



2024-2025 LCAP SURVEY ANALYSIS

Prepared for Newport-Mesa Unified School District

April 2025

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INTRODUCTION

This document summarizes the results of the 2024-25 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 2024-25 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 2024-2025 LCAP Survey and identifies statistically significant differences between respondent groups. It also included verbatim open-ended responses.

In total, 3,202 respondents completed the survey in 2024-25 after data cleaning. Additional information on respondent characteristics is presented at the end of this report.

RECOMMENDATIONS



Enhance Consistency in Discipline Policy Enforcement

To address the lower levels of agreement regarding the consistent enforcement of student discipline policies, NMUSD should standardize and clearly communicate these policies to all stakeholders. This is important as less than three-quarters of parents agree discipline policies are consistently enforced. NMUSD can implement regular training sessions for staff and provide clear, accessible documentation for parents to ensure everyone understands and adheres to the same standards. Additionally, NMUSD should establish a monitoring system to regularly review and assess the enforcement of these policies, ensuring continuous improvement and accountability.



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

Considering the low awareness and participation in CTE pathways, the district should launch a comprehensive awareness campaign. This is crucial as most parents have not had their child participate in a CTE pathway, and under half are aware of CTE opportunities. The district can organize information sessions, distribute promotional materials, and collaborate with local businesses to highlight the benefits and opportunities of CTE pathways. Furthermore, the district should utilize social media platforms and school newsletters to reach a broader audience and consider hosting CTE fairs where students and parents can interact with industry professionals and learn about potential career paths.



Continue Communication Around College and Career Benefits of AP/IB Courses

To enhance understanding and participation in Advanced Placement (AP) and International Baccalaureate (IB) courses, NMPUSD should continue to improve communication about the benefits and opportunities these programs offer. Targeted outreach efforts can include informational workshops and detailed guides to ensure parents and students are well-informed about the advantages of AP/IB courses for college and career readiness. Additionally, the district should consider creating a dedicated section on the school website with FAQs, success stories from alumni, and a calendar of relevant events to provide continuous access to information and resources.



Enhance Support for Parents of Students in Special Education

To promote equitable family engagement, NMUSD can offer specialized training sessions, create support groups, and ensure these families receive regular invitations and reminders to participate in relevant meetings and events. Moreover, NMUSD should consider appointing parent/ guardian liaisons who can provide personalized support and facilitate communication between the school and these families, ensuring their needs and concerns are addressed effectively.



Improve Technology Infrastructure and Professional Development

To address concerns about the sufficiency of technology infrastructure and, the district should prioritize investments in this area. While most respondents agree technology is used effectively in student learning, fewer believe the infrastructure is sufficient. The district can conduct a needs assessment, allocate budget for technology upgrades, and

provide ongoing professional development to ensure teachers are equipped to integrate technology into their instruction effectively. Additionally, the district should establish a feedback loop where teachers and students can report technology issues and suggest improvements, ensuring infrastructure evolves to meet their needs and supports effective teaching and learning.

KEY FINDINGS



GOAL 1: MENTAL HEALTH, WELLNESS AND ENGAGEMENT

Although most parents have positive perceptions of how the district manages students' mental health, wellness, and engagement, though perceptions related to behavior management are slightly less favorable. The district particularly excels in communicating with parents regarding academic progress (90%) and behavioral progress (88%). Most agree they receive adequate communication (88%) and helpful information (88%) from their child's school. However, fewer parents agree that student discipline policies are consistently enforced. Further, there is a statistically significant difference between parent and staff perceptions (73% and 60%, respectively) on this topic.



GOAL 2: STUDENT ACADEMIC SUCCESS

Students are generally well-prepared across various subject areas. English Language Arts receives the highest outcome (88%), while Visual and Performing Arts have the lowest (80%). Compared to last year, results are higher in 2025, with Visual and Performing Arts indicating the highest increase at 5 percentage points. Students are encouraged to have a four-year academic plan focused on college and career goals (81%) and to take A-G courses (87%). However, fewer students take the ACT (59%), International Baccalaureate (IB) tests (65%), or courses (67%). About two-thirds agree the district clearly communicates the college and career benefits of taking Advanced Placement and/or International Baccalaureate (AP/IB) courses (65%).

Students should be encouraged to take IB courses. While over two-thirds of parents and staff agree that students are encouraged to take AP courses a figure that has slightly increased from 2024- only 67% feel students are encouraged to take IB courses, reflecting a nine percentage point decline from the previous year.

Limited Parent Awareness and participation in Career Technical Education (CTE) pathways. The majority of parents (65%) report that their child does not participate in a CTE pathway. Additionally, less than half of parents indicate they are aware of the CTE opportunities available to their child (44%), and even fewer (39%) report awareness of after-school CTE opportunities.

Transparency around grading practices and assignments is high. Over 80 percent of parents agree their child's school grades assessments/tests/quizzes fairly (84%) and that grades reflect what students have learned (81%). Most have access to their child's course

grade during the school year (81%) and through the digital report card on the Aeries Parent Portal (84%). Nearly all agree they understand their child's report card (92%).



GOAL 3: CONDITIONS OF LEARNING

Many find their school in good condition. Over two-thirds agree school equipment (75%) and facilities (72%) are in good repair. This is an improvement from last year by 5 and 7 percentage points, respectively, although staff in 2025 report lower perceptions than parents.



GOAL 4: FAMILY & COMMUNITY ENGAGEMENT

Parents and families are highly encouraged to participate in school functions. Nearly all respondents agree parents and families are encouraged to take part in or attend school activities and events (92%) and join the Parent Teacher Association (PTA)/PFO (89%). Though still high, encouragement is lowest for joining the School Site Council (71%). Parents receive the most information, resources, training, and assistance to support their child's learning in English Language Development (84%) and Reading (83%), less so for Technology (67%).

Parents/ guardians of students in special education are feeling more encouraged, though a gap persists. While the majority of survey participants agree that parents/guardians of English learners are encouraged to attend school and district English Learner Advisory Committee (ELAC and DELAC) meeting (86% and 83%, respectively), only 63% (an increase from 53% in 2024) feel families of students in special education are encouraged to attend Community Advisory Committee (CAC) meetings.

There is a strong preference for parents to participate in events or workshops in person (64%), but few parents prefer remote options (23%). The top two topics of interest are positive behavior (48%) and helping their child learn from home (44%).



ELA, ELD, STEM, AND OTHER COURSES

Language-related professional development is adequately provided by the district, but less so in meeting instructional needs in language development. While the majority have positive perceptions of how professional development is provided by the district, professional development that meets the instructional needs for English Language Development (ELD) has the lowest results (66%). Most people agree the district provides adequate professional development so that staff can successfully implement a standards-based English Language Arts (ELA) curriculum (81%).

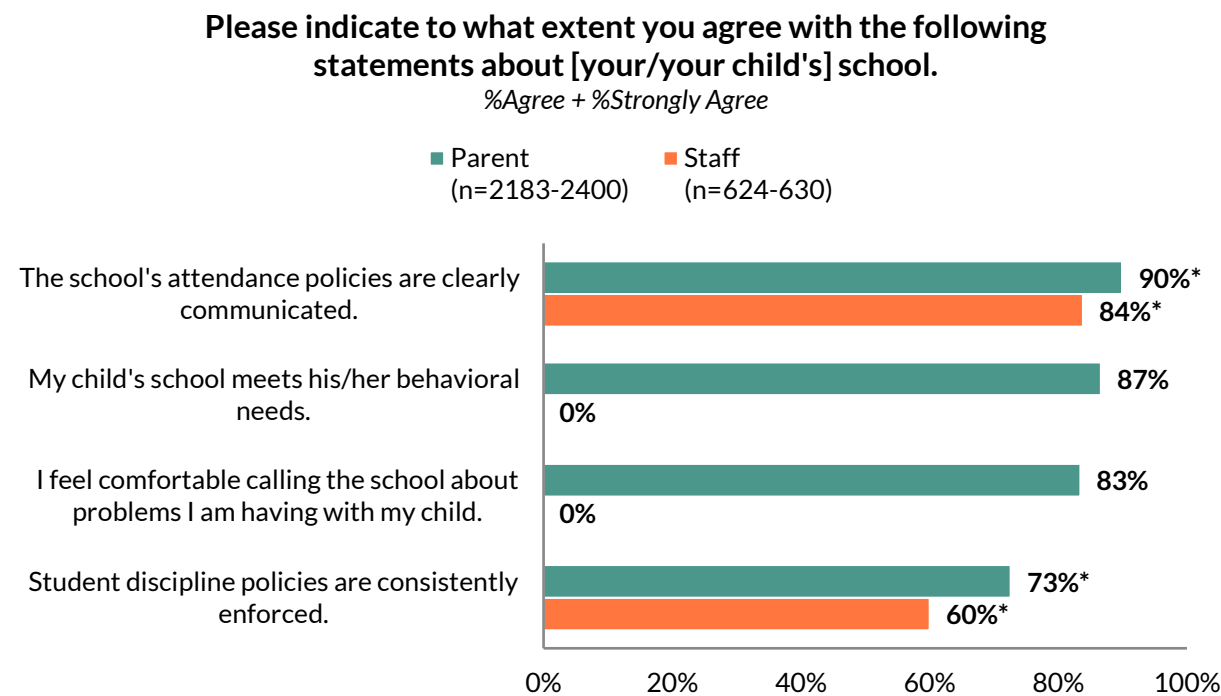
While technology is used in student learning, perceptions of its impact are less positive at the district level. Respondents agree students often use technology as a learning resource (90%) and that teachers effectively use technology as an instructional resource (84%). However, fewer believe the technology infrastructure is sufficient to meet instructional needs (78%). While most respondents agree their school has sufficient

technology devices to support student learning (88%), staff and community members are less likely to agree this is the case for district schools broadly (68%).

