



2025-2026 LCAP SURVEY ANALYSIS

Prepared for Newport-Mesa Unified School District

May 2026

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INTRODUCTION

This document summarizes the results of the 2025-26 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 2025-26 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 2025-26 LCAP Survey and identifies statistically significant differences between respondent groups. It also included verbatim open-ended responses.

In total, 4,187 respondents completed the survey in 2025-26 after data cleaning. Additional information on respondent characteristics is presented at the end of this report.

RECOMMENDATIONS

- ❖ **Strengthen two-way communication to reinforce trust and engagement:** Survey results indicate that a majority of parents and staff feel NMUSD values their input through the annual LCAP survey; however, staff report significantly lower agreement than parents. To reinforce trust and sustain participation, district leaders may consider strengthening two-way communication about how survey feedback is used to inform decisions at both the district and site levels. For example, NMUSD could more consistently share follow-up updates that highlight key actions taken in response to staff and parent input. Making feedback loops more visible, particularly for staff, may help close perception gaps and further signal the district's commitment to collaborative, data-driven improvement. To enhance two-way communication, NMUSD may consult the *Benchmarking District Communication Strategies* and *Benchmarking District Communication Plans* reports for strategies, best practices, and innovative approaches.
- ❖ **Promote consistent, developmentally responsive approaches to student behavior and campus safety:** While most parents and staff agree that NMUSD schools handle student behavior in ways that keep campuses safe, staff report notably lower agreement than parents regarding consistency in behavior practices. District leaders may consider reviewing and reinforcing shared expectations for behavior support across sites, with particular attention to staff perspectives. Providing opportunities for cross-site dialogue and sharing effective approaches may help strengthen consistency while maintaining the positive learning environments already reported by many respondents. Aligning behavior practices across grade spans can support student wellness and safety while ensuring staff feel supported in implementation. Hanover can assist NMUSD in understanding disparities and trends by conducting a quantitative analysis of common discipline measures to identify disparities and variations in incidents, suspensions, and expulsions across different sites, grade levels, and student demographics.
- ❖ **Differentiate family engagement strategies to better meet the needs of secondary families:** Family engagement is a clear strength at the elementary level; however, survey results show lower agreement levels among middle/intermediate and high school parents, particularly around communication and support for learning in ELA and mathematics. NMUSD may consider tailoring family engagement strategies by school level to ensure communication approaches and learning supports reflect families' evolving needs as students progress to upper grades. For instance, schools could place greater emphasis on clear guidance around curriculum expectations, academic resources, and ways families can support learning as content becomes more complex. Differentiated strategies may help sustain family engagement and promote equitable access to support across grade levels. The *Best Practices for Family Engagement* report provides several strategies and frameworks that support success partnerships with families.
- ❖ **Differentiate parent education and learning supports based on family needs and preferences:** Survey findings highlight both strong family engagement and opportunities to better align parent learning supports with expressed interests—particularly across school levels. While most parents agree that schools provide resources to support learning,

agreement declines among middle/intermediate and high school parents, especially regarding support in ELA and mathematics. At the same time, parents report strong interest in in-person learning opportunities, with topic preferences varying by grade span (e.g., helping students learn at the elementary level, social media at the middle level, and artificial intelligence at the high school level). NMUSD may consider differentiating parent education offerings by school level and aligning topics to families' stated interests and developmental needs. Targeted, grade-specific offerings may strengthen families' capacity to support student learning and sustain engagement as academic expectations increase.

KEY FINDINGS



SECTION 1: SURVEY PARTICIPATION

Overall, respondents generally feel that the district values their input. Sixty-eight percent of parents and staff indicate that they feel NMUSD truly values their input and encourages idea-sharing through the annual LCAP survey.

A significantly lower share of staff (59%) feel that their input is valued through the survey, compared to parents (72%).



SECTION 2: STUDENT WELLNESS & SAFETY

Parents and staff report positive perceptions regarding measures of student wellness and safety. Over four-fifths of respondents agree that they know exactly what district schools expect regarding attendance and being on time (94%), that schools provide the right environment to help students feel successful and behave well (83%), and that parents are comfortable contacting their schools about problems with their students (83%). Over two-thirds agree that district schools handle student behavior in a consistent way that keeps campuses safe (72%), although agreement levels vary significantly between parents (76%) and staff (59%).

Respondents consider NMUSD schools to be in good repair. Over four-fifths of parents and staff agree that school buildings and classrooms are clean and well-maintained. While still positive, high school respondents report the lowest levels of agreement regarding their schools' physical environment (elementary: 85%, middle/intermediate: 80%, high: 70%).



SECTION 3: STUDENT ACADEMICS & COLLEGE/CAREER PREPARATION

Measures of college and career preparation among high school parents and staff are strong. Approximately four-fifths or more of respondents agree that schools encourage students to take classes required to get into a four-year college (90%), promote Advanced Placement (AP) classes as a way for students to get a head start toward college goals (87%), and encourage students to complete AP exams by taking the subject tests for college credit (84%), among other strengths.

Parents report positive perceptions of aspects related to students' homework and grades. Over four-fifths of parents agree that report cards give a clear picture of student progress (86%), that they can easily check their student's grades at any time (85%), and that the amount of homework is manageable and allows for a good balance between school and home life (81%). Approximately three-quarters agree that homework assignments help students practice and better understand their school lessons (75%) and that it is easy to log in and view report cards on the Aeries Parent Portal (74%).

Sixty-eight percent of parents indicate that their student participates in a CTE pathway. An additional sixteen percent report that they are unsure.



SECTION 4: FAMILY & COMMUNITY ENGAGEMENT

Parents report positive perceptions of family engagement overall, while also identifying a few areas for growth. Parents most agree that they receive clear and timely updates from schools about events (92%), that they feel welcome (89%), and that they feel comfortable discussing their student's academic progress and needs with teachers (89%). Parents least agree that their student's teachers (70%) or the school (70%) communicate with them when their students are doing well.

Perceptions of family engagement are consistently strongest among elementary school parents and decline among middle/intermediate and high school parents. The largest gaps between elementary and secondary school levels pertain to communication when students are doing well.

Overall results suggest that NMUSD schools do well in encouraging parent involvement. Over four-fifths of parents agree that they are encouraged to take part in or attend school activities or events (91%) and to join and participate in the Parent Teacher Association (87%). Just under three-quarters agree that they are encouraged to participate in the School Site Council (71%).

Parents indicate that NMUSD schools are effective in helping families support student learning. Most parents agree that schools provide information, resources, training, and assistance needed to support student progress in learning English (88%). Additionally, parents largely feel encouraged to attend school events that help them understand what students are learning and what can be done to help (83%).

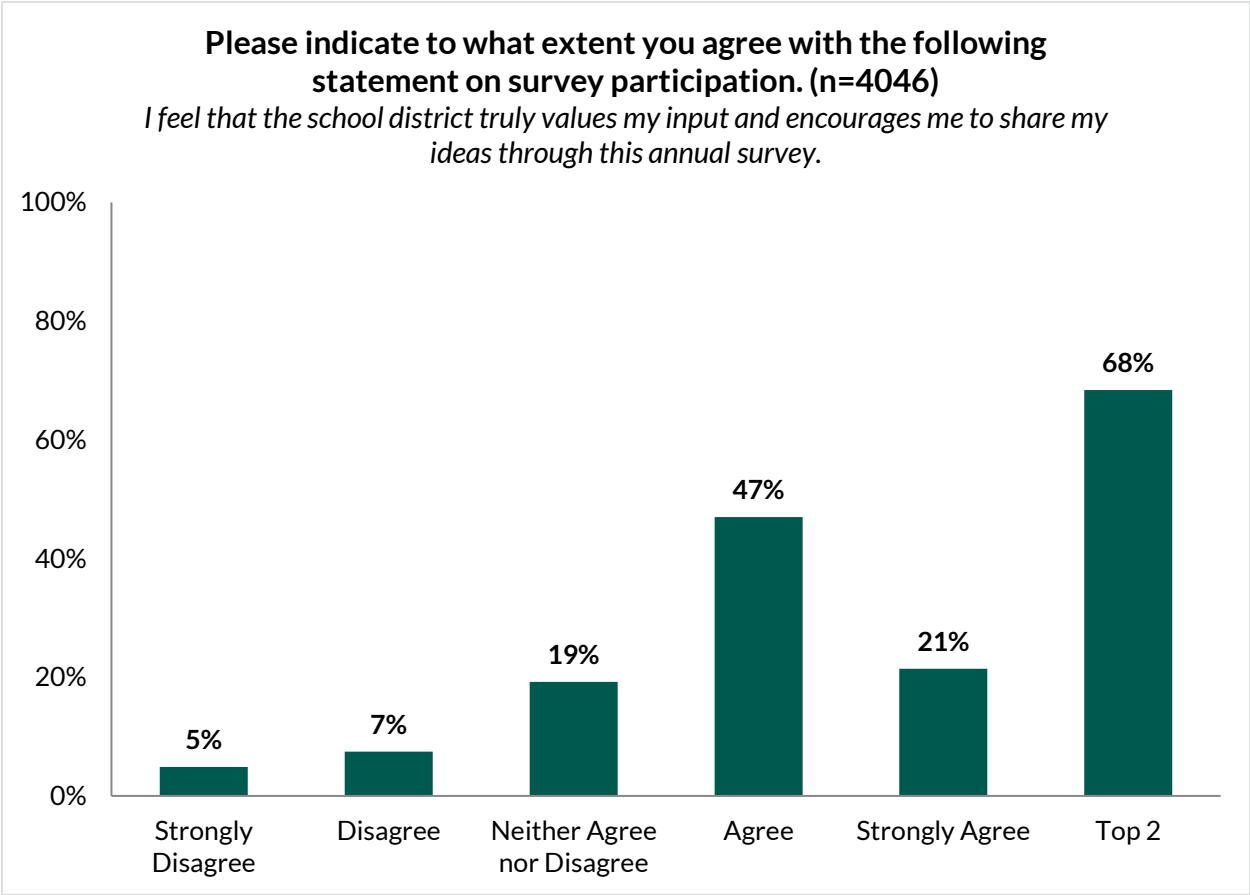
Over two-thirds of parents indicate that they receive adequate support in helping their students succeed in reading and writing (75%), as well as mathematics (71%). However, agreement levels are lower among middle and high school parents. For example, only 57% of high school parents agree that they receive adequate support in ELA and math, compared to over three-quarters of elementary school parents. However, this may reflect the increasing complexity of content in the upper grades.

Perceptions of family engagement in supporting special student populations are positive. Almost ninety percent of relevant parents and staff agree that parents of English Learners are encouraged to attend English Learner Advisory Committee (ELAC) meetings (89%). Seventy percent agree that parents of students in Special Education are encouraged to attend Community Advisory Committee (CAC) meetings (a 7% increase compared to last year).

Parents demonstrate interest in a variety of in-person offerings to support their students. Parent respondents largely prefer in-person events and workshops (65%), and their primary topic interests include helping their students learn (47%), social media (38%), and artificial intelligence (35%). **Preferences also vary by school level.** Slightly more middle (28%) and high school (26%) parents prefer remote offerings. Elementary school parents prioritize helping their students learn (53%), middle/intermediate parents prioritize social media (44%), and high school parents prioritize AI (43%).

