

2017-18 LCAP SURVEY ANALYSIS

Prepared for Laguna Beach Unified School District

February 2018



In the following report, Hanover Research presents results from Laguna Beach Unified School District's 2017-18 LCAP Survey of students, parents, and staff.

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EXECUTIVE SUMMARY AND KEY FINDINGS

INTRODUCTION

In this report, Hanover Research presents results from Laguna Beach Unified School District's (LBUSD) 2017-18 Local Control and Accountability Plan (LCAP) Survey. This survey is designed to assess stakeholders' perceptions of progress towards LBUSD's goals within the areas of student achievement, instructional support, college and career readiness, professional development, learning environment, and stakeholder engagement. This analysis reflects responses from 989 students, 517 parents, and 179 staff members.¹

In addition to presenting overall results, Hanover compares responses to select questions segmented by 1) respondent role, 2) school site, and 3) special services received. Within this report, the **Results Discussion** section draws key trends from the survey results, while the **Supporting Figures** section presents charts and figures displaying both the aggregate results and comparisons across the above-mentioned segments whenever relevant. In color-coded tables, lighter colors indicate lower percentages and darker colors indicate higher percentages.

Hanover denotes statistical significance between two or more groups with an asterisk (*). Hanover calculates statistical significance in this report and the accompanying data supplement with a 95 percent confidence level. Please note that sample sizes vary across questions, as some questions only pertain to a subset of respondents (e.g., high school students and parents), and conclusions drawn from small sample sizes ($n < 20$) should be interpreted with caution. In cases where sample sizes are very small ($n < 10$), results are not displayed in this report. However, all results can be found in the data supplement.

Hanover excludes "Not sure" responses from the analysis. Please note that some chart totals exceed 100 percent because respondents could select multiple options. Additionally, due to rounding, there may be cases where there is a difference of plus or minus one between the number referenced in the report and the corresponding figures.

¹ Throughout the survey, the same questions are often posed slightly differently to different stakeholder groups. In general, students are asked about themselves or their school, parents are asked about their child or their child's school, school staff are asked about students at their school or their school, and district staff are asked about students in LBUSD or LBUSD. In this report, question phrasing seen by students is used preferentially when more than one option is available, and phrasing seen by staff is used for items with multiple versions that students did not see.

RESULTS DISCUSSION

GOAL 1—STUDENT ACHIEVEMENT

- **Instruction at LBUSD addresses required standards and fosters desired skills.** An overwhelming majority of instructors report that they often or always teach the Common Core State Standards (92%) (Figure 1), and over half of all respondents indicate that critical thinking (60%), collaboration (60%), problem solving (60%), communication (58%), and creativity (54%) skills are promoted very or extremely effectively in classes (Figure 5). Furthermore, 80 percent of all respondents report that students have access to high quality art classes, and 72 percent of respondents report that students have access to high quality STEAM classes (Figure 3).
 - Staff are more likely than students and parents to indicate that critical thinking (82% vs. 56%-59%), problem solving (80% vs. 56%-58%), collaboration (85% vs. 56%-59%), communication (80% vs. 54%-58%), and creativity (71% vs. 51%-52%) are effectively promoted in classes (Figure 6).
- **Integration of technology into classroom instruction is evident within LBUSD schools.** Nearly all respondents indicate that students have access to technology tools at school (93%) (Figure 3). Additionally, a large majority of instructional staff report often or always using technology to teach (86%), and 78 percent report often or always assigning activities that require the use of technology (Figure 1).
- **LBUSD students have access to a variety of enrichment opportunities.** Approximately three-quarters of respondents indicate that students have access to challenging courses (78%), rigorous curriculum in all subject areas (72%), interesting clubs and organizations at school (77%), and a variety of elective courses (76%) (Figure 3).

GOAL 2—INSTRUCTIONAL SUPPORT

- **LBUSD is strong in providing students with adequate academic support, but less strong in providing social-emotional support.** Most parents, staff, and high school students agree that LBUSD schools have high expectations for students (78%), provide effective academic supports (72%), and provide sufficient academic counseling services (71%). However, respondents are less likely to report that LBUSD schools provide sufficient social-emotional counseling services (66%), effective social-emotional support (66%), or effective behavioral supports (62%) (Figure 8). Students are also more likely to agree that teachers help when they do not understand course material (77%) than they are to report that teachers talk to them when they are upset (49%) (Figure 11).
 - Compared to parents and students, staff perceptions are more positive regarding both academic and social-emotional support available to students. For example, 88 percent of staff indicate that LBUSD provides sufficient academic counseling services, but only 74 students of students and 65 percent of parents agree (Figure 9). High school respondents are also less likely to indicate that students have

- access to social-emotional support compared to elementary school respondents (Figure 10).
- Less than half of instructional staff report using curriculum for social/emotional learning (39%) (Figure 1). Furthermore, instructors at Laguna Beach High School and Thurston Middle School report using this teaching approach less frequently (24% and 32% respectively) than instructors at Top of the World Elementary School (70%) (Figure 2).
- **Most parents and staff express satisfaction with the academic support services available to special student populations in LBUSD.** The majority of staff, as well as parents with children who receive these services, are satisfied or completely satisfied with the academic supports available to all assessed student subgroups (e.g., special education, low-income) (58-82%) (Figure 20). In addition, 70 percent of parents, staff, and high school students agree that LBUSD’s schools provide additional support for students with exceptional needs (Figure 8).
 - Over three-quarters of parents of English learners (89%) and students from low-income families (81%) indicate that they are satisfied or completely satisfied with the support available for their affiliated student subgroup. However, parents of special education students (64%) and students in Gifted and Talented Education (GATE) (53%) reported lower levels of satisfaction with the academic support available for their affiliated student subgroup. For the full segmented results, please refer to the accompanying data supplement.
 - When compared to staff, parents are less satisfied with available academic supports for academically struggling students (48% vs. 75%) and academically advanced students (56% vs. 92%) (Figure 21).
- **Students report high levels of engagement in and support from their school community.** Overall, students indicate that they have friends at school (94%), respect each other (72%), trust teachers and school staff (69%), and feel that teachers listen to them (69%) (Figure 13). In addition, most students want to do well in school (96%), come to class prepared (89%), and care about school (81%). Conversely, only half of students agree that they like going to school (Figure 19).

GOAL 3—COLLEGE AND CAREER READINESS

- **Approximately two-thirds of respondents are pleased with the college preparation in LBUSD schools.** Sixty-nine percent of all respondents report that LBUSD schools prepare students for college (Figure 29), and 68 percent of students are satisfied with the available college and career counseling services at their school (Figure 31). Additionally, 70 percent of parents are satisfied with the information on college and career choices available to them and their child (Figure 31).
 - Nearly two-thirds (61%) of students indicate that their teachers encourage them to enroll in challenging courses (Figure 24); indeed, 79 percent have taken Advanced Placement (AP) courses (Figure 23). Similarly, about three-quarters of students have taken or plan to take college entrance assessments (71%-78%).

- Staff are more likely to agree that their school prepares students for college (93%) than parents (76%) or students (61%).
- **Respondents are less satisfied with the preparation LBUSD students receive for a career.** Respondents agree more readily that LBUSD prepares students for college (69%) than for a future career (55%) (Figure 29). Respondents are also more likely to agree that LBUSD offers sufficient UC/CSU (84%), AP (81%), and STEAM (63%) courses compared to Regional Occupational Program (58%), Career and Technical Education (57%), or other career-related (50%) courses (Figure 25).
 - As with college, staff are more likely to agree that their school prepares students for a career (69%) than students (56%) or parents (47%) (Figure 30).

GOAL 4—PROFESSIONAL DEVELOPMENT

- **Instructional staff feel supported in professional development and find it helpful in addressing specific needs.** School-level staff agree that district (85%) and school leaders (83%) value professional development. Most also indicate that the professional development they receive positively impacts their instructional practice (74%) (Figure 32). Furthermore, over half of instructional staff rate professional development addressing growth mindset (70%), students' ability to use technology (65%), their ability to use technology in class (62%), students' 4C skills (56%), teaching the Common Core State standards (56%), and student engagement (56%) as very or extremely effective. However, only 42 percent of instructional staff rate the effectiveness of professional development addressing project-based learning as very or extremely effective (Figure 33).
- **Few instructional staff and school administrators participate in learning walks.** Most instructional staff and school administrators indicate that they rarely participate in learning walks (36% never participate) (Figure 34) and only 18 percent of those who take part find them very or extremely helpful (Figure 35).

GOAL 5—LEARNING ENVIRONMENT

- **Respondents are generally satisfied with the facilities and learning environment at their school.** Approximately 80 percent of respondents agree that their school's facilities are well-maintained (84%), secure (80%), and clean (78%) (Figure 38). Similar proportions agree that their school provides adequate equipment for student learning (93%), is a safe space for students (83%), and provides a positive learning environment for students (84%) (Figure 39).
 - Parents of special education/Section 504 students are comparatively less likely to agree that their child's school provides a positive learning environment (68% vs. 82%-100%) or is a safe space for students (68% vs. 81%-100%) than other parents (Figure 40).

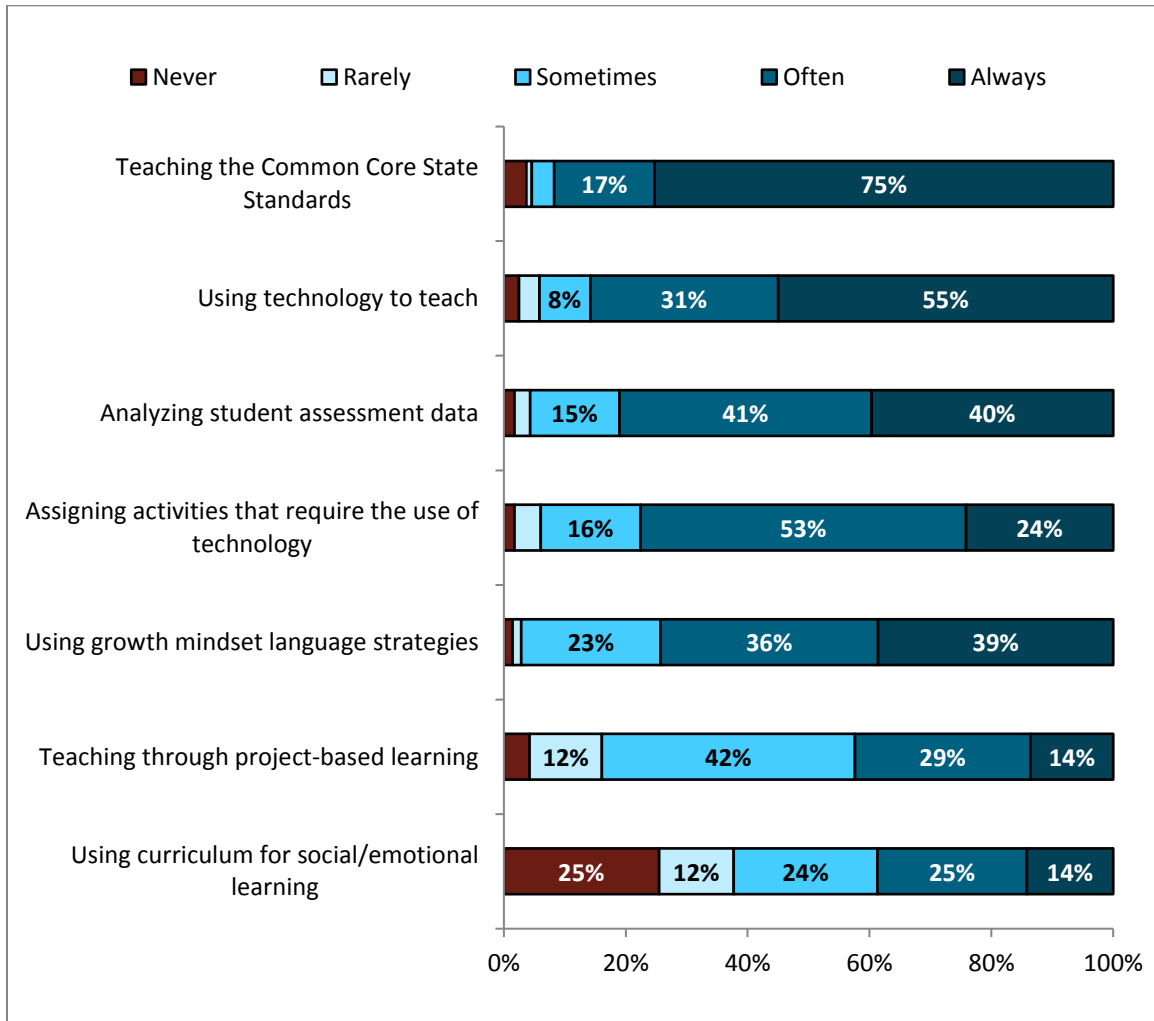
GOAL 6—STAKEHOLDER ENGAGEMENT

- **The majority of parents and staff believe that LBUSD partners effectively with parents and community organizations.** Staff are more likely to agree than parents that LBUSD encourages parents' input in school/district planning (97% vs. 68%) and provides adequate education opportunities for parents (80% vs. 62%) (Figure 41). However, both stakeholder groups largely agree that LBUSD partners with local businesses and community organizations (83% vs. 82%).
 - Overall, parents and staff are relatively unlikely to agree that LBUSD provides involvement opportunities for low-income families (57%) and families that do not speak English (59%) (Figure 41).
 - However, 76 percent of parents with children who qualify for free or reduced-price lunch agree that LBUSD provides involvement opportunities for low-income families. Furthermore, 85 percent of parents of English learners agree that LBUSD provides involvement opportunities for families that do not speak English. For the full segmented results, please refer to the accompanying data supplement.

