



2021-2022 LCAP SURVEY

Prepared for Newport-Mesa Unified School District

May 2022



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INTRODUCTION

This document summarizes the results of the 2021-22 Local Control and Accountability Plan (LCAP) Survey administered to parents, staff, and community members from the Newport-Mesa Unified School District (NMUSD). The survey evaluated respondents’ perceptions of areas aligned with the district’s 2021-22 LCAP, which includes goals around the following four areas: mental health, wellness, and engagement; student academic success; conditions of learning; and family and community engagement. Additionally, the survey assessed parents’ experiences with, and perceptions of, early and expanded learning programs. The results presented in this document are intended to provide insight into the district’s progress toward attaining its LCAP goals and to support future planning and decision making.

The data supplement accompanying this report presents results from the 2021-2022 LCAP Survey, identifies statistically significant differences between stakeholder groups, and includes results from the 2017-2018, 2018-2019, and 2019-2020 school years.

In total, 1,508 respondents completed the survey in 2021-22. Additional information on respondent characteristics is presented at the end of this report.

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

POPULATION	2021-2022 RESPONSES	2020-2021 RESPONSES	2019-2020 RESPONSES	2018-2019 RESPONSES	2017-2018 RESPONSES	2016-2017 RESPONSES
Students	-	23	4,473	4,082	4,925	3,637
Parents/Guardians	1,181	1,111	2,433	2,851	1,574	1,323
Staff	299	400	635	1,112	835	679
Community	28*	-	-	-	-	-
Total	1,508	1,538	7,541	8,045	7,334	5,639

Note: Sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., high school students). Students were not surveyed in the 2021-2022 administration. NMUSD community members were surveyed in administrations preceding the 2021-2022 school year.

*Due to small number of responses, community members were not included in the key finding analysis and should be viewed and interpreted with caution.

RECOMMENDATIONS



Identify areas of need related to supporting students' mental health and social-emotional wellness. Staff report consistently lower perceptions of their schools' disciplinary and behavior management efforts, and less than one-third agree that schools have enough staff to support students' mental health and well-being. Further, less than half of both parent and staff participants agree that their school has sufficient programs and resources to address students' use of drugs and alcohol. The district should conduct additional research to evaluate how it may better support students' mental health and social-emotional competencies, particularly those related to responsible decision-making and self-regulation.



Provide parents with additional information, resources, and support for assisting their children with college and career planning. More than one-third of parents of middle and high school students indicate that they cannot easily access or use school-provided software to help their children develop college and career plans. Additionally, only about half of parents agree that students are encouraged to take the ACT and SAT on a yearly basis. Despite positive perceptions of the CTE program by affiliated parents, nearly half of middle and high school parents are not aware of the in-school or after school CTE opportunities available to students. The district should equip parents with additional resources for supporting students in the development of post-secondary college and career plans.



Evaluate the quality of school facilities and instructional materials used in core subject areas. Compared to parents, staff members report consistently lower perceptions of the quality of school facilities and the extent to which instructional materials adequately support student learning in core subject areas. Further, only about half of parents agree that they receive adequate resources to support their child's learning in math, history, and science. The district should examine the quality of school facilities and the instructional materials and resources used to support student learning.

KEY FINDINGS



GOAL 1: MENTAL HEALTH, WELLNESS AND ENGAGEMENT

Perceptions of the effectiveness with which schools manage student behavior vary across stakeholder groups.

- Parents generally agree that their child's school meets students' behavioral needs (83%), clearly communicates attendance policies (85%), and consistently enforces student discipline policies (65%).
- Comparatively, much lower proportions of staff participants agree that their school's attendance policies are clearly communicated (59%) and that student discipline policies are consistently enforced (38%). Further, less than two thirds of teachers agree that they understand their school's discipline philosophy (60%).

Participants indicate that schools may lack sufficient resources to support students' mental health and substance abuse prevention efforts.

- Though most parents believe that schools have enough staff to support them with their students' social and emotional health (65%), less than one-third of staff members believe that schools are sufficiently staffed to support students' mental health and well-being (31%).
- Most parents feel quipped to address the dangers of substance abuse with their children (85%), but less than half of parent (47-49%) and staff participants (32-35%) agree that their school has sufficient programs and resources in place to address issues related to students' use of drugs and alcohol.



GOAL 2: STUDENT ACADEMIC SUCCESS

Most participants agree that schools successfully prepare all students in core content areas and that course grades are accurate reflections of student learning.

- Parents and staff report favorable perceptions of instruction in English Language Arts (81% and 87%, respectively), Math (78% and 83%), Science (75% and 80%), English Language Development (81% and 79%), and History and Social Science (76% and 71%). Fewer participants agree that schools prepare all students in visual and performing arts (63% and 62%).
- Most parents believe that homework is appropriate (75%) and reinforces what is learned in the classroom (75%). Further, parents largely agree that grading practices are fair (82%) and accurately reflect student learning (78%).

Parents of secondary students may need additional support in assisting their children with the development of long-term academic and post high school plans.

- Though more than three-quarters of parents agree that they can access their child's course grades during the school year (75%), and that they understand their child's report card (90%), only two-thirds of parents of high school students are familiar with their child's four-year plan (66%).
- Over one-third of parents of middle and high school students indicate that they cannot easily access (36%) or effectively use (40%) the School Links software to help their child develop a college and career plan.
- Among parents of high schoolers and high school staff members, only about half agree that students are encouraged to take the ACT (54% and 52%, respectively) and SAT (58% and 55%) at least once per year.

Parents of students who participate in CTE report high praise of the program's impact on student learning, but many parents lack familiarity with CTE pathways.

- More than two-thirds of parents whose children participate in CTE agree that their child is developing the leadership (73%), critical thinking (79%), creative (88%), and communication (88%) skills necessary for success after high school. However, nearly half of middle and high school parents are not aware of the in-school (41%) or after school (45%) opportunities available to students.



GOAL 3: CONDITIONS OF LEARNING

Staff report mixed perceptions of the quality of school facilities and instructional materials.

- Around two thirds of both parents and staff agree that school equipment is in good repair (67 and 62%), but staff members are far less likely than parents to agree that school facilities are in good repair (48% versus 66%).
- Though a majority of both groups agree that their school provides adequate instructional materials to support student learning across subject areas, staff report consistently lower agreement and are least likely to agree that instructional materials adequately support learning in history/social science (57%) and science (63%).



GOAL 4: FAMILY & COMMUNITY ENGAGEMENT

Across groups, participants generally agree that schools encourage parent and family involvement, but participants suggest that less effort is made to include parents of students who participate in special education.

- Most parents and staff agree that schools encourage parents and families to take part in or attend school activities and events (85% and 89%, respectively) and join program-specific organizations like the school and district English Learner Advisory Committees (77 and 90%). However, participants whose students receive special education services report less agreement that parents of students in special education are encouraged to attend Community Advisory Committee meetings (45-59%).

Parents report mixed perceptions of school-provided resources to support student learning.

- Most parents agree that they are given the information, resources, training, and assistance they need to support student learning in English (61%), English language development (81%), and reading (80%). However, fewer parents agree that they receive adequate resources to support their child's learning in core subjects like math (58%), history/social science (52%), and science (51%).



EARLY LEARNING PROGRAMS

Most parents with children younger than five report that their childcare arrangements include preschool and feel that kindergarten readiness necessitates the abilities to follow directions and ask for help when needed.

- Around two-thirds of parents with young children report that their child attends a preschool program. Nearly half report attendance in a program unaffiliated with the district (45%), and much smaller proportions report attendance at either a NMUSD tuition preschool (10%) or a NMUSD state preschool (10%).
- Parents of students under five report that the abilities to follow directions (92%) and ask for help (82%) are the most important skills for children to have in order to be

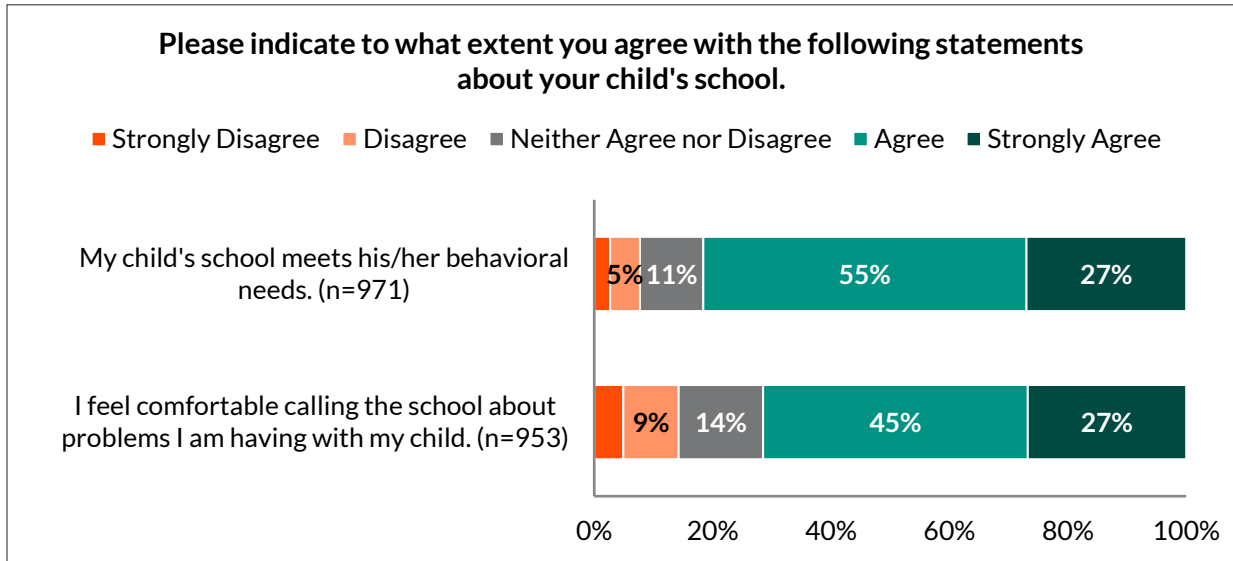
ready for kindergarten entry. Other important skills are gripping a pencil, crayon, or marker correctly (68%), naming basic shapes (70%), speaking using complete sentences (74%), and identifying letters of the alphabet (75%).

Most parents of students in early grades do not participate in afterschool programming but would if those services were available.

