



2023-24 Local Indicators Family Relationships and Trust Survey

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Outcomes

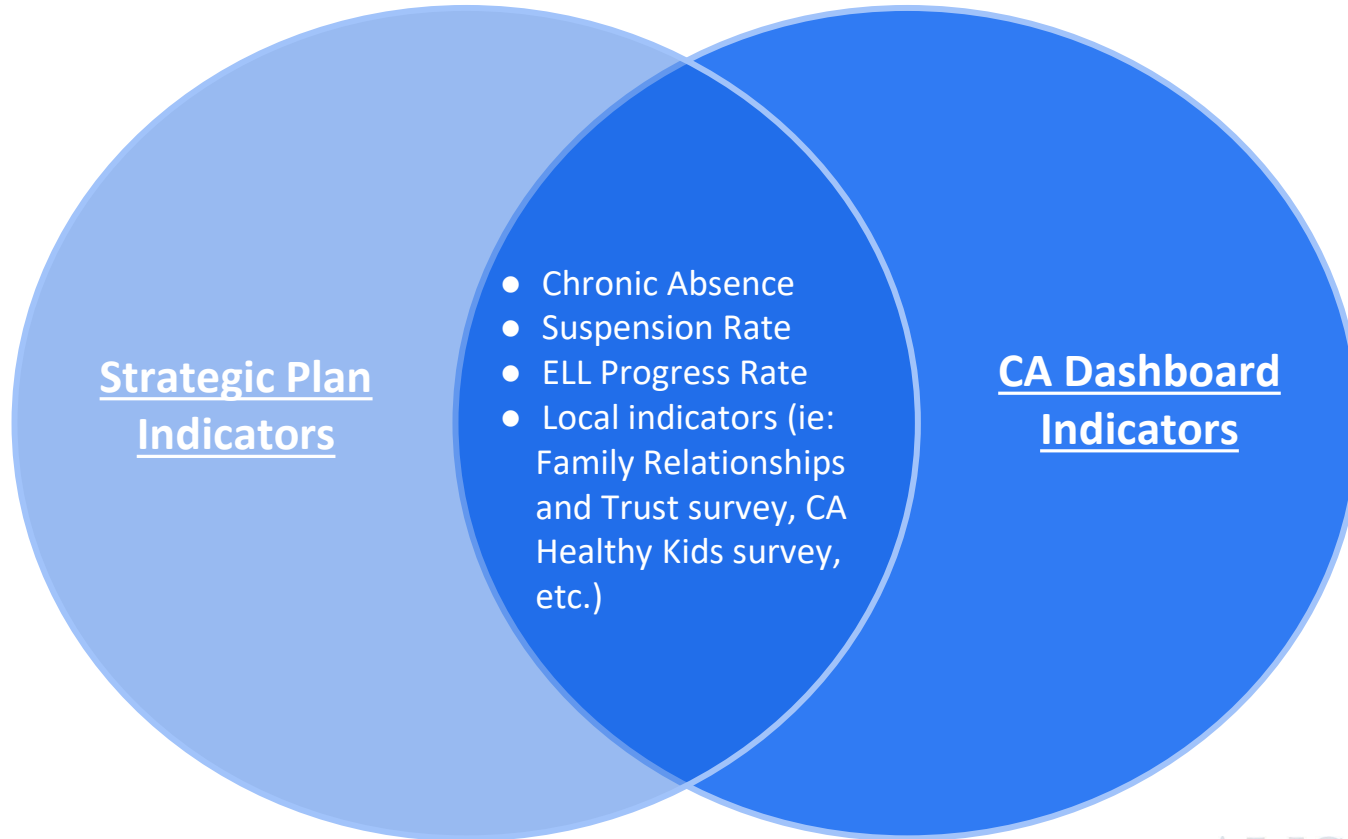
- Report the annual local indicator results which meet the requirements of the corresponding Local Control Funding Formula priorities.
- Highlight the results of one of the indicators: the Family Relationships and Trust Survey.