SUPPORTING FIGURES

GOAL 1—STUDENT ACHIEVEMENT

Figure 1: Frequency of Using Various Teaching Approaches and Strategies



n=70-120

Note: Only instructional staff answered these questions. Only elementary and middle school-level instructional staff answered the item “Using growth mindset language strategies.”

Figure 2: Frequency of Using Various Teaching Approaches and Strategies, by School

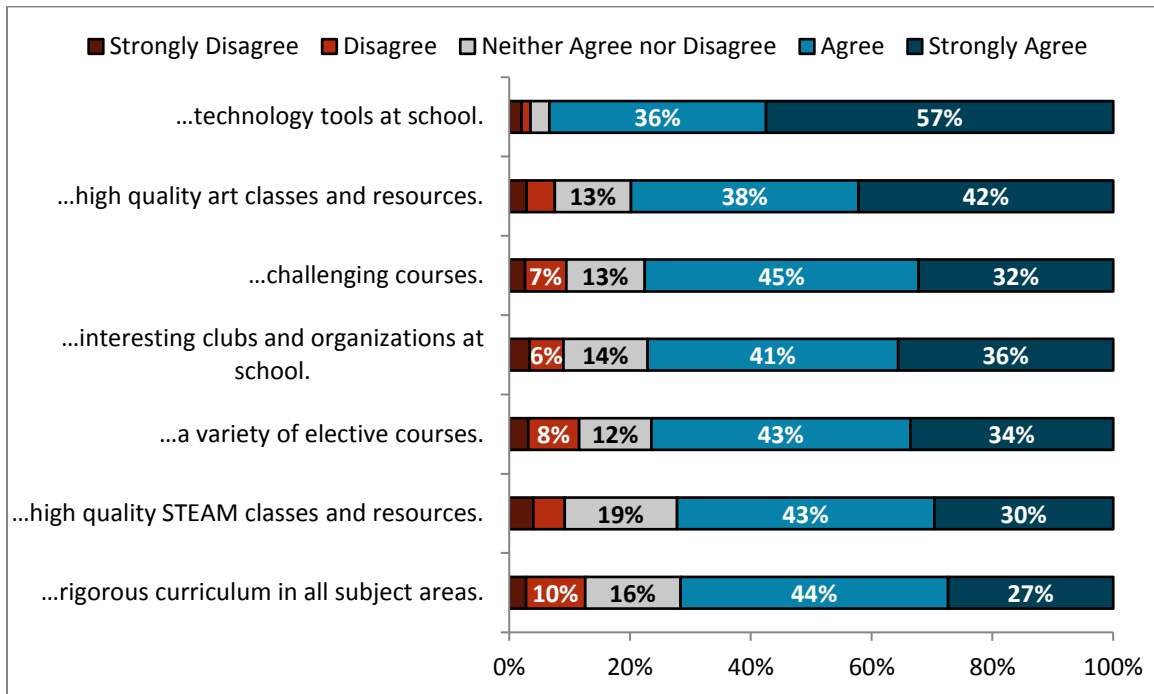
Responses of “Often” or “Always”

	EL MORRO ELEMENTARY SCHOOL (N=16)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=20)	THURSTON MIDDLE SCHOOL (N=28)	LAGUNA BEACH HIGH SCHOOL (N=42)
Using curriculum for social/emotional learning*	50%	70%	32%	24%

Note: Only instructional staff answered these questions.

Figure 3: Academic Benefits for LBUSD Students

Students have access to...



n=1,429-1,657

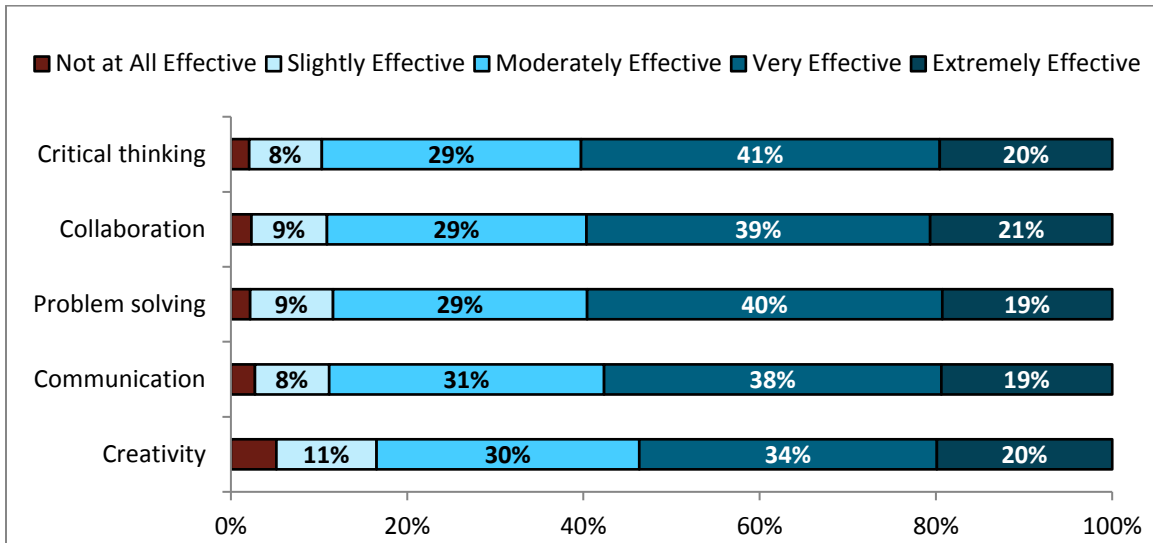
Figure 4: Academic Benefits for LBUSD Students, by Student Service(s) Received

Responses of “Agree” or “Strongly Agree”

	ENGLISH LEARNER (N=27-28)	SPECIAL ED./SECTION 504 (N=51-62)	FREE OR REDUCED-PRICE LUNCH (N=18-22)	GIFTED AND TALENTED EDUCATION (N=74-81)	NONE OF THE ABOVE (N=279-326)
...high quality art classes and resources.*	93%	63%	95%	75%	80%
...a variety of elective courses.*	82%*	57%	91%	75%	72%
...high quality STEAM classes and resources.*	96%	51%	89%	61%	68%

Note: Figure does not show reclassified English Proficient because of the very small sample size (n<10). A full list of responses are included in the data supplement.

Figure 5: Skills Promoted in Class



n=1,599-1,615

Figure 6: Skills Promoted in Class, by Role

Responses of "Very Effective" or "Extremely Effective"

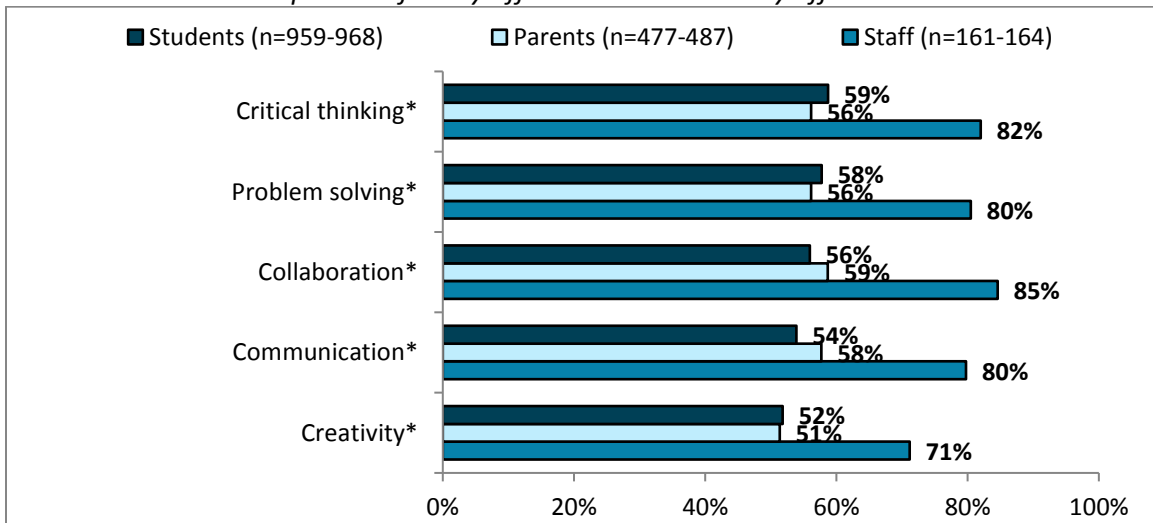


Figure 7: Skills Promoted in Class, by School

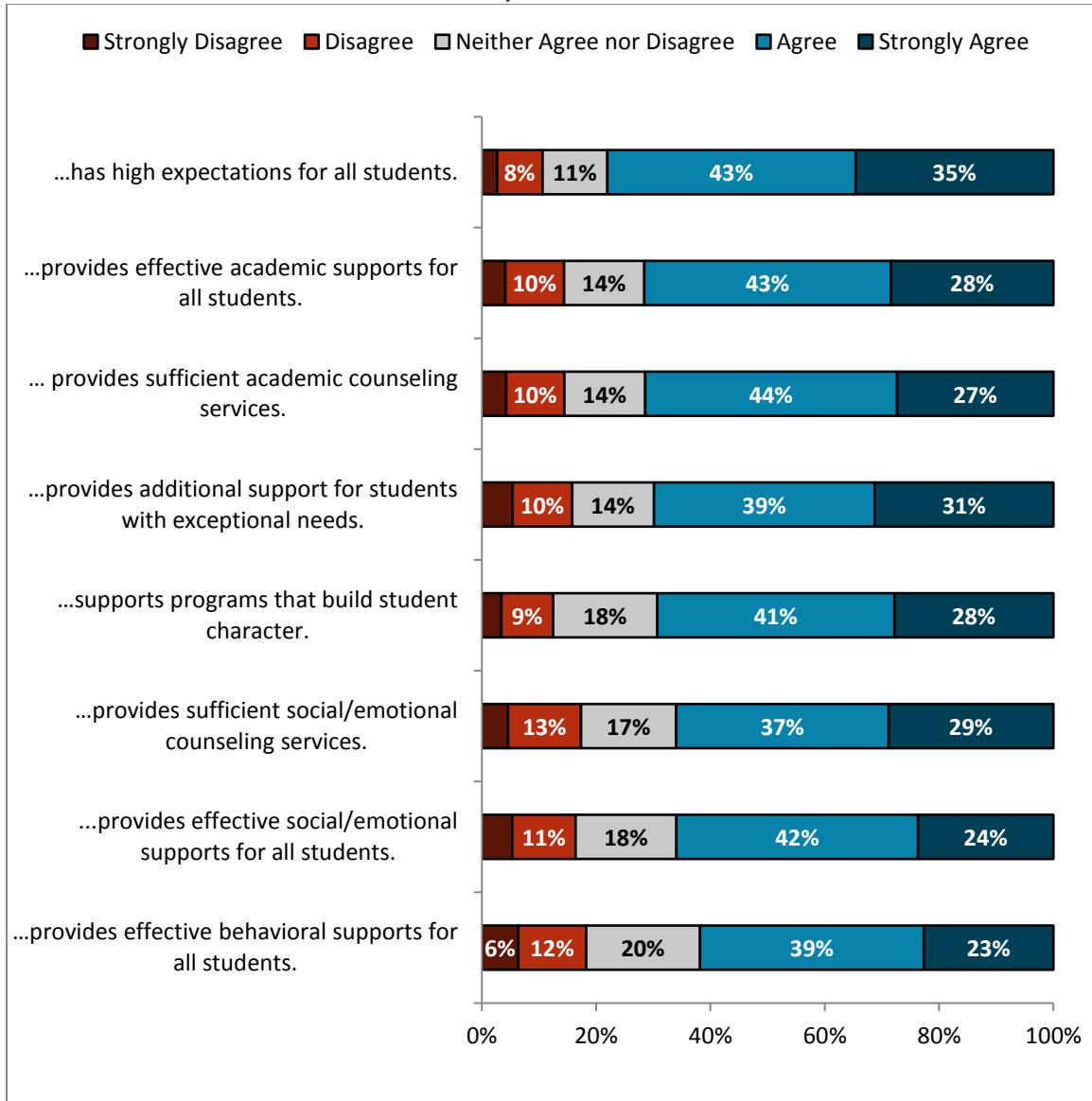
Responses of "Very Effective" or "Extremely Effective"

