



# 2022-2023 LCAP SURVEY

Prepared for Newport-Mesa Unified School District

May 2023

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# INTRODUCTION

This document summarizes the results of the 2022-23 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 2022-23 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. 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 2022-2023 LCAP Survey and identifies statistically significant differences between respondent groups. It also included verbatim open-ended responses.

In total, 2,738 respondents completed the survey in 2022-23. Additional information on respondent characteristics is presented at the end of this report.

# RECOMMENDATIONS

-  **Offer higher quality truancy prevention training to staff.** Fewer than a third of staff members agree that truancy prevention training is sufficient to effectively support students. In fact, nearly half of staff disagree with this statement. Additionally, staff are less likely than parents to agree that the school’s attendance policies are clearly communicated, and that student discipline policies are consistently enforced. NMUSD should review the [Strategies for Improving Student Attendance: Policies and Practices](#) report for proactive approaches to mitigating challenging attendance dynamics. Hanover can support NMUSD’s efforts to increase attendance by developing an infographic to communicate attendance policies more transparently.
-  **Provide parents with additional information and support for assisting their children with college and career planning.** Only about half of parents agree that they can easily access the college and career planning software that students use. Additionally, approximately one-third of parents indicate that they are not aware of the Career Technical Education opportunities available to their child. NMUSD should review the [Benchmarking College and Career Readiness One-Time Programs](#) report for strategies to support CCR and approaches to improving postsecondary outcomes for students.
-  **Reevaluate the quality of instructional materials used in core subject areas and professional development offerings related to teaching core subject areas.** Fewer than half of staff agree that district math and science professional development is sufficient to meet instructional needs. Hanover can support NMUSD in understanding which instructional policies, programs, and practices should continue and which ones to sunset by conducting program evaluations of academic programs (e.g., specific math curriculum), departmental programs, district-wide initiatives (e.g., a 1:1 technology initiative), and staff programs (e.g., instructional coaching).

# KEY FINDINGS

## GOAL 1: MENTAL HEALTH, WELLNESS AND ENGAGEMENT

**Most parents agree that their child’s school meets individuals’ behavioral needs.**

- In fact, more than three-quarters of parents agree or strongly agree that their child’s school meets individuals’ behavioral needs (84%). Further, most parents agree that they feel comfortable calling the school about problems they are having with their child (80%).
- Staff (49%) are less likely than parents (69%) to agree that student discipline policies are consistently enforced.
- Additionally, staff (86%) are less likely than parents (86%) to agree that the school’s attendance policies are clearly communicated.

**Fewer than one third of staff agree that the truancy prevention training is sufficient to effectively support students (28%).**

- In fact, nearly half of staff disagree with this statement (48%).

#### **Parents generally feel engaged with their child's school.**

- Most parents agree that they feel welcome at their child's school (87%), feel comfortable discussing their child's academic (88%) and behavioral (88%) progress with his/her teachers, and receive helpful information from their child's school (83%).



### **GOAL 2: STUDENT ACADEMIC SUCCESS**

#### **Most participants, regardless of respondent group, agree that schools successfully prepare all students in core content areas.**

- Parents and staff report favorable perceptions of instruction in English Language Arts (86% and 88%), English Language Development (85% and 84%), Math (84% and 82%), Science (80% and 81%), and History and Social Science (80% and 77%). Fewer participants agree that schools prepare all students in visual and performing arts (71% and 72%).

#### **Just about half of parents have positive perceptions of the usefulness and effectiveness of SchoolLinks, NMUSD's College and Career planning software.**

- In fact, 53% agree that they can easily access the college and career planning software (SchoolLinks) that students use and 48% agree that they can effectively use the SchoolLinks software to develop a college and career plan.

#### **Most respondents indicate that students are encouraged to take A-G courses (84%) and to have a 4-year academic plan focused on college and career goals (76%).**

- However, staff (88%) are more likely than parents (74%) to agree that students are encouraged to have a 4-year academic plan focused on college and career goals. Additionally, staff (81%) are more likely than parents (70%) to agree that students are encouraged to enroll in Career Technical Education pathways.
- About two-thirds of parents (67%) agree that students are encouraged to take the SAT at least once each year, compared to just 46% of staff.
- It is less likely for parents (59%) than it is for staff (72%) to agree that the college and career benefits of taking Advanced Placement/ International Baccalaureate (AP/IB) courses are clearly communicated.

#### **Awareness of the Career and Technical Education opportunities is somewhat low among parents.**

- In fact, just about half of parents agree that they are aware of the Career Technical Education opportunities available to their child (52%).

- Nearly three-quarters of parents report that their child does not participate in a CTE Pathway (70%). Further, 19% are unsure if their child participates.

**Most parents agree that they understand their child's report card (93%), yet fewer agree that the amount of homework assigned is appropriate for their child's age (74%).**

- More than three-quarters of parents agree that assessments/tests/quizzes are graded fairly (82%) and that grading practices reflect what students have learned (80%).



### GOAL 3: CONDITIONS OF LEARNING

**Staff are more likely than parents to have positive perceptions about school equipment and facilities.**

- More than two-thirds of parents agree that school equipment (70%) and school facilities (70%) are in good repair, compared to just 57% and 46% of staff.



### GOAL 4: FAMILY & COMMUNITY ENGAGEMENT

**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.**

- In fact, 90% of all respondents agree that parents/families are encouraged to take part in or attend school activities and events. Further, more than three-quarters of respondents agree that parents/guardians of English Learners are encouraged to attend District English Learner Advisory Committee (DELAC) meetings (81%) and the school's English Learner Advisory Committee (ELAC) meetings (79%). 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 (CAC) meetings (52%).
- Parents (68%) are less likely than staff (80%) to agree that they are encouraged to join the School Site Council. Parents (41%) are also less likely than staff (62%) to agree that parents/guardians of students in Special Education are encouraged to attend Community Advisory Committee meetings.

**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 students' learning in English Language Development (83%), Reading (81%), and English Language Arts (67%). However, fewer parents agree that they receive adequate resources to support their child's learning in Arts (58%), Science (57%), and Engineering (45%) subject areas.



## ELA, ELD, STEM, AND OTHER COURSES

**Respondents generally agree that the school successfully prepares students in reading and English subject areas.**

- Most respondents agree that the school successfully prepares students in reading (90%) and English Language Arts (82%).
- More than three-quarters of staff agree that foundational reading skills (Wonders Word Work/SIPPS) professional development is sufficient to meet instructional needs (78%). However, fewer than two-thirds of respondents agree that ELD professional development (64%) and professional development in writing (60%) is sufficient to meet instructional needs.

**Staff have mixed perceptions of the quality of the STEM courses.**

- Staff (61%) are less likely than parents (70%) to agree that the school has adequate science instructional materials to support student learning.
- Additionally, fewer than half of staff agree that administrators and teachers have several opportunities to identify and develop future STEM courses (47%).
- Fewer than half of respondents agree that district math (48%) and science (37%) professional development is sufficient to meet instructional needs. Further, approximately one-third of respondents agree that the district provides adequate professional development so that staff may successfully implement the Next Generation Science Standards (34%).

**Most respondents agree that teachers effectively use technology as an instructional resource, but fewer agree that there are several opportunities for students to participate in technology and computer programming courses.**

- In fact, 84% of respondents agree that the school has sufficient technology devices to support student learning (88%) and that teachers effectively use technology as an instructional resource (84%). However, it is less likely for respondents to agree that there are several opportunities for students to participate in technology and computer programming courses (67%).

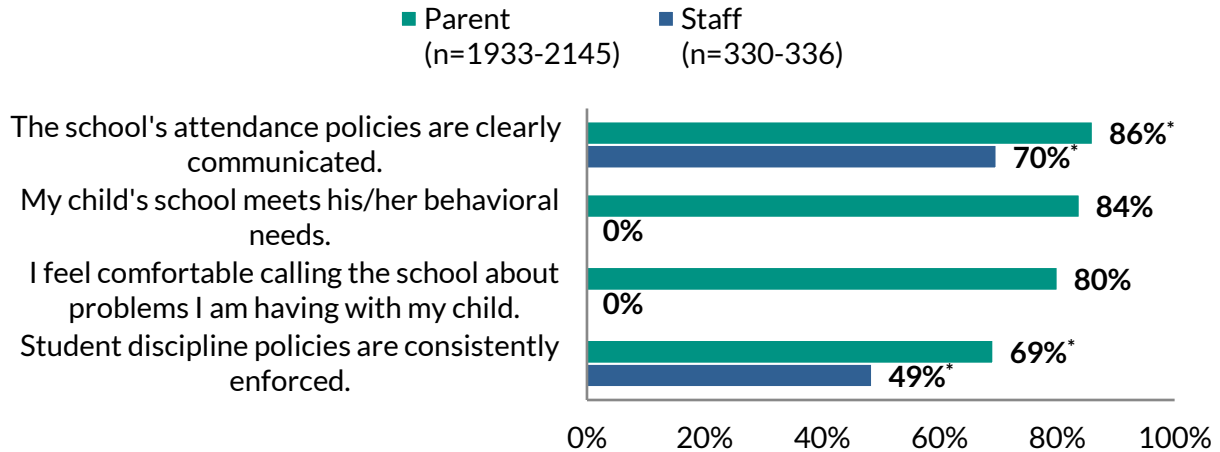
**Only about a third of staff agree that History/Social Science professional development is sufficient to meet instructional needs (35%).**

- Further, 31% of staff disagree with this statement.