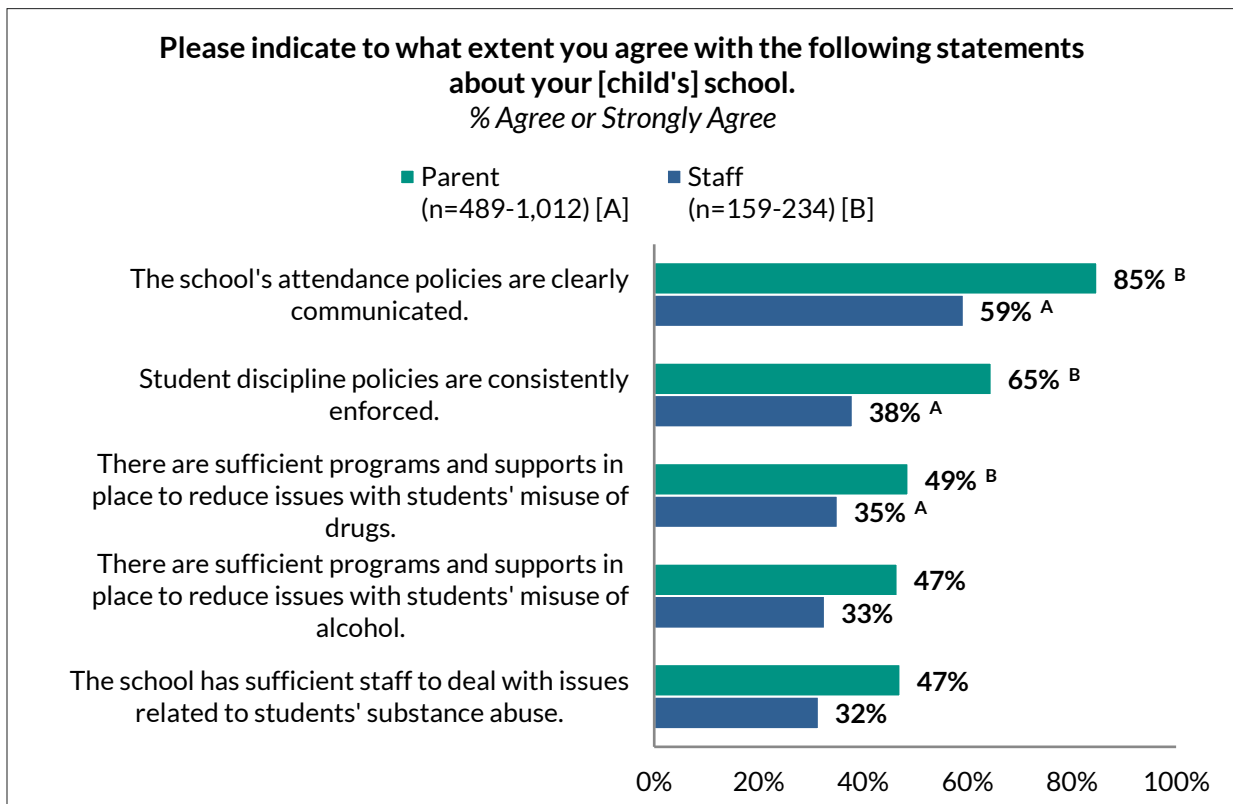
- Among parents of students in transitional kindergarten through second grade, only about one-quarter currently use an afterschool program (27%). Most parents who do not use afterschool programming indicate not having a need for it (53%). However, nearly three-quarters of parents of students in early grades would use afterschool or summer programming if it was available to them (73%).
- The most popular afterschool or summer programming offerings among parents of students in early grades are music (53%) and arts and crafts (54%).

SECTION I: SUPPORTING FIGURES BY LCAP GOAL

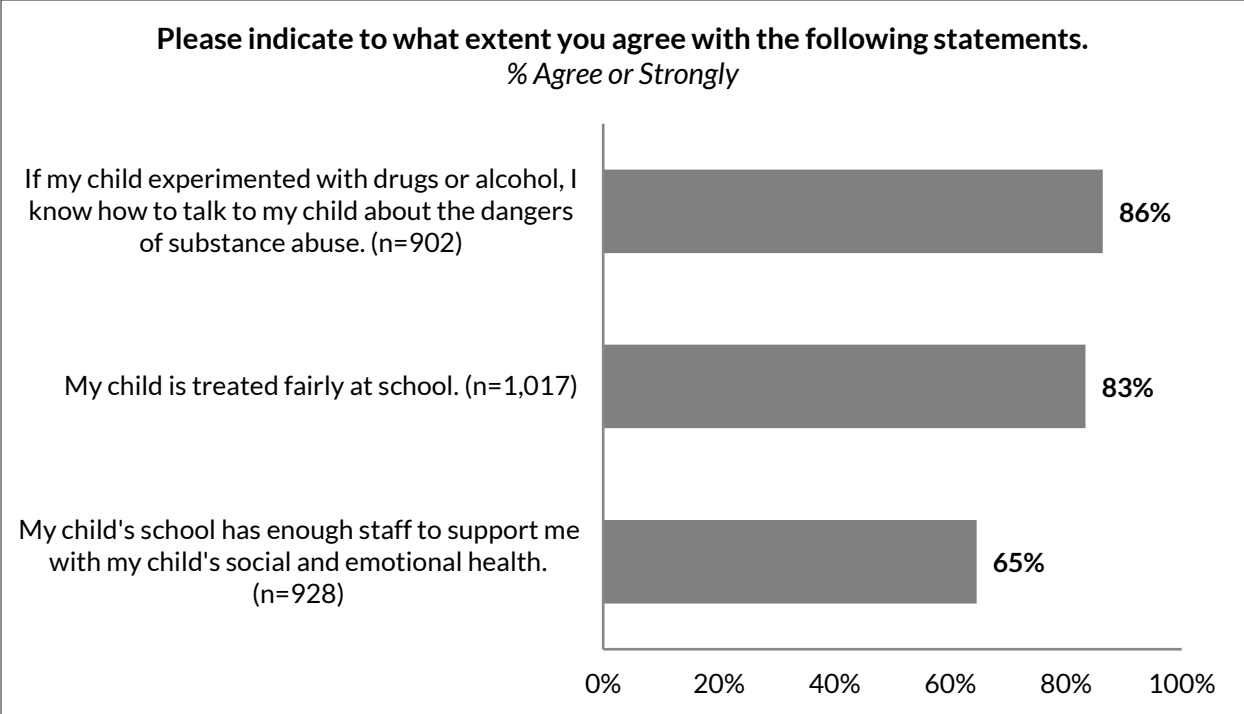
GOAL 1: MENTAL HEALTH, WELLNESS AND ENGAGEMENT



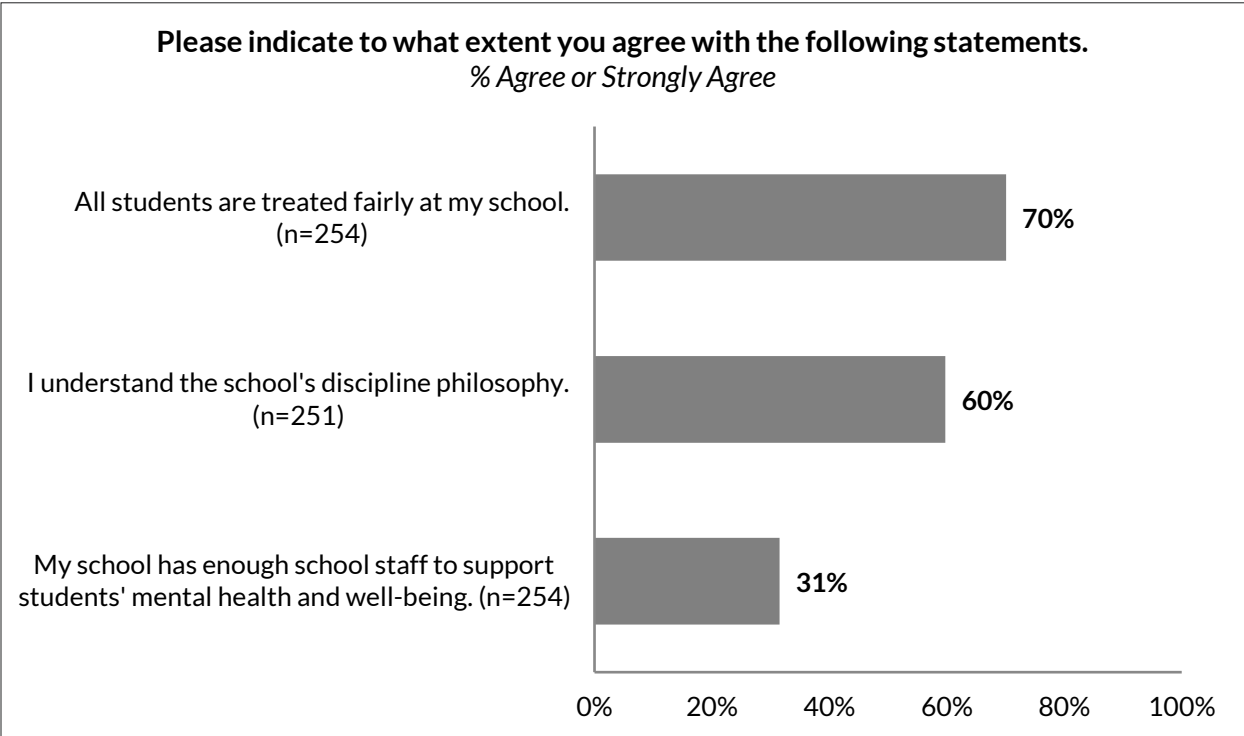
Note: Items in the chart above were displayed to parents only.



Note: Superscript notation indicates a statistically significant difference between participant groups.

