



# INFOGRAPHIC

## 2022-23 LCAP SURVEY

### Tahoe Truckee Unified School District

Tahoe Truckee Unified School District (TTUSD) partnered with Hanover Research to administer the 2022-23 Local Control and Accountability Plan (LCAP) Survey to students, parents, and staff members. TTUSD uses the LCAP Survey to gather perceptions and opinions from stakeholders and to identify areas of strength and areas of improvement in the district. **A total of 972 individuals responded to the survey.** This infographic provides a summary of key findings and recommendations based on the survey results.

## OVERALL SATISFACTION

Respondents overall feel satisfied with the education that schools at TTUSD offer. About three-quarters of students (72%), parents (75%), and staff (78%) agree or strongly agree that they feel the school is effectively educating students.

Please indicate how much you disagree or agree with the following statement: **I feel the school is effectively educating me/my child.**

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree



Note: Only parents and students answered this question.

While most student and parent respondents report being satisfied with the school-level leadership, a smaller proportion agree that they are satisfied with the district-level leadership.



82%

of students and parents report that they are **satisfied with the teachers** in their school or district.



72%

of students and parents report that they are **satisfied with school-level leadership.**



56%

of students and parents report that they are **satisfied with district-level leadership.**

## STUDENT EXPECTATIONS

Although most respondents agree that district schools want students to succeed, responses also demonstrate the need to further focus on student character, curriculum, and academic rigor.



87%

of respondents agree district schools **want students to succeed.**



75%

of respondents agree district schools **provide a well-rounded curriculum.**



74%

of respondents agree district schools **offer challenging classes.**



61%

of respondents agree district schools **focus on students' character.**

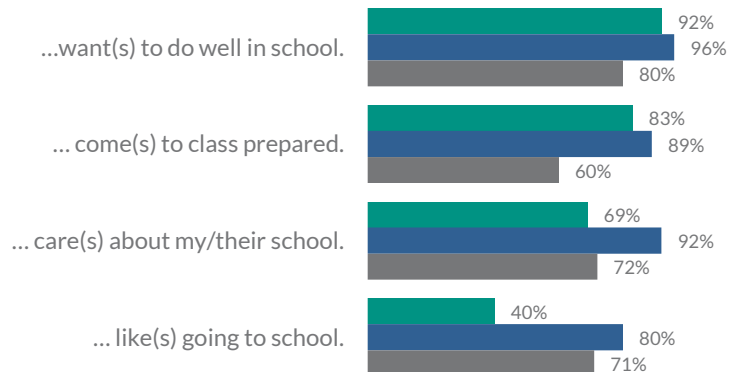
## STUDENT ENGAGEMENT

Although most respondents indicate that students want to do well in school, responses also indicate that students are less motivated to engage in school than parents and staff perceive.

Students...

% Agree + % Strongly Agree

■ Student ■ Parent ■ Staff

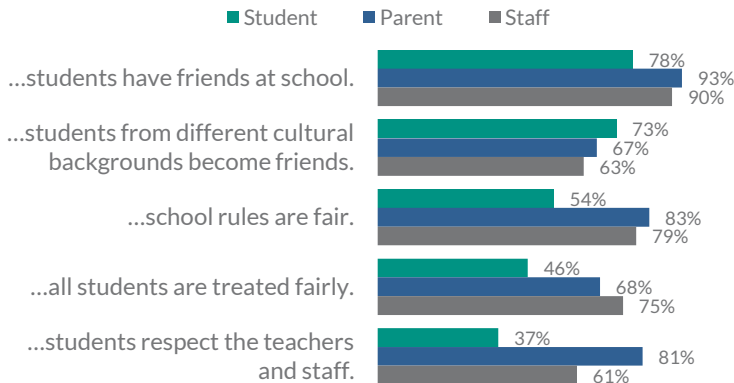


## SOCIAL CLIMATE

Although students have positive relationships with their peers, respondents indicate that bullying is still a problem. Additionally, staff and parent respondents have a more positive perception of their relationships with students than students do. Students are significantly less likely than parents and staff to agree that school rules are fair, all students are treated fairly, students respect teachers and staff, and that students are comfortable talking to school staff.

