



# **2022-23 Local Indicators Family Relationships and Trust Survey**

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June 27, 2023

# Outcomes

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- Report the annual local indicator results which meet the requirements of the corresponding Local Control Funding Formula priorities.
- Highlight the results of one of the indicators: the Family Relationships and Trust Survey.

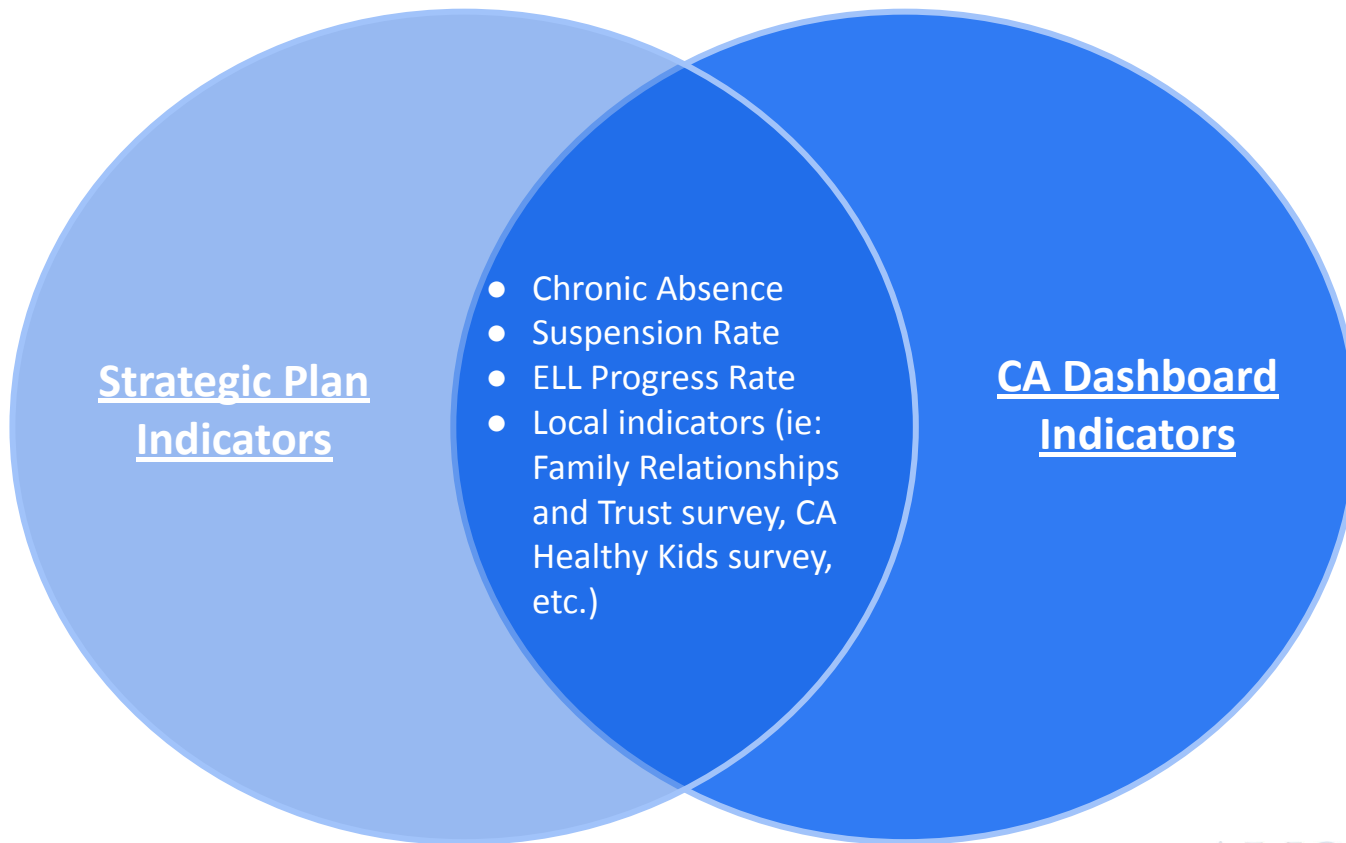
# Local Indicators Background

The Local Control Funding Formula (LCFF) created an accountability system that utilizes multiple measures to inform educators, parents, and the public of student achievement and to continuously improve our district's Local Control and Accountability Plan (LCAP).



