CUSD Schools of Choice Survey

Findings of 2016 Survey

June 2, 2016
Presented to the CUSD Governing Board
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Schools of Choice Survey - Survey Administration

Survey administration:

Two administrations:

      March 1 - 15

      March 23 - April 1

Link sent to parents via e-news, printed newsletter, hard copies available in offices

Survey was in English only

Challenges with 2016 survey administration:

Survey had one programming error (a choose all that apply question did not allow respondents to choose more than one response - 82 respondents wrote in answers in "other")

One survey question was missing the "disagree" choice.

Summary of Respondent Characteristics

392 survey respondents

367 (94%) have children between transitional kindergarten and 8th grade

335 (85%) have or have had children enrolled in CUSD

52 (13%) are enrolling children in **elementary** school **for the first time** in 2016-17

47 (12%) are enrolling children in **middle** school **for the first time** in 2016-17

218 (56%) have enrolled children in **elementary** school **over the past three school years** (2013-14 through 2015-16)

85 (22%) have enrolled children in **middle** school **over the past three school years** (2013-14 through 2015-16)

Summary of Respondent Characteristics

The survey respondents live in the boundaries of all CUSD neighborhood schools, although number of respondents varies across neighborhoods.

There were at least 26 survey respondents who reside in each of the 11 schools with neighborhood boundaries.*

When we look at where respondents have enrolled their children, there is:

- **little representation from four schools** (Rosemary, Campbell Middle, Lynhaven, and Blackford)

- **high representation** from Village (44%)

* Village does not have a neighborhood boundary; its boundary is the district boundary.
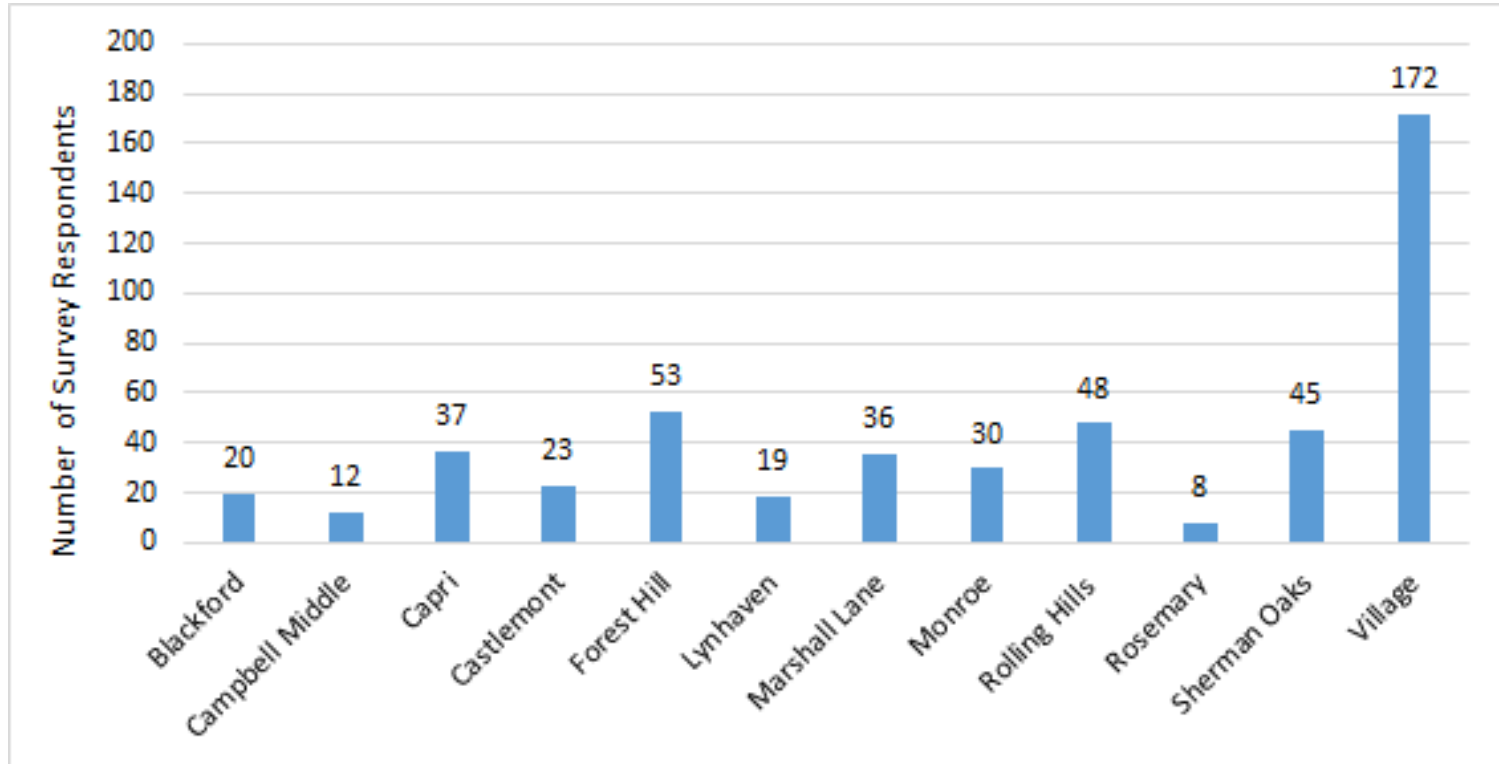
Survey Respondent Characteristics