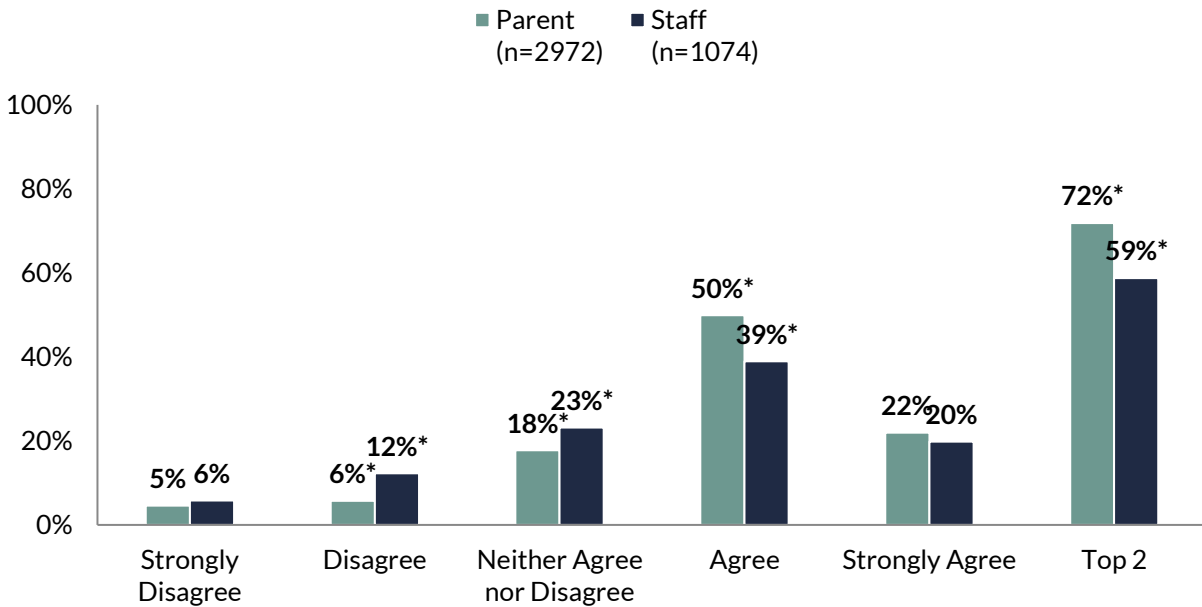
SECTION I: SUPPORTING FIGURES BY LCAP SURVEY SECTION

SECTION 1: SURVEY PARTICIPATION



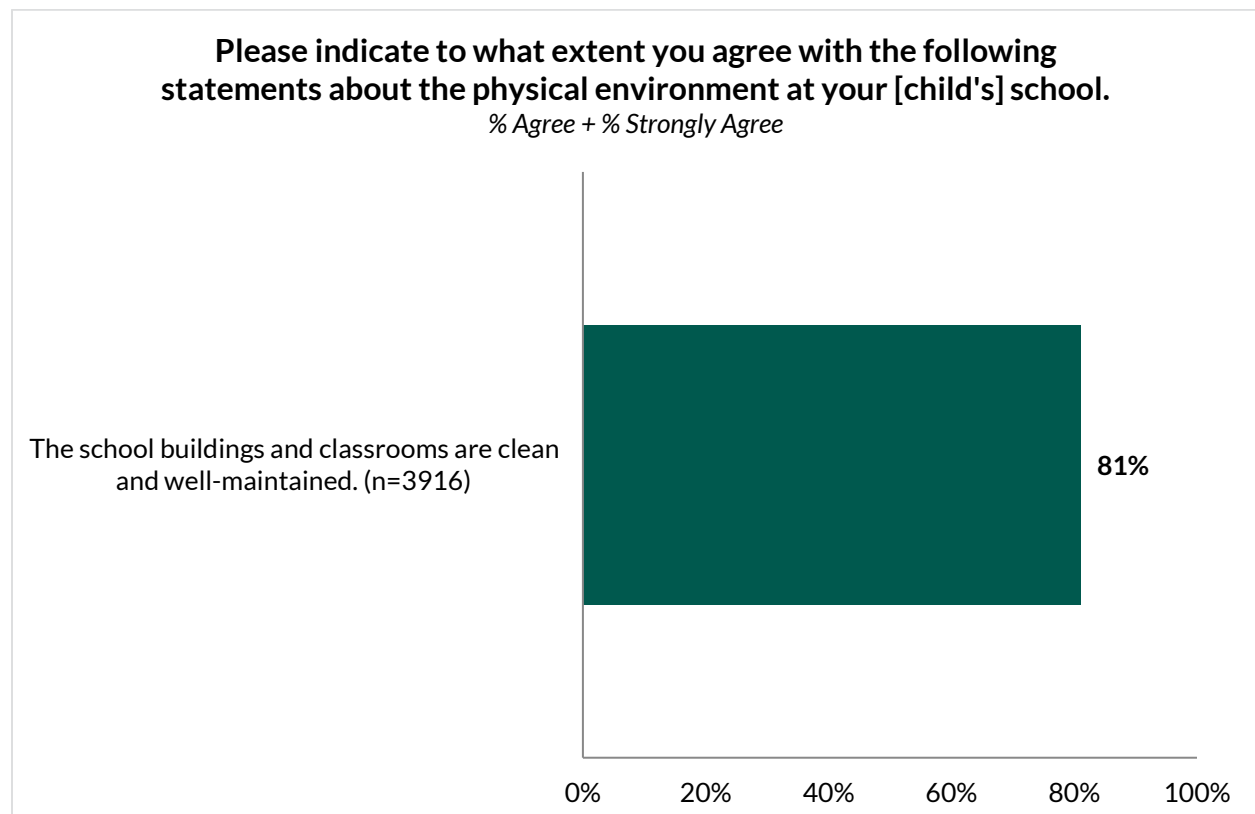
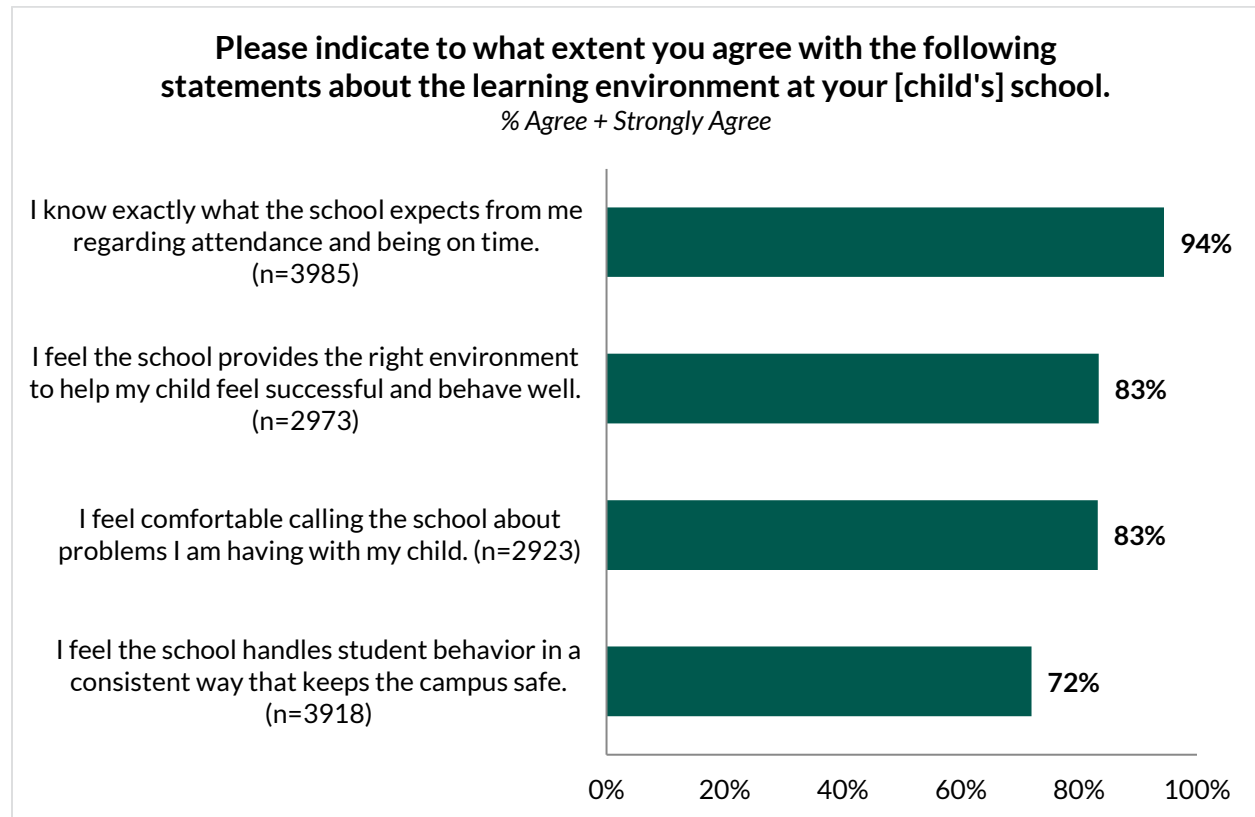
Please indicate to what extent you agree with the following statement on survey participation.

I feel that the school district truly values my input and encourages me to share my ideas through this annual survey.



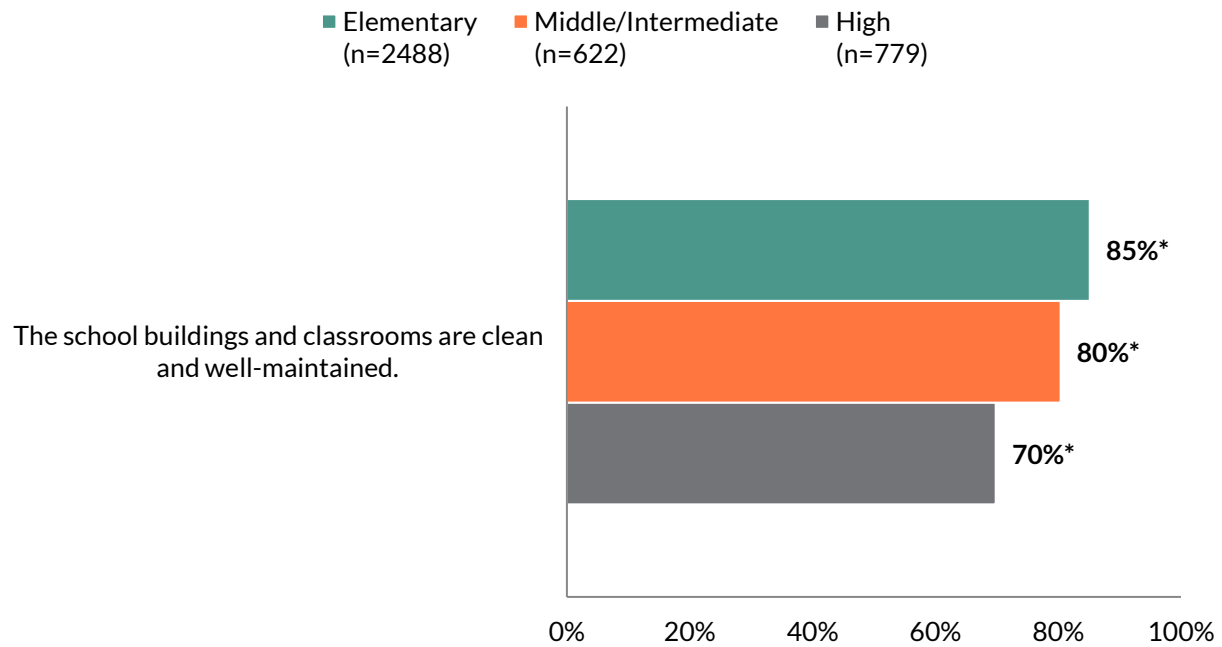
Note: * indicates statistically significant differences between groups at the 95% level.

SECTION 2: STUDENT WELLNESS & SAFETY



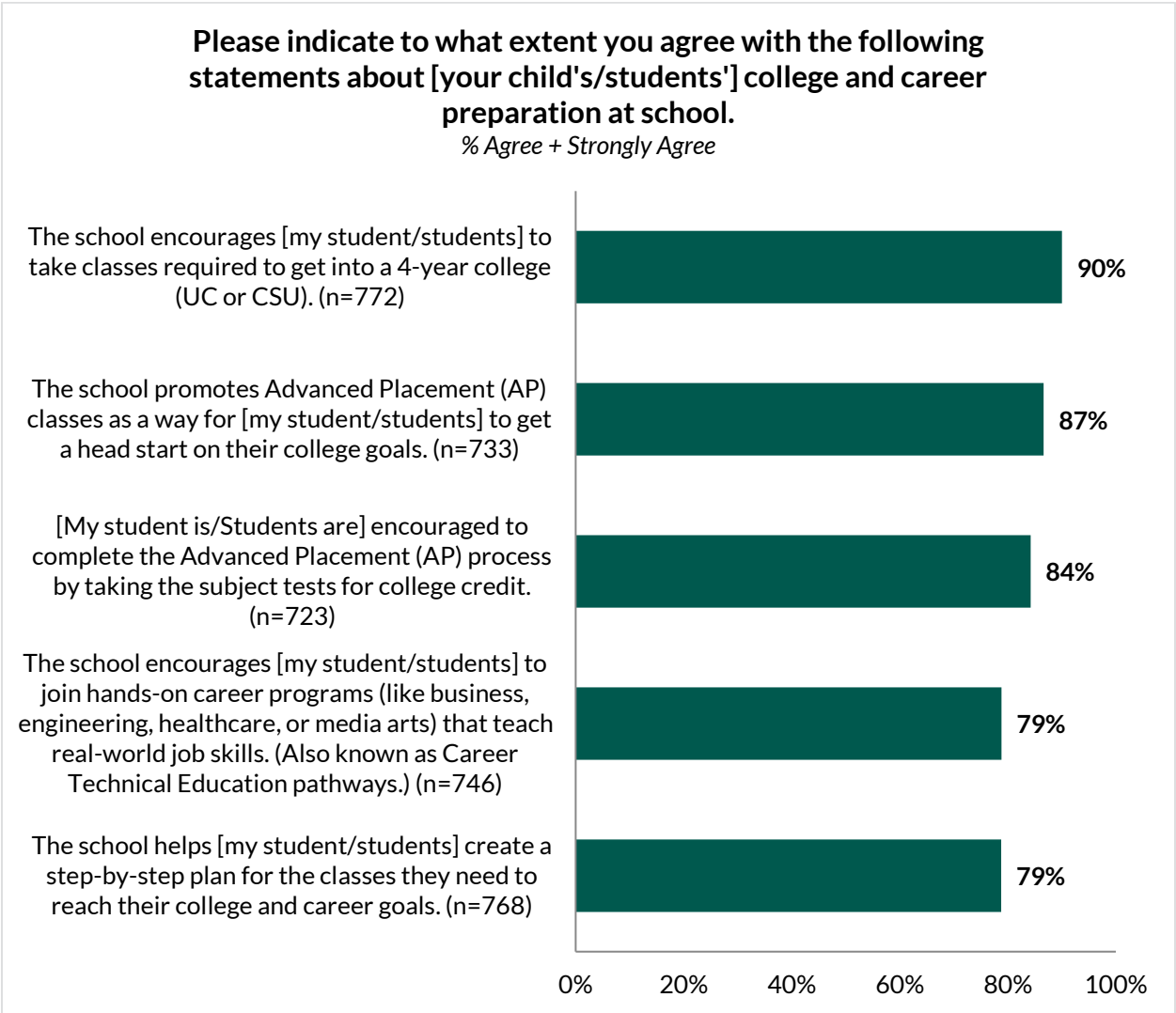
Please indicate to what extent you agree with the following statements about the physical environment at your [child's] school.

% Agree + % Strongly Agree



Note: * indicates statistically significant differences between groups at the 95% level.