# Relationship of Strategic Plan Indicators and CA Dashboard Indicators

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# Indicators by Priority Areas

The following table shows each priority area and its corresponding state and/or local indicator:

Priority Area	State Indicator	Local Indicator
Basic Services or Basic Conditions at schools (Priority 1)	Not Applicable (NA)	Basic Conditions at School
Implementation of State Academic Standards (Priority 2)	NA	Implementation of State Academic Standards
Parental Engagement (Priority 3)	NA	Parent Engagement
Student Achievement (Priority 4)	Academic Indicator English Learner Indicator	NA
Student Engagement (Priority 5)	Chronic Absence Indicator Graduation Rate Indicator	NA
School Climate (Priority 6)	Suspension Rate Indicator	Local Climate Survey
Access to a Broad Course of Study (Priority 7)	College/Career Indicator	Access to a Broad Course of Study
Outcomes in a Broad Course of Study (Priority 8)	College/Career Indicator	NA
Coordination of Services for Expelled Students (Priority 9)	NA	Coordination of Services for Expelled Students**
Coordination of Services for Foster Youth (Priority 10)	NA	Coordination of Services for Foster Youth**

\*\* County offices of education only

# Local Indicators Standards & Timeline

The State Board of Education adopted performance standards for local indicators require an LEA to:

December - April

Annually measure, gather, and analyze data to evaluate the Local Education Agency's (LEA) implementation of each of the local indicators

By July 1

Report the Local Indicator results to the local governing board or body of the LEA at the same public meeting in which the LCAP and LEA's budget is adopted

Mid August - September

The LEA's dashboard Coordinator reports the Local Indicators results to the CA Dashboard. The Dashboard results are released to the public in December/January

Since the release of the CA Dashboard in 2017 AUSD has "Met the Standard"

# Alameda Unified Local Indicators

Standard	Local Data	Most Recent Results
<b>Priority 1: Basic Conditions at School</b>	Percentage of teachers fully credentialed and highly qualified	2022-23: 94.3%
	Mis-assignments of Teachers including teachers of ELs and vacant positions	2022-23: 2.1%
	Percentage of teachers appropriately assigned	2022-23: 100%
	Percentage of teachers qualified to teach ELs	2022-23: 98.3%
	Percent of students without access to their own copies of Standards-Aligned Instructional Materials	2022-23: 0%
	Instances where facilities do not meet the good repair standard	2022-23: 0%