	EL MORRO ELEMENTARY SCHOOL (N=169-174)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=214-222)	THURSTON MIDDLE SCHOOL (N=792-800)	LAGUNA BEACH HIGH SCHOOL (N=408-415)
Collaboration*	70%	62%	59%	54%
Critical Thinking*	74%	60%	58%	60%
Creativity*	66%	62%	52%	46%
Communication*	70%	64%	55%	53%
Problem Solving*	70%	66%	57%	56%

GOAL 2—INSTRUCTIONAL SUPPORT

Figure 8: Perceived Availability of Student Support

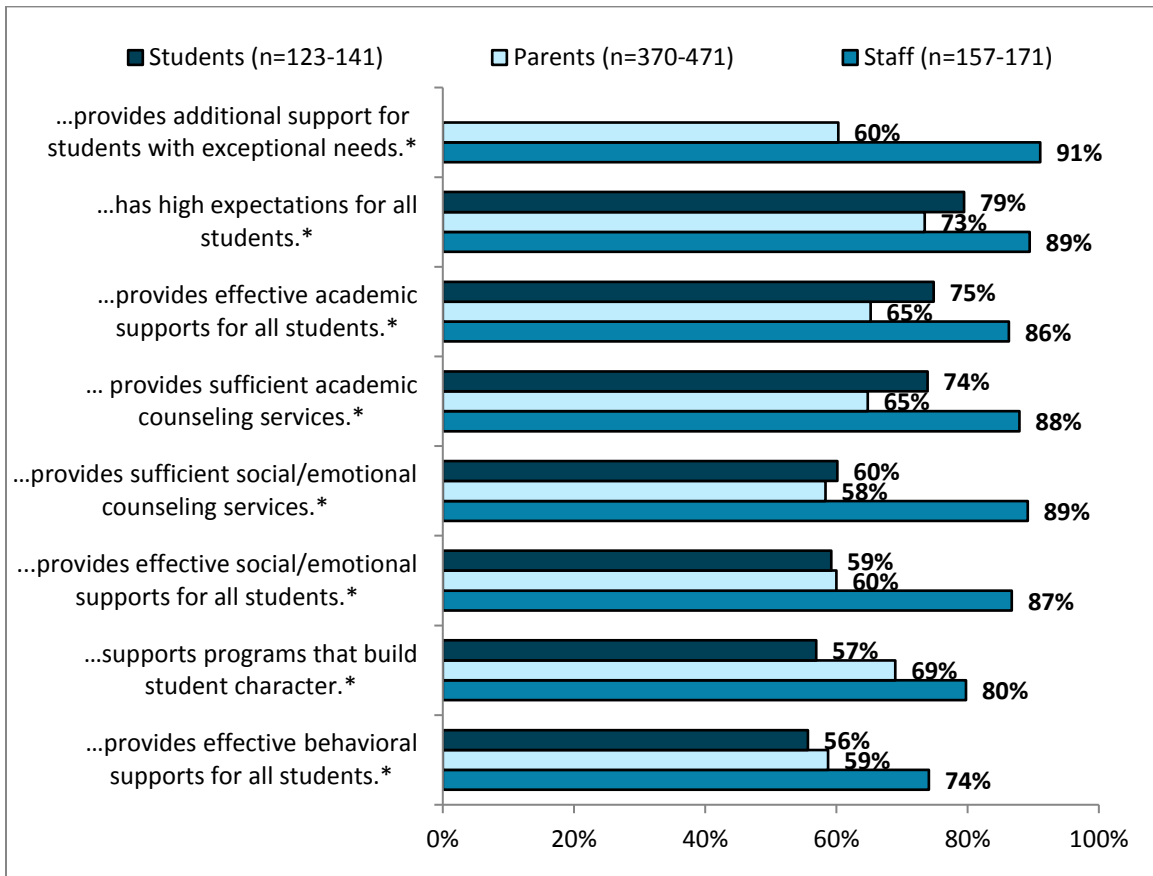
My School...



n=538-783

Note: Only parents, staff, and high school students answered this question.

Figure 9: Perceived Availability of Student Support, by Role
Responses of “Agree” or “Strongly Agree”



Note: Only parents, staff, and high school students answered this question.

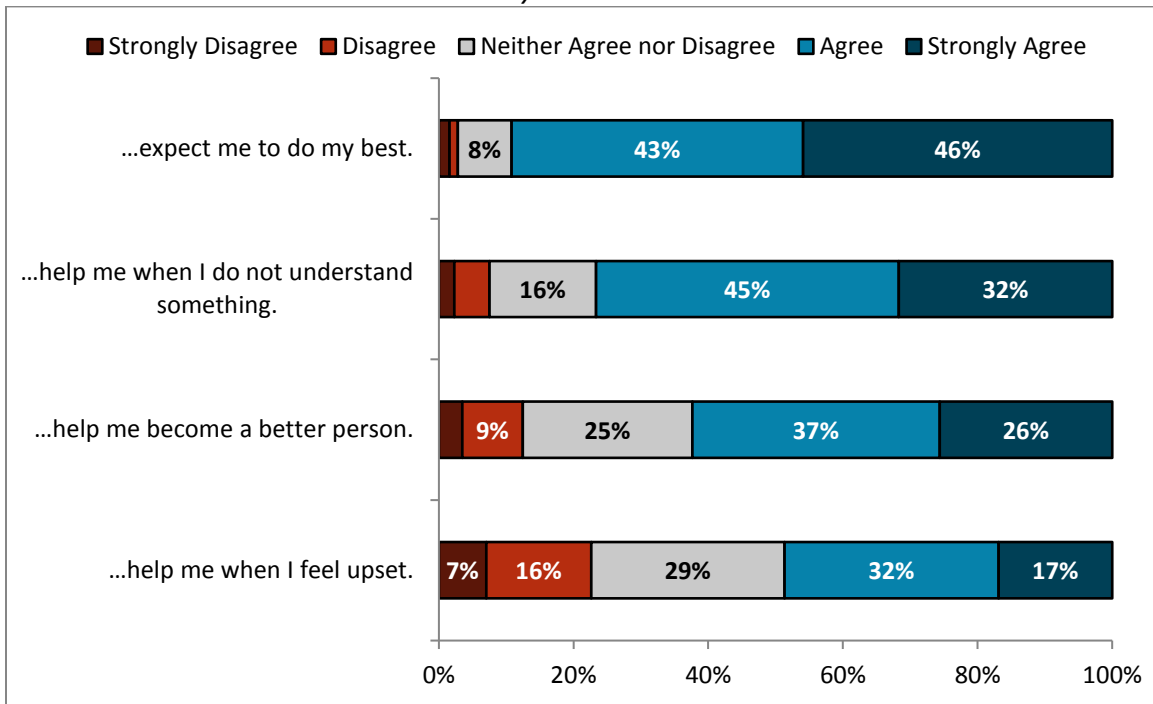
Figure 10: Perceived Availability of Student Support, by School
Responses of “Agree” or “Strongly Agree”

	EL MORRO ELEMENTARY SCHOOL (N=79-90)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=109-121)	THURSTON MIDDLE SCHOOL (N=147-159)	LAGUNA BEACH HIGH SCHOOL (N=349-403)
...has high expectations for all students.*	86%	76%	74%	78%
...provides effective academic supports for all students.*	82%	77%	70%	68%
...provides effective behavioral supports for all students.*	78%	70%	63%	54%
...supports programs that build student character.*	89%	81%	76%	58%
...provides sufficient social/emotional counseling services.*	77%	75%	68%	59%
...provides effective social/emotional supports for all students.*	80%	73%	71%	57%

Note: Only parents, staff, and high school students answered this question.

Figure 11: Perceived Availability of Student Support Among Students

My teachers...



n=906-956

Note: Only students answered this question.

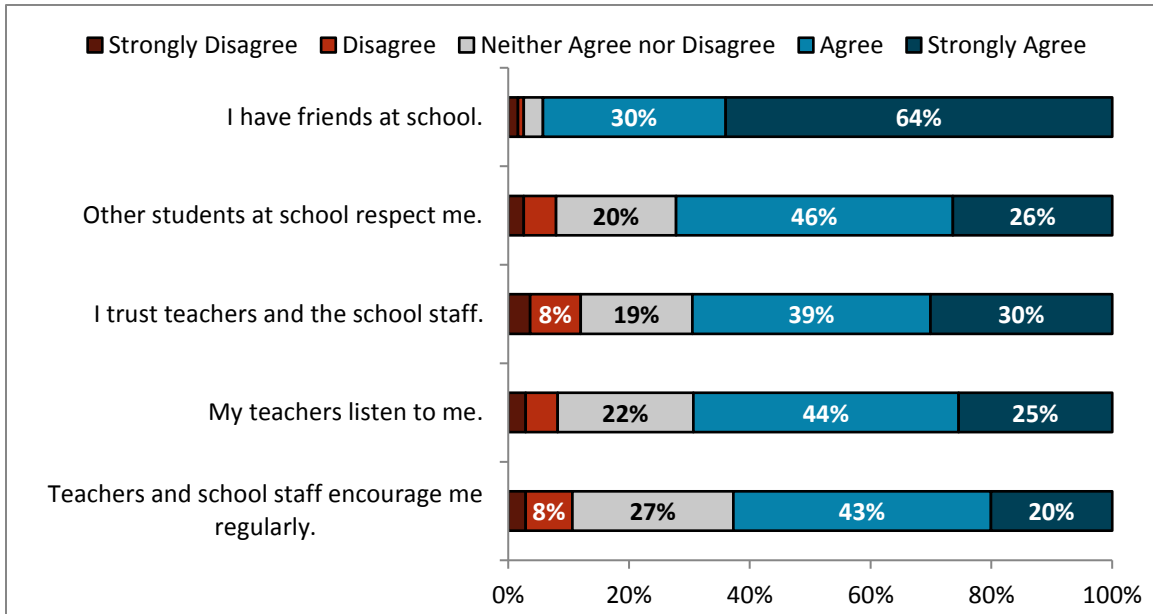
Figure 12: Perceived Availability of Student Support Among Students, by School

Responses of "Agree" or "Strongly Agree"

	EL MORRO ELEMENTARY SCHOOL (N=93-96)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=595-635)	THURSTON MIDDLE SCHOOL (N=137-144)	LAGUNA BEACH HIGH SCHOOL (N=137-144)
...help me when I feel upset.*	73%	78%	45%	32%
...help me become a better person.*	89%	81%	59%	51%
...help me when I do not understand something.*	94%	85%	74%	71%
...expect me to do my best.*	96%	92%	89%	85%

Note: Only students answered this question.

Figure 11: School Climate-Students



n=931-942

Note: Only students answered this question.

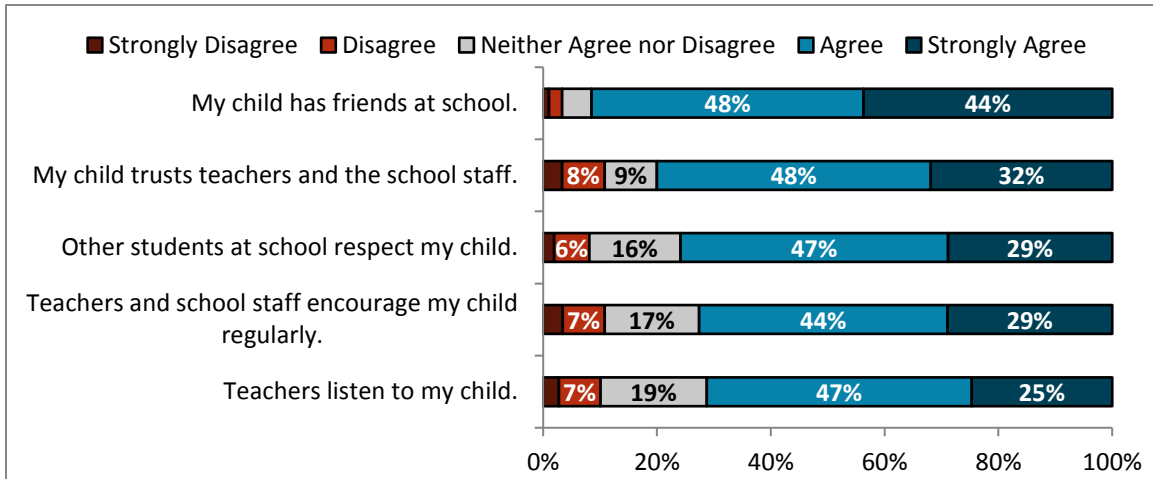
Figure 14: School Climate-Students, by School

Responses of "Agree" or "Strongly Agree"

	EL MORRO ELEMENTARY SCHOOL (N=81)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=91-93)	THURSTON MIDDLE SCHOOL (N=618-625)	LAGUNA BEACH HIGH SCHOOL (N=141)
I trust teachers and the school staff.*	85%	87%	67%	62%
Teachers and school staff encourage me regularly.*	79%	74%	61%	55%
My teachers listen to me.*	86%	76%	67%	67%

Note: Only students answered this question.

