



2023-2024 LCAP SURVEY

Prepared for Newport-Mesa Unified School District

June 2024

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INTRODUCTION

This document summarizes the results of the 2023-24 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 2023-24 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 2023-2024 LCAP Survey and identifies statistically significant differences between respondent groups. It also included verbatim open-ended responses.

In total, 2,682 respondents completed the survey in 2023-24 after data cleaning. Additional information on respondent characteristics is presented at the end of this report.

RECOMMENDATIONS



Improve Communication and Consistency of Attendance and Discipline Policies

Given the significant difference in perceptions between staff and parents regarding the clarity and enforcement of attendance and discipline policies, Hanover recommends that the district take steps to improve communication and consistency. This could involve revising the policies to ensure they are clear and easily understood, providing regular training for staff on the enforcement of these policies, and ensuring that these policies are communicated effectively to both staff and parents. NMUSD can refer to the *Strategies for Improving Student Attendance: Policies and Practices* report for actionable steps in improving attendance as well as case studies highlighting exemplar districts' attendance policies and frameworks.



Enhance Accessibility and Usability of SchoolLinks Software

Considering the lower levels of agreement among parents regarding the accessibility and usability of the SchoolLinks software, Hanover recommends that the district invest in improving the software's user interface and providing training or tutorials for parents. This will ensure that parents can easily access and effectively use the software to develop a college and career plan for their children. Making improvements to SchoolLinks may also contribute to improving parent familiarity with students' four-year plans.



Increase Awareness and Participation in Career Technical Education (CTE) Pathways

Given the low awareness and participation in CTE Pathways among parents and students, Hanover recommends that the district launch an awareness campaign about the benefits and opportunities of CTE Pathways. This could include information sessions, open houses, and promotional materials distributed to parents and students.



Improve Learning Conditions and Equipment Maintenance

In light of the relatively low perceptions regarding learning conditions and the state of school equipment and facilities, Hanover recommends that the district prioritize improvements in these areas. This could involve conducting a thorough assessment of current conditions, developing a strategic plan for improvements, and ensuring regular maintenance and repair. NMUSD can utilize the *Strategic Plan Review* tool for guidance and support with this process.



Enhance Support for Students and Parents of Students who receive Special Education Services

Given respondents' lower levels of agreement that parents of students who receive Special Education Services are encouraged to participate in school activities and events, Hanover recommends that the district take steps to increase inclusion and support for these parents and students. This could involve targeted outreach, providing additional resources, and ensuring that these parents are encouraged to join the School Site Council and attend Community Advisory Committee meetings.

KEY FINDINGS



GOAL 1: MENTAL HEALTH, WELLNESS AND ENGAGEMENT

There are significant differences between parent and staff perceptions regarding attendance and discipline policies.

- Compared to parents (89%), significantly fewer staff respondents agree (74%) that the school's attendance policies are clearly communicated.
- Less than half of all staff respondents agree that student discipline policies are consistently enforced (49%).
- Most parents (84%) agree that their child's school is meeting their behavioral needs.

Perceptions are mixed regarding truancy prevention training. 35% of staff respondents agree that truancy prevention training is sufficient to effectively support students, while 37% disagree.

Parents generally have positive perceptions of their child's school, with at least 80% of respondents agreeing in all areas, from understanding their child's report card to the school's responsiveness to questions or concerns.



GOAL 2: STUDENT ACADEMIC SUCCESS

Most participants agree that schools successfully prepare students in core content areas, as there are minimal significant differences between parent and staff respondents.

- Overall, respondents demonstrate favorable perceptions of instruction in English Language Arts (86%), English Language Development (84%), Math (83%), History/Social Science (79%), and Science (78%). Slightly fewer participants agree that schools prepare all students in Visual and Performing Arts (75%).

Based on lower levels of agreement, parent respondents suggest that there may be room for improvement for SchoolLinks, NMUSD's College and Career planning software.

- 49% of parents agree that they can easily access the college and career planning software (SchoolLinks).
- 43% of parents agree that they can effectively use the SchoolLinks software to develop a college and career plan.

Respondent perceptions vary about the types of exams and courses students are encouraged to take.

- Over four-fifths (86%) of all respondents agree that students are encouraged to take A-G courses. However, substantially fewer respondents overall agree that students are encouraged to take the SAT at least once each year (58%) or take the ACT at least once each year (52%).
- Significantly fewer parents (58%) agree that students are encouraged to take IB tests compared to staff (83%).
- Slightly under two-thirds (64%) of all respondents agree that the college and career benefits of taking Advanced Placement/ International Baccalaureate (AP/IB) courses are clearly communicated. Nearly a fifth (18%) of all respondents disagree that such benefits are clearly communicated.

According to parent respondents, most students do not participate in a Career Technical Education (CTE) Pathway, and awareness of these opportunities is somewhat low.

- Only 9% of parent respondents are certain their child participates in a CTE Pathway, and over a fifth (21%) of parents are unsure regarding participation.
- Fewer than half of all parent respondents are aware of the CTE opportunities available to their child (45%) or are aware of the CTE opportunities after school (39%).

Most parents agree that they understand their child's report card (91%). However, fewer agree that the amount of homework assigned is appropriate for their child's age (76%) or that they are familiar with their child's four-year plan (68%).

- A fifth (20%) of parent respondents disagree that they are familiar with their child's four-year plan.
- Over three-quarters of parent respondents agree that assessments/tests/quizzes are graded fairly (83%) and that grading practices reflect what students have learned (80%).



GOAL 3: CONDITIONS OF LEARNING

Overall perceptions regarding learning conditions are relatively low compared to other areas surveyed. Furthermore, staff perceptions are especially low.

- Compared to parents, significantly fewer staff respondents agree that school equipment is in good repair (59% of staff vs. 73% of parents) or that school facilities are in good repair (48% of staff vs. 69% of parents).



GOAL 4: FAMILY & COMMUNITY ENGAGEMENT

Respondents generally agree that schools encourage family and community involvement, but they suggest that less effort is made to include parents of students receiving Special Education services.

- 90% of all respondents agree that parents/families are encouraged to take part in or attend school activities and events. However, only 70% agree that parents/families are encouraged to join the School Site Council, the lowest-rated area of general engagement.

Respondents' perceptions vary across different subject areas regarding whether adequate support is provided to parents to assist with their child's learning.

- Most respondents agree that parents are given information, resources, training, and assistance they need to support their child's learning for English Language Development (83%) and Reading (80%). However, the figures are much lower for subjects like Math (66%), and they are lowest for Science (57%) and Engineering (44%).

89% of respondents agree that parents/guardians of English Learners are encouraged to attend the school's English Learner Advisory Committee (ELAC) meetings. However, only 53% of respondents agree that parents/guardians of students in Special Education are encouraged to attend Community Advisory Committee (CAC) meetings.

Parent respondents are most interested in the following four topics: Positive behavior, helping their child learn at home, bullying and cyber-bullying, and social media.

- Additionally, a majority of parent respondents prefer in-person participation (61%) at events/workshops, a substantially larger proportion than those who prefer remote participation (24%).



ELA, ELD, STEM, AND OTHER COURSES

Most respondents agree that the school successfully prepares students in reading.

- Over three-quarters of parent respondents (77%) and staff (82%) agree that the school has adequate English Language Arts (ELA) instructional materials to support student learning.
- However, significantly fewer staff respondents (73%) agree that the school has adequate English Language Development materials compared to parents (86%).

Based on the levels of agreement, staff respondent data suggest room for improvement regarding ELA/ELD professional development (PD).

- 67% of respondents agree that professional development in writing instruction is sufficient, 65% for ELA professional development, and 59% for ELD professional development.

Staff have mixed perceptions regarding the quality and support of STEM courses.

- Fewer than half (45%) of staff respondents agree that administrators and teachers have several opportunities to identify and develop future STEM courses, and three-fifths (60%) of respondents agree that the school has shifted science instruction to align to the Next Generation Science Standards.
- Staff respondents may desire additional STEM support. 67% agree that the school has adequate math instructional materials and 64% for adequate science instructional materials to support student learning, significantly lower than parent respondents in both cases.

Most respondents agree that teachers consistently (84%) and effectively (82%) use technology as an instructional resource. However, despite high agreement that students often use technology as a learning resource (89%), only 66% of respondents agree that there are several opportunities for students to participate in technology and computer programming courses.

- Furthermore, at least three-quarters of staff (79%) and parent respondents (88%) agree that the school has sufficient technology devices to support student learning.

Staff respondent data suggest room for improvement regarding STEM-related professional development.

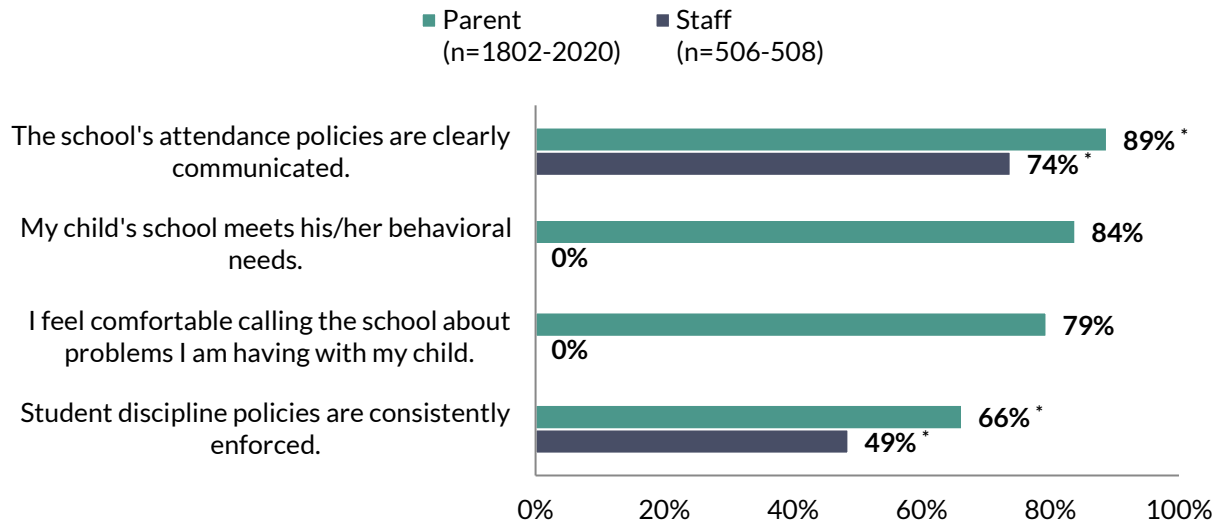
- 56% of respondents agree that Technology professional development is sufficient to meet instructional needs, 54% for Math, and 41% for Science professional development.
- Only 37% of respondents agree that the district provides adequate professional development so that staff may successfully implement the Next Generation Science Standards.

