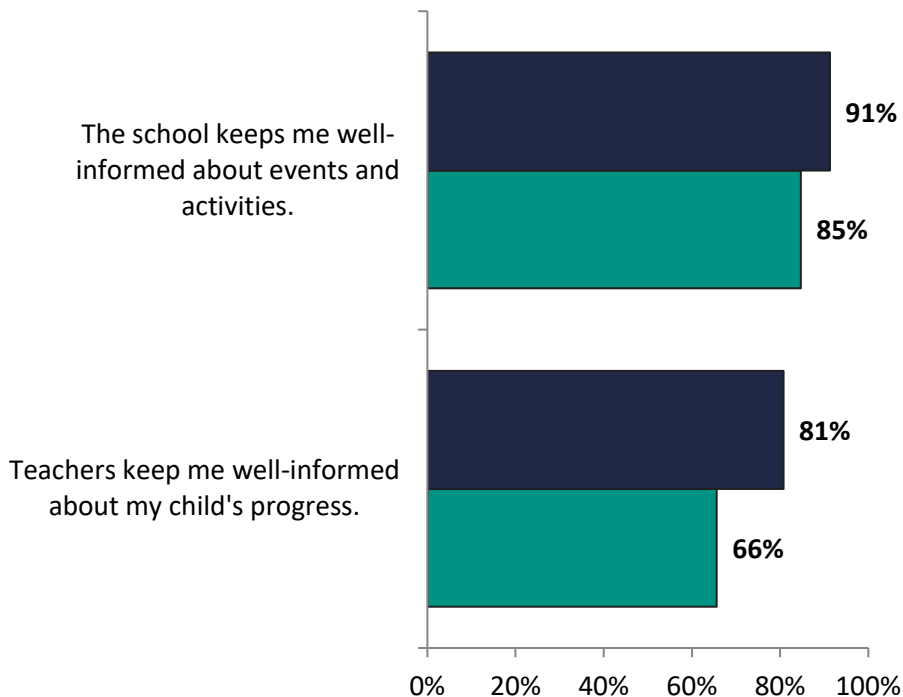
Note: Only parents received the question on the left. Only parents unable to communicate with teachers and staff received the righthand question. An asterisk (*) indicates a statistically significant difference with at least one group.

COMMUNICATION WITH PARENTS – BY ENGLISH LEARNER

Please indicate how much you disagree or agree with the following statements:

%Agree + %Strongly Agree

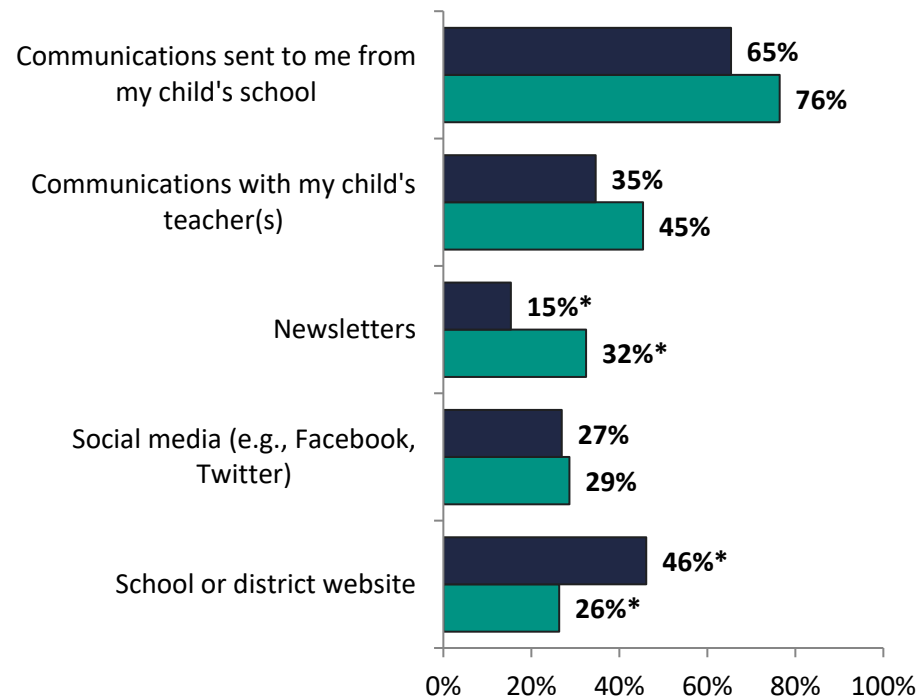
■ English Learner (n=23-26) ■ Not English Learner (n=470-471)



How do you receive most of your information about your child's school? Please select all that apply.

Top 5 Sources of Information

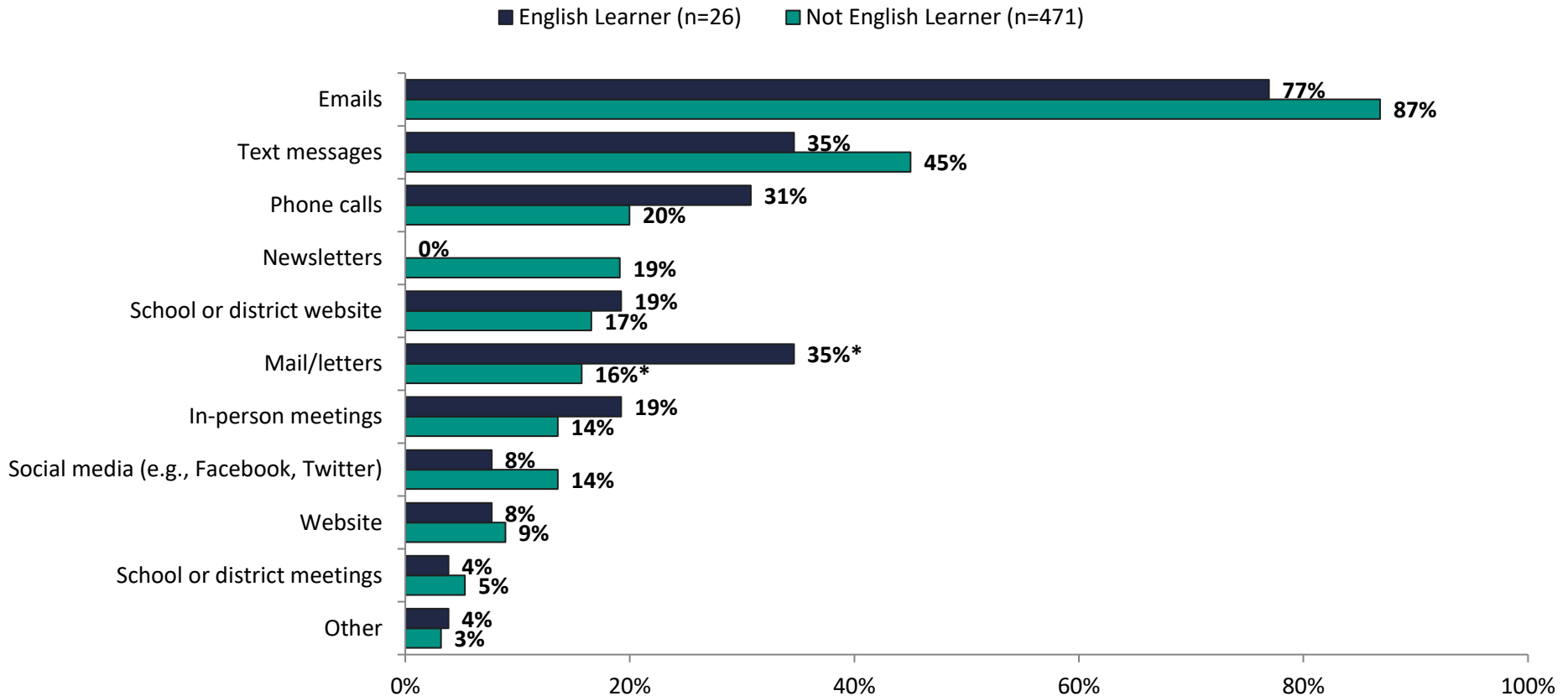
■ English Learner (n=26) ■ Not English Learner (n=471)



