

BRIEF: 2017 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) SURVEY ANALYSIS

Prepared for Modesto City School District

April 2017



In the following document, Hanover Research presents an overview of the results from the Local Control and Accountability Plan (LCAP) Survey administered to students, parents, and community members at Modesto City School District.

INTRODUCTION

In the following document, Hanover Research presents an overview of the results from the Local Control and Accountability Plan (LCAP) Survey administered to students, parents, and community members at Modesto City School District (Modesto City Schools) in the spring of 2017. In total, the analysis includes 1,718 English and Spanish responses, of which 1,322 are students, 316 are parents, and 80 are community members (Figure ES.1).

Figure ES.1: Survey Version

SURVEY VERSION	COUNT	PERCENT
Community - English	80	5%
Parent - English	276	16%
Parent - Spanish	40	2%
Student - English	1,302	76%
Student - Spanish	20	1%

Note: The Spanish community survey received no valid responses.

Hanover summarizes overall trends from the survey and presents figures for select fixed-response questions to illustrate the results. Whenever applicable, we present results by stakeholder group and only display the percentages of the top two most positive scales (e.g., “agree” and “strongly agree” together). For questions asked to all three respondent groups, the figures display the question wording for students. Note that certain figures denote an asterisk when we find statistically significant differences between stakeholder groups (i.e., community, parent, student). Further, responses of “Don't Know” or “Not Applicable” are excluded from the analysis.

An accompanying data supplement contains complete results, including comparisons across school level, survey version, and parents of children who receive special services, along with verbatim open-ended comments.

KEY FINDINGS

STUDENT ENGAGEMENT IN SCHOOL

- **Overall, students and parents at Modesto City Schools report strong feelings of student engagement.** At least 80 percent of student and parent respondents agree that students come to class prepared, and are motivated to learn. Interestingly, community members are less likely to feel that students are engaged in school. For example, only 50 percent of community respondents feel that students come to class prepared (Figure 1.1).

PARENT INVOLVEMENT

- **While 74 percent of responding parents indicate that their child’s school encourages parental involvement, only 50 percent of parents feel they have the opportunity to participate in the decision-making process (Figure 1.2).**
- **Parents most often participate in Back to School Night (62%) or an open house (54%). Fourteen percent of respondents report that they have not participated in any activities so far this year (Figure 1.3).** Of those that did not participate in any activities, 58 percent report that scheduling conflicts prevented them from participating (Figure 1.4). Parents suggest that more information on involvement opportunities (52%), more communication between parents and the school (44%), and more convenient times for participation (40%) would help parents become more involved (Figure 1.5).

COMMUNICATION

- **A large majority of parents report that they are able to communicate with teachers or school administrators when they need to (88%) (Figure 1.6).** Of the 9 percent of respondents that are not able to communicate with school staff, 69 percent state that the teachers/school administrators are unresponsive, and 46 percent share that the teachers/school administrators are unavailable during times that they are available (Figure 1.7). Parent respondents largely prefer to communicate with the school via email (79%), although more than half also prefer phone calls (56%) (Figure 1.8).
- **Half of community member respondents receive information about Modesto City Schools via the district website.** Other common ways these respondents receive information is through the newspaper (45%), word of mouth (43%), and email (43%) (Figure 1.9).

SCHOOL AND DISTRICT CLIMATE

- **A large majority of surveyed students, parents, and community members agree that the district wants students to succeed (76% to 84%), and that the district sets high expectations for student achievement (63% to 79%).** While 66 percent of student respondents feel that Modesto City Schools provide sufficient opportunities to explore their career interests, only 41 percent of parents, and 46 percent of community members agree with this statement (Figure 1.10).
- **In terms of school climate, over 70 percent of both parent and student respondents trust the teachers and school staff.** Seventy-two percent of students also report that teachers at their school listen to them. Further, 65 percent of student respondents feel safe at school, although only a small percentage of respondents report that bullying is *not* a problem (Figure 1.11).

- **Although a large majority of parents agree that their school is well-maintained (79%) and clean (81%), only 58 and 45 percent of responding students feel similarly, respectively (Figure 1.12).**

ACADEMICS AND SUPPORT

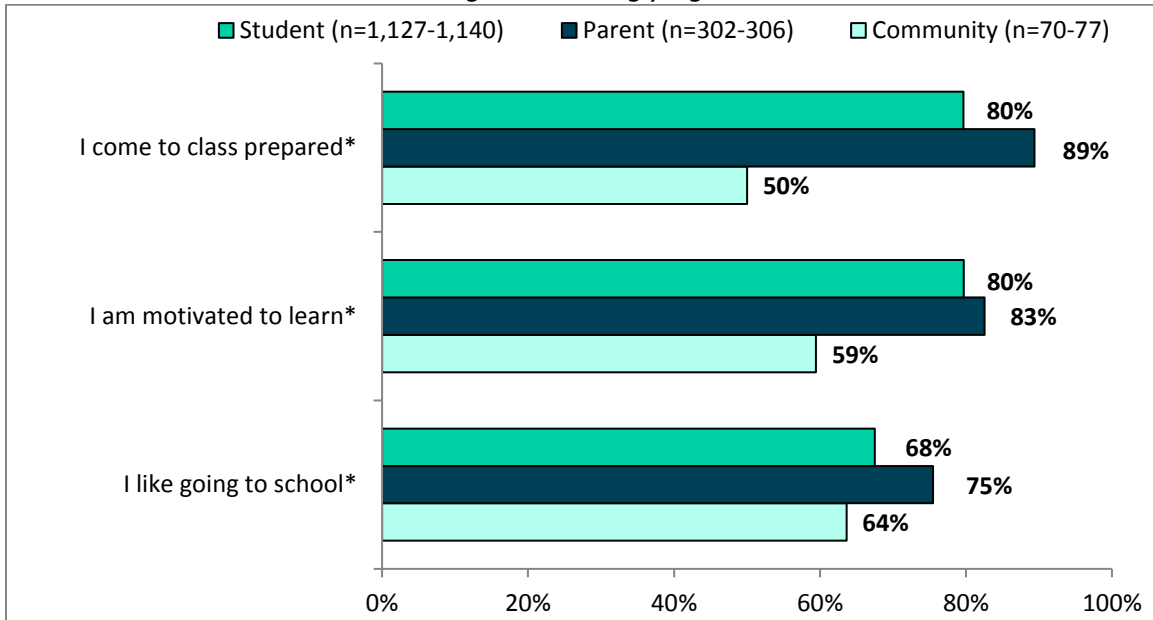
- **Student respondents agree that they understand the types of academic (74%) and non-academic (65%) supports that are available to them (Figure 1.13).** Students would commonly like to see additional areas of support in technology literacy (60%), life skills development (54%), academic enrichment (46%), health services (41%), and extracurriculars (41%). Parent respondents would also like additional support in life skills development (53%), academic enrichment (40%), and extracurricular opportunities (33%) for their child, but would also like career (36%) and college (35%) preparation support (Figure 1.14).
- **High school students most commonly suggest additional courses in foreign languages (45%), career and technical education (34%), and a college-preparatory elective (33%) (Figure 1.15).** Community members would like the district to teach students about problem solving (57%), critical thinking (56%), and financial skills (51%) (Figure 1.16).