Just over half (54%) of staff respondents agree that History/Social Science professional development is sufficient to meet instructional needs.

SECTION I: SUPPORTING FIGURES BY LCAP GOAL

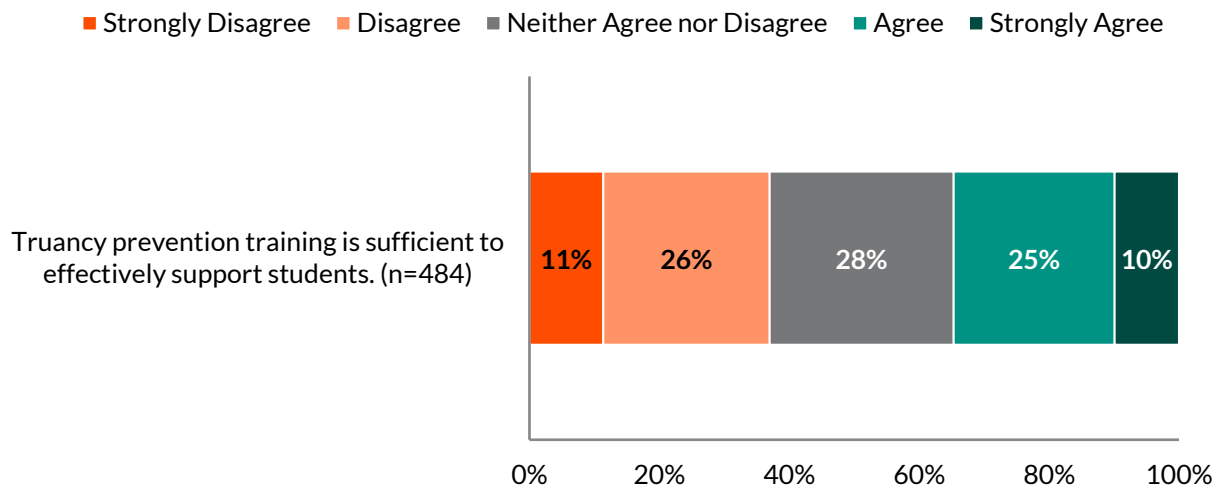
GOAL 1: MENTAL HEALTH, WELLNESS, AND ENGAGEMENT

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



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

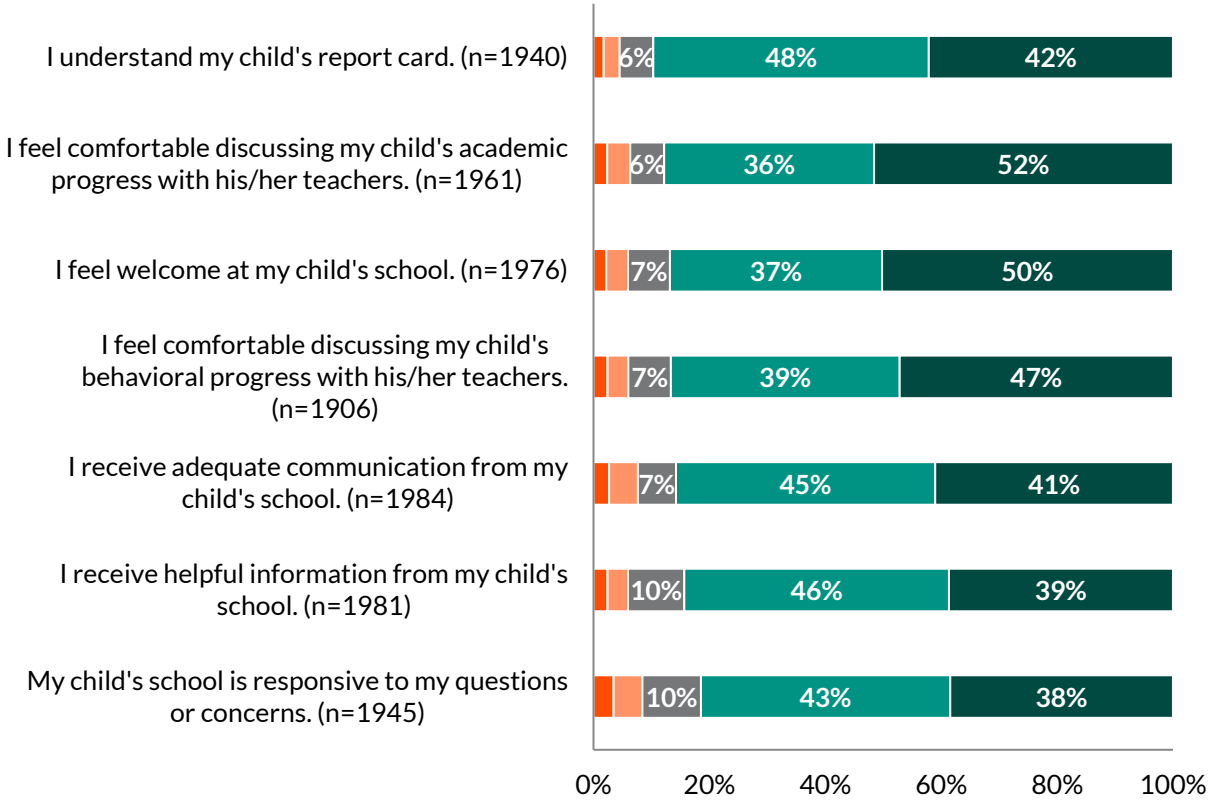
Please indicate to what extent you agree with the following statement.



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

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

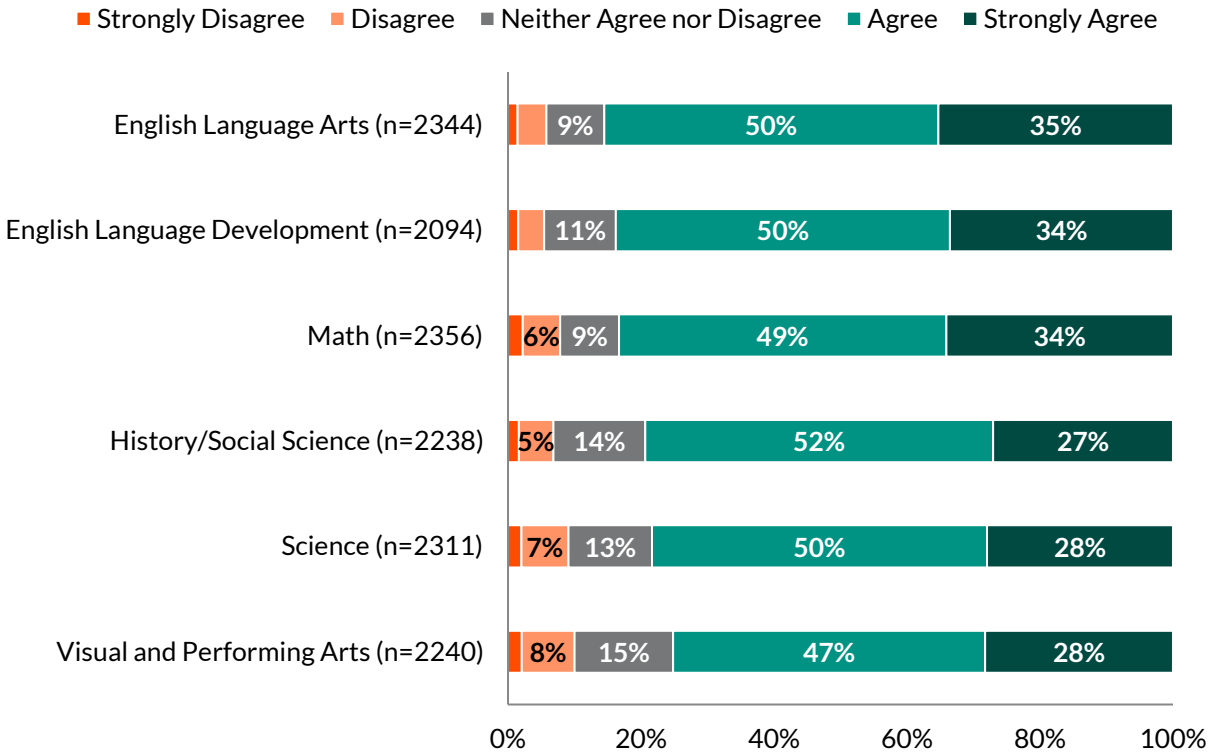
■ Strongly Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree



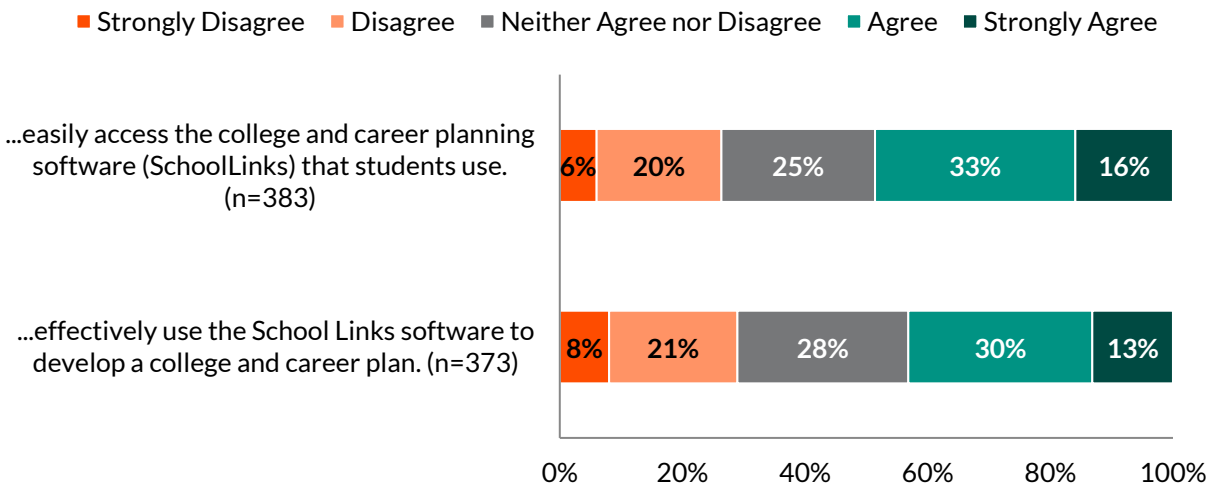
Note: Items in the chart above were displayed to parents only.

