



# Budget Shortfall Survey Strategic Plan Survey

## Results and Analysis

# Overview

Two first-of-a-kind surveys were conducted in the Sacramento City Unified School District (SCUSD) as part of Superintendent Raymond's initiative to increase engagement with the community, transparency in district operations, and promotion of inclusiveness in decision making. These surveys generated valuable advice from teachers, parents, students, and the community as to priorities for the district budget and development of a strategic plan.

As a result of declining state revenue, SCUSD has cut more than \$144 million from the district budget over the past seven years. Furthermore, the district is faced with the prospect of an additional \$30 million cut in 2010-2011. These budgetary restrictions necessitate cooperation with all district stakeholders to identify the most important district functions and activities to best allocate remaining resources.

The surveys were administered during the three-week period from January 19, 2010 to February 9, 2010. This report details the findings. In the interest of promoting transparency, and supporting a dialogue between District and the Community, data for all surveyed items are provided.

[Click here to learn more.](#)



“We have learned a lot from these surveys. We learned that we need to listen to what our students have to say, and that in many respects teachers and parents are on the same page when it comes to what is best for children. But we have also learned that we need to try harder to reach and involve our whole community in improving schools.”

**Jonathan P. Raymond**  
Superintendent

# The Surveys

Two surveys were administered:

1. **The Budget Shortfall Survey** invited the Community (including Parents) and Staff (including Teachers/Professional Staff, Administrators, and Classified Staff) to provide their views as to how to address decreasing budget resources.
2. **The Strategic Plan Survey** invited the Community (including Parents), Staff (including Teachers/Professional Staff, Administrators, and Classified Staff), and Students to provide their input to help shape the strategic plan. The purpose of a strategic plan is to guide the District's educational philosophy, aspirations for student achievement, fiscal decision-making, and operational focus.

The following pages outline the findings from these two surveys. Please click on the item to the right to display the information you wish to see.

## **The Budget Shortfall Survey**

Who Responded to the Survey?

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## **The Strategic Plan Survey**

Who Responded to the Survey?

[Response Rates](#)

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# Budget Shortfall Survey

# Budget Shortfall Survey

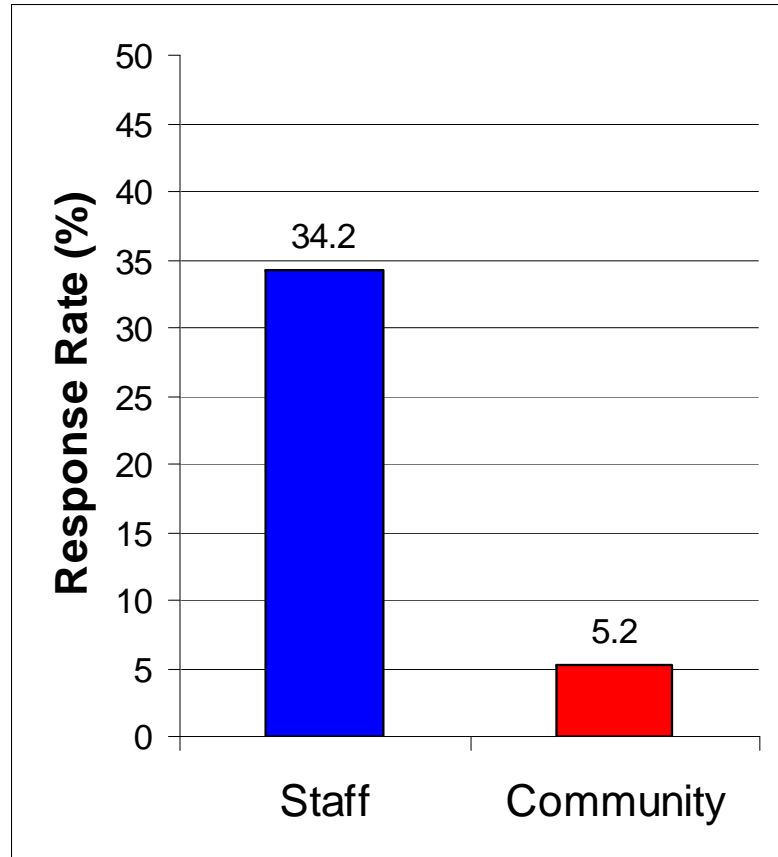
## Who responded to the survey?

