# PASADENA UNIFIED SCHOOL DISTRICT
*Special Projects, State and Federal Programs*

## General Information

For 2018-19 LCAP update and 2019-20 LCAP development, PUSD has had conducted four (4) stakeholder surveys: Student surveys (3rd to 12th graders), Parent Surveys (English and Spanish), Staff Surveys (including certificated, classified, and administration/management members), and Community surveys (English and Spanish). The surveys were conducted via online using Google Forms. The surveys were opened to the stakeholders from Jan. 30th 2019 to March 5th 2019.

Below are the summaries of the surveys' responses.

## Report of the Student Survey Responses

There are **1,117** students (3rd to 12th graders) participated in the survey. The following data summarizes the students' survey responses.

1. **Demographic Information**
   a. Gender:     Male: 56.5%          Female: 42.5%          Other: 1%
   b. Race/Ethnicity:
      - African American:             21.4%
      - American Indian:              2.3%
      - Asian:                        9%
      - Hispanic or Latino:           59.8%
      - Hawaiian or Pacific Islander: 3.1%
      - White:                        24.7%
   c. Grade Level:
      - 3rd Grader:                   7.9%
      - 4th Grader:                   3.5%
      - 5th Grander:                  8.7%
      - 6th Grader:                   5.6%
      - 7th Grader:                   7.3%
      - 8th Grader:                   5.6%
      - 9th Grader:                   17.2%
      - 10th Grader:                  17.4%
      - 11th Grader:                  10.2%
      - 12th Grader:                  15.8%

*351 S Hudson, Pasadena California 91109 --626.396-3600 x 88478*

- Independent Study: 1%
  d. The 4 highest participation schools:
    - Muir High School (9-12): 36.7%
    - Washington Elem. (TK-5): 16.6%
    - Marshall Fundamental (6-12): 15%
    - Pasadena High School (9-12): 9%
2. **How much do you agree with the following statements?**
   a. Most of the teaching staff at my school expect all students to work hard.
      - Strongly Agree: 42.1%
      - Agree: 49.5%
      - Disagree: 4.2%
      - Strongly Disagree: 1%
      - I don't Know: 2.9%
   b. Most of the teaching staff give me extra help when I need it.
      - Strongly Agree: 23.5%
      - Agree: 54.1%
      - Disagree: 11.9%
      - Strongly Disagree: 3.3%
      - I don't Know: 7.2%
   c. Most of the teaching staff make me excited about learning.
      - Strongly Agree: 12.7%
      - Agree: 38.2%
      - Disagree: 25.8%
      - Strongly Disagree: 9.4%
      - I don't Know: 12.7%
   d. Most of the teaching staff expect me to continue my education after high school.
      - Strongly Agree: 47.3%
      - Agree: 37.5%
      - Disagree: 2.7%
      - Strongly Disagree: 0.9%
      - I don't Know: 11.6%
   e. I keep trying when school work is challenging.
      - Strongly Agree: 39.8%
      - Agree: 48.3%
      - Disagree: 5.8%
      - Strongly Disagree: 1.4%
      - I don't Know: 4.6%
   f. I can become a better student if I work hard.
      - Strongly Agree: 64.9%
      - Agree: 30.1%
      - Disagree: 2.3%
      - Strongly Disagree: 0.7%
      - I don't Know: 2%
   g. I feel welcome at my school.
      - Strongly Agree: 32%

- Agree: 48.3%
- Disagree: 7.1%
- Strongly Disagree: 5.1%
- I don't Know: 7.5%

h. I am safe at my school: In the hallways, classrooms, bathrooms, and on the year at my school.
- Strongly Agree: 28.8%
- Agree: 47.3%
- Disagree: 10%
- Strongly Disagree: 5.1%
- I don't Know: 8.8%

i. There are clear consequences for breaking the rules at my school.
- Strongly Agree: 34.6%
- Agree: 43.4%
- Disagree: 8.7%
- Strongly Disagree: 4.3%
- I don't Know: 9%

j. There are adults whom I trust and can go to for help with a problem at my school.
- Strongly Agree: 36.3%
- Agree: 42.1%
- Disagree: 7.4%
- Strongly Disagree: 5.3%
- I don't Know: 9%

3. **Please check the following statements that you agree (Select all that apply):**
   a. Most students at my school treat each other with respect.    688 (61%)
   b. Most students at my school treat adults with respect.    643 (57.6%)
   c. My school is kept clean.    450 (40.3%)
   d. My school is calm and in control.    497 (44.5%)

4. **Do the teachers and other grown-ups at school care about you?**
   - Yes    89.3%
   - No    10.7%

5. **Do teachers treat students fairly at school?**
   - Yes    78.2%
   - No    21.8%

6. **Do you feel safe at school?**
   - Yes    84.2%
   - No    15.8%

7. **During this school year, how often has your teacher(s) asked you to:**
   a. Be part of a discussion where you had to use evidence from something you read to defend your worn opinion or ideas.
   - Very Often    31.5%
   - Often    46.7%
   - Seldom    16.2%
   - Never    5.6%

**b.** Complete a writing assignment or research project where you had to use evidence from something you read to defend your own opinion or ideas.
- Very Often                38%
- Often                     45.7%
- Seldom                    11.6%
- Never                     4.6%

**c.** Complete a writing assignment or research project using more than one source of information (books, newspapers, the internet or other materials).
- Very Often                37.1%
- Often                     45.3%
- Seldom                    14.1%
- Never                     3.6%

**d.** Complete a math task that required you to explain your thinking.
- Very Often                40%
- Often                     42%
- Seldom                    13.5%
- Never                     4.5%

**e.** Use computers (workstations, laptops, tables, etc.) during the school day to complete a task or assignment such as online research or typing up responses or computer-based exercises.
- Very Often                60.3%
- Often                     36.6%
- Seldom                    7%
- Never                     2.1%

8. **Do you know where to go for help with a problem?**
- Yes                       87.2%
- No                        12.8%

9. **Would you recommend your school to your friends who don't go there?**
- Yes                       77.3%
- No                        22.7%

10. **Do you plan to go to college or some other school after high school?**
- Yes                       93.5%
- No                        6.6%

**Report of the Parent Survey Responses**

There are total of **726** parents (**689** in English, **37** in Spanish) participated in the survey. The following data summarizes the parents' survey responses.