GOAL 2: STUDENT ACADEMIC SUCCESS

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



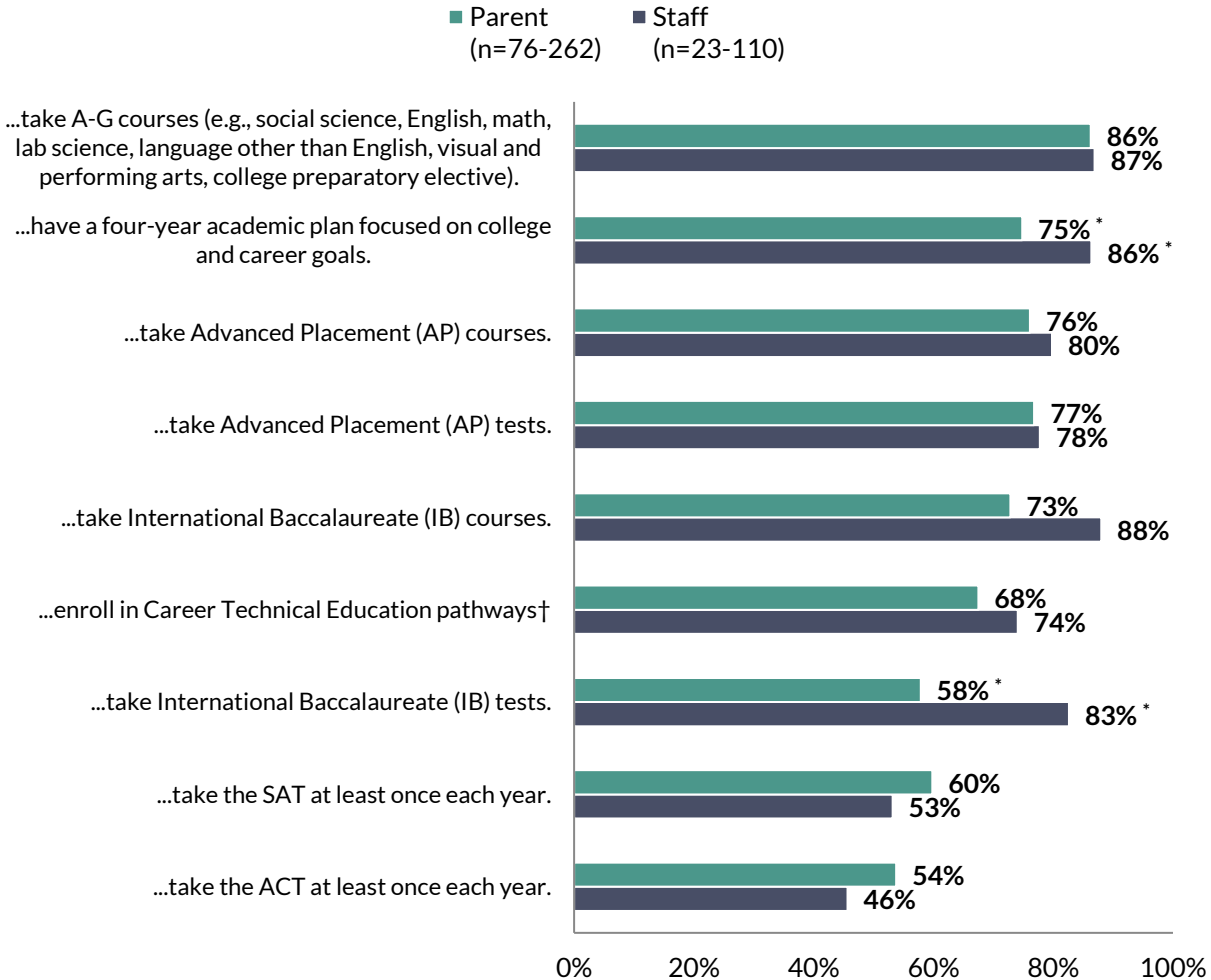
Please indicate to what extent you agree with the following statements. I can...



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

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

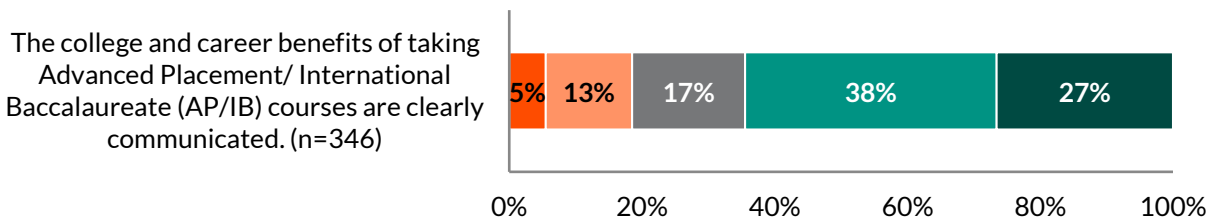
% Agree + Strongly Agree



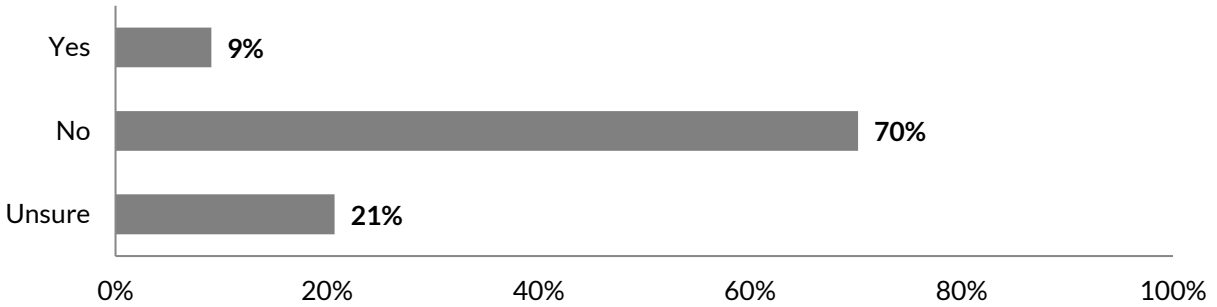
Note: An asterisk (*) indicates a statistically significant difference between participant groups. † indicates that item text has been truncated to fit the chart.

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

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



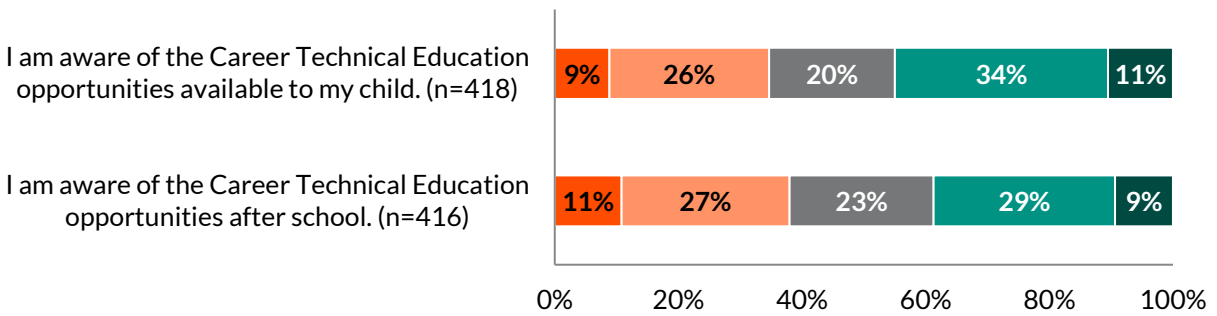
Does your child participate in a CTE Pathway? (n=497)



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

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

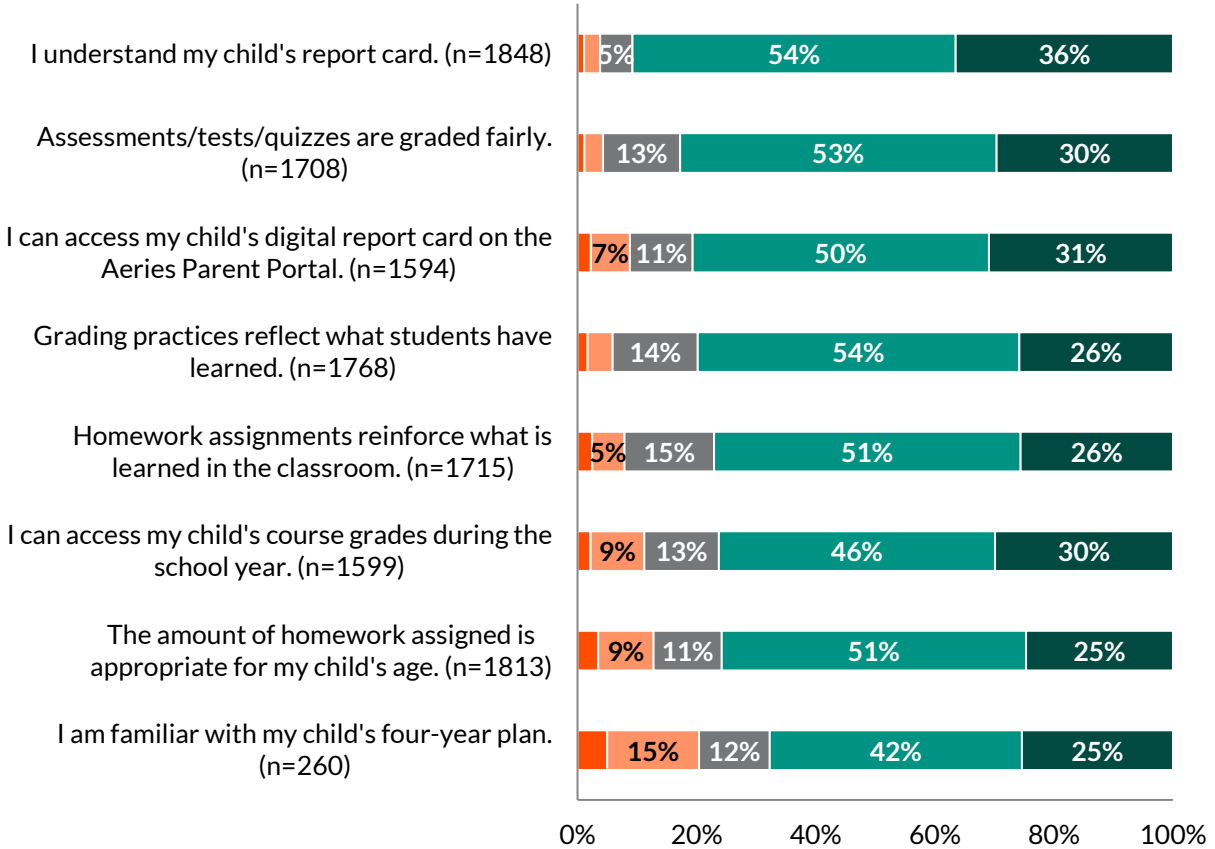
■ Strongly Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree



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

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

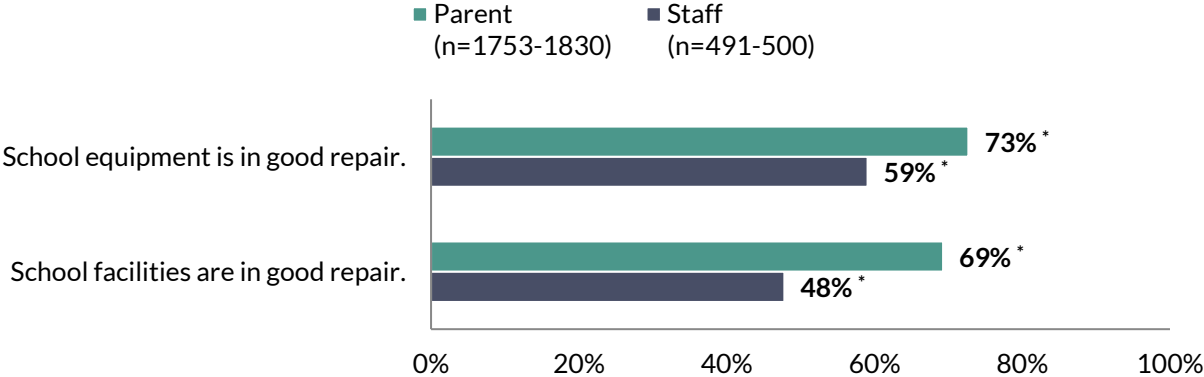


Note: Items in the chart above were displayed to parents only.

GOAL 3: CONDITIONS OF LEARNING

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

% Agree + Strongly Agree

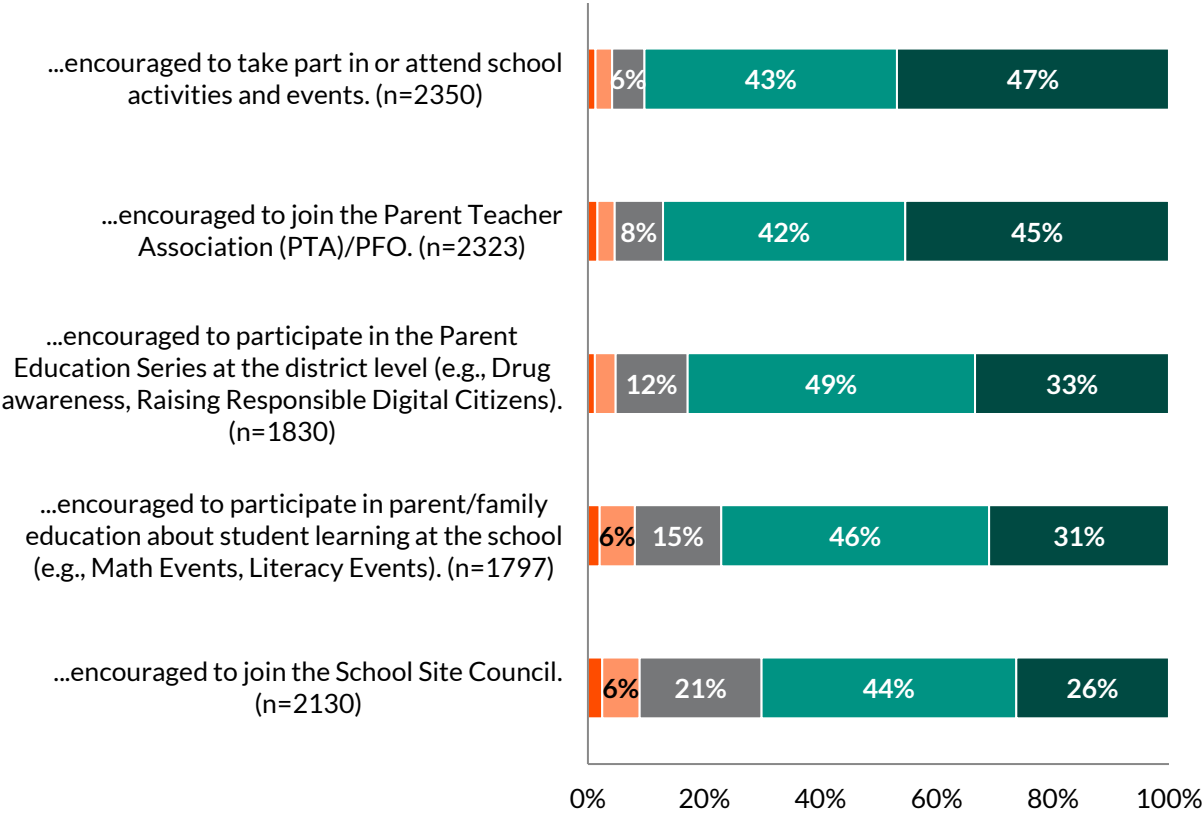


Note: An asterisk (*) indicates a statistically significant difference between participant groups.

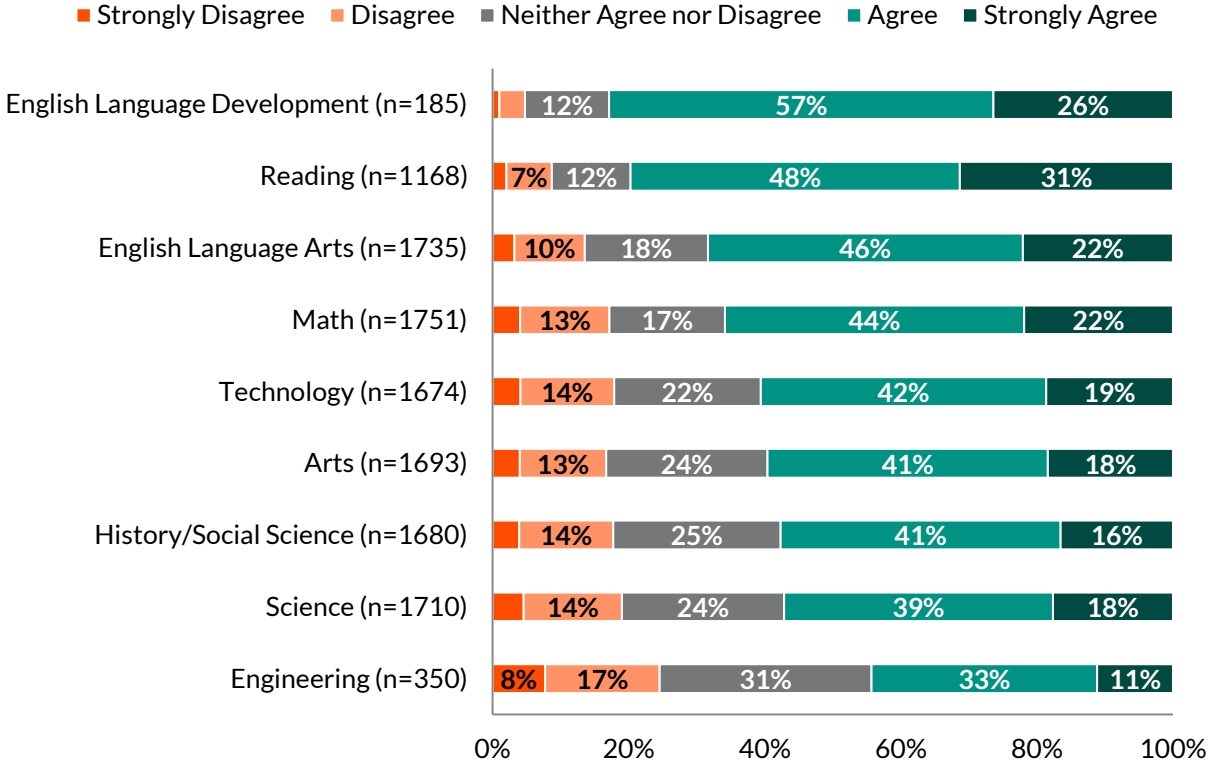
GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT

Please indicate to what extent you agree with the following statements about [your/your child's] school. [I am.../Parents/families are...]

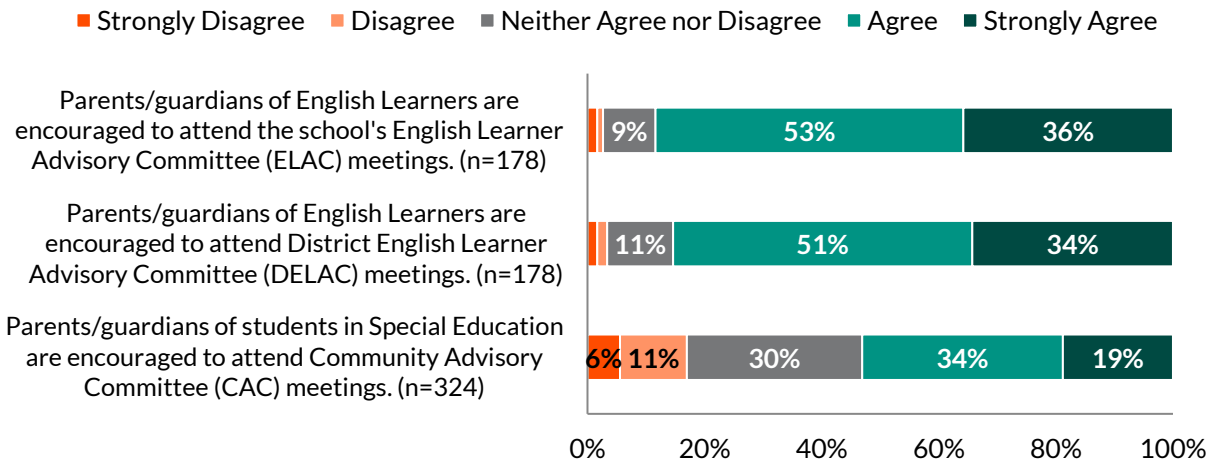
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



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:

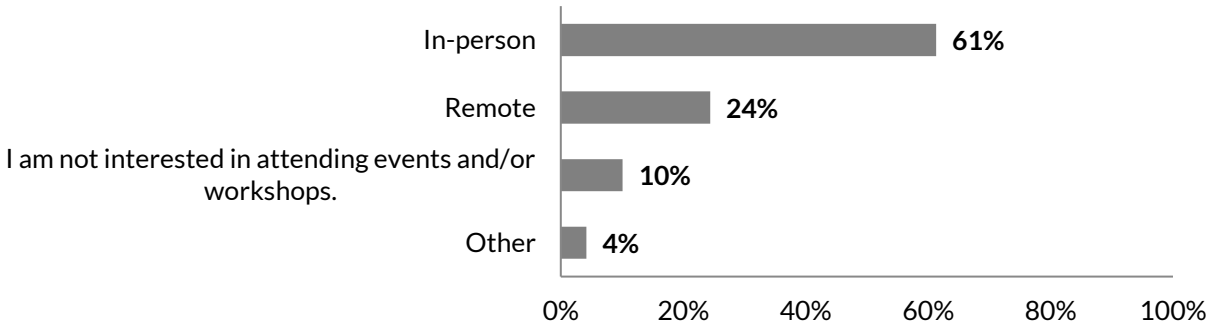


Please indicate to what extent you agree with the following statements.



