

**Los Angeles Unified School  
District (LAUSD) 2010-11  
principal, teacher, & school  
site council (SSC) survey  
findings**



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# Overview

- **2010-11 survey goals:**
  - Measure attitudes and understanding about key BSA/SSFR components (equity, autonomy, transparency, accountability, innovation) in partner districts
  - Get perspectives of key stakeholders– principals, teachers, and School Site Council (SSC) members
  - Year 1 of 3 years of surveys to measure change over time, throughout BSA/SSFR implementation

# Overview (continued)

- **LAUSD survey approach**

- AIR added items to existing district principal and teacher surveys
  - (+) minimize respondent burden and maximize potential sample size
  - (-) very limited number of items (5 on principal survey, 4 on teacher survey)
- AIR sampled SSCs and conducted independent SSC survey
  - (+) more items to measure attitudes and understanding of key BSA/SSFR components
  - (-) ended up with a low response rate

# PRINCIPAL SURVEY FINDINGS

# Sample & response rate

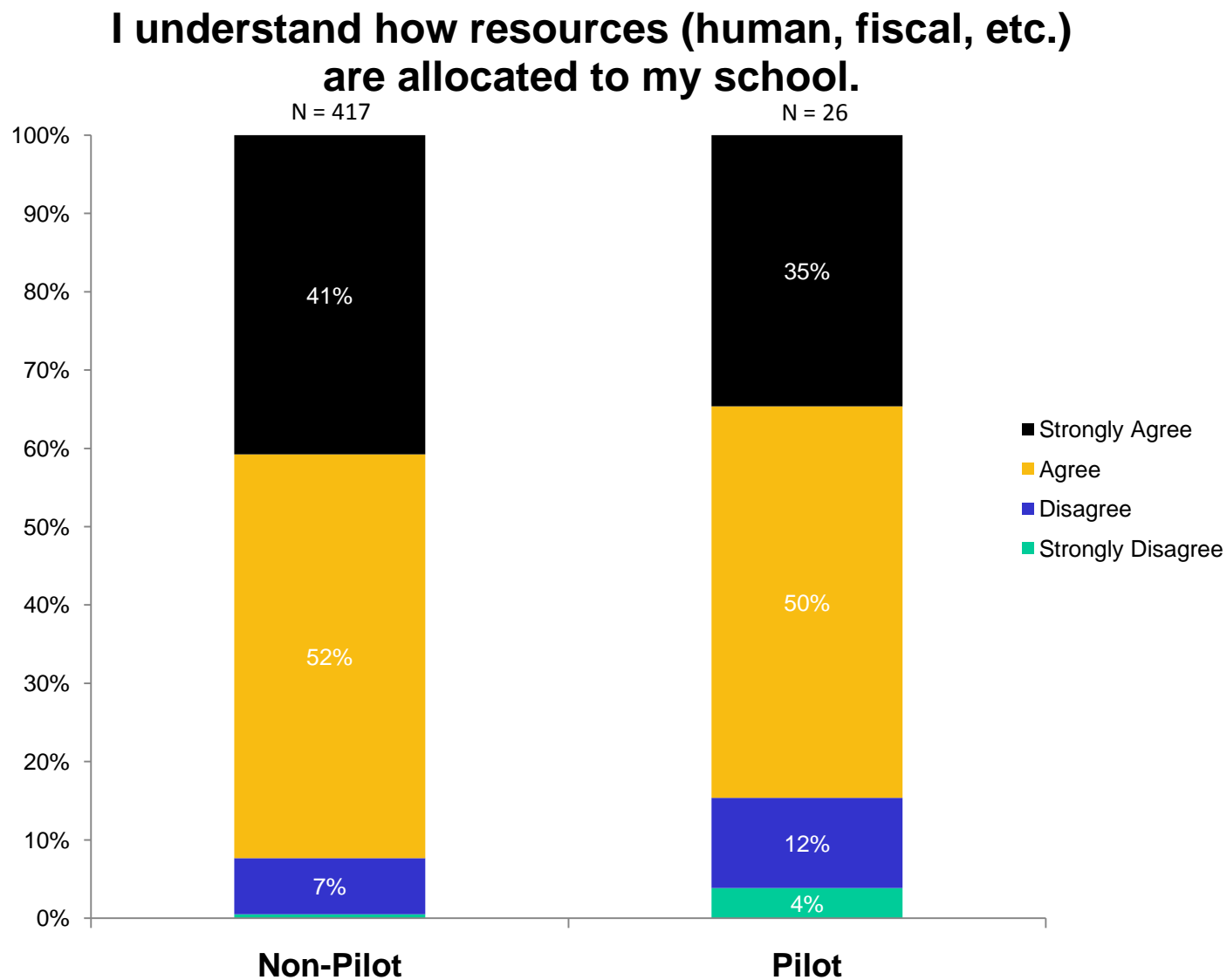
- **Sample**

- All LAUSD principals were invited to participate in the district's Staff Satisfaction Survey, which included 5 BSA-related questions.

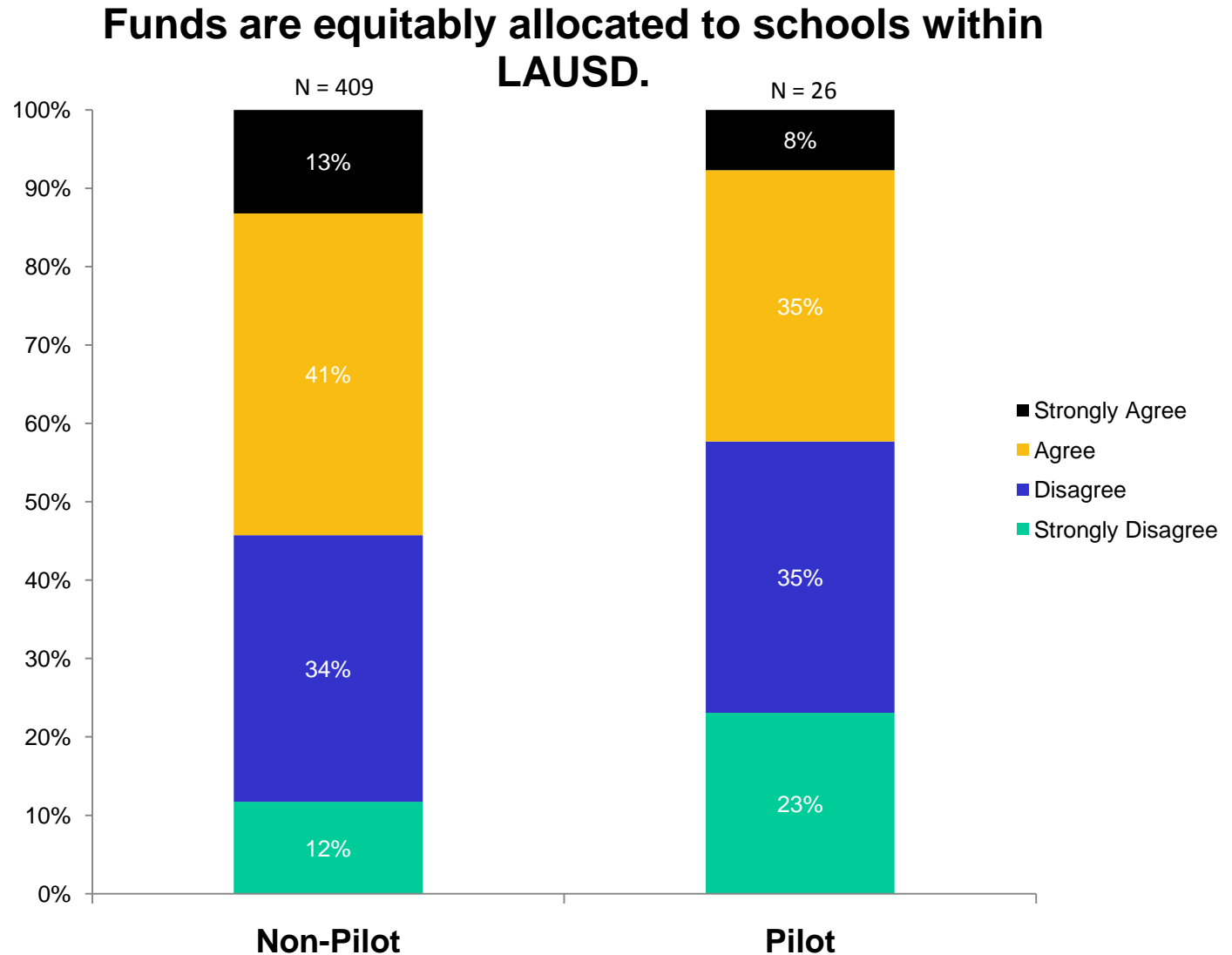
- **Response rate**

- 449 principals participated overall
- 53% overall response rate (449/853)
- On the four BSA-related questions:
  - 26 pilot principals
  - approx. 410 non-pilot principals