Staff perceptions of professional development vary by subject area. While most staff report that professional development is English Language Arts (ELA) and foundational reading skills meets their instructional needs- with agreement rates ranging from 70% to 84%- perceptions are less favorable in content areas such as Science (46%) and History/ Social Science (48%). Technology, Math, and English Language Development (ELD) received moderate ratings (63-66%).

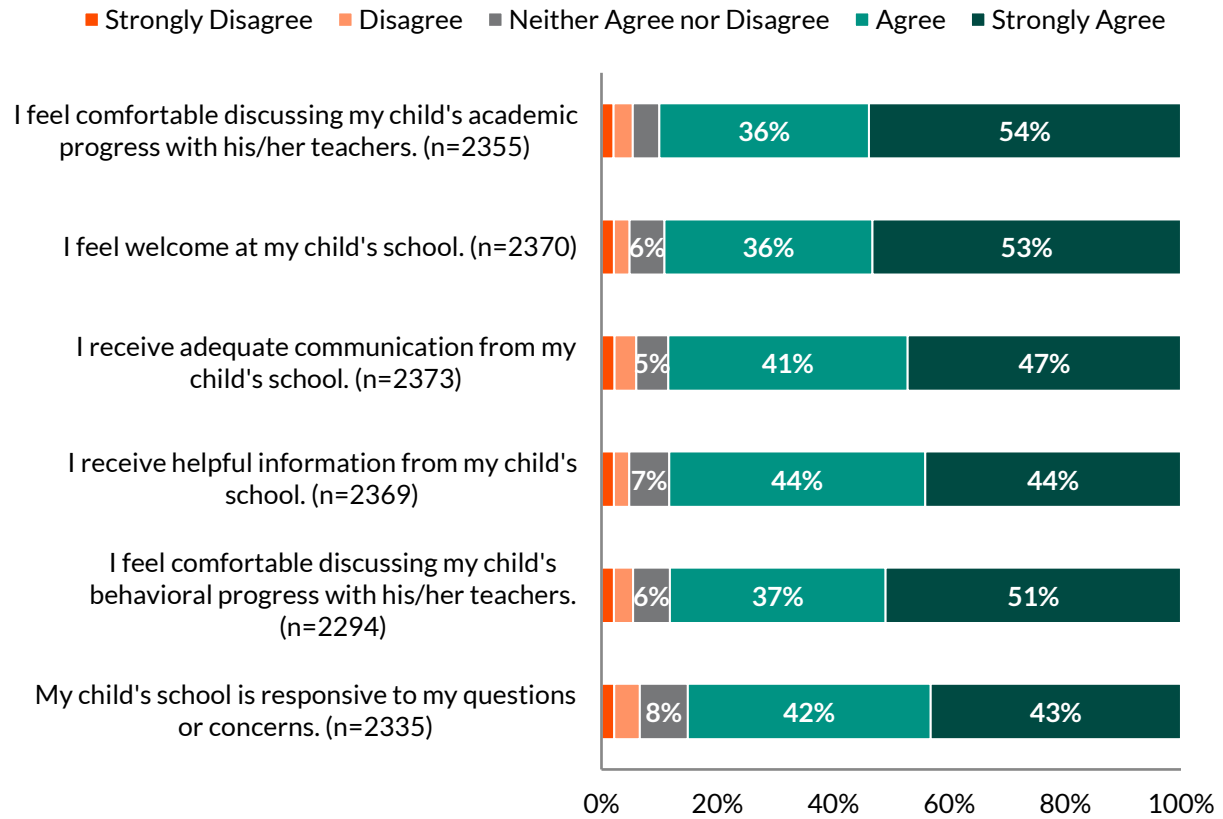
SECTION I: SUPPORTING FIGURES BY LCAP GOAL

GOAL 1: MENTAL HEALTH, WELLNESS, AND ENGAGEMENT



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

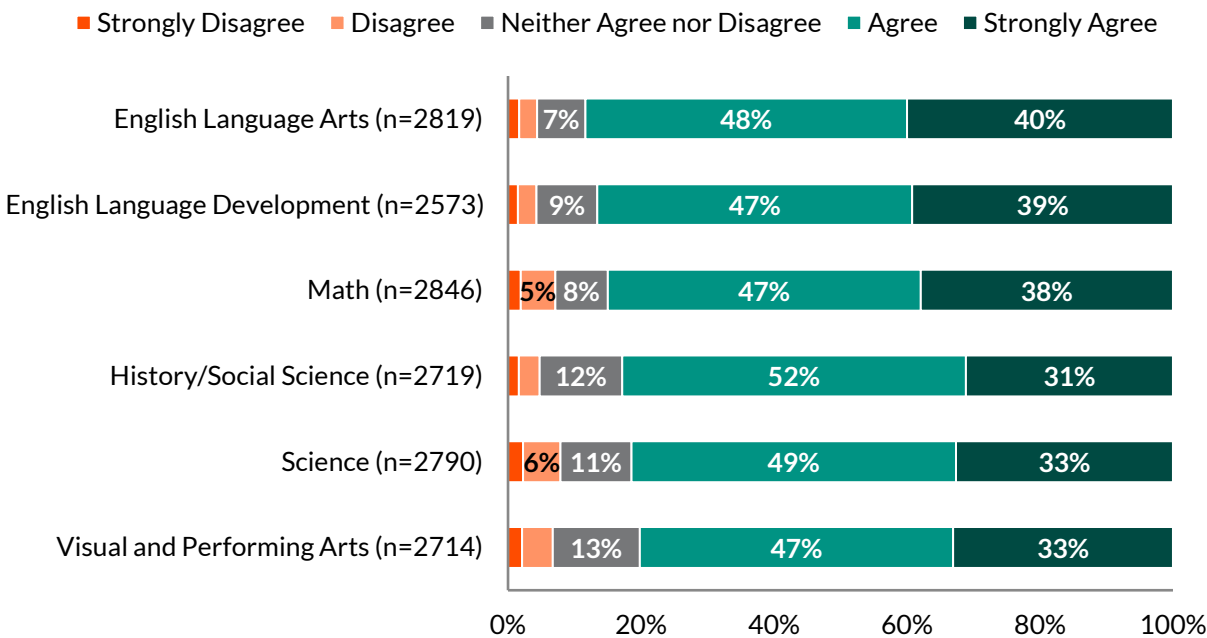
Please indicate to what extent you agree with the following statements.



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

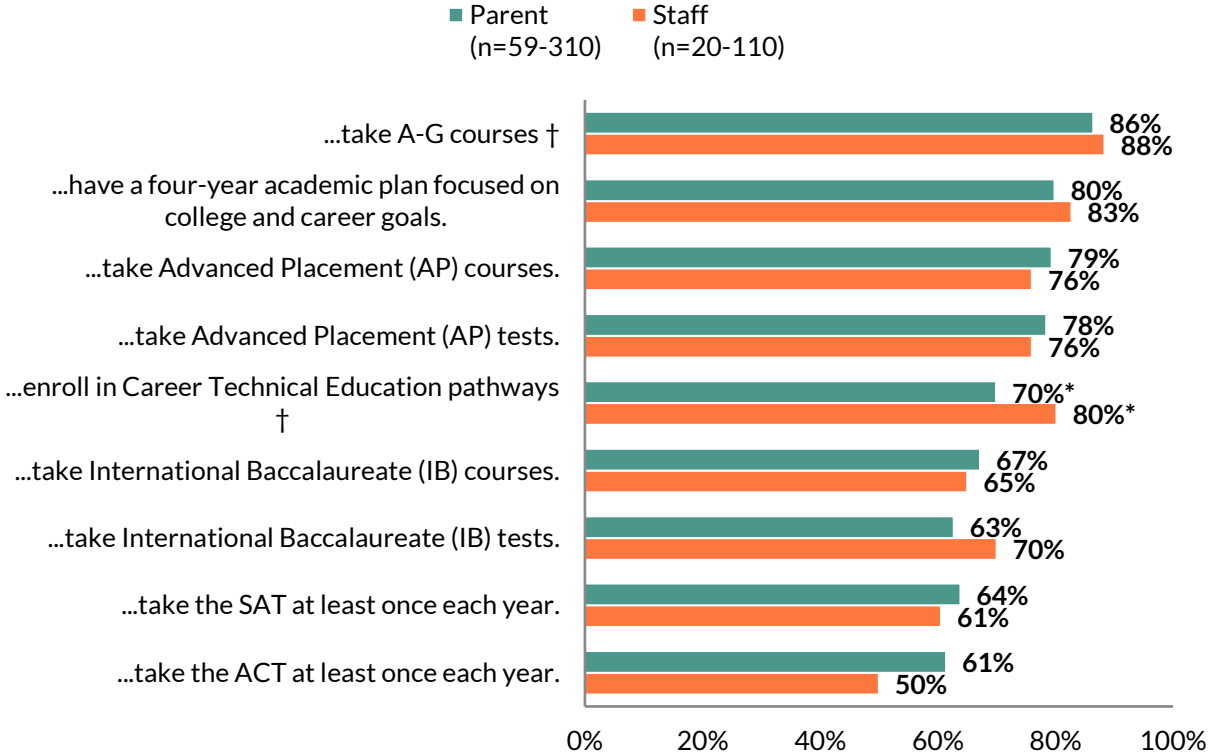
GOAL 2: STUDENT ACADEMIC SUCCESS

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 about [your/your child's] school. [I am/Students are] encouraged to...