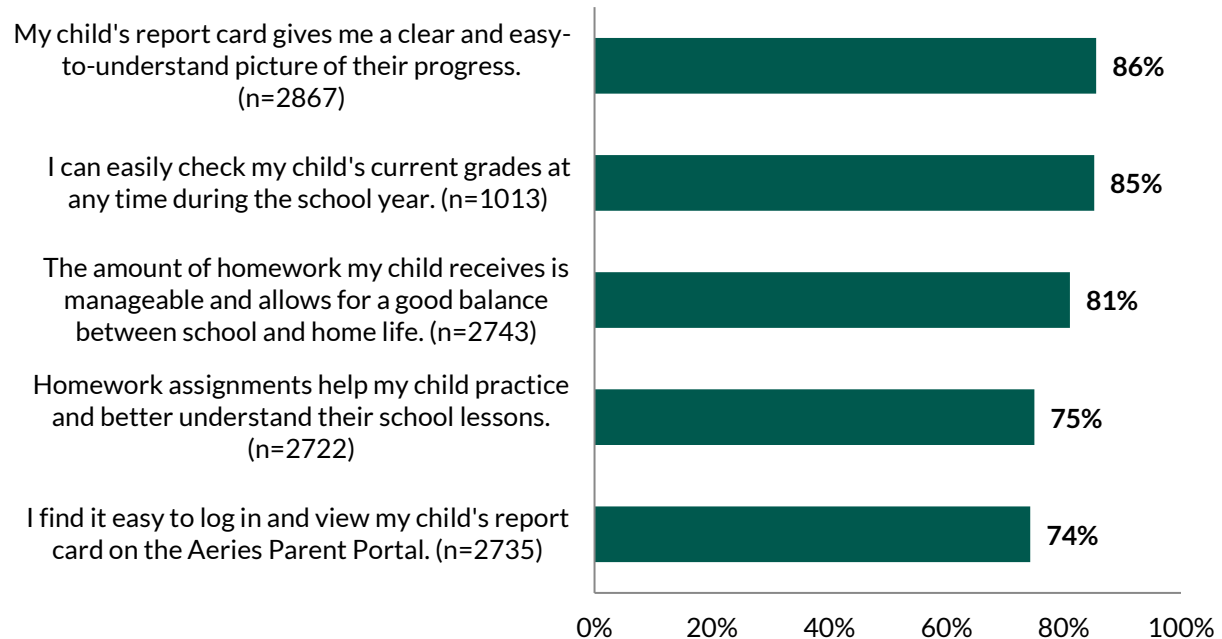
SECTION 3: STUDENT ACADEMICS & COLLEGE/CAREER PREPARATION



Note: This question was only displayed to high school parents and staff.

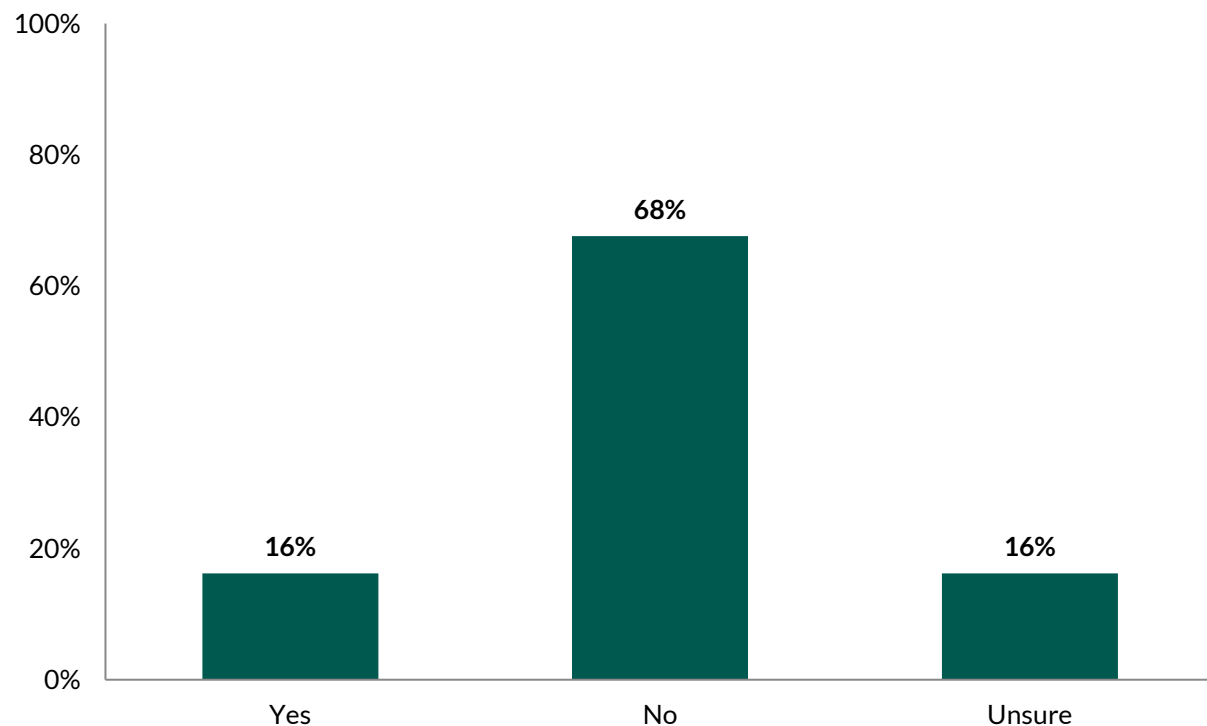
Please indicate to what extent you agree with the following statements about your child's homework and grades.

% Agree + Strongly Agree



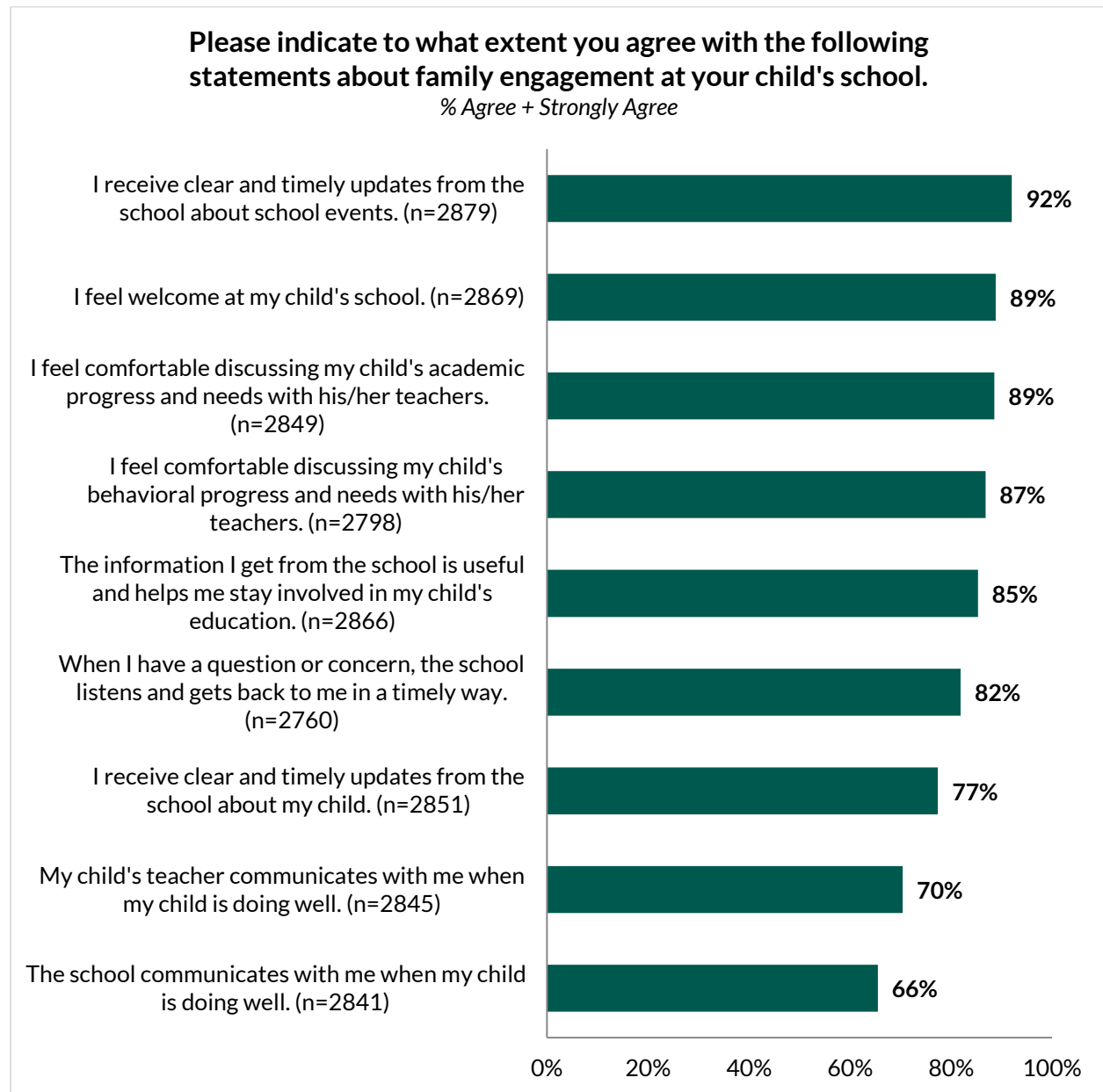
Note: This question was only displayed to parents.

Does your child participate in a CTE Pathway? (n=1025)



Note: This question was only displayed to parents with students in grades 7 and above.

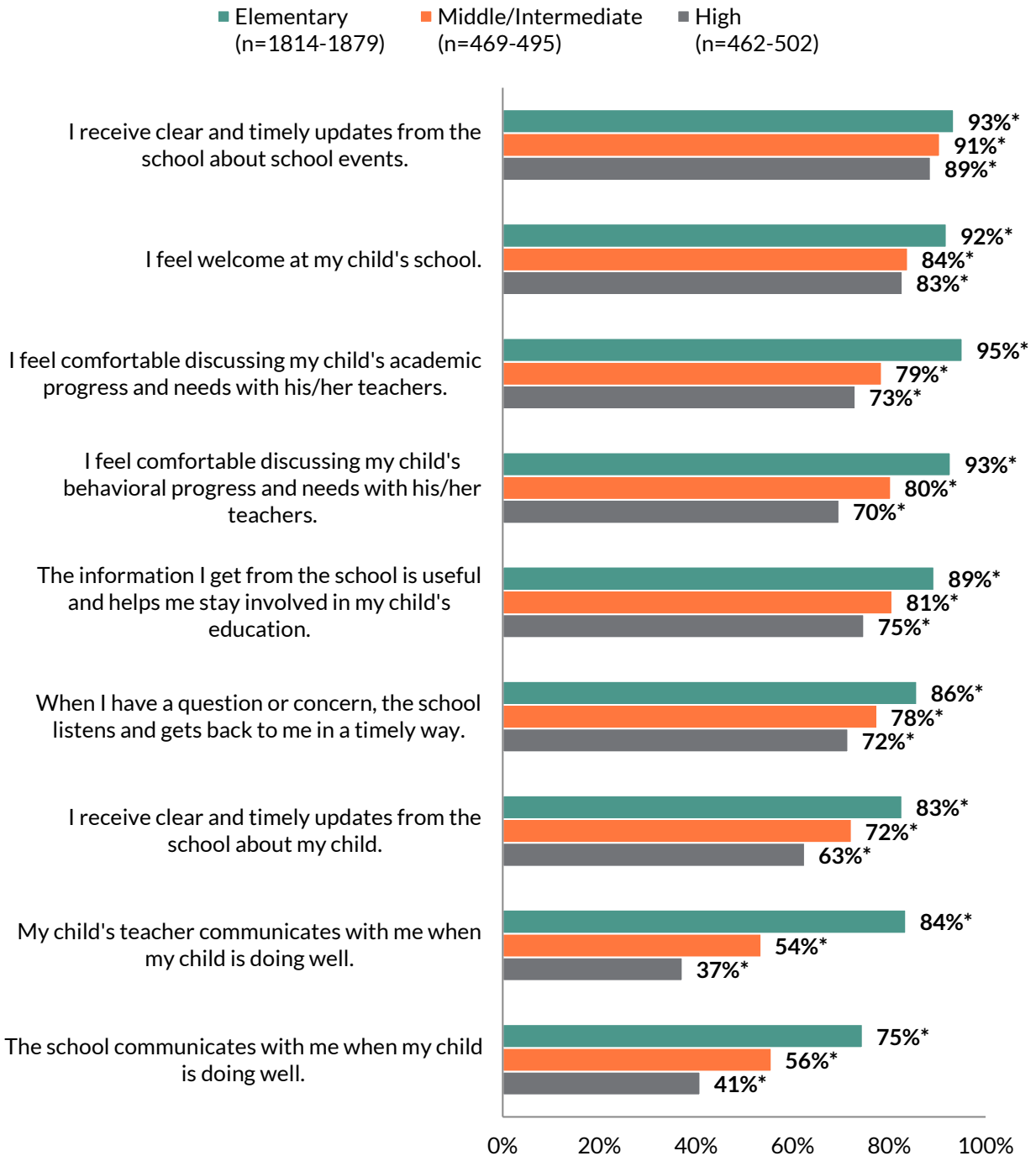
SECTION 4: FAMILY & COMMUNITY ENGAGEMENT



Note: This question was only displayed to parents.