School staff and community members were invited to take the Budget Shortfall Survey. As shown to the right, 34.2% of all SCUSD Staff completed the survey.

In contrast, a relatively low response was found from Community members (5.2%).

Together, these response rates highlight the need for the district to engage both the staff and community members.

The next page provides detailed information about the characteristics of the survey participants.



# Budget Shortfall Survey

## Who responded to the survey?

As shown below, 34.2% of all SCUSD Staff completed the survey. Of participants, the majority (66%) were Teachers/Professional staff. Classified staff like office support, cafeteria workers, and bus drivers made up 25% of responses and Administrative staff like principals accounted for 8% of responses.

A relatively low response was found from the community (5.2%). Most of the Community respondents reported having 1 or more children in a SCUSD school (65%). A minority of participants said they had a child attending a non-district school in the city (12%). Most Community members completed the survey in English (90%).

<b>TEACHERS</b>	
Number of Emails Invitations	6,100
Total Responses	2,087
Response Rate	34.2%
<b>Self-Report Job Function</b>	
SCUSD Teacher/Professional Staff	66%
Classified Staff	25%
Administrative Staff	8%
(Did not answer)	1%

<b>COMMUNITY</b>	
Approximate Number of Households	31,000
Total Responses	2,336
Response Rate	5.2%
<b>How many children do you have attending SCUSD?</b>	
None	24%
1	29%
2	23%
3	7%
4	3%
5 or more	3%
(Did not answer)	12%
<b>Are you a parent of a student who attends a non-district school in the City of Sacramento?</b>	
Yes	12%
No	81%
(Did not answer)	7%
<b>Language of Participation</b>	
English	90%
Spanish	8%
Hmong	2%

# Budget Shortfall Survey

## How much contact do these Community participants have with the District?

One item on the Community survey asked participants how frequently they attended school district functions during the past year. This item was included to get a sense of how involved the community survey participants are in the school district.

As shown in the table below, the Community participants have had substantial contact with the school district over the past year. As many as 47% reported having attended a School Board meeting; up to 81% reported having attended a school event; and 44% report attendance at District/school committee meetings. These participants are likely to be more knowledgeable about school district issues than the community at large.

<b>Event</b>	<b>0</b>	<b>1-2</b>	<b>3-4</b>	<b>5 or more</b>	<b>Did not answer</b>
Attend School Board Meetings	50%	26%	10%	8%	7%
Booster Club Meetings	65%	14%	5%	6%	9%
PTA Meetings	40%	24%	13%	13%	9%
School Plays	29%	35%	17%	11%	8%
School-Sponsored Art/Music Presentations	26%	33%	19%	14%	8%
School-Sponsored Sporting Events	41%	22%	11%	17%	9%
School Events (Back to School, Parent Conferences, Celebrations, Open House)	13%	18%	25%	38%	7%
District/School Committee Meetings	49%	24%	9%	11%	8%
Parent-Teacher Home Visit	71%	10%	5%	5%	9%

# Budget Shortfall Survey

## How was the survey scored?

A number of possible items for addressing the budget shortfall were identified by a focus group of Sacramento community representatives. These items were included on the survey to get community and staff feedback as to their importance for District operations. Importance ratings were made on a 4-point scale:

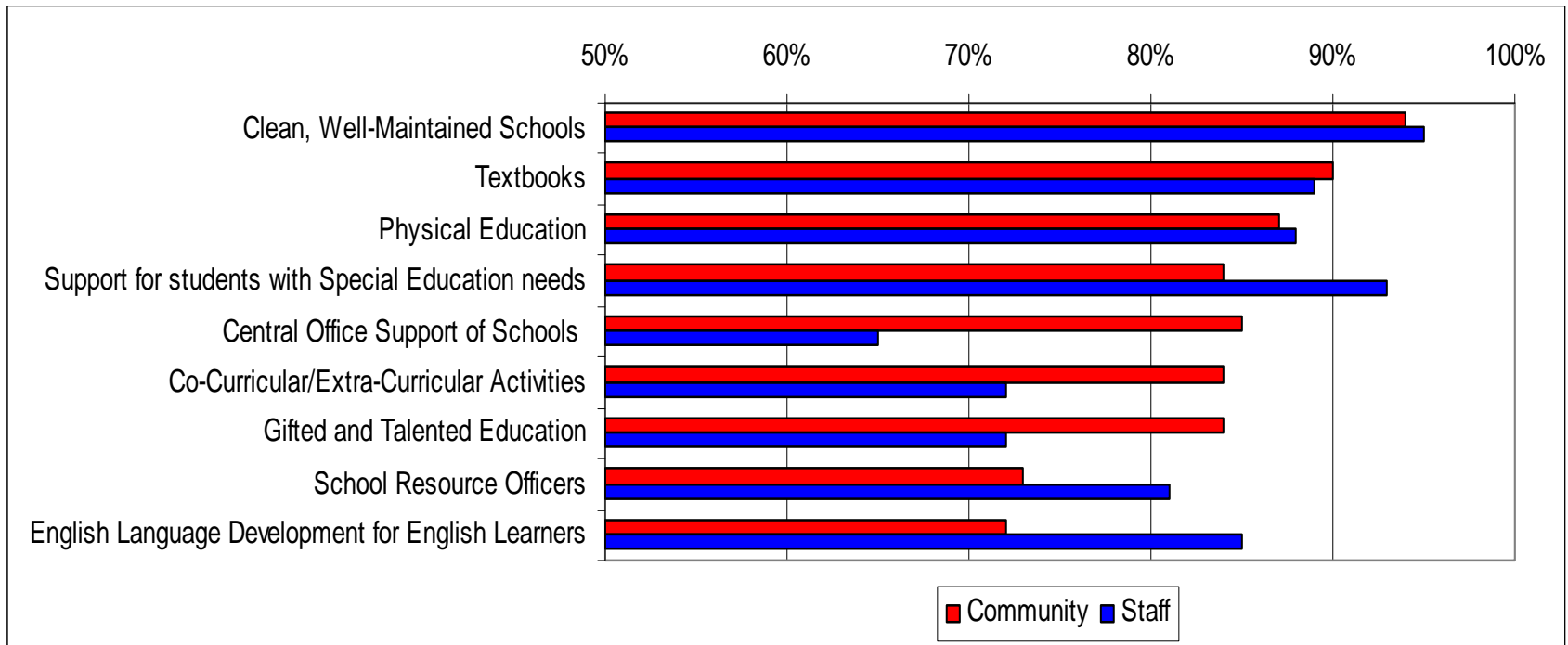
*Not Important*  
*Relatively Unimportant*  
*Moderately Important*  
*Highly Important*

The percent of participants providing a rating of *Moderately Important* and *Highly Important* were added to get the percent of participants stating that an item was important.

# Budget Shortfall Survey

## How did Participants view the Importance of District services?

The figure below shows the percent of community and staff who selected items as important for District function. Overall, there was substantial agreement on importance between the Community and Staff participants. As shown in the figure, Community and Staff agreed that School Maintenance, Textbooks, and Physical Education were *Important* or *Highly Important*. However, there was some disagreement concerning Support for Special Education, Co-Curricular/Extra-Curricular Activities, Gifted and Talented Education, School Resource Officers, and English Language Development for English Learners.



# Budget Shortfall Survey

## A note on the discrepancies between Community and Staff.

Discrepancies in rated importance between Community and Staff is not an uncommon finding. Survey participants will rate those items that are personally relevant as more important than those items that have less relevance. For instance, in considering the Special Education ratings given by the Community, it is likely that the lower ratings are due to most respondents not having a child in need of these services.

# Budget Shortfall Survey

## How did Participants view the Importance of District services?

The complete list of surveyed items and percent of participants rating each item as important is provided on the next page. In addition to providing these data for Community and Staff participants overall, information is also provided for selected subgroups.

The Community data are presented for all participants (labeled “ALL”) as well as for Parents Only and participants who had attended Zero School Board Meetings. Similarly, the Staff data are presented for ALL participants and for three subgroups (Teachers/Professional staff, Administrators, and Classified staff).

While complete data are presented for ALL Community and ALL Staff participants, the information for the subgroups is presented in such a way to facilitate interpretation. A blank field means the number corresponding to that sub-group was within +/-3% of the “ALL” column. The difference is shown when it is larger than the +/- 3% threshold. The sign before the number indicates whether the total was less than or greater than the number for “ALL”.