SURVEY FIGURES

STUDENT ENGAGEMENT IN SCHOOL

Figure 1.1: Student Engagement

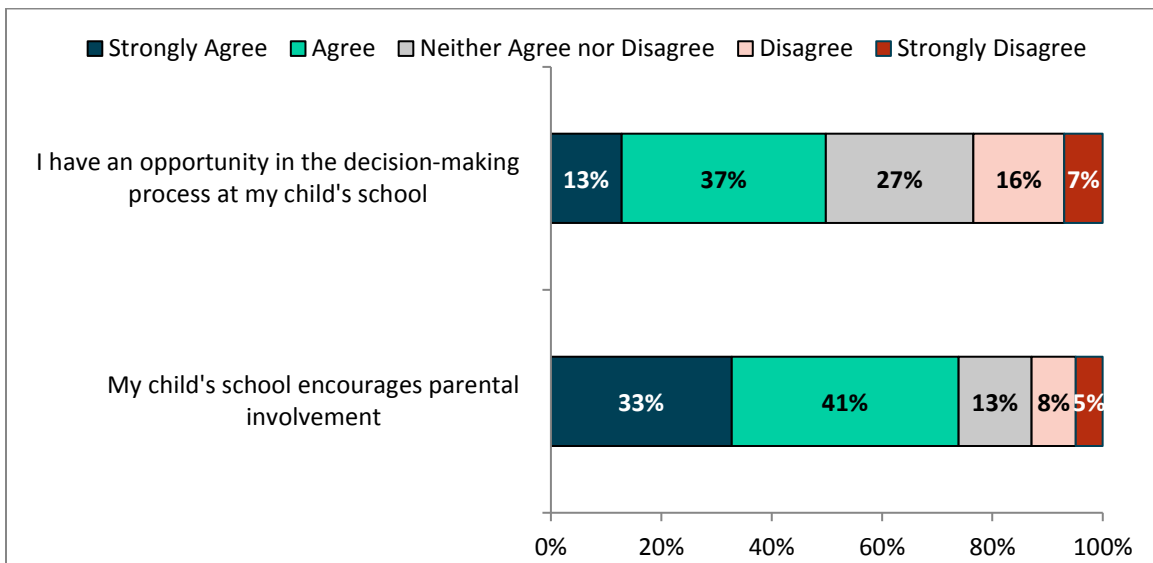
% Agree or Strongly Agree



*indicates significant differences across stakeholder groups.

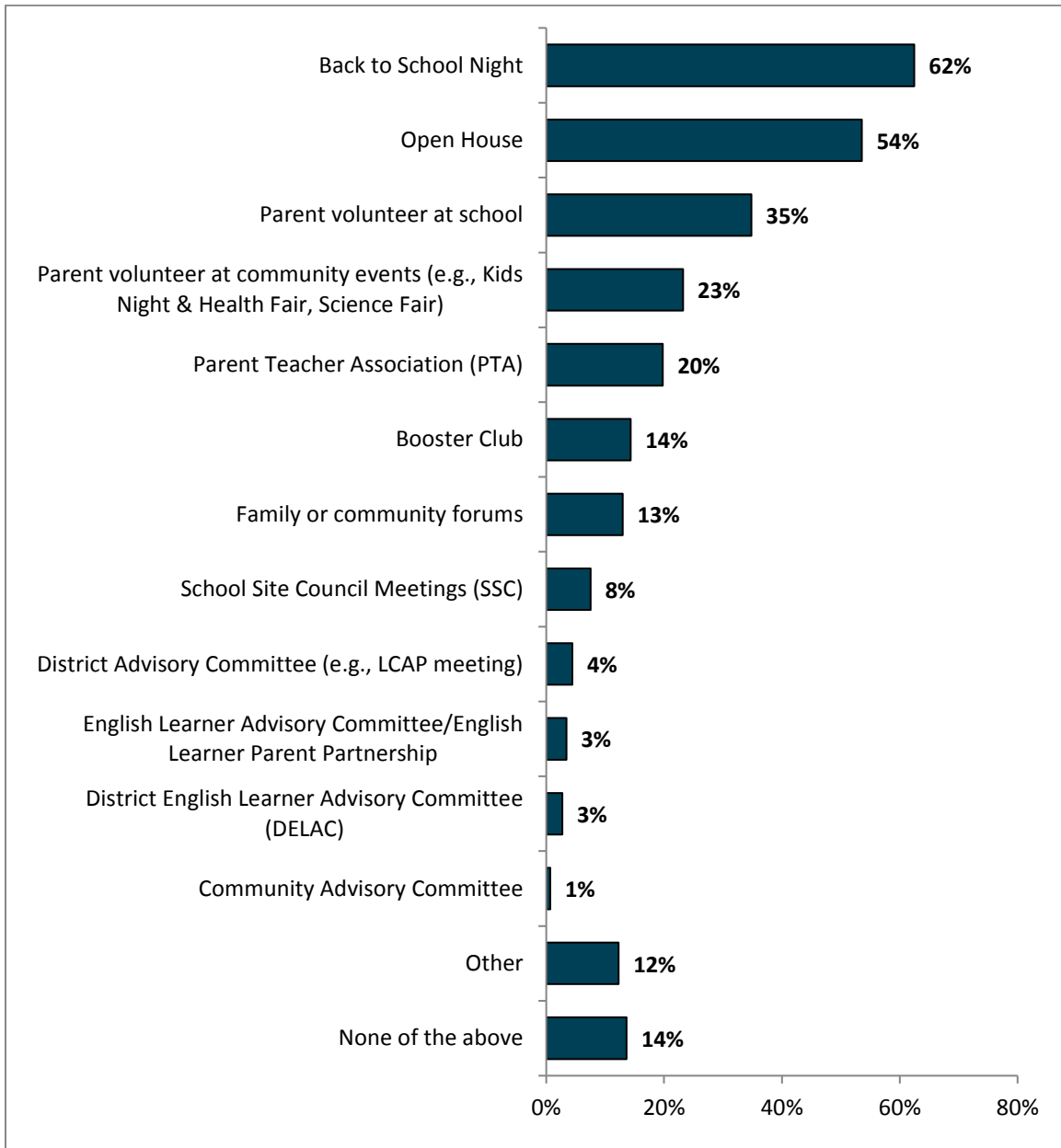
PARENT INVOLVEMENT

Figure 1.2: Parent Involvement at the School Level (Parents)



n=273-287

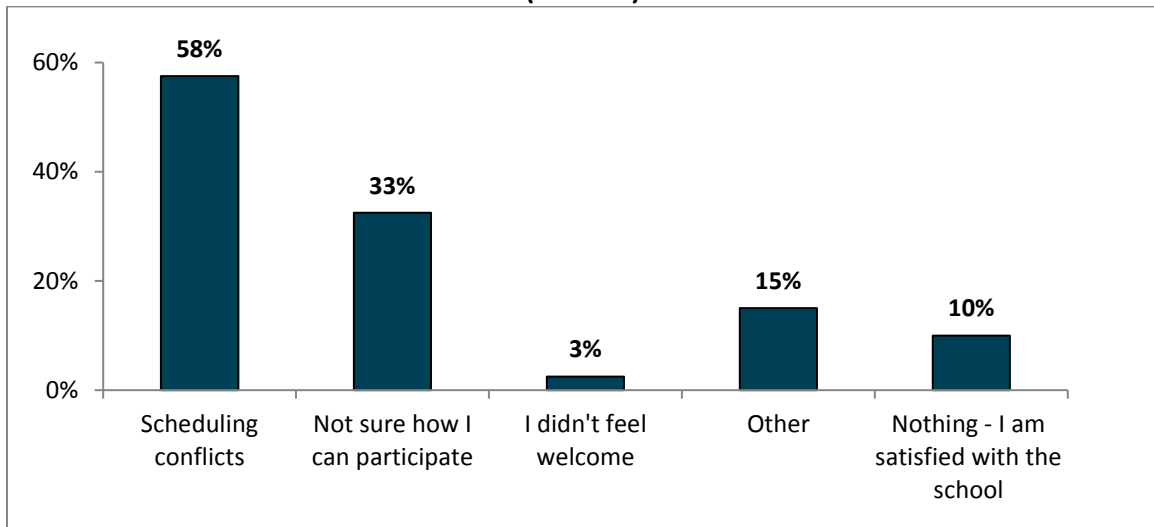
Figure 1.3: Which parent or community activity(ies) have you participated in this year? (Parents)



n=293

Note: Respondents may select all that apply.