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



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
Priority 1: Basic Conditions at School	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	2023-24: 0%
	Instances where facilities do not meet the good repair standard	2023-24: 0%

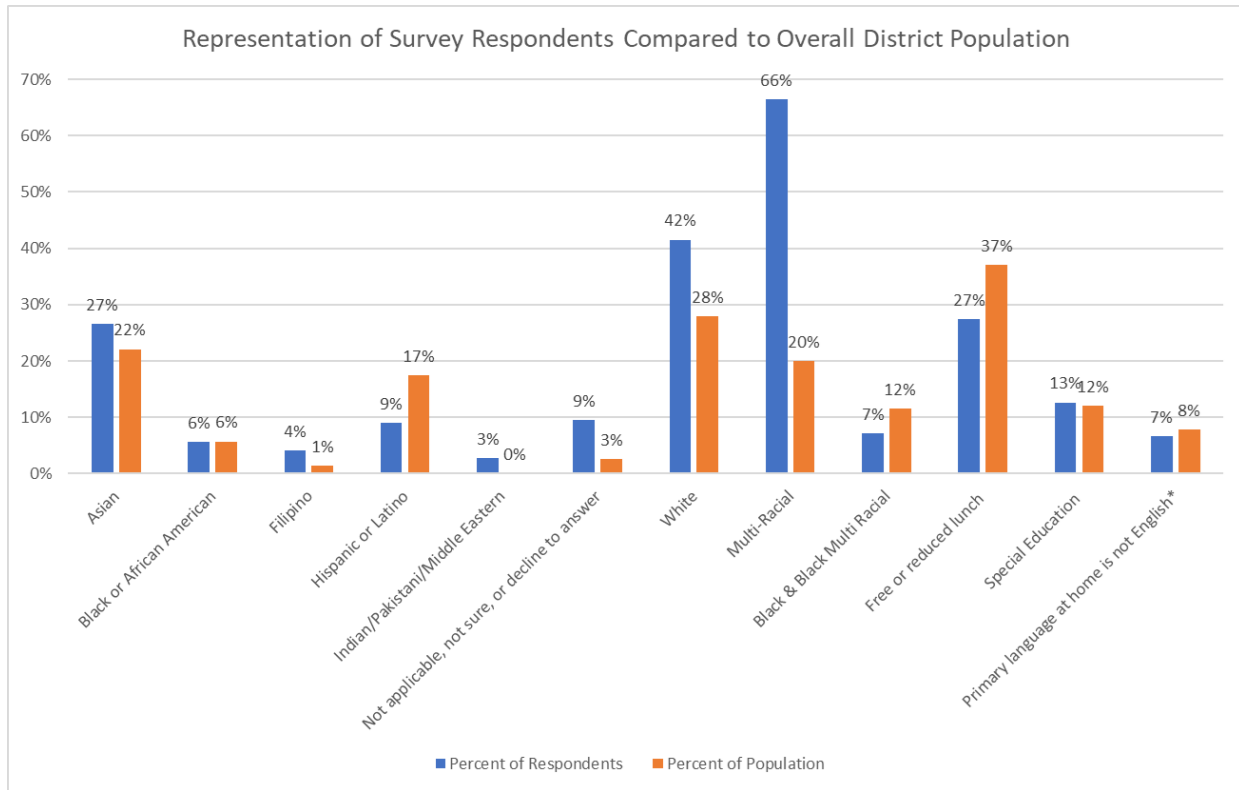
Alameda Unified Local Indicators, *cont...*

Standard	Local Data	Most Recent Results
Priority 2: Implementation of State Academic Standards	ELA & Math SBAC Results	2022-23: ELA +33, Math +7
	High School Graduation Rate	2022-23: 95%
	CA Standards Aligned Professional Development	2023-24: 100%
	CA Standards Aligned Classroom Tasks	2023-24: 100% of schools conducting walkthroughs
	English Learner Reclassification Rate for all ELs and LTELs	2022-23: All EL = 11% (internal) LTELs = 6.2% (Dataquest)
	Percent of non LTEL English Learners who are at risk of becoming LTELS	2022-23: All: 7%
	ELs accessing CCSS in a setting with English-Only Peers	2023-24: 100%
	Percentage of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD standards	2023-24: 100%

