Pleasanton Unified School District



Spring 2022 School Quality Survey

Purpose of the Study



Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

The Pleasanton Unified School District (PUSD) School Quality Survey asked parents, guardians, community members, staff members, and students in grades 6-12 for feedback on the most important dimensions of school climate. Results will inform decisions at both the school and district levels.

K12 *Insight* partnered with district leaders to develop the survey, which addressed the following topics:

- Overall District Quality
- Overall School Quality
- Academic Support
- Student Support
- Social Emotional Learning
- School Leadership
- Family Involvement
- Safety and Behavior
- Communication and Community Building
- Special Education
- Section 504
- News and Information
- COVID-19 Management

Details of the Study and Understanding the Results



The survey was open from April 19 to May 16.

Email invitations with unique survey links were sent to parents/guardians and staff members. Parents and community members could also access the survey via a public link on the district's website. Reminders were sent on April 21 and 27 and May 3, 9, 11, and 13. The parent/guardian survey was translated into Chinese and Spanish.

Students used their student IDs to access the survey in school.

This report summarizes survey results, which are broken down by participant group. When possible, results are compared with those from 2020-2021 and 2018-2019. The survey was not administered in 2019-2020 because of the COVID-19 pandemic.

Results do not reflect random sampling; therefore, they should not be generalized to the all PUSD parents/guardians, community members, staff members, and students in grades 6-12. Rather, results reflect only the perceptions and opinions of survey participants.

Findings for each item in the report exclude participants who did not answer. In charts and graphs, data labels less than 5 percent are not shown. Percentages may not total 100 due to rounding.

Executive Summary



- A strong majority of participants gave their school a high rating; 87% of campus-based staff members rated the overall quality of their school as excellent or good followed by parents/guardians (85%), and students (78%).
- 86% of participating campus-based staff responded that students are academically challenged by their schoolwork compared to 70% of parents and 75% of students responded favorably to the dimension.
- 84% of participating campus-based staff members said staff are responsive when students report bullying compared with 65% of participating students and 55% of participating parents/guardians.
- All three participant groups said the school stance on anti-bullying is very clear, with 80% of campus-based staff members, 83% of students, and 76% of parents agreeing or strongly agreeing. However, fewer campus-based staff members (73%), students (76%), and parents/guardians (69%) agreed the school stance on anti-bullying is widely understood.
- Both participating parents/guardians and staff increased in favorable ratings (excellent or good) with how PUSD handled the pandemic this year. Parents/Guardians increased 10 percentage points this year (79%) compared to last year (69%), and staff increased 9 percentage points (76%) compared to last year (67%).
- Overall satisfaction (very satisfied or satisfied) increased for parents/guardians with the quality of special education information this year (67%) compared to last year (60%). Likewise, parental satisfaction increased this year (79%) in the level of participation in developing their child's current IEP compared to last year (74%) Satisfaction with their child's IEP implementation also increased this year (74%) compared to last year (68%).

Participation



School Year	Number of Invitations Delivered	Number of Responses (N)	Response Rate (%)	Public- access Link Responses	Total Response s
2021- 2022	16,026	1,507	_	897	2,404
2020- 2021	9,877	1,647	—	971	2,618
2018- 2019	16,036	2,826	_	659	3,485
2021- 2020	2,365	442	<u> </u>	2	444
2020- 2021	2,436	657	27%	5	662
2018- 2019	1,381	703	51%	4	707
2021- 2020	8,337	1,269	15%		1,269
2020- 2021	8,426	2,616	31%	<u>—</u>	2,616
2018- 2019	8,680	1,539			1,539
	2021- 2022 2020- 2021 2018- 2019 2021- 2020 2020- 2021 2018- 2019 2021- 2020 2021- 2020 2021- 2020 2021- 2020- 2021	School Year Invitations Delivered 2021-2022 16,026 2020-2021 9,877 2018-2019 16,036 2021-2020 2,365 2020-2021 2,436 2018-2019 1,381 2021-2020 8,337 2020-2021 8,426 2018-2021 8,680	School Year Invitations Delivered Responses (N) 2021- 2022 16,026 1,507 2020- 2021 9,877 1,647 2018- 2019 16,036 2,826 2021- 2020 2,365 442 2020- 2021 2,436 657 2018- 2019 1,381 703 2021- 2020 8,337 1,269 2020- 2021 8,426 2,616 2018- 2021 8,680 1,539	School Year Invitations Delivered Responses (N) Responses Rate (%) 2021- 2022 16,026 1,507 — 2020- 2021 9,877 1,647 — 2018- 2019 16,036 2,826 — 2021- 2020 2,365 442 — 2020- 2021 2,436 657 27% 2018- 2019 1,381 703 51% 2021- 2020 8,337 1,269 15% 2020- 2021 8,426 2,616 31% 2018- 2021 8,680 1,539 18%	School Year Invitations Delivered Responses (N) Response Rate (%) access Link Responses 2021-2022 16,026 1,507 — 897 2020-2021 9,877 1,647 — 971 2018-2019 16,036 2,826 — 659 2021-2020 2,365 442 — 2 2020-2021 2,436 657 27% 5 2018-2019 1,381 703 51% 4 2021-2020 8,337 1,269 15% — 2020-2021 8,426 2,616 31% — 2021-2021 8,426 2,616 31% —

2021- 2022	2020- 2021	
2,220	2,498	
128	90	
56	30	
	2022 2,220 128	

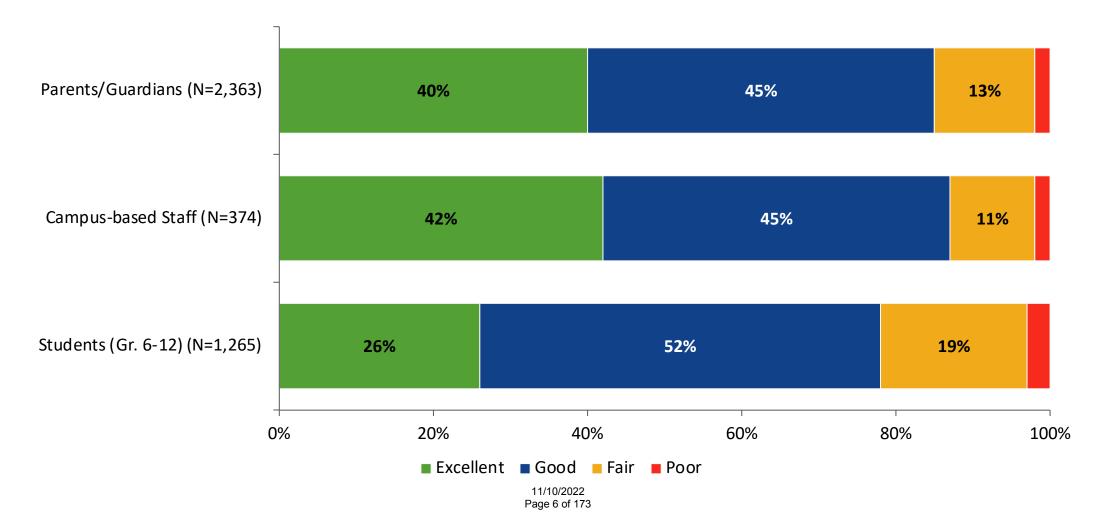
Notes: Participation rates for parents/community members could not be calculated because of the public-access link. The public-access link responses from staff were for those who completed the survey for more than one campus.

Overall School Quality: Comparison by Respondent Type





How would you rate the overall quality of your child's/your school?



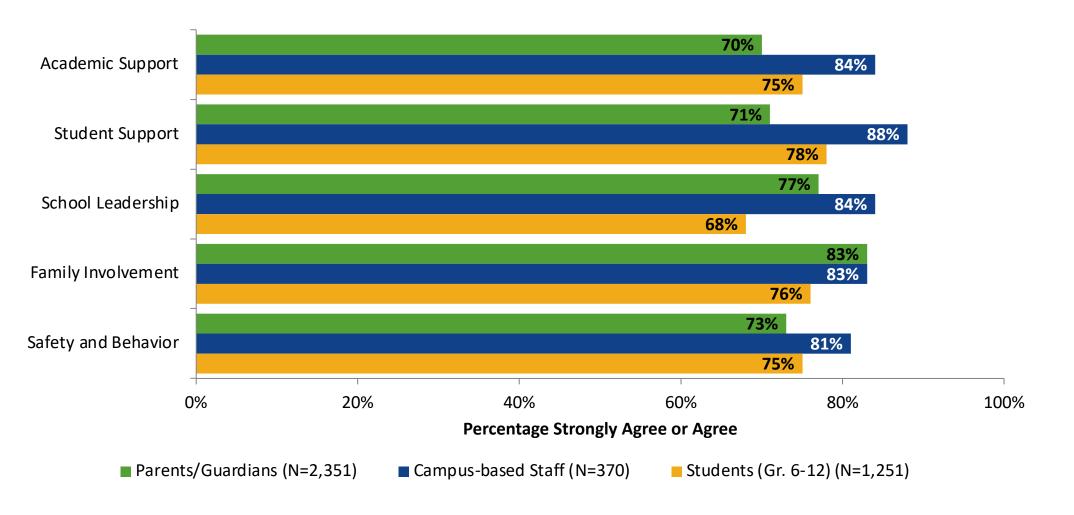


School Quality Dimensions

Dimension Scores: Comparison by Respondent Type



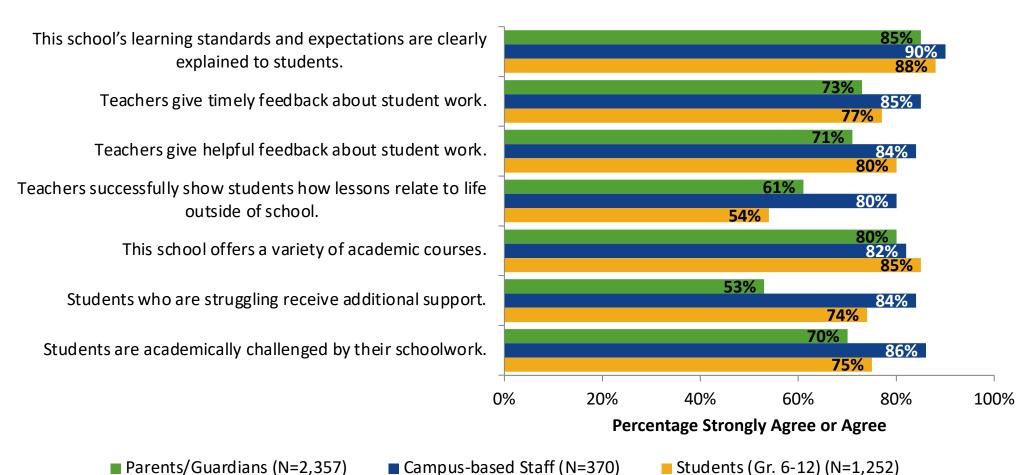




Academic Support: Comparison by Respondent Type

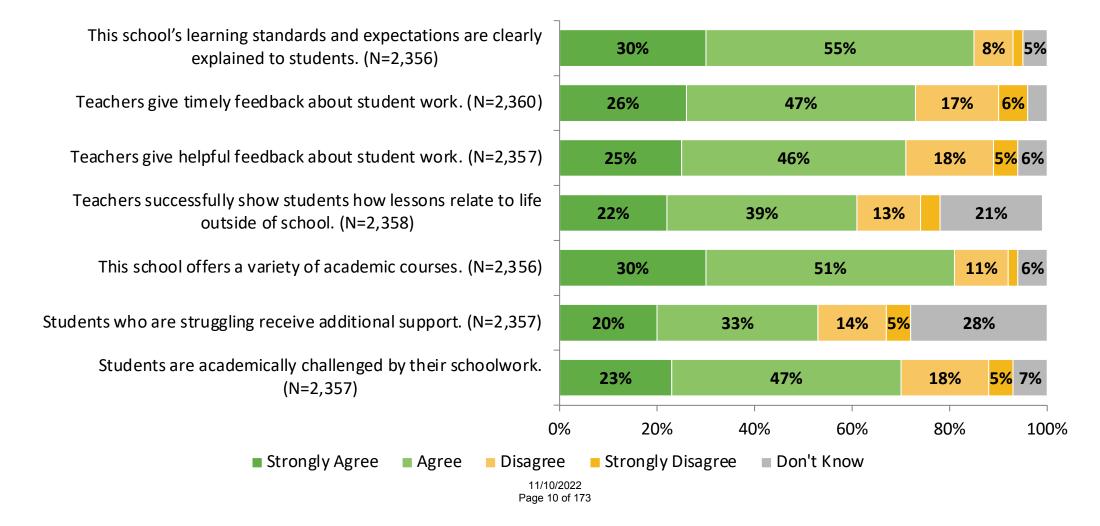






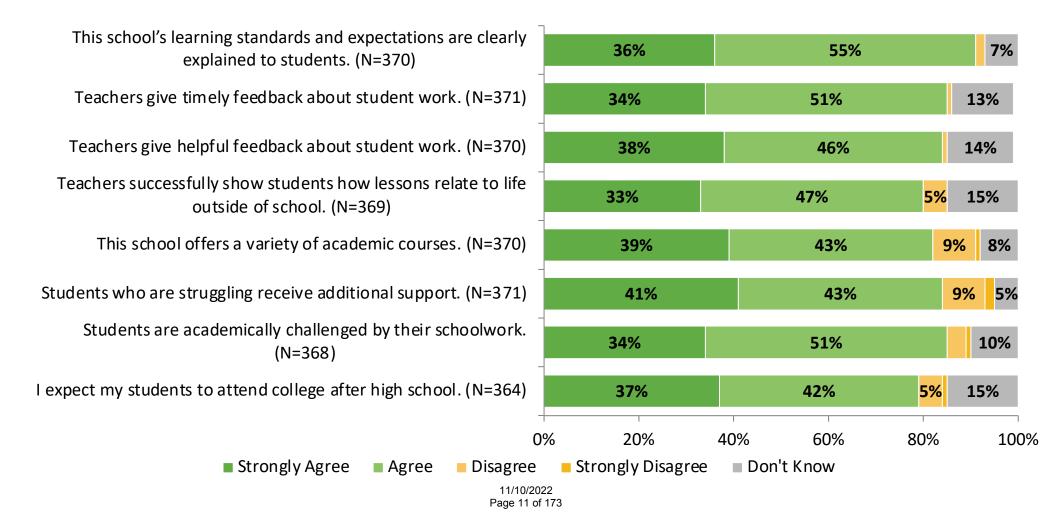
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Academic Support



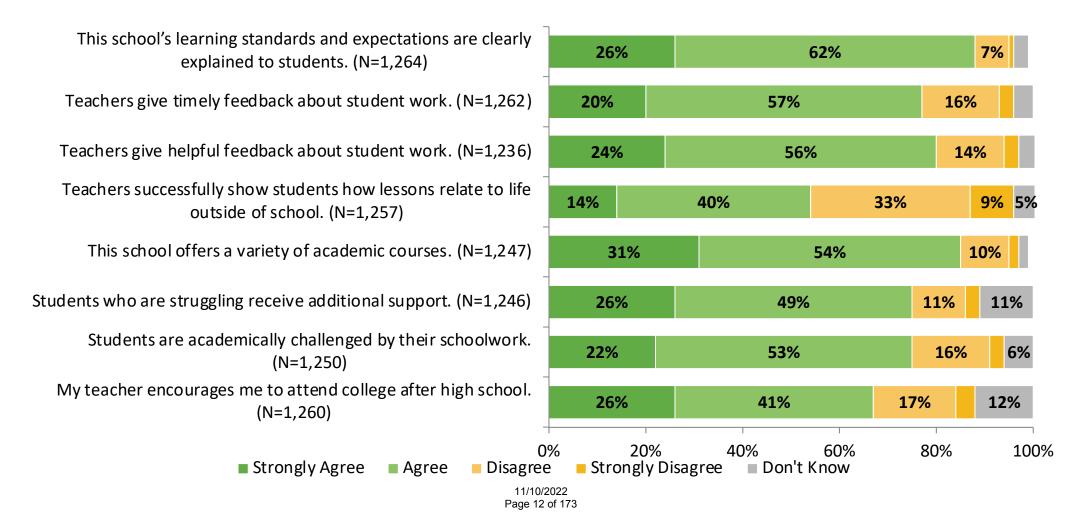
Achievement Partnerships Communication

Academic Support



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Academic Support



Student Support: Comparison by Respondent Type





How strongly do you disagree or agree with the following statements?

There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.

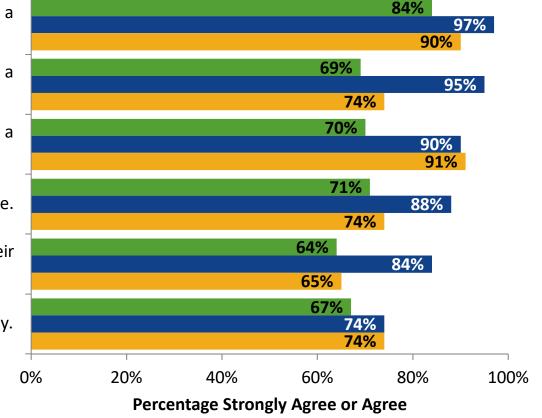
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.

There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem.

Students receive the support they need to prepare for the future.

Students in this school receive support that addresses their individual needs.

This school offers enrichment activities during the school day.



■ Parents/Guardians (N=2,356)

■ Campus-based Staff (N=371)

Students (Gr. 6-12) (N=1,252)

Student Support

How strongly do you disagree or agree with the following statements?

There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem. (N=2,359)

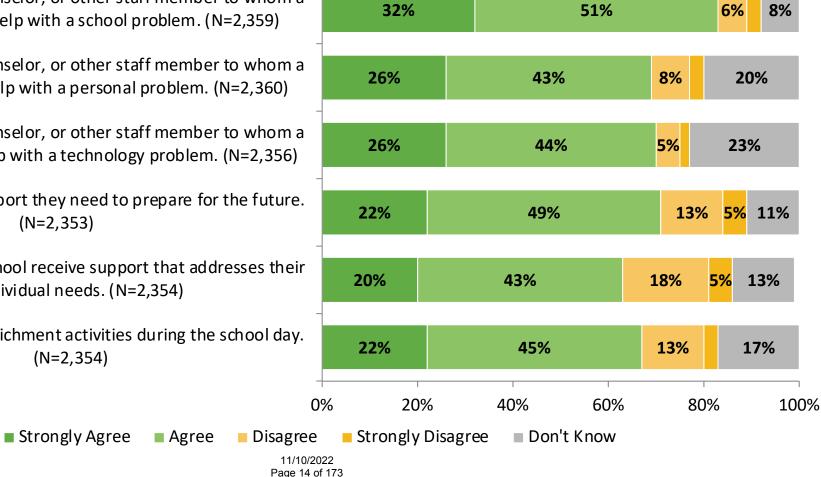
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem. (N=2,360)

There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem. (N=2,356)

Students receive the support they need to prepare for the future. (N=2,353)

Students in this school receive support that addresses their individual needs. (N=2,354)

This school offers enrichment activities during the school day. (N=2,354)



Student Support

How strongly do you disagree or agree with the following statements?

There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem. (N=372)

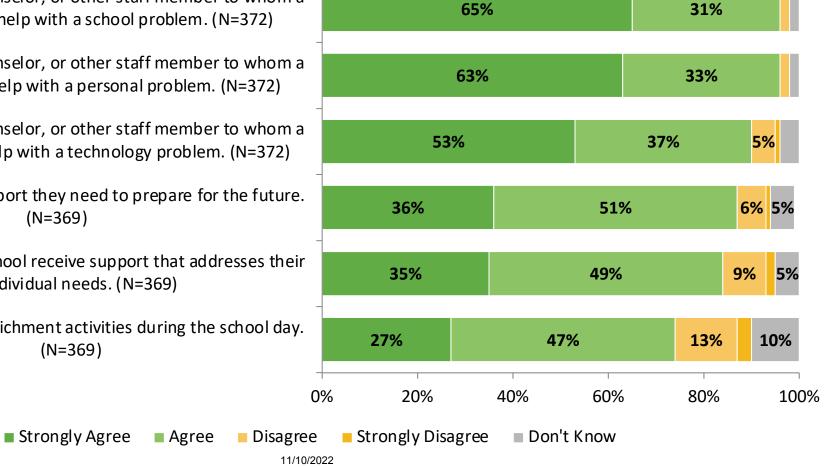
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem. (N=372)

There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem. (N=372)

Students receive the support they need to prepare for the future. (N=369)

Students in this school receive support that addresses their individual needs. (N=369)

This school offers enrichment activities during the school day. (N=369)



Student Support

How strongly do you disagree or agree with the following statements?

There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem. (N=1,254)

There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem. (N=1,255)

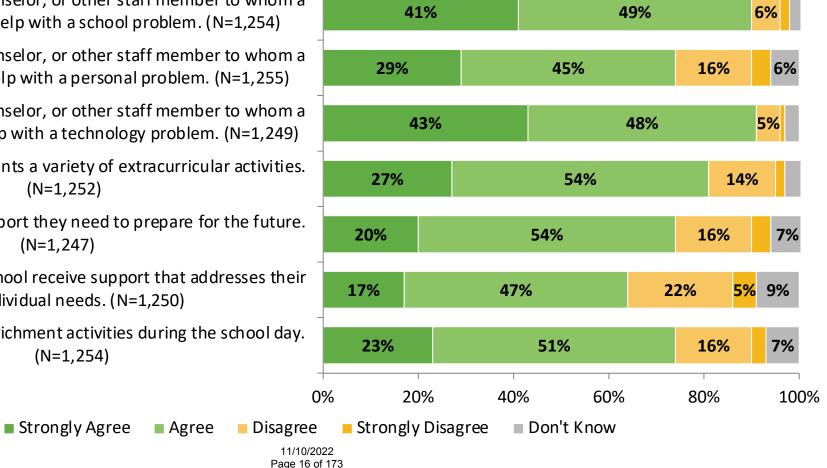
There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem. (N=1,249)

This school offers students a variety of extracurricular activities. (N=1,252)

Students receive the support they need to prepare for the future. (N=1,247)

Students in this school receive support that addresses their individual needs. (N=1,250)

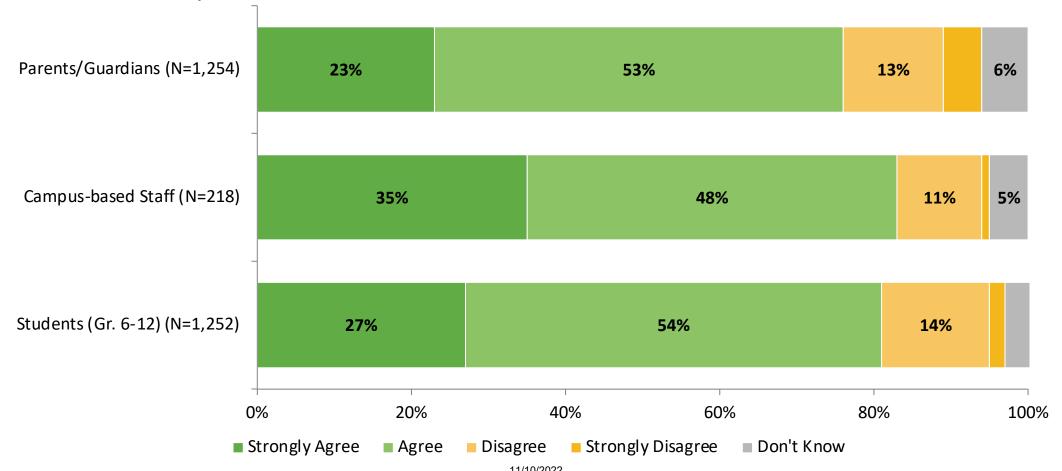
This school offers enrichment activities during the school day. (N=1,254)



Extracurricular Activities: Comparison by Respondent Type



How strongly do you disagree or agree with the following statement? This school offers students a variety of extracurricular activities.



Social Emotional Learning: Comparison by Respondent Type



How strongly do you disagree or agree with the following statements?

Adults on campus in my child's school guide students on how to recognize their emotions.

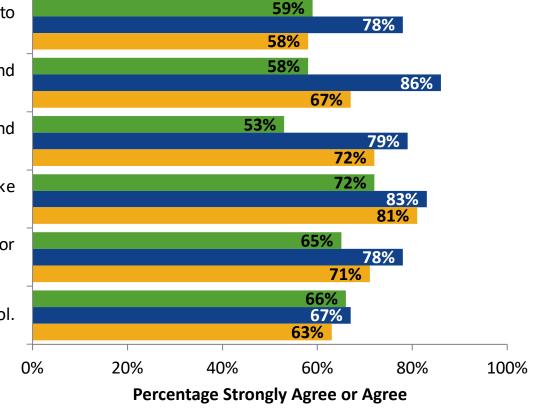
Adults on campus in my child's school help students understand their strengths.

Adults on campus in my child's school help students understand their weaknesses.

Adults on campus in my child's school teach students to take responsibility for their own actions and reactions.

Staff in my child's school teach students how to care for themselves (e.g., health, stress management).

My child's emotional needs are being met at school.



■ Parents/Guardians (N=2,349)

■ Campus-based Staff (N=370)

Students (Gr. 6-12) (N=1,253)

Social Emotional Learning: Comparison by Respondent Type (Continued)



How strongly do you disagree or agree with the following statements?

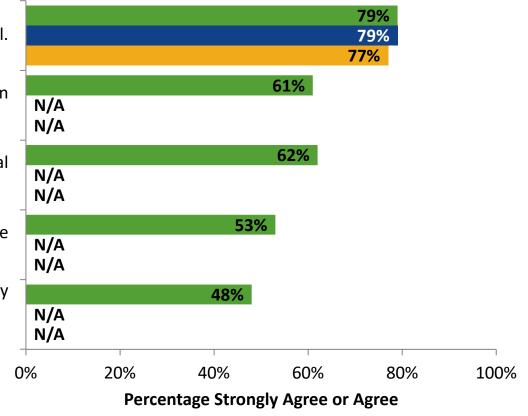
My child's social needs are being met at school.

My child's school provides opportunities for students to learn more about Social Emotional Learning.

The culture at my child's school supports Social Emotional Learning.

There are school-wide strategies that teach, model and reinforce students' social and emotional skills outside the classroom.

My child's school has meaningful partnerships with community organizations that helps promote students' Social Emotional Learning.



■ Parents/Guardians (N=2,349)

■ Campus-based Staff (N=370)

■ Students (Gr. 6-12) (N=1,253)

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Social Emotional Learning

How strongly do you disagree or agree with the following statements?

Adults on campus in my child's school guide students on how to recognize their emotions. (N=2,351)

Adults on campus in my child's school help students understand their strengths. (N=2,351)

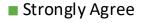
Adults on campus in my child's school help students understand their weaknesses. (N=2,351)

Adults on campus in my child's school teach students to take responsibility for their own actions and reactions. (N=2,346)

Staff in my child's school teach students how to care for themselves (e.g., health, stress management). (N=2,352)

My child's emotional needs are being met at school. (N=2,352)





Social Emotional Learning (Continued)



How strongly do you disagree or agree with the following statements?

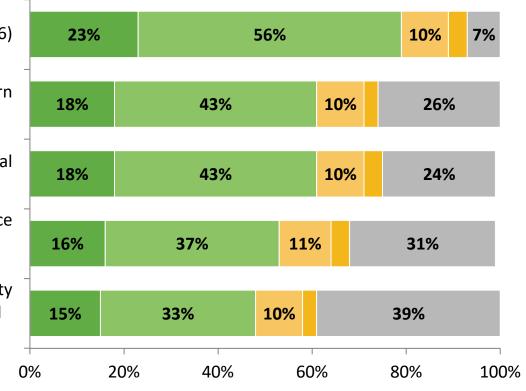
My child's social needs are being met at school. (N=2,346)

My child's school provides opportunities for students to learn more about Social Emotional Learning. (N=2,351)

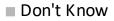
The culture at my child's school supports Social Emotional Learning. (N=2,345)

There are school-wide strategies that teach, model and reinforce students' social and emotional skills outside the classroom. (N=2,345)

My child's school has meaningful partnerships with community organizations that helps promote students' Social Emotional Learning. (N=2,346)







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Social Emotional Learning

How strongly do you disagree or agree with the following statements?

Teachers in this school guide students on how to recognize their emotions. (N=369)

Teachers in this school help students understand their strengths. (N=369)

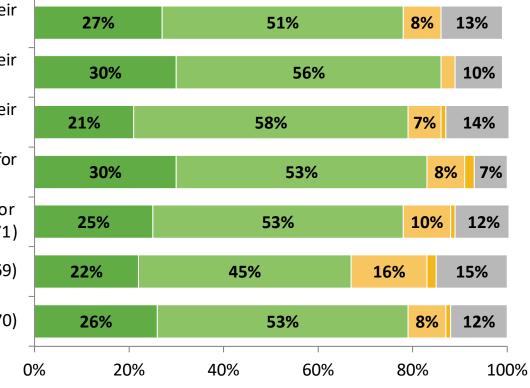
Teachers in this school help students understand their weaknesses. (N=369)

Teachers in this school teach students to take responsibility for their own actions and reactions. (N=371)

Teachers in this school teach students how to care for themselves (e.g., health, stress management). (N=371)

Students' emotional needs are being met at school. (N=369)

Students' social needs are being met at school. (N=370)





Achievement Portnerships Communication

Social Emotional Learning

How strongly do you disagree or agree with the following statements?