1. **Demographic Information**
   a. **Parental Status:**
      - Father                          English: 24.1%          Spanish: 24.3%
      - Mother                         English: 72.7%          Spanish: 70.3%
      - Legal Guardian            English: 3.2%             Spanish: 5.4%
   b. **Race/Ethnicity:**
      - African American:        English: 8.6%
      - American Indian:          English: 1.7%
      - Asian:                          English: 12.8%
      - Hispanic or Latino:       English: 27.6%          Spanish: 97.3%
      - Hawaiian or Pacific Islander:     Eng.: 1.8%
      - White:                          English: 59.2%          Spanish: 5.4%
   c. **The Top participation schools:**
      - Sierra Madre Middle (6-8):        18.4%
      - Pasadena High School (9-12):     10.7%
      - Sierra Madre Elem. (K-5):         9.3%
      - Field Elem. (K-5):                   9.1%
      - Marshall Fundamental (6-12):    9%
      **(In Spanish):**
      - Washington Middle (6-8):          32.4%
      - Marshall Fundamental (6-12):    21.6%
      - Franklin (TK-5):                      16.2%
      - Pasadena High School (9-12):     13.5%
      - Jefferson Elem. (TK-5):            10.8%
      - Muir High School (9-12):          10.8%
      - Norma Coombs (K-5):              10.8%
      - Washington Elem. (K-5):           10.8%
2. **Rate your knowledge in the following areas as it related to the PUSD gdget and Local Control Funding Formula (LCFF)**
   a. LCFF, passed into law in 2013, changes how schools are funded in the state of California*
      - I have no knowledge                     English: 43%             Spanish: 59.5%
      - I have little knowledge                   English: 27.3%          Spanish: 18.9%
      - I have some knowledge                   English: 23.9%          Spanish: 21.6%
      - I have considerable level of knowledge   Eng. 5.8%          Spanish: 0%
   b. LCFF is not anticipated to be fully funded until 2020-2021
      - I have no knowledge                     English: 58.2%          Spanish: 75.7%
      - I have little knowledge                   English: 21.5%          Spanish: 13.5%
      - I have some knowledge                   English: 16.5%          Spanish: 10.8%

- I have considerable level of knowledge   Eng.: 3.8%     Spanish: 0%

c. School districts are funded by average Daily Attendance (ADA)/Enrollment. ADA is calculated by how many students come to school every day*
- I have no knowledge          English: 4.4%          Spanish: 32.4%
- I have little knowledge      English: 7.5%          Spanish: 13.5%
- I have some knowledge        English: 50.4%         Spanish: 29.7%
- I have considerable level of knowledge   Eng.: 37.7%    Spanish: 24.3%

3. **From your perspective, please choose the top three resources/services that support the State Priorities:**

a. Student Achievement* - Definition: Student Achievement measures assessment data, college readiness, and language proficiency (Select top three)
- More or better access to technology (e.g. computers, chromebooks, software, training)
  English: 39.9%          Spanish: 37.8%
- Stronger academic program (i.e. from what your child learns during the school day)
  English: 78.2%          Spanish: 70.3%
- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)
  English: 22.2%          Spanish: 32.4%
- Greater selection for Career Technical Education (CTE) career paths
  English: 18.4%          Spanish: 32.4%
- Academic supports for struggling students
  English: 56.2%          Spanish: 56.8
- More planning time for site staff (Teacher's, Vice Principal's, Principal's, etc.)
  English: 25.1%          Spanish: 16.2%
- More student enrichment offerings during the summer (music camp, computer programming, robotics etc.)
  English: 28.2%          Spanish: 40.5%
- Other
  English: 17.7%          Spanish: 8.1%

b. Student Engagement* - Definition: Student Engagement measures student attendance, chronic absenteeism, dropout from middle and high schools, and high school graduation. (Select top three)
- Increase extra-curricular activities (e.g. clubs, sports, visual and performing arts, etc.)
  English: 53.7%          Spanish: 51.4%
- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)
  English: 22.5%          Spanish: 21.6%
- Academic supports that meet individual student needs (e.g. Technology based instruction)
  English: 50.9%          Spanish: 62.2%
- More counselors that provide academic and social emotional support to students

English: <mark>61.2%</mark>         Spanish: <mark>59.5%</mark>

- Connecting students to community resources (e.g. internships, resource centers, partnerships, mentors, scholarships)
  English: <mark>54.9%</mark>        Spanish: <mark>59.5%</mark>
- More college and career field trips
  English: 13.9%        Spanish: 21.6%
- More career oriented enrichment opportunities offered during extended learning time (summer, before school and after school)
  English: 21.9%        Spanish: 32.4%
- Other
  English: 9.6%        Spanish: 0%

c.  Other Student Outcomes* - Definition: Student Outcomes measures other important student outcomes related to required areas of study, including physical education and the arts. (Select top three)

- Advance Placement (AP) courses (courses that provide students the ability to get college credit)
  English: <mark>48.2%</mark>        Spanish: <mark>67.6%</mark>
- Connecting classroom learning to real-world experiences (e.g. career pathways, linked learning, internships)
  English: <mark>74.6%</mark>        Spanish: 35.1%
- More support for students taking college preparatory exams (e.g. Early Assessment Program, PSAT, SAT, ACT, AP)
  English: <mark>46.3%</mark>        Spanish: <mark>67.6%</mark>
- Increase rigor of preparatory courses for students to complete their required high school credits to obtain their high school diplomas
  English: 37.9%        Spanish: 40.5%
- More career oriented enrichment opportunities offered during extended learning time (summer, before school and after school)
  English: 35.8%        Spanish: 37.8%
- International Baccalaureate courses (courses that provide students the ability to get college credit and provide an international perspective)
  English: 29.9%        Spanish: <mark>48.6%</mark>
- Other
  English: 7.7%        Spanish: 2.7%

d.  School Climate* - Definition: School Climate measures student suspension and expulsion rates as well as safety and school contentedness. (Select top three)

- Social and Emotional Learning (recognizing and managing emotions, caring about others, making good decisions and developing positive relationships)
  English: <mark>73%</mark>        Spanish: <mark>67.6%</mark>
- Positive culture programs (e.g. bullying prevention, restorative justice, positive behavior interventions and supports)
  English: <mark>72.3%</mark>        Spanish: <mark>62.6%</mark>
- Extra-curricular activities (e.g. clubs, sports, visual and performing arts, etc.)
  English: 43.5%        Spanish: 18.9%

- Increase security within schools (e.g. safety officers, surveillance cameras, alarm systems)
    - English: 25.1%    Spanish: 70.3%
- Collaboration with community resources (e.g. mental health, child welfare, juvenile justice agencies, etc.)
    - English: 24.5%    Spanish: 24.3%
- Provide for more safety officers to strengthen security
    - English: 11.3%    Spanish: 37.8%
- Provide for physical, mental health, nutrition & wellness support services
    - English: 43.8%    Spanish: 43.2%
- Other
    - English: 5.1%    Spanish: 2.7%

e. Parent Engagement* - Definition: Parent Engagement measures the school district's efforts to seek parent input in making decisions for the school district and each individual school site, and how the school district will promote parental participation in programs for economically disadvantaged students, English learners, foster youth, and individuals with exceptional needs. (Select top three)