Alameda Unified Local Indicators, *cont...*

Performance Standard	Local Data	Most Recent Results
Priority 3: Parent Engagement	Family Relationships and Trust Survey	2023-24: 92.2%, Publicly Reported 6/27
Priority 6: Local Climate Survey	CHKS Survey Results on selected questions	2023-24: by question or question group, see publicly available reports
Priority 7: Access to a Broad Course of Study Priority	AP Enrollment	2022-23: 52%
	Graduating Seniors Meeting UC A-G Requirements	2022-23: All 70.6%
	Percentage of 12th grade students completing Career Technical Education (CTE) Pathway	2022-23: 23.1%
	Percentage of High School Students Enrolled in CTE Pathway Coursework	2022-23: 33%%
	Percentage of 12th grade students completing Career Technical Education (CTE) Pathways AND UC A-G Requirements	2022-23: 16.0%
	Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in Math on EAP	2022-23: 76%
	Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in ELA on EAP	2022-23: 47%

Family Relationships and Trust Survey Participation



776 Elementary



625 Secondary



1401 total respondents

2024 Results by Race/Ethnicity

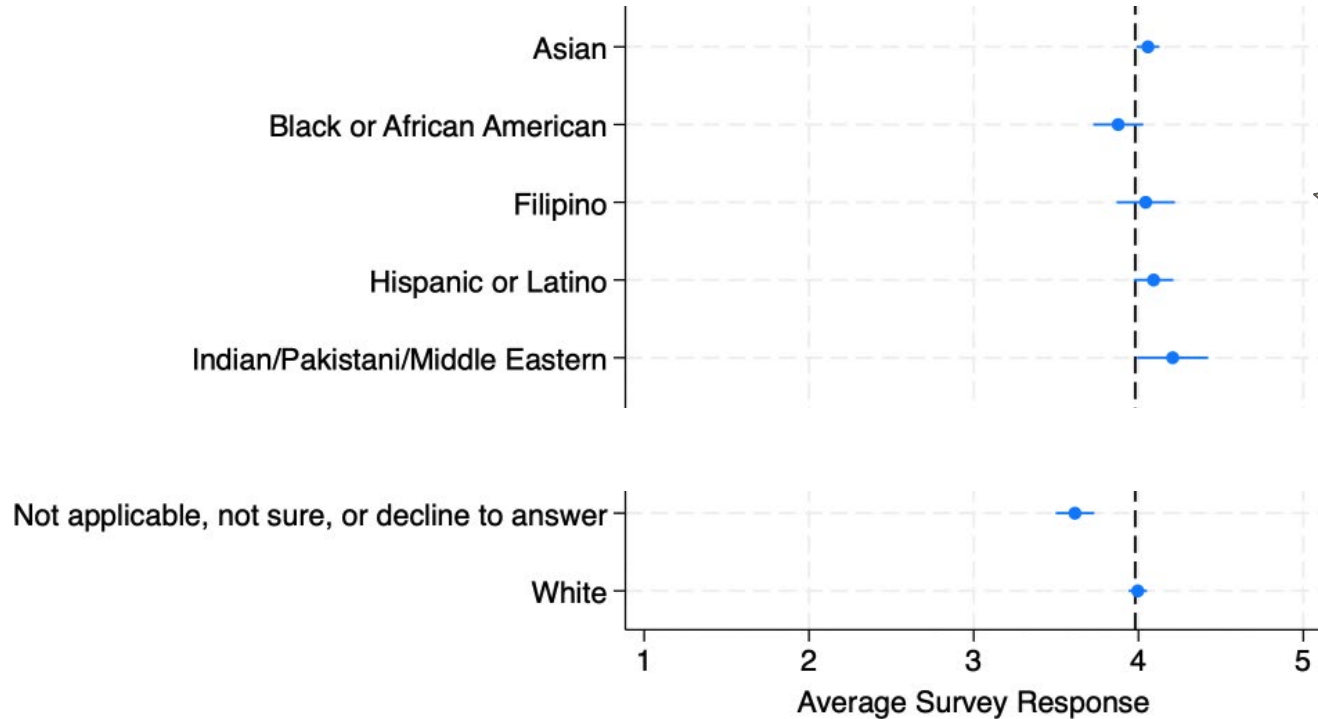
	N Size <11 not reported for confidentiality	Average Item Response (2024)	Percent of Respondents Above 3 (2024)	Average Item Response (2023)	Percent of Respondents at above 3 (2023)
Asian	372	4.1	93.6%	4.1	95.8%
Black or African American	79	3.9	89.9%	3.9	91.3%
Filipino	58	4.0	94.8%	4.2	100.0%
Hispanic or Latino	126	4.1	92.9%	4.1	96.6%
Indian/Pakistani/Middle Eastern	39	4.2	92.3%	4.2	100.0%
Decline to answer	132	3.6	78.8%	3.7	83.6%
White	582	4.0	90.7%	4.0	95.2%
Multi-Racial	931	4	90.4%	4.1	95.5%
Black & Multi Racial	101	3.9	91.1%	N/A	N/A
All families	1401	4.0	90.7%	4.0	94%