Note: Only parents received the above questions. An asterisk (*) indicates a statistically significant difference with at least one group. Only the top 5 sources of information are displayed in the righthand chart. For full results, please consult the accompanying data supplement.

INCREASING PARENTAL PARTICIPATION – BY ENGLISH LEARNER

What would help parents become more involved in PUSD? *Please select all that apply.*



Note: Only parents received the above question. An asterisk (*) indicates a statistically significant difference with at least one group.

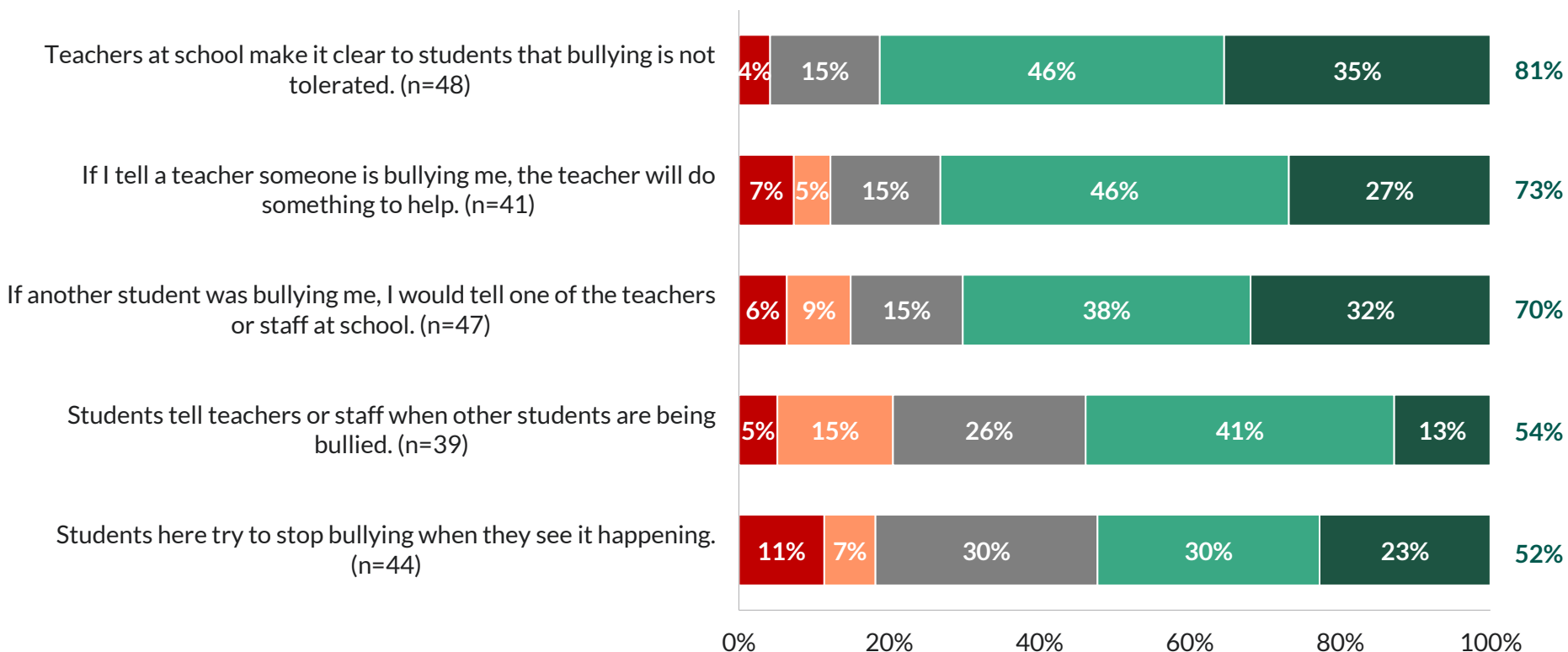
SECTION VII: SCHOOL SAFETY

STUDENT SAFETY

Please indicate how much you disagree or agree with the following statements about your school.

■ Strongly Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree

Top 2

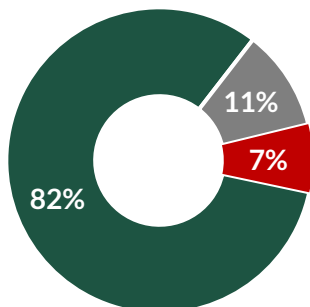


Note: Only students received the above question.