[Show me the data.](#)

# Importance Ratings, All Items

<a href="#">Return to menu</a>	Community			Staff			
	ALL	Parents	Zero Board Mtgs	ALL	Teacher/ Pro Staff	Admin	Classified Staff
Clean, Well-Maintained School Buildings	94%			95%			
Textbooks	90%			89%			6%
Physical Education	87%			88%		9%	
Insurance and Other Benefits for Teachers, Staff, and Administrators	86%				<b>Not Assessed</b>		
Central Office Support of Schools	85%			65%	-7%	7%	18%
Art and Music Education	84%			83%		-7%	
Co-Curricular/Extra-Curricular Activities	84%			72%			
Gifted and Talented Education	84%			72%		-5%	
Small Class Size	84%			86%	5%	-14%	-4%
Support for students with Special Education needs	84%			93%			
One Principal Assigned to Each School	83%			84%			
School Counselors	83%			84%			
Career/Technical Education	78%	-5%		79%		-8%	5%
Nurses	78%			81%		-9%	
School Librarians	78%			74%		-7%	
Music Teachers	77%			77%		-10%	
School Psychologists	74%			75%			-4%
School Resource Officers	73%			81%			
English Language Development for English Learners	72%	-6%	-4%	85%		4%	
Salary Raises for Teachers, Staff, and Administrators	71%				<b>Not Assessed</b>		
Transportation	58%	-6%		60%	-4%		14%
Adult Education Programs	56%	-9%	-5%	54%			11%

# Budget Shortfall Survey

## What are the top budget priorities selected by Community members and Staff?

Survey participants were asked to select their top budget priorities through an alternate measure of importance. Specifically, they were asked to pick the top five most critical items for education. These top five items were to be ranked from most to least important with no two items having the same rank. This exercise simulates decisions made by District administrators who must make choices with limited resources. This procedure will result in a set of items that differ from the previous task as each is compared to all other items and not rated in isolation.

The top eight items as identified by the Community and ranks supplied by Staff are displayed below. The Community and Staff participants showed a measure of agreement with regard to Small Class Size, Textbooks, Maintenance, and Art & Music Education. However, there was substantial disagreement as to the critical nature of Gifted and Talented Education, Central Office Support, and Adult Education Programs.

	Community	Staff
Item	Rank (All)	Rank (All)
Small Class Size	1	1
Textbooks	2	3
Gifted and Talented Education	3	17
Clean, Well-Maintained School Buildings	4	4
One Principal Assigned to Each School	5	2
Art and Music Education	6	7
Central Office Support of Schools	7	11
Adult Education Programs	8	19

# Budget Shortfall Survey

## What are the top budget priorities selected by Community members and Staff?

The next page provides a list of all items and ranks assigned by the Community and Staff participants. In addition to the overall rank, a total score is provided as a weighted sum of individual ranks. The score provides an indication as to the number of participants selecting the item in their top five weighted with the rank assigned to that item.

Also provided is ranking data for the selected subgroups. As with the importance ratings, the Community subgroups include Parents and individuals who attended Zero School Board Meetings. Among Staff, the subgroups presented include Teachers & Professional Staff, Administrators, and Classified Staff.

Ranks are presented for subgroups if they differ from the ranks provided by the overall group.

Note that Adult Education was among the top eight items (previous page), but was ranked 12<sup>th</sup> among Parents. The lower ranking among Parents is likely due to this group being more concerned with the services provided to their traditional school-age children.

[Show me the data.](#)

Rankings, All Items	Community				Staff				
Item	Rank (All)	Score (All)	Rank (Parents)	Rank (Zero Board Mtgs)	Rank (All)	Score (All)	Rank (Teacher/ Pro Staff)	Rank (Admin Staff)	Rank (Classified Staff)
<a href="#">Return to menu</a>									
Small Class Size	1	4,112			1	4,884		5	4
Textbooks	2	2,957			3	2,957		4	2
Gifted and Talented Education	3	2,532			17	637		16	
Clean, Well-Maintained School Buildings	4	2,475	6		4	2,875		3	3
One Principal Assigned to Each School	5	2,403		7	2	3,203		1	
Art and Music Education	6	2,345	4	5	7	1,576		13	
Central Office Support of Schools	7	2,328		6	11	972	18	7	6
Adult Education Programs	8	2,131	12		19	444	20	18	16
School Counselors	9	1,554	11	10	9	1,417	8	10	12
Support for students with Special Education needs	10	1,543	9	11	5	2,279		8	
Physical Education	11	1,501	8	9	8	1,441	9	12	
Co-Curricular/Extra-Curricular Activities	12	1,367	10		16	666		15	18
English Language Development for English Learners	13	1,135	14	15	6	1,799		2	10
Career/Technical Education	14	1,035	16	13	12	966	11	11	14
Music Teachers	15	915	13	14	20	387	19	17	21
Nurses	16	830	18		10	1,053		14	11
School Librarians	17	821	15		15	693	14	19	14
School Psychologists	18	703	17		18	614	15	16	20
School Resource Officers (Police Officers)	19	619			13	925		9	9
Transportation (School bus service)	20	580			20	387	21		13