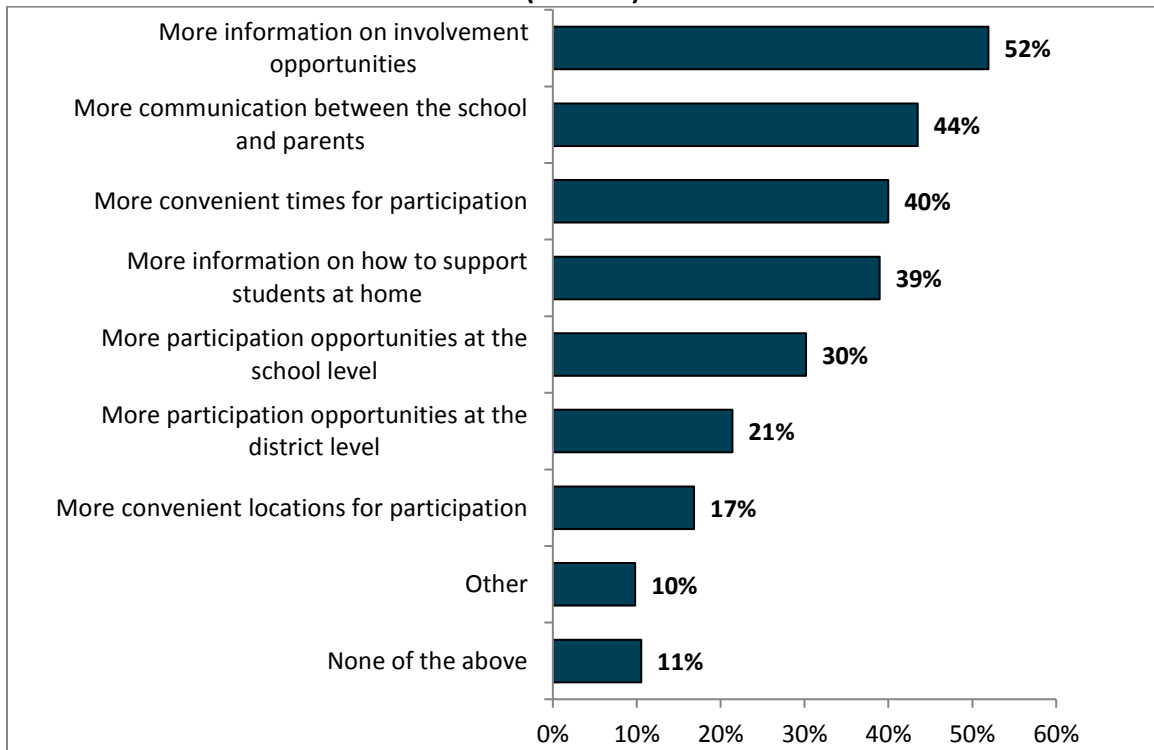
Figure 1.4: What has prevented you from participating in parent activities so far this year? (Parents)



n=40

Note: Respondents may select all that apply. This question was only displayed to parents who did not participate in any activities this year.

Figure 1.5: What would help parents become more involved in Modesto City Schools? (Parents)

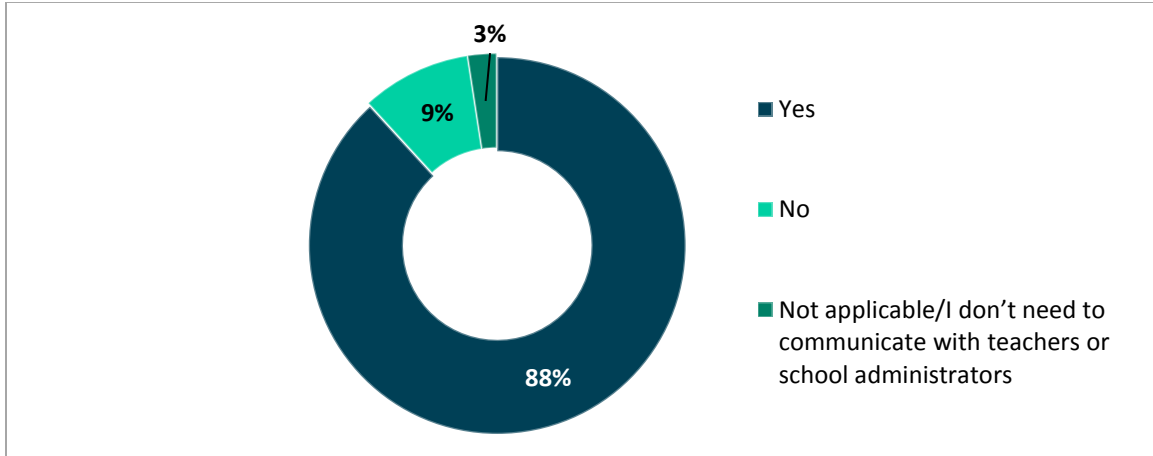


n=285

Note: Respondents may select all that apply.