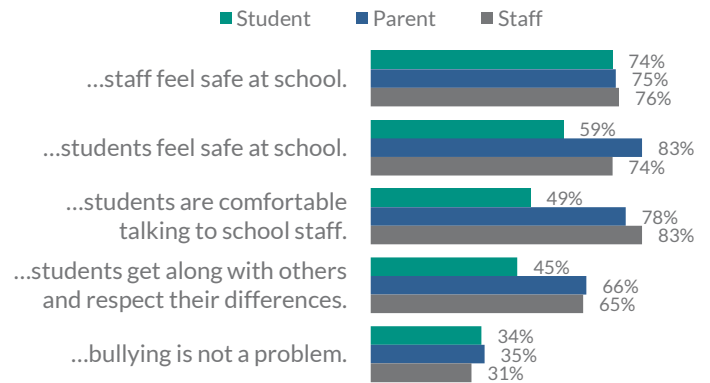
### At my [child's] school

% Agree + % Strongly Agree



### At my [child's] school

% Agree + % Strongly Agree

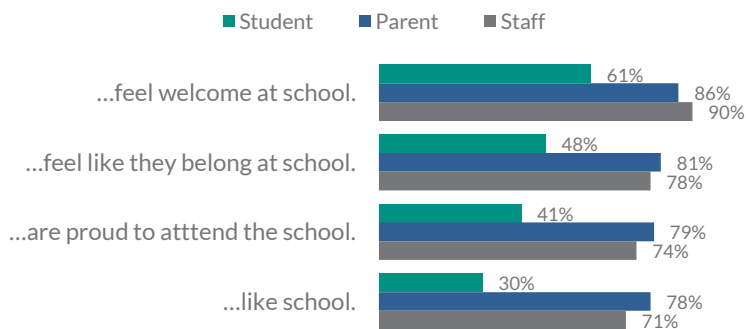


## EMOTIONAL CLIMATE

Parent and staff respondents have a significantly more positive perception of their school's emotional climate compared to students. Most staff members also agree that teachers and staff at their school talk with students about their feelings and have honest conversations with students about difficult topics.

### Students at my [child's] school...

% Agree + % Strongly Agree



**100%** of staff agree that teachers at their school talk with students about how they are feeling.



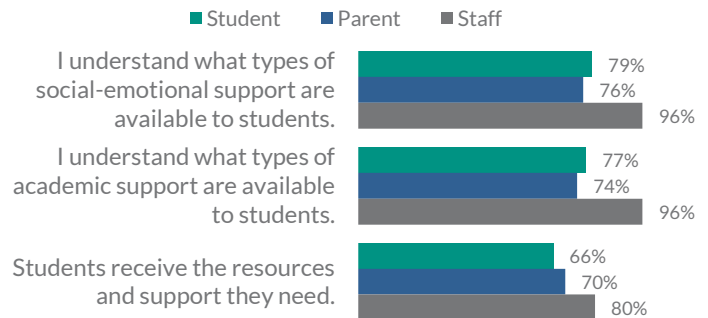
**68%** of students agree that teachers encourage students on a regular basis, compared to 87% of parents and 94% of staff members.

## STUDENT SUPPORT

Respondents overall have a positive perception of their school's student support. However, parents and students are less aware of the social-emotional and academic supports available to students. Students also have a less positive view of support from teachers and staff compared to parents and staff members.

### At district schools...

% Agree + % Strongly Agree



Examine schools' climate and culture to address concerns related to bullying among students and to promote positive relationships between students and staff members.

## STAFF ENGAGEMENT

Although most staff report that they enjoy their work, fewer feel included in the decision-making process at their school and only one quarter agree that they have a say in the decision-making process at the district.



**92%** of staff agree that they enjoy the work they do.



**61%** of staff agree that they feel like they have a say in the decision-making process at their school.



**25%** of staff agree that they feel like they have a say in the decision-making process at the district.

## STAFF RELATIONSHIPS

Staff members overall have a positive relationship with their colleagues. Most staff respondents report that they have positive relationships with staff and students at their school and that their colleagues and supervisor care about them and support their professional development.