# Alameda Unified Local Indicators, *cont...*

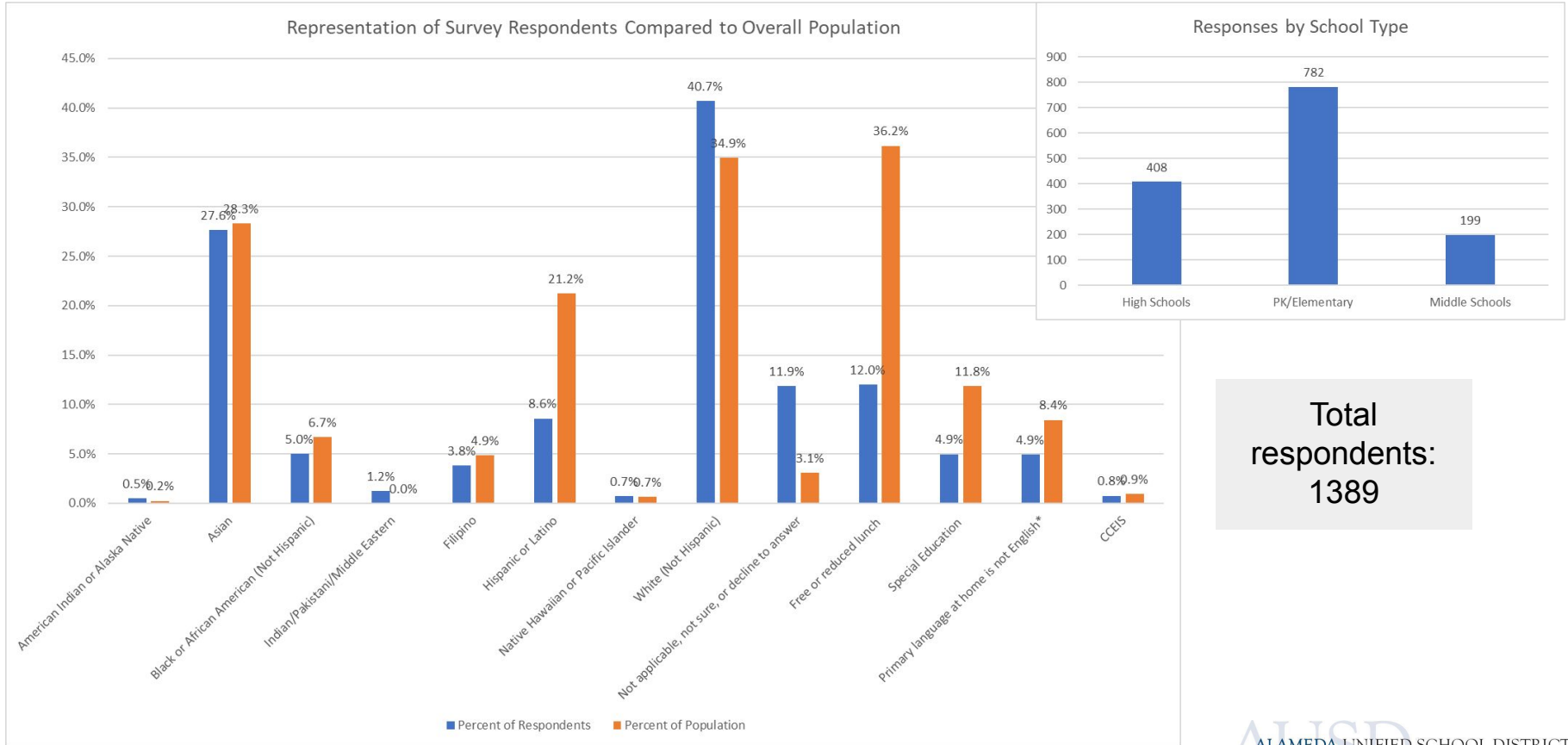
Standard	Local Data	Most Recent Results
<b>Priority 2: Implementation of State Academic Standards</b>	ELA & Math SBAC Results	2021-22: ELA +37, Math +7.2 Publicly Reported 10/25/22
	High School Graduation Rate	2021-22: 95% Publicly Reported 4/14/23
	CA Standards Aligned Professional Development	2021-22: 100%
	CA Standards Aligned Classroom Tasks	100% of schools conducting walkthroughs
	English Learner Reclassification Rate for all ELs and LTELs	2021-22: 19%*
	Percent of non LTEL English Learners who are at risk of becoming LTELS	2021-22: 15.8%
	ELs accessing CCSS in a setting with English-Only Peers	2021-22: 100%
	Percentage of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD standards	2021-22: 100%

*\*Internally calculated due to delayed state release*

# Alameda Unified Local Indicators, cont...

Performance Standard	Local Data	Most Recent Results
<b>Priority 3: Parent Engagement</b>	Family Relationships and Trust Survey	2022-23: 94%, Publicly Reported 6/27
<b>Priority 6: Local Climate Survey</b>	CHKS Survey Results on selected questions	2021-22: Multiple questions, see publicly available reports
<b>Priority 7: Access to a Broad Course of Study Priority</b>	AP Enrollment	2021-22: 48%
	Graduating Seniors Meeting UC A-G Requirements	2021-22: 67%, Publicly Reported 4/14/23
	Percentage of 12th grade students completing Career Technical Education (CTE) Pathway	2021-22: 18%
	Percentage of High School Students Enrolled in CTE Pathway Coursework	2021-22: 27%
	Percentage of 12th grade students completing Career Technical Education (CTE) Pathways AND UC A-G Requirements	2021-22: 17%
	Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in Math on EAP	2021-22: 51%
	Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in ELA on EAP	2021-22: 72%

