

Employee and Parent Survey Results

Lompoc Unified
School District,
2021-2022

Presentation Goals



Provide an overview of climate survey results



Understand 'levers' that may be driving outcomes



Present potential next steps for Board of Education



Survey Development and Administration

Survey Development

1

Lompoc USD approached Gibson in August 2021 to conduct staff and parent surveys.

2

Gibson worked with the Lompoc USD Survey Committee to develop questions. The Survey Committee included representatives from District leadership, principals, union representatives, a parent, and a school board member.

3

Gibson invited staff and parents to complete an online or paper survey December 2021 – January 2022.

4

Gibson collected paper surveys and conducted statistical analysis February – March 2022.

Who Responded?



Employee Survey

608 responses collected December 2021 – January 2022

54% Overall Response Rate (RR)

Respondents were 61% certificated (61% RR) and 39% classified (43% RR)

412 (68%) responded to an open-ended question



Parent/Guardian Survey

1,522 responses collected in January 2022

16% of students* represented

Respondents were 52% elementary, 15% middle, and 32% high school parents

12% responded in Spanish

691 (45%) responded to an open-ended question

**Note: Assumes each parent survey response was for a unique student.*

Employees: What Questions Were Asked?

- Burnout
- Material Resources and Training
- Salary and Benefits
- Supportive Environment
- Supervisor Support
- Equity
- Safety
- Satisfaction
- Board Effectiveness
- District Leadership
- Principal Leadership
- General Climate
- Organizational Commitment



Parents/ Guardians: What Questions Were Asked?

- Parent Engagement
- Respectful Environment
- Communication
- Satisfaction
- Principal Leadership
- General Climate
- Board Effectiveness
- District Leadership



Open-Ended Questions

Open-ended questions allow respondents to give more detail and richer information.

Employees

What can your school or district do to maintain, or foster, a **respectful climate** in your workplace?

What is the most important change Lompoc Unified could make that might cause you to **see yourself working here** in two years?^a

What **resources/tools** do you feel you need to do your job effectively that you don't currently have?^b

Parents/Guardians

What is one thing your child's school can do to maintain, or foster, a **respectful climate**?

^a Presented only if staff *disagreed* about seeing themselves working at LUSD in two years.

^b Presented only if staff *disagreed* about having the resources/tools to do their job.

COVID-19 Context

Public-education employees across the country are experiencing **stress and burnout**.

- In National Surveys, K-12 employees report feeling stressed (52%), burnt out/fatigued (52%), and/or anxious (34%) about COVID-19.¹
- K-12 employees were more likely than other government employees to be very or extremely concerned about being able to retire when they want (44% and 36%, respectively).¹

Parents of school-aged children **are less satisfied** with their children's educational experience

- Parent satisfaction with their child's education fell from 82% in 2019 to 73% in 2021.²



Survey Results

Interpreting Survey Results

4

Strongly agree, Very effective, Every day

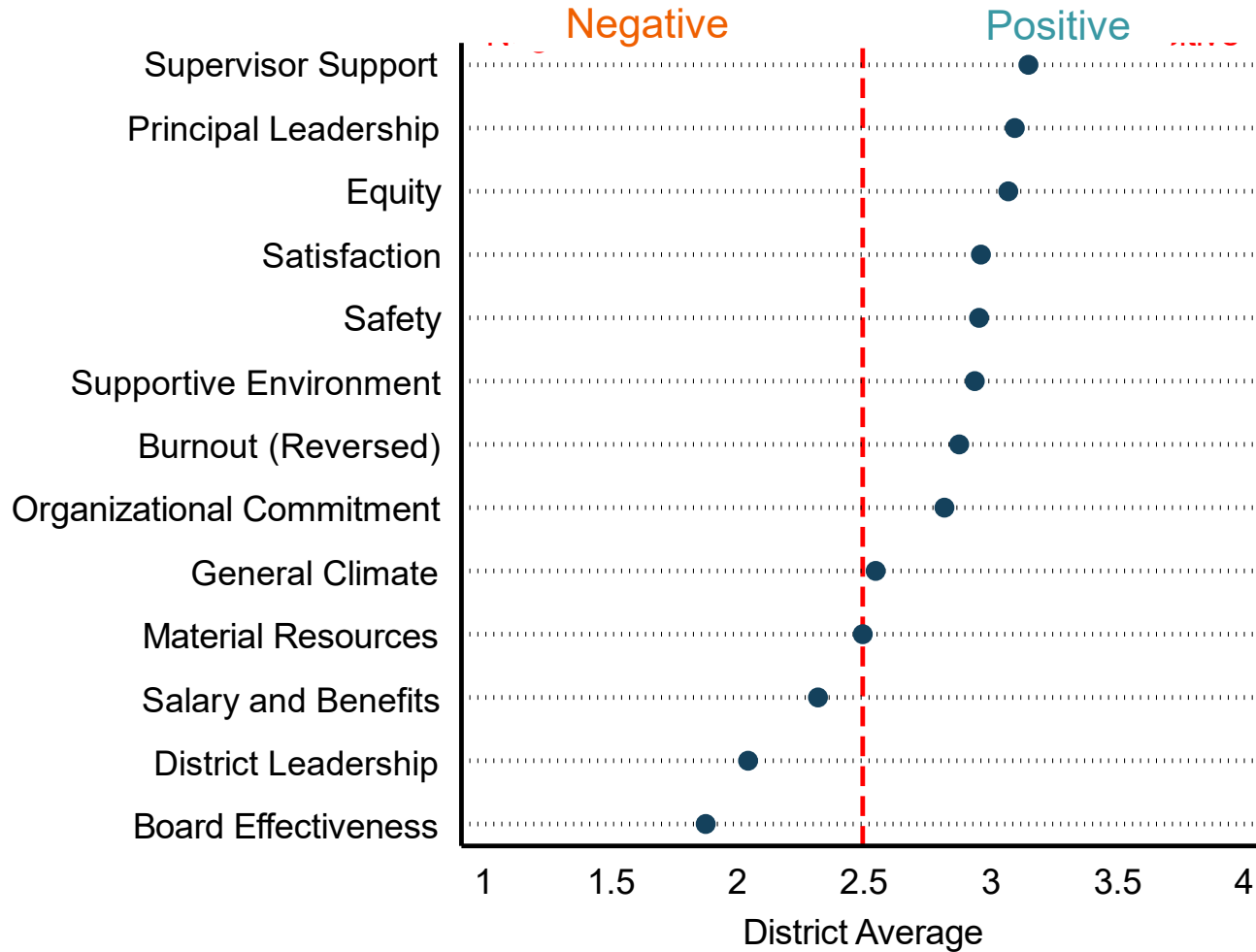
1

Strongly disagree, Not at all effective, Never

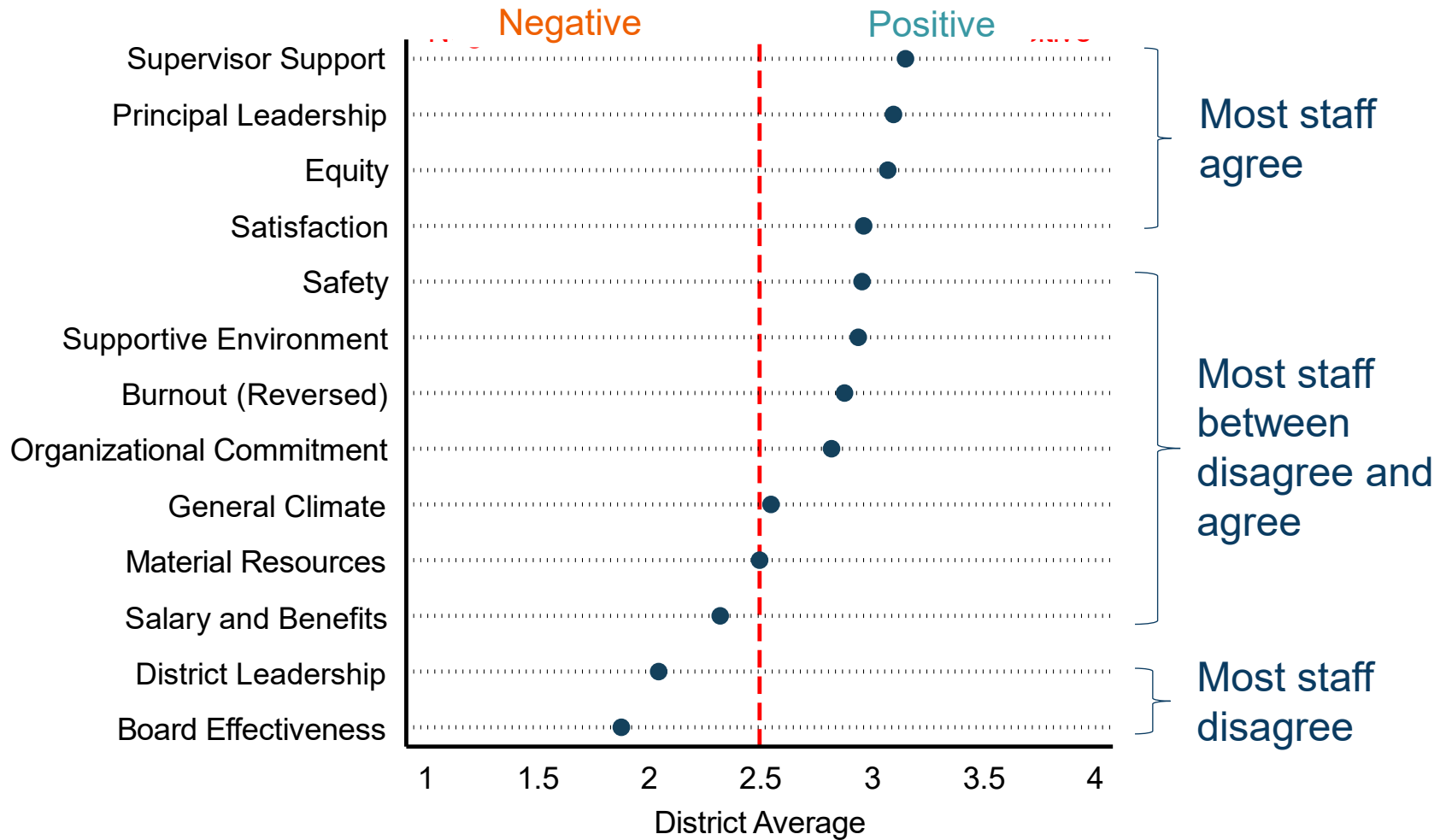
Average values on domains **above** 2.5 represented generally **positive** perceptions.