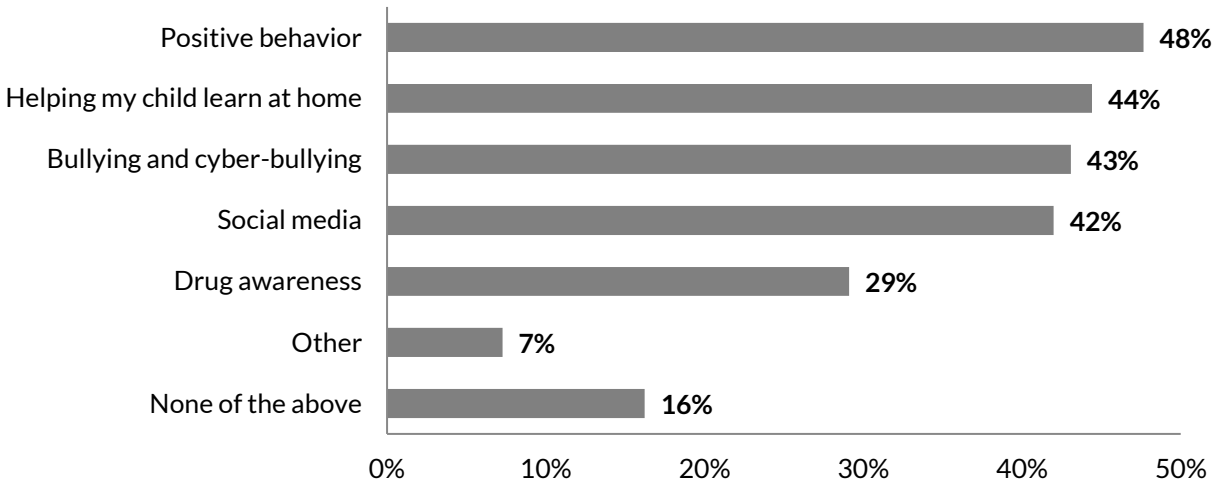
Note: The question above was displayed to parents of English Learning and Special Education students, site principals, site assistant principals, and Special Education staff only.

In which of the following ways would you prefer to participate in events and/or workshops? (n=1861)



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

**Which of the following topics would you like to learn more about?
Please select all that apply. (n=1855)**

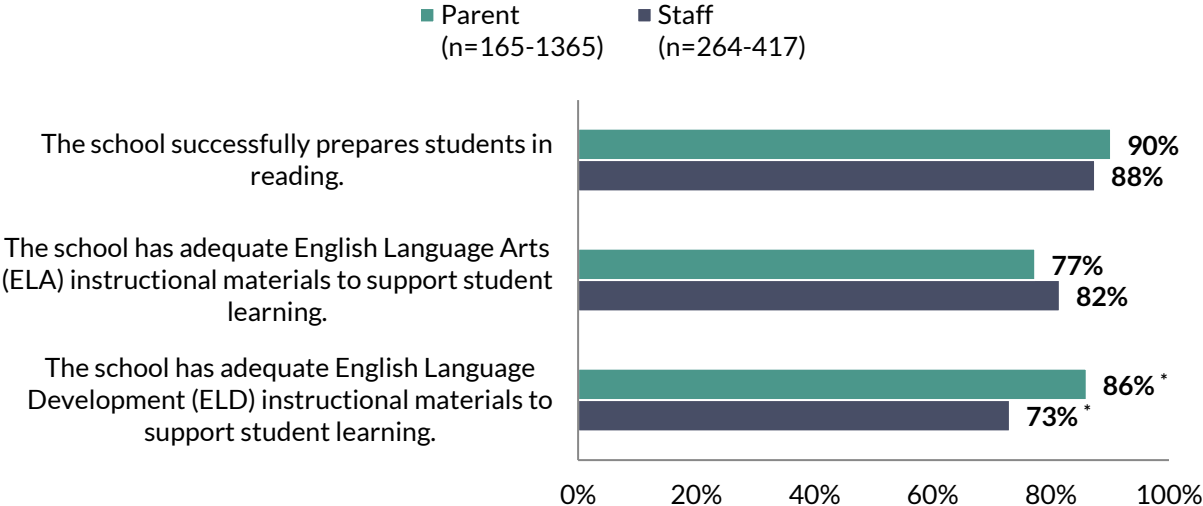


Note: Items in the chart above were displayed to parents only.

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

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

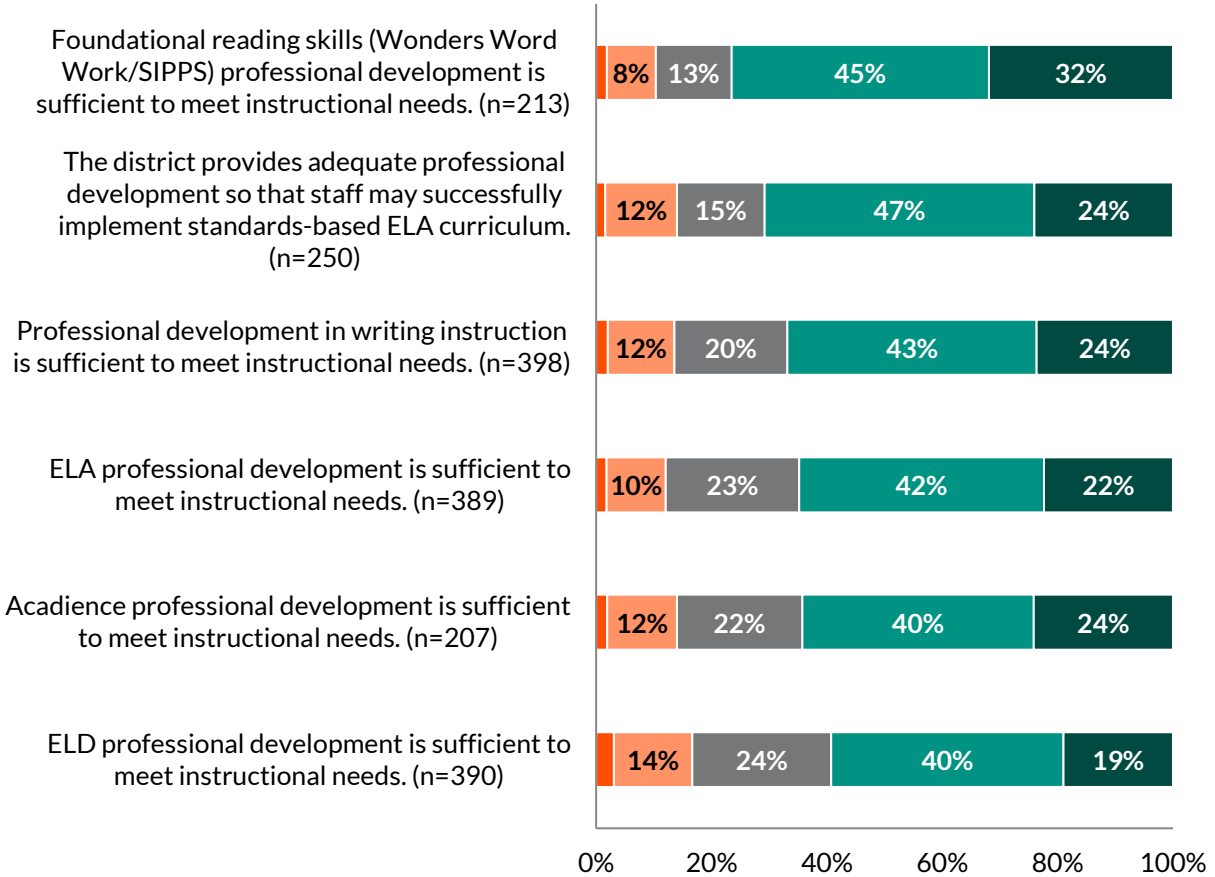
% Agree + Completely Agree



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.