### Staff Relationships

% Agree + % Strongly Agree

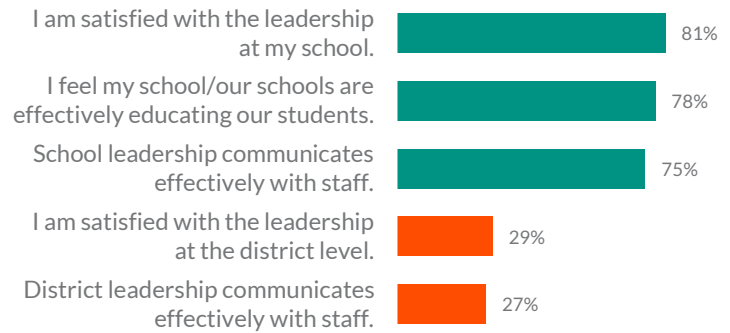


## STAFF SATISFACTION WITH LEADERSHIP

More than three-quarters of staff report that they are satisfied with the leadership and communication at the school level, but less than one-third are satisfied with leadership and communication at the district level.

### Satisfaction with Leadership

% Agree + % Strongly Agree



## PROFESSIONAL DEVELOPMENT

Staff responses indicate room for the district and schools to provide more high-quality professional development and opportunities for peer collaboration and support. Less staff agree that the district provides quality professional development and collaboration compared to their school or building.

### My building/school provides....

% Agree + % Strongly Agree



### The district provides....

% Agree + % Strongly Agree

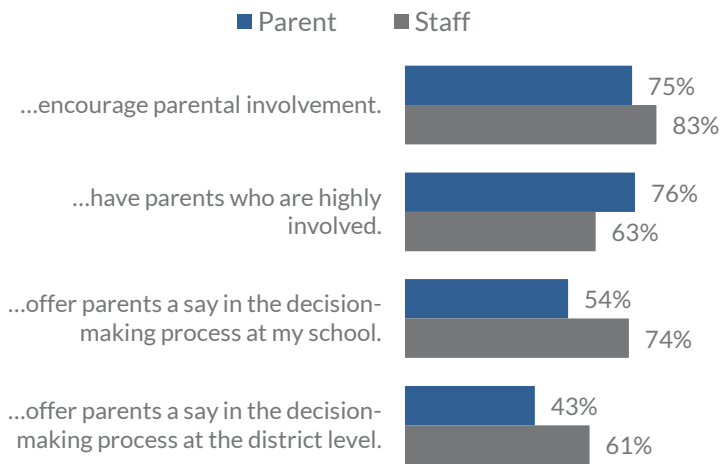


**Provide increased opportunities for staff members to participate in high-quality professional development opportunities.**

## PARENT INVOLVEMENT

Despite the overall positive rating of parental involvement in district schools, differences are noted between the perceptions of parents and staff. Parents indicate that more information on involvement opportunities (40%), more information on how to support students at home (33%) and more participation opportunities at the school level (33%) would help parents become more involved at TTUSD.

**District schools...**  
% Agree + % Strongly Agree



## COMMUNICATION WITH PARENTS

Most parent respondents indicate that they can communicate with teachers and staff when needed and that the school keeps them informed about events and activities, although fewer agree that teachers keep them informed about their child's progress. Parents indicate that they currently receive information via communications sent from their child's school (84%) and express preferences for communicating via email (88%).



94%

of parents agree that they can communicate with teachers and staff when they need to.



89%

of parents agree that the school keeps them well informed about events and activities.



61%

of parents agree that teachers keep them well informed about their child's progress.



88%

of parents prefer to receive communications from their child's school via email.

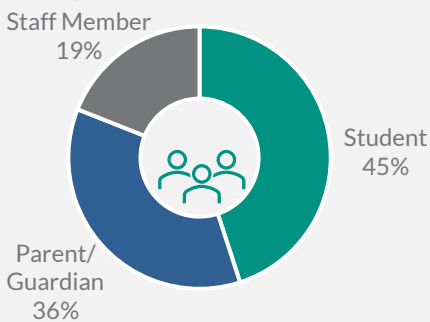


Explore ways to engage parents and staff in school- and district-level decision-making processes.

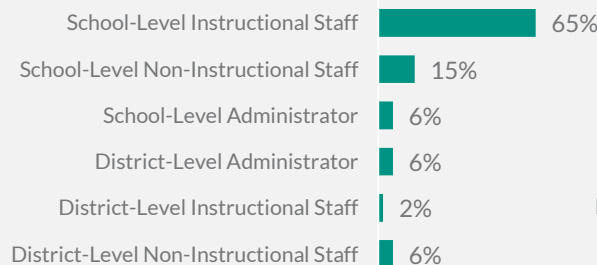
## SURVEY RESPONDENTS

TOTAL RESPONSES: 972

### Respondent Role (n=761)



### Staff Role (n=181)



### Race/Ethnicity (n=791)

