

2018-19 LCAP SURVEY ANALYSIS

Prepared for Newport-Mesa Unified School District

March 2019



In this report, Hanover Research summarizes the results of an annual survey asking students, parents, and staff members about their perceptions of Newport-Mesa Unified School District's progress toward its Local Control and Accountability Plan (LCAP) goals.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research (Hanover) summarizes the results from the 2018-19 LCAP Surveys administered to students, parents, and staff members affiliated with Newport-Mesa Unified School District (N-MUSD). The surveys evaluate respondents’ perceptions of English Language Arts and English Language Development; science, technology, engineering, and math (STEM) and other courses; school climate; parent involvement; facilities and equipment; college and career readiness; and Signature Academies. These results are intended to provide insight into the District’s progress toward attaining its LCAP goals.

The data supplement accompanying this report presents results for the 2018-19 LCAP survey and LCAP surveys from the prior three years and identifies statistically significant differences between stakeholder group results for the 2018-19 school year. The data supplement also identifies statistically significant differences by year for each stakeholder group.

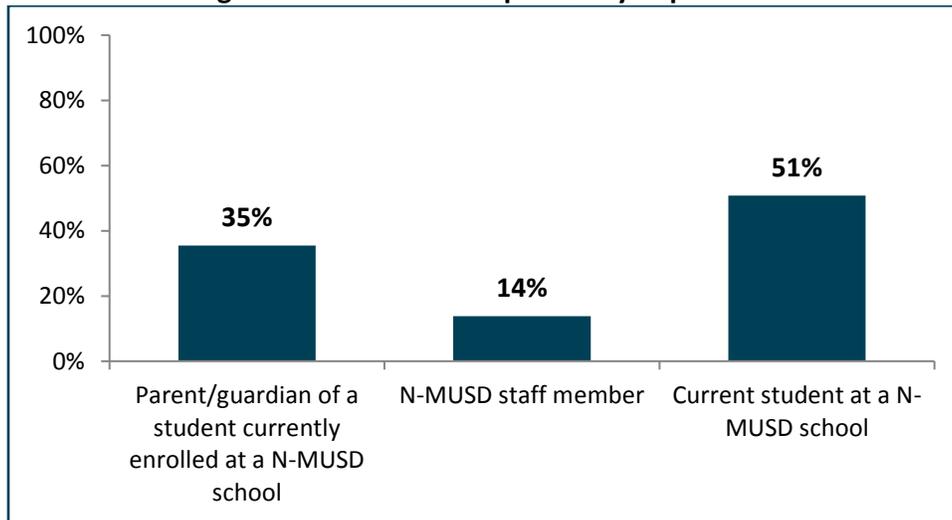
In total, 8,045 respondents completed the survey in 2018-19 (Figure ES.1).

Figure ES.1: Summary of Responses by Year and Population

POPULATION	2018-19 RESPONSES	2017-18 RESPONSES	2016-17 RESPONSES	2015-16 RESPONSES
Students	4,082	4,925	3,477	2,062
Parents/Guardians	2,581	1,574	1,323	940
Staff	1,112	835	652	579
TOTAL	8,045	7,334	5,452	3,581

Note: Sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., high school students).

Figure ES.2: 2018-19 Responses by Population



RECOMMENDATIONS

Based on survey results, Hanover recommends that N-MUSD:

- **Increase time given to teachers to plan articulation between middle and high school programs.** Only 38% of teachers in Grades 6-12 agree or strongly agree that they have sufficient time to plan articulation between middle and high school programs.
- **Increase communication with parents about Signature Academies.** Only 33% of parents report that they are aware of the Signature Academy program opportunities available to their children.
- **Consider allocating more funding toward high school counselors, or adjusting schedules to allow more frequent meetings between high school students and counselors.** Just 43% of high school students agree that they have enough meeting time with counselors at their school.
- **Conduct a quantitative and qualitative evaluation of Naviance to assess usage data and identify barriers to access and effective use.** Less than half (49%) of parents agree that they can easily access Naviance, and 44% agree that they can effectively use Naviance to develop a college and career plan.

KEY FINDINGS

GOAL 1: ELA AND ELD

- **Overall, three quarters of respondents believe that N-MUSD successfully prepares all students in English and reading.** Specifically, 75% and 81% of respondents either agree or strongly agree that their school successfully prepares all students for English and reading, respectively. When segmented by stakeholder group, students (74%) are significantly lower than parents (77%) in their beliefs that N-MUSD prepares all students in English. For reading, elementary school staff (85%) are significantly more likely than elementary school parents to agree that they successfully prepare all students in reading (80%).

GOAL 2: STEM

- **Overall, nearly three quarters of respondents believe that their school has adequate science instructional materials to support student learning.** When this is segmented by stakeholder group, 74% of students agree that their school has adequate science instructional materials to support student learning. This is higher than both parents (72%) and staff (66%).
 - When asked if the district has shifted science instruction to align to the Next Generation Science Standards, 57% of respondents either agree or strongly agree. Significant differences are found between all three groups for the district shifting science instruction to align with the Next Generation Science Standards. That is, students (53%) agree the least, followed by parents (59%), and then staff (72%).

- **Around three quarters of respondents indicate that their school is successfully preparing all students in both science and math, but not as much in either technology or engineering.** Specifically, 76% of respondents indicate adequate preparation of all students in science and 74% in math. However, fewer respondents agree that students are being successfully prepared in engineering (47%) and technology (68%).
 - When segmented by stakeholder group, students (79%) are significantly more likely than both parents (73%) and staff (69%) to agree that they are being successfully prepared in science.
 - This trend is opposite for technology, where students (63%) are significantly less likely than parents (75%) and staff (73%) to agree that they are being successfully prepared.

GOAL 3: OTHER COURSES (BROAD COURSE OF STUDY)

- **Respondents believe that students have enough opportunities to take electives, although there could be more variety.** Overall, 71% of respondents think that students have enough opportunities to take elective courses and 61% believe that their school offers enough elective courses. When segmented by stakeholder group, 66% of parents, 63% of staff, and 73% of students believe that students have enough opportunities to take elective courses. However, fewer respondents agree that their school offers enough elective courses (61%-parents, 54%-staff, 62%-students).
- **Over three-quarters of respondents agree that their school successfully prepares all students in history/social science.** However, fewer respondents (particularly students) agree that their school successfully prepares all students in performing and visual arts. Please note that only middle and high school students responded to the survey, compared to parents and staff across all grade levels.
 - As with last year, parents and staff express positive opinions of elementary music opportunities. Nearly all (81% of parents and 92% of staff) agree that there are several opportunities for students to participate in music programs and performances, and 80% of parents and 89% of staff agree that students are encouraged to participate in music ensembles.

GOAL 4: SCHOOL CLIMATE AND STUDENT ENGAGEMENT

- **Almost all staff make the success and safety of students a priority.** Overall, most staff agree with statements such as "my highest priority is to make my students feel safe and welcome at school" (96%) and "I believe that a student's academic success can be influenced by their emotional and behavioral well-being" (98%). However, less than half of staff agree that truancy prevention training is sufficient to effectively support students (43%). This is significantly higher than last year, however.
- **Staff are less likely than students or parents to agree that the district has adequate staffing levels to address mental health and substance use.** Just 37% of staff agree that their school has enough staff to support students' mental health and wellbeing,

compared to 69% of parents and 63% of students. Similarly, less than half of staff (43%) agree that their school has sufficient staff to deal with issues related to students' substance abuse, compared to 51% of parents and 56% of students. Notably, this is higher than last year (32%).

- Around half of respondents believe that there are sufficient programs and support in place to reduce issues with students' misuse of drugs (50%), alcohol (47%) and substance abuse (53%).
- **Student belonging is relatively low.** Only 62% of students feel that they belong at their school, and 71% say they have friends who feel like they belong at their school. These are both a slight increase from last year, but remain lower than previous years.
 - Although most students (71%) agree that they are treated fairly at their school, less than half (46%) agree that *all* students are treated fairly. More than three-quarters (76%) of staff, by contrast, agree that all students are treated fairly.

GOAL 5: PARENT INVOLVEMENT

- **Most parents feel welcome at their child's school and feel comfortable communicating with school staff.** Compared to last year, a higher percentage of parents agree that they feel welcome at their child's school (86%), feel comfortable discussing both academic (88%) and behavioral (86%) progress with their child's teachers, and receive adequate communication from their child's school (85%).
- **Nearly three-quarters or more of all respondents agree with the statements involving parent encouragement to join in their school activities, events, and councils.** For example, 76% of respondents agree that parents/families are encouraged to take part in or attend school activities and events. Additionally, 91% are encouraged to join the Parent Teacher Association (PTA)/PFO.
- **Compared to last year, a higher percentage of parents agree that they are given the resources and support they need to support their child's learning across all subject areas.** Reading and English Language Development were the highest at 82%. By comparison, just 38% of middle and high school parents agree that parents have the resources and support they need to support their child's learning in engineering.

GOAL 6: BASIC SERVICES AND OPERATIONS

- **Parents are significantly more likely than students or staff to agree that school equipment and facilities are in good repair.** A total of 73% of parents agree that school equipment is in good repair, compared to 67% of staff and 55% of students. Additionally, 70% of parents agree that school facilities are in good repair, compared to 58% of staff and 52% of students. These trends are consistent from previous years.

GOAL 7: COLLEGE AND CAREER READINESS

- **More than three-quarters of high school students indicate that they have the ability to enroll in courses that fulfill each of the A-G requirements.** Students are most likely to agree that they have the ability to enroll in two years of history/social science (90%) and four years of English (90%), and least likely to agree that they have the ability to enroll in one year of a college-preparatory elective (76%).
 - High school students' perceptions that they can take more challenging or rigorous courses if they want to has declined over the past two years. Two years ago, 87% of students agreed with this statement, compared to 71% last year and 66% this year.
- **Less than half of high school students agree that they have enough meeting time with counselors at their school (43%).**
- **Parents indicate better use of Naviance than last year, but still show a relative lack of adoption.** Less than half (49%) of parents agree that they can easily access Naviance, and 44% agree that they can effectively use Naviance to develop a college and career plan. These results are up from 46% and 35% last year, respectively.
- **There are some discrepancies between students and staff in regard to communication about Advanced Placement (AP) courses.** Although 81% of staff agree that the college and career benefits of taking AP courses are clearly communicated, only 60% of students agree. Similarly, 83% of staff agree that students are encouraged to take AP courses, whereas only 66% of students agree.

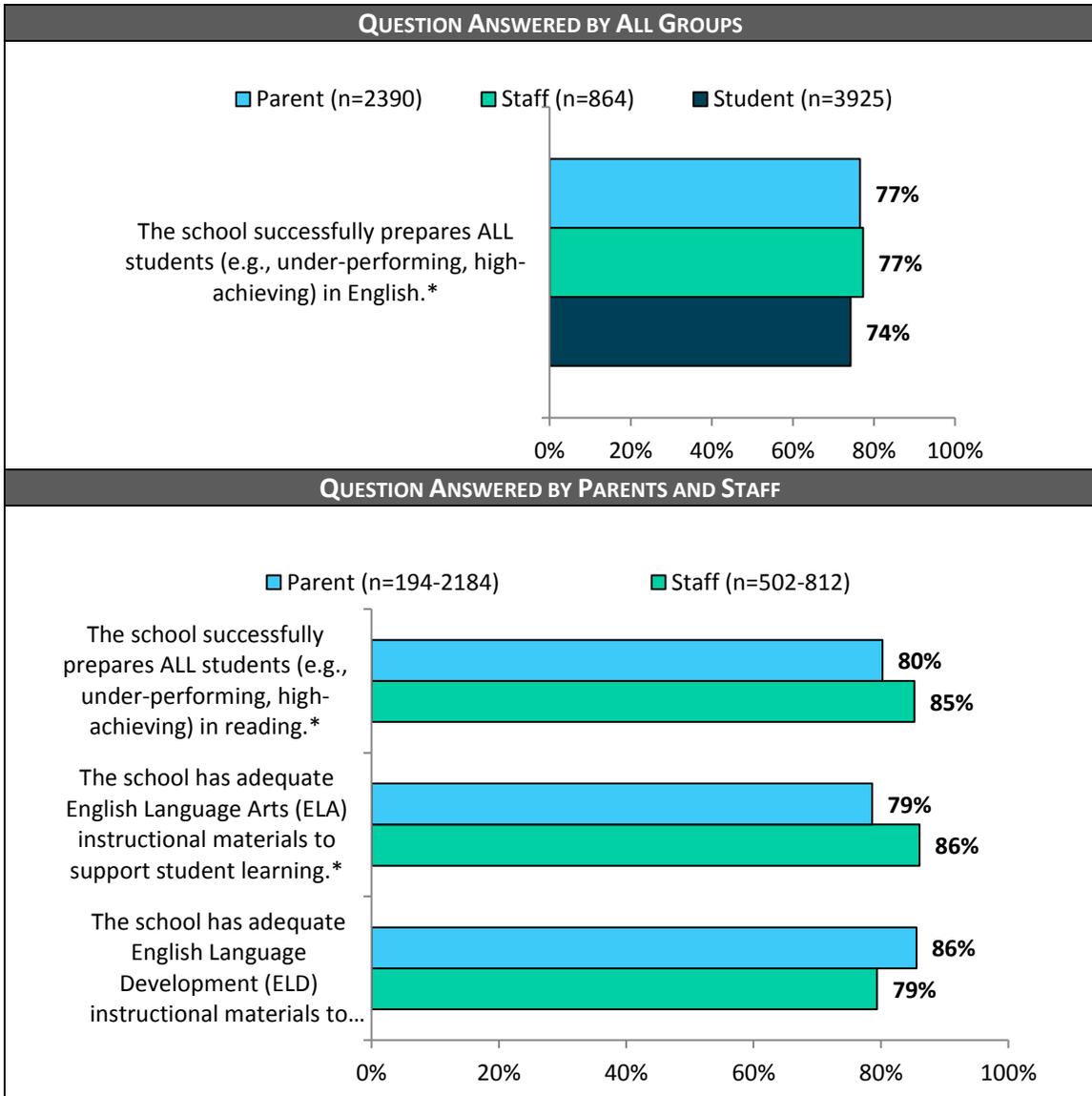
GOAL 8: IMPLEMENTATION OF SIGNATURE ACADEMIES

- **Signature Academy awareness and participation among survey respondents is low.** Just 32% of parents agree that they are aware of the Signature Academy program opportunities available to their child. Moreover, just 5% of parents say their child participates in the Signature Academy program.
- **Around three-quarters or more of Signature Academy participants agree that the program builds 21st Century skills, such as critical thinking, communication, creativity, writing, and teamwork.** These results are fairly consistent across years.