Average values on domains **below** 2.5 represented generally **negative** perceptions.

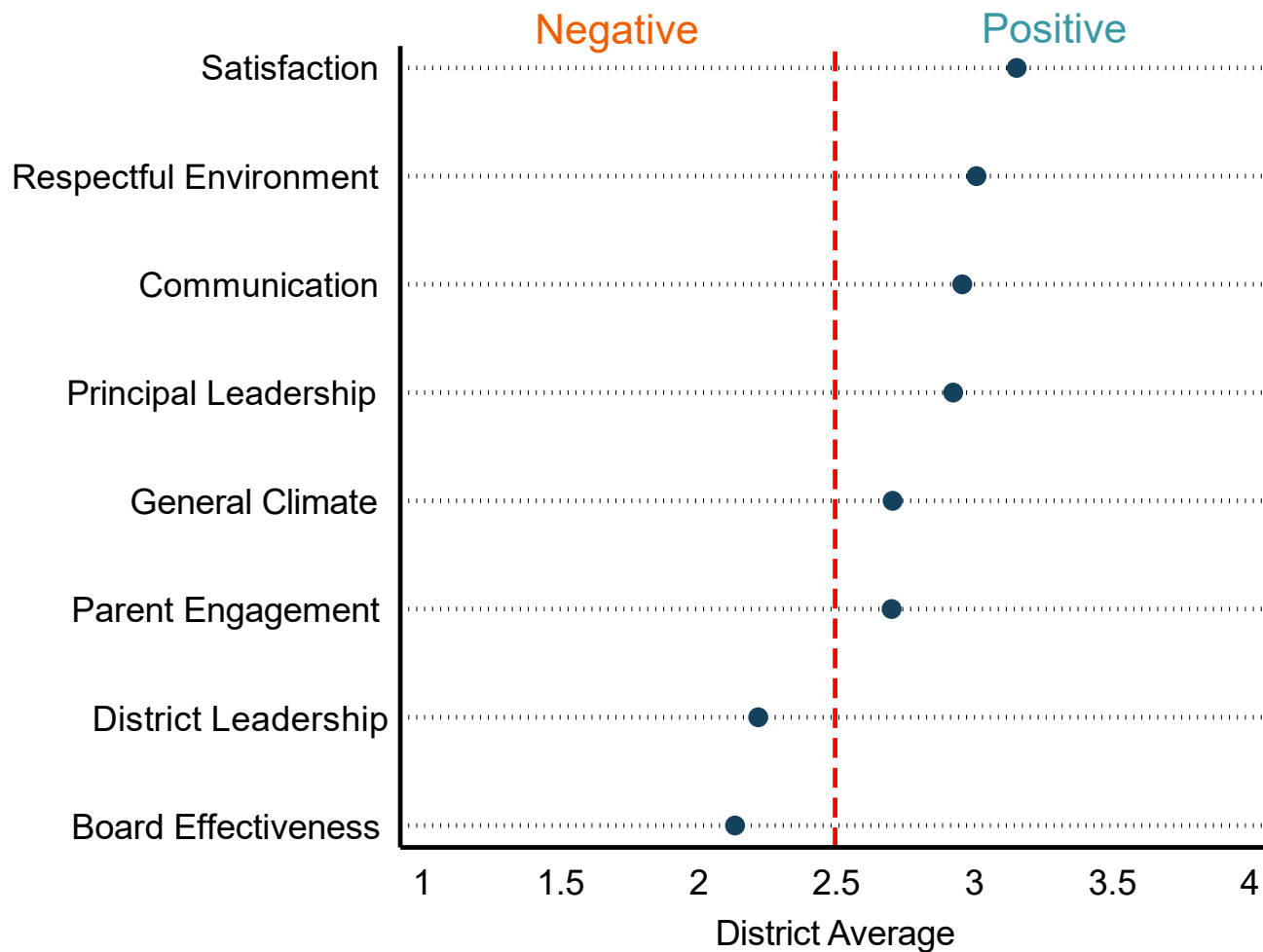
Employee Survey Results



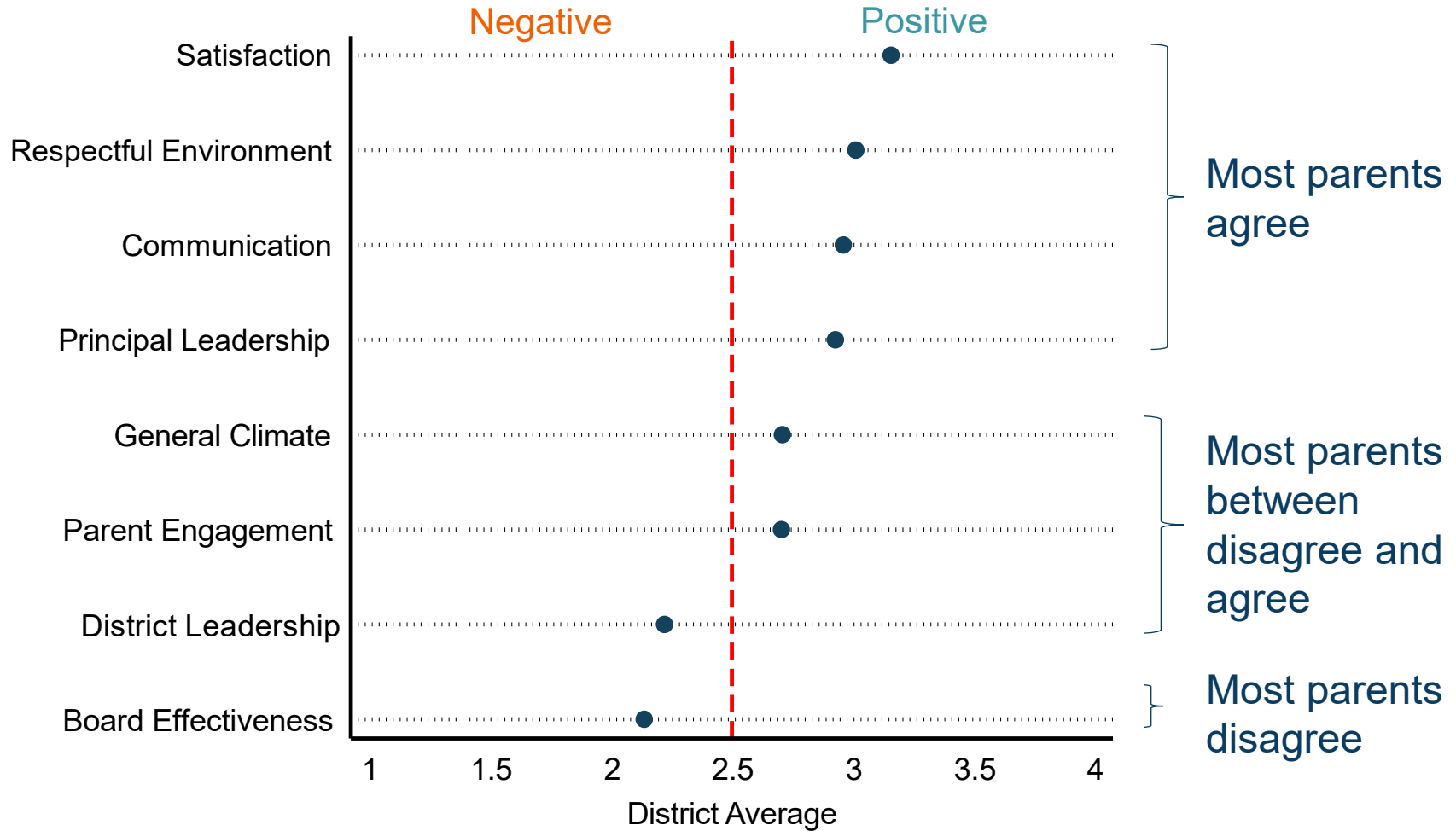
Employee Survey Results



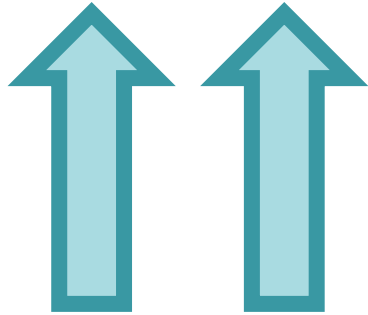
Parent/Guardian Survey Results



Parent/Guardian Survey Results

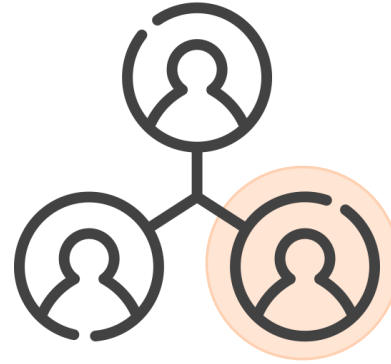


Detailed Survey Results



Correlation

Which domains
were correlated with
positive
perceptions?