ONLINE, PHYSICAL, OR VERBAL HARASSMENT

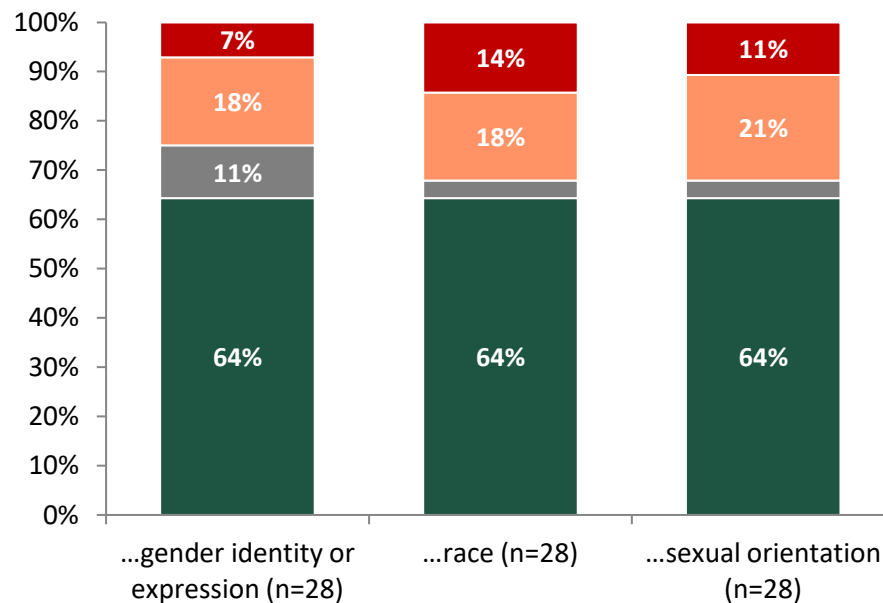
During the past 12 months, how many times did other students spread mean rumors or lies about you on the internet?

■ 0 times ■ 1 time ■ 2-3 times ■ 4 or more times



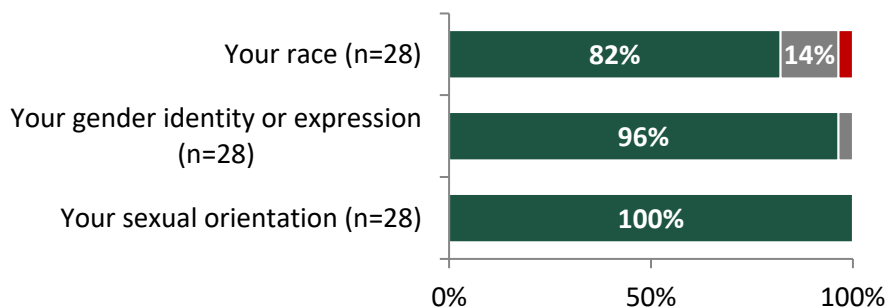
How often do you hear students make negative comments or use slurs based on other students'...

■ 0 times ■ 1 time ■ 2-3 times ■ 4 or more times



During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?

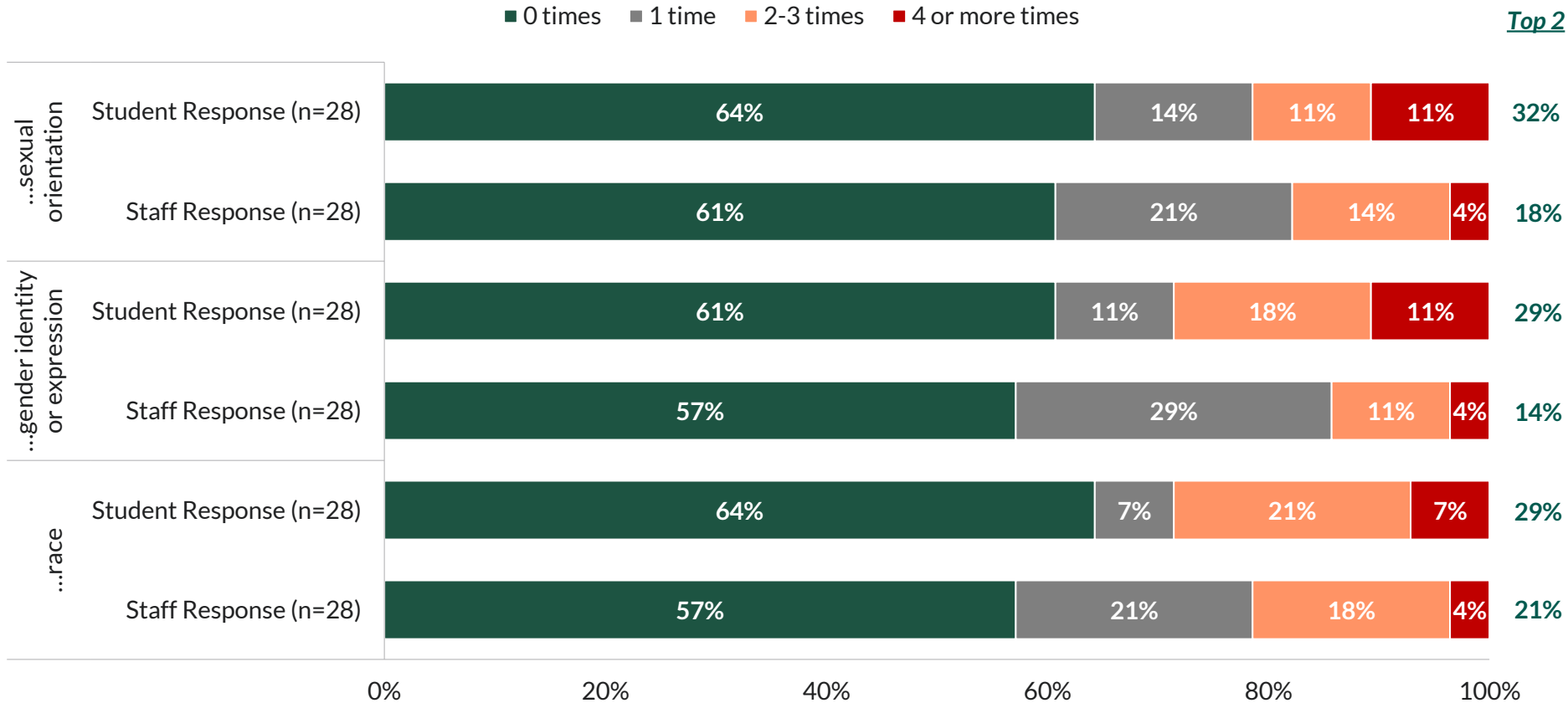
■ 0 times ■ 1 time ■ 2-3 times ■ 4 or more times



Note: Only high school students received the above question.

STUDENT AND STAFF RESPONSES TO BULLYING

How often do you see or hear (students/teacher or school staff) STOP others from making negative comments or using slurs based on students'...



Note: Only high school students received the above question.