# SECTION I: SUPPORTING FIGURES BY LCAP GOAL

## GOAL 1: MENTAL HEALTH, WELLNESS, AND ENGAGEMENT

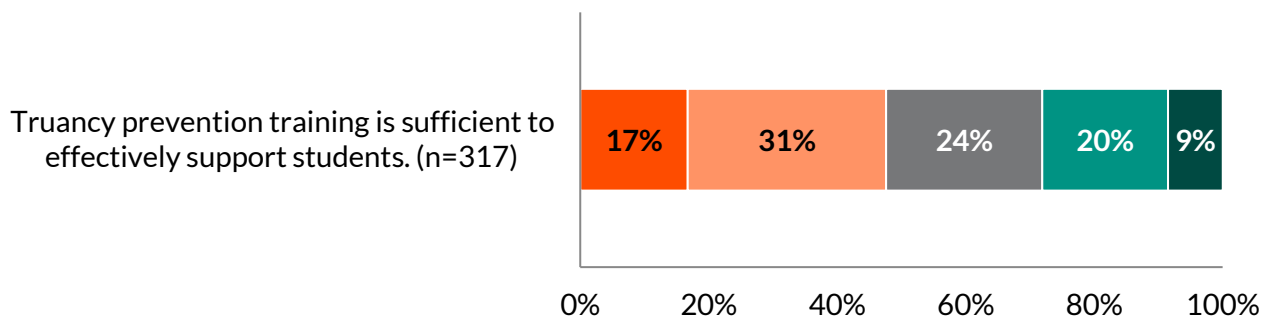
Please indicate to what extent you agree with the following statements about your [child's] school.  
% Agree + % Strongly Agree



Note: An asterisk (\*) indicates a statistically significant difference between participant groups.

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

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

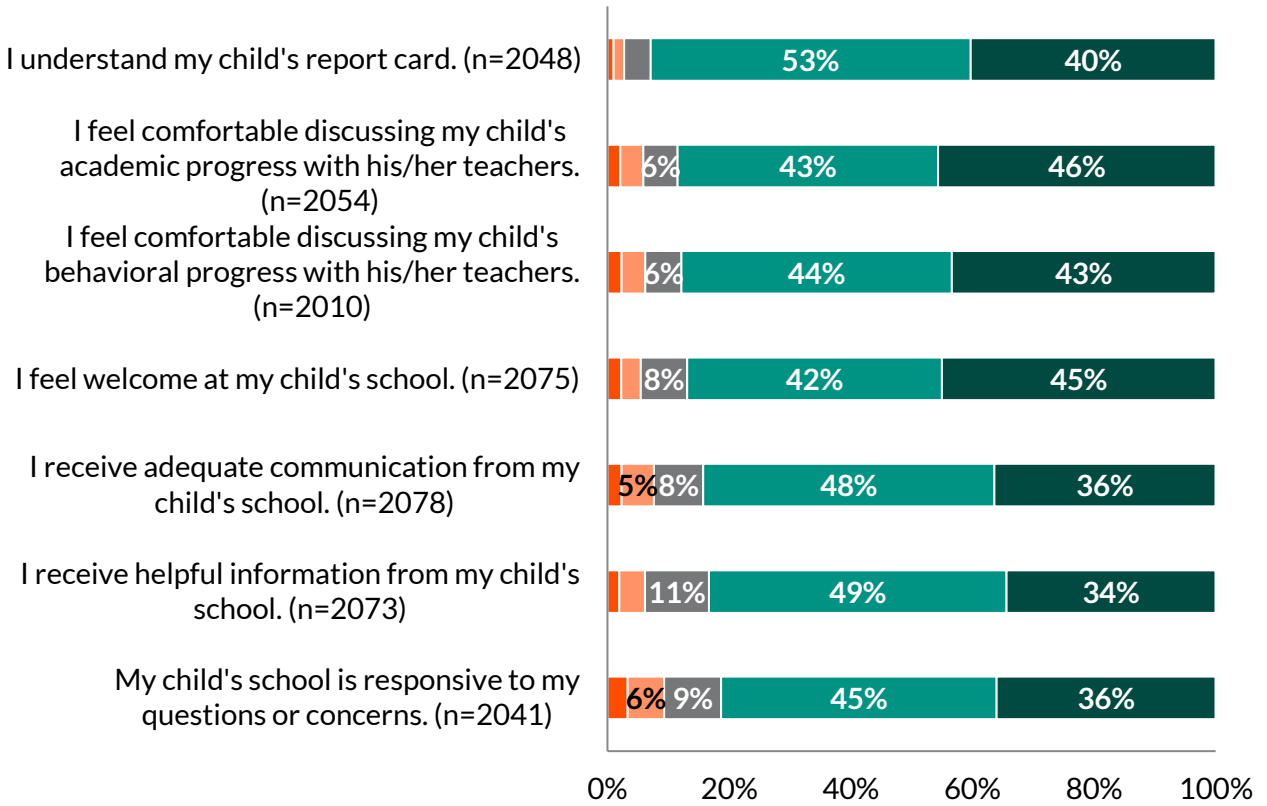


Note: Items in the chart above were displayed to staff only.



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

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

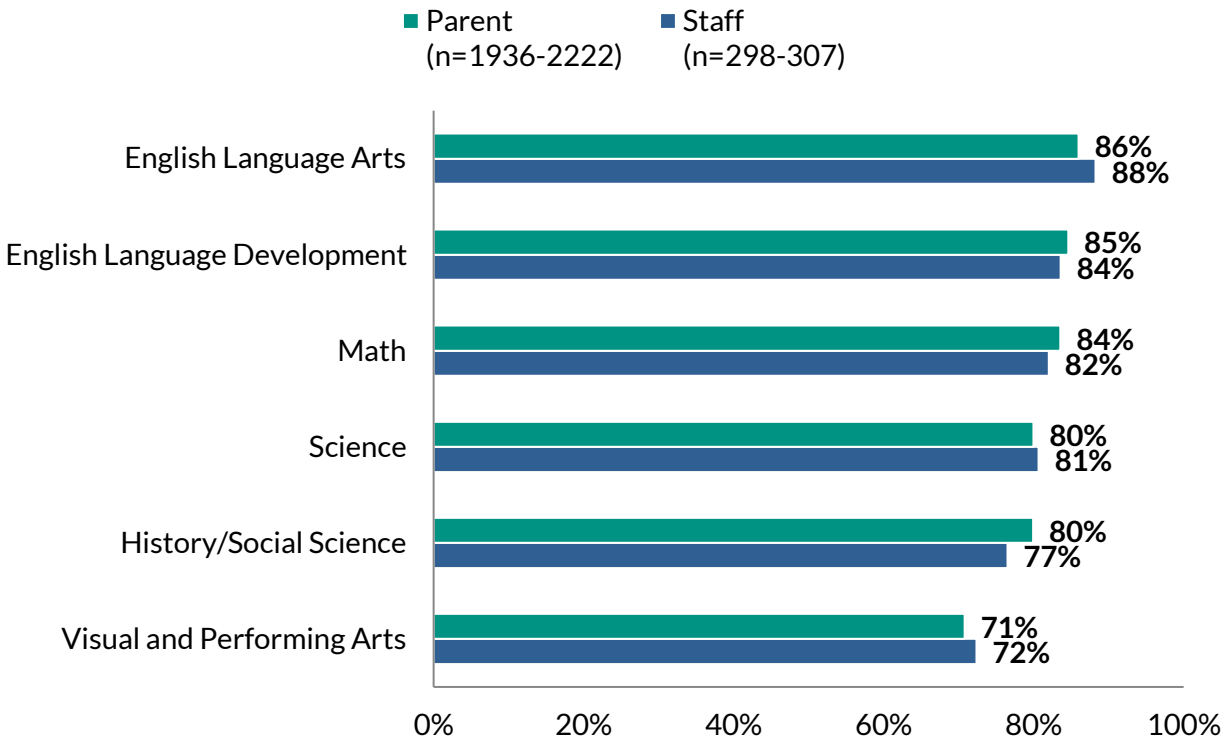


Note: Items in the chart above were displayed to parents only.

## GOAL 2: STUDENT ACADEMIC SUCCESS

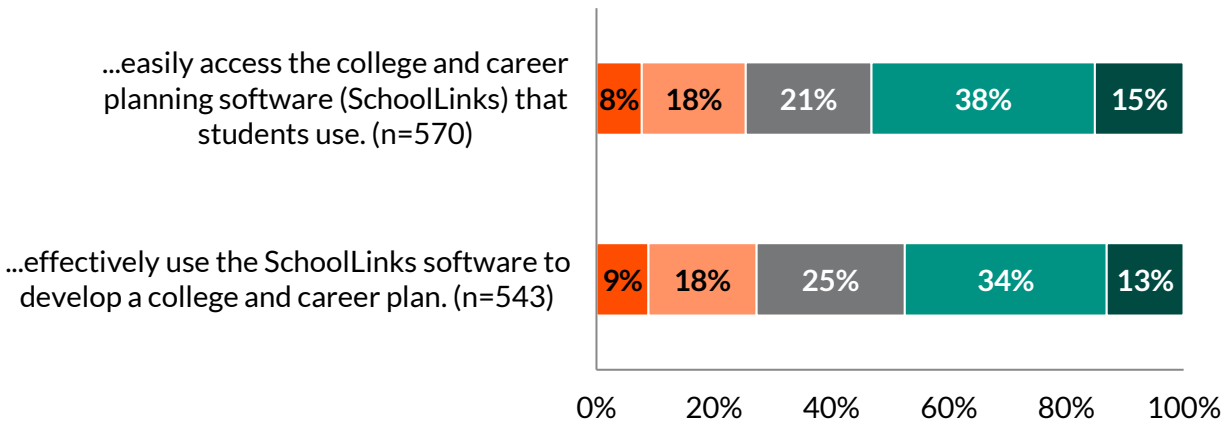
Please indicate to what extent you agree with the following statements about your [child's] school. The school successfully prepares my students in the following subject areas:

% Agree + % Strongly Agree



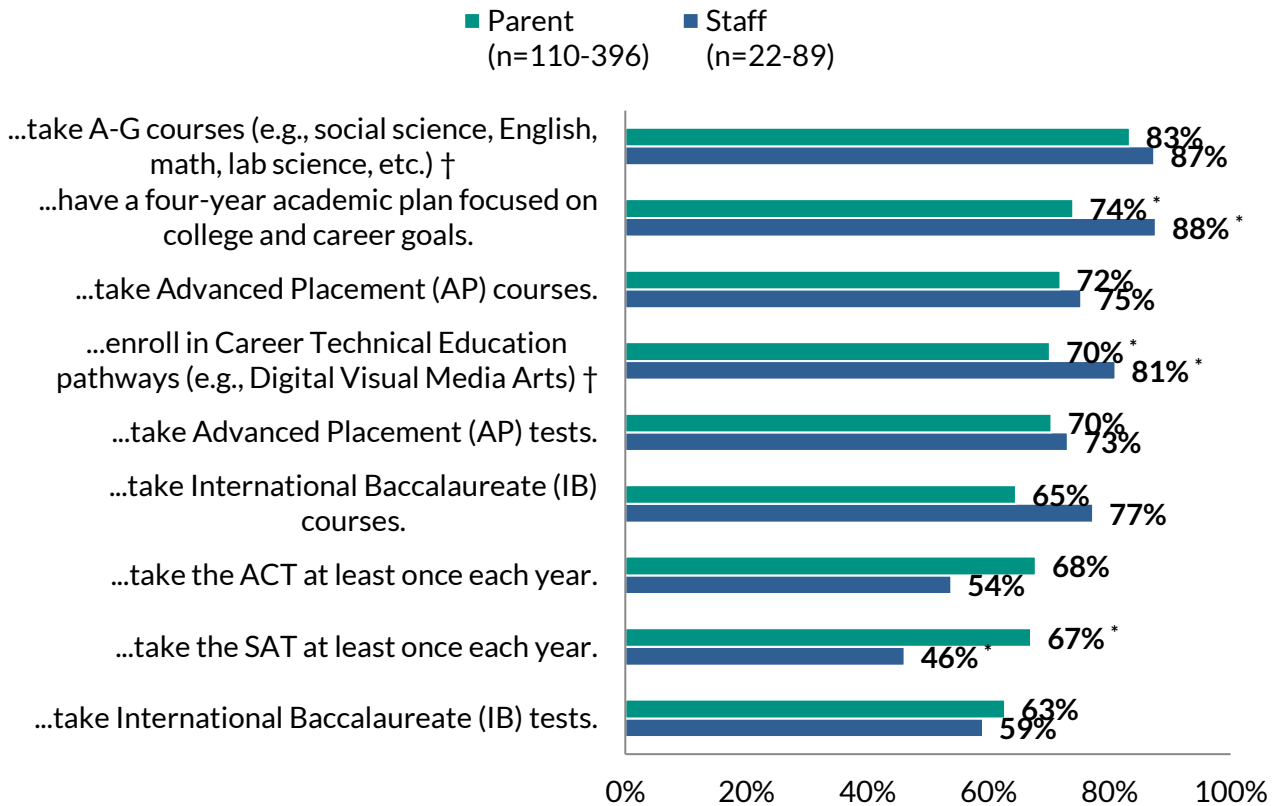
Please indicate to what extent you agree with the following statements. I can...

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



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

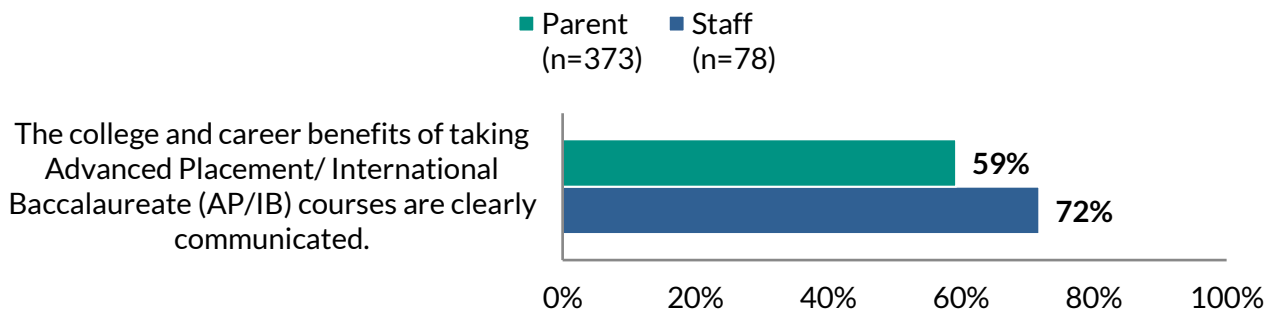
Please indicate to what extent you agree with the following statements about your [child's] school. I am encouraged to... OR Students are encouraged to...  
% Agree + % Strongly Agree



Note: An asterisk (\*) indicates a statistically significant difference between participant groups. † indicates that item text has been truncated to fit the chart.

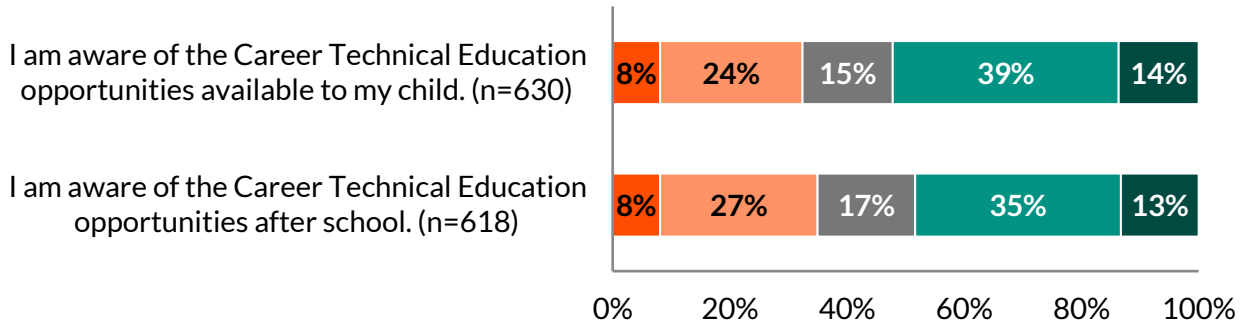
Please indicate to what extent you agree with the following statements about your [child's] school.

% Agree + % Strongly Agree



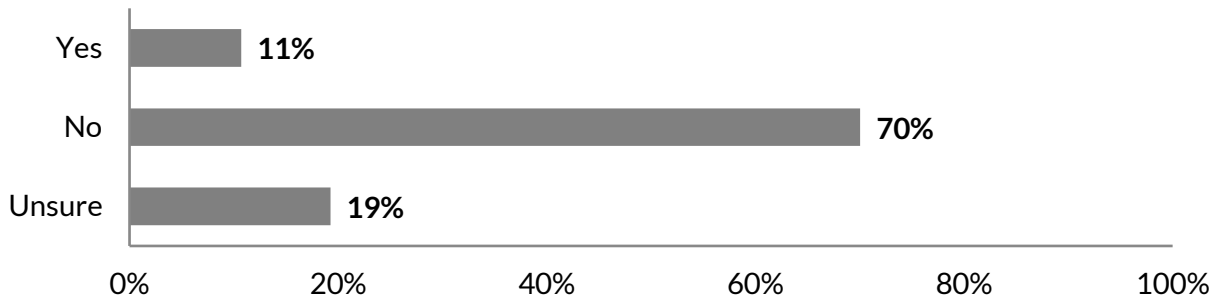
Please indicate to what extent you agree with the following statements.