# Survey Participation

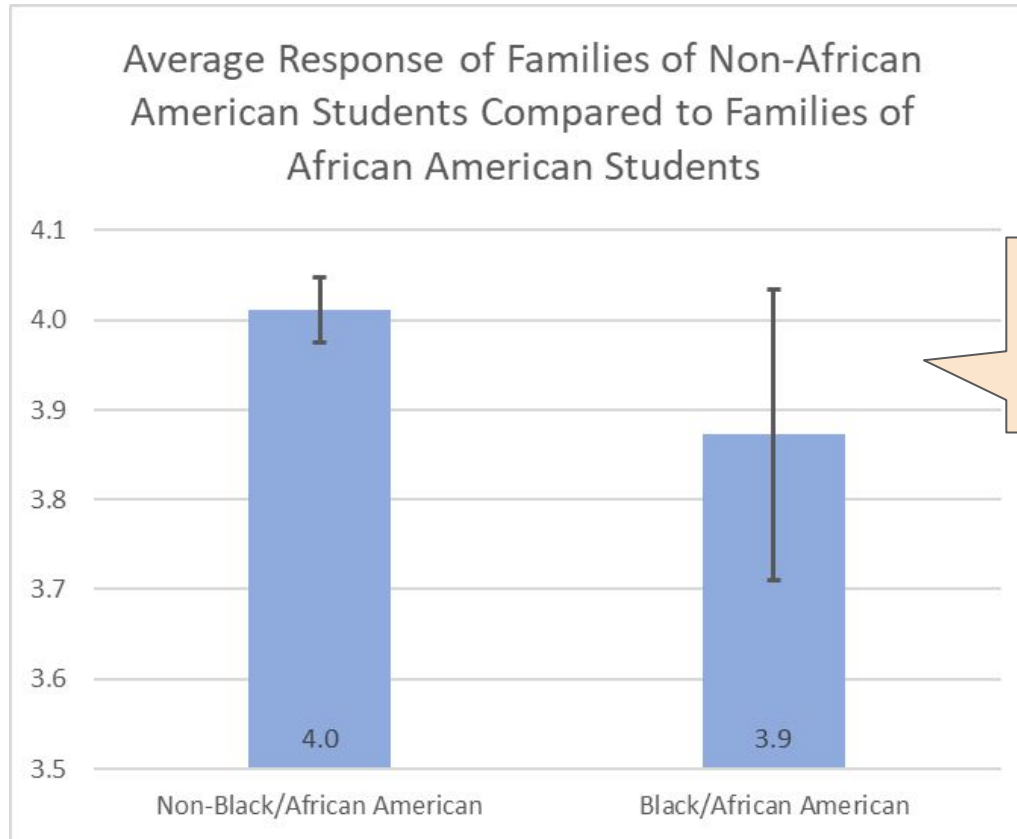


**Total respondents:  
1389**

# Results for Focus Student Groups

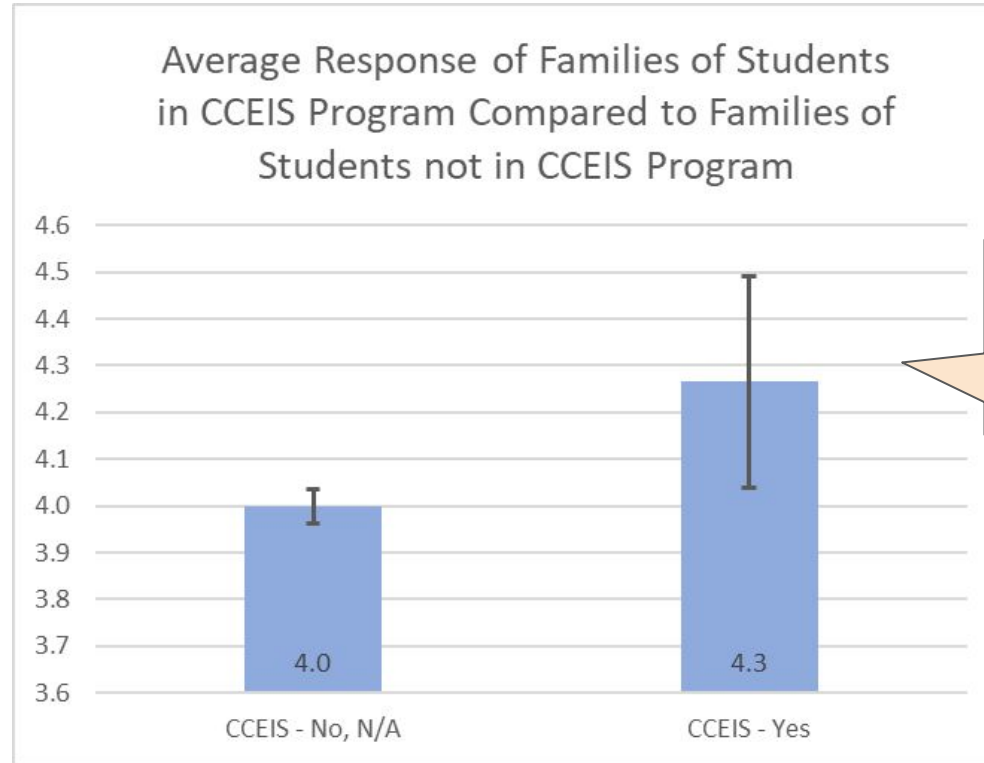
	<b>N Size</b> <11 not reported for confidentiality	<b>Average Item Response 2023</b>	<b>Percent of Respondents Above 3 2023</b>	<b>Average Item Response 2022</b>	<b>Percent of Respondents at 3 or Above 2022</b>
Free or reduced lunch	384	4.1	97%	4.03	94%
Special Education	158	4.0	92%	3.80	81%
Primary language at home is not English*	157	4.2	97%	4.08	93%