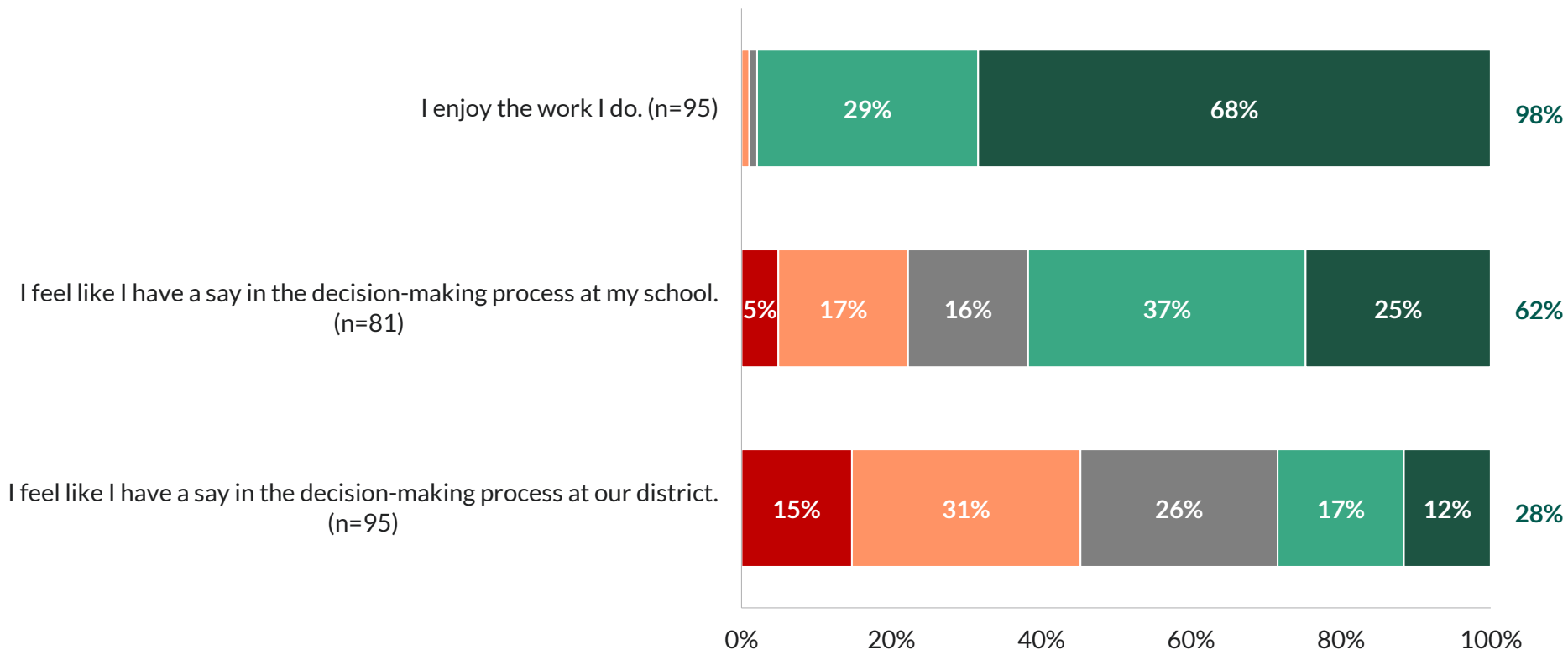
SECTION VIII: STAFF CLIMATE

STAFF ENGAGEMENT

Please indicate how much you disagree or agree with the following statements:

■ Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree ■ Agree ■ Strongly Agree

[Top 2](#)



Note: Only staff members received the above question.

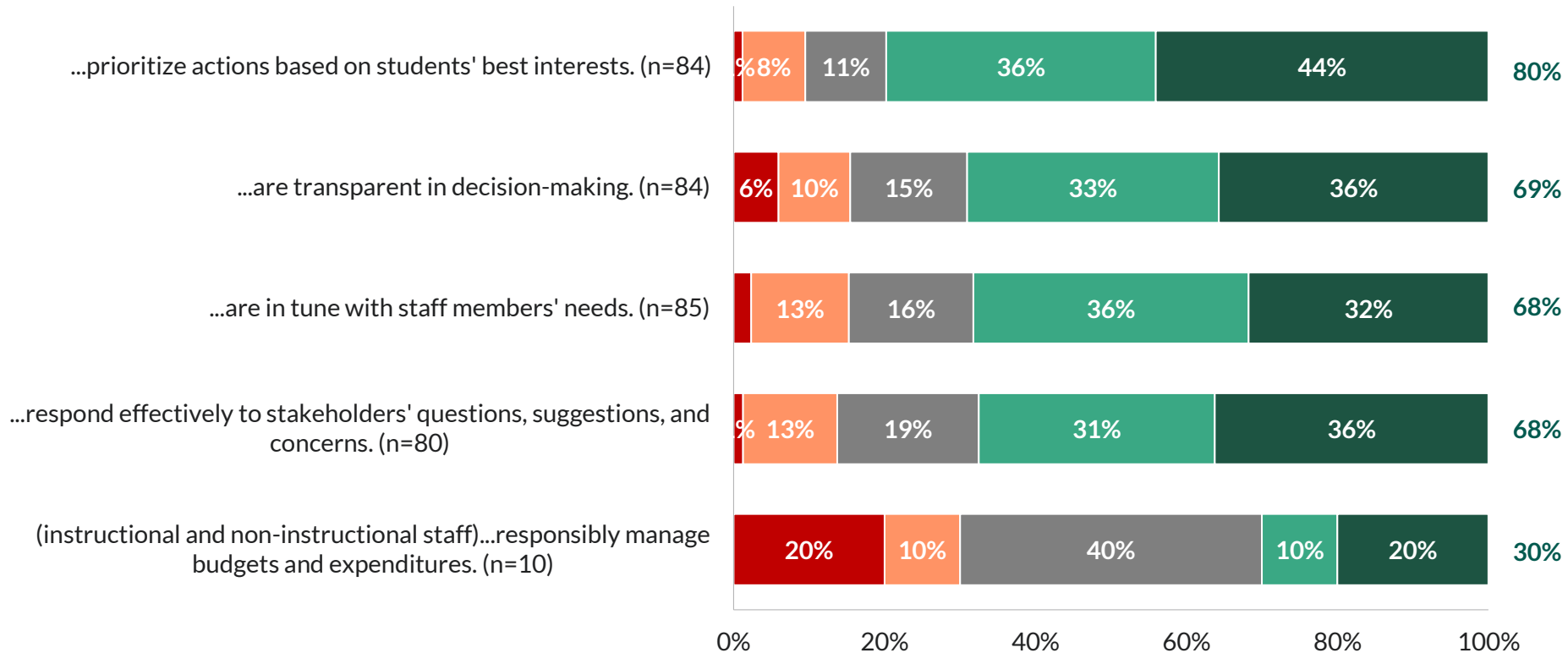


STAFF SATISFACTION WITH ADMINISTRATORS

Please rate the extent to which you agree or disagree with the following statements:
(Administrators at my school/District administrators)...