Teachers in my school guide students on how to recognize their emotions. (N=1,252)

Teachers in my school help students understand their strengths. (N=1,255)

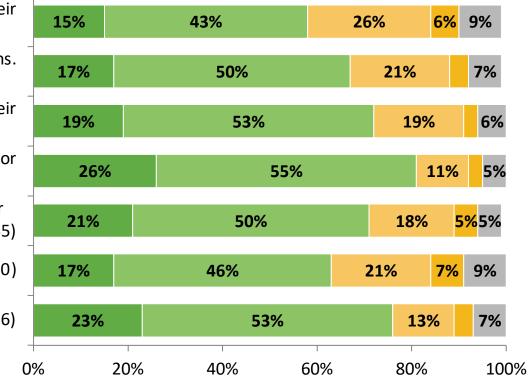
Teachers in my school help students understand their weaknesses. (N=1,252)

Teachers in my school teach students to take responsibility for their own actions and reactions. (N=1,249)

Teachers in my school teach students how to care for themselves (e.g., health, stress management). (N=1,255)

My emotional needs are being met at school. (N=1,250)

My social needs are being met at school. (N=1,256)





School Leadership: Comparison by Respondent Type





How strongly do you disagree or agree with the following statements?

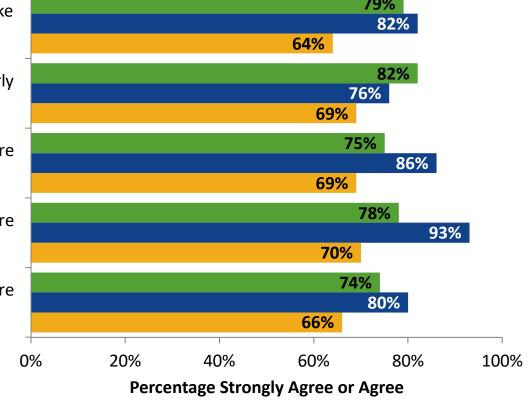
School administrators (principals and assistant principals) make decisions that are in the best interests of students.

School administrators (principals and assistant principals) clearly communicate the school's mission and vision.

School administrators (principals and assistant principals) are available when I have a concern.

School administrators (principals and assistant principals) are courteous when I have a concern.

School administrators (principals and assistant principals) are responsive when I have a concern.



■ Parents/Guardians (N=2,347)

■ Campus-based Staff (N=372)

■ Students (Gr. 6-12) (N=1,251)

Achievement Portnerships Communication

School Leadership

How strongly do you disagree or agree with the following statements?

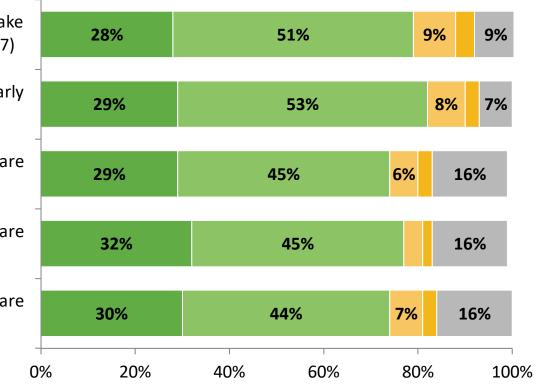
School administrators (principals and assistant principals) make decisions that are in the best interests of students. (N=2,347)

School administrators (principals and assistant principals) clearly communicate the school's mission and vision. (N=2,347)

School administrators (principals and assistant principals) are available when I have a concern. (N=2,346)

School administrators (principals and assistant principals) are courteous when I have a concern. (N=2,346)

School administrators (principals and assistant principals) are responsive when I have a concern. (N=2,347)



Achievement Partnerships Communication

School Leadership

How strongly do you disagree or agree with the following statements?

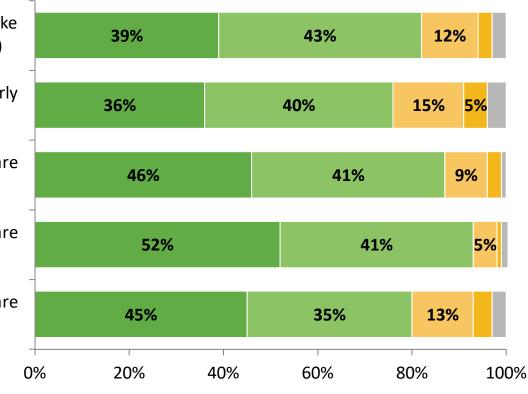
School administrators (principals and assistant principals) make decisions that are in the best interests of students. (N=373)

School administrators (principals and assistant principals) clearly communicate the school's mission and vision. (N=372)

School administrators (principals and assistant principals) are available when I have a concern. (N=372)

School administrators (principals and assistant principals) are courteous when I have a concern. (N=372)

School administrators (principals and assistant principals) are responsive when I have a concern. (N=372)



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School Leadership

How strongly do you disagree or agree with the following statements?

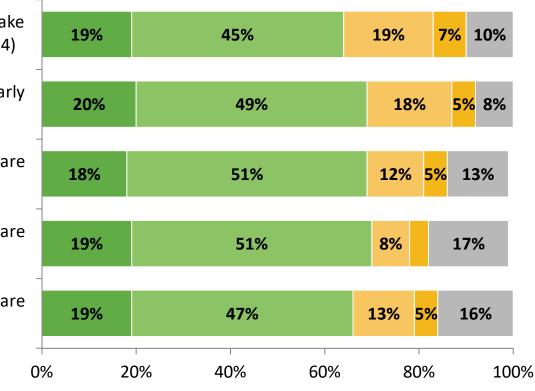
School administrators (principals and assistant principals) make decisions that are in the best interests of students. (N=1,254)

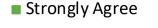
School administrators (principals and assistant principals) clearly communicate the school's mission and vision. (N=1,253)

School administrators (principals and assistant principals) are available when I have a concern. (N=1,249)

School administrators (principals and assistant principals) are courteous when I have a concern. (N=1,250)

School administrators (principals and assistant principals) are responsive when I have a concern. (N=1,251)



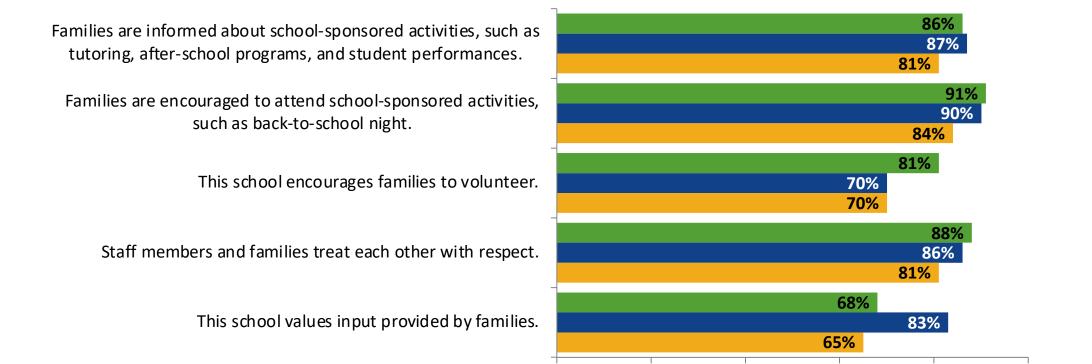


Family Involvement: Comparison by Respondent Type





How strongly do you disagree or agree with the following statements?



Percentage Strongly Agree or Agree

40%

■ Parents/Guardians (N=2,351)

■ Campus-based Staff (N=367)

0%

20%

■ Students (Gr. 6-12) (N=1,251)

60%

80%

100%

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Family Involvement

How strongly do you disagree or agree with the following statements?

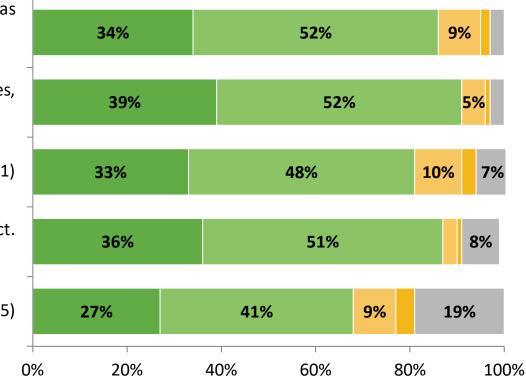
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances. (N=2,352)

Families are encouraged to attend school-sponsored activities, such as back-to-school night. (N=2,349)

This school encourages families to volunteer. (N=2,351)

Staff members and families treat each other with respect. (N=2,349)

This school values input provided by families. (N=2,355)





Family Involvement

How strongly do you disagree or agree with the following statements?

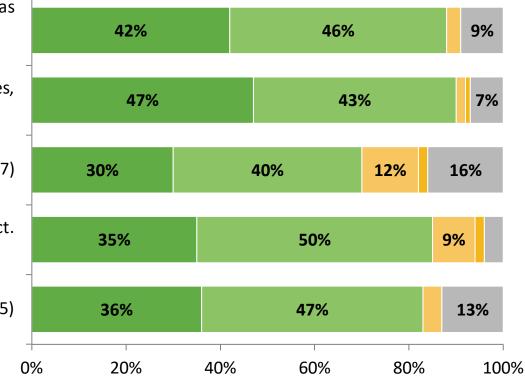
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances. (N=367)

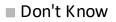
Families are encouraged to attend school-sponsored activities, such as back-to-school night. (N=368)

This school encourages families to volunteer. (N=367)

Staff members and families treat each other with respect. (N=369)

This school and values input provided by families. (N=365)





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Family Involvement

How strongly do you disagree or agree with the following statements?

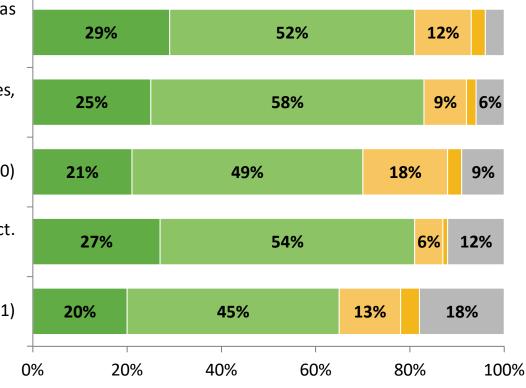
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.
(N=1,255)

Families are encouraged to attend school-sponsored activities, such as back-to-school night. (N=1,255)

This school encourages families to volunteer. (N=1,250)

Staff members and families treat each other with respect. (N=1,246)

This school values input provided by families. (N=1,251)

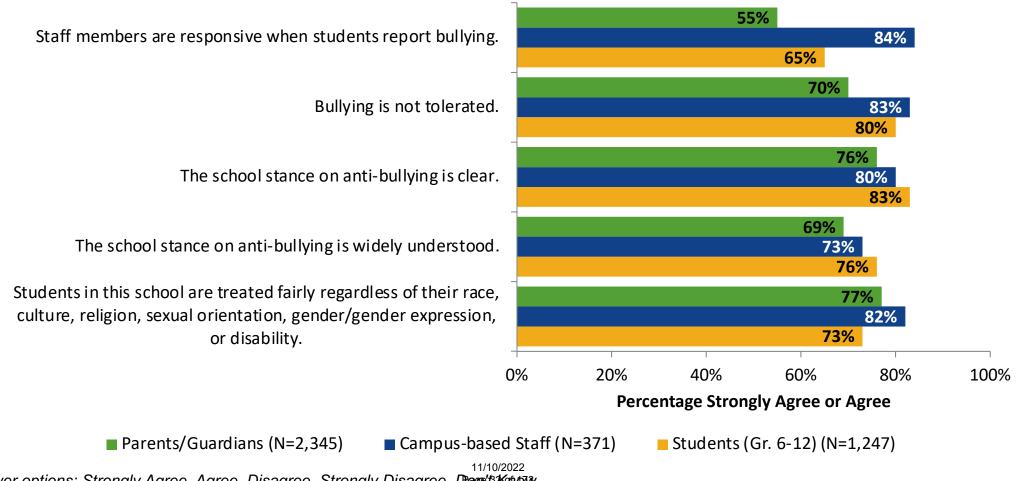




Safety and Behavior: Comparison by **Respondent Type**

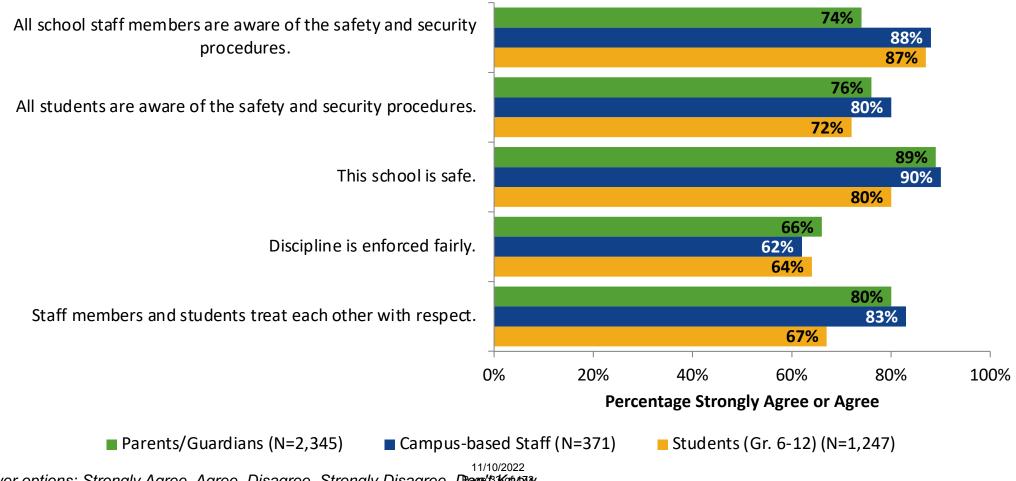






Safety and Behavior: Comparison by **Respondent Type (Continued)**



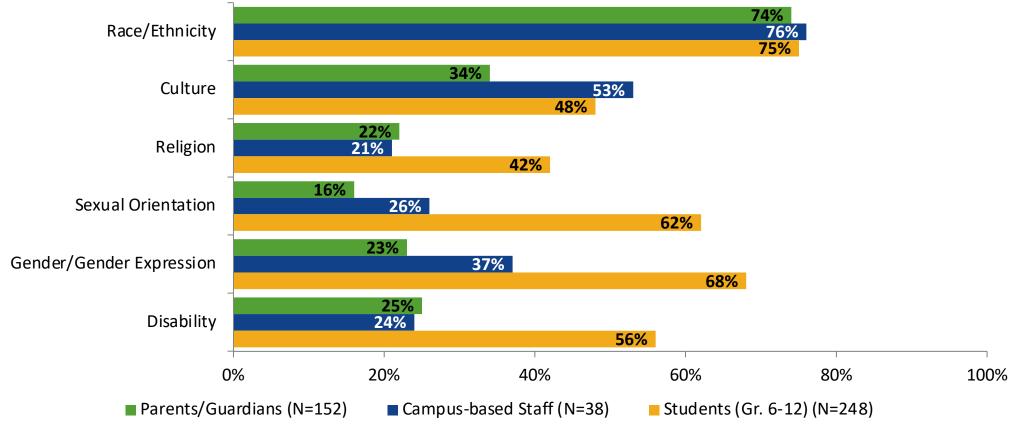


Unfair Treatment: Comparison by Respondent Type





For which of the following are students treated unfairly?

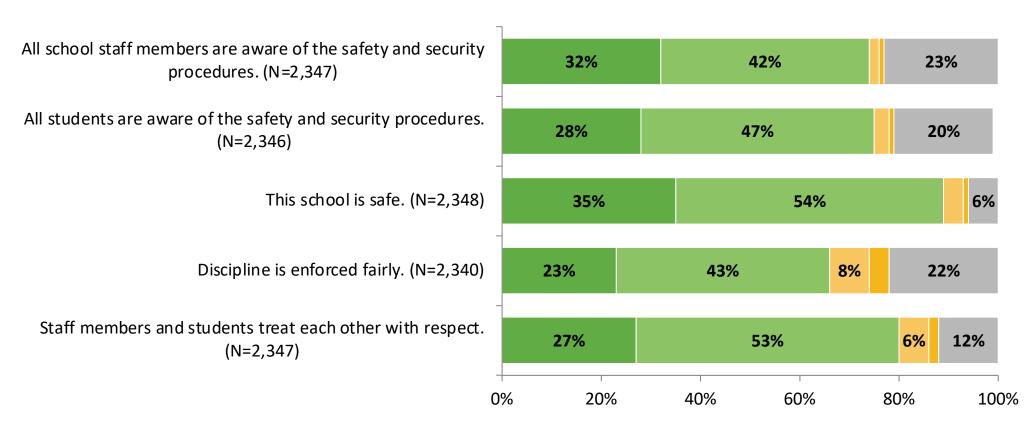


Notes: Only participants who disagreed or strongly disagreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender/gender expression, or disability answered this guestion. Percentage totals may exceed 100 since participants could select more than one answer.

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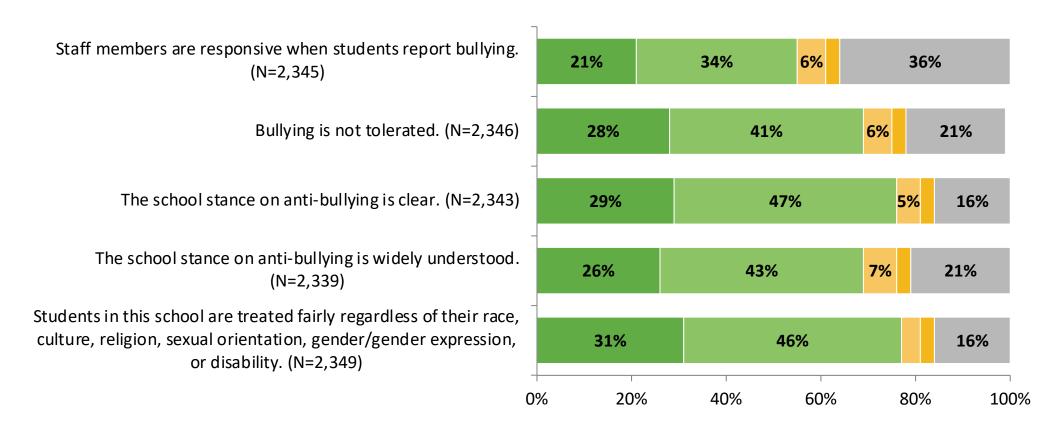
Safety and Behavior





Safety and Behavior (Continued)



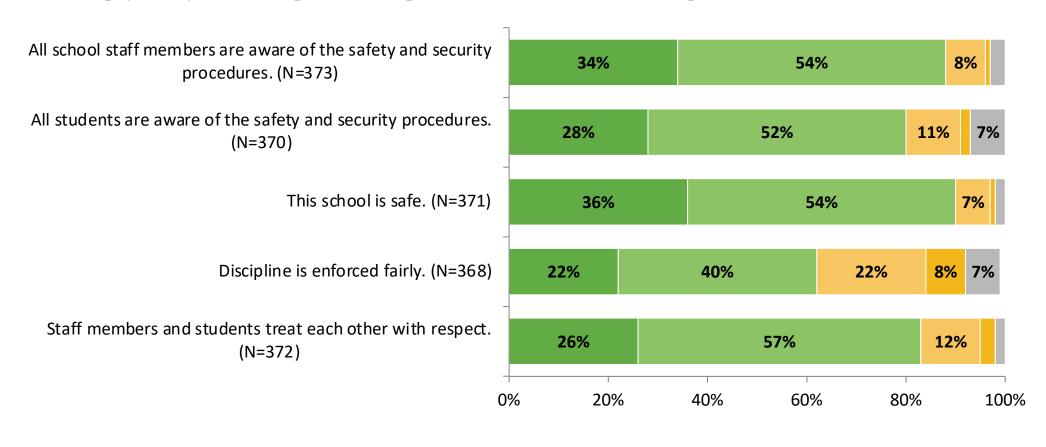


Safety and Behavior



How strongly do you disagree or agree with the following statements?

■ Strongly Agree ■ Agree ■ Disagree



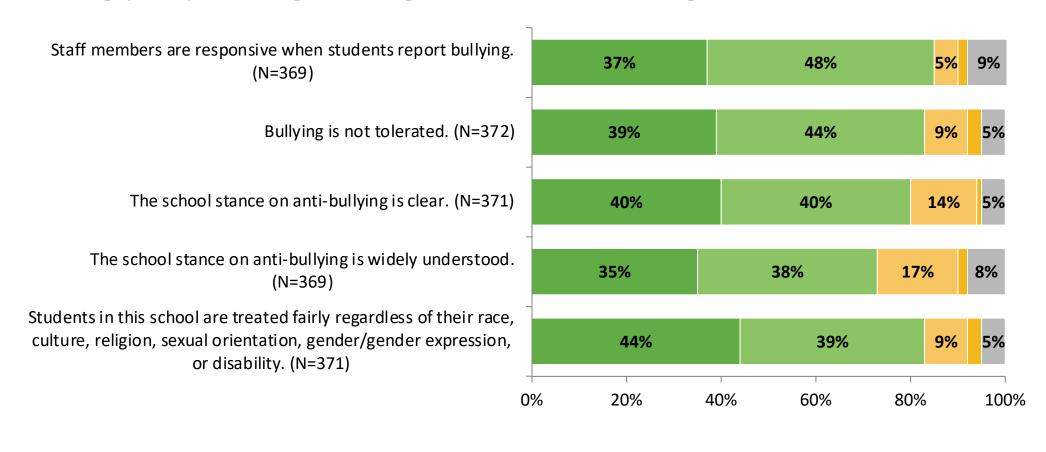
Strongly Disagree

■ Don't Know

Safety and Behavior (Continued)



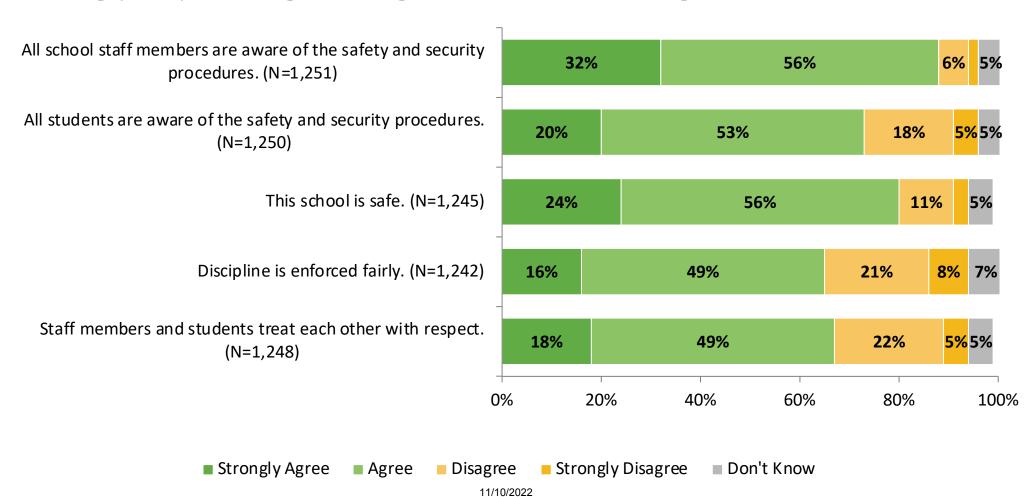
How strongly do you disagree or agree with the following statements?



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Safety and Behavior

How strongly do you disagree or agree with the following statements?

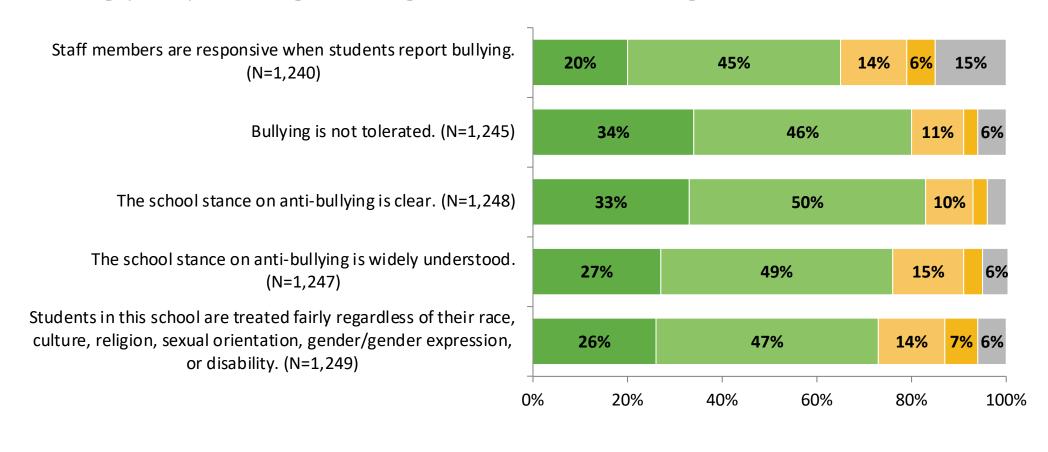


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Safety and Behavior (Continued)



How strongly do you disagree or agree with the following statements?



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Highest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
Families are encouraged to attend school-sponsored activities, such as back-to-school night.	91%	Family Involvement
This school is safe.	89%	Safety and Behavior
Staff members and families treat each other with respect.	88%	Family Involvement
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.	86%	Family Involvement
This school's learning standards and expectations are clearly explained to students.	85%	Academic Support

Lowest-ranking Items

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Teachers give timely feedback about student work.	23%	Academic Support
Teachers give helpful feedback about student work.	23%	Academic Support
Students are academically challenged by their schoolwork.	23%	Academic Support
Students in this school receive support that addresses their individual needs.	23%	Student Support
Students who are struggling receive additional support.	19%	Academic Support

Highest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	97%	Student Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.	95%	Student Support
School administrators (principals and assistant principals) are courteous when I have a concern.	93%	School Leadership
This school's learning standards and expectations are clearly explained to students.	90%	Academic Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem.	90%	Student Support

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Lowest-ranking Items

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Discipline is enforced fairly.	31%	Safety and Behavior
School administrators (principals and assistant principals) clearly communicate the school's mission and vision.	20%	School Leadership
The school stance on anti-bullying is widely understood.	18%	Safety and Behavior
School administrators (principals and assistant principals) are responsive when I have a concern.	17%	School Leadership
Staff members and students treat each other with respect.	16%	Safety and Behavior

Highest-ranking Items

Survey Item	Percentage Strongly Agree or Agree (%)	Dimension
There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem.	91%	Student Support
There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.	90%	Student Support
This school's learning standards and expectations are clearly explained to students.	88%	Academic Support
All school staff members are aware of the safety and security procedures.	87%	Safety and Behavior
This school offers a variety of academic courses.	85%	Academic Support



Lowest-ranking Items

Survey Item	Percentage Strongly Disagree or Disagree (%)	Dimension
Teachers successfully show students how lessons relate to life outside of school.	42%	Academic Support
Discipline is enforced fairly.	29%	Safety and Behavior
Staff members and students treat each other with respect.	28%	Safety and Behavior
Students in this school receive support that addresses their individual needs.	26%	Student Support
School administrators (principals and assistant principals) make decisions that are in the best interests of students.	26%	School Leadership

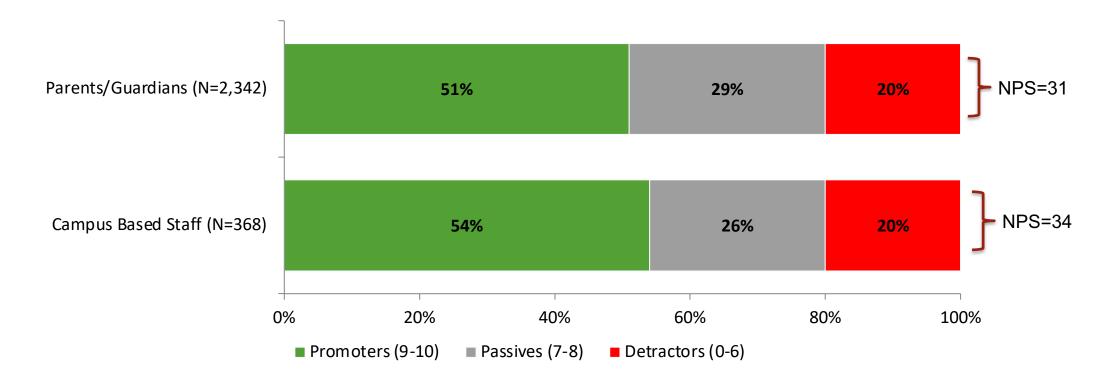


Net Promoter Score

Net Promoter Score — School



How likely are you to recommend your child's/your school to a family member or friend?