Break Downs

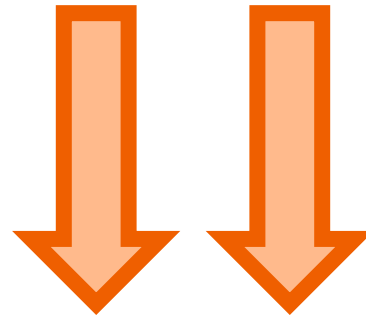
Where did responses
differ across
staff groups or parent
groups?

Correlation



If someone rates their satisfaction as **high**, do they also tend to rate some other domains as **high**?

If someone rates their satisfaction as **low**, do they also tend to rate some other domains as **low**?



Employees: What Questions Were Asked?

Levers:

- Burnout
- Material Resources and Training
- Salary and Benefits
- Supportive Environment
- Supervisor Support
- Equity
- Safety

Outcomes:

- Satisfaction
- Board Effectiveness
- District Leadership
- Principal Leadership
- General Climate
- Organizational Commitment



Employee Correlations

| | | Satisfaction | Organizational Commitment | General Climate | Board Effectiveness | District Leadership | Principal Leadership ^a | Burnout |
|------------------------------|---------------------------------|---------------------|---------------------------|---------------------|--------------------------------|------------------------------|-----------------------------------|------------------------------|
| Strong Positive Relationship | Material Resources and Training | Moderately Positive | Strongly Positive | Strongly Positive | Strongly Positive ^a | Strongly Positive | No Relationship | Strongly Negative |
| | Salary and Benefits | No Relationship | Moderately Positive* | Weakly Positive | Moderately Positive | Moderately Positive | No Relationship | Weakly Negative ^a |
| | Safety | Weakly Positive | No Relationship | Moderately Positive | No Relationship | Weakly Positive ^b | Moderately Positive | Strongly Negative |
| No Relationship | Supportive Environment | Weakly Positive | Weakly Positive | No Relationship | No Relationship | Weakly Positive ^b | No Relationship | Weakly Negative |
| | Supervisor Support | No Relationship | No Relationship | No Relationship | No Relationship | No Relationship | Strongly Positive | No Relationship |
| | Equity | No Relationship | No Relationship | No Relationship | No Relationship | No Relationship | No Relationship | No Relationship |
| Strong Negative Relationship | Burnout | Strongly Negative | Strongly Negative | Weakly Negative* | No Relationship | No Relationship | No Relationship | NA |

^a School-based staff only

^b Central-office staff only

Employee Burnout



Correlated with

- Satisfaction
- Organizational Commitment
- General Climate

Not correlated with

- Board Effectiveness
- District Leadership
- Principal Leadership

Employee Burnout

| <i>How often do you experience each of the following feelings? (Never, Once a year or less, Once a month or less, Sometimes in a month, Once a week, Sometimes in a week, Everyday)</i> | Once a week or more |
|---|---------------------|
| I am bored with my job.* | 9.6% |
| I am overwhelmed by my job responsibilities.* | 50.6% |
| My job doesn't excite me anymore.* | 19.3% |
| I feel alienated at work.* | 16.5% |
| I feel frustrated at work.* | 50.2% |
| I feel stressed at work.* | 58.0% |

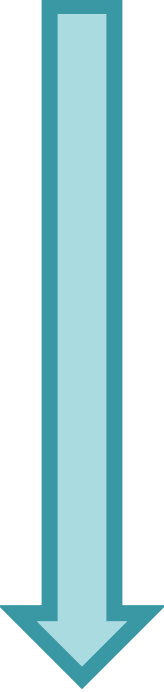
Note: **Teal** text indicates questions with more “once a week of more” ratings among parents or staff.

Orange text indicates questions with less “once a week of more” ratings among parents or staff.

* Indicates a reverse-coded question.

Employee Burnout

Less Burnout



Central Office Staff
Classified Staff
Hispanic Staff
Less experienced employees^a
Fillmore Elementary School
Maintenance

More Burnout



School-Based Staff
Certificated Staff
White Staff
More experienced employees^b

^a Less experienced employees are those with less than 1 year of experience.

^b More experienced employees are those with between 10 and 20 years of experience.

Employee Burnout



*"Make **job expectations** for teachers and counselors more **reasonable and realistic**. When responsibilities are increased, paid time to meet those demands must also increase. I love working with students, but I feel that I am put in an impossible situation trying to meet all of their needs...."*

Material Resources and Training



Correlated with

- Satisfaction
- Organizational Commitment
- General Climate
- Board Effectiveness
- District Leadership



Not correlated with

- Principal Leadership

Material Resources and Training

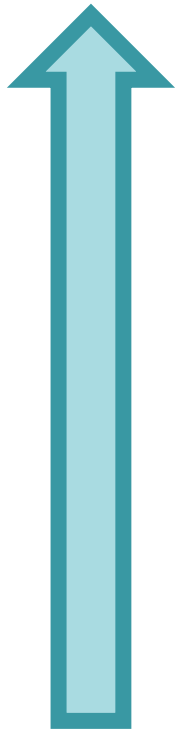
| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/ Strongly Agree |
|---|--------------------------|
| The district provides the PD I need to do my job effectively. | 45.2% |
| The quality of available job training/professional development is high. | 37.5% |
| I have adequate technology resources/tools to do my job effectively. | 70.5% |
| I have the (non-technology) resources/tools I need to do my job effectively. | 69.2% |
| My organization has provided training on the technology resources we have. | 54.5% |
| The workload expected of me is manageable. | 51.0% |

Note: **Teal** text indicates questions with more “agree” ratings among parents or staff.

Orange text indicates questions with less “agree” ratings among parents or staff.

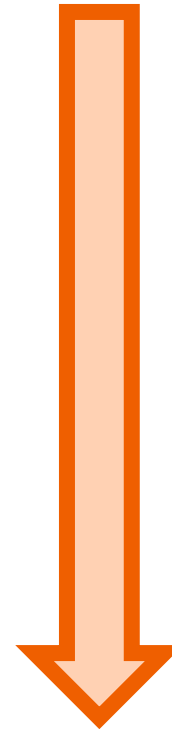
Material Resources and Training

Rated Higher



Central Office Staff
Classified Staff
Male Staff
Hispanic Staff
Less experienced employees
Maple High School Staff

Rated Lower



School-Based Staff
Certificated Staff
Female Staff
White Staff
More experienced employees
Cabrillo High School Staff
Los Berros Elementary School Staff
Miguelito Elementary School Staff

Material Resources and Training

“What resources/tools do you feel you need to do your job effectively that you don't currently have?”



33.3% of 197 respondents listed they needed better **technology or technology training** to do their job.

20.1% of 197 respondents said they needed **classroom materials** like furniture, school supplies, or books.

Material Resources and Training

Of employees who lacked the tools/resources to do their jobs effectively

29%

requested **personnel changes**

"Sufficient support staff – lack of paraeducators, subs teachers, custodians, behavioral specialists, office staff, student supervision aides."

"I do not have enough time. There are too many responsibilities expected for me to do with not enough time to do them."

Material Resources and Training

Of employees who lacked the tools/resources to do their jobs effectively

25%

requested **higher quality professional** development

"Specific training that is ongoing, not repeated every year or thought of last minute."

"I have tool/technology, but we were provided with no training. When the district finally decided to train teachers on some of the new technology or tools, we were required to do it on our own time after work from 4- until after 5 in the evening..."

Parents/ Guardians: What Questions Were Asked?

Levers:

- Parent Engagement
- Respectful Environment
- Communication

Outcomes:

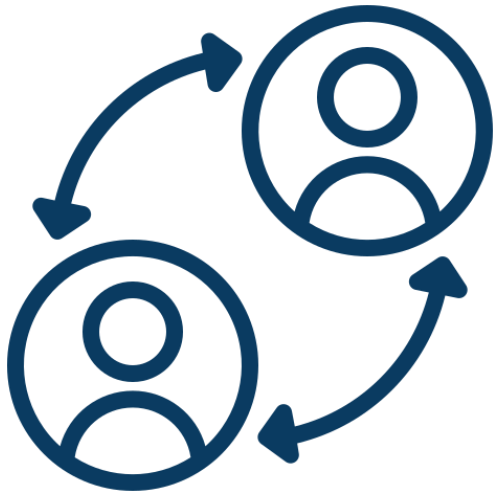
- Satisfaction
- Principal Leadership
- General Climate
- Board Effectiveness
- District Leadership



Parent/Guardian Correlations

| | | Satisfaction | General Climate | Principal Leadership | District Leadership | Board Effectiveness |
|--|------------------------|---------------------|---------------------|----------------------|---------------------|---------------------|
| <div>Strong Positive Relationship</div> <div>No Relationship</div> <div>Strong Negative Relationship</div> | Parent Engagement | Strongly Positive | Strongly Positive | Strongly Positive | Strongly Positive | Strongly Positive |
| | Communication | Moderately Positive | Moderately Positive | Weakly Positive | Weakly Positive | Moderately Positive |
| | Respectful Environment | Strongly Positive | Strongly Positive | Strongly Positive | No Relationship | No Relationship |

Parent Engagement



Correlated with

- Satisfaction
- General Climate
- Principal Leadership
- District Leadership
- Board Effectiveness

Parent Engagement

| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/ Strongly Agree |
|---|--------------------------|
| The school asks parents for ideas about important issues. | 60.6% |
| The school gives me ideas about how to help my child learn at home. | 59.5% |
| The school has many different ways for me to be involved. | 60.6% |
| The school offers programs, conferences, and activities that fit our family. | 64.1% |
| Parents are included in groups or committees that help lead the school. | 68.8% |
| The school communicates often with parents. | 78.1% |

Note: **Teal** text indicates questions with more “agree” ratings among staff.