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



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

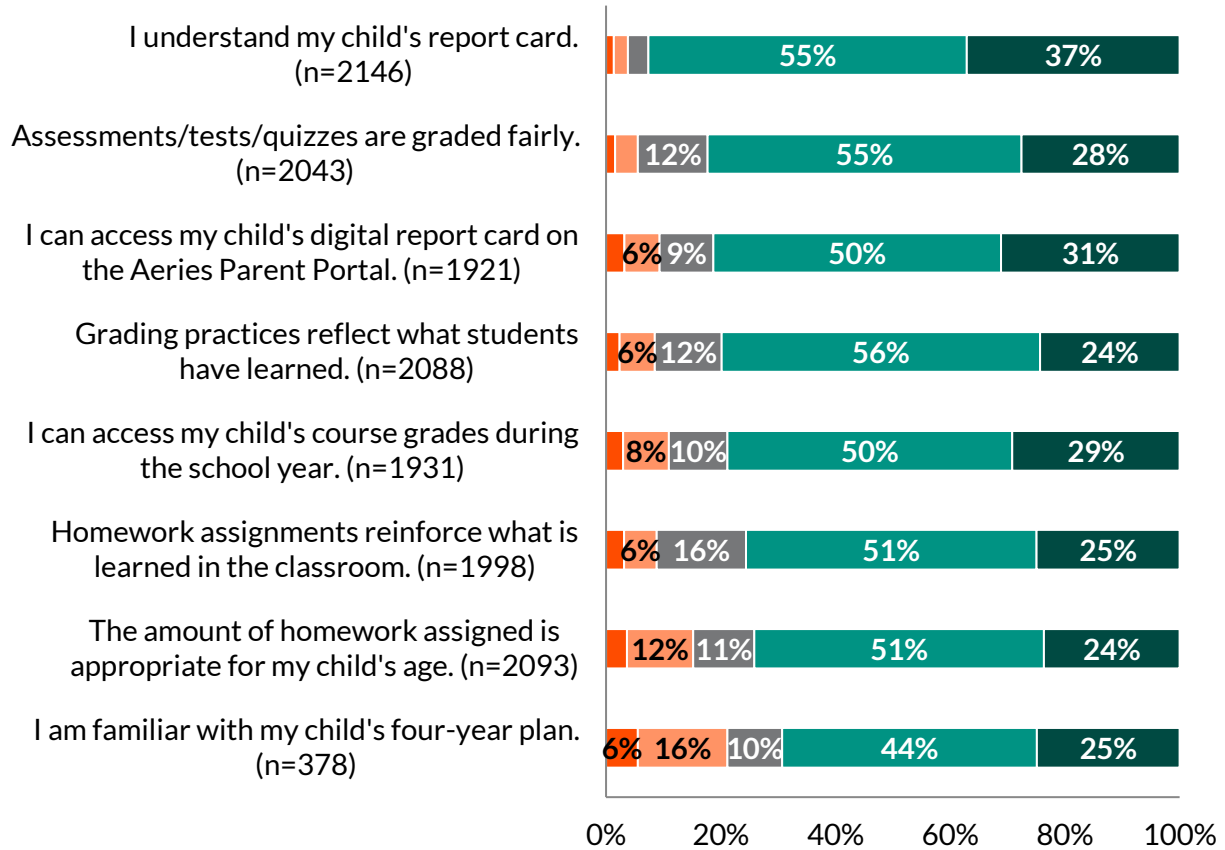
**Do you/Does your child participate in a CTE Pathway? (n=701)**



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.

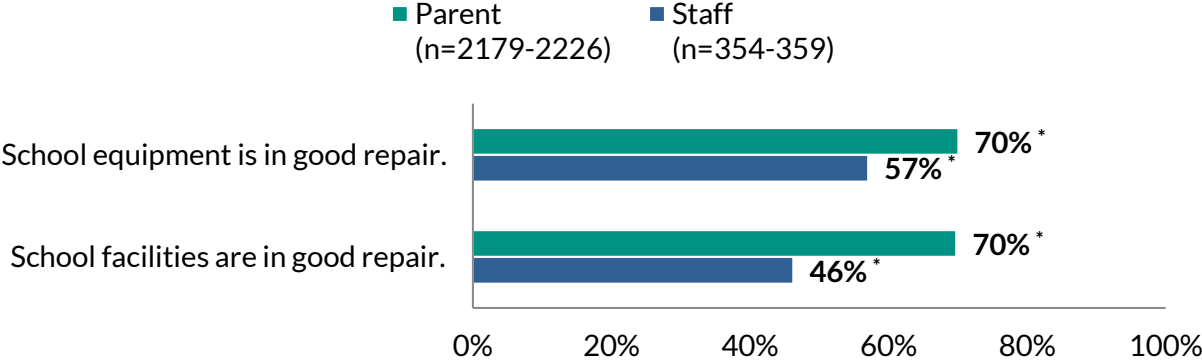
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



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

# GOAL 3: CONDITIONS OF LEARNING

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



Note: An asterisk (\*) indicates a statistically significant difference between participant groups.

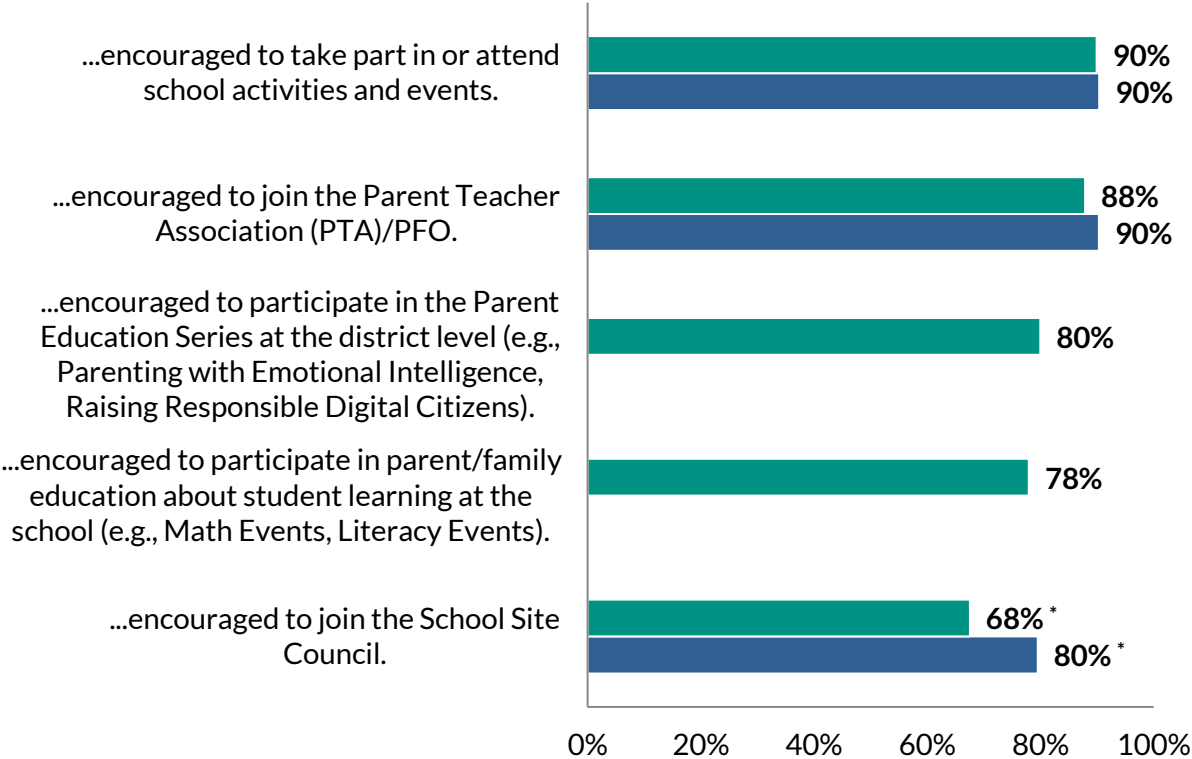
# GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT

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

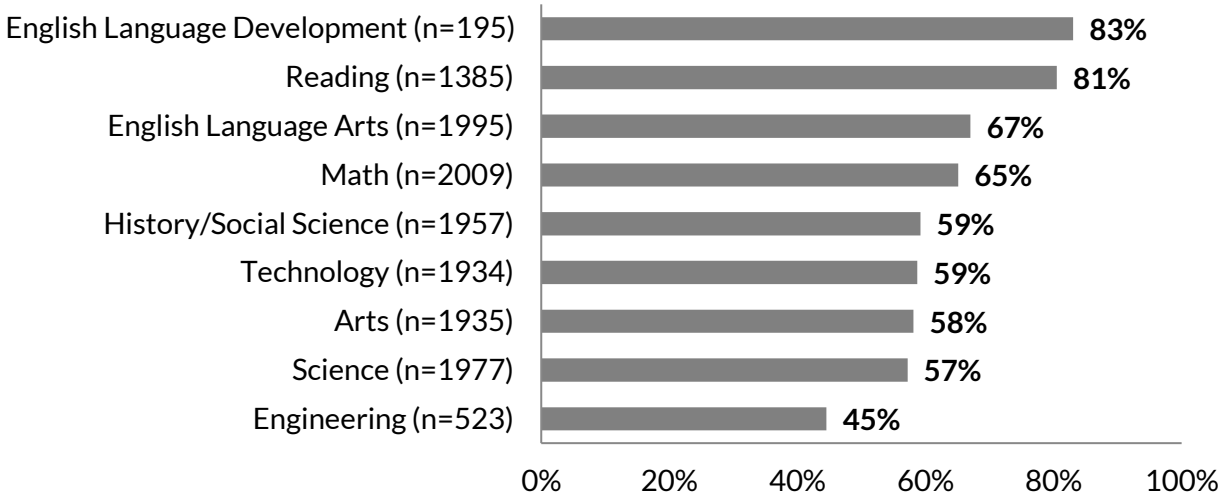
■ Parent (n=1928-2115)      ■ Staff (n=293-323)



Note: An asterisk (\*) indicates a statistically significant difference between participant groups.