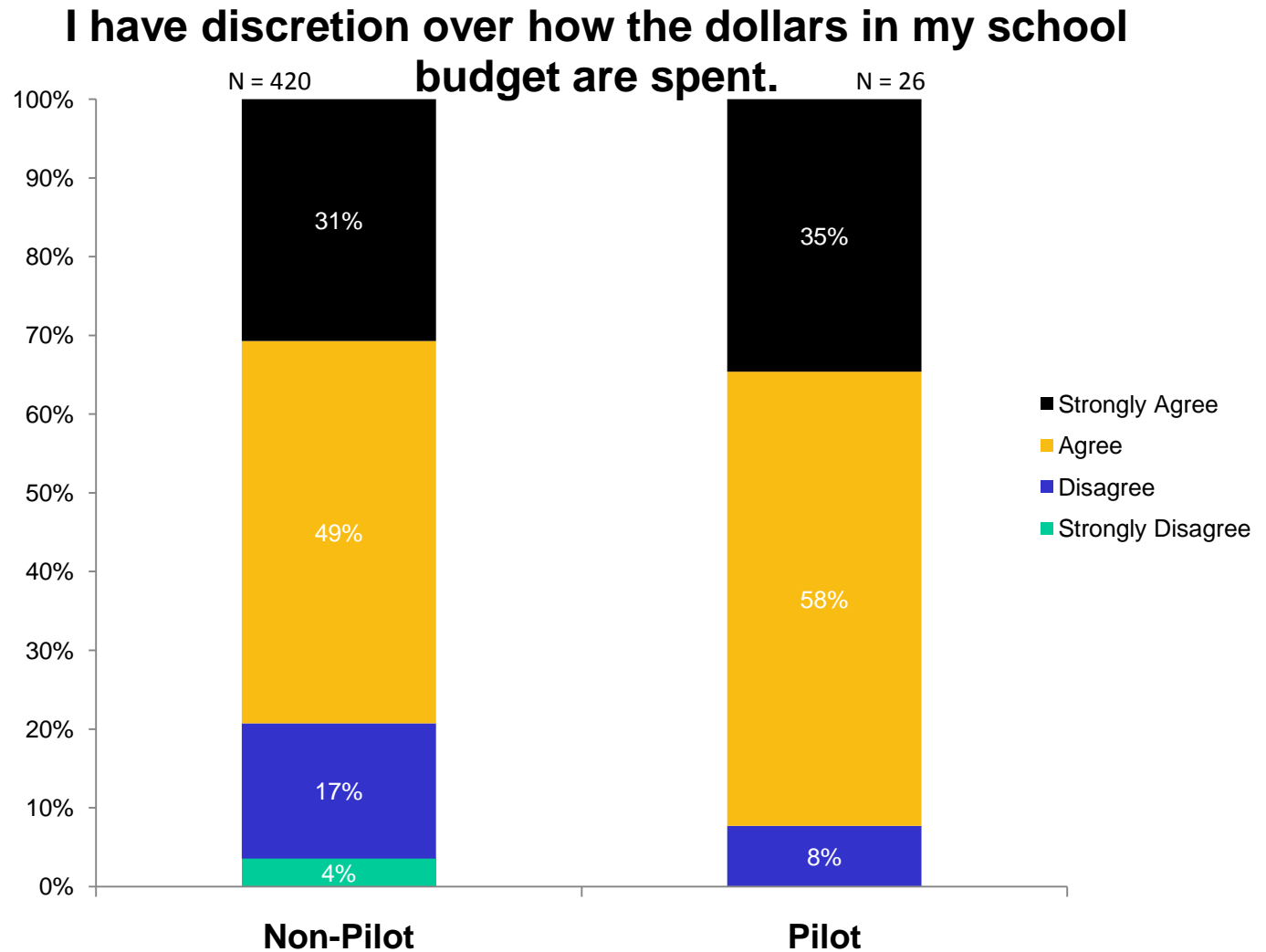
Pilot principals were slightly less inclined than non-pilot principals (85% v. 93%) to agree that they understood how resources are allocated to their school.



Pilot principals expressed greater disagreement than non-pilot principals that funds are allocated to schools equitably in LAUSD (58% v. 46%).



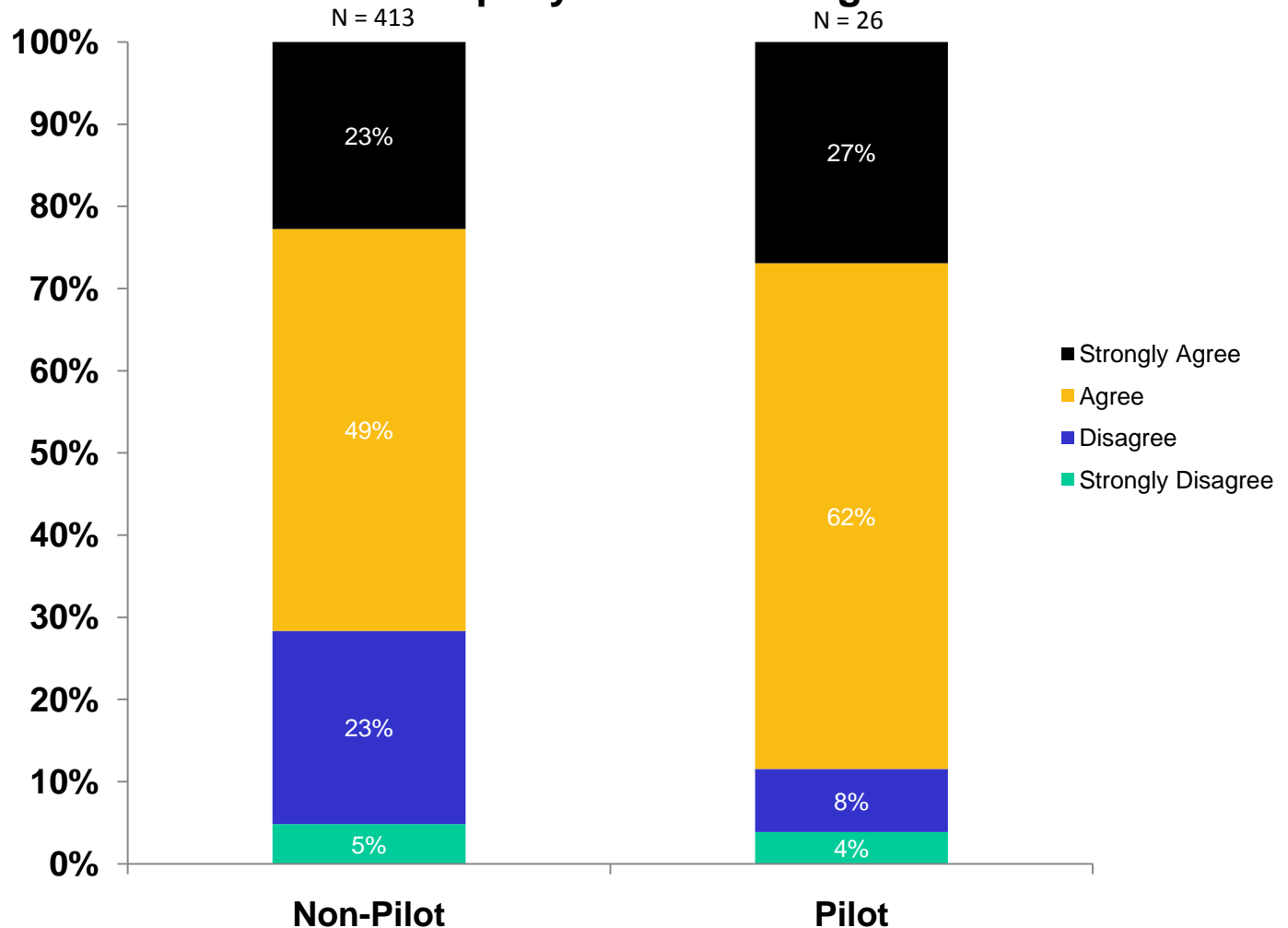
A larger proportion of pilot principals reported having discretion over dollars in their school budget (93% v. 80%).