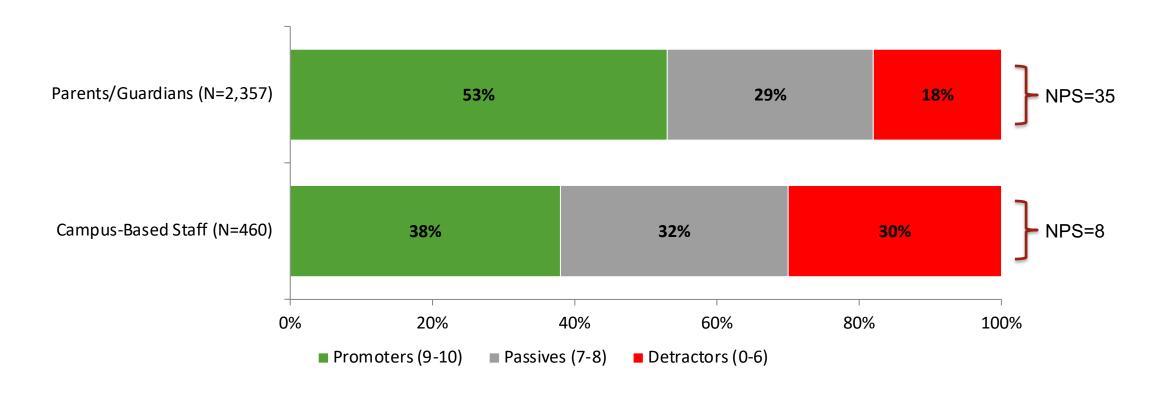


Notes: Only parents/guardians and staff answered this question. The Net Promoter Score (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or the Rigeria The Net Promoter Score has been rounded to a whole number.

Net Promoter Score — District



How likely are you to recommend Pleasanton USD to a friend or colleague?



Notes: Only parents/guardians and staff answered this question. The Net Promoter Score (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or the bigeries The Net Promoter Score has been rounded to a whole number.



Communication and Community Building

Communication and Community Building: Comparison by Respondent Type



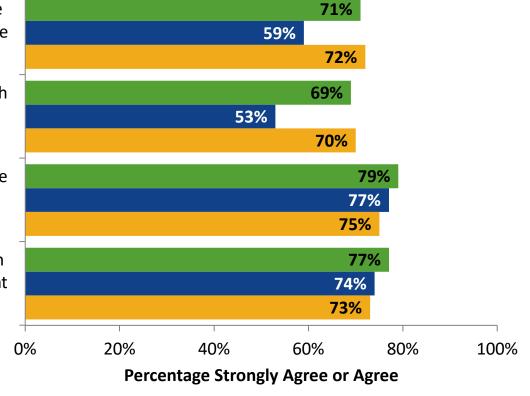
How strongly do you disagree or agree with the following statements?

District leaders maintain open lines of communication with the community. (District leaders include the superintendent and the executive team)

District leaders maintain effective lines of communication with the community. (District leaders include the superintendent and the executive team)

School leaders maintain open lines of communication with the community. (School leaders include the principal, assistant principal, and school leadership team members)

School leaders maintain effective lines of communication with the community. (School leaders include the principal, assistant principal, and school leadership team members)



■ Parents/Guardians (N=2,370)

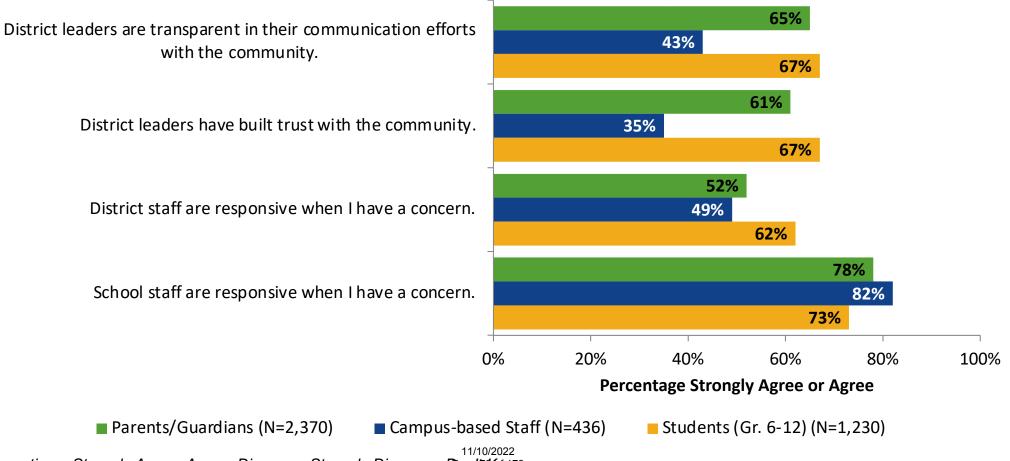
■ Campus-based Staff (N=436)

■ Students (Gr. 6-12) (N=1,230)

Communication and Community Building: Comparison by Respondent Type



How strongly do you disagree or agree with the following statements?



Achievement Partnerships Communication

Communication and Community Building

How strongly do you disagree or agree with the following statements?

District leaders maintain open lines of communication with the community. (District leaders include the superintendent and the executive team) (N=2,368)

District leaders maintain effective lines of communication with the community. (District leaders include the superintendent and the executive team) (N=2,362)

School leaders maintain open lines of communication with the community. (School leaders include the principal, assistant principal, and school leadership team members) (N=2,371)

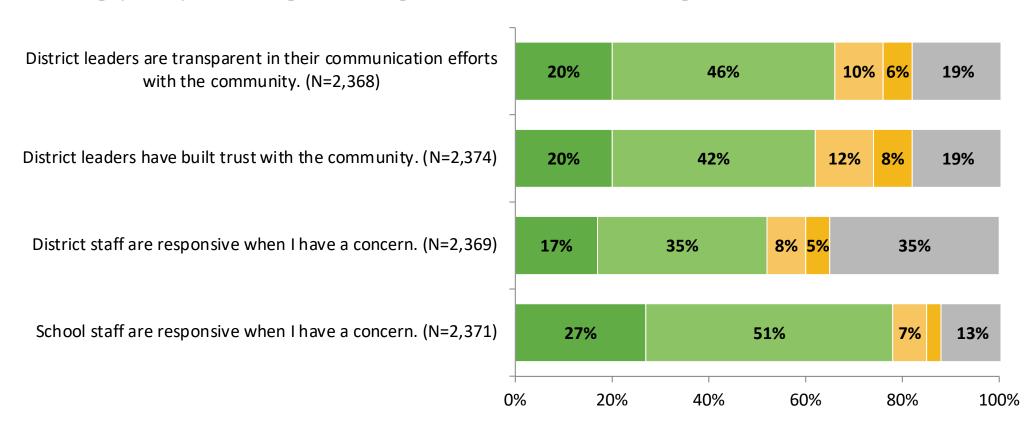
School leaders maintain effective lines of communication with the community. (School leaders include the principal, assistant principal, and school leadership team members) (N=2,373)



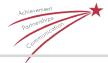


Communication and Community Building (Continued)

How strongly do you disagree or agree with the following statements?



Communication and Community Building



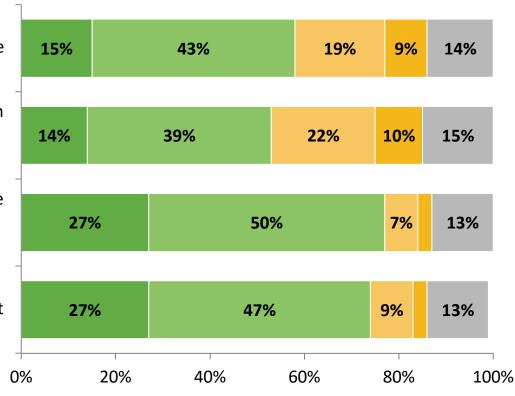
How strongly do you disagree or agree with the following statements?

District leaders maintain open lines of communication with the community. (District leaders include the superintendent and the executive team) (N=437)

District leaders maintain effective lines of communication with the community. (District leaders include the superintendent and the executive team) (N=436)

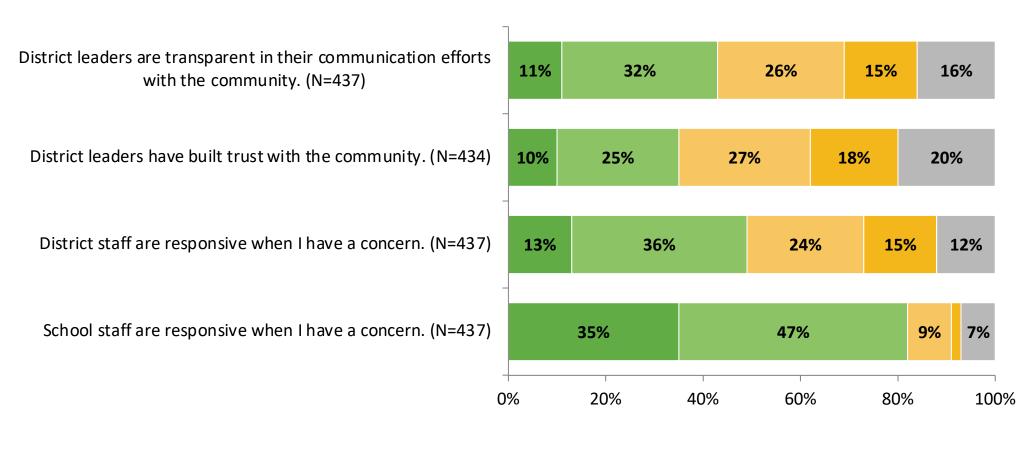
School leaders maintain open lines of communication with the community. (School leaders include the principal, assistant principal, and school leadership team members) (N=435)

School leaders maintain effective lines of communication with the community. (School leaders include the principal, assistant principal, and school leadership team members) (N=436)

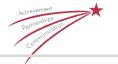


Communication and Community Building (Continued)

How strongly do you disagree or agree with the following statements?



Communication and Community Building



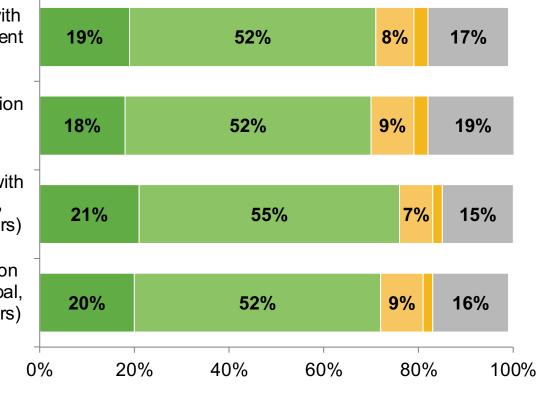
How strongly do you disagree or agree with the following statements?

District leaders maintain open lines of communication with the community. (District leaders include the superintendent and the executive team) (N=1,230)

District leaders maintain effective lines of communication with the community. (District leaders include the superintendent and the executive team) (N=1,234)

School leaders maintain open lines of communication with the community. (School leaders include the principal, assistant principal, and school leadership team members) (N=1,232)

School leaders maintain effective lines of communication with the community. (School leaders include the principal, assistant principal, and school leadership team members) (N=1,232)

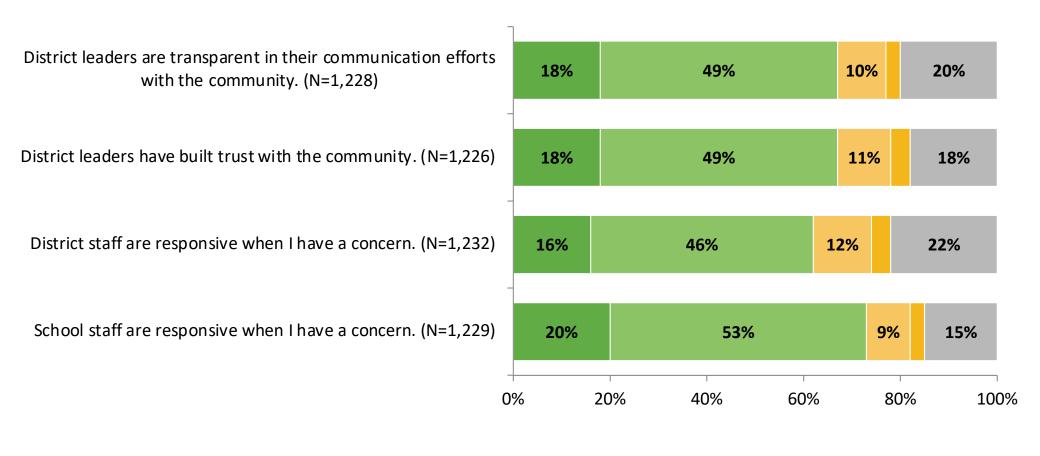




Communication and Community Building (Continued)

How strongly do you disagree or agree with the following statements?

■ Strongly Agree ■ Agree ■ Disagree



11/10/2022

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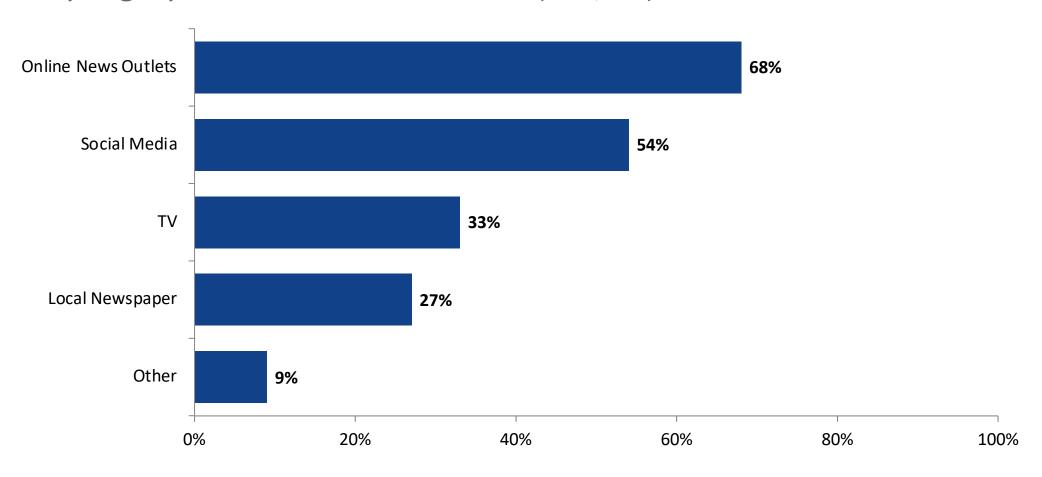
Strongly Disagree

■ Don't Know

News and Information



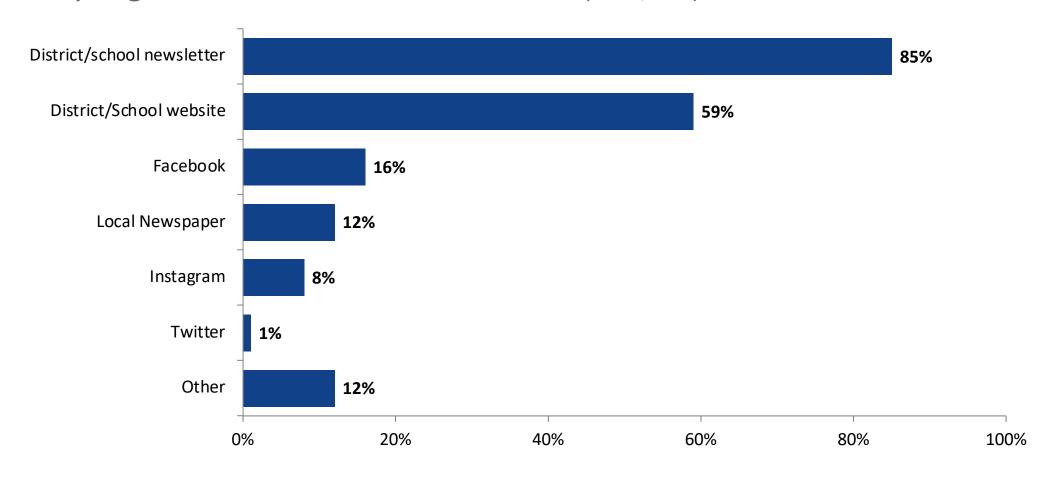
How do you get your news and information? (N=2,322)



Preferred Communication Methods



How do you get information about/from PUSD? (N=2,352)

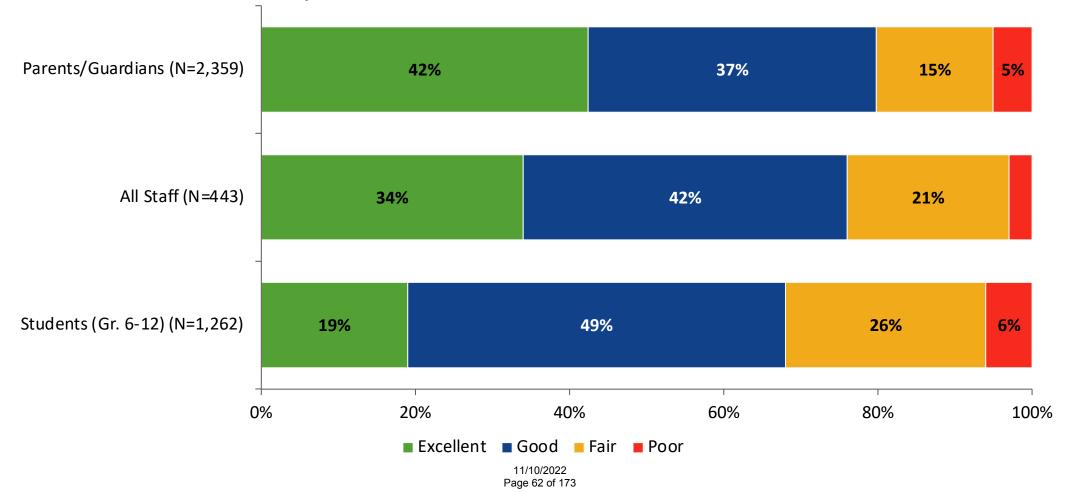




COVID-19 Management

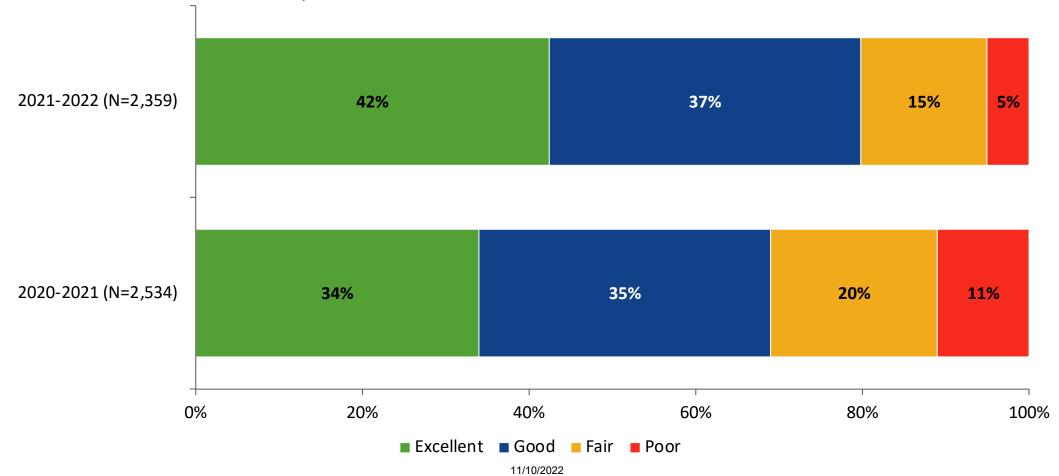
COVID-19 Management: Comparison by Participant Unified School District Group

How would you rate how Pleasanton Unified School District handled the Covid pandemic for the 2021-2022 school year?



COVID-19 Management: Comparison Over Time

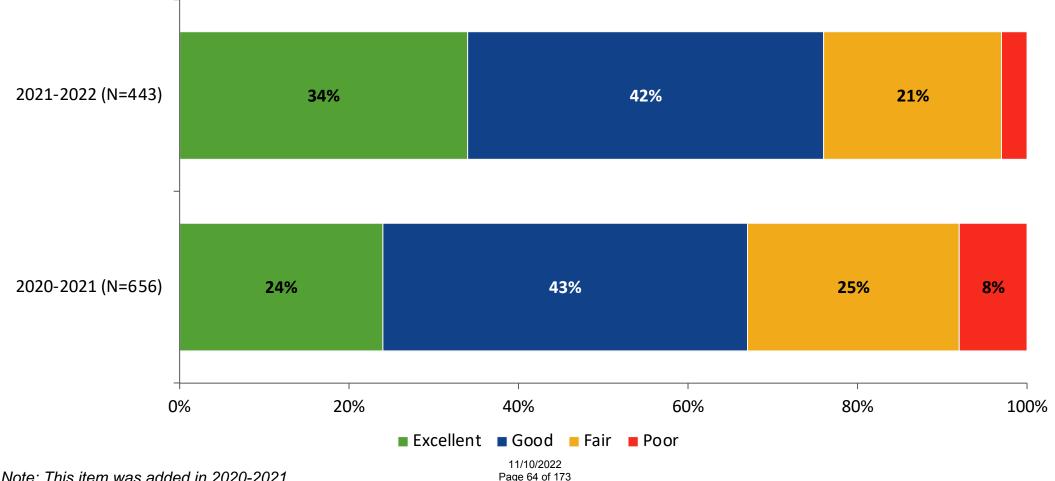
How would you rate how Pleasanton Unified School District handled the Covid pandemic for the 2021-2022 school year?



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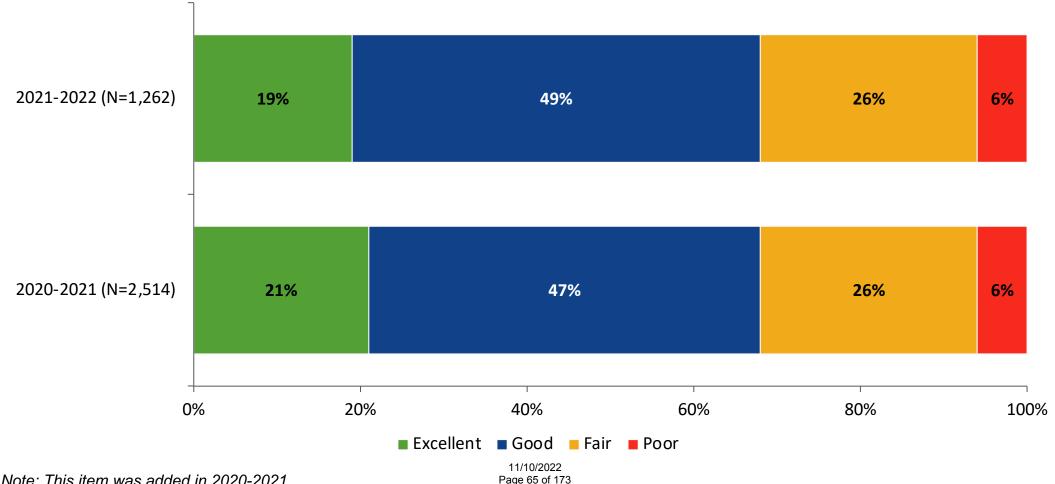
COVID-19 Management: Comparison Over Time

How would you rate how Pleasanton Unified School District handled the Covid pandemic for the 2021-2022 school year?



COVID-19 Management: Comparison Over Time

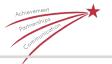
How would you rate how Pleasanton Unified School District handled the Covid pandemic for the 2021-2022 school year?



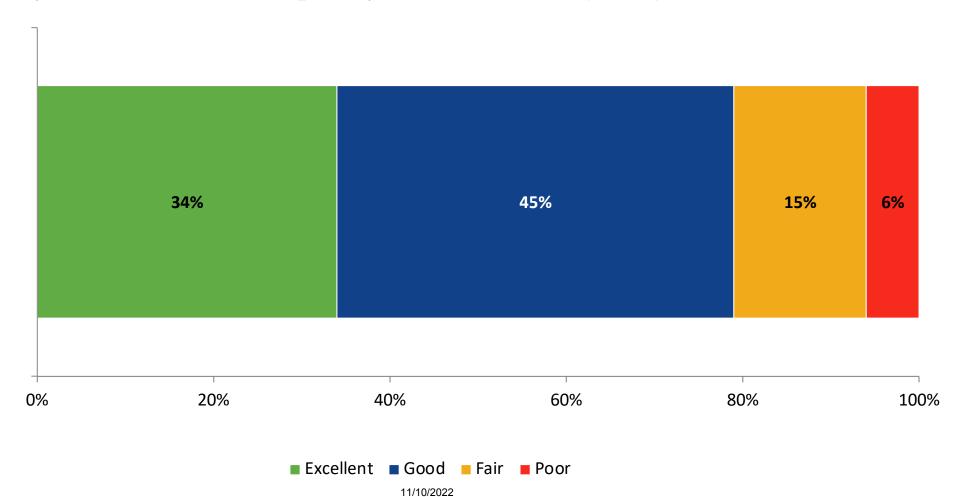


Additional Questions for Community Members

Overall District Quality



How would you rate the overall quality of the district? (N=47)

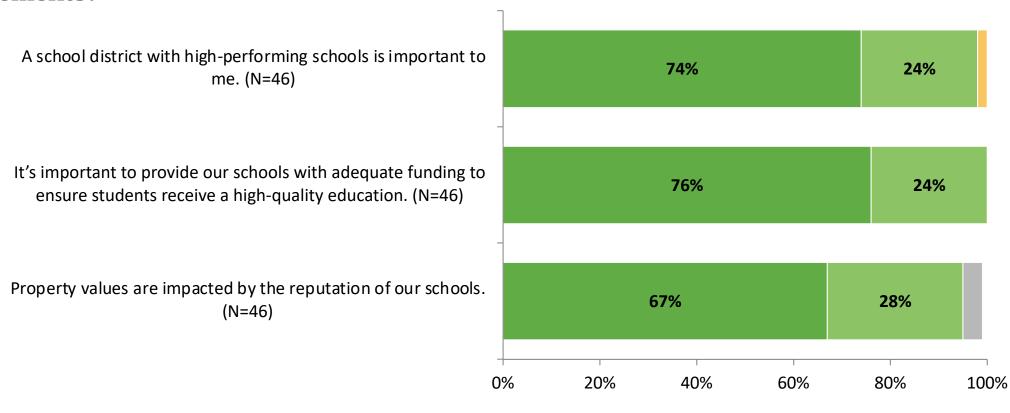


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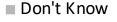
Community Member Feedback



As a community member, how strongly do you disagree or agree with the following statements?



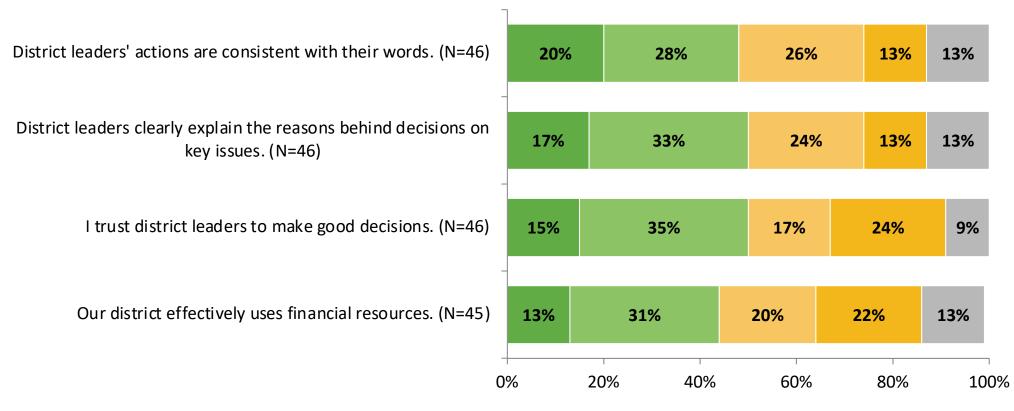


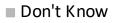


Community Member Feedback (Continued)



As a community member, how strongly do you disagree or agree with the following statements?