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

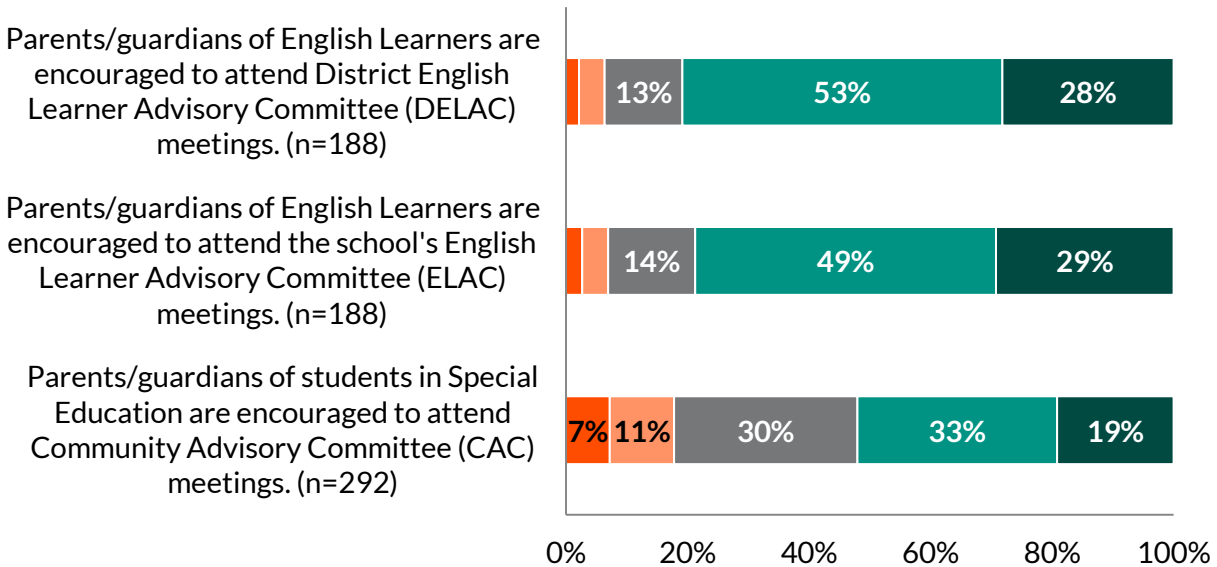


Note: The question above was displayed to parents only.

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

% Agree + % Strongly Agree

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

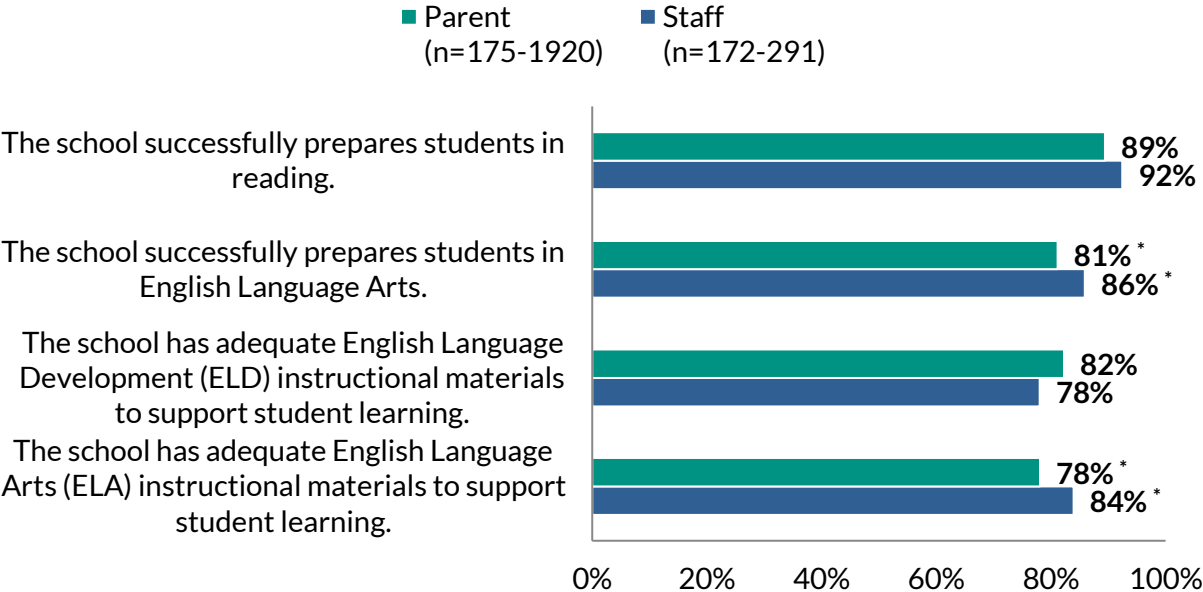


Note: The question above was displayed to parents of English Learning and Special Education students, site principals, site assistant principals, and Special Education staff only.



# ENGLISH LANGUAGE ARTS (ELA) AND ENGLISH LANGUAGE DEVELOPMENT (ELD)

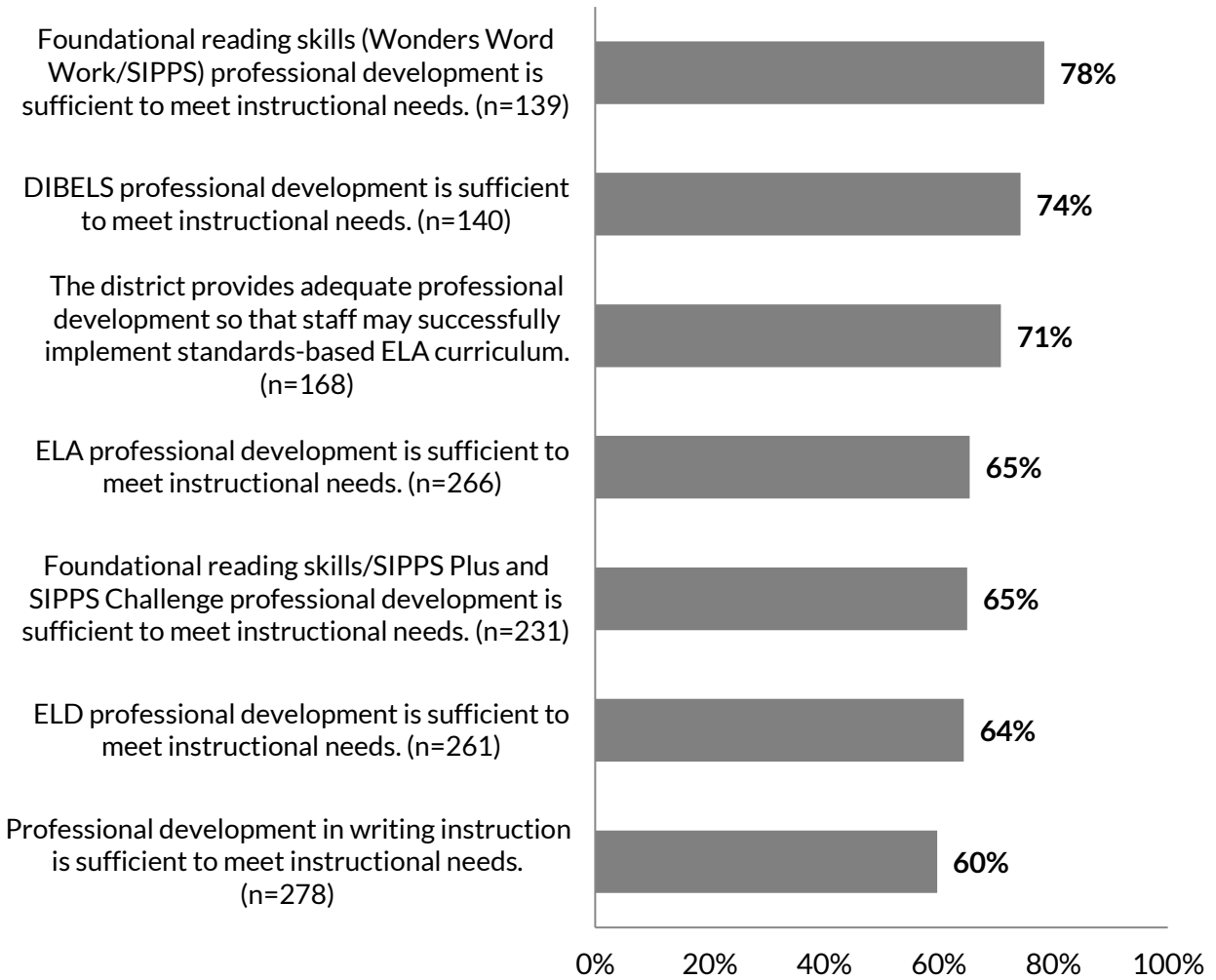
Please indicate to what extent you agree with the following statements about your [child's] school.  
 % Agree + % Strongly Agree



Note: An asterisk (\*) indicates a statistically significant difference between participant groups.