- Home Visits (e.g. Family Liaisons, Vice Principals, Principals, Teachers)
    - English: 17%%    Spanish: 18.9%
- Parent Resource Centers (e.g. academic support and training for families to support student learning)
    - English: 57.9%    Spanish: 78.4%
- School-Family Communication (e.g. automated phone calls, newsletters, bulletins, and websites, etc.)
    - English: 52.2%    Spanish: 59.5%
- School Community Support (e.g. translators, liaisons)
    - English: 28.4%    Spanish: 43.2%
- Parenting Education / Parent Leadership Academy
    - English: 30.8%    Spanish: 54.1%
- Collaboration with community resources (e.g. mental health, child welfare, juvenile justice agencies, parent workshops, tutoring and mentoring, etc.)
    - English: 44.6%    Spanish: 29.7%
- Support for parent focus groups and parent organizations
    - English: 29.3%    Spanish: 21.6%
- Opportunities to volunteer my time in my neighborhood schools
    - English: 22.6%    Spanish: 21.6%
- Other
    - English: 6.4%    Spanish: 0%

f. Basic Services* - Definition: Basic Services measures students' access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities. (Select top three)

- Teacher recruitment, selection, appropriate assignment, and support
    - English: 83%    Spanish: 51.4%
- Access to teaching materials and textbooks
    - English: 69.4%    Spanish: 64.9%
- Technology (e.g. wiring and internet speed at school sites)

English: 41.5%        Spanish: 51.4%
- Ongoing maintenance of district facilities
    English: 48.5%        Spanish: 37.8%
- Custodians and clean schools
    English: 41.8%        Spanish: 67.6%
- Other
    English: 8.3%        Spanish: 5.4%

g.  Implementation of State Standards* - Definition: Implementation of the academic content and performance standards adopted by State Board of Education, including how the programs and services will enable English Learners to access the state academic content standards and the English Language Development. (Select top three)
- Training for teachers
    English: 62.8%        Spanish: 45.9%
- More professional development time for teachers
    English: 49.2%        Spanish: 37.8%
- Parent Leadership Academy / Workshops
    English: 21.8%        Spanish: 56.8%
- Access to high quality practice tests
    English: 20.5%        Spanish: 29.7%
- Intervention classes (e.g. targeted intervention for Reading, Mathematics, etc.)
    English: 55%        Spanish: 48.6%
- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)
    English: 25.1%        Spanish: 32.4%
- Technology supports (e.g. computers and software)
    English: 27.7%        Spanish: 40.5%
- More planning time for site staff (Teacher's, Vice Principal's, Principal's, etc.)
    English: 23.8%        Spanish: 21.6%
- Other
    English: 5.8%        Spanish: 5.4%

h.  Access to a Broad Course of Study* - Definition: Access to a Broad Course of Study measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects (e.g. English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education.) (Select top three)
- Access to specialized programs (e.g. Advanced Learners)
    English: 58.8%        Spanish: 51.4%
- More access to career exploration in 6-12
    English: 45.3%        Spanish: 62.2%
- Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A – G)
    English: 55.4%        Spanish: 45.9%
- Increase in elective offering

English: <mark>51.1%</mark>     Spanish: 43.2%
- Access to career counseling and guidance to students and families 6-12
  English: 49.3%     Spanish: <mark>62.2%</mark>
- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)
  English: 20.9%     Spanish: 24.3%
- Other
  English: 5.2%     Spanish: 8.1%

4. **From your perspective, please choose the top three state Priorities our district should spend more resources on addressing: ***
   - Student Achievement - measures assessment data, college readiness, and language proficiency
     English: <mark>53%</mark>     Spanish: <mark>43.2%</mark>
   - Student Engagement - measures student attendance, chronic absenteeism, dropouts from (middle and high school), and high school graduation
     English: 32.1%     Spanish: <mark>43.2%</mark>
   - Access to a Broad Course of Study - measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects
     English: <mark>51.5%</mark>     Spanish: 37.8%
   - Other Student Outcomes - measures other important student outcomes related to required areas of study, including physical education and the arts
     English: 35.3%     Spanish: 32.4%
   - Parent Involvement - measures the school district's efforts to seek parent input in making decisions for the school district and each individual school site
     English: 25.3%     Spanish: <mark>43.2%</mark>
   - Basic Services - measures students' access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities
     English: <mark>55%</mark>     Spanish: 27%
   - Implementation of State Standards - academic content and performance standards adopted by State Board of Education
     English: 15.1%     Spanish: 24.3%
   - School Climate - measures student suspension and expulsion rates as well as safety and school connectedness
     English: 26.4%     Spanish: 29.7%

5. **Current perceptions and Suggestions - Please share your perceptions about current conditions at PUSD and make suggestions for improvement.**
   a. My student(s) are achieving (good state test scores, college and career readiness, improving English for language learners). *

| | | |
|---|---|---|
| Strongly Agree | English: 27.4% | Spanish: 29.7% |
| Agree | English: 47.2% | Spanish: 43.2% |
| Disagree | English: 13.2% | Spanish: 2.7% |
| Strongly Disagree | English: 4.5% | Spanish: 2.7% |
| I don't know | English: 7.7% | Spanish: 21.6% |

**What can schools do to improve student achievement? (Most frequent answers):**

- More personalized help with smaller classes.
- Provide support staff to help students at different levels.
- Connect with the Pasadena community and set up apprenticeships, volunteering opportunities, etc. which will expose the students to real life applications of what they are learning in school.
- More recognition and academic goal setting.

b. My student(s) are engaged as evidenced by high attendance rates. *
   - Strongly Agree          English: 37.2%          Spanish: 45.9%
   - Agree                   English: 46.6%          Spanish: 29.7%
   - Disagree                English: 9.1%           Spanish: 8.1%
   - Strongly Disagree       English: 2%             Spanish: 2.7%
   - I don't know            English: 5.1%           Spanish: 13.5%

**What can schools do to improve student attendance? (Most frequent answers)**
- Hold students and families accountable and provide positive supports for chronically absent students.
- Make school fun and stimulating so they want to be there.
- Educate parents on ADA funding.
- Make learning have a social/emotional component, offer interesting electives and clubs to engage students.

c. My student(s) are engaged as evidenced by high graduation rates and low drop-out rates. *
   - Strongly Agree          English: 22.5%          Spanish: 40.5%
   - Agree                   English: 39.3%          Spanish: 35.1%
   - Disagree                English: 6.5%           Spanish: 5.4%
   - Strongly Disagree       English: 2.2%           Spanish: 0.1%
   - I don't know            English: 29.5%          Spanish: 18.9%

**How can school help more students graduate? (Most frequent answers)**
- Provide opportunities for students to 'see themselves' in college and/or the workforce.
- CTE pathways, access to counseling, responsive classroom practices/instruction.
- There are not enough supports in the high school to keep the struggling students from dropping out.
- Lots of elective opportunities and clubs that build real world skills.
- Parents model good character, citizenship.
- Have enthusiastic teachers encourage preparation for the Senior Defense ahead of time.

d. My school(s) encourage parental involvement and participation *
   - Strongly Agree          English: 41.2%          Spanish: 43.2%
   - Agree                   English: 44.7%          Spanish: 37.8%
   - Disagree                English: 9.1%           Spanish: 10.8%
   - Strongly Disagree       English: 3%             Spanish: 2.7%
   - I don't know            English: 1.9%           Spanish: 5.4%