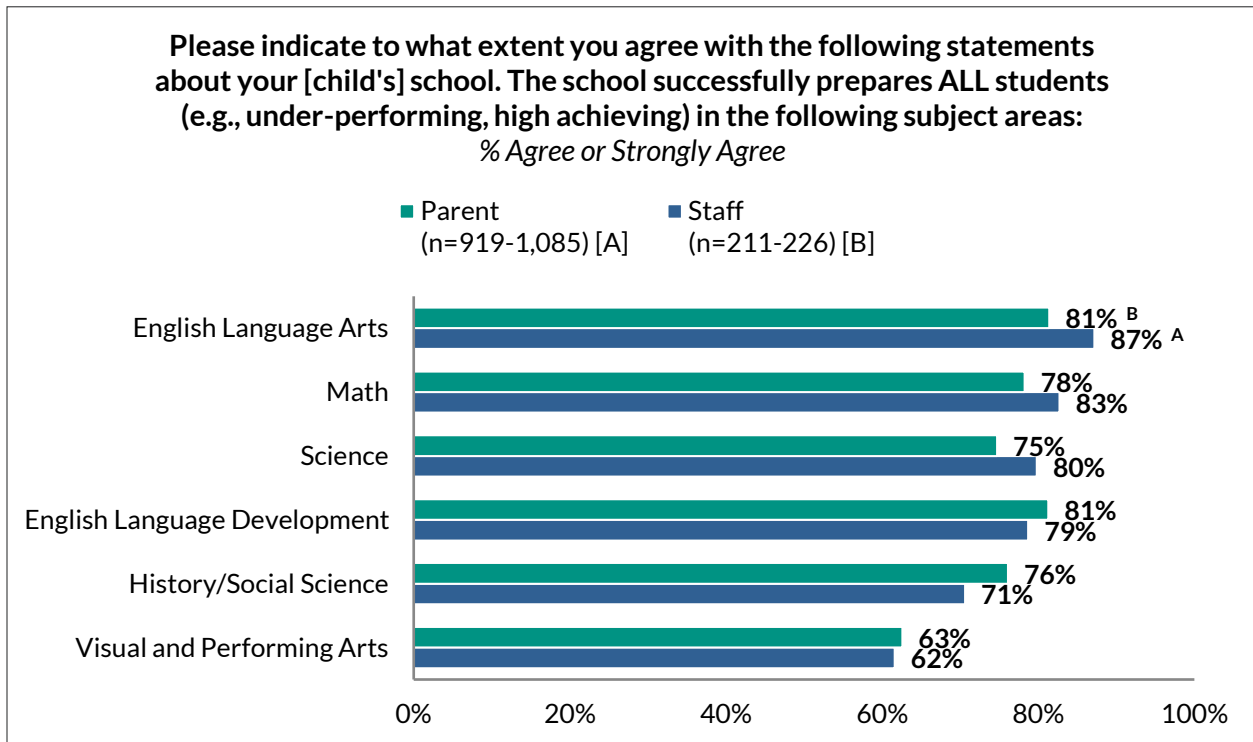


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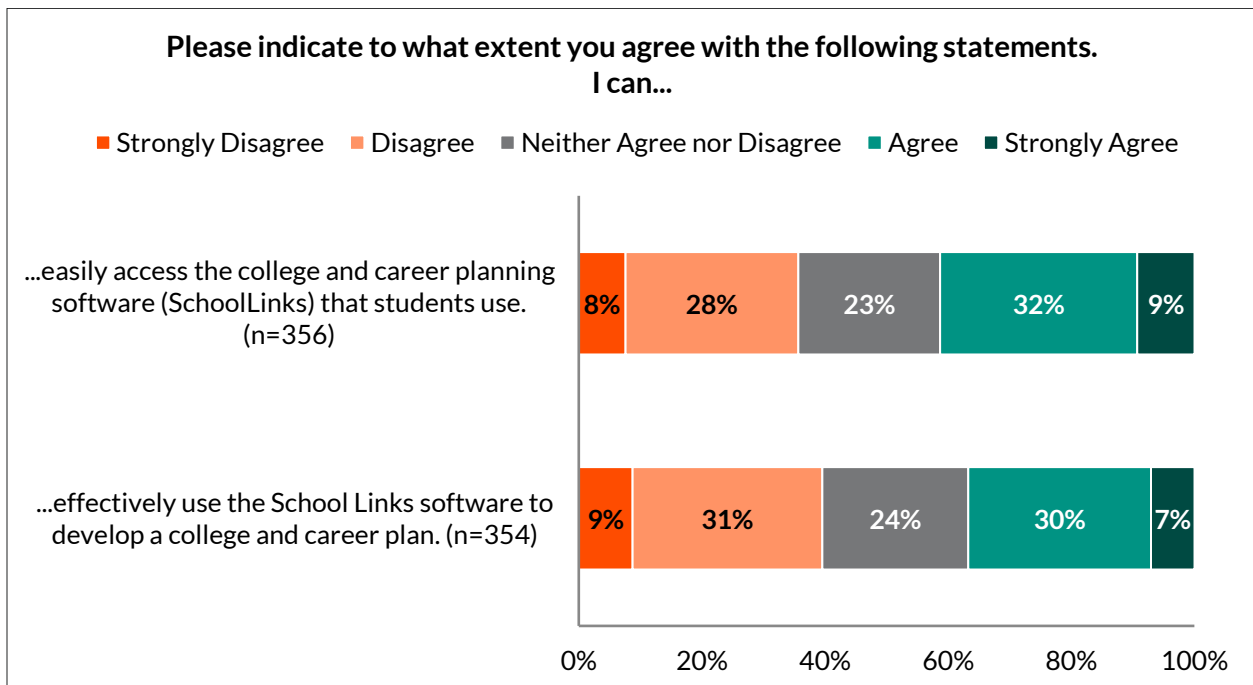


Note: Items in the chart above were displayed to staff only.

GOAL 2: STUDENT ACADEMIC SUCCESS

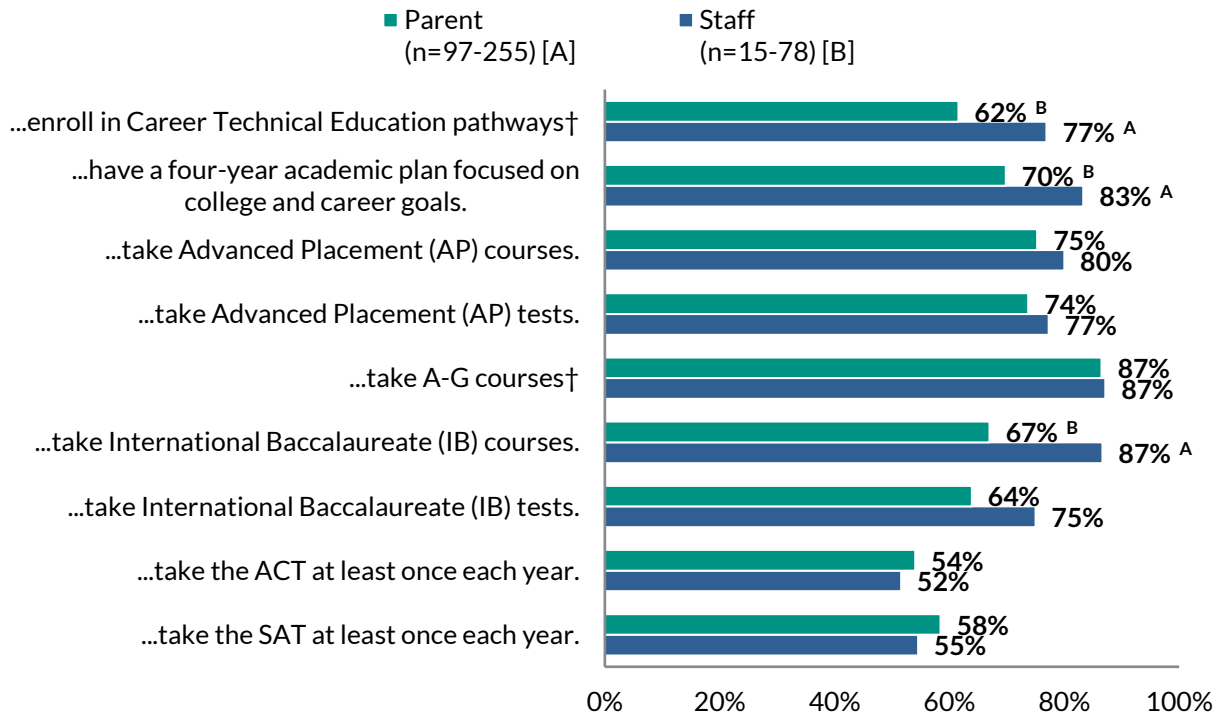


Note: Superscript notation indicates a statistically significant difference between participant groups.



Note: Items in the chart above were displayed to parents only.

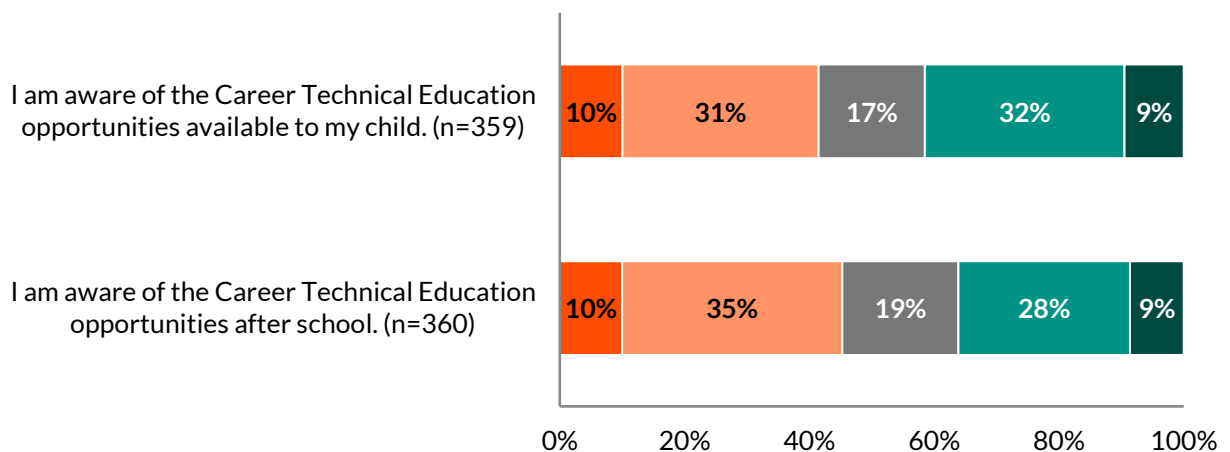
**Please indicate to what extent you agree with the following statements about your [child's] school. Students are encouraged to...
% Agree or Strongly Agree**



Note: Superscript notation indicates a statistically significant difference between participant groups. † indicates that item text has been truncated to fit the chart.

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

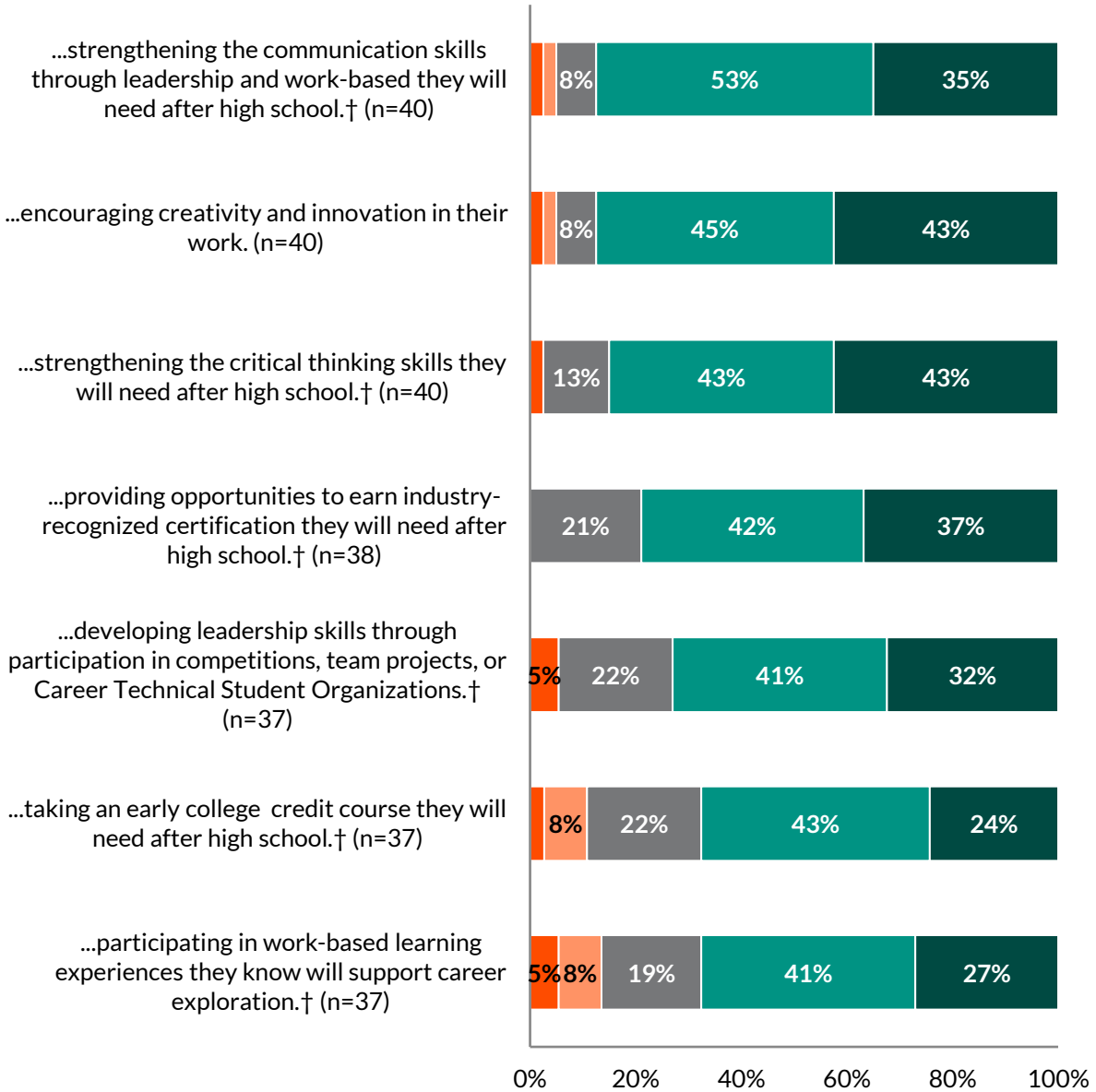
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