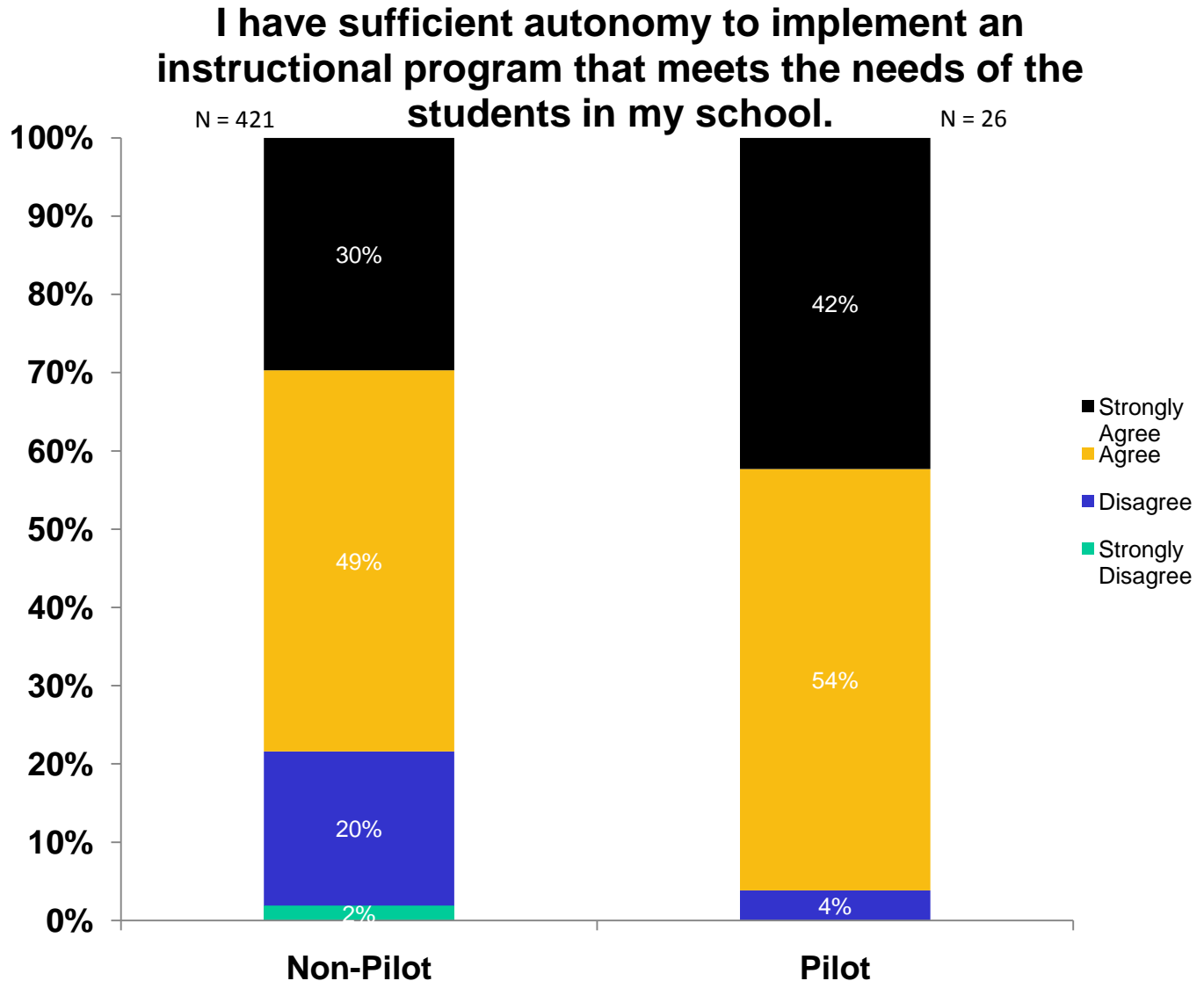


Pilot principals expressed greater agreement that central office support for developing the school budget is adequate (89% v. 72%).

I receive adequate support from the central district to develop my school's budget.



Pilot principals expressed greater agreement that they have autonomy to implement an instructional program to meet their students' needs (96% v. 79%).





# TEACHER SURVEY FINDINGS

# Sample & response rate

- **Sample**

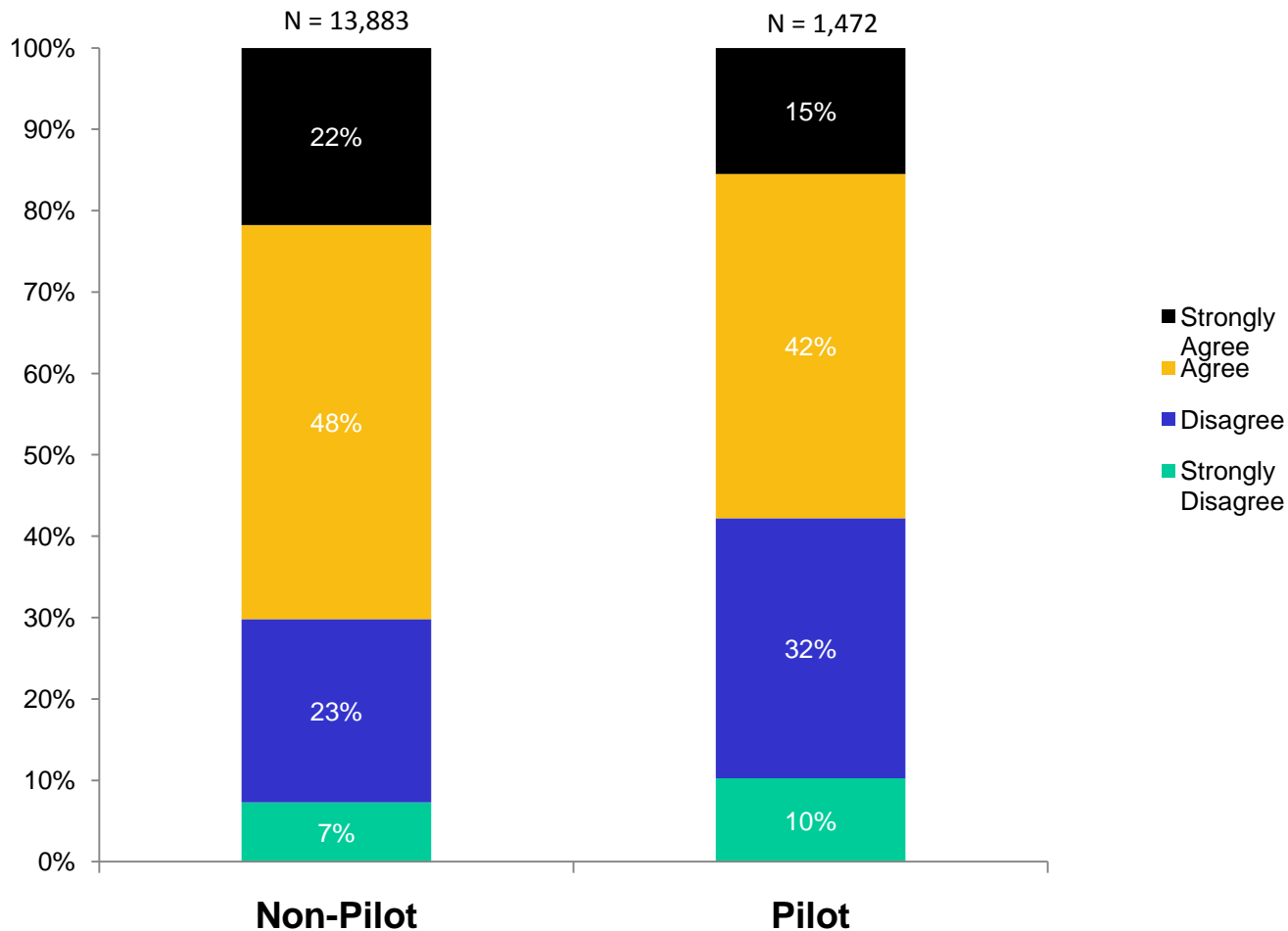
- All LAUSD teachers were invited to participate in the district's Staff Satisfaction Survey, which included 4 BSA-related questions.

- **Response rate**

- 15,575 teachers participated overall
- 53% overall response rate (15,575/29,221)
- On the four BSA-related questions:
  - approx. 1,400 pilot teachers
  - approx. 13,500 non-pilot teachers

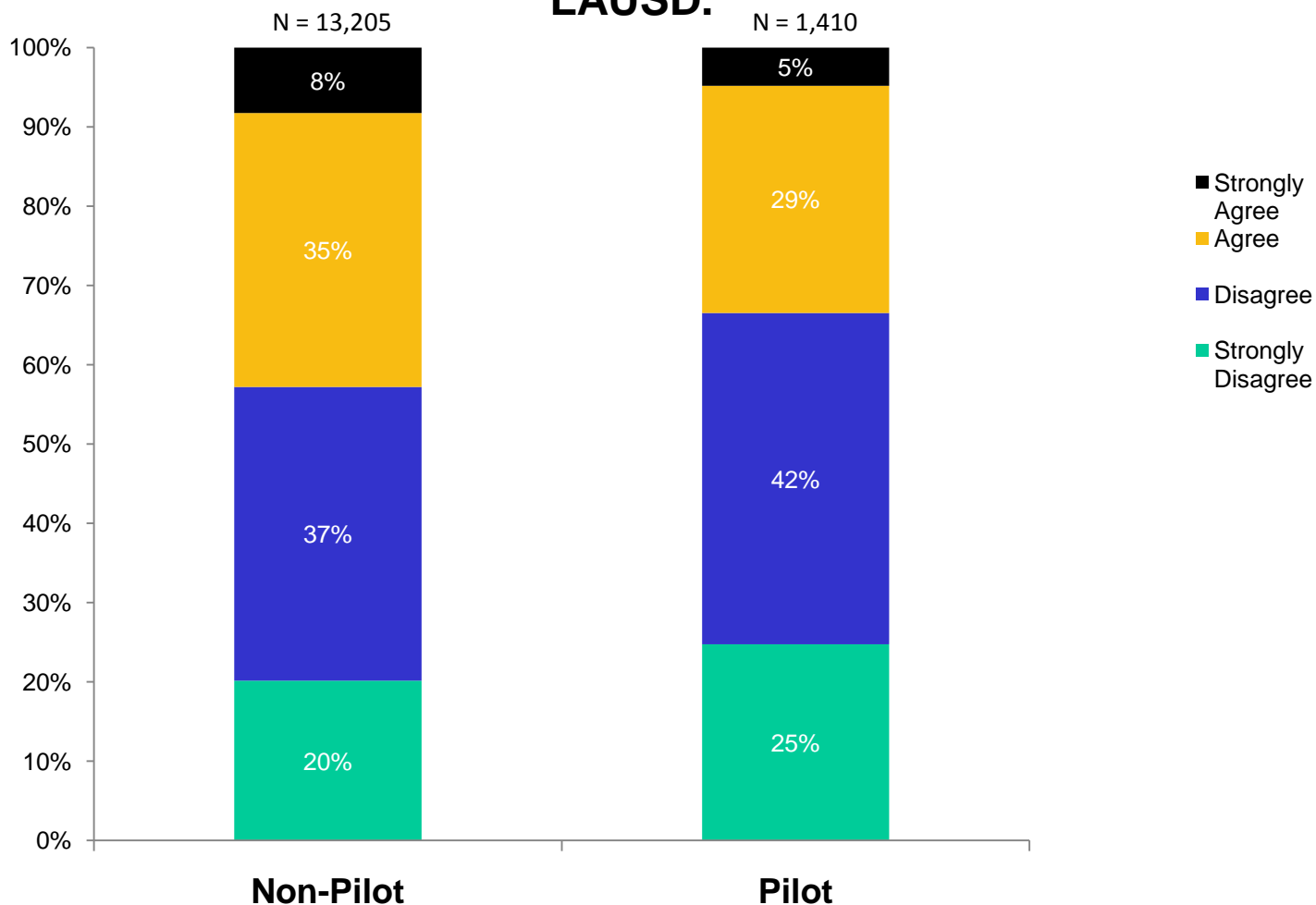
A higher proportion of non-pilot teachers reported understanding how resources are allocated to their school (70% v. 57%).