Orange text indicates questions with less “agree” ratings among staff.

Parent Engagement

Rated Higher



Parents of Hispanic Students

Parents of Elementary Students

Parents of Lompoc High Students

Parents of Maple High Students

Rated Lower



Parents of White Students

Parents of Black Students

Parents of Crestview Elementary Students

Parents of Middle School Students

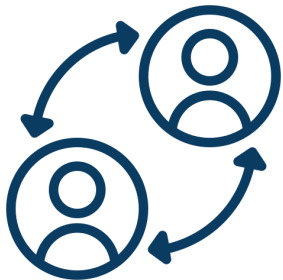
Parents of Cabrillo High School Students

Parent Engagement

21%

Percent of responding parents said **more communication or family engagement** would foster a respectful climate.

“More opportunities to volunteer or participate in our students’ classrooms.”



“Communicating to parents more consistent(ly) whether child is doing well or needs improvement not wait until end of quarters or semesters.”

Parent Engagement



*“Listen to parents who have true concerns about their children's education. Listen to the teachers who are with the children daily and understand the students needs. **That way the teacher and parent can partner together for the best results for the student.**”*

Employee Survey Findings



- **76.8%** of staff are satisfied with their job.
- **Burnout is prevalent**, and is correlated with lower satisfaction, less organizational commitment, and worse climate.
- **Material Resources and Training** is correlated with most outcomes of interest.

Parent Survey Findings



- **78.6%** of parents are satisfied with their child's school.
- Parents want to understand how they can **help their students** and to know what role they can play in their students' education.
- Parents **desire more opportunities to engage** with schools and their students' education.

Next Steps



Conduct a deeper dive
into the available survey
data

Special board meeting
Small-group meetings
(e.g., two members)



Determine next steps to
support meaningful:

Reduction in staff burnout
Acquisition of adequate
staff resources and training
Parent engagement

Questions to Consider

How can we better support staff members who are experiencing burnout?

How can we provide staff the materials and training they need?

How can we better engage all parents?



Questions



Appendix A: Psychometric Properties

Employee Survey Domains

- Cronbach's alpha (α) tests whether questions in a domains really do measure the same underlying concept.
- $>.90$ is excellent , $>.80$ very good; $>.60$ acceptable

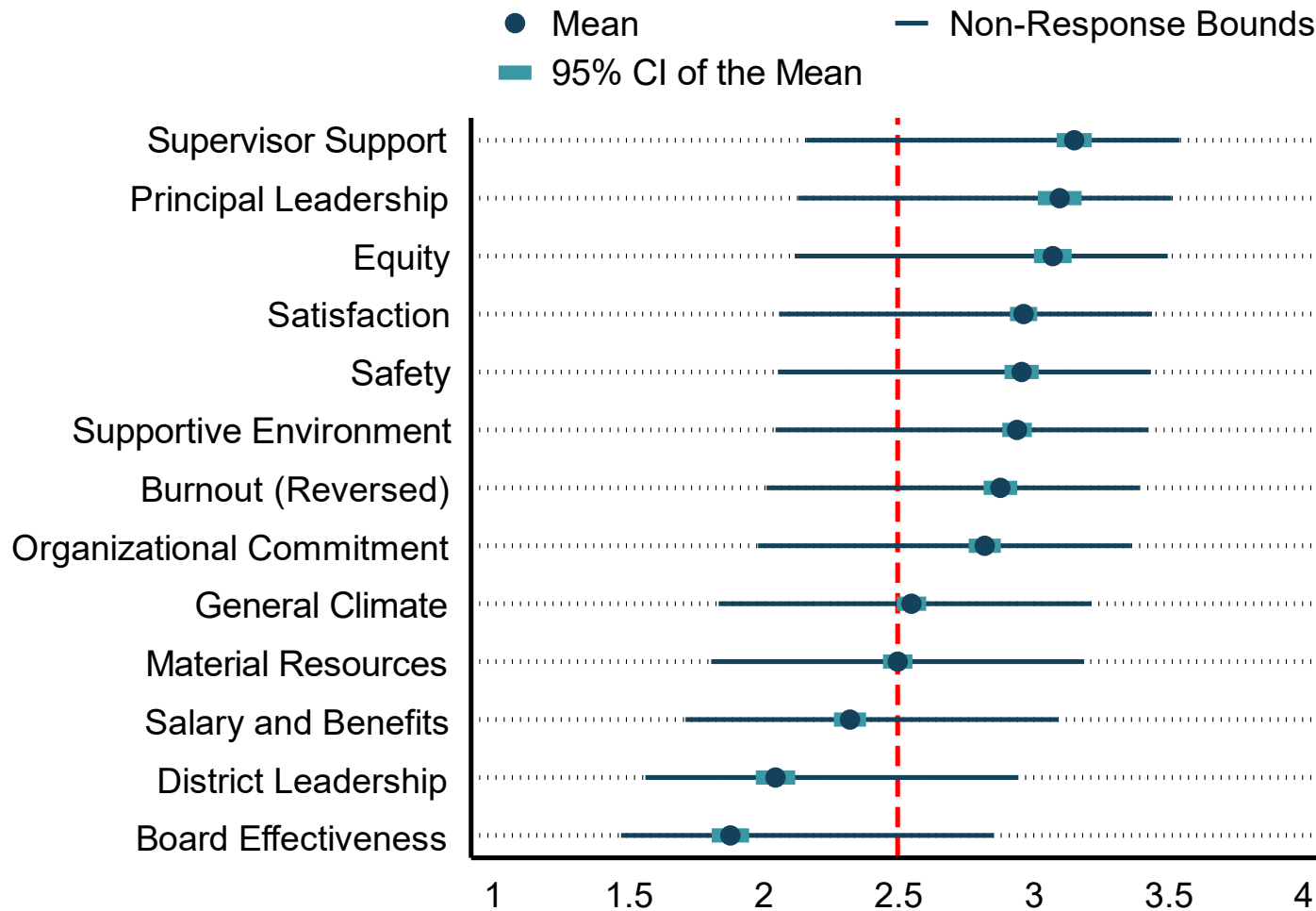
| Domain | Alpha | Domain | Alpha |
|------------------------|-------|---------------------------|-------|
| Satisfaction | 0.92 | Material Resources and | |
| Supportive Environment | 0.91 | Training | 0.87 |
| Equity | 0.91 | General Climate | 0.87 |
| Supervisor Support | 0.94 | Board Effectiveness | 0.94 |
| Principal Leadership | 0.89 | District Leadership | 0.98 |
| Safety | 0.83 | Organizational Commitment | 0.78 |
| Burnout | 0.86 | Salary and Benefits | 0.86 |

Parent/Guardian Survey Domains

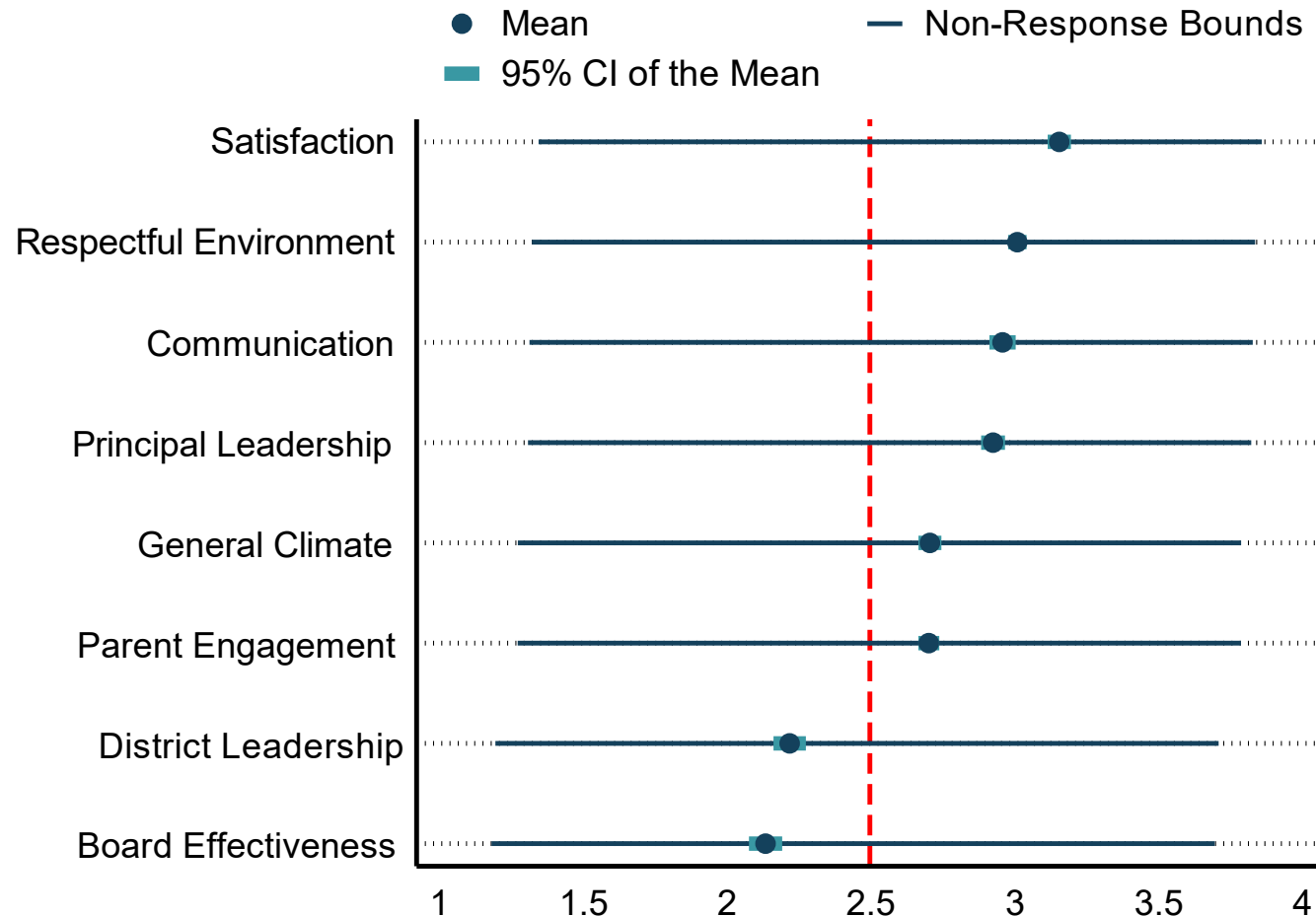
- Cronbach's alpha (α) tests whether questions in domains really do measure the same underlying concept.
- $>.90$ is excellent , $>.80$ very good; $>.60$ acceptable