Black or African American	69	3.9	91%	3.60	73%
CCEIS	24	4.3	96%	N size <11	N size <11
Sexual Identity LGBTQ+	113	4.0	95.6%	N/A - did not report	N/A - did not report
Gender Identity Non-Binary	22	3.7	86.4%	N/A - did not report	N/A - did not report
<b>All families</b>	<b>1389</b>	<b>4.0</b>	<b>94%</b>	<b>3.88</b>	<b>88%</b>

# Results for Families of Black/African American Students



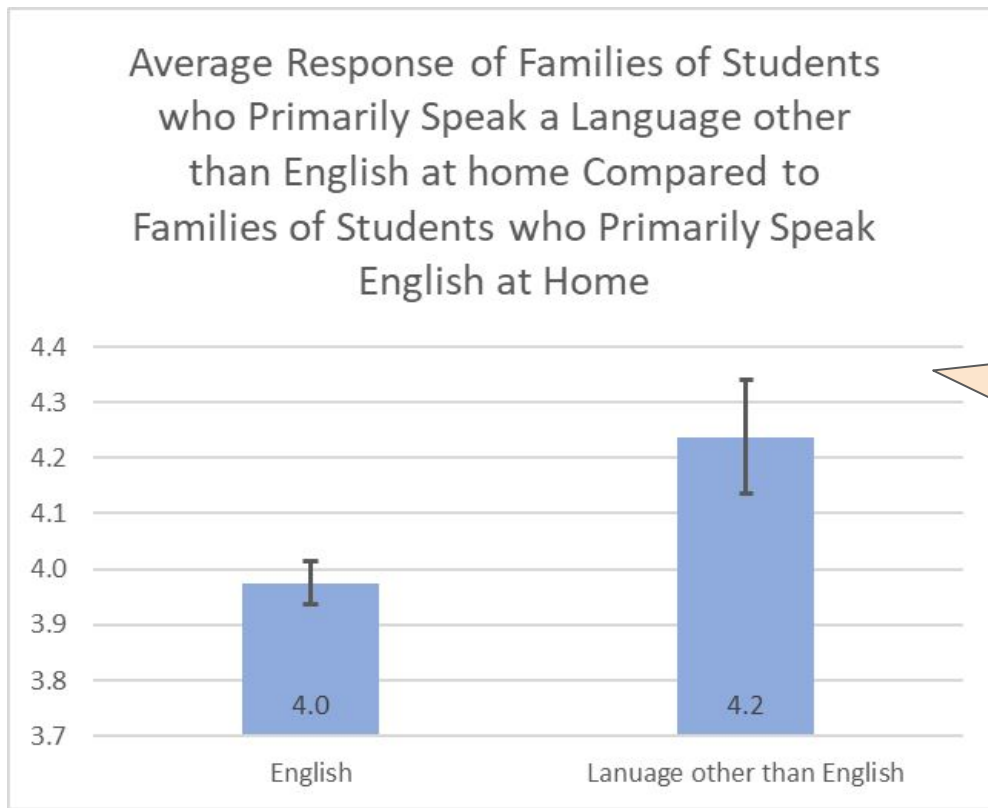
Confidence interval bars overlap - NO statistical significance