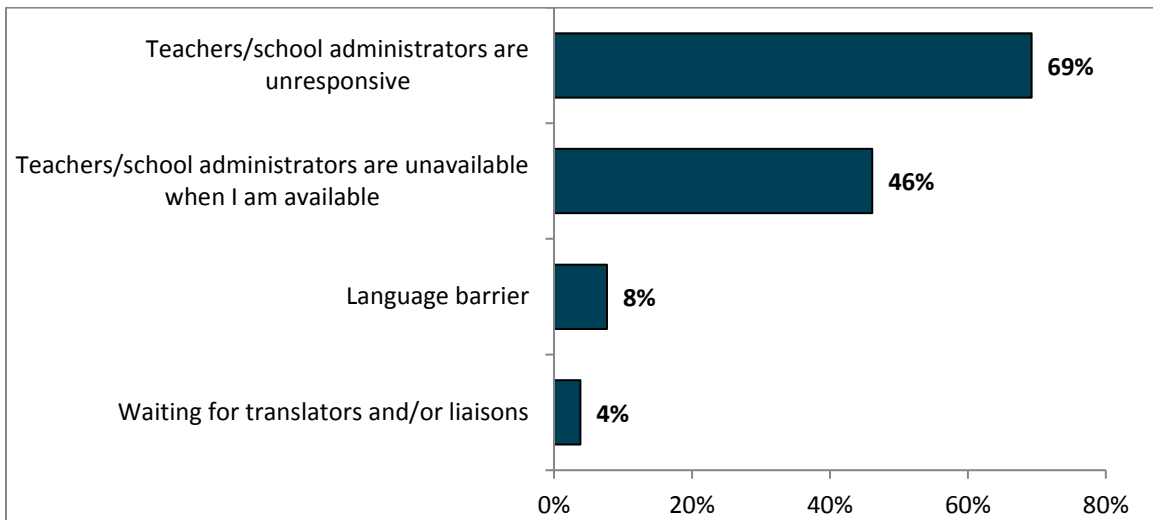
COMMUNICATION

**Figure 1.6: Are you able to communicate with teachers and staff when you need to?
(Parents)**



n=288

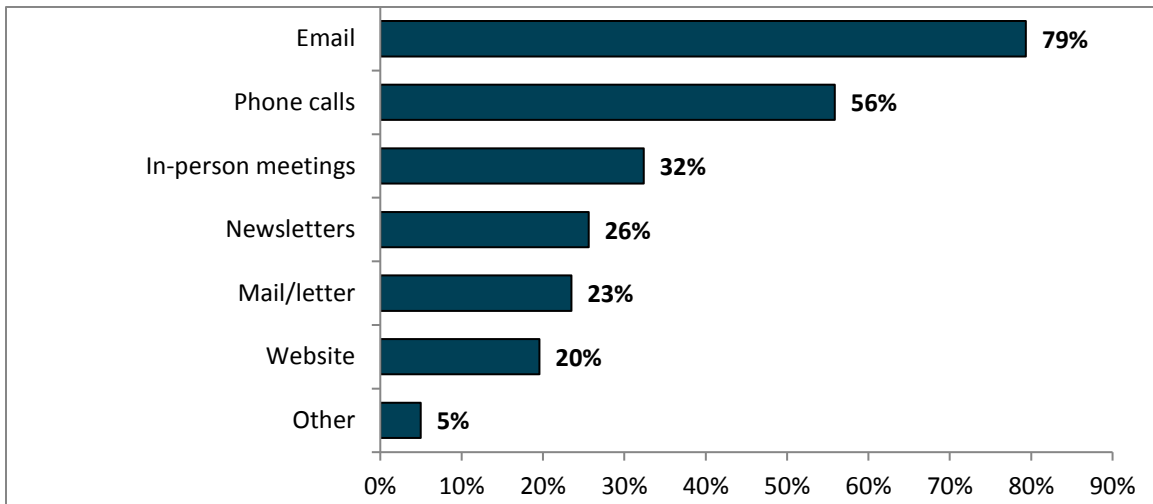
**Figure 1.7: Why are you unable to communicate with teachers and staff when necessary?
(Parents)**



n=26

Note: Respondents may select all that apply.

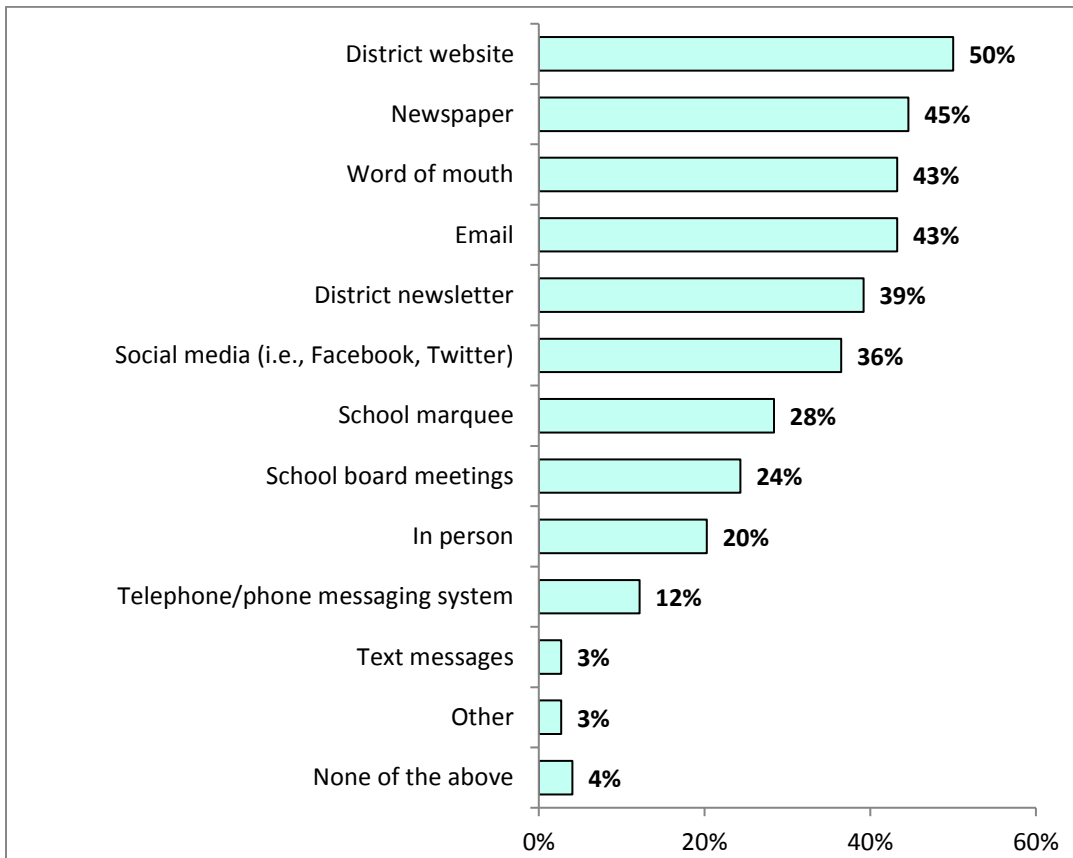
Figure 1.8: How would you prefer the school to communicate with you? (Parents)



n=281

Note: Respondents may select up to three options.

Figure 1.9: How do you receive information about Modesto City Schools? (Community Members)



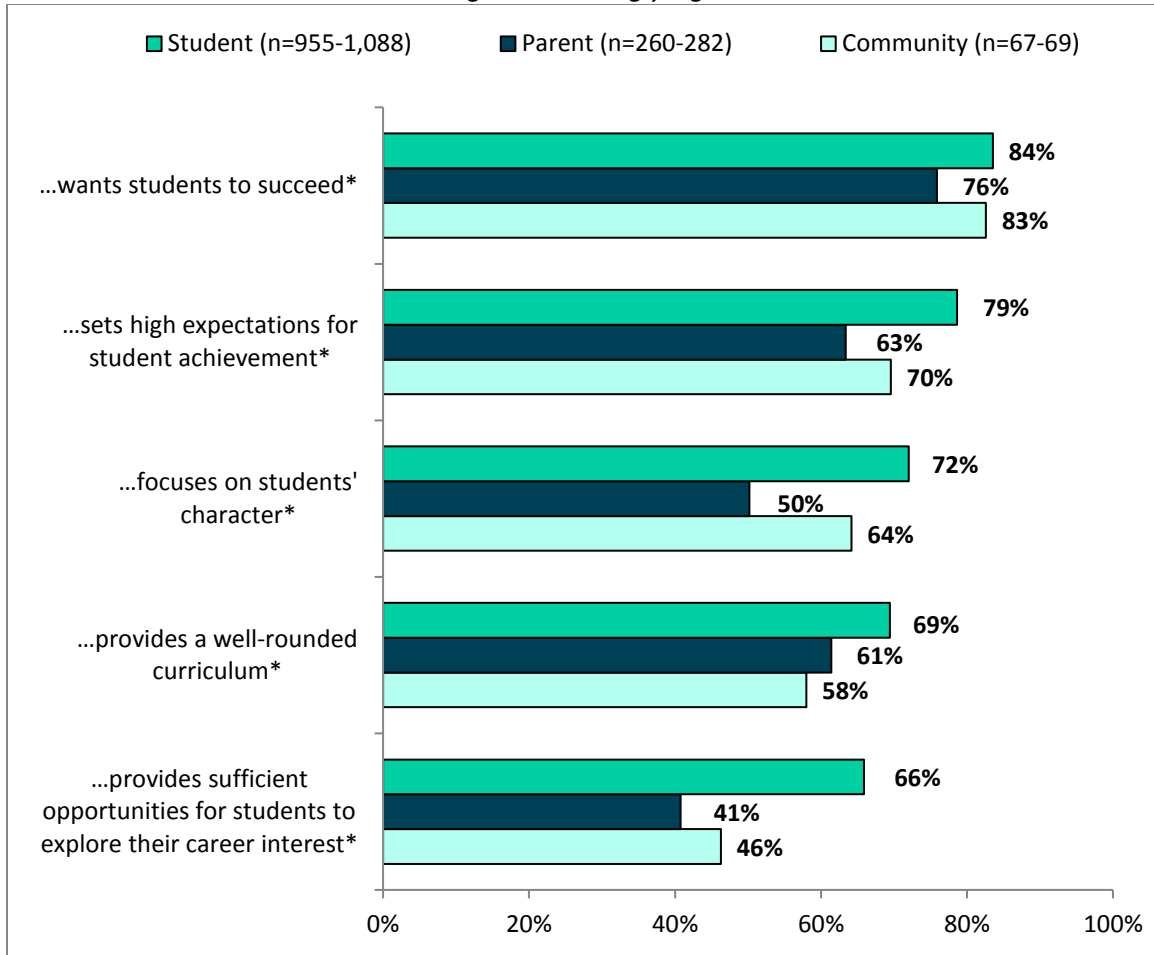
n=74

Note: Respondents may select all that apply.