SECTION I: SUPPORTING FIGURES BY LCAP GOAL

GOAL 1: ELA AND ELD

Figure 1.1: Please indicate to what extent you agree with the following statements about your [child's] school.
 % Agree + % Strongly Agree

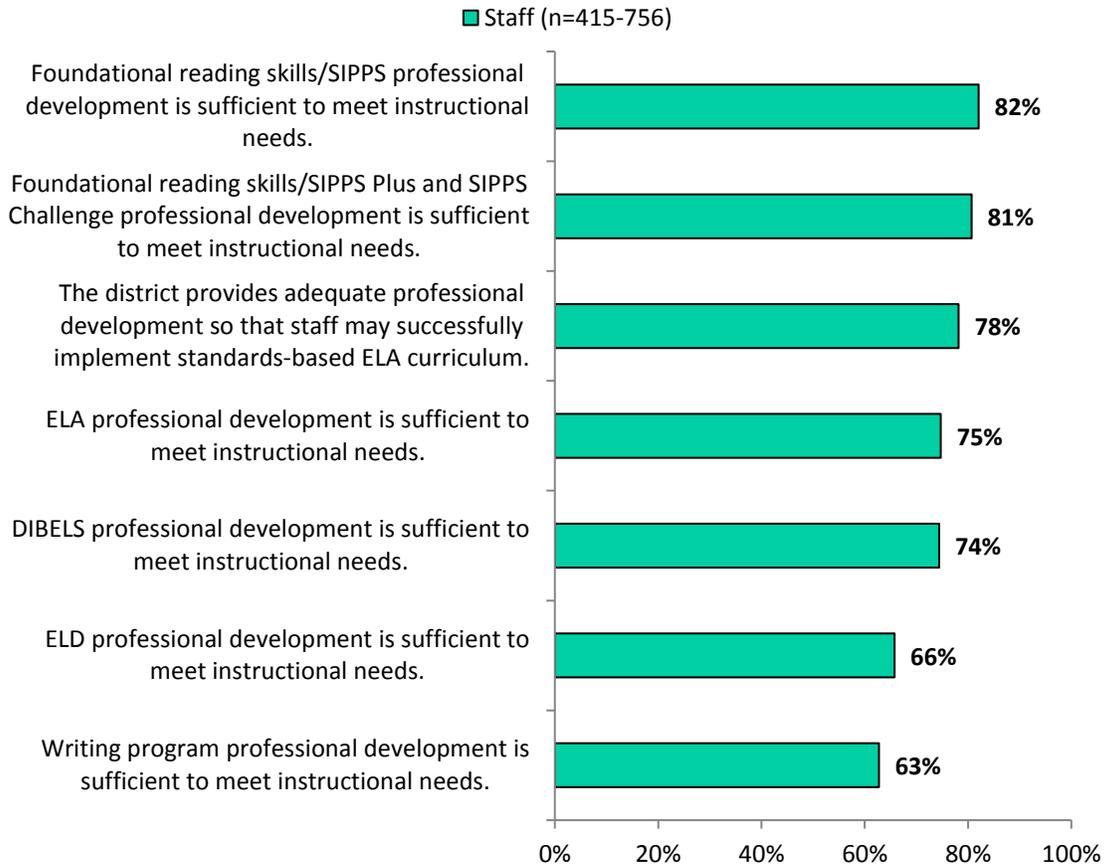


Note: Only parents of English Learners answered the item about ELD. Only elementary-level respondents answered the item about reading.

*indicates a statistically significant difference at the 95% confidence level.

Figure 1.2: Please indicate to what extent you agree with the following statements about the district.

% Agree + % Strongly Agree

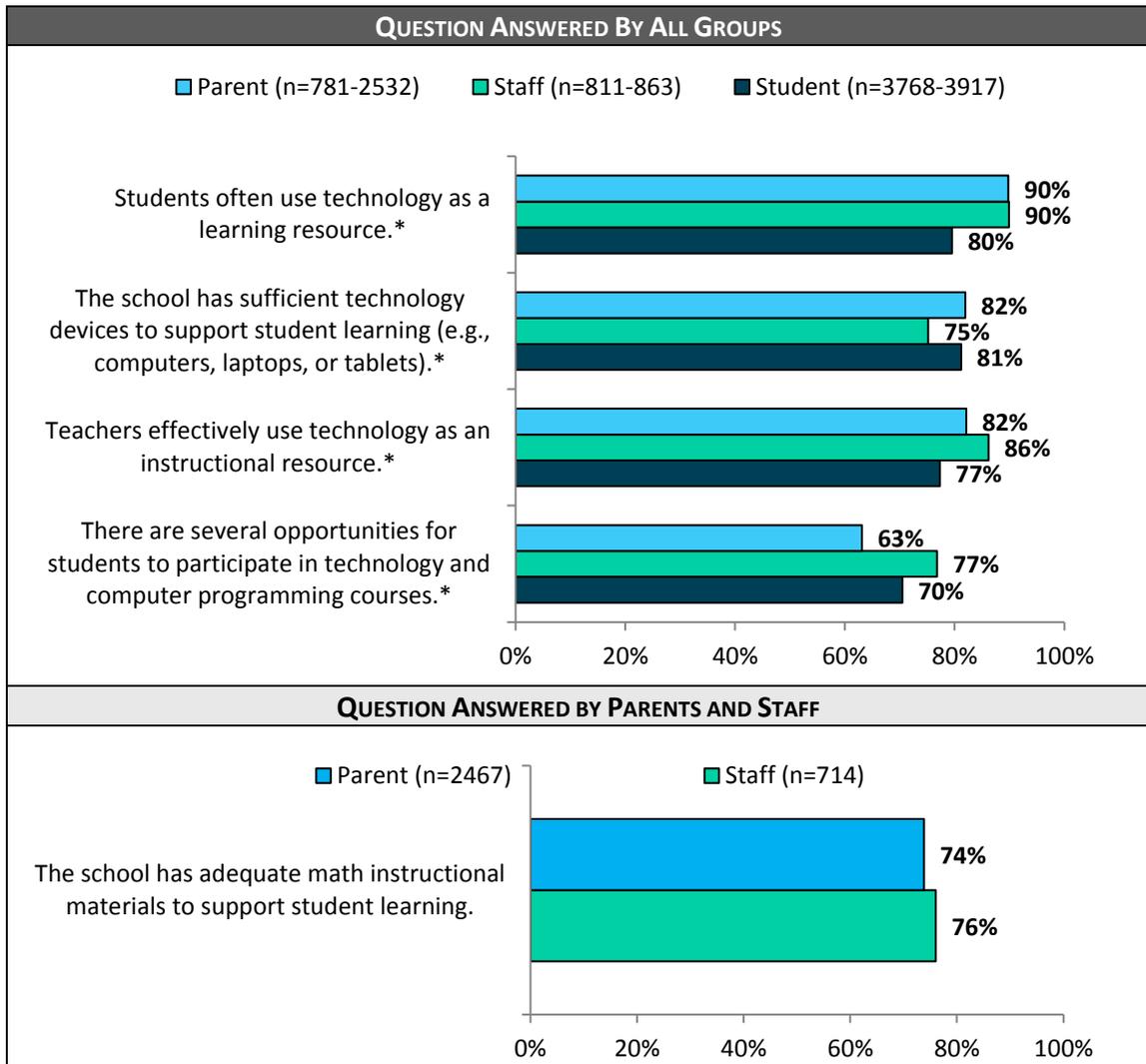


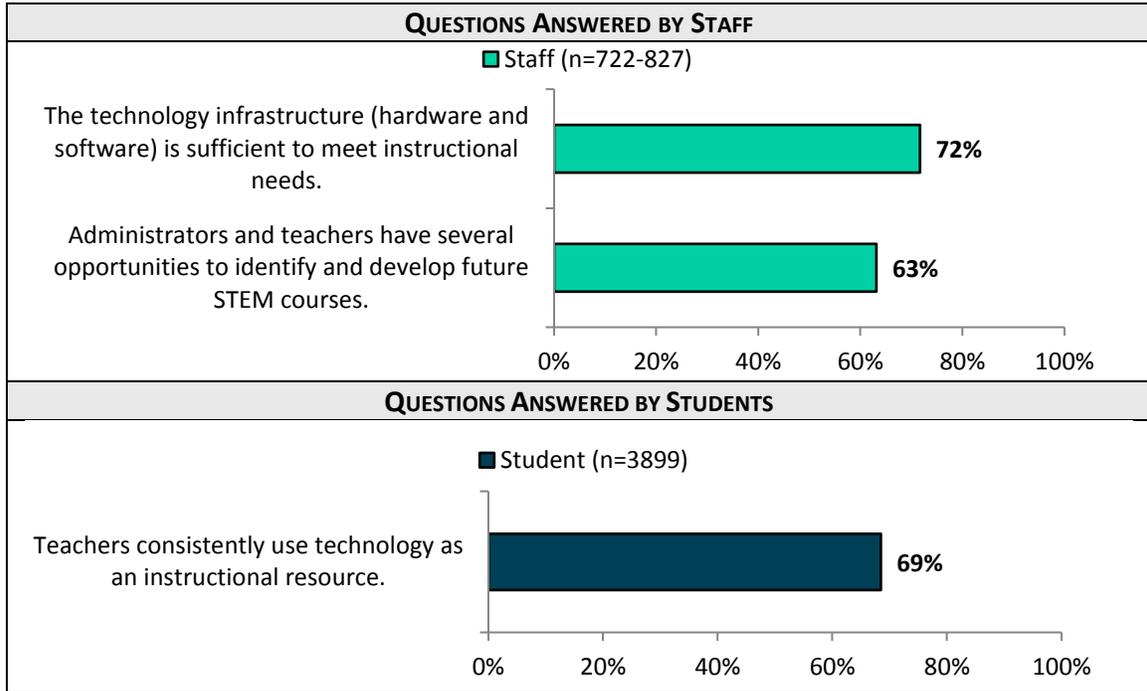
Note: Only elementary-level respondents saw the items about SIPPS and DIBELS.

GOAL 2: STEM

Figure 2.1: Please indicate to what extent you agree with the following statements about your [child's] school.