I understand how resources (staff, funds, etc.) are allocated to my schools.



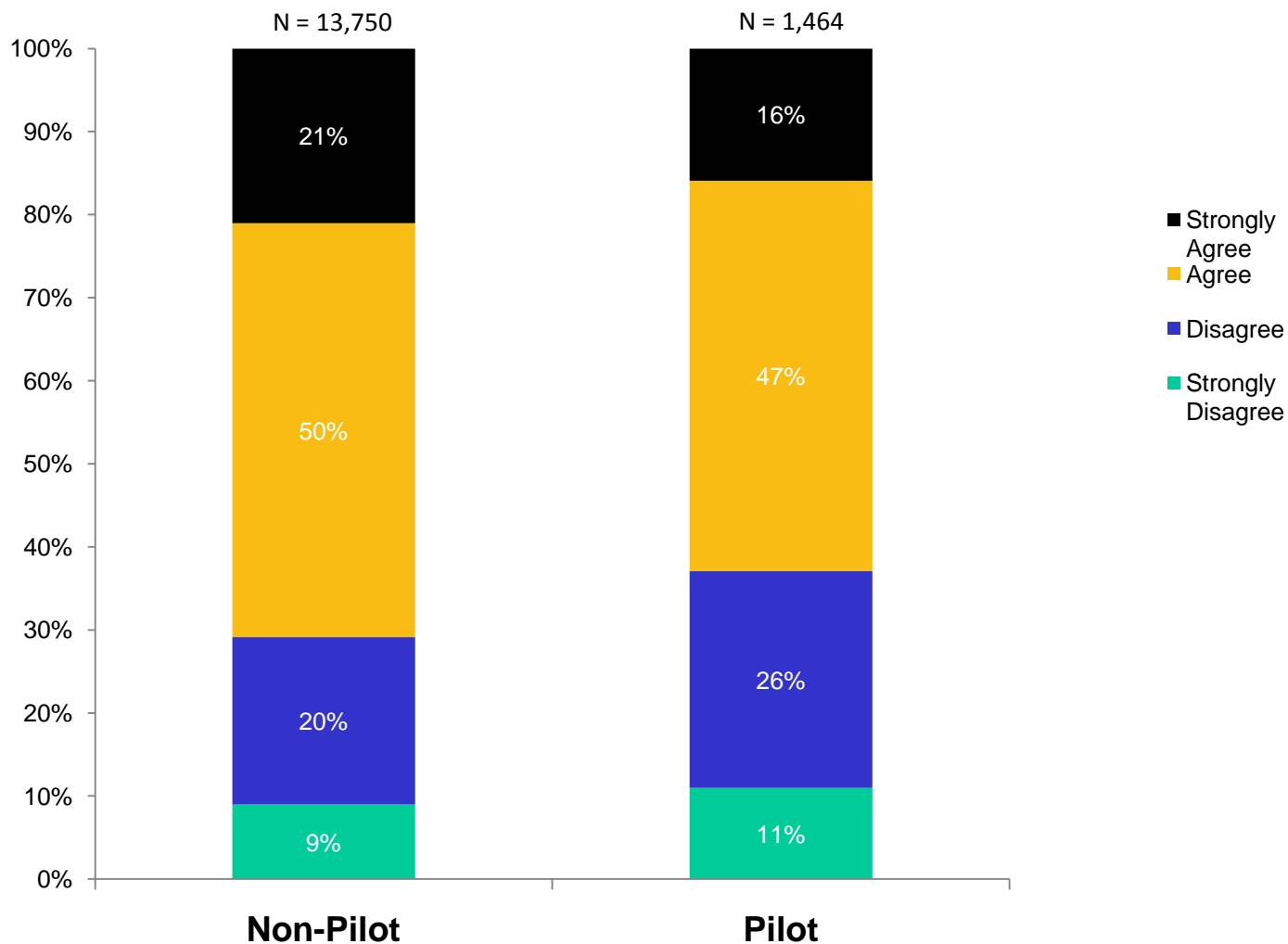
# Less than half of pilot and non-pilot teachers agreed that funds are allocated equitably to schools in LAUSD.

## Funds are equitably allocated to schools within LAUSD.



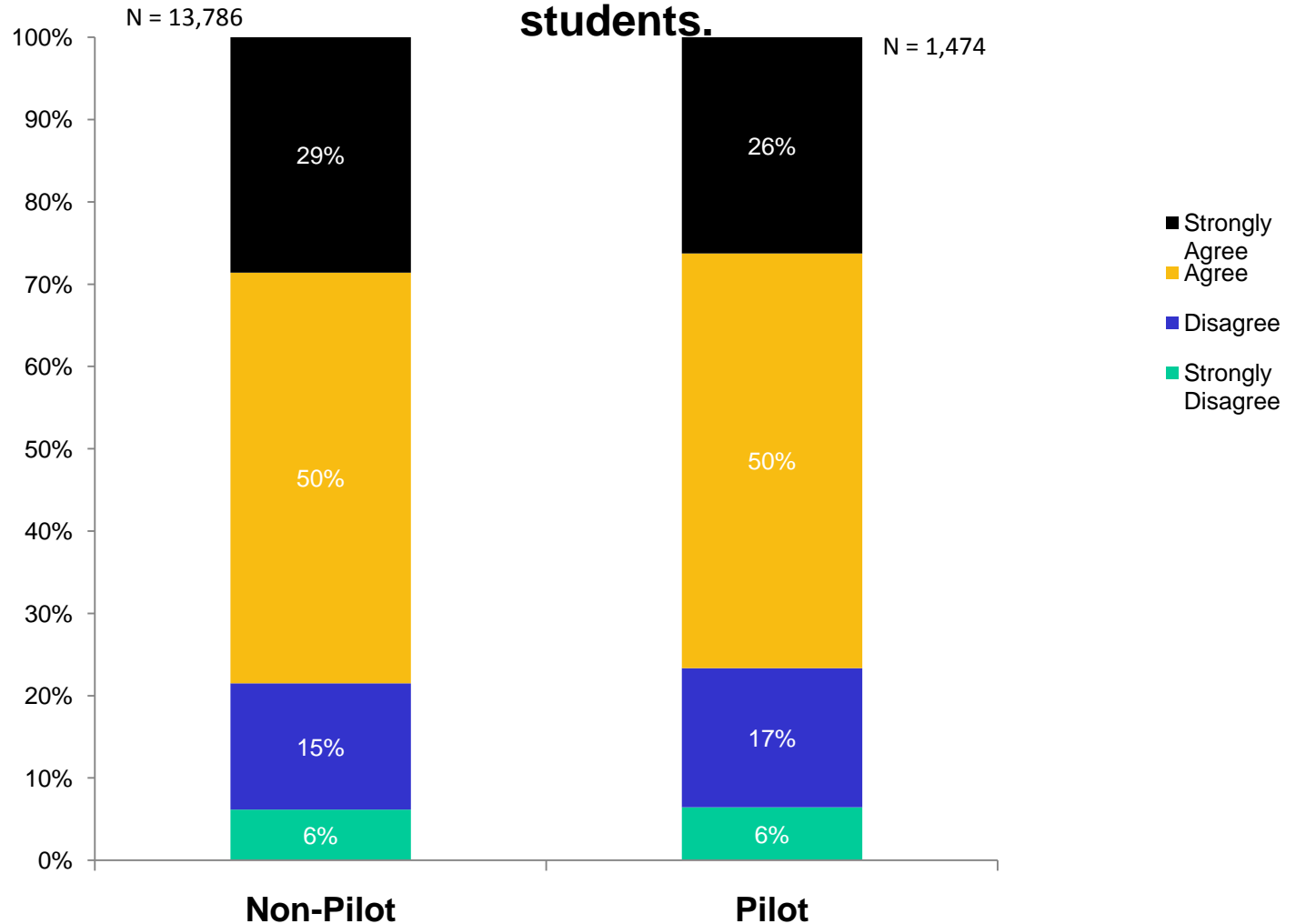
A higher proportion of non-pilot than pilot teachers agreed that teachers can provide input into the school budget (71% v. 63%).