# Results for Families of CCEIS/Scholar Students



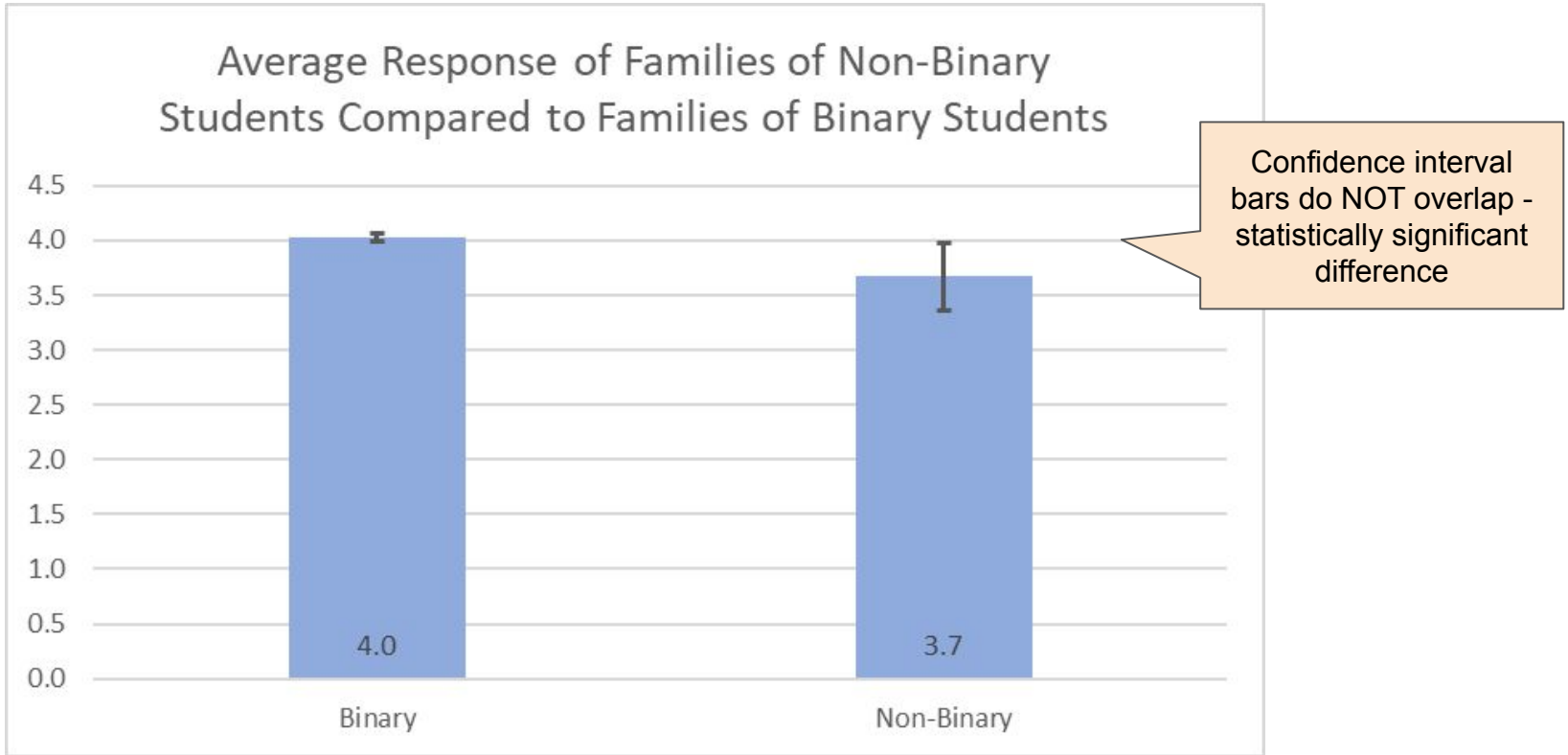
Confidence interval bars do NOT overlap - statistically significant difference