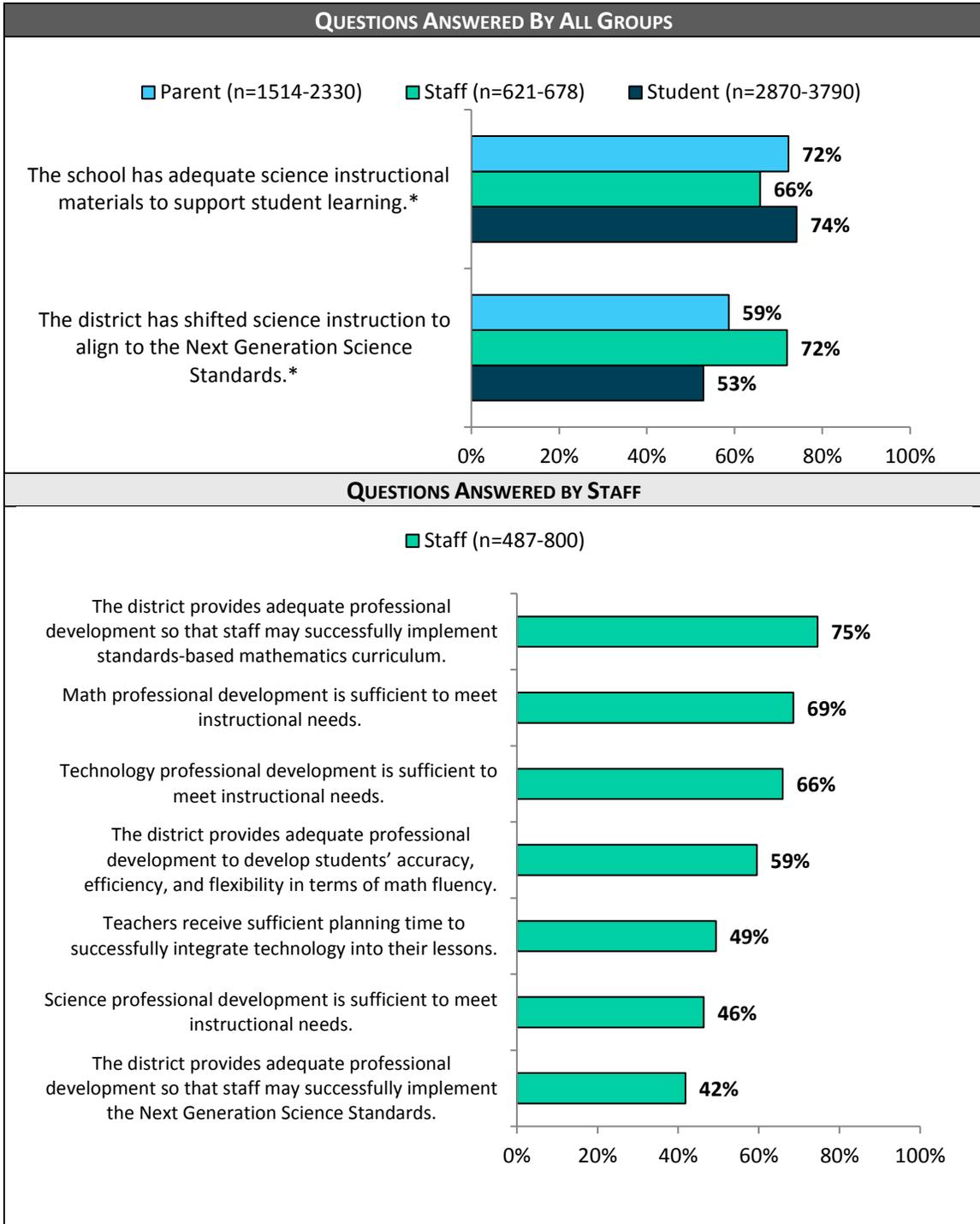
% Agree + % Strongly Agree





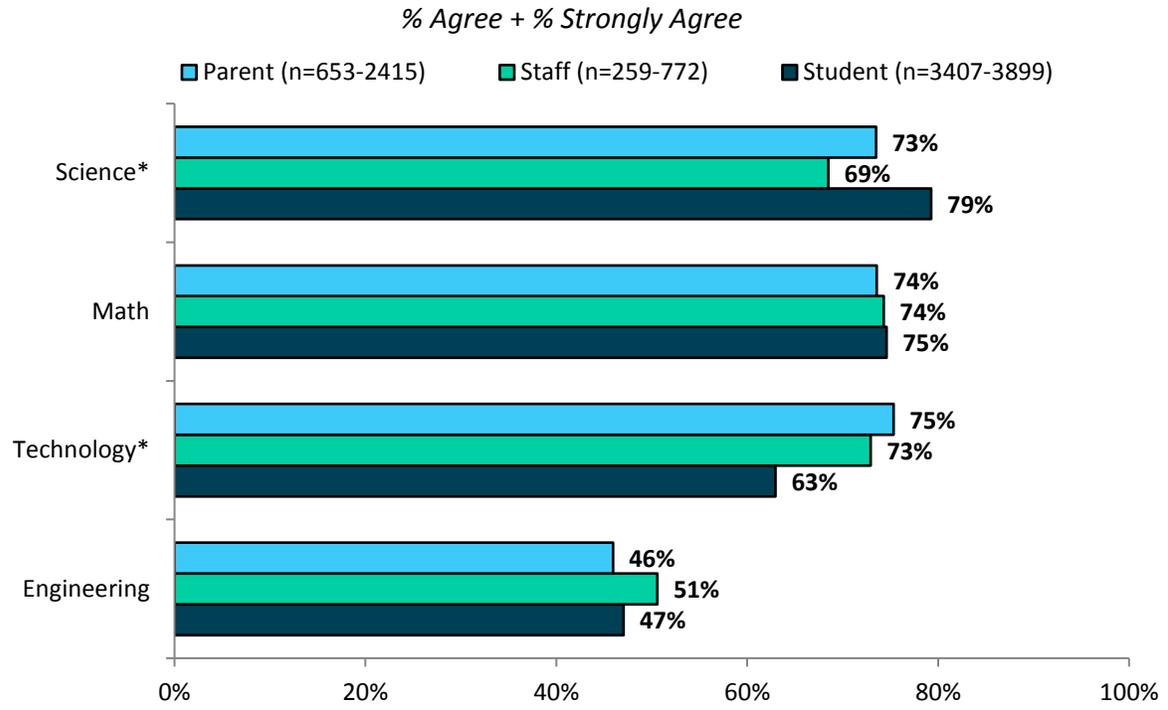
*indicates a statistically significant difference at the 95% confidence level.

Figure 2.2: Please indicate to what extent you agree with the following statements about your [child’s] school.
 % Agree + % Strongly Agree



*indicates a statistically significant difference at the 95% confidence level.

Figure 2.3: Please indicate to what extent you agree with the following statements about your [child's] school. The school successfully prepares ALL students (e.g., under-performing, high achieving) in the following subject areas:

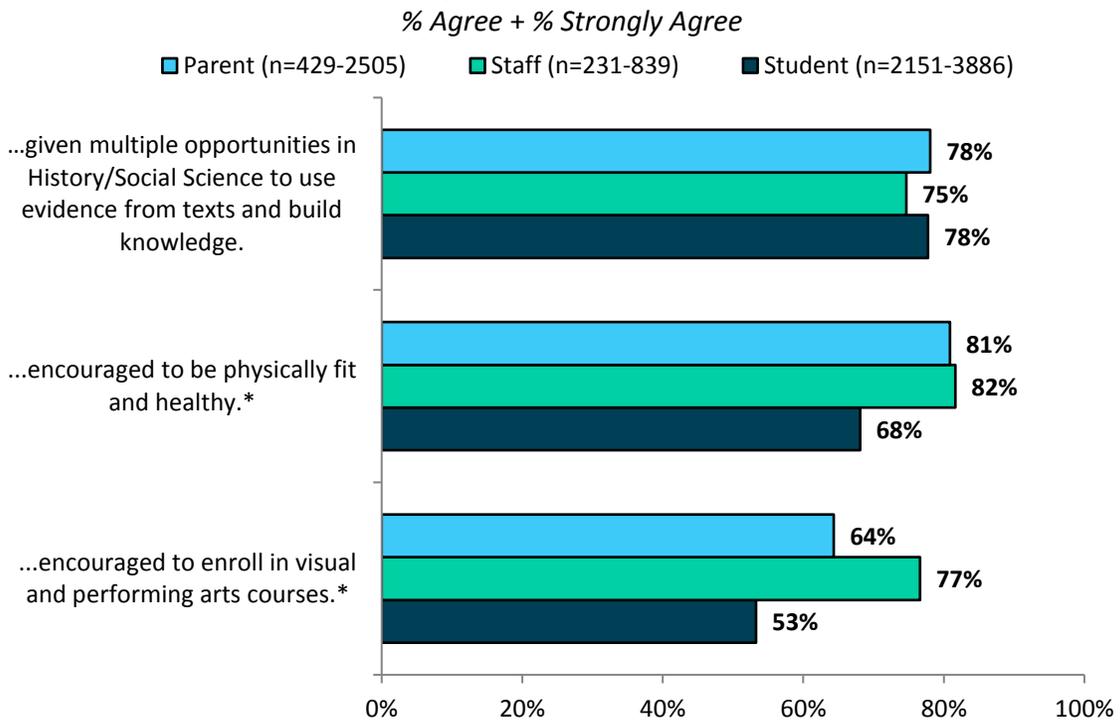


Note: Elementary-level respondents did not answer the item about engineering.

*indicates a statistically significant difference at the 95% confidence level.

GOAL 3: OTHER COURSES (BROAD COURSE OF STUDY)

Figure 3.1: Please indicate to what extent you agree with the following statements about your [child's] school.



Note: Only high school respondents saw the item about visual and performing arts courses.
 *indicates a statistically significant difference at the 95% confidence level.

Figure 3.2: Please indicate to what extent you agree with the following statements about the district.

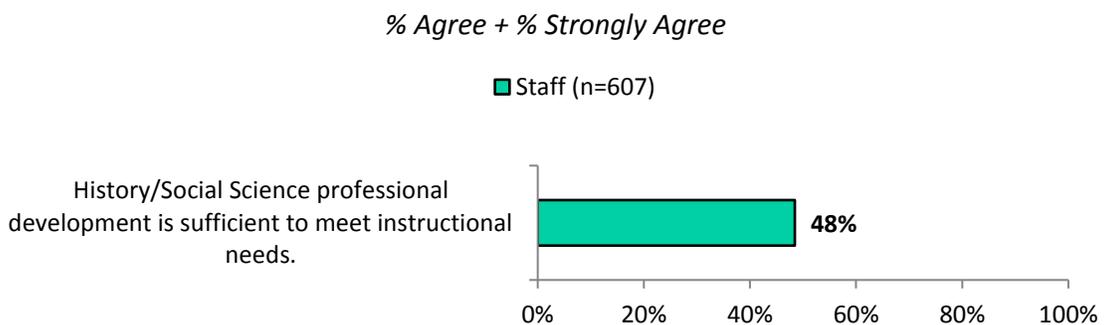
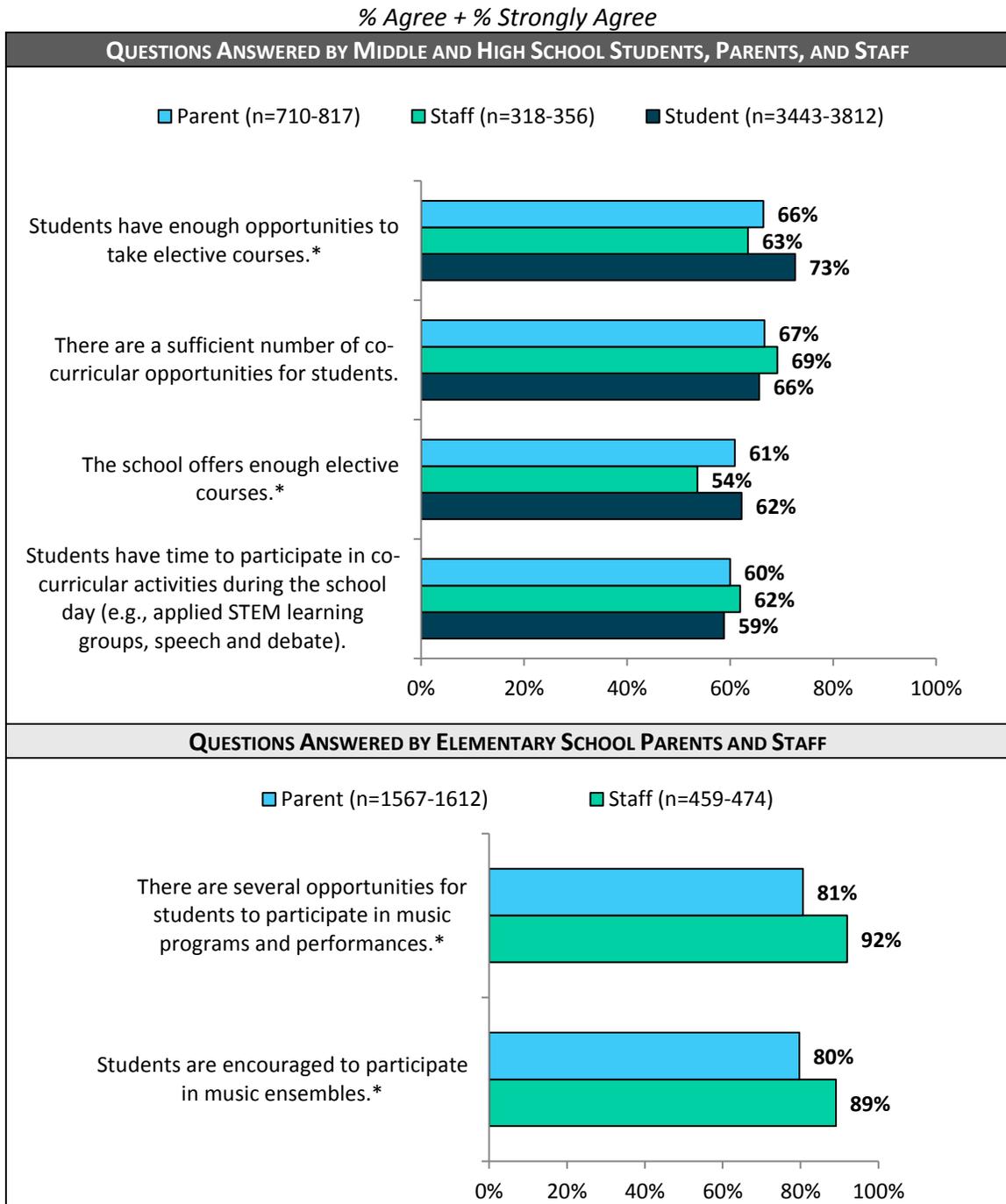
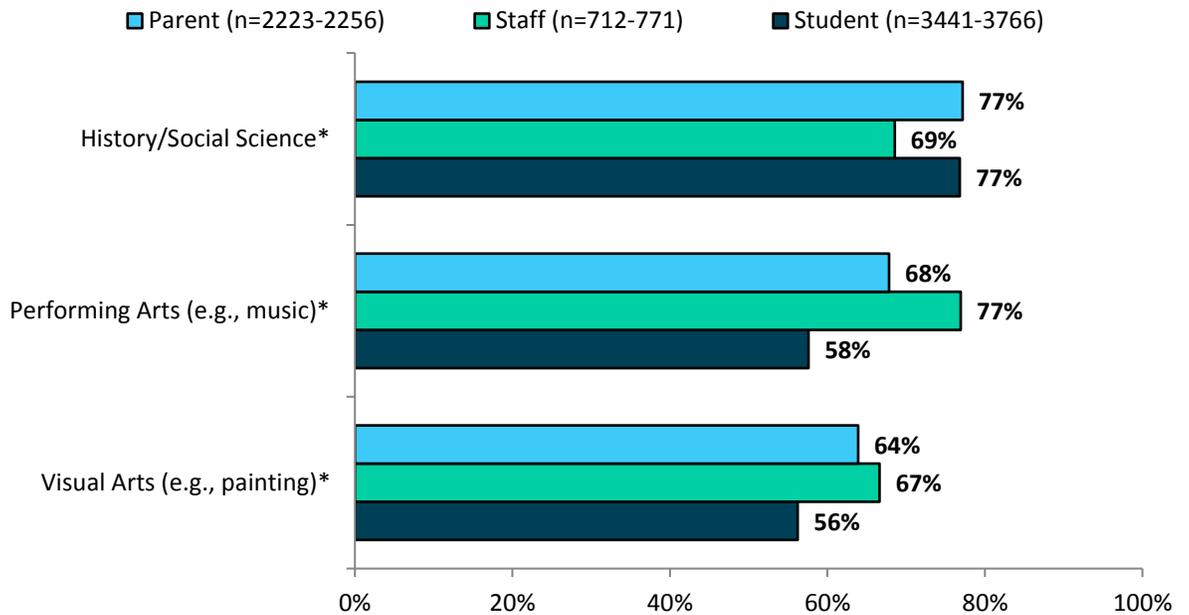