Figure 15: School Climate-Parents



n=463-481

Note: Only parents answered this question.

Figure 16: School Climate-Parents, by Student Service(s) Received

Responses of "Agree" or "Strongly Agree"

	ENGLISH LEARNER (N=27-28)	SPECIAL ED./SECTION 504 (N=57-60)	FREE OR REDUCED-PRICE LUNCH (N=19-21)	GIFTED AND TALENTED EDUCATION (N=75-79)	NONE OF THE ABOVE (N=301-312)
My child trusts teachers and the school staff.*	96%	67%	100%	85%	79%
My child has friends at school.*	100%	80%	95%	95%	92%
Other students at school respect my child.*	89%	61%	90%	78%	76%
Teachers listen to my child.*	93%	56%	100%	79%	68%

Note: Only parents answered this question. Figure does not show reclassified English Proficient because of the very small sample size (n<10). A full list of responses are included in the data supplement.

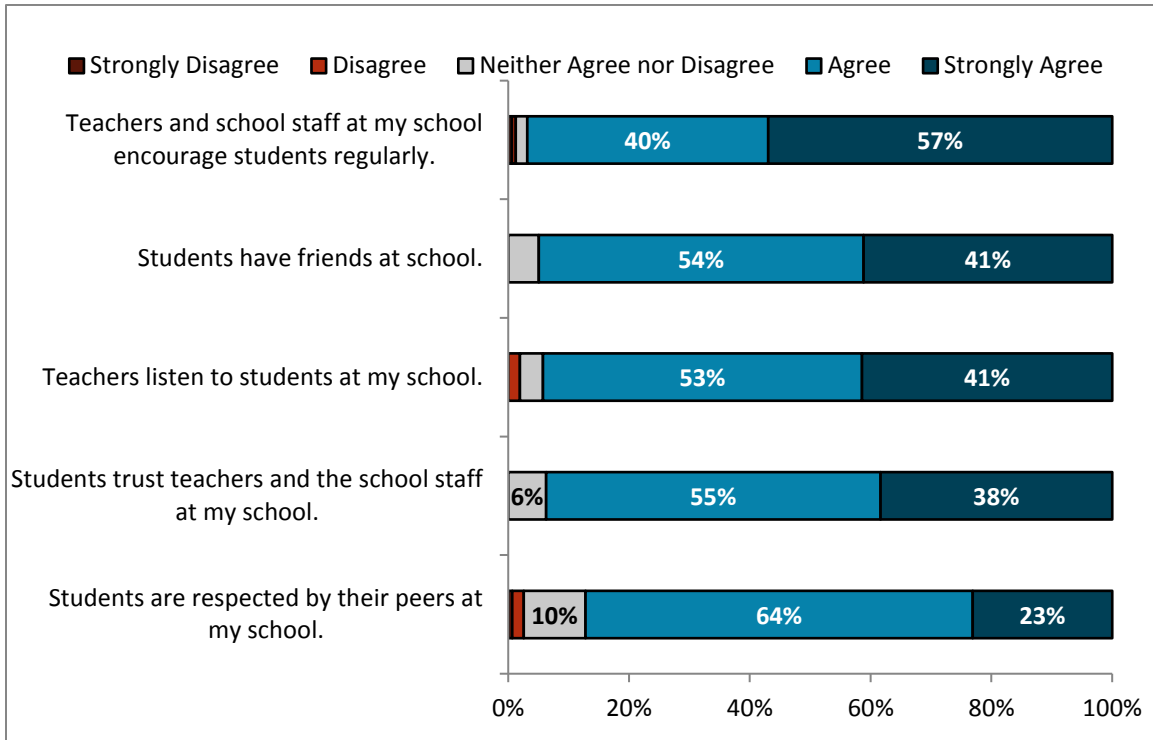
Figure 17: School Climate-Parents, by School

Responses of "Agree" or "Strongly Agree"

	EL MORRO ELEMENTARY SCHOOL (N=67-70)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=97-98)	THURSTON MIDDLE SCHOOL (N=122-126)	LAGUNA BEACH HIGH SCHOOL (N=174-186)
Teachers and school staff encourage my child regularly.*	90%	85%	73%	59%
Teachers listen to my child.*	93%	87%	66%	58%
My child trusts teachers and the school staff.*	94%	85%	84%	69%

Note: Only parents answered this question.

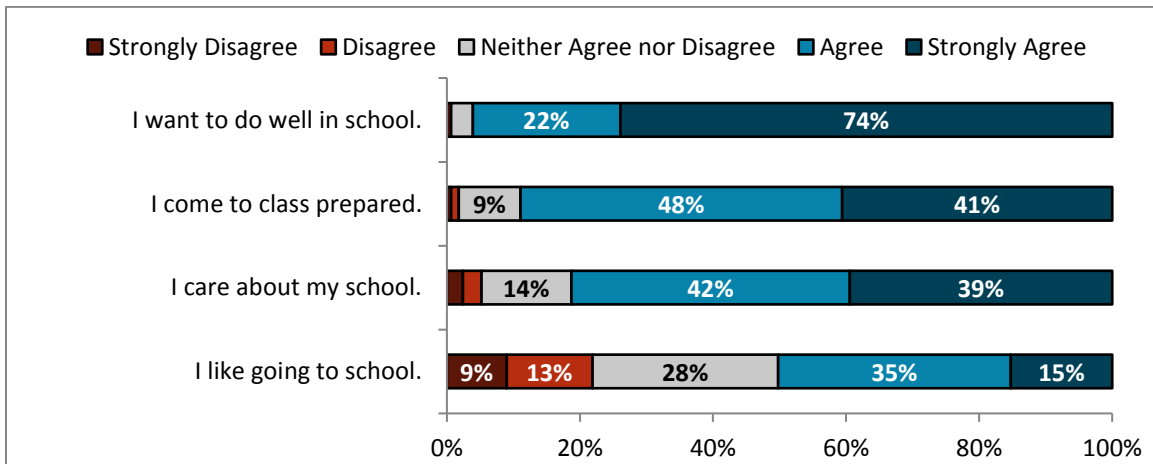
Figure 18: School Climate-School Staff



n=156-159

Note: Only school-level staff answered this question.

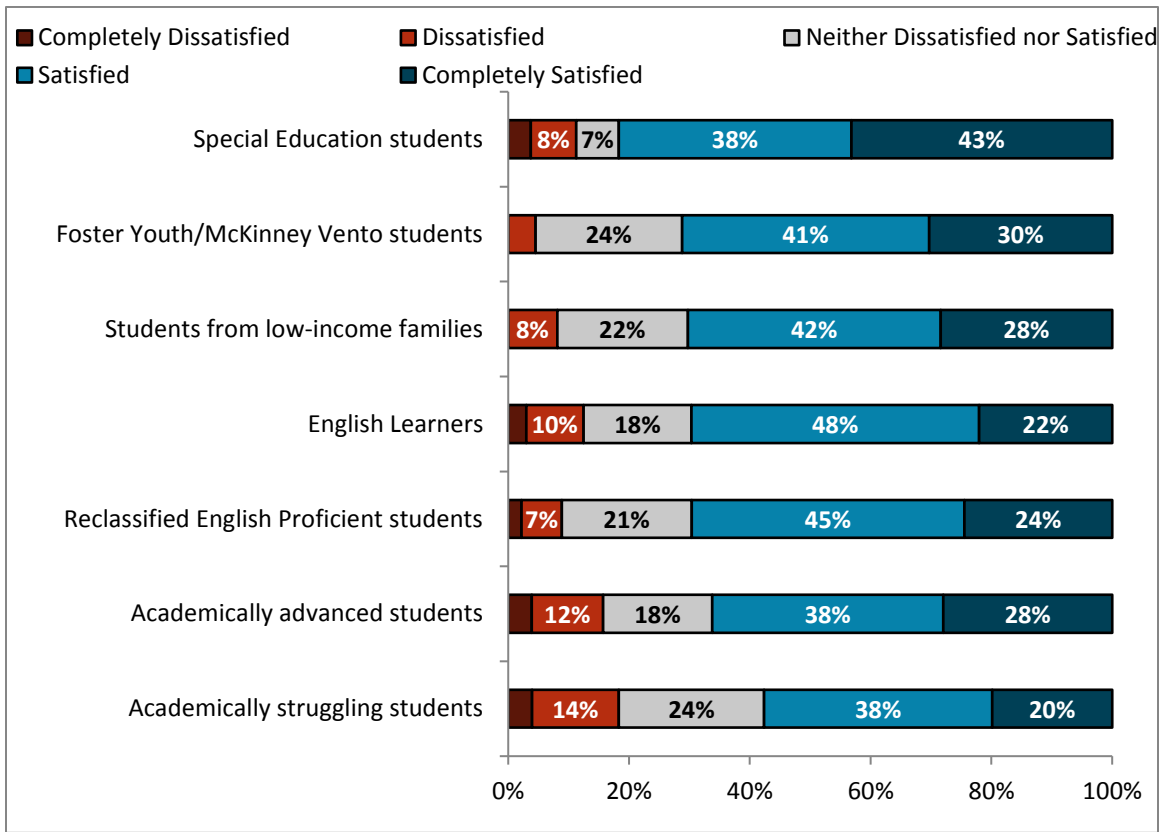
Figure 19: Student Engagement



n=946-949

Note: Only students answered this question.

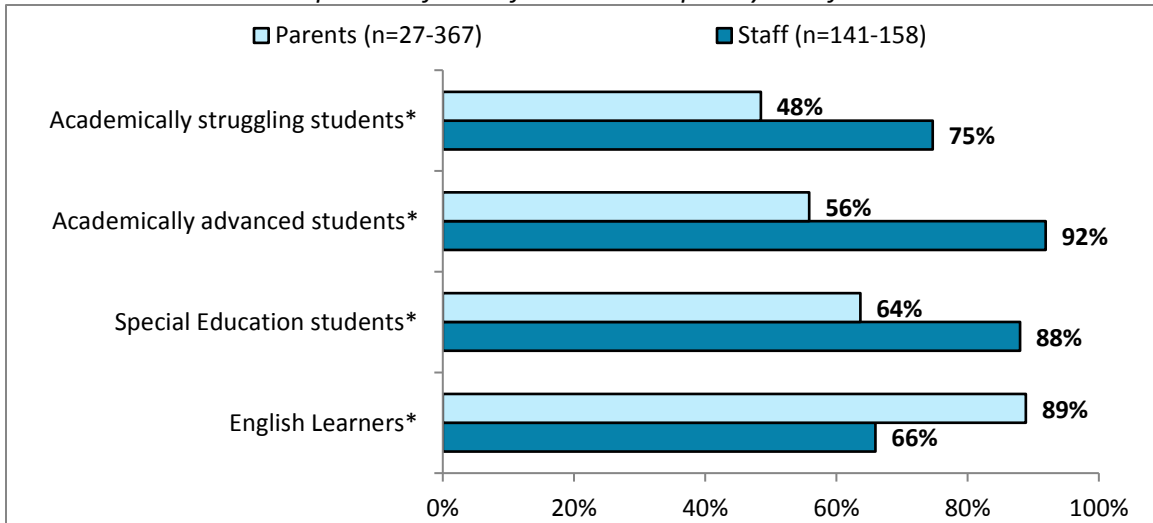
Figure 20: Satisfaction with Academic Support Available for Student Subgroups



n=66-515

Note: Only parents and staff answered this question; parents only answered items about services their child receives and the items “Academically advances students” and “Academically struggling students.”

Figure 21: Satisfaction with Academic Support Available for Student Subgroups, by Role
Responses of “Satisfied” or “Completely Satisfied”



Note: Only parents and staff answered this question; parents only answered items about services their child receives and the items “Academically advances students” and “Academically struggling students.”