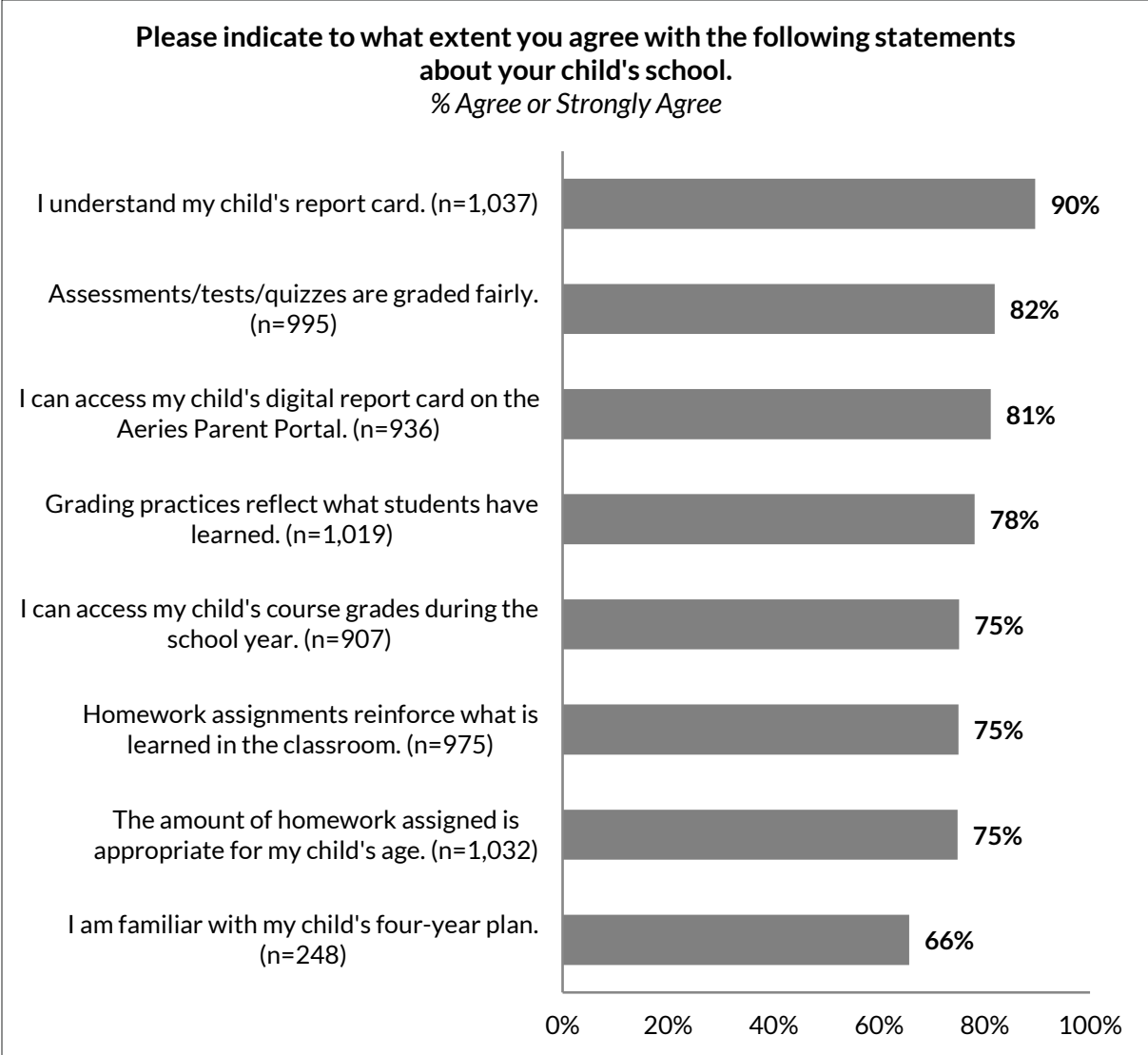
Note: Items in the chart above were displayed to parents only.

In the CTE Pathway, my child is...

■ Strongly Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree

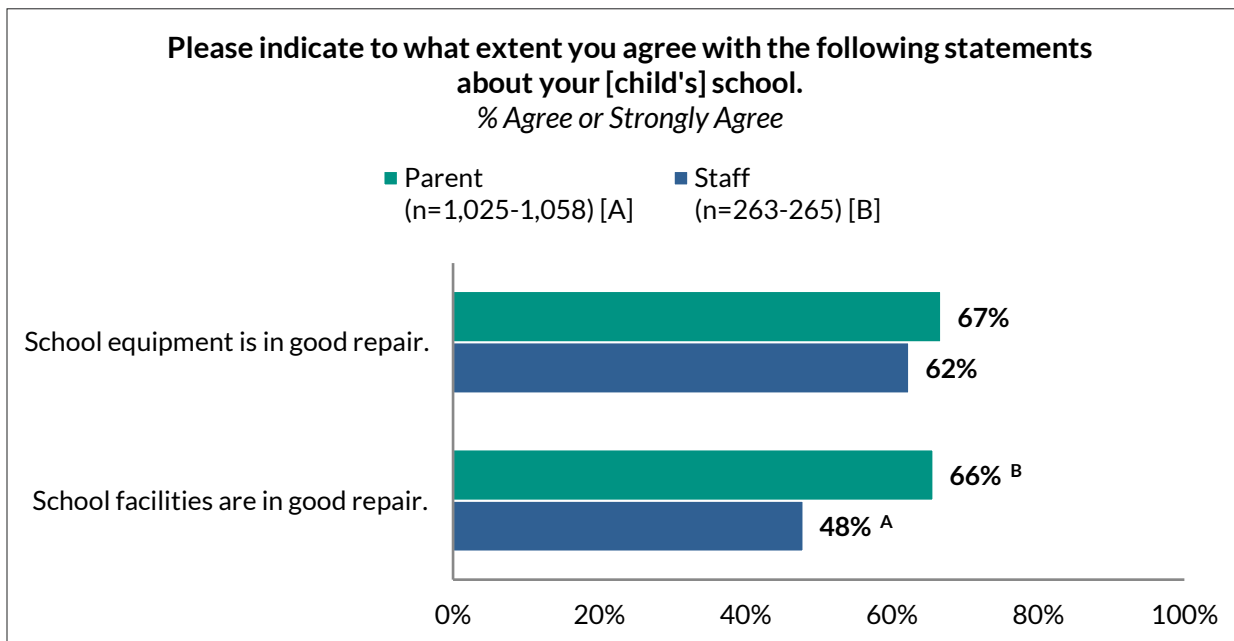


Note: Items above were displayed to parents only. † indicates that item text has been truncated to fit the chart.

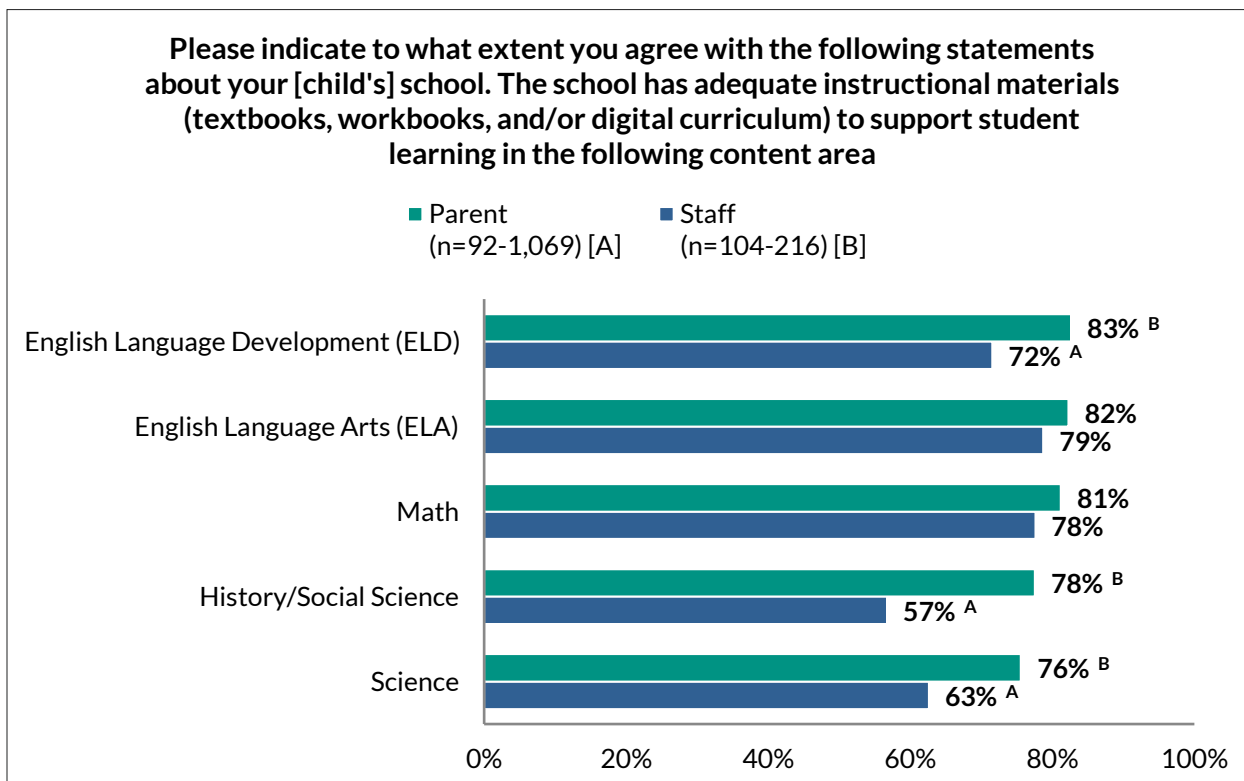


Note: Items in the chart above were displayed to parents only.