Figure 3.3: Please indicate to what extent you agree with the following statements about the district.



*indicates a statistically significant difference at the 95% confidence level.

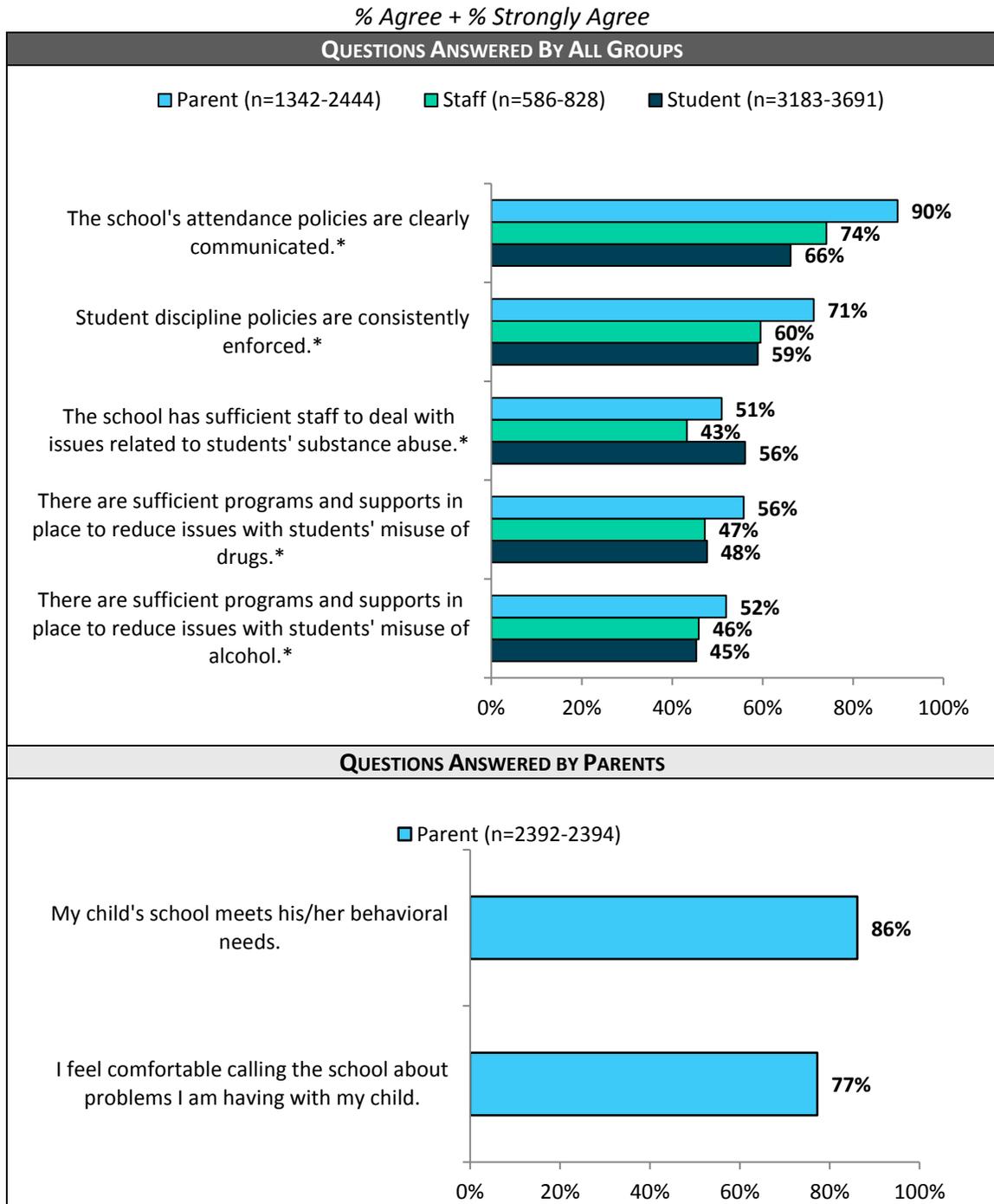
**Figure 3.4: Please indicate to what extent you agree with the following statements about your [child's] school:
The school successfully prepares ALL students (e.g., under-performing, high-achieving) in the following subject areas:
% Agree + % Strongly Agree**



*indicates a statistically significant difference at the 95% confidence level.

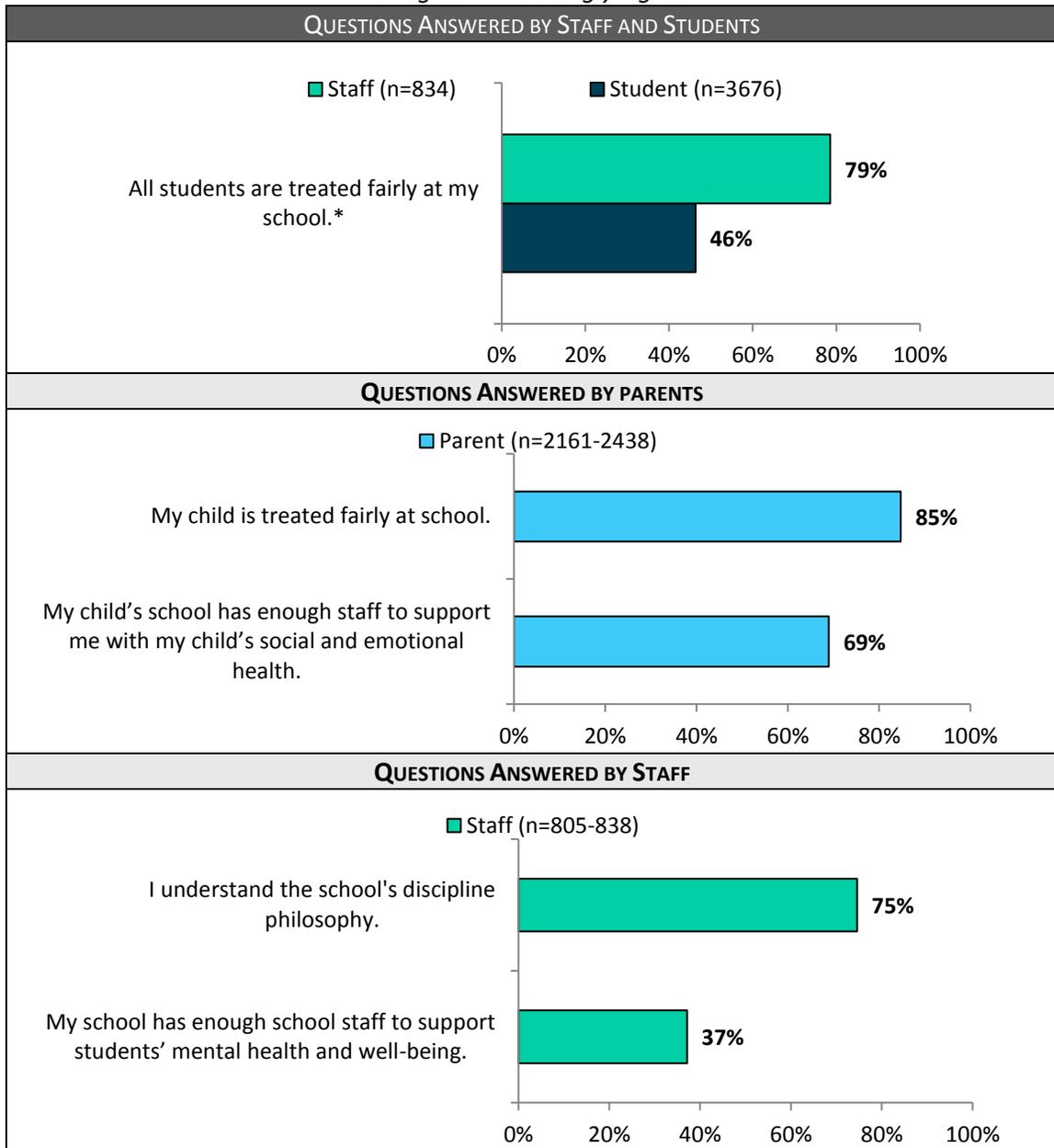
GOAL 4: SCHOOL CLIMATE AND STUDENT ENGAGEMENT

Figure 4.1: Please indicate to what extent you agree with the following statements about your [child's] school:



*indicates a statistically significant difference at the 95% confidence level.

Figure 4.2: Please indicate to what extent you agree with the following statements.
 % Agree + % Strongly Agree



*indicates a statistically significant difference at the 95% confidence level.