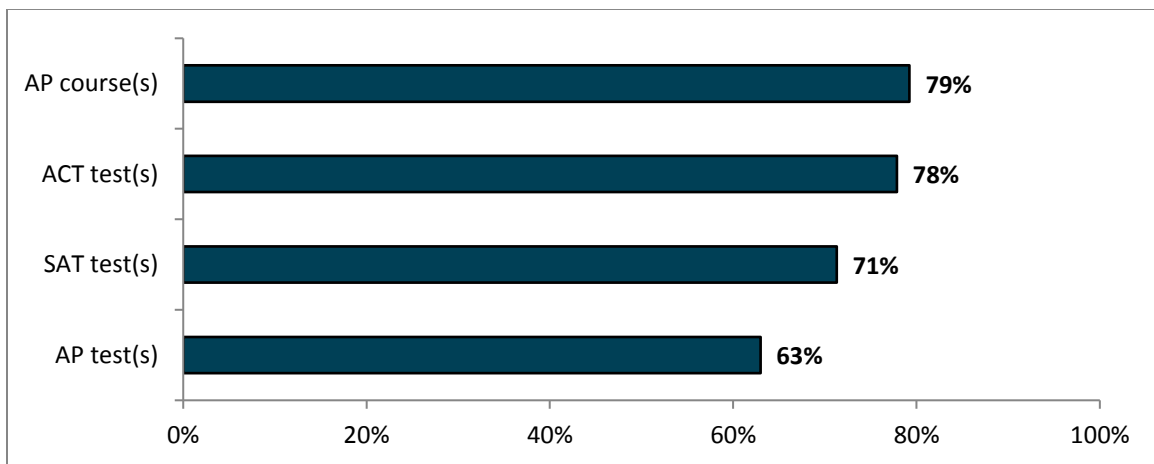
Figure 22: Satisfaction with Academic Support Available for Student Subgroups, by School
Responses of “Satisfied” or “Completely Satisfied”

	EL MORRO ELEMENTARY SCHOOL (N=20-66)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=13-92)	THURSTON MIDDLE SCHOOL (N=35-136)	LAGUNA BEACH HIGH SCHOOL (N=59-213)
Academically advanced students*	67%	62%	60%	71%
Academically struggling students*	77%	58%	56%	52%
Reclassified English Proficient students*	85%	85%	74%	56%
English Learners*	89%	83%	71%	52%
Students from low-income families*	95%	85%	59%	62%

Note: Only parents and staff answered this question; parents only answered items about services their child receives and the items “Academically advances students” and “Academically struggling students.”

GOAL 3—COLLEGE AND CAREER READINESS

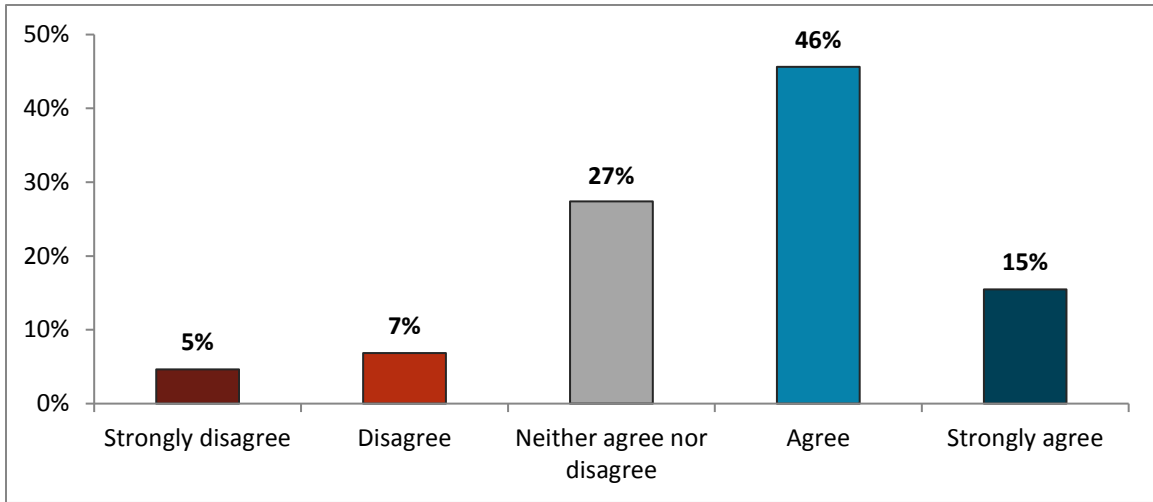
Figure 23: Tests and Courses Students Have Taken or Plan to Take



n=289

Note: Only high school students and high school parents answered this question.

Figure 24: Agreement that Teachers Encourage Enrollment in Challenging Courses

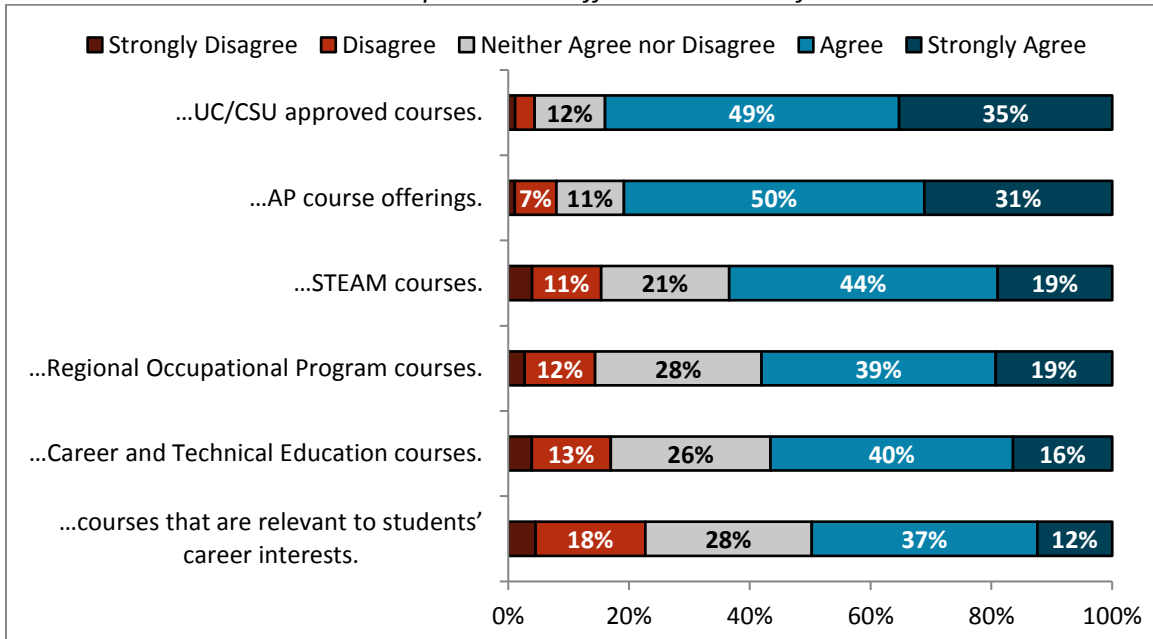


n=949

Note: Only students answered this question.

Figure 25: Agreement that LBUSD Provides Sufficient Courses

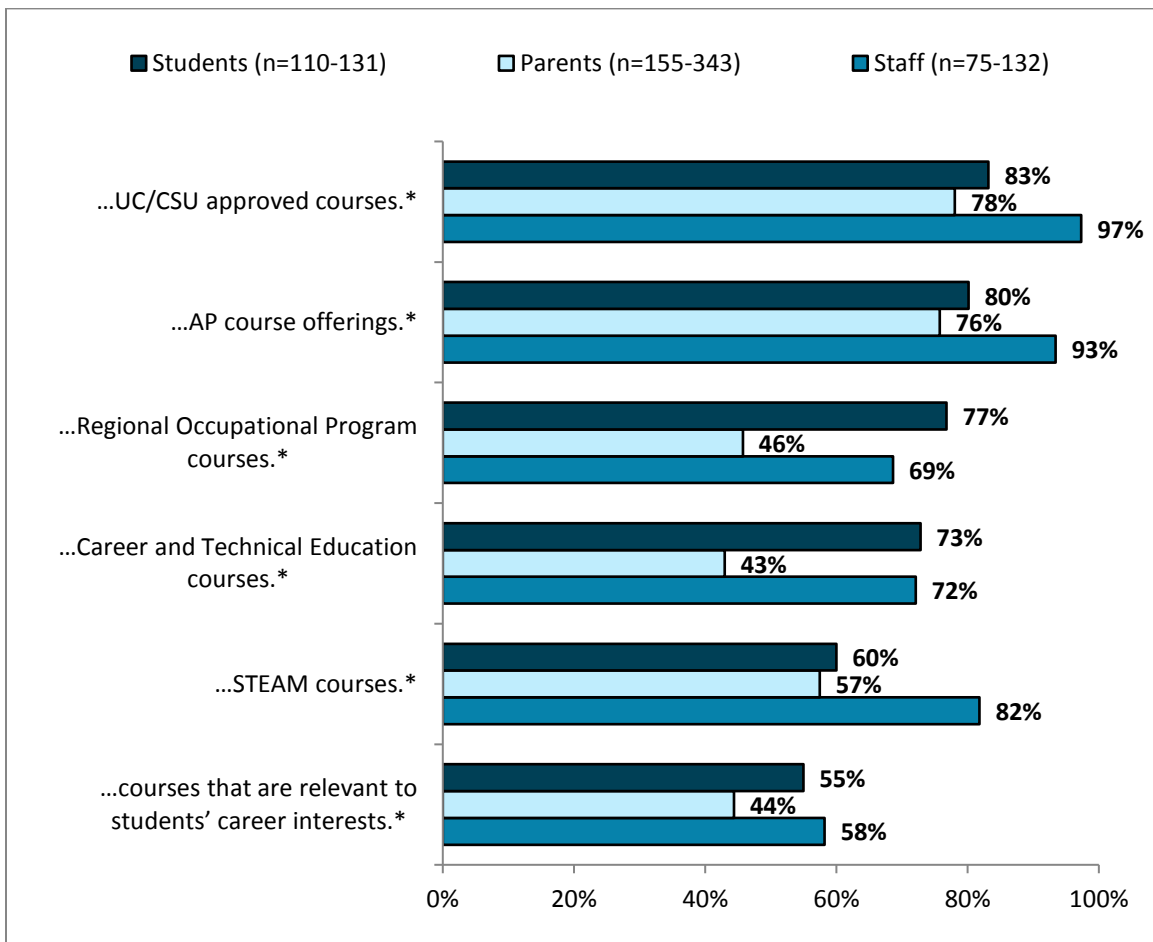
LBUSD provides a sufficient number of...



n=343-585

Note: Only parents, staff, and high school students answered this question. Only respondents affiliated with Laguna Beach High School or district staff or administrators answered the items "...AP course offerings" and "...UC/CSU approved courses."

Figure 26: Agreement that LBUSD Provides Sufficient Courses, by Role
Responses of “Agree” or “Strongly Agree”



Note: Only parents, staff, and high school students answered this question. Only respondents affiliated with Laguna Beach High School or district staff or administrators answered the items “...AP course offerings” and “...UC/CSU approved courses.”

Figure 27: Agreement that LBUSD Provides Sufficient Courses, by School
Responses of “Agree” or “Strongly Agree”

	EL MORRO ELEMENTARY SCHOOL (N=26-54)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=38-86)	THURSTON MIDDLE SCHOOL (N=81-133)	LAGUNA BEACH HIGH SCHOOL (N=303-312)
...ROP courses.*	42%	37%	42%	66%
...CTE courses.*	60%	41%	46%	61%
...STEAM courses.*	76%	69%	68%	57%

Note: Only parents, staff, and high school students answered this question. Only respondents affiliated with Laguna Beach High School or district staff or administrators answered the items “...AP course offerings” and “...UC/CSU approved courses.”

Figure 28: Agreement that LBUUSD Provides Sufficient Courses, by Student Service(s) Received

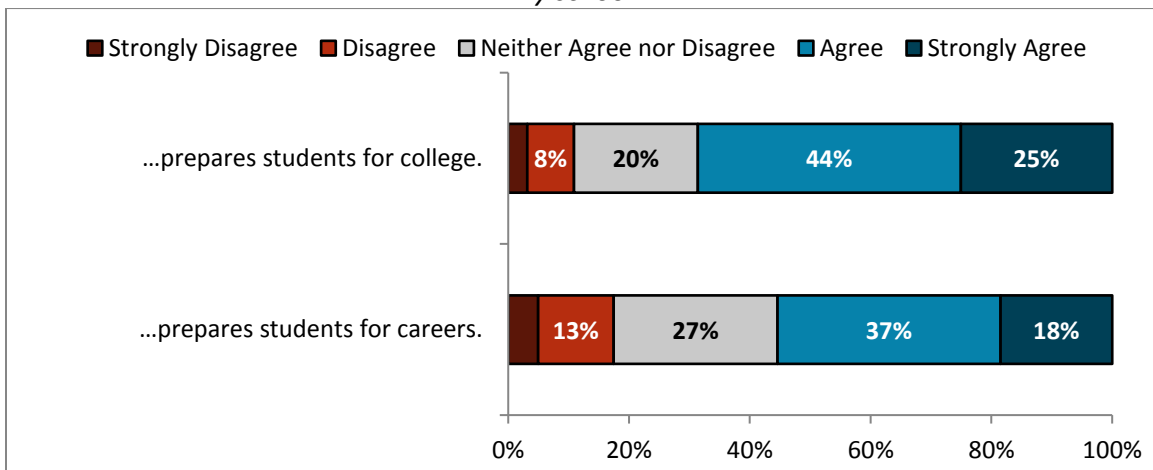
Responses of “Agree” or “Strongly Agree”

	ENGLISH LEARNER (N=1-15)	SPECIAL ED./SECTION 504 (N=24-42)	FREE AND REDUCED-PRICE LUNCH (N=4-16)	GIFTED AND TALENTED EDUCATION (N=27-65)	NONE OF THE ABOVE (N=104-219)
...UC/CSU approved courses.*	100%	58%	100%	70%	83%
...CTE courses.*	86%	25%	77%	38%	43%
...STEAM courses.*	87%	38%	75%	55%	58%
...AP course offerings.*	100%	52%	100%	66%	81%

Note: Figure does not show reclassified English Proficient because of the very small sample size (n<10). A full list of responses are included in the data supplement.