# Budget Shortfall Survey

## How do Community members and Staff view three proposed options for addressing the budget shortfall?

Three options were suggested by the Community focus group for directly addressing the budget shortfall: closing under-enrolled schools, closing low performing schools, and unpaid days off for staff.

Closing under-enrolled schools was favored by both groups with 67% of the Community and 75% of the Staff endorsing this measure. There was disagreement, however, with regard to closing low performing schools. Whereas more than half of the Community participants agreed with this proposal, less than one-third of staff did. Teachers were least likely to endorse closing low performing schools (25%), but most Administrators did (53%). Unpaid days off was least favored by the Community (39%). While 45% of Staff found unpaid days off to be acceptable, there was disagreement between Teachers (41%) and Administrators (71%).

	Community			Staff			
	All	Parents	Zero Board Meetings	All	Teacher /Pro Staff	Admin Staff	Classified Staff
Close Under-Enrolled Schools	67%			75%		13%	-5%
Close Low Performing Schools	53%			31%	-6%	22%	8%
Unpaid Days Off for Teachers, Staff and Administrators	39%			45%	-4%	26%	

# Strategic Plan Survey

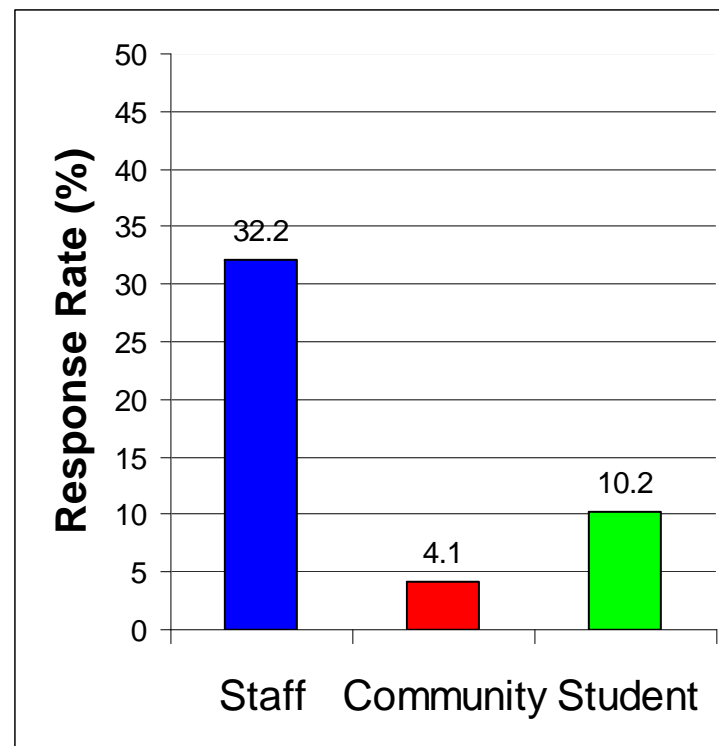
# Strategic Plan Survey

## Who responded to the survey?

School staff, Community members, and Students were invited to take the Strategic Plan Survey. As shown in the figure, 32.2% of all SCUSD Staff completed the survey, compared to 4.1% of Community members and 10.2% of Students.

Together, these response rates highlight the need for the district to engage staff, community, and students.

The next page provides detailed information about the characteristics of the respondents.



# Strategic Plan Survey

## Who responded to the survey?

As shown below, 32.2% of all SCUSD Staff completed the survey. Of Staff participants, the majority (66%) were Teachers/ Professional staff. Classified staff like office support, cafeteria workers, and bus drivers made up 24% of responses and Administrative staff like principals accounted for 8% of responses.

A relatively low response was found from the community (4.1%). Most of the community respondents reported having 1 or more children in a SCUSD school (64%). A minority of respondents said they had a child attending a non-district school in the city (10%). Most Community participants completed the survey in English (95%).