SCHOOL AND DISTRICT CLIMATE

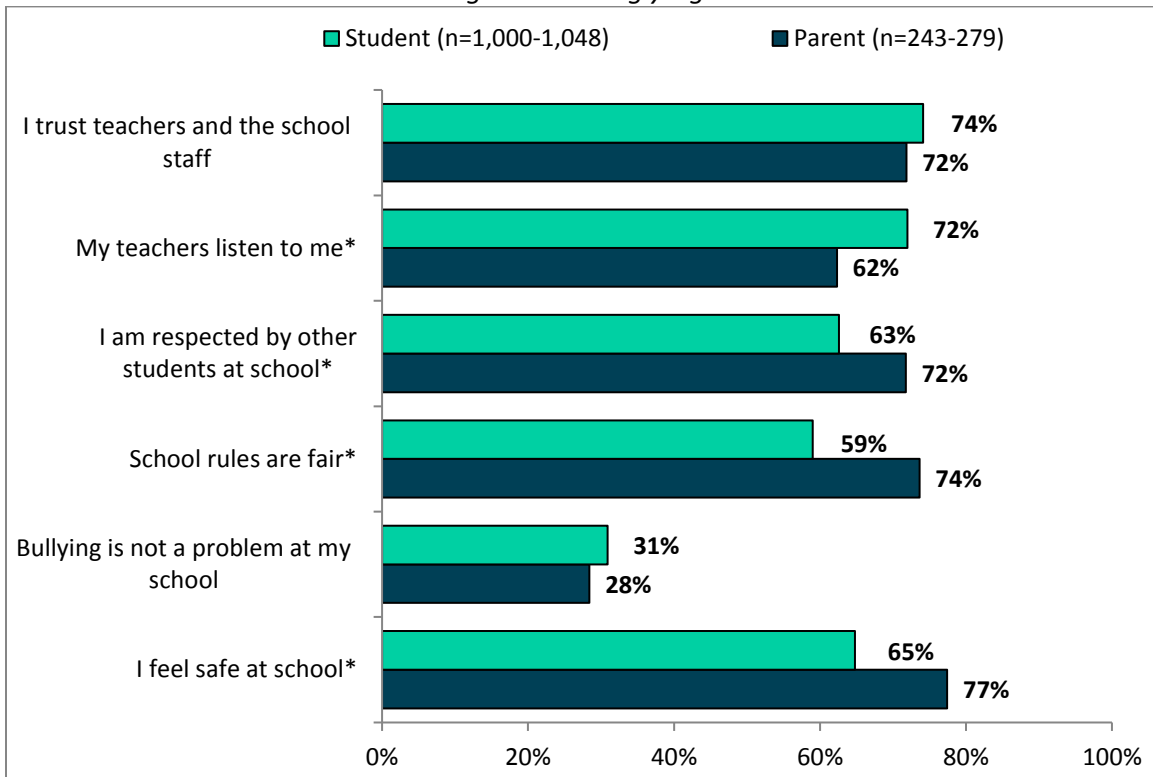
Figure 1.10: District Climate

% Agree or Strongly Agree



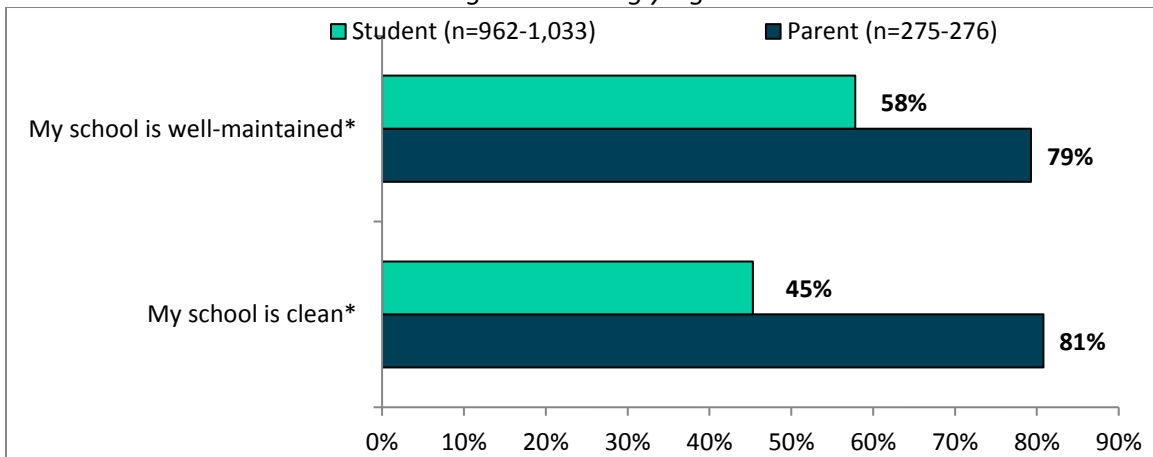
*indicates significant differences across stakeholder groups.

Figure 1.11: School Climate
% Agree or Strongly Agree



*indicates significant differences across stakeholder groups.

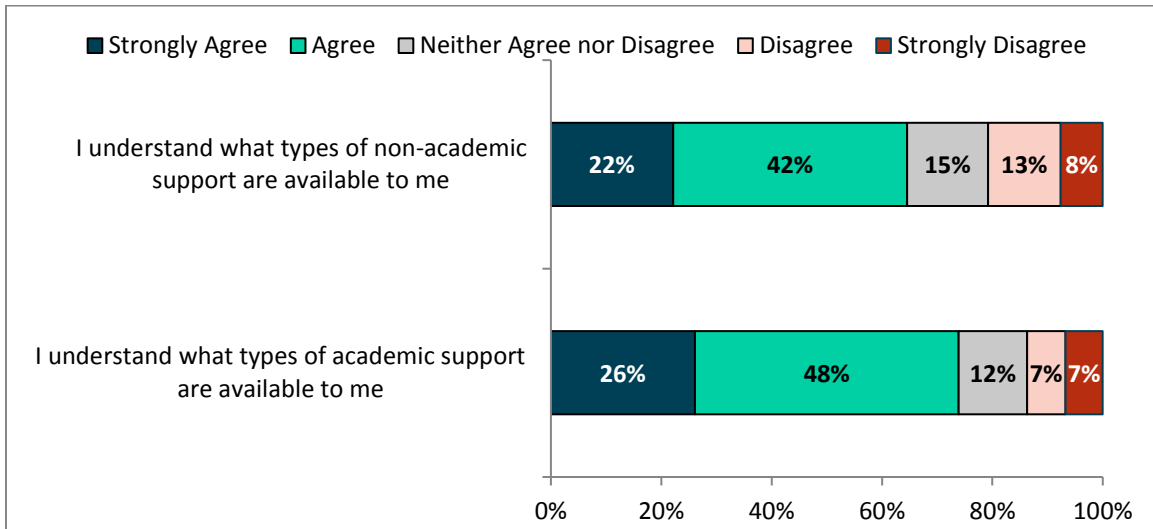
Figure 1.12: School Facilities
% Agree or Strongly Agree



*indicates significant differences across stakeholder groups.