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

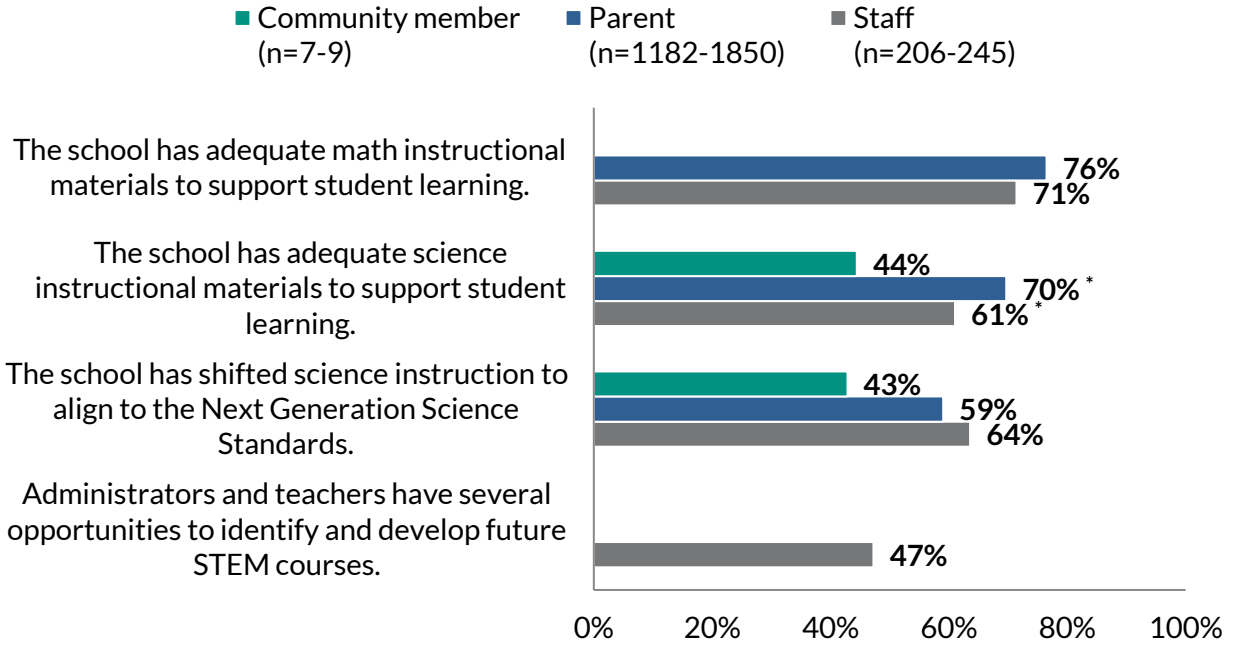
*% Agree + % Strongly Agree*



Note: The question above was displayed to staff only.

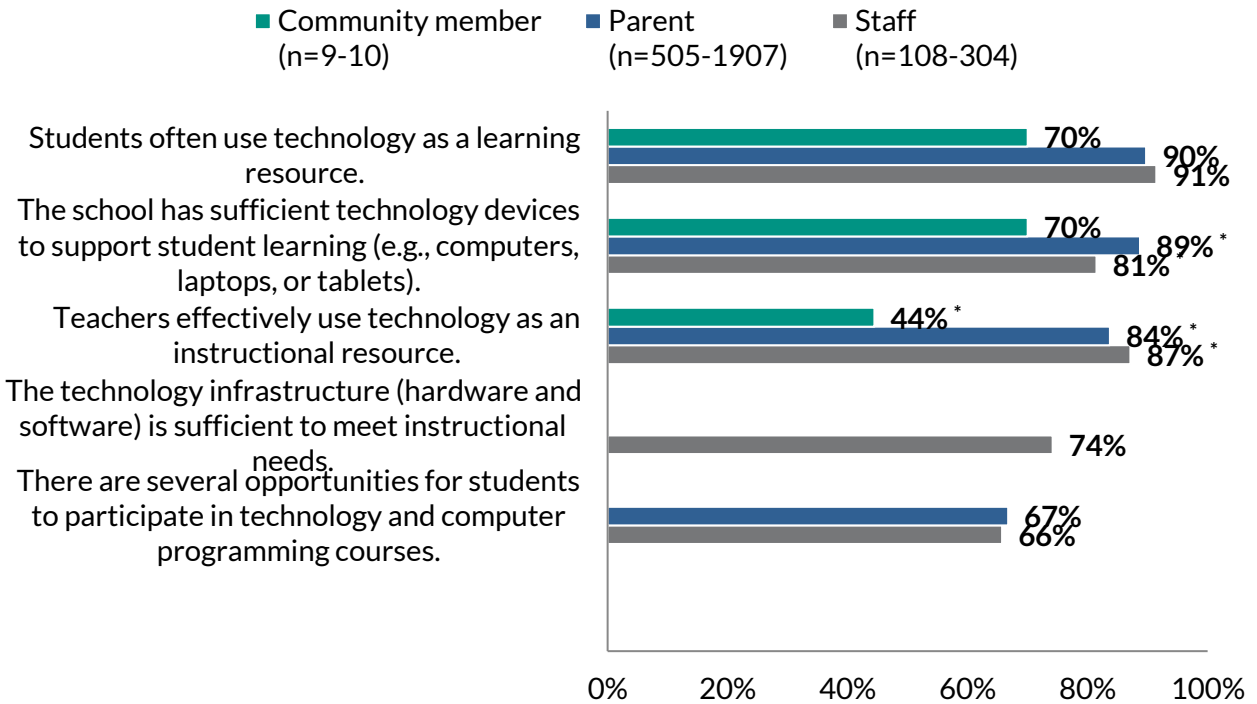
## STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS)

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



Note: An asterisk (\*) indicates a statistically significant difference between participant groups.

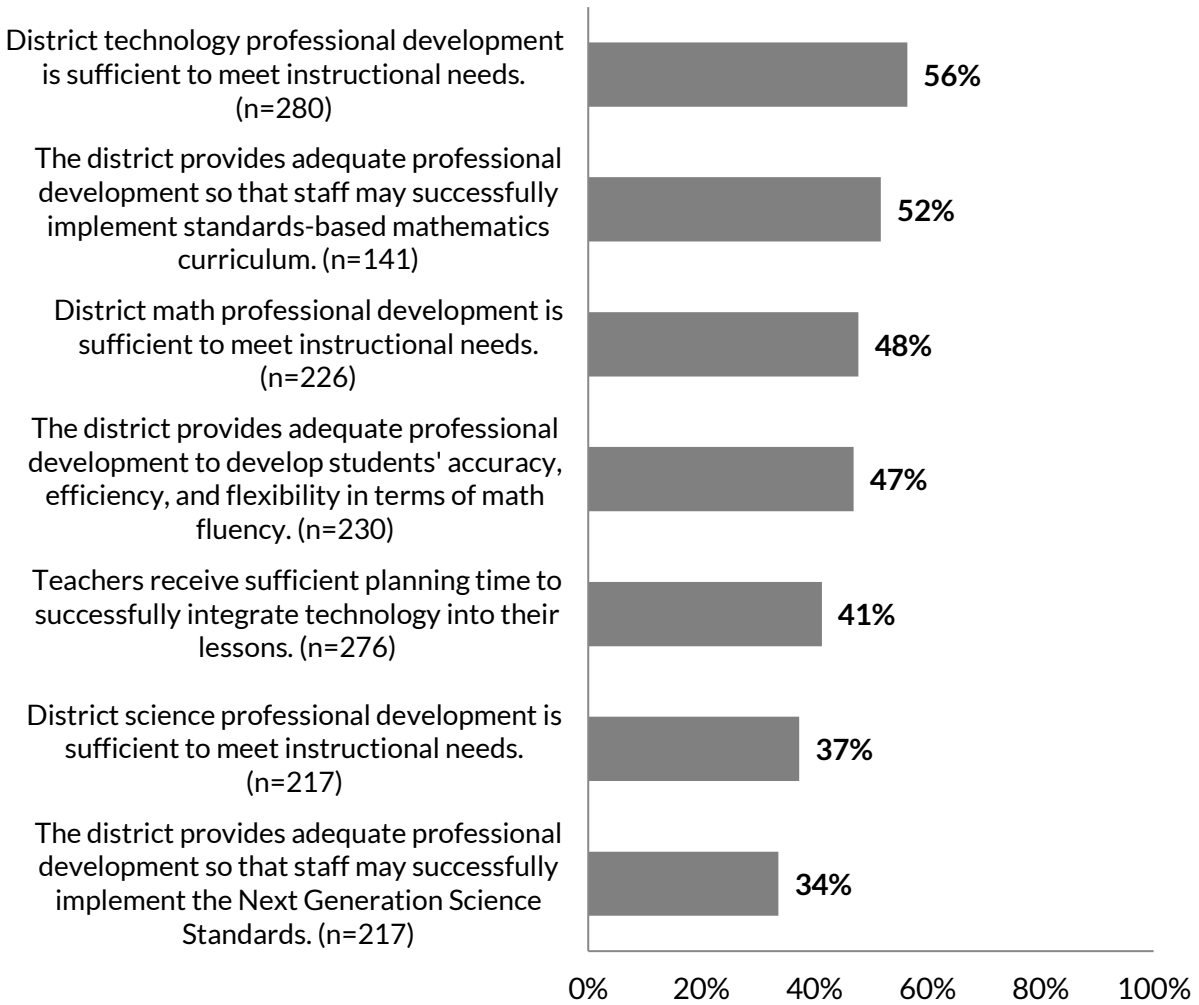
**Please indicate to what extent you agree with the following statements about your [child's] school.**  
**% Agree + % Strongly Agree**



Note: An asterisk (\*) indicates a statistically significant difference between participant groups.