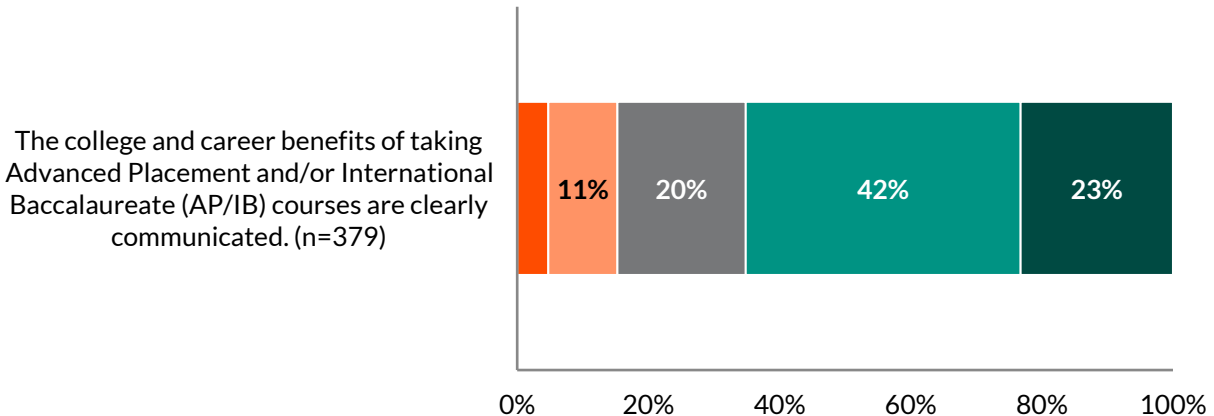
%Agree + %Strongly Agree



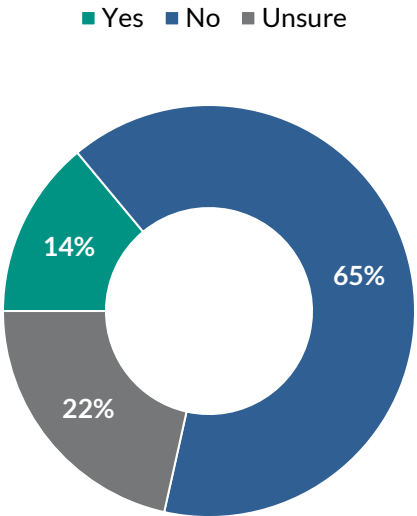
Note: An asterisk (*) indicates a statistically significant difference between participant groups. † indicates that item text has been truncated to fit the chart.

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

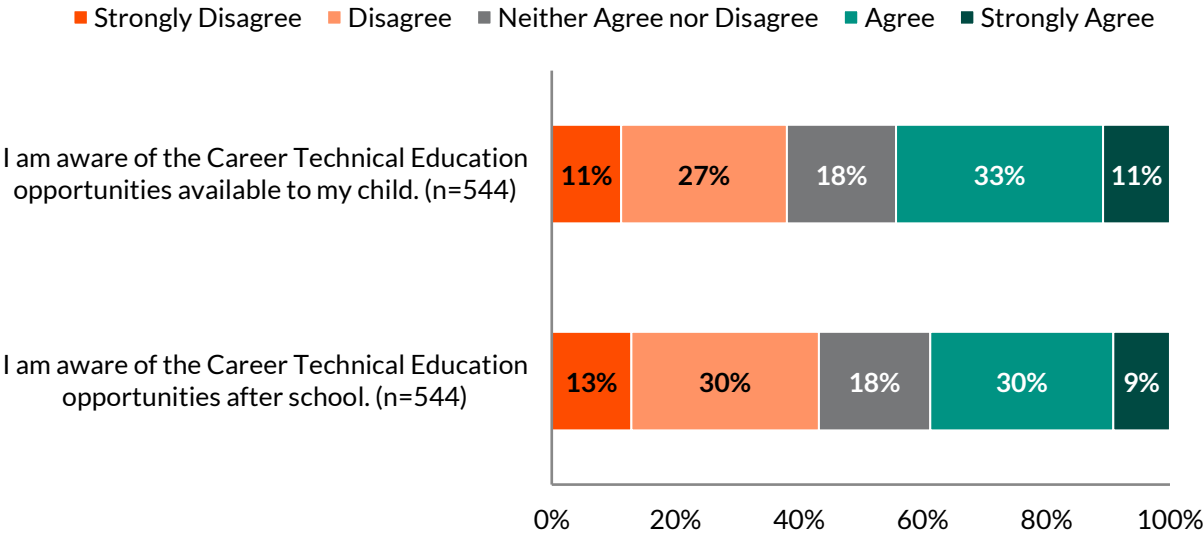


Does your child participate in a CTE Pathway? (n=623)



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

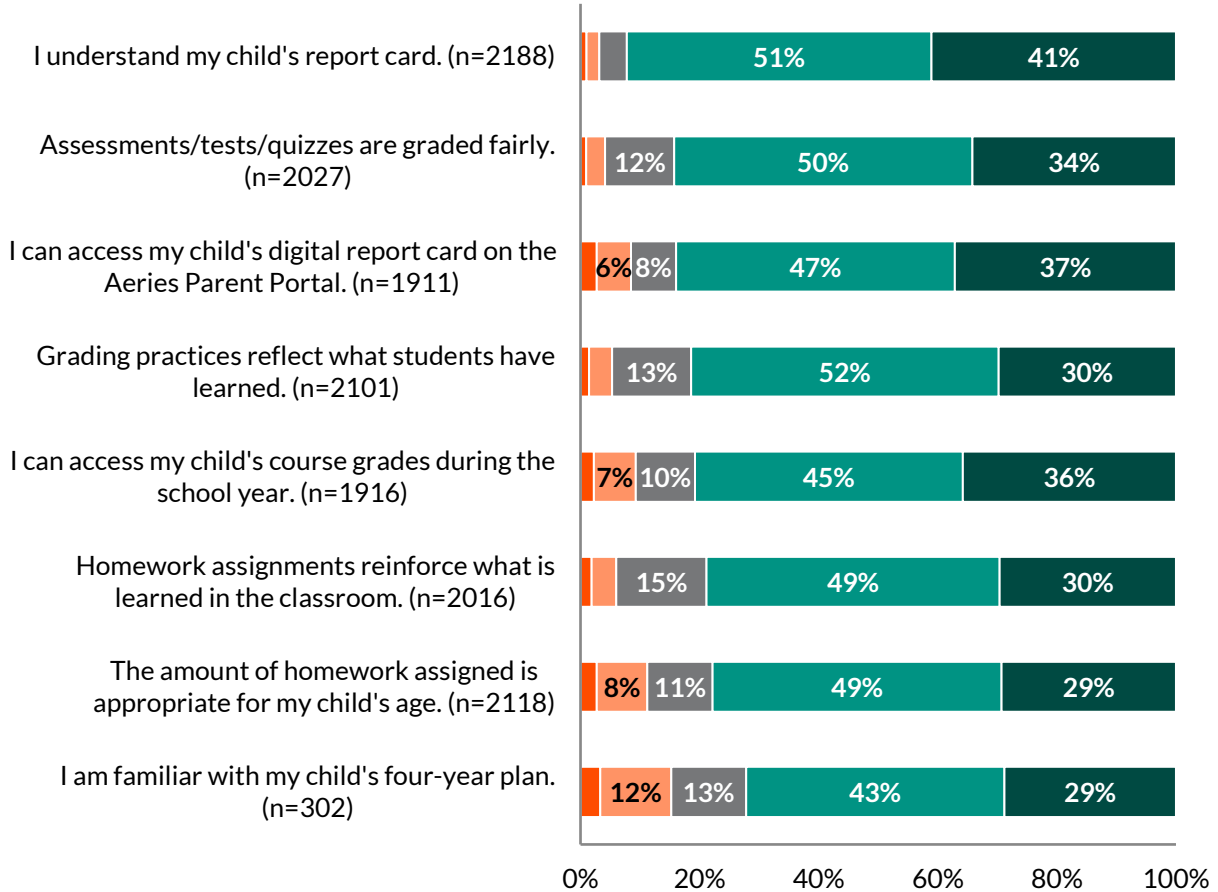
Please indicate to what extent you agree with the following statements.