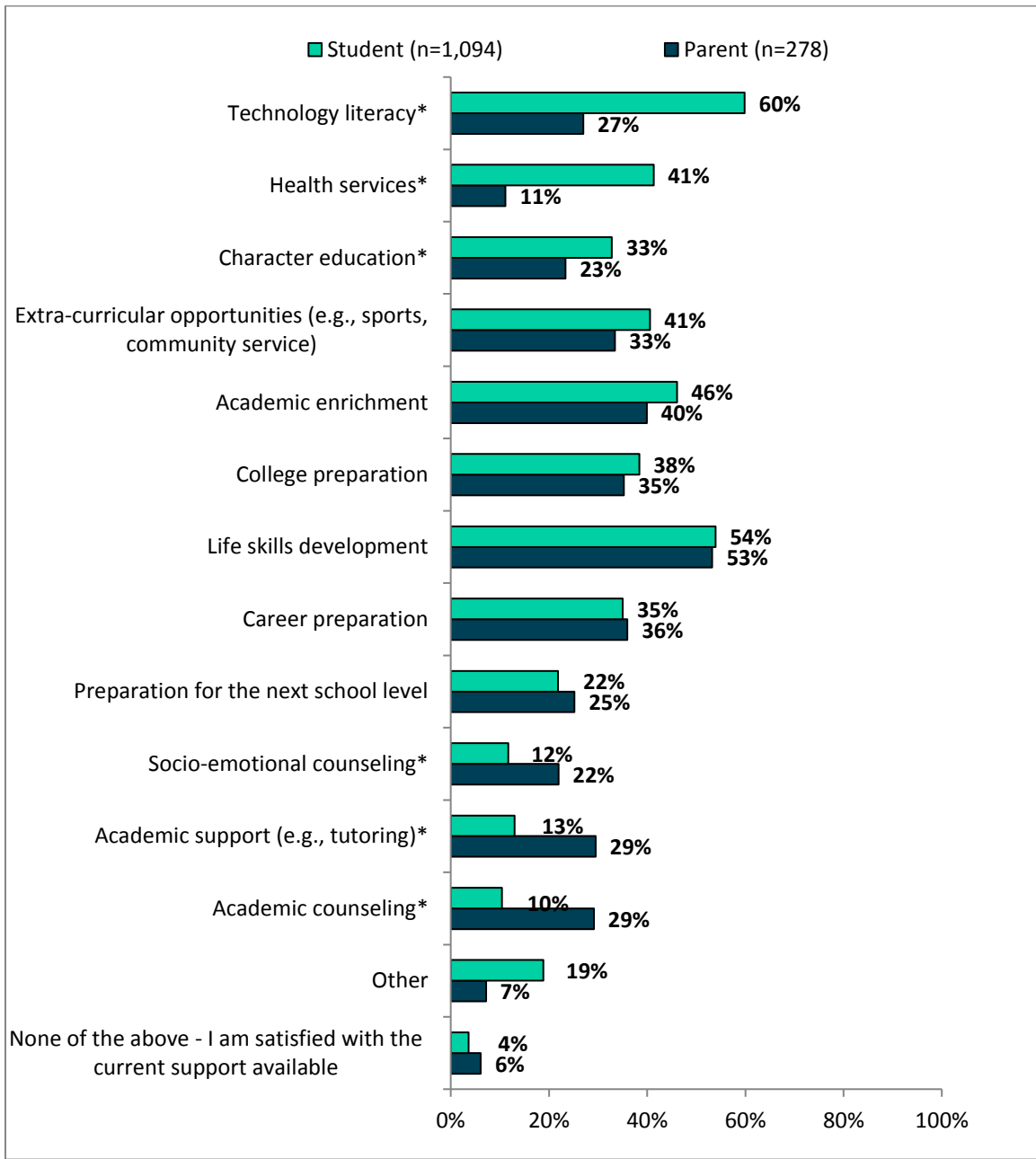
ACADEMICS AND SUPPORT

Figure 1.13: Student Support (Students)



n=813-889

Figure 1.14: In what area(s) would you like to see more support available to you/your child at Modesto City Schools?

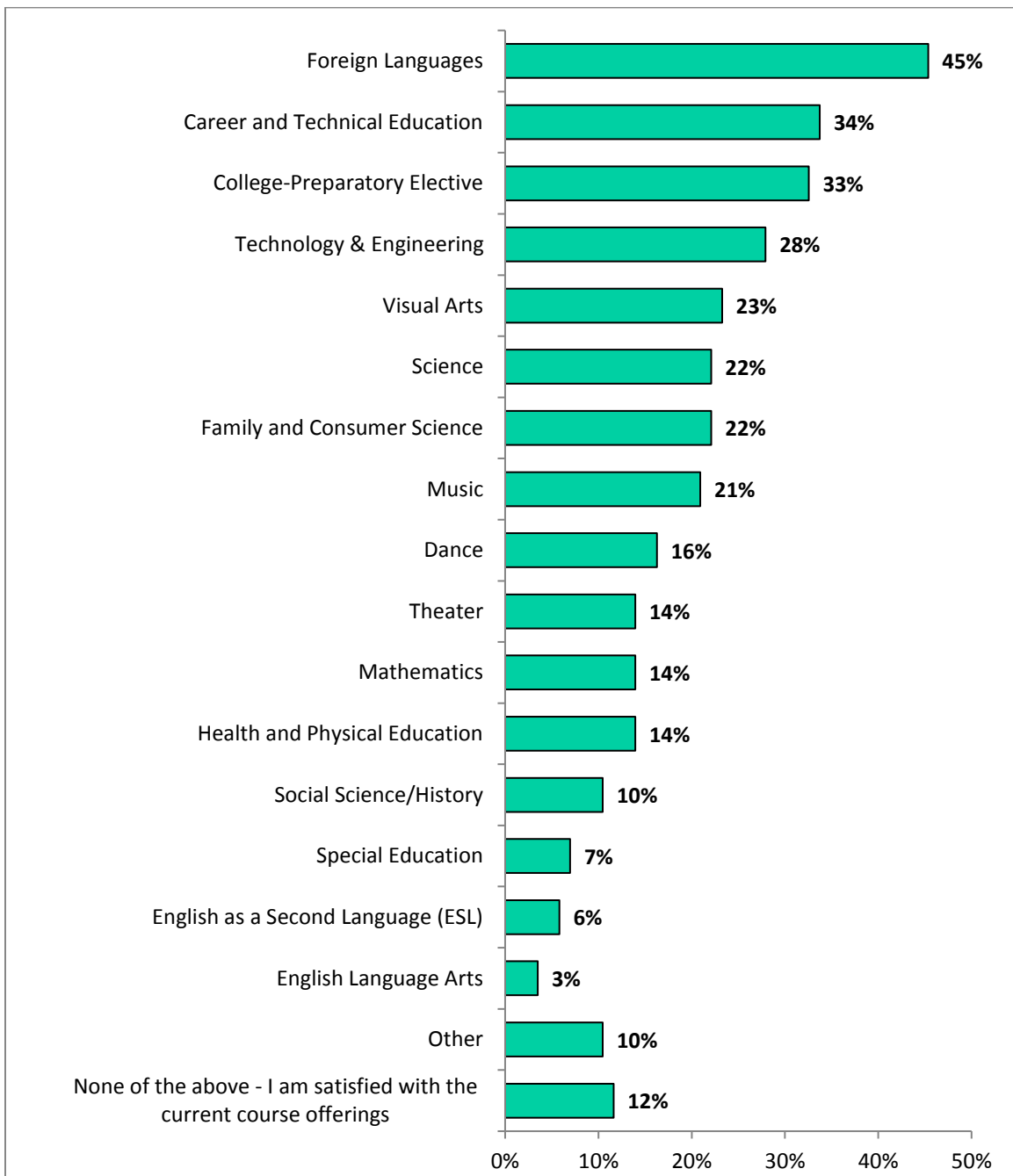


TOP FIVE AREAS	PARENT	STUDENT
1	Life skills development	Technology literacy
2	Academic enrichment	Life skills development
3	Career preparation	Academic enrichment
4	College preparation	Health services
5	Extra-curricular opportunities	Extra-curricular opportunities

*indicates significant differences across stakeholder groups.