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

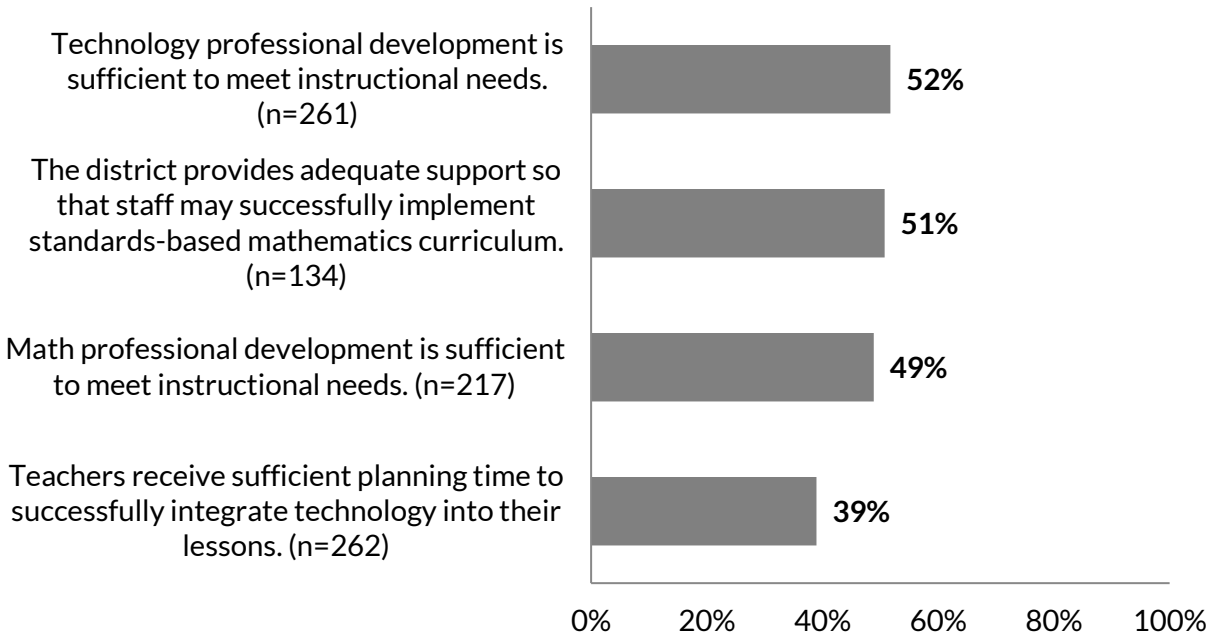
*% Agree + % Strongly Agree*



Note: The question above was displayed to staff.

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

*% Agree + % Strongly Agree*

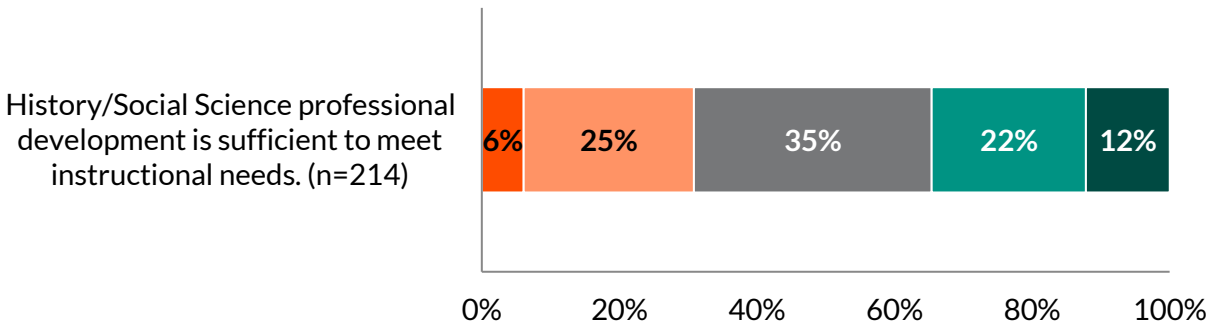


Note: The question above was displayed to staff only.

## OTHER COURSES (BROAD COURSE OF STUDY)

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

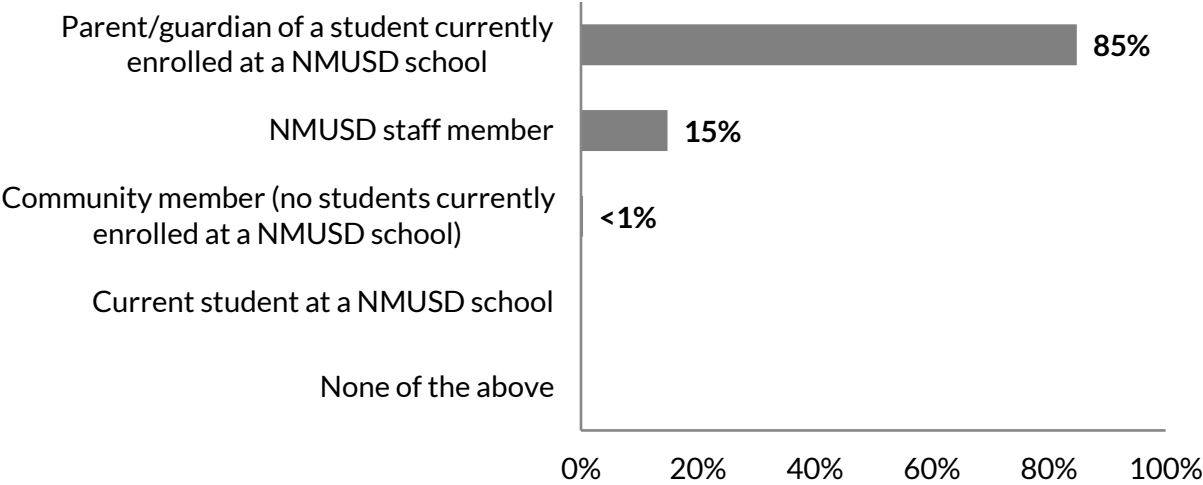
- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree



Note: The question above was displayed to staff only.

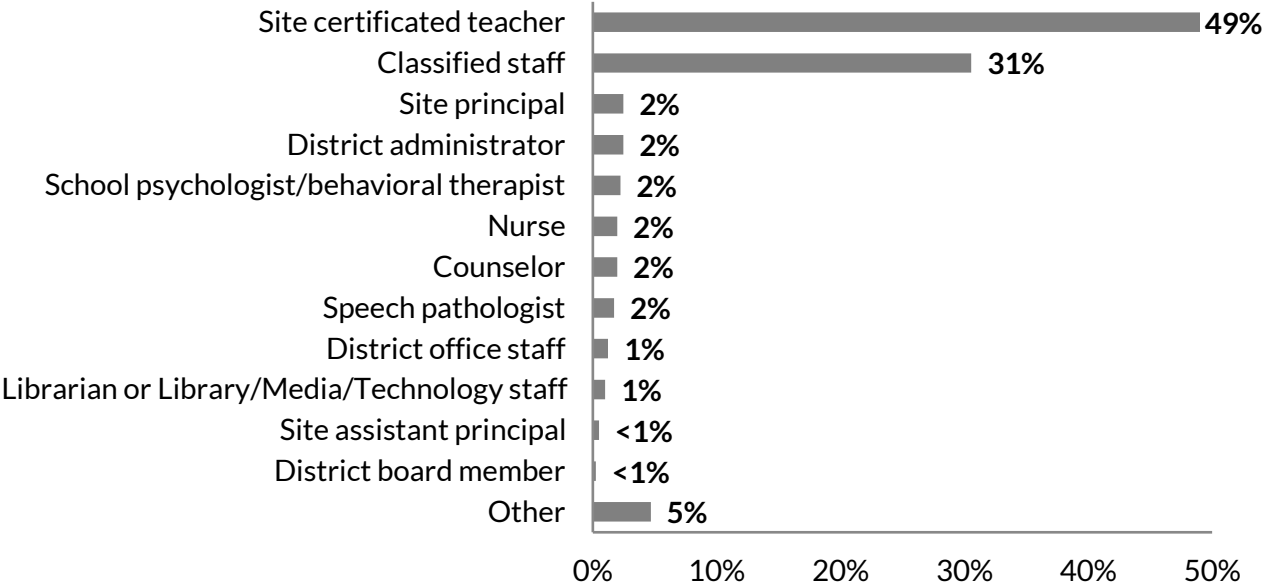
# SECTION II: RESPONDENT CHARACTERISTICS

Which of the following best describes your relationship with Newport-Mesa Unified School District (NMUSD)? (n=2738)



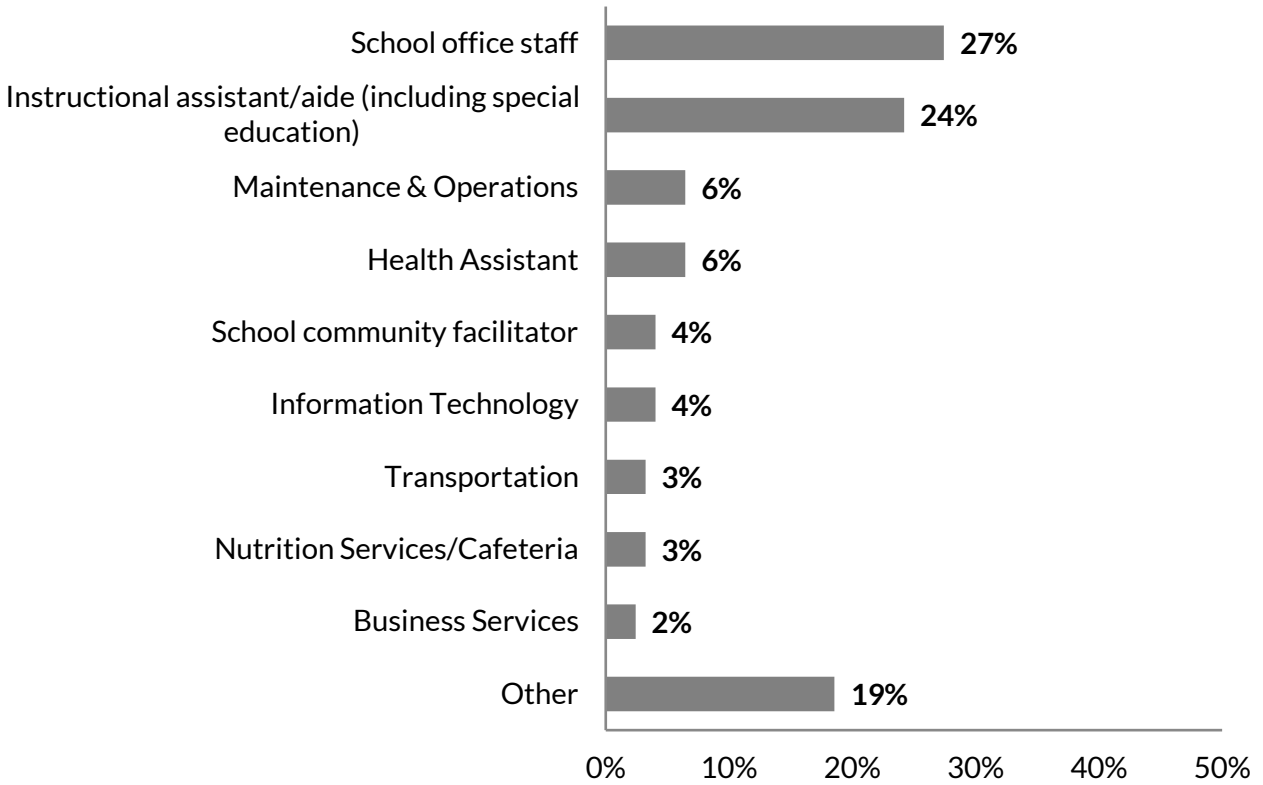
Note: Community member results should be interpreted with caution due to a sample size of n=10.