GOAL 3: CONDITIONS OF LEARNING

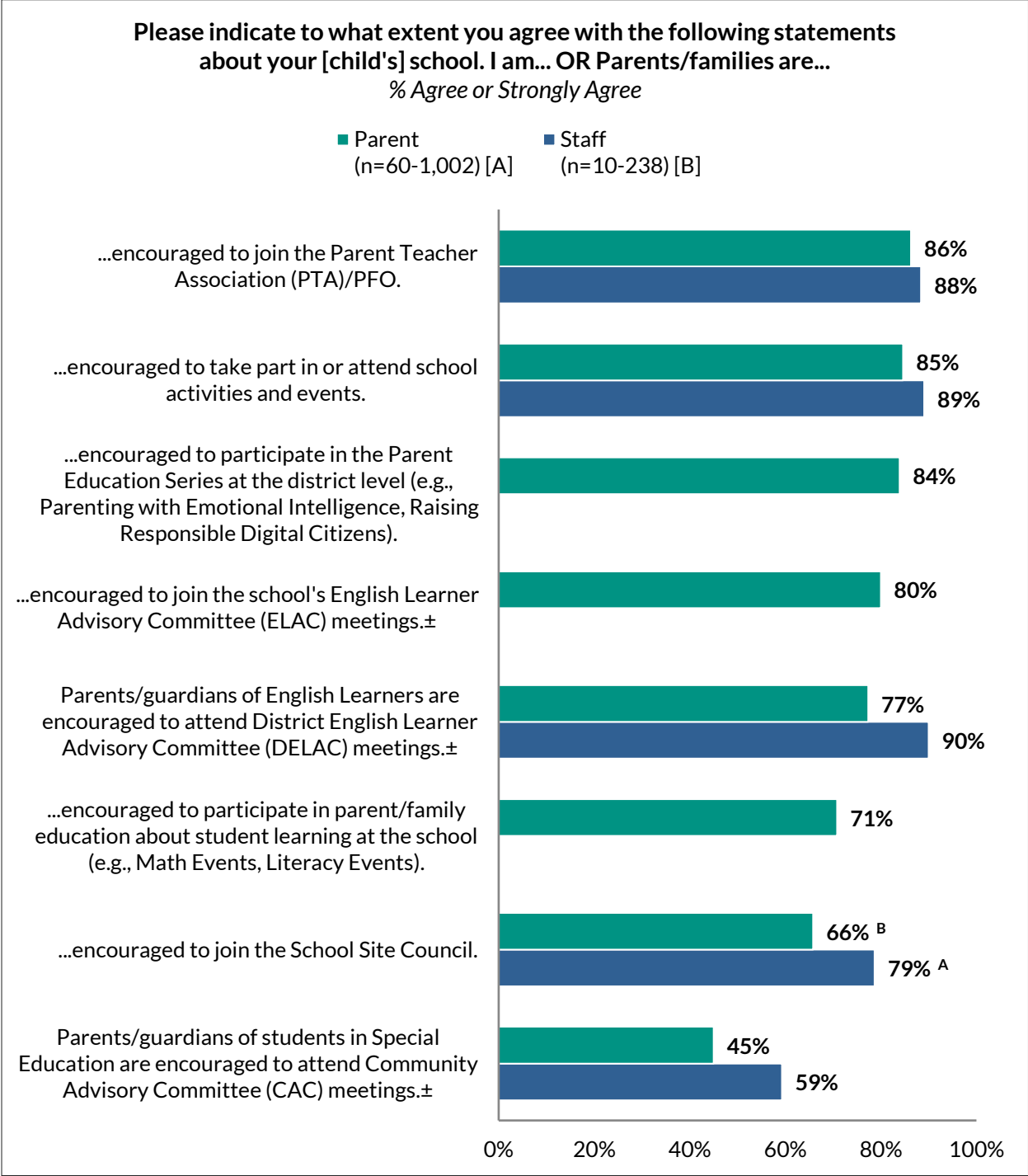


Note: Superscript notation indicates a statistically significant difference between participant groups.



Note: Superscript notation indicates a statistically significant difference between participant groups. ± indicates item was seen by participants whose children/students are English Learners.

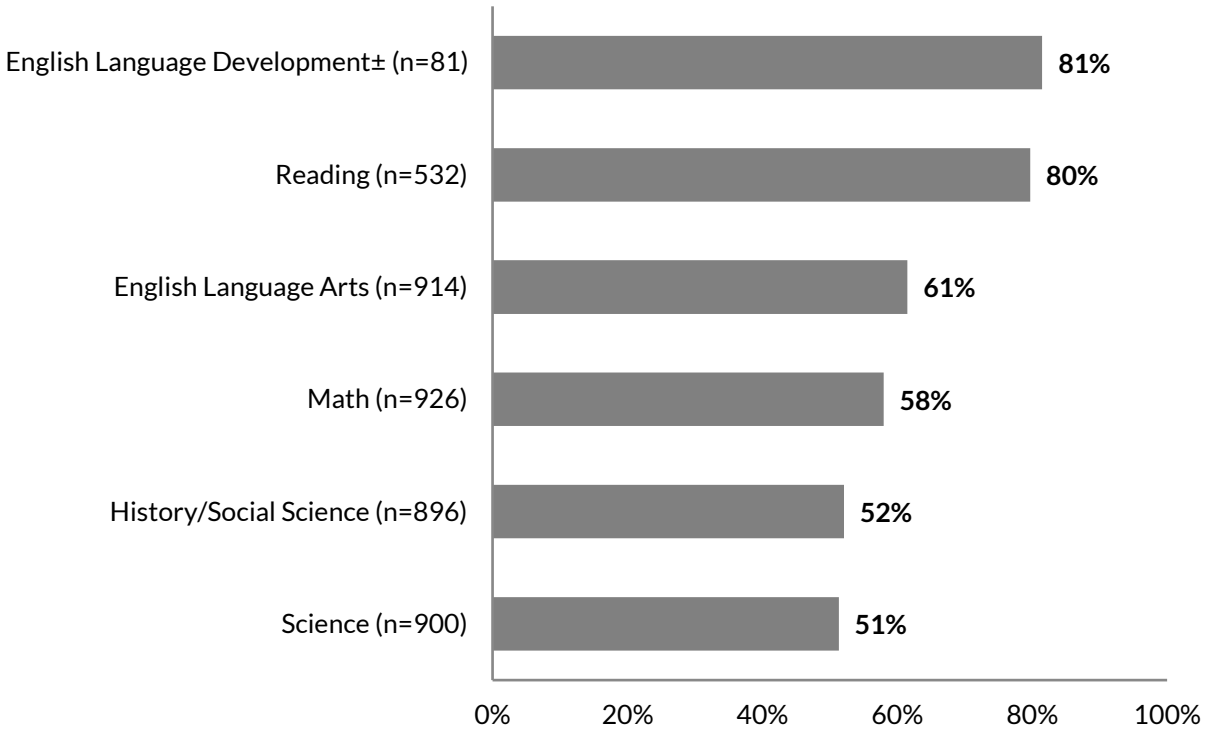
GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT



Note: Superscript notation indicates a statistically significant difference between participant groups. ± indicates item was seen by participants whose students/children participate in corresponding special programs.

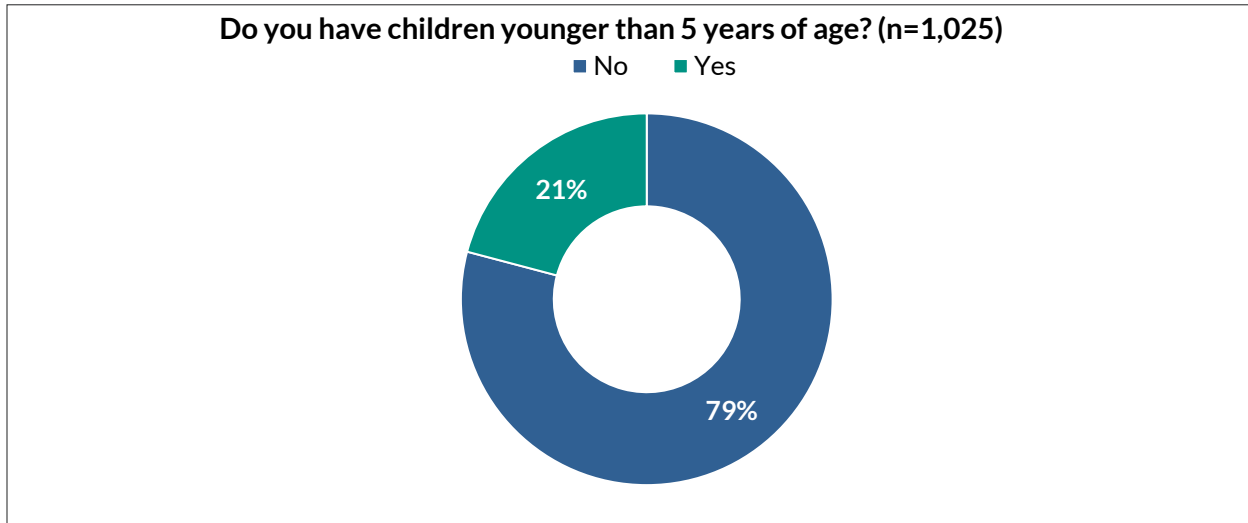
Please indicate to what extent you agree with the following statements about your child's school. Parents are given the information, resources, training and assistance they need to support their child's learning in the following core subject areas:

% Agree

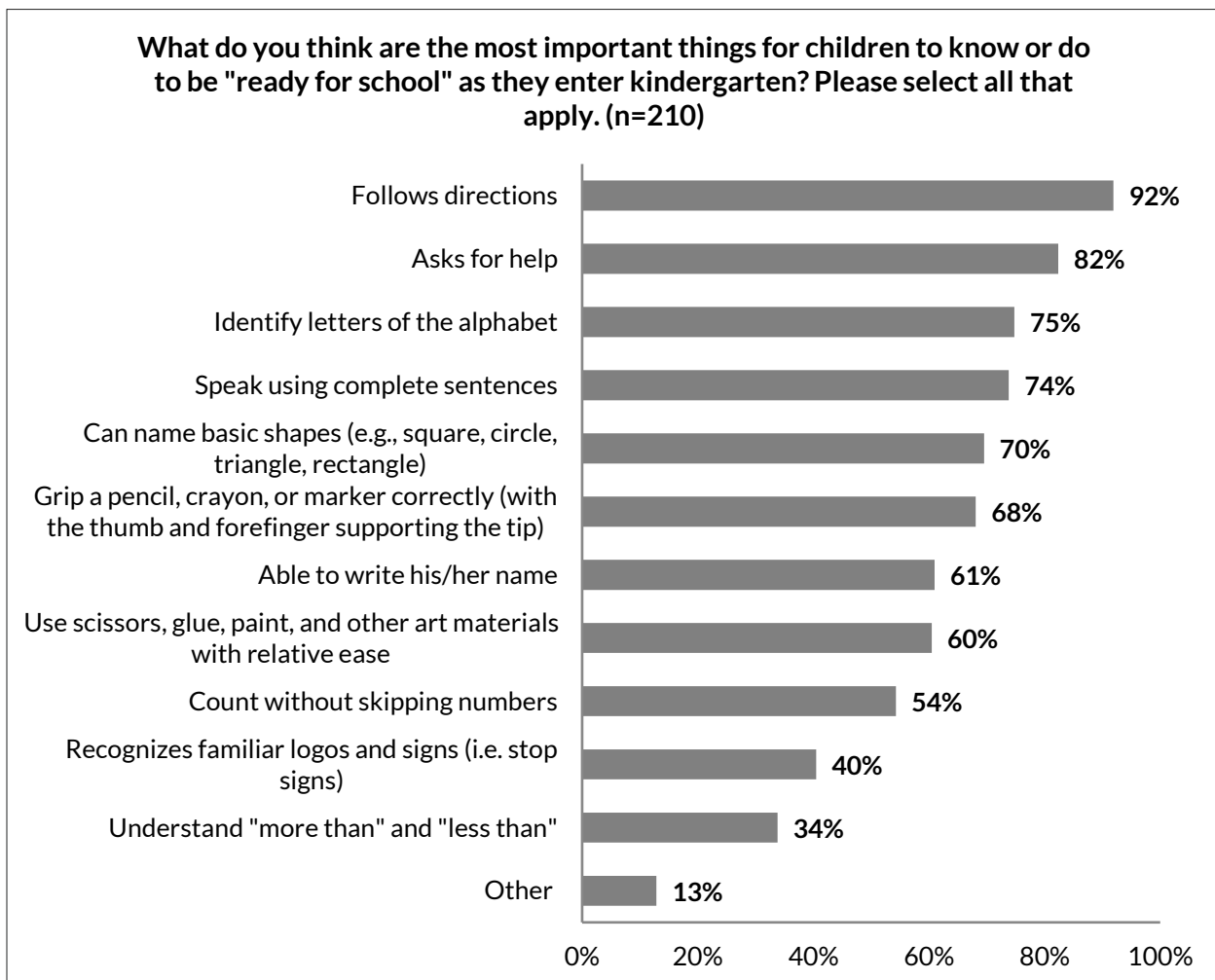


Note: The question above was displayed to parents only. ± indicates item was seen by participants whose children are English Learners.