Note: Respondents may select up to five options. The figure is sorted by differences between parent and student percentages.

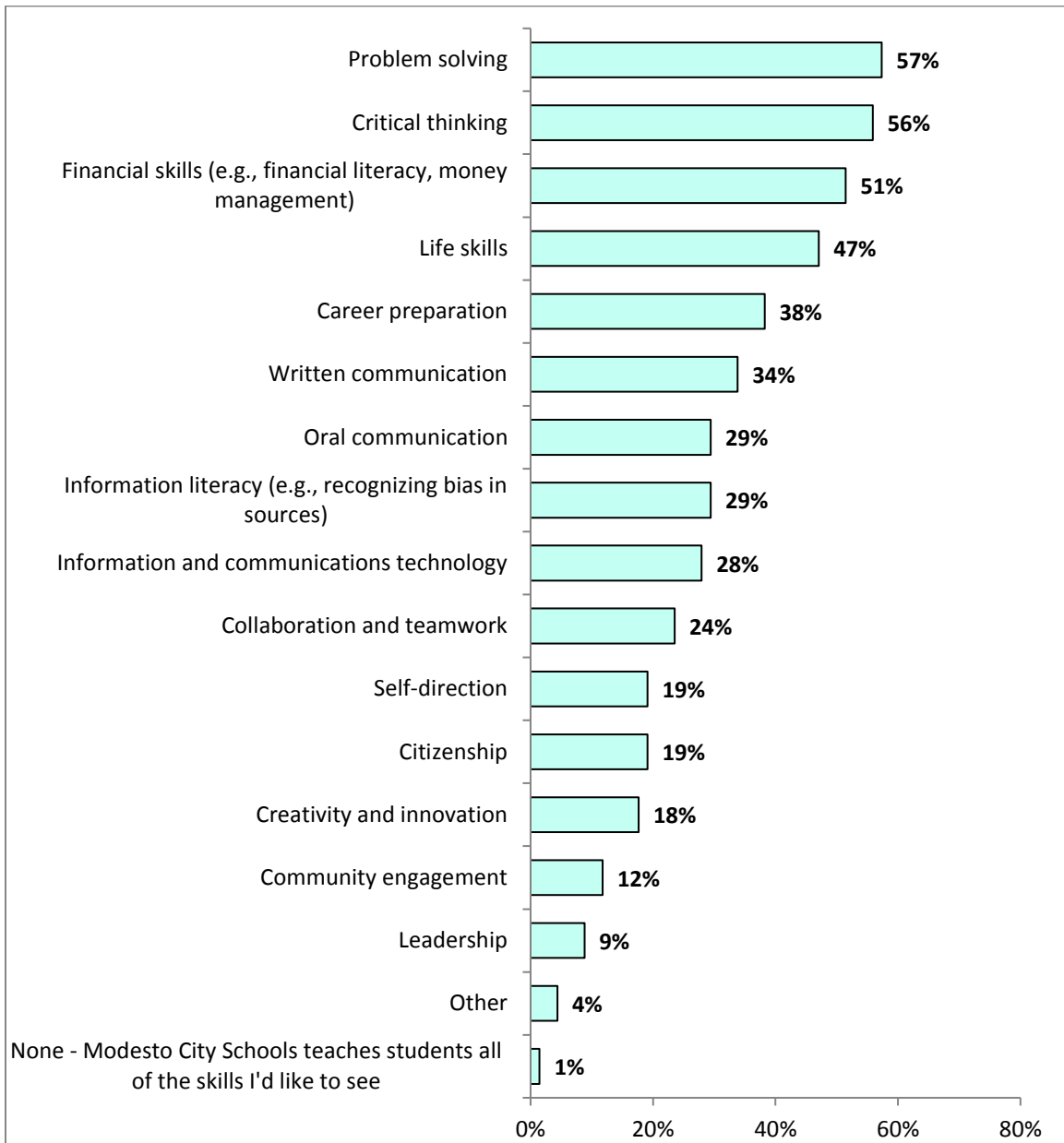
**Figure 1.15: What subjects would you like additional courses offered at your school?
(High School Students)**



n=86

Note: Respondents may select up to five options.

**Figure 1.16: What skills would you like to see Modesto City Schools teach students?
(Community Members)**



n=68

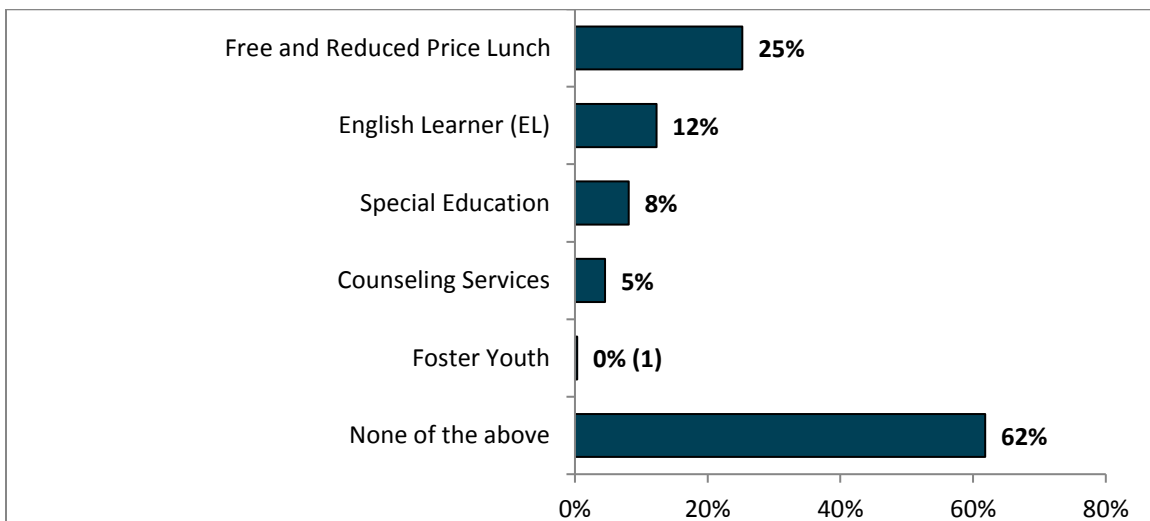
Note: Respondents may select up to five options.