### Teachers have the opportunity to provide input into developing and spending the budget at this school.



Over  $\frac{3}{4}$  of pilot and non-pilot teachers reported having autonomy to implement an instructional program that meets their students' needs.

### I have sufficient autonomy to implement an instructional program that meets the needs of my students.







# SCHOOL SITE COUNCIL SURVEY FINDINGS

# Sample & response rate

- AIR randomly selected 2 elementary, 2 middle schools, 2 high schools from each local district (6 x 8 =48)
  - Local district 8 didn't participate & 1 local district didn't have any high schools
  - Sample = 40 schools
- **Response rate = 33% of schools participated (13/40)**
  - n=13 schools
  - N=93 respondents
- **NOTE: Pilot school status throughout this analysis is determined by assigning the majority response of a set of SSC surveys to the group. We do not have school ID to verify pilot status.**

# Sample & response rate (continued)

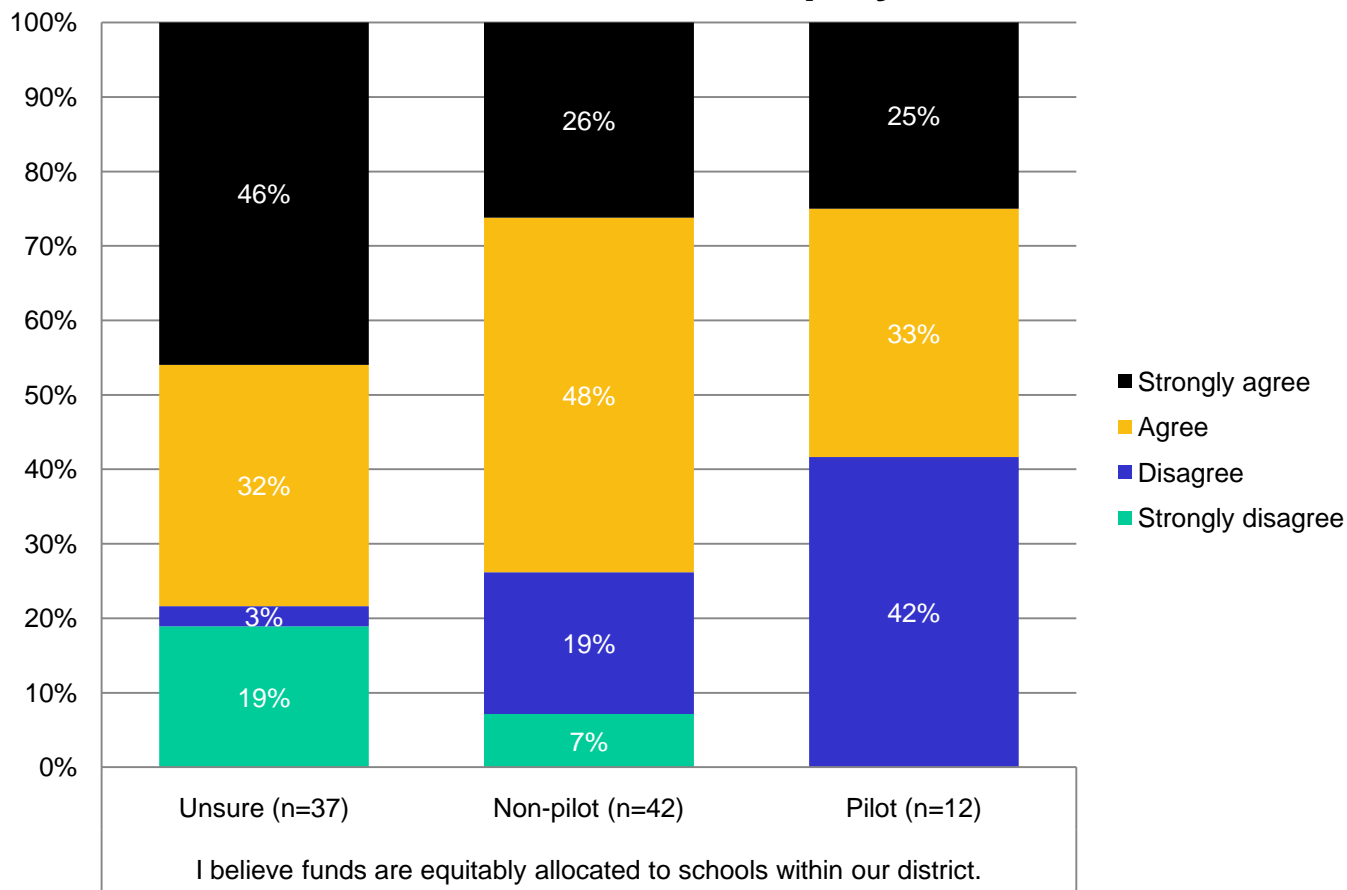
- **The schools include:**
  - 2 pilots (with 12 SSC respondents)
  - 6 non-pilots (with 43 SSC respondents)
  - 5 schools that didn't know their BSA pilot status (with 38 SSC respondents)
  
- **It is important to note that 5 out of the 13 participating SSCs did not know whether or not they were a BSA pilot school.**

## SSC survey respondents, by role (n=92)

Role	n	%
Principal	3	3%
Teacher	35	38%
Parent	40	43%
Student	1	1%
Other school staff	11	12%
Other	2	2%

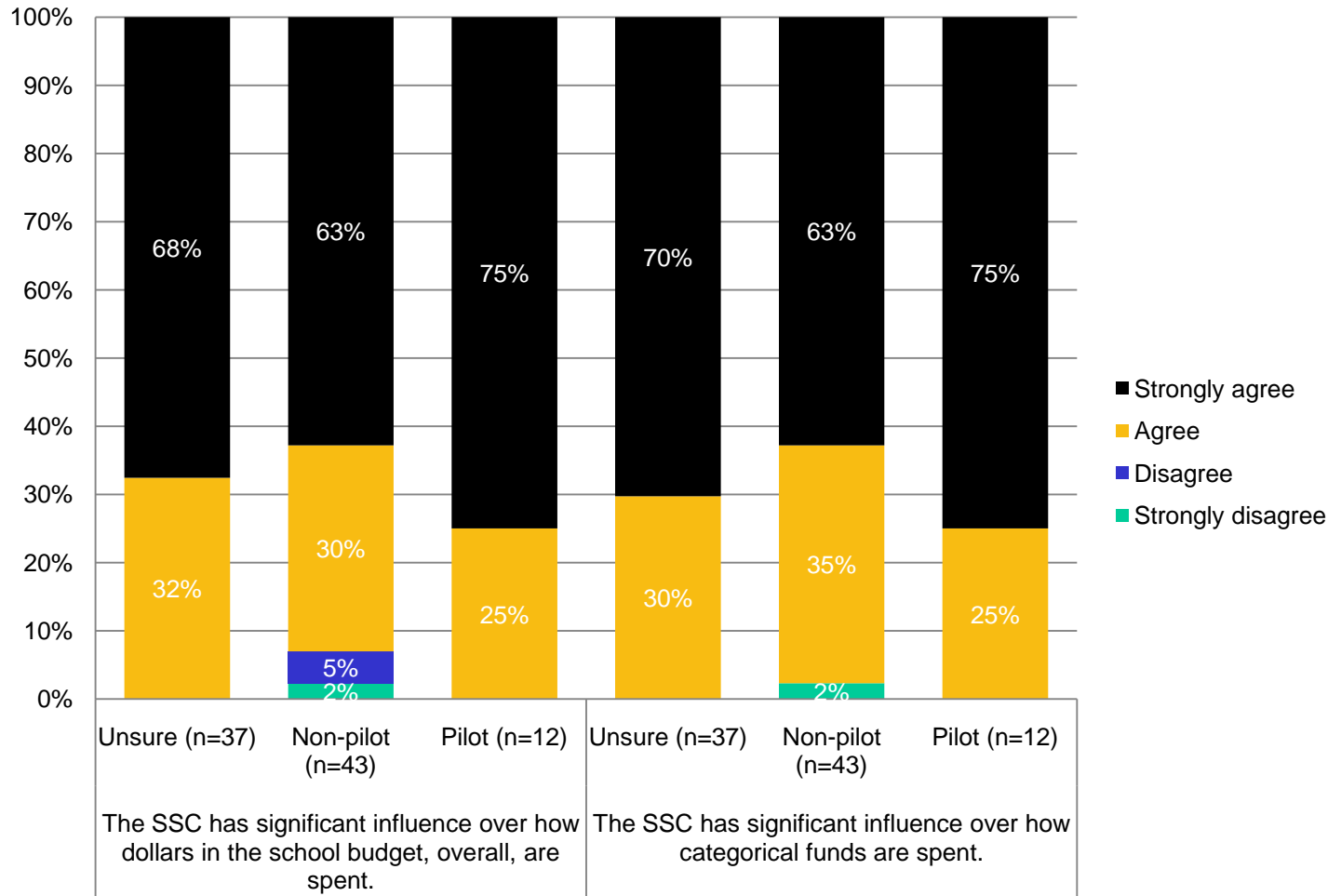
# Pilot school respondents were more likely to disagree that resources are allocated equitably across schools.