■ Strongly Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree

Top 2



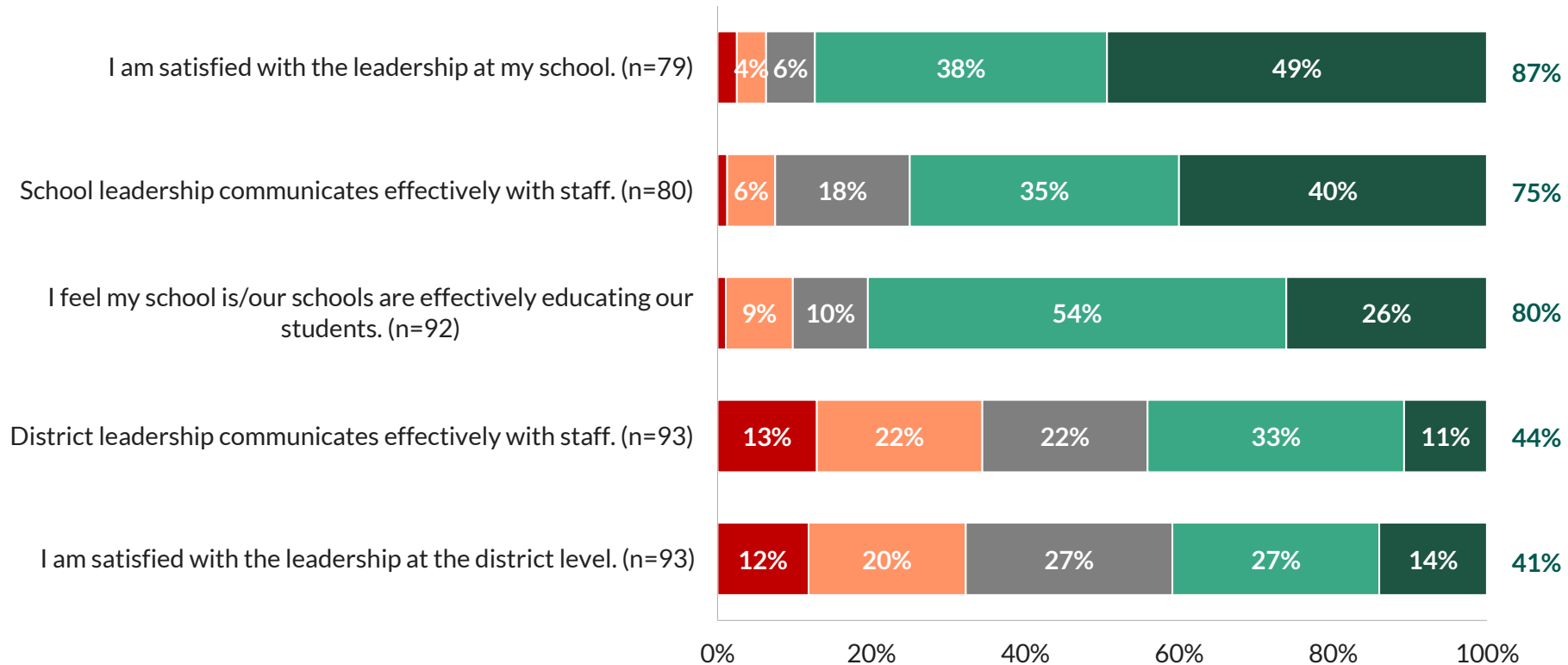
Note: Only instructional and non-instructional staff received the above question.

STAFF SATISFACTION WITH LEADERSHIP

Please indicate how much you disagree or agree with the following statements:

■ Strongly Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree

[Top 2](#)



Note: Only staff members received the above question.

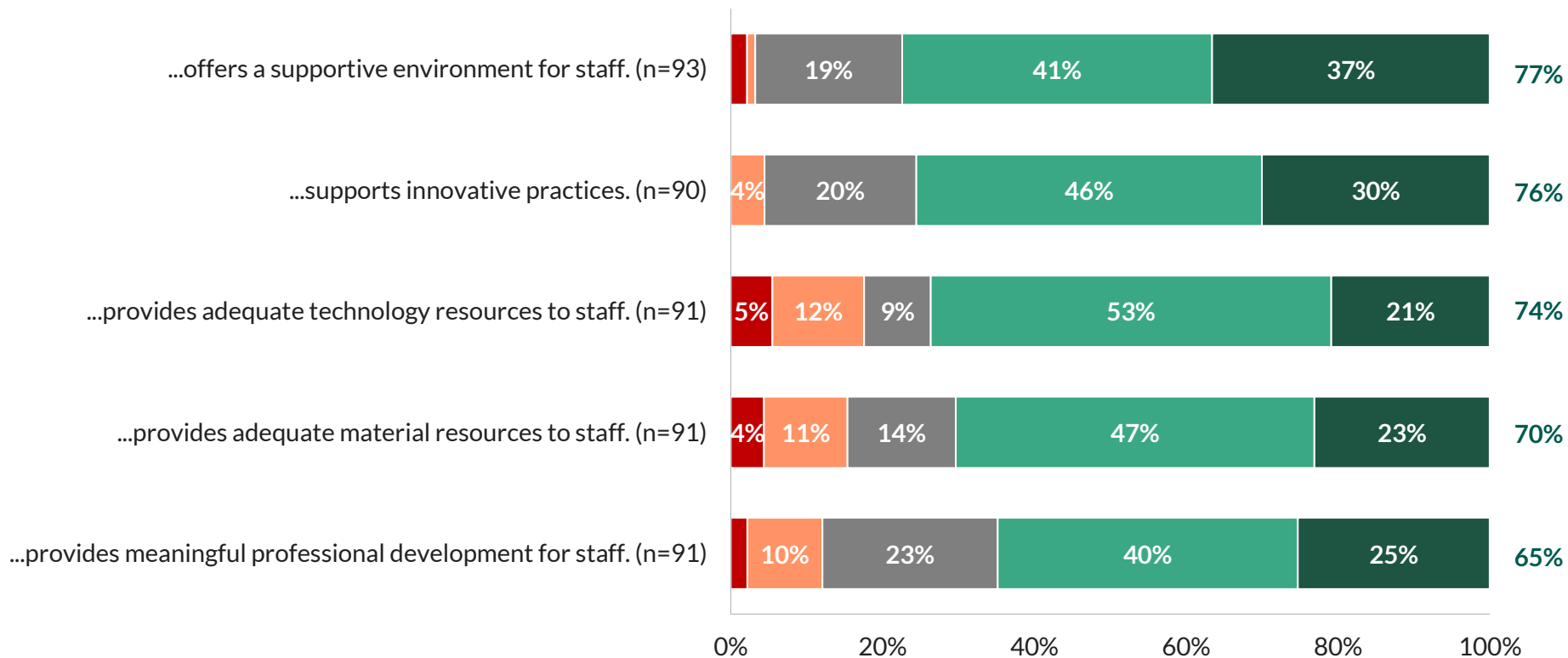
STAFF SUPPORT

Please rate your level of agreement with each of the following statements:

(My school/My district)...