**How can schools help parents become more involved and participate in more school activities? (Most frequent answers)**

- Open the opportunities for parents to support libraries, after school activities and incentivize volunteering.
- Consider working parents and plan events meetings after 5/6 pm.
- Email newsletters about specific (weekly) ways they can participate and help.
- Need to get more multi-cultural parental support.
- Need a better view into the curriculum and how my student is performing on daily assignments.

  e. Schools maintain a positive school climate (student sense of safety and school connectedness and reduce suspensions and expulsions) *

| | | |
|---|---|---|
| • Strongly Agree | English: 20.6% | Spanish: 21.6% |
| • Agree | English: 57.8% | Spanish: 43.2% |
| • Disagree | English: 11.5% | Spanish: 10.8% |
| • Strongly Disagree | English: 4.5% | Spanish: 5.4% |
| • I don't know | English: 5.7% | Spanish: 18.9% |

**How can schools help students feel more safe and connected at school? (Most frequent answers)**

- Schools need more resources to support students with behavioral problems and limit the impact on other students
- Bullies need to be dealt with more severely.
- Providing more resources and student driven activities.
- School leaders with strong visions and missions for their schools and students.
- Build community, teach social/emotional intelligence, value the whole child.
- More supervision and more eyes on students and what is going on.
- Efforts to make sure the students feel they can trust the adults in the building to help when it's needed, they know who they can turn to when help is needed.

  f. Schools employ highly qualified teachers (all teachers are properly credentialed for their assignment). *

| | | |
|---|---|---|
| • Strongly Agree | English: 20.9% | Spanish: 29.7% |
| • Agree | English: 50.1% | Spanish: 48.6% |
| • Disagree | English: 16% | Spanish: 5.4% |
| • Strongly Disagree | English: 4.8% | Spanish: 2.7% |
| • I don't know | English: 8.3% | Spanish: 13.5% |

**How can schools better recruit and retain highly qualified teachers? (Most frequent answers)**

- Additional support to teachers that are working in difficult situations, showing that teachers working hard to support their students are valued.
- Smaller class size and appropriate resources & materials to teach.
- Higher pay /better benefits AND encourage parents to help support their teachers in a variety of ways - it takes a village and most parents want to help, but don't know exactly how they can do so. Communication the needs and people will step up!
- support signature programs and academics over underperforming schools. Compete with neighboring districts.
- Support teachers and create a positive school culture with staff involvement.

g.  Schools ensure sufficient student access to instructional materials, including technology. *

- Strongly Agree          English: 17.1%          Spanish: 29.7%
- Agree                   English: 63.7%          Spanish: 56.8%
- Disagree                English: 11.6%          Spanish: 2.7%
- Strongly Disagree       English: 2.2%           Spanish: 0%
- I don't know            English: 5.4%           Spanish: 10.8%

**How can schools better provide student access to materials and technology? (Most frequent answers)**

- Set academic goals to include the use of technology.
- Libraries should be in each school and K-class should be allowed to lend books.
- Simplifying how students access their online classroom materials.
- Getting technology into the classroom and then giving the teachers extra time to build curriculum around the technology.

h.  School facilities are in good repair *

- Strongly Agree          English: 10%            Spanish: 21.6%
- Agree                   English: 50.9%          Spanish: 35.1%
- Disagree                English: 26.1%          Spanish: 27%
- Strongly Disagree       English: 8.9%           Spanish: 1.1%
- I don't know            English: 4.1%           Spanish: 16.2%

**How can PUSD schools improve facilities? (Most frequent answers)**

- Paint and basic maintenance. We show our kids how much we care by the environment we place them in. Some schools in our district are in terrible disrepair.
- Better preventative maintenance.
- Process work orders in a timely fashion.
- Better planning and transparency of where funding should go and why it's being spent to ensure there is no waste.
- Keeping the school clean and things in working condition.

**Report of the Staff Survey Responses**

There are **246** PUSD staff (employees including certificated, classified, and administration and members) participated in the survey. The following data summarizes the staff members' survey responses.

1. **Basic Information**
   a. Type of Employment
      - Certificated Employee                      69.5%
      - Classified Employee                        23.2%
      - District Central Office Administrator      2.4%
      - School Site Administrator                  4.9%
   b. Work location (Top 6 participation sites)
      - Blair (6-12):                              14.2%
      - District Central Office:                   9.8%
      - Longfellow (TK-5):                         6.5%
      - Marshall Fundamental (6-12):               5.7%
      - McKinley (TK-8):                           5.3%
      - Sierra Madre Middle (6-8):                 4.9%
2. **Rate your knowledge in the following areas as it relates to the PUSD budget and Local Control Funding Formula (LCFF)\***
   a. LCFF, passed into law in 2013, changes how schools are funded in the state of California\*
      - I have no knowledge                        30.1%
      - I have little knowledge                    25.2%
      - I have some knowledge                      34.1%
      - I have considerable level of knowledge     10.6%
   b. LCFF is not anticipated to be fully funded until 2020-2021
      - I have no knowledge                        42.7%
      - I have little knowledge                    26%
      - I have some knowledge                      22%
      - I have considerable level of knowledge     9.3%
   c. School districts are funded by average Daily Attendance (ADA)/Enrollment. ADA is calculated by how many students come to school every day\*
      - I have no knowledge                        1.2%
      - I have little knowledge                    7.3%
      - I have some knowledge                      40.2%
      - I have considerable level of knowledge     51.2%
3. **From your perspective, please choose the top three resources/services that support the State Priorities:**
   a. Student Achievement\* - Definition: Student Achievement measures assessment data, college readiness, and language proficiency (Select top three)
      - More or better access to technology (e.g. computers, chromebooks, software, training)                                    25.6%
      - Stronger academic program (i.e. from what your child learns during the school day)                                       54.9%

- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)  25.6%
- Greater selection for Career Technical Education (CTE) career paths  21.1%
- Academic supports for struggling students  76%
- More planning time for site staff (Teacher's, Vice Principal's, Principal's, etc.)  32.5%
- More student enrichment offerings during the summer (music camp, computer programming, robotics etc.)  18.7%
- Other  6.5%

b. Student Engagement* - Definition: Student Engagement measures student attendance, chronic absenteeism, dropout from middle and high schools, and high school graduation. (Select top three)
- Increase extra-curricular activities (e.g. clubs, sports, visual and performing arts, etc.)  48.4%
- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)  25.6%%
- Academic supports that meet individual student needs (e.g. Technology based instruction)  48%
- More counselors that provide academic and social emotional support to students  62.2%
- Connecting students to community resources (e.g. internships, resource centers, partnerships, mentors, scholarships)  52%
- More college and career field trips  13.4%
- More career oriented enrichment opportunities offered during extended learning time (summer, before school and after school)  28.5%
- Other  11%

c. Other Student Outcomes* - Definition: Student Outcomes measures other important student outcomes related to required areas of study, including physical education and the arts. (Select top three)
- Advance Placement (AP) courses (courses that provide students the ability to get college credit)  32.5%
- Connecting classroom learning to real-world experiences (e.g. career pathways, linked learning, internships)  78.5%
- More support for students taking college preparatory exams (e.g. Early Assessment Program, PSAT, SAT, ACT, AP)  38.2%
- Increase rigor of preparatory courses for students to complete their required high school credits to obtain their high school diplomas  44.7%
- More career oriented enrichment opportunities offered during extended learning time (summer, before school and after school)  52.8%
- International Baccalaureate courses (courses that provide students the ability to get college credit and provide an international perspective)  25.2%
- Other  8.9%

d. School Climate* - Definition: School Climate measures student suspension and expulsion rates as well as safety and school contentedness. (Select top three)