| Domain | Alpha |
|------------------------|-------|
| Satisfaction | 0.84 |
| Parent Engagement | 0.92 |
| Respectful Environment | 0.87 |
| Communication | 0.91 |
| Principal Leadership | 0.95 |
| General Climate | 0.94 |
| Board Effectiveness | 0.98 |
| District Leadership | 0.99 |

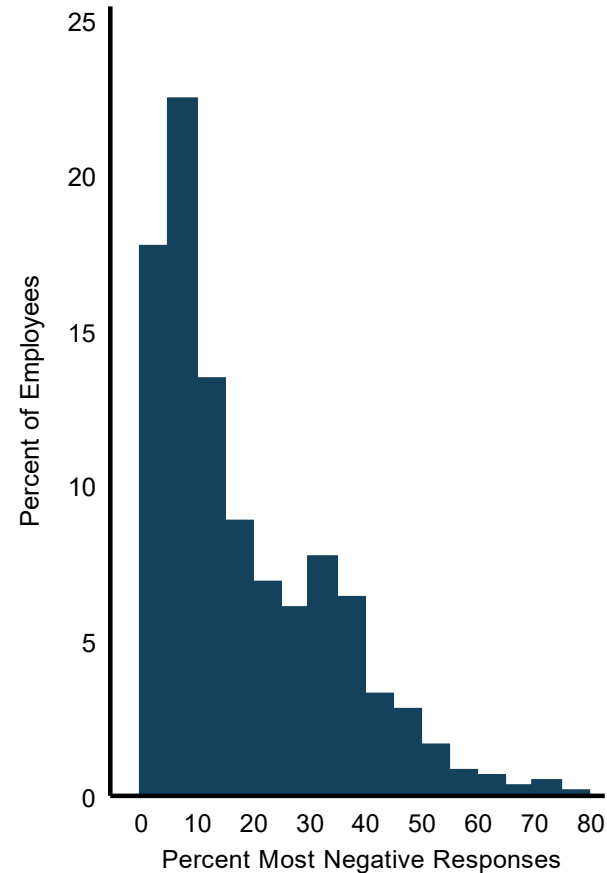
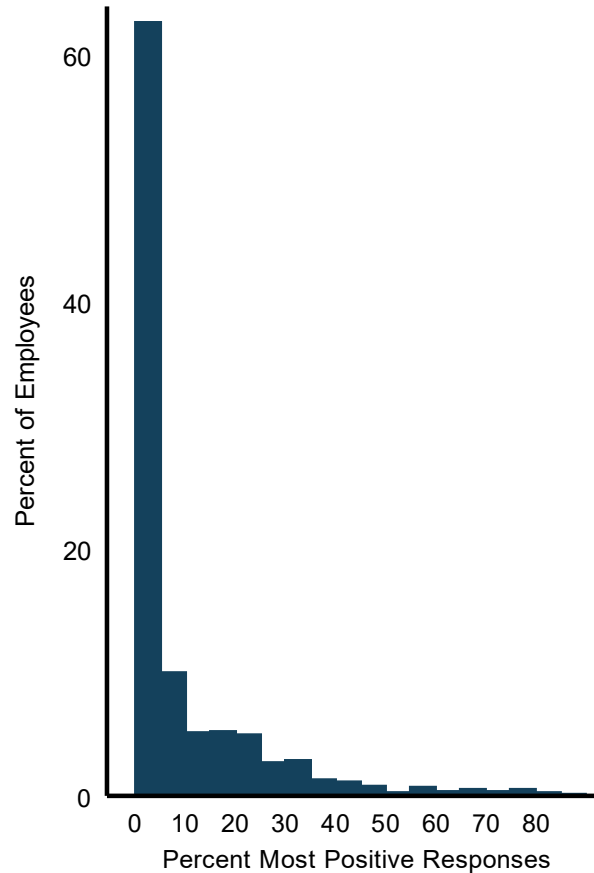
Staff Non-Response Bounds



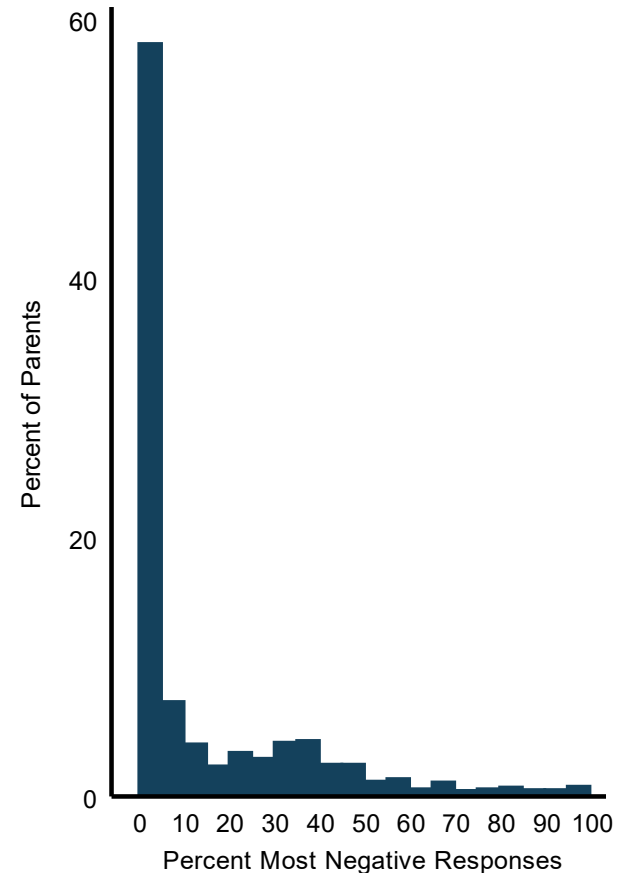
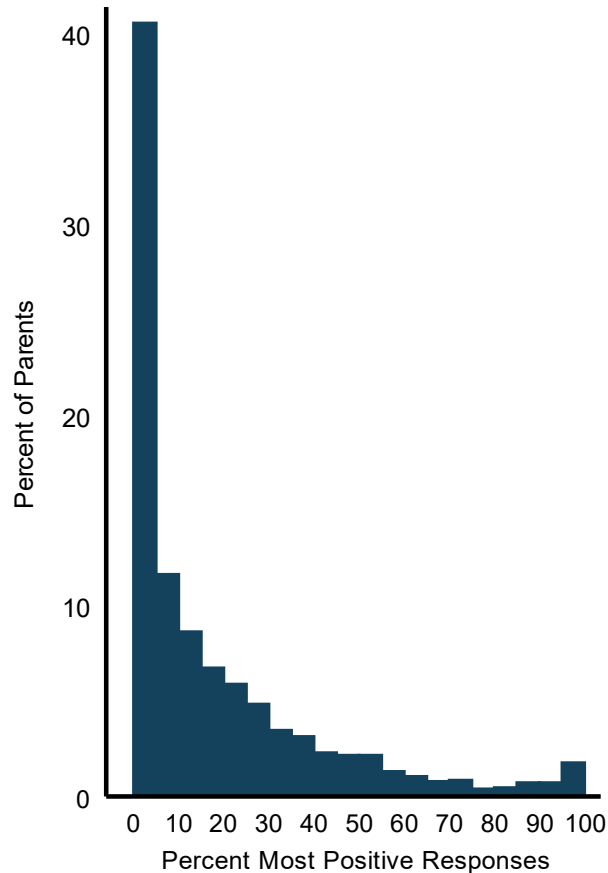
Parent/Guardian Non-Response Bounds



Employee Extreme Responses



Parent/Guardian Extreme Responses





Appendix B: Question-level Results Staff Survey

Supervisor Support and Principal Leadership

| Percent “Agree” or “Strongly Agree” | Staff |
|---|-------|
| Supervisors in my work unit support employee development. | 82.0% |
| My supervisor listens to what I have to say. | 82.1% |
| My supervisor treats me with respect. | 86.2% |
| I have trust and confidence in my supervisor. | 74.2% |
| Supervisors in my work unit support employee development. | 82.0% |

| Percent “Agree” or “Strongly Agree” | Staff |
|--|-------|
| The principal at this school is an effective leader. | 72.3% |
| The principal at this school is approachable. | 79.8% |

Note: **Teal** text indicates questions with more “agree” ratings among staff.