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

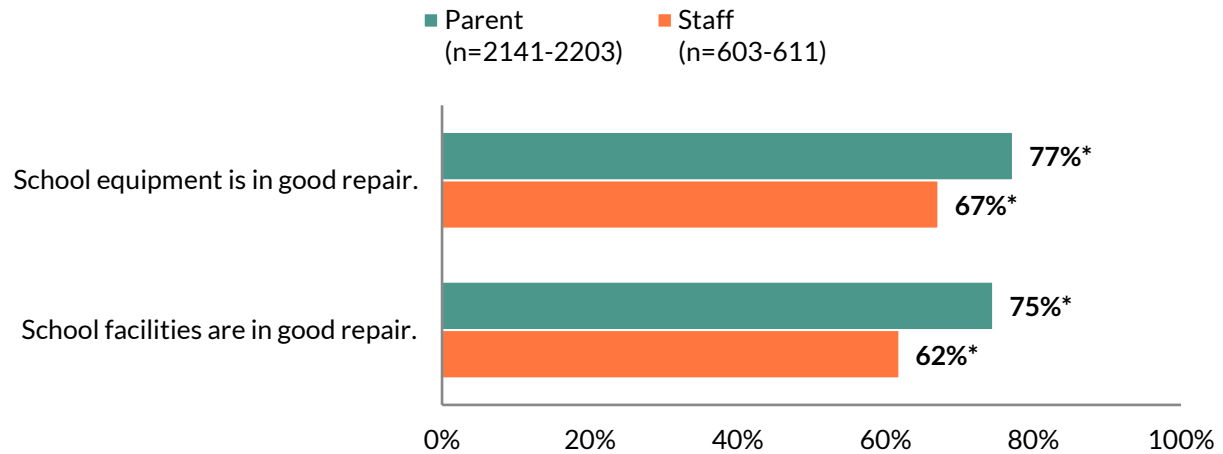


Note: Items in the chart above were displayed to parents only.

GOAL 3: CONDITIONS OF LEARNING

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

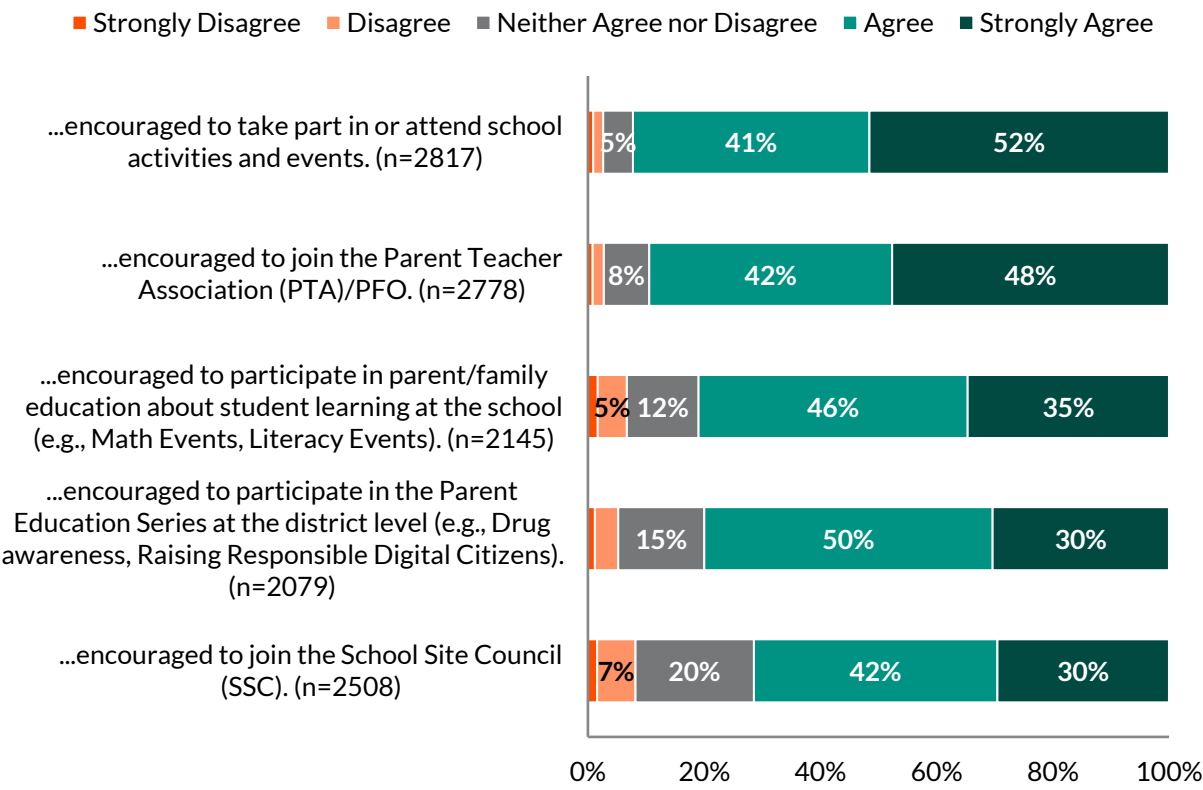
%Agree + %Strongly Agree



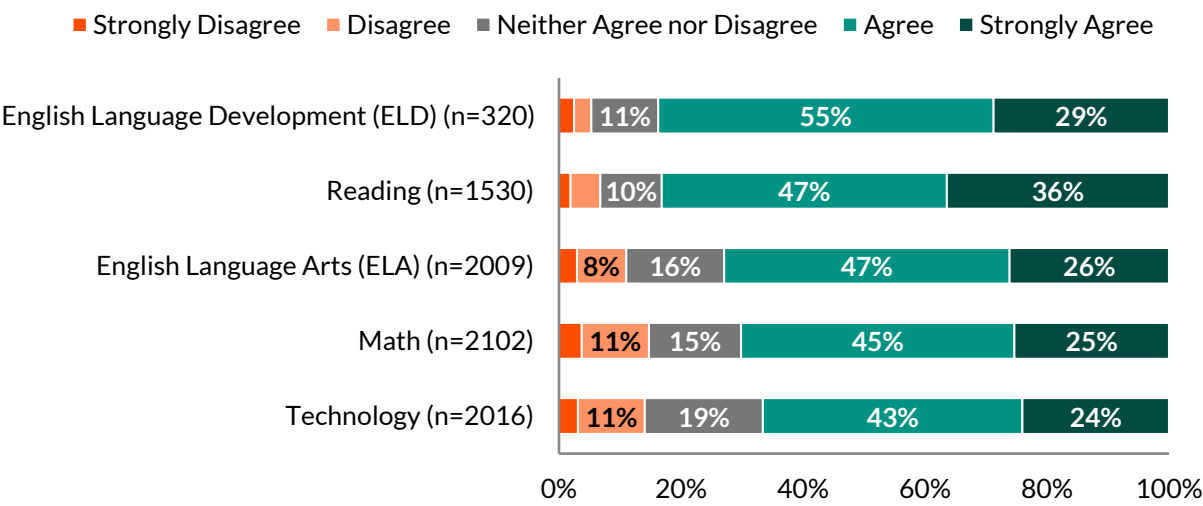
Note: An asterisk (*) indicates a statistically significant difference between participant groups.

GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT

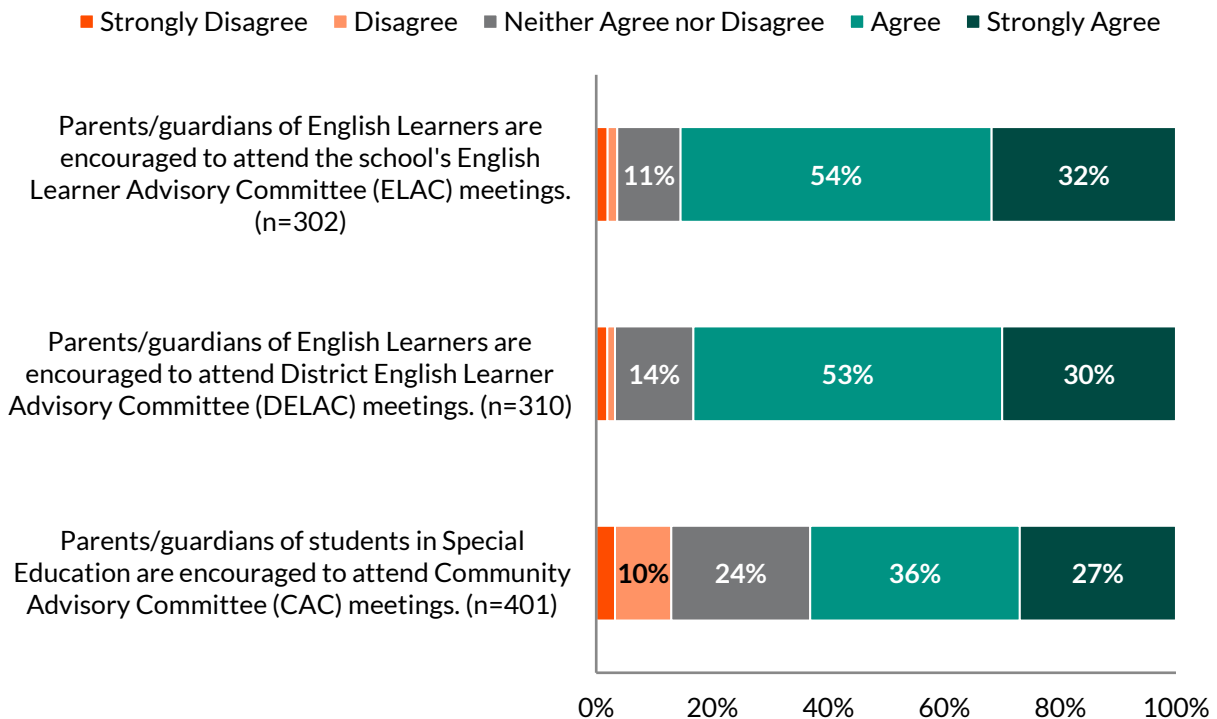
Please indicate to what extent you agree with the following statements about [your/your child's] school. [I am.../Parents/families are...]



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

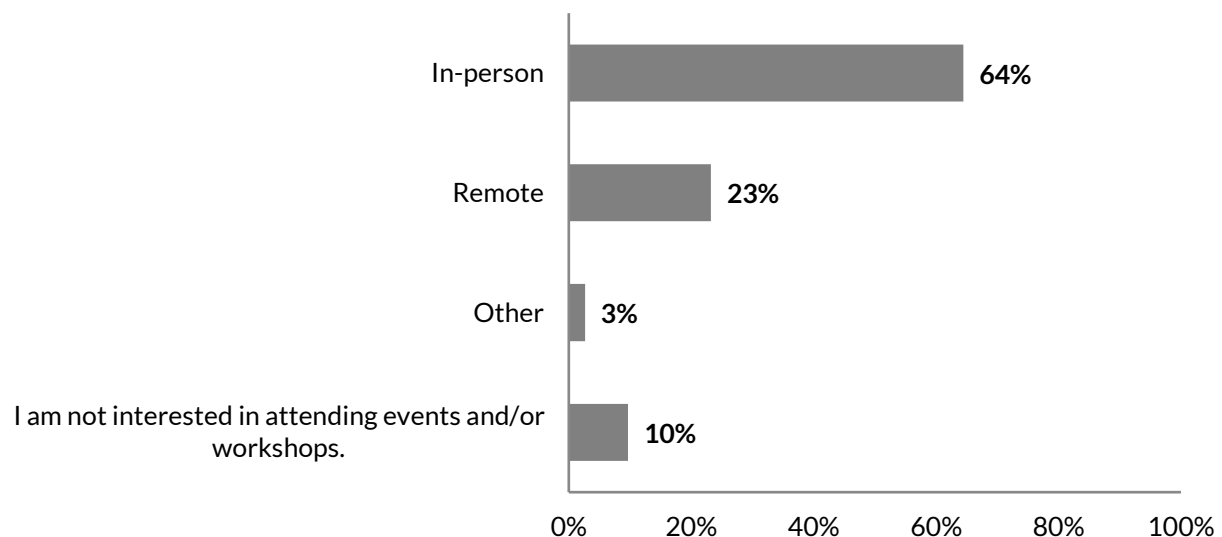


Please indicate to what extent you agree with the following statements.



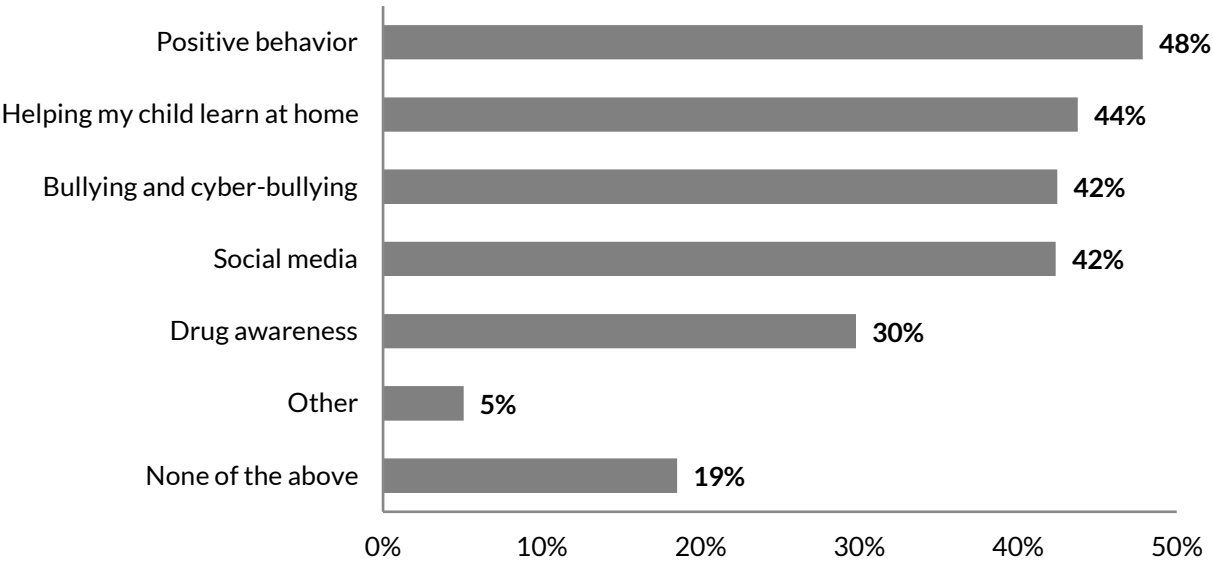
Note: The question above was displayed to parents of English Learning and Special Education students, site principals, site assistant principals, and Special Education staff only.

In which of the following ways would you prefer to participate in events and/or workshops? (n=2234)



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=2225)**

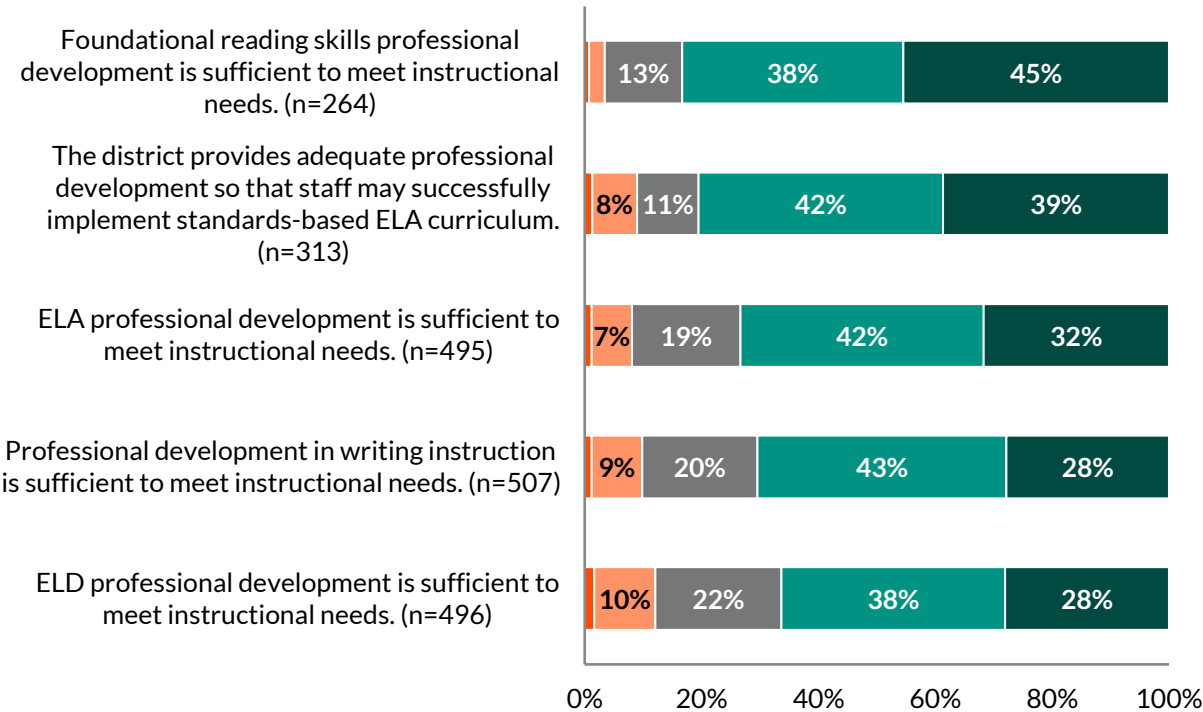


Note: Items in the chart above were displayed to parents only.