RESPONDENTS CHARACTERISTICS

Figure 1.17: Respondents Background

STAKEHOLDER GROUP (N=1,718)	COUNT	PERCENT
Student	1,322	77%
Parent	316	18%
Community	80	5%
SCHOOL LEVEL (N=1,638)		
Elementary School	1,342	82%
Middle School	24	1%
High School	272	17%
HOW MANY CHILDREN DO YOU CURRENTLY HAVE IN MODESTO CITY SCHOOLS? (N=315)		
1 child	168	53%
2 children	98	31%
3 children	38	12%
4 children	6	2%
5 or more children	5	2%
WHICH OF THE FOLLOWING BEST DESCRIBES YOUR ROLE IN MODESTO CITY SCHOOLS? (N=80)		
Community member	54	68%
Local business owner	4	5%
Other	22	28%

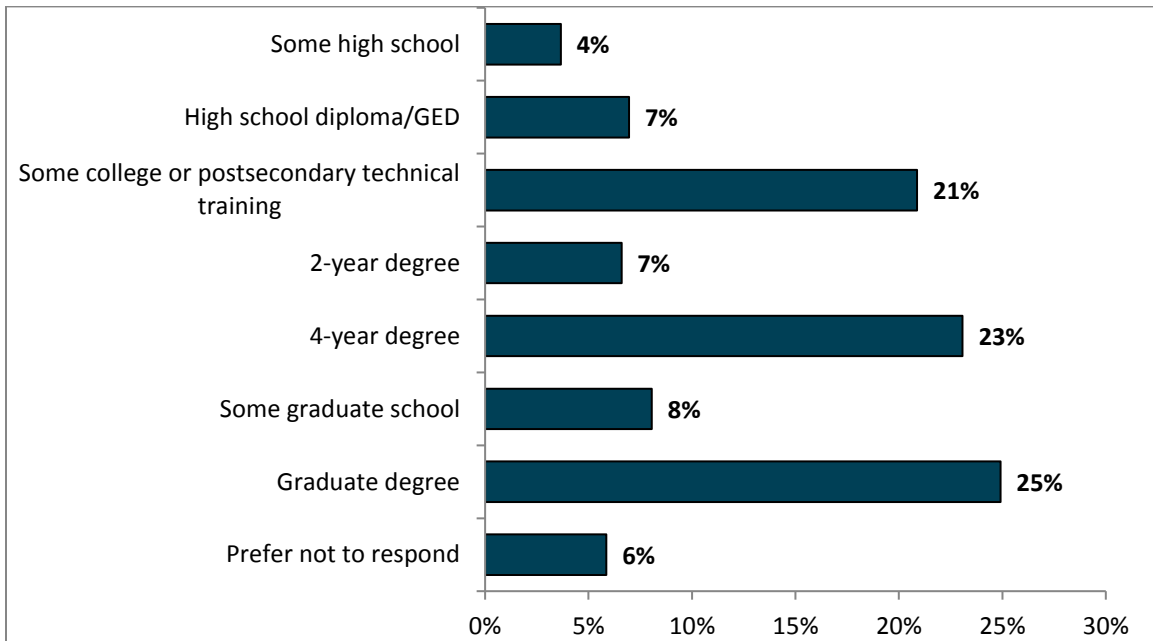
Figure 1.18: Does your child fall into any of the following categories/participate in any of the following services this school year? (Parents)



n=309

Note: Respondents may select all that apply.

Figure 1.19: Which of the following best identifies the highest level of education attained by any adult member of your household? (Parents)

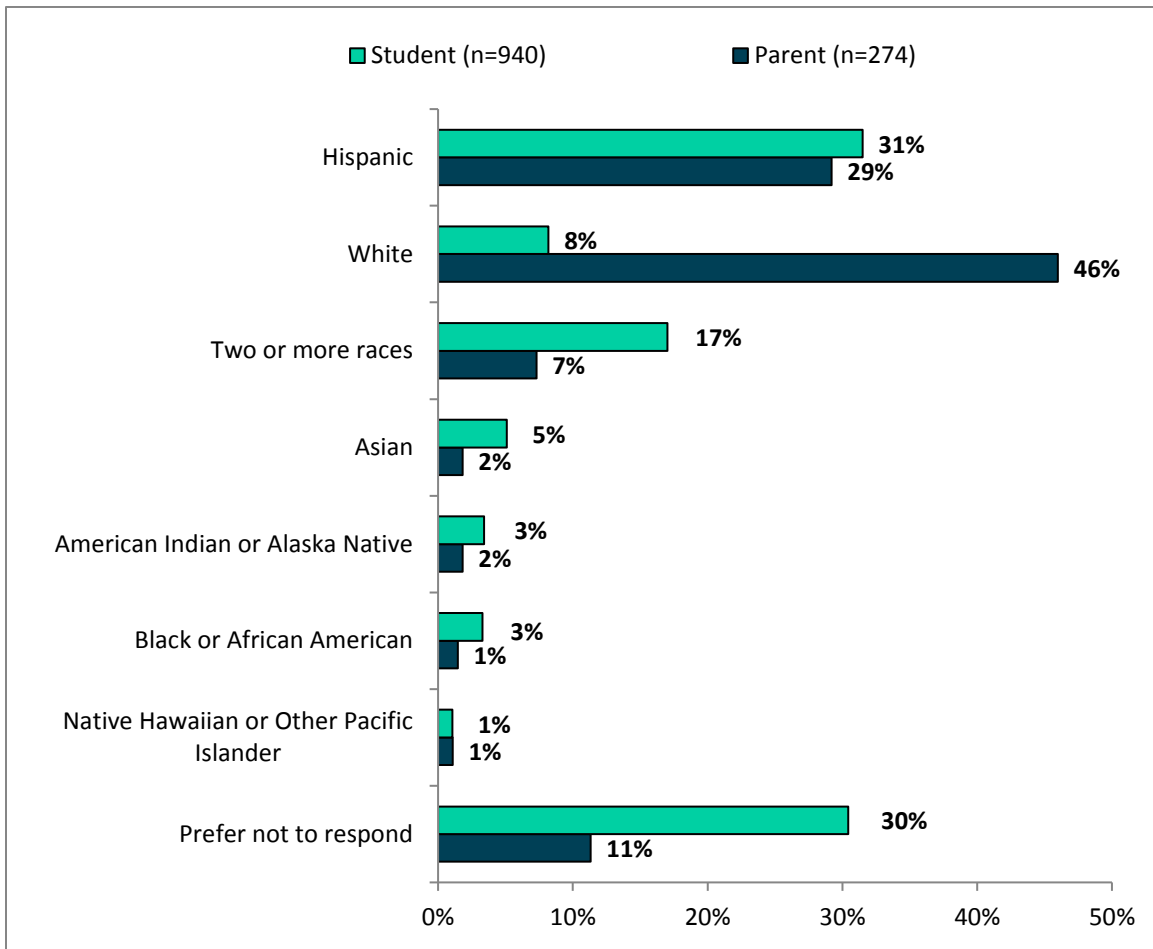


n=273

Figure 1.20: Languages Spoken at Home

	PARENT (N=276)		STUDENT (N=1,106)	
	COUNT	PERCENT	COUNT	PERCENT
English	245	91%	816	83%
Spanish	61	23%	650	66%
French	3	1%	28	3%
Khmer/Cambodian	0	0%	26	3%
Italian	1	0%	20	2%
Assyrian	2	1%	13	1%
Arabic	0	0%	20	2%
Russian	1	0%	15	2%
Portuguese	2	1%	11	1%
Hindi	1	0%	14	1%
German	0	0%	17	2%
Korean	0	0%	14	1%
Cantonese	1	0%	9	1%
Lao	0	0%	10	1%
Vietnamese	0	0%	10	1%
Farsi	0	0%	9	1%
Hmong	0	0%	9	1%
Tagalog	0	0%	9	1%
Mandarin	0	0%	7	1%
Other	8	3%	66	7%

Figure 1.21: Race/Ethnicity



PROJECT EVALUATION FORM

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