## Resource allocation equity



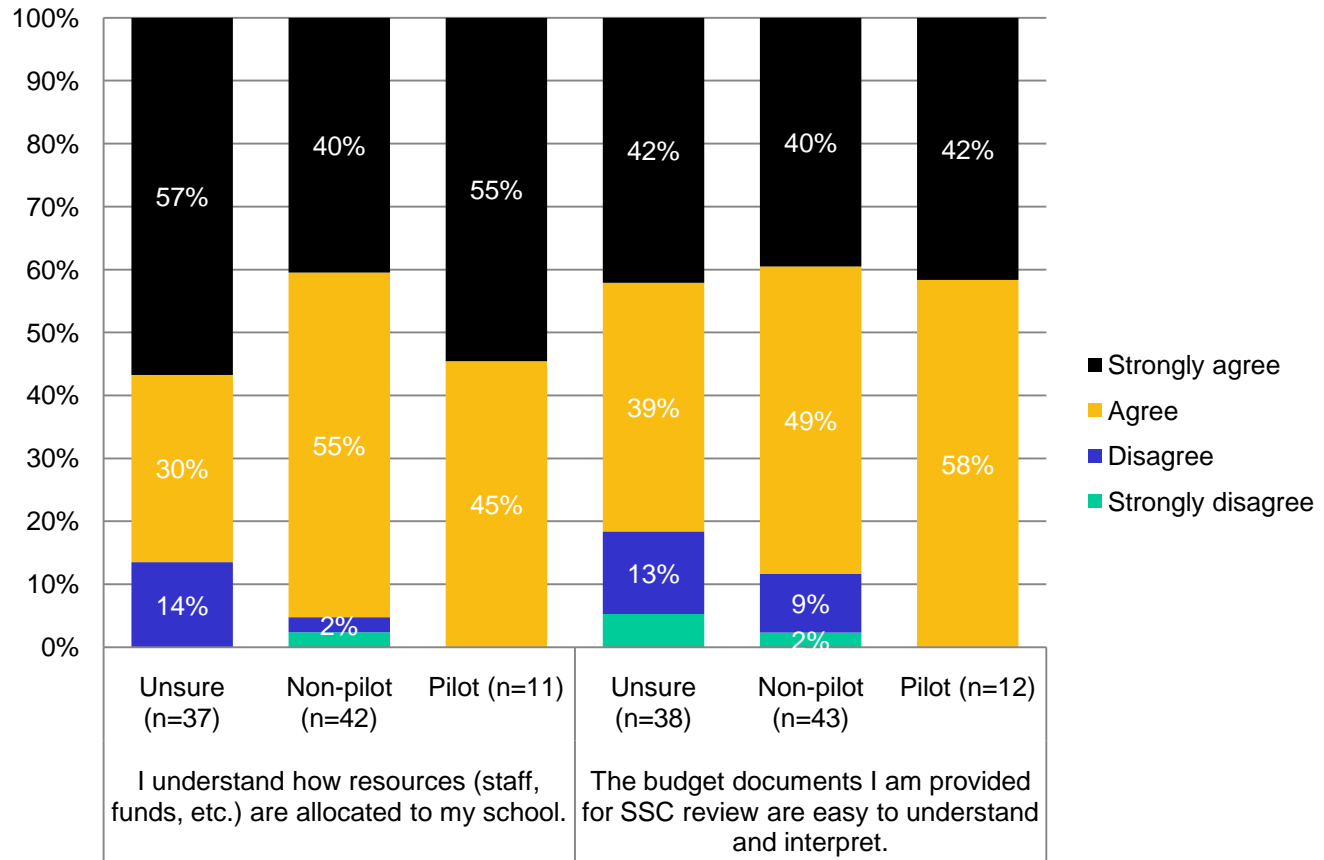
# Respondents overwhelmingly agreed that the SSC had significant influence over the school budget and how categorical funds are spent.

## SSC influence over spending



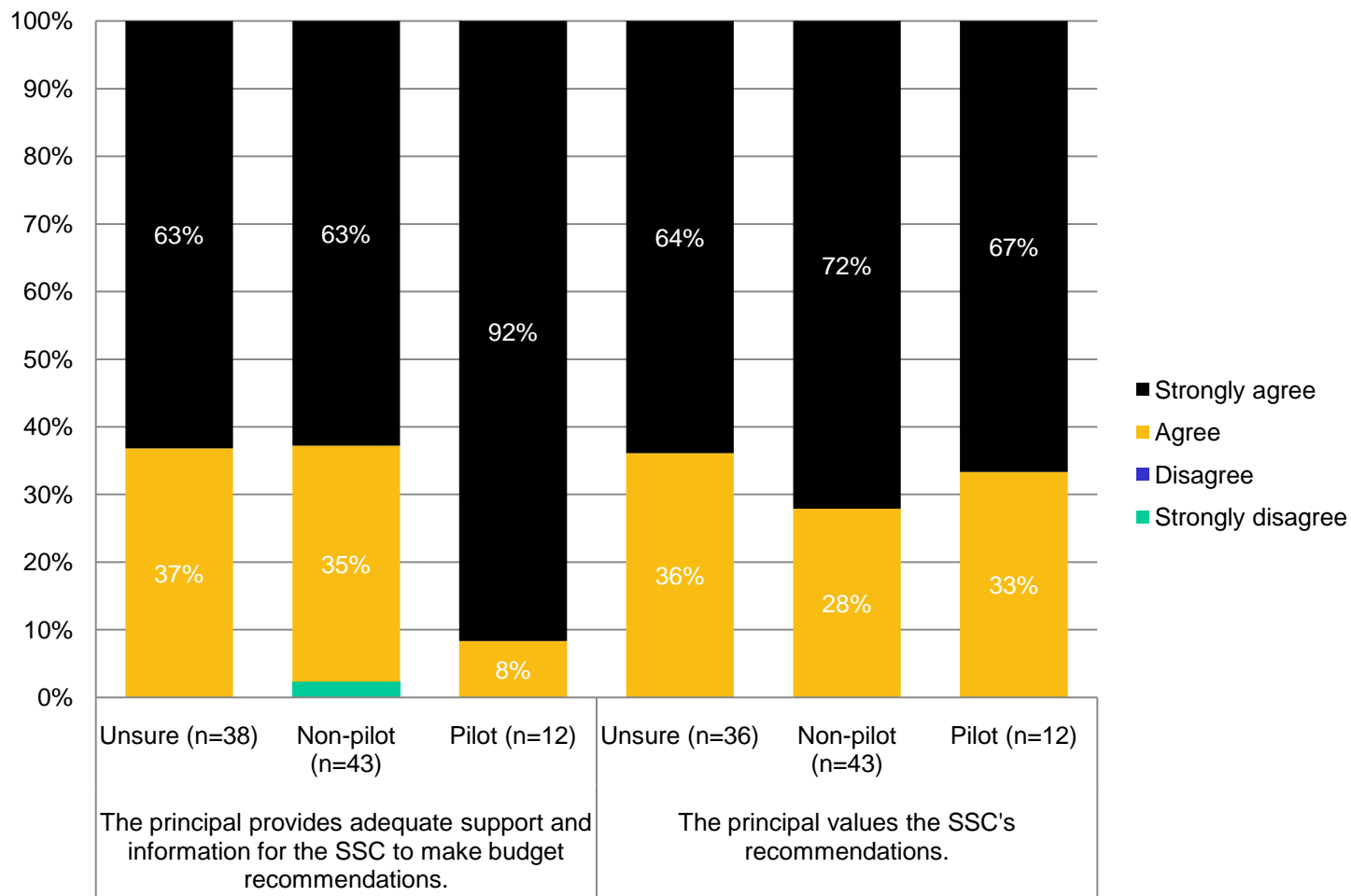
There was substantial agreement across all respondents about understanding budget documents and resource allocation.