2024 Results by Additional Focal Groups

	N Size <small><11 not reported for confidentiality</small>	Average Item Response 2024	Percent of Respondents Above 3 2024	Average Item Response 2023	Percent of Respondents at 3 or Above 2023
Free or reduced lunch	384	4.1	93.2%	4.1	97%
Special Education	177	4.0	87.6%	4.0	92%
Primary language at home is not English*	93	4.2	96.8%	4.2	97%
CCEIS Focal Scholars	N size <11	N size <11	N size <11	4.3	96%
LGBTQ+	89	3.8	85.4%	4.0	96%
Gender Identity Non-Binary	44	3.9	93.2%	3.7	86%
All families	1401	4.0	90.7%	4.0	94%

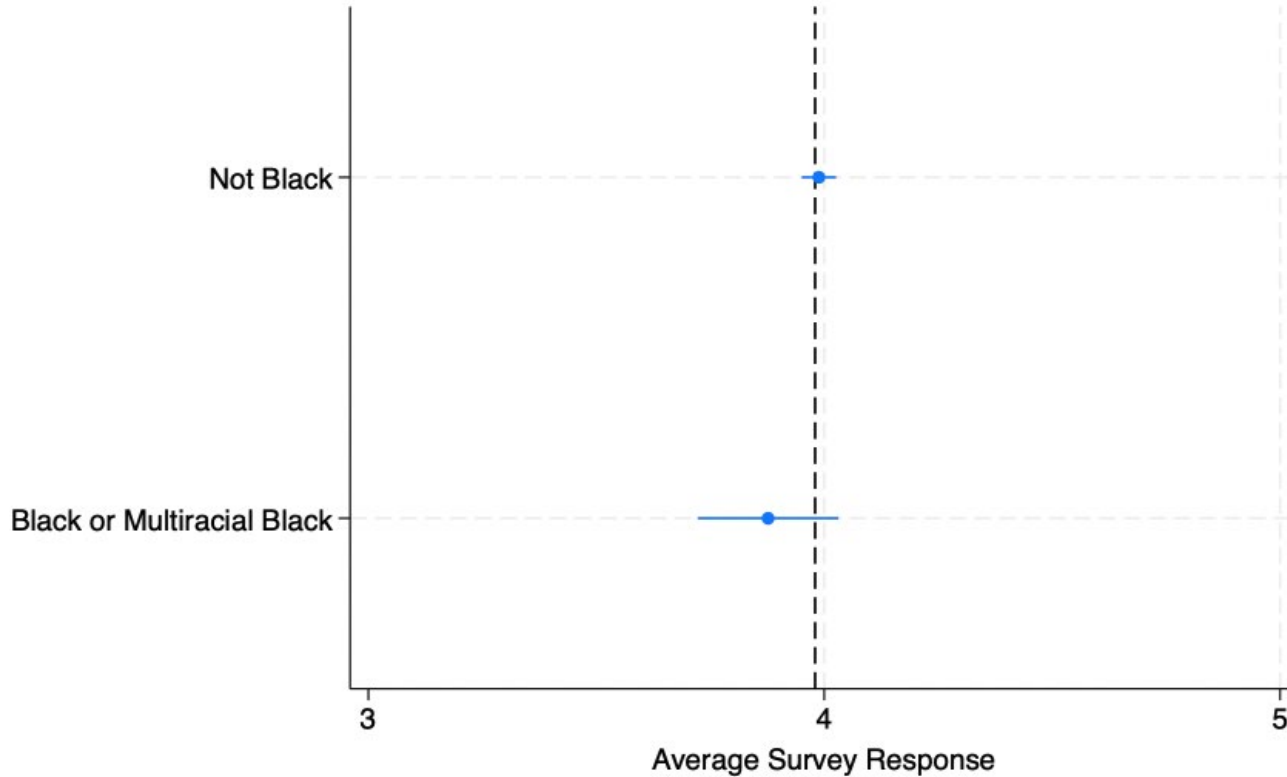
*Calculated using primary home language not English