<b>TEACHERS</b>	
Number of Emails Invitations	6,100
Total Responses	1,962
Response Rate	32.2%
<b>Self-Report Job Function</b>	
SCUSD Teacher/Professional Staff	66%
Classified Staff	24%
Administrative Staff	8%
(Did not answer)	2%

<b>COMMUNITY</b>	
Approximate Number of Households	31,000
Total Responses	1,861
Response Rate	4.1%
<b>How many children do you have attending SCUSD?</b>	
None	24%
1	30%
2	22%
3	7%
4	2%
5 or more	3%
(Did not answer)	11%
<b>Are you a parent of a student who attends a non-district school in the City of Sacramento?</b>	
Yes	10%
No	84%
(Did not answer)	5%
<b>Language of Participation</b>	
English	95%
Spanish	3%
Hmong	2%

# Strategic Plan Survey

## How much contact do these Community participants have with the District?

One item on the Community survey asked participants how frequently they attended school district functions during the past year. This item was included to get a sense of how involved the community survey participants are in the school district.

As shown in the table below, the Community participants have had substantial contact with the school district over the past year. As many as 41% reported having attended a School Board meeting; up to 83% reported having attended a school event; and 44% report attendance at District/school committee meetings. These participants are likely more knowledgeable about school district issues than is the community at large.

Event	0	1-2	3-4	5 or more	Did not answer
Attend School Board Meetings	54%	26%	8%	7%	5%
Booster Club Meetings	70%	12%	6%	5%	7%
PTA Meetings	43%	24%	14%	13%	6%
School Plays	31%	36%	17%	10%	7%
School-Sponsored Art/Music Presentations	27%	34%	20%	14%	6%
School-Sponsored Sporting Events	44%	20%	12%	17%	7%
School Events (Back to School, Parent Conferences, Celebrations, Open House)	12%	16%	27%	40%	5%
District/School Committee Meetings	49%	22%	10%	12%	6%
Parent-Teacher Home Visit	76%	9%	4%	5%	7%

# Strategic Plan Survey

## Who responded to the survey?

Students also responded to the Strategic Plan Survey with a response rate of approximately 10.2%.

This low response rate is attributable to the method used to survey students. The original plan was to survey students only in grades 5, 7, and 9. However, during the survey period invitation was extended to students in other grade levels to participate. The late extension of the survey to additional grade levels, along with computer lab scheduling problems, resulted in the low Student response rate. Steps will be taken for future administrations of this survey to ensure that all students have equitable opportunity to participate.

The student participants represented all grade levels, with 39% from elementary grade levels, 29% from the middle grade levels, and 31% from the high school level.

STUDENTS	
Approximate Number of Students	45,000
Total Responses	4,609
Response Rate	10.2%
K-6th Grade	39%
7th-8th Grade	29%
9th-12th Grade	31%
(Did not answer)	2%

# Strategic Plan Survey

## How was the survey scored?

A focus group of Sacramento community representatives identified a number of items to be considered in the strategic plan. Community, Staff, and Student survey participants were asked to make two ratings for each item. First, they rated how effectively the District is presently addressing each item on a four-point scale from *Extremely Ineffective* to *Extremely Effective*. Second, they rated how important each of these items are to someone concerned about education in the district, again on a four-point scale from *Not Important* to *Highly Important*.

An “Effective” score was computed for each item by adding the percentage of participants that said the District was *Effective* or *Extremely Effective*. Similarly, an “Importance” score was computed by adding the percentage of participants that said an item is *Moderately Important* or *Highly Important*.

To identify areas of focus for the strategic plan, the Gaps between Effective and Importance scores were examined. The Gap score was created by subtracting Effective scores from Importance scores.

These data are presented on the following pages.

# Strategic Plan Survey

## Which District functions should be considered in the Strategic Plan?

The table below shows the top eight items identified by the Community, Staff, and Students as having the largest Gaps between Effective and Importance ratings. There is substantial agreement between the Community and Staff participants as to the top items. However, there was some difference with the Community identifying Equitable Access to Rigorous Curriculum as a top issue and Staff identifying Closing the Achievement Gap as a top issue.

Students held a different perspective and identified a largely different set of top items, including Student Engagement, Safety, and Curriculum and Programs that are interesting.

The next page displays all items, including Effective, Importance, and Gap scores for the three participant groups.