- Social and Emotional Learning (recognizing and managing emotions, caring about others, making good decisions and developing positive relationships) <mark>63.8%</mark>
- Positive culture programs (e.g. bullying prevention, restorative justice, positive behavior interventions and supports) <mark>56.1%</mark>
- Extra-curricular activities (e.g. clubs, sports, visual and performing arts, etc.) 37%
- Increase security within schools (e.g. safety officers, surveillance cameras, alarm systems) 37%
- Collaboration with community resources (e.g. mental health, child welfare, juvenile justice agencies, etc.) 34.1%
- Provide for more safety officers to strengthen security 23.8%
- Provide for physical, mental health, nutrition & wellness support services <mark>48.4%</mark>
- Other 3.3%

e. Parent Engagement* - Definition: Parent Engagement measures the school district's efforts to seek parent input in making decisions for the school district and each individual school site, and how the school district will promote parental participation in programs for economically disadvantaged students, English learners, foster youth, and individuals with exceptional needs. (Select top three)

- Home Visits (e.g. Family Liaisons, Vice Principals, Principals, Teachers) 34.6%
- Parent Resource Centers (e.g. academic support and training for families to support student learning) <mark>58.9%</mark>
- School-Family Communication (e.g. automated phone calls, newsletters, bulletins, and websites, etc.) <mark>41.5%</mark>
- School Community Support (e.g. translators, liaisons) 40.2%
- Parenting Education / Parent Leadership Academy 34.6%
- Collaboration with community resources (e.g. mental health, child welfare, juvenile justice agencies, parent workshops, tutoring and mentoring, etc.) <mark>51.2%</mark>
- Support for parent focus groups and parent organizations 24.8%
- Opportunities to volunteer my time in my neighborhood schools 9.8%
- Other 2.8%

f. Basic Services* - Definition: Basic Services measures students' access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities. (Select top three)

- Teacher recruitment, selection, appropriate assignment, and support <mark>63.4%</mark>
- Access to teaching materials and textbooks <mark>62.6%</mark>
- Technology (e.g. wiring and internet speed at school sites) 47.2%
- Ongoing maintenance of district facilities <mark>55.7%</mark>
- Custodians and clean schools 55.3%

- Other          6.1%

g. Implementation of State Standards* - Definition: Implementation of the academic content and performance standards adopted by State Board of Education, including how the programs and services will enable English Learners to access the state academic content standards and the English Language Development. (Select top three)

- Training for teachers       <mark>45.9%</mark>
- More professional development time for teachers    39.8%
- Parent Leadership Academy / Workshops    19.5%
- Access to high quality practice tests    15%
- Intervention classes (e.g. targeted intervention for Reading, Mathematics, etc.)      <mark>61.8%</mark>
- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)    30.1%
- Technology supports (e.g. computers and software)    26%
- More planning time for site staff (Teacher's, Vice Principal's, Principal's, etc.)      <mark>45.5%</mark>
- Other    7.7%

h. Access to a Broad Course of Study* - Definition: Access to a Broad Course of Study measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects (e.g. English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education.) (Select top three)

- Access to specialized programs (e.g. Advanced Learners)    46.3%
- More access to career exploration in 6-12    46.3%
- Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A – G) <mark>52%</mark>
- Increase in elective offering      <mark>50%</mark>
- Access to career counseling and guidance to students and families 6-12      <mark>61.4%</mark>
- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)    28%
- Other    2.4%

4. **From your perspective, please choose the top three state Priorities our district should spend more resources on addressing: ***

- Student Achievement - measures assessment data, college readiness, and language proficiency    35.8%
- Student Engagement - measures student attendance, chronic absenteeism, dropouts from (middle and high school), and high school graduation      <mark>61%</mark>
- Access to a Broad Course of Study - measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects    27.6%
- Other Student Outcomes - measures other important student outcomes related to required areas of study, including physical education and the arts      25.6%

- Parent Involvement - measures the school district's efforts to seek parent input in making decisions for the school district and each individual school site                                                                                                    28.9%
- Basic Services - measures students' access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities <mark>52.8%</mark>
- Implementation of State Standards - academic content and performance standards adopted by State Board of Education                                       16.3%
- School Climate - measures student suspension and expulsion rates as well as safety and school connectedness                                                     <mark>43.9%</mark>

5. **Current perceptions and Suggestions - Please share your perceptions about current conditions at PUSD and make suggestions for improvement.**

   a. Students are achieving (good state test scores, college and career readiness, improving English for language learners). *
      - Strongly Agree                    3.3%
      - Agree                              37%
      - Neither agree nor disagree         18.7%
      - Disagree                           27.2%
      - Strongly Disagree                  8.5%
      - I don't know                       5.3%

**What can schools do to improve student achievement? (Most frequent answers):**
- Support teacher by providing them paid planning time to analyze the data they obtain through assessment.
- Coordinate EL student's academic curriculum with CTE, employment programs.
- Improve school climate and focus on kids social and emotional needs more.
- Proper supports for teachers- classroom aides.

   b. Students are engaged as evidenced by high attendance rates. *
      - Strongly Agree                    9.3%
      - Agree                              29.7%
      - Neither agree nor disagree         24%
      - Disagree                           26.4%
      - Strongly Disagree                  6.9%
      - I don't know                       3.7%

**What can schools do to improve student attendance? (Most frequent answers)**
- Increase electives besides CTE classes.
- Community Liaisons and parent engagement.
- Boosted school morale, and pride could help. Students should like their school.
- Better connections with students and parents.

   c. Students are engaged as evidenced by high graduation rates and low drop-out rates. *
      - Strongly Agree                    8.9%
      - Agree                              34.6%
      - Neither agree nor disagree         26.4%
      - Disagree                           16.7%

- Strongly Disagree    3.7%
- I don't know    9.8%

**How can school help more students graduate? (Most frequent answers)**

- Reorganization of curriculum delivery for GPA, credit recovery programs.
- Early detection of student's strengths and development of them.
- Offer more mental health support.
- More counseling support and access to more CTE classes.
- College & Career Pathways / Career Academies make learning interesting & connected to real-world.
- Offer coursework that relates to their lives.

  d. My school(s) encourage parental involvement and participation *

- Strongly Agree    18.3%
- Agree    52%
- Neither agree nor disagree  13.4%
- Disagree    11%
- Strongly Disagree    3.3%
- I don't know    2%