Average Survey Response by Ethnicity/Race



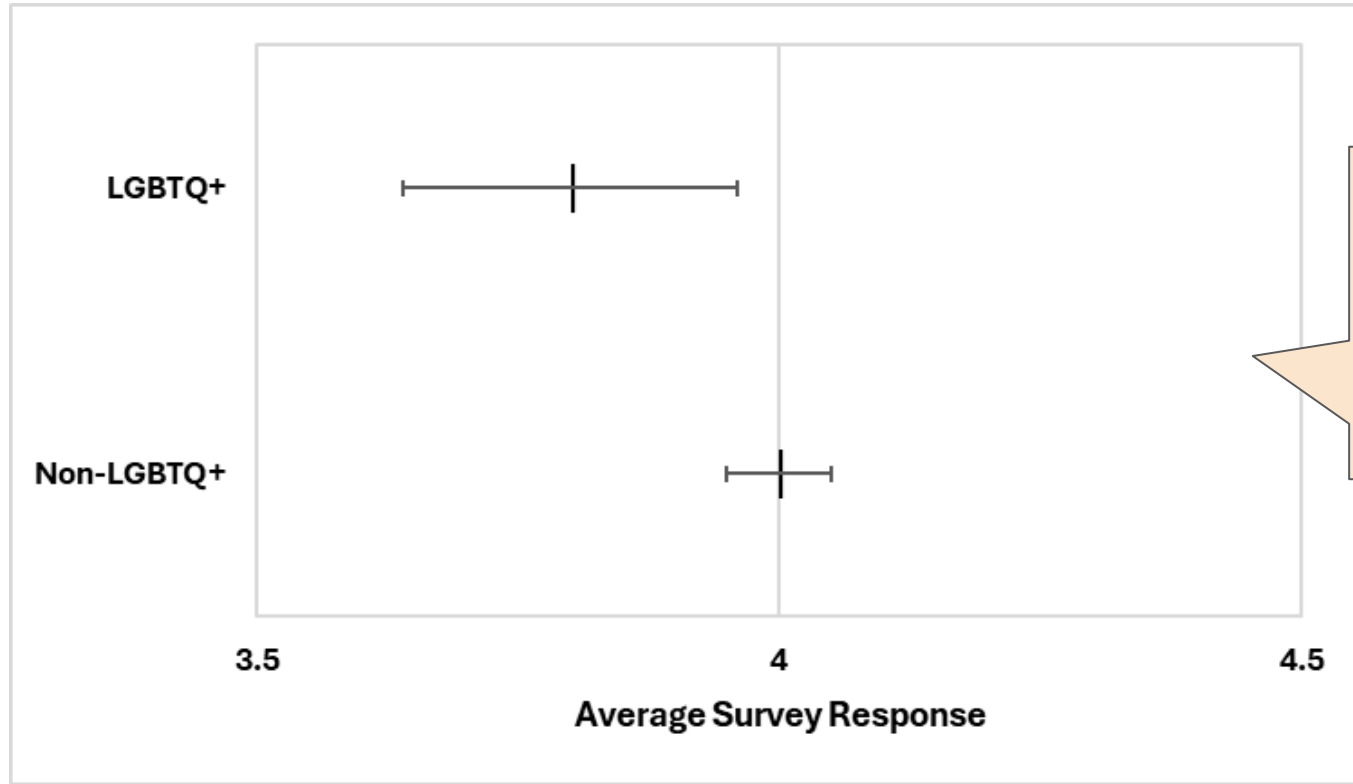
There was no statistical difference in average survey response by families reported ethnicity/race with the exception of "Not reported".