■ Strongly Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree

Top 2



Note: Only staff members received the above question.

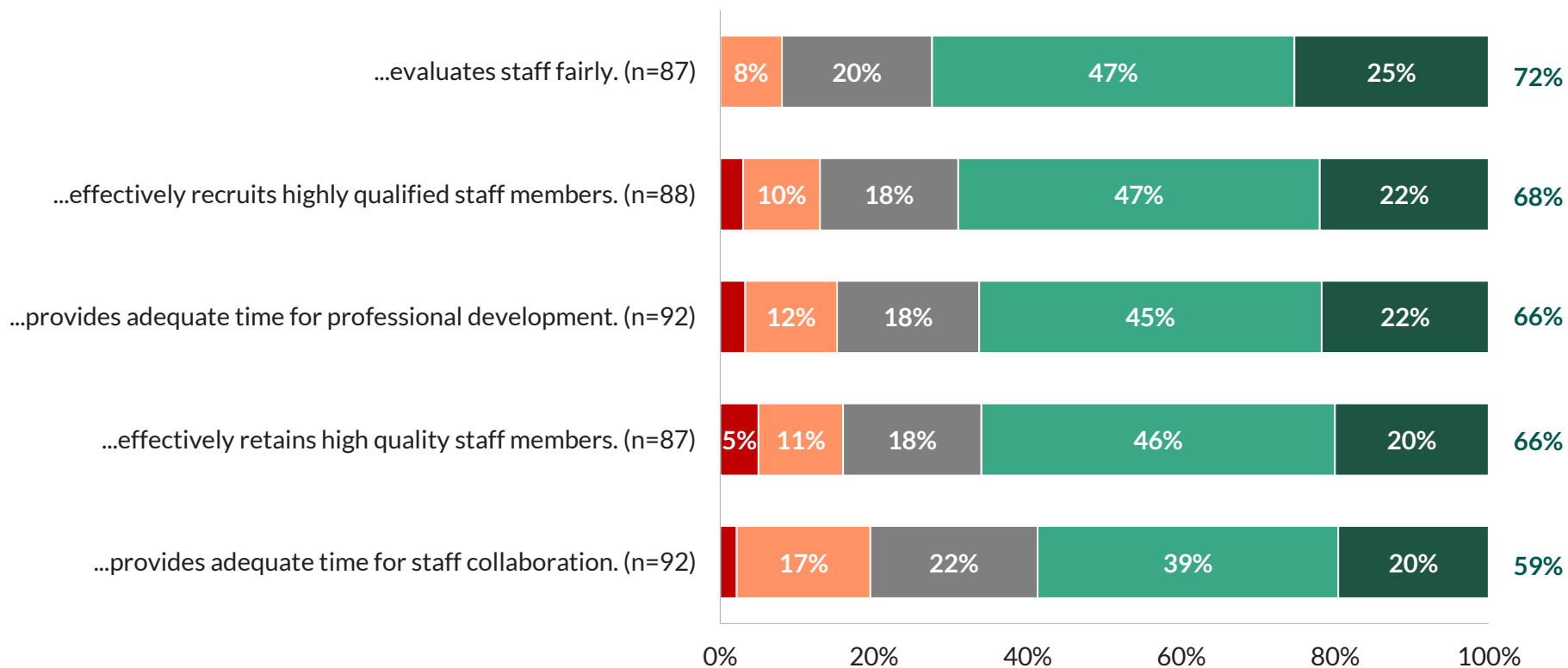
STAFFING

Please rate your level of agreement with each of the following statements:

(My school/My district)...

■ Strongly Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree

[Top 2](#)

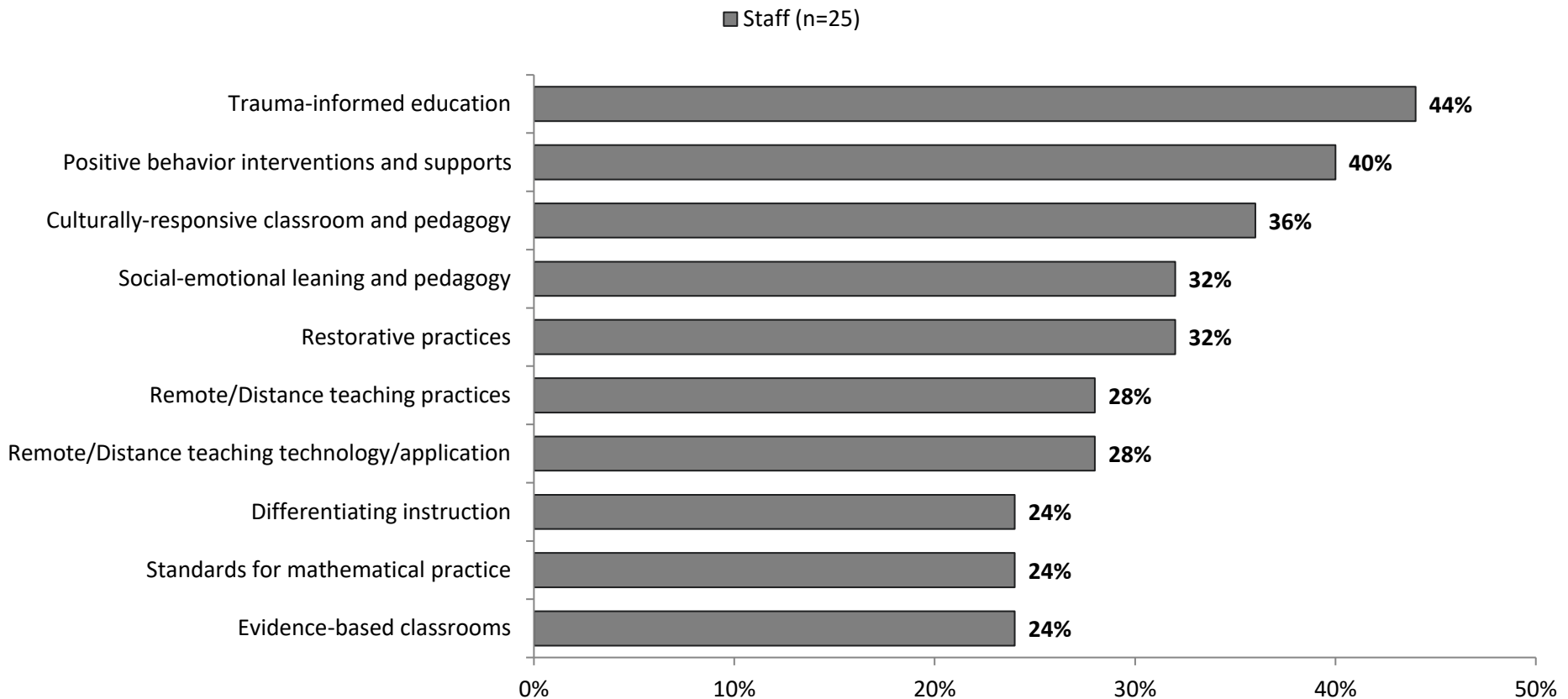


Note: Only staff members received the above question.