Figure 29: Post-Secondary Preparation

My school...



n=1391-1420

Figure 30: Post-Secondary Preparation, by Role
Responses of “Agree” or “Strongly Agree”

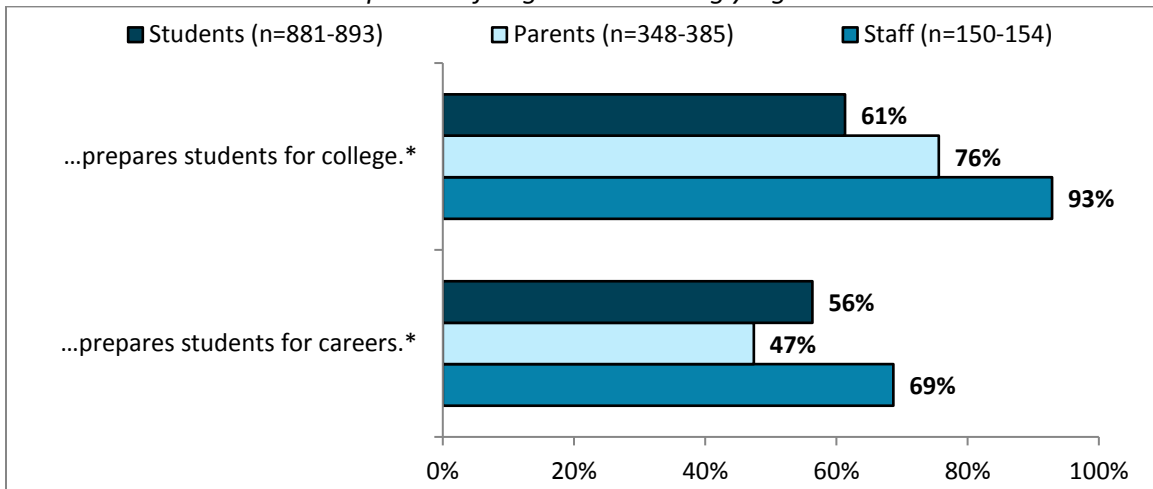
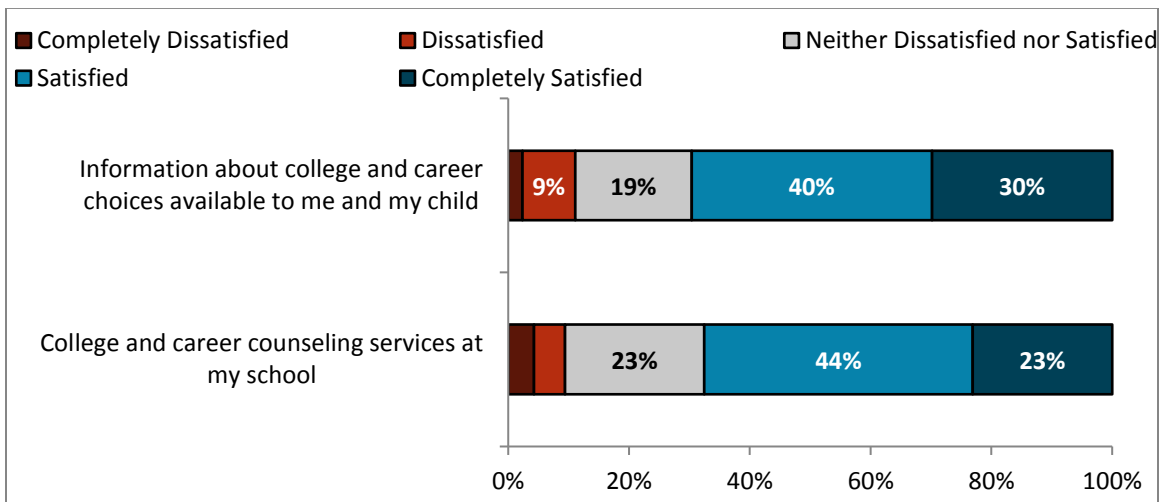


Figure 31: Satisfaction with Available College and Career Information and Counseling



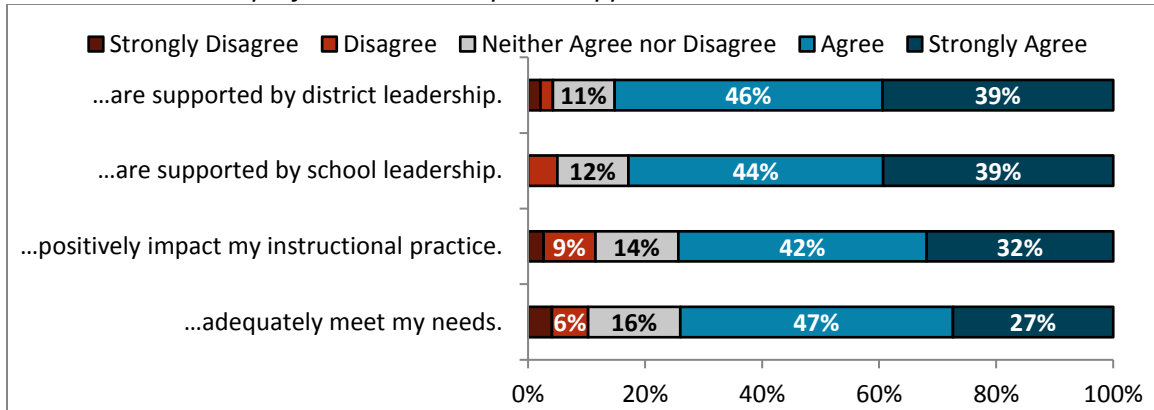
n=117 (students); 171 (parents)

Note: Only high school students answered the item “College and career counseling services at my school.” Only parents affiliated with the high school answered the item “Information about college and career choices available to me and my child.”

GOAL 4—PROFESIONAL DEVELOPMENT

Figure 32: Staff Assessment of Professional Development Opportunities

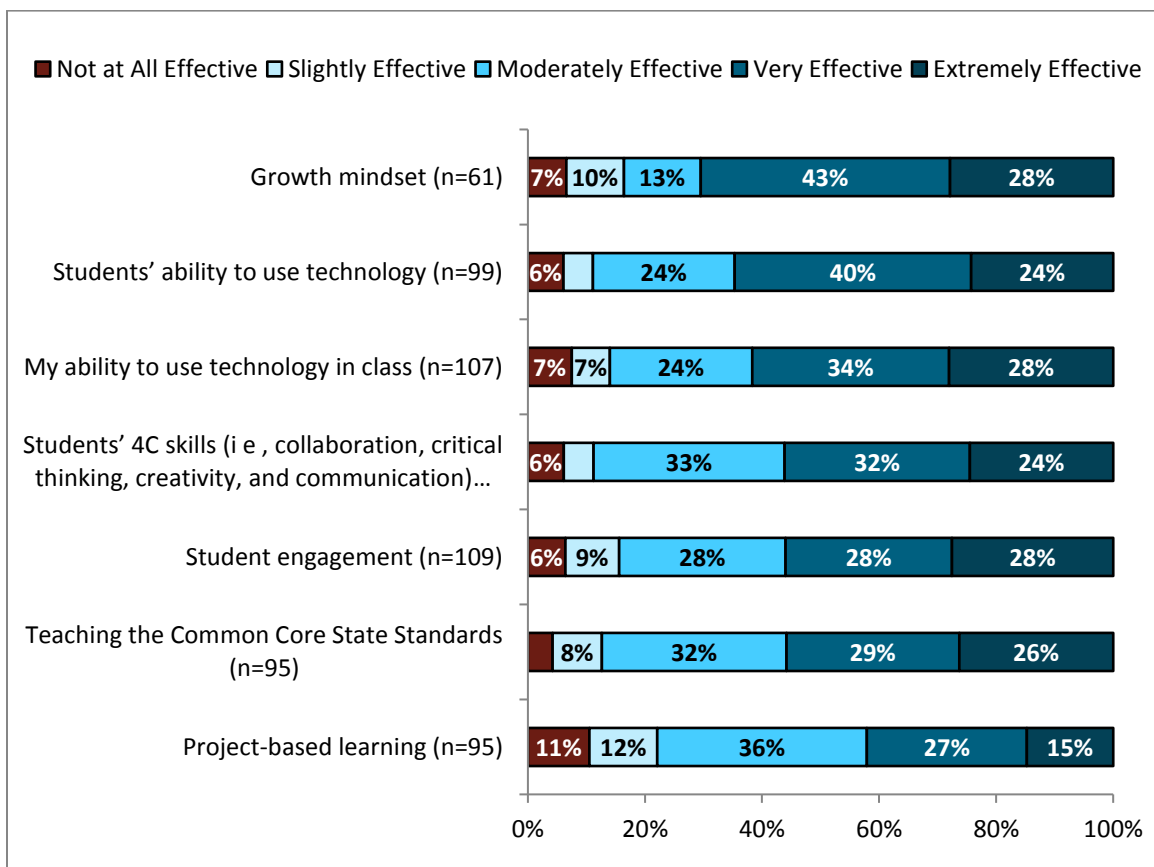
The professional development opportunities available to me...



n=113-146

Note: Only instructional staff and other school staff answered this question. Only instructional staff answered the item “...positively impact my instructional practice.”

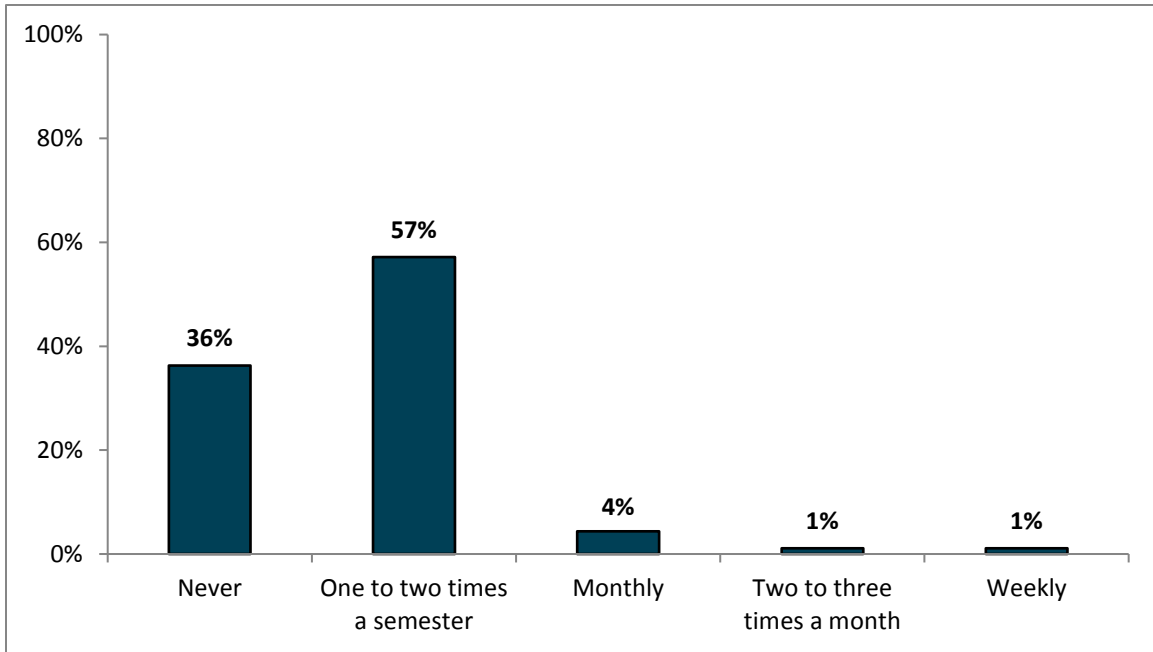
Figure 33: Professional Development Effectiveness in Addressing Specific Needs



n=61-109

Note: Only instructional staff answered this question. Only elementary-level instructional staff answered the items “Student engagement” and “Growth mindset.”