Results for Families of Black/African American Students



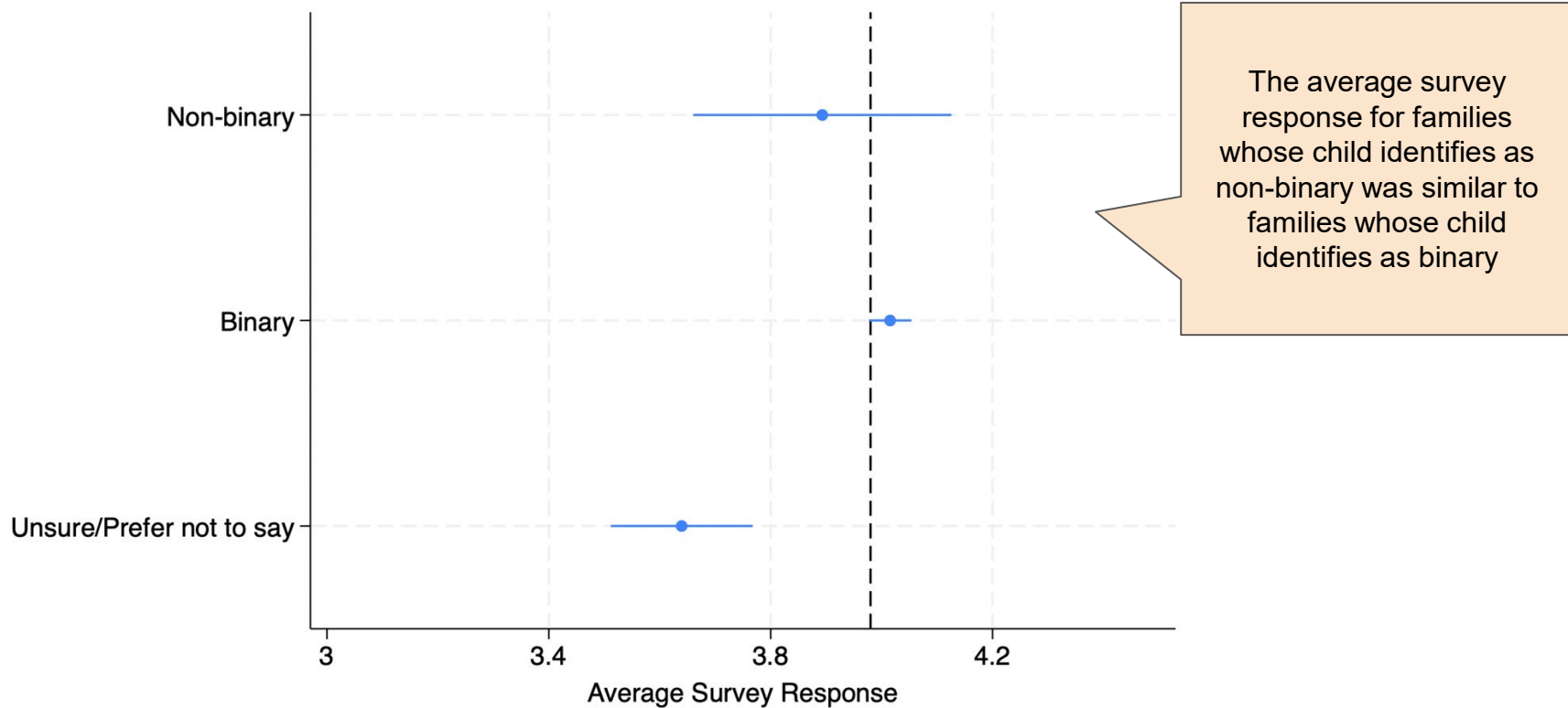
The average survey response for families whose child is Black or multi-racial Black was similar to all other families