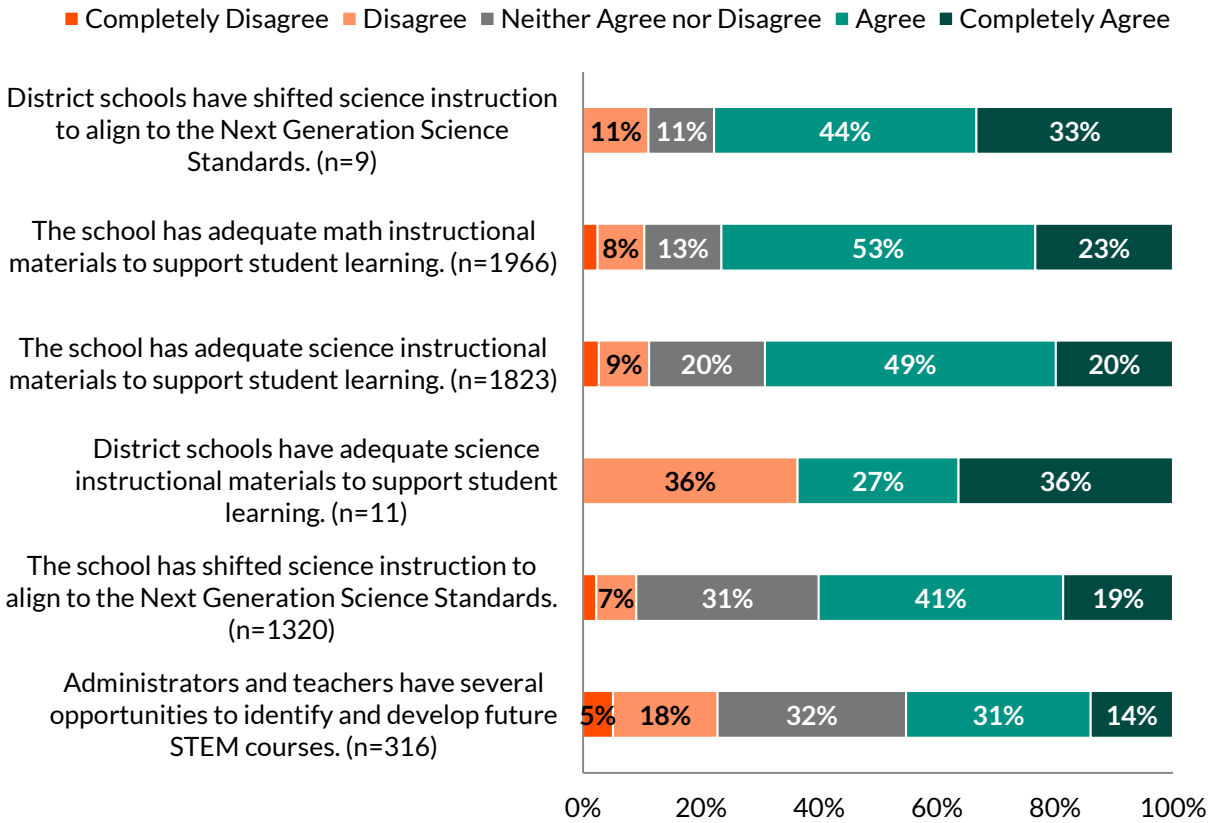
■ Completely Disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Completely Agree



Note: The question above was displayed to staff only.

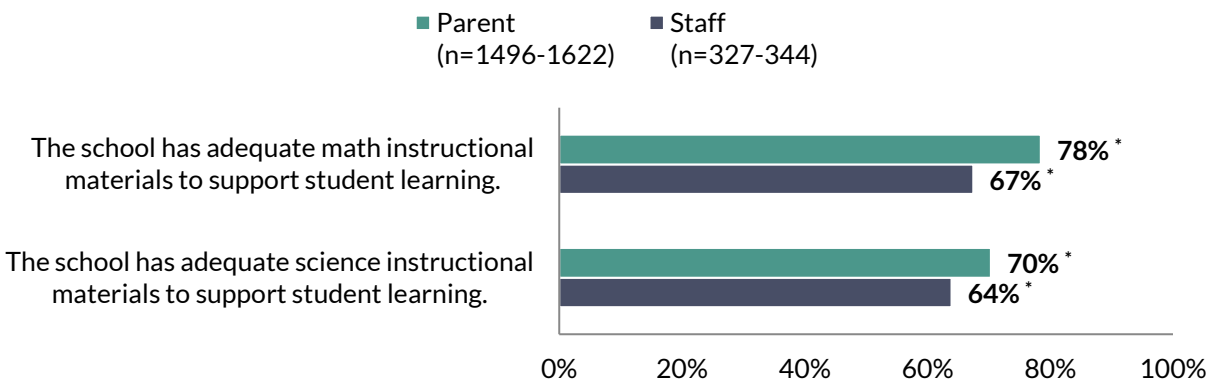
STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS)

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



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

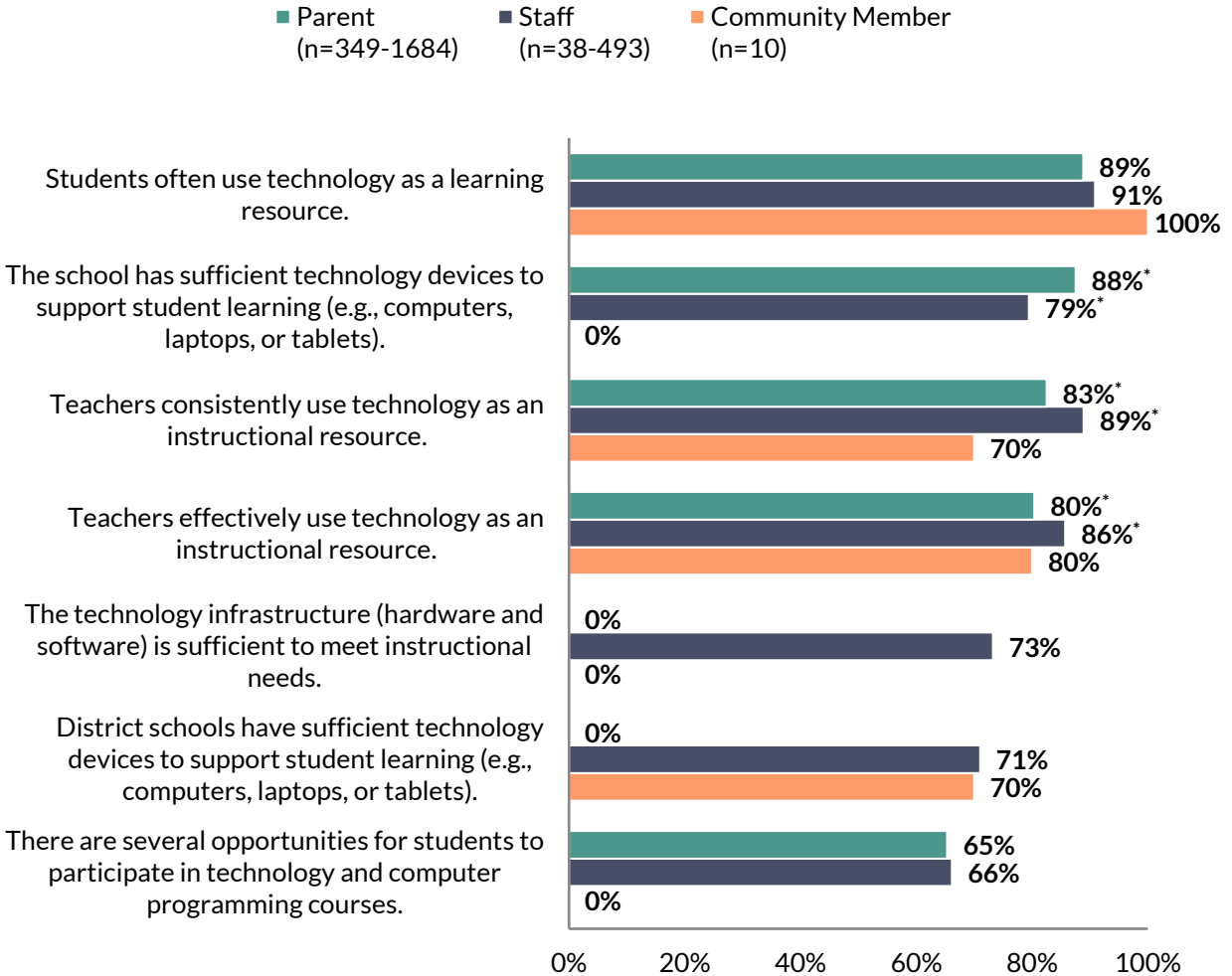
% Agree + Completely Agree



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

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

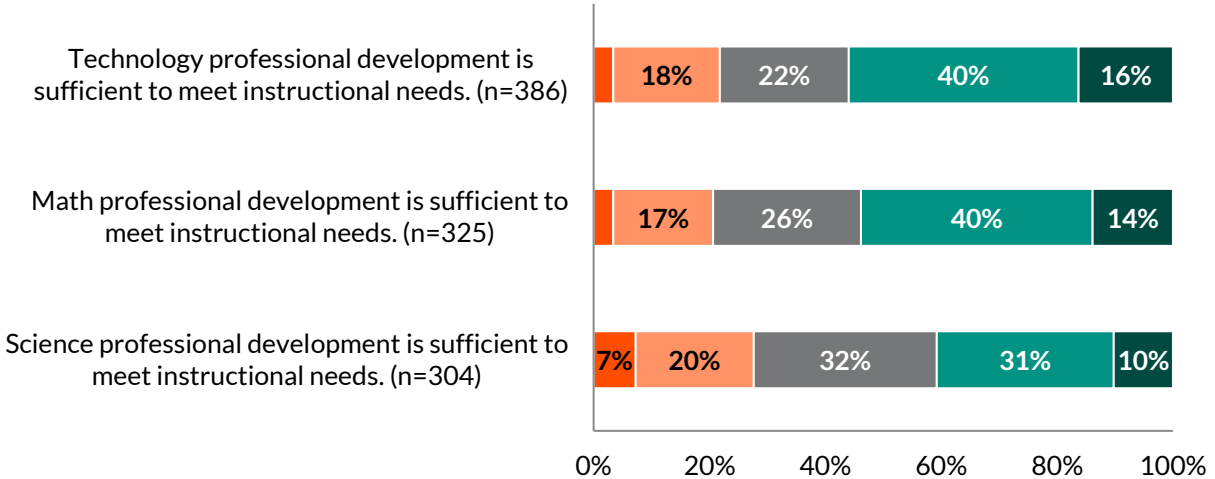
% Agree + Strongly Agree



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.