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

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

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

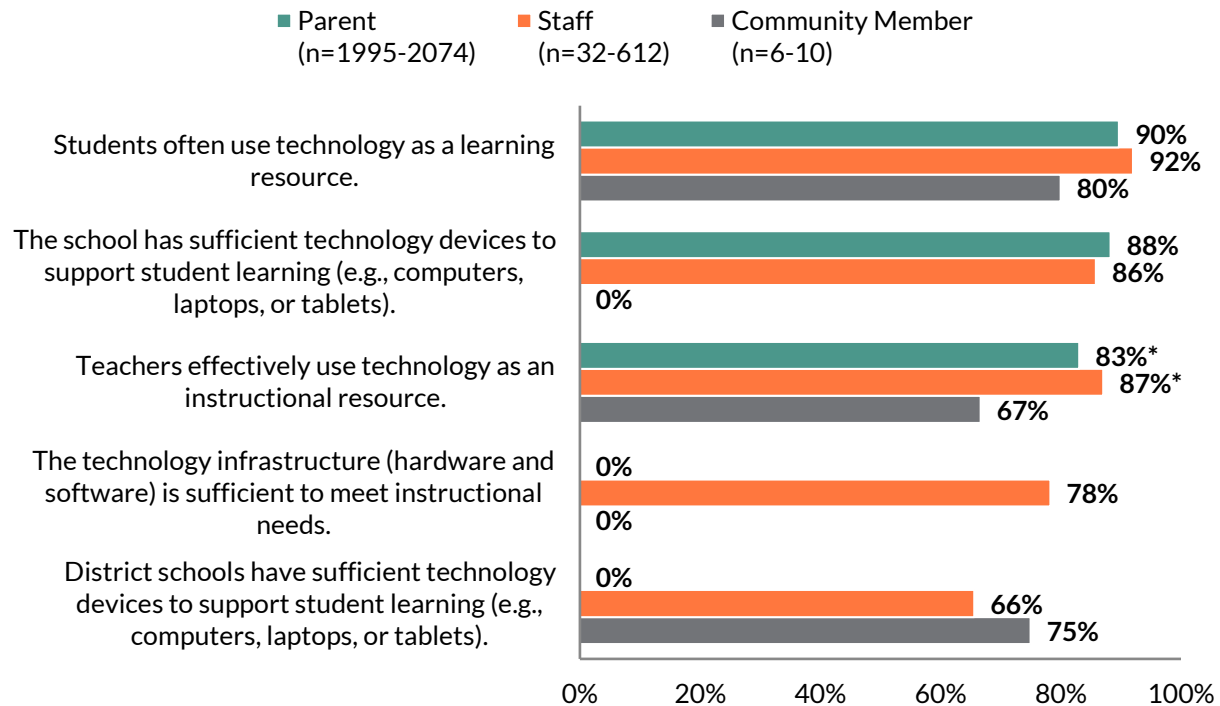


Note: The question above was displayed to staff only.

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.

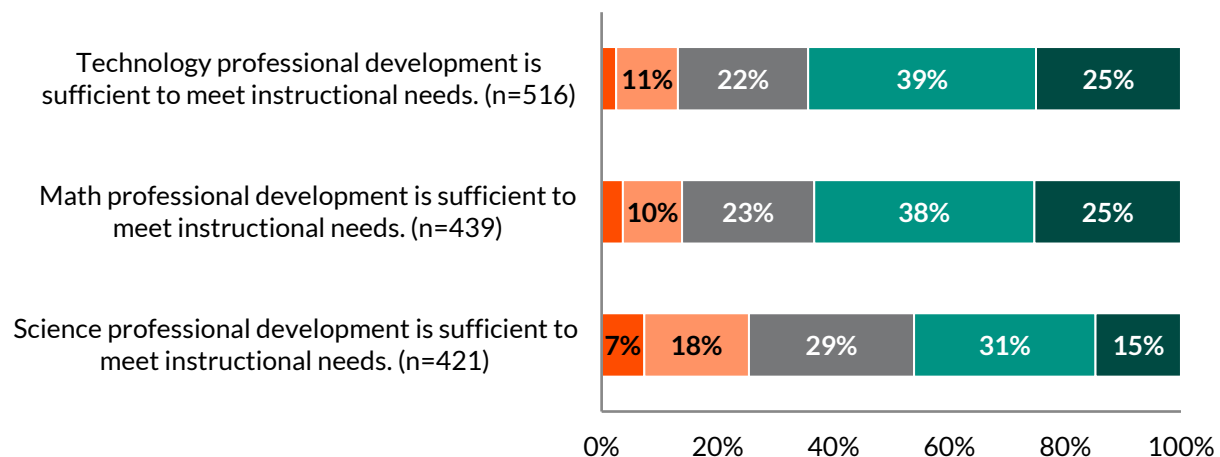
%Agree + %Strongly Agree



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.

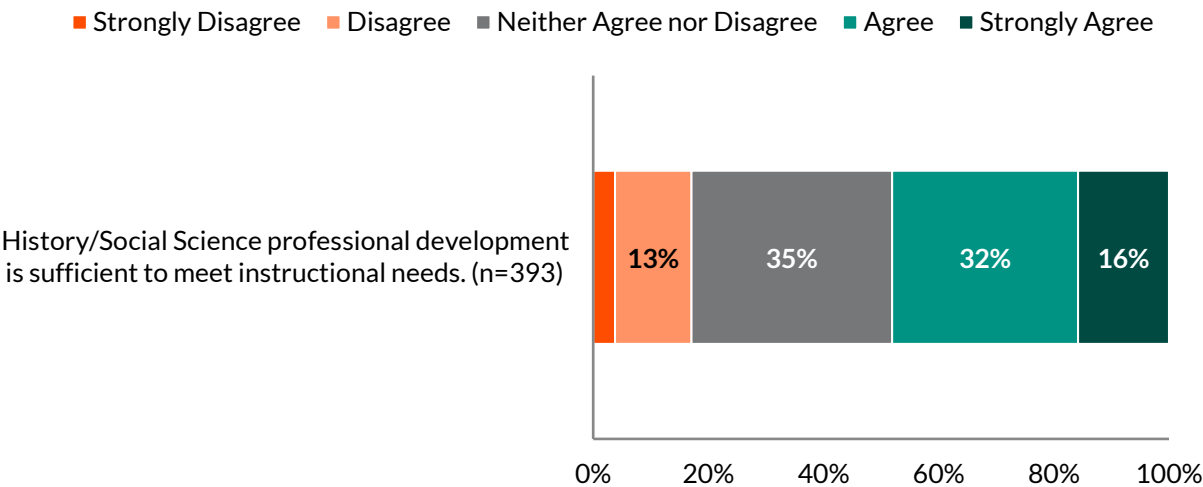
■ Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree ■ Agree ■ Strongly Agree



Note: The question above was displayed to staff.

OTHER COURSES (BROAD COURSE OF STUDY)

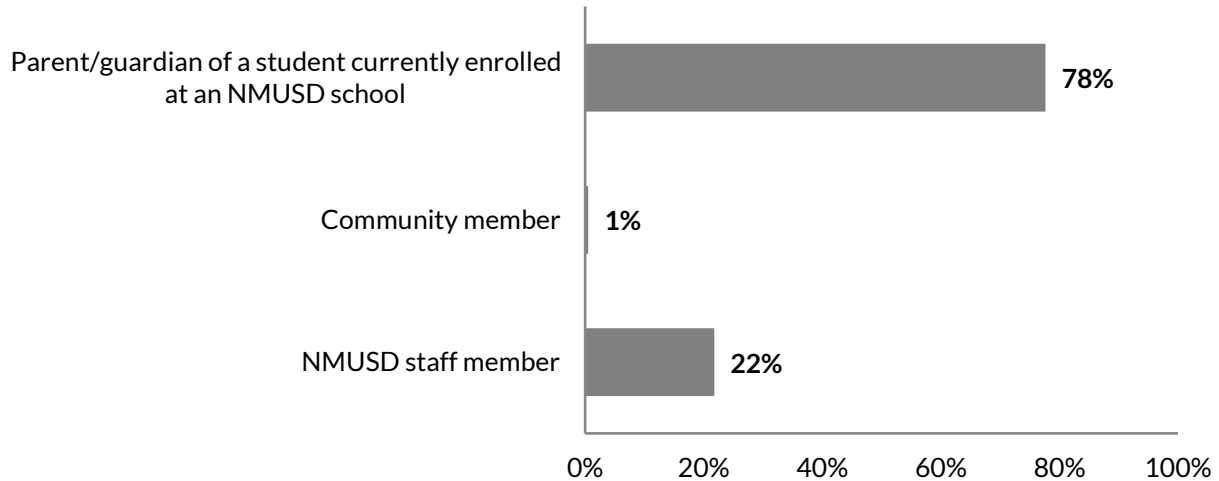
Please indicate to what extent you agree with the following statement about the district.