COMMUNITY	
Arts and Fine Arts Education	53%
Helping Struggling Students	46%
Effective, Accessible School Counseling	43%
Teacher Recruitment and Retention	42%
Class Size	41%
Equitable Access to Rigorous Curriculum	38%
Student Engagement	37%
Parent Engagement/Outreach	36%

STAFF	
Arts and Fine Arts Education	60%
Helping Struggling Students	54%
Effective, Accessible School Counseling	53%
Closing the Achievement Gap	53%
Teacher Recruitment and Retention	46%
Parent Engagement/Outreach	44%
Class Size	42%
Student Engagement	39%

STUDENTS	
Student Engagement	26%
Clean, Well-Maintained School Buildings	19%
Helping Struggling Students	17%
Safety	16%
Student Health and Well-Being	15%
Effective Teachers	14%
Courses that Interest Me	14%
Energy Conservation	14%

	Community			Staff			Students		
Issue	Effective	Importance	Gap	Effective	Importance	Gap	Effective	Importance	Gap
Arts and Fine Arts Education	36%	89%	53%	26%	86%	60%	65%	69%	4%
Helping Struggling Students	50%	96%	46%	44%	98%	54%	71%	88%	17%
Effective, Accessible School Counseling	50%	93%	43%	38%	91%	53%	69%	78%	9%
Teacher Recruitment and Retention	54%	96%	42%	47%	93%	46%			
Class Size	49%	90%	41%	50%	92%	42%	73%	62%	-11%
Equitable Access to Rigorous Curriculum	56%	94%	38%	60%	94%	34%	64%	68%	4%
Student Engagement	56%	93%	37%	58%	97%	39%	58%	84%	26%
Parent Engagement/Outreach	57%	93%	36%	49%	93%	44%	58%	62%	4%
Closing the Achievement Gap	54%	89%	35%	40%	93%	53%	76%	88%	12%
Effective Teachers	64%	97%	33%	74%	100%	26%	77%	91%	14%
High Expectations for Teaching and Learning	64%	97%	33%	71%	98%	27%	81%	87%	6%
High School Curriculum and Programs that are relevant	63%	96%	33%	Not Assessed			Not Assessed		
High School Curriculum and Programs that are interesting	59%	91%	32%	Not Assessed			Not Assessed		
High School Curriculum and Programs	Not Assessed			66%	90%	24%	Not Assessed		
Courses that Interest Me	Not Assessed			Not Assessed			69%	83%	14%
“Program Improvement” Schools	57%	87%	30%	45%	83%	38%	Not Assessed		
Effective Principals	67%	96%	29%	67%	98%	31%	78%	88%	10%
Technology	63%	92%	29%	57%	93%	36%	76%	84%	8%
Math Proficiency	69%	97%	28%	66%	98%	32%	78%	87%	9%
English-Language Arts Proficiency	68%	94%	26%	64%	96%	32%	79%	83%	4%
Clean, Well-Maintained School Buildings	71%	96%	25%	69%	97%	28%	66%	85%	19%
Energy Conservation	58%	82%	24%	64%	84%	20%	64%	78%	14%
Professional Development for Teachers	66%	90%	24%	66%	83%	17%	Not Assessed		
Student Health and Well-Being	72%	95%	23%	68%	97%	29%	62%	77%	15%
Sports and Extra-Curricular Programs	63%	86%	23%	66%	77%	11%	75%	82%	7%
Partnerships with Community Organizations	63%	86%	23%	54%	85%	31%	Not Assessed		
Safety	77%	97%	20%	81%	98%	17%	72%	88%	16%
Gifted and Talented Education/Honors/AP/IB	72%	90%	18%	73%	83%	10%	Not Assessed		
Special Education	71%	86%	15%	69%	90%	21%	79%	79%	0%
Diversity Awareness and Appreciation	68%	80%	12%	69%	84%	15%	77%	79%	2%
Neighborhood Schools	74%	85%	11%	69%	84%	15%	71%	68%	-3%
English Language Development for English Learners	67%	77%	10%	63%	93%	30%	75%	77%	2%
Adult Education Programs	71%	61%	-10%	74%	65%	-9%	Not Assessed		

# Strategic Plan Survey

## Was there agreement among survey participants?

Gap data were further examined to identify differences in opinion between subgroups of participants. The relative size of the difference in Effective and Importance scores were compared between key subgroups and the overall participant group. Parents and Zero Board Meeting Attendees were compared with Gap scores by all Community participants. Teachers & Professional Staff, Administrators, and Classified Staff were compared with all Staff participants. Elementary, Middle, and High students were compared with the overall Student Gaps.