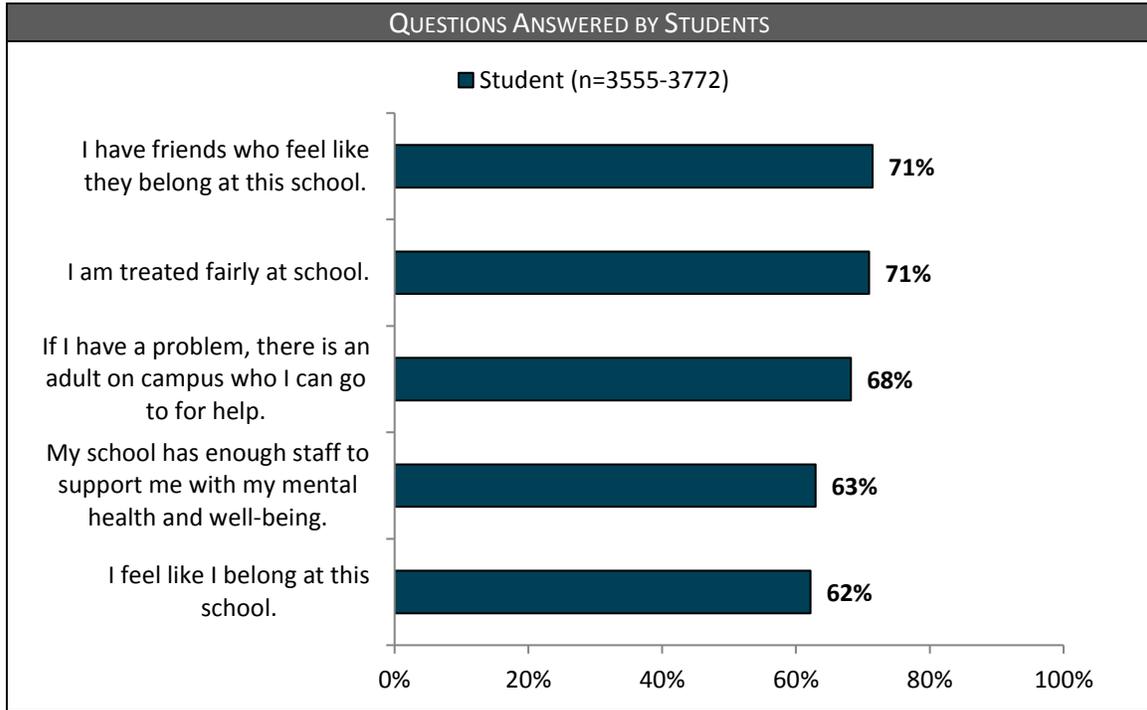
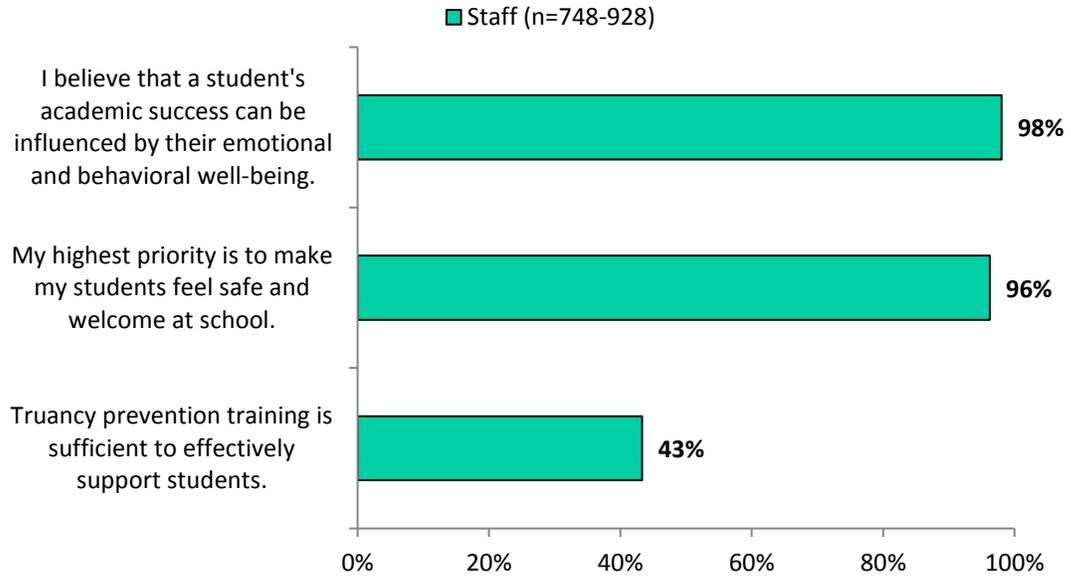


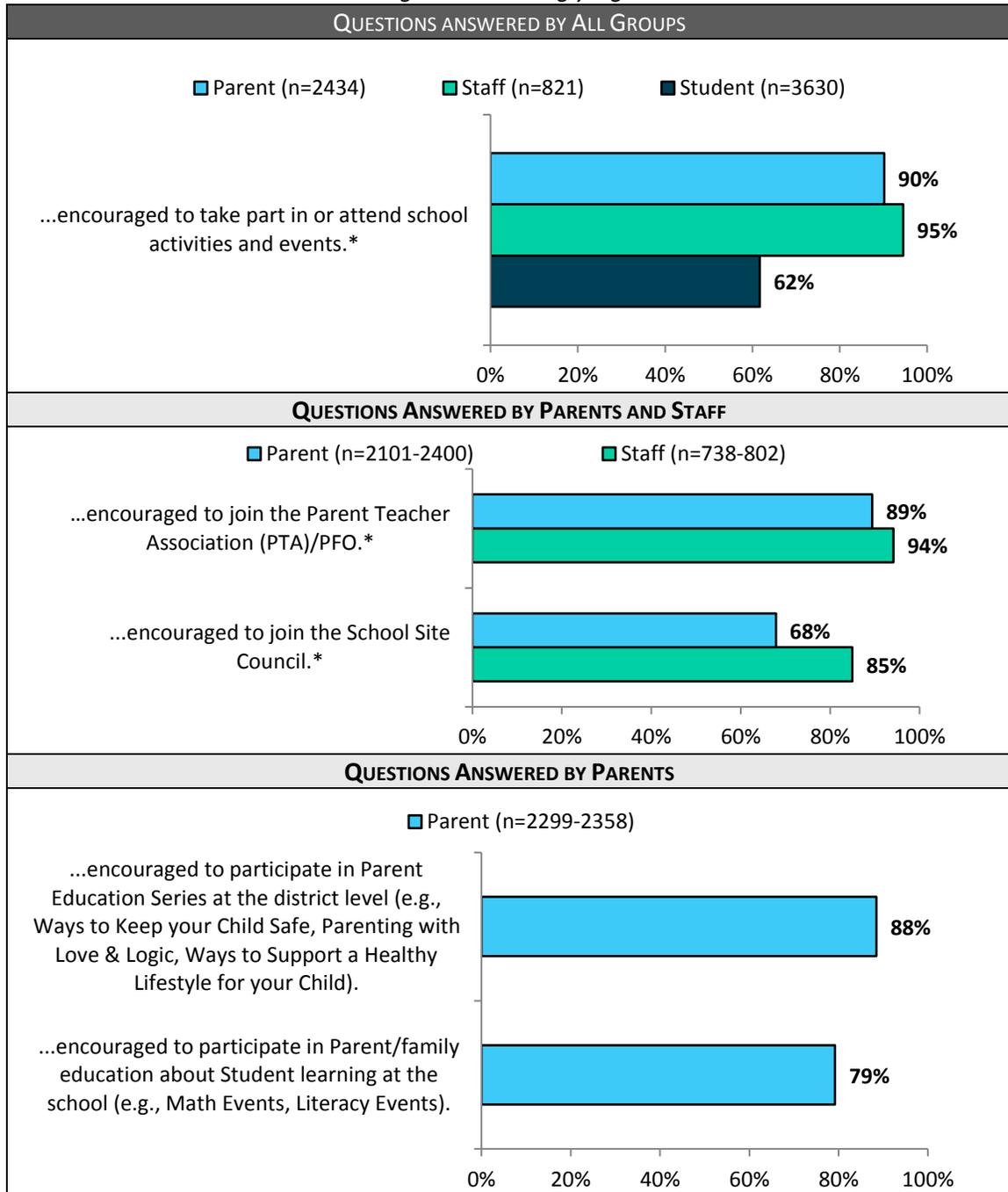
Figure 4.3: Please indicate to what extent you agree with the following statements.
% Agree + % Strongly Agree



GOAL 5: PARENT INVOLVEMENT

Figure 5.1: Please indicate to what extent you agree with the following statements about your [child's] school.

“My parents/family are.... OR I am... OR parents/families are...”
% Agree + % Strongly Agree



*indicates a statistically significant difference at the 95% confidence level.

Figure 5.2: Please indicate to what extent you agree with the following statements about your child's school.

Parents are given the resources and support they need to support their child's learning in the following core subject areas:

% Agree + % Strongly Agree

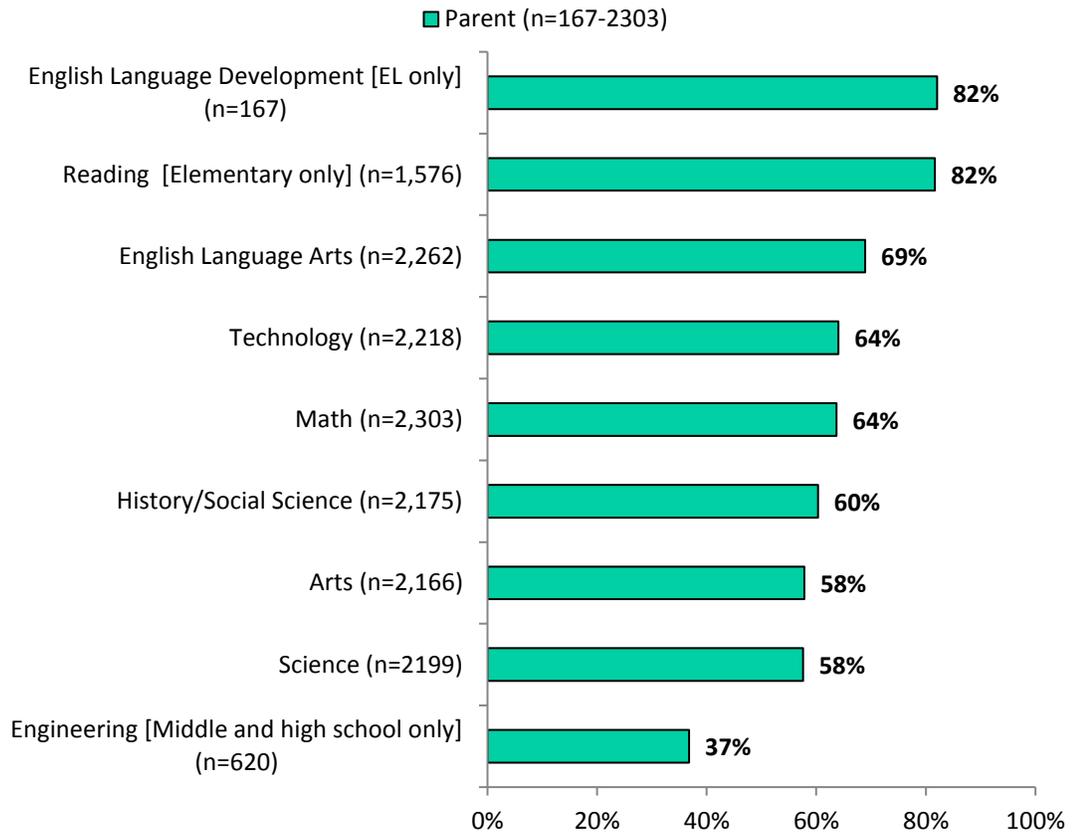
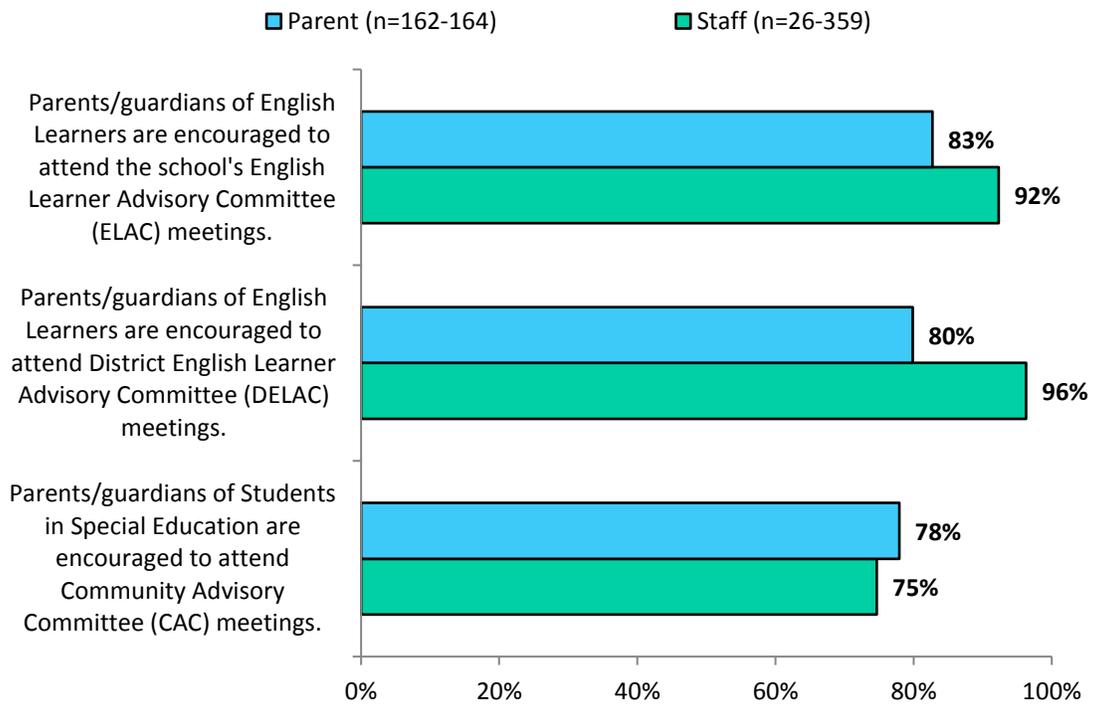
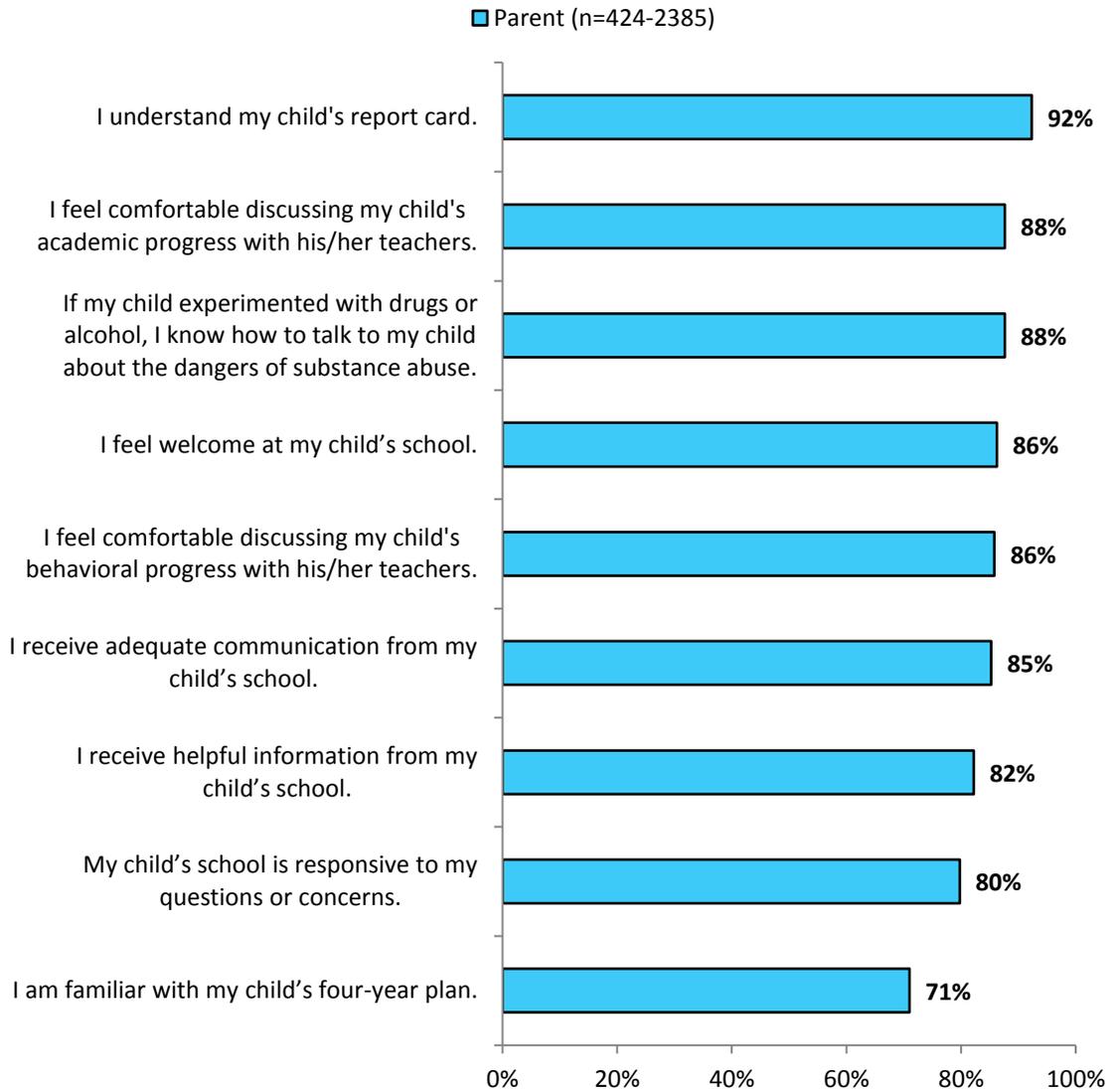