Orange text indicates questions with less “agree” ratings among staff.

Staff Satisfaction

| Percent “Agree” or “Strongly Agree” | Staff |
|---|-------|
| I like the way things are run at my school or office. | 65.5% |
| The advantages of this profession clearly outweigh the disadvantages. | 66.2% |
| If I could decide again, I would still choose this job or position. | 73.6% |
| I enjoy working at my school or office. | 83.8% |
| I would recommend my school or office as a good place to work. | 73.2% |
| I am satisfied with my performance in this school or office. | 93.8% |
| All in all, I am satisfied with my job. | 76.8% |

Note: **Teal** text indicates questions with more “agree” ratings among staff.

Orange text indicates questions with less “agree” ratings among staff.

Staff Satisfaction

| Percent “Agree” or “Strongly Agree” | Staff |
|--|-------|
| I would like to change to another school or office if that were possible.* | 20.9% |
| I regret that I chose this job or position.* | 17.2% |
| I wonder if it would have been better to choose another profession.* | 33.6% |
| The stress and disappointments involved in my job aren't really worth it.* | 42.5% |

Note: **Teal** text indicates questions with more “agree” ratings among staff.

Orange text indicates questions with less “agree” ratings among staff.

* Indicates a reverse-coded question.

Parent/Guardian Satisfaction

| Percent “Somewhat Satisfied” or “Very Satisfied” | Parents/ Guardians |
|---|-----------------------|
| How satisfied or dissatisfied are you with this school? | 78.6% |
| How satisfied or dissatisfied are you with the teachers this child has this year? | 84.0% |
| How satisfied or dissatisfied are you with the academic standards of the school? | 81.2% |

Note: **Teal** text indicates questions with more “satisfied” ratings among staff.

Parent Satisfaction

*"I feel my child's school does foster a respectful climate. **The staff are positive with students and families. They can continue what they are doing.**"*

*"(school) is doing a fantastic job in cultivating an environment to support students and offers help for students who know the key to a better life is education. I feel that the counselors offer resources and extend help in ways that one would help their own children. **When kids are shown they matter and adults care, respect is reciprocated.**"*



Board Effectiveness

“How effective is Lompoc Unified's school board in each of the following areas:”

| Percent “Mostly Effective” or “Very Effective” | Staff | Parents/ Guardians |
|---|-------|-----------------------|
| Guiding the district in the right direction. | 21.3% | 40.5% |
| Building trust among stakeholders. | 16.8% | 37.7% |
| Communicating with stakeholders. | 22.3% | 38.7% |
| Being a good steward of taxpayers' investments in public education. | 26.2% | 37.6% |
| Allocating funds appropriately for various initiatives. | 27.8% | 37.2% |
| Reviewing the superintendent's performance. | 16.7% | 35.2% |

Note: **Orange** text indicates questions with less "effective" among parents and staff.

District Leadership

| Percent “Agree” or “Strongly Agree” | Staff | Parents/ Guardians |
|---|-------|-----------------------|
| District leadership makes decisions that are in the best interest of students. | 34.7% | 47.7% |
| District leadership creates an environment where all students can thrive. | 37.1% | -- |
| District leadership communicates effectively with [staff or families]. | 31.1% | 48.2% |
| District leadership values input from [employees or families]. | 23.3% | 45.3% |
| District leadership believes in the importance of family-school partnerships. | 56.1% | 48.5% |
| District leadership cultivates an environment where families feel safe to express opinions without fear of negative consequences. | 41.7% | -- |
| District leadership treats all employees justly and equally. | 30.2% | -- |
| District leadership is fair and even handed in the treatment of all employees. | 29.1% | -- |
| I feel favoritism is not a problem with our district leadership. | 27.8% | -- |

Note: **Teal** text indicates questions with more “agree” ratings among staff.

Orange text indicates questions with less “agree” ratings among parents or staff.

District Leadership



| Percent “Agree” or “Strongly Agree” | Staff | Parents/ Guardians |
|--|-------|-----------------------|
| The superintendent is guiding the district in the right direction. | 30.6% | 47.7% |
| The superintendent is an effective leader. | 28.3% | 47.1% |
| The superintendent is accessible to [staff or families]. | 19.7% | 39.5% |
| The superintendent fosters a climate of respect. | 28.0% | 47.7% |

Note: **Orange** text indicates questions with less “agree” ratings among parents and staff.

Salary and Benefits



Correlated with

- Organizational Commitment
- General Climate
- Board Effectiveness
- District Leadership

Not correlated with

- Principal Leadership
- Satisfaction

Salary and Benefits

| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/ Strongly Agree |
|--|--------------------------|
| I am paid fairly compared to my amount of responsibility. | 33.5% |
| I am paid fairly compared to others doing the same job inside my district. | 57.9% |
| I am paid fairly compared to others doing the same job outside of my district. | 34.0% |
| I am satisfied with the benefits I receive. | 56.1% |

Note: **Teal** text indicates questions with more “agree” ratings among staff.

Orange text indicates questions with less “agree” ratings among staff.

Salary and Benefits

Rated Higher

Rated Lower



Central Office Staff

Less experienced employees

Maple High School Staff



School-Based Staff

More experienced employees

Other High School Staff

Qualitative Evidence

Salary and Benefits

Of employees who did not see themselves working in the district in 2 years

33%

said an **increase in salary or benefits** would help them stay in the district

*“The most important change for me would be salary increase which is reflection of respect for employees. Number one I do not feel respected in any way, shape or form. **Salary increase would be a step in the right direction.** We are NOT valued as professionals.”*

Supportive Environment

| <i>To what extent do you agree or disagree with the following statements about your school or department:</i> | Agree/Strongly Agree |
|---|----------------------|
| There is a great deal of cooperative effort among the staff members. | 75.8% |
| Staff have an open discussion about difficulties. | 73.6% |
| There is mutual respect for colleagues' ideas. | 77.7% |
| There is a culture of sharing success. | 75.8% |
| The relationships between teachers, staff, and students are good. | 84.4% |

Note: **Teal** text indicates questions with more “agree” ratings among staff.

Equity

| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/Strongly Agree |
|---|----------------------|
| I am treated fairly by my supervisor. | 85.1% |
| My supervisor is fair and even handed in the treatment of all employees. | 75.3% |
| I feel favoritism is not a problem in my school/department. | 68.1% |

Note: **Orange** text indicates questions with less “agree” ratings among staff.

Supervisor Support

| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/Strongly Agree |
|---|----------------------|
| Supervisors in my work unit support employee development. | 82.0% |
| My supervisor listens to what I have to say. | 82.1% |
| My supervisor treats me with respect. | 86.2% |
| I have trust and confidence in my supervisor. | 74.2% |

Note: **Orange** text indicates questions with less “agree” ratings among staff.

School-based staff were asked to answer these questions about their school leadership.

Central office and district staff were asked to answer these questions about their department leadership.

Safety

| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/Strongly Agree |
|---|----------------------|
| The level of student misbehavior in my school interferes with teaching. | 64.2% |
| My principal enforces school rules for student conduct. | 71.1% |

Note: These items were only offered to school-based staff.

General Climate

| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/Strongly Agree |
|--|----------------------|
| Lompoc Unified is a supportive and inviting place for students to learn. | 68.8% |
| Lompoc Unified sets high standards for academic performance for all students. | 65.5% |
| Lompoc Unified provides adequate counseling and support services for students. | 62.6% |
| Lompoc Unified emphasizes teaching lessons in ways relevant to students. | 64.2% |
| There is an atmosphere of trust and respect in this district. | 34.5% |

Note: **Orange** text indicates questions with less “agree” ratings among staff.

Organizational Commitment

| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/Strongly Agree |
|---|----------------------|
| I have positive feelings toward my school/department as a place to work. | 80.8% |
| I have positive feelings towards Lompoc Unified. | 55.2% |
| I'm confident I will still be working in Lompoc Unified in 2 years. | 72.4% |

Note: **Orange** text indicates questions with less “agree” ratings among staff.



Appendix C: Question-level Results Parent Survey

Parent Respectful Environment



Correlated with

- Satisfaction
- General Climate
- Principal Leadership

Not correlated with

- District Leadership
- Board Effectiveness

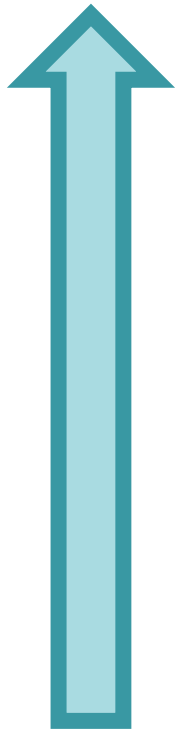
Parent/Guardian Respectful Environment

| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/ Strongly Agree |
|---|--------------------------|
| My family is treated with respect at this school. | 88.6% |
| School staff make a point to get to know my family. | 57.3% |
| The teachers at my child's school respect the students. | 86.9% |
| Staff in the front office make me feel welcome. | 82.8% |
| Support staff throughout the school create a positive climate at the school. | 84.7% |

Note: **Orange** text indicates questions with less “agree” ratings among parents and staff.