The table to the right shows for each subgroup the number of items where a larger or smaller Gap was found. Notably, Administrators were more likely to report larger Gaps than all Staff indicating they were more likely to see a large difference between the effectiveness of services and their importance for education. High school students were also more likely to indicate larger differences between their effectiveness and importance ratings for services provide. This finding suggests that they may be more dissatisfied with their education experience than are their peers.

The next page displays the Gaps for selected subgroups on all items. Empty cells denote that the Gap for that subgroup differed by less than +/-3% from ALL participants.

	Gap Difference	
	Larger	Smaller
Community		
Parents	3	2
Zero Board Meetings	0	7
Staff		
Teachers/Prof.	3	3
Administrator	20	6
Classified Staff	5	18
Students		
Elementary	0	21
Middle	0	12
High	22	0

	Community			Staff				Students			
<a href="#">Return to menu</a>											
Issue	ALL	Parents	No Mtgs	ALL	Teacher/ Prof Staff	Admin Staff	Classified Staff	ALL	K-6th	7th-8th	9th-12th
Adult Education Programs	-10%	-5%		-9%		-5%	8%	Not Assessed			
Arts and Fine Arts Education	53%	4%		60%	4%		-13%	4%		-9%	8%
Class Size	41%	5%		42%	8%	-32%	-11%	-11%	-6%	-11%	14%
Clean, Well-Maintained School Buildings	25%			28%		-5%		19%	-12%		17%
Closing the Achievement Gap	35%			53%		21%	-7%	12%	-11%	-4%	20%
Diversity Awareness and Appreciation	12%			15%	-4%	21%		2%	-5%		9%
Effective Principals	29%			31%		-11%		10%	-5%		10%
Effective Teachers	33%			26%	-6%	34%	5%	14%	-10%		10%
Effective, Accessible School Counseling	43%		-6%	53%		9%	-9%	9%	-8%	-9%	18%
Energy Conservation	24%			20%		-4%	9%	14%	-7%		11%
English Language Development for English Learners	10%	-6%	-4%	30%		27%	-9%	2%	-4%		
English-Language Arts Proficiency	26%			32%		20%	-4%	4%	-4%	-6%	7%
Equitable Access to Rigorous Curriculum	38%			34%		19%	-5%	4%	-5%	-4%	11%
Gifted and Talented Education/Honors/AP/IB	18%			10%		11%					
Helping Struggling Students	46%			54%		17%	-4%	17%	-12%		17%
High Expectations for Teaching and Learning	33%			27%	-4%	26%	5%	6%	-5%	-6%	13%
High School Curriculum and Programs that are interesting	32%			Not Assessed				Not Assessed			
High School Curriculum and Programs that are relevant	33%			Not Assessed				Not Assessed			
High School Curriculum and Programs	Not Assessed			24%		5%		Not Assessed			
Courses that interest me	Not Assessed			Not Assessed				14%	-13%		18%
Math Proficiency	28%			32%		14%	-4%	9%	-7%		8%
Neighborhood Schools	11%			15%				-3%	-5%	-6%	10%
Parent Engagement/Outreach	36%		-6%	44%		10%	-5%	4%	-4%	-6%	11%
Partnerships with Community Organizations	23%			31%		9%	-8%	Not Assessed			
“Program Improvement” Schools	30%		-4%	38%		25%	-8%	Not Assessed			
Professional Development for Teachers	24%			17%		29%	-9%	Not Assessed			
Safety	20%			17%				16%	-9%		12%
Special Education	15%		-4%	21%		17%	-8%	0%			
Sports and Extra-Curricular Programs	23%	5%		11%		-5%	9%	7%		-4%	7%
Student Engagement	37%			39%		12%	-4%	26%	-16%		21%
Student Health and Well-Being	23%		-4%	29%			-6%	15%	-5%	-5%	10%
Teacher Recruitment and Retention	42%		-4%	46%	4%	14%	-15%	Not Assessed			
Technology	29%			36%		11%	-11%	8%	-6%	-4%	12%

# For More Information

Thank you for your interest in the results of these surveys.

Your continued participation in the ongoing discussion between the School District, Community, Parents, and Students will ensure that all students receive a world-class education.

For more information on the District budget, Strategic Plan, or how you can be involved in the school district, please visit:

[www.scusd.edu](http://www.scusd.edu)

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