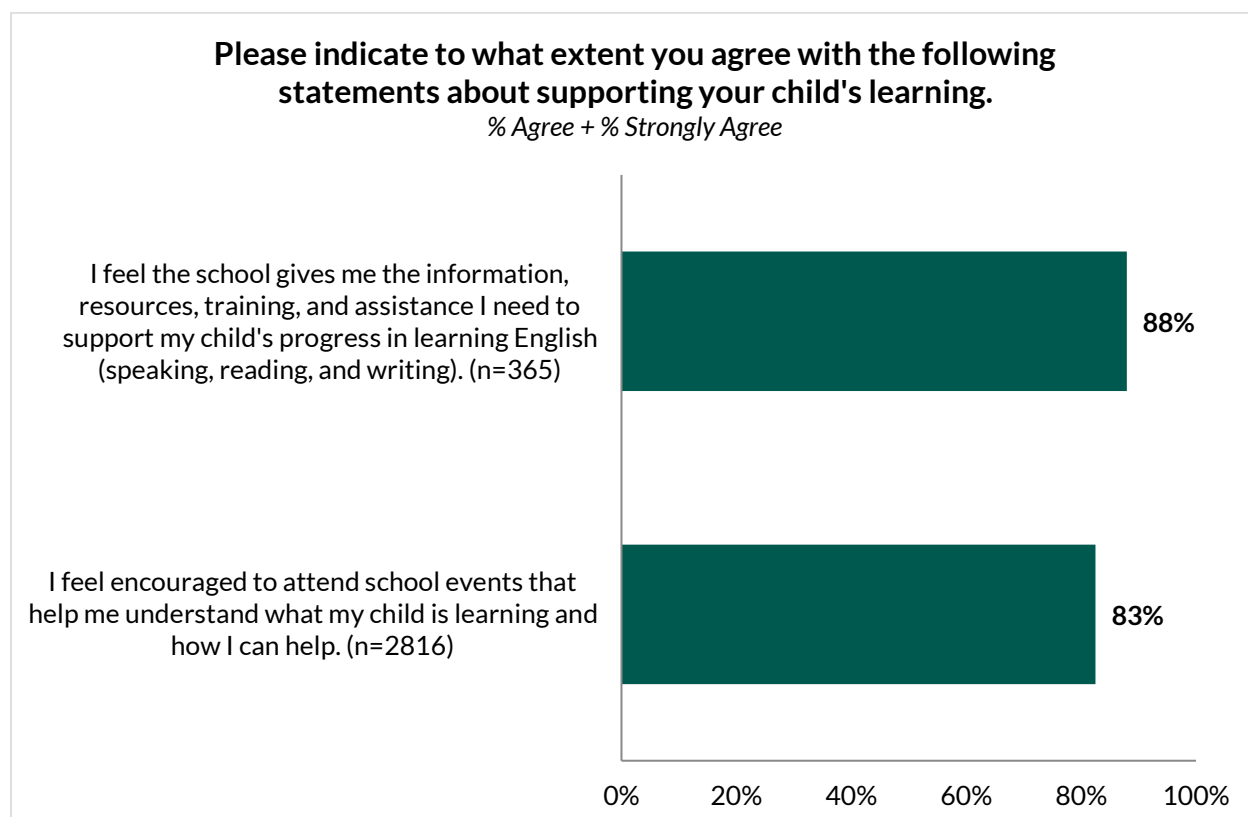
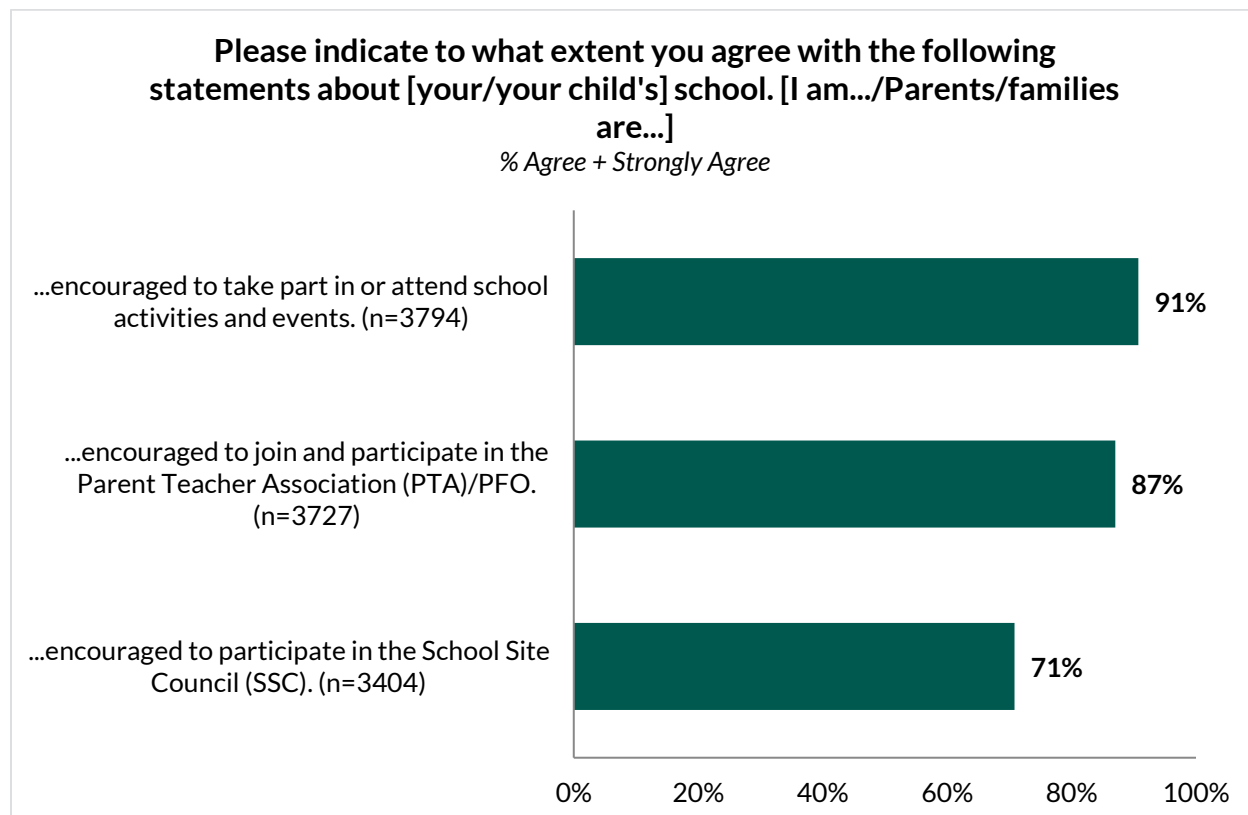
Please indicate to what extent you agree with the following statements about family engagement at your child's school.

% Agree + Strongly Agree



Note: This question was only displayed to parents.

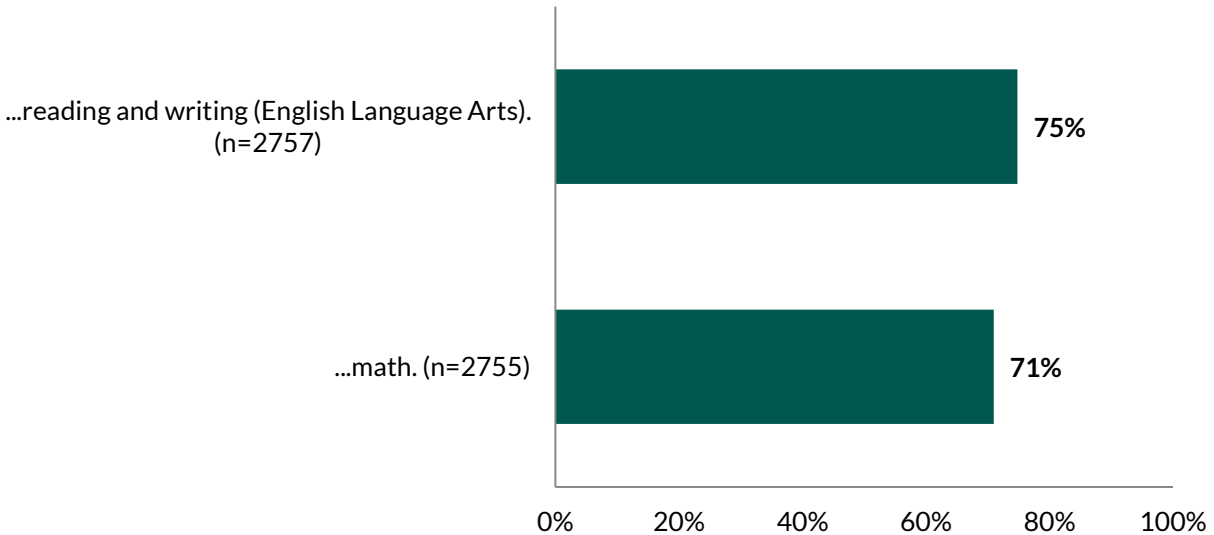
Note: * indicates statistically significant differences between groups at the 95% level.



Note: This question was only displayed to parents.

Please indicate to what extent you agree with the following statements about your child's school. The school gives me the tools, tips, and resources I need to help my child succeed in...

% Agree + Strongly Agree

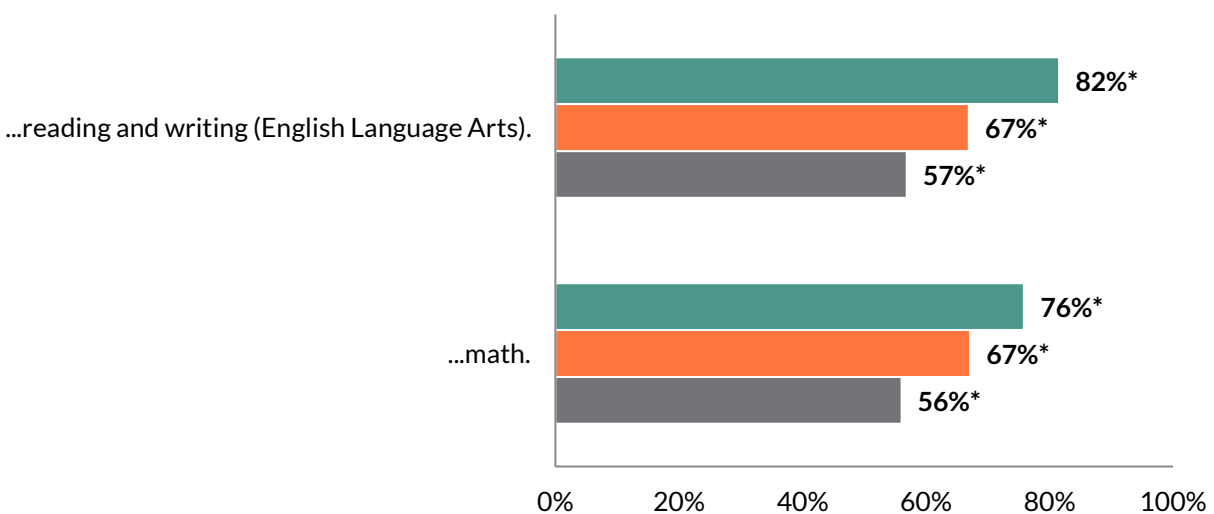


Note: This question was only displayed to parents.

Please indicate to what extent you agree with the following statements about your child's school. The school gives me the tools, tips, and resources I need to help my child succeed in...

% Agree + Strongly Agree

■ Elementary (n=1807-1816)
 ■ Middle/Intermediate (n=475)
 ■ High (n=464-471)

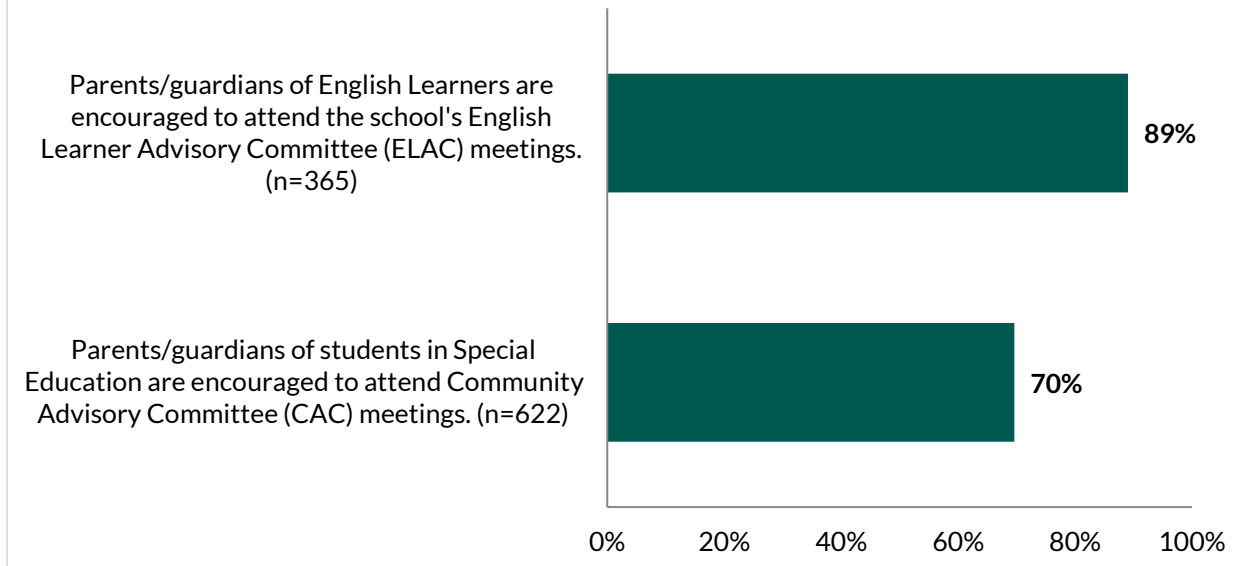


Note: This question was only displayed to parents.

Note: * indicates statistically significant differences between groups at the 95% level.

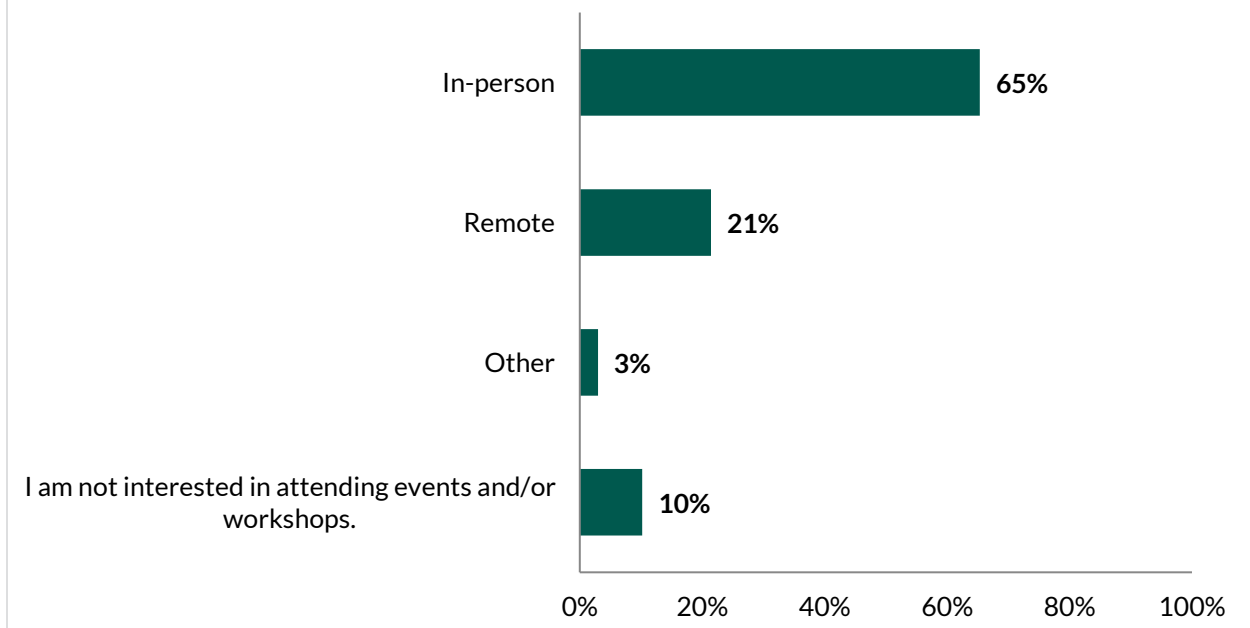
Please indicate to what extent you agree with the following statements about family engagement in supporting special student populations.