Results for Families of LGBTQ+ Students

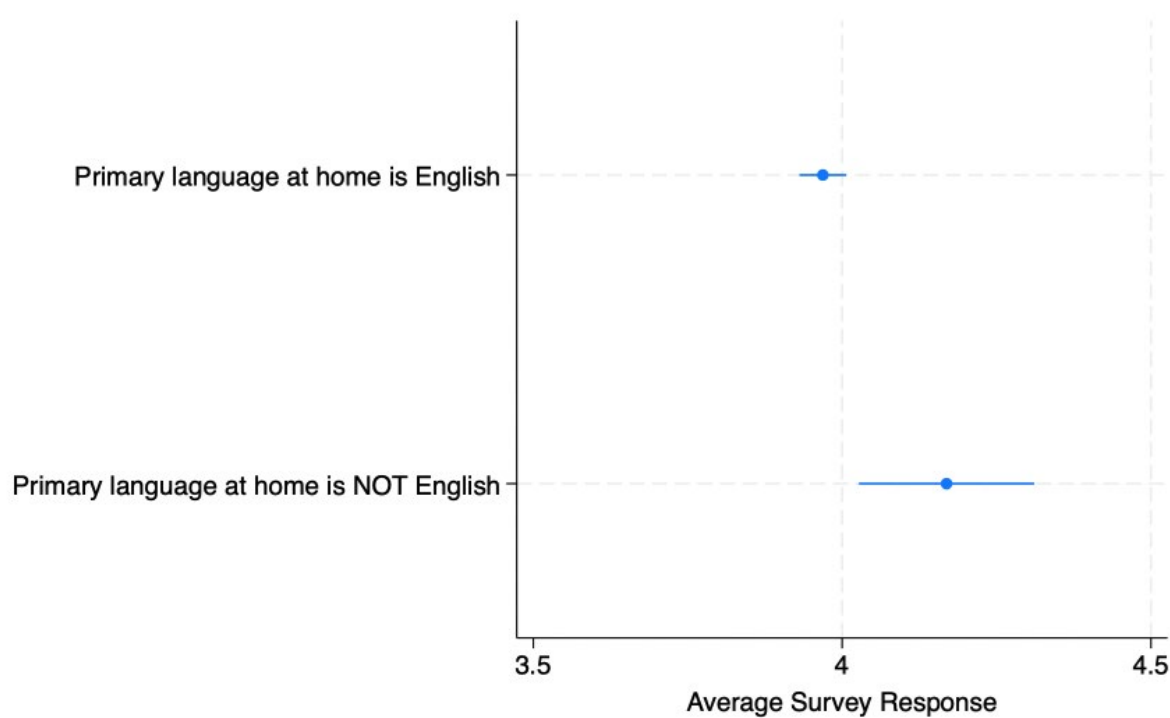


Families of students who are LGBTQ+ had slightly lower average survey scores than families of non-LGBTQ+ students.

Results for Families by Student's Gender Identity



Results for Non-English Primary Language Families



Families for whom English is not the primary language at home responded slightly higher on average compared to families who primarily speak English at home.

Response Average and Distribution by Item 2024

Item	Average Item Response 2024	Percent “Agree” or “Strongly Agree” 2024	Average Item Response 2023	Percent “Agree” or “Strongly Agree” 2023
Teachers and administrators at this school believe that I am doing my best to help my child learn.	4.1	79%	4.0	77.2%
I believe that staff at this school feel good about my support for their work.	3.9	72.4%	4.0	74.5%
Staff at this school really care about this local community.*	4.1	80.2%	4.1	83.3%
I believe that I do a good job of supporting the teachers at this school.	4.0	78%	4.0	77.7%
At this school, teachers and families think of each other as partners in educating children.	3.9	77.3%	4.0	76.5%
I have full confidence in the teachers and administrators at this school.	3.9	76.6%	3.9	77.4%

* These questions were identified as areas of strength/opportunities during the 2023 administration

Response Average and Distribution by Item 2024, cont...