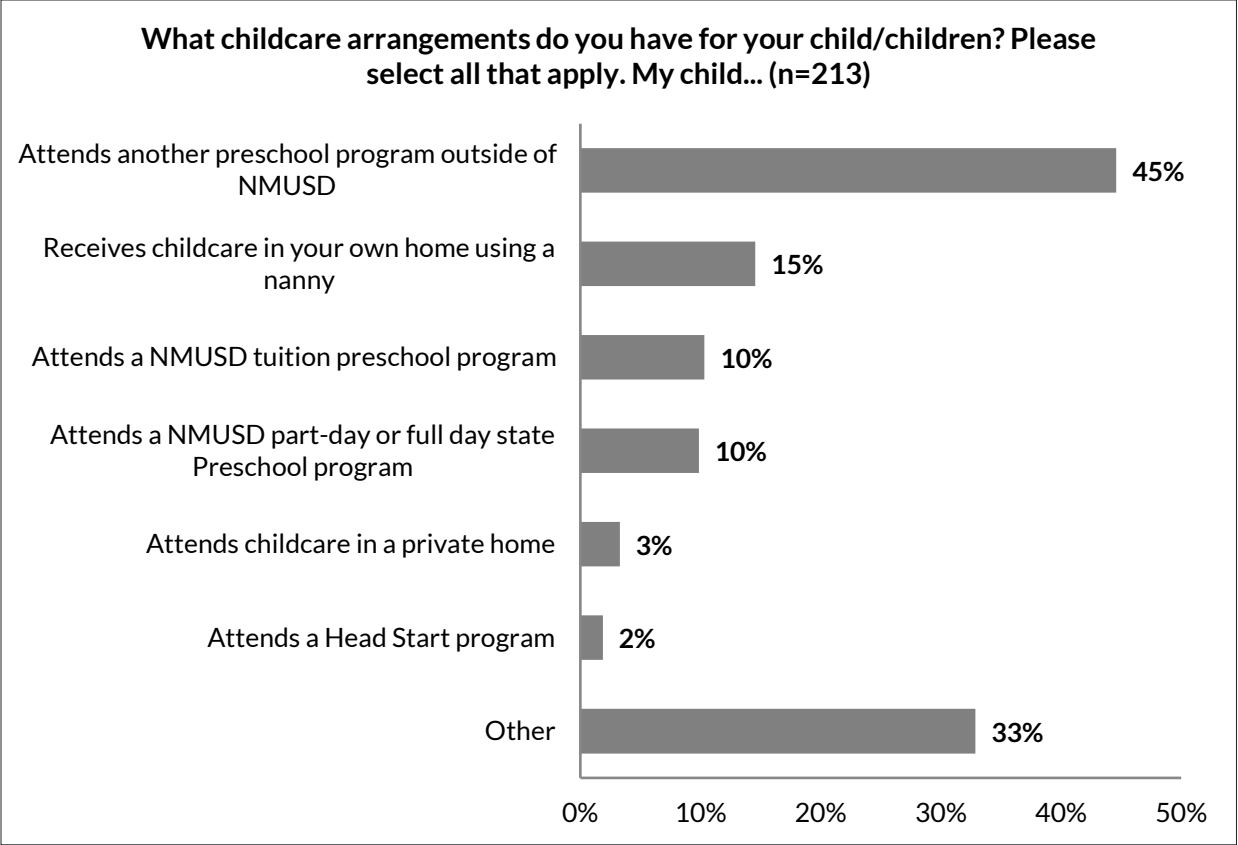
EARLY & EXPANDED LEARNING PROGRAMS



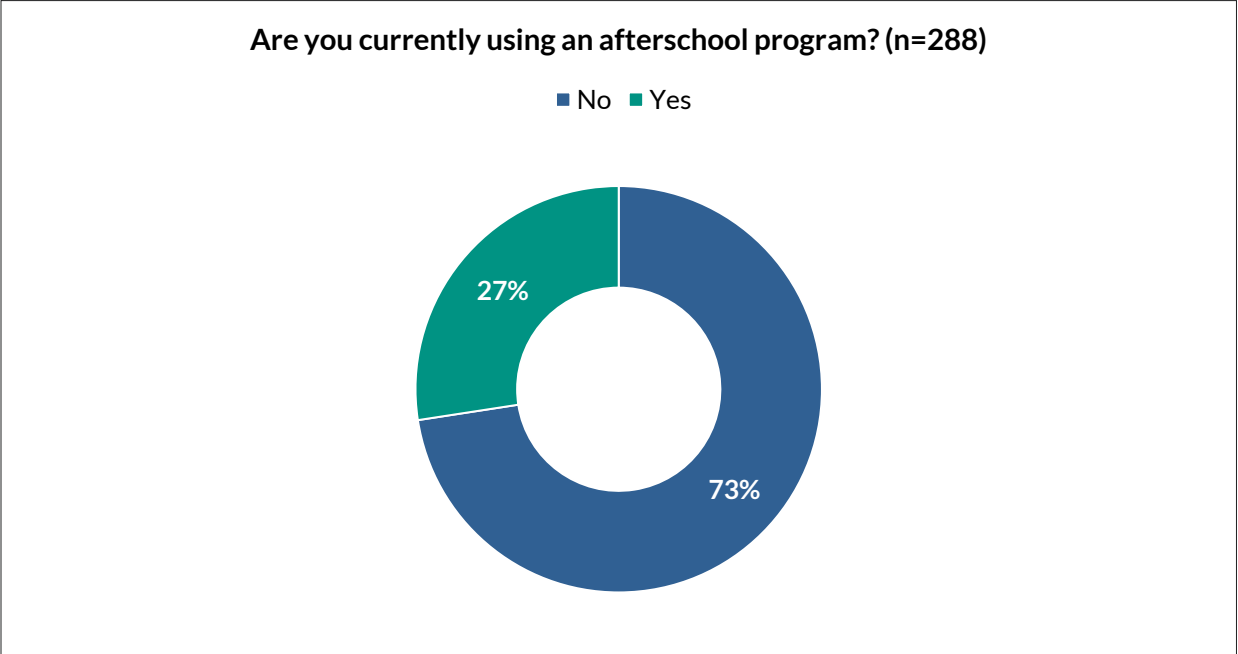
Note: The question above was displayed to parents only.



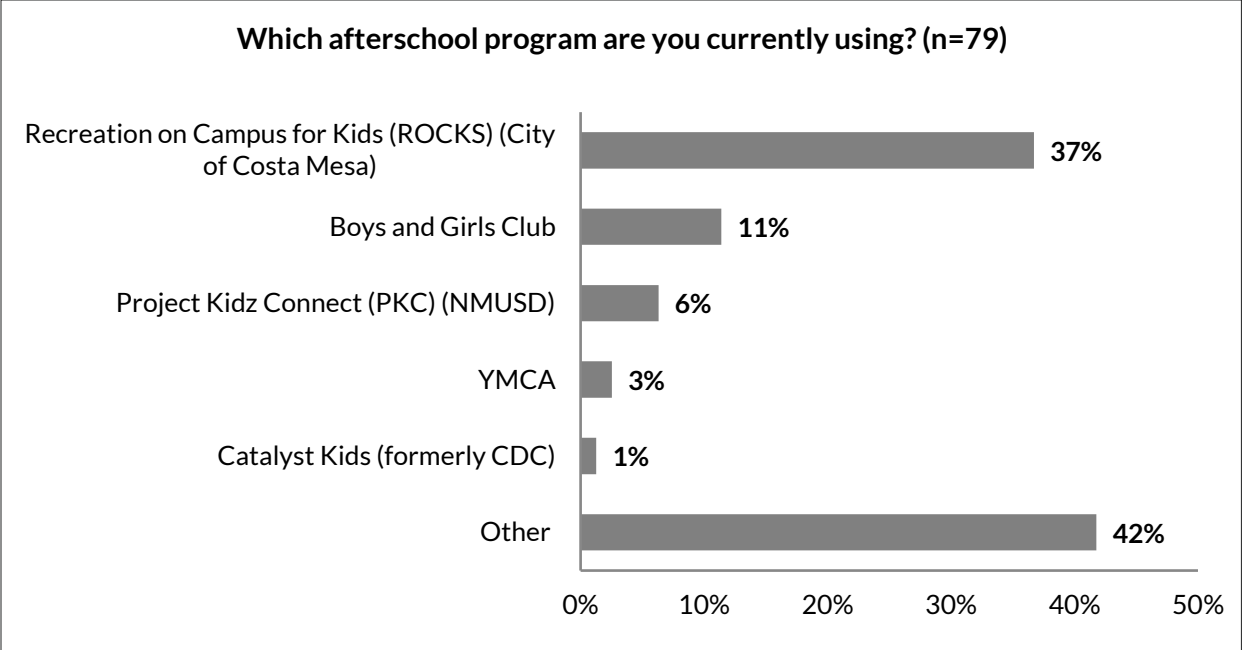
Note: The question above was displayed to parents who indicated having a child(ren) younger than 5.



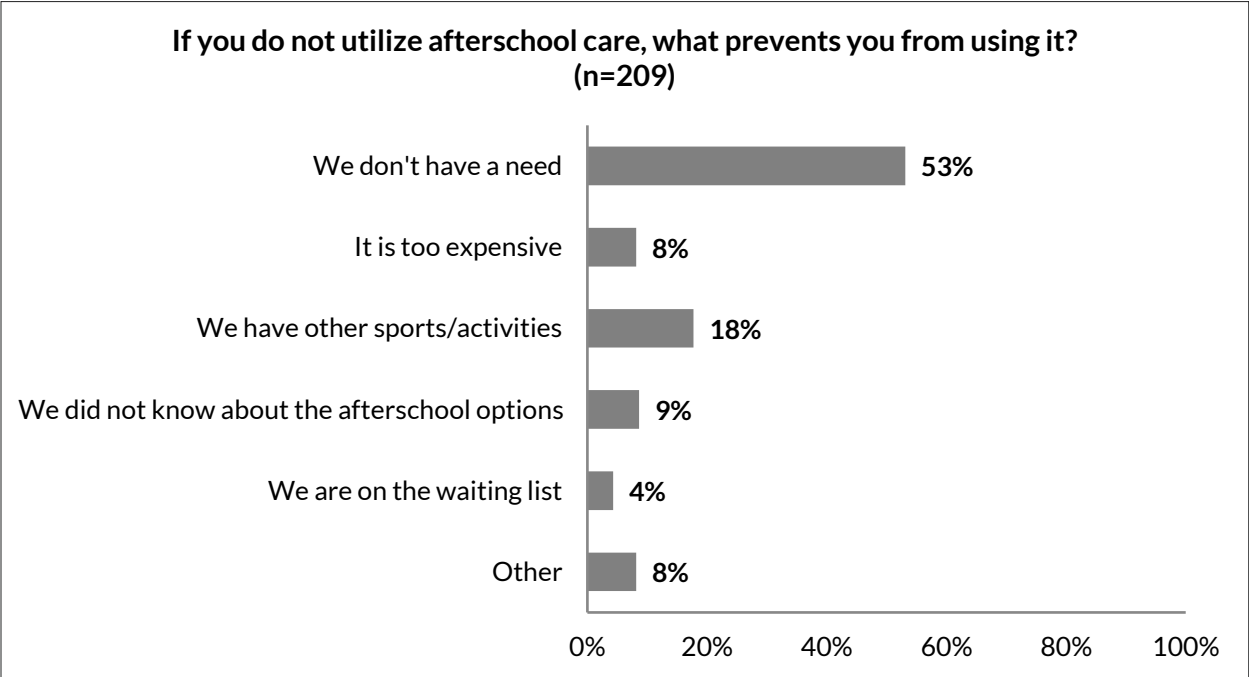
Note: The question above was displayed to parents who indicated having a child(ren) younger than 5.