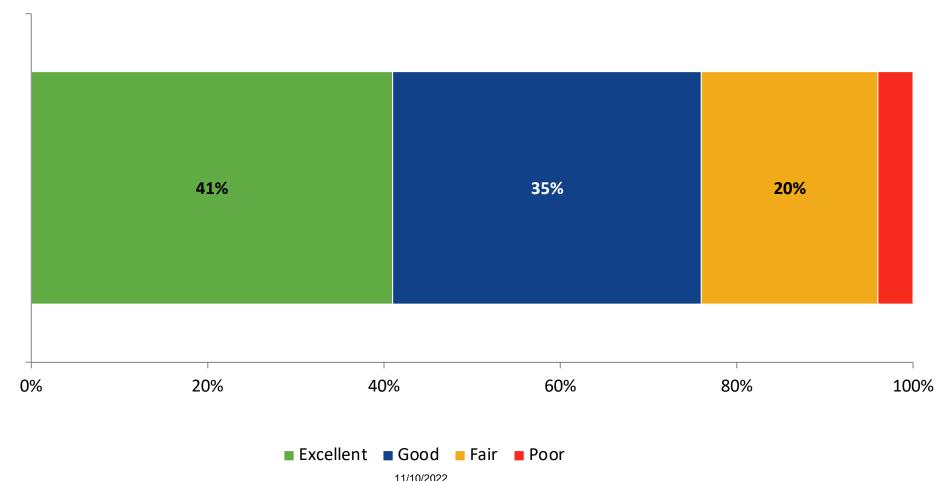


District Office Staff Questions

Overall District Office Experience



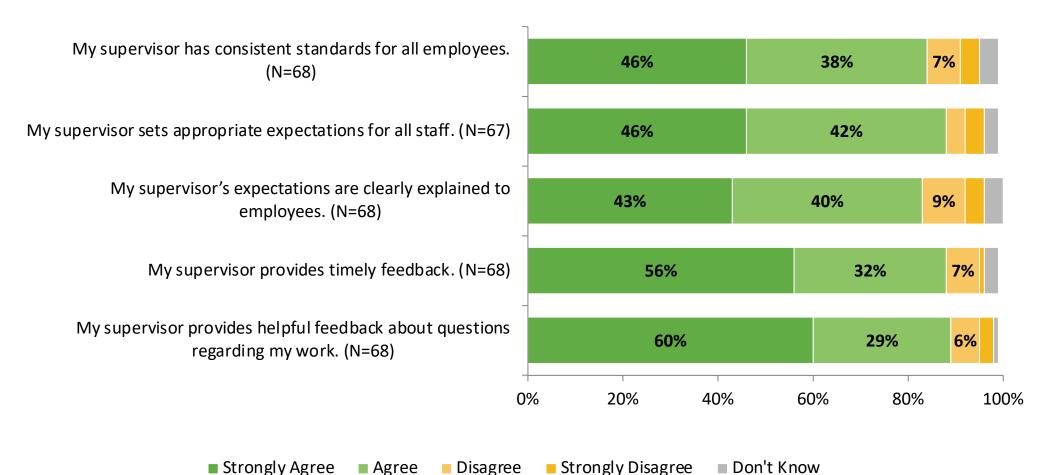
How would you rate your overall experience as an employee of the district office? (N=69)



Achievement Pointerships Connuncation Connuncation

District Office Experience

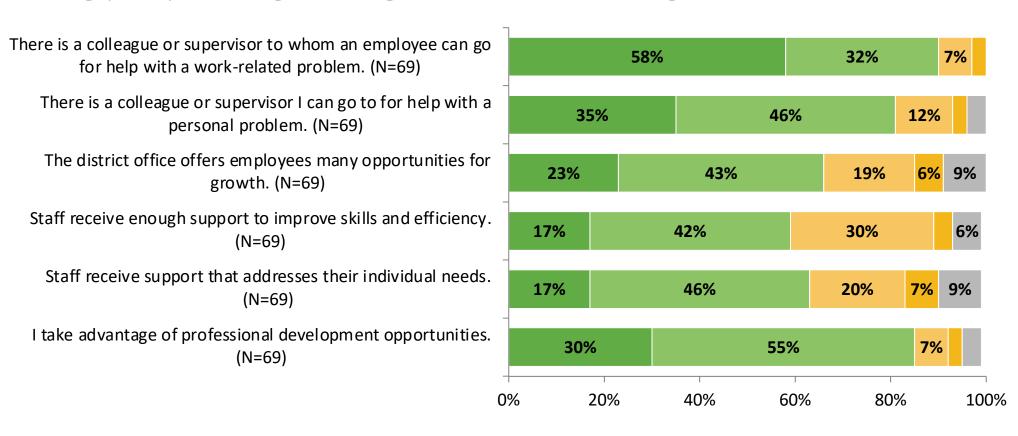
How strongly do you disagree or agree with the following statements?



Achievement Pormerships Configuredion

Employee Support

How strongly do you disagree or agree with the following statements?

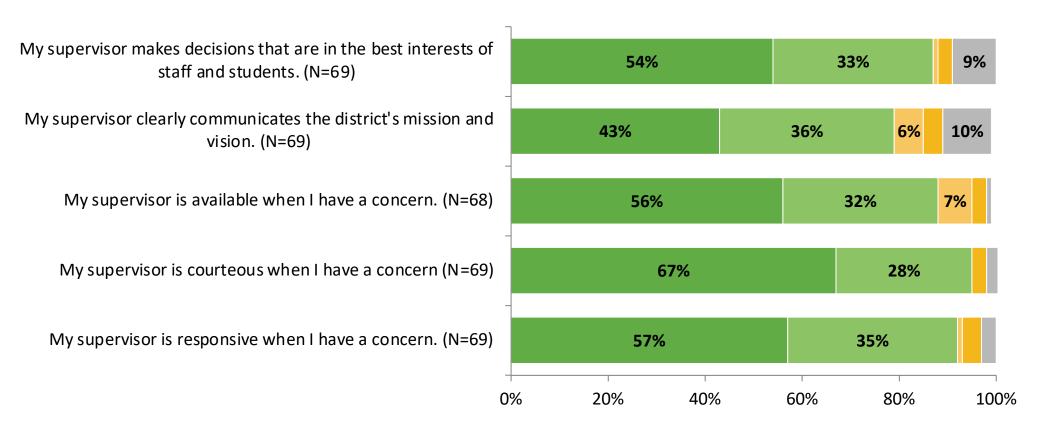


■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

Achievement Partnerships Commingation

District Office Leadership

How strongly do you disagree or agree with the following statements?



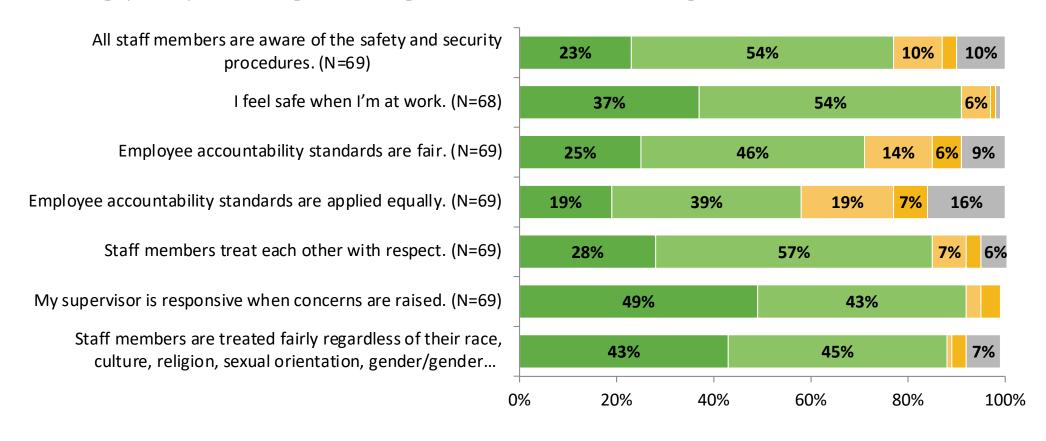
■ Don't Know

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

Achievement Portnerships Confunccialion

Safety and Behavior

How strongly do you disagree or agree with the following statements?

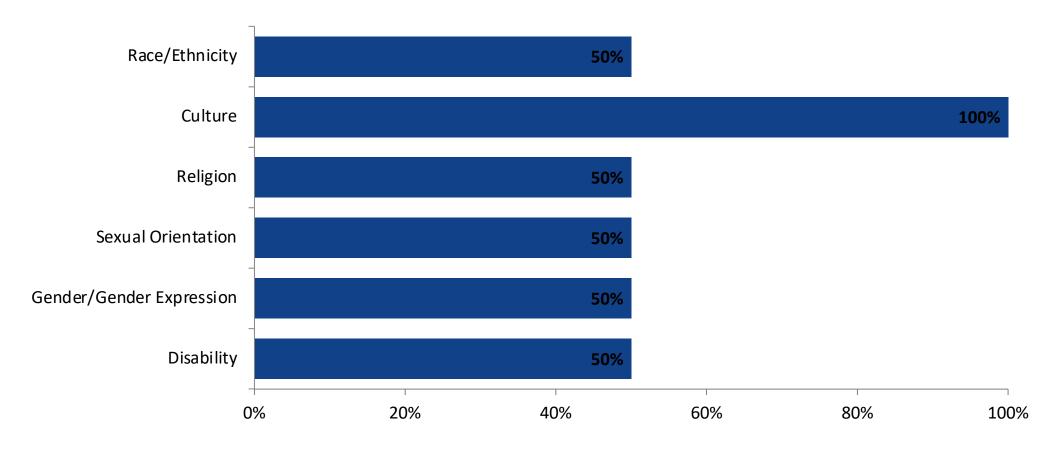


■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree ■ Don't Know

Unfair Treatment



For which of the following are staff members treated unfairly? (N=2)



Notes: Only district office staff members who disagreed or strongly disagreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities answered this question. The sum may exceed 100 percent since participants could select more than one answer.

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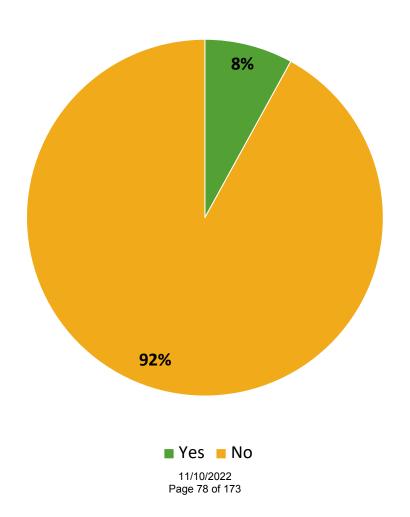


Special Education Services and 504 Plans (Parents/Guardians Only)

Achievement Partnerships Communication

Special Education Services

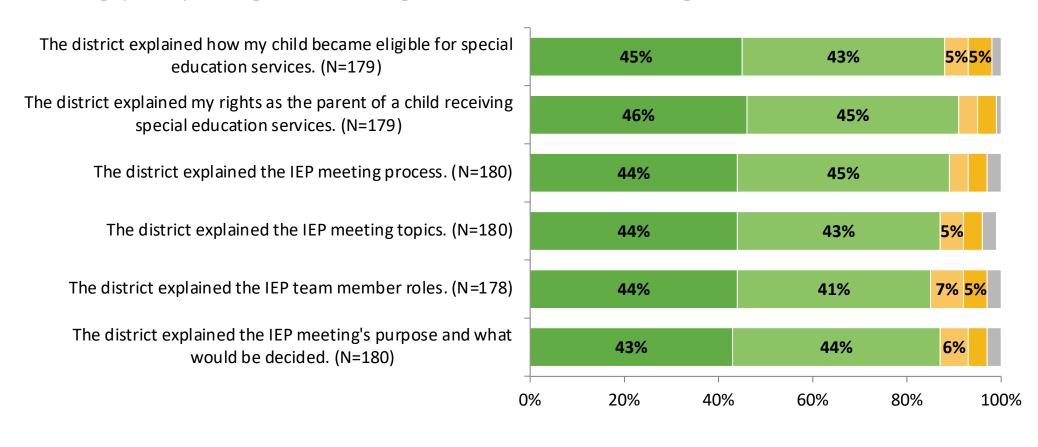
Does your child receive special education services? (N=2,363)



Achievement Parinerships Communication

Understanding Special Education

How strongly do you agree or disagree with the following statements?



Special Education Information

How strongly do you agree or disagree with the following statements?

I know where to find information about the district's special education services. (N=178)

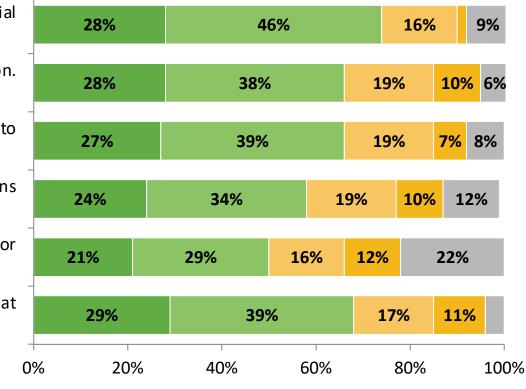
The district provides adequate special education information. (N=178)

The special education information the district provides is easy to understand. (N=177)

The district provides adequate information about organizations that help parents of students with disabilities. (N=177)

Parent training on special education is provided by the school or district. (N=178)

I receive information and resources from my child's school that help me understand my child's special needs and...





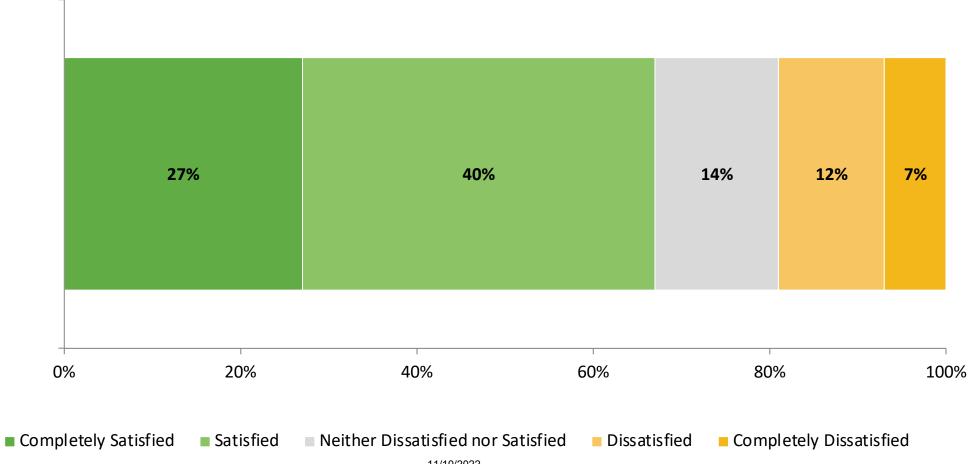
Agree Disagree Strongly Disagree

■ Don't Know

Quality of Special Education Information



Overall, how satisfied or dissatisfied are you with the quality of the special education information the school district provides? (N=177)



IEP Meeting Experience

How strongly do you agree or disagree with the following statements?

The IEP team meeting was scheduled at a time and place that met my needs. (N=179)

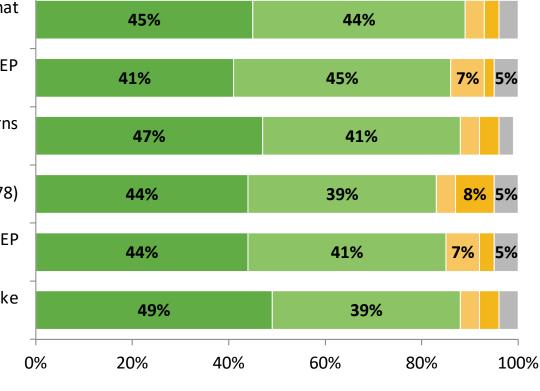
I was provided with relevant documents prior to the IEP meeting. (N=177)

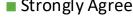
I felt comfortable asking questions and expressing concerns during the IEP meeting. (N=179)

My ideas were considered when developing the IEP. (N=178)

School staff members asked for my feedback during the IEP meeting. (N=178)

My child's teachers and other service providers treated me like a respected partner in my child's education. (N=179)

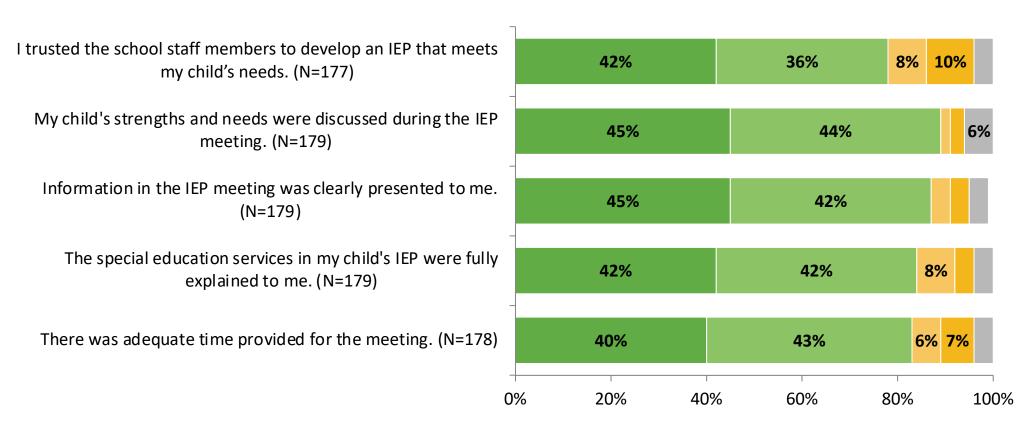






IEP Meeting Experience (Continued)

How strongly do you agree or disagree with the following statements?



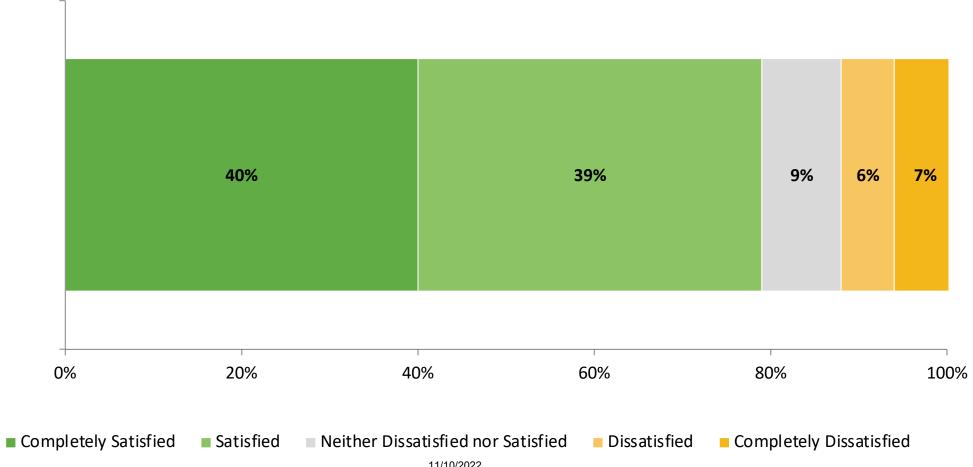
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

■ Don't Know

Overall IEP Satisfaction



Overall, how satisfied or dissatisfied are you with your level of participation in developing your child's current IEP? (N=176)



IEP Implementation

How strongly do you agree or disagree with the following statements?

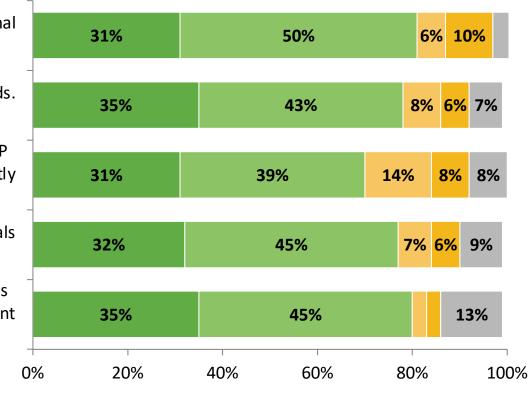
All special education and related services (speech, occupational therapy, etc.) in my child's IEP are being provided. (N=178)

Progress reports are received according to the grading periods. (N=178)

The modifications and accommodations in my child's IEP (extended time, small group settings, etc.) are consistently provided. (N=177)

Special education staff members are tracking the IEP goals progress as written in my child's IEP. (N=177)

The time my child is spending in different educational settings (general education classroom, resource room, etc.) is consistent with the IEP. (N=176)



Strongly Agree

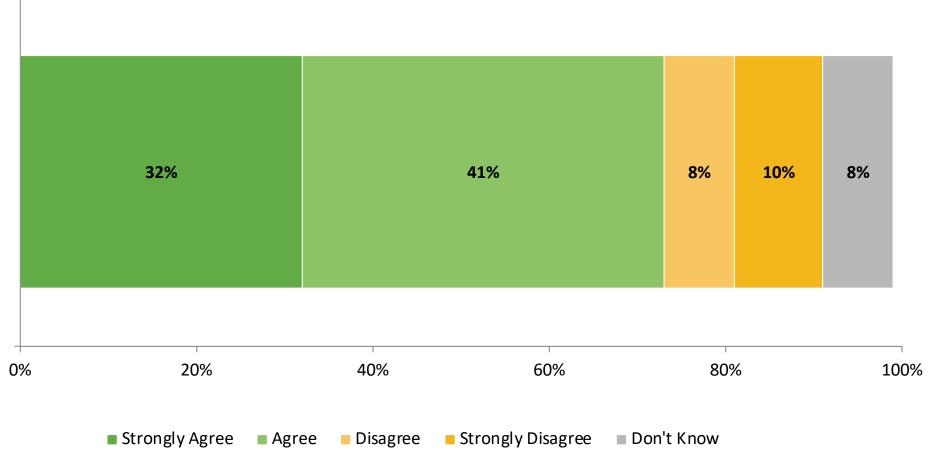
■ Agree ■ Disagree ■ Strongly Disagree

■ Don't Know

Overall IEP Implementation



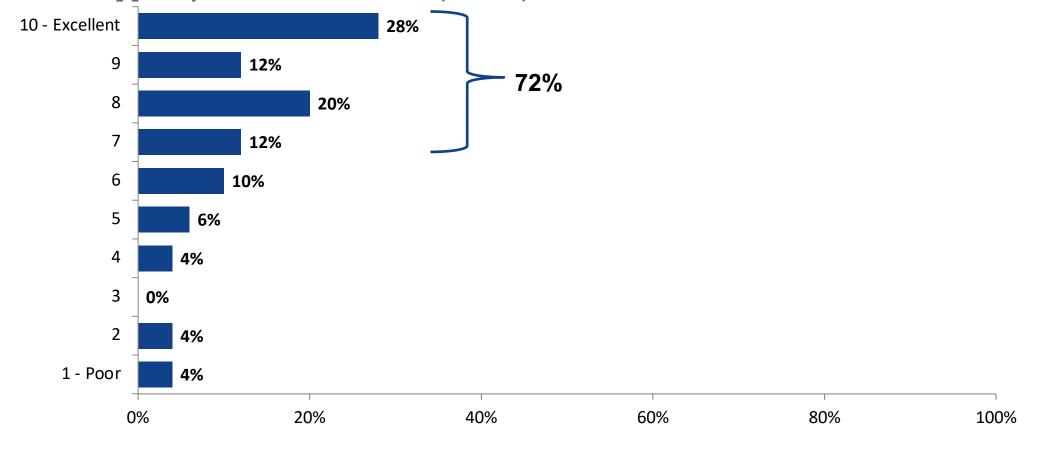
How strongly do you agree or disagree with the following statement? Overall, my child's current IEP is being fully implemented. (N=177)



Quality of Special Education Support



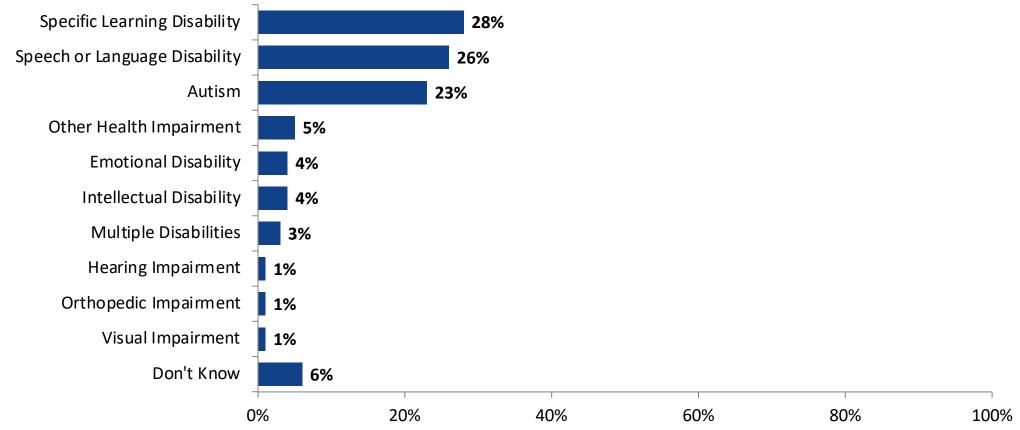
Service and Support On a scale of 1-10, how would you rate the quality of special education support your child receives? (N=165)



Disability Classification



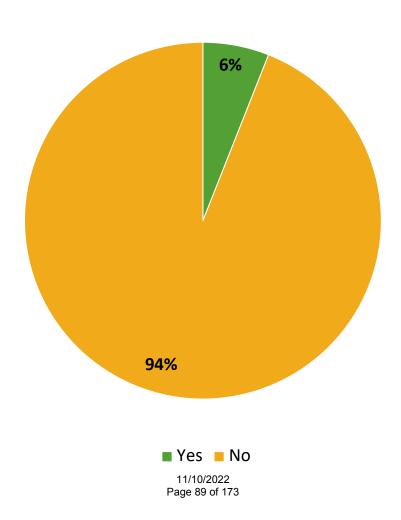
What is your child's primary disability category for which they receive special education services? (N=160)



Achievement Partnerships Conmunication

504 Plans

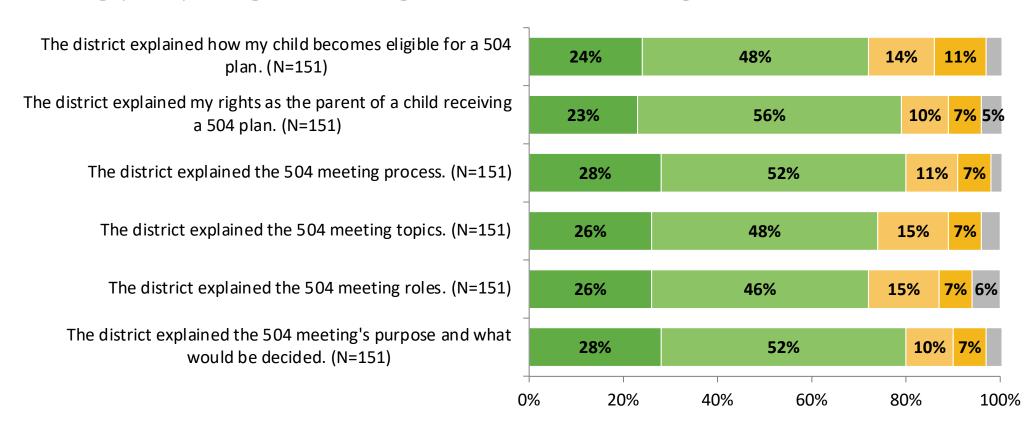
Is your child on a 504 Plan? (N=2,363)



Achievement Partnerships Partnerships Configuración

Understanding 504 Plan Services

How strongly do you agree or disagree with the following statements?

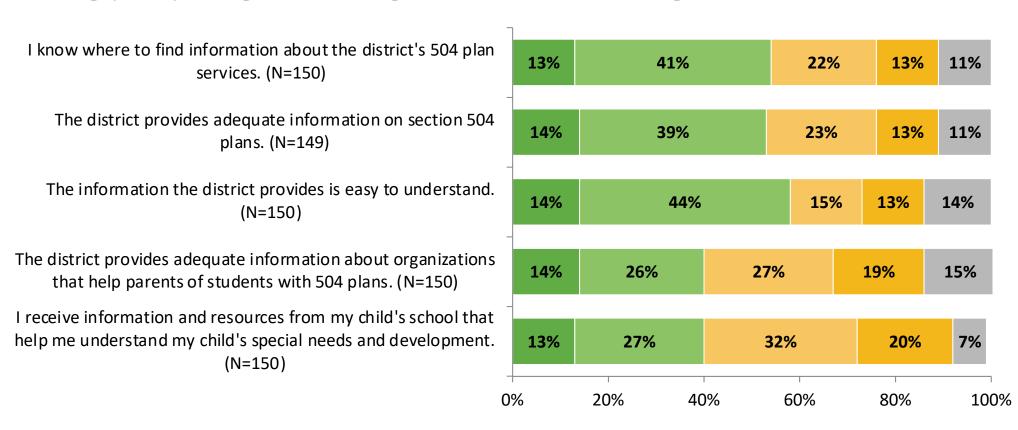


■ Don't Know

Achievement Partnerships Communication

504 Plan Information

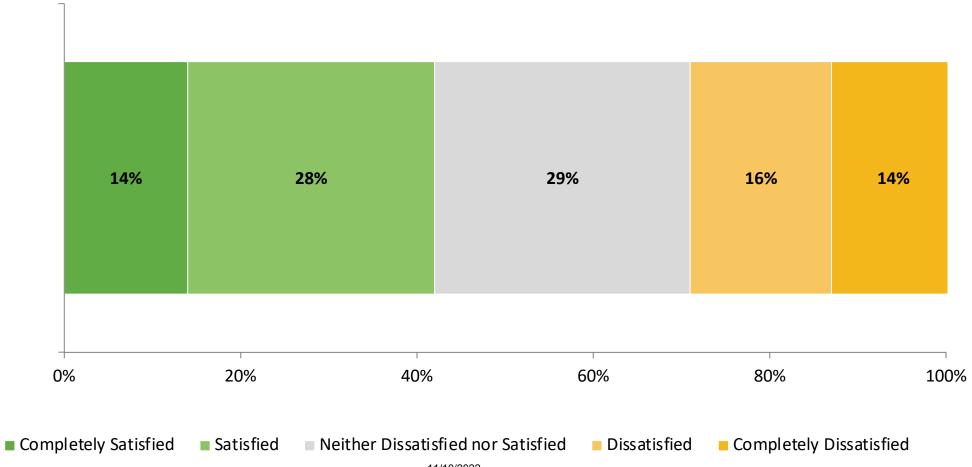
How strongly do you agree or disagree with the following statements?



Satisfaction With 504 Plan Information



Overall, how satisfied or dissatisfied are you with the quality of the section 504 plan information the school district provides? (N=148)



504 Plan Meeting

How strongly do you agree or disagree with the following statements?