Number of Survey Respondents by Neighborhood School*
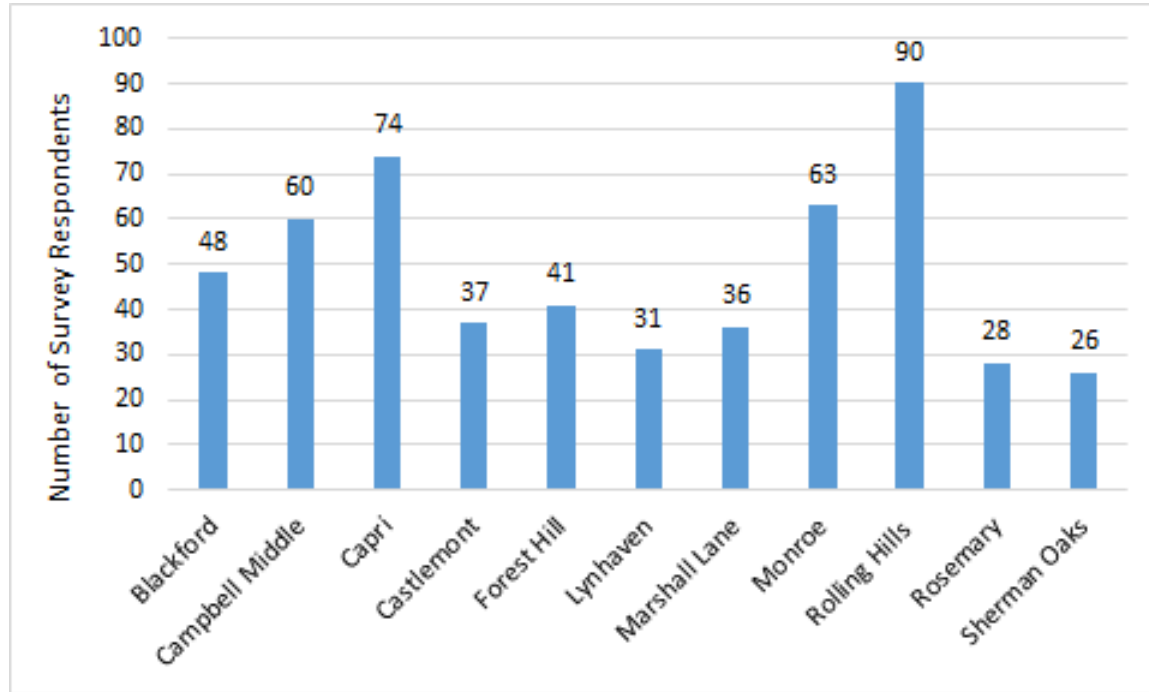
* Survey question: What CUSD elementary or middle school are your children assigned to based on your home address?