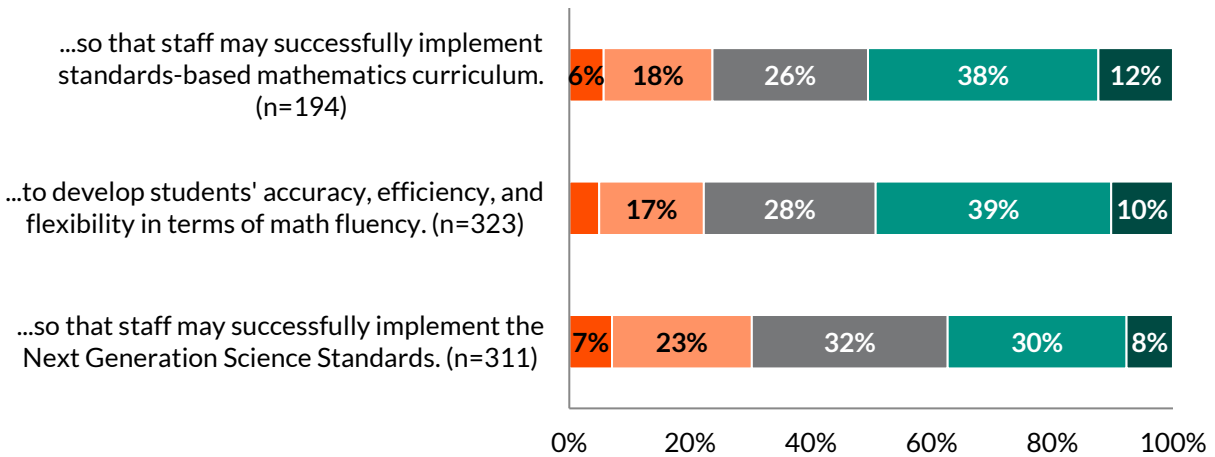
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



Note: The question above was displayed to staff.

Please indicate to what extent you agree with the following statements about the district. The district provides adequate professional development...

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

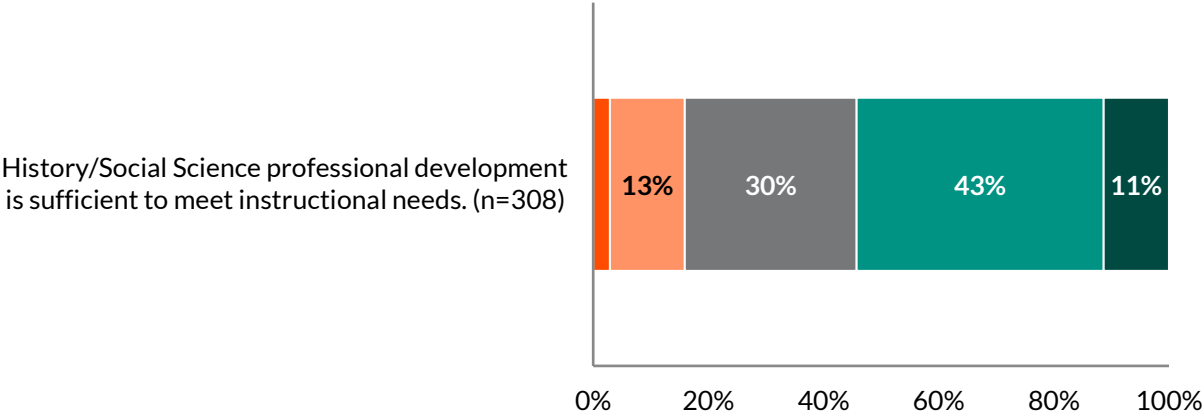


Note: The question above was displayed to staff only.

OTHER COURSES (BROAD COURSE OF STUDY)

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

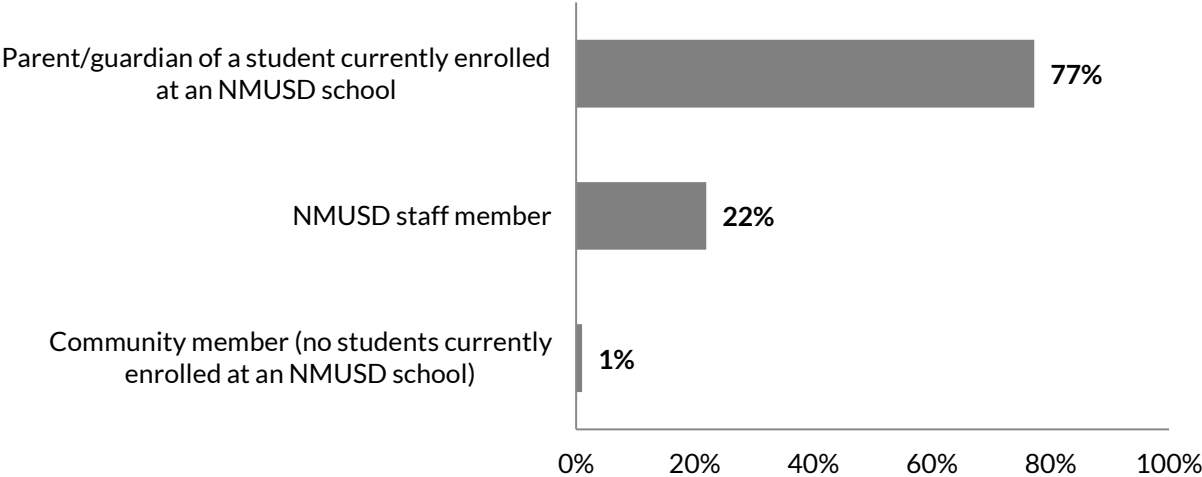
Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



Note: The question above was displayed to staff only.

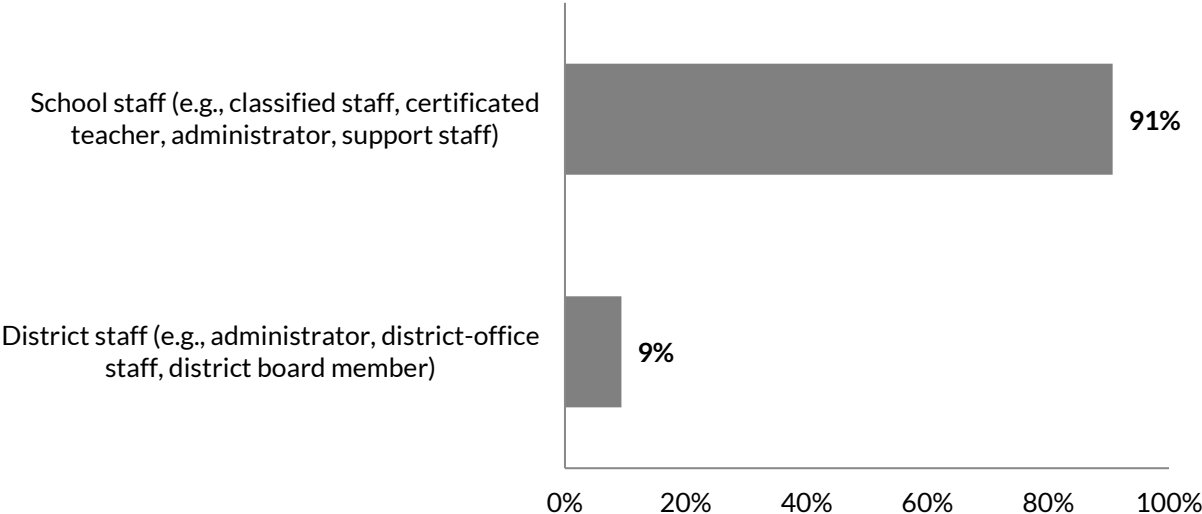
SECTION II: RESPONDENT CHARACTERISTICS

Which of the following best describes your relationship with NMUSD? (n=2682)

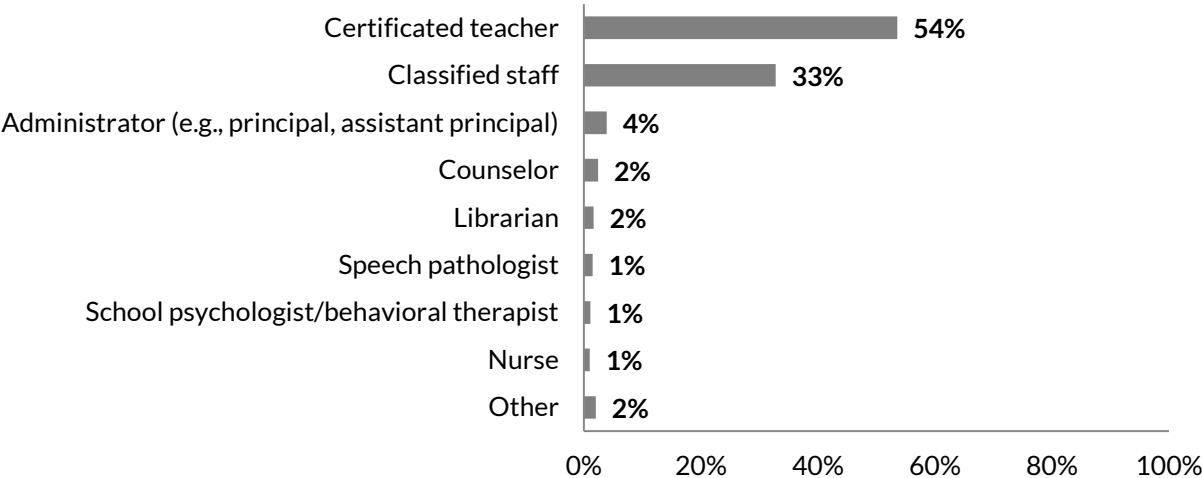


Note: Community member results should be interpreted with caution due to a sample size of n=20.

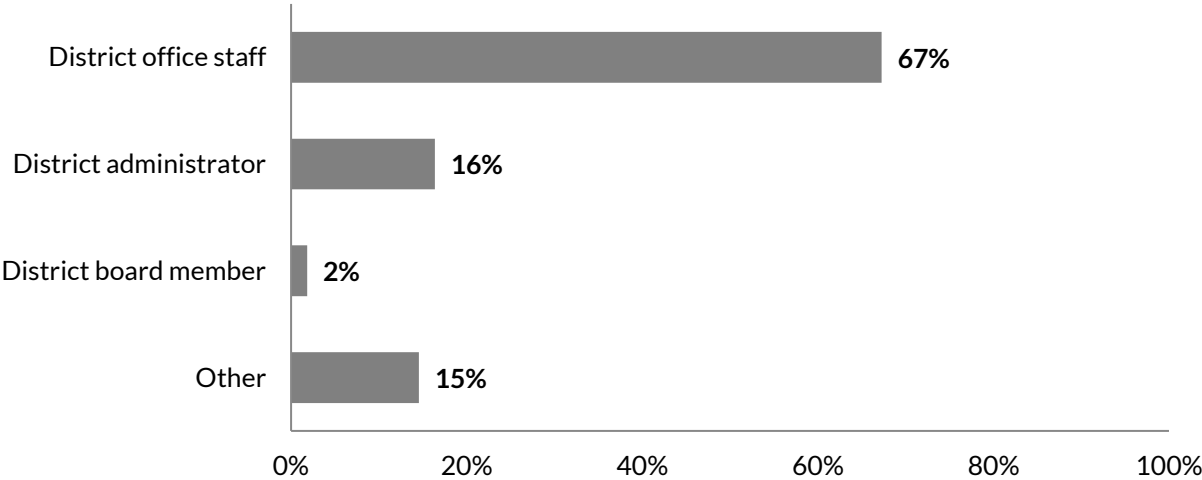
Which of the following best describes your role at NMUSD? (n=589)