The 504 team meeting was scheduled at a time and place that met my needs. (N=147)

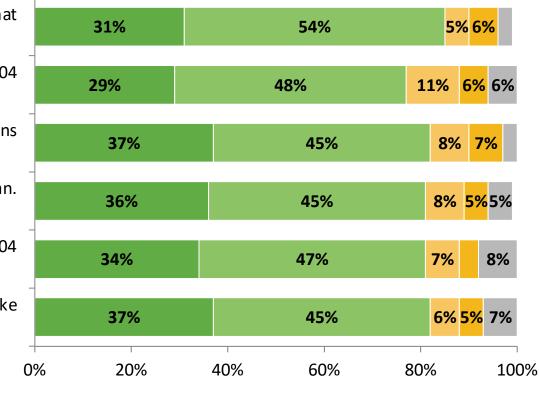
I was provided with relevant documents prior to the 504 meeting. (N=147)

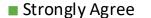
I felt comfortable asking questions and expressing concerns during the 504 meeting. (N=147)

My ideas were considered when developing the 504 plan. (N=147)

School staff members asked for my feedback during the 504 meeting. (N=145)

My child's teachers and other service providers treated me like a respected partner in my child's education. (N=146)

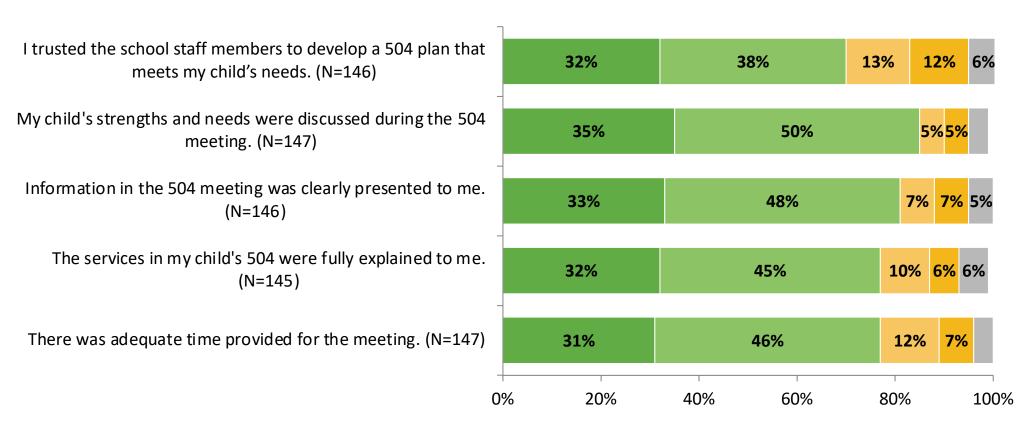




Achievement Partnerships Communication

504 Plan Meeting

How strongly do you agree or disagree with the following statements?



Strongly Disagree

■ Don't Know

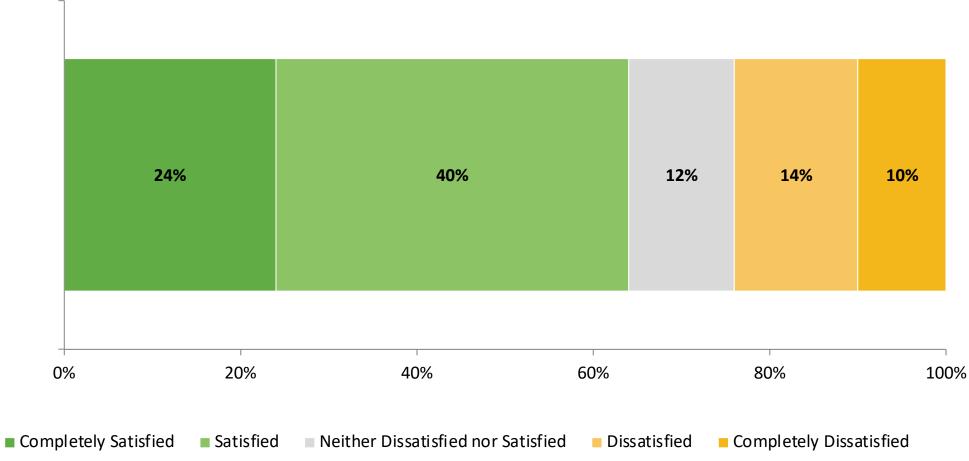
Agree Disagree

Strongly Agree

Satisfaction With 504 Plan Development



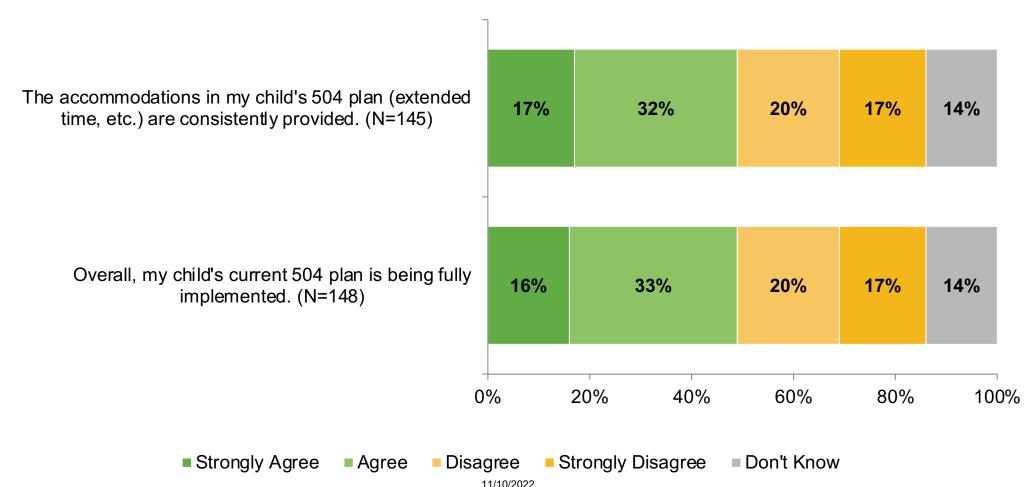
Overall, how satisfied or dissatisfied are you with your level of participation in developing your child's current 504 plan? (N=147)



Achievet Partner Comin

504 Plan Implementation

How strongly do you agree or disagree with the following statements?



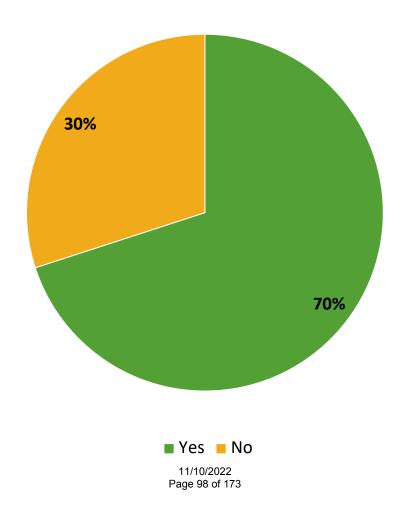


Special Education Services and 504 Plans (Staff Only)

Special Education Services

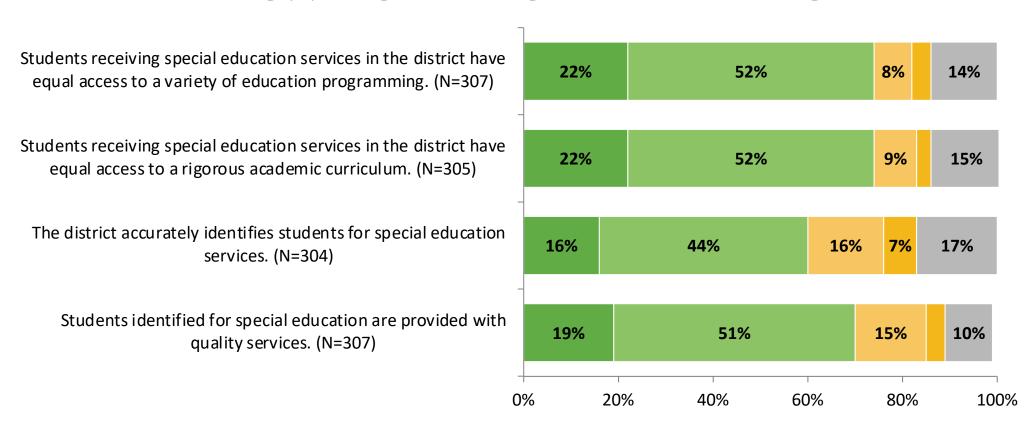


Do you work with students who receive special education services through an IEP? (N=444)



Special Education Programming

Please tell us how strongly you agree or disagree with the following statements.



Achievement partnerships Communication

Special Education Communication

Please tell us how strongly you agree or disagree with the following statements.

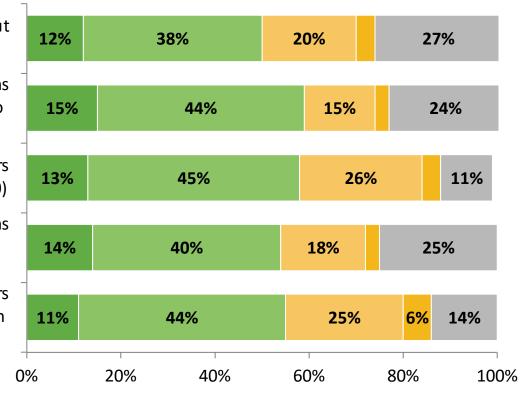
The district provides adequate information to students about available special education programs and services. (N=300)

The district provides adequate information to parents/guardians about the special education programs and services available to their children. (N=301)

The district provides adequate information to staff members about the special education programs and services. (N=300)

The district provides adequate information to parents/guardians about the process to identify students for special education services. (N=299)

The district provides adequate information to staff members about the process to identify students for special education services. (N=300)



■ Strongly Agree

Agree

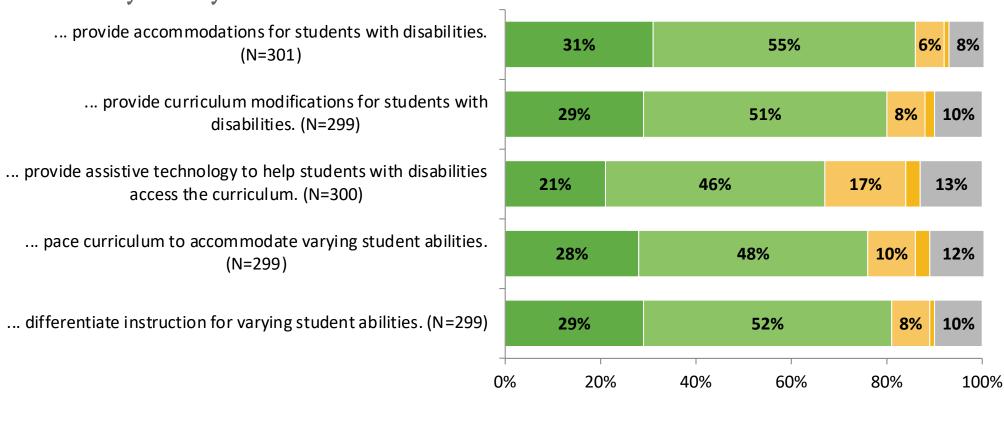
Disagree

Strongly Disagree

■ Don't Know

Special Education Inclusion

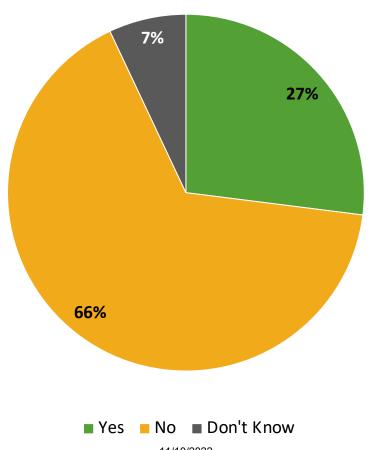
Please tell us how strongly you agree or disagree with the following statements. I am confident in my ability to...



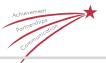
Achievement Portnerships Confunccialian

Special Education Co-teaching

Have you had any experience in a co-taught classroom with a special education teacher and a general education teacher? (N=307)



Special Education Co-Teaching (Continued)



Please tell us how strongly you agree or disagree with the following statements.

District leadership provides adequate support for co-teaching. (N=81)

School leadership provides adequate support for co-teaching. (N=81)

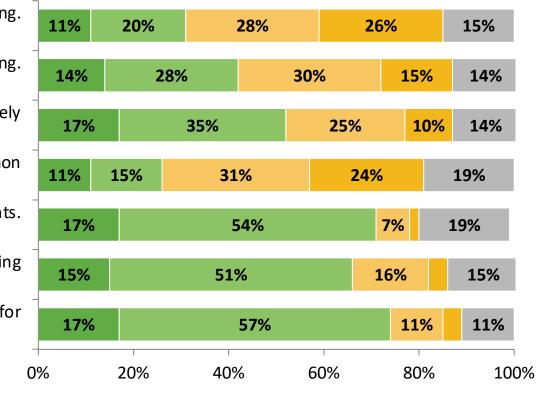
General and special education teachers collaborate effectively in co-taught classrooms. (N=81)

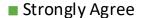
General and special education teachers have access to common planning time for their co-taught classes. (N=80)

Co-teaching teams have high expectations for all students. (N=81)

Co-teaching teams are able to pace curriculum for varying student abilities. (N=81)

Co-teaching teams are able to differentiate instruction for varying student abilities (N=81)

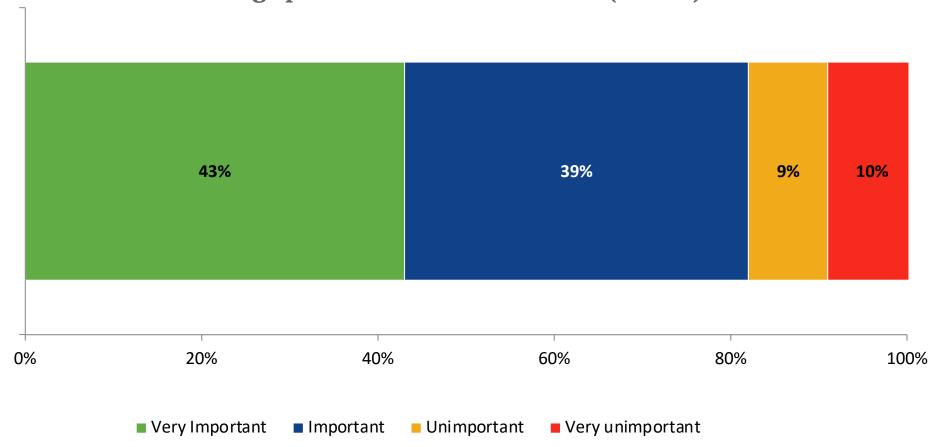




Co-teaching Importance

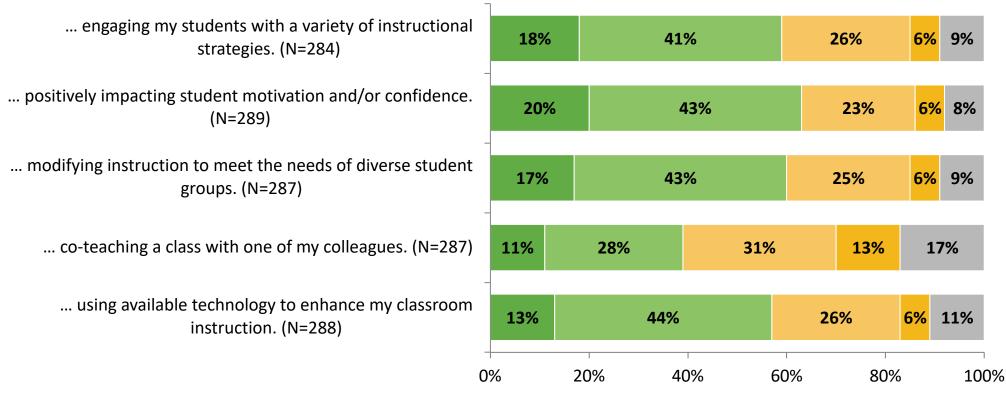


How important is it for Pleasanton Unified School District to offer co-taught/supported classrooms to students receiving special education services? (N=251)



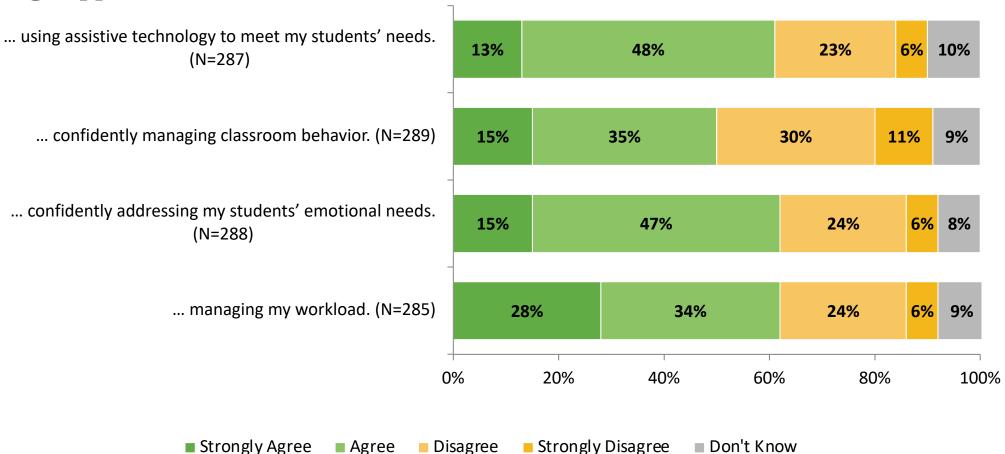
Special Education Professional Development

Please tell us how strongly you agree or disagree with each statement. I would like more training/support...



Special Education Professional Development (Continued)

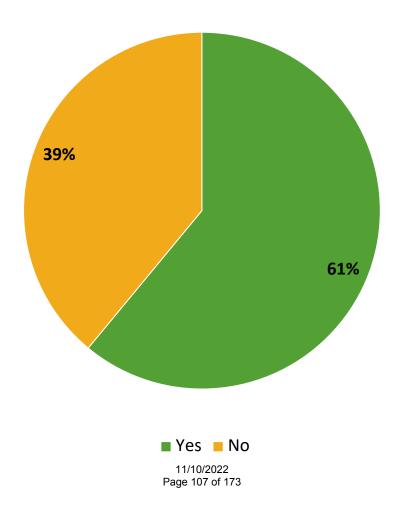
Please tell us how strongly you agree or disagree with each statement. I would like more training/support...



504 plans



Do you work with students who receive services through a 504 plan? (N=444)



504 Plan Communication



Please tell us how strongly you agree or disagree with the following statements.

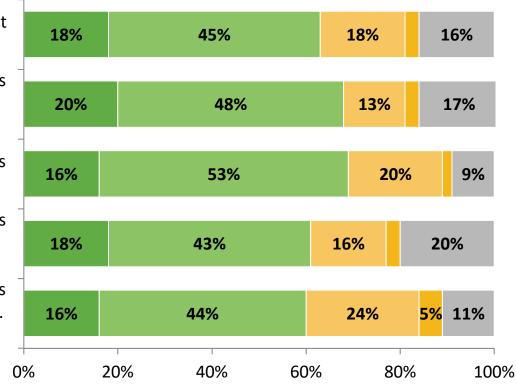
The district provides adequate information to students about available 504 plan programs and services. (N=266)

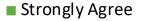
The district provides adequate information to parents/guardians about the 504 plan programs and services available to their children. (N=265)

The district provides adequate information to staff members about the 504 plan programs and services. (N=268)

The district provides adequate information to parents/guardians about the process to identify students for 504 plan services. (N=266)

The district provides adequate information to staff members about the process to identify students for 504 plan services. (N=267)



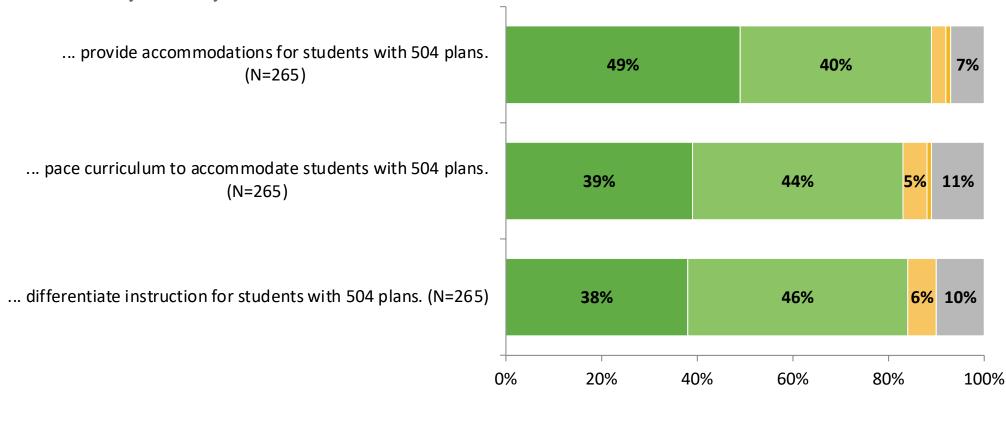




504 Plan Inclusionary Practices



Please tell us how strongly you agree or disagree with the following statements. I am confident in my ability to...



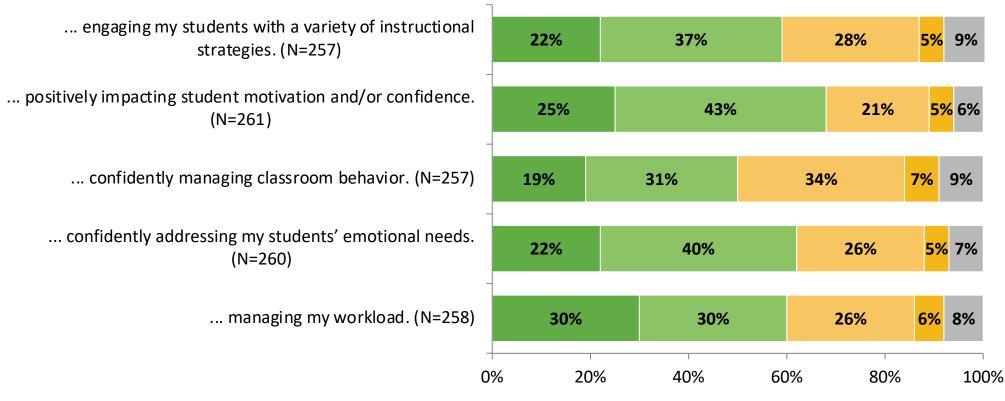
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

■ Don't Know

504 Plan Professional Development



Please tell us how strongly you agree or disagree with each statement. I would like more training/support...

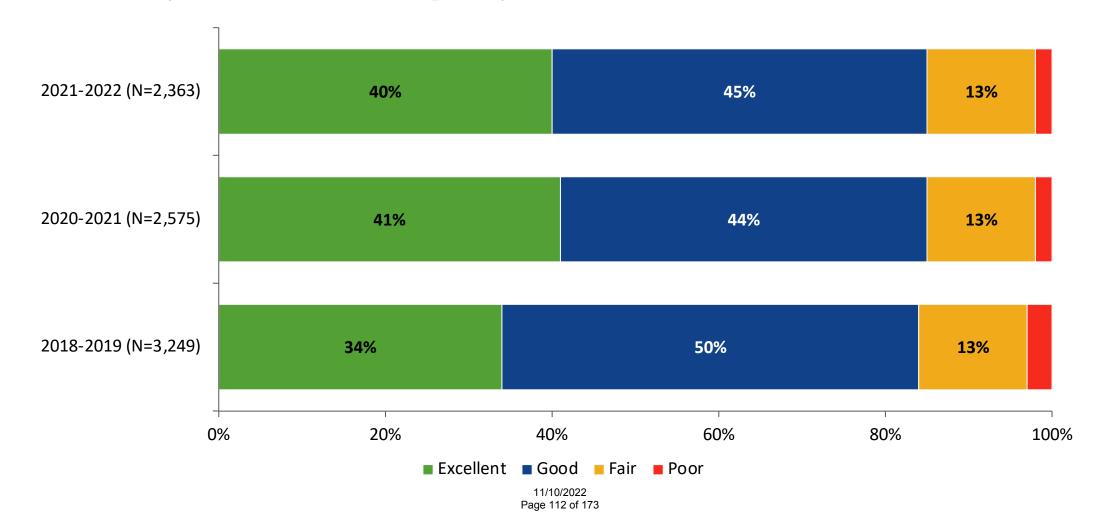




Trending Slides

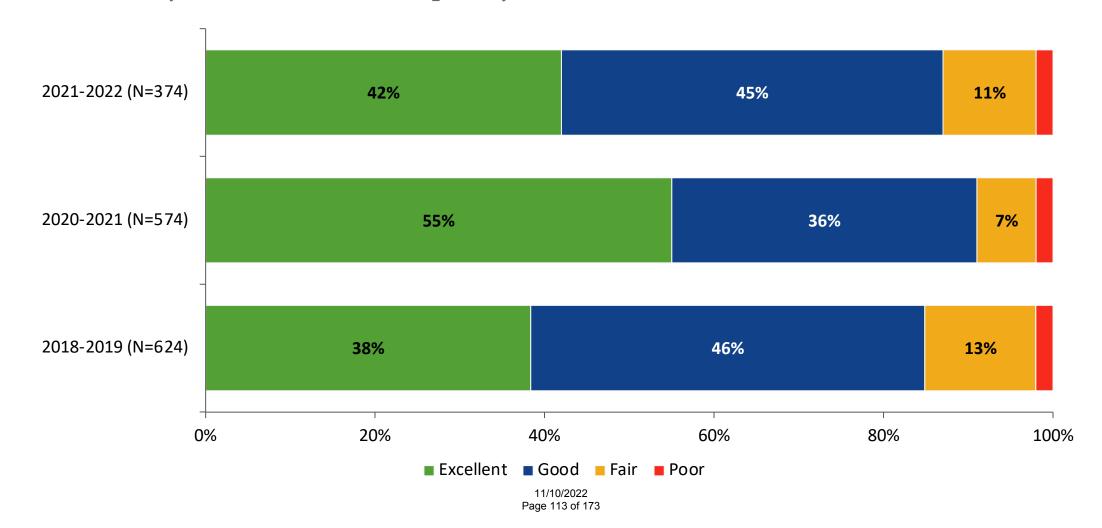
Overall School Quality: Comparison Over Time

How would you rate the overall quality of this school?



Overall School Quality: Comparison Over Time

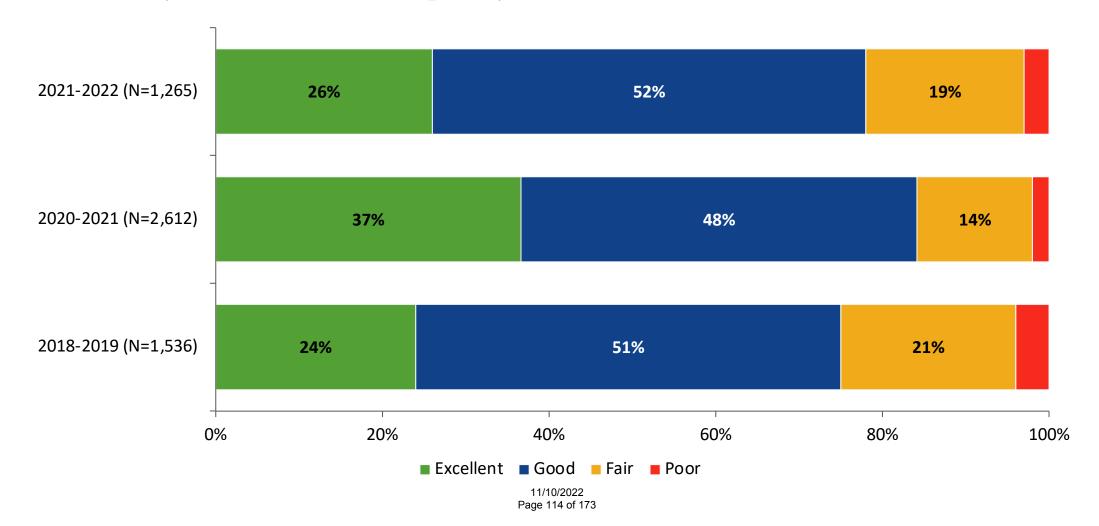
How would you rate the overall quality of this school?



Overall School Quality: Comparison Over Time

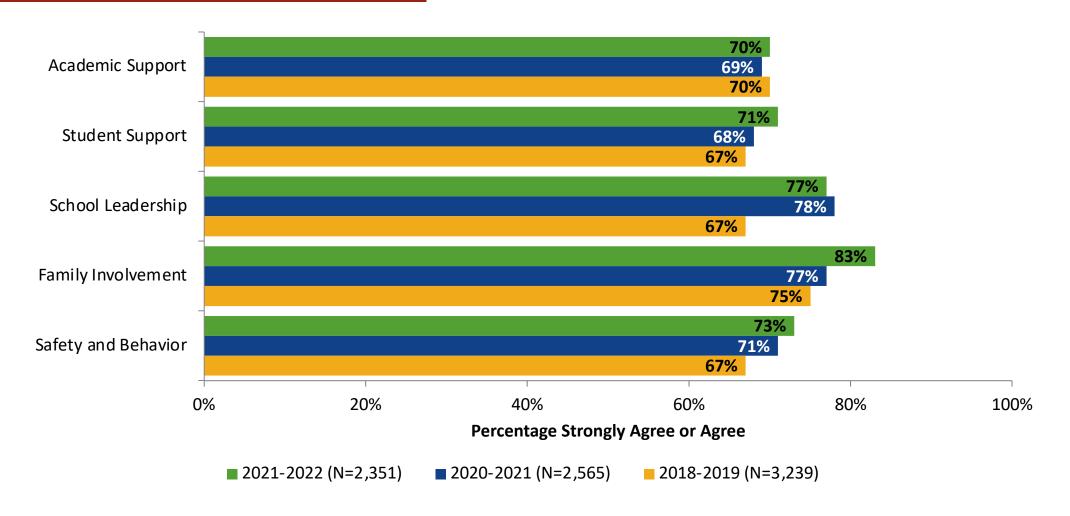


How would you rate the overall quality of this school?