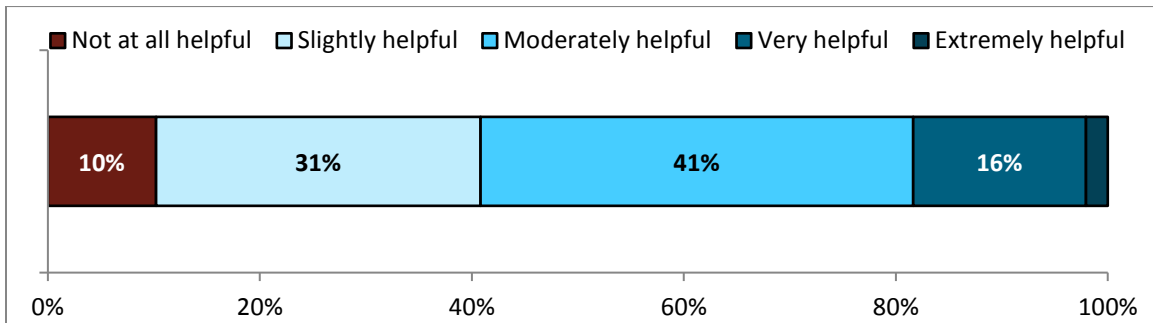
Figure 34: Frequency of Participation in Learning Walks



n=91

Note: Only instructional staff and school administrators answered this question.

Figure 35: Helpfulness of Learning Walks for Instructional Practice

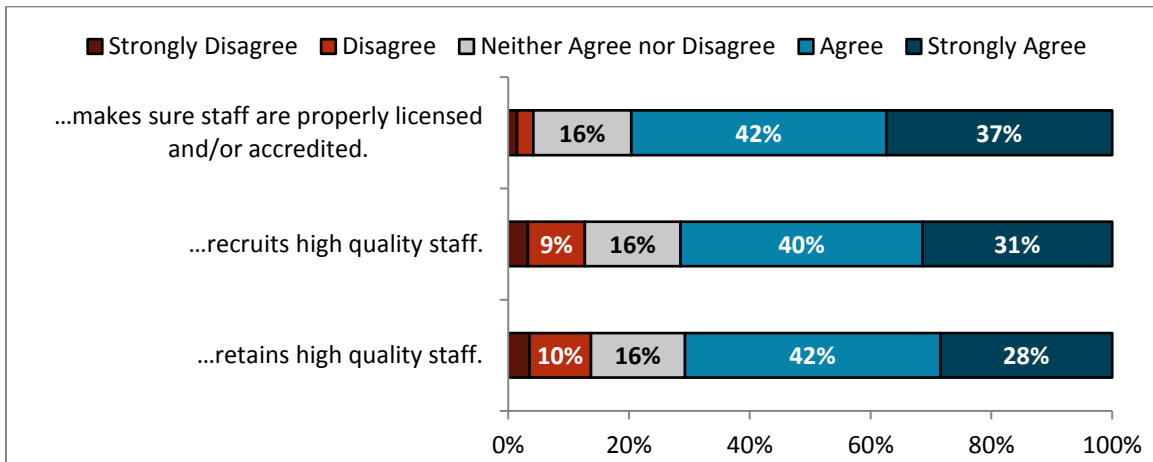


n=49

Note: Only instructional staff and school-level administrators that indicated they had participated in Learning walk answered this question.

Figure 36: Staff Recruitment, Retention, and Licensure at LBUSD

LBUSD...

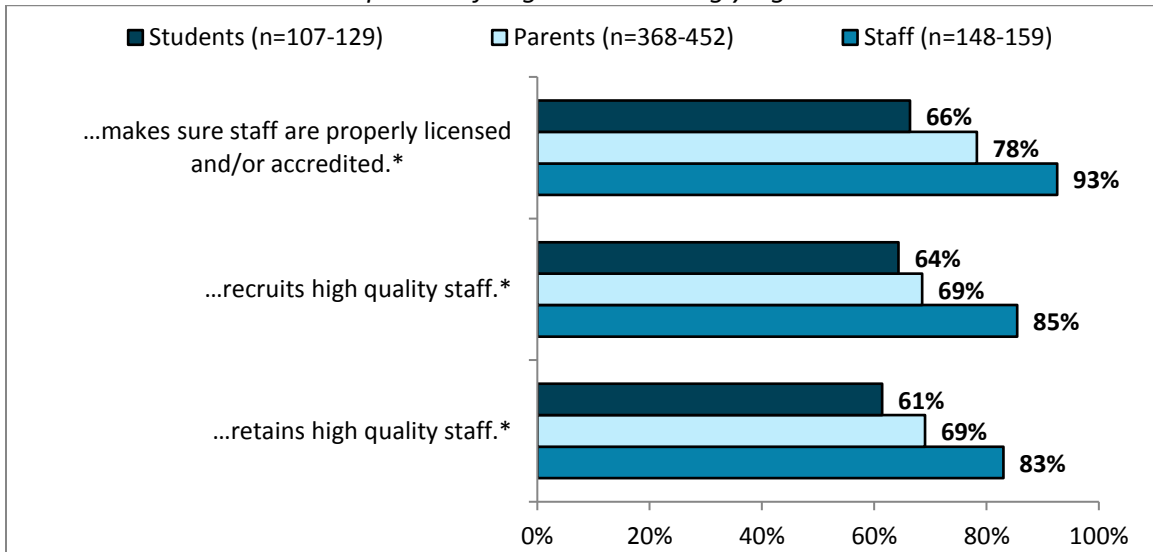


n=623-738

Note: Only parents, staff, and high school students answered this question.

Figure 37: Staff Recruitment, Retention, and Licensure at LBUSD, by Role

Responses of "Agree" or "Strongly Agree"

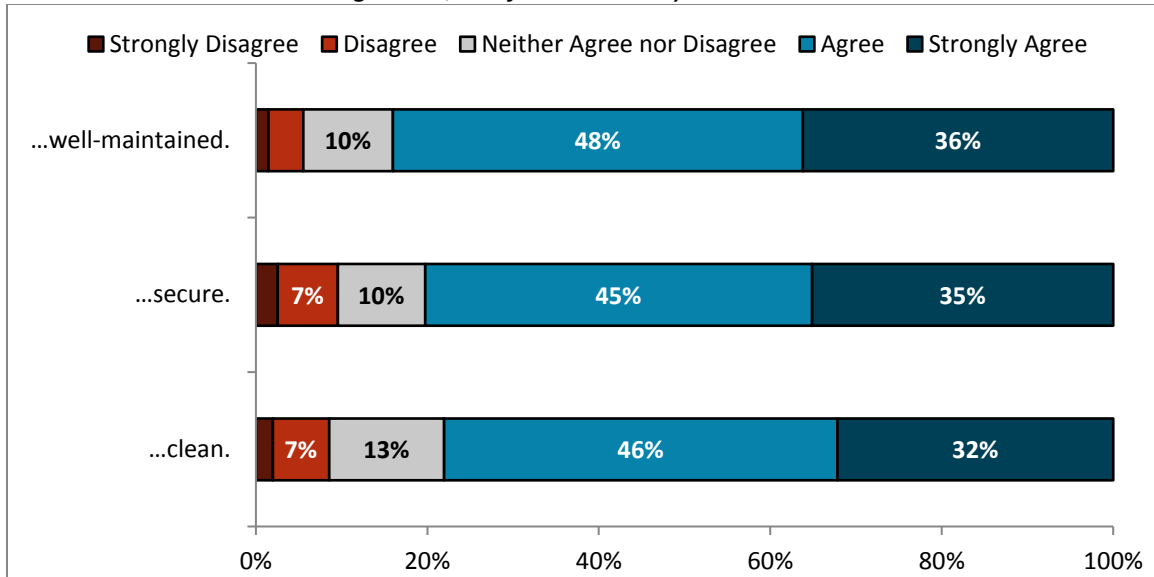


Note: Only parents, staff, and high school students answered this question.

GOAL 5—LEARNING ENVIRONMENT

Figure 38: Perceptions of School Facilities

In general, the facilities in my school are...

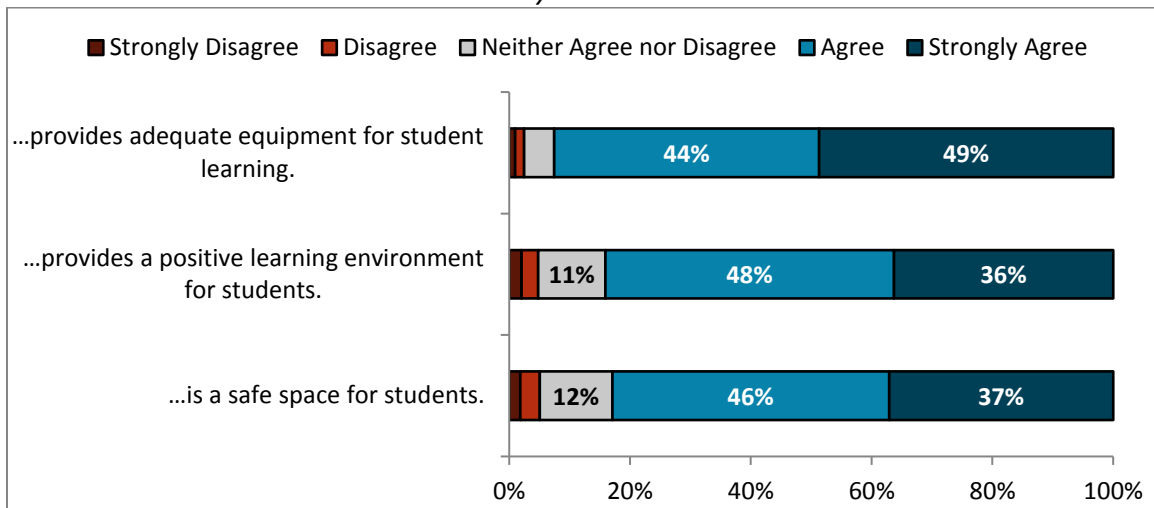


N=1,540-1,558

Note: Only parents, school-level staff, and students answered this question.

Figure 39: Perceptions of School Setting

My school...



n=1,543-1,557

Figure 40: Perceptions of School Setting, by Student Service(s) Received
Responds of “Agree” or “Strongly Agree”

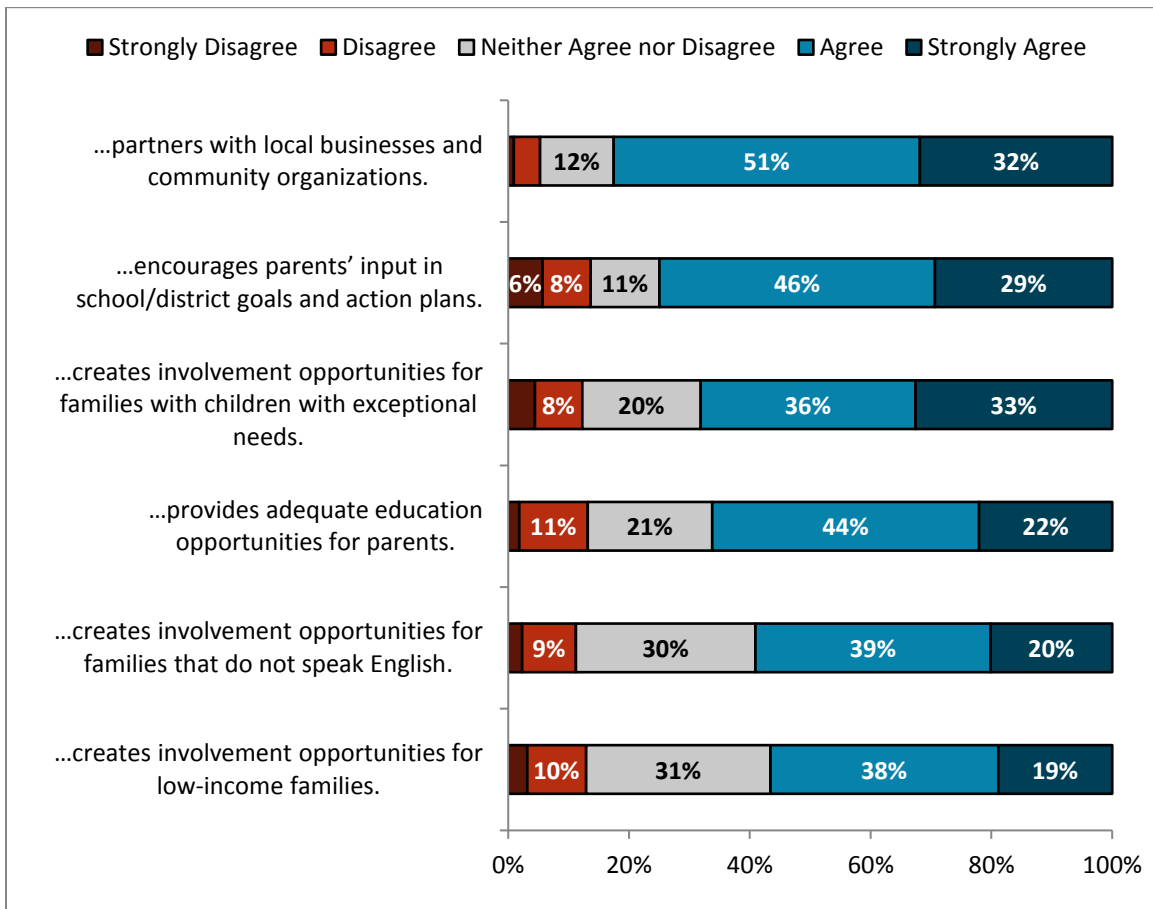
	ENGLISH LEARNER (N=27-28)	SPECIAL ED./SECTION 504 (N=57-59)	FREE OR REDUCED-PRICE LUNCH (N=19-20)	GIFTED AND TALENTED EDUCATION (N=77-78)	NONE OF THE ABOVE (N=301-307)
...provides a positive learning environment for students.*	93%	68%	100%	85%	82%
...is a safe space for students.*	96%	68%	100%	81%	82%

Note: Figure does not show reclassified English Proficient because of the very small sample size (n<10). A full list of responses are included in the data supplement.