PROFESSIONAL DEVELOPMENT

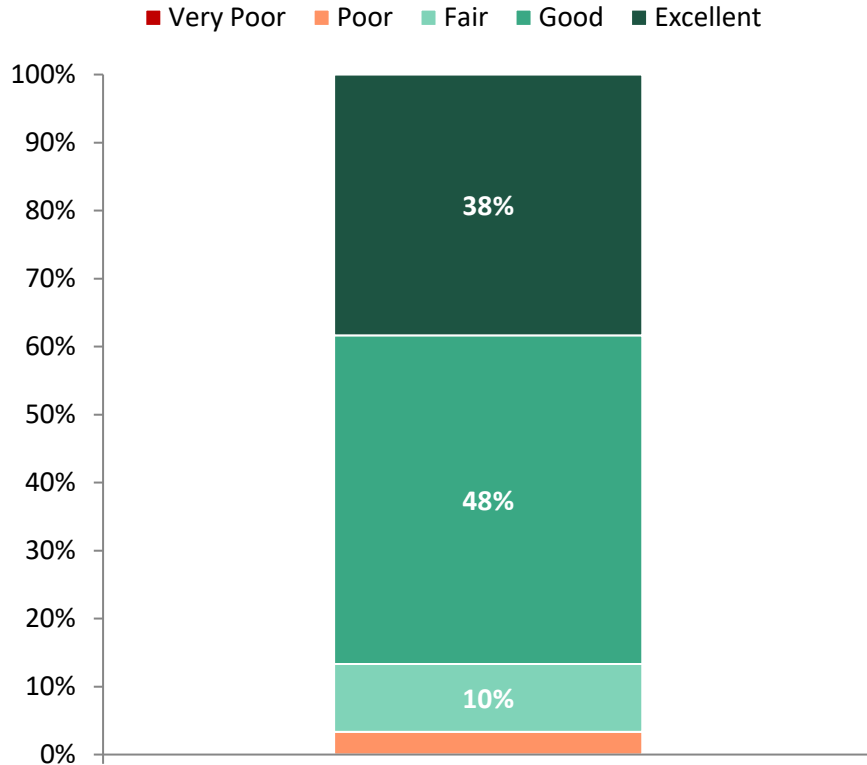
In which of the following areas would you like additional staff development? *Please select all that apply.*



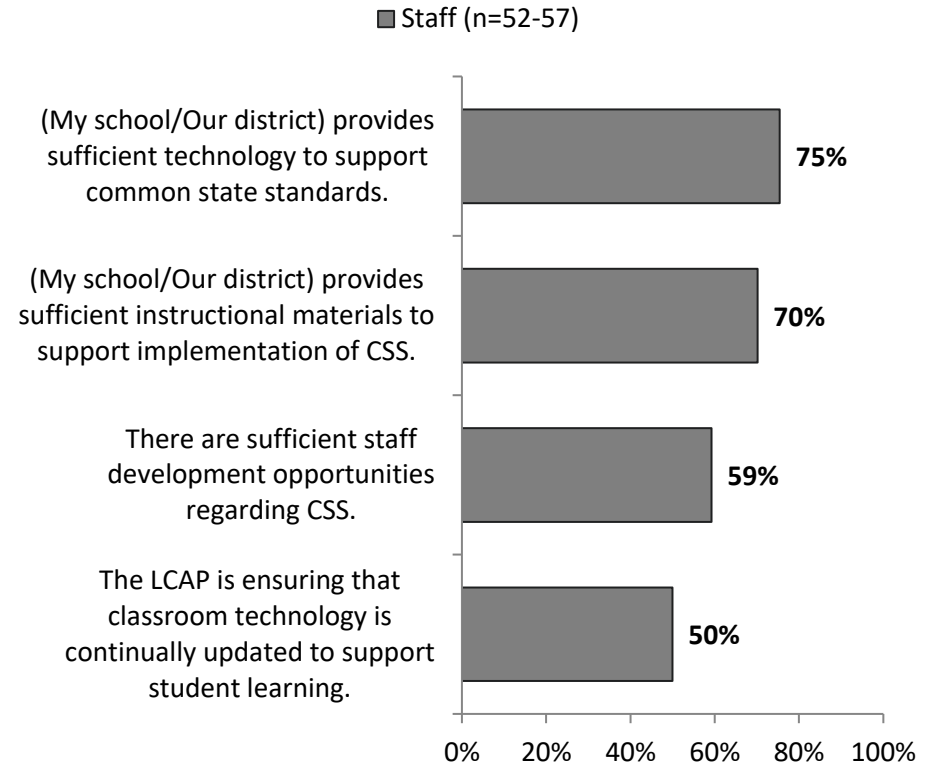
Note: Only instructional staff or school administrators received the above question.

CALIFORNIA STATE STANDARDS

Please rate your understanding of California's state standards:



Please indicate how much you disagree or agree with the following statements regarding [your school's/your district's] implementation of California state standards (CSS):
(My school/Our district)...