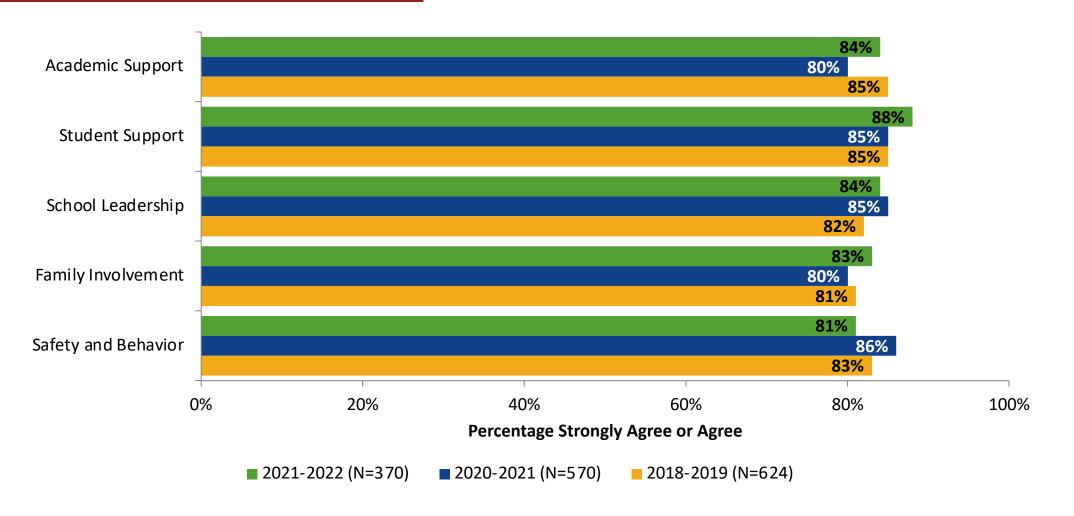
Dimension Scores: Comparison Over Time





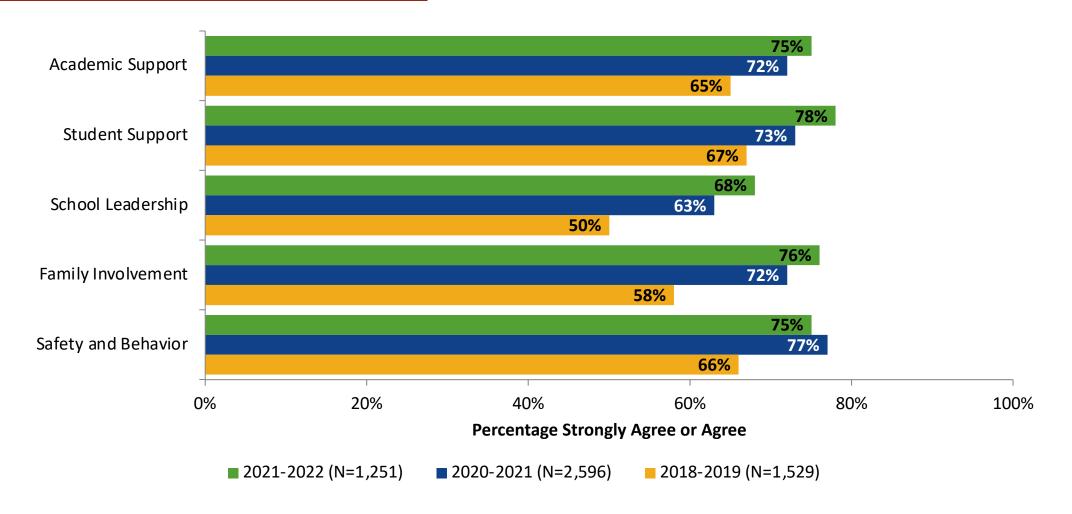
Dimension Scores: Comparison Over Time





Dimension Scores: Comparison Over Time





Academic Support: Comparison Over Time



How strongly do you disagree or agree with the following statements?

This school's learning standards and expectations are clearly explained to students.

Teachers give timely feedback about student work.

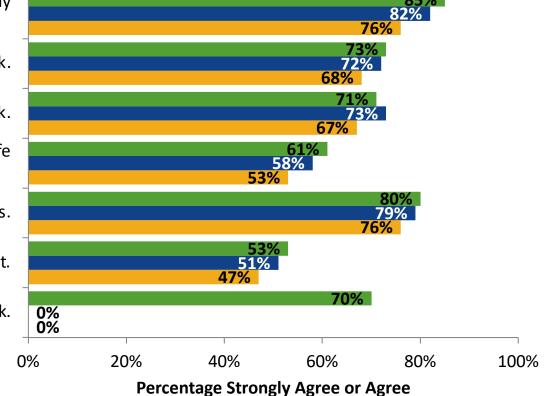
Teachers give helpful feedback about student work.

Teachers successfully show students how lessons relate to life outside of school.

This school offers a variety of academic courses.

Students who are struggling receive additional support.

Students are academically challenged by their schoolwork.



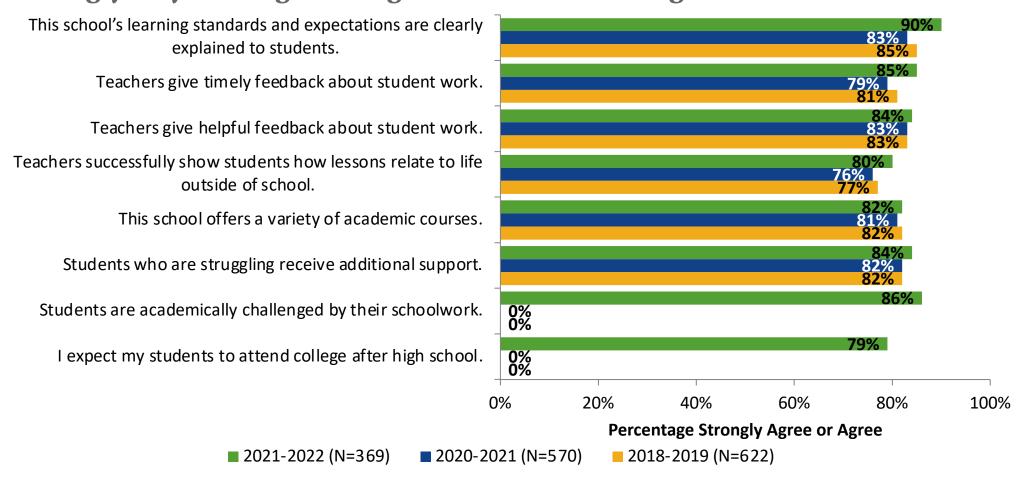
■ 2021-2022 (N=2,357)

■ 2020-2021 (N=2,564)

2018-2019 (N=3,241)

Academic Support: Comparison Over Time





Academic Support: Comparison Over Time



How strongly do you disagree or agree with the following statements?

This school's learning standards and expectations are clearly explained to students.

Teachers give timely feedback about student work.

Teachers give helpful feedback about student work.

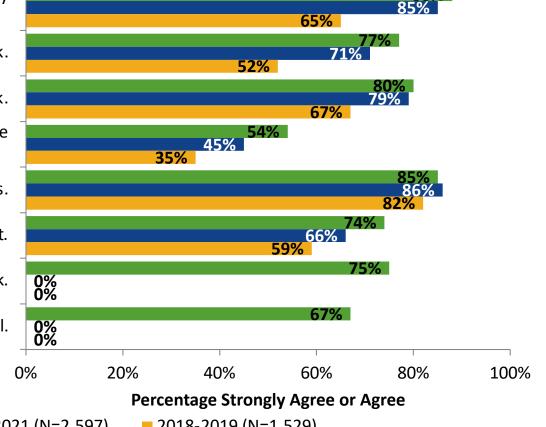
Teachers successfully show students how lessons relate to life outside of school.

This school offers a variety of academic courses.

Students who are struggling receive additional support.

Students are academically challenged by their schoolwork.

My teacher encourages me to attend college after high school.



■ 2021-2022 (N=1,253)

■ 2020-2021 (N=2,597)

2018-2019 (N=1,529)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don'tok Disagree

Student Support: Comparison Over Time



How strongly do you disagree or agree with the following statements?

There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.

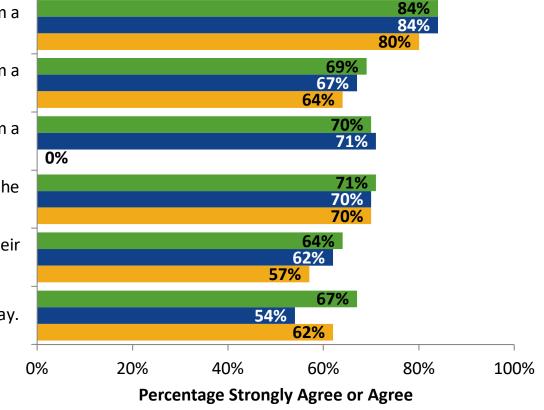
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.

There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem.

Students receive the support they need to prepare for the future.

Students in this school receive support that addresses their individual needs.

This school offers enrichment activities during the school day.



■ 2021-2022 (N=2,356) ■ 2020-2021 (N=2,565) ■ 2018-2019 (N=3,240)

Student Support: Comparison Over Time



How strongly do you disagree or agree with the following statements?

There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.

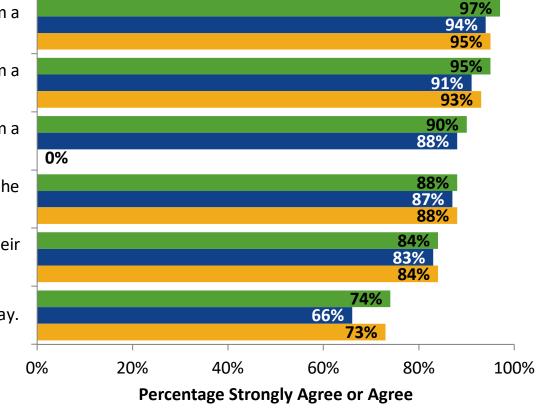
There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.

There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem.

Students receive the support they need to prepare for the future.

Students in this school receive support that addresses their individual needs.

This school offers enrichment activities during the school day.



■ 2021-2022 (N=371)

■ 2020-2021 (N=571)

2018-2019 (N=626)

e

Student Support: Comparison Over Time

How strongly do you disagree or agree with the following statements?

There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.

There is a teacher, counselor, or other staff member to whom a student can go for help with a personal problem.

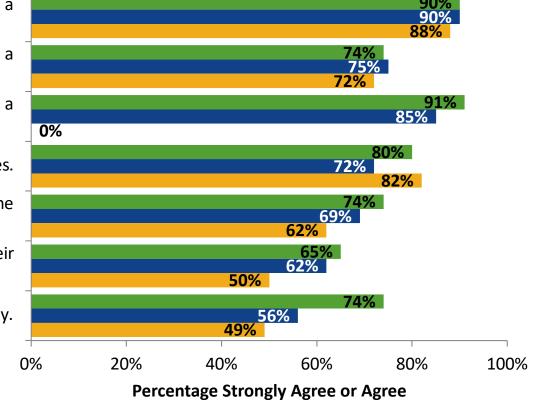
There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem.

This school offers students a variety of extracurricular activities.

Students receive the support they need to prepare for the future.

Students in this school receive support that addresses their individual needs.

This school offers enrichment activities during the school day.



■ 2021-2022 (N=1,252)

■ 2020-2021 (N=2,601)

2018-2019 (N=1,534)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don'tok Note: 0% indicates a question was not asked during that survey administration. 173

School Leadership: Comparison Over Time



How strongly do you disagree or agree with the following statements?

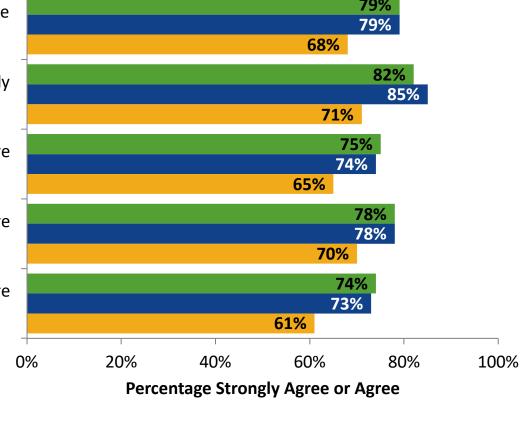
School administrators (principals and assistant principals) make decisions that are in the best interests of students.

School administrators (principals and assistant principals) clearly communicate the school's mission and vision.

School administrators (principals and assistant principals) are available when I have a concern.

School administrators (principals and assistant principals) are courteous when I have a concern.

School administrators (principals and assistant principals) are responsive when I have a concern.



■ 2021-2022 (N=2,347)

■ 2020-2021 (N=2,566)

2018-2019 (N=3,238)

School Leadership: Comparison Over Time



How strongly do you disagree or agree with the following statements?

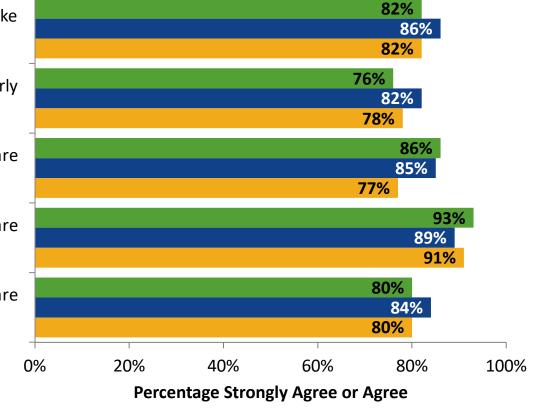
School administrators (principals and assistant principals) make decisions that are in the best interests of students.

School administrators (principals and assistant principals) clearly communicate the school's mission and vision.

School administrators (principals and assistant principals) are available when I have a concern.

School administrators (principals and assistant principals) are courteous when I have a concern.

School administrators (principals and assistant principals) are responsive when I have a concern.



■ 2021-2022 (N=372)

■ 2020-2021 (N=572)

2018-2019 (N=625)

School Leadership: Comparison Over Time

How strongly do you disagree or agree with the following statements?

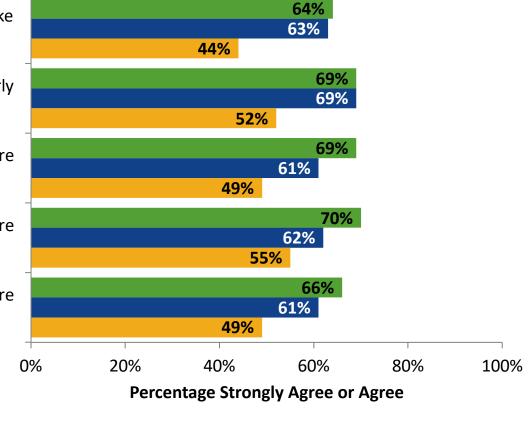
School administrators (principals and assistant principals) make decisions that are in the best interests of students.

School administrators (principals and assistant principals) clearly communicate the school's mission and vision.

School administrators (principals and assistant principals) are available when I have a concern.

School administrators (principals and assistant principals) are courteous when I have a concern.

School administrators (principals and assistant principals) are responsive when I have a concern.



■ 2021-2022 (N=1,251)

■ 2020-2021 (N=2,599)

2018-2019 (N=1,530)

Family Involvement: Comparison Over Time



How strongly do you disagree or agree with the following statements?

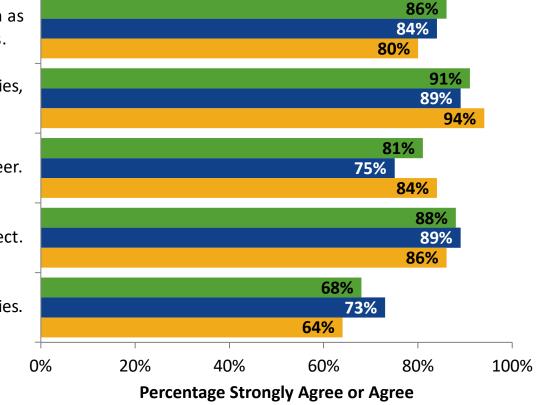
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.

Families are encouraged to attend school-sponsored activities, such as back-to-school night.

This school encourages families to volunteer.

Staff members and families treat each other with respect.

This school values input provided by families.



■ 2021-2022 (N=2,351)

■ 2020-2021 (N=2,567)

2018-2019 (N=3,241)

Family Involvement: Comparison Over Time



How strongly do you disagree or agree with the following statements?

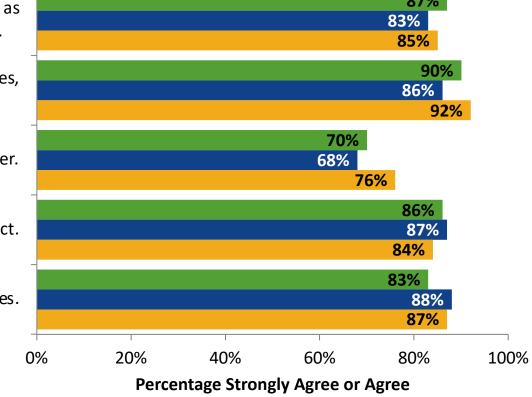
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.

Families are encouraged to attend school-sponsored activities, such as back-to-school night.

This school encourages families to volunteer.

Staff members and families treat each other with respect.

This school and values input provided by families.



■ 2021-2022 (N=367)

■ 2020-2021 (N=568)

2018-2019 (N=625)

Family Involvement: Comparison Over Time



81%

How strongly do you disagree or agree with the following statements?

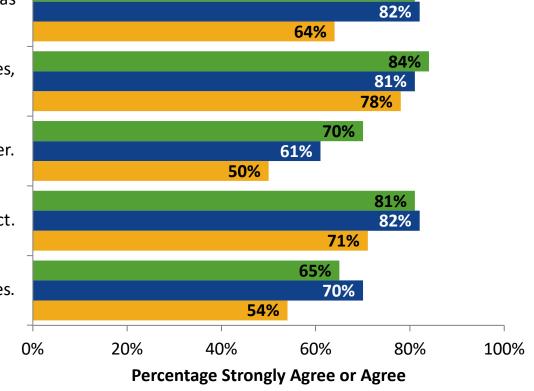
Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.

Families are encouraged to attend school-sponsored activities, such as back-to-school night.

This school encourages families to volunteer.

Staff members and families treat each other with respect.

This school values input provided by families.

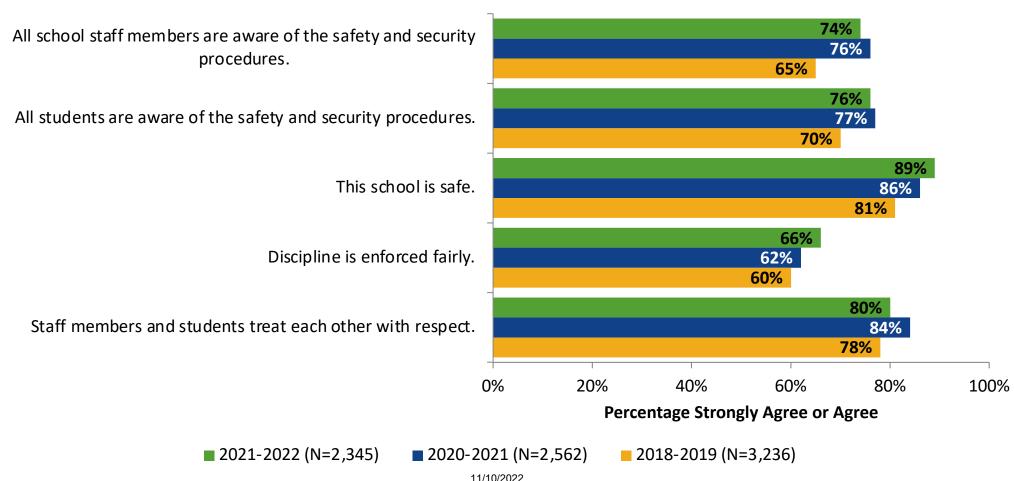


■ 2021-2022 (N=1,251)

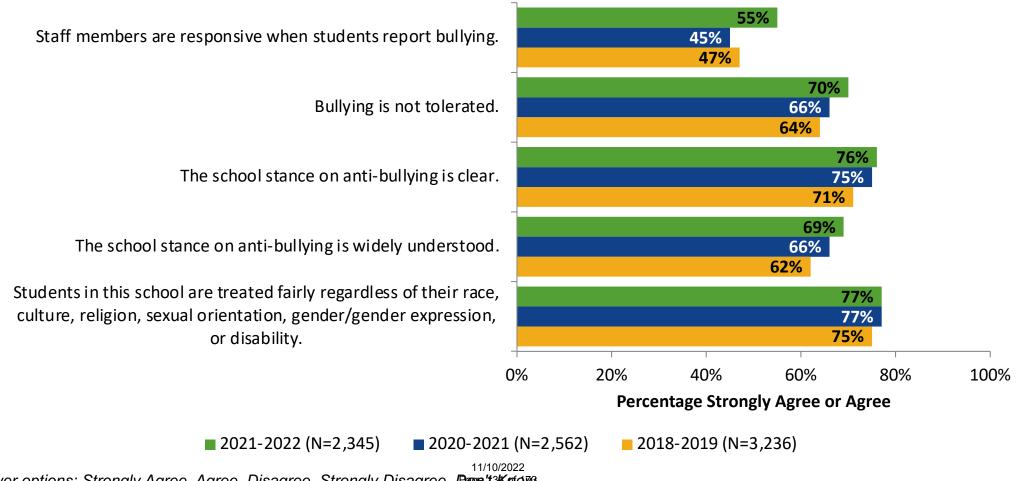
■ 2020-2021 (N=2,595)

2018-2019 (N=1,526)

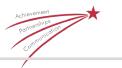
Safety and Behavior: Comparison Over Time



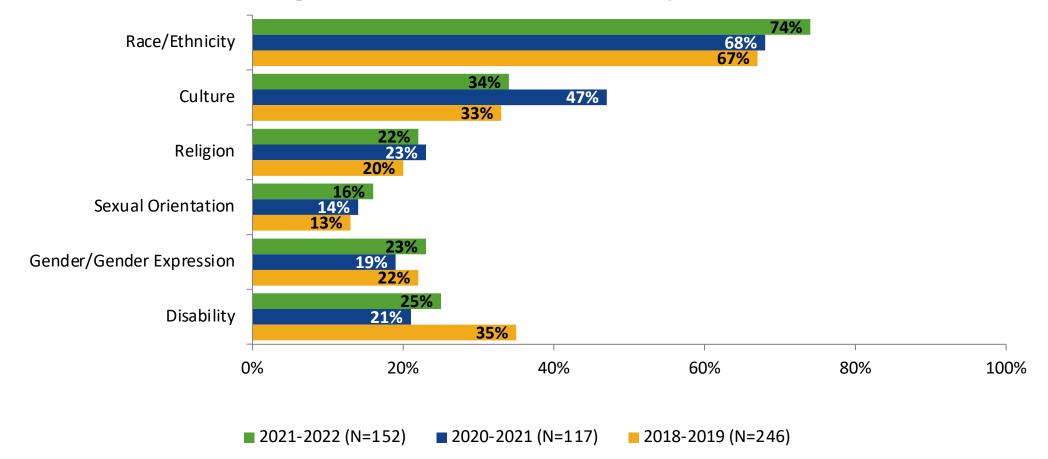
Safety and Behavior: Comparison Over Time (Continued)



Unfair Treatment: Comparison Over Time



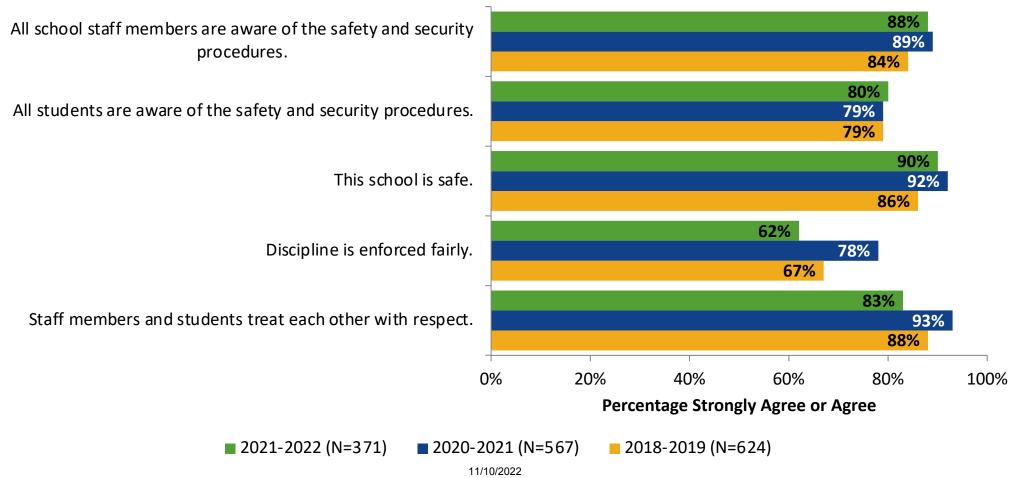
For which of the following are students treated unfairly?



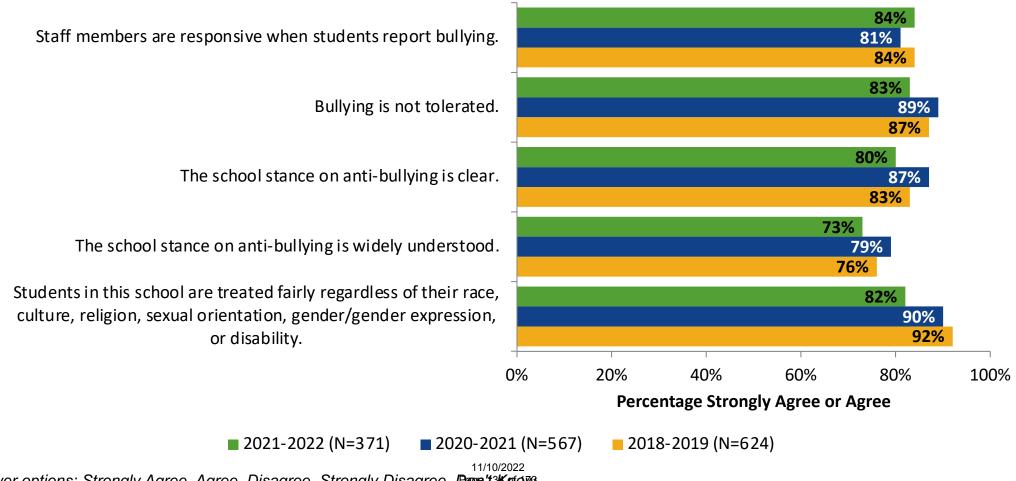
Notes: Only participants who disagreed or strongly disagreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender/gender expression, or disability answered this question. Percentage totals may exceed 100 since participants could select more than one answer.

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Safety and Behavior: Comparison Over Time



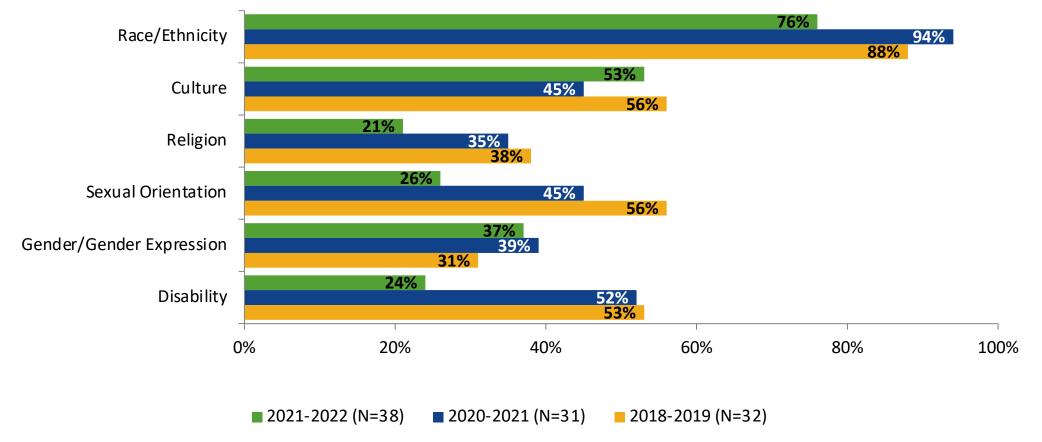
Safety and Behavior: Comparison Over Time (Continued)



Unfair Treatment: Comparison Over Time



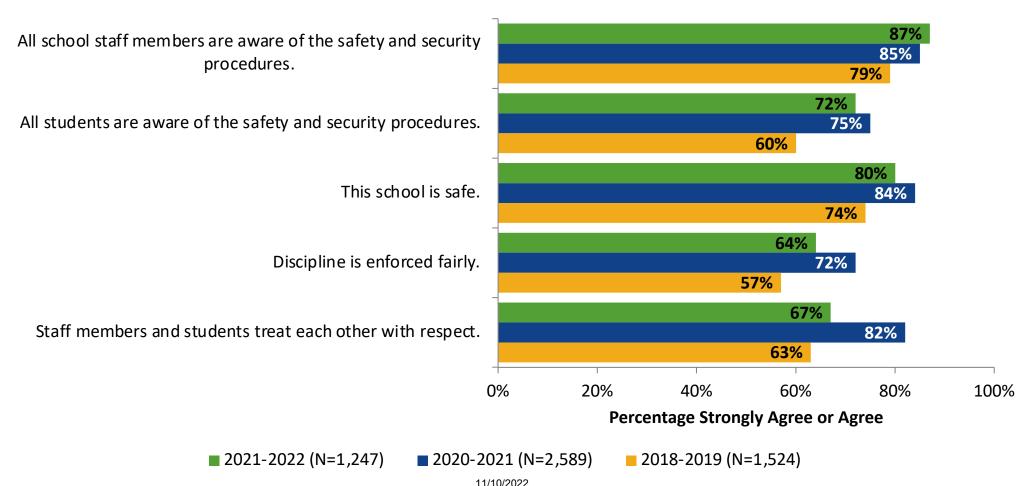
For which of the following are students treated unfairly?