Note: The question above was displayed to staff only.

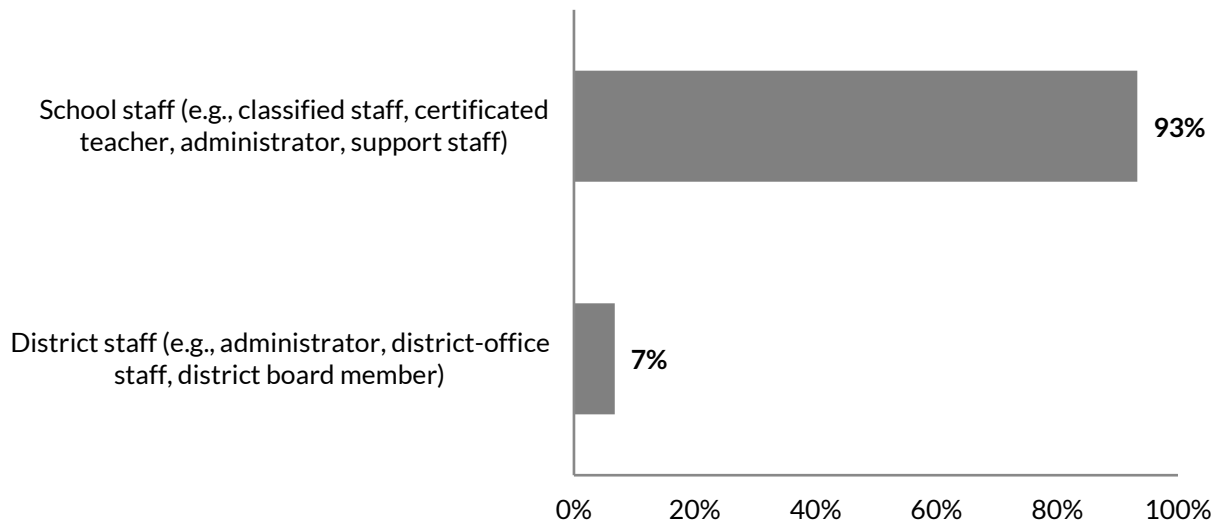
SECTION II: RESPONDENT CHARACTERISTICS

Which of the following best describes your relationship with NMUSD? (n=3202)

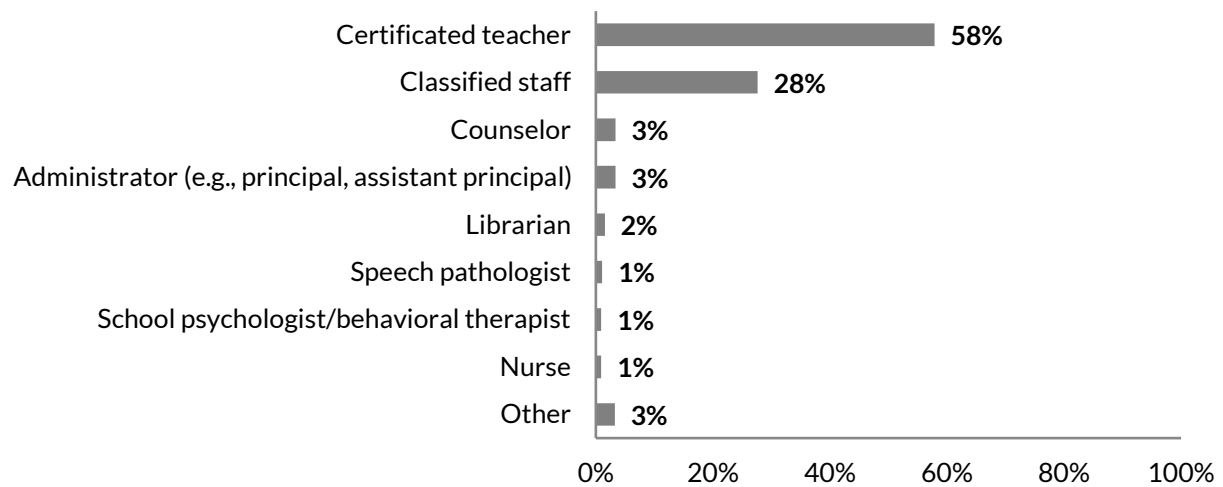


Note: Community member results should be interpreted with caution due to a sample size of n=20.

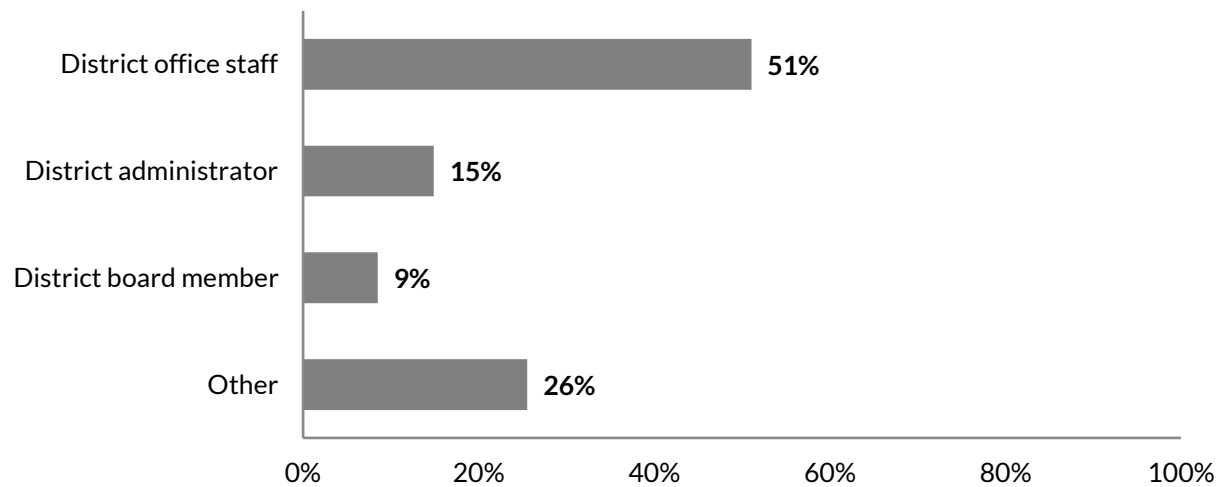
Which of the following best describes your role at NMUSD? (n=698)



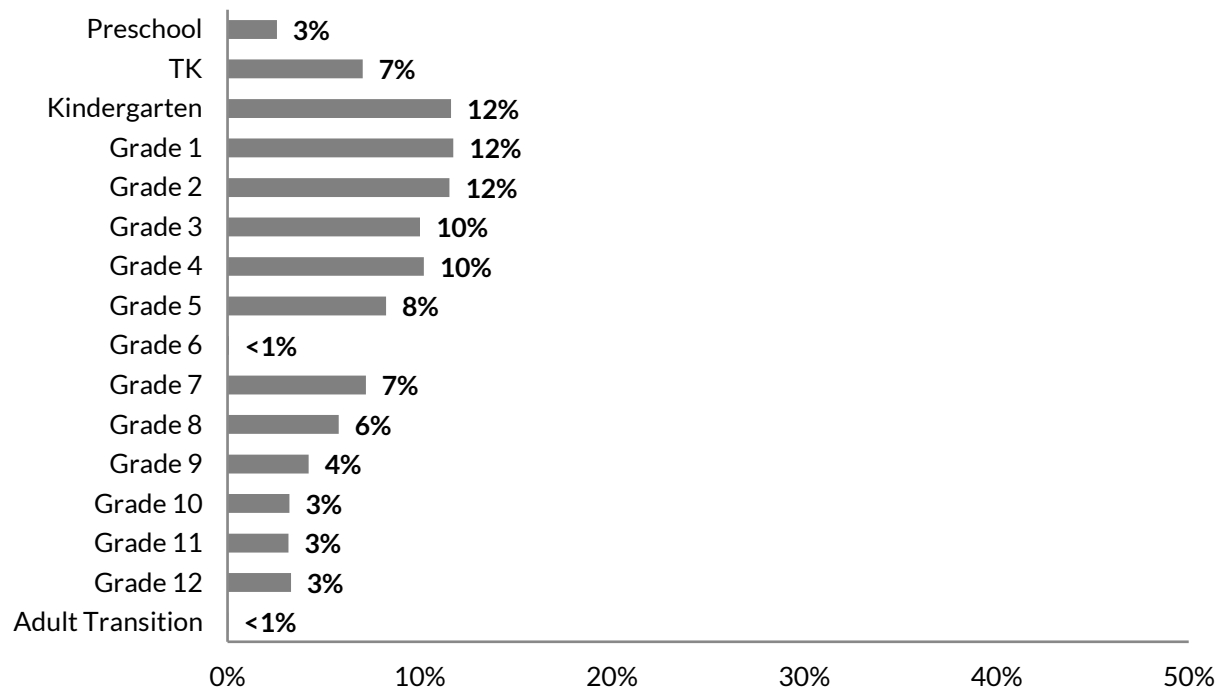
Which of the following options best describes your current role at your school? (n=651)