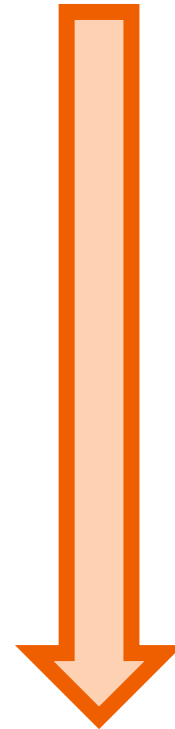
Parent/Guardian Respectful Environment

Rated Higher



Parents of Elementary
School Students

Rated Lower



Parents of Middle School
Students

Parents of High School
Students

Parent/Guardian Communication



Correlated with

- Satisfaction
- General Climate
- Principal Leadership
- District Leadership
- Board Effectiveness

Parent/Guardian Communication

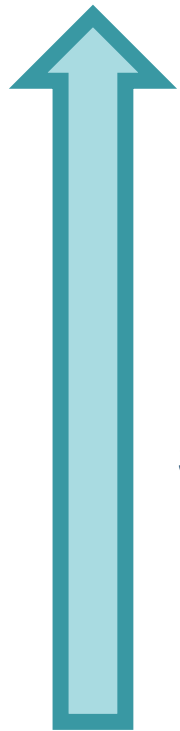
| <i>How well has your child's school been doing the following things during this school year?</i> <i>(Does not do at all, Not very well, Just okay, Very well)</i> | Just Okay/ Very Well |
|--|-------------------------|
| Letting you know how your child is doing in school between report cards. | 76.9% |
| Providing information about how to help your child with homework. | 67.7% |
| Providing information about why your child is placed in particular classes. | 67.8% |
| Providing information on your expected role at your child's school. | 69.7% |

Note: **Teal** text indicates questions with more “just okay” and “very well” ratings among parents.

Parent/Guardian Communication

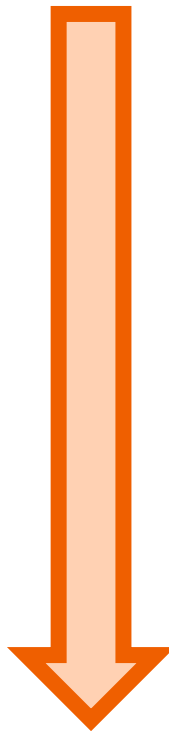
Rated Higher

Rated Lower



Parents of Hispanic Students

Parents of Elementary School
Students



Parents of White Students

Parents of Middle School Students

Parents of High School Students

Other Parent/Guardian Concerns

Of parents who shared a recommendation to foster a respectful climate

15%

said more needs to be done to address **bullying** and **disruptive behavior**

*“Provide consequences for inappropriate behavior. Students are running amok. It's like there is no discipline, **my child's teachers are constantly dealing with disruptive students** and when they're asked to go to the office it's a big ordeal. **It takes away from my child's learning.** Continuously disruptive students need another place to go.”*

Parent/Guardian General Climate

| <i>To what extent do you agree or disagree with the following statements:</i> | Agree/Strongly Agree |
|--|----------------------|
| Lompoc Unified is a supportive and inviting place for students to learn. | 73.5% |
| Lompoc Unified sets high standards for academic performance for all students. | 65.4% |
| Lompoc Unified provides adequate counseling and support services for students. | 66.6% |
| Lompoc Unified emphasizes teaching lessons in ways relevant to students. | 70.2% |
| There is an atmosphere of trust and respect in this district. | 60.5% |

Parent/Guardian Principal Leadership

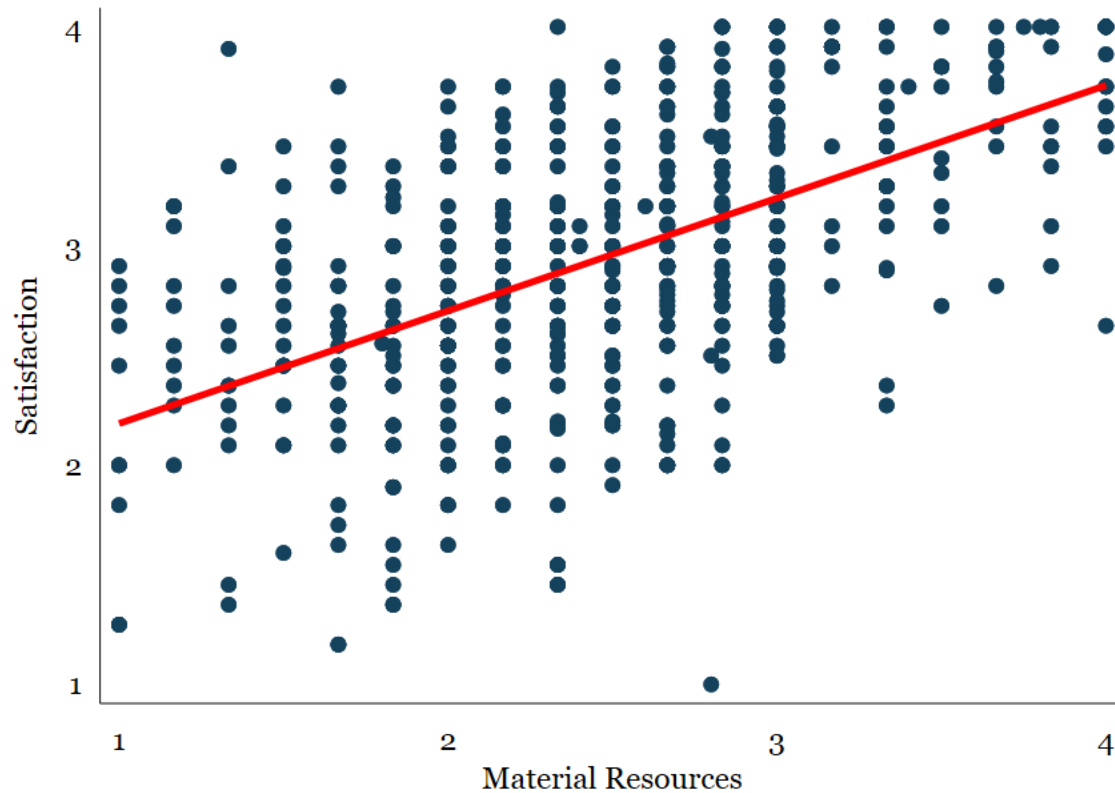
| <i>To what extent do you agree or disagree that the principal of your child's school:</i> | Agree/Strongly Agree |
|---|----------------------|
| Is an effective leader. | 77.3% |
| Is approachable. | 78.3% |
| Creates an atmosphere where all students can thrive. | 78.7% |
| Believes in the importance of family-school partnerships. | 76.4% |



Appendix D: Regression Analyses

Positive Correlation

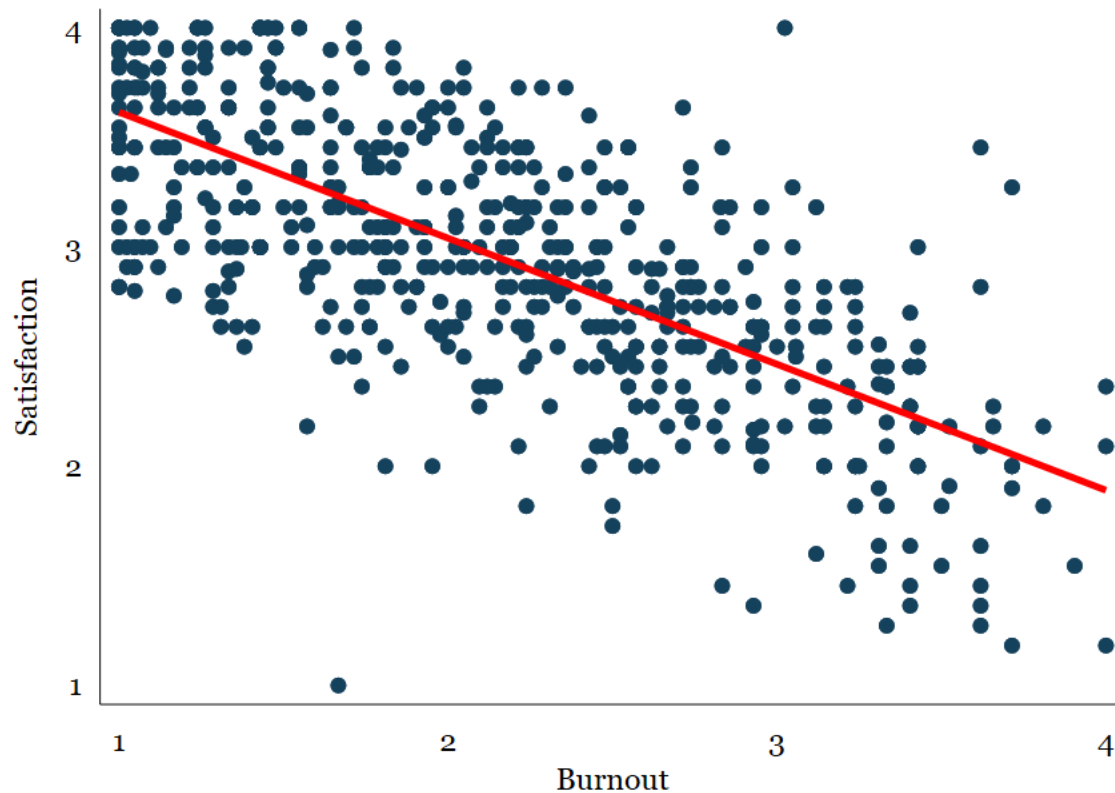
High on one measure tends to be **high** on the other



Note: Data presented in this slide are fictitious and provided for presentation purposes only.