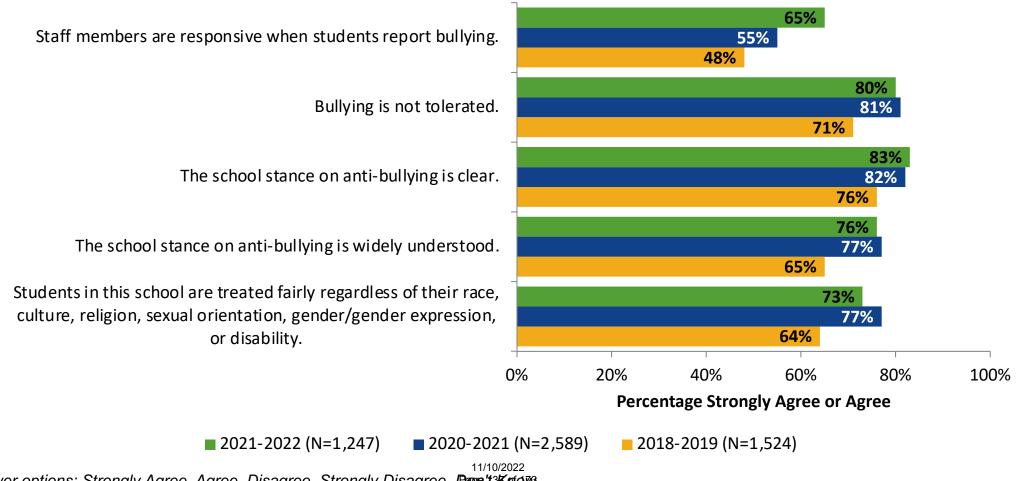
Notes: Only participants who disagreed or strongly disagreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender/gender expression, or disability answered this question. Percentage totals may exceed 100 since participants could select more than one answer.

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Safety and Behavior: Comparison Over Time



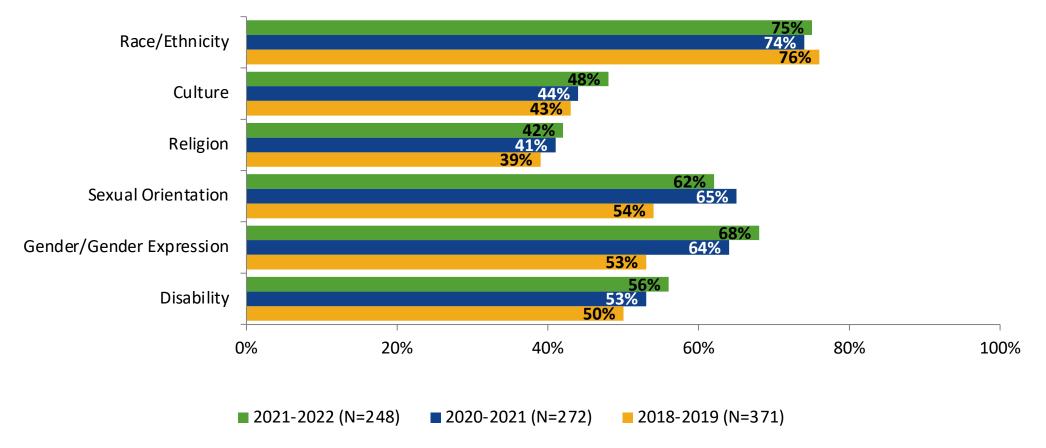
Safety and Behavior: Comparison Over Time (Continued)



Unfair Treatment: Comparison Over Time



For which of the following are students treated unfairly?

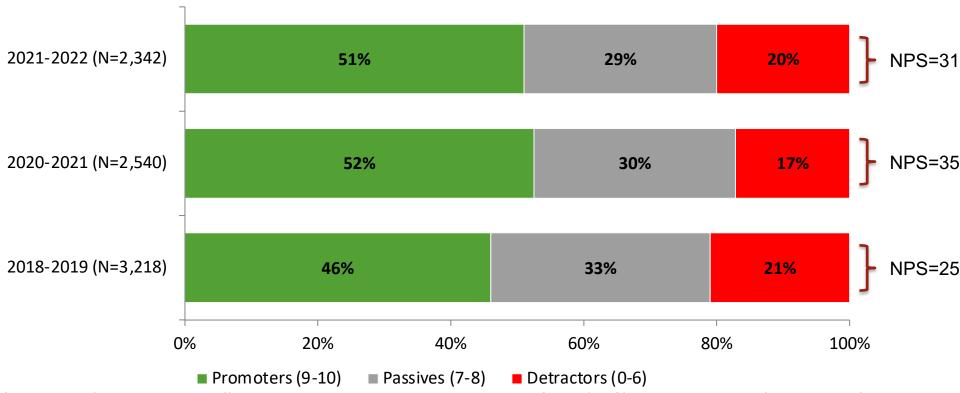


Notes: Only participants who disagreed or strongly disagreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender/gender expression, or disability answered this question. Percentage totals may exceed 100 since participants could select more than one answer.

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Net Promoter Score — School: Comparison Over Time

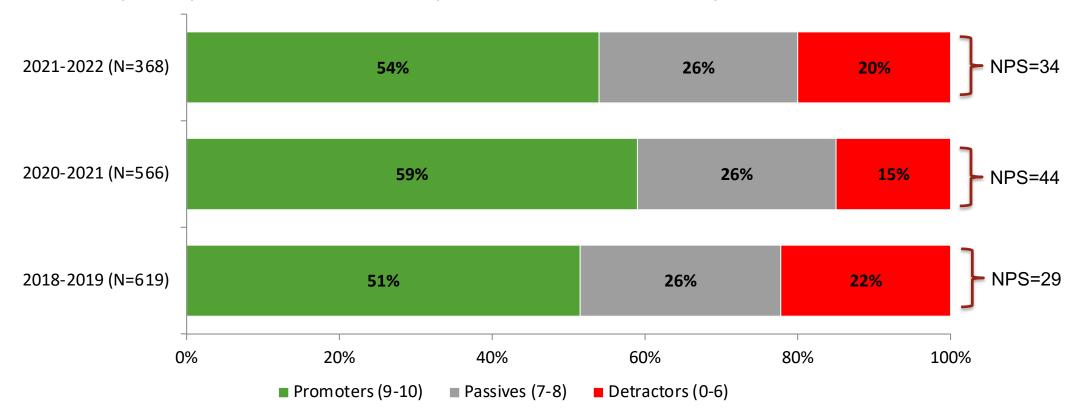
How likely are you to recommend your school to a family member or friend?



Notes: Only parents/guardians and staff answered this question. The Net Promoter Score (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or the district. The Net Promoter Score has been rounded to a whole number.

Net Promoter Score — School: Comparison Over Time

How likely are you to recommend your school to a family member or friend?



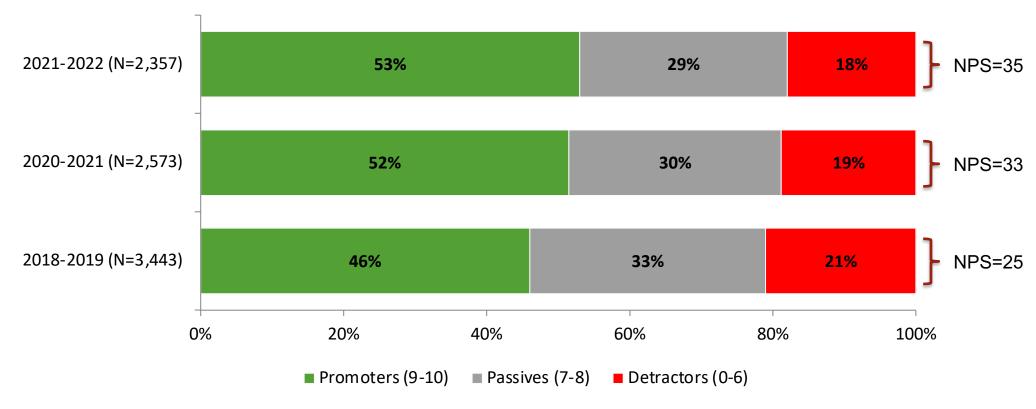
Notes: Only parents/guardians and campus-based staff answered this question. The Net Promoter Score (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or the district.

The Net Promoter Score has been rounded to a whole number.

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Net Promoter Score — District: Comparison Over Time

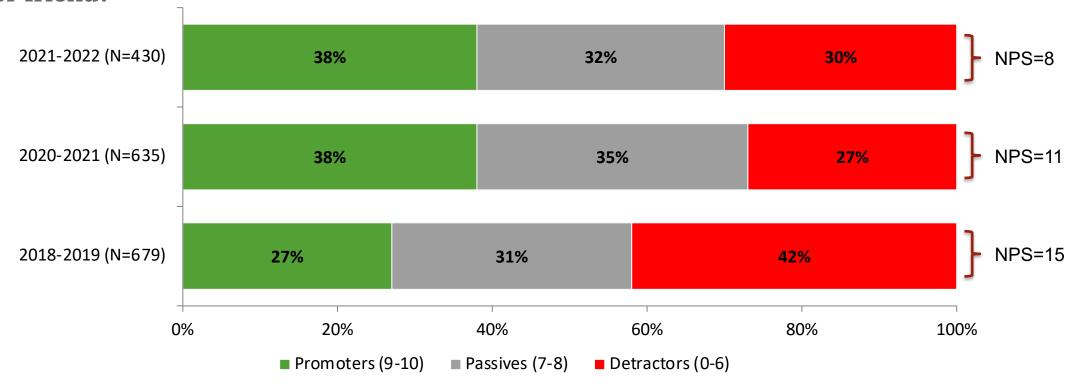
How likely are you to recommend Pleasanton USD to a family member or friend?



Notes: Only parents/guardians and staff answered this question. The Net Promoter Score (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or the district. The Net Promoter Score has been rounded to a whole number.

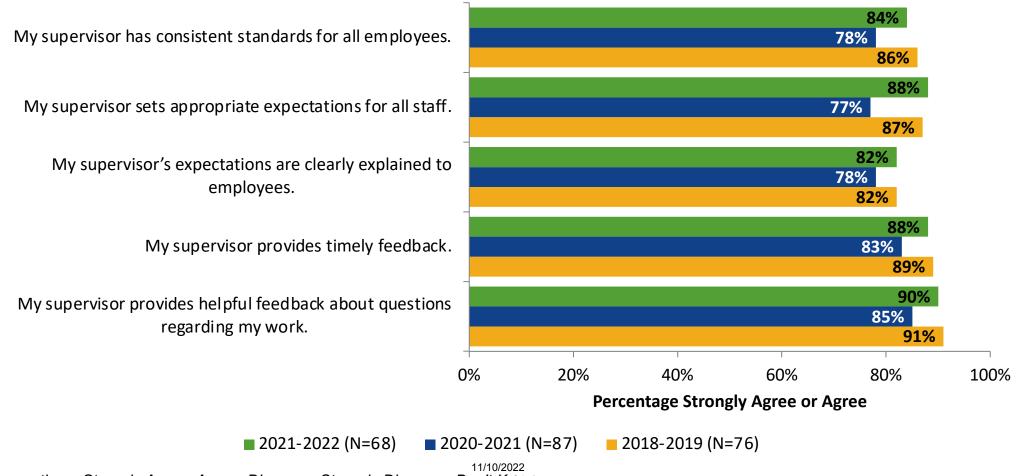
Net Promoter Score — District: Comparison Over Time

How likely are you to recommend Pleasanton Unified School District to a family member or friend?



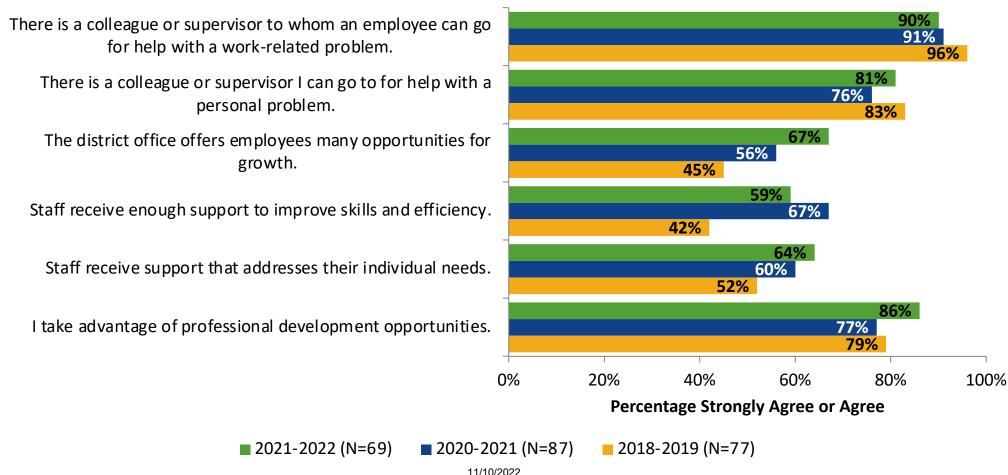
Notes: Only parents/guardians and staff answered this question. The Net Promoter Score (NPS) serves as a proxy for public confidence in a school/the district and can potentially be connected to district growth. It is calculated by subtracting the percentage of detractors from promoters, which gives a value between -100 and 100. A positive score means there are more people promoting the district than detracting from it. Passives represent individuals who do not have an unequivocal opinion about their school or the district. The Net Promoter Score has been rounded to a whole number.

District Office Experience: Comparison Over Time



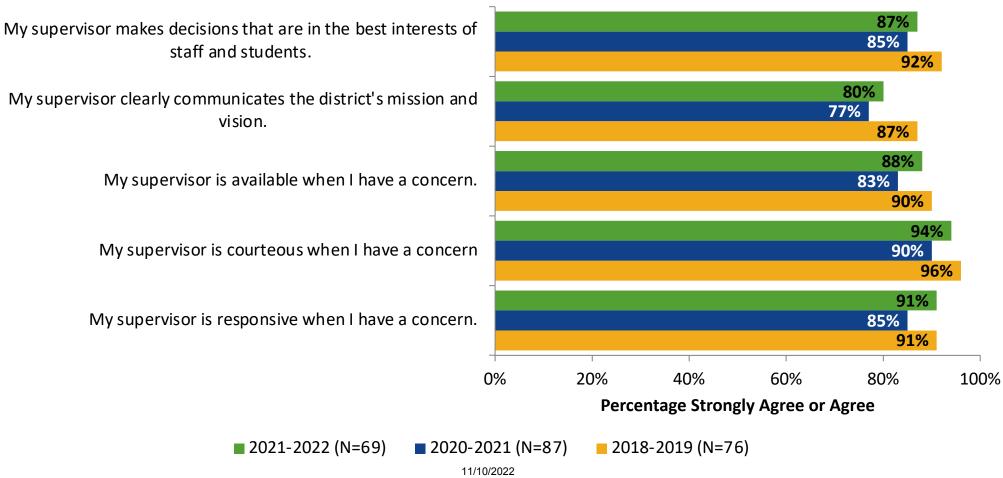
Employee Support: Comparison Over Time





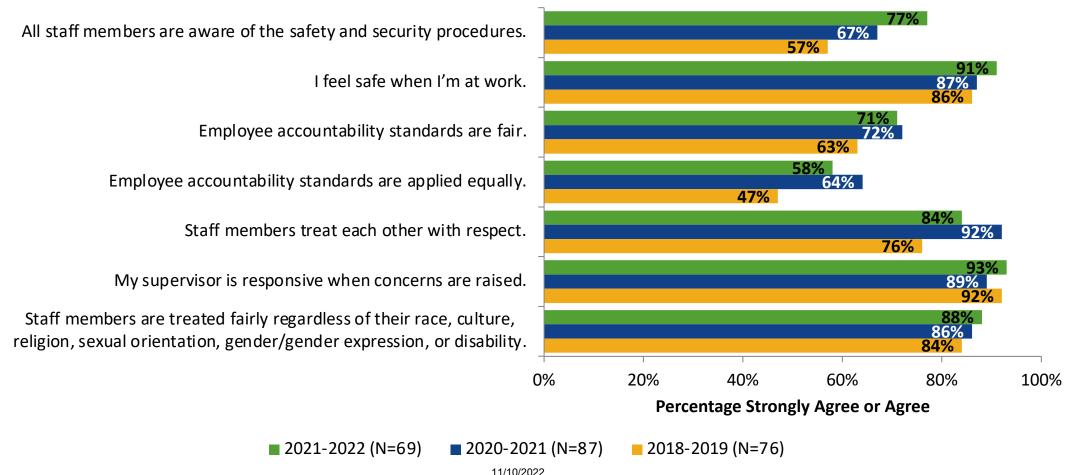
District Office Leadership: Comparison Over Time

How strongly do you disagree or agree with the following statements?



Safety and Behavior: Comparison Over Time

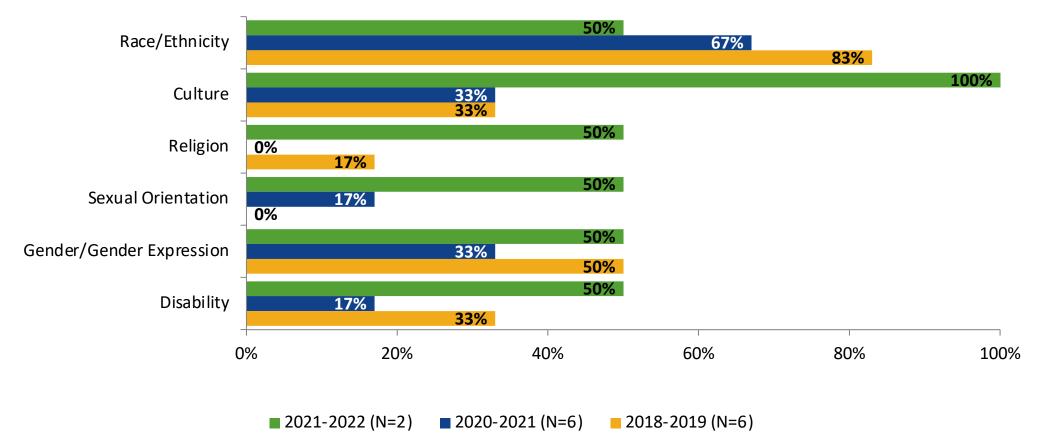
How strongly do you disagree or agree with the following statements?



Unfair Treatment: Comparison Over Time



For which of the following are staff members treated unfairly?

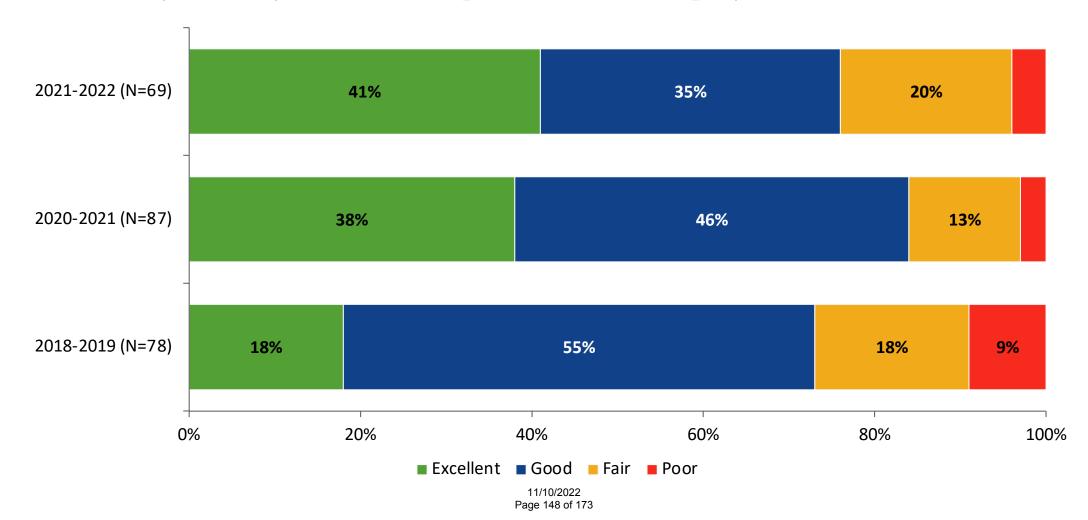


Notes: Only participants who disagreed or strongly disagreed that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender/gender expression, or disability answered this question. Percentage totals may exceed 100 since participants could select more than one answer.

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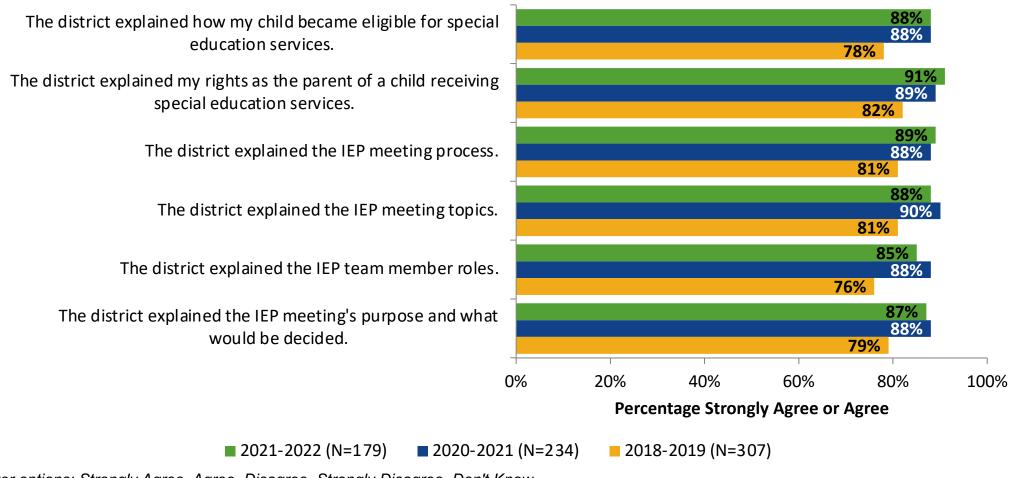
Overall District Office Experience: Comparison Over Time

How would you rate your overall experience as an employee of the district office?



Understanding Special Education: Comparison Over Time

How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't hopew Note: Only parents with students receiving special education services are where these questions.

Special Education Information: Comparison Over Time



How strongly do you agree or disagree with the following statements?

I know where to find information about the district's special education services.

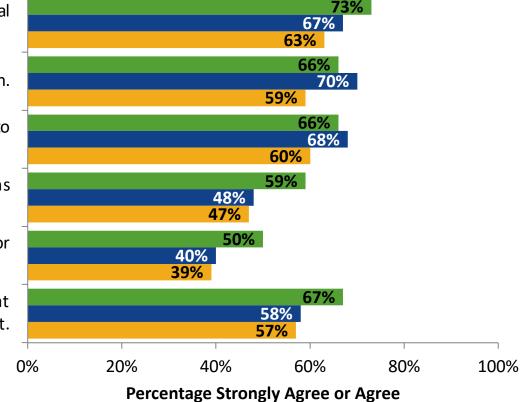
The district provides adequate special education information.

The special education information the district provides is easy to understand.

The district provides adequate information about organizations that help parents of students with disabilities.

Parent training on special education is provided by the school or district.

I receive information and resources from my child's school that help me understand my child's special needs and development.



■ 2021-2022 (N=178)

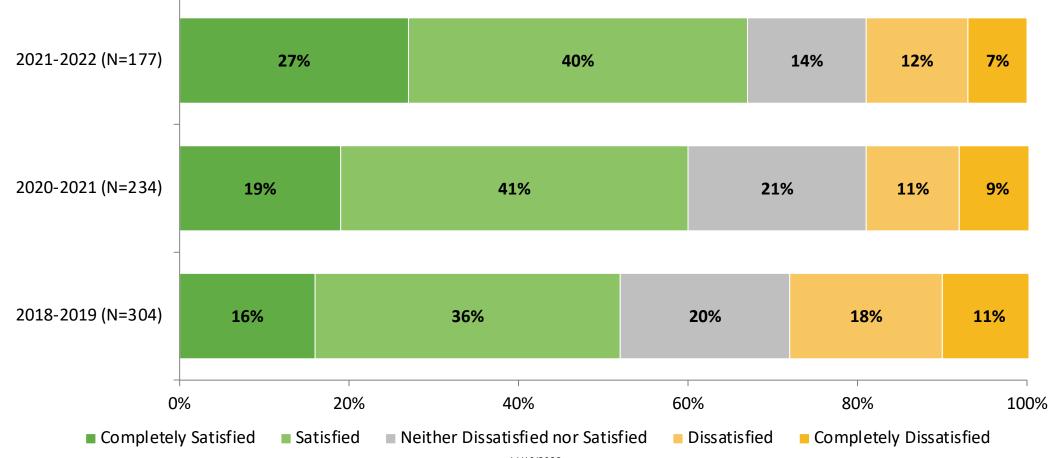
■ 2020-2021 (N=235)

2018-2019 (N=305)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know Note: Only parents with students receiving special education services and these questions.

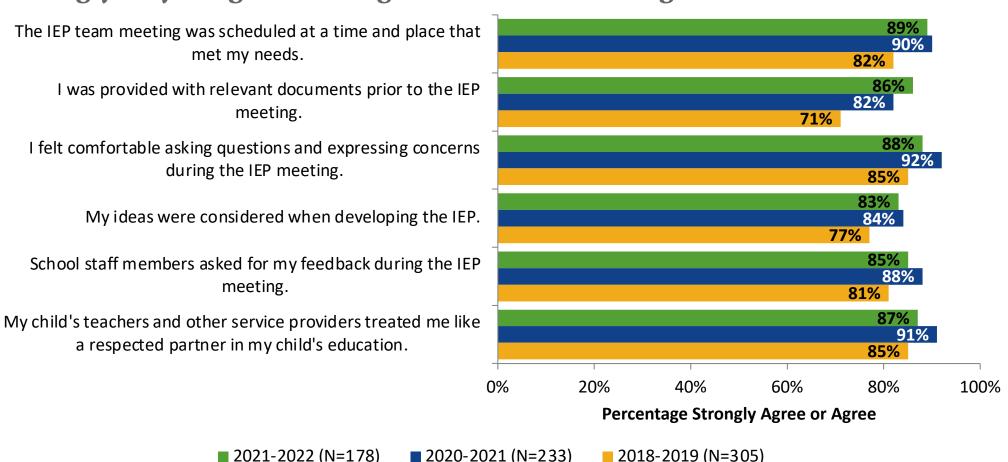
Quality of Special Education Information: Comparison School District Over Time

Overall, how satisfied or dissatisfied are you with the quality of the special education information the school district provides?



IEP Meeting Experience: Comparison Over Time

How strongly do you agree or disagree with the following statements?

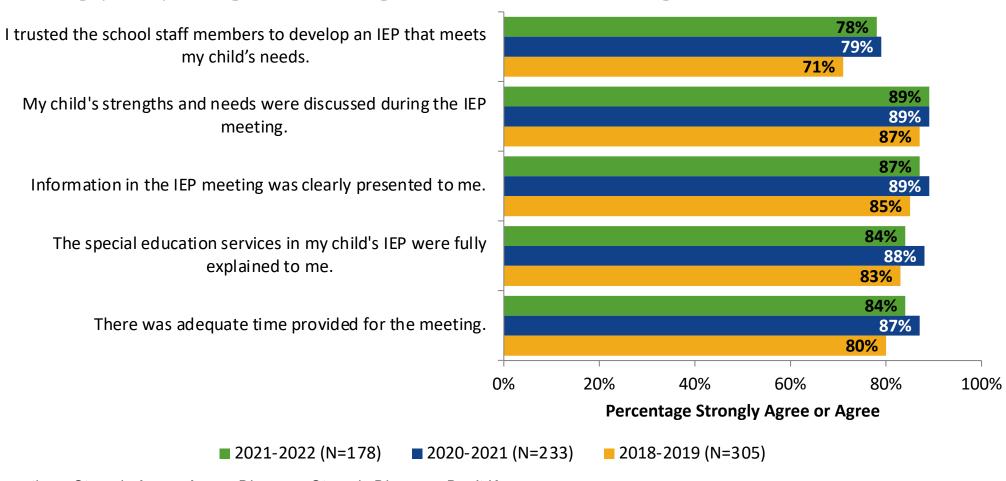


Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Kppw
Note: Only parents with students receiving special education services are with students receiving.

lEP Meeting Experience: Comparison Over Time (Continued)



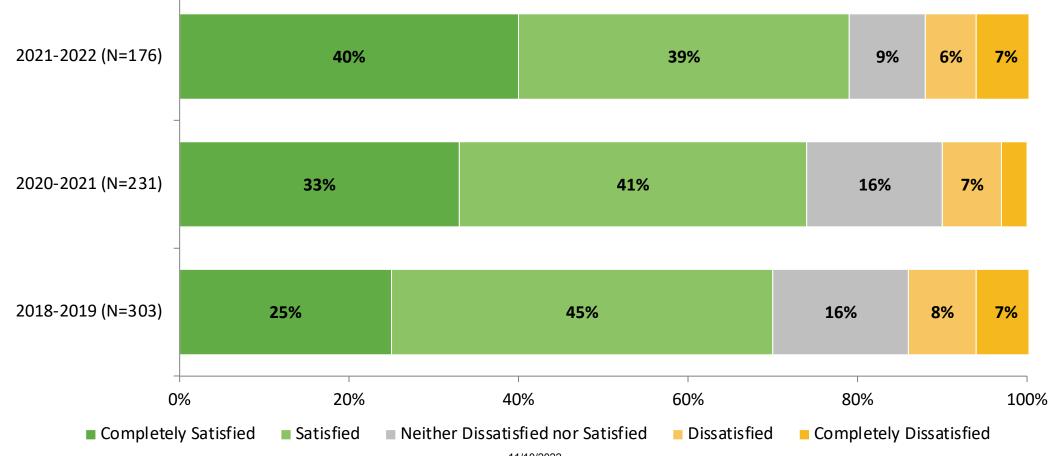
How strongly do you agree or disagree with the following statements?