**How can schools help parents become more involved and participate in more school activities? (Most frequent answers)**

- Organize plans/action for parent activities at school sites with Parent Engagement, rehire community site liaisons.
- Better teacher/parent communication.
- Provide early outreach and opportunities for parents/guardians to feel ownership and empowerment in PUSD outcomes.
- Supporting School Site Council, ensuring regular access to data, including how much money is still available in the budget (important for Presidents as well as Principals)
- Continue to offer programs that parents can be involved in and use their input to make decisions.

  e. Schools maintain a positive school climate (student sense of safety and school connectedness and reduce suspensions and expulsions) *

- Strongly Agree    11.4%
- Agree    46.3%
- Neither agree nor disagree  15.9%
- Disagree    13.4%
- Strongly Disagree    10.2%
- I don't know    2.8%

**How can schools help students feel more safe and connected at school? (Most frequent answers)**

- Develop activities that are pertinent to school population.
- More emphasis on social emotional development and mindfulness training.
- More security and bully/violence prevention in schools.
- Having areas of discussion where expectations are not only explained but embraced by students. Students will be more willing to follow rules that they understand.

- Take better care of the facilities. Have more counseling, clubs, sports, reasons for kids to enjoy school and enjoy being there.
- Disciplining students who are disruptive to the regular school environment.

    f. Schools employ highly qualified teachers (all teachers are properly credentialed for their assignment). *

| | |
|---|---|
| • Strongly Agree | 24.8% |
| • Agree | 53.3% |
| • Neither agree nor disagree | 9.8% |
| • Disagree | 6.9% |
| • Strongly Disagree | 2.4% |
| • I don't know | 2.8% |

**How can schools better recruit and retain highly qualified teachers? (Most frequent answers)**

- Increase teacher salaries in order to retain and recruit new teachers. Many leave the district because of low pay and the district is unable to retain new, highly qualified teachers.
- Provide them with all the necessary resources so that they don't have to use their own money for classroom needs.
- Ensure employment and support for new teachers.
- Offer more support to ALL teachers. Treat them with respect.
- When teachers feel appreciated for all their hard work they will always continue to work as hard as they can.

    g. Schools ensure sufficient student access to instructional materials, including technology. *

| | |
|---|---|
| • Strongly Agree | 15.9% |
| • Agree | 54.1% |
| • Neither agree nor disagree | 10.6% |
| • Disagree | 14.2% |
| • Strongly Disagree | 3.3% |
| • I don't know | 2% |

**How can schools better provide student access to materials and technology? (Most frequent answers)**

- Better/more PD for instructors.
- Less emphasis on technology and more emphasis on student learning.
- There is plenty of access to technology. Students need greater access to books.
- Make the students accountable for the technology they are issued.
- Continue improving materials and technology inputs to the students.

    h. School facilities are in good repair *

| | |
|---|---|
| • Strongly Agree | 5.7% |
| • Agree | 28.9% |
| • Neither agree nor disagree | 15.9% |
| • Disagree | 36.2% |
| • Strongly Disagree | 13% |

- I don't know            0.3%

**How can PUSD schools improve facilities? (Most frequent answers)**

- Reevaluate relationships with current contractors who are not concerned with construction quality.
- Fix things as they break.
- Make school repairs priority as it pertains to student health / safety.
- Make sure every site is fully staffed with custodians and work orders need to be taken care of in a timely manner. Grounds including grass fields and flowers need to be maintained regularly.
- Student and families feel valued when they attend schools that are clean and kept up with state of the art facilities. Many of the school campuses need a paint job and maintenance to maintain aesthetics.

6. **(For Certificated Employees Only) - Evaluate the following statements, check all those that you agree:**
   a. I'm excited about the Common Core and believe it has great potential to impact students positively.      33%
   b. I value collaboration time.      77.2%
   c. I believe we have a collaborative culture at my school.      55%
   d. At my school, we're excited about what we're working on together.      41.7%
   e. At my school, we're not sure what to focus on.      12.8%
   f. At my school, we focus our collaboration time on using data to inform our practice and help us improve.      32.8%
   g. At my school, our collaboration time is often taken up with completing assignments that come from the district.      35%
   h. At my school, teachers have a voice in how collaboration time is used. 26.1%
   i. At my school, the principal is able to protect our collaboration time.    31.7%
   j. At my school, we almost always use collaboration time to do work that has real potential to impact      20%
   k. At my school, we'd like to know more about what other schools are doing and working on.      27.2%
   l. I understand the role the ILT (Instructional Leadership Team) has at my school.      31.7%

7. **(For all staff). Please evaluate the following statements, check all those that you agree:**
   a. I am comfortable raising an issue or concern with my supervisor.      63.4%
   b. My school/department offers me opportunities to become involved in decision-making processes (SSC, ILT, Grade Level Teams, Departments).      52.4%
   c. I am satisfied with the accuracy, timeliness, and usefulness of site/department communications.      38.2%
   d. I am satisfied with the accuracy, timeliness, and usefulness of district. 9.8%
   e. Safety and security procedures are in place to ensure the safety of students and staff.      40.2%
   f. I know what is expected of me to be successful in my job.      70.3%
   g. Employee ideas and suggestions get fair consideration in my school/department.      44.7%
   h. I am proud to work at my school or in my department.      71.1%

      i.   Generally speaking, working conditions in my school/department allow me to be successful in my job.   51.6%

      j.   I have the freedom I need to do my job well.   59.8%

8. **(For all Staff). Please evaluate the following statements, check all those that you agree:**

      a.  I get a sense of accomplishment from my work.   ==70.3%==

      b.  Professional development to improve my knowledge and skills is available to me.   45.5%

      c.  My principal/supervisor gives me the support and feedback I need to get my job.   59.3%

      d.  I have the materials and supplies I need to do my job.   42.7%

      e.  Staff members at my site or in my department operate as a team.   ==60.2%==

      f.   I have the information I need to get my job done well.   52.4%

      g.  Communication between my principal/supervisor and me is adequate.   ==64.2%==

      h.  Employees in my school/department are treated fairly.   53.7%

      i.   Employee ideas and suggestions get fair consideration in my school/department.   44.7%

      j.   I can state my opinion in my school or department without fear of retribution.   55.7%

      k.  My principal/supervisor deals effectively with staff who need improvement.   33.3%

      l.   Right now I'm personally feeling weary and a bit overwhelmed by the amount of work need to be done.   36.2%

      m. The positives in my job generally outweigh the frustrations.   50.4%

      n.  My most recent evaluation helped me perform better in my job.   30.5%

9. **(for all staff). My most recent evaluation was (select one):**

- 2017-2018     67.5%
- 2016-2017     19.1%
- 2015-2014     4.5%
- 2014-2013     2%
- 2013-2012     0.4%
- Older than 2013     2%
- Never     4.5%

10. **(For school site staff only). Please evaluate the following statements, check all those that you agree:**

      a.  Rules for dealing with students consistently and fairly are followed by: Administrators   54.4%

      b.  Rules for dealing with students consistently and fairly are followed by: Teachers   52.8%

      c.  Rules for dealing with students consistently and fairly are followed by: Support staff   52.8%

      d.  The school keeps parents well informed of their child's academic progress.   70.8

      e.  The school is a safe place for students and staff.   65.6%

      f.   Teachers participate in the development and implementation of the school plan.   60.5%

**Report of the Community Survey Responses**

There are **89** community members (**88** in English and **1** in Spanish) participated in the Survey. The following data summarizes the community members' survey responses. (Due to there was only 1 Spanish Response to the Community Survey, for statistical significance, it is not analyzed in this report).