### Understanding of budgeting & resource allocation



# There were high levels of agreement across respondents that principals support and value the SSC.

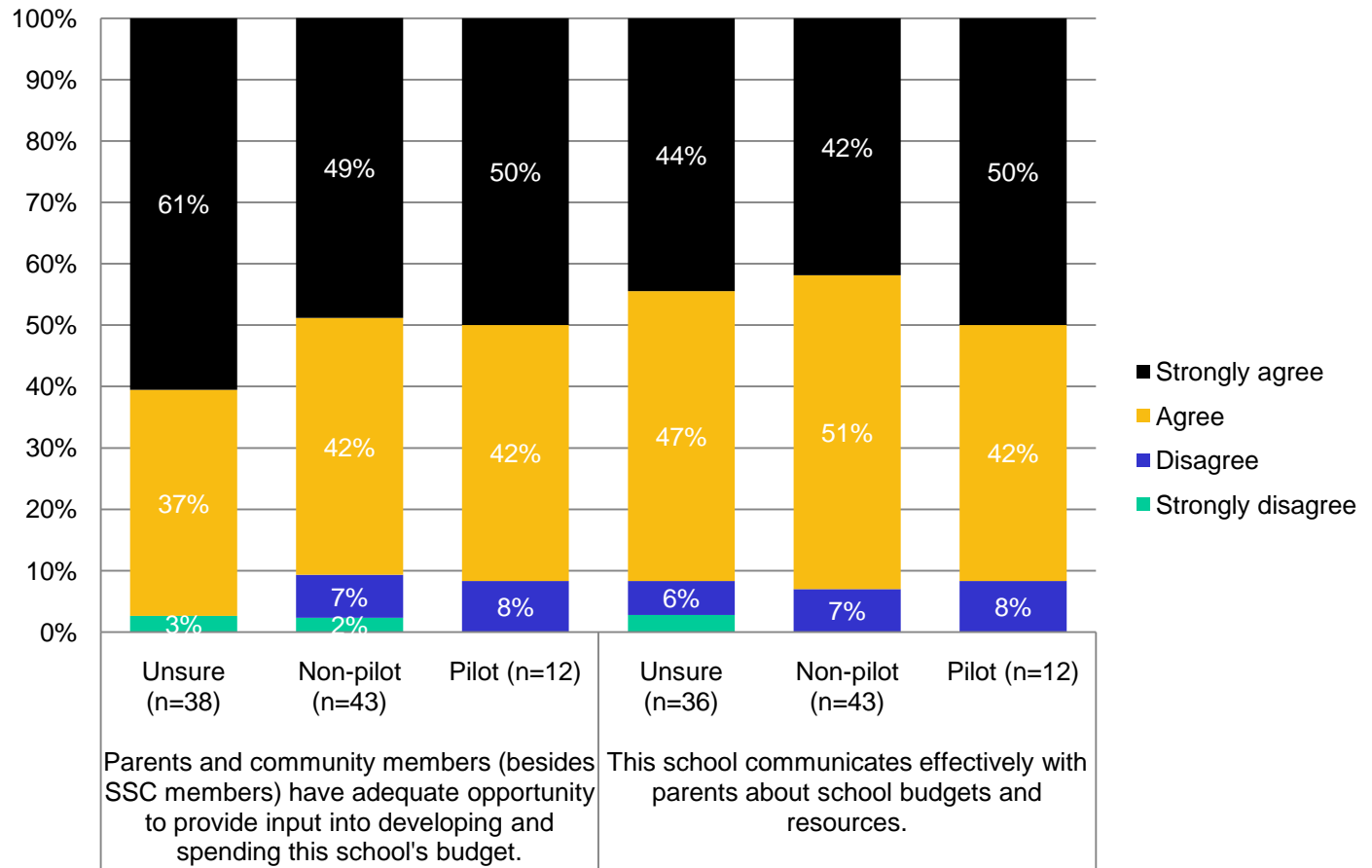
## SSC's perception of principal support





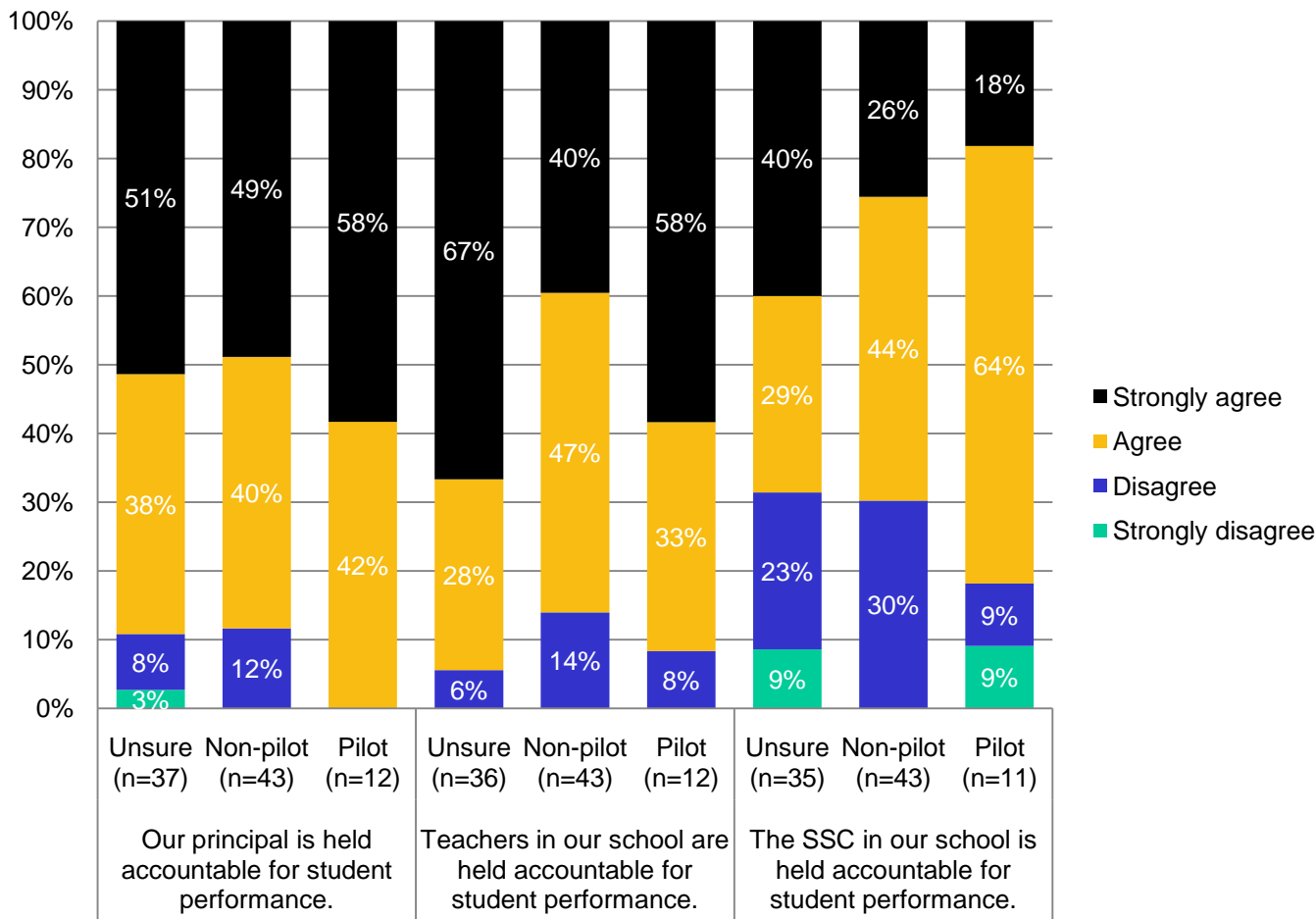
# Respondents had high levels of agreement about the adequacy of parent input into budgets and school communication about school budgets.

## Parent & community input about the school budget



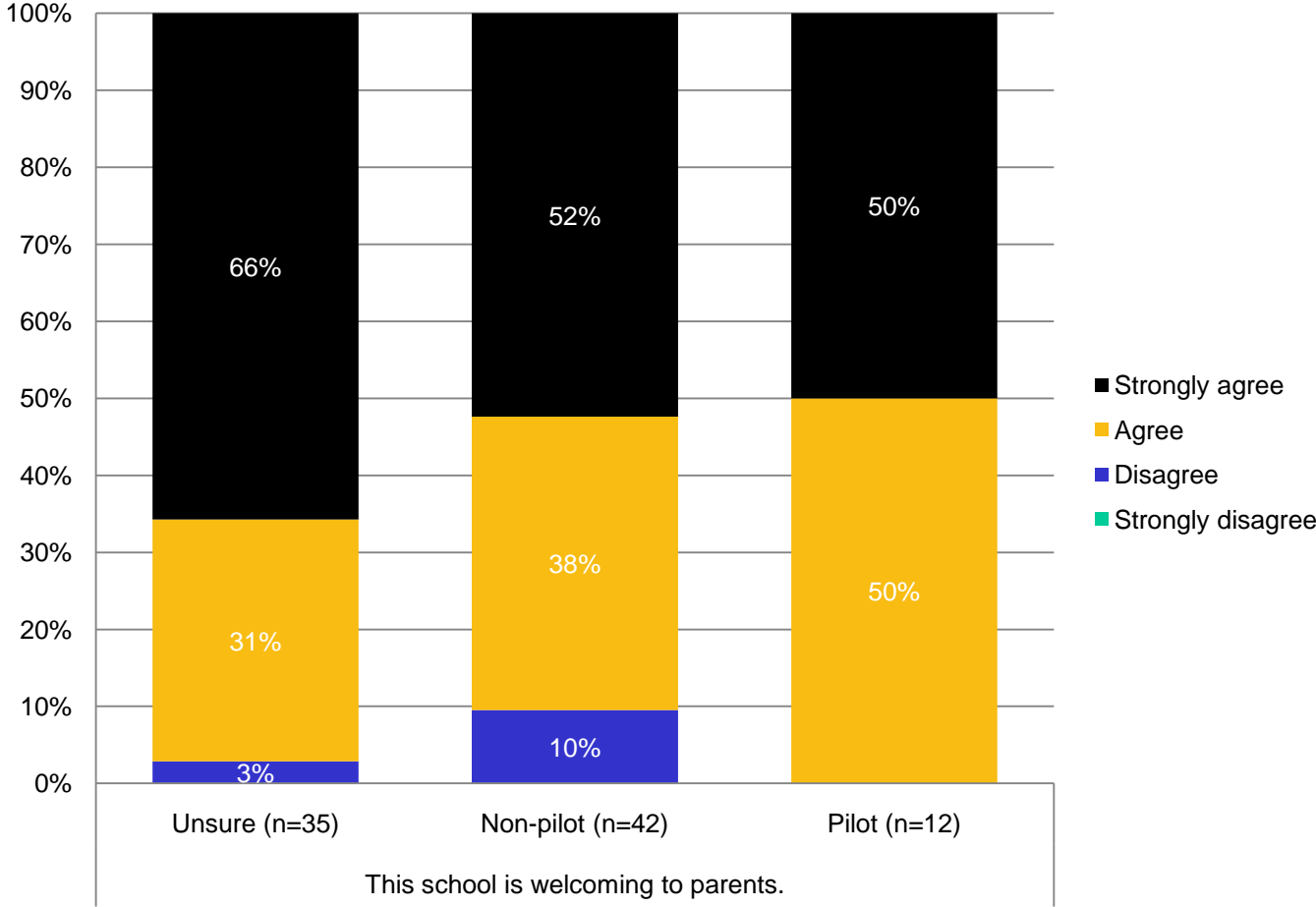
While respondents mostly agreed that principals and teachers are held accountable for student performance, they were less inclined to agree that the SSC is similarly held accountable.