Figure 5.3: Please indicate to what extent you agree with the following statements.
% Agree + % Strongly Agree



Note: Only parents of English Learners, principals, and assistant principals saw the ELAC and DELAC items. Only parents of special education students and special education staff saw the CAC item.

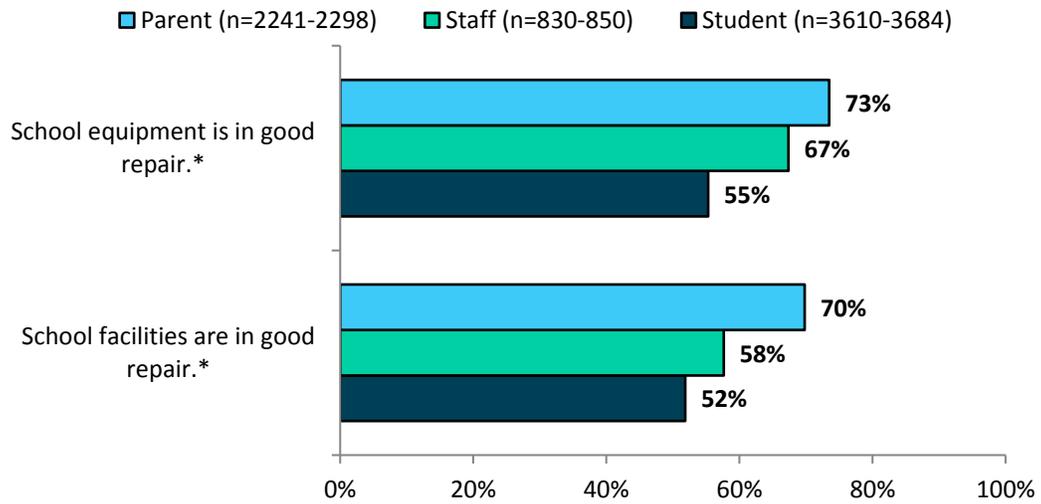
Figure 5.4: Please indicate to what extent you agree with the following statements.
% Agree + % Strongly Agree



GOAL 6: BASIC SERVICES AND OPERATIONS

Figure 6.1: Please indicate to what extent you are with the following statements about your [child's] school.

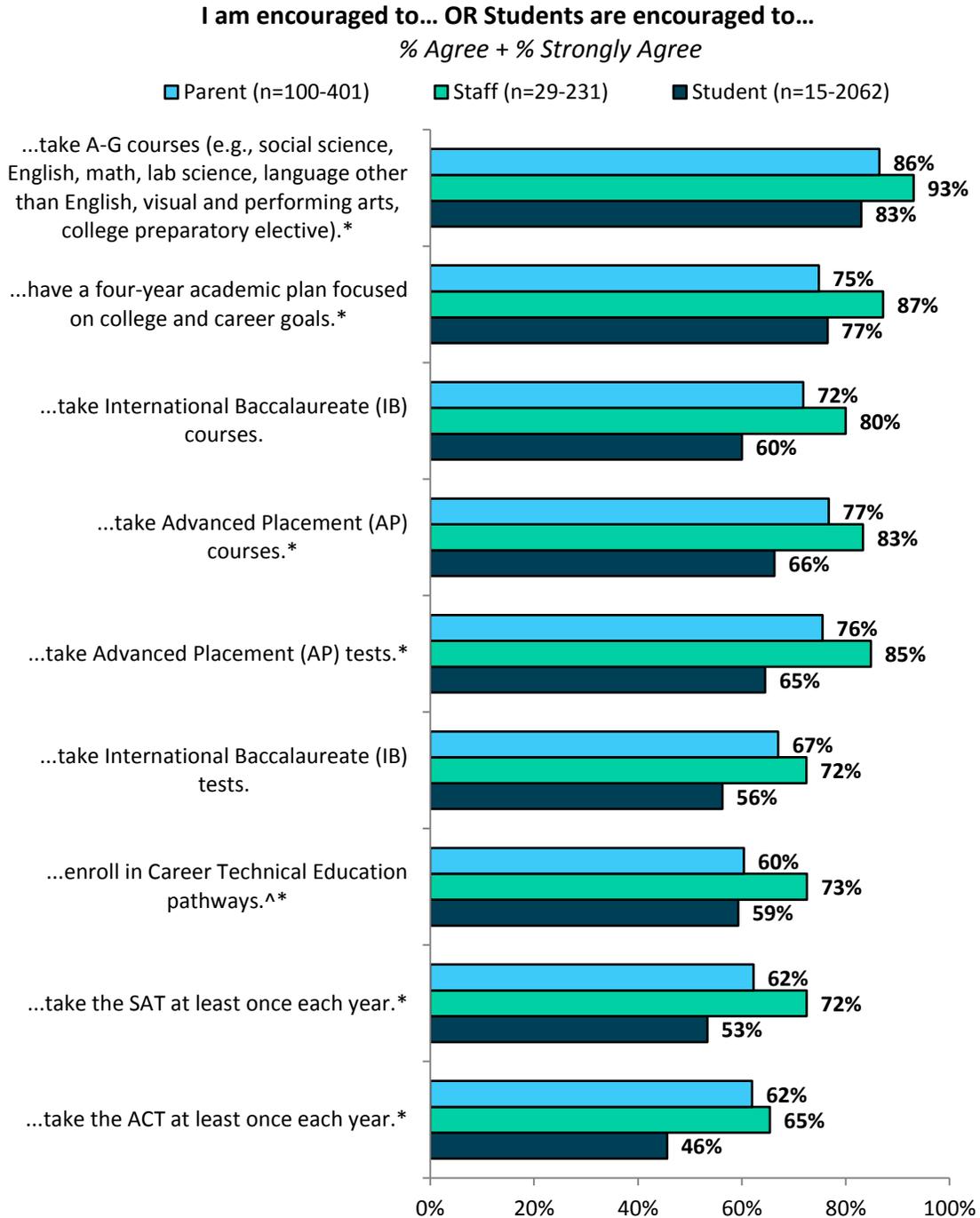
% Agree + % Strongly Agree



*indicates a statistically significant difference at the 95% confidence level.

GOAL 7: COLLEGE AND CAREER READINESS

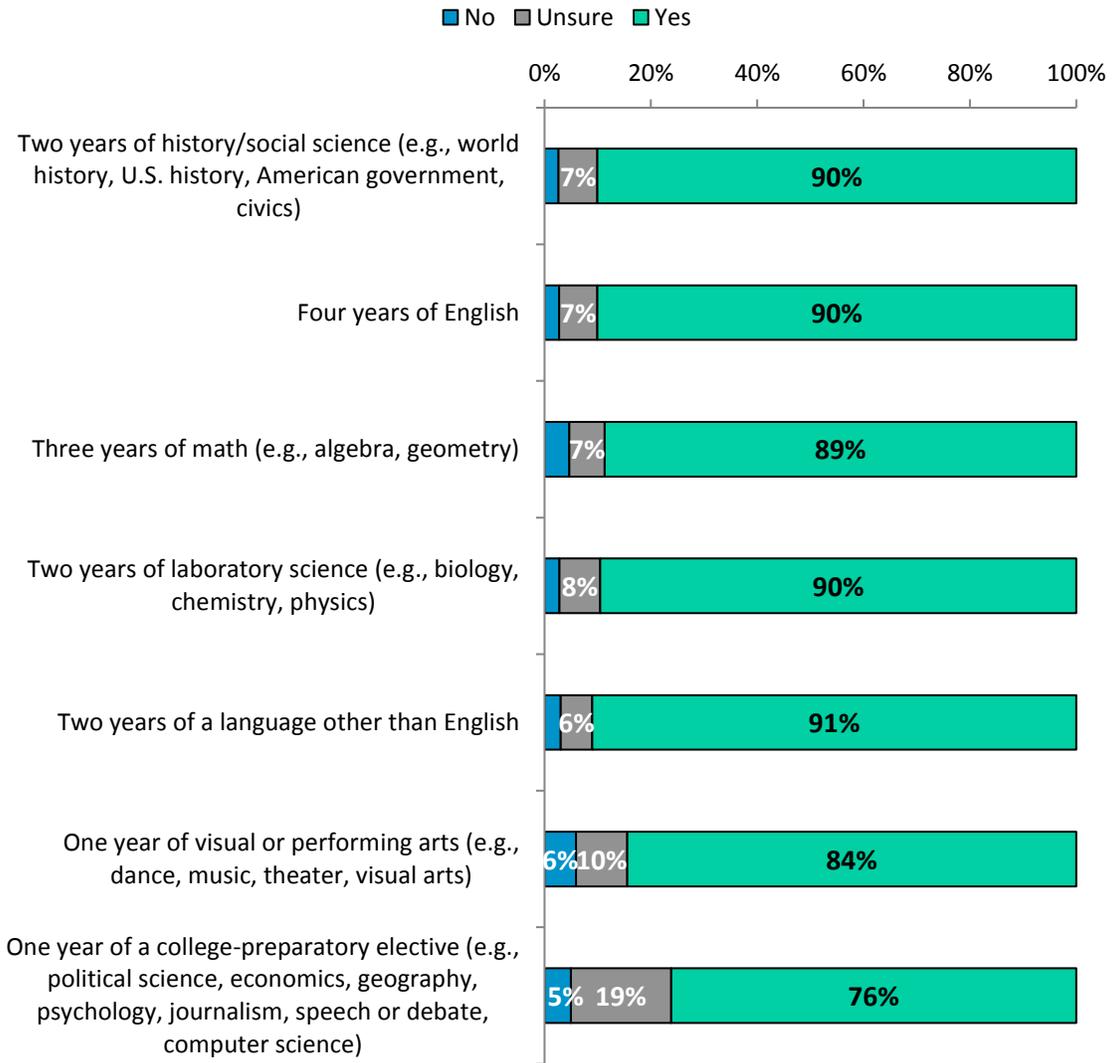
Figure 7.1: Please indicate to what extent you agree with the following statements about your [child's] school.



Note: All items asked of high school respondents only. Only respondents at Newport Harbor High School saw items about IB. Only respondents in Grades 11-12 saw items about the SAT and ACT.