1. **Demographic Information**
   a. Gender:    Male: 22.1%            Female: 77.9%            Other: 0%
   b. Race/Ethnicity:
      - African American:                9.8%
      - American Indian:                 3.7%
      - Asian:                           7.3%
      - Hispanic or Latino:              19.5%
      - Hawaiian or Pacific Islander:    0%
      - White:                           73.2%
   c. **Tell us about yourself: I am a ...* (Check all that apply)**
      - Parent/Family              56.8%
      - Community Member           59.1%
      - Community Partner          13.6%
   d. **Associated with PUSD schools (Top 5):**
      - Blair (6-12):              12.7%
      - Marshall Fundamental (6-12):  20.3%
      - McKinley (TK-8):           13.9%
      - Muir High School (9-12):   15.2%
      - Pasadena High School (9-12):  20.3%
2. **Rate your knowledge in the following areas as it related to the PUSD budget and Local Control Funding Formula (LCFF)**
   b. LCFF, passed into law in 2013, changes how schools are funded in the state of California*
      - I have no knowledge              English: 20.5%
      - I have little knowledge          English: 33%
      - I have some knowledge            English: 34.1%
      - I have considerable level of knowledge   Eng. 12.5%
   d. LCFF is not anticipated to be fully funded until 2020-2021
      - I have no knowledge              English: 34.1%
      - I have little knowledge          English: 31.8%
      - I have some knowledge            English: 27.7%
      - I have considerable level of knowledge   Eng.: 6.8%
   e. School districts are funded by average Daily Attendance (ADA)/Enrollment. ADA is calculated by how many students come to school every day*
      - I have no knowledge              English: 2.3%
      - I have little knowledge          English: 6.8%
      - I have some knowledge            English: 39.8%
      - I have considerable level of knowledge   Eng.: 51.1%

3. **From your perspective, please choose the top three resources/services that support the State Priorities:**
   a. Student Achievement* - Definition: Student Achievement measures assessment data, college readiness, and language proficiency (Select top three)
      - More or better access to technology (e.g. computers, chromebooks, software, training)
         - English: 25%
      - Stronger academic program (i.e. from what your child learns during the school day)
         - English: 72.7%
      - More extended learning time for students (e.g. before school, after school, Saturday school, summer school)
         - English: 21.6%
      - Greater selection for Career Technical Education (CTE) career paths
         - English: 23.9%
      - Academic supports for struggling students
         - English: 59.1%
      - More planning time for site staff (Teacher's, Vice Principal's, Principal's, etc.)
         - English: 31.8%
      - More student enrichment offerings during the summer (music camp, computer programming, robotics etc.)
         - English: 30.7%
      - Other
         - English: 27.3%
   b. Student Engagement* - Definition: Student Engagement measures student attendance, chronic absenteeism, dropout from middle and high schools, and high school graduation. (Select top three)
      - Increase extra-curricular activities (e.g. clubs, sports, visual and performing arts, etc.)
         - English: 44.3%
      - More extended learning time for students (e.g. before school, after school, Saturday school, summer school)
         - English: 17%
      - Academic supports that meet individual student needs (e.g. Technology based instruction)
         - English: 48.9%
      - More counselors that provide academic and social emotional support to students
         - English: 61.4%
      - Connecting students to community resources (e.g. internships, resource centers, partnerships, mentors, scholarships)
         - English: 53.4%
      - More college and career field trips
         - English: 12.5%

- More career oriented enrichment opportunities offered during extended learning time (summer, before school and after school)
    English: 22.7%
- Other
    English: 22.7%

c. Other Student Outcomes* - Definition: Student Outcomes measures other important student outcomes related to required areas of study, including physical education and the arts. (Select top three)
- Advance Placement (AP) courses (courses that provide students the ability to get college credit)
    English: 34.1%
- Connecting classroom learning to real-world experiences (e.g. career pathways, linked learning, internships)
    English: 76.1%
- More support for students taking college preparatory exams (e.g. Early Assessment Program, PSAT, SAT, ACT, AP)
    English: 27.3%
- Increase rigor of preparatory courses for students to complete their required high school credits to obtain their high school diplomas
    English: 55.7%
- More career oriented enrichment opportunities offered during extended learning time (summer, before school and after school)
    English: 39.8%
- International Baccalaureate courses (courses that provide students the ability to get college credit and provide an international perspective)
    English: 21.6%
- Other
    English: 25%

d. School Climate* - Definition: School Climate measures student suspension and expulsion rates as well as safety and school contentedness. (Select top three)
- Social and Emotional Learning (recognizing and managing emotions, caring about others, making good decisions and developing positive relationships)
    English: 65.9%
- Positive culture programs (e.g. bullying prevention, restorative justice, positive behavior interventions and supports)
    English: 58%
- Extra-curricular activities (e.g. clubs, sports, visual and performing arts, etc.)
    English: 44.3%
- Increase security within schools (e.g. safety officers, surveillance cameras, alarm systems)
    English: 15.9%
- Collaboration with community resources (e.g. mental health, child welfare, juvenile justice agencies, etc.)
    English: 36.4%

- Provide for more safety officers to strengthen security
  English: 12.5%
- Provide for physical, mental health, nutrition & wellness support services
  English: 46.6%
- Other
  English: 13.6%

e. Parent Engagement* - Definition: Parent Engagement measures the school district's efforts to seek parent input in making decisions for the school district and each individual school site, and how the school district will promote parental participation in programs for economically disadvantaged students, English learners, foster youth, and individuals with exceptional needs. (Select top three)

- Home Visits (e.g. Family Liaisons, Vice Principals, Principals, Teachers)
  English: 25%
- Parent Resource Centers (e.g. academic support and training for families to support student learning)
  English: 55.7%
- School-Family Communication (e.g. automated phone calls, newsletters, bulletins, and websites, etc.)
  English: 34.1%
- School Community Support (e.g. translators, liaisons)
  English: 36.4%
- Parenting Education / Parent Leadership Academy
  English: 28.4%
- Collaboration with community resources (e.g. mental health, child welfare, juvenile justice agencies, parent workshops, tutoring and mentoring, etc.)
  English: 45.5%
- Support for parent focus groups and parent organizations
  English: 26.1%
- Opportunities to volunteer my time in my neighborhood schools
  English: 17%
- Other
  English: 14.8%

f. Basic Services* - Definition: Basic Services measures students' access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities. (Select top three)