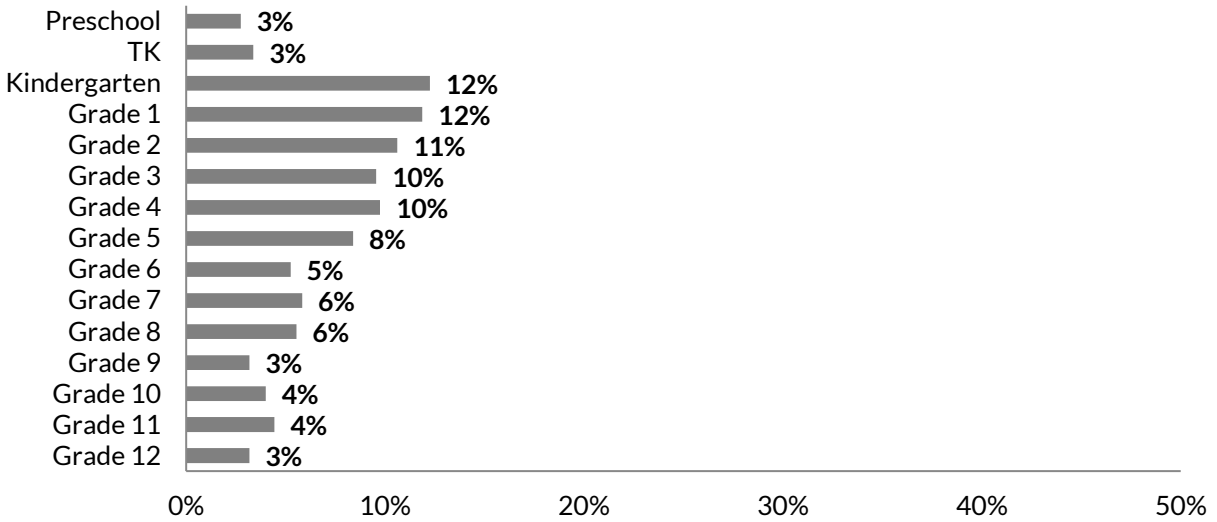
Which of the following options best describes your current role at your school? (n=534)



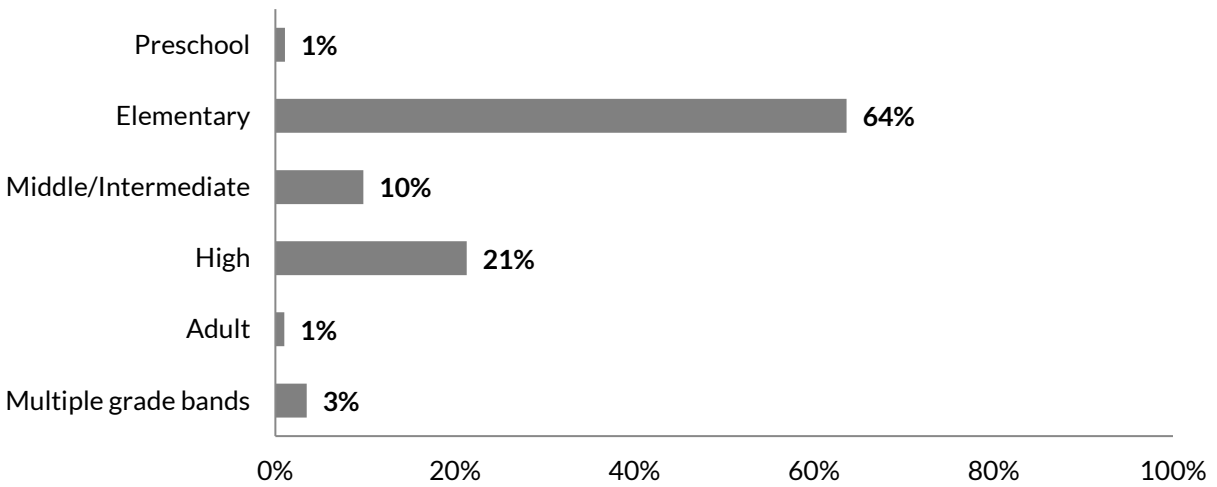
Which of the following options best describes your current role at NMUSD? (n=55)



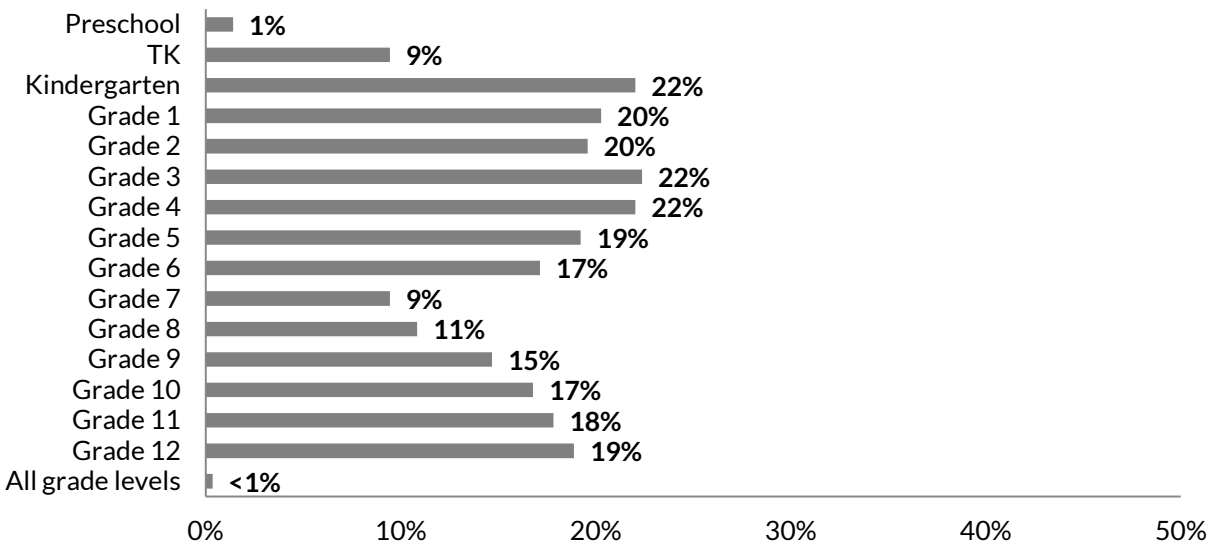
What is your child's current grade level? (n=2073)



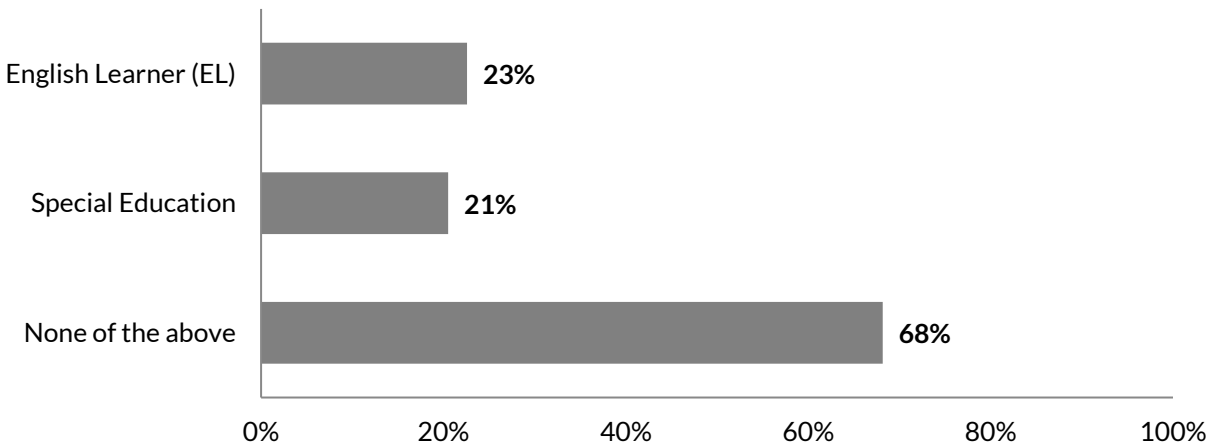
Which of the following grade bands do you primarily work with? (n=286)



What grade levels do you primarily work with? Please select all that apply. (n=286)



[Does your child participate in/Do you currently work with any of the following programs/populations?] Please select all that apply. (n=2607)



Schools and Programs

SCHOOL/BUILDING	N=2662
Mariners Elementary	7%
Andersen Elementary	7%
Corona del Mar High	5%
Newport Harbor High	5%
Ensign Intermediate	4%
Woodland Elementary	4%

SCHOOL/BUILDING	N=2662
Kaiser Elementary	4%
Adams Elementary	3%
Newport Coast Elementary	3%
Eastbluff Elementary	3%
Lincoln Elementary	3%
Newport Heights Elementary	3%
Whittier Elementary	3%
Corona del Mar Middle	2%
College Park Elementary	2%
Newport Elementary	2%
District office	2%
Costa Mesa High	2%
Killybrook Elementary	2%
Victoria Elementary	2%
Davis Magnet Preschool	2%
Paularino Elementary	2%
Estancia High	2%
Davis Magnet School	2%
Harbor View Elementary	2%
TeWinkle Middle	2%
California Elementary	2%
Costa Mesa Middle	2%
Rea Elementary	2%
Sonora Elementary	2%
Early College High	1%
Pomona Elementary	1%
Killybrooke Preschool	1%
College Park Preschool	1%
Sonora Preschool	1%
Wilson Elementary	1%
Back Bay High	1%
Harbor View Preschool	1%
Newport Elementary Preschool	1%
Paularino Preschool	1%
Pomona Preschool	1%
Whittier Preschool	<1%
Lindbergh - Special Education Department	<1%
Wilson Preschool	<1%

SCHOOL/BUILDING	N=2662
Monte Vista High	<1%
BESST	<1%
Newport Coast Preschool	<1%
Rea Preschool	<1%
Adult Transition - STEP	<1%
Harper	<1%
Cloud Campus	<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



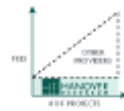
FLEXIBLE

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