

Local Control Accountability Plan Student Survey Collection Best Practices

EAST SIDE UNION HIGH SCHOOL DISTRICT(ESUHSD) 2018 CASE STUDY

The following were the best practices CFJ identified based on work with ESUHSD along with recommendations for other districts collecting LCAP surveys:

1. DEVELOP AND FOSTER RELATIONSHIPS WITH KEY DISTRICT STAFF AND LCAP STUDENT ADVISORY COMMITTEE

a. Foster an ongoing partnership: Californians for Justice (CFJ) partnered with the East Side Union High School district (ESUHSD) in developing the LCAP Student Advisory Committee and has been an active thought-partner and advisor in an ongoing way. CFJ has also been involved in previous iterations of the student survey and provided feedback on questions about the process.

b. Align priorities: A key aspect of elevating the student and family survey was to identify the LCAP Survey as a priority for the district engagement strategy. The survey collection and use of data collected was identified as an area of growth, and the goal was to reach a much higher response rate.

2. CLARITY IN PURPOSE: HOW WILL THE DATA BE USED?

a. Decide how the data will be used: Once the survey was identified as a priority area, CFJ and the district landed on the Student Advisory Committee as one of the bodies that would utilize the survey responses to make recommendations to the LCAP. This gave the engagement strategy a clear purpose. The Student Advisory Committee became invested in the outreach strategy because there was a clear plan of action for how the data would be used. Ideally, the survey will serve to inform multiple stakeholders and be used as a jumping point for further investigation and action.

3. STUDENT AND FAMILY OWNERSHIP

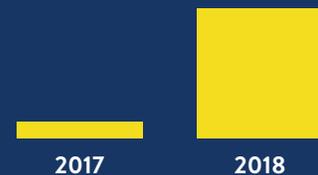
a. Dedicate time to shape the survey: One whole meeting (4 hours) of the Student Advisory Committee was dedicated to reviewing multiple existing surveys on school climate to develop a revised version of the LCAP Survey. After the meeting, some of the original questions were modified, while new ones were added.

b. Set a goal: The LCAP Student Advisory Committee set a survey response goal and led the launch of the survey with specific tasks and accountability. (*Tip: Break down the goal to the classroom level to achieve better results; E.g.: How many classes would take the survey to reach your school site goal?*)

c. Provide training: Arrange a training for parent specialists to introduce the survey to the community.

d. Determine a collection window: Set a clear survey collection window so the deadline is clear to everyone. (ESUHSD collected majority of surveys in a 2-month window)

SUCCESS STUDY



Between 2017 and 2018, the Local Control Accountability Plan (LCAP) Survey increased from 800 responses to almost 6,500 (82% student responses).

4. SET AND SHARE STANDARDS OF ENGAGEMENT ACROSS SCHOOLS

a. Plan mass outreach strategies: The LCAP survey should be sent out to all students and their families. One strategy is to send the survey electronically to students and send parents a link to the survey by mail, along with their students' report cards to their home address. To increase student participation, surveys can be distributed during advisory periods and the Student Advisory Committee can give regular updates on school participation. The parent community specialist can be an active participant, bringing the survey to all parent meetings and events with printed copies for people to fill out. Carts with laptops for reaching classes and events are also encouraged.

b. Prioritize targeted outreach: Identify classes and events where you will find concentrated groups of targeted students (ESL classes, school or district events for foster youth, etc.)

c. Coordinate with school principals: Some standard practices included all student members of the Student Advisory Committee meeting with their principals to discuss the survey distribution strategy. CFJ and the district held consistent communication with principals and offered them support.

5. PRIORITIZE ACCESSIBILITY

a. Gather feedback: Put the survey through multiple feedback loops (revisions by various stakeholders) before dissemination. (ESUHSD put the survey draft through the Student Advisory Committee, CFJ student leaders, and district leaders)

b. Increase accessibility: Break down the jargon/LCAP terminology to make the survey simple and clear. Translate the survey into at least two of the most-spoken languages in the district.

6. TIMELY ANALYSIS AND EVALUATION

a. Evaluate the outreach: What schools have a higher response rate? How did school demographics affect engagement and accessibility? Disaggregate the data based on target groups such as African American students, English Language Learners (ELL), low-income (LI) students, and foster youth (FY)? What student groups did you receive low response rates from? What could be done differently to engage these hard to reach students?

b. Analyze the findings: Set aside ample meeting time to analyze the findings. You can break this up into several meetings to allow for a deeper analysis. Analyze the data by race and subgroups (ELL, LI, FY) of students and families. What patterns emerge in the needs and priorities? Analyze the data by school. Where are the bright spots? Highlight the biggest variances on questions. What questions arise and feel unanswered? Make space for connecting the dots to other data sets. Have outliers compared to other sets of data. E.g.: if students report feeling that they are not treated fairly when they break the rules, look at the suspension data on the CA Dashboard to evaluate these claims.