- Teacher recruitment, selection, appropriate assignment, and support
  English: 79.5%
- Access to teaching materials and textbooks
  English: 56.8%
- Technology (e.g. wiring and internet speed at school sites)
  English: 39.8%
- Ongoing maintenance of district facilities
  English: 47.7%
- Custodians and clean schools
  English: 47.7%
- Other

English: 17%

g. Implementation of State Standards* - Definition: Implementation of the academic content and performance standards adopted by State Board of Education, including how the programs and services will enable English Learners to access the state academic content standards and the English Language Development. (Select top three)

- Training for teachers
    English: 40.9%
- More professional development time for teachers
    English: 35.2%
- Parent Leadership Academy / Workshops
    English: 31.8%
- Access to high quality practice tests
    English: 13.6%
- Intervention classes (e.g. targeted intervention for Reading, Mathematics, etc.)
    English: 67%
- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)
    English: 27.3%
- Technology supports (e.g. computers and software)
    English: 25%
- More planning time for site staff (Teacher's, Vice Principal's, Principal's, etc.)
    English: 29.5%
- Other
    English: 13.6%

h. Access to a Broad Course of Study* - Definition: Access to a Broad Course of Study measures the extent to which students have access to, and are enrolled in, a broad course of study that includes core subjects (e.g. English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education.) (Select top three)

- Access to specialized programs (e.g. Advanced Learners)
    English: 55.7%
- More access to career exploration in 6-12
    English: 40.9%
- Graduation requirements consistent with California State University (CSU) and University of California (UC) entrance criteria (e.g. A – G)
    English: 54.5%
- Increase in elective offering
    English: 46.6%
- Access to career counseling and guidance to students and families 6-12
    English: 48.9%
- More extended learning time for students (e.g. before school, after school, Saturday school, summer school)
    English: 19.3%

- Other

  English: 14.8%

**11. From your perspective, please choose the top three state Priorities our district should spend more resources on addressing: \***

- Student Achievement - measures assessment data, college readiness, and language proficiency

  English: <mark>46.6%</mark>
- Student Engagement - measures student attendance, chronic absenteeism, dropouts from (middle and high school), and high school graduation

  English: 42%
- Access to a Broad Course of Study - measures the extent to which 1.13 students have access to, and are enrolled in, a broad course of study that includes core subjects

  English: <mark>44.3%</mark>
- Other Student Outcomes - measures other important student outcomes related to required areas of study, including physical education and the arts

  English: 26.1%
- Parent Involvement - measures the school district's efforts to seek parent input in making decisions for the school district and each individual school site

  English: 36.4%
- Basic Services - measures students' access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities

  English: <mark>60.2%</mark>
- Implementation of State Standards - academic content and performance standards adopted by State Board of Education

  English: 11.4%
- School Climate - measures student suspension and expulsion rates as well as safety and school connectedness

  English: 27.3%

**12. Current perceptions and Suggestions - Please share your perceptions about current conditions at PUSD and make suggestions for improvement.**

a. Students are achieving (good state test scores, college and career readiness, improving English for language learners). \*

- Strongly Agree      English: 3.4%
- Agree      English: 34.1%
- Disagree      English: 30.7%
- Strongly Disagree      English: 15.9%
- I don't know      English: 15.9%

**What can schools do to improve student achievement? (Most frequent answers):**

- Early Intervention.
- Make learning purpose oriented.
- Provide strong, engaging instruction.
- Having teacher who wants to be there and care about the students.

b. Students are engaged as evidenced by high attendance rates. \*

- Strongly Agree        English: 4.5%
- Agree        English: 31.8%
- Disagree        English: 31.8%
- Strongly Disagree        English: 8%
- I don't know        English: 23.9%

**What can schools do to improve student attendance? (Most frequent answers)**
- Addressing Bullying.
- Outreach to targeted students.
- Bring back programs that engaging students.
- Make learning have a social/emotional component, offer interesting electives and clubs to engage students.

c. Students are engaged as evidenced by high graduation rates and low drop-out rates. *
- Strongly Agree        English: 1.1%
- Agree        English: 31.8%
- Disagree        English: 28.4%
- Strongly Disagree        English: 6.8%
- I don't know        English: 31.8%

**How can school help more students graduate? (Most frequent answers)**
- Deeper root cause analysis need to obtain solutions.
- Good quality teachers and counselors, up-to-date textbooks and technology.
- There are not enough supports in the high school to keep the struggling students from dropping out.
- Being proactive when a student is failing a class. Intervention as soon as the student begins to start having challenges.
- Offer alternatives to regular school. Bring back vocational education.
- Create more career/college awareness.

d. My school(s) encourage parental involvement and participation *
- Strongly Agree        English: 14.8%
- Agree        English: 46.6%
- Disagree        English: 14.8%
- Strongly Disagree        English: 6.8%
- I don't know        English: 17%

**How can schools help parents become more involved and participate in more school activities? (Most frequent answers)**
- Encourage collaboration.
- Consider working parents and plan events meetings after workhours.
- More PUSD outreach activities.
- Need to get more multi-cultural parental support.
- Administrators honestly value and welcome the parents' input.

e. Schools maintain a positive school climate (student sense of safety and school connectedness and reduce suspensions and expulsions) *
- Strongly Agree        English: 8%

- Agree              English: 40.9%
- Disagree           English: 22.7%
- Strongly Disagree     English: 4.5%
- I don't know         English: 23.9%

**How can schools help students feel more safe and connected at school? (Most frequent answers)**

- Make students more academically successful.
- Bullies need to be dealt with more severely.
- Listen to students and respond to their concerns.
- Improve working environment and create positive culture at all levels.
- Mental health services.
- Consistent, fair and balanced discipline planning which us positively presented for correction as appropriate.

f. Schools employ highly qualified teachers (all teachers are properly credentialed for their assignment). *
- Strongly Agree       English: 10.2%
- Agree              English: 47.7%
- Disagree           English: 20.5%
- Strongly Disagree     English: 4.5%
- I don't know         English: 17%

**How can schools better recruit and retain highly qualified teachers? (Most frequent answers)**

- A strong commitment to continue education.
- More mentoring and less paperwork.
- Higher pay /better benefits.
- Support teachers with their needs.
- Create a positive school culture with staff involvement.

g. Schools ensure sufficient student access to instructional materials, including technology. *
- Strongly Agree       English: 6.8%
- Agree              English: 40.9%
- Disagree           English: 21.6%
- Strongly Disagree     English: 11.4%
- I don't know         English: 19.3%

**How can schools better provide student access to materials and technology? (Most frequent answers)**

- Ensure that access is equitable.
- Libraries should be in each school.
- Teachers should teach the value of knowledge.
- Community involvement.

h. School facilities are in good repair *
- Strongly Agree       English: 3.4%
- Agree              English: 28.4%

- Disagree English: 36.4%
- Strongly Disagree English: 14.8%
- I don't know English: 17%

**How can PUSD schools improve facilities? (Most frequent answers)**

13. District should go around schools to evaluate the situation.
14. Fix things as they break.
15. Maintenance and Improvement funds.
16. Modernize the school sites.