# Results for Families of English Learners



Confidence interval bars do NOT overlap - statistically significant difference

# Results for Families of Non-Binary Students



# Response Average and Distribution by Item 2023

Item	Average Item Response 2023	Percent “Agree” or “Strongly Agree” 2023	Average Item Response 2022	Percent “Agree” or “Strongly Agree” 2022
Teachers and administrators at this school believe that I am doing my best to help my child learn.	4.0	77.2%	4.0	73.6%
I believe that staff at this school feel good about my support for their work.	4.0	74.5%	3.8	67.6%
Staff at this school really care about this local community.*	4.1	83.3%	4.0	77.6%
I believe that I do a good job of supporting the teachers at this school.	4.0	77.7%	3.9	74.4%
At this school, teachers and families think of each other as partners in educating children.	4.0	76.5%	3.8	70.5%
I have full confidence in the teachers and administrators at this school.	3.9	77.4%	3.8	72.6%

\* These questions were identified as areas of strength/opportunities during the 2022 administration

# Response Average and Distribution by Item 2023, cont...

Item	Average Item Response 2023	Percent “Agree” or “Strongly Agree” 2023	Average Item Response 2022	Percent “Agree” or “Strongly Agree” 2022
Staff at this school work hard to build a trusting relationship with parents.*	3.8	72.6%	3.71	68.3%
Teachers and administrators at this school believe that talking with parents helps them understand their students better.*	3.9	71.6%	3.66	64%
I feel respected by teachers and administrators at this school.*	4.1	80.6%	3.92	75.2%
I feel my cultural beliefs and practices are respected by teachers and administrators at this school.	4.0	75.3%	3.84	69.4%
I respect the teachers and administrators at this school.*	4.3	91.4%	4.27	88.9%

\* These questions were identified as areas of strength/opportunities during the 2022 administration

# Family Relationships and Trust Survey Summary

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- Second year of the survey
- Total of 1389 responses from families.
- All items were scored on a scale of 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).
- The average score on all survey items was 4, and the percent of respondents above 3 (*Neither Disagree nor Agree*) this year was 94% compared to last year at 3.88 and the percent of respondents at a 3 or above was 88%.
- The highest average score (4.3) was for the item “I respect the teachers and administrators at this school.” The second highest average score (4.1) was for the item “Staff at this school really care about this local community” and “I feel respected by teachers and administrators at this school.” These were the same top scoring items from last year.
- The lowest average scoring items were “Staff at this school work hard to build a trusting relationship with parents” (3.8), and “Teachers and administrators at this school believe that talking with parents helps them understand their students better”.
- The responses from families of students served through Special Education, and families of students who identify as black/African American were statistically similar to those of families not using Special Education services.
- Responses from families of students of English Learners and CCEIS Scholar Students were slightly higher than other families.
- Responses from families of Non-Binary students were lower than other families.

# Next Steps

## Existing

- Systems & requirements for non-binary option data collection & reporting introduced by CDE in 2019-20 - *this is still only a fraction of students who likely identify as non-binary.\**
- LGBTQ+ and Non-Binary progress monitoring in California Healthy Kids Survey and Family Relationships and Trust Survey due to anonymous nature
- Needs Assessment for LGBTQ+ and Non-Binary students was completed in May. In addition to stakeholder meetings, administrators, school counselors, school psychologists, and intervention leads were surveyed about needs.