### Accountability for student performance



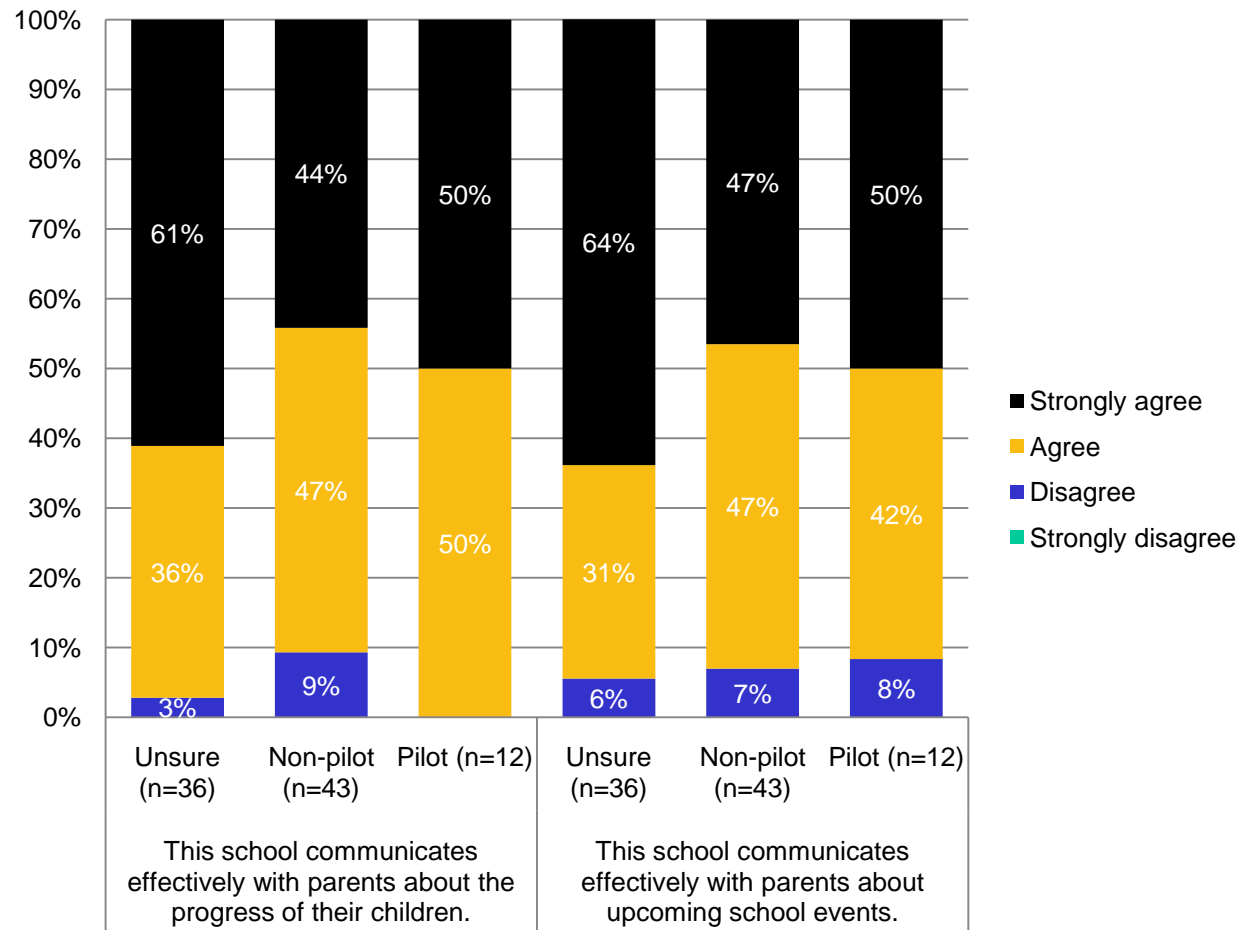
# The vast majority of SSC respondents agreed that their school is welcoming to parents.

## Welcoming atmosphere



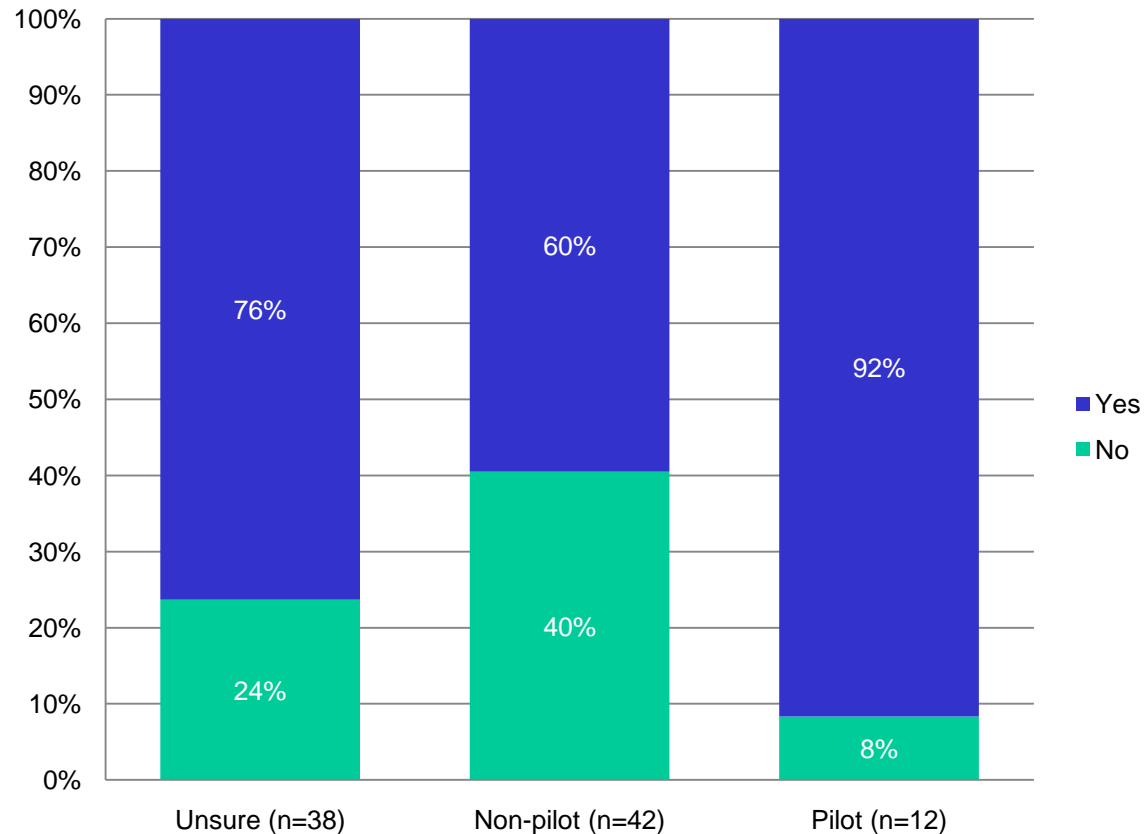
# Respondents agreed that the school communicates with parents about their child's progress and school events.

## School communication with parents



A greater percentage of pilot respondents reported receiving any training on budgeting/resource allocation.

### Reported receipt of budget/resource allocation training



# Of those who received budget/resource allocation training, almost all agreed that it was sufficient.

**"The training I received was sufficient to help the SSC allocate funds to this school."**