Note: The question above was displayed to parents of students in grades TK-2.



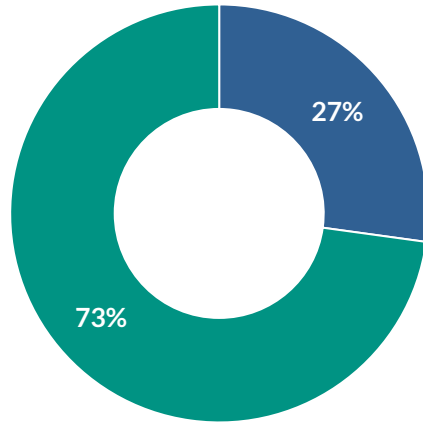
Note: The question above was displayed to parents of students in grades TK-2 who previously indicated that they currently use an afterschool program.



Note: The question above was displayed to parents of students in grades TK-2 who previously indicated that they do not currently use an afterschool program.

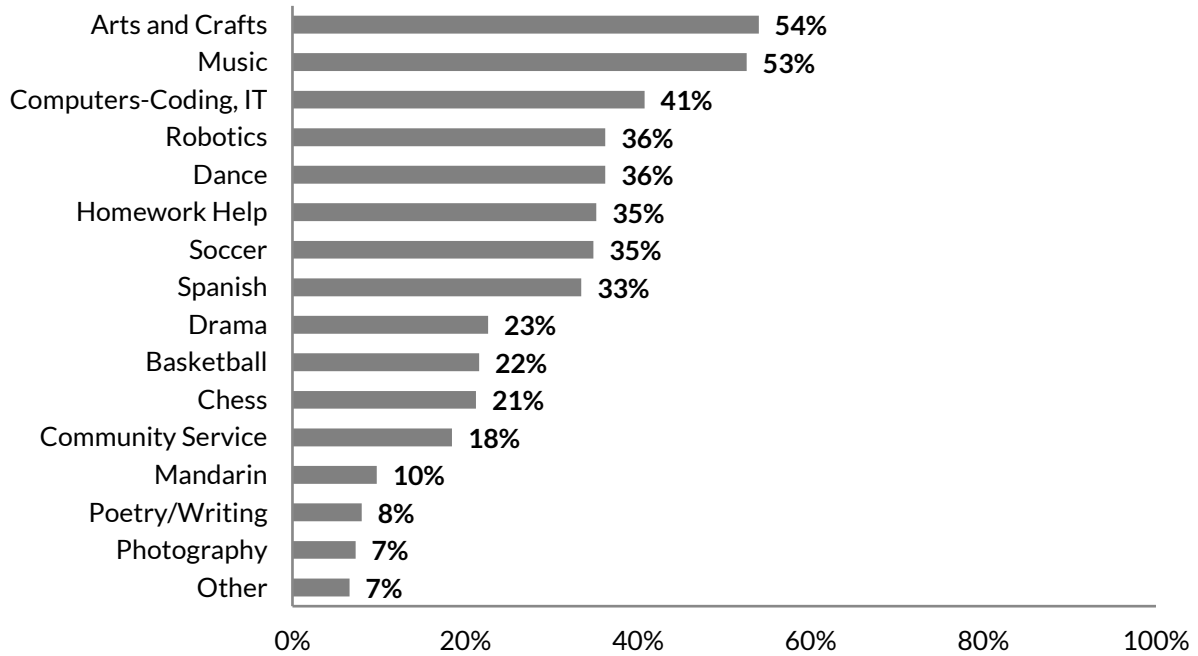
Would you use an afterschool /summer program's services if they were available to you? (n=287)

■ No ■ Yes



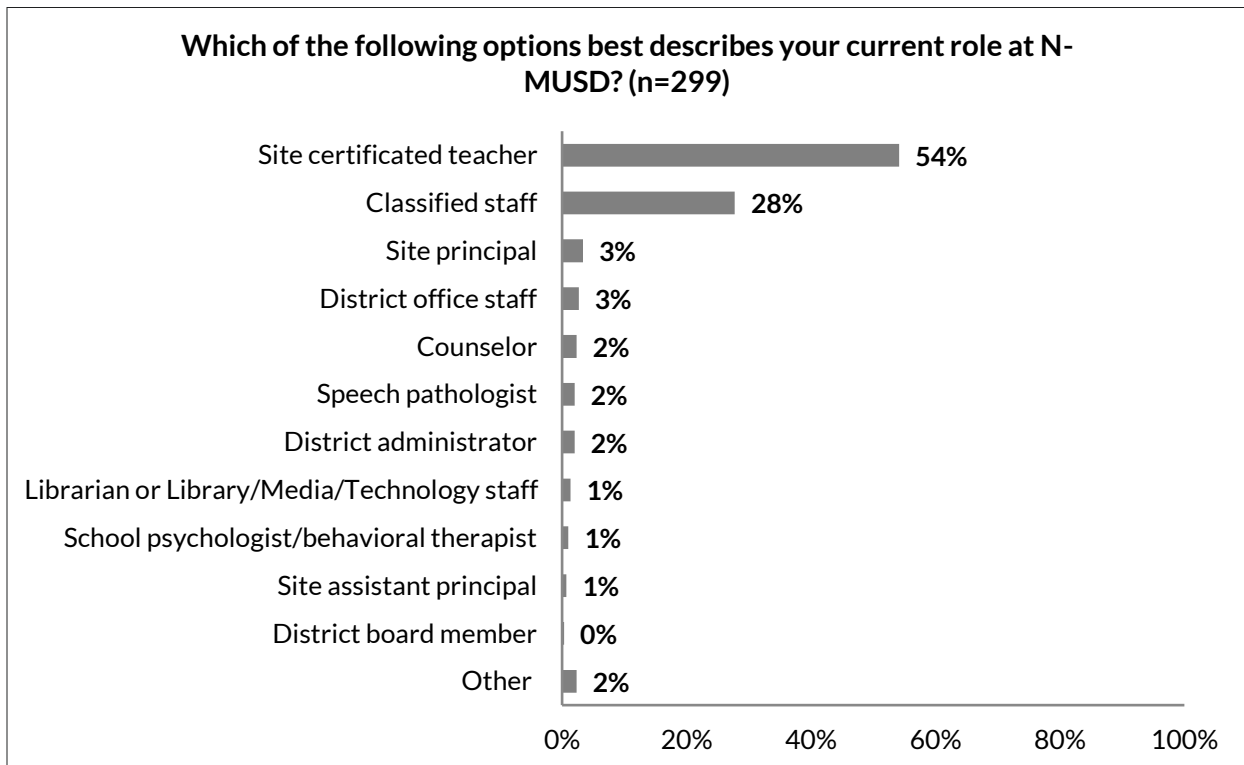
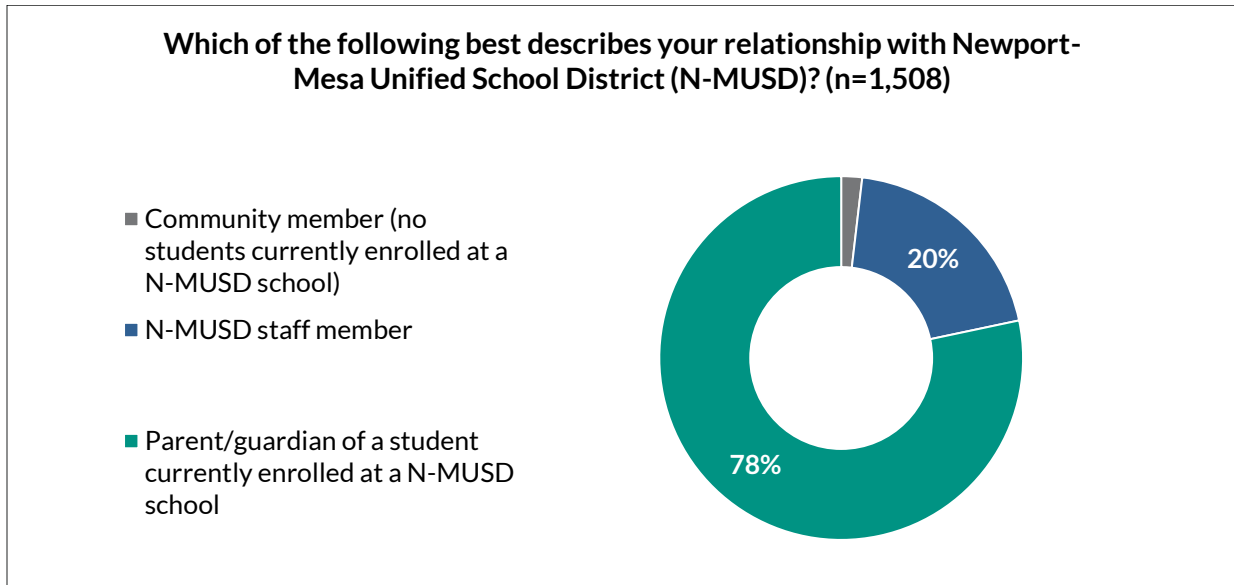
Note: The question above was displayed to parents of students in grades TK-2.