% Agree + Strongly Agree



Note: The question above was displayed to parents of English Learner and Special Education students, administrators, and Special Education staff only.

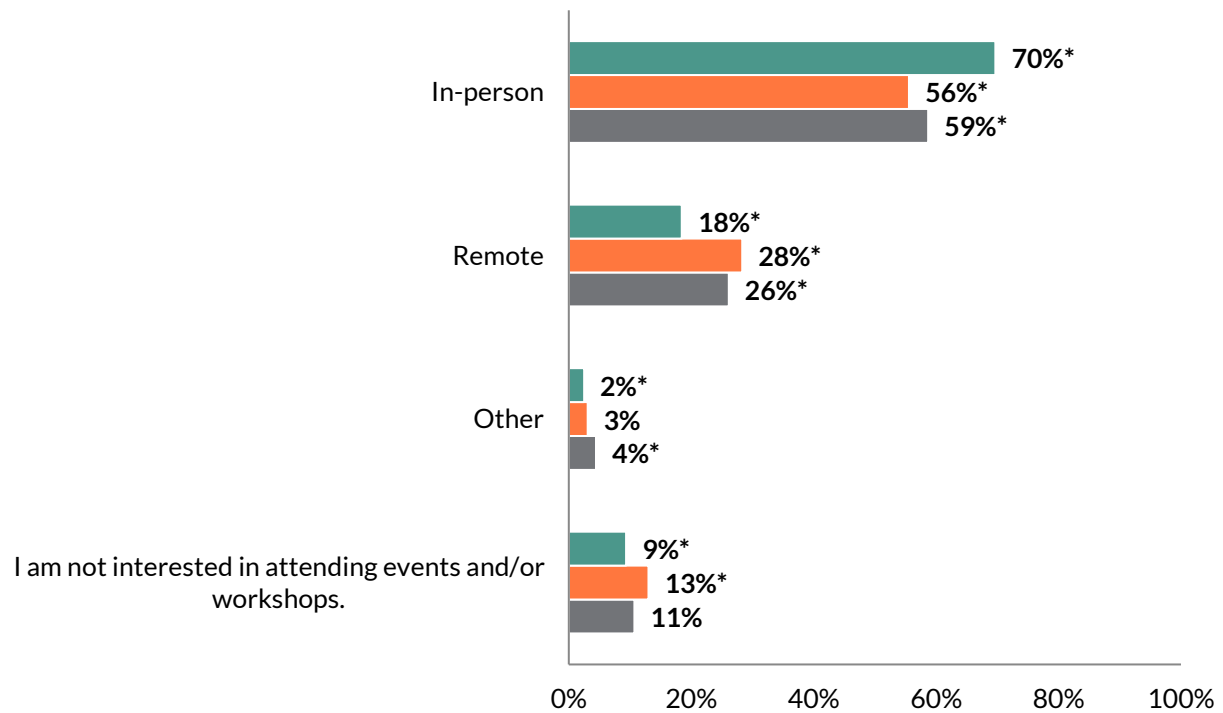
In which of the following ways would you prefer to participate in events and/or workshops? (n=2829)



Note: This question was only displayed to parents.

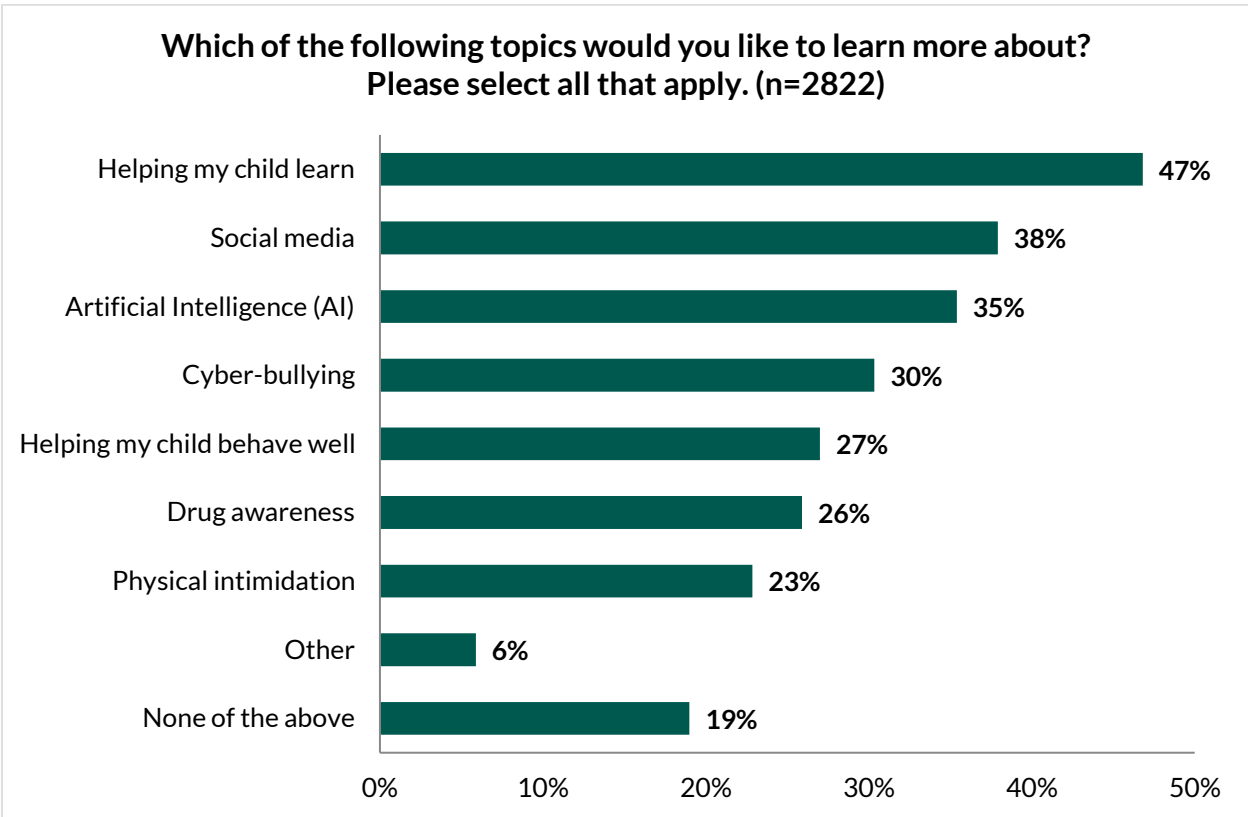
In which of the following ways would you prefer to participate in events and/or workshops?

■ Elementary (n=1848) ■ Middle/Intermediate (n=484) ■ High (n=494)



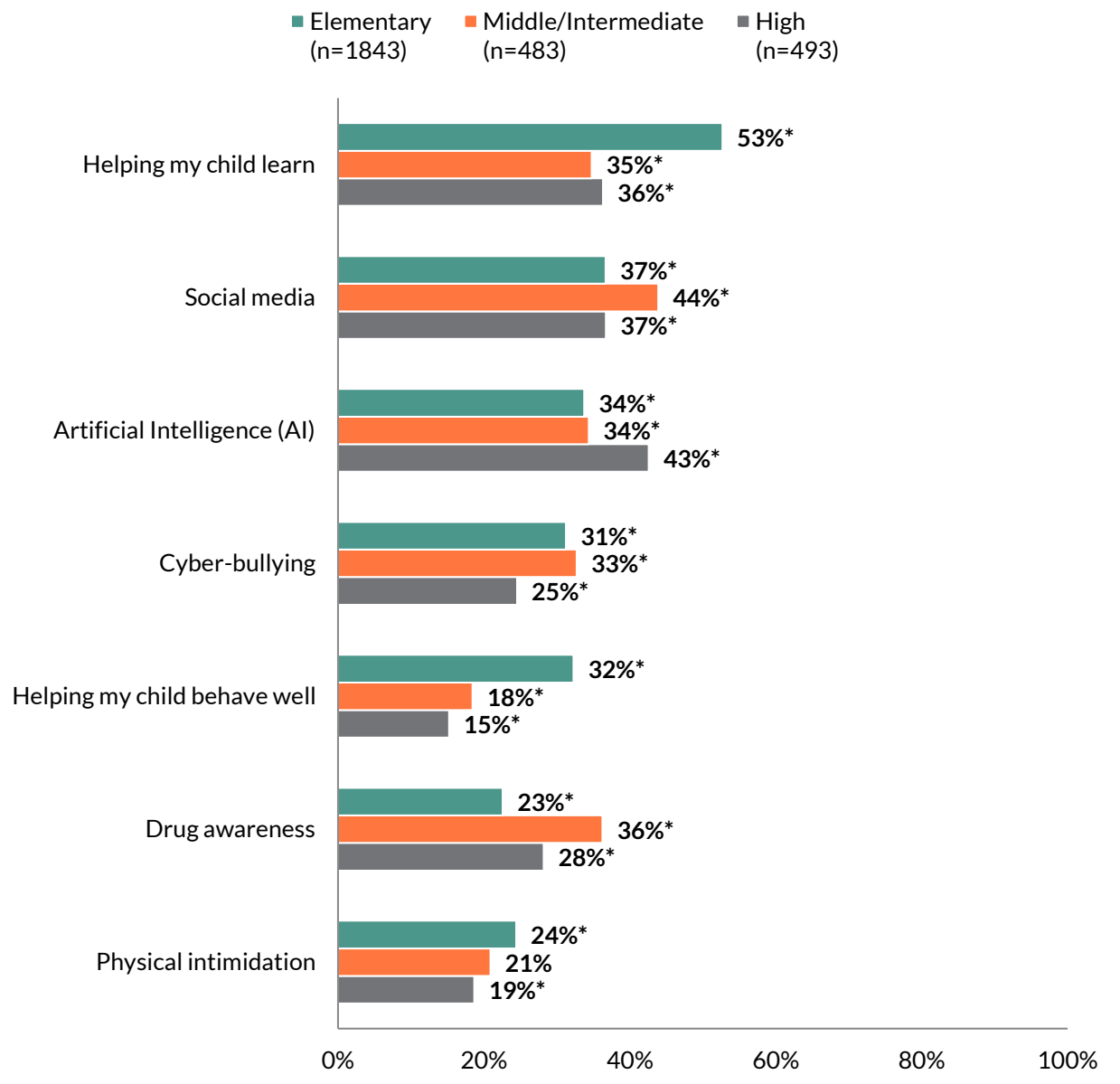
Note: This question was only displayed to parents.

Note: * indicates statistically significant differences between groups at the 95% level.



Note: This question was only displayed to parents.

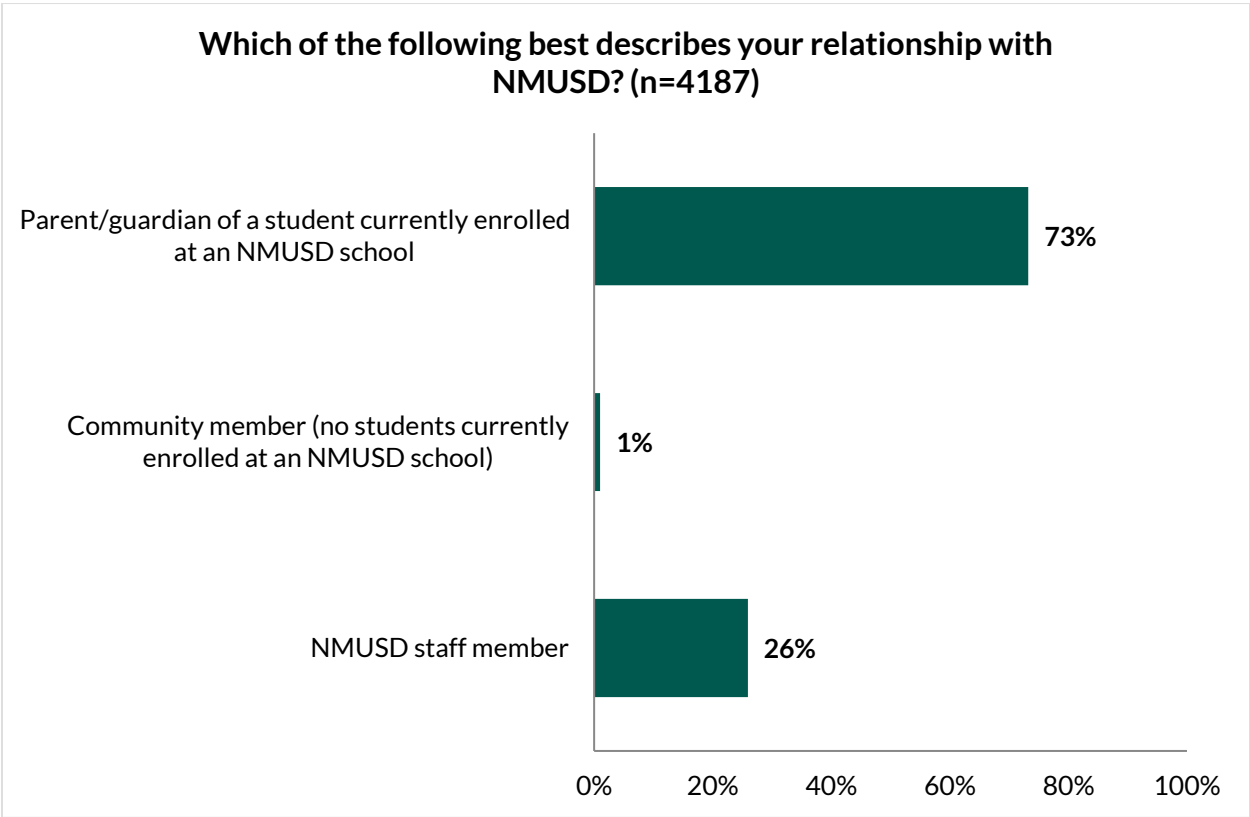
**Which of the following topics would you like to learn more about?
Please select all that apply.**