Survey Respondent Characteristics

Schools Respondents' Children Have Attended

Summary of Perceptions of **Neighborhood*** School

When asked about their neighborhood school, there was wide variation in perceptions about:

Rigorous instruction provided

Safety

High quality learning outcomes outside the core curriculum

High percentages of parents **did not know** about instruction or safety at their neighborhood school.

* Neighborhood school is the school children are assigned to based on their home address.

Respondents Reporting Rigorous Instruction at Neighborhood **Elementary** School

	Strongly Agree/ Agree	**Strongly Disagree**	**Don't Know**
Blackford	25%	**43%**	32%
Capri	49%	14%	**37%**
Castlemont	42%	17%	**42%**
Forest Hill	**81%**	14%	5%
Lynhaven	31%	**38%**	31%
Marshall Lane	**71%**	24%	6%
Rosemary	26%	**33%**	**41%**
Sherman Oaks	**70%**	4%	26%

Respondents Reporting Neighborhood **Elementary** School is Safe

	Strongly Agree/ Agree	**Strongly Disagree**	**Don't Know**
Blackford	36%	**36%**	27%
Capri	65%	4%	31%
Castlemont	53%	8%	**39%**
Forest Hill	**95%**	5%	0%
Lynhaven	59%	21%	21%
Marshall Lane	**76%**	15%	9%
Rosemary	63%	11%	26%
Sherman Oaks	**70%**	9%	22%

Respondents Reporting High Quality Learning Opportunities Outside the Core Curriculum in Neighborhood **Elementary** School

	Strongly Agree/ Agree	**Strongly Disagree**	**Don't Know**
Blackford	18%	**48%**	**34%**
Capri	32%	31%	**37%**
Castlemont	19%	31%	**50%**
Forest Hill	**76%**	8%	16%
Lynhaven	28%	**41%**	31%
Marshall Lane	**62%**	32%	6%
Rosemary	19%	**41%**	**41%**
Sherman Oaks	30%	**39%**	30%

Respondents Reporting Rigorous Instruction at Neighborhood **Middle** School

	Strongly Agree/ Agree	**Strongly Disagree**	**Don't Know**
Campbell Middle	13%	57%	30%
Monroe	30%	26%	44%
Rolling Hills	60%	10%	30%
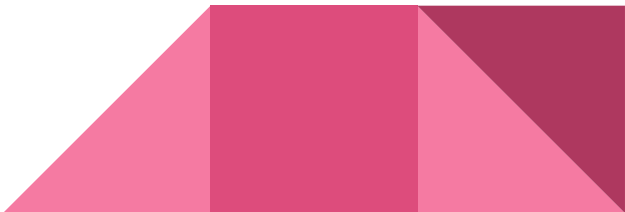
Respondents Reporting Neighborhood **Middle** School is Safe

	Strongly Agree/ Agree	Strongly Disagree	Don't Know
Campbell Middle	22%	42%	36%
Monroe	34%	29%	38%
Rolling Hills	63%	7%	30%

Respondents Reporting High Quality Learning Opportunities Outside the Core Curriculum in Neighborhood **Middle** School

	Strongly Agree/ Agree	Strongly Disagree	Don't Know
Campbell Middle	22%	31%	47%
Monroe	34%	19%	47%
Rolling Hills	54%	23%	23%

Summary of Most Important Factors When Choosing a School

The top three factors for elementary school enrollment were:

School safety

Positive Discipline

Siblings in the same school

The top three factors for middle school enrollment were:

School safety

Positive Discipline

Availability of visual/performing arts programming

There is wide variation among survey respondents' "top 5" factors. No single factor received more than 56% of respondents reporting it as a "top 5 factor"

Importance of Various Factors When Choosing an **Elementary** School*

Factors	Most Important (Your top 5)
School safety	56%
Positive discipline	50%
Siblings at the same school	44%
Availability of special programs (e.g., parent participation, dual immersion)	40%
Educational philosophy/instructional approach (e.g., Montessori, parent participation, project-based learning)	35%
Availability of visual/performing arts	32%
Enrichment programs	32%
Class size	29%

* Respondents who have enrolled students in elementary school in the last three school years (n=218).