*indicates a statistically significant difference at the 95% confidence level.

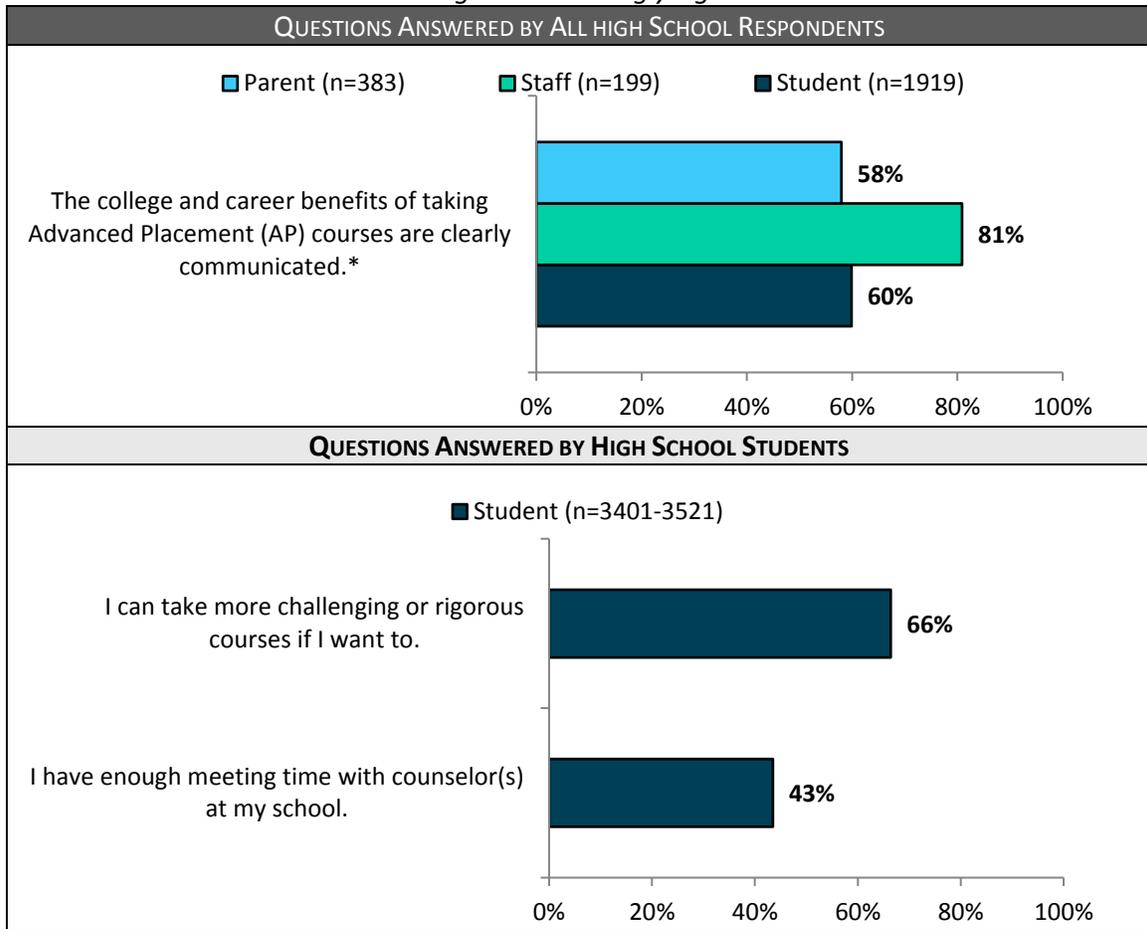
Figure 7.2: I have the ability to enroll in the following courses.



Note: All items asked of high school students only.

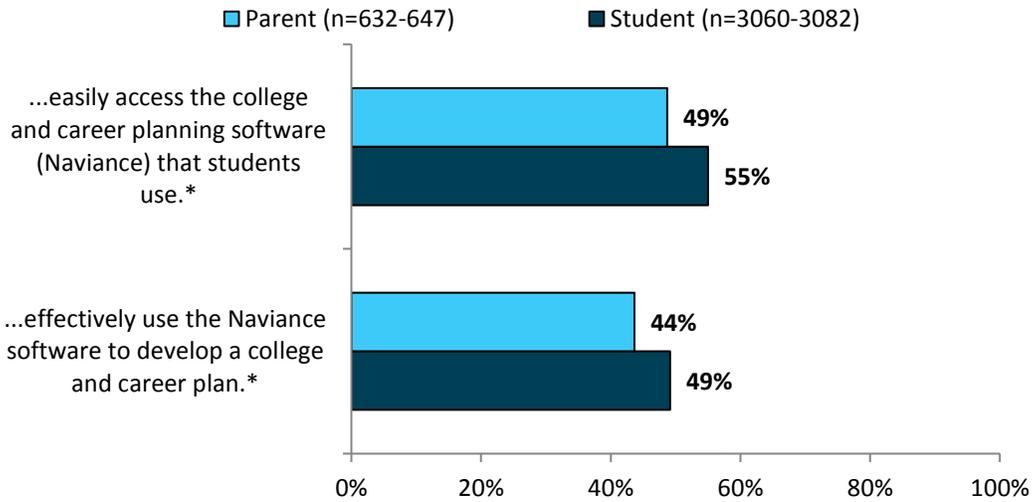
Figure 7.3: Please indicate to what extent you agree with the following statements about your [child's] school.

% Agree + % Strongly Agree



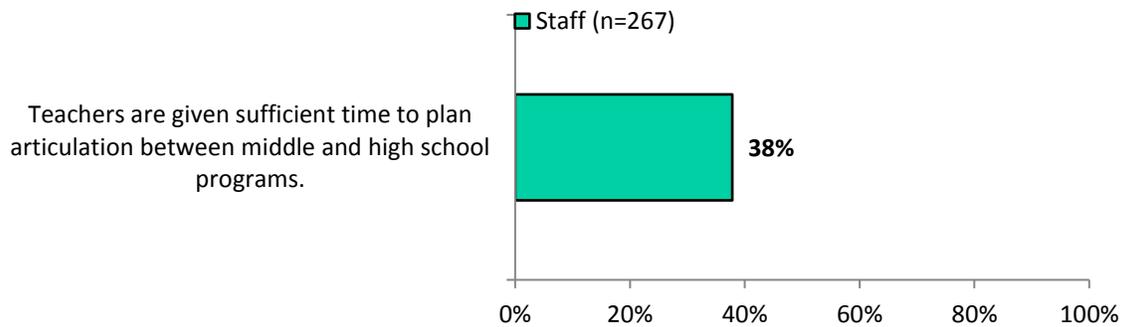
*indicates a statistically significant difference at the 95% confidence level.

**Figure 7.4: Please indicate to what extent you agree with the following statements.
My parents/family can... OR I can...
% Agree + % Strongly Agree**



Note: Only students and parents in Grades 6-12 saw these items.
*indicates a statistically significant difference at the 95% confidence level.

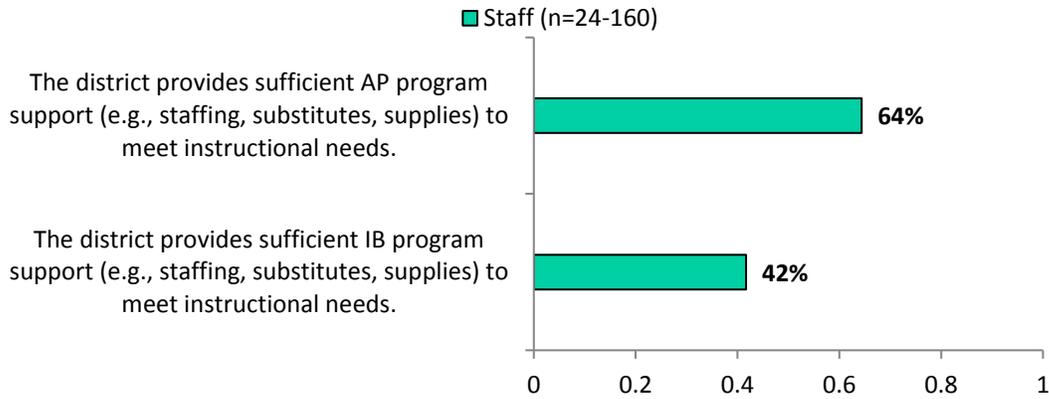
**Figure 7.5: Please indicate to what extent you agree with the following statements about the district.
% Agree + % Strongly Agree**



Note: Only certificated teachers in Grades 6-12 saw this item.

Figure 7.6: Please indicate to what extent you agree with the following statements about the district.

% Agree + % Strongly Agree



Note: Only high school staff saw these items. Only staff at Newport Harbor High School saw the IB item.

GOAL 8: IMPLEMENTATION OF SIGNATURE ACADEMIES

Figure 8.1: Please indicate to what extent you agree with the following statements.

% Agree + % Strongly Agree

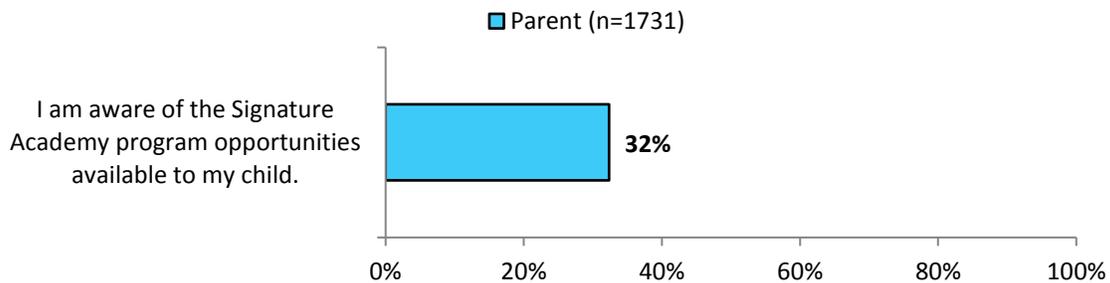
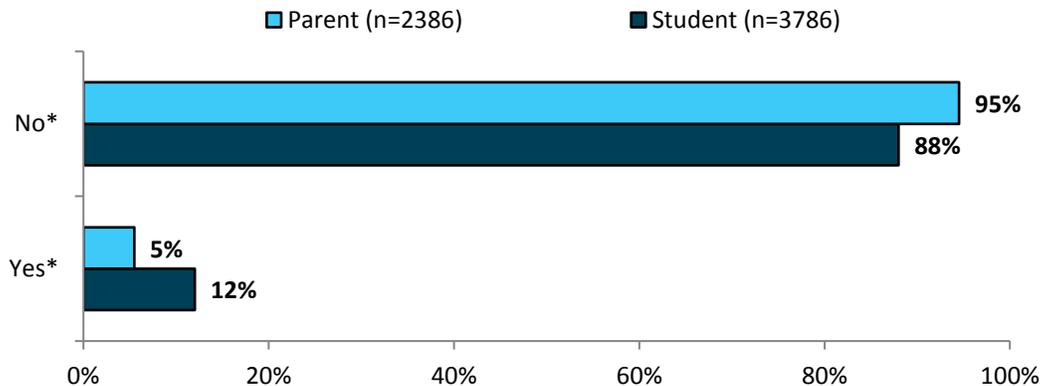


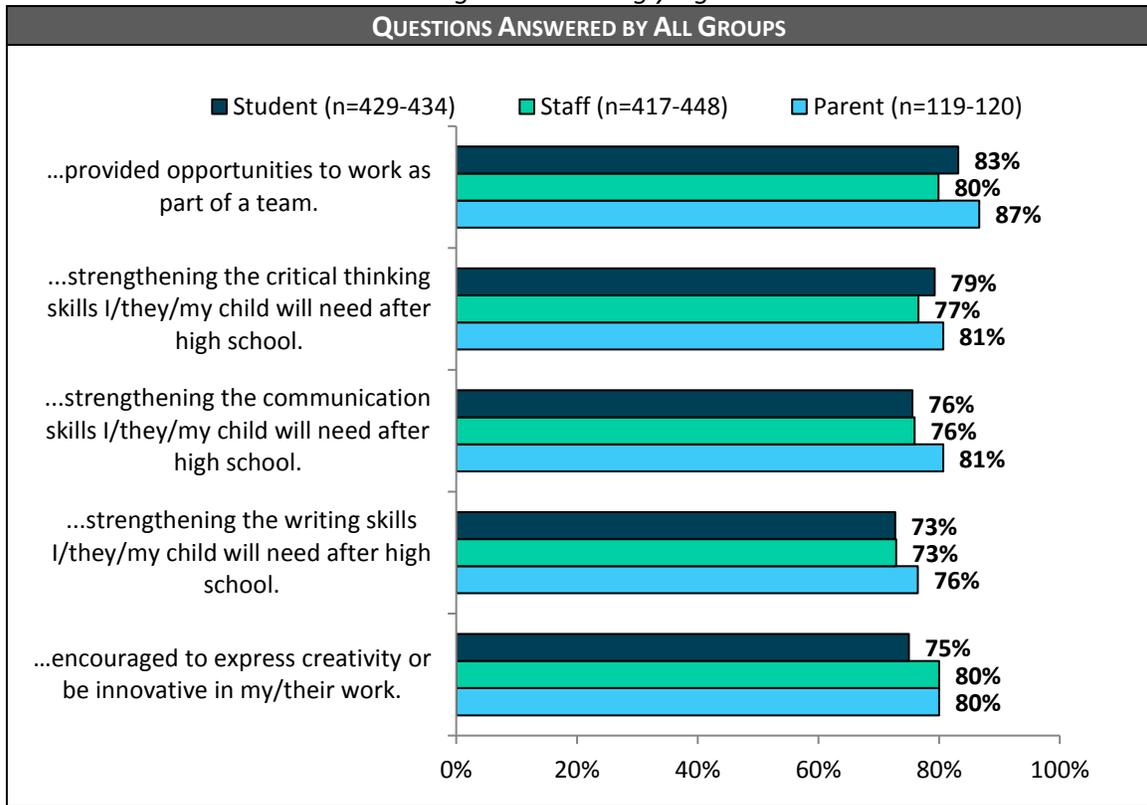
Figure 8.2: Do you or your child participate in the Signature Academy Program?