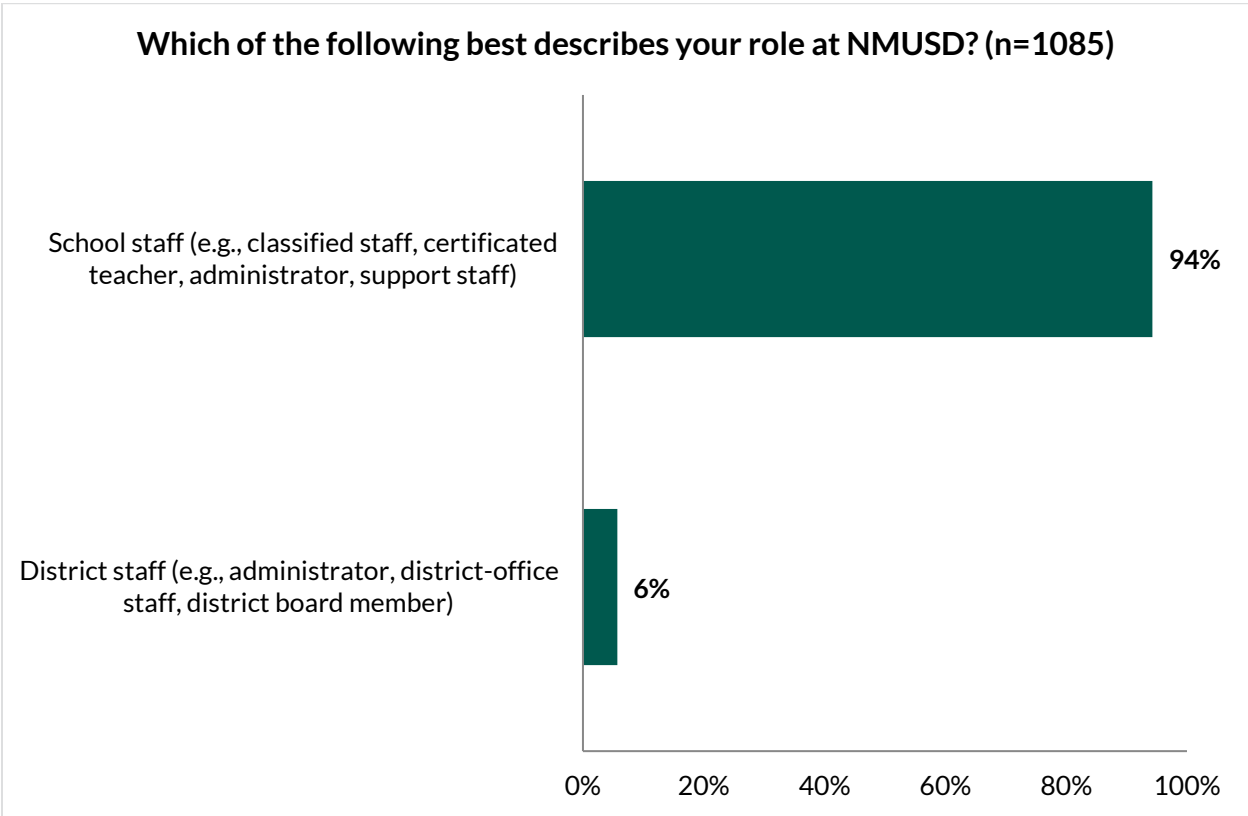
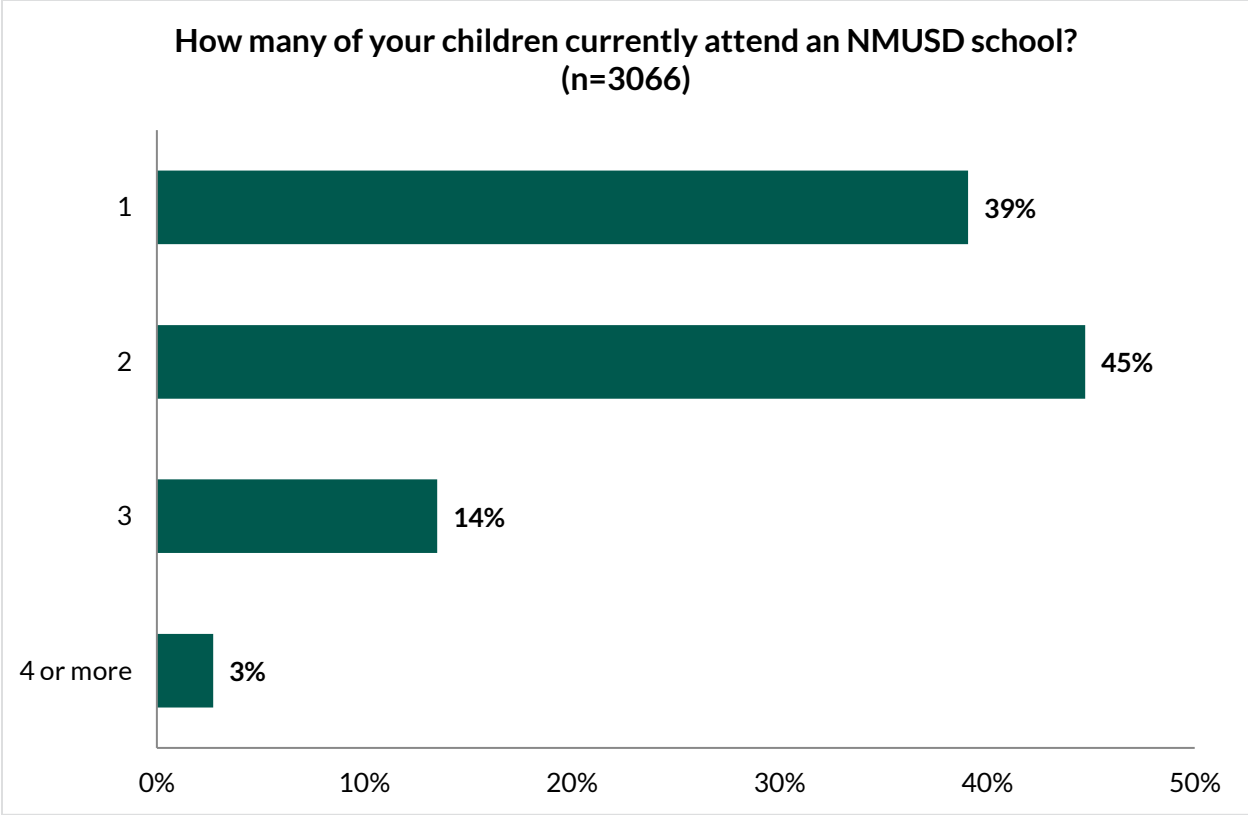


Note: This question was only displayed to parents.

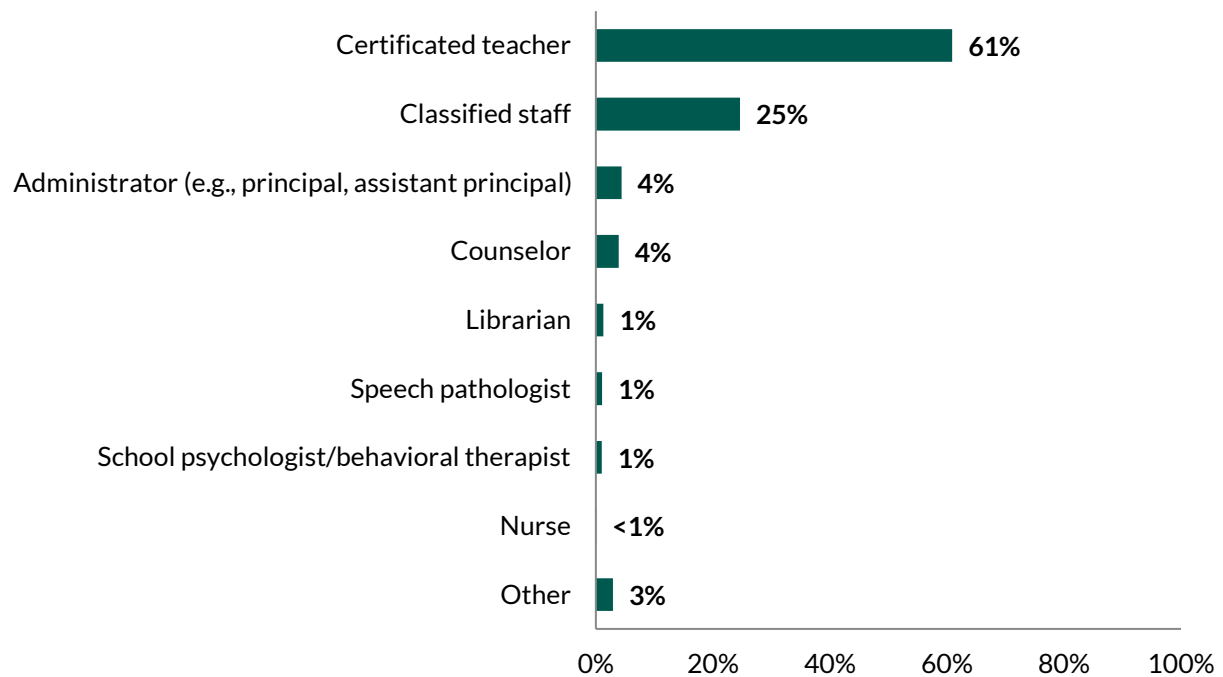
Note: * indicates statistically significant differences between groups at the 95% level.

SECTION II: RESPONDENT CHARACTERISTICS



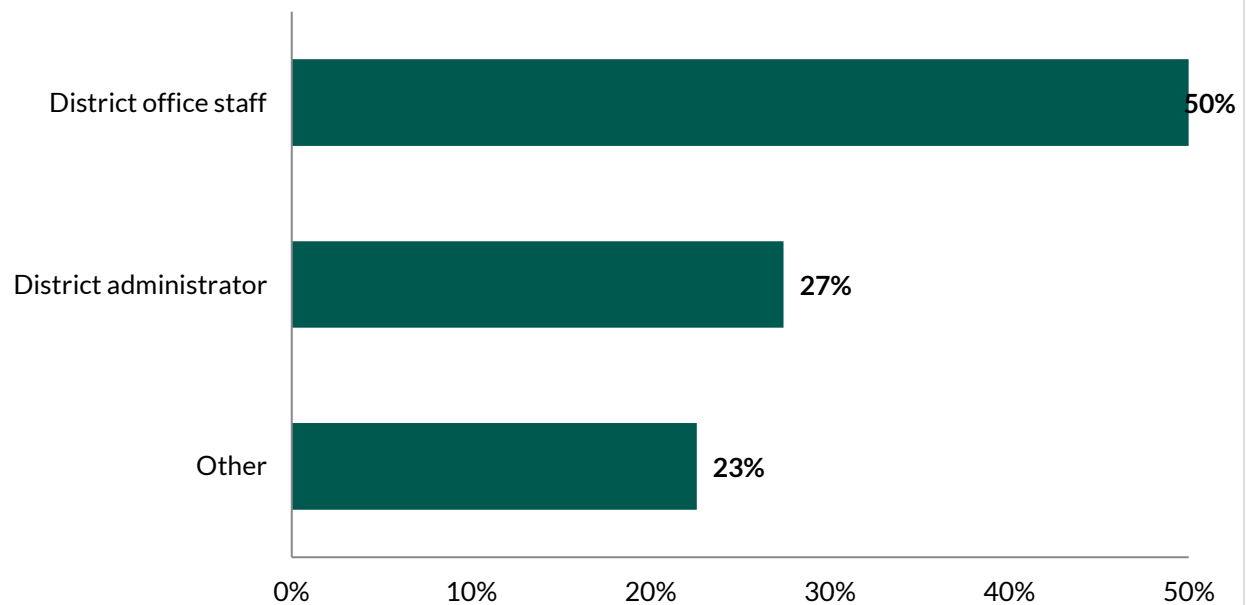


Which of the following options best describes your current role at your school? (n=1023)