Item	Average Item Response 2024	Percent “Agree” or “Strongly Agree” 2024	Average Item Response 2023	Percent “Agree” or “Strongly Agree” 2023
Staff at this school work hard to build a trusting relationship with parents.*	3.8	72.9%	3.8	72.6%
Teachers and administrators at this school believe that talking with parents helps them understand their students better.*	3.8	70.8%	3.9	71.6%
I feel respected by teachers and administrators at this school.*	4.0	79%	4.1	80.6%
I feel my cultural beliefs and practices are respected by teachers and administrators at this school.	3.9	71.6%	4.0	75.3%
I respect the teachers and administrators at this school.*	4.3	89.6%	4.3	91.4%

* These questions were identified as areas of strength/opportunities during the 2023 administration

2023-24 Family Relationships and Trust Survey Summary

- Third year of the survey
- Total of 1,401 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 91%. Last year, the average score was 4 and the percent of respondents at a 3 or above was 94%.
- 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 “Teachers and administrators at this school believe that I am doing my best to help my child learn.”
- 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” (3.8).
- The average responses from families of students served through Special Education, families of students who identify as Black/African American or Multi-Racial, and Non-Binary, were statistically similar to those of families not using Special Education services and other races and gender identities.
- Responses from families of students of English Learners, were slightly higher than other families. While the responses of families of students who identify as LGBTQ+ were slightly lower.

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

District LGBTQ+ liaison has been hired to:

- Train and support all our school sites on LGBTQ+ issues and how to best support students (inclusivity, pronouns, gender support guide, etc).
- Represent AUSD on the LGBTQ+ Roundtable.
- Train elementary staff on AUSD K-5 LGBTQ+ curriculum.
- Support Rainbow Clubs at elementary schools and GSA clubs at middle and high schools.
- Provided refresher professional development during staff meetings throughout the year.
- Provide ongoing support as other needs are identified
- Provide an update to the public on the above work.

**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

2024 Percent Agree or Strongly Agree by Item and Focus Group

Item	Students with IEPs	Black/ AA Students	CCEIS Focal Scholars	English Learning Students	LGBTQ+ Students	Non-Binary Students
Teachers and administrators at this school believe that I am doing my best to help my child learn. (79%)	80.7%	78.5%	100.0%	91.0%	66.3%	82.4%
I believe that staff at this school feel good about my support for their work. (72.4%)	77.3%	73.4%	87.5%	83.1%	57.6%	67.6%
Staff at this school really care about this local community. (80.2%)	77.3%	77.2%	87.5%	88.8%	76.1%	82.4%
I believe that I do a good job of supporting the teachers at this school. (78%)	78.4%	74.7%	62.5%	85.4%	60.9%	73.5%
At this school, teachers and families think of each other as partners in educating children. (77.3%)	76.1%	73.4%	75.0%	91.0%	70.7%	70.6%
I have full confidence in the teachers and administrators at this school. (76.6%)	71.6%	69.6%	75.0%	89.9%	66.3%	79.4%

2024 Percent Agree or Strongly Agree by Item and Focus Group

Item	Students with IEPs	Black/ AA Students	CCEIS Focal Scholars	English Learning Students	LGBTQ+ Students	Non-Binary Students
Staff at this school work hard to build a trusting relationship with parents. (72.9%)	73.9%	69.6%	75.0%	87.6%	60.9%	64.7%
Teachers and administrators at this school believe that talking with parents helps them understand their students better. (70.8%)	68.8%	69.6%	75.0%	88.8%	63.0%	70.6%
I feel respected by teachers and administrators at this school. (79%)	77.8%	81.0%	75.0%	92.1%	69.6%	76.5%
I feel my cultural beliefs and practices are respected by teachers and administrators at this school. (71.6%)	69.3%	65.8%	75.0%	86.5%	63.0%	55.9%
I respect the teachers and administrators at this school. (89.6%)	86.4%	91.1%	100.0%	95.5%	84.8%	94.1%

2022-23 Family Relationships and Trust Survey Summary

- 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 and other races.
- 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.