Overall Satisfaction: Comparison Over Time



Overall, how satisfied or dissatisfied are you with your level of participation in developing your child's current IEP?



IEP Implementation: Comparison Over Time

How strongly do you agree or disagree with the following statements?

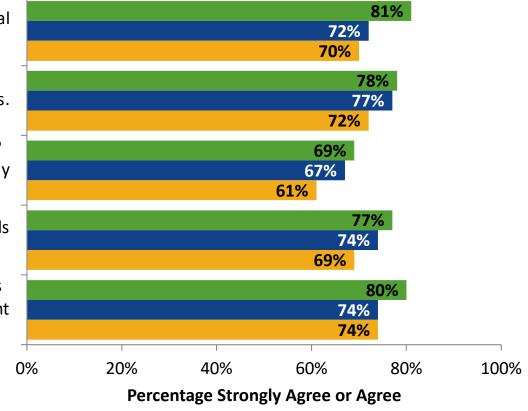
All special education and related services (speech, occupational therapy, etc.) in my child's IEP are being provided.

Progress reports are received according to the grading periods.

The modifications and accommodations in my child's IEP (extended time, small group settings, etc.) are consistently provided.

Special education staff members are tracking the IEP goals progress as written in my child's IEP.

The time my child is spending in different educational settings (general education classroom, resource room, etc.) is consistent with the IEP.



■ 2021-2022 (N=177)

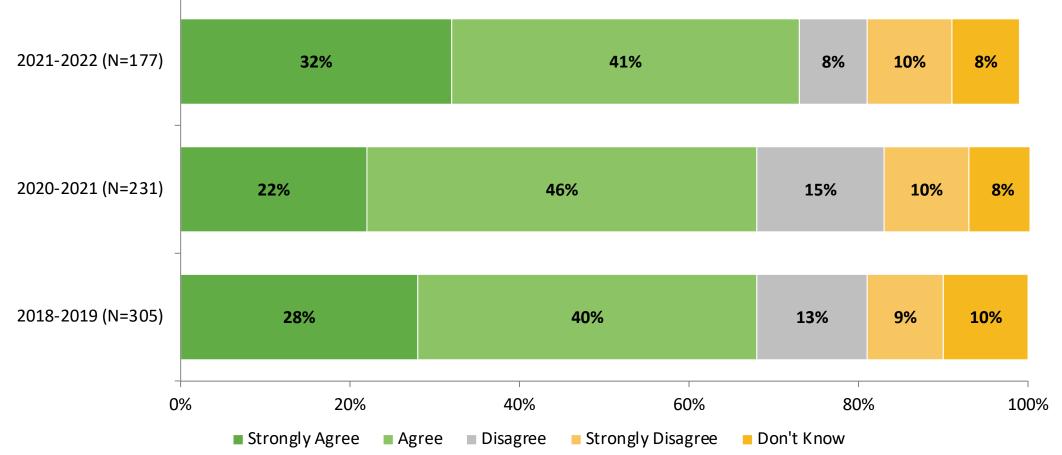
■ 2020-2021 (N=231)

2018-2019 (N=306)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Note: Only parents with students receiving special education services Ares Wester these questions.

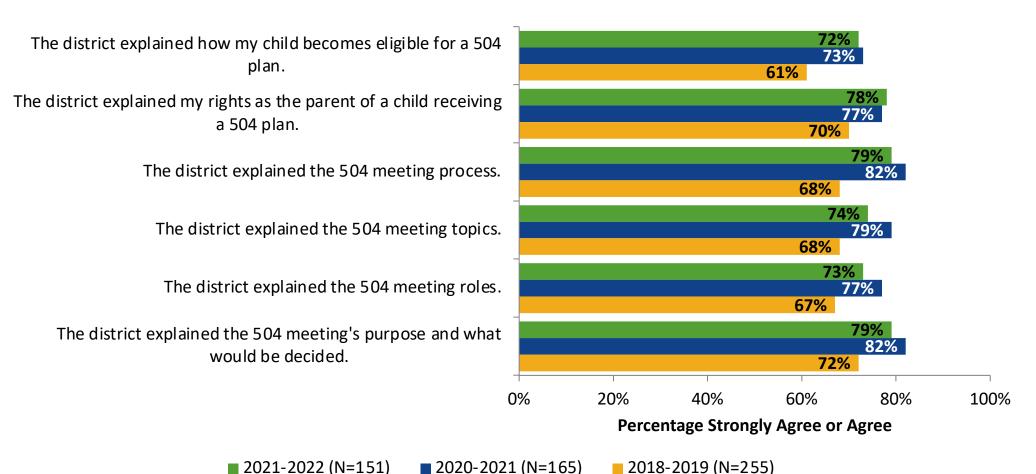
Overall IEP Implementation: Comparison Over Time

How strongly do you agree or disagree with the following statement? Overall, my child's current IEP is being fully implemented.



Understanding 504 Plan Services: Comparison Over Time

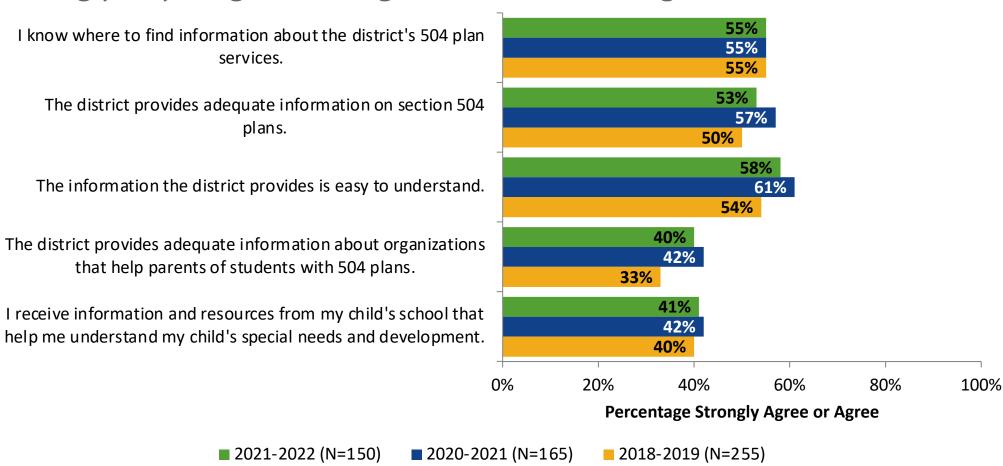
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Note: Only parents with children on a 504 plan answered these questions. 157 of 173

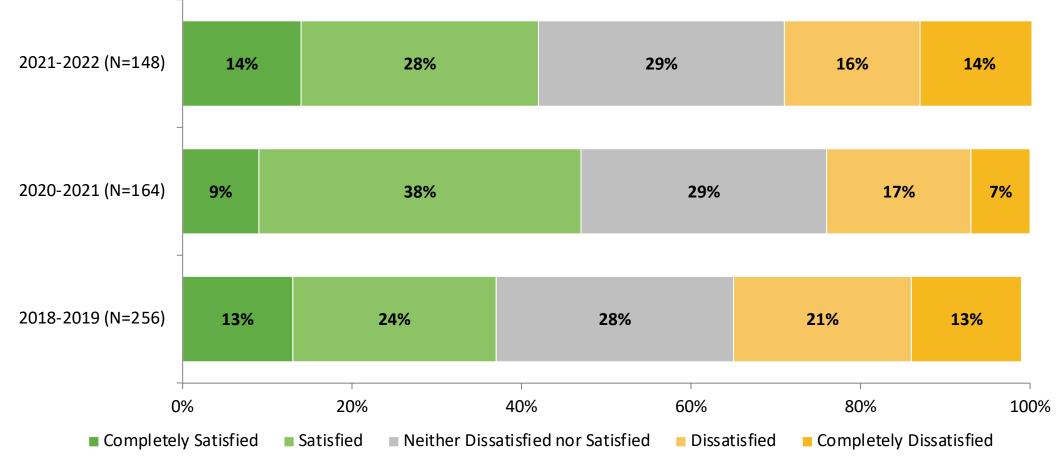
504 Plan Information: Comparison Over Time

How strongly do you agree or disagree with the following statements?



Satisfaction With 504 Plan Information: Comparison Over Time

Overall, how satisfied or dissatisfied are you with the quality of the section 504 plan information the school district provides?



504 Plan Meeting: Comparison Over Time



How strongly do you agree or disagree with the following statements?

The 504 team meeting was scheduled at a time and place that met my needs.

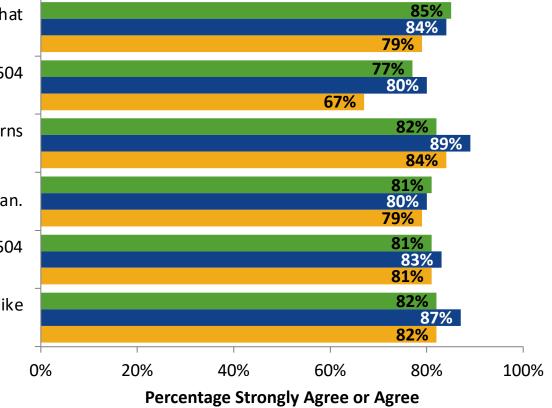
I was provided with relevant documents prior to the 504 meeting.

I felt comfortable asking questions and expressing concerns during the 504 meeting.

My ideas were considered when developing the 504 plan.

School staff members asked for my feedback during the 504 meeting.

My child's teachers and other service providers treated me like a respected partner in my child's education.



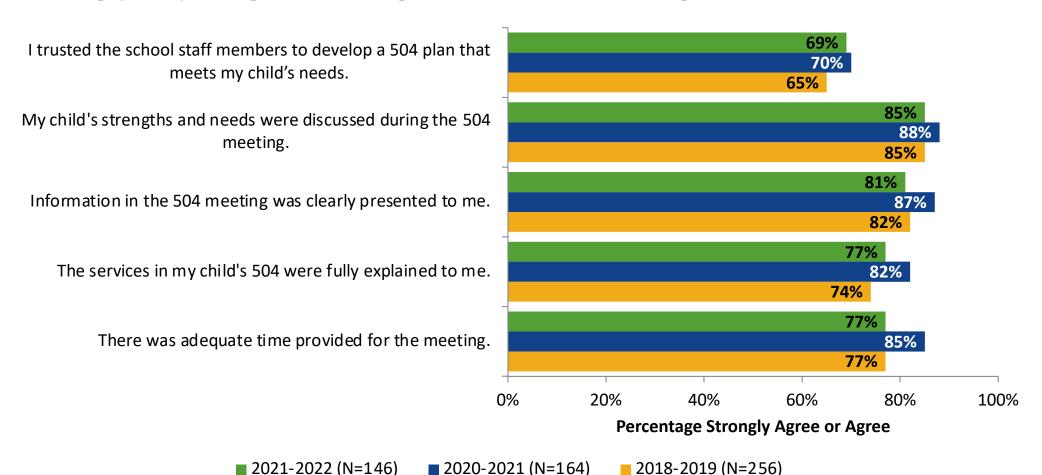
■ 2021-2022 (N=146)

■ 2020-2021 (N=164)

2018-2019 (N=256)

504 Plan Meeting: Comparison Over Time (Continued)

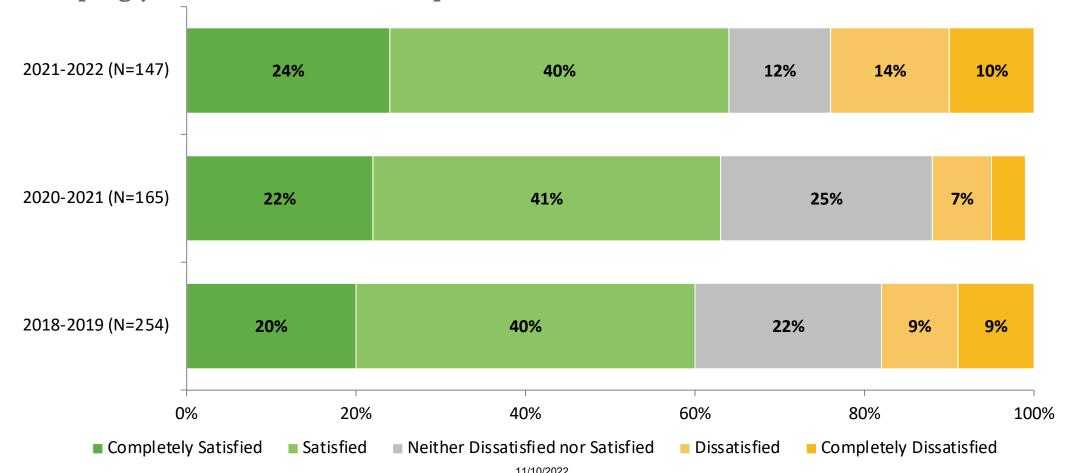
How strongly do you agree or disagree with the following statements?



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Note: Only parents with children on a 504 plan answered these questions: 161 of 173

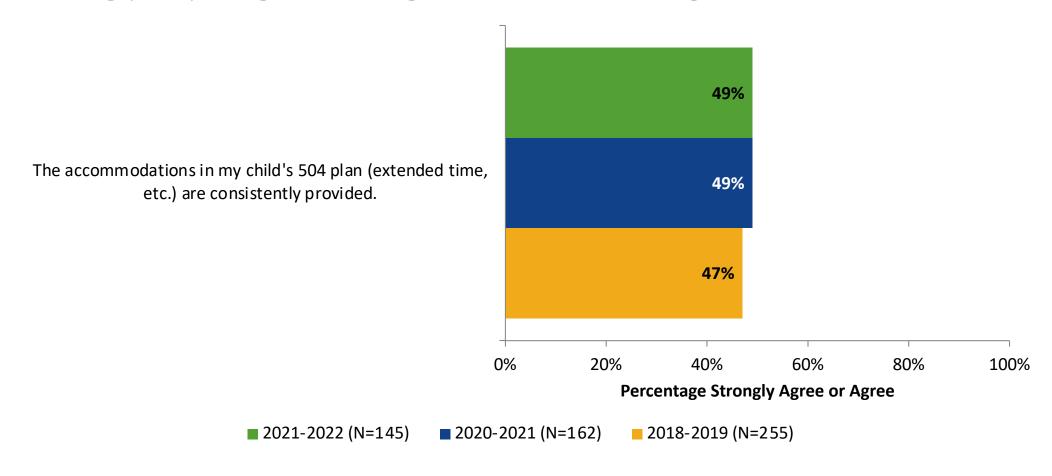
Satisfaction With 504 Plan Development: Comparison School District Over Time

Overall, how satisfied or dissatisfied are you with your level of participation in developing your child's current 504 plan?



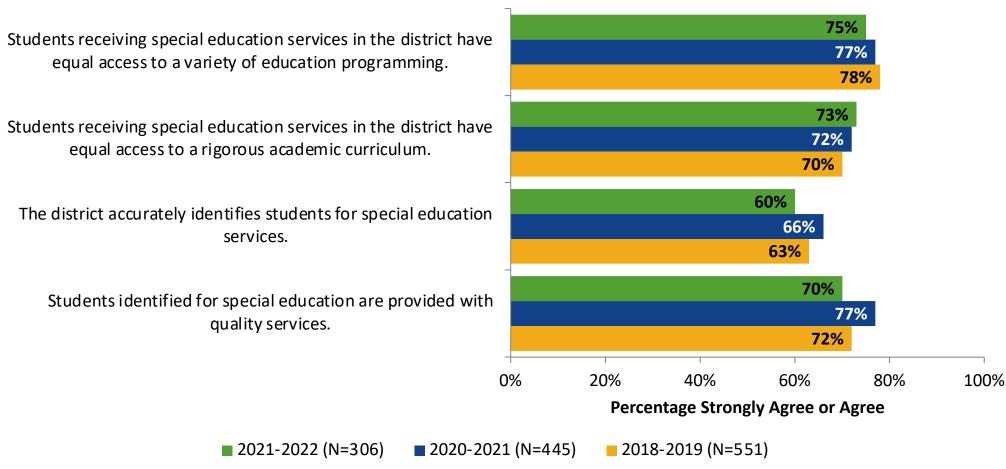
504 Accommodations: Comparison Over Time

How strongly do you agree or disagree with the following statements?



Special Education Programming: Comparison Over Time

Please tell us how strongly you disagree or agree with the following statements.



Staff Working in Special Special Education Communication: Comparison Overfied School District Time

Please tell us how strongly you disagree or agree with the following statements.

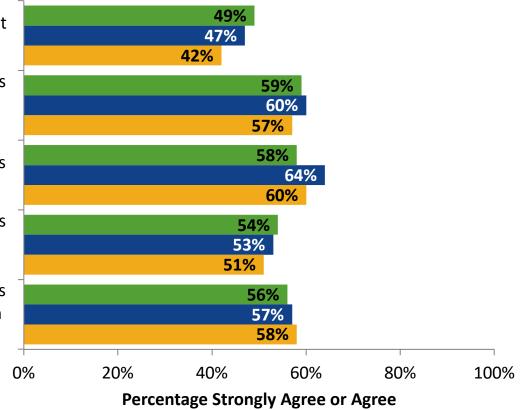
The district provides adequate information to students about available special education programs and services.

The district provides adequate information to parents/guardians about the special education programs and services available to their children.

The district provides adequate information to staff members about the special education programs and services.

The district provides adequate information to parents/guardians about the process to identify students for special education services.

The district provides adequate information to staff members about the process to identify students for special education services.



■ 2021-2022 (N=300)

■ 2020-2021 (N=440)

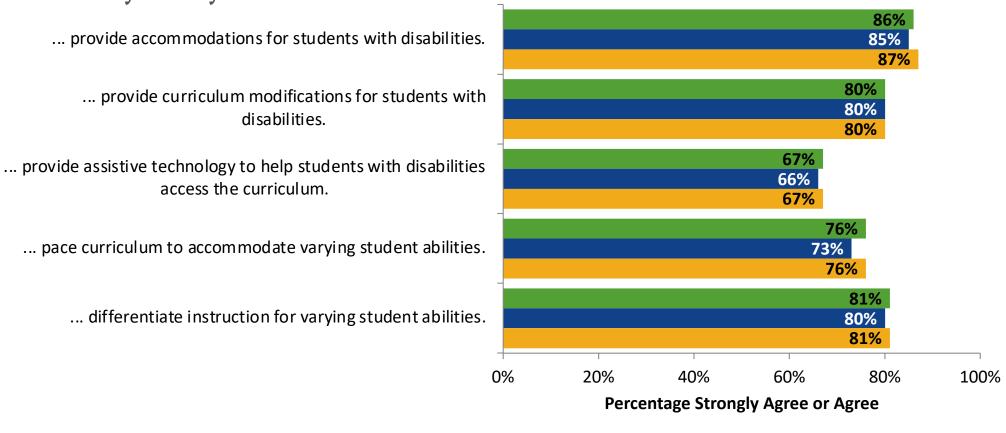
2018-2019 (N=547)

Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't November 2018

Note: Only staff members who work with students who receive special คือเป็นเรือมั่งเดืสะเวลา

Special Education Inclusion: Comparison Over Time

Please tell us how strongly you agree or disagree with the following statements. I am confident in my ability to ...



■ 2020-2021 (N=442)

2018-2019 (N=545)

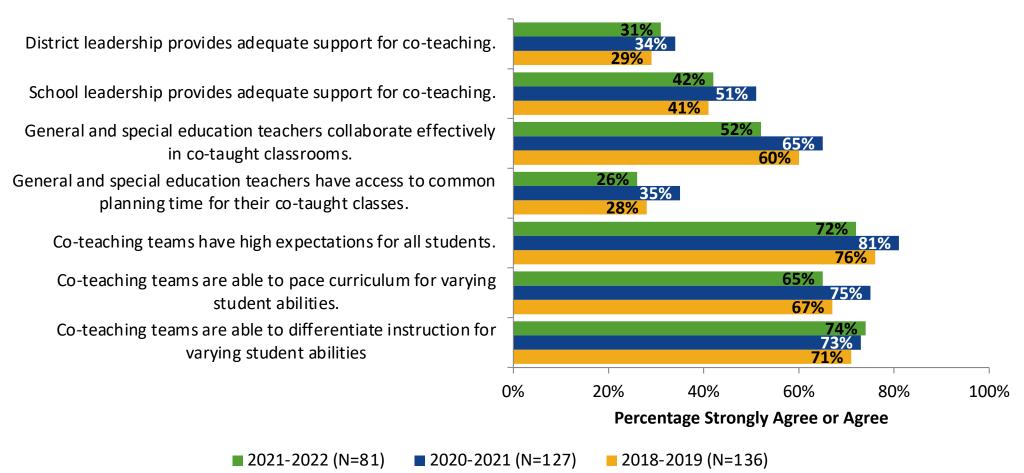
Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Don/to/Spaw

■ 2021-2022 (N=300)

Note: Only staff members who work with students who receive special **Pediuce troin** services answered these questions.

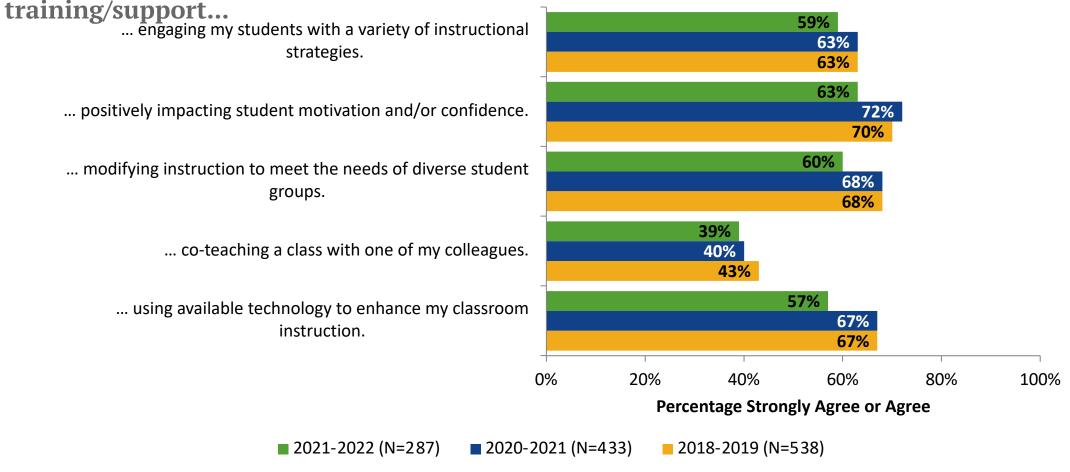
Staff Working in Special Education Co-Teaching: Comparison Over Time (Continued)

Please tell us how strongly you agree or disagree with the following statements.



Staff Working in Special Education Professional Development: Comparison Over Time

Please tell us how strongly you agree or disagree with each statement. I would like more



Answer options: Strongly Agree, Agree, Disagree, Strongly Disagree, Dop/t/kggw
Note: Only staff members who work with students who receive special advice the services answered these questions.

Special Education Professional Development: Comparison Over Time (Continued)



Please tell us how strongly you agree or disagree with each statement. I would like

more training/support... 61% ... using assistive technology to meet my students' needs. 67% 71% 50% ... confidently managing classroom behavior. 49% 51% 61% ... confidently addressing my students' emotional needs. 70% 72% 62% ... managing my workload. 61% 65% 20% 40% 0% 60% 80% 100% **Percentage Strongly Agree or Agree**

■ 2021-2022 (N=287) ■ 2020-2021 (N=433) ■ 2018-2019 (N=538)

504 Plan Communication: Comparison Over Time

Please tell us how strongly you agree or disagree with the following statements.

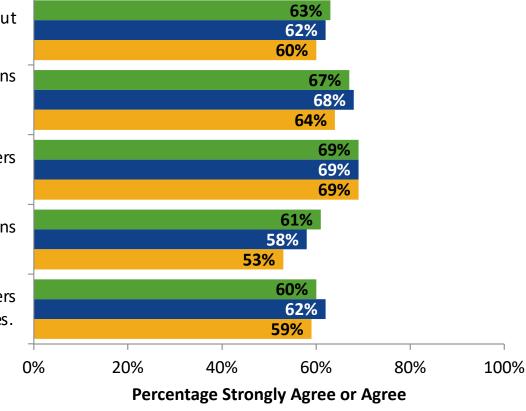
The district provides adequate information to students about available 504 plan programs and services.

The district provides adequate information to parents/guardians about the 504 plan programs and services available to their children.

The district provides adequate information to staff members about the 504 plan programs and services.

The district provides adequate information to parents/guardians about the process to identify students for 504 plan services.

The district provides adequate information to staff members about the process to identify students for 504 plan services.



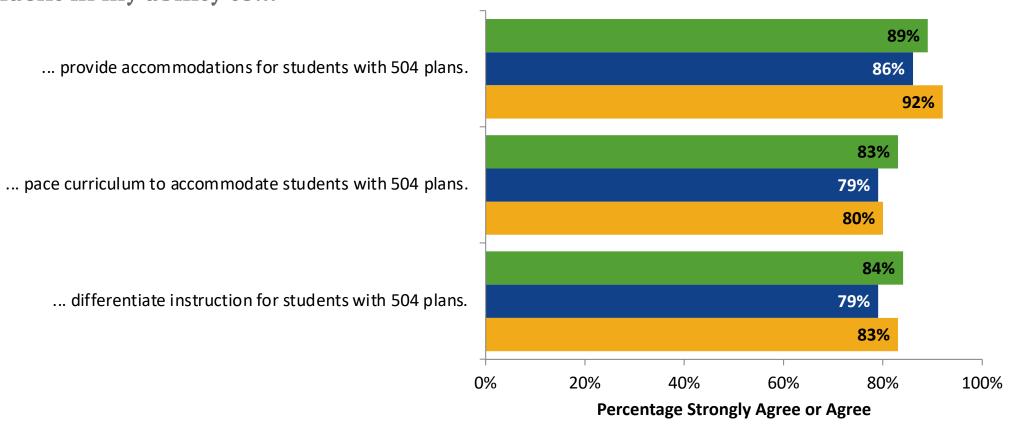
■ 2021-2022 (N=266)

■ 2020-2021 (N=365)

2018-2019 (N=461)

504 Plan'in Elusionary Practices: Comparison Over Time

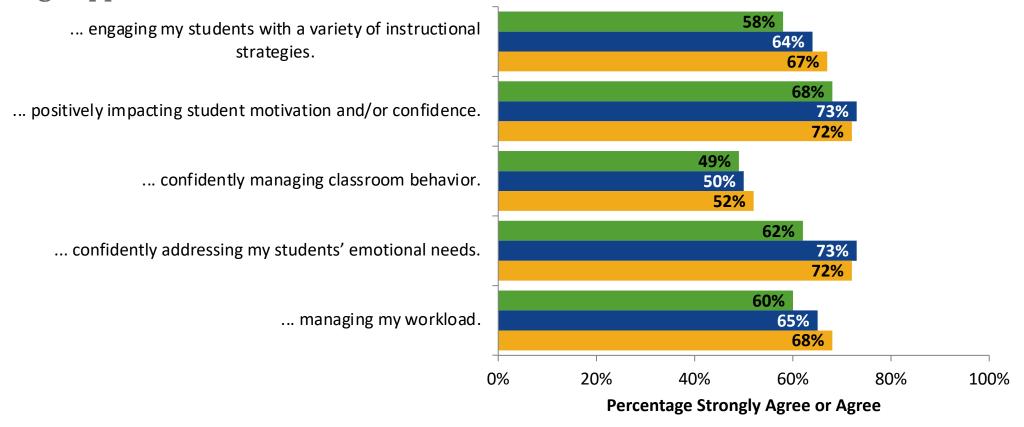
Please tell us how strongly you agree or disagree with the following statements. I am confident in my ability to...



■ 2021-2022 (N=265) ■ 2020-2021 (N=366) ■ 2018-2019 (N=460)

Staff Working With 504 504 Plan Professional Development: Comparison Overshold District Time

Please tell us how strongly you agree or disagree with each statement. I would like more training/support...



■ 2021-2022 (N=259) ■ 2020-2021 (N=363) ■ 2018-2019 (N=455)





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