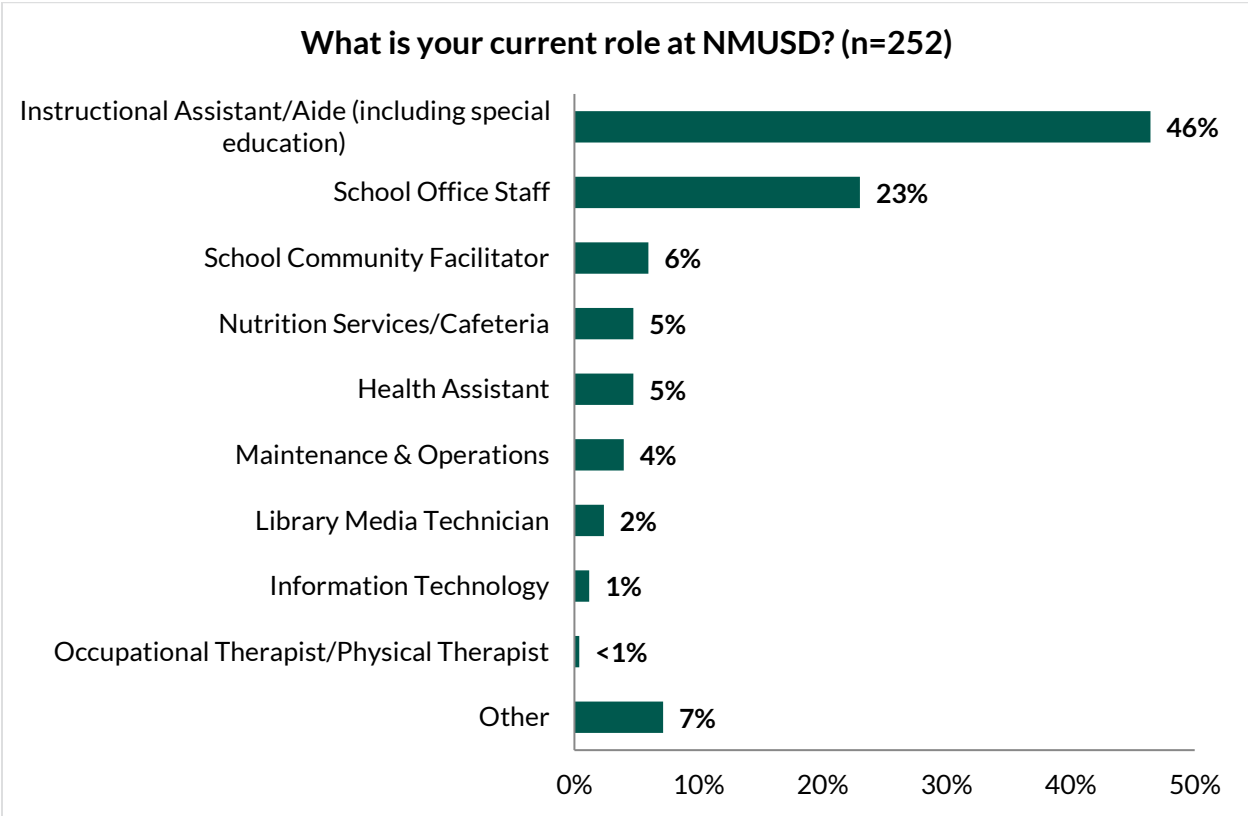


Note: This question was only displayed to school staff.

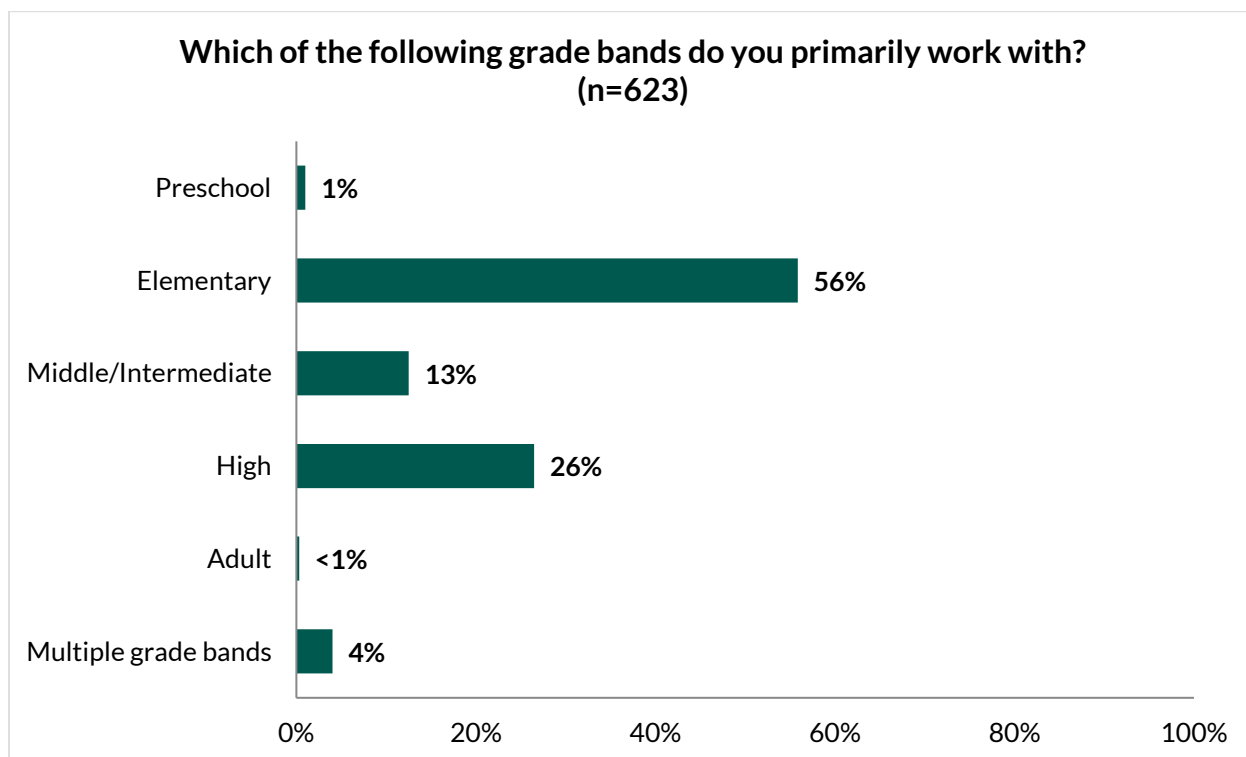
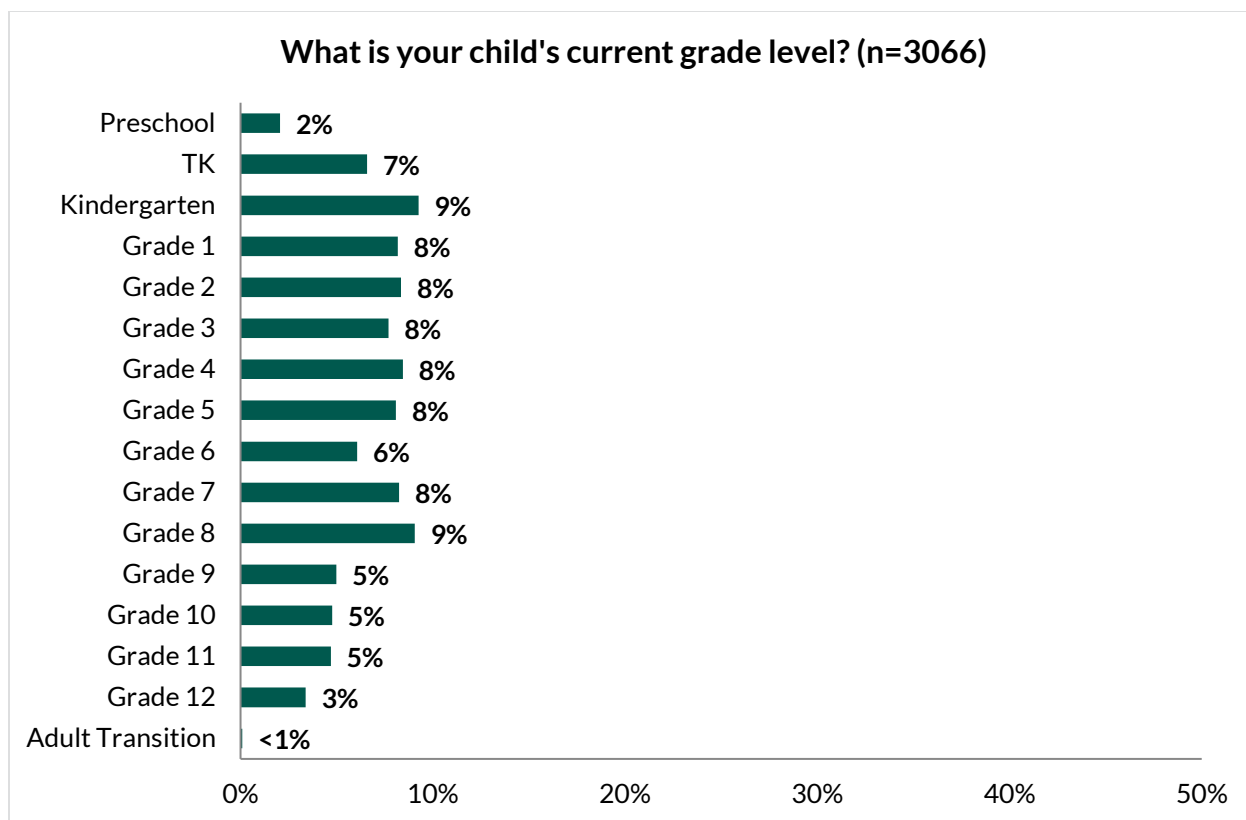
Which of the following options best describes your current role at NMUSD? (n=62)



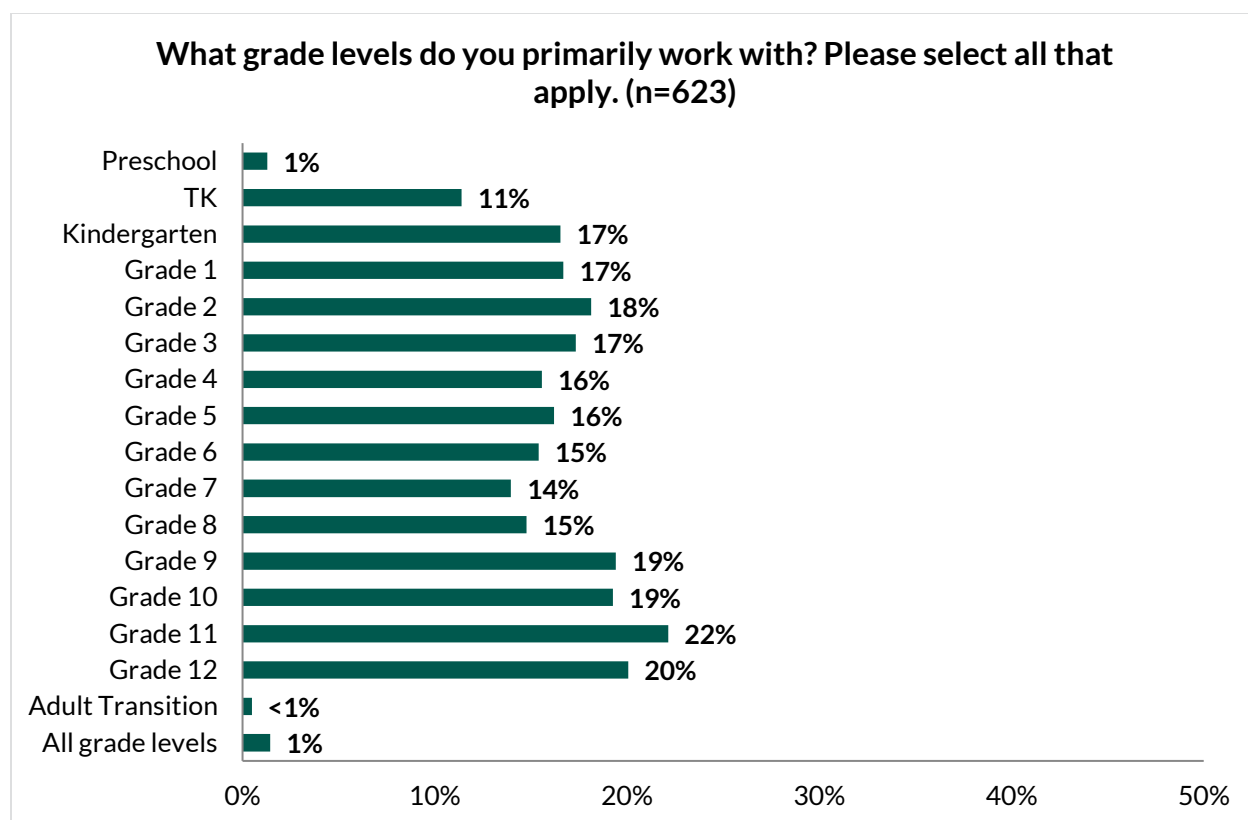
Note: This question was only displayed to district staff.



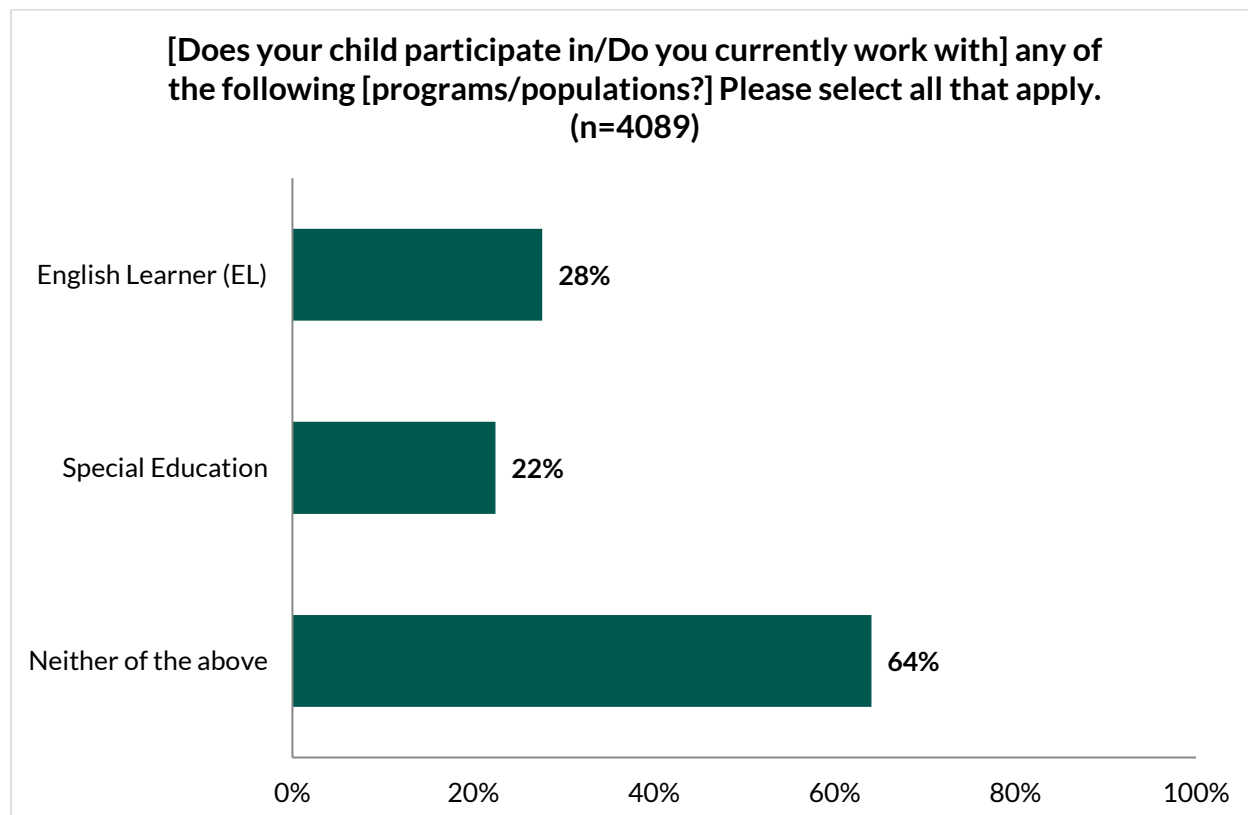
Note: This question was only displayed to classified school staff.