Importance of Various Factors When Choosing an **Elementary** School

Factors	Most Important (Your top 5)
Student performance	20%
Previous positive experience with school	20%
School size	17%
Advanced/accelerated instruction	15%
After School care	14%
State of the art technology	14%
Location of school (e.g., near home, work, after school care)	14%
State of facilities	13%
State of textbooks/materials	9%
Religious education	1%

Importance of Various Factors When Choosing a **Middle** School*

Factors	Most Important (Your top 5)
School safety	55%
Positive discipline	40%
Availability of visual/performing arts	38%
Siblings at the same school	33%
Enrichment programs	30%
Location of school (e.g., near home, work, after school care)	29%
Advanced/accelerated instruction	28%
Availability of special programs	26%

* Respondents who have enrolled students in middle school in the last three school years (n=85).

Importance of Various Factors When Choosing a **Middle** School*

Factors	Most Important (Your top 5)
Previous positive experience with school	22%
Class size	22%
Student performance	22%
Educational philosophy/instructional approach (e.g., Montessori, parent participation, project-based learning)	22%
State of the art technology	20%
Acceptance rate to private high schools	15%
School size	14%
State of facilities	11%
After School care	9%
Religious education	2%

Summary of Most Useful Sources of Information

Most respondents (73%) reported that **school visits and tours are very useful** sources of information about district schools.

Family and friends are a close second with 70% of respondents reporting **"family and friends" are very useful sources** of information about district schools.

Neighbors are also an **important source of information** about district schools.

Usefulness of Sources of Information about District Schools

	Very useful	Moderately useful	Minimally useful	Not at all useful	Don't know
School visits or tours	73%	23%	2%	1%	1%
Family or friends	70%	21%	5%	3%	1%
Neighbors	54%	29%	12%	4%	1%
GreatSchools website	41%	34%	11%	4%	10%
CUSD district or school websites	28%	41%	23%	7%	1%
District or school newsletters	24%	44%	22%	7%	3%
CA Department of Education website	17%	31%	21%	8%	24%

*Respondents with children in any grade between transitional kindergarten and 8th grade.

Summary of Open-Ended Responses

Several **positive responses** about experiences with schools and willingness to participate in efforts to improve schools.

Heavy focus on **importance of school model/educational philosophy** in choosing a school.

Several responses about the **perceived lack of differentiation of instruction**.

Concern about the **perceived lack of enrichment, music/visual and performing arts** instruction.

Feedback for specific district divisions (e.g., afterschool programming, enrollment, human resources, facilities)

Recommendations

Recode survey question that did not allow for respondents to check all that apply (recode 82 responses) to understand what respondents did to help them decide which elementary/middle school was best for their children.

Consider administering a Spanish version of this survey.

Provide relevant open-ended comments to each school community for review and discussion (stripped of any information that might identify survey respondents).

District board members and staff should consider reviewing all open-ended comments for review and discussion.

Recommendations

Use survey data at each school site to initiate conversations with PTA, ELACs, neighborhood associations, other community stakeholders, and school faculty and staff to identify most pressing issues and brainstorm next steps.

Brainstorm ideas for increasing survey participation with each school community for future survey administrations or discuss alternatives to surveys to gather perceptions of schools.

Develop **district** strategy to:

• gather annual perceptions of schools (i.e., keep survey, use other mechanisms, or both)

• support individual school efforts to address most pressing issues

• identify any districtwide initiatives to address issues that cut across schools (e.g., lack of knowledge about rigorous instruction or safety).