## Forthcoming

LGBTQ+ liaison will be hired to:

- Train and support school sites on LGBTQ+ issues and how to support students (inclusivity, pronouns, gender support guide, etc)
- Represent AUSD on the LGBTQ+ Roundtable.
- Train staff on AUSD K-5 LGBTQ+ curriculum
- Support the 6-12 GSA clubs at middle and high schools
- Support other needs identified in the Needs Assessment
- All elementary staff provided refresher on LGBTQ+ inclusion curriculum this fall

*\*Students in CA have a legal right to withhold information about their sexual orientation or gender identity from their parents, educators, peers, and others.*

## Board Discussion

# 2022-23 Results for Student Groups

	<b>N Size</b> <small>&lt;11 not reported for confidentiality</small>	<b>Average Item Response 2023</b>	<b>Percent of Respondents Above 3 2023</b>	<b>Average Item Response 2022</b>	<b>Percent of Respondents at 3 or above 2022</b>
Asian	384	4.1	95.8%	4.10	97%
Black	69	3.9	91.3%	3.60	73%
Declined to state	165	3.7	83.6%	3.56	76%
Filipino	53	4.2	100.0%	4.25	98%
Hispanic or Latino	119	4.1	96.6%	3.91	93%
Indian/Pakistani/Middle Eastern	17	4.2	100.0%	N/A - reported under Asian	N/A - reported under Asian
White	565	4.0	95.2%	3.87	88%
Multi-Racial	881	4.1	95.5%	N/A	N/A
<b>All families</b>	<b>1389</b>	<b>4.0</b>	<b>94%</b>	<b>3.88</b>	<b>88%</b>

# 2021-22 Results for Focus Student Groups

	Average Item Response	Percent of Respondents at 3 or Above
Free or reduced lunch	4.03	94%
Special Education	3.80	81%
Primary language at home is not English*	4.08	93%
Black or African American	3.60	73%
All families	3.88	88%

# 2021-22 Results for Focus Student Groups, cont...

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	Average Item Response	Percent of Respondents at 3 or above
Asian	4.10	97%
Black	3.60	73%
Declined to state	3.56	76%
Filipino	4.25	98%

	Average Item Response	Percent of Respondents at 3 or above
Hispanic or Latino	3.91	93%
Native American	3.68	100%
Pacific Islander	3.82	100%
White	3.87	88%

# 2021-22 Response Average and Distribution by Item

Item	Average	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
Teachers and administrators at this school believe that I am doing my best to help my child learn.	3.98	1.0	1.8	23.6	45.5	28.1
I believe that staff at this school feel good about my support for their work.	3.83	1.2	2.2	29.0	47.6	20.0
Staff at this school really care about this local community.	4.01	1.7	2.9	17.8	48.1	29.5
I believe that I do a good job of supporting the teachers at this school.	3.86	1.4	3.7	20.5	56.1	18.3
At this school, teachers and families think of each other as partners in educating children.	3.80	3.9	6.4	19.3	47.1	23.4
I have full confidence in the teachers and administrators at this school.	3.81	4.7	8.7	14.0	46.4	26.2

# 2021-22 Response Average and Distribution by Item, *cont...*

Item	Average	% Strongly Disagree	% Disagree	% Neutral	% Agree	% Strongly Agree
Staff at this school work hard to build a trusting relationship with parents.	3.71	4.6	10.5	16.6	45.6	22.7
Teachers and administrators at this school believe that talking with parents helps them understand their students better.	3.66	5.2	9.5	21.4	42.4	21.6
I feel respected by teachers and administrators at this school.	3.92	3.1	4.6	17.2	47.3	27.9
I feel my cultural beliefs and practices are respected by teachers and administrators at this school.	3.84	3.0	4.3	23.4	44.7	24.7
I respect the teachers and administrators at this school.	4.27	1.5	1.9	7.7	46.2	42.7

# 2021-22 Family Relationships and Trust Survey Summary

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- First year of the survey, so will be the baseline for comparison in the future.
- A 10% response rate district-wide. Total of 908 responses from families.
- All items were scored on a scale of 1 (*Strongly Disagree*) to 5 (*Strongly Agree*).
- The average score on all survey items was above 3 (*Neither Disagree nor Agree*) at 3.88 and the percent of respondents at a 3 or above was 88%.
- The highest average score (4.27) was for the item “I respect the teachers and administrators at this school.” The second highest average score was for the item “Staff at this school really care about this local community.”
- Families of black students rated items about trust, communication, and culture lower than non-black families.
- The responses from families of students served through Special Education were statistically similar to those of families not using Special Education services.
- Responses from families of students of English Learners were slightly higher than other families.
- Survey scores were highest for students in Elementary grades, followed by High, and then Middle.
- 6 CCEIS families participated in the survey. The small sample size prevented further analysis on these results.