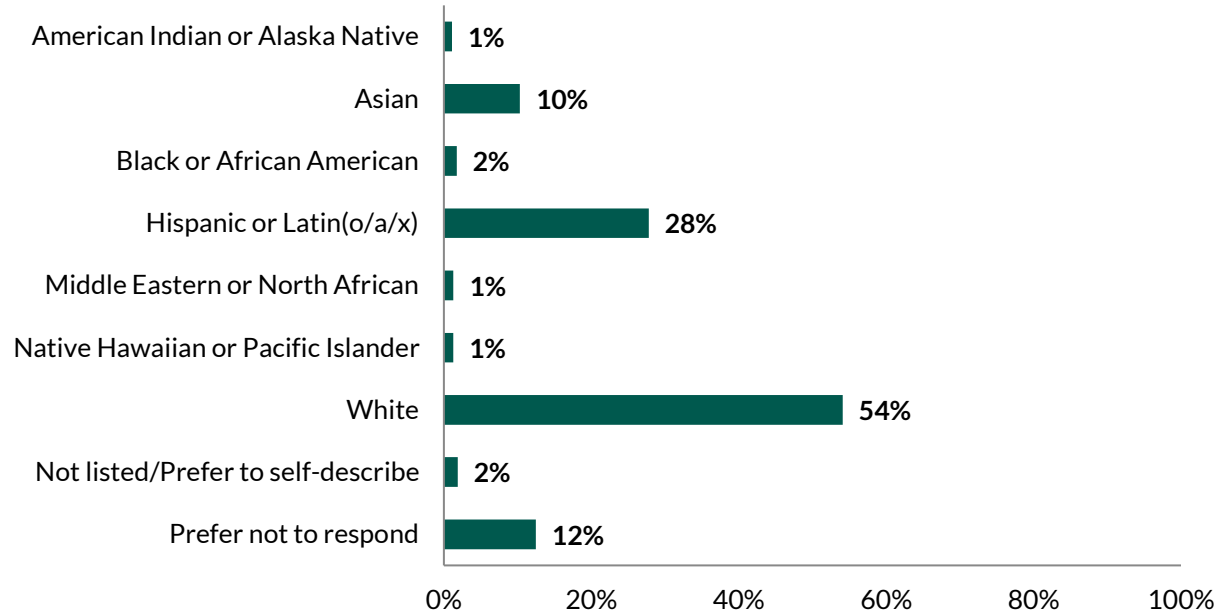
Note: This question was only displayed to certificated teachers.



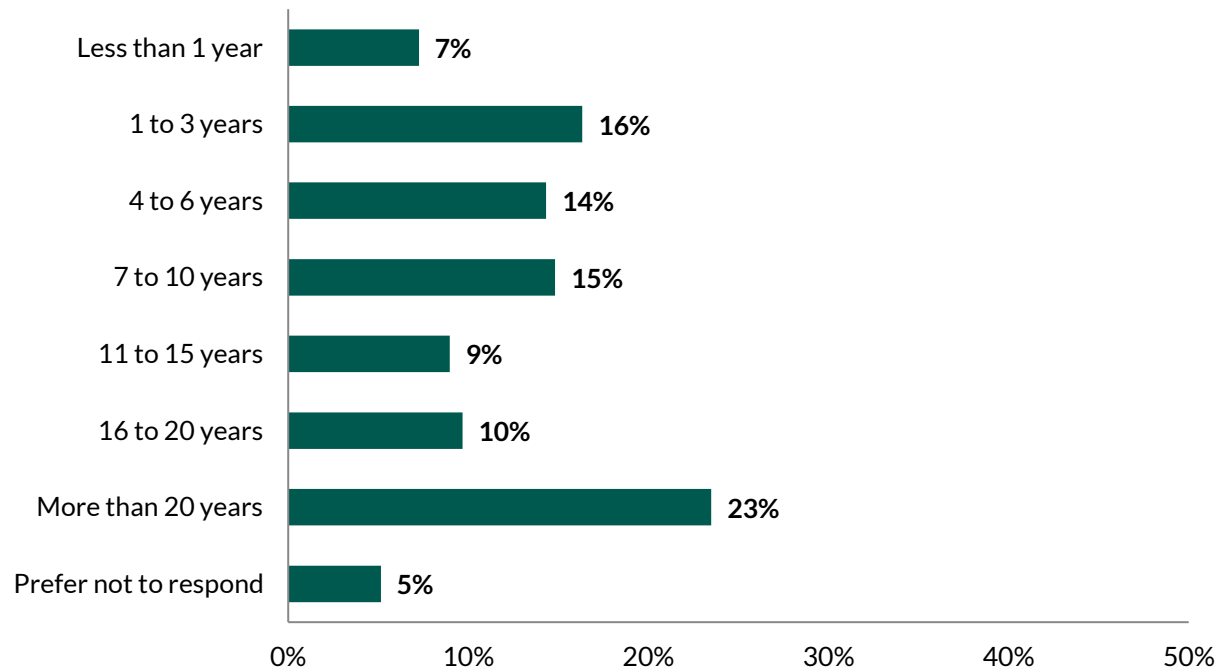
Note: This question was only displayed to certificated teachers.

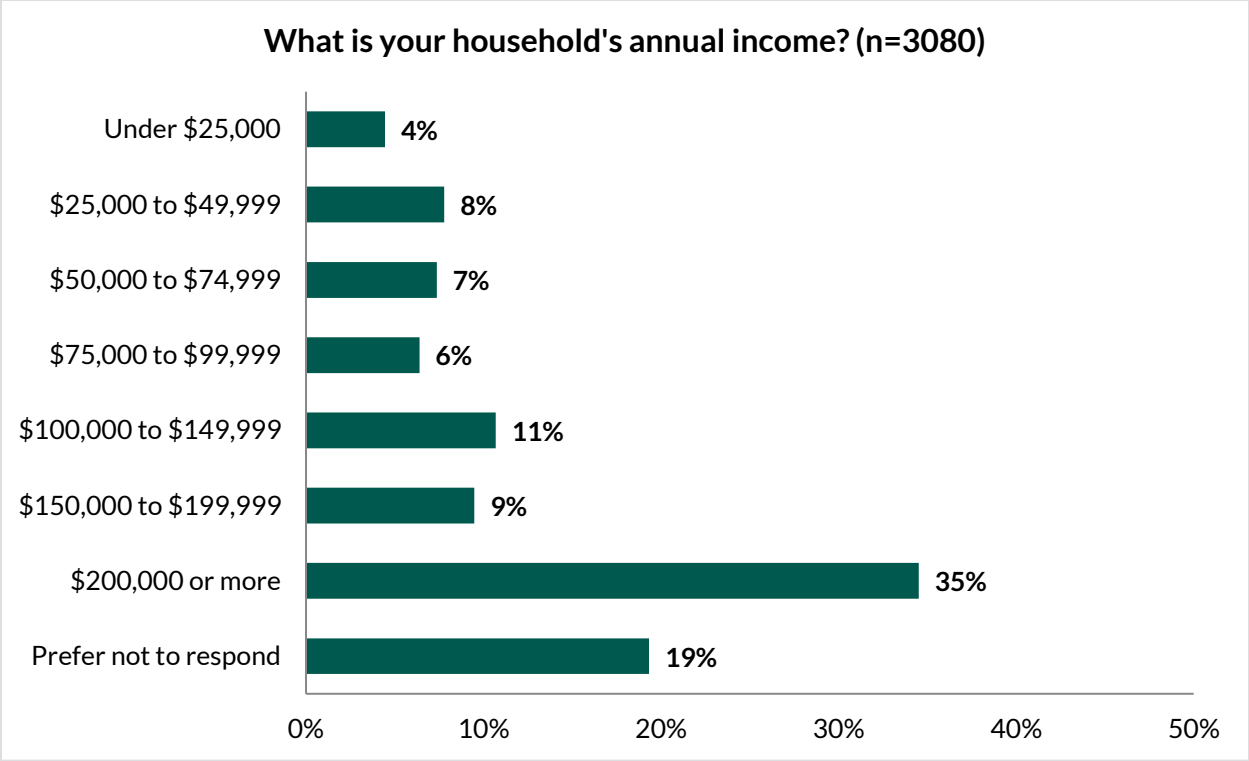


With which of the following categories [do you/does your child] identify? Please select all that apply. (n=3749)

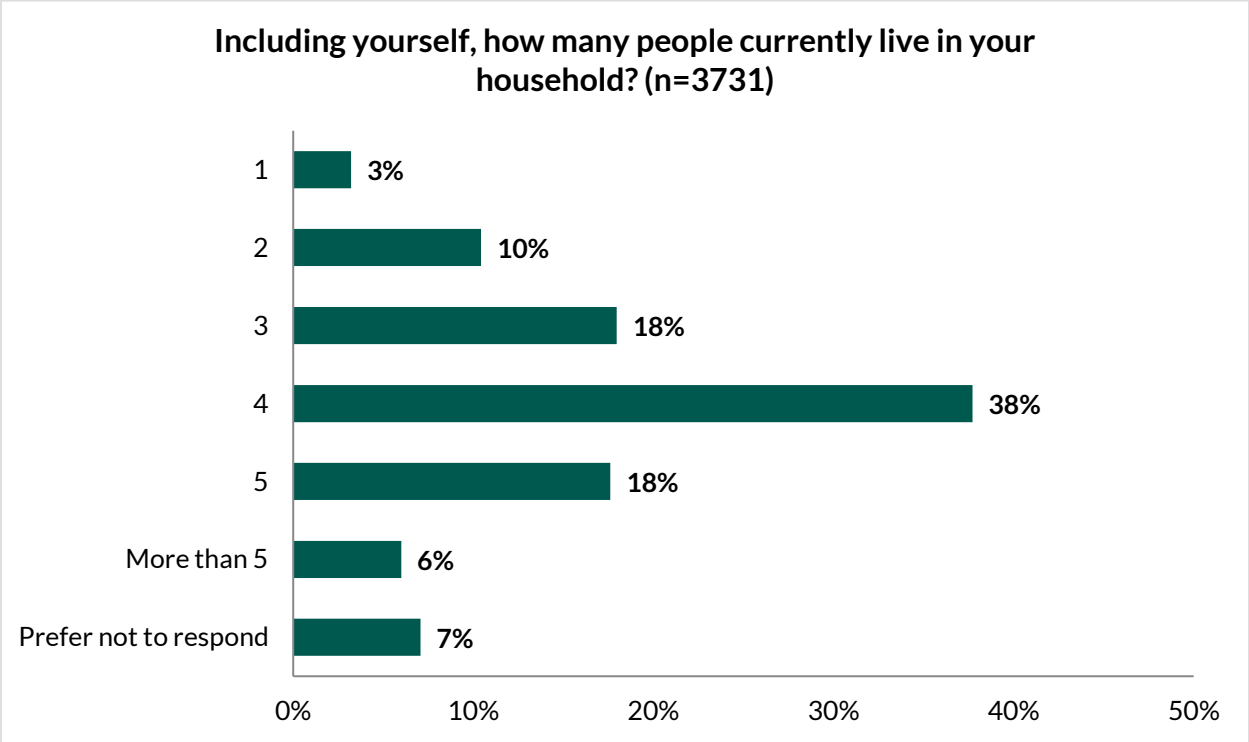


How long have you worked at NMUSD? (n=992)





Note: This question was not displayed to staff.



Schools and Programs

SCHOOL/BUILDING	N=4151
TeWinkle Middle School	8%
Costa Mesa High School	7%
Newport Coast Elementary School	6%
California Elementary School	6%
Whittier Elementary School	5%
Corona del Mar High School	5%
Andersen Elementary School	5%
Newport Harbor High School	4%
Eastbluff Elementary School	4%
Costa Mesa Middle School	3%
Kaiser Elementary School	3%
College Park Elementary School	3%
Sonora Elementary School	3%
Mariners Elementary School	3%
Adams Elementary School	3%
Lincoln Elementary School	3%
Paularino Elementary School	3%
Corona del Mar Middle School	3%
Ensign Intermediate School	2%
Davis Magnet Elementary School	2%
Harbor View Elementary School	2%
Estancia High School	2%
Victoria Elementary School	2%
Newport Heights Elementary School	2%
Pomona Elementary School	2%
Killybrooke Elementary School	2%
Newport Elementary School	2%
Woodland Elementary School	1%
Wilson Elementary School	1%
Rea Elementary School	1%
Early College High School	1%
Back Bay High School	1%
Monte Vista Independent Study School	<1%
Lindbergh - Special Education Department	<1%
Adult Transition - STEP	<1%
BESST	<1%
Harper	<1%

SCHOOL/BUILDING	N=4151
District office	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



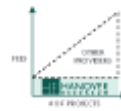
FLEXIBLE

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