GOAL 6—STAKEHOLDER ENGAGEMENT

Figure 41: Opportunities for Parental and Community Involvement in LBUSD

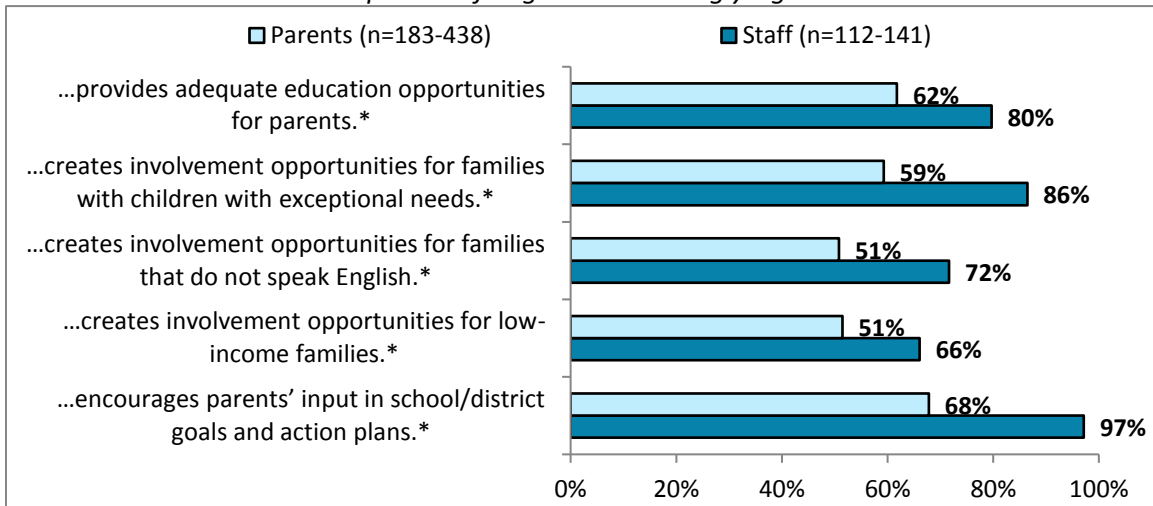
LBUSD...



n=303-579

Note: Only parents and staff answered this question.

Figure 42: Opportunities for Parental and Community Involvement in LBUSD, by Role
Responses of “Agree” or “Strongly Agree”



Note: Only parents and staff answered this question.

Figure 43: Opportunities for Parental and Community Involvement in LBUSD, by School
Responses of “Agree” or “Strongly Agree”

	EL MORRO ELEMENTARY SCHOOL (N=51-80)	TOP OF THE WORLD ELEMENTARY SCHOOL (N=46-108)	THURSTON MIDDLE SCHOOL (N=80-145)	LAGUNA BEACH HIGH SCHOOL (N=113-238)
...creates involvement opportunities for low-income families.*	75%	52%	59%	47%
...provides adequate education opportunities for parents.*	75%	61%	74%	60%
...creates involvement opportunities for families with children with exceptional needs.*	77%	68%	70%	62%
...creates involvement opportunities for families that do not speak English.*	78%	57%	55%	50%
...encourages parents' input in school/district goals and action plans.*	81%	81%	77%	68%
...partners with local businesses and community organizations.*	92%	89%	82%	76%

Note: Only parents and staff answered this question.

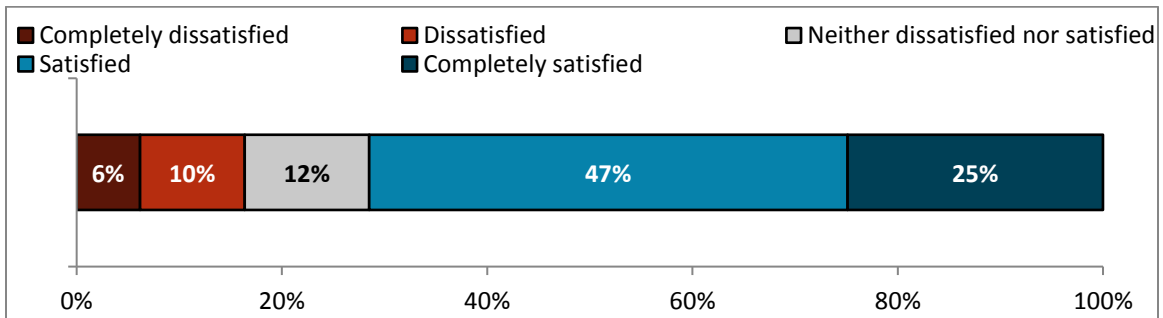
Figure 44: Opportunities for Parental and Community Involvement in LBUSD, by Student Service(s) Received

Responses of “Agree” or “Strongly Agree”

	ENGLISH LEARNER (N=27-28)	SPECIAL ED./SECTION 504 (N=49-56)	FREE OR REDUCED-PRICE LUNCH (N=19-20)	GIFTED AND TALENTED EDUCATION (N=69-73)	NONE OF THE ABOVE (N=264-278)
...partners with local businesses and community organizations.*	100%	67%	100%	77%	84%
...encourages parents’ input in school/district goals and action plans.*	93%	57%	85%	56%	69%

Note: Figure does not show reclassified English Proficient because of the very small sample size (n<10). A full list of responses are included in the data supplement.

Figure 45: Parent Satisfaction with School Communication

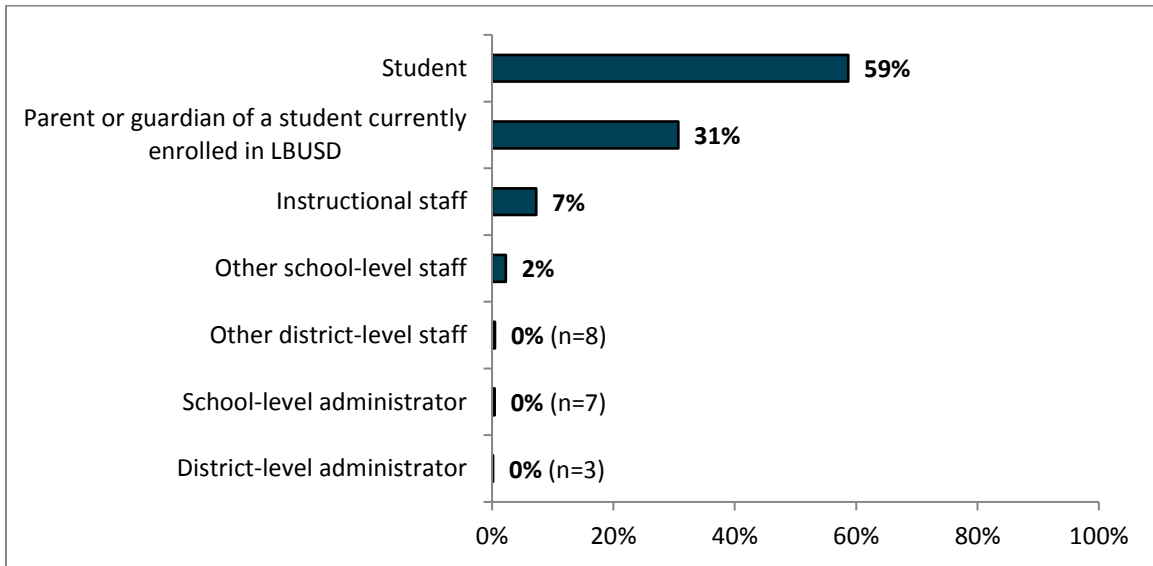


n=470

Note: Only parents answered this question.

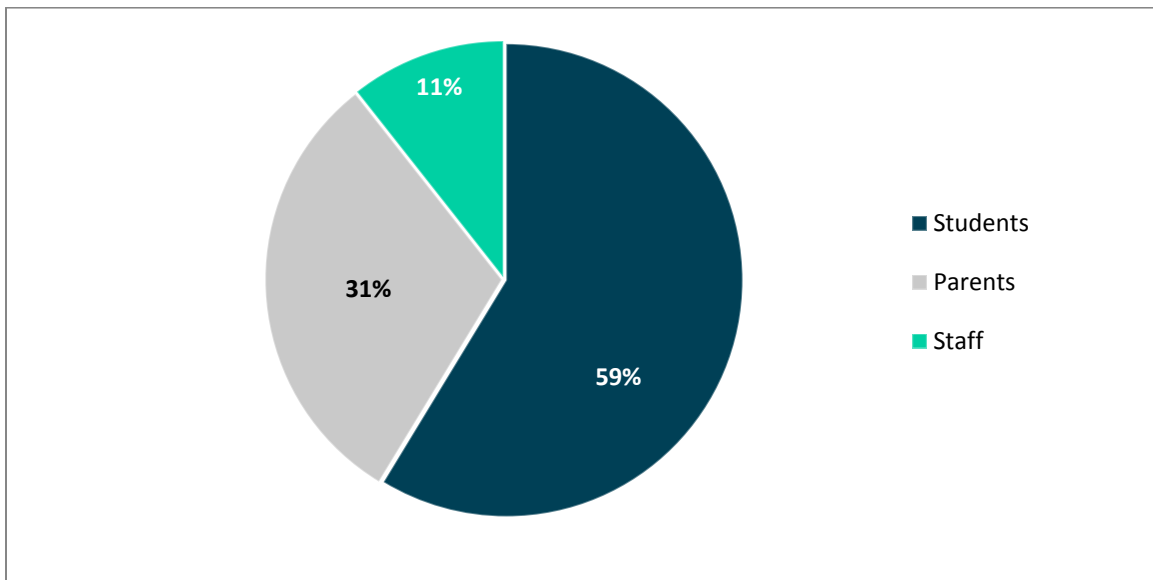
RESPONDENT CHARACTERISTICS

Figure 46: Specific Association with LBUSD



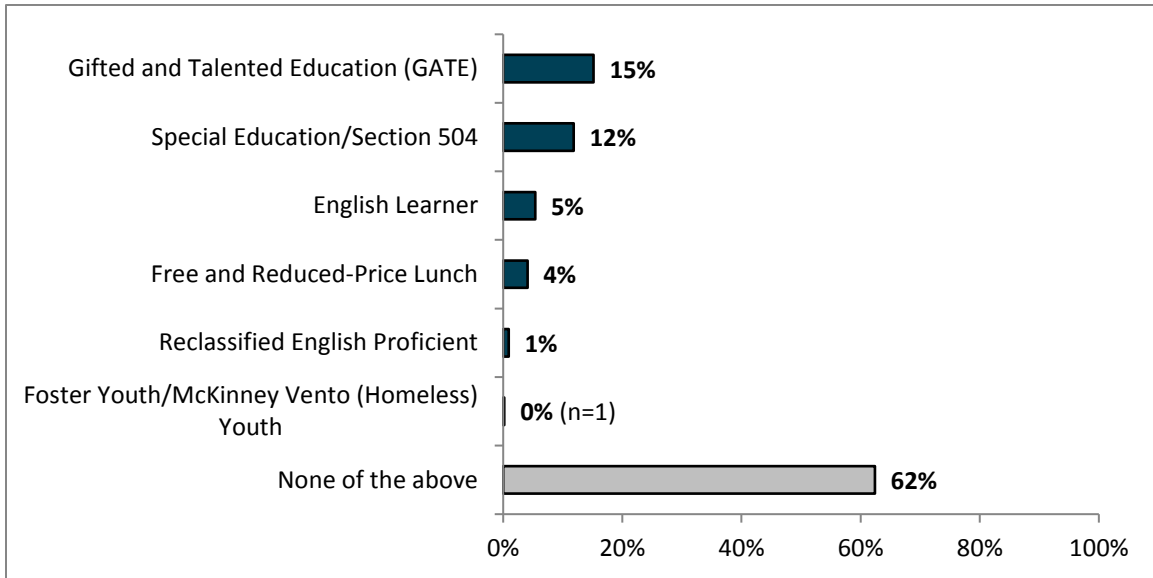
n=1,685

Figure 47: Role



n=1,685

Figure 48: Does your child qualify for any of the following services this school year?



n=517

Note: Only parents answered this question.

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