What types of afterschool programming would you like to have available for your child/in the community? Please select up to five options. (n=287)

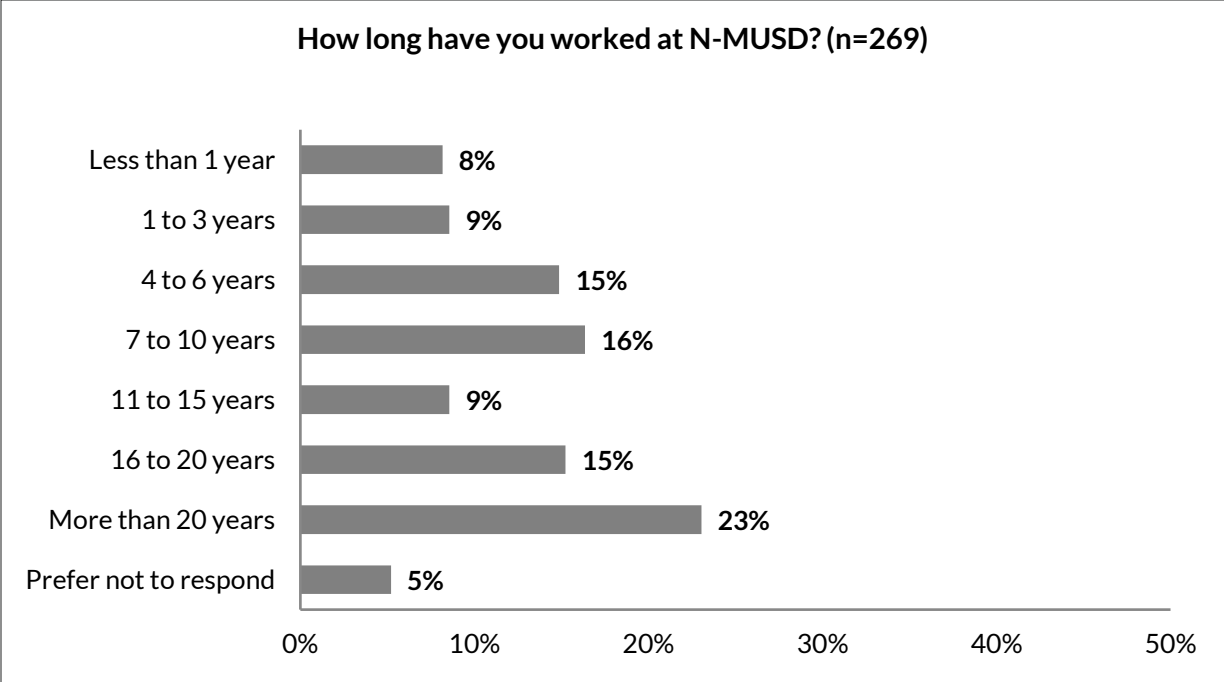


Note: The question above was displayed to parents of students in grades TK-2.

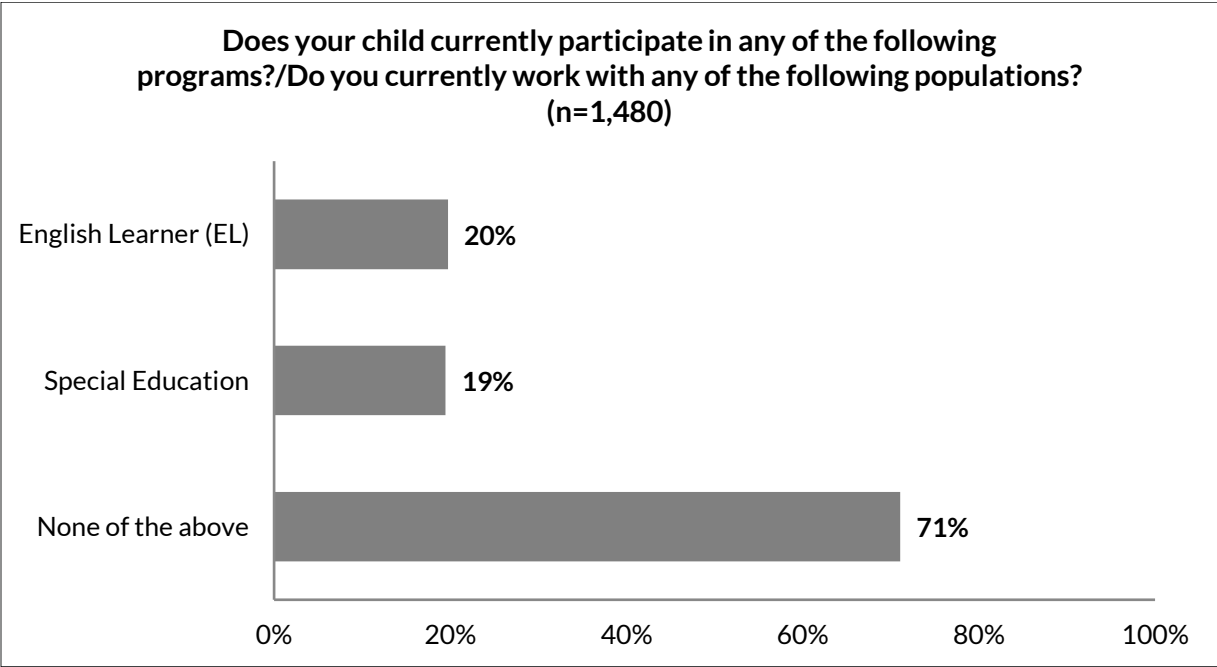
SECTION II: RESPONDENT CHARACTERISTICS

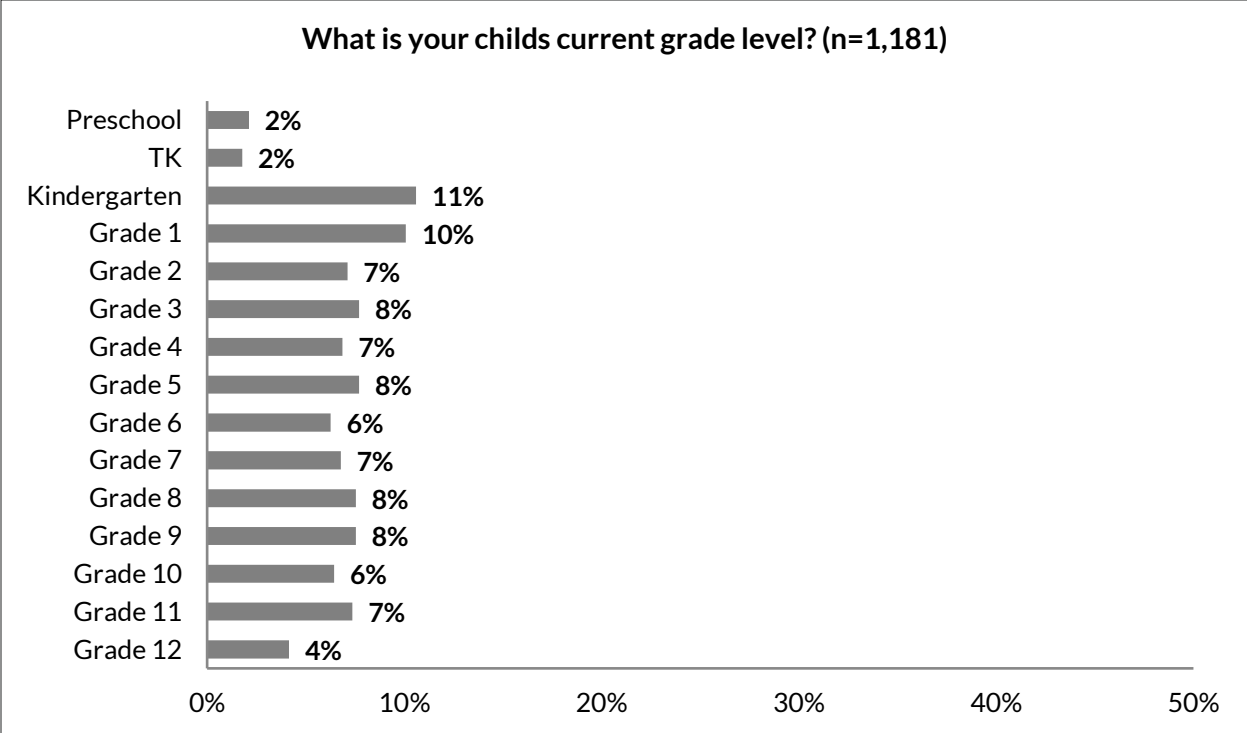


Note: The question above was displayed to staff only.

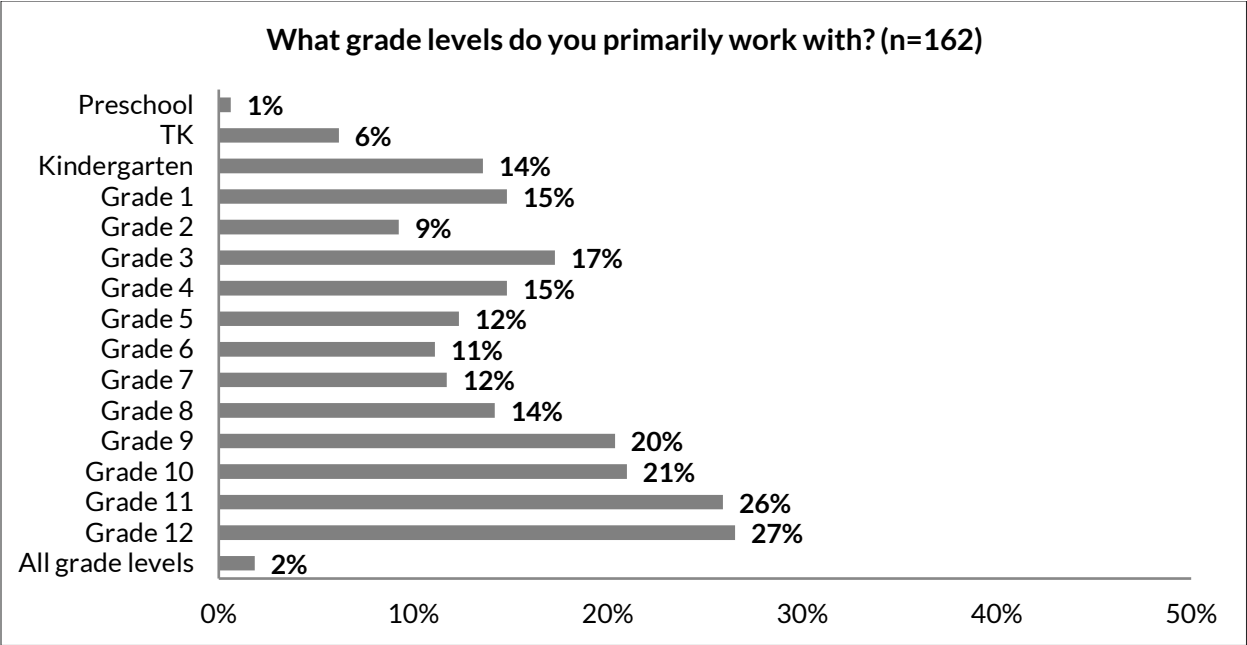


Note: The question above was displayed to staff only.





Note: The question above was displayed to parents only.



Note: The question above was displayed to staff only.

SCHOOL/BUILDING	N=1,495
Newport Harbor High	11%
Corona Del Mar High	7%
Ensign Intermediate	6%
Mariners Elementary	5%
Davis Magnet School	4%
Woodland Elementary	4%
Costa Mesa High	3%
Kaiser Elementary	3%
Estancia High	3%
Andersen Elementary	3%
TeWinkle Middle	3%
Newport Heights Elementary	3%
Newport Coast Elementary	3%
Corona Del Mar Middle	2%
Whittier Elementary	2%
California Elementary	2%
Newport Elementary	2%
Harbor View Elementary	2%
Killybrooke Elementary	2%
Eastbluff Elementary	2%
College Park Elementary	2%
Victoria Elementary	2%
Adams Elementary	2%
District office	2%
Paularino Elementary	2%
Lincoln Elementary	2%
Costa Mesa Middle	2%
Wilson Elementary	2%
Sonora Elementary	1%
Back Bay High	1%
Rea Elementary	1%
Pomona Elementary	1%
Cloud Campus Elementary	1%
Early College High	1%
Davis Magnet Preschool	1%

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OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



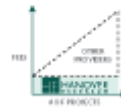
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