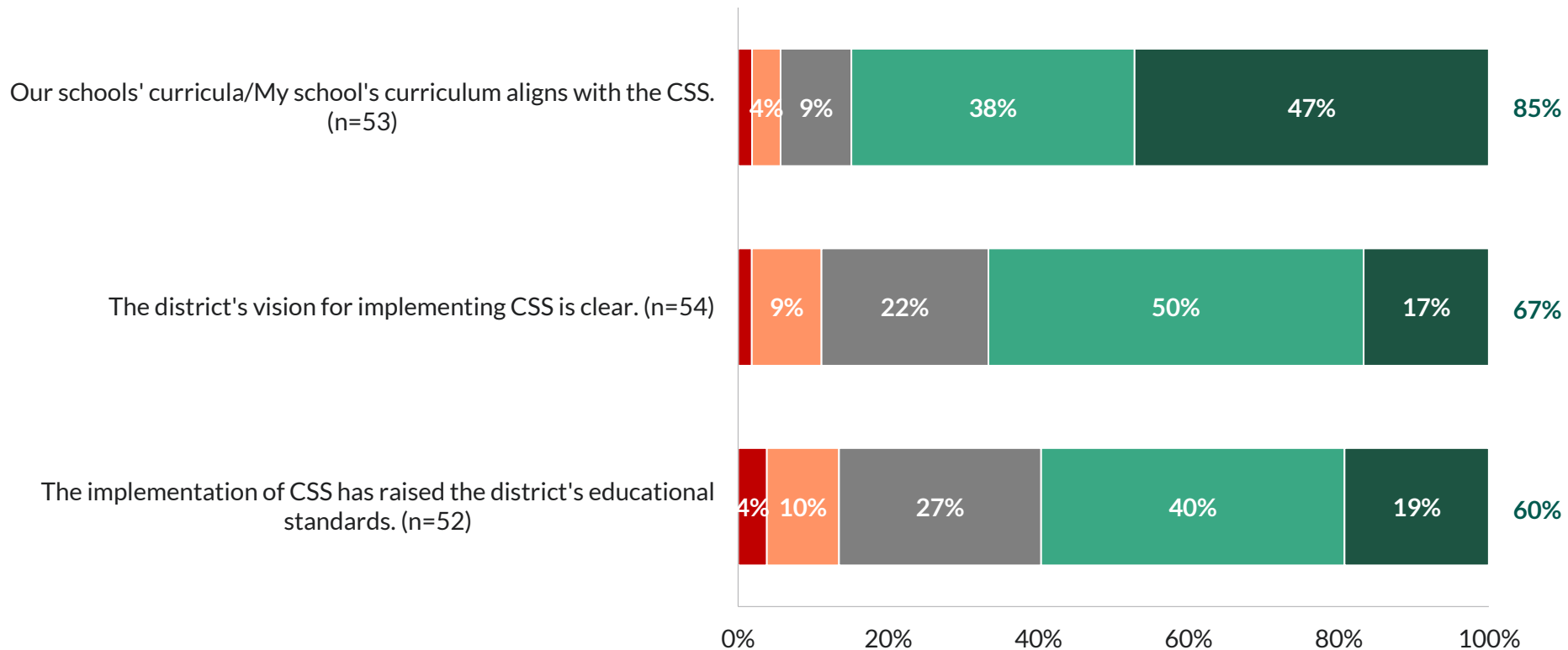
Note: Only instructional staff members received the above question.

CALIFORNIA STATE STANDARDS

Please indicate how much you disagree or agree with the following statements regarding (your school's/your district's) implementation of California state standards (CSS):

■ Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree ■ Agree ■ Strongly Agree

[Top 2](#)



Note: Only staff members received the above question.

SECTION IX: RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS

Respondent Role (n=699)

| | |
|---|-----|
| Parent or guardian of a current student | 77% |
| Staff or administrator | 15% |
| Current student | 8% |

Staff Role (n=104)

| | |
|--|-----|
| School-level instructional staff | 62% |
| District-level instructional staff | 3% |
| School-level non-instructional staff | 22% |
| District-level non-instructional staff | 8% |
| School level administrator | 4% |
| District-level administrator | 2% |

Staff Area of Focus (n=67)

| | |
|--------------------------------------|-----|
| English/Language Arts | 31% |
| Mathematics | 16% |
| Visual/Performing Arts | 9% |
| Science | 7% |
| Social Science | 4% |
| Career and Technical Education (CTE) | 4% |
| Physical Education | 1% |
| Foreign Language | 1% |
| Other | 15% |

Years at PUSD (n=86)

| | |
|-----------------------|-----|
| Less than 1 year | 3% |
| 1 to 3 years | 7% |
| 4 to 6 years | 16% |
| 7 to 10 years | 8% |
| 11 to 15 years | 12% |
| 16 to 20 years | 13% |
| More than 20 years | 35% |
| Prefer not to respond | 6% |

Languages Spoken at Home (n=542)

| | |
|-----------------------|-----|
| English | 84% |
| Spanish | 26% |
| Other Listed | 10% |
| Other Not-Listed | 4% |
| Prefer not to respond | 6% |

Race/Ethnicity (n=543)

| | |
|---|-----|
| Hispanic or Latino | 34% |
| American Indian or Alaska Native | 3% |
| Asian | 12% |
| Black or African American | 9% |
| Native Hawaiian or Other Pacific Islander | 1% |
| White | 50% |
| Prefer not to respond | 29% |



RESPONDENT CHARACTERISTICS

Special Program Participation (n=699)

| | |
|------------------------------|-----|
| Free or Reduced-Price Lunch | 30% |
| Advanced/Honor's Classes | 21% |
| Special Education | 17% |
| English Learner (EL) | 13% |
| Foster Youth | 6% |
| English Learn (EL) to the US | 5% |
| Migrant Education Program | 1% |
| None of the above | 44% |

Annual Household Income (n=490)

| | |
|------------------------|-----|
| \$0 to \$24,999 | 8% |
| \$25,000 to \$49,999 | 10% |
| \$50,000 to \$74,999 | 8% |
| \$75,000 to \$99,999 | 9% |
| \$100,000 to \$124,999 | 9% |
| \$125,000 to \$149,999 | 7% |
| \$150,000 to \$174,999 | 4% |
| \$175,000 to \$199,999 | 5% |
| \$200,000 or more | 16% |
| Prefer not to respond | 25% |

Number of Children Enrolled at PUSD (n=540)

| | |
|--------------------|-----|
| 1 child | 59% |
| 2 children | 33% |
| 3 children | 7% |
| 4 children or more | 1% |

Years at MCIU (n=289)

| | |
|--|-----|
| Altadena Arts Magnet Elementary | 3% |
| Cleveland Children's Center | 0% |
| Don Benito Fundamental School | 4% |
| Field Elementary School | 4% |
| Hamilton Elementary School | 4% |
| Jackson STEM Dual Language Magnet Academy | 4% |
| Jefferson Children's Center | 0% |
| Longfellow Elementary School | 3% |
| Madison Elementary School | 2% |
| Norma Coombs Elementary School | 2% |
| San Rafael Elementary School | 3% |
| Sierra Madre Elementary School | 5% |
| Washington Elementary STEM Magnet School | 1% |
| Webster Elementary School | 1% |
| Willard Elementary School | 2% |
| Eliot Arts Magnet Academy | 3% |
| Sierra Madre Middle School | 4% |
| Washington STEAM Multilingual Academy | 1% |
| John Muir High School Early College Magnet | 7% |
| Pasadena High School | 14% |
| Rose City High School | 1% |
| Blair School | 8% |
| CIS Academy | 1% |
| Focus Point Academy | 0% |
| Marshall Fundamental Secondary School | 11% |
| McKinley School | 7% |
| Pasadena Adult Living Skills (PALS) | 0% |
| District Office | 2% |





Thank you.

CONTACT

Susan Groundwater, Ph.D.
Senior Research Advisor

E: sgroundwater@hanoverresearch.com

P: 202-459-9759

 hanoverresearch.com