*indicates a statistically significant difference at the 95% confidence level.

**Figure 8.3: Please indicate to what extent you agree with the following statements.
In the Signature Academy program, I am/My child is/Students are...**

% Agree + % Strongly Agree



Note: Parents who do not have children enrolled in a Signature Academy and students not enrolled in a Signature Academy did not answer these questions.

GENERAL QUESTIONS

Figure 9.1: I am encouraged to participate in the Local Control and Accountability Plan (LCAP) survey.

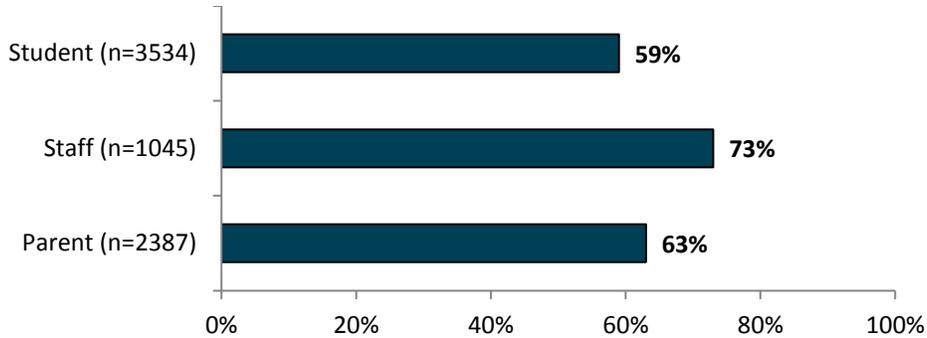
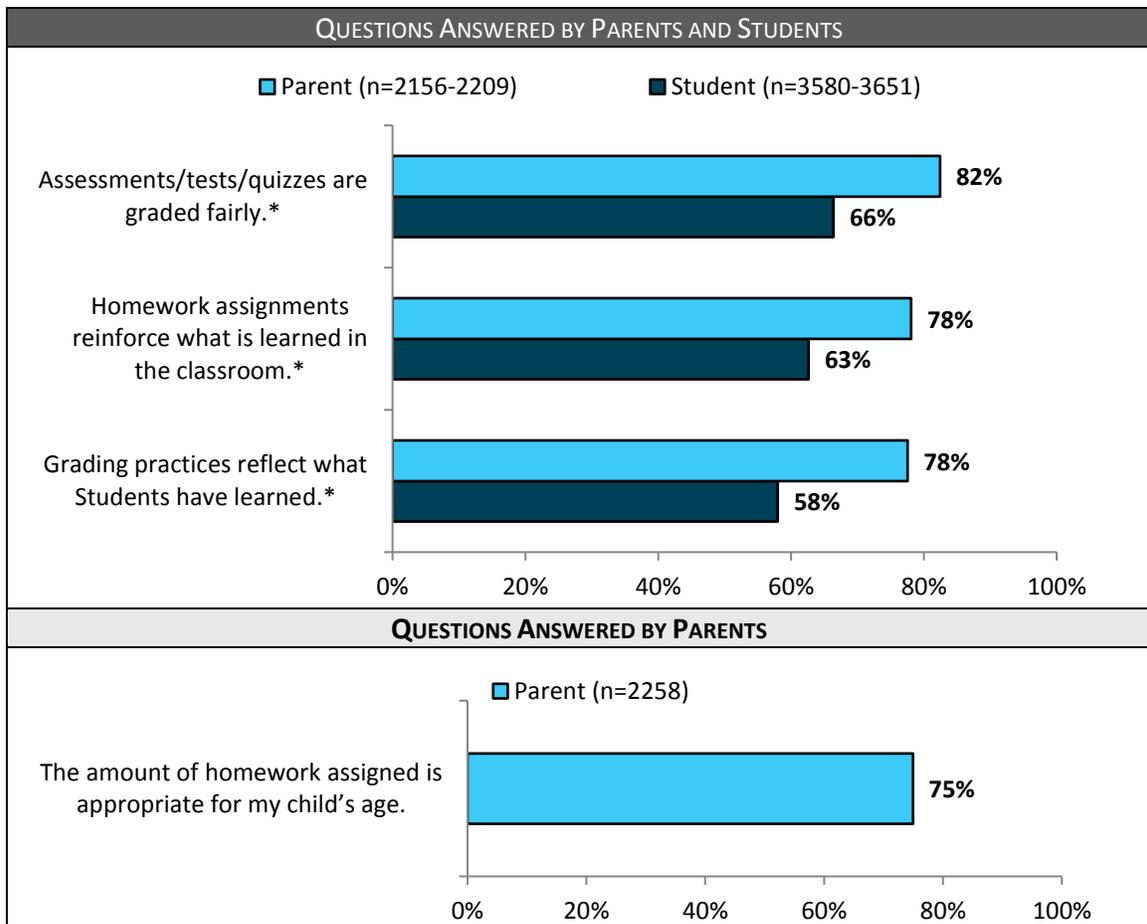


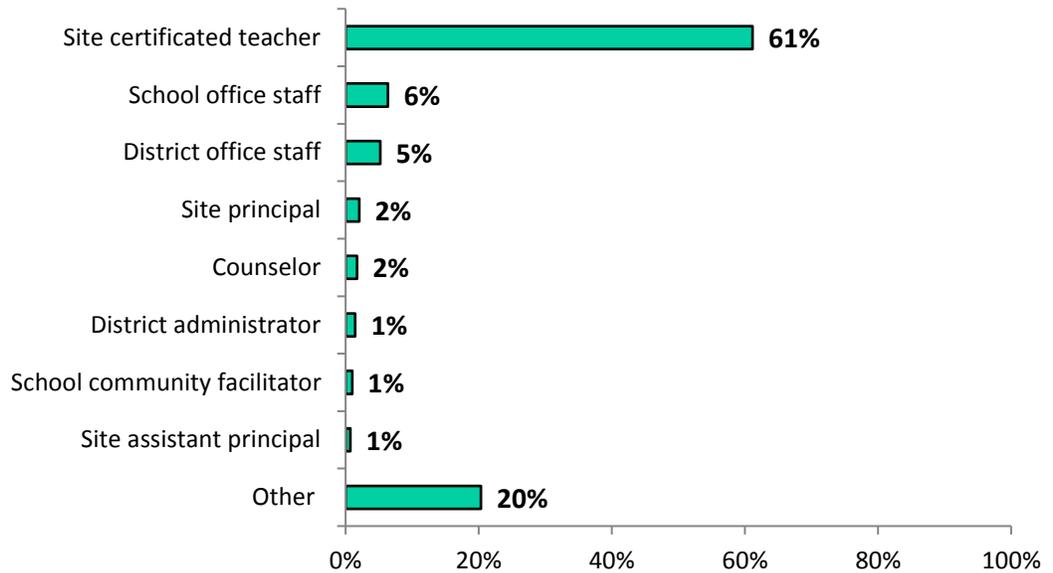
Figure 9.2: Please indicate to what extent you agree with the following statements about your [child's] school.
 % Agree + % Strongly Agree



*indicates a statistically significant difference at the 95% confidence level.

SECTION II: RESPONDENT CHARACTERISTICS

**Figure RC.1: What is your current role at N-MUSD?
(n=1,112)**



**Figure RC.2: How many of your children currently attend an N-MUSD school?
(n=2,851)**

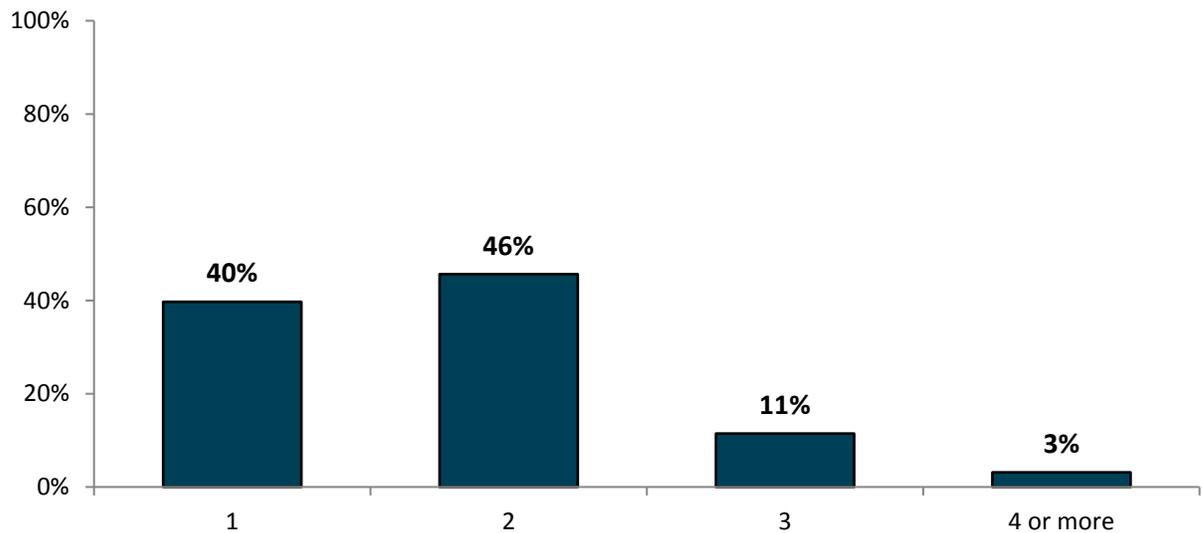


Figure RC.3: What is your/your child’s current grade level? / What grade levels do you currently teach?

GRADE LEVEL	PARENT (N=2,851)	STAFF (N=680)	STUDENT (N=4,082)
Pre-school	-	1%	-
TK	3%	5%	0%
Kindergarten	10%	14%	0%
Grade 1	10%	15%	0%
Grade 2	9%	16%	0%
Grade 3	8%	15%	0%
Grade 4	8%	13%	0%
Grade 5	8%	15%	0%
Grade 6	9%	13%	0%
Grade 7	8%	13%	22%
Grade 8	7%	13%	21%
Grade 9	6%	20%	14%
Grade 10	5%	21%	16%
Grade 11	5%	21%	16%
Grade 12	4%	22%	11%
Adult Transition	0%	0%	0%
All grade levels	-	1%	-

Figure RC.4: Student’s School/Child’s School/Current Workplace

SCHOOL	PARENT (N=2,851)	STAFF (N=1,112)	STUDENT (N=4,082)
Adams Elementary	1%	3%	-
Andersen Elementary	4%	3%	-
California Elementary	2%	1%	-
College Park Elementary	1%	3%	-
Davis Magnet School	6%	3%	-
Eastbluff Elementary	3%	2%	-
Harbor View Elementary	4%	1%	-
Kaiser Elementary	5%	2%	-
Killybrooke Elementary	2%	2%	-
Lincoln Elementary	3%	2%	-
Mariners Elementary	6%	4%	-
Newport Coast Elementary	2%	3%	-
Newport Elementary	2%	2%	-
Newport Heights Elementary	6%	3%	-
Paularino Elementary	3%	3%	-
Pomona Elementary	2%	1%	-
Rea Elementary	2%	3%	-
Sonora Elementary	2%	2%	-
Victoria Elementary	3%	3%	-
Whittier Elementary	1%	2%	-
Wilson Elementary	2%	2%	-
Woodland Elementary	6%	3%	-
Corona Del Mar Middle	3%	3%	11%
Costa Mesa Middle	2%	2%	7%
Ensign Intermediate	7%	4%	19%
TeWinkle Middle	2%	3%	7%
Back Bay High	0%	3%	0%
Corona Del Mar High	5%	7%	18%
Costa Mesa High	4%	5%	14%
Early College High	2%	1%	4%
Estancia High	2%	7%	19%
Monte Vista High	0%	0%	0%
Newport Harbor High	5%	4%	1%
Huntington Beach Adult School	5%	2%	0%
District office	0%	8%	0%
Lindbergh – Special Education Department	0%	0%	0%
Harper Assessment Center/STEP Adult Transition Program/Autism Clinic	0%	1%	0%

PROJECT EVALUATION FORM

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