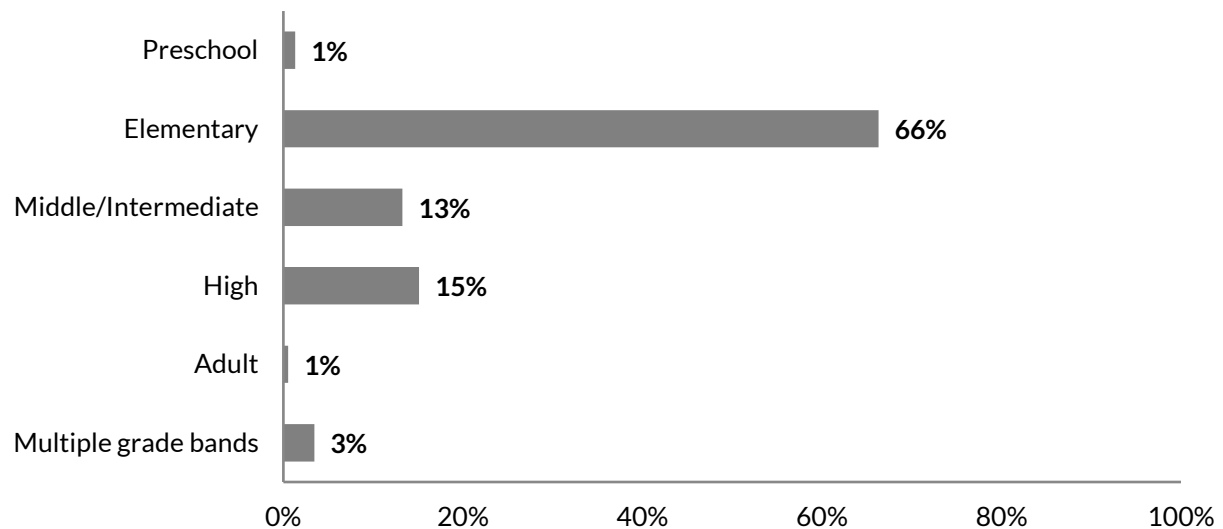
Which of the following options best describes your current role at NMUSD? (n=47)



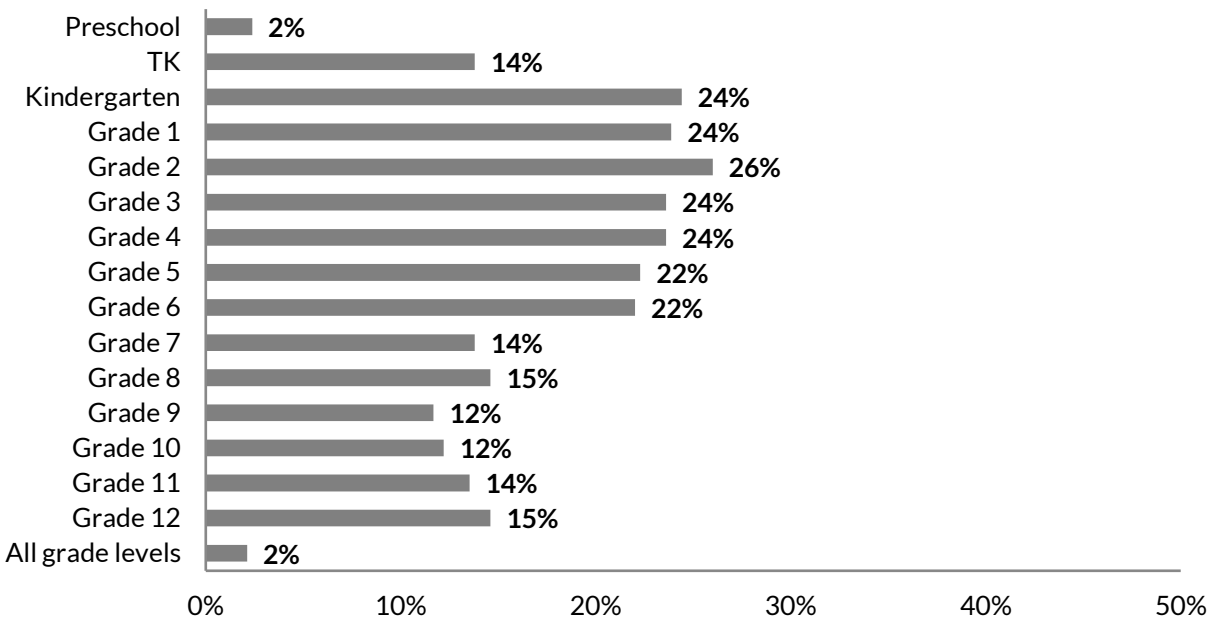
What is your child's current grade level? (n=2487)



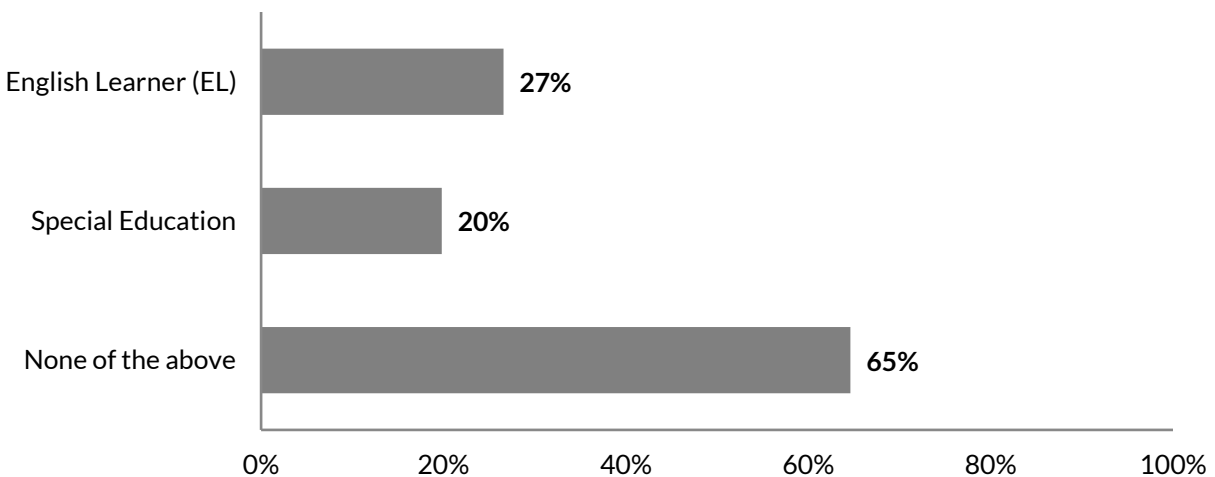
Which of the following grade bands do you primarily work with? (n=377)



What grade levels do you primarily work with? Please select all that apply. (n=377)



Does your child participate in/Do you currently work with any of the following programs/populations? Please select all that apply. (n=3138)



Schools and Programs

SCHOOL/BUILDING	N=3185
Newport Coast Elementary	6%
Corona del Mar High	5%
Sonora Elementary	5%
Mariners Elementary	5%
Eastbluff Elementary	5%
TeWinkle Middle	5%
California Elementary	5%
Ensign Intermediate	4%
Adams Elementary	3%
Davis Magnet School	3%
Andersen Elementary	3%
Woodland Elementary	3%
Newport Harbor High	3%
Corona del Mar Middle	3%
Harbor View Elementary	3%
Kaiser Elementary	3%
Newport Elementary	2%
Whittier Elementary	2%
Killybrook Elementary	2%
Victoria Elementary	2%
Wilson Elementary	2%
Costa Mesa High	2%
Pomona Elementary	2%
College Park Elementary	2%
Paularino Elementary	2%
Lincoln Elementary	2%
Estancia High	2%
Newport Heights Elementary	2%
Early College High	1%
Rea Elementary	1%
District office	1%
Costa Mesa Middle	1%
Monte Vista Independent Study School	1%
Sonora Preschool	1%
Pomona Preschool	1%
Harbor View Preschool	1%
Back Bay High	1%

SCHOOL/BUILDING	N=3185
Adams Preschool	1%
College Park Preschool	<1%
Davis Magnet Preschool	<1%
Newport Coast Preschool	<1%
Rea Preschool	<1%
Adult Transition - STEP	<1%
Killybrooke Preschool	<1%
Paularino Preschool	<1%
Newport Elementary Preschool	<1%
Wilson Preschool	<1%
Lindbergh - Special Education Department	<1%
BESST	<1%
Whittier Preschool	<1%
Harper	<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



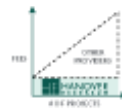
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Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



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