Negative Correlation

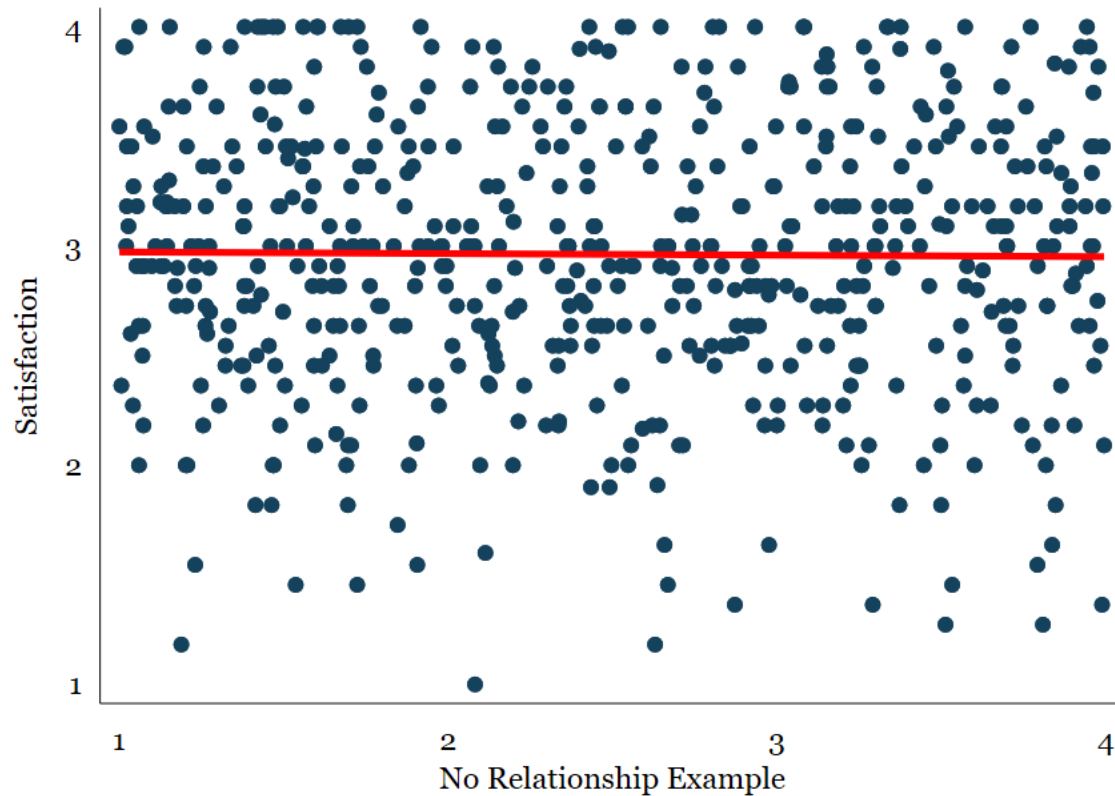
High on one measure tends to be **low** on the other



Note: Data presented in this slide are fictitious and provided for presentation purposes only.

No Correlation

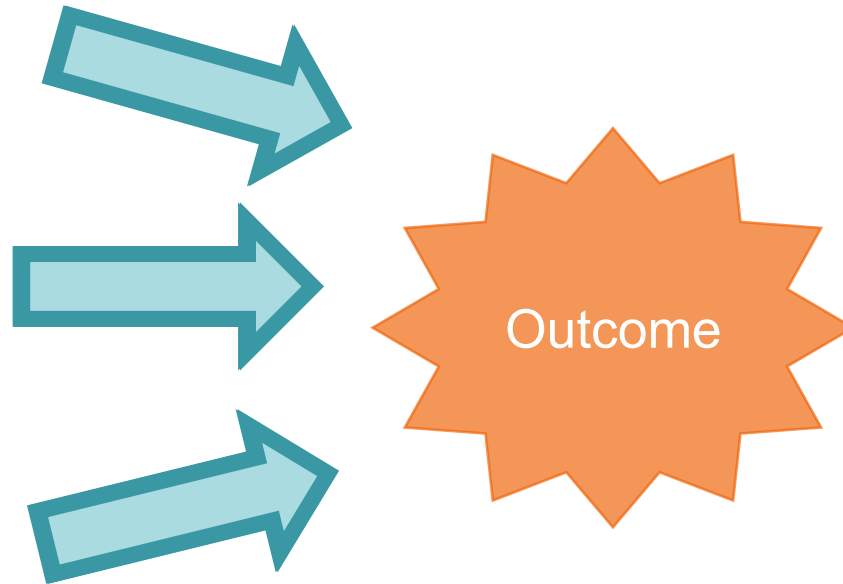
High/Low on one measure has **no tendency** for the other



Note: Data presented in this slide are fictitious and provided for presentation purposes only.

Correlation

- Advanced statistical techniques can identify which associations remain after accounting for the others
- **Dependent variable**: outcome of interest
- **Independent variables**: explain differences the outcome



Employee Regression Models

| Independent Variable | Group | Dependent Variables | | | | | | Burnout |
|------------------------|---------------|---------------------|---------------------------|-----------------|---------------------|---------------------|----------------------|-----------|
| | | Satisfaction | Organizational Commitment | General Climate | Board Effectiveness | District Leadership | Principal Leadership | |
| Supportive Environment | Overall | 0.111** | 0.116* | 0.047 | -0.005 | 0.063 | 0.022 | -0.093* |
| | School Staff | 0.111* | 0.119 | 0.020 | 0.011 | 0.006 | 0.022 | -0.074 |
| | Central Staff | 0.122 | 0.141 | 0.194 | -0.038 | 0.276* | . | -0.179 |
| Equity | Overall | 0.020 | 0.094 | -0.009 | 0.084 | 0.125 | 0.100 | -0.018 |
| | School Staff | 0.021 | 0.080 | -0.023 | 0.043 | 0.036 | 0.100 | -0.047 |
| | Central Staff | 0.001 | 0.109 | 0.009 | 0.311 | 0.543* | . | 0.192 |
| Supervisor Support | Overall | 0.072 | 0.094 | -0.012 | -0.082 | -0.083 | 0.593*** | 0.099 |
| | School Staff | 0.081* | 0.143 | 0.016 | -0.024 | 0.002 | 0.593*** | 0.097 |
| | Central Staff | -0.006 | -0.127 | -0.203 | -0.491* | -0.566** | . | 0.097 |
| Safety | Overall | 0.124* | 0.025 | 0.173** | 0.099 | 0.109* | 0.292*** | -0.359*** |
| | School Staff | 0.125* | 0.001 | 0.192** | 0.108 | 0.138* | 0.292*** | -0.367*** |
| | Central Staff | 0.183 | 0.192 | 0.233 | 0.307* | 0.074 | . | -0.390* |
| Burnout | Overall | -0.377*** | -0.275*** | -0.100** | -0.038 | -0.068 | 0.058 | . |
| | School Staff | -0.372*** | -0.265*** | -0.109** | -0.043 | -0.063 | 0.058 | . |
| | Central Staff | -0.387*** | -0.311* | 0.002 | -0.074 | -0.092 | . | . |
| Material Resources | Overall | 0.140*** | 0.273*** | 0.444*** | 0.468*** | 0.527*** | 0.018 | -0.351*** |
| | School Staff | 0.141*** | 0.261*** | 0.452*** | 0.526*** | 0.521*** | 0.018 | -0.310*** |
| | Central Staff | 0.133 | 0.274** | 0.415*** | 0.068 | 0.403** | . | -0.553*** |
| Salary and Benefits | Overall | -0.000 | 0.130** | 0.104** | 0.199*** | 0.280*** | -0.032 | -0.100* |
| | School Staff | -0.001 | 0.155** | 0.113** | 0.197*** | 0.287*** | -0.032 | -0.123* |
| | Central Staff | 0.015 | 0.060 | 0.088 | 0.235* | 0.316* | . | 0.009 |
| Number of Staff | Overall | 518 | 519 | 512 | 438 | 476 | 425 | 518 |
| | School Staff | 424 | 425 | 420 | 360 | 386 | 425 | 424 |
| | Central Staff | 94 | 94 | 92 | 78 | 90 | . | 94 |

Note: Linear regression models were estimated with standard errors clustered by work location (school or department). Staff total experience, gender, and race/ethnicity were included as controls. The negative coefficients for the effect of supervisor support on board effectiveness and district leadership for central office staff was a result of a small number of observations included and multicollinearity. For this reason, those coefficients should be considered spurious.

Parent/Guardian Regression Models

| | Dependent Variables | | | | |
|------------------------|---------------------|-----------------|----------------------|---------------------|---------------------|
| Independent Variable | Satisfaction | General Climate | Principal Leadership | District Leadership | Board Effectiveness |
| Parent Engagement | 0.303*** | 0.442*** | 0.460*** | 0.589*** | 0.531*** |
| Respectful Environment | 0.294*** | 0.251*** | 0.406*** | -0.023 | 0.010 |
| Communication | 0.160*** | 0.169*** | 0.086** | 0.160* | 0.224** |
| Number of Parents | 1,322 | 1,317 | 1,307 | 1,024 | 994 |

Note: Linear regression models were estimated with standard errors clustered by grade. Student race/ethnicity was included as a control.

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- Message icons created by SBTS2018
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- Talent icons created by Icongeek26 - Flaticon

References

- ¹ MissionSquare Research Institute. (2021). *K-12 public school employee views on finances, employment outlook, and safety concerns due to COVID-19.*
- ² Brenan, M. (August 26, 2021). *K-12 Parents Remain Largely Satisfied With Child's Education.* Washington DC: Gallup.