Which of the following options best describes your current role at NMUSD? (n=406)



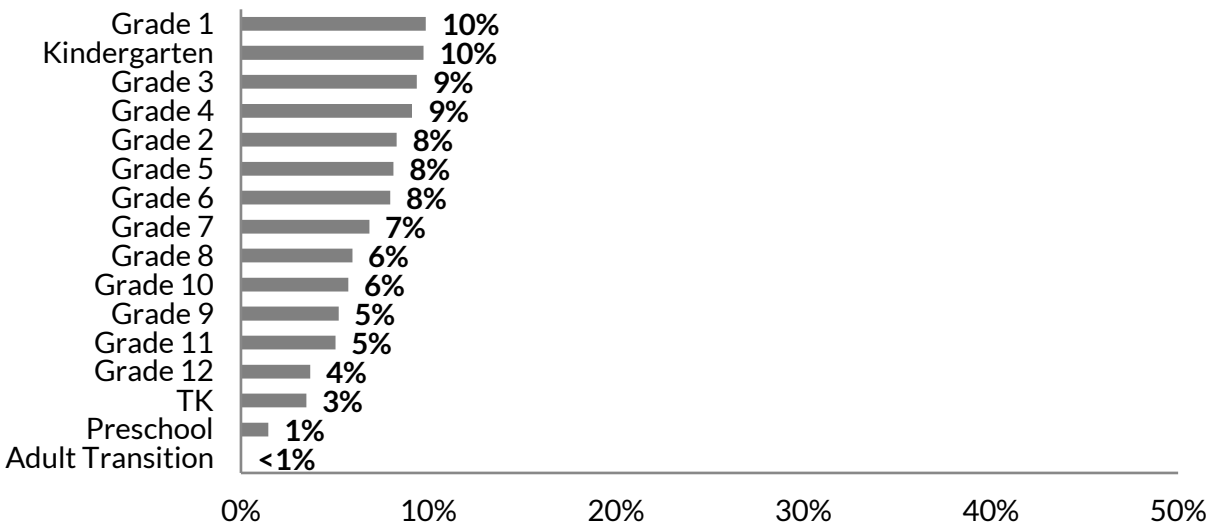
Note: The question above was displayed to staff only.

**What is your current role at NMUSD? (n=124)**



Note: The question above was displayed to classified staff only.

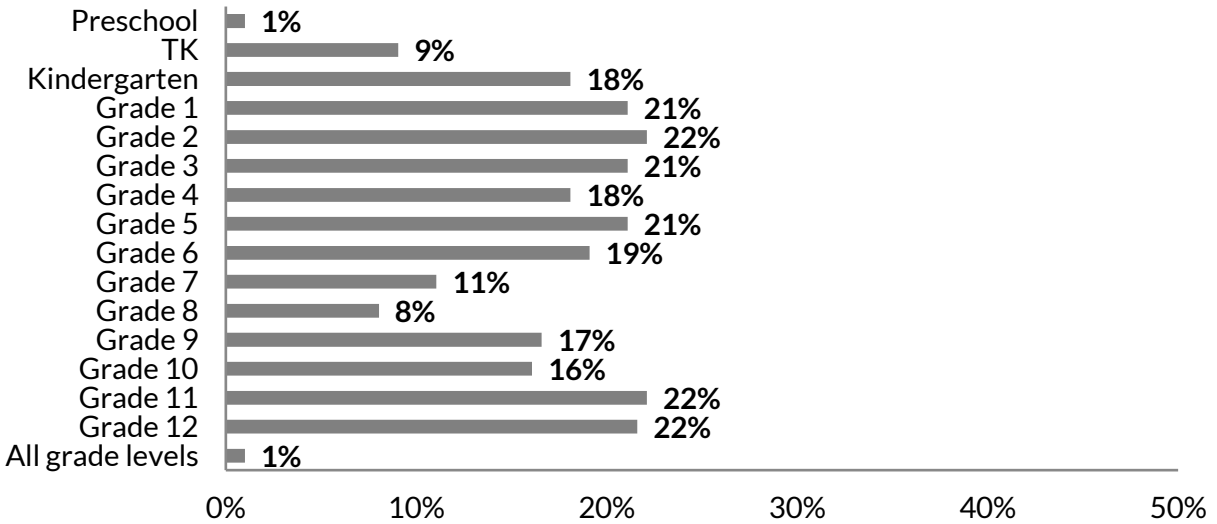
**Child's/Student's current grade level: (n=2322)**



Note: The question above was displayed to parents and students.

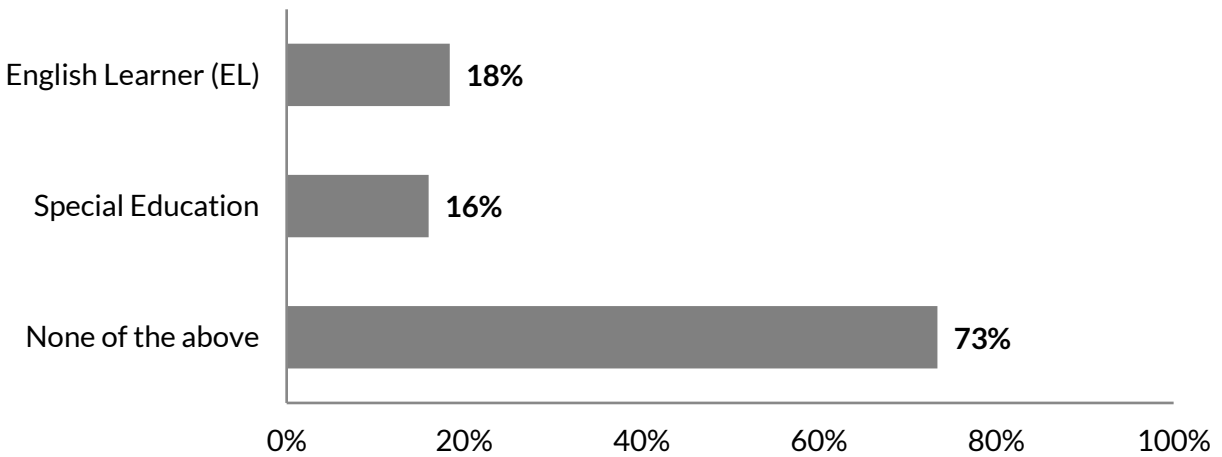


**What grade levels do you primarily work with? (n=199)**



Note: The question above was displayed to site certified teachers only.

**Special Populations (n=2728)**



Note: The question above was displayed to parents and staff only.

## Schools and Programs

SCHOOL/BUILDING	N=2728
Newport Harbor High	6%
Newport Heights Elementary	5%
Ensign Intermediate	5%
Kaiser Elementary	5%
Corona Del Mar High	5%
Newport Elementary	5%
California Elementary	4%
Harbor View Elementary	4%
Woodland Elementary	4%
Andersen Elementary	4%
Victoria Elementary	4%
Costa Mesa High	3%
Lincoln Elementary	3%
Eastbluff Elementary	3%
Estancia High	3%
Mariners Elementary	3%
TeWinkle Middle	3%
Newport Coast Elementary	3%
Adams Elementary	2%
Corona Del Mar Middle	2%
College Park Elementary	2%
Davis Magnet School	2%
Costa Mesa Middle	2%
Early College High	2%
Sonora Elementary	2%
Whittier Elementary	2%
District office	2%
Paularino Elementary	1%
Rea Elementary	1%
Wilson Elementary	1%
Killybrooke Elementary	1%
Pomona Elementary	1%
Cloud Campus High	1%
Back Bay High	1%

# ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

## 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



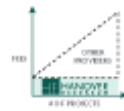
### FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



### DEDICATED

Exclusive account and research teams ensure strategic partnership



### EFFICIENT

Annual, fixed-fee model shares costs and benefits



[www.hanoverresearch.com](http://www.hanoverresearch.com)